



"Fly High – See Far"

Heathridge Primary School

Annual School Report 2017

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 2017. 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.

HPS is a school in the North Metropolitan Education Region located approximately twenty-five kilometres north of Perth CBD in the City of Joondalup. HPS became an Independent Public School (IPS) in 2015. In 2017, HPS had an enrolment of 173 students K-6. The school community enjoys city views well maintained gardens excellent resources and great service facilities. The school includes some double classrooms, a computer lab, a spacious and well-resourced library, a production sized stage and assembly area, Music and Art rooms, and two ovals with exciting playgrounds and a nature play area. A Dental Clinic and the Accelerated Learning Centre for Autism Unit (ALCA) are currently attached to the school. HPS has a current Index of Community of Socio-Educational Advantage (ICSEA) of 1004. This value has gradually inclined over the past few years from 953 in 2008, to 1004 in 2015 and peaking at 1020 in 2016. This implies that we are sitting very close to the state average of 1000 and therefore signifying that the school should not face significant challenges based on social disadvantage.

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.

In 2017, I was very fortunate in gaining the position as the newly appointed substantive Principal of Heathridge Primary School (HPS). Additionally in 2017, there were other leadership changes with the appointment of an Acting Level 3 Associate Principal and Level 3 Program Coordinator. The newly formed leadership team and I recognised that it was critical that we immediately gained a thorough understanding of the Business Plan, how the priority areas had been determined, what had been done to achieve the aims of the Business Plan, and what needed to be done next in order to prepare the school for its Independent Public School review. To do this, comprehensive reflections were held at school development days and staff meetings. In addition, I utilised the weekly values assemblies to introduce an initiative known as Quality Teaching Time (QTT) to provide additional time for discussions and reflections with the teaching staff.

As a result, 2017 was a very successful year with a very positive IPS Review. The reviewers noted that *"Parent support is strong. They are appreciative of the warm and friendly atmosphere at the school and commented on the good relationships that exist with the staff. For students with a disability it is a school of choice where parents applauded its inclusivity focus and the positive approach taken in catering for their children."* The reviewers also noted that parents, teachers and students pride themselves on the school's *"small country school culture."*

At HPS, we offer a balanced curriculum that focuses on core shared values, literacy, numeracy and ICT. As reflected in the statements in our Business Plan, 'care' is one of the key pillars. The school places a significant emphasis on the social development of students and pastoral care. We hold high expectations for academic standards and assisting children to reach their full potential which is pivotal to the school's belief system. Positive relationships and regular communication ensure a supportive and caring

environment and a rewarding and challenging curriculum for all students. There is a dedicated professional teaching and non-teaching staff who are committed to meeting the needs of students and the community. Although small, the staff bring a wealth of experience and expertise. HPS fosters a team approach. The staff are dedicated and passionate about improving outcomes for students in innovative ways whilst attending to their social and emotional needs. Staff have a high level of knowledge in differentiation and planning programs that cater to the individual needs of their students, especially those in the lower academic achievement bands. Processes in attending to the needs of students identified in the top tiers are being developed and ongoing professional learning in this area is supporting this.

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, Kidz-a-buzz books and food days. Due to high family support of these events, this has resulted in various projects being completed and supported across the school.

In 2017 we continued to host an Accelerated Learning Centre for Autism (ALCA) on our school site that was run by SSEN. This program will close in 2018 when the new Specialised Learning Program – Autism (SLP) will be established. The SLP will see an increase of up to 25 students with ASD enrolled in the school to participate in the program K-6 and the additional appointment of one program coordinator, three teaching staff and eight education assistants. The SLP staff were appointed in Term Three and Four of 2017 to prepare for the SLP.

During 2017 we completed our journey as a Teacher Development School. Throughout the year we continued to share our expertise across WA public schools to improve outcomes for all students with a disability, and imputed disability and those with additional learning and support needs in a mainstream setting. We hosted TeachMeet WA events and shared our expertise at the annual Joondalup Learning Community (JLC) conference.

As per our Business Plan 2015-2017, *"we aimed to provide the best possible education for each child who attends our school, ensuring they develop a broad range of skills and values to enable them to take responsibility for their own direction and to adapt to a changing world"*. As such, all of our Year 6 students are given leadership roles across the school.

I look forward to leading the school as we enter our new three-year phase and develop our new Business Plan 2018-2020.

Denise Jeffs
Principal



OUR VISION AND BELIEFS

Our Vision

To continue to develop the whole child through building a strong foundation in literacy, numeracy, ICT, physical, social, emotional and creative areas in order to create an independent, responsible, caring, confident and inquiring learner who will make a positive contribution to our community.

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 be their best and reach their potential.

Ethos

Our ethos is divided into four areas as per the diagram below and for each area we have a set of shared agreements and statements to ensure our school achieves its vision.

Opportunity - To provide motivating, engaging spaces for student learning in a safe, caring and inclusive learning environment.

Excellence - Teachers provide quality learning opportunities where students are fully engaged to reach their potential.

Care - Ensure continued positive involvement, connection and collaboration with our students and school community.

Growth - Students adopt increasing responsibility and accountability for learning. Teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting.



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

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.

We respect 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.



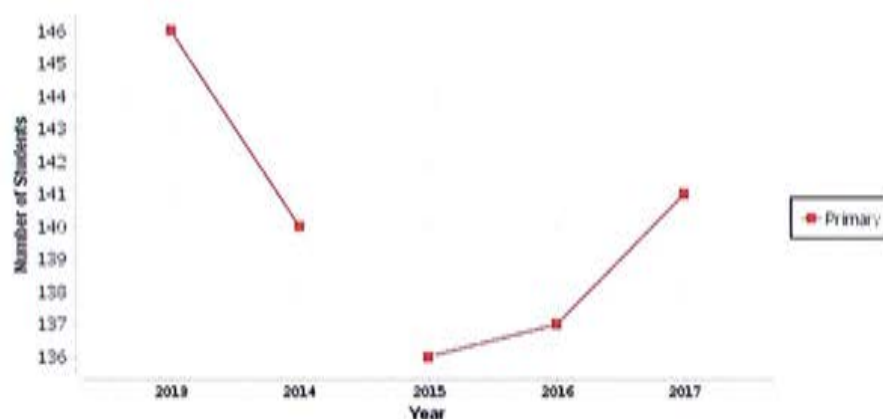
STUDENT NUMBERS –ENROLMENT TRENDS

Over time, there has been significant decline in enrolments. However, student numbers have steadily increased from 153 in 2010 to around 170 over the past three years (currently 173). In 2018, the SLP – Autism will see an additional enrolment of 22-25 students with ASD (K-6) into the school resulting in approximately 18% of enrolments being students with ASD. We see this program as an exciting opportunity for HPS to continue to demonstrate how we promote inclusivity and positive behavior support within our school population by encouraging appreciation, understanding and respect for everyone as part of our comprehensive educational programs.

Student Numbers - Trends

Semester 2 ▼

Semester 2 Student Numbers



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Semester 2	2013	2014	2015	2016	2017
Primary (Excluding Kin)	146	140	136	137	141

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Student Numbers (as at 2017 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(15)	21	20	25	14	23	18	20	156
Part Time	31								

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

	Kin	PPR	Pri	Sec	Total
Male	17	15	62		94
Female	14	6	58		78
Total	31	21	120		172

	Kin	PPR	Pri	Sec	Total
Aboriginal			3		3
Non-Aboriginal	31	21	117		169
Total	31	21	120		172

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DATA ANALYSIS AND NAPLAN 2017

Over the course of our Business Plan 2015-2017, we set targets to be achieved by 2017. In the analysis of Business Plan Targets, as part of our IPS DES Review in 2017, we identified that many of our targets were not clear and were achieved in some areas but not others. Our 2018 Operational Plans and Business Plan 2018-2020 will include clearer targets that can be measured accurately.

Year 3 Spelling

In Year 3 NAPLAN data, at least 80% of Year 3 students will be at or above the minimum standard, including a minimum of 10% of students to be in the top 20% of the state. (Achieved/Exceeded)

In 2017, every student in Year 3 was above the minimum standard and 43% in the top 20% of the state.

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Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	12%	25%	43%	17%	18%	18%
Middle 60%	53%	55%	57%	65%	66%	68%
Bottom 20%	35%	20%	0%	18%	17%	14%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	12%	25%	43%	17%	18%	18%	20%	20%	20%
5	426 - 477	6%	20%	36%	19%	28%	26%	19%	25%	22%
4	374 - 425	24%	30%	14%	23%	25%	24%	21%	22%	23%
3	322 - 373	24%	3%	7%	22%	16%	19%	30%	14%	16%
2	270 - 321	24%	15%	0%	15%	13%	11%	13%	12%	12%
1	Up to 269	12%	3%	0%	3%	3%	3%	7%	6%	6%

Year 3 Grammar / Punctuation

In Year 3 NAPLAN data, at least 15% of Year 3 students will be in the top 20% of the state, with 75% of all students to be above the minimum standard. (Achieved/Exceeded)

In 2017, every student in Year 3 was above the minimum standard and 43% were in the top 20% of the state.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	12%	15%	43%	20%	21%	23%
Middle 60%	53%	70%	50%	66%	63%	62%
Bottom 20%	35%	15%	7%	15%	16%	14%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	18%	25%	55%	28%	26%	31%	27%	28%	29%
5	426 - 477	18%	40%	16%	20%	16%	24%	19%	17%	24%
4	374 - 425	24%	0%	0%	16%	23%	18%	22%	19%	15%
3	322 - 373	8%	20%	7%	10%	26%	12%	14%	24%	12%
2	270 - 321	24%	15%	7%	10%	7%	8%	10%	6%	10%
1	Up to 269	12%	0%	0%	5%	4%	6%	8%	6%	10%

Year 3 Reading

In Year 3 NAPLAN data, at least 75% of Year 3 students will be at or above the minimum standard, including a minimum of 10% of students to be in the top 20% of the state. (Achieved/ Exceeded)

In 2017, 87% of our students in Year 3 were above the minimum standard and 27% in the top 20% of the state.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	12%	15%	27%	20%	18%	22%
Middle 60%	47%	70%	60%	64%	66%	61%
Bottom 20%	41%	15%	13%	16%	16%	17%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	12%	15%	27%	20%	18%	22%	24%	23%	23%
5	426 - 477	18%	15%	20%	19%	21%	23%	18%	20%	20%
4	374 - 425	18%	30%	40%	26%	21%	30%	21%	19%	23%
3	322 - 373	20%	25%	31%	23%	20%	17%	23%	19%	18%
2	270 - 321	18%	15%	0%	6%	12%	8%	8%	12%	9%
1	Up to 269	12%	0%	13%	4%	4%	9%	9%	6%	7%

Year 3 Writing

In Year 3 NAPLAN data, at least 75% of Year 3 students will be at or above the minimum standard, including a minimum of 15% of students to be in the top 20% of the state. (Achieved/Exceeded)

In 2017, 93 % of our students were above the minimum standard and 36% were in the top 20% of the state.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	12%	20%	36%	21%	27%	24%
Middle 60%	53%	45%	57%	65%	59%	64%
Bottom 20%	35%	35%	7%	14%	15%	11%

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Percentage of students in each Proficiency Band

include School Student Numbers ☐

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	0%	10%	0%	7%	12%	10%	11%	12%	11%
5	426 - 477	19%	20%	57%	14%	11%	17%	14%	14%	14%
4	374 - 425	18%	25%	21%	10%	11%	28%	25%	20%	24%
3	322 - 373	29%	20%	14%	21%	15%	15%	19%	10%	21%
2	270 - 321	24%	10%	0%	5%	4%	3%	6%	6%	6%
1	Up to 269	0%	0%	7%	3%	2%	2%	5%	2%	4%

Year 3 Numeracy

In Year 3 NAPLAN data, at least 80% of Year 3 students will be at or above the minimum standard, including a minimum of 10% of students to be in the top 20% of the state. (Achieved/Exceeded)

In 2017, every student in Year 3 was above the minimum standard. We also had 40% of students achieve in the top 20% of the state.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	12%	10%	40%	19%	17%	20%
Middle 60%	35%	65%	60%	66%	66%	67%
Bottom 20%	53%	25%	0%	15%	16%	13%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	6%	7%	27%	12%	11%	15%	14%	10%	18%
5	426 - 477	12%	10%	27%	15%	16%	19%	17%	18%	18%
4	374 - 425	18%	28%	30%	24%	28%	32%	22%	22%	28%
3	322 - 373	12%	35%	27%	26%	29%	31%	24%	26%	19%
2	270 - 321	47%	25%	0%	13%	13%	10%	15%	14%	13%
1	Up to 269	6%	0%	0%	4%	0%	0%	7%	4%	5%

Year 5 Spelling

In Year 5 NAPLAN data, at least 75% of Year 5 students will achieve at or above the minimum standard, including 15% in the top 20% of the state. (Achieved)

In 2017, 18% of students were below the minimum standard and 29% at the minimum standard. Overall, 82% of students were at or above the minimum standard. 18% of students in Year 5 were in the top 20% of the state.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	7%	9%	18%	18%	16%	19%
Middle 60%	92%	86%	35%	65%	64%	67%
Bottom 20%	0%	5%	47%	17%	20%	14%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	0%	0%	6%	6%	8%	10%	0%	10%	12%
7	530 - 581	23%	8%	12%	23%	12%	20%	23%	15%	19%
6	478 - 529	36%	15%	24%	25%	12%	12%	26%	21%	30%
5	426 - 477	36%	12%	12%	25%	16%	24%	23%	25%	22%
4	374 - 425	0%	0%	29%	16%	12%	10%	13%	11%	10%
1 to 3	Up to 373	0%	5%	18%	4%	8%	4%	8%	3%	4%

Year 5 Grammar / Punctuation

In Year 5 NAPLAN data, at least 80% of Year 5 students will achieve at or above the minimum standard, including 15% in the top 20% of the state. (Achieved)

In 2017, 12% of students were below the minimum standard and 88% were at or above. Additionally, 18% of students were in the top 20%.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	29%	23%	18%	24%	18%	23%
Middle 60%	64%	68%	47%	60%	68%	66%
Bottom 20%	7%	9%	35%	16%	14%	11%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	7%	10%	12%	19%	14%	19%	14%	16%	17%
7	530 - 581	21%	16%	12%	18%	16%	15%	17%	18%	13%
6	478 - 529	2%	27%	18%	22%	25%	28%	20%	24%	22%
5	426 - 477	50%	5%	30%	25%	28%	18%	28%	32%	16%
4	374 - 425	7%	14%	47%	12%	14%	18%	13%	15%	19%
1 to 3	Up to 373	2%	0%	12%	8%	8%	4%	11%	7%	10%

Year 5 Reading

In Year 5 NAPLAN data, at least 80% of Year 5 students will achieve at or above the minimum standard, including 15% in the top 20% of the state. (Partially met)

In 2017, 18% of students were below the minimum standard and 35 % at the minimum standards. Overall, 82% were at or above and 12 % were in the top 20% of the state.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	29%	14%	12%	19%	19%	23%
Middle 60%	43%	86%	41%	64%	65%	64%
Bottom 20%	29%	0%	47%	17%	16%	12%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	21%	5%	6%	12%	11%	12%	12%	12%	14%
7	530 - 581	7%	29%	12%	15%	30%	12%	16%	21%	10%
6	478 - 529	14%	29%	24%	24%	35%	30%	21%	32%	26%
5	426 - 477	13%	38%	6%	24%	50%	19%	22%	30%	16%
4	374 - 425	21%	0%	35%	19%	15%	12%	19%	14%	15%
1 to 3	Up to 373	18%	37%	18%	8%	9%	2%	8%	10%	2%

Year 5 Writing

In Year 5 NAPLAN data, at least 80% of Year 5 students will achieve at or above the minimum standard, including 15% in the top 20% of the state. (Partially Met)

In 2017, 82 % were at or above the minimum standard with 18% being below and 12% being at. No student in Year 5 achieved in Band 8 or above but 12% were in the top 20% of the state.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	8%	41%	12%	20%	24%	23%
Middle 60%	85%	55%	59%	65%	60%	66%
Bottom 20%	8%	5%	29%	15%	15%	11%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	0%	0%	0%	0%	0%	0%	0%	0%	0%
7	530 - 581	0%	0%	0%	0%	0%	0%	0%	0%	0%
6	478 - 529	0%	0%	0%	0%	0%	0%	0%	0%	0%
5	426 - 477	0%	0%	0%	0%	0%	0%	0%	0%	0%
4	374 - 425	31%	0%	12%	12%	14%	9%	11%	14%	11%
1 to 3	Up to 373	6%	0%	88%	8%	7%	8%	10%	7%	12%

Year 5 Numeracy

In Year 5 NAPLAN data, at least 70% of Year 5 students will achieve at or above the minimum standard, including no more than 30% below the minimum standard of the state. (Achieved)

In 2017, 94% of students were at or above the minimum standard and 6% below. 12% of students were in the top 20% of the state.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	14%	23%	12%	17%	16%	20%
Middle 60%	79%	73%	59%	69%	65%	65%
Bottom 20%	7%	5%	29%	14%	19%	15%

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Percentage of students in each Proficiency Band

Include School Student Numbers ☐

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	0%	0%	0%	0%	0%	0%	0%	0%	0%
7	530 - 581	21%	18%	8%	12%	11%	16%	15%	13%	16%
6	478 - 529	21%	23%	24%	28%	39%	53%	24%	26%	28%
5	426 - 477	42%	45%	15%	30%	30%	29%	27%	28%	26%
4	374 - 425	14%	5%	24%	18%	17%	12%	20%	16%	15%
1 to 3	Up to 373	0%	0%	0%	0%	0%	0%	0%	0%	0%

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Comparison Mean Scores HPS with All WA Schools' Mean and Australian Mean

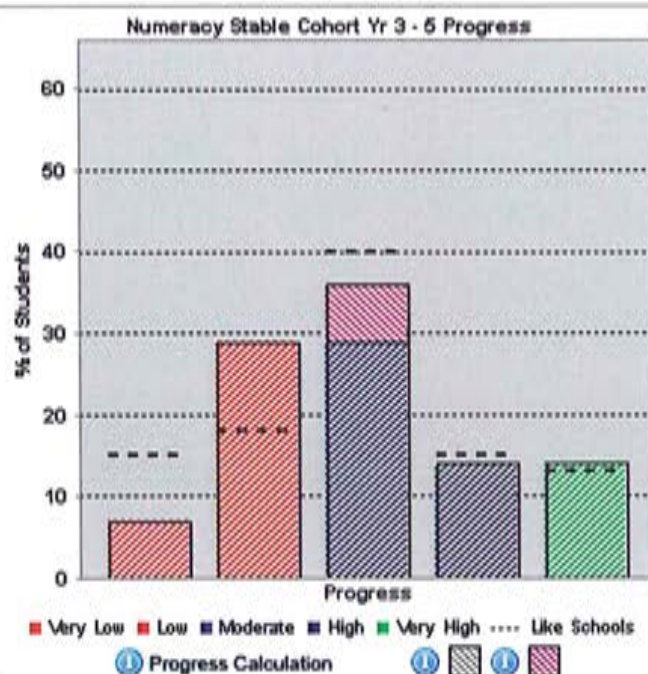
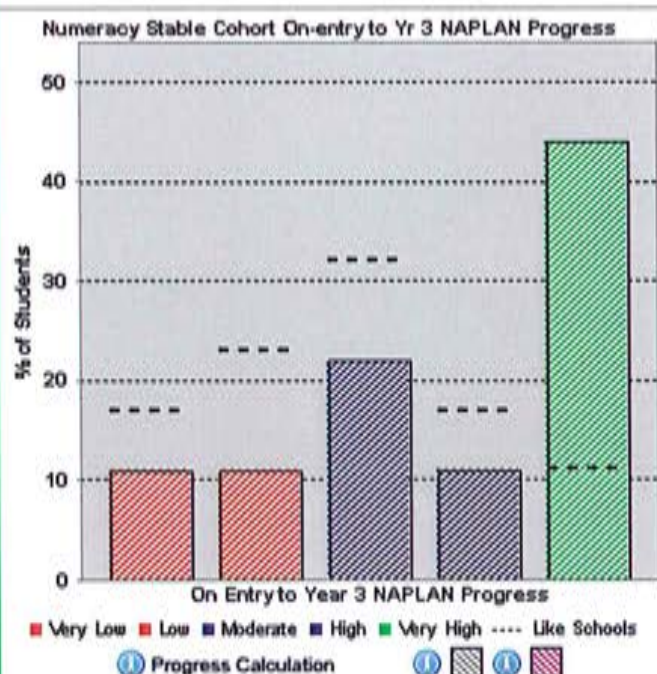
In Year 3 Numeracy, Spelling and Grammar & Punctuation, our mean scores far exceeded those of the all WA schools' mean and the Australian mean. Our mean scores in Year 3 Reading and Writing were just above those of the all WA schools' mean. However, in Reading we fell just below the Australian mean. Our performance in Year 5 in all areas was below that of the all WA schools' mean and significantly below the Australian mean across all areas.

Year	Subject	Australia	WA	HPS	Year	Subject	Australia	WA	HPS
3	Numeracy	409	402	450	5	Numeracy	494	489	459
3	Reading	431	420	422	5	Reading	506	499	445
3	Spelling	416	409	465	5	Spelling	501	498	458
3	Grammar & Punctuation	439	429	485	5	Grammar & Punctuation	499	492	464
3	Writing	414	410	413	5	Writing	473	469	443

Comparison of Progress of Stable Cohort with Like Schools

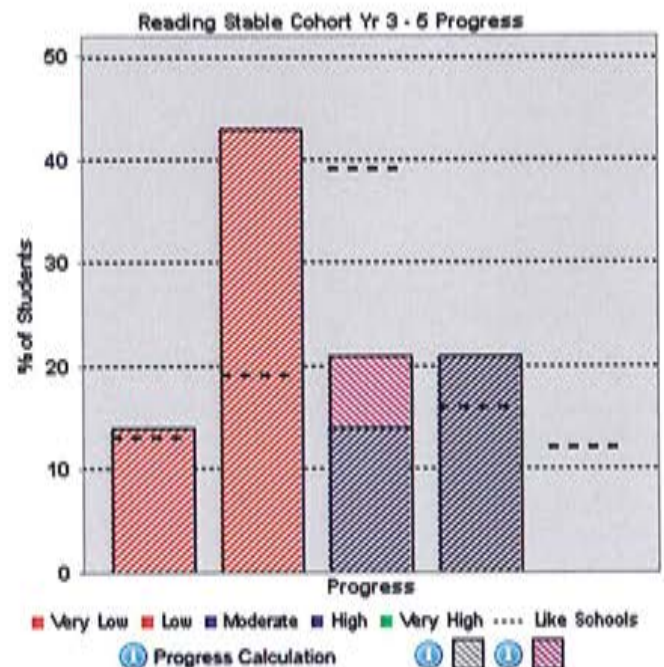
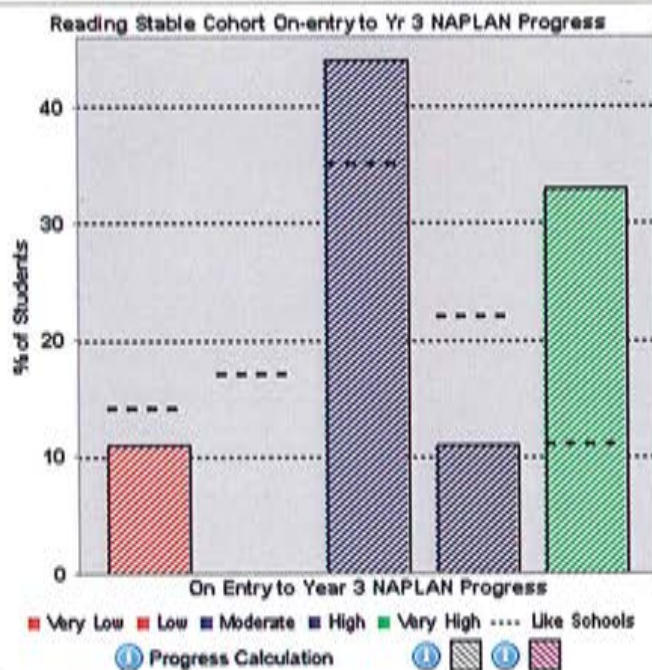
Numeracy

In Numeracy, we were very pleased with the progress made from our On-Entry testing to when the same students were re-tested in NAPLAN in Year 3. The percentage of students making very high progress was significantly higher than that of like schools. We have concerns about the high percentage of students making low progress from Year 3-Year 5 and want to reverse this trend and increase the percentage of students making moderate to high progress. In 2018, we will introduce a whole school approach to Numeracy using the Oxford Maths program.



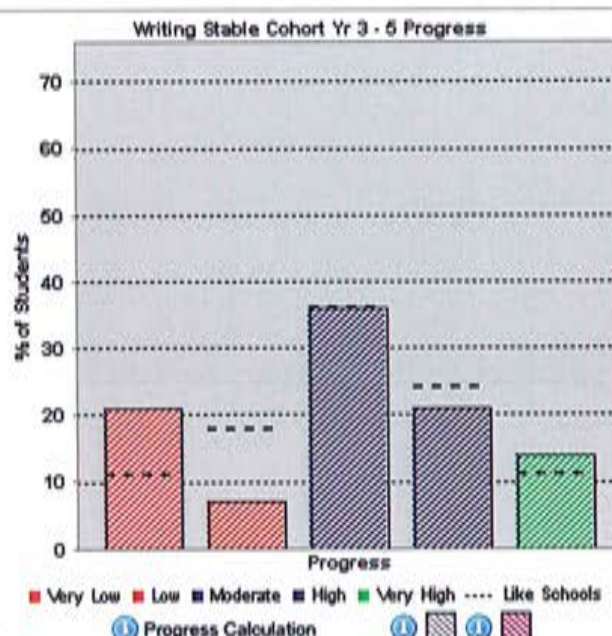
Reading

In Reading, we are aware that the percentage of students making moderate progress from On-Entry testing to Year 3 NAPLAN is very high. We aim to reduce this number and increase the percentage of students making high progress. Our results indicate that our Year 3-5 progress is of concern. The percentage of students making low progress is double that of like schools and we had no students making very high progress. These results will impact on our targets as we write our new Business Plan Targets 2018-2020. In 2018, we aim to refine our Guided Reading practices and increase our attention on comprehension strategies. We will continue with the R-Team reading strategy and try to target more students in need.



Writing

In Writing, our results indicate that we need to reduce the amount of students making very low progress so our results are more comparable to that of like schools. In 2018, we will be using the Talk4Writing program as a whole school approach to improve our results.



Trend Lines

Over the course of our Business Plan 2015-2017 our performance in Year 3 has continued to improve. Future Business Plan targets will involve maintaining this upward trend. Over the course of our Business Plan 2015-2017 our performance in Year 5 has been unstable and unpredictable. Future targets will involve stabilising and reversing the downward trend. We also aim to continue to close the gap between our school performance and that of like schools.

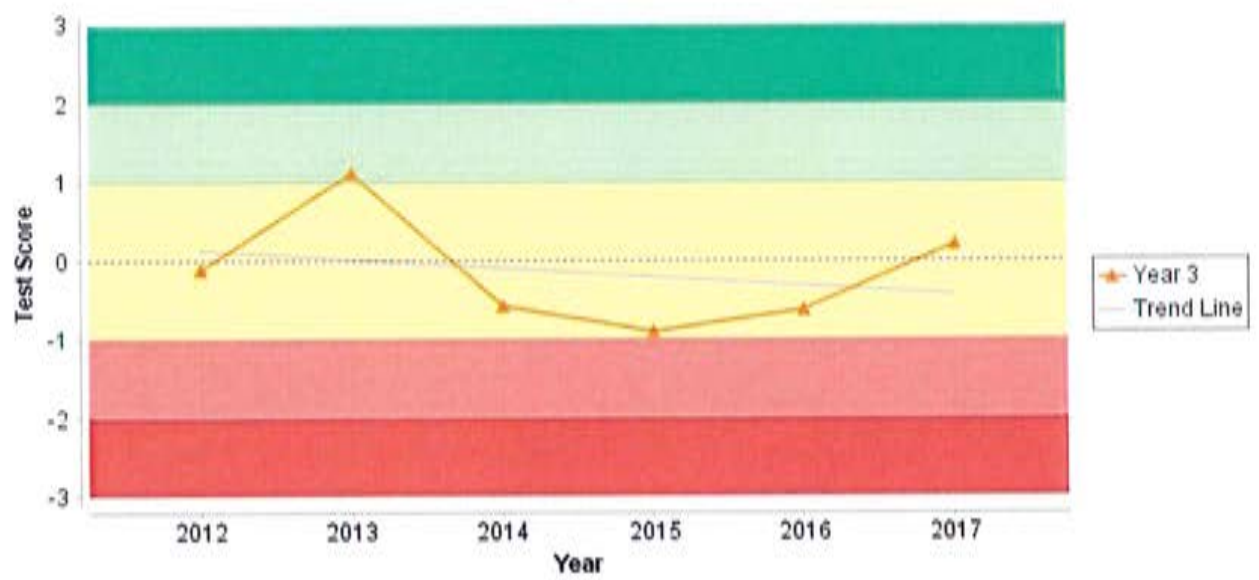
Reading Performance



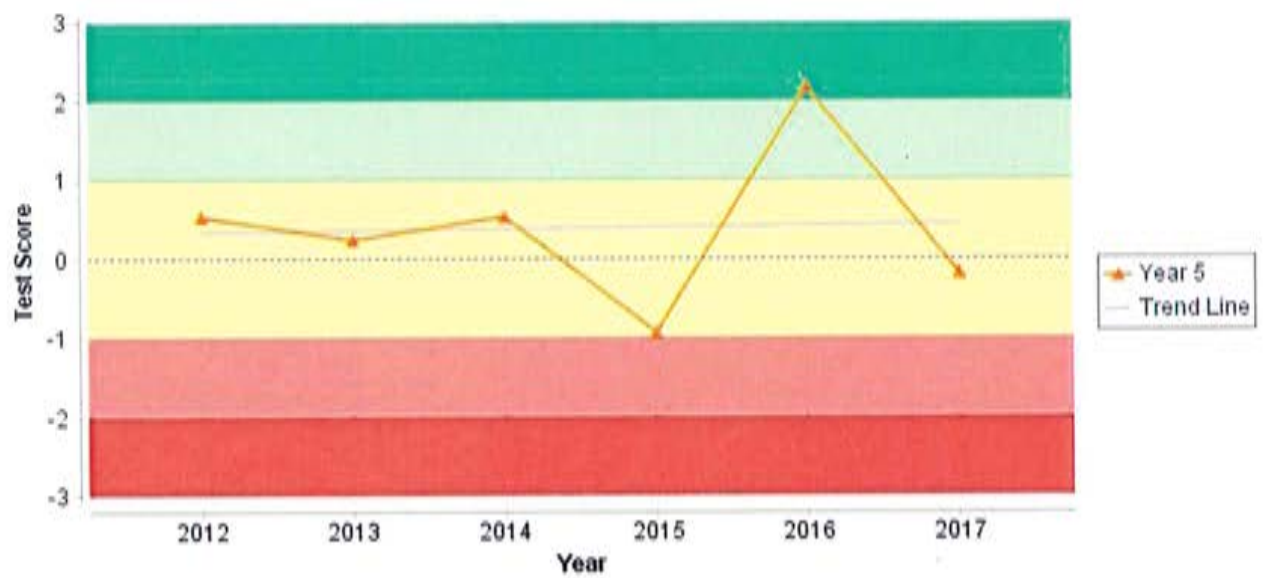
Reading Performance



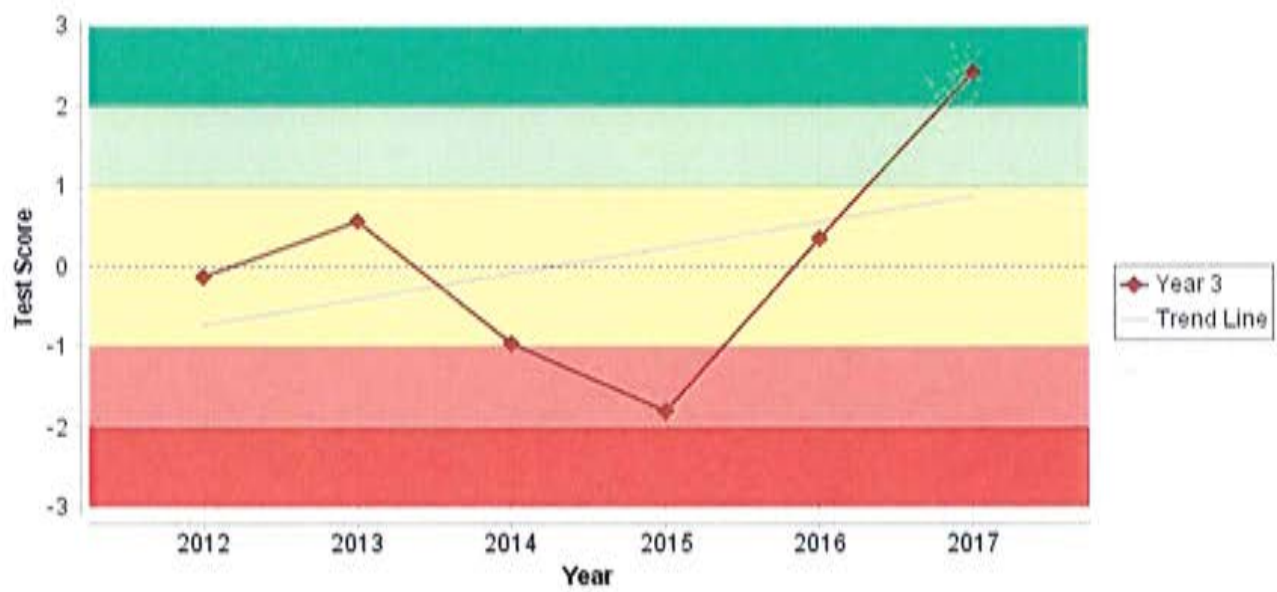
Writing Performance



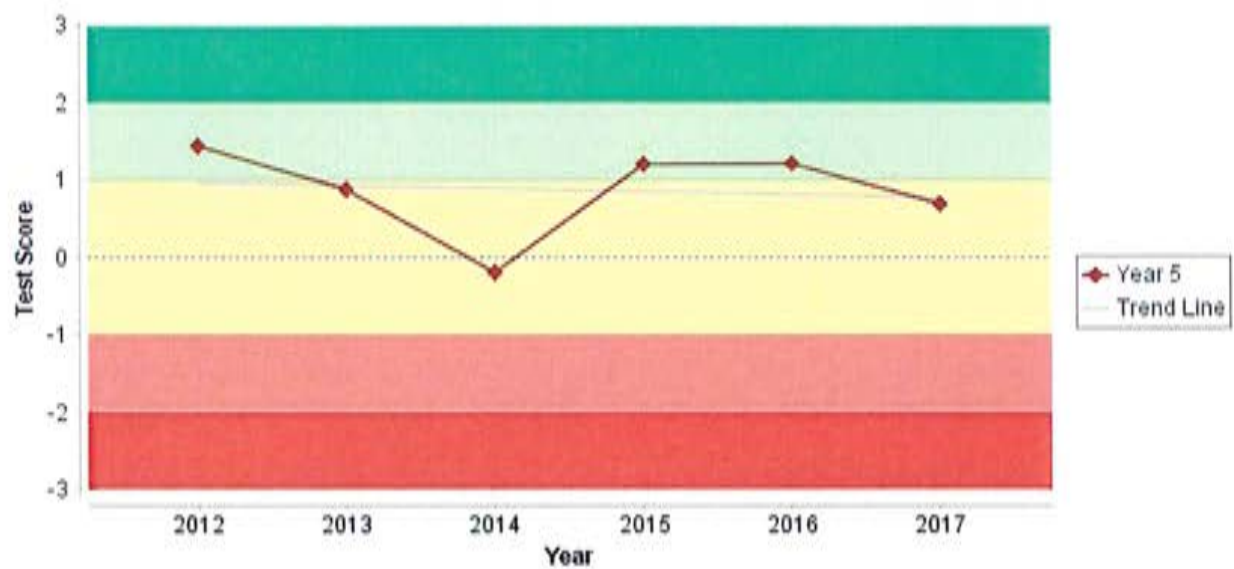
Writing Performance



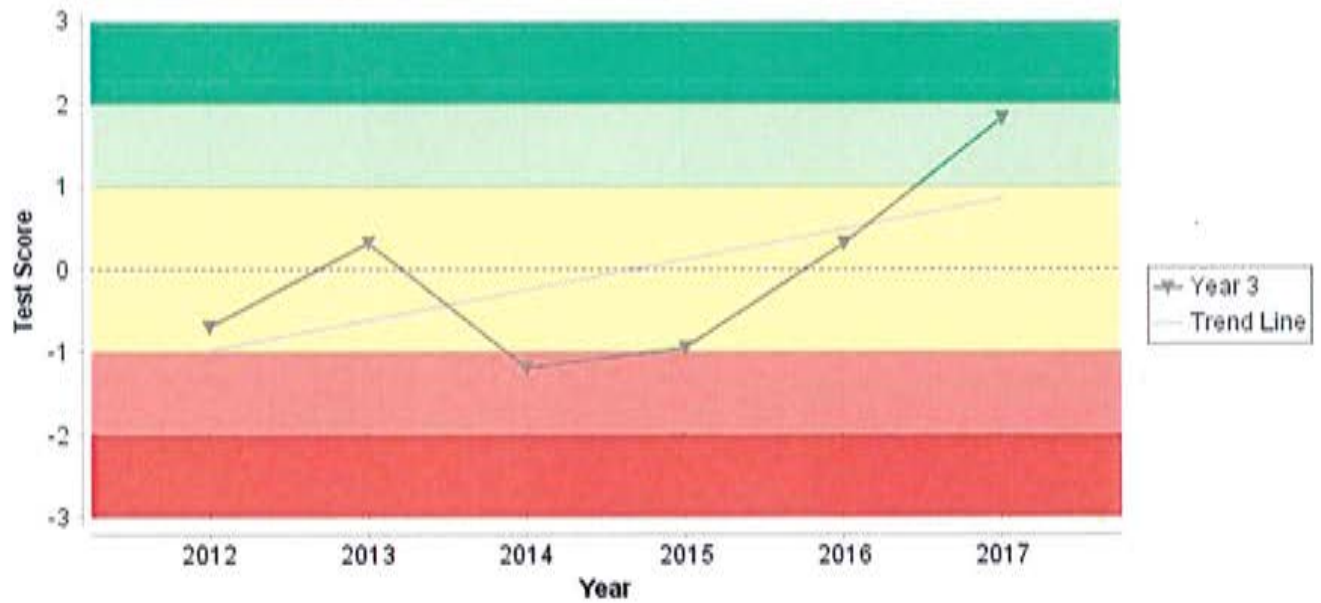
Spelling Performance



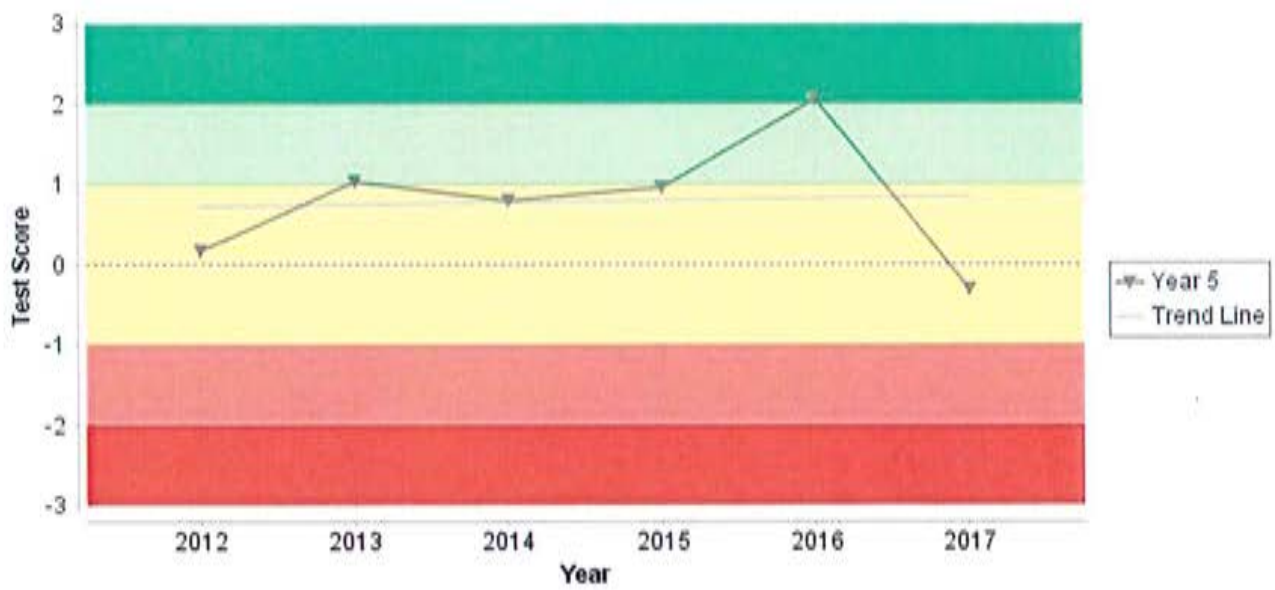
Spelling Performance



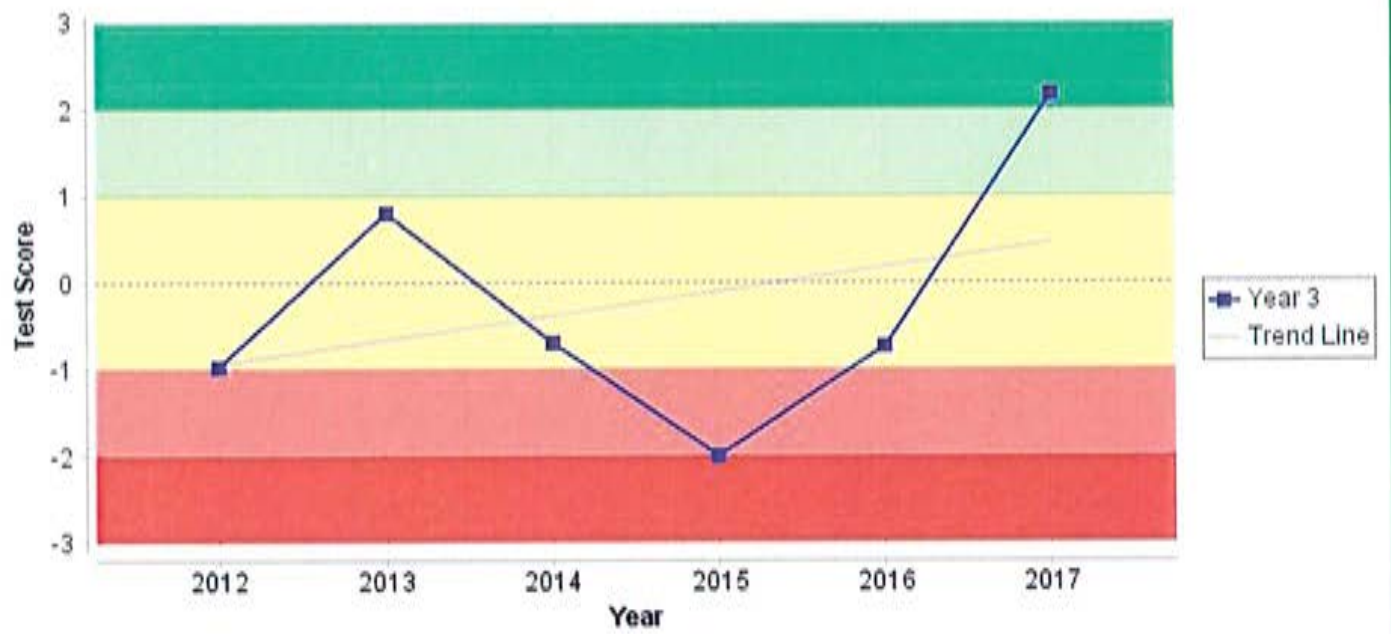
Grammar & Punctuation Performance



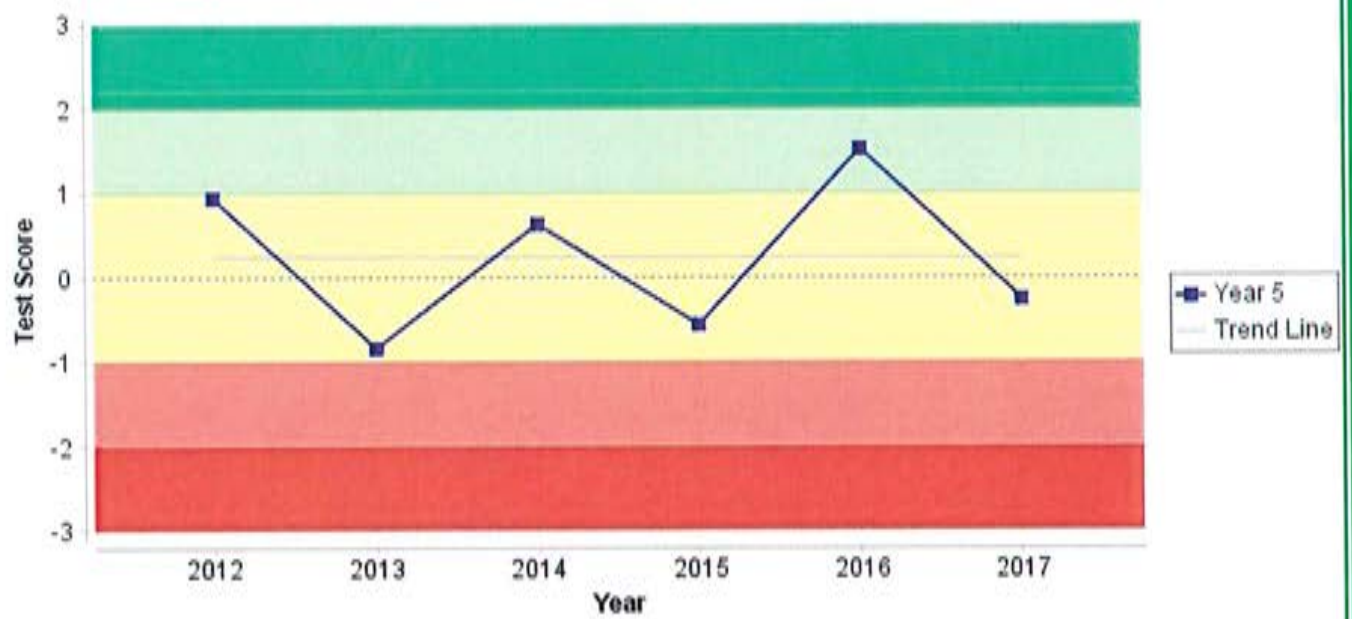
Grammar & Punctuation Performance



Numeracy Performance



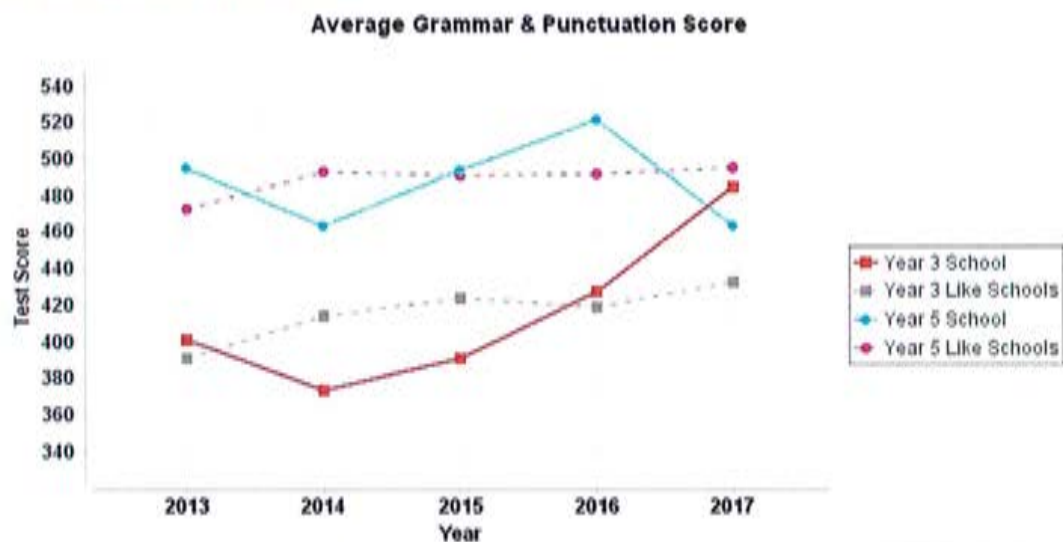
Numeracy Performance



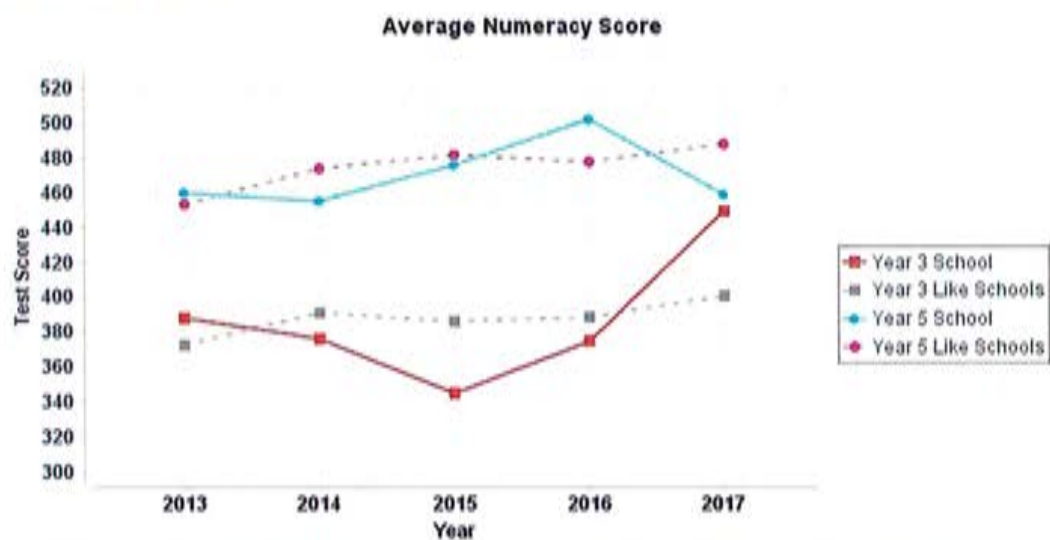
Average Reading Score



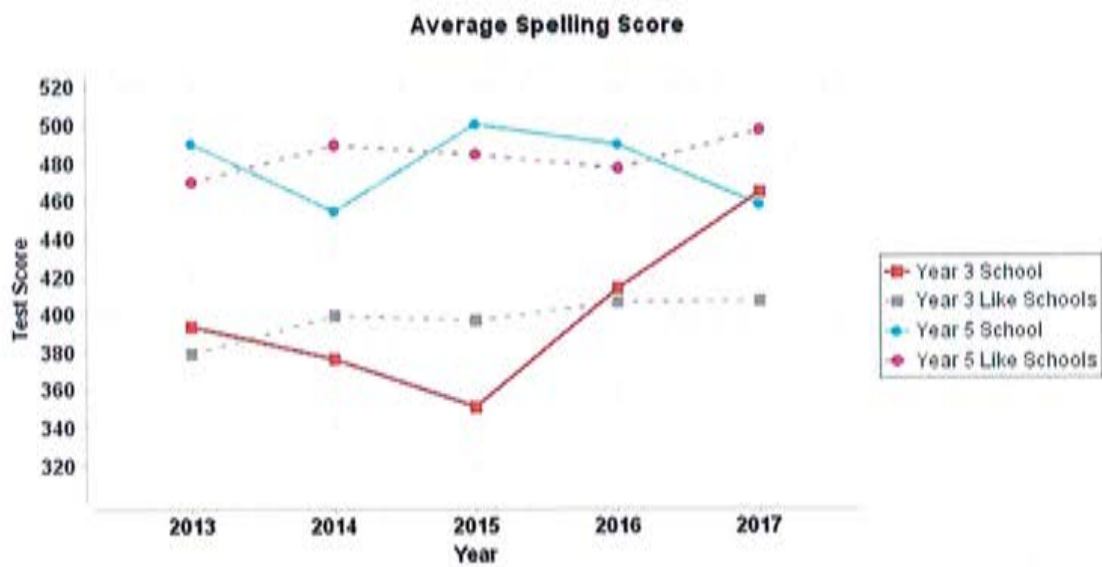
Average Grammar & Punctuation Score



Average Numeracy Score

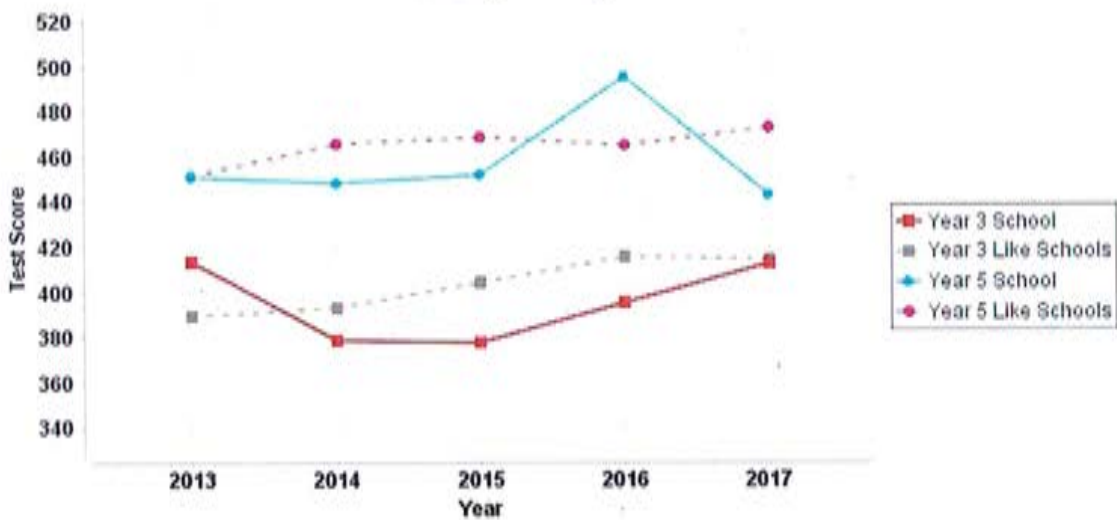


Average Spelling Score



11/11/2017 11:11:11 AM

Average Writing Score

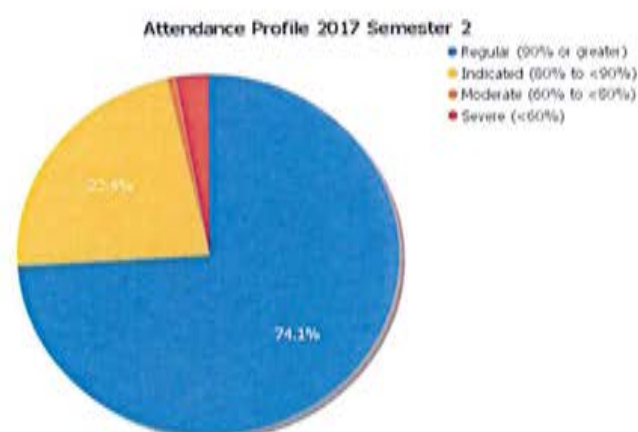


Attendance

While our overall regular attendance rate is above the state average and that of like schools, we remain ever vigilant in ensuring that all of our students are given a fair chance of an education by attending school on a regular basis. In 2017, we set targets that the percentage of students in the moderate risk category to reduce from 6.1% to <4%. Our results indicate that we nearly reached this target with 4.8% being the percentage of student in this category. During our three year Business Plan 2015-2017, it was hoped that we could reduce the percentage of students in the severe risk category to 0%. Due to family crisis, in 2017 this number rose to 3.4%. All students in the severe category have an Individual Attendance Plan. In 2018, we will continue to work with the families involved and assist them with helping their children attend school regularly. We set a target that the percentage of students in the indicated risk category would reduce to <15% by 2017. We achieved this target.

Student Type : All Students 

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	79.1%	16.5%	3.5%	0.7%
2016	79.4%	16.4%	2.0%	2.0%
2017	81.6%	10.2%	4.8%	3.4%
Like Schools 2017	80.8%	14.6%	3.9%	0.7%
WA Public Schools 2017	77.0%	15.0%	6.0%	2.0%

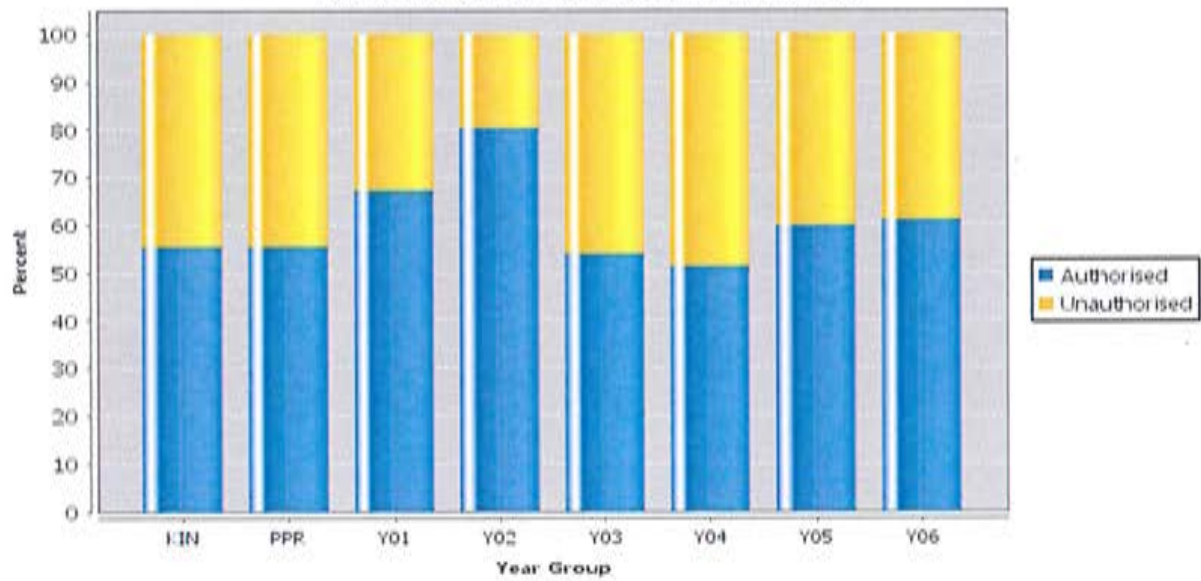


Attendance Overall

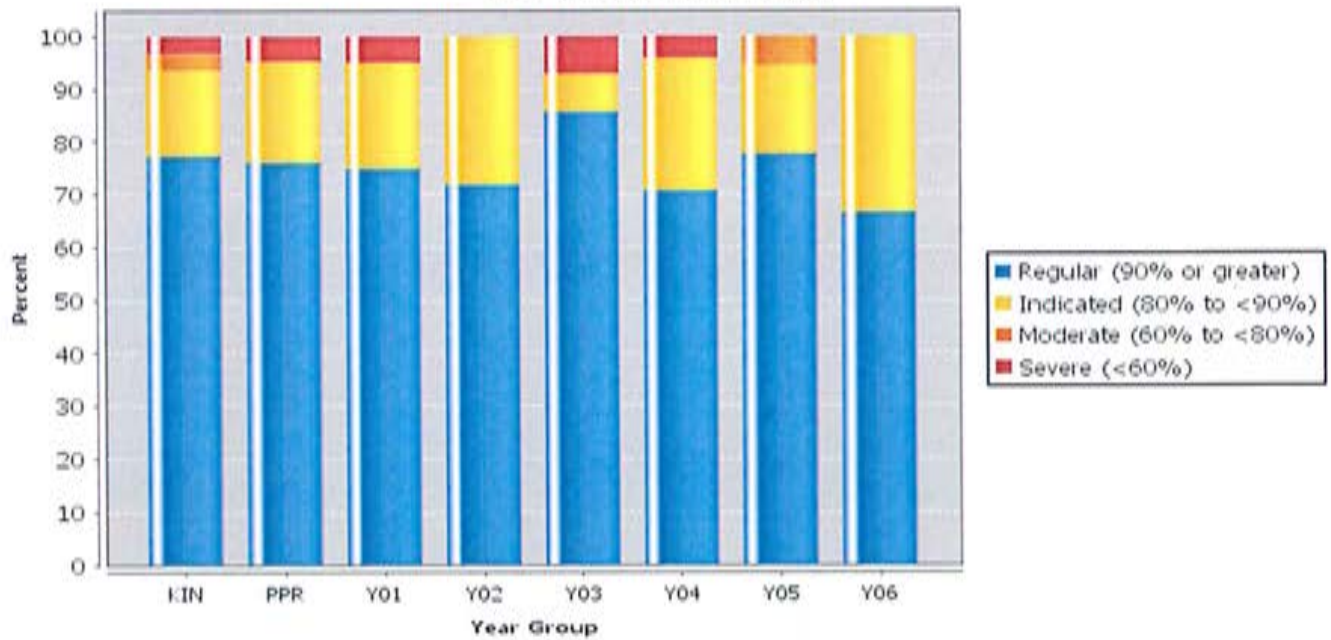
Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	94.0%	93.9%	93.8%	91.4%	85.2%	81.2%	93.9%	93.5%	92.7%
2016	94.6%	93.3%	93.7%	57.2%	85.5%	80.7%	93.8%	93.0%	92.6%
2017	93.0%	94.1%	93.8%	53.7%	89.7%	81.2%	92.5%	93.9%	92.7%

Authorised and Unauthorised Absences

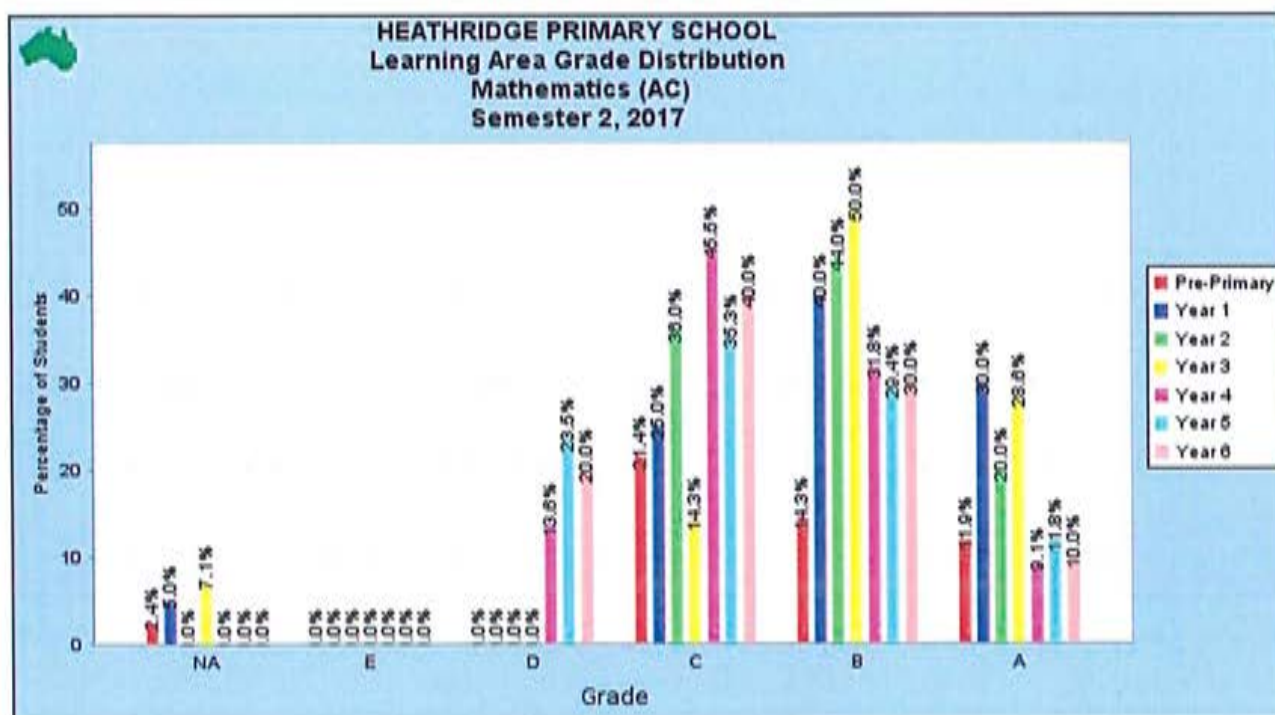
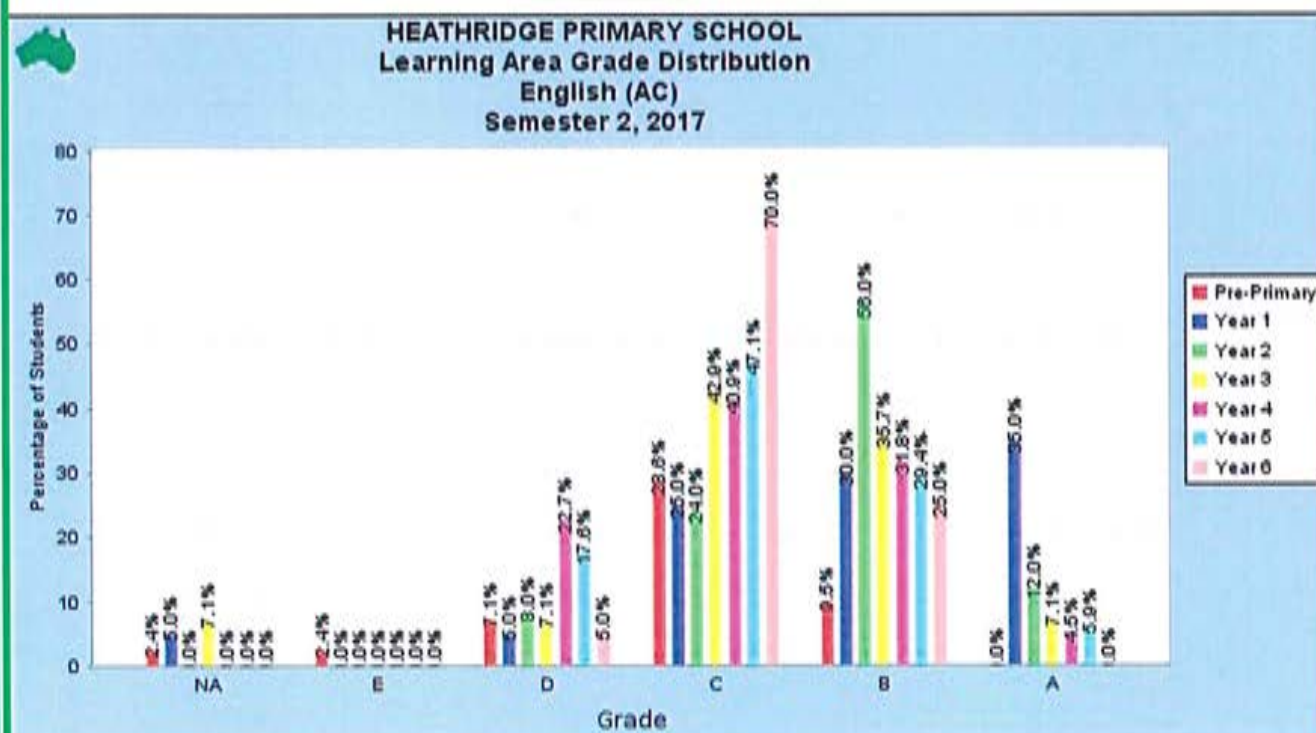


Year Group Breakdown

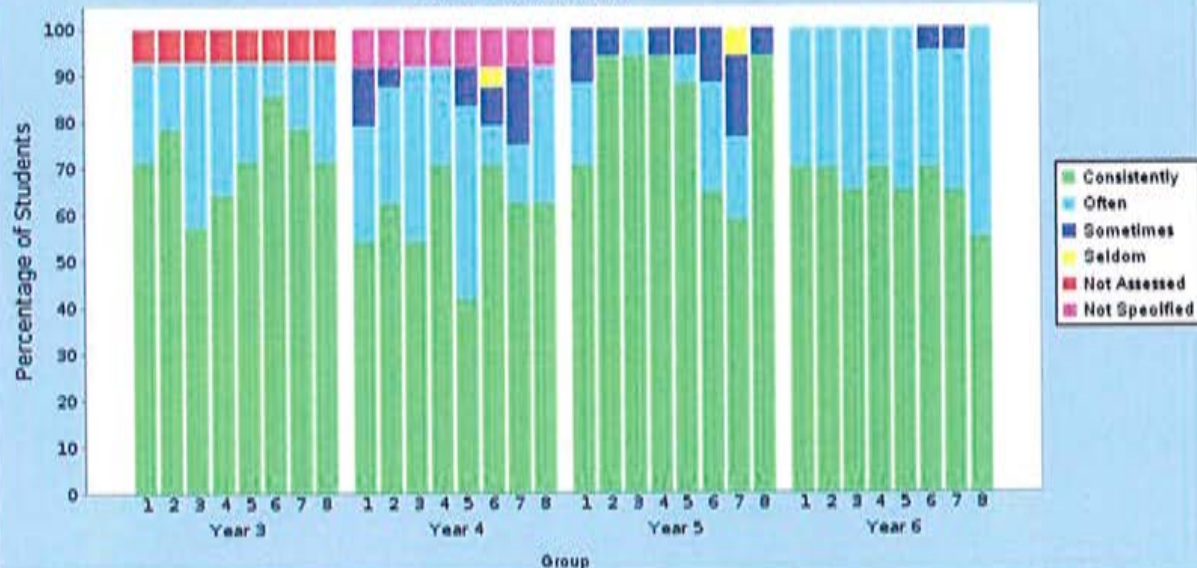


LEARNING AREA GRADES AND ABE DATA 2017

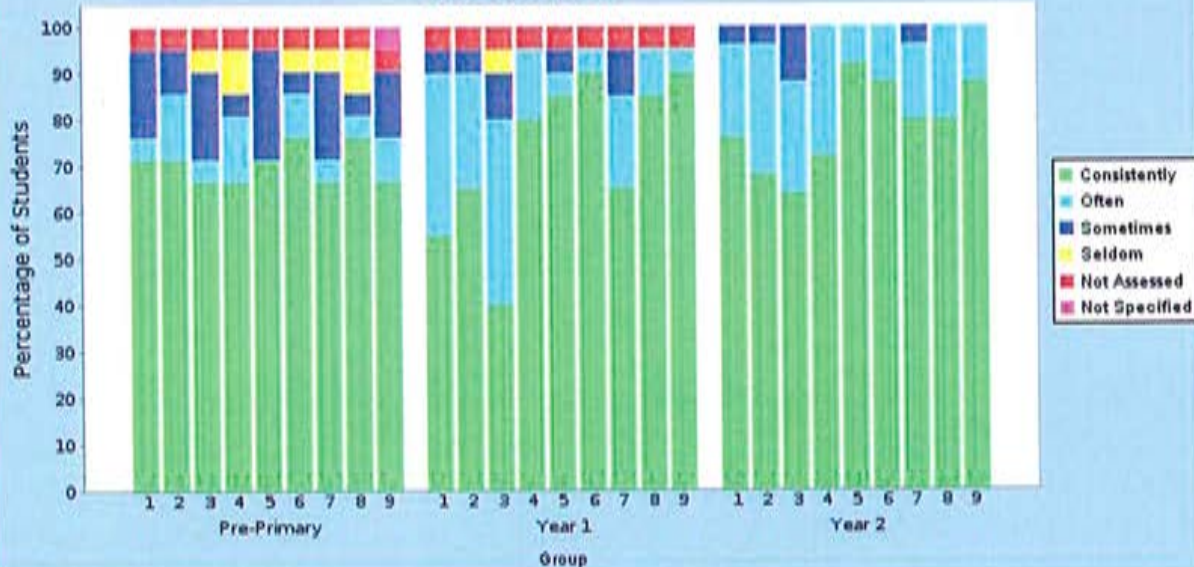
Ensuring that our grade allocations are consistent and comparable can be difficult in a single stream school. In 2017 efforts to moderate using Brightpath and attending cross school moderation meetings was a priority. Overall, our students demonstrate very positive attitude, behaviour and effort across all learning areas.



HEATHRIDGE PRIMARY SCHOOL Attitude, Behaviour and Effort Semester 2, 2017



HEATHRIDGE PRIMARY SCHOOL Attitude, Behaviour and Effort Semester 2, 2017



AREAS FOR IMPROVEMENT

- Enhance the involvement in the coming cycle with board members examining triangulated data from NAPLAN and other assessments.
- Provide opportunities for all staff to contribute when writing the Business Plan and Operational Plans.
- A focus on setting measurable though challenging targets, that are consistently measured and reviewed throughout the year.
- Implement evidence-based whole-school approaches and employing effective teaching strategies in classrooms such as Talk4Writing and Oxford Maths.
- Implement a whole school assessment schedule where data is used to plan for future teaching to improve student outcomes.

HIGHLIGHTS 2017

- Independent Public School review was completed in October 2017. This involved a vigorous process of self-reflection from staff members, leadership teams, community members and students.
- Heathridge PS completed their second year as a Teacher Development School. This involved classrooms showcasing their lessons to schools around the state and providing professional learning opportunities to teachers to cater for differentiation and special needs students in the mainstream classroom.
- Staff hosted *TeachMeet* professional development workshops to teaching staff across the state.
- Leadership opportunities were provided to aspiring staff members. One staff member achieved their Level 3 teaching status. Other staff members underwent multiple professional learning opportunities and graduate teachers were supported with graduate modules.
- Staff attended professional learning by Paul Swan & Paul Woodley 'Developing a Whole School Approach to Problem Solving and Word Problems'. This allowed all staff to implement a whole school approach using the RUCSAC (Read – Understand – Choose – Solve – Answer – Check) model.
- Community events such as KidsMatter breakfast was provided to students and families twice per term.
- 'Heathridge Has Talent' allowed students to audition and showcase talents at a whole school talent show.
- A digital learning portfolio was introduced to all classes. The app 'Seesaw' allows teachers and students to share learning outcomes and improve communication with parents.
- Heathridge hosted their first 'HPS Big Day In'. This community event involved farm yard animals, tabloid games, inflatable equipment and sport activities.
- Father's Friday was introduced to give fathers the opportunity to spend time with their children at lunch times.
- Our choir performed at the annual Spiers centre open day.
- Whole school events were held such as book week parade, Edu-Dance, Math-a-thon, Harmony Day, R U OK day, Science Week and the Art Exhibition.
- 'Harmony Hub' was introduced by the school chaplain. The school chaplain took over at the beginning of 2017 and continued to build trusting relationships with the whole school and wider community.
- 66 iPads were purchased which allowed all classes access to digital technology.
- Meraki was installed to allow apps to be downloaded and installed wirelessly. This again improved the ability for teachers to access current apps quickly and easily.
- Workload for IEP's and assessments was reduced for teachers by introducing Curriculum Adjustment Plans.
- Networking opportunities through the Joondalup Learning Community and Positive Partnerships were achieved.

- Welcomed 17 staff to the Specialised Learning Program for students with Autism Spectrum Disorder. Staff underwent intensive training including Applied Behaviour Analysis and prepared classrooms and programs for 2018.



PARTNERSHIPS

In 2017, HPS continued to establish links between staff, students, parents and the wider community. We were committed to building and maintaining the positive partnerships made with external organisations to assist us to meet the diverse needs, interests and talents of our students to ensure they achieve their full potential. Some key partnerships include Foodbank, Young Engineers, Department Child Protection & Family Services, Child and Adolescent Mental Health Service (CAMHS), Pathways, Positive Partnerships, YouthCARE Chaplaincy Program, Playful Learners, SSEN, ECU, and West Coast TAFE.

Through the partnership we have built with Foodbank, in 2017, we were able to offer free fruit each week, sandwiches for students without lunch and subsidise food for camps and school events. A huge benefit of our partnership with Foodbank is our ability to provide our KidsMatter Breakfasts twice a term. These are hugely popular with almost the whole school attending. Our KidsMatter Breakfasts provide students and their families with a healthy, quality breakfast and foster socialisation and well-being.

In 2017, HPS continued to be part of the YouthCARE Chaplaincy Program. This partnership forms a significant part of our dedication and commitment to pastoral care, values, student mental health and well-being. This year a new chaplain, Amanda Tilson, joined the school and we were fortunate to engage her services for two days a week. The new chaplain is providing support to students, their families and staff via a number of ways including one-on-one counselling, small group activities, role play, transition to high school, resilience activities and the introduction of the Harmony Hub where students can visit the library at lunch time every Wednesday to participate in fun and engaging activities. These have included paper aeroplane making competitions, board games, arts and crafts, reading, Lego building and origami making.

In 2017, the chaplain was instrumental in introducing activities to help students celebrate Harmony Week and celebrate R U OK? Day.

In 2017, Playful Learners continued to offer our community high quality daily before and after school care, holiday child care and a pre-kindergarten class three days per week. In 2017, the Principal worked in partnership with the Owner Manager, Angela Davey, to ensure that the students who attend the three-year-old program, select HPS as their school of choice for their formal schooling.

Our partnership with ECU and West Coast TAFE is helping to build a future workforce through our hosting of pre-service teachers and education assistants. Through their practicums at HPS these individuals are learning high quality approaches to teaching and learning in a supporting and caring environment.

HPS is part of the very active and strong JLC Principal Network consisting of 12 schools led by the network Principal Russell Hahn (Joondalup PS). The JLC Principals meet three times per term and share responsibility for providing quality professional learning for the teaching and non-teaching staff at our schools. Currently the JLC Network is working on a strategic plan and vision statement *"Collaborate effectively with other schools and agencies to promote an excellent education system where all young people can thrive."*

In 2017, HPS continued its partnership and service agreement with the West Coast Language Development Centre (WCLDC) where teachers at HPS completed a range of professional learning workshops in Spelling, Phonological Awareness, Comprehension, Grammar & Punctuation and Oral Language. Whole school assessments provided by WCLDC include RAT, Semantics, Blank Level Comprehension, Narrative and KAT. In 2017 the TDS coordinator participated in a key leadership course provided by the WCLDC to further assist HPS to improve student outcomes.

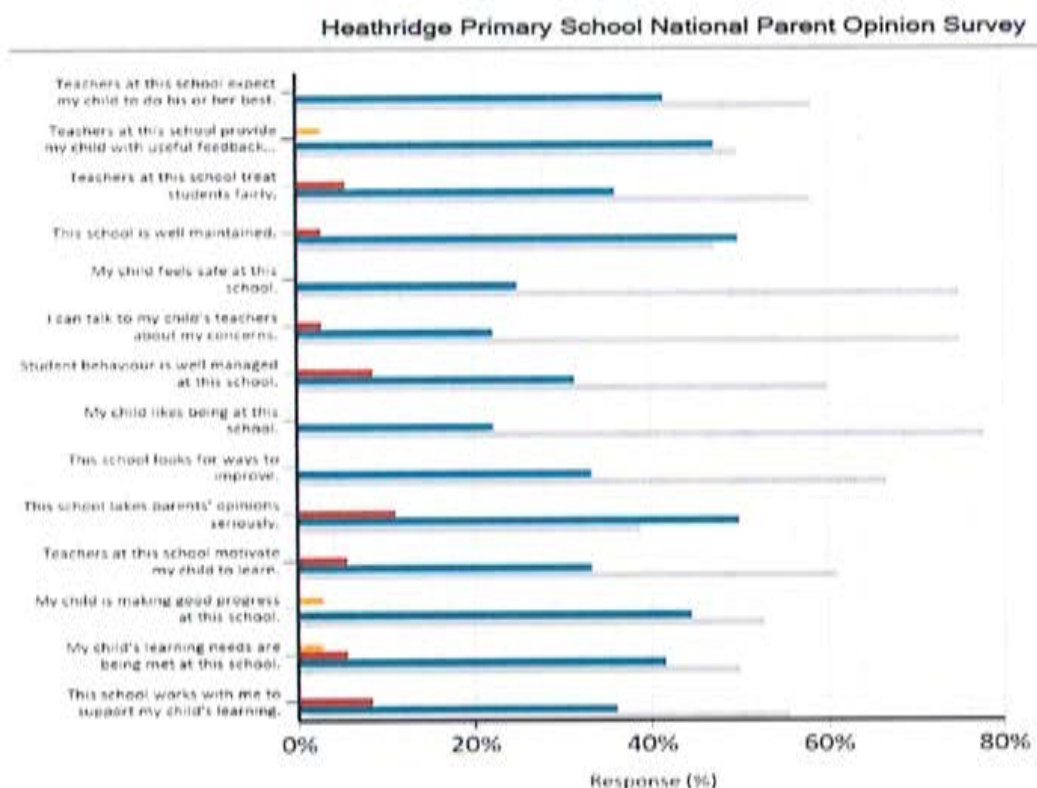


PARENT, STUDENT AND STAFF SATISFACTION

Every two years schools are required to survey the opinions of staff, students and parents. Below are the results of the 2016 survey. The next survey will be distributed in 2018 when we will compare our results to track progress.

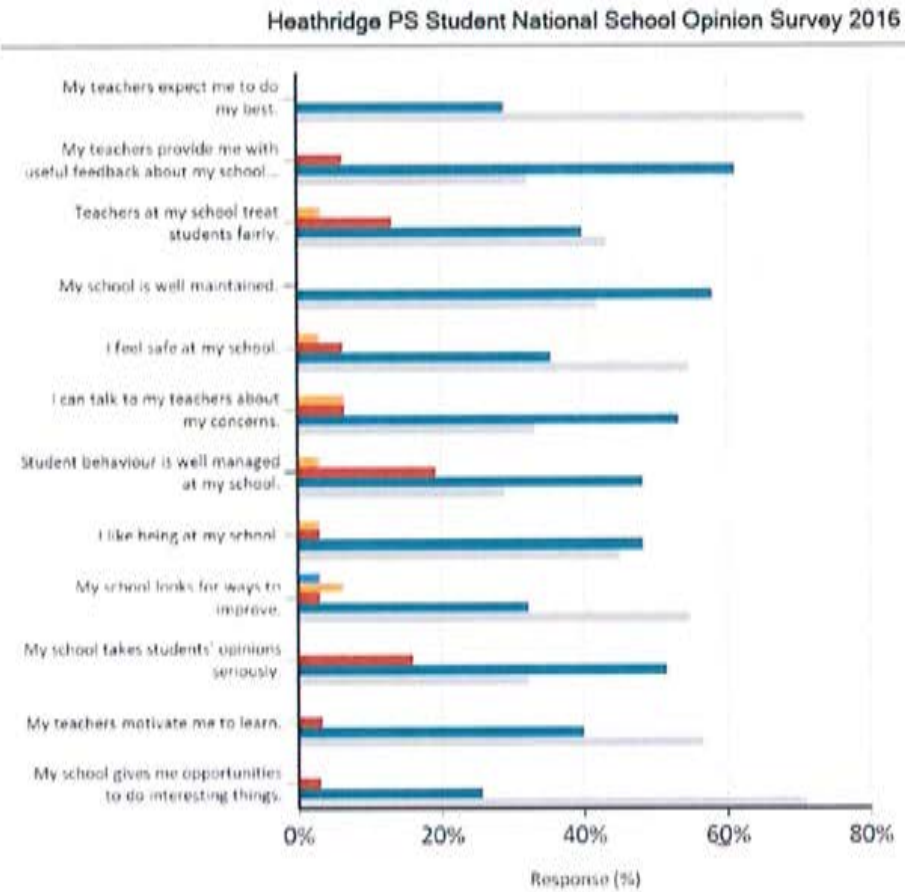
Overall 36 of our parents completed the survey and generally they were happy with the school and believed the school supported their child with their learning. It was positive to note that all parents felt their child was safe at this school. Areas they felt the school excelled in were promoting community spirit and a sense of belonging, the quality of the teachers and the way the teaching and learning programs catered to the needs of their children. Areas the parents felt the school needed to improve were fencing around the school, more stability in staff and parking. Most parents found it difficult to identify issues.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



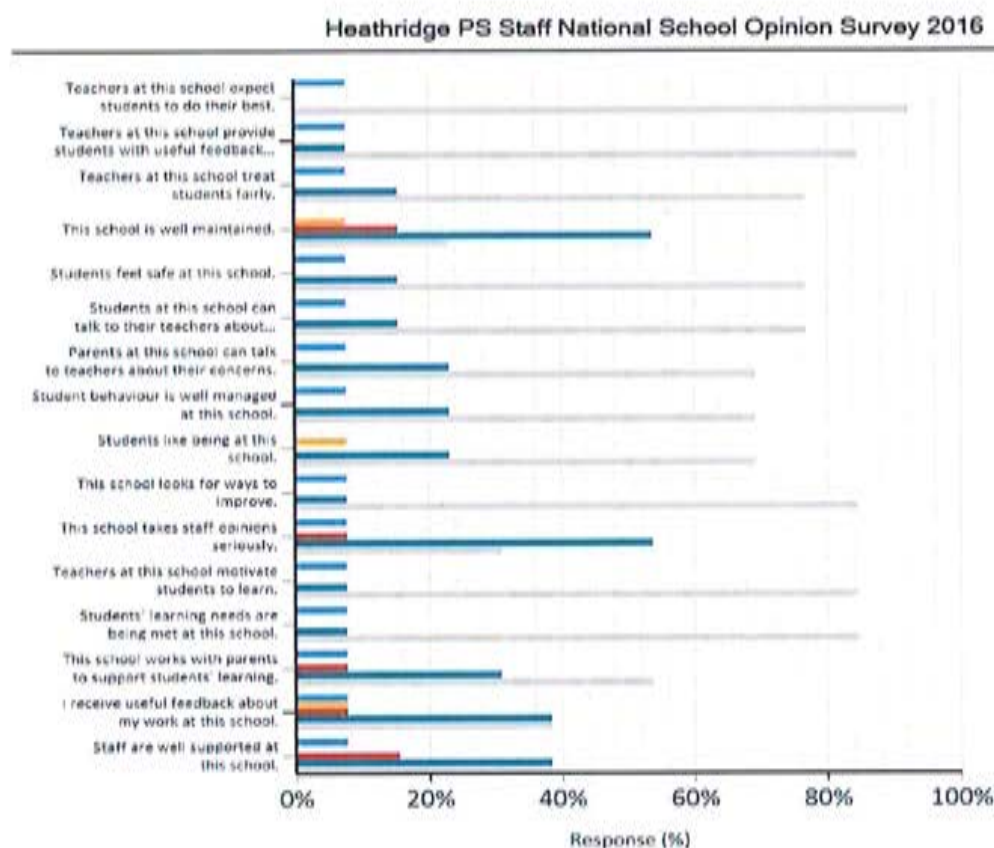
Overall, the 31 students who completed the survey reported that they felt happy at school. They all agreed that their teachers were “good” and cared for them. Most students felt like they belong at Heathridge PS. The students’ favourite part of school was camp, cross-country, Ripper Recess, their friends and teacher. Some things the students commented on that they did not like were senior tabloids and homework.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



Overall, the 13 staff who completed the survey were positive about how the school was meeting the learning needs of the students and motivated them to learn. Staff commented positively on the high level of pastoral care and collaboration at the school and the ways they differentiate their programs to meet the needs of their students. Areas that the staff felt needed improving included reducing the workload for teaches and giving more positive feedback and support to individuals.

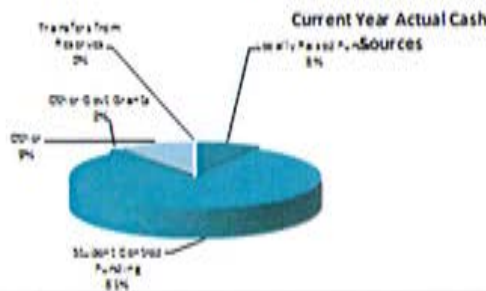
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



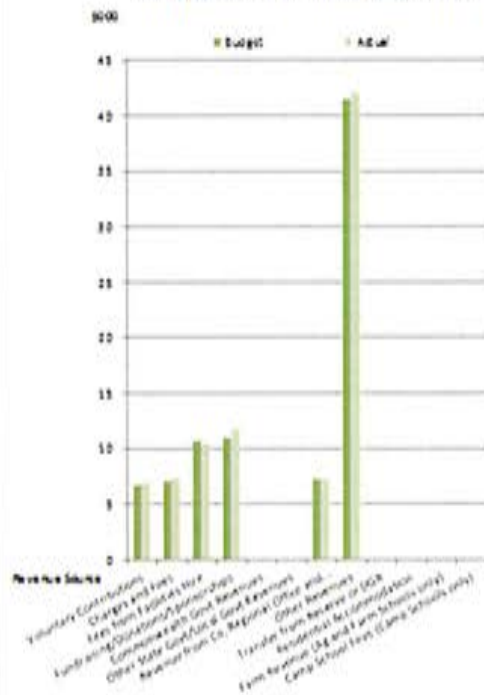
Financial 2017

Heathridge Primary School Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 7,750.00	\$ 7,750.00
2	Charges and Fees	\$ 7,341.00	\$ 7,351.70
3	Fees from Reg. Lessee	\$ 10,758.00	\$ 10,342.47
4	Funding from Donations/Sponsorships	\$ 10,860.00	\$ 11,309.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt Local Govt Revenues	\$ -	\$ -
7	Revenue from Co. Regional Office and Other Schools	\$ 7,274.00	\$ 7,274.00
8	Other Revenues	\$ 41,424.00	\$ 42,088.94
9	Residential Boarding Fees to CO (Ag & College only)	\$ -	\$ -
10	Residential Boarding Fees to CO (Ag & College only)	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp School only)	\$ -	\$ -
Total Locally Raised Funds		\$ 84,341.00	\$ 86,171.14
Opening Balance		\$ 204,294.00	\$ 194,291.58
Student Centred Funding		\$ 156,372.00	\$ 156,372.00
Total Cash Funds Available		\$ 445,307.00	\$ 447,434.72
Total Salary Allocation		\$ 2,342,181.00	\$ 2,342,181.00
Total Funds Available		\$ 3,003,990.00	\$ 3,000,220.12

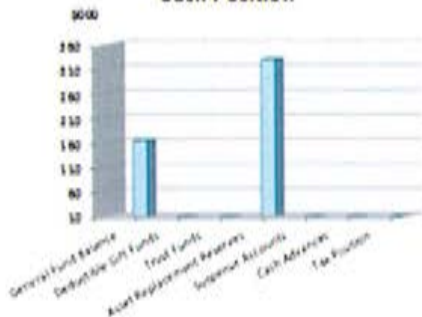


Locally Generated Revenue - Budget vs Actual

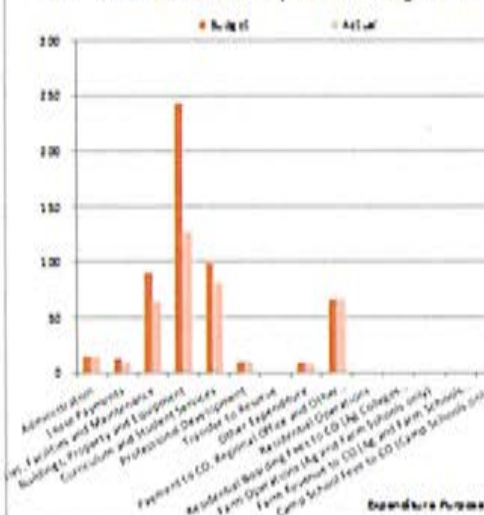


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 18,100.00	\$ 18,089.91
2	Salaries and Wages	\$ 1,500.00	\$ 1,499.99
3	Utilities, Rates and Insurance	\$ 90,500.00	\$ 90,347.10
4	Building Repairs and Equipment	\$ 241,589.00	\$ 227,304.88
5	Commonwealth Government Services	\$ 13,544.00	\$ 13,544.00
6	Professional Development	\$ 10,341.00	\$ 9,921.81
7	Marketing Expense	\$ -	\$ -
8	Other Expenditure	\$ 8,818.00	\$ 8,818.00
9	Payment to Co. Regional Office and Other Schools	\$ 66,213.00	\$ 66,193.00
10	Residential Boarding Fees to CO (Ag & College only)	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag & College only)	\$ -	\$ -
12	Farm Expenditure (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp School only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 649,307.00	\$ 635,131.69
Total Forecast Salary Expenditure		\$ 2,342,309.00	\$ 2,342,309.00
Total Expenditure		\$ 2,991,616.00	\$ 2,977,440.69
Cash Budget Variance		\$ -	\$ -

Cash Position



Goods and Services Expenditure - Budget vs Actual





Cash Position at 31 Dec		
Bank Balance	\$	404,046.59
Overhead	\$	-
General Fund Balance	\$	180,000.00
Debt Service Fund	\$	120,000.00
Asset Replacement Reserve	\$	120,000.00
Reserve Accounts	\$	120,000.00
Cash Advances	\$	120,000.00
Tax Exemption	\$	120,000.00
Total Bank Balance		\$ 404,046.59



"Fly High – See Far"

This 2017 Annual Report is endorsed by the Heathridge Primary School Board.

School Board Chair: Brad Williams	
Principal: Denise Jeffs	
Date:	12 April 2018