



"Fly High – See Far"

Heathridge Primary School

Annual Report 2020



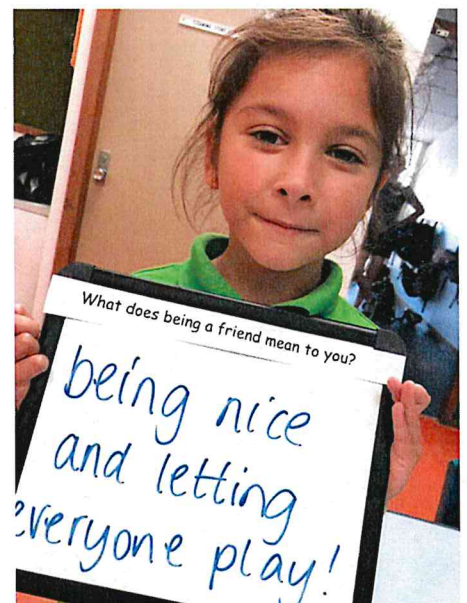


## PRINCIPAL'S OVERVIEW - OUR SCHOOL

We proudly present to our families, the Department of Education WA, Regional Executive Director, the Assistant Regional Executive Director and other community members, our 2020 Annual Report which outlines key information about Heathridge Primary School's activities and performance over 2020. The worldwide pandemic certainly affected our normal routines and procedures and the Annual Report will reflect the modifications made throughout the year. Additionally, we have no NAPLAN results for 2020 to reflect on. Despite the pandemic, we continued to be a successful school that built its reputation for care and academic excellence. The report also articulates the dynamic and diverse context of our school and our commitment to high quality teaching and learning programs. 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*'. 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 Community Socio-Educational Advantage (ICSEA) of 1043 indicating that students are from average advantage backgrounds. The school is renowned for its inclusivity and strong pastoral care within the Heathridge community and beyond. We have a diverse student population with 20% of our students being diagnosed with Autism Spectrum Disorder. Additionally, we have staff and students from across the globe from places such as New Zealand, China, South Africa, Ireland, England, Scotland, Russia and India. Although many of our students' families come from overseas, many of our students were born here. We celebrate this vast diversity and cultures every year through our Harmony Day activities. 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***.

Heathridge PS is part of the very active Joondalup Learning Community (JLC) Network of schools. We are a distinctive school where students experience success due to the high-quality teaching and learning programs and the strong partnerships we have built 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 the whole-school approaches and evidence-based practices that are embedded in our teaching and learning programs. These programs include Talk for Writing (T4W), Talk for Reading (T4R), Oxford Maths, Diana Rigg PLD, and Spelling Mastery. 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 21<sup>st</sup> century skills and capabilities of communication, collaboration, creativity and critical thinking via access to iPads, coding equipment, robots and computers. Our classrooms offer flexible seating and a variety of active learning opportunities so our students flourish.







Before the pandemic of Covid-19 we offered weCARE 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. During 2020, some of these were cancelled and when reintroduced only students attended. We continued to offer before school extra-curricular activities running club during 2020.

In 2020, Heathridge Primary School continued our 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 of the reputation we have built for providing a 'small country school' atmosphere in a suburban area.

We have a very active School Board and Parent and Citizens Association (P&C) 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 that unfortunately due to Covid-19 in 2020, many had to be cancelled.

We pride ourselves on the mantra that 'all means all' and every student will be given the opportunity and pathway to achieve their full potential.

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 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 TARGETS 2018-2020

AREA	TARGETS	STRATEGIES	MONITORING
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Reduce the percentage of students in the bottom 20% in Year 5 NAPLAN currently 29% to that of like schools and all WA schools</li> <li>Maintain the upward trend in Year 3 NAPLAN to keep performance at or above expected levels</li> </ul>	<ul style="list-style-type: none"> <li>Talk 4 Writing (T4W)</li> <li>Target students achieving in the middle bands to move them to higher achievement</li> <li>Words Their Way (WTW)</li> <li>Letters and Sounds</li> </ul>	<ul style="list-style-type: none"> <li>Brightpath</li> <li>NAPLAN</li> <li>South Australian Spelling Test</li> <li>T4W Hot/ Cold tasks</li> <li>WTW Assessments</li> <li>Letters &amp; Sounds Assessments</li> </ul>
<b>READING</b>	<ul style="list-style-type: none"> <li>Reduce the number of students achieving in the bottom 20% in Year 5 currently 47%</li> <li>Maintain the upward trend of Year 3 performance in closing the gap in comparison to that of like schools</li> <li>Reduce the number of students making low progress and low achievement from Year 3- Year 5 NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Block</li> <li>Oxford Home Readers</li> <li>PM Readers</li> <li>Guided Reading</li> <li>Bloom's Taxonomy</li> <li>Blank Level questions</li> </ul>	<ul style="list-style-type: none"> <li>Oxford Running Record</li> <li>PAT-R</li> <li>Waddington Reading Assessment</li> <li>KAT</li> <li>RAT</li> <li>NAPLAN</li> </ul>
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>Increase the percentage of students making high progress and high achievement from Year 3- Year 5 currently 0%</li> <li>Reverse the downward trend of Year 5 NAPLAN to close the gap in comparison to like schools and WA schools</li> </ul>	<ul style="list-style-type: none"> <li>Oxford Maths</li> <li>Numeracy Block</li> <li>RUCSAC</li> <li>Paul Swan Planners, games</li> <li>First Steps</li> </ul>	<ul style="list-style-type: none"> <li>PAT-M</li> <li>One Minute Basic Facts Assessment</li> <li>Oxford Maths assessments</li> <li>NAPLAN</li> <li>Counting principles</li> <li>On-Entry</li> </ul>
<b>ATTENDANCE</b>	<ul style="list-style-type: none"> <li>Reverse the downward trend and achieve an overall attendance rate of like schools or above</li> <li>Decrease the percentage of students in the severe category</li> </ul>	<ul style="list-style-type: none"> <li>IAPs</li> <li>KidsMatter Breakfasts</li> <li>Mindful Mondays</li> <li>Values Assemblies</li> <li>Chaplaincy Program</li> <li>CPFS</li> <li>Big Day In</li> <li>Attendance Policy</li> <li>Class/ whole school rewards</li> </ul>	<ul style="list-style-type: none"> <li>Integrals</li> <li>SAR</li> </ul>



## 2020 Performance Against Targets

Due to the pandemic, we are unable to measure our targets in 2020. We will continue to work on these and our strategies from our current Business Plan and will review these ready for 2022 after our Public School review that is due to take place in Term 4 2021.

## ATTENDANCE

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

## ENGLISH

This year we continued to work towards embedding our whole school programs through the use of a morning Literacy Block. Our staff used the program Talk 4 Writing and assessed using Brightpath, this was further supported by workshops and moderation sessions where staff ensured they were making consistent judgements. Reading continues to be taught by teaching decoding and



reading comprehension separately and we purchased a large numbers of decodable readers and used the CARS and STARS program to target particular reading comprehension strategies. 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 by Diana Rigg. This allows for students to be instructed at their point of need. Staff were incredibly excited to welcome Diana Rigg herself for a 2-hour workshop where staff were able to consolidate and extend their understanding of the program and program materials. Vocabulary and grammar has also been a focus throughout the year and with the support and implementation of the WordAware program and Jumpstart Grammar resources students showed a continued progression in their understanding and use of a range of vocabulary. The English committee worked on developing a whole school Talk 4 Writing Sequence, allocating particular texts and texts types to each year level. They also worked on producing key connective resources for each year level and working towards developing a resource box for each year level in 2021.

## MATHS

Numeracy was continued to be taught through maths blocks with an agreed structure including a targeted warm up, teaching, practise and plenary. Staff used the Oxford maths planners across the whole school to ensure all areas were covered in each year level. This was supported by the use of explicit teaching of vocabulary and RUCSAC (problem solving strategies). Throughout the year we focused on increasing student's ability to answer word problems and ensured students developed their skills in quick recall through fun and hand-on activities. We introduced Mathletics as this gave us the opportunity to target individual needs at their individual level. Due to COVID we don't have whole school NAPLAN data but we have continued to use One Minute Basic Facts, On-Entry and Counting principles.



## Specialised Learning Program for Students with Autism Spectrum Disorder 2020 Overview

The Specialised Learning Program (SLP) for students with Autism Spectrum Disorder at HPS was operating for its third year since opening the doors to children in 2018. Staff were again committed to providing inclusive education that catered for the individual needs of 26 students with Autism Spectrum Disorder (ASD). This was achieved through three dedicated homerooms:

### Room 7 – K-PP

In Room 7 this year we had 8 children in a combined class of Kindergarten and Pre-Primary students. The specialised teacher and four fulltime education assistants focused on teaching strategies to facilitate the learning outcomes so that students had greater skills for mainstream participation and independence. Students in Kindy and Pre-Primary transitioned into some mainstream classes as well as integrating with their mainstream peers during recess and lunch time. The students also joined their mainstream classes for whole school events including the presentation of class assemblies, an excursion to the zoo and Book Week celebrations.



### Room 5 – Years 1-3

In Room 5 we had nine children in a combined class of Year 2 and Year 3 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 getting individualised support in the homeroom as well as integrating with their mainstream peers during recess and lunch time. The students also joined their mainstream classes for whole school events including the presentation of class assemblies, sports carnival, an excursion to the zoo and Book Week celebrations.



### Room 13 – Years 4-6

In Room 13 we had nine children in a combined class of Year 4, 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, and 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 individualised programs in the homeroom. At the end of the year, our two Year 6 students successfully transitioned to high school!

Each child in the SLP was supported through the creation and implementation of Individual Education Plans (IEPs) that were based on individual unique profiles, strengths, needs and goals. Using evidence-based approaches such as Discrete Trial Training, visual supports, schedules, Positive Behaviour Support and direct instruction, we had MANY students achieve their goals!





## HIGHLIGHTS 2020

### BOOK WEEK CELEBRATIONS

We were able to hold a modified version of our Book Week Celebrations this year! In order to ensure that our families could attend our book parade we held this event outdoors. The theme of Book Week was Curious Creatures, Wild Minds and staff and students participated in a range of highly engaging activities which allowed students to explore their creativity! The students and staff explored their favourite books and characters and loved dressing up. This event gave the school community the opportunity to share their love of books and the school P&C also held a Book Fair with COVID safe regulations in place.



### ATHLETICS CARNIVAL

Our Athletics Carnival was another great day with the students all showing excellent sportsmanship. This event gave all of our students an opportunity to participate and our sporting stars to shine! Congratulations to Parmelia for being the winning faction.





## GRADUATION

In 2020, 9 students in Year 6 graduated from Heathridge PS. We had a formal presentation of awards with distinguished guests and a modified audience of Year 5 students only due to COVID restrictions. The ceremony was followed by cutting the graduation cake with families before getting changed and heading to Gradation lunch at 3-Sheets restaurant in Hillarys. The following day the Year 6 students celebrated the end of their primary school years by attending an excursion to Latitude together. Our nine Year 6 students went onto 4 different high schools, Belridge Secondary College, Belridge Secondary Ed Support Centre, Ocean Reef Senior High School and Perth Modern School.



## CHAPLAINCY PROGRAM

In Term 2, we said goodbye to our chaplain Mrs Tilson and thanked her for all of her hard work over the past few years. In Term 3, we welcomed our new chaplain Meggan.

The chaplaincy program supported by Youthcare, continues to be an important part of our approach to pastoral care, mental health and well-being.



## BUSINESS PLAN REFELCTIONS

In preparation for our Public School Review and as we prepare to write our new Business Plan, staff, the School Board and P&C engaged in reflections against the domains of Relationships and partnerships, Learning Environment, Leadership, Use of Resources, and Student Achievement and Progress. These reflections also helped us identify what we stand for after 40 years and assisted us to come up with designs for our new logo that will be launched in 2021.



## CHRISTMAS CONCERT

We held another wonderful Christmas Concert and Book Award Ceremony. With the challenges throughout the year it was so exciting to be able to come together as a school to celebrate the successes and accomplishments of our amazing students. It also gave us the opportunity to spend some quality time as a community. Our wonderful P&C prepared a Barbecue Breakfast for families to enjoy whilst they watched the concert in family groups on picnic blankets. Selected students from each class were presented with Book Award Prizes and shared a Christmas themed item and then at the very end we had a special surprise performance by our staff!



## BIG DAY IN

We ended the year on a high with our Big Day In! This is an event that celebrates and rewards our students for all of their hard work throughout the year and allows them to further develop their rapport with staff and one another. Students were treated to a range of exciting activities including the Gym Bus, a range of giant slides, a bouncy castle and a silent disco! This was all accompanied by a shared lunch with our families where our students were able to order a pizza lunch meal deal! It was a wonderful way to end the year and the students and staff thoroughly enjoyed themselves!





## FOCAS - Families of Children with Autism Support Group

This year we developed a new initiative in our school community. FOCAS (Families of Children with Autism Support group) 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 are invited twice a term to participate in a morning 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 support group was started in Semester 2 2020 and will continue into 2021.

## Kids Club

Kids Club was a new initiative at Heathridge PS in 2020 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 3 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 and Minecraft club. These clubs were specifically chosen as they were common interests between our target students and mainstream peers. The Kids Club initiative will be continued into 2021.



## HOME LEARNING PACKAGES

At the start of Term 2, teachers were asked to complete home learning packages for students that were not attending school due to COVID-19. Staff rose the challenge and produced work packages with a combination of work booklets, online learning opportunities and care packages. The work booklets were lessons from a variety of curriculum areas that students could complete at home and return to school at the end of the fortnight. The online learning was targeted to individual student's levels and the opportunity to be engaged with the use of digital technology. The care packages were developed to keep the connections open between school and home and to let our students know that we were all thinking of them and were here for them. Although we were unable to be together in person for some of the time, we were altogether in spirit and focused on keeping everyone safe.



## CAMP

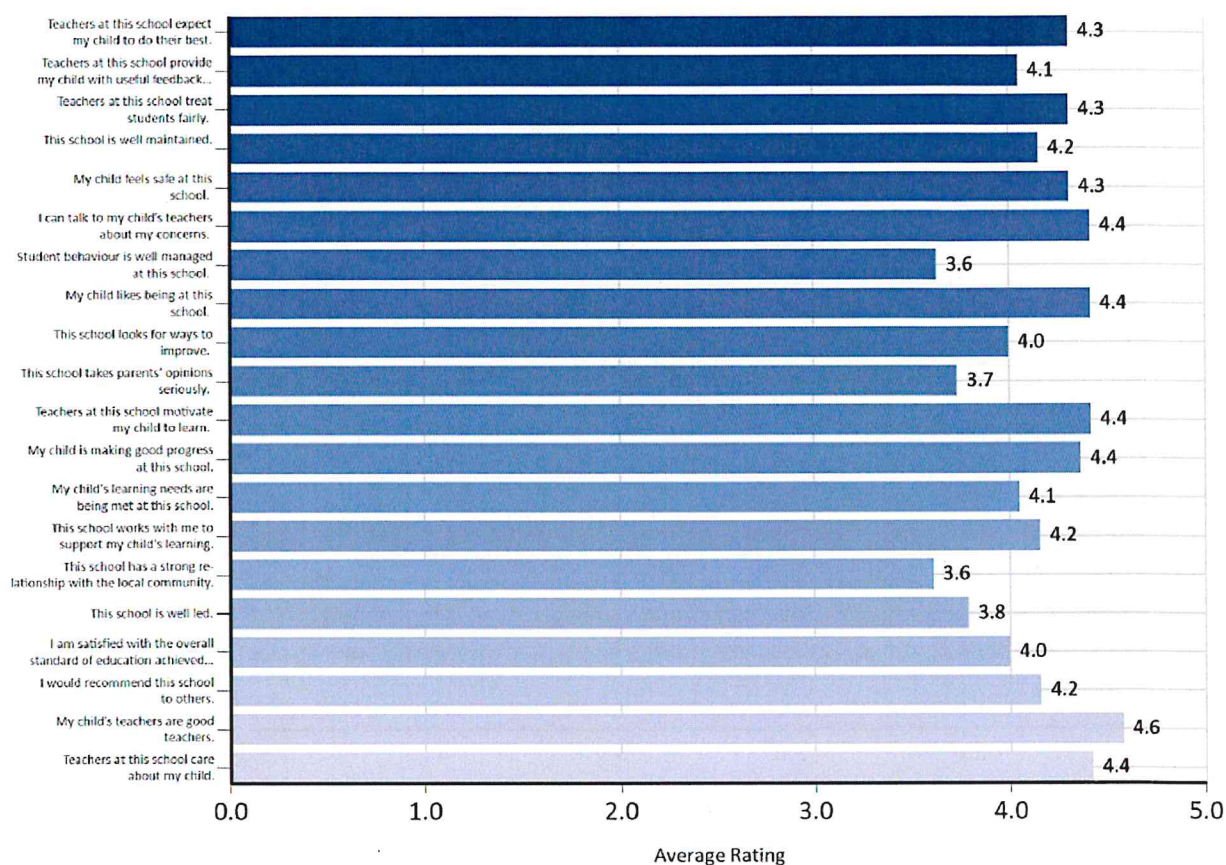
At the end of Term 4, our year 5 and 6 students celebrated the year by attending camp at Swan Valley Adventure Centre for two nights. Each day was filled with a variety of activities and the students participated in flying fox, commando course, catapult build, canoeing, scavenger hunt, sports and nature trail. Everybody thoroughly enjoyed the activities and was pushed out of their comfort zones to achieve new challenges.

The camp was fully catered for and reports from the students and staff is that it was delicious. After full days of activities, at night the students participated in more activities. The first night the students put on a talent show for each other and the second night was more relaxing with sitting back enjoying a movie. Each night was wrapped up with a warm cup of milo before heading to bed for a well-earned rest.





## Parent and Family Survey Results 2020



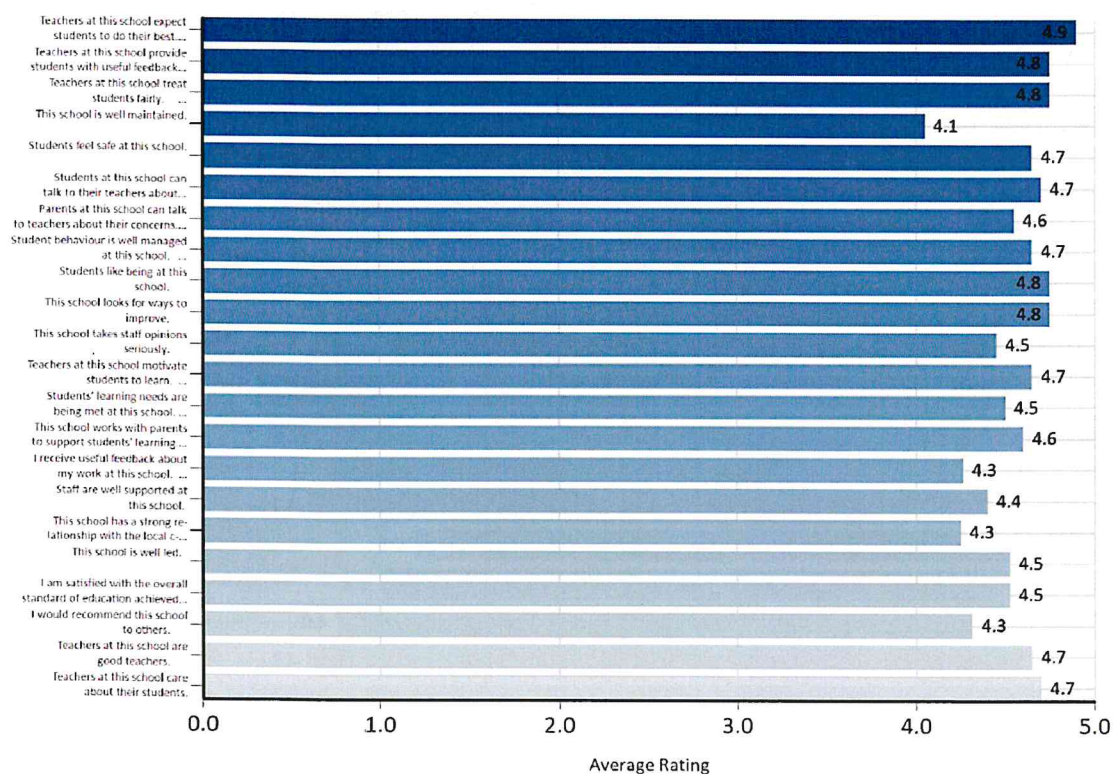
Overall parent satisfaction is high and results are similar to those in the past. In 2020, 19 parents completed the survey compared to 22 in 2018. Some of the strengths described include the close community feel of the school, the individual attention the students receive, the friendly and approachable staff, the inclusiveness of the school and the genuine care staff show for students. Some areas requiring development include parents being made more aware about the behaviour management processes and the fencing of the oval. Some general comments include that HPS is a lovely, small school, that the community of the school is very friendly and close knit.

Additionally, parents also made a number of statements about how well the school handled the Covid-19 pandemic including that they were generally impressed with the way the pandemic was handled, that communication was clear and concise and that the school had a solid plan in place to ensure the education was delivered to students and that teachers checked in regularly with families.



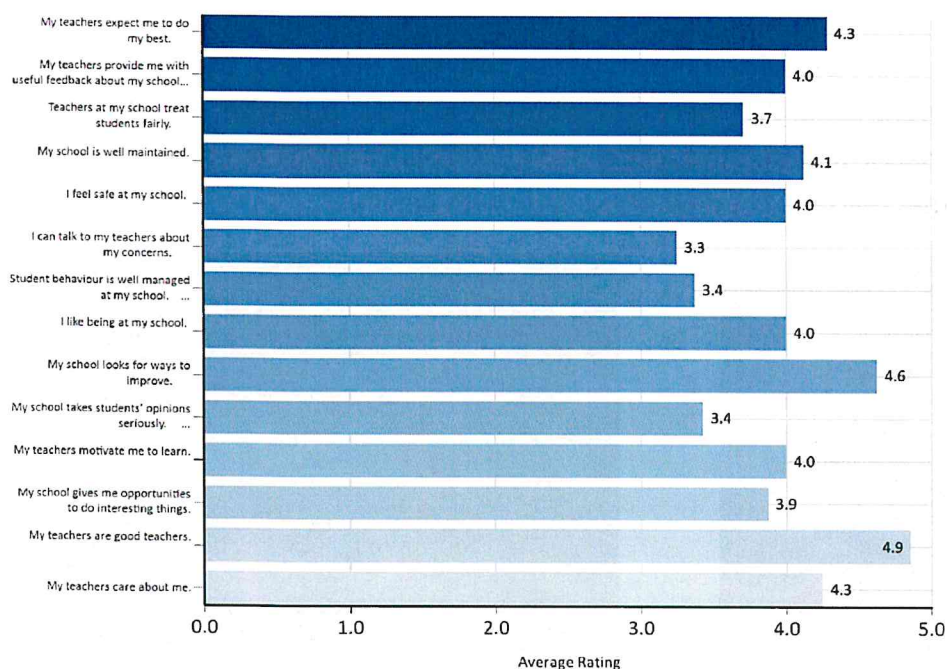


## Staff Survey Results 2020



Our staff survey results also demonstrate a high level of satisfaction. The staff feel that some of the strengths of the school are the collaboration and collegiality, the inclusiveness and care of students and the strong sense of community felt in the school. Also reflected in the comments made by staff in the survey was the feeling of being well supported by peers as well as administration staff. Staff acknowledge our complex and sometimes very challenging context however, have expressed how rewarding their job is and how much they love working at Heathridge Primary School.

## Student Survey Results 2020



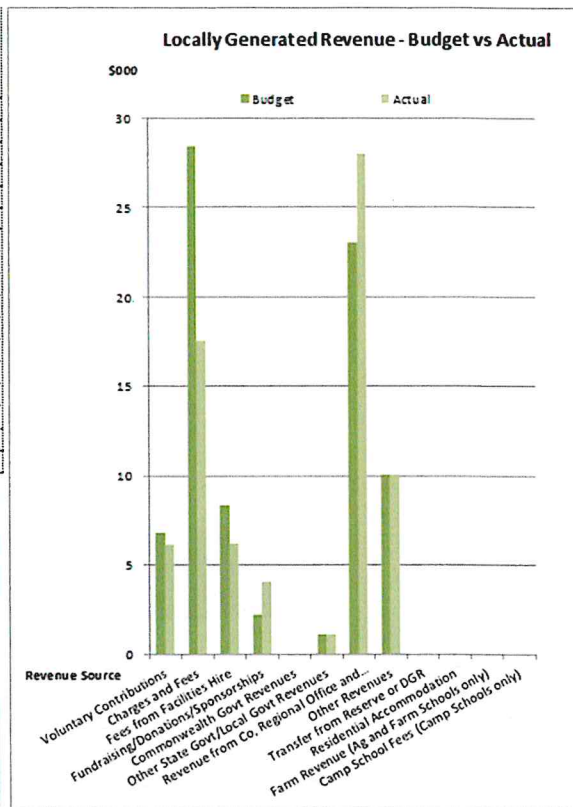
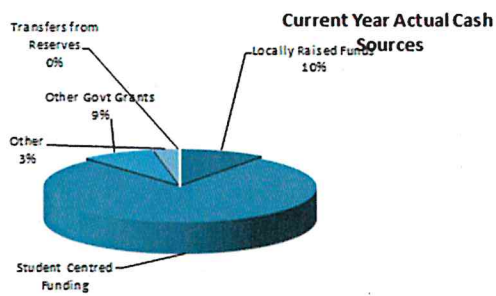


# Financial Information 2020

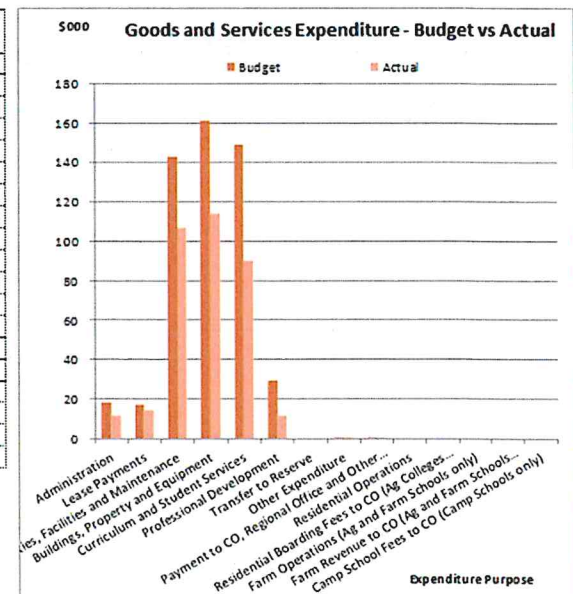
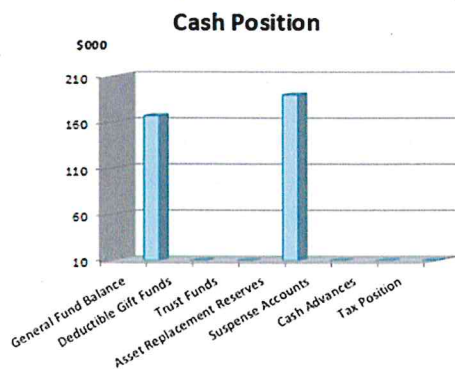
## Heathridge Primary School

Financial Summary as at  
31 December 2020

	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	\$ -	\$ -





<b>Cash Position as at:</b>	
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>\$ 340,547.79</b>





**"Fly High – See Far"**

**This 2020 Annual Report is endorsed by the Heathridge Primary School Board.**

<b>School Board Chair: Grant Bowen</b>	
<b>Principal: Denise Jeffs</b>	
<b>Date</b>	31 March 2021