OUR VISION
Helena Valley Primary School will provide dynamic and engaging educational opportunities that inspire students to become excellent achievers, responsible individuals and positive citizens.

OUR MISSION
Staff at Helena Valley Primary School strive to be collaborative professionals who employ evidence-based and reflective practices for the growth of all students.

Students at Helena Valley Primary School embrace and value all educational opportunities to become lifelong learners who contribute to society in a positive way.

Community members of Helena Valley Primary School are valued partners that understand a positive community and school relationship is integral to student learning.

OUR CORE VALUES
Excellence | Citizenship | Responsibility
A NOTE FROM THE SCHOOL BOARD

In our first year as Independent Public School, the School Board has contributed to developing a comprehensive three year Business Plan that thoroughly outlines how Helena Valley Primary School will ensure that educational outcomes will improve for all students. Staff are commended on embracing targets that have high expectations for improved outcomes.

The School Board regularly reviews financial and budget information and is confident that the school shows strong financial stewardship, spending allocated funds appropriately. The School Board remains highly confident that progress will continue over the remaining two years of the Business Plan.

Finally, thank you to our Board Members Emma Mann, David Fry, Jo Leano, Mark Hall (Parent Representatives), Darrell Jones (Community Representative), Tamala Wilkinson (Principal) and Colin Brown (Deputy Principal), Sue Budd, Josephine Jones, Sharon Slater (Staff Members) for their highly valued contributions that ensures Helena Valley Primary School is a safe, happy and successful educational environment for our students, families and staff. I am very confident in the Board's ability going forward to support and empower the school to achieve its goals and aspirations.

Jenny Walters
Board Chair

A NOTE FROM THE P&C

It has been another very busy year for the HVPS P&C, school staff and family members who have assisted our Canteen, Uniform Shop and fundraising activities.

2015 saw another very successful fete conducted, raising over $15,000 towards providing additional resources and facilities for the students of the school. Along with the annual provision of athletic, swimming and graduation awards, the P&C has helped to provide additional IT equipment and assist the school in the funding required for the undercover area to have air-conditioning installed.

Once again the P&C thanks it's members, the parents, and staff for volunteering their valuable time in supporting our activities throughout the year.

Jay Healy
P&C President
It is with great pleasure that I present you with the Helena Valley Primary School’s 2015 Annual Report.

It is the first year the school has operated as an Independent Public School (IPS) and as such, the Annual Report has taken a different approach, this year directly reflecting and reporting against the targets of the School Business Plan. These targets are designed to be three-year targets and as such many are only partially achieved at this point.

2015 was an exciting year with the community joining staff in establishing the inaugural School Board. The School Board quickly took shape and began working with staff to establish the first Business Plan. The Board has established itself well within the school context and plays an important part in the whole school review process, ensuring governance required as part of being an IPS School. Director General, Sharon O’Neil, the Board Chair, Jenny Walters and I, signed the first Delivery and Performance Agreement on behalf of the Helena Valley Primary School Community.

The P&C continued to work with staff and supported the students at the school with a number of fundraising activities, culminating in the schools Biennial Fete in October 2015.

Both the P&C and the School Board worked with staff and the wider community to establish a more up to date logo and school uniform, which has made a tremendous difference in students developing the feeling of ‘belongingness’ and pride in our school.

Staff continued to develop links with Sawyers Valley and Clayton View Primary Schools, completing a number of professional learning events with a common focus on Personal Professional Improvement through peer observation, moderation and reviewing the research of John Hattie, including elements of developing Visible Learning.

Establishing a layered leadership approach at Helena Valley Primary School has been a focus, with the introduction of a Curriculum Coordinator, an Attendance Officer and a Positive Behaviour Team Leader. Key personnel have been appointed to these positions and work with staff to establish individual targets and whole school curriculum needs. This has seen a positive shift in the culture of the school staff and the way individual students are being catered for.

The Positive Behaviour Team rolled out a whole school behaviour matrix and a number of behavioural procedures to establish consistency across the school. In addition the Positive Behaviour Team worked with staff to establishing a set of core values that underpin our school motto of ‘Help Each Other’. The values Excellence, Responsibility and Citizenship were perceived to be the most reflective of our context. With a focus being placed on the whole school community, not just students.

As part of the Hills Education Community, Helena Valley Primary School hosted the Hills Education Community Arts Festival, at Centrepoint Shopping Centre. In addition to this, students participated in a number of interschool academic and non-academic events. Negotiations between the Hills Education Community Schools began to initiate a Hills Education Community Interschool Sports Association.
The School continues to be well supported by the community. Such support has allowed us to continue to run the successful Support-a-Reader program for identified students and extend this to include a Community Reader program.

In addition the School supported the addition of the Helena Valley Playgroup, a partnership staff sees as a critical component in developing success in our Early Years.

Helena Valley Primary School has seen a continuation of good educational outcomes for students.

NAPLAN results demonstrated achievement at a level that is expected and generally when compared to similar schools our achievement is very similar to slightly above the like school average.

On-Entry data demonstrated that our WAVE intervention has been successful with 100% of the WAVE 3 students tested in Term 1 and 4 in 2015 making progress.

Writing results in Pre-Primary continues to be concerning, however when compared to state data is very similar (100% of HVPS students achieving 0.1/0.2 while 94% of all students in the state achieved up to 0.1/0.2)

In regard to Attitude, Behaviour and Effort students have achieved well. In the target area of ‘goal setting’ all year levels either maintained or improved in their achievement of ‘consistently’ in this area.

In conclusion, I would like to thank Students, Staff, The School Board, The P&C and all Parents/families for their outstanding efforts in making 2015 a successful year.

Tamala Wilkinson
Principal
### TARGETS

- All students are to maintain or improve in the areas of literacy and numeracy as reflected in whole school data.

<table>
<thead>
<tr>
<th>Year</th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 2</td>
<td>67%</td>
<td>89%</td>
</tr>
<tr>
<td>Year 3</td>
<td>83%</td>
<td>66%</td>
</tr>
<tr>
<td>Year 4</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>Year 5</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>Year 6</td>
<td>39%</td>
<td>49%</td>
</tr>
</tbody>
</table>

- Pre-Primary to Year 2 to show continued growth in On-Entry data.

100% of students made progress in Literacy and Numeracy between Pre-Primary and Year 1 (2014/15).

52% of students continued to show consistent growth from Pre-Primary to Year 2, however a further 34% of students showed growth in 4 out of the 5 areas tested (2013/15).

All remedial WAVE 3 students tested in term 1 and 4 in the 2015 school year demonstrated progress.

- Increase the percentage of students in Pre-Primary to Year 2 achieving appropriate progression points in On-Entry data.

On Entry data results showed there was an increase in students reaching the appropriate progression point for Reading and Speaking and Listening.

Achievement of appropriate progression points in Numeracy was down 3%, from 100% to 97%.

Writing continues to be a concern with only 12% of students achieving appropriate progression points in Pre-Primary.

- Increase the percentage of students entering Pre-Primary with 0.5 progression points in writing in On-Entry data.

In 2015, 93% of Pre-Primary Students scored 0.0 – 0.2 in writing, this is an increase from 70% in 2014. The percentage of students achieving above 0.5 increased by 6%, up to 12% in 2015.

- Literacy and Numeracy progress achievement of the stable cohort of Year 3 and 5 students will be equal to or above like schools in NAPLAN data.

Year 3 student achievement was the same in Reading and Writing as like schools. In all other areas the Numeracy (17 points), Spelling (13 Points) and Grammar and Punctuation (19 points) was slightly below like schools.

Year 5 student achievement was above like schools in all areas tested in NAPLAN.

From year 3 to 5 (2013-15) year 3 and 5 students’ progress was lower but achievement was higher against WA Public Schools and Australian Schools.

- Increase the stable cohort of Year 3 and 5 students achieving in bands 4 and 6 respectively in NAPLAN data.

The number of Year 3 students achieving band 4 or above in Numeracy, Reading and Grammar and Punctuation increased.

The number of students in year 5 achieving in band 6 or above in Writing and Spelling increased.

A general trend in Numeracy, Writing and Grammar and Punctuation saw students’ achievement lift to band 4 and 6.

*wording of target changed
SUCCESS INDICATORS | KEY STRATEGIES 2016
---|---
- Implementation of the Wave intervention model across the School, with a focus on curriculum, behaviour and attendance as identifying risk factors. | - In conjunction with the School Psychologist, staff will ensure Language Development Centre referrals happen in a timely manner.
- Staff used system, school and class data to identify and inform the WAVE intervention model, allowing for informal targets to be set for individual students. | - Staff will develop common understanding of what is required in regards to catering for WAVE 3 students, including students with disabilities, gifted students, students with social/emotional issues or students for whom English is a second language.
- In partnership with North East Metro Language Development Centre, staff implemented Phonemic Awareness screening of Kindy to Year 2 students plus identified students in upper years. | - Professional learning for Staff will include: catering for the different WAVES in the classroom, assessing writing, setting goals and implementing the Western Australian Curriculum.
- A whole school Literacy scope and sequence was developed and used by all staff, based on Australian Curriculum. | - Maintain ongoing partnership with Sawyers Valley Primary School (SVPS) and use School Development Days more creatively to enable across school walkthroughs and moderation.
- Whole school targets were set in key areas of Literacy, Numeracy, and Engagement and community partnerships. (Available on the schools Business Plan) | - Explicit teaching model: Assess-Plan-Teach-Feedback: to be used by staff.
- Staff began to use the process of ‘disciplined dialogue’ to monitor and evaluate students. | - Literacy block to be refined and use evidence based strategies to inform students learning.
- The staff performance review process clearly linked to Teacher Standards, Business Plan and National Quality Standards. | - An audit of practice and curriculum – especially Kindy programs offered. (Supported by National Quality Standards Validation)
- The development of a Curriculum Co-ordinator role (0.2 FTE), was highly successful in engaging staff in collaborative processes. | - Staff will begin to use a variety of data to make judgments about student progress
- Staff participated in a variety of moderation processes focusing on curriculum and social behaviour at a school with Sawyers Valley Primary School. | - Staff will utilise the assessment tools in Mathletics and Literacy Pro as part of our whole school data collection cycle.
- Staff continued case conferencing with families of identified WAVE 3 students, including engaging external support agencies. | - Participate as a NAPLAN online trial school, including the use of online PAT.
- The school timetable was altered to enhance the Literacy and Numeracy block, Literacy now having a 2 hour block each day. | - Investigate whole school writing assessment tools.
- A data wall will be devised to ‘visually’ represent all students in the school, to enable tracking of student and target progress. | - A data wall will be devised to ‘visually’ represent all students in the school, to enable tracking of student and target progress.
- Phonemic Awareness assessment and targeted groupings from term 1 in Early Childhood
## TARGETS

<table>
<thead>
<tr>
<th>Increase the percentage of Pre-Primary to Year 6 students achieving ‘consistently’ in the Attitude, Behaviour &amp; Effort (ABE) on school reports.</th>
<th>The percentage of Year 1, 2, 5 and 6 students increased when assessed for achieving ‘consistently’ in Attitude Effort and Behaviour. The percentage of Year 4 students remained the same when assessed at the end of each semester. The percentage of Year 3 students achieving ‘consistently’ decreased 12% over the year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of Year 4 to 6 students who achieve ‘consistently’ in regard to ‘sets goals and works towards them with perseverance’ on school reports.</td>
<td>There has been an increase in the percentage of year 5 and 6 students achieving ‘consistently’ when goal setting. The percentage of Year 4 students achieving ‘consistently’ in goal setting remained consistent across the year. However, it should be noted 70% of Year 4 students achieved ‘consistently’, which was higher than both the Year 5 and 6 students.</td>
</tr>
<tr>
<td>Increase the percentage of Pre-Primary to Year 2 3* students who achieve ‘consistently’ in regard to ‘set goals and works towards them’ and ‘displays perseverance’ on school reports.</td>
<td>All Year 1 to 3 students maintained or increased their level of achievement of ‘consistently’ in regard to ‘goal setting’. However only the Year 1 and 3 students achieving ‘persevered to achieve their goal’ increased.</td>
</tr>
<tr>
<td>Maintain and increase the general attendance rate of all students at Helena Valley Primary School, as reflected in whole school attendance data.</td>
<td>The general attendance rate in 2015 was 93.6%, representing a 0.2% increase since Semester 2 in 2014 (93.4%). Comparatively, WA Public Schools achieved 92.7%, with Like Schools achieved 93.6% in 2015.</td>
</tr>
<tr>
<td>Decrease the percentage of students with unauthorised attendance absences, as indicated in attendance data.</td>
<td>There has been a 16% decrease in unauthorised absences from Semester 2, 2014 (29%) to Semester 2, 2015 (13%).</td>
</tr>
<tr>
<td>Decrease the percentage of students at risk of falling in the category of ‘moderate’ or ‘severe’ in attendance data.</td>
<td>The ‘moderate’ attendance rate, decreased by 0.1% from 2014 to 2015 (4.7% - 4.6%). The ‘severe’ attendance rate remained at 0%.</td>
</tr>
<tr>
<td>Increase the number of responses from the community to the parent community satisfaction survey.</td>
<td>10 responses were received in 2014. This survey is due to be completed again in 2016.</td>
</tr>
</tbody>
</table>

*System data collection change to include year 3, target adjusted to suit this.
### SUCCESS INDICATORS

- The Development of Distributed Leadership in the key areas of Curriculum, Positive Behaviours and Attendance Officer.
- The PBS team rolled out a whole school matrix and procedures for pro-social behaviour. These were delivered across the school, through modified student assemblies.
- Staff accessed support through school and outside agencies to assist families and students whom were identified as at risk.
- Learning intentions and success criteria were reintroduced to Staff, with Professional Development on designing rubrics, feedback and goal setting.
- Stage one of the Nature Playground was completed.
- Staff participated in collaboration and moderation with partner schools in regard to learning behaviours and writing.
- Staff worked with the Marketing Committee to develop an Excellence, Responsibility, Citizenship brand, the schools core values.
- Creation of an ‘Attendance Officer’ role.
- Maintain regular communication with families, using SMS, letter, phone calls and case conferences.
- Staff worked with the Attendance Officer to improve the collection of accurate data.
- Parents continued to volunteer for Support-a-Reader, P&C, community reader, library helper.
- Whole school orientation of Kindy students and parents, including external support services.
- Work with Secondary schools for students in Year 6 in regard to transitions and extension programs.
- Staff continued to support and work with P&C, particularly in regard to the Biennial Fete.
- Establishment of a well-functioning School Board.

### KEY STRATEGIES 2016

- Staff to design a systematic approach towards the teaching of social skills.
- Staff to moderate Attitude Behaviour and Effort and Personal and Social Learning behaviours.
- Review and modify the whole schools reward and recognition programs throughout the school.
- Visible goal setting in each classroom.
- Professional Learning for staff on setting social goals.
- Refine WAVE intervention for behaviour, social and emotional and mental health.
- Bring current behaviour policy in line with new Department of Education Policy and PBS Matrix/WAVE model.
- Target families and students identified and support needs determined. (Moderate/ Severe)
- Continue the key message – “Every Day Counts”.
- Develop clearly articulated processes in line with new attendance policy (due 2016).
- Develop Parent Information Book, with expectations in the key areas of Literacy and Numeracy for each year level.
- Offer Parents information sessions with the Principal and key staff.
- Identify community partnerships in regard to the Ridgehill Road block with the P&C.
- School Board to establish a strategy to increase the number of responses to the parent/community survey.
- Maintain regular communication with families – focus on Wave 3 Students.
FINANCIAL SUMMARY

The Helena Valley Finance Committee met twice a term, discussing the budget and appropriate spending. The Finance Committee members consisted of the Manager Corporate Services, the Principal, the Deputy Principal, the Leadership Team and a Community Member.

The School Board met twice a term and at each meeting reviewed the financial standing of the school. The Board suggested an investigation into the amount spent on Electricity and recommended changing our plan option to an off peak/on peak energy charge to reduce costs.

The Board and Finance Committee ratified the school budget, voluntary contributions and charges and the personal items lists for students.

The School is well supported by parents as we collect 70% of Voluntary Contributions and Charges.

Through fundraising the P&C contributed largely towards the Nature Playground and our rewards and recognition of student achievement.

The Year 5 and 6 Camp Committee fundraised to support the reduction of cost for the Year 5 and 6 students to attend their camp at Ern Halliday.

The School maintains 9 leases to ensure students and staff have access to up to date technology.

The process of buy v’s lease shows leasing to be a more effective use of funds.

SCF/Other (on the pie graph) is the funding we receive from the Department of Education to staff and resource the School.

GLOSSARY AND KEY

- ABE: Attitude, Behaviours and Effort
- IPS: Independent Public School
- NQS: National Quality Standards
- P&C: Parents and Citizen Association
- P&SL: Personal and Social Learning
- PBS: Positive Behaviour School
- SCF: Student Centered Funding
- SVPS: Sawyers Valley Primary School

WAVE Intervention Model
Identification process of Wave 1, 2 and 3 students, this then leads to focused and targeted interventions and support actions to enable learners to achieve their potential.

Progression Points for On Entry data:
Students’ assessed should reach the following progression point in On Entry Data:

0.5 – Pre Primary
1 – Year One
1.5 – Year Two

Like School
Schools with a similar socio-economic demographic.

KEY

<table>
<thead>
<tr>
<th>Not yet achieved</th>
<th>Working towards</th>
<th>Achieved</th>
<th>Data not available</th>
</tr>
</thead>
</table>

HELENA VALLEY PRIMARY SCHOOL ANNUAL REPORT 2015
3700 Helena Valley Road
HELENA VALLEY WA 6055

PHONE  (08) 9294 1062
FAX  (08) 9255 1558
EMAIL  HelenaValley.PS@education.wa.edu.au
WEB  helenavalley.wa.edu.au