



# 2020 Annual Report



 [www.harrisdaleps.wa.edu.au](http://www.harrisdaleps.wa.edu.au)

 [harrisdale.ps.administration@education.wa.edu.au](mailto:harrisdale.ps.administration@education.wa.edu.au)

 @Harrisdaleps

 7 Fairhaven Avenue, Harrisdale

 08 9234 9700

 Harrisdale Primary School

# CONTENTS PAGE

Our School	3
Values/PBS expectations	4
Overarching Key Business Plan Priorities	4
Principal's Report	5
Other Reports	6
School Context	8
Strong Start/Strong Foundations – Early Childhood	9
Strong Start/Strong Foundations – NAPLAN	12
Literacy	13
Numeracy	17
Attendance	20
Behaviour	21
Every Student Known, Valued & Cared For	23
PBS	25
Technology	26
Science	28
HASS	30
Health & Physical Education	32
Visual Art & Music	34
French	36
Engagement & Partnerships	38
Financial Review	56
Painting Rainbows for COVID-19	60
Glossary of Terms	61



# OUR SCHOOL

.....

## OUR VISION

**Every Student  
Successful**



## OUR MISSION

**Every student  
known, valued  
and cared for**



## OUR MISSION

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



# OUR VALUES & PBS BEHAVIOUR EXPECTATIONS

.....

**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.



# PRINCIPAL'S REPORT



Dear Parents and Carers,

It is with pride, that I present to you Harrisdale Primary's 2020 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.

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. It is through prioritising these, that we can work to make 'Every student successful' at Harrisdale Primary.

I first thought, "what am I going to say about 2020-the year of COVID 19"? To say it was a challenge, would be an understatement but in true Harrisdale spirit, we as a community dealt with the challenges thrown our way. We dealt with school closures, albeit not full closures, but more restrictions. We dealt with having no parents on site and our students getting themselves into class. We dealt with new terminology like social distancing, hard borders, Zoom, Webex, hand sanitising etc. But compared to the rest of the world, we were lucky and schooling at Harrisdale remained fairly much the same as previous years.

I was certainly very proud of our students and the resilience they demonstrated. Our young students, as young as three and four, showed they were capable of carrying their own bags, walking to class and unpacking their bags ready for a day of learning. Students remained positive and happy to be at school in a time of great unrest around the world. Resilience was in abundance in 2020 and we hope that this trait can be carried forward into 2021 and beyond.

I am extremely proud of the staff and their ability to adjust to change and to remain positive and focussed on the job of educating our students. When COVID restrictions first came into play, the Harrisdale Team jumped to the challenge and began preparing for online learning with such creativity and positivity, and a 'can do' attitude. Staff stood drenched in the pouring rain throughout winter ensuring the safety and care of our students. They adjusted with each change and made sure the students' emotional wellbeing was always prioritised, often at a time of their own personal stress. The feedback I received from parents was that the staff were absolutely amazing. Some comments from our annual Parent Opinion Survey included:

- 'Providing a safe environment for my child to learn'
- 'Working hard and maintaining high standards of learning of kids'
- 'Very well handled during COVID situation'
- 'The school has awesome classroom teachers'
- 'Keeping the community informed and involved, honesty in their communication also'

For this reason, the Staff at Harrisdale PS were the winners of the annual Community Excellence Award in 2020.

There was no NAPLAN in 2020 so this year's annual report will not include any NAPLAN data. I understand the importance of the National testing but I do think the students and staff enjoyed the break from this assessment regime. Results will show a gap in 2020 but it should go as planned in 2021.

So, in the absence of standardised national testing, the school is able to promote the other wonderful ways in which we support the development of the whole child. We are able to write about our work in establishing Strong Start, Strong Foundations through our literacy and numeracy programs and the importance we place on early childhood education. We can use this opportunity to boast about the great skills our students are developing in the world of technologies, and how we are currently considered a leader in this field.

We can use our annual report to inform you about Future Focussed Learning and how we are working with students to develop the skills, knowledge and understanding needed for living and working in the 21st Century - the importance of resilience in an ever-changing world, the importance of good health, critical and creative thinking, collaboration and independence, teamwork and global responsibility.

This annual report can also be used to elevate the importance of the work of our Engagement and Partnerships team, and the exciting ways we seek to involve and engage our community now and into the future at Harrisdale Primary. We know parents and carers are our students' first educators, and lifelong educators and we value the importance of working in partnership with you.

The success of all the above, is dependent on a stable, happy and knowledgeable workforce. We know that High Quality Teaching and Leadership is key to achieving successful student outcomes, and we seek to provide opportunities for our staff to grow and achieve excellence in their work, and develop as leaders.

I would like to acknowledge in this report, the great support and encouragement I personally receive, as does the school, from the School Board and our P&C. For five years, Ben Foster has led the School Board and has worked diligently with Board members to make decisions in the best interest of students and the school. So too, have they promoted the school in the community, ensuring Harrisdale Primary retains a good reputation and maintains public confidence. Our new P&C President, Mel Magini and her team ensured, in what was a challenging year for all, that they took pressure off the school and families in terms of fundraising and instead promoted positive student/family and school relationships, ensuring events that brought joy and happiness to our students (school disco, colour run etc) were continued.

I hope that reading this Annual Report continues to provide you with confidence in our school, our staff and our programs. As you can see by the table on Page (???) we have successfully achieved most of our planned targets (NAPLAN -Not Available) in both the academic and non-academic fields. We take pride in the high quality education we provide, and the care, respect and compassion shown to your child/children.

I am, as always, so very proud and blessed to be leading this beautiful school into its sixth year in 2021 and I am hopeful of a happy, full and productive year of learning for our students.

Your Sincerely,

Karen Duncan  
Principal



# P&C REPORT



2020 was a challenging year for the P&C of Harrisdale Primary School, however I am delighted to say that despite the circumstances, we continued to build upon our strong sense of community through a number of different events.

In a year when everyone felt more isolated than ever, the P&C made sure we kept our community together by running two events, the School Disco and Colour Run, as well as assisting with other school activities such as the Sports Carnival & Scholastic Book Fair.

This could not have been done without a very dedicated committee of volunteers who always go above and beyond to make our P&C endeavours a success. I thank every single person who dedicated their time, energy and passion to our school throughout 2020.

## Financials

This financial year (1 January 2020 – 31 December 2020) the P&C, with the recommendation of the school, decided to take a break from fundraising. Our families were already dealing with unprecedented times and hardships due to COVID-19 pandemic and the Committee did not want to add any further stress. For this reason, we only asked for payments for the School Disco, and the income generated from this was enough to cover the running of both the Disco and Colour Run for the year.

The P&C collected \$32,883.47 and spent \$12,195.40. Income was generated from (not complete income):

Entertainment Book	\$234.66
Boost & Coffee (Sports Carnival)	\$1 184.31
Parent Contributions	\$18 073.78
School Banking	\$280
School Disco	\$4 487.09
Second Hand Uniforms	\$491.00

## Fundraising

As mentioned above, the P&C did not want to put financial pressure on our Harrisdale PS families during 2020 and therefore only asked for the income required to cover the cost of our two events for the year. The School Disco to celebrate the end of Term 2 was masquerade themed and the students looked amazing in a wide range of masks. Our school DJ Mr Tommy Joyce was as brilliant as always and his enthusiasm ensured everyone participated, even our teachers! It was a joy to watch the kids let loose, have fun and dance up a storm.

The P&C's annual Colour Run is always a hit with the students and the teachers, and is a fabulous way to finish off the school year! Last year a separate Pre-Primary Colour Run was held at the B Hive and it was lovely to watch all of our Pre-Primary students experience the thrill of the event. Our main school event, held the next day, was the best yet with more obstacles, more powder and of course, more fun!

## Second Hand Uniforms

The selling of second-hand uniforms continued on an ad-hoc basis again in 2020. The sale of the uncollected lost property provided us with a great source of additional income, and as this program grows, families are now choosing to donate items to us when they finish at the school.

In 2021, the Committee aims to make this even bigger and better with more versatility in how the stock is advertised and sold, including the idea of a second-hand stall at school and perhaps even an online store!

The P&C really encourage all of our parents to ensure they label their school uniform items. We know how costly these items are.

## Traffic Warden

During 2020, the application for a Traffic Warden continued to be processed and it was a delight to finally receive confirmation that the new Traffic Guard would start early in Term 1, 2021.

As always, the P&C will continue to work with the school to improve the traffic congestion around the school. We encourage all our families to walk or ride to school where possible, and if driving, please be courteous, follow all the road rules and look out for our students.

## Fifth Block Campaign

With a State Election looming in 2021, the P&C worked with the School Board to put a proposal together for Harrisdale Primary School to have a fifth block built on our main site. Harrisdale Primary School, with 1410 enrolled students and having only been built for 430 students, now has the greatest number of transportable classrooms of any school in WA. This severely impacts the amount of play space available to our students.

The P&C held feedback sessions with parents to discuss the impact this has had on their children. Particularly affected are the families who have children at both the main school and the B Hive, and the fact that they need to travel between the two sites. From this feedback, we put together a firm argument for the extra permanent building to our local MP, and the school was able to put plans in place for a bus services between the main school site and the B Hive, starting in 2021. Unfortunately, to date, our efforts have not been met with success, however the P&C plans to continue the fight into 2021.

## Looking Ahead

At the time of this report going to print, the P&C's AGM for 2021 had been held and I am delighted to advise we had the largest turn out for an AGM in our history. All of our Executive positions have been filled and there was plenty of enthusiasm going forward.

However, this doesn't mean we aren't still looking for new members. The Committee would encourage everyone to come along to a meeting and learn more about the P&C and the school. Our priority is to build an inclusive Harrisdale Primary School community and we want everyone to know they are welcome to join us.

Melissa Magini  
P&C President



# SCHOOL BOARD REPORT

As I sat down to write my report this year I reflected on how lucky our children have been in being able to attend school and see their friends without much of the disruption experienced by others around the world.

When Covid arrived, and our school took the difficult decision to move to home schooling at the start of the second term of 2020 I remember being immensely proud of how Karen and her team were able to lead our school through such a huge change. We saw firsthand how all the investment in technology, training for staff, and commitment to the digital world meant that the school was not only able to cope, but to thrive. In conversations with other parents I know that not all schools were able to adapt so smoothly and we shouldn't take the great performance of our school for granted.

The schools ability to adapt, and continue to provide a quality education was of course only possible due to the enormous efforts of the teachers and support staff at the school who worked through their holidays and then put huge effort into ensuring our kids got the best education possible. Teachers worked so hard, and showed such dedication in catering to those at home, children of key workers who continued to attend school, and those who didn't have technology at home. On behalf of the school board, and the parents and community that we represent I would like to acknowledge and thank the whole Harrisdale Team for what they achieved in the face of great uncertainty and adversity.

Away from Covid the school continues to grow and thrive despite the challenges in being the largest primary school in Australia (we believe) on what is far from the biggest site. Plans were put in place through 2020 for the closure of the B-Hive, and when the lease was extended planning shifted to making the split site work as well as possible with planning for buses and staggered start times all considered.

Parking, and traffic continued to be hot topics with continual traffic monitoring and lobbying for crossing guards ultimately proving successful. The Board is here to provide oversight, and act as a voice for the community, as such we have been engaging with local political leaders to push for increased permanent infrastructure for our school with a permanent building to replace some of the 30+ demountable classrooms and a long term solution to the wear and tear we see on the oval, these will continue to be a focus for the Board in 2021.

I will finish my report as I usually do in thanking my fellow Board members, both parents, community members and staff for their commitment and contributions to the Board over the last 12 months, thank you for the work you do in supporting Harrisdale Primary School.

Ben Foster  
School Board Chairperson



# SCHOOL CONTEXT

*Every Student Successful, by Karen Duncan*

It's official! 2020 saw Harrisdale Primary soar to the front of the leaderboard for size. Ending the 2020 school year with 1410 students meant that Harrisdale Primary was the largest primary school in WA (Probably the largest primary in WA ever, and in Australia, too). It is not a leaderboard we were hoping to top, especially as it meant working across two sites, and we know the issues this caused for parents and our staff. With 30 transportable buildings on the main site and the opening of our beautiful BHive site with 10 transportable buildings, we certainly topped the primary school list for most transportable buildings. However, with our positive, 'It is what it is' attitude, the school and our community worked together to make the most of a difficult situation. Logistically, operationally and in terms of management (people, resources and grounds and buildings) it put us under immense pressure and I would like to personally thank our Business Manager, Megan Klompmaker, our Executive Team and our front office staff that dealt with many of the ongoing issues on a daily basis and in such a professional way.

Every Student Successful continued as our vision and provided our 'Why?' (our purpose).

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.

**“When you know your why your what has more purpose”**  
- Simon Sinek

## Student Numbers (as at 2020 Semester 2)

Primary	Kindy	PPR	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Full Time	(100)	170	175	172	193	189	173	130	1301
Part Time	75								

	Kindy	PPR	Pri	TOTAL
Male	102	91	517	710
Female	98	79	514	691
TOTAL	200	1170	1031	1401

	Kindy	PPR	Pri	TOTAL
Aboriginal	3		15	18
Non-Aboriginal	197	170	1031	1383
TOTAL	200	170	1031	1401

Year	Number of Staff	FTE (work fraction)
2018	88	75.2
2019	108	93.3
2020	112	95.9

## ACHIEVEMENT OF SCHOOL TARGETS

### 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	N/A	10. 100% of HPS teachers engage in peer observation cycle.	N/A
3. NAPLAN - in all areas tested, the schools' stable cohort is aligned to or better than like schools.	N/A	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'.		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'.		14. NSOS reflects positive student, parent and staff perception. Survey items rated 3.5 or above.	
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

*Early Childhood, by Alison Forzatti*



## TARGET



**Target 1. Maintain all 7 National Quality Standard areas as green.**

target met

## OVERVIEW



2020 was an exciting year for Early Childhood at Harrisdale Primary with the opening of our off site campus – The B Hive. The B Hive opened with 9 classrooms, called Learning Hives. This campus was an extension of our existing high quality educational programs and care provided at our main campus. The B Hive was named as a representation of the characteristics in the Early Years Learning Framework, which underpin children's learning and development. – Belonging, Being and Becoming. Community members formed a steering committee and played a key role in the development of the playground, physical resourcing and school start and finish times.

In 2020, our Kindy curriculum continued to be developed in alignment with the Early Years Learning Framework and Kindergarten guidelines. The use of Talk4Write and Letters and Sounds in our Kindy provides a solid foundation for the continuation of these whole school approaches to teaching synthetic phonics and an evidence based writing program. Pre Primary to Year 2 teachers continue to effectively utilise these programs.

Our Kindy to Year 2 Early Childhood enrolments continue to be high. Student numbers can be broken down as:

Kindy B Hive	Pre-Primary B Hive	Pre Primary Main Site	Year One Main Site	Year Two Main Site
198 students	91 students	81 students	176 students	177 students

Our annual self assessment process at school level against the National Quality Standards is an ongoing and annual process. This process provides staff with an opportunity to celebrate strengths and prioritise areas for development.

Our self reflection in October 2020 concluded that as a school we were meeting 6 areas and staff highlighted they wanted to focus specifically on Quality Area 3. More specifically, a key focus was our outdoor and indoor spaces. By the end of 2020, improvements and upgrades to playgrounds and resources in this area had been added and greatly enhanced Quality Area 3. Staff concluded that these enhancements, both fixed and movable equipment, provided opportunities for unique play and learning.

## KEY STRATEGIES



- Targeted professional learning for teachers in referrals and early intervention in the Early Years.
- Engaged and reflected using the standards and elements of the National Quality Standard (NQS) to measure the actions of the school.
- Analysed On Entry Assessment Data to identify students for early intervention.
- Provided opportunities for families to attend both educational sessions and family celebrations.
- Developed a partnership with South East Metropolitan Language Development Centre.
- Reviewed and updated the Harrisdale Early Childhood philosophy statement.

# STRONG START, STRONG FOUNDATIONS

*Early Childhood, by Alison Forzatti*

## Early Childhood Continued

### ACHIEVEMENTS

- Introduced a Kindy Expo to foster relationships with families entering the school prior to the commencement of the school year.
- Reviewed and finalised an updated Early Childhood Philosophy statement to guide staff in a connected approach.
- Launched the reading suitcase initiative across Kindy – Year 2, to promote and encourage a positive reading culture.
- Installed sunscreen stations in the Kindy and Pre Primary playground to further support sun safety messages.
- Organised a whole school civic project – Crazy Sock Day – to raise awareness and donate to Perth Homeless Shelter.

Quality Area	Maintain all 7 National Quality Standard areas a green (meeting standards)	2018	2019	2020
		Externally verified by DoE as meeting all areas		
1	Educational Program & Practice			
2	Children's Health & Safety			
3	Physical Environment			
4	Staffing Arrangements			
5	Relationships with Children			
6	Partnerships with Families & Communities			
7	Leadership & Service Management			

### FUTURE RECOMMENDATIONS

Quality Area 1 Educational Program & Practice	Refine key learning time and upskill all staff in a whole school inquiry learning framework. (Future Focused Learning) This will complement our existing explicit teaching frameworks in Literacy and Numeracy.
Quality Area 2 Children's Health & Safety	Continue to conduct annual evacuation/lockdown drills to ensure staff are familiar with processes in these events.
Quality Area 3 Physical Environment	Continue to use the Early Childhood budget to enhance the outdoor environment. Ensure outdoor and indoor activities are well planned, engaging and well structured.
Quality Area 4 Staffing Arrangements	Continue to utilise weekly collab meetings to discuss ECE goals and plan for improvement in teaching and learning. This includes both the National Quality Standard and also the Australian Standards for teachers.  Ensure educator to staff ratios and qualifications are always maintained.
Quality Area 5 Relationships with Children	Continue to support healthy relationships with students by implementing Champion Life check ins to give students the opportunity to communicate their feelings and opinions via the Wellbeing Monitor.
Quality Area 6 Collaborative Partnerships with Families	Continue to communicate with the newly formed Parent and Engagement team to explore further avenues of collaborative partnerships.
Quality Area 7 Leadership	Continue to utilise a dedicated NQS team to further advocate and reflect on our processes and actions across the 7 Quality Areas. Where possible, extend the reflection of NQS across the whole school (K-6).

# STRONG START, STRONG FOUNDATIONS

*Early Childhood, by Alison Forzatti*

## FUTURE RECOMMENDATIONS

Quality Area 1 Educational Program & Practice	Refine key learning time and upskill all staff in a whole school inquiry learning framework. (Future Focused Learning) This will complement our existing explicit teaching frameworks in Literacy and Numeracy.
Quality Area 2 Children's Health & Safety	Continue to conduct annual evacuation/lockdown drills to ensure staff are familiar with processes in these events.
Quality Area 3 Physical Environment	Continue to use the Early Childhood budget to enhance the outdoor environment. Ensure outdoor and indoor activities are well planned, engaging and well structured.
Quality Area 4 Staffing Arrangements	Continue to utilise weekly collab meetings to discuss ECE goals and plan for improvement in teaching and learning. This includes both the National Quality Standard and also the Australian Standards for teachers.  Ensure educator to staff ratios and qualifications are always maintained.
Quality Area 5 Relationships with Children	Continue to support healthy relationships with students by implementing Champion Life check ins to give students the opportunity to communicate their feelings and opinions via the Wellbeing Monitor.
Quality Area 6 Collaborative Partnerships with Families	Continue to communicate with the newly formed Parent and Engagement team to explore further avenues of collaborative partnerships.
Quality Area 7 Leadership	Continue to utilise a dedicated NQS team to further advocate and reflect on our processes and actions across the 7 Quality Areas. Where possible, extend the reflection of NQS across the whole school (K-6).



# STRONG START, STRONG FOUNDATIONS

*NAPLAN, by Karen Duncan*

## TARGETS

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

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

No data available in 2020. NAPLAN Assessment cancelled Australia-wide due to COVID-19. The 2019 data can be reviewed at <https://bit.ly/3oBDui3>.



# STRONG START, STRONG FOUNDATIONS

*Literacy, by Simonne Heal*



## TARGETS



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

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

## OVERVIEW



Harrisdale Primary School uses a whole school approach to English through the Gradual Release Model. In 2020, students were provided the opportunity to review, recall and apply previous learning through the introduction of daily warmups that were rigorous, fast paced and focused. Our reading and writing blocks follow a whole school lesson design based on the research of John Hattie and include explicit instruction, which is consolidated through guided, collaborative and independent activities.

## KEY STRATEGIES



- Words their Way used for explicit teaching of Spelling and Phonics in Years 3 – 6.
- Letters and Sounds used for explicit teaching of Spelling and Phonics in Years K – 2.
- Year 2 Letters and Sounds program extended to the end of Semester 1 for Phase 5.
- BrightPath used for formative and summative assessment of students learning and to moderate writing for reliability across the school.
- The Harrisdale Intervention Literacy Support (HILS) supports identified students to improve their reading ability through inclusion in the Quick 60 Program.
- Progress maps utilised to support EAL/D students.
- Targeted PL to upskill teachers in Talk 4 Write as a whole school program, inclusive of DSF training during the Christmas holidays for all staff.
- Whole school literacy block included guided reading and writing following the Harrisdale Lesson Design.
- Further developed a reading culture across the whole school through 'Book Boxes' which provided books to students during recess and lunch.
- PM Benchmark and Probe data used for formative and summative assessment of student learning in reading.
- Hosted parent workshops to upskill parents in volunteering and supporting Literacy in the classrooms.
- Continued to employ two full-time Impact Coaches to support, mentor and coach Literacy and Numeracy in the classroom.
- Grammar and Punctuation scope and sequence for all year levels was further developed for teachers to use for planning.
- Literacy lessons included 10 minutes of warm up for fast paced reviews of prior learning, differentiating with the approach of 30:40:30.

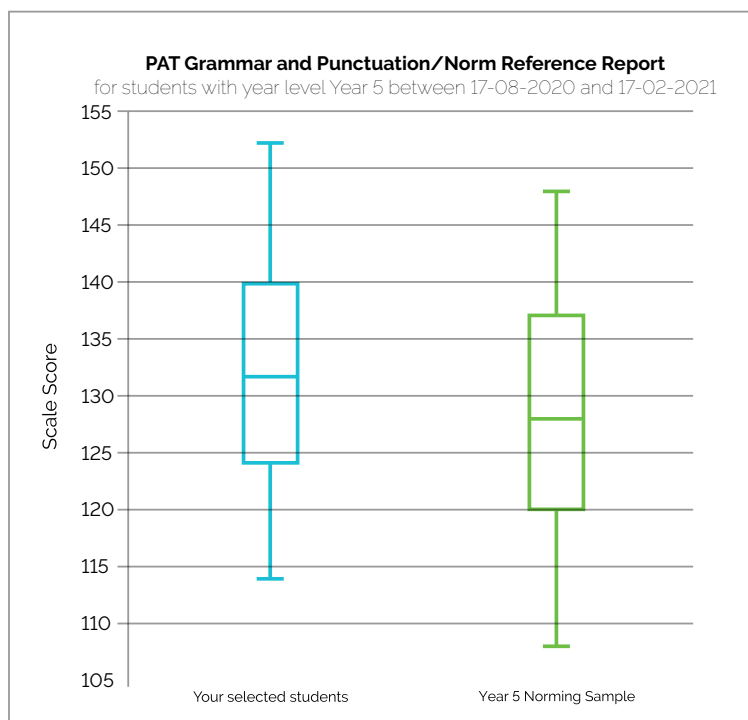
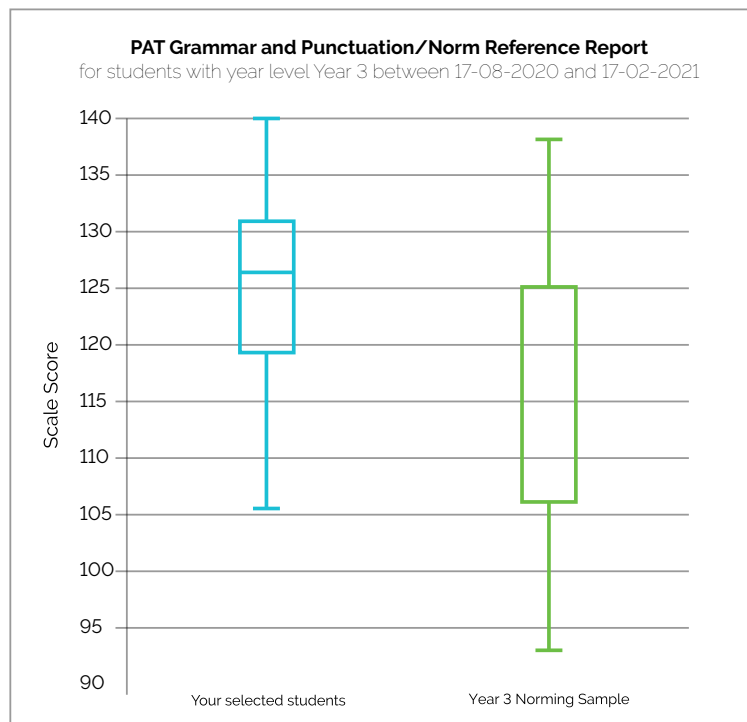
# STRONG START, STRONG FOUNDATIONS

*Literacy, by Simonne Heal*

## *Literacy Continued*

### *Results*

In lieu of NAPLAN testing in 2020, Year 3 and Year 5 student achievement and progress for Grammar and Punctuation has been determined through PAT Grammar and Punctuation, which is a standardised testing program. In 2020, Year 3s performed above the norming standard in Grammar and Punctuation, with a median score of 126.4, whilst the norming sample was 115. In 2020, Year 5s performed above the norming standard in Grammar and Punctuation, with a median score of 131.8, whilst the norming sample was 128.



# STRONG START, STRONG FOUNDATIONS

*Literacy, by Simonne Heal*

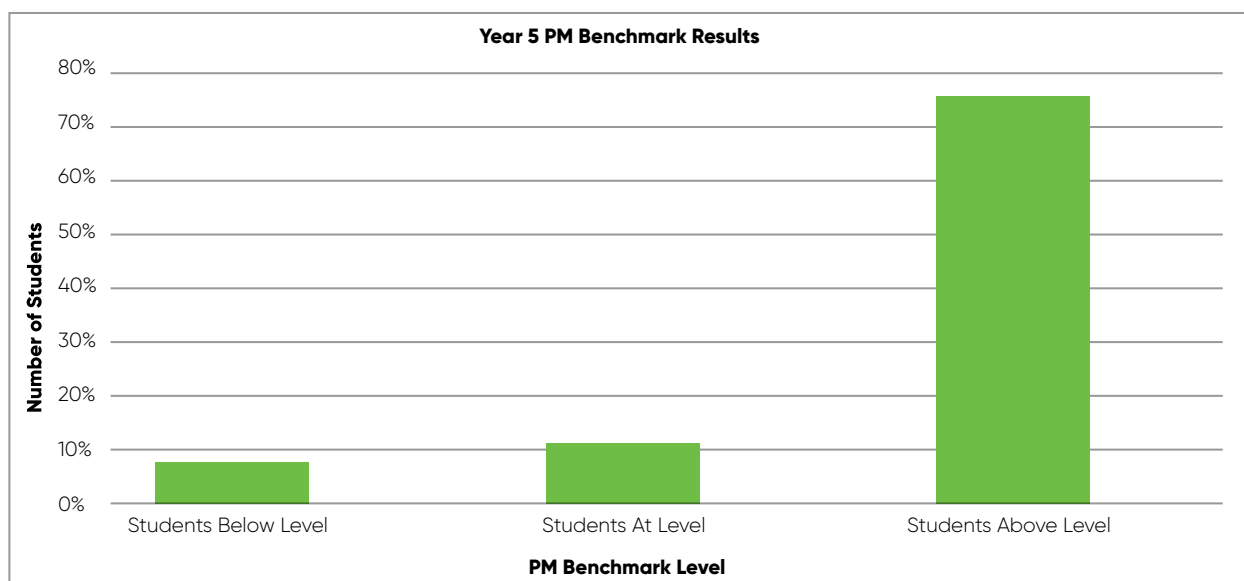
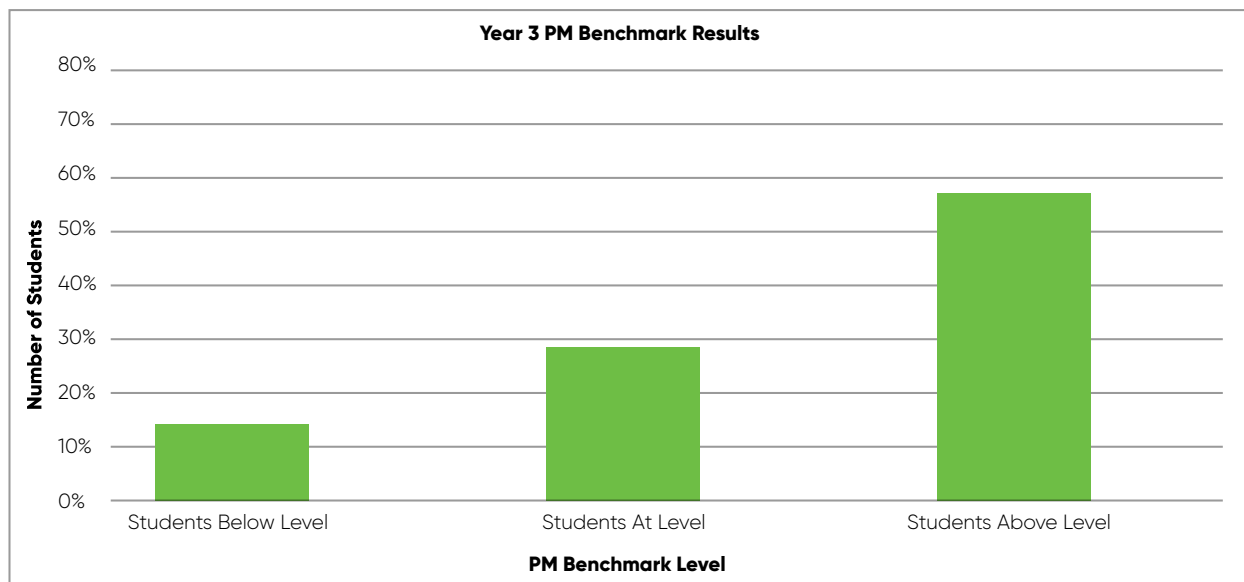
## *Literacy Continued*

### *Results*

In lieu of NAPLAN testing in 2020, Year 3 and Year 5 student achievement and progress for Reading has been determined through the appropriate age-matched reading level, as determined by PM Benchmark.

The PM Benchmark age appropriate reading level range for Year 3 is 20-24. Of the 190 Year 3 students assessed, 29% were at level, 57% were above level and 13% were below level.

The PM Benchmark age appropriate reading level range for Year 5 is 25-28. Of the 177 Year 5 students assessed, 11% were at level, 76% were above level and 7% were below level.



# STRONG START, STRONG FOUNDATIONS

*Literacy, by Simonne Heal*

## *Literacy Continued*

### ACHIEVEMENTS

- \$25,000 budget was allocated to the English learning area in 2020, which was used to add to the school's guided reading books, novel sets and decodable guided and home readers across two sites.
- 'Wander out Yonder' was created where books were hidden throughout the community for students to find over the Christmas holidays to read and was shared through the school's Facebook page.
- Book Week was celebrated during Week 2 of Term 4 with a dress up day, a door display competition, a visit from Armadale Library (K-PP), a visit from local author Michael Speechley (Year 5-6) and a performance from Perform Education of The Greatest Discovery (Year 1-4).
- Successful online learning delivery to all students for remote learning during COVID-19 lockdown.
- Selected staff to participate in Centre for Excellence Literacy Internship Program.

### FUTURE RECOMMENDATIONS

- Continue to utilise Impact Coaches to mentor and coach staff in best practice in Literacy.
- Continue to focus on the explicit teaching of vocabulary through warm ups.
- Continue to focus on reading and comprehension strategies through explicit teaching and guide practice.
- Targeted PL to upskill staff to moderate and mark reading and writing samples.
- Focus on handwriting and presentation.



# STRONG START, STRONG FOUNDATIONS

*Numeracy, by Monique Bairstow & Maddison Gorton*

## TARGETS

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

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

## OVERVIEW

Harrisdale Primary School uses a whole school approach to Numeracy through the Gradual Release Model, which delivers a balanced Mathematics program through an explicitly modelled program using the 'think aloud' strategy. Students are provided with opportunities to practise and consolidate learnt skills through guided, collaborative and independent settings. This incorporates the four Mathematics proficiency stands of; Fluency, Understanding, Problem Solving and Reasoning, and ensures students are given the opportunity to think flexibly and in-depth about Mathematics concepts.

## KEY STRATEGIES

- 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.
- Impact coaches utilised to mentor and coach staff in best practice in Mathematics.
- 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.



# STRONG START, STRONG FOUNDATIONS

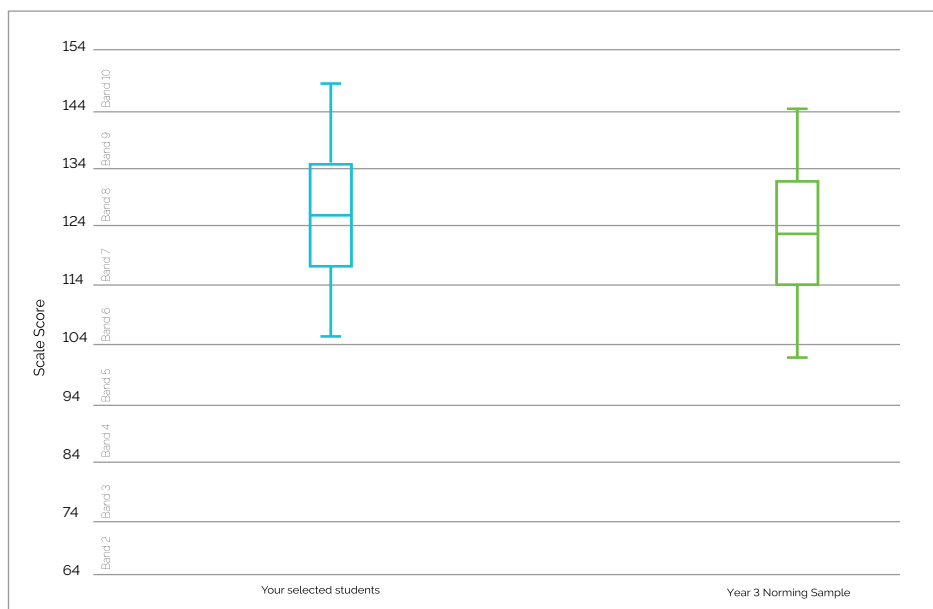
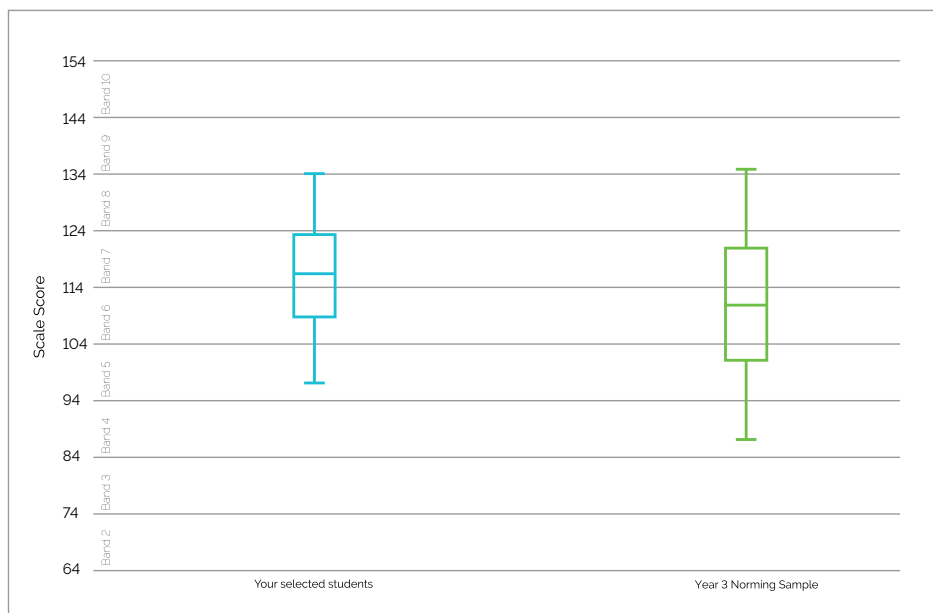
*Numeracy, by Monique Bairstow & Maddison Gorton*

## Numeracy Continued

### Results

In lieu of NAPLAN testing in 2020, student achievement and progress has been determined using PAT Maths, which is a standardised testing program. In 2020, Year 3s performed above the norming standard in Mathematics. Our students achieved a median score of 116.3, while the norming sample was 110.9.

In lieu of NAPLAN testing in 2020, student achievement and progress has been determined using PAT Maths, which is a standardised testing program. In 2020 Year 5s performed above the norming standard in Mathematics. Our students achieved a median score of 126, while the norming sample was 122.7.



# STRONG START, STRONG FOUNDATIONS

*Numeracy, by Monique Bairstow & Maddison Gorton*

## *Numeracy Continued*

### ACHIEVEMENTS

- \$15,550 budget was allocated to the Mathematics learning area in 2020, which was used to add to the school's individual classroom kit, maths literature library across two sites and teacher resource books.
- 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.
- Successful online learning for remote learning during COVID-19 lockdown.
- Students attended Numero Competition /
- Classroom teachers opted into students participating in the MangaHigh Competition.

### 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.
- Problem solving strategy posters in development to be displayed in every classroom.
- Overview of the problem solving strategies by year level.
- After the review of cost effectiveness verse student outcomes, the decision was made to change platforms from Mathletics to Mangahigh.



# STRONG START, STRONG FOUNDATIONS

*Attendance, by Alison Forzatti*



## TARGET



**Target 4. Maintain attendance rates of 94% in each year level in the compulsory years of schooling (PP-Yr 6).**

## OVERVIEW



Regular school attendance is recognised as a major factor in student success. The Department of Education recognises the importance of regular attendance and measures all schools against a minimum requirement of 90% attendance.

**\*\*Unfortunately, the 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.**



# STRONG START, STRONG FOUNDATIONS

*Behaviour, by Karen Duncan*

## TARGET

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

target met

## OVERVIEW

Every two years the school community is surveyed to gauge their thoughts, opinions and feedback on how the school is doing. The survey includes students (Years 5 and 6), parents and staff. In 2020, the school community was surveyed and the information analysed to inform the school about the areas where we are doing well and the areas where we could do better.

‘Student behaviour is well managed at my school’ received a rating of 3.7 out of 5 by students, and 4.1 out of 5 by parents. Whilst this met our school target, there was still discussion around this rating and what actions the school could take to improve this rating in 2021.

It was interesting to note that, ‘I feel safe at my school’ received a rating of 4.4 out of 5 by students.

Number of Suspensions

Code	0	1	2	3	4	5	6	7	8	9	Total Suspensions	Total days
Year 5				1			2				3	2.5
Year 6				5	2	1	6				14	25.0
TOTAL				6	2	1	8				17	13.5

In 2020, there were 27.5 days of suspensions. These were from our Year 5 and 6 cohort and all were male students.

Number of Behaviours

Code	0	1	2	3	4	5	6	7	8	9	Total Detentions
Kindy											
Pre-Primary				1							0
Year 1				4	1					6	0
Year 2				18		1	21		1	10	10
Year 3				2	1		1			2	0
Year 4				3	1	1	1			1	3
Year 5				18	6	1	23			4	23
Year 6				3	2		6			8	6
TOTAL				55	11	3	52		1	31	42

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

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

# STRONG START, STRONG FOUNDATIONS

*Behaviour, by Karen Duncan*

## *Behaviour Continued*

In 2020, whilst there were many positive behaviours reported as per our PBS (Positive Behaviour School) initiatives, there were also negative behaviours that resulted in detentions, withdrawal from class or loss of privilege. These were mainly in Years 2, 5 and 6. With a school of over 1400 students and crowded play areas, we were bound to see a rise in some negative behaviours but this is representative of a very low percentage of students. On a whole, students at Harrisdale Primary are very respectful and considerate, and we are often complimented by visitors and relief staff on the lovely behaviour of our students.

## KEY STRATEGIES

To promote positive behaviours and address negative behaviours the school's key strategies are:

- PBS (Positive Behaviour Support). There are 5 school behaviour expectations that are reinforced throughout the school via signage, daily messages, classroom lessons, and a faction points and PBS reward band system.
- Magic 1,2 3 is a school-wide, in-class behaviour system used to reinforce behaviours that should 'stop' and promote positive behaviours that should 'start'.
- The school, as per Department of Education policy has a very strict, no tolerance approach to physical violence and bullying.
- The school has a 'Good Standing Policy' as per Department of Education Policy.

## ACHIEVEMENTS

- Introduction of 'Play Pods' to provide more awareness for play.
- Achievements can be viewed on page 35 where we highlight the success of our Positive Behaviour Support framework.

## FUTURE RECOMMENDATIONS

- Providing more play equipment for students at recess and lunch times
- Continue promoting PBS values and behaviour expectations through signage, a 15 minute, daily values session, PBS merit certificates
- Continue to model positive and respectful interactions between staff, students and parents.
- Continue to promote good citizenship and contributing positively to our school, community and world.
- Continue to provide 'Play Pods' to give students more play options.
- New play equipment to replace the wooden pirate ship (which is showing signs of 'wear and tear').



# STRONG START, STRONG FOUNDATIONS

*Every Student Known, Valued & Cared For, by Karen Duncan*



## TARGET

**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’.**

target met

Our sixth target is in reference to students at Harrisdale Primary feeling cared for at school. Our mission statement – ‘Every student, known, valued and cared for’

***‘teachers at this school care about me/teachers at this school care about my child’***

This target was met in both the student and parent surveys with ratings of 4.4 out of 5 by students, and 4.3 out of 5 by parents.

Some positive quotes by students included:

- I have friendly people around me. I have an awesome class and I’m treated fair.
- That everyone is nice and caring especially the teachers who always give you the opportunity to learn and push to your highest level.
- We treat each other like family and we don’t make fun of each other.
- The nurturing, care environment. The teaching quality is excellent.

Some suggested improvements by student included:

- Make the bike racks bigger.
- More playgrounds and maybe everyone can all play together and so everyone can have fun with everybody.
- A special time where Year 5 and 6 students could help younger kids with school work or homework.
- I wish there was a bigger oval and another playground.
- A little less homework maybe.
- We could use a spare room for troubled students to talk to a counsellor.
- Some more equipment to borrow at recess and lunch times.

Some positive quotes by parents included:

- Outstanding efforts regarding the handling of COVID19. The level of commitment to an unprecedented amount of extra work was inspiring and should be commended.
- The school has awesome classroom teachers.
- This school has done many improvements over the last 5 years.
- The BHive has been a fantastic introduction to school life for my daughter. She thrived in all areas.
- Teachers are very supportive, they listen to parents.

Some suggested improvements by parents included:

- Traffic issues are still dangerous.
- Parking.
- I would like it if the teacher provided feedback about my child’s work/level of achievement.
- The Bhive having two drop-offs has been inconvenient for me as a working mum.
- Consider further inclusiveness within the community in particular with the elderly.
- Having a general idea of what my son is learning at a given time would allow me to support his learning at home.

# STRONG START, STRONG FOUNDATIONS

*Every Student Known, Valued & Cared For, by Karen Duncan*

## *Every Student Known, Valued & Cared For Continued*

Some positive quotes by staff included:

- The staff and students are very friendly and supportive of each other. Executive staff are very approachable.
- The supportive environment-admin support and colleague collaboration.
- Working with a diverse range of students, and feeling that I make a difference.
- Highly collaborative environment.
- The school is well managed and led by a strong administration team. They value their staff and look after their wellbeing.

Some suggested improvements by staff included:

- A focus on our students that are vulnerable to assist their well-being and learning. Maybe a breakfast club?
- In a large school, more contact with line managers. Feedback on how I am teaching.
- Parent open night/fete.
- Greater face-to-face contact with admin (students and teachers).

Comments by students, parents and staff are valued, and where possible or practical, acted upon to improve the environment and programs we provide for our students.

## FUTURE RECOMMENDATIONS

- Reducing the number of student leaders to a more manageable size, defining the roles and encouraging greater student voice and agency. Meetings with leaders held more often in 2021.
- Creating name badges for all students in 2021 so all students are known, valued and cared for.
- Continuing to promote PBS values and behaviour expectations by including a 15 minute values time after lunch.
- Promoting 'buddy benches' and 'zen den' as alternative areas for students during break times



# STRONG START, STRONG FOUNDATIONS

*Positive Behaviour Support, by Aaron Buckenara*

## OVERVIEW

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

## KEY STRATEGIES

- PBS daily messaged around behaviour expectations.
- PBS Whole School Faction Reward System.
- Signage and Promotion of PBS Behaviour expectations and values.
- Whole school PBS merit certificates

## ACHIEVEMENTS

- The establishment of whole school 'PBS Merit Certificates' replacing existing merit certificates
- Promoting PBS throughout the school via posters and signage.
- PBS whole school faction rewards each term for the winning faction.
- Continuation of weekly individual PBS wristband rewards for students demonstrating PBS values.
- End of year 'big prize' rewards. Every student that has earned 1 faction token goes into the draw (over 17,000 tokens). That's a lot of positive behaviour!

## FUTURE RECOMMENDATIONS

- Continue to award weekly individual rewards for students and termly rewards for winning factions.
- Continue end of year PBS prizes via a draw at Twilight Concert
- Continue to promote Harrisdale as a PBS school by designing and placing signage around the school, signifying our PBS values.
- Design a PBS Scoreboard where students, staff and the community are alerted to ongoing PBS faction scores
- PBS team Training for Stage 2 of PBS implementation.
- Introduce in 2021, a PBS values session post-lunchbreak.



# FUTURE FOCUSSED LEARNING

*Technologies, by Julian Thrupp*

## TARGETS

**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.**

2018	2019	2020
94% BYO 1:1 iPad uptake	94% BYO 1:1 iPad uptake	94% BYO 1:1 iPad uptake (years 3-6)
27% of teachers engaged in Technology Coaching	39% of teachers engaged in Technology Coaching	20% of teachers engaged in Technology Coaching with Lou Cimetta – Blueprint Learning
	53% Completed Apple Teacher Modules for iPad & MacBook (55/61 completed survey)	82% Completed Apple Teacher Modules for iPad & MacBook (55/61 completed survey)
99% of students meets or exceeds the expectations the Technologies Curriculum		
	98% of students feel that the BYO 1:1 iPad Programs has enhanced their learning	

## OVERVIEW

The Harrisdale Technologies Team aims to provide the best practice teaching and learning opportunities in the area of STEM and the Two Technology Design and Digital Technology strands in the West Australian Curriculum. In conjunction with other curriculum and specialist teams such as the Teacher Development School (TDS) Digital Technologies team, STEM team and the Science Team it has the overarching responsibility of improving student outcomes in both the Technology strands through authentic learning experiences. The team consults, resources and provides professional learning opportunities for staff to ensure that the Technology curriculum strands are delivered and that ICT skills and capabilities are woven into everyday teaching and learning.

In 2020, the committee distributed the Teaching and Assessing Against the Digital Technologies Curriculum survey to all staff. This was to ascertain the level of perceived Skills, Knowledge and Attitudes of staff when teaching and assessing against the Digital Technologies Curriculum.

### KEY FINDINGS:

1. Over 75% of respondents were pleased with the level of staff Professional Development with a score of 4 or above (on a 0-5 point likert scale) 0 was not adequate to my needs and 5 was fully comprehensive.
2. 87% of respondents rated their own level of confidence with a score of 3 or above (on a 5 point likert scale) in teaching against the Digital Technologies Curriculum. 0 was Limited Understanding and 5 was Well Developed.



# FUTURE FOCUSSED LEARNING

*Technologies, by Julian Thrupp*

## *Technologies Continued*

### KEY STRATEGIES

- Provision of one to one Coaching and Mentoring strategies from internal and external staff and agencies.
- Provision of Targeted Professional Learning events to all teaching and learning staff through the 'In-house, PL Buffet' professional development program.
- Providing the school with the most contemporary and innovative digital technology resources to ensure best practice teaching and learning.
- Staff continue to be provided with access to a Macbook and iPad to support and enhance their teaching practice.
- All classrooms will be resourced with a large screen television and Apple TV or an Interactive Whiteboard.

### ACHIEVEMENTS

- Expansion of the BYOD program to Year 3 with over 94% take up.
- Harrisdale PS continued its partnership with the Apple Learning Team to provide professional learning for all staff. This was completed through the Apple Teacher Module program with over 82% staff currently attaining Apple Teacher Status.
- Provided one to one Apple coaching opportunities through the use of BluPrint Learning with 10 individual Teachers and Allied Professionals completing the specialist coaching program in 2020.
- Created and delivered a number of online (Webex) and face to face learning events for both in house and external DOE staff in conjunction with the TDS team..
- Continued resourcing of the schools Digital Technology equipment. This included an increase in year level appropriate peripheral devices such as Micro-Bits, Makey Makeys and Osmo learning kits.
- Creation of a dedicated recording room with high quality sound and picture recording capabilities.

### FUTURE RECOMMENDATIONS

- Continuation of the BluPrint Apple coaching program for targeted staff.
- Continued provision of high quality professional learning events to support staff with the teaching and assessing of the Digital Technologies Curriculum.
- Continue to ensure that Harrisdale PS is one of the best resourced schools in the country in terms of Digital Technology equipment and learning objects and continue supporting the registration of being a TDS school.
- Engage in activities and learning events for staff, students and the local community in regards to Cyber Safety and Digital Citizenship.
- Increased shared year level specific classroom examples of exemplary teaching and assessment practice.
- Increase in student driven initiatives and leadership in the area of Digital Technologies.

# FUTURE FOCUSED LEARNING

*Science & Sustainability, by Tanya Stevens*

## OVERVIEW

Science is a way of getting students at Harrisdale Primary School to explore and answer questions about the world around them. The knowledge it provides allows students to make sense of our world through exploring the unknown, investigating, making predictions and solving problems. Through embedding the Science curriculum and sustainability practices, students can begin to make informed decisions about local, national and global issues. Students develop critical and creative thinking to become active members of the community, and to participate in science-related careers in the future.

## KEY STRATEGIES

- Appointment of a Junior Science Specialist for all students in Pre-Primary to Year 2 to develop early skills and understanding.
- WasteWise initiatives throughout the school including community recycling stations, annual school waste audit, Garden Club and WasteWise Wednesdays.
- Science Investigation Planner template used in all class Years 3 to 6.
- Integration of Science Understanding and Inquiry Skills through STEM.
- Use of Harrisdale Lesson Design to explicitly teach vocabulary and review previous learning to move knowledge and skills from short-term to long-term memory.
- Use of a range of programs to best suit the curriculum and HPS current needs.

## ACHIEVEMENTS

- Building of a purpose-built Junior Science classroom.
- Achieved WasteWise re-accreditation.
- School funding of \$10 000 used to create investigation areas in every classroom across the school for 2021.
- Science vocabulary booklets and word walls created for every classroom.
- Whole school participation in activities for National Science Week theme - 'Deep Blue: Innovations for Our Oceans'.
- Improved percentages of Waste Wise Wednesday lunches across the school.
- Increase in the percentage of students achieving set targets in PAT Science.
- Inclusion of live butterfly life cycle in the Junior Science classroom to engage student learning.

## FUTURE RECOMMENDATIONS

- Further integrate Science Understanding and Inquiry Skills by addressing real-world issues through the introduction of Inquiry Learning (Future Focussed Learning).
- Develop common assessment tasks for moderation between Science Specialist teachers.
- Upgrade the current whole school bin system to reduce general waste.
- Continue community recycling stations and reinvigorate through social media.
- Embed Indigenous perspectives in Science by ensuring at least 10% of lessons per term are dedicated to this area.
- Science specialists to work with Kindergarten and Pre-Primary teachers on Science programming.
- Finalise Science Inquiry Skills Scope and Sequence for Pre-Primary to Year 6.
- Promote parent/community engagement by inviting parents to speak to classes about Science/STEM related occupations.

# FUTURE FOCUSSED LEARNING

*Science & Sustainability, by Tanya Stevens*

Year 3 Cohort - Target Review 2020	
Year	2020 (Y3)
Median Achieved	116.3
Target	115.8
Result	Met

Year 4 Cohort - Target Review 2019 - 2020		
Year	2019 (Y3)	2020 (Y4)
Median Achieved	116.3	116.8
Target	115.8	118.5
Result	Met	Not Met

Year 5 Cohort - Target Review 2018 - 2020			
Year	2018 (Y3)	2019 (Y4)	2020 (Y5)
Median Achieved	110.0	116.8	120.9
Target	115.8	118.5	121.2
Result	Not Met	Not Met	Not Met

Year 6 Cohort - Target Review 2017 - 2020				
Year	2017 (Y3)	2018 (Y4)	2019 (Y5)	2020 (Y6)
Median Achieved	116.3	116.3	120.9	125.5
Target	115.8	118.5	121.2	122.3
Result	Not Met	Not Met	Not Met	Met

## Results

Students in Years 3 to 6 at Harrisdale Primary School complete a PAT Science test once a semester which assesses their application of inquiry skills and science knowledge in the four areas of energy and change, life and living, materials, and earth and space. Each question is a multiple choice and varies in difficulty level. Each student receives a PAT Science score which is then used to calculate the median achieved for each year level. A data analysis is also completed twice a year to identify areas of possible focus in teaching. Harrisdale Primary School has set the following targets for each year level to track and monitor progress in the Science learning area from year to year. By the end of the year, the target medians are: Year Three 115.8, Year Four 118.5, Year Five 121.2 and Year Six 122.3.

The results for 2020 indicate that the Year 3 cohort showed an improvement from Semester 1 to Semester 2. In Semester 1, the median achieved was 111.2 and by the end of the year, they had reached the school's target of 115.8 with a median score of 116.3. The Year 4 cohort achieved 112.4 in Semester 1 and improved to 116.8 in Semester 2. They however did not reach the end of year target of 118.5. In Year 5, the median in Semester 1 was 116.9 which rose to 120.9 by the end of the year. They came within 0.3 of reaching the school's end of year target and as seen in tracking the data from 2018, this cohort is getting closer to achieving their targets. The Year 6 cohort improved from a median of 121.4 to 125.5 in 2020. They were able to meet and exceed their end of year PAT Science target for the first time since 2017.



# FUTURE FOCUSSED LEARNING

*Humanities & Social Sciences, by Darren St Quintin*

## OVERVIEW

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future. In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises of four subjects: Civics and Citizenship, Economics and Business, Geography and History.

## KEY STRATEGIES

- All teachers plan, teach and assess to the HASS Western Australian Curriculum.
- All teachers use the Harrisdale Primary School HASS planning documents and scope and sequence.
- All teachers complete History (PP-6) and Geography (3-6) moderation tasks in Term 2 and 4 respectively.
- Teachers will use the HPS Reporting policy to inform Year level reporting.
- Promote HASS learning through special days and whole school events that promote the Cross Curriculum Priorities.
- Students participate in a minimum of one HASS based excursion or incursion per year.
- Apply annually for the PALS grant and other potential grants relating to HASS.
- Assist and support staff to access, understand and implement the Aboriginal Cultural Standards Framework (ACSF) to reflect on their own practice around Aboriginal Education in HASS and other learning areas. For example, Pop Charlie session in term four 2020. This had the purpose of expanding staff Aboriginal awareness through Professional Learning and direct insight based on the experiences of an Aboriginal elder.



# FUTURE FOCUSSED LEARNING

*Humanities & Social Sciences, by Darren St Quintin*

## ACHIEVEMENTS

- PALS funding of \$1200 for 2020 Harrisdale Primary School Wagyl project. \$1200 for Aboriginal signage and artwork around the school. \$1200 for Aboriginal Cultural Standards Professional Learning with Pop Charlie visiting the school for a PL session.
- Completion of a NAIDOC week inspired Wagyl project. The project was funded by part use of the 2020 HASS team budget and \$1200 acquired from the 2020 PALS grant. The project cost was \$4,950 in total and is currently displayed on the Science wall.
- The rocks for the project were individually designed and painted by every student in the school based upon different Dreamtime stories on the Dreaming app. The NAIDOC Week inspired Wagyl project coincided with the 2020 NAIDOC Day celebrations, whereby the students designed and painted their rocks in the colours red, white, yellow and black.
- The students also increased their awareness of Dreamtime stories by creating a design for their rock that reflected what they had learned from a year level allocated Dreamtime story. The aim of this project was to use the Aboriginal Cultural Standards Framework (ACSF) to guide planning and awareness, and have teachers reflect on their own practice around Aboriginal Education in HASS and other learning areas.
- Unfortunately the 2020 Cultural Fair and Curry Cup were cancelled due to COVID-19 restrictions, however individual classes created projects that were based on celebrating different cultures and were showcased to other students and classrooms on a specified afternoon.

## FUTURE RECOMMENDATIONS

- Promote HASS learning through special days and whole school events that promote the Cross Curriculum Priorities. These events for 2021 will be a Harmony Day whole school celebration and 2021 NAIDOC Week.
- Apply annually for PALS grants and other potential HASS grants. PALS Grant money will assist to support staff to access, understand and implement the Aboriginal Cultural Standards Framework and to reflect on their own practice around Aboriginal Education in HASS and other learning areas.
- Support staff to access, understand and implement the Aboriginal Cultural Standards Framework (ACSF) and to reflect on their own practice around Aboriginal Education in HASS and other learning areas. This will be implemented by future PL and NAIDOC Day activities that raise awareness of the Aboriginal Cultural Standards Framework.
- Use Future Focused Learning initiatives to encourage the use of HASS to be integrated into appropriate learning areas to streamline planning and improve student's use of inquiry based learning. Students will be exposed to real world scenarios and become problem solvers to create solutions.
- Continue to provide staff with Aboriginal Cultural Standards Framework aligned PL in 2021.



# FUTURE FOCUSSED LEARNING

*Health & Physical Education, by Tommy Joyce*

## OVERVIEW

Harrisdale Primary School's Health and Physical education program aims to improve student Physical Literacy, Health understanding and Mental Wellness of students 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 into healthy, active young adults who understand the importance of lifelong participation in and enjoyment of physical activity for mind, body and soul.

## KEY STRATEGIES

- Appointment of 3 Physical Education specialist teachers (2.2 FTE).
- Weekly Community Running Club program.
- Two hours of mandated Physical Education per week.
- Focus on Fundamental Movement Skills in the Early Childhood years.
- Develop Physical Literacy across the School.
- Introduce 'Champion Life' mental health check-ins and 10 minute fitness routines.
- Apply for Sporting Schools Grants to boost exposure to different sports and resourcing for Physical Education.



# FUTURE FOCUSSED LEARNING

*Health & Physical Education, by Tommy Joyce*

## ACHIEVEMENTS

- Maximised participation in Physical Education lessons and extra-curricular through the use of (\$7000) Sporting Schools Funding so that our students can make informed choices about their health and enjoy being physically active. Purchased a vast array of sports equipment and introduced specialised coaches to increase students exposure to an extensive spectrum of sports.
- In 2020, our students extra curricular activities were affected by COVID 19 limiting the engagement in Interschool Carnivals. Harrisdale PS participated in the Athletics and Cross Country Interschool Carnivals finishing in second place for both.
- Over 120 students attended trials for the Harrisdale PS Basketball Club in Term One, 2020, however COVID-19 restrictions in Term Two affected the team. Fortunately, the club was able to resume in Term Three and participated in the Willetton School Slam Series, finishing second in both the male and female divisions. In Term Four, our teams participated in the Lakeside Slam Series with our senior male team finishing second and senior female team fourth. Based on these strong results, our senior male and female teams were invited to compete in the Champion Schools' Cup in November. Playing against the top 16 male and female teams from across the State, our students represented the school proudly and pushed the competition to perform at their best to beat us.
- Athletics Faction Carnival winners for 2020 went to Batavia (Yellow) who also won the Faction Cross Country Carnival after closely losing out to Endeavour last Year. Congratulations to all factions as the results are getting closer each year.
- This year we received total \$12500 funding from Sporting Schools and Sporting School Plus to increase Physical literacy within the School our chosen provider was Champion Life which allows children to check in daily with their mental wellness and perform daily fitness challenges.

## FUTURE RECOMMENDATIONS

- Continue to promote and improve attendance from students and family members at our weekly Running Club.
- Apply for further funding from Sporting Schools Grants to enhance the schools Physical Education curriculum and facilities.
- Embed The Champion Life program and resources into the Daily classroom routines in the School.



# FUTURE FOCUSSED LEARNING

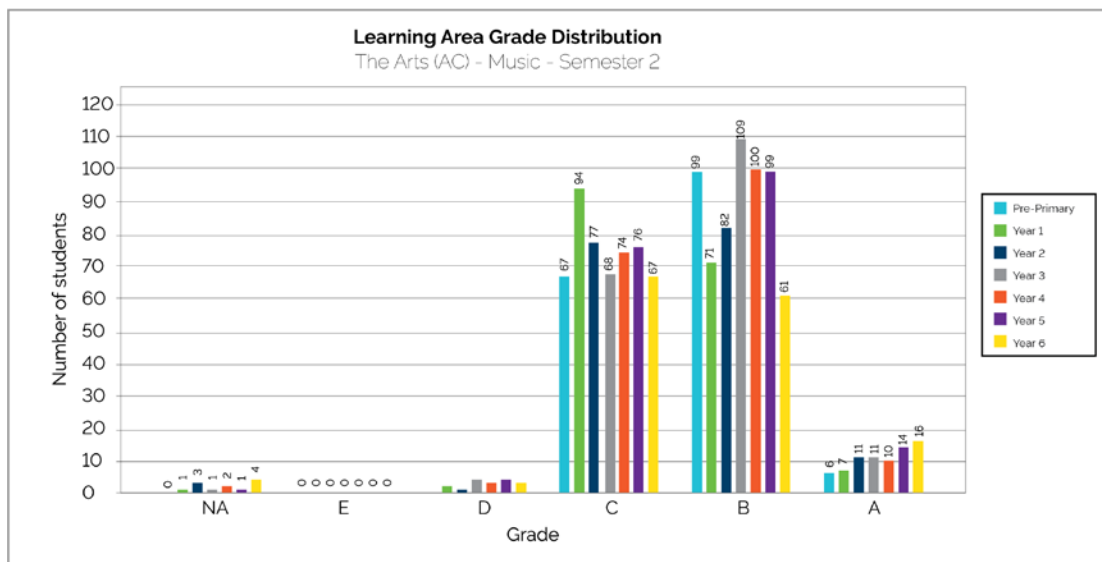
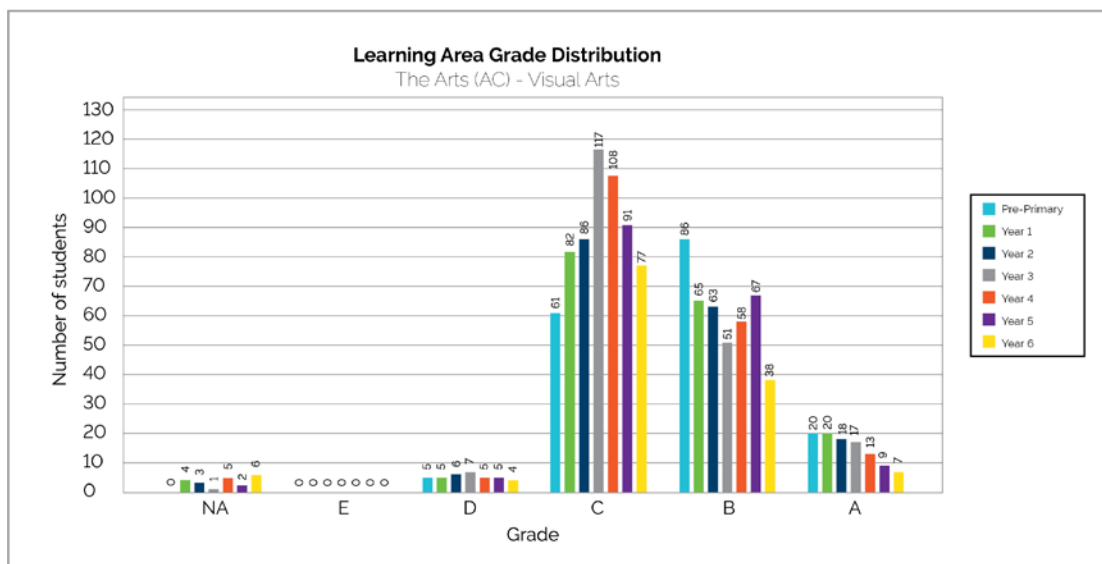
*Visual Art & Music, by Samantha Weldon & Lynda Pateman*

## OVERVIEW

The Arts program at Harrisdale aims to instill a love of creative expression and artistic skills in all students. In 2020, all students attended Visual Arts and Music lessons weekly, participating in a variety of motivating and relevant tasks to develop their music and visual art skills, to improve their capability of creating and sharing their arts ideas.

In 2020, The ongoing implications of the COVID-19 pandemic resulted in a more introspective Arts program at Harrisdale Primary School. The restrictions on public gatherings caused the cancellation of a number of external performance events and the Musica Viva incursion performance, along with the need to take the annual Arts Afternoon to a digital format. Within lessons students and teachers embraced some flipped learning strategies, such as recording instructional videos, to cater for online learning and allow students to spread out more during individual activities.

Student achievement from PP-6 achieved the 2020 target of 80% receiving a C or above.



# FUTURE FOCUSSED LEARNING

*Visual Art & Music, by Samantha Weldon & Lynda Pateman*

## KEY STRATEGIES

- Lessons delivered by Music and Visual Arts specialists in dedicated classrooms.
- Use of the Harrisdale Lesson Design in explicitly teaching skills, before scaffolding students to learn to apply the skills independently.
- Cross-curricular projects (such as creating theme music to suit class book characters studied in Literacy).
- Use of a range of programs to best suit the curriculum and HPS current needs.
- B-Hive Arts specialists collaborating to create cross-curricular, immersive learning experiences in line with Early Years Learning Framework priorities.
- Use of technology to enhance student learning and engagement.

## ACHIEVEMENTS

- Choir performed in 2 major events, one being the Telethon song which was aired on Channel 7 and had viral views on the Telethon7 Facebook page. The other being the Massed Choir Sing Days in front of Perth Concert Hall
- IMSS students and Concert Band performed lunchtime concerts throughout the school year, and at the IMSS Recital night for a limited number of parents due to COVID restrictions.
- The Arts Afternoon was virtual, over the course of a week, with student artworks and videos shared via the HPS Facebook page and Seesaw.
- The annual Twilight Christmas Concert was performed during school time with students as an audience. This was filmed professionally and the digital video download provided to parents. Feedback from students, staff and parents was positive.

## FUTURE RECOMMENDATIONS

- Adding Performing Arts specialist in Early Years.
- Invite artists/performers within the parent community to share expertise with students.
- Expanding on student cultural awareness through Performing Arts.
- Increase cohort of Instrumental Music students to suit the size of the school.
- Continue to promote participation in performance groups such as choir and concert band.
- Develop Common Assessment Tasks across The Arts Specialists within HPS and across Nicholson Network.
- Showcase achievements by using visual arts, dance, drama and music in a Musical Theatre production.



# FUTURE FOCUSSED LEARNING

*French, by Iri Mukwekwezeke*

## OVERVIEW

The Languages program has been running at Harrisdale Primary School since 2018. This is in alignment with the new Languages WA Curriculum and it has been taught from Years 3–6 once a week for 1 hour. French at Harrisdale PS is taught through a combination of innovative approaches to language learning following the foundations of the AIM Method (Accelerative Integrated Method) alongside a broad range of communicative and task-based projects.

The 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.

## KEY STRATEGIES

- All students at Harrisdale PS from Years 3–6 are taught the French language.
- Teachers of French plan for all teaching and assess students in accordance with SCSA.
- The implementation of the New WA Languages Curriculum is rolled out in accordance with SCSA requirements with the Western Australian Curriculum-Languages (WAC-L) implemented for Years 5 and 6 students in 2020.
- 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 participate in the Alliance Française Poem Recitation competition.
- A French Language Assistant will work with our students three days a week to support and extend their knowledge accordingly. Our French Language Assistant provides an opportunity for authentic language use as well as for the further development of intercultural understandings.
- Flipped learning opportunities for students to have contact with the French language are provided via Seesaw and The Languages Nut.



# FUTURE FOCUSSED LEARNING

*French, by Iri Mukwekwezeke*

## ACHIEVEMENTS

- Through the assistance of the Language Assistant we managed to identify a school in France with which students will be able to correspond with in the next academic year.
- Student leaders who do the daily PA announcements have taken on-board the challenge of saying some of the announcements in French. They have gained their confidence and have taken the language out of the classroom and use it in the wider school community. This has helped the younger students in the junior years to be exposed to the language as well.
- The French Club started in Term Two and students had great sessions with the Language Assistant who immersed the students in aspects of the French culture. They cooked, explored film and music. Students wrote a script of the French Revolution and enacted the story.
- Year 5 and 6 students explored some French cuisine while making crepes and chocolate tarts 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.

## FUTURE RECOMMENDATIONS

- Correspond with a school in France to enhance skill and understanding.
- 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 in and out of school.
- Establish stronger network connections with the other Primary schools teaching French.



# HIGH QUALITY TEACHING & LEADERSHIP

*Peer Observation, by Karen Duncan*

## TARGETS

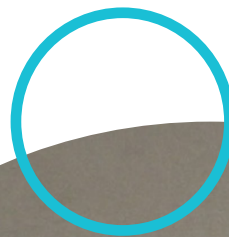
**Target 10. 100% attended the Peer Observation Feedback meeting and participated in the recording/feedback.**

target not assessed

## OVERVIEW

As outlined in our Harrisdale Primary Business Plan 2019-2021, we continue to recruit and retain passionate, committed and high-quality staff. Common time is provided for teachers to meet within their year level teams to meet and plan collaboratively. Many opportunities are provided for our staff to engage in professional learning that will aid their professional growth and promote excellence. Teaching Sprints was a new initiative introduced to HPS at the end of 2019 but in 2020 this was set aside during the challenges of COVID.

Performance Development is a vital part of our staff's ongoing development and feedback. Staff are also provided with feedback through Executive Team walkthroughs and peer observations. In 2020, due to the stressful nature of the year, it was decided that we would relieve pressure on staff by taking away any formal in-class feedback by either their peers or the Executive team, which is why Target 10 for 2020 is listed as not assessed. Peer Observations were not an expectation in 2020 but we will reinstate these in 2021.



# HIGH QUALITY TEACHING & LEADERSHIP

*Middle Level Leaders, by Karen Duncan*

## TARGETS

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

target not achieved

## OVERVIEW

In 2020, HPS committed to the development of our middle level leaders by setting ourselves a target of 100% participation in leadership development amongst this group. Our middle level leaders include:

- Year level team leaders.
- Curriculum team leaders.
- Impact Coaches.
- Intervention, Extension, Teacher Development School and EAL/D leaders.
- In 2020, this target of 100% was not achieved. However, many of the middle level leaders were given opportunities for development in either their area of expertise or leadership.

## KEY STRATEGIES

- EOI and merit selection for middle level leader positions.
- 2x teacher leaders selected for Nicholson Network aspirant leader program.
- Level 3 classroom teacher support network within school.
- Regular meetings with middle level leaders to promote leadership and professional knowledge.
- Professional learning targeted at middle level leaders

## Results

In 2020, 100% of Year Level leaders were provided with opportunities to develop their leadership skills through working with the Impact Coaches and participating in Professional learning eg: Leading Moderation. However, Curriculum Leaders were not given these same opportunities. This group will also be targeted in 2021.



# HIGH QUALITY TEACHING & LEADERSHIP

*Middle Level Leaders, by Karen Duncan*

## *Middle Level Leaders Continued*

### ACHIEVEMENTS

- 3 x teachers achieved Level 3 classroom teacher status which is a huge achievement and recognises not only their excellent classroom practice but their educational leadership within the school. These teachers are: Lynda Pateman, Matt Baseden and Monique Bairstow. The school has three existing Level 3 teachers: Aaron Buckenara, Megan Wijohn and Helen Hall.
- Six teaching staff also received Senior Teacher status, acknowledging their experience, 10 years of service and educational leadership. These teachers are: Darren St Quintin, Lisa West, Tommy Joyce, Kirsten Hildebrandt, Iri Mukwewekwezeke and Miles Kemp.
- Two teachers were merit-selected to participate in the Nicholson Network Aspirant Leadership Program. They were Maddison Gorton and Lynda Pateman.

### FUTURE RECOMMENDATIONS

- In 2021, the Executive team aim to provide opportunities for all middle level leaders through a 10 week (20hr) leadership program, leadership challenges, managing difficult conversations, leading a disciplined dialogue etc.
- Develop and design a targeted middle leader development program.
- Continue to support and encourage teachers to apply for Level 3 Teacher status.
- Continue to support Nicholson Network leadership initiatives for aspirants and Deputy Principals.



# HIGH QUALITY TEACHING & LEADERSHIP

*Apple Teacher, by Hannah Dodds*



## TARGETS



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

target not achieved

## KEY STRATEGIES



- Provision of one to one Coaching and Mentoring strategies from internal and external staff and agencies, with completion of Apple Teacher modules required as part of this process.
- Provision of Targeted Professional Learning events to all teaching and learning staff through the 'In House, PL Buffet' professional development program.
- Staff continue to be provided with access to a Macbook and iPad to support and enhance their teaching practice. All classrooms will be resourced with a large screen television and Apple TV or an Interactive Whiteboard.
- Apple Teacher spinner with prizes for teaching staff.
- Apple teacher display and celebration was initiated with a view to continue in 2021.
- Staff provided digital technologies and STEM support to teachers state wide through Teacher Development School initiative.

## ACHIEVEMENTS



- 82% of teaching staff achieved their Apple Teacher status, which was an improvement from past years.
- Harrisdale PS continued its partnership with the Apple Learning Team to provide professional learning for all staff.
- Provided one to one Apple coaching opportunities through the use of BluePrint Learning with 10 individual Teachers and Allied Professionals completing the specialist coaching program in 2020.

## FUTURE RECOMMENDATIONS



- Continuation of the BluePrint Apple coaching program for targeted staff.
- Continuation of recognition and reward programs for Apple Teachers.
- Include Apple Teacher as part of the induction program for new staff.
- Include Apple Teacher modules in Performance Management reflection.
- Assign time for completion of Apple Teacher modules in PL buffet or staff meetings.
- Identify perspective Apple Distinguished Educators and support and encourage their development.

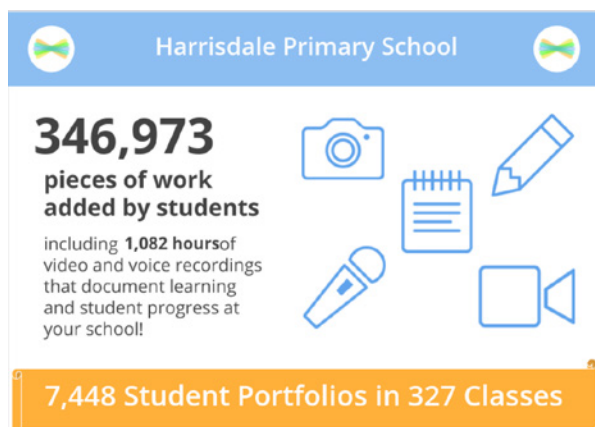
# HIGH QUALITY TEACHING & LEADERSHIP

Communication, by Abbi Kerimfoski & Hannah Dodds

## TARGETS

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

target met



Throughout 2020, students posted 346 973 pieces of work on their classroom Seesaw accounts. This included 1 082 hours of video and voice recording documents.



# ENGAGEMENT & PARTNERSHIPS

*Surveys, Karen Duncan*

## TARGETS

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

target met

## OVERVIEW – STUDENT SURVEY

Every two years, key stakeholders in the school (students, parents and staff) are surveyed to gauge how the school is doing. The survey assists the school with feedback on what is working well in the school and what could be improved. This feedback is vital to our school self-improvement. 2020, was a survey year.

Students in Years 5 and 6 are surveyed to offer student perspectives. This is because of the suitability of their age to participate in a survey and because of their ability to navigate a survey on a digital device.

In 2020, 269 Years 5 and 6 students were surveyed.

The rating system goes from 0-5. With 0 being low and 5 being high. Our target aims for ratings of 3.5 and above.



# ENGAGEMENT & PARTNERSHIPS

Surveys, Karen Duncan

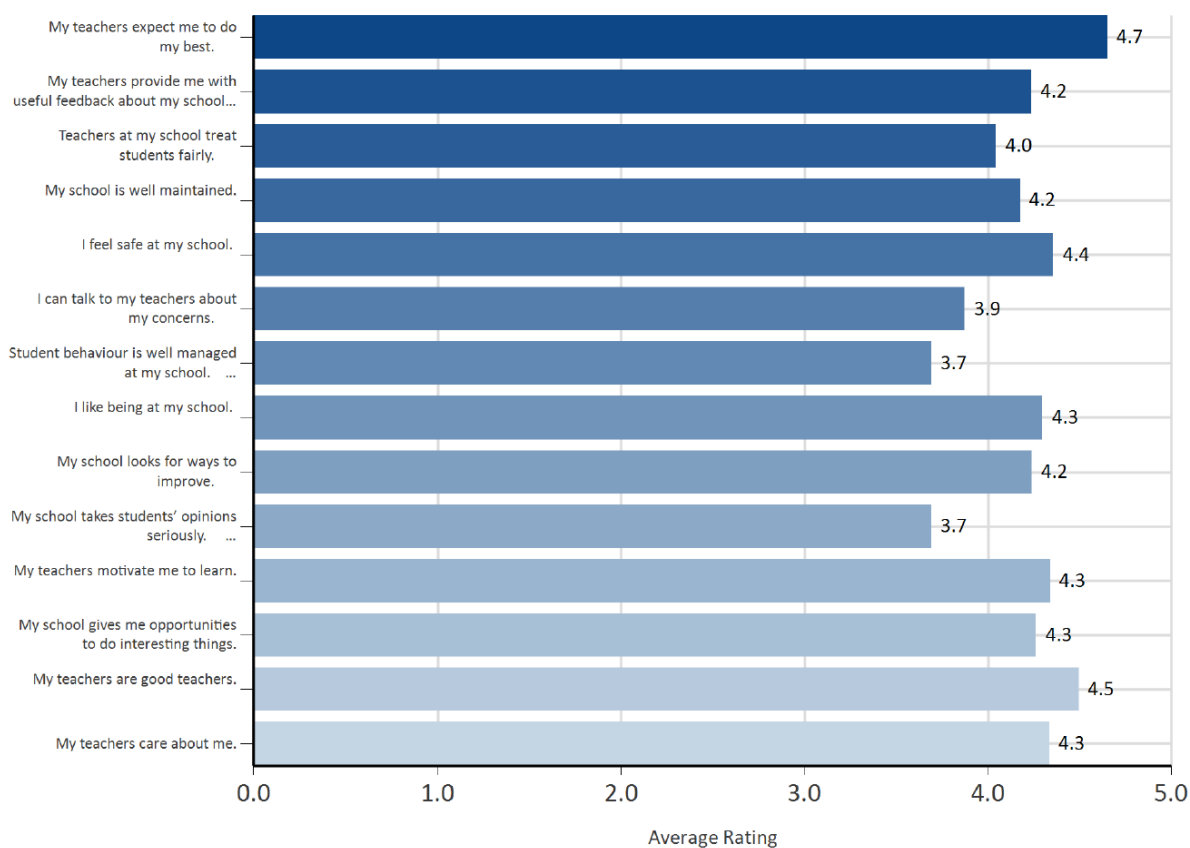
## Student Survey Continued

### Question overview

Module name	Student National School Opinion Survey 2018/2019
Module owner	WA Public Schools
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	269
Not answered	0

### Rating

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



# ENGAGEMENT & PARTNERSHIPS

*Surveys, by Karen Duncan*

## Student Survey Continued

### KEY STRATEGIES & FUTURE RECOMMENDATIONS

**Lowest Rated Items:** Rating 3.7- 'My school takes students' opinions seriously'.

- The school currently has a student leadership system that gives every student in Year 6 the opportunity to lead. However, with such large student numbers in the Year 6 cohort, it has become increasingly difficult for students to take on meaningful and purposeful roles, and feel that they are contributing to making a positive difference in the school.
- In 2021, the number of student leaders will be reduced with tenures for student councillors and faction captains lasting the year. Other positions will last a semester. A senior teacher in the school will take on the responsibility of leading this group and meeting with them on a regular basis. Unfortunately, not all student will have the opportunity to take on a prescribed leadership role, however it is our expectation that all Year 6 students see themselves as leaders and role models in the school.
- A Student Leaders one day workshop will be held with the leaders to discuss their roles and responsibilities within the school, identify issues and problem-solve. Leaders will develop 'Action Plans' to respond to and action identified issues.
- QR codes will be developed (Linked to a feedback form) and placed around the school to allow students, parents and community groups to give ongoing feedback.

**Lowest Rated Items:** Rating 3.7- 'Student behaviour is well-managed at my school'

- Continue to reinforce the importance of the whole school, 1-2-3- Magic behaviour management approach in classrooms. Consistency, transparency and fairness are key.
- Continue to articulate the Positive Behaviour Support (PBS) behaviour expectations and values through daily messages, signage, incentives and daily 15 minute values sessions in-class.
- PBS merit certificates to promote school behaviour expectations and values.
- Consistent use of Integris to address and track poor behaviours and consequences.
- Reinforce 'Good Standing' policy.

**Highest Rated Items:** Rating 4.7- 'My teachers expect me to do my best'.

- Continue a culture of high expectations for both staff and students.
- Continue to recruit high quality teaching staff.

**Highest Rated Items:** Rating 4.5- 'My teachers are good teachers'

- Continue a culture of high expectations for both staff and students.
- Continue to recruit high quality teaching staff.
- Continue thorough staff induction of new staff.
- Continue to mentor and support new and graduate staff.

**Some Comments by Students:** What's good about HPS?

- I have friendly people around me. I have an awesome class and I'm treated fair.
- My school has a nice big oval that DOES NOT have rubbish.
- My teachers help with the hard work.
- That everyone is nice and caring especially the teachers who always give you the opportunity to learn and push to your highest level.
- The teachers and staff are brilliant. They are always helping you and caring for you. They are all awesome at many different things. I don't want to leave or change. All the subjects are really great.
- I love being at Harrisdale Primary because of the kids and the fun things like the Ice Bucket challenge.
- The nurturing, caring environment. The teaching quality is excellent.

# ENGAGEMENT & PARTNERSHIPS

*Surveys, by Karen Duncan*

## TARGETS

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

target met

## OVERVIEW - PARENT SURVEY

Every two years, key stakeholders in the school (students, parents and staff) are surveyed to gauge how the school is doing. The survey assists the school with feedback on what is working well in the school and what could be improved. This feedback is vital to our school self-improvement. 2020, was a survey year. In 2020, 239 parents responded to the survey request.

K/PP parents-24%  
1/2 parents-26%  
3/4 parents-30%  
5/6 parents-20%

The rating system goes from 0-5. With 0 being low and 5 being high. Our target aims for ratings of 3.5 and above. The ratings by parents were really encouraging with 4.0 being one of the lowest rated items.



# ENGAGEMENT & PARTNERSHIPS

Surveys, by Karen Duncan

## Parent Survey Continued

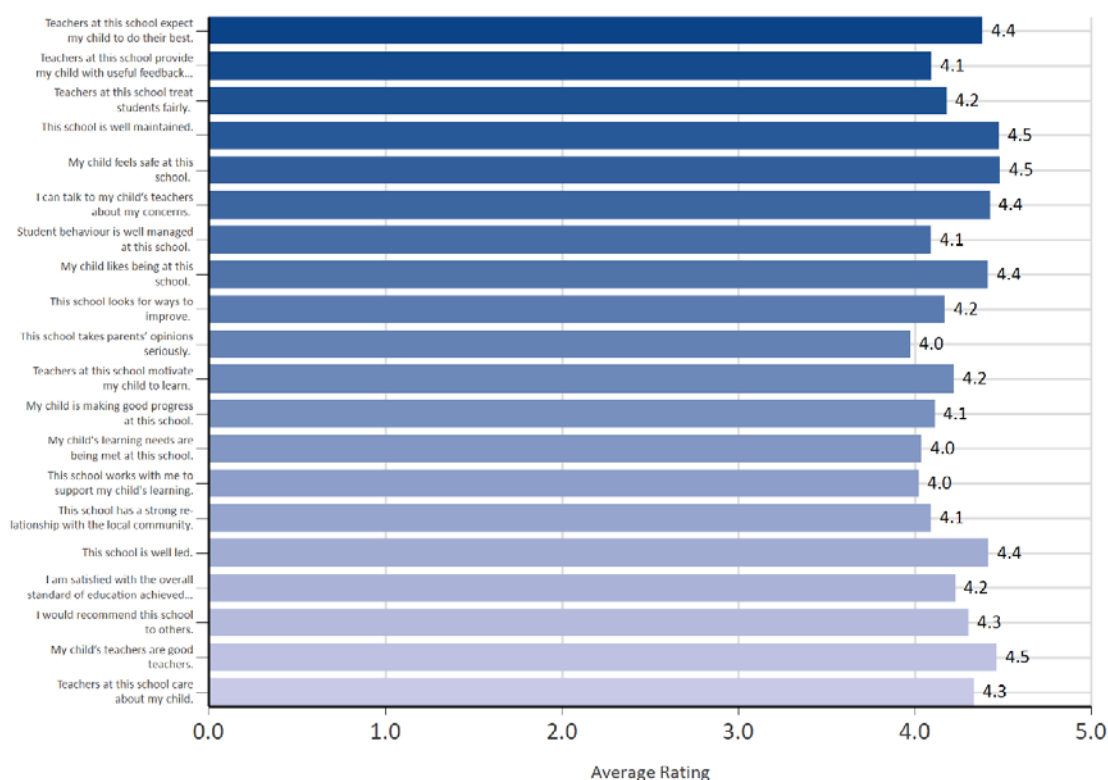
### Question overview

Module name	Parent National School Opinion Survey 2018/2019
Module owner	WA Public Schools
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	239
Not answered	0

### Rating

### Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



# ENGAGEMENT & PARTNERSHIPS

*Surveys, by Karen Duncan*

## Parent Survey Continued

## KEY STRATEGIES & FUTURE RECOMMENDATIONS

**Lowest Rated Items:** Rating 4.0- 'My child's learning needs are being met at this school'.

- Continue to differentiate learning and improve communication about differentiation
- Continue to meet the needs of individual students through meetings, case conferences and Individual /SEN/ EALD education plans. Keep communication lines open with parents.
- Continue Extension program (expanding in 2021 and running as a full-time class).
- Continue reading intervention program (Quick 60).

**Rating 4.0:** 'The school takes parents' opinions seriously'.

- Develop QR codes (linked to feedback form) and position around school to allow parents to give ongoing feedback. Maintain and improve communication via the 'contact us' tab on our website and through videoed Principal's address 3-weekly. Also, via private messages on facebook.

**Highest Rated Items:** Rating 4.5- 'This school is well maintained'.

- Continue to invest in new playgrounds, play equipment and resources.
- Continue employment of school gardeners/handypersons/cleaners who uphold our high expectations about the presentation of our school.
- Regular checks of the buildings and grounds by OHS representative, Principal and Business Manager.
- Regular and timely maintenance program.

**Rating 4.0:** 'My child feels safe at this school'.

- Continue a culture of high expectations.
- Zero tolerance to bullying. Respond to ALL reports of bullying. Student voices need to be heard.
- Continue PBS and 1,2 3 Magic Program to encourage positive behaviour and address poor behaviour.
- Continue to align merit certificates to PBS values.

**Some Comments by Parents:** What's good about HPS?

- As you are well aware, car parking is becoming quite a big problem, would be great to have more options for kiss'n'drive and extra parking lots.
- Faultless efforts by all staff. However, traffic issues are still dangerous. Council issues really, but school related none the less. Amazing efforts by staff attempting to educate parents.
- Having a general idea of what my son is learning at a given time would allow me to support his learning at home and identify areas of weakness.
- I would like it if the teacher provided feedback about my child's work/level of achievement.
- It would be nice to have a canteen at school or a small kiosk to buy food if their lunches aren't enough or get ruined.



# ENGAGEMENT & PARTNERSHIPS

*Surveys, by Karen Duncan*

## TARGETS

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

target met

## OVERVIEW - STAFF SURVEY

Every two years, key stakeholders in the school (students, parents and staff) are surveyed to gauge how the school is doing. The survey assists the school with feedback on what is working well in the school and what could be improved. This feedback is vital to our school self-improvement. 2020, was a survey year.

There were 75 responses from staff.

0-5 yrs experience 60%

6-10 yrs experience 27%

11-20 yrs experience 12%

21-30 yrs experience 1%



# ENGAGEMENT & PARTNERSHIPS

Surveys, by Karen Duncan

## Staff Survey Continued

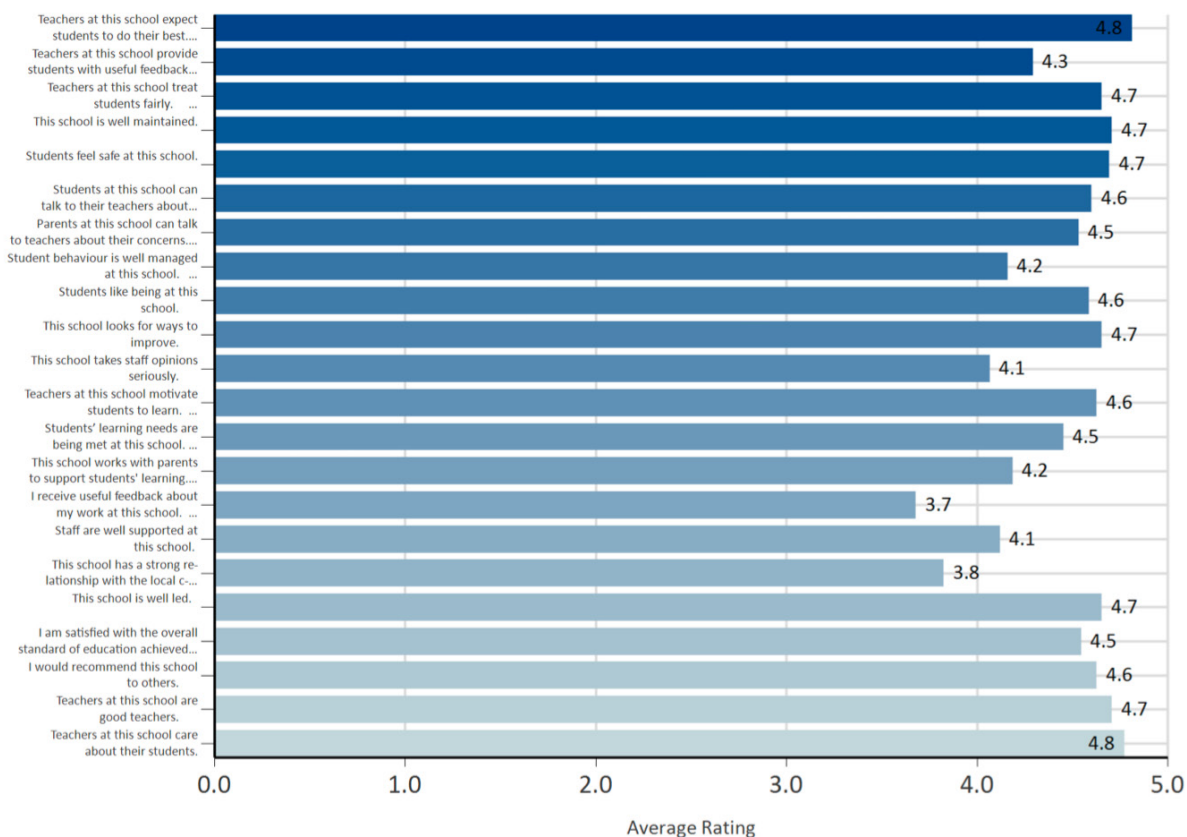
### Question overview

Module name	Staff National School Opinion Survey 2018/2019
Module owner	WA Public Schools
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	75
Not answered	0

### Rating

### Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



# ENGAGEMENT & PARTNERSHIPS

*Surveys, by Karen Duncan*

## *Staff Survey Continued*

## KEY STRATEGIES & FUTURE RECOMMENDATIONS

**Lowest Rated Items:** Rating 3.7-‘I receive useful feedback about my work at this school’.

- Re-instate peer observations and feedback. (this was stopped due to COVID)
- Feedback from Impact Coaches and Executive team.
- Continue robust performance development meetings.

**Rating 3.8:** ‘This school has a strong relationship with the local community’.

- Initiate Engagement and Partnership Team led by Deputy.
- Random survey of parent community.
- Actions to be developed by E&P Team, including parent workshops, learning journey evening, Harmony Day celebrations and more.

**Highest Rated Items:** Rating 4.8-‘Teachers at this school expect students to do their best’.

- Develop a set of standards -The Harrisdale Way (or similar) that articulates high standards for staff and students.
- Continue a culture of high expectations for staff and students.
- Continue to recruit and induct high quality staff.

**Rating 4.8:** ‘Teachers at this school care about their students’.

- Continue to develop a culture that is caring and focusses on students being at the centre of all that we do.
- Continue to recruit and induct high quality and caring staff.
- Continue to be positive role models and set caring and positive examples.

**Some Comments by Staff:** What’s good about HPS?

- We are innovative, always striving to improve, resources are in abundance, PL is a priority, Digitech is a focus, decisions are made based on student needs and data.
- The collaborative team environment. Everyone is always asking if they can help and give support to others.
- The teachers I teach alongside and their passion for student care and education. Working collaboratively in year levels. Sharing the planning etc. That Karen sticks up for teachers, is on their side and is aware that we have outside lives and personal issues.
- Great students (Kind and respectful for the most part), they make teaching a joy.
- Working with a diverse range of students, and feeling that I make a difference to the students.
- Admin are aware and try to help stressors by organising events to show appreciation for teachers, APs and other staff members. All staff are genuinely friendly. Students are mostly keen to learn.

**Some Comments by Staff:** What could improve at HPS?

- Being a new staff member, it has been difficult to get to know staff at the school (COVID and how large the school is) so I guess more ways to build relationships.
- A bit more consideration given to workload/expectations. Leaders more visible/supportive at collab meetings and not just when something is not being done right.
- In a large school, more contact with line managers so I have a better gauge on how I’m teaching. Some positive feedback would be great. We work hard for what feels like little reward.
- A focus on our students that are vulnerable to assist their wellbeing and learning. Our chaplain and volunteer staff could run a breakfast club where students get to read a book.
- Casual admin visits into classrooms, feedback on performance.

# ENGAGEMENT & PARTNERSHIPS

*Engaging our Community, by Nikki Lyons*

## OVERVIEW

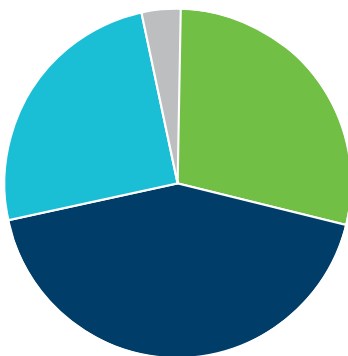
With Engagement and Partnerships included as a key focus area in the Harrisdale PS 2019 – 2021 Business Plan, a team was formed in Semester 2, 2020 to address the targets and monitor progress in this area. Comprised of staff representatives from across the school, the initial priority of the Engagement & Partnerships Team was to collect and analyse baseline data from the parent community in relation to the school's recent performance.

A survey, based on the work of the Progressing Parental Engagement in the ACT Project, was distributed to a random sample of K – 6 parents. Respondents were asked to comment on opportunities for parental engagement, the quality of communication, cultural inclusiveness and whether they felt value as key stakeholders in their child's education.

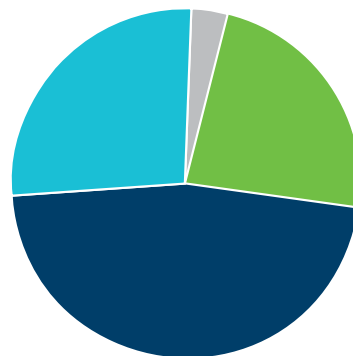
The return rate was favourable, with 82% of parents responding to the survey within the requested time frame. Responses were received from a range of year levels and cultural backgrounds, adding validity to the results. Overall, the baseline results indicated that parents felt well informed of the activities their children were involved in at school, and felt comfortable discussing issues with both teachers and administration staff. They felt there were opportunities to volunteer in their child's classroom, however they would like to know more about specific strategies their children were being taught.

Sample responses from the August 2020 Parent Engagement Survey:

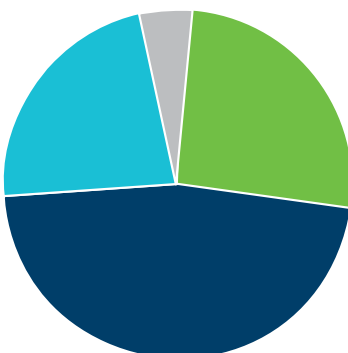
I receive information about how I can help me child at home.



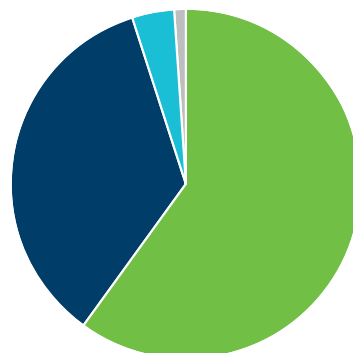
I would like more opportunities to assist in my child's classroom.



Harrisdale PS is a welcoming & friendly environment for all parents and families.



Harrisdale PS respects all cultures and diversity.



### KEY:



Navy Blue – Agree



Green – Agree



Grey – Disagree



Blue – Neutral

# ENGAGEMENT & PARTNERSHIPS

*Engaging our Community, by Nikki Lyons*

## OVERVIEW CONTINUED

Asked to comment on strategies that would assist them to become more engaged with the school community, the top responses from parents were as follows:

1. Training on how to help students when volunteering in the classroom.
2. Being (verbally) invited by teachers to assist in the classroom.
3. Opportunities to participate in Parenting Workshops.
4. Opportunities to assist in after school clubs.
5. Opportunities to participate in Adult English Classes.

The information gathered through the survey provided the basis for the development of the 2020 – 21 Engagement and Partnerships Operational Plan, which addresses the targets stated in the 2019 – 2021 Business Plan, as well as the Overarching Key Strategies.

## KEY STRATEGIES

- Formation of an Engagement & Partnerships Team to establish and maintain links with parents and community.
- Use information from the NSOS 2020 to inform planning and direction for the Engagement & Partnerships team in 2021.
- Provide training to parents to increase confidence to volunteer in school.
- Promote P&C as an avenue for involvement in the school community.
- Create opportunities for parents and community to become involved in school events.
- Collect and distribute information relating to parent skills which may provide support in classrooms.
- Provide regular communication to inform and engage via a range of platforms.
- Recognise and draw upon the diverse community to foster respect and relationships with multi-cultural families and community groups.



# ENGAGEMENT & PARTNERSHIPS

*Engaging our Community, by Nikki Lyons*

## ACHIEVEMENTS

- To date, a total of 48 parents have been trained in ways to assist with Reading and Spelling in the classroom.
- Increased number of parents assisting regularly in classrooms.
- A list of parent volunteers and their respective skills created and made accessible to all staff.
- Increased number of parents attending P&C meetings.
- Multi-cultural mural to be completed in term 1, 2021.
- Parenting section created on school website and updated monthly, with articles and information.

## FUTURE RECOMMENDATIONS

- Continue to provide training to parents on assisting in the classroom, extending to Maths in 2021.
- Add to Parent Volunteer list on an ongoing basis, as information is gathered around parent skills and interests.
- Provide more opportunities for parents and community groups to come into the school, including an Open Night – “Edu-ganza” in Term 2, 2021.
- Survey parents again in late 2021 to gauge improvement in Parent Engagement.
- Continue to add multi-cultural/multi-lingual signage around the school.
- Maintain and expand partnerships with local businesses and government agencies to support students and families.

Ultimately it is the goal of the Engagement and Partnerships Team, through the 2020-21 Operational Plan, to promote the school as a Hub of the local community, where families feel welcome and know that they are a vital part of their child's education.



# ENGAGEMENT & PARTNERSHIPS

Communication by Abbi Kerimofski & Hannah Dodds

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

target met

## OVERVIEW

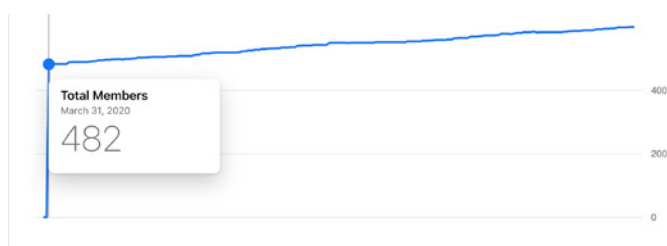
The Public Relations Officer position was extended to three days a week throughout 2020. The school continued their use of online platforms such as Facebook and Twitter as their main forms of social media-based communication with the school community. As of February 2nd 2020, the Harrisdale Primary School Facebook page had 2 054 page likes. By December 18th 2020, the Facebook page had 2 302 page likes. New parents of the school were encouraged to access the Facebook page.

The B Hive Facebook group continued to be a form of communication for Kindy and Pre-Primary families. Facebook Insights did not provide any data in 2020 prior to March 29th. As a result of this, the group had 454 members on March 29th 2020. By December 17th 2020, the Facebook group had 599 members.

Facebook Total Page Likes



Facebook Total Group Members



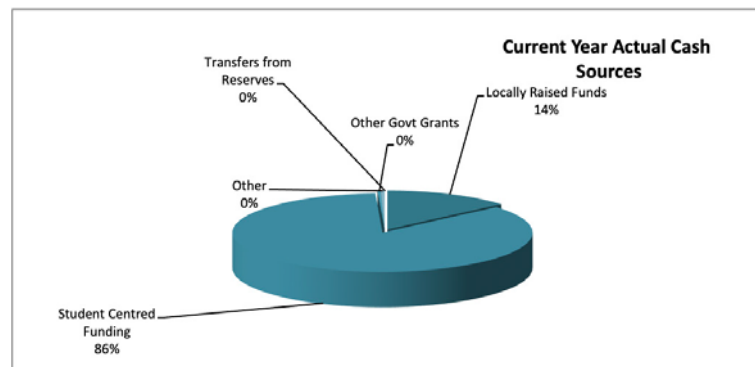
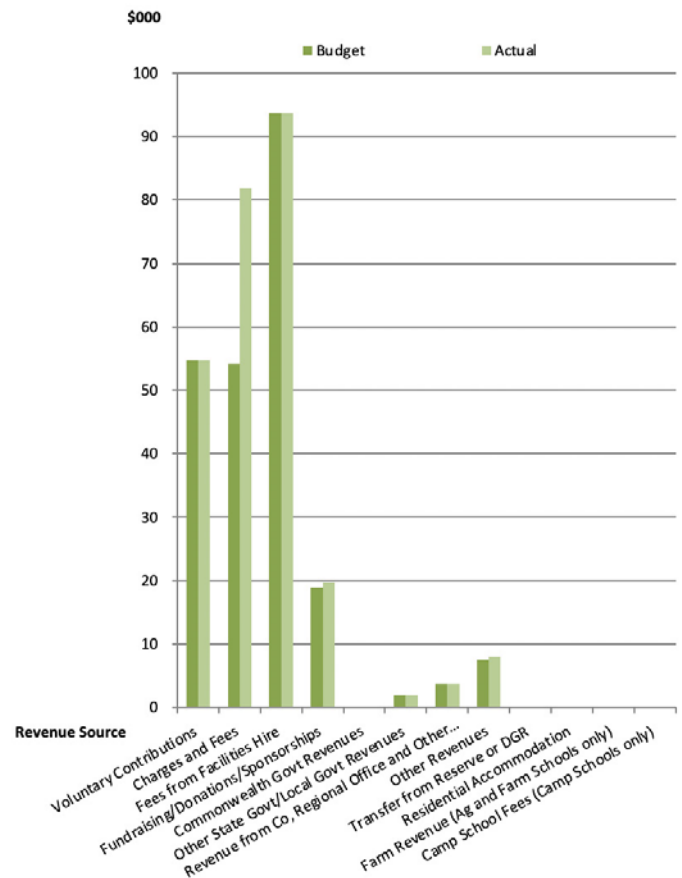
# FINANCIAL SUMMARY REVIEW

by Megan Klompaker

Financial Summary as at February 25th 2021

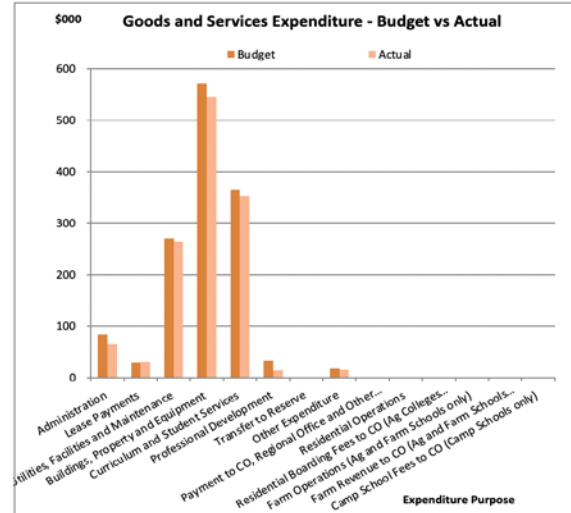
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 54,778.00	\$ 54,702.17
2	Charges and Fees	\$ 54,237.00	\$ 81,861.29
3	Fees from Facilities Hire	\$ 93,637.00	\$ 93,638.18
4	Fundraising/Donations/Sponsorships	\$ 18,908.77	\$ 19,653.82
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and other Schools	\$ 3,761.00	\$ 3,760.80
8	Other Revenues	\$ 7,450.00	\$ 8,031.48
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 234,771.77</b>	<b>\$ 263,647.74</b>
	Opening Balance	\$ 639,979.56	\$ 639,979.56
	Student Centred Funding	\$ 528,016.44	\$ 1,555,996.92
	<b>Total Cash Funds Available</b>	<b>\$ 1,402,767.77</b>	<b>\$ 2,459,624.22</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 1,402,767.77</b>	<b>\$ 2,459,624.22</b>

Locally Generated Revenue - Budget vs Actual

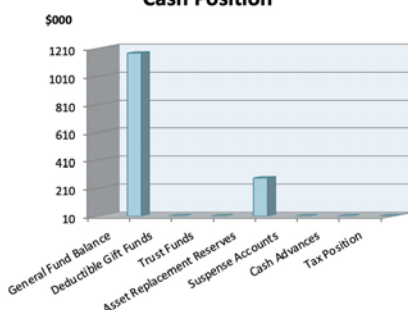


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 83,694.77	\$ 64,617.44
2	Lease Payments	\$ 28,349.51	\$ 29,954.40
3	Utilities, Facilities and Maintenance	\$ 270,279.88	\$ 263,172.29
4	Buildings, Property and Equipment	\$ 571,222.60	\$ 546,024.18
5	Curriculum and Student Services	\$ 364,102.90	\$ 353,056.63
6	Professional Development	\$ 33,343.07	\$ 14,151.93
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 17,727.00	\$ 15,682.61
9	Payment to CO, Regional Office and other Schools	\$ 670.00	\$ 485.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,369,389.73</b>	<b>\$ 1,287,144.48</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 1,369,389.73</b>	<b>\$ 1,287,144.48</b>
	Cash Budget Variance	\$ 33,378.04	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

	Bank Balance	\$ 1,440,355.90
	Made up of:	\$ -
1	General Fund Balance	\$ 1,172,479.74
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 281,925.00
5	Suspense Accounts	\$ 8,872.16
6	Cash Advances	\$ -
7	Tax Position	\$ (22,921.00)
	<b>Total Bank Balance</b>	<b>\$ 1,440,355.90</b>

# FINANCIAL SUMMARY REVIEW

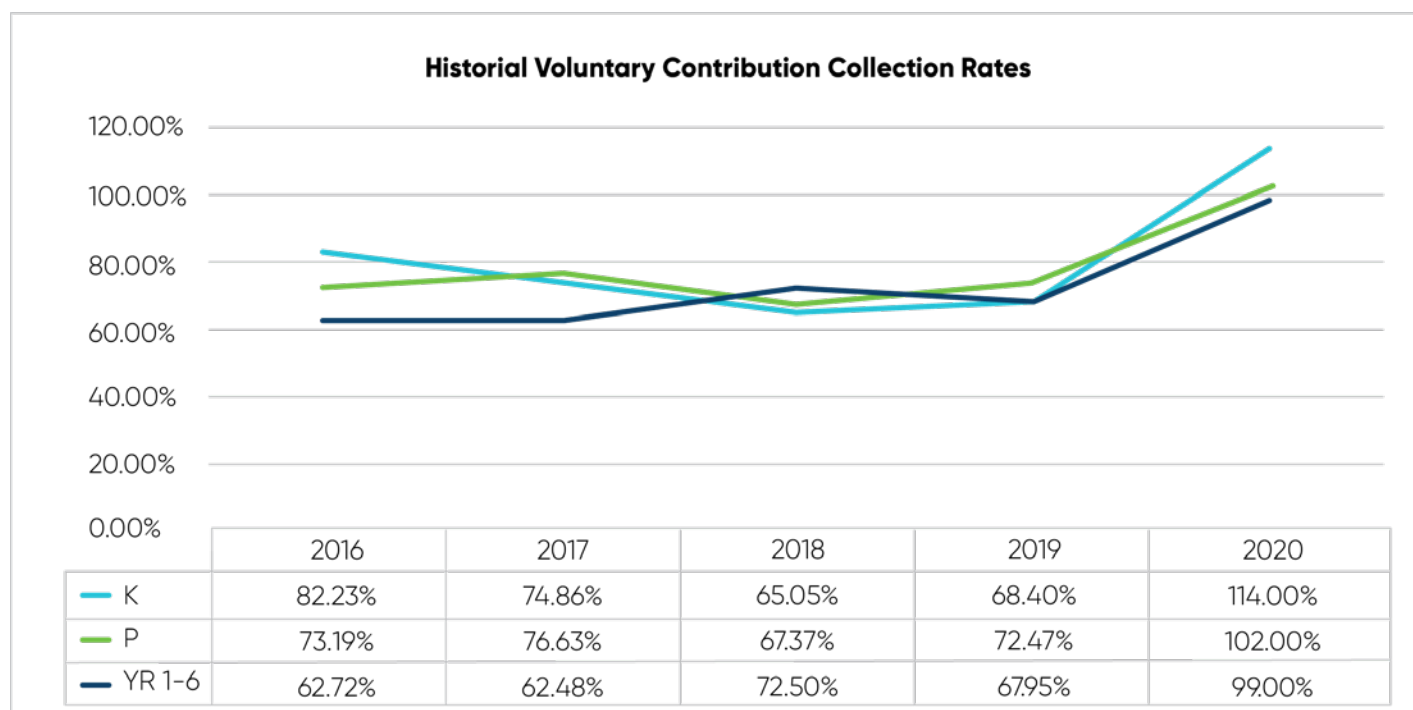
by Megan Klompmaker

## VOLUNTARY CONTRIBUTIONS

Voluntary contributions remained at \$60.00 per child, which is the maximum allowed by the School Education Act 1999 for the 2020 school year. The Budget was based on historical data for the four years preceding, which resulted in a slight decrease in budgeted figures for K and P, yet an increase in Primary.

2020 Budgeted Collection Rates based on 1368 Students (projected numbers at end 2019)					
Cohort	100%	Budgeted	Budgeted	Actual	Actual
Kindergarten	\$11,220.00	65%	\$7,293.00	114%	\$8,330.00
Pre-Primary	\$10,140.00	70%	\$7,098.00	102%	\$7,260.00
Primary	\$60,720.00	65%	\$39,468.00	99%	\$39,112.17

Whilst COVID19 saw the Department of Education stop active collection of fees, our community remained committed in their support of Harrisdale Primary School with both K and P coming over budget and Primary just under.



As is reflected in the graphs on page 58, Curriculum and Student services, along with Buildings, Property and Equipment were our main areas of expenditure. The largest expenditure was represented in the addition of the new art and science room on teaching block 4, a much needed student and staff resource. In addition to this, the new playground "Waabiny" was opened. Due to COVID19 a number of expenditure items were less than budgeted, resulting in increased surplus funds being rolled into 2021.

# FINANCIAL SUMMARY REVIEW

by Karen Duncan

## STUDENT CENTRED FUNDING MODEL

Public School funding is allocated to schools based on the learning needs of students and school characteristics. The model is the mechanism by which funding is allocated to public schools for each student enrolled and additional funding for students needing extra support.

The above table shows the additional funding the school received to support the learning of students under the following characteristics:

- EAL/D Students
- Disability
- Social Disadvantage
- Aboriginality

Funding	Amount	Allocation
English as an Additional Language	\$462,945.59	Deputy Principal EAL/D Coordinator Intervention Teacher Ethnic Education Assistant 2 x Education Assistants Resources Subscriptions Professional Learning
Disability Funding	\$804,157.28	Deputy Principal Education Assistants School Psychologist Resources Subscriptions Professional Learning Case Conferences/Learning Adjustments
Social Disadvantage	\$129,258.24	Deputy Principal Education Assistants School Psychologist Chaplains Resources Subscriptions Professional Learning Case Conferences Technologies
Aboriginality	\$33,429.00	Deputy Principal – Aboriginal Cultural Standards Framework Resources Professional Learning

# FINANCIAL SUMMARY REVIEW

by Karen Duncan



Funding	Amount	Allocation
Targeted Initiatives	\$44,977.68	Graduate Teacher Induction Program and Graduate Curriculum Materials.
	\$10,000.00	In School State Funded Chaplaincy Program.
	\$11,330.20	Level 3 Classroom Teachers Additional Teacher Time.
	\$181,390.00	National Partnership on Universal Access to Early Childhood Education.
	\$74,016.39	School Psychologists – IPS Flexibility.
	\$11,330.20	Schools with Low Proportion of Level 3 Classroom Teachers.
	\$16,600.00	Sporting Schools Programme.
	\$49,000.00	Teacher Development Schools.
	\$11,115.00	WA Centre for Excellence in the Explicit Teaching of Literacy.
Operational Response	\$145,608.10	Additional Cleaning Time (COVID-19).
	\$5,614.00	Dental Therapy Clinics.
	\$294,666.12	Establishment/Foundation Allocation.
	25,000.00	Western Australian Curriculum: Languages Professional Learning.

Targeted Initiatives are monies the school receives to resource different programs and initiatives. For example, the school received \$49,000 as a Teacher Development School – Digital Technologies. This money allows the school to develop the skillset of our teachers through Professional Learning in the area of Digital Technologies. Our teachers then support other teachers in the state to develop their knowledge and skillset in this area.

Operational Responses are monies the school receives in response to things that sit outside the normal running (operations) of the school. For example, last year the school received \$145,608.10 from The Department of Education to employ additional cleaners in response to COVID-19.



# PAINTING RAINBOWS FOR COVID-19



## COVID-19 Poem

I wanted to go outside but I heard about all the cases  
that fly.

I stayed inside when the outside was calling me.

I thought I was going to lose my mind.

It was just me and my brother, who were inside most of  
the time.

At least I had the Pay Station to waste some time!

Things were going through my mind,

Like when will this virus meet it's time?

But in the meantime, I'll enjoy what I have,

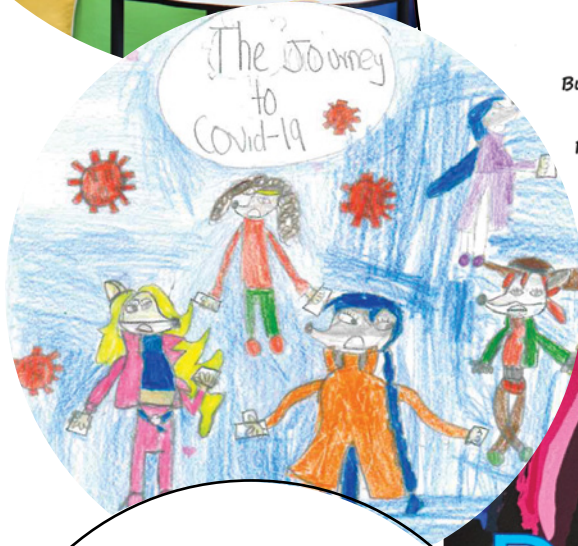
And so should you!

Because in some random time, like June,

The virus could be over,

And then it's back to school!

Anotida S, Year 6



"The troubles that we have  
today will go away...we  
will all stay  
together."

Harjot, Year 6

Harrisdale  
*primary*  
**PAINTING  
RAINBOWS**



# GLOSSARY OF TERMS



P&C	Parents and Citizens
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
EYLF	Early Years Learning Framework
30:40:30	Provides differentiation to support, work at level and extend student skills.

 [www.harrisdaleps.wa.edu.au](http://www.harrisdaleps.wa.edu.au)

 [harrisdale.ps.administration@education.wa.edu.au](mailto:harrisdale.ps.administration@education.wa.edu.au)

 @Harrisdaleps

 7 Fairhaven Avenue, Harrisdale

 08 9234 9700

 Harrisdale Primary School

