

# ANNUAL REPORT 2021



**HIGHGATE PRIMARY SCHOOL**

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## Principal's Report

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Highgate Primary School has many positive attributes that our school community should be 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.

2021 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 2021 for me included the following:

- 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 brings energy and enthusiasm to the school
- The never-ending commitment by the wonderful parents who always go the extra mile for each other and the students.

I am pleased to present the 2021 Highgate Primary School Annual Report to you.

Regards,

Stephen Ivey  
Principal  
Highgate Primary School

May 2022

## Highlights of the 2021 School Year

- Solar Car Challenge (E&E)
- P&C Democracy Sausage Sizzle
- Harmony Week Celebrations
- HPS Family Community Picnic
- Caversham Wildlife Park Excursion (IEC)
- Tree Planting Ceremonies (Leadership and Joy)
- Pre-primary Westoz Wildlife Incursion
- Your Move program introduced
- Walk Safely to School Day
- Running Club
- Mr Ivey's Sunflower Challenge
- Pre-primary Fundamental Movement Skills Program
- Kings Park Excursion (Year 4)
- Kindy Dance Time Program
- State Chinese Story Telling Competition (LOTE)
- Cluedunnit Competition (E&E)
- Faction Cross Country
- Speak Out Competition (Year 4 to Year 6)
- Ping Pong Tables Installation
- Skype meeting with Dr Karl Kruszelnicki
- Year 6 Camp
- Winter Carnival (Year 5 and 6)
- Constable Care Incursion
- Panda Picnic (LOTE)
- Beekeeper Incursion (Year 1)
- Book Fair
- P&C Marketplace
- P&C Monkey Bar installation
- NAIDOC Week Celebrations
- Tree Planting with City Toyota
- WaterCorp Incursion
- Pizza with the Principal
- Interschool Cross Country
- Daffodil Day Fundraiser
- Whacky Wheelie Wednesday
- One Big Voice at Perth Arena
- Faction Athletics Carnival
- City of Vincent Local History Centre Incursion
- Creative Edge Thinking Challenge (E&E)
- Interschool Athletics Carnival
- Junior Poetry Performance
- Awesome Arts Festival (TAGS Art Excursion)
- Beaufort Street Books excursion (Kindy)
- Bandanna Day Fundraiser



- 50 Days of School Celebration (Kindy)
- Bricktober (E&E)
- PBS Reward Whole School Disco
- Armadale Reptile and Wildlife Centre Excursion (Roe 9)
- Police Incursion (Pre-primary)
- AQWA Excursion (Pre-primary)
- Landsdale Farm Excursion (Year 3)
- Debating Competition (Years 4 to Year 6)
- Kings Park Excursion (Year 1)
- Kiddo Sport (Kindy)
- Architect Visit (Year 1)
- Indigenous Seasons Mural
- Grandparents Morning Event
- Museum Excursion (Year 2)
- STEM Fest
- Year 5 Camp
- Lapathon fundraiser
- Arty Farty Children's Party (Rock Bands and Choir)
- Year 6 Graduation
- Hyde Park Excursion (Year 2)
- Junior Christmas Sing a Long (Pre-primary to Year 2)
- Outback Splash Excursion (Year 6)
- Swimming Lessons (IEC)
- End of Year Prize Giving Ceremonies



## Student Numbers

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Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(60)	106	153	120	117	94	89	72	811
Part Time	119								

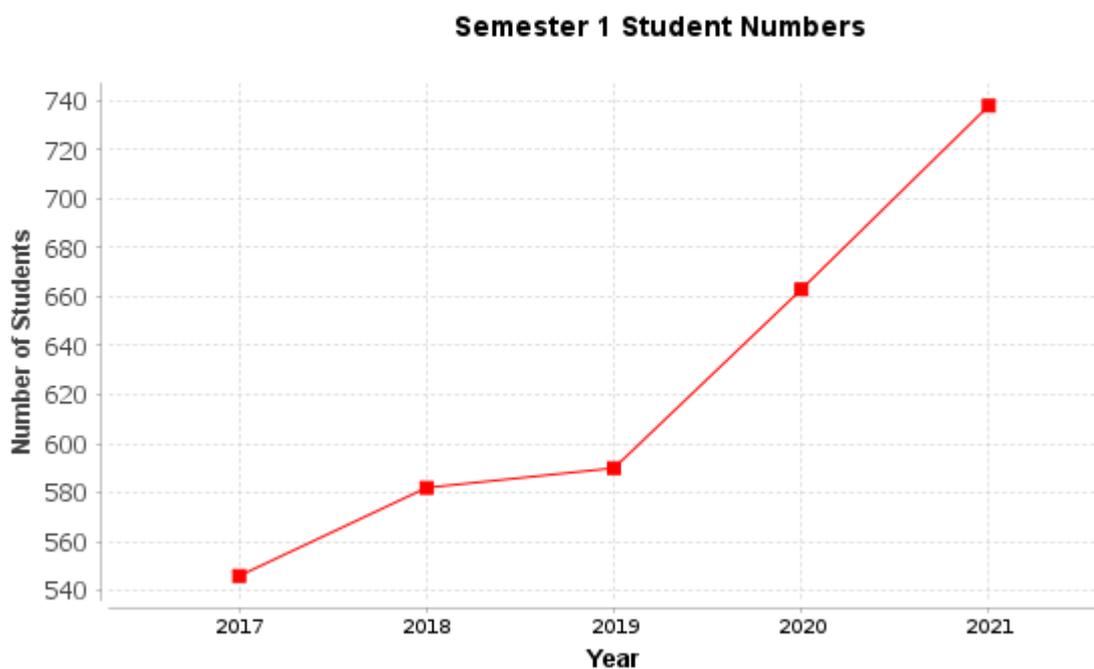
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

## Student Number – Trends

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### Student Numbers - Trends

Semester: 1



## Destination Schools

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2022 school destinations of the 2021 student cohort

Year Level :  Male: 36 Female: 45 Total: 81

Destination Schools	Male	Female	Total
4038 Mount Lawley Senior High School	12	15	27
4213 Bob Hawke College	11	5	16
4012 Churchlands Senior High School	2	2	4
4026 John Forrest Secondary College	3	1	4
4168 Shenton College	1	2	3
4002 Applecross Senior High School		2	2
4042 Perth Modern School	2		2
1440 St George's Anglican Grammar Sch	1	1	2
4126 Willetton Senior High School		2	2
1085 Chisholm Catholic College		1	1
6068 Dianella Secondary College Esc		1	1
4131 Dongara District High School	1		1
4020 Governor Stirling Snr High Sch	1		1
1378 John Septimus Roe Ang Com Sch		1	1
1396 Kennedy Baptist College	1		1
4029 Kent Street Senior High School	1		1
4140 Ocean Reef Senior High School	1		1
1152 Penrhos College		1	1
1125 Perth College		1	1
1252 Rehoboth Christian College		1	1
4048 Rossmoyne Senior High School		1	1
1178 Servite College		1	1
1464 Swan Valley Anglican Comm School		1	1



Celebrating and unlocking the potential of the staff



Improving Academic and Social learning of every student



Engaging and working with the community



Improving our School culture

# 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 years in 2020.

Improve every student's academic and social learning 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:

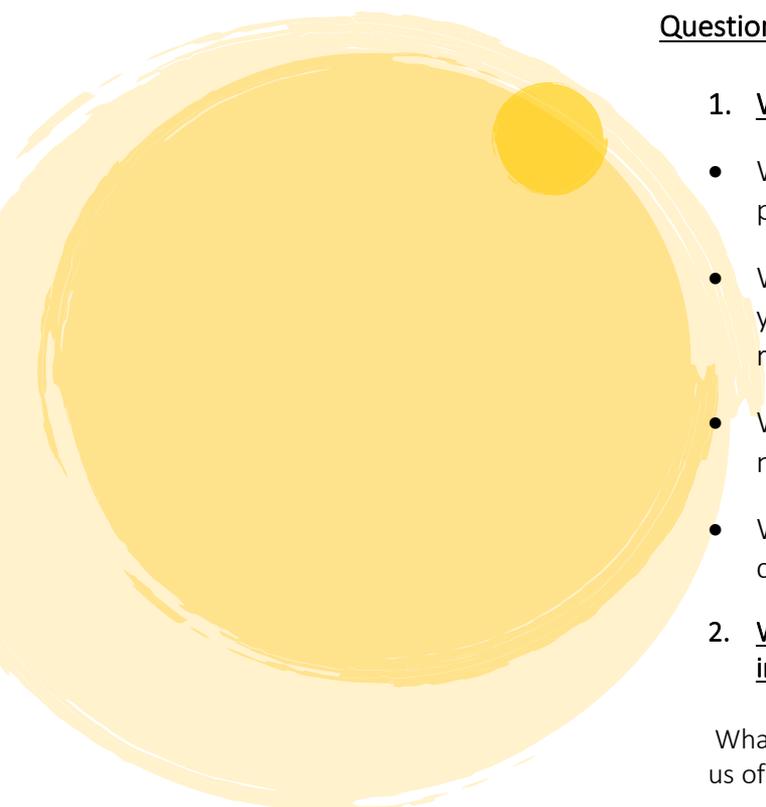
### Innovation Model

#### **Phase One (2019): Deeply Understand needs, constraints, and 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?

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### 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?

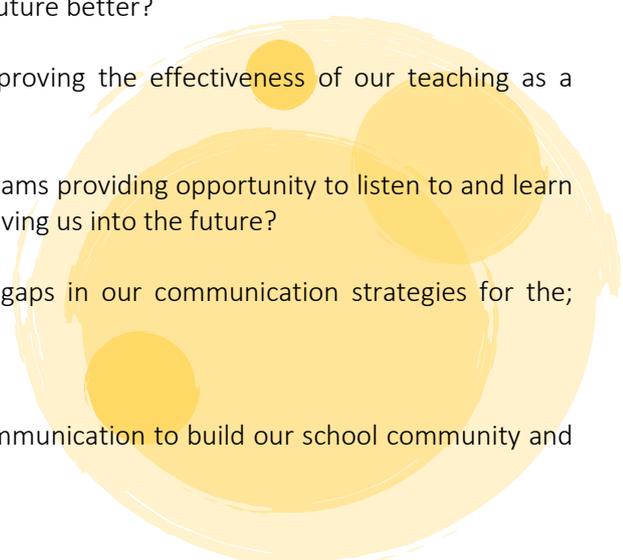
Are we, over time, improving the effectiveness of our teaching as a collective?

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"



## 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 PS 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 (IEC) and had just joined the mainstream class, were also included, as were our transient students. The graphs below show how our school has performed.

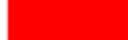
- Overall Tracking as a School

Comparative Performance for Year 3

Year 3	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	-0.6	0.6	-1.4	-0.2	-1.8	-0.2	48	63	70	80	64	93
Reading	-0.3	0.2	-0.3	0.4	-0.6	-0.2	47	63	71	79	64	93
Writing	-0.2	0.0	0.2	0.2	-0.6	-0.5	49	63	69	78	64	92
Spelling	0.3	0.4	-0.5	0.4	-0.2	-0.4	49	64	71	79	64	93
Grammar & Punctuation	0.0	0.0	-0.7	0.4	-1.0	-0.6	49	64	71	79	64	93

Comparative Performance for Year 5

Year 5	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	1.2	1.3	1.5	1.6	2.8	0.8	44	46	55	58	68	70
Reading	-0.2	0.0	-0.3	1.2	1.7	-0.4	44	46	55	61	70	70
Writing	0.4	-0.1	-0.6	-0.2	-0.6	0.7	44	46	55	61	70	70
Spelling	1.6	-0.2	-1.2	0.8	1.4	0.6	44	47	55	61	69	70
Grammar & Punctuation	1.5	0.8	-0.2	1.4	2.7	2.2	44	47	55	61	69	70

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

## Students' progress in Numeracy, Reading and Writing. National Testing Data 2019 - 2021

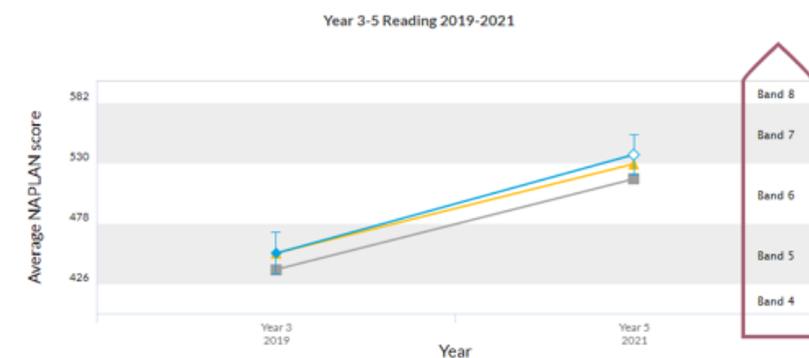
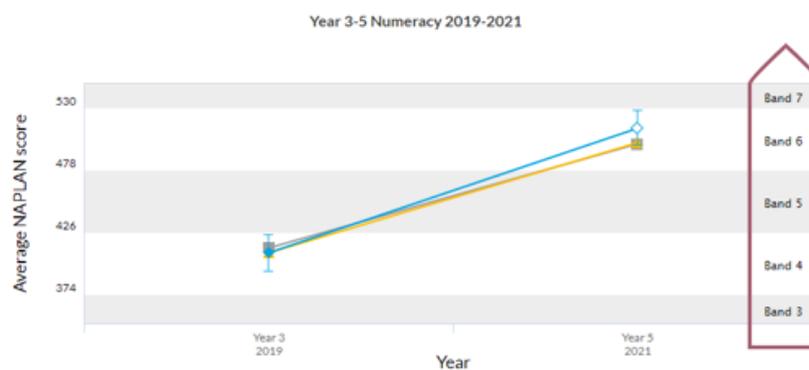


These graphs outline the academic progress of Highgate students in comparison to students from a similar background as well as all Australian students.

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



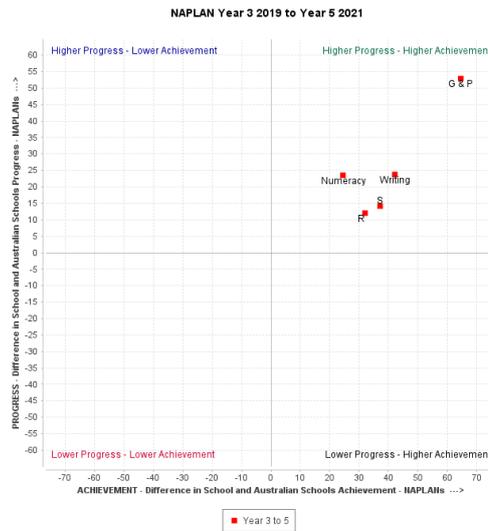
	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2019-2021
Reading	37	44	51	51	51	68	54
Writing	63	51	50	45	42	48	64
Numeracy	54	58	64	66	65	76	59

### Interpreting the table

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

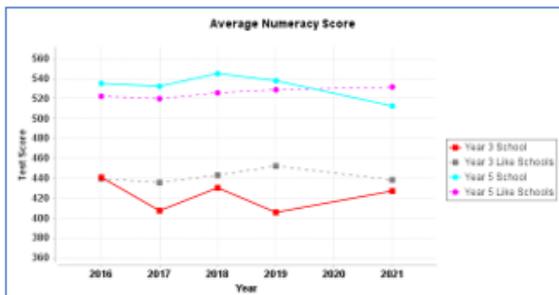
- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

- School mean score when compared to Australian schools



- School mean score when compared to 'like schools'

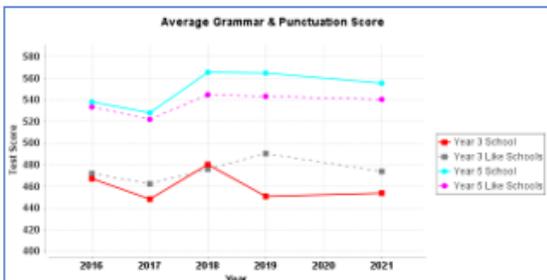
Numeracy



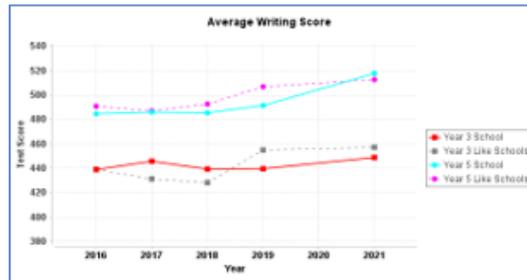
Spelling



Grammar and Punctuation



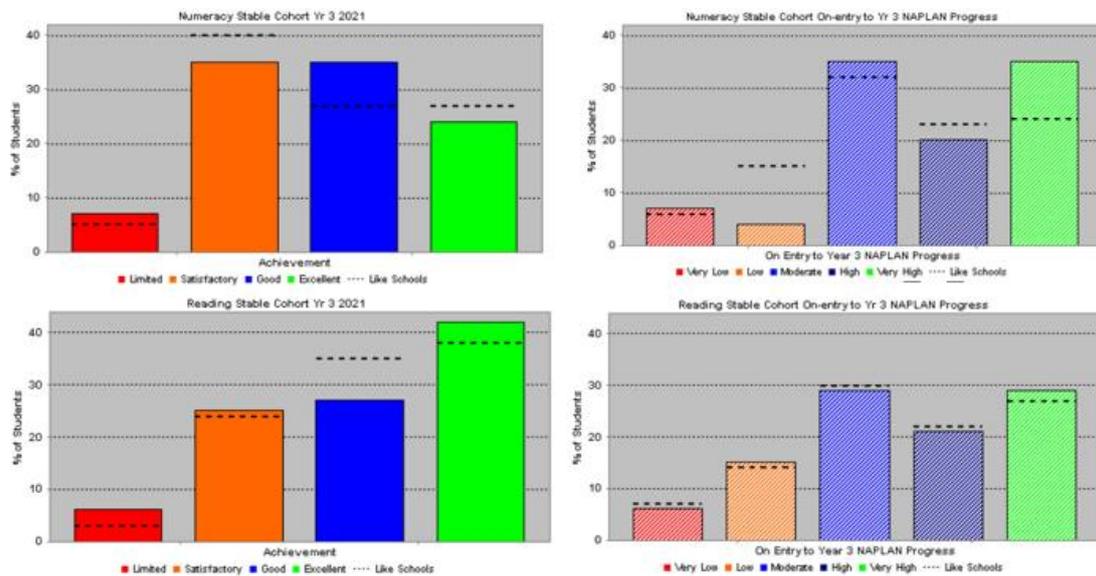
Writing



Reading



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



Highgate PS students continued to demonstrate progress and achievement across all areas, from Year 3 to Year 5 compared to Australian Schools. In all areas tested, across all years, Highgate PS students achieved better than the State Mean. Given that Highgate PS 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 PS student mean in all areas of Literacy was above the State, Australian mean however was below our 'like schools'. The Year 5 NAPLAN Highgate PS student mean achieved equal to or better than 'like schools' in Writing and Grammar and Punctuation, however, performed slightly below in Reading and Spelling. As per previous years, 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 the state and Australian average. Year 3 Numeracy mean, however, was slightly 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 above the State and National mean, however, below our like school' mean. 75% of the students from Year 5 that were tested at Highgate PS in Year 3 achieved moderate, high or very high progress. This progress was pleasing to see.

### Longitudinal Data

In comparing the 2021 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 our stable cohort shows substantial progress over time. The longer a student remains at Highgate PS, 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

The Kindergarten teaching staff ensured a high-quality level of education for over 100 children on the Broome Street site, providing highly engaging play-based learning experiences along with a variety of hands-on experiences. This also included the Kiddo Sports program in Term 4.

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 AQWA in Term 4.

The focus of learning from Pre-primary to Year 2 was developing early literacy skills, including hearing, saying and recognising sounds and connecting those sounds to letters, Synthetic Phonics and learning high-frequency words for spelling and reading. Guided Reading enhanced students' understanding of texts and develop skills in comprehension. Students continued to use NSW Foundation Script for writing. Oral language continued to be a focus, particularly vocabulary development. The students participated in the Junior Poetry Performance, with many students memorising and performing a poem in front of their peers.

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 numbers and place value. Along with understanding number patterns, statistics, probability, measurement and geometry.

Daily physical activity helped 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 weekly.

Emotional well-being and social relationships are at the heart of what we do. This was supported in 2021 by the care teachers and education assistants always show students using 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 (NQS) Improvement Plan for Highgate PS.

Students enjoyed these other highlights:

### Kindergarten

- 50 days of Kindy celebration
- Father's Day celebration
- Pizza PJ Party
- Kiddo Sports program
- Kindy Christmas performance



Pre-Primary

- AQWA excursion
- STEM Fest (including Scitech incursion)
- Faction Carnival
- Book Week dress-up day
- Junior Christmas Concert



Year 1

- Kings Park Excursion
- Faction Carnival
- Book Week dress-up day
- Constable Care incursion
- STEM Fest (including Scitech incursion)
- Junior Christmas Concert
- Beekeeper Incursion



Year 2

- Kings Park Excursion
- Faction Carnival
- Book Week dress-up day
- Constable Care incursion
- Hyde Park Picnic
- STEM Fest (including Scitech incursion)
- Junior Christmas Concert





## The Broader Curriculum

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### The Arts

2021 was again a busy year for Visual Arts at Highgate PS. An arts program was delivered to all year levels from Year 1 to Year 6. The extension TAGS program continued to be offered to selected Year 5 and 6 students. These students also had the opportunity to attend the 2021 Awesome Arts Festival.

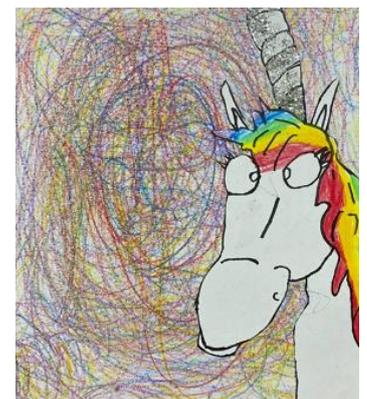
We continued to add a STEAM focus to the Art curriculum by making cross-curricular links to Maths and Science.

Highlights of the 2021 Visual Arts program include:

- NAIDOC inspired Art projects completed across several classes.
- Design and production of the props for the School Musical.
- City of Vincent Spirit of Christmas Banners. Four students had their artwork selected to be made into street banners.
- A successful P&C grant allowed for the purchase of printmaking materials.
- A collaboration between the HASS committee, the Art department and Highgate PS teacher Sandy Power saw the design and production of a 2.5 metre mural. The imagery in the mural was designed by the Year 6's, and both students and teachers assisted with the painting process. The mural depicts the six Noongar seasons.



Highgate PS's Visual Arts program continues to develop and grow. Students are encouraged to develop critical thinking and problem-solving skills and explore ways to communicate and express themselves creatively.



## Humanities and Social Sciences (HASS)

We had another big year of HASS learning at Highgate PS.

At the end of Term 1, we held our annual Family Community Picnic. We were fortunate to have Steve Hensby perform for us - we even had a surprise performance from the Police band! Highgate families enjoyed the HASS display presented in the undercover area.



On show were class photos from the 1930's and the contents of a time capsule bedded in 1995. The highlight of the display was seven posters created to mark Highgate's 125th Anniversary last year, which premiered to the wider school community on the night.



In Term 2, the Year 3/4 students from Lewis 6 presented the ANZAC Day ceremony for the Highgate PS community. We were very fortunate to have Mr Ian Petkoff from the Highgate RSL address the assembly.

The Intensive English Centre (IEC) went on an excursion to Caversham Wildlife Park. It was the first opportunity to see and touch native Australian animals for some of these children.

NAIDOC Week was observed in Term 3, holding various events and learning activities designed by teachers and presented by special guests. The theme was 'Heal Country', the importance of protecting land, water, places of importance, and cultural heritage to Aboriginal identity.





The Year 2 and 3 students performed the song 'Kaat Djerdim Boornitj Djen' (or 'Head, Shoulders, Knees and Foot' in Noongar) at their Junior Assembly.

Students from Gratwick 6 planted trees and shrubs around the school in partnership with City Toyota. The trees and helpers were all sponsored by City Toyota.



The Year 3 students had the great pleasure of meeting Harley from the Water Corporation WA as part of The WaterWise Program. Harley introduced himself as an Aboriginal man from the Northern Territory and Torres Strait Islands. He visited with the aim of broadening understanding and respect for Aboriginal culture through an Aboriginal perspective of connection to land, water, languages and spirituality.

The Year 3 students from Lewis 6 were privileged to host Susanna Iuliano from the City of Vincent Local History Centre. Susanna spoke to the students about the history of the Highgate area, including aspects of daily life, work, education, transport and significant sites. We explored Whadjuk Noongar maps of the Perth area and discovered most of our city is built upon wetlands, lakes and swamps.



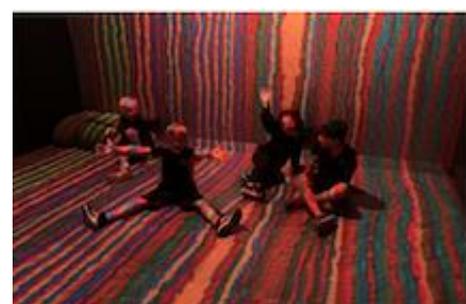
The Pre-primary students were treated to a visit from two Police Officers, Constable Swanson (William's mum from Sandri 3) and Constable Keatley. They talked about their role in the community, and the students could have a good look around the police car, see the flashing lights and hear the loud siren. The children thoroughly enjoyed seeing the police in their uniforms and trying out all their equipment was fun.



In November, the students in Year 1 travelled to the Naturescape at Kings Park. The students participated in the Koorra Koorra Katta Koomba education program. They learnt about how Perth and Kings Park have changed over time and how the Noongar people lived, hunted, and shared cultural traditions. Students also explored the wet and dry areas of the Naturescape whilst developing their communication, problem-solving and gross motor skills.



The Year 2 students went on a full-day excursion to the WA Museum Boola Bardip. They visited four exciting floors at the museum, providing fun, engaging, and interactive educational experiences across many learning domains. The students 'stepped back in time' to hear and read about stories of Aboriginal and Torres Strait Islander peoples of Western Australia. They were exposed to the traditional knowledge systems, protocols, and ways of communication.



At the end of Term 4, over 200 grandparents joined in our Grandparents' Morning event. They were entertained by some senior students who showcased their amazing musical talents under the guidance of our wonderful music teachers Mrs Coffey, Mrs Griffiths and SIMS instrumental teacher Mrs Tait. They were then joined by their grandchild/children and shown around the classroom. Many great stories emerged, including that of Mr Gouch – the great grandfather of Charlie in Sandri 9. He attended Highgate PS as a student in 1941 after immigrating from Germany.

As an end-of-year celebration, the students in Year 2 visited Hyde Park for a half-day excursion. As part of the Geography and History units of work, the children learned about the significance of this place for past and present generations. Hyde Park used to be wetlands relied upon by the local Aboriginal people. Today it is used as a recreation area for everyone in the community to use. While at the park, the children could play with their peers in the water play area and in the dry playground to celebrate the end of Year 2.



Lewis 3 learned about the stolen generation by viewing different film clips- one from the 1960s and three additional ones from the movie *The Rabbit Proof Fence*. Professor Robert Somerville from Edith Cowan University was invited to come and talk to the class about his family's story on which *The Rabbit-Proof Fence* was based. After sharing, students were invited to ask questions. The children found the visit informative and came away with a much deeper understanding of the Stolen Generation and Aboriginal history.



## Science

The Science Department continues to grow, and we added a second Science laboratory to Highgate PS this year. The Science Specialist Teachers include Brooke Topelberg, Jaymen Beard and Lauren Glenn (Pre-primary).

Each term is based on a different Science understanding whilst focusing on all the inquiry skills. Extra activities have been embedded into the Science planning in Years 3 to 6 to improve understanding in both the Conducting and Processing of Data outcomes as part of the curriculum focus on Inquiry Skills. After collecting whole school data each term, it has been pleasing to see improvements in both areas from Years 3 to 6.

Highlights of the school year have included our Year 6's once again enjoying a Skype session with leading Australian Science geek Dr Karl Kruszelnicki. Science Week saw us bring the Science community into the school - we invited family members of the Highgate PS community to talk at our junior and senior assemblies about their science-related occupations. This was an inspirational session for students to see where a career in science can take them.



During National Science Week, Highgate PS teachers were involved in a Science Brain Break Morning Tea, testing their scientific knowledge. Our Year 2 and Year 6 classes also enjoyed an incursion from Earth Sciences WA. The students were able to make their own fossils and replicate the effects of flooding on our landscapes.

One of the highlights of the Science calendar is our annual STEM Fest. This event involves the entire school from Pre-primary to Year 6 in mixed-age groups, rotating through a whole day of STEM-related challenges.



This year saw a diverse array of activities:

- Real-life crime scene (stolen hair gel)



- Meteor catapults



- Crow mathematical challenge



- Minecraft challenge



- Making bouncing balls



- The day was capped off with a junior and senior Scitech show



There was strong, positive feedback from students, staff and the Highgate PS community.

In Term 4, two groups of Year 6 students were chosen to represent Highgate PS in Scitech School's Challenge. Both teams performed very well and shone with their exceptional science and cooperative learning skills.

It's been a great pleasure to see the progress and excitement around Science at Highgate PS, and a big thank you to all the students, parents, staff and helpers that make our interactive lessons and learnings possible.



## Health and Physical Education

Our students experienced a diverse range of Physical Education lessons throughout the year, conducted by the Highgate PS's Physical Education specialist teachers. These lessons focused on developing students' skills in several areas, including; skills for physical activity, self-management skills and interpersonal skills. This varied curriculum taught students the necessary skills in an enjoyable and challenging environment. We were also fortunate to have had specialised (AFL), and tennis coaches work with many of our students during physical education lessons throughout the year. Students also participated in many school events where they could consolidate the skills taught throughout Physical Education sessions.



These events included; the EduDance program, Lapathon, cross country running carnival and faction athletics carnival. Each Friday, during the first semester, we ran a traditional team-based sports program where students from Year 3 to Year 6 were allocated teams and rotated through a variety of sports. The focus for Year 1 students was on continuing to develop fundamental movement skills and involved many station-based activities incorporated into fitness and the Friday, Year 1, sports program.



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. Our school uses the Friendly Schools Plus Program and our protective behaviours program. At Highgate PS, we believe that discipline is a process that develops individual responsibility. This can best be achieved in a caring environment where mutual respect for all exists.

Our school's Behaviour Management Program has a 'no tolerance' policy for bullying. Our school's strong, clear and consistent Behaviour Management Policy and practices supported

by positive reinforcement and parent partnerships ensure 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 Term 3, the students celebrated with a disco after collectively reaching 150 000 'ROAR points'.



The Year 6 camp in Term 2 and the Year 5 camp in Term 4 proved to be a highlight for many of our students. The Year 6 students enjoyed all the engaging activities that Forest Edge Recreation Camp offered, such as air rifle shooting, rock climbing, hiking and pole climbing.



The Year 5's attended Nanga Bush camp and were involved in raft building, bushwalking, rock climbing and making their campfire.



## Languages – Mandarin (LOTE)

In 2021, Highgate Primary students learned Mandarin from Year 3 to Year 6 in the mainstream classes. Students use language as a tool to learn about the world and learning a second language is like upgrading and extending their collection of tools.



Students also learn about different cultures, which are more likely to value other ways of thinking and behaving and develop their imagination, sensitivity, and understanding.



In 2021, our students participated in several competitions and achieved outstanding results. We had one student who placed first in the 2021 WA State Chinese Storytelling Competition.

The Year 5 students attended the Panda Picnic. It provided an excellent opportunity for the students to mingle with students from other primary schools and have a fun-filled educational learning experience in the Chinese language and culture.



## Music and Drama

Students at Highgate PS participated in a wide range of music activities in 2021. All students from Year 1 to Year 6 attended weekly lessons where they were taught music and drama skills and continued to build on their music and acting knowledge.

In Term 3, the Year 6 students put on the Musical 'Pirates of Penzance', held over two nights at the Subiaco Arts Theatre.



Our TAGS (Talented and Gifted Students) were offered the opportunity to participate in the School of Instrumental Music (SIM) program, learning classical guitar or brass. In 2021, Highgate PS had a junior and a senior rock band. Highgate PS choir was made up of students from Years 3 to 6. A highlight for the choir was performing in the 'One Big Voice'. In Term 4, the two rock bands and the choir performed at the City of Vincent Arty Farty Street Party in Leederville, a Beaufort Street Network-hosted event. The rock bands and Highgate PS choir had other performance opportunities throughout the year, such as at school assemblies and the Highgate PS Community Picnic organised by the P&C.



## Teacher Development School – English as a Second Language/Dialect

During 2021, 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 understanding 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 teachers and education assistants at Highgate PS and other schools. This has enabled many staff to present professional learning and the EAL/D TDS team to increase. The focus of professional learning continued to be based on the Western Australian Curriculum and improving teaching and learning for EAL/D students. Highgate Primary was selected to continue to provide EAL/D support as a Teacher Development School in 2022.

Highgate PS EAL/D TDS facilitated over eight events in 2021, including coffee clubs, supported at network meetings and professional learning with whole schools at individual sites. We have responded to requests for work shadowing, assisted schools in developing EAL/D policies and supported teachers with individual EAL/D students at risk. Audiences have ranged from an entire staff 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.

All TDS requests for support and PD from schools and networks were responded to in 2021 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 liaising was carried out (face-to-face, survey, emails and teleconferences) before each event. Highgate PS EAL/D TDS has supported schools using the EAL/D Progress Map, addressed the language and learning needs using the Western Australian Curriculum, and provided ongoing support to two schools regarding whole-school planning. Highgate PS hosted four executive members from Catholic Education who came to see how an Intensive English Program operates within a mainstream school.

Over 1000 Department of Education staff is registered on two EAL/D online Connect Community sites that the school established 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 Intensive English Centre (IEC) colleagues to enhance practices and develop consistent practices, especially in providing effective teaching and learning for classes with multiple age groups and phases of the English language development. 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 the feedback received.

In 2021 there were four IEC classes, from Year 1 to 6, at Highgate Primary School. Students spoke approximately 22 different languages in the IEC. Highgate IEC had 69 students enrolled at the end of Semester One and 62 at the end of Semester 2. This reduction in numbers and classes reflected the continued closure of international borders due to COVID 19. Students entered and exited the IEC continually throughout the year, and nineteen 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, Denmark, Thailand, Vietnam, India and Korea. Almost 5 per cent of our IEC students were refugees, and approximately 10 per cent were full-fee payers.

## P&C (Parents & Citizens)

It was fantastic to get back to holding community events in 2021.

Our first ever Market Day was held in June, with many kids and families setting up stalls in the Undercover area. The place was buzzing with people shopping and drinking Koolbardi Canteen coffee and treats from the cake stall. We were closed prematurely due to a snap lockdown, but the popular event will definitely be back!



The P&C sausage sizzle and cake stall at the Sports Day was as popular as ever, feeding hungry athletes and spectators.

The 'Parents of Penzance' Quiz Night was held in Term 3 to coincide with the fantastic school musical production. These adults-only events are a great chance to get together and have some fun away from the kiddos. They are also an excellent way to raise funds that are put straight back into our school.



The final Community Picnic in 2021 was a beautiful evening with music from our school bands and plenty of time for catching up with friends. Special thanks must go to the dedicated Events Committee, led by Tegan. Without their hard work and time, these events simply would not happen.





The P&C was proud to spend \$21,000 on programs and equipment for Highgate PS. We installed new monkey bars and climbing equipment. Curriculum grants were re-established, allowing teachers and staff to apply for funding of special items outside of their subject budget. We received six excellent submissions and were pleased to be able to fund them all. Among the items purchased was a digital microscope for Science, Art supplies, cooking equipment and a full tricycle set for Kindy. The P&C also funded the prizes for the Positive Behaviour Support initiative.

Regular meetings at the school allowed parents and carers to hear updates from the Principal and School Board on issues affecting Highgate PS. They also provide a forum for parents to get involved and express their opinions on matters such as school population growth and parking concerns. Lobbying from parents and the P&C resulted in the instatement of the William St Crossing guards this year.

Our hardworking staff and volunteers at Koolbardi Canteen had their biggest year ever. The number of lunches, snacks, take-home meals and coffees produced increases annually. Under the leadership of Naomi, Koolbardi Canteen is thriving. Alison continued to work tirelessly (and almost entirely without help), managing our Uniform Shop. COVID continues to cause disruptions to the supply of certain products, but she has worked hard to ensure all kids have what they need. We are lucky to have both these institutions on campus supporting us. Neither could function without our team of volunteers - look for them in their snazzy T-shirts next year!



Thanks must go to the hardworking P&C committee who donate their time and energy to building up our community.



The Executive, comprised of Vice President Sumeeta, Treasurer Gabby and Secretary Myra, is well supported by the many committee members who show up to every meeting and volunteer at every event.

Quite simple, Highgate PS would not be the same without them.

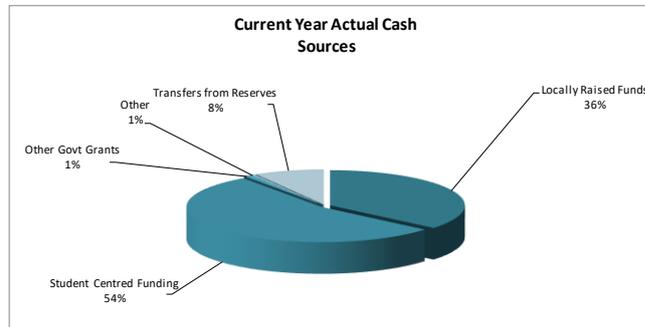
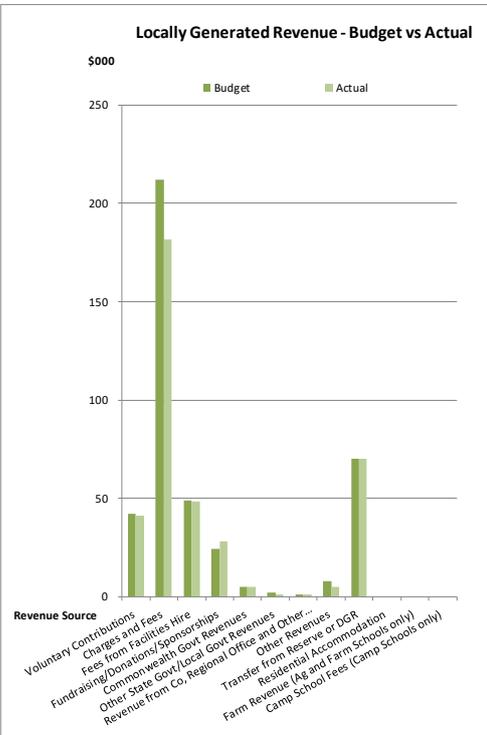
Sam Maisey  
P&C President 2021

# Financial Summary

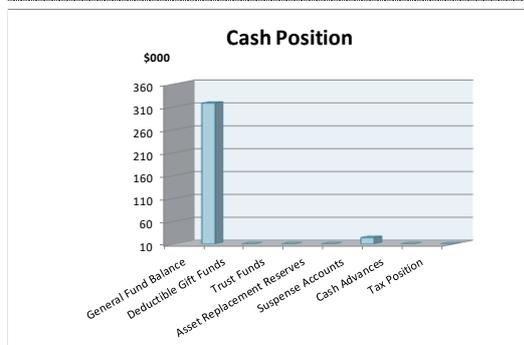
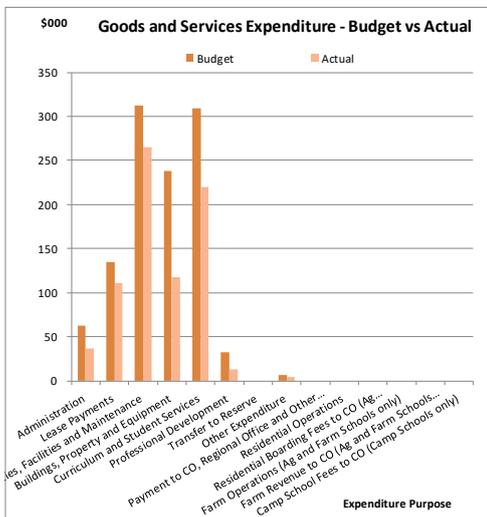


## Highgate Primary School Financial Summary as at 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 42,000.00	\$ 41,224.50
2 Charges and Fees	\$ 212,160.00	\$ 181,792.92
3 Fees from Facilities Hire	\$ 48,682.00	\$ 48,381.82
4 Fundraising/Donations/Sponsorships	\$ 24,256.00	\$ 28,251.11
5 Commonwealth Govt Revenues	\$ 5,046.00	\$ 5,045.07
6 Other State Govt/Local Govt Revenues	\$ 2,100.00	\$ 1,100.00
7 Revenue from Co, Regional Office and Other Schools	\$ 1,000.00	\$ 893.50
8 Other Revenues	\$ 7,644.00	\$ 4,665.49
9 Transfer from Reserve or DGR	\$ 70,000.00	\$ 70,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 412,888.00</b>	<b>\$ 381,354.41</b>
Opening Balance	\$ 254,144.00	\$ 254,143.91
Student Centred Funding	\$ 448,539.00	\$ 448,539.22
<b>Total Cash Funds Available</b>	<b>\$ 1,115,571.00</b>	<b>\$ 1,084,037.54</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 1,115,571.00</b>	<b>\$ 1,084,037.54</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 62,042.48	\$ 37,142.01
2 Lease Payments	\$ 135,000.00	\$ 111,340.60
3 Utilities, Facilities and Maintenance	\$ 312,159.12	\$ 264,790.34
4 Buildings, Property and Equipment	\$ 237,555.00	\$ 117,199.83
5 Curriculum and Student Services	\$ 309,531.15	\$ 219,386.80
6 Professional Development	\$ 32,000.00	\$ 12,519.64
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 6,161.00	\$ 4,048.20
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 1,094,448.75</b>	<b>\$ 766,427.42</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 1,094,448.75</b>	<b>\$ 766,427.42</b>
Cash Budget Variance	\$ 21,122.25	



Cash Position as at:	
Bank Balance	\$ 337,293.28
Made up of:	
1 General Fund Balance	\$ 317,610.12
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ 23,912.16
6 Cash Advances	\$ -
7 Tax Position	\$ (4,229.00)
<b>Total Bank Balance</b>	<b>\$ 337,293.28</b>