



2021  
Annual Report

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# Principal's Overview

It is a pleasure to present our community with the Annual Report for the 2021 school year. It has been a year of great opportunities with personal and academic growth for every child in our care.

Although the year started a week later than anticipated, due to COVID-19 lockdown, the students still managed to participate in many of the annual events. Unfortunately, due to some restrictions, the community wasn't able to be invited to all our events, but we always tried to share as much as we could and got creative with how we shared with families. Many of our highlights and events are presented in this report.

In 2021 we also began our Teacher Development School (TDS) journey where we supported over 300 colleagues in the state from Broome to Esperance in Special Needs – ASD and Digital Technologies. Our professional learning was presented via face-to-face, WebEx and some individualised sessions with a few staff members from other schools as the need arose. Our staffs' expertise was highly sought after.

I would like to sincerely thank the wonderful staff of Heathridge Primary School. Their commitment and dedication to catering for every student is commendable. The strong pastoral care and focus on student academics has not gone unnoticed in the wider community and this is reflected in the enrolments growing from 180 to almost 220 in 2021.

We are so grateful for the many parents and community members who have contributed to Heathridge Primary School over the year. It is a joy to work with such supportive people for the benefit of our students.

Mrs Denise Pires  
Principal



## 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

**Four Pillars** - 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 21<sup>st</sup> 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.



# Our Vision & Beliefs

# Our Targets

2018 - 2021

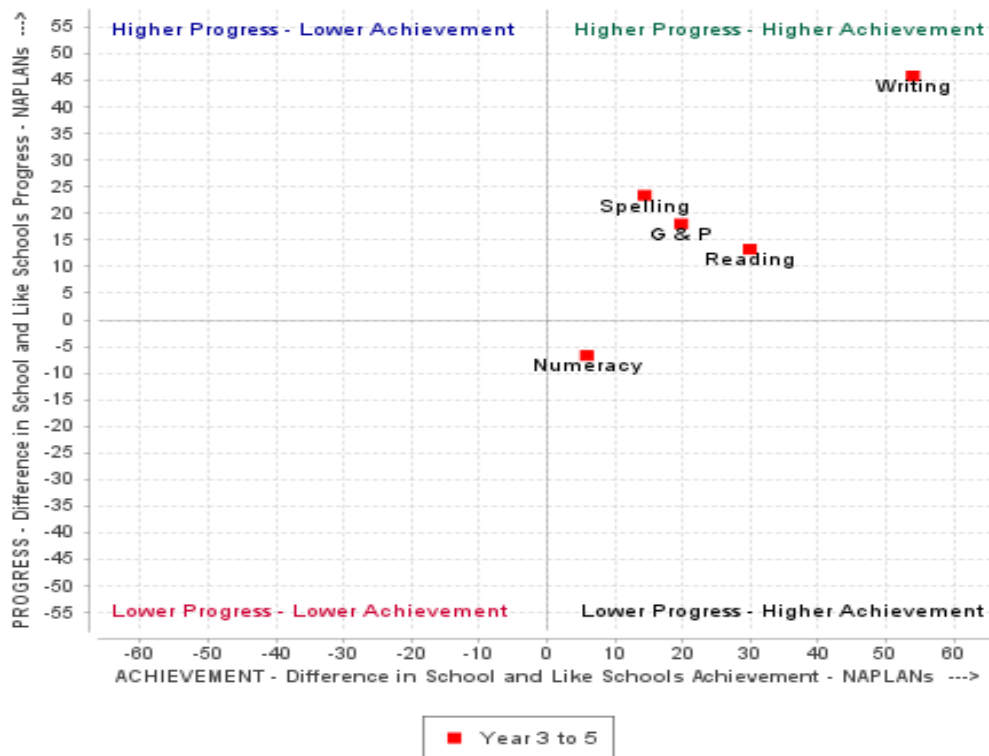
|                   | <b>Targets</b>  | <b>Business Plan Strategies</b>   | <b>Additional Strategies (2021 onwards)</b>  | <b>Monitoring</b>   |
|-------------------|---|---|--|---|
| <b>Writing</b>    | <p>Reduce the percentage of students in the bottom 20% in Year 5 NAPLAN currently 29% to that of like schools and all WA schools.</p> <p>Maintain the upward trend in Year 3 NAPLAN to keep performance at or above expected levels.</p>  | <p>Talk 4 Writing (T4W)<br/>Target students achieving in the middle bands to move them to higher achievement.</p> <p>Words Their Way<br/>Letters and Sounds</p>                           | <p>Spelling Mastery<br/>Diana Rigg<br/>Jump Start Grammar<br/>Kindergarten<br/>Assessment Tool (KAT) Screening<br/>Rainbow Assessment Tool (RAT) Screening<br/>NSW Handwriting student book (includes Grammar)</p> | <p>BrightPath<br/>NAPLAN<br/>South Australian<br/>Spelling test<br/>T4W Hot and Cold<br/>Tasks<br/>Diana Rigg Screening<br/>PLD Resources<br/>Pie Corbett Modelled<br/>Text books<br/>NAPLAN Practise texts</p> |
| <b>Reading</b>    | <p>Reduce the number of students achieving in the bottom 20% in Year 5 currently 47%.</p> <p>Maintain the upward trend of Year 3 performance in closing the gap in comparison to that of like schools.</p> <p>Reduce the number of students making low progress and low achievement from Year 3- Year 5 NAPLAN.</p> | <p>Literacy Block<br/>Oxford Home<br/>Readers<br/>PM Reading<br/>Guided Reading<br/>Bloom's Taxonomy</p>  | <p>Talk 4 Reading (T4R)<br/>Reading Eggs<br/>Reading Express<br/>CARS and STARS<br/>Year 5 &amp; 6<br/>PROBE (upper primary)<br/>PM Readers and<br/>Benchmark<br/>Blank Level Questions</p>                        | <p>Oxford Running<br/>Record<br/>Waddington Reading<br/>Assessment<br/>KAT<br/>RAT<br/>NAPLAN</p>   |
| <b>Numeracy</b>   | <p>Increase the percentage of students making high progress and high achievement from Year 3 – Year 5 currently at 0%.</p> <p>Reverse downward trend of Year 5 NAPLAN to close the gap in comparison to like schools and WA schools.</p>  | <p>Oxford Maths<br/>Numeracy Block<br/>RUCSAC<br/>Paul Swan planners and games<br/>First Steps</p>  | <p>Mathletics<br/>Oxford Maths Planners<br/>Advanced Primary<br/>Maths<br/>Open Ended Questions and worded problems</p>  | <p>PAT M<br/>One Minute Basic<br/>Facts<br/>Oxford Maths<br/>assessments<br/>Counting Principals<br/>On – Entry</p>   |
| <b>Attendance</b> | <p>Reverse the downward trend and achieve an overall attendance rate of like schools or above</p> <p>Decrease the percentage of students in the severe category</p>   | <p>Individual Attendance<br/>Plans<br/>WeCARE breakfast<br/>Values Assemblies<br/>Chaplaincy Program<br/>CPFS<br/>Big Day In<br/>Attendance Policy<br/>Class/Whole school<br/>rewards</p> | <p>PBS – FLTTR Tokens</p>  | <p>Integris<br/>SAR</p>   |

# Performance Review

## NAPLAN DATA Undertaken by Years 3 and 5 2021

### Student Progress and Achievement Compared with Like Schools

#### NAPLAN Year 3 2019 to Year 5 2021



#### Comparative Performance Summary

|                       | Year 3 |      |      | Year 5 |      |      |
|-----------------------|--------|------|------|--------|------|------|
|                       | 2018   | 2019 | 2021 | 2018   | 2021 | 2021 |
| Numeracy              | 2.4    | 0.4  | -0.8 | -0.1   | 2.3  | -0.7 |
| Reading               | 1.5    | 0.6  | 0.2  | 0.3    | 0.8  | 0.8  |
| Writing               | 3.2    | 0.7  | 0.2  | 0.8    | 1.4  | 1.6  |
| Spelling              | 2.1    | -0.3 | 0.1  | 0.9    | -1.3 | 1.4  |
| Grammar & Punctuation | 1.7    | 0.4  | -0.3 | 0.4    | -0.6 | 0.3  |

Copy Options

|  |   |
|--|---|
|  | 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             |

# Performance Review

## Student Attendance Rates

### Attendance

#### Primary Attendance Rates

|      | Attendance Rate |                   |
|------|-----------------|-------------------|
|      | School          | WA Public Schools |
| 2019 | 94.0%           | 91.6%             |
| 2020 | 94.3%           | 91.9%             |
| 2021 | 91.7%           | 91.0%             |

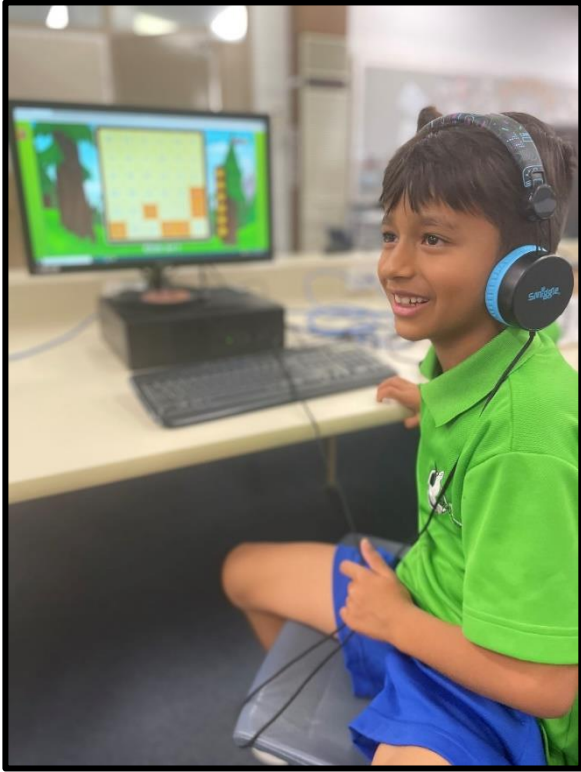
Attendance rates were affected by the global pandemic COVID 19, resulting in lockdowns across the Perth Metro region. Families experienced periods of isolation either as close contacts or testing positive for the virus. Our 2021 attendance rate was just above the WA public school's average for the year.



# Learning Areas

## ENGLISH

This year we have continued to teach English using Literacy Blocks from Kindy - Year 6. We have transitioned to using Talk for Literacy which combines Talk for Writing and Reading into a succinct Literacy program. We have supplemented our reading program through the use of decodable readers and the CARS and STARS resources. During the first part of our literacy block we have targeted spelling groups using Spelling Mastery for Years 3-6 and the Synthetic Phonics program, PLD by Dianna Rigg, for Kindergarten to Year 2; allowing students to be instructed at their point of need. The English committee have implemented a school wide Talk for Writing and Reading scope and sequence, key connectives resources and a reading literature spine for each year level.



## NUMERACY

Timetabling supports a 60 to 90 minute Numeracy Block four times per week, including a targeted warm up, sequenced teaching, opportunity for student practise and a plenary to review understanding. The gradual release model (I do, we do, you do) is used to explicitly teach the content. The RUCSAC model of problem solving has been embedded as a whole school approach to word problems. A strong focus on vocabulary is maintained using word walls and word sorts, as well as the use of books to engage and support key concepts. Heathridge PS continues to access online resources, such as Mathletics, and utilises technology such as classroom IWB, iPads and the computer lab. A mixture of ability groupings, differentiation and rotations are utilised by teachers to ensure every student is effectively catered for in Mathematics.





## LANGUAGES

French is taught from Year 3 to Year 6 at Heathridge Primary School. This year saw our Year 3 students begin their French journey whilst the senior year groups continued to build on and improve their French language skills and learn more about French culture. Senior students learned how to order food in a restaurant, whilst the juniors all agreed that although *saucisson* might not be our favourite food, it's one of our favourite French words. Amongst the special celebrations celebrated in France, students learned about Bastille Day and its significance. Some rather interesting magic potions were concocted in French recipes for Halloween and leading up to Christmas we were all salivating as we explored the typical foods served during the Christmas Eve meal of *Le Réveillon*.



## SCIENCE

In 2021, the Key Scientific Understanding units undertaken were Earth and Space Sciences and Physical Sciences. When undertaking Earth and Space Sciences, students were engaged in a range of learning activities concerned with Earth's dynamic structure and its place in the cosmos. The Physical Sciences activities developed students understanding in relation to the nature of forces and motion, and matter and energy.

Students in Years 1 through 6 were taught by a specialist Science teacher with majority of lessons undertaken in the dedicated Science Lab. Staff continued to use the Primary Connections Science resource as the main approach to teaching and learning. Students in Kindergarten integrated their Science learning using hands-on activities relating to classroom themes.

The Science specialist was able to collaborate with other Science teachers through actively participating in the Joondalup Learning Community Science Hub. This hub allowed teachers to share ideas and resources and to participate in moderation tasks with other local schools.



## PHYSICAL EDUCATION

In 2021, students participated in a variety of Physical Education lessons conducted by the specialist teacher, classroom teachers and visiting coaches.

Over the course of the year, with funding provided by Sporting Schools, we were able to get in a number of specialist coaches to run programs with the students. These included gymnastics, basketball and lacrosse. Funding was also used to purchase new equipment across a range of sports to be used in daily fitness, weekly PE lessons and for play during recess and lunch.

After being cancelled last year, due to COVID-19 restrictions in place, this year, the senior students were able to once again take part in the Oceanside School's Winter Sports competition. The students got to compete in a round robin event against students from other local schools in netball, football or soccer matches.



In Term 3, all students from Years 3 to 6 learned strategies for distance running and participated in the Heathridge Primary School cross country event. Keen runners were also able to take part in the before school running club held each week. Those placing competitively were invited to compete at the interschool cross country event that was held at Beldon Primary School.

The Faction Carnival is always a big event of the term calendar and this year was no exception. Throughout Term 3, all students trained for either the school faction carnival or the Kindy carnival. Our senior students also participated in the overarm throw and long jump events. The overall winning faction in 2021 was Parmelia. Those students who placed well had the opportunity to go on and represent the school at the interschool events, competing against other local schools.

This year, students from Years 1 through 6 were given the opportunity to participate in a range of after school sports including soccer, lacrosse and AFL. These clinics were funded by the Sporting Schools Club Connect grant and allowed our school to successfully team up with local clubs to offer students a number of coach led sessions at no cost to families.

Students also participated in school events where they could consolidate the skills being taught throughout Physical Education sessions. These events included the EduDance program, In-term swimming lessons and SEDA School soccer clinics.



## EARLY CHILDHOOD

At Heathridge Primary school we believe students learn best when they feel safe, supported and valued and have a sense of belonging. In the Early Years, we work hard to develop strong reciprocal relationships between families and staff. Students actively engage with relevant and purposeful learning experiences that are play-based and age-appropriate which results in students becoming confident and engaged learners who are intrinsically motivated to learn. Their individual differences are catered for and they are challenged at their level and supported to become confident to reach their potential.

Our programs are based on the Early Years Learning Framework (EYLF) and adhere to the National Quality Standards Framework (NQS). Learning programs are play-based and exposure to early Literacy and Numeracy concepts.

We have a whole-school approach to Literacy and Numeracy strategies and in the Early Years (K-2), we follow Talk for Writing and the Diana Rigg synthetic phonics program, PLD. This direct instruction program has a strong focus on pre-literacy skills, phonological awareness and oral language development. We have included the systematic and explicit phonological and phonemic awareness program, Heggerty, in 2021.

In Early Childhood we understand that students learn best when they are actively engaged and learn through hands-on experiences. In 2021, the Early Childhood team organised a variety of interactive and engaging experiences for the students to be involved in. These included a strawberry planting class through Bunnings, a Science Incursion, an excursion to AQWA, a visit from Brownes Dairy, a 100 Days of school celebration, Mothers' Day and Fathers' Day afternoons and a faction carnival.



# Specialised Learning Program & Heathridge Autism Program

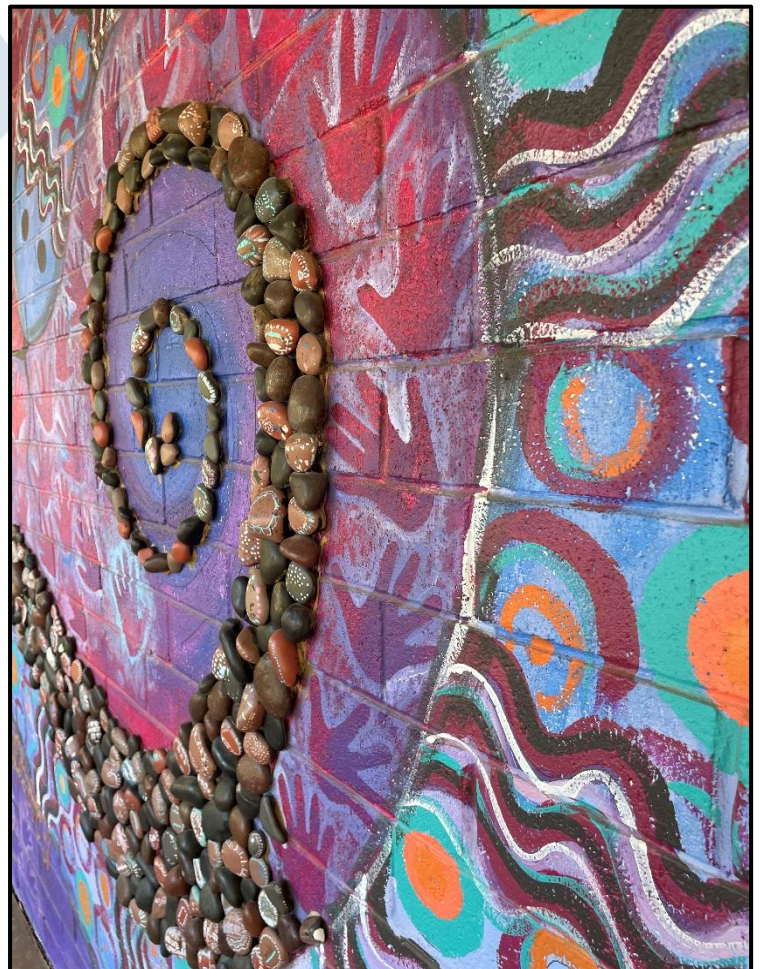
The Specialised Learning Program (SLP) for students with Autism Spectrum Disorder (ASD) at Heathridge Primary School (HPS) is managed in collaboration with the Principal, Denise Pires, and the Program Coordinator, Bronwyn May. The program commenced in 2018 with three dedicated homerooms for students with a diagnosis of ASD from Kindergarten to Year 6. This year, HPS was able to provide funding which enabled the establishment of an additional autism class titled 'Heathridge Primary School Autism Program'. Program staff continued to form strong partnerships with a variety of stakeholders to improve academic, social and behavioural outcomes of students with ASD.

All staff are trained in best practice for working with students with Autism Spectrum Disorder. This includes intervention strategies and programs that are consistent with the methodologies of Applied Behaviour Analysis (ABA) and Positive Behaviour Support (PBS). Intervention strategies utilised included: Functional Behaviour Analysis; Discrete Trial Training; Zones of Regulation; Team Teach; Direct Instruction; Positive Behaviour Support; Reinforcement; Prompting; Visual Supports; and Social Skills Training. Staff implement tokens, social scripts/stories, visual and independent schedules, rewards, breaks, chill out time and walk and talk as part of the day-to-day learning.

Staff were again committed to providing inclusive education that catered for the individual needs of 35 students with Autism Spectrum Disorder (ASD). Teachers in the SLP create Individual Education Plans (IEPs) for each student which included unique student profiles, strengths, needs and goals. Using evidence-based approaches to deliver high-quality instruction, and engaging with external support agencies, we had every student achieve many of their IEP goals.

## **KINDERGARTEN & PRE-PRIMARY SLP**

In Room 7 this year we had eight children in a combined class of Kindergarten and Pre-Primary students. The specialised teacher and four education assistants focused on teaching strategies to facilitate the learning outcomes so that students had greater skills for mainstream participation and independence. Teaching strategies and methods included Discrete Trial Training (DTT), small group learning and mat sessions where explicit teaching occurred. Students in Pre-Primary attended their mainstream class every Wednesday and transitioned into Literacy and Numeracy at point of need. All Room 7 students integrated with their mainstream peers during recess and lunchtime, as well as joined their mainstream classes for whole school events including the presentation of class assemblies, an incursion from Brownes Dairy, an excursion to AQWA and Book Week celebrations.



## YEAR 1 AND 2 SLP

This year, Room 6 consisted of nine children in a combined class of Year 1 and Year 2 students. The specialised teacher and two fulltime education assistants used explicit teaching strategies and hands-on activities to engage students and teach academic skills. These students were also provided with opportunities to support the development of skills such as communication, self-regulation, peer interaction and organisational skills. Students spent most of their time receiving individualised support in the homeroom and transitioned to their mainstream classes for specialist subjects. They also integrated with their mainstream peers during recess and lunchtime, as well as whole school events including the presentation of class assemblies, sports carnival, an excursion to AQWA and Book Week celebrations.



## YEAR 3 AND 4 SLP

In Room 14 we had nine children in a combined class of Year 3 and Year 4 students. The specialised teacher and two fulltime education assistants targeted academic engagement and achievement, organisational skills, social thinking, peer relationships and self-regulation. Each student's Individual Education Plan supported the development of social and communication skills for personal development. Students had the opportunity to integrate with their mainstream classrooms regularly, with support. They enjoyed an excursion to Caversham Wildlife Park with their mainstream classes to consolidate work completed in Literacy, as well as other whole school events.

## YEAR 5 AND 6 SLP

This year, Room 13 consisted of nine children in a combined class of Year 5 and 6 students. The specialised teacher and two fulltime education assistants used explicit teaching strategies to engage and motivate students and teach academic skills, as well as provide opportunities to support the development of skills such as communication, self-regulation, social skills and executive functioning. Students attended both mainstream classes, with support, and engaged in highly individualised programs in the homeroom. Flexible timetabling for individual students allowed for smooth transitions from the homeroom to mainstream classes, depending on individual student needs. At the end of the year, our five Year 6 students successfully transitioned to various high schools.



# Teacher Development School

In 2021 we began our journey as a Teacher Development School (TDS) for students with **Special Educational Needs (SEN) and Digital Technology**.

Within our role as a Teacher Development School, we have had the opportunity to educate and support other teachers and schools within Western Australia, including remote and suburban areas. Those involved within the TDS team at Heathridge Primary School are highly qualified in the areas of integrating digital technology effectively and purposefully within the classroom and supporting students with special educational needs, with a specific focus on students with Autism. The TDS leaders have been involved in several professional learning opportunities to share their experience and success with other educators throughout Western Australia.

Throughout 2021, we received over 300 requests for support from other schools. This support was provided via face-to-face professional learning, walkthroughs and over WebEx. Our TDS leaders supported other educators in the area of students at educational risk (SAER) with three WebEx sessions, two walkthrough sessions to observe other highly qualified teachers using strategies to support students and two face-to-face professional learning workshops.

In the area of Digital Technology, our leaders supported other schools through four WebEx sessions and one face-to-face professional learning workshop, allowing other educators to learn how to effectively use applications and online resources to engage and support student learning. This has been a great opportunity for our school to share the expertise our staff possess with other schools.



# Positive Behaviour Support

Throughout 2021, we transitioned to a new whole school behaviour management policy- Positive Behaviour Support (PBS). PBS is a framework to improve student academic and behaviour outcomes. Embracing PBS has changed the mindset about behaviour and has encouraged a growth mindset. We provide multiple opportunities for students to receive positive acknowledgement for appropriate behaviours. All school staff play a role in 'catching' a student doing the right thing and formally acknowledging it.

A core goal of PBS at HPS is to provide safe and positive environments in which to grow and learn. Students were specifically taught expected behaviours and how to be successful both in and out of the classroom, with a long-term goal of creating mentally and emotionally healthy and happy citizens.

The PBS Reward System forms part of the PBS framework, a school wide reward system that reflects expected behaviours. Our FLTTRS statements are the core of our K-6 reward system where students receive tokens for displaying positive behaviours – Fair, Learners, Thoughtful, Trustworthy, Responsible, Strong. These tokens allow students to achieve individual, class and faction rewards. Token tallies were displayed in classrooms and faction token totals were displayed in a shared space to promote our Heathridge pride.



| PBS Matrix - All Settings |  |
|---------------------------|--|
| <b>We are FAIR</b>        | <p>We work cooperatively with others.</p> <p>We are tolerant of other people.</p> <p>We keep our hands and feet to ourselves.</p>  |
| <b>We are LEARNERS</b>    | <p>We show confidence in our ability.</p> <p>We always try our best.</p> <p>We persevere through challenges.</p> <p>We seek help when unsure.</p>  |
| <b>We are THOUGHTFUL</b>  | <p>We respect ourselves, others and equipment.</p> <p>We always use good manners.</p> <p>We show kindness to all.</p> <p>We consider the feelings of others.</p> <p>We help our peers in need.</p> <p>We move quietly around the school.</p>   |
| <b>We are TRUSTWORTHY</b> | <p>We are always honest.</p> <p>We pass on information to parents/caregivers.</p> <p>We remain focused on our task.</p> <p>We admit if we have done the wrong thing.</p>   |
| <b>We are RESPONSIBLE</b> | <p>We follow instructions quickly.</p> <p>We come prepared to learn.</p> <p>We report major incidents to an adult.</p> <p>We walk around the school safely.</p> <p>We wear the correct school uniform.</p> <p>We look after the environment.</p>   |
| <b>We are STRONG</b>      | <p>We use positive comments with a growth mindset.</p> <p>We attempt to solve problems on our own.</p> <p>We recognise the difference between expected and unexpected behaviours.</p> <p>We use tools to regulate our emotions.</p> <p>We show resilience when there is a challenge.</p> |

# Highlights

## LEADERSHIP

Throughout 2021, the Year 6 students nominated themselves for a variety of leadership roles within the school. They prepared, practised and performed speeches in front of their peers and younger students, describing and listing reasons as to why they would make a great leader of our school and our factions. Four students were elected as School Captains and each faction had two Faction Captains and two Vice Captains. The School Captains presented in front of the school and wider community at assemblies and had the privilege of attending a tour and lunch at Parliament House with their teacher, Mrs Giannasi, Associate Principal, Mrs Terry-Short, and Member of Parliament, Emily Hamilton. Our Faction Captains led their factions during all sporting events such as cross country, jumps and throws and the faction carnival. They modelled excellent resilience and perseverance; encouraging students to always try their best! The Spirit Leaders had the opportunity to lift the spirit within the school by leading the school creed at all assemblies. We are very lucky at Heathridge Primary School to have so many leadership opportunities for our aspiring students.







## CHAPLAINCY PROGRAM

The Chaplaincy Program, supported by YouthCare, continues to be an important part of our approach to pastoral care, mental health and wellbeing. In 2021 we were able to have our Chaplain three days per week. Chaplaincy services were well used by the school community with support available to students, staff and families. Miss Meggan was involved in helping to organise Harmony Day, R U OK Day and Wellness week. Throughout the year, Miss Meggan also ran a number of small group programs for students, facilitated the resilience program, G.R.I.T., for our Year 6 class, and continued to provide alternative lunchtime activities during Harmony Hub.



## BOOK WEEK

The theme of the 2021's book week was Old Worlds, New Worlds, and Other Worlds. Staff treated students to a surprise play performed in the undercover area. Students were given the opportunity to show off their character costumes on stage. Prize winners were rewarded a \$10 voucher to spend at the HPS Book Fair. Events like this gave the school community the opportunity to share their love of literacy. It is obvious across the school this is a much loved event in the year!

## LAUNCHING THE NEW LOGO

Heathridge PS launched their new brand and logo on June 17, 2021. Mr Leon Wilson (A/RED NEMERO) was so impressed by the school he tweeted, "Amazing staff, great community and a school that is kicking goals for all their students." The new logo was released on badges for every child to celebrate. It was featured on school signs, letter heads, merit certificates and leadership badges.

The P&C, School Board and staff should be commended for their input in the design process which allowed us to capture who we are as a school community.





## CHRISTMAS CONCERT

The annual Christmas Concert started off with an outdoor community breakfast run by our fabulous P&C. Students were given the opportunity to perform to families on stage and celebrate another successful year. The students were treated to another performance by our staff. It was a fantastic celebration to end the year.



## FOCAS – FAMILIES OF CHILDREN WITH AUTISM SUPPORT GROUP

FOCAS is a support group for all families within the Heathridge Primary School community who have a child with Autism Spectrum Disorder. The purpose of this support group is to facilitate connections within the Autism community at our school to provide families with a support network. Families were invited twice a term to participate in a morning/afternoon tea and casual conversations guided by the Program Coordinator. Families also have the opportunity to ask questions, provide feedback to the school and provide support to others as well as developing friendships with others on a similar journey. This initiative started in 2020 and was continued in 2021. The FOCAS group organised a talk from adults with Autism. This was a casual Q&A session for parents of children with Autism and Heathridge PS staff.

## KIDS CLUB

Kids Club was continued in 2021 to support students during lunch time. The purpose of the clubs is to support and facilitate social interactions as well as providing students the opportunity to make genuine connections with others who share a similar interest. The clubs were run three days a week and were open to all students in Years 3-6, however, target students were provided with further incentives for attending any of the Kids Club sessions. Each time our target students attended a session they earned stamps and rewards to encourage attendance. The clubs that were available to the students were Lego Club, Board Games Club, Crochet Club and Arts and Crafts.

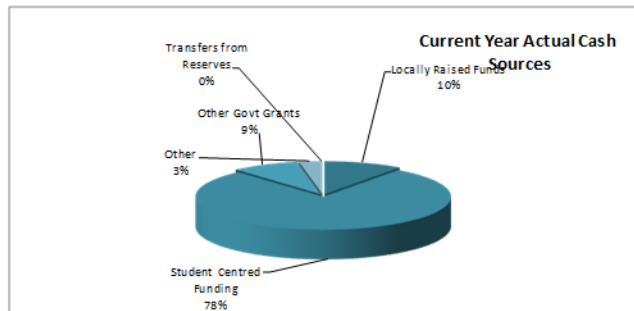
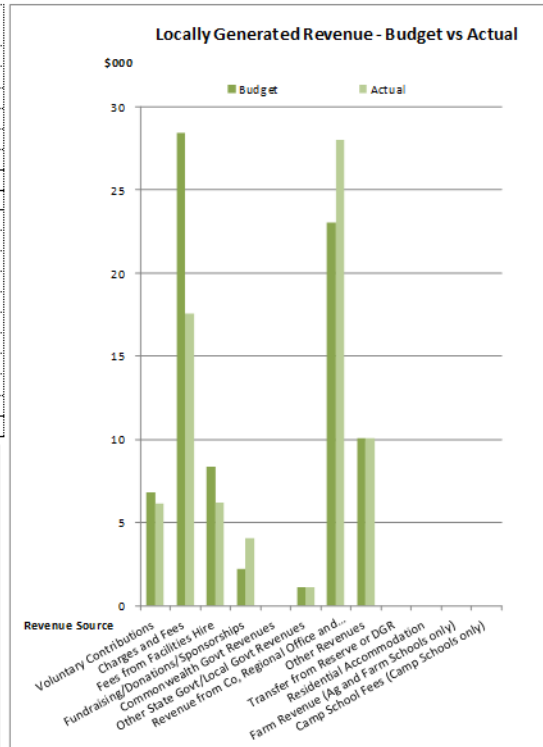
## THE COLOUR RUN

The P&C coordinated a colour run event to raise funds to support events around the school such as The Big Day In. It was fun, it was messy and it will be sure to make another appearance on the school's calendar in the future.

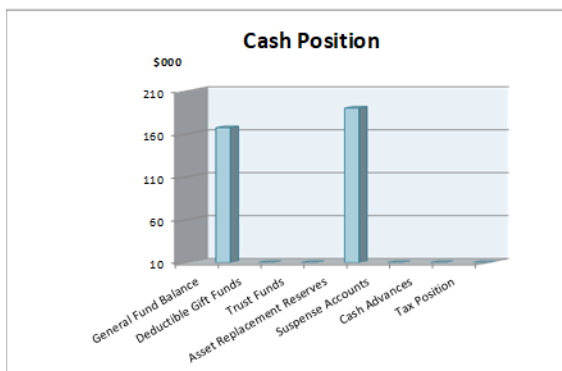
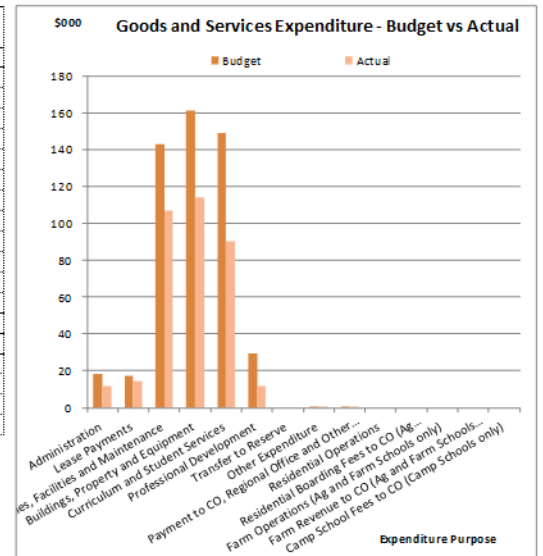


**Heathridge Primary School**  
Financial Summary as at  
31 December 2021

| Revenue - Cash & Salary Allocation |  | Budget               | Actual               |
|------------------------------------|--|----------------------|----------------------|
| 1                                  | Voluntary Contributions                            | \$ 6,848.00          | \$ 6,148.00          |
| 2                                  | Charges and Fees                                   | \$ 28,460.00         | \$ 17,552.60         |
| 3                                  | Fees from Facilities Hire                          | \$ 8,364.00          | \$ 6,181.82          |
| 4                                  | Fundraising/Donations/Sponsorships                 | \$ 2,251.00          | \$ 4,061.25          |
| 5                                  | Commonwealth Govt Revenues                         | \$ -                 | \$ -                 |
| 6                                  | Other State Govt/Local Govt Revenues               | \$ 1,100.00          | \$ 1,100.00          |
| 7                                  | Revenue from Co, Regional Office and Other Schools | \$ 23,027.00         | \$ 28,027.07         |
| 8                                  | Other Revenues                                     | \$ 10,049.00         | \$ 10,074.34         |
| 9                                  | Transfer from Reserve or DGR                       | \$ -                 | \$ -                 |
| 10                                 | Residential Accommodation                          | \$ -                 | \$ -                 |
| 11                                 | Farm Revenue (Ag and Farm Schools only)            | \$ -                 | \$ -                 |
| 12                                 | Camp School Fees (Camp Schools only)               | \$ -                 | \$ -                 |
|                                    | <b>Total Locally Raised Funds</b>                  | <b>\$ 80,099.00</b>  | <b>\$ 73,145.08</b>  |
|                                    | Opening Balance                                    | \$ 177,388.00        | \$ 177,388.05        |
|                                    | Student Centred Funding                            | \$ 260,180.00        | \$ 265,179.13        |
|                                    | <b>Total Cash Funds Available</b>                  | <b>\$ 517,667.00</b> | <b>\$ 515,712.26</b> |
|                                    | Total Salary Allocation                            | \$ -                 | \$ -                 |
|                                    | <b>Total Funds Available</b>                       | <b>\$ 517,667.00</b> | <b>\$ 515,712.26</b> |



| Expenditure - Cash and Salary |  | Budget               | Actual               |
|-------------------------------|--|----------------------|----------------------|
| 1                             | Administration                                     | \$ 18,200.00         | \$ 11,357.66         |
| 2                             | Lease Payments                                     | \$ 17,200.00         | \$ 14,302.99         |
| 3                             | Utilities, Facilities and Maintenance              | \$ 142,772.00        | \$ 106,726.19        |
| 4                             | Buildings, Property and Equipment                  | \$ 161,047.00        | \$ 113,971.53        |
| 5                             | Curriculum and Student Services                    | \$ 148,898.00        | \$ 90,511.52         |
| 6                             | Professional Development                           | \$ 29,110.00         | \$ 11,383.12         |
| 7                             | Transfer to Reserve                                | \$ -                 | \$ -                 |
| 8                             | Other Expenditure                                  | \$ 300.00            | \$ 252.62            |
| 9                             | Payment to CO, Regional Office and Other Schools   | \$ 140.00            | \$ 110.00            |
| 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)         | \$ -                 | \$ -                 |
|                               | <b>Total Goods and Services Expenditure</b>        | <b>\$ 517,667.00</b> | <b>\$ 348,615.63</b> |
|                               | Total Forecast Salary Expenditure                  | \$ -                 | \$ -                 |
|                               | <b>Total Expenditure</b>                           | <b>\$ 517,667.00</b> | <b>\$ 348,615.63</b> |
|                               | Cash Budget Variance                               | \$ -                 | \$ -                 |



| Cash Position as at:         |           |                   |
|------------------------------|-----------|-------------------|
| Bank Balance                 | \$        | 340,547.79        |
| Made up of:                  | \$        | -                 |
| 1 General Fund Balance       | \$        | 167,096.63        |
| 2 Deductible Gift Funds      | \$        | -                 |
| 3 Trust Funds                | \$        | -                 |
| 4 Asset Replacement Reserves | \$        | 190,000.00        |
| 5 Suspense Accounts          | \$        | 434.16            |
| 6 Cash Advances              | \$        | -                 |
| 7 Tax Position               | \$        | (16,983.00)       |
| <b>Total Bank Balance:</b>   | <b>\$</b> | <b>340,547.79</b> |

# Financial Information

