

2021 Halls Head Primary School Report

Overview

Halls Head Primary School is an Independent Public School. We have a strong pastoral care focus, our programs and teaching reflect these student dynamics. 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. School facilities are outstanding with air conditioned classrooms, reticulated grounds, a magnificent covered assembly area, a well equipped library, a computer laboratory and IPAD program, Performing Arts, Science, Languages and Art rooms, an Eco Centre and an enclosed Undercover Area with a modern Canteen. The school grounds allow for a number of play areas adapted for various ages of children, including early childhood play areas, Junior Playground, basketball/tennis courts, cricket nets and oval.

2021 was a challenging year for all schools and the world at large with COVID pandemic. Together, the Halls Head Primary school community have managed extremely well and we have kept the community well informed throughout this period. We have maintained our focus on student learning programs and put student and staff health and wellbeing first and foremost through the many challenges that have presented. I would like to thank the entire school staff, School Board and the P&C for their contributions to many areas of our school during 2022.

Peter Beckingham
Principal

School Motto

Our School Motto, "**Be Your Best**," leads our school culture with an emphasis on high expectations in behaviour and academic progress.

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 Values - '6 Kinds of Best.'

We have a strong focus on building connected and positive relationships that support the sharing of the development of students as individual learners. Halls Head Primary has a strong focus on values and virtues, 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.**

Our Culture

We have embedded a high quality teaching initiative we call Journey to Excellence in Teaching, (JET), across the school. This supports teams, collaboration and sharing and focusses on raising teachers understanding and teaching practice specifically, through planned deeper conversations, professional reading and best practice in teams. There is a whole-school approach to adopting quality curriculum and teaching methods and a focus on sharing and collaborative team structures. 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.

School Priorities

In 2021 our School Priorities were English – Effective Teaching in Reading and Mathematics, Numeracy - Financial Literacy within a focus of establishing whole school practices, common approaches and common language. Our School Business Plan links to operational planning through the key platforms of Safe, Supportive Environment, High Quality Teaching, Effective Leadership, Success for all Students and Relationships and Governance.

Student Programs

In 2021, our special programs included Performing Arts, Visual Arts, Physical Education, Noongar language and Science. PEAC operates for selected Years 5-6 students. We have an identified Student Services Coordinator and Learning Support Leader 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 a robust IT network, class Interactive Whiteboards/Touch LCDs and an extensive fleet of IPADS.

Our School Community

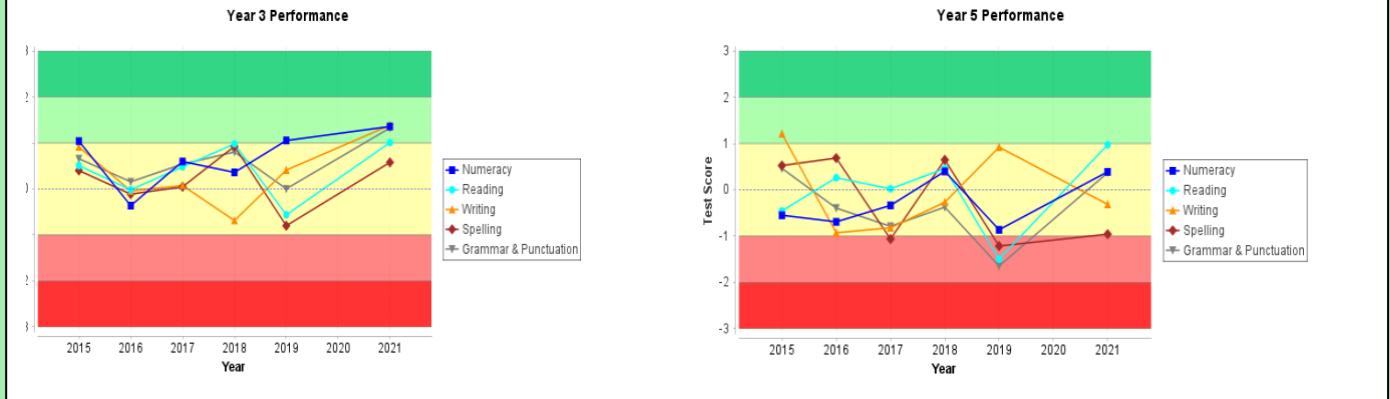
The School Board meets every term and, besides ratifying matters related to the School Business Plan, also contributes to school direction. Our Parents & Citizens group is an energetic and enthusiastic team who are committed to supporting the school in many varied ways. We have a Canteen service that offers healthy snacks and lunches which is outsourced.



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2019 – 2021 School Business Plan Targets

The following Business Plan Targets were set during the life of this Business Plan reporting period. It is pleasing that 8 out of 11 targets were achieved, particularly during an uncertain period with Covid impact being felt across numerous school routines and practices. The NAPLAN based targets are linked to detailed analysis not contained in this report. The following graphs depict some of the longitudinal results used.



Target 1: Identified Year 3 students below the national minimum standard will progress to be at or above the national minimum standard when they are tested as Year 5's. **Achieved**

Target 2: Stable cohort Year 3 students will progress at or above Like Schools in NAPLAN when they are tested as a Year 5 cohort. **Achieved**

Reading: **Achieved**

In 2019 the Year 3 cohort achieved a score of 404 on the Reading NAPLAN test. Students of Like Schools averaged 408. The stable cohort of those students, when tested this year, achieved a school average score of 496. The average Like Schools score for this cohort was 484. This is a significant improvement on the progress made by the previous Year 5 cohort. The Year 5 Reading result was their highest result over the last 5 years.

Spelling: **Working Towards**

Our Spelling progress made by students from Year 3 to Year 5 was below that of Like Schools. In 4 of the last 5 years, the Year 3 Spelling result has been above that of Like Schools but, where Like Schools students improved by an average of 90 points, our school students improved their average by 85 points. The Year 5 result this year was significantly below that of Like Schools

Writing: **Achieved**

The progress made from Year 3 to Year 5 was significantly higher than that of Like Schools. There are far fewer students in the Low and Very Low category, compared with Like Schools and students are now achieving higher results in the Satisfactory to Very High achievement bands, compared with Like Schools.

Grammar and Punctuation: **Achieved**

Our Grammar and Punctuation results for the Year 5 cohort was the strongest it had been for the last 5 years and the progress they had made was comparable with that of Like Schools. This result is a significant improvement on previous progress made by Year 5 students for this NAPLAN assessment area.

Numeracy: **Working Towards**

This year our stable cohort performance was less than expected. Our stable cohort, students tested twice at our school (in Yr3 and 5), gained a mean progress (difference between the Yr3 and Yr5 mean test scores) of +73.63 NAPLAN pts as compared to +84.50 for like schools.

Target 3: 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. **Achieved**

Reading: **Achieved**

Reading results for the Year 3 cohort were very strong this year, with just over a quarter of the students achieving results in Band 6 or above. This compares favourably with the result of Like Schools, who had 17% of the population achieving this result.

Spelling: **Working Towards**

Although there were 3% less students in Band 6 and above, compared with Like Schools, our school had 10% more students in Band 5 than in Like Schools. This result was also an improvement on the results in 2019 - the current Year 5 cohort- where only 4% of students scored in Band 6 or above.

Writing: **Working Towards**

There were 2% fewer students achieving a Writing result in Band 6 or above, compared with Like Schools but we had 72% of students achieving a Band 5 result, compared with only 37% of students from Like Schools achieving this result.

Grammar and Punctuation: **Achieved**

Our school had 8% more students achieving a result for the Grammar and Punctuation assessment in Band 6 or above than Like Schools. 58% of our students were also placed in the top two bands, compared with 41% of students from Like Schools.

Numeracy: **Achieved**

The percentage of Yr3 students in Band 6 was 11% which is 4% above Like Schools in 2021. There were 23% of our students in Band 5 and a further 43% in band 4. This means that 77% of our students were in bands 4-6 or higher as compared to 51% for like schools.

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Target 4: 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. Working Towards

Reading: Working Towards

Our school fell 3% short of the achievement in Band 8 or above, compared with Like Schools. Our result again had more students falling within the middle range of achievement, with less students achieving either excellent or limited results- 8% of students at our school were in the bottom 4 bands, compared with 19% of students from Like Schools and 4% of students in Bands 8 or above, compared with 7% of students from Like Schools.

Writing: Working Towards

Our school's achievement of 2% of students in Bands 8 or above was only 1% below that of Like Schools. Our results also closely matched that of Like Schools in most other Bands

Spelling: Working Towards

We did not have any students achieving a result in Band 8 or above. Like Schools had 9% of students in this range. More of our students were in the middle ranges of proficiency bands.

Grammar and Punctuation: Working Towards

Our school had 2% of students achieving results in Band 8 or above, compared with 9% of students in this range from Like Schools. We had the same percentage of students in Bands 7 to 10.

Numeracy: Working Towards

The percentage of Year 5 students in Proficiency Band 8 and above was 2% compared to 3% of students in like schools. We have 25% compared with 16% of students from like schools in the next band - Band 7. This means that 27% of our students were in bands 7 or higher as compared to 19% for like schools.

Target 5: 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. Achieved

Target 6: 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. Achieved

In each of the areas tested, our school had fewer Year 5 students in Band 1, compared with Like Schools.

Yr 5 NAPLAN 2019	2021 HHPS	2021 Like Schools
Reading	2%	7%
Writing	4%	10%
Spelling	6%	8%
Grammar and Punctuation	2%	11%
Numeracy	2%	6%

Target 7: School student attendance will be maintained at or above the Western Australian State School's attendance average. Achieved

Our current attendance rate is 90% across the school achieving our Business Plan Target of attendance at 90% or above. The school's attendance rate has been inconsistent with ongoing community Covid concerns, Regular Attendance has decreased considerably over the last 12 months, from a high of 82.3%, to 61.7% in 2021. Previous to COVID, regular attendance rates were in the mid 70% range. Severe Attendance issues are less than 2% however, absenteeism follow up and support has contributed significantly to achieving this target.

Target 8: The number of students judged by teachers as consistently 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 82% of our students 'consistently' or 'often' demonstrating positive attitudes, behaviours and work habits.

Target 9: All teaching staff are engaged in the Journey to Excellence in Teaching team process.

JET team minutes and surveys support claims that all teaching staff are engaged in the JET team processes. This is a highly productive team environment responsible for change agendas and developing strong team processes, trust, professional relationships and capacity building in a distributed leadership model. **Achieved**

Target 10: All classes in K-2 are meeting or exceeding Quality Areas 1,2,4 and 5 of the National Quality Standards for Early Childhood Education. Working Towards

Teachers used the National Quality Standard Reflection Tool to determine if standards were being met or are working towards. Quality Areas 4 and 5 are deemed as being met by all staff with Quality Area 1 and 2 working towards. with 86% consensus that we are meeting all 4 areas.

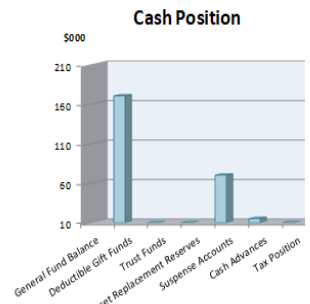
Target 11: All classes in K-2 are meeting or exceeding all Quality areas of the National Quality Standards for Early Childhood Education in all 7 Quality areas by 2021. Working Towards

Teachers used the National Quality Standard Reflection Tool to determine if standards were being met or are working towards. Quality Areas 3,4,5 and 7 are deemed as being met with 1,2 and 6 working towards. Positive change has been made as although we are working towards meeting 3 Quality Areas, it is only 1 element from each of these Quality Areas that there was less than 86% consensus.

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School Financial Position December 2021

Revenue - Cash & Salary Allocation			Expenditure - Cash and Salary		
	Budget	Actual	Budget	Actual	
Voluntary Contributions	\$ 12,420.00	\$ 12,420.00	Administration	\$ 30,894.70	\$ 19,528.62
Charges and Fees	\$ 35,264.00	\$ 35,263.00	Lease Payments	\$ 2,000.00	\$ 440.08
Fees from Facilities Hire	\$ 10,983.00	\$ 10,982.00	Utilities, Facilities and Maintenance	\$ 116,783.50	\$ 105,637.77
Fundraising/Donations/Sponsorships	\$ 14,528.10	\$ 14,527.00	Buildings, Property and Equipment	\$ 70,966.80	\$ 36,425.37
Commonwealth Govt Revenues	\$ 1,555.00	\$ 1,554.00	Curriculum and Student Services	\$ 140,422.94	\$ 121,935.23
Other State Govt/Local Govt Revenues	\$ 53,944.00	\$ 53,944.00	Professional Development	\$ 11,000.00	\$ 8,909.99
Revenue from Co, Regional Office and Other Schools	\$ -	\$ -	Transfer to Reserve	\$ -	\$ -
Other Revenues	\$ 12,298.00	\$ 12,096.00	Other Expenditure	\$ 8,935.30	\$ 1,766.63
Transfer from Reserve or DGR	\$ -	\$ -	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
Residential Accommodation	\$ -	\$ -	Residential Operations	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
			Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 140,992.10	\$ 140,789.00	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Opening Balance	\$ 186,524.26	\$ 186,524.26			
Student Centred Funding	\$ 137,950.00	\$ 137,950.00	Total Goods and Services Expenditure	\$ 380,984.24	\$ 294,638.69
Total Cash Funds Available	\$ 465,466.36	\$ 465,263.00	Total Forecast Salary Expenditure	\$ -	\$ -
Total Salary Allocation	\$ -	\$ -	Total Expenditure	\$ 380,984.24	\$ 294,638.69
Total Funds Available	\$ 465,466.36	\$ 465,263.00			



The above financial position is representative of the school cash accounts and finances as of December 2021. The SCFM contains salary expenditure against HR and targeted resources, all 2021 commitments outlined in the School Funding Agreement 2021 were met.

National Opinion Survey – Bi Annual Survey

(Scale Strongly Disagree 1 Disagree 2 Neutral 3 Agree 4 Strongly Agree 5)

Parent Survey Average response 4.2 out of 5 51 Respondents

Staff Survey Average response 4.5 out of 5 28 Respondents

Student Survey Average response 4.3 out of 5 90 Respondents 29% (Yr6 29% Year 5 41% other Year levels)

Summary

Very strong support of school. Very positive comments about high strengths in teacher quality, good leadership, school facilities, grounds, ethos and environment, students liking school, teachers caring about children, positive learning environment.

- **3 things worth Celebrating at our school** – leadership, amazing teachers, amazing support staff, fun kid focussed attitude throughout school, 6 Kinds of Best, academic and sporting focus, good communication, community commitment, lots of extra curricula activities for students, school spirit, friendliness, specialist programs.
- **COVID challenges** – home schooling, keeping students motivated at home to study, less time to meet teachers face to face, drop-offs/pickups Kindy, limiting screen time.
- **COVID positives** noted including independence of students. COVID school communication to parents and school management.

Summary Statement

Our Journey to Excellence in teaching initiative, (JET) continues to be highly successful in building high quality teaching, teams, leadership structures and significant impact in classrooms with teaching and student outcomes. This year, Performance Growth (self/peer observations) and moderation (across learning areas) became key components of JET. Providing additional opportunities for teaching staff to observe themselves and their peers will build on what has been established this year. Scheduling regular moderation sessions will provide teaching staff the opportunity to become more familiar with curriculum content, develop common assessment tasks and use judging standards and exemplars when assigning grades. Formative assessment strategies are embedded in many areas of the school and a common language has been adopted to discuss high impact teaching strategies. In 2022 we will continue to build on the professional learning associated with the professional reading suite in JET. This will provide ongoing support for teachers to adopt and embed current high quality teaching and learning evidence based teaching strategies.

2021 NAPLAN data analysis showed that our mandated programs in literacy and numeracy are having a positive effect on student learning and achievement. Our Year 3 cohort had particularly strong NAPLAN results, and our Year 5 results, with the exception of Spelling, compared favourably with those of Like Schools. Our mandated programs allow for differentiation which contributes to the needs of all students at our school in being catered for. We continue to assist those students with identified deficiencies in Year 3, so that their achievement is at least equal to or above the minimum benchmark for that area, in Year 5. The following recommendations apply across learning areas and practices, to continue with the implementation of mandated whole school approaches and using common language, eg IMATHS, and to continue with the mandated use of Literacy and Numeracy Blocks with an explicit teaching focus.

Our school community members are strong supporters of our school and we are appreciative of the many hours parents contribute. We have an active School Board who meet and consider school finances, policy and planning in supporting and providing direction to the school. These strong relationships flow into our classrooms and ensure our student learning programs are considered in every decision we make. 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.

Peter Beckingham
 Signed: _____
 School Principal
 Date: March 2022

Louise Clark
 Signed: _____
 School Board Chair
 Date: March 2022