



# 2023 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



Future focussed learning



High quality teaching & leadership



Engagement & partnerships



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 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).

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.

We value engaging with our families and the broader community to build a shared commitment to our students. We seek to build strong community partnerships, resulting in a positive and caring school culture.

# PRINCIPAL'S REPORT

by Karen Duncan

Dear Parents and Carers,

I cannot believe how fast the last 8 years have passed and how much our school has grown. I'm very proud of the amazing school we have become with high quality teaching staff and successful students.

I am proud, once again, to present to you Harrisdale Primary School's (HPS) Annual Report for 2023. The Annual Report 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.

2023 was another successful year for our students and our school. Some of the achievements we should be proud to celebrate are:

- We continue to be recognised as an Apple Distinguished School
- HPS is also recognised as a Quality Teaching Strategy-Lead Digitech School
- We partnered with our Aboriginal Community to develop our Reconciliation Action Plan (RAP)
- Our students presented at the 'Purposeful Pedagogies' showcase
- Our Year 5 and 6 students competed in the Da Vinci Decathlon, placing 6th out of 50 schools
- Our students participated in the RAC Imagine Futures Challenge, with our Year 6 Team placing third overall
- Our Year 6 'Blue Moon Agents' team competed in the Law Society 'Cluedunnit' competition, placing 1st
- HPS students were one of only 15 schools invited to present at the Technology and Resources Showcase at the Convention Centre
- Our school placed third in the Interschool Athletics Carnival
- HPS hosted a state-wide Digi-tech Open Day

We have so many achievements for our school to be proud of but our focus is never removed from our vision and mission statements:

## Our Vision:

Every Student Successful

## Our Mission:

Students and Learning at the centre of all that we do.

Every student known, valued and cared for.

This Annual Report will give you an insight into how we are working to achieve these statements. Pictured below is a word cloud of some of the many events, both internal and external to the school, that Harrisdale Primary students and staff participated in throughout 2023, giving our students many opportunities to demonstrate success, excellence and innovation, whilst having lots of fun doing so.







# PRINCIPAL'S REPORT CONT.

by Karen Duncan

HPS has at its core 5 values and behaviour expectations. These are called our PBS (Positive Behaviour Support) values. They are:

Respect	Excellence
Resilience	Safety
Responsibility	

We also have four priority or focus areas identified to guide our decision-making and resourcing to achieve our vision, mission and values. These are:

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

Within the pages of the report, you will find evidence of our school diligently working towards progressing our vision of, 'Every Student Successful'.

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 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.

Over the past 8 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 again be a focus in 2024.

HPS is considered to be a lead school in the areas of Digital Technologies and '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. In 2023, we worked with a small but enthusiastic group of Aboriginal parents, families and students to raise cultural awareness and understanding of our First Nation's peoples and their ongoing contributions to our country and school. The group proudly worked towards developing the school's first Reconciliation Action Plan which we will proudly present in 2024. The school also enjoys the benefits of healthy and effective relationships with our P&C and School Board in order to promote positive public relationships and perception of our school. The school's P&C, led by Bianca Busby were one of the four Community Excellence Award winners in 2023 for their contribution in both time and donations to the school but

## PRINCIPAL'S REPORT CONT.

by Karen Duncan

also their active and positive promotion of the school in the public arena.

The success of all of these priority areas are 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, knowledge and skill, by providing opportunities for professional growth and leadership. In 2023, Mr Wilcox was the first recipient of the School Board's inaugural School Board Scholarship that will assist him to further his research and development in the area of student mental health, wellbeing and resilience. Mr Gaspar was also one of a select group of teachers Australia-wide to gain his Apple Distinguished Educator title. Miss Kirby was recognised as a Lead Maths Teacher by Matific.



*Karen Duncan*  
Principal

# **SCHOOL BOARD REPORT**

## by Megan Klompmaker

For the first time in eight years, our School Board saw a change in leadership. Unfortunately, our inaugural School Board Chairperson, Ben Foster, was not re-elected back to the Board in 2023 and therefore a change in leadership was required. My name is Megan Klompmaker and I am the school's Manager Corporate Services. I am a staff representative on the School Board and I am also the Executive Officer. I am very proud to represent the views of our school and community as the new School Board Chairperson. I would like to acknowledge Ben's leadership, commitment and dedication to the School Board over the past eight years and thank him for helping to steer the school towards some successful outcomes, in particular the \$22.9 million State Government grant for new buildings.

In 2023, we saw a few changes to the Board. Representatives to finish their tenure on the Board in 2022/2023 were Miles Kemp (staff), Shrikant Tawani (parent), Mahesh Nirwan (parent), Ben Foster (parent) and Satjinder Kaur (parent). We'd like to thank these members for contributing to the progress of our school.

Your Board representatives in 2023 were:

Lily Lu (parent)

Aaron Bowling (community member)

Cam Busby (parent)

Annelle Young (parent)

Suma Latha (parent)

Ben Foster (parent)

Nicky Grandidge (staff)

Fenella Selfe (staff)

Megan Klompmaker (staff)

Karen Duncan (principal)

2023 saw the introduction of the Inaugural School Board Scholarship awarded to a member of staff to pursue an educational interest/passion to increase their professional knowledge. This incentive program was introduced to support the School Business Plan focus area of 'High Quality Teaching and Leadership' and to offer an incentive for high quality teachers to remain at HPS to progress

student outcomes in their chosen interest area. Mr Callum Wilcox was the first winner of this scholarship and his area of interest was Student Wellbeing, Mental Health and Resilience. In 2024, he will be able to pursue this area of interest with School Board support.

A big decision for the Board in 2023 was the end of tenure for the 'out of school hours care program' (OSHC) and the appointment of a new provider. With the end of its second, two year tenure, Helping Hands needed to vie for the tender alongside other OSHC providers. Taking into consideration the quality and extent of service, the care for students, the cost to parents and the financial benefits to the school, TheirCare was selected as the new OSHC provider ahead of four other groups tendering for the service.

The Board also reviewed and discussed :

- DoE Statement of Expectation (between Board and DoE)
- DoE Funding Agreement for Schools
- Anti-Bullying Behaviour Policy
- School Incident Management Plan
- Mobile Phone Policy
- 2024 Contributions and Charges
- Financial Position of School
- NAPLAN data
- 2024 School Development Days

2023 saw the graduation of our inaugural kindergarten students, with sixty nine having completed their entire primary school education at HPS.

We look forward to another successful year representing our school community in 2024.



*Megan Klompmaker*  
School Board Chairperson

# • P&C REPORT

## • by Bianca Busby

As I reflect over 2023, I cannot help but feel blessed to have been a part of the P&C.

Emerging from the challenges of the previous year, our P&C embarked on a remarkable journey of revitalisation, led by a dynamic new team of executive members. In light of evolving circumstances, we made a deliberate shift towards prioritising meaningful school and community engagement over traditional fundraising efforts.

Throughout the year, our focus remained on creating enriching experiences for our students and families, resulting in a vibrant array of events that captured the imagination of all who participated:

- The whimsical Easter Bunny visit
- The moving ANZAC Day Gunfire Breakfast
- The heartwarming Mother's and Father's Day Stalls
- Thelectrifying Disco days
- The exhilarating Colour Run, a resounding success that brought together students, families, and the wider community in a kaleidoscope of laughter and friendship.

Event	Profit Margin
Easter Bunny Visit	No Profit
Anzac Day Gunfire Breakfast	\$164.00
Mother's Day Stall	\$1218
Disco	\$3768
Eduanza	\$190
Father's Day Stall	\$2500
Colour Run	No profit
Although the figures above look small, we also received donations, sold second hand uniforms, and had parent contributions that made 2023 a successful year for the P&C. Once our 2023 audit is completed we will have a clearer idea of our total fundraising efforts for 2023.	

Beyond the spotlight of our events, our tireless efforts behind the scenes continued to produce significant strides in enhancing the operational efficiency of our P&C. In response to valuable insights gathered from our 2022 audit, we implemented strategic measures such as

adopting accounting software, optimising banking services, and embarking on the ambitious endeavour of crafting our own P&C website.

As we look ahead to the promise of 2024, our aspirations soar ever higher. We eagerly anticipate building even deeper partnerships with our esteemed teachers and staff, while also nurturing our growing connections within the wider community. With the foundation of streamlined systems firmly in place, we are poised to welcome a wave of new members into our fold, each bringing fresh perspectives and innovative ideas to enrich our shared endeavours.

In closing, we extend our heartfelt gratitude to the countless dedicated parents and guardians who lent their unwavering support to the P&C throughout 2023. Special commendations are due to our exceptional Executive Team and subcommittees, including the Fundraising Committee, the Year 6 Leavers Shirts Committee, and the Sports Liaison team.

Together, we have achieved remarkable feats, and together, we shall continue to inspire excellence, foster community, and ignite the spirit of possibility within our cherished school community.

Here's to a future filled with boundless promise and endless potential.

Warm regards,

*Bianca Busby*

P&C President

## • **SCHOOL CONTEXT**

### • by Karen Duncan

HPS was opened on February 1st, 2016. In 2023, the school celebrated its eighth year. Located in the rapidly growing suburb of Harrisdale in the south-eastern corridor 30km from Perth, the school reached its peak enrolment at 1410 students in 2020. With two new primary schools (North Harrisdale and Riva) built nearby to alleviate enrolment pressure, HPS's student population has gradually declined, but still remains a school under enrolment pressure. In 2023 enrolments reached 1061 students.

HPS 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. The work commenced on this build in late 2023.

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.

HPS 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

by Karen Duncan

The workforce at HPS 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 1 is indicative of this.

Table 1: Students and Staff Trend				
Year	Total staff head count	Teaching staff head count	School support staff head count	Students
2020	137	83	54	1367
2021	132	84	48	1238
2022	127	80	47	1157
2023	130	81	49	1061

Note: student numbers are taken from Semester 1 schools online figures each year.

Table 2 (below) shows you a breakdown of Harrisdale Primary staff by occupation groups, with the predominant occupation group being teachers.

Table 2: 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	5.4	0	0.0	6	5.4
Teacher	69	59.5	6	5.2	75	64.7
Mainstream AP	8	7.0	0	0.0	8	7.0
Education Support AP	21	15.7	1	0.8	22	16.5
Admin	6	4.6	0	0.0	6	4.6
Cleaner	7	4.1	1	1.0	8	5.1
Gardener	2	1.4	0	0.0	2	1.4
Other	4	3.3	0	0.0	4	3.3
<b>Total</b>	<b>123</b>	<b>101.0</b>	<b>8</b>	<b>7.0</b>	<b>131</b>	<b>108.0</b>

# OUR WORKFORCE

by Karen Duncan

Table 3: Gender Profile						
Year	All Staff (Head Count)		Teaching Staff (Head Count)		School Support Staff (Head Count)	
	Male	Female	Male	Female	Male	Female
2020	20	117	15	68	5	49
2021	17	115	13	71	4	44
2022	18	109	14	66	4	43
2023	18	112	13	68	5	44
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	18.2	100.4	14.8	59.8	3.4	40.6
2021	16.3	96.0	13.0	60.5	3.3	35.5
2022	17.3	91.0	14.0	55.7	3.3	35.3
2023	15.9	92.1	12.2	57.9	3.7	34.2

The gender profile above relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at HPS using both headcount and FTE4.

Table 4: Comparison of Age Profile Data						
	2020			2023		
	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	58	48	10	48	42	6
35 to 44	37	20	17	32	18	14
45 to 54	26	8	18	38	15	23
55 to 59	5	2	3	1	0	1
60 to 64	3	0	3	2	2	0
65 to 69	0	0	0	2	0	2

Table 3 shows a breakdown of gender, with females greatly outweighing males, as they do in most primary schools. Table 4 also shows age group comparisons so when you look at Table 3 and 4 together, we have a predominantly female workforce in the age range of 25-44. This meant we experienced several staff taking maternity leave in 2023 (we had a massive 20 staff take maternity leave in 2023!) and this will still be likely for the next few years. Table 5 is also indicative of the school turning 8 years old in 2023, with 19 staff having accrued 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 2023 and will do again in 2024 and 2025.

## OUR WORKFORCE

by Karen Duncan

Table 5: Accrued Long Service Leave - Days Available			
Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	16	3	19

The biggest factors affecting the workforce in 2023 were again:

1. COVID (or COVID-related illness, caring for family members with illness)
2. Maternity Leave (with 20 female staff taking maternity leave in 2023)
3. Long Service Leave (after 10 years service with the Department of Education)

The impacts these had were:

1. Periods of absence from the classroom due to illness or caring for family members who were sick.
2. Staff returning from maternity leave and electing to work part-time, resulting in tandem or shared teaching classrooms. It also meant female staff leaving throughout the term or year.
3. Periods of up to 65 days LSL were taken during the school year. This eventuated in a term or several days/weeks of leave at different times during the year.



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# **STRONG START, STRONG FOUNDATIONS**



# : **STRONG START, STRONG FOUNDATIONS**

## : Early Childhood by Karen Duncan

### | **TARGET 8**

8. Continue to maintain NQS verification of 'meeting the standard' in all 7 Quality Areas.

✓ Target met

### | **OVERVIEW**

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, 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 2023, HPS continued to focus on early intervention and providing appropriate support to students who are at risk. Identifying these students early and providing targeted interventions helped them to overcome learning difficulties.

Mobile Speech Pathology continued to work in the school in 2023 with a view to identifying and supporting our most vulnerable students. This came at a cost to the school of \$36,000. The Speech Pathology service was employed 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 have made significant progress in their speech and language 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 i.e. private therapists, Wanslea, NDIS, or Armadale Child Development Service.

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 validated the school's commitment to providing high-quality education and care services to its students.

## National Quality Standard

The National Quality Standard (NQS) is informed by research about day-to-day program elements that optimise children's learning and development. It is comprehensive and sets a 'high bar' for early childhood education. To be considered as 'meeting' the National Quality Standard, it is necessary to meet every element that makes up every standard within all seven quality areas across the early years of schooling to Year 2.

It follows that 'working towards' the National Quality Standard means that one or more elements or standards have not yet been met – and are potential priorities for ongoing improvement planning. Determinations should not be based on 'on balance' judgements but should take into consideration the typical practices of all educators across the early years.

# : **STRONG START, STRONG FOUNDATIONS**

## : Early Childhood by Karen Duncan

### | **KEY STRATEGIES**

- Early Childhood Educators engaged and reflected using the standards and elements of the National Quality Standard (NQS) to measure the actions of the school.
- Continuation of the Speech Therapy Program
- Attendance at Early Childhood Professional Learning on the new EYLF and Kindy Guideline v2.

Harrisdale's 2023 NQS Overall QA Assessment - As per the NQSS		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational Program and Practice		
Quality Area 2	Children's Health & Safety		
Quality Area 3	Physical Environment		
Quality Area 4	Staffing Arrangements		
Quality Area 5	Relationships with Children		
Quality Area 6	Collaborative Partnerships with Families & Communities		
Quality Area 7	Governance & Leadership		

### | **ACHIEVEMENTS**

- Historical NQS Assessment (2020-2023)

Quality Area	Maintain all 7 National Quality Standard areas at green (meeting standards)	2020	2021	2022	2023
		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				



# : **STRONG START, STRONG FOUNDATIONS**

## : Early Childhood by Karen Duncan

Quality Area 1 Educational Program & Practice	Review and ensure all K-2 staff are implementing the 2024 Early Years Learning Framework in alignment with the Kindergarten Guidelines and Australian Curriculum to provide guidance on planning, assessing and reporting.
Quality Area 2 Children's Health & Safety	Promote healthy body healthy mind through well-being experiences in the classroom alongside daily mindfulness and yoga sessions. Continue to develop Fundamental Movement Skills (FMS).
Quality Area 3 Physical Environment	Continue to develop outdoor learning designed and natural experiences and areas that encourage creativity and support play-based learning. Encourage children to develop knowledge and awareness of sustainability.
Quality Area 4 Staffing Arrangements	Enhance staff pedagogy of all staff on best practice within Early Childhood with particular focus on reflective practice and Making Learning Visible.
Quality Area 5 Relationships with Children	Continue to focus on students' well-being, self-esteem and sense of security and belonging through health sessions and PBS values. Implement learning experiences that encourage collaboration, communication, critical thinking, and creativity.
Quality Area 6 Collaborative Partnerships with Families	Build shared sense of learning community with parents through parent engagement sessions and events where they can immerse themselves in the daily learning. Continue to collect and review parent feedback and involve parents in decision-making.
Quality Area 7 Leadership	Strengthen collaborative leadership through creating shared accountability within the department through working together to develop the EYLF and NQS. Build capacity within all staff through reflection and evaluation of QTS.



# : **STRONG START ,STRONG FOUNDATIONS**

## : Literacy by Jess Retta

### | **TARGETS 4, 5 & 6**

4. NAPLAN - in all areas tested, the stable cohort achievement aligns to, or is better than like-schools.
5. NAPLAN - in all areas tested, the stable cohort progress aligns to, or is better than like-schools.
6. 80% of students exiting the Quick60 program will demonstrate success.

✓ Targets met (with exemption of Year 3 Reading).

### | **OVERVIEW**

HPS 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 2023, 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 to include explicit instruction, which is consolidated through small teacher-led, collaborative and independent activities. In addition, a continued focus on current evidence-based research into best-practice of reading instruction and assessment was undertaken.

As a result, a new reading assessment (Dibels) was implemented across the school aligned to screening students on the five 'Big ideas' of reading – phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension at three points throughout the school year - the beginning, middle and end of year. During small group reading with the classroom teacher, students were provided the opportunity to practise the skill/skills deemed to be gaps in their learning. Furthermore, students identified as 'below benchmark' were progress monitored fortnightly to track skills development.

In addition, explicit vocabulary instruction and paired reading fluency were integrated into reading and writing blocks, as the skills focused on here were identified as areas for whole school development.

### | **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 phonics in Years 2-6.
- Brightpath used for the formative and summative assessment of students' writing and to moderate 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 small group, teacher-led reading and writing, following the Harrisdale Lesson Design.
- Dibels data was used for formative assessment of student learning in reading.
- 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.
- Literacy lessons included 10 minutes explicit vocabulary instruction.
- Literacy lessons included 10 minutes of paired reading fluency.

# : **STRONG START, STRONG FOUNDATIONS**

## : Literacy by Jess Retta

- 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 Semester 1.
- 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.

## | **ACHIEVEMENTS**

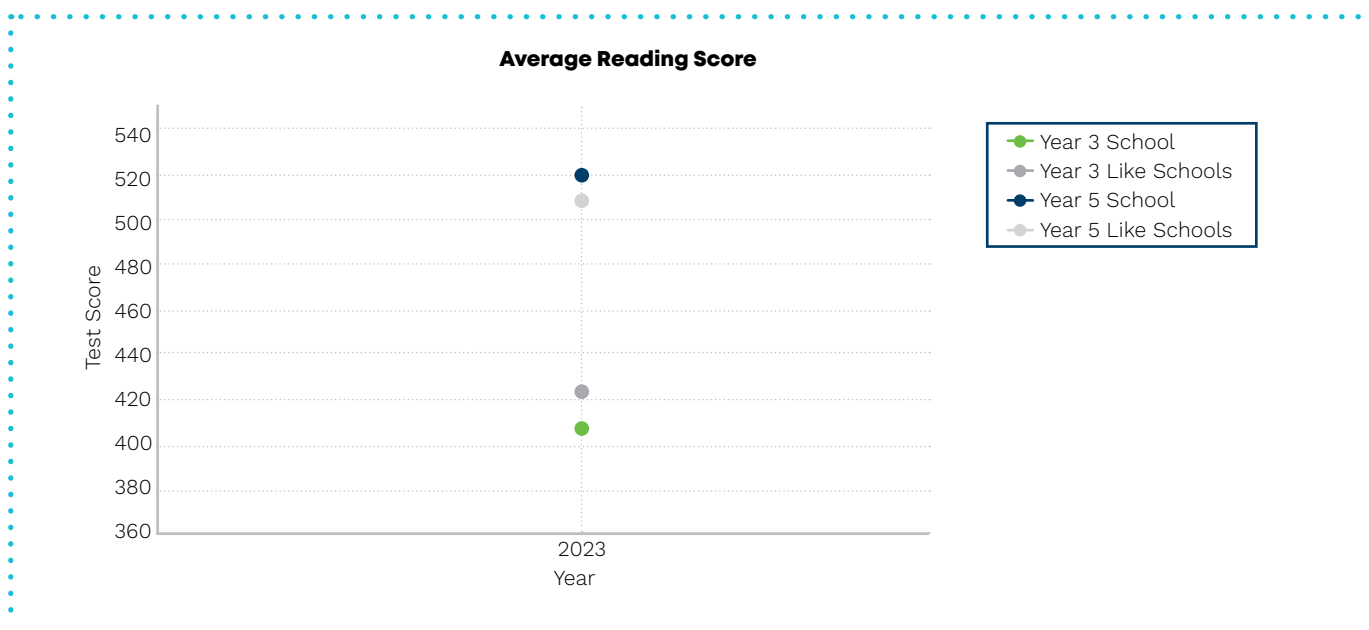
- Year 3 and 5 students tested above like schools in NAPLAN writing, spelling and grammar and punctuation.
- Allocated school budget was used to build on the provision of quality reading resources to engage students in daily reading practice, both at school and at home.
- Students continued to use the HPS digital book subscriptions to engage in regular reading practice.
- Teachers and students were given a word of the week as a way to extend student vocabulary throughout the school. Teachers were given an 'ask me about my word' lanyard to encourage students to engage. Year 6 students, named 'Word Wizards', ventured around the school asking students about the weekly word.
- Students participated in Book Day, dressing up as their favourite word this year as a way to tie student's word of the week into the event.
- Over 70 students participated in the Year 3-6 Spelling Bee.
- HPS turned over more than \$5000 at the 2023 Book Fair

## | **NAPLAN**

Due to the change of NAPLAN in 2023, progress is not available for Year 3 and Year 5 students.

## | **NAPLAN results: Achievement in Reading**

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

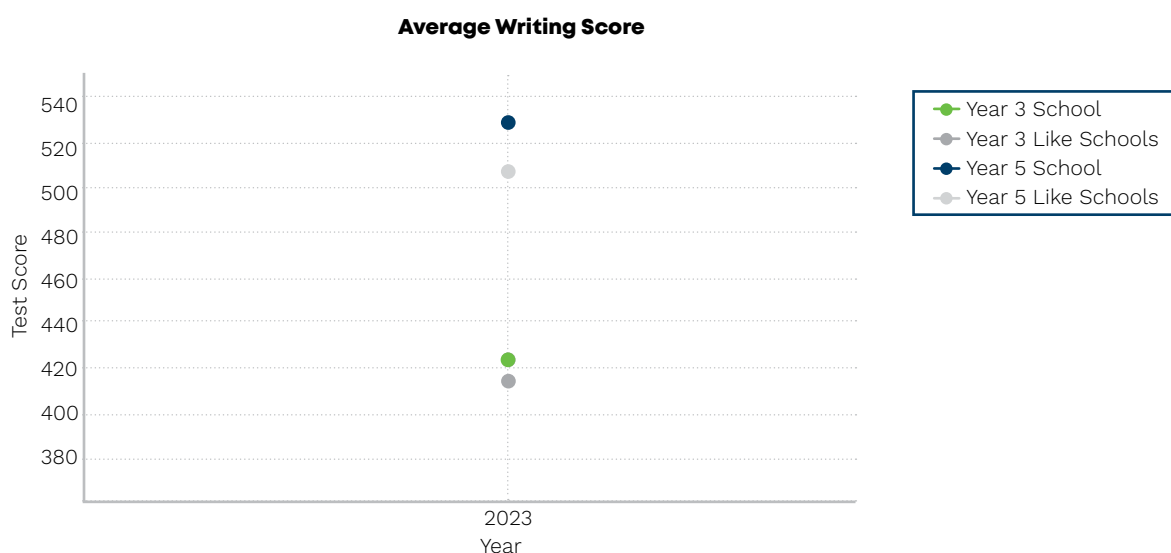


# : **STRONG START, STRONG FOUNDATIONS**

## : Literacy by Jess Retta

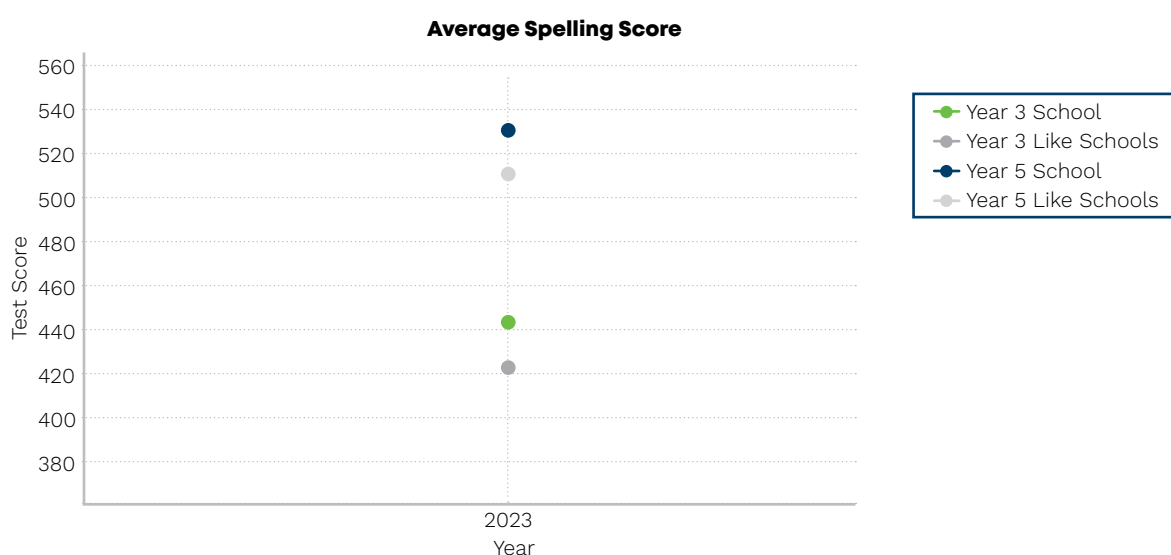
### | **NAPLAN results: Achievement in Writing**

- Year 3 students above like schools in Writing.
- Year 5 students above like schools in Writing.



### | **NAPLAN results: Achievement in Spelling**

- Year 3 students above like schools in Spelling.
- Year 5 students above like schools in Spelling.

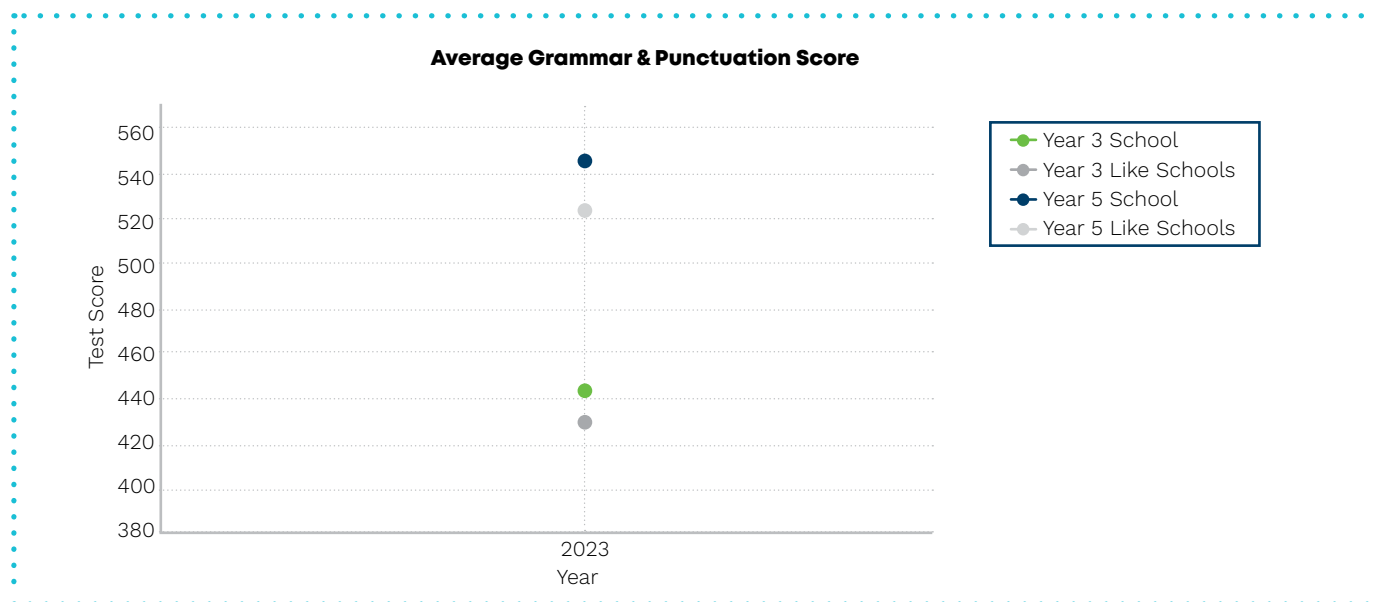


# : STRONG START, STRONG FOUNDATIONS

## : Literacy by Jess Retta

### | NAPLAN results: Achievement in Grammar & Punctuation

- Year 3 students above like schools in Grammar & Punctuation.
- Year 5 students above like schools in Grammar & Punctuation.



### | 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 through warm-ups and explicit instruction.
- Continue to implement the High Frequency Word program across the early years (Pre-Primary – 2023, Year 1 – 2024 and Year 2 – 2025)
- Continue to promote a culture of reading and vocabulary development 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.
- Continue to use evidence based practices to develop vocabulary, fluency, phonological and phonemic awareness, comprehension and reading skills.
- Introduce a Reading Academy to target fluency.



# : **STRONG START, STRONG FOUNDATIONS**

## : Numeracy by Emily Tomich (Kirby)

### | **TARGETS 4 & 5**

4. NAPLAN - in all areas tested, the stable cohort achievement aligns to, or is better than like-schools.
5. NAPLAN - in all areas tested, the stable cohort progress aligns to, or is better than like-schools.

 Targets met

### | **OVERVIEW**

HPS aims to provide all students with opportunities to develop their Mathematical skills by delivering research-based programs through the Gradual Release of Responsibility Model. Our Numeracy blocks align with the whole school lesson design based on explicit instruction, which is consolidated through guided, collaborative and independent activities. Our teachers incorporate the Mathematics proficiency strands of; Fluency, Understanding, Problem Solving and Reasoning within their Numeracy lessons. In 2023, our staff continued to develop whole school practices to improve student outcomes in Mathematics. Teachers engaged in professional development to support the implementation of high quality programs and collaboratively reviewed whole school planning, and refined teaching practices to create a scope and sequence of concepts taught in each year level.

### | **KEY STRATEGIES**

- Structured Numeracy blocks that follow the Harrisdale Lesson Design including explicit teaching strategies.
- Introducing high impact strategies to teach Mathematics including implementing 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.
- PAT Maths data used for diagnostic assessment of student's learning.
- Impact Coaches utilised to mentor and coach staff in best practice.

### | **ACHIEVEMENTS**

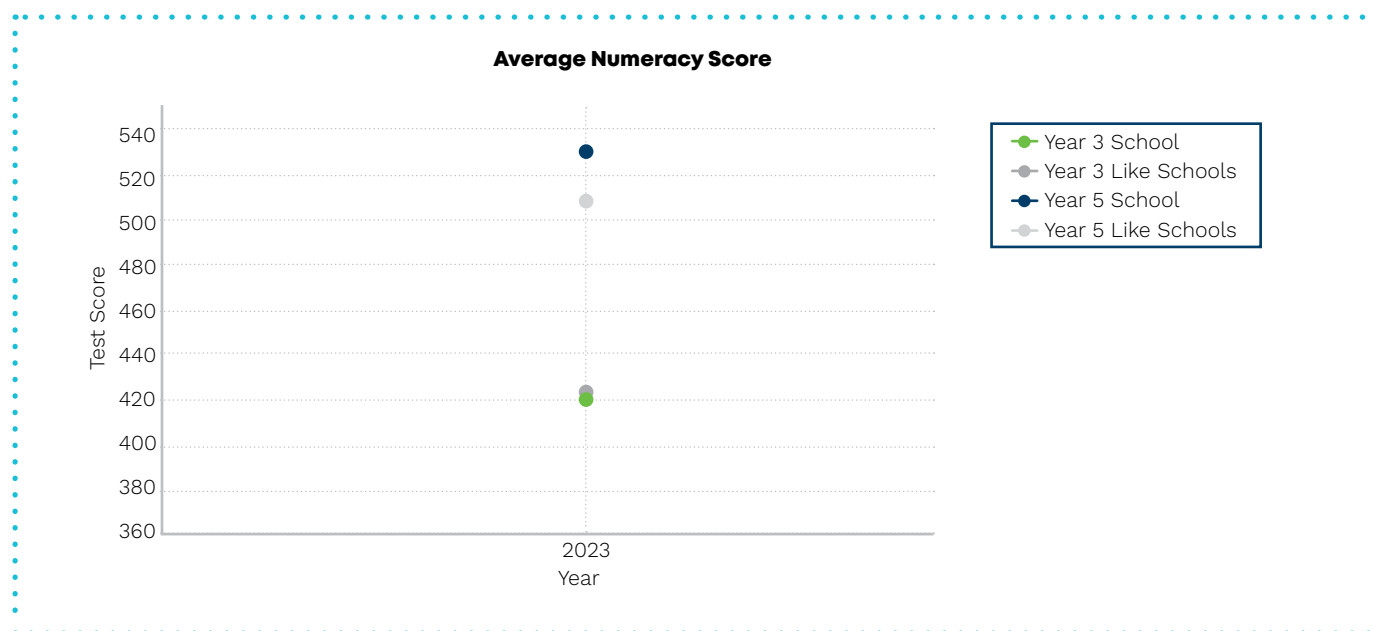
- Achieved above 'like schools' in Year 5 NAPLAN Numeracy assessment.
- Continued to upskill staff in using high impact teaching strategies by providing professional learning opportunities on; implementing Mathletics, Numero and building teacher efficacy in teaching Mathematic concepts outlined in the WA Curriculum.
- Hosted a parent and community information session on how to effectively use Mathletics at home.
- Engaged parents in Maths Week celebrations by inviting parents/carers to participate in 'Maths on Mats.'
- Selected students competed in the 'AFG Numero Challenge' competition against schools within our Network.
- Maths Curriculum Leader received the Matific's Primary School Maths Teacher Award 2023.

# : **STRONG START, STRONG FOUNDATIONS**

## : Numeracy by Emily Tomich (Kirby)

### | **NAPLAN results: Numeracy**

- Year 3 students aligned to 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 using high impact teaching strategies to teach Mathematics.
- Continue to implement Mathletics as a whole school initiative to support student outcomes in Mathematics.
- Continue to engage students in Numero and provide Year 3 to 6 students with the opportunity to join Numero Club outside of school hours. Selected students will attend the AFG Numero Challenge competition.
- Staff will engage in professional development to further support the implementation of the Bond Blocks system, an award winning programme informed by evidence-based methodology to explicitly teach counting, addition and subtraction strategies.
- Introduce whole school assessment schedule changes with the transition to PAT adaptive and Brightpath Maths online assessments to inform teaching practices. Professional development will be provided to support staff in this transition.
- Continue to engage parents and the wider community in Mathematics by communicating through the school's online platforms and hosting events/information sessions on site.





# : **STRONG START, STRONG FOUNDATIONS**

## : Attendance by Paula Boyd

### | **TARGETS 1, 3 & 7**

1. When surveyed, 80% (or above) of students indicate that they agree or strongly agree that teachers care about them.
3. Attendance - continue to align to, or better, like-school attendance.
7. When surveyed, 80% (or above) of students indicate that they agree or strongly agree that they like being at this school.

 NA - Not surveyed in 2023 (targets 1 & 3)

 Target not met (target 7)

### | **OVERVIEW**

School attendance is paramount in fostering a conducive environment for learning and academic success. Regular attendance ensures that students consistently engage with educational materials, participate in classroom discussions, and build crucial social connections with peers and educators. It instils discipline, responsibility, and time management skills, which are invaluable assets for personal growth. Continued or extended absences disrupt the continuity of learning, making it challenging for students to grasp concepts and stay on par with their peers. We believe that consistent attendance is vital for students to engage in their learning and reach their academic potential. Therefore, we encourage all students and families to prioritise attendance and strive for excellent attendance rates. Through collaboration between teachers, students, and families, we aim to create a positive and supportive environment where attendance is valued and celebrated. Together, we can ensure that every student has the opportunity to thrive academically and socially at HPS.

Recognising the Department of Education's standard of 90% attendance, at HPS, we uphold the importance of consistent student attendance. Our objective is to exceed this baseline expectation by maintaining a minimum attendance rate of 94% for each year level. In 2023, 68.6% of our students were considered regularly attending (90%+). This is below Like Schools (70.4%) and above WA Public Schools (60.0%) in 2023. Therefore our 2023 attendance target has not been met. We have seen a large increase in extended absences which has had a significant effect on our whole school attendance rates.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	84.1%	13.6%	1.7%	0.6%
2022	69.3%	23.4%	6.3%	1.0%
2023	68.6%	23.9%	7.2%	0.3%
Like Schools 2023	70.4%	22.2%	6.0%	1.5%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%

# : **STRONG START, STRONG FOUNDATIONS**

## : Attendance by Paula Boyd

### | **KEY STRATEGIES**

Positive attendance strategies are in place at HPS 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 absences.
- 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. If this is not returned, this is then followed up with a letter from the Deputy Principal who oversees attendance.
- Letters are provided to parents who have submitted a request for extended absence that outlines the impact this will have on student attendance.
- Attendance is tracked and monitored through the school database and followed up by the Deputy Principal.
- Use of DoE suite of attendance resources to support families who may be struggling with maintaining regular attendance patterns.
- Maintain a positive school culture, with high expectations for student attendance.
- Communicate and promote the message about the positive links between regular attendance and school achievement.

### | **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. 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.
- Introduce an Attendance Incentive Scheme for students.

# : **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.
- Year 6 PBS leaders assist with weekly running of the PBS reward program.

### | **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.
- Every student that has earned 1 faction token (18,294) to win 'big prize rewards'

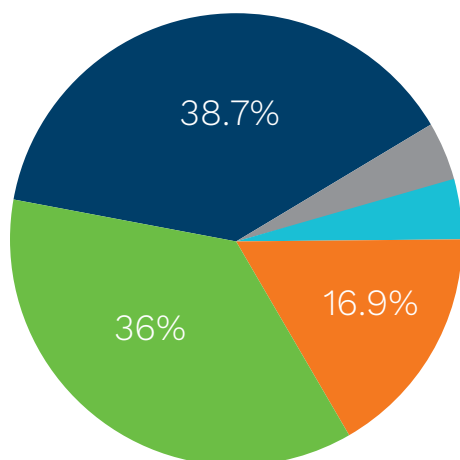
### | **FUTURE RECOMMENDATIONS**

- New PBS Matrix to be launched during Term 2 of 2024 with approximately 3 behaviours in each area.
- PBS leader to continue online training to set strategic goals for the future.
- New lessons to be developed by the PBS team to link in with the new PBS Matrix, to be taught during values time in the classroom.
- Raise the amount of resilience and safety tokens handed out both in the classroom and on the playground.
- Develop a new system for rewarding PBS tokens on the playground that is easily implemented by students in junior primary.



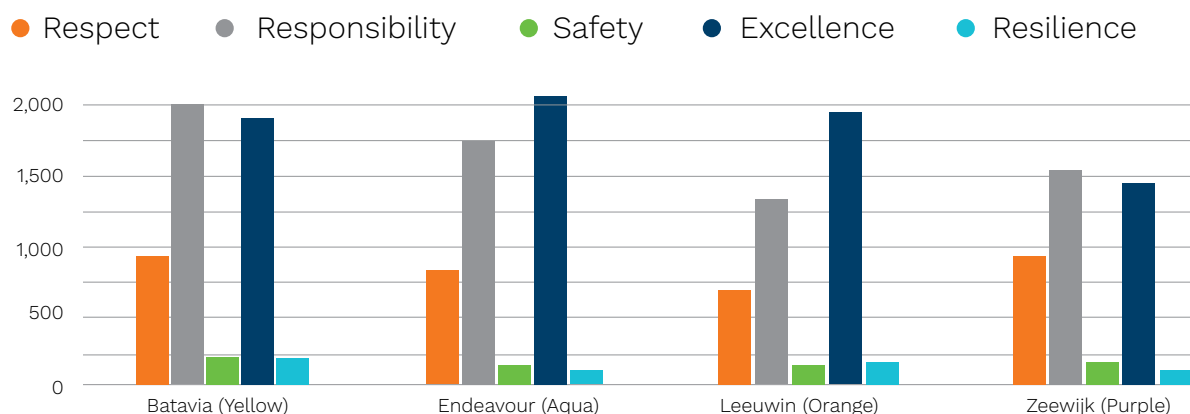
# STRONG START, STRONG FOUNDATIONS

## Positive Behaviour Support by Callum Wilcox



18,294 responses

- Respect
- Safety
- Excellence
- Responsibility
- Resilience




# : STRONG START, STRONG FOUNDATIONS

## : Behaviour by Julian Thrupp

### | TARGET 2

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

 NA - Not surveyed in 2023.

### | OVERVIEW

At Harrisdale, we implement behaviour management systems that uphold high expectations for conduct, aiming to build a creative, safe, orderly, inclusive, supportive, and culturally responsive environment that is conducive to students unlocking their full learning potential. This objective is achieved by promoting a whole school ethos that encourages students' active engagement in the curriculum, utilising modern, evidence based teaching practices and classroom management strategies.

In 2023, whilst there were many positive behaviours reported as per our PBS (Positive Behaviour School) initiatives, there were also 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 1000 students and crowded play areas, our 2023 negative behaviours represent a very low percentage of students. On a whole, students are very respectful and considerate, and we are often complimented by visitors and relief staff on the lovely behaviour. Our student behaviour also draws positive attention from the general public when they leave the school to attend excursions, sporting events, competitions, concerts etc. We are very proud of the way our students conduct themselves at school and in the public arena.

Below is a table that outlines the instances of recorded behaviour.

Instance of recorded behaviours *See legend below											
Code	0	1	2	3	4	5	6	7	8	9	Total
Pre-Primary											0
Year 1				9			3			7	19
Year 2		4		29			3			30	66
Year 3				5	4	1	4			17	31
Year 4	3			6	4	1	4			4	24
Year 5	1			20	4	3	17			41	85
Year 6	8		1	13	2	1	3			15	35

Number of Suspensions												
Code	0	1	2	3	4	5	6	7	8	9	Total Suspensions	Total days
Year 2		1		1							2	3.0
Year 5				2						1	3	4.0
Year 6			1	1							2	8.0
TOTAL		1	1	4						1	7	15.0

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

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

# : **STRONG START, STRONG FOUNDATIONS**

## : Behaviour by Julian Thrupp

### | **KEY STRATEGIES**

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

- Our PBS program highlights 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.
- Maintaining and communicating high behaviour expectations.
- Dealing with behaviour incidences in a timely and considered fashion.
- 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 has a 'Good Standing Policy' as per Department of Education Policy.

### | **ACHIEVEMENTS**

- Introduction of 'Play Pods' to provide more opportunities for play.
- Introduction of recess and lunchtime student mentors to reinforce PBS values.
- Achievements can be viewed on page 14 where we highlight the success of our PBS program.

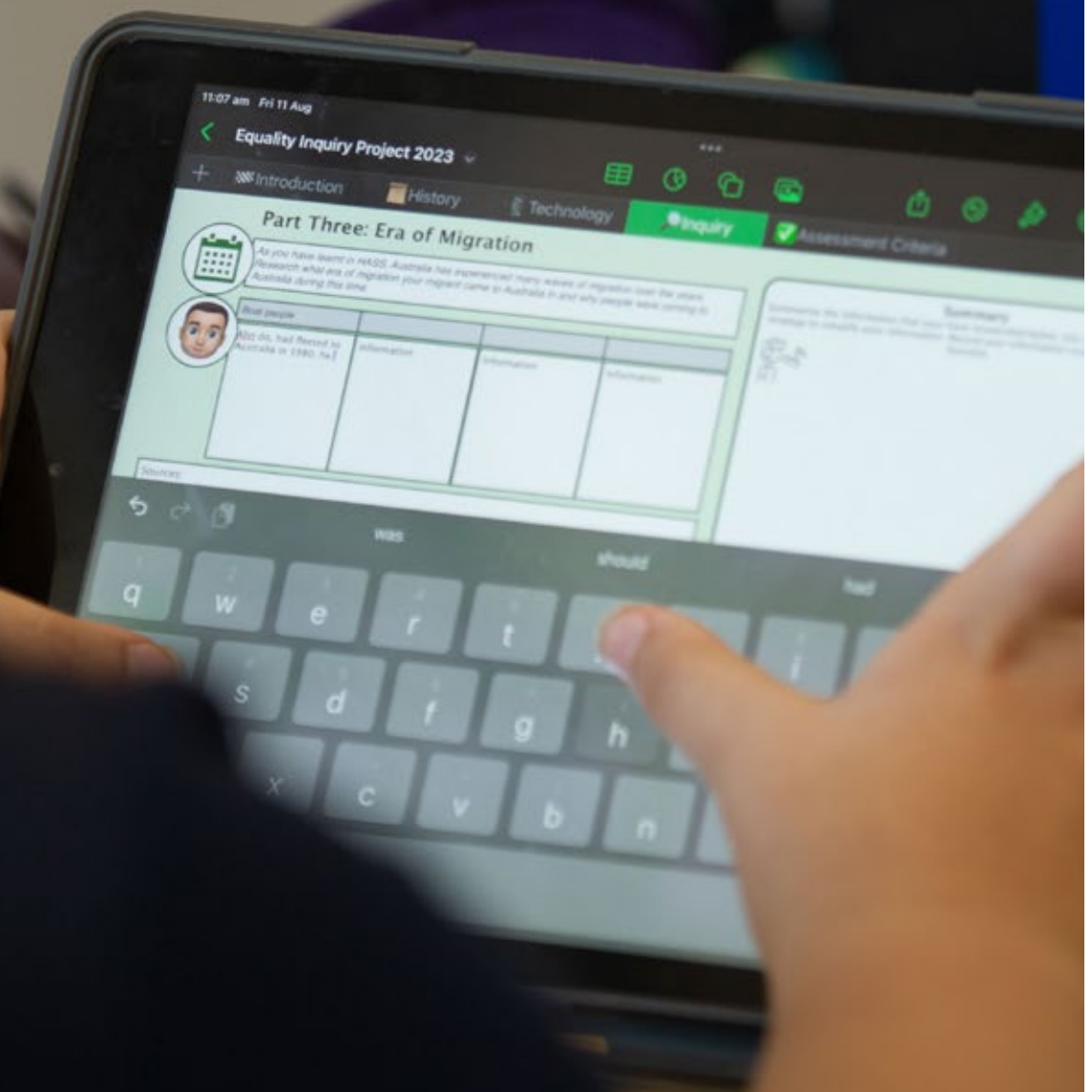
### | **FUTURE RECOMMENDATIONS**

- Source and provide school wide professional learning opportunities for the Magic 1-2-3 program to refresh understanding and deliver consistent behaviours messages.
- Fund and create an in-house Classroom Management Strategies (CMS) coach with allocated release time to work with staff.
- Create a time allocation for Staff to engage with the CMS coach.
- Continue to provide training and information for a consistent approach to recording behaviour instances in the school.
- 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 provide and update 'Play Pods' and sporting equipment to give students more play options.



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# FUTURE FOCUSSED LEARNING



# **FUTURE FOCUSED LEARNING**

## Technology by Jason Tate

### **TARGET 14**

14. 90% or higher uptake by students in the Years 3-6 BYO iPad Program.

 Target met

### **OVERVIEW**

In 2023, the Harrisdale Primary Technologies Team pursued its vision of excellence in digital and design technologies, maintaining its leadership as a DigiTech Lead School in embedding best practices within the Technology strands of the West Australian Curriculum. Our goal was to enhance student outcomes in STEM and Technology through high-quality teaching and learning experiences.

Pedagogically, we continued to employ the SAMR model as a foundation for our inquiry-based learning initiatives, while also integrating the TPaCK model into our framework. This combination was instrumental in advancing our educational objectives, ensuring that technology integration was both meaningful and effective across the curriculum.

### **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 staff through the in-house PL buffet professional development program and DigiTech 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 are 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 (FFL) - Define, Discover, Dream, Design & Develop, Deliver, Debrief, Decide.
- Send identified staff members on Inquiry Learning Professional Development.

### **ACHIEVEMENTS**

- HPS continued as an Apple Distinguished School.
- School retained DigiTech School status, providing state-wide professional learning for an extended period 2022-2023.
- HPS showcased their Digital Technology and Inquiry Projects at the Resources Technology Showcase at the Exhibition Centre.
- Maintained uptake (93%) in the BYO iPad program.
- The DigiTech School Open Day was a success with teachers from all over the state visiting to walk through classes and learn about Apple apps, AI and technology resources.
- Provided one-to-one Apple coaching opportunities through the use of Lumos Learning and HPS Apple Learning Coaches with 10 individual teachers and allied professionals completing the specialist coaching program in 2023.
- 1 teacher gained Apple Distinguished Educator recognition.

## **FUTURE FOCUSED LEARNING**

### Technology by Jason Tate

- 2 teachers achieved status as accredited Apple Learning Coaches.
- Created and delivered 10 online (Webex) or face-to-face learning events for both in-house and external DOE staff in conjunction with the DigiTech team. HPS 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 mTiny's and Lego Spike Essentials.
- Created year level calibrated sets of lessons on Cyber Safety and Digital Citizenship.
- Established the Harrisdale Robotics Club where students built and competed in lunchtime robotics competitions.
- Harrisdale after school Code Club continued into its 7th year.

## **FUTURE RECOMMENDATIONS**

- Continue to ensure that Harrisdale continues to successfully fulfil the requirements of being a QTS Lead Digital Technologies School. This includes, but is not limited to, partnerships with other schools and organisations, sharing of best practice and responding to 'requests for support'.
- Improve the consistency of grade distribution within the Digital Technologies curriculum areas. To do so, we will provide opportunities for high quality professional moderation of learning objects and standardised year level assessment pieces.
- Continue to update guiding documentation for FFL and Technologies.
- Maintain and expand our quality Technology resources.
- 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.
- Continue to ensure that HPS 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 this may include resources from the esafety commissioner and Grok learning.
- Broker an outside source to come and speak to parents, students and staff 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.
- Continue to share and upload scaffolds and assessments for digital technologies into the google drive and Seesaw to create a collated bank calibrated year level learning objects that are ready to use.
- Leverage existing staff to provide PL sessions for teachers to improve their integration of Digital Technologies into their inquiry based FFL.



# **FUTURE FOCUSED LEARNING**

## Science & Sustainability by Emily Primrose

### **OVERVIEW**

2023 was the first year the Science Team expanded to become the Science and Sustainability Team, which saw membership increase from three to seven. Science at HPS 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. With the addition of sustainability to our portfolio, we now support the implementation and improvement of sustainable practices within the school and aim to build individual agency amongst staff and students to live, learn and work in a more sustainable way.

### **KEY STRATEGIES - SUSTAINABILITY**

- Increasing the number of people in our team enabled promotion of Science and sustainability practices across the school more frequently, and on a larger scale.
- We used the Department of Education's 'Caring for Country Together' Sustainability Roadmap to guide our decision making around team direction, goals and targets.
- Within the team structure, members took ownership of their own area to work on at each meeting. This created effective time management and increased productivity through specialisation within the team.
- Professional Learning opportunities were made available through attending WasteSorted events, and saw five of seven team members upskill across different school-specific sustainability initiatives. Members shared back resources and knowledge to the team.
- Team members were supported and resourced to take sustainability initiatives and ideas from team meetings into their own classrooms and collaborative year group meetings. Dissemination of knowledge, resources and skills across all areas of our school (cleaning staff, teachers, APs and administration) was a key strategy in achieving our team's goals.
- We applied for external sources of income through grant applications, to fund larger projects that were too costly for the school alone to fund.

### **KEY STRATEGIES - SCIENCE**

- Appointment of two full-time Science teachers delivering Science lessons designed around Harrisdale's Lesson Design. Teachers worked collaboratively to create and deliver resources, lessons and assessment, ensuring consistency across classes.
- Lessons and assessments were planned by Science teachers using SCSA curriculum and judging standards (we do not teach or assess from text books). We value student-teacher relationships and maintained high student engagement by using topics of interest to students, hands-on activities requiring active participation and group work.
- When introducing new topics, we revised previously taught content through concise review of the topic's learning goals, from Pre-Primary to the current year of that class. This reduced gaps in students' knowledge and understanding so lessons continued to build sequentially in context with previous knowledge. This is particularly important for students with low attendance, students who may be new to HPS or students who have completed education abroad.
- Our Science teachers supported the unique needs of EALD students, particularly with the use of Science specific vocabulary, by including explicit teaching of new vocabulary and consistent review of prior knowledge in each lesson.
- Students in years three to six used a Science Investigation Planner (in Keynote and Seesaw) to develop Science Inquiry Skills competencies. Using the planner consistently across year groups, in all investigations and experiments, enabled repeated exposure to a high quality Science Inquiry Skills scaffold.

## ● **FUTURE FOCUSED LEARNING**

### ● Science & Sustainability by Emily Primrose

- We engaged regularly with parents to foster conversation about Science, Science lessons and applying student 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.
- We created connected practice opportunities between specialist Science and classroom learning by informing teachers at the start of each term of their year groups Science topics and learning goals. Fostering dialogue between classroom teachers and Science specialists enables deeper learning through subject integration.

## | **ACHIEVEMENTS - SUSTAINABILITY**

- We applied for and achieved re-accreditation as a WasteSorted school.
- We applied for and were successful in receiving a \$5437 grant from WasteSorted. This money will be used to custom build a recycling hub for plastic, glass and metal containers at our school in 2024.
- We worked with WasteSorted to conduct a waste audit to gather base-line data before implementing new strategies (planned for 2024) to reduce overall school waste. Teachers were asked to identify two students from each class as Waste Warriors, and these students participated in the waste audit, and shared the results with their classmates.
- National Science Week lessons were written by the Science teachers to take advantage of our waste audit findings and enthusiastic student interest, addressing the National Science Week topic of innovation in the area of plastic recycling and the importance of improving our waste management systems, not just at HPS, but globally as part of our responsibility as global citizens.
- Team members were supported and resourced to take sustainability initiatives and ideas from team meetings into their classrooms and collaborative year group meetings. For example, a Year Two team member enlisted her students into the Adopt A Spot environmental clean-up program, where students took responsibility for keeping HPS ground sand some surrounding land rubbish free. She also shared Science and Sustainability Team resources with her collab team, in their Future Focussed Learning projects, such as collecting cans for Containers for Change.



# **FUTURE FOCUSED LEARNING**

## Science & Sustainability by Emily Primrose

### **ACHIEVEMENTS - SCIENCE**

- We considered classroom teacher feedback from previous years and continued to celebrate National Science Week during regular Science class time. We created new curriculum-aligned lessons and activities for all year groups that also addressed National Science Week's topic of 'Innovation and Sustainability'.
- The Science rooms were open to families on Eduganza Night and were very well attended. Activities were thoughtfully planned to create a sense of curiosity and fun for adults and children, with photos of students, Science games, activities and experiments.
- We continued to convert previously paper-based scaffolds into digital scaffolds, saving on paper and printing costs, and reducing our waste footprint.

### **FUTURE RECOMMENDATIONS**

- Continue to 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 set up a recycling bin hub with grant money.
- Keep moving towards more sustainable lesson delivery by converting paper-based activities to digital, where appropriate. Review and make improvements on how much waste we generate during Science lessons.
- 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.
- Apply for more grants to source extra funds for new projects, with a focus on projects that will make us a more sustainable school.
- Engage with Science teachers from other network schools to share knowledge and understanding.

### **PAT SCIENCE RESULTS**

Year 6	
Year	2023
HPS Median	129.3
Target	122.7
Result	Met

Year 4	
Year	2023
HPS Median	120.3
Target	118.6
Result	Met

Year 5	
Year	2023
HPS Median	124.1
Target	120.9
Result	Met

Year 3	
Year	2023
HPS Median	114.3
Target	115.8
Result	Not Met

# **FUTURE FOCUSED LEARNING**

## 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 HPS. We are committed to nurturing healthy, happy students, with a focus on fun, participation and growth.

### **KEY STRATEGIES**

- Increase opportunities for students to be physically active.
- Create links with outside agencies, including community sports organisations, to support and provide a pathway for students to be physically active outside of school. This includes the installation of a notice board and relevant publications displayed with information pertaining to local clubs, along with sharing information via the schools Facebook page.
- To support staff across the school to run engaging good quality Friday sport lessons.
- Create an enriching curriculum that will increase the enjoyment and engagement of girls in years 5 and 6. Trial a two year rotation to include some minor sports to foster interest and investigate other ways to increase participation through research and communication with like schools.
- Continue Friday morning running club to provide an opportunity to be part of a group, physically active and achieve a personal goal.
- Build growth mindset strategies into our forward planning documents.
- Continue staff vs student sports at lunch times.

### **ACHIEVEMENTS**

- Another successful performance of our students at the Summer Carnival. The Boys and Girls Basketball Teams both placed 1st, the Division 1 Cricket Team placed 2nd and the Division 2 Cricket Team took 1st place.
- In our Interschool Winter Carnival, we again proved a strength in the Flag Belt Rugby with Division 1 placing 2nd and Division 2 placing 1st. Our Division 3 Netball side also placed 1st along with our Boys Soccer Team.
- We once again placed 3rd at the Interschool Cross Country Carnival.
- The successful roll out of the new Faction Carnival format to include team games and new games for Pre Primary Students was well received by the school community and gave our students more practice ahead of the Interschool Athletics team events.
- We placed 3rd out of 7 schools at the Interschool Athletics Competition.
- The outstanding sportsmanship that is shown on and off the field, or court, by Harrisdale students. This includes resilience and dignity in defeat, along with gracious winning and always giving their best.
- We successfully applied for a Sporting Schools grant in Term 3 which enabled us to purchase new equipment for the practice and running of our Athletics Carnival.

### **FUTURE RECOMMENDATIONS**

- Evaluate and improve the leadership program for our Faction Captains.
- Create more enrichment in lessons with the use of Sporting Schools funds.
- Explore how to get more out of the Kiddo program.

## ● **FUTURE FOCUSED LEARNING**

### ● Physical Education by Rebecca Goodacre

- Develop students' skill level with before school or lunchtime clubs.
- To hold lunchtime competitions for a variety of year groups to increase motivation, engagement and skill level in physical activity. For example: a netball shooting competition, an AFL long bomb kicking competition and a Year 5 and 6 lunchtime soccer tournament. We will work alongside our Faction Captains and Sports Leaders to facilitate these.
- Put our Year 6 Faction Captains through a 6 session leadership program to enhance leadership and communication skills. Our Year 6 Captains will then facilitate 1 or 2 leadership sessions with the Sports Leaders to consolidate learning.



# **FUTURE FOCUSED LEARNING**

## Health by Cherie Mudra

### **OVERVIEW**

The Health program at HPS is centred around ensuring the holistic development and success of every student. From Pre-Primary to Year Six, the students engaged in Health programs that focussed on laying the foundation for lifelong health and academic achievement. In 2023, Health at Harrisdale Primary School was incorporated into our Future Focussed Learning philosophy, where possible. Teachers used a range of approaches such as hands-on activities, group discussions and project-based learning, to cater for the diverse learning styles and preferences of our students.

### **KEY STRATEGIES**

- Implemented a whole school Health teaching schedule.
- Staff and students followed our Sun Safety Procedures.
- Students had access to Chaplaincy service from Monday - Friday.
- Students were explicitly taught Protective Behaviours in the Early Years and it was embedded into the Health curriculum in the Upper Years.
- All students and staff participated in Wellness week.
- Champion Life was used daily to check-in and gauge student emotional health.



# **FUTURE FOCUSED LEARNING**

## Health by Cherie Mudra

### **| ACHIEVEMENTS**

- Whole school participation in Wellness Week which included all students participating in the Great Veggie Crunch and R U Ok Day fundraiser.
- Sensory Bags and items were distributed to every classroom in an aim to normalise emotional regulation and the need for some students to access a fidget.
- A large portion of students participated in Ride to School (Term 1) which also a whole school PBS focus on Road Safety.
- Over 500 students walked to school as part of our Walking School Bus which saw 36 staff members meet students at 6 different locations in the Harrisdale community (Term 4).
- Student handover folders for Specialist teachers were updated and structured to ensure all medical and relevant information was given to teachers.
- Jacqueline Hendriks from the RSE Project at Curtin University presented Professional Development to all staff regarding Protective Behaviours.
- All Pre Primary to Year Six children participated in Constable Care Incursion.
- The “Wet Weather Policy” was reviewed and changed to an “Extreme Weather Policy” to include hot days.
- Zen Den continued to be used as a quiet and calm area for students in Year One to Six at recess and lunchtime.
- For the second year, both staff and students participated in Movember raising over \$12,000 taking the total amount of money raised by the “Harrisdale Handlebars” to over \$40,000.

### **| FUTURE RECOMMENDATIONS**

- Review of the whole school health teaching schedule - including incorporation of new first aid and consent areas.
- Introduction of Wellbeing check-in app for students to support social/emotional needs of students.
- Chaplaincy service to be re-established.



# **FUTURE FOCUSED LEARNING**

## Visual Art, Music & Drama by Cassandra Vadala & Hannah Beltrama

### **OVERVIEW**

HPS offers specialised courses to students ranging from Pre-Primary to Year 6, encompassing Visual Arts and Music for all, and Drama with Movement for Pre-Primary to Year 2. These sessions are designed to nurture student creativity and hone their abilities to articulate their thoughts, all while fostering an understanding and admiration for Music, Art, and Drama as forms of expression. Each specialist class consists of a 55-minute session. Additionally, students in Years 5 and 6 can engage in advanced music classes provided by the Instrumental Music School Services (IMSS), along with opportunities to join the Senior Choir and Concert Band after school.

### **KEY STRATEGIES**

- Utilised the SCSA curriculum documents to guide teaching and assessment across the Arts.
- Lessons are structured to allow students to solidify and enhance their skills before putting them into practice through creative project based tasks.
- Students' artworks are showcased and displayed throughout the school grounds.
- Across Arts-based subjects students' achievements continued to be communicated to their families and the local school community through platforms such as Seesaw, Facebook, and live performances.
- The Eduganza Open Night highlighted a variety of students' work and performances across all areas of the Arts.
- Students studying Drama were given chances to showcase their skills at a range of community events.
- Senior Choir and the Concert Band were provided with the opportunity to participate in community based performances.
- The Twilight Concert integrated Music and Drama delivering both musical and acting performances.
- Teaching staff continued to be upskilled by attending professional development opportunities surrounding the Arts Curriculum and its further development.



# **FUTURE FOCUSED LEARNING**

## Visual Art, Music & Drama by Cassandra Vadala & Hannah Beltrama

### **ACHIEVEMENTS**

- Integration of Arts within Future Focussed Learning (FFL) program.
- Participated in moderation and common assessment tasks with local schools.
- Promoted the Arts as a creative outlet by providing opportunities for students to engage in extracurricular activities after school within both Drama and Art Club.
- Arts Week was implemented in 2023.
- The Concert Band performed in the ABODA festival at Churchlands Senior High School and received excellent feedback from a panel of highly experienced Concert Band directors.
- The Senior Choir performed in The Massed Choir Festival at The Perth Concert Hall, and two students were selected to represent HPS as a Soloist and Compere during the concert.
- Every class had performance work showcased at Eduganza for Music and Drama.

### **FUTURE RECOMMENDATIONS**

- Review of the teaching and assessment, and implementation of a new program for responding across all Arts curriculum areas.
- Tailored Visual Arts programs that allow for a range of student work selected and submitted for a range of competitions across Australia.
- Updating artwork featured around the school, displaying the achievements of current HPS students.
- Moderation and common assessment tasks within arts curriculum areas.
- Participate in the Arts network within local schools network.
- Exploring and developing the possibility of a digital artwork program, in connection with the schools DigiTech focus.
- Continuation of community based performances for both Senior Concert Band and Senior Choir, including performances with other schools in our local school network.
- Continuation of recital night for all IMSS students to showcase learning throughout the school year.
- Integration of music with content being covered in other curriculum areas for example Digital storytelling/narratives and soundscapes.
- Implementation of the National Anthem with both English/Noongar words into all community based events such as Assemblies, Anzac Day, Graduation etc.
- Implementation of a learning program that integrates oral language, colourful semantics and acting, alongside movement.
- Focus on improved control of body language and expression for Pre-Primary to Year 2 within Drama.



# **FUTURE FOCUSED LEARNING**

## French by Iri Mukwekwezeke

### **OVERVIEW**

French is taught from Years 3-6 once a week for 55 mins and all learning programs are in accordance with the Western Australian Curriculum. At HPS, all French lessons are delivered 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 full utilisation of lesson time to practise speaking and writing in French while providing students with differentiation and extension opportunities.



# **FUTURE FOCUSSED LEARNING**

## **French by Iri Mukwekwezeke**

### **KEY STRATEGIES**

- All students at HPS from Years 3-6 learn French.
- Teachers of French plan for all teaching and assess students in accordance with SCSA.
- Students participate in language development activities in and out of the French classroom; these include Languages Week, Francophonie Day, bilingual library reading sessions, French club, language competitions and incursions.
- A French Language Assistant worked with students five 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 are provided via Seesaw and 'The Languages Nut'.

### **ACHIEVEMENTS**

- In 2023 Year 5 & 6 students had an opportunity to write letters to students learning French at Piara Waters PS. This has greatly motivated students as they have enjoyed sharing information about Australia in the target language.
- Student leaders who did the daily announcements partly in French gained 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.
- Students took part in the Tour de Harrisdale Cycling competition, the monument building competition and Year 6 students held a 'Masterchef' event as one of their lesson activities.

### **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.
- Apply for, and maintain a 5 day a week French Language Assistant.




# **FUTURE FOCUSED LEARNING**

## by Emma-Lee Jackson

### **TARGET 13**

13. When surveyed, 80% (or above) of students either agree or strongly agree that Future Focussed Learning has given them the opportunity to learn about and explore real-world problems.

 NA - Not surveyed in 2023.

### **JUNIOR OVERVIEW**

During the initial stages of the academic year, the school prioritised a holistic approach to learning through integrated inquiry, grounded in evidence based research. This approach was guided by the school's pioneering Future Focussed Learning model, developed collaboratively by school leaders and staff members. Methodically, various models, including the Kath Murdoch inquiry model informed classroom practices.

Teachers diligently implemented the inquiry based model, fostering an environment rich in real world provocations and 'Wonder Walls' to naturally cultivate lines of inquiry. With adeptness, educators seamlessly weave global goals into the curriculum, empowering students to explore and comprehend the world around them. Timetabled experiences in the early years integrate HASS and Technologies, serving as the backbone of student-led learning journeys. These journeys emphasise autonomy and intrinsic motivation, with teachers facilitating 'stations' along the mind 'train track' to assure alignment with curriculum objectives and to foster cross-cohort comparisons.

### **JUNIOR KEY STRATEGIES**

- Phase of design is standard across the years - define, dream, design, develop, deliver, debrief.
- Collaboration, critical thinking, creativity and the ability to incorporate Digital Technologies with ease.
- Teachers collaborate in year level teams to make connections in the curriculum for an integrated approach.
- Shared practice of visible learning/wonder walls/using the questions to break off into lines of inquiry.

### **JUNIOR ACHIEVEMENTS**

- Eduganza - students were guided by their teachers, to share their learning by celebrating achievements and outcomes. This was visually different in each class - showing diverse ideas and learning processes. From Pre-Primary 'Harrisdale' mini suburbs made from craft and hours of research and shared ideas to Year 3's food truck designs. Each phase of the design was visible and age appropriate.
- Teachers providing and connecting experiences which link to Future Focussed Learning design plan.
- Incursions and excursions are more relevant and focussed to the learning.
- The school was recognised as a Lead DigiTech 'Teaching for Impact' school by the Department of Education (DoE).

### **JUNIOR FUTURE RECOMMENDATIONS**

- Upskill staff with opportunities to refine the FFL cycle.
- Shared opportunity at PL buffets to share what staff are doing in their classes.
- Collaboration with partnerships in the wider community for example, local members of parliament, nature reserve connections and wildlife specialists.
- Have a 'champion' in the early years so staff who are less confident in this space can have a member of staff who they can go to for questions around the inquiry cycle and how that looks at HPS.

# **FUTURE FOCUSSED LEARNING**

## by Peter Gaspar

### **| SENIOR OVERVIEW**

The senior years of the school continued to build on the success of previous years with inquiry learning. Most year levels looked at 2023 as a year to enhance the inquiry units of work that existed in their year levels. A stronger focus was placed on authentic learning opportunities while trying to align inquiry projects with the SCSA curriculum and reporting requirements. The major highlight for Future Focussed Learning was having four staff members participate in the Purposeful Pedagogies Professional Learning Course with Maree Whitely. This increase in teacher knowledge and skill with inquiry learning was a significant boost for the school. It led to the creation of units of work that have greater alignment to the philosophy of inquiry learning and this knowledge is being shared across the school.

### **| SENIOR KEY STRATEGIES**

- Upskilled staff with Inquiry Learning Knowledge and Skills: Purposeful Pedagogies PL identified and four staff members selected to participate.
- Teachers collaborate within year level teams to develop inquiry units of work.
- Teachers identified relevant opportunities to explore inquiry learning in the real world through excursions and incursions (Fremantle Prison, Maritime Museum).

### **| SENIOR ACHIEVEMENTS**

- Year 4 and Year 5 Showcase events inviting parents and community members to visit the school and witness the learning of our students on display.
- Selected students in Year 4 represented HPS at the 'It Takes a Spark Conference' where they connected with inspiring industry role models and solved social justice design challenges. This was also an opportunity for students to network with other students and teachers.
- Participated in the RAC Imagine Program Futures Challenge with the Year 6 Team placing 3rd overall.
- Eduganza - All senior year groups displayed Future Focussed Learning Inquiry Projects.
- Four staff members completed the Purposeful Pedagogies PL with Maree Whiteley.

### **| SENIOR FUTURE RECOMMENDATIONS**

- Continue to upskill staff with inquiry learning knowledge and skills through external professional development and internal coaching with previously trained staff.
- Increase opportunities to develop and refine current inquiry units of work through collaboration with other teachers from across disciplines and year levels.
- Develop leadership role in the inquiry learning space.
- Encourage and support teaching staff to continue to develop community links and partnerships within inquiry learning units of work.
- Develop strong links with other inquiry learning schools in our community and further to share best practice and ideas.



# **FUTURE FOCUSED LEARNING**

## Extension by Jac Elborough

### **OVERVIEW**

Academically talented students at HPS are privileged to be invited into our Year 5/6 Extension Program. This invitation is extended to students who perform well above children of the same age and exhibit a curious and self motivated attitude, persistence and the ability to reflect on their learning. These students are receptive to feedback and have the ability to link their learning whilst making connections to prior knowledge. Students test into this program through an ACER General Ability Test (AGAT) and consistently demonstrate the above characteristics.

The program follows the same pedagogical framework and WA curriculum as all classes at HPS but the focus is on advancing analytical, critical and creative thinking skills.

### **KEY STRATEGIES**

- Social interaction with gifted and talented peers.
- Intellectual rigour and challenge.
- Pursuit of excellence.
- Opportunities to participate in extra-curricular activities and exposure to experts.
- In-depth investigation of real problems.

### **ACHIEVEMENTS**

Students in our Year 5/6 Extension class participated in a range of competitions throughout the year:

- The HPS 'Blood Moon Agents' won the 2023 Law Society of Western Australia's Cluedunnit Kids competition.
- HPS placed 6th overall in the Da Vinci Decathlon. Our school was the only public school out of 50 teams and placed in the following categories:
  - 1st in English (Year 5)
  - 2nd in Maths (Year 5)
  - 3rd in Legacy (Year 5)
  - 3rd in Ideation (Year 6)



## ● **FUTURE FOCUSED LEARNING**

### ● Extension by Jac Elborough

- A selection of students showcased their work in the Resources Technology Showcase at the Convention Centre.
- The HPS team 'The Zero Footprints' were awarded 3rd place at the RAC Imagine Program Futures Challenge Awards breakfast ceremony. For this award, students were required to create a video presentation where teams described their vision for the future of WA transportation.
- Students worked on building solar cars to successfully participate in the Synergy Solar Car challenge.
- Students in the Extension class also participated in the Speak Up Awards, Armadale City Young Writers Competition, the Inter-Electorate Primary School Public Speaking competition and the Bebras Digital Computational Thinking Competition.
- 9 out of 13 Year 5/6 Extension students achieved a Gifted and Talented High School placement of their choice in 2023.

## | **FUTURE RECOMMENDATIONS**

- Continued opportunities to participate in events and experiences that challenge their creative and critical thinking.
- Continued opportunities to showcase their learning and gain exposure to experts in Science & Sustainability, Technologies and creative and critical thinking.



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## HIGH QUALITY TEACHING & LEADERSHIP



# **HIGH QUALITY TEACHING & LEADERSHIP**

## Peer Observations by Simonne Heal

### **OVERVIEW**

It is imperative for teachers to evaluate the impact of their practice and to seek to continually improve. Teachers are given the opportunity to critically reflect on their own practice and support one another through the sharing of best practice and building awareness of their impact on student outcomes. Through participating in regular Peer Observation cycles, teachers are given the opportunity to engage in professional learning that will aid growth and promote excellence, which aligns with Department of Education Strategic Plan and Focus documents. Due to staffing shortages and workload management, Peer Observations only occurred in Semester One in 2023.

### **KEY STRATEGIES**

- Planned Peer observation cycles to occur in Semester One and Semester Two.
- Where possible, triads were created in such a way as to ensure they consisted of new staff, early career, and experienced teachers.
- Peer Observations were linked to individual Performance Management goals.
- Best practice was informed through current research and the experience of the school's teachers and the Executive Leadership Team.
- Providing all teachers with the opportunity to gain a shared position and understanding of effective teaching practices.
- Each semester, two staff meetings were dedicated to Peer Observations – one for goal setting and one to provide feedback within the triad.

### **ACHIEVEMENTS**

- All teachers that were present at the Semester One staff meetings participated in sharing best practice and received feedback.
- Low variance practices at HPS where further strengthened through the Peer Observation cycle.
- High-impact teaching strategies were promoted in every classroom at HPS.

### **FUTURE RECOMMENDATIONS**

- Continue to meet the 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 9 & 10

9. When surveyed, 80% (or above) of staff indicate they they agree or strongly agree there are opportunities for growth and development at this school.

10. When surveyed, 80% (or above) of staff indicate that they agree or strongly agree there are strategies in place at this school to support wellbeing.

 NA - not surveyed in 2023.

### | OVERVIEW

As stated in our Business Plan 2022-2025, at Harrisdale we aim to:

- recruit, induct and retain diverse, passionate and committed high quality teaching staff,
- Provide all staff with opportunities for growth and development,
- Promote wellbeing practices for staff,
- Identify, develop and provide distributed leadership opportunities for aspirant leaders (all staff).

In meeting these outcomes, HPS identifies and and develops high potential leaders through the Future Leaders' Framework. This 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, initially. Mr Tate has now built his capacity to coach independently. Both he and Mr Gaspar have their Apple Coaching accreditation.
- Potential leaders were supported through a suite of professional learning opportunities.
- High potential leaders were given opportunities to spend short periods in acting Deputy positions.



# • HIGH QUALITY TEACHING & LEADERSHIP

## • Middle Level Leaders by Karen Duncan

### | KEY STRATEGIES

- In 2023, all staff (teaching and non-teaching) were given the opportunity to participate in a suite of Professional Learning aimed at Leadership.
- In 2023, the HPS School Board introduced the first School Board Scholarship to reward, encourage and retain middle leaders with an interest for leading in a particular area that aligned to the School Business Plan. Mr Wilcox was the first recipient of this scholarship in 2023.
- 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.
- 25 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:
  - Heads of Year Level
  - Curriculum Leaders
  - Impact Coach (Literacy & Numeracy)
  - Technology Coach
  - Data Coach
  - Lead Allied Professional
  - Learning Support Coordinator
  - Deputy Principal (acting)

### | ACHIEVEMENTS



10

Senior Teachers



4

Level 3 Classroom Teachers



1

Middle Level Leaders won substantive DP position



2

Middle Level Leaders won fixed term DP positions

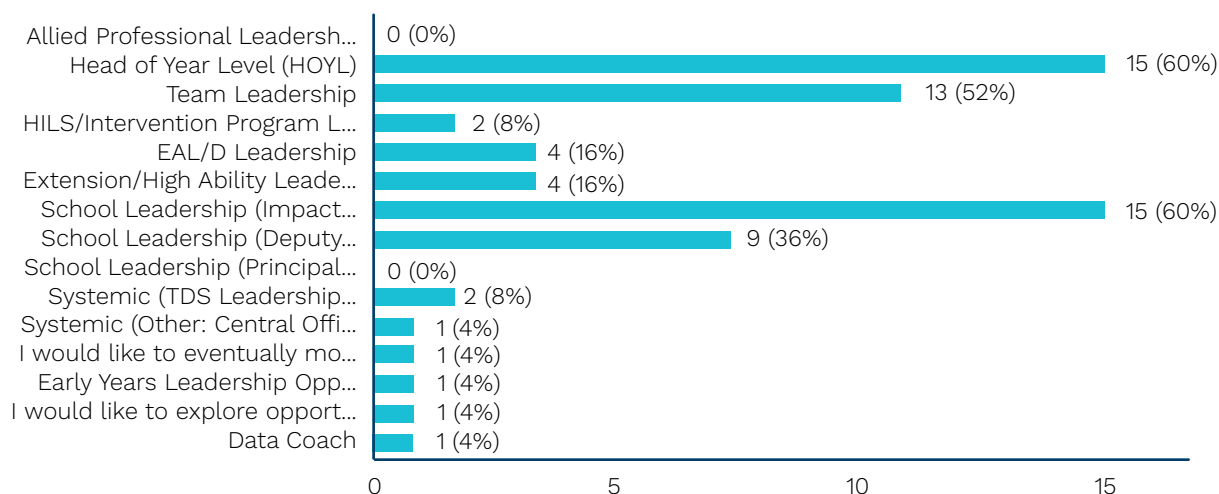


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DPs that won substantive principalships

Staff applied for Middle level Leader positions in 2023 using FLF.

#### What are your leadership aspirations? (in context of HPS)



# • HIGH QUALITY TEACHING & LEADERSHIP

## • Middle Level Leaders by Karen Duncan

### | 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.
- Continue the HPS School Board Scholarship for aspirant leaders with an area of educational interest they'd like to research and pursue.
- Introduce new leadership positions in 2024: CMS Coach (0.1 FTE) and Early Childhood Education Impact Coach (0.5 FTE). Increase Literacy and Numeracy Coach position to 1.0 FTE each.



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## ENGAGEMENT & PARTNERSHIPS




# ENGAGEMENT & PARTNERSHIPS

## Communication by Abbi Kerimofski

### TARGET 11 & 12

11. NSOS parent response of 80% (or above) in the category of agree or strongly agree ('Cultural diversity is valued at this school').

12. NSOS parent responses with a rating of 3.7 or above.

 NA - not surveyed in 2023.

### OVERVIEW

The Public Relations Officer continued their employment at HPS three days a week throughout 2023. 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 15th 2023, the Facebook page had over 3,100 page likes. New parents of the school were encouraged to access the Facebook page to stay up-to-date.

Throughout 2023, students posted 501,765 pieces of work on their classroom Seesaw accounts. This was an increase of 140,146 pieces of work in comparison to 2022. Along with this, class Seesaw accounts indicate 436,042 visits by families to student portfolios.

### KEY STRATEGIES

- Encouraged parents to follow or like the Facebook page to keep up to date with school news.
- Encouraged parents to subscribe to the school website calendar to keep up to date with events.
- Continued to update our clear whole school communication/branding guidelines with the 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.
- Supported new staff with communication/branding guidelines through induction processes.

### FUTURE RECOMMENDATIONS

- Renew the Seesaw for Schools subscription and keep using this as the school's main form of communication.
- Continue to promote whole school communication/branding guidelines amongst staff including Seesaw for Schools for regular communication with parents.



# ENGAGEMENT & PARTNERSHIPS

## Community Engagement by Abbi Kerimofski

### OVERVIEW

Throughout 2023, Engagement and Partnerships were promoted by the Executive Team members and Middle Level Leaders organised many events. Executive Team members organised an in-person ANZAC Service, with many families, students and staff attending. The introduction of hundreds of poppies on the hill was beautiful, with parents and carers engaging in the installation with their children. The school coordinated its third instalment of the Eduganza, acting on feedback collected from the community the previous year to better cater for 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, student showcases, and various student and staff led fundraisers for local charities.

In 2023, the Executive Team introduced the weekly SWAY as a communication medium for staff messages. Along with this, at the end of the year the staff intranet was launched as a space for staff information and documents.

To end the year, the Twilight Christmas Markets saw over 10 local businesses welcomed into our school to sell their wares and promote their businesses to the community. The Twilight Concert was held at the Harrisdale Pavilion in 2023, with the market taking place inside the pavilion.

### KEY STRATEGIES

- The incorporation of events, engagement and partnerships into other curriculum teams.
- Ensured the school maintains links with parents, the community and School Board.
- Continued to promote the P&C and School Board as an avenue for involvement in the school community.
- Created opportunities for parents to be involved in our school community, events and activities.
- Provided regular communication to engage and inform parents and community via a range of face-to-face and digital platforms.

### 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 10 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.
- Creation of the staff intranet for information and documents to be easily accessible by all staff.



## ENGAGEMENT & PARTNERSHIPS

### Community Engagement by Abbi Kerimofski

#### FUTURE RECOMMENDATIONS

- Provide various opportunities for parents and the community to come into the school, including delivering Eduganza, Harmony Day events and the Twilight Christmas Markets.
- 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 information sessions 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 Simonne Heal

### OVERVIEW

The Languages and Culture team continue to focus on cultural inclusivity through creating culturally responsive and nurturing classrooms. In 2023, HPS had 16 students identifying as Aboriginal and/or Torres Strait Islander.

### KEY STRATEGIES

- Welcome to Country provided by Pop Neville Collard at key events e.g. Eduganza.
- NAIDOC activities for whole school provided by Cyril Yarran (Milliyaan Aboriginal Services).
- Cultural activities for our Aboriginal and Torres Strait Islanders students provided by Cyril Yarran and Pop Neville Collard.
- Stakeholders attended regular meetings to continue our journey towards completing our RAP.
- Stakeholders agreed upon 14 commitments and 21 actions to create the RAP.
- Finalising RAP artwork to progress towards publication.
- Embedding of cross-curricular priorities - Aboriginal and Torres Strait Islander histories and culture across all curriculum areas.

### ACHIEVEMENTS

- Acknowledgment of Country included at every assembly and presented by our First Nations students, and daily in classrooms by all students.
- High level of engagement with Aboriginal and Torres Strait Islander families to further our RAP journey.
- RAP content reviewed by family members and approved for publication.
- RAP journey and commitment available to the community through the HPS webpage.

### FUTURE RECOMMENDATIONS

- Organise an event for our First Nations people, along with the community, to celebrate the completion and publication of the HPS RAP.
- To provide staff the opportunity to further engage with the Aboriginal Cultural Standards Framework and how this looks in classrooms.
- To continue to provide staff, students and the community with authentic cultural learning opportunities.
- To continue to promote First Nations cultures through inviting local Aboriginal people and agencies to engage in school events and classroom activities.
- Apply for PALS grant funding to further enhance cultural awareness and responsiveness.
- Include more signage and artwork depicting Noongar language and culture.



# GLOSSARY

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

# FINANCIAL SUMMARY

by Megan Klompmaker

Financial Summary as at December 31st 2023

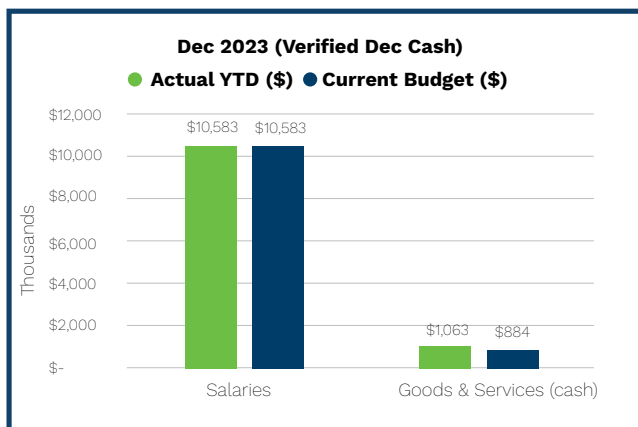
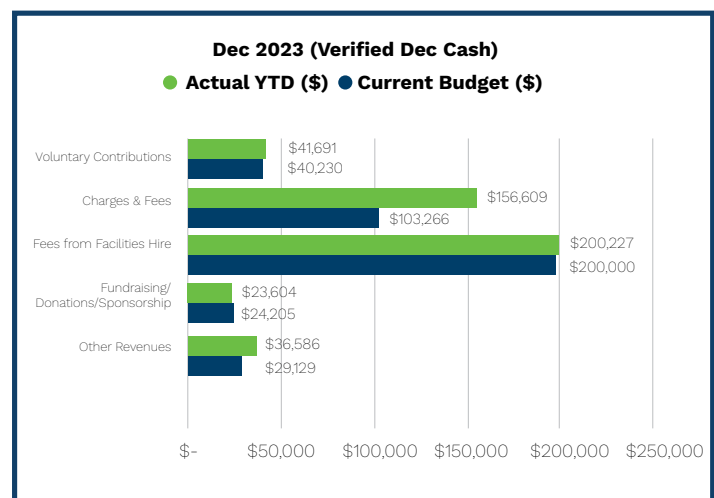
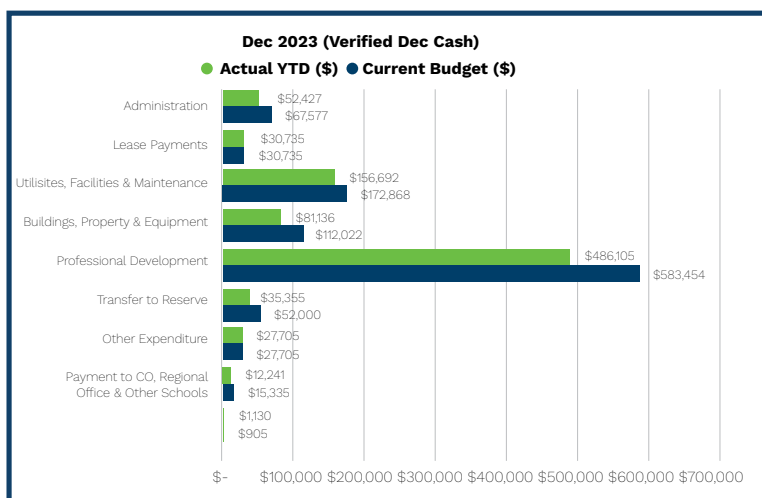
ONE LINE BUDGET - DEC 2023 (VERIFIED DEC CASH)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (cash)	399,114	399,114
Carry Forward (salary)	958,413	958,413
INCOME		
Student-Centred Funding (including Transfers & Adjustments)	10,430,935	10,430,935
Locally Raised Funds	396,830	458,718
Total Funds	12,185,293	12,247,180
EXPENDITURE		
Salaries	10,583,352	10,583,352
Goods and Services (cash)	1,062,602	883,526
Total Expenditure	11,645,955	11,466,878
Variance	529,338	780,302

INCOME - DEC 2023 (VERIFIED DEC CASH)		
SALARIES	Current Budget (\$)	Actual YTD (\$)
Carry Forward (cash)	399,114	399,114
Carry Forward (Salary)	958,413	958,413
STUDENT-CENTRED FUNDING	Current Budget (\$)	Actual YTD (\$)
Per student		
School & Student Characteristics	1,342,431	1,342,431
Disability Adjustments	38,404	38,404
Targeted Initiatives	397,207	397,207
Operational Response Allocation	6,877	6,877
Total Funds	10,479,557	10,479,557
TRANSFERS & ADJUSTMENTS		
Regional Allocation	55,355	55,355
School Transfers - salary	(370,144)	(370,144)
School Transfers - cash	266,168	266,168
Total Funds	(48,621)	(48,621)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	40,230	41,691
Charges & Fees	103,266	156,609
Fess from Facilities Hire	200,000	200,227
Fundraising/Donations/Sponsorship	24,205	23,604
Other Revenues	29,129	36,586
Total Funds	396,830	458,717
Total	12,185,293	12,247,180

# FINANCIAL SUMMARY CONT.

by Megan Klompmaker

EXPENDITURE - DEC 2023 (VERIFIED DEC CASH)		
SALARIES	Current Budget (\$)	Actual YTD (\$)
Appointed Staff	9,861,716	9,861,716
Casual Payments	719,123	719,123
Other Salary Expenditure	2,514	2,514
Total Funds	10,583,353	10,583,353
GOODS & SERVICES (CASH EXPENDITURE)	Current Budget (\$)	Actual YTD (\$)
Administration	67,577	52,427
Lease Payments	30,735	30,735
Utilities, Facilities and Maintenance	172,868	156,692
Buildings, Property and Equipment	112,022	81,136
Curriculum and Student Services	583,454	486,105
Professional Development	52,000	35,355
Transfer to Reserve	27,705	27,705
Other Expenditure	15,335	12,241
Payment to CO, Regional Office and other Schools	905	1,130
Total Funds	1,062,601	883,526
Total	11,645,954	11,466,879







**7 FAIRHAVEN AVENUE  
HARRISDALE, WA 6112**

**9234 9700**

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