Harrisdale primary

2022 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.

Harrisdale
primary

PRINCIPAL'S REPORT

Dear Parents and Carers,

2022 was our school's seventh year. It was also a year of disruption as COVID, once again, caused interruption to our learning programs. There were long periods throughout the year where classes had high levels of student and teacher absenteeism due to COVID. However, we forged on and worked together as a community to support one another and to ensure minimal disruption and anxiety for our students.

As always, I am proud to present our school's Annual Report. It provides information and evidence to our community on the learning programs we provide and the progress we are making towards our planned priorities and targets as set out in our Business Plan. It is important that we celebrate our successes and acknowledge the hard work and commitment of all who are working to progress our school.

In 2022, we also revisited our Business Plan. We kept our previous focus areas but we reviewed our strategies and targets to represent where the school is now and where we hope to be in the future. The tenure of the plan coincides with the Department of Education review cycle with HPS receiving a five-year review cycle in 2021. If you haven't been on to our website to take a look, please do. The beautiful artwork on the plan was created by a parent and a student at HPS.

Despite a quiet year by Harrisdale standards, we still had things to be happy about and things we should celebrate. Some of our successes included:

- The school was announced as one of four finalists in the WA Education Awards, Primary School of the Year-Teaching and Learning.
- Our Year 5/6 Extension students entered our first team in the Da Vinci Decathlon, coming first in four of the 10 categories (Science, English, Ideation and Cartography - HPS was the only public school to participate).
- We continued our work in the Digitech space, running Professional Learning for teachers all over the State.
- We also continued as an Apple Distinguished School, promoting the use of technology to enhance student learning and enrich our teaching programs.
- We came first (we drew with PWPS) in the Interschool Athletics Carnival.
- In 2022, we graduated our largest cohort of Year 6s ever - a whopping 202 students!
- Our Movember staff fundraising team, cycled and walked for 24 hours, raising $20 000.
- Receiving a $22.9 million new building grant from the State Government (which will include a 14 classroom two-storey block and 3 new early childhood classrooms)

Whilst these are some achievements for us to celebrate, we still continue to focus on Student Success for every child. We continue to place students and learning at the centre of all that we do and base our decisions always on students first. Being a very large school, we continue to maintain the focus on 'every student being known, valued and cared for' and we do this by building respectful relationships, valuing diversity and providing a high care environment.

Throughout this report we aim to highlight the ways in which we work towards the priority areas of our Business Plan. When we write of 'Strong Start, Strong Foundations' in our plan, we are focussing on the importance of providing solid foundations in literacy and numeracy, beginning with our very youngest learners in Kindy and Pre-primary. We know the importance of early childhood education and we know that we need to make an impact in these early years for students to achieve continued progress and achievement. We also know that at Harrisdale PS we have a significant cohort of learners who are learning English as an Additional Language, and again, it's very important for us to make early in-roads into their acquisition of language and their literacy and numeracy learning. However, be assured the focus on literacy and numeracy extends through to Year 6, where having gained strong foundations in their early years they can then be extended to apply their knowledge to understand, create, problem-solve, and analyse.

PRINCIPAL'S REPORT

Over the past 7 years we have established a strong, connected pedagogical framework for our teachers to follow when explicitly teaching literacy and numeracy. Our lesson design is structured and consistent across all year levels. We have seen Harrisdale students make good gains using this structure but we are still aiming for higher progress from year to year and we'd like to make bigger academic gains in mathematics. This will be a focus in 2023.

Harrisdale Primary is considered to be a progressive school in the areas of Digital Technologies and STEM -'Future Focussed Learning'. We aim to develop the skills necessary for living and working in the 21st Century; encouraging our students to work independently or as a member of a team, to think creatively and critically, problem-solve and create. But we also place equal importance on nurturing resilience and making good health choices. We encourage Harrisdale students to be globally responsible and contributors to the communities and world in which they live. We do this by providing students with the skills to access and utilise technology in a way that enhances their learning and to also provide real-world inquiry provocations for students to ponder, question and research.

We continue to place importance on building and maintaining 'Engagement and Partnerships' with our community. We value the skills, knowledge and experiences of our diverse community and place high importance on establishing positive and effective relationships. Our aim is to work in partnership with our parents and carers to provide a positive and happy educational experience for their children. This includes healthy and effective relationships with our P&C and School Board so as to promote positive public perception of our school.

The success of all of these priority areas is built on a stable, happy, caring and knowledgeable workforce. Therefore we aim to recruit staff that demonstrate 'High Quality Teaching and Leadership' capabilities and to give them the opportunities to develop their craft and their knowledge and skill, by providing opportunities for professional growth and leadership.

I hope that reading this report provides you with confidence that our school is providing a quality education for your child/children and also an environment that cares, supports and nurtures them. If you ever have concerns, please feel free to contact me, one of the Executive Team or your child's teacher. If we work together so much can be achieved.

Karen Duncan
Principal

P&C REPORT

Due to COVID, there was no active P&C at Harrisdale Primary School in 2022.

Laura Price
P&C President

SCHOOL BOARD REPORT

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

The Board of HPS take our role in representing the parents and the school community in the governance of the school very seriously. We exist to give a voice to the parents and the school community in the running of the school and to ensure the best outcomes for the students. We are fortunate at Harrisdale to be working with an extremely competent and innovative team led so ably by Karen Duncan and her executive team.

Over the 7 years that the school has been open, the topic of space and capacity has been a constant topic of discussion for the Board, from the number of temporary classrooms and the surrendering of green space needed to accommodate them through to opening and closing of the B Hive, the needs of the children for learning and play spaces has been at the front of our minds and on the agenda at almost every meeting.

The leadership of the school made continued requests for investment in new buildings to meet our ever growing numbers. These numbers continued to grow even as new schools opening nearby and our catchment shrank! This was one of the penalties for being so successful in delivering a such a fantastic school! The school really wanted and needed a double storey permanent building to allow the return of some much-needed green space and play areas for the kids. I can tell you that any announcement of expansion in other schools with fewer pupils was met with quiet indignation, but also a renewed determination to push the case for our kids and teaching staff to get the facilities they deserved!

The School Board, together with the P&C wrote to politicians and ministers and met with them to tour the school, spoke on local radio and did whatever we could to support and advance the school's case for investment and keep Harrisdale Primary School at the front of mind of the decision makers for education infrastructure in WA. It was a great moment in May 2022 when our requests were answered with the announcement that $22.9M had been allocated in the state budget for a new two storey block at Harrisdale. Whilst the delivery of this project will take time and whilst most of the existing pupils won't be there to see, it is pleasing to know that future kids will benefit.

This year saw the graduation of the largest cohort so far, with some of the year 6's having been at Harrisdale for their entire school journey, a milestone in the still short life of our school and it was great to be there to watch these very impressive group of kids graduate from HPS, I would like to congratulate the school and staff presenters on a great ceremony, and express my admiration for the students who spoke and presented so magnificently on behalf of their peers, they were outstanding.

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

Ben Foster

Chairperson, Harrisdale School Board

SCHOOL CONTEXT

Every student successful by Karen Duncan

Harrisdale Primary School was opened on February 1st, 2016 with a student population of 520 students. Located in the rapidly growing suburb of Harrisdale in the south-eastern corridor 30km from Perth, the school continued to grow reaching its peak at 1410 students in 2020. With two new primary schools (North Harrisdale and Riva) built nearby to alleviate enrolment pressure, Harrisdale Primary School's student population has gradually declined, with 2022 enrolments reaching 1170 students.

Harrisdale Primary offers great playgrounds, state-of-the art education facilities, including purpose-built Science, Art and Music Rooms and an impressive Library and Undercover Area. These facilities are well-maintained and combine to create welcoming and inclusive play and learning environments. In 2022, the State Government announced a $22.9 million build for Harrisdale with completion of a two storey, 14 classroom block and three early childhood classrooms due for completion for the start of the 2026 school year.

High quality teaching and learning programs optimise student learning and ensure every day at school counts. We aim for our students to learn in an environment that makes them feel happy, safe, supported and cared for. We encourage our students to make confident and smart choices, and to feel positive about themselves.

Harrisdale Primary is known for its high standards of academic achievement; with Literacy, Numeracy and Science being a high priority and focus. We achieve this through high expectations, robust school-based targets, and excellent teaching practices. We seek to develop 21st Century learners through Future-Focussed Learning which encourages students to inquire, think, create, problem-solve and communicate. Students are given opportunities to learn, incorporating new digital technologies using an Apple platform. Students actively engage with technology and teaching staff have Apple Teacher accreditation. Years 3-6 students participate in a Bring Your Own iPad Program.

OUR WORKFORCE

Every student successful by Karen Duncan

The workforce at Harrisdale Primary School is commensurate with the student population. We reached our peak student enrolments in 2020 and this has slowly declined with the opening of two new primary schools nearby. Table 4 is indicative of this.

Table 4: Students and Staff Trend

Year	Total staff head count	Teaching staff head count	School support staff head count	Students
2019	116	74	42	1133
2020	137	83	54	1367
2021	132	84	48	1238
2022	127	80	47	1157

* Note: student numbers are taken from Semester 1 Schools Online figures each year.

Table 1 (below) shows you a breakdown of Harrisdale Primary staff by occupation groups, with the predominant occupation group being teachers.

Table 1: FTE and Head Count of staff for Occupation Groups

Occupation	Active Head Count	Active FTE	Inactive Head Count	Inactive FTE	Total Head Count	Total FTE
Leadership	6	4.9	0	0.0	6	4.9
Teacher	70	60.2	5	4.6	75	64.8
Mainstream AP	8	7.6	1	1.0	9	8.6
Education Support AP	16	13.5	1	0.3	17	13.9
Admin	5	4.6	0	0.0	5	4.6
Cleaner	8	5.1	1	0.8	9	5.8
Gardener	2	1.4	0	0.0	2	1.4
Other	5	4.3	0	0.0	5	4.3
Total	120	101.6	8	6.7	128	108.3

Figure 1 presents the FTE and head count data from table 1
Figure 1 FTE and head count of staff for occupation groups

Table 5 shows a breakdown of gender, with females greatly outweighing males, as they do in most primary schools. Table 7 also shows age group comparisons so when you look at Table 5 and 7 together, we have a predominantly female workforce in the age range of 25-44, which meant we experienced staff taking maternity leave in 2022 and this will still be highly likely for the next few years. Table 17 is also indicative of the school turning 7 years old in 2022, with 18 staff due to accrue Long Service Leave (LSL). After 10 years of service, Education staff can accrue up to 65 days of LSL and this should be taken within two years of accrual so this too, impacted on staffing in 2022 and will do again in 2023 and 2024.

Table 5: Gender Profile

Year	All Staff (Head Count)		Teaching Staff (Head Count)		School Support Staff (Head Count)	
	Male	Female	Male	Female	Male	Female
2019	19	97	15	59	4	38
2020	19	118	15	68	4	50
2021	16	116	13	71	3	45
2022	17	110	14	66	3	44
Year	**All Staff (FTE)**		**Teaching Staff (FTE)**		**School Support Staff (FTE)**	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
2019	17.6	84.9	14.8	54.4	2.8	30.4
2020	17.4	101.3	14.8	59.8	2.6	41.5
2021	15.4	97.0	13.0	60.5	2.4	36.4
2022	16.4	91.9	14.0	55.7	2.4	36.2

Table 7: Comparison of Age Profile Data

	2019			2022		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	8	5	3	7	4	3
25 to 34	48	43	5	48	42	6
35 to 44	36	19	17	32	19	13
45 to 54	18	5	13	33	13	20
55 to 59	4	2	2	3	0	3
60 to 64	2	0	2	2	2	0
65 to 69	0	0	0	2	0	2

Table 17: Accrued Long Service Leave - Days Available

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	15	3	18

The biggest factors affecting the workforce in 2022 were:

COVID Maternity leave Long Service Leave

STRONG START STRONG FOUNDATIONS

Early Childhood by Alison Forzatti

Harrisdale Primary School (HPS) continues to provide high-quality educational programs and care for early childhood students. We ensure the program is informed by the approved learning frameworks of the Early Years Learning Framework, Kindergarten Guidelines and Western Australian Curriculum. We continue to use whole school explicit lesson design for our literacy and numeracy programs and ensure a balanced curriculum by also having a focus on teaching the essential skills, behaviours and dispositions that assist students to be successful learners in the 21st Century through our inquiry learning approach.

Our early childhood staff are committed and motivated to make a difference to the lives of each and every student. Positive relationships enhance student learning and wellbeing across the early childhood.

In 2022, HPS focused on early intervention and providing appropriate support to students who are at risk. Identifying these students early and providing targeted interventions can help them overcome learning difficulties.

The introduction in 2022 of a Speech Therapy pilot program was a significant achievement and made a positive impact in our Kindergarten and Pre Primary programs. Mobile Speech Pathology commenced school support at HPS in Terms 2, 3 and 4 in 2022 at a cost of $2700. We were seeking a school Speech Pathology service to support the staff and students at HPS particularly around speech, language, social communication, Augmentative and Alternative Communication (AAC), pre-literacy and literacy skills, and fluency support at the whole school and class level.

The Speech Pathologist also supported several individual students across the early childhood around their speech and language difficulties. Examples of this include the implementation of comprehensive language assessments and relevant reporting to identify the student's communication strengths and areas of weakness in the classroom as reported by their teachers. This information provided crucial information for external referrals and reporting information to parents.

The data provided by the Speech Pathologist suggests that the HPS kindergarten students -2022 have made significant progress in their speech and language progress throughout the year. There are 13 students who are still having difficulty answering age appropriate Blank Level questions. These students have been identified and are either currently seeing or have been referred to, relevant and appropriate service providers ie, private therapists, Wanslea NDIS, or Armadale Child Development Service.

2022 also saw the re-introduction of the Story Dog program. Pommy, who belongs to Ms Birbeck, a teacher at our school, attended school twice per week and was well accepted and loved by the students and staff. The presence of animals, like Pommy, can have a positive impact on children's emotional, social, and cognitive development. Reading to Pommy in a relaxed environment can help children develop their reading skills, confidence, and fluency. Furthermore, it can also foster a love of reading, which is essential for lifelong learning.

Meeting the National Quality Standard (NQS) is a significant accomplishment and demonstrates Harrisdale Primary's commitment to maintaining high standards across our early childhood. The NQS sets a national benchmark for quality in education and care services, and meeting it requires satisfying rigorous standards in all areas.

The staff in K-2 participated in a continuous, ongoing review of the 7 Quality Areas and reflected on each element of the NQS as being met. External verification from the Department of Education in Term 4 of 2021, further validates the school's commitment to providing high-quality education and care services to its students.

STRONG START STRONG FOUNDATIONS

Early Childhood continued by Alison Forzatti

KEY STRATEGIES

- Engaged and reflected using the standards and elements of the National Quality Standard (NQS) to measure the actions of the school.
- Developed, introduced and coordinated a pilot Speech Therapy Program
- Story Dog program

ACHIEVEMENTS

- Maintain all 7 National Quality Standard areas as green. (Meeting Standard)

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				
2	Children's Health & Safety				
3	Physical Environment				
4	Staffing Arrangements				
5	Relationships with Children				
6	Partnerships with Families & Communities				
7	Leadership & Service Management				

Quality Area 1 Educational Program & Practice	Review and ensure all K-2 staff are using the updated 2023 Early Years Learning Framework (EYLF) and Kindergarten Guidelines to provide guidance on planning, assessing and reporting.
Quality Area 2 Children's Health & Safety	Continue to enhance student's physical literacy with an emphasis on Fundamental Movement Skills (FMS) with the junior years.
Quality Area 3 Physical Environment	Continue to encourage K-2 staff to provide outside experiences that encourage creativity, promote imaginative play, innovation and relationship building.
Quality Area 4 Staffing Arrangements	Continue to provide high quality provision of professional learning for all staff aligned with school priorities and student needs.
Quality Area 5 Relationships with Children	Continue to use health lessons and PBS values time to intentionally plan for, and support student's social and emotional development through actively teaching and prompting students to recognise and manage emotions.
Quality Area 6 Collaborative Partnerships with Families	In 2023 and beyond we will maintain existing partnerships and establish new connections that contribute to and positively impact on, improved student outcomes. In particular, we will continue with the Early Intervention Speech Program for kindergarten and pre-primary students in 2023.
Quality Area 7 Leadership	Continue to utilise a dedicated NQS team to further advocate and reflect on our processes and actions across the 7 Quality Areas. Where possible, extend the reflection of NQS across the whole school (K-6).

STRONG START STRONG FOUNDATIONS

Literacy by Jess Retta

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 (with exemption of Year 3 Reading).

OVERVIEW

Harrisdale Primary School aims to provide all students with strong Literacy skills, using the Gradual Release of Responsibility Model embedded in our whole school approach to teaching and learning. In 2022, teachers continued to refine their implementation of rigorous, fast-paced literacy warm-ups with the support of the Impact Coaches. 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. In addition, a review on reading was conducted to evaluate teaching strategies and assessment used at Harrisdale Primary and how these can be fine tuned to align with current evidence-based research. As a result, a High Frequency Word program was developed to begin with Pre-Primary classes in 2023 in replacement of the Magic Words - sight word program. This program aligns with the Letters and Sounds synthetic phonics run at Harrisdale Primary, focusing specifically on aligning the sounds (or phonemes) with the stages of Letters and Sounds. The school also committed to making significant investments in decodable readers. We continue to strive to improve our school's NAPLAN performance but we do this by continually seeking to improve our practices in the teaching of literacy and numeracy. We also provide a no-pressure environment leading up to the assessment period. We can be proud of the fact that we do not ask our families to exclude their child from the assessment. The results you see are representative of the whole cohort - high and low, and everything in between.

KEY STRATEGIES

- Letters and Sounds used for the explicit teaching of spelling and phonics in Kindergarten to Year 2.
- Words Their Way used for the explicit teaching of spelling and phonemes in Years 2 - 6.
- Brightpath used for the formative and summative assessment of students' writing and reliable moderation of writing across the school.
- Talk for Writing used for the explicit teaching of writing in Kindergarten to Year 6.
- 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. This was reviewed and will be phased out in 2023.
- Continued employment of 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's timetable included at least 8 hours per week of literacy instruction: 2 x 2 hour blocks of reading and 2 x 2 hour blocks of writing each week.
- Year 3 to 6 students had the opportunity to participate in the Harrisdale Spelling Bee in Term 2.
- Use of Bug Club and E-Wheelers as an effective, online program that offers teachers and students a large variety of digital texts to be used in class or at home.

STRONG START STRONG FOUNDATIONS

Literacy continued by Jess Retta

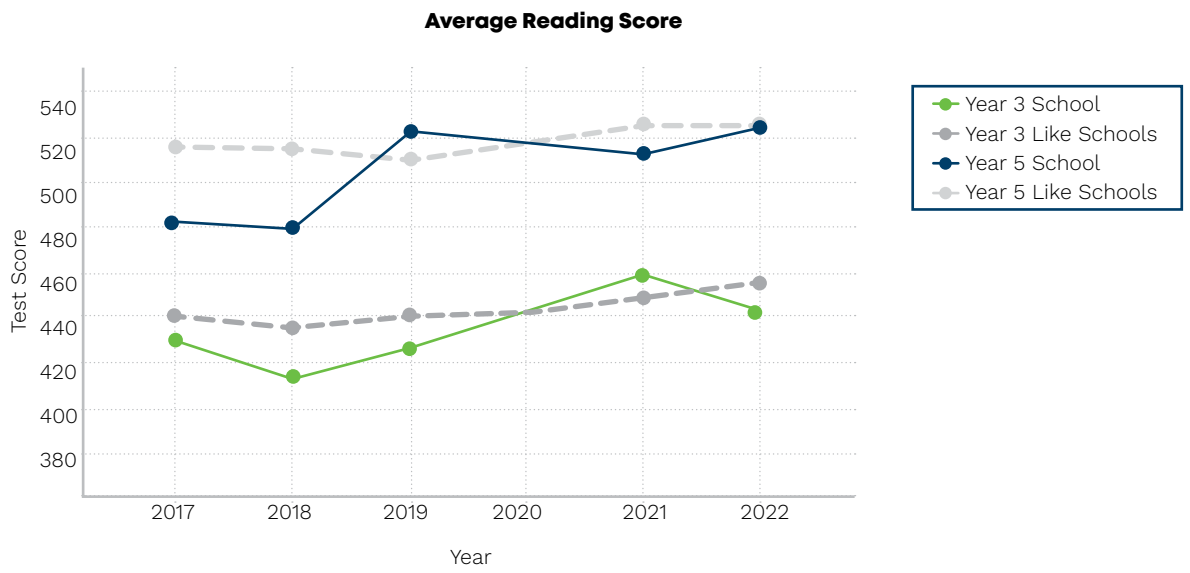
ACHIEVEMENTS

- In 2022, Harrisdale Primary was a finalist for the Department of Education's School of the Year in Excellence in Teaching and Learning [Primary].
- 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 below like schools
- Year 5 Reading on par with like schools

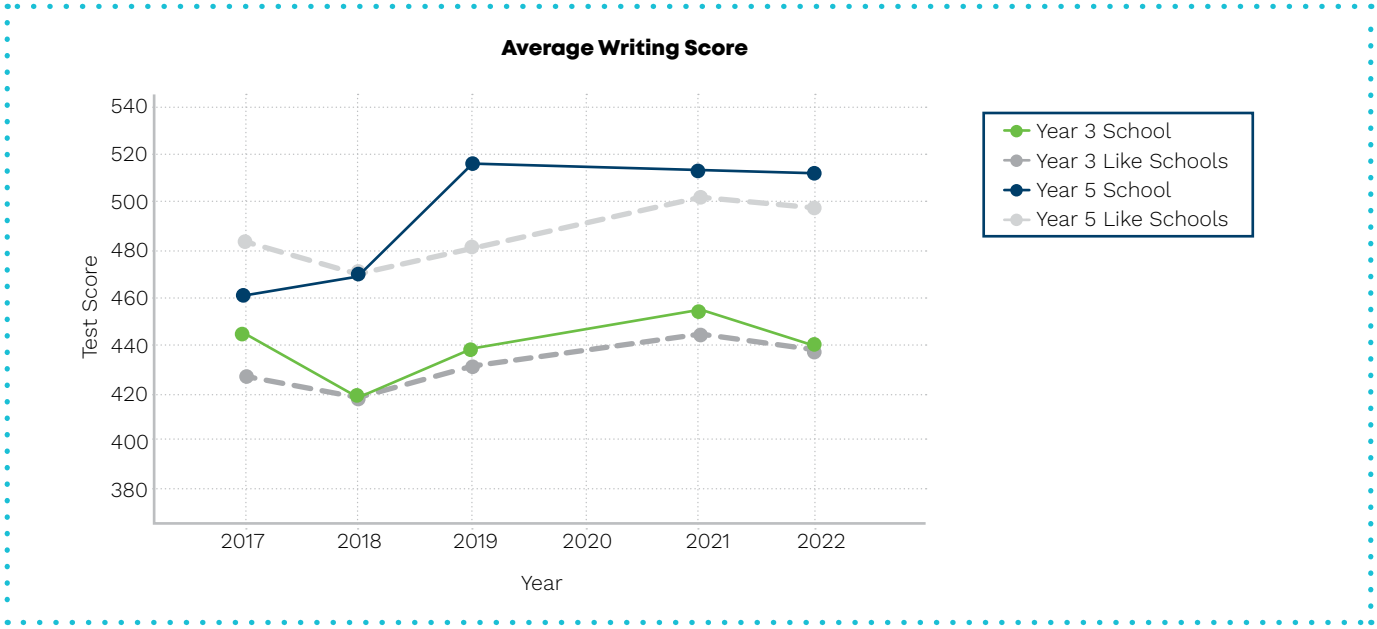


STRONG START STRONG FOUNDATIONS

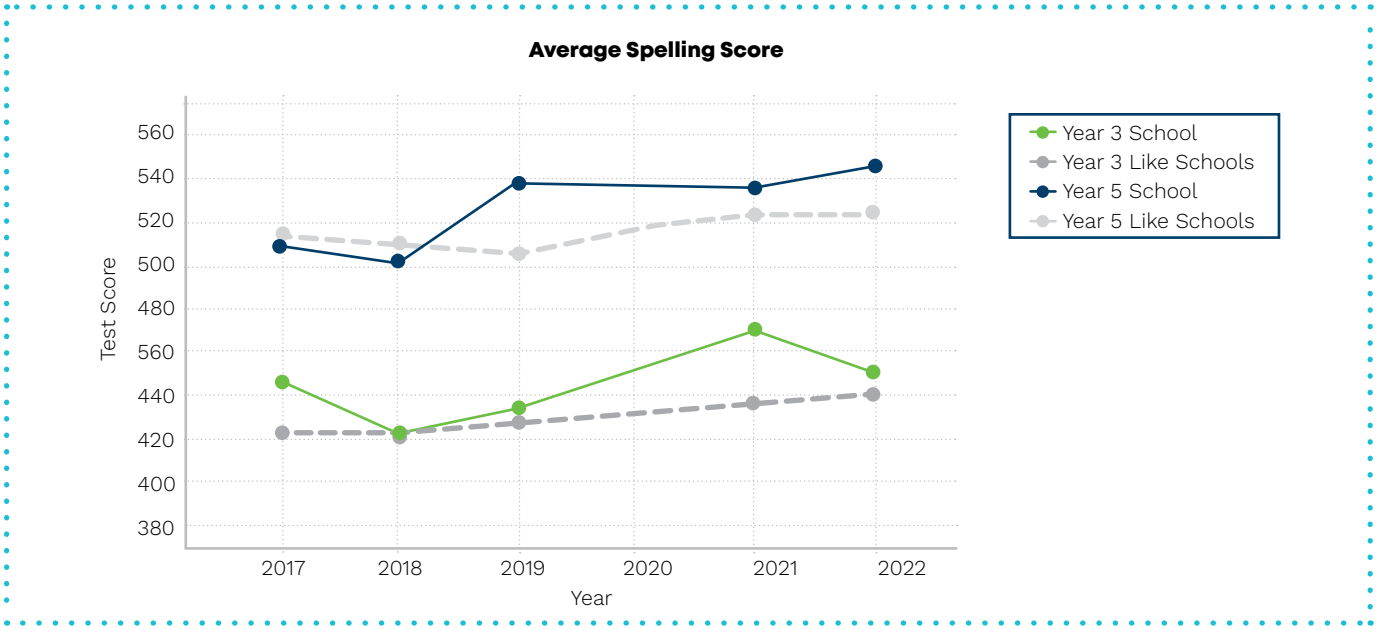
Literacy continued by Jess Retta

RESULTS

- Year 3 Writing on par with like schools
- Year 5 Writing above like schools



- Year 3 Spelling above like schools
- Year 5 Spelling significantly above like schools

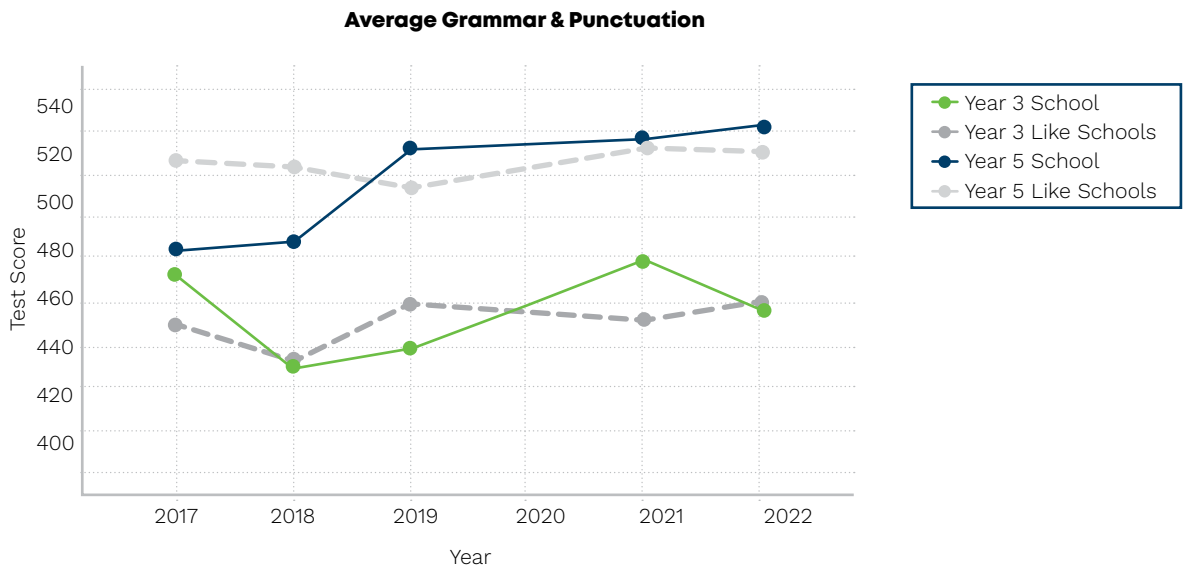


STRONG START STRONG FOUNDATIONS

Literacy continued by Jess Retta

RESULTS

- Year 3 Grammar & Punctuation slightly below like schools
- Year 5 Grammar & Punctuation above like schools



NAPLAN results: Progress

Due to NAPLAN not being administered in 2020, we are unable to report on Year 3 to Year 5 student progress.

FUTURE RECOMMENDATIONS

- Continue to mentor and coach teaching staff in best practice in Literacy through Impact Coaches.
- Continue to explicitly teach oral language skills from Kindergarten to Year 6 through existing whole school practices such as Talk for Writing and Future Focused Learning, and include Speaking and Listening moderation once per semester to ensure consistency of assessment and reporting across year levels.
- Targeted PL to upskill staff to embed phonemic awareness into literacy warm-ups and explicit instruction.
- Continue to develop vocabulary instruction through warm-ups.
- Continue to focus on reading and comprehension through explicit teaching and guided practice.
- Review a range of evidence-based reading assessments for implementation in 2023.
- Launch the High Frequency Word program across the early years (Pre-Primary to Year 3).
- Continue to promote a culture of reading to the Harrisdale Primary parent community.
- Integrate regular analysis and interrogation of school data into weekly year group collaboration meetings to assist teachers with moderation and quality curriculum differentiation.
- Review literacy block and reading comprehension in terms of alignment with current research.

STRONG START STRONG FOUNDATIONS

Numeracy by Emily Kirby

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 School aims to provide all students with opportunities to develop their Mathematical skills by delivering research-based programs through the Gradual Release Model. In 2022, teachers engaged in targeted professional learning that upskilled staff in using high impact teaching strategies in Mathematics, with the introduction of Maths warm-ups. Our Numeracy blocks follow a whole school lesson design based on explicit instruction, which is consolidated through guided, collaborative and independent activities. Teachers incorporate the mathematics proficiency strands of; Fluency, Understanding, Problem Solving and Reasoning within their Numeracy lessons. The staff at Harrisdale Primary school are committed to continuing to develop whole school practices to improve student outcomes in Mathematics.

KEY STRATEGIES

- Structured Numeracy blocks that follow the Harrisdale Lesson Design including explicit teaching strategies.
- Introducing high impact strategies to teach Mathematics including implementing Maths warm-ups that incorporate the proficiency strands of; Fluency, Understanding, Problem Solving and Reasoning.
- Mathematics vocabulary explicitly taught and displayed purposefully in every classroom.
- RUCSAC (read, understand, choose, solve, answer & check) used as a whole school approach to solve word problems in Mathematics.
- Mental Maths Strategies explicitly taught. Junior and Senior strategies posters are displayed in every classroom.
- Year level Mathematics overview that allows for connected practice and collaboration in each year level team.
- Peter Westwood basic facts assessment used to assess fluency in mental maths.
- PAT Maths data used for formative and summative assessment of student's learning in mathematics.
- Impact coaches utilised to mentor and coach staff in best practice in mathematics.

ACHIEVEMENTS

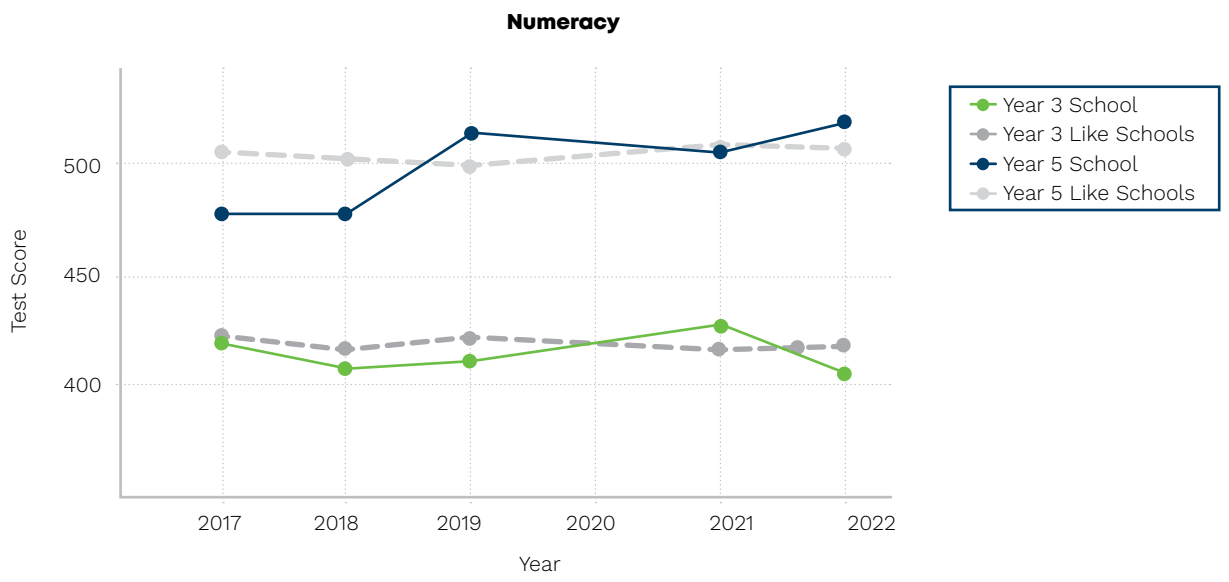
- In 2022, Harrisdale Primary was a finalist for the Department of Education's School of the Year in Excellence in Teaching and Learning [Primary].
- Upskilled staff in using high impact teaching strategies in Mathematics by providing professional learning opportunities on; delivering effective maths warm-ups, implementing Bond Blocks and Numero.
- Engaged parents in Maths Week celebrations by inviting parent/carers to participate in 'Maths on Mats.'
- Achieved above 'like schools' in Year 3 NAPLAN Numeracy assessment.

STRONG START STRONG FOUNDATIONS

Numeracy continued by Emily Kirby

RESULTS

- Year 3 students below like schools in Numeracy.
- Year 5 students above like schools in Numeracy.



FUTURE RECOMMENDATIONS

- Continue to utilise Impact Coaches to mentor and coach staff in best practice in Mathematics.
- Implement Mathletics as whole school initiative to support student outcomes in Mathematics.
- Continue to engage our parent community in Mathematics through digital platforms.
- Engage the school in interschool Numero competitions to promote the development of fluency, problem solving and reasoning.
- Transition to PAT adaptive assessment for a more precise picture of student achievement in Mathematics using personalised test pathways.
- Year Level Teams to explore intervention for case management students using milestone placement test.
- Continue to support staff in using maths warm ups as a high impact teaching strategy with the aim of improving student outcomes in Mathematics.
- Continue to focus on Mathematics in 2023 to gain higher student achievement in NAPLAN numeracy
- Review Numeracy block and explore maths programs in terms of alignment with current maths research.

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

Regular school attendance is recognised as a major factor in student success. The staff at Harrisdale Primary work hard to create a warm and welcoming environment for both students and parents. The safety and wellbeing of our students is important and our staff are responsive in referring any student who may be at risk with poor attendance. This is then followed up by the Attendance - Deputy Principal.

The Department of Education recognises the importance of regular attendance and measures all schools against a minimum requirement of 90% attendance. At Harrisdale Primary our aim is to have as many students as possible above this benchmark. In 2022, 69.3% of our students were considered regularly attending (90%+) This is above both Like Schools and WA Public Schools in 2022 and our Business Plan target has been met. It should be noted that COVID greatly impacted student attendance throughout 2022 and this is reflected in the % of students being significantly below previous years.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	80.9%	14.8%	3.6%	0.8%
2021	84.1%	13.6%	1.7%	0.6%
2022	69.3%	23.4%	6.3%	1.0%
Like Schools 2022	57.0%	32.5%	8.7%	1.8%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

STRONG START STRONG FOUNDATIONS

Attendance continued by Alison Forzatti

KEY STRATEGIES

Positive attendance strategies are in place at Harrisdale Primary including;

- Monitoring and regular follow-up on student attendance.
- Attendance marked twice daily, in the morning and after lunch. Absentee information is then transferred to an electronic database.
- An absentee phone line provides parents with the means to lodge information about student absences, and a dedicated email address gives parents the means to provide written notification of absentees.
- Use of an SMS messaging service for parents to advise of absences where the absence is not explained by earlier contact or a note.
- Early engagement by teachers with parents of students who may be at risk due to falling attendance rates.
- Home visits, where applicable for students in moderate or severe risk categories.
- Letters sent home twice per term flagging unexplained absences and reminding parents to provide a written explanation of their child's absence.
- Use of DoE suite of attendance resources to support families who may be struggling with maintaining regular attendance patterns.
- Communicate and promote the message about the positive links between regular attendance and school achievement.
- Maintain a positive school culture, with high expectations for student attendance.

ACHIEVEMENTS

- Our attendance remains above WA Public Schools in all year levels and overall.

FUTURE RECOMMENDATIONS

- The percentage of unauthorised absences has fluctuated in the past two years. This may be due to the effect of COVID-19 on attendance. We will closely monitor this and work with our community to reduce it.
- The number of extended absences and students going overseas is extremely high. Whilst we understand that the global pandemic restricted travel opportunities, we will monitor and communicate the impact extended absences may have on students.
- 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 using the Department of Education's attendance toolkit.
- Ensuring that all Executive Team members are badged Attendance officers.

STRONG START STRONG FOUNDATIONS

Behaviour by Megan Wijohn

TARGET 5 & 6

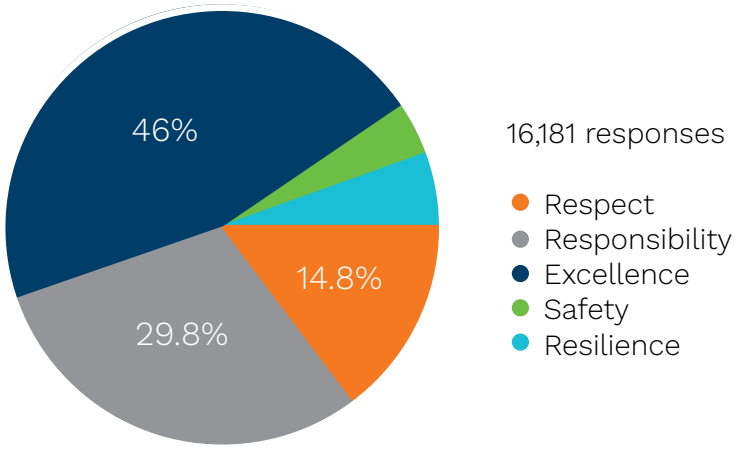
When surveyed, 80% (or above) of students indicate that they agree or strongly agree that they feel safe at this school.

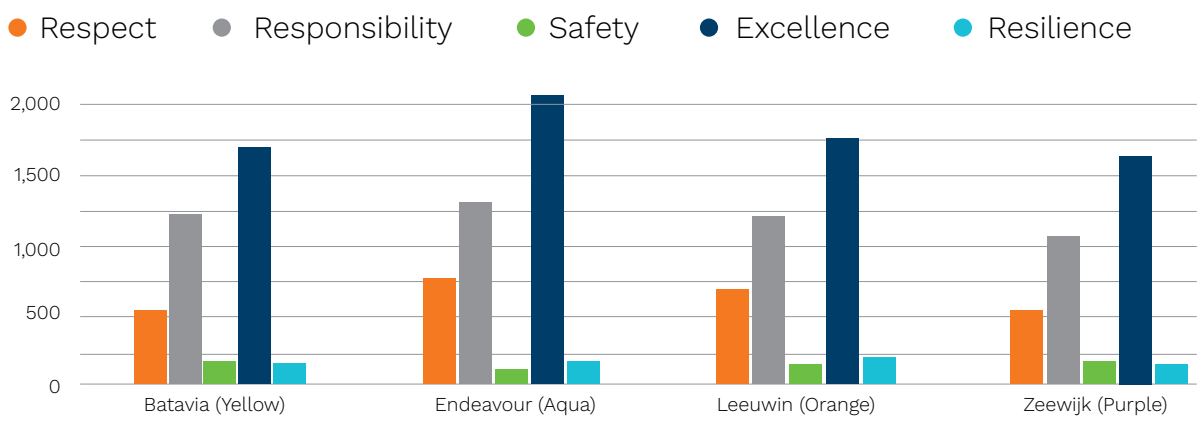
Target met - 83% of students agreed or strongly agreed in our 2022 NSOS student survey.

OVERVIEW

In 2022, whilst there were many positive behaviours reported as per our PBS (Positive Behaviour School) initiatives, there were aslo negative behaviours that resulted in detentions, withdrawals from class or loss of privilege. These were mainly in years 2 - 6. In a school with over 1,100 students and crowded play areas, our 2022 negative behaviours represent a very low percentage of students. On a whole, students at Harrisdale Primary are very respectful and considerate, and we are often complimented by visitors and relief staff on the lovely behaviour of our students.

PBS points were given out to students throughout the year. The first graph below highlights the PBS values that these points were acknowledging. The second graph shows the allocation of PBS across each faction for each school term.





STRONG START STRONG FOUNDATIONS

Behaviour continued by Megan Wijohn

KEY STRATEGIES

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

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

ACHIEVEMENTS

- Introduction of 'Play Pods' to provide more opportunities for play.
- Achievements can be viewed on page 26 where we highlight the success of our Positive Behaviour Support framework.
- Purchase and installation of a new playground, the 'Lookout', to replace the wooden pirate ship.

FUTURE RECOMMENDATIONS

- Continue to provide more play equipment for students at recess and lunch times.
- Continue promoting PBS values and behaviour expectations through signage, a 15 minute, daily values session and PBS merit certificates.
- Continue to model positive and respectful interactions between staff, students and parents.
- Continue to promote good citizenship and contributing positively to our school, community and world.
- Continue to provide and update 'Play Pods' to give students more play options.

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	2
Year 4	1										1	1
Year 5		1									1	2
Year 6			2					1			3	4
TOTAL	1	2	2	2	0	0	0	1	0	0	8	10

In 2022, there were 10 days of suspensions. These were from our Year 2 - 6 cohorts.

Number of Detentions

Code	0	1	2	3	4	5	6	7	8	9	Total Detentions
Pre-Primary				4							4
Year 1				8		1	2			3	14
Year 2				5			1			2	8
Year 3				10						2	12
Year 4				6		1	1			1	9
Year 5				4							4
Year 6				6			4			2	12
TOTAL	0	0	0	43		2	8			10	63

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, harrassment 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 Callum Wilcox

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

- Weekly presentation of PBS wristbands for students displaying exemplary behaviour during the week.
- Photograph of winning students uploaded to school facebook page each week.
- Visual PBS mascots displayed in 100% of classrooms identifying that week's behaviour focus.
- Whole school PBS merit certificates.

ACHIEVEMENTS

- Promoting PBS throughout the school via posters and signage in classrooms and common areas.
- PBS whole school faction rewards each term for the winning faction
- End of year 'big prize' rewards. Every student that has earned 1 faction token goes into the draw (16,006 tokens) in 2022.

FUTURE RECOMMENDATIONS

- Complete a refresh of the schools PBS matrix to trim down expected behaviours (Limit to 5 in each area).
- Run a whole school PD during staff meeting outlining areas of behaviour to target using data from PBS tokens and recorded behaviours on SIS.
- All PBS team members to receive Phase 2 training in 2023.
- New PBS team members to receive Phase 1 training in 2023.
- Targeted teaching of resilience and safety in classrooms to increase the number of these wristbands being awarded to students.
- Consistency in number of PBS tokens being awarded in all year groups throughout the school.

FUTURE FOCUSSED LEARNING

Technologies by Sophie Wildy

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 strands (Design and Digital Technology) 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 and Inquiry learning (FFL). 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 effectively woven into everyday teaching and learning using the SAMR model.

KEY STRATEGIES

- Maintain one to one coaching and mentoring strategies from internal coach and external service provider such as 'Lumos Learning' for both teaching staff and Allied Professionals.
- Provision of targeted professional learning events to all teaching and learning staff through the 'in-house, PL buffet' professional development program and TDS events.
- Resource the school with contemporary and innovative digital technology resources to ensure best practice teaching and learning through the Digital Technologies budget.
- 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.
- Send identified staff members on Inquiry Learning Professional Development.

FUTURE FOCUSSED LEARNING

Technologies continued by Sophie Wildy

ACHIEVEMENTS

- Harrisdale Primary School continued as an Apple Distinguished School.
- School retained DigiTech School status, providing state-wide professional learning for an extended period 2022-2023.
- Harrisdale Primary School was invited to showcase their Digital Technology and Inquiry Projects at the Resources Technology Showcase at the Exhibition Centre.
- Maintained uptake (94%) in the BYO iPad program.
- Teachers in each year level attended inquiry Professional Learning. Several teachers shared their scaffolds and technology skills at staff meetings and PL buffet sessions.
- Class 'Walk-throughs' on TDS Professional Learning days by visiting teachers & administrators and presenting showcases to teachers external to HPS.
- Provided one-to-one Apple coaching opportunities through the use of Lumos Learning with 10 individual Teachers and Allied Professionals completing the specialist coaching program in 2022.
- 3 Staff members applied to become Apple Distinguished Educators.
- Created and delivered 10 online (Webex) and face-to-face learning events for both in-house and external DOE staff in conjunction with the TDS team. Harrisdale Primary School 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, robot invention kits and strawbee kits.
- Year 6 Tech leaders created a Keynote scaffold showing teachers and students instructions on how to use the basic application on their iPads.
- The Digital Technologies team started creating moderation assessment packs for each year level to help teachers when assessing digital technologies.

FUTURE RECOMMENDATIONS

- Improve grade distribution and number of students achieving an A/B grade. To do so, we will provide opportunities for high quality professional learning.
- Support staff with the teaching and assessing of the Digital Technologies Curriculum and continue developing the moderation assessment packs for each year level to use.
- Continue to release Teachers and Allied Professionals for Technologies Coaching opportunities as well as drop in sessions after school targeting school needs.
- Continue to ensure that Harrisdale PS is well-resourced in terms of Digital Technology equipment and continue supporting other schools through sharing best practice.
- Upskill teachers in how to use the Digital Technologies equipment we have so that all staff are confident when integrating it in the classroom.
- Engage in activities and learning events for staff, students and the local community in regards to Cyber Safety and Digital Citizenship. Broker an outside source like to come and speak to students regarding cyber and internet safety.
- Increase student driven initiatives and leadership in the area of Digital Technologies that could involve lunch time programs for students or teachers.
- Ask teachers to share and upload scaffolds and assessments for digital technologies into the google drive to create a collated bank of teacher resources ready to use.
- Engage in PL sessions for teachers on how to integrate digital technologies into their inquiry learning.
- Trial new technology in classrooms and gain feedback before committing to purchasing class or school sets.
- Re-introduce incentive program for teachers to gain Apple Teacher accreditation.

FUTURE FOCUSSED LEARNING

Science & Sustainability by Emily Primrose

OVERVIEW

In 2022, Science was in its second year as a specialist subject, taught from Pre-Primary to Year Six. Science at Harrisdale aims to equip students with the knowledge and skills required to be critical thinkers who can make informed decisions about local, national and global issues. We do this through providing engaging hands-on learning, effective lesson design and valuing our role as Science teachers who encourage students to be curious. Despite COVID challenges such as a disrupted, condensed teaching schedule and significant student absence, Harrisdale students achieved excellent end of year PAT Science results. Every cohort exceeded the Australian Norming Sample median by more than one school year. We believe this was due to implementing our key strategies, including intentional adjustments made in response to COVID disrupted learning.

KEY STRATEGIES

- Appointment of two full-time and one part time Science teacher delivering Science lessons designed around Harrisdale's Lesson Design. Teachers worked collaboratively to create and deliver lessons and resources, to ensure consistency across classes.
- Lessons and assessments are planned by Harrisdale Science specialist teachers using SCSA curriculum and judging standards (we do not teach or assess from text books). We value student-teacher relationships and aim to maintain high student engagement by using topics of interest to students, hands-on activities requiring active participation and group work.
- Supported the needs of EALD students in Science, especially the use of Science specific vocabulary, by including explicit vocabulary teaching and review in each lesson.
- Use of Science Investigation Planner (in Keynote and Seesaw) in Years three to six, to develop Science Inquiry Skills' competencies. Using the planner consistently across year groups enables repeated exposure to a high quality Science Inquiry Skills scaffold.
- As an intentional response to COVID interruptions (e.g., multiple missed lessons by students, and using relief teachers to cover absent staff) we purposefully included extra review of previous lesson content in each lesson. This aimed to reduce gaps in students' knowledge and understanding so lessons could continue to build sequentially.
- We engaged more regularly with parents to foster conversation about Science, Science lessons and learning at home. We did this by frequently sharing student work through Seesaw, with detailed teacher explanations of learning and activities. We also posted cohort 'snap shots' of learning topics, photographs and activities on Facebook, to promote what Harrisdale students do in Science to the wider community.
- Encourage a more connected practice between specialist Science and classroom learning by informing teachers at the start of each term of their year groups Science topics and learning goals. Creating intentional dialogue between classroom teachers and Science specialists enabled deeper learning by avoiding doubling up on topics.

FUTURE FOCUSSED LEARNING

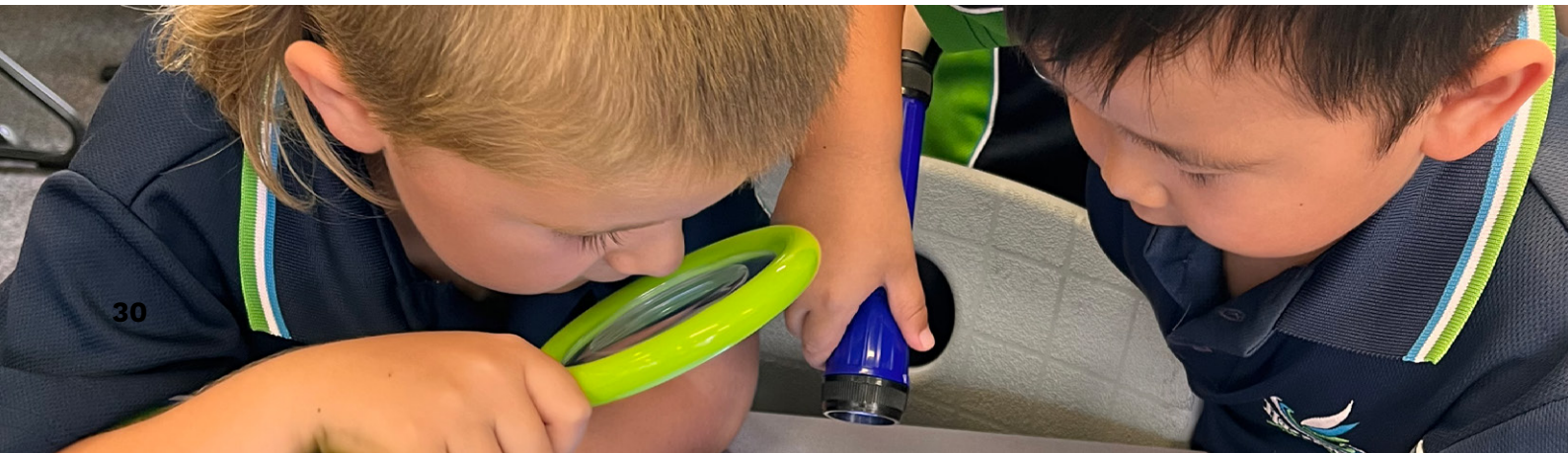
Science & Sustainability continued by Emily Primrose

ACHIEVEMENTS

- PAT Science results were excellent. Despite COVID interruptions throughout 2022, all cohorts continued to achieve median scores above the Australian Norming Sample and exceeded Harrisdale targets. Furthermore, every cohort outperformed the Australian Norming Sample median by more than one year level, e.g., the HPS Year 3 cohort achieved a higher median score than the Yr 4 Australian Norming Sample median. The HPS Year 4 cohort achieved a higher median score than the Yr 5 Australian Norming Sample median.
- Due to COVID uncertainty around planning events, we celebrated National Science Week during regular Science class time. We created curriculum aligned lessons and activities for all year groups that also addressed National Science Week's topic of Glass. A whole school competition challenged students and teachers to write a question that had the answer as 'glass'. We had more than 200 entries.
- The Science rooms were open to students and families on Eduganza Night and were very well attended. Activities were thoughtfully planned to create a sense of curiosity and fun for parents and students, with photos of students, science games, activities and experiments. Feedback was very positive, with comments such as "This is the best fun I've ever had at school", "I wish Science was like this when I was a kid" and "I never knew Science could be as fun as this".
- Achieved Waste Sorted re-accreditation (previously Waste Wise).
- We began to purposefully incorporate Indigenous Science into our lesson schedule with lessons dedicated to examining the contribution Aboriginal people make to Science, and the wisdom of traditional Aboriginal knowledge.

FUTURE RECOMMENDATIONS

- Improve the Science Investigation Planner with guidance from the Science Teachers' Association of Western Australia.
- Re-establish sustainability initiatives such as Waste Wise Wednesdays and recycling bins.
- Keep moving towards more sustainable lesson delivery by converting paper-based activities to digital, where appropriate.
- Continue to incorporate Indigenous Science into lesson schedule of all year groups.
- Intentionally raise the profile of Science with regular engagement of parents through Seesaw, and the wider community through Facebook.
- Continue developing a more connected practice between what is happening in the Science labs and student classrooms by informing teachers of student Science goals and topics at the start of each term.



FUTURE FOCUSSED LEARNING

Science & Sustainability continued by Emily Primrose

PAT SCIENCE TARGETS

Year 3 Cohort – Target Review 2022	
Year	2022 (Y3)
HPS Median	119.3
HPS Target	115.8
Result	Met

Year 4 Cohort - Target Review 2021 - 2022		
Year	2021 (Y3)	2022 (Y4)
HPS Median	119.3	121.9
HPS Target	115.8	118.5
Result	Met	Met

Year 5 Cohort - Target Review 2020 - 2022		
Year	2021 (Y4)	2022 (Y5)
HPS Median	120.6	122.9
HPS Target	118.5	121.2
Result	Met	Met

Year 6 Cohort - Target Review 2019 - 2022		
Year	2021 (Y5)	2022 (Y6)
HPS Median	122.9	125.5
HPS Target	121.2	122.3
Result	Not Met	Met

FUTURE FOCUSSED LEARNING

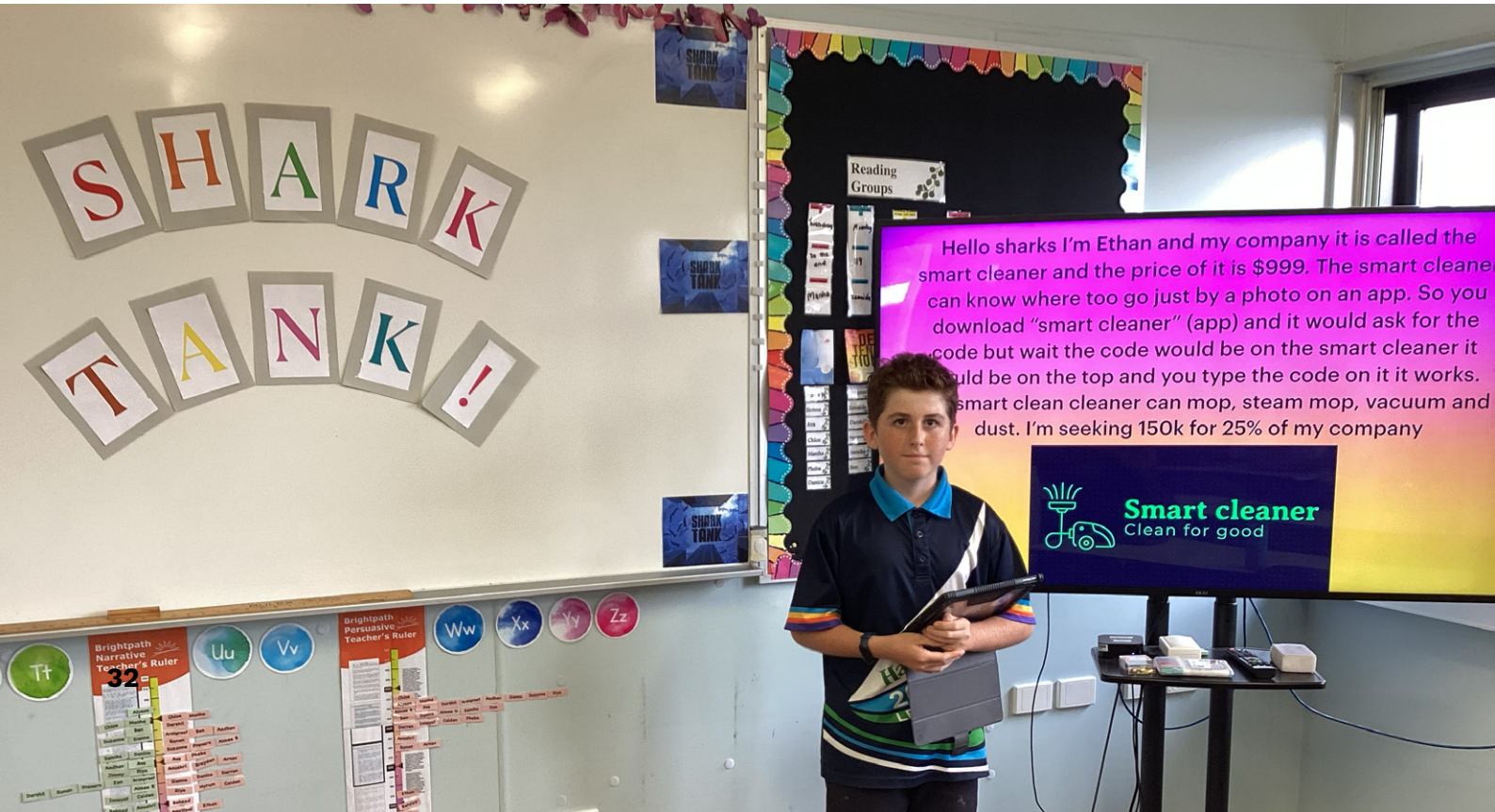
Humanities & Social Sciences by Darren St Quintin

OVERVIEW

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

KEY STRATEGIES

- In 2022, the HASS team separated from the Culture and Languages team to concentrate more on HASS Curriculum and integrating HASS Curriculum content into Future Focused Learning planning and lesson delivery.
- All teachers planned, taught and assess to the HASS Western Australian Curriculum.
- All teachers used the Harrisdale Primary School HASS planning documents and scope and sequence.
- All teachers completed History (PP-6) and Geography (3-6) moderation tasks in Term 2 and 4 respectively.
- Teachers used the HPS Teaching Assessment Reporting policy to inform Year level reporting.
- Promoted HASS learning through special days and whole school events that promote the Cross Curriculum Priorities. These include Francophonie Day, Culture Day and NAIDOC Day.
- Students participated in a minimum of one HASS-based excursion or incursion per year.
- Supported staff to access, understand and implement the Aboriginal Cultural Standards Framework (ACSF) to reflect on their own practice around Aboriginal Education in HASS and integrate into other learning areas.
- Integrate the HASS curriculum into Future Focused Learning unit planning and use the UN Global
- Sustainability Goals as a basis for ideas, inspiration.



FUTURE FOCUSSED LEARNING

Humanities & Social Sciences continued by Darren St Quintin

ACHIEVEMENTS

- In 2021, Harrisdale Primary School celebrated NAIDOC Week with the assistance of artist Deborah Boner, creating a whole school canvas that highlights Aboriginal culture. The canvas was based upon a GPS view of Harrisdale Primary School and every student from PP- Year 6 contributed a pattern or dot to the canvas in various colours.
- Due to COVID-19 complications in 2022, the artwork progress was slowed, however was delivered to the school in late 2022 and has now been erected in the school library for all Harrisdale stakeholders to appreciate. There will be a plaque attached underneath the artwork to acknowledge the original custodians of the land as well as acknowledging the contributions of all students involved and the artist Deborah Boner.
- Completion of the NAIDOC week inspired Wagyl project. All signage has now been attached and the project is complete.
- The Francophonie Day/ Cultural Day was a big success. The day was modified to suit COVID-19 restrictions. The students were encouraged to bring a food that represents their culture and consume this food in Period 5. The students were given a Keynote scaffold to research their culture/ family history.
- The 2022 HASS team planned and organised a PL session for HPS teachers to encourage individual teachers to develop their skills whilst integrating HASS curriculum into Future Focused Learning planning and lessons.

FUTURE RECOMMENDATIONS

- Promote HASS learning through special days and whole school events that promote the Cross Curriculum Priorities. These events for 2023 will be a Francophonie and Culture Day as a whole school celebration of Harmony Day, Francophonie Day and celebrating different cultures within Harrisdale Primary School.
- Use Future Focused Learning initiatives to encourage the use of HASS to be integrated into appropriate learning areas to streamline planning and improve student's use of inquiry based learning. Students will be exposed to real world scenarios and become problem solvers to create solutions.
- Continue to order and provide adequate and appropriate HASS resources for use in classrooms. The ordering of HASS items that can be used to promote and improve Future Focused Learning programs and plans.

FUTURE FOCUSSED LEARNING

Health & Physical Education by Rebecca Goodacre

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.

We aim 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 by developing resources and access to age-appropriate equipment, particularly for Friday Sports lessons.
- Provision of equipment during morning break and lunchtime to increase activity, participation and enjoyment during these times.
- Use of display boards and classroom boards to make key words and top tips visible (in line with the school's explicit teaching model).
- Offer leadership skill training to our Faction captains and provide opportunities to practise these skills to increase participation and engagement in physical activity across the school.
- Community links with parents and clubs so we can support a student's pathway with physical activity outside of school.
- Friday morning Running Club to support our school community's wellbeing. We will experiment with incentives for students and staff in the latter half of the year.
- Champion Life check-in to gauge student emotional health, daily.

FUTURE FOCUSSED LEARNING

Health & Physical Education continued by Rebecca Goodacre

ACHIEVEMENTS

- Harrisdale Primary School was very proud to secure our first-ever 1st place win alongside Piara Waters Primary School at the 2022 Interschool Athletics Carnival.
- In our Winter Carnival, Harrisdale Primary was awarded first place in both A and B divisions in Soccer, 3rd in AFL and we were the Division A flag belt rugby winners. The Summer Carnival was cancelled due to COVID restrictions.
- We placed 3rd at the Interschool Cross Country Carnival.
- We successfully applied for Sporting Schools funds which enabled us to purchase equipment so that students have more practise time and to increase engagement in lessons.
- The Friday Running Club once again proved popular in Term 3 and 4 with students, staff and some parents committing to improving their fitness and wellbeing.
- The Champion Life Program is integrated into classroom practice for students with daily check in's on wellbeing and resources for students and staff to participate in the brain breaks or body set challenges.

FUTURE RECOMMENDATIONS

- Apply for further funding from sporting schools.
- Increase participation in physical activity at recess and lunchtime by providing more equipment and options to play.
- Review Carnival procedures.
- Develop Friday sport by experimenting with new resources and systems.
- Continue to develop links with our parent/ carer community and clubs.

FUTURE FOCUSSED LEARNING

Visual Art, Drama & Music by Cassandra Vadala, Hannah Beltrama & Julie-Anne Dawe

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), and after school Senior Choir and Concert Band.

KEY STRATEGIES

- Utilised the updated SCSA curriculum documents to guide teaching and assessment across the Arts.
- Scaffolded lessons that provided opportunities for students to consolidate and refine skills before applying skills to creative tasks.
- Promoted and exhibited students' artworks across the school grounds.
- The arts program continued to support students' achievement through seesaw, Facebook and some in-person performances.
- The Eduganza Open Night to showcased a range of students' work or performance across all art disciplines.
- Drama students had the opportunity to perform at various community events.
- A Visual Arts extension program was offered to senior students.
- A range of student work selected and submitted for a range of competitions across Australia including '2022 Wild at Art' competition.
- Continued concert band.
- The Twilight Concert integrated music and drama delivering both musical performances and pantomimes.
- Upskilling teaching staff by attending professional development aimed at upskilling staff to deliver the Arts Curriculum.

FUTURE FOCUSSED LEARNING

Visual Art, Drama & Music continued by Cassandra Vadala, Hannah Beltrama & Julie-Anne Dawe

ACHIEVEMENTS

- Pre-Primary curriculum was redesigned to maximise student achievement and engagement within arts curriculum and assessment was aligned with the curriculum.
- Participated with over 300 schools in 'Together Sing' to promote health and wellbeing.
- Teachers provided specialist Visual Arts and Music workshops to promote staff health and wellbeing during wellness week.
- Choir and concert band performed at community events.
- One senior Music student was awarded the senior music scholarship at Carey Baptist College.
- One student was selected to sing a solo at the Massed Choir Festival.

FUTURE RECOMMENDATIONS

- Moderation and common assessment tasks within arts curriculum areas.
- Continue to promote the arts as a creative outlet by providing equitable opportunities for students to engage in extracurricular activities.
- Reimplement Arts Week.
- Participate in Arts network within local schools network.

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 language learning program aims to provide high-quality learning while giving every student the opportunity to learn in the way that is best suited to his or her individual strengths and needs.

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 plan for all teaching and assess students in accordance with SCSA.
- The implementation of the New WA Languages Curriculum was rolled out in accordance with SCSA requirements with the WAC-L implemented for Year 6 students in 2021.
- Students participated in language development activities in and out of the French classroom; these included LanguagesWeek, Francophonie Day, bilingual library reading sessions, French club, language competitions and incursions.
- A French Language Assistant worked with students three days a week to support and extend their knowledge accordingly. Our French Language Assistant provided 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 were provided via Seesaw and The Languages Nut.

FUTURE FOCUSSED LEARNING

French continued by Iri Mukwekwezeke

ACHIEVEMENTS

- In 2022 Years 4 & 5 students had an opportunity to write letters to students. We formed partnerships with two schools in Marseille, South of France and la Croix Avranchin, Normandy. This has greatly motivated students as they have enjoyed sharing information about Australia in the target language.
- 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.
- Edunganza evening was also a highlight for students as they took part in French cultural competitions. Students also had the opportunity to order crêpes at a French food truck during the event.
- 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 Reach Kwinana.

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.
- Increase French Assistant to 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 met

OVERVIEW

Classroom observation and feedback focuses on teachers indivdual needs and gives them an opportunity to learn from, and give feedback to their peers. It aims to support the sharing of best practice and build awareness about the impact of your own teaching. 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 with the Department of Education Strategic plan and Focus documents. In 2022, due to ongoing COVID restrictions and staffing shortages, Peer Observation only occurred in Term 3.

KEY STRATEGIES

- Peer Observations were to be completed in Term 1 and Term 3.
- Two 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 staff, early career, and experienced teachers.
- Goals and feedback were linked to Performance Development.
- Technology (iPads) proved to be a valuable tool for recording teaching, self reflection and then feedback for peers.

ACHIEVEMENTS

- All teachers that were present at the Term 3 staff meeting participated in sharing lesson and receiving feedback, using technology.
- Whole school connected practice was further improved through the Peer Observation Feedback cycle.
- Teachers successfully participated in the Peer obs process, contributing to the development of each other's learning.

FUTURE RECOMMENDATIONS

- Continue meet Department of Education's Strategic plan through twice yearly Peer Observation cycles.
- Peer Observations to focus on strategies within the Department of Education Teaching for Impact documents.
- Improve the ability for part-time teachers to participate at the Peer Observations meetings through the use of 'Teams'.

HIGH QUALITY TEACHING & LEADERSHIP

Middle Level Leaders by Karen Duncan

TARGET 11

100% of middle level leaders participate in leadership development

Target met

OVERVIEW

At Harrisdale, we aim to:

- Deliver high quality educational outcomes for all students,
- To build school leaders,

and where possible,

- Retain our high performing and capable leaders. However, we are aware of our responsibilities to develop leaders for our system

Harrisdale Primary utilises the Department of Education's Future Leaders Framework (FLF) to identify high potential leaders. The FLF is a dynamic, three-staged approach to identify, develop and support individuals with high potential for leadership.

Identification is based on three criteria:

- Aptitude, Performance and Readiness.
- Staff apply for leadership positions in the school and are rated on these criteria for suitability to the differing leadership roles in the school.
- **Development** of leaders occurs in a variety of contexts, including on-the-job, through observation and formal opportunities.

Ongoing support is provided to potential leaders. Support comes from a range of sources, in and outside the school, formal and informal.

- Deputy Principals had the opportunity to participate in the Nicholson Network's Deputy Principal Network.
- The Technology Coach was coached by an external technology consultant.
- Potential leaders were supported through a suite of professional learning opportunities.
- High potential leaders were given opportunities to spend short periods in acting deputy position.

KEY STRATEGIES

- In 2022, all staff (teaching and non-teaching) were given the opportunity to participate in a suite of leadership development Professional Learning.
- The Professional Learning was facilitated by one of our Deputy Principal's and included presentations from the Professional Learning Institute, Growth Coaching International and the WA Primary Principals' Association.
- 29 staff participated in this leadership series and all then went on to apply for leadership positions within the school for the 2023 school year. These included the following roles:

- Head of Year Level
- Curriculum Leader
- Data Coach, Impact Coach (x 2),
- Technology Coach
- Lead Allied Professional
- Learning Support Coordinator
- Deputy Principal (acting)

HIGH QUALITY TEACHING & LEADERSHIP

Middle Level Leaders continued by Karen Duncan

ACHIEVEMENTS

5
Senior Teachers

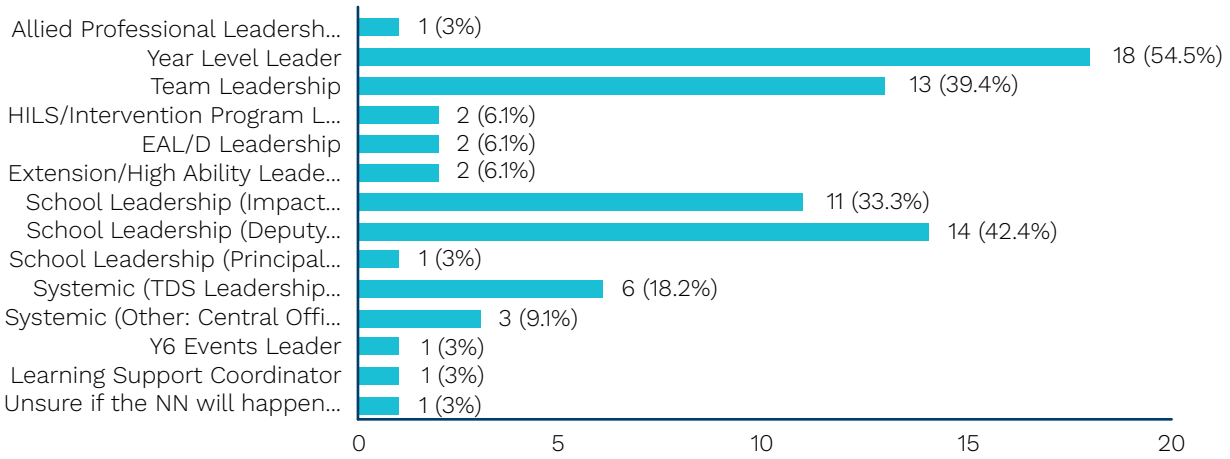
3
Level 3 Classroom Teachers

1
Middle Level Leader won a merit-select Deputy Principal position

33
Staff applied for 30 Middle Level Leader positions in 2022 using the Future Lesader's Framework.

The school funded leadership professional learning from the WA Primary Principals' Association and Growth Coaching International for 29 staff.

Aspiring Leadership Stage (in context of HPS)



FUTURE RECOMMENDATIONS

- Utilise the new Department of Education Quality Teaching Strategy to explore further, and embed High Impact Teaching Strategies
- Encourage and support Harrisdale Teachers to apply for L3 Classroom Teacher and Senior Teacher status.
- Assign school-based projects and initiatives to further educational outcomes for staff and students to L3 teachers and Senior Teachers.
- Identify potential leaders and provide middle level leadership training.
- Research further opportunities for developing experienced middle level leaders who have completed up to 3 years of leadership PL at Harrisdale Primary.

ENGAGEMENT & PARTNERSHIPS

Communication by Abbi Kerimofski & Hannah Dodds

TARGETS 13, 14 & 15

13. 90% of families utilise technologies to communicate with teachers and connect to student work.
14. NSOS reflects positive student and staff perception. Survey items rated 3.5 or above.
15. 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 2022. The school continued to utilise social media platforms such as Facebook and Twitter to communicate in a digital manner to the school community. By December 16th, 2022, the Facebook page had over 2,900 page likes. New parents of the school were encouraged to access the Facebook page to stay up-to-date.

Throughout 2022, students posted 361,619 pieces of work on their classroom Seesaw accounts. This was a decrease of 98,440 pieces of work in comparison to 2021. This decrease is due to COVID-19, with students working from home whilst being in lockdown. Along with this, class Seesaw accounts indicate 602,279 visits by families to student portfolios.

KEY STRATEGIES

- Encourage parents to follow or like the Facebook page to keep up to date with school news.
- Encourage parents to subscribe to the school website calendar to keep up to date with events.
- Purchase 'Seesaw for Schools' to assist in communication to parents.
- Develop and communicate clear whole school communication/branding guidelines with inclusion of dedicated platforms such as Seesaw for Schools, Facebook, MGM Outreach and Website for parents and the community.
- Dedicated Public Relations Officer employed to lead the strategic directions of communication/branding.
- Support new staff with communication/branding guidelines through induction processes.
- Dedicated parent engagement team.

FUTURE RECOMMENDATIONS

- Continue to promote whole school communication/branding guidelines amongst staff including Seesaw for Schools for regular communication with parents.

NSOS (NATIONAL SCHOOL OPINON SURVEY) SURVEY

Overview by Karen Duncan

OVERVIEW

Every two years, schools are required to survey their community to ascertain the community's perception as to how the school is going; to provide feedback on the areas the school does well and the areas the school could improve. These survey results are done online and communicated to the community through Facebook and Seesaw. Only Year 5-6 students respond to the survey because of the nature of the questions and the online test platform.

Survey results are then presented and discussed with the staff and School Board. They are also presented in the Annual Report. Discussions for improvement around the survey results are categorised (according to most common responses) and prioritised, and forms part of our planning for improvement for the upcoming years.

Student Responses:

The summarised student responses indicated these responses as being the most common positive aspects to schooling at Harrisdale PS:

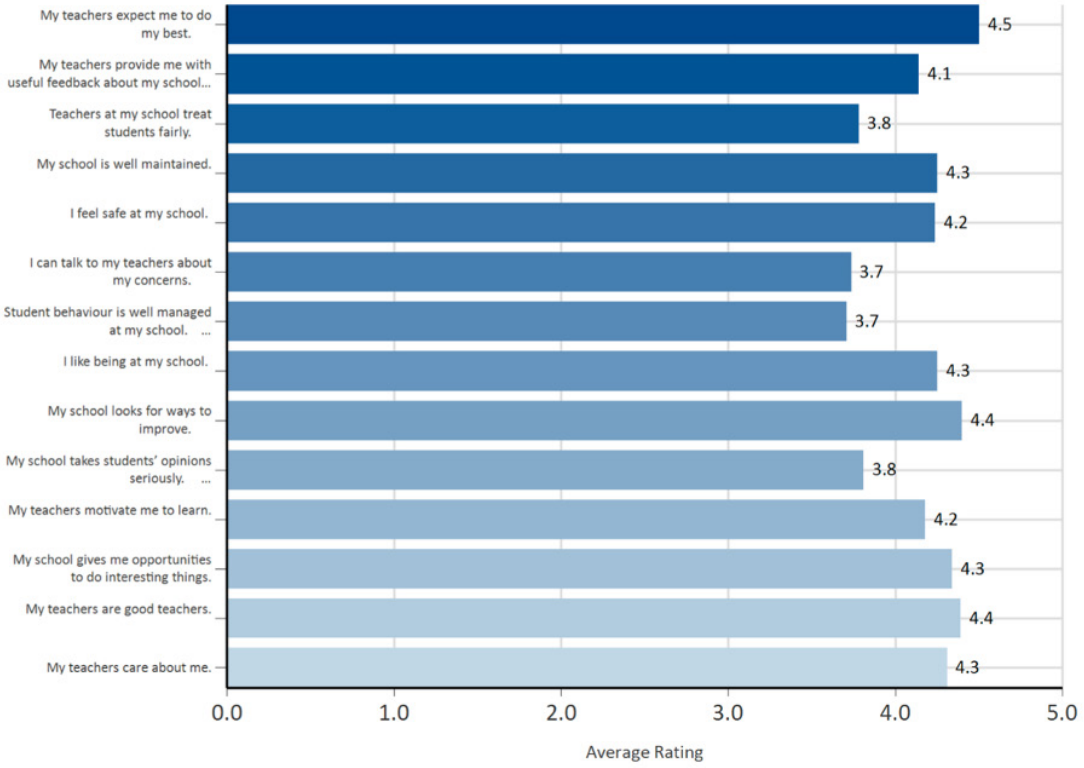
- Friendships and Social Interactions
- Playgrounds and play options
- Learning opportunities (FFL, Technology, Specialist Subjects, Clubs and IMMS)
- Other - students said they enjoyed excursions, incursions, camp, sports carnivals, clubs and Eduganza.

NSOS (NATIONAL SCHOOL OPINON SURVEY) SURVEY

Opportunities to improve our school (Students)

Question overview	
Module name	Student National School opinion Survey
Module Owner	WA Public School
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	287
Not answered	0

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly diasagree	1



NSOS (NATIONAL SCHOOL OPINON SURVEY) SURVEY

What I like about Harrisdale PS (students)

Having lots of playgrounds. Having lots of equipment to use. Having classes for mostly every subject.
How I feel safe and there is always my friends and they're there for me.
I can have fun with my friends and learn things.
I enjoy being at Harrisdale Primary School all because of friends and don't have to stay home being bored.
I enjoy being with my friends and having some good experiences like with excursions, opportunities and more.
I enjoy book day and I like making potions and mythical pets with Miss Maloney.
I enjoy doing digital technology and future focussed learning because they are both nicely handled and they give teach me more things that I have ever learnt, which is a wonderfiul thing.
I enjoy getting time to spend with my friends and get to do group projects with them. I also enjoy learning new topics in maths and with integers.
I enjoy hanging out with my friends, learning new work and out specialist classes.
I enjoy it a little bit but some of my class mates tease me around and annoy me.
I enjoy learning about new things in each subject.

How we could improve our school (students)

New subjects new playgrounds different clubs
No improvement already perfect
None this school is perfect
Nothing because I like this school the way it is
Nothing really everything is amazing
One improvement is that I believe students who are not behaving are being eased a lot. Maybe this school needs to be more stricter in the consequences and punishments.
One improvement that I ask to change is have more classrooms because there are many students so it is a crowded school so that is on and the second is to have more play time and end school at 3:00.
Some improvements for the school would be: less use of the iPads and a volleyball court.
Some improvements I could suggest for our school are different year groups playing in different areas. Such as, year 5 and sixes playing on the oval for Monday.
Some improvements I would suggest for the school is, have more outdoor activities because they are a lot more fun and we are more likely to listen.

NSOS (NATIONAL SCHOOL OPINON SURVEY) SURVEY

Summary by Karen Duncan

STUDENT SUMMARY

Students offered positive comments about the learning opportunities they receive at HPS, including Future-Focussed Learning and Digital Technologies. They also commented positively on the variety of play areas and play options. Many highlighted the importance of their social interactions and referred to playing with their friends as their favourite thing to do at school.

Our lowest scoring items were addressed at a staff meeting in Term 4 and staff were given the opportunity to brainstorm ideas for improvement. A large majority of students reported feeling safe at school but our lowest rated item was 'student behaviour is well managed at my school'. Staff suggested we continue to praise and reward good behaviour choices but adopt a more consistent approach regarding consequences for inappropriate behaviour. Whilst all staff follow the 1-23 Magic! Process, staff suggested some refresher PL and whole school reminders to follow this process form P-6, including during specialist classes. Staff also suggested a more consistent approach to playground behaviour expectations and consequences moving forward.

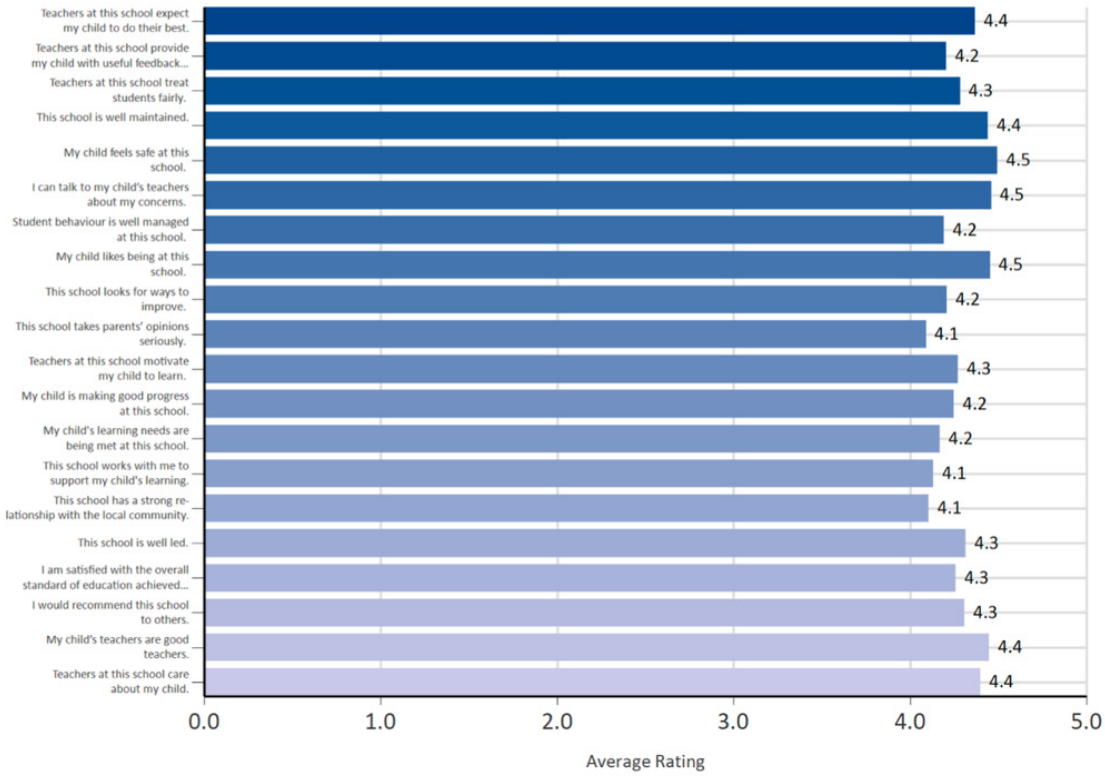
Other lower scoring questions were 'I can talk to my teachers about my concerns' and 'My school takes student's opinions seriously'. Staff suggested that these could be improved by placing a student suggestion box outside the library and a 'card' that students could take to the office when they needed more serious emotional support.

NSOS (NATIONAL SCHOOL OPINON SURVEY) SURVEY

Opportunities to improve our school (Parents)

Question overview	
Module name	Parent National School opinion Survey
Module Owner	WA Public School
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	299
Not answered	0

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly diasagree	1



NSOS (NATIONAL SCHOOL OPINON SURVEY) SURVEY

Opportunities to improve our school (Parents)

Better parking arrangements and shade in Kiss and Drive area for kids (raining)
Children with special needs that require extra help I do understand that it is not a fault of the school if the governing bodies could assist in reducing red tape.
Consider parents view.
Family values lesson need to add part of the program.
Further develop children literacy skills.
Get parents more involved with the school and activities and events and more volunteering positions.
Get rid of iPad learning completely.
I suggest more writing for students.
I think students should assign some homework. Everything should not be done on their iPads. They should have some printable material and some homework.
I think the Kindy students play and outdoor area is too small and it could be improved. The facility next to Bunnings was much better compared to existing facilities.
I wish kids get appropriate time to have their lunch... it's hard for children to finish the lunch in 10 mts in the class room. Thank you
I would like the school to have more opportunities for students to do more sports after school. I feel only a few sudents has the chance to do sports like Basketball. Could be a volleyball time.

What our school does well (Parents)

Always ready to address and advise on any matters. Helping in guiding me to get the best available to educate my child.
Build child well confidence and knowledge and good relationship and trust.
Communication and improvements.
Communication is good.
Eduganza
Everything
Great education provider for students
Has adapted and evolved extremely well with the increase and consistent large number of students
I love the communication, also how they have handled the challenges of handling education with Covid and shutdowns etc
I really impressed with the way of teaching to kids has improved alot.
I think the school has put a huge effort into update the play equipment to engage kids and to teach kids about real world issues.

NSOS (NATIONAL SCHOOL OPINON SURVEY) SURVEY

Summary by Karen Duncan

PARENT SUMMARY

There were 299 parent responses to the question about what HPS did well. 164 anecdotal responses were summarised as the following:

COVID

Parents reported that during the uncertain times of COVID, HPS managed the challenges of the pandemic well, without compromising student learning. The provision of digital learning platforms such as Seesaw ensured students still received quality teaching and learning opportunities. Parents appreciated the level of care given, the Exec team visits to students isolating and commented that communications maintained connections with students and parents.

Communication

A large number of parents commented on the quality and frequency of communication between HPS and our school community.

School Environment

Parents commented on the standard of the school grounds and the way they were well-maintained. The provision of quality play equipment and the new playgrounds were appreciated. Parents commented that their children felt supported and loved coming to HPS which proved a happy and safe learning environment. Despite being a large school, HPS was well-organised. Parents commented that the staff were friendly and built good relationships with students and their families.

Community Engagement

Parents commented on the level of community involvement and that they enjoyed coming to school events. Eduganza was a popular event. Parents commented on how well organised it was and how much they appreciated the opportunity to see what their children are doing in classes. They also enjoyed carnivals and concerts.

Cultural Diversity and Inclusivity

Parents valued the cultural diversity of HPS and the multi-cultural activities the students engage in. They appreciate the inclusive nature of the school and the support given to our students with special needs.

Quality Teaching and Learning

Parents commented positively about the high academic expectations of HPS students. The teachers were great and provided students with academically-rich learning opportunities and encouraged them to explore their capabilities.

There were 146 anecdotal responses of what HPS could do to improve and do even better in the future.

NSOS (NATIONAL SCHOOL OPINON SURVEY) SURVEY

Summary by Karen Duncan

PARENT SUMMARY

Technology and BYO

Some parents commented that they would prefer less technology/use of iPads and more traditional pen and paper activities to maintain good handwriting skills. Some suggested more homework opportunities.

Parking

Whilst parents acknowledged the size of the school, some suggested improvements to alleviate traffic congestion such as staggered start and finish times.

Parent Interviews

Parents requested more 1-1 parent teacher interviews so that they can be updated on their child's progress and /or challenges throughout the year. Parents would like more information about what curriculum content the students are learning and how they can help them at home.

Extra-curricular and before/after school activities

A number of parents suggested more before/after school activities such as sport.

Cultural awareness

Some parents commented that they felt staff and students would benefit from improved cultural awareness, particularly Asian cultures.

SCHOOL RESPONSE

It was pleasing to receive 299 parent responses. Our parents are highly supportive and positive in their support of the school. Parent survey results are generally our most positive, and staff and students really value and appreciate their positive feedback.

There were quite a lot of anecdotal responses that requested more academic feedback via Seesaw. Parents suggested that teachers share their weekly/fortnightly learning overview so that learning can be further supported at home. Whilst parents really enjoyed Eduganza, some requested to also have 1-1 meetings with teachers. This was discussed at a staff meeting and as both are considered forms of informal reporting, you can't have both without significantly increasing staff workload. Eduganza was introduced to replace parent interviews as the 10-15 minute 'speed dating' style of interviews was not highly valued by parents or staff. Parents are always welcome, however, throughout the year to request interviews regarding their child's progress with the classroom teacher. These can be requested for after school or during a teacher's DOTT time.

A suggestion, to value parent opinion, was to introduce a feedback or suggestion box. QR codes for parent feedback had been introduced around the school a year ago but these had not been utilised. A suggestion box is a great idea.

Parents also suggested more before and after school activities. We are very fortunate at HPS that several staff volunteer their time after school to run various Clubs- Basketball, French, Art, Choir, Concert Band, Coding, Homework etc. However, these clubs are run on a purely voluntary basis and are done so because of the sheer dedication and commitment of the teachers. Again, it would be a workload issue and quite unfair to expect teachers to run Clubs after completing a full day's work.

Less use of technology and use of iPads, and more use of pen and paper, is an interesting comment by parents. Please be assured that there is use of both at Harrisdale Primary. Students create some amazing digital presentations but they equally produce beautiful bookwork with high standards of printing/handwriting and presentation. Ms Duncan is very privileged and lucky to often have students bring her their amazing hand-written stories or bookwork. Printing and handwriting are not forgotten skills.

ENGAGEMENT & PARTNERSHIPS

Community Engagement by Monique Bairstow

OVERVIEW

Throughout 2022, the Engagement and Partnerships team continued to draw on our diverse community to foster respect and relationships with multicultural families, First Nation families and community groups. Given the COVID restrictions in Term 1, the Engagement and Partnerships team led a virtual ANZAC Service that was sent to our community via Facebook. The team also coordinated Harrisdale Primary School's second instalment of Eduganza, acting on feedback collected from the community the previous year to better cater the event. On the night we saw over 4000 community members come through the school gates to share in a wonderful community event, with food trucks, local business stalls, student showcases, and various student and staff led fundraisers for local charities. The Engagement and Partnerships team connected with a variety of community members and organisations to make the event possible. Feedback collected on the night highlighted that parents and community members highly valued the event and enjoyed "the community feeling within the school" and the "beautiful atmosphere". In 2022, Engagement and Partnerships team members promoted to teachers effective ways to engage parents in the classroom, through regular posts in the staff weekly memo. To end the year, the Twilight Christmas Markets saw over 20 local businesses welcomed into our school to sell their wares and promote their businesses to our community.

KEY STRATEGIES

- The continuation of a strong Engagements and Partnerships team to establish and maintain links with parents and the community and School Board.
- 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

- Eduganza School Open night, which welcomed over 4000 community members into our school and hosted a range of community services.
- Twilight Christmas Concert community markets which welcomed over 20 local businesses to showcase and sell their wares to our school community.
- Kindy Expo delivered in Term 3 to parents of incoming kindy students, acting as a platform to connect parents with community services.
- Continued to regularly update the school website parenting section page with articles and information for parents.

FUTURE RECOMMENDATIONS

- Provide various opportunities for parents and the community to come into the school, including delivering Eduganza and the Twilight Christmas Markets to the community again in 2023.
- Continue to add linguistically diverse signage across the school.
- Continue to recognise and draw upon the diverse community in a variety of ways to foster relationships with multi-cultural families and community groups.
- Maintain and expand on partnerships with local businesses and government agencies to support families and students.
- Provide opportunities for parents and community members to be upskilled on how to best support their child at home using our whole school initiatives.
- 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

Aboriginal Education by Megan Wijohn

OVERVIEW

In 2022, we had 18 students who identify as Aboriginal and/Torres Strait Islander enrolled at HPS. Whilst this is a small percentage of our student population, we continue with our commitment to creating and nurturing culturally responsive classrooms. Historically, Aboriginal Perspectives was managed by our HASS Curriculum Team. This year, a new Languages and Culture team was formed, consisting of 6 staff, to specifically focus on cultural inclusivity and responsiveness at HPS.

KEY STRAGIES

- Formation of the HPS Languages and Culture Team.
- Identification of our HPS stakeholders to start our journey of our RAP community consultation.
- Professional Learning for all staff – Stolen Generations Testimonial by Pop Charlie Kickett.
- Cultural cooking session with Marissa from Bindi Bindi Dreaming for our Aboriginal and Torres Strait Islander students during our Term 4 family BBQ.
- Ngalak Nidja Welcome to Country and traditional dance performance at the HPS Eduganza.
- Bindi Bindi Dreaming bushtucker stall at Eduganza.
- Cultural incursions for Years 2 and 3 students provided by Pop Neville Collard.
- NAIDOC Week activities across K-6 in Term 3, Week 1.

ACHIEVEMENTS

- Coordination and organisation of 3 initial Aboriginal and/or Torres Strait Islander family barbeques in Terms 2, 3 and 4 with 20+ students and family members attending each event.
- All Year 3 and 5 Aboriginal and Torres Strait Islander students performed at or above NMS in all areas in 2022 NAPLAN.

NAPLAN 2022	STUDENT A (Yr 3)	STUDENT B (Yr 5)	STUDENT C (Yr 5)
Numeracy	Band 2 - AT	Band 5 - ABOVE	Band 7 - ABOVE
Reading	Band 2 - AT	Band 6 - ABOVE	Band 7 - ABOVE
Spelling	Band 4 - ABOVE	Band 4 - AT	Band 8 - ABOVE
Grammar	Band 3 - ABOVE	Band 6 - ABOVE	Band 8 - ABOVE
Writing	Band 4 - ABOVE	Band 4 - AT	Band 6 - ABOVE

ENGAGEMENT & PARTNERSHIPS

Aboriginal Education by Megan Wijohn

FUTURE RECOMMENDATIONS

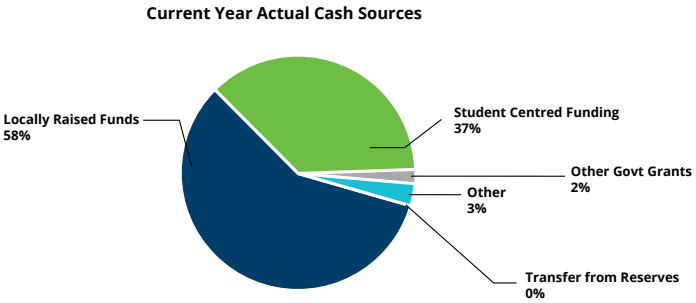
- To continue to collaborate and consult with students, staff, families and community members to create an finalise the HPS Reconciliation Plan (RAP) by the end of 2023.
- To continue to build and nurture the relationships between our Aboriginal and Torres Strait Islander students to promote their further sense of connection and belonging.
- To continue to provide staff with authentic, cultural learning opportunities.
- To continue to promote Aboriginal and Torres Strait Islander cultures by inviting local Aboriginal people and agencies to engage in school events and classroom activities.
- To create a staff directory to provide teachers and in turn, students, with culturally - appropriate classroom activities and resources.
- NAIDOC Week activities across K-6 in Term 2, Week 10, including a whole-school performance in the area of The Arts (Dance and Drama).

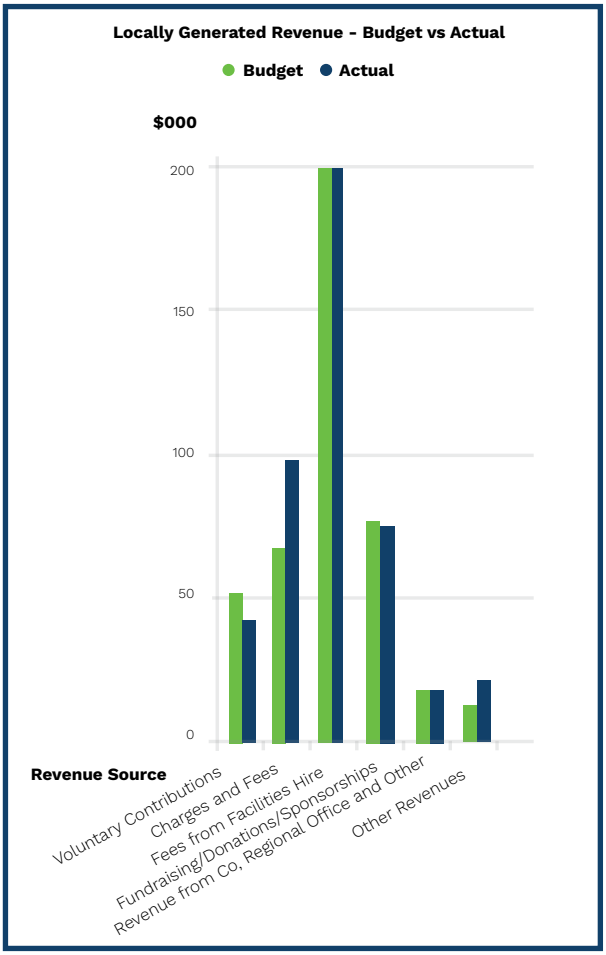
FINANCIAL SUMMARY REVIEW

By Megan Klompmaker

Financial Summary as at December 31st 2022

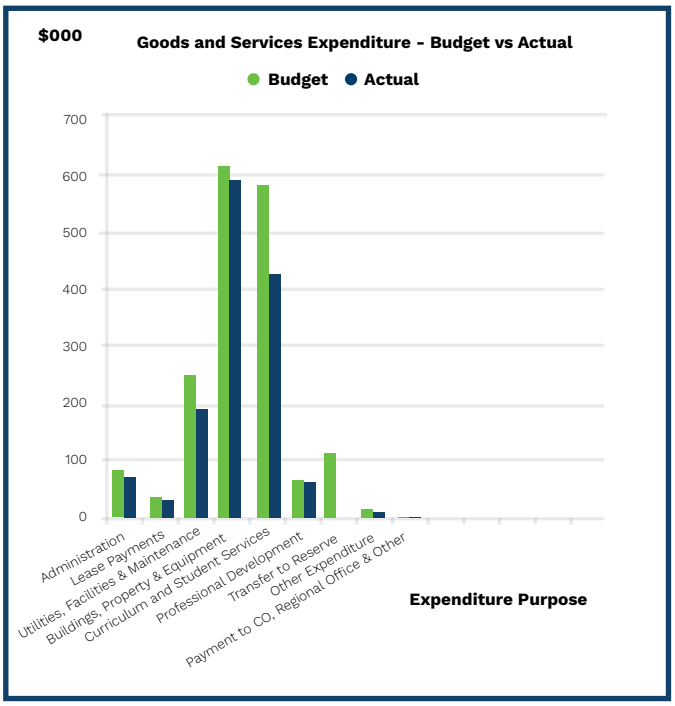
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 51,309.00	$ 42,502.91
2	Charges and Fees	$ 67,060.74	$ 97,257.79
3	Fees from Facilities Hire	$ 200,277.27	$ 200,227.27
4	Fundraising/Donations/Sponsorships	$ 76,655.50	$ 73,766.89
5	Revenue from Co, Regional Office and other Schools	$ 18,000.00	$ 18,000.00
6	Other Revenues	$ 11,323.21	$ 20,374.17
	Total Locally Raised Funds	$ 424,575.72	$ 452,192.03
	Opening Balance	$ 1,073,116.38	$ 1,073,116.38
	Student Centred Funding	$ 260,196.42	$ 263,828.62
	Total Cash Funds Available	$ 1,757,888.52	$ 1,789,074.03
	Total Funds Available	$ 1,757,888.52	$ 1,789.074.03

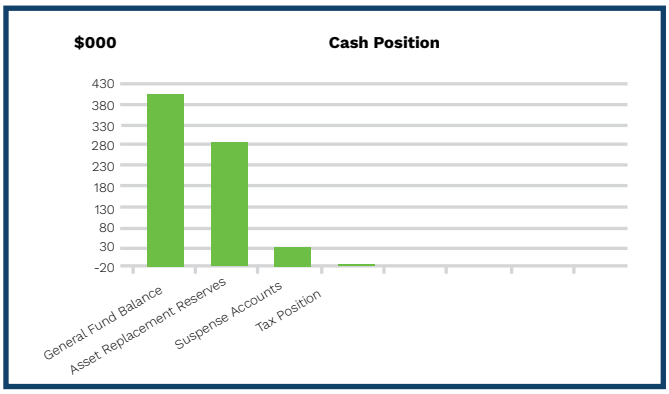




	Cash Position as at:	
	Bank Balance	$ 711,852.52
	Made up of:	
1	General Fund Balance	$ 399,114.43
2	Asset Replacement Reserves	$ 281,925.00
3	Suspense Accounts	$ 42,457.09
4	Tax Position	$ (11,644.00)
	Total Bank Balance	$ 711,852.52

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 83,898.75	$ 71,543.91
2	Lease Payments	$ 336,536.25	$ 33,617.95
3	Utilities, Facilities and Maintenance	$ 247,847.76	$ 190,629.54
4	Buildings, Property and Equipment	$ 613,587.25	$ 590,362.14
5	Curriculum and Student Services	$ 556,102.28	$ 426,237.14
6	Professional Development	$ 67,000.00	$ 63,859.96
7	Transfer to Reserve	$ 115,000.00	$ -
8	Other Expenditure	$ 13,879.50	$ 11,128.99
9	Payment to CO, Regional Office and other Schools	$ 2,344.97	$ 2,579.97
	Total Goods and Services Expenditure	$ 1,736,196.76	$ 1,389,959.60
	Total Expenditure	$ 1,736,196.76	$ 1,389,959.60
	Cash Budget Variance	$ 21,691.76	





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 annualy 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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