



"Fly High – See Far"

Heathridge Primary School

Annual Report 2018



PRINCIPAL'S OVERVIEW - OUR SCHOOL

This report provides parents, the Regional Executive Director, the Assistant Regional Executive Director and other community members with information about Heathridge Primary School's activities and performance over 2018. This report is a requirement of all Western Australian Department of Education schools and contains essential information in response to the National Reporting Requirements. To gain maximum benefit from this School Report it should be considered in conjunction with other information such as student written reports, parent/teacher interviews, newsletters and the Federal Government *My Schools* website information.

Heathridge Primary School is located approximately 26km north of the Perth CBD. It is located in the City of Joondalup. Since opening in 1980, Heathridge Primary School has continued to provide a high-quality education as per our school's motto **"Fly High- See Far"**. The school is renowned for its inclusivity and strong pastoral care within the Heathridge community. We became an Independent Public School (IPS) in 2015 and in 2018 we entered our next three-year phase and began to implement the strategies outlined in our Business Plan 2018-2020. Heathridge Primary School has an Index of Socio-Educational Advantage (ICSEA) of 1011 indicating that students are from average advantage backgrounds.

We provide exciting and inclusive educational programs for students from K-6 and are committed to providing an environment where our students are given every opportunity to reach their full potential underpinned by the four pillars of **Excellence, Growth, Care** and **Opportunity**.

HPS is part of the very active Joondalup Learning Community (JLC) Network of schools. HPS is a distinctive school where students experience success due to the high-quality teaching and learning and strong partnerships with families. We value respect and responsibility, care for the environment and always promote a sense of belonging. We have high expectations of students' behaviour and academic achievement in our safe and happy school community. The majority of our students transition from Heathridge Primary School to their secondary education at Belridge Secondary College.

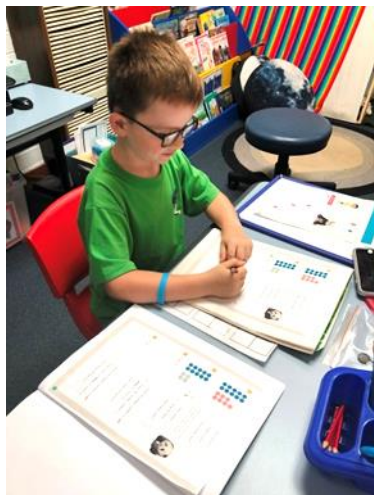
Our focus on Literacy and Numeracy is strong and students experience success due to high quality teaching, strengthened by whole-school approaches and evidence-based practices. Curriculum delivery is based on DoE initiatives and supported by significant resources both human and physical. Our classrooms offer challenging, fun, flexible and engaging programs which cater for all aspects of our students' academic, social, emotional and physical needs. Our students are developing 21st century skills and capabilities of communication, collaboration, creativity and critical thinking via access to iPads, coding equipment and computers. Our classrooms offer flexible seating and a variety of active learning opportunities so our students flourish.

We offer Kidsmatter Breakfasts twice per term where all families and students are welcomed to join staff and our Year 6 Student Leaders for a community breakfast in a relaxed and friendly atmosphere. We offer before school extra-curricular activities including fitness clubs, running club and film crew clubs. We have community volunteers and parents that form part of our R-Team Program that is designed to support students with their reading fluency and comprehension. We encourage our fathers to actively engage with their child's learning through our Fathers' Friday initiative.

In 2018, Heathridge Primary School commenced our new journey offering a Specialised Learning Program (SLP) for students with Autism Spectrum



Disorder (ASD). The goal of the SLP is to meet the individual needs of students with ASD from K-6 by providing programs to assist the students to achieve positive academic, behavioural, social and emotional outcomes to enhance the skills required for primary education and a transition to full-time mainstream classrooms. The SLP takes up to 25 students with ASD and provides them with an opportunity to access the mainstream curriculum in a way that best suits their needs.



Our school relishes a strong community spirit developed over time and built from continued parent and community involvement. We uphold supportive and collaborative relationships between students, staff and parents enabling us to get to know each student as an individual. These relationships allow us to work together cooperatively to create a positive school environment in which every student feels safe and is able to learn in a friendly and caring atmosphere. We are proud that we have built a reputation for providing a “small country school” atmosphere in a suburban school.

We have a very active School Board and Parent and Citizens Association who regularly give up their valuable time to support the needs of our students and their families. The P&C are dedicated to holding a variety of fundraising events including Scholastic Book Fair, school banking each week, recycling, selling second hand uniforms, movie nights, discos, 5c challenges, free dress days, Bunnings sausage sizzles, faction carnival raffles and catering and food days. Due to high family support of these events, this has resulted in various projects being completed and supported across the school.

Denise Jeffs
Principal



OUR VISION AND BELIEFS

Our Vision

At Heathridge Primary School, we aim to provide a quality, inclusive learning environment in which all students are inspired to become respectful and confident citizens with a sense of belonging.



Our Motto “Fly High-See Far”

This motto represents the philosophy behind the story “Jonathon Livingston’s Seagull” and promotes a love of learning, using words to fly and encouraging students to do their best and reach their potential.

Our Beliefs

We believe students learn best when:

- ❖ *They feel safe, supported, valued and have a sense of belonging.*
- ❖ *There are trusting and positive relationships between all members of the HPS community.*
- ❖ *There is high quality teaching.*
- ❖ *They are actively engaged with relevant and purposeful learning experiences.*
- ❖ *They take responsibility for their own learning.*
- ❖ *Their individual differences are recognised and catered for.*
- ❖ *They feel challenged and confident to reach their potential.*

Our Core Values

Integrity, Responsibility, Resilience, Tolerance, Good manners, Kindness, Perseverance, Confidence, Honesty, Cooperation, Respect, Courage

School Creed

Each week at our values assembly and at every school assembly the students recite our school creed:

We know we are cool.

We are from Heathridge Primary School.

We arrive at school neatly dressed to listen, look and learn.

And always do our very best.

Respecting our teachers and classmates too.

And of course ourselves in all we do.

We have that special Heathridge pride that stays deep down inside.

As free as birds we will fly high and see far.



We operate under the Four Pillars of Care, Excellence, Growth and Opportunity

CARE – All individuals are treated with care. The relationships we make are built on trust, respect and acceptance of responsibility.

EXCELLENCE – We provide research driven programs for teaching, learning and assessment with high proficiency. We place a strong focus on 21st century skills and capabilities with teachers supporting students to be active citizens who are environmentally responsible. We expect a commitment from all staff to engage in ongoing professional learning to ensure high quality learning programs.

GROWTH – All students are expected to grow and reach their full potential. This is achieved via evidence-based programs that are suited to individual learning styles and needs.

OPPORTUNITY – All individuals are given the opportunity to reach their full potential through the use of distributed leadership. Staff and students are seen as lifelong learners.

ATTENDANCE

Our targets:

1. Reverse the downward trend and achieve an overall attendance rate of like schools or above.
2. Decrease the percentage of students in the severe category

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
2016	94.6%	93.3%	93.7%	57.2%	85.5%	80.7%	93.8%	93%	92.6%
2017	93%	94.1%	93.8%	53.7%	89.7%	81.2%	92.5%	93.9%	92.7%
2018	93.8%	93.4%	93.7%	68.1%	86.7%	80.8%	93.5%	93%	92.6%

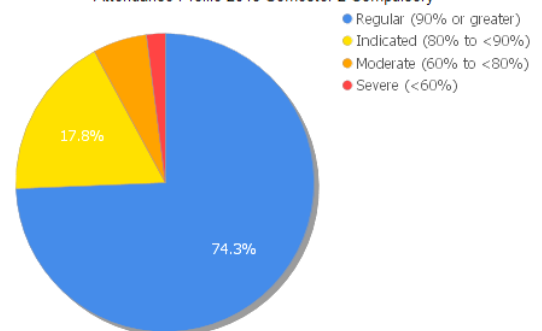
We spent a significant amount of time putting strategies in place to discourage our families from taking time off during the term for holidays and vacations. We are working with individual families who have children with ongoing absences through individual attendance plans. We have processes in place to follow up unexplained absences and incentives for students who keep their attendance rate at 90% or above each term.

Attendance Overall Primary

	Attendance Category			
	Regular	Indicated	Moderate	Severe
2016	79.4%	16.4%	2.0%	2.0%
2017	81.6%	10.2%	4.8%	3.4%
2018	76.9%	16.7%	4.5%	1.9%
Like Schools 2018	77.7%	16.2%	5.0%	1.1%
WA Public Schools	77.0%	15.0%	6.0%	2.0%



Attendance Profile 2018 Semester 2 Compulsory

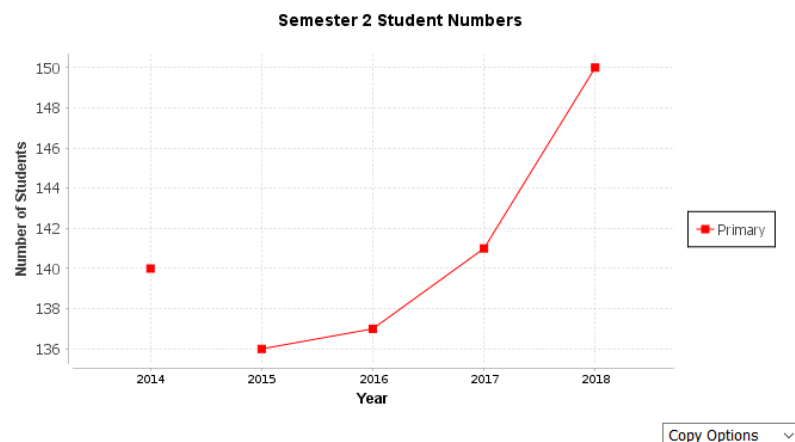


Attendance Category as at Semester 1, 2018

Attendance Category	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	67%	73%	86%	77%	75%	78%	80%	79%	73%	78%	78%	79%	83%	78%
At Risk - Indicated	23%	18%	10%	16%	17%	15%	16%	14%	18%	15%	19%	15%	11%	15%
At Risk - Moderate	10%	7%	0%	6%	4%	5%	4%	5%	0%	5%	4%	5%	6%	5%
At Risk - Severe	0%	2%	5%	2%	4%	2%	0%	2%	9%	2%	0%	2%	0%	2%

STUDENT NUMBERS –ENROLMENT TRENDS

The introduction of the SLP -Autism resulted in an increase in enrolments. We enrolled an additional 18 students with ASD over the course of 2018. In 2018, 16% of our enrolments were made of students with ASD. We predict that this percentage will rise as students exit the SLP and new students enter the program. Additionally, the trend has also seen more enrolments in the middle years and less in the early years of learning. If this trend continues we will be exiting more student in Year 6 each year than into Kindergarten and we are exploring the implications of this for the future.



Semester 2	2014	2015	2016	2017	2018
Primary (Excluding Kin)	140	136	137	141	150

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Student Numbers (as at 2018 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(9)	29	20	22	25	10	26	18	159
Part Time	18								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	13	15	65		93
Female	5	14	56		75
Total	18	29	121		168

	Kin	PPR	Pri	Sec	Total
Aboriginal		1			1
Non-Aboriginal	18	28	121		167
Total	18	29	121		168

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DATA ANALYSIS AND NAPLAN 2018

NAPLAN Results Overview 2018

Our overall NAPLAN data shows results that are above expected and a significant turnaround in our Year 5 performance across all learning areas tested. The upward trend is pleasing to see and keeps us on track to achieve our targets in our Business Plan 2018-2020. Overall, all of our students made high progress and we had high achievement and high progress in Writing and Grammar & Punctuation.

Mean Scores; Australian v Western Australian v Heathridge PS

Below WA /Australian mean Score	Equal or close to WA/Australian Mean Score	Above WA/ Australian Mean Score

Year 5	Australian Mean	WA State Mean	School Mean	Year 3	Australian Mean	WA State Mean	School Mean
Reading	509	502	479	Reading	434	423	457
Writing	465	460	446	Writing	407	400	477
Spelling	503	500	494	Spelling	418	411	455
Grammar & Punctuation	504	500	494	Grammar & Punctuation	432	424	473
Numeracy	494	490	466	Numeracy	408	403	455

Attainment of 2018 Business Plan Targets

Reading	Achieved	Actual	Variance
Reduce the number of students achieving in the bottom 20% in Year 5 currently 47%.		4%	43%
Maintain the upward trend of Year 3 performance in closing the gap in comparison to that of like schools.		457 HPS Average Reading Score	414 Like schools Average Reading Score
Reduce the number of students making low progress and low achievement from Year 3-Year 5 NAPLAN.		All students made progress	

Writing			
Reduce the percentage of students in the bottom 20% in Year 5 NAPLAN currently 29% to that of like schools and all WA schools.		9%	20%
Maintain the upward trend in Year 3 NAPLAN to keep performance at or above expected levels.		91% Above	
Numeracy			
Increase the percentage of students making high progress and high achievement from Year 3-Year 5 currently 0%.		Overall all students made high progress in comparison to like schools	We need to increase the number of students making high achievement.
Reverse the downward trend of Year 5 NAPLAN to close the gap in comparison to like schools and WA schools		Trend line moving up 466 Average Score	Like schools average score 486

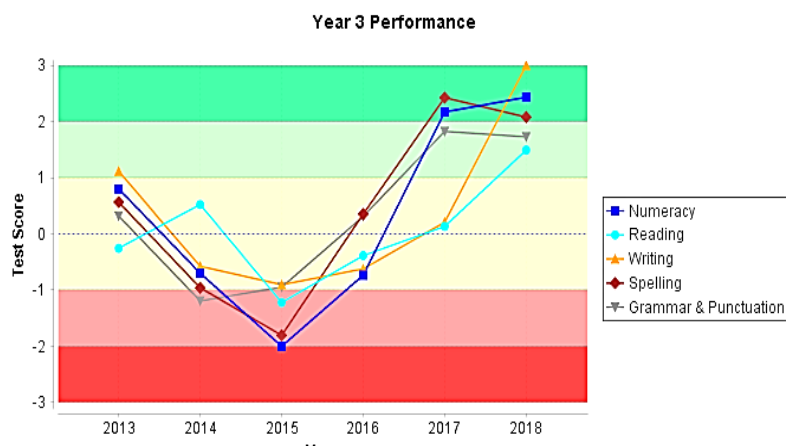
Comparative Performance for Year 3

Year 3	Performance						Students					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Numeracy	0.8	-0.7	-2.0	-0.7	2.2	2.4	14	22	17	20	15	21
Reading	-0.3	0.5	-1.2	-0.4	0.1	1.5	14	22	17	20	15	21
Writing	1.1	-0.6	-0.9	-0.6	0.2	3.2	14	22	17	20	14	20
Spelling	0.6	-1.0	-1.0	0.4	2.4	2.1	14	22	17	20	14	21
Grammar & Punctuation	0.3	-1.2	-0.9	0.3	1.8	1.7	14	22	17	20	14	21

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

Year 3 Performance



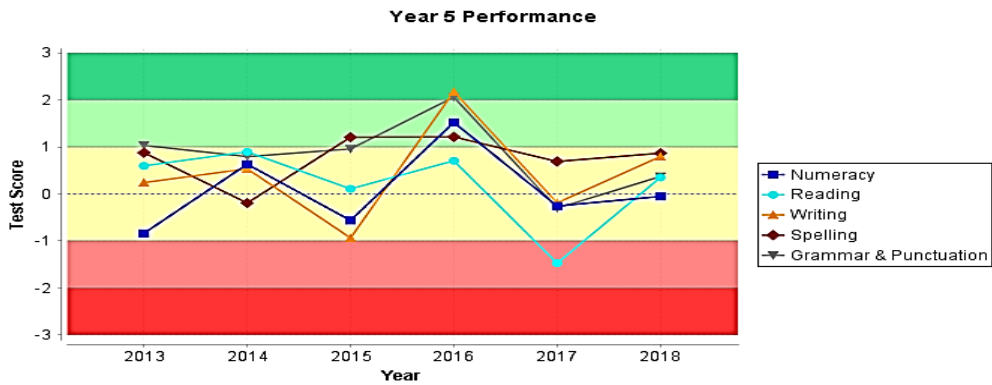
Comparative Performance for Year 5

Year 5	Performance						Students					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Numeracy	-0.8	0.6	-0.6	1.5	-0.3	-0.1	17	13	14	22	17	23
Reading	0.6	0.9	0.1	0.7	-1.5	0.4	17	13	14	21	17	23
Writing	0.2	0.5	-0.9	2.2	-0.2	0.8	17	13	13	22	17	23
Spelling	0.9	-0.2	1.2	1.2	0.7	0.9	17	13	14	22	17	23
Grammar & Punctuation	1.0	0.8	1.0	2.1	-0.3	0.4	17	13	14	22	17	23

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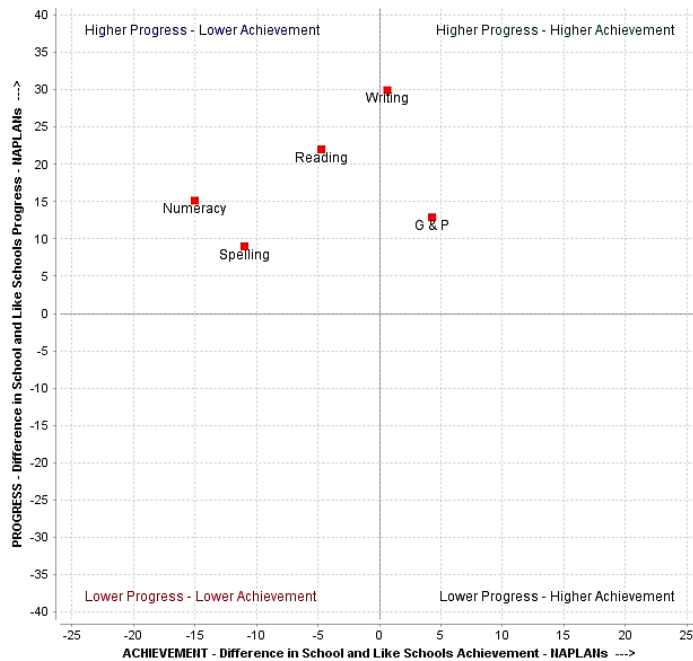
	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Year 5 Performance



Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018

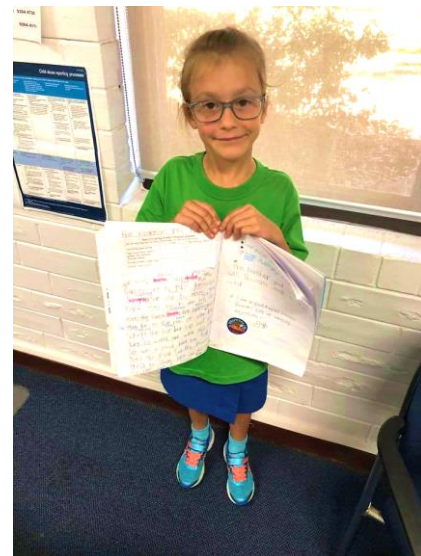


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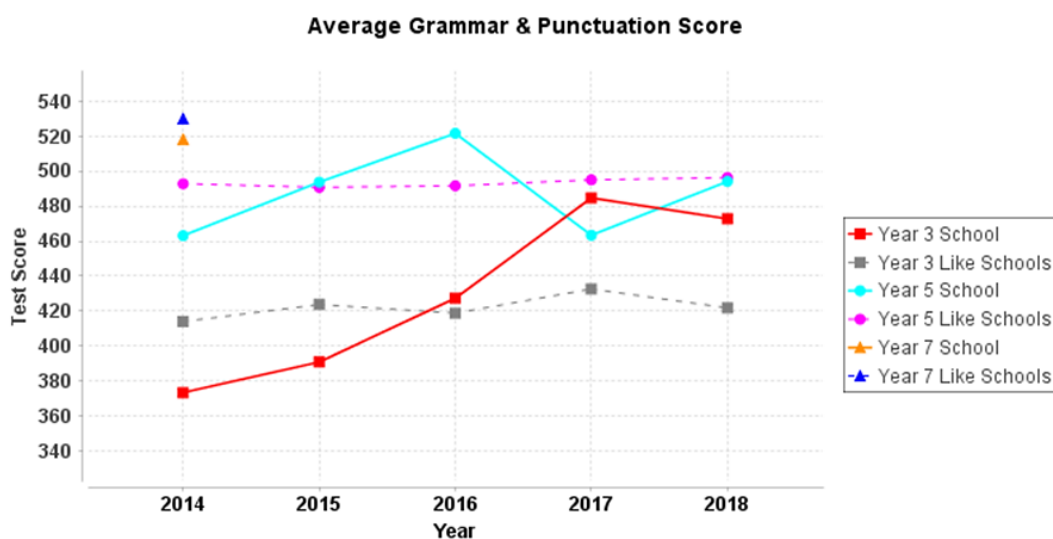
LITERACY

After analysing our 2017 data and recognising the downward trend from Year 3 to Year 5, as a staff we made a commitment to introducing whole school evidence-based programs. Therefore, in 2018 our teaching staff attended a two-day workshop in Talk 4 Writing (T4W). This program is being used across the school K-6.

Overall, the comparative performance data for our Year 3 students was above expected in all areas. We will, however, be monitoring Spelling and Grammar & Punctuation to ensure that we do not continue to decline in results. We are investigating professional learning in a whole school approach and will introduce new grammar books in 2019. It is pleasing to see that our comparative performance shows that we have reversed the downward trend in all areas and students are making expected progress. We will continue to work on T4W and a whole school approach to Spelling. We are also looking into professional learning in Talk 4 Reading (T4R) so that results continue to improve. Despite a slight downward turn in Year 3, in comparison to like schools, our performance is significantly higher in Year 3. Our Year 5 results are equal to that of like schools.



Average Grammar & Punctuation Score



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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	373	414	463	493	518	530
2015	391	424	494	491		
2016	427	419	522	492		
2017	485	433	463	495		
2018	473	422	494	496		

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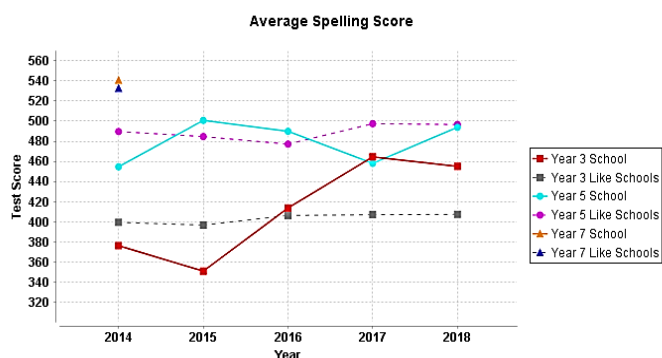
Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	15%	9%	15%
7	530 - 581					12%	15%	26%	17%
6	478 - 529	50%	31%	52%	30%	18%	28%	30%	30%
5	426 - 477	36%	24%	14%	15%	0%	18%	17%	18%
4	374 - 425	0%	18%	24%	23%	47%	18%	17%	14%
3	322 - 373	7%	12%	10%	15%	12%	6%	0%	6%
2	270 - 321	7%	8%	0%	12%				
1	Up to 269	0%	6%	0%	4%				

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	At National Minimum Standard
	Below National Minimum Standard

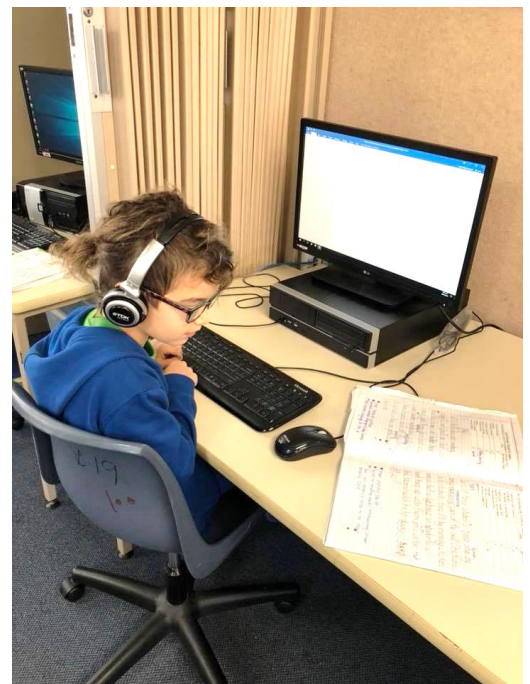
Average Spelling Score



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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	376	400	455	490	541	533
2015	351	397	501	485		
2016	414	406	490	477		
2017	465	407	458	497		
2018	455	408	494	497		

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Although there appears to be a slight downward turn in Year 3 Spelling, our results are significantly higher than like schools. Our Year 5 performance has increased and now met that of like schools. Our Year 3 students achieved results that were above those expected and were significantly higher than the results of like schools. Our Year 5 students' results are almost equal to the results of like schools and we made a slight increase in overall performance. We are attributing this to the introduction of T4W and the consistent approach across the school.

Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633								
7	530 - 581								
6	478 - 529	43%	18%	43%	21%	24%	32%	35%	31%
5	426 - 477	36%	26%	33%	24%	12%	24%	4%	19%
4	374 - 425	14%	24%	10%	21%	29%	10%	22%	12%
3	322 - 373	7%	19%	14%	16%	18%	4%	4%	5%
2	270 - 321	0%	11%	0%	10%				
1	Up to 269	0%	3%	0%	8%				

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	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Our Year 3 performance in Writing was well above expected and well above the performance of like schools. Our performance in Year 5 Writing still requires improvement in regards to the number of students achieving in top bands.

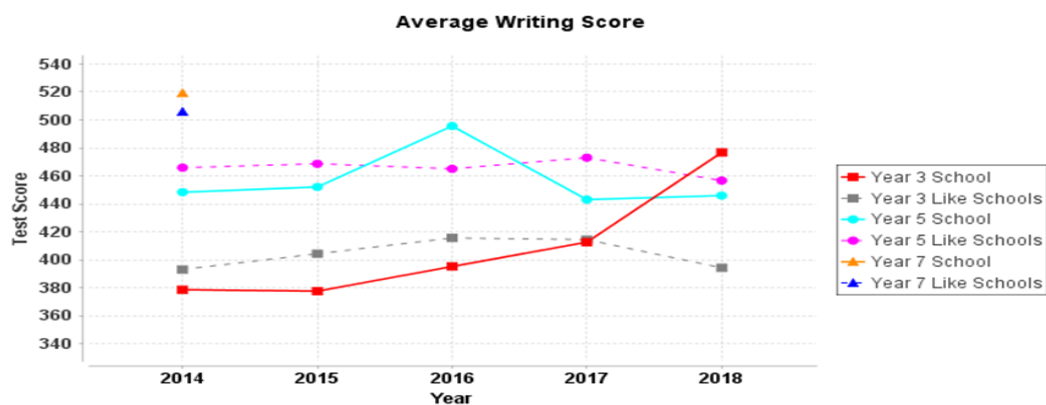
Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633								
7	530 - 581								
6	478 - 529	0%	10%	45%	8%	18%	33%	35%	22%
5	426 - 477	57%	37%	35%	31%	47%	41%	30%	39%
4	374 - 425	21%	28%	15%	25%	12%	9%	26%	15%
3	322 - 373	14%	19%	5%	20%	18%	6%	9%	11%
2	270 - 321	0%	3%	0%	10%				
1	Up to 269	7%	2%	0%	6%				

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	At National Minimum Standard
	Below National Minimum Standard

Average Writing Score



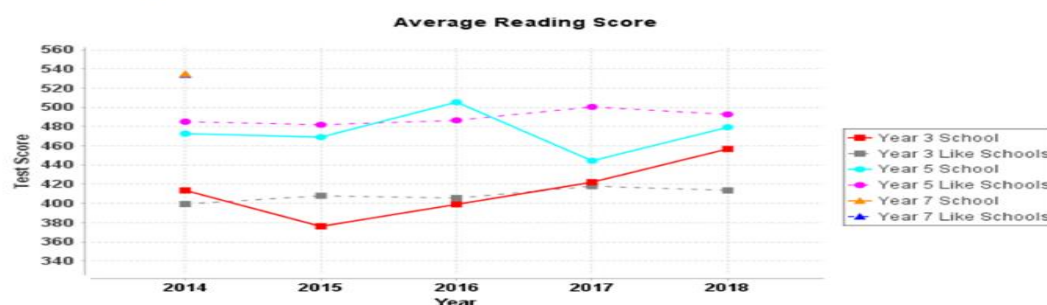
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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	379	393	448	466	519	506
2015	378	404	452	469		
2016	395	416	496	465		
2017	413	415	443	473		
2018	477	394	446	457		

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Our Year 3 & Year 5 students made improvements in Reading. In Year 3, our results were significantly higher than like schools and the reversal of the downward trend in Year 5 has seen our results nearly match those of like schools. In 2019, we will introduce T4R that we anticipate will add to these achievements. In Reading, it was pleasing to see that in Year 3 we had no students in the lower bands and a significantly higher number of students achieving in the top two bands. We also had less Year 5 students achieving in the lower two bands but would like to see more students achieving in the top two bands to match that of like schools.

Average Reading Score



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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	414	399	473	485	535	534
2015	376	408	469	482		
2016	399	406	505	487		
2017	422	418	444	501		
2018	457	414	479	493		

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Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	12%	4%	14%
7	530 - 581					12%	22%	17%	19%
6	478 - 529	27%	22%	33%	22%	24%	30%	26%	24%
5	426 - 477	20%	23%	33%	26%	6%	19%	35%	20%
4	374 - 425	40%	25%	14%	21%	35%	12%	13%	16%
3	322 - 373	0%	17%	19%	14%	18%	4%	4%	8%
2	270 - 321	0%	8%	0%	10%				
1	Up to 269	13%	5%	0%	6%				

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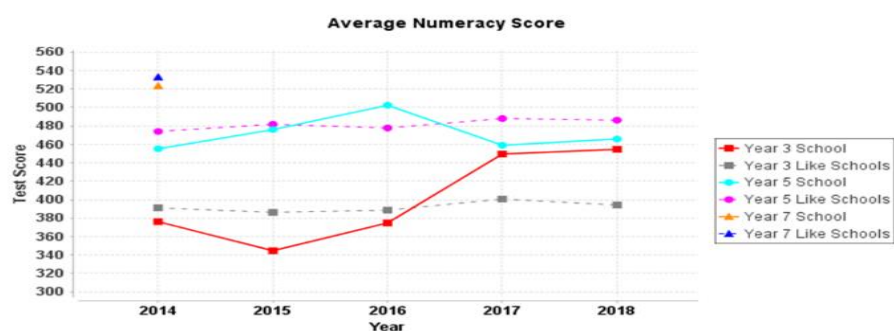
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

NUMERACY

Our results in Numeracy were impressive with our Year 3 students continuing to make progress and achieve above that of like schools. Our Year 5 students continue to close the gap between that of like schools. It is pleasing to see that in Numeracy our Year 3 students had no one in the bottom two bands. We also observe that we had a significantly higher percentage of students in bands 5 & 6 than like schools. In regards to our Year 5 students, we would like to see more students achieving in Band 8. In 2018, we continued our commitment to improving our students' ability to solve worded problems through the RUCSAC strategy. We introduced the whole school program of Oxford Maths to ensure consistency across the school as per the recommendations of the IPS review in 2017. Each classroom was given a maths box of equipment suitable for that particular year group. We introduced "number of the week" and each class worked together to find facts about that number. We had an incursion from "World of Maths" and continued to raise the profile of numeracy across the school.



Average Numeracy Score



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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	376	391	455	474	524	533
2015	345	386	476	482		
2016	375	389	502	478		
2017	450	401	459	488		
2018	455	394	466	486		

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Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	7%	4%	8%
7	530 - 581					6%	16%	22%	17%
6	478 - 529	27%	15%	24%	10%	24%	33%	17%	26%
5	426 - 477	27%	19%	43%	24%	35%	29%	22%	32%
4	374 - 425	20%	32%	29%	30%	24%	12%	26%	15%
3	322 - 373	27%	21%	5%	21%	6%	2%	9%	2%
2	270 - 321	0%	10%	0%	13%				
1	Up to 269	0%	3%	0%	3%				

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	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

HIGHLIGHTS 2018

OPEN NIGHT AND BOOK WEEK



This year we brought back Open Night and combined it with our Book Week Fair and Parade. It was wonderful to see so many of our families attend and for our staff and students to dress up as their favourite book characters. Definitely something we will add to our annual calendar.



Nature Playground

In 2018, we were very excited to be able to install a nature playground due to the \$40 000 grant from the McGowan Labor Government's Local Projects, Local Jobs initiative and a \$10 000 donation from our P&C Association. Despite the rain, we held our official opening ceremony on 2 August.



BIG DAY IN

In 2018, we held our end of year whole school 'Big Day In' event. The students and staff had a fabulous day celebrating the year and playing on a variety of equipment. A highlight was the cuddly animal farm and the dunk the teacher tank.



CAMP

In 2018, our Year 5/6 students went on camp which is held every second year. This year they attended their three day, two-night camp at Karem Adventure Camp near the Maze in Bullsbrook. Although everyone came back exhausted, they had a fabulous time challenging themselves, teambuilding and bonding.



SCHOOL BOARD 2018

In 2018 we formed our new school board who are ensuring we meet the expectations of the new Delivery and Performance Agreement and to keep us on track in achieving the targets set in our new Business Plan 2018-2020. The board meets twice per term and we hold one open school board meeting per year.

SAD GOODBYE – END OF AN ERA

This year we said a sad farewell to Mr Lindsay Bolton who has been in education for 50 years 34 of which were spent at Heathridge Primary School. Mr Bolton was key in designing our school's creed, motto and values program. You know someone has had a huge impact on the community when parents of our current students reminisced about having Mr Bolton as their teacher when they went to primary school!

We wished all the best for his retirement and we're sure he will enjoy his time travelling and spending time with family.





Fathers' Fridays

It was great to see our dads continue to join us each Friday lunchtime to spend time interacting with their children. This is something we aim to develop and refine in the coming years to ensure continued family participation in our students' education.



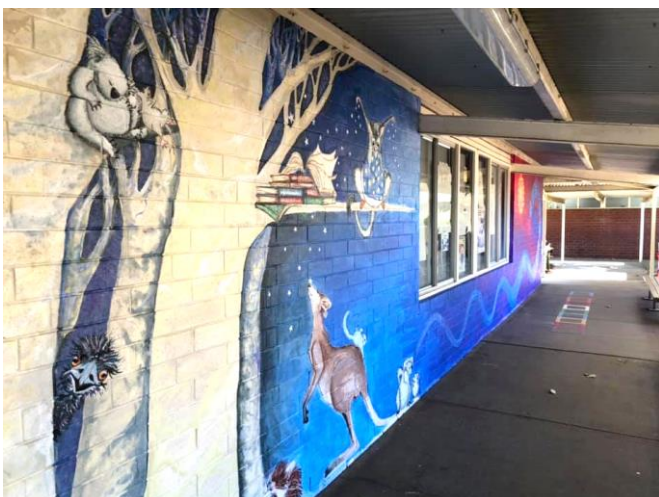
Parliament House

Our School Captains and Vice School Captains joined the Principal Denise Jeffs and Emily Hamilton MLA for Joondalup for a lunch at Parliament House. The captains loved the tour of Parliament House and demonstrated excellent leadership. They also stayed to watch question time from the Speaker's Gallery - even getting their names in Hansard!



Murals

To complement our iCARE, uCARE, weCARE program, we worked on two murals in the school. The murals represent friendship, harmony, a love of reading, collaboration and respect for Aboriginal Australians. The murals were jointly painted by staff and students. Every member of the Heathridge PS community designed a pebble that has been added to the mural near our Nature Playground. Each pebble has a positive message or affirmation written on it to remind everyone that they are part of a group and that they belong.





EAST JAVA VISIT

We were very privileged to host a visit from a group of dignitaries from the East Java office of Education who visited our school to observe and learn about best practice in inclusive education. We were more than happy to give them a tour of our Specialised Learning Program - Autism and explain how students are included in our mainstream classrooms.



Circuit Breakers

In 2018 we were so excited to be chosen to be a Western Power Circuit Breaker School. As part of the program, we received two 3D printers and our Year 5/6 classroom worked in conjunction with a Western Power engineer to use the 3D printers to create an energy friendly city. Our students presented their final display at SciTech's Science fair in November.



OTHER HIGHLIGHTS

Some other highlights of the year included our Welcome BBQ, Ripper Recess, Christmas Concert, Running Club, Edu-Dance, the annual Art Show, our carnival, and our KidsMatter Breakfasts.



iCARE uCARE weCARE

In 2018 we introduced a whole school approach to behaviour based on **iCARE, uCARE and weCARE**. As part of this program, students and staff use a common language to bring the focus of their actions back to CARE (Compassion, Acceptance, Respect and Empathy). Under the guidance of our chaplain and our mental health coordinator, all students and staff signed a pledge and received a rubber bracelet as a reminder of this commitment.



Chaplaincy Program



At Heathridge Primary School we offer a strong pastoral care and chaplaincy program. Our School Chaplain works with staff, students and families promoting well-being, resilience and self-care. Each Wednesday our chaplain provides *Harmony Hub* in the library for students in Years 3-6 where they work in harmony on a variety of activities.

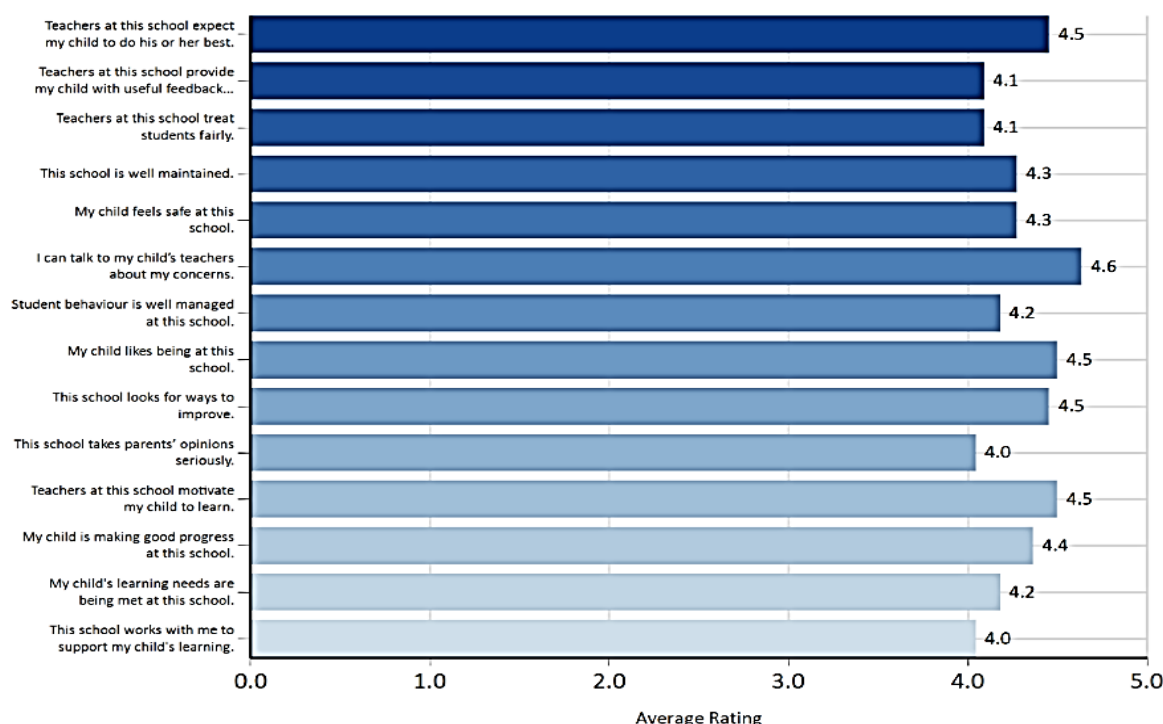


PARENT, STUDENT AND STAFF SATISFACTION

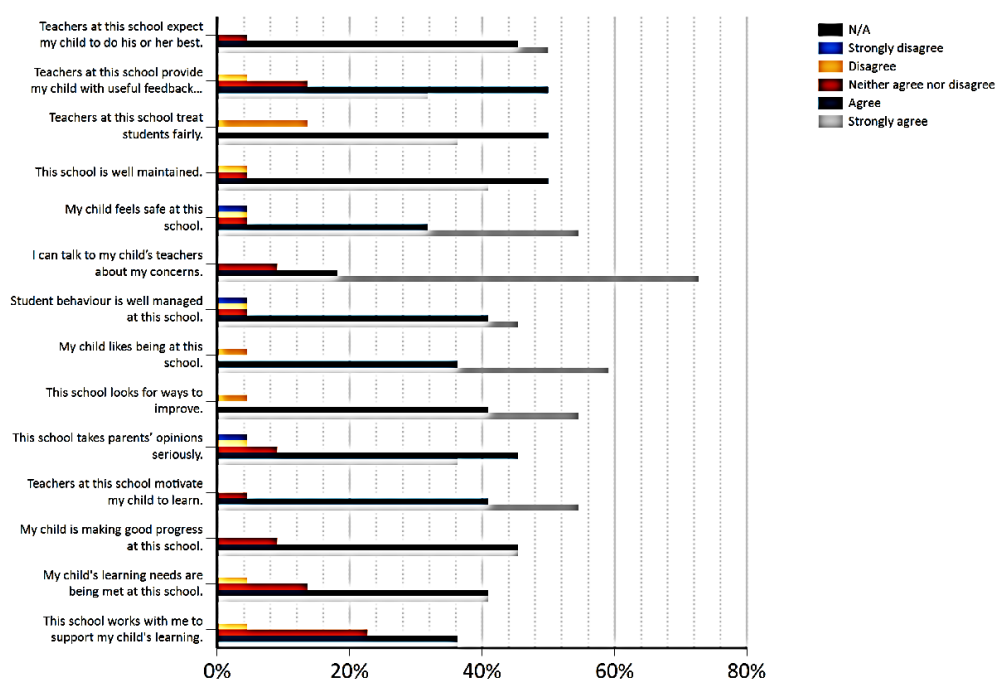
Every two years, schools are required to survey the opinions of staff, students and parents. Below are the results of the 2018 survey.

Parent and Family Survey Results

In 2018, 22 out of 125 of our parents completed the survey (18%) and generally 21 of these parents commented that they were very happy with the school. In the 2018 survey, many parents believed that they could talk to their child's teacher about their concerns and that the school was meeting their child's needs. When asked to identify three positives about the school the most common responses were – the teachers and staff, inclusivity, strong community feel and the small size (population) of the school.

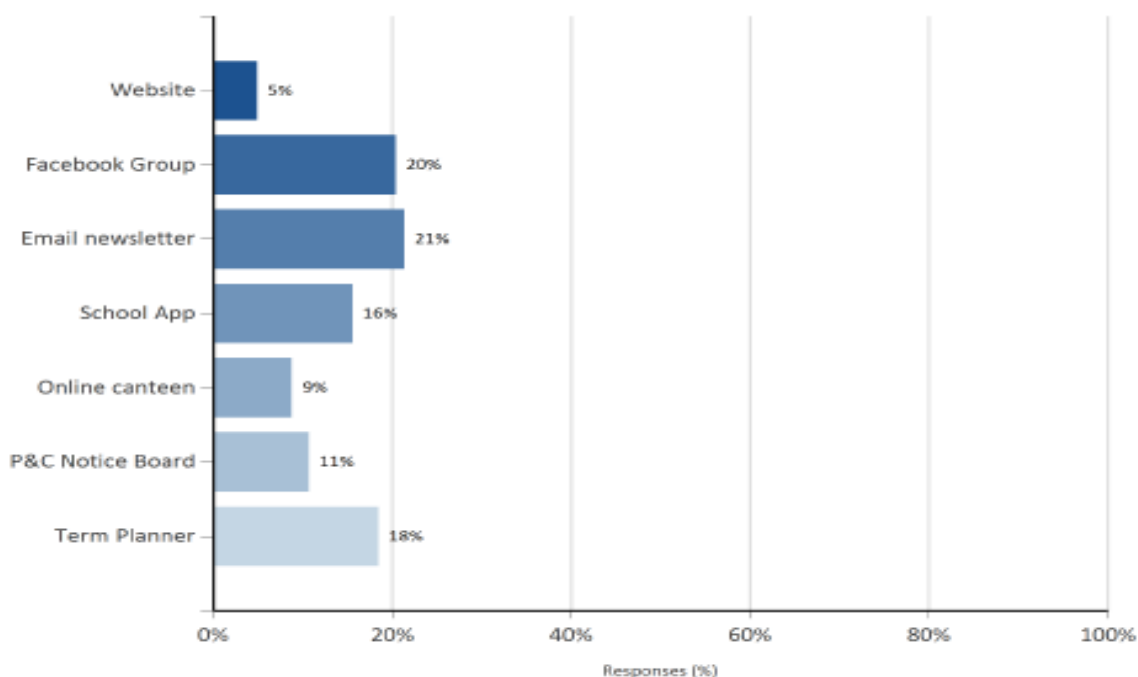
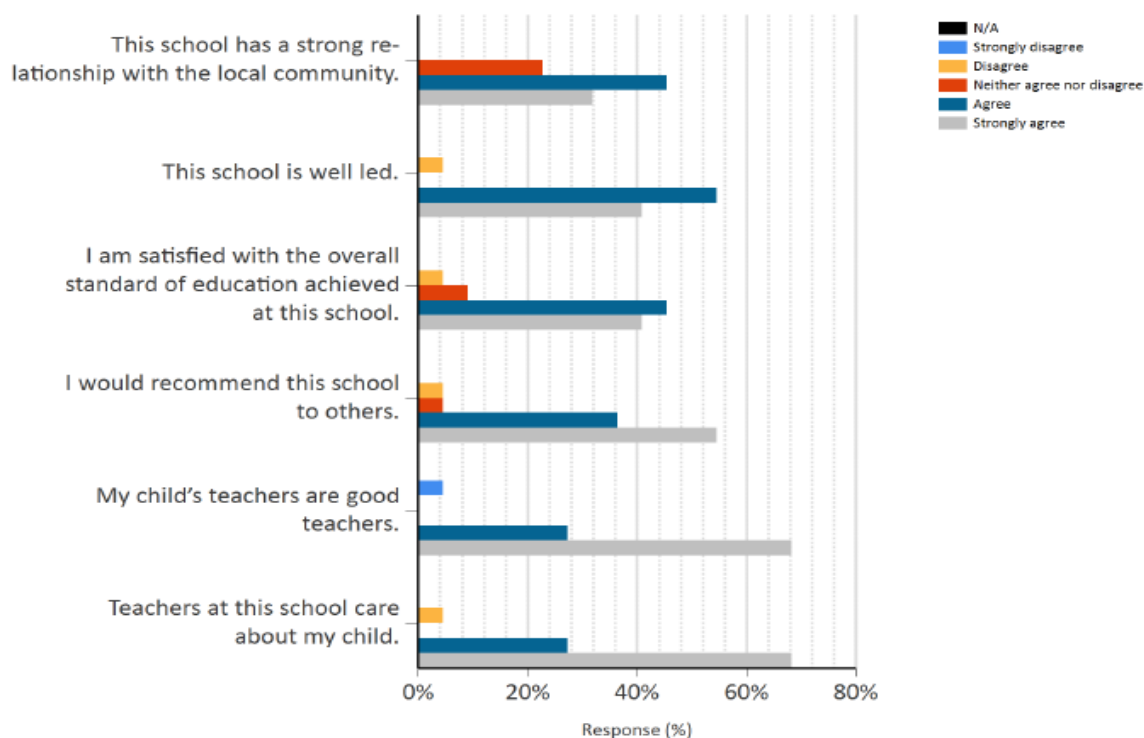


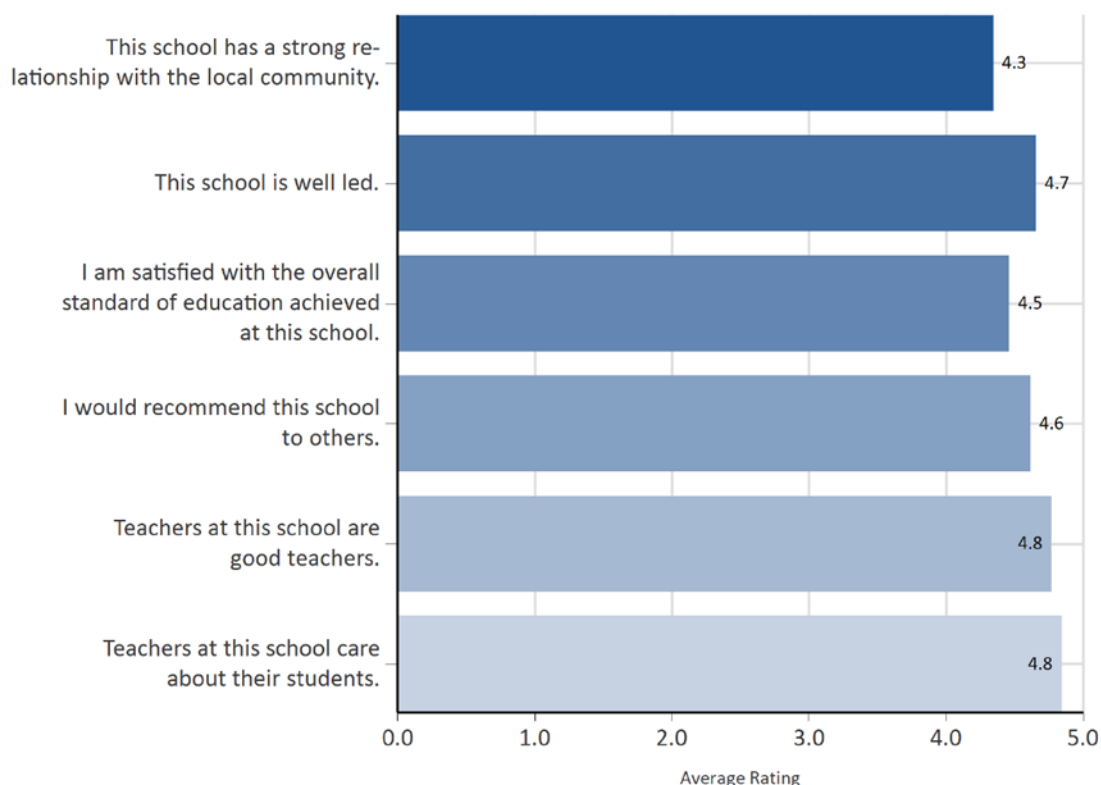
Heathridge PS Parent and Family Survey 2018



When asked “If a new parent approached you about why they should send their child to Heathridge Primary School what would you say?” Many commented, “Great community” and “Great teachers”. One parent in particular commented, “It is a fantastic school where every child’s education and learning is important to all the staff. It has a friendly small community school atmosphere. My children enjoy coming to school each day because the classroom teachers have fun ways of teaching the curriculum. Areas that parents felt the school needed to improve were the grounds and the undercover area.

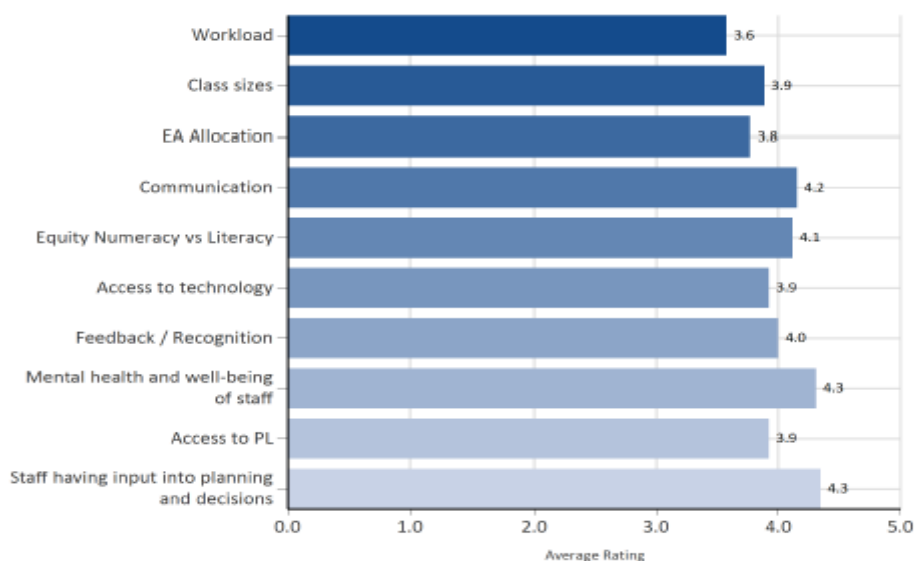
Heathridge PS Parent and Family Survey 2018

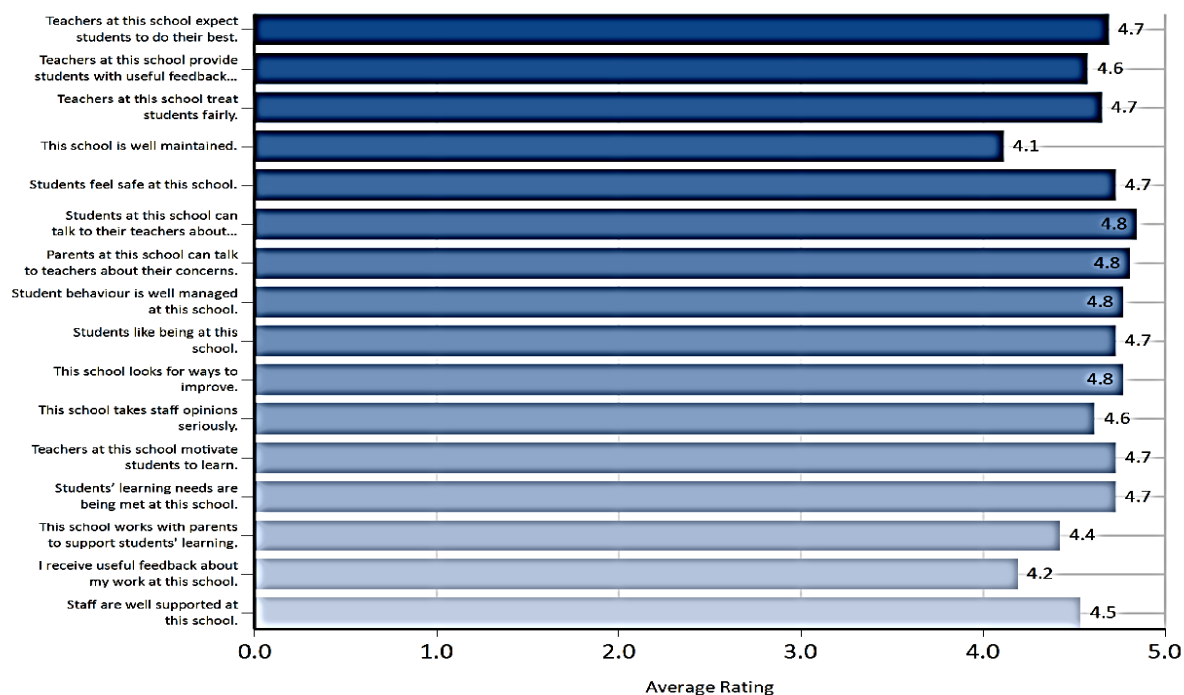




Staff Survey Results 2018

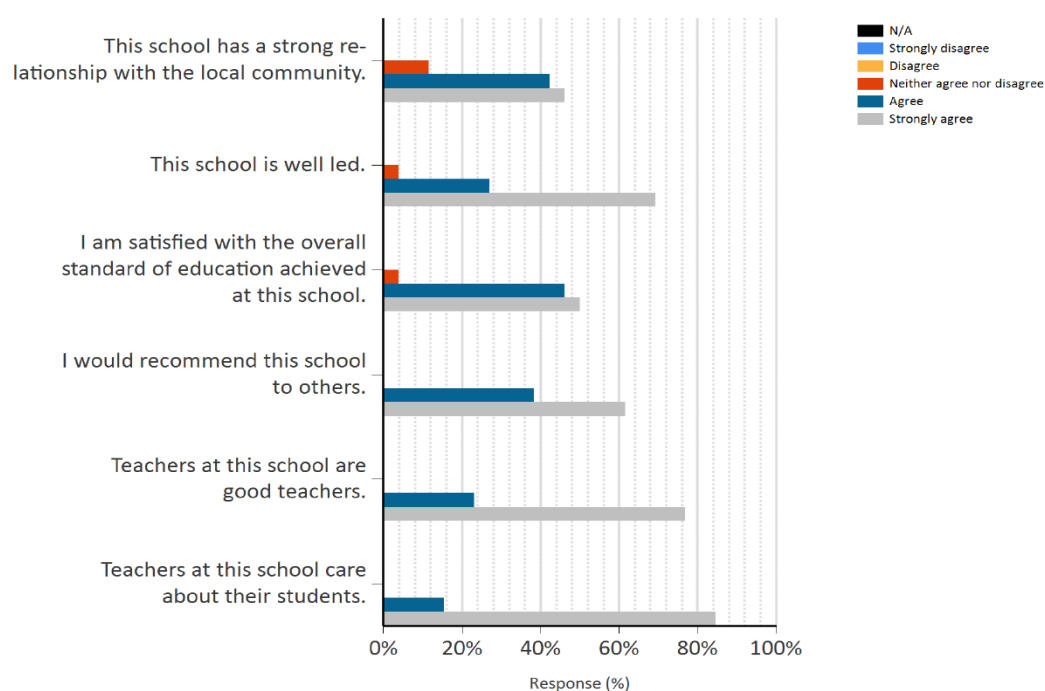
In 2018, 26 staff members (78%) completed the survey which is double the number of staff who completed the survey in 2016. These respondents are made up of teaching, non-teaching and administration staff who work in both full-time and part-time positions and who are on fixed-term and permanent contracts. An area that improved significantly 4.0 (2016) – 4.5 (2018) is – staff are well supported at this school. In 2018, staff indicated that all areas identified had improved significantly including workload, feedback, mental health and well-being of staff and communication.



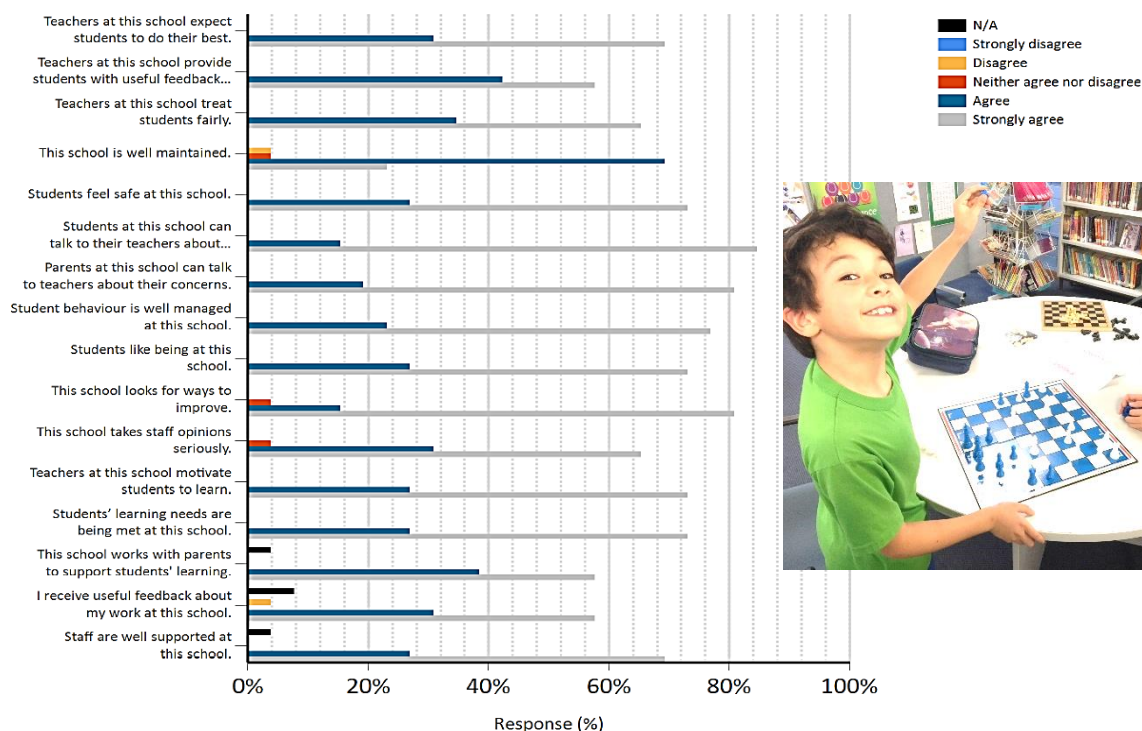


Staff identified that the strengths of the school were - inclusivity, approachable leadership, community feel, team-work, values and the attention to staff well-being. Areas identified as needing attention in 2018 included improvements to the grounds and facilities and continuing to refine whole school approaches. Overall staff could identify many positive reasons why they liked working at Heathridge PS including: - *"I feel totally supported, encouraged and valued as an important team member. Our team, through incredible efforts and skilled members, really make a difference to our students' lives."* *"The open door policy which means you can call into discuss concerns anytime. All staff ideas are considered. It's a real team effort."*

HPS Staff Survey 2018

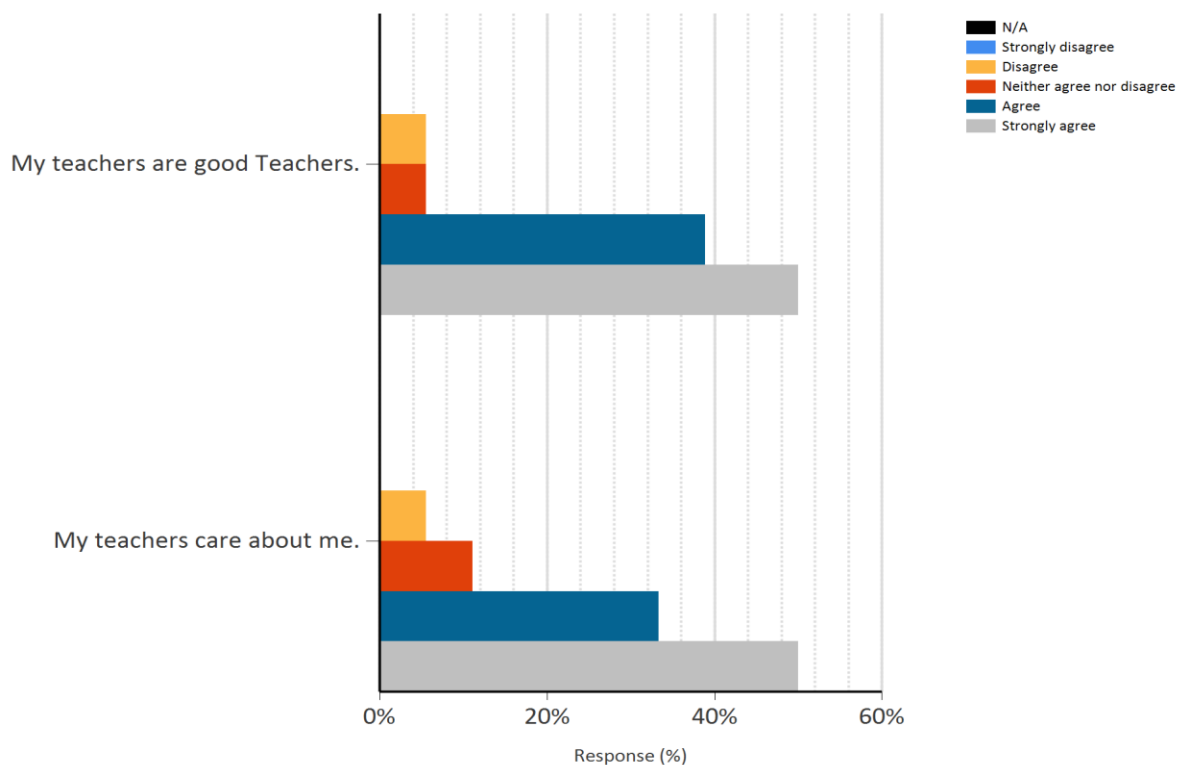


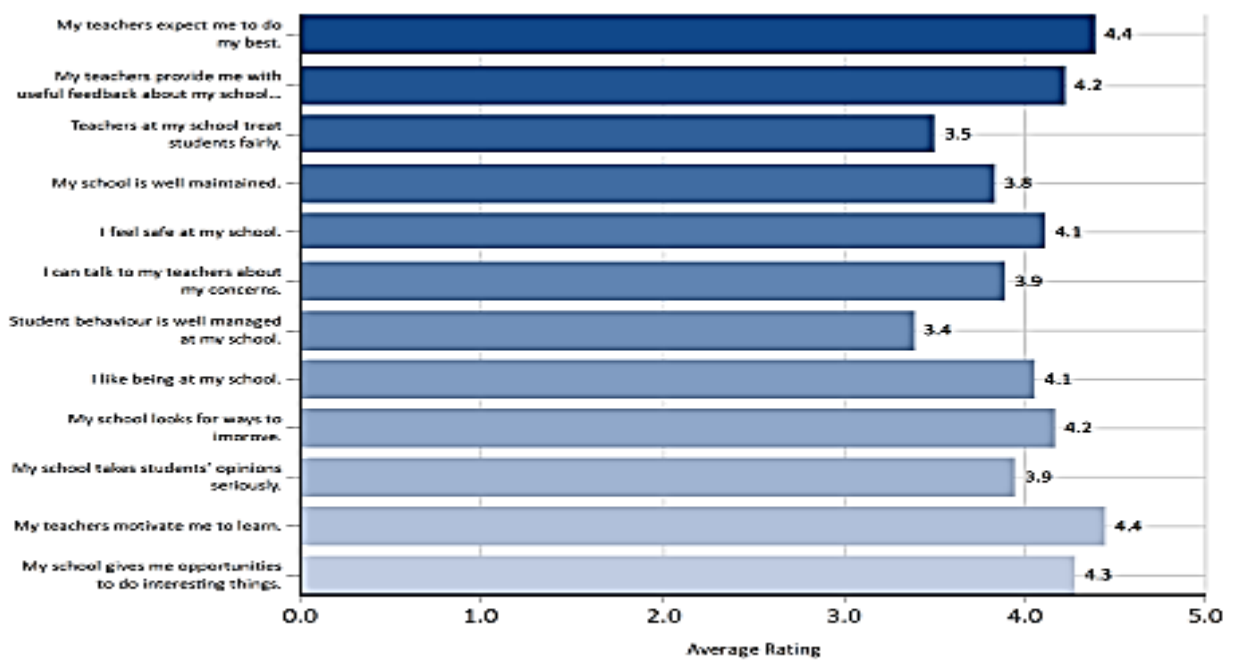
HPS Staff Survey 2018



Student Survey Results 2018

In 2018 all 18 students in year 6 completed the survey. Overall, students believe their teachers are good teachers and they care about them. This was comparable to the data collected in 2016. Some learning areas that many students identified their favourite include Sport, Writing, Maths and Art. In 2018, students were asked about the best thing about being at Heathridge Primary School. Some common responses included: - friends, playing, everyone knows each other and that learning is fun. When asked about their favourite memories some common answers were: - camp, being here since Kindy and their friends. When asked Heathridge Primary School would be even better if... many commented they liked it the way it is.



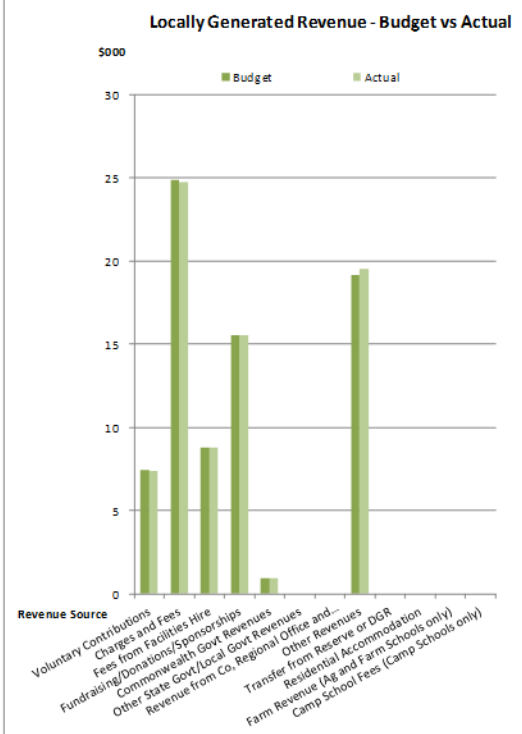
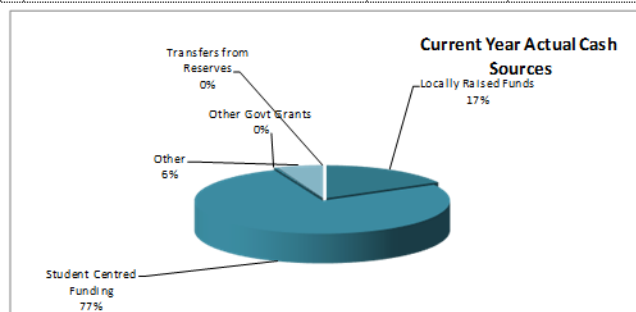


Financial Information

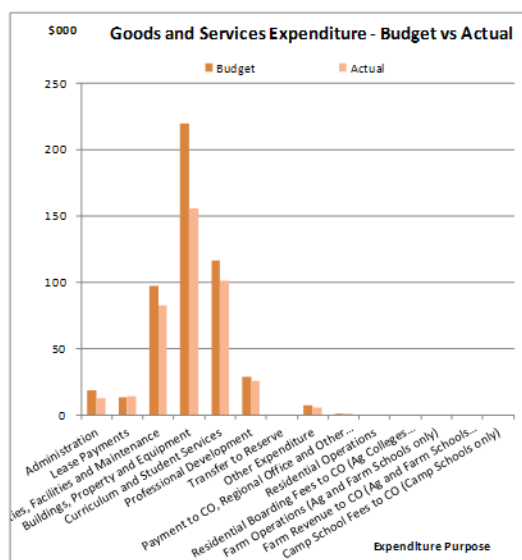
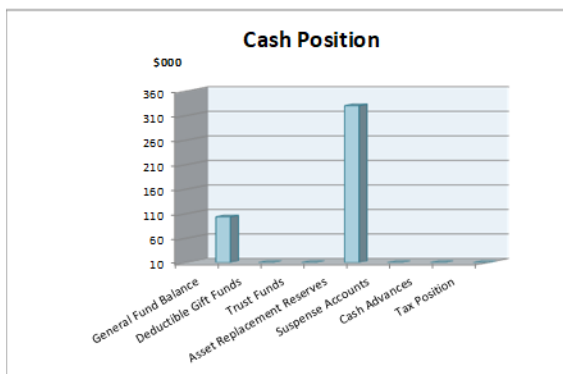
HEATHRIDGE PRIMARY SCHOOL

Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 7,430.00	\$ 7,375.00
2 Charges and Fees	\$ 24,884.00	\$ 24,771.60
3 Fees from Facilities Hire	\$ 8,818.00	\$ 8,818.19
4 Fundraising/Donations/Sponsorships	\$ 15,563.00	\$ 15,563.30
5 Commonwealth Govt Revenues	\$ 959.00	\$ 959.33
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 19,143.00	\$ 19,503.20
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 76,797.00	\$ 76,990.62
Opening Balance	\$ 165,504.00	\$ 165,504.43
Student Centred Funding	\$ 256,536.00	\$ 256,536.42
Total Cash Funds Available	\$ 498,837.00	\$ 499,031.47
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 498,837.00	\$ 499,031.47



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 18,681.00	\$ 12,544.80
2 Lease Payments	\$ 13,400.00	\$ 14,004.93
3 Utilities, Facilities and Maintenance	\$ 96,558.00	\$ 82,119.67
4 Buildings, Property and Equipment	\$ 218,985.00	\$ 155,120.03
5 Curriculum and Student Services	\$ 115,852.00	\$ 100,928.20
6 Professional Development	\$ 28,551.00	\$ 25,196.69
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 6,695.00	\$ 5,675.40
9 Payment to CO, Regional Office and Other Schools	\$ 115.00	\$ 115.00
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	\$ 498,837.00	\$ 395,704.72
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 498,837.00	\$ 395,704.72
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 432,734.56
Made up of:	
1 General Fund Balance	\$ 103,326.75
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 330,000.00
5 Suspense Accounts	\$ 681.81
6 Cash Advances	\$ -
7 Tax Position	\$ 1,274.00
Total Bank Balance	\$ 432,734.56

Student-Centred Funding Statement

As at 26 March 2018

School: Heathridge Primary School

School Year: 2018

Region: North Metropolitan Region

Aria: 0

Student-Centred Funding - 2018

Per Student Funding:	\$	1,250,061.00
Student and School Characteristics:	\$	1,198,321.36
Disability Adjustments:	\$.00
Targeted Initiatives:	\$	418,831.86
Operational Response Allocation:	\$	5,614.00
Regional Allocation:	\$.00
Total 2018:	\$	2,872,828.22
Transition Adjustment:	\$.00
Total After Transition Adjustment:	\$	2,872,828.22

Per Student Funding - At Census

Per Student	Enrolments		Amount
	Below Threshold	Above Threshold	
Kindergarten	20.00		\$94,900.00
Pre-Primary	29.00		\$235,915.00
Year 1	20.00		\$162,700.00
Year 2	24.00		\$195,240.00
Year 3	24.00		\$195,240.00
Year 4	10.00		\$67,790.00
Year 5	26.00		\$176,254.00
Year 6	18.00		\$122,022.00
Total	171.00		\$1,250,061.00

Student and School Characteristics Funding – At Census

Enrolments		Amount
Student Characteristics		
Aboriginality	1.00	\$1,982.00
Disability	38.33	\$739,411.72
English as an Additional Language	1.00	\$2,784.00
Social Disadvantage	38.75	\$29,877.64
Sub Total		\$774,055.36
School Characteristics		
Enrolment-Linked Base		\$424,266.00
Locality		\$0.00
Sub Total		\$424,266.00
Total		\$1,198,321.36

Targeted Initiatives

A key area of funding was for the Specialised Learning Program – Autism. This funding is used to support the salary of the equivalent of 3 FTE teaching staff, 1 FTE Level 3 Program Coordinator and 8 FTE equivalent Level 3 Education Assistants. This funding is supplemented by the Disability Resourcing of the students in the program who are all funded at Level 2. The total running cost for the SLP is approximately \$940 000 per year.

Student Characteristics Funding (Detailed) – At Census

	Enrolments	Amount
Aboriginality	1.00	\$1,982.00
Disability		
Disability	30.00	\$731,460.00
Educational Adjustment	8.33	\$7,951.72
Disability - Total	38.33	\$739,411.72
English as an Additional Language		
English as an Additional Language	1.00	\$2,784.00
English as an Additional Language Intensive English Centre	0.00	\$0.00
English as an Additional Language – Total	1.00	\$2,784.00
Social Disadvantage		
Social Disadvantage Decile 1	6.92	\$8,994.67
Social Disadvantage Decile 2	15.17	\$13,350.53
Social Disadvantage Decile 3	16.66	\$7,532.44
Social Disadvantage - Total	38.75	\$29,877.64
Total Student Characteristics		\$774,055.36

Note: Please refer to the appropriate support sheet for further details on the calculations in the table above.

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$13,837.36
Targeted Initiative: In School State Funded Chaplaincy Program	\$21,012.50
Targeted Initiative: Specialist Learning Programs for Autism Spectrum Disorder	\$365,002.00
Total	\$399,851.86


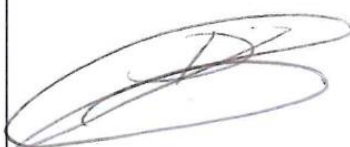
Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: National Partnership on Universal Access to Early Childhood Education	20.00	\$18,980.00
Total		\$18,980.00

Operational Response Allocation (Detail)

	Amount
Operational Response: Dental Therapy Clinics	\$5,614.00
Total	\$5,614.00

This 2018 Annual Report is endorsed by the Heathridge Primary School Board.

School Board Chair: Brad Williams	
Principal: Denise Jeffs	
Date:	9/4/19



"Fly High – See Far"