

**Highfields**



Preparatory & Kindergarten  
School Ltd.

# **Highfields Preparatory and Kindergarten School**

**2022**

## **Annual Educational and Financial Report**



# Annual Report

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## About Us

Highfields is an independent, co-educational, non-denominational school, catering for children from the ages of 3 to 8, in Preschool to Year 2.

Highfields is known for its vibrant community, outstanding early childhood programs, and ability to inspire a love of learning. The school offers its students a warm, nurturing environment; small class sizes; and meaningful and stimulating programs that encourage enquiry, curiosity and critical thinking. It provides learning experiences that respectfully and powerfully meet the needs of children both as individuals and as a group; and support and encouragement to embrace challenges, 'have a go' and feel good about themselves as learners. Focus is placed on the inquiry learning process, the pursuit of knowledge, skill, and personal academic success.

Highfields staff enjoy a close partnership with parents in the support of each individual, and parents are active and supportive within the school community. Highfielders enjoy a beautiful learning environment, with an award-winning playground, well-resourced classrooms and the latest technology. Opportunities exist for students to pursue a variety of interests including choir, Chess Club, Code Camp, and Mandarin language and tennis classes.



## Message from the Chairman of the School Council

2022 proved a wonderful turning point on the journey out from the COVID-19 fog that was so disruptive to the life of Highfields and its community for the prior two years. The start of the 2022 school year did however, continue to be disrupted by the COVID-19 pandemic and associated safety precautions. Our children and teachers returned to the start of the year in masks once again, and our face-to-face learning activities and community engagements remained stunted. Thankfully though, the difficult but necessary measures required to keep our students and community safe were largely over by the end of Term 1.

With the start of Term 2, and with immense excitement, Highfields began to return to a more normal way of teaching and engaging with our students. Many of the commonplace community engagements such as parents at assemblies and mingling in the playground at pickup, have defined the community fabric at Highfields over many years and it was wonderful to have families mixing within the School once again. We were also able to schedule our larger calendar events such as the ANZAC commemorative service, and as the year went on we enjoyed the Highfields Disco, the Carols Evening and various other celebrations. It was especially pleasing to see our Year 2 students leading their peers in the K-2 play, participating in the Year 2 Graduation ceremony, and running through the Guard of Honour at the end of the year once again.

During 2022, a number of the teachers at Highfields participated in projects to enhance both staff development at the School and new learning opportunities for our students. I make special note of the two Deep Learning Projects being undertaken by staff in coordination with the AIS. These Deep Learning projects have provided an outstanding opportunity for the teaching excellence at Highfields to be on display amongst the broader educational community. We should all be proud of the quality of teaching demonstrated at Highfields, and excited about the continued opportunities this will present to staff and students during the second year of the projects in 2023.

2022 also marked a very significant milestone at the School, as we commemorated Deborah Cook's 20 years of service as Highfields' Principal. "Mrs Cook", as she is affectionately known to most, has

worked tirelessly for the School's students and families at Highfields since joining in 1998, and since stepping into the Principal role in 2002. To appropriately mark this incredible milestone, the recently refurbished lower classrooms have been re-named the 'Cook Classrooms' – a fitting addition to our collection of named buildings that commemorate some of the special educators that have defined Highfields since inception. I would like to thank Mrs Cook on behalf of the School for her tireless leadership throughout these last 20 plus years.

On a personal note, 2022 brings to an end my family's personal journey with Highfields. My eldest children, Zoe and Thomas started Highfields in 2014, and my youngest son, Oliver, completed Year 2 in 2021. The School has been an integral part of all our lives since 2014; my wife Sara has played many roles as a class parent and head of the HPA and I have been fortunate to be involved with the Board of Governors for the last 8 years now. I am incredibly grateful to all the teachers, office staff, assistant teachers, volunteers, class parents, HPA members and board members that I have been privileged to work with over these years with special thanks to Deborah Cook and Lisa Perkins for their unmatched dedication and love for the School, its children and all its families.

Finally, I thank all the teachers, office staff and volunteers amongst the community who have worked so hard throughout the year to re-build the Highfields community as we emerged from the pandemic. I would like to give special thanks to the Board of Governors: Andrew Wilson (Treasurer); Sean Aley (Company Secretary); Kirsten Daggar-Nickson; Henny Stier; Susie Pemberton; Michael Sistenich and Elizabeth Symons. The Board was also joined in late 2022 by Kirby Rappell, Amber Rundle, Jenny Vickers and Jill Liang. I thank all Board members for the generous giving of their time throughout the year.

I wish all families, staff and students at Highfields a wonderful, safe and exciting 2023.

**Duncan Mann**  
**Chairman**

### **Message from the Principal**

It is fair to say that at the beginning of the school year, Highfields staff and families hoped that 2022 would offer a fresh start and new beginning where the life of the school could return to normal with a full calendar of events and free of restrictions. While this was not immediately the case, there was quiet confidence that 2022 would herald a welcome change.

### **New K-2 Syllabus Documents and Learning Program**



In 2022 all schools, including Highfields, became familiar with the new K-2 English and Mathematics syllabus documents, in preparation for their implementation in the classrooms in 2023. We also introduced a new intensive reading program 'MiniLit Sage' for children who needed additional support in this area of their learning.

### **Review of our Preschool Programs and Practices**

In 2021 the Preschool team commenced a review process to delve into all aspects of our Preschool operation. This was an exciting process that we were keen to undertake. In 2022 our work has continued in powerful and meaningful ways with our journey of change and transformation being documented along the way. We are excited to see how this ongoing review process will lead to improvements in all areas of our practice and service overall.

## Staff

In 2022, one Lead Teacher and two educators staffed each Preschool class. This was a significant change to the previous years where there was only one Lead Teacher and one educator. This change was implemented in response to two key questions, staff information and external research. The questions were: “How can Highfields Preschool work optimally across key areas of operation and practice?” and “What opportunities exist for change that will positively impact the children, their families and our educators?”

During the mid-year holidays two of our teachers got married at exciting overseas destinations. Emily Beer (nee Fitzpatrick) married her partner Paul in Ireland and honeymooned in Greece. Angelique Weinstock (nee Panaretos) married her partner Jeremy in France and honeymooned in Greece also. We are very happy for them both.

Jess Handel, Bridgette Kell-Clarke, Jessica Hokin and Amy Nero all returned from Maternity Leave, Tahlia Peterson commenced Maternity Leave, and after 15 years at Highfields, we bid Victoria Parish farewell. We wished her all the best on her acceptance of an Early Childhood teacher role at another service.

We welcomed Karin Williams to the Office and in 2022, she was the friendly face at the front desk of the school and the first person the children seek out when needing first aid.

## Des and Isaac



Deslyn and her son Isaac collaborated with teachers and children in classes from Preschool to Year 2 to enrich their inquiries on a termly basis and we look forward to the relationship being an ongoing one.

Each time they are scheduled to come to Highfields, Des and Isaac start the day with an Acknowledgement of Country and sweeping ceremony.

In addition to enriching the termly inquiries in 2022 across the School, Des and Isaac were engaged to facilitate some art experiences. They presented images of contemporary and traditional art and shared through the symbols used in each artwork, the story being told. Then the children were introduced to some symbols that they can use in their artwork and their meanings. Des and Isaac had ochre to show and talked about how symbols in the sand were originally used by Indigenous people to tell stories. We look forward to having ongoing art sessions with Des and Isaac in the years to come which will only strengthen our knowledge of symbols and how they are used for storytelling through art.

## Keeping Families Informed



In 2022 the School Stream App provided the main means of communication for Highfields families. It contains a calendar of events, weekly reflections for Preschool, school newsletters, excursion information, and forms for parents to access for a variety of purposes.

Windows into Learning sessions in each class from Preschool to Year 2 were back on the calendar this year. These sessions provided families with the opportunity to hear about the learning journey

in each class from its earliest wonderings through to the conclusions drawn and actions taken at the end.

We also communicated key information to our parents throughout the year across the different subject areas. Sarah Jones, our wonderful Learning Support Co-Ordinator, organised two powerful sessions for Kindergarten parents and interested others about the learning to read process including the latest research.

Jess Handel, our Enrichment teacher, provided a Maths Course for K-2 parents. She focused on several different strategies taught by our classroom teachers, mostly used for addition and subtraction, in alignment with the current Maths curriculum.



In 2022, we also offered a first aid awareness course onsite for interested parents.

The topics covered included how to:

- recognise and reduce risks and hazards in and around the home
- perform Cardiopulmonary Resuscitation (CPR) on an infant or young child
- reduce or eliminate the risk of poisoning in the home, and use correct procedures in treating a case of poisoning
- treat burns, and heat related conditions
- list and identify common triggers of allergy and anaphylaxis, and how to correctly manage these incidents
- manage breathing emergencies - asthma attacks, and choking, and
- apply correct first aid procedures to bruises, bleeds, and fractures

## Special Events

### Introducing Family Days

***“Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.” George Dei***



At Highfields we recognise that not all families are the same and, in our efforts to honour and be sensitive to varying family structures within our School Community in 2022, we hosted Family Days rather than specifying an event for a particular family member – mum, dad, grandparent. The decision to provide Family Days which celebrated the presence of mothers, fathers, grandparents, and any other members of the extended family in preference to days where one particular family member was the focus, was not made easily or lightly. It was about making our events inclusive to all.

When we hosted a Family Day event, **any member of a child’s family** was welcome to attend, and we hoped that over the course of the year we would see a variety of significant people in each Highfielder’s life joining them at one time or another at school.

## Anzac Service



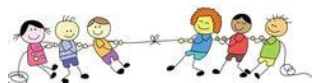
On 29 April Miss Siemon, Mrs Dundas-Smith, Mrs MacCue and the Year 2 children departed from their usual assembly practice to conduct a special Anzac Service. All children and teachers from Kindergarten to Year 2 participated in the ceremony which included an Acknowledgement of Country, Year 2 children outlining the purpose and importance of Anzac Day and its traditions, the significance of the poppy and rosemary as symbols of remembrance, the raising of the Australian flag, listening to 'The Last Post', a minute of silence, and the National Anthem. We were delighted to welcome special guests Jeni McDermott, past Principal of Highfields School, and husband Captain John McDermott (ret. Navy) once again.

Our school leaders spoke beautifully about the meaning of Anzac Day, sang with pride and overall displayed outstanding behaviour expected of the senior students of the School. At the conclusion of the Service, Year 2 shared Anzac biscuits with their parents.

Special thanks must go to Zoe Mann, ex-Highfielder, for playing The Last Post on the trumpet so capably. This was a wonderful inclusion once again to this years' Service and was much enjoyed by all in attendance. It is important to note that the Currawongs, Kookaburras and Cockatoos did not miss out on this event. They had the opportunity to attend the Year 2 Anzac Day rehearsal.



## Sports Carnival for Years 1 & 2



This year we were excited to host a Sports Carnival at the Lindfield Sports Centre on 14 June. Much preparation was undertaken by our Sport Teacher, Ellie Fuller, to manage and organise the events and ensure it was a huge success for all. It gave our Highfielders the experience of what a real School Sports Carnival was all about. The activities included running, novelty and co-operative races, tug of war and tipping games, javelin, shot put, and target net challenges.

During this event the following learning habits were highlighted for our Highfielders, in addition to having fun and encouraging one another to do their best: **Collaborate, Focus, Communicate, Persevere** and **Be Resilient**.

## Kindergarten Sports Fun Day



On 26 October our Kindergarten students explored various activity stations set up around the School with the fun-filled activities including Scooter Board and novelty dress up relays, obstacle courses and a throwing circuit.

## Kookaburra, Cockatoo and Currawong Sports Fun Day

On 2 November our Preschool students enjoyed a fun-filled rotation through the following activities which were spaced out around the school:

1. Fundamental Movement Skill Team Relays
2. Obstacle Courses
3. Parachute Games
4. Throwing Circuit



For all special sports days, parents were welcome to spectate, and they eagerly joined parent races when they were offered.



## Book Character Dress Up Days

Children across the School took part in the Book Character Dress up days on 23 and 25 August, and the teachers weren't shy in joining in! Some came dressed as llamas from the Dharma the Llama story by Matt Cosgrove.

Highfielders love these days. In addition to dressing up and parading around the School with their parents in attendance, they were prepared to say the name of their character and the book their character is featured in, and where possible brought a copy of the book.

## K-2 Play



How exciting it was to host a live performance for our K-2 families this year after two years of recording play performances where viewings took place in individual homes. In 2022 the story featured the Highfield family, Mr and Mrs Highfield and their children, who consulted staff at the Cook's Tours travel agency for holiday suggestions. These were provided in abundance by K-2 classes who took them on virtual adventures around

Australia. The Play came to an exciting finale back in Sydney where 'Elton John' performed Crocodile Rock to the excited crowd.

To say that we were pleased and proud of the children's performances at the Play is an understatement!

They delighted us with their capable singing, dancing and story narration and the audience comprising of family members, gave the children a truly wonderful concert experience.

Many thanks must also go to Bronny Carroll who guided the development of the children's voice, drama and performance skills, and to the teachers for their preparation with the children.





## Return of Play Groups and Play Dates at Highfields in 2022

### Play Groups



This year we were able to offer playgroup experiences onsite once again. All children and parents who were due to commence 2D Preschool in 2023 had the opportunity to attend three playgroup sessions. The sessions were facilitated by our teachers Penny Yue and Emily Beer, and the children enjoyed a range of indoor and outdoor activities. It will be exciting to see how this informal preparation for starting Preschool next year will impact the children's happiness and wellbeing to engage in all the Preschool program has to offer, right from the beginning. We will certainly continue to offer these sessions in 2023 and beyond.

### Play Dates

In Term 4 we also offered Play Dates onsite once again for all children due to commence Kindergarten at Highfields in 2023. This was an opportunity for the Kookaburras, Cockatoos, Currawongs, and new children to Highfields in 2023, to enjoy two Play Dates in the big playground. The sessions were facilitated by Angelique Panaretos, Katie Bourhill, Sarah Jones, Lisa Hutchinson and Isabella Armsworth with the purpose of the children enjoying an outdoor experience together, exercising their play skills, and building relationships with their teachers and peers.

### Vivid Cruise, School Disco, School Ball and Carols Night

We also facilitated a Vivid Cruise for families to enjoy, two School Discos at Highfields for children and families from Preschool to Year 2. The Highfields School Ball at the Deckhouse in Woolwich was a highlight and a wonderful social and fundraising event. In addition, we eagerly welcomed our Carols Night back into the calendar at the beginning of December.

### Extra Curricular Activities



This year, a number of extra-curricular activities were offered before and after school. These included Tennis lessons, Piano tuition, Mandarin Language classes, Chess Club, and Code Camp. We also offered the new K-1 program, 'Curious Minds'. This program was designed to introduce K-1 children to STEAM concepts (and support them in learning how to solve problems, be creative and innovative, and think logically) while exploring how technology and science shape our world. Each week the children investigated various 'Big Ideas' such as virtual reality, electric cars, cryptocurrency, carbon footprints, and more in an age-appropriate way. The lessons addressed these topics through 'Missions' using songs, videos, and fun interactive classroom activities. Disappointingly our wonderful piano tutor retired this year and we remain in search of an ideal replacement.

### CommunityOSH



From Term 2, CommunityOSH became our new Out of School Care provider. From the outset CommunityOSH sought to communicate and collaborate with our families to ensure a successful hand over process for all concerned.

It is true to say that since CommunityOSH took over, the program has attracted greater attendance than ever before for after school care operations and vacation care. The booking process is smooth, and communication is responsive and effective. Families and children are happy, and we look forward to the partnership continuing for the foreseeable future.

## On a final note...

As we look back at what has been accomplished in 2022, there is much to celebrate and reflect on with happiness. What cannot be underestimated however, is how much we have valued the ability to come together once again as a community. It has meant a lot to our social connections with one another that families have been able to come back onsite and join staff of the School in face-to-face meetings, excursions and for a variety of social events. There is a real sense that the life of the School returning to normal as we concluded the year and for that we are grateful.

## Student outcomes in standardised national literacy and numeracy testing

No data is available for this reporting area. Highfields Preparatory and Kindergarten School is Preschool -Year 2 only. Students complete NAPLAN testing in Year 3.

## Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient Teacher	9
Experienced Teacher	2

## Teacher Qualifications

Category	Number of Teachers
Teachers who have teaching education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	11
Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0



## Key Projects and Professional Learning for Staff in 2022

Highfields staff participated in a number of professional development opportunities in 2022. While some were still held via Zoom, many were offered as face-to-face sessions once again.



This year Highfields staff worked with consultants from the Association of Independent Schools NSW on two key learning projects. The projects engaged our wonderful staff in rigorous professional development, and this not only impacted our learning programs but enhanced the learning outcomes of our Highfielders.

## Designing for Deep Learning (two years)

Designing for Deep Learning is a specialised AISNSW project that supports teachers to incorporate the learning competencies (6Cs) Collaboration, Creativity, Critical Thinking, Communicating, Character and Citizenship into their whole school teaching and learning programs to underpin the curriculum.

The Deep Learning Project has global connections, is research based and participation in this project alongside five other schools has given us the next steps with our Inquiry Learning work including embedding key language and competencies from K-2 and empowering students to be the learning leaders in the inquiry space.



Engagement in the Deep Learning Project has also afforded the opportunity for our lead Deep Learning teachers to showcase the work being undertaken at Highfields. At a Teach/Meet via Zoom on Wednesday 1 June, Fiona Dundas-Smith and Brooke Warnock presented their Year 1 and Year 2 class inquiries to over sixty teachers from schools across the state. It was an honour to be asked to present and both Brooke and Fiona undertook the task with professionalism and confidence. The children were excited to know that their work was showcased!

Later in the year, it was an honour once again for Highfields to be selected to host delegates from South Australia and New Zealand before the Deep Learning conference on 27-28 October commenced, and to present at the conference itself. Brooke and Fiona with essential ICT support from Angelique Weinstock delivered a superb 'insights' session which showcased how Deep Learning lifts inquiry pedagogy at Highfields. As for the work here at Highfields, we look forward to our ongoing journey with the Deep Learning Project continuing into 2023 and beyond.

## Early Literacy Project with a focus on reading (one year)

The AISNSW Early Literacy Project K-2 teachers were engaging with in 2022, was designed to support schools in ensuring teachers are equipped to teach essential literacy skills using the latest research.

In 2022 Highfields staff had the opportunity to access a range of resources and expertise through a dedicated AIS consultant. This support was designed to become the knowledge base for instigating and nurturing sustainable changes in our practice. It was built upon the initiatives Sarah Jones (our Learning Support Co-Ordinator) had been introducing for the last eighteen months.

As part of this project, an information session was provided for K-2 parents to share our journey in this key area. At that time, we provided the latest research, shared how our programs and practices have been influenced as a result, the impact it is having on learning outcomes, and how they could support from home.

## Professional Learning facilitated by Sandy Ireland

In the preschool, there was a focus on programming documents including goal setting and taking observations, and on documentation of learning through class displays, in the weekly newsletter and in Reflective Journals. Sandy worked with the preschool team to share the latest research and maintained focus on the 'why'. Why do we do what we do? Who is it for and why is it important?

The partnership with Bambini House only added richness to the learning conversations in 2022.

Staff completed First Aid, Child Protection and Emergency Response training courses as they do every year, and a number of specialised sessions were pursued based on individual professional development goals.

Professional development sessions offered by the Independent Primary School Heads Association (IPSHA) and the Association of Independent Schools, were valuable not only in the content provided but helped us re-connect with colleagues after the isolation of separation through lockdown and home learning period in 2021.

The average expenditure per teacher on professional learning in 2022 was \$2862.

The following professional development activities were undertaken in 2022:

Description of Professional Learning Activity	Number of Teachers
<p><b>Teaching and Learning –</b></p> <ol style="list-style-type: none"> <li>1. K-2 Literacy Project (whole year commitment x3 meetings per term)</li> <li>2. K-2 Deep Learning Project (whole year commitment x3 meetings per term)</li> <li>3. K-2 New English Syllabus</li> <li>4. K-2 New Maths Syllabus workshop</li> <li>5. Deep Learning (2 Day conference)</li> <li>6. Powerful Learning Communities meetings focussing on inquiry based practices x 3</li> <li>7. InitialLit (2 Day training)</li> </ol>	<p style="text-align: center;">11 7 1 2 4 1 2</p>
<p><b>Teaching and Learning – Focus on Support</b></p> <ol style="list-style-type: none"> <li>1. IPSHA Gifted and Talented Meeting Terms 1-4</li> <li>2. EAL/D Network Meeting x 3</li> <li>3. Next Sense Improving the outcomes of students who are blind or have low vision in mainstream settings</li> </ol>	<p style="text-align: center;">1 1 1</p>
<p><b>Specialised PD</b></p> <ol style="list-style-type: none"> <li>1. IPSHA Teacher Librarian Meeting X 2</li> <li>2. IPSHA Art Group – Sustainable wearable art</li> <li>3. IPSHA Boosting Student Resilience</li> <li>4. IPSHA PDHPE Focus on Inclusive Games</li> <li>5. IPSHA Music Meetings 1-3</li> <li>6. IPSHA Innovative Learning and ICT</li> </ol>	<p style="text-align: center;">1 1 1 1 1 1</p>
<p><b>Health and Safety –</b></p> <ol style="list-style-type: none"> <li>1. Medilife First Aid Refresher Training</li> <li>2. First Five Minutes Emergency Response Training</li> <li>3. Child Protection Training</li> <li>4. Ashma and Anaphylaxis training</li> </ol>	<p style="text-align: center;">4 11 11 11</p>

<b>Teacher Accreditation –</b> I. Experienced Teacher Accreditation Course x2	1
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For 2022, reporting is in terms of the number of teachers at Highfields Preparatory and Kindergarten School from Kindergarten to Year 2.

**Workforce Composition**

**School Staff 2022**

Teaching staff	11
Full time equivalent teaching staff	8.8
Non-Teaching staff	7
Full time equivalent non teaching staff	5.4



There are no Aboriginal or Torres Strait Islander staff at Highfields.

**Student Attendance**

94% per cent of students attended school on average each day in 2022. This percentage reflects an increase in student illness during the year.

Attendance rates per Year:

Kindergarten – 95%

Year 1 – 92%

Year 2 – 96%

For whole school attendance rates please refer to the My School website

<http://www.myschool.edu.au>

**The School Attendance Policy** outlines the procedures followed to manage instances of student non-attendance. Absences are closely monitored. The School follows up where verbal or written explanations are not received from the parents and the School will raise concerns with parents and/or guardians to resolve any issues of regular non-attendance.



## Enrolment Policy

Highfields School exists to provide high quality early childhood education for its students. It is a non-denominational, co educational school catering for students from the ages of three to eight years of age. The main points of entry to Highfields are the Preschool and Kindergarten.

Enrolment and orientation procedures form the foundation for strong relationships between families and Highfields School, and seek to promote a sense of connection and belonging to our School from the outset.

### Key Legislation

*Education and Care Services National Law Act 2010*

*Privacy Act 1988 (Cth)*

*Family Assistance Law [www.dss.gov.au](http://www.dss.gov.au)*

### Early Childhood Standards and Regulations

#### NQS

QA6	Collaborative partnerships with families and communities
QA7	Governance and Leadership

### National Regulations

Regs	160	Child enrolment records to be kept by approved provider and family day care educator
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	168(2)(k)	Education and care service must have policies and procedures
	177	Prescribed enrolment and other documents to be kept by approved provider
	181	Confidentiality of records kept by approved provider
	183	Storage of records and other documents

### Enrolment Information

Applications for Admission to the Wait List may be made at any time by parents/guardians using the School's application for Admission to the Wait List form. A non-refundable Application Fee must accompany the application.

Students are eligible for entry into the Two Day Program providing that they have turned three years of age on or before 31 January in the year they are due to commence.

Students are eligible for entry into Kindergarten providing they turn five years of age on or before 31 January in the year of entry. (Exceptions may occur in some circumstances.)

Students may be admitted into the Three Day or Five Day Program, Kindergarten, Year 1 or Year 2 if places are available.

All enquiries regarding Enrolment can be directed to [enrolments@highfields.nsw.edu.au](mailto:enrolments@highfields.nsw.edu.au) or by phone 94163743.

## **Enrolment Procedures**

1. All applications are processed as per the School's Enrolment Policy and Procedures.
2. Applications for Admission to the Wait List are processed in order of receipt and a confirmation is sent to parents/guardians advising that the student has been placed on the Wait List.
3. At the time of application for Admission to the Wait List parents/guardians are encouraged to share any information that will help the School better meet the student's needs in accordance with School Policy.
4. While on the Wait List, parents/guardians may elect to defer the student's point of entry to another year. Deferrals must be notified in writing. The student will then be added to the Wait List for that altered entry point.
5. A Provisional List will be produced from the Wait List approximately one year prior to the student's requested starting date.
6. The presence of a student's name on a Provisional List does not guarantee an offer of enrolment.
7. Placement of a student on a Provisional List is dependent on the order in which applications for Admission to the Wait List are received, and will also take into consideration:

A family connection with the School:

- if the student (applicant) is a sibling of a current or ex-student,
- if one or both parents attended the School, and
- whether the values, attitudes and priorities of the student's family are compatible with the School's philosophy.

The School's:

- ability to meet the special needs or abilities of the student, and
  - preference towards those applicants seeking enrolment from the Two Day Program through to the completion of Year 2.
8. From this Provisional List, parents and students are then invited to complete a formal Application for Enrolment and attend an interview.
  9. The School has absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer enrolment to any student.
  10. It is the responsibility of the parents/guardians to advise the School of changes to the address and telephone numbers of the student and each parent/guardian. Failure to do so may prevent a student from receiving an offer of enrolment.

11. Parents/guardians will be informed of the enrolment outcome.
12. On acceptance of an offer of enrolment, parents/guardians agree to abide by the Terms and Conditions as set out in the Application for Enrolment.
13. A student is considered to be enrolled when:
  - parents/guardians have both signed the Acceptance of Enrolment offer
  - parents/guardians have completed the enrolment process with the provision of all required documentation (birth certificate, immunisation status, Visa and Health Care Plan if applicable)
  - parents/guardians have supplied supporting information as set out in the Application for Enrolment
  - a non-refundable Enrolment Fee payment has been made, and
  - the student has been placed on the admission register of the School.
14. The School reserves the right to alter its enrolment policy and procedures at any time. A number of Enrolment Terms and Conditions are listed below. A complete list is provided with the Enrolment Form for parents/guardians and can be found on the School website.

### **Fees and Charges**

- The School Board determines the fees and charges that will be payable from time to time, which can be found in the annual Schedule of Fees. The fees are revised regularly and may be amended each year.
- All Fees and Charges must be paid on or before the due date set out in the fees notice.
- If fees are not paid within 30 days of the due date an overdue charge may be levied. The rate charged for late payment will be the amount the School's bank charges on overdrafts. This charge reflects the loss which may be incurred by the School as a result of the late payment. The charges payable from time to time can be obtained from the School Office.
- If Fees and Charges are not paid within 60 days of the due date, the enrolment of the student may be suspended unless the School agrees in writing to accept other arrangements. Failure to abide by any other agreed arrangements may result in the enrolment of the student being cancelled without further notice.
- Fees will not be remitted in whole or part if the student is absent due to illness, leave, suspension or under the advice of relevant Government authorities.

### **Withdrawal of Students**

- Where students leave the School prior to the completion of the enrolment period to enrol at another school, the NSW Education Standards Authority (NESA) requires that parents/guardians advise the School in writing of the name of the school the student will be attending and the grade the student will be entering at the new school.
- If parents/guardians wish to withdraw a student from the School, a minimum of two full term's notice in writing must be provided to the School.
- If the notice of withdrawal of a student is not provided two full terms ahead of the proposed withdrawal date, the parents/guardians must pay the School two term's fees in lieu, which is a genuine pre-estimate of the loss the School will suffer if two full terms notice of withdrawal of the student is not given.



## **Expectations**

Students are required to have high standards of behaviour and:

- abide by the School Rules and Codes of Conduct as they apply from time-to-time,
- behave courteously and considerately to each other and to staff at all times;
- attend and, if required, participate in assemblies, the School sports program, important school events or other events determined by the Principal, and excursions that are an integral part of the School curriculum; and
- attend the School during school hours, except in the case of sickness or where leave has been given or an exemption from attendance has been granted.

The parents/guardians:

- must accept and abide by the requirements and directions of the School Board and the Principal relating to the student or students generally and not interfere in any way with conduct, management and administration of the School;
- are required to support the goals, values, philosophy and activities of the School; and
- must access the parent portal within the School's website to read the weekly newsletter. The newsletter (the 'Highfields Herald'), contains information of importance to parents/guardians.

Parents/guardians must promptly advise the School in writing of any orders or arrangements that affect the student concerning custody or access, and advise of any subsequent change to them, or any other orders or arrangements which are relevant to the student's education and welfare, and also provide copies of any such orders to the School.

Parents/guardians should communicate with students, other parents/guardians, visitors and staff members in a courteous manner, follow the communication guidelines laid down by the School from time-to-time and observe the Parent Code of Conduct.

Parents/guardians should use their reasonable endeavours to attend parent-teacher meetings and parent forums, and participate in courses offered by the School which are relevant to the student's education.

## **Health and Safety**

Parents/guardians:

- are to fully disclose any special needs of the student to the School (including but not limited to, any medical, physical, learning or psychological needs). Where any disclosed special needs change or where any special needs arise, as soon as they become aware of those special needs or changes in special needs, the School Office must be notified immediately.
- must complete and return to the School the required health form (if applicable) for the student prior to the student commencing at the School and provide updates if circumstances change or as required by the School from time-to-time.
- must participate in the creation of a communication and risk assessment plan if the student has identified illnesses or medical conditions.

- must abide by NSW Health guidelines on the exclusion of a student with an infectious illness or medical condition.
- consent to the student applying sunscreen when appropriate for outside activities.
- authorise the staff to carry out routine first aid when necessary.
- Parents/guardians must observe School security procedures for the protection of students.

If the student is ill or injured, requiring urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and parents/guardians are not readily available to authorise such treatment, the Principal (or in the Principal's absence, a senior staff member of the School) may give the necessary authority for such treatment. The parents/guardians indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

Students are responsible for their personal property and the School does not accept any responsibility for the loss of their belongings.

### **Leave**

If parents/guardians wish to seek leave to travel during a term, they must apply to the Principal for approval using the designated form for this purpose.

### **Privacy**

The parents/guardians:

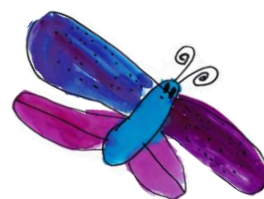
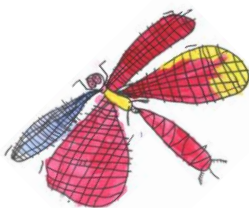
- acknowledge that they have read the School's Privacy Policy and Collection Notice.
- give permission for photographs and videos of the student to be placed in the School's records, displayed from time to time around the School and be published in School publications ie. Newsletter and yearbook. The School will obtain separate permissions from parents/guardians prior to publication if the School would like to use photographs or other identifying material for promotional purposes for the School or otherwise make it available to the public such as on the School website.

### **Amendment of Terms and Conditions**

The School may alter the Terms and Conditions of Enrolment at any time by giving at least two term's notice to parents/guardians, and will take effect from the beginning of a calendar year.

### **Resourcing, Accountability and Reporting**

Enrolment information is required by State and Federal Government agencies at various times throughout the year. This information provides data for resourcing specific programs, obtaining Commonwealth and State funding and for national reporting purposes.



## **Student Enrolments**

Highfields keeps a register of enrolments of all children in electronic form. The register of enrolment records the following information for each student:

- the student's name and address
- birth date, and gender
- parents or guardian's details
- the date the student enrolled at Highfields and the class entered
- the date the student leaves, or transfers from the school.

## **Characteristics of the Student Body**

There were 93 students enrolled in the K-2 sector of Highfields Preparatory and Kindergarten School, with a small margin of difference between numbers of boys and girls. The School attracts most enrolments from within the local area but over recent years has been drawing from the wider community. The main point of entry to Highfields is in the Two Day Program for three year olds and most students continue from the Preschool through to Year 2. The students come from a variety of cultural backgrounds. There are students for whom English is not their first language and children with additional needs in the school community. There are no Aboriginal or Torres Straight Islanders enrolled.

## **Policy summary statements for student welfare, anti-bullying, discipline, and complaints and grievance resolution**

Highfields School recognises the importance of a safe, supportive environment for its students - one in which students can learn with confidence.

## **Student Welfare**

At Highfields School student welfare encompasses everything the school community does to meet the personal, social and learning needs of the students. It encompasses the mental, physical and emotional wellbeing of students, development of self-esteem and skills of resilience.

At Highfields student welfare includes:

- provision of small class sizes which allow increased opportunities for students to receive individual attention and support
- facilitation of small collaborative groupings within classes to cater for individual needs including students' interests
- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- many and varied opportunities for students to enjoy success and recognition, make a useful contribution to the life of the School and derive enjoyment from their learning
- effective discipline
- establishing clear school rules which are known and understood by all school community members
- ongoing educational services to support students
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- monitoring school attendance and ensuring that students attend school regularly

- building a learning community in which staff, students and parents work together for planned results

<b>Policy</b>	<b>Changes in 2022</b>	<b>Access to full text</b>
<b>Student Welfare Policy</b> and related policies	The following policies in this category were updated in 2022 and reviewed by all staff: <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available for staff on School intranet</li> <li>• Full text available for parents on the School website</li> <li>• Parents may request copy by contacting the School Office</li> </ul>

## **Anti-Bullying**

Highfields takes all incidences of bullying very seriously and considers all forms of bullying to be unacceptable.

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

To support the creation of this culture where the building of mutually supportive and caring relationships can develop, the following strategies are in place to effectively teach the skills and understandings that will lead to eliminating bullying behaviour.

These strategies include:

- reinforcing in our school community that no form of bullying is acceptable,
- encouraging the school community to be alert to signs and evidence of bullying,
- reporting instances of bullying to a staff member,
- ensuring that all reported incidents of bullying are followed up,
- supporting the victim, perpetrator and other individuals involved,
- seeking parental and peer group support and co-operation,
- addressing inappropriate behaviour not deemed to be bullying under the student code of conduct and discipline policies.

<b>Policy</b>	<b>Changes in 2022</b>	<b>Access to full text</b>
<b>Anti-Bullying Policy encompassing</b> <ul style="list-style-type: none"> <li>• definitions</li> <li>• roles and responsibilities of students, parents and staff</li> </ul>	This policy was reviewed and updated in 2022.	<ul style="list-style-type: none"> <li>• Full text available for staff on School intranet</li> <li>• Full text available for parents on the School website</li> <li>• Parents may request copy by contacting the School Office</li> </ul>

## Student Discipline

High standards of student behaviour are expected at Highfields School. Expectations of student behaviour in the classroom, playground, and while on excursions are outlined in the Student Code of Conduct and Behaviour Management Framework. Students are required to know these expectations, monitor their behaviour, and take responsibility for their actions.

Where there are cases of unacceptable behaviour, disciplinary action may be required. This policy document outlines procedures for disciplinary action. Disciplinary action includes, but is not limited to suspension, expulsion and exclusion.

The School prohibits the use of corporal punishment in disciplining students attending the School.

The School does not explicitly or implicitly sanction the administering of corporal punishment by non school persons, including parents, to enforce discipline at the School.

Any disciplinary action that may result in a sanction against a student including suspension and expulsion involves parents and follows processes based on procedural fairness.

Suspension, expulsion or exclusion will only be implemented as a last resort after all other avenues have been exhausted.

<b>Policy</b>	<b>Changes in 2022</b>	<b>Access to full text</b>
<b>Student Discipline Policy</b> and related policies	This policy was reviewed along with the Reflection Sheet for students as part of the Behaviour Management Plan. No changes were made.	<ul style="list-style-type: none"><li>• Full text available for staff on School intranet</li><li>• Full text available for parents on the School website</li><li>• Parents may request a copy by contacting the School Office</li><li>• Excerpts included annually in school newsletter</li></ul>

## Policies for Complaints and Grievances Resolution

Complaints are taken seriously. At all times the goal is to manage and resolve complaints in a confidential, timely, and transparent manner.

<b>Policy</b>	<b>Changes in 2022</b>	<b>Access to full text</b>
<b>Complaints Handling Policy and Procedures</b>	This policy was reviewed after the policy was rewritten in 2021. No changes were made.	<ul style="list-style-type: none"><li>• Full text available for staff on School intranet</li><li>• Full text available for parents on the School website</li><li>• Included annually in school newsletter</li></ul>

**School determined improvement targets  
Achievement of priorities in 2022**



Area	Priorities	Achievements
<b>Teaching and learning</b>	Engage in an AISNSW Deep Learning Project which will strengthen our Inquiry processes	Successfully commenced and ongoing in 2023
	Build the Deep Learning dimensions into teaching and learning programs	Successfully commenced and ongoing in 2023
	Engage in an AISNSW Early Literacy project which will introduce research and a new assessment tool and will upskill staff in the implementation of key content	Successfully completed as a great foundation for the new K-2 syllabus
	Become familiar with the K-2 New English Curriculum	Successfully achieved
	Become familiar with the K-2 New Maths Curriculum	Successfully achieved
	Investigate implementation of decodable readers in Years 1 and 2	Successfully commenced
	Investigate the introduction of Initialit for K-2	Successfully achieved. This program will be utilised in 2023.
	Introduce the MiniLit Sage program which can support children in Year 1 who require more extensive instruction	Successfully completed
	Ongoing engagement and expansion of information/enrichment that Des and Isaac (Indigenous Educators) can provide	Successfully completed
	Expand Year 2 leadership opportunities	Not completed in 2022. This remains a priority for 2023.
	Investigate ways to enrich the current 'buddy program'	Not completed in 2022. This remains a priority for 2023.
	Provide Years 1 and 2 children with an offsite Sport Carnival experience	Successfully achieved
<b>Planning and Programming</b>	For K-2 teachers to conduct retrospective planning for their class inquiries and document outcomes achieved	Successfully achieved
	To implement new Deep Learning content/strategies forthcoming from engagement with the Project	Successfully achieved
	To implement the new Literacy Assessment tool and any new content/strategies forthcoming from engagement with the	Successfully achieved

	Project	
	Update School Reports to reflect the new English and Maths Syllabus Outcomes	Commenced but work will continue in 2023
	For the Educational Leader to guide the preschool team in rethinking all aspects of programming and practice and document the journey	Successfully commenced and ongoing
	Develop a Preschool Learning Habits 'Brain' that features key habits to focus on with children in the early years	Not completed in 2022. Will prioritise an update K-2 Learning habits Brain for 2023 incorporating Deep Learning competencies.
<b>Staff Development</b>	Host and facilitate EAL/D network meetings at HF – one per term	Successfully achieved online
	Host REsearch Conversation network meetings at Highfields – one per term	Not achieved due to COVID-19. This will be a goal for 2022.
	Participate in annual Emergency Response procedures and offsite exercise	Successfully completed
	Refresh First Aid training for some staff	Successfully completed
	Refresh Ashma and Anaphylaxis training for all staff	Successfully completed
	Continue to pursue professional learning that focusses on Inquiry Learning through the Deep Learning Project	Successfully achieved with two HF teachers presenting at a Two Day Conference
	Introduce K-2 inquiry learning walks	Successfully achieved and ongoing
	Introduce new research about the Science of Reading	Successfully achieved
	AISNSW lead Deep Learning Project K-2	Successfully completed
	Participation in the AISNSW K-2 Literacy project	Successfully completed
	Investigate partnerships with Bambini House and Northern Nursery as a means to enrich preschool staff connections and development	Successfully achieved
	The Educational Leader in the preschool to provide rich PD opportunities based on rethinking our programming and practice	Successfully achieved and ongoing
<b>Facilities and Resources</b>	Purchase of new K-2 Reading Resources including decodables	Successfully achieved

	For Ku-Ring-Gai Council to install new nature strip steps	Successfully completed
	Create a bush tucker garden in the Preschool	Not a priority in 2022 but will remain a goal for 2023
	Research a new AV system for the hall	Successfully achieved and will be installed in 2023
<b>Environmental Goals</b>	Install two community libraries in the School grounds as a means of sharing books within the community	The libraries were painted in 2022 by Des and Isaac and will be installed in 2023.
	Continue to work towards goals set in the environmental strategy	Some work was completed but will remain a goal for 2023.
	Experience Paddy Pallin reserve for classes from PS-Year 2	Some preschool classes did attend Paddy Pallin in 2023
	Research and change to a Green energy Provider	Successfully achieved
	Research Ku-Ring-Gai Council Environmental Grants and apply where applicable	Not a priority in 2022.
	Investigate the Solar My School Program	Preliminary discussions have taken place. An assessment will be completed in 2023.
	Work with School Contractors to use electric power tools over petrol	Successfully achieved for some tools and not for others ie. blower
	Conduct sales of Second Hand Uniforms twice per year	Successfully achieved
<b>Administration</b>	School visits to replace Home visits for new 2D families. New children to 3/5D will be invited to HF for a school visit also.	Successfully achieved
	Diversify Office Roles – Reception, Enrolments and Finance	Successfully achieved
	Introduce an electronic calendar	Successfully achieved
	Research and engage a new OSH provider	Successfully achieved with Community OSH
	Enhance staffing ratios in the Preschool – three teachers per room	Successfully achieved
	Update role descriptions for Preschool teachers	Successfully completed
	Review and update School Policies not completed in 2021	Successfully achieved



	Explore the use of SENTAL for K-2 reporting	Not completed. This remains a goal for 2023.
	Explore the possibility of replacing MYOB with Zero	Work has commenced but the change will occur in 2023.
	Review the School's strategic and risk management plans	Partially achieved. This goal continues in 2023.
<b>School Promotion</b>	Have a presence at the North Shore Education EXPO	Successfully achieved
	For the Enrolments Officer to take a role in the School Tours at Highfields	Successfully achieved
	For the website to be updated to ensure it reflects current content and practice	Successfully achieved
	Host Play Group sessions onsite for new children joining 2D in 2023	Successfully achieved
	Host Play Dates in T4 for our 3/5D pre-schoolers to mix with new children to the school in preparation for commencing Kinder in 2023	Successfully achieved
	Research and choose a School social media presence	Successfully achieved
<b>Parent Education</b>	Host a Reading Workshop for Kindergarten parents in Term 1 hosted by Sarah Jones	Successfully achieved
	Provide a Reading follow up session for Kindergarten parents in Term 3	Successfully achieved
	Host an inquiry workshop facilitated with HF staff	This was not achieved but remains a goal for 2023.
	Host a maths workshop facilitated by HF staff	Successfully achieved
	Host a K-2 English Information session with Fiona Elliott (AISNSW)	Successfully achieved
	Organise a First Aid Course for parents	Successfully achieved
	Investigate Parent Speaker – Judith Locke to speak about 'Bonsai Parenting'	Not achieved. This remains a goal for 2023.
<b>Community Engagements</b>	Re introduce the VIVID Cruise, Sport Carnival, Ball and Discos	Successfully achieved
	Re-establish an HPA to organise School Community Events	This did not occur in 2022 but will be a goal for 2023
	Introduce Family Day events	Achieved with success in the view of staff but not for families who missed the traditional Mother's Day, Father's Day and Grandparent Day events

	Investigate new opportunities for Community Engagements at School to strengthen family connections	This is a goal for 2023.
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### Priorities for 2023

Area	Priorities
<b>Teaching and Learning</b>	Continuation of the Deep Learning Project
	Introduction of the Initialit program in K-2 mainstream classes
	Implementation of the new K-2 English syllabus
	Implementation of the new K-2 Maths syllabus
	Introduction of new Maths programs
	Continue to build the Deep Learning dimensions into teaching and learning programs
	Investigate implementation of decodable readers in Years 1 and 2
	Investigate the introduction of Initialit for Years 1 and 2
	Ongoing engagement and expansion of information/enrichment that Des and Isaac (Indigenous Educators) can provide
	Expand Year 2 leadership opportunities
	Investigate ways to enrich the current 'buddy program'
	Provide Years 1 and 2 children with an offsite Sport Carnival experience
	Promote Reconciliation week with Des and Isaac
	Year 2 to take part in the Ravenswood Dance alongside other schools
<b>Planning and Programming</b>	Introduction of new Deep Learning competencies and elevation of technology in K-2 inquiry work
	For K-2 teachers to continue to conduct retrospective planning for their class inquiries and document outcomes achieved
	Implement new K-2 Maths programs in line with the new K-2 Maths Curriculum
	Implement the new Initialit program in line with the new K-2 English Curriculum
	To implement new Deep Learning content/strategies forthcoming from engagement with the Project
	To update the 'Highfields brain' to reflect the Deep Learning competencies and Indigenous meeting symbol
	Develop a Preschool Learning Habits 'Brain' that features key habits to focus on with children in the early years
	For the Educational Leader to guide the Preschool team in rethinking all aspects of programming and practice and document the journey

	Take part in the Virtual Art Program
<b>Staff Development</b>	Participate in annual Emergency Response procedures and offsite exercise
	For all staff to complete Child Protection training
	Refresh First Aid training for some staff
	Continue professional learning for all K-2 teachers through the Deep Learning Project
	Accept opportunities to present the work at Highfields at Deep learning Events
	For Preschool staff to focus on the areas of Inclusion and Embedding Aboriginal perspectives
	InitialLit training for all K-2 class teachers and some specialists
	Host and facilitate EAL/D network meetings at HF – one per term
	Host REsearch Conversation network meetings at Highfields – one per term
	Continue to pursue professional learning that focusses on Inquiry Learning through the Deep Learning Project
	Through key questioning enrich discussions during K-2 Inquiry Learning walks
	Continue the partnerships with Bambini House as a means to enrich pPreschool staff connections and development
	The Educational Leader in the Preschool to provide rich PD opportunities based on inclusion and aboriginal perspectives
	For the Educational Leader to meet with other local EL's to form a network
	Prowise training for Preschool staff
	Preschool staff to attend the Annual REAIE Conference in Melbourne Thursday 29 June - Saturday 1 July 2023
	K-2 Deep Learning Leaders to complete a week of professional learning in NZ in liaison with Deep Learning schools Monday 17 July – Friday 21 July
<b>Facilities and Resources</b>	Replace artificial grass in the lime Zone
	Installation of the new AV system in the hall
	Purchase and installation of new Prowise boards in Preschool classes
	Installation of acoustic curtains in Year 1 and 2
	Purchase of new K-2 Reading Resources including decodables
	Purchase the InitialLit program and readers
	Interior and exterior hall painting
<b>Environmental Goals</b>	Pursue the Solar My School Program and have a feasibility assessment completed

	Investigate possible grants that the School can access to offset Solar Installation costs
	Promote and conduct World Environment week where a focus is on the reduction of plastic packaging
	Re commence soft plastic collection within the school
	Install two community libraries in the School grounds as a means of sharing books within the community
	Create a bush tucker garden in the preschool
	Promote World Environment Day
	Continue to offer Second Hand School Uniform sales
<b>Administration</b>	Create new K-2 reports using SENTRAL
	Update section of SENTRAL reports to focus on Deep Learning Habits
	Replace MYOB with Zero Accounting Software
	Update the Enrolment forms to reflect Parent 1 and Parent 2
	Review the School's strategic and risk management plans
	Engage additional Office support
	Policy review and update
<b>School Promotion</b>	Attendance at the 2023 School Expo
	Host Play Group sessions onsite for new children joining 2D in 2023
	Host Play Dates in T4 for our 3/5D pre-schoolers to mix with new children to the school in preparation for commencing Kinder in 2023
	Work with Cooper Morrison to create a school promotional video to be used on the school website and North Shore Mums website
	Promote the School on North Shore mums website
<b>Parent Education</b>	Continue to host a Reading Workshop for Kindergarten parents in Term 1 hosted by Sarah Jones
	Host an Deep Learning inquiry workshop facilitated with HF staff
	Organise 'Tea and Talk' sessions for Preschool families on key topics
	For the PS Educational Leader to provide a 'Preschool Lens' page for the school newsletter every term
	Investigate Parent Speaker – Judith Locke to speak about 'Bonsai Parenting'
	Organise a first aid course for parents
	Organise Kristy Goodwin to speak with families about digital technology
<b>Community Engagements</b>	Re-establish an HPA to organise School Community Events
	Investigate new Events to support School Community connections e.g. Trivia Night, Movie Night, Christmas Market

## Initiatives promoting respect and responsibility

### Responsibility of Students

Year 2 have the responsibility for ‘running’ school assemblies every Friday. They introduced speakers and performers, and in doing so developed their public speaking skills and self-confidence.

Year 2 students are also our Sports and Library monitors at lunchtimes. In the Sport Monitor role they help to distribute sporting items to other Highfielders and return them to their correct places and in their Library Monitor role, they tidy the library and return books to their correct places on shelves. Their mentoring role must not be overlooked with Kindergarten children, nor their delivery of lunch orders to the correct classes every Friday across the School.

Harmony Day which is celebrated at Highfields each year is a wonderful way to acknowledge our increasingly multicultural community. It is important to note however that multiculturalism is not just discussed and celebrated for one day. In classes over the course of the year, opportunities are offered through class inquiries for children to learn about the backgrounds, cultures, traditions and languages of their peers. The cross-cultural sharing of information promotes understanding and respect for fellow school community members, and it is important that this understanding is put to good use every day, in recognising the similarities and differences we all contribute to the School community.

The Friendship Tree offers all Highfielders and additional opportunity to exercise some responsibility and care towards someone else who may need a friend, by ‘checking in’ with anyone sitting under this special tree.



We cannot forget to mention the School pets, and the Year 2 responsibility of looking after the School hens Batchook, Oreo and Icecream. They do an excellent job of looking after their health and wellbeing on a daily basis.

Year 1 has the responsibility for managing the vegetable garden. The children collected the compost each day from small bins around the school and with their teachers, returned the rich soil produced to their vegetable garden.

Kindergarten take pride in looking after their class pet, Happy the rabbit and even welcomed him to their homes over the weekend.

### Thinking of Others

#### Flood Relief Appeal

On 7 March the whole community supported the Australian Independent Schools Fund’s (AISF) Flood Relief Appeal which recognised the devastating impact of the flood disaster on coastal communities in NSW at that time. The areas were home to over 100 regional Independent Schools and tens of thousands of students, who were part of our wider Independent Schools community. Many had experienced damage to their homes and lost school equipment such as laptops, books and uniforms.

#### Indigenous Literacy Book Swap Day



On 7- 8 September Highfields held a “Book Swap” Charity event outside the Library to raise much needed money for the Indigenous

Literacy Foundation. Kookaburras, Cockatoos, Currawongs and K-2 children were invited to bring in a book (or more than one if they wished) which they had enjoyed but could bear to part with and which is in reasonable condition. They were then able to trade their book for another to take home and enjoy. To participate in the Book Swap families are asked to send in a gold coin donation for each book swapped.

### Barnardos Gifts for Kids

In late November a very successful Barnardos Gifts for Kids Community fundraiser was held. Contributing to the overall amount raised, we facilitated two second-hand uniform stalls with all proceeds being directed to this charity event.

### Community Based Activities

#### Highfields and Bambini House

In the Preschool our Highfields team, under the Educational Leadership of Sandy Ireland, had two opportunities to connect with educators from Bambini House in Chatswood this year in a new partnership between our services. The purpose is to engage in professional dialogue about our work with educators who have aligned philosophical viewpoints to Highfields regarding early childhood education.



On 5 May the Highfields Preschool team visited Bambini House in Chatswood. We had the opportunity to tour their early childhood setting before engaging in meaningful discussions on topics of mutual interest. The evening had been organised by Sandy Ireland, our Educational Leader, and Jennifer Orlando, the educational leader at Bambini House.

On 13 October, we welcomed educators from Bambini House to Highfields. This was an opportunity to share our environment with another keen and dedicated teaching team, engage in professional discussion, and enjoy a meal together. The focus for the conversation was:

#### **The Outdoor Environment: Designing for Engagement, Empowerment and Sustainability**

Both sessions were an outstanding success, and we hope that through ongoing collaborations and discussions, professional learning and growth will continue to be nurtured across both teaching teams.

### Legacy Luncheon

Disappointingly this was the third year in a row that the Year 2 students were not able to perform for Legatees at their annual Christmas luncheon at the North Ryde RSL Club. This represents a significant break in what has been up until now a 25 year tradition.



## Areas of parent, student and staff satisfaction in 2022

### Children

It was with joy that Highfielders returned to school for the start of the year with their friends, and enjoyed uninterrupted face-to-face teaching throughout 2022. Excursions and incursions were back on the calendar and specialist lessons took their regular place in every child's week.



A highlight for the children was surely taking part in the live K-2 Play performance this year. This was a triumph and much enjoyed by children and families alike.

Years 1 and 2 took great pleasure in attending the Sport Carnival at Primula Oval. It was a huge success and the children made the most of the opportunity provided to showcase their sporting skills and sportsmanship qualities.

All children from Preschool to Year 2 expressed satisfaction in the ongoing association with two Indigenous educators introduced at Highfields in 2021, Des and Isaac. The children enjoyed the rituals that started each day when Des and Isaac were with us including an Acknowledgement of Country, a sweeping ceremony and face painting. By far the greatest satisfaction came from the relationships being built between the Des and Isaac and the children and teachers, and the enrichment that comes from their sharing of Indigenous perspectives as they relate to the different class inquiries.

### Staff

First and foremost, staff were excited by the lifting of health restrictions from the start of the year which allowed uninterrupted time for face-to-face teaching throughout the year, and the sense of wellbeing felt in response.

As the year concluded, K-2 staff reflected with satisfaction on their familiarisation with the new K-2 English and Maths syllabus documents, and their engagement in year long Early Literacy and Deep Learning Projects which truly strengthened their knowledge and understanding in these key learning areas based on the latest research.

Our Preschool team expressed satisfaction in the new additional staff member per class and observed the immediate and positive impact in terms of attention to individual and small group learning. They enjoyed the engagement with Bambini House staff in 2022, finding the connection meaningful. The team have also expressed ongoing positivity toward the Educational Leader for the wonderful professional learning and guidance given. Sandy Ireland's work is certainly leading transformation and change.

### Highfields Parents Association and Class Parents

A Highfields Parents Association Committee was not formed for 2022. Instead, the School events on offer, were organised by the School. However, there was interest in forming a Committee in late 2022, for 2023.

Class Parents did their best to support the School and individual classes in 2022, with the lightening of health restrictions, but had a mixed response to events in terms of attendance as people were cautious about mixing together once again.

## Parents

Parents expressed satisfaction in being able to return to the school grounds in 2022 and take part in a number of much enjoyed school events including the K-2 Play, Sports Events, Graduation Ceremony and Carols Night.



As outlined in the Principal's report, Family Days were introduced in 2022, and at the conclusion of three Family Day events, we received feedback from our community regarding these family focused events. Parent voices were heard and valued, and in combination with the perspectives from Highfields staff, were the subject of robust conversations at school as we started Term 4.

The basis for moving to a family focused celebration, was due to our commitment to represent every child at Highfields, and in recognition that some specifically focused events can be challenging for children from diverse families. The decision was also made out of respect for working parents who require more choices and flexibility in managing work, as well as an ethical duty to ensure that every child and their family can participate meaningfully, and not be excluded from any family-focused celebration.

What we didn't anticipate but came to understand, is that while Family Days were well received generally, their replacement of much-loved Mother's Day, Father's Day and Grandparent's Days was not. These days were highly anticipated and enjoyed each year, and their loss was keenly felt.

In acknowledgement of this information, our goal was to find an outcome that would restore these much-loved events in 2023 while showing consideration for our initial goals of providing celebrations/events that are meaningful, inclusive, and flexible to meet diverse family and work situations.

What we decided was in the week prior to Mother's Day we will have a 'Mother's and Family Day', in June we will have a 'Grandparents, Family and Special Friends Day', and in the week prior to Father's Day we will have a 'Fathers and Family Day'. This will provide our mothers, fathers, and grandparents with the celebrations they love and look forward to, while providing inclusivity and flexibility to families where a designated family member may not be available to attend for whatever reason. With this in mind, we continued to liaise closely with families about their particular needs to support inclusion as a point of key importance and parents expressed satisfaction in the outcome achieved.

For parents also, we hosted several valuable workshops and parents expressed their interest in what was offered through their keen attendance and appreciative feedback. Sarah Jones hosted two workshops. The first informed parents about the Science of Reading and the latest research about the reading process, and the second included Fiona Elliott (AIS Consultant) and information about reading at school and how to help at home. There was also a Mathematics Workshop hosted by Jessica Handel. This workshop was a guided opportunity for parents to look at specific strategies taught from Kindergarten to Year 2, and the importance of children understanding and using mathematical language to communicate their learning. In addition, there was a Medilife First Aid Course where a number of key topics and practical information was shared.





## Summary financial information

### Graphical representation of income and expenditure using percentages only

#### Summary

Highfields School Council maintains a conservative approach with respect to its financial budgeting and in 2022 achieved a healthy financial position. The School maintains a balanced revenue base comprised of government funding and fee income received from student families.

Highfields is a not for profit entity that strives to balance the objective of providing affordable education for its families, whilst continually investing in its staff and educational resources. The Building Fund contributes to ensuring that the School can meet its regular capital expenditure needs.

Salaries and wages continue to account for the bulk of our expenditure each year. During 2022 the School Council continued to implement initiatives, review performance and keep abreast of any emerging issues. The aim is to advance the educational offering for our Highfielders, supported by research and evidence based practice, quality staff, sound commercial management and continued capital works as needed.

