

Highfields



Preparatory & Kindergarten
School Ltd.

Highfields Preparatory and Kindergarten School

2023

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

The Highfields Community has welcomed the end of COVID restrictions in 2023 and embraced the opportunity to reconnect. We have enjoyed the renewed invigoration of the Highfields Parents Association (HPA). Activities at class level and for the whole school have occurred throughout the year. The inaugural Trivia Night was a big hit, and I look forward to seeing the creative dressing and competitive side of parents again in the coming year. Community is so important for our school, and we have been pleased to welcome family and friends back throughout the year for Mother's and Fathers' Day celebrations, Grandparent and Special Friends Days, Assemblies, Excursions and Sports Days.

Highfields prides itself on the excellence of our teaching staff. We are fortunate to have a cohort of passionate and enthusiastic educators. Although we are a small school, Highfields is recognised as a leader in the Early Childhood and Primary Education space. In 2023, our teaching staff continue to excel. Our teachers Fiona Dundas Smith and Angelique Weinstock were called upon to present at the AIS NSW Deep Learning Event to showcase our Deep Learning work. We have engaged in a highly productive collaboration and exchange of ideas with New Zealand Primary Schools West Melton Primary and Wharenui School in Christchurch, and Wanaka Primary and Te Kura O Take Karara School in Wanaka. The children have loved the connection, but the long lasting impact for Highfields teachers came from the knowledge and advice from these schools who are more advanced in the Deep Learning journeys. The topsy turvy morning tea (starting break time with play rather than snack) is one example of fun innovations that the children have loved.

The end of 2022 saw the departure Duncan Mann from the Board of Directors after 8 years. Duncan has demonstrated superior leadership throughout his tenure as Board Member, Treasurer and Chair, including navigating the school through the COVID pandemic and fortifying the robustness of the financial position of the school. Duncan has served with commitment and presence, and we thank him for the positive culture he has brought to the Board and the School community.

The Board has been extremely grateful for the time and energy of exiting members Michael Sistenich and Kirsten Daggar Nickson. Kirsten has brought her legal expertise and served for 6 years, including

3 years as Secretary, and Michael has brought his financial expertise as Treasurer for 3 years, leaving us after 5 years. We thank them for their enthusiasm and dedication and wish them both well for the future. We welcome new members Ben Pomroy and Cynthia Regan to the group for 2023.

We thank you for joining the Highfields community, and appreciate all the Class Parents, HPA members and Mums and Dads who give their time and energy to contribute. Your support enriches the School community, and your children benefit from the happy times and relationships as a result. We look forward to a rewarding 2024.

Susan Tomlinson
Chair

Message from the Principal

There is much to report this year and to celebrate.

Building a Community of Learners



At Highfields in the first weeks of school in 2023, we were keen to establish ourselves as a Community of Learners. In a Community of Learners children, teachers and parents learn with, from, and alongside each other. This does not come about just because we wish it but takes time and determination from all concerned to develop a meaningful understanding of what this means.

As a beginning, when the school year commenced, we asked BIG questions across the school: What is learning and how do I learn best? The teachers gathered the views from our Highfielders, before shared discussion and negotiation in each class, lead to the creation of an agreement about how they intended to learn together.

2023 Preschool Focus

In 2023, the preschool teachers were committed to deepening their knowledge and understanding about creating inclusive learning environments for all children and families. Being informed of current research and adjusting practices to optimise equitable access, participation and engagement in learning were key factors in the success of supporting the wellbeing and positive outcomes of our preschool children in all their diversities.

A set of guidelines titled 'A Promise of Cultural Safety' was developed by preschool staff for all children, families, and educators. It was respectfully framed to reduce attitudinal barriers relating to disability, gender, family diversity, cultural and linguistic diversity, and features on our School website.

The preschool also hosted their very first 'Tea and Talk' morning tea in Term 1 which turned into a regular event each term on the School calendar. At these times, the Educational Leader and invited staff talked about preschool matters, listened to families and built valuable connections over a warm drink and biscuit.

Additionally, the preschool teachers embraced professional development where they could plan together and expand their understanding of deep learning and project work through the Reggio Emilia lens. Earlier in the year, representatives from preschool attended the National Reggio Emilia conference in Melbourne with the aim of enriching their learning and offering new and exciting ways to engage **children's curiosities and creativity** at Highfields. Teachers returned to school inspired and eager to reveal experiences from their Melbourne preschool visits and retell inspiring stories heard from world renowned Italian educators.

Designing for Deep Learning in Kindergarten to Year 2



Designing for Deep Learning is a specialised AISNSW program 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.

Our Deep Learning Journey started in 2022 and in 2023 Highfields continued this work, embedding key language and competencies from K-2 and focusing on empowering students to be the learning leaders in the Inquiry space. The Deep Learning journey took Mrs Cook, Mrs Weinstock, Mrs Dundas-Smith and Ms Bourhill to the South Island of New Zealand. They visited West Melton Primary and Wharenui School in Christchurch, and Wanaka Primary and Te Kura O Take Karara School in Wanaka. The purpose of the visits was to connect with schools focused on Integrated Inquiry as we are at Highfields, and particularly on Deep Learning practice within their inquiries with their children. These schools are a few steps ahead of Highfields in their Deep Learning journeys and so were a source of information and inspiration.

The Highfields teachers were warmly welcomed at each school and of note is that the initial Zoom connections made by our Kindergarten, Year 1 and Year 2 classes prior to the trip with classes in some of the NZ schools visited, were consolidated following face to face meetings and commitments to share learning inquiries, writing tasks and special celebrations in the future. In addition, the teachers returned with specific plans for how they will take their next Deep Learning steps.

One of the initiatives that commenced on return from NZ was a concentrated focus for K-2 on Critical Thinking which was solidly embedded in all inquiries for Terms 3 and 4. If you want to know what being a Critical Thinker means, ask a Highfielder!

New K-2 Syllabus Documents and New Reports



This year all schools, including Highfields, implemented the new K-2 English and Mathematics syllabus documents.

The new English K–2 syllabus includes:

- a new structure that highlights foundational literacy skills,
- new outcomes and content that are informed by evidence and identify skills needed by all students to develop competence in oral language, reading and writing, and
- content structured and sequenced to highlight the connections across oral language, reading fluency, comprehension, and writing, underpinned by the latest research.

A new key addition to the Highfields English program in 2023 and in line with the new syllabus documents, was the implementation of InitialLit. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school, Kindergarten to Year 2, which is perfect for Highfields.



The Mathematics K–2 syllabus includes:

- a new structure that highlights foundational numeracy skills, new outcomes and content that are informed by evidence and identify skills needed by all students to develop competence in mathematics, and

- a greater emphasis on the development of reasoning for students to support a deep understanding of mathematical concepts.

The syllabus changes by necessity required changes to **K-2 reports** and this was undertaken in 2023 by the teachers working in collaboration.

Keeping Families Informed



In 2023 the School Stream App continued to be 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.

The Preschool Reflections shared with families each week didn't seek to provide a day-by-day outline of activities completed, rather they sought to provide deeper information about why we do what we do, and how our programming, environment, and teacher interactions, seek to impact learning outcomes for all children in positive and effective ways.

The Highfields Herald weekly newsletter was a lens into the day-to-day events happening at school for all families. It provides key learning and event information, as well as parenting and health tips.

Sandy Ireland, our Preschool Educational Leader, instituted termly newsletters titled 'The Preschool Lens', and 'Tea and Talk' mornings for the first time in 2023. The Preschool Lens documents covered such areas as School Readiness Parts 1-3, Value of the Reflective Journal, Practical Tips for Starting Preschool Fabulously, Professional Learning Evening at Bambini House, Why Inclusion and Belonging Matters, The Early Years Learning Framework – What's new? The Power of Real Play, Reflections from the National Reggio Emilia Conference in Melbourne, and Why Drawing is Important for Preschoolers.

'Tea and Talk' mornings were offered each term, and a number of families chose to join the conversations on a range of topics including Inclusion - building a shared understanding of what an inclusive preschool learning environment feels for children and families, Play and why it is serious business in Early Childhood Education, and Transitioning to School.

Windows into Learning sessions in each class from Preschool to Year 2 powerfully shared how learning takes place at Highfields and in many cases detailed a learning journey undertaken by a class over the course of the term.

In addition, 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.

Special Events

Mothers, Fathers and Grandparents Days



After a departure from Mother's, Father's and Grandparents Days in favour of Family Days last year, our School Community was ready for their return in 2023. The feedback we received from families following the reinstatement of these much-loved special events was most positive.

Anzac Service

On 28th April Miss Siemon, Mrs Dundas-Smith, Mrs MacCue and 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.



Sporting Highlights in 2023

Jump Rope for Heart

Jump Rope for Heart is a bi-annual event at Highfields led by our Sport teacher Ellie Fuller. The program in 2023 gave our Highfielders the opportunity to develop their skipping skills in collaboration with others and create their own skipping routines. The culmination of the program was a 'Jump Off Day' which the children still talk about!

K-1 Sport Carnival

On 21st March we were excited to host a Sports Carnival at The Lindfield Sports Centre. It gave our K-2 Highfielders the experience of what a real School Sport 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.

Sports Fun Days

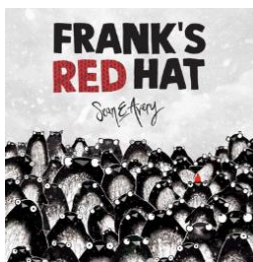
On 1st November our Kindergarten students explored various activity stations set up around the school with the fun-filled activities including Scooter Board and novelty dress up relays, obstacle courses and a throw and catch circuit.

On 8th November our preschool students enjoyed a fun-filled rotation through the following activities which were spaced out around the school: Fundamental Movement Skill Team Relays, Obstacle Courses, Parachute Games and Target 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 21st and 24th August, and the teachers joined in as they always do. They came dressed as penguins from the Frank's Red Hat story by Sean E. Avery.

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



In 2023 the story for the K-2 Play focused on the misuse of our planet and earth's resources, and took us into space to evaluate other planets for their habitable viability.

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.



Vivid Cruise, School Disco, Movie Night, Ball, Trivia Night, Carols Night, and Christmas Market

While our School Community enjoyed our regular annual events including the Vivid Cruise, Disco, Ball and Carols evening, they appreciated and showed their support for, some new opportunities to mix and mingle socially. This year the Highfielders Parents Association added to the social calendar, a Movie Night featuring SING 2, a Trivia Night at St Ives Bowling Club and a Christmas Market to the Carols evening. Due to their success, we will seek to re-schedule these events in 2024.

Excursions and Incursions

Highfielders enjoyed a number of educational as well as entertaining, excursions and incursions in 2023.

Excursion venues included Paddy Pallin Reserve which is a natural bush environment only a few minutes' walk away from Highfielders, The State Library of NSW, QVB and Barangaroo, Pocket City

Farms, Royal Botanic Gardens, Ravenswood School for the Dance Showcase, Taronga Zoo, and Powerhouse Museum.

Some of our many incursions included Life Education, Mad about Science, Opera Australia's El Kid production, Claymation, Musica Viva's 'Two Wheel Time Machine', DigiEd, Urban Gow, Meerkat theatre production of 'Jorn's Magnificent Imagination' and the Environmentors.

These opportunities enriched class inquiries and elevated learning beyond what can take place in the classroom alone.

Extra-Curricular Activities

This year a number of extra-curricular activities were offered before school. These included Tennis Lessons, Mandarin Language Classes, Chess Club, and Code Camp. As the year progressed, Mandarin Classes and Code Camp proved not to be so popular with our children and families and were replaced with a new offering STEMgineers which was so popular we offered it on two mornings!

CommunityOSH



Throughout 2023, CommunityOSH continued to provide an excellent before, after and vacation care service for children and families within Highfields School. The program was responsive to the ages and interests of the children, children are happy and engaged, staff remained consistent and reliable, and attendance numbers have steadily grown in the mornings and afternoons in response.

On a final note...

It has been an exciting, jam-packed year at Highfields, and I thank our children, families, and staff for all that they have individually and collectively contributed to the successful outcomes achieved. Exciting opportunities await us in 2024 and after a restful break, we will be ready for what is to come!

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	8
Experienced Teacher	4

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	12
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 2023

Highfields staff participated in a number of professional development opportunities in 2023 most of which are outlined in the 2023 Principal's Report.

In addition, professional development sessions offered by the Independent Primary School Heads Association (IPSHA) and the Association of Independent Schools were available and attended, and staff pursued learning opportunities in areas of personal interest. Other opportunities as seen listed below were compliance based.

The average expenditure per teacher on professional learning in 2023 was \$2874.

The following professional development activities were undertaken in 2023:

Description of Professional Learning Activity	Number of Teachers
Teaching and Learning – 1. InitialLit (2 Day training) 2. Extension InitialLit Training 3. K-2 Deep Learning Project (whole year commitment x3 meetings per term) 4. Deep Learning Visit to NZ 5. Shining a Light on Deep Learning Conference 6. Kath Murdoch Inquiry 7. English and Maths Assessment 8. Essential Maths Assessment	12 2 7 4 4 1 4 4
Teaching and Learning – Focus on Support 1. IPSHA Gifted and Talented Meeting Terms 1-4 2. EAL/D Network Meeting x 3	1 1
Specialised PD 1. IPSHA ICT AI in Primary Classrooms 2. ICT Conference Melbourne 3. IPSHA Teacher Librarian Meeting X 2 4. IPSHA Art Group – Practical Clay Workshop 5. IPSHA Art Group – Practical Print Making 6. IPSHA PDHPE Move and Groove Workshop 7. IPSHA Music Meetings 1-3	1 1 1 2 1 1 1
Health and Safety – 1. Medilife First Aid Refresher Training 2. First Five Minutes Emergency Response Training 3. Child Protection Training	4 12 12

For 2023, reporting is in terms of the number of teachers at Highfields Preparatory and Kindergarten School from Kindergarten to Year 2.

Workforce Composition

School Staff 2023

Teaching staff	12
Full time equivalent teaching staff	9.6
Non-Teaching staff	5
Full time equivalent non teaching staff	2.6



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 2023.

Attendance rates per Year:

Kindergarten – 92%

Year 1 – 94%

Year 2 – 93.6%



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 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 early education and care settings and promote a quality experience of education and care for children.

Good procedures include consistent information around service operation and authorisations, promoting compliance and a safe and secure environment for children and families.

Key Legislation

Education and Care Services National Law Act 2010: Sections 167,170,176

Education and Care Services National Regulations: Regulations 2011

Privacy Act 1988

Public Health Act 2010 No 127: Part 5 Division 4, Section 87

Health records and Information Privacy Act 2002 (NSW)

Early Childhood Standards and Regulations

NQS

QA5	5.1	Respectful and equitable relationships are maintained with each child
	5.2	Each child is supported to build and maintain sensitive and responsive relationships
QA6	6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role
QA7	7.1	Governance supports the operation of a quality service

National Regulations

Regs	102	Authorisation for Excursions
	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 – enrolment and orientation
	177	Prescribed enrolment and other documents to be 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 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 School's School Stream app to access a key information including School policies, a calendar of events, forms, Preschool Reflective Journals and weekly Newsletter. The Newsletter (the 'Highfields Herald'), contains information of importance to 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.
- 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.
- 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.

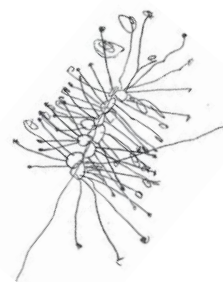
Student Enrolments

Highfields keeps a register of enrolments of all children in electronic form. The register of enrolment records (but is not limited to) the following information for each student:

- the student's name and address
- birth date, and gender
- parents or guardian's details
- language used in the child's home.
- cultural background of the child and child's parents
- details of court orders, parenting orders or plans.



- any emergency contacts; any person nominated by the parent to collect the child from the school; any person authorised to consent to medical treatment or to authorise administration of medication to the child; any person authorised to give approval for an educator to take the child out of the school.
- name, address and telephone number of the child's registered medical practitioner or medical service.
- details of any specific healthcare needs of the child including any medical condition.
- details of any allergies or anaphylaxis diagnosis.
- any medical management plan, anaphylaxis/asthma/diabetic management or risk minimisation plan.
- immunisation status.
- Copies of reports including School Reports, Individual Education Plans (if applicable, Transition to School Statements, Specialist Reports
- signed Enrolment Terms and Conditions
- 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 92 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, and
- building a learning community in which staff, students and parents work together for planned results.

Policy	Changes in 2023	Access to full text
Student Welfare Policy and related policies	The following policies in this category were reviewed by all staff: <ul style="list-style-type: none"> • Attendance • Excursion to add new safety procedure for departures and arrivals • Sleep and Rest (Preschool) 	<ul style="list-style-type: none"> • Full text available for staff on School intranet • Full text available for parents on the School website and School Stream App • Parents may request copy by contacting the School Office

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, and
- addressing inappropriate behaviour not deemed to be bullying under the student code of conduct and discipline policies.

Policy	Changes in 2023	Access to full text
Anti-Bullying Policy encompassing <ul style="list-style-type: none"> • definitions • roles and responsibilities of students, parents and staff 	This policy was reviewed and updated in 2022. No further changes were made in 2023.	<ul style="list-style-type: none"> • Full text available for staff on School intranet • Full text available for parents on the School website and School Stream App • Parents may request copy by contacting the School Office

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.

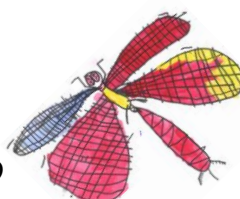
The School prohibits the use of corporal punishment in disciplining students attending the School.

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.

Policy	Changes in 2023	Access to full text
Student Discipline Policy and related policies	This Student Code of Conduct within this category was reviewed and updated.	<ul style="list-style-type: none"> • Full text available for staff on School intranet • Full text available for parents on the School website and School Stream App • Parents may request a copy by contacting the School Office • Excerpts included annually in school newsletter



Policies for Complaints and Grievances Resolution

Policy Statement

Children’s safety, health and wellbeing is our key priority, and we welcome the input of families into all aspects of our School’s operation, including any complaints they may have.

We take complaints seriously and manage them in a confidential, timely, transparent and meaningful way. We do this by:

- maintaining a child focus,
- acknowledging that the common goal is to achieve an outcome acceptable to all parties,
- acting in good faith and in a calm and courteous manner,
- showing respect and understanding of each other’s point of view and value difference,
- recognising that all parties have rights and responsibilities which must be balanced,
- handling complaints objectively,
- ensuring that complainants do not suffer any reprisals from making a complaint, and
- viewing complaints as a mechanism to support the continuous improvement of the School.

Policy	Changes in 2023	Access to full text
Complaints Handling Policy and Procedures	This policy was reviewed and updated in 2023.	<ul style="list-style-type: none"> • Full text available for staff on School intranet • Full text available for parents on the School website and School Stream App • Included annually in school newsletter

School determined improvement targets Achievement of priorities in 2023

Area	Priorities	Achievements
Teaching and learning	Complete Year 2 of the Deep Learning Project	Successfully completed
	Continue to build the Deep Learning dimensions into teaching and learning programs in meaningful ways	Successfully achieved
	Introduce the InitialLit program in K-2 mainstream classes	Successfully achieved
	Implementation of the new K-2 English syllabus	Successfully achieved
	Implementation of the new K-2 Maths syllabus	Successfully achieved

	Introduction of new Maths programs	Successfully achieved
	Investigate implementation of decodable readers in Years 1 and 2	Decodable readers were implemented in Year 1 for use in Sem 1 and natural language readers will be used in Sem 2 of Year 1 for those who are ready and in Year 2.
	Ongoing engagement and expansion of information/enrichment that Des and Isaac (Indigenous Educators) can provide	Successfully achieved
	Promote Reconciliation week with Des and Isaac	Promotion of Reconciliation week happened without Des and Isaac this year as they were unavailable
	Expand Year 2 leadership opportunities	Expansion of Year 2 leadership opportunities in the Preschool will happen in 2024.
	Investigate ways to enrich the current 'buddy program'	Not achieved in 2023. Needs to be relaunched.
	Provide Years 1 and 2 children with an offsite Sport Carnival experience	Successfully achieved
	Year 2 to take part in the Ravenswood Dance alongside other schools	Successfully achieved
Planning and Programming	Update School Reports to reflect the new English and Maths Syllabus Outcomes	Successfully achieved
	Introduction of new Deep Learning competencies and elevation of technology in K-2 inquiry work	Successfully achieved
	For K-2 teachers to continue to conduct retrospective planning for their class inquiries and document outcomes achieved	Successfully achieved
	Implement new K-2 Maths programs in line with the new K-2 Maths Curriculum	Successfully achieved
	Implement the new InitialLit program in line with the new K-2 English Curriculum	Successfully achieved
	To implement new Deep Learning content/strategies forthcoming from engagement with the Project	Successfully achieved
	To update the 'Highfields brain' to reflect the Deep Learning competencies and Indigenous meeting symbol	Successfully achieved
	Develop a Preschool Learning Habits 'Brain' that features key habits to focus on with children in the early years	Not achieved in 2023
	For the Educational Leader to guide the Preschool team in rethinking all aspects of programming and practice and document the journey	Successfully achieved

Staff Development	Participate in annual Emergency Response procedures and offsite exercise	Successfully achieved
	For all staff to complete Child Protection training	Successfully achieved
	Refresh First Aid training for some staff	Successfully achieved
	Continue professional learning for all K-2 teachers through the Deep Learning Project	Successfully achieved
	Accept opportunities to present the work at Highfields at Deep learning Events	Successfully achieved
	For Preschool staff to focus on the areas of Inclusion and Embedding Aboriginal perspectives	Successfully achieved
	InitialLit training for all K-2 class teachers and some specialists	Successfully achieved
	Host and facilitate EAL/D network meetings at HF – one per term	Successfully achieved
	Host REsearch Conversation network meetings at Highfields – one per term	Successfully achieved
	Continue to pursue professional learning that focusses on Inquiry Learning through the Deep Learning Project	Successfully achieved
	Through key questioning enrich discussions during K-2 Inquiry Learning walks	Successfully achieved
	Continue the partnerships with Bambini House 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 inclusion and aboriginal perspectives	Successfully achieved
	For the Educational Leader to meet with other local EL's to form a network	Successfully achieved
	Prowise training for Preschool staff	Successfully achieved
Facilities and Resources	Replace artificial grass in the lime Zone	Successfully achieved
	Installation of the new AV system in the hall	Successfully achieved
	Purchase and installation of new Prowise boards in Preschool classes	Successfully achieved
	Installation of acoustic curtains in Year 1 and 2	Successfully achieved
	Purchase of new K-2 Reading Resources including decodables	Successfully achieved
	Purchase the InitialLit program and readers	Successfully achieved
	Interior and exterior hall painting	Not achieved in 2023

Environmental Goals	Install two community libraries in the School grounds as a means of sharing books within the community	Successfully achieved
	Continue to work towards goals set in the environmental strategy	Successfully achieved
	Pursue the Solar My School Program and have a feasibility assessment completed	Successfully achieved
	Investigate possible grants that the School can access to offset Solar Installation costs	Successfully achieved
	Promote and conduct World Environment week where a focus is on the reduction of plastic packaging	Successfully achieved
	Re commence soft plastic collection within the school	Successfully achieved
	Create a bush tucker garden in the preschool	Not achieved
	Promote World Environment Day	Achieved partially in some preschool rooms.
	Continue to offer Second Hand School Uniform sales	Successfully achieved
Administration	Create new K-2 reports using SENTRAL	Successfully achieved
	Update section of SENTRAL reports to focus on Deep Learning Habits	Successfully achieved
	Replace MYOB with Zero Accounting Software	Successfully achieved
	Update the Enrolment forms to reflect Parent 1 and Parent 2	Successfully achieved
	Review the School's strategic and risk management plans	Not successfully achieved
	Engage additional Office support	Recruitment has begun and will continue early 2024.
	Policy review and update	Successfully achieved
School Promotion	Have a presence at the 2023 North Shore Education EXPO	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
	Work with Cooper Morrison to create a school promotional video to be used on the school website and North Shore Mums website	Partially achieved and to be completed in 2024

	Promote the School on North Shore mums website	Successfully achieved
Parent Education	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 2024.
	Host an Deep Learning inquiry workshop facilitated with HF staff	This was not achieved but remains a goal for 2024.
	Organise 'Tea and Talk' sessions for Preschool families on key topics	Successfully achieved
	For the PS Educational Leader to provide a 'Preschool Lens' page for the school newsletter every term	Successfully achieved
	Investigate Parent Speaker – Judith Locke to speak about 'Bonsai Parenting'	This was not achieved but remains a goal for 2024.
	Organise a first aid course for parents	This was not achieved but remains a goal for 2024.
	Organise Kristy Goodwin to speak with families about digital technology	This was not achieved but remains a goal for 2024.
Community Engagements	Re-establish an HPA to organise School Community Events	Successfully achieved
	Investigate new Events to support School Community connections e.g. Trivia Night, Movie Night, Christmas Market	Successfully achieved

Priorities for 2024

Area	Priorities
Teaching and Learning	To ensure that Deep Learning for K-2 focuses on one learning competency per semester
	For children to see themselves on a competency learning continuum at the beginning and end of an inquiry.
	Introduce opportunities for children to lead parent child learning conversations
	To continue to engage with Des and Isaac in ways that enrich learning inquiries and add to our Indigenous knowledge re language and culture
	To add Preschool service (during discovery time) to Year 2 leadership responsibilities for those who are interested
	To audit and relaunch the 'buddy program' at Highfields
	To organise a modified first aid session for children from PS-Year 2
	Implement the 'Grow Your Mind' student wellbeing program across the school
	Devise a new K-2 Playground Agreement that will guide expectations and behaviour using the input from children to inform the content of the

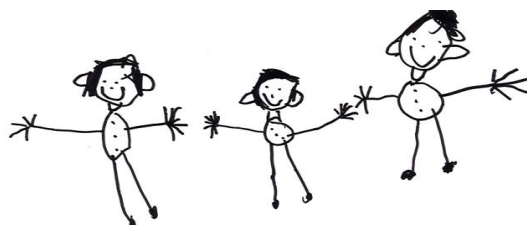
	Agreement
	Engage preschool children in the process of Risk Assessment creation
	Host Play Group sessions onsite for new children joining 2D in 2024
	Host Play Dates in T4 for our 3/5D pre-schoolers to mix with new children to the school in preparation for commencing Kinder in 2024
Planning and Programming	For Preschool staff to focus on the Learning Environment in 2024 – indoors and outdoors
	For Preschool Lead teachers to trial a new working journal format
	To update the HENA – Highfields early numeracy assessment so there are activities attached to all reportable outcomes
	Introduce a new Inquiry planning format for K-2 teachers
	For K-2 to use elements of the DoE Maths programs and create their own Maths programs.
	Update K-2 reports using the original non-Sentral report format
	Investigate Toddle as a tool for teachers to use when programming
Staff Development	Continue to participate in the Deep Learning Professional Development opportunities each term with Chris Morris AIS Consultant and look out for specialised opportunities to attend or participate in as part of the DL Network
	Review Preschool staff to review all preschool policies
	Refresh First Aid training for some staff
	To source a new Child Protection Training (non accredited) provider for staff
	Facilitate a Study Tour to Reggio Emilia for two preschool staff members
	Provide Preschool and K-2 staff with Grow Your Mind PD and access to resources
	Participate in annual Emergency Response procedures and offsite exercise
	Collegial relationships and wellbeing focused PD with Elisabeth Shaw from Relationships Australia
	Occupational Therapy information and guidance from Frances Brummer from OT4U for Preschool and K-2
	Increased professional learning for all staff around Emotional Regulation to further assist children with their learning and in navigating their relationships
	Participate in annual Emergency Response Training and offsite exercise
	Accept ongoing opportunities to present our work at Highfields at Deep Learning events
Board PD	Whole Board training with Gareth Scott from AISNSW – school strategy and reputational risk
	For the Board to continue with the online learning modules including – Child Protection (Module 7) and Child Safe Schools – Values, Behaviours and Culture (Module 10)
Facilities and Resources	Create a new seating area for the Currawong Class and K-2 children

	Update the outdoor storage arrangements for the preschool
	Install new shelving in Preschool classrooms so that space is optimised
	Paint McDermott Place - interior and exterior
	Update some garden beds with new planting
	Replace lab computers and some older staff computers that cannot be updated
	Install new desks and chairs for all K-I classrooms
	Replace the Boundary Fence
	Purchase new resources for the preschool including an outdoor play kitchen
Environmental Goals	Promotion of World Environment Day
	Review and update as necessary the Highfields Environmental Policy
	Consider the next steps with Solar installation given that our application to receive a grant in 2023 was unsuccessful
	Continue to offer Second Hand Uniform sales
	Create a bush tucker garden
	Devise a strategy to reduce aper towel usage across the school
Administration	Engage additional office support
	Prepare for Assessment and Rating in the Preschool
	Complete the Whole School Perspectives Survey
	Create and promote the Vision, Mission and Values of the School with staff and families
	Develop a whole school strategy for the next 5 years – including expansion opportunities
	Develop a Business Continuity plan
	Conduct the audit process with a new auditor
	Update the school website ie. photographs, preschool content, add a school video
	Manage the MEA Process for teachers and Professional/Non-Operational Staff
	Complete a Kidsafe Playground audit
	Provide a Deep Learning focus on the School website
	Expand the leadership opportunities available at Highfields
School Promotion	Have a presence at the 2024 North Shore Education EXPO
	Advertise the 80 th Anniversary of the school in 2025
	Work with Cooper Morrison to create a school promotional video to be used on the school website and North Shore Mums website
Parent Education	Continue to host a Reading Workshop for Kindergarten parents in Term I hosted by Sarah Jones

	Provide a Reading follow up session for Kindergarten parents in Term 3
	Continue to organise 'Tea and Talk' sessions for Preschool families on key topics facilitated by the Educational Leader
	Actively seek input from families about topics of interest they would like explore so that it can be researched and provided in the school newsletter, a tea and talk session or for a whole school event
	For the PS Educational Leader to continue to provide a 'Preschool Lens' page for the school newsletter every term
	Host a First Aid Course for parents
	Engage a speaker – to discuss emotional regulation with families, how we assist at school and how they can help support their children at home
	Offer a PD session with Karen Lyth around the issue of Self Regulation and Managing BIG emotions
Community Engagements	Organise an 80 th Anniversary Committee to celebrate this milestone in 2025
	For our Educational Leader Sandy Ireland to host and lead Educational Leader meetings with local services.
	To continue out partnership/collaboration with Bambini House re the review of pedagogical practices
	To work with Des and Isacc our Indigenous Educators on the creation of a new Acknowledgement of Country following receipt of news from the Aboriginal Heritage Office that Highfields is on Durrumurragul land

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 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

Highfielders keenly organised a number of fundraisers in support of worthy charities this year for the whole school to take part in, many more than in previous years. These included: Sporting Chance, CMRI Jeans for Genes, World Wildlife Fund, Doctors without Borders, UNICEF, and Safe Animal Rehoming.

Indigenous Literacy Book Swap Day



On 6th- 7th 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 per book swapped.

Hope in a Suitcase

Finally in late November we ran a very successful 'Hope in a Suitcase' Charity Drive. Hope in a Suitcase is a non-profit organisation run entirely by passionate and dedicated volunteers and through donations of new items from the community, and the generosity of groups and corporations. Since its beginning in 2018, the charity has grown to be able to provide suitcases for children going into foster care or out-of-home care, throughout NSW, Queensland, Victoria, and Tasmania.

For this Drive our families donated some specific new items – drink bottles, sippy cups, colouring books, sun hats, hairbrushes and accessories, underwear, and UNO cards.

It's in the Bag

Highfields staff also had their own Charity event in November titled 'It's in the Bag'. It's in the Bag is one of Australia's most loved Christmas appeals, where every-day Australians are encouraged to put together Adult, Teen or Mum and Bub bags filled with essential items, maybe some everyday luxuries and a handwritten note, to donate to someone in need for Christmas. It was a pleasure to donate several well stocked bags to Bunnings before the deadline on 26th November.

Community Based Activities

Highfields and Bambini House

In the preschool our Highfields team under the Educational Leadership of Sandy Ireland, have had two opportunities to connect with educators from Bambini House in Chatswood this year. The purpose of the collaboration is to engage in professional dialogue about our work with educators who have aligned philosophical viewpoints to Highfields regarding early childhood education. The discussions that ensued this year continued to be enriching for all as we critically reflected on our programs and practices.

Des and Isaac



Deslyn and her son Isaac continued to collaborate with and working alongside, teachers and children in classes from Preschool to Year 2 to enrich their inquiries on a termly basis in 2023. Through the year they shared Indigenous perspectives, language, and culture. Our Highfielders listened to stories, sang, danced, learnt some Aboriginal words, explored authentic artifacts, and created art. We look forward to the relationship being an ongoing one.

Legacy Luncheon

Once again in 2023, after a two year break, Year 2 students performed for Legatees at their Christmas luncheon at North Ryde RSL Club. The children enjoyed this opportunity to showcase their singing and musical talent for the pleasure of the assembled crowd. It was great to see the audience join in for the chorus of well known songs and to see toes tapping. At the completion of the performance the children enjoyed shaking hands and chatting with the elderly.

Areas of parent, student and staff satisfaction in 2023

Children

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.

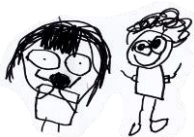
Years 1 and 2 took great pleasure in attending the Sport Carnival at Primula Oval. It was a huge success and the children made the most of the opportunity provided to showcase their sporting skills and sportsmanship qualities.

All children from Preschool to Year 2 expressed satisfaction in the ongoing association with two Indigenous educators 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.

Year 2 were particularly pleased to host a number of meaningful fundraising events, participate in the Ravenswood Dance as one of the youngest groups represented, and perform for the legatees at their Christmas luncheon once again.



Staff



As the year concluded, K-2 staff reflected with satisfaction on their implementation of a new K-2 English program including new InitialLit program, a new Maths program, and a new Inquiry programming format. They also worked hard on the creation of new K-2 reports using a SENTRAL template and reflected with satisfaction about what can be achieved when everyone works together in collaboration. It was also noted by staff however that while successful, the demands were considerable.

The Deep Learning Core team expressed delight in having been able to attend a pivotal Professional Learning opportunity to New Zealand which afforded through attendance and knowledge shared, a way forward for Highfields in our Deep Learning journey that was inspirational as well as practical.

Our Preschool team expressed satisfaction in what had been achieved through a focus on Inclusion and Inclusive practices in 2023, capably led by our Educational Leader Sandy Ireland. Four Preschool staff expressed delight at having the opportunity to attend a Reggio conference in Melbourne which they eagerly shared with others on their return. They enjoyed the ongoing engagement with Bambini House staff in 2023, finding the connection meaningful. The team have also expressed ongoing positivity and high regard toward the Educational Leader for the wonderful professional learning and guidance, coaching and mentoring given throughout the year.

The whole staff expressed satisfaction in having a new audio visual system in the school that is simple to operate and most importantly reliable. After a period of unreliability and frustration with the previous technology, this was worthy of note especially for those staff who need it regularly.

Highfields Parents Association and Class Parents

A Highfields Parents Association Committee in 2023 worked closely with the School to organise and plan for our usual and much loved events on the yearly calendar, as well as some new offerings – a Trivia Night and Christmas Market on the night of Carols. These events were well supported, enjoyed by a large proportion of families and were a source of satisfaction for the organisers as a result.

Class Parents continued to do their best to support the School, and individual classes in 2023, with a range of enjoyable and varied social events to enhance participation and encourage connections between families.

A great suggestion was made that each class event be promoted in the School Newsletter and that was adopted. In addition, it was suggested that all Class events especially at the beginning of the new year include the attendance of the children. This suggestion was also adopted, knowing that events with children will enhance participation and act as an Icebreaker for parents-only events later in the year when parents know each other a little more.

Parents



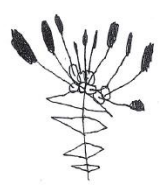
In 2023 parents expressed satisfaction in the return to the Mother's, Fathers and Grandparents Days they had enjoyed in the past, after a reframing of these events by the School in 2022.

In 2023, our goal was to find an outcome that would restore these much-loved events while showing consideration for our initial goals to provide 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 would have a ‘Mother’s and Family Day’, in June we would have a ‘Grandparents, Family and Special Friends Day’, and in the week prior to Father’s Day we would have a ‘Fathers and Family Day’. This provided 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.

Summary financial information



Highfields School Council maintains a conservative approach with respect to its financial budgeting and in 2023 achieved a healthy financial position. The School maintains an appropriately 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 2023 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.

Graphical representation of income and expenditure using percentages only

