Herne Hill
PRIMARY SCHOOL
INDEPENDENT PUBLIC SCHOOL
TOGETHER WE ACHIEVE
Est. 1922

Annual Report
2020

Herne Hill Primary School

2020 Annual Report

This Annual Report reviews and reflects on our performance in the 2020 school year. This report is an integral part of the school's reporting and accountability process which provides you with a snapshot of how our school performed in 2020. It is also an opportunity for us to share and celebrate our strengths and successes and outline the ways in which our school can improve.

In 2020 after community consultation and 18 months of preparation, Herne Hill Primary School was successful in gaining Independent Public School status. This was validation for our school community that we are heading in a direction that involves community consultation, self-reflection and striving for continual improvement.

At a school level, we will examine our 2020 data to help us reflect on our annual achievements as well as the 2020 Operational Plan, and to inform our self-reflections against the 2019-2021 School Plan.

2020 was a challenging one with a global pandemic and restrictions for the majority of the year. However, we maintained and progressed a strong focus on improving school performance. Building strong partnerships between the community and the school was further enhanced with the support of the School Board and the P&C. Staff commitment and determination to provide learning programs that reflect the Guiding Principles of Teaching, Learning and Assessment of the WA Curriculum and Assessment Outline and are evidence-based have ensured that sustained whole school improvement has occurred.

Herne Hill Primary School is a distinctive school with a strong supportive community. We are proud of our school and our collective achievements. It is achieved through a whole school evidence-based approach to Literacy and Numeracy with targeted effectiveness and differentiation for every child, including remediation and extension. We pride ourselves on a reputation for inclusivity, values, pastoral care, strong academic results and community engagement.

We had two staff retirements Mrs Marilyn Congdon (MCS) and long serving staff member Charmane Edwards who has taught at the school since 1985. We thank them for their valued contribution. As Principal, I would like to express my gratitude for the professionalism, dedication and support of the staff and our school community.

Amanda Kelley
Principal

STATEMENT OF PURPOSE

At Herne Hill Primary School . . .

We aim to be an inclusive, innovative, effective school striving for students to reach their full potential.

We work together as a school community towards common goal, ensuring students are provided with a safe and supported environment.

Our VALUES

Our values provide a foundation for building social responsibility and a sense of belonging through collaboration between student, family, school and wider community.

Respect- We are accountable for our own actions, resolving differences in constructive and peaceful ways; we contribute to society and we take care of the environment.

Resilience – We never give up when faced with challenges and we can problem-solve.

Inclusion- We strive to be included and include others. We accept diversity by being aware of others and their culture.

Strive for Excellence- We try our very best to achieve the very best we can at all times.

ACHIEVING OUR PURPOSE AND VISION

The following five strategic domains provide the framework for realising Herne Hill's Primary School's purpose and vision over the next three years.

SUCCESS FOR ALL STUDENTS

We develop and strengthen the involvement of our families and the wider community of our school. Successful students are members of a mutually supportive community in which parents, teachers, students and the school work in partnership towards a common purpose and vision.

STRONG GOVERNENCE & COMMUNICATION

The allocation of all resources is deliberately aligned to the achievement of our vision via our School Plan and annual operational plans. Through close collaboration, the endeavours of our P & C are similarly aligned to the goals and strategies articulated in our School Plan. Our School Council plays an important governance role in overseeing the above.

EXCELLENCE IN TEACHING AND LEADERSHIP

Research strongly indicates that second to the abilities each child brings to school, it is the quality of the teacher that makes a significant difference to student learning. We are committed to a culture of performance and development where high quality teaching and the impact this has on student learning is the focus.

SAFE, SUPPORTIVE AND SUSTAINABLE ENVIRONMENT

We strive to create and maintain a learning environment which is physically and emotionally safe, stimulating and inclusive. Herne Hill Primary School provides a rich and varied learning environment to cater to the distinct and diverse skills of students who are encouraged to strive for, and achieve their best. Students achieve when they feel a sense of belonging and connectedness to the school and where there are clear expectations around high standards of behaviour. The support and involvement of school community is highly valued.

School Profile

Herne Hill Primary School is a Level 4 Primary School, situated in the Swan Valley on the outskirts of Perth about 25km from the Central Business District. It is bordered by the Darling Range to the East and the Swan River to the West. Set in superb grounds with lush gardens, the school is a mix of new and previous buildings which are air conditioned.

The school was established in 1922 and a significant number of students are descendants of the Swan Valley pioneers with several generations of families attending the school. The school has high expectations in terms of behaviour, values and work ethic. Students often refer to 'the Herne Hill way' and are encouraged to have active minds and bodies. Our challenge is to continue to target areas to further develop our students as successful, motivated learners.

We are confident that our focus on the development of each individual child and their learning can be achieved with the support of a strong partnership between the school and the school community A feature of the school is the strong sense of community involvement and tradition of support for the School Board, P&C and its committees. In return, the school enjoys a very positive image within the community which is reflected by the contact that is maintained by ex-students and their families. Although students come from a diverse range of backgrounds there is a real connection and a sense of partnership within our school.

Staff are experienced. Some live locally and have strong links with the community. There is minimal turnover of staff despite some driving some distance to the school each day. This stability is reflected in the strong professional relationships.

Together, as a community, we are building the learning foundations and futures of our children, just as our predecessors have done for nearly 100 years.

Rita Saffioti (MLA), students and P&C at the opening of the new Basketball Courts

Staff

Principal	Miss Amanda Kelley
Deputy Principal	Mr Chris Bell
Manager Corporate Services	Mrs Karen McCall Mrs Marilyn Congdon
School Officer	Mrs Anne Simpson
Teaching Staff	Mrs Michelle Harp Mrs Denise McKeon Mrs Cathy Phylactou Mrs Gay Bastian Miss Kimberley Farmer Mr Neil Cook Mrs Suzana Blazeski Mrs Mel O'Leary Ms Kim Lehmann Ms Charmane Edwards Mrs Hana Matthews Mrs Kirsty Maffescioni Mrs Melissa Moffat
Education Assistants	Mrs Andrea Sharp Ms Naomi Bates Ms Nadine Austgen Mrs Lucy Goard Mrs Ashlee Lupton Mrs Cassie Baker
Library Officer	Ms Nadine Austgen
Gardener	Mr Daryl Letica Miss Tayla McAuliffe
Cleaners	Ms Del McAuliffe Mr James Sutton

School Board

Ms Katalin Madasci	Chair and parent representative
Miss Amanda Kelley	Principal
Mrs Janette Preedy	Parent Representative
Mrs Anne Hauraki	Parent Representative
Mrs Gay Bastian	Staff Representative
Mrs Cathy Phylactou	Staff Representative
Mrs Marilyn Congdon	Community Representative (Semester 2)

School Organisation and Structure

Student enrolment Semester 2, 2018.

	K	P	1	2	3	4	5	6	Total
Students	21	27	23	25	25	22	21	15	**179**

There were 79 students, 8 classes PP-Year 6 and Kindergarten 5 days per fortnight.

Specialist Programs:

Specialist programs are in place to support and enhance the curriculum provided by the classroom teacher.

Music	Science	SIM (Guitar)
Physical Education	Drum Corp	Languages (Indonesian)

Student Performance

The progress and achievement of our students is measured in many ways. These include, but are not limited to, ongoing monitoring and assessment in class; standardised measures such as On-Entry Assessment completed by all Pre-Primary students in Western Australia; online standardised assessments and national standardised assessments (NAPLAN) for students in Years 3 and 5 and ACER OARS PAT assessments in Reading and Numeracy.

The NAPLAN assesses some of the numeracy, reading, writing, spelling and grammar and punctuation skills that students are expected to achieve in years three, five, seven and nine. It assesses some of the aspects of the learning areas of English and Mathematics. It cannot and does not assess all the aspects of these learning areas. This fact needs to be taken into account when looking at this data.

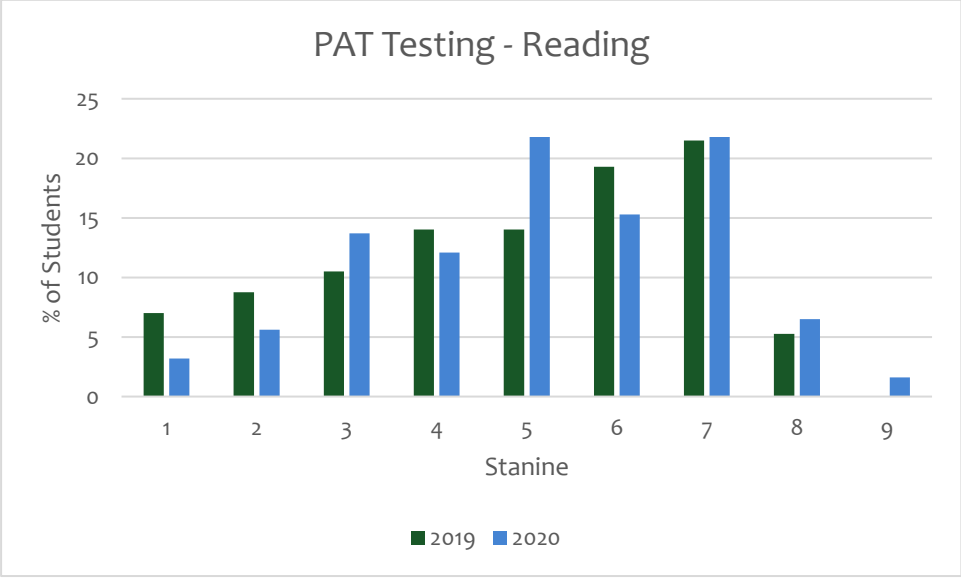
The percentages of students in Years 3 and 5 achieving the national literacy and numeracy benchmarks for their year are shown in the table below;

Year 3 & 5 NAPLAN

AREA	WA NAPLAN Avg	School Avg	Top 20%	Middle 60%	Bottom 20%
Numeracy	NA	NA	NA	NA	NA
Reading	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA
Spelling	NA	NA	NA	NA	NA
Grammar & Punctuation	NA	NA	NA	NA	NA

Due to Covid-19 restrictions, NAPLAN was cancelled for 2020. No data could be recorded or compared in this assessment area

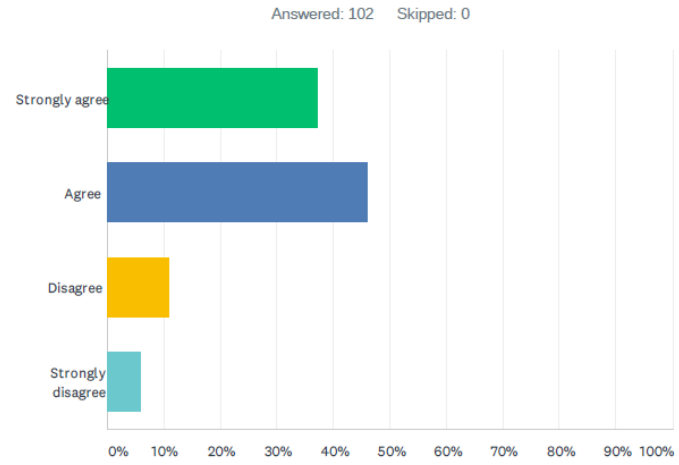
Year 1-6 PAT Testing Reading



PAT Reading testing was completed by student in 2020. Overall, an improvement in student achievement in the top stanines increased. This is a trend we want to continue. PAT Reading test was completed by Year 1-6 students.

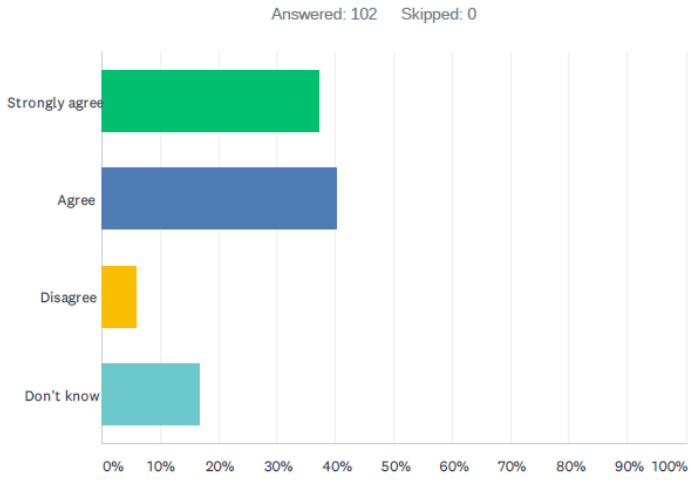
In 2019 HHPS implemented a whole school STAR Reading program. Students were given a survey in 2020 to gauge the impact of the program.

Q13 The STAR Reading program motivates me to read more:

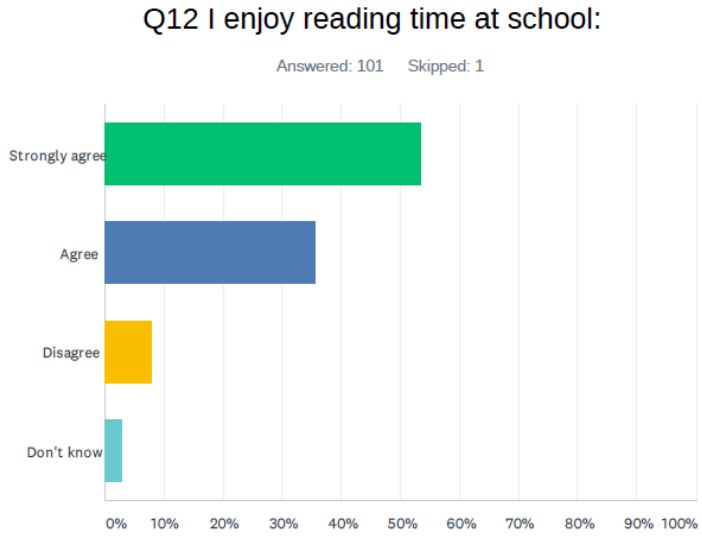


Students who were surveyed indicated that over 90% of students are motivated to read more on the STAR reading program.

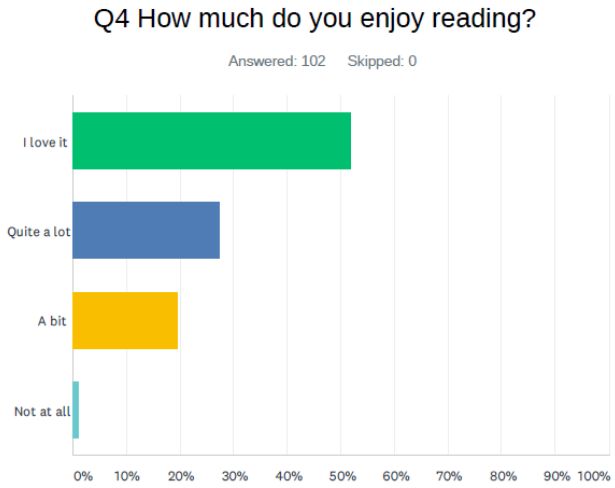
Q15 I know what to do to improve:



The survey indicated that most students are aware what they need to do to improve their reading. 20% of students didn't know or disagreed with knowing what they needed to improve.



Students are given opportunities for sustained reading at school. Over 80% of students enjoyed reading time at school.



Only a small percentage of students didn't enjoy reading with 90% of students surveyed loving reading or enjoy reading quite a lot.

Comments

Literacy blocks continue to be a focus for Herne Hill Primary School. An integral part of the blocks is Guided Reading and Independent Reading. 2021 NAPLAN results will be examined to identify student progress and achievement.

Recommendations

- Literacy Block timetabled with specific whole school approach to Literacy Block implemented.
- Continuation of Guided Reading as a strategy for Reading.
- STAR Reading Program (Accelerator Reading) to return in 2021. Literacy Pro was used in 2020. School self-reflection identified this program to not have a large variety of books available for students and higher level books for students.
- Data analysis and continued self-assessment to monitor progress.
- Continue whole school intervention program focusing on Reading and Spelling using Diana Rigg, Fitzroy Readers and Spelling Mastery.
- Continue to strategically direct funding towards priority areas and whole school programs to ensure they are resourced.
- Continue PAT Reading assessment across Year 1-6 to monitor whole school achievement.

Writing

Comments
Writing is part of whole school Literacy Blocks. Seven Steps PL for all staff to ensure consistency in approach.

Recommendations
• Continue to implement Seven Steps Writing program across all years.
• Literacy Block timetabled with specific whole school approach to Literacy Block implemented.
• All new staff to complete Seven Steps Writing training in 2021.
• Focus on text cohesion, paragraphing and ideas and teaching these explicitly, systematically and sequentially.
• Continue with First Steps writing strategies and frameworks.
Senior classes
• Provide opportunities for students to achieve at a higher level, writing competitions etc
• Examine the possibility of Brightpath across the school.

Spelling

Comments
Spelling is part of whole school Literacy Block using Words Their Way program. This was an identified priority area based on NAPLAN 2019 results. This will continue to be a focus in 2021.

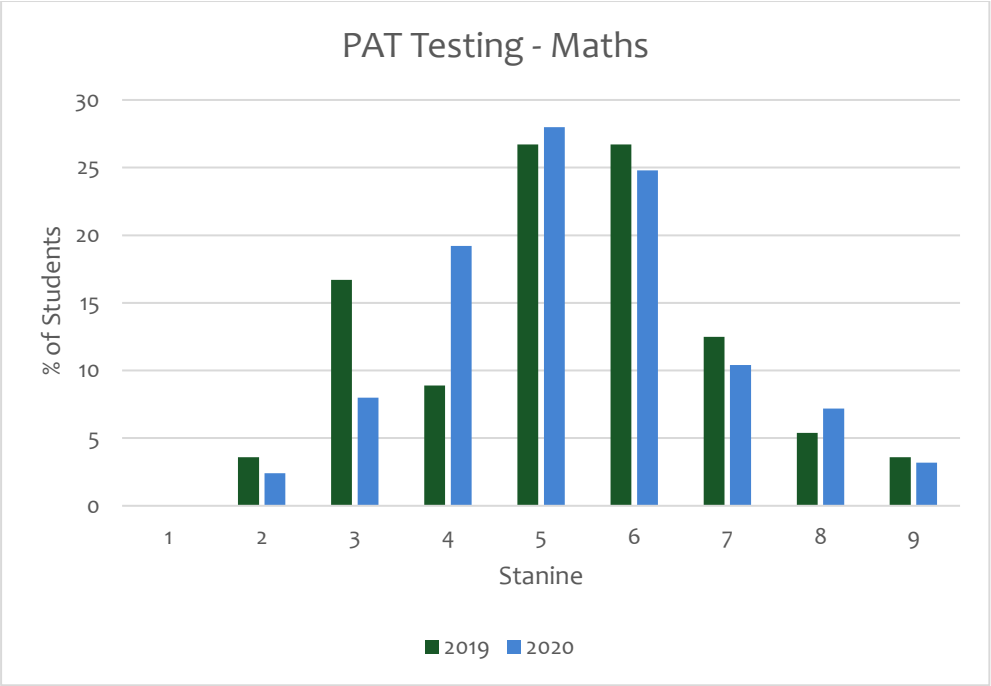
Recommendations
• Continue with Diana Rigg Phonological Awareness program in the early years. Kindy and Pre Primary to collaborate to ensure program is implemented with fidelity.
• Whole school explicit teaching of Spelling- Words Their Way, sight words, word lists, spelling rules and dictation.
• Continue with First Steps spelling strategies and frameworks
• Literacy Block timetabled as a priority
Senior class rotational groups at least three times a week.
• Continue to monitor the impact of the current Spelling Program and its implementation and impact in the school. Review in Term 4, 2021 whether to continue.
• Continue whole school intervention program focusing on Reading and Spelling.
• Purchase up-to-date Teacher resources to support whole school program.
• Continue from 2020 the use of the Oxford High Frequency Word list.

Grammar & Punctuation

Comments
Grammar and Punctuation is part of Literacy Blocks. 2019 Year 3 NAPLAN results had dropped and will be examined in 2021.

Recommendations
• Implementation of Seven Steps Writing strategies, ‘
• Implement whole school Scope & Sequence for Grammar at HHPS.
• Investigate support material for staff for Grammar and Punctuation.
• Literacy Block timetabled as a priority.

PAT Testing - Numeracy



Results indicate fewer students in the bottom 2 stanines from the previous year. HHPS would like to see more students achieving in the top three stanines overall, with a reduction in the middle stanines. Year 1 and Year 2 students completed this assessment for the first time in 2020.

Comments
Numeracy Blocks continue to be a priority at HHPS. Continue to provide extension opportunities to the students in Numeracy across the school.

Recommendations

- Continue to focus on basic knowledge facts and operations, tables and mental math operations.
- Continue implementation of whole school numeracy blocks timetabled.
- Continue to be part of the Swan Valley Network Maths focus using Paul Swan strategies.
- Human Resource support in the larger classes and intervention/extension classes.
- Continue PAT Testing Year 1-6 to monitor whole school achievement.
- Senior Class continue rotational groups in Numeracy at least three days a week.

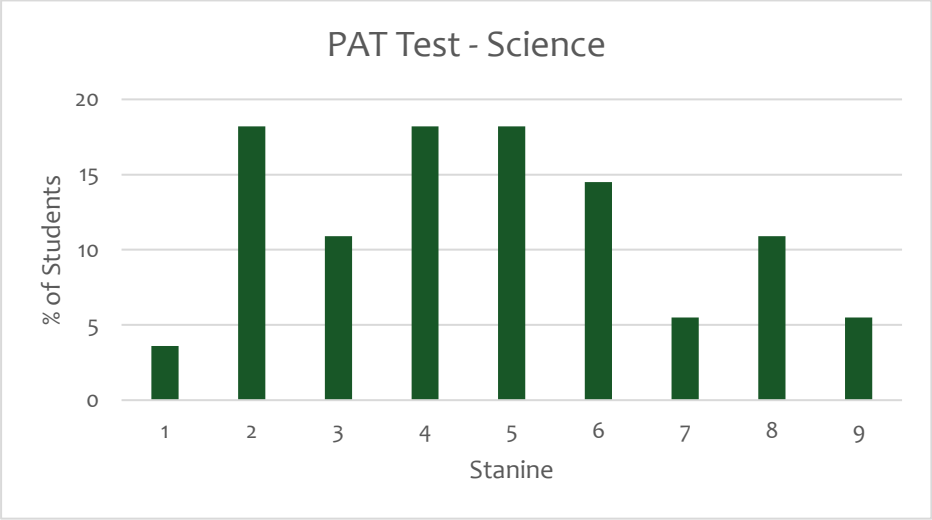
On-Entry Assessment – Pre Primary

Scale Range Score	S&L State	S&L HHPS	Reading State	Reading HHPS	Writing State	Writing HHPS	Numeracy State	Numeracy HHPS
0 - 99	1%	0%	0%	0%	11%	14%	<1%	0%
100 - 149	1%	0%	0%	0%	12%	14%	<1%	0%
150 - 199	1%	0%	1%	0%	15%	32%	<1%	0%
200 - 224	2%	5%	0%	0%	20%	9%	<1%	0%
225 - 249	2%	0%	<1%	0%	18%	23%	<1%	0%
250 - 274	0%	0%	<1%	0%	7%	0%	1%	0%
275 - 299	3%	0%	<1%	0%	4%	0%	2%	0%
300 - 324	0%	0%	1%	0%	3%	5%	3%	9%
325 - 349	4%	5%	1%	0%	2%	0%	4%	5%
350 - 374	4%	5%	3%	0%	4%	5%	8%	9%
375 - 399	5%	14%	6%	9%	1%	0%	9%	9%
400 - 424	12%	18%	12%	14%	1%	0%	16%	14%
425 - 449	8%	5%	16%	23%	1%	0%	18%	27%
450 - 474	16%	18%	24%	27%	1%	0%	12%	18%
475 - 499	7%	0%	17%	23%	<1%	0%	10%	5%
500 - 524	13%	14%	11%	0%	<1%	0%	7%	0%
525 - 549	5%	0%	4%	0%	<1%	0%	3%	0%
550 - 574	9%	0%	1%	5%	<1%	0%	2%	5%
575 - 599	3%	14%	1%	0%	<1%	0%	1%	0%
600 - 624	2%	5%	<1%	0%	<1%	0%	<1%	0%
625 - 649	0%	0%	<1%	0%	<1%	0%	0%	0%
650 - 674	2%	0%	<1%	0%	<1%	0%	<1%	0%
675 - 699	0%	0%	0%	0%	<1%	0%	0%	0%
=/> 700	1%	0%	<1%	0%	<1%	0%	<1%	0%

- *Speaking & Listening*: The progression point scale for 7 students achieved scores below 400 and have monitored closely and intervention.
- *Reading*: The progression point scale for 3 students achieved scores below 400 have been monitored closely and intervention.
- *Writing*: The progression point scale for 7 students achieving scores below 150 have been monitored closely and intervention.
- *Numeracy*: The progression point scale for 4 students achieving scores bel0w 350 have been monitored and intervention.

The oral language program was enhanced with the introducing all staff in ECE in Diana Rigg PL and purchasing of resources to support the program. Intervention was introduced in Pre Primary in 2020 for identified students at risk. Extension was also offered to students in Pre Primary. Intentional play based zoned areas within the classroom where children were supported and encouraged to write for a purpose. Continual focus on ECE staff collaborating together, embedding whole school approaches.

PAT Testing - Science



In 2020 Science PAT testing was implemented I from Year 3-6. Assessment clearly indicates that HHPS needs strive to have students in the top three Stanines. This is the first year of completing the assessment.

Comments
HHPS has a specialist Science Teacher from P-6.

Recommendations
- Create a STEM specialist area to include Science, Technology and Maths
- Complete PAT Testing twice a year in for Year 3-6 students.
- Budget funding to ensure that the Science priority area is resourced.

Performance against Statistically Similar Schools Nationally in Literacy and Numeracy

With the formation of ACARA (Australian Curriculum, Assessment, Reporting Authority) there is a commitment by the federal government to report on the performance of schools nationally through the *MySchool* website. The following graph is an overview of the performance of Herne Hill Primary students against national schools with a similar ICSEA value.

Index of Community Socio-Educational Advantage (ICSEA)

Herne Hill Primary School ICSEA value – 993
Average ICSEA value – 1000

No data available in 2020 due to Covid Restrictions.

Our Academic Targets 2020 Review	Achieved	Working Towards
1. Academic performance in Literacy to be equal or greater than the achievement levels of statistically similar schools nationally in all aspects of NAPLAN testing.	N/A due to Covid	N/A due to Covid
2. Academic performance in Numeracy is equal to or greater than the achievement levels of statistically similar schools nationally in all aspects of NAPLAN testing.	N/A due to Covid	N/A due to Covid
3. The percentage of students in the top two bands of NAPLAN are equal to or greater than the achievement of statistically similar schools nationally.	N/A due to Covid	N/A due to Covid
4. The Year 3-5 NAPLAN progress to be in the High Progress quadrant for all areas of NAPLAN.	N/A due to Covid	N/A due to Covid
5. Monitor On-Entry assessment in a Phase of Learning to identify strengths and areas of need		Assessment has not been shared at time of review. Plan to complete in Term 4.
6. Increase the amount of students with Moderate-Excellent Progress from On-Entry to Year 3 NAPLAN in Reading, Numeracy and Writing.	N/A due to Covid	N/A due to Covid
7. Implement Languages (Indonesian) from Year 3-6 by 2020.	All year 3-6 students are learning Indonesian in 2020.	
8. Staff to develop an effective teaching framework to implemented across the school.		Working Towards
9. Year 4 & 6 students to make progress in Science using an on-line assessment.	PAT Testing Year 4-6 implemented in 2020	
Our Non-Academic Targets	**Achieved**	**Working Towards**
1. Continue to maintain students attending school regularly (above 90% of the time) for both non-Indigenous and Indigenous students.	Attendance Plan continued in 2020	
2. Provide a safe and caring, inclusive learning environment for the whole school Community.	Achieved	
3. Self-reflect and implement Aboriginal Cultural Standards Framework and report progress to community		Commenced in 2018, This has continued in 2020 and will continue in 2021.

**New target introduced late in 2020 – Non Academic Target:
4. Promote and provide feedback of the learning taking place at HHPS

Looking Forward:
In 2021, the school will continue to examine the gains in achievement and on improving year level averages and decreasing the number of students at or below the National Minimum Standards. The school would also like to see the continued growth of students who appear in the top 20% distribution band.

School Plan Improvement 2020 Targets

The 2020 School plan had set 2020 NAPLAN Improvement Targets with the majority not being able to be assessed due to NAPLAN assessment being cancelled. A three-year School Plan 2019-2021 to be created outlining targets for Herne Hill Primary School and strategies for improvement.

School Improvement Targets for 2021

In reviewing 2019 the school focused on both achievement and progress.
Our key strategies include;

- Explicit focus on literacy and numeracy instruction.
- Self-Assessment cycle established and implemented annually.
- Timetable to best suit the needs of the priority areas of Literacy and Numeracy
- Develop, implement and review whole school approaches to teaching and learning in English and Mathematics.
- Regularly monitor, moderate and assess student learning through Year Level collaboration.
- Further develop the capacity of teachers in data analysis and strategies to plan for improvement in student learning.
- Continue to develop high-quality, innovative programs within and extended from the classroom.
- Build the Digital Technologies capacity of staff and students.
- 2019-2021 School Plan target to focus on Literacy & Numeracy.

Major Strategies in 2021

- Teachers work in Phases of Learning (K-3) and (Year 4 to Year 6) and moderate in Phase of Learning teams to improve standards through data analysis, moderation and target setting. K-P to have DOTT time together.
- Full implementation of whole school Literacy blocks with a focus on the five key components of Literacy; phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Continue to implement whole school Numeracy blocks using rotations with a focus on the Mental Maths strategies as part of the Swan Valley Network and problem solving.
- Provide the Numeracy Learning Area Coordinator with extra time to organise maths resources.
- Provide the Literacy Learning Area Co-ordinator with extra time to organise whole school program
- Lead staff in analysing whole school data and where it fits into our planning.
- Investigate SEN Reporting for students with a disability and upskill staff.
- K-2 focus on the Early Years framework and planning and the National Quality Standards.
- Guided Reading across the whole school with a focus at least three times a week. Continue to provide resources for the implementation of Guided Reading.
- Explicit teaching of Phonics (K-2) using ‘s a t p i n’ strategy.
- Continue to attend Swan Valley Network PL if it is in line with school priority and needs.
- Professional Learning on Seven Steps Writing for teaching staff, relief staff and Education Assistants.
- Accelerator Reading Books to be purchased to supplement the program. Online book catalogue
- Library displays continually updated.
- Library available out of classroom teaching time for students to access.
- Further development of teacher understanding and competency in using the West Australian Curriculum Outline.
- Whole school SAER program for intervention students.
- ASD PL for staff to assist planning for student’s learning
- In Term 1 and Term 4 PAT Science conducted with all Year 3 - 6 students.
- Promote and provide feedback of the learning taking place at HHPS.
- Senior Maths rotations with extra human resourcing.
- Literacy Rotations timetabled as a priority.

Recommendations for 2021

- Whole school approach to Literacy and Numeracy
- Operational Plan reviewed annually.
- Provide professional learning to support and develop further understanding of Numeracy, Writing and Punctuation and Grammar- English strands, in the Western Australian Curriculum.
- Plan for whole school SAER reading program in the school K-6.
- Focus on evidence based data to make judgements about student learning.
- Distribution of leadership utilising experience and expertise of teachers to lead Phase of Learning teams
- Phase of Learning Meetings three times a term.
- Focus on evidence based data to make judgements about student learning.
- Implementation of Seven Steps Writing program in Term 1.
- Commence School Breakfast Program funded by Foodbank WA, to assist in addressing the attendance and Engagement issues of students.
- Further develop students' knowledge, skills, understanding and capabilities in Science and associated literacy by implementing a systematic approach to Science across the school.
- Continue to provide opportunity to develop leaders across the school to lead the Western Australian Curriculum implementation in the areas of Digital Technology, Languages and the HASS.
- Implementation of programs to improve access and attendance for Aboriginal Students PP to 6.
- Continue to use an online platform for parent communication.
- Autism PL for staff
- SEN Reporting PL for staff
- TEAM Teach PL for staff that have not completed the training.
- Herne Hill Primary School continue to be a Crunch and Sip School.
- Year 6 students to attend special events each Semester.
- Moderate with surrounding schools (where available).
- Whole school SAER plan for Reading and Spelling.
- STAR Reading program to be implemented with incentives and promotion.
- Improve the Library to be a resource for the school and students that is used effectively.

Student Attendance

The Department of Education information on student attendance shows that in 2019 Herne Hill Primary is above the state average with a rate of 93.5% compared with 91.6% for the state. Attendance of our Aboriginal students is now 89% which is above the state average for Aboriginal student attendance. Due to COVID interruptions in 2020 there is no data available.

Improving attendance strategies in 2021

- Our newsletter continues to be the vehicle used to reinforce the important message about regular attendance.
- Breakfast Club three days a week
- Herne Hill Primary continue to provide emergency morning tea and lunch to any student when required.
- Letters to individual parents regarding attendance and late arrival
- Meetings with parents
- Individual Documented Plans
- Liaison with Engagement & Transitions Manager (NMREO)
- Liaison with Child Protection & Family Services (CPFS)
- Chaplaincy- pastoral care
- Introduce SMS Outreach system for attendance in 2021.
- Apply for PALS grant to assist with Indigenous attendance and Lates.
- Continue to run out of school groups such as Running Club, Soccer, Netball, Jump Jam, Lego Club, Skipping, Breakfast Club before school for student engagement.

Continued communication with our families and students about the importance of regular attendance is the key to reducing the frequency and total of both areas of concern.
2020 attendance results guide (COVID effected times not included below).

Breakdown	Attendance Rate %
KIN	*94.0%*
PPR	93.3%
Y01	96.5%
Y02	96.2%
Y03	94.5%
Y04	94.1%
Y05	94.7%
Y06	92.6%
Compulsory	**94.6%**

During 2021 our school will endeavour to develop the leadership skills of students with a focus on increasing responsibilities for Faction Captains. A focus for Herne Hill Primary School s in 2021 is embedding the newly created Values of Respect, Resilience, Inclusion and Strive for Excellence.

School Highlights and Special Achievements

- In 2020 Herne Hill Primary School became an Independent Public School
- Herne Hill Primary School celebrated NAIDOC Week as a whole school excursion to Kings Park.
- Student Leadership Opportunities. Year 5 & 6 students had the opportunity to run for School Captain, Faction Captain and Vice-Captains. Students nominated each Semester for School Captain roles and Year 5 students could nominate each term for Vice Captains.
- The Year 5 & 6 students went to camp at Point Peron in Term 4.
- Fundraising events took place for the Heart Foundation and Diabetes WA.
- Whole school Edu-Dance performance in Term 3.
- Completion of brand new basketball courts at the school.
- Drum Corp Year 4-6 was established with Mr Cobb
- Jump Jam was implemented across the school with an Interschool Senior Team

The students, staff, parents, caregivers and our whole Herne Hill Primary School community where possible enjoyed, participated in, witnessed or heard about many of the special events that happened throughout the wonderful year that was 2020 Here are just a few:

Charity Fundraising Events
Jump Rope for Heart
Foodbank Support

Excursions and Incursions
Year 5/6 Golf
Netball Clinics
Year 6 Camp & Graduation
Scitech
Food Sensations
Caversham Wildlife Park
Kings Park Naturescape

Community Events
Father's Day Stall
Frozen Fridays
Graduation
NAIDOC Week
Food Sensations Parent Information Session
Edu-Dance Performance

Literacy and Numeracy Events
Book Week
Book Fair

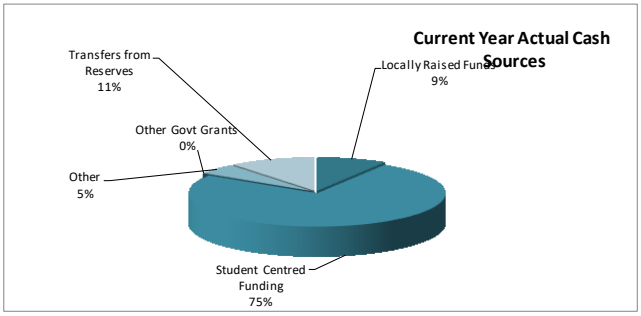
Other Curriculum Events
Three-Way Parent, Teacher & Student Goal setting meetings.
Talent Show
Edu-Dance
Staff Team Teach Training

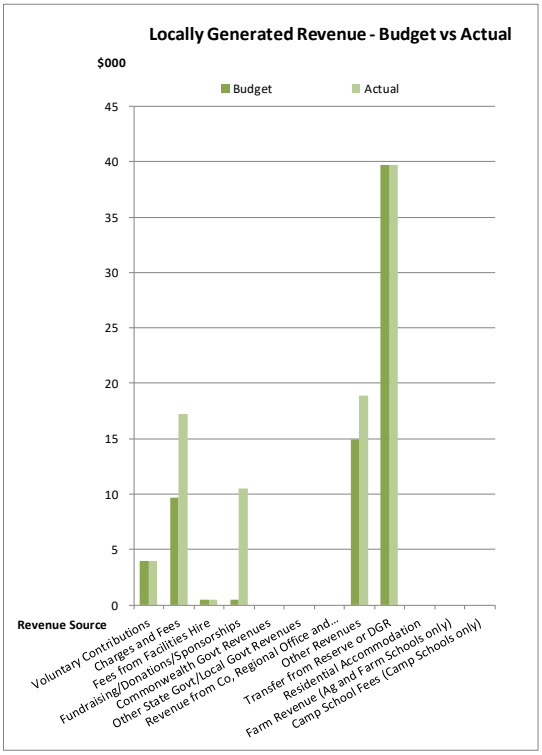
Sporting Events
Interschool Netball
Cross Country
Faction Carnival
Interschool Carnival Jump Jam
Skipping Competition

During 2020, our focus was on the development of the individual child and their learning, and this can be achieved through the continued strong partnerships between the school, parents and community.

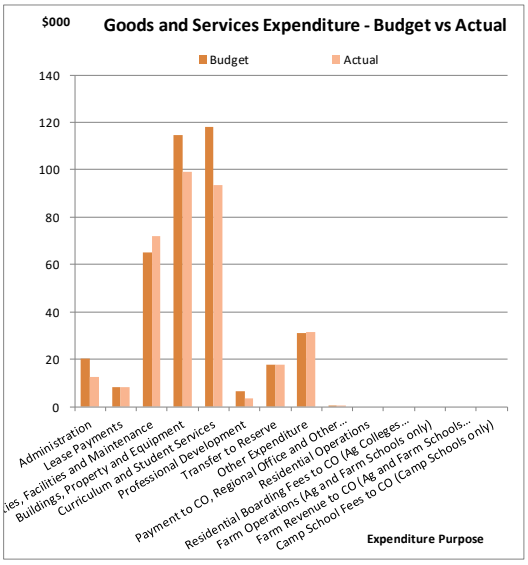
Herne Hill Primary School
Financial Summary as at
31 December 2020

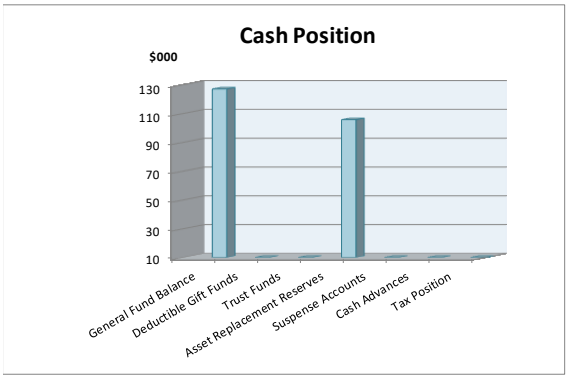
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 4,000.00	$ 3,962.73
2	Charges and Fees	$ 9,695.00	$ 17,251.18
3	Fees from Facilities Hire	$ 500.00	$ 500.00
4	Fundraising/Donations/Sponsorships	$ 500.00	$ 10,522.25
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 14,972.12	$ 18,894.75
9	Transfer from Reserve or DGR	$ 39,748.00	$ 39,748.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 69,415.12	$ 90,878.91
	Opening Balance	$ 97,406.25	$ 97,406.25
	Student Centred Funding	$ 245,625.00	$ 276,369.13
	Total Cash Funds Available	**$ 412,446.37**	**$ 464,654.29**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 412,446.37**	**$ 464,654.29**





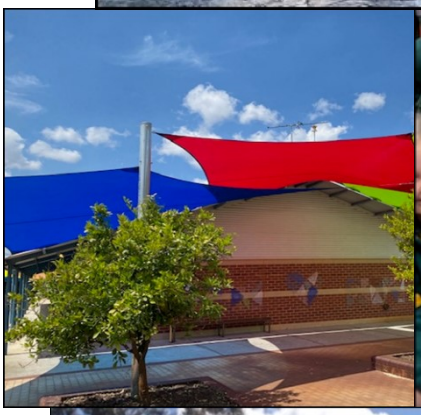
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 20,450.00	$ 12,308.98
2	Lease Payments	$ 8,319.00	$ 8,318.16
3	Utilities, Facilities and Maintenance	$ 64,892.16	$ 71,795.59
4	Buildings, Property and Equipment	$ 114,798.00	$ 98,963.84
5	Curriculum and Student Services	$ 117,953.96	$ 93,300.86
6	Professional Development	$ 6,500.00	$ 3,472.13
7	Transfer to Reserve	$ 17,773.00	$ 17,773.00
8	Other Expenditure	$ 31,185.00	$ 31,352.48
9	Payment to CO, Regional Office and Other Schools	$ 445.00	$ 350.00
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	**$ 382,316.12**	**$ 337,635.04**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 382,316.12**	**$ 337,635.04**
	Cash Budget Variance	**$ 30,130.25**	





	Cash Position as at:	
	Bank Balance	**$ 230,494.79**
	Made up of:	$ -
1	General Fund Balance	$ 127,019.25
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 105,661.54
5	Suspense Accounts	$ -
6	Cash Advances	$ -
7	Tax Position	$ (2,186.00)
	Total Bank Balance	**$ 230,494.79**

The majority of the school funding is directed towards salaries. Targeted resourcing in line with the School Plan 2019-2021.



POLICE