

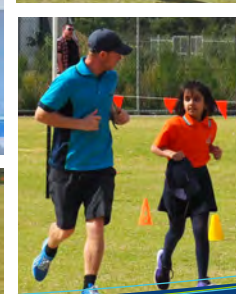
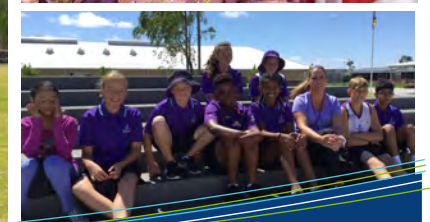
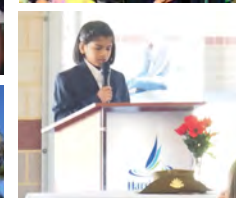


Annual Report 2017



Proudly an Independent Public School

2017 Highlights...



Principal's Address

Dear School Community Members,

What an amazing two years it has been at Harrisdale Primary School. We have earned the reputation of being the most rapidly growing primary school in W.A, with our numbers in our second year soaring well over 850. Not only has the number of students increased dramatically but we have also doubled the number of staff working at our school and doubled the number of transportable classrooms erected on our site. This has required an enormous amount of time, effort and teamwork to manage such a rapidly growing site, workforce and student population.

Thankfully, we are blessed with a very supportive school community and an amazing group of dedicated staff, who work tirelessly, giving of their own time, to make Harrisdale Primary a truly great school. The students, without exception, are respectful, generous of spirit and really hard working too, so I feel we are poised for good things to come.

Our vision, ***for a successful school where the unique potential in each individual is realized***, and our mission to ensure that **every day, we put students and learning at the centre of all that we do** will help us to build a successful school that focuses on:

Student Success

Excellence and,

Innovation.

Over the past two years we have established high expectations of student academics, behavior and attendance. We have put in place strategies that will help our students' progress and achieve, whilst maintaining a level of high care.

The work that we put in now, laying solid foundations for the future, should see Harrisdale Primary School build a reputation for being a school of choice and for providing an excellent education for students.

We thank our school community, for not only their support but for providing us with feedback through our National School Opinion Surveys so we can better improve the service we provide and be more responsive to the needs of our local community.

I am very grateful to be working with an effective School Board and P&C .It certainly helps me to understand our community's needs and to work together to achieve the best possible outcomes for our students.

I remain honoured to lead this school and I look forward to continuing to work with our community.

Karen Duncan,
Foundation Principal



From the School Board Chairperson

I am pleased to be writing to you the school community in our second Annual report. In our second year we grew to over 850 students, and have worked our way through the enormous challenges that comes with such growth. These challenges will continue as the larger year groups work their way through the school and I would like to congratulate Karen and her team in meeting these challenges and having well developed plans in place to accommodate our students.

As a school board, one of our first tasks was to approve a Delivery and Performance Agreement between the school and the Department of Educational Services. This agreement would run for three years to the end of 2018. Subsequently we agreed and approved Business Plans annually that would allow the school to meet its objectives. The schools performance against these objectives and progress of the business plan was reviewed regularly at board meetings.

As I write this, the school is preparing to undergo its first Department of Educational Services review, something that all Independent Public Schools must undergo in the final year of their Delivery and Performance Agreement. The school is on track to meet or exceed all of its objectives, and we expect the reviewers to reflect this in their report. These objectives were put in place as stretch targets, so to meet them, whilst managing such large growth is something the school should be very proud of.

As a school board we are expected to provide governance and act as the voice of the community in providing oversight to the performance of the school, this includes reviewing performance in NAPLAN tests and surveys of our staff, students and parents. I can tell you that having been involved in these assessments and conversations over the last two years that no-one holds themselves to higher standards than the teaching staff at Harrisdale and this more than anything else will ensure that this school continues to grow and maintain the high standards already set.

Ben Foster,

School Board Chairperson



Our Mission

Every day, we place students and learning at the centre of all that we do.



Our Vision

We envisage a successful school where the unique potential in each individual is realised.



Our Beliefs

P&C Report

The P&C this year raised around \$18000 last year. These funds provided for some much-anticipated playground artwork/games and additional shade. The large shade structures erected over the Christmas break were the result of a Grant application orchestrated by two of our members. The purchase of such structures would not have been possible without this grant, and would have taken nearly 13 years to fundraise for. The financial goal for the 2018 year is to raise funds for fans to be installed in the undercover area. This will be at cost of around \$20000.

Our biggest community success was the end of year colour run. The concept of this was to celebrate the end of the school year, and specifically the weekly runners club run by our phys ed. team. The work behind the scenes to make this day a success was made well worth it after seeing the fun the staff, students and parents had on the day. We look forward to making this an annual event and improving on it each year ahead.

Other fundraisers in 2017: Mothers and Father's Day stalls; Hot Cross Bun drive; scholastic book club; School banking. All these events involve volunteers, and without these parents, we could not hold these events. THANK YOU.

Our P&C, like all, is here to raise money for our school and assist with improvements and purchases to make school life more enjoyable for our children. Most importantly, our committee is here for our school community. To support every family and child by being inclusive and welcoming. The morning tea for our new kindy families is just the start of this welcome, along with our parent representative programme and ongoing support of our teaching staff.

As the outgoing President, I am proud of what we have achieved in such a short period of time. I look forward too many more initiatives in the coming years of our great school.

Kirstie Cornwill,

P&C President

We believe that students learn best when our...

- actions and teaching reflect our core beliefs and values

We believe that students learn best when we...

- Develop the whole child, promoting resilience and emotional well-being,
- Make learning meaningful and relevant to students,
- Set and communicate high academic and behaviour expectations for all students,
- Provide a warm and positive learning environment that encourages risk-taking,
- Continually reflect on our own teaching practices and strive for improvement,
- Develop consistent practices and whole school approaches through collaboration and consultation,
- Provide connected teaching and visible learning

We value.....

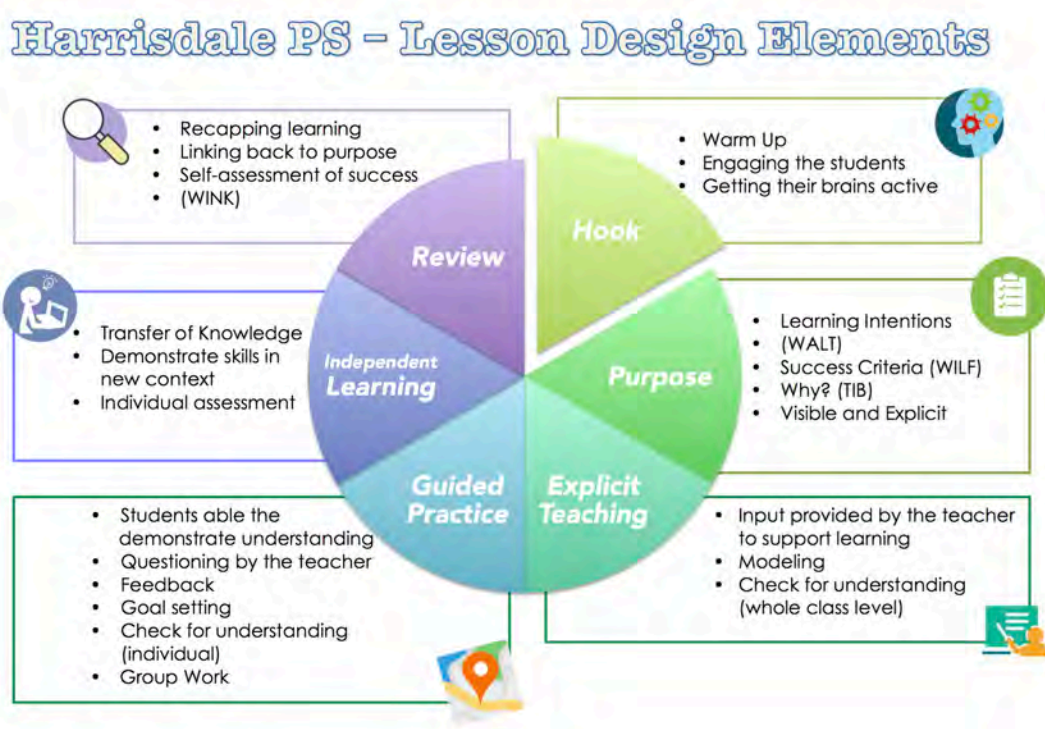
- **Teamwork:** we promote teamwork, collaboration and cooperation.
- **Respectful Relationships:** we are accountable for our own actions and we resolve differences respectfully.
- **Commitment to Learning:** we are committed to learning, continuous self-improvement and the achievement of potential and excellence.
- **Curiosity, Creativity and Critical Thinking:** we understand the need to encourage the mind to respond to different situations in different ways.
- **Open Communication:** we value open, honest and ongoing communication between all stakeholders.
- **Health and Happiness:** we understand the reciprocal nature of health and happiness, and we actively promote the benefits of both.
- **Compassion and Care:** we treat other with kindness and compassion.
- **Inclusivity and Diversity:** we treat all people fairly and free from discrimination. We embrace and celebrate diversity and difference.
- **Safety:** we are committed to a learning environment that is emotionally, physically and socially safe.
- **The Environment and Sustainability:** We contribute to our world in a positive way and care for our environment.

Literacy

In 2017, data was collected in reading by the assessment of students using the Oxford Owl Assess program, the Magic 300 Sight Words Assessment (PP-Y1), Letters and Sounds (PP-Y1) and Blank Level Questioning (K). Probe assessment was introduced to the Senior students (Y4-6) and data was collected for those scoring above level 30 in Oxford Owl.

In spelling, data was collected by the assessment of students using the Magic 300 Sight Word Assessment (Y1-6) and Words Their Way (Y3-6). Brightpath was introduced to assess writing and data was collected in Term 4, 2017. These assessments were in addition to NAPLAN and On-Entry Assessment.

Quality teaching and learning in English was continued in the form of 4 x 120 minute Literacy Blocks in all classes. Further professional learning was provided to teachers and Education Assistants, with the expectation that 100% of teachers follow the Harrisdale Lesson Design. The introduction of a Literacy Coach two days a week further supported teachers in the delivery of the Reading Block and connected practice was developed relating to expectations around modelled, shared, guided and independent practice.



With reading as a focus, a reading strategies overview was created along with further Professional Learning (PL) delivered in the teaching of these Reading Strategies and the expected practices involved in Guided Reading. PL was also delivered to staff on using the Brightpath tool for writing, which will be further utilised in 2018, as a means of progressing teaching and learning.

In 2018, progress in English will continue to be monitored and teachers will look to use this data and targets to further drive learning at Harrisdale. The Brightpath oral narrative is scheduled in Early Childhood to focus the teaching of Speaking and Listening. Talk 4 Writing will also be introduced as a whole school initiative to develop and improve the teaching of writing and support our large population of students who speak English as an Additional Language.

A budget of 30,000 was allocated to the English Learning area in 2017, which was used to buy a school wide selection of guided reading books, home reading books, big books, phonic readers, novel sets and Letters and Sounds resources. Students were also provided with online access to Oxford Owl (PP-Y6) and Bug Club (PP-Y1) with subscriptions provided by the literacy budget.

Other ways in which English was promoted in 2017:

- Celebration of Book Week.
- Visiting author and Armadale City Library programs.
- National Simultaneous Story time.
- The Harrisdale Spelling Bee.
- Harrisdale 'Help a Reader.' A reading program run with the support of parent volunteers.
- Home Reading information sessions for parents, provided by the Literacy Team.
- Book Fair.

Mrs Helen Hall

Literacy Coach and Leader



Numeracy

In 2017, progress at our school was determined by a range of indicators. External system indicators include student performance in NAPLAN for years 3 & 5 and On Entry Data in Pre-Primary. Internal indicators included whole school agreed assessments. These were the PAT-Maths online test, First Steps Diagnostics and formal reporting to parents. Westwood One Minute Test was introduced to assess recall of basic number facts and data was collected in Term 4, 2017.

Quality teaching and learning in Maths was continued in the form of Numeracy blocks that included time for mental strategies, a hook, learning intention, explicit teaching, guided practice and independent learning, which included group rotations. Further professional learning was provided to Teachers and Education Assistants, with the expectation that 100% of teachers follow the Harrisdale Lesson Design. The introduction of the Numeracy coach further supported Teachers and developed connected practice in the delivery of the Numeracy block.

With mental strategies as a focus, an overview was created along with whole school posters and additional professional learning was delivered to guide the teaching of these. There was an expectation that mental strategies were delivered at the start of each lesson. Staff from K-6 were given opportunities to share ideas along with modelled ideas from the Maths committee during staff meetings.

Advice from Paul Swan, in leading effective numeracy instruction, suggested the need to focus on the vocabulary of maths and ensure there was a whole school approach to the mathematical language used within the school. In 2018, all teaching staff will be provided with Harrisdale whole school mathematical vocabulary cards that are to be visible in each classroom.

A budget of \$30,000 was used to purchase math resource kits for junior and senior classrooms. In addition to the kits and to support our mental strategies, whole school resources number lines, thread beads and ten frames were

purchased for each classroom. Other resources include Numero cards, which came with it's own professional learning to support staff; reading books with a math concept and problem solving task cards.

Other ways Numeracy was celebrated in Harrisdale in 2017

- 100 days of school
- Whole school incursion with Professor Maths
- Celebration of Literacy and Numeracy Week
- Mangahigh Math Challenge in Term 1 and Term 4
- In 2018, progress in Maths will continue to be monitored and teachers will look to use this data and targets to further drive learning at Harrisdale. Our community involvement will also be promoted either through the participation in an interschool Numero competition and/or a whole school maths challenge.

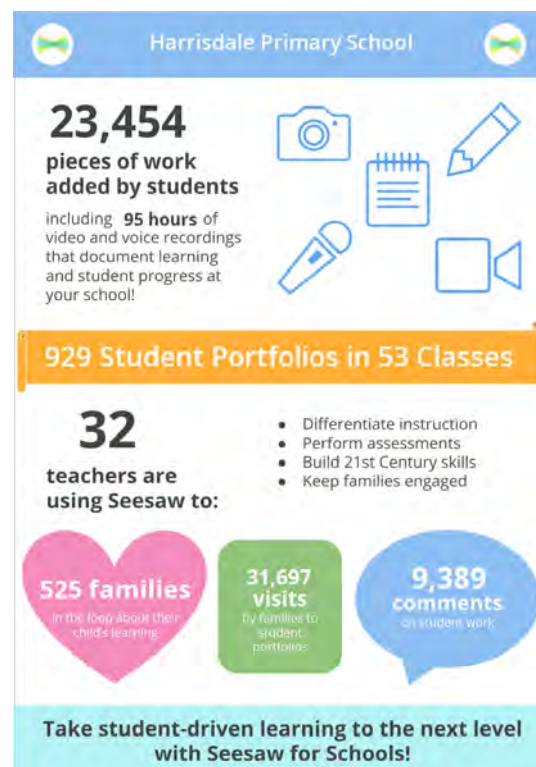
Mrs Elisa Kalinoswki

Numeracy Coach and Leader

Technologies

In 2017, Harrisdale Primary School's Operational Plan identified the following whole school goals relating to Technologies Curriculum, ICT and STEM. The following goals, actions and strategies were implemented in 2017.

1. All students will engage in ICT, integrated within Literacy, Numeracy and other subject areas.
2. Students will be prepared for NAPLAN Online Trials in 2018.
3. Teaching and learning with technology will enhance learning beyond substitution.
4. Staff will work toward improving skills in relation to their own capabilities with devices. Some devices will be made available for staff use.
5. All students will have the opportunity to learn through Digital Technologies.
6. The BYO iPad Program would achieve 80% or higher in uptake across the cohort.



In 2017 our school IT Leaders (Miss Dodds and Mr Pettit) attended professional learning and then presented to HPS Staff regarding an introduction to NAPLAN Online. All staff in Years 3 and 5, integrated the NAPLAN Online Public Demonstration site into their classroom lessons to expose students to the interface and skills required to complete the assessment. As one of the focus elements developed in 2017, Miss Dodds (Technologies Leader) worked with the Numeracy Leader to present Numeracy and Technologies Professional Learning, where staff reflected on integration of technology (SAMR model) into their Numeracy lessons.

The outcome is that we had 100% of classes produced at least 1 digital product per term (including specialist teachers). These digital products were multi-modal and utilised skills, which can be found in the Harrisdale ICT Skills Continuum and supported 100% of **students** uploaded to Seesaw or Google Drive.

To ensure that students are provided the opportunity to use technologies in the classroom, staff worked toward improving skills in relation to their own capabilities with devices. Some devices will be made available for staff use.

To support staff in 2017, all staff were supplied access to an iPad (.5 or above FTE) or Classroom Macbook. Furthermore, 5 staff were nominated as technologies coaches, mentoring 12 staff (coachees) as part of the Technologies Coaching Program. Miss Dodds also continued to run Appy Hours (teacher PL) & the Robotics Sandpit, alongside the Apple PL and Staff Professional Learning (Wednesdays).

Feedback relating to Appy Hours and Robotics Sandpits was obtained in each session, indicating a positive impact on the attendees development of knowledge and understanding. 7 Staff achieved their full Apple Teacher status and Miss Dodds gained Apple Distinguished Educator status.

As in previous years, a continued focus in 2017 was to maintain that students will have the opportunity to learn through Digital Technologies. 100% of staff implemented and reported on the Technologies Curriculum. Significant financial resources were allocated to build the amount of technologies available, including Spheros, Littlebits, Bluebots, Circuitry Kits. The technologies leader also made use of release time to create a Staff Support Document and Assessment.

93% (*obtained from the data collection spreadsheet - Jan 2018*) of students achieved at or above the expected standard in reporting to parents grades.

2017 was the year that we launched the BYO iPad Program in Years 4 & 5. Our aim with this group was to achieve 80% or higher in uptake across the cohort. Collaborative DOTT was used to discuss strategies, as well as implementing regular teaching and learning opportunities to support uptake. Parent Meetings were held to inform parents about the program and a Parent Support Document was made available via the website.

The BYOD Program was a big success in 2017. Overall, we recorded 92% of students brought devices in 2017 to support their learning in class and at home.

Miss Hannah Dodds

Technologies Coach and Leader



Early Childhood Education

Early Childhood staff at Harrisdale Primary have continued to use the Kindergarten Curriculum Guidelines, Early Years Learning Framework (EYLF) and the West Australian Curriculum to guide all pedagogy, principles and practice. The National Quality Standards remain a focus for improvement in meeting national expectations.

In 2017, an Early Years Philosophy was created. Our philosophy was developed collaboratively with both teaching and non-teaching early childhood staff. It aligns with our Business Plan strategies of all staff working together and implementing the Early Years Learning Framework. Our Business Plan states that students learn best when our actions and teaching reflect our core beliefs and values. Our philosophy was developed to incorporate this belief and all K-2 classrooms have this document on display.

An area of focus in 2017 for our Kindy and Pre Primary students stemmed from our belief of providing opportunities for more unstructured play as promoted by NaturePlay. We introduced large, loose parts into the Kindergarten and Pre Primary playground to foster creativity and to promote less structured learning. Our intention is to expand the program throughout the junior years as we gather a larger collection of resources.

Our 2017 transition program was a great success as demonstrated by the positive feedback we received from the various sessions. At Harrisdale Primary, we place a strong importance on ensuring our students feel happy, safe and excited about school. Our Kindy and Pre Primary Transition sessions provide all students involved with an opportunity to meet teachers and participate in some introductory activities for the following year. These sessions endeavour to create a smooth and comfortable transition for the following year. Transition booklets have also been introduced and these were emailed out to all students at the end of the school year. Furthermore, parent information sessions were held to outline program expectations and opportunities to resolve parent's questions. The Harrisdale Bear provided much comfort for those students still feeling a little anxious about starting school.

Our Early Childhood staff organised a variety of incursions, excursions and special events throughout the year to support the West Australian Curriculum and broaden students' experiences.

Some of the highlights include-

Constable Care
 Farmyard on Wheels
 Bunnings
 Christmas Concert
 Book Awards
 Scitech
 Swimming lessons
 Police
 Fremantle Prison
 St John Ambulance
 Mother's Day
 Jump Rope



ON ENTRY ASSESSMENT

On-Entry Literacy and Numeracy Assessment focuses on skills and understandings that are known to predict future literacy and numeracy success. Teachers at Harrisdale Primary use On Entry data to inform the planning and implementation of a differentiated curriculum.

What we found:

Comparative analysis of Harrisdale's On Entry data, against the state data in 2017, indicated that our Pre Primary school entry readiness performance is similarly matched to the state performance in all areas.

In Numeracy, our student data demonstrates the vast majority of our students have solid numeracy skills and understandings across the areas of Number, Measurement and Geometry. Particular areas of strength across the 2017 cohort included students' abilities to recall the sequence of number names at least into the double digits and using the principles of counting to count collections.

Recommendations for Improvement:

- Build on the current teaching and learning practices in numeracy that are guiding good results.

In Literacy, our student data demonstrates that we are working toward achieving our target, adopting the following initiatives.

Recommendations for Improvement:

- Implement Talk4Write as a whole school writing strategy to develop and strengthen students' oral language and writing process.
- Consolidate the Kindergarten reading program and ensure play based intentional teaching of phonological awareness, concepts of print, alphabet sounds and shared reading.
- Expand and consolidate the use of Brightpath oral narrative ruler to assess students and identify key teaching points.

Below are the results for our 2017 Pre-primary students in comparison with our business plan targets.

NUMERACY	Harrisdale% of students	State % of students
0.0-0.4	7%	11%
0.5-1.0 (Achieved)	56%	47%
1.1+ (Achieved)	37%	42%

ALL LITERACY	Harrisdale % of students	State % of students
0.0-0.4	60%	57%
0.5-1.0 (Not Achieved)	40%	43%
1.1+ (Not Achieved)	0%	0%

READING	Harrisdale% of students	State % of students
0.0-0.4	59%	50%
0.5-1.0	41%	45%
1.1+	0%	5%

WRITING	Harrisdale% of students	State % of students
0.0-0.4	95%	96%
0.5-1.0	3%	4%
1.1+	2%	0%

SPEAKING & LISTENING	Harrisdale% of students	State % of students
0.0-0.4	54%	50%
0.5-1.0	42%	41%
1.1+	8%	4%

NATIONAL QUALITY STANDARDS

The National Quality Standard (NQS) forms part of the National Quality Framework and sets a national benchmark for quality education that all schools strive to meet from Kindergarten to Year 2 in WA. Harrisdale K-2 staff began familiarising themselves with the NQS in 2016. Throughout 2017, teaching and non-teaching staff have continued to use NQS to reflect on the quality of our K-2 programs and identify priorities for improvement.

What we found:

In 2017, there has been a positive trend in the progress of National Quality Standards at Harrisdale Primary. Our NQS internal audit demonstrates an increase in the number of standards met across our Early Childhood phase. Staff have reflected that in 2017 we are now meeting - Health and Safety, Staffing Arrangements, Relationships with Children and Leadership and Service Management. In 2018, we will seek a verification of our reflections against the NQS from the Office of Early Childhood and Development.

Recommendations for Improvement:

- Quality Areas 1, 3 and 5 are targeted as high priority continual improvement areas as specified in our reflection documents.
- Continue to engage with NQS requirements, to assist us in developing and continuing exemplary practice.
- The Early Childhood Committee and K-PP Deputy will continue to lead the implementation of NQS across K-2.
- Continue to provide shared time for staff to work closely in teams to encourage collaborative practices and the sharing of skills and expertise.

Exceeding							
Meeting		October 2017		October 2017	October 2017		October 2017
Working Towards	October 2016	October 2016	October 2016	October 2016	October 2016	October 2016	October 2016
Significant Improvement Required							
	QA1 Program & Practice	QA2 Health & Safety	QA3 Physical Environment	QA4 Staffing Arrangement	QA5 Relationships with Children	QA6 Collaborative Partnerships	QA7 Leadership & Management

EARLY CHILDHOOD TARGETS-

Collection Period	2016	2017
School self assessment identifies 7 National Quality Standards as progressing from amber to green.	Working towards in all areas.	4 Quality Areas out of 7

Mrs Alison Forzatti

Early Childhood Deputy

Science

In 2017, all students from Pre Primary to Year 6 were involved in one hour of Specialist Science per week. Students participated, and were guided in, hands-on activities and experiments to investigate the world around them. As required, all four content areas of Science were taught and were skilfully integrated with 'Science Investigation Skills' and 'Science as a Human Endeavour' curriculum strands. Across all the year levels a re-focus on Scientific Investigation Skills and Vocabulary was evident to improve student outcomes, including EAL/D students. Student needs and achievement are tracked through the continuous development of year level common assessment tasks, PAT Science testing (Years 3 -6) and all reported grades are included in the HPS whole school tracking database.

In the early years, students were heavily involved in shared experiences across Biological, Chemical, Physical and Earth Sciences. Early on, to assist with fostering a sense of "Belonging, Being and Becoming" (EYLF), a large emphasis was placed on the needs of living creatures and caring for the surrounding environment. This was illustrated by the use of Hermit Crabs as class pets to foster care and compassion, and a communal Worm Farm was installed to allow for the introduction and involvement in recycling their food waste in the Kindy and PrePrimary. Youthful curiosity was nurtured through authentic guided investigations such as growing plants, designing and building an indigenous Mia-Mia, measuring weather conditions, mixing substances, ramp height investigations and testing what materials would be best for a winter hat! All early childhood classrooms displayed a visible representation of the Science Inquiry Skills and age appropriate word walls relating to the current unit.

In the upper years, Science capitalised on the 1:1 iPad program by allowing students to record data and communicate their results and knowledge. Innovation and critical design thinking skills were used to create models strong enough to survive natural disaster simulations. A greater sense of citizenship was developed with the 'Solar Buddy' program where students built torches for students in Africa. Upper school classes were introduced to the Scitech Inquiry Planner as an agreed whole school connected practice. Upper school students also had access to an illustrated word wall and were given regular opportunities to create their own glossary of scientific terms to assist in the understanding of context specific terminology.

During Science Week, the community was invited to Harrisdale Primary's Future Earth Science Fair, which consisted of an upper years assembly and an open classroom tour presenting student work of each classroom's latest investigation. A focus on 'Girls in Science' was evident by our three accomplished guest female speakers - Telethon researcher, private practitioner and one of our parents explaining her previous employment in a nuclear plant. Additionally, Harrisdale Senior High School presented hands on demonstrations for our students including those students transitioning to Harrisdale High School in 2018.

Over the year, the community also participated in composting workshops, an informational close encounter with our Worm Farm and the Recycling Station is always available for families to dispose of batteries, coffee pods, mobile phones and cosmetic packaging. Partnering with a local environmental group, we also hosted a community Bush Walk, introducing many families to the neighbouring environment. Harrisdale's successful Garden Club garden was visible throughout the year and the team, led by Mrs Sterle, raised funds by operating a Bunning's sausages sizzle.

Our Waste Wise & Water Wise accreditations continued as we introduced Waste Free Wednesday Lunches which were promoted to children and their families. Classroom teachers logged their data to track their improvements using a QR code spreadsheet and manual classroom graphs.

Mr Wes Cutajar

Science Leader

Humanities and Social Sciences

In 2017, Humanities and Social Sciences (HASS) continued to grow as a learning area. Employing the new WA curriculum for HASS, students at Harrisdale Primary School studied History, Geography, Civics and Citizenship (Years 3-6) and Business and Economics (Years 5-6).

Quality teaching and learning in HASS continued in 2017, with teachers using the Harrisdale lesson design to guide their practice. Teachers were upskilled on how to apply the HASS concepts to deepen student understanding. A focus was placed on developing our students into critical, ethical and informed thinkers across all HASS strands. Technology was regularly integrated into HASS to allow students to research, reflect on and respond to the world around them.

Teachers delivered rich learning experiences to their students using a range of engaging resources. In 2017, we continued to grow our bank of HASS resources, creating "History and Geography boxes" for each year level. Throughout 2017, students participated in a range of HASS based excursions and incursions across the school, including the Fremantle Prison, Armadale History House, the Maritime Museum and Government House.

In March, students at Harrisdale Primary School celebrated Harmony Day with an array of activities. Parents were welcomed into the classroom to share their culture with our students. For a gold coin donation, students were free to wear cultural dress of their choice. The money we raised was donated to the Fremantle Multicultural Centre, to assist new immigrants in our community.

Following our school Harmony Day, we collaborated with Satterley and the City of Armadale to showcase an "Around the World" art exhibition at the annual Heron Park Harmony Festival at Bakers House. Each class produced a piece of art, inspired by a country of their choice that was displayed proudly at the event.

In July, we celebrated NAIDOC day. Students learnt about our local Whadjak culture and the importance of Indigenous languages. At the NAIDOC assembly, one of our Indigenous students, Teleisha Ryder delivered the Acknowledgement of Country in her language.

In 2018, we look forward to continuing to grow as a learning area and continuing to provoke our student's interest and wonder in the world around them.



Miss Monique Latch

HASS Leader

Health

The Health Curriculum Team at Harrisdale PS had a very busy and productive year in 2017. We successfully extended our whole school commitment to the 'Crunch and Sip' initiative, surpassing our goal to achieve 84% of classrooms participating daily. The whole school also crunched together as we joined in with the 'Great Vegie Crunch', which highlighted the importance of eating a healthy balanced diet. The Health team's commitment to putting the students and their well being at the centre of all decisions, also eventuated in the development of the school's Healthy Food and Sun Safety policies.

All classes from Kindergarten to Year Six committed to the teaching of Protective Behaviours in Term Three, with all children enjoying a visit from Constable Care to enhance their learning. Harrisdale staff completed the Department of Education's mandatory online professional learning in the area of child protection and abuse prevention. Moving forward, the Health team plan to build upon the knowledge of new and existing teaching staff regarding the teaching of Protective Behaviours, with additional professional development planned for 2018. Finally, in order to further support the social and emotional needs of our students and their families in future years, Harrisdale PS secured the services of a school chaplain.

Mrs Emma Longden

Health Leader

Protective Behaviours

Our Helping Hand Network Tree

**'We can talk to someone
about anything no matter
what it is'**

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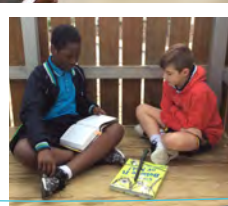
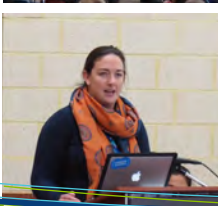
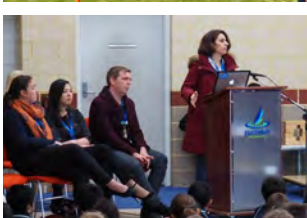
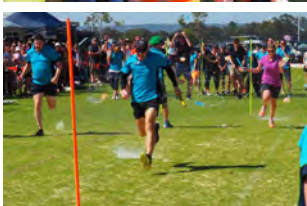
Sun Safety

**Harrisdale Primary School
is a Sun Smart School.**

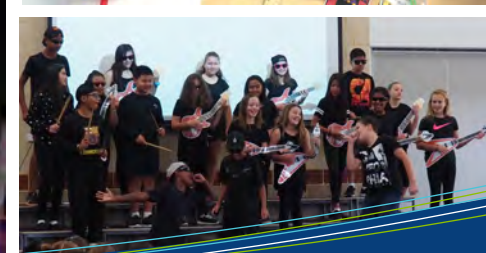
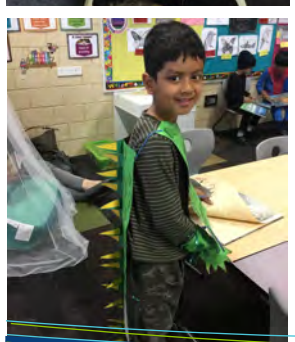
'No hat, play in the shade'



2017 Highlights...



2017 Highlights...



Physical Education

At Harrisdale Primary School we are committed to nurturing healthy, happy students, with a focus of fun and participation. Our aim is to provide all students with the necessary skills and knowledge to carry them into healthy, active young adults who understand the importance of lifelong participation in, and enjoyment of, physical activity for mind, body and soul.

Every child has participated in a minimum of two hours physical activity each week through a broad range of programs designed to get students up and active including:

Running Club, Specialist Physical Education lessons, lunch-time activities led by dedicated sports leaders and our Whole School Faction Fridays comprising of Junior, Middle and Senior Sport.

With the use of Sporting School Grants, students received specialist-delivered programs of Gymnastics, Tennis, Cricket and Basketball throughout the year. These programs have maximised participation and developed vital important understandings of health and sport so that our students could make informed choices about their health and enjoy being physically active.

Students participate with confidence and build strong relationships with their peers- With the implementation of the Western Australian Curriculum we have been focusing on fundamental movement skills, game sense and the skills necessary to develop active participants in different sporting disciplines.

In 2017, our students were involved in many school and Inter-school sporting events. These events included Summer Carnival, Winter Carnival, Cross Country and Athletics.

We benefited from several sporting clinics and health incursions throughout the year including West Coast Eagles Rock My School, Fremantle Dockers AFL Clinics, Milo in 2 Cricket and Constable Care. We also celebrated some successes during 2017, including our first place trophy for Soccer, runners-up shields and many individual medal winners at athletics carnivals.

We had over 350 students and family members throughout the year coming together to get active and ready for the school day at our weekly Runners Club which we were able to record and collectively accumulate their running distances to well over 3500km.

2017 was a great year for our Sports fundraising events where we raised \$7000 for *Jump Rope for Heart* and \$10300 for the *Colour Run*. Both Events were spectacular and really embodied the positive vibe of sport within the school and community.

Mr Tommy Joyce and Aaron Buckenara

Physical Education Specialist Teachers

Visual Arts

Visual Arts continued to promote a positive and creative impact upon Harrisdale students in 2017. All Pre-Primary to Year 6 students received one hour of specialised Visual Art instruction each week and were introduced to a rich variety of both 2D and 3D mediums, including ceramics, lino printing and sculpture.

Students were taught, assessed and reported against the Western Australian Curriculum in 2017. Students were offered a challenging program that empowered them to develop their critical and creative thinking skills, coupled together with a sound knowledge of Arts Elements and Principles.

Student artwork displays were regularly shown in the library, administration area and around the school. A permanent framed display was installed in the administration block, featuring work by talented senior students.

Harrisdale Year 4 artists were also given the opportunity to become involved and submit work to the state-wide 'We are 10' initiative by the Commissioner for Children and Young People, Colin Pettit.

Arts Splash, extracurricular after-school club, continued to be fully subscribed across the year. Interested students participated in individual and collaborative Art activities for one hour, after school each week. The Art Room also offered a lunch time 'drop in' Art club for all year 2 – 6 students, this also proved a very popular initiative with many students enthusiastically attending for the whole year.

Samantha Weldon

Visual Art Specialist Teacher



Music

2017 was an eventful year in Music. As a growing school, it was exciting to begin instrumental music lessons in Classical Guitar, Clarinet, Flute and Brass under the tuition of teachers from Instrumental Music School Services. 17 students took up the challenge and their outstanding efforts in home practice and class lessons were exhibited in our first ever IMSS Recital Evening.

Our choir grew in numbers, enthusiasm and harmonious sound, with our eager singers from years 4 to 6 performing in many events including the ANZAC assembly, Harmony on the Hill, WA Massed Choir Festival, Christmas Carols at Stockland, Harrisdale and the Twilight Concert.

Class music lessons continued for all students from Pre-Primary to 6 with our two Music Specialist teachers resulting in some amazing class performances, assembly items and a lot of joyful noise. Junior students met the characters who live on Pitch Hill; learned to read and write and play rhythm patterns; and learned to improvise and recreate melody patterns using their voice and tuned percussion instruments. Senior students played improvised and learned pieces on tuned and untuned percussion instruments; participated in drum circles; created movie soundtracks on iPad apps and learned to accompany songs on the ukulele. Students all enjoyed a performance by the Musica Viva group B'tutta.

Across the school, students learned and performed whole school songs for many special events and finished the year with our 3 End of Year Concerts for Kindy, Pre-Primary and Primary Twilight Concert.

Ms Lynda Pateman & Mrs Lisa West

Music Specialists



Positive Behaviour Support

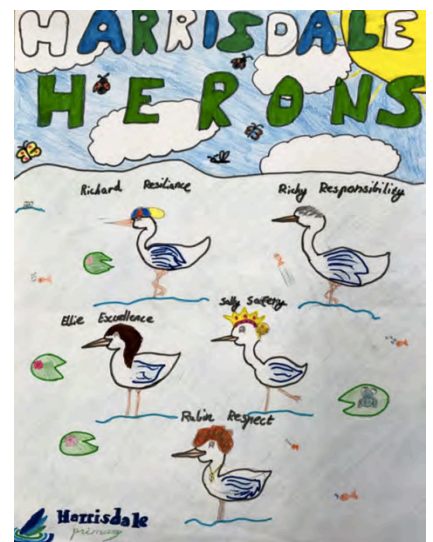
In 2017, Harrisdale Primary School adopted a Positive Behaviour Support (PBS), which aims to improve student academic and behaviour outcomes through a facilitative process where all students have access to the most effective instructional and behavioural practices. It is an operational framework to achieve these outcomes. The framework guides selection, integration and implementation of the best evidenced-based practices for improving academic and behaviour outcomes for students.

Harrisdale Primary Schools PBS plan supports the school's ethos, Magic 1,2,3 behaviour management system and represents a whole school approach towards the achievement of a safe and supportive school environment. The PBS framework *encompasses a whole school community approach, with a commitment to the explicit teaching and modelling of behaviour and social skills, using a common language. This contributes to the development of a positive attitude towards learning, the achievement of high educational outcomes, and a school community which values and respects its members.*

Mid 2017 the PBS team, in conjunction with staff, students and the wider school community, identified and developed 5 clear behaviour expectations that form the basis of a whole school PBS matrix. These are:

- Respect
- Resilience
- Responsibility
- Safety
- Excellence.

Towards the end of 2017, the PBS team in conjunction with the school community held a 'PBS poster competition'. Students had the opportunity to design our PBS mascots that represent our school as well as the community and it's history. This poster was voted on by the students and the HPS community via a survey. There were some wonderful creations with the winning poster being designed by Milana Bekker who used the Harrisdale Herons as the basis for her design. This poster will serve as inspiration around a number of PBS future decisions and directions.



These expectations will be ready to roll out in 2018 as a whole school PBS matrix. This matrix will be visible for all students and visitors to our school. Students demonstrating these behaviours will be rewarded via 'digital faction tokens' that contribute to a 'faction scoreboard tally' as well as going into a whole school draw to win weekly individual prizes.

Moving forward in 2018 the PBS team will:

- Introduce a 'digital positive behaviour reward system'
- Have the 'whole school PBS matrix' displayed in every classroom as well as key areas of the school
- Implement weekly individual rewards for students and termly rewards winning factions.
- Continue its planning and implementation of the PBS system to foster a safe and supportive school environment.

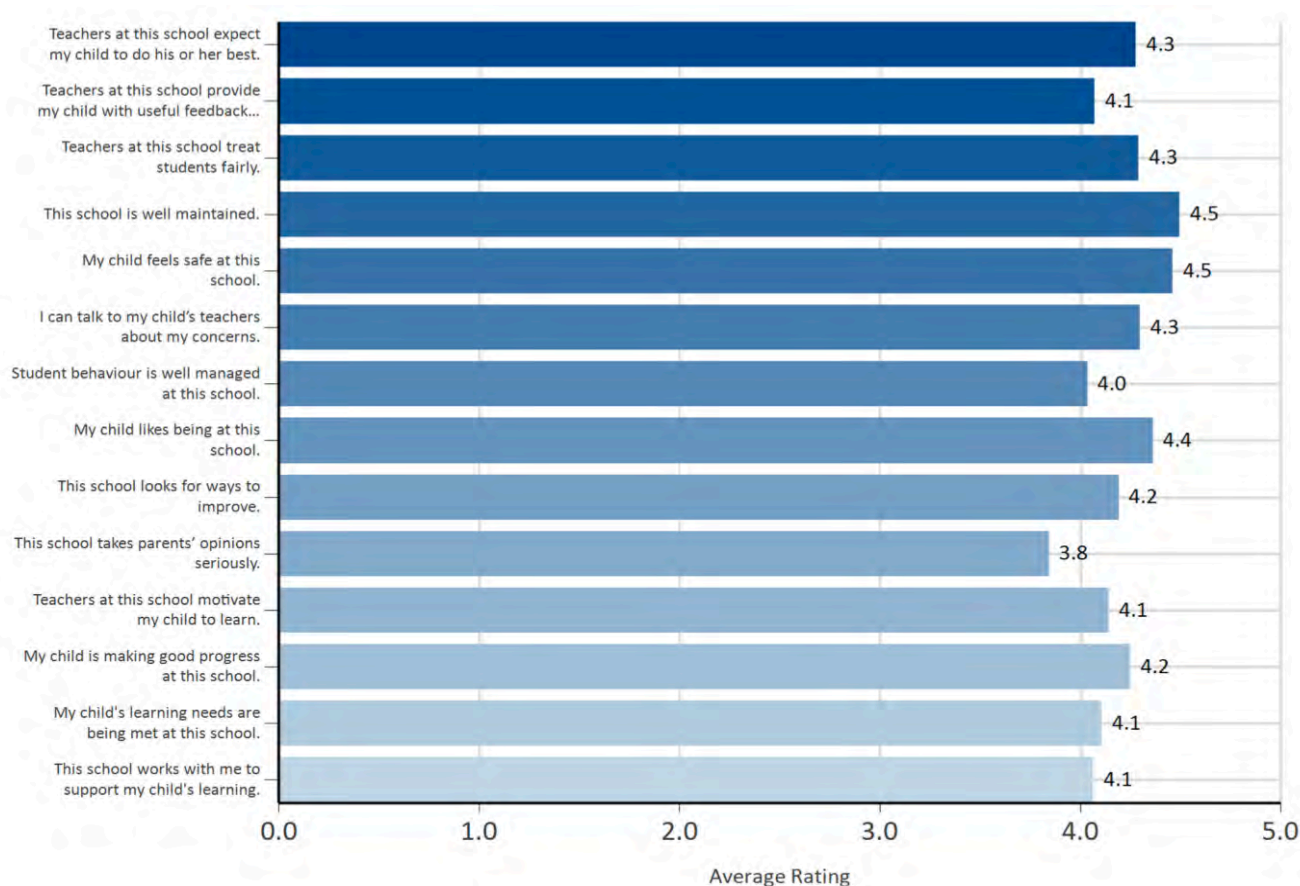
Mr Aaron Buckenara

PBS Leader

Results of National School Opinion Survey 2017 - Parents

It was great to read, that on the whole, parents were happy with how the school was doing. However, with only 25% of parents completed the survey so is this indicative of our whole school community?

- In 2018, we will work to capture a greater percentage of our parents and families respond to the survey.
- The school will certainly seek in 2018 to give parents feedback on the results and actions as a result of their feedback.
- We will work to build our relationships with all members of our school and community, and encourage our EAL/D families to engage with our school.
- Parent and community engagement will be prioritised through operational planning documents.
- We will continue to have high expectations of ourselves and our students, aiming for excellence.



Recommendations:

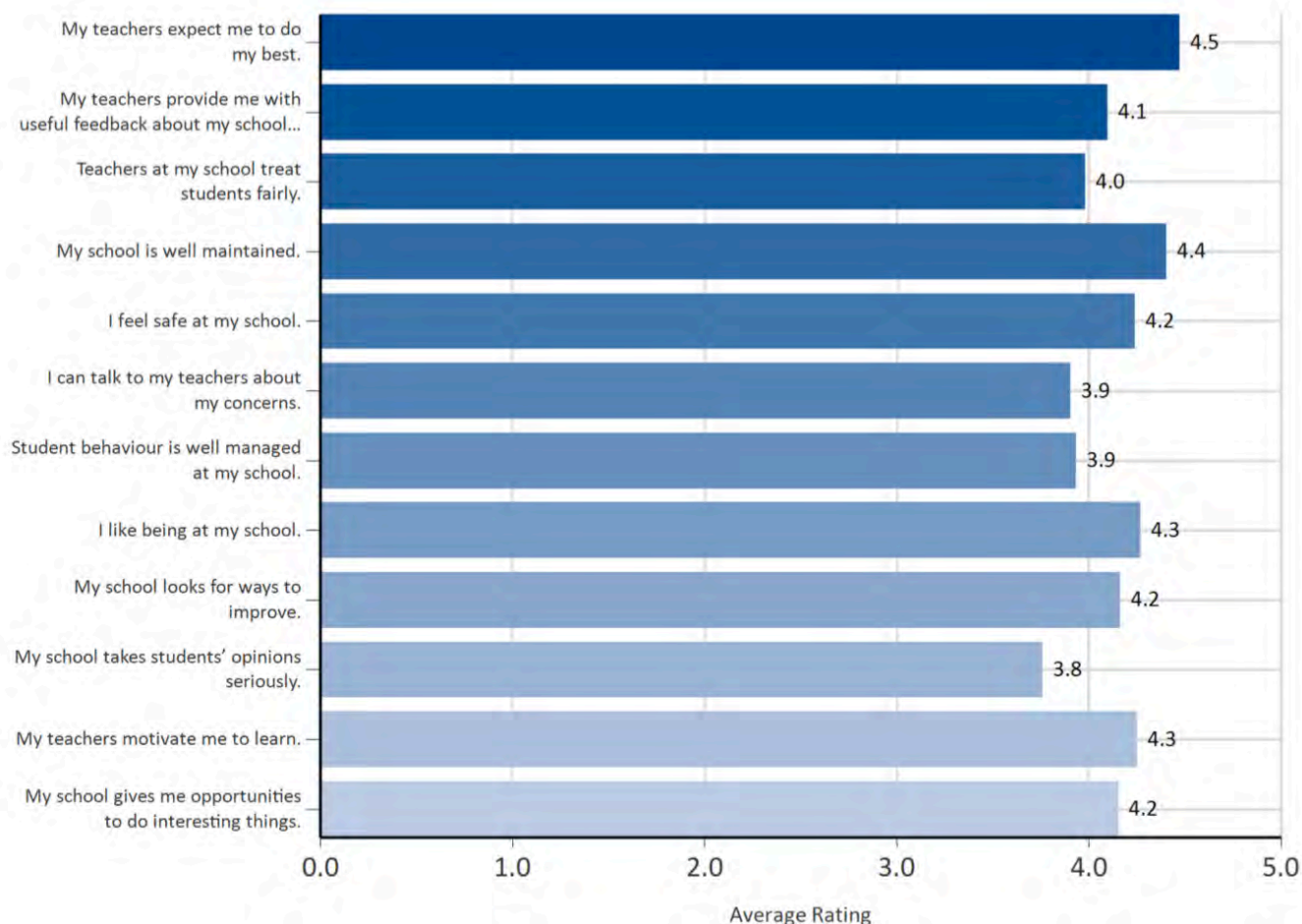
Continue to work on maintaining positive relationships with the parent community, maintaining good, ongoing communication and feedback.

Results of National School Opinion Survey 2017 - Students

The business plan target of responses/ ratings sitting above 3.5 was met.

It was very encouraging to read the positive and respectful comments as written by the students in the survey. We will continue to aim to achieve student satisfaction in these surveys by continuing to address the highest positively rated items.

- Some of the lower rated items can be addressed through reading student comments for improvement . Some will be addressed and actioned early in 2018 e.g., purchase of play equipment as commented on in survey (table tennis, chess, more grassed areas, more shade etc. In addressing these comments form survey, student voice will have been heard and their opinions taken seriously.
- Principal or deputies to set up regular meetings with student leadership group in 2018.
- The school will continue to encourage positive behaviour expectations through the PBS Framework.
- High expectations regarding behaviour, timely follow-up and consequences for students not following classroom and school rules.
- Continue to provide student services responses and school chaplaincy services for students with social/emotional needs.



Enrolments

Harrisdale Primary School's student enrolments continued to soar in 2017, with numbers reaching 868 students by the end of the year. Such huge and rapid enrolment growth, has seen the school having to deal with many issues associated with the growth.

These issues have included:

- Enrolments exceeding available buildings on site
- Therefore requiring more buildings/classrooms and the subsequent furniture, IT and resourcing requirements
- Insufficient parking
- Traffic issues around the school
- Crowded playgrounds and play equipment
- Inability to accommodate all pre-compulsory kindy students at HPS

Strategies and Recommendations include:

- As the school has grown we have had to constantly manage the changing site and apply for more buildings and parking facilities for the site.
- Frequent and ongoing meetings with the Department of Education and City of Armadale regarding proposed parking and traffic solutions.

Year 6 Secondary Destination Schools

Harrisdale High School	58
Applecross Senior High School	1
Aveley Secondary College	1
Darling Range Sorts College	1
Leeming Senior High School	1
Lumen Christi College	1
St Norbert College	1
Thornlie Senior High school	1
Willetton Senior High School	1
Total Year 6 Students	66

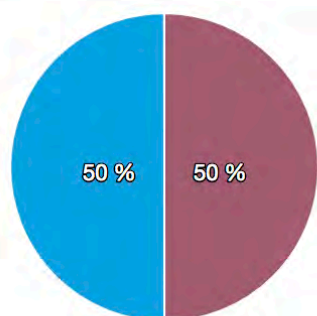
- Planting of more grass around play equipment. More games and play equipment purchased for the school.
- P&C organized a weekly 'walking school bus'.
- Overflow pre-compulsory kindy students provided for at new Aspiri Primary School.

Students

Total enrolments:
846

Boys 423

Girls 423



Full-time equivalent enrolments: 798.8

Indigenous students

2%

Language background other than English

41%

Attendance

Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Harrisdale Primary School works hard to create a positive school culture and motivating learning programs to ensure our attendance rates are over the regular attendance rate of 90%, as set by the Department of Education.

What we found:

Attendance rates at Harrisdale Primary School were 94.6%, above the state average of 92.7%. The challenge for our school, continues to be students leaving for family holidays before the school year is completed. In 2018, we will continue to monitor and follow up these absences by communicating to families the impact these absences have on student progress.

Recommendations for Improvement:

- Implement an application for extended absence (non-health related) to set out clear requirements for families of students vacationing during term time.
- Utilise the Department's Attendance Toolkit for staff and parent information.
- Initiate an attendance acknowledgement certificate for students with an outstanding rate of attendance and promote strong attendance via incentive scheme days.
- Continue to document attendance of students in the moderate and severe categories.
- Continue to communicate via an attendance letter when absence falls below 90% to ensure parents are aware of the impact of student absence on the achievement of their child.
- Continue to follow up unexplained absences by sending out regular reminders for parents to explain and give reasons when their child is away.

The table below, shows our school's overall attendance compared to WA Public Schools and Like Schools in 2017.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	93.9%	94.2%	93.7%	95.3%	88.5%	80.7%	94%	94.1%	92.6%
2017	94.6%	94.9%	93.8%	93.9%	91.3%	81.2%	94.6%	94.8%	92.7%

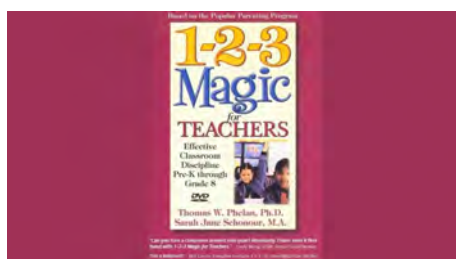
ATTENDANCE TARGETS IN BUSINESS PLAN-

Collection Period	2016	2017
To continue to align to, or better, like schools with overall attendance percentages. Achieved	94%	94.6%
Students with attendance rates 'severely at risk' (Below 60% attendance) will be reduced. Achieved	Semester 2 1.9%	Semester 2 0.9%

Behaviour

What we Found:

- There were 5 (1 external and 4 in school) student suspensions recorded at Harrisdale PS in 2017.
- In general, students at Harrisdale Primary School were extremely well behaved given the rapidly growing community.
- However, like all schools, there was the occasional report of bullying behaviours and rough play.
- The main concerns for minor behaviours seem to be appearing more in the playground than inside the classroom.
- 1-2-3 Magic is implemented in every classroom and has proven to be a highly successful strategy for managing the negative behaviour in the classroom.

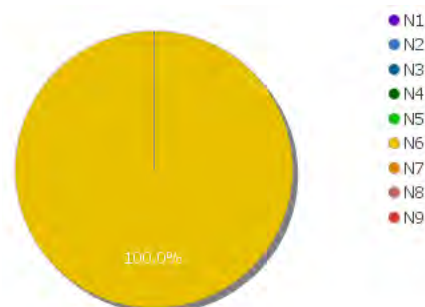


Overview

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
1	876	0.1	1	1	1.0

Number and percentage of suspensions by suspension category

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	0	0.0%
N2	Abuse, threats, harassment or intimidation of staff	0	0.0%
N3	Physical aggression toward students	0	0.0%
N4	Abuse, threats, harassment or intimidation of students	0	0.0%
N5	Damage to or theft of property	0	0.0%
N6	Violation of Code of Conduct or school/classroom rules	1	100.0%
N7	Possession, use or supply of substances with restricted sale	0	0.0%
N8	Possession, use or supply of illegal substance(s) or objects	0	0.0%
N9	Negative behaviour - other	0	0.0%



Recommendations for Improvement:

In 2017, our focus went from managing any negative behavior to acknowledging, educating and rewarding the positive behavior of the majority of our students. We engaged in the Positive Behaviour Support (PBS) as a mechanism for identifying the expected behaviours within the school community. In 2018, the PBS team will continue to refine these and then work with the whole school community to begin to teach and acknowledge positive behaviour at an individual and whole school level.

Some planned strategies include:

- Continuing to use 1-2-3 Magic as a fair, clear and consistent method of classroom management.
- Refine the *Positive Behaviour Support* Framework as an operational framework to increase academic and social behaviour outcomes for all students.
- Setting clear behaviour expectations for the classroom, playground and community.
- Using the *Friendly Schools Plus* Program to

NAPLAN Comparative Performance for Year 3

NAPLAN COMPARATIVE PERFORMANCE- Years 3 and 5

Still in the early years of our school, it is difficult to establish patterns within the data.

The cohort tested has nearly doubled in size.

In Year 3, the school's 'stable cohort' would have attended Harrisdale Primary school for 5 terms out of a possible 13 terms of compulsory schooling.

In Year 5, the school's 'stable cohort' would have attended Harrisdale Primary school for 5 terms out of a possible 21 terms of compulsory schooling.

We have a firm belief that the strategies we have put in place in our first year (2016) and then consolidated in our second year (2017), will over the course of time, lift student achievement and therefore performance in the National Assessment Program.

2018 will see the 2016 tested Year 3s, re-tested in Year 5. Will we be able to look at these results in student achievement (using First Cut data) to see if progress has been made (satisfactory, good or excellent progress vs low progress). 2018 Year 5 data will provide our first comparative data.

2019 however, is where we can truly test the strategies and the teaching pedagogy at Harrisdale Primary, as in 2019 will see our first group of pre-primary students tested as Year 3s.

Year 3

Area Tested	School Mean	Like School Mean	Difference
Numeracy	419	422	-3
Reading	429	440	-11
Writing	446	427	+19
Spelling	446	422	+24
Punc & Gram	471	449	+22

Year 5

Area Tested	School Mean	Like School Mean	Difference
Numeracy	478	506	-28
Reading	482	517	-35
Writing	461	484	-23
Spelling	509	513	-04
Punc & Gram	480	518	-38

Year 3	Performance		Students	
	2016	2017	2016	2017
Numeracy	-0.9	-0.0	44	82
Reading	-0.8	-0.4	45	81
Writing	-0.7	1.0	46	81
Spelling	-0.3	1.0	46	81
Grammar & Punctuation	-0.7	0.7	46	81

NAPLAN Comparative Performance for Year 5

Year 5	Performance		Students	
	2016	2017	2016	2017
Numeracy	1.4	-0.6	42	77
Reading	1.1	-1.2	42	77
Writing	0.5	-1.3	42	77
Spelling	0.5	-0.5	42	77
Grammar & Punctuation	-0.3	-1.2	42	77

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	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

* Year 3 stable cohort have attended 5 terms out of a possible 13 terms of compulsory schooling at Harrisdale Primary.

Year 3s are performing at expected levels in all areas tested in 2017-Numeracy, Reading, Writing, Spelling and Punctuation & Grammar.

* Year 5 stable cohort have attended 5 terms out of a possible 21 terms of compulsory schooling at Harrisdale Primary.

Year 5s performed below expected levels in three areas tested- Reading, Writing and Punctuation & Grammar.

Year 5s performed at an expected level in Numeracy and Spelling.

NAPLAN ASSESSMENT

Proficiency Band Summary

Year 3

In Numeracy, Reading HPS student achievement in the proficiency bands were comparable and aligned favourably to like schools

In Writing, Spelling and Punctuation and Grammar, HPS students were well represented in higher bands 5 and 6 than like schools.

Year 5

In Numeracy, HPS student achievement in lower proficiency bands 3 and 4 are over-represented. In proficiency bands 5 and 6, HPS student achievement has higher representation in band 5 over band 6, and slightly lower representation in bands 7 and 8.

In Reading and Writing, HPS student achievement in lower proficiency bands 3 and 4 are again, over-represented. In proficiency bands 5 and 6, HPS student achievement compares favourably but are under-represented in the higher bands 7 and 8.

In Spelling, HPS student achievement in the proficiency bands were comparable and aligned favourably to like schools.

In Punctuation and Grammar, HPS student achievement in lower proficiency bands 3 and 4 are again, over represented. In proficiency bands 5, 6 and 7, HPS student achievement was comparable and under-represented in band 8.

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2016		2017		2016		2017	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	14%	10%	18%
7	530 - 581					21%	27%	10%	25%
6	478 - 529	18%	26%	27%	29%	40%	23%	34%	28%
5	426 - 477	18%	25%	23%	26%	14%	21%	23%	18%
4	374 - 425	27%	20%	23%	22%	7%	11%	16%	9%
3	322 - 373	27%	17%	17%	14%	5%	4%	6%	2%
2	270 - 321	11%	9%	6%	6%				
1	Up to 269	0%	3%	2%	3%				

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2016		2017		2016		2017	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					10%	10%	8%	13%
7	530 - 581					19%	14%	16%	21%
6	478 - 529	11%	16%	18%	22%	40%	32%	23%	36%
5	426 - 477	16%	20%	30%	24%	21%	30%	31%	19%
4	374 - 425	18%	27%	23%	31%	10%	12%	17%	9%
3	322 - 373	36%	25%	16%	14%	0%	2%	5%	2%
2	270 - 321	14%	10%	10%	7%				
1	Up to 269	5%	3%	2%	2%				

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



RECOMMENDATIONS FOR IMPROVEMENT

Strategies to improve student achievement-

Numeracy

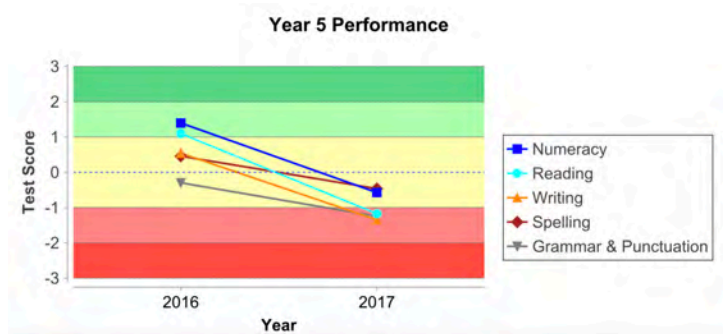
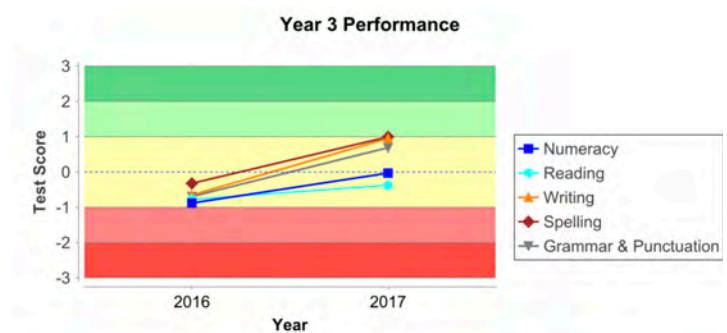
- Numeracy Coach (3 days a week) to work with teachers and alongside teachers to improve Numeracy instruction.
- Numeracy Coach and Numeracy Team to deliver Professional Learning to staff to improve explicit teaching and lesson design in Numeracy.
- Purchase maths resources.
- Purchase student membership of online Mathletics program.
- Enter students in Maths challenges eg Ninja Maths
- Mandated numeracy block design for all year levels which includes hook, warm-up and calculate strategies, explicit teaching, guided practice and independent practice, plenary/review of lesson.
- Term 4, Year 2- and Term 1, Year 3-follow NAPLAN schedule.

Literacy

- Literacy Coach (3 days a week) to work with teachers and alongside teachers to improve Literacy instruction.
- Literacy Coach and Literacy Team to deliver Professional Learning to staff to improve explicit teaching and lesson design in Literacy.
- Mandated Literacy block design which includes hook, warm-up and review strategies, explicit teaching, guided practice and independent practice, plenary/review of lesson.
- Literacy Blocks are divided into either Reading or Writing and include strategies:
- Key Ring sounds and 'Magic' words- sight and high frequency words
- Letters and Sounds (Phonics program)-Year K-2
- Words Their Way (spelling program)-Years 3-6 and Year 2 second semester

- Guided Reading
- Explicit teaching of Punctuation and Grammar
- Explicit teaching of writing
- 2017-introduced Brightpath writing measurement tool
- 2017- introduced the 'Support-a-Reader' program using parent volunteers
- In 2018, HPS will introduce the 'Talk4 Write' Program
- Term 4, Year 2- and Term 1, Year 3-follow NAPLAN schedule.

In 2018, HPS will explore evidence-based intervention programs to support students who are not on track to meet year level targets or achievement standards.



Staff Numbers

	No	FTE	AB/L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	47	39.6	1
Total Teaching Staff	48	40.6	1
School Support Staff			
Clerical / Administrative	5	3.7	0
Other Non-Teaching Staff	17	13.8	0
Total School Support Staff	22	17.5	0
Total	73	61.1	1



Glossary of Terms

Probe Assessment

Reading Assessment used by the school to determine a student's comprehension level above a level 30 in Oxford Owl.

Oxford Owl

Reading Assessment used to track reading progress in PP-Y6. Reading levels range from 1-30.

BrightPath Assessment

Online Writing Assessment tool that supports teachers in making fair judgements on student writing samples.

Talk 4 Write

An approach to teaching writing in a scaffolded way, that focusses on the importance of 'talking the text' before writing. **NAPLAN**

On-Entry

An assessment to provide teachers with information about the literacy and numeracy skills that a child brings to school.

PAT Assessment

Progressive Achievement Tests (PAT) are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas.

Frist Steps Diagnostics

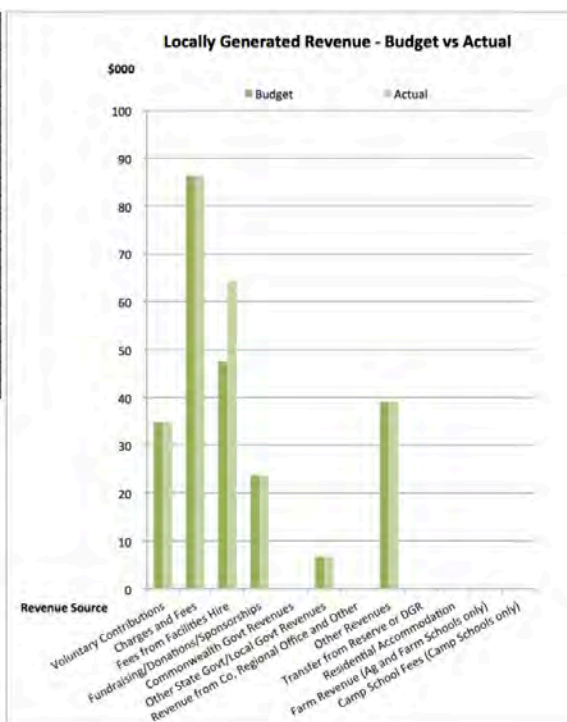
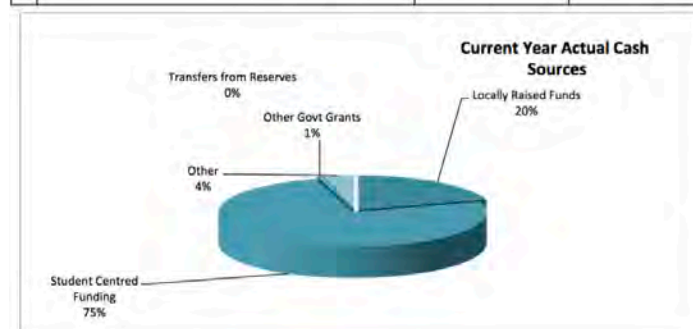
Individual tasks that explicitly focus on a students ability to understand and apply the core concepts of mathematics.

Pedagogy

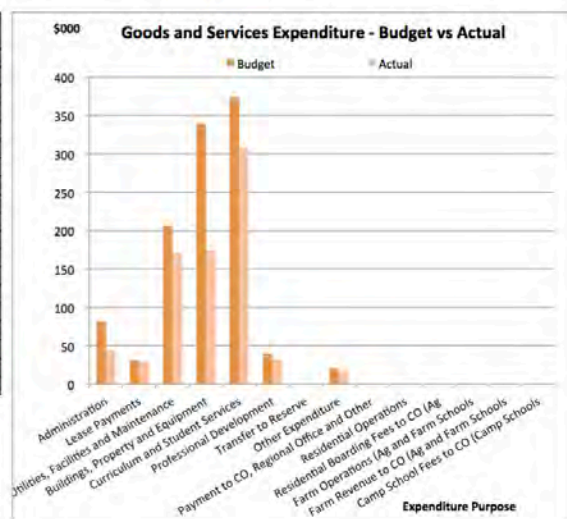
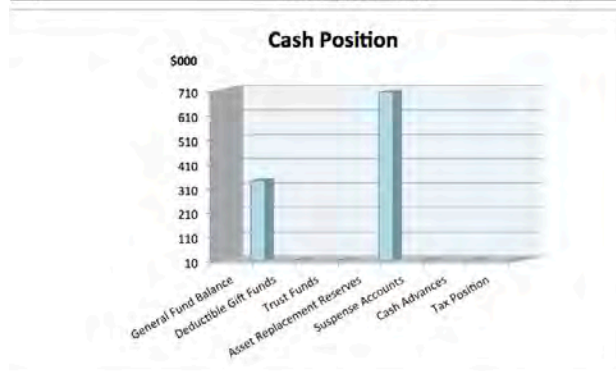
The function or work of a teacher; teaching. The art or science of teaching; education; instructional methods.

Financial Summary Report (as at April 2018)

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 34,830.00	\$ 34,830.20
2 Charges and Fees	\$ 86,339.00	\$ 86,339.75
3 Fees from Facilities Hire	\$ 47,492.00	\$ 64,182.18
4 Fundraising/Donations/Sponsorships	\$ 23,795.00	\$ 23,794.70
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 6,662.00	\$ 6,661.82
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 39,152.00	\$ 39,154.14
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 238,270.00	\$ 254,962.79
Opening Balance	\$ 74,223.00	\$ 74,222.54
Student Centred Funding	\$ 780,458.62	\$ 780,458.88
Total Cash Funds Available	\$ 1,092,951.62	\$ 1,109,644.21
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,092,951.62	\$ 1,109,644.21



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 81,950.00	\$ 44,114.53
2 Lease Payments	\$ 30,759.00	\$ 29,102.62
3 Utilities, Facilities and Maintenance	\$ 206,360.00	\$ 171,585.15
4 Buildings, Property and Equipment	\$ 339,793.00	\$ 174,080.51
5 Curriculum and Student Services	\$ 373,975.00	\$ 307,456.71
6 Professional Development	\$ 39,449.62	\$ 31,426.04
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 20,590.00	\$ 15,884.63
9 Payment to CO, Regional Office and Other Schools	\$ 75.00	\$ 75.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,092,951.62	\$ 773,725.19
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,092,951.62	\$ 773,725.19
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 1,038,632.58
Made up of:	
1 General Fund Balance	\$ 335,919.02
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 700,000.00
5 Suspense Accounts	\$ 8,973.56
6 Cash Advances	\$ -
7 Tax Position	\$ 6,260.00
Total Bank Balance	\$ 1,038,632.58

2017 Highlights...

