



Herne Hill

PRIMARY SCHOOL

INDEPENDENT PUBLIC SCHOOL
TOGETHER WE ACHIEVE



Annual Report

2021

Herne Hill Primary School

2021 Annual Report

This Annual Report reviews and reflects on our performance in the 2021 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 2021. 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.

At a school level, we examined our 2021 data to help us reflect on our annual achievements as well as the 2021 Operational Plan, and to inform our self-reflections against the 2019-2022 School Plan. The School Board endorsed an extension of the current Business Plan which was interrupted due to COVID restrictions over the past two years.

In 2021, 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.

Our Deputy Principal, Mr Christopher Bell, retired after serving at Herne Hill Primary School for 14 years. Mr Bell had been an educator in Public Education for over 40 years. We thank him for his valued contribution to our school. As Principal, I would like to express my gratitude for the professionalism, dedication and support of the staff and our school community throughout 2021.

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 GOVERNANCE & 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 school nestled in the Swan Valley among vineyards at the base of the Darling Range. The school has been described as the 'jewel of the Swan Valley'.

Herne Hill Primary School became an Independent Public School in Semester 2, 2020.

The school will celebrate its 100th year in 2022 and some of our current students are multi-generational with both their parents and grandparents having attended the school. We are surrounded by beautiful trees and have four school ovals - we enjoy the space our school offers us and it is appreciated by our school community.

Working together as a whole school community is a priority, allowing all stakeholders to gain a sense of ownership, ensuring that student, staff and parent voices are heard, acknowledged and valued. The dedicated School Board and P&C work closely with the whole school community supportive of the school directions.

The school has high expectations for students behaviour, values and work ethic. The four values are Respect, Resilience, Inclusion and Strive for Excellence.

Students have a sense of belonging and engagement. Out of hours groups are a focus for student engagement in the areas of Skipping, LEGO Club, Jump Jam, Sport, Running Club, Choir and Drum Corp. Breakfast Club is also available to students on a Monday, Wednesday and Friday each week.

Staff are collaborative, working together in Phases to assess, plan and evaluate the learning. Staff meet on a regular basis driving the school Business Plan priorities and review whole school programs and procedures on an annual basis.

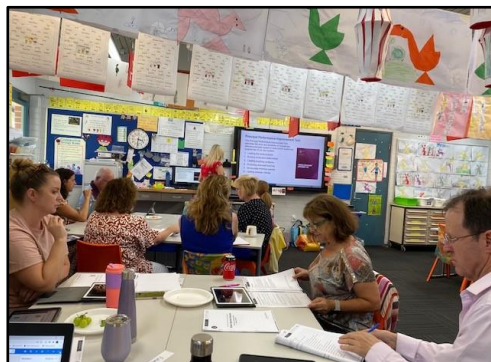
At Herne Hill Primary School we aim to be an inclusive, innovative, effective school striving for students to reach their potential. We work together as a school community towards common goals, ensuring students are provided with a safe and supportive environment.



3-way Teacher, Student & Parent Goal Setting Meetings in Term 3, 2021

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 Miss Elizabeth Cartledge (Semester 2) Mrs Hana Matthews Mrs Kirsty Maffescioni Mrs Melissa Moffat Mr Joseph Smart (Semester 1)
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 Mr Tyson McAuliffe Mr Bruce McKnight
Cleaners	Ms Del McAuliffe & James McAuliffe



School Board

Ms Katalin Madasci	Parent Representative
Miss Amanda Kelley	Principal
Mrs Janette Preedy	Parent Representative
Mrs Anne Hauraki	School Chairperson
Mrs Gay Bastian	Staff Representative
Mrs Cathy Phylactou	Staff Representative
Mrs Marilyn Congdon	Community Representative

School Organisation and Structure

Student enrolment Semester 2, 2021.

	K	P	1	2	3	4	5	6	Total
Students	25	24	27	23	29	26	22	24	200

There were 200 students, 7 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

AREA	WA NAPLAN Avg	School Avg	Top 20%	Middle 60%	Bottom 20%
Numeracy	392	383	17	55	28
Reading	420	426	21	66	14
Writing	420	398	14	48	38
Spelling	406	375	14	52	34
Grammar & Punctuation	421	421	24	55	21

Year 5

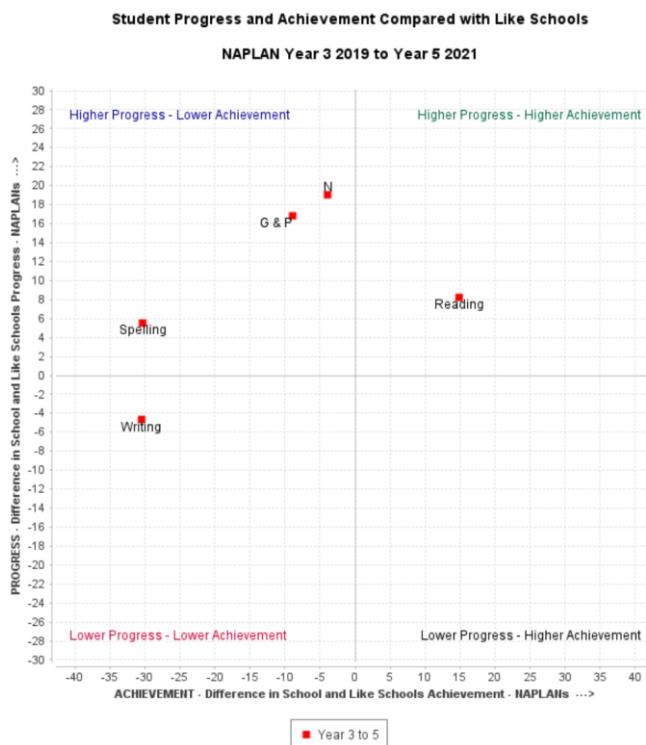
AREA	WA NAPLAN Avg	School Avg	Top 20%	Middle 60%	Bottom 20%
Numeracy	484	465	4	74	22
Reading	498	497	17	61	22
Writing	475	442	4	52	43
Spelling	500	458	4	52	43
Grammar & Punctuation	491	458	13	48	39

Reading results indicate at or above WA average for Year 3 and Year 5. Grammar & Punctuation for Year 3 was at the same level as the WA average and 24% of students in the top 20%. The percentage of students in the bottom 20% in Year 5 in Writing, Spelling and Grammar & Punctuation was 39% or above and an area of focus for 2022. Year 3 indicates over 38% of students in the bottom 20% for Writing and 34% in the bottom 20% in Spelling.

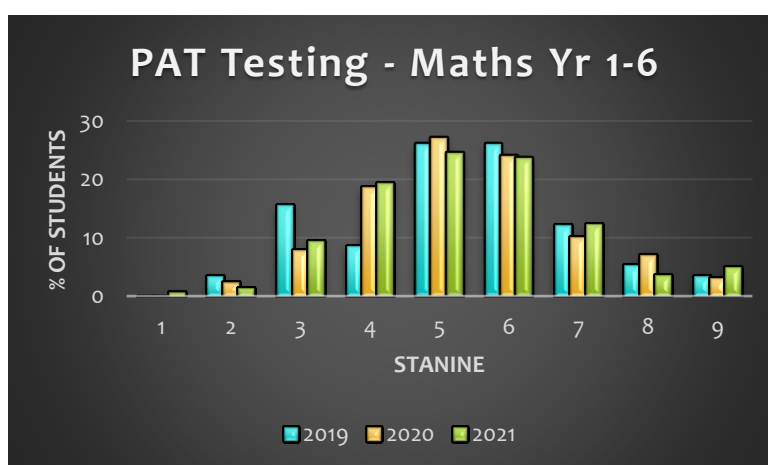
Priority Areas: Student Progress in Literacy and Numeracy

Value adding is an important factor in our school's analysis of NAPLAN data. We aim to see students make consistent progress across years.

Student Progress & Achievement Year 3-Year 5

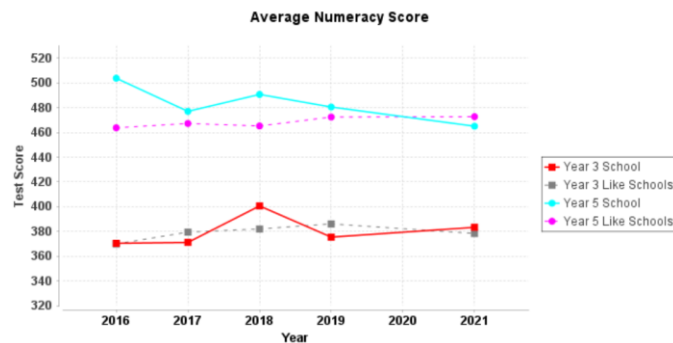


Year 3-5 Student Progress and Achievement 2019-2021 in all tested areas demonstrates Higher Progress- Lower Achievement compared to Like Schools in Spelling, Grammar & Punctuation and Numeracy. Higher Progress – Higher Achievement for Reading. Writing was in the Lower Progress – Lower Achievement quadrant. This has prompted Writing and Spelling to be a focus for 2022.



PAT Testing in 2021 indicate an increase in the top three stanines overall and a decrease in students in bottom two stanines. Most of the students are within the middle stanines (4, 5 & 6).

Like Schools NAPLAN 2021 Comparison



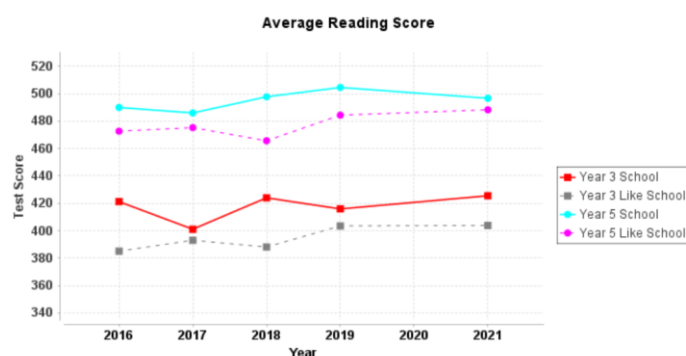
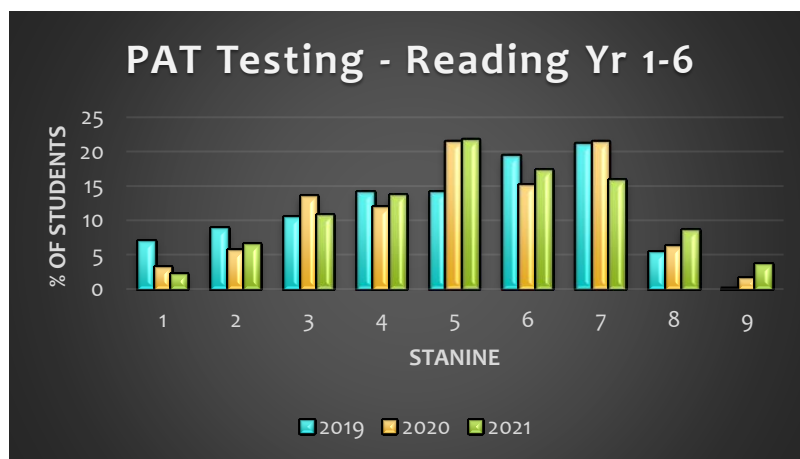
Numeracy

Comments

Results indicate a drop in overall Year 5 achievement and below like schools, however, Year 5 has made high progress. The Year 3 results indicate that students performed better than students compared to like school. The Year 3 results in 2021 overall results were better than the previous Year 3 NAPLAN in 2019. 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.
- Promote Numeracy within the school and at Assemblies.
- Human Resource support in the larger classes and intervention/extension classes K-6.
- Continue PAT Testing Year 1-6 to monitor whole school achievement.
- Senior Class continue rotational groups in Numeracy at least three days a week.
- Review and update the Numeracy Scope & Sequence documents for the school.



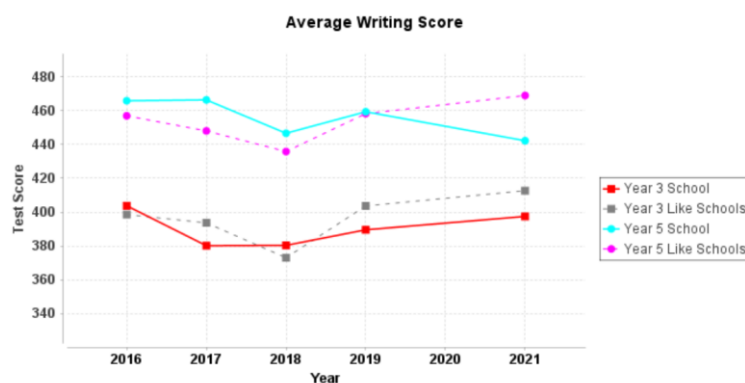
Reading

Comments

Herne Hill Primary School continues to have excellent Reading results in NAPLAN. Compared to like schools, both Year 3 & Year 5 students are achieving higher. Continue Reading strategies as part of the Whole School Literacy Blocks. Continue to promote reading throughout the school through the STAR program.

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 continue as a whole school program.
- Data analysis and continued self-assessment to monitor progress.
- Continue to provide students with opportunities for extension.
- Continued implementation of whole school intervention program focusing on Reading.



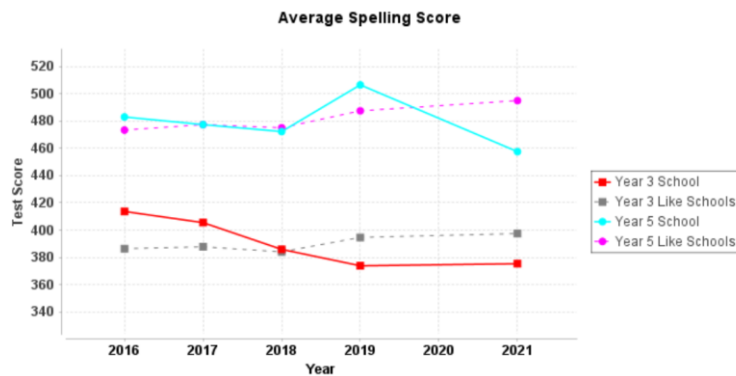
Writing

Comments

Whole School Program of Seven Steps PL has been implemented since 2020. ECE trained in Talk 4 Writing in 2021. Gap between like schools in both Year 3 and Year 5 a priority to close. Staff review indicated that vocabulary was an issue and needs to be a focus for 2022.

Recommendations

- Continue to implement Seven Steps Writing program across all years. ECE staff are trialling Talk4Writing in 2022.
- Literacy Block timetabled with specific whole school approach to Literacy Block implemented.
- All new staff to complete Seven Steps Writing training.
- Focus on text cohesion, paragraphing and ideas and teaching these explicitly, systematically and sequentially.
- Continue with First Steps writing strategies and frameworks.
- Provide opportunities for students to achieve at a higher level, writing competitions etc
- Implement Brightpath Writing across the school.
- Review the Writing Genre Plan for the school.



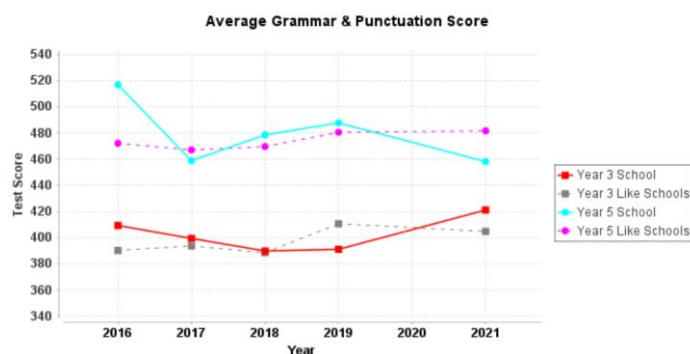
Spelling

Comments

Spelling is part of whole school Literacy Block using Words Their Way program. A large decline in Year 5 results (same cohort was below like schools in 2019) compared to like schools. There has been a steady decline in overall results over the years. Staff have decided to implement a new program for 2022 across the school.

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 using Direct Instruction Spelling Mastery across the school from Year 1-6. This is timetabled across the school.
- Continue with First Steps spelling strategies and frameworks
- Literacy Block timetabled as a priority
- Senior class rotational groups at least three times a week.
- Monitor the impact of the new Spelling Program and its implementation and impact in the school.
- Continue whole school intervention program focusing on Spelling.
- Provide resources to support the new whole school program.
- Ensure human resources deployed across the school to support the new program.



Grammar & Punctuation

Comments

Grammar and Punctuation is part of Literacy Blocks. Year 3 results indicate a performance better than like schools. Year 5 results indicate lower than like schools (this cohort was lower than like schools in Year 3 – 2019).

Recommendations

- Implementation of Seven Steps Writing strategies,
- Continued whole school Scope & Sequence for Grammar at HHPS.
- Resources to support Grammar and Punctuation in the classroom.
- Literacy Block timetabled as a priority.

On-Entry Assessment – Pre Primary

Column1	SL State	SL HHPS	Reading State	Reading HHPS	Writing State	Writing HHPS	Numeracy State	Numeracy HHPS
0 - 99	<1%	0%	0%	0%	13%	9%	<1%	0%
100 - 149	1%	0%	0%	0%	14%	4%	<1%	0%
150 - 199	1%	0%	1%	0%	16%	13%	<1%	0%
200 - 224	1%	0%	0%	0%	19%	26%	<1%	0%
225 - 249	2%	0%	<1%	0%	17%	22%	1%	0%
250 - 274	0%	0%	<1%	0%	6%	4%	1%	0%
275 - 299	3%	0%	<1%	0%	4%	9%	2%	0%
300 - 324	0%	0%	1%	0%	2%	0%	3%	0%
325 - 349	3%	0%	2%	0%	2%	4%	4%	0%
350 - 374	4%	0%	4%	0%	3%	9%	8%	0%
375 - 399	5%	4%	6%	0%	1%	0%	9%	9%
400 - 424	13%	9%	12%	17%	1%	0%	16%	9%
425 - 449	8%	9%	17%	30%	1%	0%	18%	17%
450 - 474	16%	9%	24%	35%	<1%	0%	12%	13%
475 - 499	7%	17%	16%	9%	<1%	0%	10%	9%
500 - 524	13%	22%	10%	4%	<1%	0%	7%	13%
525 - 549	6%	4%	4%	0%	<1%	0%	3%	13%
550 - 574	8%	13%	1%	0%	<1%	0%	2%	9%
575 - 599	3%	9%	1%	0%	<1%	0%	2%	9%
600 - 624	2%	4%	<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%

What percentage need monitoring and intervention in the following areas:

Speaking and Listening (below 400 progression points): **4%**

Reading (below 400 progression points): **0%**

Writing (below 150 progression points): **26%**

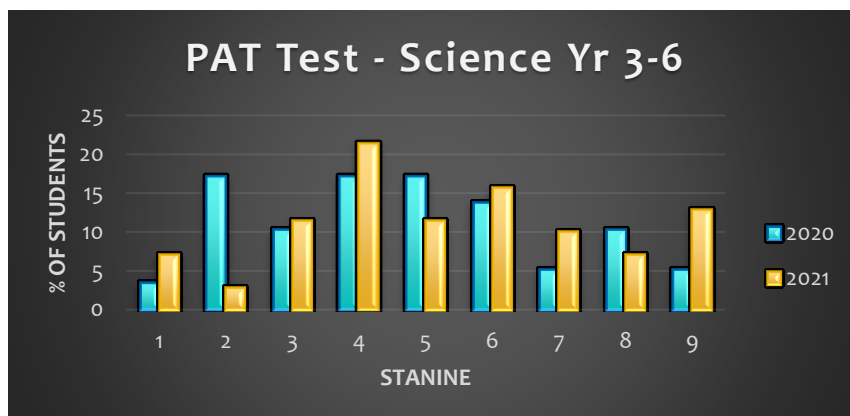
Numeracy (below 350 progression points): **0%**

- *Speaking & Listening*: The progression point scale for 2 students achieved scores below 400 and have monitored closely and intervention.
- *Reading*: The progression point scale for 0 students achieved scores below 400 have been monitored closely and intervention.
- *Writing*: The progression point scale for 6 students achieving scores below 150 have been monitored closely and intervention.
- *Numeracy*: The progression point scale for 0 students achieving scores below 350 have been monitored and intervention.

The oral language program was enhanced by the prioritisation of all staff in ECE in Diana Rigg PL and purchasing of resources to support the program. Intervention continued in Pre Primary in 2021 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



Science PAT testing was implemented from Year 3-6. This is the first year we could compare results to previous years. Results show more students in Stanine 9 and less students (overall) in the bottom two stanines. More students performed better in the top three stanines.

Comments

HHPS has a specialist Science and Digital Technology Teacher from P-6. Science is a continued priority area and human and financial resources are directed to the area. In 2021 HHPS competed for the first time in the First Lego League Robotics Challenge at Aveley Secondary College and worked with Eden Hill Primary School on Robotics challenge in Term 4.

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.
- Continue to be involved in cross-school activities and competitions for extension students.



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. Spelling is the only area that is below expected levels compared to statistically similar Australian schools.

Index of Community Socio-Educational Advantage (ICSEA)

Herne Hill Primary School ICSEA value – 993

Average ICSEA value – 1000

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	426	398	375	421	383
Year 5	497	442	458	458	465

Progress against our Business Plan Targets

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 2021	
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	Achieved 2021	

Our Academic Targets 2021 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.	Year 3&5 Reading Year 3 G&P	Year 5 G&P Year 5 Writing Year 3&5 Spelling Year 3 Spelling Year 3 Writing
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.	Year 3	Year 5
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.	Year 3&5 Reading Year 5 Numeracy Year 5 Reading Year 3 G&P	Year 3 Numeracy Year 3&5 Writing Year 3&5 Spelling Year 5 G&P
4. The Year 3-5 NAPLAN progress to be in the High Progress quadrant for all areas of NAPLAN.	Reading	Numeracy, G&P, Spelling (Higher Progress, Low Achievement) Writing (Low Progress, Low Achievement)
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.	Year 3 Numeracy 2019 37% 2021 58% Year 5 Numeracy 2019 73% 2021 81% Year 3 Reading 2019 63% 2021 71% Year 5 Reading 2019 73% 2021 81%	Year 5 Writing 2019 57% 2021 57% ** No Change **
7. Implement Languages (Indonesian) from Year 3-6 by 2021.	All year 3-6 students are learning Indonesian in 2021.	
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 2021	

Looking Forward:

In 2022, 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 2022 Target

In 2021 we were able to look at the data and measure ourselves against our achievement targets. Our targets are aspirational and we strive to achieve them constantly. We are pleased that some of our targets have been met. A new three-year School Plan will be created in 2022 with a new set of targets where we plan to improve.

School Improvement Targets for 2022

In reviewing 2022 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.
- Build the leadership capacity of students and staff.
- Create a new School Plan with our priority areas targets set.

Major Strategies in 2022

- Teachers plan in Phases of Learning (K-3) and (Year 4 to Year 6), moderate in Phase of Learning and year level teams to improve standards through data analysis, moderation and target setting. K-P to have common 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.
- 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.
- Use SEN Reporting for students with a disability and upskill staff on an ongoing basis.
- 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 any new teaching staff, relief staff and Education Assistants. ECE staff to trial Talk4Writing in 2022.
- Accelerator Reading Books to be purchased to supplement the program. Online book catalogue through MyOn. Purchase books for students at high level and interest.
- 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 and any new resources or curriculum updates.
- Whole school SAER program for intervention students using DI Spelling Mastery, AR Reading Program, Guided Reading and Fitzroy Readers.
- ADHD 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 human resourcing.
- Literacy Rotations timetabled as a priority (Including Spelling)

Recommendations for 2022

- 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.
- Continued implementation of Seven Steps Writing program.
- 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 K-6.
- Continue to use an online platform for parent communication.
- ADHD PL for staff
- Well-being PL for staff
- Mental Health First Aid for non-teaching staff.
- SEN Reporting PL for staff on an ongoing basis
- 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.
- Continue to provide out of school opportunities for school engagement in the form of Jump Jam, Choir, Skipping, Band, Lego Club, Breakfast Club and Sport Club
- Continue to meet with parents in Term 3 for Goal Setting meetings.
- Drum Corp to be offered to the students in Year 4-6
- Continue to liaise with support agencies for students at educational risk, eg SSEND, SSENDs, Therapy Focus etc...
- New spelling program to be implemented in 2022 across the 1-6 years.
- Continue with school Well Being Plan (Staff, Student, Community) with a view to trialling a social emotional program in 2022 for students.



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 2022

- 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.

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	94%	95%	93%	94%	94%	91%	93%
2020	95%	97%	97%	94%	94%	97%	95%
2021	95%	93%	96%	97%	92%	95%	95%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

Copy Options ▾

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.



During 2022 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 in 2022 is embedding the newly created Values of Respect, Resilience, Inclusion and Strive for Excellence.

School Highlights and Special Achievements

- ❖ In 2021 Herne Hill Primary School students all attended the School Safety School
- ❖ Herne Hill Primary School celebrated NAIDOC Week as a whole school with the Indigenous Students from Wesley College. Students created a sand mural and Gina Williams and Guy Goss performed for the school.
- ❖ Student Leadership Opportunities. 2021 saw the establishment of a Student Council. Each class has two student representatives who meet as a Student Council with the School Captains.
- ❖ The Year 6 groups shared their last year going to Latitude, RAC Excursion and a Graduation Excursion to Outback Splash.
- ❖ Fundraising events took place for the Cancer Council, Foodbank and a local Aboriginal group Koya.
- ❖ Robotics Extension Program established, entered into the First Lego League Robotics Competition and challenges with Eden Hill PS.
- ❖ Swimming lessons returned after COVID cancellation in 2020.
- ❖ Drum Corp Year 4-6 with Mr Cobb.
- ❖ Jump Jam teams entered the competition in Junior, Intermediate and Senior categories.
- ❖ Skipping Interschool Competition established against Wanneroo PS.
- ❖ Golden Ticket event for selected students in Term 4 to see Charlie and the Chocolate Factory the Musical.
- ❖ Creating new Faction Indigenous Noongar mascots Stirling Yonga, Argyle Karda and Brockman Waalitj.



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 2021 Here are just a few:

Charity Fundraising Events

Foodbank Support
Breast Cancer

Excursions and Incursions

Year 5/6 Golf
Year 6 Graduation
NAIDOC events with the Wesley College students and Gina Williams & Guy Goss
Food Sensations
Caversham Wildlife Park
Charlie & The Chocolate Factory Musical
Whole School "Safety House"

Community Events

Father's Day Stall
Frozen Fridays
Graduation
NAIDOC Week
Cyber Safety Parent Information Session
Mother's Day Stall

Literacy and Numeracy Events

Book Week
Book Fair

Other Curriculum Events

Three-Way Parent, Teacher & Student Goal setting meetings.
Talent Show
First Lego League Robotics
Eden Hill Robotics

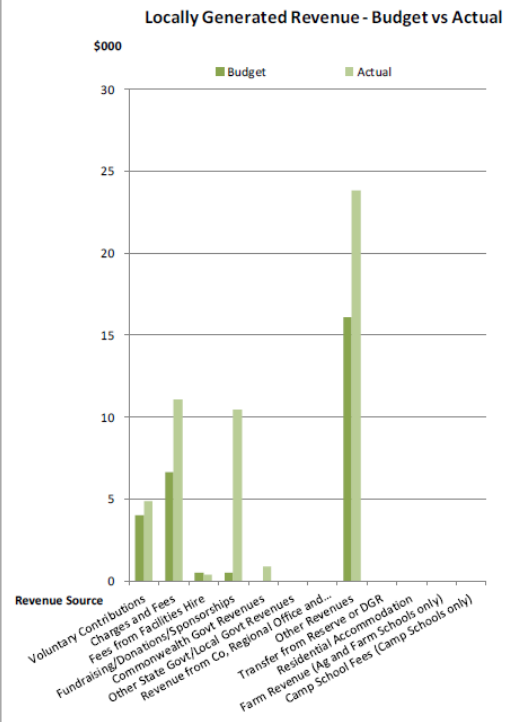
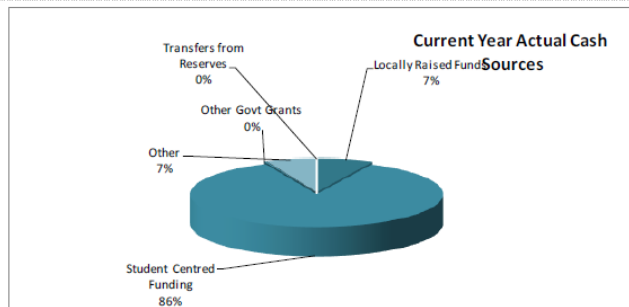
Sporting Events

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

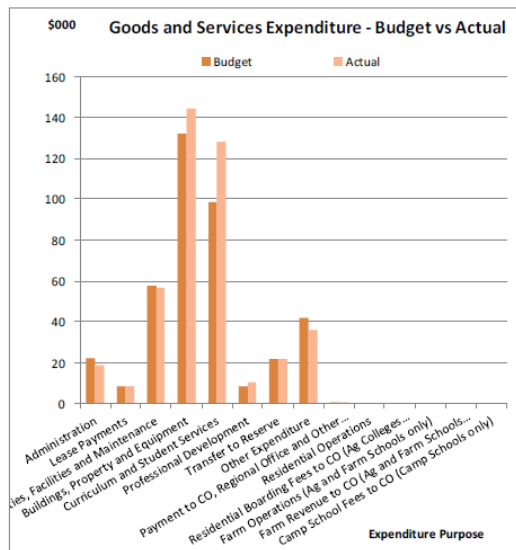
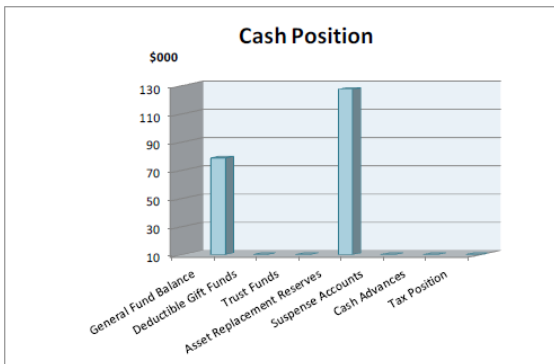
During 2021, our focus was on the development of the individual child and their learning, and this can be achieved through the continued strong partnerships between the school, parents and community.

Herne Hill Primary School
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 4,000.00	\$ 4,865.00
2 Charges and Fees	\$ 6,650.00	\$ 11,050.01
3 Fees from Facilities Hire	\$ 500.00	\$ 363.64
4 Fundraising/Donations/Sponsorships	\$ 500.00	\$ 10,445.10
5 Commonwealth Govt Revenues	\$ -	\$ 856.71
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 16,105.00	\$ 23,853.75
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 27,755.00	\$ 51,434.21
Opening Balance	\$ 127,019.00	\$ 127,019.25
Student Centred Funding	\$ 260,000.00	\$ 323,811.89
Total Cash Funds Available	\$ 414,774.00	\$ 502,265.35
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 414,774.00	\$ 502,265.35



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,400.00	\$ 18,609.55
2 Lease Payments	\$ 8,319.00	\$ 8,318.16
3 Utilities, Facilities and Maintenance	\$ 57,500.00	\$ 56,558.35
4 Buildings, Property and Equipment	\$ 132,000.00	\$ 144,182.56
5 Curriculum and Student Services	\$ 98,529.00	\$ 127,824.15
6 Professional Development	\$ 8,500.00	\$ 10,568.41
7 Transfer to Reserve	\$ 21,800.00	\$ 21,800.00
8 Other Expenditure	\$ 41,685.00	\$ 35,847.30
9 Payment to CO, Regional Office and Other Schools	\$ 500.00	\$ 165.00
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	\$ 391,233.00	\$ 423,873.48
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 391,233.00	\$ 423,873.48
Cash Budget Variance	\$ 23,541.00	\$ -



Cash Position as at:	
Bank Balance	\$ 202,689.41
Made up of:	
1 General Fund Balance	\$ 78,391.87
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 127,461.54
5 Suspense Accounts	\$ (53.00)
6 Cash Advances	\$ -
7 Tax Position	\$ (3,111.00)
Total Bank Balance	\$ 202,689.41

The majority of the school funding is directed towards salaries. Targeted resourcing in line with the School Plan 2019-2022.

