

# Halls Head Primary School 2018 Annual Report



As Principal at Halls Head Primary School I continue to be proud of our school and the committed team of experienced and enthusiastic people striving to do their best for our students.

The school has carried out its commitment to the School Business Plan. I would like to acknowledge and thank the school staff, School Board and the P&C for their contributions to many areas around our school during 2018.

Our School Motto, **“Be Your Best,”** leads our school culture with an emphasis on high expectations in behaviour and academic progress, focusing on providing opportunities and challenges for our students and being a good model to others. We are proud of our students and their achievements and enjoy watching them pursue their dreams. Our School Vision leads our practice at Halls Head Primary School;

***We are a welcoming school that encourages the best from everyone. We practise our values, strive for excellence and take pride in achievement.***

Our five pillars for success from our School Business Plan underpin our planning, decision making and practice.

- Safe Supportive Environment
- High Quality Teaching.
- Effective Leadership
- Success for all Students
- Strong Governance and Support

Our school enjoys a reputation in our community as a safe and innovative place where children can participate in a number of varied pursuits and embrace learning in a supported and welcoming environment.

Our school community members are strong supporters of our school and we are appreciative of the many hours parents have contributed. These strong relationships flow into our classrooms and ensure our student learning programs are considered in every decision we make.

In 2018 we sought school community input and initiated a branding and school revitalisation strategy with full implementation planned for 2019. This will continue to drive planning and school direction over future years. We are continuing to build on embedding this across the school with the development of a new School Business Plan 2019 – 2021, School Logo, Colours, Uniform and School Motto, entitled “Be Your Best.”

In commending this School Annual Report, I would like to acknowledge the professionalism, dedication and enthusiasm of all staff. The commitment and dedication of our staff to students, the positive support of parents and enthusiasm of our students together contribute to a caring and supportive school environment at Halls Head Primary School.

**Peter Beckingham**  
Principal

**Ratified By the School Board Chair**

**Signed:**

**Date:**

### **School Vision**

***We are a welcoming school that encourages the best from everyone. We practise our values, strive for excellence and take pride in achievement.***

### **Mission**

To encourage every student to strive for success in preparation for a modern world and to promote lasting positive relationships with learning.

### ***Our staff are committed to ensuring we:***

- Recognise all students as individual learners through making teaching and learning adjustments to engage students in meaningful learning.
- Keep parents informed and engaged in their child's learning.
- Build collective responsibility to know each student as an individual.
- Use a rich variety of appropriate resources and experiences to support student learning.
- Develop and encourage children to be responsible citizens and develop a feeling of self worth.
- Place an emphasis on courtesy and respect at all times.
- Encourage each student to aspire to achieve their potential.
- Share and inspire pride in our school and a sense of belonging.

### **Our Staff**

#### ***We believe children learn best when***

- Our classrooms are welcoming, safe and encouraging learning environments.
- Given opportunities to develop their full range of communication skills.
- Provided with a curriculum that is challenging and diverse.
- The sharing of ideas and the opportunity to collaborate with peers is encouraged.
- Their mentors are highly motivated, skilled and enthusiastic.
- Learning is valued by the whole school community.
- Individual differences are recognised, respected and supported.
- Positive relationships are actively sought and developed.

### **About Our School**

Halls Head Primary School is an Independent Public School. This achievement is testimony to our success with student academic achievement, relationships, our ability to manage our resources well and willingness to embrace new ideas. Halls Head Primary School opened in February 1995 and is located in the area between the Peel Estuary and the ocean south to the Dawesville Cut. In 2018 our school population socio economic demographic places us at an average demographic school at an ICSEA of 1000, with Halls Head Primary School increasing from a 977 ICSEA in 2012, 990 in 2014, and 986 in 2015 and 999 in 2017. In 2018, approximately, 65% of our students are in the lower half of socio economic backgrounds, with only 9% of students in the top 25% of socio economic backgrounds. We have a strong pastoral care focus, our programs and teaching reflect these student dynamics. We have focused our learning programs and energies in response to this resulting in progress of students in the lower bands particularly.

Our school promotes a welcoming environment for all and has a proud tradition of excellence, developing meaningful relationships with our school community, achieving high standards academically and developing the whole child. We are proud of the nurturing and caring environment we have created for students to pursue their aspirations and potential at Halls Head Primary School. Careful thought and planning has contributed to our school as an outstanding place of learning with excellent facilities and beautiful surrounds. We engage our students with inspirational teaching and learning opportunities to develop the whole child in preparation for a sustainable future. School facilities are outstanding with air conditioned classrooms, reticulated grounds, a magnificent covered assembly area, a well equipped library with computer access, a computer laboratory, purpose built Performing Arts, Science, LOTE and Art rooms, an Eco Centre, an enclosed Undercover Area with a modern Canteen which is out sourced. The school grounds allow for a number of play areas adapted for various ages of children, including ECE play areas, Junior Playground, basketball/tennis courts, cricket nets and an oval.

## Our Values

We have a strong focus on building connected and positive relationships that support the sharing of the development of students as individual learners. Parents are seen as key contributors to each child's educational success. Halls Head Primary has a strong focus on values and virtues, more recently addressing these values collectively as the:

### '6 Kinds of Best.'

Be Kind to Self;  
Be Kind to Others;  
Be Kind to the Environment;  
Be the Learning Kind;  
Be the Community Kind;  
Be the Achieving Kind.

These values touch every area of school life and underpin our school practice and beliefs. Our pastoral care programs contribute to a safe and positive learning environment with an emphasis on fairness, equity and restorative justice.

## Our Culture

Staff at Halls Head Primary School are expected to:

- Integrate Learning Technologies into their classroom learning programs
- Implement the philosophy and principles underpinning the West Australian Curriculum Framework and to implement the Western Australian Curriculum and Assessment Outline to create a learning environment that addresses the learning needs of all children
- Demonstrate a team ethos in collaboratively working towards the achievement of optimum school performance
- Demonstrate a strong customer focus

Staff members demonstrate a strong commitment to school planning processes and are actively engaged on committees. The school fosters collaborative teaching and encourages monitoring of outcomes through strategies which support teachers openly sharing. It is expected that teachers demonstrate commitment to meaningful, collaborative school improvement strategies.

Staff at Halls Head Primary School are expected to demonstrate their commitment to maintaining maximum flexibility of the schools organization.

To this end the school:

- Promotes collective responsibility and values all staff contributions and commitment to a team ethos.
- Is committed to working collaboratively in supporting common approaches in teaching and learning to improve student outcomes.
- Encourages teams and working together collaboratively to enhance planning, teaching and assessment outcomes.
- Has a strong committee and shared leadership structure, providing opportunities for staff to develop their leadership skills.

## School Priorities

Our Priorities are English and Mathematics, specifically Reading and Numeracy for 2018, expanding to Numeracy and Spelling for 2019 with a focus on establishing whole school practices and common understandings. Our School Business Plan links to operational planning through the key platforms of Safe, Supportive Environment, Excellence in Teaching and Learning, Successful Students and Sustainable Partnerships. A commitment to continued learning will see further resources directed to working collaboratively, sharing knowledge and building staff capacity.

## Our Student Programs

In 2018, our key programs included Performing Arts, Physical Education, initiating Aboriginal Languages - Noongar and Science and Digital Technologies and Robotics. PEAC operates as a specialist District initiative to which students in Years 5-6 have access. We also implemented a high quality teaching initiative, entitled JET, or Journey to Excellence in Teaching, across the school. This supports teams, collaboration and sharing and focusses on raising teachers understanding and practice through planned deeper conversations, professional reading and best practice in teams. Halls Head Primary School continues to implement the Australian Curriculum. There is a whole-school approach to adopting quality curriculum and teaching methods and a focus on sharing and collaborative team structures.

Processes have been developed to assist the on-going identification and tracking of students with particular academic, behavioural and/or medical needs. School performance information is used by teachers and parents to help identify priorities for future planning. Staff are generally experienced with a strong background of Students at Educational Risk. We have an identified Student Services Coordinator with specific support structures in place. Planning for digital technologies continues to encourage computers as a tool for teachers to incorporate into their everyday teaching. We have installed fibre optic links between all main class blocks providing a robust and up to date IT

network throughout our school. We have purchased Interactive Whiteboards/Touch LCDs for all classes and have an extensive fleet of IPADS to complement Literacy and Numeracy whole school initiatives from PP-6 in 2018.

### Our School Community

The School Board meets every term and, besides ratifying matters related to the School Business Plan, also contributes to school direction and policies eg School Dress Code and Behaviour Management. Decisions made by the School Board are communicated to the school community. In 2018, our School Board consisted of parent representatives, Chair Kristy Edwards, Mel McIntyre, Jennifer Salkild and Jill Broomhead, Community Representative Kelly Litton from the Bendigo Bank and staff representatives, Donna McIntosh and Principal Peter Beckingham. Refer the 2017 School Board report at Appendix 1.

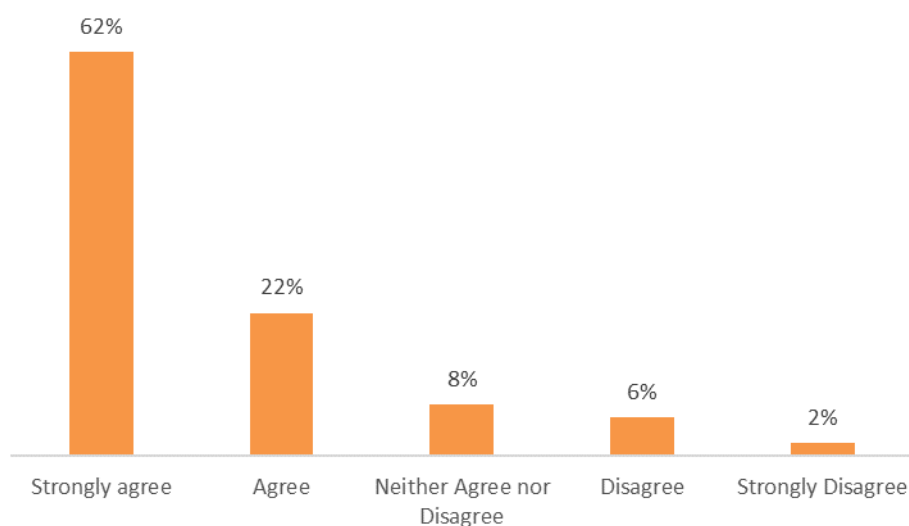
Our Parents & Citizens group is an energetic and enthusiastic team who are committed to supporting the school in many varied ways including our School Canteen five days a week. Support for the school through parent involvement is positive and our Parents and Citizens group is very active, raising valuable funds for extra school resources.

In 2018 the P&C donated approximately \$4300 to support various programs within the school including class incentives for students, various student activities and resourcing to areas of the school. The P&C, under the leadership of President Travis Hutchinson, are thanked for their continued support of our school.

The data from the online Community Engagement Survey in late 2017, and the Parent Survey conducted in 2018 supports our claims that our community are strong supporters of our school and have opportunities to be actively involved in the life of our school. In 2017 we engaged an external consultant company, Creating Engaged Communities, to work with our school and community in building a stronger connected community. As part of this we engaged the community in an online survey and staff to contribute to a survey. The following is an excerpt of parent responses that are reflective of the overall survey responses. This will drive our thinking and planning forward ensuring our focus on maintaining good relationships throughout the school community continues to remain foremost in our practices.

### Responses From Creating Engaged Communities Online Survey Term 4 2017

- The majority of parents (84%) felt that teachers have a positive attitude towards their child and family (62% strongly agree, 22% agree).



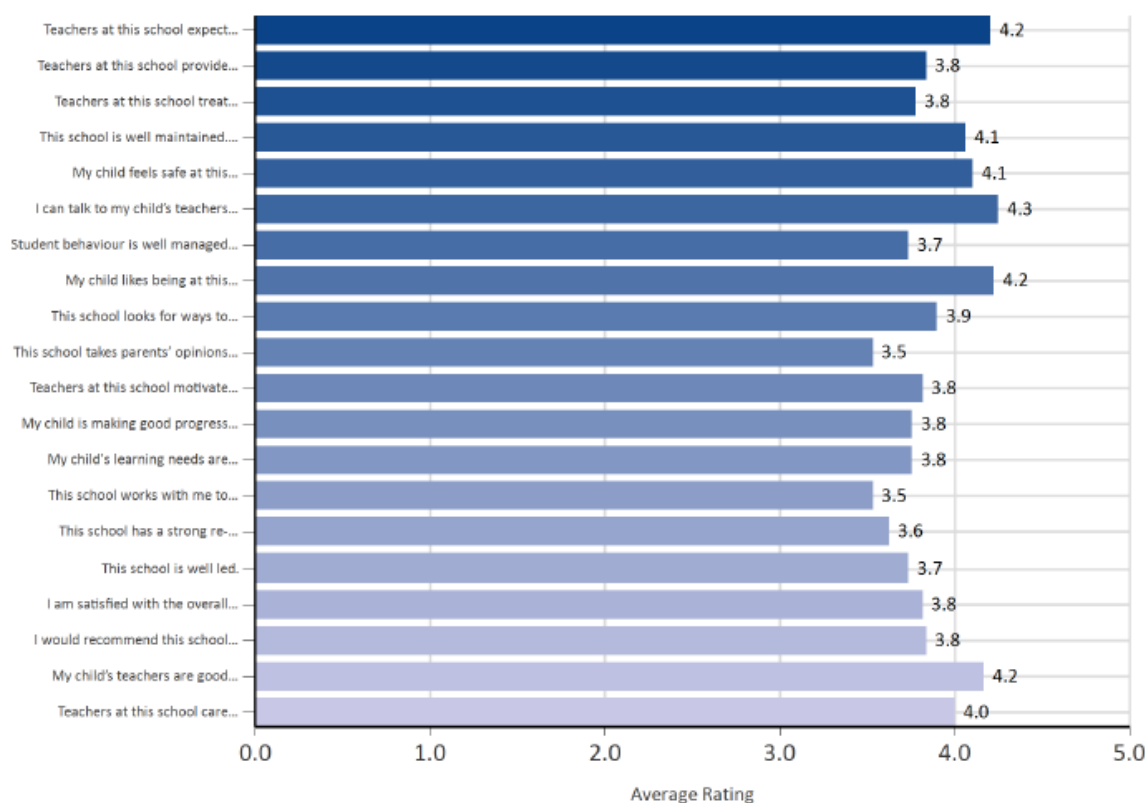
- The majority of participants (87%) rated the reputation of the Primary School positively (24% excellent, 39% very good, 24% good).
- The majority of participants (76%) agreed that their children find the classroom experiences and activities interesting and motivating (35% strongly agree, 41% agree).
- The majority of participants use the newsletter (88%), emails (80%) and text messages (72%) to find out about what is happening in the school.
- What are the first three words that come to mind if you had to describe Halls Head Primary School?** Almost all (96%) of words used to describe the school were positive. The most common words used to describe the school were 'friendly', 'supportive', 'clean', 'organised', 'engaged' and 'fun'.

- The majority of participants (76%) agreed that their children find the classroom experiences and activities interesting and motivating (35% strongly agree, 41% agree).
- The top three suggestions for improvement were options for more specialised programs (specifically music, physical education and languages) (12%), more interaction with and assistance from teachers (11%) and bullying/behaviour management (10%).
- **What are some of the barriers for you being more involved in your child's school and education?** The most common feedback was that participants are too busy with work commitments to be involved in their child's school and education. A significant proportion (40%) of participants said they were unsure exactly how they could help. Open-ended comments reflected that parents were eager to be more involved with the school but were often prevented by work commitments.

## 2018 Parent National Opinion Survey Responses

### 2 . Please rate the items below.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



### 2018 National Opinion Survey Analysis

50 Respondents

Rate of Return: 24%

Published: School Website, School Board, P&C, Newsletter.

#### Analysis

##### Strengths

- High standards and support to students
- The school is well maintained
- Teaching is a highlighted strength
- Classrooms and learning environment

- The strong values and expectations held by the staff
- Teachers are approachable
- Communication comes up as both a strength and an area to improve upon.
- Open communication between all teachers and parents is a strength - comment
- The amount of activities they do within and around the school – comment.
- The children are well looked after and the teaching standards are high - comment

Suggestions for Improvement – While there were no obvious standouts with all notably strengths (Plus 3.5/5) the following were at the lower end of strengths

- Communication – more digital communication
- Listening to parents opinions and working with parents to resolve issue

### **Business Plan Targets - Targets Overview**

In our first attempt at setting aspirational targets against Bands in NAPLAN, in the 2013 Business Plan, overtime we have learnt that we need to balance aspirational targets with realistic achievable targets which we have represented in our target setting in the 2016 Business Plan.

As a result of data analysis over a number of years producing a similar story, that of a “squashed box and Whiskers,” or lifting students in the bottom of the scale but having less impact on stretching the middle to top end, we decided to set ourselves aspirational targets. Our focus on aspirational targets, has meant reaching these targets is more difficult and cause for celebration is less often. Overall most of our targets have been met which is representative of the focus and efforts of the whole staff team.

### **2016 – 2018 Business Target 1 - Achieved**

**Identified Yr 3 students below the national minimum standard will progress to be ‘at’ or ‘above’ the national minimum standard when they are tested as Yr5’s in NAPLAN**

The following table represents those students relating to Target 1. In 2016 there were very few students identified in Year 3 Below the National Standard with some pleasing results overall. Most of these students had left the school prior to the 2018 Yr5 NAPLAN Assessment. Both stable cohort students, however, progressed from below in 2016 to above in 2018 in the respective learning areas, leading to an overall assumption that we met this target. Several new students to our school did not meet the National Standard in 2018, as Yr5’s.

NAPLAN Assessment Stable cohort	2016 Yr3 Students Below Nat Standard	Identified 2016 Yr3 Students Below Nat Standard in 2018 Yr5	Comments
Numeracy	3	0	One student was absent for NAPLAN 2018 testing. 2 students progressed to ‘at’ the minimum standards.
Reading	2	0	One student was absent for NAPLAN 2018 testing. The other progressed to ‘above’ the minimum standards.
Writing	0	0	No students were below the Nat. min standard in 2016

### **2016 – 2018 Business Target 2 - Not Achieved**

**Stable cohort Year 3 students will progress at or above Like schools in NAPLAN when they are tested as a Year 5 cohort.**

**While this target has not been achieved overall, it is important to note that in 2 out of 3 areas, Reading and Spelling, we achieved the target.**

### **Average Numeracy Score**

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	392	383	471	465

<b>2015</b>	401	372	465	466
<b>2016</b>	377	375	467	464
<b>2017</b>	408	385	486	474
<b>2018</b>	404	394	477	483

In Numeracy, the mean 'like school' progress from Yr3-Yr5 was 375 to 483 NAPLAN points, a mean +108 NAPLAN point progress. Our school progressed at 377 to 477 NAPLAN points, a mean +100 NAPLAN point progress. From being 2 mean points above the like school mean in Yr3 we fell to 6 mean points below in Yr5.

#### Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
<b>2014</b>	398	392	483	476
<b>2015</b>	411	394	457	466
<b>2016</b>	401	386	480	472
<b>2017</b>	421	400	492	482
<b>2018</b>	438	398	495	494

In Reading, the mean 'like school' progress from Yr3-Yr5 was 386 to 494 NAPLAN points, a mean +108 NAPLAN point progress in reading. Our school progressed at 401 to 495 NAPLAN points; a mean +94 NAPLAN point progress in numeracy. Although our mean point progress was less than like schools in Yr5 we still achieved one mean point higher.

#### Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
<b>2014</b>	423	387	468	443
<b>2015</b>	420	393	474	453
<b>2016</b>	402	398	451	456
<b>2017</b>	401	397	456	461
<b>2018</b>	372	386	441	451

In Writing, the mean 'like school' progress from Yr3-Yr5 was 398 to 451 NAPLAN points, a mean +53 NAPLAN point progress. Our school progressed at 402 to 441 NAPLAN points, a mean +39 NAPLAN point progress. From being 4 mean points above the like school mean in Yr3 we fell to 10 mean points below in Yr5.

#### Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
<b>2014</b>	401	391	482	474

<b>2015</b>	399	389	487	478
<b>2016</b>	396	393	480	470
<b>2017</b>	401	395	482	484
<b>2018</b>	423	396	492	491

In Spelling, the mean 'like school' progress from Yr3-Yr5 was 393 to 491 NAPLAN points, a mean +98 NAPLAN point progress. Our school progressed at 396 to 492 NAPLAN points, a mean +96 NAPLAN point progress. Although our mean point progress was less than like schools in Yr5 we still achieved one mean point higher.

#### Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
<b>2014</b>	402	402	498	473
<b>2015</b>	429	403	483	470
<b>2016</b>	414	395	473	477
<b>2017</b>	430	405	471	477
<b>2018</b>	437	407	480	495

In Grammar and Punctuation, the mean 'like school' progress from Yr3-Yr5 was 395 to 495 NAPLAN points, a mean +100 NAPLAN point progress. Our school progressed at 414 to 480 NAPLAN points, a mean +66 NAPLAN point progress. From being 19 mean points above the like school mean in Yr3 we fell to 15 mean points below in Yr5.

#### 2016 – 2018 Business Target 3 - Achieved

**The percentage of Year 3 students in proficiency band 6 and above, as compared to Like Schools in NAPLAN will be at or greater than the percentage of students in Like schools.**

This target has been achieved with some good results overall. This has been a focus for our school over several years to try to achieve more students in the upper bands, it is very pleasing to see success with Reading, Numeracy and Grammar and Punctuation as standout results. Spelling is a school priority focus for 2019.

Yr 3 NAPLAN 2018	2018 HHPS	2018 Like Schools
Numeracy	14%	12%
Reading	24%	17%
Writing	0%	4%
Spelling	14%	15%
Grammar and Punctuation	38%	23%

#### 2016 – 2018 Business Target 4 - Not Achieved

**The percentage of Year 5 students in proficiency band 8 and above, as compared to Like Schools in NAPLAN will be at or greater than the percentage of students in Like schools.**

This is a trend which our school is aware of and further investigation is being done in seeking to reverse this trend. In looking at student progress there are some other questions which need to be asked in 2019. Spelling is a priority in 2019, a review of our school common approaches in Spelling and will reinforce strategies and practice.

Yr 5 NAPLAN 2018	2018 HHPS	2018 Like Schools
Numeracy	4%	5%
Reading	2%	12%
Writing	0%	2%
Spelling	7%	9%
Grammar and Punctuation	10%	14%

## Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					1%	4%	4%	5%
7	530 - 581					22%	13%	11%	17%
6	478 - 529	20%	10%	14%	12%	35%	30%	37%	28%
5	426 - 477	20%	16%	16%	19%	29%	32%	30%	33%
4	374 - 425	28%	31%	49%	31%	11%	16%	18%	13%
3	322 - 373	13%	24%	12%	21%	2%	4%	2%	3%
2	270 - 321	17%	13%	4%	13%				
1	Up to 269	2%	5%	4%	4%				

Copy Options

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

## Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					7%	9%	2%	12%
7	530 - 581					26%	17%	23%	20%
6	478 - 529	22%	15%	24%	17%	34%	28%	36%	27%
5	426 - 477	20%	19%	31%	23%	13%	21%	20%	22%
4	374 - 425	31%	27%	20%	23%	13%	17%	18%	10%
3	322 - 373	17%	22%	20%	14%	6%	8%	2%	8%
2	270 - 321	6%	10%	2%	14%				
1	Up to 269	4%	7%	2%	9%				

Copy Options

Reading will continue as a maintenance school priority area for 2019. The results are pleasing compared to WA Like Schools. Our results are very pleasing in the Year 3 upper proficiency band, with progress being made in in Year 5 as well in meeting our Business Plan targets. In 2018 we continued to build on and embed whole school practices using planned whole school Reading strategies, particularly focusing in our Year 4 -6 cohorts. This has been a focus for our school over several years to try to achieve more students in the upper bands, it is very pleasing to see success with Reading in the Year 3 a standout result with improvement in Year 5 results as well.

## Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					1%	1%	0%	2%
7	530 - 581					7%	6%	9%	7%
6	478 - 529	13%	6%	0%	4%	26%	30%	16%	22%
5	426 - 477	19%	30%	31%	30%	41%	42%	38%	40%
4	374 - 425	22%	27%	35%	26%	13%	11%	23%	15%
3	322 - 373	39%	26%	13%	27%	11%	10%	14%	12%
2	270 - 321	7%	7%	8%	8%				
1	Up to 269	0%	3%	13%	6%				

Copy Options

The Writing 2018 NAPLAN has shown a reducing trend that will be analysed over 2019 in terms of whole school planning and practice. There is a larger number of students that are appearing in the middle bands in Year 3 and Year 5. Writing will need to be a school priority in 2020 if these trends continue. While some of the results may be cohort based, the number of students in Band 1 in Year 3 and Band 3 in Year 5 is of a concern and not a usual pattern observed at HHPS.

## Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	7%	7%	9%
7	530 - 581					20%	17%	18%	17%
6	478 - 529	9%	14%	14%	15%	39%	32%	35%	34%
5	426 - 477	28%	23%	42%	22%	15%	25%	19%	25%
4	374 - 425	28%	24%	24%	27%	12%	11%	21%	9%
3	322 - 373	17%	19%	12%	19%	10%	8%	0%	6%
2	270 - 321	19%	14%	6%	10%				
1	Up to 269	0%	5%	2%	7%				

Copy Options

The 2016 Spelling NAPLAN has some pleasing results in the Band 1 of Year 3 and Band 5 of Year 5 bands in comparison to Like Schools. In Year 5 there is some improving results in the upper bands compared to Like schools. The 2016 aim to move more Year 5 students into the upper bands by Year 5 was achieved in 2017 NAPLAN and repeated in 2018 NAPLAN. The Year 3 results are a standout in the 2 Upper proficiency bands with good results in the lower 2 Bands. Spelling has been identified as a School priority for 2019, which will hopefully also impact positively on Writing results in 2019.

## Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	10%	11%	14%
7	530 - 581					15%	13%	12%	19%
6	478 - 529	26%	22%	38%	23%	32%	28%	35%	27%
5	426 - 477	24%	25%	10%	18%	18%	19%	21%	17%
4	374 - 425	28%	15%	28%	21%	22%	21%	12%	16%
3	322 - 373	13%	16%	10%	16%	7%	9%	9%	6%
2	270 - 321	4%	13%	8%	16%				
1	Up to 269	6%	10%	6%	6%				

Copy Options

The NAPLAN results compared to Like Schools for Grammar and Punctuation were pleasing in Year 3 and Year 5 generally. Some very pleasing results were achieved in the Year 3 upper bands, an outstanding 38% of students in the Upper Band 6 as compared to 23% in Like Schools. In the lower 2 bands, there were less students in both Year 3 and Year 5 compared to Like Schools, indicating progress has been made with these students.

### 2016 – 2018 Business Target 5 - Achieved

**The percentage of stable cohort Year 3 students in proficiency band 1, as compared to Like Schools in NAPLAN will be at or less than the percentage of students in Like schools.**

This target indicates the continuing belief that as a school we have strong SAER programs of intervention and support by teachers and aides that make a difference, progressing students upward from lower achievement bands in this target. (See above tables). Spelling is a priority in 2019 and common approaches in Spelling are being implemented to reinforce strategies and practice, this has had a positive impact on these results. Writing is of a concern, and, while it may be cohort based will need to be a priority in 2020 if this trend continues.

Yr 3 NAPLAN 2018	2018 HHPS	2018 Like Schools
Numeracy	4%	4%
Reading	2%	9%
Writing	13%	6%
Spelling	2%	7%
Grammar and Punctuation	6%	6%

### 2016 – 2018 Business Target 6 - Achieved

**The percentage of stable Year 5 students in proficiency band 3, as compared to Like Schools in NAPLAN will be at or less than the percentage of students in Like schools.**

The evidence and results from this target supports our claims as a school we have strong SAER programs of intervention and support by teachers and aides that make a difference, progressing students upward. Writing will be reviewed in 2019 and reinforcement of common approaches in Spelling and Writing are expected to make a positive impact on results.

Yr 5 NAPLAN 2018	2018 HHPS	2018 Like Schools
Numeracy	2%	3%
Reading	2%	8%
Writing	14%	12%
Spelling	0%	6%
Grammar and Punctuation	9%	6%

## 2016 – 2018 Business Target 7- Achieved

School student attendance will be maintained at or above the Western Australian State School's attendance average.

Attendance: 2018

	Attendance Rate	
	School	WA Public Schools
2016	93.3%	92.6%
2017	93.4%	92.7%
2018	92.4%	92.6%

% in Category	Semester 1	Like Schools	Semester 2	Like Schools
Regular : 90% or Greater	74%	76%	70%	70%
Indicated Risk : 80% to 89%	15%	17%	18%	22%
Moderate : 60% to 79%	10%	5%	8%	7%
Severe : Less than 60%	1%	1%	3%	2%
Overall Attendance Rate	92.1%	92.7%	91%	91.6%

### Trends Noted During 2018:

- Numbers of children in the Moderate and Severe attendance rate categories has fallen considerably since 2011 when we had 5.8% and 4.4% in these categories respectively.
- Our attendance rate since 2010 increased in all years apart from 2018, where a decline in attendance of 1% was indicated.
- Our attendance rate is on a par overall with Like Schools.
- The number of children in the 'Severe' category for our school increased in Semester 2 by 2%.

### Focus Areas for 2019:

- Continue using the SMS 'push out' notices system for informing parents of their child's absence from school each day.
- Focus needs to be maintained in following up students in both the 'Severe' and 'Moderate' attendance categories. This is to include letters, phone calls and face to face meetings.
- Investigate adding information about the cumulative effect of non-attendance over the course of a child's schooling onto online reports.
- Communicate to all class teachers their role in following up non-attendance- including sending out notices to parents and making phone calls home.

## 2016 – 2018 Business Target 8

The percentage of students 'consistently' or 'often' demonstrating positive attitudes, behaviours and work habits will be 'at' or 'above' 75% for each cohort. **(Achieved)**

This target was achieved, with the whole school attribute summary producing a highly successful 84.95% of our students 'consistently' or 'often' demonstrating positive attitudes, behaviours and work habits for Semester One.

The evidence is collected from combining the two different Reporting to Parents criteria statistics, namely; the Lower Primary Attribute Summary (Yrs PP-2) at 82.2% and the Primary Attribute Summary (Yr3-6) at 87.7% for Semester One.

### Lower Primary Reporting to Parents Attribute Summary Semester 1 2018

Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	100	25	4	0	0
Participates responsibly	94	30	5	0	0
Sets goals and works towards them	22	47	17	1	42
<b>Totals</b>	216	102	26	1	42
<b>Percentages</b>	55.8	26.4	6.7	0.3	10.9

### Primary Reporting to Parents Attribute Summary Semester 1 2018

Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	112	104	31	2	0
Shows self-respect and care	150	78	21	0	0
Shows courtesy and respect for the rights of others	140	86	20	3	0
Participates responsibly in social and civic activities	144	79	24	2	0
Cooperates productively and builds positive relationships with others	141	77	31	0	0
Is enthusiastic about learning	117	103	28	1	0
Sets goals and works towards them with perseverance	84	122	40	3	0
Shows confidence in making positive choices and decisions	107	103	37	2	0
<b>Totals</b>	<b>995</b>	<b>752</b>	<b>232</b>	<b>13</b>	<b>0</b>
<b>Percentages</b>	<b>49.9</b>	<b>37.8</b>	<b>11.6</b>	<b>0.7</b>	<b>0.0</b>

This target was achieved in Semester Two, with the whole school attribute summary producing a highly successful 86.95% of our students 'consistently' or 'often' demonstrating positive attitudes, behaviours and work habits.

The evidence is collected from combining the two different Reporting to Parents criteria statistics, namely; the Lower Primary Attribute Summary (Yrs PP–2) at 83.4% and the Primary Attribute Summary (Yr3-6) at 90.5% for Semester Two.

### Lower Primary Reporting to Parents Attribute Summary Semester 2 2018

Lower Primary Attribute Summary Semester 2 2018					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	104	27	5	1	0
Participates responsibly	92	41	3	1	0
Sets goals and works towards them	38	41	10	3	45
<b>Totals</b>	<b>234</b>	<b>109</b>	<b>18</b>	<b>5</b>	<b>45</b>
<b>Percentages</b>	<b>56.9</b>	<b>26.5</b>	<b>4.4</b>	<b>1.2</b>	<b>10.9</b>

### Primary Reporting to Parents Attribute Summary Semester 2 2018

Primary Attribute Summary Semester 2 2018					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	125	103	17	4	0
Shows self-respect and care	172	62	15	0	0
Shows courtesy and respect for the rights of others	144	84	20	1	0
Participates responsibly in social and civic activities	140	87	21	1	0
Cooperates productively and builds positive relationships with others	149	80	18	2	0
Is enthusiastic about learning	131	90	26	1	1
Sets goals and works towards them with perseverance	112	103	32	2	0
Shows confidence in making positive choices and decisions	125	96	26	2	0
<b>Totals</b>	<b>1098</b>	<b>705</b>	<b>175</b>	<b>13</b>	<b>1</b>
<b>Percentages</b>	<b>55.1</b>	<b>35.4</b>	<b>8.8</b>	<b>0.7</b>	<b>0.1</b>

When combining the results from the Semester One and Semester Two evidence our targets have been successfully achieved with the whole school attribute summary producing a highly successful 85.95% of our students 'consistently' or 'often' demonstrating positive attitudes, behaviours and work habits.

Again, the evidence is collected from combining the two different Reporting to Parents criteria statistics, namely; the Lower Primary Attribute Summary (Yrs PP–2) at 82.8% and the Primary Attribute Summary (Yr3-6) at 89.1% for Semester Two.

### Lower Primary Reporting to Parents Attribute Summary Semester 1 2018 to Semester 2 2018

Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	204	52	9	1	0
Participates responsibly	186	71	8	1	0
Sets goals and works towards them	60	88	27	4	87
<b>Totals</b>	450	211	44	6	87
<b>Percentages</b>	56.4	26.4	5.5	0.8	10.9

### Primary Reporting to Parents Attribute Summary Semester 1 2018 to Semester 2 2018

Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	237	207	48	6	0
Shows self-respect and care	322	140	36	0	0
Shows courtesy and respect for the rights of others	284	170	40	4	0
Participates responsibly in social and civic activities	284	166	45	3	0
Cooperates productively and builds positive relationships with others	290	157	49	2	0
Is enthusiastic about learning	248	193	54	2	1
Sets goals and works towards them with perseverance	196	225	72	5	0
Shows confidence in making positive choices and decisions	232	199	63	4	0
<b>Totals</b>	2093	1457	407	26	1
<b>Percentages</b>	52.5	36.6	10.2	0.7	0.0

The common criteria for future whole school focus is, 'Sets goals and works towards them with perseverance.' This particular criterion across the year for the Primary Attribute Summary is 84.53% and the Lower Primary Attribute Summary is 82.7% producing a 'whole school' result of 83.6% of our students achieving in the 'consistently' or 'often' category for this specific criterion.

#### 2016 – 2018 Business Target 9

The **percentage** of Pre-Primary students who achieve an ON Entry Assessment (OEA) Reading score of 1.0 or 'above', will be 'at' or 'above' 80% by the end of Pre Primary.

Students were not tested at the end of the year. We have discontinued this practice due to budget constraints and concerns at the validity of this testing.

#### 2016 – 2018 Business Target 10

The **percentage** of Pre-Primary students who achieve an ON Entry Assessment (OEA) Numeracy score of 1.6 or 'above', will be 'at' or 'above' 80% by the end of Pre Primary.

Students were not tested at the end of the year. We have discontinued this practice due to budget constraints and concerns at the validity of this testing.

### NAPLAN 2018 Results

The following table captures a broad summary of results over the last 3 years of NAPLAN.

This can be viewed as a broad picture of needs analysis which the school engages in. The finer points of analysis occur within these areas by the school including the administration, JET (Journey to Excellence in Teaching) Teams and individual teachers. The resulting discussions form the basis to our self assessment processes and future directions. We continue to make positive gains embedding collective decision making and whole school approach processes in place. There has been a notable impact in Numeracy and also Spelling since 2017, attributed to our focus on common approaches, language and common strategies in these areas..

### Comparative Performance Summary

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	-0.4	0.6	0.4	-0.7	-0.3	0.4
Reading	0.0	0.5	1.0	0.3	0.0	0.5
Writing	0.0	0.1	-0.7	-0.9	-0.8	-0.3
Spelling	-0.1	0.0	0.9	0.7	-1.1	0.6
Grammar & Punctuation	0.2	0.5	0.8	-0.4	-0.8	-0.4


Copy Options ▼

	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
	If blank, then no data available or number of students is less than 6

## Curriculum Learning Areas

In 2019 we are looking to trial targets using teacher professional judgements across learning areas as compared to Like schools. The validity of targets and this process is yet to be understood but is aimed at raising awareness of report moderation across learning areas and across the school.

### 2018 Semester 2 Reports Learning Area Grade Distribution - Compared With Like Schools

- Target based on Like School average for that year's cohort.
- Target coloured in green if at or exceeded
- Target coloured in Red if not met
-  less than Like Schools

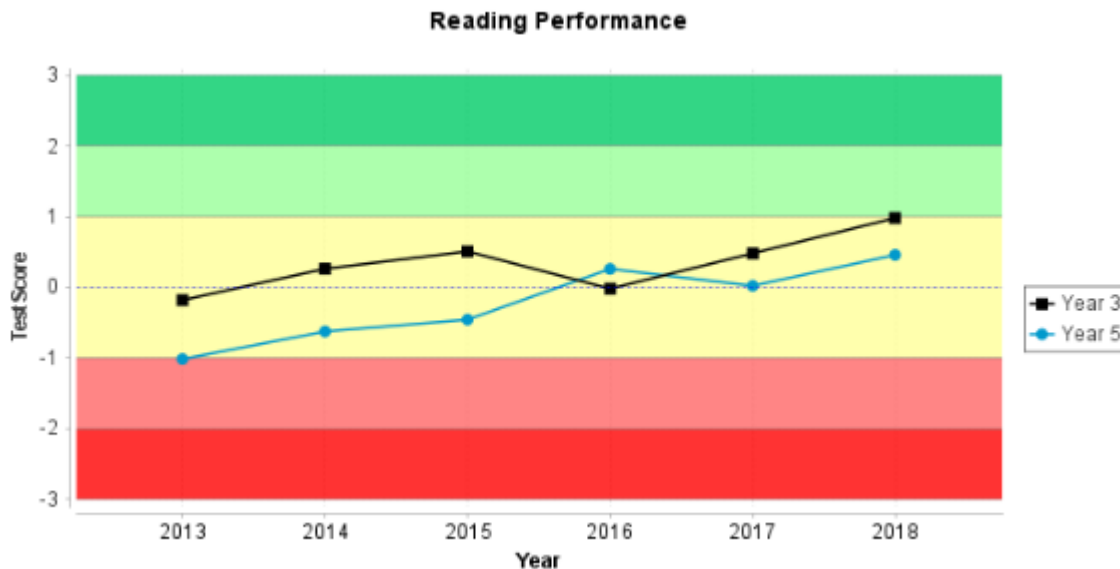
## English

**Target: 83% of students to achieve a grade of A, B or C in the areas of English**

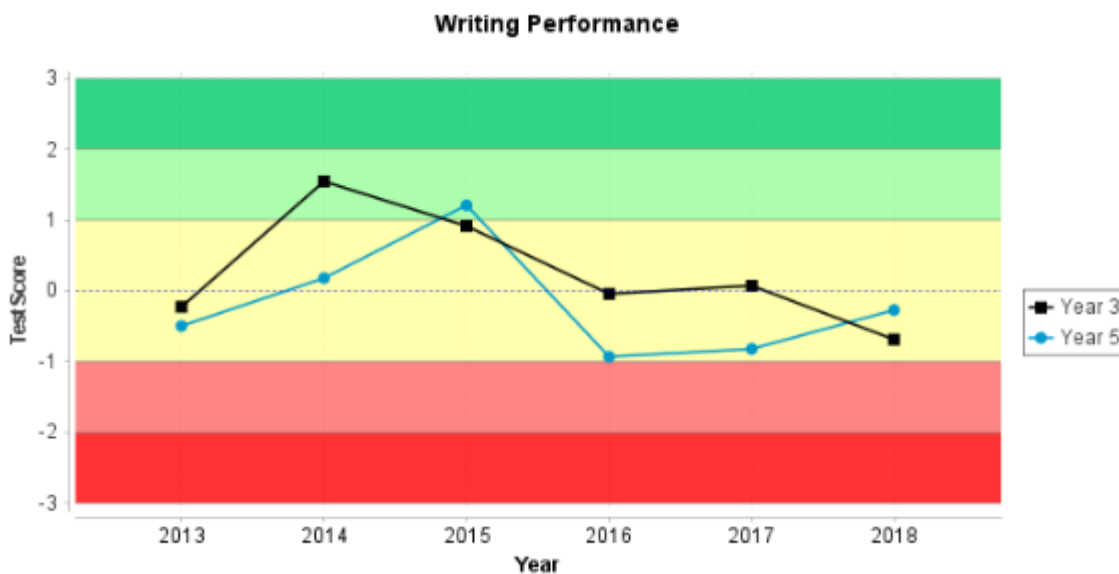
To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in English compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	84	85	89	85	93	86	87
Like Schools	81	85	82	84	83	84	83

Teacher judgements in semester 2 indicate 87% of students are performing at or above the required level considered appropriate for their year in English. Based on the data above using Like Schools, Teacher Judgements are slightly higher than Like Schools, suggesting a close match and that teachers are on par with assessments and moderation. Using NAPLAN in comparing with report data, there are some interesting data questions that arise that suggest further moderation focus would be of benefit, this is expected to develop from the JET strategy in 2019.

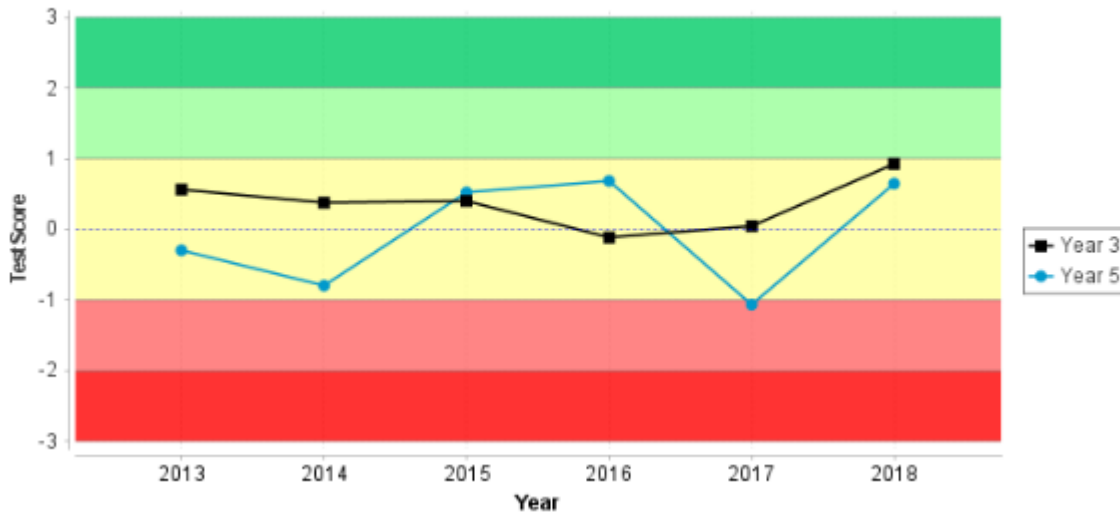


Teachers have continued to consolidate whole school practices in the teaching of Reading within literacy blocks throughout 2018. Year 3 students had particular success in the NAPLAN test with 55% of students achieving scores in the top two bands and only 4% of students having results in the bottom two bands, compared with 23% of students in like schools. The work previously undertaken in kindergarten and pre-primary classes, using the Words, Grammar and Fun program, with training provided by the Peel Language School, has resulted in improved oral language competency and had a flow on effect with students now better prepared to engage in related literacy learning, including in the area of Reading. The progress from Year 3 to Year 5, however, is a concern with the Year 5 cohort's progress generally half a standard deviation behind that of the Year 3 group. Overall progress for both groups, however, has improved consistently over the last five years.



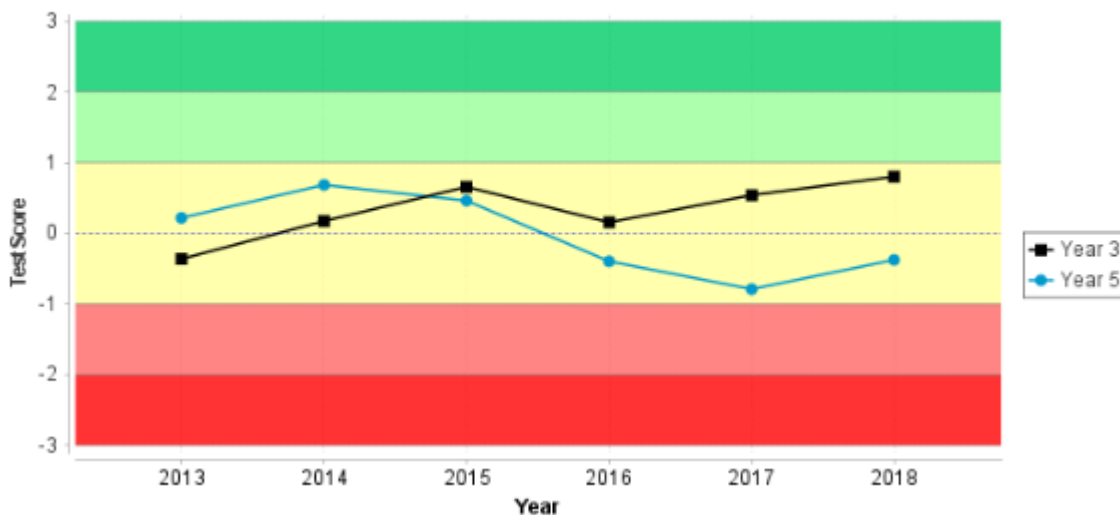
Writing results for the 2018 NAPLAN test were poorer than expected for the Year 3 cohort. Their group mean of 372 was well below the WA school's mean of 400 and writing performance has declined since 2014, although still within the expected performance band. Year 5 results have shown small improvements over the last two years (the group mean was 492 compared with 500 in all WA schools), but writing performance has been somewhat erratic over the last five years. Because of this trend, the teaching of Writing as a curriculum area will be a priority focus for our school leading into 2020.

### Spelling Performance



Spelling performance was at the higher level of our expected outcome for 2018. The Year 3 cohort had 56% of students in the top two NAPLAN bands and only 8% compared with 17% of students in like schools in the bottom two bands. The Year 5 cohort improved their performance from a standard deviation of comparative performance of -1.1 in 2017 to 0.6 in 2018. Spelling was a literacy focus for our school in 2018 and will continue to be a focus in 2019 in order to embed our whole school spelling program and practices.

### Grammar & Punctuation Performance



Upon examination of our Grammar and Punctuation NAPLAN data, it is clearly evident that the good progress made by Year 3 students, is not maintained through to Year 5 and there is a marked difference in the results of the two year levels since 2016. School assessment data also reflect this trend and, even though student results were in the expected range, there remains room for improvement. Year 3 results were excellent, however, with 38% of students achieving a result in Band 6.

Grades of students in both Years 3 and 5 did not always marry up with their NAPLAN results and reflect the wider range of assessments which contributed to decisions about these made by teachers at our school. Progress by both Year 3 and 5 cohorts in Spelling was encouraging, given that our 2017 results were quite poor and validate the work by class teachers to improve the teaching across the school, of this subject. The work of kindergarten and pre-primary teachers in literacy has helped overcome deficiencies in both speech and language noted as soon as these students enter the school system, although this remains an area of concern. Our well established Literacy Curriculum team sets clearly defined focus areas and we have already seen the benefit of establishing whole school sequential programs which identify the levels where students are starting from, and work from that point, to enhance their learning. This is evident in Reading which has seen steady progress over the last few years. Our next focus will be Writing where we will work with students and teachers to improve our whole school strategies and planning in this area.

## Mathematics

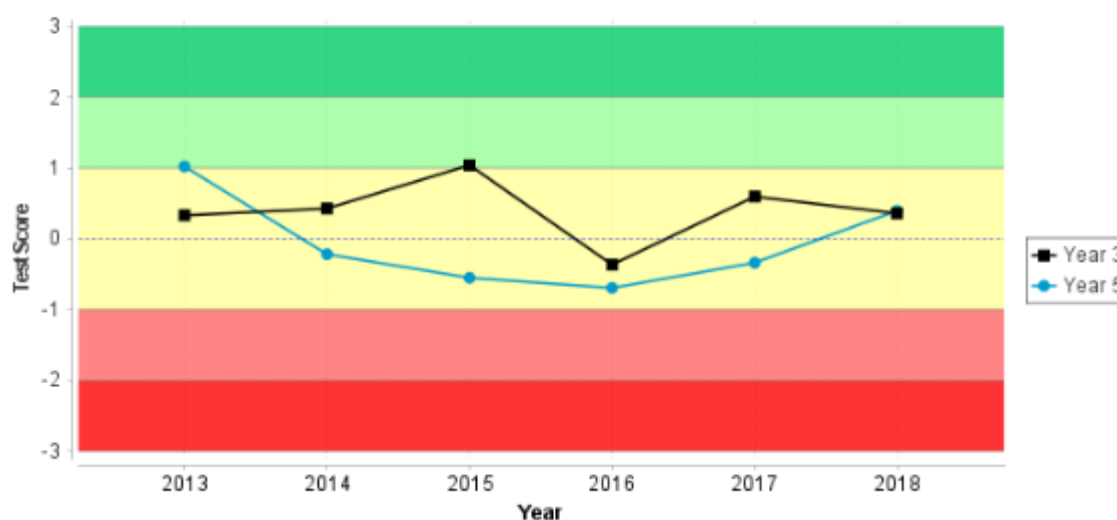
**Target: 84% of students to achieve a grade of A, B or C in the areas of Mathematics**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Mathematics compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	88	92	91	78	85	86	87
Like Schools	87	89	84	84	81	82	84.5

Teacher judgements in semester 2 indicate 87% of students are performing at or above the required level considered appropriate for their year in English. The continuation of establishing common practices in Numeracy has seen continued improvement in some areas of Mathematics. We have identified and resourced common approaches using IMaths and student tracker books to embed understandings of Numeracy curriculum and teaching. This whole school focus on common numeracy approaches and practices will continue as a focus in 2019 and is expected to develop and be further embedded utilising the JET strategy in 2019.

**Numeracy Performance**



The continuation of established common practices in Numeracy has seen continued improvement in most areas of Mathematics. We have identified and resourced common approaches using iMaths and Think Mental numeracy texts and online resources. We have focused on timetabling Numeracy blocks with a specific focus on differentiation. Our 'Journey to Excellence in Teaching' (JET) collaborative meetings have focused on a variety of content and pedagogical skills incl. questioning techniques, effective feedback, teaching intentions and expected outcomes amongst other researched best practice criteria, which is expected to continue to raise student achievement in proportion to increased teacher capacity. This, whole school focus on common numeracy language approaches and practices, will continue in 2019.

Naplan Numeracy results in Year 3 and Year 5 have predominantly been compared with Like Schools. The results in the upper bands' comparison for Year 3 were very pleasing with Year 5 results comparable. The results in the lower bands' comparison for Year 3 were comparable and Year 5 results were favourable. Both Year 3 and Year 5 produced positive results within the expected performance deviations for our school for numeracy.

NAPLAN testing supported 2018 teacher judgments collected in Reporting to Parents data, that our students performed 'at' or 'above' the expected level in most cases. Our lower primary teachers could be marginally more generous with their Reporting to Parents allocations while the senior end was only marginally more generous than NAPLAN results indicated. The Reporting to Parents data has increasingly been much more in alignment with NAPLAN data in recent years as a result of increased teacher moderation through JET and Curriculum Team forums.

The difficulties in working with OEA data and their changing scales or withdrawal of components of the literacy data has meant that we will consider alternative targets for the next business plan cycle.

We are aware of the need to provide scrutiny in 2019 with regard to moving to online NAPLAN numeracy assessments and the idiosyncrasies that this different media may illustrate in our data and student trends. We are providing our students with a variety of online numeracy activity exposure in preparation for this eventuation. This will be continued in Term 1 2019, providing access to the SCASA public demonstration site, NAPLAN Online Demonstration tests via student log-in Practice Tests and a subscription to the NAPLAN Online Wizard. Our aim is to provide as fluent a transition as possible for our students so that collected NAPLAN data represents a true reflection of achievement levels unpolluted by difficulties in transitioning to a different test media and inherent ICT navigation issues.

## HEALTH AND PHYSICAL EDUCATION - Physical Education

Fundamental Movement Skills - students demonstrate an increase in skill levels.

Increase in achievement in each year level from Y1

**Target: 96% of students to achieve a grade of A, B or C in Health and Physical Education. (Physical Education)**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Health and Physical Education - (Physical Education) compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	100	94	96	98	95	99	97
Like Schools	97	97	96	96	97	94	96

Physical Education continued as a key program in 2018 with the focus on providing ongoing, developmentally appropriate opportunities for students to practise and apply the knowledge, understanding and skills necessary to maintain and enhance their own and others' health and wellbeing.

In 2019 our school will continue to timetable Daily Fitness for all classes at the beginning of the day. Teacher judgements in semester 2 indicate that 97% of students achieved Satisfactory progress or better in Physical Education.

## HEALTH AND PHYSICAL EDUCATION - Health Education

**Target: 95% of students to achieve a grade of A, B or C in Health and Physical Education. (Health)**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Health and Physical Education - (Health) compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	100	98	93	91	95	99	96
Like Schools	97	98	95	95	93	94	95

Teacher judgements in semester 2 indicate 96% of students are performing at or above the required level considered appropriate for their year in Health Education.

## SCIENCE

**Target: 90% of students to achieve a grade of A, B or C in Science.**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Science compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	100	94	93	87	84	87	91
Like Schools	91	91	89	90	89	88	90

Teacher judgements in semester 2 indicate 91% of students are performing at or above the required level considered appropriate for their year in Science. Science continues to be a key focus area with a refurbished purpose built Science Lab built. A whole school plan has been implemented to ensure all content areas are covered across the year levels. Staff have moved beyond familiarization of the Australian Curriculum and are implementing it into their Science learning programs. In 2018 Science has continued as a specialist support program for all year 1-6 classes with a designated Science teacher. The Science program is mainly based on inquiry with a content focus in classrooms. In 2018 we were successful in applying for a Science Grant and are refurbishing our Science Room and resources with up to \$50000 for refurbishment and \$25000 for Science resources.

In 2018, Science is a full time specialist subject for Yr 1- 5 with all aspects of Science covered during 100 minute weekly sessions. Yr 6 and PP have a reduced 50 min session weekly covering Inquiry skills in the Lab and content understanding covered by classroom teachers. Emphasis on high interest, relevant, hands on learning continues to form the basis for all Lab sessions. Inquiry skills remain our explicit teaching focus area and are embedded in content learning with diagnostic assessments conducted in Term 2 and summative assessments in Term 4. Targets for student learning are determined via common assessments. Questioning and Processing and Analysing continue to be common identified teacher focus points, with Communicating a previous focus that was not as significant in 2017

testing. These results suggest that we have been successful in improving students skills in this focus area. In 2018, the application of skills via STEM tasks will continue to be trialled with the expectation that these will form part of 2019 CAT's.

## Halls Head Primary 2014 - 2018 NAPSL Year Six

### Analysis and Comparison Results

Band Description	HHPS Numbers 2014	%National Sample in Band for 2014 test	HHPS % 2014	HHPS Numbers 2015	%National Sample in Band for 2015 test	HHPS % 2015	HHPS Numbers 2016	%National Sample in Band for 2016 test	HHPS % 2016	HHPS Numbers 2017	%National Sample in Band for 2017 test	HHPS % 2017	HHPS Numbers 2018	%National sample in band for 2018 test	HHPS % 2018
Level 2	6	9%	11.32%	0	6.4%	0%	1	9%	2%	1	9%	2%	4	9%	4.5%
Level 3.1	13	39.6%	24.52%	10	34.2%	16.4%	19	39.6%	35%	11	39.6%	35%	20	39.6%	23%
Level 3.2	23	42.1%	43.49%	35	49%	57.4%	28	42.1%	52%	24	42.1%	42%	41	42.1%	47%
Level 3.3	12	9%	20.75%	16	9.8%	26.2%	6	9%	11%	16	9%	28%	20	9.0%	23%
Level 4	0	1.3%	0%	0	0.6%	0	0	0.3%	0%	5	0.3%	9%	2	0.3%	2%
	Total students 53			Total students 61			Total students 54			Total students 57			Total students 87		

#### For Consideration

Our results for 2018 show we are working slightly above National standards - we are comparable in the lower levels, slightly higher in proficiency level and well above in exemplary level which is desired. However, the test we are administering is now 6 years old (2012) and therefore the national standards in the last 6 years may/should have improved as Science emphasis in schools has been a focus nation wide. We need to be mindful of potential inaccuracies in comparing to national standards until the newest assessment is available.

## HUMANITIES AND SOCIAL SCIENCES

**Target: 90% of students to achieve a grade of A, B or C in the areas of Humanities and Social Sciences - History and Geography**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Humanities and Social Sciences compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	100	94	94	89	95	92	94
Like Schools	92	92	88	90	88	88	90

In 2018 teaching staff have implemented the components of the HASS. Our assessment schedule has included an inquiry task to assist teachers in engaging with the West Australian Curriculum, this was optional from History or Geography for 2018. Teacher judgements in semester 2 indicate 94% of students are performing at or above the required level considered appropriate for their year.

## LOTE - Aboriginal Languages

**Target: 85% of students to achieve a grade of A, B or C in Languages.**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Languages - (Aboriginal Noongar) compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	96	98	96	96	100	98	98
Like Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Teacher professional judgements indicate 98% of students have achieved satisfactory or above achievement. LOTE was not taught in 2017. In 2018 we are implementing Aboriginal Languages- Noongar for the first time as the LOTE program from P-6.

## THE ARTS - Performing Arts

**Target: 97% of students to achieve a grade of A, B or C in Performing Arts (Music)**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in The Arts - Performing Arts/Music compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	100	100	100	100	100	99	100
Like Schools	97	97	96	97	98	96	97

Our Performing Arts – Music program along with the choir and instrumental programs continue to be inspirational programs at our school and encourages high standards in creativity and expression at our school with performances at assemblies and special events. Teacher judgements in semester 2 indicate 100% of students are performing at or above the required level considered appropriate for their year in Performing Arts.

## THE ARTS - Visual Arts

**Target: 97% of students to achieve a grade of A, B or C in The Arts. (Music / Visual Arts)**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in The Arts - Visual Arts compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	98	98	96	96	100	99	98
Like Schools	97	98	97	98	94	96	97

Teacher judgements in semester 2 indicate 98% of students are performing at or above the required level considered appropriate for their year in Visual Arts. In 2018 the visual arts program was taught by individual teachers in their classrooms for the first time.

## TECHNOLOGIES

**Target: 96% of students to achieve a grade of A, B or C in Technologies. Design and Tech / Digital Tech.**

To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Technologies compared to like schools.

	1	2	3	4	5	6	Average
Halls Head PS	98	94	96	91	95	100	96
Like Schools	98	96	96	95	91	97	96

Technology and Enterprise integrates well across other curriculum areas. Teacher judgements in semester 2 indicate 96% of students are performing at or above the required level considered appropriate for their year in Technologies. The emphasis on use and the practice of using ICT in classrooms continues to be a highlight at our school, utilising an efficient and robust network. In 2017 we introduced a STEM Coding and Robotics program across the school with a specialist teacher coordinating this and continued this for all classes in 2018. All classrooms from K to Year 6 now have electronic Smartboards/LCD touchscreens which will enhance teaching and learning across the school curriculum. The school has developed a tablet technology infrastructure and provision of IPAD devices at a ratio of 1:3 per student to complement our existing PC suite and environment.

## Strategies and Programs that Add Value

### Civics and Citizenship 2018

Through several programs that link under Civics and Citizenship K-6 students have been able to demonstrate active citizenship through their behaviours and practices in the everyday school environment. They have engaged in the principles and values associated with social justice, sustainability and democratic process. We have been able to achieve this through whole school strategies and focus on the Values and Virtues programs. In 2018 we continued to build on the embedding of the 6 Kinds of Best values and associated programs linking a school revitalisation and rebranding strategy across the school with the development of a new School Business Plan 2019 – 2021, new School Logo, Colours, Uniform and School Motto, Be Your Best. Students participated in a School Revitalisation Ideas Group which gave them a good opportunity to contribute and experience the democratic process at work. Our values are described as the 6 Kinds of Best and are woven through our incentive and reward programs and feature in every classroom along with fortnightly Virtues. This links nicely with our Pastoral Care Programs and are resourced accordingly, contributing to developing respect, resilience, and values. In Term 1 2019 we plan to hold a Harmony Day focus involving all students in understanding heritage and the diverse nature of Australian backgrounds. Our

School Volunteer Program is very successful and recognizes the skills and expertise in our seniors in our school community, contributing to developing respect and value of this important section of our community. A staff coordinator ensures they are supported and liaises with class teachers to best utilise their skills into classrooms. We promote democracy through our elections of Student Councillors. The nominees have to go through an election and voting process, including campaign speeches and in second semester an application and selection process. The school is well known for the quality and respect it draws to traditions such as ANZAC Day and Remembrance Day. Students participated in activities and lessons in classes that increase understanding and awareness of the contribution that these men and women brought to our history and current Australian society that we enjoy today. Throughout the year students are recognised for their contributions to good Civics and Citizenship, both in classes and at assemblies. A Citizenship Award is given to a deserving Year 6 student who has displayed outstanding qualities against criteria which continues to be supported by the school community.

## **TAGS**

Students in Years 5 and 6 have participated in Primary Extension and Challenge programs across the district. Feedback has been positive from students, staff and parents in regards to extending these students. As well as allowing the “brighter” children to challenge themselves by taking on work at a higher level than in their classroom, teachers are improving their differentiation of teaching. Smaller class sizes allowed greater individual attention. The Business Plan Target focus on higher proficiency bands has resulted with a higher rate of children in higher bands. In 2018 we were successful in applying for the Circuit Breakers program aimed at extending students in Science.

## **Environmental Studies at Halls Head Primary School 2018 - Sustainability**

The Eco Garden aims to provide opportunities for our students to have “hands on” learning experiences in environmental and sustainable studies. Our Eco Garden has been developed over the last few years with assistance from our whole school community. Over time with students we have built permanent composting bays, a covered planting area, nursery, wormeries, vegetable gardens, outdoor seating area, an entry arbor, fish pond and wetland garden. The Eco Garden is utilised by individual classes and through mixed age group rotational activities throughout the year. Several classes are involved in further environmental initiatives to rehabilitate a community bushland area.

All students have lunch time access to the garden on Wednesdays which aims to complement our whole school pastoral care program. This sentiment is reflected in our Eco Garden motto - “You’ll always find a friend in the Eco Garden”. Our Eco Warriors are senior students who have demonstrated an increased awareness of environmental issues and demonstrate an interest in leading other children to enjoy the benefits of the garden. These children highlight key messages at our school assemblies and award other students contributions. The continued development of the Eco Garden is a long term project reflecting the needs of the school and current environmental issues.

## **Science**

In 2018 Science continued as a key program at our school. Our carefully structured whole school approach aims to provide our students with experiences that will give them an understanding of the world around them, a desire to wonder why and embed strategies to enable them to find out, using a scientific method. Science content understanding is integrated across the learning areas and collaborative structures are in place to enable staff to further develop their skills. Investment in the Australian Academy of Science program, Primary Connections, and subsequent resources has resulted in continuity of science concept understanding across our school. This initiative enables inquiry skills to be taught weekly in our well-resourced Science Lab where students conduct high interest, hands on scientific investigations using an inquiry based approach. Our lab resources are plentiful and varied, including three aquariums with axolotls, breeding guppies and tropical fish, a terrarium and regularly changing theme-based exhibits, which reflect our whole school plan. In 2018 we were successful in applying for the Circuit Breakers program aimed at extending Science students with the assistance of an external University Science key leader.

## **Health and Physical Education**

The Physical Education program at Halls Head aims to improve each student’s physical fitness, motor skills, game sense and self confidence. Progressive skill development through developmentally appropriate programs influence the participation level of students and the intensity of their efforts. The Physical Education program in the junior primary (Year 1-3) is heavily focussed on fundamental movement skills and co-operative games. In the upper grades (Year 4-6) the students’ movement skills are further developed with closer links to modified sports and game strategies. Many physical activity programs are run at Halls Head to complement the physical education teaching program. Daily fitness is embedded into the learning program whereby classes participate in a variety of activities to improve their cardio endurance, strength, flexibility and motor skills. The Runners Club is a before school program offered to all students to improve their fitness and social skills.

The school also participates in a wide variety of sports at a district level, including the Winter Sport program for all Year 5 and 6 students, as well as swimming (Year 4-6), athletics (Year 3-6) and other carnivals including Leaguetag, AFL, Cricket and Soccer.

At Halls Head we offer a strong sporting link with the local community. An interactive noticeboard is one example of how the community links closely to the school with promotion of local sport and community events. Kidsport is an

example of the school connecting with the local sporting community through financial assistance for families. Shared use of school facilities in tennis, basketball, soccer and AFL also assists in bringing the sporting community to the school. This program has been used as an important connector program with disenfranchised students and also as a regular link to high school work experience students and the community sporting clubs.

## **Performing Arts**

Performing Arts incorporates Music and Drama, and is a key program that builds our students' appreciation for, and skills in, The Arts.

It enables students to explore their talents through practical performance activities. The Halls Head Performing Arts program is an inclusive and engaging program that promotes confidence, expression and teamwork skills, as well as expanding students' artistic horizons. Designed to explore a variety of traditional and contemporary dramatic/musical genres, our program gives every student the opportunity to enjoy success through varied assessment options. With strong links to literacy and numeracy, Performing Arts is a fun and creative way to enhance core academic skills.

Students in Year 3-6 have the opportunity to participate in the School Performance Choir. The Performance Choir gives regular performances both at school and in the community. The Performance Choir has topped WA, winning the YOHFest Jnr State-wide competition in both 2017 and 2018.

As well as weekly classes for all HHPS students, in 2018 and again planned for 2019 extension opportunities offered to students include: SHINE Specialists Performing Arts, Performance Choir, Ukulele Club, Dance, Circus Workshops, Christmas Choir, After School Drama Club and the specialist Instrumental Program - including guitar, woodwind and brass. Our Instrumental Team performs at select assemblies and events such as the Class Awards and Graduation assemblies. The After School Drama Club that is provided by our Performing Arts teacher currently instructs, provides further opportunities for students to pursue their talents and build on their skills. In 2019 we are introducing a program aimed at attracting and retaining talented students and families to our school through a Performing Arts showcase program entitled, SHINE.

## **Appendix 1**

### **Halls Head Primary School Board Report 2018**

It has once again been a very productive and exciting year for the Halls Head Primary School Board and I am very pleased to present the School board Report for 2018.

Members of the board include the Principal, a teaching staff member, a community member and parents. This year we welcomed a new community member, Kelly Litton, who has been an invaluable contributor and we said goodbye to Jill Broomhead who we thank for her dedication and positive input. The board is a very passionate and dedicated group, working together to create a positive schooling experience for students, staff and the whole school community and I have once again felt privileged to be a part of it.

This year, we have been very active in actioning our new school branding and were very grateful to have a School Revitalisation sub committee, made up of members of the school community and a group of students, who worked together to create a new logo, school motto and uniform. It was a very positive experience for all involved and it has been fantastic to see the outcome of such great work come to fruition.

As my tenure of Chairperson has come to an end I would like to thank members of the board and the school community for making this experience so positive. Congratulations to Jennifer Salkilled who has been appointed as Chairperson for 2019.

### **2018 SCHOOL BOARD REPORT**

#### **School Board Representatives**

Kristy Stewart	2016-2018
Melissa McEntyre	2016-2018
Jennifer Salkilled	2017-2019
Donna McIntosh	2017-2019
Peter Beckingham	ongoing
Kelly Litton	Community Representative from Benidgo Bank.

#### **School Board Meetings**

Meetings are scheduled at least once per term and one open meeting is conducted per year.

#### **Board Endorsements**

Minutes from previous meetings are reviewed and endorsed at each meeting.

Delivery and Performance agreement - Principal outlines the roles and responsibilities of stakeholders.

Annual Report - Read and discussed with all Board members and signed by the chairperson

School Financial Position - Financial plan presented and discussions on where funds are being spent.

Voluntary contributions and charges - Reviewed each year. The 2019 Voluntary Contribution amount has been set at \$60 per child. A Specialist Performing Arts Program to begin in 2019 will be \$40 per student per term and a Kindy Screener cost of \$50 per child.

#### **School Business Plan**

The Business Plan is presented to all new members of the Board. The Board delivers on the School Business Plan through considering student results (ie. NAPLAN) and through parent surveys. The Business Plan is regularly revisited to ensure the Board is meeting our targets.

#### **Board Initiatives**

School Brand - The board has actioned the initiatives set in 2017. A Revitalisation subcommittee was formed to create a new logo, school motto and uniform, all of which will be used throughout the school in 2019.

Board Awards - Nominees are put forward for any staff members at HHPS by the school community. The Board selects three nominees for recognition based on the nominations. It was great to receive nominations

for a variety of staff members.

Student Health and Wellbeing Journals - The board endorsed the addition of Student Health and Wellbeing Journals as part of the booklist for 2019.

Kristy Stewart

School Board Chair 2018

## **Appendix 2**

### **2018 Highlights at Halls Head Primary School**

- Student Councillors program and charity fundraising
- WA Parliament visit and lunch with Student Councillors
- Yr 6 GRIP Leadership Conference
- Kindy Xmas Concert
- Welcome New Parents Morning Tea
- Thankyou Volunteer Morning Tea
- Instrumental Music Program
- YOHFEST Concert, commendations and placings
- Performing Arts School Choir
- After School Theatre Club
- Halls Head Runners Club
- Whole school Daily Fitness Program
- Fundamental Movement Skills Year 1 – 3
- School and Interschool Carnivals
- League Tag, 5 a side Soccer Carnival Year 4's, Eagles Faction Footy, Dockers Cup Girls Footy
- Cystic Fibrosis Awareness Campaign
- Library resource centre
- Dedicated Science Room and Science Program
- Science week
- Circuit Breakers Science Team
- Enviro Centre and class rotations Environmental Ninjas
- PEAC program
- Halls Head's Got Talent competition
- Parent Night – student work displays in classes and parent involvement
- Class Assemblies
- Graduation and Class Awards Assembly
- Parent support – volunteers, carnivals etc
- P&C – ongoing funding and support of school, Mother's Day Stalls etc
- Volunteer program – Senior Citizens
- Harmony Day
- Anzac Service
- Easter Hat Parade
- Year 6 Camp – Woodman Point
- Halls Head Primary School Community Bushland Program
- School Board Awards Program
- Treehouse 3 Year Old
- Local media exposure in newspapers

## Appendix 3

### Halls Head Primary School 2018 Financial Summary

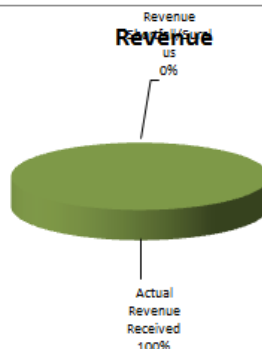
Insert your School Logo  
Here or Delete if not  
required

#### Halls Head Primary School Financial Summary 1 April 2019

##### Cash Revenue:

Previous Year Closing Balance Brought Forward	\$171,754.79
Current Year Budgeted Revenue	#####
Actual Revenue Received	#####
Revenue Shortfall/Surplus	\$ 1.06
Revenue Collected as a % of Current Budget	100.0%
Total Funds Available	#####

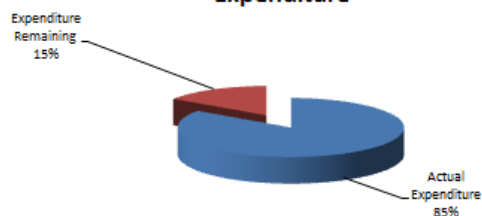
##### Revenue



##### Cash Expenditure:

Current Year Budgeted Expenditure	\$661,410.54
Actual Expenditure	#####
Expenditure Remaining	#####
Cash Budget Variance	\$33,234.46
Variance as a % of Total Funds Available	4.8%
Actual Expenditure as a % of Budgeted Expenditure	84.6%

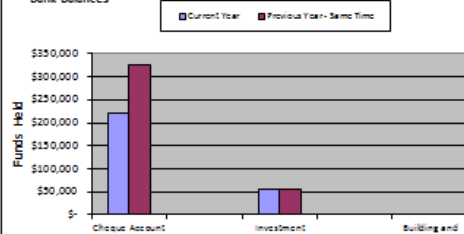
##### Expenditure



##### Reconciled Bank Balances:

	Current Year as at: 20/1/2019	Previous Year - Same
Cheque Account	\$ 221,067.81	\$ 326,321.83
Investment Account(s)	\$ 55,114.51	\$ 54,001.80
Building and Other Fund(s)	\$ -	\$ -
<b>Total</b>	<b>\$ 276,182.32</b>	<b>\$ 380,323.63</b>

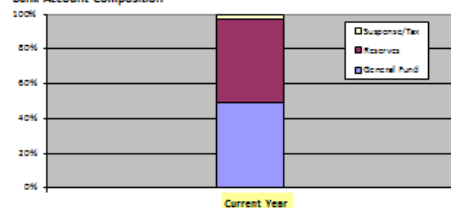
##### Bank Balances



##### Bank Account Composition

General Fund	49%
Reserves	48%
Suspense/Tax	3%

##### Bank Account Composition



##### Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 130,790.32	\$ 171,754.79
Total Resource Reserves	\$ -	\$ -
Total Building Fabric & Infrastructure Reserve	\$ -	\$ -
Total All Reserves	\$ 130,790.32	\$ 171,754.79
Current Year Reserve Transfer Funds Included	\$ 50,000.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A

##### Funds Held Yearly Comparison Total Reserve Funds

