



**North
Harrisdale**
PRIMARY

ANNUAL REPORT

Curiosity ▶ Courage ▶ Challenge



2021
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 Inaugural Annual Report to our school community. It outlines evidence of our progress in embedding our priorities and achieving the outcomes described in our first Strategic Direction Plan. Our report is a celebration of the journey of our foundation year as well as the hard work that occurred in the nine months leading up to our first day on 1st February 2021.

I would like to acknowledge and thank the parents who volunteered their time and expertise to form our Steering Committee to drive decision-making and provide guidance in building our school together: Michelle Hardwick, Hutoxi Mistry, Zaneta Kapor, Kristie Holland, Annie Daley, Kate Hill, Brooke Steele, Kylie Hemingway, Hari Sahadevan, Danica Cullinane, Preety Bajwa, and Sapna Heble. Many of them continue to contribute to our school's direction through membership of our School Board and P&C. Our school is what it is today due to their commitment to the vision of the school our community desired and deserved.

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 being 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, joyful 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

As foundation principal, my vision is to embed three key drivers of learning in our school's vision and culture from the outset: *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. It informed decisions we made around our name, logo, uniform, branding, and strategic direction.

Our Journey

We commenced as Harrisdale North Primary School (Planning Name) and building works started in March 2020, much later than anticipated. Due to delays in the developers putting infrastructure in place, the school planned to be finished in two portions: Administration, Staff Lounge, Library, Early

Childhood Teaching Block, and one General Teaching Block first; with the second portion to be ready by Term 2: three General Teaching Blocks and the Undercover Area. Three transportable classrooms were provided until the permanent teaching blocks were completed. Whilst the school was being built, we were based at Harrisdale Senior High School on the second floor of the English Department building. Thanks to Leila Bothams, Principal, and Danae Jolley, Manager Corporate Services, for all their support and assistance in allowing us to access their facilities, host meetings, run forums for the community and prospective staff, and draw on their budget whilst our resources were being established.

One of the first tasks for the Steering Committee was to propose three possible school names to be considered by the community. The overwhelming preference was for North Harrisdale Primary as it connected closely to the vision of being our students' *North Star*. We engaged Mark from Razor Eye Design, to create our unique logo that would represent our vision and be distinctive, as our school aspired to be. We are so fortunate to have Mark, and his vision and creativity, partnering with us to develop our branding that reflects who we are so succinctly.

Our logo represents both the 'North Star' and the four points of the compass which symbolises our desire to provide guidance, direction, and purpose for our students as they navigate their journey of learning and life to reach for the stars. The 'H' for Harrisdale sits behind the star and is encircled in blue to signify our community connection. The colours represent the dark blue of the night sky, the ochre gold for the stars and country, and the lighter blue for Lake Balannup located nearby.



Mark designed our uniform to be as distinctive as our logo and to reflect our connection to the stars. He collaborated with Justin, of Uniform Concepts, to create a unique uniform to stand our school out from the rest. Thank you to both Mark and Justin for staying true to our vision and taking a risk in making our uniform design a reality. It is highly regarded among our school community.

To reflect our commitment to valuing Aboriginal culture, language, and histories, we consulted with the Aboriginal community to use noongar language in naming rooms and buildings in the school. Our five teaching blocks and the Undercover Area are named for the six noongar seasons: Kambarang, Birak, Boonaroo, Djiran, Mookooroo, and Djilba. Our administration building is *Djiraly Djinda*, meaning 'North Star'; our library is *Boola Bardip* meaning 'Many Stories', our staff lounge is *Balannup* meaning 'Place of People', our conference room is *Beedawong* meaning 'Meeting Place', and our interview room is *Dandjoo Waangkaniny* meaning 'Together Talking'. Our public artwork, provided in all new schools, is our Goort Gwabba Maia, meaning 'Aboriginal Joyful Shelter', designed by Justin Martin of *Djurandi Dreaming*. Justin performed a Welcome to Country and Smoking Ceremony in the Gwabba Maia in Term 3, 2021. He also conducted yarnning sessions with our foundation students and facilitated staff community artwork that is now proudly on display in Balannup. We commissioned artwork with Rosie Paine to link Aboriginal art and constellations: Emu in the Sky and the Seven Sisters Constellation which is hanging in our reception area of Djiraly Djinda.

To build school spirit and a sense of belonging, we decided on Houses rather than factions in order to transcend more than sporting activities. We named our Houses by continuing our connection to the stars. There are four Houses, named after bright stars of the southern sky, and represented by four different colours and mascots, designed by the talented Rebecca Mills:



Sirius – Green – Koolbardi (Magpie)

Bellatrix – Blue – Waalitj (Eagle)

Rigel – Red – Karrakin (Red-tailed Black Cockatoo)

Hadar – Yellow – Kaa-Kaa (Kookaburra)



Aerial photos were taken during the school's construction, and then a few weeks after we opened, to commemorate the building of the school for future years. Prior to opening, we held prospective staff forums, community forums, student induction sessions, and a Community Open Day. These events were integral in establishing strong connections to our students and community. Everyone was excited to meet the staff and look through our amazing school facilities.

As an Independent Public School, located in the older, established area of Harrisdale, our families reflect many different cultures, languages, and life experiences. Their backgrounds include Australian, English, Indian, South African, and Malaysian. We respect and appreciate the diverse cultures, values and beliefs of our community. We excitedly anticipated our first day of school, with 327 students enrolled. Nearly 230 of our students were in Kindy, Pre-Primary, and Year 1. Kapture Photography were there to take official 'first day photos', including our very first whole school photo. The rain did not deter the thrill of finally opening, nor wearing masks again to combat the spread of COVID. The smiles on the faces of our foundation students and their families said it all – this was our school and we are proud to be North Harrisdale Primary.

Our school is the heart of our community. It 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. The Honourable Mark McGowan, MLC, Premier of Western Australia officially opened our school on the 4th March 2021.

OUR TEAM

As Foundation Principal, I was appointed at the start of Term 2, 2020. Our Manager Corporate Services, Janie Street, joined at the start of Term 3, followed by our Deputy Principal, Narelle King. In Term 4, our Library & Admin Officer, Michelle Di Giacomo, came on board to start putting our library, literacy, and numeracy resources together.

We presented prospective teacher and EA forums to outline the vision for the school and the culture we would build together. A highly competitive process saw 309 applicants for the teacher pool, and over 200 applicants for the Education Assistant pools. This resulted in the appointment of a highly skilled, dedicated, professional team of quality educators. We held a social 'meet and greet' for new staff prior to the end of 2020 to connect with the awesome team we had brought together. We selected specialist teachers in Physical Education, Music & Performing Arts, and STEM (2 days per week). In Term 4, we added Philosophy to our specialist program for 3 days per week. Our Steering Committee unanimously voted for Auslan to be our languages program. In our first year, we opted for having

teachers complete an online Auslan course so they could teach it to our students. Our Student Services Team included a School Psychologist one day per week, and *Youthcare* funded a Chaplain for one day per week in Semester 2. We increased the Chaplain by one day per week from the school budget. Our foundation team comprised the following:

	No.	FTE
Administration		
Principal	1	1.0
Deputy Principal	1	1.0
<i>Total Administration Staff</i>	2	2.0
Teaching Staff		
Level 3 Teachers	7	7.0
Other teaching staff	8	8.0
<i>Total Teaching Staff</i>	15	15.0
Allied Professionals		
Administrative	3	2.8
Other Allied Professionals	12	10.4
<i>Total Allied Professionals</i>	15	13.2
TOTAL	32	30.2

We held a successful two days Induction for our staff, followed by an Orientation morning for our new students and a Community Open Day. It was wonderful to welcome our children and families into our school, finally, after all the challenges with the building.

I would like to acknowledge our awesome foundation team for their hard work, determination, resilience, and sense of humour in establishing our school in our first year. Our Year 1 to 6 teachers moved rooms during Term 1 as the new classrooms were finished and handed over to us. Everyone worked together in overcoming any challenges and ensuring we built strong connections with our students, families and each other.

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: Paul Cassir
MCS	Chaplain	Claire Buchanan: NQS	Year 1: Sandra Orr	STEM: Kaye Henning
Library/Admin Officer	School Nurse	Cathy Dagostino: Sustainability	Year 2: Jodie Firman	Wellbeing: Hannah Holmes
		Kaye Henning: STEM	Year 3-6: Paul Cassir	ICT/DigiTech: Sandra Orr
		Jodie Firman: EDI	Specialists: Chris Boulay	
		Kirstie Fitz: Philosophy		
		Sandra Orr: Digital Technologies		

The priority for our team in 2021 was to develop our Strategic Plan and Operational Plans, plan to spend initial budgets to resource teaching and learning, and collaboratively plan learning programs using our whole school approaches.

STRATEGIC DIRECTION

We are committed to be an innovative, inspiring learning community where every child is curious, courageous, and challenged every day. We use contemporary research evidence to inform our whole school approach, so we have the greatest impact on student learning. What we believe about learning reflects our 'why' and drives all decisions and actions we take for every child to learn at high levels. Our strategic direction is underpinned by the following whole school approaches:

PROFESSIONAL LEARNING COMMUNITY

Our school is a professional learning community reflecting contemporary, 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 first 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. In our first year, we focused on those strategies we considered most important for a new school and are 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.

- **2021 Priorities**

Focus on high student performance in literacy and numeracy

- *A K-6 Literacy Strategy, describing key content in oral language, reading, writing, spelling and grammar, is evident in every class*
- *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*

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, Future Problem Solving, Creative Edge, Numero, 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

- *All students from Pre-Primary to Year 2 complete On Entry Assessment testing in Term 1 each year to identify gaps in their learning to target for intervention*
- *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*

STUDENT ACHIEVEMENT & PROGRESS

As a new school in 2021, we had no historical data to draw upon to determine progress and to reflect on our achievement. Our students came from different schools and, consequently, had experienced varying teaching approaches resulting in possibly differing levels of understanding. We developed a comprehensive assessment schedule for our first year to gather baseline data to determine the efficacy of our teaching and learning programs in future years. We use Ed Companion (Best Performance Pty Ltd) software to collate student achievement data of system and standardised assessments. This enables staff to efficiently analyse and reflect on student data to identify gaps in student understanding to inform future planning and develop targeted intervention strategies. Reflection on the various assessments and data are described 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	445	467	456
Writing	210	210	210
Numeracy	429	449	435

Year 1 Test	Cohort Median	ICSEA Decile Median	Public School Median
Reading	530	532	515
Writing	489	507	450
Numeracy	528	529	503

Year 2 Test	Cohort Median	ICSEA Decile Median	Public School Median
Reading	550	563	541
Writing	572	604	541
Numeracy	588	609	577

Year 1 Phonics Screen

This tests students' phonic knowledge using 20 real words and 20 nonsense words. Expected level of achievement is 32 words correct. Students in Year 1 are tested at the end of Term 3 each year. 47 students were tested in 2021. Expected achievement is 28/40 words correct (70%). **79% of Year 1 students meet or exceed the expected standard.** 10 students scored between 17 and 27.

Burt Word Reading Test

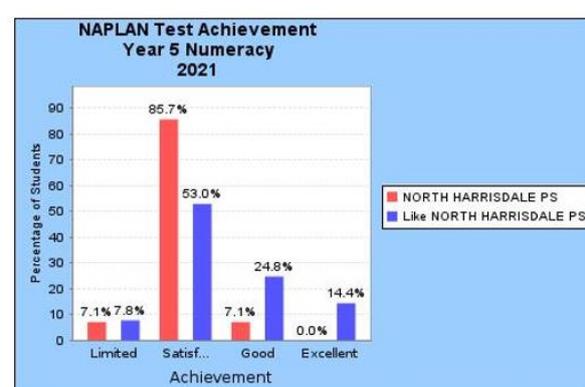
The test measures phonic knowledge and decoding skills of real words in isolation. This is one aspect of the ability to read with fluency. All students in pre-primary to Year 3 undertake the assessment in Term 2 each year.

Year Level	No. of students	Cohort Effect Size	% students below 0	% students above 0.4	% students below chrono. age
PP	86	0.61	7%	63%	16%
1	47	1.15	0%	96%	17%
2	29	1.98	0%	100%	7%
3	33	0.95	0%	82%	18%
4-6	30	1.11	3%	97%	7%

NAPLAN

The method of establishing like-schools is based on ACARA 'My School' ICSEA measure. 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. All other schools will be located in a group of schools that is most like them, even if the ICSEA point differences are significant. 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	Australian
Reading	426	450	426	437
Writing	417	447	426	425
Spelling	404	441	410	421
Grammar & Punctuation	423	458	421	433
Numeracy	385	420	395	403
YEAR 5	School	Like Schools	WA Schools	Australian
Reading	505	524	505	512
Writing	483	507	481	480
Spelling	470	528	503	505
Grammar & Punctuation	489	526	497	503
Numeracy	477	511	489	495



Comparative Performance Summary

The Comparative Performance Summary compares a school's performance to a modelled expected performance across the NAPLAN assessment areas for year 3 and 5. The school's performance is measured in Standard Deviations with the modelled expected performance represented as zero. It is important that a school's comparative performance be interpreted over a number of years as a variety of factors may lead to a high or low outcome in a single year.

For Year 3 in all tasks, the analysis uses the school mean and Index of Community Socio-Educational Advantage (ICSEA) to calculate expected performance and a school's variation from expected performance, called a residual score. In Year 5, school mean, prior performance (from two years earlier) and ICSEA are used. Whilst a comparative assessment is only provided if there are greater than five students with a test score, care must be taken when interpreting the table if the school has a small number of students tested.

The table provides a 'traffic light' display of comparative performance across the test areas for years 3 and 5. Schools within one standard deviation of the predicted performance are considered to be performing as expected (yellow). Around 70% of schools will be in this category. Approximately 15% of schools will be more than one standard deviation above predicted performance (green). Approximately 15% of schools will be more than one standard deviation below predicted performance (red). Only data from public schools are used in the analysis.

	Year 3	Year 5
	2021	2021
Numeracy	-1.4	-0.2
Reading	-0.9	0.3
Writing	-1.1	0.8
Spelling	-0.8	-1.2
Grammar & Punctuation	-0.8	-0.1



Above Expected - more than one standard deviation above the predicted school

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6

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. We have no comparative data for Year 6 due to the low number of students in the cohort.

Year	READING COMPREHENSION		MATHS	
	NHPS Median	Australian Median	NHPS Median	Australian Median
1	82.5	87.1	101.4	93.2
2	113.6	100.5	112.5	103
3	117.9	110.9	116.3	110.9
4	128.7	118.7	122.8	117.4
5	124.6	124.5	119.6	122.7

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 2021, 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	204	163	230	165					130	108	140	105
Year 1	262	232	255	240	212	161	195	160	213	184	200	185
Year 2	296	276	313	280	274	222	298	220	252	249	245	250
Year 3	349	326	360	330	297	286	320	295	287	294	270	310
Year 4	380	355	378	360	379	329	390	340	335	334	345	340
Year 5	395	383	400	390	394	365	400	370	332	363	340	370
Year 6	415	405	415	410	425	396	425	400	378	389	380	390

REFLECTION ON STUDENT PERFORMANCE

As this is our first year of operation, it is not possible to determine the impact of our teaching on student outcomes to inform improvements needed. However, it does provide an opportunity to evaluate where our students are at, and where we need to focus our approach to ensure our students are at or above expected achievement and progress in 2022 and beyond.

On Entry Assessment results indicate that Pre-Primary students are below like schools in reading and numeracy, Year 1 students are below like schools in writing, and Year 2 students are below like schools in all areas. Our rigorous approach to pre-literacy skills in Kindy should see improved results in Pre-Primary in 2022. Results in the Year 1 Phonics Screen show that nearly 80% of our students are at expected level in decoding which is a strong indicator of sound performance in reading. However, our Year 1 PAT Reading Comprehension median is below other schools. Burt Word Reading results show low percentages of students with decoding levels below their chronological age which is encouraging. Our data also shows that students made significant progress over the year in developing their decoding skills. The Brightpath writing data indicates that our students do better on average than other schools in narrative and persuasive writing. In Year 5 and 6, our students fall behind other schools in report writing. Our use of the *Talk for Writing* approach across the school should see our results improve further in 2022.

In 2021, we had 35 students in Year 3 and 14 students in Year 5 coming into our school for the first time from various other schools. Our data needs to be interpreted with this in mind. In Year 3 and 5, our means are below like schools in all areas tested. Whilst the means are not too far off that of all WA

schools, we aim for our school to be at or above like school achievement. Our results are below expected achievement in Year 3 numeracy and writing, and Year 5 spelling. Our focus in 2022 is mathematics and implementing an explicit teaching approach, fixing misconceptions, and building students' skills in problem solving and reasoning. We are developing a Year 3 to 6 comprehensive approach to spelling incorporating phonology (sounds), orthography (letter patterns), morphology (meaning) and etymology (word origins) which should improve students' spelling skills in future years.

In comparison to like schools, our NAPLAN data shows we have nearly a quarter of Year 3 students with limited achievement in reading, and only 5% of students with excellent achievement in numeracy. In Year 5, more students show satisfactory achievement and less students with excellent achievement in reading and numeracy. Our target will be to raise achievement from satisfactory to excellent in all years across the school.

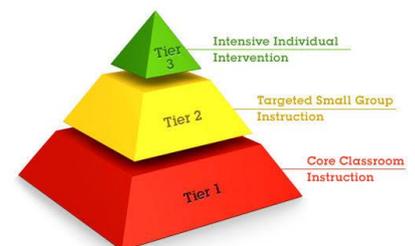
RESPONSE TO INTERVENTION

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%)



Teachers use Education Assistants to deliver focused intervention strategies during class. Minilit, Macqlit, and Reading Academy support programs are provided by several Education Assistants, where needed, to support at-risk students.

RECOMMENDATIONS

- Explicit teaching of pre-literacy and pre-numeracy skills in Kindergarten
- Implementation of *Language Express* program in Kindy and Pre-Primary to target oral language including oral narrative development
- Explicit phonics teaching following structured routine every day in Kindy to Year 2
- Daily writing in Pre-Primary to Year 2
- Develop a Year 3 to 6 comprehensive approach to spelling incorporating phonology (sounds), orthography (letter patterns), morphology (meaning) and etymology (word origins)
- Focus on mathematics and implementing an explicit teaching approach, fixing misconceptions, and building students' skills in problem solving and reasoning
- Explicit teaching using *EduCeri* resources in English and Maths
- Expansion of Tier 2 and 3 intervention programs in reading and maths to target more students in Year 3 to 6 requiring support
- Engage a Speech Therapist in Semester 2 to assess Kindy and Pre-Primary students and identify students requiring extra support in class.

HIGHLIGHTS

- Commendable results in phonics in Pre-Primary. Most students are reading and writing by the start of Term 3.
- Professional learning in *Language Express* by Rosemary Simpson to all Kindy and Pre-Primary teachers and Education Assistants. Program is implemented daily in every classroom.

- *Talk for Writing* used in every year level. Teachers collaboratively plan the program and assess student writing using *Brightpath*.
- Teachers are using the Year Level Overviews in our K-6 Literacy Strategy to inform their planning
- 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.
- Professional learning with James Nottingham, *Challenging Learning*, via Zoom from the UK in the Learning Pit. Explicit teaching of the *Learning Pit* to students to build their understanding of embracing challenge to learn, and developing a language to describe learning.
- Several students entered their investigations in the *Maths Talent Quest*, organised by Maths Association of WA. One student received a High Distinction and their investigation was submitted to the National Final.
- Two teams entered the *Creative Edge* competition and presented their solutions to a creative problem in the Literature and Science & Technology categories in the Regional Final at Curtin University.
- 27 students participated in *Children's University*, a UWA/ECU partnership to further student learning outside of school. All completed 30 or more hours of external learning and graduated at a ceremony held at UWA in November.
- Two teams of four Year 4 to 6 students entered the *Fuse Cup*, an eSports competition, at Christ Church Grammar School. Students competed against other schools in *Mario Kart*.

ENGLISH

During our foundation year, North Harrisdale Primary celebrated a number of achievements in the English learning area. An explicit, evidence-based teaching pedagogy which reflects the *Science of Reading* was embedded across the school to ensure a consistent approach to the teaching and learning of oral language skills, reading, writing and spelling. Our synthetic phonics programme was further consolidated with decodable take home reading books in the junior years. A home reading program, with milestone rewards and an assembly raffle proved to be highly motivating in encouraging children to practise reading at home.

To support students at risk, a range of intervention programs were established. MiniLit, MacqLit and MultiLit programs are aimed at providing Tier 2 support to small groups. Reading Academy is designed to provide intensive one-on-one Tier 3 support and was offered to three students in 2021.

We participated in a range of special events to encourage reading and engage with our local community. For National Simultaneous Story Time, we gathered to listen to an astronaut read from the International Space Station. Book Week was celebrated in style with decorated classroom doors, a dress up parade, author visits and a very popular "Reading on a Rug" afternoon. We also hosted two successful Book Fairs, allowing us to add to our range of books in the library.

Elyse Frith

Level 3 Teacher & English Team Leader

MATHEMATICS

The Mathematics Operational Plan, K-6 Numeracy Strategy, and the associated guaranteed and viable curriculum guided the connected, whole-school, teaching of Mathematics in 2021. Rigorous diagnostic and formative assessment, and the accurate analysis of student performance, informed year level planning documents.

An extensive selection of teaching and learning resources were used to support teaching practices, including programs from Back to Front Mathematics, Oxford Mathematics, and iSee Reasoning and iSee Problem-Solving. Mindset Mathematics, with a focus on teaching the 'big ideas' at each year level, was trialled in classrooms. A storeroom for mathematics was established in the Birak learning block, and this was stocked with hands-on learning equipment.

Staff were presented with in-school professional learning that had visible impacts on student learning outcomes, especially in the teaching of the mathematical proficiencies of reasoning and problem-solving.

Students ably represented the school in the 2021 AFG Numero Challenge, and student entries scored outstanding results in the Mathematical Association of Western Australia's 'Maths Talent Quest'. This included competitive entries at a national level. Based on the school-wide achievements in this learning area in 2021, the Mathematics Curriculum Team has identified areas of focus for 2022 and has prioritised resourcing these objectives appropriately.

Paul Cassir
Mathematics Team Leader

STEM

2021 has been an exciting year at North Harrisdale Primary. Across the school, our children have been engaged in at least one inquiry project per term, as STEM is conducted not only in regular classrooms but also as a specialist program two days a week. We successfully applied for several grants and programs throughout the year. The major Science grant has been used to purchase essential Science and STEM equipment to establish a solid resource hub for teachers. Classes have participated in a number of incursions throughout the year such as the Water Corporation, Waste Wise audits, SciTech, Bunnings, Tucker Bush and AG Academy. During Science week, we had visits from SciTech, Bees in the Garden and Farmer Damien, his dairy cow Amelie and dog Curly Sue. Students also engaged in a virtual incursion with *Little Scientists Simultaneous Morning Tea*.



With a successful application to Woolworths Landcare Grant for our project *From the Ground Up*, we were able to purchase worm farms for the Sustainability Team, gardening gloves for the children, and resources for teachers to use about bees. We applied to SERCUL and were gifted sixty native plant tubes. Alongside plants from Tucker Bush, this sparked the beginnings of our own Bush Tucker Garden as STEM project in junior primary.



In term one, we became a Water Wise School. This led to the successful application to the Freshwater Bay Rotary club microscope initiative where we were presented with 30 hand-held microscopes.

During the Term 1/2 holidays, we ran our inaugural Family STEM challenge. We had such an amazing response from the community as their creations from *What can you do with a Cereal Box?* Flooded the library. It was so wonderful to see that extended family joined in too.

Throughout term two, we ran an after-school Maths Talent Quest Club for invited students to participate. Out of seven projects that we submitted to MAWA, two students received a high distinction, two students received a distinction, two students received a credit and one a participation certificate. Our two high distinction winners were automatically entered into the National competition in which one won a Special Recognition award. Throughout term three, we ran an introductory robot after school club that was open to year three students and beyond.

Our students in Djiran, participated in the National Map My School Competition. We received a special mention by NGIS Australia: *A special mention must go to North Harrisdale Primary School who we thought did an excellent job using Google Earth, but also used a grid referencing system on their maps. We definitely noticed this about your maps and it's an important feature that should always be considered.*

Other community highlights include our students in Boonaroo designed, created and held a bake sale stall to successfully raise enough money to purchase cooking equipment for future lessons. We entered the West Australian Newspaper *STEM Cash for Schools* Competition, and we won a \$50 voucher to spend at Fremantle Press. *Marigold the Scarecrow* designed by our pre-primary children entered the Perth Royal Show Sustainability Scarecrow Competition.

Behind the scenes, Kaye Henning (STEM leader) designed a potential year-long Year 2 project at UWA to conduct in the Harrisdale Swamp Park, linking both the cross-curriculum priorities of Sustainability and ATSI histories and cultures. Finally, our STEM leader has also been working alongside Sarah Hill, a Digital Technology Specialist, to develop the North Harrisdale Primary School STEM process model. This exciting model is scheduled to be trialled in classes in 2022.



Kaye Henning
Level 3 Teacher & STEM Team Leader

HEALTH & WELLBEING

Across 2021, the Health and Wellbeing Committee implemented strategies and programs that would lay the foundations of a healthy school. Focusing on building flourishing and thriving students through quality leadership and high engagement with our wider school community, we worked to employ approaches that would encompass the whole child and have focused our efforts with this in mind.

Collecting data to inform our direction we engaged the **PAT Social and Emotional Wellbeing Survey** of Year 3 – 6 Students, analysed student responses as a staff and implemented strategies based on the feedback to increase student voice. Teachers across early childhood have completed a self-audit of their implementation of the **National Quality Standard Framework**.

We implemented a range of approaches to ensure consistent delivery when teaching health and wellbeing. We embedded the **'Learning Pit' model** into every classroom developing a common language of learning and building resilience amongst our students. This has been supported through professional learning to upskill staff and the generation of common posters displayed across classrooms. We observed students using the language of 'the pit' when discussing their learning challenges. We ensured all students complete **Protective Behaviours lessons** by the start of term 1 and have implemented **mindful practice** with all students completing 10 minutes each day. Staff have engaged in **moderation of formative assessment tasks** during collaborative team meetings to identify students needing intervention and extension.

Laying the foundation for whole school initiatives, we have adopted the following programs:

- **Be You.** Developing an inclusive and resilient learning community where every child can achieve positive mental health. All staff have access to the Be You Professional Learning modules.
- **Crunch and Sip.** Students bring healthy fruit and vegetable to eat mid-morning

- **KIDDO.** Developing physical Literacy knowledge and Fundamental Learning Skills. Embedded in Morning Fitness sessions and Physical Education Lessons. Staff have completed Professional Learning to support successful implementation.
- **Your Move.** Promoting walking, riding or scooting to school and supporting our community's reduction in their car use. In 2021 we earned a Bronze Accreditation.

Extra-Curricular activities have thrived with before and after school clubs such as Woodworking, Textiles, AFL Academy, Basketball, Creative Edge, and Maths Talent Quest. Students 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.

We engaged families and the community in strong, positive partnerships with the school through inviting them to **professional well-run community events** including assemblies, Learning Journey, Mothers and Father's Day events, our ANZAC Day Service, Book Week, Sports Carnival and the Christmas Concert. We have also **supported charities** with special days incorporating Jeans for Genes Day, RUOk Day, and PJ day into the school calendar. We aimed for one whole school wellbeing event each term.

Finally, we ensure the health and wellbeing of staff is an important element of our approach. We have demonstrated this through implementing a wellbeing week every term, a 'Shout Out' board in the staff lounge and an activity once a term such as 'Secret friend' or 'You've been mugged'. These initiatives have helped to build a positive and connected staff community.

Hannah Holmes
Health & Wellbeing Team Leader

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.

- **2021 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 EdCompanion and Brightpath*
- *Moderation of common formative assessment tasks during collaborative team meetings to identify students needing intervention or extension*

RECOMMENDATIONS

- Review 'Check for Understanding' in Explicit Direct Instruction (EDI) and the use of questioning by teachers to differentiate instruction during feedback to students
- Teachers encouraged to design their own EDI lessons using the *Educeri* template
- Continue use of 'Focus on Student Learning' analysis during year level collaborative team meetings 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 of 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 using our Instructional Framework as a foundation

HIGHLIGHTS

- Planning using our Instructional Framework in English and Maths
- Collaborative planning in year level teams using the K-6 Literacy and Numeracy Strategy overviews
- Development of Operational Plans in English, Maths, Science/STEM, ICT & Digital Technologies, and Health & Wellbeing
- Implementation of EDI Engagement Norms, Check for Understanding (TAPPLE), and use of effective feedback throughout all classrooms
- Teachers beginning to trial *Educeri* lessons to explicitly teach concepts in English and Maths
- Focus on *Visible Learning* and sharing learning intentions and differentiated success criteria with students
- Embedding of *Learning Pit* model in all classrooms
- Year level moderation of common *Talk for Writing* tasks using Brightpath to inform planning
- Adoption of 'Walkthrus' (Sherrington) in *Teaching Sprints* (Breakspear) to improve teacher practice to impact on student learning

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.

- **2021 Priorities**

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

RECOMMENDATIONS

- Develop an approach to STEM Inquiry unique to our context which reflects our commitment to Fullan's model of 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 Game Changers competitions
- Continue partnership with Sarah Hill, Lumos Learning, to build staff capacity in digital technologies and ICT
- Development of sustainability initiatives including composting, worm farms, and garden

HIGHLIGHTS

- Commenced development of STEM Inquiry model
- Established a Sustainability Team to begin developing our whole school approach
- Became a Waterwise and Wastewise School
- Established our Bush Tucker Garden and introduced worm farms
- Received \$40 000 in Science Grant to purchase resources for science and STEM
- Developed our ICT Action Plan and a scope and sequence for Digital Technologies
- Purchased iPads (20 in a trolley and 2 x 10 in cabinet in senior classes) and laptops (16 in a trolley) for students
- Year 4-6 teams entered in Fuse Cup Mario Kart competition
- STEM Family Challenges were highly successful in engaging families and students in STEM
- Year 2 students participated in 'Map My School' and received a special mention

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.

• 2021 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

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

SCHOOL BOARD

Our inaugural School Board grew out of our 2020 Steering Committee membership of twelve parent and community members who helped to establish our school vision, policies, and procedures prior to our opening. The purpose of the School Board is to promote a vision for the school that reflects the aspirations and needs of the community. The Board has an important influence on the strategic direction of the school, with members bringing ideas and lending their expertise to planning, decision-making, and community partnerships.

Members of our Inaugural School Board are:

- Michelle Hardwick – School Board Chairperson (Parent)
- Jacqui O'Donnell (Principal)
- Hari Sahadevan, Chris Daley, Hutoxi Mistry, Zaneta Kapor, & Saranya Janakiraman (Parents)
- Chris Boulay & Jodie Firman (Staff)
- Sugandree Muruvan (Community Member)
- Janie Street (ex-officio Secretary)

In 2021, significant achievements of the Board included establishing the Terms of Reference, Code of Conduct, endorsing the budget, Funding Agreement, Statement of Expectations, Behaviour Management Policy, Homework Policy, Student Dress Code, Healthy Food & Drink Policy, contributing to and endorsing the Strategic Direction Plan, reviewing the National School Opinion data, whole school assessment data, approving Voluntary Contributions & Charges, Student Personal Items Lists, and supporting the application for a Children's Crosswalk on Reilly Road.

P&C

Our inaugural P&C Association represent a committed group of parents from within our school community. With the support of WA Council of State School Organisations (WACSSO), who provided initial training in forming a P&C, we established our Executive Committee and held our first general meeting. Our office bearers for 2021 are:

- Lisa Sweetman – President
- Michelle Dawson – Vice President
- Danica Cullinane – Secretary
- Leanne Noble – Treasurer
- Bec Murphy, Amanda Hawkins, Kylie Hemingway, Kristie Holland (Executive)

Achievements of the P&C include organising and running the Slime Run fundraiser, Father's Day Raffle, Dress-Up days, Memento Plates fundraiser, and attending the school's P&C Day Afternoon Tea.

RECOMMENDATIONS

- 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

HIGHLIGHTS

- Community Open Day prior to opening was hugely successful. We had food trucks, Boost Juice, Ice cream, giant games, and families could view the school and meet their children's teachers
- Justin Martin, *Djurandi Dreaming*, presented a Welcome to Country, Smoking Ceremony, and Yarning sessions with our Year 1 to 6 students. He facilitated a Community Art Canvas with our foundation staff which is displayed in our staff lounge
- Establishment of a 0-3 years Playgroup in partnership with Playgroups WA for our families. It is managed by three parents each Thursday morning
- Partnership with Carey Baptist College where they have supported us in a Walking School Bus twice during the year, Year 10 students helped at our inaugural House Athletics Carnival, and their Year 6 teacher partnered with us to support our Numero teams train for the competition
- Class assemblies, Presentation Assembly, and Christmas Concert were well attended by our community
- Youthcare supported us with a chaplain two days a week who introduced Breakfast Club twice a week, lunchtime activities, and ran a Friendship Club in Year 4-6. Our chaplain supported individual children with pastoral care as needed
- Successful special events throughout the year including Learning Journey, Sports carnivals, and Book Week
- Harrisdale Men's Shed ran an after-school woodwork club for students in Year 2 and 3
- STEM Family Challenges engaged our families in completing challenges with their children at home

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 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%
Like Schools 2021	79.3%	16.6%	3.3%	0.8%
WA Public Schools	71.0%	19.0%	7.0%	3.0%

Attendance Rate: **94%** % Attending Regularly (>90%): **84%**

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%

As can be seen in the Attendance tables above, our overall attendance rate and regular attendance rate is above both like schools and all WA public schools.

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:

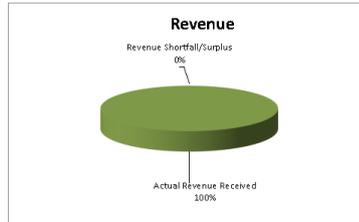
- This school takes students and parents opinions seriously
- This school has a strong relationship with the local community

FUNDING & FINANCIAL STATEMENT

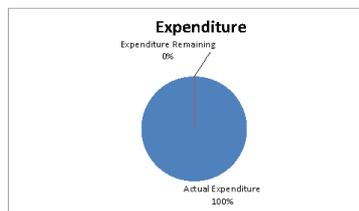


North Harrisdale Primary School Financial Summary 31 December 2021

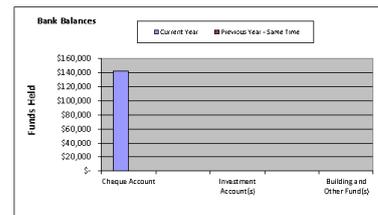
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 324,027.49
Current Year Budgeted Revenue	\$ 459,772.50
Actual Revenue Received	\$ 459,772.76
Revenue Shortfall/Surplus	\$ 0.74
Revenue Collected as a % of Current Budget	100.0%
Total Funds Available	\$ 784,800.25



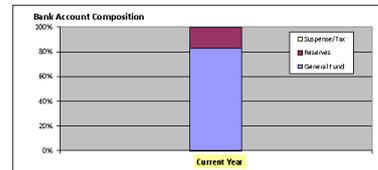
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 666,800.90
Actual Expenditure	\$ 666,797.39
Expenditure Remaining	\$ 3.51
Cash Budget Variance	\$ 117,799.60
Variance as a % of Total Funds Available	15.0%
Actual Expenditure as a % of Budgeted Expenditure	100.0%



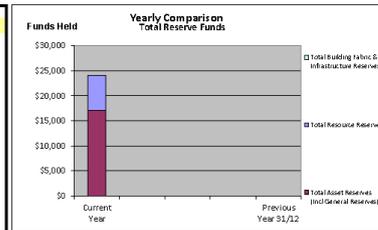
Reconciled Bank Balances:		
	Current Year as at 31/12/2021	Previous Year - Same Time
Cheque Account	\$ 141,386.87	
Investment Account(s)	\$ -	
Building and Other Fund(s)	\$ -	
Total	\$ 141,386.87	\$ -



Bank Account Composition	
General Fund	83%
Reserves	17%
Suspense/Tax	0%



Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (incl General Reserves)	\$ 17,040.00	
Total Resource Reserves	\$ 7,000.00	
Total Building Fabric & Infrastructure Reserves	\$ -	
Total All Reserves	\$ 24,040.00	\$ -
Current Year Reserve Transfer Funds included above	\$ 24,040.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A



School Salary Allocation (SCFM)									
As at 31/12/2021									
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance	
\$ 64,504.00	\$ 3,295,715.00	\$ (274,699.00)	\$ 3,086,520.00	\$ 2,899,561.00	\$ 186,959.00	94%	\$ 2,899,561.00	\$ 186,959.00	

