



# ANNUAL REPORT

## 2024



## PRINCIPAL'S MESSAGE

The 2024 Annual Report is a snapshot of Hillarys Primary School: our community, our students, and how we are working towards the Strategic Plan 2022 – 2025. It demonstrates aspects of our culture, values, and the achievement and progress of our students.

Building on the hard work of 2023, we continued to strengthen our community and develop a strong school culture as embedded in our Strategic Plan. In 2024 the whole school focus was on establishing strong preconditions for the ongoing improvement of our school. Along with targeted staff development and the next stages of "Teaching for Impact, the alignment to our intent and purpose kept us focussed on what matters most: the students.

Student enrolments continued to rise in 2024 with a total of 542 at census in February.

Our School Redevelopment Project, which has been ongoing since 2021, saw the completion of the Administration Block and grounds, including new basketball courts, landscaping, play areas and parking. It was with a huge sense of achievement that we celebrated the opening of the new Hillarys Primary School in Term 4. All that remains to be completed in early 2025 is the boundary fencing. We continue to focus on improving the environment for student learning and engagement, with additional funding providing upgrades to our Science and Music rooms, including new flooring and furniture. In 2025, we anticipate improving our cultural and sustainability spaces, including a garden and new chicken enclosure. Our school uniforms have also been updated for 2025, with a 'phasing out' process until the start of 2027.

Achievement and progress in all domains of school life gave us many reasons to be proud of our students and staff in 2024. Places in the PEAC and EYE programs, outstanding student awards, values certificates, scholarships, the arts and sporting achievements, engagement with the local community, citizenship awards, and participation in local events reflect the commitment our school has to enabling and engaging with opportunities to succeed and excel. We commend our students and staff who work hard to achieve and progress in so many ways throughout the year.

Thank you to our School Board and the P & C whose members contribute strongly in their various roles by supporting school governance, operations and providing much needed additional resourcing. Their alignment to our strategic focus strengthens all aspects of our community and adds value across the school for all students.

Our dedicated Hillarys PS staff continue to provide a caring, positive, and orderly environment for teaching and learning to flourish. They uphold our school values and encourage students to do their best and use their strengths to achieve across the different domains of school life.

Finally, our school redevelopment project is complete, and we celebrated this wonderful, long-awaited milestone in with the official opening in October 2024. Together as a community, we look forward to all the opportunities fresh start will provide in 2025 and beyond.

Yours truly

**Trevor Mitchell**

**PRINCIPAL**

## OVERVIEW OF HILLARYS PRIMARY SCHOOL

Hillarys Primary School serves the suburb of Hillarys, twenty-five kilometres north-west of Perth. Our vision of creating a *Connected Community*, *Engaged Educators*, and *Successful Students* means our school places a high priority on maintaining a safe, supportive, and inclusive learning environment where all students achieve their academic and social potential. Best practice and evidence-based approaches in teaching and learning are encouraged, and opportunities for individual challenge and support are provided.

Our school values of being respectful, responsible, inclusive, caring, and motivated are strongly promoted within our school community. We use our Monday Muster, mentoring, and positive thinking skills programs to support our students as they relate to others and regularly acknowledge students who develop and demonstrate these important values.

Art, Physical Education, Languages Other Than English (LOTE), Music, and Science (STEM) are curriculum areas led by specialist teachers across year levels. They provide opportunities for all students to engage and develop skill sets beyond the core curriculum in a range of learning environments. This includes special events, which are held both at school and in the community, allowing students to share their strengths and interests with a variety of audiences throughout the year.

In 2024, the school continued to maintain its positive reputation in our community through these programs and initiatives:

- Block class assemblies enable our students to speak and perform to an encouraging supportive audience. Parents, families, and friends continue to support each event in large numbers. The Annual Speak Up, Talent Show, and School Production also attract large audiences to see our student demonstrate their confidence and skills in a variety of creative ways.
- Junior and Senior Choirs and our IMMS students continued to participate in special events in 2024, with Music Specialist Fay Edwards and Sian Clack taking our students to a whole new level of skill. The choirs' performances included One Big Voice, WAGSM and Christmas at the Westfield Whitfords shopping centre. Once again, individual students from Hillarys PS were selected for leading roles in speaking and performing – which reflects the high standards we achieve in the arts.
- Our extensive Physical Education program encouraged high levels of student participation in swimming, cross country, athletics, school, interschool, and lightning carnivals, along with a variety of different sports like modcrosse, gymnastics and hockey. Added to this, our Your Move student leaders and the school participated strongly in the Your Move program which regularly promotes physical activity such as walking, riding, and scooting to school.
- Student across the school participate in sustainability, gardening, and animal care, which develop students learning about the environment and offers them a new area of interest beyond the formal curriculum. Also, students forge new friendships outside their year level as they work together for a common purpose.
- We continue to use hardware, online platforms, and online subscriptions to support our students in their learning programs in Spelling, Maths and Reading. Compass, Seesaw, and Microsoft Teams help teachers to engage with students and their families.
- Intensive learning support for individuals and small groups is a strong focus at Hillarys, and includes extension programs, such as APSMO, EYE (Years 1-3), PEAC (Years 5-6), and. All these programs are led by specialist or highly skilled teachers and Education Assistants.

## STUDENT INFORMATION

Hillarys Primary School operates as a local intake school. A total of 534 students were enrolled by December 2024, with 1% having a language background other than English and 1% being Aboriginal.

### ATTENDANCE

#### Student Attendance 2023-2024

School Year	School	Compared to
2023	91.7%	88.9% Like schools
2024	92.4%	89.4 %

Attendance rates continue to rise steadily, with all classes attendance over the year being higher than WA Public Schools

#### 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 Psychology Service to follow up high-risk students and provide support planning
- Maintaining positive relationships, communication and support for families experiencing difficulties with student attendance and school refusal

### SECONDARY DESTINATIONS

#### 2025 school destinations of the 2024 Year 6 student cohort

Destination Schools	TOTAL	Male	Female
Churchlands SHS	1	0	1
Duncraig Senior High School	63	39	24
Mater Dei College	1	0	1
Ocean Reef Senior High School	2	1	1
Prendiville Catholic College	1	0	1
Sacred Heart College	1	1	0
St Marks Anglican School	2	2	0
St Marys Anglican Girls School	1	0	1
	<b>72</b>	<b>43</b>	<b>29</b>





## STAFF

### Profile of school staff

As with previous years, our staff has remained stable with 3 executive administrators, 4 finance and office staff, 34 teachers, 17 Education Assistants and 8 allied staff, including our school chaplain, school psychologist, and instrumental specialists. All staff work together to meet the requirements of the school's strategic plan. In 2024, Jenny Baynham (Associate Principal) and Linda Meek, Helen Mitchell, and Cath Scott (Education Assistants) retired and/or relocated after long standing tenures at Hillarys.

### Staff professional learning

Teachers and Education Assistants participated in 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:

- Teaching for Impact
- Whole School Improvement
- Talk for Writing in Pre-Primary
- Literacy Pro training
- Paul Swan Mathematics
- Diabetes Awareness Training
- Anxiety – School Psychology Service
- Duncraig Network Leadership Initiative
- Principals Collegiate Group
- Leading School Improvement
- Elastik (assessment data management)
- Compass and Kaardtijn Training
- School culture, collaboration, and collaborative leadership development
- Keyword Signs
- Anaphylaxis training



In 2025, there will be ongoing focus on addressing priorities in the 2022-2025 Strategic Plan, which will be reviewed at the end of the year. New and ongoing training will include Teaching for Impact, Talk for Writing (K-2), Paul Swan Maths programs, FASD (Foetal Alcohol Spectrum Disorder), Literacy Pro, Peer Observation, and Whole School Improvement.



## REVIEW OF STUDENT ACHIEVEMENT

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, 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 Kindy students are screened using the KAT and PLD assessment tools. Pre-primary students are assessed with 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 2024, the Strategic Plan (2022-2025) continues to inform and guide the core strategies, targets, and indicators of progress across the school. These targets remain constant for the duration of the plan.

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

## Student Achievement NAPLAN 2024

Due to the 2023 update of NAPLAN implementation and proficiency standards, there is no progressive data for cohorts available until 2025. In the meantime, reports are only based on achievement. An Off Years NAPLAN testing regime in Years 2, 4 and 6 continued as normal, aligning with the formal NAPLAN program. The student participation rate at Hillarys Primary School was high as usual. All NAPLAN data was uploaded in Elastik so that staff could identify concepts for revision with individual students, the class, and year level cohorts.

### Longitudinal Summary- measured in mean test score for the cohort

A trend over time view to examine test scores performance against Like Schools or WA Public Schools in the test domains.

Test Domain	2024 Year 3		2024 Year 5		2023 Year 3		2023 Year 5	
	School	Like School	School	Like School	School	Like School	School	Like School
Numeracy	434	420	510	511	439	429	513	509
Reading	444	421	519	510	436	424	506	516
Writing	435	434	491	504	430	438	486	502
Spelling	423	424	510	511	432	430	485	507
G&P	442	429	513	525	432	435	506	523

The green squares indicate areas of strength, orange indicates close to like schools, and white indicates areas for review and improvement, with 2024 demonstrating an upwards trend in achievement against 2023. Please note that these are not the same cohorts of students.

# STANDARDISED TESTING

## Pre-Primary On-Entry Assessment 2024

All PP students were assessed in Term 1 in Reading, Numeracy, Writing and Speaking & Listening. Students were assessed again in Writing at the end of the year to provide comparative data on progress. There was an average of 72 Pre-primary students this year, although with enrolments changing throughout the year, some minor differences in data may be evident.

### On-Entry Data snapshot

Attainment Level	Literacy				Numeracy	
Number of Students	Reading		Writing		All	
	HPS	Others	HPS	Others	HPS	Others
Top 20%	32%	25%	42%	41%	34%	26%
Middle 60%	63%	59%	49%	36%	61%	60%
Bottom 20%	6%	16%	10%	23%	6%	15%
TOTAL 100%						

Others = compared to ICSEA Decile schools

The On-Entry data shows that against other schools like ours, we are higher in all the top and middle levels across all areas of learning. We are also significantly lower than other schools in the bottom level. These are excellent results.



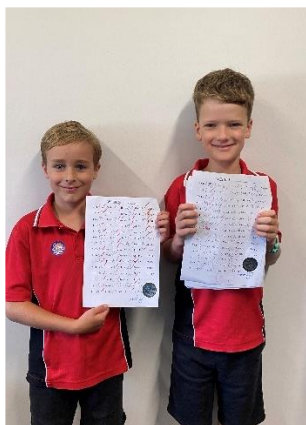


## Analysis of Standardised Testing Data

Standardised testing was administered early in Term Four for students from PP-6. Assessments included PAT Reading Comprehension, Grammar and Punctuation, 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 2024 – PAT

Stanine	Number of students	Reading	Early Reading	Grammar Punctuation	Maths	Vocabulary	AGAT*
Pre-primary							
7 and above			28		33		
4 to 6			54		38		
3 and below			13		29		
Year 1							
7 and above			12		15		
4 to 6			66		57		
3 and below			22		28		
Year 2							
7 and above		28			16		0
4 to 6		56			63		31
3 and below		16			21		69
Year 3							
7 and above		35		53	41	62	6
4 to 6		44		44	48	29	64
3 and below		21		3	11	9	30
Year 4							
7 and above		41		26	25	44	3
4 to 6		50		69	64	51	75
3 and below		9		5	11	5	22
Year 5							
7 and above		25		48	23	22	16
4 to 6		67		48	63	75	80
3 and below		8		4	14	3	4
Year 6							
7 and above		22		25	27	32	11
4 to 6		60		63	59	57	81
3 and below		18		12	14	11	8



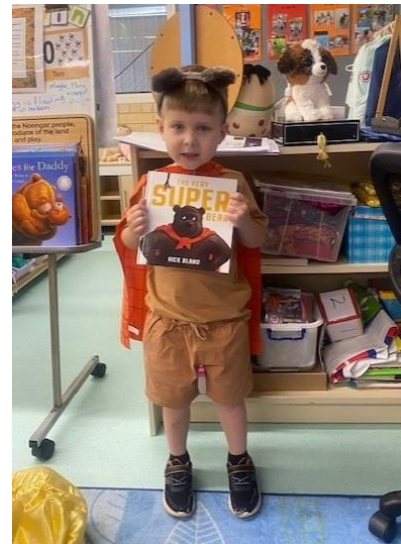
## LEARNING AREAS

### ENGLISH

The English Team at Hillarys Primary are committed to collaborative processes to ensure high quality teaching and learning programs in English are delivered across the school. The team works together to ensure staff effectively use data to identify resourcing and professional development needs of staff.

Based on the previous year's requests and after analysing data from NAPLAN, PAT testing, PLD, Soundwaves, DIBELS and Phonic Books UK assessments, the priorities for English for 2024 were:

- To build phonic reading resources in ECE, Year 1 and 2
- To build intervention reading resources in Years 3 and 4
- To provide staff with a progressional plan of phonics reading material from K-6 to be included in the operational plan
- Updated assessment schedule to include phonics initiative in Year 1 and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing in Year 3 for identified students who require reading intervention
- Full implementation of Literacy Pro reading for Year 2 students
- Focus on assessment of sentence structure and vocabulary for CAT writing task
- Focus on explicit teaching of sentence structure and extended vocabulary



The purchase of a full library of Phonics Books UK ranging from Dandelion Launchers units 1-16 and Dandelion Readers unit 1-14 for Year 1 has made a significant difference to the explicit teaching and learning of phonics at Hillarys Primary School. Purchases of other sets of phonic-related decodable books and teacher support resources have also enabled us to have a targeted and evidence-based approach to intervention at Hillarys in year 2-4. By providing staff with a progressional plan of phonics reading texts from K-6, teachers are now able to pinpoint the correct resources for their student's reading level and need.

Testing using DIBELS in Year 3 has shown that all students who participated in intervention programs have made significant gains in phonic knowledge, phonemic awareness, fluency and comprehension. Results from the Year One Phonics Initiative using DIBELS (for the first time) was a useful tool to identify students who required additional support or intervention programs. Year One teachers also assessed students' phonemic awareness and phonic knowledge using PLD assessment resources and data spreadsheets to track students throughout the year.

Special events included National Simultaneous Story Time and Book Week, which were celebrated in the classroom with a variety of activities and became the theme for displays in the new library. Classes from a variety of year levels also had excursions to local libraries to participate in author workshops. Parent support for the 'Book Fair' and preparation for costume parades highlighted the positive community connections and support we have at HPS. The P & C should be acknowledged again this year for subsidising essential reading resources and software programs.

*Sue Hambleton - English Team Leader 2024*

## MATHS

In 2024, Hillarys Primary School continued its whole school approach to the teaching of Mathematics using the Signpost program to support the implementation of the Western Australian Curriculum. This allowed us to have a consistent and collaborative plan in all year levels using the Signpost Teacher's Manual, together with explicit teaching and common mathematical language. The Year 2-6 students used their textbook as a consumable resource, whilst the Pre-primary and Year 1 students used interactive Signpost resources as an additional teaching tool to concrete materials. The Signpost textbooks were used with wide range of other resources with a continued emphasis on hands-on activities and ICT where appropriate and available. With the ongoing financial support of the P&C, access to the online learning subscriptions Mathseeds (Pre-primary) and Mathletics (Years 1-6) continued throughout 2024. Maths resources were distributed through the classrooms and stored in Maths trolleys which allowed for immediate access to necessary resources.

Problem solving remained a focus in 2024, with the teacher who was trained in the Lighthouse Maths Problem Solving Program providing coaching to staff. The intention is for this program to continue to be implemented in 2025 through an explicit coaching program. The problem-solving scope and sequence continued to be used throughout all year levels and collaborative assessment was conducted across year levels using rubrics. The New Wave Mental Mathematics text, which was used from Year 2-6, contained a daily problem-solving focus. Year 1 students used the Signpost Mental Maths book. Year 4 to 6 students who competed in the Australian Mathematics Competition maintained their high levels of achievement which is a positive sign that problem solving strategies are being embedded effectively. Further consolidation and improvement of problem-solving skills will remain a focus in 2025. High achieving Year 5 and 6 students participated in APSMO and achieved good results and will continue to participate in 2025. In 2025, time has been allocated to staff to provide explicit Maths problem-solving skills necessary for the APSMO and Australian Maths Competition.

The whole school focus on improving basic fact knowledge in 2024 was the seventh consecutive year of implementing this program. Students in Years 1-6 competed in the Maths Challenge every Wednesday with Pre-Primary joining in Term 4. In Term 3, the Years 4 – 6 students were given only division sums and Term 4 just division and multiplication sums. This will continue in 2025. Improvement has been noted across all year levels in individual results, class averages, and highest yearly scores. We continued to acknowledge the most improved and high achieving students with weekly certificates. Whole class progress and cohort achievement is being acknowledged by the chance to win the Golden Calculator, which is awarded at Monday Muster each week. Both initiatives will continue in 2025. The CAT task for 2024 was changed to assess the whole school's knowledge on time as a whole subject. Across the year, each year level saw an increase in student knowledge due to explicit teaching in classrooms.

The 2024-2025 Mathematics Operational Plan was based on the 2022-2025 Strategic Plan targets. Many of the targets in Maths used NAPLAN data to determine whether they were achieved or not. In 2025, we will use NAPLAN comparative data for the first time in 3 years due to the change in timing in testing. As a result, 2024 PAT testing data was used to track progress. Across all year levels, solid progress was made, specifically in time related questions.

The 2024 - 2025 Operational Plan will aim to continue to build on this positive progress. Our focus in 2025 will continue to be basic number fact knowledge, problem solving skills, money, decimals and fractions, and area. This has been highlighted through PAT data analysis.

*Courtney French - Mathematics Team Leader 2024*

## Humanities and Social Sciences (HaSS)

The major focus of the HASS Team in 2024 was to continue to build the school's resources and engage students with learning experiences, further incorporating Indigenous perspective across all curriculum areas. This was facilitated by a sub-committee of several staff members, focussed on specific learning areas.

The success of this initiative was evidenced by the level of student engagement, and staff feedback following NAIDOC Week events. Feedback regarding resources having a specific year level focus and giving year level autonomy to design their program in conjunction with whole school concepts, was positive and allows a broad range of differentiated programs to make the week and the leadup a huge success. Photographs, year level displays, student reflection sheets, work samples, and student voice were all examples of the effectiveness of this approach.

There will be a continued focus on enriching Indigenous perspectives and developing the Bushtucker garden, with student involvement to continue in 2025. This project (funded via a grant from PALS) has begun its initial stages with the framework and designs being planned out to be more prepared for a completed project throughout 2025. Further grant funding will be applied for, to continue to build on the resources and opportunities in this area. Discussions with our sustainability leaders, school leaders and the H.A.S.S team on the future maintenance and development were focussed on creating an best practice plan to ensure ongoing success of the Bushtucker Garden idea.

After a 2023/24 audit of resources have found areas that some student learning tools require updating to fit with the 2024/2025 curriculum. This will be a focus for the H.A.S.S team to update to ensure accurate and specific historical events are covered suited to a Western Australian audience.

We looked at the skills in the operational plan and whether they aligned positively to the Western Australian Curriculum and how we are addressing those skills. This has been a key update to the school's program and processes leading into 2025 and where cross curricular priorities lie within this framework.

NAIDOC Week was a highlight for students and teachers alike. The variety of activities included a mixture of hands-on, incursions, rich activities based on specific picture books, incorporating Indigenous music and dance, led to very meaningful learning experiences for students, and judging by teacher feedback, satisfying teaching experiences as well.

An increase in the number of student excursions and incursions in 2024, had a positive impact on student learning, with a rich variety of experiences, linked into other curriculum areas. The HASS team would strongly encourage that this trend continues where possible to strengthen student engagement and create cross-curricular links.

*James Ashman - HASS Team Leader 2024.*



**KEEP THE FIRE  
BURNING!  
BLAK, LOUD  
AND PROUD**  
**7-14 JULY 2024**



## SCIENCE

Throughout 2024, the students from Pre-primary to Year 6 studied Western Australian Curriculum Science content in:

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



With the school rebuild project complete, the Year 3 – 6 students returned to the Science Laboratory for their weekly lessons. The removal of temporary fencing in Term 3 enabled efficient movement between classes and more time to complete lessons.

Once again, our Science Budget was spent on everyday consumables and learning resources, as well as licences for the online program Stile which was used by the Year 5 and 6 students.

The Science Room Upgrade Grant was spent on new desks, stools, mat, robotics, microscope, updating equipment and displays, iPad covers.

Reporting to parents throughout 2024 consisted of a learning area and effort grade.

The theme for National Science Week this year was ‘Species Survival – More than Just Sustainability.’ It was celebrated by students across the school during class time and Science specialist classes. Students in Pre-primary to Year 2 explored bees and their vital role in pollination and honey production while the Year 3 - 6 students investigated the physical adaptations of native birds to their feeding habits, and symbiotic relationship with local plant species. A whole school photography competition was held which attracted approximately eighty entries. Winning photos have been framed and will be displayed in the newly updated Science room.

Online PAT Testing was conducted again in Term 4. Longitudinal data (2023 – 2024) demonstrates a strong upward trend in movement from lower to higher bands for all our Year 3 - 6 cohorts. Within our current Year 6 cohort, there has been a significant increase of sixteen students moving into the top two bands of achievement.

*Adrian Coufos – Science Specialist 2024*

## DIGITAL TECHNOLOGY

Throughout 2024 there has been a strong emphasis throughout the lower school of developing the children’s awareness of internet safety and enhancing Digital citizenship. The children have been given opportunities to consider their choices in relation to:

\*having a balance in their lives when using devices

\*being kind and considerate when online

\*staying safe and not sharing private or personal information including photos

\*being part of an online community and being a responsible digital citizen

As society pressures in the digital world surround them the children will be able to make good choices from an early age. A new Digital Agreement was created for use in the Junior School using the principles recommended by the e-safety Commissioner.

One of the ways we have developed coding skills in the Early years is using Code.org. The children's progression through the assigned courses allows us to monitor progress as they move from simple to more complex coding skills as required.

The children continue to use Seesaw and are given opportunities to log in independently, upload a photo or some work and complete an assigned activity. Most children can do this competently by the end of Year 1. We also use this as a tool to engage digitally with our families and they can see progress throughout the year.

This year we have managed to assign 12 iPads to be used by the DT specialist in the lower school which has allowed greater use of the Osmos for the Years P-3 and allow the children to work on these more frequently. Having a 1:1 student per device ratio in the lower school allows the children to work on coding activities independently and greater opportunities to engage with ICT learning. The PP iPads have also been upgraded and allows greater use of these as they are now capable of being used more frequently.

This year we have invested in new robots for use initially in the PP's but will extend to Year 1's and hopefully Kindy during 2025. The Mtiny robots will allow the children to learn coding and mathematical thinking through themed maps, games and coding cards. They are simple and engaging and with a tap pen controller are designed for easy use for the early learners. These will become a greater part of the DT program going forward.

*Jenni Thomas – K- 2 Digital Technology Specialist 2024*

## **LANGUAGES French**

The 2024 academic year was a successful one for students in Years 3 to 6, with a strong emphasis on fostering excitement and inquiry in the study of French. Throughout the year, students engaged in dynamic activities designed to enhance their language acquisition and cultural understanding.

Year 3 students began their French education with enthusiasm and continued to build upon this throughout the year. They learned essential vocabulary related to greetings, numbers (up to 30), colours, family members, and physical descriptions. A variety of interactive games and hands-on activities helped solidify their understanding. Students also practiced simple adjectives to describe family members and learned common classroom instructions, enabling them to follow directions entirely in French. Furthermore, students were able to read and comprehend simple descriptions, identifying family members and drawing their likeness. As part of their studies, Year 3 students also explored the days of the week and months of the year.

Year 4 focused on reinforcing prior knowledge while expanding students' understanding of the language. Students enhanced their vocabulary by drawing and labelling a family portrait in French. They engaged in activities such as classroom bingo to learn vocabulary related to pets, adding these new words to their family portraits. The year also included a focus on holidays and hobbies. Students

read postcards in French and used their understanding of the language to answer questions based on the content. In addition, students explored French cuisine and expanded their vocabulary by using the verbs *j'aime* and *je n'aime pas* to express their preferences for various foods.

For Years 5 and 6, the year began with an exploration of similarities between the English and French languages, which students used as a foundation for further learning. Key topics included careers and places around town, culminating in the creation of a city plan. Students also learned to tell the time in French, focusing on the hours and half-past. In addition, students studied descriptions related to body parts, clothing, hair, and eyes. Their studies also included a deeper exploration of French culture, encouraging a greater appreciation of both the similarities and differences between France and our own country.

Given the growing interest in French culture, particularly French cuisine, a goal for 2025 is to offer immersive French incursions, allowing students to engage directly with the language and culture in a more experiential way.

*Amy Shakeshaft – Language Specialist 2024*

## PHYSICAL EDUCATION

The 2025 Physical Education program has supported our Hillarys PS students' health and wellbeing. In the junior years, Kindergarten to Year 2, with the emphasis continuing to be the development of fundamental movement skills. Classes from Years 3-6 have worked to refine their fundamental movement skills with increasingly greater emphasis on utilising them within different game contexts.

Students have had the opportunity to participate and develop good sportsmanship in a variety of school, and interschool activities. These have included:

- One weekly 45 min PE lesson for all students
- One weekly cohort sporting session for Year 3-6, in addition to class PE lessons
- In-school swimming lessons for Years P-6
- Cross country training and participation in the school faction and interschool events
- Athletics training for long jump, tee ball throw, running skills and ball skills in team games
- Faction Athletics Carnival for Years 1-6
- District Interschool Jumps, Throws and Athletics Carnival for qualified students from Years 1-6
- District Interschool Lightning Carnival for selected Year 5 and 6 students playing winter sports: AFL, soccer, netball and modcrosse
- Sporting Schools funding enabled in-school coaching in Gymnastics (PP-Year 3) in Term 1



Hillarys PS has continued to achieve very well at district competitions and athletics carnivals (including first overall in cross country and athletics events, and AFL at the Lightning Carnival). With greater access to oval space this year we have been able to continue the extremely popular Marathon Club on a Wednesday morning before school which encourages goal setting and an active lifestyle. Weekly there have been between 100-200 students and family members working towards the various achievements. Term 4 saw the opening of the new basketball courts after just over 3 years without any, due to the school rebuild. The access and use of this excellent facility has been a highlight of the year for break time activity, and Physical Education classes.



During 2024 Hillarys PS has continued to be involved in the Department of Transport “Your Move” active lifestyle program which aims to improve the health and wellbeing of people, whilst reduce traffic congestion and the environmental impacts of car use. We have run several highly successful promotions throughout the year including Ride to School Day/Month and Walk to School Day. Bike Education was another successful initiative of the program which included all Year 4 students. Student leaders were also selected to promote the program within the school, and a class award has been instated to encourage being physically active on your way to school. We will continue to be involved in Your Move during 2025 with incentives and fun activities to promote student engagement.

*Karen Armstrong – Physical Education Specialist 202*





## THE ARTS

### Visual Arts

The Year 1 – 6 Visual Arts Program this year operated from an art classroom and Pre-primary had their lesson within their classroom. The learning area of Visual Arts was divided into two programs of junior and senior learning. Within each year level, differentiated skill development was applied to enhance the students' skills and understanding. Lessons were structured around providing the opportunity for students to experience a wide variety of both art and craft styles, artists, sensory application and skills.

The year began with a community art project run by Joondalup City. The students from years 3 – 6 and school staff worked together collaboratively to construct a 504-piece geometrical life-sized leopard. This was on display in Joondalup for the public to view as part of an African animal collection. The leopard has been returned to the school and is on display in the Library.



In Term 2, the Visual Arts program combined with the Music program in Year 6 to produce the backdrop, props and masks for a school musical performance. Masks and props were made by all the students during their lessons and the back drops drawn and painted by the Art monitors during lunch time workshops.

Junior Primary Visual Art had a focus on the Elements of Art ( line, colour, shape, form and texture). The students developed their fine motor skills with emphasis on cutting, manipulation of a variety of resources and creativity to express emotion. The students

investigated the work of Van Gough and Monet with the application of colour and construction of shape. The students had the opportunity to develop realistic drawings and provided with opportunity to apply colour in a realistic manner. The students used colour to show perspective and to represent an image as 3D via shading. Paper weaving was introduced along with using wool to create an object. The students learned the process of paper mâché, to construct and decorate bowls.

Years 3-6 expanded on the skills developed during the junior years with a differentiated curriculum. The skill of paper weaving increased in complexity. The students applied the process of paper mâché to produce and decorate a bowl with a higher level of decorative skill. Students also investigated the work of Van Gough and Money with the application of design, colour and painting. Cultural art styles were investigated with handmade beads and Indian filagree style art. Point of perspective art was developed with the use of shading and colour to display depth and 3D elements. Realistic shading and drawing was explicitly taught, and the students had several opportunities to apply these skills.

An extension opportunity was made available to the Year 6 Art Monitors with the creation of their own piece of clothing using a sewing machine. Other year levels were able to access wool and support during lunch workshops to create craft wool activities.

This year was also about the organisation and access to resources for all staff. Time was spent in setting up new storerooms with organised, labelled resources. Many resources were shared with Design and Technology classroom activities and teachers were able to access disposable items to use in their classrooms.

*Sonja Hosking – Visual Arts Specialist 2024*

## Music

This year, the Music program at Hillarys Primary School finally returned to a music room after several years of being mobile. The program continued to build on its successes in 2023, including a school production. Some of the highlights below reflect the strength and vibrancy of our school music program.

Students participated in a variety of activities, including:

- Years 1-2: Singing, musical games, and tuned/untuned percussion
- Years 3-4: Recorder, singing in canons and harmony, musical games, and tuned/untuned percussion
- Years 5-6: Ukulele, drumming, singing, composition, leadership opportunities and a school production



### *Key Events and Achievements.*

- NAIDOC Week Performance, led by the Senior Choir, featured a selection of eight songs accompanied by a live didgeridoo, celebrating Indigenous culture and history
- ANZAC Day Ceremony, where both the Junior and Senior Choirs performed, fostering an understanding of sacrifice and gratitude
- Massed Choir Festival at the Challenge Stadium, where the Senior Choir participated in a large-scale, collaborative musical experience and One Big Voice
- Term 4 Talent Show, providing students with a platform to highlight their musical abilities through an audition-based event
- School Production, Christmas Assembly, and Westfield Christmas event



### *Student Learning and Engagement*

- Whole-school participation in musical events and community singing, reflecting engagement and enthusiasm
- Positive community and audience feedback, highlighting the impact and success of performances
- Achievement of curriculum outcomes, with students excelling in performance, composition, and musical analysis

### *Cultural and Educational Significance*

- Students engaged with Noongar language and Indigenous storytelling through call and response, harmony, and performance, deepening their cultural understanding
- ANZAC ceremony reinforced the importance of remembrance, gratitude, and historical awareness through music
- Events that integrated elements of the WA Music Curriculum with schools across the wider network and community



*Fay Edwards – Music Specialist 2024*

## WELLBEING

Wellbeing for staff, students and parents continued as a priority for Hillarys PS throughout 2024 aligning with our Strategic Plan 2022-2025 and the Focus 2024 from the Department of Education.

Support for student wellbeing included Sustainability, Chaplaincy program two days per week, mentoring with Ed-connect volunteers, our school dog, Story Dogs, and The A Team which allowed students to develop their skills in developing positive, strong relationships with others. Staff have a committee that advocates for and promotes staff wellbeing through a variety of social events, small group interests, and professional learning on staff development days.

In 2024, the Compass app continues to expand and remains the main school-based communications forum for attendance, notifications, newsletters, student reports and payments. Class-based communications are managed in the Seesaw app where work can be shared peers and families, and students. Our comprehensive school website is regularly updated and, along with our app platforms provides many options for engagement, accessibility and communication for parents, students and the community.

Social and emotional literacy for students in K-6 is supported by the Zones of Regulations program which is delivered to all classes in Term 1 each year. Resources and information are shared with families to support these skills at home. Trauma informed practice for teachers allow staff to support affected students and their families. Creating strong, predictable routines and an orderly environment allows teachers and students to focus on teaching and learning.

Values Certificates that are presented at Muster every Monday keeps our whole school focus on important values that contribute to a healthy, safe community and acknowledges students whose choices reflect these expectations. Classes display and share their discussion points at Muster and in their classrooms to encourage reflection and as a reminder.

Outstanding Student Awards recognise students' academic achievement and progress, highlighting the unique skill and capacity that has been shown in class. During assemblies throughout the year, the whole community can celebrate and acknowledge each student. These awards are added to student records that are kept until their final year of schooling in the public education sector.

The annual Wellbeing and Engagement Census (SA Govt) with all students from Years 4, 5, and 6 continues to inform our programs that support student wellbeing. The longitudinal profile scaffolds discussions with staff and students about their responses and they can be supported.





## SUSTAINABILITY

With the school redevelopment program ending, we started to refocus our activities beyond the canteen and Pre-primary nature play garden. We worked on some rejuvenation of spaces that were previously inaccessible, making them more pleasing to the eye and increasing our 'green spaces'. Our chickens were well cared for by our older students and the A Team and allowed to roam the Pre-primary on their best behaviour. The A Team also did some clean-ups and repair of the play garden.

Students from Year 1 - 6 enjoyed time cooking in the school kitchen buddied up with friends, which provided opportunities to learn new skills in a safe, supportive environment. Like 2023, morning sessions involved preparing nutritious lunches whilst the afternoon sessions focussed on making muffins, biscuits, and other sweets. The students enjoyed sampling and sharing what they had made – and may even have experienced some new tastes and textures!

Sustainability Leaders managed all the recycling programs - paper, batteries, plastics, printer cartridges, fruit and vegetable waste, and Containers for Change. The Containers for Change Program continues to raise money for our school since and keeps valuable resources out of our bins and landfill. Our leaf and stick insects continue to be a source of fascination and enjoyment, providing opportunities for students to develop skills in caring for animals.

Looking forward to 2025, we have lots of new and exciting activities planned to make our school an even better place to live in – cultural spaces, new animal enclosures, gardening projects and cooking even more delicious fare.





# HIGHLIGHTS OF THE SCHOOL YEAR 2024

## ACADEMIC PROGRAMS

### Programs

- Gifted and Talented – EYE/ PEAC Program
- Speak Up Awards (Year 6)
- AMC Australian Maths Competition
- APSMO Maths Olympiad

### Specialists

- Music Specialists: PP-6
- Art Specialist Year 3-6
- Physical Education Specialist: PP-6
- Science & Technology Specialists PP-6
- Language Specialist: French Year 3-6
- Instrumental Music School Services (IMSS): Yr 5-6

### Sustainability Projects

- Recycling activities
- Kindergarten garden
- School garden and kitchen
- Containers for Change

### Assemblies & Special Days

- ANZAC Service
- Book Week and Book Fairs
- Class and Choir Assemblies
- Clean Up Australia Day
- Meet the Authors – Whitfords Library
- Monday Muster
- NAIDOC Week
- National Simultaneous Story Time
- Outdoor Classroom Day
- Remembrance Day poppy display
- Science Week
- Year 1 Easter Bonnet Parade
- Yirra Yaakkin Performance
- Kindness Week
- Easter Hat Parades PP/Year 1
- Fundraising days

### The Arts

- City of Joondalup Community Art Project
- School Musical Production

## PASTORAL CARE PROGRAMS

### Programs

- Values Program
- Zones of Regulation
- Mentoring Program (EdConnect)
- Gardening and kitchen projects
- Story Dogs
- Your Move
- Better Beginnings

### Support

- EdConnect Mentors
- Case conferences
- Chaplaincy (Youth Care)
- School dog Kyro
- A Team
- Buddy Classes and Year 3 & 5 Peer Reading

## PASTORAL CARE PROGRAMS cont'd

### Affiliations

- Asthma Friendly School
- SunSmart School
- Wastewise School
- Waterwise School
- Be You School
- Act Belong Commit

## PHYSICAL

### Programs

- Daily fitness & Marathon Club (Wednesdays)
- Ed Gym (PP- Year 3)
- Surfing (Year 6)
- In school beach swimming & Craigie Leisure Centre

### Clinics

- Gymnastics
- Soccer

### Events

- Choir – OBV, Massed Choir, Whitfords
- Graduation for Year 6
- HPS Athletics Carnival
- HPS Talent Show
- Interschool Athletics Carnival & Cross Country
- Lapathon
- 100 Days of School
- Mothers and Father's Day events
- Ride to School Day – Your Move
- Speak Up
- HPS Cross Country
- State Cross Country
- Teacher Appreciation Day
- Various year level incursions Years K-6

### Camps

- Year 6 Camp – Point Peron (3 days)

## COMMUNITY

### Parents & Citizens (P&C)

- Canteen and online lunch ordering
- Fundraising for school
- Community events organisation

### Parents

- Canteen Assistance
- Scholastic Book Fair
- Scholastic Book Club

### Community

- School Photos
- Parent Information Evening & Triple P
- Child Anxiety & Resilience Workshop

### Extra-Curricular

- Tennis
- Hillarys Netball Club

## FINANCE

The school budget, or funds to operate the school for a year, is defined by the number of students enrolled at the school by the mid-February census date, which determines the final baseline budget to operate a school for the remainder of the year. Schools are required to fund staff salaries, school operations and curriculum resourcing within the set budget for the year. This is all managed at school level by the leadership executive and administration teams, which is reviewed and ratified by the School Board.

In 2024, the Compass app continued to provide a 'one stop shop' for payments, providing a convenient, streamlined approach to collection. Our voluntary contributions rate was 77.85% in 2024, compared to 72.02% the previous year. This was very encouraging and facilitated continued improvements for our students. Along with P & C fundraising, the new electronic school sign, a new Kindy shed, upgraded shade sails, a mud kitchen and software licenses for English and Maths learning, were some of the major expenses that benefitted our students. The Music room was upgraded with new flooring and water access due to a successful application for a federal government grant in 2023. It is now more multi-purpose and can be used for Science and Art as the school grows. The installation of extensive solar panels should see a reduction in utilities expenditure. Our whole community worked together to fundraise for charities, including our Ed Connect volunteers.

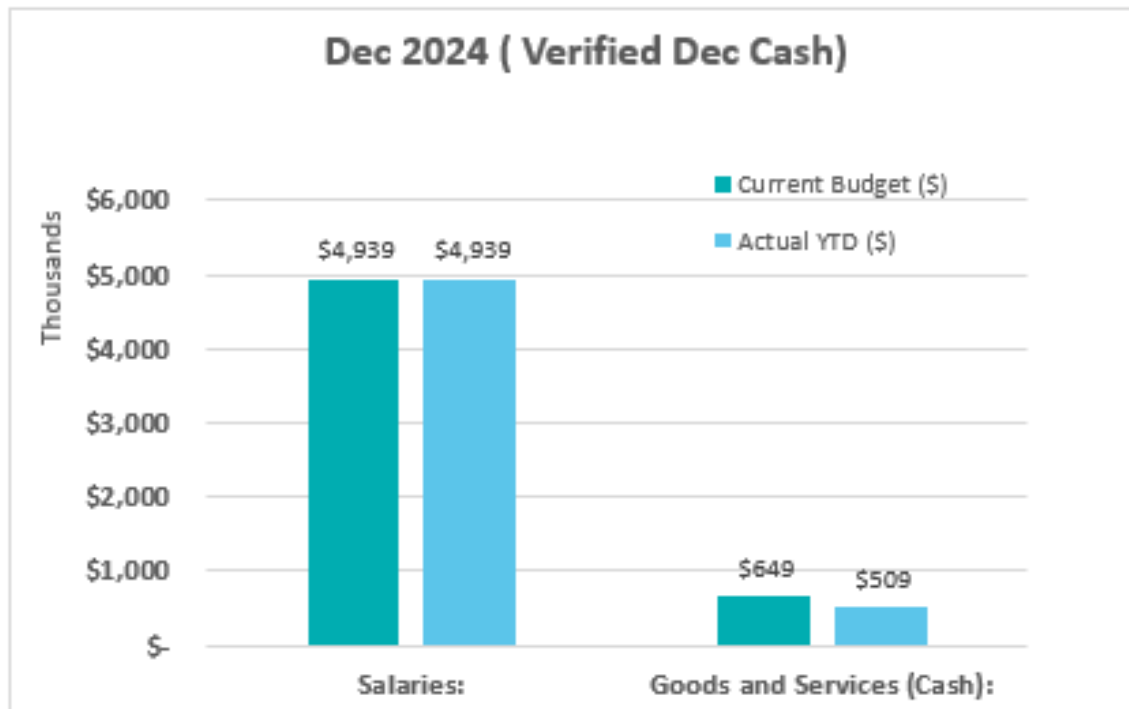
With the whole school redevelopment being finalised, the new basketball courts were used by school and external sports providers, providing additional benefits to our students. Before and after school care will commence in 2025, using the undercover area. This will be the return of on-site care after a few years of not being available due to the rebuild, as well as an additional source of income for the school.

In 2025, we look forward to the upgrade of our assembly stage area, upgrades of our cultural spaces, playground improvements, the installation of the perimeter fence and new shade sails installed in the Kindy. All these items will contribute to student learning and engagement as we plan for the future.

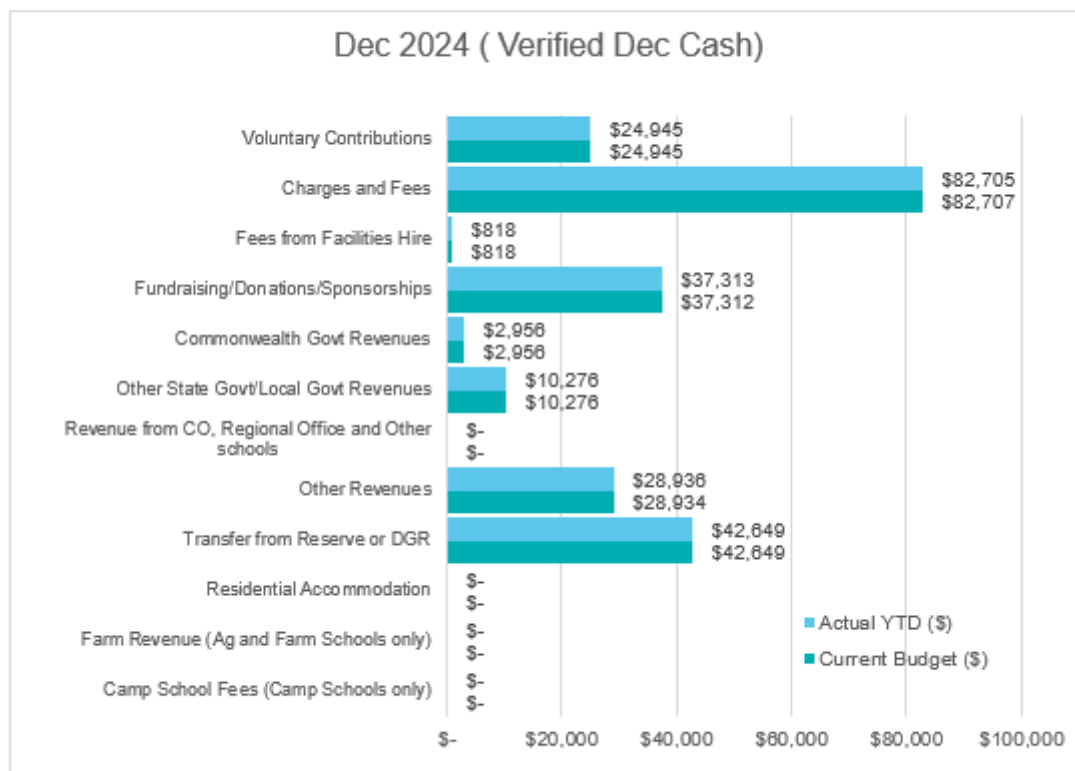
### FINANCIAL REPORTING (TABULAR) AS AT DECEMBER 2024

ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	105,360	105,360
Carry Forward (Salary):	92,562	92,562
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	5,283,426	5,283,426
Locally Raised Funds:	230,597	230,597
<b>Total Funds:</b>	<b>5,711,945</b>	<b>5,711,945</b>
<b>EXPENDITURE</b>		
Salaries:	4,939,070	4,939,070
Goods and Services (Cash):	649,080	508,757
<b>Total Expenditure:</b>	<b>5,588,150</b>	<b>5,447,827</b>
<b>VARIANCE:</b>	<b>123,795</b>	<b>264,118</b>

INCOME - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	105,360	105,360
Carry Forward (Salary)	92,562	92,562
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	4,508,250	4,508,250
School and Student Characteristics	578,101	578,101
Disability Adjustments	23,361	23,361
Targeted Initiatives	141,667	141,667
Operational Response Allocation	28,547	28,547
<b>Total Funds:</b>	<b>5,279,926</b>	<b>5,279,926</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers - Salary	(279,062)	(279,062)
School Transfers - Cash	282,562	282,562
Department Adjustments	0	0
<b>Total Funds:</b>	<b>3,500</b>	<b>3,500</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	24,945	24,945
Charges and Fees	82,707	82,705
Fees from Facilities Hire	818	818
Fundraising/Donations/Sponsorships	37,312	37,313
Commonwealth Govt Revenues	2,956	2,956
Other State Govt/Local Govt Revenues	10,276	10,276
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	28,934	28,936
Transfer from Reserve or DGR	42,649	42,649
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>230,597</b>	<b>230,598</b>
EXPENDITURE - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	4,320,472	4,320,472
New Appointments	0	0
Casual Payments	617,993	617,993
Other Salary Expenditure	606	606
<b>Total Funds:</b>	<b>4,939,071</b>	<b>4,939,071</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	42,455	32,592
Lease Payments	21,931	19,080
Utilities, Facilities and Maintenance	212,412	135,512
Buildings, Property and Equipment	104,081	88,767
Curriculum and Student Services	231,316	198,465
Professional Development	8,000	5,452
Transfer to Reserve	26,800	26,800
Other Expenditure	1,755	1,793
Payment to CO, Regional Office and Other schools	330	295
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>649,080</b>	<b>508,756</b>
<b>TOTAL</b>	<b>5,588,151</b>	<b>5,447,827</b>

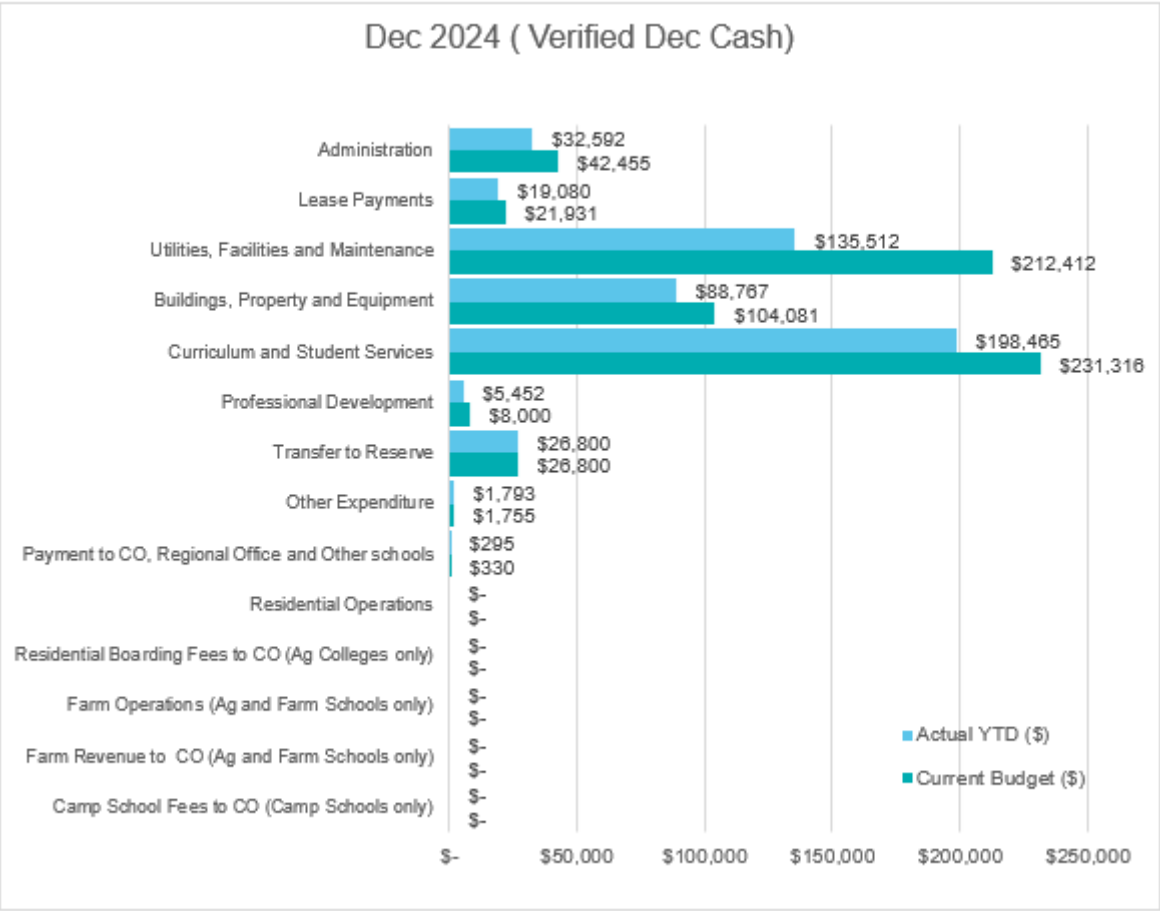


## Locally Generated Revenue - Budget vs Actual





Goods and Services Expenditure - Budget vs Actual



## 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
DT	Digital Technologies
ECE	Early Childhood Education
EYE	Early Years Extension
HaSS	Humanities and Social Sciences
Hillarys PS	Hillarys Primary School
HPS	Hillarys Primary School
ICT	Information and Communication Technology
IMSS	Instrumental Music School Services
KAT	Kindy Assessment Tool
K-6	Kindergarten to Year 6
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
OBV	One Big Voice
P&C	Parents and Citizens
PALS	Partnership, Acceptance, Learning, Sharing
PAT	Progressive Achievement Test
PEAC	Primary Extension and Challenge
PLD	Promoting Literacy Development
PP	Pre-primary
SCASA	School Curriculum and Standards Authority
STEM	Science, Technology, Engineering and Mathematics
WAGSMS	West Australian Government Schools Music Society

*The Hillarys Primary School 2024 Annual Report has been endorsed for publishing by the Hillarys Primary School Board on the 31 March, 2025.*

