Harrisdale primary

Every Student Successful

Facebook: Harrisdale PS DigiTech School
Twitter: @HarrisdalePS
Instagram: HarrisdalePS
Connect WA: Harrisdale PS DigiTech School

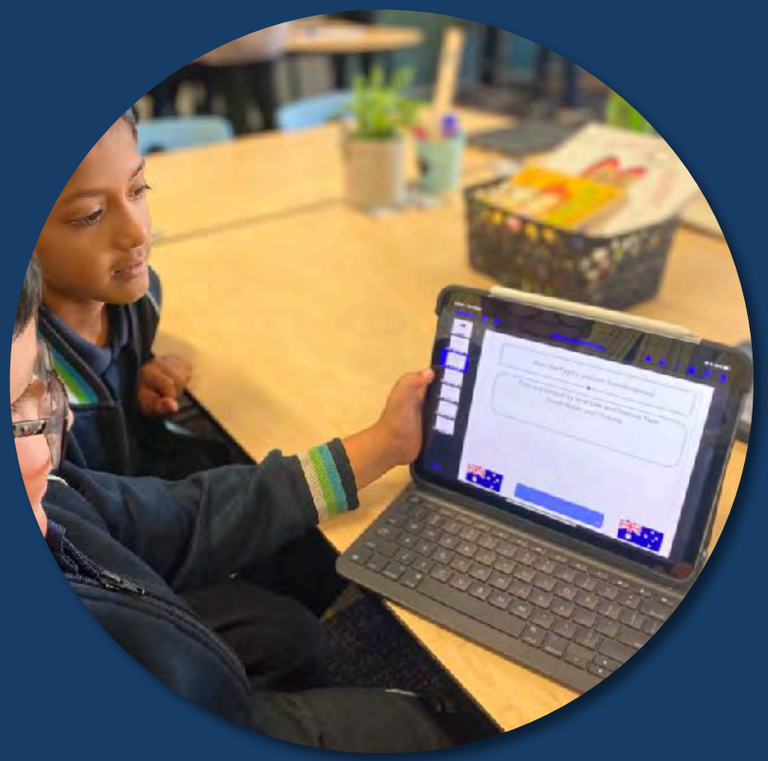
About Harrisdale PS

Located in the suburb of Harrisdale, approximately 40 minutes south of the Perth CBD, Harrisdale Primary School caters for students K-6. We have a diverse and multi-cultural demographic of 1300 students. Harrisdale Primary School is recognised as a lead Digitech Teacher Development School and STEM Mentor School.

Principal's Welcome

Harrisdale Primary is an exciting place for students to learn and teachers to teach. The words innovative and dynamic spring to mind. Walking through classes, the school is abuzz with the sounds of students engaged in their learning. There is genuine excitement in students, as they discover the world in which they live in authentic and purposeful ways. This future-focussed learning instils in students, an awareness and belief that they can make a difference. Alongside highly accomplished teachers who believe in developing the whole child and a consistent pedagogical design, technology allows us to take learning to the next level.

Contents



Harrisdale primary

Chapter 1

Vision

Leadership

At Harrisdale PS, we implement a distributed leadership model. This approach also branches into the way that we manage Technologies and STEM at our school, as well as other curriculum areas.

Our Executive team support different priority areas including, Literacy and Numeracy, Early Childhood, SAER, EAL/D as well as Technologies across the school.

Principal - Karen Duncan

Deputy Principals - Nikki Lyons, Alison Forzatti, Christopher Yost, Hannah Dodds.

Across the school, we have several staff who are skilled in supporting others. The roles related to Technologies and STEM+ available to our staff include,

- Technologies/STEM+ Coach
- Tech Gurus

Beyond our school, we lead others by being a DigiTech Teacher

TDS
Team
(Lead Teachers)

Tech
Gurus
(Year Level Support)
Highly Accomplished Teachers

Classroom
Integrators (Proficient)

Early
Explorers (Graduate)

Matt Baseden
Teacher's Can Code Leader

Julian Thrupp
Teacher's Can Code Leader

Bridin Gallagher
Early Childhood STEM,
ICT/Technologies

Julie Hugo
Lead Allied
Professional

Lynda Pateman
Technologies and
Music Specialist

Rebecca Maloney
Apple Technologies
STEM+

Kirsten Hildebrandt
Apple Technologies
STEM+

Annaliese Dawson
Apple Technologies
STEM+

Leading Learning with iPad

Katie Day

Previous Pre-Primary Teacher

Hear stories from our highly accomplished teachers on how they have amplified learning with the use of technology.

bit.ly/HarrisdalePSDigitech

Maddi Gorton

Impact Coach
Previous Year 4 Leader & Teacher

Iri Mukwekwezeke

French Teacher
DoE Language Leader

Julian Thrupp

Year 4 Leader & Teacher

Julie Hugo

Special Needs Allied Professional Leader

Leading Learning with iPad

Emma Longden

Pre-Primary Leader & Teacher

Hear stories from our highly accomplished teachers on how they have amplified learning with the use of technology.

bit.ly/HarrisdalePSDigitech

Kirsten Hildebrandt

Year 5/6 Extension Teacher &
Year 5 Leader

Martine Patterson

Pre-Primary Teacher

Stacey Hammond

Kindy Teacher
Previous Pre-Primary Teacher

Luke Walton

Year 5 Teacher
Previous Year 4 Teacher

Leading Learning with iPad

Jacinta Buscumb

Year 6 Leader & Teacher

Hear stories from our highly accomplished teachers on how they have amplified learning with the use of technology.

bit.ly/HarrisdalePSDigitech

Jessica Retta
Year 4 Teacher

Annaliese Dawson

Year 3 Teacher

Corinne Guppy
Allied Professional (Special Needs)

Ariel Barling
Visual Art Specialist

Leading Learning with iPad

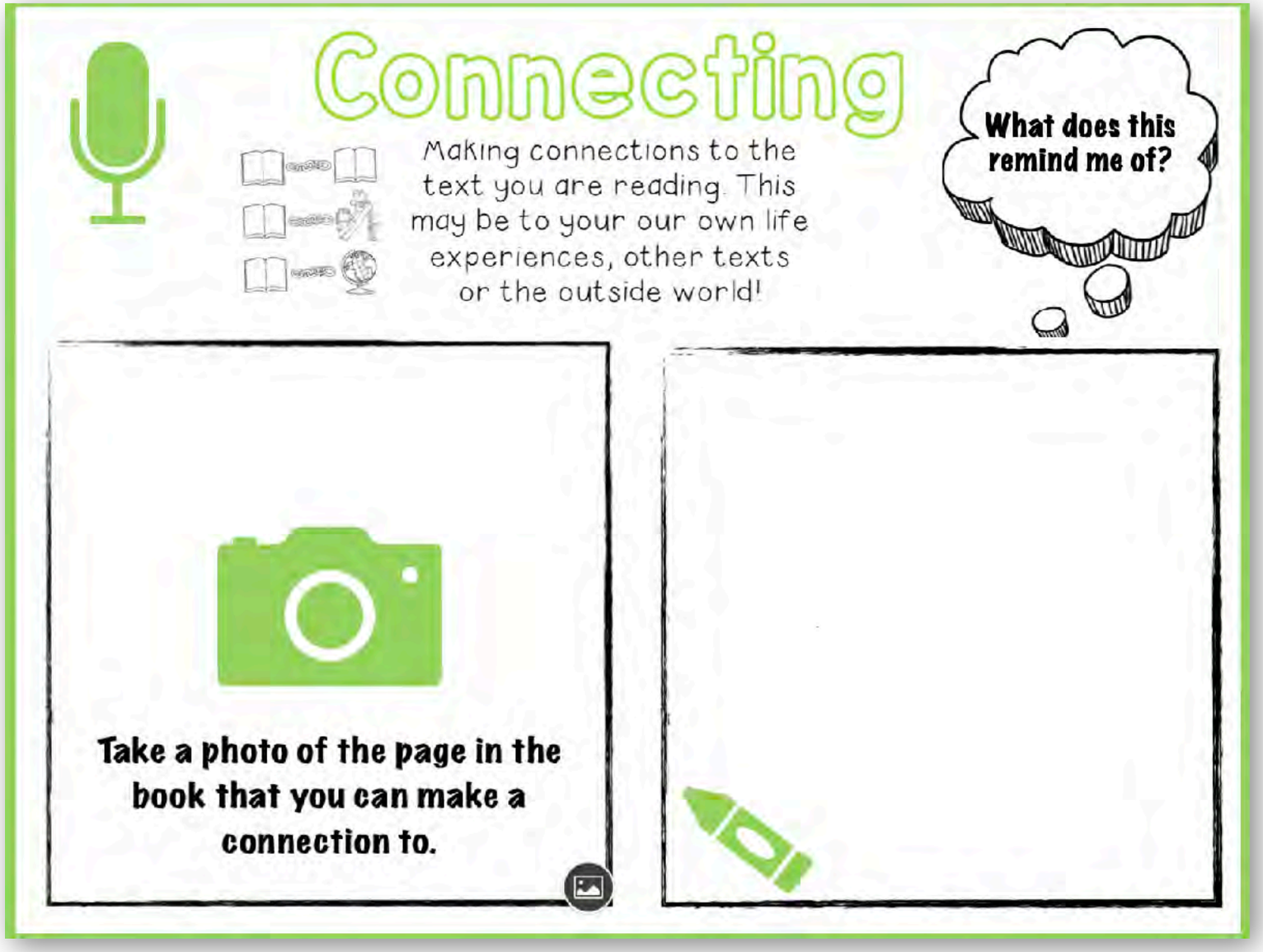
bit.ly/HarrisdalePSDigitech

Taylor Blake

Year 1 Teacher

Sherye Gonsalves

Year 3 Leader & Teacher



Hear stories from our highly accomplished teachers on how they have amplified learning with the use of technology. Taylor and Sherye also created reading strategy scaffolds for staff.

Student Leadership

In their final year at Harrisdale Primary School (Y6), all students will complete environmental responsibilities and be leaders in creating a sustainable change in our school. Nominated students will also be assigned a role as a Student Leader. These selected students are also encouraged to take on a bigger responsibility and contribute positively towards their school community.

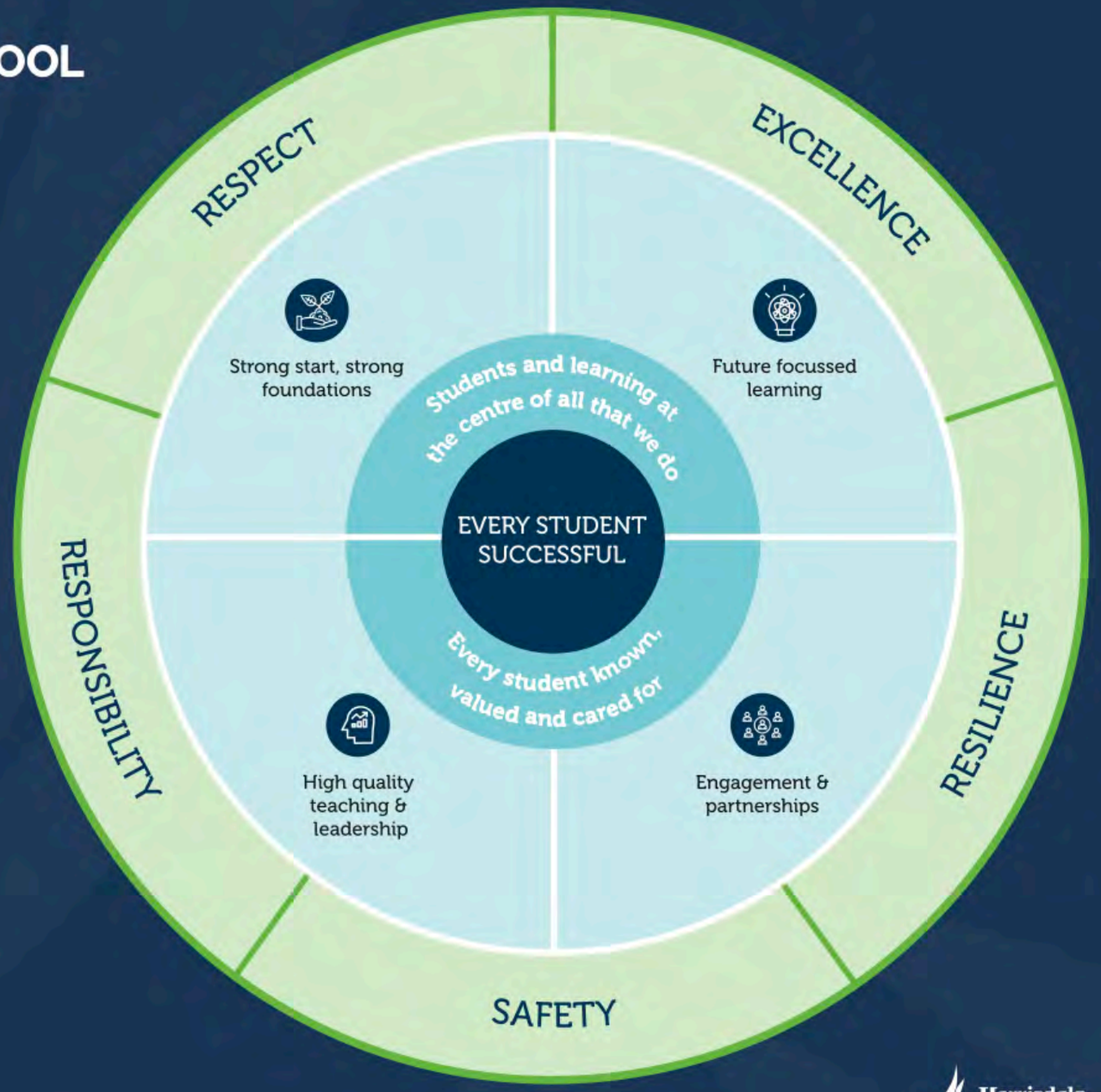
At the beginning of Year 6, Leaders will be assigned roles that include:
School Councillors, Faction Captains, Sport Leaders, IT Leaders and Curriculum Leaders, Environmental Leaders (Y6 cohort).

These responsibilities will be rotated across the year each semester. This is to create more opportunities to share the responsibility of leadership within a large cohort. The only leaders who will **remain the same** across the year will be the **School Councillors and Faction Captains.**

Business Plan

HARRISDALE PRIMARY SCHOOL

Business Plan
2019 - 2021



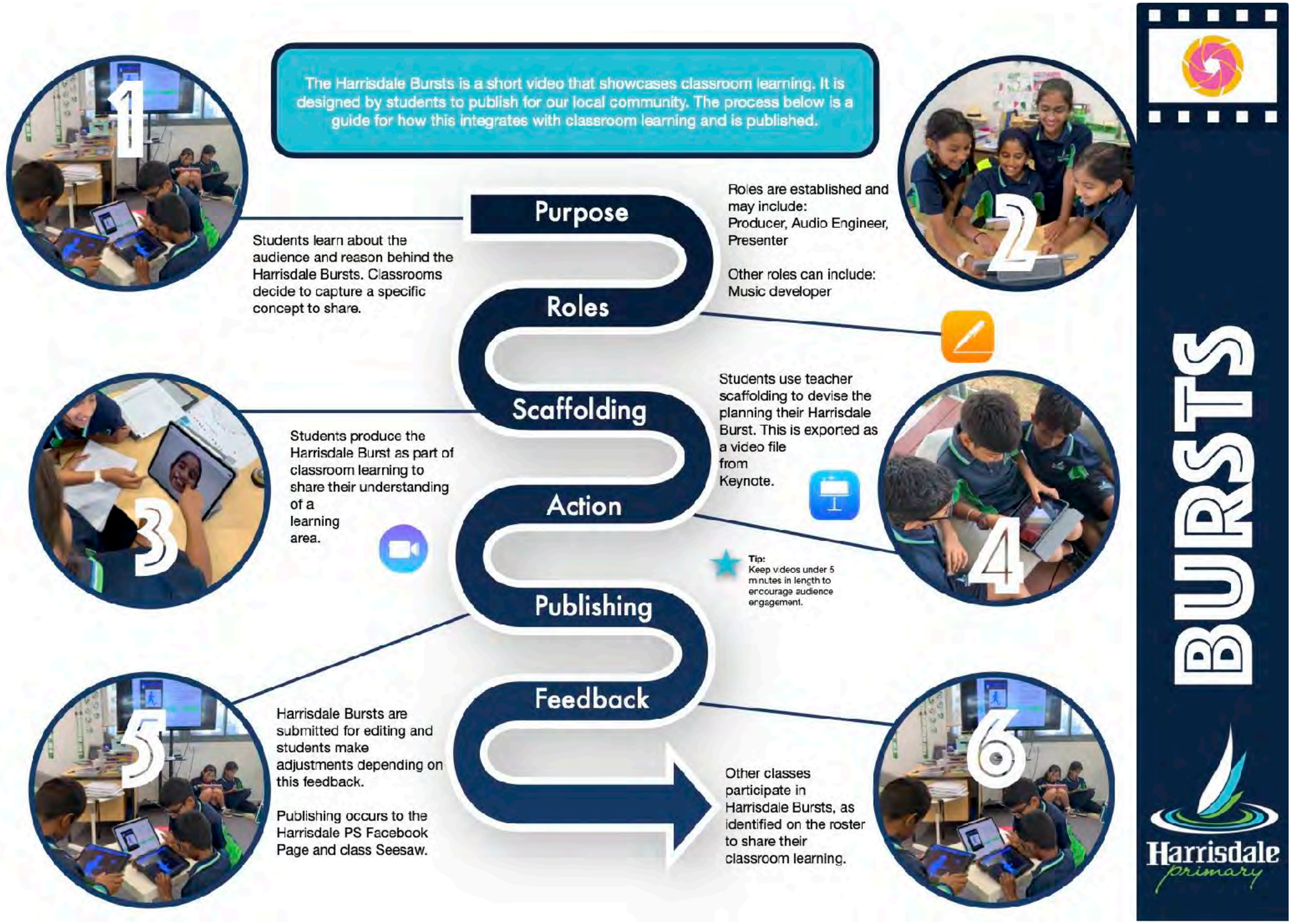
Harrisdale primary

Find us on social media... @HarrisdalePS Harrisdale Primary School harrisdaleps.wa.edu.au

Annual Reports

BYO iPad Program

Harrisdale Bursts



"Kids are getting creative and are able to communicate their knowledge through use of technology. For e.g. my kids use a lot of animation to get their project work done." - Parent

2021 Community survey

"We as parents get to see what the kids are learning at school, so conversations continue at home as well." - Parent

2021 Community survey

Partnerships

CSIRO

REmida

City of Armadale - Reuse

Scitech

Parent/Community
STEM Industry Experts

Lou Cimetta
Blueprint Learning

Teacher Development School

We are a DigiTech Teacher Development School and host professional learning across the year to other schools and teachers.

Harrisdale primary

Chapter 2

Learning

Reflective Practice

i

INDIVIDUAL
Does the technology consider the needs and ability of the students?

P

PEDAGOGY
Am I utilising a range of effective teaching strategies?

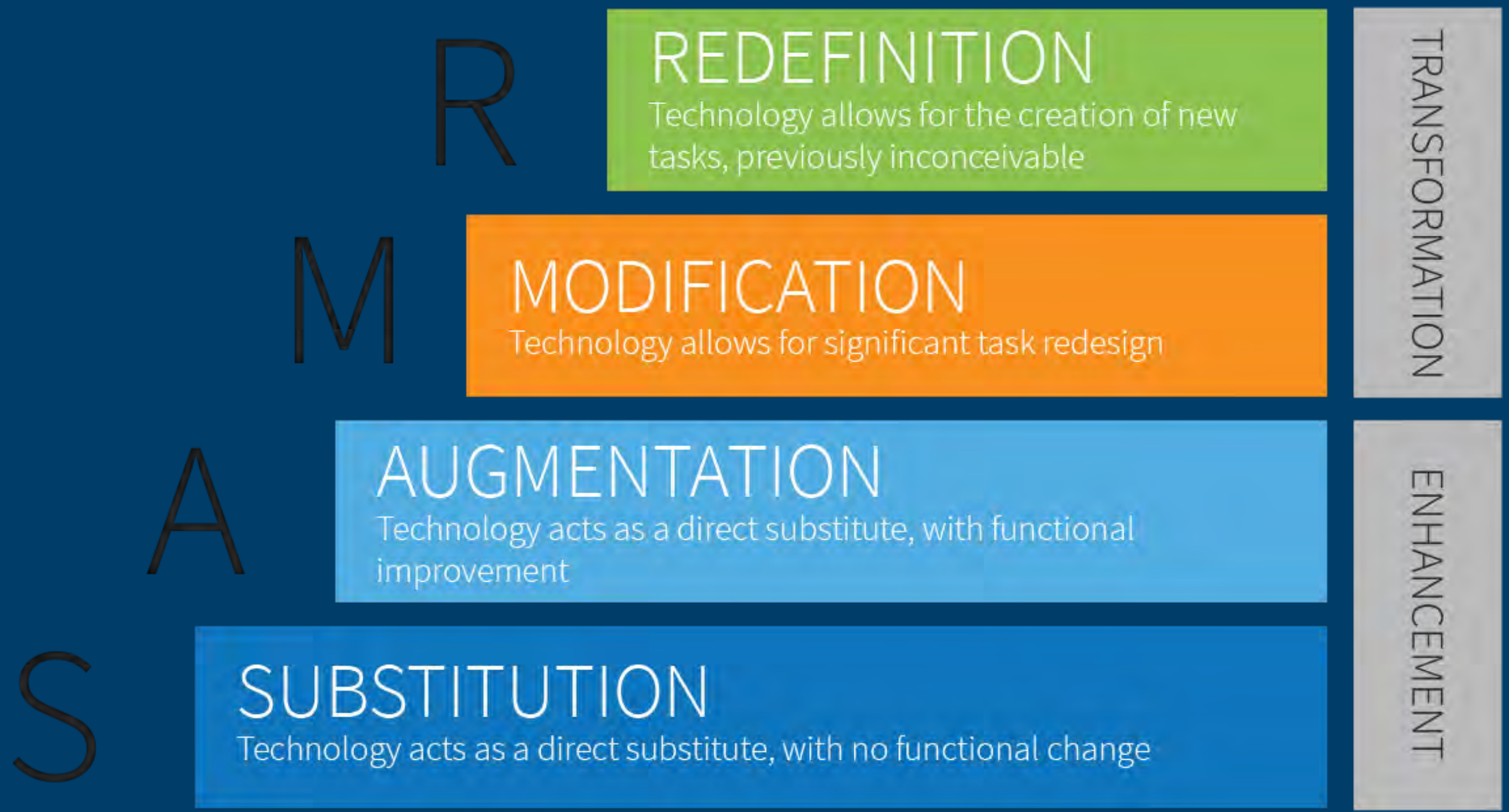
A

AMPLIFY
Does the technology enhance learning?
(Consider reflection with SAMR & Apple Leadership Learning Guides)

D

DESIGN
Does this fit with the purpose of the lesson and the HPS Lesson Design (eg: elements of a guided reading block)?

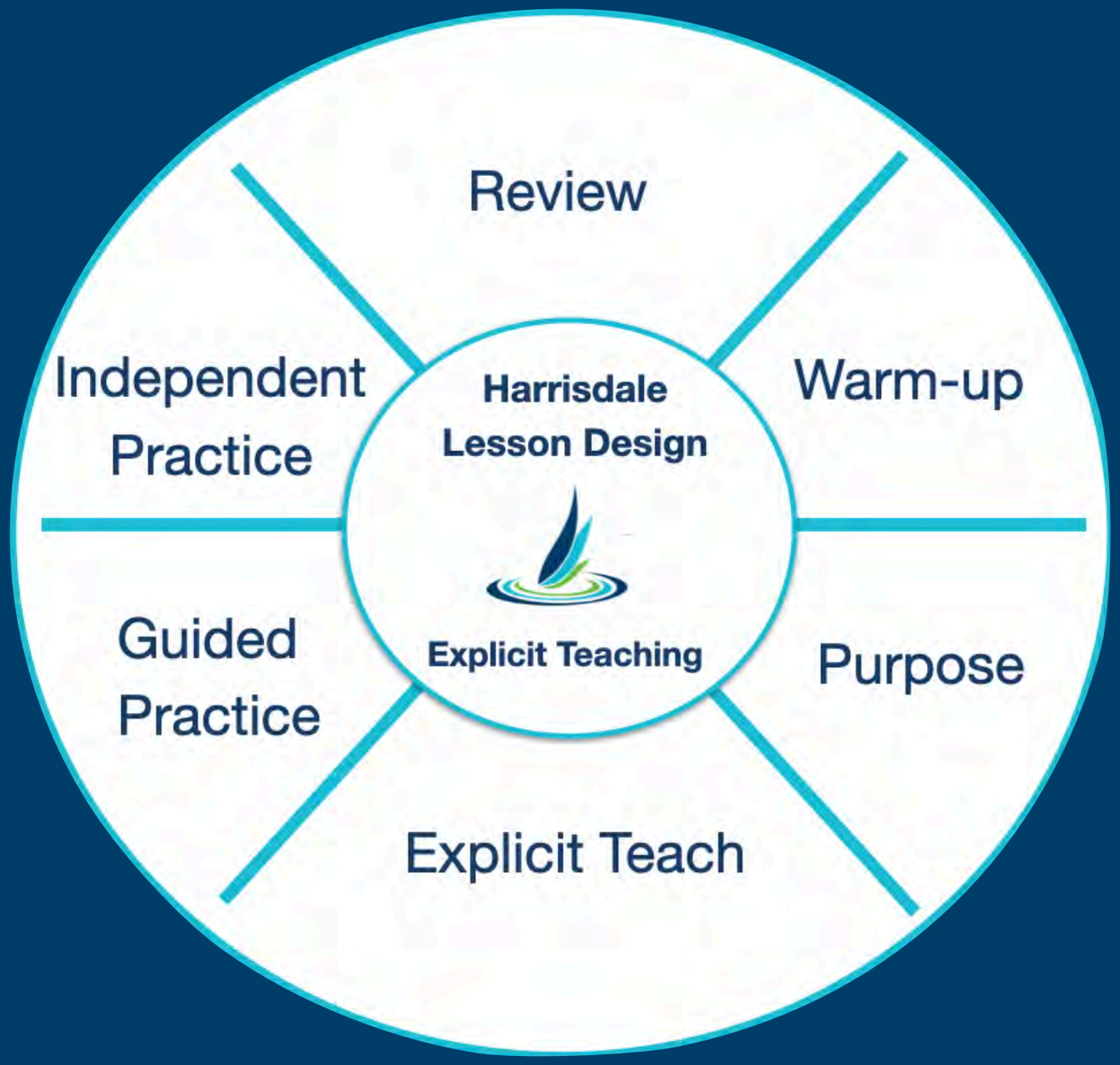
Reflective Practice



Reflective Practice

Pedagogy


Harrisdale primary
Literacy Warm Ups
At Harrisdale Primary School
Facebook: Harrisdale Primary School
Twitter: @HarrisdalePS
Instagram: HarrisdalePS
#everychildsuccessful

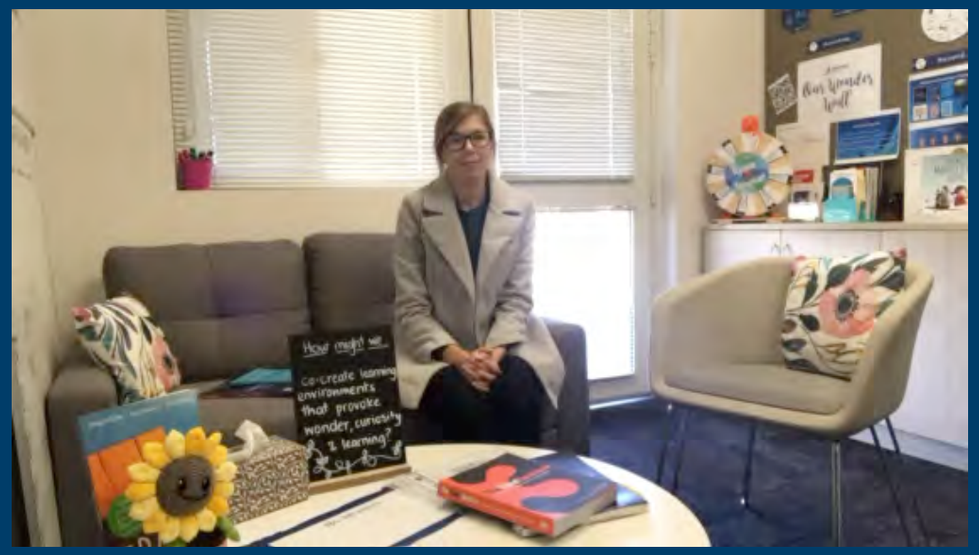

Review
Independent Practice
Harrisdale Lesson Design
Warm-up
Guided Practice
Explicit Teaching
Purpose
Explicit Teach

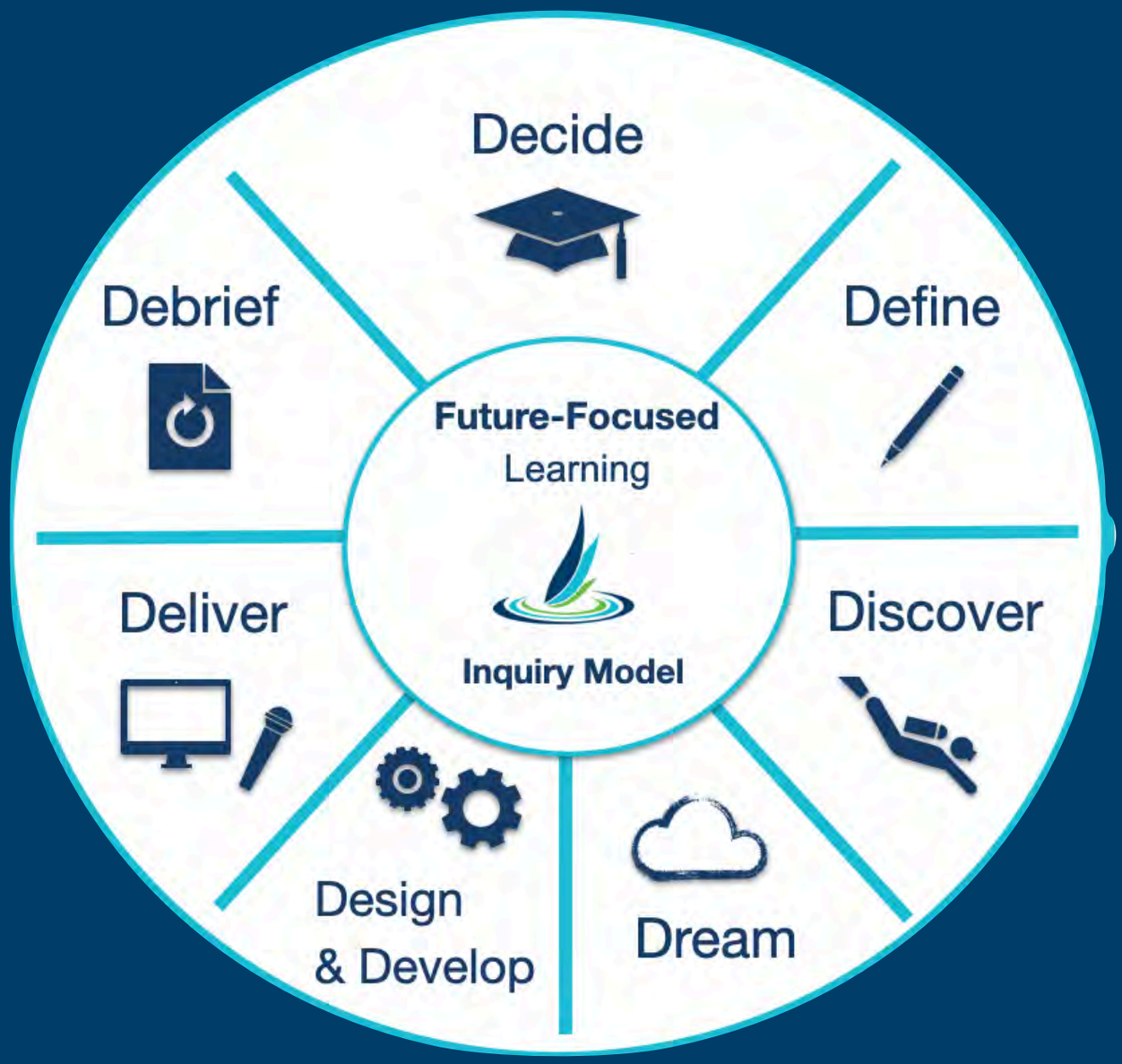
Explicit Teaching

Year 2

After visiting a local park, student teams used the Design Minds Framework along with other creative resources to design the ‘Ultimate Playground’. Students created a stop motion video to demonstrate their persuasive Writing skills.

Pedagogy

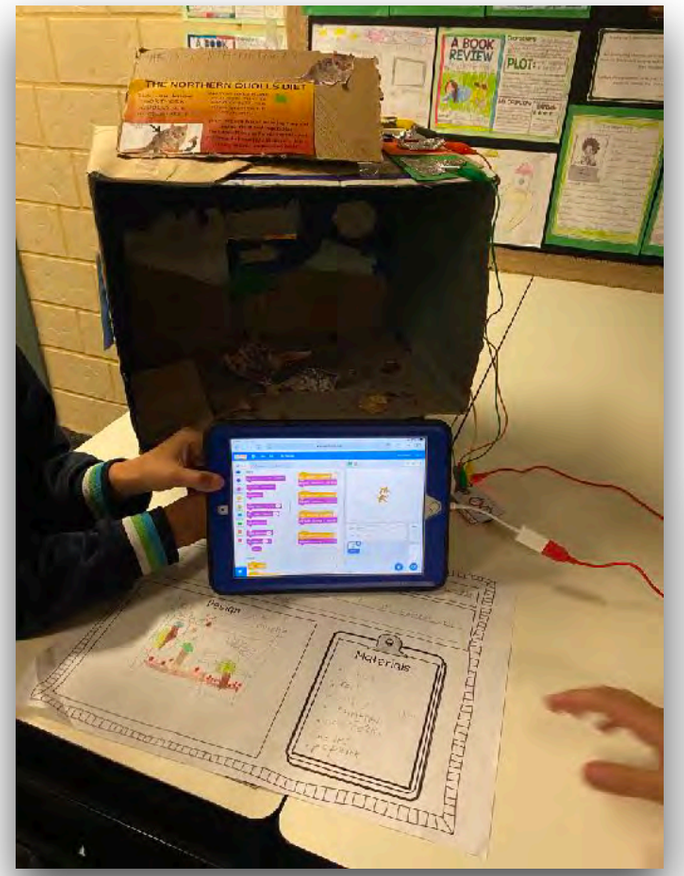

How might we...
Co-create learning environments that provoke wonder, curiosity & learning?


Decide
Define
Discover
Dream
Design & Develop
Deliver
Debrief
Future-Focused Learning
Inquiry Model

Inquiry-Based Learning

Year 3

After being inspired by the story the Lorax and observing the last tree on earth, students investigated biodiversity loss in our local suburb. This aligned with the United Nations (UN) Global Sustainable Development Goal 15 and cross-curricular links. Students evolved their learning through our inquiry model to design and develop a prototyped solution. Some examples featured on this page include interactive programmed Makey Makey posters and Keynote app prototypes.



Inquiry-Based Learning

Year 5

Inspired by the United Nations (UN) Global Sustainable Development Goal 13 and 15 and cross-curricular links, Year 5 students explored the real-world problem of climate change. Through educating themselves on being mindful consumers and exploring government initiatives to improve sustainability, students ideated a solution and developed a prototype.

At Harrisdale PS, we plan for and implement collaborative, open-ended inquiry-based learning with relevance beyond the school boundaries with real, authentic experiences and problems. Our students are able to determine the learning pathway best suited to them and encourages them to become more reflective learners.

Early Years

K - 2 Statement of Philosophy
#everystudentsuccessful

1. We understand & have a clear understanding of the purposes of various pedagogies. We are flexible & adapt teaching for different purposes. (Explicit and Play Based)
2. We have a holistic view of our student's health and wellbeing. We provide a supportive and safe environment.
3. We understand that outdoor and indoor spaces should be organised to cater for every student's participation. Resources provide choice and enable learning.
4. We believe in a mutually respectful and collaborative staff team. Staff are supportive to promote best practice in ECE and provide continuity of learning.
5. We believe that building respectful relationships with students is important to make them feel safe, supported and heard.
6. We believe in a three-way partnership between schools, families and community. We value diversity, inclusive practice and connecting with the community.
7. We believe that clearly defined roles and effective leadership ensure a high quality teaching program.

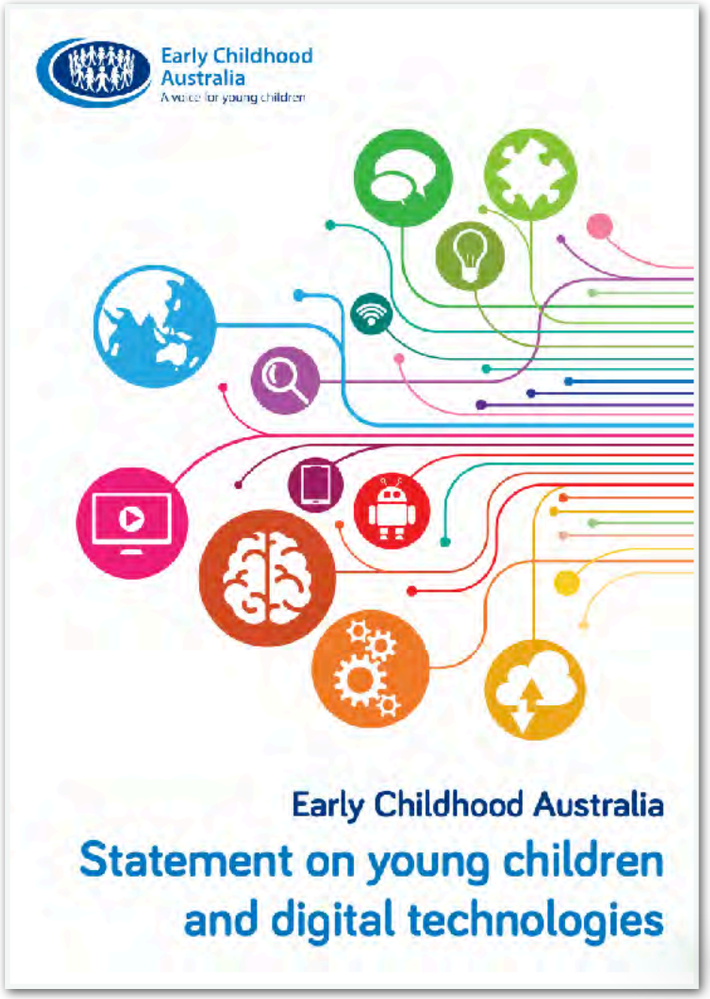
K-2 Play Based Learning at Harrisdale PS

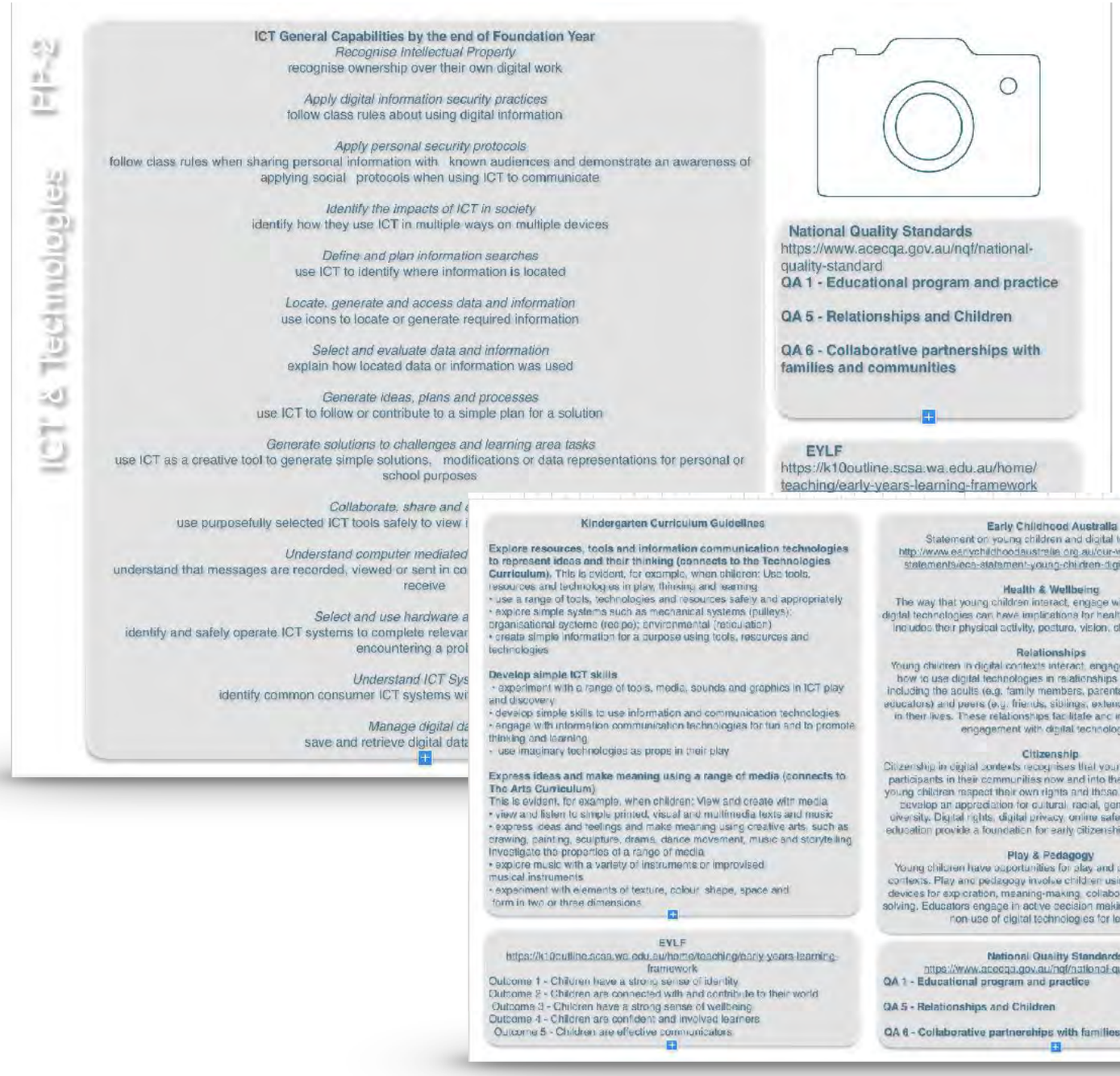
EYLF defines play as a 'context for learning through which children organise and make sense of their social worlds.'

Educators at Harrisdale Primary School recognise that explicit teaching and play based learning co-exists. They are both beneficial, dependent upon the participants, context, purpose and duration of the learning experience.

We understand and have a clear understanding of the purposes of various pedagogies. We recognise that explicit teaching is more useful for developing symbol systems (alphabet and number) and play is better suited to the development of cognition and self regulation

Early Years


Early Childhood Australia
A voice for young children
Early Childhood Australia
Statement on young children and digital technologies


ICT & Technologies F-2
ICT General Capabilities by the end of Foundation Year
Recognise Intellectual Property
recognise ownership over their own digital work
Apply digital information security practices
follow class rules about using digital information
Apply personal security protocols
follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate
Identify the impacts of ICT in society
identify how they use ICT in multiple ways on multiple devices
Define and plan information searches
use ICT to identify where information is located
Locate, generate and access data and information
use icons to locate or generate required information
Select and evaluate data and information
explain how located data or information was used
Generate ideas, plans and processes
use ICT to follow or contribute to a simple plan for a solution
Generate solutions to challenges and learning area tasks
use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes
National Quality Standards
https://www.acecqa.gov.au/nqf/national-quality-standard
QA 1 - Educational program and practice
QA 5 - Relationships and Children
QA 6 - Collaborative partnerships with families and communities
EYLF
https://k10outline.scsa.wa.edu.au/home/teaching/early-years-learning-framework

ICT & Technologies Kindergarten
Kindergarten Curriculum Guidelines
Explore resources, tools and information communication technologies to represent ideas and their thinking (connects to the Technologies Curriculum). This is evident, for example, when children: Use tools, resources and technologies in play, thinking and learning
• use a range of tools, technologies and resources safely and appropriately
• explore simple systems such as mechanical systems (pulleys); organisational systems (recipe); environmental (relocation)
• create simple information for a purpose using tools, resources and technologies
Develop simple ICT skills
• experiment with a range of tools, media, sounds and graphics in ICT play and discovery
• develop simple skills to use information and communication technologies
• engage with information communication technologies for fun and to promote thinking and learning
• use imaginary technologies as props in their play
Express ideas and make meaning using a range of media (connects to The Arts Curriculum)
This is evident, for example, when children: View and create with media
• view and listen to simple printed, visual and multimedia texts and music
• express ideas and feelings and make meaning using creative arts, such as drawing, painting, sculpture, drama, dance movement, music and storytelling
Investigate the properties of a range of media
• explore music with a variety of instruments or improvised musical instruments
• experiment with elements of texture, colour, shape, space and form in two or three dimensions
EYLF
https://k10outline.scsa.wa.edu.au/home/teaching/early-years-learning-framework
Outcome 1 - Children have a strong sense of identity
Outcome 2 - Children are connected with and contribute to their world
Outcome 3 - Children have a strong sense of wellbeing
Outcome 4 - Children are confident and involved learners
Outcome 5 - Children are effective communicators
Early Childhood Australia
Statement on young children and digital technologies
http://www.earlychildhoodaustralia.org.au/our-work/submissions-statements/ecas-statement-young-children-digital-technologies/
Health & Wellbeing
The way that young children interact, engage with and experience digital technologies can have implications for health and wellbeing. This includes their physical activity, posture, vision, sleep and emotions.
Relationships
Young children in digital contexts interact, engage, access and learn how to use digital technologies in relationships with other people, including the adults (e.g. family members, parents, kinship members, educators) and peers (e.g. friends, siblings, extended family members) in their lives. These relationships facilitate and influence children's engagement with digital technologies.
Citizenship
Citizenship in digital contexts recognises that young children are active participants in their communities now and into the future. As citizens, young children respect their own rights and those of other people, and develop an appreciation for cultural, racial, gender and religious diversity. Digital rights, digital privacy, online safety and cyber-safety education provide a foundation for early citizenship in digital contexts.
Play & Pedagogy
Young children have opportunities for play and pedagogy in digital contexts. Play and pedagogy involve children using a range of digital devices for exploration, meaning-making, collaboration and problem-solving. Educators engage in active decision making about the use and non-use of digital technologies for learning.
National Quality Standards
https://www.acecqa.gov.au/nqf/national-quality-standard
QA 1 - Educational program and practice
QA 5 - Relationships and Children
QA 6 - Collaborative partnerships with families and communities

Early Years

Caption

Early Years

Kindergarten

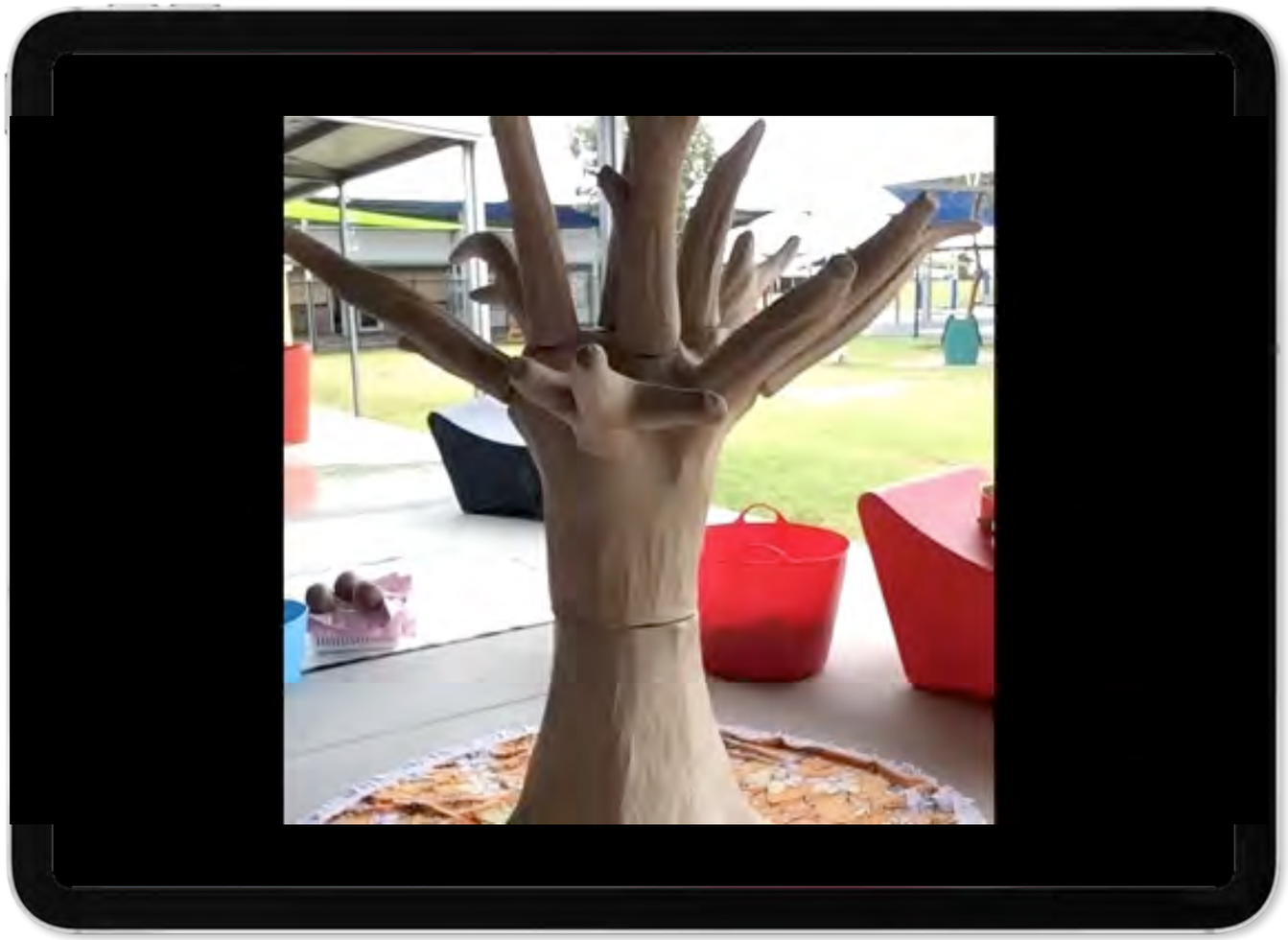
Teachers in our Early Years, often establish experiences where student engage in their environment. They capture learning through taking photos or video, often recording their voice to explain their understanding. This is an exciting medium because it enables them to demonstrate how knowledgeable and capable they are, even prior to reading or writing. In these slides the students were demonstrating their knowledge by locating and capturing 2D shapes in their environment.

▪

Early Years

Kindergarten

In our Early Years, learning provocations entice students to explore Camera features such as photo, video with time lapse or slow motion. Here in one of our Kindy classes, students have conversations and develop language relating to their learning experience.



Early Years

Year 1

Capturing oral language through video is a great way to observe pre-writing thinking. Here, students retold the story 'The Three Billy Goats Gruff' as part of the imitation phase in the Talk for Writing program. They used the app Puppet Pals to capture the characters and their recording of the text.

Early Years

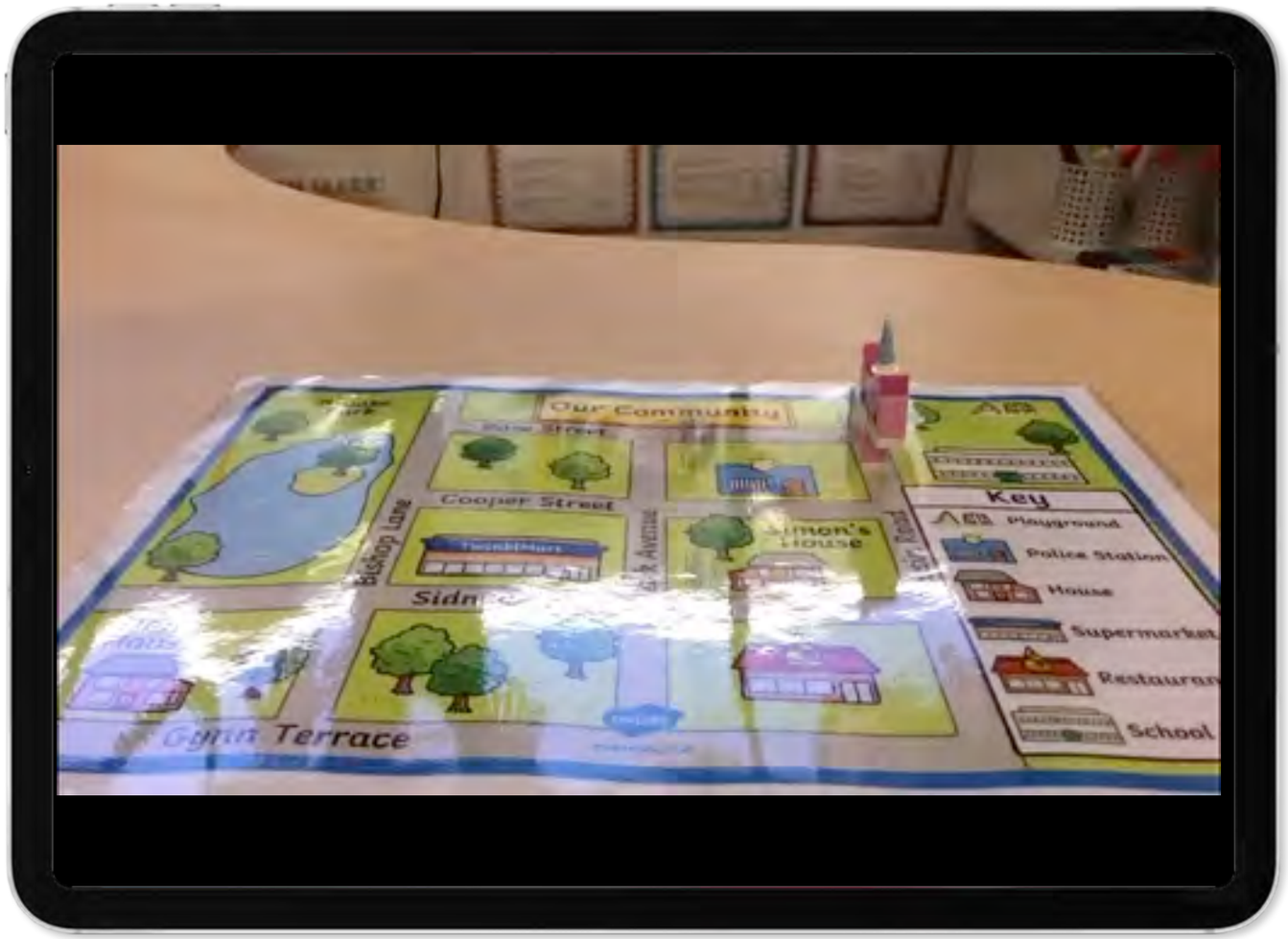
Year 2

Students in a Year 2 classroom were learning about procedures. To enhance their understanding of steps, they used iMotion to capture every part of the process. Students then used iMovie to format and voice over their instructions.

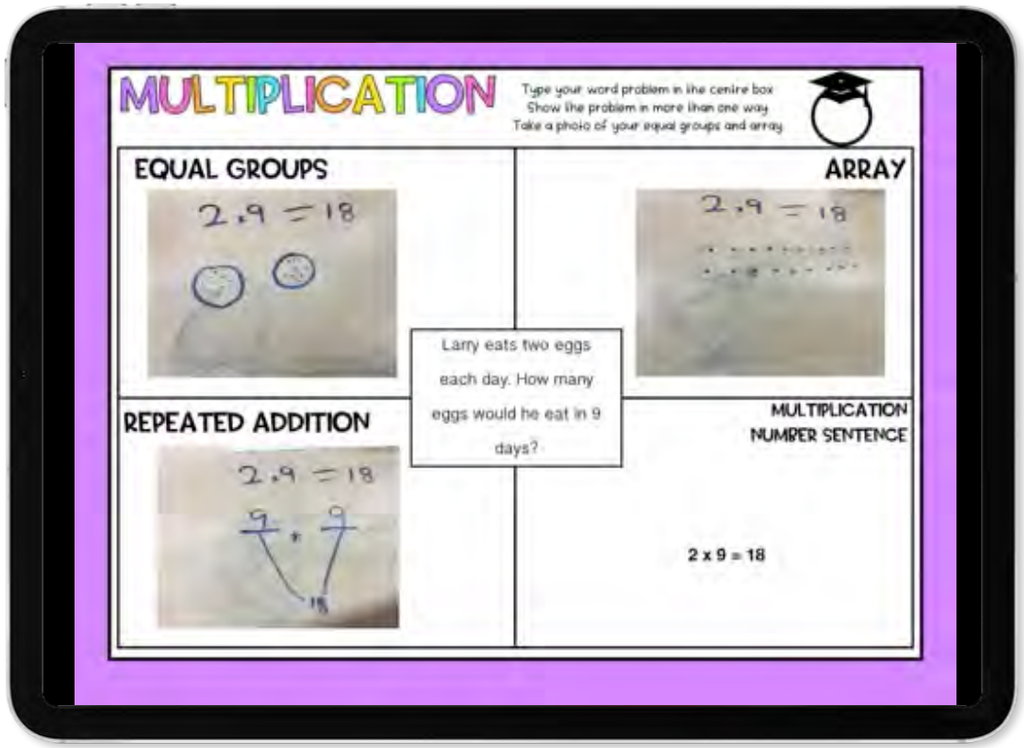
Early Years

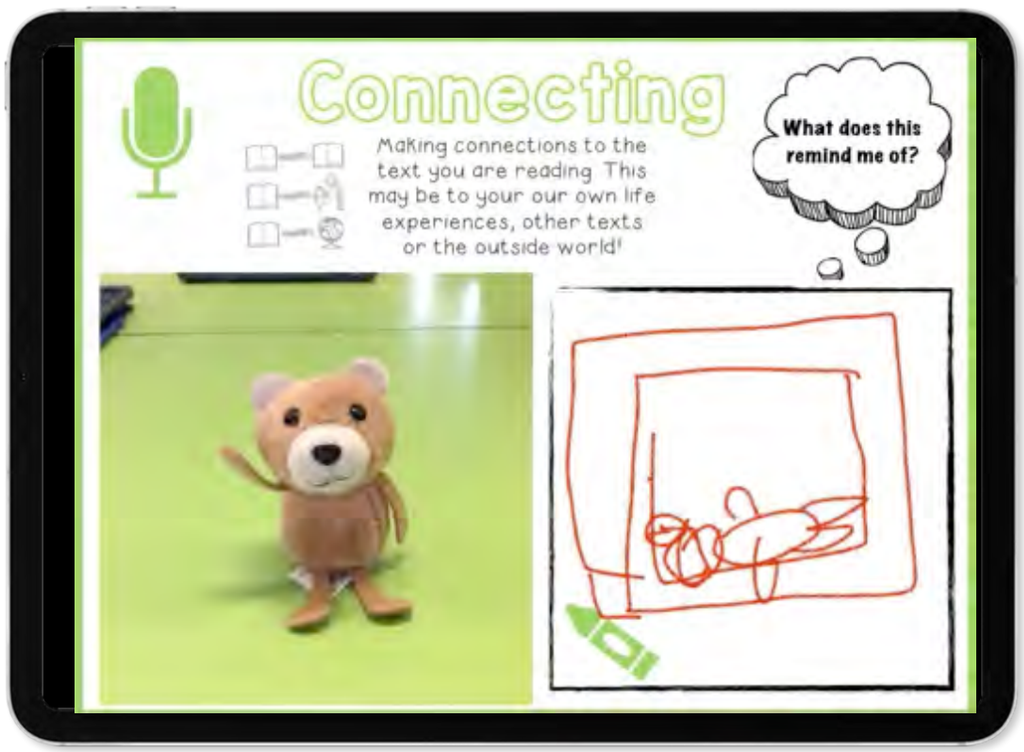
Year 2

Students in a Year 2 classroom were learning about procedures. To enhance their understanding of steps, they used iMotion to capture every part of the process. Students then used iMovie to format and voice over their instructions.

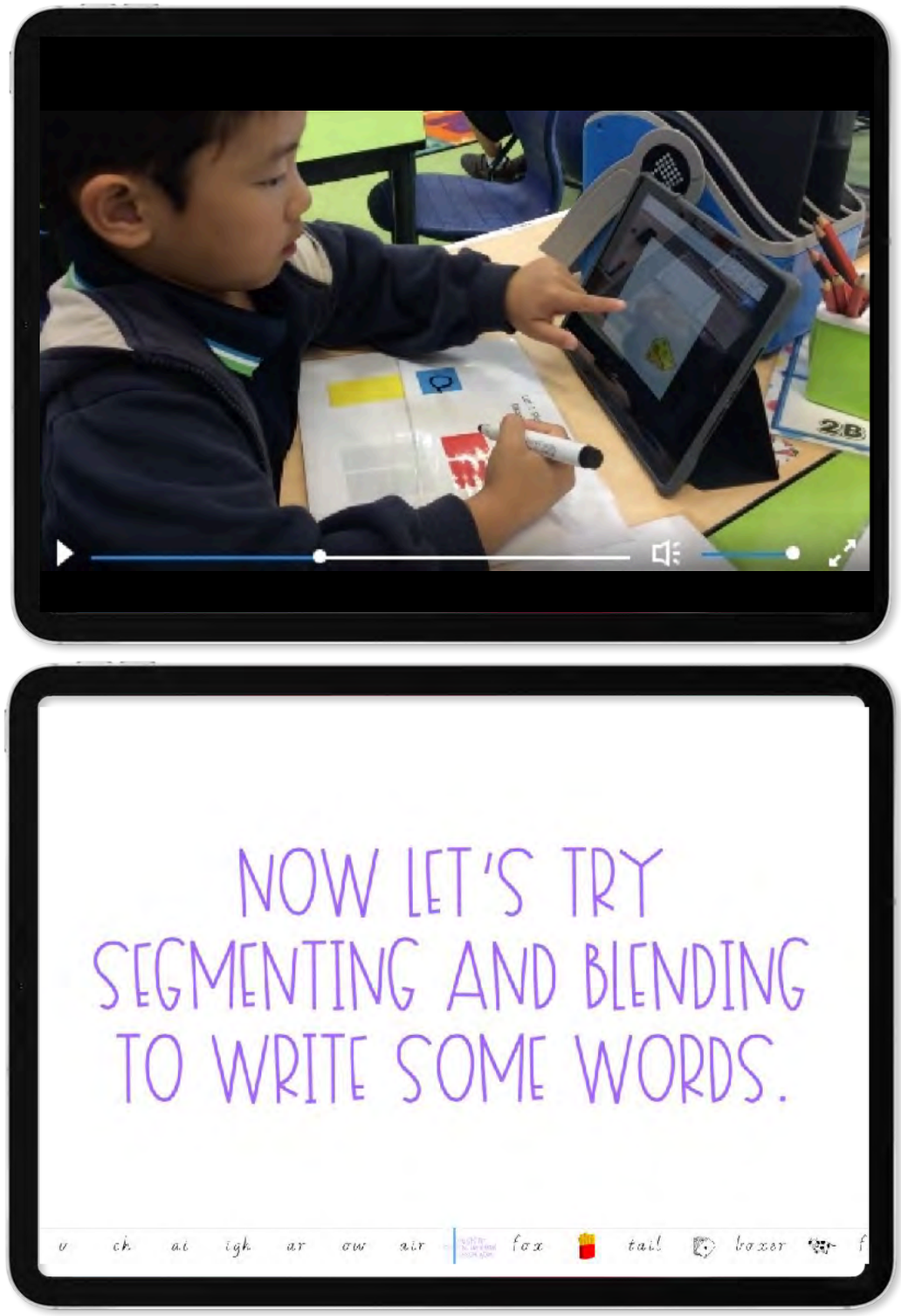


Early Years


MULTIPLICATION
Type your word problem in the centre box
Show the problem in more than one way
Take a photo of your equal groups and array
EQUAL GROUPS
2.9 = 18
ARRAY
2.9 = 18
Larry eats two eggs each day. How many eggs would he eat in 9 days?
REPEATED ADDITION
2.9 = 18
9 + 9
18
MULTIPLICATION NUMBER SENTENCE
2 x 9 = 18

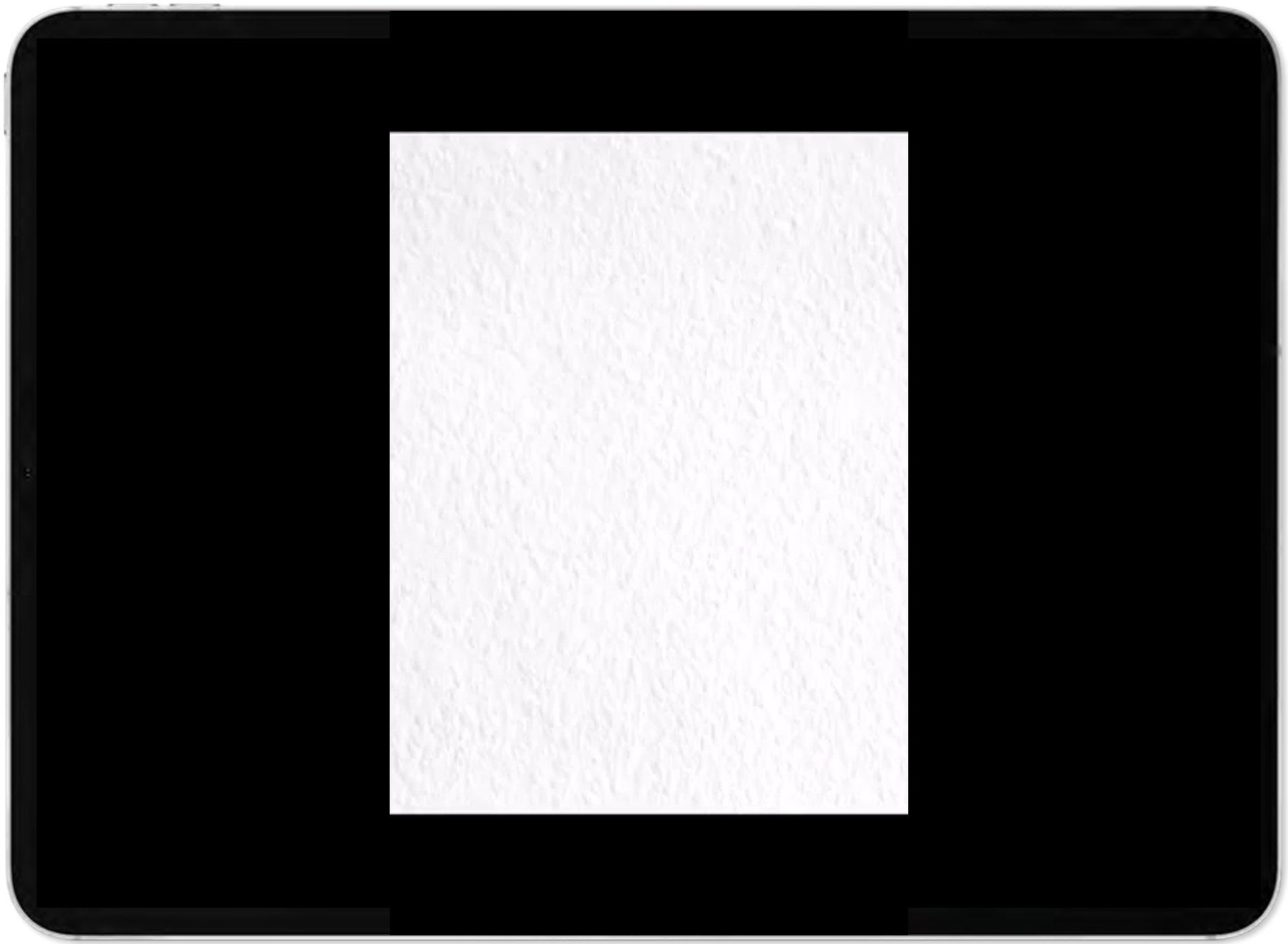

Connecting
Making connections to the text you are reading. This may be to your our own life experiences, other texts or the outside world!
What does this remind me of?

Flipped Learning



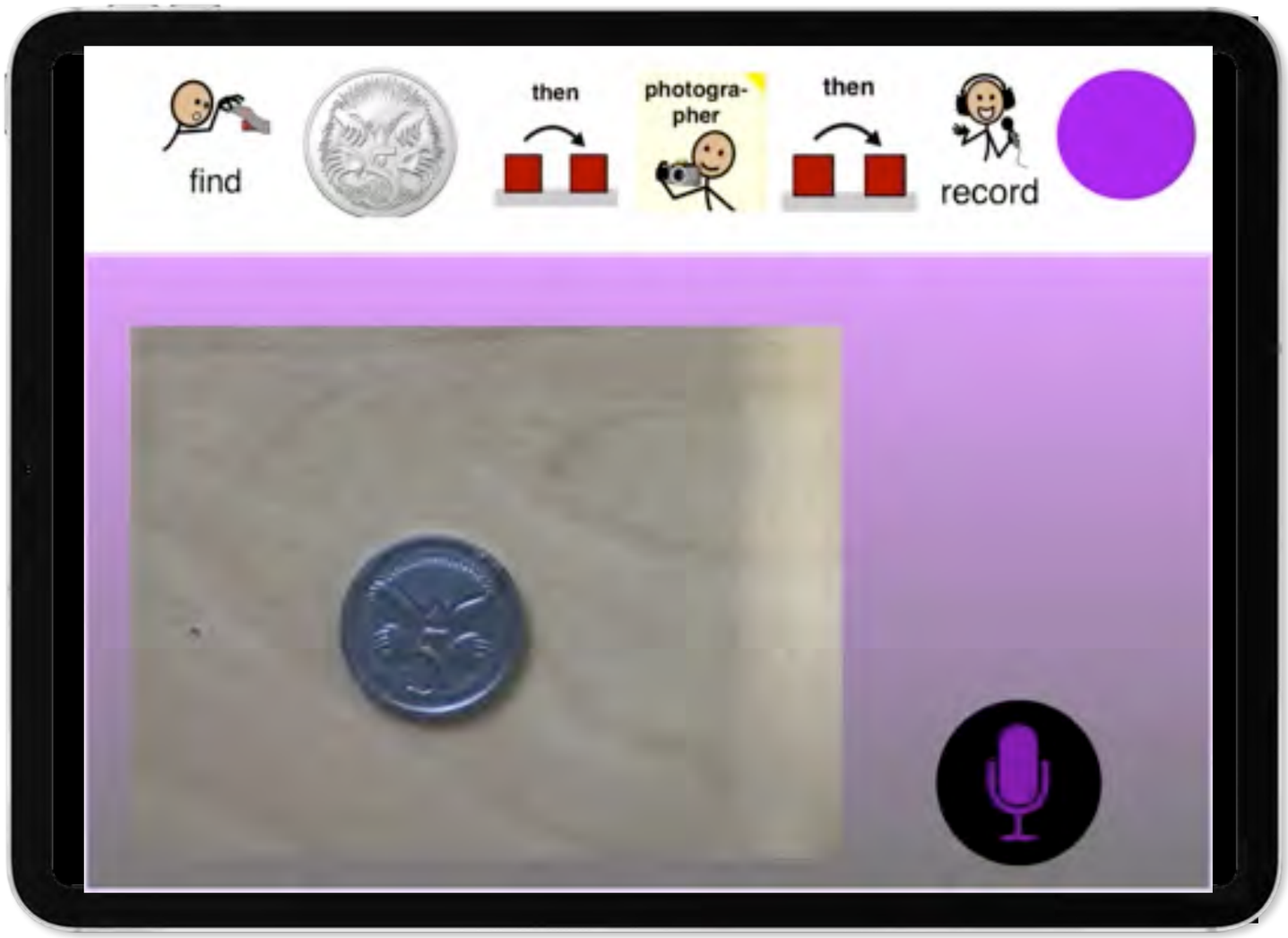
Flipped Learning is an approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Here, you can see some examples of students interacting in Flipped Learning through the use of iPad.

Flipped Learning



Inclusivity

Allied Professionals who work across special needs support and mainstream classrooms ensure all students are able to access high quality teaching and learning via the use of Apple technology.



Inclusivity

Special Needs students have an opportunity to participate in Social Club once per week. This allows students to develop personal and social capabilities through cooking, gardening or other group activities. Keynotes scaffolds are often developed to support these students to engage in the learning in a differentiated way with audio instructions or videos.

Children with SEN, EAL/D or Speech and Language difficulties have had their learning transformed by the use of the iPad. Some children have difficulty in making their ideas make sense and writing them down; through the use of Apple technology, we are able to support them with this - they are able to say a sentence, edit it, add punctuation and then write it down, when needed.


NON FICTION
Pacific Islands

Harrisdale primary

Chapter 2.1

Teaching

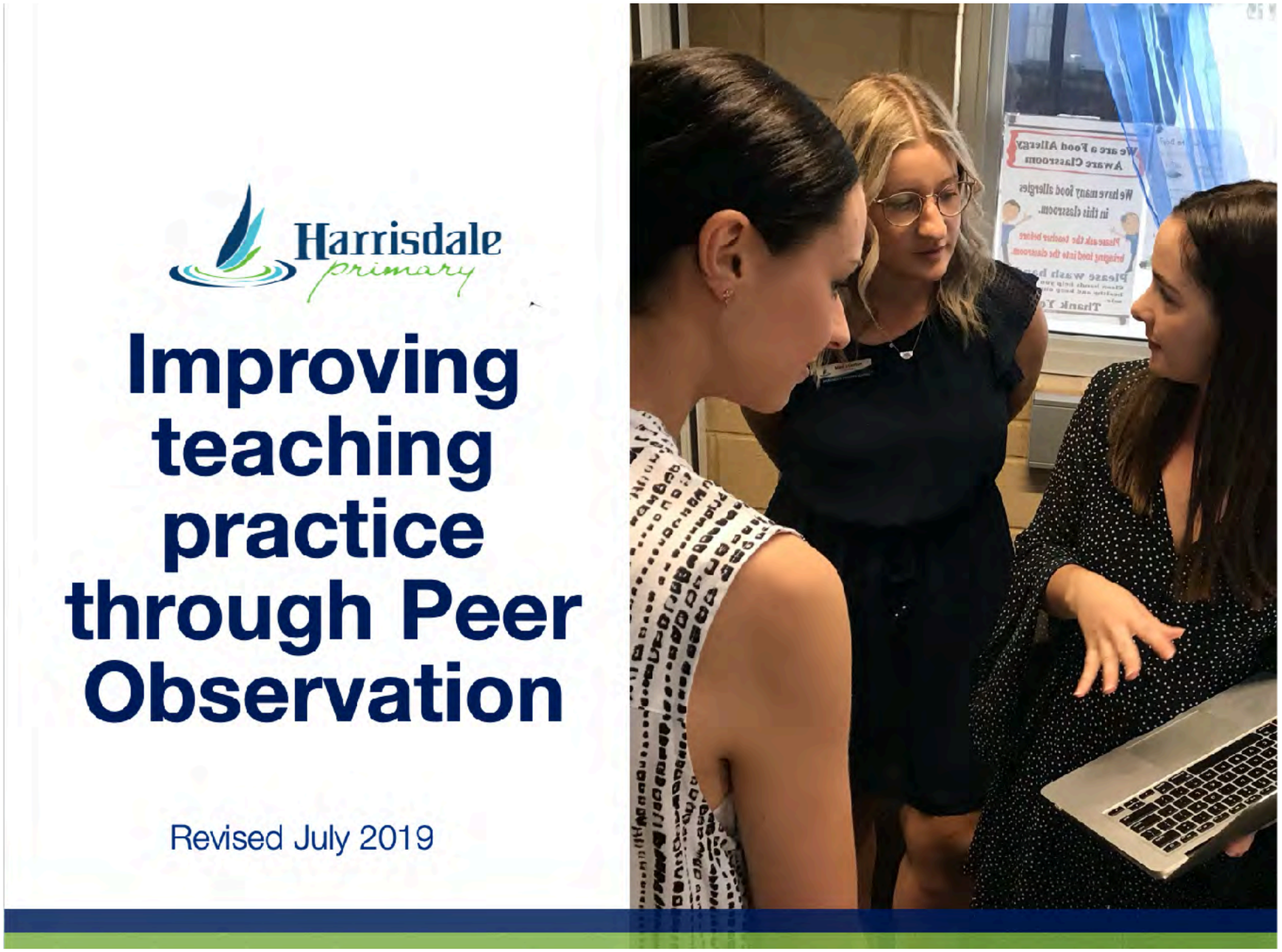
Professional Learning

Professional Learning is planned across the term every three weeks, in dedicated afternoon time. This is strategically planned to align with the school Business Plan foci and differentiated to suit the varying levels of teachers based on the AITSL Standards.

In addition, we also share Professional Learning across the state through being a Teacher Development School (Digitech) via face-to-face workshops, Webex and/or phone coaching.

Peer Observation

The purpose of peer observation includes the development of teaching pedagogy, and the opportunity to gain feedback with the aim to improve teacher practice and ensure collective efficacy. Peer observation supports the sharing of ideas and expertise, which aids personal goal setting.



Digital Showbag

Click here to access scaffolds for learning.

"The scaffolds were a great way to go back and engage after Professional Learning immediately."
- TDS Participant, BYO Open Day 2021

Harrisdale primary

Chapter 2.2

Environment

Learning Environment

We cultivate environments in which students are excited and curious about learning. Their learning is no longer limited to the classroom, as we are able to provide high quality learning anywhere, at any time and for every child. Through building a culture of creativity, students discover new talents and develop innovative ways to demonstrate learning.

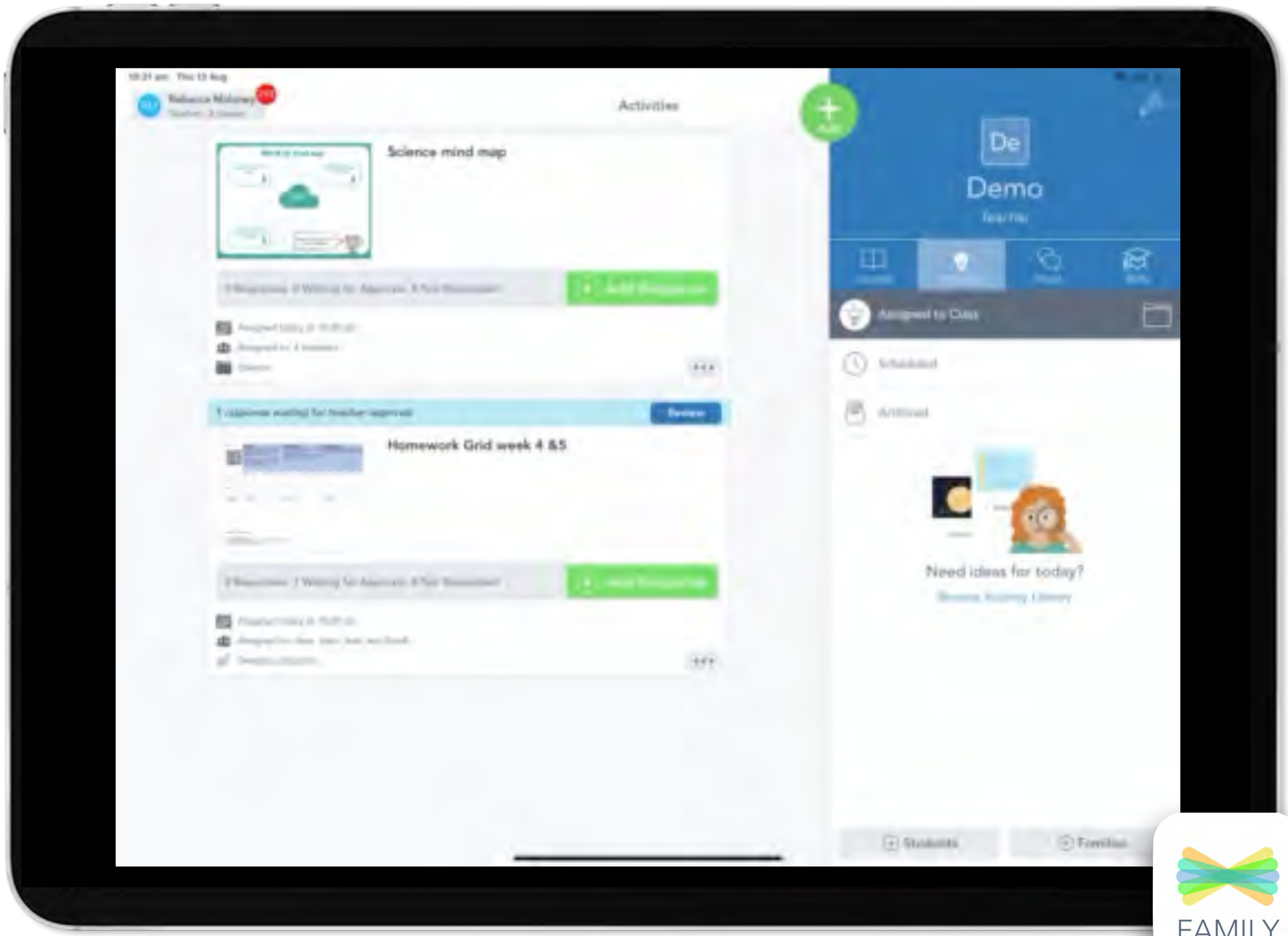
Digital Environment

Workflow is a term we use to describe the way that work goes out to students and how it is returned to be marked.

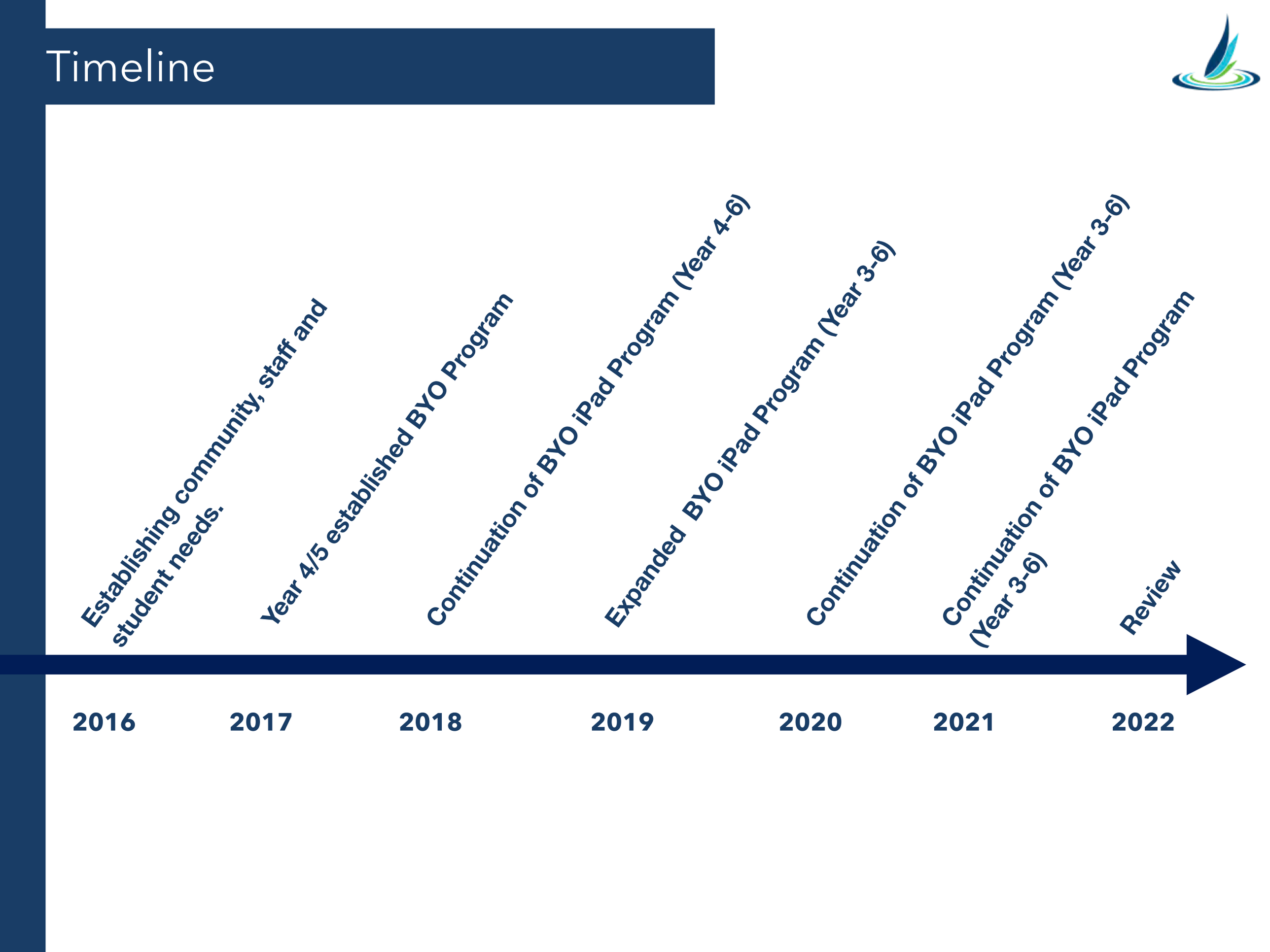
It is important to establish a workflow either at your classroom level or whole school level so that students receive feedback and that digital work is a purposeful part of a teaching, learning and assessment program.

We utilise Seesaw and Apple Classroom as our primary workflow apps.

Digital Environment



Timeline


Establishing community, staff and student needs.
Year 4/5 established BYO Program
Continuation of BYO iPad Program (Year 4-6)
Expanded BYO iPad Program (Year 3-6)
Continuation of BYO iPad Program (Year 3-6)
Continuation of BYO iPad Program (Year 3-6)
Review
2016
2017
2018
2019
2020
2021
2022

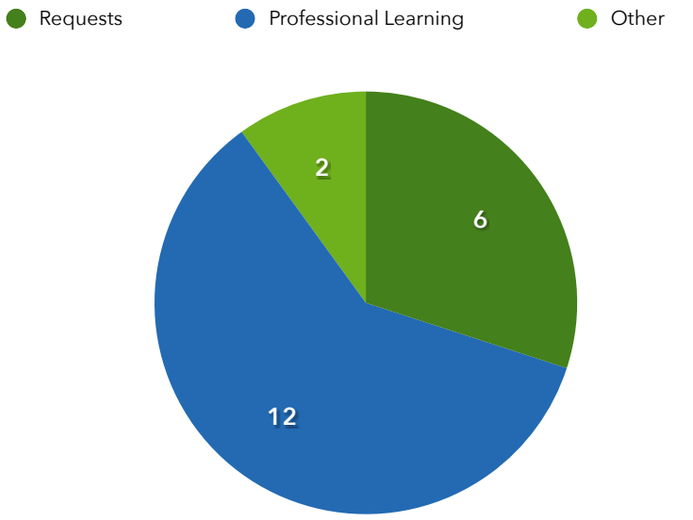
Harrisdale primary

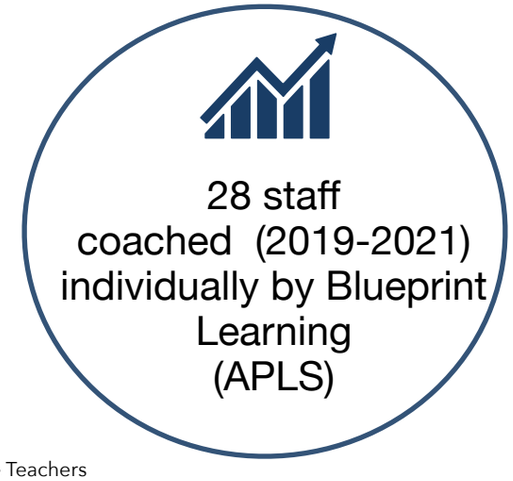
Chapter 3

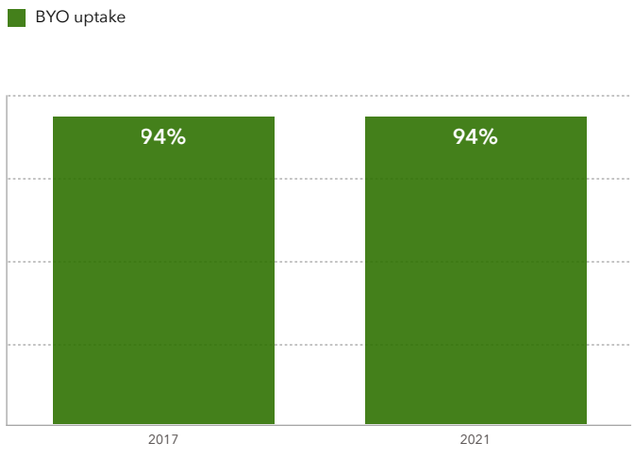
Success

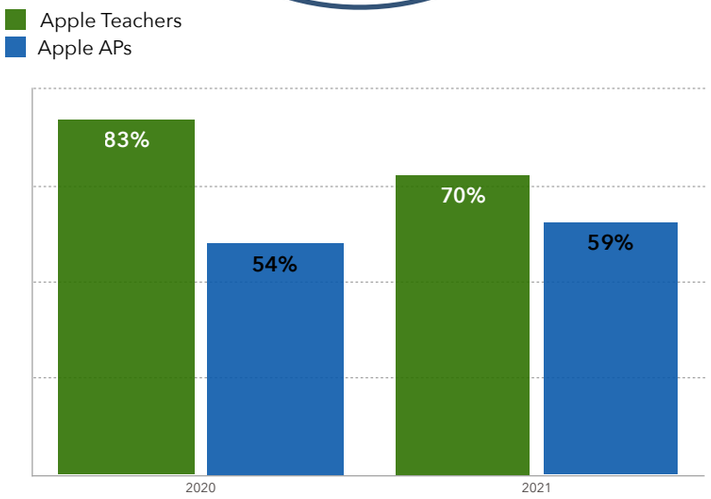
Continuous Innovation

To measure the impact of technology integration within a large school context such as Harrisdale PS, there are both qualitative and quantitive data sets that are utilised including but not limited to: surveys of students, staff and parents/the community; uptake numbers in the BYO iPad Program; Staff Capacity through Apple Teacher certification and portfolios; Staff Coaching numbers through partnership with Blueprint Learning (Apple Professional). In addition, Harrisdale Primary School as a TDS measure success through attendance rates and survey data following leading Professional Learning Sessions.









Continuous Innovation

Harrisdale Primary School has been privileged to be part of the Innovation Partnership with the Department of Education and the Innovation Unit. This has provided a model for continuous innovation, resulting in projects such as the Harrisdale Headlines and Bursts.

Harrisdale primary

Contributions and Credits

Karen Duncan
Principal

Hannah Dodds
Deputy Principal

Megan Klompmaker
Manager Corporate Services

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Impact Coach

Simonne Heal
Impact Coach

Taylor Blake
Year 1 Teacher

Rebecca Maloney
Year 5 Teacher
Technologies Leader

We acknowledge and thank Lou Cimetta, Blueprint Learning, for working with our staff to develop professional knowledge and practice with Apple Technology

Harrisdale primary

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