



**North
Harrisdale**
PRIMARY

ANNUAL REPORT

Curiosity ▶ Courage ▶ Challenge



2022
EDITION

We are an Independent Public School



PRINCIPAL WELCOME

It is a privilege and honour to be Foundation Principal and lead an inspiring team in establishing North Harrisdale Primary as a school of excellence where everyone is valued, known, and cared for. It is with immense pride that I present our Annual Report to our school community. It outlines evidence of our progress in embedding our priorities and achieving the outcomes described in our Strategic Direction Plan. Our report is a celebration of our achievements throughout 2022.

Our school is a joyful place to come to learn and play, where students and staff flourish and grow. Encouraging self-acceptance and self-respect fosters attitudes and actions that develop each child's unique identity and individuality. We nurture concern for others and their rights with sensitivity, care and compassion. We draw on expertise in the wider community to enrich the experiences provided for our students. We value the partnerships we have with families in ensuring children have a rich, engaging, and challenging education at our school.

Our families reflect many different cultures, languages, and life experiences. We respect and appreciate the diversity of our community. Our Index of Community Socio-Educational Advantage (ICSEA) is 1061. We commenced this year with 451 students and ended with 492 students. We have 2.3% or 11 students funded through an Individual Disability Allocation. There are 141 students identified through the Nationally Consistent Collection of Data on School Students with Disability (NCCD) as requiring educational adjustments. Three students (0.7%) identify as Aboriginal or Torres Strait Islander descent. 52% of students have English as an Additional Language or Dialect (EAL/D). There are 36 different languages spoken by families.

In 2022, we continued to experience disruptions to school routines due to the impact of COVID-19. We started the year with restrictions on families entering classrooms, mask wearing, isolation requirements, and ventilation regulations. Despite this, our students, families, and staff embraced the challenges to ensure a successful and positive term. Term 2 saw a return to our usual operations which was a welcome relief. With the lifting of restrictions on interstate and international travel, many of our families took the opportunity to visit extended families overseas during term time. This had a significant impact on our overall regular attendance rate for the year. Thank you to our awesome staff for prioritising our students and ensuring their cognitive, social, and emotional needs were met. Thank you to our supportive School Board and Parents & Citizens Association for their continued hard work and commitment.

We celebrated many achievements this year, both in the academic and sporting arenas. Several Year 4 to 6 students entered the Maths Talent Quest with two students awarded a High Distinction and two students awarded a Distinction. Thivain Koralage's High Distinction investigation into Solar Panels was entered into the National Final and we were delighted when it won the *National Year 4 Individual Award*. Our school was named *Most Outstanding Primary School* in the Maths Talent Quest by the Maths Association of WA. Our school hosted the South East Regional Heat of the *Numero* competition and our two teams finishing 8th and 15th respectively. Charlotte Tang and Kevin Sweetman, from Year 1 and 2, were finalists in the Science Talent Search. Ethan Hawkins won the National Pre-Primary Award in the "*How Cool is Your School*" competition. Our First Lego League team competed for the first time this year and won the "Core Values Award" for their exemplary display of teamwork, discovery, impact, innovation, inclusion and fun. We had two teams of 7 students from Year 3 to 6 enter the Regional Final of the *Creative Edge* competition at Curtin University. They performed admirably their solution to a creative challenge in the Literature category.

Students from Pre-Primary to Year 6 participated in our first in-term swimming lessons at Cockburn ARC. Whilst the two weeks impacts on learning programs, swimming is a vital component of our Physical Education program and students really enjoy going. Our senior students competed in the Vale Schools Sporting Association Interschool Carnivals with enthusiasm and outstanding sportsmanship. Our Netball team brought home our very first trophy! Rigel House were the inaugural winners of the *Quad Wizard Cup*, a friendly intraschool competition for our Year 4 to 6 students.

Our staff offered a variety of extra-curricular clubs for students in Terms 2 and 3 including AFL Academy, Netball Development, Maths Talent Quest, Board Games, Jewellery making, Jump Rope, Origami, Handicrafts, Chess, Philosophy, Story Box, Percussion Ninja, Creative Edge, and Pot Luck. Our friends, Albert & Ron, from the Harrisdale Men's Shed, offered a Woodwork Club for students in Term 4. We are eternally grateful to our magnificent staff in volunteering their free time in giving students the opportunity to learn some new skills, make new friends, and have fun.

We continued our involvement in Children's University, partnering with University of WA and Edith Cowan University, with 41 students enrolled, the largest student contingent from a primary school in WA. All students accrued the minimum of 30 hours of learning outside of school to graduate in November at UWA. Ria Prakash Raj achieved a Bronze Diploma for reaching 250 hours of learning.

Our staff engaged in a variety of professional learning workshops to ensure we understand and embed high quality teaching and learning practices across our school. We were beyond excited to partner with James Nottingham, of Challenging Learning in the UK, and developer of the "Learning Pit" this year. James modelled lessons for our teachers in critical and creative thinking, and presented an after-school workshop in providing effective feedback to students. We received some wonderful feedback from James upon his return to the UK:

As an author and teacher-consultant, I have had the privilege of working with hundreds of schools in dozens of countries. I can say with absolute confidence that North Harrisdale PS is one of the very, very best I have visited. The sense of purpose and dedication to helping all young people to flourish is exemplary. Children are nurtured, guided, encouraged, instructed, challenged, and inspired in equal measure. There is a palpable sense that every child matters.

When I worked with the children, I particularly enjoyed their curiosity, engagement, thoughtfulness, politeness, and sense of caring for themselves and each other. We might say this should be the case in every school and every home, but as experience tells us, values such as these are often missing, particularly in large groups. Yet, at North Harrisdale, the children show every day that the staff and community's dedication to nurturing decent, talented, and dedicated human beings is working masterfully.

Researchers have recently identified 'collective efficacy' as the most significant factor influencing the success of an organisation. It relates to the sense a team has that they have the abilities, agency, and shared mission to overcome challenges and improve results. The quality is all too rare, and even more so in education due to the complexity of student need as well as the shifting political sands. So, to witness collective efficacy alive and well at North Harrisdale was a joy and privilege. The staff are passionate and determined, with a sense of joy in their work. They know their students are thriving and yet are continually driving towards ever more expert actions and interactions. They are supported by a leadership team who strike the balance between high expectations and compassionate encouragement. If I didn't live on the other side of the world, I would enrol my children in NHPS in a heartbeat.

We are looking forward to commencing a longer-term project with James in 2023. We reviewed Explicit Direct Instruction, with a particular focus on questioning and feedback, with Joe Ybarra, via Zoom from the US, of Dataworks. Other key professional learning included Back to Front Maths, Talk 4 Writing, Oral Language in the Early Years, Cybersafety, EAL/D approaches, Digital Technologies, and data analysis.

We ended the year with our first Year 6 Graduation Assembly and lunch. Our 21 students enjoyed a beautiful and celebratory service of their final year in primary school. Students received a 'Graduation Owl' from the school to gather signatures and messages from their friends and teachers, a Year 6 Leavers Photo, and then attended some fun activities and lunch at Groove Train.

We are thrilled with all we achieved this year and look forward with curiosity, courage, and challenge to an even bigger and better year in 2023.

Kind regards,

Jacqui O'Donnell

VISION

Our vision is to be our children's 'North Star' to guide and lead them to strive for excellence and reach for the stars. We are both their anchor and compass in providing direction and purpose as they navigate their journey of learning and life. We are committed to be an innovative, inspiring place of learning where every child is curious, courageous, and challenged every day to learn at high levels and flourish, within a nurturing learning community.

Raising good people with strong values is of utmost importance to us as a school community. We value **R**espect, **I**ntegrity, **G**ratITUDE, **H**umility, **T**rust and **S**ervice. We want our children to be happy, respectful, resilient, and confident individuals who demonstrate empathy and gratitude. We aspire for them to be our future leaders, pioneers, and explorers with a deep sense of global and social responsibility and a desire to make an impact on our world.



CURIOSITY, COURAGE, CHALLENGE

We aim to embed three key drivers of learning in our school's vision and culture: *curiosity, courage, and challenge.*

- **Curiosity:** *Curiosity encourages us to think more deeply, be more reflective, and creative. The more curious we are, the more we want to learn.*
- **Courage:** *Being courageous enables us to take risks, develop vulnerability, and be resilient. It takes courage to persist when challenged. We need courage to tackle the adventure of learning and life to reach for the stars.*
- **Challenge:** *Embracing challenge makes learning more stimulating and worthwhile. It promotes a more rigorous, thought-provoking, and exploratory path to learning as we think more critically and strategically. Challenge causes our brain to spark and grow.*

This reflects our '**why**', our moral and ethical purpose for all we do as a school community.

OUR TEAM

In 2022, our team comprised the following:

	No.	FTE
Administration		
Principal	1	1.0
Deputy Principal	1	1.0
Total Administration Staff	2	2.0
Teaching Staff		
Level 3 Teachers	9	9.0
Other teaching staff	16	13.8
Total Teaching Staff	25	22.8
Allied Professionals		
Administrative	4	3.1
Other Allied Professionals	14	12.0
Total Allied Professionals	18	15.1
TOTAL	45	39.9

I would like to acknowledge our awesome team for their hard work, determination, resilience, and sense of humour throughout this year. We started the year with COVID restrictions to navigate, however, our staff took it all in their stride and continued to provide high-quality learning experiences for our students. Many of our staff offered extra-curricular activities and clubs and facilitated our involvement in various competitions with other schools around the state and nationally. The strength of our school is the dynamic and expert team of educators who collaboratively develop an outstanding learning environment for our children.

LEADERSHIP

Everyone is a leader in our school whether in their classroom, in year level teams, learning area teams, or leading a school initiative. We leverage the expertise and strengths of our staff to enrich the learning of students and staff. Our leadership team has several dimensions as described below:

Executive	Student Services	Level 3 & Senior Teachers	Year Level Team Leaders	Learning Area Team Leaders
Principal	Deputy Principal	Emily Body: Wellbeing	Kindy: Claire Buchanan	English: Elyse Frith
Deputy Principal	School Psychologist	Elyse Frith: Reading	PP: Emily Body	Maths: Andrew Elstermann
MCS	Chaplain	Claire Buchanan: NQS	Year 1: Sandra Orr	STEM: Kaye Henning
Library/Admin Officer	Community Health Nurse	Cathy Dagostino: Sustainability	Year 2: Jodie Firman	Wellbeing: Hannah Holmes
	Speech Therapist	Kaye Henning: STEM	Year 3: Mark Marshall	ICT/DigiTech: Sandra Orr
		Jodie Firman: EDI	Year 4-6: Ree Guadagnino	HASS: Ree Guadagnino
		Kirstie Fitz: Philosophy	Specialists: Chris Boulay	
		Jane Koh: Maths		
		Rochelle Lloyd: Early Career Teachers		
		Lindsey Fletcher: Talk 4 Writing		
		Sandra Orr: Digital Technologies		

STRATEGIC DIRECTION

We are committed to be an innovative, inspiring learning community where every child is curious, courageous, and challenged every day. We draw on contemporary research to inform our strategic direction to ensure we have the greatest impact on student learning. What we believe about learning reflects our 'why', and drives our decisions and actions to support every child to learn at high levels.

PROFESSIONAL LEARNING COMMUNITY

Our school is a professional learning community reflecting evidence-informed practice, characterised by high quality teaching in every classroom. There are three **BIG** ideas of a PLC:

1. Focus on learning

The purpose of our school is to ensure **all students learn at high levels**. This translates into four critical questions that drive our practice:

- *What should all students know and be able to do?*
- *How will we know they have learned what was expected?*
- *How do we respond when students do not learn?*
- *How do we respond when students are already proficient?*

2. Build a collaborative culture

Our school is committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students we serve.

3. Focus on results

We use evidence of student learning to inform and improve our professional practice and respond to students who need intervention or enrichment.

SCIENCE OF LEARNING

We draw upon research in educational neuroscience to inform the teaching strategies we use to engage students in learning. When we understand how the brain learns and remembers, and teach this to children, we are more effective educators and students are more effective learners. We use the metaphor of the 'learning pit' to represent how we learn new concepts.

VISIBLE LEARNING

We embed the research of Professor John Hattie, describing what actually works in schools, to improve student learning. Expert teachers regularly focus on evaluating the impact they have on students, and adjust teaching methods accordingly. We aim for all students to make at least one year's progress for a year's worth of teaching.

DEEP LEARNING

We are committed to deep learning and building the core competencies of critical thinking, creativity, collaboration, communication, character and citizenship. Engaging in innovative, inquiry projects based in Science Technology Engineering and Mathematics (STEM) provides the framework to develop these competencies.

EXPLICIT DIRECT INSTRUCTION

Explicit Direct Instruction (EDI) is a strategic collection of research-based instructional practices to help teachers deliver well-crafted lessons that explicitly teach year-level content to all students the first time a concept is taught. EDI is an approach that successfully improves learning for all students and especially for at-risk and English as an Additional Language or Dialect (EAL/D) students.

STRATEGIC PLAN

Our Strategic Plan was developed from our vision, contemporary research evidence of what works in maximising student outcomes, and the aspirations of our school community. It was informed by the Department of Education's Strategic Directions 2020-2024, our Steering Committee, our foundation team, and the inaugural School Board. Four key priorities were identified: *flourishing and thriving students, excellence in quality teaching and leadership, leaders of innovation, and connected culture and community*. Outcomes, strategies, and targets were determined for the first four years of operation, 2021 to 2024. Our self-assessment of this year's focus strategies is described below:

FLOURISHING & THRIVING STUDENTS

We expect all students to learn at high levels. We support children in their academic, social, emotional, creative, and physical development within a safe, engaging, and challenging learning environment so they flourish and thrive.

- **2022 Priorities**

Focus on high student performance in literacy and numeracy

- *Focus on evidence-based approach to develop oral language in the early years using Language Express*
- *Talk 4 Writing used to teach students to write effectively using the oral to literate approach*
- *Explicit focus on developing maths proficiencies, particularly problem solving and reasoning.*
- *Explicit focus on teaching the big ideas of maths and fixing students' misconceptions using Mindset Mathematics and Back to Front Maths resources*

Focus on developing curiosity, courage, and challenge in students

- *Embed the 'learning pit' model across the school to support students to develop curiosity, courage, and embrace challenge*
- *Students engage in enrichment activities, including extra-curricular and before & after school clubs such as Maths Talent Quest, Numero, First Lego League, Creative Edge, Woodworking, and AFL Academy*
- *Partner with University of WA in Children's University to engage students in learning activities outside of school.*

Strengthen our approach to early intervention particularly in the early years

- *Early assessment of speech therapy concerns in the early years*
- *Use intervention programs including mini-lit, macqlit, and multilit and introduce a before school 'Reading Academy' to target students at-risk in reading, writing and spelling*

2022 Achievements

Focus on high student performance in literacy and numeracy

We follow a comprehensive assessment schedule to gather baseline data to determine the efficacy of our teaching and learning programs. We use the *Elastik* platform to collate student achievement data in system and standardised assessments. Teachers can view Gap Analyses for their class and year level cohort and create lesson sequences and focused assessments to address gaps in student learning. Our 2022 student assessment data is detailed below:

On-Entry Assessment

The On-Entry Assessment determines readiness for school, and progress in meeting literacy and numeracy achievement expectations. The domains tested are: *Speaking & Listening, Reading, Writing, and Numeracy*. It is administered individually to every child in Pre-Primary, Year 1, and Year 2 from Weeks 4 to 7 in Term 1. The ICSEA Decile is for our like schools.

PP Test	Cohort Median	ICSEA Decile Median	Public School Median
Reading	450	467	456
Writing	242	210	210
Numeracy	494	449	435

Year 1 Test	Cohort Median	ICSEA Decile Median	Public School Median	% Not Average Progress
Reading	528	532	515	27%
Writing	541	507	469	19%
Numeracy	513	523	503	28%

Year 2 Test	Cohort Median	ICSEA Decile Median	Public School Median	% Not Average Progress
Reading	563	563	545	30%
Writing	572	587	556	32%
Numeracy	598	615	588	55%

Year 1 Phonics Screen

This tests students' phonic knowledge using 20 real words and 20 nonsense words. Expected achievement is 28/40 words correct (70%). Students in Year 1 are tested at the end of Term 3 each year. 100 students were tested in 2022. **76% of Year 1 students meet or exceed the expected standard.** 11 students scored <20 and 13 students scored 20 < 27.

Burt Word Reading Test

The test measures phonic knowledge and decoding skills of real words in isolation. This is one aspect of the ability to read with fluency. All students in pre-primary to Year 3 undertake the assessment in Term 2 each year. Student progress is determined through comparison of raw scores and calculating effect sizes. One year's progress or better is ≥ 0.4 effect size.

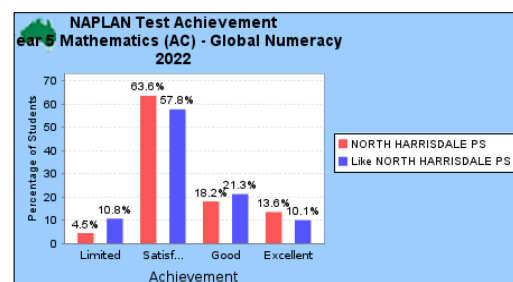
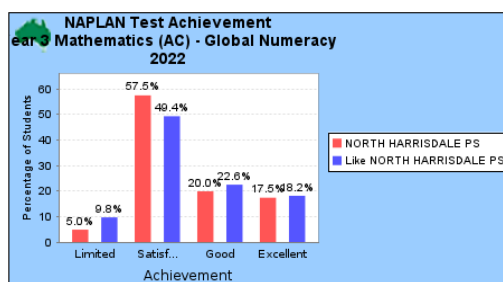
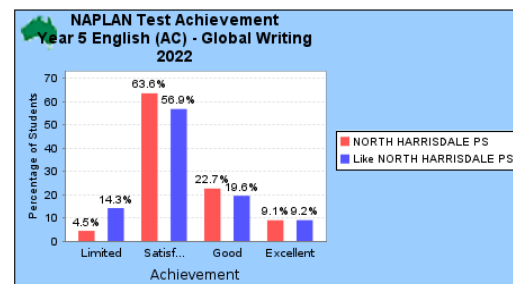
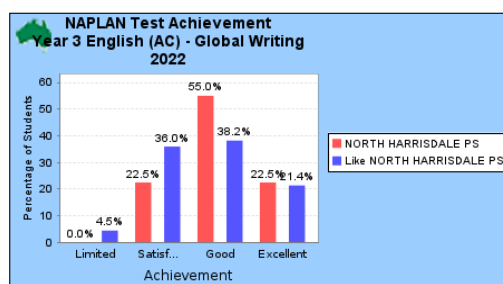
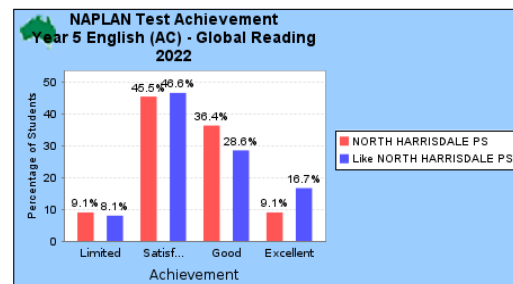
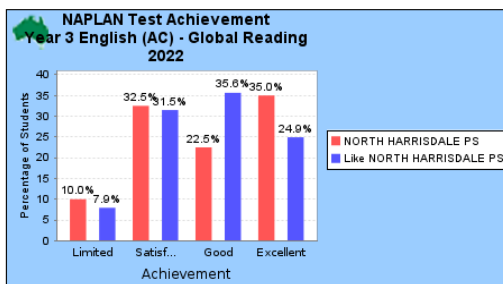
Year Level	No. of students	% no reading age	% students reading age below chrono age	% students reading age above chrono age 0 < 0.6m	% students reading age above chrono age 0.6 < 1 year	% students reading age above chrono age > 1 year	% students reading age above chrono age > 2 years
PP	97	5%	11%	26%	32%	19%	7%

Year Level	No. of students	Cohort Effect Size	% students below 0	% students above 0.4	% students reading age below chrono. age
1	85	0.98	0%	87%	24%
2	46	1.21	0%	97%	9%
3	26	0.11	35%	23%	8%

NAPLAN

The method of establishing like-schools is based on ACARA 'My School' ICSEA measure. Like schools are those identified on the Index of Community Socio-Educational Advantage (ICSEA), drawn from information such as address, parent occupations and education levels which, statistically, are expected to have similar levels of educational advantage. Each school has a unique like-school group. In most cases, schools are located at the centre of their like-school group. For the majority of schools, the ICSEA range of their like-school group will be one or two ICSEA points. A school with similar test scores to the like-school group would usually be considered to be performing as expected. A school with greater test scores than their like-school group would usually be considered to be performing somewhat better than expected. Only data from public schools are used in the analysis. The following table describes the mean NAPLAN scores in each group:

YEAR 3	School	Like Schools	WA Schools
Reading	455	447	428
Writing	452	433	419
Spelling	452	436	414
Grammar & Punctuation	469	449	424
Numeracy	415	411	395
YEAR 5	School	Like Schools	WA Schools
Reading	519	517	505
Writing	508	493	480
Spelling	541	516	505
Grammar & Punctuation	533	511	496
Numeracy	502	500	487



Progressive Assessment Test (ACER)

PAT assessments measure what students in Foundation to Year 6 know, understand and are capable of across domains, and help monitor progress over time. Each assessment is administered in under 60 minutes through ACER's secure online platform. The table below provides information about the median scores in the Reading Comprehension and Maths Assessments and how our students compare, as a year level cohort, to other students in Australia.

Year	READING COMPREHENSION		MATHS	
	NHPS Median	Australian Median	NHPS Median	Australian Median
1	86.3	84.2	104.4	99.5
2	106.2	101.1	107.7	108.3
3	117.9	113	119.6	115.4
4	124.9	120.9	128.5	121.1
5	133.9	125.8	132.9	125.5
6	151.4	128.8	140	128.9

Brightpath

Brightpath records the results of writing assessments and provides an informed basis for developing teaching programs targeting the needs of individual students. The performance descriptors support teachers in understanding key features of development in writing. Teachers assess students' writing against calibrated exemplars and arrive at scaled scores which are comparable across year levels, schools, and over time. Brightpath assessments provide teachers with detailed information about students' progression in learning and what they need to learn next.

In 2022, students in Pre-Primary to Year 6 completed independent common writing tasks in narrative, persuasive, and report genres. Our mean and median scores were compared to students in other schools across Australia also using Brightpath as an assessment tool. The results are described in the table below.

	NARRATIVE				PERSUASIVE				REPORT			
	MEAN		MEDIAN		MEAN		MEDIAN		MEAN		MEDIAN	
	NHPS	ALL SCHOOLS	NHPS	ALL SCHOOLS	NHPS	ALL SCHOOLS	NHPS	ALL SCHOOLS	NHPS	ALL SCHOOLS	NHPS	ALL SCHOOLS
PP	186	134	200	120	120	117	110	100	128	104	135	100
Year 1	256	201	265	210	218	181	215	180	205	165	220	160
Year 2	304	253	320	255	301	239	320	240	278	226	280	230
Year 3	330	298	333	300	313	291	320	300	303	282	305	295
Year 4	390	332	390	340	391	339	390	345	386	326	390	335
Year 5	431	362	430	365	434	380	438	390	402	365	410	370
Year 6	451	391	445	395	465	413	475	420	411	399	435	405

Reflection on student performance

Across all assessment data, our school performed well in most areas. Our Pre-Primary results in the On-Entry Assessment were above like schools in both writing and numeracy. The numeracy mean was particularly pleasing. Reading will be an area to focus on in 2023. In Year 1 and 2, numeracy results were below like schools. It is concerning that over half the Year 2 cohort did not make average progress in numeracy. Maths teaching and learning in the Early Years will be our focus next year.

In literacy, 76% of Year 1 students meet or exceed the standard in phonics. This is confirmed by results in the Burt Word Reading Test where 87% Year 1 and 97% Year 2 students are making more than a year's progress in decoding words. 84% of Pre-Primary students have a reading age at or above their chronological age. Whilst Year 3 results are concerning, there were only 26 students tested.

Results in both PAT assessment and Brightpath Writing also show our means and/or medians are above other Australian schools undertaking the assessments.

NAPLAN results were a significant improvement on 2021 results. In all areas tested in both Year 3 and Year 5, means are above like schools. Through our involvement in several whole school projects, we anticipate further improvement in results in 2023.

Further Achievements:

- Regular use of *Elastik* to identify gaps in learning and plan appropriate intervention lessons.
- Each year level trialled implementing "Big Ideas" lessons from *Mindset Maths* (Boaler).
- Teachers trialled using *Back to Front Maths* resources including fixing misconceptions, and completing assessment tasks using complex unfamiliar problem and moderating as a team
- Students use *Mathletics* to consolidate their maths understanding
- *Número* used in classes to build fluency in mental calculation
- Pre-Primary students are reading and writing by the start of Term 3.
- Professional learning in *Language Express* by Rosemary Simpson to all early years' staff.
- Teachers collaboratively plan *Talk for Writing* and assess student writing using *Brightpath*.
- Professional learning with Joe Ybarra, *Dataworks*, via Zoom from the US in Explicit Direct Instruction. Teachers are using the Engagement Norms and Checking for Understanding throughout lessons.

Focus on developing curiosity, courage, and challenge in students

- Professional learning with James Nottingham, *Challenging Learning*, from the UK, modelled lessons to get students "into the Learning Pit" and presented a staff workshop on Feedback.
- Explicit teaching of the *Learning Pit* to students to build their understanding of embracing challenge and developing a language to describe learning.
- Several students entered their investigations in the *Maths Talent Quest*, organised by Maths Association of WA. Two students received High Distinctions and two students were awarded Distinctions. Thivain Koralage won the National Year 4 Individual Award.
- Two teams entered the *Creative Edge* competition and presented their solutions to a creative problem in the Literature category in the Regional Final at Curtin University.
- 41 students participated in *Children's University*, a UWA/ECU partnership to further student learning outside of school. Our school had the largest student participation in WA. All completed 30 or more hours of external learning and graduated at a ceremony held at UWA in November.
- Two teams of Year 5 and 6 students entered the *Fuse Cup*, an eSports competition, online and face-to-face at Methodist Ladies College. Students competed against other schools in *Just Dance*, *Mario Kart*, and *Rocket League*.

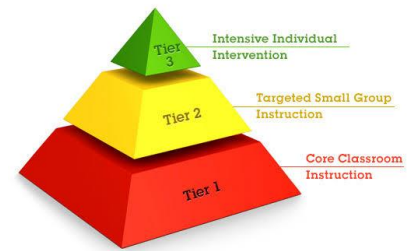
Strengthen our approach to early intervention particularly in the early years

Teachers provide more time and raise the level of support rather than lower expectations for students identified as below expected proficiency. More of the same is not effective intervention. We adopt a *Response to Intervention* approach.

Tier 1: Exemplary, explicit initial instruction (80% of cohort)

Tier 2: Small group up to 4 students (bottom 15%)

Tier 3: Individualised instruction (weakest 5%)



Successful intervention strategies include:

- Education Assistants delivered focused intervention strategies using Minilit, Macqlit, and Reading Academy with identified students in Year 1 to 6.
- Individual intervention sessions using Bond Blocks, a structured maths program, is provided to identified students in Years 4 to 6
- Partnership with external therapy providers and our Community Health Nurse to support students' physical and mental health needs
- Partnership with Down South Therapy to provide a Speech Pathologist on-site for one day a week for families to access speech therapy for their child. In Term 4, identified students in Kindy and Pre-Primary undertake a comprehensive speech assessment with reports provided to families and teachers.
- Engage with visiting teachers from the Schools of Special Educational Needs, Disability (SSEND), and Sensory (SSENS).

2023 Recommendations

- Continue implementation of *Language Express* program in Kindy and Pre-Primary to target oral language including oral narrative development
- Further development of our Year 3 to 6 Spelling approach incorporating phonology (sounds), orthography (letter patterns), morphology (meaning) and etymology (word origins)
- Participate in the Back to Front Maths WA Improvement Project in 2023. Focus on fixing misconceptions, and building students' skills in problem solving and reasoning
- Partner with James Nottingham in 2023 to develop a project to build staff skills in deep learning, especially how curiosity, courage, and challenge is embedded in their learning programs
- Participate in the Resiliency Project School Partnership Project to support student and staff wellbeing
- Explore clubs and competitions for younger students
- Expansion of Tier 2 and 3 intervention programs in reading and maths to target more students in Year 1 to 6 requiring support
- Engage a Speech Therapist and Occupational Therapist to provide on-site support in 2023

LEARNING AREA HIGHLIGHTS

English

In 2022, the English Operational Plan and the K-6 Literacy Strategy continued to guide the whole school teaching of English. In addition, common year level plans for Talk for Writing (T4W) were implemented to ensure a consistent approach to the explicit teaching of genre writing. The Tier 3 intervention programs to support students at risk in Reading were expanded, enabling us to provide more children access to small group or one-on-one intensive instruction.

We have worked closely with Wes Cutajar from the Dyslexia-Speld Foundation to further develop our understanding of T4W. All staff participated in two workshops, one on supporting children's vocabulary and comprehension of a model text and another focusing on short burst writing. A selected group of teachers also worked closely with Wes to develop a succinct K-6 scope and sequence to be implemented in 2023.

Teachers in the Early Years had the opportunity to further build their skills and understanding in oral language and oral narratives by working with Laura Glisson, a Language and Literacy Specialist. The services of a Speech Pathologist Team were enlisted to screen and provide assessment reports on K-1 students identified as having speech and/or language comprehension issues. In addition, we have forged a partnership with Down South Therapy Services to provide greater accessibility to families requiring Speech Therapy or Occupational Therapy to support their child's Documented Plan at school.

Finally, we have continued to engage with the community and actively encourage a love of books and reading through a number of whole school events, including National Simultaneous Story Time, Book Week, a variety of author visits, Read on a Rug and our very successful home reading reward program.

Elyse Frith
Level 3 Teacher & English Team Leader

Mathematics

We achieved many positive outcomes in Mathematics throughout 2022. Our teachers used a number of evidence-based programs when delivering maths instructions including Back to Front Maths (Tierney Kennedy) and Jo Boaler's Mindset Maths which focuses on the big ideas. Every classroom has held maths in their hand thanks to our classroom resources and engaged in maths digitally through the Mathletics programs. The results speak for themselves. Maths achievement for Years 3 and 5 in NAPLAN were above like schools and our collection of data shows students making 12 months or more progress across the year levels.

The Maths Talent Quest, run by the Maths Association of Western Australia, was a resounding success with North Harrisdale named the 2022 Most Outstanding School. We also celebrated four students who were awarded distinctions and high distinctions for their maths investigations. This included Thivain Koralage whose investigation "Petrol vs Electric Cars" was presented with the National Year 4 Individual Award.



We have also upskilled our teachers in Numero, a mental maths card game, and have built up a competitive Numero team among the students. It was our pleasure to host the Numero South-East Regional Heat at our school in Term 4 with the North Harrisdale teams finishing eighth and 15th respectively.

Looking ahead to 2023, we are excited to be participating in the WA Back to Front Maths Improvement Project. A number of teachers had the opportunity to work with the program's creator Tierney Kennedy during 2022 and have used Back to Front Maths to fix misconceptions, interleave practice and challenge the students with complex unfamiliar problem solving. We also look forward to celebrating World Maths Day on Thursday, March 23.

Andrew Elstermann
Mathematics Team Leader

Health & Wellbeing

Across 2022 the Health and Wellbeing Committee continued to implement strategies and programs building on our foundation year with continued success.

Our *Your Move* initiative has achieved a Silver accreditation. In recognition of this milestone North Harrisdale has been awarded a Silver Connecting Schools Grant of \$799 to assist in implementing our *Your Move* program. We earned this accreditation through:

- *Completing a parent survey about transport habits*
- *Strengthening our partnership with Carey College with our Walking School Bus participation*
- *Completing bike safety sessions with our Duathlon training in Phys ed*
- *Working on generating more inclusive solutions for Perth's public transport system culminating in the year 5 & 6 students delivering their innovations to Mr. Mahony at Transperth in STEM*
- *Facilitating the creation of a prize-winning Maths Talent Quest submission calculating the benefits of Biking vs Driving to the shopping centre*
- *Completing multiple Hands Up surveys with our students tracking how they are getting to school*

We have continued to engage families and the community in strong, positive partnerships with the school through inviting them to attend professional well run community events including assemblies, Learning Journey, our ANZAC Day Service, Book Week, Sports Carnivals and the Christmas Concert adapting the delivery to encourage community participation during COVID regulations.

Helping Minds, a mental health organisation, presented a variety of workshops to our school community. 'Raising Resilient Children' was presented to a group of parents. A 'Bullying' workshop was presented to the year 5/6 students. Followed by a 'Teaching students with Anxiety' presented to all teaching staff.

We have supported charities with special days incorporating Jeans for Genes Day, RU Ok Day, School Discos into the school calendar. We have included one whole school wellbeing event into every term.

Extra-Curricular activities have thrived with before and after school clubs such as Woodworking, Jewellery, Lego League, Percussion Ninjas, AFL Academy and Maths Talent Quest. Students have had the opportunity to engage with highly skilled community members and students from different year levels further building their sense of belonging and enriching their connection to the wider school community.

Hannah Holmes
Health & Wellbeing Team Leader

STEM

Across the school, our children have engaged in at least one inquiry project per term, as STEM is conducted not only in classrooms but also as a specialist area three days a week. In first semester, we entered the West Australian Media Competition Cash for STEM Classrooms and won a \$50 book voucher for the library.

Our students successfully participated in several external competitions. Our Pre-primary and Year 1 students entered the *How Cool is Your School* mapping competition by NGIS Australia. Ethan Hawkins one of our Pre-primary students was a National Winner and won himself a drone. Our senior students were given the opportunity to enter the CSIRO Crest Awards program. One that they needed to work

on in their own time. Abdul-Hameed Parkar, Year 5, took up the challenge and earned himself a CSIRO Crest Blue Award.

Unfortunately, due to COVID, The Synergy Schools Solar Challenge was postponed until 2023. In second semester, we entered the STAWA Science talent Search K-2 Science Communication and had a Year 1 Finalist, Charlotte Tang, and Year 2 Finalist, Kevin Sweetman. Both children won \$50 each. Selected year 4 students attended *It Takes a Spark STEM Conference* for a day of inquiry and problem solving. Our First Lego League Robotics team are set to enter their first regional competition on Sunday 4th December at Atwell College.



Other community highlights include our students in Boonaroo, being involved in the Seeds for Schools program, run by the WA Potato Farmers Association. Each class chose a different container to grow potatoes in. The overall winner was Boonaroo 1 with their plastic tub. We had a NAIDOC display linking boomerangs and today's knowledge of flight. Mookaroo 1 students STEM inquiry on 'Is Perth's public transport system accessible for all?' saw their empathy for others shine as they connected with Transperth via a Teams meeting. Our learning journey evening saw many families embrace the Minties wrapper challenge, Nicole (year 4) and her sister won the challenge, their wrapper was well over a metre in length!



Behind the scenes, Kaye Henning (STEM leader) has been trialling the North Harrisdale Primary School STEM process model along with the year 5 & 6 teachers. Only a few slight adjustments need to be made to this exciting model for 2023.



Kaye Henning
Level 3 Teacher & STEM Team Leader

AUSLAN

Students in Year 3 to 6 engage in weekly lessons in Auslan by Joanne Robertson, a deaf tutor with Access Plus WA Deaf. Learning Auslan is relevant because 1 in 6 Australians are affected by hearing loss and almost 20 000 people use it to communicate daily. Even though it is not a spoken language, it has generated significant interest among the students. Both the students and teachers look forward to learning Auslan each week.



Auslan is encouraged throughout the day, from greetings to actions for *Talk for Writing*. Auslan is a well-chosen language as it supports the Science of Learning and brain development. When students learn Auslan and English together, they learn to process these languages via both sides of their brains. According to research, using signs and fingerspelling accommodates multi-sensory learning preferences.

Philosophy

What a fantastic year 2022 was in Philosophy! From Kindergarten, right up to Year Six, we covered a range of topics and delved into many philosophical concepts. We stretched our brains and developed our critical, creative, collaborative and caring thinking skills through our Community of Inquiry. Some standout sessions included discussing the concept of a “hero” and using evidence to decide ‘Who was the Hero of Hogwarts?’, discussing what makes people happy using the story of Diogenes the cynic, and delving into Theseus’ paradox which raises the question of whether an object that has had all of its components replaced remains fundamentally the same object.



We were incredibly lucky to have been visited by James Nottingham, from Challenging Learning, who spent a day in our school showcasing the ‘Learning Pit’ and how to get children *into the pit* in order to think deeply about concepts. James created the *Learning Pit* model when he was a Philosophy teacher in the UK. He is a huge advocate for children engaging in ‘Philosophy for Children’ as a way of getting kids into the pit. James was highly complimentary of the Philosophy program being offered at our school and took many lots of photos of our classroom to share with schools around the world.



“Philosophy Friday” was popular with our community in getting kids thinking and talking philosophically at home with their families. We also introduced our school holiday thinking challenges as a way to encourage our children to keep thinking over the school holiday break.

Kirstie Fitz
Level 3 Teacher & Philosophy Specialist

Physical Education

What a year we had in Physical Education. Throughout 2022, we had many up and downs including cancelled carnivals, reshuffled dates & new experiences. This year, we entered our second year and looked to achieve bigger and better results. A few of our highlights include the first ever Quad Wizard Cup, which saw all houses compete against each other in Years 3-6 in a variety of sports for half a day to take home the win. Rigel was our first ever winner! We were able to fill full teams in all sports at the Winter Carnival for the first time. We took home our first ever trophy, with our Netball team claiming first place! Amazing coaching by Mrs. Guadagnino ☺ Our cross-country carnival saw Bellatrix claim top prize, after coming last the year before! More students in 2022 saw our Athletics Carnival become bigger and better. What a day it was, with Hadar winning for the first time & Rigel being awarded the Spirit Shield ☺

Our most notable event was attending our first ever Interschool Carnival as a school. This saw our students compete and show true curiosity, courage and challenge. We had some fantastic individual results. Although we didn’t claim the shield, I can say our students represented our school with pride and their behaviour must be commended. A very proud moment for our school and community.

Finally, our Student Leadership program entered its second year. All student leaders showed great resilience and improvement throughout 2022, notably their public speaking and confidence. We look forward to our new student leaders building on this next year. We aim to keep improving on our results and have fun in the process ☺ Keep an eye out for new sports and activities in 2023!

Chris Boulay
Physical Education Specialist Teacher

Music & Performing Arts

Music and Performing Arts has been thriving at North Harrisdale with the program entering its second year. There has been a strong focus on skill development across the year levels. The application of these skills has seen the creation of high-quality Sea Monster compositions. We were delighted to host Peter Combe, a much-loved and highly regarded children's music entertainer, for a concert for the whole school. We thoroughly enjoyed singing 'Mr Clickety Cane' and 'Newspaper Mama' with Peter. We hope to have him back in 2023.

All students had the opportunity to explore percussion with our class sets of Xylophones, Glockenspiels, Boomwhackers and hand-held percussion instruments. 2022 has seen the acquisition of a class set of Ukuleles ready for an introductory program for our senior students in 2023.

We partner with the Instrumental Music School Services (IMSS) and have been able to offer specialist group lessons on the Trumpet/Trombone to identified talented Year 5 students throughout 2022. In 2023, we are delighted to also be offering Guitar. To enter the IMSS program students must sit a standardised test called the Music Aptitude Indicator (MAI). In tracking the MAI results of our students, we have seen a 20% increase in Year 6 students testing with aptitude moving from 60% in Term 4 2021 to 80% in Term 4 2022. There has been a 34% increase in our year 5 cohort moving from 41% in Term 4 2021 to 75% in Term 4 2022.

Percussion Ninjas was a successful after school club that allowed a small group of students to engage more intricately in a percussion ensemble. These students gained mastery of several songs and learnt how to arrange music; generating interesting sound textures. The Music Captains have shared a role in representing the Music Program within the wider community and conducting the National Anthem for all our community events.

Our Choir has had a busy performance schedule entertaining at school events such as our ANZAC Service, Remembrance Day Service, NAIDOC week celebrations, Choir Night, Learning Journey, Presentation Assembly, Year 6 Graduation, and the Christmas Concert. They have also performed for the wider school community at the Harmony Festival.

Hannah Holmes
Music and Performing Arts Specialist

Visual Arts

This has been my first year at North Harrisdale Primary teaching visual arts, and what a privilege it has been. I have enjoyed getting to know students from Pre-Primary to Year Six and have been inspired in seeing how engaged and committed the students are in Art.



Classes have experimented with a variety of mediums including clay, papier-mâché, sculpture, collage, painting, drawing, and sculpture. It was lovely to see classroom teachers embracing student work and displaying the art pieces proudly in their rooms. The front office also welcomed visitors with a display of paintings, collages, and sculptures.



On Learning Journey night, the Art room had a constant flow of visitors and the feedback was very positive. Many parents told me how they framed and displayed their children's work at home, which was so heartening to hear. We



entered one major competition and the plan for 2023 is to do this again on a bigger scale, with the addition of some new creative endeavours.

Our Art Captains, selected from Year 5 & 6 students, helped with some of the major art programmes and with prepping for some of the

younger students' clay lessons.



In 2023, we welcome Moira Tanner to the Visual Arts team. Moira is an experienced visual arts teacher and I am looking forward to collaborating with her next year, along with our dynamic, supportive specialist team.

Sian Roberts
Visual Arts Specialist

EXCELLENCE IN QUALITY TEACHING & LEADERSHIP

We are committed to excellence in quality teaching and leadership and value professional learning in contemporary, evidence-based practice to improve student progress and achievement.

• 2022 Priorities

Develop a whole school approach to teaching and Learning that clearly outlines what is to occur in every classroom

- *Children use the language of the 'learning pit'.*
- *Visible Learning strategies in every classroom including sharing learning intentions, differentiated success criteria, specific and timely student feedback, and worked exemplars*
- *Consistent practice in every classroom as described in our Instructional Framework*

Embed an explicit teaching pedagogy across the school

- *Professional learning in Explicit Direct Instruction with Joe Ybarra, Dataworks*
- *Embed explicit teaching practices across the school including consistent use of the Engagement Norms and Check for Understanding protocol*

Maintain analytical and evaluative practices to ensure expertise in diagnosing the impact of teaching on student learning

- *Teaching Sprints used to support the adoption of Walkthrus in teaching practice, and to collectively plan, act, and evaluate teachers' impact on student learning*
- *Teachers engage in analysis of class, cohort and whole school effect size data to diagnose impact of teaching using Elastik and Brightpath*
- *Moderation of common formative assessment tasks during collaborative team meetings to identify students needing intervention or extension*

2022 Achievements

Develop a whole school approach to teaching and Learning that clearly outlines what is to occur in every classroom

- Teachers share learning intentions and differentiated success criteria with students
- Embedding of *Learning Pit* model in all classrooms
- Whole school implementation of Talk 4 Writing evident in classrooms
- Interleaved, complex unfamiliar problems working great
- Digital Technologies coaching provided by Level 3 Teacher and external consultant to interested teachers in Pre-Primary to Year 6

Embed an explicit teaching pedagogy across the school

- EDI Coach mentored several teachers in using EDI effectively in teaching lessons
- Implementation of EDI Engagement Norms, Check for Understanding (TAPPLE), and use of effective feedback throughout all classrooms
- Teachers effectively using *Educeri* lessons to explicitly teach concepts in English and Maths

Maintain analytical and evaluative practices to ensure expertise in diagnosing the impact of teaching on student learning

- Teams using *Elastik* to focus on “big bubbles” to inform their Focus on Student Learning Plan each term. Strategies developed for below, at, and above proficiency groups of students in the cohort
- Year level moderation of common *Talk for Writing* tasks using Brightpath to inform planning
- Adoption of ‘*Walkthrus*’ (Sherrington) in *Focus on Student Learning* framework (based on Teaching Sprints by Breakspear) to improve teacher practice to impact on student learning

2023 Recommendations

- Ensure Kindy and Specialist classrooms have a copy of the Learning Pit displayed for students
- Teachers encouraged to design their own EDI lessons using the *Educeri* template
- Continue use of ‘Focus on Student Learning’ analysis to ensure targeted instruction for below, at, and above proficiency students
- Provide ‘*What a Good One Looks Like*’ models for students to support their learning
- Continue coaching teachers using expertise of Level 3 teachers through side-by-side in class support, particularly in EDI
- Support teachers to use consistent planning documents in English and Maths

LEADERS OF INNOVATION

We provide opportunities for students to be innovative and creative through an integrated, future-focused curriculum. We focus on developing students’ competencies in collaboration, creativity, critical thinking, communication, character and citizenship.

• 2022 Priorities

Develop students’ skill in creativity, reasoning, critical thinking, and communication

- *Leader in Philosophy for Children (P4C) to provide specialist program for students in PP- 6*
- *Use of the Learning Pit model to engage students in cognitive conflict and the stages of philosophical inquiry*

Use Deep Learning (Fullan) to develop students’ core competencies using STEM inquiry

- *STEM leader to mentor teachers in planning, teaching, and assessing STEM inquiry projects using consistent planning tools and resources*
- *Opportunities for students to engage in STEM and digital technologies activities and competitions in school and the wider community eg. Map My School, STEM Family Challenges*

Build students’ skills in ICT capabilities and design & digital technologies

- *Develop a vision and strategic plan for purposeful integration of ICT and design & digital technologies. Describe the specific skills expected in each year level.*
- *Partner with Lumos Learning to support Year 4 to 6 students to participate in eSports, such as The Fuse Cup, to develop their digital citizenship and cyber safety skills*

Introduce sustainable approaches across the school

- *Become a ‘Waste Wise’ and ‘Water Wise’ school*

- Establish an “Earth Team” and invite community participation to develop a whole school framework and action plan
- Establish a sustainable garden including a ‘bush tucker garden’ with the support of the Harrisdale Men’s Shed

2022 Achievements

Develop students’ skill in creativity, reasoning, critical thinking, and communication

- Students from Pre-Primary engaged in philosophy specialist program for one or two lessons each week
- Weekly “Philosophy Friday” question posted on Facebook and Seesaw to encourage involvement by families
- Two teams participated in the “Creative Edge” competition at Curtin University
- Philosophy student club offered after school in Term 2
- Positive feedback regarding our approach to philosophy and thinking received from James Nottingham and Sarah Hill (Lumos Learning)

Use Deep Learning (Fullan) to develop students’ core competencies using STEM inquiry

- STEM leader developed a unique STEM Inquiry model based around Deep Learning Core Competencies. Trialling to begin in 2023
- Professional learning by James Nottingham in the SOLO Taxonomy, particularly the deep learning levels of connecting and applying ideas to new situations

Build students’ skills in ICT capabilities and design & digital technologies

- Positive feedback from teachers on support provided by Sandra (Level 3 Teacher) and Sarah Hill (Lumos Learning) in digital technologies teaching and learning
- Development of common assessment tasks in Digital Systems across PP to Year 6
- Increased the number of classes that have a bank of 10 iPads in each room

Introduce sustainable approaches across the school

- Continue development of our Wastewise and Waterwise school initiatives
- Established more sustainability practices eg. compost cones, containers for change, soft plastics, tea & coffee compost, pen recycling
- Recycling of paper, cardboard, food scraps, and pens & markers

2023 Recommendations

- Partner with James Nottingham in 2023 to develop a project to build staff skills in deep learning, especially how to plan and teach using the SOLO Taxonomy
- Trial our unique STEM Inquiry Model which reflects our commitment to Deep Learning, and the UN Global Sustainability Goals
- Further our engagement in eSports through the Fuse Cup
- Support students’ participation in First Lego League and Solar Car Challenge
- Continue partnership with Sarah Hill, Lumos Learning, to build staff capacity in digital technologies and ICT
- Explicit teaching of keyboard skills to students from Year 1 to 6
- Increase participation in the Sustainability Team including family membership
- Create a sustainable garden in Kambarang playground and at the rear of Mookaroo building

CONNECTED CULTURE & COMMUNITY

We value a caring, positive school culture that recognises the unique needs of every student and celebrates the diversity of our community. We embrace a welcoming environment that reflects strong connections between all community members.

- **2022 Priorities**

Function as a professional learning community through a focus on student learning, a collaborative culture, and a results orientation

- *Collaborative teams focus on four critical questions during team meetings: What did we expect students to learn? How do we know they learned it? How do we respond when students do not learn? How do we respond when students are already proficient?*
- *Student data is used to inform planning to cater for individual, group, and cohort learning needs*

Embed the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures; and Asia and Australia's engagement with Asia to appreciate and celebrate diversity

- *Teachers integrate history, culture, and experiences of Aboriginal and Torres Strait Islander people in learning programs across the curriculum*
- *Diversity activities and events planned to celebrate Harmony Week, Reconciliation Week, NAIDOC Week, and introduce and celebrate Diversity Week*
- *Acknowledge and celebrate important cultural dates and events that represent our community*

Engage families and the community in strong, positive partnerships with the school

- *Introduce the 'Be You' approach to build a connected, strong school community*
- *Families encouraged to engage with the P&C, School Board, school committees, and through volunteering in classrooms and at school events*
- *Families invited and welcome at professional, well-run school events including assemblies, Harmony Week, STEM Family Challenge, Learning Journey, Christmas Concert, Book Week, and Sports Carnivals*
- *Partner with local schools and community groups to enrich our school community eg. Harrisdale Men's Shed, Carey Baptist College*

2022 Achievements

Function as a professional learning community through a focus on student learning, a collaborative culture, and a results orientation

- Teams have developed a strong culture of plan-teach-assess
- Focus on Student Learning framework used effectively to embed PLC Big Ideas and Walkthrus
- Effective use of Elastik to interrogate student data and identify big gaps in learning

Embed the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures; and Asia and Australia's engagement with Asia to appreciate and celebrate diversity

- Developed an Aboriginal Perspectives Scope & Sequence curriculum from Kindy to Year 6 which was taught in Term 2. Each year level created a display of work completed for students to view during a 'walkabout' in NAIDOC Week
- Observance and celebration of Diversity Week, Reconciliation Day, Harmony Day, NAIDOC Week, and Sorry Day was successful
- Recognition of special days of cultures represented within our community eg. Holi, Diwali, Eid, Ramadan, St Patrick's Day etc.

Engage families and the community in strong, positive partnerships with the school

- Continue our 0-3 years Playgroup in partnership with Playgroups WA for our families.
- Families invited to participate in Kindy and Pre-Primary classrooms on a roster basis
- Partnership with Carey Baptist College in a joint *Walking School Bus* each term, Year 11 students assist with our House Athletics Carnival, and engage in an interschool Numero Competition with Year 6 students
- Youthcare Chaplain supports students four days every week. Leon runs Breakfast Club twice a week, lunchtime activities, and Pot Luck student club in Terms 2 and 3. He supported individual children in class as needed
- Successful special events throughout the year including Learning Journey, Sports carnivals, Book Week, class assemblies, Presentation Assembly, and Christmas Concert were well attended by our community
- Harrisdale Men's Shed ran an after-school woodwork club in Term 4 for students in Year 2 and 3
- STEM Family Challenges engaged our families in completing challenges with children at home

School Board

We have an exemplary and engaging School Board who are committed to making our school an excellent school. In 2022, significant achievements of the Board included endorsing the budget, Funding Agreement, and Statement of Expectations; reviewing and endorsing the Attendance Policy, Student Services Policy; reviewing the Strategic Direction Plan, whole school assessment data; and approving Voluntary Contributions & Charges, Student Personal Items Lists; and supporting our application for a Children's Crosswalk on Reilly Road.

P&C

Our P&C Association represent a committed group of parents from within our school community. Achievements of the P&C include organising and running the Mothers' Day Stall, Father's Day Raffle, Dress-Up days, P&C Christmas Disco, and attending the school's P&C Day Afternoon Tea. We are so grateful for the hardworking P&C families who do so much to support our school.

2023 Recommendations

- Ensure all staff have completed the *Be You* professional learning modules
- Present workshops for families on areas of interest including supporting reading, managing anxiety and developing resilience in children
- Foster connections with the local Aboriginal community
- Further connections with our diverse parent community and celebrate cultural special days
- Provide opportunities for new families to our school to meet and connect with other families including a welcome Family Open Morning before school commences each year
- Provide more opportunities for community to come into the school eg. Grandparents Day
- Establish a parent class representative group to provide feedback and opportunity to influence school direction

STUDENT ENGAGEMENT

Students are assessed on attributes related to their attitude, behaviour, and effort in end of semester reporting as either Consistently, Often, Sometimes, or Seldom. In Semester 2, **84%** of Pre-Primary to Year 6 students were given **Consistently** for these attributes.

ATTENDANCE

Our overall attendance rate at **89%** was consistent with that of all WA Public schools at 88%. The percentage of students attending regularly (>90%) dropped to **59%** this year. COVID-19 continued to have a significant impact on student attendance this year. Firstly, absences were a big factor, particularly from the middle of Term One. A further significant impact emerged once the isolation requirements were removed, and borders reopened, enabling families to travel, some for the first time in years. There was an upsurge in requests for extended absences for international travel within school time. We took a compassionate view in authorising absences. We had **36%** unauthorised absences and of these absences **55%** were due to taking vacations during term.

Our targets for improvement focus on overall attendance rate and the percentage of students who attend school regularly ie. over 90% of available days. Our goal is for students' overall attendance rate to be at or above the state mean, and for **80%** of students to attend school regularly.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	83.6%	11.6%	4.3%	0.4%
2022	59.4%	28.7%	8.5%	3.5%
Like Schools 2022	60.6%	29.9%	7.9%	1.6%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	94.1%	93.5%	92.4%	91%	85%	76.8%	94.1%	93.4%	91%
2022	88.8%	90%	88.3%	87.1%	81.6%	69.5%	88.8%	89.9%	86.6%

Processes are in place to monitor attendance and to follow up unexplained absences, late arrivals and ongoing absences. We work closely with families to support regular attendance. Positive attendance strategies are in place and include:

- use of an SMS messaging service for parents to advise of absences, late arrivals notes,
- regular letters to parents flagging unexplained absences,
- regular monitoring of attendance by our Deputy Principals
- early engagement with parents of students who may be becoming at risk due to falling attendance rates,
- education of parents about the positive links between regular attendance and school achievement
- and the use of the Department's suite of attendance resources to support families, who may be struggling with maintaining regular attendance patterns.

The school engages with families with children in the severe attendance category to set attendance plans and engages with SSEN Behaviour and Engagement services to support improved attendance when required.

FAMILY, STUDENT & STAFF FEEDBACK

We use the **National School Opinion Surveys** to gather feedback on aspects of the school's operations.

2021 School Satisfaction Survey Questions	Average Rating		
	Family	Yr 3-6 Students	Staff
% response rate	40%	100%	100%
Teachers at this school expect students to do their best	4.6	4.8	4.9
Teachers at this school provide students with useful feedback about their school work	4.4	4.3	4.8
Teachers at this school treat students fairly	4.5	4.3	4.9
This school is well maintained	4.7	4.7	5.0
Students feel safe at this school	4.7	4.2	4.9
Students at this school can talk to their teachers about their concerns		4.1	4.8
Parents at this school can talk to teachers about their concerns	4.7		4.9
Student behaviour is well managed at this school	4.5	4.3	4.8
Students like being at this school	4.7	4.5	4.8
This school looks for ways to improve	4.4	4.3	4.9
This school takes staff opinions seriously			4.7
This school takes parents opinions seriously	4.2		
This school takes students opinions seriously		3.8	
Teachers at this school motivate students to learn	4.5	4.4	4.9
This school gives me opportunities to do interesting things		4.8	
My child is making good progress at this school	4.5		
Students' learning needs are being met at this school	4.4		4.7
This school works with parents to support students' learning	4.4		4.8
I receive useful feedback about my work at this school			4.7
Staff are well supported at this school			4.8
This school has a strong relationship with the local community	4.3		4.8
This school is well led	4.5		4.8
I am satisfied with the overall standard of education achieved at this school	4.4		4.8
I would recommend this school to others	4.5		5.0
Teachers at this school are good teachers	4.6	4.7	4.9
Teachers at this school care about their students	4.6	4.5	4.9

Areas of strength:

- Teachers at this school expect students to do their best
- Parents at this school can talk to their teachers about their concerns
- Students like being at this school
- This school gives me opportunities to do interesting things
- Teachers at this school are good teachers
- Teachers at this school care about their students

Areas to focus on:

- This school takes students and parents opinions seriously
- This school has a strong relationship with the local community

SCHOOL FUNDING BY INCOME SOURCE

A number of monitoring and reporting tools are in place to provide evidence of transparent and effective school management. The school budget is established and reviewed by the Manager Corporate Services and the Finance Committee.

Our school received targeted initiative funding for School Psychologist, Chaplaincy, two Level 3 Teacher funding, and Sporting Schools program. The school budget provides 50% of the costs involved in providing an increased chaplaincy service, which aligns with our priority of strengthening our approach to early intervention.

Our income arrives through Student Centred Funding and is allocated based on Semester 1 census enrolments. The School Board is presented with a financial statement and One Line Budget overview at each meeting. Balanced and accurate financial management, with future focused financial planning, is imperative to ensure human and physical resources are available to meet the outcomes within our Strategic Direction Plan.

The 2022 budget was apportioned to salaries and cash. Cash accounted for 14% of expenditure with the remaining 86% spent on salaries. Priority areas for cash expenditure were provided to curriculum and student services, resources and equipment.

EAL/D, Aboriginality and Social Disadvantage student funding is utilised in supporting our students with a wide range of resources such as literacy programs, staffing and additional curriculum materials needed. Disability resourcing provides funding for Education Assistants who offer a supportive and inclusive learning environment for our students.

The school enhances its locally raised funds through facility hire. Camp Australia is our provider of OSHC and in the Deed of Licence agreement pays \$65 000.00 per year in facility hire charges.

STUDENT CHARACTERISTIC	FUNDING RECEIVED	FUNDING ALLOCATION
Disability	\$264 639	<ul style="list-style-type: none"> • Education Assistant support in classroom and specialist areas (3.38 FTE) • Minilit & Macqlit EA support (0.4 FTE) • Maths Intervention EA support (0.4 FTE) • iPads for classroom use eg. AAC • ASD Professional Learning (4 days) • SEN Planning & Reporting (8 days)
Aboriginality	\$6 255	<ul style="list-style-type: none"> • Curriculum resources • Workshop presented by Aboriginal leader in community for students & staff
English as an Additional Language or Dialect	\$281 754	<ul style="list-style-type: none"> • Education Assistant support in classroom and specialist areas (1.4 FTE) • Targeted intervention programs – EA support • EAL/D professional learning • iPads for classroom use eg. translation apps • EAL/D Progress Maps planning support • Kindy transition program
Social Disadvantage	\$46 518	<ul style="list-style-type: none"> • Additional days for Chaplain • Breakfast Club & spare lunches • Wellbeing resources
TOTAL	\$599 166	

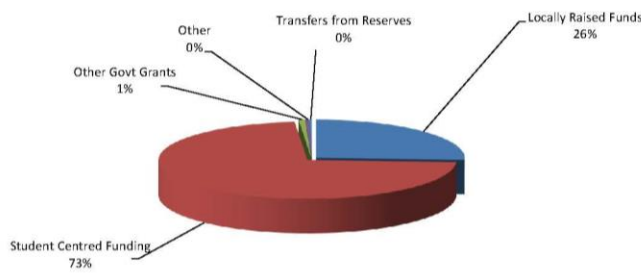
FUNDING & FINANCIAL STATEMENT



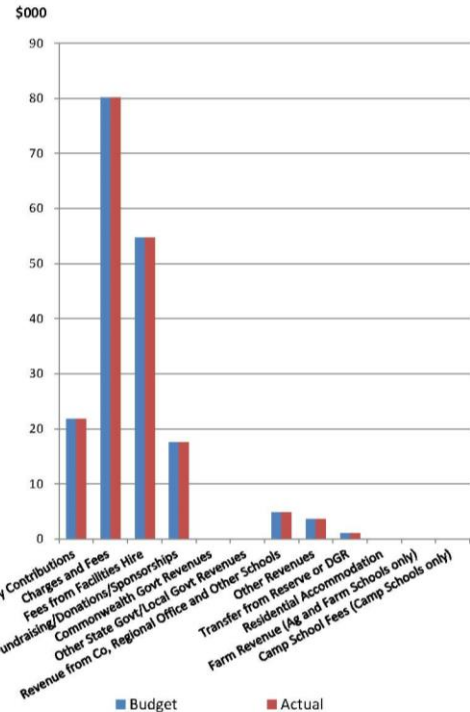
North Harrisdale Primary School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 21,810.00	\$ 21,810.00
2	Charges and Fees	\$ 80,181.00	\$ 80,180.33
3	Fees from Facilities Hire	\$ 54,691.00	\$ 54,691.89
4	Fundraising/Donations/Sponsorships	\$ 17,586.00	\$ 17,586.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 4,845.00	\$ 4,844.97
8	Other Revenues	\$ 3,523.00	\$ 3,522.92
9	Transfer from Reserve or DGR	\$ 1,000.00	\$ 1,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 183,636.00	\$ 183,636.11
Opening Balance		\$ 117,803.00	\$ 117,802.86
Student Centred Funding		\$ 493,757.00	\$ 493,756.67
Total Cash Funds Available		\$ 795,196.00	\$ 795,195.64
Total Salary Allocation		\$ 4,287,575.00	\$ 4,287,575.00
Total Funds Available		\$ 5,082,771.00	\$ 5,082,770.64

Actual Year to Date by funding sources

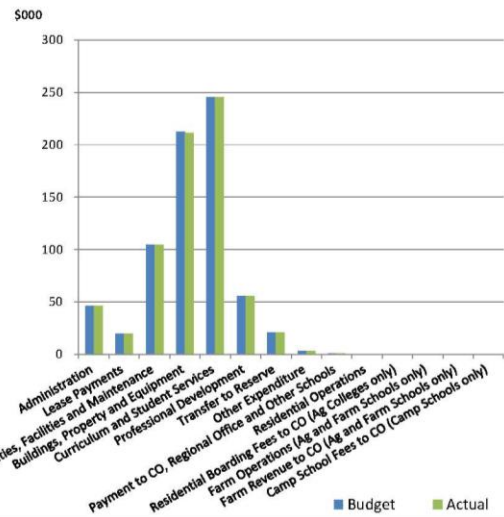


Locally Raised Revenue - Budget vs Actual

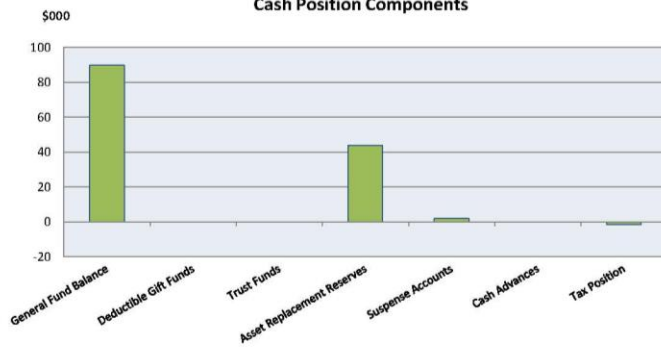


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 46,001.00	\$ 46,000.65
2	Lease Payments	\$ 19,277.00	\$ 19,276.62
3	Utilities, Facilities and Maintenance	\$ 104,343.00	\$ 104,343.08
4	Buildings, Property and Equipment	\$ 212,320.50	\$ 211,286.23
5	Curriculum and Student Services	\$ 245,196.00	\$ 245,197.82
6	Professional Development	\$ 55,287.00	\$ 55,287.03
7	Transfer to Reserve	\$ 20,620.00	\$ 20,620.00
8	Other Expenditure	\$ 3,000.00	\$ 2,999.50
9	Payment to CO, Regional Office and Other Schools	\$ 550.00	\$ 550.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 706,594.50	\$ 705,560.93
Total Forecast Salary Expenditure		\$ 4,106,808.00	\$ 4,106,808.00
Total Expenditure		\$ 4,813,402.50	\$ 4,812,368.93
Cash Budget Variance		\$ 88,601.50	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
Bank Balance	\$ 133,701.85
Made up of:	
1 General Fund Balance	\$ 89,634.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 43,660.00
5 Suspense Accounts	\$ 1,898.14
6 Cash Advances	\$ -
7 Tax Position	\$ (1,491.00)
Total Bank Balance	\$ 133,701.85