



ANNUAL REPORT

2025



PRINCIPAL'S MESSAGE

The 2025 Annual Report offers a comprehensive overview of Hillarys Primary School—our students, our staff, and our wider community—and outlines the progress we are making as we continue to enact our Strategic Plan 2022–2025. It reflects the strength of our culture and values and celebrates the growth and achievement of our learners across all areas of school life.

Following the significant milestones of 2024, 2025 has been a year of consolidation and forward momentum. With our redevelopment project now complete, our focus shifted to maximising the opportunities presented by our new facilities and embedding the strong foundations established in previous years. Through ongoing staff development and the continued refinement of our “Teaching for Impact” approach, we have maintained a clear alignment between our purpose, our practice and improved outcomes for students.

Student enrolments remained strong in 2025, reflecting the confidence our community has in the direction and quality of our school.

The final elements of our School Redevelopment Project have been completed, including the boundary fencing, officially marking the conclusion of a transformative journey that began in 2021. Our upgraded learning environments continue to enhance student engagement and wellbeing. Throughout 2025, we further developed our cultural and sustainability spaces, including the establishment of a school garden and a new chicken enclosure, and enriching hands-on learning opportunities for students. Improvements to specialist areas such as Science and Music have continued to support high-quality teaching and learning experiences. Our updated school uniform was introduced this year, with a phased transition period extending through to the beginning of 2027.

Across academic, cultural and sporting domains, 2025 has been another year of impressive achievement. Our students have earned placements in PEAC and EYE programs, received academic and values-based awards, achieved success in the arts and sport, and actively contributed to community initiatives and local events. These accomplishments demonstrate our commitment to providing diverse and meaningful opportunities that allow every student to grow, succeed and excel. We commend both our students and staff for their ongoing dedication and pursuit of excellence.

We thank our School Board and P&C Association for their continued partnership and support. Their commitment to strong governance, effective operations and additional resourcing enhances our capacity to deliver high-quality educational experiences for all students.

Our staff remain the heart of Hillarys Primary School. Their professionalism, care and commitment ensure a positive, orderly and inclusive environment where every student is encouraged to strive for their personal best and develop their individual strengths.

As we conclude 2025 and reflect on the completion of our redevelopment and the progress made under our current Strategic Plan, we look to the future with confidence and optimism. Together, we will continue to build on our strong foundations and embrace the opportunities that lie ahead for our school community.

Yours sincerely,
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 implemented, and opportunities for individual challenge and support are provided.

In 2025, our school values of being caring, responsible, motivated and respectful were 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, 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 2025, 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 music & dance events attracted 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 2025, with Music Specialist Nancy Stephens taking our students to a whole new level of skill. The choirs' performances included WAGSMS at Crown. In 2025, dance was added to the Arts program, culminating in an outdoors dance concert for parents and friends to enjoy.
- 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 and support programs, such as early years Maths, APSMO, EYE (Years 1-3), PEAC (Years 5-6), and Buddy Reading. All these programs are led by specialist or highly skilled teachers and Education Assistants, as well as peer support.

STUDENT INFORMATION

Hillarys Primary School operates as a local intake school. A total of 522 students were enrolled by December 2025, with 0.5% having a language background other than English and 1% being Aboriginal.

ATTENDANCE

Student Attendance 2024-2025

| School Year | School | Compared to |
|-------------|--------|-------------------|
| 2024 | 92.4% | 89.4% WA Schools |
| 2025 | 92.2% | 89.1 % WA Schools |

Attendance rates are stable, with school 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

2026 school destinations of the 2025 Year 6 student cohort

| Destination Schools | TOTAL | Male | Female |
|--------------------------------|-----------|------|--------|
| Alta-1 College | 1 | | 1 |
| Balcatta Senior High School | 1 | | 1 |
| Carine Senior High School | 1 | | 1 |
| Duncraig Senior High School | 56 | 29 | 27 |
| Ocean Reef Senior High School | 1 | 1 | |
| Sacred Heart College | 1 | 1 | |
| The Montessori School Kingsley | 1 | | 1 |
| | 62 | 31 | 31 |



STAFF

Profile of school staff

Our staff has remained stable with 3 executive administrators, five finance and office staff, teachers, Education Assistants and 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 2025, Angela Collins, a long-standing Hillarys staff member, retired after many decades of teaching. Michelle Hodge, our School Psychologist, moved to a new role at Statewide Services, and Stef Minaar started as School Chaplain, replacing Shaun Klaassen.

Staff professional learning

All staff 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:

- ADHD Early Years
- Administering EpiPens
- Code of Conduct and Standard 1 SID, Department of Education
- Compass and Kaardtjijn Training
- Duncraig Network Leadership Initiative
- Elastik (assessment data management)
- FASD (Foetal Alcohol Spectrum Disorder)
- Gatekeeper Suicide Prevention Training
- Implementation of SCSA Mathematics v.9.0
- Keyword Signs
- Leading School Improvement
- Literacy Pro Year 2-6
- Oral Language Difficulties Pre-primary
- Paul Swan Mathematics
- Playwork Early Years
- Principals Collegiate Group
- Responding to and Managing Challenging Behaviours SSEN
- Talk for Writing Early Years Kindy
- Talk for Writing Year 2
- Teaching for Impact: Engage, Plan, Practice
- Telethon Speech and Hearing
- Whole School Approach: Developing a Health Curriculum Plan
- Whole School Improvement



In 2026, there will be ongoing and renewed focus on addressing priorities in the new Hillarys Primary School Strategic Plan (2027-2030), which will be aligned with the recommendations of the 2025 Public School Review and Department of Education priorities. Professional learning for staff will be directed by staff feedback and needs, students' learning needs, and upskilling of practice related to curriculum updates.

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 2025, the Strategic Plan (2022-2025) continued to inform and guide the core strategies, targets, and indicators of progress across the school. A new strategic plan will be developed in 2026, based on the recommendations from the Public School Review. It will guide the school from 2027 to 2030.

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 five 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 2025

The NAPLAN data in the table below demonstrates the student achievement in 2025 and 2024. 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 | 2025 Year 3 | | 2025 Year 5 | | 2024 Year 3 | | 2024 Year 5 | |
|-------------|----------------|-------------|----------------|-------------|----------------|-------------|----------------|-------------|
| | School | Like School | School | Like School | School | Like School | School | Like School |
| Numeracy | 414 | 419 | 514 | 515 | 434 | 420 | 510 | 511 |
| Reading | 412 | 415 | 507 | 509 | 444 | 421 | 519 | 510 |
| Writing | 417 | 425 | 480 | 498 | 435 | 434 | 491 | 504 |
| Spelling | 393 | 420 | 503 | 514 | 423 | 424 | 510 | 511 |
| G&P | 404 | 426 | 515 | 523 | 442 | 429 | 513 | 525 |

The green squares indicate areas of strength, white squares indicate close to like schools, and red indicates areas for review and improvement. 2025 data demonstrates that the upwards trend in 2024 continues to flow on in 2025, except for Spelling and Grammar & Punctuation in Year 3. Please note that these are not the same cohorts of students.

STANDARDISED TESTING

Pre-Primary On-Entry Assessment 2025

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 63 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 | |
|--------------------|----------|--------|---------|--------|----------|--------|
| | Reading | | Writing | | All | |
| | HPS | Others | HPS | Others | HPS | Others |
| Number of Students | | | | | | |
| Top 20% | 14% | 27% | 27% | 43% | 13% | 27% |
| Middle 60% | 73% | 58% | 35% | 36% | 75% | 59% |
| Bottom 20% | 13% | 16% | 38% | 23% | 13% | 14% |
| TOTAL | 100% | | 100% | | 100% | |

Others = compared to ICSEA Decile schools

The On-Entry data shows that against other schools like ours, we are higher in the middle levels across all areas of learning. We are higher than other schools in the bottom level and lower in the top levels. This data flagged areas for focus for the year and teachers planned accordingly, with a strong focus on those students who required intervention to meet learning goals.

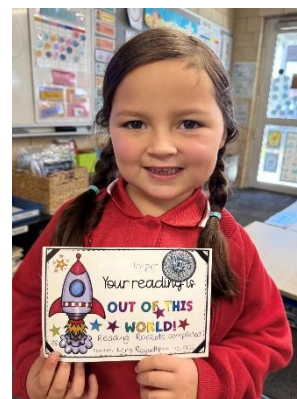
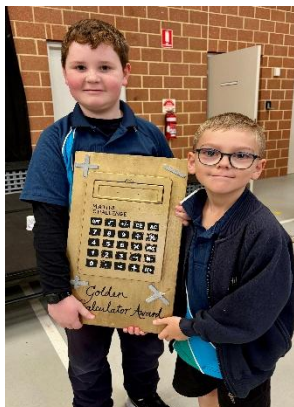


Analysis of Standardised Testing Data

Standardised testing was administered early in Term Four for students from PP-6. Assessments included PAT Reading Comprehension, Grammar and Punctuation, Vocabulary 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 2025 – PAT

| Stanine | Number of students | Reading | Early Reading | Grammar Punctuation | Maths | Vocabulary |
|--------------------|--------------------|---------|---------------|---------------------|-------|------------|
| Pre-primary | | | | | | |
| 7 and above | | | 9 | | 31 | |
| 4 to 6 | | | 48 | | 53 | |
| 3 and below | | | 43 | | 16 | |
| Year 1 | | | | | | |
| 7 and above | | | 29 | | 40 | |
| 4 to 6 | | | 58 | | 57 | |
| 3 and below | | | 13 | | 3 | |
| Year 2 | | | | | | |
| 7 and above | | 23 | | | 23 | |
| 4 to 6 | | 55 | | | 47 | |
| 3 and below | | 22 | | | 30 | |
| Year 3 | | | | | | |
| 7 and above | | 16 | | 44 | 25 | 39 |
| 4 to 6 | | 65 | | 55 | 60 | 58 |
| 3 and below | | 19 | | 1 | 15 | 3 |
| Year 4 | | | | | | |
| 7 and above | | 32 | | 35 | 30 | 41 |
| 4 to 6 | | 55 | | 63 | 60 | 56 |
| 3 and below | | 13 | | 2 | 10 | 3 |
| Year 5 | | | | | | |
| 7 and above | | 32 | | 32 | 33 | 45 |
| 4 to 6 | | 56 | | 64 | 47 | 52 |
| 3 and below | | 12 | | 4 | 20 | 3 |
| Year 6 | | | | | | |
| 7 and above | | 38 | | 34 | 32 | 36 |
| 4 to 6 | | 58 | | 60 | 62 | 54 |
| 3 and below | | 4 | | 6 | 6 | 10 |



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:

- Continued to build phonics resources in K-2
- Continued to reading resources for intervention in Years 1 and 2.
- Update resources for comprehension skills in Year 2
- Continued focus on assessment of sentence structure and vocabulary for CAT writing task.
- Continued focus on explicit teaching of sentence structure and extended vocabulary.
- Professional learning in Talk 4 Writing K-2



We have continued to prioritise the implementation of PLD and Talk 4 Writing in the early years by purchasing PLD Teacher manuals and reading resources for Kindy, Pre Primary and Year 1. We also purchased PLD apps for the iPads in Pre-primary and Year 1 to complement PLD programs and support intervention. A success worth celebrating is our intervention screening and targeted activities in Year 3. There has been significant gains for those students identified as being below level at the beginning of the year. The activities included:

- DIBELS screening Beginning, Middle and End.
- Buddy Reading (with Year 4 and 5 students) four mornings a week for 15 mins, using Literacy Pro Short Reads Box 2 then Box 3.
- Volunteers working one to one with selected students on the Moondog Phonics Series
- Reading Eggs on iPads for selected students

The Buddy Reading Program also took place in Year 4 for intervention students identified through PAT and Literacy Pro testing. The program was from Monday to Thursday where older students listened to Year 4 students read short texts then assessed them weekly on a Literacy Pro quiz. The students enjoyed participating in the program and significant gains were made in Reading fluency and understanding of vocabulary when those students were tested at the end of the year.

The English Team developed an Intervention Plan for K-2 and 3-6 which details the process for intervention identification and suggested activities for support. This will be reviewed at the beginning of 2026 to align with any changes to the operational plan then published for all staff. The Team also developed a whole school Literacy Spine and invested in copies of each title, either as a resource for Talk for Writing, a class novel for a read aloud, or as a class set for a novel study.

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 Scholastic 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 2025

MATHS



In 2025, the Mathematics learning area centred its work on strengthening engagement, pedagogy, and access to quality resources. Priority actions included promoting Mathematics across the school and encouraging students to participate in increasingly challenging tasks. The team continued investigating and adopting a more pedagogically informed approach to teaching, with an emphasis on purposeful instruction and deeper conceptual understanding. Number fluency remained a key focus, supported through the weekly Maths Challenge, which provided consistent practice and reinforcement. Ensuring that all students had access to high-quality, hands-on mathematical materials also remained a priority, enabling learners to manipulate concrete resources to support the development of abstract thinking.



Evidence collected throughout 2025 demonstrated some growth in student learning. Data from the school's Maths Challenge reflected clear improvement in number fluency across year levels. Year 4 performance was particularly notable, with seven students selected for PEAC extension programs, signalling high achievement and strong mathematical potential. Results from the Australian Maths Challenge further supported this positive trend, showing strong performances across Years 4–6 and an overall increase in higher-level accolades compared with the previous year.

A range of events and incursions contributed meaningfully to student engagement and enriched the Mathematics program. The Term 1 Maths incursion provided highly interactive experiences tailored for each year level, including a Maths Show for PP–Year 2, Escape Rooms for Years 3–4, and an Amazing Race challenge for Years 5–6. The ongoing Maths Challenge, supported by the Golden Calculator award, fostered a sense of healthy competition and collective achievement within classes. Participation in external competitions such as APSMO and the Australian Maths Competition also allowed students to extend themselves, apply higher-order problem-solving skills, and benchmark their achievement against peers across Australia.



Looking ahead, Mathematics remains committed to ongoing refinement and improvement. Preparation will continue for the implementation of the new Maths Trek program in 2026, ensuring staff are supported and ready for a smooth transition. The school will also maintain its focus on strengthening the Hillarys Primary School Problem-Solving approach, embedding consistent strategies across classrooms. Additionally, upcoming changes to the WA curriculum for 2026 will require careful planning and alignment to ensure successful integration. Collectively, these priorities position the Mathematics learning area for continued growth and innovation in the coming year.



Kelly Adams - Mathematics Team Leader 2025

HUMANITIES and SOCIAL SCIENCE (HASS)

The major focus of the HASS Team in 2025 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 2024 initiatives decided upon by the HASS subcommittee focussed on specific learning areas. HASS within Hillarys Primary School also took initial steps to trial a NAPLAN test within HASS, in Civics and Citizenship, to align with Science, English and Mathematics, and provide ongoing data in the HASS learning area. Hillarys achieved good results in this testing, and this will be used as baseline and comparison data in future years.

The success of incorporating indigenous perspectives was evidenced by the level of positive 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 useful and allowed a broad range of differentiated programs to make NAIDOC week and the leadup events a huge success across the school. Photographs, year level displays, student reflection sheets, work samples, and student voice were all examples of the effectiveness of this approach.

A bush tucker incursion throughout NAIDOC week being a highlight for students to learn about different native Australian plants and their uses. There was also a Water Corporation incursion regarding the use of water in Aboriginal cultures. There will be a continued focus on enriching indigenous and cultural perspectives with the continued development of the cultural space. There has been much progress made to develop a culturally sensitive learning area within Hillarys Primary School. Further grants and funding will be applied for to continue to build on the resources and opportunities in this area, including for reticulation and water supply to this area. Discussions on the future maintenance and development has been discussed with our sustainability leaders, school leaders and the HASS team to create plans to ensure ongoing success of the Bushtucker Garden and cultural space concept.

After a 2023/24 audit of resources, we have found areas that some student learning tools require updating to align with updates in the HASS curriculum. This will continue to be a focus for the team to update to ensure specific historical events are covered well for a Western Australian context. Already, almost half of the text books being replaced throughout 2025, and the remainder are scheduled for replacement in 2026 in consultation with year level leaders.

NAIDOC Week was a highlight for students and teachers alike. For 2026 we have booked Yirra Yaakin Theatre Company for their biennial performance at Hillarys Primary School as decided by the HASS committee, however, changes may be made to this in the future with Yirra Yaakin changing their business model after 2026.

An increase in the number of student excursions and incursions in 2025, had a positive impact on student learning, with a rich variety of experiences, linked to other curriculum areas. The HASS team would strongly encourage that this trend continues to strengthen student engagement and create cross-curricular links.

James Ashman - HASS Team Leader 2024.



**THE NEXT
GENERATION:
STRENGTH,
VISION &
LEGACY**
6-13 JULY 2025

SCIENCE

Throughout 2025, 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. We continued to make the science room an engaging and welcoming environment for students to learn by using the new desks and stools, updating display board backgrounds and offering hands on learning experiences.

Reporting to parents throughout 2025 consisted of a learning area and effort grade. PAT testing was completed by students in Year 3-6. Results in table below with above expected highlighted in green.

| Scaled Score | 140+ | 130-139 | 120-129 | 110-119 | 100-109 | Below 99 |
|---------------------------|------|---------|---------|---------|---------|----------|
| Year level expected score | | | | | | |
| 3 (103-118) | 0 | 1.35 | 28.38 | 41.89 | 24.32 | 4.05 |
| 4 (115-121) | 0 | 24.59 | 39.34 | 31.15 | 4.92 | 0 |
| 5 (118-123) | 6.15 | 16.92 | 36.92 | 29.23 | 10.77 | 0 |
| 6 (120-124) | 4.92 | 32.79 | 42.62 | 14.75 | 4.92 | 0 |

National Science Week was celebrated in Term 2 to better fit with the school calendar and allow more time to focus on the celebrations. Specialist teachers engaged students in the science of bubbles which was fun for all. Astro Field Night was held with an astronomer from the Gravity Discovery Centre bringing two telescopes for students and families to look at the moon and constellations. This was a sell-out event and received positive feedback from the school community.



In 2026 we will focus on implementing the updated WA Curriculum as mandated by SCSA and reassess resourcing needs to meet the changes to content in certain year levels.

Savanah Walmsley & Adrian Coufos – Science Specialists 2025



LANGUAGES French

In 2025, French at Hillarys Primary School focused on providing students with a holistic and engaging language-learning experience. Priority actions centred on expanding cultural understanding, developing foundational communication skills, and strengthening students' confidence in using French meaningfully. Lessons incorporated elements of French history, geography and topography to broaden students' appreciation of the Francophone world and to contextualise their language learning within real-world settings.

Across the school, students were explicitly taught to use greetings and expressions related to feelings as part of their developing interpersonal communication skills. Our students built foundational vocabulary

through units on colours, numbers, the days of the week, foods, animals, clothing items and weather. These early linguistic concepts supported their ability to recognise patterns in the language and participate in simple spoken and written activities.

Students in Years 4 to 6 extended this learning by applying familiar vocabulary to increasingly personal and purposeful communication. They learnt to describe themselves in writing and conversation, including their age, year level, family members, preferred sports and hobbies, favourite places to visit, and aspects of their personality. This progression supported a stronger sense of ownership over their language learning and encouraged students to make connections between French and their own identities.

Evidence of positive learning growth was observed throughout the year, particularly in students' increasing confidence when speaking, responding and participating in class activities. As students became more comfortable with common structures and vocabulary, they engaged more readily in pair work, role-plays and written tasks.

Special events also contributed to student learning. Bastille Day provided an opportunity for students to deepen their cultural understanding by exploring the historical significance of the national celebration. The day concluded with a picnic lunch featuring a selection of French desserts, allowing students to engage with French culture in a memorable and meaningful way.

The 2025 French program supported steady progress across all year levels and helped students develop greater confidence in both cultural knowledge and communication skills. The mix of hands-on activities and cultural experiences added a sense of fun and variety to their learning throughout the year.

Jayden Carr – Languages Specialist 2025



PHYSICAL EDUCATION

The 2025 Physical Education program has supported our Hillarys PS students' health and wellbeing. In the early years, Kindergarten to Year 2, the emphasis has continued to be the development of fundamental movement skills. Classes from Years 3-6 have worked to refine their fundamental movement skills with increasing emphasis on using 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 cohorts
- In-school swimming lessons for Years PP-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 PP-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, modcrosse in Term 2, and tennis in Term 4.

Hillarys PS has continued to achieve very well at district competitions and athletics carnivals (including first place in Year 4 boys, Year 5 boys, and Year 6 girls interschool cross country events, first overall at the Athletics Carnival, and first in Netball B & C divisions at the Lightning Carnival). Marathon Club has continued to be an immensely popular activity before school on Wednesday mornings which encourages goal setting and an active lifestyle. There have been between 100-200 students and family members each week, all working towards various achievements, and we have had a record number of individual achievers this year.



During 2025, 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 reducing traffic congestion and the environmental impacts of car use. We have run several 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 involved students from Year 4-6. Students learned about the history of bikes, the various types available today, bike maintenance and some relevant road rules for students to stay safe. Year 5 student leaders were selected to promote the program within the school, and a class award which encouraged active travel to and from school (walking/riding etc.) has been promoted this year and awarded to the most active class from Years 3-6 twice a term. We will continue to be involved during 2026, with the aim of continuing to spread the message of healthy living and active travel to school.



Karen Armstrong- Physical Education Specialist 2025

THE ARTS

Visual Arts

The Australian Curriculum, Visual Arts program was implemented from Pre-primary to Year 6. Within each year level, differentiated skill development was applied to enhance 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 development of skills. The program operated with three groupings of activities. PP-2, 3-4 and 5-6 with the skill levels building up as age progressed.

This year the students studied several artists, including Picasso, Van Gogh, Kadinsky, Paul Klee, Banksy and Monet. The students completed tasks to emulate the style of the artist. Various media were used including acrylic paint, water paint, texta, pencil, crayon and mosaic paper. The students worked on activities to learn about warm and cool colours and the colour wheel. Term 3 had a craft focus and the physical manipulation of resources. The students from Years 3-6 made woven baskets with wool and pom poms. The focus for Term 4 was on shading to indicate form and shade. This was primarily with lead pencil and finishing the program with a colour piece as extension. PP – Year 2 had an overall focus on cutting skills, design, manipulation of materials, spatial awareness and the use of colour.

As a school community, every student from PP to Year 6 made a tile mosaic using a CD in a mandala design. Students constructed and grouted their circle in colours of the Indigenous seasons. The staff also had a professional learning workshop and contributed to this school activity. The mosaic circles have been displayed around the school in prominent locations. A second community project in recycling was the embellishment of some recycled wooden wings with a creative design using bottle top lids. These wings are on display outside the library and provide a perfect photo opportunity. The art pieces from all students have been framed and returned to classrooms to be displayed by the class teachers. The student art is visible in every classroom. The resource room is now fully accessible and stocked with staff encouraged to share and use resources.

Sonja Hosking – Visual Arts Specialist 2025



Music & Dance

Priority Actions and Focus Areas in 2025

In 2025, the primary focus was on strengthening students' enjoyment and engagement in music through performance, song, and dance. A key initiative was the restructure of the choir program to include Year 1 and 2 students in the Junior Choir, allowing them to experience a choir setting before progressing to the Senior Choir (Years 3–6).

The Junior Choir performed at two Music assemblies during the year and joined the Senior Choir for the end-of-year Dance Assembly. The Senior Choir performed at two Music assemblies, the ANZAC Assembly, the WAGSM Festival, and the end-of-year Dance Assembly alongside the Junior Choir.

Evidence of Positive Progress in Student Learning in 2025

Students demonstrated growth in musical creativity and understanding through composition activities, where they experimented and expanded their knowledge with instruments, sounds, and rhythmic patterns. Lower-year students composed using pitched bells to explore melody and pitch, while upper-year students created more complex rhythmic combinations using a variety of instruments in larger ensembles. Some student-created melodies were even incorporated into the school siren, highlighting authentic application of their learning. In addition, Year 4 students participated in IMSS testing for

instrument placement, resulting in positions being filled for 2026. Existing IMSS students also continued their instrumental studies into Year 6, reflecting strong engagement and retention in the program.

Impact of Special Events, Days, and Incursions on Student Learning in 2025

Students benefited from a variety of experiences that enhanced their musical understanding, creativity, and performance confidence. A live performance by the Silver Threads Brass Band enriched students' knowledge of instrument families, particularly brass, and helped them identify instrument names and sounds in context. Senior Choir students participated in the WAGSM Festival at Crown Theatre, performing two songs in a professional venue. This provided valuable insight into performance preparation and stage experience.

The school Talent Show offered students the opportunity to display their individual and group talents in music, dance, instrumental performance, and other creative skills. Students were able to develop their own performance pieces, manage their rehearsals, and perform for peers, with guidance and support from Miss Nancy Stephens. Throughout Term 4, all students learned a class group dance to present at the end-of-year Dance Assembly. This encouraged creativity, movement exploration, and confidence performing to an audience, while providing a meaningful goal to work toward.

Areas for Continued Focus and Improvement in 2026

Ukulele Group (Years 4–6): A new ukulele group will be established for students in Years 4–6, with rehearsals held before school on Tuesdays. This group will provide students with an additional opportunity to develop instrumental skills and perform as an ensemble.



Junior Choir Structure: Junior Choir rehearsals will be moved to a lunchtime session, as 40 minutes before school has proven to be lengthy for younger students. The Junior Choir will also collaborate with the Ukulele Group during selected songs and performances, providing more frequent and meaningful performance opportunities while fostering teamwork and ensemble skills.

Major Choir Events: The music program will participate in *One Big Voice* in 2026, with a plan to alternate annually between *One Big Voice* and WAGSM to provide varied large-scale performance experiences for the Senior Choir.

Dance Assembly: Aligning with feedback from the 2025 Dance Assembly, a dedicated End of Year Concert will be offered to celebrate students' creativity and learning through Music, Song and/or dance.

Incursions: *Musica Viva* has been booked for Term 2 to align with Learning about music in different cultures. The *Silver Threads Brass Band* will also be rebooked to provide students with another engaging live music experience.

Nancy Stephens – Music Specialist 2025



WELLBEING

Wellbeing of students, staff and families remained a strong focus at Hillarys Primary School throughout 2025, aligned with the priorities of the Strategic Plan 2022–2025 and Department of Education expectations for safe, supportive and inclusive learning environments. Student wellbeing was supported through a range of programs designed to strengthen connection, engagement and positive relationships. These included Sustainability initiatives, the Chaplaincy program operating two days per week, mentoring opportunities with EdConnect volunteers, the school dog program, Story Dogs and *The A Team*. These initiatives provide students with opportunities to build confidence, develop social skills and foster respectful relationships with peers and adults. Staff wellbeing continued to be supported through a dedicated committee that promotes positive workplace culture through social activities, shared interest groups and professional learning opportunities during staff development days.



Maintaining effective communication with families remains a priority. The Compass platform continued to be the school's primary communication tool for attendance notifications, newsletters, student reports and payments. Classroom communication and the sharing of student learning occurred through the Seesaw app, enabling students and families to engage with classroom activities and learning progress. The school website is regularly updated and, together with these digital platforms, supports accessible and timely communication with the wider school community.

Social and emotional learning is supported through the Zones of Regulation program for students from Kindergarten to Year 6. This program is implemented across all classes during Term 1 and supports students in recognising and managing emotions, developing self-regulation strategies and building positive relationships. Resources are shared with families to encourage consistent approaches between home and school. Staff continue to apply trauma-informed practices to support students and families when required. Consistent routines and well-structured learning environments contribute to a calm and predictable school setting that supports engagement and learning.

Recognition of student effort, achievement and positive behaviour is an important part of school culture. Values Certificates are presented during the weekly Monday Muster to acknowledge students who demonstrate the school's shared values. These values are reinforced through classroom discussions and displays to encourage reflection and promote positive choices.



Outstanding Student Awards

recognise students who demonstrate academic achievement and progress. These awards are presented during assemblies throughout the year, providing opportunities for the school community to celebrate student success. Achievements are recorded in student records and maintained throughout their schooling within the public education system.

Students in Years 4–6 participate in the annual Wellbeing and Engagement Census (SA Government). The data collected provides valuable insights into student wellbeing and engagement and supports staff in identifying trends, monitoring student experiences and informing the ongoing development of wellbeing initiatives across the school.

SUSTAINABILITY

Throughout 2025, sustainability initiatives continued to support student learning while enhancing the school environment. Efforts focused on maintaining and improving outdoor areas, increasing green spaces and ensuring gardens across the school were managed and cared for by students and staff.

Work began on the development of a cultural learning space near the Birak Block, which will provide opportunities for students to engage with Aboriginal perspectives and outdoor learning. Planning and early preparation of this area has been an important step in creating a space that supports cultural understanding and connection to Country.

A new hen house was established closer to the Pre-primary and Kindergarten areas, providing easier access for younger students to observe and learn about the chickens. Senior students and members of *The A Team* continued to assist with caring for the chickens and supporting their wellbeing. The chickens also enjoyed supervised time in the Pre-primary area, which remains a popular experience for students.



Members of *The A Team* supported the maintenance of the play garden by assisting with tidy-ups, small repairs and general upkeep of outdoor learning spaces. Students also contributed to the care and management of garden areas across the school, helping to maintain attractive and functional green spaces.



Students from Years 1 to 6 participated in cooking sessions in the school kitchen, working with their friends to develop practical life skills in a safe and supportive environment. Students enjoyed sharing the food they prepared and exploring new flavours and textures.

The Sustainability Leaders continued to coordinate the school's recycling initiatives, including the collection of paper, batteries, plastics, printer cartridges, breadtags, fruit and vegetable waste and participation in the Containers for Change program. This program continues to raise funds for the school while encouraging responsible recycling practices and reducing landfill.

Our leaf and stick insects remained a source of curiosity and enjoyment for many students, providing opportunities to learn about the care of living things and to observe the natural world.

Looking ahead, further development of the cultural learning space, continued improvements to garden areas and expanded sustainability initiatives will provide additional opportunities for students to engage in hands-on learning and environmental stewardship.



OUR SCHOOL LIBRARY

Our school library continues to be a bright, beautiful, and engaging space where students are inspired to explore, read, and learn. With regular class access, students enjoy discovering the latest books, exploring themed displays on topics of interest, and relaxing with a good story in comfortable, welcoming furniture areas.

Throughout the year, the library has supported learning through Scholastic Book Fairs, reading competitions, a growing games collection, and exciting new additions to the shelves. Special author



events, participation in **National Simultaneous Story Time**, and celebrations during **Book Week** have further encouraged a love of reading across the school community.



A special acknowledgement goes to our dedicated School Library Officer, **Marisha Kemp**, who works tirelessly with students and teachers to support learning, promote reading, and ensure the library remains a vibrant and well-used hub of the school. She has organised many events, creating and coordinating many memorable, fun moments and lots of enthusiasm for literature.



HIGHLIGHTS OF THE SCHOOL YEAR 2025

ACADEMIC PROGRAMS

Programs

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

Specialists

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

Sustainability Projects

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

Assemblies & Special Days

- ANZAC Service
- Book Week

PASTORAL CARE PROGRAMS cont'd

Affiliations

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

PHYSICAL

Programs

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

Clinics

- Gymnastics
- Soccer
- Modcrosse

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

The Arts

- City of Joondalup Community Art Project
- School Musical Production

PASTORAL CARE PROGRAMS

Programs

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

Support

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

Events

- 100 Days of School
- Astrofest Evening
- Author Visits – City of Joondalup libraries
- Bincursion - Sustainability
- Bush Tucker Incursion
- Charity fundraiser for Child Cancer Research
- Choir – OBV, Massed Choir, Whitfords
- Dance Concert Years K-6
- School Disco – P & C
- Graduation for Year 6
- HPS Athletics Carnival
- HPS Cross Country
- HPS Talent Show Your Move Trek Bikes incursion
- Indonesian incursion Year 3
- Interschool Athletics Carnival & Cross Country
- Kindy Hospital incursion
- Lapathon – Years K-6
- Loose Parts Play incursion Kindy and PP
- Maths Incursion
- Mothers and Father's Day events
- P & C Day for students
- Pillow Fight Puppet Theatre Years 3-5
- Play in the Past incursion Year 1
- Recycled Fashion Show Year 6
- Ride to School Day – Your Move
- RUOK Day
- Silver Threads Band – music performance
- Speak Up
- Staff Appreciation Day
- State Cross Country
- Theircare Special Events
- Various year level incursions Years K-6
- Water Corporation incursion Year 3 & 4
- West Oz Wildlife incursion Kindy
- White Park Excursion Year 3
- Year 3 Movie Day
- Year 6 Leadership Conference

Camps

- Year 6 Camp – Point Peron (3 days)

COMMUNITY

Parents & Citizens (P&C)

- Community events organisation
- Fundraising for school
- Online lunch ordering

Parents

- Scholastic Book Club
- Scholastic Book Fair

Community

- Parent Information Evenings
- School Photos

Extra-Curricular

- Basketball
- Coding Club
- Gecko Sports Soccer
- Hillarys Netball Club
- Tennis

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 2025, the Compass app continued to expand, with ongoing improvements for staff and parents. Our voluntary contributions rate was 78% in 2025, compared to 77.85% the previous year. This was very encouraging and facilitated continued improvements for our students. Along with P & C fundraising, the students continued to benefit from updated learning subscriptions and new marine grade carpet in the undercover area. Our whole community worked together to fundraise for charities, including our Ed Connect volunteers. In 2026, the P & C is forward planning for three years to include some large projects (such as air conditioning for the undercover area and playground updates) that will further enhance and build our school teaching and learning environments.

Theircare and various providers of other before and after school programs continued to contribute to our school financially, as well as provide a variety of extra-curricular activities for students. Other improvements included a new stage funded by Caitlin Collins, shade sails in the Kindy, plans for the cultural space, and upgrades to various resources.

In 2026, the completion of the cultural space, an airconditioned undercover area, the installation of the perimeter fence and ongoing upgrades to play spaces will be a priority. Now that is well over a year since the completion of our school, we continue to focus on making it an even better place to teach and learn.

FINANCIAL REPORTING (TABULAR) AS AT DECEMBER 2025

| ONE LINE BUDGET - Dec 2025 (Verified Dec Cash) | | |
|--|----------------------------|------------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (Cash): | 140,323 | 140,323 |
| Carry Forward (Salary): | 123,796 | 123,796 |
| INCOME | | |
| Student-Centred Funding (including Transfers & Adjustments): | 5,445,974 | 5,445,974 |
| Locally Raised Funds: | 289,170 | 328,767 |
| Total Funds: | 5,999,262 | 6,038,860 |
| EXPENDITURE | | |
| Salaries: | 5,144,970 | 5,144,970 |
| Goods and Services (Cash): | 691,672 | 626,208 |
| Total Expenditure: | 5,836,642 | 5,771,179 |

VARIANCE: 162,620 267,681

INCOME - Dec 2025 (Verified Dec Cash)

| | Current Budget (\$) | Actual YTD (\$) |
|-------------------------------|---------------------------|--------------------|
| Carry Forward (Cash) | 140,323 | 140,323 |
| Carry Forward (Salary) | 123,796 | 123,796 |

STUDENT-CENTRED FUNDING

| | | |
|------------------------------------|------------------|------------------|
| Per Student | 4,503,832 | 4,503,832 |
| School and Student Characteristics | 601,349 | 601,349 |
| Disability Adjustments | 87,021 | 87,021 |
| Targeted Initiatives | 198,845 | 198,845 |
| Operational Response Allocation | 23,927 | 23,927 |
| Total Funds: | 5,414,974 | 5,414,974 |

TRANSFERS AND ADJUSTMENTS

| | | |
|---------------------------|---------------|---------------|
| Regional Allocation | 0 | 0 |
| School Transfers – Salary | (145,500) | (145,500) |
| School Transfers - Cash | 176,500 | 176,500 |
| Department Adjustments | 0 | 0 |
| Total Funds: | 31,000 | 31,000 |

LOCALLY RAISED FUNDS (REVENUE)

| | | |
|--|----------------|----------------|
| Voluntary Contributions | 23,740 | 23,800 |
| Charges and Fees | 84,309 | 84,917 |
| Fees from Facilities Hire | 102,765 | 102,765 |
| Fundraising/Donations/Sponsorships | 21,982 | 60,130 |
| Commonwealth Govt Revenues | 0 | 0 |
| Other State Govt/Local Govt Revenues | 4,852 | 4,852 |
| Revenue from CO, Regional Office and Other schools | 811 | 811 |
| Other Revenues | 17,520 | 18,300 |
| Transfer from Reserve or DGR | 33,191 | 33,191 |
| Residential Accommodation | 0 | 0 |
| Farm Revenue (Ag and Farm Schools only) | 0 | 0 |
| Camp School Fees (Camp Schools only) | 0 | 0 |
| Total Funds: | 289,170 | 328,766 |

TOTAL **5,999,263 6,038,859**

EXPENDITURE - Dec 2025 (Verified Dec Cash)

| | Current Budget (\$) | Actual YTD (\$) |
|------------------|------------------------|--------------------|
| SALARIES | | |
| Appointed Staff | 4,550,080 | 4,550,080 |
| New Appointments | 0 | 0 |

| | | |
|--------------------------|------------------|------------------|
| Casual Payments | 594,244 | 594,244 |
| Other Salary Expenditure | 646 | 646 |
| Total Funds: | 5,144,970 | 5,144,970 |

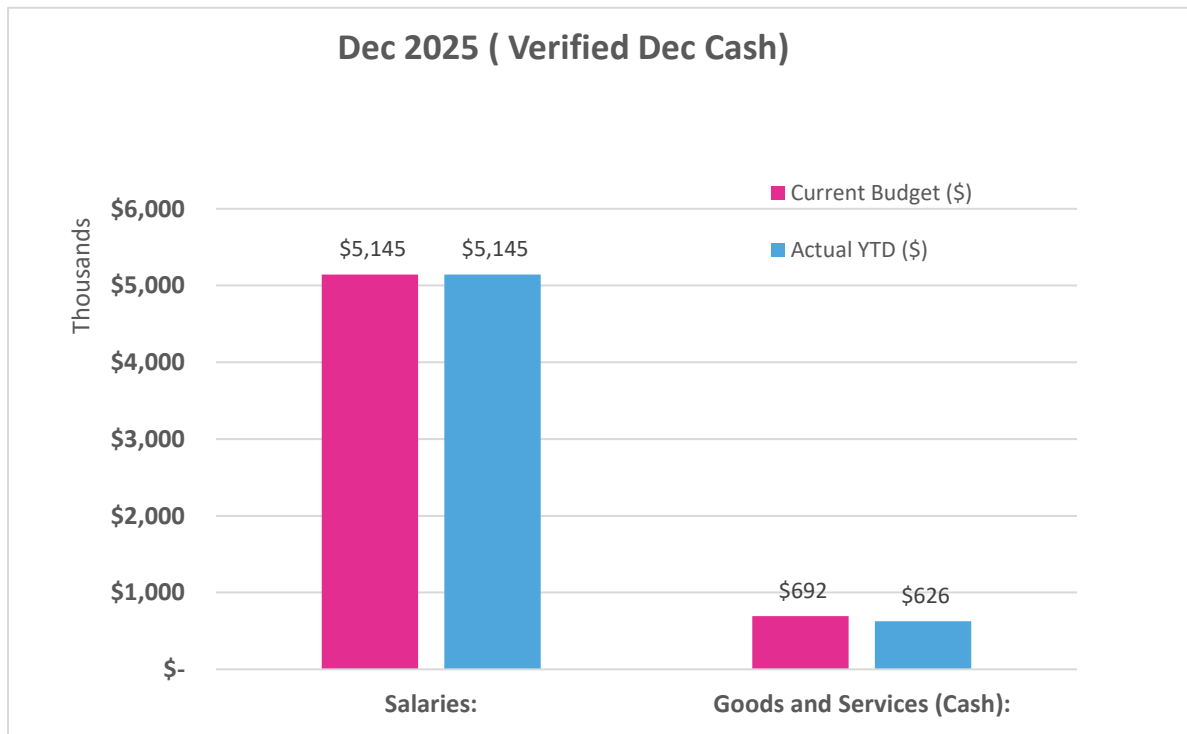
GOODS AND SERVICES (CASH EXPENDITURE)

| | | |
|--|---------|---------|
| Administration | 26,633 | 20,291 |
| Lease Payments | 26,736 | 20,103 |
| Utilities, Facilities and Maintenance | 160,288 | 150,699 |
| Buildings, Property and Equipment | 138,662 | 125,430 |
| Curriculum and Student Services | 241,198 | 216,951 |
| Professional Development | 9,360 | 5,436 |
| Transfer to Reserve | 55,800 | 55,800 |
| Other Expenditure | 1,500 | 3 |
| Payment to CO, Regional Office and Other schools | 31,495 | 31,495 |
| 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 |

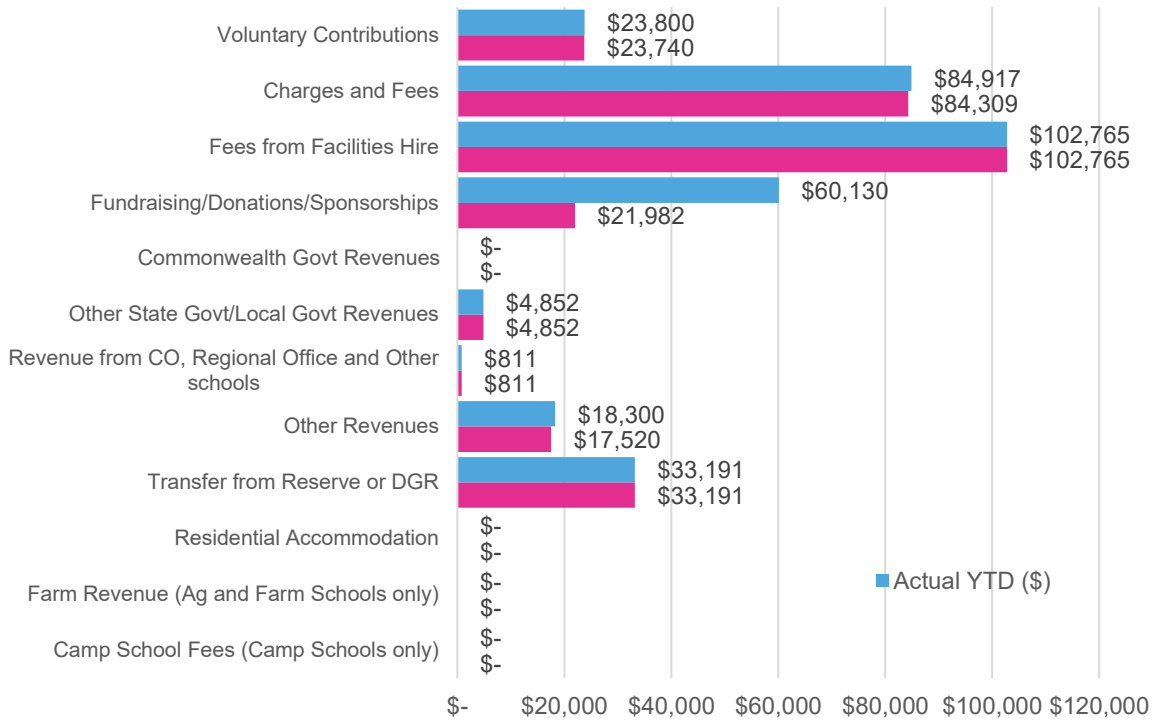
| | | |
|---------------------|----------------|----------------|
| Total Funds: | 691,672 | 626,208 |
|---------------------|----------------|----------------|

| | | |
|--------------|------------------|------------------|
| TOTAL | 5,836,642 | 5,771,178 |
|--------------|------------------|------------------|

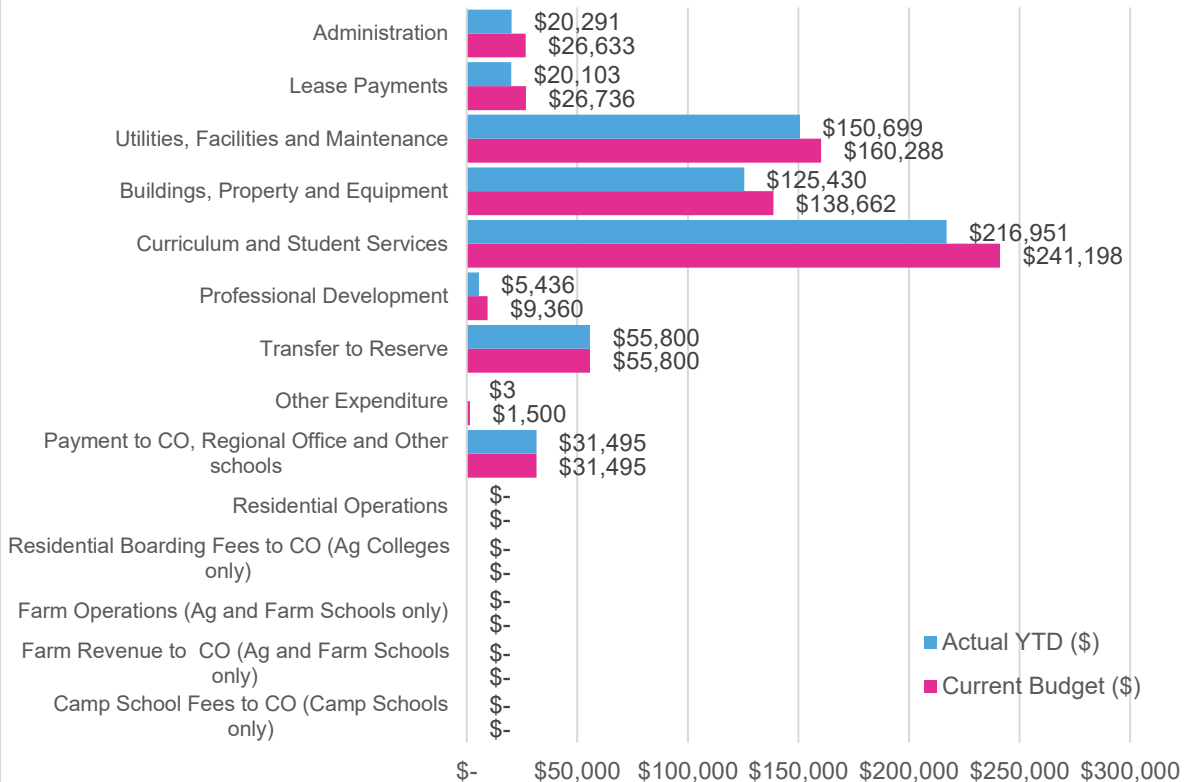
FINANCIAL REPORTING (GRAPHIC) AS AT DECEMBER 2025



Dec 2025 (Verified Dec Cash)



Dec 2025 (Verified Dec Cash)



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 |
| SID | Standards and Integrity Directorate |
| STEM | Science, Technology, Engineering and Mathematics |
| WAGSMS | West Australian Government Schools Music Society |

The Hillarys Primary School 2025 Annual Report has been endorsed for publishing by the Hillarys Primary School Board on the 30 March 2026.

