



2021 Annual Report



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OUR
SCHOOL



VISION
Every student
successful



MISSION
Every student known,
valued & cared for



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



OUR VALUES & PBS EXPECTATIONS



OVERARCHING KEY BUSINESS PLAN PRIORITIES



Strong start, strong foundations



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



Future focussed learning



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,

I am so proud to present our 2021 Annual Report to our community, highlighting a very successful year for the school in our sixth year.

The Annual Report provides you 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 Business Plan. It is important that as a community we celebrate our successes and acknowledge the journey we have taken.

Some of the many successes in 2021 included:

- **The school received an excellent Public School Review with the school's performance described as 'exceptional',**
- **The National Quality Standard verification of our early childhood practices were lauded as excellent,**
- **HPS won the WA Governor's STEM Award for Leadership Excellence,**
- **HPS was announced as an Apple Distinguished School, highlighting our school's great skills and pedagogy in Apple technologies,**
- **Recognition by the WA Department of Education for Academic Excellence in 2021,**
- **Deputy, Ms Lyons, won the inaugural WA Primary Deputy Principal of the Year Award,**

We can be all be very proud of the part we played as a school community in the school's successes and pause to celebrate.

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.

In this report 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 understandings and skills our students are developing in literacy and numeracy, and how this is starting to present itself in our NAPLAN data.

Sadly, in 2021 we closed our wonderful early childhood educational facility-The BHive. Whilst this meant we could have all our students and families back at the one site in 2022, we lament the loss of such an outstanding facility where our kindergarten and pre-primary students could learn in an environment with lots of space to run, play and flourish.

Our annual report sets out 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. In this field, we are also developing the technology skills of our students with HPS announced as an Apple Distinguished School. HPS is also a Digitech Teacher Development School for the WA Department of Education and STEM Mentor School, leading and supporting other educators in the State.

This report is 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 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 craft and develop as leaders.

I would like to acknowledge in this report, the great support and encouragement we receive from the School Board and our P&C. Both the Board and P&C promote the school in the community, ensuring Harrisdale Primary maintains a good reputation and public confidence.

I hope that reading this Annual Report continues to provide you with confidence in our school, our staff and our programs. 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 grateful to be leading this beautiful school into its seventh year and I am hopeful of a happy, COVID-free and productive year of learning for our students.

Yours Sincerely,

Karen Duncan

Foundation Principal



P&C REPORT

2021 saw the Harrisdale Primary P&C Association continue to build upon our strong sense of community through a number of different events.

Despite the on-going challenges of the pandemic, the P&C made sure we kept our community together by running all of our favourite events including Mother's and Father's Day stalls, School Disco, End of Year Colour Run, even an Election Day Sausage Sizzle and a Gunfire Breakfast for ANZAC commemorations.

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.

Financials

This financial year (1 January – 31 December 2021) the P&C, with the recommendation of the school, continued to ensure our fundraising efforts were not going to put strain on our school's families. 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.

Our small fundraising events along with Parent contributions ensured the P&C finished the financial year having made a profit of \$10,280.31. Income was generated from:

Disco & Colour Run	\$757
Election Sausage Sizzle	\$642
Mother's & Father's Day Stalls	\$5,675
Boost Juice & Coffee (Sports Carnival)	\$966
Second Hand Uniform Sales	\$660

Donation Towards School Playground

Through the outstanding support of our Harrisdale Primary community, and years of hard work from our Event and Community Committee, at the end of 2021, the P&C were delighted to be able to donate \$50,000 towards a new playground for our school. We can't wait to see it installed in early 2022 and to watch our students enjoy the new facilities!

Highlights

There were some amazing highlights for the P&C during 2021, including:

- A Gunfire Sausage Sizzle Breakfast for all families who attended the very moving ANZAC Service held at the school.
- A Sausage Sizzle for the Harrisdale Primary Community on voting day for the State Election
- Mother's and Father's Day stall which allow our students the opportunity to pick out some beautiful gifts for their loved ones.
- Our amazing Winter Wonderland themed disco, hosted

by our fabulous school DJ Mr Tommy Joyce. It's a joy to watch the kids let loose, have fun and dance up a storm.

- Assisting the school on special days such as Sports Carnival & Scholastic Book Fair.
- Running on-going projects such as a school label drive, second-hand uniform sales, school banking programs & production of leaver's shirt for our 2021 year 6 cohort.
- Finishing the year on a high with our wonderful Colour Run – always a highlight on the school calendar. This year the amount of colour and water was the best yet!
- And finally, contributing towards a new playground area for all of Harrisdale Primary School students.

Looking Ahead

The P&C's AGM for 2022 took place on Thursday, March 31. This year saw a large change to our Executive positions and we really do require some new members to come on the Committee to assist us. We would like to welcome the following parents as the 2022 P&C committee: Laura Price, Mel Magini, Stacey Haragan, Kate Hill, Allison Owens, Karen Coates, Sandra Young, Lily Pu, Renae Gibson and Tanya Andrews.

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. We would love to get to know you and your family.

Melissa Magini

P&C President



SCHOOL BOARD REPORT

What a year for our school and for our community. Our school in 2021 continued to operate across two campuses, with the B-Hive serving as a “home away from home” for our Kindy and Pre-Primary students. The efforts that the school leadership team put in to ensure that the off-site students had the same Harrisdale Primary experience did not go unnoticed. Along with this, their successful lobbying of the Education Department to fund a bus service to minimise disruption for our families was a key topic of discussion for the board. It showed me once again how lucky we are as parents to be a part of this school. We are all glad to be welcoming our Kindy and Pre-Primary cohorts back to the main site in 2022.

During 2021, the school went through its second review by the Department of Education. In the lead up to the review the Board was briefed by Karen and the leadership team on the process of preparing for and going through the review. Suffice to say that the amount of planning and work put in by our teachers to demonstrate the excellence of the teaching and learning we see every day was inspirational and, from my point of view outstanding in its quality and depth. Our teachers and leaders went above and beyond. When the review occurred, I was lucky enough to sit with a group of parents to be interviewed by the assessors. Again, I sat and listened as parent after parent told their story of the exceptional care shown by our teachers in helping our kids and families reach their goals. All of this was reflected in the excellent Public School review Report which can be found on the school’s website.

The School Board continued to reflect community concern about overcrowding, the number of temporary classrooms on our main site and the lack of green space available to students. These issues, together with the ongoing issues with the oval were discussed many times during our meetings and we made representations to state government and local members of state parliament about this issue. We continue to advocate for our school and community and support the school in their efforts to find solutions in the short and long term.

Finally, and once again I conclude my report by 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.

Ben Foster

Chairperson, Harrisdale School Board



SCHOOL CONTEXT

Every student successful by Karen Duncan

Harrisdale Primary offers state-of-the-art education facilities, combined with welcoming and inclusive play and learning environments and high quality teaching and learning programs. Harrisdale Primary is committed to provide learning environments that optimise student learning and make every day at school count. We want our students to feel happy, safe, supported and valued. We want to inspire students to make confident and smart choices, and to encourage them to feel positive about themselves.

We aim for Harrisdale Primary to be known for its high standards of academic achievement; with literacy, numeracy and science being a high priority and focus. We aim to achieve this through a robust set of expectations and standards, paired with excellent teaching practices. Our school aims to develop 21st Century learners who are engaged thinkers. Students will be immersed in new digital technologies that will assist them to inform, communicate and connect. They will be given opportunities to think and act creatively, critically and innovatively through our inquiry learning, aptly named Future Focussed Learning.

In 2021, Harrisdale Primary School welcomed 1239 students across two sites, situated at 7 Fairhaven Avenue (Main Site Year 1-6) and 3 Tettagoni Parade (BHive K/PP). Our school population was diverse, with over 18 language groups from diverse cultural backgrounds represented.

Our workforce comprised of 122 high quality and dedicated staff including:



1

Principal



5

Deputy
Principals



73

Teaching
Staff



27

Allied
Professionals



5

Clerical/
Administrative
Staff



11

Gardening,
Maintenance/
Cleaning Staff

As we come to the end of our 2019-2021 Business Plan cycle, it has been pleasing to work closely with our staff and community to review our data to inform adjustments to our strategies and targets.



STRONG START STRONG FOUNDATIONS

Early Childhood by Alison Forzatti

TARGET 1

Maintain all 7 National Quality Standard areas as green.

✓ Target met

OVERVIEW - EARLY CHILDHOOD EDUCATION (ECE)

Harrisdale Primary seeks excellence in building strong foundations for all students. In 2021, we commenced implementing the addition of inquiry-based learning as a whole school approach. The introduction of inquiry based pedagogy, provides a balance with the school's embedded explicit teaching practice. A dedicated team was identified, including early childhood teachers and professional learning was offered. All classes began by trialling various strategies. Inquiry-based Learning involves a focus on investigation and problem-solving. Further implementation will occur in 2022. This blended pedagogy, along with daily English and Maths explicit teaching opportunities was recognised and praised by external early childhood consultants visiting the school. Inquiry-based Learning contributes to strengthening Quality Area 1 in the NQS, in particular, the Educational Program and Practice.

We continue to focus on early intervention with students at risk being identified early with the appropriate support offered. This includes referrals made to the Language Development Centre and Armadale Child Development Centre for both speech therapy and occupational therapy.

OVERVIEW - NATIONAL QUALITY STANDARDS (NQS)

The NQS remains a focus for improvement in meeting national expectations. Our annual self assessment process at school level, against the NQS is an ongoing and annual process. Reflecting on the standards provides staff with an opportunity to celebrate strengths and prioritise areas for development.

An NQS Verification visit was requested from the Department's Office of Early Childhood Learning and Development team. (OECLD) On 11th November 2021, we presented our comprehensive audit to 3 external NQS verifiers who spent the day visiting our learning environments, talking to staff and students and viewing student work. They met with the Principal, ECE Deputy Principal and all members of the K-2 team. A school audit was presented, along with supporting documents.

A very favourable NQS report was received following the verification visit and the verifiers agree that we are meeting all 7 Quality Areas. This is such an amazing validation of the work we are doing in Early Childhood and a "moment" for us to celebrate the outstanding efforts and dedication of our ECE staff. It was a really positive end to the 2021 school year! You can see below, some comments from the verifiers.

Positive and respectful working relationships are a distinct feature of the school.

Skilled and professional staff support the delivery and provision of high quality education that fosters children's learning and wellbeing.

Whole school programs were evident in all classrooms and this is a testament to the dedicated work of staff and the leadership team, achieving clear alignment across a large school.

Play Pods throughout K-6 provide opportunities for student agency, responsibility and peer mentoring.

STRONG START STRONG FOUNDATIONS

Early Childhood continued by Alison Forzatti

The leadership team and educators support the health, protection, safety and wellbeing of all children. The mission statement 'every student known, valued and cared for' underpins daily interactions, practice and procedures.

KEY STRATEGIES

- Engage and reflect using the standards and elements of the National Quality Standard (NQS) to measure the actions of the school.
- Analyse On Entry Data to identify students for early intervention.
- Targeted professional learning for teachers in inquiry based learning.
- Utilise and be conversant with the Harrisdale Early Childhood philosophy statement.

ACHIEVEMENTS

- Externally verified as meeting all areas in 2021 by the Office of Early Childhood Development and Learning.

Quality Area	Maintain all 7 National Quality Standard areas at green (meeting standards)	2018	2019	2020	2021
		Externally verified by DoE as meeting all areas			
1	Educational Program & Practice	Green	Green	Green	Green
2	Children's Health & Safety	Green	Green	Green	Green
3	Physical Environment	Green	Green	Orange	Green
4	Staffing Arrangements	Green	Green	Green	Green
5	Relationships with Children	Green	Green	Green	Green
6	Partnerships with Families & Communities	Green	Green	Green	Green
7	Leadership & Service Management	Green	Green	Green	Green



STRONG START STRONG FOUNDATIONS

Early Childhood continued by Alison Forzatti

FUTURE RECOMMENDATIONS

Quality Area 1 Educational Program & Practice	Continue to upskill all staff in a whole school inquiry learning framework (Future Focussed Learning). This will complement our existing explicit teaching frameworks in literacy and numeracy.
Quality Area 2 Children's Health & Safety	Continue to improve student's physical literacy and support healthy relationships with student's by using Champion Life. Continue to address hand washing and healthy lifestyle protocols.
Quality Area 3 Physical Environment	Expand on PlayPods and add further modifications throughout K-6 play areas providing opportunities for student agency.
Quality Area 4 Staffing Arrangements	Gauge staff needs for professional learning and provide staff with a wider range of opportunities for professional learning. Share our experience, expertise and documentation of our successful verification process with other schools where required.
Quality Area 5 Relationships with Children	Continue to adopt Values Time each day to support emotional regulation of students by using Champion Life and PBS values.
Quality Area 6 Collaborative Partnerships with Families	Continue to foster a deep connection with parents by informing them of their child's learning program. Continue to promote our Kindy Expo and transition program as this has strengthened these processes.
Quality Area 7 Leadership	Continue to utilise a dedicated NQS team to engage with NQS requirements, to assist us in developing and continuing exemplary practice.



STRONG START STRONG FOUNDATIONS

Literacy by Megan Wijohn

TARGETS 2 & 3

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

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

✓ Targets met

OVERVIEW

Harrisdale Primary continues to use a whole school approach to english through the Gradual Release Model. In 2021, teachers collaborated to further develop and fine-tune the implementation of literacy warm-ups across the school. With the support of the Impact Coaches and PL opportunities, warm-ups became more rigorous, fast-paced and Focussed. Reading and writing blocks continued to follow the whole school Harrisdale Primary 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 the explicit teaching of spelling and phonics in Years 2 - 6.
- Letters and Sounds used for the explicit teaching of spelling and phonics in Years K -2.
- Brightpath used for formative and summative assessment of students' writing and to reliably moderate writing across the school.
- The Harrisdale Intervention Literacy Support (HILS) assisted identified students to improve their reading ability through inclusion in the Letters and Sounds and Quick 60 Programs.
- Progress Maps were utilised to support and track the progress of EAL/D students.
- Whole-school literacy blocks including guided reading and writing, following the Harrisdale Lesson Design.
- PM Benchmark and Probe data was used for formative and summative assessment of student learning in reading.
- Parent workshops were hosted in 2021 to upskill parents in volunteering and supporting literacy in the classrooms.
- Continued employment of two full-time Impact Coaches to support, mentor and coach literacy and numeracy in the classroom.
- Grammar and punctuation scope and sequences 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.
- Each class timetable included at least 8hrs per week of literacy instruction: 2 x 2hr blocks of reading and 2 x 2hr blocks of writing each week.
- Year 3 to 6 students had the opportunity to participate in the Harrisdale Spelling Bee in Term 2.



STRONG START STRONG FOUNDATIONS

Literacy continued by Megan Wijohn

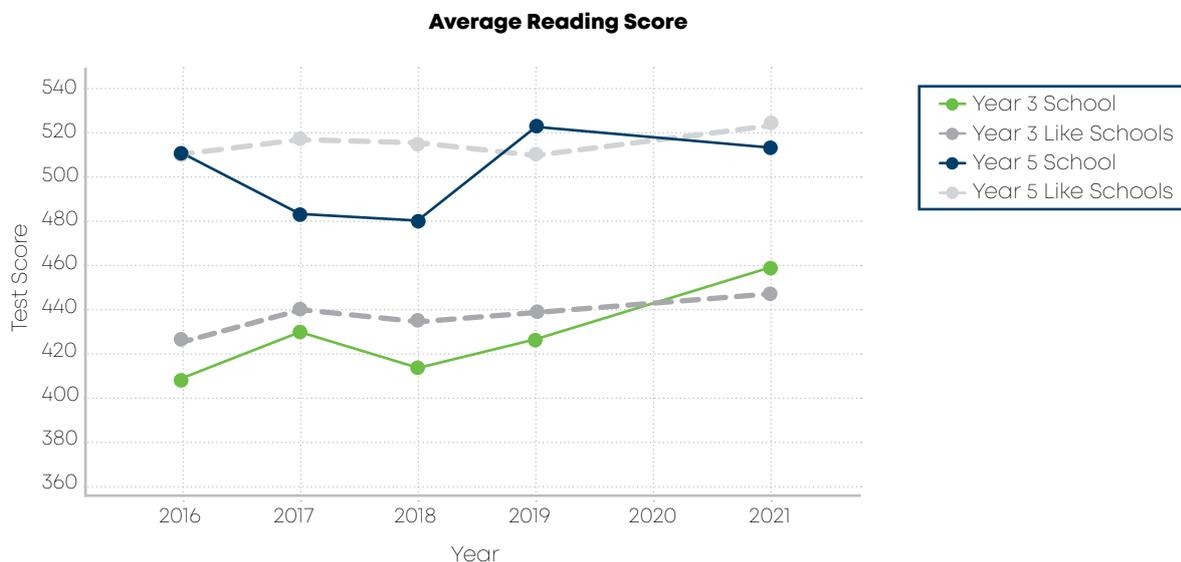
ACHIEVEMENTS

- In 2021, HPS received a Recognition of Academic Excellence Certificate from the Director General of Education and the Minister for Education for excellence in Reading, Writing and Numeracy.
- Between 2019 and 2021 HPS students achieved High Achievement and High Progress against like-schools in the areas of Writing, Numeracy, Spelling and Grammar and Punctuation. In Reading, students achieved High Progress but Lower Achievement.
- Allocated school budget and funds raised from the annual Book Fair were used to build on the provision of quality reading resources to engage students in daily reading practice, both at school and at home. Students continued to use the HPS digital book subscriptions to engage in regular reading practice.

RESULTS

Target: In all areas tested, the schools stable cohort is aligned to or better than like schools.

- Year 3 reading above like schools
- Year 5 reading below like schools (it should be noted that improvements have been made since the 2020 Year reading results).



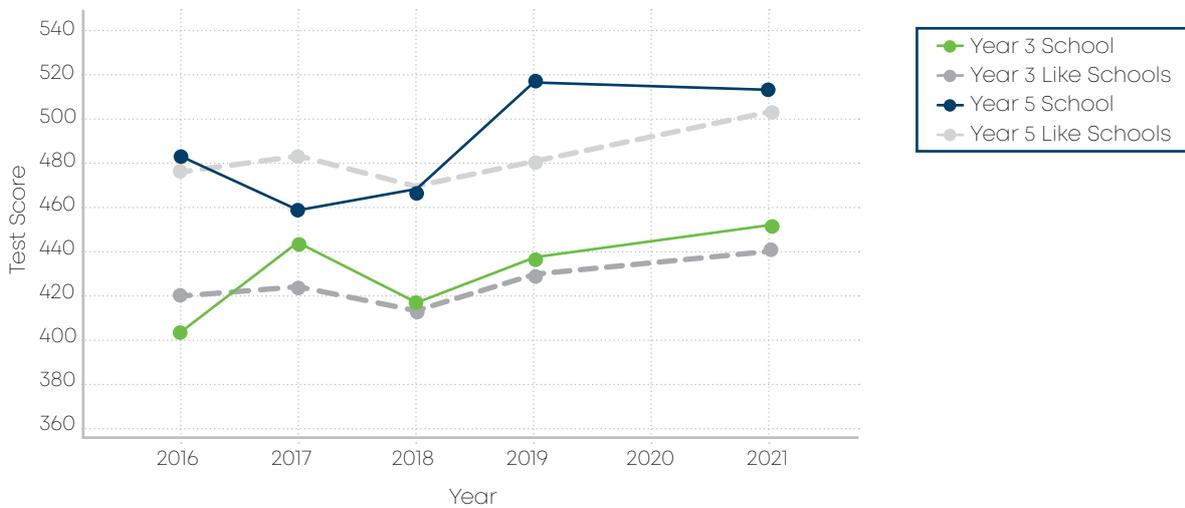
STRONG START STRONG FOUNDATIONS

Literacy continued by Megan Wijohn

RESULTS

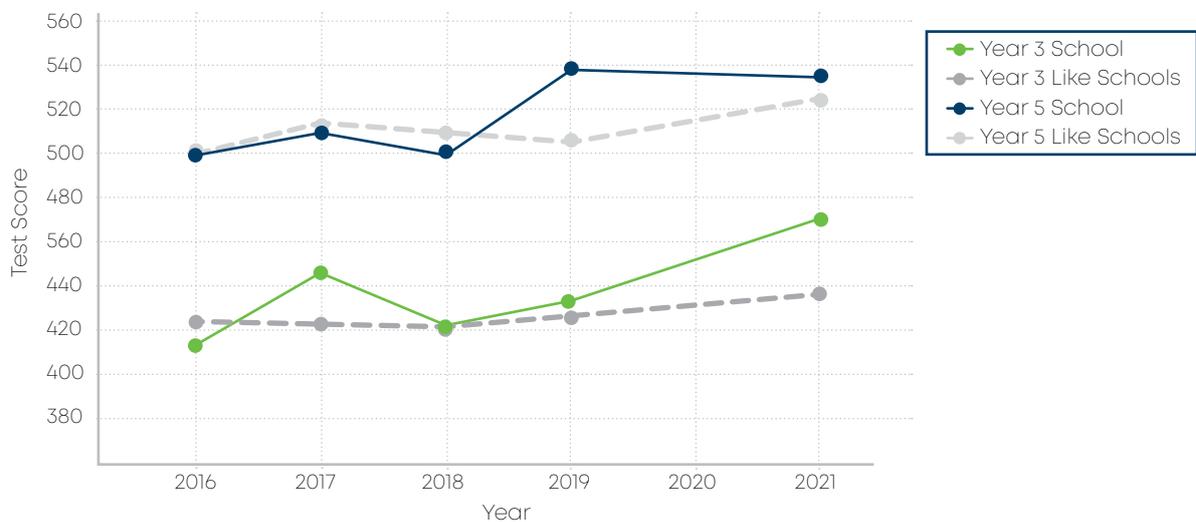
- Year 3 writing above like schools
- Year 5 writing above like schools

Average Writing Score



- Year 3 spelling above like schools
- Year 5 spelling above like schools

Average Spelling Score



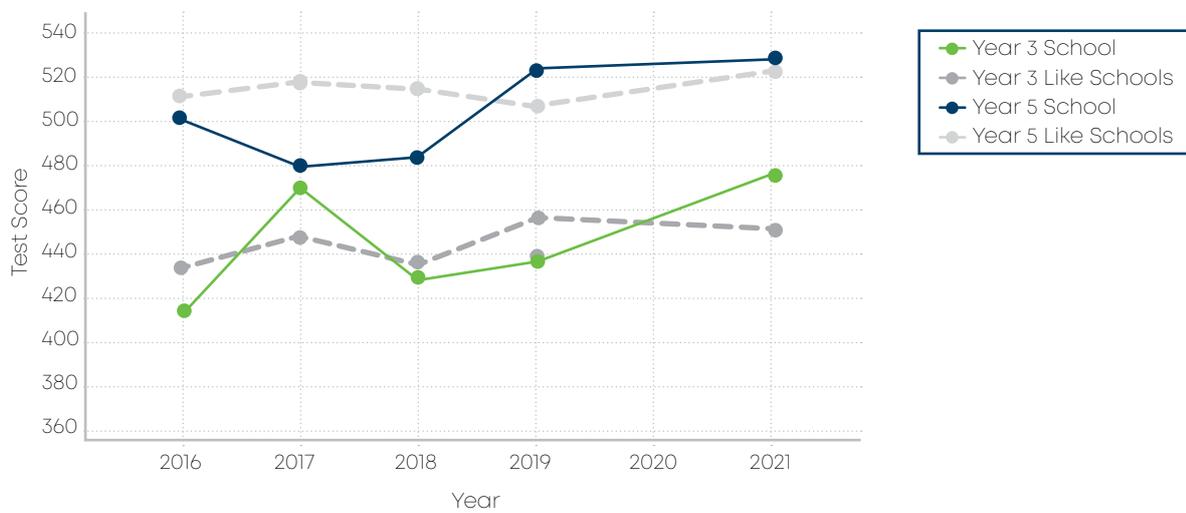
STRONG START STRONG FOUNDATIONS

Literacy continued by Megan Wijohn

RESULTS

- Year 3 grammar & punctuation above like schools
- Year 5 grammar & punctuation slightly above like schools

Average Grammar & Punctuation



STRONG START STRONG FOUNDATIONS

Literacy continued by Megan Wijohn

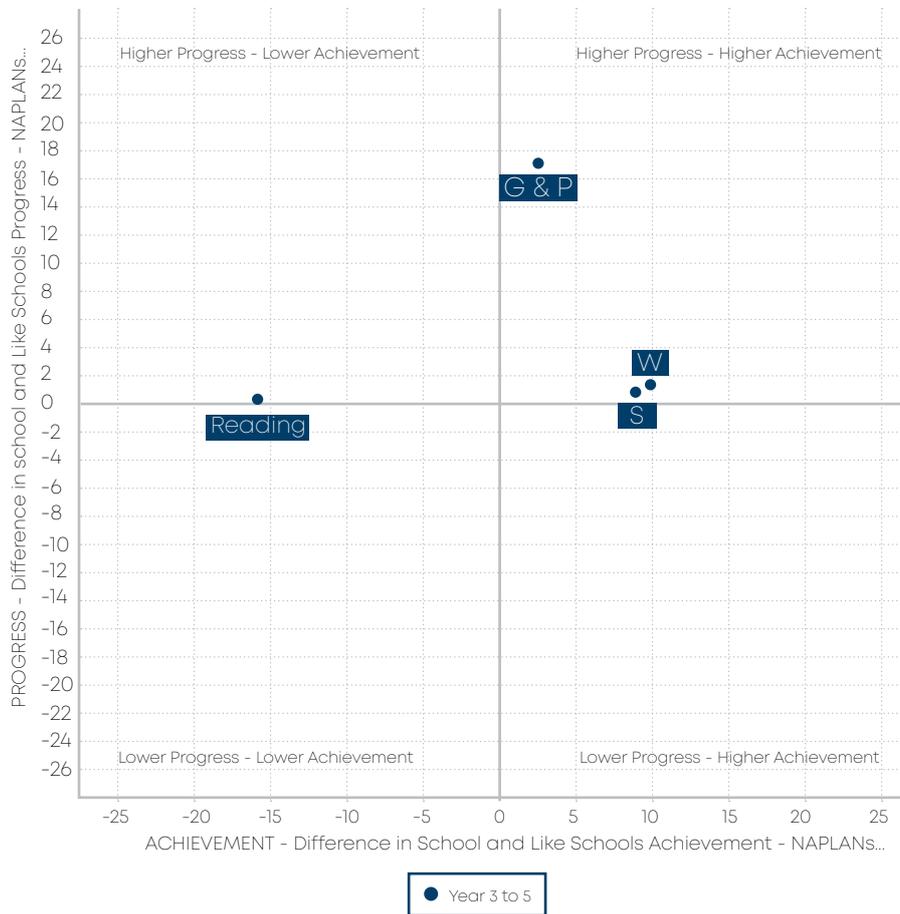
RESULTS

Target: In all areas tested, student's progress is aligned to or better than like schools.

- Year 3 to Year 5 progress is higher than like schools for reading, writing, spelling, grammar & punctuation.

Student Progress and Achievement Compared with Like Schools

NAPLAN Reading, Writing, Spelling and Grammar & Punctuation Year 3 2019 to Year 5 2021



STRONG START STRONG FOUNDATIONS

Literacy continued by Megan Wijohn

| FUTURE RECOMMENDATIONS

- Continue to mentor and coach teaching staff in best practice in literacy through Impact Coaches.
- Continue to focus on reading and comprehension strategies through explicit teaching and guided practice.
- Continue to develop vocabulary instruction through warm-ups.
- Targeted PL to upskill staff on improved oral language teaching, assessing and reporting through existing whole school practices such as Talk for Writing and Future Focussed Learning.
- Continue to promote the use of Bug Club and E-Wheelers as an effective, online program that offers teachers and students a large variety of digital, leveled texts to be used in class or at home.
- Integrate regular analysis and interrogation of school data into weekly year group collab meetings to assist teachers with moderation and quality curriculum differentiation.
- Focus on reading comprehension for 2022, especially between years 3 to 5 to align with like schools (or better).



STRONG START STRONG FOUNDATIONS

Numeracy by Elisa Kalinowski & Emily Kirby

TARGETS 2 & 3

NAPLAN - in all areas tested, student's progress is aligned to, or better than like schools.

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

✓ Targets met

OVERVIEW

Harrisdale Primary uses a whole school approach to numeracy through the Gradual Release Model. It delivers a balanced mathematics program through an explicitly modelled program using the 'think aloud' strategy. It incorporates the four mathematics proficiency stands of; Fluency, Understanding, Problem Solving and Reasoning. Our numeracy blocks follow a whole school lesson design that includes explicit instruction, which is consolidated through guided, collaborative and independent activities.

KEY STRATEGIES

- Whole-school numeracy blocks following the Harrisdale Lesson Design.
- Explicit teaching of mathematics following the explicit, guided and independent model.
- Mathematics vocabulary explicitly taught and displayed purposefully in every classroom.
- RUCSAC (read, understandm choose, solve, answer & check) used as a whole school approach to word problems and problem solving.
- Mental Mathematics Strategies explicitly taught. Junior or Senior mental strategies posters displayed every classroom.
- Year level Mathematics overview that allows for connected practice and collaboration in each year level team.
- Impact coaches utilised to mentor and coach staff in best practice in mathematics.
- PAT Maths data used for formative and summative assessment of student's learning in mathematics.
- Peter Westwood 2 minute basic facts used to assess fluency in Mathematics.
- Creation of a Mathematics Literature Library to support EAL/D learners in mathematics vocabulary attainment.

ACHIEVEMENTS

- Development of whole school resources to support teaching and learning in mathematics. Through a monitored library system, there is evidence that teachers borrowed and implemented resources from the maths literature library into their teaching practices to improve on curriculum outcomes.
- Maths week was celebrated by the whole school with the World of Maths incursion, engaging maths games held at lunch and students participating in problem solving activities throughout the week.
- Classroom teachers opted into students participating in the MangaHigh Competition.
- **Received Recognition of Excellence Certificate** from the Director General of Education and the Minister of Education.
- Progress from Years 3 to 5 showed high student progress against like schools.

STRONG START STRONG FOUNDATIONS

Numeracy by Elisa Kalinowski & Emily Kirby

FUTURE RECOMMENDATIONS

- Continue to utilise Impact Coaches to mentor and coach staff in best practice in mathematics.
- Targeted Professional Learning in order to upskill staff in using high impact teaching strategies in mathematics, in particular with the introduction of maths Warm Ups.
- Teachers will engage in a Maths warmup at the beginning of each lesson that includes the mathematics proficiency strands to support student learning and achievement in mathematics. PL and coaching will be provided to improve the quality of Maths warmups.
- Continue to engage our parent community in Mathematics through the digital platforms.
- Parent Helpers will be utilised to support students with Individualised Education Programs (IEP) and Group Education Plans (GEP).
- Year Level Teams to explore intervention for case management students.
- Aiming to focus on mathematics in 2022 to gain higher student achievement in NAPLAN numeracy.



STRONG START STRONG FOUNDATIONS

Numeracy by Elisa Kalinwoski & Emily Kirby

RESULTS

Student Progress and Achievement Compared with Like Schools

NAPLAN Numeracy (2019 to 2021)



STRONG START STRONG FOUNDATIONS

Attendance by Alison Forzatti

TARGET 4

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

✓ Target met

OVERVIEW

Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Student attendance levels are monitored regularly and our Business Plan target of maintaining the attendance rate of 94% in each year level in compulsory schooling (PP-6) has been met in 2021.

We continue to contact parents of students where attendance falls into serious risk categories. Due to COVID, families were unable to take their children on holidays during term time, however, we continued to communicate the message that missing school impacts a student's development. We give honest feedback in terms of the impact of missing school and all teachers actively support this message.

We have made use of the 'Students at Risk Report' and follow up with the very small number of students who are most at risk, including engaging parents in case conferences, following up on unexplained absences and working with the Department's student engagement team.

The use of SMS and online absence notifications is well-used by parents and the school, allowing a timely exchange of information.

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	93%	94%	94%	94%	95%	95%	94%
2020	94%	93%	94%	94%	94%	94%	93%
2021	94%	94%	94%	95%	95%	94%	94%

KEY STRATEGIES

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

STRONG START STRONG FOUNDATIONS

Attendance continued by Alison Forzatti

| ACHIEVEMENTS

- Maintained consistently higher % attendance rates in all compulsory year levels as measured against the Department of Education minimum requirement of 90% attendance.
- Achieved school-based target of 94% attendance in compulsory years of schooling.

| FUTURE RECOMMENDATIONS

- Continue to follow up unexplained absences by sending out regular reminders via text message for parents to explain and give reasons when their child is away.
- Continue to communicate the importance and positive impact of regular attendance via multiple communication platforms throughout the year.



STRONG START STRONG FOUNDATIONS

Behaviour by Megan Wijohn

TARGET 5 & 6

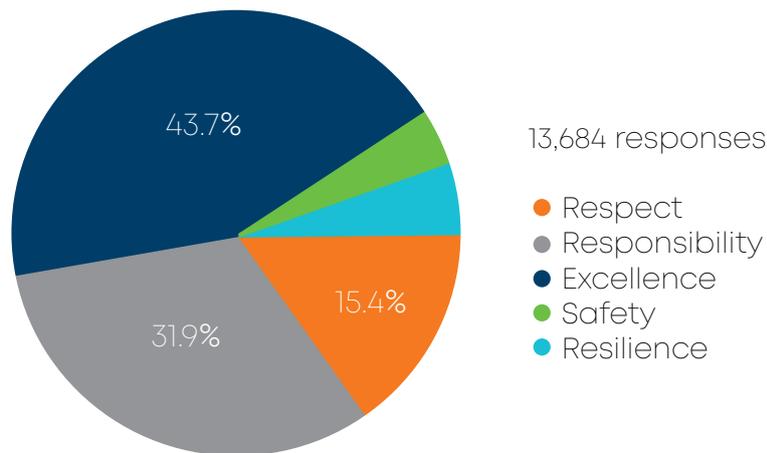
NSOS rating above 3.5 as highlighted in student and parent biennial survey - 'student behaviour is well managed at my school'.

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'.

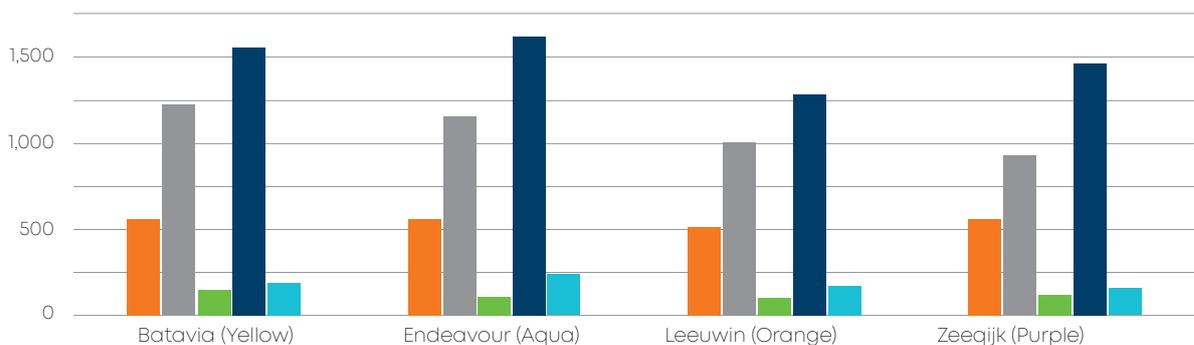
X Unable to assess - As this survey is done every 2 years, with 2021 not being a survey year, this target is not reported against for this Annual Report.

OVERVIEW

In 2021, there were many positive behaviours reported as per our PBS (Positive Behaviour School) initiatives. 13,685 PBS points were given to students throughout the year. The first chart below highlights the PBS values that these points were acknowledging. The second chart shows the allocation of PBS across each faction for each school term.



● Respect ● Responsibility ● Safety ● Excellence ● Resilience



There were also negative behaviours that resulted in withdrawal from class, loss of privilege, detentions or suspensions. With a school of over 1200 students these behaviours represent a small percentage. 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.

STRONG START STRONG FOUNDATIONS

Behaviour continued by Megan Wijohn

Number of Suspensions

Code	0	1	2	3	4	5	6	7	8	9	Total Suspensions	Total days
Year 2				1							1	1
Year 3				2							2	3
Year 6				4		3					7	6
TOTAL				7		3					10	10

In 2021, there were 10 days of suspensions. These were from our Year 3 and 5 cohorts.

Number of Detentions

Code	0	1	2	3	4	5	6	7	8	9	Total Detentions
Pre-Primary				6						3	9
Year 1				3		1					4
Year 2				2			1				3
Year 3				1							1
Year 4				6		1	1				8
Year 5				4	1	1	3			3	12
Year 6				2	1		1			3	7
TOTAL				24	2	3	6			9	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

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

- Signage and promotion of PBS Behaviour expectations and values.
- Whole school PBS merit certificates.
- Daily/Weekly promotion of PBS behaviour expectations and values through 15 minute daily time in classrooms and regular PA announcements.

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 wristbands rewards for students demonstrating PBS values.
- End of year 'big prize' rewards. Every student that has earned 1 faction token goes into the draw (13, 685 tokens).

FUTURE RECOMMENDATIONS

- Continue to award weekly individual rewards for students and termly winning factions.
- Ongoing staff PL on using Integris to record behaviour incidents (linking to 1,2,3 MAGIC) consistently for data and handover purposes.
- Continue end of year PBS prizes via a draw at Twilight Concert.
- PBS team Training for Stage 2 of PBS implementation.
- Implement a stronger focus on safety, respect and resilience.



FUTURE FOCUSSED LEARNING

Technologies by Rebecca Maloney

TARGETS 7, 8, 9 & 12

7. At or above 90% uptake in the BYO iPad Program (Year 3 - 6).
8. 100% of educators innovate with Apple technologies to enhance learning of all students (K-6).
9. 100% of students are given the opportunities to participate in STEM.
12. 90% of teachers gained Apple Teacher Certification

✓ Targets 7, 8 & 9 met ✗ Target 12 not met

OVERVIEW

The Harrisdale Primary 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, the Technologies team 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.

KEY STRATEGIES

- Maintain 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.
- Resource the school with contemporary and innovative digital technology resources to ensure best practice teaching and learning.
- Staff continue to be provided with access to a Macbook or 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.
- Implementation of a whole school model for STEM through inquiry-based/Future-Focussed learning - Define, Discover, Dream, Design & Develop, Deliver, Debrief, Decide.



FUTURE FOCUSSED LEARNING

Technologies continued by Rebecca Maloney

ACHIEVEMENTS

- In Semester 2, 2021 in the Technologies learning area, 75% of students achieved a C grade, 20% of students receive a B and 5% received an A grade across P-6.
- **Harrisdale Primary was invited to become an Apple Distinguished School.**
- **Winners:** Governor's School STEM Awards 2021 'Leadership Excellence Award'.
- School retained DigiTech School status, providing state-wide professional learning for an extended period 2021-2022.
- Harrisdale Primary was invited to mentor partner schools in STEM Enterprise Schools professional learning.
- Maintained uptake (94%) in the BYO iPad program.
- Teachers in each year level attended inquiry Professional Learning. Several teachers shared their approaches to inquiry at staff meetings.
- Class 'Walk-throughs' on TDS Professional Learning days by visiting teachers & administrators.
- Harrisdale Primary continued its partnership with the Apple Education Team to provide professional learning for all staff. This was completed through the Apple Teacher Module program with over 82% staff having attained Apple Teacher status.
- 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 2021.
- Created and delivered 12 online (Webex) and face to face learning events for both in-house and external DOE staff in conjunction with the TDS team. Harrisdale Primary also received external requests for support in addition to these events.
- Continued resourcing of the schools Digital Technology equipment. This included an increase in year level appropriate peripheral devices such as Micro-Bits and expansion packs.
- Year 6 Tech leaders provided a lunchtime club focusing on Minecraft.

FUTURE RECOMMENDATIONS

- Improve grade distribution and number of students achieving an A/B grade. Aim to increase student achievement to 30% of students at Harrisdale Primary receive a B and 20% of Students at Harrisdale Primary receive an A grade. To do so, we will continue to monitor teacher confidence and provide opportunities for high quality professional learning events to support staff with the teaching and assessing of the Digital Technologies Curriculum.
- Continue to release Teachers and Allied Professionals for technologies coaching opportunities.
- Continue to ensure that Harrisdale Primary is well-resourced in terms of digital technology equipment and continue supporting other schools through sharing best practice.
- Engage in activities and learning events for staff, students and the local community in regards to cyber safety and digital citizenship.
- Increase student driven initiatives and leadership in the area of digital technologies.



FUTURE FOCUSSED LEARNING

Science & Sustainability by Daniel Bryce

OVERVIEW

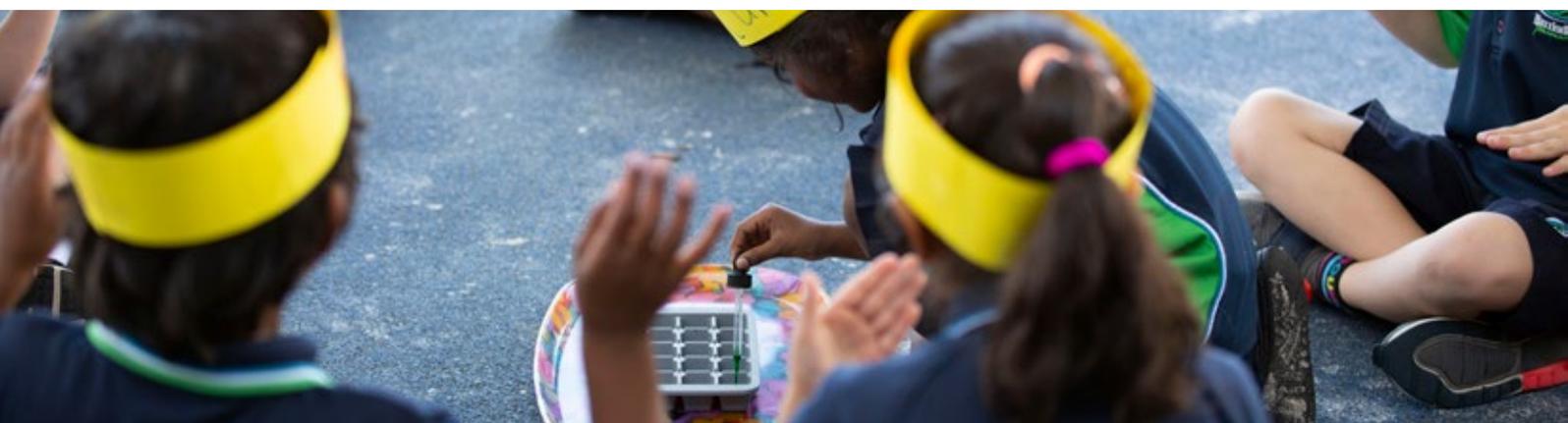
2021 saw Science becoming a specialist subject across all year levels, from Pre-primary to Year 6. Science is a way of getting students at Harrisdale Primary to explore and answer questions about the world around them. The knowledge it provides allows students to explore the unknown, investigate, making predictions and solve 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 two full-time science specialists (plus 5 Pre-primary teachers) for all students in Pre-Primary to Year 6 to develop science understandings and inquiry skills.
- 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.
- Incorporate NAPLAN style Science questions in warm-ups to develop test efficacy and fill gaps in science content knowledge.
- Use of a range of programs to best suit the curriculum and Harrisdale Primary current needs.
- WasteWise initiatives throughout the school including community recycling stations, annual school waste audit, Garden Club and WasteWise Wednesday's.

ACHIEVEMENTS

- Creation and adoption of a digital Keynote Science Investigation Planner template used across Years 3 to 6.
- Government funding of \$25,000 to be put towards future conversion of an existing classroom to a science room and purchasing Science resources.
- Participation in Lunchbox STEM Challenge for National Science Week theme - 'Food: Different by Design'.
- Science vocabulary booklets and word walls provided to classroom teachers to support Science curriculum within the classroom.
- With the introduction of senior science specialist teachers, PAT Science targets were exceeded by all year level cohorts (Year 3 to 6) for the first time.
- Inclusion of 2 week 'hatching chickens' life cycle exhibit in the Science classroom to engage student learning and provide authentic experiences.
- Integrated Science Understanding and inquiry skills through the introduction of Future Focussed Learning, addressing real-world issues.
- Achieved WasteWise re-accreditation.
- Student participation in Waste Wise Wednesday lunch program, throughout the school.



FUTURE FOCUSSED LEARNING

Science & Sustainability by Daniel Bryce

Year 3 Cohort - Target Review 2021	
Year	2021 (Y3)
Median Achieved	119.3
Target	115.8
Result	Met

Year 4 Cohort - Target Review 2020 - 2021		
Year	2020 (Y3)	2021 (Y4)
Median Achieved	116.3	120.6
Target	115.8	118.5
Result	Met	Met

Year 5 Cohort - Target Review 2019 - 2021		
Year	2020 (Y4)	2021 (Y5)
Median Achieved	116.8	122.9
Target	118.5	121.2
Result	Not Met	Met

Year 6 Cohort - Target Review 2018 - 2021			
Year	2019 (Y4)	2020 (Y5)	2021 (Y6)
Median Achieved	116.8	120.9	125.5
Target	118.5	121.2	122.3
Result	Not Met	Not Met	Met

RESULTS

The results for 2021 indicate that the Year 3 cohort each showed an improvement throughout the year. In Semester 1, the median achieved was 113.6 and by the end of the year, they had surpassed the schools target of 115.8 with a median score of 119.3. The Year 4 cohort achieved 114.6 in Semester 1 and improved to 120.6 in Semester 2, reaching their end of year target of 118.5. In Year 5, the median in Semester 1 was 118.9 which rose to 122.9 by the end of the year, beating their end of year target of 121.2. The Year 6 cohort improved from a median of 121.4 to 125.5 in Semester 2. They were able to meet and exceed their end of year PAT Science target.



FUTURE FOCUSSED LEARNING

Science & Sustainability by Daniel Bryce

FUTURE RECOMMENDATIONS

- Collaboratively develop common assessment tasks for moderation between Science Specialist teachers in alignment with the WA Science Association Assessment Moderation outcomes.
- Work strategically through collaboration with Classroom teachers to align Science curriculum and Future Focussed Learning topics.
- Finalise Science Inquiry Skills Scope and Sequence for Pre-Primary to Year 6 in conjunction with SCSA.
- Promote parent and community engagement by inviting parents to speak to classes about science and STEM related occupations, in classroom or video conferencing
- Provide students with opportunities to share Science learning with the wider school community. E.g. Expo night, online presentations or participating in educational competitions.
- Identify opportunities to include the Education Department's Sustainability Framework into planning STEM and Science.
- Upgrade the current whole school bin system to reduce general waste.
- Restart community recycling stations and reinvigorate through social media.



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.

In 2021, the HASS, Languages and Culture teams were combined for the first time, and as a result many new initiatives were created and conducted in all of these learning areas.

KEY STRATEGIES

- All teachers will plan, teach and assess to the HASS Western Australian Curriculum.
- All teachers will use the Harrisdale Primary HASS planning documents and scope and sequence.
- All teachers from PP-6 will complete either History, Geography, Civics and Citizenship or Economics and business common assessment tasks in Week 7 of Term 2 and Week 7 of Term 4. These can be based upon Future Focussed Learning HASS 'driver' topics, which will vary from year level to year level. These common assessment tasks will be assessed with an A, B, C or D grade that has been aligned with the HASS Judging Standards.
- Teachers will use the Harrisdale Primary CARS (Childhood Autism Rating Scale) policy to inform Year level reporting.
- Continue to promote HASS learning through special days and whole school events that promote the Cross Curriculum Priorities.
- Students will participate in a minimum of one HASS based excursion or incursion per year.
- Apply annually for PALS grants and other potential grants relating to HASS and Culture.
- 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's PL session. This in has the purpose of expanding staff Aboriginal awareness through Professional Learning.



FUTURE FOCUSSED LEARNING

Humanities & Social Sciences by Darren St Quintin

| ACHIEVEMENTS

- Successful PALS grant application that provided the HASS, Languages and Culture team with \$1,000 to put towards a 2021 Harrisdale Primary whole school Art project. The Wagyl project was fully completed. Specific Harrisdale Primary signage and artwork was also installed in 2021.
- Successful, combined celebrations for Harmony Day and International Francophonie Day.
- Purchase of culturally responsive resources.
- Raising staff and student cultural awareness and responsiveness.

| FUTURE RECOMMENDATIONS

- The HASS, Languages and Culture team to be separated into a separate HASS team and a combined Languages and Culture team.
- The Languages and Culture team to begin planning for a whole school Reconciliation Action Plan (RAP).
- Cultural steering committee. This committee will comprise of staff, students, parents and caregivers and Harrisdale Primart community representatives.
- School self-assessment against the Aboriginal Cultural Standards Framework.
- Purchase of HASS-related Focussed readers for integration into Literacy Blocks.
- Encourage teaching staff to use HASS topics as a key 'driver' for 2022 Future Focussed Learning topics. Students will be exposed to real world scenarios and become problem solvers to create solutions.
- Staff survey for 2021 to investigate how all year levels have integrated Future Focussed Learning with the HASS Judging Standards. Create a HASS Year Level Future Focussed Learning document to show what has been covered in 2021 as the future HASS planning document.
- Continue to promote learning through special days and whole school events that promote cross curricular priorities. These days will be 2022 Cultural Day, 2022 NAIDOC Week, 2022 Sorry Day, 2022 Reconciliation Week.
- Central access to HASS resources in Library.
- Conduct a PL session by the HASS team to highlight HASS and Culture resources.
- PL session HASS common year level assessment task. Expectations for Term 2 and Term 4 common assessment tasks for PP-6 year level teams.
- HASS common assessment tasks in Week 7 of Term 2 and in Week 7 of Term 4. These tasks can intertwine with Future Focussed Learning topics and drivers, however, will be required to cover adequate elements of the HASS Judging Standards in the areas of Civics and Citizenship, History, Geography and Economics and Business.
- Apply annually for PALS grants and other potential HASS grants.
- 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.

FUTURE FOCUSSED LEARNING

Health & Physical Education by Tommy Joyce

OVERVIEW

Harrisdale Primary's Health and Physical education program aims to improve student Physical Literacy, Health understanding and Mental Wellness of students at Harrisdale Primary. 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 adulthood. Becoming healthy, active young adults who understand the importance of lifelong participation in exercise to also develop their mind, body and soul.

KEY STRATEGIES

- Focus on Fundamental Movement Skills in the Early Childhood years.
- Two hours of mandated Physical Education per week.
- Develop Physical Literacy across the School
- Maintain a focus on mental health and wellbeing for students with the use of 'Champion Life' mental health check-ins and daily exercise sets.
- Use Sporting Schools Grants to boost exposure to different sports and resourcing for Physical Education.



FUTURE FOCUSSED LEARNING

Health & Physical Education by Tommy Joyce

ACHIEVEMENTS

- The basketball club had a number of successes last year which included multiple teams making finals appearances, the boys team winning a tournament and being invited to the state finals where they finished 9th in the state.
- Maximised participation in physical education lesson and contributed to the development of extra curricular activities in social teams through the use of sport schools funding so that our students are able to enjoy being physically active.
- Purchased a vast array of sports equipment and introduced specialist coaching which has increased exposure to a extensive spectrum of sports.
- The Harrisdale Primary Basketball Club is an after school club that is available for male and female students in Year 4, 5 and 6. It provides students with an opportunity to build their teamwork, resilience, sportsmanship and basketball skills. The students are also given the ability to participate in competitive tournaments against a range of schools to advance their expertise in real world game situations.
- In our Summer Carnival, Harrisdale Primary was awarded first place in both Cricket and Basketball. Our B division Softcrosse team also gained 1st place in their respective division. In the Winter Carnival we had similar results winning both the Soccer and Flag Belt Rugby competitions. Despite this year being a challenging year with COVID, participation in all interschool competitions saw some fantastic results.
- We have now established the Champion Life program throughout the school. Incorporated daily wellness check in for all classes and students to highlight their mental health awareness on a daily basis. Encouraged all classes to participate in daily fitness activities and challenges.

FUTURE RECOMMENDATIONS

- Recommence a community running club or school student only running club.
- Apply for further funding from sporting schools grants.
- Continue to embed the Champion Life program into the school and analyse the data surrounding wellness and mental health of our students.
- Establish clear relations and referrals to our school Psychologist and Chaplain with data from our wellness programs.



FUTURE FOCUSSED LEARNING

Visual Art & Music by Lynda Pateman & Sam Weldon

OVERVIEW

Harrisdale Primary provides specialist programs for all students from PP - Year 6 in Visual Arts and Music, as well as Drama and Movement for students from PP - Year 2. Lessons focus on exploring student creativity and developing their skills to share their ideas, whilst encouraging an appreciation of Music, Art and Drama as expressive art forms. Students receive one 55 minute lesson in each specialist classroom. Students in Years 5 and 6 have the opportunity to participate in extension music lessons through Instrumental Music School Services (IMSS), an after school Senior Choir and Concert Band.

KEY STRATEGIES

- Representation and showcase of The Arts at school's Eduganza.
- Use SCISA curriculum documents to guide teaching and assessment across the Arts
- Use of Harrisdale Lesson Design to explicitly teach music vocabulary and review previous learning
- Scaffolded lessons that provide opportunities for students to consolidate and refine skills before applying skills to creative tasks.
- Promote and exhibit artworks and choir participation in community events.



FUTURE FOCUSSED LEARNING

Visual Art & Music by Lynda Pateman & Sam Weldon

| ACHIEVEMENTS

- Working around the COVID crowd restrictions, The Arts program continued to promote student achievement through Seesaw, Facebook and some in-person performances/exhibitions
- Eduganza Open Night showcased art exhibitions and performance ensembles for the school and community
- Senior choir students performed in the WA Massed Choir Festival at Perth Concert Hall, with two Harrisdale Primary students selected to compere and sing a solo.
- Continuation of Harrisdale Primary Concert Band rehearsals and performances for extension IMSS students
- Choir and Concert Band performed for the community at the Harrisdale Handlebars fundraising event
- Increased IMSS intake of double stream for 3 out of the 4 instruments offered, with 51 students participating in lessons in 2021
- Annual Twilight Christmas Concert was a highlight for the community and families, with the addition of Market Stalls hosted by local arts/craft sellers
- Two Senior Visual Arts students won places on Gifted and Talented Programs at John Curtin and one at Willetton Senior High School.

| FUTURE RECOMMENDATIONS

- All Arts teachers to continue to use Common Assessment Tasks and Moderation practices
- Review effectiveness of the Pre-Primary music program in response to teacher judgement and student RTP grades from 2021
- Promote The Arts as a creative outlet for student health and wellbeing
- Reimplement Art clubs once Covid restrictions have eased.



FUTURE FOCUSSED LEARNING

French by Iri Mukwekwezeke

OVERVIEW

The Languages learning area has been running at Harrisdale Primary since 2018. This is in alignment with the Languages WA Curriculum. It is now taught from Years 3-6 once a week for 55 mins. French at Harrisdale Primary is taught through a combination of innovative approaches which support effective communicative strategies in language learning acquisition. Our program also encourages intercultural capabilities in communication.

The 'French as a Second Language Program' is also delivered using the latest technologies for language education. Families and classroom teachers are encouraged to support students using 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 Primary from Years 3-6 are introduced to the French language.
- Teachers of French will 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 WAC-L implemented for Year 6 students in 2021.
- 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 participated in the Alliance Francaise Poem Recitation and the TOFWA Side by Side language 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 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 continued by Iri Mukwekwezeke

| ACHIEVEMENTS

- Through the assistance of the Language Assistant, we connected with a school in France which students have established pen pals.
- Student leaders who do the announcements have taken on board the challenge of saying some of the announcements in French. They have gained their confidence and have taken the language out of the classroom and use it in the wider school community. This has helped the younger students in the junior years to be exposed to the language as well.
- The French Club was a huge success with students enjoying great sessions with the Language Assistant who immersed the students in aspects of French culture. They cooked, explored film and music.
- This year the French learning area teamed up with the Music teacher and performed some songs at the end of year Twilight Concert
- The French club also took the initiative of holding French markets. Students made ornaments to sell, funds raised were donated to the Year 6 Camp and Parkerville Youth Centre.
- Year 5 and 6 students explored some French cuisine while making crepes, pizza and chocolate tarts. 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

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



● HIGH QUALITY ● TEACHING & LEADERSHIP

Peer Observation by Simone Heal

| TARGET 10

100% attended the Peer Observation Feedback meeting and participated in the recording & feedback.

✘ Target almost met - 94%

| OVERVIEW

In order to provide our staff with opportunities to engage in professional learning that will aid growth and promote excellence, teachers are given the opportunity to participate in regular Peer Observation cycles. This aligns to the Department of Education Strategic Plan and Focus. In 2021, even though there was some interruption due to COVID, Peer Observations continued in Term 3.

| KEY STRATEGIES

- Peer Observations to be completed in Term 1 and Term 3. Due to COVID restrictions, this only occurred in Term 3.
- Twice a term, staff meetings were dedicated to Peer Observations – one for goal setting and one for feedback.
- Triads were created in such a way as to ensure an even spread of new and experienced teachers
- Link to Performance Development through a Feedback Survey.

| ACHIEVEMENTS

- All teachers that were present at the Term 3 staff meeting participated in sharing lessons and receiving feedback.
- Whole school connected practice was further improved through the Peer Observation feedback cycle.

| FUTURE RECOMMENDATIONS

- Continue to survey teachers for feedback to allow for continuous improvement.
- Improve participation of part-time teachers not present at staff meetings through Teams meetings



: : : : HIGH QUALITY TEACHING & LEADERSHIP

Middle Level Leaders by Karen Duncan

TARGET 11

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

✓ Target met

OVERVIEW

In 2021, the distributed leadership model continued at Harrisdale Primary. This means that staff had the opportunity to express an interest in leading either a curriculum team or a year level/allied professional/administration team.

In meeting the school's target of 100% of middle leaders participate in leadership development, middle level leaders were offered to opportunity to take part in a 10 week 'Leaping into Leadership' course. This course was facilitated by the Executive Team and external presenters.

All middle level leaders were invited to participate in the course and 18 staff accepted and graduated from our emergent leadership course. These included: S Heal, M Gorton, E Primrose, E Longden, S Weldon, E Kirby, G Quick, J Hugo, R Maloney, J Buscumb, J Thrupp, D St Quintin, C Wilcox, C Yost, V Plewright, J Elborough, F Douglas, C Allen. Congratulations to these staff!

Two staff were also selected to participate in the Nicholson Network Aspirant Leaders Program and successfully graduated from this course. They were M Gorton and L Pateman.



Middle Level Leadership Program

The Harrisdale Primary Executive Team take great delight in offering you a place in our newly developed Middle Leadership Program - *Leaping into Leadership*.

The *Leaping into Leadership* program is a 10 week program designed to support and develop middle level leaders in their roles at HPS. It is in response to our Business Plan Target:

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



There are plenty of fish in the sea... but what makes the red fish stand out?

Program Outline

Starting Week 3, Term 2
 Thursdays, 3.00 (3.15)- 5.00pm

Presented by external presenters-

- Jenny Cole (Positively Beaming)
- Jill McCrum (JEM Leadership and Management Training)

And school-based presenters-

- Executive Team Members

Concludes Week 3, Term 3

No sessions in Week 7, T2 or Wk 11, T2

For more information please email Karen by Monday, 3rd May



Graduate with a HPS Leaping into Leadership Certificate

- ✓ Your Career Goals and the next Small Steps Required.
- ✓ The Skills and Mindsets Required for Authentic Leadership.
- ✓ How to Create Boundaries to Protect Your Time and Energy.
- ✓ Managing Your Emotions in Highly Charged Environments.
- ✓ How to Have Conversations That Support and Challenge.
- ✓ How to Step into Your Best Life with Calm, Clarity and Confidence.

Jenny Cole

I am an executive coach, facilitator, educator and mother to Albert the spaniel. I run two successful businesses, Positively Beaming and BEAM Consulting.

My professional qualifications are diverse and span industries such as Industrial Relations, Education, Leadership and Positive Psychology. In a previous life I was a school Principal.

- Plan a difficult conversation.
- Know how to start the conversation effectively
- Remain calm if things become difficult.
- Appreciate the other party's perspective.
- Use strategies to handle other people's emotions
- Work through a difficult conversation step by step
- Feel more confident about having difficult conversations.

Jill McCrum

*I am a dynamic, focused and engaging training consultant. I am bright, positive and easy to work with. My strengths include my highly interactive style, fun approach, coaching skills and the ability to create an environment in which participants feel able and confident to try new skills.**



Guest Panel

A team of experienced and lead educators will be invited to be members of a guest panel. They will speak about their own journeys and then participants will be able to "pick their brains" and ask questions of the guest panelists.

• HIGH QUALITY • TEACHING & LEADERSHIP

Middle Level Leaders continued by Karen Duncan

| KEY STRATEGIES

- Middle level leaders have the opportunity to express their interest using self - nomination or peer nomination, aligning to the DoE Future Leaders Framework.
- Panel selection.
- Leaping into Leadership, 10 week course.
- Selection of 2 staff to participate in Nicholson Network Aspirant Leaders' Program.

| ACHIEVEMENTS

- All 18 staff completed and graduated from the 10 week course with no withdrawals.
- 1 x won substantive deputy position at Harrisdale Primary.
- 1 x won merit select position externally for Statewide Services, Education Officer L3.
- 1 x won substantive Business Manager position at another school.
- 11 x applied and were selected by panel for leadership positions at Harrisdale Primary in 2022.



ENGAGEMENT & PARTNERSHIPS

Communication by Abbi Kerimofski & Hannah Dodds

TARGETS 14

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

 Unable to assess - As this survey is done every 2 years, with 2021 not being a survey year, this target is not reported against for this Annual Report.



ENGAGEMENT & PARTNERSHIPS

Communication by Abbi Kerimofski & Hannah Dodds

TARGETS 13 & 15

90% of families utilise technologies to communicate with teachers and connect to student work. Communication via social media indicates growing engagement (over 1000 people reached).

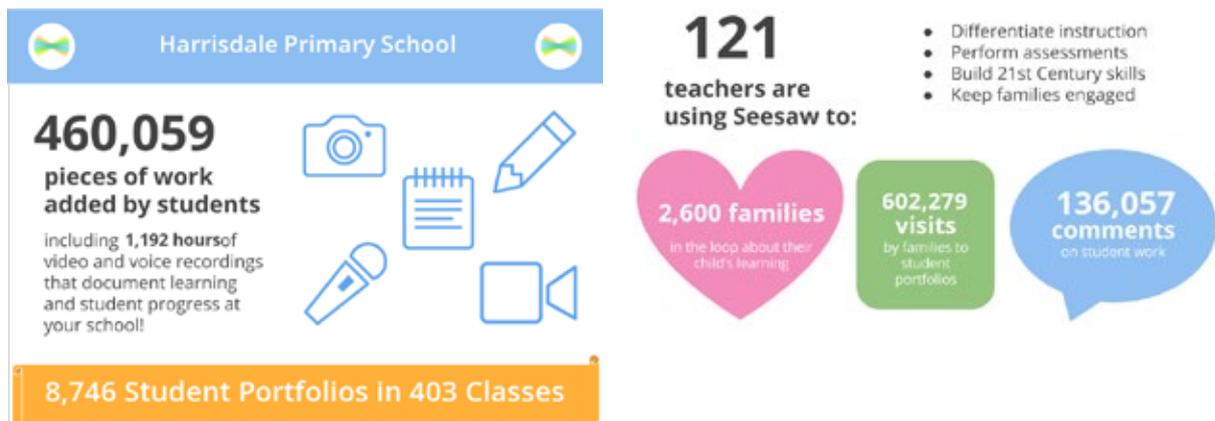
✓ Targets met

OVERVIEW

The Public Relations Officer continued their employment at Harrisdale Primary three days a week throughout 2021. The school continued to utilise social media platforms such as Facebook and Twitter to communicate in a digital manner to the school community. As of February 3rd, 2021 the Harrisdale Primary Facebook page had 2,331 page follows. By December 16th, 2021, the Facebook page had 2,541 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 throughout 2021. The B Hive campus and Facebook group was closed at the end of 2022. At the time of closure, the Facebook page had a total of 657 members, compared to its total of 599 members at the end of 2020.

Throughout 2021, students posted 460,059 pieces of work on their classroom Seesaw accounts. This is an increase of 113,086 pieces of work in comparison to 2020. The 2021 data included 1,192 hours of video and voice recording documents. Along with this, class Seesaw accounts indicate 602,279 visits by families to student portfolios.



ENGAGEMENT & PARTNERSHIPS

Communication continued by Abbi Kerimofski & Hannah Dodds

KEY STRATEGIES

- Encourage new families to join the main Facebook page and the B Hive Facebook group to keep up to date with events and information
- Continue to update the B Hive Facebook group with important information, including items that have already been posted onto the main Harrisdale Primary Facebook page.
- Ensure families of B Hive students feel a sense of community via the B Hive Facebook group.

FUTURE RECOMMENDATIONS

- Make Seesaw the main platform for notifying parents of events and other important information.
- Purchase Seesaw for Schools to allow ease of access for Administration staff.
- Remove the school's Hootsuite account and instead use the new Facebook scheduling software through Facebook manager for post scheduling.
- Make extensive use of the Facebook Manager scheduling data to ensure posts are reaching a maximum amount of users.



ENGAGEMENT & PARTNERSHIPS

Community Engagement continued by Monique Bairstow

OVERVIEW

With Engagement and Partnerships included as a key focus area in the Harrisdale Primary 2019-2021 Business Plan, a team was formed in Semester 2, 2020 to address the targets and monitor progress in this area. After baseline data was collected from members of our parent community in regards to the school's recent performance, the Engagements and Partnerships team devised an Operational Plan to guide improvement in the area. Throughout 2021, the team continued to focus on drawing upon our diverse community, to foster respect and relationships with multicultural families and community groups. The team coordinated Harrisdale Primary's first Eduganza, an evening of learning and discovery that engaged families and the local community in our school through educational activities linked to Inquiry Learning, performances and food. The feedback collected from the community was overwhelmingly positive, with 80% of parents voting for the Eduganza to continue in 2022. Parents also commented that the Eduganza made them feel better informed about what their children were doing at school. In 2021, the team also worked to deliver a large mural on the wall of Teaching Block 1 that highlights our school's multicultural demographic.

KEY STRATEGIES

- The formation of an Engagement and Partnerships team to establish and maintain links with parents and community.
- Continue to promote the P&C as an avenue for involvement in the school community.
- Create opportunities for parents and communities to be involved in our school community, events and activities.
- Provide parents and community members with access to articles and information via a parenting section on our school website.
- Provide regular communication to engage and inform parents and community via a range of face to face and digital platforms.



ENGAGEMENT & PARTNERSHIPS

Community Engagement continued by Monique Bairstow

ACHIEVEMENTS

- Completion of large multi-cultural mural on Teaching Block One.
- Triple P Parenting seminar attended by 17 parents in Term 1, 16 parents in Term 2.
- Eduganza school open night which welcomed over 3000 people into our school and hosted a range of community services.
- Kindy Expo delivered in Term 4 to parents of incoming kindy students, acting as a platform to connect parents with community child-related services.
- Continued to regularly update school website parenting section page with articles and information.

FUTURE RECOMMENDATIONS

- To provide opportunities for parents and the community to come into the school, including delivering Eduganza to the community again in 2022.
- Continue to recognise and draw upon the diverse community in a variety of ways to foster relationships with multicultural families and community groups.
- Continue to add multi-cultural language and multilingual signage across the school.
- Maintain and expand partnerships with local businesses and government agencies to support families and students.
- Continue to develop a list of parent and community volunteers to partner with teachers to deliver a range of learning opportunities to students.



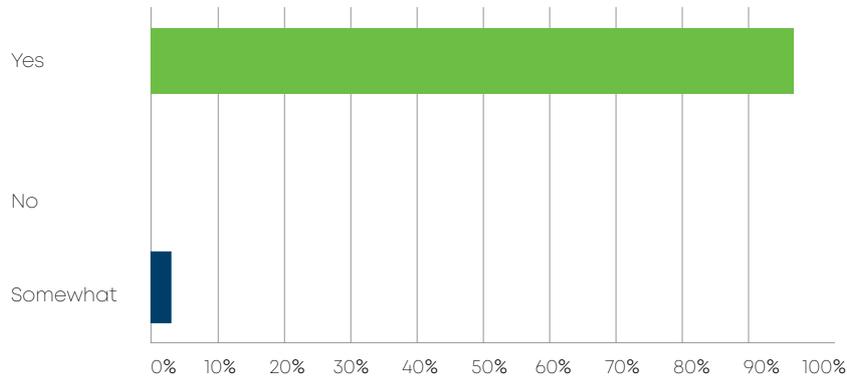
ENGAGEMENT & PARTNERSHIPS

Community Engagement continued by Monique Bairstow

The below data showcases a random sample of parents who completed a survey after the Eduganza:

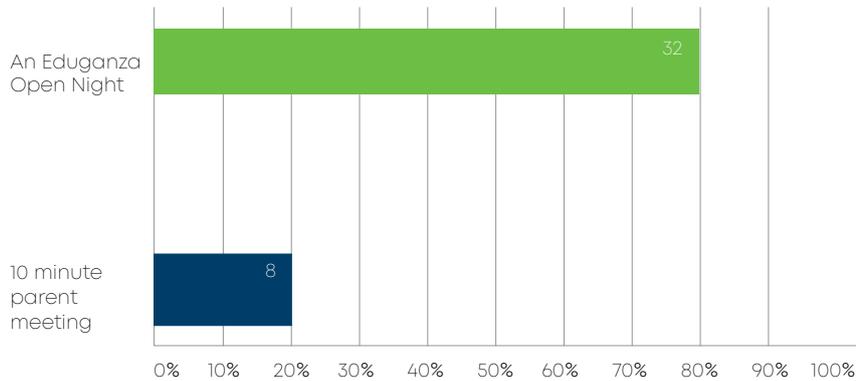
Do you feel better informed about what your children are doing at school?

Answered by: 40 people



In 2022, would you prefer the school to host...

Answered by: 40 people



Facebook comments from the evening:

Anna Francis
Such a great night, thank you so much for all of the organising it would have taken for this event to take place. My boys loved having me there. Well done to all 🥳
Like Reply Hide 48w

Bee Brijksman
It was a great evening and the kids were so proud to show us what they have been learning. I know a lot of work goes into preparation for both staff and students.
Like Reply Hide 48w

Emmanuel Atiya
It was an awesome night. Thank you for all the efforts you put in day in and day out and still keep a smile on your face all the time. It blows me away how amazing our school, the teachers, staff and our formidable Principle are. Thank you for everything you do.
Like Reply Hide 48w

Mike Warren
Great work team!
Hugely successful night with a warm community feel throughout the entire school! Every staff member was excited to be there and enthusiastic to show and tell!
Like Reply Hide 47w

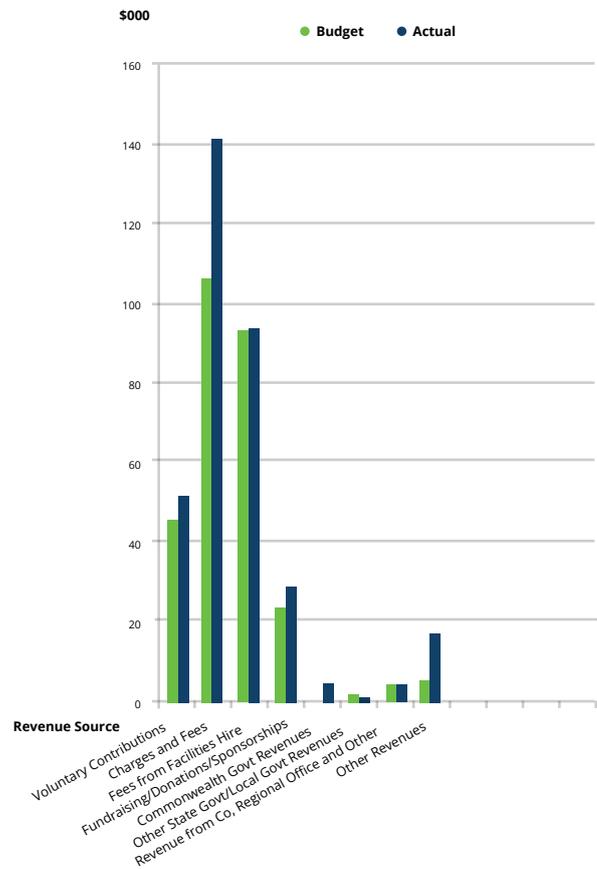
FINANCIAL SUMMARY REVIEW

By Megan Klompmaker

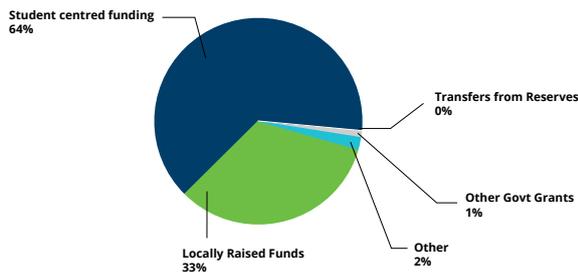
Financial Summary as at December 31st 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 45,330.00	\$ 51,737.71
2	Charges and Fees	\$ 106,077.95	\$ 141,212.76
3	Fees from Facilities Hire	\$ 93,000.00	\$ 93,637.27
4	Fundraising/Donations/Sponsorships	\$ 23,496.00	\$ 28,744.75
5	Commonwealth Govt Revenues	\$ -	\$ 4,537.39
6	Other State Govt/Local Govt Revenues	\$ 1,550.00	\$ 1,000.00
7	Revenue from Co, Regional Office and other Schools	\$ 3,900.00	\$ 3,905.20
8	Other Revenues	\$ 5,258.43	\$ 17,561.70
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 278,612.38	\$ 342,366.78
Opening Balance		\$ 1,172,479.00	\$ 1,172,479.74
Student Centred Funding		\$ 514,989.00	\$ 603,486.73
Total Cash Funds Available		\$ 1,966,080.38	\$ 2,118,333.25
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,966,080.38	\$ 2,118,333.25

Locally Generated Revenue - Budget vs Actual



Current Year Actual Cash Sources

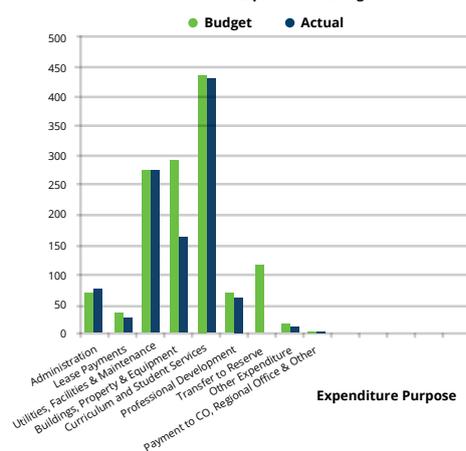


Cash Position as at:

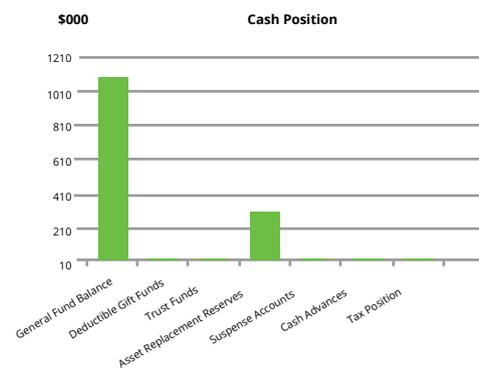
Bank Balance	\$ 1,365,441.65
Made up of:	
1 General Fund Balance	\$ 1,073,116.38
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 281,925.00
5 Suspense Accounts	\$ 17,770.27
6 Cash Advances	\$ -
7 Tax Position	\$ (7,370.00)
Total Bank Balance	\$ 1,365,441.65

Expenditure - Cash and Salary		Budget	Actual
1 Administration		\$ 67,064.28	\$ 74,794.79
2 Lease Payments		\$ 35,375.68	\$ 26,402.53
3 Utilities, Facilities and Maintenance		\$ 273,438.20	\$ 275,690.07
4 Buildings, Property and Equipment		\$ 292,337.26	\$ 163,734.64
5 Curriculum and Student Services		\$ 435,117.83	\$ 430,827.57
6 Professional Development		\$ 67,530.00	\$ 61,978.09
7 Transfer to Reserve		\$ 115,000.00	\$ -
8 Other Expenditure		\$ 16,559.35	\$ 11,434.18
9 Payment to CO, Regional Office and other Schools		\$ 325.00	\$ 355.00
10 Residential Operations		\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)		\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)		\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)		\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)		\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,302,747.60	\$ 1,045,216.87
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,302,747.60	\$ 1,045,216.87
Cash Budget Variance		\$ 663,332.78	

Goods and Services Expenditure - Budget vs Actual



Cash Position



GLOSSARY

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





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