



# ANNUAL REPORT

## 2021



## PRINCIPAL'S MESSAGE

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The 2021 Annual Report provides parents and members of the wider community with information about our school, its programs, and our students.

The Annual Report highlights our school strengths, achievements, and aspirations. It also creates a strong picture of the educational outcomes and standards we expect, and the school culture, mindset, and environment needed to achieve them.

In Term 4 2021, we actively participated in a Public-School Review. We received a very positive Review Report and a summary of our commendations and recommendations are included in the Annual report. By the conclusion of 2021, we created a new Strategic Plan which was guided by our school self-assessment, student performance, school development and Public-School Review information.

Student enrolments were 573 in 2021. Historically, our enrolments range between 575 and 600 students.

In 2021, we continued our focus on maintaining a strong school culture, building community connection, and investing in collaborative practices and systems.

Our vision for providing the very best teaching and learning facilities and resources will come to fruition across the next three years. We will soon become a '21<sup>st</sup> Century School', as we've been granted a \$20 million School Rebuild Program, commencing in 2021. This project will come with some modifications to our school environment and routines; however, the final result will be amazing and totally worth a few short-term changes.

Hillarys Primary continues to provide outstanding teaching and learning experiences and activities for students. We celebrated many excellent achievements, both academic and non-academic in 2021. This included, but is not limited to, core learning area scholarships, outstanding student awards, values certificates, secondary school scholarships, sporting achievements, citizenship acknowledgements and Arts awards. This represents the combined efforts of staff, parents, and students. It takes a community!

The School Board and the P&C continue to provide much-needed assistance to the general operations of the school. The level of care, patience, support and understanding received by the school community during the COVID-19, and now with the School Rebuild Project, has been outstanding.

I acknowledge and commend the hard work and dedication of the Hillarys PS staff, both teaching and non-teaching. Their efforts, combined with a proactive School Board and P&C, ensure we provide a strong partnership that is focused on positive outcomes for all students at Hillarys Primary School.

A special welcome to our new and prospective families joining our school community. I hope you reach out to us and become active and supportive members of the Hillarys Primary School community.

Best regards and stay safe.

**Trevor Mitchell**

**PRINCIPAL**

## OVERVIEW OF HILLARYS PRIMARY SCHOOL

Hillarys Primary School serves the coastal suburb of Hillarys, 25 kilometres north-west of Perth. Our vision of creating a *Connected Community*, *Engaged Educators*, and *Successful Students* reflects our commitment to focussing on cooperation, effective pastoral care and student learning. High priority is placed on maintaining a safe, supportive and inclusive learning environment where all students achieve their potential. Collaborative teaching is encouraged, and opportunities for challenge and educational support are provided.

Pastoral care initiatives operate throughout the school, with a focus on our values of being respectful, responsible, inclusive, caring and motivated. Our mentoring program and buddy initiative are strongly supported by our school staff and community, and the Bright Thinking Program develops a growth mindset and an optimistic outlook in our students. We were grateful for the support we received from the school community during our endeavours to lessen the impact of the COVID-19 pandemic. While the pandemic continued throughout 2021, we appreciated our school community's cooperation and support as we worked to keep everyone safe.

Specialist teaching for Music includes instrumental music and choir, in addition to class lessons. The Physical Education program provides opportunities for individual and team representation in a variety of sports and our science program continues to support a strong STEM initiative throughout the school. Our Language Other Than English (LOTE) is French, which included a whole school activity based on French culture and language. Although some special programs and performances were cancelled in 2021, our Specialists are looking forward to including these activities when pandemic restrictions allow.

Despite the ongoing impact of COVID in 2021, the school continued to maintain its positive reputation in our community through these programs and initiatives:

- Students of all ages are involved in The School Garden project. They enjoy gardening, animal husbandry, and cooking using fresh produce. The chickens are well-loved by the students as was the lamb that was part of the project for a few weeks. Staff and parents enjoy purchasing fresh produce (including eggs) that is left over from student activities.
- Junior and Senior Choirs contribute to school assemblies and special events, along with students who play a variety of instruments. The choirs' public performance highlights included One Big Voice, the WAGSM concert and the Hillarys Christmas Fair.
- School assemblies in 2021 showcased our students' capacity to lead, inform, and entertain. Their confidence in public speaking and performance is strongly supported by the annual Speak Up and Talent Show programs. Our students' achievement and citizenship are acknowledged with awards given by teachers, specialist staff and the chaplain.
- Physical Education Programs, including a daily activity program, promote positive attitudes towards active lifestyles and fitness. Every year, students participate in swimming, cross country, athletics, triathlon events and winter sporting carnivals, COVID permitting. The annual P&C Lapathon was an outstanding success with high participation of students and parents.
- Students have access to computers, iPads, and other ICT (such as Bots and Makey Makey) to support learning programs. Interactive Whiteboards are in every classroom support teaching and learning. Teachers use apps and online platforms such as Seesaw, Connect and Microsoft Teams to engage with students and their families.
- Extension and challenge programs, such as APSMO, EYE, PEAC and Writing Group, are offered to children with high ability, while students who require support for learning have individual and small group programs lead by teachers and skilled Education Assistants.

## **STUDENT INFORMATION**

Hillarys Primary School operates as a local intake school. There is usually a tendency towards transiency over the year. Our enrolments during 2021 commenced with 573 children from Kindergarten to Year 6 (one more than 2020) and included 41 new arrivals and 35 departures during the year.

### **ATTENDANCE**

***Student Attendance 2020-21. Next update will be 2022. (COVID affected from 2020)***

<b>School Year</b>	<b>School</b>	<b>Compared to</b>
2020	95.0%	91.9% State
<b>2021</b>	92.9%	93.6% Like Schools

The school's attendance rate generally compares favourably to our Like Schools and better than the state average.

#### **School-based support for attendance includes:**

- 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**

**2022 school destinations of the 2021 student cohort**

**Male: 39 Female: 38 Total: 77**

<b>Destination Schools</b>	<b>Male TOTAL</b>	<b>Female</b>	
Alkimos College	1		1
Belridge Secondary College		2	2
Belridge Secondary ESC	1		1
Duncraig Senior High School	32	31	63
Carine Senior High School	1	3	4
Churchlands Senior High School	1		1
Kinross College	1		1
Perth Modern School	1	1	2
St Stephen's School	1		1
Woodvale Secondary College		1	1

## STAFF

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### Profile of school staff

In 2021, Hillarys had a total of 61 staff, with five new teaching appointments and four retirements. The numbers include 4 Administration staff, 37 teaching staff and 20 school support staff, all of whom work collaboratively to support and benefit our learning community.

### Staff professional learning

Teachers and Education Assistants participated in numerous professional learning sessions during the year to address school priorities and student needs. External providers delivered professional learning, as well as Hillarys staff with expertise in a specific area. Content included, but was not limited to:

- Keyword Signs
- School transformation Program
- School transformation Program – Leadership program
- Teaching students who are deaf or hard of hearing
- Gifted and Talented – Identifying and Differentiation for Gifted Students
- SEND
- Downs Syndrome
- School transformation Program – Inclusive classrooms
- School transformation Program
- Aboriginal Perspectives
- Trauma Informed Care and Practice
- Trauma PL
- Protective Behaviours Universal Training
- Positive Schools Conference
- ICT – Microsoft Transformation Program, Microsoft Teams, Seesaw, Connect, EdCompanion, Microsoft apps for Assistive Technology
- School culture, collaboration, and collaborative leadership

Professional learning will continue in 2022, addressing priorities in the 2022-2025 Strategic Plan which includes focuses on Early Years Assessment and Intervention, Instructional Models, Cultural Awareness, Social Learning, Building Leadership Capacity, Data Literacy, and Integration of ICT and Digital Technology.

## REVIEW OF STUDENT ACHIEVEMENT

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The school collects information relating to student performance from a variety of system, standardised and teacher assessments. For students in Years 1-6 this includes NAPLAN and school-based Progressive Achievements Testing (PAT) standardised testing in Reading Comprehension, Spelling, Mathematics, Grammar and Punctuation, and the ACER General Ability Test (AGAT). School-based off years NAPLAN, using previous years' test papers, is conducted with Years 2, 4 and 6.

In the Early Years all Pre-Primary students are assessed through the On-Entry assessments in Speaking and Listening, Reading, Writing and Numeracy, as well as school-based assessments including ACER 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 focus of all



teaching programs. Data from this testing is collated and used for planning for school improvement and student transition.

## **2022 - 2025 Strategic Plan Targets**

In 2021, the new Strategic Plan was developed by the Curriculum Team and consultation with staff and endorsed by the School Board. The following targets were set:

### **High quality teaching and engaged learning**

- Year 3 and 5 students will be at or above the like schools mean for Numeracy, Reading, Spelling, Grammar and Punctuation & Writing in NAPLAN
- Year 3 and 5 students will achieve an effect size of at least 0.8 for a 2-year progression for Numeracy, Reading, Spelling, Grammar and Punctuation & Writing in NAPLAN
- All year levels will be at or above the National mean for PAT Numeracy, Reading & Vocabulary
- Students in the stable cohort will progress by 5 scale scores each year in PAT Numeracy, Reading & Vocabulary
- Year 3-6 students will achieve their expected growth of Lexile points each year using the Literacy Pro reading program
- Pre-primary students will be at or above the mid-year target in On Entry Numeracy, Reading and Speaking & Listening
- Year 1 students will be at or above the annual standard progression for On Entry Reading and Writing

### **Inclusive and Caring Learning Environment**

- Increase the percentage of students who report high emotional well-being and engagement in the Well-being and Engagement Census (Year 4-6)
- Improve opportunities for students requiring learning enrichment
- Maintain attendance rates above 93%
- Maintain a focus on supporting teaching and learning with students with additional academic and non-academic needs

### **Respectful relationships and productive partnerships**

- To achieve and maintain a four plus satisfaction rating across all areas of the parent, staff and student surveys
- Widen our partnerships with external stakeholders ensuring they reflect school programs and are sustainable
- All staff actively engage in performance management, school culture and school development processes

### **Collaborative leadership and effective management**

- All staff are involved in the processes of professional growth and collaborative leadership
- All staff are involved in professional learning and processes for shared ownership -OAR (Ownership, Accountability, and Responsibility)
- All staff engage in strategies for maintaining a culture of collaboration and teamwork

## Student Achievement NAPLAN 2021

NAPLAN testing for Years 3 and 5 takes place in all schools in May, and it resumed in 2021 after COVID-19 regulations cancelled the 2020 testing program. Our school based Off Years Testing in Years 2, 4 and 6 continued as normal. The results appear below. The NAPLAN data was included in Ed Companion (with other sources of data) so that staff could identify concepts for revision with individual students, the class, and the cohort.

**Comparison of Hillarys PS student results to Australian Schools' average**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Year 3</b>					
<b>Hillarys students</b>	<b>452</b>	<b>434</b>	<b>415</b>	<b>442</b>	<b>433</b>
Australian Average	437	425	421	433	403
<b>Year 5</b>					
<b>Hillarys students</b>	<b>529</b>	<b>484</b>	<b>515</b>	<b>510</b>	<b>527</b>
Australian Average	512	480	505	503	496

In 2022, the continued focus on the Seven Steps Writing program and Soundwaves spelling program will benefit our students. Off years testing will continue for Year 2, 4, and 6 so that teachers can continuously track achievement and progress.

## STANDARDISED TESTING

### Pre-Primary On-Entry Assessment

In 2021, Pre-primary students were assessed in Term 1 in both Literacy and Numeracy using On Entry Assessment Module 1. Comparative testing of this cohort using Module 2 will occur again in 2022 when the students enter Year 1. This will provide data with a more comprehensive overview of student achievement over the PP year. Only selected Year 1 students in 2022 will attempt the Module 2 numeracy assessments as the average results achieved by PP students in Term 1 and Term 4 (PAT assessments) demonstrate they are attaining scaled scores at the higher end of the achievement scale. There were 75 students enrolled in the three Pre-Primary classes in 2021.

Attainment Level	Literacy	Numeracy
Number of Students*	Reading 64* Term 1	Speaking & Listening 75* Term 1
Above 80%	10	16
60% - 79%	26	29
40% - 59%	23	19
20% - 39%	5	11
Less than 20%	0	0

Attainment Level	Writing 75*
	Term 1
Above 16	1
12-15	2
8-11	8
4 - 7	30
Less than 3	34

The On Entry data collected in Term 1 demonstrates the 2021 PP cohort have strong numeracy skills, and good speaking and listening skills. The writing program that was implemented in 2020, Seven Steps, will continue to support student learning in Writing. A targeted intervention program in ECE enables teachers to identify and support students who are not making expected achievement and progress in literacy and numeracy.

## Analysis of Standardised Testing Data

Standardised testing was administered early in Term Four for students from PP-6. Assessments included PAT Reading Comprehension, Grammar and Punctuation, Written Spelling, Vocabulary, AGAT and Maths. These tests are from the Australian Council for Educational Research (ACER). PAT tests are normed to Australian Curriculum year level expectations. It is to be noted that not all year levels were assessed in ALL these tests.

Results as percentages (above, at, or below expected year level) indicate that most students are achieving at or above year level expectations in most areas. This has not changed since the previous year.

### Hillarys Primary School Student Standardised Testing Results for 2021 – PAT Tests

Stanine	Number of students	Reading	Written Spelling	Grammar Punctuation	Maths	Vocabulary	AGAT
Pre-primary							
7 and above	75 Students	39%			40%		
4 to 6		56%			52%		
3 and below		5%			8%		
Year 1							
7 and above	59 students	19%			22%		
4 to 6		56%			61%		
3 and below		25%			17%		
Year 2							
7 and above	58 students	24%			21%		31%
4 to 6		62%			77%		58%
3 and below		14%			2%		11%
Year 3							
7 and above	83 students	35%	18%	49%	35%	37%	29%
4 to 6		52%	71%	41%	54%	50%	54%
3 and below		13%	11%	10%	11%	13%	17%
Year 4							
7 and above	83 students	30%	14%	23%	13%	59%	39%
4 to 6		67%	76%	58%	85%	35%	37%
3 and below		3%	10%	19%	2%	6%	24%
Year 5							
7 and above	79 students	27%	17%	39%	23%	31%	46%
4 to 6		58%	72%	52%	76%	49%	38%
3 and below		15%	11%	9%	1%	20%	16%
Year 6							
7 and above	77 students	39%	27%	39%	44%	32%	50%
4 to 6		49%	69%	55%	42%	58%	37%
3 and below		12%	4%	6%	14%	10%	13%





## LEARNING AREAS

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### MATHS

In 2021, Hillarys Primary School continued its whole school approach to the teaching of Mathematics using the Signposts Texts as a resource aligned to support the implementation of the Australian Curriculum. This allowed us to have a consistent and collaborative plan in all year levels using the Signposts Teacher's Manual, together with explicit teaching and common language usage. The Year 2-6 students used their textbook as a consumable, whilst the PP and Year 1 students used it as an interactive using the IWBs as an additional teaching tool to concrete materials. The texts were supported by using a wide range of resources across the school with a continuing emphasis on hands on activities and the use of ICT where appropriate and available. With the financial support of the P&C, Mathletics has been used for P-6 and Mathseeds for K. This was a valuable home learning tool during COVID-19 when the students were provided with the distance learning package. It was also used effectively to consolidate concepts taught in class throughout the year. It allowed for differentiation across the year levels.

Problem solving remained a focus in 2021, with a problem solving scope and sequence developed and rolled out to all year levels. This is very prescriptive and encourages a common language and approach throughout the school. In order to incorporate more critical and creative thinking in Mathematics, our common assessment task in each year level was open-ended and catered for a wide range of answers. Assessment was graded using rubrics. New Wave Mental Mathematics text, which was used from Year 2-6, contained daily problem solving questions. Year 1 students used the Signpost Mentals book and a specialist teacher provided explicit Problem Solving lessons. Results for our top-end students that competed in the Australian Mathematics Competition were higher than in previous years, which is a positive sign that problem solving strategies are being engrained. Further consolidation and improving of problem solving skills is still needed and thus will remain a focus in 2022. New opportunities for years 3 and 4 to participate in the Maths Explore program will be taken up in 2022 to encourage even more growth in this area.

This was the fourth year of our focus on improving basic fact knowledge across the school. Students in Year 1-6 competed in the weekly Maths Challenge every Wednesday at the beginning of the day with PP joining in in Term 4. There has been an improvement across all year levels in individual results, class averages and highest year scores. We continued to acknowledge the most improved and high achiever students with certificates weekly and overall top achievers were awarded at the conclusion of each term. Whole class improvement certificates as recognition for increases in their class average from the previous term were continued. The Maths Challenge will continue in 2022. All year levels between 1 and 6 used a mental mathematics text to support a growth of knowledge of a wide range of facts across all strands of Mathematics.

A whole-school incursion from World of Maths in Term 2 was positively received by students as it showcased maths problem solving in real world and fun situations.

The 2021 Operational Plan was based on the 2021-2024 Business Plan targets. The 2022 Operational Plan will aim to continue to build on this positive progress. Our focus in 2022 will continue to be basic fact knowledge and problem solving skills.

### ENGLISH

The English team met at intervals throughout the year with a representative from K-6 present at each meeting thus enhancing decision making processes and communication links across the school.

Continued emphasis on feedback processes and collection of data was placed on each the year level representatives, and the meeting minutes were available to all staff via Connect. The strength of the English team was recognised by the school review team (October 2021), where verbal praise was given regarding the detail and depth of data sets and whole school review processes within the English area.

Due to COVID interruptions, the English Operational Plan was still addressing targets from 2019 however, strategies and milestones were constantly reviewed, and evidence collected throughout. A whole school approach to English has always been promoted and continued to be a high priority. The Plan, Act and Assess cycle as reflected in the Strategic Plan, was supported by consistent reflection methods and an agreed focus for curriculum implementation. All planning processes were consultative, inclusive and coherent. Whole school plans were highly evident and reflected evidence-based approaches and teaching practices.

Overviews of testing methods, results, summaries of achievement and student progress were published and available for review and discussion. NAPLAN testing results in off Years 2,4,6 combined with the Year 3 and 5 formal NAPLAN overviews, provided staff with in-depth analysis of individual, class, year level and cohort performances Targeted action to improve practice was highly visible. Extensive review of the PAT/reporting data determined focus areas for improvement, and these have been addressed in the English Operation Plan for 2022. Extensive individual data records/spreadsheets have been circulated to staff and are an essential component of the class transition documents.

Staff continued to review pedagogy and approaches to teaching Writing, through the 'Seven Steps to Writing' approach. Implementation of this initiative relied heavily on staff sharing skills, knowledge and expertise through a peer/mentor support approach as professional learning was unavailable to staff throughout the COVID period (and continues to be unavailable in WA).

The annual purchase of on-line resources for this program was ceased, although the consolidation of effective and motivating tasks and strategies to improve student performance in Writing, is ongoing with the use of provided hard copy manuals, Seven Steps programs and teaching tools. Enrichment and intervention programs for Writing were conducted across the school and were supported with the allocation of additional Human Resources. The acquisition and consolidation of typing and word processing skills was a key focus for success in Writing and key links between the ICT Team and the English Team were highly evident. The implementation of the Ed Companion writing tools for 2022 will be a high priority for staff and will ensure continued application of ICT skills. Writing samples will be completed each term with moderation tasks and assessment reviews aligned accordingly. A uniform and consistent vocabulary, classroom resources and consistent strategies throughout the school are the continued key elements of our approach.

Tracking progress and achievement in Spelling with data provided from the PAT and Soundwaves testing, was highly effective in identifying, specific individuals, cohorts and bands of students required for targeted intervention and support. Further Soundwaves placement testing will provide a positive medium for identifying further areas of concern and focus in 2022. Punctuation and Grammar combined with the addition PAT testing in Vocabulary will also support the self-assessment review cycle and enable staff to make informed decisions on future direction and resourcing. Uniform classroom resources have been purchased for Soundwaves Spelling and consistent strategies are evident throughout the school. Student on-line resources have been acquired and are key to the continued implementation of this program.

The English learning area has been heavily subsidised by the HPS Parent and Citizens group. Their annual support in funding has been imperative to the continuation of our reading programs. The Literacy Pro Reading scheme/Reading Eggs is endorsed by the English Team and support home based and classroom comprehension activities. Increased Literacy Pro testing regimes and school-

based promotion of Literacy Pro achievement and participation levels of both individuals and classes, have been highly successful in motivating students to participate and improve their performance. Providing additional human resources for Reading is a key initiative for 2022. Staffing has been allocated to cater for both enrichment and intervention groups and trained staff will provide valuable assistance to class teachers. In addition, the continued use of our Education Assistants and the introduction of a buddy system for supporting young readers is a major strategy evident in the Operational Plan for 2022. Springboard into Comprehension resources, Reading Conventions and Basic English Skills texts require considerable upgrading and additional texts will be required in the future to cater for varying class sizes. Purchase of short reads for Literacy Pro and Springboard additions will be a priority inclusion in the budget requests.

The new build and block movements provide challenges with auditing and location of English and library resources. The library has always been identified as a key resource for promoting literature and it is hoped that recent adjustments will not be detrimental to the achievement of our improvement targets in Reading. It is essential that these resources are easily accessed throughout 2022. As aligned with the whole school focus on Critical and Creative Thinking, questioning types and techniques will be highlighted throughout reading lessons and a continued emphasis on inferential comprehension skills will be evident.

Following positive responses from students, staff and the community to National Simultaneous Story Time and Book Week, the English Team has approved the inclusion of these whole school events onto the school calendar again next year. The 'Speak Up' program provides a supervised forum for rehearsing public speaking and is also well supported by the school community. Opportunities for participation in external competitions and events are encouraged and were facilitated throughout the year. The advancement of skills and student confidence in this area continues to be highly evident within assemblies and school events.

Emphasis on consistency and uniformity is outlined in both The Handwriting 'Scope and Sequence' and the Editing outline. The Whole School Literacy Plan and Assessment Schedule highlights consistency in planning, policies and practice. A term-by-term English Overview outlines focus areas, term testing, common assessment tasks and requirements.

We welcome the implementation of the Early Childhood Hub subgroup and differentiation between the early years and other whole school strategies and milestones is evident within our Operational Plan. Some minor adjustments to meeting layout and allocated tasks within the English Team will be implemented in the future.

### **HaSS (Humanities and Social Sciences)**

Kaya and wandjoo noonakoort. (Hello and welcome everybody)

In 2021, the HaSS team has met at regular intervals, with representation from all Year levels, to ensure that appropriate decisions are made across all phases of learning, to implement effective student learning outcomes.

Hillarys Primary School has continued several of its whole school approaches to the teaching of HaSS, using uniform texts across all Year levels, in particular History Now and Geography Now, to support delivery of the Australian Curriculum. This allowed all classes across each year level to have a consistent and collaborative approach to content inclusion.

Inquisitive and History Mystery subscriptions continue to be used across all year levels, however moving forward in 2022, further discussion will be needed, regarding ongoing participation with

Inquisitive, as subscription costs have increased significantly, and this has had an impact on HaSS budgetary considerations.

To align HaSS delivery with the School Business Plan goal of incorporating the Aboriginal Framework across all learning areas, an Indigenous Culture Scope and Sequence document has been created, with suggested cultural and language inclusions for each year level. These suggestions are not mandated; however, they have been offered to facilitate classroom delivery of indigenous content. Teachers were offered in-class coaching sessions, to increase their confidence to deliver the suggested content, and many teachers took up this professional learning opportunity. An Acknowledgment of Country is read at each assembly, with several year groups creating their own Acknowledgement, based on a collaborative understanding of the connection of Noongar people and their country (boodja). Several assembly themes this year have also been based on indigenous content, further demonstrating the commitment of teachers to embed the Aboriginal Framework into classroom content. In 2022, work will continue to create connections with local elders, so that we can work collaboratively, to bring authentic experiences to students, and further deepen their understanding of Noongar culture.

NAIDOC week was celebrated across the school in the last week of Term Two, with year levels undertaking a variety of activities to celebrate inclusion and reconciliation. A PALS grant was successfully applied for, with the funds being applied to subsidise the Bush Tucker incursions for Years 3-6 and an Indigenous dance incursion for K/PP.

Due to COVID-19 restrictions, excursions have been limited during 2021, however, the annual Year Two visit to Cockman House proceeded, and was an enriching experience for all involved. The HaSS team has been able to orchestrate several incursions, to increase student engagement and interest in concepts being covered. For Years 1-6, In July a Bush Tucker incursion was held, over several days, so that students could raise their awareness of local flora and the ways in which indigenous people have used and managed these plants for food, medicine and in day-to-day life. Kindy and PP had Dinosaur and Australian Animals incursions into their classrooms. Moving forward into 2022 and beyond, as it is anticipated that we move past the restrictions of Covid-19, teachers will look more into excursions to increase students' ability to connect HaSS to their local environment.

During 2021, SCASA has developed new Curriculum Support Materials for all HaSS learning areas, across Years 3-6. It is anticipated that K-2 materials will be available before the commencement of the 2022 academic year. These materials have been created as a supportive resource, not mandated by SCASA. Webinars have been produced for all teachers to familiarise themselves with the materials, and several teachers have already participated in the webinars, with a view to sharing their knowledge with their colleagues.

Throughout 2021, the HaSS Operational plan has linked into the HPS Business Plan focus of incorporating Critical and Creative thinking skills across all learning areas. Each term, a specific aspect of CCT has been embedded into the HaSS learning programs.

This year, an audit of HaSS resources has been conducted by team members, so that a comprehensive catalogue of resources could be created. This has enabled all staff to quickly locate appropriate resources to integrate into teaching and learning programs, maximising student enrichment.

Our focus for 2022 will be to continue to grow our Indigenous Cultural program, and to build connections with local elders, and to further embed Critical and Creative Thinking Strategies into the HaSS program delivery, increasing student capabilities.

## LANGUAGES OTHER THAN ENGLISH French

As part of the Hillarys Primary School Language program, students from Years 3-6 have been studying French. This was the Year 6's first time learning French and, as a result, had 2 lessons per week.

Throughout 2021, students were exposed to a variety of exciting learning experiences including games, role plays, activities, crafts, partner work and digital technologies. Students developed their French vocabulary and language skills, such as translation and dictionary work. Some of the topics that were covered were as follows:

- Greetings
- Colours
- Numbers
- All about France
- Similarities and differences between Australia and France
- Family
- Foods
- Famous landmarks in France
- Remembrance Day



To promote and raise the profile of French in the school, we held a "French Day". This was a huge success with high numbers of participation. Students were invited to dress up in French colours or any French related costume. We had artists, flags, croissants and football players represented. As part of the celebration, the canteen sold an assortment of French foods, they labelled the event a huge success also and are keen to contribute again in 2022. The staff were also highly supportive of the event with many staff participating and incorporating French related activities into their program for that day/ week. Staff greet me in French and show an interest in the language in front of their students.

All students at Hillarys Primary School have displayed a positive and enthusiastic attitude towards French. It has given many students the opportunity to shine and build their confidence in listening and speaking. Students are willing to have a go at all tasks and enjoy the success on mastering a new skill or vocabulary. They are often required to work in small groups and have shown their ability to work with a variety of students.

Duncraig Senior High School and Hillary's Primary School have been in communication with each other and held collaborative meetings to discuss how we can best prepare our Year 6 students for high school and we look forward to continuing this relationship.

## STEM (Science, Technology, Engineering, Maths)

### Business Plan Targets:

- Increase the engagement of students in higher order learning using AGAT as a baseline.
- Increase the knowledge and application of teachers to plan and teach students a broad range of thinking processes.

### Focus 2021

- Use data and evidence to ensure decisions are made in the best interest of students' educational opportunities.
- Build STEM skills through the implementation of the new K-10 Curriculum resources.
- Support learners to make the best start with access to high quality, evidence-based learning opportunities in the early years.



- Embed whole school approaches and professional collaboration that strengthens teaching, learning and leadership.
- Engage in early pathway planning to support young people to transition successfully through education and beyond.
- Increase capacity and confidence in the use of ICT.

## SCIENCE

- During 2021 students from P-6 studied Western Australian Curriculum Science content including:

- Biological Sciences
- Chemical Sciences
- Physical Sciences
- Earth and Space Sciences
- Science Inquiry Skills
- Science as a Human Endeavour



- Reporting to parents in Semester 2 was under the broader scope of one grade for Science.
- Science Budget was spent on ongoing consumables for everyday teaching and learning.
- Purchased START (Science Teaching Assessment and Recording Tracker) to begin use in 2021.
- Students participated in the Synergy Schools Solar Challenge and Woodside STEM in Schools programs.
- Year 5 and 6 students continued CSIRO online program Stile.
- Performance Achievement Testing (PAT) Science with Year 3 to 6 online.

Student Achievement	Test 1- Year 3	Test 2- Year 4	Test 3- Year 5	Test 4- Year 6
Stanine 5 and above	67.5%	71%	58%	77.6%
Stanine 4 and below	32.5%	29%	42%	22.4%

- Lower number of students achieving Stanine 5 and above in Year 4, 5 compared to 2019. Possible cause- disruption of teaching due to COVID and classroom movement disruptions.
- Year 6 had an increased number of students achieving Stanine 5 and above compared to 2019.

## STEM/Digital Technologies

- Technology Vision- Capacity updated
  - iPad device numbers in classrooms now have 1:1 access between 3 adjoining rooms.
  - B block IWBs replaced with Interactive Panel.
- Whole school use of Seesaw for student digital portfolios. Teacher PL provided.
- All students educated on rules for iPad use. Less iPad damage and troubleshooting compared to previous years.
- Year 5 and 6 classes trialled One Note and use of Office 365.

- Office 365/Word online used by most 2-6 classes.
- Purchased Makey Makey Go devices for use in years 4-6.
- Digital Technology robotics equipment, distributed to specific year levels and stored in blocks.
- ICT block leaders introduced to support teachers and students with use of digital tech and ICT.
- ICT leaders attended the Microsoft Transformation Program. Trained in the use of TEAMS, One Note, immersive reader, LENS, inclusive classroom using Microsoft tools and software, Minecraft in education.

### **Achievements and Celebrations**

- Year 3-6 Forensic Science Incursion.
- National Science Week celebrated across the school with, various activities including buddy class experiments.

### **Future Directions in 2022**

- Build School ICT Capacity via Technology Vision- Capacity 2022.
- Build Student ICT capacity with Tech Captains and continued use of Seesaw.
- Continue to build Teacher ICT capacity with enhanced distributive leadership.
- Development of ICT leader framework.
- Embed Science Inquiry Skills in Science curriculum using lesson design, explicit teaching, and gradual release models.
- Developing a tech plan for 2021-2025

### **IPADS**

- B6 and B5 to share iPads with French
- Science to share iPads with French and other specialists when necessary
- Relocate iPads at start of year to account for class numbers.
- September relocations will require changes to iPad locations.

### **BOARDS**

- September- Given our new buildings will have new boards in them, 3 Interactive Panels will go to PP and 2 into the demountables. TV to go to new demountable. Library TV to possibly go to new building wet area.
- Store 5 TVs for future use.
- B1 board and mobile boards to be recycled. PP boards to be recycled.

### **LAPTOPS**

- Lease new laptops according to audit requirements. Priority for board laptops and staff laptops.
- Reuse good working laptops for student class sets.

### **BUDGET CONSIDERATIONS FOR 2022**

- Leasing of laptops and desktops
- Damage costings
- Screen savers
- Robotics purchases



## HEALTH and PHYSICAL EDUCATION

Throughout 2021, Hillarys PS student's health and wellbeing has been supported by the Health and Physical Education programs within the school. The Physical Education program has continued weekly throughout the year for all students from Pre-Primary to Year 6. Kindergarten has its own stand-alone program. The focus of the program moves from the development and consolidation of fundamental movement skills in the junior years, to an increase in overall fitness and improved fundamental movement and game skills as the students move into the middle and senior years. Students have had the opportunity to participate and display good sportsmanship in a variety of school, and interschool activities.

These have included:

- In-school swimming lessons available for year levels, P-6
- After-school swim training in Term 1 for interested Year 4-6 students, culminating in an interschool competition run by Hillarys PS at the end of the term.
- Cross country training and participation in school faction event. The interschool event was successfully run by Hillarys PS.
- Marathon Club for all interested student on Wednesday mornings Terms 2-4.
- Athletics training including jumps, throws, running skills and ball skills in team games
- Interschool Lightning Carnival in Term 2 for selected Year 5 and 6 students. Sports included Modcrosse, AFL, Soccer and Netball.
- Faction Athletics Carnival for Years P-6
- District Interschool Jumps and Throws, and Athletics Carnival for qualified students from Years 1-6
- Interschool Tennis Competition in Term 4 for selected Year 3-6 students
- Learn to Surf for Year 6 students
- Sporting Schools funding enabled coaching in-school coaching in gymnastics (PP – Year 3) in Term 1, modcrosse (Year 1-6) in Term 2 and tennis (Year 1-6) in Term 4
- Club Connect funding for after-school cricket and modcrosse sessions in Term 4

Hillarys PS continued to achieve very well at district competition including first overall in the cross country, jumps and throws and athletic carnivals, second in the swimming and third place in the interschool tennis competition. We also won the Modcrosse and AFL competitions at the senior winter lightning carnival.

The Health & Physical Education subject team has continued to refine the whole school Health and Wellbeing plan (developed in previous years with funding through SDERA) to provide teachers with a workable document, with accompanying resources, that streamlines a range of overlapping programs into one cohesive plan. This document includes sections on Social & Emotional learning, including Zones of Regulation, Resilience, Protective Behaviours, Drug Education, Growing and Developing Healthy Relationships (GDHR). Although the document provides the staff with a comprehensive Health program to follow at each year level, it continues to remain flexible to enable any modifications that may be required for future cohorts. Most notable inclusion for the 2021 school year was the whole school Zones of Regulation scope and sequence which was the focus of the Term One Health program and which supported the school behaviour management system.

A 5-week series of Phys Zen sessions of movement, meditation and mindfulness, was attended by all students from PP to Year 6. Once again, the student and teacher response to the program has been extremely positive and it has been agreed that the program will continue across the whole school in 2022.

Hillarys PS participated in the federally funded pilot program "Club Connect" during Term 4. The aim of the program was to engage students in sporting programs out-of-school hours and connect them with local clubs. Students from years 1-6 were given the opportunity to participate in two 4-week after-school

programs- cricket and modcrosse. Both were well attended by between 30-40 students, and a number connected with club activities following the school sessions.

## **THE ARTS/MUSIC**

2021 at Hillarys Primary School has been another successful year in the Arts. After 2020 being slightly thwarted by COVID19, it was fantastic to have the world of Performing Arts open again.

Sian Clack has had the responsibility of teaching music to the PP to Year 2 students, while Madeleine Speelman focussed on Years 3 to 6. Classroom teachers had the responsibility of monitoring Visual Arts and Media Arts. Dance and drama were covered in class, Phys Ed, and Music.

The Junior Choir and the Senior Choir have continued to rehearse before school, and it was great that most of our public performances continued. Term 3 was incredibly busy with the Senior Choir performing at Crown Theatre for the WAGSMS Schools Make Music Festival. Followed soon after with the Junior Choir participating in the One Big Voice Festival at the Perth Arena. There were several other performances of the Junior Choir during the year, including singing at Mawson Park and at the school P and C Family Fun Night.

A highlight at Hillarys is always the Hillarys Talent Showcase and this year it was held in Term 2. It showcases the well-known talents we have in our school but also provides a forum for some of the lesser-known talents to shine. Many forms of the Arts are presented including Dance, Instrumental, Vocal and Drama. The auditions provide a great deal of entertainment and it is always a difficult exercise for the Talent Show Committee to determine who the finalists will be. The Finals is a fantastic event that the whole school and some of the community attends.

The IMSS program continued this year with guitar and flute. They also performed at several assemblies and other events throughout the year. We offer flute and guitar to Year 5 and 6 students.

Also, this year a select group of musicians get together every Friday before school and jam. Our rock group has guitar, drums, bass, and keyboard. This group has performed at the final assembly to a very appreciative head banging audience!

Students at Hillarys are exposed to approximately 50 minutes of music a week. All students in years 5 and 6 have the opportunity to learn an instrument, usually the ukulele, guitar, recorder or keyboard. They are taught the basics on this instrument and can experience the joy of playing in a group situation. Many students continue, in their own time, with a private music teacher based on the introduction at school. There has been considerable interest in the ukulele over the years, so for the first time this year all students in years 3 and 4 purchased a ukulele for classroom music. It has been a great success so far and this programme will continue.

Hillarys PS supports a very healthy Arts program. We have many supportive staff members and a wonderful community base. The students at Hillarys are all very keen on music and this program will keep on expanding and improving.

## **WELLBEING**

Wellbeing for staff, students and parents continued as a priority for Hillarys PS throughout 2021. The COVID-19 pandemic continued to have a significant impact on members of our school community. As a result, we recognised the ongoing need for our strong wellbeing programs to support and address increased mental health concerns.

The school, through regular emailed updates, endeavoured to ensure all parents and staff were kept up to date with changes to any school programs or events. This provided clarity to how these changes would affect the daily operations of the school and to help minimise impacts on our students' learning.

Communications within the school community have been updated: Connect providing a school-based communications link for all members of the community; class use of Seesaw for classroom-based information; and the update of our school website and our newsletter. Our aim is to be able to keep our community well informed using a variety of platforms so regular updated information can be disseminated quickly and is accessible for all.

Changing conditions due to the rebuilding of the school, though considered quite an exciting time, were also noted as an area that caused disruption and impacted on school operations. It is recognised that these changes have caused stress for staff due to relocation of classrooms, noise from construction, and reduction of play areas. Staff and students are being supported through this time with regular communication and updates and the opportunity to discuss and work together to solve any issues that may arise. This will be an ongoing situation for a few more years.

Continued support for students, staff and parents in 2021 has underpinned our Wellbeing initiatives for 2021. This included activities for students such as Phys Zen (Mindfulness session), participation in Sustainability programs, Bright Thinking (for identified students in Years 5 and 6) and mentoring with over 30 students involved in regular weekly meetings with their E-connect volunteer. Story Dogs, overseen by Mandy Nicholson, was introduced part way through the year to support students with reading. The staff wellbeing committee, Wellbeing Warriors, continued to support the wellbeing and health of school staff with weekly Pilates classes and other events and activities throughout the year.

This year the scope of the operational plan was separated into two plans with a Phys Ed and a Health/ Wellbeing plan implemented to provide clear outlines and focus areas.

Zones of Regulations was adopted throughout the school for 2021, with a major focus in Term 1 and with ongoing implementation throughout the year. Teacher PL on the implementation of the Zones has been undertaken and resources purchased in order to support teachers when introducing the program throughout the school from K through to Year 6. Newsletter inserts informed parents and carers of the "language of the zones" and what they mean. Year level Health plans and resources for all classes provide the scaffolding for teaching of Social and Emotional Learning, and enabled teachers to reference common and consistent language and a clear pathway for the introduction of Health and Wellbeing initiatives throughout the year. Protective Behaviours and Trauma Education (8 Modules) have been highlighted with professional learning commenced this year and to be continued into 2022.

Our Behaviour Management plan has been updated with the introduction of Reward Play and an emphasis on ensuring the consistency of staff responses to behaviour in the school and the recognition of students 'doing the right thing'. This year, we have revised and published our "Preventing Bullying" parent brochure which is available for all members of the school community via hardcopy from the office and on our website.

Values Awards and Outstanding Student Awards have been presented at Muster every Monday and at assemblies every fortnight. These recognise student achievement and students that uphold whole school values. A new 'value' is selected each term with students and teachers what these values represent in a classroom and for each student.

Ongoing intervention has continued to be offered to students at risk through programs such as EdConnect, Bright Thinking, lunchtime library activities, and the Kitchen Garden Project. These programs have assisted students with school engagement issues, especially those who may be experiencing some mental health challenges. Our Sustainability Team (Adrian Coufos and Julie Lacey),



who have been provided with class release time to work with these students, have been acknowledged as a key component to the success of the programs, which will continue in 2022.

We have continued gathering baseline data through undertaking the Wellbeing and Engagement Census (SA Govt) with all students from Years 4, 5, and 6 once again taking part. The presentation of the data and comparisons against like schools and previous years' data have provided us with the opportunity to review the success of programs and what further programs and supports need to be offered to students.

Our Strategic Plan (Business Plan) for 2022 – 2025 recognises the importance of wellbeing for all members of our school community as a priority area, particularly in our changing and sometimes stressful environment. We acknowledge the need to provide effective and whole school programs for staff and students on a long-term basis. Focus areas 1,2, and 4 of the strategic plan prioritise early intervention programs, fostering student and family wellbeing, enrichment programs, strengthening support for staff, and promoting student voice and leadership.

## **SUSTAINABILITY**

Our school's Sustainability Program was back in full swing in 2021. Shared cooking activities continued throughout the year and were thoroughly enjoyed by all who participated. Our vegetable gardens were tended to by keen volunteers during recess and lunch breaks as well as during sustainably classes. Crops of potatoes, garlic, basil, leek and broccoli were again very successful and were the heroes of many of the dishes we prepared during our cooking sessions. A bumper crop of mulberries gave us the opportunity to experiment with jam making and was certainly a hit with our young apprentice chefs (and their families).

Our chicken enclosure was once again a popular place for children to visit, particularly those who needed a safe place to form new friendships or seek some calming respite from playground dramas. The chickens also provided eggs for many of our dishes as well as some much-needed funds to maintain the program. The addition of four chicks in Term Three created a great deal of interest, and after a few months, many more eggs!

We were extremely fortunate to have Barbara-Oreo (the orphaned lamb) visit us for three weeks during Term Four last year. She was certainly a celebrity throughout this time, providing many students with alternative ways to enjoy their recess and lunch breaks as well as an opportunity to learn how to care for lambs.

We were the successful recipients of a \$1500 Coles grant in 2021; our aim being to create an area known as the 'Bee Happy Garden'. Bee keeping within a safe area of the school will help teach the significant role bees play in nature and provide our school with another means of raising funds. A select group of students will assist in running the program and hopefully help dispel some of the concerns and fears associated with bees. This project has been put on hold during the re-build until we have access to the Natureplay area again.

We continued to recycle paper, batteries, plastics, printer cartridges, and fruit and vegetable waste. In collaboration with our P&C Committee, the Containers for Change program was adopted and is now being run by our Sustainability Leaders. It is also raising considerable funds for our school as well as diverting recyclable materials from landfill. A Year 5 class led the collection of bread tags and more than eight thousand were collected from across the school and destined for a wheelchair charity. A group of keen Year 6 students introduced a soft plastics recycling initiative which proved to be a success and hopefully we will be able to continue with it throughout 2022.

We are currently undergoing some physical changes at HPS, but our Earthlings Sustainability Program is continuing to grow, impacting positively on our students as well as the wider Hillarys community.

## HIGHLIGHTS OF THE SCHOOL YEAR 2021

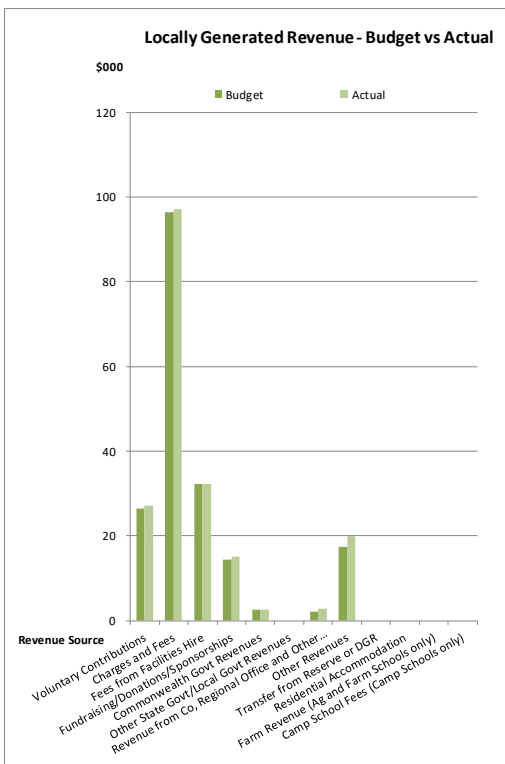
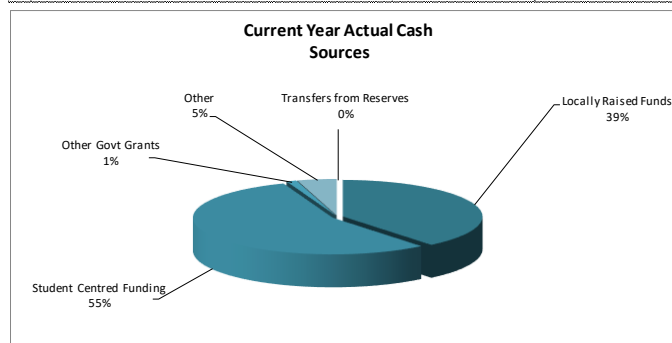
<p><b>ACADEMIC PROGRAMS</b></p> <p><b>Programs</b></p> <ul style="list-style-type: none"> <li>▪ Gifted and Talented – PEAC/EYE Program</li> <li>▪ French</li> <li>▪ Speak Up</li> <li>▪ STEM Incursion - Woodside</li> <li>▪ Forensic Science</li> <li>▪ AMT Australian Maths Competitions</li> <li>▪ APSMO Maths Olympiad</li> <li>▪ Writing Group</li> </ul> <p><b>Specialists</b></p> <ul style="list-style-type: none"> <li>▪ Music Specialists: PP-6</li> <li>▪ Physical Education Specialist: PP-6</li> <li>▪ Science Specialist PP-6</li> <li>▪ Language Specialist: French Year 3-6</li> <li>▪ Instrumental Music School Services (IMSS): Yr 5-6</li> </ul> <p><b>Sustainability Projects</b></p> <ul style="list-style-type: none"> <li>▪ Natureplay areas</li> <li>▪ Recycling activities</li> <li>▪ Kindergarten garden</li> <li>▪ Pre-Primary sensory garden</li> <li>▪ School garden</li> <li>▪ School kitchen</li> </ul> <p><b>Assemblies &amp; Special Days</b></p> <ul style="list-style-type: none"> <li>▪ Monday Muster</li> <li>▪ Class Assemblies</li> <li>▪ Choir Assemblies</li> <li>▪ Book Week - dress up and incursion</li> <li>▪ Science Week</li> <li>▪ National Simultaneous Story Time</li> <li>▪ Outdoor Classroom Day</li> <li>▪ Remembrance Day - poppy display</li> </ul> <p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>▪ Arty Pants – after school art classes</li> </ul> <p><b>PASTORAL CARE PROGRAMS</b></p> <p><b>Programs</b></p> <ul style="list-style-type: none"> <li>▪ Values Program</li> <li>▪ Bright Thinking Program</li> <li>▪ Zones of Regulation</li> <li>▪ Mentoring Program (EdConnect)</li> <li>▪ Gardening projects</li> <li>▪ School Kitchen</li> </ul> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>▪ EdConnect</li> <li>▪ Case conferences</li> <li>▪ Student Acknowledgements</li> <li>▪ Buddies</li> </ul>	<p><b>PASTORAL CARE PROGRAMS cont'd</b></p> <p><b>Affiliations</b></p> <ul style="list-style-type: none"> <li>▪ Asthma Friendly School</li> <li>▪ SunSmart School</li> <li>▪ Wastewise School</li> <li>▪ Waterwise School</li> <li>▪ Be You School</li> </ul> <p><b>PHYSICAL</b></p> <p><b>Programs</b></p> <ul style="list-style-type: none"> <li>▪ Daily fitness</li> <li>▪ EduGym</li> <li>▪ Surfing</li> <li>▪ Phys Zen</li> </ul> <p><b>Clinics</b></p> <ul style="list-style-type: none"> <li>▪ Soccer Clinic</li> <li>▪ Tennis</li> <li>▪ Softcrosse</li> <li>▪ Football</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>▪ Athletics Carnival</li> <li>▪ Interschool Athletics Carnival</li> <li>▪ Sports HPS Cross Country</li> <li>▪ Interschool Cross Country</li> <li>▪ State Cross Country</li> <li>▪ In school beach swimming</li> <li>▪ In school swimming Craigie Leisure Centre</li> <li>▪ Schools tennis competition</li> </ul> <p><b>Camps</b></p> <ul style="list-style-type: none"> <li>▪ Year 6 Camp (3 days)</li> </ul> <p><b>COMMUNITY</b></p> <p><b>Parents &amp; Citizens (P&amp;C)</b></p> <ul style="list-style-type: none"> <li>▪ Canteen and online Lunch Ordering</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>▪ Assist in the canteen</li> <li>▪ P&amp;C Year Level Representatives</li> <li>▪ Scholastic Book Club</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>▪ School Photos</li> <li>▪ Parent Information Evening</li> </ul> <p><b>Extra-Curricular</b></p> <ul style="list-style-type: none"> <li>▪ Tennis</li> <li>▪ Camp Australia - Before and After School Care</li> <li>▪ Afterschool Sports Activity program</li> <li>▪ Hillarys Netball Club</li> <li>▪ Arty Pants</li> <li>▪ Marathon Club</li> <li>▪ Choir</li> </ul>
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# FINANCE

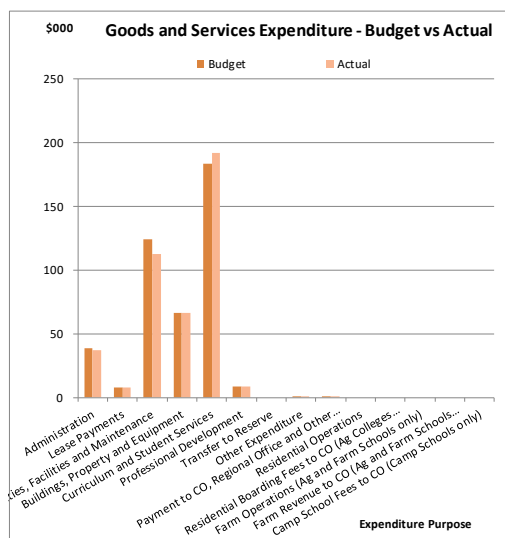
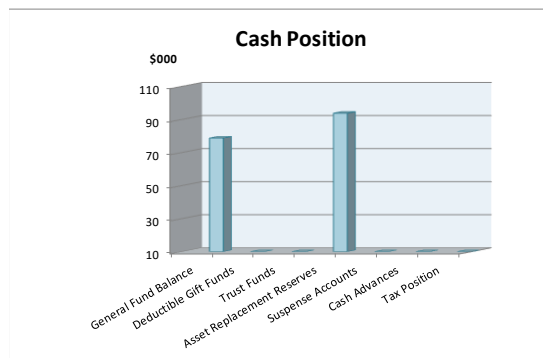


## Hillarys Primary School Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 26,554.00	\$ 27,039.70
2	Charges and Fees	\$ 96,432.00	\$ 97,100.50
3	Fees from Facilities Hire	\$ 32,182.00	\$ 32,181.84
4	Fundraising/Donations/Sponsorships	\$ 14,500.00	\$ 15,082.99
5	Commonwealth Govt Revenues	\$ 2,452.00	\$ 2,451.86
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,175.00	\$ 2,737.52
8	Other Revenues	\$ 17,468.60	\$ 19,975.92
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 191,763.60</b>	<b>\$ 196,570.33</b>
	<b>Opening Balance</b>	<b>\$ 63,976.25</b>	<b>\$ 63,976.25</b>
	<b>Student Centred Funding</b>	<b>\$ 241,766.00</b>	<b>\$ 241,765.75</b>
	<b>Total Cash Funds Available</b>	<b>\$ 497,505.85</b>	<b>\$ 502,312.33</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 497,505.85</b>	<b>\$ 502,312.33</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 38,434.00	\$ 36,791.11
2	Lease Payments	\$ 8,000.00	\$ 7,617.38
3	Utilities, Facilities and Maintenance	\$ 124,225.00	\$ 112,229.56
4	Buildings, Property and Equipment	\$ 65,971.00	\$ 65,971.58
5	Curriculum and Student Services	\$ 182,862.00	\$ 191,732.56
6	Professional Development	\$ 8,591.00	\$ 8,590.62
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3.00	\$ 3.07
9	Payment to CO, Regional Office and Other Schools	\$ 665.00	\$ 665.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 428,751.00</b>	<b>\$ 423,600.88</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 428,751.00</b>	<b>\$ 423,600.88</b>
	<b>Cash Budget Variance</b>	<b>\$ 68,754.85</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 174,873.31</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 78,711.45
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 93,750.78
5 Suspense Accounts	\$ 8,534.08
6 Cash Advances	\$ -
7 Tax Position	\$ (6,123.00)
<b>Total Bank Balance</b>	<b>\$ 174,873.31</b>

## ABBREVIATIONS GLOSSARY

ABE	Attitude, Behaviour, Effort (in formal student report)
ACER	Australian Council for Educational Research
AGAT	ACER General Abilities Test
APSMO	Australasian Problem Solving Mathematical Olympiads
CCT	Critical and Creative Thinking
CHAT	Changing Health Acting Together (evidence-based, whole-school approach developed by SDERA)
CSIRO	Commonwealth Scientific and Industrial Research Organisation
DT	Digital Technologies
ECE	Early Childhood Education
EYE	Early Years Extension
GDHR	Growing and Developing Healthy Relationships
HaSS	Humanities and Social Sciences
Hillarys PS	Hillarys Primary School
HPS	Hillarys Primary School
ICT	Information and Communication Technology
IMSS	Instrumental Music School Services
K-6	Kindergarten to Year 6
LOTE	Languages Other Than English
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
P&C	Parents and Citizens
PALS	Partnership, Acceptance, Learning, Sharing
PAT	Progressive Achievement Test
PEAC	Primary Extension and Challenge
SCASA	School Curriculum and Standards Authority
SDERA	School Drug Education and Drug Aware
SEL	Social and Emotional Learning
STEM	Science, Technology, Engineering and Mathematics
TRBWA	Teachers Registration Board of Western Australia
WAGSMS	West Australian Government Schools Music Society

*The Hillarys Primary School 2021 Annual Report has been viewed and signed off for publishing by the Hillarys Primary School Board. May 3<sup>rd</sup>, 2022*