



ANNUAL REPORT 2018

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Principal's Note

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.

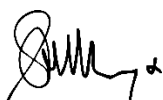
2018 was another year of growth at Highgate Primary School, with high academic standards and considerable student progress. Our school had many highlights during the year, but it is always very busy and action packed, however, the personal highlights of 2018 for me included the following:

- The never-ending commitment by the wonderful parents who always go the extra mile for each other and the students. This is evident in increasing attendance at the Big Night Out, P&C and school assemblies
- The wonderful, high quality staff that constantly bring energy and enthusiasm to the school.
- The fun, laughter and good-will displayed by the students every day and their robust willingness to fully participate in their learning.
- The adventurous school camps and the wide variety of incursions and excursions
- The imbedding of our whole school plans in mathematics and English
- The support of our School Board to make our school the fantastic one that it is.
- The greening of our school lawn and the development of the Lincoln Street garden.
- The introduction of our Community Liaison person (Shannon Davies) who has added polish to our web page and newsletters.
- The introduction of “School News” – our fortnightly video that is produced for the assembly. Thanks to Ms Konigsberg for the filming and editing of this school feature
- The introduction of science as a specialist subject.

The low-light of 2018 was the tragic passing of our much loved and admired staff member, Ms. Lara Daebritz. She is deeply missed by us all.

It is with pleasure that I present to you the 2018 Highgate Primary School Annual Report

Regards,



Stephen Ivey
Principal
Highgate Primary School

April 2019



Board Report

The Highgate Primary School Board went through a significant change in 2018 with the departures of Tanya Sim as Chair; Susan Gontaszewski and Matthew Benter as parent representatives; and Jan West and Matthew Johnstone as teaching staff representatives. On behalf of the Board, I would like to extend my sincere thanks and gratitude to all recent board members for their commitment to the school and the extra work that they undertook in their own time to ensure the Board was functioning to the best of its ability. A special thank you must go to Tanya whose dedication and hard work as the public face of the Board – as well as all the work behind the scenes – had no limits.

Our School Board remains in a strong and healthy state with incoming members Emily Morgan, Imogen Scanlan and Stephanie Rush as parent representatives, and Samantha Charman and Leanne Quadrio as teaching staff representatives. Welcome! It was wonderful to see so many talented people from our school community nominate for Board positions in 2018 and I look forward to working with all our new members. Acknowledgement and thank you also goes to existing Board members Danika Smith and Jane Seaton for continuing with your excellent work; to Donna Baken for ongoing executive support; and to our Principal, Stephen Ivey, a powerhouse in school leadership!

Throughout 2018, the Board continued to assist the governance of Highgate Primary School by:

- Reviewing the School Business Plan 2016-2018.
- 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 Board also established a Building and Grounds Sub-Committee to assist the school in the planning and design of landscape and playground facilities, following the successful completion of our new Sandri House building.

2018 has seen another successful teaching year in our school. 2018 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 placed on encouraging positive behaviours and support for all students and their needs. With such a culturally rich and diverse school community, I am extremely proud of our school culture; it's leadership; and dedication of staff. We truly have quite a remarkable school. In part, being an Independent Public School has given the administration the flexibility, autonomy and responsibility necessary to respond to our local context and needs. This is something not to be taken for granted.

At Board meetings we constantly remind ourselves why we meet and who for – the children. 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

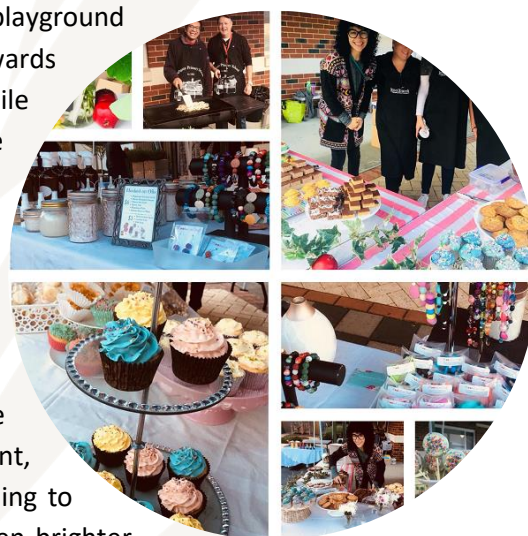
The Highgate Parents & Citizens Association finished the year with as much excitement as it started.

On the eve of our 2019 AGM, near the end of our 2018 committee term, Highgate P&C successfully signed-off on its largest financial commitment in many years.

The new \$42,000 Gemini Net playground installation, to be constructed on the lower slopes of the main green, was the culmination of many years of fundraising and close collaboration between school administration, Board, P&C Committee members and volunteers.

From the outset, our overriding focus for 2018 was to improve playground facilities for Highgate Primary. We have made a great start towards achieving this objective, however there is still much further to go. While it may seem somewhat presumptuous to speculate on the future objectives of the incoming Committee for 2019, it would be a very safe bet to assume this will continue to be the Committee's focus for some years to come.

Talking about the future, the P&C acknowledges and applauds the recent and very strategic acquisition of an adjoining land parcel for Highgate Primary's use. While the role in planning and managing the future needs of the school falls largely under the remit of the Department, School Administration and the Board; the P&C stands ready and willing to play its role supporting whatever initiatives are necessary for an even brighter future for our wonderful school.



Events

There were many events during the year where the P&C made a particular contribution. The two standouts for 2018 were the 'Boogie Night Out' and the 'Super Saturday' by-election sausage sizzle and cake stall.



The 'Boogie Night Out' continued our trademark 'Big Night Out' theme with a huge turnout of students, teachers and family all dancing away the evening to the boogie beats from charismatic staffer - DJ Marty. A big thank you to our very long list of volunteers, prize sponsors and performers who made this evening such a huge success.

The other event that made a solid contribution to our fundraising activities was the by-election sausage sizzle and cake stall. The success of this event is owed to all those members of Highgate family who demonstrated their culinary mastery to such great effect. The voting public and our Highgate students thank you.

Our popular businesses

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

Naomi presides over a very busy canteen operation, providing nutritious meals and snacks to our children and staff. Growing demand for Naomi's meal offerings in 2018 prompted the introduction of a take-home meal selection. This new initiative assists busy families by providing nourishing, healthy meal options and proved an instant success.



Our Uniform Shop continues to flourish under the meticulous management of Alison Casey and long-term volunteer Sam Maisey and team. A Highgate stalwart, this little shop is a bee hive 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 forms an essential meeting place and orientation point to get acquainted with all things Highgate.

Contribution

The success of the Highgate Primary Parents & Citizens Association in 2018 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.



Special thanks must go to the 2018 Committee, including Victoria Keeping (Vice President), Keith Ananda (Treasurer), Sam Maisey (Secretary), and Committee Members Emily Morgan, Bec Webb, Janet Campbell, Maria Daniele, Naomi Putland, Fiona Hull and Davinia Shanahan.

I would like to acknowledge our wonderful Secretary, Sam Maisey, for her particular contributions to a successful 2018, 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 Suzanne McLay, who skilfully planned, marketed and executed two successful book fairs during the year contributing many thousands of dollars in books for the school library. Everyone in the team have gone far out of their way to make the 2018 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.



Brian Watt
P & C President
Highgate Primary School

Highlights of the 2018 School Year



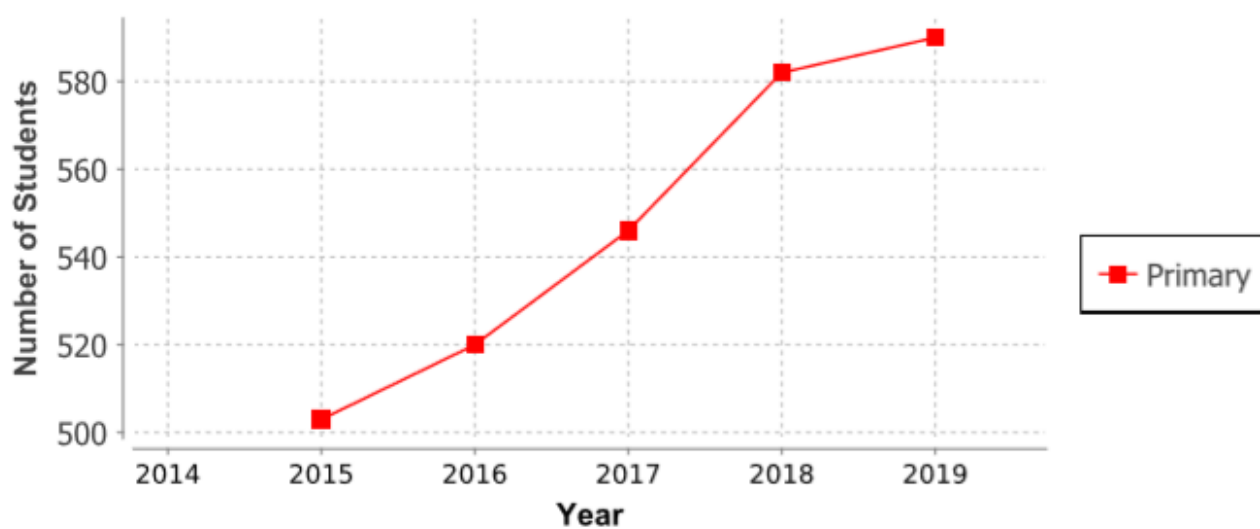


Student Numbers

(as at August 2018)

| | K | P | 1 | 2 | 3 | 4 | 5 | 6 | |
|--------|----|----|-----|----|----|----|----|----|-----|
| Male | 42 | 45 | 46 | 44 | 37 | 50 | 42 | 31 | 311 |
| Female | 39 | 39 | 54 | 37 | 54 | 32 | 26 | 30 | 337 |
| Total | 81 | 84 | 100 | 81 | 91 | 82 | 68 | 61 | 648 |

Student Number – Trends



Attendance Overall

| | Non - Aboriginal | | | Aboriginal | | | Total | | |
|------|------------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2016 | 93.1% | 94.8% | 93.7% | 89.6% | 82.5% | 80.7% | 93.0% | 94.5% | 92.6% |
| 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% |

| | Attendance Category | | | |
|------------------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2016 | 76.5% | 15.3% | 5.9% | 2.2% |
| 2017 | 79.2% | 13.4% | 4.2% | 3.2% |
| 2018 | 78.3% | 13.7% | 5.4% | 2.5% |
| Like Schools 2018 | 85.9% | 11.4% | 2.1% | 0.6% |
| WA Public Schools 2018 | 77.0% | 15.0% | 6.0% | 2.0% |

Destination Schools

| Destination Schools | Male | Female | Total |
|--------------------------------------|------|--------|-------|
| 4038 Mount Lawley Senior High School | 25 | 22 | 47 |
| 4168 Shenton College | 2 | 1 | 3 |
| 4026 John Forrest Secondary College | 1 | 1 | 2 |
| 4042 Perth Modern School | 1 | 1 | 2 |
| 4002 Applecross Senior High School | | 1 | 1 |
| 4036 Dianella Secondary College | | 1 | 1 |
| 4122 Greenwood College | | 1 | 1 |
| 4025 John Curtin College Of The Arts | 1 | | 1 |
| 4029 Kent Street Senior High School | 1 | | 1 |
| 1374 St Andrew's Grammar | 1 | | 1 |
| 1369 Ursula Frayne Catholic College | | 1 | 1 |
| 4126 Willetton Senior High School | | 1 | 1 |

Business Plan 2016 – 2018

2018 was the final year of implementation of our 2016-2018 Business Plan. The identified targets for this business plan were:

Improving Academic and Social Learning of every student

- Progress of the stable cohort of students between Year 3 and 5 be better than 'like' schools in numeracy, reading and writing.
- Student Progress and Achievement to be better than 'like' schools when measured 2015 – 2017 and 2016 – 2018 in all NAPLAN areas.
- At least 85% of all students progress 0.5 – 1.0 progression points in Pre Primary, Year 1 and Year 2 (over 12 months).
- National Curriculum implementation aligns with recommended timeline from SCSA (School Curriculum and Standards Authority).

Celebrating and unlocking the potential of the staff

- Through a staged implementation approach, by 2018, 95% of teaching staff participate in a 'Professional Learning Community' including classroom observations from their peers.
- By 2018, the staff will have developed an explicit, coherent, sequenced plan for the delivery of numeracy and literacy across the years of the school which makes clear what (and when) teachers should teach and students should learn.

Building our School Culture

- Increase 'connection' and 'belonging' amongst staff, students and parents to Highgate Primary school measured by annual electronic survey.

Engaging and working with the community

- Maintain or improve student, parent and staff satisfaction at Highgate Primary School measured by the School Board and Parent survey instruments.
- school-wide communication strategy is developed with a detailed approach to improve communication between the school and community.

At the beginning of 2018 we reviewed our achievements to date in relation to our Business Plan targets and identified strategies and prioritised the following areas to focus on in our annual Operational (Spotlight) Plan:

- Develop a whole school numeracy plan
- Teach, assess and report against the Technologies learning area as per SCSA requirements
- Implement the Aboriginal Cultural Standards Framework
- Classroom observations and teacher feedback
- Develop a communication strategy
- Improve grounds, gardens and play facilities at Highgate Primary School
- Implement the Friendly Schools Plus program

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), and Early Childhood On-Entry Assessment enabling teachers to plan comprehensive targeted programs for the year.

In 2018, five areas continued to be an area of focus. These were identified, at the start of the 2016 after the school community participated in a visioning process which resulted in a 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 | | | | | |
|-----------------------|-------------|------|------|------|------|------|----------|------|------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Numeracy | 0.9 | 0.0 | -0.6 | 0.6 | -1.4 | -0.2 | 53 | 47 | 48 | 63 | 70 | 80 |
| Reading | 1.1 | 0.0 | -0.3 | 0.2 | -0.3 | 0.4 | 51 | 42 | 47 | 63 | 71 | 79 |
| Writing | 0.2 | -0.8 | -0.2 | 0.0 | 0.2 | 0.2 | 51 | 42 | 49 | 63 | 69 | 78 |
| Spelling | 0.8 | -0.2 | 0.3 | 0.4 | -0.5 | 0.4 | 51 | 42 | 49 | 64 | 71 | 79 |
| Grammar & Punctuation | 0.3 | -1.3 | 0.0 | 0.0 | -0.7 | 0.4 | 51 | 42 | 49 | 64 | 71 | 79 |

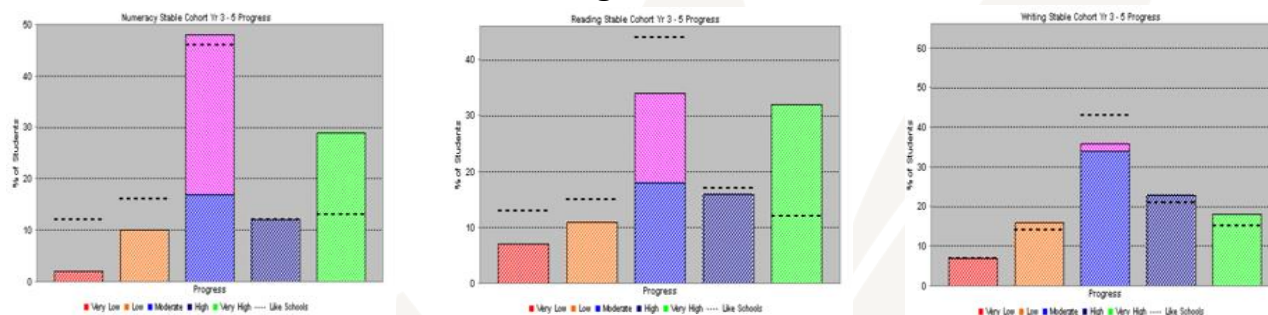
Comparative Performance for Year 5

| Year 5 | Performance | | | | | | Students | | | | | |
|-----------------------|-------------|------|------|------|------|------|----------|------|------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Numeracy | 0.8 | 0.4 | 1.2 | 1.3 | 1.5 | 1.6 | 34 | 35 | 44 | 46 | 55 | 58 |
| Reading | 0.0 | -0.3 | -0.2 | 0.0 | -0.3 | 1.2 | 34 | 35 | 44 | 46 | 55 | 61 |
| Writing | 1.0 | 0.5 | 0.4 | -0.1 | -0.6 | -0.2 | 34 | 34 | 44 | 46 | 55 | 61 |
| Spelling | -0.8 | 0.8 | 1.6 | -0.2 | -1.2 | 0.8 | 34 | 34 | 44 | 47 | 55 | 61 |
| Grammar & Punctuation | 0.6 | 0.3 | 1.5 | 0.8 | -0.2 | 1.4 | 34 | 34 | 44 | 47 | 55 | 61 |

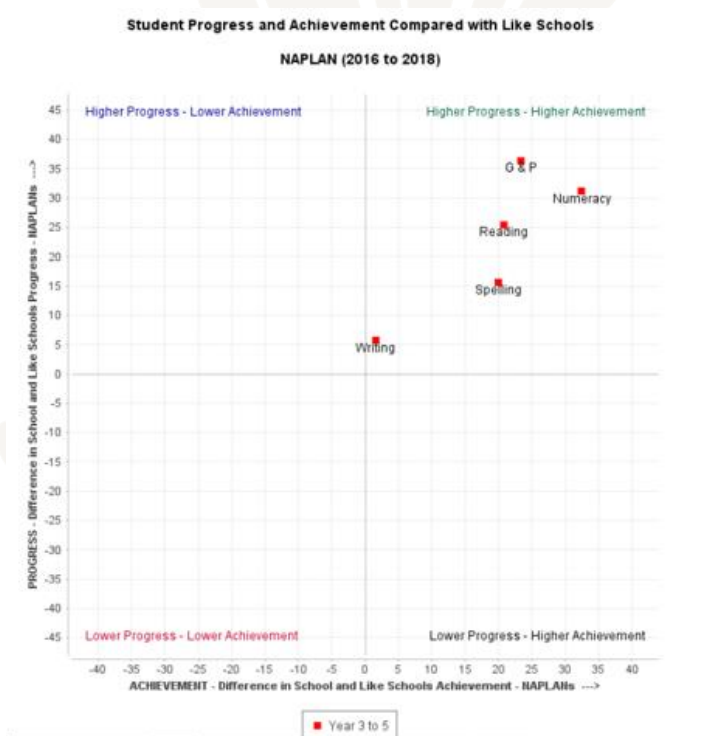
| | |
|--|---|
| | Above Expected - more than one standard deviation above the predicted school mean |
| | Expected - within one standard deviation of the predicted school mean |
| | Below Expected - more than one standard deviation below the predicted school mean |

Students' progress in Numeracy, Reading and Writing

National Testing Data 2016 - 2018

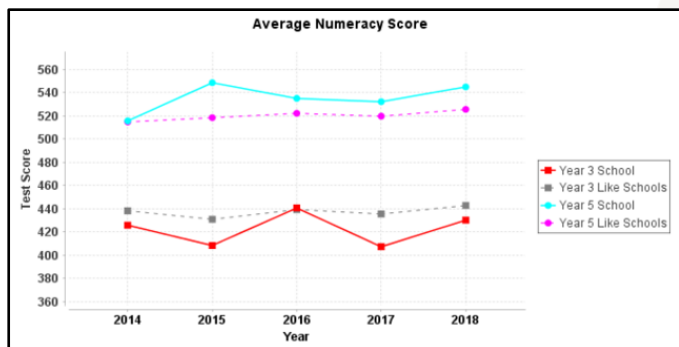


National Testing Student Progress and Achievement Compared with 'Like Schools'

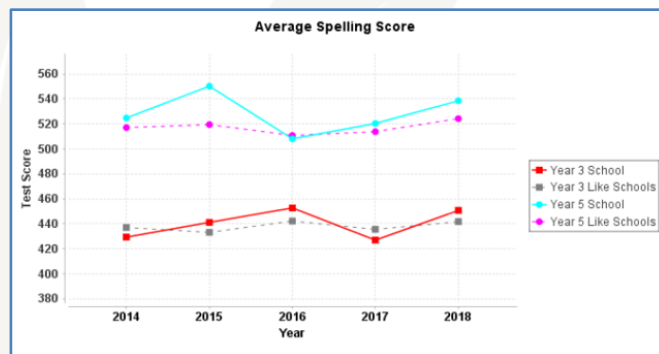


■ School mean score when compared to 'like schools'

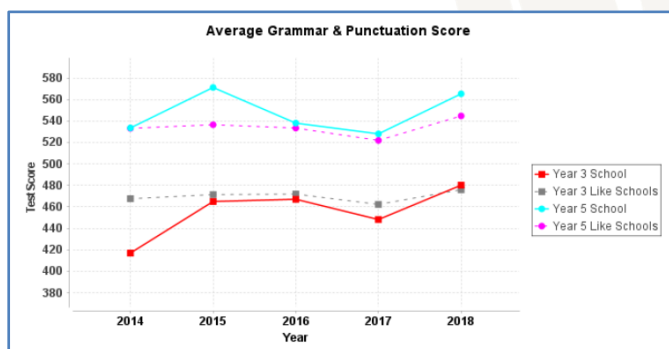
Numeracy



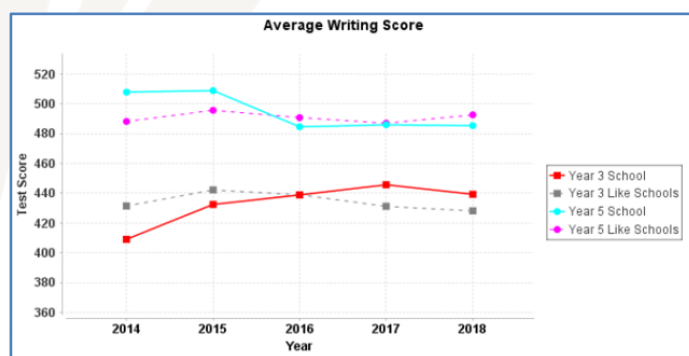
Spelling



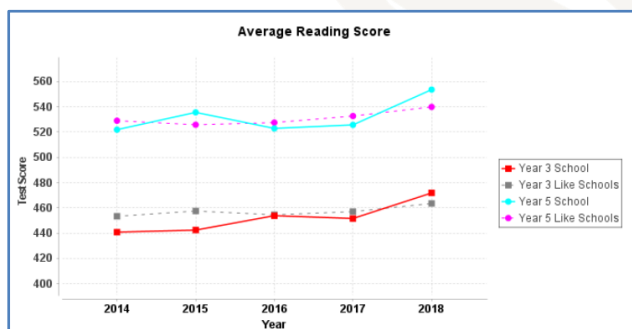
Grammar and Punctuation



Writing

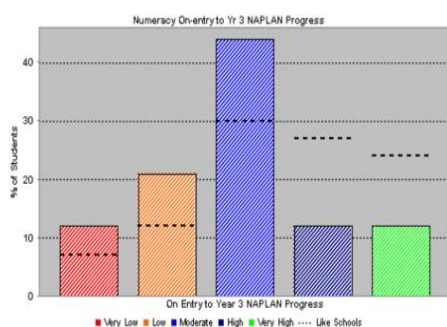


Reading

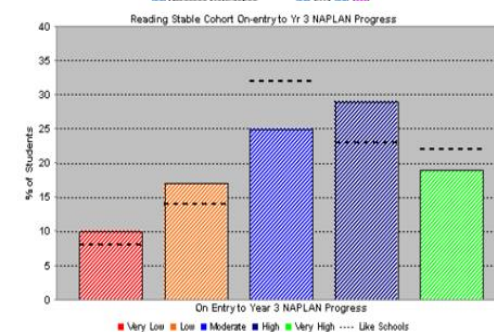
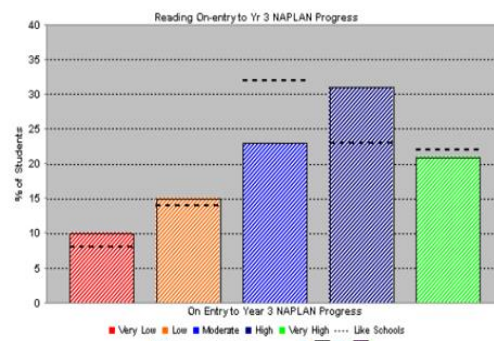
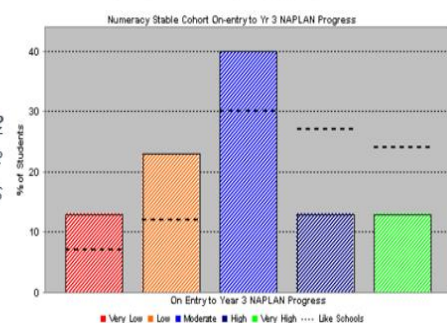


On-entry to Year 3 progress

Progress for Cohort –
Against Like Schools



Progress for Stable
Cohort – Against Like
Schools



NAPLAN Summary 2018

Highgate Primary School students continued to demonstrate strong progress and achievement across all areas, from Year 3 to 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 PS outperforms State and Australian averages, our focus is to compare with our 'like schools'. These schools are similar in socio economic and educational advantage. In examining performance over time, we determine our future focus and plan accordingly.

Literacy

The Year 3 NAPLAN, Highgate student mean in all areas of Literacy was above the state, Australian mean and our "like schools". The Years 5 NAPLAN Highgate student mean achieved equal to or better than 'like schools' in all areas, apart from Writing where they performed slightly below. The mean score was higher when compared to the 2017 scores, with the exception of Writing. The progress of the students from Year 3 to Year 5 overall was extremely pleasing.

Numeracy

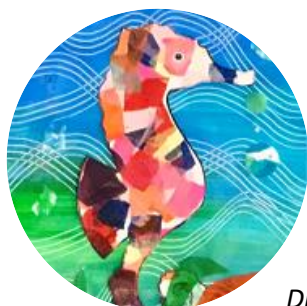
During 2018, the whole school Numeracy Plan continued to be developed and implemented. It was decided that a focus on year level planning, problem solving, best pedagogical practice and assessment needed to continue to be examined in teaching teams. The Year 3 results had improved from 2017, however were still 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 well above the State, National and 'like school' mean. 90% of the students from Year 5 that were tested at Highgate in Year 3, achieved moderate, high or very high progress.

Longitudinal Data

In comparing the 2018 NAPLAN performance with past performances, it is evident that a high standard is maintained. Longitudinal data for Years 3 to 5 students, show that over time, our stable cohort achieve equal or better than like schools. The longer a student remains at Highgate, the better their results. Clearly the school adds value to the curriculum and student achievement. We are proud of these results and feel we are offering a curriculum in Literacy and Numeracy that establishes the foundations for academic success.

The Broader Curriculum

The Arts



Highgate Primary School students completed an amazing fun filled Artistic year in 2018. Years 1 to 6 mainstream and IEC classes worked through skills based projects in weekly Art classes.

The program included: *Exploring Ideas and Improvising with ways to represent ideas. Developing Skills and Processes. Sharing the Arts through Presentation and Display for an audience and Responding to and interpreting the Arts.* These skills based areas allowed the students to explore their creativity in developing and creating various unique individual Art projects.



Students worked with various media throughout the year and gained a wealth of knowledge on the way different media give different effects to a project and art piece. They worked using small paint easels and worked in and outdoors of the classroom. Students worked with clay and designed some amazing sun bowls, dishes and bowls.

The Art TAGS Program (Talented and Gifted Students), provided Year 5 and 6 students who have a talent and higher ability in Art, the opportunity to further extend their skills and creativity through an individual program. These particular students were also invited to participate in The Awesome Arts Festival and were given the opportunity to work with various visiting artists.



Students art continues to be displayed around the school, in the school newsletter and on the school website.



The Visual Art Program and classes continues to be promoted within Highgate Primary School and provides opportunities to celebrate diversity, inclusion and creativity within our unique school community.



Science

2018 was a big year of transformation in the Learning Area of Science. Highgate Primary School was selected to have a classroom transformed into a science laboratory under the McGowan Government's \$17 million 'Science in Schools' election commitment. Schools were selected based on their plans to grow and improve science education to skill students for jobs of the future. Along with the Science Laboratory transformation, two Science Specialists were employed to teach Science with a large focus being on Inquiry Skills utilising the Science Laboratory Space. The Science Specialists were Caroline Gregory in Semester 1 and Jaymen Beard in Semester 2, who taught Science to Year 1 to Year 6 classes across the school and Amy Lohmeyer who taught Science primarily to the IEC classes and one Year 4 class. Science has long been a passionate area to teach for these teachers, so to be given the opportunity to specialise in Science in a laboratory setting with ample funding for resources is an exciting venture. The room was also allocated a class set of iPads making the learning and recording of information very versatile.

Some highlights for the year were;

Year 6 students entered the Synergy Solar Car Challenge for the first time. This challenge involved students designing and building a Solar Powered Car to race 50m. Students had to complete a series of investigations exploring angle of solar panels, gear ratios and best streamlined design for ultimate speed. The four boys who won the Highgate Challenge then went to Newman College to compete against other schools. Although we did not take a place at the challenge, the experience was a steep and fun learning curve for all involved.



The Year 4 students invited school parent and bee keeper, Jamie Moir, to demonstrate bee keeping skills and taste the bees' delicious honey. The Year 4 students had been studying the important role bees have in the life cycle of plants. They observed the various parts of flowers using the microscope adapted to the iPads and studied sunflowers harvested from the permaculture garden.

The Year 1 students observed the features and behaviour of small animals and glimpsed at the diversity of animal life. Through schoolyard safari experiences and observing the metamorphosis of mealworms, students gained a better understanding of how animal adaptations help them survive in their habitats and how animals move, feed and protect themselves.

There were many highlights over the year, but probably the most inspiring for us at Highgate was the high level of engagement we observed from the students and the abundance of positive feedback received from students, teachers and parents. Students expressed a new interest in science, looked forward to science lessons and science has become a favourite subject for many students.



Humanities and Social Sciences (HASS)

The four HASS subjects were implemented and reported on this year at Highgate Primary School. They were History and Geography (Years PP to 6), Civics and Citizenship (Years 3 to 6) and Economics and Business (Years 5 and 6). New HASS resources were purchased for the school this year to facilitate the implementation of the HASS subjects across the school.

Highgate Primary School staff further developed their knowledge of HASS assessment and moderation in a short session presented to staff in March. This session focused on what HASS assessment tasks may look like in junior and senior classes and the need for whole school HASS assessment approaches. As a result, teachers collaborated with their year level colleagues to plan and implement HASS units of work during the year, with common assessment tasks to assess students' skills and understandings.

Members of the HASS Committee attended a HASS Week 'Teachmeet GLAM - Galleries, Libraries and Museums' professional learning session at the State Library in Semester 2. During this workshop, various representatives from schools, libraries, museums and galleries around Western Australia, spoke about the educational services they offer for schools (e.g. excursions, incursions) and the student learning that can occur during such experiences. HASS teachers from various schools also shared History activities that can be used in different year levels.

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

In March, the students participated in a whole-school Harmony Day celebration. Students were asked to wear traditional costume from their country of origin or something orange, the colour of Harmony day. They enjoyed various activities including an assembly where classes paraded and showed off their traditional costumes and multi-age Harmony Day activities. Many students also brought food for a shared multicultural lunch and the day culminated in a wonderful performance by an African drumming group. The day was organised by the HASS Committee.



Junior Primary students were proud and excited to dress-up as different family members during their HASS learning program. The students learnt that family structures, roles and sizes vary from family to family. They explored the topic from a variety of sources, such as story books and their own family photos. The students reflected their understanding through discussion, dress-ups and writing. Finally, they explored different points of view through role-play and dress-ups. Later, parents greatly enjoyed viewing these wonderful photos! Junior Primary classes also visited Kings Park to learn about Aboriginal culture.



Year 4 students embarked on tours of the Duyfken Replica and the Shipwreck Museum in Fremantle where they learnt about explorers to WA and the spice trade. All students were involved in the ANZAC Day assembly and many learnt about ANZAC day symbols and traditions in their classrooms. Year 6 students were given the responsibility of selling

Remembrance Day poppies throughout the school, to raise money for the RSL. A Remembrance Day poppy garden was established at the flagpoles outside the library to commemorate the 100th anniversary of the end of WWI. Students from various classes made poppies with messages and 'planted' them in the garden as a way of showing appreciation to those who served our country so long ago.



Geography activities across the school included the Year 4 students learning about the ecology of Rottnest Island and the importance of sustainability for the future of our Earth. They investigated the feasibility of creating a large resort on the island and sustainability issues that would need to be considered. One of our Highgate PS parents, an architect, gave them valuable information about sustainable design. The unit of work culminated in a Geography excursion to Rottnest Island for the Year 4s, where they participated in a beach clean-up and walks to significant landmarks on the island, amongst other activities. Students also participated in an Aboriginal Culture incursion, during which they were taught various skills from a local elder, including boomerang throwing, how to build a mia mia and survival in the bush.

The Intensive English Centre hosted students on a cultural visit from Hong Kong for a day and took part in an art competition as part of it. They learnt about the differences between both cultures. In Term 2 the Year 3 and 4 IEC classes participated in the Gould League Herdsman Lake Aboriginal excursion to learn about 'Ancient Science' and experience ancient learnings from Aboriginal presenters. They experienced a traditional smoking ceremony, learnt about how Aboriginal people collected food, built mia mias and used tools in the traditional Nyungar setting of Ngurgenboro (Herdsman Lake).



Year 5 students investigated the devastating effects of bushfires on communities, the environment and the economy, with a focus on the Yarloop fires. Students also explored fire safety and created fire safety brochures.

Year 5 and 6 students explored the Economics and Business concepts of resources, goods and services, needs and wants, trade-offs and the impacts of economic decisions. Students investigated these concepts through issues and challenges that were relevant to their own lives. These issues included use of local resources, pocket money, making purchases and the impacts of our actions and purchases on businesses and the local community.

The Year 6 prefects attended a lunch and tour of Parliament House and were the guests of John Carey, our local member of parliament. Staff and families donated food to the Jacaranda Community Centre in Term 4.

To acknowledge our grandparents and their special place in children's lives, we once again hosted a successful Grandparents' Morning Tea. Students showcased their talents with musical performances and the event was enjoyed by many members of our school community.



Health and Physical Education



Children experienced a varied range of physical education lessons throughout the year conducted by the Highgate Physical Education specialist teachers. These lessons focused on developing students' skills in a number of areas including; skills for physical activity, self-management skills, and interpersonal skills. This varied curriculum ensured that students were learning the necessary skills, whilst learning in an enjoyable and challenging environment. Students continued to participate in morning fitness dance sessions providing a fun way to start the day and promote fitness. 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 carnivals, athletics carnival and the traditional Friday team-based sports program where students from Years 3 to 6 are allocated teams and rotate through a variety of sports. Highgate Primary students also participated and hosted interschool events. These included; lightning carnival, interschool athletics carnival and the interschool cross country carnival. We had great success in 2018, making the T20 Blast state cricket finals, winning the handicap shield (3rd overall) at the interschool athletics carnival and making the grand final in both A and B grade modcrosse.



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; run club, modcrosse, netball 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 or run by Highgate Primary School staff. Also during 2018, programs that students were involved in included swimming both at the Beatty Park Aquatic Centre and Mullaloo Beach.

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 successful decision making.

In 2018, one of the priority areas was to research and implement a new social/emotional program. A working committee was formed and a committee began to implement the "Friendly Schools" program in 2018. At Highgate Primary School 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.

School camps were offered to students in Years 5 and 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 2018, students attended Bickley and Nanga Bush camp 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, search and rescue, first aid, 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

Year groups 1 - 6 at Highgate Primary School attend a weekly music and drama class. We follow the Australian Curriculum for Arts, exploring the elements of music and drama which complimented one another. Each year group had a different instrumental focus which gave an opportunity for musical skills to be developed through a relevant medium. The Year 1s focussed on voice and percussion. Year 2s were introduced to xylophones. Year 3s started a new program called 'Recorder Karate' which was quite motivational. The Year 4s were introduced to the ukulele. Year 5s and 6s had the opportunity to use all of these skills with ensemble playing, arranging music and creative work. The Year 6s completed a major project creating their own drama and then writing a soundtrack to accompany using an app called GarageBand.



The IMSS program continued to offer brass and classical guitar lessons as a scholarship to selected students who show musical aptitude. There is a rock band and a pop band that meet once a week. They played at the end of year book award and graduation ceremonies and the Leederville Carnival, which was enjoyed by all of the students. The choir, which is for Years 4 to 6, sang at these events and at grandparent's day. This year saw the introduction of the ukulele ensemble; a group selected for their music ability. They meet Thursday at lunch times and play music to extend their musical skills.

Learning in the Early Years – Kindy to Year 2

Learning in the Early Years from Kindergarten to Year 2 in 2018, at Highgate Primary School, was an exciting year of transformation and learning.

The architecturally designed building on the corner of Lincoln Street and Bulwer Avenue, was completed at the end of 2017 and subsequently became an inspiring learning space for our Pre-primary and Year 1 students. This building was dedicated and named after Ms Chris Sandri, Principal of Highgate Primary for 15 years from September 1999 to August 2015; in recognition of the great vision and passion she had for the school. She inspired others to build the school into the great school it is today!



2018 began with great excitement as teachers and students settled into classrooms in Sandri House for the first full year of learning, exploring the great potential of this innovative space. A steady flow of visitors were welcomed as they admired the design features that ultimately were acknowledged through the winning of various international architectural awards. Students and parents were excited by the start and finish of the school year and the lining up of light and building lines, standing and observing these highly significant moments in time.

Learning began to take shape with teachers and students taking full advantage of this beautiful space, focussing on the important skills of Literacy and Numeracy. Early literacy skills were developed in hearing, saying and recognizing sounds and then connecting those sounds to letters; consolidating phonological awareness and beginning phonemic awareness through a process known as synthetic phonics. Guided reading, Words Their Way Spelling Program and Magic Sight Words enhanced learning in reading and spelling, while the introduction of handwriting books in the NSW Foundation Script saw the consistent approach to handwriting. A focus on oral language, in particular vocabulary development, and for some children measuring English acquisition with the EAL/D Progress Map helped to provide a strong foundation in learning English.

In numeracy, teachers used a common lesson design to teach maths explicitly and with understanding. Maths resources for hands on practice were an important aspect of these lessons with a focus on the Principles of Counting such as partitioning, understanding part-part whole, building to ten, using number lines and the sequence of number (forward and backward).



Physical activity, as a way of staying healthy and well, played a major role in the school lives of our young ones, with regular early morning dance three times a week, class fitness sessions and physical education classes focussing on fundamental movement skills. Kindergarten had the “Kiddo Sport Program” and “Kindy Dance”, while Pre-primary and Year 1 students had lots of fun in a term of “Play Stations”, where students rotated through a variety of physical activity stations to develop the fundamental movement skills of balance, running,

hopping, jumping, climbing and throwing. EduDance culminated in a series of dance performances that really highlighted the ability of young children to participate in, enjoy and perform dance with enthusiasm.



The support and development of emotional well-being and social relationships are at the heart of what we do in the early years and this was supported in a number of ways; through the focus on the Early Years Learning Framework – Being, Belonging and Becoming, through building strong relationships and partnerships with students and families, and the tremendous work of the “SWAT Team” using programs such as “We Thinkers”, “Strengths”, “Lego Club” and “Zones of Regulation”.

The National Quality Standard measures our effectiveness in areas such as quality teaching and learning, health and safety of children, relationships, partnerships and leadership. Through surveying staff, the leadership team comprised of a representative from each year level (K-2), conducted an internal audit and designed a plan for improvement in Quality Area 1: Program and Practice. The implementation of this has resulted in a building of resources to support “playful learning” and a focus on providing explicit feedback to students to improve learning.

There were a number of other honourable mentions from 2018, these include:

- Amazing experiences in Investigating Scientifically, both in and out of the new Science Lab
- Intriguing investigations and project learning in Pre-primary
- Circus Skills in Kindergarten
- Book Week Parade and Kindy walk to the Beaufort St Bookshop
- Scitech and Hyde Park excursion for Pre-primary
- Kings Park Excursion for Year 1
- Constable Care Show
- Chinese New Year and Harmony Day
- The Moorditj Mob
- Assembly



We learnt so much about ourselves, other people and the world!

Teacher Development School - English as a Second Language/Dialect

During 2018, 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 will continue to provide EAL/D support as a Teacher Development School in 2019.



Highgate PS EAL/D TDS facilitated over fifteen events in 2018 including conferences, 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 to develop EAL/D policies and supported teachers who have had individual EAL/D students at risk. Audiences have ranged from 130, to one-on-one support. Ongoing professional learning to Highgate Kindergarten and Pre-primary 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 implementing the Digital Technologies Curriculum in an IEC context. The opportunity 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 2018 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) 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 1000 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 2018 there were seven 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 95 students enrolled as at the end of Semester One and 82 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 and Korea. Almost 10 percent of our students were refugees with approximately 30 percent of IEC students being full fee payers or on 457 visas.



Financial Summary

Highgate Primary School aims to utilise resources effectively to support quality teaching and learning outcomes for our students. Careful planning and budgetary controls have enabled us to align our expenditure to our Business Plan.

In keeping with the key focus areas of the Business Plan we continued to direct our resources to the most effective areas and run additional programs. This included:

- Continuing to employ two additional education assistants that form our SWAT team.
- The employment of a SAER (Students at Educational Risk) co-ordinator three days a week.
- Utilising resources effectively to provide a welcoming environment.
- Investing in our grounds, playgrounds and kitchen garden.

Our financial position at Highgate Primary remains sound.



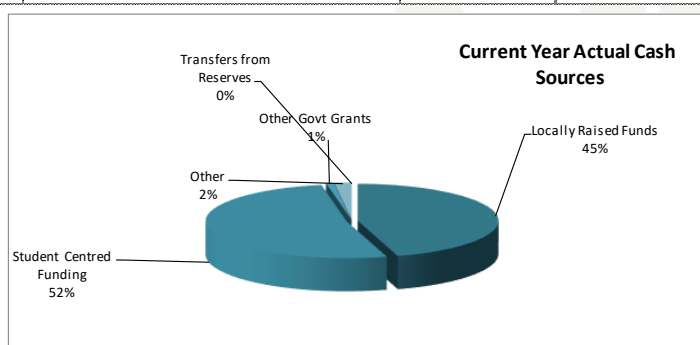
Highgate Primary School

Financial Summary as at

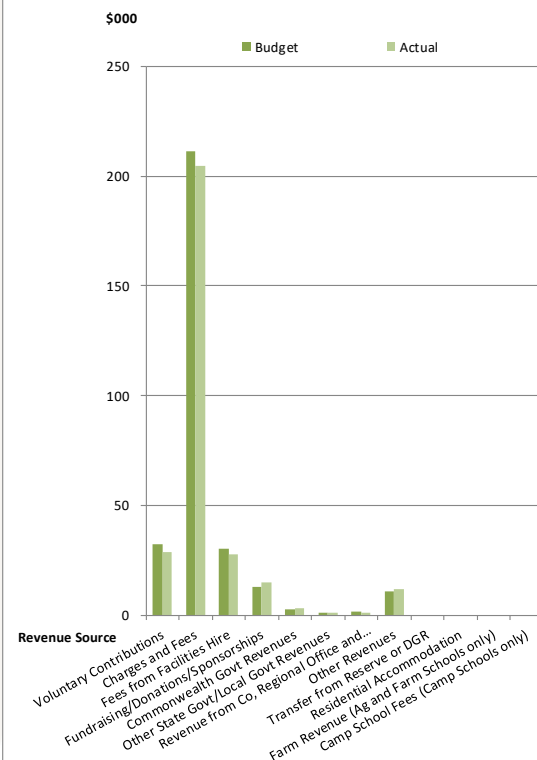
1 February 2019



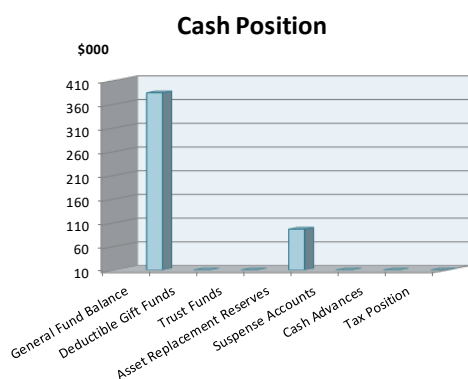
| | Revenue - Cash & Salary Allocation | Budget | Actual |
|----|--|------------------------|------------------------|
| 1 | Voluntary Contributions | \$ 32,500.00 | \$ 28,739.00 |
| 2 | Charges and Fees | \$ 211,199.00 | \$ 204,631.58 |
| 3 | Fees from Facilities Hire | \$ 30,500.00 | \$ 27,627.27 |
| 4 | Fundraising/Donations/Sponsorships | \$ 13,100.00 | \$ 14,731.97 |
| 5 | Commonwealth Govt Revenues | \$ 2,826.00 | \$ 3,075.13 |
| 6 | Other State Govt/Local Govt Revenues | \$ 1,100.00 | \$ 1,100.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 1,684.00 | \$ 1,234.00 |
| 8 | Other Revenues | \$ 10,610.00 | \$ 11,951.96 |
| 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 | \$ 303,519.00 | \$ 293,090.91 |
| | Opening Balance | \$ 410,565.00 | \$ 410,565.21 |
| | Student Centred Funding | \$ 314,148.00 | \$ 314,147.26 |
| | Total Cash Funds Available | \$ 1,028,232.00 | \$ 1,017,803.38 |
| | Total Salary Allocation | \$ - | \$ - |
| | Total Funds Available | \$ 1,028,232.00 | \$ 1,017,803.38 |



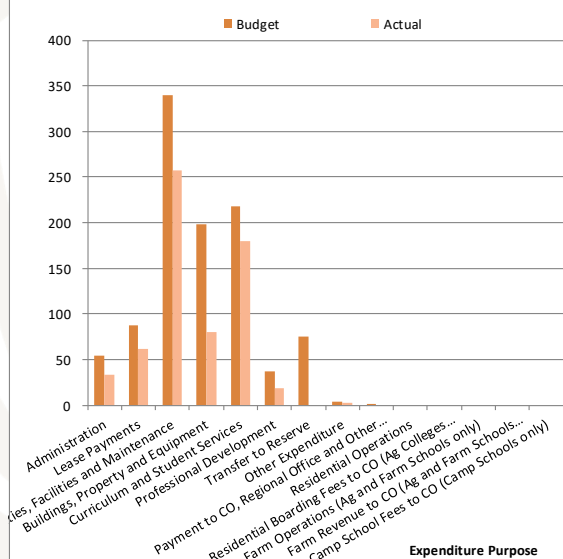
Locally Generated Revenue - Budget vs Actual



| | Expenditure - Cash and Salary | Budget | Actual |
|----|--|------------------------|----------------------|
| 1 | Administration | \$ 53,851.00 | \$ 33,029.20 |
| 2 | Lease Payments | \$ 87,000.00 | \$ 62,086.93 |
| 3 | Utilities, Facilities and Maintenance | \$ 340,000.00 | \$ 257,812.22 |
| 4 | Buildings, Property and Equipment | \$ 198,640.00 | \$ 80,075.78 |
| 5 | Curriculum and Student Services | \$ 218,251.64 | \$ 180,012.47 |
| 6 | Professional Development | \$ 37,000.00 | \$ 18,695.03 |
| 7 | Transfer to Reserve | \$ 75,000.00 | \$ - |
| 8 | Other Expenditure | \$ 3,405.50 | \$ 2,502.56 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 500.00 | \$ - |
| 10 | Residential Operations | \$ - | \$ - |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 | Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 | Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 | Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| | Total Goods and Services Expenditure | \$ 1,013,648.14 | \$ 634,214.19 |
| | Total Forecast Salary Expenditure | \$ - | \$ - |
| | Total Expenditure | \$ 1,013,648.14 | \$ 634,214.19 |
| | Cash Budget Variance | \$ 14,583.86 | |



Goods and Services Expenditure - Budget vs Actual



| | |
|------------------------------|----------------------|
| Cash Position as at: | |
| Bank Balance | \$ 477,913.94 |
| Made up of: | |
| 1 General Fund Balance | \$ 383,589.19 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 96,127.19 |
| 5 Suspense Accounts | \$ 3,276.56 |
| 6 Cash Advances | \$ 300.00 |
| 7 Tax Position | \$ 4,779.00 |
| Total Bank Balance | \$ 477,913.94 |

School Board Endorsement



SCHOOL BOARD ENDORSEMENT

Highgate Primary School Annual Report 2018

Representatives

Signature

Principal

Stephen Ivey



School Board Chair

Russell Kingdom



Date: 22 May 2019