



ANNUAL REPORT 2020



Mount Helena Primary School

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A NOTE FROM THE PRINCIPAL

As I reflect over the 2020 school year, it was clearly one like no other. COVID-19 saw many challenges and yet within the challenges there were some unexpected highlights.

As parents were unable to enter the school grounds for an extended period of time, due to the COVID-19 restrictions, staff met families at the carpark to facilitate the 'adult-to-adult handover' of our youngest students in Kindy and Pre-primary. Support was also offered for the children in the junior primary. The Principal, Deputy Principal and our wonderful Allied Professional staff all worked together through this process. Everyone was welcomed and there was a lot of positive engagement at the carpark morning and afternoon. As a result, many parents commented on their child's confidence growing every day and teachers noticed independence growing in their classrooms. This was an unexpected highlight in a difficult time.

We were delighted to have parents back on site in Term 3 of 2020. Once again with parents and visitors on site, including the Hon Ken Wyatt, AM, MP, to view our new playground, we were repeatedly told that there is a warm and inviting feeling when you enter our school grounds. The welcoming nature of our school, from reception to the classroom and playground is always appreciated. There is a great sense of pride in our school and it is this sense of belonging that sees our students support new children as they make their transition. The same can be said for our community in welcoming new parents. This 'feeling' is at the core of staff interactions and the way in which they model respectful interactions to our students. There is a clear sense of 'community' at Mount Helena Primary School.

The students learning journey throughout 2020 was been guided by many wonderful people, both at school and at home. Building the student's academic knowledge and understandings; guiding them to have enquiring minds, and nurturing them through the challenges of friendships, has enhanced their development to this stage. The partnership between home and school is a critical component to ensure the personal growth of each child, and this relationship was even more vital when we moved to online learning during the COVID-19 restrictions.

We are focused on ensuring students are working to the best of their ability in all aspects of school and therefore ask parents to continue to reflect on the 'Attitude, Behaviour and Effort' section of their child's report and work with the classroom teacher if there is an area of concern.

Please enjoy reviewing this report as a summary and reflection of the 2020 school year.

Mrs Leanne Alderman, Principal

OUR CONTEXT

Our School

Located in the eastern reaches of the Darling Range, within the North Metropolitan Education Region, Mount Helena Primary School is approximately 40 kilometres from the Perth central business district.

The school ethos reflects the values and priorities of the local community, which in turn identifies strongly with their 'local' school. The school educates students from Kindergarten to Year 6. Kindy is offered in a combined Kindy/Pre-primary class on the school site and in a straight Kindy class at the 'linked' Community Kindergarten, which is located in Chidlow Street.

Mount Helena Primary School is on a large site situated across three levels. It is surrounded by a nature reserve and has an abundance of native and flowering gardens that make Mount Helena Primary School an inviting and welcoming setting. Quendas, also known as Southern Brown Bandicoots, can often be seen at the front of the school.



Our Community

An active School Council and Parent and Citizens (P&C) Association support the school. We also have a long standing association with the Rotary Club of Mundaring, who support with student reading, one day a week.

The School Council composition includes parents, staff and a community member. The School Council: sets the Contributions, Fees and Charges: Reviews school performance data and financial planning; and sets the Dress Code for students. The P&C Association provided essential funding to meet the school's academic and community objectives including: ribbons and trophies for carnivals; donation towards the Year 6 Leadership camp, new sandpit toys for our Junior Primary students and end of year book awards.



Purpose and Values

Mount Helena Primary School's purpose is to prepare students for the future and provide them with opportunities to develop skills and knowledge to equip them for the success both in and out of school. We are committed to providing a supportive environment in which students can develop to their full potential; the academic, social, physical and creative skills to make a positive contribution in their wider community.

We are guided by four core values:

Learning: A positive approach based on the belief that all students have the capacity to learn and deserve opportunities to experience success.

Excellence: High expectations of students and staff which challenge all members of the school community to achieve their very best.

Equity: Recognition of the differing needs and rights of individuals, through the promotion of an environment which is inclusive, safe and diverse.

Care: Relationships are based on trust, mutual respect and the acceptance of responsibility.

Our Beliefs

We have embedded the Franklin Covey 'Leader in Me' transformational leadership program across all year levels in the school. We believe in the process of helping students develop their skill set to become a highly effective person through learning to self-manage and be proactive in their daily choices. These skills are transferring into their life-long learning. The '7 Habits of Highly Effective People' underpinning our academic and non-academic programs are:



Habit 1: Be Proactive - be responsible, take initiative and choose your actions.

Habit 2: Begin with the end in mind - plan ahead and set goals.

Habit 3: Put first things first - spend time on things that are most important

Habit 4: Think win-win - balance courage for what I want with consideration for what others want, look for options that work for both sides.

Habit 5: Seek first to understand, then be understood - seeing things from other people's viewpoint, listen to other people's ideas.

Habit 6: Synergise - by teaming with others we can create better solutions than any one of us alone.

Habit 7: Sharpen the Saw - taking care of my body by eating right, exercising and getting sleep.

Our Students

At the February 2020 census we had 167 students, with a balance of 78 female and 89 male students across the school. We had 14 kindergarten students enroll at Mount Helena Primary School.

The majority of our Year 6 graduates go to Eastern Hills SHS for their secondary schooling. Other destination schools include: Governor Stirling SHS in Woodbridge, Darling Range Sports College in Forrestfield and St Brigid's College in Lesmurdie.

Our 2020 Team

Principal Leanne Alderman

Deputy Principal Megan Howe

Teaching Staff

Classroom Teachers

- Anne Cenin (Room 16 - Kindy/Pre-primary)
- Julie Stewart (Room 9 - Year 1)
- Dianna Weckert (Room 9 - Year 1)
- Ann Kollios (Room 14 - Year 2)
- Sharnae Hepworth (Room 14 - Year 2)
- Katri Jackson (Room 17 - Year 3)
- Scott Bielby (Room 18 - Year 4)
- Kelly Spencer (Room 18 - Fridays - Semester 2)

Kerry Gow (Room 2 - Year 5/6)
 Louise Burke (Room 4 - Year 5/6)
 Allysen Noble (Room 4 - Year 5/6)

Specialist Teachers Kyoko Morita (LOTE - Japanese)
 Stewart Melrose (Music)
 Wally Groom (Physical Education - Term 1 & 4)
 Kelly Spencer (Physical Education - Terms 2 & 3)
 Kelly Spencer (Visual Arts - Feb - Dec)

Teachers on leave Ms Nerida Watson
 Ms Elizabeth Gilead
 Mr Wally Groom (Terms 2&3)

Community Kindy Teacher Sally-Ann Dowinton
 Community Kindy AP. Kate Bourgault

Support Staff

Manager of Corp. Services Nikki McDonald
 Corp. Services Officer Sharon Milton (Terms 1-3) Ana Mocanu (Term 4)

Allied Professionals (AP) Jenni Sprigg (Room 16) Karen Goddard (Room 17 & Room 18)
 Rikki Cox (Room 16) Amy Harris (Room 16 & Room 4)
 Olive Parker (Room 9)

Library Officer Noelene Wigmore
 Gardener Bill Goddard
 Cleaner in Charge Kerrie Wroth
 Cleaner Lorelle Parnell

NON-ACADEMIC

Attendance

During 2020 student attendance was significantly impacted by COVID-19. As it is not comparable to previous years, it will not be reported upon. Reflection of our 2019 results shows that Mount Helena Primary School continued the trend of equal or higher overall attendance rates than the averaged like school and WA Public School attendance rates. Our strengthened attendance management processes resulted in good attendance data evident from 2017 to 2019. Reduced overall regular attendance was evident in 2019, however this was comparable with like schools.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	92.9%	93.7%	93.8%	89.6%	87%	81.2%	92.8%	93.4%	92.7%
2018	93.2%	93%	93.7%	96.1%	84.7%	80.8%	93.3%	92.3%	92.6%
2019	91.8%	92.2%	92.7%	94.2%	87.8%	79.5%	91.9%	91.9%	91.6%

The school's processes have led to an ongoing improvement in reducing 'unauthorised' absences over the past 6 years. In 2019, the school had 91% of absences explained with only 9% unexplained. This is after regular follow up by teachers and letters home in accordance with our Attendance Policy. This process will continue to be a focus in 2021 to ensure that overall student attendance rates remain at 90% or above. Students who attend school regularly feel more connected to their community, develop important social skills and friendships and are more likely to have high achievement grades; setting them up for a strong future. We actively engage Kindy parents about the importance of regular attendance during non-compulsory schooling, to establish positive attendance patterns for the future. This is promoted during the Kindy Orientation Meetings in Term 4 prior to commencement, as well as reiterated through parent-teacher interactions.

Positive Attendance

In order to continue improving student attendance, the following actions will be taken in 2021 to maintain good student attendance rates:

- Maintain current attendance monitoring processes, as identified in the Mount Helena PS Attendance Plan and review again during Term 4 2021.
- Administration team to continue to promote the importance of regular attendance at parent meetings, through newsletters and via the website during 2021.

Positive Behaviour Management

After aggregating the 'Personal and Social Learning' and the 'Attitude, Behaviour and Effort' (ABE) section of student reports from Years 1-3 (2020), it is evident that a high proportion of students are 'consistently' demonstrating the expected standard in these areas, with others mostly in the 'often' category. This is a developmental process and teachers will work with parents/carers if there are any areas of concern to determine if an intervention plan is implemented.

The areas reviewed for Years 1-3 are:

Personal and Social Learning

- Displays independence
- Makes positive choices with confidence
- Reflects on and talks about own learning
- Displays perseverance
- Expresses emotions appropriately
- Respects the ideas, feelings and needs of others
- Resolves conflicts in a positive manner
- Interacts with peers and adults in acceptable ways
- Collaborates in group activities

Attitude, Behaviour and Effort

- Is enthusiastic about learning
- Participates responsibly
- Sets goals and works towards them

Aggregation of the 'Attitude, Behaviour and Effort' (ABE) section of student reports from Years 4-6 (2020), demonstrates that the majority of students are attaining a judgement of 'consistently' or 'often'. Where students are experiencing difficulty in these areas, teachers will work with parents/carers to determine if an individual behaviour management plan is implemented.

The Attitude, Behaviour and Effort areas reviewed for Years 4-6 are:

- Works to the best of his/her ability
- Shows self-respect and care
- Shows courtesy and respect for the rights of others

- Participates responsibly in social and civic activities
- Cooperates productively and builds positive relationships with others
- Is enthusiastic about learning
- Sets goals and works towards them with perseverance
- Shows confidence in making positive choices and decisions

Positive Behaviour Management – Policy review

We reviewed our Positive Behaviour Management policy, once again in Term 4 2020. No changes were made. We have maintained all processes and continued with our five-week behaviour cycle, including additional incentives for students who maintained their 'good standing'. At the end of the cycle, these students will be invited to a 20-minute BONUS recess. Teaching and Support Staff are in the playground during this time and often join into games with the students. The BONUS recess reward is an exciting highlight for the students and there is always an 'air of excitement' across the school on these days. BONUS recess is scheduled for the end of Weeks 5 & 10 each term. A copy of the reviewed policy is available to parents via the school website; mounthelenaps.wa.edu.au

Students who require individualized support have adjustments to their behaviour program in consultation with parents/carers, through a case management approach. We have a strong commitment to utilising positive behaviour management strategies within our school community.

Student leadership

Peer and staff members elect our student leadership group following a verbal presentation by candidates to all voters (Years 3-6). The Australian Electoral Commission (AEC) officiates our voting process, using the preferential [voting](#) system. We have two distinct student leadership roles within the school: Student Councilors and Faction Captains.

The role of the Student Councillors was somewhat modified during 2020, however their key focus was to continue to represent the 'student voice' when meeting with the Administrative Team of the school each term. As we moved to Phase 4, our Student Councillors welcomed the Hon Ken Wyatt during a special visit to view our new playground, built with the grant achieved through his office. They also presented honour certificates at assemblies, set up special events and assisted both Teachers and Administration staff as required. The Student Councillors demonstrated citizenship qualities and supported the younger students as well as their peer group.

Faction Captains worked mainly in the area of Physical Education (PE) by distributing sporting equipment, assisting in the coordination of practice sessions and setting up for all sporting carnivals and activities. They demonstrated pastoral care by encouraging and supporting the students within their respective factions. They were also a valuable support to teachers in ensuring their faction participants were ready for events during carnivals. They were a great support for Mr Groom and Ms Spencer in facilitating the Physical Education program. We were very impressed with their sportsmanship and commitment to their leadership position.

In addition to the formal student leadership positions, students were nominated by teachers to undertake specific leadership tasks including 'Audio Managers' (assembly set-up) and 'Flag Managers' (daily management of the school flag) and canteen order coordinators.

Academic

Whilst 2020 began as normal school program, there were significant changes with the impact of COVID-19 coming into effect on 23 March. Families were asked to keep their children home in the later stages of the term and schools were given the last week as additional school planning days, to prepare the delivery of curriculum in an online learning model.

Our school identified key leaders in to facilitate an online learning model, upskilled all staff to use Connect as a way to provide the at home learning program and as a communication tool with students and families. Mrs Weckert, Mrs Noble and Mr Bielby conducted this role and successfully delivered online learning to our community.

Teachers worked collaboratively to determine clear and concise term overviews for each learning area that reflected the concepts to be taught as if we were face-to-face. They then sourced online support materials to facilitate the learning for parents/carers to undertake with their children.

Teachers embedded videos into their power point weekly overviews, clearly articulating the 'We Are Learning to.....' (WALT) and 'What I'm looking for...' (WILF) strategies, to ensure clear communication with students and families. There was also an opportunity for students and parents/carers to communicate through 'connect' to ensure clarification around learning could take place at point of need. Teachers and families utilised the Class Dojo app to stay connected as a class and even shared work samples and experiences through their class story.

Literacy

In 2020 we continued to implement whole school programs such as Letters and Sounds, Soundwaves, 7 Steps to Writing Success and First Steps reading comprehension strategies. To aid the implementation of Letters and Sounds, additional resourcing was purchased including whole phase sets for Phase 1-6 to be utilised in the classrooms.

Letters and Sounds is a synthetic phonics program that aims to build children's speaking and listening skills as well as prepare children for learning to read by developing their phonic knowledge and skills. The 6 phases area outlined below:

Phase	Phonic Knowledge and Skill
<i>Phase One</i> (Kindergarten)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (End of Kindergarten, beginning of Pre Primary) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Pre Primary) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Pre Primary) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



Letters & Sounds Phase 1 Letters & Sounds Phase 2 Letters & Sounds Phase 3 Letters & Sounds Phase 4 Letters & Sounds Phase 5 Letters & Sounds Phase 6

Due to the need to move to online learning in Term 2, additional subscriptions were purchased for Phonics Play and Soundwaves Online to assist teachers to deliver an interactive and engaging learning program to support the teaching of phonics.

As Guided Reading was a focus for 2020, the additional support of reading support was added through the Level 3 Classroom Teacher funding that the school received. This role was undertaken by Mrs Howe who worked with students and teachers in Year 5 and 6. The aim of

this support model was to refine the guided reading practices, implement a literacy block structure and support student comprehension strategies through the First Steps resources.

Again in 2020 we repeated the On Entry assessment for all Pre Primary, Year 1 and Year 2 students to continue obtaining longitudinal data to identify student projections. The data for Speaking and Listening highlighted the need to further expand the oral language practices at Mount Helena Primary School. In response to this data analysis, the school applied for a grant through Australian Schools Plus for \$30 000 to fund a speech program within the school setting. We were successful in obtaining this grant and have secured a partnership with Curtin University to provide a year of support to Mount Helena Primary School students. This program will occur one day a week, with pre service students working in the early childhood classrooms to conduct whole class explicit lessons, 1-1 intervention and provide professional learning to both staff and parents regarding oral language practices, phonological awareness and semantics knowledge.

On Entry Data Pre Primary to Year 2

Analysis of students achieving at or above the mean compared to similar school ICEA's

	Module 1			Module 2			Module 3		
	Speaking and Listening	Reading	Writing	Speaking and Listening	Reading	Writing	Speaking and Listening	Reading	Writing
2020	45%	62%	39%	17%	60%	46%	24%	67%	53%

Reporting

Due to the interruptions to teaching in Semester 1 2020, students were provided a progress report to monitor their achievement. This outlined what curriculum content had been covered through face to face and online learning and informed parents of their child's progress in the specific learning area. In Semester 2 2020 students were assessed against the curriculum that had been covered during the semester. The below table indicates the distribution of grades across all year levels for English. Teacher judgements have been used to inform 2021 operational plans and targets.

Recommendations for 2021

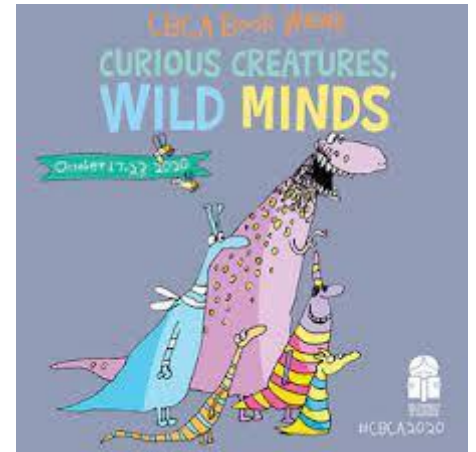
In order to continue this momentum, we will maintain resourcing Guided Reading as a priority and utilize intervention resources supported by the Dyslexia Speld Foundation to improve student decoding and comprehension skills. Sound Waves will remain as a whole school program in 2021 with students using a workbook to support consolidation of sounds that have

been explicitly taught. Letters and Sounds will continue to be implemented in 2021, embedding the synthetic phonics program into the literacy block model from Kindergarten to Year 2 and utilised as an intervention program for students in Year 3-6.

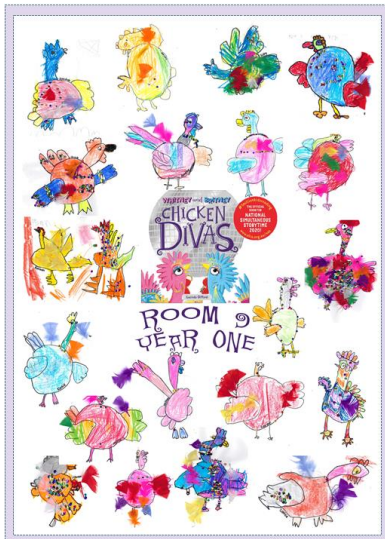
Literacy Events

Book Week Assembly

Each year across Australia, the Children's Book Council of Australia (CBCA) brings children and books together celebrating CBCA Book Week. During this time schools, libraries, booksellers, authors, illustrators and children celebrate Australian children's literature and you will often see children's book character parades and talented librarians creating amazing displays. Students participated in Book Week and celebrated their favourite book or character by dressing up in costume. All students participated in a whole school parade and showed off their amazing costumes.



National Simultaneous Story Time



As whole school gatherings were challenging in 2020, we hosted a virtual National Simultaneous Story Time with a mystery reader reading the story *Whitney and Britney Chicken Divas* to all students over the PA systems to every classroom. The students then had to guess who the mystery reader was and had the option to compete in the colouring competition. Thank you to Mrs

Wigmore for being our mystery reader for 2020 and for the amazing Whitney and Britney display in the library. The artwork was completed by Year 1 students with Mrs Weckert.

Public Speaking Competition

We were fortunate to be able to host out school-based Public Speaking competition in Term 1 2020. Students in Year 3-6 presented speeches included topics such as Bushfires, Fire impact on animals, Coronavirus, Climate change, Sports, Social Media, The First Fleet and Sporting History. The students had conducted their research and presented their speeches with

confidence and clarity. Congratulations to our Senior Champion, Tilli for her speech on Sporting History and to the Runner-up Senior Champion, Adele for her speech on Global Warming. Our Junior competitors in Pre Primary to Year 2 recited poems such as 'Our Land', 'See you later alligator', 'The Elephant', 'Cuddly', 'I think mice are rather nice', 'Kangaroo', 'South African Lullaby', 'I can be kind', 'The Lion', 'Kindness', 'The Ice-cream', 'The Party', 'Get Up', 'Humpty Dumpty' and 'Our Grandma kissed a pumpkin'. Congratulations to our Junior Champion, Gemma for her poem 'The Lion' and to the Runner-up Junior Champion, Emma who recited 'Our Land'.



Spelling Bee

In Term 4, we were able to once again host our school-based Spelling Bee. We were very excited to see how many students were keen to be involved. At the end of events, Eli was awarded Champion and Abby Runner-up Champion, in the Senior Competition. While in the Junior Competition, Adele was awarded champion and Isabella was Runner-up Champion.



Numeracy

With the need to move to online learning in 2020, additional online resources were purchased including Mathletics and New Waves Mental Maths online to facilitate connected learning. To aid the effective teaching of at home learning, teachers compiled a resource kit for students to have at home which included hands on materials and card games to further their learning. This included activities from Dr Paul Swan.

Mount Helena Primary School continued to utilise the whole school programs with New Waves Mental Maths, Signpost and Dr Paul Swan resources to support the development of problem solving skills in an interactive and engaging manner.

Teachers reflected on their Numeracy block structure. This will continue to be a focus in 2021 with the view to implement a consistent approach to the explicit teaching of Numeracy.

In Term 3 we celebrated National Literacy and Numeracy week with an incursion from Professor Maths. All students from Kindergarten to Year 6 participated in this hands on learning experience and applied their problem solving skills in a new manner.

Recommendations

Whilst we are on an upward trajectory, we are maintaining Numeracy as a priority area to continue improvement in student achievement/progress across the school.

Continue using mathematical literacies in the classroom - whole school strategy. Using Dr Paul Swan's year level planner teachers are committed to teaching the mathematical literacies identified.

Science

The science program is taught by the classroom teachers for children in Kindy-Year 3. It is an experiential based program with a high degree of 'hands on' experiences for children to explore their world and test ideas. Teachers use Primary Connections to support the delivery of science content specific to each year level, in alignment with the WA Curriculum.

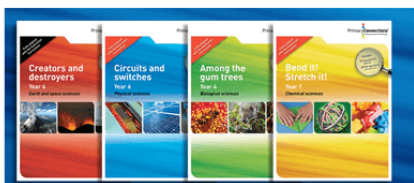
Our Year 4-6 students are taught science by our permanent Year 5/6 teacher, Mr Bielby, who also delivers a 'hands on' experiential based learning program. He moderates the teaching and learning program to meet the needs of each student within Years 4-6. They assume dedicated roles, formulate and test theories and work collaboratively to steer their group to a successful outcome. The students work with the teacher to record key findings, where appropriate recording methods are modelled. Students then record the information in their science learning journals and evaluate their findings. Mr Bielby then completes the Reporting to Parents process for Science each semester for Years 4-6 and moderates the judgements against the School Curriculum and Standards Authority's Science Achievement Standards.

Science Laboratories - Round 2 - Mount Helena Successful

We were delighted to be successful in the grant application for a specialist science laboratory, which involved converting our multi-purpose room into a purpose-built Primary School Science Laboratory. We also received \$25 000 to purchase science resources to equip the laboratory.

The following resources were purchased to support the teaching of Science.

PrimaryConnections
Linking science with literacy



The Arts

Visual Arts

Our school has an amazingly talented Visual Arts Teacher, Ms Gilead, who aspires to support each student to realise their artistic potential. Under her guidance students explore colour wheels and the creation of colours, model with clay, learn about a range of drawing techniques, envision their creation and then produce it for a purpose. In some cases, this is for personal enjoyment or can be for submission in local competitions.

We participate in the annual Hills Education Community (HEC) Arts Festival where we display two pieces of visual art from each year level, along with the other nine primary schools. This event takes place in Term 2 each year and is very popular within the hills area. Ms Gilead also strives to have every child complete their works to be displayed at the Mundaring Environmental Art Awards. Our school is always featured amongst the winning and highly commended categories. Winners in each category return to produce their art works on a banner, which is then publicly displayed in the Mundaring shopping precinct in December each year. The banners remain on display until the following year's competitions.

From late February - December 2020, Ms Gilead was on leave and Ms Kelly Spencer facilitated our Visual Arts program with great success. She supported the students to produce art pieces for the HEC Arts Festival and the Mundaring Environmental Awards. She also facilitated a fabulously creative Art Works display showcasing each child for our Open Night in Term 4. Ms Spencer guided the students to produce a scarecrow for the 'Thank a Farmer' Scarecrow competition, with contributions from every class in the school. It looked absolutely amazing and in fact won the competition and went on display at Parliament House. Thank you, Ms Spencer.



Performing Arts – Music

Mr Stewart Melrose, our fabulous Music Specialist Teacher and talented musician in his own right, once again developed the musical abilities of our students from Kindy to Year 6 through the classroom music program. The students learn music for enjoyment through singing and playing a variety of instruments. They are encouraged to develop their own compositions as they progress through to the older year levels.

Mr Melrose also leads our School-based Choir and develops the musical talent of our Senior Student Rock Band. In band, students sing, as well as play the electric guitar, drums and the keyboard.

The instrumental music students, who have been working through the IMSS (Instrumental School Music Service) Program, were also amazing. The students' success is attributed to their own dedication to rehearsal and to the talented music teachers who support them.

In 2020 we were fortunate to have Kaboom Percussion attend our school to provide an incursion for all students from Kindergarten to Year 6. This incursion promoted how music can be made using any materials and linked in with physical sciences too.



Health and Physical Education

Mr Groom, our Physical Education (PE) Specialist is a very talented athlete in his own right and having competed in the 'Hurdles event' at the World Masters Athletic Championships in Spain in 2018. Mr Groom's personal commitment inspires others to do their best. He has a strong ethos about 'participation' and ensuring everyone takes part in school events and community sport.

Whilst Mr Groom was on leave in Terms 2 & 3 in 2020, Ms Kelly Spencer taught Physical Education and ensured PE activities for those students learning at home. We are very appreciative of her work and commitment during this time. The events over the year included:

Semester 1

We held our Faction Swimming Carnival and joined the Hills Education Community (HEC) Interschool Swimming Carnival at the Mount Helena Aquatic Centre in early March. The Regional Milo Blast T20 Cricket Carnival was cancelled in 2020, due to COVID-19 restrictions announced on 23 March 2020.

All Term 2 events were cancelled due to COVID-19 restrictions.

Semester 2

The term started off with the Faction Cross Country. Once again the great sportsmanship displayed by our students was nothing short of outstanding! We then sent a team to participate in the HEC Interschool Cross Country Carnival at the Mundaring Recreation Centre.

The 2020 City to Surf event was cancelled due to COVID-19 restrictions.

We held a great Faction Athletics Carnival, which was managed by Mr Groom with the support of the staff behind the scenes. A special thank you to all of the parent helpers who supported the school and students over the day to make the carnival a success.

We completed our sporting program with the HEC Athletics Carnival at Mundaring Recreation Ground, where we won the Team Games shield, once again. We were very proud of our interschool team both for their sporting performance but mostly for their great sportsmanship. A fabulous effort!



Languages Other Than English (LOTE)

LOTE - Japanese

Miss Morita (Morita Sensei), having grown up in Japan, continues to provide a dynamic and engaging Japanese program. Children were engaged in a variety of speaking, listening and reading activities, to develop their skills and understandings.

Morita Sensei provides students with a dynamic cultural program and students earn the right to be a 'mini sensei' and get to wear traditional dress during the lesson. Morita Sensei has a positive classroom reward program where the students have a sushi lunch (tuna or vegetarian) when their class reaches 100 points.

Miss Morita inspires students and immerses them in a vast range of cultural experiences. The Japanese program is held in high regard by the students who actively engage in the program.

PRIORITY 1: SUCCESS FOR ALL STUDENTS

Leader in Me Leadership strategy

We have continued to embed the Leader in Me strategy which is based on developing each individual to be a successful student both academically and socially.



Inclusive Education

Differentiating the curriculum within the classroom context allows every child the opportunity to experience success, which has a significant impact on both academic and social outcomes for all students. Where required, students are provided with targeted programs that are specifically tailored to their individual needs and implemented through either a group or individual education plan. Our school utilises an individual case management approach including parents, teachers, support staff, school chaplain, school psychology services and other support services such as Consultant Teachers with specific expertise. The school has wheelchair access to all teaching and learning areas and has a strong commitment to inclusive education.

Educational Support Staff

Our Education Support Staff, known as Allied Professionals continued to enhance the teaching and learning program by providing support to meet individual needs. These staff provided specific targeted support in the areas of Literacy and Numeracy. They have the skills to develop and promote independence in learning through small group and individual support. They also implement programs to support children through behaviour modification strategies which leads to the individual's improved ability to access curriculum and to develop successful social relationships with their peers.

Student Services Team

Our Student Services Team is led by Deputy Principal and encompasses a Chaplain, Mr Reichenbach 2 days per week, and a School Psychologist, one day per fortnight. The Deputy Principal facilitates case management with parents, staff and outside agencies, as well as monitors student progress, according to the Students at Educational Risk Policy, ensuring the Principal is kept informed of all relevant information.

The Deputy Principal also facilitates the 'handover' of relevant information between teachers ready for the new school year, or during any transition period between teachers, that may take place during the school year.

Pastoral Care Services

To promote community, Mount Helena Primary School participated in numerous awareness days throughout the year. This included Jeans for Genes Day, Diabetes Awareness day, Silly Sock Day and the Great Veggie Crunch.



PRIORITY 2: HIGH QUALITY TEACHING

High Quality Professional Learning

The main focus of 2020 was developing consistent approaches across the school to further enhance the teaching and learning programs. Teachers worked in collaborative teams to develop year and term overviews, reviewed Operational Plans and reflected upon current practices. Professional Learning was provided through internal processes by capitalizing on staff expertise.

Engaging Curriculum

Our school curriculum is taught in accordance with the WA Curriculum and Assessment Outline, as set by the School Curriculum and Standards Authority of Western Australia. We also implement the Early Years Learning Framework (EYLF) and the Kindergarten Guidelines in Early Childhood. We report annually on the National Quality Standards for Early Childhood. We have continued to implement a 'secondary teaching model' within the primary context for our Year 5 and 6 students, with students moving class for some learning areas, as a part of our transition to the secondary school program. Teachers taught one specific learning area such as Science, Health and HASS (Humanities and Social Science) to both year levels. Music, Visual Arts, Japanese and Physical Education continued to be taught by the specialist teachers.

Collaborative Processes

Teachers engage in collaborative planning in teams (Early Childhood and Middle Childhood). During these meetings teachers developed collaborative units of work and planned for 'buddy class' sessions. Teachers devised common assessment tasks and then used this process to moderate their teaching judgements in collaborative teams, utilising the School Curriculum Standards Authority Judging Standards exemplars.

Performance Management

Teachers engaged in Performance Management (PM) processes as outlined in the school policy. The establishment of PM agreements are aligned to the requirements set in the Australian Institute for Teachers and School Leaders (AITSL) 'Professional Standards for Teachers'. The remainder of staff engaged in PM processes aligned to their job description and school priorities.

PRIORITY 3: EFFECTIVE LEADERSHIP

Distributed Leadership

We have an effective and valued model of distributed leadership established within the school. We have established Curriculum Team Leaders (CLT) for the Professional Learning Communities (PLC) in Early Childhood and Middle Childhood. With Administration support and guidance, the CLTs facilitate opportunities for staff to be actively involved in data analysis, review of Learning Area Operational plans and collaborative decision making.

To support staff to be released for meetings, we negotiated to use 80% of staff meeting hours, that is 4 hours per term, although it is acknowledged that staff engage in professional meetings in excess of this allocated time. We have a wide variety of staff represented as cost centre managers, committee members, or managing specific projects (ie: Camp, Graduation, Presentation Assembly, etc).

Recommendations

Expand leadership opportunities to focus on high order leader effectiveness, ensuring clarification of roles and responsibilities.

Publish minutes of meetings onto the Connect community to ensure all part-time staff have access through the staff portal.

Leadership Team

The Leadership Team used the 'AITSL Professional Standards for Principals' as the tool for self-reflection during 2020. Aspirant Leaders were supported to explore leadership opportunities. During 2019, the new Australian Council of Educational Research (ACER) 'Principal Performance Improvement Tool' was explored and implemented. It focusses on 6 key areas: 1. Leading the moral purpose; 2. Building productive relationships; 3. Creating enabling conditions; 4. Promoting improved teaching; 5 Driving data-informed practice; and 6. Leading strategic change. This was again used in 2020 and the Leadership Team reviewed the actions identified from the 'Leading School Improvement' training. The process of peer and leadership class observations was being implemented as part of the performance management process. This will be further expanded during 2021, with deeper post-class observation discussions based on the Australian Professional Standards for Teachers - Standard 3: Plan for and implement effective teaching and learning. Discussions will reflect on the alignment of performance data to class planning. During 2021, the leadership team will continue to explore further options to create a school-wide feedback culture.

PRIORITY 4: STRONG GOVERNANCE AND SUPPORT

Funding Agreement

The Funding Agreement, reflective of the schools resourcing requirements, is generated by the Principal and reviewed and endorsed by the School Council. It is signed by the School Council Chair and registered to meet governance requirements.

Public School Review

Our school participated in the new Public School Review process in February 2019 and was endorsed 'Effective' by the Executive Director, Public Schools. A rating of 'Effective means the school demonstrates effective practice in creating the conditions required for student success'. Schools can obtain one of two ratings, 'Needs Improvement' or 'Effective'. The next Public School Review is scheduled for Term 3, 2022.

Financial Audit

During March 2019, our school completed the compliance requirement of an external audit. Our audit was very successful, and we attained a rating of 'Excellent' (5/5) in two areas with an overall rating of Good (4/5) for the five domains. In 2020, we completed the online self-assessment audit, achieving excellent results across the five domains, reflective of our comprehensive financial and resource management processes. The administration is continually reflective of effective resource and financial management processes. The self-assessment model will continue to be completed annually between external audits.

Targeted Initiatives Funding

The school effectively uses targeted initiative funding for the purpose in which it is intended. Deployment of resources are made in an ethical and transparent manner, clearly aligned to the strategic needs of the school.

Enhance the capability of School Support Staff

School support staff actively engage in appropriate professional learning to add value to classroom effectiveness, care and school management. This includes: Leader in Me strategy, Leading Effective Numeracy Improvement, 7 Steps to Writing Success, and the St. John's Applied First Aid Training. Support staff also participate in the review of school performance data with teachers and administrators.

Stand-alone Bushfire Plan

We review our Stand-alone Bushfire Plan during Term 3 each year, in preparation for the new bushfire season. This is shared with the School Council and submitted to Department of Education. We publish evacuation processes via our school newsletter and engage our students in evacuation drills before and during the bushfire season.

Collaboration with Agencies

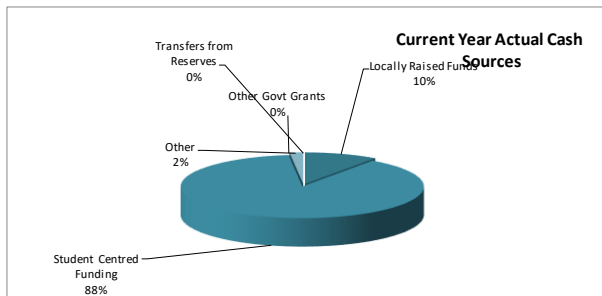
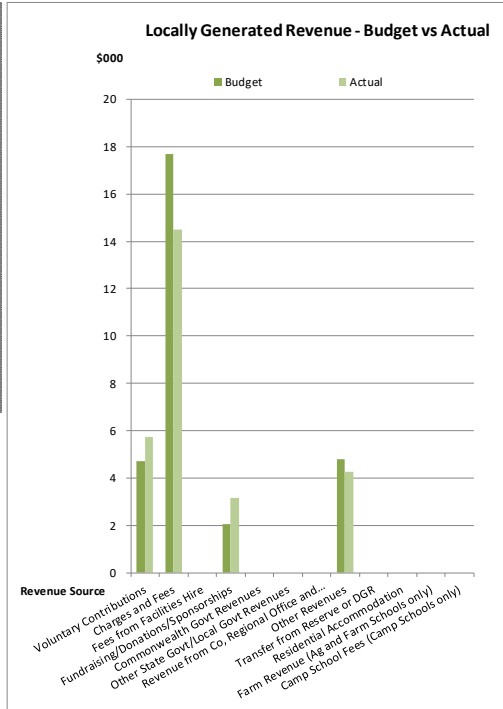
The Principal usually attends a meeting at the Shire of Mundaring each semester, however this did not take place in 2020, due to COVID-19 gathering restrictions. This usually includes a briefing from the DFES Bushfire Control Officer for Shire of Mundaring. Information obtained during these briefings is then reflected upon against our Stand-Alone Bushfire Plan.

2020 ANNUAL BUDGET & USE OF RESOURCES

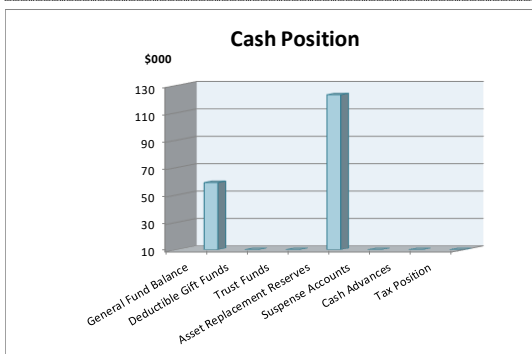
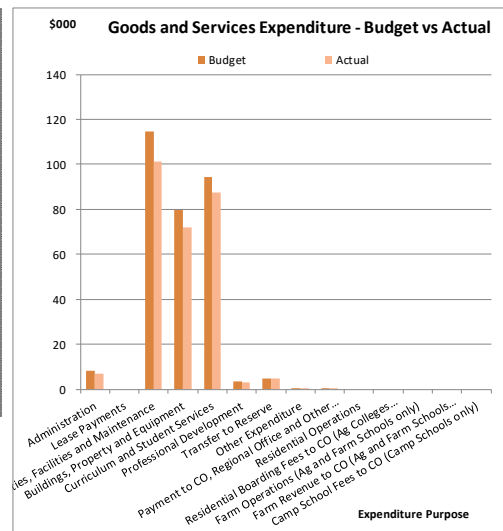


Mt Helena Primary School
Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 4,728.00	\$ 5,733.50
2 Charges and Fees	\$ 17,671.00	\$ 14,505.79
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 2,040.00	\$ 3,165.10
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 4,809.00	\$ 4,277.75
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	\$ 29,248.00	\$ 27,682.14
Opening Balance	\$ 96,692.00	\$ 96,692.06
Student Centred Funding	\$ 210,619.00	\$ 210,619.13
Total Cash Funds Available	\$ 336,559.00	\$ 334,993.33
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 336,559.00	\$ 334,993.33



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 8,270.00	\$ 6,720.96
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 114,468.00	\$ 101,243.32
4 Buildings, Property and Equipment	\$ 79,859.00	\$ 71,953.41
5 Curriculum and Student Services	\$ 94,266.00	\$ 87,618.13
6 Professional Development	\$ 3,319.00	\$ 3,221.83
7 Transfer to Reserve	\$ 4,800.00	\$ 4,800.00
8 Other Expenditure	\$ 339.00	\$ 341.55
9 Payment to CO, Regional Office and Other Schools	\$ 75.00	\$ 75.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 305,396.00	\$ 275,974.20
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 305,396.00	\$ 275,974.20
Cash Budget Variance	\$ 31,163.00	\$ -



Cash Position as at:	
Bank Balance	\$ 179,855.19
Made up of:	\$ -
1 General Fund Balance	\$ 59,019.13
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 123,148.79
5 Suspense Accounts	\$ (860.73)
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (1,252.00)
Total Bank Balance	\$ 179,855.19

School Council

We have an active School Council whose composition is made of 4 parents; 1 community member; 2 staff; Deputy Principal and Principal. The School Council is actively involved in the strategic direction of the school and reviews performance data and funding allocations. It sets the annual Contributions, Fees and Charges and the School Dress Code.

Due to COVID-19 restrictions, the School Council conducted its business via email communications.

Elections for School Council vacancies will be conducted during 2021.

Parents & Citizens Association

The P&C actively engages parents and carers, as well as conducting fundraising activities within the school community. Funds raised are then expended on meeting the needs of the strategic direction of the school. The P&C contributed funds to the purchase of ribbons/trophies for carnivals, a subsidy for the Year 6 Leadership Camp, Book Awards and new early childhood manipulatives.

Community Engagement

During 2020, we were delighted to launch our school website. The website provides the community a 'virtual tour' of our school site, access to forms related to enrolment and comprehensive information about the learning programs within our school. Our website can be found at mounthelenaps.wa.edu.au

The school also conducted many surveys over the course of the year to ensure the voice of our community was heard and considered within our decision-making processes. These were conducted via survey monkey and the link was emailed to families.

During 2021, the school is investigating adding a 'parent app' to the website allowing for communication to be made via 'push notifications' to increase parent access to information. There will also be a link for the P&C and School Council.

School Promotion

Whilst we had planned to involve local media in promoting school achievements, in 2020, reduced events due to COVID-19 resulted in this being set as a 2021 target. This is aimed to build school profile in the community.

Reporting to Parents

In 2020, due to the interruptions to face to face teaching and the transition to online learning, teachers completed Semester 1 reports using a progress report focusing on attitudes, behaviour and engagement as well as the content covered. This was applied to all year levels from Kindergarten to Year 6. For Semester 2, teachers completed the reporting to parent process utilising the assessment structure to report on student achievement. Interim reports were completed for Term 1 and an Open Night was combined with end of year presentations for 2020. Kindergarten and Pre Primary students received their portfolio's in Term 1 and 3. Parents are always encouraged to meet with teachers as required.

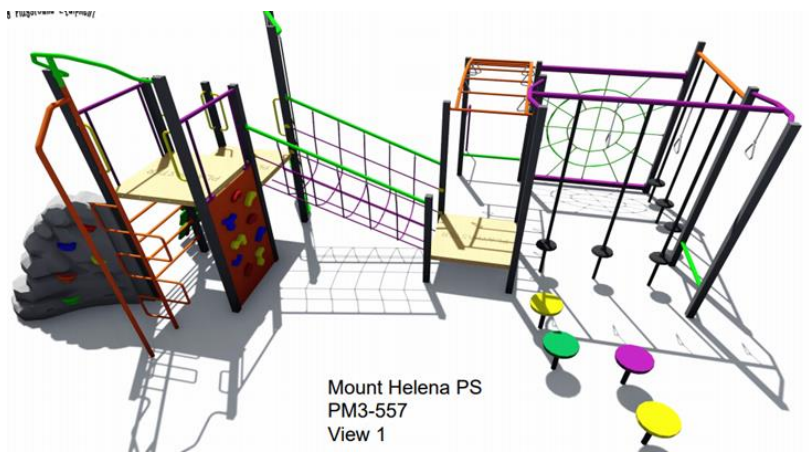
SCHOOL HIGHLIGHTS

Opening of our Science Laboratory

In 2019 the school was awarded a grant to build a specialist Science Laboratory. We were delighted to formally open our purpose built facility in 2020. The laboratory is equipped with state-of-the-art facilities which the students access and utilise during their weekly Science lessons with our Science specialist, Mr Bielby. Through the grant we were also able to purchase Primary Connections, a flagship primary school science program from the Australian Academy of Science. These improved facilities and resources have resulted in an optimal learning environment in the area of science and technology and have enhanced the learning experiences of our students.

Senior playground refurbishment

Our students were absolutely thrilled with the installation of a new playground in April, in the Senior Area of our school. After being awarded a grant of \$20 000 through the Local Schools Community Fund, the bright and modern play area is



designed to promote climbing, upper body strength and coordination. Students can spend their time playing on the web walk, rock wall, cliff hanger, wobble walk and even a surf board!

Furthermore, at the Senior Playground we were able to upgrade and resurface the court areas which students utilise in a range of ways. These refurbishments and new play areas have been greatly appreciated by the students.

Junior playground enhancement

Following the installation of our new junior sandpit in 2020, we were able to continue to improve the functionality of this space with the addition of a new carport style structure that sits over the sandpit to provide shade and protection from the elements, and, a storage shed for the sand play equipment. Students have thoroughly enjoyed cooking and baking in our new 'Mud Kitchen' and with support from our P&C, new play items such as a range of trucks, diggers and sand toys have made this space a delight for the children and a hive of activity at break time.



Roof replacement and air-conditioning installation

In Term 3, our roof replacement program commenced across the school. As part of our building upgrade, each classroom had split system air conditioners installed. Additionally, the undercover area had two evaporative air conditioning units fitted to make that area more comfortable and functional during the hot summer months.

Student Excellence

Over the course of the academic year, all students are provided with numerous opportunities to excel and to be recognised for their progress, achievements and personal successes. Student achievements are acknowledged and celebrated at the local school level through events such as the MHPS Spelling Bee, classroom assemblies and our book parade. Additionally, the accomplishments and successes of our students are acknowledged outside the immediate school environment at interschool events organized through the Hills Education Community of Schools Association (HECSA). Occasions such as the HECSA Science Challenge, the HECSA Spelling Bee and a wide range of sporting carnivals ensure that the achievements of our students are recognised within the broader HECSA community.

Year 6 Leadership Camp

A three-day Leadership Camp for Year 6 students was held in August at the Ern Halliday Recreation campsite. The camp provided a unique opportunity for our senior students to enjoy new experiences and to challenge themselves in a safe and supportive environment. Students participated in a range of physical and cooperative team activities where they learnt the importance of supporting one another, effective communication and working together as a team.

Winning the HECSA Athletics Carnival Team Games Shield

For the 27th year in a row, our school won the Team Games shield at the HECSA Athletics Carnival held at the Mundaring Recreation Ground. This event is always met with great enthusiasm by our students and again the efforts of our students resulted in an outstanding achievement.

Year 6 Graduation

After what was a very busy year for our graduating cohort, our Year 6 students had the pleasure of participating in a formal Graduation Awards and Valediction Ceremony at the Eastern Hills SHS Music Auditorium. Following the ceremonial component of the evening, students were moved to the Lesser Hall for their dinner/dance. Here, they were treated to a buffet style dinner followed by dancing. Each year, the parents of graduating year, select a theme to decorate and style the evening. This year it was Mexican Fiesta topped off with piñata's, tacos and sombrero's! The students enjoyed their evening which was made possible by the support of their parents who decorated the hall beautifully.

