

ANNUAL REPORT 2020



Contents

Principal's Report.....	3
Highlights of the 2020 School Year	4
Student Numbers.....	6
Student Number – Trends	6
Destination Schools	7
Business Plan 2019 – 2021	8
Public School Review	11
National School Survey - Parents	15
National Testing NAPLAN	17
Learning in the Early Years – Kindy to Year 2.....	21
The Broader Curriculum	25
The Arts.....	25
HASS (Humanities and Social Sciences).....	33
Health and Physical Education	37
Languages – Mandarin	41
Music and Drama.....	42
Teacher Development School – English as a Second Language/Dialect	43
P&C Events.....	46
Financial Summary.....	49



Principal's Report

Highgate Primary School has a long and historic past. It is through the professionalism, devotion and enthusiasm of all staff that Highgate Primary School continues to provide a quality, challenging educational program for students in their care.

The good reputation of this school across the State is a credit to the whole school community; staff, students and parents, and something for all to be proud of. Although the population of Highgate Primary School has increased, the school maintains a cosmopolitan feel, helped by its inner-city location and the number of cultures represented in its population.

Highgate Primary School actively promotes its PBS (Positive Behaviour Support) behavioural expectations and our three core values of **Friendship**, **Respect** and **Success**. Everywhere in the school the School Expectations are displayed to ensure all members of the school community are aware of the expected behaviours in the school. We note and value the community feedback, which we frequently receive, regarding the positive and friendly atmosphere which pervades the school.

The school entered its last year of the Business Plan, with many of the strategies implemented. Staff have embraced the strategies in each of the operational plans with pleasing results and high levels of engagement.

Throughout this Annual Report you will find information relevant to school context, performance and management in 2020. The information provided is a snapshot of many of the activities, events and organisational structures within the school and I hope you find its contents informative.

Additional information is always available through the School Board, Parent & Citizens Association (P&C) and the school administration.

It is with pleasure I present to you the 2020 Highgate Primary School Annual Report.

Regards,

Stephen Ivey

Principal

Highgate Primary School

June 2021



Highgate PS in 1895



Highgate PS in 2020

Highlights of the 2020 School Year

- Rottneest Excursion (Year 4)
- Roe House renovation completed
- Waste Wise Accreditation
- Crazy Sock Day Fundraiser
- Junior IEC excursion to Landsdale Farm
- Lion dance performance
- African drumming and dancing incursion
- Two Book Fairs
- Speak Out competition
- Mr Ivey's Super Spectacular Recycled Sculpture Competition
- P&C Readathon
- Cross Country
- World of Maths
- WA Museum Stop Motion Competition (Year 6)
- Interschool Cross Country
- 50 Days of Kindy celebrations
- Deputy Director General school visit
- Kings Park Excursion (Year 4)
- Faction Carnival
- IEC excursion to the WA Museum
- TAGS excursion to Art Gallery of WA with Andy Quilty
- P&C Faction Carnival BBQ & Cake Stall
- Interschool Athletics Carnival
- Junior Poetry Performance
- Chinese State Writing Competition
- Learning Surge Celebration
- Wheelie Bin Sticker Competition
- STEM Fest – including Scitech incursion
- Art TAGS group excursion to Awesome Art Festival
- Letter from Hon Sue Ellery regarding NAPLAN 2019
- 2019 NAPLAN results celebration with John Carey
- Bands performed at Beaufort Street Network event
- Verge to Plate Urban Foraging Adventure
- Kiddo Sport program at Kindy
- HPS 125 Year Anniversary birthday party
- HPS 125 Year Anniversary commemorative tree planting
- HPS time capsule opening
- Year 6 Camp
- Kings Park Excursion (Year 2)
- Scitech Excursion (Year 3)
- Public School Review Report
- Lapathon
- Debating Championships

- PBS reward disco
- Constable Care – Protective Behaviours (junior years)
- Massed Choir
- Movie Night Out
- Kings Park Excursion (Year 1)
- Year 5 Camp
- AQWA excursion (Pre Primary)
- Year 6 Beach Swimming
- E&E Optiminds
- City of Vincent Arty Farty Street Party
- Jade Dolman mural
- IEC Hyde Park Picnic
- Junior Christmas Concert
- Year 6 Graduation Outback Splash
- Kindy Christmas Performance

Book Week Celebrations



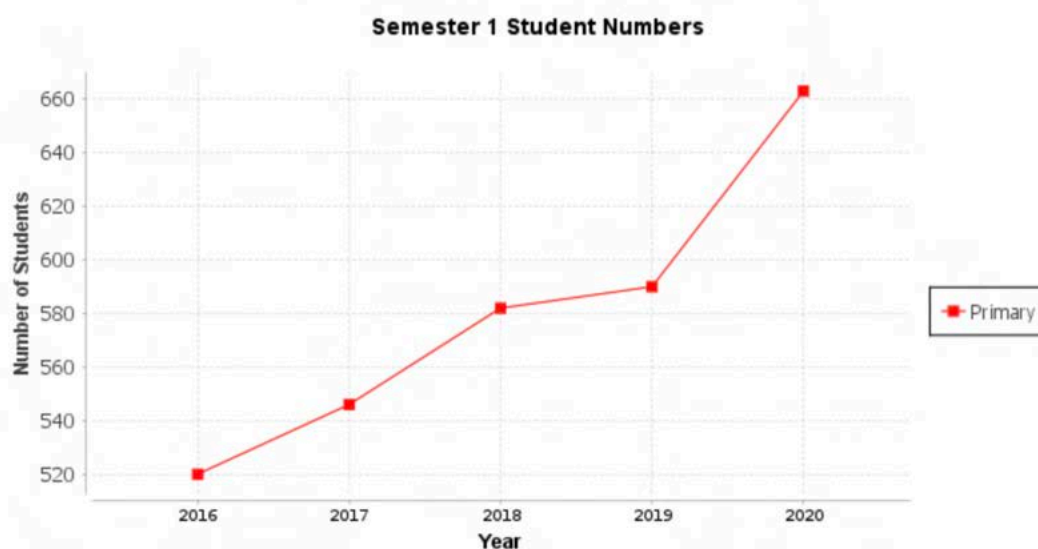
Student Numbers

Student Number	(FTE)
----------------	-------

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(65)	119	115	107	92	74	77	79	728
Part Time	108								

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

Student Number – Trends



Semester 1	2016	2017	2018	2019	2020
Primary (Excluding Kin)	520	546	582	590	663

Destination Schools

2021 school destinations of the 2020 student cohort

Year Level : Y06 ▼ Male: 41 Female: 34 Total: 75

Destination Schools	Male	Female	Total
4038 Mount Lawley Senior High School	17	14	31
4213 Bob Hawke College	14	10	24
4002 Applecross Senior High School	1	1	2
4026 John Forrest Secondary College	1	1	2
1149 Mercedes College		2	2
4168 Shenton College	2		2
1100 Aranmore Catholic College	1		1
1438 Australian Chr Coll - Southlands		1	1
1441 Australian Islamic College - Kewdale	1		1
4158 Ballajura Community College	1		1
4057 Carine Senior High School		1	1
4020 Governor Stirling Snr High Sch		1	1
1121 Iona Presentation College		1	1
1125 Perth College		1	1
4042 Perth Modern School		1	1



Celebrating and unlocking the potential of the staff



Improving Academic and Social learning of every student



Engaging and working with the community



Improving our School culture

Highgate Primary School Business Plan 2019 – 2021

Bring Forward & Continue:

Whole school implementation of English, Mathematics, Social & Emotional, PBS & Playground Improvement plans.

- Each of these plans will be further refined, resourced and implemented until they are embedded into and across Highgate primary School.

Continue to engage and work with the Highgate School community especially celebrating our 125 year in 2020.

Improve Academic and Social learning of every student by exploring ways we can extend and challenge our students.

Deliberately and purposefully work on improving and maintaining our school culture.

Celebrate and further unlock the potential of our staff with the introduction of the flexible resource model.

Introduce:

Innovation Model

Phase One (2019): Deeply Understand needs, constraints, perspectives and clarify targets

Form three action research teams (each action research team must be composed of at least one School Board member, at least one teacher, at least one member of the support staff and at least one member of the school leadership team).

- Listen to and learn from each other
- Understand our impact
- Know our strengths

Each member of each group questions (using Facilitated Questioning techniques) one School Board Member, three staff, three parents and three students.



Questions

1. What are Highgate Primary School's strengths?

- What characteristics of our school do our students, parents, staff value the most to drive us into our future?
- What attracts you to our school and what is it that you tell your friends about our school that enhances our reputation?
- When thinking about our school what is it that makes you most happy/proud?
- What are our weaknesses / strengths and how do we continue to improve our school's culture?

2. What is the impact of our teaching, programs, systems, innovations?

What data / evidence (3 sources) do we need to collect to convince us of our impact as a school that values student learning?

Who are the decision makers, and how can we improve when we think of;

- our teaching,
- our school programs,
- our wider community,
- and our ability to innovate?

What systems and structures do we need to know the impact of to enhance our school's future?

3. How can we listen to and learn from each other?

How are we focused on evidence based high impact teaching strategies and do they make our future better?

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

Are our collaborative teams providing opportunity to listen to and learn from each other and driving us into the future?

What are the existing gaps in our communication strategies for the; - students, parents, and staff, and how do we use communication to build our school community and its reputation?



Phase Two (2020): Design multiple solutions and identify the strongest by testing

Once the action research data is collected and big themes identified, each action research team will design multiple improvement strategies (stemming from the data) to enhance/ improve our school. These will be further refined until the strongest are identified.

School Strengths: Once we deeply know our school strengths design 'solutions' to further build on and improve our unique strengths.

Knowing our Impact: Once we deeply know the impact of various teaching practices, programs, systems and innovations design and test our stronger solutions

Listen and Learn from each other: Once we deeply know to listen to and learn from each other design solutions and refinements

Phase Three and Four (2020 -2021): Implement and test the strongest solutions – refine. Gather feedback from multiple sources and refine

Achievement Targets

- 85% of students in Year 3 & 5 achieving at or above National Minimum standard in grammar punctuation, spelling reading, writing and numeracy
- 85% of students to show 'moderate, high or very high' progress in reading and mathematics
- Year 3 school mean is within 10 data points, at or above 'like school' mean in all NAPLAN areas
- Year 5 school mean is at or above "like school" mean in all NAPLAN areas
- 85% of students achieving ACER testing "levelled targets – Australian Medium Scaled Score"



Public School Review

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. The review aims to give assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

In October 2020, the Department of Education completed a Public Schools' self-assessment validation. As part of the process two external assessors, one of which is a Director within the Department of Education visited the school and met with staff, students and representatives of the Board and P&C to validate the school's judgements.

[Highgate Primary School – Public School Review](#)

Relationships and partnerships	
The school promotes highly professional, positive relationships between staff members and its community, which is comprised of over fifty different nationalities. High levels of engagement with outside agencies ensures focused assistance for students and their families.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Communications are clear, translatable and available to users in a variety of formats including the website, newsletter and 'news videos'.• A sense of community is evident and fostered through the interactions of the canteen, kitchen garden and well-supported cultural events.• Flexible enrolment and support processes meet the complex needs of vulnerable families.• The highly effective and well-trained School Board works in partnership with the school to forge the direction and advocates strongly for its work.• The school is sensitive to the needs of highly vulnerable people and meets them in flexible ways.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none">• Continue to build and maintain local connections to enhance the support for students and nurture the community links to the arts.

Learning environment

The core business of the school is centred on inclusion and care. As a Teacher Development School for EAL/D¹, expert support is provided to build capacity of teachers Statewide.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A clear and consistent, whole-school Positive Behaviour Support policy has been developed collaboratively to guide processes and expectations for student behaviour and emotional regulation. • The gardener has developed aesthetically pleasing and interactive garden spaces, mindful of the culture and history of the school. • Students at educational risk are well supported through the 'wrap around' processes of the highly functioning Student Services team and learning support coordinator. • Families, including those arriving from countries facing significant conflict, describe a feeling of hope and belonging. • Teachers are well supported in their work, providing adjustments to programs that allow for inclusion and good progress for students.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to investigate solutions to create sufficient learning and play spaces as numbers of students increase on a site of limited size. • Maintain the security of the site in its inner city setting.

Leadership

Staff, parents and students have contributed to the development of an innovative plan to further improve their collective efficacy. Eight elements of innovation, ownership, applause, attention, symbols, drama, love and coaching underpin the school's strategic planning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The executive leadership team are respectful and supportive of each other and their roles. They provide inspiring motivation and guidance in the drive for excellent student outcomes. • Believing that all students have the capacity to be successful is at the forefront of all planning and action. • Leaders are identified and developed on many levels across the school using tools such as the Western Australian Future Leaders Framework. • Staff development is conducted within processes based on school and system needs and facilitated through helpful performance feedback. • Listening to staff perspectives has ensured that change strategies have been applied in an innovative, inclusive and effective way.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to refine, and embed deeply, the strategies for improving classroom practice.

Use of resources

The financial management of the school complies with the expectations of the Funding Agreement for Schools and incorporates the needs of students, the workforce and the community profile.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The knowledge and expertise of the manager corporate services supports the school vision and assists with effective planning to meet the educational needs of students. • The school supports effective intervention through programs such as Friendly Schools Plus and Zones of Regulation. • A 'SWAT' team, including education assistants and other school staff, is funded to provide academic, social and emotional support for vulnerable students. • A well-planned response provides targeted support to staff with student numbers over the recommended allocation. • All support roles are reviewed regularly to ensure that student needs are met flexibly. A strength-based approach to this allocation ensures maximum impact for students needing support.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Maintain the focus on sustaining a productive and capable workforce.

Teaching quality

A strong collaborative culture drives the shared beliefs and processes for planning and teaching. The learning needs of all students are met through contemporary and engaging strategies that focus on deep learning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff engage successfully in action research, following data interrogation, to improve the impact their teaching has on student learning. • Teachers are developed to be able to meet the needs of all children including those who are gifted and talented as well as students requiring additional academic support. • Collaboration and integration are a feature of the high-quality arts and science programs that regularly showcase student talent. • Analysis of systemic and school-based data has informed teaching plans and led to staff adopting more consistent pedagogical approaches.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to evaluate the impact of the Highgate Learning Surge strategy and share the research findings.

Student achievement and progress

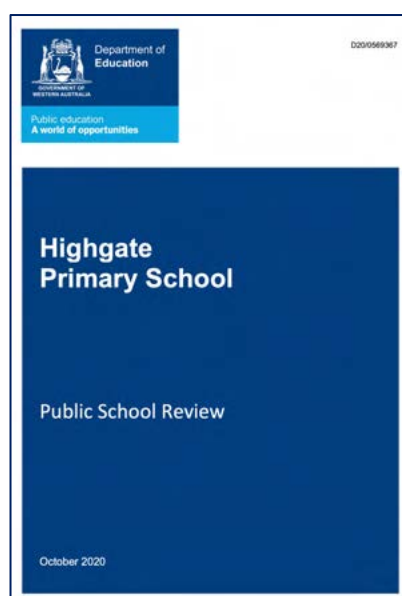
A sensible blend of summative and formative assessments informs planning and teaching in order to develop students holistically. Persistent intention to improve student learning through careful selection of high-impact teaching practices is positively driving student achievement.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A strong commitment to using the fine grained evidence obtained from various assessments to tailor programs towards students' specific academic needs, is a feature of the teaching and learning culture. • The school plans link effectively to performance targets and the aspiration towards high academic standards. • The Highgate Learning Surge strategy has shown promising signs of supporting students to learn in demonstrably effective progressions. • Observation of trends and areas of concern in On-entry Assessment Program data in Pre-primary has focused teachers' efforts to work with families and improve oral language competence. • All staff have sound knowledge of the strengths of individual students, and groups of students, as well as areas that require attention. • Progress of Year 3 to Year 5 students in NAPLAN 2017 to 2019 demonstrates the value adding of the school's strong focus on effective teaching and learning.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Further develop more consistent approaches for literacy and numeracy in the early years.

Reviewers

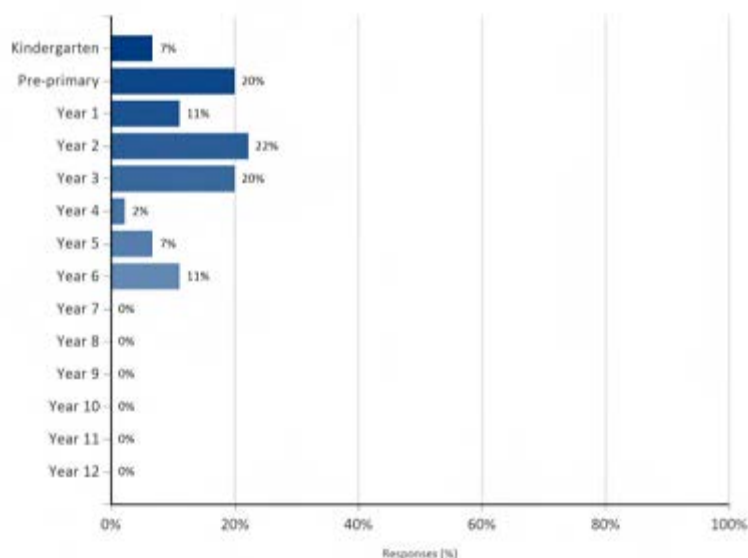
Jen Graffin
Director, Public School Review

Leatrice Hadley
Principal, Harmony Primary School
Peer Reviewer



National School Survey - Parents

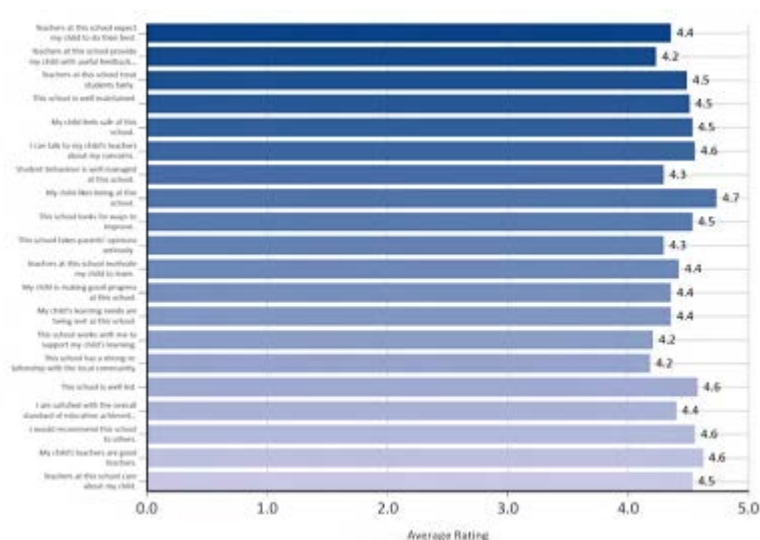
This survey was sent to all parents at the beginning of the 2020 school year. 45 parents responded.



The parents used a rating score for various elements of the school:

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

Results



- The highest score (4.7) was for 'My child likes being at this school'.
- The second highest scores (4.6) were for 'I can talk to my child's teachers about my concerns', 'This school is well led', 'I would recommend this school to others' and 'My child's teachers are good teachers'.

- The lowest score (4.2) was for 'Teachers at this school provide my child with useful feedback', 'The school works with me to support my child's learning' and 'This school has a strong relationship with the community'.

Summary

- Having only 45 parents reply was on the low side.
- All areas of the survey were scored between 4.0 (Agree) and 5.0 (Strongly Agree) so the results of the survey are overwhelmingly positive.

Text responses

Parents were also asked to provide text responses to the following 4 questions;

- The one thing that I love about Highgate Primary School is...
- The one thing that I would like to see at Highgate Primary School is...
- I would be delighted if....
- The main reason I chose to send my children to Highgate Primary School is.....

Conclusions

1. The community, multicultural nature, respect, diversity, positive environment and attitude and the staff are strong themes of what parents love about Highgate Primary School.
2. Most issues that parents identified are related to the rapid growth of the school on limited sized grounds.
3. Parents would be delighted with more natural play, improved grounds/gardens and improved playground equipment. Individual parents also raised several government level issues (eg. a bridge or tunnel to Birdwood Square, school staffing levels, changes to the Curriculum, new buildings, NAPLAN testing, Gonski reforms, foreign language choices, etc).
4. Living close to the school (proximity), reputation of the school and recommendations from others, are the main reasons parents send their children to Highgate Primary School.

Summary

Overwhelmingly the answers to this survey are positive in nature. Issues that parents raised are mainly related to, and stem from, the rapid growth of the school. Responding to that rapid growth becomes a government responsibility, as they alone provide the buildings and infrastructure required in schools. Many of these factors can be explained by the fact that Highgate Primary School has experienced five years expected growth this year. Additionally, our community should be comforted by the fact that the Department of Education is very aware of our issues and are working hard in the background to find solutions.

National Testing NAPLAN

Data collection is ongoing and based on decision-driven data collection. One key part of data collection is student participation in Years 3 and 5 in National Assessment Program Literacy and Numeracy (NAPLAN). Highgate staff analysed student performance and progress in English (reading, writing, spelling, grammar and punctuation) and Mathematics. They used the data and worked collaboratively to create programs which target areas of need and individuals in need. Students, who had recently exited the Intensive English Program and had just joined the mainstream class, were also included, as were our transient students.

NAPLAN results are not available for 2020 as the assessments were not undertaken due to COVID. Below are the trends in NAPLAN results from 2014 to 2019.

In October, we received a letter from the Minister for Education and Training, Sue Ellery MLC, commending the staff and students for demonstrating levels of achievement in the 2019 NAPLAN and student progress from 2017 to 2019 above or well above the national average of students from similar backgrounds.

To help us celebrate, Mr John Carey MLA, presented the staff with a special morning tea.



- Overall Tracking as a School

Comparative Performance for Year 3

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.0	-0.6	0.6	-1.4	-0.2	-1.8	47	48	63	70	80	64
Reading	0.0	-0.3	0.2	-0.3	0.4	-0.6	42	47	63	71	79	64
Writing	-0.8	-0.2	0.0	0.2	0.2	-0.6	42	49	63	69	78	64
Spelling	-0.2	0.3	0.4	-0.5	0.4	-0.2	42	49	64	71	79	64
Grammar & Punctuation	-1.3	0.0	0.0	-0.7	0.4	-1.0	42	49	64	71	79	64

Comparative Performance for Year 5

Year 5	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.4	1.2	1.3	1.5	1.6	2.8	35	44	46	55	58	68
Reading	-0.3	-0.2	0.0	-0.3	1.2	1.7	35	44	46	55	61	70
Writing	0.5	0.4	-0.1	-0.6	-0.2	-0.6	34	44	46	55	61	70
Spelling	0.8	1.6	-0.2	-1.2	0.8	1.4	34	44	47	55	61	69
Grammar & Punctuation	0.3	1.5	0.8	-0.2	1.4	2.7	34	44	47	55	61	69

	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

Students' progress in Numeracy, Reading and Writing. National Testing Data 2017 - 2019

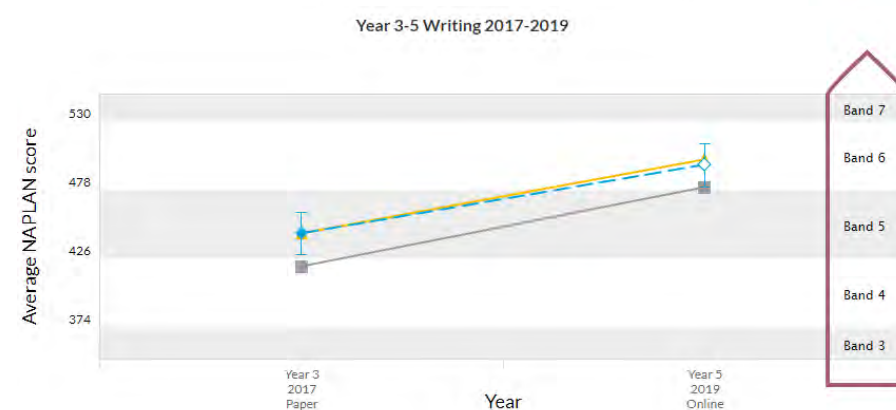
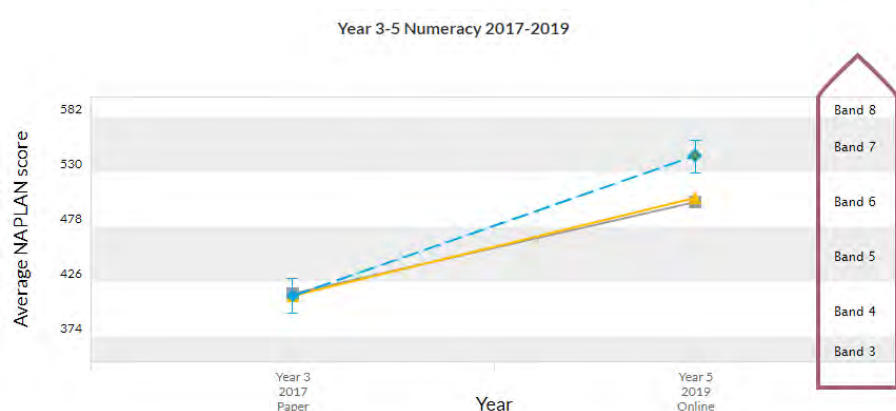


These graphs outline the academic progress of Highgate students in comparison to students from a similar background as well as all Australian students.

The blue dotted line indicates the Highgate Students

The yellow line indicates students from a similar background

The grey line indicates the progress of all Australian students



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

Interpreting the table

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

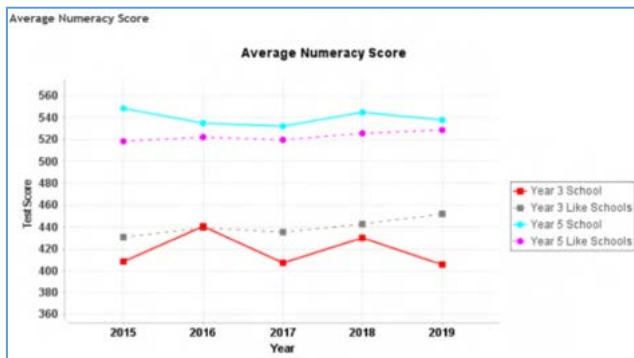
- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Student Progress and Achievement Compared with Like Schools
NAPLAN (2017 to 2019)

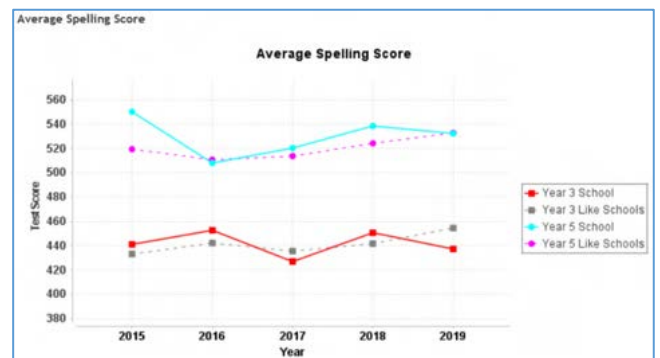


- School mean score when compared to 'like schools'.

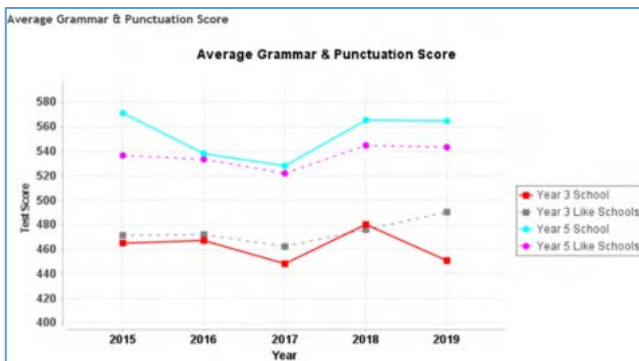
Numeracy



Spelling



Grammar and Punctuation



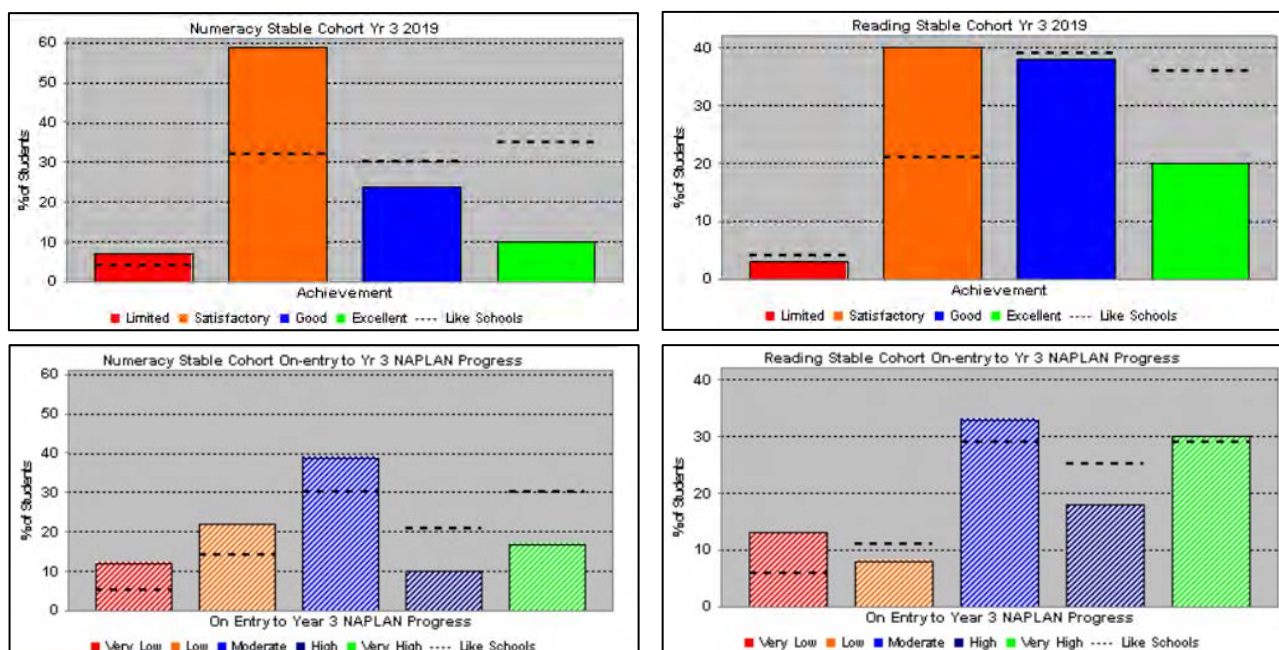
Writing



Reading



- On-entry to Year 3 Achievement and Progress



Highgate Primary students continued to demonstrate strong progress and achievement across all areas, from Year 3 to Year 5 when compared to Australian Schools. In all areas tested, across all years, Highgate PS students achieved better than the State Mean. Given that Highgate Primary outperforms State and Australian averages, our focus is to compare with our 'like schools'. These schools are similar in socioeconomic and educational advantage. In examining performance over time, we determine our future focus and plan accordingly.

Literacy

The Year 3 NAPLAN, Highgate Primary student mean in all areas of Literacy was above the State, Australian mean however was below our 'like schools'. The Year 5 NAPLAN Highgate Primary student mean achieved equal to or better than 'like schools' in all areas, apart from Writing where they performed slightly below. The progress of the 'stable cohort' of students from Year 3 to Year 5 overall was extremely pleasing.

Numeracy

The Year 3 results showed students achieving above state mean and very close to the Australian. Year 3 Numeracy mean however was below our 'like schools' mean. As per previous years, these results were used to inform planning and focus on areas of need. The Year 5 Numeracy results were well above the State, National and 'like school' mean. 92% of the students from Year 5 that were tested at Highgate Primary in Year 3, achieved moderate, high or very high progress. This progress was outstanding to see.

Longitudinal Data

In comparing the 2019 NAPLAN performance with past performances, it is evident that a high standard is maintained. Longitudinal data for Years 3 to Year 5 students, show that over time, our stable cohort achieve equal or better than like schools. The longer a student remains at Highgate Primary, the better their results. Clearly the school adds value to the curriculum and student achievement. We continue to be proud of these results and, along with a holistic education, continue to offer a curriculum in Literacy and Numeracy that establishes the foundations for academic success.

Learning in the Early Years – Kindy to Year 2

The Kindergarten teaching staff ensured a high-quality level of education for over 100 children on the Broome Street site, providing highly engaging play-based learning experiences along with a variety of hands-on experiences. This also included the Kiddo Sports program in Term 4. Due to the large number of Kindergarten students, we also had a split Kindergarten and Pre Primary class on our Lincoln Street site.

Pre-Primary students in Sandri House began the year well, with a focus on developing sound social and emotional skills and participating in the On-Entry Assessment in Literacy and Numeracy in Term 1. This ensured teachers had a deep understanding of the learning needs of their students to enhance learning. Everyone in Pre-Primary loved the visit to AQWA in Term 4.

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

Maths was lots of fun with hands on learning to develop understanding in counting, building to 10, part-part-whole, number lines, the sequence of number and place value. Along with understandings in number patterns, statistics, probability, measurement and geometry.

Daily physical activity helped to keep everyone fit and healthy with morning dance on most Mondays, Wednesdays and Fridays and daily fitness on Tuesdays and Thursdays. Students learned Fundamental Movement Skills and Game Skills in Physical Education and Years 1 and 2 also participated in Sport once a week.

Emotional well-being and social relationships are at the heart of what we do, and this was supported in 2020 by the care teachers and education assistants always show students, using the Early Years Learning Framework and the Friendly Schools Plus Program. The SWAT team worked with identified children at risk, emotionally and socially, to improve their emotional intelligence, self-regulation and social skills through programs such as Lego Club, Strengths, Highway Heroes and the Zones of Regulation.

Teachers focussed on being more child centred, intentional and responsive to students and their learning. They implemented new learning activities using natural hands-on items to trigger interest and enhance engagement in learning, while also improving feedback for learning. These all being part of the National Quality Standard Improvement Plan for Highgate Primary School.

Students enjoyed these other highlights:

Kindergarten

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

Pre-Primary

- Lion Dance for Chinese New Year
- AQWA excursion
- STEM Fest (including Scitech incursion)
- Faction Carnival
- Book Week dress up day
- HPS 125 Year Anniversary celebrations
- Junior Christmas Concert

Year 1

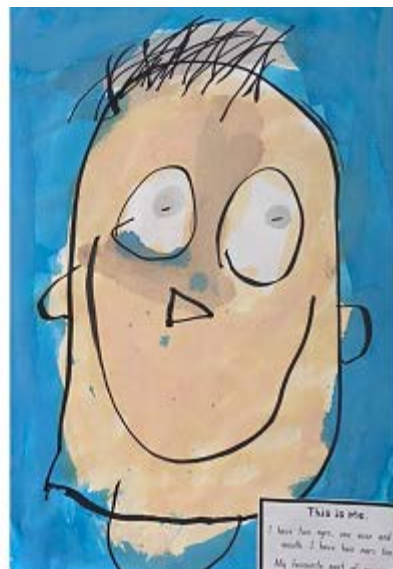
- Kings Park: students learned about Aboriginal culture and had an amazing nature play experience
- Open classrooms: 'Be a student for a morning'
- Faction Carnival
- Book Week dress up day
- HPS 125 Year Anniversary celebrations
- Constable Care incursion
- STEM Fest (including Scitech incursion)
- Junior Christmas Concert

Year 2

- Kings Park Excursion
- Faction Carnival
- Book Week dress up day
- HPS 125 Year Anniversary celebrations
- Constable Care incursion
- Hyde Park Picnic
- STEM Fest (including Scitech incursion)
- Junior Christmas Concert







The Broader Curriculum

The Arts

2020 was another busy year for Visual Arts at Highgate Primary. School. An arts program was delivered to all year levels from Year 1 to Year 6. The extension TAGS program was again offered to selected Year 5 and 6 students.

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

A number of students had artwork published through the following opportunities:

- 2017-2020 HPS Art Photobook
- Year 5 IF Illustrations Photobook
- Digital Photography exhibition at Awesome Arts

With the help of parent, Tegan Jenkins, the artwork of the Year 5's and 6's was also exhibited at the school Movie Night.

As part of NAIDOC week 2020, the school commissioned Indigenous artist, Jade Dolman, to work with several students to produce a mural.

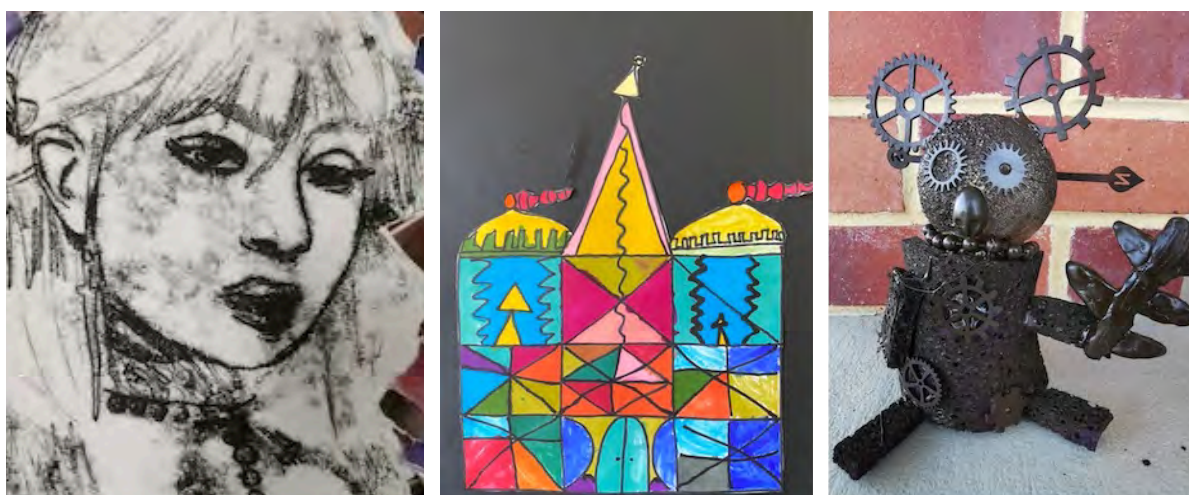


The TAGS extension students attended the 2020 Awesome Arts Festival. These students were also given the opportunity to attend the Art Gallery of WA's pilot program of Artist Led workshops. They were able to enjoy a full day of workshops with award winning WA artist, Andy Quilty.



Highgate's Visual Arts program continues to develop and grow. Students are encouraged to develop skills in critical thinking, problem solving and explores ways in which to creatively communicate and express themselves.

Artwork continues to be a feature at the school and is regularly displayed and featured in the school newsletter.





Science

The Science Specialists this year consisted of Mrs Brooke Topelberg and Mr Jaymen Beard, who taught Science to students from Year 1 to 6 and students in the Intensive English Centre (IEC). Mrs Lauren Glenn taught Science to the Pre-Primary students in their classrooms.

Over the year, the Science Specialists worked hard to plan programs that explicitly teach the Science Inquiry Skills. These skills include Questioning and Predicting, Planning and Conducting Investigations, Analysing Data, Evaluating Results and Communicating. The aim was to develop these skills across the year levels with increasing complexity and provide opportunities for students to independently apply the Inquiry Skills in their own investigations by the time they are in Year 6. We are pleased to report that students have demonstrated much progress in their Science Inquiry Skills in 2020, with many Year 6 students reaching a level of independence in conducting investigations.





The Year 6's had a very special Science treat in 2020. Dr Karl Kruszelnicki, one of Australia's most prominent Scientists, Skyped in from Sydney to answer all their tricky Science questions.



In Term 2, Mr Ivey's hosted his very own Super Spectacular Sculpture Competition with the Mayor of the City of Vincent, Emma Cole, as a special guest judge. The challenge was to make an amazing sculpture using only recycled materials.





STEM Fest was a highlight for 2020. We celebrated all things STEM with our fantastic STEM Fest – a whole day filled with Science, Technology, Engineering and Maths activities.

All classes from Pre Primary to Year 6 were involved, with mixed groups being led by our awesome Year 6 students.

From testing their slime making skills, to their higher order thinking, the children had lots of questions and fun throughout the day. STEM Fest was capped off with a visit from Scitech who performed junior and senior Chemistry Shows.

The children rotated through five fun STEM activities:

- Slimetastic slime making.



- The Life Vest Challenge - enabling a can of soup to float on water.



- Forensic Science – solving the crime of the century (Who stole Mr Brown’s chocolate cake) using soil and fabric samples, chromatography and fingerprint testing.



- Designing and constructing a chair out of newspaper for a teddy bear.



- and A-MAZE-ING Robots - planning and coding a safe route for robots to navigate a floor maze.



Scitech



HASS (Humanities and Social Sciences)

"We'll sing you a song of a school that is strong, with a culture and style of its own. The school came alive in 1895 and success of its scholars will be known... "(Highgate Primary School Song).

2020 marked two notable occasions: Highgate Primary School's 125 Year Anniversary and a pandemic. More on how these two events intertwined later.

In a major coup for Highgate Primary School, ECU's Professor Robert Somerville and Noongar Elder Mr Ken Hayward approved the wording of Highgate Primary School's 'Welcome to Country' and 'Acknowledgement of Country', personalised to the context of the school. This occurred in February, marking an excellent start to HaSS for the year.

Highgate Primary School's very own Noongar elder, Sandy Power's 'Welcome to Country' video, was recorded in Term 2. This video is now used to begin special occasions, such as our Prize Giving Assemblies. On 2 July, our two eldest students with Aboriginal heritage, were filmed recording a 'Welcome to Country' video, created to play before standard school assemblies. Noongar elder Sandy Power approved this filming project with Dom, a Year 5 student and Philip, a Year 6 student. These two videos are now embedded in our Highgate assemblies. They serve as an important reminder of Australia's pre-colonial past; and how it connects to the present day.

Highgate Primary School's Harmony Week celebrations occurred early in March 2020. Students were incredibly fortunate that the Lion Dances and African Drumming sessions were held before COVID prevented large gatherings of students and staff. The colour and excitement on the students faces, lightened the backdrop of more serious concerns.



Highgate students and staff coped admirably with the disruption of normal teaching schedules due to COVID. In July, our staff were back together. Staff greatly enjoyed a presentation by Professor Len Collard, which was held on river cruise from Perth to Fremantle. Professor Collard shared some Noongar place names for areas of local significance in Perth and Northbridge:

Derbarl Yerrigan is Noongar for Swan River. 'Derbal Yaragan' means 'brackish place of the turtle'. Turtles were an important source of medicine.

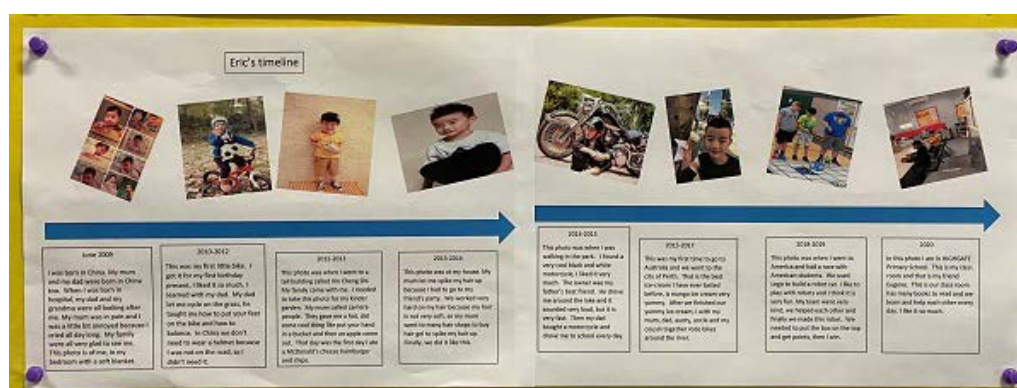
Boodja mooling is Noongar for the Hyde Park lake. Boodja means land. Mooling means nose. Here, young men had bones put through their noses as part of initiation ceremonies. Note: the wetland area we know as Hyde Park Lake used to cover much more area than it does now.

'Kaarta Koomba', 'Kaarta Gar-up' or 'Mooro Kaarta' are some of the Noongar names for King's Park. Some of these names translate as 'look far hill', as King's Park was used as a look-out by local Noongar groups.

Implementing the Aboriginal Cultural Standards Framework (ACSF) at Highgate Primary School became part of the Spotlight Plan in 2020. Professor Collard suggested our teachers research Noongar place names and share them with students were practical.

Professor Collard also recommended the research of Noongar history, specifically Noongar uses of the area we call Hyde Park, a place of local significance to the school community. It's interesting to observe this area was used for meeting and socialising in the past, just as Perth residents and Highgate families do now.

Lewis 6 students and their teacher, Mrs Bertocchi completed some fantastic HaSS projects in the Intensive English Centre (IEC). Lewis 6 students investigated the driving factors behind Australia's migration, also including the humanitarian entrants to our country. Each Lewis 6 student connected different stories of migration to their own family's reasons for migrating to Australia. They demonstrated these connections through timelines describing milestones in their lives. Lewis 6 students also researched and held fascinating oral presentations, sharing the reasons their family came to Australia. They compared and contrasted Australia and their home countries. At the time of the presentations, the majority of the students in Lewis 6 had been learning English in the Intensive English Centre for only six months. Amazing work!



COVID restructured aspects of the school calendar and in 2020, NAIDOC Week coincided with Remembrance Day. NAIDOC Week was marked at Highgate Primary School by the purchase of a significant selection of fiction and non-fiction books, centring around Aboriginal and Torres Strait Islander themes. For Remembrance Day, Highgate classes examined the story book 'Alfred's War' by Rachel Bin Salleh, which was one of the new books purchased. 'Alfred's War' explores the little-known involvement of Aboriginal servicemen in World War 1.



2 November 2020 marked 125 years of Highgate Primary School in operation. Highgate Primary School staff and students collectively planted a tree and then met together for an afternoon assembly. Joined by special guests; Mr Jim Webb, Mrs Christina Sandri, Mr Ruby Rybarczyk and Con Christ, our celebrations were no less convivial for being COVID-compliant.

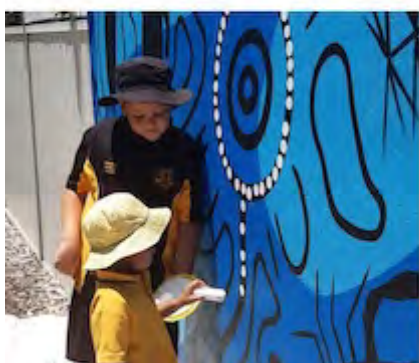
At the assembly, former principal Ruby Rybarczyk opened a time capsule that had been bedded 25 years ago when he was principal of Highgate Primary School. The staff and students sang a special 'Happy Birthday Highgate' song to the school. Afterwards, the staff enjoyed a delicious birthday cake donated by a wonderfully talented parent who is also a cake artist.



What better way to relive Highgate Primary School's rich 125 year history than by having some ex-student guests visit and share their schooling experience at Highgate Primary School way back from the 1950s? The IEC class located in the Roe 10 classroom were fortunate to have former student Judy Wilson drop in for a chat about the multiple playgrounds on school grounds and the clear division between boys and girls at play time. This led to curious questions from students about sibling and classmate mischief! Judy's classroom also happened to be the Roe 10 classroom but with just a slight difference - it used to house a class of fifty students! Clearly social distancing was not a concern back then.



Last but certainly not least, local Noongar artist Jade Dolman was engaged to paint a fetching mural on proud display in the eastern grass area. In December, Ms Dolman worked with the assistance of our Aboriginal students to complete a mural designed around Hyde Park (or, to give it its Noongar name, Boodja Mooling.) This mural has now become the first stage of our very own bush tucker garden. Expect more great things yet to come in this very location!



What a year 2020 was in the history of Highgate Primary School. Rear vision is certainly a valuable thing and as we looked back over the more than one hundred years of Highgate Primary School being in operation, we can also look forward to our school operating for a hundred or more years. Here's to the future, our students.



Health and Physical Education

Our students experienced a varied range of Physical Education lessons throughout the year conducted by the Highgate Primary School's Physical Education specialist teachers. These lessons focused on developing students' skills in a number of areas including skills for physical activity, self-management skills as well as interpersonal skills. This varied curriculum ensured that students were learning the necessary skills, whilst learning in an enjoyable and challenging environment.

Students also participated in many school events where they could consolidate the skills being taught throughout Physical Education sessions. These events include EduDance program, Lapathon, cross country running carnival, Faction athletics carnival and the traditional Friday team-based sports program where students from Year 3 to Year 6 are allocated teams and rotate through a variety of sports.





Highgate Primary students also participated in the interschool athletics carnival and the interschool cross country carnival.



The Year 6 students were involved in our annual beach swimming lessons at Mullaloo Beach.



Social and emotional well-being continues to be a strong focus in the school as we provide students with skills, understandings and strategies to deal with challenges and decision making. Our school uses the Friendly Schools Plus Program as well as our protective behaviours program. This program will continue to build and develop over the coming years.

At Highgate Primary School, we believe that discipline is a process that develops individual responsibility. This can best be achieved in an environment that is caring and in which mutual respect for all exists.



Our school's Behaviour Management program has a 'no tolerance' policy to bullying. Our school's strong, clear and consistent Behaviour Management Policy and practices supported by positive reinforcement and parent partnerships, ensures continued positive student behaviour. The Behaviour Management Plan is supported by the Positive Behaviour Support (PBS) initiative. PBS is a department endorsed program where specific behaviours are identified by the school and rewarded with a whole school system. The rewards include individual, class, faction and whole school rewards. In 2020 the students celebrated with a disco after collectively reaching 150, 000 'ROAR points'.

In 2020, our usual Year 6 camp was cancelled due to COVID restrictions, so as an alternative, the students participated in an event they called 'The Unique Experience'. It consisted of many fun activities (indoor and outdoor). These included an excursion to Latitude Trampoline Park, Darklight indoor laser tag, rock climbing, low ropes and outdoor laser tag.



The Year 5 camp was able to go ahead, with the students spending three days at Nanga Bush Camp. The activities included raft building, bush walking, rock climbing, flying fox, crate climb, snorkelling, making a campfire, roasting the perfect marshmallow and many more collaborative tasks.



Languages – Mandarin

In 2020, Highgate Primary School students learned Mandarin from Year 3 to Year 6 in the mainstream classes. Language learning helps students broaden their horizons and engage in the linguistic and cultural diversity of our interconnected world. The curriculum builds upon the sense of identity and the understanding of intercultural. Students also develop their skills in communicating in Chinese, understanding Chinese culture and developing an intercultural capability in communication, critical and creative thinking.

In 2020, our students participated in the Chinese State Writing Competition and achieved outstanding results. We had the Lion Dance during Harmony Week to celebrate Chinese New Year. We also tasted traditional Chinese food, made a festival poster, played different Chinese games, and did a lot of crafts to learn more about Chinese culture.



Music and Drama

Students at Highgate Primary School participated in a wide range of music activities in 2020. All students from Year 1 to Year 6 attended weekly lessons where they were taught a number of music skills and continued to build on their music knowledge.

Our TAGS (Talented and Gifted Students) were offered the opportunity to participate in the School of Instrumental Music program learning either classical guitar or brass. In Term 4, our TAGS students performed at the City of Vincent Arty Farty Street Party in Leederville, a Beaufort Street Network hosted event and the Year 6 graduation.

This year, our 'You Can't Stop the Music!' choir performed at the Massed Choir event held at the Perth Concert Hall. Our Choir joined together with 32 other school choirs (over 1500 students). All year, students in the choir had been learning the lyrics and choralography for this event.



Teacher Development School – English as a Second Language/Dialect

During 2020, Highgate Primary School has continued to support schools across the state in English as an Additional Language or Dialect (EAL/D), aiming to build capacity, knowledge and understandings in EAL/D education. We have built the capacity of teachers and education assistants to present professional development, source engaging resources and share their expertise in EAL/D education. Highgate PS EAL/D Teacher Development School (TDS) continues to empower and up-skill both teachers and education assistants at Highgate school and in other schools. This has enabled many staff to present professional learning and has enabled the EAL/D TDS team to increase. The focus of professional learning continued to be based around the Western Australian Curriculum and improving teaching and learning for EAL/D students. Highgate Primary was selected to continue to provide EAL/D support as a Teacher Development School in 2021.

Highgate PS EAL/D TDS facilitated over eight events in 2020 including coffee clubs, supported at network meetings and professional learning with whole schools at individual sites. We have responded to requests for work shadowing, assisted schools to develop EAL/D policies and supported teachers who have had individual EAL/D students at risk. Audiences have ranged from an entire staff, to one-on-one support. Ongoing professional learning to Highgate staff has been provided to enhance their knowledge and understanding of monitoring and assessing EAL/D students.

All TDS requests for support and PD, from schools and networks, were responded to in 2020 from the Highgate PS TDS team. To ensure the professional learning met the teaching and learning needs of specific schools and EAL/D cohorts, significant liaising was carried out (face to face, survey, emails and teleconferences) prior to each event. Highgate PS EAL/D TDS has supported schools in using the EAL/D Progress Map, addressed the language and learning needs using the Western Australian Curriculum and also provided support regarding whole school planning.

Over 1000 Department of Education staff are registered on two EAL/D online Connect Community sites that were established by the school to promote Highgate Primary as an EAL/D Teacher Development School and provide a forum for teachers and education assistants to engage collaboratively, online. Highgate PS EAL/D TDS has supported and worked with our IEC colleagues to enhance practices and develop some consistent practices, especially in providing online learning and home learning packages during the COVID lockdown. We have worked with mainstream teachers in EAL/D support roles and shared our expertise and experience. We have collected feedback from all sessions, which has been extremely positive. We have also reflected on feedback received.

In 2020 there were five IEC classes, from Year 1 to 6, at Highgate Primary School. There were approximately 27 different languages spoken by students in the IEC. Highgate IEC had 85 students enrolled as at the end of Semester One and 66 at the end of Semester Two. This reduction in numbers reflected the closure of International borders due to COVID 19. Students entered and exited our IEC continually throughout the year and eleven of our IEC students transitioned into our mainstream. Five buses transported many of the IEC students to and from school each day due to the high number that came from out of our local area, to attend Highgate IEC. A number of our students were from China, Japan, Bhutan, Germany, Sweden, India and Korea. Almost 5 percent of our students were refugees with approximately 20 percent of IEC students being full fee payers.

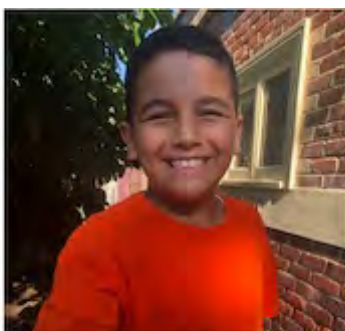


IEC visits the WA Museum

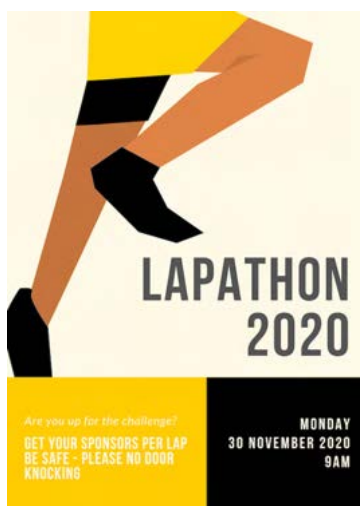


P&C Events

Community garden forage and pizza cooking class



Lapathon



Winter Reading Challenge



Faction Carnival BBQ and Cake Stall



Book Fairs

Term 2



Term 4



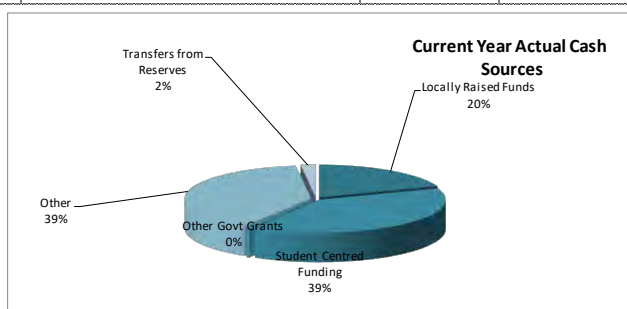
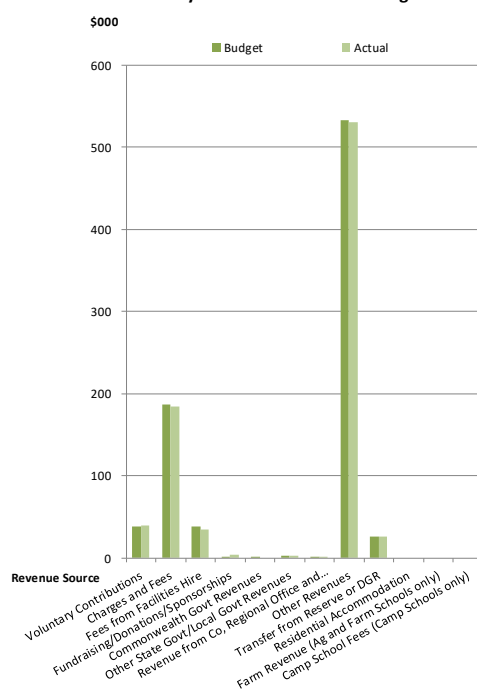
Financial Summary



Highgate Primary School Financial Summary as at 31 December 2020

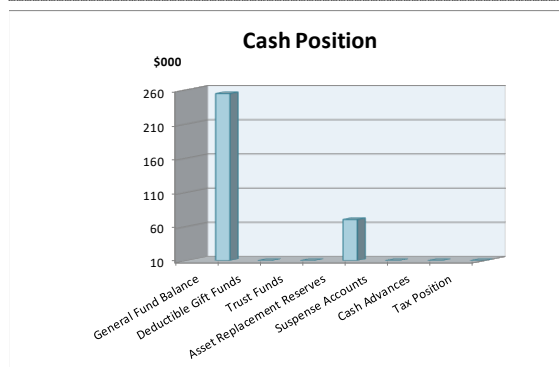
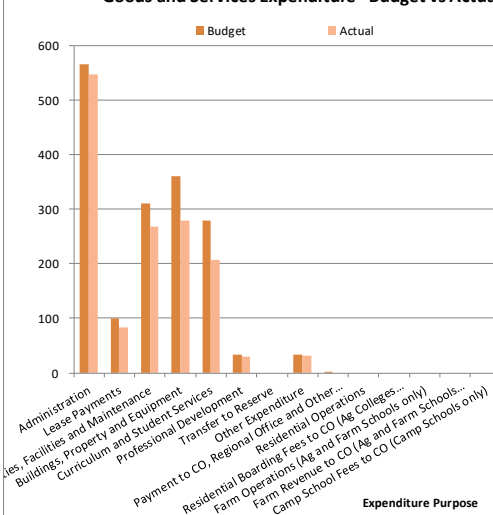
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 38,100.00	\$ 39,280.70
2 Charges and Fees	\$ 186,546.00	\$ 183,903.73
3 Fees from Facilities Hire	\$ 38,250.00	\$ 34,772.72
4 Fundraising/Donations/Sponsorships	\$ 2,050.00	\$ 4,062.80
5 Commonwealth Govt Revenues	\$ 1.00	\$ -
6 Other State Govt/Local Govt Revenues	\$ 3,100.00	\$ 3,100.00
7 Revenue from Co, Regional Office and Other Schools	\$ 1,500.00	\$ 1,497.50
8 Other Revenues	\$ 533,524.00	\$ 530,562.73
9 Transfer from Reserve or DGR	\$ 26,127.19	\$ 26,127.19
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 829,198.19	\$ 823,307.37
Opening Balance	\$ 345,910.00	\$ 345,910.31
Student Centred Funding	\$ 528,403.00	\$ 528,403.20
Total Cash Funds Available	\$ 1,703,511.19	\$ 1,697,620.88
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,703,511.19	\$ 1,697,620.88

Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 564,613.00	\$ 546,925.82
2 Lease Payments	\$ 100,000.00	\$ 82,462.39
3 Utilities, Facilities and Maintenance	\$ 310,850.00	\$ 267,473.22
4 Buildings, Property and Equipment	\$ 359,794.00	\$ 279,684.58
5 Curriculum and Student Services	\$ 277,967.62	\$ 206,202.79
6 Professional Development	\$ 34,000.00	\$ 30,108.00
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 32,638.00	\$ 30,620.17
9 Payment to CO, Regional Office and Other Schools	\$ 1.00	\$ -
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	\$ 1,679,863.62	\$ 1,443,476.97
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,679,863.62	\$ 1,443,476.97
Cash Budget Variance	\$ 23,647.57	

Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 321,373.27
Made up of:	
1 General Fund Balance	\$ 254,143.91
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 70,000.00
5 Suspense Accounts	\$ 3,110.36
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ (5,581.00)
Total Bank Balance	\$ 321,373.27