



“Fly High – See Far”

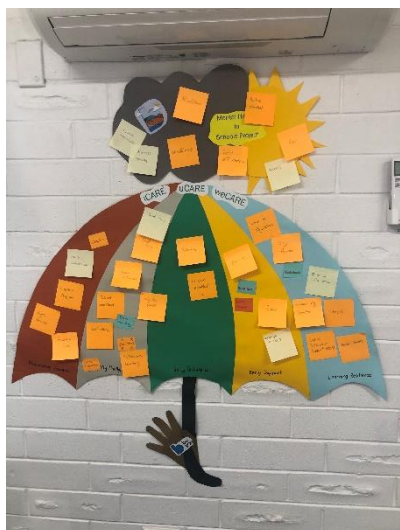
Heathridge Primary School

Annual Report 2019



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 2019 Annual Report which outlines key information about Heathridge Primary School's activities and performance over 2019. 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 1011 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, Germany 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**.

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 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 and Word Aware. Curriculum delivery is based on DoE initiatives and supported by significant resources both human and physical. Our classrooms offer challenging, fun, flexible and engaging programs which cater for all aspects of our students' academic, social, emotional and physical needs. Our students are developing 21st century skills and capabilities of communication, collaboration, creativity and critical thinking via access to iPads, coding equipment and computers. Our classrooms offer flexible seating and a variety of active learning opportunities so our students flourish.



We offer 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. We offer before school extra-curricular activities including fitness clubs, running club and film crew clubs. We have community volunteers and parents that form part of our R-Team Program that is designed to support students with their reading fluency and comprehension. We encourage our families to actively engage with their child's learning through our Family Friday initiative.



In 2019, 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 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 for food days. Due to high family support of these events, this has resulted in various projects being completed and supported across the school.

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 21st century skills and capabilities with teachers supporting students to be active citizens who are environmentally responsible. We expect a commitment from all staff to engage in ongoing professional learning to ensure high quality learning programs.

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

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

OUR TARGETS 2018-2020

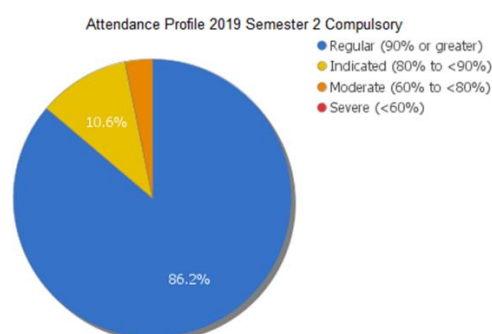
AREA	TARGETS	STRATEGIES	MONITORING
WRITING	<ul style="list-style-type: none"> Reduce the percentage of students in the bottom 20% in Year 5 NAPLAN currently 29% to that of like schools and all WA schools Maintain the upward trend in Year 3 NAPLAN to keep performance at or above expected levels 	<ul style="list-style-type: none"> Talk 4 Writing (T4W) Target students achieving in the middle bands to move them to higher achievement Words Their Way (WTW) Letters and Sounds 	<ul style="list-style-type: none"> Brightpath NAPLAN South Australian Spelling Test T4W Hot/ Cold tasks WTW Assessments Letters & Sounds Assessments
READING	<ul style="list-style-type: none"> Reduce the number of students achieving in the bottom 20% in Year 5 currently 47% Maintain the upward trend of Year 3 performance in closing the gap in comparison to that of like schools Reduce the number of students making low progress and low achievement from Year 3- Year 5 NAPLAN 	<ul style="list-style-type: none"> Literacy Block Oxford Home Readers PM Readers Guided Reading Bloom's Taxonomy Blank Level questions 	<ul style="list-style-type: none"> Oxford Running Record PAT-R Waddington Reading Assessment KAT RAT NAPLAN
NUMERACY	<ul style="list-style-type: none"> Increase the percentage of students making high progress and high achievement from Year 3- Year 5 currently 0% Reverse the downward trend of Year 5 NAPLAN to close the gap in comparison to like schools and WA schools 	<ul style="list-style-type: none"> Oxford Maths Numeracy Block RUCSAC Paul Swan Planners, games First Steps 	<ul style="list-style-type: none"> PAT-M One Minute Basic Facts Assessment Oxford Maths assessments NAPLAN Counting principles On-Entry
ATTENDANCE	<ul style="list-style-type: none"> Reverse the downward trend and achieve an overall attendance rate of like schools or above Decrease the percentage of students in the severe category 	<ul style="list-style-type: none"> IAPs KidsMatter Breakfasts Mindful Mondays Values Assemblies Chaplaincy Program CPFS Big Day In Attendance Policy Class/ whole school rewards 	<ul style="list-style-type: none"> Integr8 SAR

2019 Performance Against Targets

ATTENDANCE

The diagram and tables confirm that we have reached our targets. Through the implementation of flexible seating, highly motivating and engaging programs, increased access to ICT, before school programs and the work we have done with individual students and their families has been successful and directly reflected in our increased attendance rates and reduction in the severe category. We have been particularly successful in increasing the attendance of our Aboriginal families. The percentage in the 'indicated' category is being affected by students attending therapy during school hours, students taking time off to visit family or travel overseas, and students with ongoing medical concerns. Additionally, we have to take into consideration the small number of students in the school as a whole for a few can affect the results.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	81.6%	10.2%	4.8%	3.4%
2018	76.9%	16.7%	4.5%	1.9%
2019	82.0%	14.9%	2.5%	0.6%
Like Schools 2019	73.8%	19.8%	5.2%	1.2%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

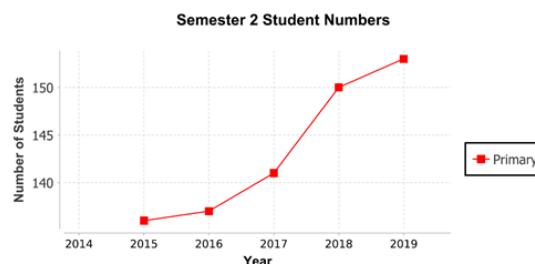
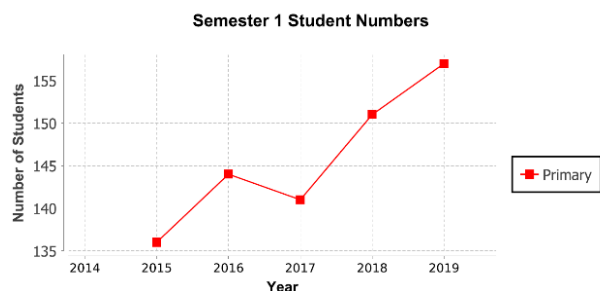


Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93%	94.1%	93.8%	53.7%	89.7%	81.2%	92.5%	93.9%	92.7%
2018	93.8%	93.4%	93.7%	68.1%	86.7%	80.8%	93.5%	93%	92.6%
2019	94%	92.7%	92.7%	90.7%	82.7%	79.5%	94%	92.3%	91.6%



STUDENT NUMBERS –ENROLMENT TRENDS



The charts clearly show that the introduction of the SLP had a significant impact on student numbers. The enrolment of 25 additional students into the school saw a spike in enrolments in 2018. This upward trend continued in 2019 as more children entered the program and the students who exited the program remained at Heathridge Primary School. We also saw an increased number of cross-boundary applications from families with children with ASD who sought our expertise and outstanding reputation for being inclusive especially in the area of ASD.

Student Numbers (as at 2019 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(9)	19	26	21	24	27	12	24	162
Part Time	17								

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

	Kin	PPR	Pri	Sec	Total
Male	12	16	74		102
Female	5	3	60		68
Total	17	19	134		170

	Kin	PPR	Pri	Sec	Total
Aboriginal			1		1
Non-Aboriginal	17	19	133		169
Total	17	19	134		170



NAPLAN 2019

Our overall NAPLAN data shows that our results are in both Year 3 and Year 5, above the WA State Mean and the Australian State Mean in all areas apart from Year 3 Spelling. This is pleasing to see and indicates that we have achieved and surpassed the targets in our Business Plan 2018-2020.

Mean Scores; Australian v Western Australian v Heathridge PS

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

Year 3 Percentage of Students AT/ BELOW /ABOVE

National Minimum Standard HPS v Like Schools

Year 3	Australian Mean	WA State Mean	School Mean	Year 5	Australian Mean	WA State Mean	School Mean
Reading	432	427	440	Reading	506	504	530
Writing	423	420	435	Writing	474	471	499
Spelling	419	412	405	Spelling	501	500	523
Grammar & Punctuation	440	435	445	Grammar & Punctuation	499	498	517
Numeracy	408	405	415	Numeracy	496	492	540

	Below Minimum Standard		At Minimum Standard		Above Minimum Standard	
Year 3	HPS	Like Schools	HPS	Like Schools	HPS	Like Schools
Reading	0%	3%	0%	10%	100%	88%
Writing	0%	5%	5%	5%	95%	94%
Spelling	14%	4%	5%	8%	82%	87%
Grammar & Punctuation	0%	4%	5%	8%	96%	88%
Numeracy	5%	3%	0%	8%	95%	87%



Year 5 Percentage of Students AT/ BELOW /ABOVE

National Minimum Standard HPS v Like Schools

	Below Minimum Standard		At Minimum Standard		Above Minimum Standard	
Year 5	HPS	Like schools	HPS	Like schools	HPS	Like schools
Reading	9%	15%	55%	63%	36%	22%
Writing	0%	14%	70%	70%	30%	16%
Spelling	17%	16%	58%	64%	17%	20%
Grammar & Punctuation	0%	6%	0%	12%	100%	83%
Numeracy	0%	3%	0%	19%	100%	87%

Performance against Targets 2019

We are pleased that we have achieved our targets in all areas. We are conscious that the low progress of our Year 3-5 in Reading and Numeracy is being affected as the cohort tested only consisted of nine students. However, we will monitor this more closely in 2020. We are pleased that overall our students are achieving high results.

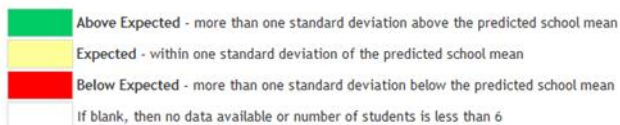
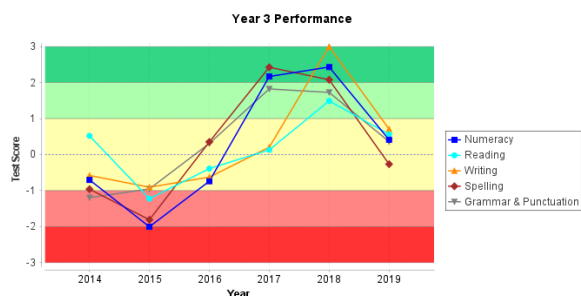
Reading	Achieved	Actual	Variance
Reduce the number of students achieving in the bottom 20% in Year 5 currently 47%.		18%	Reduced by 29%
Maintain the upward trend of Year 3 performance in closing the gap in comparison to that of like schools.		100%	All students Above
Reduce the number of students making low progress and low achievement from Year 3-Year 5 NAPLAN.		All made high achievement	Low progress
Writing			
Reduce the percentage of students in the bottom 20% in Year 5 NAPLAN currently 29% to that of like schools and all WA schools.		0%	No students below

Maintain the upward trend in Year 3 NAPLAN to keep performance at or above expected levels.		Trend line continues to go upwards.	Slight down turn between 2018 cohort.
Numeracy			
Increase the percentage of students making high progress and high achievement from Year 3-Year 5 currently 0%.		High achievement	Lower progress
Reverse the downward trend of Year 5 NAPLAN to close the gap in comparison to like schools and WA schools		Trend upwards	Performed better than like schools.

Comparative Performance and Trends

We have continued to achieve expected levels in all areas in Year 3 and Year 5 apart from Year 5 Spelling. Additionally, we achieve above expected levels in Year 5 Numeracy and Writing. Based on these results we will introduce a whole-school approach to Spelling in 2020 being Diana Rigg for the Early Years and Spelling Mastery for Years 3-6. We will continue with the whole school approaches to Maths via Oxford Maths and ensure that T4W is embedded into our learning programs from Kindy upwards. Our continued focus on refining practice in reading should also see improved results in 2020.

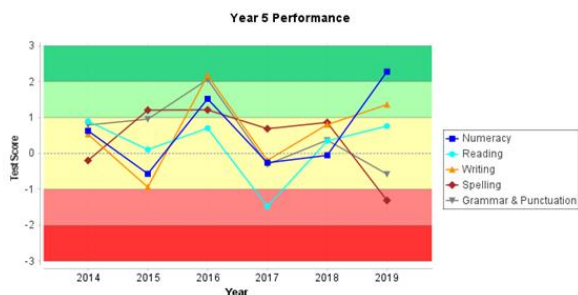
Year 3 Performance



Comparative Performance for Year 3

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	-0.7	-2.0	-0.7	2.2	2.4	0.4	22	17	20	15	21	19
Reading	0.5	-1.2	-0.4	0.1	1.5	0.6	22	17	20	15	21	21
Writing	-0.6	-0.9	-0.6	0.2	3.2	0.7	22	17	20	14	20	19
Spelling	-1.0	-1.8	0.4	2.4	2.1	-0.3	22	17	20	14	21	22
Grammar & Punctuation	-1.2	-0.9	0.3	1.8	1.7	0.4	22	17	20	14	21	22

Year 5 Performance



Comparative Performance for Year 5

Year 5	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.6	-0.6	1.5	-0.3	-0.1	2.3	13	14	22	17	23	12
Reading	0.9	0.1	0.7	-1.5	0.3	0.8	13	14	21	17	23	11
Writing	0.5	-0.9	2.2	-0.2	0.8	1.4	13	13	22	17	23	10
Spelling	-0.2	1.2	1.2	0.7	0.9	-1.3	13	14	22	17	23	12
Grammar & Punctuation	0.8	1.0	2.1	-0.3	0.4	-0.6	13	14	22	17	23	12

Literacy

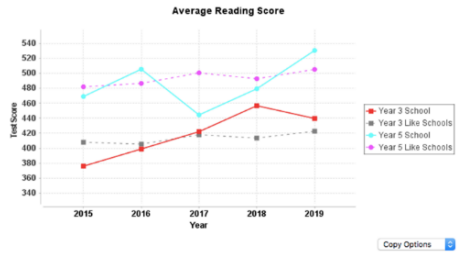
Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	14%	18%	13%
7	530 - 581					17%	19%	45%	24%
6	478 - 529	33%	22%	24%	25%	26%	24%	18%	29%
5	426 - 477	33%	26%	24%	25%	35%	20%	9%	21%
4	374 - 425	14%	21%	33%	22%	13%	16%	9%	9%
3	322 - 373	19%	14%	19%	16%	4%	8%	0%	4%
2	270 - 321	0%	10%	0%	10%				
1	Up to 269	0%	6%	0%	3%				

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

Average Reading Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	376	408	469	482
2016	399	406	505	487
2017	422	418	444	501
2018	457	414	479	493
2019	440	423	530	505

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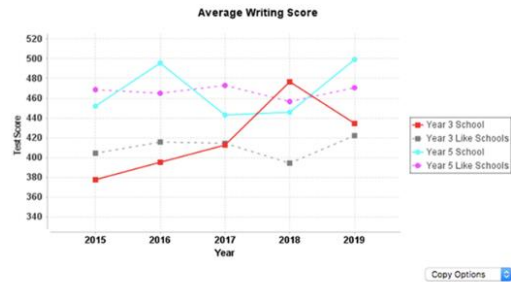
Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	3%	10%	3%
7	530 - 581					0%	9%	20%	12%
6	478 - 529	45%	8%	26%	16%	35%	22%	20%	31%
5	426 - 477	35%	31%	32%	38%	30%	39%	50%	34%
4	374 - 425	15%	25%	21%	30%	26%	15%	0%	13%
3	322 - 373	5%	20%	16%	10%	9%	11%	0%	7%
2	270 - 321	0%	10%	5%	5%				
1	Up to 269	0%	6%	0%	2%				

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

Average Writing Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	378	404	452	469
2016	395	416	496	465
2017	413	415	443	473
2018	477	394	446	457
2019	435	422	499	471

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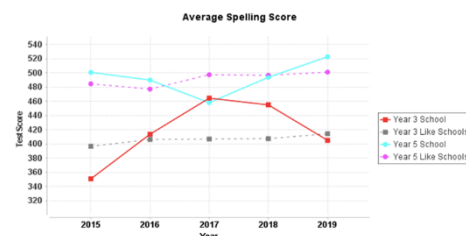


Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					13%	10%	25%	11%
7	530 - 581					22%	22%	25%	24%
6	478 - 529	43%	21%	18%	23%	35%	31%	17%	32%
5	426 - 477	33%	24%	23%	23%	4%	19%	25%	21%
4	374 - 425	10%	21%	27%	23%	22%	12%	8%	8%
3	322 - 373	14%	16%	14%	18%	4%	5%	0%	4%
2	270 - 321	0%	10%	5%	8%				
1	Up to 269	0%	8%	14%	4%				

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

Average Spelling Score



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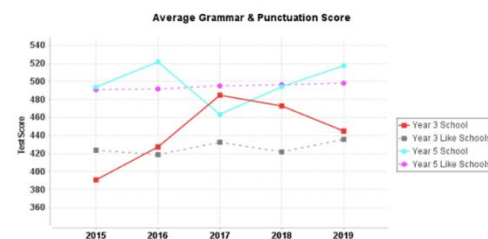
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	351	397	501	485
2016	414	406	490	477
2017	465	407	458	497
2018	455	408	494	497
2019	405	415	523	501

Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					9%	15%	17%	15%
7	530 - 581					26%	17%	25%	23%
6	478 - 529	52%	30%	23%	30%	30%	30%	33%	22%
5	426 - 477	14%	15%	41%	25%	17%	18%	25%	23%
4	374 - 425	24%	23%	23%	19%	17%	14%	0%	12%
3	322 - 373	10%	15%	9%	14%	0%	6%	0%	6%
2	270 - 321	0%	12%	5%	8%				
1	Up to 269	0%	4%	0%	4%				

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

Average Grammar & Punctuation Score



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Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	391	424	494	491
2016	427	419	522	492
2017	485	433	463	495
2018	473	422	494	496
2019	445	436	518	498

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NUMERACY

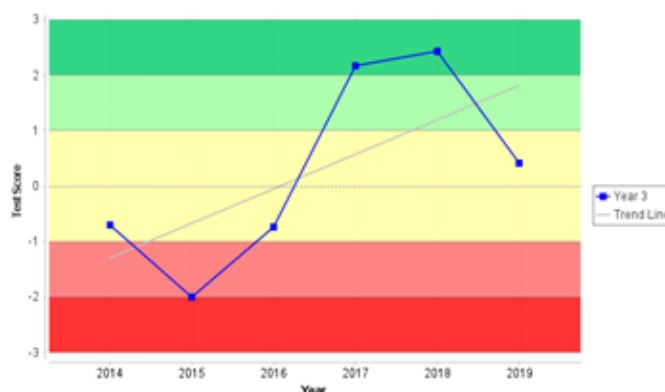
Despite the graph for Year 3 appearing to show a downward turn in results, overall the trend line is on the rise.

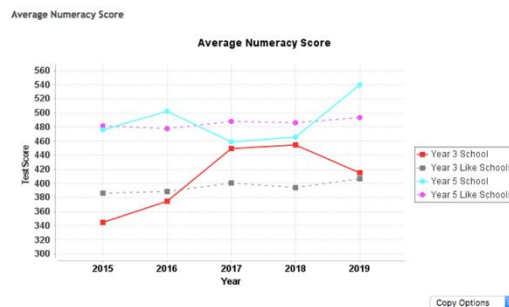
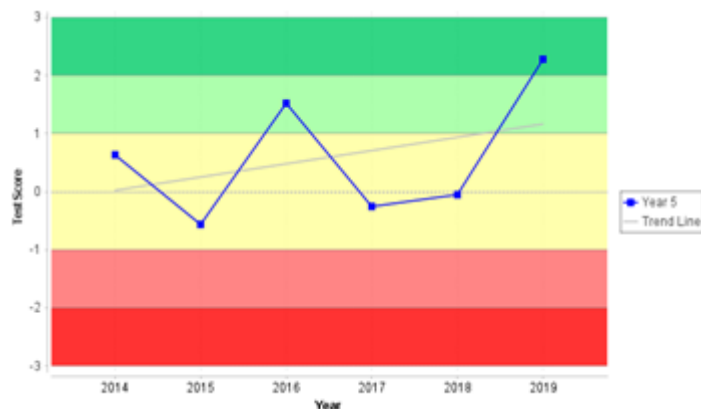
The Year 5 results show an improvement in performance and a trend line that is moving upwards.

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	8%	33%	8%
7	530 - 581					22%	17%	0%	16%
6	478 - 529	24%	10%	16%	14%	17%	26%	42%	36%
5	426 - 477	43%	24%	32%	24%	22%	32%	25%	27%
4	374 - 425	29%	30%	21%	31%	26%	15%	0%	10%
3	322 - 373	5%	21%	26%	19%	9%	2%	0%	3%
2	270 - 321	0%	13%	0%	8%				
1	Up to 269	0%	3%	5%	3%				

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





Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	345	386	476	482
2016	375	389	502	478
2017	450	401	459	488
2018	455	394	466	486
2019	415	407	540	494

Specialised Learning Program for Students with Autism Spectrum Disorder 2019 Overview

The Specialised Learning Program (SLP) for students with Autism Spectrum Disorder at HPS was operating for its second 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-1



In Room 7 we had eight children in a combined class of Kindergarten, Pre-Primary and Year 1 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 Pre-Primary and Year 1 transitioned into some mainstream classes.



Room 5 – Years 2-3

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, and provide 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, and attended some mainstream integration with support.



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 three 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! We even had 11 students reach exit criteria and leave the program to re-enter into fulltime mainstream schooling!

Thanks to the wonderful education assistant, Ms Rieusset, our Play Facilitation program was revamped which encouraged our neuro-typical students to use their 'super friend' powers to be super buddies! Junior students in the SLP paired up with mainstream peers to develop their play skills. Children wore capes and masks and practiced social skills during structured activities at lunch times. Neuro-typical children increased their awareness of ASD during facilitated play, as well as during events such as *Light it up Blue* where we raised funds for the Autism Association of Western Australia.



With the successful implementation of Zones of Regulation in the SLP in 2018, a program targeting self-regulation, we extended the program into mainstream classes in 2019. All classes followed a 10-week program geared towards helping students gain skills in consciously regulating their actions, which in turn lead to increased control and problem solving abilities.

With a growing waitlist, news of the SLP's success is spreading! Families may have heard about our wonderful school, including the SLP, when radio station 98five broadcasted live from HPS. The SLP Coordinator, Principal, School Chaplain and a Year 5 student were interviewed. The SLP Coordinator, Charmaine Dimanuel, shared some SLP accomplishments such as students successfully attending whole school events such as the Colour Run, the Big Day In, carnivals, Book Week, assemblies and Heathridge Has Talent!





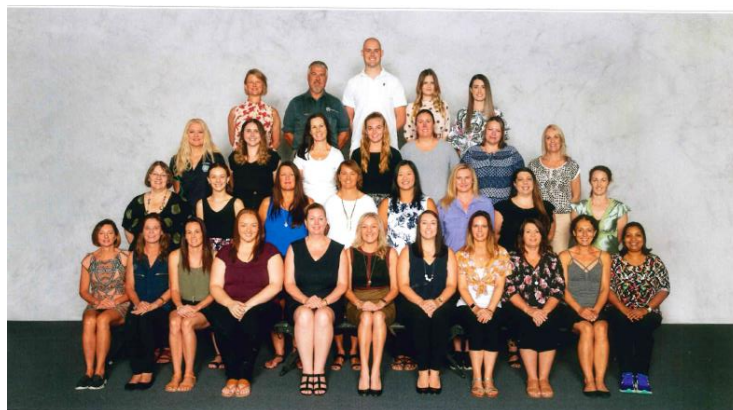
Being in our second year of operation, staff's expertise and skills continued to grow. We were lucky to have the opportunity to share this expertise with educators from across the state. A number of teachers and education assistants from other schools spent time learning from our experienced staff and visiting our wonderful homerooms throughout the year. In addition, we offered support to Alkimos PS, Cooloongup PS and North Mandurah PS who commenced the SLP in 2019. We continue to network with the eight primary schools across the state who offer the SLP to assist each other in catering for the unique needs of our students. We can't wait to see what 2020 brings with 10 new students joining the SLP.

STAFFING PROFILE

For a small school, with approximately 180 students, we have a high number of staff. This is due to the SLP where three teachers, eight FTE Education Assistants and a Level 3 Administrator / Program Coordinator are employed to oversee the 25 students with ASD. Additionally, with part time Education Assistants making up this FTE and the high proportion of students we have with ASD in the mainstream who attract Education Assistant resourcing, the proportion of non-teaching staff to teaching staff is approximately 2:1.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Program Coordinators	1	1.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	13	11.2	0
Total Teaching Staff	13	11.2	0
School Support Staff			
Clerical / Administrative	1	1.0	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	22	15.1	0
Total School Support Staff	24	17.1	0
Total	40	31.3	0



All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

SCHOOL BOARD

Our School Board members for 2019 were:

Principal: Denise Jeffs

School Board Chairperson: Brad Williams

Community representative: Emily Hamilton MLA Joondalup

Parent Representatives: Justine Valance, Sharyn Kay, Thaysa Araujo Ramos and Mandi Crozier

Staff Representatives: Charmaine Dimanuel, Maria Ward, Anna Redknap and Brooke Marrs

Over the course of 2019, the School Board continued to have input into driving the direction of the school, overseeing the upgrade to our undercover area, reflected on our student performance data and contributed to our Good Standing Policy. At the end of 2019, our Board Chairperson, Brad Williams, resigned. We wished him well and thanked him for his contributions in 2018 and 2019. In 2020 we will hold procedures to elect a new board chair and invite new parent representatives to the board for the last year of this current cycle.

HIGHLIGHTS 2019

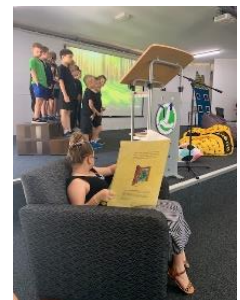
WELCOME BBQ

It was great to start the year with our Welcome BBQ that was catered by our wonderful P&C. It is always lovely meeting new families and chatting with our existing families at this annual event.



LANGUAGES

This year we continued to learn French from Year 3 upwards. We celebrated Bastille Day and everyone loved our annual French Assembly.



OPEN NIGHT AND BOOK WEEK

During Literacy Week, we held our book parade during the day and then students returned in the evening with their families for our Open Night and Book Fair. This event always proves to be a great way to meet families and raise funds to buy books for our library.



HARMONY DAY

At this year's Harmony Day, we celebrated the rich and diverse heritage of our students, staff and families. Students rotated through activities that represented different countries including a llama from South America, Aboriginal painting, Scottish Highland Games and making Japanese bento boxes.



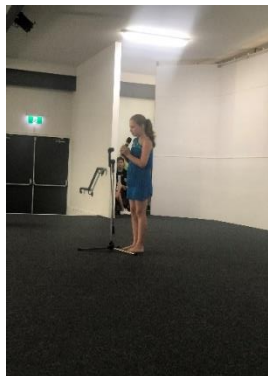
ATHLETICS CARNIVAL

Our Athletics Carnival was another great day with Challenger (blue) winning for the first time in five years!



HEATHRDIGE HAS TALENT

We held our bi-annual Heathridge Has Talent and were entertained with art, songs, karate, comedy and the playing of the violin to name a few of the acts.



EDU-DANCE CONCERT

Our students participated in Edu-Dance during Term 3 where they learnt some great moves and presented their final dances to a huge crowd at the concert.



OUTDOOR CLASSROOM DAY

This year we took part in the National Outdoor Classroom Day where all classes spent some or all of the day learning outside.



RIPPER RECESS

Our annual Ripper Recess proved be a huge success with nearly \$1000 being raised to go towards subsidising the end of year celebration. The stalls run by the students were a lot of fun!



RU OK DAY

As a part of our commitment to mental health and well-being, we held another day raising awareness of the need to ask people if they are OK; with the help of our chaplain and mental-health coordinator.



NAIDOC DAY

As a part of our commitment to the Aboriginal Culture Standards Framework, we created a display for our front office during our NAIDOC activities. Every child's hand print is included to demonstrate reconciliation and unity.



TREE PLANTING

Thanks to Emily Hamilton MLA, we received two trees to plant as part of National Tree Day. We cannot wait for the mulberries and lemons to grow. This is another example of raising awareness about sustainability with our students.



SCHOOL CAPTAINS

This year's captains, Shae, Brody, Zach and Mia worked very hard to represent the school at events and work as a team to represent their fellow students. We all enjoyed a lovely lunch at Parliament House with Emily Hamilton MLA and found question time very interesting. We are very lucky to have our name mentioned in parliament so they will be forever recorded in the Hansard.



COLOUR EXPLOSION

2019 saw the P&C hosting their inaugural Colour Explosion Fundraiser. The event was a huge success with a lot of money raised and lots of colour exploding over the students as they ran around the oval.



GRADUATION

We were very proud of our Year 6 students this year. Their graduation was both a celebration and an emotional event as we said goodbye to them. Many of the students had been at our school since Kindy!



CHAPLAINCY PROGRAM

SONSHINE FM 98.5

Our chaplain, Mrs Tilson, worked hard all year to provide assistance to staff and students across the school. She continued to host Harmony Hub on a Wednesday and work with our Year 6 students with their transition to high school. This year, we were privileged to have 98.5fm come out and interview us about our chaplaincy program and our SLP. We all enjoyed our 5 minutes of fame!!

CHRISTMAS ANGELS

Mrs Tilson also organised residents from a nearby retirement home to visit so some of the students could present them with Christmas angels and some yummy food. Our students also sang Christmas carols. It was a wonderful experience for all involved.



CHRISTMAS CONCERT

We held another wonderful Christmas Concert and Book Award Ceremony. It wouldn't be a concert without a surprise performance by staff!



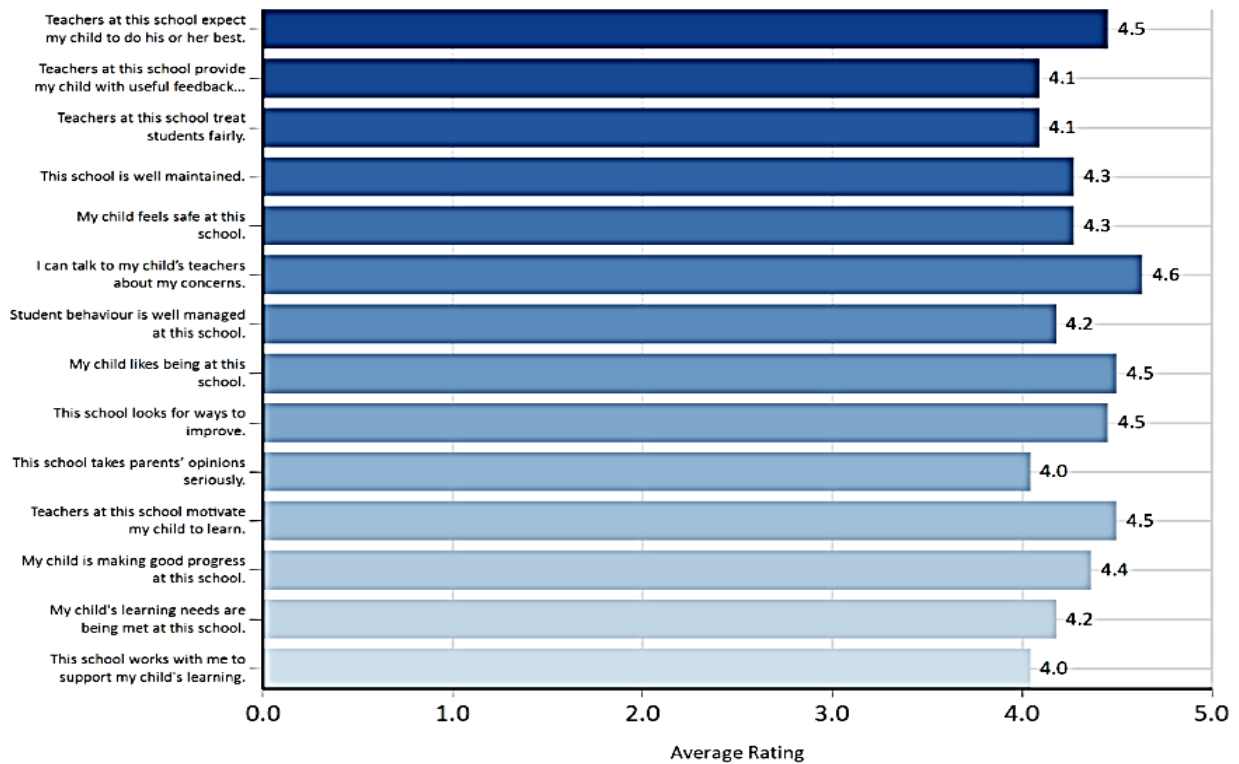
BIG DAY IN

We ended the year on a high with our Big Day In! Despite the rain and cooler weather, the students loved all of the water slides. The silent disco was another huge favourite. We cannot wait to see what we plan for 2020!

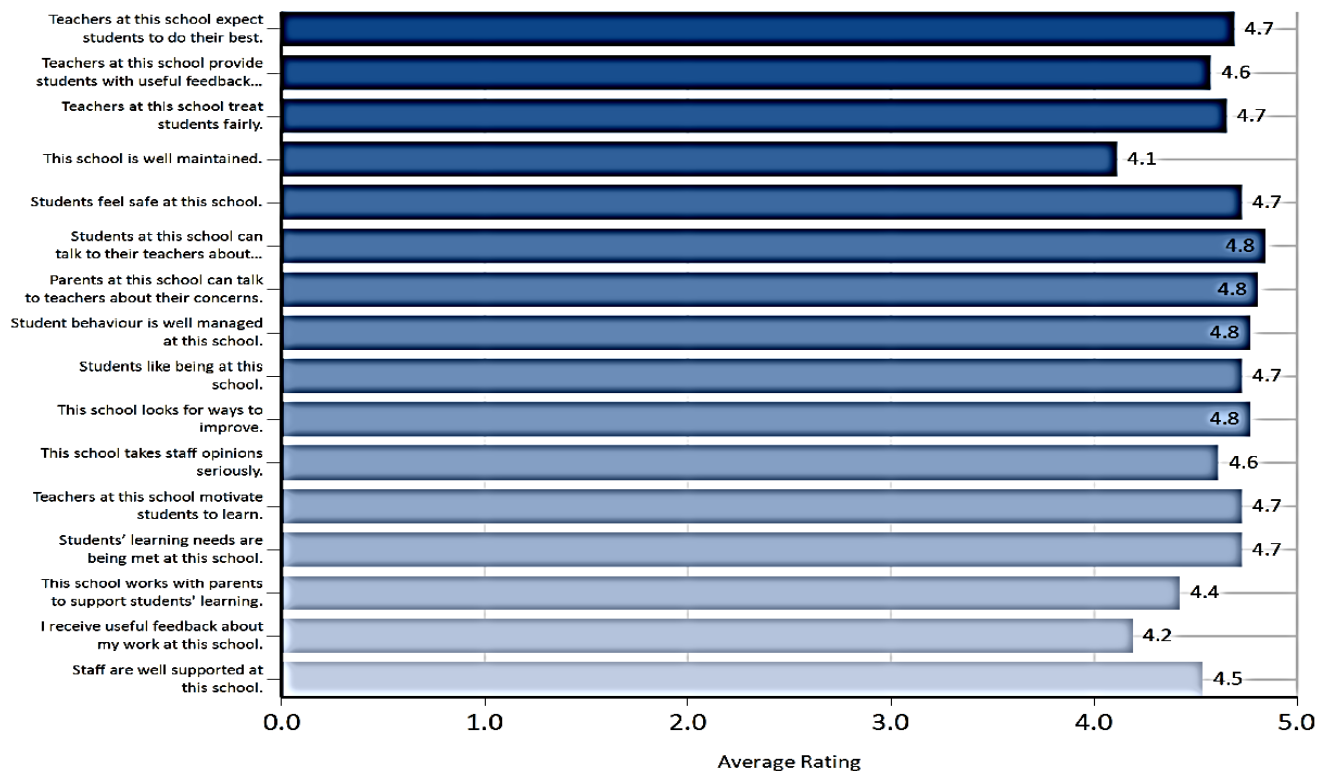


Parent and Family Survey Results 2018

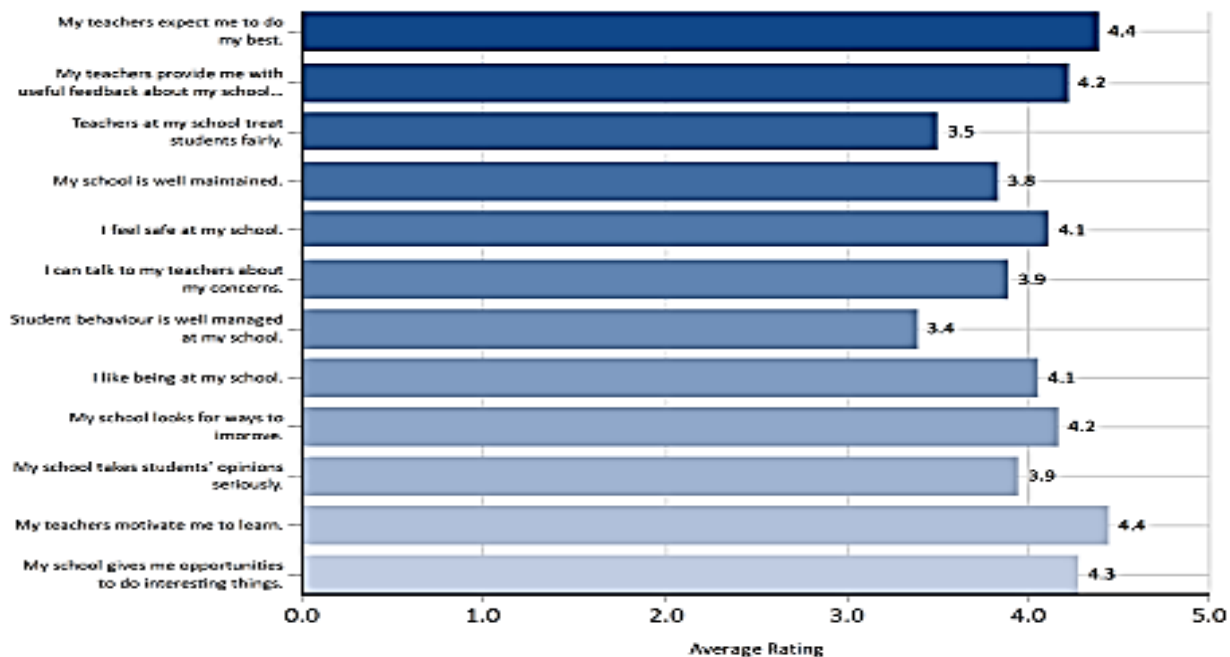
Our last survey was held in 2018. This survey will be repeated in 2020. We look forward to comparing results.



Staff Survey Results 2018



Student Survey Results 2018



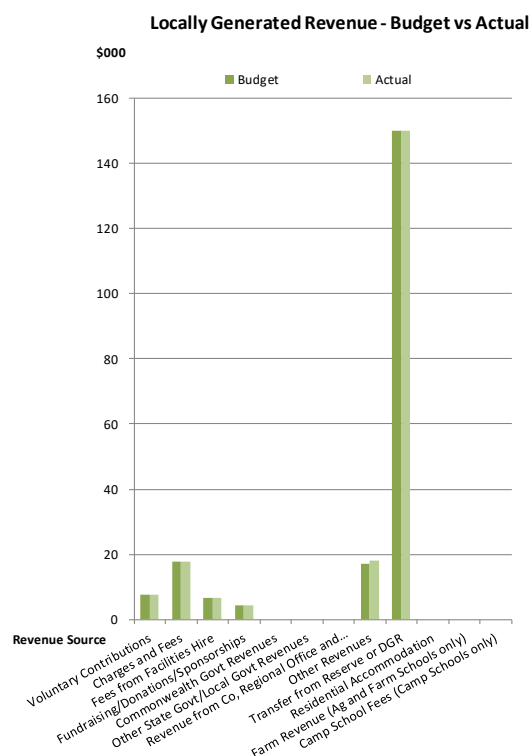
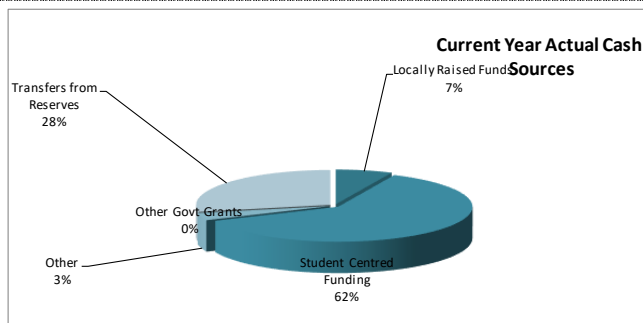
Financial Information 2019



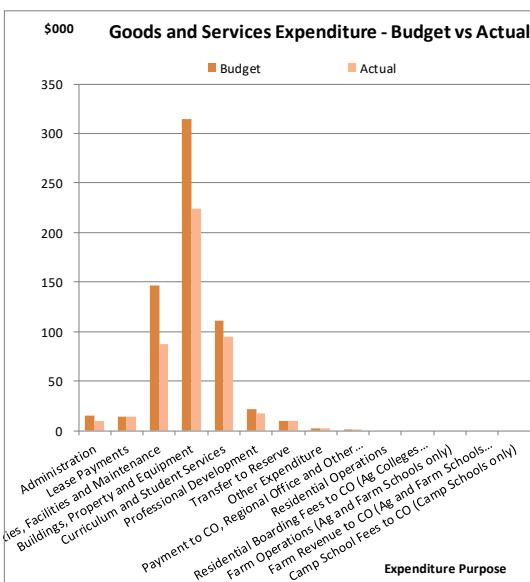
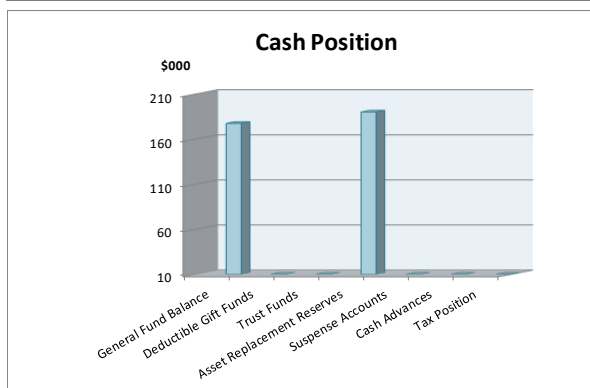
Heathridge Primary School

Financial Summary as at
31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,465.00	\$ 7,549.65
2	Charges and Fees	\$ 17,785.00	\$ 17,845.00
3	Fees from Facilities Hire	\$ 6,727.00	\$ 6,727.27
4	Fundraising/Donations/Sponsorships	\$ 4,463.00	\$ 4,462.35
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 17,030.00	\$ 18,110.53
9	Transfer from Reserve or DGR	\$ 150,000.00	\$ 150,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 203,470.00	\$ 204,694.80
	Opening Balance	\$ 103,327.00	\$ 103,326.75
	Student Centred Funding	\$ 327,454.00	\$ 327,453.76
	Total Cash Funds Available	\$ 634,251.00	\$ 635,475.31
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 634,251.00	\$ 635,475.31



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 14,725.00	\$ 9,648.22
2	Lease Payments	\$ 14,000.00	\$ 13,861.17
3	Utilities, Facilities and Maintenance	\$ 146,000.00	\$ 86,964.56
4	Buildings, Property and Equipment	\$ 314,561.00	\$ 223,747.22
5	Curriculum and Student Services	\$ 111,160.00	\$ 94,870.61
6	Professional Development	\$ 21,655.00	\$ 17,029.03
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 1,888.00	\$ 1,704.45
9	Payment to CO, Regional Office and Other Schools	\$ 262.00	\$ 262.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 634,251.00	\$ 458,087.26
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 634,251.00	\$ 458,087.26
	Cash Budget Variance	\$ -	\$ -

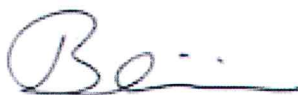



Cash Position as at:	
Bank Balance	\$ 350,562.21
Made up of:	
1 General Fund Balance	\$ 177,388.05
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 190,000.00
5 Suspense Accounts	\$ 424.16
6 Cash Advances	\$ -
7 Tax Position	\$ (17,250.00)
Total Bank Balance	\$ 350,562.21



"Fly High – See Far"

This 2019 Annual report is endorsed by the Heathridge Primary School Board.

School Board Chair 2019: Brad Williams	
Principal: Denise Jeffs	
Date	5 th May 2020