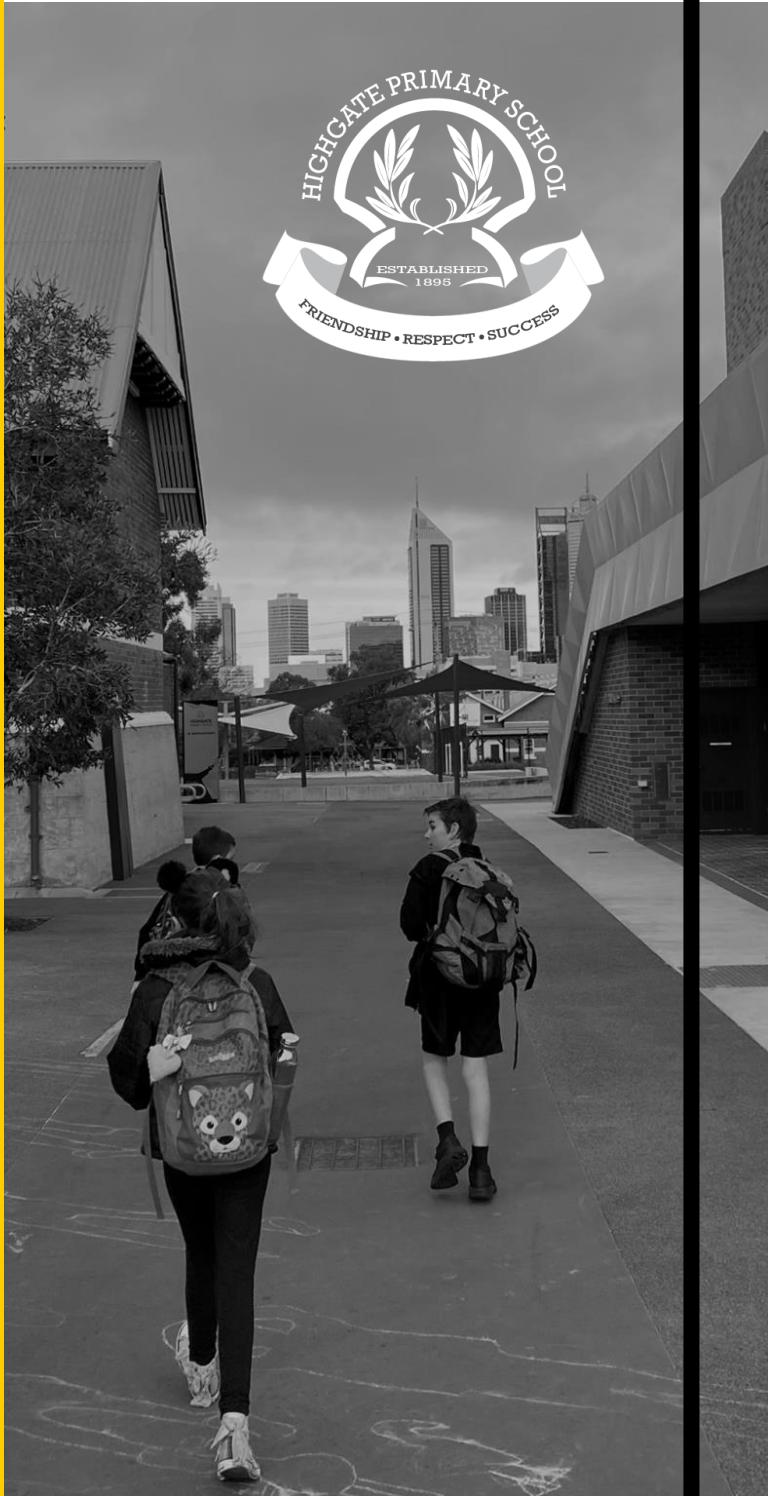


ANNUAL REPORT

2019

Highgate
Primary
School



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Principal's Report

Highgate Primary School has many positive attributes that our school community should be very proud of. This is a great school and it is a pleasure to work as the school principal in such a vibrant environment.

When I ask parents and students what they like about our school they tell me the following things:

- The community involvement and participation – best described as ‘a large family’.
- The well behaved, happy, learning students who enjoy participating in the life of our school.
- The fun and laughter we generate.
- The many staff who care and are prepared to go the extra mile.
- The unity of the school community even though we are a very multi-cultural and diverse demographic.

2019 was a year of considerable growth at Highgate Primary School with high academic standards and many highlights. Our school year is always very busy and action packed, however, the personal highlights of 2019 for me included the following:

- The new works for our basketball court near the music room.
- The employment of our new school gardener and the garden project that he led with the help of City Toyota.
- The fantastic community participation and fun we had at our athletics and sporting carnivals.
- The adventurous school camps and the variety of incursions and excursions.
- The fun, laughter and good-will displayed by the students every day and their robust willingness to fully participate in their learning.
- The wonderful, high quality staff that constantly bring energy and enthusiasm to the school.
- The never-ending commitment by the wonderful parents who always go the extra mile for each other and for the students.

It is with pleasure I present to you the 2019 Highgate Primary School Annual Report.

Regards,

Stephen Ivey
Principal
Highgate Primary School
June 2020

Board Report

The School Board continued to provide Highgate Primary with strong governance and strategic guidance in 2019. Although the Board was refreshed with many new faces in 2018, it quickly settled into its governing role in 2019. The current Board members are:

- | | |
|---------------------------------|----------------------------|
| • Russell Kingdom | - Parent Member (Chair) |
| • Emily Morgan | - Parent Member |
| • Imogen Scanlan | - Parent Member |
| • Stephanie Rush | - Parent Member |
| • Jane Seaton | - Invited Community Member |
| • Stephen Ivey, Principal | - Principal |
| • Danika Smith / Leanne Quadrio | - Staff |
| • Samantha Charman | - Staff |
| • Matthew Johnstone | - Staff |

I would also like to acknowledge the ongoing excellent executive support provided to the Board by Donna Baken.

Throughout 2019, the Board continued to assist the governance of the school by:

- Reviewing the School Business Plan.
- Taking part in the development of the school's Annual Report.
- Assisting with the preparation of the new Business Plan.
- Reviewing performance and sharing data with the broader school community.
- Reviewing specific policies and plans.
- Receiving financial reports, audits and reviews.

The ability of the Board to continue to function at a high level throughout multiple membership changes is a reflection of the trust and strong collaborative relationships with each other, the staff, and the broader community.

2019 has seen another successful year in academic achievements. 2019 NAPLAN Results indicate that our children continue to perform extremely well against benchmarks and the evidence suggests that the longer students remain at Highgate, their rate of improvement increases.

Equally as important, is the focus Highgate Primary continues to place on encouraging positive behaviours and providing support for all of our students. With such a culturally rich and diverse school community as ours, I am extremely proud of our school culture; its leadership; and dedication of staff. We truly have a remarkable school.

On behalf of the Board, thank you to all of the students bringing your creativity, laughter, friendship and openness to learn to school every dayand for bringing your families into the Highgate community, that makes this school so special.

Russell Kingdom

Chair, School Board

P & C (Parent and Citizens) Report

The success of the Highgate Primary Parents & Citizens Association in 2019 is reflected in quite a few areas. By far the greatest single success has been the outstanding commitment and contribution of a truly professional group of individuals comprising the Committee and our hugely dedicated band of volunteers and supporters.

Special thanks must go to Committee 2019 including Victoria Keeping (Vice President), Gabby Fogliani (Treasurer), Sam Maisey (Secretary), Michael Gunn (Fundraising Executive) and our Committee Members - Emily Morgan, Janet Campbell, Suz McClay, Zrinka Highfield, Maria Daniele, Naomi Putland, and Summeta Frank.

I would like to acknowledge our wonderful Secretary Sam Maisey and Fundraising Executive Michael Gunn for their particular contributions to a successful 2019 as well as our ever vigilant, ever helpful accounts wizard, Jacqui Hession, and our raffle and entertainment book organiser-in-chief, Maria Daniele.



A special 'thank you' to Dynamic Book Fair duo – Zrinka Highfield and Suz McClay, who have yet again skilfully planned, marketed and executed two successful book fairs during the year contributing many thousands of dollars in books for the school library. A stupendous effort which has been an ongoing commitment and labour of love by Zrinka and Suz over many years of Highgate life.

There are heaps of good folk who do not hold positions on the P & C but who front every meeting and attend every event to quietly or raucously, and raucously more than not, contribute to so many aspects of Highgate life.

Everyone in the team and beyond, have gone far out of their way to make the 2019 P&C year such a resounding success.

All of these achievements would not have been possible without the particular time investment, encouragement and guidance of Highgate Principal, Mr Stephen Ivey and his team of hugely enthusiastic and supportive education professionals and administrative staff. A big 'thank you' also to our Associate Principals, particularly Gerard Smith - for their enthusiasm, drive, and enduring commitment.

Our popular businesses

Our Koolbardi Canteen and Uniform Shop are two successful businesses run by the P&C. Koolbardi Canteen continues as the lifeblood of Highgate life, under the watchful expertise and management of Chef Naomi Putland and Fiona Hull, together with a team of dedicated and resourceful volunteers.



Naomi presides over a busy canteen operation, providing nutritious meals and snacks to our children and staff. Naomi's take-home meal selections provide nourishing, healthy meals options for busy families and has continued its success this year from an encouraging start in 2018.

Our Uniform Shop continues to flourish under the careful management of Alison Casey and long-term volunteers Sam Maisey, Jen Lee, and team. A Highgate stalwart, this little shop is an absolute beehive of activity during the week providing uniforms and related accessories to our growing school community. While the school Reception is the first formal 'port of call' for new families and students, the Uniform Shop plays a unique role as an essential meeting place and orientation point to get acquainted with all things Highgate.

2019 Focus

While there are many activities and donations of money and time during the course of the school year, we have found that real progress is made when we sharpen our aim to one or two core objectives each year - so, lots of targeted activities to meet one or two key objectives.

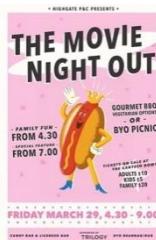
Our primary focus for 2019 was on a continuation of the previous year's overriding commitment – improve playground facilities for Highgate Primary.

After 2018's \$42,000 playground investment success, it was back to the fundraising drawing board for the 2019 committee. Key learning from last year's playground experience was to budget for at least double the quoted domestic installation cost. The key difference in school playground construction in comparison to domestic installation is the requirement for robust safety considerations which translate to site inspections, engineering reviews, project management oversight and final signoff.



The outcome of this learning for our 2019 P & C year was to build that bank account while at the same time, promote inclusion and community with events that bring the Highgate family together.

Super Events



Activities for 2019 included two major events with the Movie Night Out and the inaugural Back to School Quiz Night. Both of these events drew huge crowds.

Our Movie Night Out gave families the opportunity to come together for a picnic dinner on outstretched rugs and a movie under the stars. The atmosphere was enchanting with family groups dotting the landscape in all directions.

Out adults only Quiz Night was a new twist on more traditional P&C events, and a particular success for the committee under Michael Gunn's event management expertise and for Alister Swingler's superb question design and stage management wizardry.



Other events during the year included the Federal election BBQ, Saturday Beaufort Street Bookshop Sausage Sizzle and Cake stalls, Lapathon, Scholastic Book Fairs, Sports Carnival BBQ and Cake Stall and our final Christmas drinks event.



Thank you for all our 2019 Committee members and best wishes for Committee 2020.

Brian Watt
President

Highlights of the 2019 School Year

- New Early Childhood Playground
- Chinese New Year Dragon Dance
- Harmony Day Celebration
- Dockers Cup
- P&C Movie Night Out
- Year 6 Camp
- EduDance
- ANZAC Ceremony
- New basketball court installed
- Interschool Debates
- Speak Out Competitions
- Author Sally Rippin Visit
- Two Book Fairs
- Kings Park Excursions
- Pandas Picnic
- Madagascar Performance
- NAIDOC Day Celebration
- Author Morris Gleitzman Visit
- National Tree Planting Day
- Cross Country Competition
- 50 Days of School Celebration at Kindy
- Book Week (including Book Week Parade)
- IEC filming news story about IEC at HPS for the ABC
- HPS Athletics Carnival
- Junior Poetry Recital
- Science Week (including Science Day)
- Interschool Athletics Carnival
- Author Leigh Hobbs Visit
- Highgate's Got Talent
- Year 6 Parliament Morning Tea with John Carey MLA
- Scitech STEM Challenge Day
- Awesome Arts Festival (ART TAGS program)
- Year 5 Camp
- 100 Year Celebration at Kindy
- P&C Quiz Night
- P&C Lapathon
- Swimming Lessons
- Woolworths Cricket Blast
- Solar Car Challenge
- Whole School Water Fight
- Junior Holiday Concert
- Artist 'Struthless' Visit

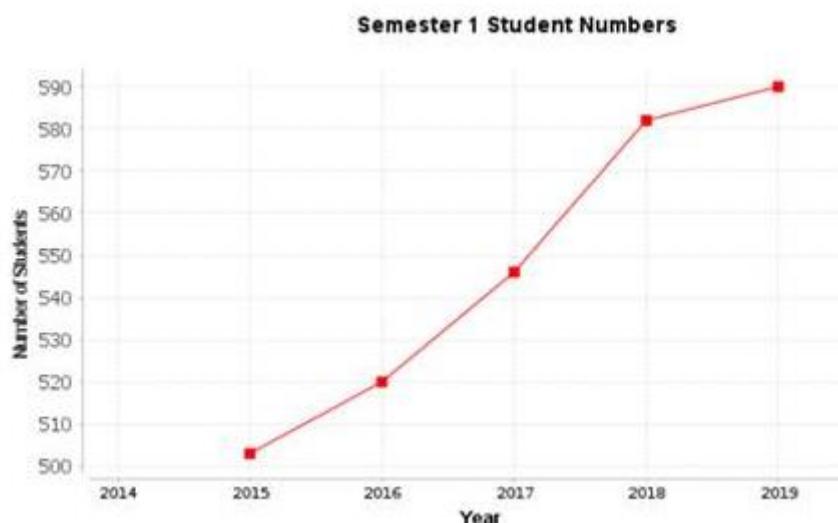
Student Numbers

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(65)	119	115	107	92	74	77	79	728
Part Time	108								

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

Student Number – Trends



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
2017	93.8%	94.8%	93.8%	69.0%	85.4%	81.2%	93.4%	94.6%	92.7%
2018	93.4%	94.9%	93.7%	78.7%	83.5%	80.8%	93.2%	94.7%	92.6%
2019	92.5%	94.2%	92.7%	87.7%	86.4%	79.5%	92.5%	94.1%	91.6%

Destination Schools

Destination Schools	Male	Female	Total
4038 Mount Lawley Senior High School	13	16	29
4213 Bob Hawke College	8	4	12
4168 Shenton College	3	1	4
1149 Mercedes College		2	2
4002 Applecross Senior High School		1	1
1100 Aranmore Catholic College	1		1
4009 Busselton Senior High School		1	1
4057 Carine Senior High School	1		1
4072 Denmark Senior High School	1		1
4177 Ellenbrook Secondary College	1		1
1432 Emmanuel Catholic College	1		1
4018 Esperance Senior High School	1		1
4122 Greenwood College	1		1
1193 Hale School	1		1
4029 Kent Street Senior High School	1		1
4051 Morley Senior High School	1		1
1125 Perth College		1	1
4042 Perth Modern School	1		1
1171 Scotch College	1		1
1440 St George's Anglican Grammar Sch		1	1
1151 Trinity College	1		1
1154 Wesley College	1		1



Highgate Primary School Business Plan 2019 – 2021

Bring Forward & Continue:

Whole school implementation of English, Mathematics, Social & Emotional, PBS & Playground Improvement plans.

- Each of these plans will be further refined, resourced and implemented until they are embedded into and across Highgate primary School.

Continue to engage and work with the Highgate School community especially celebrating our 125 year in 2020.

Improve Academic and Social learning of every student by exploring ways we can extend and challenge our students.

Deliberately and purposefully work on improving and maintaining our school culture.

Celebrate and further unlock the potential of our staff with the introduction of the flexible resource model.

Introduce:

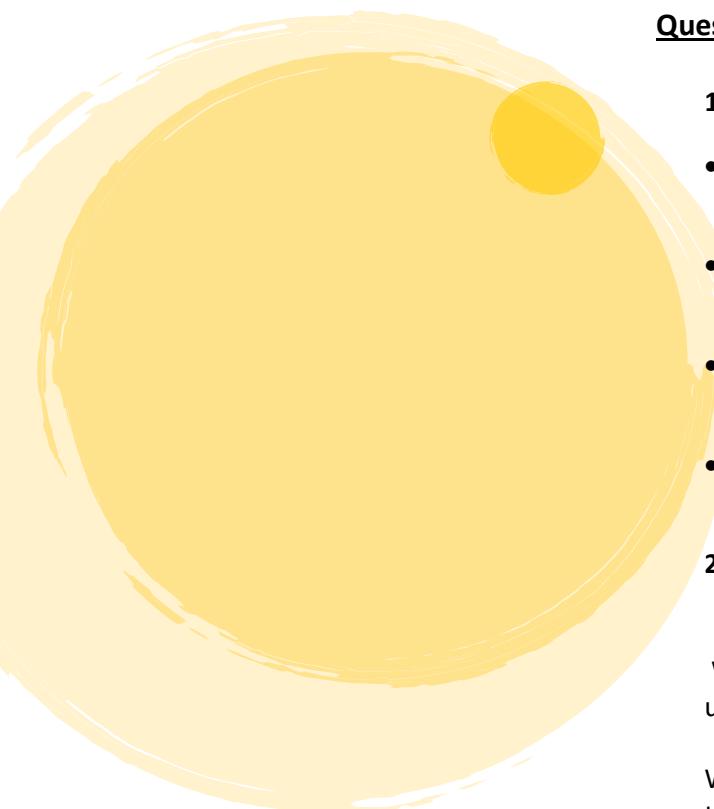
Innovation Model

Phase One (2019): Deeply Understand needs, constraints, perspectives and clarify targets

Form three action research teams (each action research team must be composed of at least one School Board member, at least one teacher, at least one member of the support staff and at least one member of the school leadership team).

- Listen to and learn from each other
- Understand our impact
- Know our strengths

Each member of each group questions (using Facilitated Questioning techniques) one School Board Member, three staff, three parents and three students.



Questions

- 1. What are Highgate Primary School's strengths?**
 - What characteristics of our school do our students, parents, staff value the most to drive us into our future?
 - What attracts you to our school and what is it that you tell your friends about our school that enhances our reputation?
 - When thinking about our school what is it that makes you most happy/proud?
 - What are our weaknesses / strengths and how do we continue to improve our school's culture?
- 2. What is the impact of our teaching, programs, systems, innovations?**

What data / evidence (3 sources) do we need to collect to convince us of our impact as a school that values student learning?

Who are the decision makers, and how can we improve when we think of;

- our teaching,
- our school programs,
- our wider community,
- and our ability to innovate?

What systems and structures do we need to know the impact of to enhance our school's future?

- 3. How can we listen to and learn from each other?**

How are we focused on evidence based high impact teaching strategies and do they make our future better?

Are we, over time, improving the effectiveness of our teaching as a collective?

Are our collaborative teams providing opportunity to listen to and learn from each other and driving us into the future?

What are the existing gaps in our communication strategies for the; -
students,
parents,
and staff,
and how do we use communication to build our school community and its reputation?

Phase Two (2020): Design multiple solutions and identify the strongest by testing

Once the action research data is collected and big themes identified, each action research team will design multiple improvement strategies (stemming from the data) to enhance/ improve our school. These will be further refined until the strongest are identified.

School Strengths: Once we deeply know our school strengths design ‘solutions’ to further build on and improve our unique strengths.

Knowing our Impact: Once we deeply know the impact of various teaching practices, programs, systems and innovations design and test our stronger solutions

Listen and Learn from each other: Once we deeply know to listen to and learn from each other design solutions and refinements

Phase Three and Four (2020 -2021): Implement and test the strongest solutions – refine. Gather feedback from multiple sources and refine

Achievement Targets

- 85% of students in Year 3 & 5 achieving at or above National Minimum standard in grammar punctuation, spelling reading, writing and numeracy
- 85% of students to show ‘moderate, high or very high’ progress in reading and mathematics
- Year 3 school mean is within 10 data points, at or above ‘like school’ mean in all NAPLAN areas
- Year 5 school mean is at or above “like school” mean in all NAPLAN areas
- 85% of students achieving ACER testing “levelled targets – Australian Medium Scaled Score”
- Students exiting the Intensive English program achieving _____ or above on the progress maps



Student Performance Summary

Various tools are used by the school to collect data in the learning areas including classroom-based records, school summative report data, National Assessment Program for Literacy and Numeracy (NAPLAN), Bright Path moderation tool and Early Childhood On-Entry Assessment enabling teachers to plan comprehensive targeted programs for the year.

In 2019, eight areas were highlighted in our school “Spotlight” plan as areas of focus. These were identified after the school community participated in a unique Innovation Model process that also captured the Vision Statement and Core Values. In line with this, the school has continued the implementation of a number of important initiatives which were also good opportunities to build capacity among staff. Success in these focus areas is critical to supporting teachers to continue to deliver high quality curriculum programs in line with state and national requirements.

In addition to formal assessment data summary tabled below, students performed well in a range of domains.

National Testing NAPLAN

Data collection is ongoing and based on decision-driven data collection. One key part of data collection is student participation in Years 3 and 5 in National Assessment Program Literacy and Numeracy (NAPLAN). Highgate staff analysed student performance and progress in English (reading, writing, spelling, grammar and punctuation) and Mathematics. They used the data and worked collaboratively to create programs which target areas of need and individuals in need. Students, who had recently exited the Intensive English Program and had just joined the mainstream class, were also included, as were our transient students.

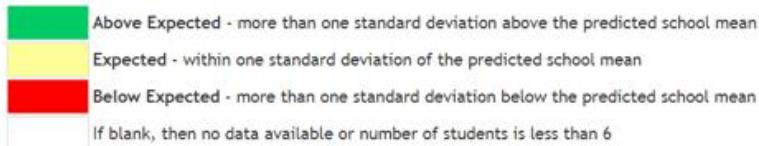
- Overall Tracking as a School

Comparative Performance for Year 3

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.0	-0.6	0.6	-1.4	-0.2	-1.8	47	48	63	70	80	64
Reading	0.0	-0.3	0.2	-0.3	0.4	-0.6	42	47	63	71	79	64
Writing	-0.8	-0.2	0.0	0.2	0.2	-0.6	42	49	63	69	78	64
Spelling	-0.2	0.3	0.4	-0.5	0.4	-0.2	42	49	64	71	79	64
Grammar & Punctuation	-1.3	0.0	0.0	-0.7	0.4	-1.0	42	49	64	71	79	64

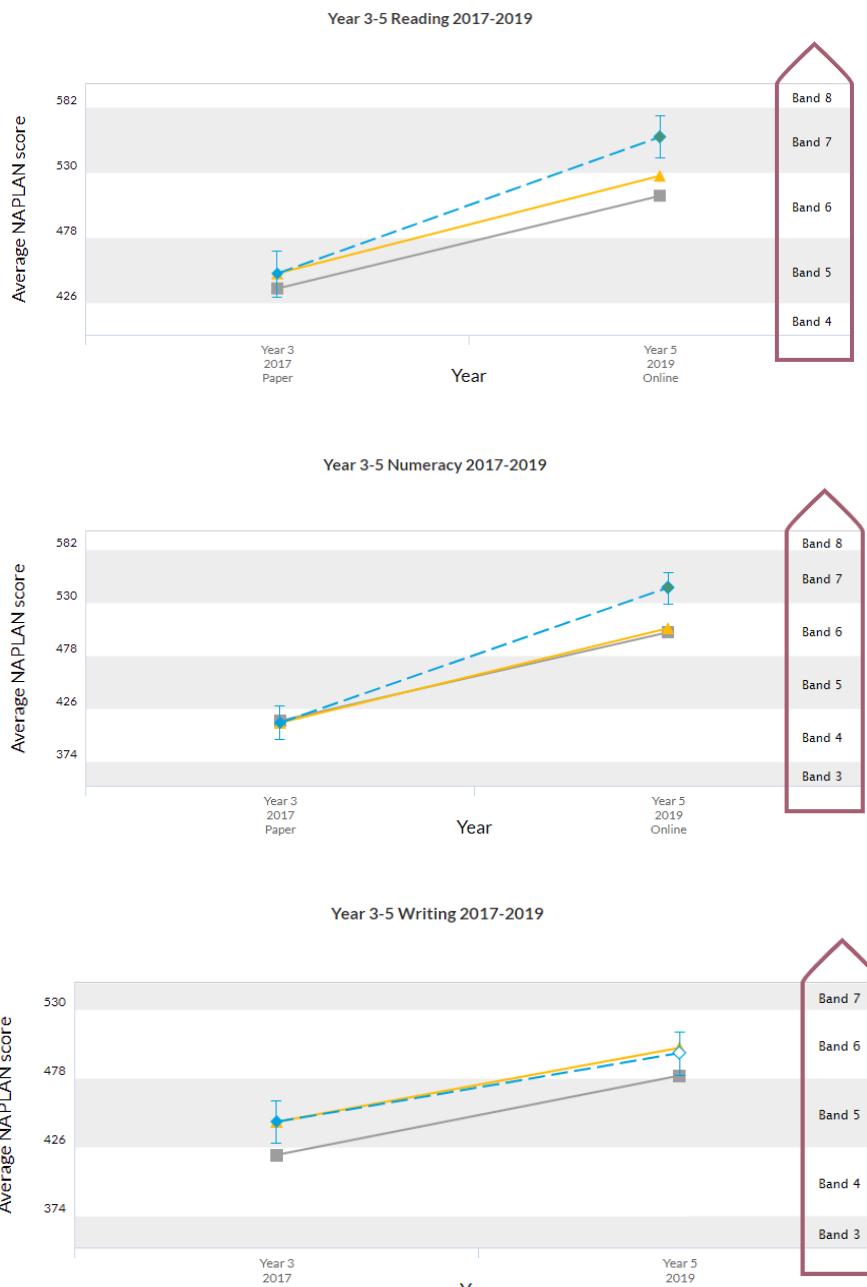
Comparative Performance for Year 5

Year 5	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.4	1.2	1.3	1.5	1.6	2.8	35	44	46	55	58	68
Reading	-0.3	-0.2	0.0	-0.3	1.2	1.7	35	44	46	55	61	70
Writing	0.5	0.4	-0.1	-0.6	-0.2	-0.6	34	44	46	55	61	70
Spelling	0.8	1.6	-0.2	-1.2	0.8	1.4	34	44	47	55	61	69
Grammar & Punctuation	0.3	1.5	0.8	-0.2	1.4	2.7	34	44	47	55	61	69



Students' progress in Numeracy, Reading and Writing.

National Testing Data 2017 - 2019



These graphs outline the academic progress of Highgate students in comparison to students from a similar background as well as all Australian students.

The blue dotted line indicates the Highgate Students

The yellow line indicates students from a similar background

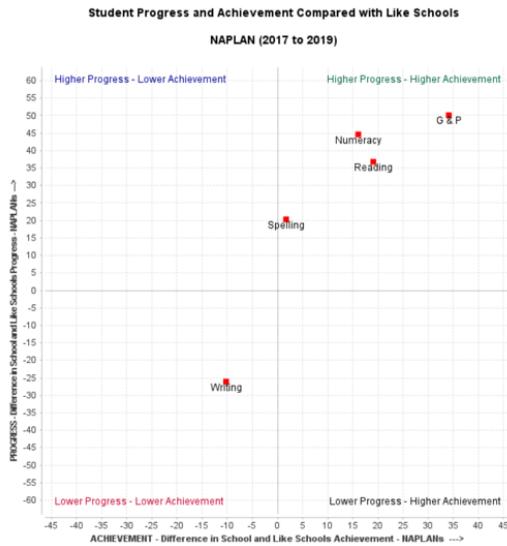
The grey line indicates the progress of all Australian students

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Reading	37	44	51	51	51	68
Writing	63	51	50	45	42	48
Numeracy	54	58	64	66	65	76

Interpreting the table

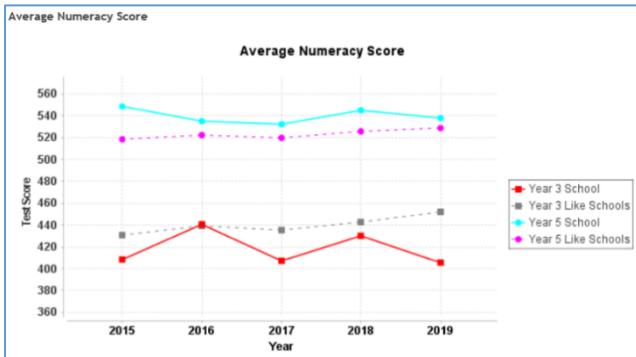
Selected school's average when compared to students with the same starting score and similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

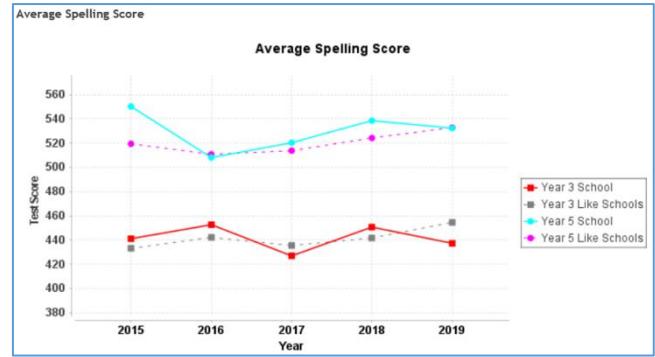


- School mean score when compared to 'like schools'.

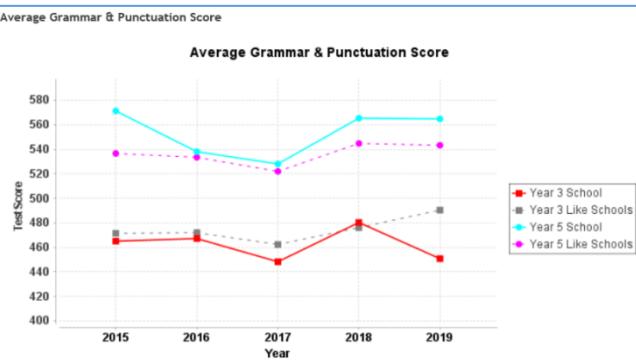
Numeracy



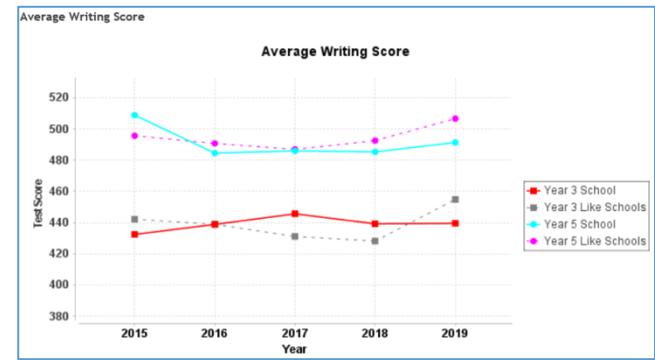
Spelling



Grammar and Punctuation



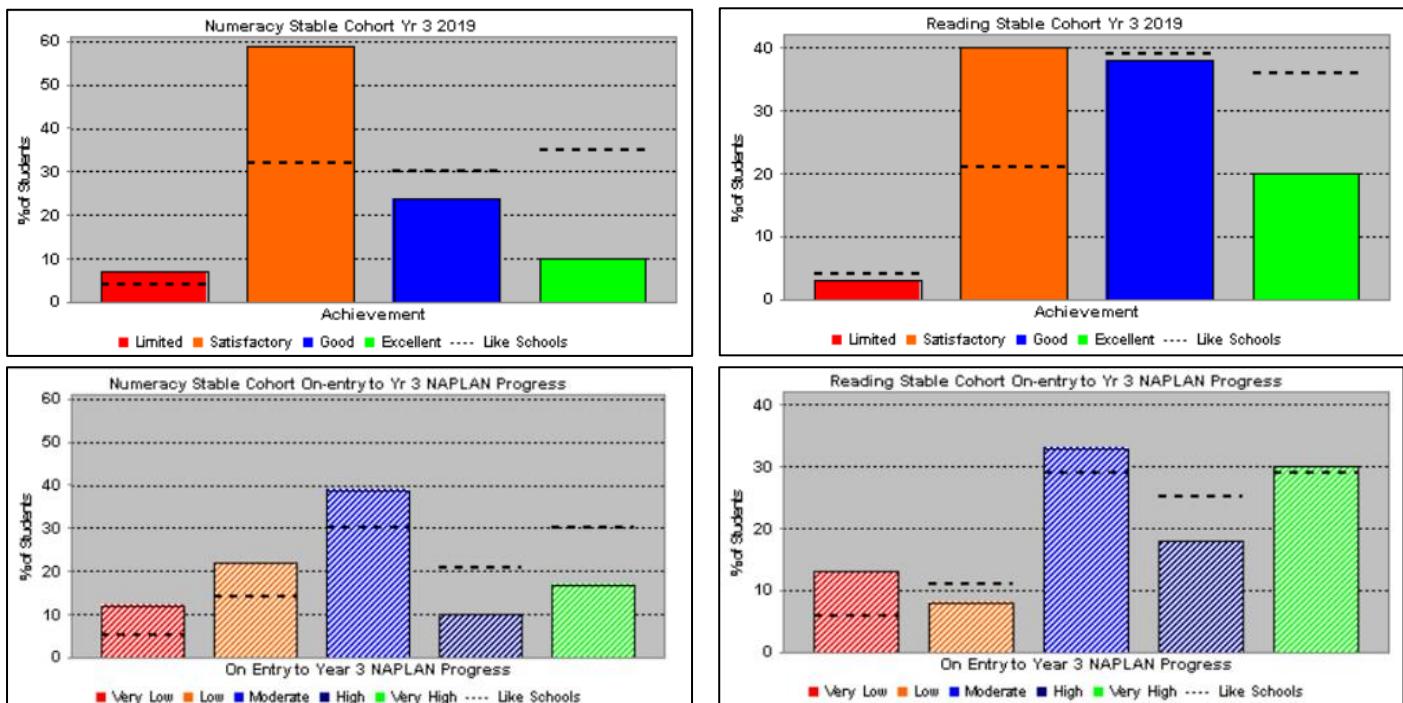
Writing



Reading



- **On-entry to Year 3 Achievement and Progress**



Highgate Primary students continued to demonstrate strong progress and achievement across all areas, from Year 3 to Year 5 when compared to Australian Schools. In all areas tested, across all years, Highgate PS students achieved better than the State Mean. Given that Highgate Primary outperforms State and Australian averages, our focus is to compare with our 'like schools'. These schools are similar in socioeconomic and educational advantage. In examining performance over time, we determine our future focus and plan accordingly.

Literacy

The Year 3 NAPLAN, Highgate Primary student mean in all areas of Literacy was above the State, Australian mean however was below our 'like schools'. The Year 5 NAPLAN Highgate Primary student mean achieved equal to or better than 'like schools' in all areas, apart from Writing where they performed slightly below. The progress of the 'stable cohort' of students from Year 3 to Year 5 overall was extremely pleasing.

Numeracy

The Year 3 results showed students achieving above state mean and very close to the Australian. Year 3 Numeracy mean however was below our 'like schools' mean. As per previous years, these results were used to inform planning and focus on areas of need. The Year 5 Numeracy results were well above the State, National and 'like school' mean. 92% of the students from Year 5 that were tested at Highgate Primary in Year 3, achieved moderate, high or very high progress. This progress was outstanding to see.

Longitudinal Data

In comparing the 2019 NAPLAN performance with past performances, it is evident that a high standard is maintained. Longitudinal data for Years 3 to Year 5 students, show that over time, our stable cohort achieve equal or better than like schools. The longer a student remains at Highgate Primary, the better their results. Clearly the school adds value to the curriculum and student achievement. We continue to be proud of these results and, along with a holistic education, continue to offer a curriculum in Literacy and Numeracy that establishes the foundations for academic success.

Learning in the Early Years – Kindy to Year 2

Our learning community from Kindergarten to Year 2 grew significantly in 2019. Mrs Forsberg expertly took on the role of teaching a large class of Kindy children working with two education assistants. Together the Kindergarten staff ensured a high quality of education for over 90 children on the Broome Street site, providing highly engaging play-based learning experiences along with a variety of hands on experiences provided by interesting visitors and places. These included growing vegetables donated from Bunnings, learning Kindy Dance with Fiona Hull, hearing stories at Beaufort Street Books and learning Fundamental Movement Skills with Kiddo Sports.

In October, Highgate Kindergarten celebrated an amazing milestone, having been in operation for 100 years. The Kindergarten was opened as ‘Little Citizens’ in Robertson Street East Perth on 31 October 1919, it then moved to the Broome Street location in 1969 and was opened by the Lord Mayor on 8 November. Highgate Kindergarten in the current location, was therefore celebrating 50 years, a double reason to celebrate. Students, families and special guests were invited to take part in an aerial photograph to commemorate the occasion and children shared 100 yellow cupcakes. Mrs Forsberg had also generated an historical display of the Kindergarten.



Pre-Primary students in Sandri House began the year well, with a focus on developing sound social and emotional skills and participating in the On-Entry Assessment in Literacy and Numeracy in Term 1. This ensured teachers had a deep understanding of the learning needs of their students to enhance learning. Everyone in Pre-Primary loved the visit to Scitech in Term 4.

The focus of learning from Pre-primary to Year 2 was in developing early literacy skills including hearing, saying and recognizing sounds and connecting those sounds to letters, Synthetic Phonics and learning high frequency words for spelling and reading. Guided Reading enhanced student understanding of texts and developed skills in comprehension. While students continued to use NSW Foundation Script for writing. Oral language continued to be a focus, particularly vocabulary development. The junior poetry performance sounded a little different in 2019, with the inclusion of Pre-Primary class performances and a focus on Dr Seuss. Students learned the Green Eggs and Ham Dance leading up to the day and performed it together with students from Sandri 7 leading, providing fun for everyone.

Maths was lots of fun with hands on learning to develop understanding in counting, building to 10, part-part-whole, number lines, the sequence of number and place value. Along with understandings in number patterns, statistics, probability, measurement and geometry.

Daily physical activity helped to keep everyone fit and healthy with morning dance on most Mondays, Wednesdays and Fridays and daily fitness on Tuesdays and Thursdays. Students learned Fundamental Movement Skills and Game Skills in Physical Education and Years 1 and 2 also participated in Sport once a week. Then there was EduDance, swimming lessons and lots of fun in the playground with friends.

Emotional well-being and social relationships are at the heart of what we do and this was supported in 2019 by the care teachers and education assistants always show students, the implementation of the Early Years Learning Framework and the Friendly Schools Plus Program. The SWAT team worked with identified children at risk emotionally and socially to improve their emotional intelligence, self-regulation and social skills through programs such as Lego Club, Strengths, Highway Heroes and the Zones of Regulation.

Teachers focussed on being more child centred, intentional and responsive to students and their learning. They implemented new learning activities using natural hands on items to trigger interest and enhance engagement in learning, while also improving feedback for learning. These all being part of the National Quality Standard Improvement Plan for Highgate Primary school.

Students enjoyed these other highlights:

Pre-Primary

- The Lion Dance for Chinese New Year
- Scitech excursion
- Science Day and the Space Dome
- The end of year celebration

Year 1

- My Robot: students walked to the State Theatre.
- Kings Park: students learned about Aboriginal culture and had an amazing nature play experience
- Open classrooms: parents' learning mornings
- Year 1 sport
- Hyde Park Pizza Picnic

Year 2

- Hills Forest Aboriginal and nature studies
- Sports Carnival





The Broader Curriculum

The Arts

2019 was a busy year for Visual Art. The program was delivered to all students in mainstream and IEC classes from Year 1 to Year 6. An extension TAGS (Talented and Gifted Students) group was also held for selected students in Year 5 and 6.

In Term 2, a team of students assisted in the design and production of props for the school musical and students were also taught a number of face painting techniques for use in theatrical makeup.



Over half of our classes were able to participate in Term 2 workshops with local artist, Paula Hart. The resulting artwork contributed to the artist's design for a large scale installation at the new Stan and Jean Perron Child Advocacy Centre in Midland.

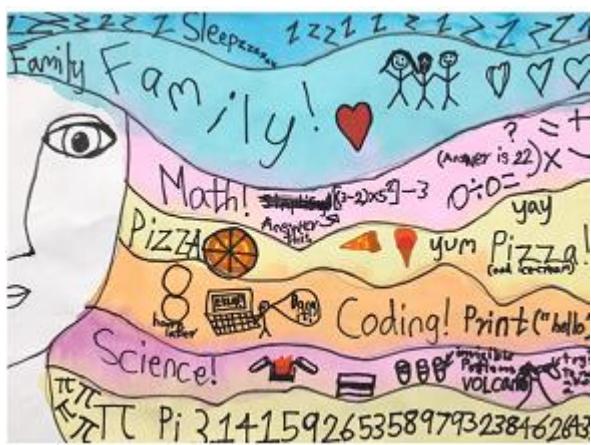
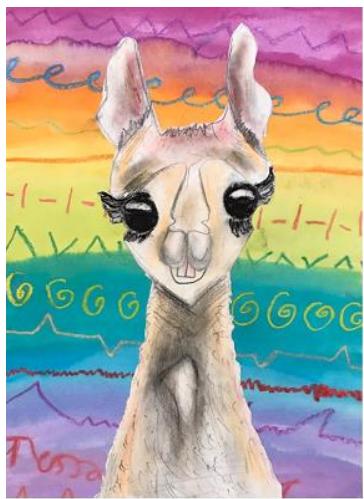
There was a new focus introduced on making connections to Maths and Science in the art room and this is planned to be continued each year.

TAGS students had the opportunity to attend the 2019 Awesome Arts Festival and as part of this were able to submit a collaged artwork. These artworks were then projected on the outdoor screen in the Perth Cultural Centre.

In Term 4, the Year 3s were visited by Australian artist, 'Struthless' and were able to participate in a character drawing workshop.

Artwork continues to be a feature at the school and is regularly displayed and featured in the school newsletter.





Science

2019 was the second year of Science being taught as a Specialist Subject in the Science Laboratory setting. It was a year of consolidation in developing effective programs to teach the Science Inquiry Skills. Caroline Gregory and Amy Lohmeyer taught science to students from Year 1 to 6 and students in the IEC. Bhuvanesh (Nesh) Oldman taught science to the Pre-Primary students in their classrooms.

Over the year, the Science Specialists have worked hard to plan programs that explicitly teach the Science Inquiry Skills. These skills include Questioning and Predicting, Planning and Conducting Investigations, Analysing Data, Evaluating Results and Communicating. The aim was to develop these skills across the year levels with increasing complexity and provide opportunities for students to independently apply the Inquiry Skills in their own investigations by the time they are in Year 6. We are pleased to report that students have demonstrated much progress in their Science Inquiry Skills this year, with many Year 6 students reaching a level of independence in conducting investigations.





Science Week was a highlight for 2019. The theme for Science Week 2019 was the Moon Landing to commemorate its 50th Anniversary. During the week Scitech visited us with their Space Dome and students were able to experience and learn about outer space right here at Highgate Primary.

We also held a Science Day where students were put into multi-age groups and participated in various Science activities.

These activities included viewing the Moon through a telescope and learning where on the moon the landing took place; drinking Slushies made with Dry-Ice; making tea bags fly; setting off rockets on the oval and observing colourful kaleidoscope patterns in milk with food colouring and detergent.

They got to watch the Spectacular Science Show where Dr Beardstein (Jaymen Beard) made explosive elephant toothpaste while teaching students Chemistry. It was a fun-filled and educational week for all involved.



The Kindy students also enjoyed an incursion from Scitech with their Mix and Make Show. From the kitchen to the bathroom, students explored what happens when they combined different things – both following a recipe and making up some of their own. It was lots of messy fun!



HASS (Humanities and Social Sciences)

“In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges... The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students’ curiosity and imagination.” Rationale for Humanities and Social Sciences.

In 2019, Highgate Primary students and staff continued the explorative journey of implementing and reporting on History and Geography (Pre-Primary to Year 6), Civics and Citizenship (Year 3 to Year 6) and Economics and Business (Year 5 and Year 6).

The HaSS Committee were enlightened by presentations by Aboriginal Elder Gail Barrow and Coolbinia Primary School’s Elaine Lewis. Mrs Barrow presented protocols for the acknowledgement of traditional ownership of Australia. With her assistance, Highgate Primary was on the way to developing an Acknowledgement of Country and Welcome to Country personalized to our context. Ms Lewis presented the Cross Curriculum approach taken by Coolbinia Primary School to meet the Aboriginal and Cultural Standards Framework.

A number of history excursions and activities were planned across the school, with HaSS skills and History and Geography understandings as a focus.

The Year 1 students in Sandri 7 and Sandri 8 learnt to understand families on a whole new level through the use of hands-on materials. Students made portraits of their families with materials which included shells, sticks, pebbles, LEGO and playdough. The Year 1 students also used large pebbles when exploring the Venn Diagram. They discussed the division of tasks at home by different parents then indicated whether Mum or Dad, or both, completed a certain task at home.

Intensive English Centre (IEC) students from Roe 8 students marked the Lunar (Chinese) New Year celebrations in an interactive fashion by dressing up in traditional clothing, with related accessories. The Year 2 and 3 students learnt that red is the colour considered to bring luck for the New Year and that 2019 was the Year of the Pig in Chinese horoscope. These cultural activities and photos were very popular with the students and their parents!



The Naturescape playground in Kings Park was host to a flock of amazed and energetic students on Wednesday 25 September. IEC students from Sandri 5, Roe 3, Roe 7 and Roe 8 learnt about how Perth has changed over time, and how the Wadjuk Nyoongar people used plants and animals from the region we know as Kings Park, for food, medicine, tools, shelter and protection. The Year 1, 2 and 3 students then waded in creeks, chased fish, climbed trees, balanced on logs and hung from ropes for the majority of one very active day. To quote one IEC student, it was “the best of day of my life!”

As part of their HaSS studies, Year 4 students learnt about Rottnest Island and sustainable design. This HaSS and Technologies integrated unit culminated in an excursion to Rottnest Island. Throughout the day, students participated in a beach clean-up, had the opportunity to swim and build sandcastles and visited the museum. They finished the day with a walk to the lighthouse via Pinky's Eco Retreat. Students used what they learnt to design and construct their own model of an environmentally low impact hotel.



IEC students from Lewis 3 designed and built a traditional Aboriginal shelter. The Year 4 students wrote informative procedural texts using the 'Popplet' App. These students also enjoyed a class excursion to King's Park, which increased their knowledge and understanding about Western Australia's Nyoongar Aboriginal people and early European settlement in Perth in the 1800s.

In 2019 the NAIDOC theme of Voice. Treaty. Truth. was celebrated with the United Nations International Year of Indigenous Languages, forming the basis of many of our school activities. Leading up to the day students learned 'Inanay Gupa Wana' in language from the Torres Straight Islands during music lessons, and Pre-primary through to Year 2 students also sang 'True Blue Wonders' learning a variety of Aboriginal language names for common Australian animals. P-3 students learned Noongar words such as 'Kaya' (hello) and 'Koorda' (friend) listening to a locally produced story called 'Echidna Finds a Friend' and Year 3 to Year 6 students learned the origins of Welcome to Country through a beautifully illustrated story of the same name. Mrs Dines and Roe 5 students created a fascinating assembly about the Aboriginal seasons and performed a locally written story of 'Wanjoo' (Welcome).

NAIDOC day was observed on the first Wednesday of Term 3 when "Wadumbah" shared Aboriginal tradition and Dance. Students participated in a variety of rotational activities moving from class to class. These included activities around language learning, Aboriginal Literature and Dream Time stories, art and crafts. Roe House students created a magical Wargle that hung at the entrance of Roe House for the remainder of the year. The day was organised by the HaSS Committee.



Mr Van Berkel and Mr Ivey had the privilege of attending cultural awareness training conducted by local Aboriginal people and staff at Mt Lawley Senior High School. The training involved a field trip along the Swan River and Kings Park, looking at how Aboriginal people historically used plants for food and medicine. We also listened to various Aboriginal perspectives and stories.

It was an amazing experience that opened our minds to how important it is to ensure that all cultures are warmly welcomed to Highgate Primary.



One of the most popular items on the school calendar is the Grandparents' Morning Tea, occurring in the last few weeks of the school year. Students showcased their talents with musical performances. Tea and nibbles were on offer to acknowledge our grandparents and their special place in children's lives. As always, this event brought in many members of our school community, strengthening our relationships.

Every year, HaSS bring the people of Highgate closer together.



Health and Physical Education

Children experienced a varied range of physical education lessons throughout the year conducted by the Highgate Primary Physical Education specialist teachers. These lessons focused on developing students' skills in a number of areas including; skills for physical activity, self-management skills as well as interpersonal skills. This varied curriculum ensured that students were learning the necessary skills, whilst learning in an enjoyable and challenging environment.

Students also participated in many school events where they could consolidate the skills being taught throughout Physical Education sessions. These events include; Lapathon, cross country running carnival, athletics carnival and the traditional Friday team-based sports program where students from Year 3 to Year 6 are allocated teams and rotate through a variety of sports. Highgate Primary students also participated in many interschool events. These included; AFL Dockers Cup, interschool athletics carnival and the interschool cross country carnival. The students once again represented the school successfully, receiving third place in the interschool athletics carnival.



After school coaching sessions were run throughout the year with students given the opportunity to participate in a range of sports that were coached by local teams. These sports included; basketball, athletics, and Australian Rules football. These sessions were offered to students, throughout the junior and senior school, at no fee as they were funded through the Sporting Schools initiative.

Also during 2019, programs that students were involved in included our annual swimming lessons both at the Beatty Park Aquatic Centre, Mullaloo Beach and an 8 week EduDance program which culminated in the students performing a series of concerts for the school community.



Social and emotional well-being continues to be a strong focus in the school as we provide students with skills, understandings and strategies to deal with challenges and decision making. We are in our second year of implementing the Friendly Schools Plus Program. A plan has been implemented in the school to use Friendly Schools Plus to cover the Curriculum, as well as protective behaviours. This program will continue to build and develop over the coming years.

At Highgate Primary we believe that discipline is a process that develops individual responsibility. This can best be achieved in an environment that is caring and in which mutual respect for all exists.

The school's Behaviour Management program has a 'no tolerance' policy to bullying. The school's strong, clear and consistent Behaviour Management Policy and practices supported by positive reinforcement and parent partnerships, ensures continued positive student behaviour. The Behaviour Management Plan is supported by the Positive Behaviour Support (PBS) initiative. PBS is a department endorsed program where specific behaviours are identified by the school and rewarded with a whole school system. The rewards include individual, class, faction and whole school rewards. In 2019 the students had a water play day after collectively reaching 100, 000 'ROAR points'.



School camps were offered to students in Year 5 and Year 6, as they are a valued part of the Curriculum, and a fantastic learning experience during which children find out many amazing things about life and themselves. In 2019, students attended Point Perron and Fairbridge Camps and were involved in enjoying a range of highly challenging and collaborative activities over several days. These activities included; raft building, bush walking, rock climbing, flying fox, crate climb, snorkelling, making a camp fire, roasting the perfect marshmallow and many more collaborative tasks.



Languages – Mandarin

China's official language, Pǔtōnghuà (Standardised Mandarin), is taught to mainstream students from Years 3 to 6. Language learning programmes are designed to develop students' skills in communicating and understanding the Chinese language and culture. Students develop skills in socialising, informing, translating and creating with their acquired language, while developing an understanding of systems of language and gaining different perspectives in the role of language and culture. Our students have participated in several speaking competitions over the years with excellent results, showcasing the linguistic talent of our diverse school during events such as the Year 5 Panda's Picnic, and the School's own Chinese New Year themed assembly.



Music and Drama

It was a big year in Music and Drama! In semester 1, all of the year 5s and 6s staged a musical. At Highgate this is a biennial event and in 2019 it was Madagascar Jnr. Over 140 students danced, sang and acted on stage. What a mammoth effort from the entire school community! We had a team of face painters made up of parents and teachers. A year 6 parent, Rachael Kalajzich coordinated the costumes, some bought, borrowed and made. A team of parents met weekly at her house in term 2 to ensure every child had a costume. Talented parents like Andrea Zencich and Fiona Hull gave many hours teaching dance routines and helping with the choreography. Our wonderful art teacher, Chani Crow, worked with a selected group of students to create props and backdrops.



There are too many to mention, but the success of Madagascar, was a testament to how well the Highgate Community works together for the benefit of all the children involved. Madagascar gave these students a special opportunity to perform on a professional stage and be a part of a musical.



The Rock Band and Pop Band continued to rehearse before school. They performed at the Leederville Festival and end of year book awards. In term 4 we hosted another school, St Andrews Primary. We shared music and food together and then our band members took our visitors on a tour of our school.

The school choir and ukulele band continued to entertain at the Leederville Festival and Grandparents Day.

Highgate students continued to develop in music and drama: learning to play instruments, read music, speak with expression, engage an audience and many other performance skills.



Teacher Development School – English as a Second Language/Dialect

During 2019, Highgate Primary School has continued to support schools across the state in English as an Additional Language or Dialect (EAL/D), aiming to build capacity, knowledge and understandings in EAL/D education. We have built the capacity of teachers and education assistants to present professional development, source engaging resources and share their expertise in EAL/D education. Highgate PS EAL/D Teacher Development School (TDS) continues to empower and up-skill both teachers and education assistants at Highgate school and in other schools. This has enabled many staff to present professional learning and has enabled the EAL/D TDS team to increase. The focus of professional learning continued to be based around the Western Australian Curriculum and improving teaching and learning for EAL/D students. Highgate Primary chose to continue to provide EAL/D support as a Teacher Development School in 2020.

Highgate PS EAL/D TDS facilitated over eight events in 2019 including conferences, coffee clubs, supported at network meetings and professional learning with whole schools at individual sites. We have responded to 23 requests for work shadowing, assisted schools to develop EAL/D policies and supported teachers who have had individual EAL/D students at risk. Audiences have ranged from 100, to one-on-one support. Ongoing professional learning to Highgate staff has been provided to enhance their knowledge and understanding of monitoring and assessing EAL/D students.

Highgate Primary EAL/D TDS facilitated a professional learning full day conference for Intensive English Centre (IEC) teachers and education assistants across five primary centres. The major focus was the development of reading in an IEC context. The opportunity to work with international consultant in language and literacy, Brian Dare and to network across centres and phases of schooling was invaluable and feedback indicated the importance of this annual event by all participants.

All TDS requests for support and PD, from schools and networks, were responded to in 2019 from the Highgate PS TDS team. To ensure the professional learning met the teaching and learning needs of specific schools and EAL/D cohorts, significant liaison was carried out (face to face, survey, emails and teleconferences) prior to each event. Highgate PS EAL/D TDS has supported schools in using the EAL/D Progress Map, addressed the language and learning needs using the WA Curriculum and also provided support regarding whole school planning.

Over 1100 Department of Education staff are registered on two EAL/D online Connect Community sites that were established by the school to promote Highgate Primary as an EAL/D Teacher Development School and provide a forum for teachers and education assistants to engage collaboratively, online. Highgate PS EAL/D TDS has supported and worked with our IEC colleagues to enhance practices and develop some consistent practices, especially in reporting to parents and assessment procedures. We have worked with mainstream teachers in EAL/D support roles and shared our expertise and experience. We have collected feedback from all sessions, which has been extremely positive. We have also reflected on feedback received.

In 2019 there were six IEC classes, from Year 1 to 6, at Highgate Primary School. There were approximately 30 different languages spoken by students in the IEC. Highgate IEC had 80 students enrolled as at the end of Semester One and 76 at the end of Semester Two. Students entered and exited our IEC continually throughout the year and eleven of our IEC students transitioned into our mainstream. Five buses transported many of the IEC students to and from school each day due to the high number that came from out of our local area, to attend Highgate IEC. A number of our students were from China, Japan, Bhutan and Korea. Almost 10 percent of our students were refugees with approximately 20 percent of IEC students being full fee payers.



Financial Summary

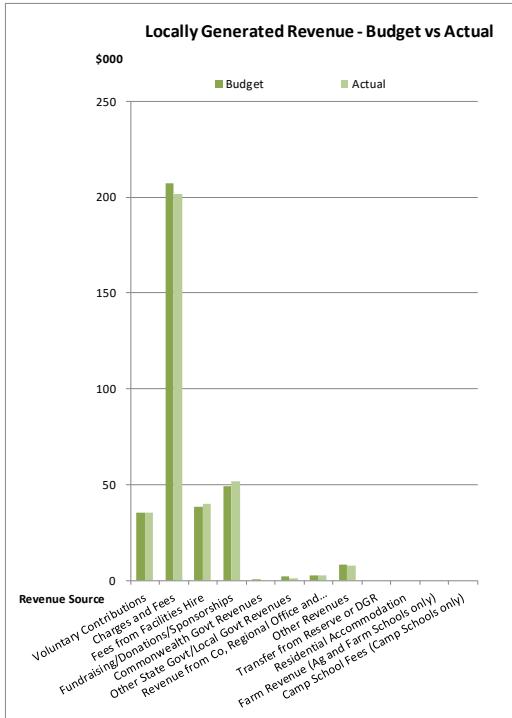
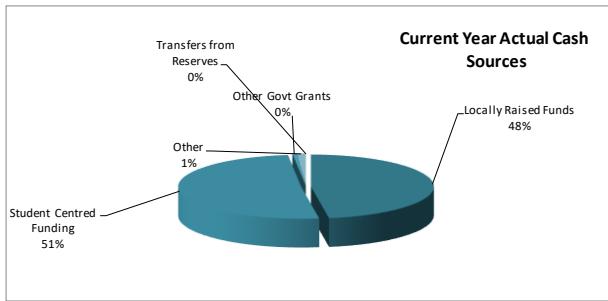


Highgate Primary School

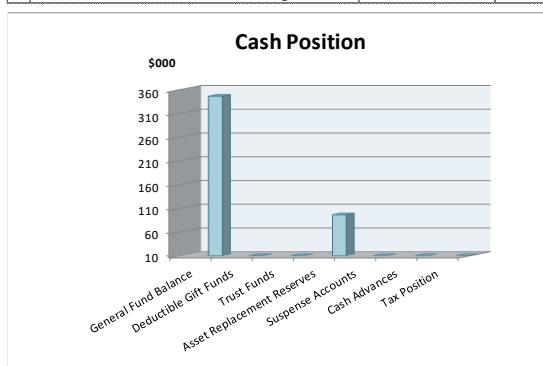
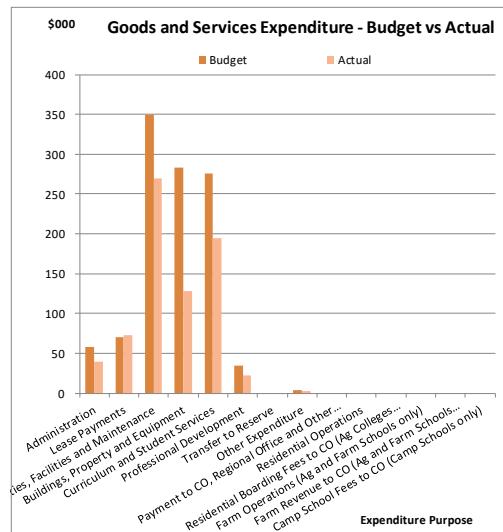
Financial Summary as at

31 December 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1 Voluntary Contributions		\$ 35,500.00	\$ 35,470.00
2 Charges and Fees		\$ 207,246.00	\$ 201,506.35
3 Fees from Facilities Hire		\$ 38,478.00	\$ 40,127.25
4 Fundraising/Donations/Sponsorships		\$ 49,000.00	\$ 51,516.93
5 Commonwealth Govt Revenues		\$ 100.00	\$ -
6 Other State Govt/Local Govt Revenues		\$ 2,200.00	\$ 1,100.00
7 Revenue from Co, Regional Office and Other Schools		\$ 2,806.00	\$ 2,786.00
8 Other Revenues		\$ 8,510.00	\$ 7,958.02
9 Transfer from Reserve or DGR		\$ -	\$ -
10 Residential Accommodation		\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)		\$ -	\$ -
12 Camp School Fees (Camp Schools only)		\$ -	\$ -
Total Locally Raised Funds		\$ 343,840.00	\$ 340,464.55
Opening Balance		\$ 383,589.00	\$ 383,589.19
Student Centred Funding		\$ 349,100.00	\$ 349,100.00
Total Cash Funds Available		\$ 1,076,529.00	\$ 1,073,153.74
Total Salary Allocation		\$ 6,670,381.00	\$ 6,670,381.00
Total Funds Available		\$ 7,746,910.00	\$ 7,743,534.74



Expenditure - Cash and Salary		Budget	Actual
1 Administration		\$ 57,510.00	\$ 38,837.99
2 Lease Payments		\$ 70,000.00	\$ 72,645.16
3 Utilities, Facilities and Maintenance		\$ 350,000.00	\$ 269,802.48
4 Buildings, Property and Equipment		\$ 282,880.00	\$ 127,466.76
5 Curriculum and Student Services		\$ 275,385.25	\$ 193,975.61
6 Professional Development		\$ 34,000.00	\$ 21,687.08
7 Transfer to Reserve		\$ -	\$ -
8 Other Expenditure		\$ 3,735.00	\$ 2,828.35
9 Payment to CO, Regional Office and Other Schools		\$ -	\$ -
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		\$ 1,073,510.25	\$ 727,243.43
Total Forecast Salary Expenditure		\$ 6,653,842.00	\$ 25,240.00
Total Expenditure		\$ 7,727,352.25	\$ 752,483.43
Cash Budget Variance		\$ 3,018.75	



Cash Position as at:	
Bank Balance	\$ 439,482.36
Made up of:	\$ -
1 General Fund Balance	\$ 345,910.31
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,127.19
5 Suspense Accounts	\$ 3,585.86
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ (5,841.00)
Total Bank Balance	\$ 439,482.36

School Board Endorsement



SCHOOL BOARD ENDORSEMENT

Highgate Primary School Annual Report 2019

Representatives

Principal

Stephen Ivey

School Board Chair

Russell Kingdom

Signature

Two handwritten signatures are shown over two horizontal lines. The top signature is for Stephen Ivey, and the bottom signature is for Russell Kingdom. Both signatures are in black ink.

Date: 1. June 2020