PRINCIPAL’S MESSAGE

The 2015 Annual Report provides parents and members of the wider community with information about our school, its programs and the performance of our students. The report highlights our school’s strengths and also identifies areas for improvement through comments, graphical representation and analysis of children’s/school performance.

During our first year as an Independent Public School, we have been afforded flexibilities that have resulted in the application of new programmes and a consolidation of embedded programmes within the school. Our Pastoral Care focus and our continued commitment to exemplary curriculum practice have eventuated in the review of school wide planning with positive revisions made to various subject areas. Strong support and involvement from ALL staff, the School Board and the P&C has paved the way for a focus of continued excellence.

The school continues to provide exemplary experiences and activities for the children during and after school hours. I continue to be privy to the many outstanding achievements of the children, academically and non-academically. This includes, but is not limited to, the sporting arena, the arts arena (music groups, choir groups), civic accolades and external awards. This is well-earned recognition for the efforts of all staff and parents and should bring with it much sought after flexibility. Additionally, in my first full year at the school I must make mention of the superb work undertaken by the School Board and the P&C Association. Their support, both personally and to the wider school community, has been outstanding. To all involved I offer my deep appreciation.

This year also saw the end of a long standing structure in primary schools supporting Year 7 children. This is the first year where the Year 6 students became the “senior” students in the school after the transition of Year 7 students to high schools. Subsequently, there has been a decrease in the school’s population. Additionally, I have it on good authority that the Year 7’s have acquitted themselves very well in their respective schools and have done their families and old school proud! In terms of an impact on staffing, we have been fortunate in being able to retain most teachers and support staff.

As the year draws to a close for 2015, I can honestly say it has been a pleasure and a privilege leading this school and working with an extraordinarily dedicated staff. Their efforts combined with a very proactive School Board and P&C have had an enormously positive impact on the children’s holistic education this year. I look forward to further gains by Hillarys Primary in the years to come.

I do hope that all parents will make time to read this report to gain an overall perspective of the educational programs and outcomes achieved during 2015.

Ron Chesney
PRINCIPAL
OVERVIEW OF HILLARYS PRIMARY SCHOOL

Hillarys Primary School serves the coastal suburb of Hillarys, 25 kilometres North West of Perth. The school motto 'Listen, Learn, Love' reflects a strong commitment to effective Pastoral Care and Student Learning, incorporating significant opportunities for extension and challenge as well as educational support in an inclusive and positive learning environment for our students.

A focus on student learning and pastoral care sees collaborative teaching encouraged in all classes. Emphasis is placed on all students attaining their potential through a safe, supportive and inclusive learning environment. A number of Pastoral Care initiatives operate throughout the school under the 'Choose Respect' banner especially through our mentoring and Rainbows programs and with a strong focus on values education throughout the school. Other programs such as a 'Buddy' program, 'You can Do It' and Peer Mediators are valued by the all our students supported by our school staff and community.

Hillarys operates a Languages program which offers students cultural and hands on perspectives of Japanese language. Specialist teaching for Music includes class lessons, instrumental music and choir, with performances throughout the year. The Physical Education program provides opportunities for individual/team representation in triathlon, surfing, athletics and sports competitions beyond the skills program for all students.

The following activities have earned the school a positive reputation within the local community:

- The School Garden project which include hydroponics and aquaculture, in both the school vegetable patch and the Pre-primary sensory garden is supported by our community as well as receiving positive support and recognition through grants and publicity by sustainability organisations such as Wastewise and Waterwise.

- School assemblies, organised by student prefects, promote a happy friendly environment. These assemblies showcase student involvement and demonstrate the results of our "Speak Up" program with its emphasis on public speaking, which is a strong feature of our English programs throughout the school.

- A daily activity program and Physical Education Programs which promote positive attitudes towards active lifestyles and fitness. Students are encouraged to participate in swimming, cross country, athletics, triathlon events and winter sporting carnivals including an annual P&C organised Lapathon.

- All classrooms have an interactive whiteboard and access to computers to support curriculum access and learning programs. As a consequence a highly motivated interactive and integrated learning environment has been created within the school.

- Extension and challenge programs are offered to high ability children while students who are not achieving their potential are supported through individual and group learning programs.

- The Languages program (Japanese) encourages involvement in cultural and language activities to add to the student's understanding and engagement in learning Languages.

- The involvement of our school community in all facets of our school environment as part of decision making through the School Board and P&C to assisting in classroom activities, sporting activities, fund raising and canteen rosters. Through this involvement a positive school community, has been fostered.
STUDENT INFORMATION

Our enrolments during 2015 commenced at 555 children from Kindergarten to Year 6. This was a decrease on the previous year due to the Year 7 students now attending at high school. Final numbers at the end of the year diminished slightly to 538.

Hillarys Primary School operates as a local intake school. It was noticeable after the economic downturn that student numbers were not as high as in previous years, by comparison. There was still a tendency towards a recognised transiency.

ATTENDANCE

Student attendance in 2015

<table>
<thead>
<tr>
<th>School Year</th>
<th>Student Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School %</td>
</tr>
<tr>
<td>2014</td>
<td>93.9%</td>
</tr>
<tr>
<td>2015</td>
<td>94%</td>
</tr>
</tbody>
</table>

The school’s attendance rate is commensurate with Like Schools and slightly better than the state average.

Recommendations

- Follow up letters and contact with parents of students with unexplained or frequent absences
- Monitoring of students with frequent holiday absences.
- Use of School Psychologist to follow up high risk students.
- Maintaining positive relationships, communication and support for families experiencing difficulties with student attendance.

SECONDARY DESTINATIONS in 2016

2015 Year Six group secondary destinations

<table>
<thead>
<tr>
<th>School</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duncraig Senior High School</td>
<td>43</td>
</tr>
<tr>
<td>St Marks</td>
<td>12</td>
</tr>
<tr>
<td>Mater Dei</td>
<td>3</td>
</tr>
<tr>
<td>Prendiville</td>
<td>2</td>
</tr>
<tr>
<td>Wesley</td>
<td>2</td>
</tr>
<tr>
<td>St Stephens</td>
<td>1</td>
</tr>
<tr>
<td>Sacred Heart</td>
<td>1</td>
</tr>
</tbody>
</table>

SUSPENSION DATA

<table>
<thead>
<tr>
<th>School</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students suspended</td>
<td>0.0018%</td>
</tr>
<tr>
<td>Change</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
STAFF

Profile of school staff

For 2015 the staff remained very stable with two new teaching appointments being made. Hillarys Primary school has a very professional and experienced staff. We have two Level 3 Teachers and 16 Senior Teachers.

Staff attendance and retention rate for 2015

<table>
<thead>
<tr>
<th>Staff Retention</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>31</td>
</tr>
<tr>
<td>Teaching staff retained from previous year</td>
<td>30</td>
</tr>
<tr>
<td>Staff Retention Rate</td>
<td>96.7%</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff met the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board of Western Australian.

Staff professional learning

Teachers and Education assistants participated in professional learning activities during the year including but not limited to:

- NAPLAN Data Analysis
- Cert. 111 in Education Support
- Habits of Mind
- Data Literacy, Target Setting and Case Management
- Leadership in Language
- Understanding Autism Spectrum
- Synthetic Phonics
- KidsMatter
- KAT assessment
- Waste Wise – host school
- National Quality Standards
- GIFT network
- Cross school moderation
- Proficient Strands in Maths
- EYES conference
- Positive Schools Conference
- Nature Play – Nature Pedagogy
REVIEW OF STUDENT ACHIEVEMENT

The school collects information, relating to student performance, from a variety of system, standardised and teacher level assessments. For students in Years One to Six this includes National Assessment Program: Literacy and Numeracy (NAPLAN-Years 3, 5) as well as school based standardised testing in reading comprehension, spelling, mathematics, grammar and punctuation.

In the Early Years all Pre-primary students are assessed through the On-Entry assessments on Oral Language, Reading, Writing and Numeracy as well as school based assessments of PAST testing and PLD spelling and decoding assessments. This diagnostic information is used by all teachers when planning for intervention and extension and underpins the continuous improvement expectations of all teaching programs. Information received through this testing is collated and used for planning for school improvement and for transition planning for students.

MEETING 2015 ACADEMIC TARGETS

**Target 1 - Maintain or exceed stable cohort progress of 100 NAPLAN points or greater in Years 3, 5 and 7 Punctuation and Grammar/Spelling**

The stable cohort progress of the Year 3-5 group was 97 points in Spelling and 76 in Grammar/Punctuation. The stable cohort progress of the Year 5-7 group was 66 points in Spelling and 57 in Grammar/Punctuation. It is to be noted that in 2015 the Year 3’s were 32 points above the Australian mean in Spelling and 49 points above in Grammar/Punctuation. In 2015 the Year 5’s were 6 points below the Australian mean in Spelling and 3 points below in Grammar/Punctuation.

**Target 2 - Maintain or exceed stable cohort progress of 100 NAPLAN points or greater in Year 7 Number and Algebra**

The stable cohort progress of the Year 5-7 group was 50 points in Number/Algebra. It is to be noted that in 2015 the Year 7’s were 16 points above the Australian mean and in 2013 they were 23 points above the Australian mean.

**Target 3 - To maintain and further develop a positive school community which supports the mental health and well-being of its members through social and emotional learning programs, parent and student support networks and professional development for staff.**

A range of strategies were implemented in 2015 resulting in a more cohesive approach to student wellbeing. (See Pastoral Care Report further into this document).

**Target 4 - The average performance of pre-primary students in the on entry assessment will equal or exceed the average achievement of the end of year testing.**

The improvement in literacy went from an average score of 0.55 to an average score of 1.46. The improvement in numeracy went from an average score of 1.2 to an average score of 1.5.

**Target 5 - To develop assessment practices that inform the future development of whole school planning in Science.**

At this point teacher judgement based on the curriculum is being used with some assessments in PAT Science being considered for implementation in 2016.

**Target 6 - (Attendance) The overall attendance rates meets or exceeds that of like schools.**

Hillarys PS fell 0.5% below the attendance rate of similar schools.
Additionally

- An ongoing focus on raising expectations for students, in line with implementation of the Australian Curriculum, to further support the performance of all students. School and year level support have been built into 2016 plans.
- Targeted planning has occurred for students identified as not displaying expected growth as indicated by the assessment results and intervention implemented.
- Continued revision and subtle changes to Whole School Plans continued throughout 2015 ensuring refinement of strategies across the year levels.
- Phase of Learning teams continued to develop plans to meet collaborative approaches to teaching and learning and to allow for moderation through making consistent judgements.

Student Achievement NAPLAN 2015

NAPLAN testing occurred in all schools in May 2015 for Years Three and Five. NAPLAN provides information relating to the proportion of Year Three and Five students at or above the national minimum standards for Reading, Writing, Spelling and Numeracy. The following table shows the performance of Hillarys PS students from Years 3 and 5 in comparison with state, and like school means.

Comparison of Hillarys Primary School student results to Australian Schools’ average for 2014 and 2015

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillarys students</td>
<td>436</td>
<td>414</td>
<td>412</td>
<td>437</td>
<td>425</td>
</tr>
<tr>
<td>Australian schools' average</td>
<td>425</td>
<td>424</td>
<td>426</td>
<td>442</td>
<td>412</td>
</tr>
<tr>
<td>Hillarys students</td>
<td>459</td>
<td>442</td>
<td>441</td>
<td>482</td>
<td>427</td>
</tr>
<tr>
<td>Australian schools' average</td>
<td>426</td>
<td>416</td>
<td>409</td>
<td>433</td>
<td>398</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillarys students</td>
<td>513</td>
<td>485</td>
<td>501</td>
<td>520</td>
<td>510</td>
</tr>
<tr>
<td>Australian schools' average</td>
<td>510</td>
<td>483</td>
<td>513</td>
<td>518</td>
<td>500</td>
</tr>
<tr>
<td>Hillarys students</td>
<td>508</td>
<td>496</td>
<td>496</td>
<td>510</td>
<td>494</td>
</tr>
<tr>
<td>Australian schools' average</td>
<td>498</td>
<td>478</td>
<td>498</td>
<td>504</td>
<td>492</td>
</tr>
</tbody>
</table>

Comparison of Hillarys Primary School student results to Like Schools' average for 2015

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillarys students</td>
<td>459</td>
<td>442</td>
<td>441</td>
<td>482</td>
<td>427</td>
</tr>
<tr>
<td>Like schools' average</td>
<td>445</td>
<td>439</td>
<td>428</td>
<td>462</td>
<td>419</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillarys students</td>
<td>499</td>
<td>487</td>
<td>492</td>
<td>491</td>
<td>501</td>
</tr>
<tr>
<td>Like schools' average</td>
<td>513</td>
<td>489</td>
<td>510</td>
<td>505</td>
<td>520</td>
</tr>
</tbody>
</table>
Longitudinal results of Hillarys Primary School students (Years 3-5 and Years 5-7) for 2013 and 2015

<table>
<thead>
<tr>
<th>Year 3-5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>2013</td>
<td>422</td>
<td>441</td>
<td>399</td>
<td>434</td>
</tr>
<tr>
<td>Year 5</td>
<td>2015</td>
<td>509</td>
<td>496</td>
<td>496</td>
<td>510</td>
</tr>
<tr>
<td>Year 5-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>2013</td>
<td>514</td>
<td>490</td>
<td>509</td>
<td>500</td>
</tr>
<tr>
<td>Year 7</td>
<td>2015</td>
<td>563</td>
<td>523</td>
<td>566</td>
<td>566</td>
</tr>
</tbody>
</table>

Even though we no longer have Year 7 students in our school, we are privy to their results allowing us to make judgements on our Year 6 work with them when they were attending Hillarys PS.

Implications for future planning

It is entirely possible that the original targets set for improvement (100 points or greater) may have been excessive for ALL children; however, it IS possible for some children. Hillarys Primary School has achieved satisfactory results in the majority of assessed areas, though in reviewing in line with like schools some areas of concern were noted. The Year Five performance this year in particular was above the Australian schools' averages in all areas except Writing. Whereas this is quite good the performance against Like Schools is not. This is similar to last year. Teachers have worked together to review and analyse data and to develop planning for 2016 indicating identified trends or patterns which may indicate strengths or areas where performance could improve.

COMMUNITY SURVEY

In early Term 4 2014 all families were offered the opportunity to participate in a parent survey with a healthy 124 families responding. There were 18 questions in total covering 2 categories (School in General; Leadership & Management). The survey required a strongly agree, agree, neither, disagree & strongly disagree responses. As the graphs indicate, overall satisfaction with all operations of the school is high with an overall positive score.
Priority Focus 2016

The following areas of improvement have been identified and will be priority focus areas for 2016:

- Implementation of the Whole School Mathematics Plan in all year levels.
- Australian Curriculum: Mathematics is embedded in all year level collaborative planning allowing for moderation and professional dialogue.
- Collaborative planning and explicit teaching in the Number and Algebra strands is a focus through all year levels.
- Rigorous collection and analysis of data will underpin whole school review and setting of targets for Mathematics.
- Identification of SAER students and the provision of additional support.
- The implementation of the Whole School English Plan, underpinned by the WA Curriculum, in all year levels.
- Ongoing critical analysis of data and a collaborative approach to developing and implementing informed learning and teaching plans.
- Extension and consolidation of PLD strategies from Kindergarten through to Year Four with aspects incorporated into Year 5 and Year 6 teaching.
- Improved spelling, punctuation and grammar results.
- Implementation of uniform and consistent strategies to enhance student performance in Writing throughout all year levels.
- Critical Literacy - Improved student performance in inferential comprehension, analysis of text and vocabulary development.
- Delivery and implementation throughout the school of Component Three of the Kids Matter program "Parents and Carers".
- Delivery and implementation throughout the school of Component Four of the Kids Matter program "Understanding and Responding to Mental Health Issues".
- Implementation of the Social and Emotional Learning program throughout the school.
- Development of a Whole School Plan in Pastoral Care to provide links to all school activities, learning teams, learning environment, partnerships and the school community as a whole.
- Continuing focus on the initiatives of developing and maintaining a Positive School Community

STANDARDISED TESTING

Pre-Primary On-Line Assessment

Pre-Primary students (95 students) were assessed on Module One of the Literacy and Numeracy assessment in Term One and again in Term Four. The results in the table reflect the achievement of students in the Term Four assessments. Students in Pre-Primary would be expected to attain a result of 0.7 to 1.0 to be working at expected level in the assessment areas. Attainment of 1.0 and above is considered above expected level for students.

Pre-Primary On-Line Assessment (November 2015)

<table>
<thead>
<tr>
<th>Attainment level</th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 (95 students)</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>1.60 – 3.00+ (Well above level)</td>
<td>67%</td>
<td>0%</td>
</tr>
<tr>
<td>1.1 – 1.50 (Above expected level)</td>
<td>16%</td>
<td>30%</td>
</tr>
<tr>
<td>0.7 – 1.0 (At expected level)</td>
<td>17%</td>
<td>46%</td>
</tr>
<tr>
<td>0.0 – 0.6 (Below expected level)</td>
<td>0%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Increased performance indicators in the Speaking and Listening assessments for 2015 are noted with most students at or above expected levels. Though a marginal improvement is demonstrated in the Writing assessment this year, it will continue as a focus for 2016 with emphasis on the oral narrative process providing the foundation for Writing in 2016.

Analysis of Standardised Testing Data

Standardised testing was administered in early Term 4 for students from PP to Year 6. All year levels completed the relevant MTS (Mathematics) assessments. Years 2 to 6 completed the PAT Reading Comprehension and spelling assessments, while students from Years 3 – 6 also were tested in PAT Grammar and Punctuation and
PAT Written Spelling. These tests were taken from the Australian Council for Educational Research (ACER) Pat tests and are normed to year level expectations of the Australian Curriculum.

Results (in percentages - above, at or below expected year level) indicate that the majority of students are achieving at or above year level expectations in most areas with the exception of the PAT spelling in Years 1 – 3. The nature of the test (spelling in isolation) may be a factor as when compared with the results of the PLD testing (spelling in context) achievement is tending towards a more standard pattern.

Hillarys Primary School student Standardised Testing Results for 2015 – PAT Tests

<table>
<thead>
<tr>
<th>Stanine</th>
<th>Reading</th>
<th>Spelling</th>
<th>Written Spelling</th>
<th>Grammar Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 and above</td>
<td>2015</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 to 6</td>
<td></td>
<td>48%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 and below</td>
<td></td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 and above</td>
<td>2015</td>
<td>55%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>4 to 6</td>
<td></td>
<td>43%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>3 and below</td>
<td></td>
<td>2%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 and above</td>
<td>2015</td>
<td>43%</td>
<td>43%</td>
<td>49%</td>
</tr>
<tr>
<td>4 to 6</td>
<td></td>
<td>47%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>3 and below</td>
<td></td>
<td>10%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 and above</td>
<td>2015</td>
<td>42%</td>
<td>40%</td>
<td>31%</td>
</tr>
<tr>
<td>4 to 6</td>
<td></td>
<td>51%</td>
<td>58%</td>
<td>67%</td>
</tr>
<tr>
<td>3 and below</td>
<td></td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 and above</td>
<td>2015</td>
<td>23%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>4 to 6</td>
<td></td>
<td>57%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>3 and below</td>
<td></td>
<td>20%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 and above</td>
<td>2015</td>
<td>33%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>4 to 6</td>
<td></td>
<td>61%</td>
<td>54%</td>
<td>60%</td>
</tr>
<tr>
<td>3 and below</td>
<td></td>
<td>6%</td>
<td>9%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Hillarys Primary School student Standardised Testing Results for MTS Testing for 2015

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Foundation (PP)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>74% - 100%</td>
<td>90%</td>
<td>68%</td>
<td>55%</td>
<td>33%</td>
<td>40%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>(Above expected level)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45% - 74%</td>
<td>6%</td>
<td>29%</td>
<td>33%</td>
<td>60%</td>
<td>48%</td>
<td>48%</td>
<td>71%</td>
</tr>
<tr>
<td>(At expected level)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% - 44%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>7%</td>
<td>12%</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>(Below expected level)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hillarys Primary School student PLD (Spelling) Results for 2015

<table>
<thead>
<tr>
<th>Level</th>
<th>Year PP</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Above</td>
<td>41%</td>
<td>6%</td>
<td>22%</td>
<td>28%</td>
<td>16%</td>
</tr>
<tr>
<td>% At</td>
<td>47%</td>
<td>80%</td>
<td>73%</td>
<td>47%</td>
<td>59%</td>
</tr>
<tr>
<td>% Below</td>
<td>12%</td>
<td>14%</td>
<td>5%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
## LEARNING AREAS

### MATHS

The focus for mathematics in 2015 was to plan collaboratively and implement using the Australian Curriculum. There was an emphasis on explicit teaching of Number and Algebra and our end of year results indicate that this has been successful across most year levels. Our Pre Primary students have excelled in their On-entry assessment and have achieved exceptional results. Other year groups have increased their results in MTS end of year tests. Many year groups did notice a decline in our Measurement & Geometry results. There will be a greater focus on making these areas hands on and relevant to real life situations in 2016.

During 2015 there has been an across the school focus on enhancing Problem Solving skills. Resources have been purchased and posters produced outlining the different types of strategies that could be used. In 2016 we will be encouraging teachers to ensure that these posters, together with other mathematics charts and word walls, make up an important part of the class displays. Most year levels have included daily Mental Mathematics as part of their program and the results have indicated success.

In 2016 the school will be introducing a Mathematics text throughout all years. All year levels will be required to use this as a basis for their collaborative planning. Some year levels will be using it digitally while others are trialing the use of a text book. This will also assist us in developing a common Language & Literacy in Mathematics throughout the school. All staff will be attending a Professional Development session with Paul Swan during Term 1 to develop this common language.

Our NAPLAN result in Numeracy for Year 3 was excellent with the cohort 86% above the Minimum Standard. The Year 5 results are a cause for concern and this will be addressed in the Year 4 planning in 2016 to make sure the students are confident in reading and interpreting the data required for this level of Mathematics.

At the beginning of 2016 each year level group will be required to meet and analyze the end of year MTS testing data and identify the areas that they will need to focus their teaching on that were not successful in 2015. This will also include identifying
the NAPLAN Questions at their year level that are not being attained in Year 3 and Year 5.

ENGLISH

The English Team has worked as an extremely collaborative and cohesive group. They have implemented numerous new initiatives that have been aligned with the school purpose, goals and objectives. By making evidence based decisions about staff actions we have been able to positively address the needs of the school and implement numerous new and highly successful initiatives that have supported positive student outcomes and achievement. Through the HPS decision making process we have ensured that all staff are informed of decisions and have sought feedback as required. The planning process has been consultative, inclusive and coherent. Outlined below are some of the highlights of 2015.

A strong, committed and agreed focus to the implementation of the WA/ Australian Curriculum /whole school plan has been evident throughout all year levels. A review will be initiated early 2016 to ensure the plan is updated reflecting accurate beliefs and teaching practices. Implementation of this plan and alignment to classroom planning will be a future component of teacher performance management.

A whole school approach to implementing the Diana Rigg PLD Spelling program has been highly successful. With an emphasis on explicit teaching, most classrooms within Years K-3 have designated Literacy Blocks where switching programs are promoted. This approach is being extended into Year 4 classrooms. Ongoing PD will be facilitated to encourage continuous improvement and consistent practice. The Spelling Convention series will continue within Years 5/6 but will be reviewed throughout 2016. Observable and measurable improvements in Spelling have been noted within cohorts introduced to the PLD strategies in their early years. Staff expertise and increased capacity and confidence are clearly evident within the junior primary sector. It is anticipated that this will be extended and consolidated throughout the school with some aspects of PLD incorporated within all year levels.

With a school focus on improving Punctuation and Grammar results, a whole school ‘Scope and Sequence’ document is currently being compiled. Recent improvements throughout Year 3 and 4 have been attributed to a shared focus, collaborative planning, consistent and uniform approaches to content coverage including allocated timeslots and in depth study of concepts using recently purchased resources. These strategies will be extended to Year 2 in 2016 and subsequently throughout the school.

An in depth approach to teaching writing extending beyond organisational and text features has resulted in positive gains and improved results as highlighted in recent testing and NAPLAN scores. A ‘Scope and Sequence Editing’ document has been written and introduced across the whole school. Individual student editing charts and additional classroom resources have been designed and will be implemented within all classrooms in 2016 to ensure a continued focus for improvement in this learning area is maintained.

An initiative within the Duncraig Partnerships Network provided all staff with an opportunity to share experiences and expertise in implementing writing programs. Representatives throughout the district combined for several productive and well received moderation sessions where student work samples and classroom programs were examined and discussed. This Collaborative approach to planning, programming and assessment was embraced by staff.
A firm foundation for the development of effective reading strategies, inferential comprehension skills, vocabulary and critical thinking has been evident throughout all levels. Classroom reading resources have been considerably upgraded within the junior sector and further alignment of the 'Springboard' series to curriculum requirements for each year level is an ongoing priority. Student results and achievement will further be enhanced by a refocus on modelled, shared and guided reading next year.

Listening and speaking protocols are taught explicitly across the school. A highlight of the year has been the continued success and positive student participation in 'Speak Up'. Oral language, active listening and public speaking skills are highlighted within this program and forums for public speaking are now embedded in all classrooms. The English Team is recommending the development of a 'Scope and Sequence' document for this area to ensure that the continual and gradual release of curriculum aspects are clearly addressed and understood by all staff.

The English improvement targets have been derived from a rigorous self-assessment process. A comparison between NAPLAN, standardised testing results and report grades has been conducted by all staff within individual, year level and whole school capacities. Careful evaluation of data and extensive feedback to the English Team has enabled staff to compare performances over time and establish trends. Comparative data for successive groups and cohorts has been examined and significant strategies and milestones for improving student achievement have been addressed. All feedback has been recorded and examined by the English Team and focus areas for improvement have been identified within the English Operational Plan for 2016.

**HA S S ( H U M A N I T I E S A N D S O C I A L S C I E N C E S)**

2015 saw the change of name from Society and Environment to HASS. This title now encompasses History, Geography, Economics and Business and Civics and Citizenship. At Hillarys Primary School in 2015 we have planned, implemented and assessed students in History and Geography. Teachers have also formally reported in History in both Semester One and Two reports.

Staff were surveyed during the year regarding resource requirements and History and Geography resources were purchased for all year levels. These were used to assist in the effective implementation of the new Hass Curriculum. These resources included student texts, interactive whiteboard teaching tools and student activity resources.

Students have had the opportunity in 2015 to participate in an 'Enquiry' based learning program with many opportunities to develop their knowledge and understanding of Historical and Geographical concepts. Students have participated in active role play, speech activities, excursions, and interviews and used ICT to build and extend their existing knowledge.

2016 will see the introduction of formal assessment in Geography. Teachers will be involved in professional learning and the development of ‘Economics and Business’ and ‘Civics and Citizenship.’ These learning aspects will be introduced into the classrooms.

**L A N G U A G E S**

In 2015 students from Year Three to Year Six studied Japanese for one hour each week as part of the Languages Learning Area. The emphasis is on an outcomes
approach with students applying language in realistic contexts such as role plays and presentations. As the Western Australian authorities will not release the final version of the Australian Curriculum until 2016, aspects of the Australian Curriculum content are being phased in and merged with the Education Department scope and sequence documents.

In the early years, the focus is on the Listening and Responding, and Speaking strand. Songs and games which involve repetition are much used to provide practice in an enjoyable way. Cultural awareness is a major part of the programme in the study of special days and celebrations give the opportunity to explore the similarities and differences between their own and other cultures as well as Japanese. Students are introduced to reading and writing Japanese scripts so they will become familiar in readiness for a more detailed study in higher grades. Reading and writing is a fun and achievable activity for students in the early years and is not formally assessed. In 2015, students used i-Pads to practice correct stroke order and hiragana recognition as well as recording short dialogues and speeches.

In the later years the Reading and Writing strands are more explicitly taught and reported upon. The various writing forms are gradually introduced and students in Year Six are encouraged to read and write with minimal support.

In 2015 students were taught Japanese in their own classrooms. This presents challenges in presenting students with the charts they find useful to support vocabulary development and present the range of hands-on materials which enable a differentiated curriculum to individuals and groups.

The Promethean Interactive whiteboards in each room are frequently used, which enables students to experience a wide range of activities such as sound clips, videos, photos and interactive games as well as providing opportunities for revision and extension.

Class teachers at Hillarys Primary School are very supportive of the Languages programme. They support the Japanese programme in various ways, from integrating Art, S&E and Technology topics to showing an interest in what the students have been learning. The strong support teachers at Hillarys give to the Japanese programme is fundamental to the overall positive approach that most students show.

Hillarys Primary School participates in the Woodvale Senior College Asian Languages hub where the local teachers of Japanese meet to share ideas and resources. This year a Common Assessment Task was given to Year Six students across the participating schools. Not only did the students of HPS accredit themselves very commendably, they achieved some of the highest scores of all.

As in 2012 and 2014, this year Hillarys Primary School hosted students from Gunma Kokusai Academy, a school in Oita City, Japan. Nine students visited for two and a half weeks in Term Four. They stayed with Hillarys families and attended class with their host buddies. While they were here to practice their English and learn about Australian culture and lifestyles, their visit enabled Hillarys student to meet Japanese children and practice their Japanese.

The students of Hillarys Primary School prefer a hands-on approach to language learning and are generally positive in their approach. As in other learning areas, there is a wide range of achievement and effort. Some very able students with several years of Japanese study are producing outstanding results while sharing the class
with students new to the school and often with no language learning background and others with small amounts of several languages.

PHYSICAL EDUCATION
Hillarys Primary School's Health and Physical Education program focuses on students:

- knowing and understanding health and physical activity concepts that enable informed decisions for a healthy active lifestyle
- exhibiting attitudes and values that promote personal, family and community health
- participating in physical activity and demonstrating the movement skills and strategies for confident participation.

Health lessons focused on the development of a range of skills such as resilience, drug and road safety education. The School Drug Education and Road Aware (SDERA) program was used as a basis for the teaching of Health skills. All students attended First Aid Focus run by St John Ambulance trainers. Lessons relating to healthy eating were supported by special menu days in the school canteen.

A focus for staff has been the preparation of a whole school plan for Health and Physical Education and the connection of the Social and Emotional Learning Program (SEL) to this. SDERA learning modules strongly support social and emotional learning through the teaching of resiliency skills and drug education.

Hillarys Primary has a belief that participation and enjoyment, regardless of ability, will ensure all students will perform to the best of their ability in a wide range of physical education activities. Through providing a strong Physical Education and sport program, students are engaged in a range of cooperative, collaborative and challenging experiences.

A specialist program has continued this year with students from Pre-Primary to Year 6 involved in regular fitness, sporting and Physical Education lessons throughout the school week. The focus of the program for senior students is the development of fitness, improved games skills, and swimming and athletics skills. Junior primary emphasis is on Fundamental Movement Skills. Students participate enthusiastically and display good sportsmanship in a variety of school and interschool programs.

Activities conducted throughout the year include:

- Swimming lessons for all year levels
- Cross country training and participation in school, district and state events.
- Daily fitness sessions for each class
- Athletics training including jumps, running skills and ball skills
- Interschool sporting events particularly in Term 2 with an emphasis on games skills such as AFL football, Hockey, Netball, Soccer and Soccrosse.
- Separate Athletics carnivals for junior students (PP to Year 2) and senior students (Years 3-7) at a school and district level.
- Edudance- Dance and movement to music skills in Term 2.
- Gymnastics- PP-Yr2 Term 2
- Sporting Schools Program- 8 week before school program, 2 different sports each term – Funded by Australian Sports Commission

Many outside sporting associations ran clinics during Physical Education sessions during the school year and these enhanced the student opportunities to learn and
demonstrate skills specific to different sporting codes. In 2015 these included Modcrosse, Hockey, Soccer, Rugby and Cricket.

As a result of this well rounded and extensive program, Hillarys PS students have performed at a high level in 2015 in district competition across a range of activities including 1st overall in cross country and athletic carnivals, as well as winners in interschool sofrcrosse and AFL competitions indicating that our Physical Education program is very successful.

**ICT**

At Hillarys, ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs. To ensure continuity in the students' development of ICT capability from Pre-primary to Year 6, a review was conducted on the hardware supporting student learning and as a consequence, changes will be made over a two year period seeing portability as a priority.

- Students applied social and ethical protocols and practices when they shared digital work, acknowledged sources of information, participated in the cyber safety incursion and accessed online safety programs.
- Teachers encouraged students to investigate with ICT when they researched Science, History and Geography information using WorldBook Online or key search words to select relevant sites. They viewed videos and used interactives to gain knowledge, skills and understanding where the provision of classroom resources was impractical or impossible.
- Students managed and operated ICT when they successfully used computers, digital cameras and interactive whiteboards, and when they performed basic troubleshooting techniques independently.

**ARTS**

2015 has been another successful year for The Arts at Hillarys Primary School. There was a focus on Drama in Semester 1 and Music in Semester 2.

In term 2, the Hillarys Talent Show was conducted. This is always a very interesting event. We always see the well-known talents we have in our school but it is also a forum for some of the lesser known talents to shine. We open this up to many forms of the Arts including Dance, Instrumental, Vocal and Drama. The auditions are also very entertaining.

Once again both the Senior and Junior Choir had a very busy year with many in-house and public performances. This started early in semester 1 with the ANZAC ceremony. Semester 2 saw many performances like the Open Night and the WAGSMS festival at Crown in term 3. Term 4 included the Westcoast Songfest, the Christmas/End-of-year Concert and the Graduation Ceremony.

The Ukulele Group has also combined into 1 senior group with the foresight of a beginners ukulele group starting early in 2016. The Uke group was also involved in the WAGSMS festival at Crown Theatre and many assembly items throughout the year.
The SIM program begins early in term 1 with a guitar and a flute group. They also perform at several assemblies and other events throughout the year.

In the Classroom, all students at Hillarys are exposed to an hour of music a week. All students from years 4 to 6 have the opportunity to learn an instrument, usually the ukulele, guitar, recorder or keyboard. They are taught the basics on this instrument and are able to experience the joy of playing in a group situation. Many students continue on, in their own time with a private music teacher as they have enjoyed the experience so much.

Statistically we have about 50% of all year 5’s and 6’s in the Senior Choir. And we have around a third of all year 4, 5 and 6 students learning the ukulele at the before school lessons. There is scope for these numbers to increase.

The Arts program at Hillarys remains very strong. We have many supportive staff members and also a wonderful community base. The students at Hillarys are all very keen on music and I envisage this program to keep on expanding and improving.

**PASTORAL CARE**

A range of strategies have been implemented in 2015 which has resulted in a more cohesive approach to student wellbeing. Emphasis is placed on all students attaining their potential through a safe, supportive and inclusive learning environment. Strategic planning under the umbrella of the Kids Matter Framework has linked the four components of Kids Matter to Pastoral Care initiatives which focus on values education.

Of particular note during 2015 was the outstanding contribution by one of our School Volunteers. Mr Tony Wallis was named as the SVP Mentor of the Year. A fitting award and accolade to one of our long serving mentor/volunteers. Additionally, our Pastoral Care leader, Mrs Fran Fallowes, was named as the Australian runner-up in the Positive Teacher award. We are very privileged to have both at Hillarys PS.

Staff professional development, focusing on Social and Emotional Learning, component 2 of Kids Matter, has been completed. The Kids Matter Action Team worked together to formulate a whole school Social and Emotional Learning plan to be trialled in 2016. The Kids Matter focus for 2016 will be Parents and Carers and Understanding Mental Health Difficulties. A parent drop-in centre will be introduced in 2016 which will provide resources and offer opportunities for parents to link to outside agencies.

In 2016, current targeted programs inclusive of the Rainbows Program, Ed Connect Mentoring Program and Peer Mediation will continue, with Pastoral Care continuing to be a cornerstone of the school’s caring culture. The Choose Respect initiative will be re-visited.

Hillarys is viewed as a safe, happy environment that strives to reduce bullying and through our Positive School initiatives, students are being taught to accept differences. Pastoral Care continues to be a strength of the school, central to student learning the school’s continued success.
HIGHLIGHTS OF THE SCHOOL YEAR 2015

SPECIAL EVENTS AT HILLARYS PRIMARY SCHOOL 2015

ACADEMIC PROGRAMS

Programs
- Gifted and Talented – PEACE/Eye
- Japanese: Years 1-7 students
- Speak-up
- World of Maths
- Better Beginning Readings packs to all Kindergarten and Pre-Primary students.

Specialists
- Music Specialist: Year PP-6
- Physical Education Specialist: Year PP-6
- Instrumental Music: Year 6
- Science Specialist PP-6

Projects
- Duncraig Partnership
- Provides learning opportunities for staff
- Sustainability
- Waterwise/Waterwise school
- Waterwise Conference Presentation (C1)
- "Wheelchairs for Kids"
- Recycling activities
- Kindergarten garden
- Pre-Primary Sensory Garden
- School garden
- Fish tanks - hydroculture

Special Assemblies/Days
- Anzac Day
- Book week
- Science Week
- Wetor Woc Week – 20 Year Anniversary
- Choir Assemblies
- Class assemblies
- Remembrance Day

The Arts
- WA Primary Schools Massed Choir Festival
- WA Government Schools Music Society's Festival
- West Coast Song Fest
- Drumming
- Christmas Concert
- Arty Pants – after school art classes

PASTORAL CARE

Programs
- Choose Respect
- You Can Do It Values Program
- Rainbows Program for students experiencing loss
- Circle Time Program to combat bullying
- Mentoring Program
- Year 6 Peer Mediators training
- Gardening projects
- KidsMatter
- International Luncheon Day

Support
- Access to various parent information and educational forums
- Peer Mediators in playground
- Merit Awards
- Young Leaders Conference
- Constable Care
- Lego Club
- Claire Eaton – Guest speaker
- ROC Parent Evening
Special program – caring for others
- ANGKOR (Cambodia)
- Fundraisers - Free Dress Day
- Staff donates gold coin for Friday morning tea.
- Japanese Exchange Program

PHYSICAL

Programs
- Physical Education Specialist program
- EduDance
- EduGym
- Surfing
- Activated Gymnastics

Clinics
- Soccer Clinic
- Tennis
- Hockey
- Softrosse

Events
- Athletics Carnival
- Interschool Athletics Carnival
- Interschool Winter Carnival
- Sports HPS Cross Country
- School Sport WA Cross Country
- Interschool Cross Country
- In school beach Swimming
- In school swimming Year Craigie Leisure Centre
- VAC Swim

Camps
- Year 6 Camp (3 days)

Special Days
- Lapathon

COMMUNITY

Parents &Citizens (P&C)
- P&C training session
- Canteen
- On-line Canteen Lunch Ordering
- Lap-a-thon
- Sports day sausage sizzle

Parents
- Assist in the classrooms, library, canteen, on excursions
- Form committees for graduation, dance night, etc
- Parent representatives support classes
- Scholastic Book Club
- Busy Bees - Kindergarten
- Netball Club
- School Banking program
- 'Cultural Voyage' Library Lunchtime Activity
- Book Fair
- Open Night presentations
- Easter Hat Parade

Community
- School Photos
- 'Wheelchairs for Kids' donation of aluminium cans
- Mothers' Day Afternoon Tea at Kindergarten
- Father's Day breakfast

Extra-Curricular
- ARTY PANTS – After School art classes.
- Camp Australia - Before and After School Care
- Links between our senior citizens and the school community
- Expansion of the nursery gardens
- After-school activity program
- Hillarys Netball Club
- Hockey
- Badminton
- Karate
- Volleyball
The Hillarys Primary School 2015 Annual Report has been viewed and signed off for publishing by the Hillarys Primary School Board.

BOARD CHAIR
Tara Hannent

DATE 17/3/16

NIKKI BRENT ACTING BOARD CHAIR

PRINCIPAL
Ron Chesny

DATE 17/3/16