



TOGETHER WE ACHIEVE

ANNUAL REPORT 2025

HERNE HILL PRIMARY SCHOOL

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SCHOOL PROFILE

Herne Hill Primary School is a Level 4 school nestled in the Swan Valley among vineyards at the base of the Darling Range. The school has been described as the 'Jewel of the Swan Valley'.

Herne Hill Primary School became an Independent Public School in Semester 2, 2020.

The school celebrated its 100th year in 2022 and some of our current students are multi-generational with both their parents and grandparents having attended the school. We are surrounded by beautiful trees and have four school ovals - we enjoy the space our school offers us, and it is appreciated by our school community.

Working together as a whole school community is a priority, allowing all stakeholders to gain a sense of ownership, ensuring that student, staff, and parent voices are heard, acknowledged and valued. The dedicated School Board and P&C work closely with the whole school community supportive of the school directions.

The school has high expectations of student behaviour, values, and work ethic. The four values are Respect, Resilience, Inclusion and Strive for Excellence.

Students have a sense of belonging and engagement. Out-of-hour groups are a focus for student engagement in the areas of Skipping, LEGO Club, Jump Jam, Netball Club, Running Club, Band and Drum Corp. Breakfast Club is available to students on Monday, Tuesday, and Friday each week.

Staff are collaborative, working together in Phases to assess, plan and evaluate the learning. Staff meet on a regular basis driving the school Business Plan priorities and review whole school programs and procedures on an annual basis.

At Herne Hill Primary School we aim to be an inclusive, innovative, effective school striving for students to reach their potential. We work together as a school community towards common goals, ensuring students are provided with a safe and supportive environment.



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ANNUAL REPORT 2025

This Annual Report provides a review and reflection on the performance of Herne Hill Primary School during the 2025 school year. It forms an important part of our school's reporting and accountability processes, offering a snapshot of our achievements while also identifying areas for continued growth and improvement.

At the school level, staff analysed 2025 data to reflect on annual accomplishments and progress against the Operational Plan. This work also informed our self assessment against the 2023 to 2025 School Plan, ensuring alignment between our strategic intent and classroom practice.

Throughout 2025, there was a strong and sustained focus on improving school performance. The partnership between the school and the community continued to strengthen, supported by the active involvement of the School Board and the P&C. Staff demonstrated a clear commitment to delivering high quality, evidence-based teaching and learning programs aligned with the Guiding Principles of Teaching, Learning and Assessment within the Western Australian Curriculum.

Herne Hill Primary School continues to be a unique and supportive learning environment. We take pride in our strong sense of community and our collective achievements. Our success is underpinned by a whole school, evidence-based approach to English and Mathematics, with a focus on effective differentiation, intervention and extension to meet the needs of every student. The school is recognised for its inclusive practices, strong values, pastoral care, academic outcomes and community engagement.

In 2024, the school partnered with the Centre for Excellence to provide staff with access to the latest evidence-based research on effective teaching practices. This twelve-month program, completed in July 2025, enabled selected staff to lead curriculum areas and drive improvements in teaching practice. The program aligned closely with the Department of Education's Teaching for Impact framework.

In 2025, this work continued to strengthen teaching and learning through a coordinated and consistent approach across all classrooms. A whole school focus on English and Numeracy remained central, supported by ongoing professional learning, reflection on the Quality Teaching Strategy and the consistent use of data to inform teaching.

In Literacy, evidence-based practices were further embedded across the school. This included the continued implementation of Oral Reading Fluency strategies, the Seven Steps Writing program and the Spelling Mastery program, alongside the development of a whole school SAER reading approach from Kindergarten to Year 6. The introduction of the STAR Reading program further supported student engagement and the monitoring of reading progress.

Leadership was distributed across the school, with staff leading Phase of Learning teams and contributing to collaborative planning, moderation and school improvement processes. Opportunities to moderate with surrounding schools were also maintained where possible.

The school continued to strengthen its approach to STEM, with a focus on building student knowledge, skills and engagement, and promoting STEM and Mathematics within the wider community.

Student wellbeing, engagement and attendance remained a key priority. This included the continuation of the School Breakfast Program, supported by Foodbank WA, and targeted strategies to improve access and attendance for Aboriginal students. The school maintained its commitment to being a Crunch and Sip school and continued to implement its whole school wellbeing plan.

Strong partnerships with families were supported through the ongoing use of an online communication platform and early Parent Teacher Student interviews, ensuring families remained informed and connected to their child's learning.



Students were provided with a wide range of opportunities beyond the classroom to support engagement and connection to school, including Jump Jam, Choir, Skipping, Band, Drum Corps, LEGO Club, Breakfast Club, Running Club, Netball, Art and NFL Flag.

The school also continued to work closely with external agencies, including the Department of Education's Schools of Special Educational Need and Therapy Focus, to support students at educational risk and ensure inclusive, targeted support for all learners.

Overall, the work undertaken throughout 2025 reflects a strong commitment to continuous improvement, collaboration and ensuring that every student is supported to achieve their full potential.

I would like to acknowledge the previous Principal Amanda Kelly and Melanie O'Leary, who was Principal in 2025, for their leadership in achieving the outcomes for the students, staff and families of the Herne Hill Community.

Christopher Smith
Principal





HERNE HILL PRIMARY SCHOOL VALUES

Our values provide a foundation for building social responsibility and a sense of belonging through collaboration between student, family, school, and wider community.

STRIVE FOR EXCELLENCE

We try our very best to achieve the very best we can always.

INCLUSION

We strive to be included and include others. We accept diversity by being aware of others and their culture.

RESPECT

We are accountable for our own actions, resolving differences in constructive and peaceful ways; we contribute to society, and we take care of the environment.

RESILIENCE

We never give up when faced with challenges and we can problem-solve.





ACHIEVING OUR PURPOSE AND VISION

The following four strategic domains provide the framework for achieving Herne Hill Primary School's purpose and vision.

SUCCESS FOR ALL STUDENTS

We develop and strengthen the involvement of our families and the wider community of our school. Successful students are members of a mutually supportive community in which parents, teachers, students, and the school, work in partnership towards a common purpose and vision.

STRONG GOVERNANCE & COMMUNICATION

The allocation of all resources is deliberately aligned to the achievement of our vision via our School Plan and annual operational plans. Through close collaboration, the endeavors of our P&C are similarly aligned to the goals and strategies articulated in our School Plan. Our School Board plays an important governance role in overseeing the above.

EXCELLENCE IN TEACHING AND LEADERSHIP

Research strongly indicates that second to the abilities each child brings to school, it is the quality of the teacher that makes a significant difference to student learning. We are committed to a culture of performance and development where high-quality teaching and the impact this has on student learning is the focus.

SAFE, SUPPORTIVE AND SUSTAINABLE ENVIRONMENT

We strive to create and maintain a learning environment which is physically and emotionally safe, stimulating, and inclusive. Herne Hill Primary School provides a rich and varied learning environment to cater to the distinct and diverse skills of students who are encouraged to strive for and achieve their best. Students achieve when they feel a sense of belonging and connectedness to the school and where there are clear expectations around high standards of behaviour. The support and involvement of school community is highly valued.



STAFF PROFILE IN 2025

Principal:	Melanie O'Leary
Deputy Principal	Amy Millar & Shirley Newport
MCS	Karen McCall

Teaching Staff	Kim Bailey	Denise McKeon	Zoey Grafham
	Kimberley Farmer	Kirsty Maffescioni	Sian Self
	Alison Cosgrave	Suzana Blazeski	Carmelina Grigson
	Amy Millar	Emma Wheatley	Caitlin Doeglas
	Shirley Newport	Alexandra Flannery	Justin Fletcher

Education Assistants	Andrea Sharp	Nadine Austgen
	Lucy Goard	Ashlee Lupton
	Kristy Scarfone	Sally Hartnett
	Phoenix Thomson	Georgie Thomas
	Cassie Baker	Naomi Bates

Student Services Support

School Psychologist	Shannon Theodore
School Nurse	Leanne Atkinson
Chaplain	Stella Jones
AIEO	Paula Southwick

Support Staff

School Officers	Anne Simpson & Tina Merkouris
Library Officer	Nadine Austgen
IT Support:	TFX – External Provider.
Cleaner in Charge:	Delmoree McAuliffe
Cleaners:	Tyson McAuliffe

SCHOOL BOARD IN 2025

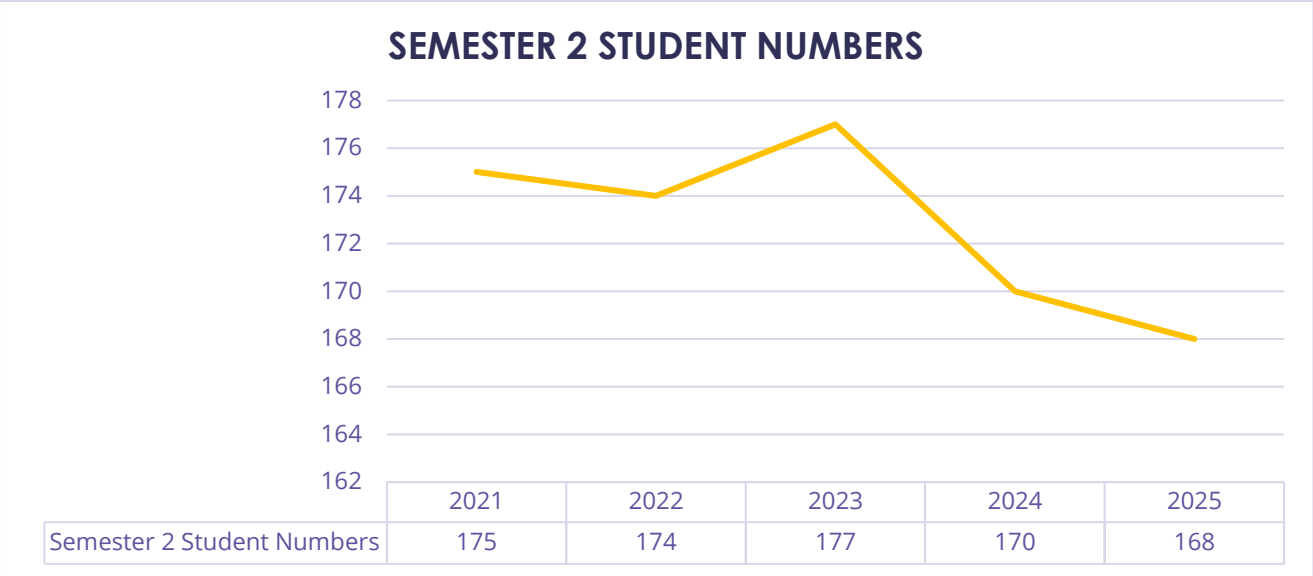
Kara Fuchsbichler	Parent Representative & School Board Chairperson
Mrs Mel O'Leary	Principal
Samara Svilicich	Parent Representative
Silver Aasjarv	Parent Representative
Jade Demeza	Parent Representative
Shirley Newport	Staff Representative
Kim Bailey	Staff Representative
Rosanna Circosta	Community Representative
Karen McCall	Secretary



Student enrolment Semester 2, 2025.

	K	P	1	2	3	4	5	6	Total
Students	22	22	22	20	24	28	27	25	179

There were 179 students, 7 classes PP-Year 6 and Kindergarten 5 days per fortnight.



Student numbers at the start of 2026 have risen to 207 students.



STUDENT PERFORMANCE

The progress and achievement of our students is measured in many ways. These include, but are not limited to, ongoing monitoring and assessment in class; standardised measures such as On-Entry Assessment completed by all Pre-Primary students in Western Australia; online standardised assessments and national standardised assessments (NAPLAN) for students in Year 3 and 5 and ACER OARS PAT assessments in Reading, Spelling, Grammar & Punctuation, Science and Mathematics. Brightpath assessment in Writing commenced in 2022.

NAPLAN assesses some of the numeracy, reading, writing, spelling and punctuation and grammar skills that students are expected to achieve in Years Three, Five, Seven and Nine. It assesses some of the aspects of the learning areas of English and Mathematics. It cannot and does not assess all the aspects of these learning areas. This fact needs to be considered when looking at this data.

A '*Like school*' is a school that is considered similar to ours in terms of student background and context, so comparisons are fair and meaningful comparisons about how well our students are achieving

In Western Australia, *Like Schools* are usually determined using ICSEA (Index of Community Socio Educational Advantage). This takes into account factors such as:

- 🍇 Parent education levels
- 🍇 Parent occupations
- 🍇 Geographic location
- 🍇 Proportion of students from different backgrounds

So when we compare results to *Like schools*, we are comparing Herne Hill to schools with a similar level of advantage and similar student demographics, rather than comparing to all schools across the state.

Why this matters

Comparing to like schools helps answer:

- 🍇 Are our students achieving as well as students in similar contexts?
- 🍇 Are our teaching practices making a difference beyond what might be expected?

Index of Community Socio-Educational Advantage (ICSEA)

Herne Hill Primary School My School ICSEA value – 983

Herne Hill Primary Schools WA ICSEA - 983 (Decile 6)

West Australian Average ICSEA value – 1000



PRE-PRIMARY ON-ENTRY DATA 2025

The 2025 On Entry assessment data provides an important baseline of student skills as they commence formal schooling at Herne Hill Primary School. As expected, the data reflects a wide range of abilities across all areas, particularly in Writing and oral language, which are typically less developed at school entry.

This baseline data highlights the critical role of the Kindergarten program in supporting early development. Research consistently shows that participation in high quality early childhood education supports children's language, cognitive and social development, and helps build the foundational skills required for success in school. Children who engage in structured early learning programs are more likely to demonstrate stronger literacy and numeracy skills, improved independence, and greater readiness for formal schooling.

At Herne Hill Primary School, the Kindergarten program plays a vital role in developing early skills in oral language, literacy, numeracy and social interaction, supporting a smooth transition into Pre-primary and beyond. The On Entry data reinforces the importance of this early intervention, particularly in strengthening writing and language development.

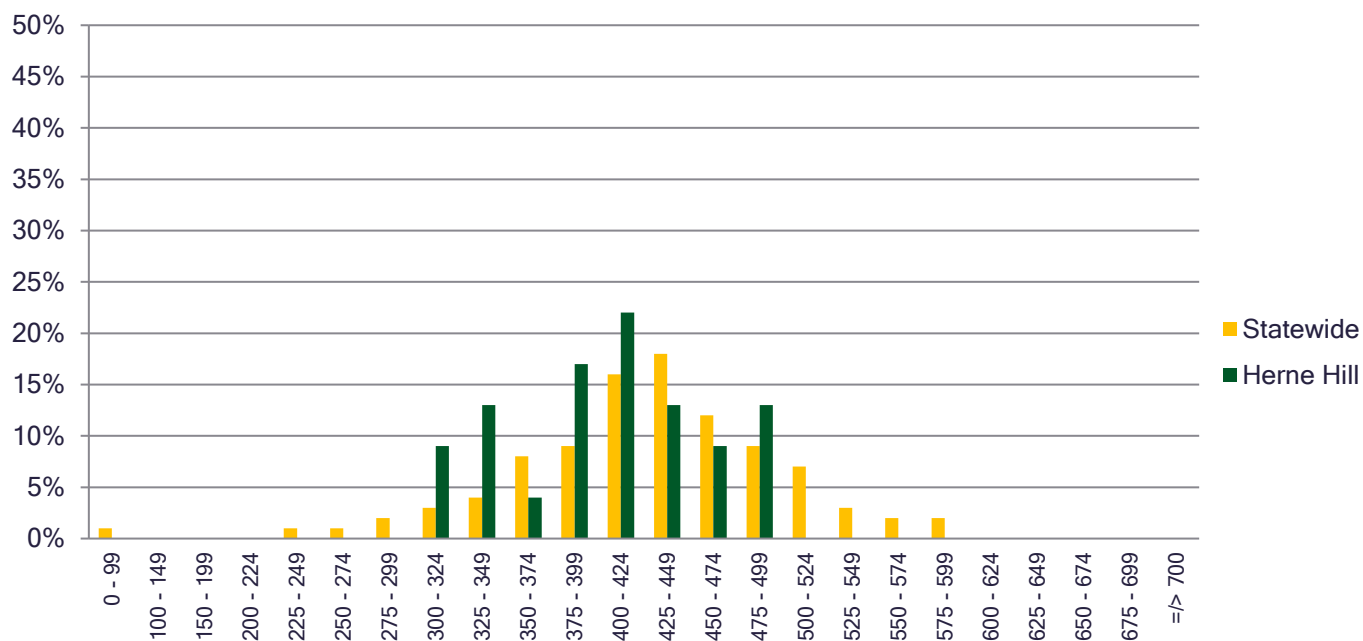
During Weeks 3 to 6 of Term 1, teachers assess each Pre-primary student's skills in oral language, reading, writing and numeracy. This assessment provides a baseline judgement that is comparable to other Department of Education students across Western Australia and is used to measure student progress throughout their schooling.

Herne Hill's 2025 data indicates that, in most areas, students are performing at a similar level to peers in schools with comparable ICSEA values. Numeracy has been identified as an area requiring further attention.

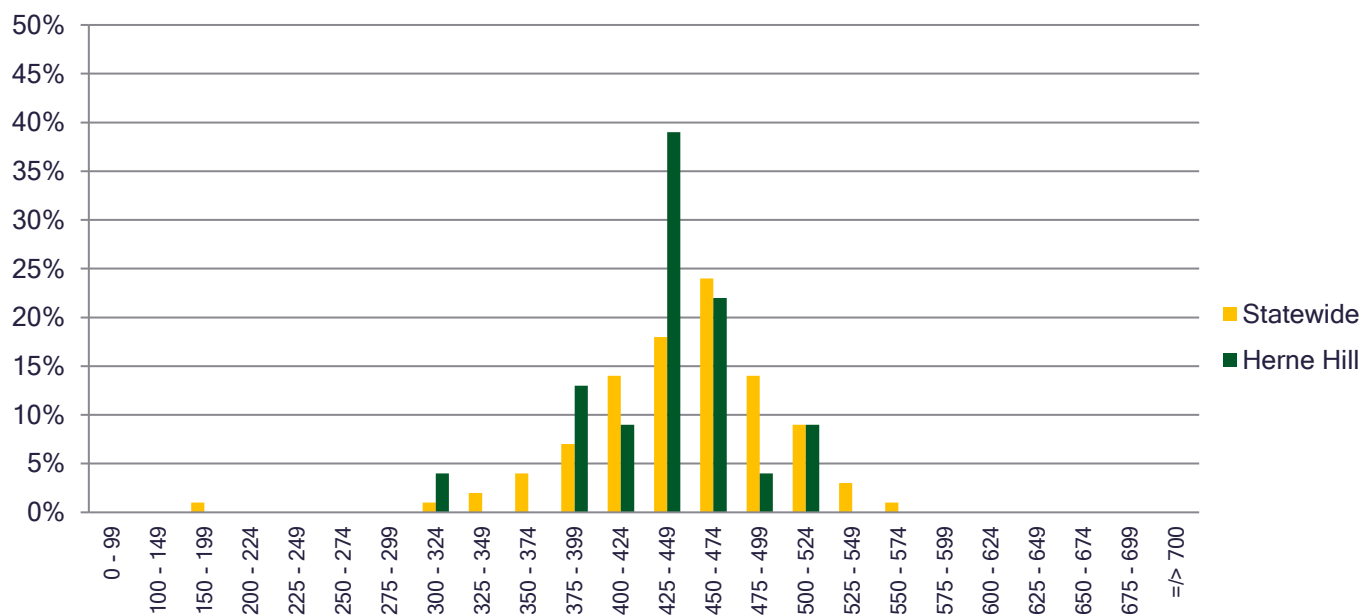
The data also identifies a proportion of students performing in the lower percentile range, indicating those who may require additional support and targeted intervention in the early years.



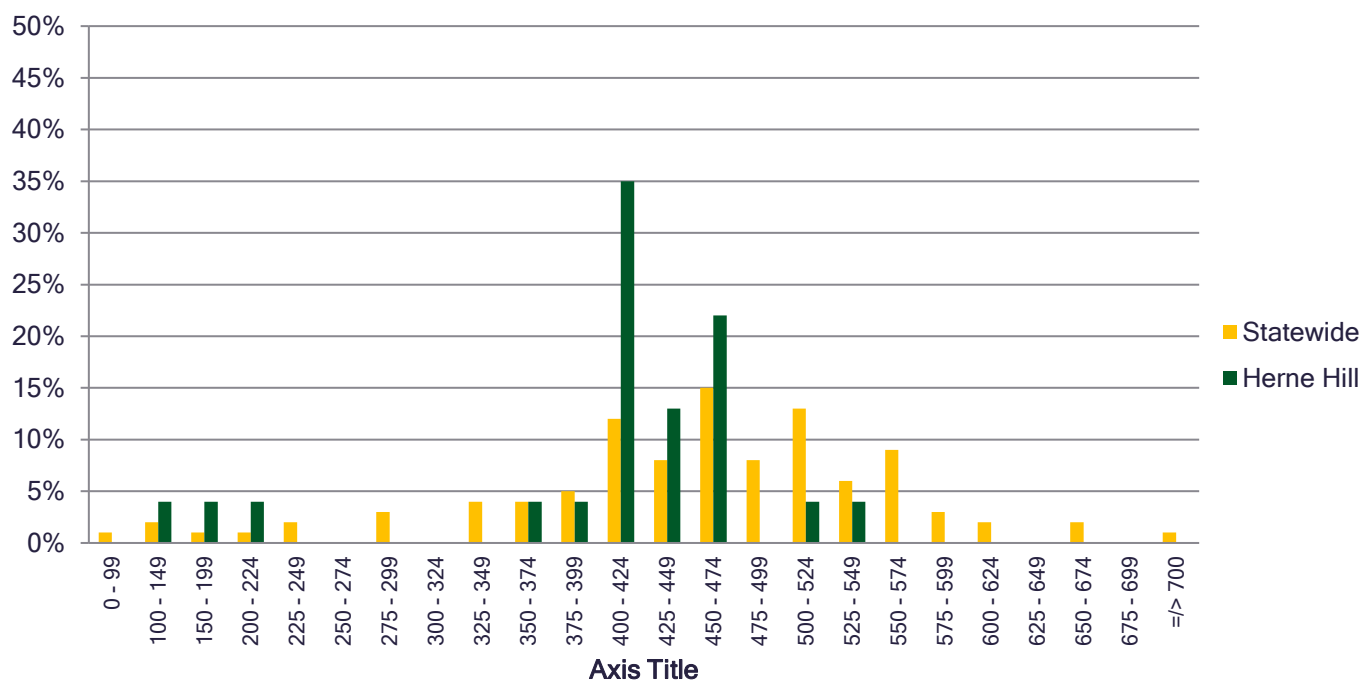
Numeracy 2025 Distribution



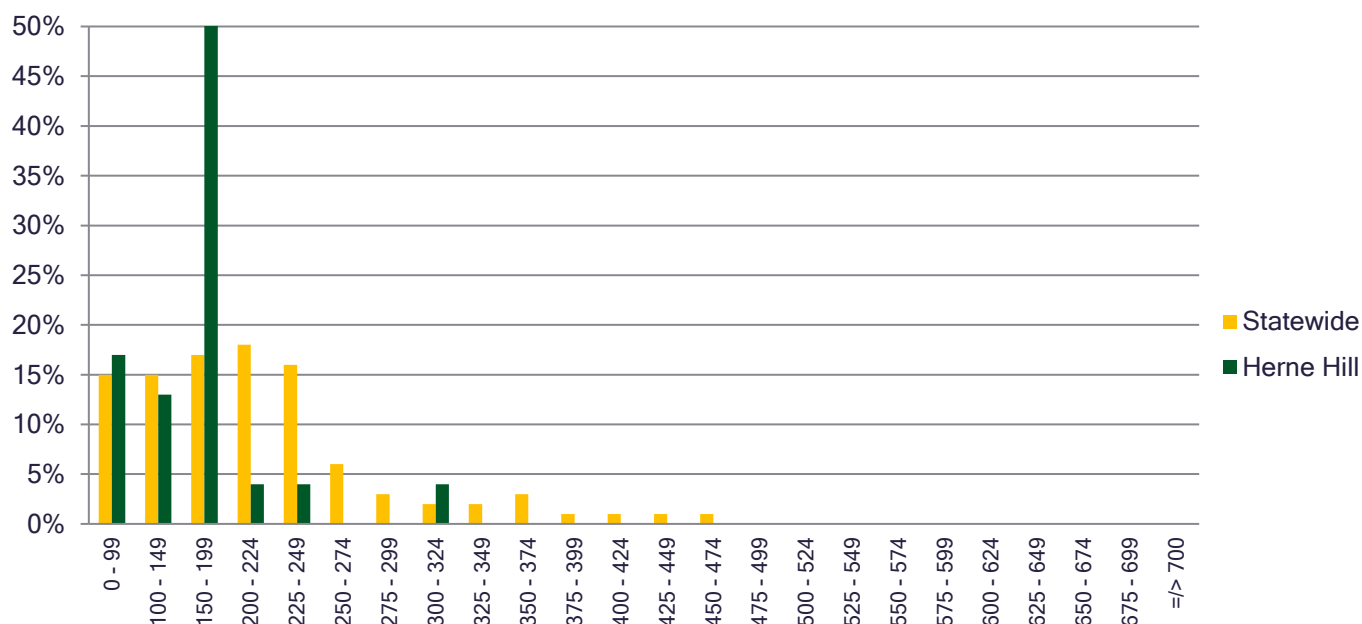
Reading 2025 Distribution



Speaking and Listening 2025 Distribution



Writing Distribution 2025 Distribution



	2021		2022		2023		2024		2025	
	School	State	School	State	School	State	School	State	School	State
Speaking & Listening (Percentage of students below 400 points)	4%	21%	25%	23%	4%	21%	25%	23%	22%	22%
Reading (percentage of students below 400 points)	0%	17%	4%	16%	0%	17%	4%	16%	17%	17%
Writing (percentage of students below 150 points)	13%	26%	11%	37%	13%	26%	11%	37%	30%	30%
Numeracy (percentage of students below 350 points)	0%	15%	0%	15%	0%	15%	0%	15%	22%	13%

NAPLAN – ALL DOMAINS - YEAR 3

The 2025 NAPLAN results for Year 3 demonstrate strong achievement across all learning areas when compared with like schools, with the school performing above like schools in Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation.

Trend data from 2023 to 2025 shows consistent improvement, particularly in Reading, Grammar and Punctuation, and Writing, where steady growth in average scores is evident. Numeracy has also remained strong across the three-year period, maintaining performance above like schools.

Analysis of proficiency levels indicates an increasing proportion of students achieving in the Strong and Exceeding bands, particularly in Reading and Writing. In Reading, over 80 percent of students are now achieving in the top two bands, significantly above both like schools and state averages. Writing and Grammar and Punctuation have also shown notable improvement, with increased representation in higher bands and a reduction in the number of students in the lower bands.

Spelling results reflect steady improvement, with a strong shift into the Strong band and reduced numbers of students requiring additional support. Across most learning areas, the percentage of students identified as needing additional support is lower than that of *like schools*.

Overall, the Year 3 data reflects strong achievement and positive improvement trends across all areas of NAPLAN. The results indicate that students are developing solid foundational skills in Literacy and Numeracy, with increasing numbers achieving at higher levels.

These outcomes demonstrate the impact of consistent, evidence based teaching practices in the early years.

Comparative Performance for Year 3

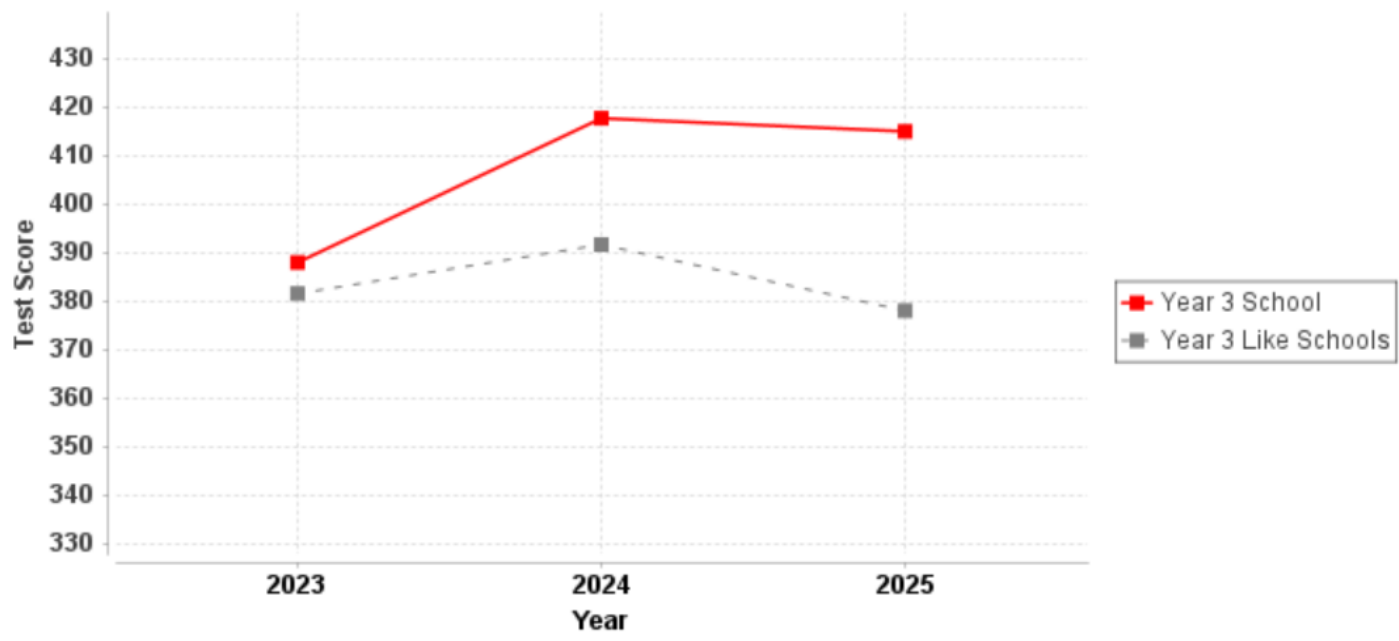
Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.0	1.4	1.6	25	24	24
Reading	0.7	1.1	2.3	25	24	23
Writing	0.7	0.1	1.5	25	24	23
Spelling	0.0	0.8	1.1	25	24	23
Grammar & Punctuation	0.3	0.7	2.1	25	24	23

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Moving forward, the focus will be on sustaining this strong performance, continuing to extend high achieving students, and ensuring all students maintain strong progress as they move through the school.

Numeracy

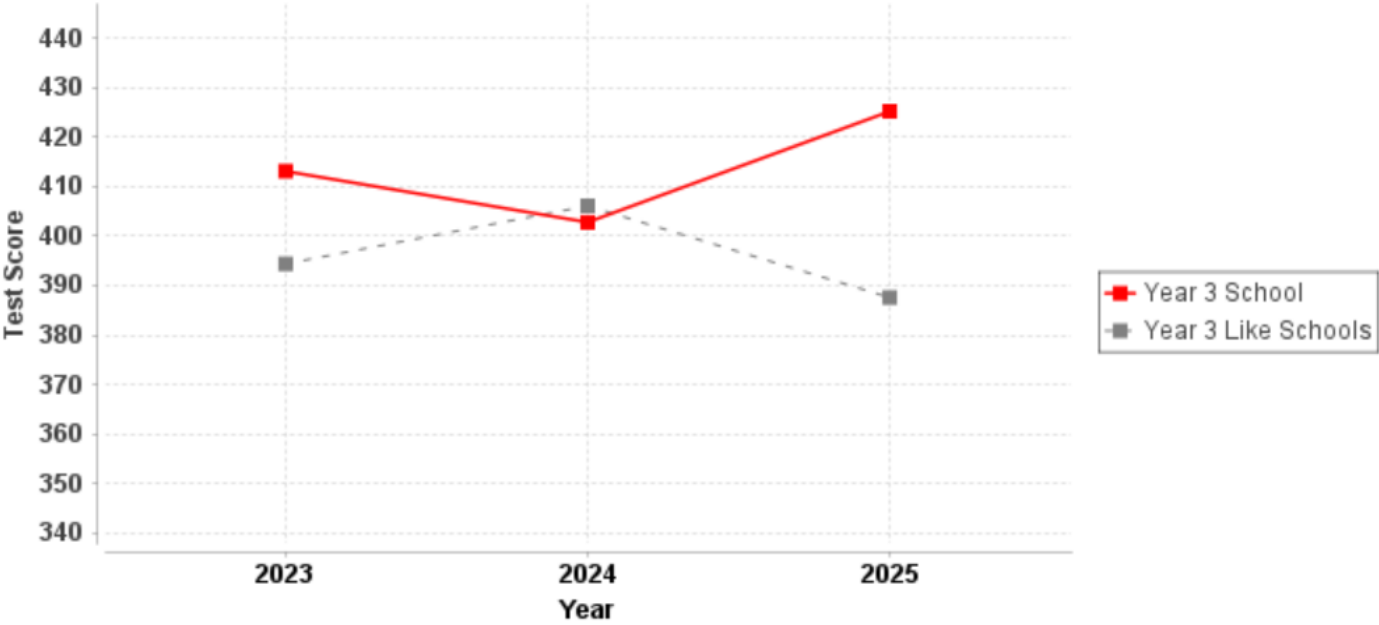
Average Numeracy Score



Proficiency Level	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	493 and above	4%	17%	21%	5%	6%	5%	10%	8%	8%
Strong	378 - 492	60%	50%	46%	49%	52%	44%	50%	50%	50%
Developing	311 - 377	20%	33%	29%	31%	30%	34%	25%	27%	27%
NAS	310 and below	16%	0%	4%	15%	11%	17%	14%	13%	13%

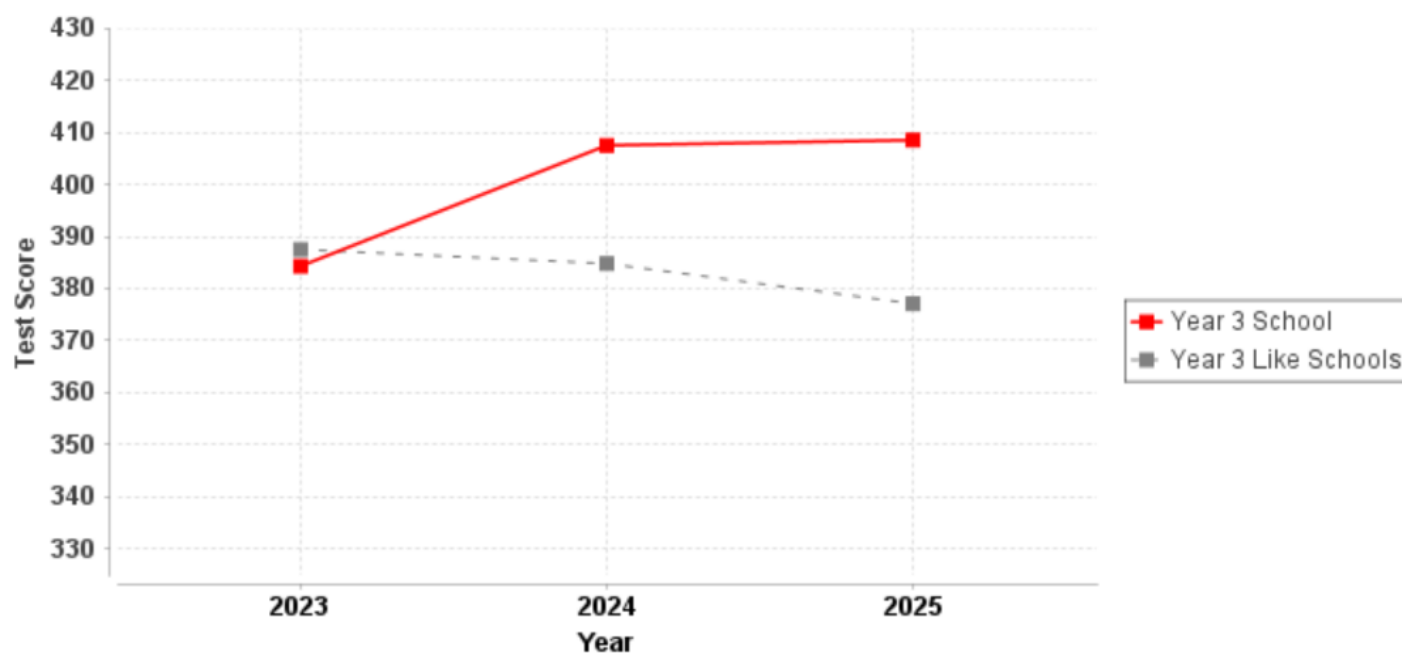


Average Writing Score



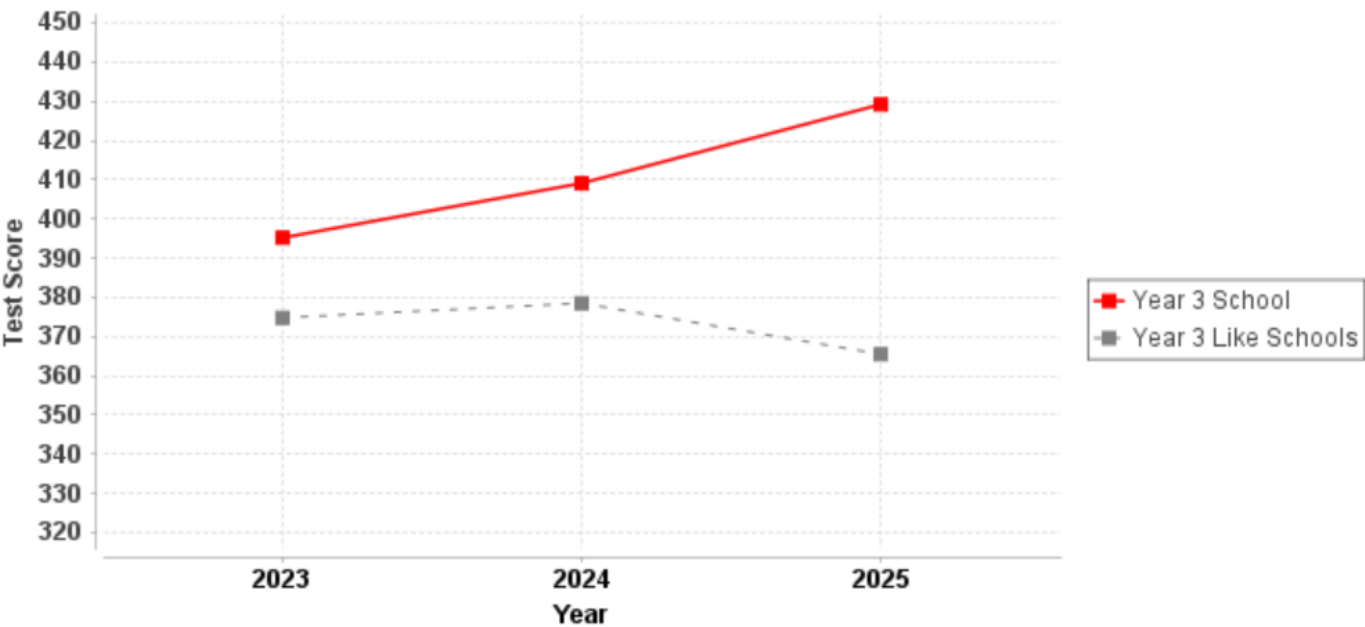
Proficiency Level	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	4%	0%	9%	4%	5%	3%	7%	7%	4%
Strong	370 - 502	72%	75%	78%	66%	71%	65%	65%	66%	68%
Developing	296 - 369	20%	17%	13%	19%	16%	19%	17%	17%	18%
NAS	295 and below	4%	8%	0%	11%	7%	13%	9%	9%	8%

Average Spelling Score



Proficiency Level	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	489 and above	12%	17%	9%	12%	10%	11%	14%	14%	14%
Strong	380 - 488	36%	50%	57%	41%	42%	39%	42%	44%	42%
Developing	294 - 379	36%	29%	30%	32%	35%	30%	28%	27%	28%
NAS	293 and below	16%	4%	4%	14%	12%	19%	14%	14%	14%

Average Reading Score

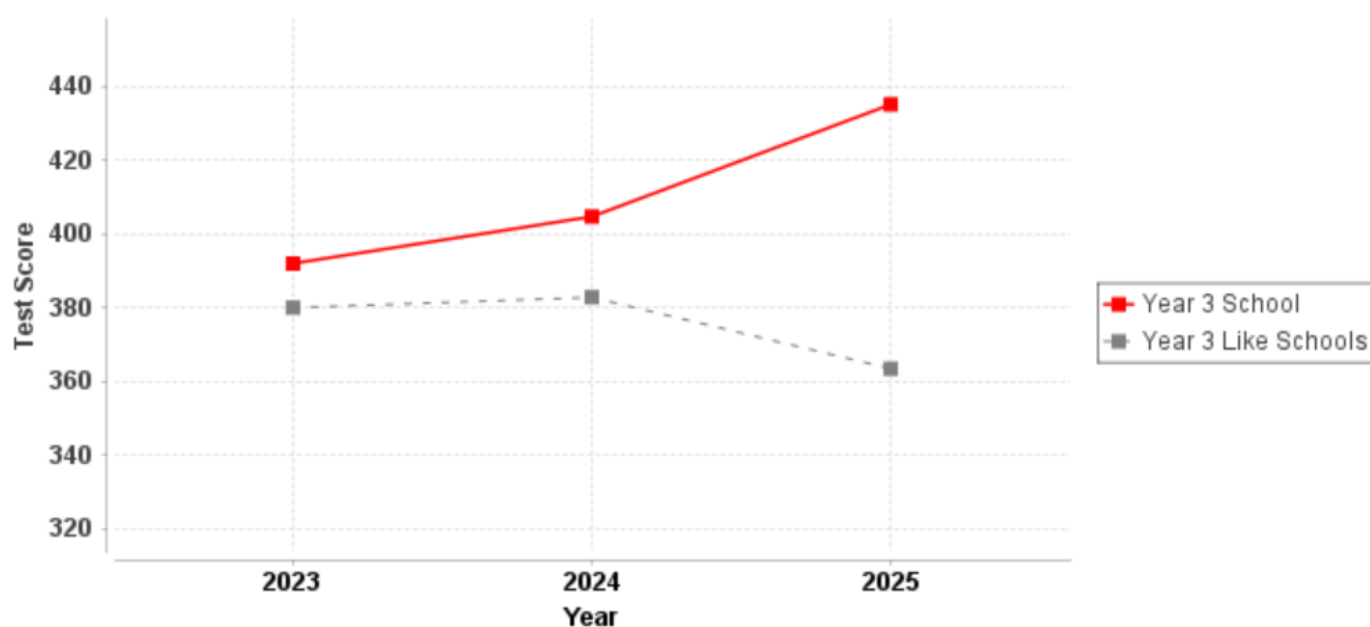


Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	12%	21%	22%	9%	11%	9%	15%	16%	14%
Strong	368 - 480	52%	54%	61%	46%	47%	41%	46%	44%	44%
Developing	282 - 367	24%	17%	9%	29%	25%	28%	25%	22%	24%
NAS	281 and below	12%	8%	9%	15%	18%	21%	13%	16%	16%



Grammar and Punctuation

Average Grammar & Punctuation Score



Proficiency Level	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	523 and above	0%	4%	17%	4%	6%	5%	7%	9%	9%
Strong	404 - 522	48%	54%	48%	36%	40%	38%	42%	40%	38%
Developing	312 - 403	36%	25%	26%	39%	32%	27%	32%	28%	28%
NAS	311 and below	16%	17%	9%	21%	22%	30%	18%	21%	23%

NAPLAN – ALL DOMAINS - YEAR 5

The 2025 NAPLAN results for Year 5 indicate a mixed performance profile when compared with *Like schools*, with achievement generally comparable across most learning areas.

In Numeracy, achievement has remained in line with *Like schools*, continuing a pattern of steady performance over time. In Reading, results remain broadly comparable, although there has been a gradual decline in average scores since 2023, indicating a need for renewed focus.

Spelling is an area of relative strength, with achievement improving over time and a significant increase in the proportion of students achieving in the Exceeding band in 2025. Grammar and Punctuation remains broadly comparable to *Like schools*, although there has been an increase in the proportion of students requiring additional support.

Writing continues to be the most significant area for development. While achievement improved in 2024, there was a decline in 2025, with fewer students achieving in the higher bands and an increase in students in the Developing and lower bands.

Analysis of student progress from Year 3 to Year 5 indicates that growth across all learning areas is below that of *Like schools*. This suggests that while overall achievement is broadly comparable, the rate of progress is not yet sufficient, particularly in Reading and Writing.

Overall, the data reflects sound levels of achievement, particularly in Numeracy and Spelling. However, there is a clear need to strengthen student progress and growth over time, especially in Literacy.

A continued focus on consistent, evidence based teaching practices, targeted intervention, and extending students into the higher achievement bands will be essential to improving outcomes. Strengthening Writing and improving growth across all learning areas will remain key priorities moving forward.

Comparative Performance for Year 5

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.3	0.8	0.0	29	22	27
Reading	1.0	0.8	-0.1	29	22	27
Writing	-0.1	0.6	-0.6	29	22	27
Spelling	-0.6	0.1	0.4	29	22	27
Grammar & Punctuation	-0.2	-0.3	-0.1	29	22	27

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Year 3 to 5 Progress

Student Progress and Achievement Compared with Like Schools

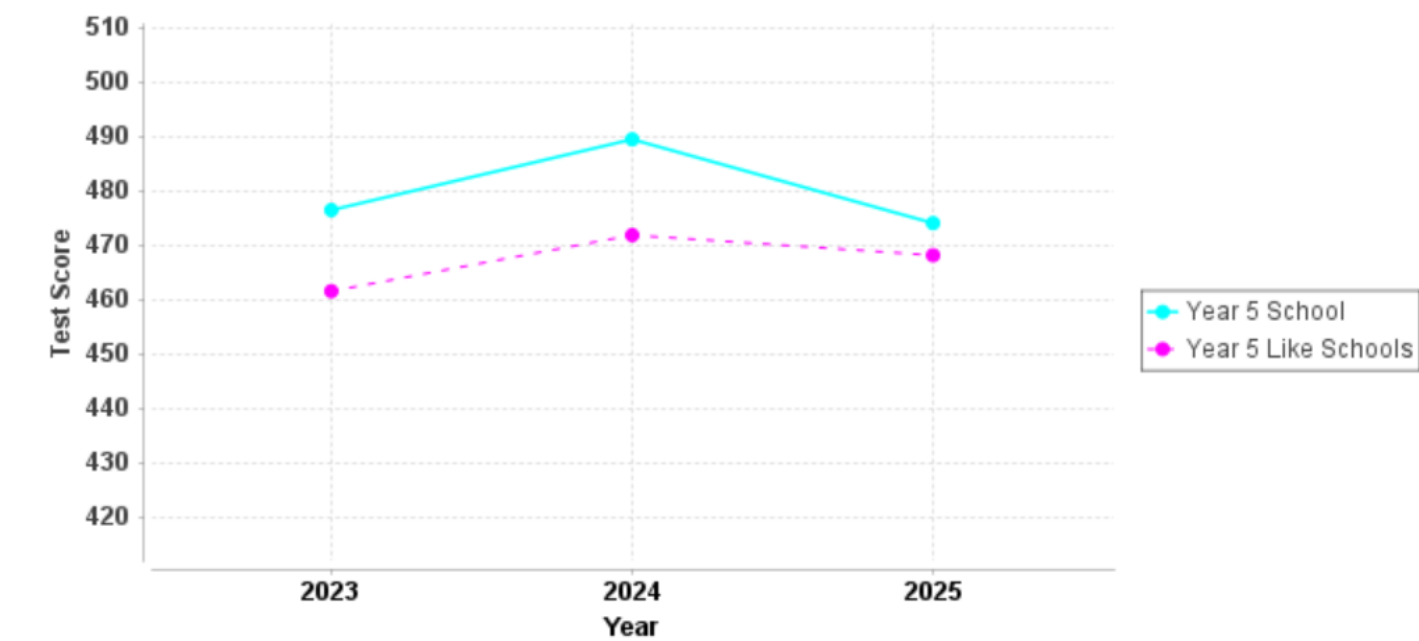
NAPLAN Year 3 2023 to Year 5 2025



Analysis of student progress from Year 3 to Year 5 indicates that growth across all learning areas is below that of *Like schools*. This suggests that while overall achievement is broadly comparable, the rate of progress is not yet sufficient, particularly in Reading and Writing.

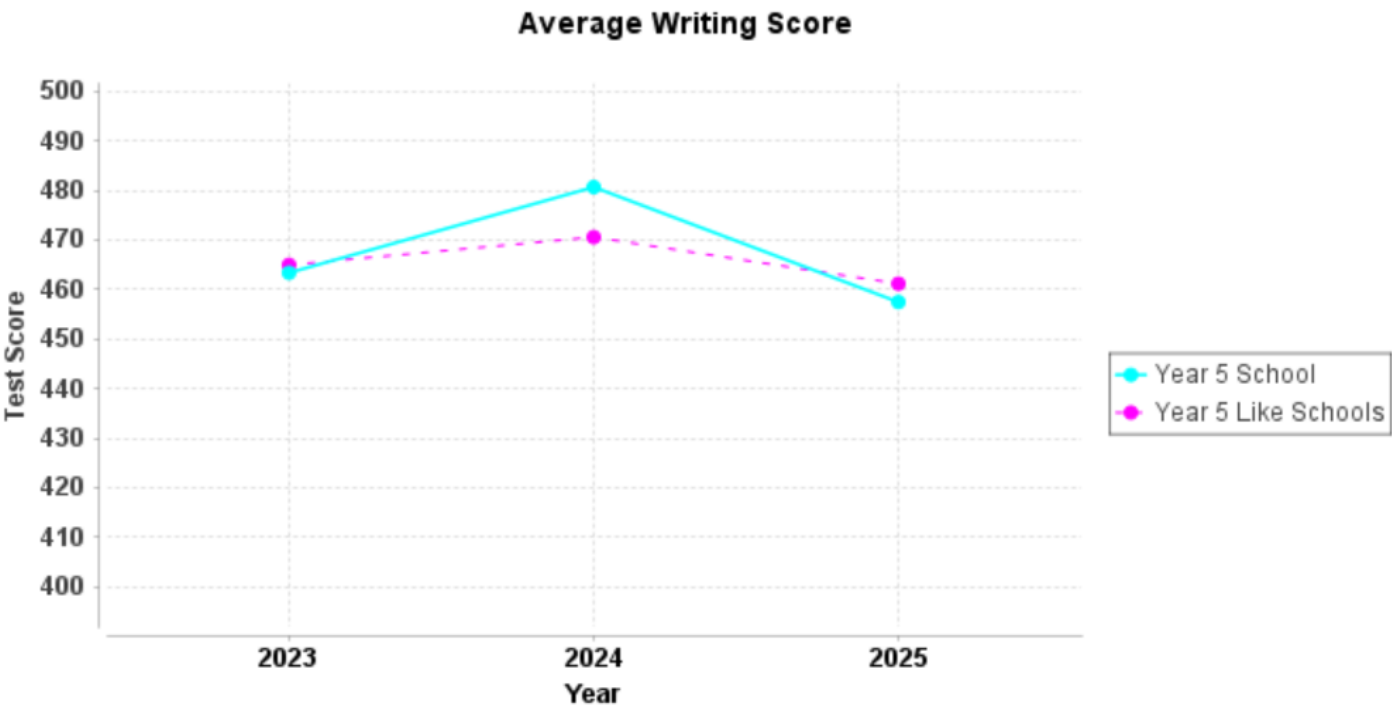


Average Numeracy Score



Proficiency Level	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	577 and above	3%	5%	4%	5%	7%	7%	10%	11%	11%
Strong	451 - 576	55%	77%	67%	51%	54%	50%	53%	53%	54%
Developing	386 - 450	38%	18%	19%	32%	30%	31%	23%	23%	23%
NAS	385 and below	3%	0%	11%	13%	10%	11%	12%	12%	11%

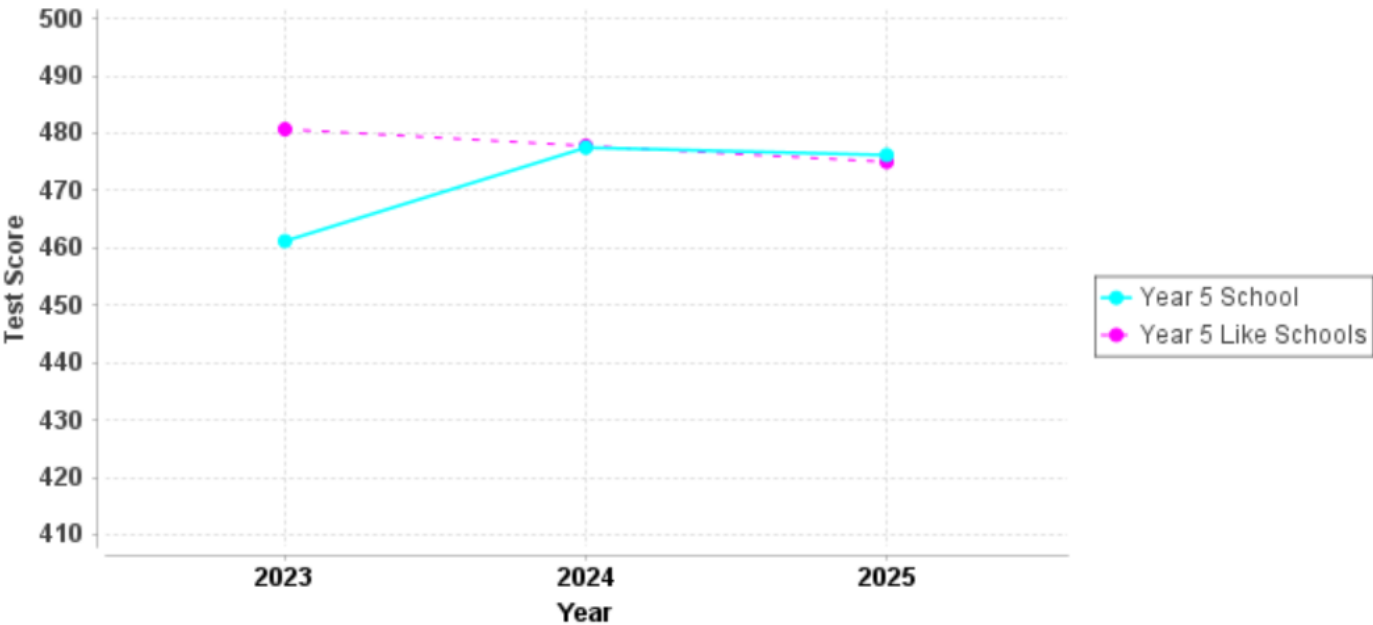




Proficiency Level	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	10%	14%	4%	7%	7%	5%	9%	9%	7%
Strong	455 - 569	41%	41%	44%	53%	57%	54%	53%	53%	53%
Developing	385 - 454	28%	45%	41%	28%	25%	26%	25%	25%	26%
NAS	384 and below	21%	0%	11%	12%	11%	14%	12%	11%	12%

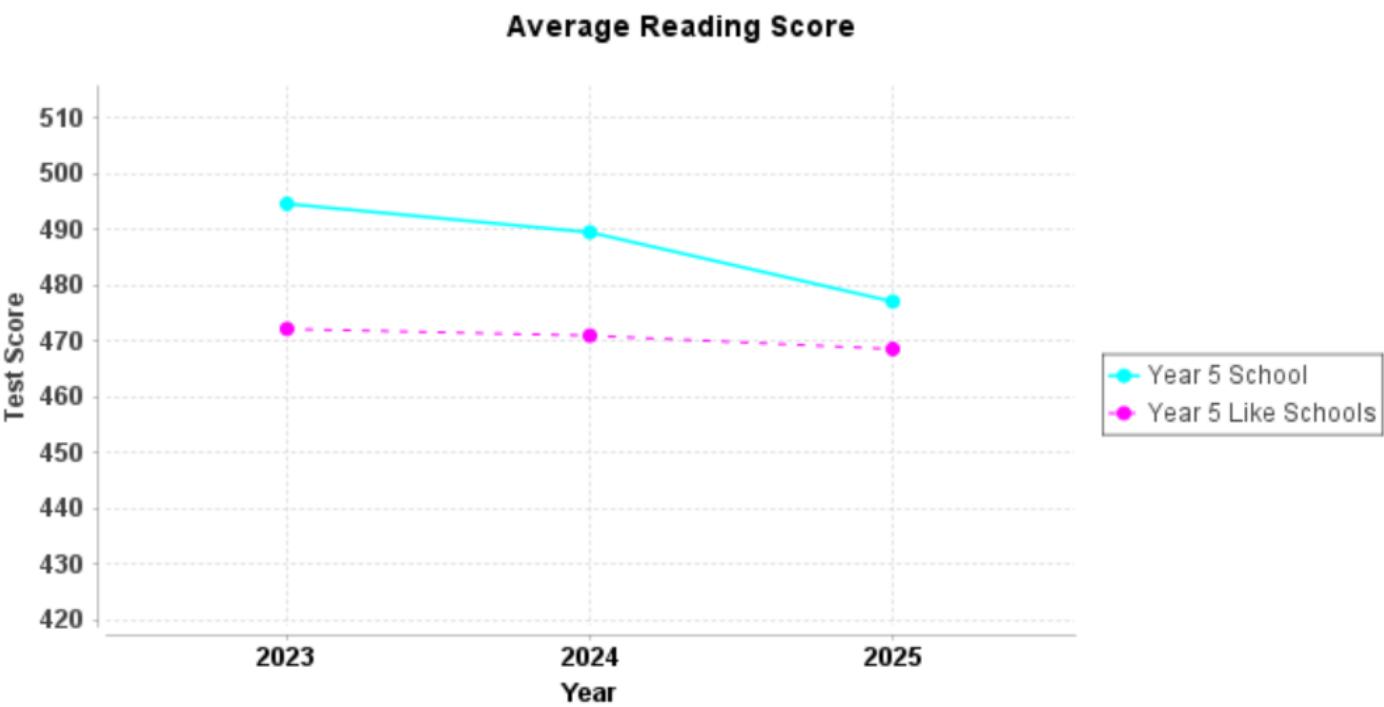


Average Spelling Score



Proficiency Level	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	553 and above	14%	14%	26%	18%	16%	16%	19%	19%	19%
Strong	451 - 552	31%	41%	26%	49%	49%	49%	47%	46%	48%
Developing	378 - 450	45%	36%	41%	23%	25%	23%	22%	21%	21%
NAS	377 and below	10%	9%	7%	10%	10%	13%	11%	11%	11%



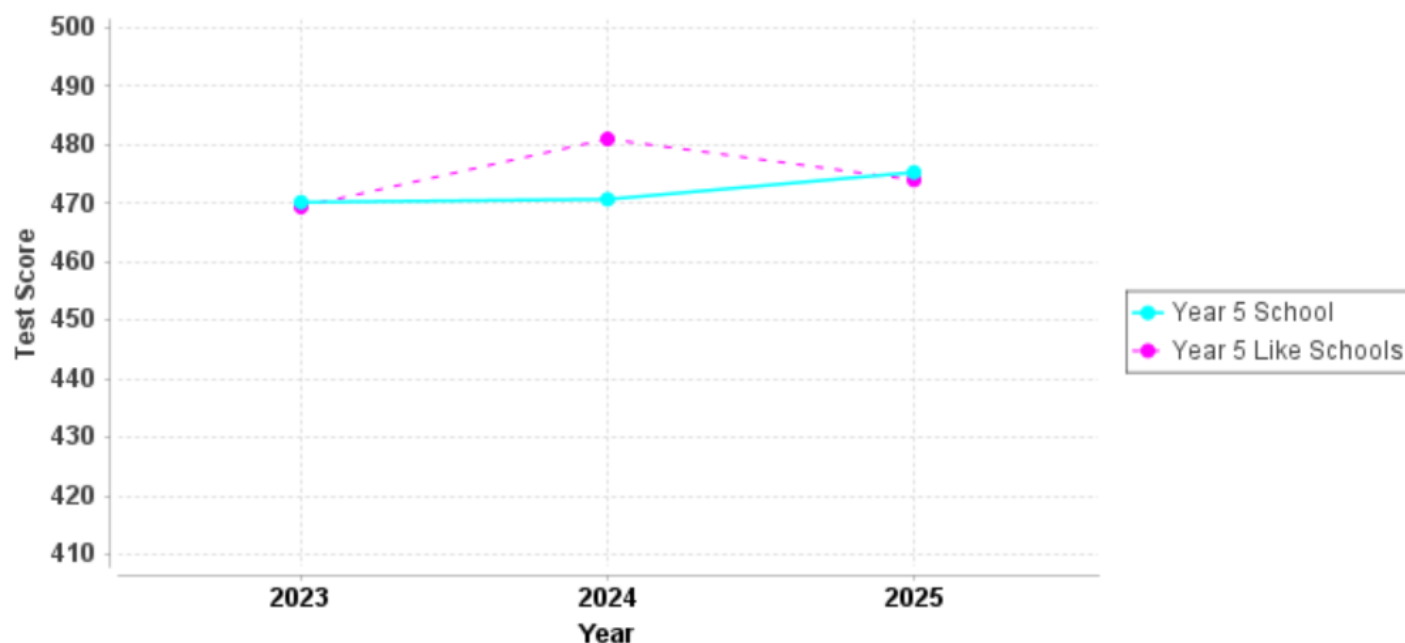


Proficiency Level	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and above	28%	18%	15%	11%	14%	10%	16%	17%	16%
Strong	448 - 554	45%	64%	52%	54%	50%	54%	52%	48%	51%
Developing	377 - 447	21%	18%	26%	24%	22%	23%	20%	21%	21%
NAS	376 and below	7%	0%	7%	11%	14%	13%	10%	13%	11%



Grammar and Punctuation

Average Grammar & Punctuation Score



Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	582 and above	3%	5%	7%	7%	9%	10%	12%	12%	14%
Strong	470 - 581	41%	50%	48%	45%	48%	44%	48%	48%	45%
Developing	397 - 469	41%	36%	26%	33%	30%	28%	26%	24%	24%
NAS	396 and below	14%	9%	19%	15%	13%	18%	13%	14%	16%

2025 STUDENT ATTENDANCE

Regular attendance at school is essential for student success, wellbeing and a strong sense of belonging. When students attend school consistently, they are better able to build relationships, engage in learning, and develop the skills and knowledge required to achieve their potential. Even small amounts of missed learning can accumulate over time, making it more difficult for students to keep up with their peers. At Herne Hill Primary School, we work in partnership with families to promote regular attendance and ensure that every child is supported to attend school every day and fully participate in their learning.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	92.6%	89.6%	90.3%	88.7%	83.0%	74.3%	92.4%	89.2%	88.9%
2024	92.2%	90.9%	91.0%	91.9%	84.2%	74.3%	92.2%	90.5%	89.4%
2025	93.2%	89.6%	90.7%	92.4%	82.1%	73.2%	93.2%	89.1%	89.1%

Overall attendance rates remain high, with the school achieving 93.2% attendance in 2025, an improvement on previous years and above both *Like schools* and WA Public Schools. This positive trend is evident across both Aboriginal and non-Aboriginal students, with both groups demonstrating strong attendance outcomes compared to similar schools and state averages.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	71.1%	20.6%	8.3%	0.0%
2024	69.5%	26.9%	3.0%	0.6%
2025	79.9%	14.8%	5.3%	0.0%
Like Schools 2025	60.2%	25.4%	10.9%	3.5%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Attendance data for 2025 shows a strong improvement in student attendance at Herne Hill Primary School. The percentage of students attending regularly increased to 79.9%, a significant improvement from 69.5% in 2024 and well above both like schools (60.2%) and WA Public Schools (64.0%).

There has also been a notable reduction in the proportion of students identified as *At Risk*. The percentage of students in the

Indicated category decreased to 14.8%, while *Moderate* attendance remains relatively low at 5.3%, and there were no students in the *Severe* category. These figures compare very favourably to both *Like schools* and WA Public Schools, where higher proportions of students fall within the at risk categories.

Summary

The 2025 data reflects a positive shift in attendance, with more students attending regularly and fewer students identified as at risk. This demonstrates the effectiveness of the school's focus on promoting attendance and working in partnership with families.

Maintaining this strong level of attendance will remain a priority, ensuring that all students are present, engaged and able to fully access their learning.

SUPPORTING STUDENTS WITH ADDITIONAL EDUCATIONAL NEEDS (SAER)

Funding is provided to schools to support students with disability and additional learning needs as 2 components:

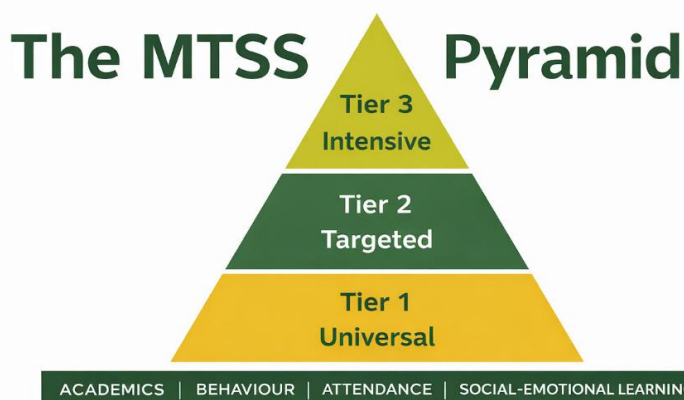
- 🍇 **educational adjustment allocation** – to implement programs and learning supports students with additional learning needs such as dyspraxia, asthma, foetal alcohol spectrum disorder (FASD), dyslexia and attention deficit hyperactivity disorder (ADHD).
- 🍇 **individual disability allocation (IDA)** – to support students with an eligible disability based on application, approval and review – very specific disabilities are funded.

This funding helps our school support students who need extra assistance with their learning. It allows us to provide Education Assistants in classrooms, give teachers time to work with specialists (such as Schools of Special Educational Needs and WA Health), and purchase resources, equipment, and professional learning to better support students.

At Herne Hill Primary School, we use this funding carefully to make sure it benefits as many students as possible and helps them achieve their best.

In 2025:

- 🍇 The SAER team worked with and liaised with 24 external agencies.
- 🍇 4 Dyslexia Speld Referrals prior to students entering year 4.
- 🍇 All Documented plans delivered on time.
- 🍇 NCCD Collaboration training for Amy & Mel
- 🍇 3 SEN reports for allocated students
- 🍇 ECE team Kindy and PP completed 7 CDS referrals
- 🍇 The speech screen in term 1 identified almost all kindies in the 2025 cohort in at least one at risk category- many sought the discounted sessions with Perth Speech Therapy at HHPS.
- 🍇 13 School Psychology Referrals
- 🍇 1 student out of 2 accepted into LDC.
- 🍇 1 Student was eligible and now receives Early Intervention Funding
- 🍇 2 Students who had to be reassessed for DRS funding assessed, submitted and approved.
- 🍇 Tier 3 UFLI Spelling intervention for Years 3-6
- 🍇 11 out of the 13 students have progressed back to Spelling Mastery Book C or D after only one year of intervention.



2025 ACTIONS AGAINST BUSINESS PLAN

Herne Hill Primary School continued to focus on strengthening teaching and learning through a coordinated, evidence-based approach.

A whole school approach to English and Numeracy remained a priority, supported by the ongoing implementation and annual review of the Operational Plan. Staff engaged in targeted professional learning to build capacity, including SEN reporting and the ongoing reflection and implementation of the Quality Teaching Strategy. Consistent use of data underpinned decision making, ensuring that teaching was responsive to student needs.

In Literacy, the school continued to embed evidence-based practices, including Oral Reading Fluency strategies, the Seven Steps Writing program and the Spelling Mastery program, alongside the development of a whole school SAER reading program from Kindergarten to Year 6. The introduction of the STAR Reading program further supported student engagement and reading development. To support writing, staff were trained in the Talk For Writing program which will be implemented in 2026.

Leadership was distributed across the school, drawing on the expertise of staff to lead Phase of Learning teams and support collaborative planning, moderation and improvement. Opportunities to moderate with surrounding schools were maintained where possible.

A systematic approach to STEM was further developed, with a focus on building student knowledge, skills and engagement, and promoting STEM and Mathematics within the school community.

Student wellbeing, engagement and attendance remained a key focus. This included the continuation of the School Breakfast Program, supported by Foodbank WA, and targeted strategies to improve access and attendance for Aboriginal students. The school also maintained its commitment to being a Crunch and Sip school and continued to implement its whole school wellbeing plan.

Strong partnerships with families and the wider community were supported through the ongoing use of an online communication platform, ClassDojo, and early Parent Teacher Student interviews to share progress and strengthen connections. Compass, the Department's new Student Information System will slowly be implemented in 2026.

Students were provided with a wide range of out of school engagement opportunities, including Jump Jam, Choir, Skipping, Band, Drum Corps, LEGO Club, Breakfast Club, Koolangka Club, Running Club, Netball, Art and NFL Flag.

The school also continued to work closely with external agencies, including SSEND, SSENDS and Therapy Focus, to support students at educational risk and ensure inclusive, targeted support for all learners.



ACADEMIC TARGETS

Target	Evidence	Status
Staff to develop a quality teaching framework to be implemented across the school.	Centre for Excellence program completed; Quality Teaching Strategy in place	In Progress
Year 3 & 5 NAPLAN averages to be equal to or greater than like schools in Literacy assessments.	Above <i>Like schools</i> in all domains	Met
Year 3 NAPLAN averages to be equal to or greater than alike schools in Numeracy assessments	Consistently above <i>Like schools</i>	Met
Year 5 NAPLAN averages to be equal to or greater than Like schools in Numeracy assessments	Consistently at like schools	Met
The percentage of students in the top two bands of NAPLAN are equal to or greater than the achievement of statistically similar schools nationally.	Increase in Strong/Exceeding bands in Year 3	Partially Met
The Year 3-5 NAPLAN progress to be in the High Progress quadrant for all areas of NAPLAN.	Progress below <i>Like schools</i>	Not Met
The percentage of students in the top two bands of NAPLAN are equal to or greater than the achievement of statistically similar schools nationally.	Improved early years outcomes	Partially Met
Brightpath Writing student progress to be equal to or better than expected growth.	Writing remains area for development	Partially Met



Monitor On-Entry assessment in a Phase of Learning to identify strengths and areas of need.	Data used to inform teaching	Met
In PAT Science, Grammar & Punctuation and Spelling assessments are equal to or better than PAT norms.	Spelling strong; others comparable	Partially Met

NON-ACADEMIC TARGETS

Target	Evidence	Status
Monitor students attending school regularly (above 90% of the time) for both non-Indigenous and Indigenous students.	93.2% attendance; strong improvement	Met
Provide a safe and caring, inclusive learning environment for the whole school community.	Wellbeing plan, Breakfast Club are examples of how the school is maintaining a supportive safe and caring culture.	Met
Continuous reflection against the Aboriginal Cultural Standards Framework and report progress to community.	Targeted strategies in place	In Progress
Promote and provide feedback of the learning taking place at HHPS	Compass, Dojo, Parent meetings	Met

PLANNED IMPROVEMENT STRATEGIES FOR 2026

In 2026, the school will continue to strengthen teaching and learning through the ongoing work of the Literacy team, who will support consistent, high quality practice across Kindergarten to Year 6. A continued focus on daily review in both Literacy and Mathematics will remain a key strategy to reinforce learning, improve retention and build student confidence across all year levels.

Staff will further develop their knowledge and practice in Explicit Instruction, with a focus on building classroom consistency and strengthening the use of evidence based approaches. This will be supported through ongoing professional learning and the continued development of shared resources across the school.

In the early years, the introduction of PreLit and InitialLit in Kindergarten and Pre-primary will strengthen foundational literacy skills, particularly in phonological awareness and early reading. Across the school, we are also strengthening our writing approach. Talk for Writing will continue from Kindergarten through to Year 6, and in Years 3–6 it will build on the Seven Steps Writing program. This will give students a clear and consistent way to develop their writing skills as they move through the school.

The school will also continue to enhance student support through the implementation of a school-based speech therapy program, strengthening oral language, speech and early literacy development. In Mathematics, new programs supported by both textbooks and online resources will be embedded across the school to improve consistency, support teaching and enhance student outcomes.

These strategies reflect a continued commitment to evidence based practice, consistency across classrooms and ensuring all students are supported to achieve their full potential.



2025 IN REVIEW – STUDENT ENGAGEMENT

In 2025, Herne Hill Primary School provided a wide range of opportunities to support student engagement, wellbeing and connection to school. Programs such as Breakfast Club played an important role in ensuring students were ready to learn at the start of the day, while also fostering a strong sense of community and belonging.



A variety of extracurricular clubs were offered, including LEGO Club, Running Club, NFL Flag, Skipping Club, Chess Club and the Gifted and Talented Club. These opportunities enabled students to pursue their interests, develop new skills and engage positively with their peers outside of the classroom.

The Creative Arts remained a strong feature of the school, with students participating in Band and Choir, building confidence, teamwork and self-expression. The Koolangka Club continued to support cultural connection and identity for Aboriginal students, contributing to an inclusive and respectful school environment.

Whole school events such as Class Assemblies and Walk to School Day provided opportunities to celebrate student achievement, strengthen community connections and promote healthy, active lifestyles.



Overall, these programs and events contributed significantly to student engagement and wellbeing, supporting a positive school culture where students felt connected, included and motivated to participate.



2025 IN REVIEW – STUDENT COUNCIL

In 2025, the Student Council played an active and meaningful role in contributing to the school community through both fundraising and student voice initiatives. Students led and supported a number of successful fundraising events, including Telethon Wheely Wednesday, which raised \$555, a



Lions Hearing
"Bring
Anything
but a
Backpack"
day,
raising



\$165, and a Guide Dogs Free Dress Day, which raised \$365. These events not only supported important causes but also provided students with opportunities to develop leadership,

organisation and community awareness.

Student voice continued to be a strong focus, with regular Student Council meetings providing a platform for students to share ideas and contribute to school decision making. This included initiatives such as Containers for



Change, advocating for soccer goals, ensuring that student perspectives were considered in improving the school environment.

Overall, the Student Council made a valuable contribution to the school in 2025, fostering leadership skills, encouraging student agency and strengthening the sense of community and belonging across Herne Hill Primary School.



SPORT AND PHYSICAL EDUCATION

In 2025, Herne Hill Primary School provided a broad range of sporting opportunities that supported student participation, skill development and school pride. Students participated in key whole school events including the Faction Cross Country and Faction Carnival, with Waalitj recognised for their success, alongside strong participation in the Interschool Carnival, where the school achieved outstanding results as overall winners.



Students also represented the school in a variety of interschool and community events, including the Guildford Cross Country, West Coast Fever Netball Carnival and Swan Netball Carnival, providing valuable opportunities for competition and teamwork. The school's involvement in the NFL Flag State Competition and the Dockers Shield further enhanced student engagement and exposure to a wider sporting context.

All students participated in swimming lessons, supporting the development of essential water safety and swimming skills. In addition, a range of specialist clinics, including Swan Districts Football, Cricket and Girls Cricket clinics, and a Rugby clinic, provided students with opportunities to develop skills, build confidence and engage with experienced coaches.

Overall, the school's sporting program in 2025 played a significant role in promoting physical activity, teamwork and resilience, while fostering a strong sense of pride and belonging within the school community.



COMMUNITY ENGAGEMENT AND PARTNERSHIPS

In 2025, Herne Hill Primary School continued to benefit from strong community engagement, with the P&C playing a significant role in supporting the school through a range of well organised events and initiatives. These included the Mother's Day and Father's Day stalls and raffles, the Easter raffle, and the Halloween disco, all of which were well supported by families and contributed to a strong sense of community. The Election Day sausage sizzle and cake stall was another successful event, raising funds while bringing the community together.



TERM 4, WEEK 2		
UPCOMING EVENTS	MONDAY 20.10	TUESDAY 21.10
Year 6 Camp 21st - 24th October	LEGO CLUB 8.00am-8.30am (SELECTED STUDENTS TERM 4)	RUNNING CLUB 8.00am-8.30am
Swimming Lessons 27th - 31st October	BREAKFAST CLUB 8.00am-8.30am	KINDY DAY
P&C Halloween Disco 31st October	NFL FLAG 3.00pm-4.30pm Year 4-6	CHOIR 1.30pm-2.00pm
WEDNESDAY 22.10	THURSDAY 23.10	FRIDAY 24.10
SKIPPING CLUB 8.00am-8.30am (SELECTED STUDENTS)	KOOLANDKA 8.00am-8.30am	BREAKFAST CLUB 8.00am-8.30am
KINDY DAY	BAND 8.10am-8.30am	RUNNING CLUB 8.00am-8.30am
CHESS CLUB (Library @ lunch time)	Year 6 Camp	UNIFORM SHOP 8.30am-4.30am
Year 6 Camp	LUNCHBOX HUB (Orders due: Wednesday midnight)	Year 6 Camp return
		FROZEN FRIDAY 1.00pm-1.20pm

The introduction and continued use of services such as Lunch Box Hub provided families with additional convenience and supported student wellbeing. Parent engagement in learning remained a priority, with strong participation in Parent Teacher interviews and attendance at class assemblies, where student achievements were celebrated.

Communication with families was further enhanced through a refreshed approach to ClassDojo, ensuring clearer, more consistent messaging and strengthening connections between home and school. Partnerships with external providers such as Harvest Fresh also supported healthy eating initiatives within the school.

Overall, these initiatives and events played a vital role in strengthening relationships between the school and its community, supporting student outcomes and contributing to the positive culture of Herne Hill Primary School.



Miss Paula has organised a partnership with our school and OzHarvest. If you know of any families in need or are in need yourself, please pop into the office and let us know. We will be getting weekly boxes to use where required. Here is a sample box donated by Oz Harvest.



FINANCIAL SUMMARY

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	38,504	38,504
Carry Forward (Salary)	136,223	136,223
STUDENT-CENTRED FUNDING		
Per Student	1,600,204	1,600,204
School and Student Characteristics	947,169	947,169
Disability Adjustments	5,054	5,054
Targeted Initiatives	134,945	134,945
Operational Response Allocation	1,940	1,940
Total Funds:	2,689,312	2,689,312
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	3,500	3,500
School Transfers – Salary	(200,934)	(200,934)
School Transfers - Cash	200,000	200,000
Department Adjustments	0	0
Total Funds:	2,566	2,566
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	5,000	4,965
Charges and Fees	18,900	15,542
Fees from Facilities Hire	500	1,341
Fundraising/Donations/Sponsorships	500	26,423
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	18,505	50,983
Transfer from Reserve or DGR	36,458	36,458
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	79,863	135,712
TOTAL	2,946,468	3,002,317

EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,192,555	2,192,555
New Appointments	0	0
Casual Payments	260,862	260,862
Other Salary Expenditure	15,167	15,167
Total Funds:	2,468,584	2,468,584
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	20,750	24,064
Lease Payments	7,674	7,639
Utilities, Facilities and Maintenance	105,200	86,718
Buildings, Property and Equipment	61,458	78,753
Curriculum and Student Services	103,000	116,121
Professional Development	7,000	13,622
Transfer to Reserve	13,625	13,625
Other Expenditure	12,185	22,813
Payment to CO, Regional Office and Other schools	500	0
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:	331,392	363,355
TOTAL	2,799,976	2,831,939

The Story of our Art Work

Our school art work was designed by our very talented Paula Southwick, our Aboriginal and Islander Education Officer (AIEO) and Larrakia Woman. We are very proud of how it connects us to the land and our community.



ACER – Australian Council for Educational Research
ACARA – Australian Curriculum, Assessment and Reporting Authority
ADHD - Attention Deficit Hyperactivity Disorder
CDS – Child Development Services
CPFS – Child Protection and Family Services
DOTT – Duties other than Teaching
ECE – Early Childhood Education
FASD - Foetal Alcohol Spectrum Disorder
ICSEA – Index of Community Socio-Educational Advantage
IDA – Individual Disability Allocation
LDC – Language Development Services
NAIDOC – National Aborigines and Islanders Day Observance Committee
NAPLAN – National Assessment Program – Literacy and Numeracy
NCCD – National Consistent Collection of Disability data
NMREO – North Metro Regional Education Office
OARS - Online Assessment and Reporting System
PALS – Partnership Acceptance Learning Sharing
PAT - Progressive Achievement Tests
PL – Professional Learning
RAP – Reconciliation Action Plan
SAER – Students at Educational Risk
SEN – Special Educational Needs
SSEND – School of Special Educational Needs Disability
SSENDS – School of Special Educational Needs Disability and Sensory
STAR – Standardised Test for the Assessment of Reading
STEM – Science, Technology, Engineering and Mathematics
TIORA – Targeted initiatives funding through Student Centered Funding Model
TOM – Tournament of Minds
UFLI – University of Florida Literacy Institute

