



Annual Report 2022



Herne Hill Primary School

2022 Annual Report

This Annual Report reviews and reflects on our performance in the 2022 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 2022 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 a new 2023-2025 School Plan.

In 2022, 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 English and Maths 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.

In 2022, the school celebrated turning 100! We celebrated all throughout the school year, finishing with a community event in Term 4. It was wonderful to see past students, staff and families come together to celebrate our centenary. A big thank you to the Centenary Committee, made up of parents, present and past staff, for the dedication and organisation of all the centenary events. It was also a year that we had long term staff members retire. We wish Mr Neil Cook and Mrs Gay Bastian the very best in their retirement and thank you for your contribution to Herne Hill Primary School. We also congratulate Mrs Melanie O'Leary, who was the successful Deputy Principal applicant and officially commences in 2023.

Amanda Kelley
Principal



The Centenary Committee



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 a school community toward common goals, 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 schoolwork 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 celebrated 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 of student 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, Band 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.



NAIDOC Week whole school activities with parents.

Staff

Principal	Miss Amanda Kelley	
Deputy Principal	Mrs Mel O'Leary (Semester 2)	
Manager Corporate Services	Mrs Karen McCall	
School Officer	Mrs Anne Simpson Mrs Tina Merkouris	
Teaching Staff	Miss Sian Self & Mrs Jo Tester (PE) Mrs Denise McKeon Mrs Cathy Phylactou Mrs Gay Bastian Miss Kimberley Farmer Mr Neil Cook Mrs Suzana Blazeski (STEM) Mrs Mel O'Leary Mr Justin Fletcher (Music) Mr John Hinde Mrs Shirley McDermott Mrs Kirsty Maffescioni Mrs Melissa Moffat (Support) Ms Amy Miller	
Education Assistants	Mrs Andrea Sharp Ms Naomi Bates Ms Nadine Austgen Mrs Lucy Goard Mrs Ashlee Lupton Mrs Cassie Baker	Miranda Webley Georgie Thomas Sally Hartnett
Library Officer	Ms Nadine Austgen	
Gardener	Mr Daryl Letica Mr Tyson McAuliffe	
Cleaners	Ms Del McAuliffe Mr James Sutton	

School Board

Mrs Anne Hauraki	School Board Chairperson
Miss Amanda Kelley	Principal
Mrs Janette Preedy	Parent Representative
Mrs Samara Svilicivh	Parent Representative
Ms Naomi Weir	Parent Representative
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	22	26	24	25	25	30	23	21	196

There were 196 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 (Band & Choir)
Physical Education

Science & Robotics
Drum Corp

SIM (Guitar)
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 Year 3 and 5 and ACER OARS PAT assessments in Reading and Maths. Brightpath assessment in Writing commenced in 2022.

The NAPLAN assesses some of the numeracy, reading, writing, spelling science 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 considered when looking at this data.

The percentages of students in Years 3 and 5 achieving the national English and Maths 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	393	393	17	67	17
Reading	425	431	21	71	8
Writing	415	392	4	67	29
Spelling	412	400	8	71	21
Grammar & Punctuation	424	404	4	88	8

Year 5

AREA	WA NAPLAN Avg	School Avg	Top 20%	Middle 60%	Bottom 20%
Numeracy	485	501	30	60	9
Reading	501	522	26	65	9
Writing	466	475	17	65	17
Spelling	503	513	17	70	13
Grammar & Punctuation	495	496	13	78	9

Numeracy and Reading results indicate at or above WA average for Year 3 and Year 5. Year 5 results indicate above WA NAPLAN average in all areas of NAPLAN. A notable increase in spelling achievement was also noted. Spelling has been an area of focus for Herne Hill Primary School. A reduction in the percentage of student in the bottom 20% for all areas in Year 3 and Year 5. A continued focus on early years writing and phonics in 2023.

Above WA average

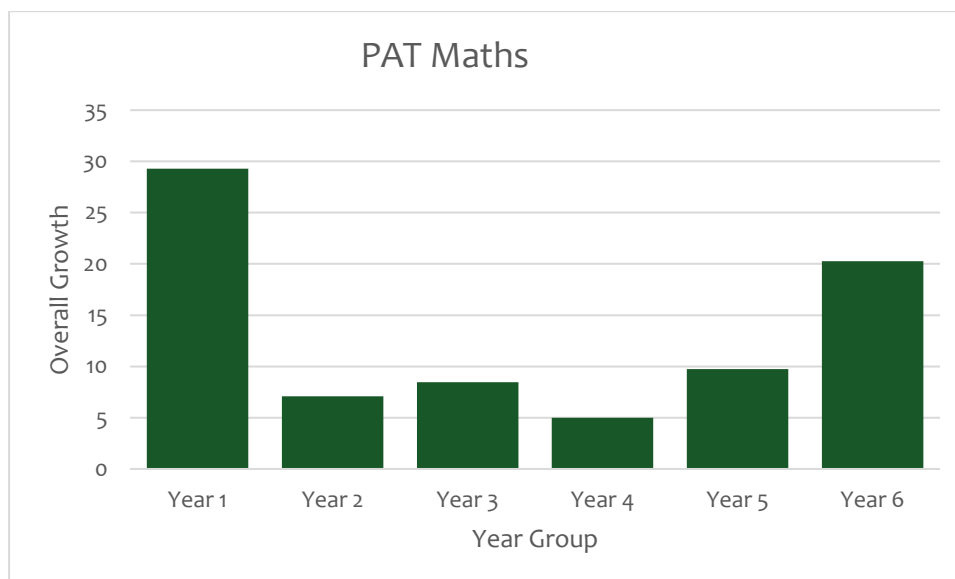
Below expected level

Priority Areas: Student Progress in English and Maths

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

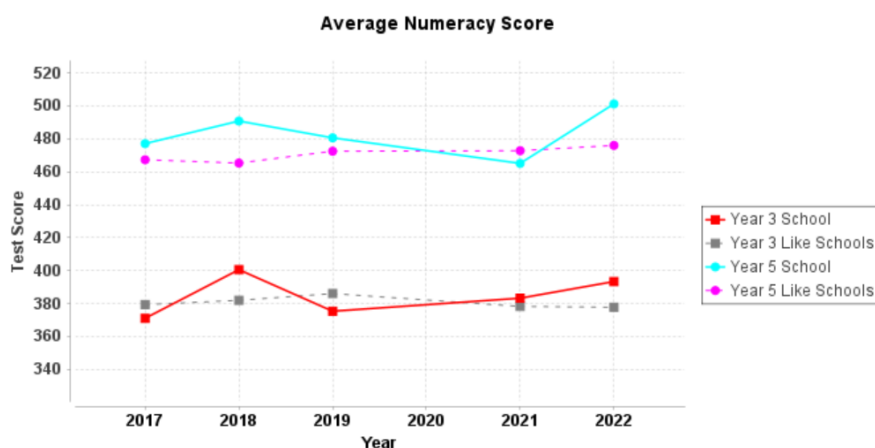
Student Progress & Achievement Year 3-Year 5

Year 3-5 Student Progress and Achievement 2020-2022 not available. Year 3 students did not participate in NAPLAN in 2020 due NAPLAN being cancelled due to Covid-19.



The above data indicates overall growth in Maths since their first PAT assessment. Expected growth between 3-10 points

Like Schools NAPLAN 2022 Comparison



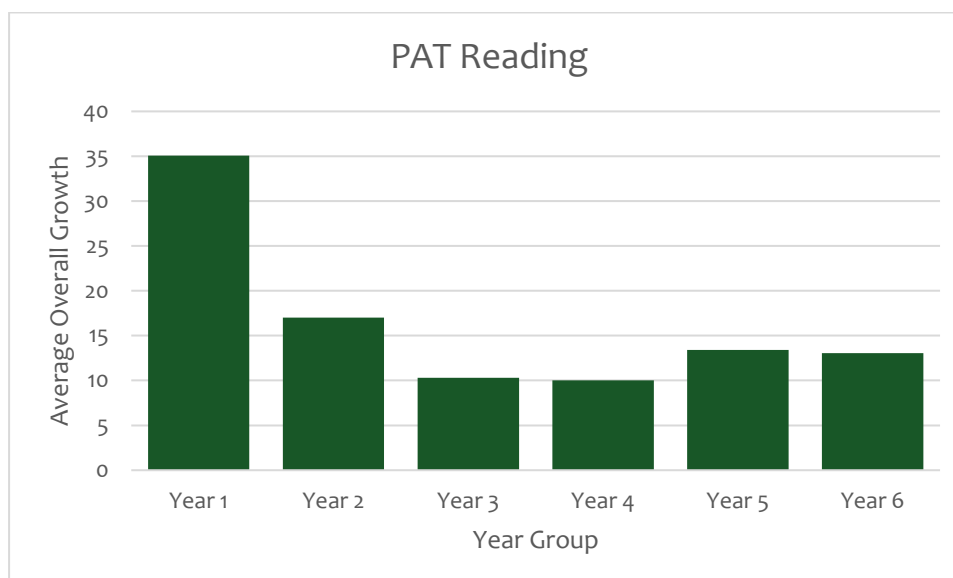
Maths

Comments

Results indicate an increase in both Year 3 and Year 5 achievement showing the cohorts being above like schools. Numeracy Blocks continue to be a priority at HHPS. HHPS continue to provide extension opportunities to the students in Numeracy across the school. Compared to like schools, both Year 3 & 5 students are achieving higher.

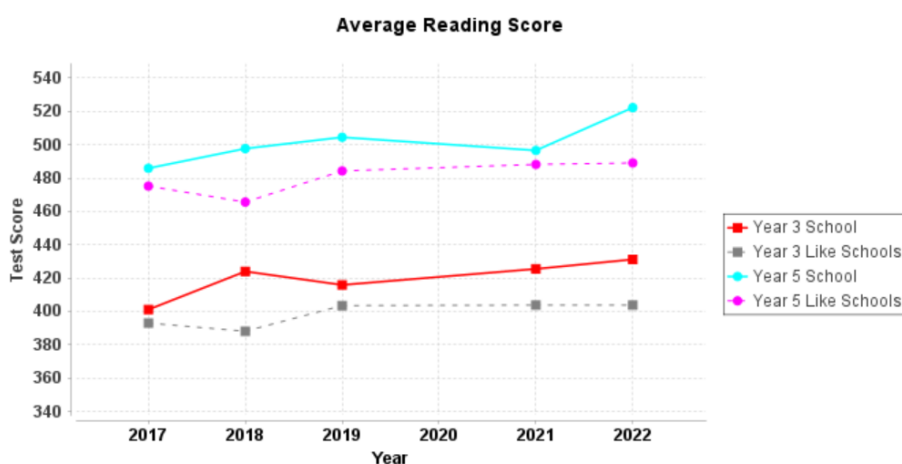
Recommendations

- 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.
- Implement alternative to Athletics program for student engagement.



The above data indicates overall growth in Reading since their first PAT assessment.

The above data indicates overall growth in Reading since their first PAT assessment. Expected growth between 3-10 points



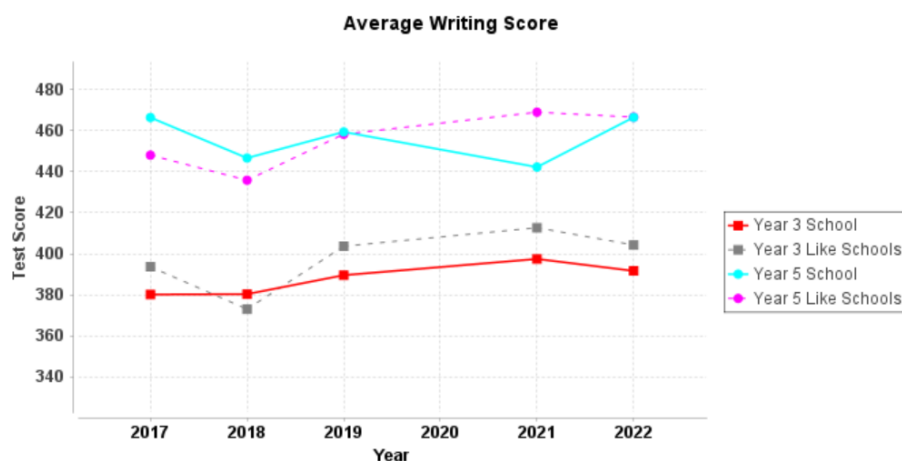
Reading

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 whole school approaches for consistency and flow.
- 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.



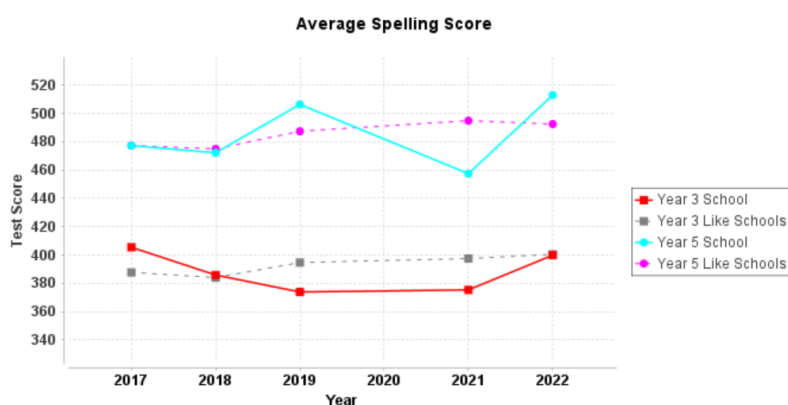
Writing

Comments

Whole School Program of Seven Steps PL has been implemented since 2020. ECE trained in Talk 4 Writing in 2021. Year 5 Writing results are slightly above like school. Year 3 Gap between like schools gap has decreased slightly. Focus on early years writing and phonics will continue in 2023. Introduction to Brightpath Writing for students in PP – Year 6. Progress of students individually tracked to inform planning.

Recommendations

- Continue to implement Seven Steps Writing program across all years. ECE staff are trialling Talk4Writing in 2023.
- Literacy Block timetabled with specific whole school approach to Literacy Block implemented.
- 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
- Continue to use Brightpath Writing across the school.
- Staff to access 7 Steps online resourcing and PL for all new staff.



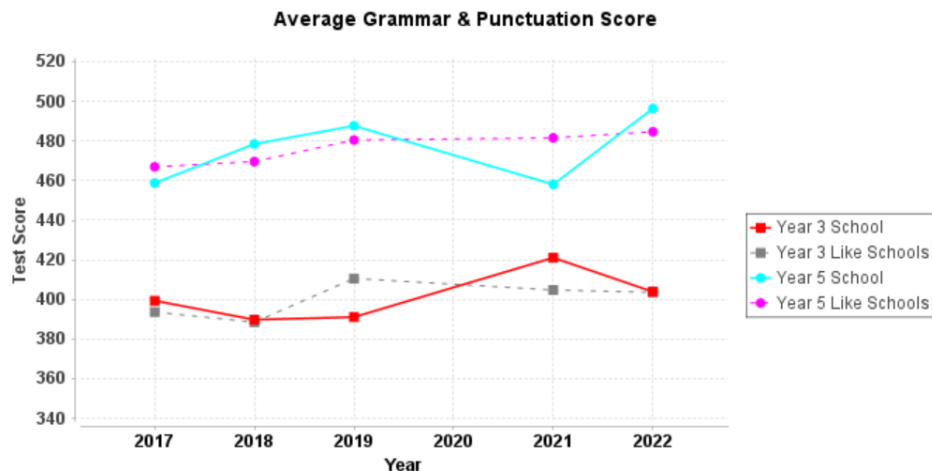
Spelling

Comments

In 2022 HHPS implemented a new whole school program – Spelling Mastery, direct instruction program. Both Year 3 and 5 students saw an increase in achievement in 2022. Spelling has been a focus for the school for a number of years, it is too early to indicate if this new program has had a positive impact. This will be monitored over the coming years.

Spelling 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. Diana Rigg Phonological Awareness program in Year 1 and for Year 2 students, if required.
- Whole school explicit teaching of Spelling using Direct Instruction Spelling Mastery across the school from Year 1-6.
- Continue with First Steps spelling strategies and frameworks
- Spelling lesson times timetabled across the school a minimum of four times per week.
- 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.
- 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 and Year 5 results indicate a performance above like schools. This is the first time since 2018 that both Year 3 & 5 have performed above like schools.

Recommendations

- Continue to implement Seven Steps Writing strategies,
- Brightpath recommendations for improvement in Grammar and Punctuation elements of writing continue to use.
- Continued whole school Scope & Sequence for Grammar at HHPS.
- Resources to support Grammar and Punctuation in the classroom.
- Literacy Block timetabled as a priority



Year 3 & 4 STEM visit to Swan View High School.

On-Entry Assessment – Pre-Primary

	2020		2021		2022	
	School	State	School	State	School	State
Speaking & Listening (percentage of students below 400 progression points)	19%	23%	4%	21%	25%	23%
Reading (percentage of students below 400 progression points)	9%	15%	0%	17%	4%	16%
Writing (percentage of students below 150 progression points)	28%	23%	13%	26%	11%	37%
Numeracy (percentage of students below 350 progression points)	14%	15%	0%	15%	0%	15%

What percentage need monitoring and intervention in the following areas:

Speaking and Listening (below 400 progression points): 25%

Reading (below 400 progression points): 4%

Writing (below 150 progression points): 11%

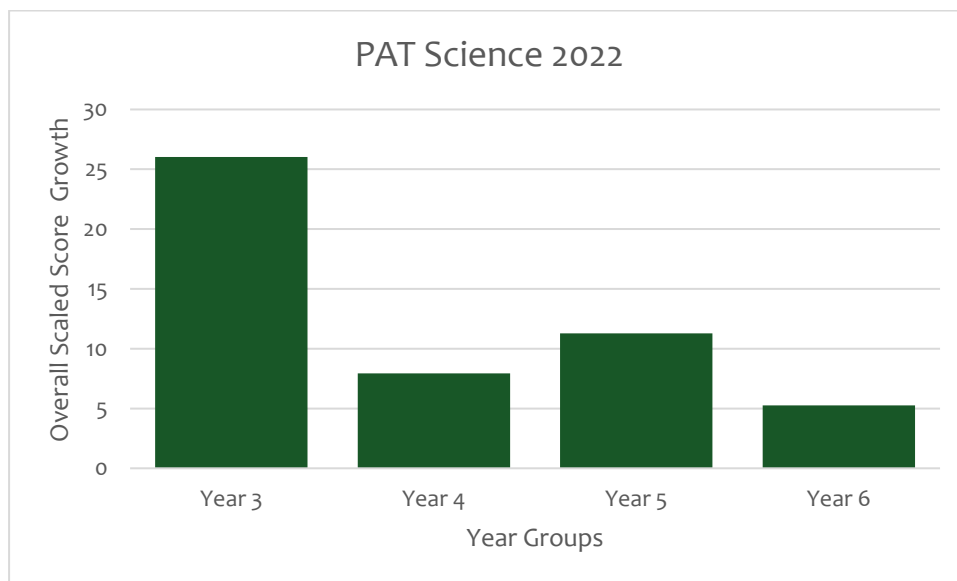
Numeracy (below 350 progression points): 0%

- *Speaking & Listening*: The progression point scale for 6 students achieved scores below 400 and have monitored closely and received intervention.
- *Reading*: The progression point scale for 2 students achieved scores below 400 have been monitored closely and intervention.
- *Writing*: The progression point scale for 3 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 engaging in Diana Rigg PL and purchasing of resources to support the program. Intervention continued in Pre-Primary in 2022 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, embedding whole school approaches.



Student Council donation to Perth Homeless Shelter and whole school excursion to Kings Park in Term 2.



PAT Testing – Science

Science PAT testing was implemented from Year 3-6. This graph shows the average overall growth of each year group since Year 3 assessment. Expected growth between 3-10 points.

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 2022 HHPS competed for the second time in the First Lego League Robotics Challenge at Aveley Secondary College. The team was awarded the Core Values Award.

Recommendations

- Continue to have a STEM specialist area to include Science, Technology and Maths
- Complete PAT Testing twice a year 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.



HHPS First LEGO League trophy

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	431	392	400	404	393
Year 5	522	466	513	496	501

Progress against our Business Plan Targets

Our Academic Targets 2022 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&5 Spelling Year 3&5 G&P Year 5 Writing Year 3&5 Numeracy	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 & 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 3&5 Numeracy Year 5 Spelling	Year 3&5 G&P Year 3 Spelling Year 3 Writing
4. The Year 3-5 NAPLAN progress to be in the High Progress quadrant for all areas of NAPLAN.	NA	NA
5. Monitor On-Entry assessment in a Phase of Learning to identify strengths and areas of need	Monitored and shared as a staff in 2022.	
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% 2022 NA Year 3 Reading 2019 63% 2021 71% 2022 74% Year 5 Reading 2019 73% 2021 81% 2022 NA	Year 3 Numeracy 2022 47% Year 5 Writing 2019 57% 2021 57% 2022 NA
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.	2021 2022	
Our Non-Academic Targets	Achieved	Working Towards
• Continue to maintain students attending school regularly (above 90% of the time) for both non-Indigenous and Indigenous students.	Attendance Plan continued in 2022	
• Provide a safe and caring, inclusive learning environment for the whole school Community.	Achieved	
• Self-reflect and implement Aboriginal Cultural Standards Framework and report progress to community	Achieved	



Indonesian incursion

Looking Forward:

In 2023, 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 2023 Target

In 2022 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 2023-2025 was completed at the end of 2022.

School Improvement Targets for 2023

In reviewing 2022 the school focused on both achievement and progress.

Our key strategies include;

- Explicit focus on English and Maths 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 leadership capacity of students and staff.
- Implement new School Plan with our priority areas targets set.

Major Strategies in 2023

- Teachers plan in Phases of Learning (K/P, Year 1 and 2, Year 3 to 6) moderate in Phase of Learning and year level teams to improve standards through data analysis, moderation, and target setting. All phases to have common DOTT time together. Tandem teachers to try and have common DOTT if work on same day.
- Full implementation of whole school Literacy blocks with a focus on the five key components of English; phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Continue to implement whole school Numeracy blocks using rotations with a focus on the Mental Maths strategies.
- Timetable to reflect priorities, eg Spelling, Numeracy and Literacy Blocks
- Provide the English Learning Area Co-ordinator with extra time to organise whole school program.
- Deputy Principal to 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.
- 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
- Assessment Schedule implemented annually.
- Promote and provide feedback of the learning taking place at HHPs.
- Senior Maths rotations with human resourcing.
- English Rotations timetabled as a priority (Including Spelling)
- Mentor new staff
- RAP implemented
- Brightpath training for new staff ongoing.

Recommendations for 2023

- Whole school approach to English 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 staff
- SEN Reporting PL for staff on an ongoing basis
- Herne Hill Primary School continue to be a Crunch and Sip School.
- Year 6 Camp
- 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, Drum Corp, Lego Club, Breakfast Club, Running Club, Netball
- Meet with parents earlier in the year to discuss progress.

- Drum Corp to be offered to the students in Year 4-6
- Continue to liaise with support agencies for students at educational risk, eg SEND, SENDS, Therapy Focus etc...
- Continue program in Spelling in 2023, monitor implementation and results.
- Continue with school Well Being Plan (Staff, Student, Community) with a view to trialling a social emotional program in 2022 for students.



Running Club badges

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 2023

- 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
- Continue to use SMS Outreach system for attendance in 2023.
- 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

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	95.5%	92.3%	93.2%	94.9%	85.0%	77.6%	95.4%	91.8%	91.9%
2021	94.6%	91.8%	92.4%	93.9%	83.6%	76.8%	94.5%	91.2%	91.0%
2022	90.2%	87.7%	88.3%	88.8%	74.5%	69.5%	90.2%	86.7%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	89.3%	5.7%	4.4%	0.6%
2021	87.6%	10.7%	1.7%	0.0%
2022	55.2%	38.5%	6.3%	0.0%
Like Schools 2022	48.9%	33.3%	13.5%	4.4%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

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.



LEGO Club
& Year 3
Masks
made in Art

During 2023 our school will endeavour to develop the leadership skills of students with a focus on increasing responsibilities for Faction Captains and Student Councillors. A focus for Herne Hill Primary School in 2022 is embedding the school values of Respect, Resilience, Inclusion and Strive for Excellence.

School Highlights and Special Achievements

- In 2022 Herne Hill Primary School students all attended the Perth Museum (Wadjuk Boora) as part of NAIDOC Week celebrations.
- Student Leadership Opportunities. 2022 was the second year of Student Council. Each class has two student representatives who meet as a Student Council with the School Captains. This year the student council fundraised for charities including Save the Koalas, Cancer Council and Perth Homeless Shelter.
- The Year 6 groups shared their last year going to Busselton for a 4 day camp.
- Interschool Netball Competition champions
- Robotics Extension Program continued and entered the First Lego League Robotics Competition
- Drum Corp Year 4-6 with Mr Cobb. The Drum Corp performed at the 100th Year celebrations with the Silver Ferns band and performed at the Nautical day in Fremantle.
- Jump Jam teams continued in 2022. Due to COVID restrictions there were no competitions.
- Implementation of Faction Indigenous Noongar mascots Stirling Yonga, Argyle Karda and Brockman Waalitj.
- Establish a Reconciliation Action Plan team (RAP) consisting of Principal, Deputy Principal, staff and Aboriginal Parents at the school. Met to reflect, planned, and created a HHPS RAP Plan.
- Student 100th Birthday party in Term 1
- Edu-Dance Performance in Term 3
- All staff and students received a 100th year celebration badge to commemorate the milestone.
- Opened up a time capsule from 1987 and 1993. Students buried a new capsule to be opened at the school 125th anniversary in 2047.
- Community 100th Year celebration where past and current staff, students and parents were invited to a celebration in Term 4.
- Students entered a LEGO display at Bricktober at Curtin University
- Development of new 2023-2025 Business Plan



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 2022 Here are just a few:

Charity Fundraising Events

- Cancer Council
- Perth Homeless Shelter
- Save the Koalas

Excursions and Incursions

- Year 6 Graduation
- NAIDOC including whole school WA Museum excursion
- Food Sensations
- PP "Safety House"
- End of Year Excursion to
- "Shakey" 100th Year Mural
- Safe Surf Online Year 5/6
- Drum Corp Maritime Day
- Year 5/6 Ice Skating
- Brownes Incursion

Community Events

- Father's Day Stall
- Frozen Fridays
- Graduation
- NAIDOC Week
- Safe Surf Online Parent information Session
- Mother's Day Stall
- 100th Year Community Celebration
- P&C Quiz Night
- Wheelie Wednesdays

English and Maths Events

- Book Week
- Book Fair
- Leigh Hobbs Author Incursion

Other Curriculum Events

- Three-Way Parent, Teacher & Student Goal setting meetings.
- First Lego League Robotics
- Swan Christian STEM Competition
- ANZAC Service
- Edu-Dance

Sporting Events

- Interschool Netball
- Cross Country
- Faction Carnival
- Interschool Carnival – Winners!
- Cross Country
- Jump Jam

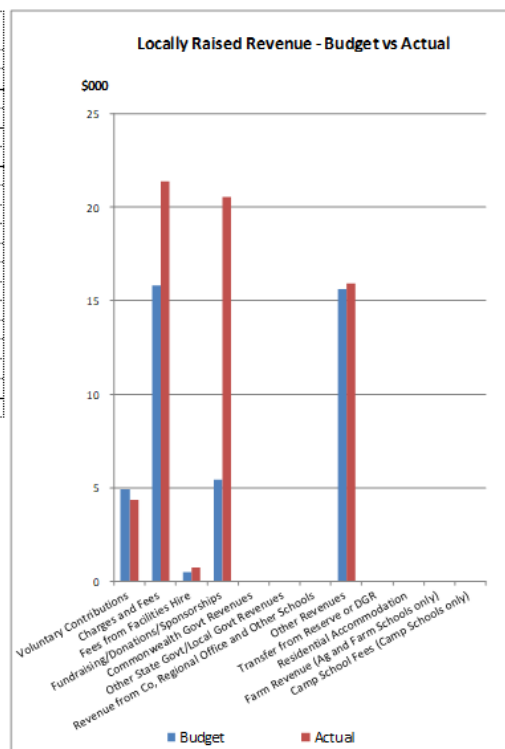
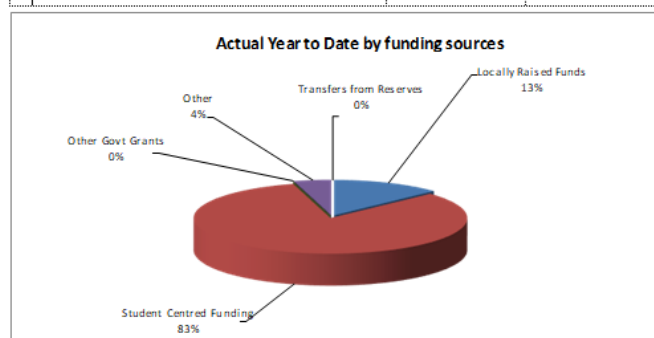


HHPS Drum Corp demonstration at the Maritime Day in Fremantle

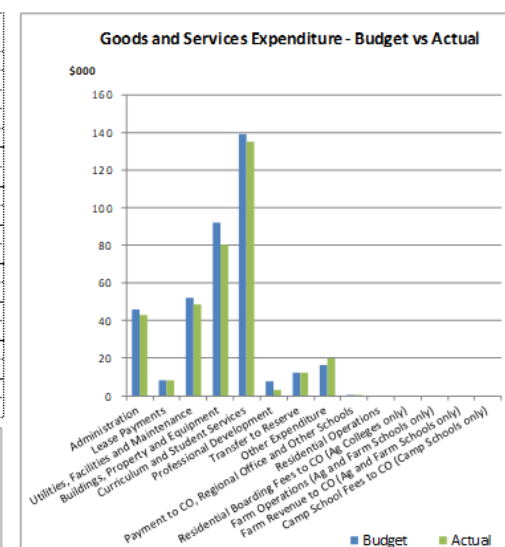
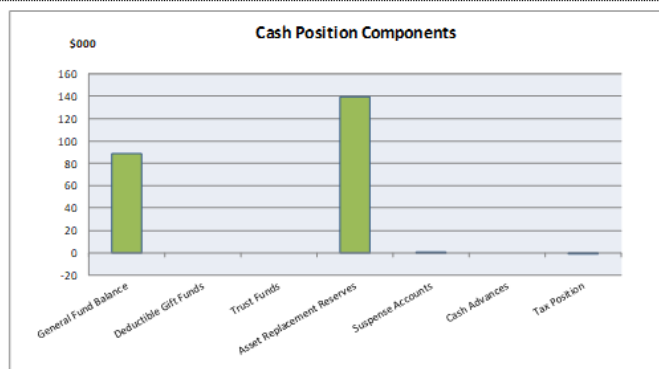
During 2022, our focus was on the development of the individual child and their learning, and this can be achieved through the continued strong partnerships between the school, parents and community.

Herne Hill Primary School Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,900.00	\$ 4,340.00
2	Charges and Fees	\$ 15,827.25	\$ 21,379.44
3	Fees from Facilities Hire	\$ 500.00	\$ 731.81
4	Fundraising/Donations/Sponsorships	\$ 5,400.00	\$ 20,560.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 15,605.00	\$ 15,925.27
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	\$ 42,232.25	\$ 62,936.67
	Opening Balance	\$ 78,391.87	\$ 78,391.87
	Student Centred Funding	\$ 268,419.99	\$ 288,276.99
	Total Cash Funds Available	\$ 389,044.11	\$ 439,605.53
	Total Salary Allocation	\$ 2,279,248.00	\$ 2,279,248.00
	Total Funds Available	\$ 2,668,292.11	\$ 2,718,853.53



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 46,300.00	\$ 42,868.40
2	Lease Payments	\$ 8,319.00	\$ 8,318.16
3	Utilities, Facilities and Maintenance	\$ 52,100.00	\$ 48,721.27
4	Buildings, Property and Equipment	\$ 92,000.00	\$ 80,436.51
5	Curriculum and Student Services	\$ 138,947.24	\$ 135,133.69
6	Professional Development	\$ 7,500.00	\$ 3,271.00
7	Transfer to Reserve	\$ 12,192.00	\$ 12,192.00
8	Other Expenditure	\$ 16,185.00	\$ 19,933.74
9	Payment to CO, Regional Office and Other Schools	\$ 500.00	\$ 19.09
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	\$ 374,043.24	\$ 350,893.86
	Total Forecast Salary Expenditure	\$ 2,103,330.00	\$ 2,103,330.00
	Total Expenditure	\$ 2,477,373.24	\$ 2,454,223.86
	Cash Budget Variance	\$ 15,000.87	



Cash Position Components	
Bank Balance	\$ 228,267.20
Made up of:	
1 General Fund Balance	\$ 88,711.67
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 139,653.54
5 Suspense Accounts	\$ 249.99
6 Cash Advances	\$ -
7 Tax Position	\$ (348.00)
Total Bank Balance	\$ 228,267.20

The majority of the school funding is directed towards salaries. Targeted resourcing in line with the School Plan 2019-2022. Large projects this year were Playground Equipment, Reverse Cycle Air Conditioning and 100th Year Murals.

100th Year Celebrations





2023 Highlights



