

TOGETHER WE ACHIEVE



ANNUAL REPORT 2024

HERNE HILL PRIMARY SCHOOL

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ANNUAL REPORT 2024

This Annual Report reviews and reflects on our performance during the 2024 school year. It is a key component of our school's reporting and accountability process, providing a snapshot of our achievements in 2024. Additionally, it offers an opportunity to celebrate our strengths and successes while outlining areas for improvement.

At the school level, we analysed our 2024 data to reflect on our annual accomplishments and the 2024 Operational Plan, informing our self-assessments against the 2023-2025 School Plan.

Throughout 2024, we maintained a strong focus on enhancing school performance. The partnership between the community and the school was further strengthened with the support of the School Board and the P&C. Our staff's commitment to delivering learning programs that align with the Guiding Principles of Teaching, Learning, and Assessment of the WA Curriculum and Assessment Outline, and are evidence-based, has ensured sustained whole-school improvement.

Herne Hill Primary School is a unique institution with a supportive community. We take pride in our school and our collective achievements. Our success is built on a whole-school, evidence-based approach to English and Maths, with targeted effectiveness and differentiation for every child, including intervention and extension. We are known for our inclusivity, values, pastoral care, strong academic results, and community engagement.

In 2024, we partnered with the Centre for Excellence to provide our staff with the latest evidence-based research on best teaching practices. This 12-month program, which we will complete in July 2025, has given selected staff members the opportunity to lead curriculum areas and teaching strategies. The program closely aligns with the Department of Education's 'Teaching for Impact' document.

One of the highlights of the school year was winning the State Championship for NFL Flag. This group of Year 5/6 students had the opportunity to travel to Queensland for the National competition.

Mel O'Leary
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.



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.

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.

STATEMENT OF PURPOSE

At Herne Hill Primary School . . .

We aim to be an inclusive, innovative, and effective school striving for students to reach their full potential.

We work as a school community toward common goals, ensuring students are provided with a safe and supported environment.





ACHIEVING OUR PURPOSE AND VISION

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

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.

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 hours groups are a focus for student engagement in the areas of Skipping, LEGO Club, Jump Jam, Netball Club, Running Club, Choir, Band and Drum Corp. Breakfast Club is also available to students on a Monday, Wednesday, 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.



“Students have a sense of belonging and engagement”

STAFF PROFILE IN 2024

Principal: Amanda Kelley
Deputy Principal: Melanie O'Leary

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

Student Services Support:

School Psychologist: Shannon Theodore (Wednesday)
School Nurse: Leanne Atkinson
Chaplain: Stella Jones (Monday, Wednesday, Thursday 8:30am-2:00pm)

Support Staff:

Manager Corporate Services: Karen McCall
School Officers: Anne Simpson (Tues, Wed) & Tina Merkouris (Fri)

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

Library Officer: Nadine Austgen
IT Support: TFX
Gardener/Handyperson: Josh Edwards
Cleaner in Charge: Delmoree McAuliffe
Cleaners: James Sutton



Year 1-2 100 Days at school celebration



SCHOOL BOARD

Mrs Anne Hauraki	School Board Chairperson
Miss Amanda Kelley	Principal
Mrs Janette Preedy	Parent Representative
Mrs Samara Svilicich	Parent Representative
Ms Naomi Weir	Parent Representative
Mrs Mel O'Leary	Staff Representative
Mrs Shirley Newport	Staff Representative
Ms Rosanna Circosta	Community Representative



School Board AGM



SCHOOL ORGANISATION AND STRUCTURE

Student enrolment Semester 2, 2024.

	K	P	1	2	3	4	5	6	Total
Students	20	20	21	24	27	26	25	29	192

There were 192 students, 7 classes PP-Year 6 and Kindergarten 5 days per fortnight.



SPECIALIST PROGRAMS

Specialist programs are in place to support and enhance the curriculum provided by the classroom teacher.

THE ARTS:

MUSIC, BAND, CHOIR,
GUITAR & DRUM CORP

HPE:

PHYSICAL EDUCATION &
JUNIOR/SENIOR SPORT

STEM:

SCIENCE, TECHNOLOGIES
& ROBOTICS

LOTE:

INDONESIAN



FINANCIAL SUMMARY

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,182,651	2,182,651
New Appointments	0	0
Casual Payments	249,685	249,685
Other Salary Expenditure	3,012	3,012
Total Funds:	2,435,348	2,435,348
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	27,250	29,090
Lease Payments	7,674	8,478
Utilities, Facilities and Maintenance	98,899	107,955
Buildings, Property and Equipment	60,000	63,360
Curriculum and Student Services	121,486	155,107
Professional Development	8,500	9,813
Transfer to Reserve	13,625	13,625
Other Expenditure	17,779	22,288
Payment to CO, Regional Office and Other schools	500	260
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:	355,713	409,976
TOTAL	2,791,061	2,845,324



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 Maths. Brightpath assessment in Writing commenced in 2022.

NAPLAN assesses some of the numeracy, reading, writing, spelling science and grammar and punctuation 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.

Performance against Statistically Similar Schools Nationally in Literacy and Numeracy

With the formation of ACARA (Australian Curriculum, Assessment, Reporting Authority) there is a commitment by the federal government to report on the performance of schools nationally through the MySchool website. The following graph is an overview of the performance of Herne Hill Primary students against national schools with a similar ICSEA value. Spelling is the only area that is below expected levels compared to statistically similar Australian schools.

Index of Community Socio-Educational Advantage (ICSEA)

Herne Hill Primary School My School ICSEA value – 1002

Average ICSEA value – 1000

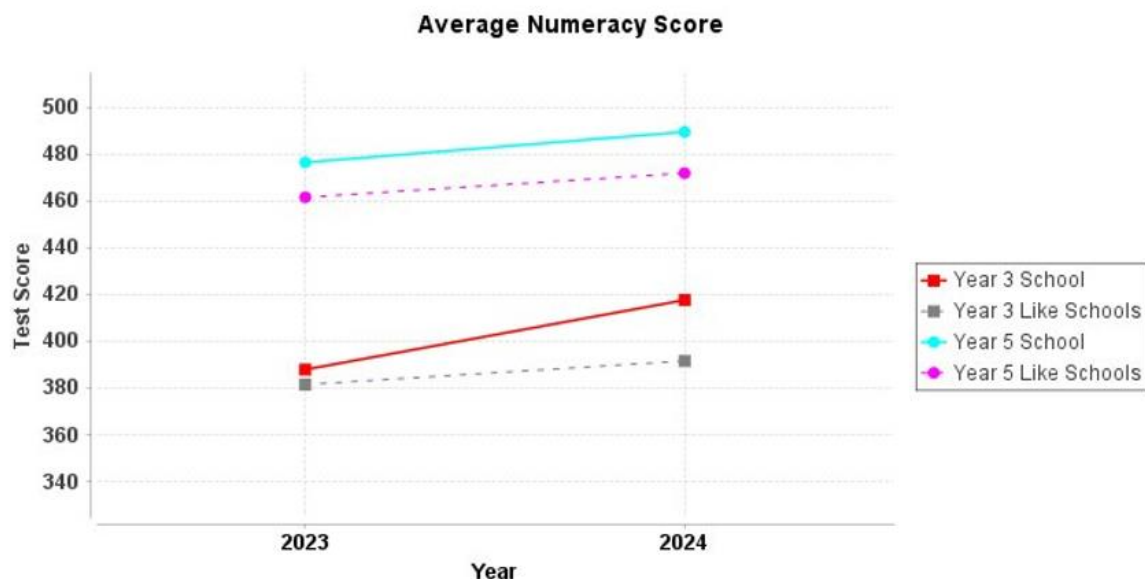


PRE-PRIMARY ON-ENTRY DATA 2020-2024

	2020		2021		2022		2023		2024	
	School	State	School	State	School	State	School	State	School	State
Speaking & Listening (percentage of students below 400 progression points)	19%	23%	4%	21%	25%	23%	20%	23%	20%	23%
Reading (percentage of students below 400 progression points)	9%	15%	0%	17%	4%	16%	10%	15%	5%	16%
Writing (percentage of students below 150 progression points)	28%	23%	13%	26%	11%	37%	25%	28%	10%	29%
Numeracy (percentage of students below 350 progression points)	14%	15%	0%	15%	0%	15%	15%	14%	0%	13%



MATHS – NAPLAN & PAT

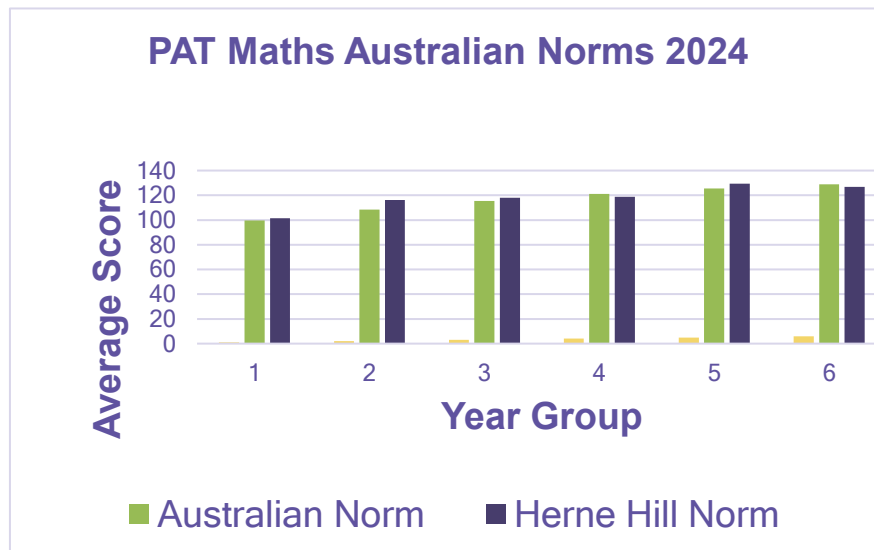


Comments

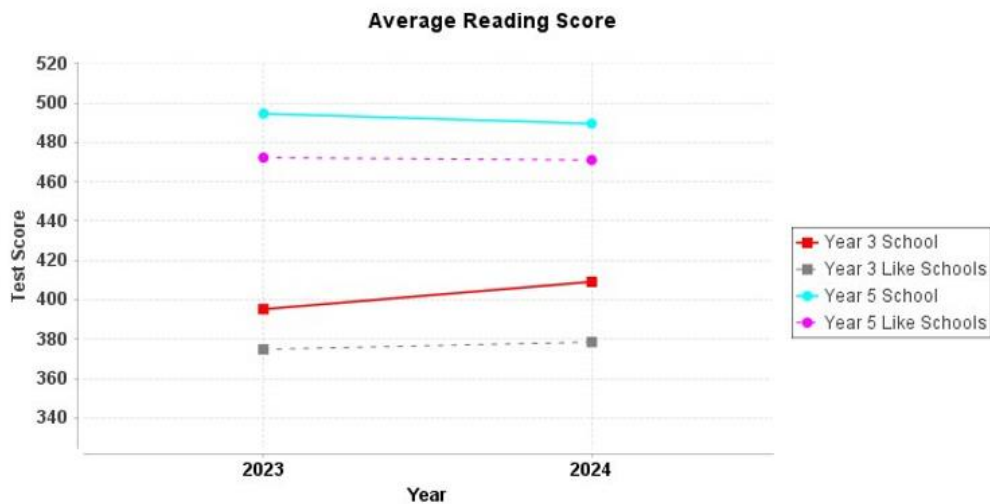
Results indicate both Year 3 and Year 5 achievement showing the cohorts being above like schools. Numeracy Blocks continue to be a priority at HHPS with a focus on Daily Reviews and Explicit Instruction with a Slow-Release model. HHPS continue to provide extension opportunities to the students in Numeracy across the school. Compared to like schools, both Year 3 & 5 students are achieving higher. Above Australian Norms across all year groups, except 4 & 6 for PAT.

Recommendations

- Continue to focus on basic knowledge facts and operations, tables, and mental math operations.
- Daily reviews and explicit instruction using a slow-release model (I Do-We Do-You-Do)
- Continue implementation of whole school numeracy blocks timetabled.
- Promote Numeracy within the school and at Assemblies.
- Human Resource support in the larger classes and intervention/extension classes K-6. Maths Mastery Mastery program to begin in 2025 for intervention students
- Continue PAT Testing Year PP-6 to monitor whole school achievement.
- Online programs implemented across the school (Targeting Maths & Mathseeds)
- Targeted use of Education Assistants.
- Data tracking of SAER students.



READING – NAPLAN & PAT

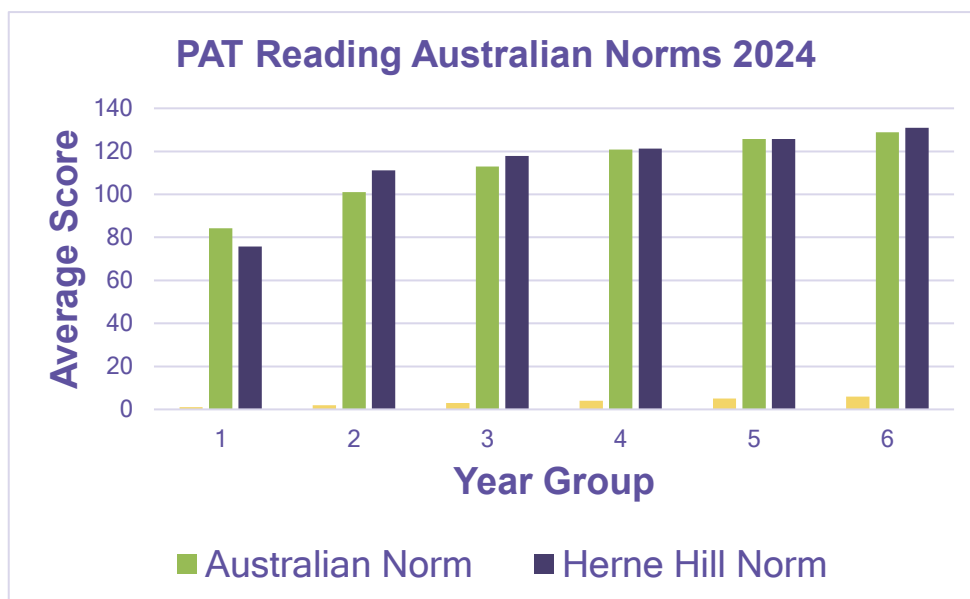


Comments

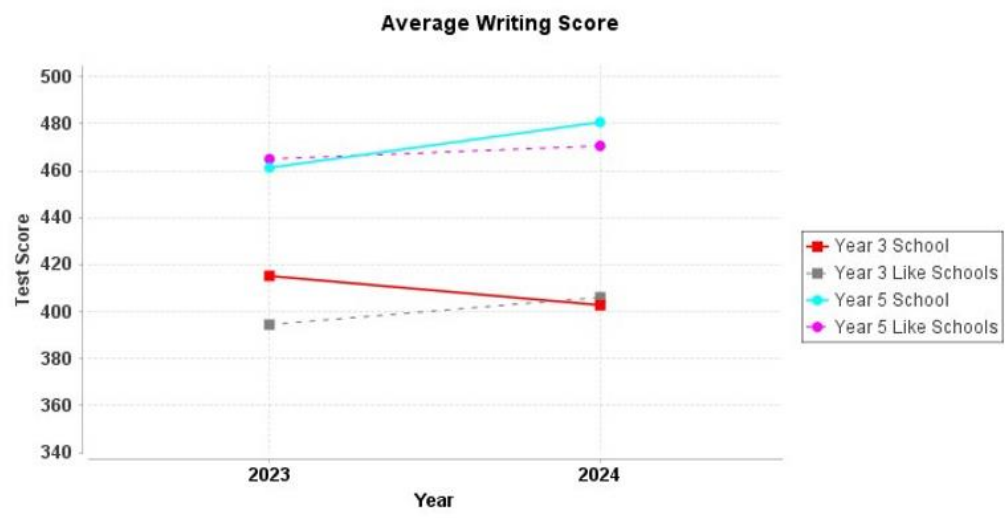
Herne Hill Primary School continues to have excellent Reading results in NAPLAN. Compared to like schools, both Year 3 & Year 5 students are achieving higher. We will continue to prioritise Whole School Literacy Blocks with a focus on Daily Reviews and Explicit Instruction with a Slow-Release model. Continued promotion of reading throughout the school through the STAR program. Above Australian Norms across all year groups, except Year 1 for PAT.

Recommendations

- Literacy Block timetabled with whole school approaches for consistency and flow.
- Daily Reviews and Explicit Instruction with a Slow-Release model.
- Implement strategies from Centre for Excellence training
- STAR Reading Program (Accelerator Reading) to continue as a whole school program.
- Data analysis and continued self-assessment to monitor progress.
- Continue to provide students with opportunities for extension.
- Continued implementation of whole school intervention program focusing on Reading.
- Targeted use of Education Assistants.
- Data tracking of SAER students.
- UFLI intervention program beginning in 2025 for Phonics



WRITING – NAPLAN & BRIGHTPATH



Comments

Whole School Program of Seven Steps PL has been implemented since 2020. ECE trained in Talk 4 Writing in 2021. Year 5 Writing results are above like school. Year 3 results indicate slightly lower than like schools, Focus on Early Years writing and phonics will continue in 2025. Brightpath Writing for students in PP – Year 6 will continue. Progress of students individually tracked to inform planning.

Recommendations

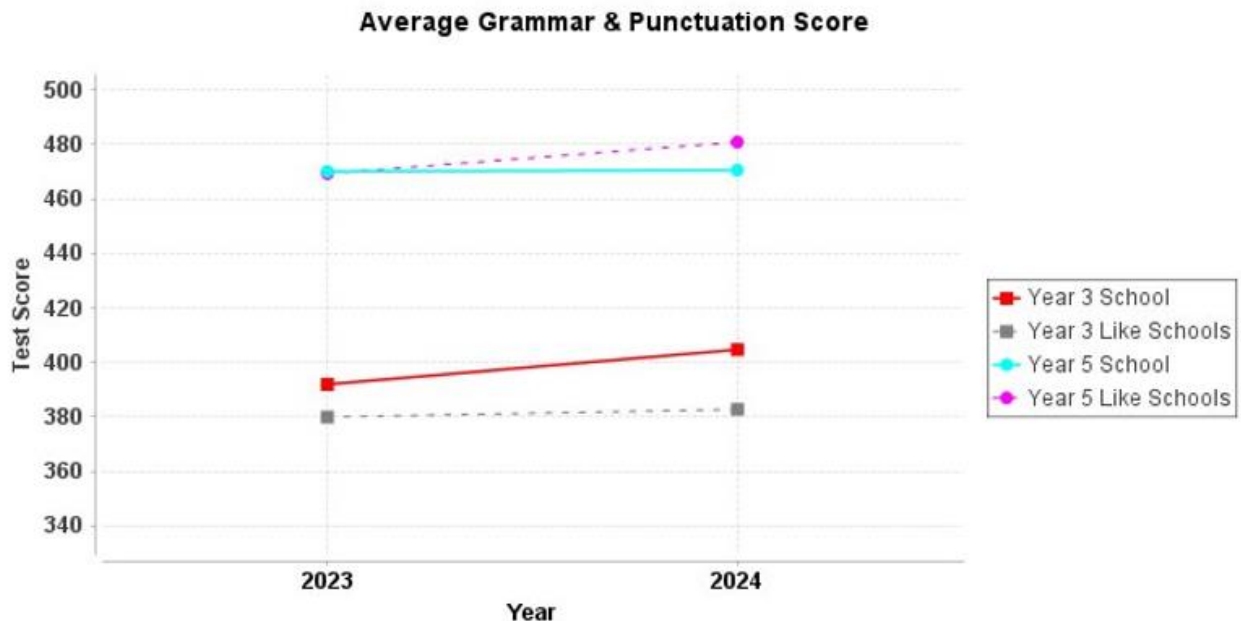
- Continue to implement Seven Steps Writing program across all years. ECE staff are trialling
- Talk4Writing in ECE
- Literacy Block timetabled with specific whole school approach to Literacy Block implemented.
- Focus on text cohesion, paragraphing and ideas and teaching these explicitly, systematically, and sequentially.
- Continue to use Brightpath Writing across the school.
- Staff to access 7 Steps Hub online resourcing and PL for all new staff.
- Targeted use of Education Assistants.
- Human Resources in Early Years for Brightpath Oral Language.
- Data tracking of SAER students.

Brightpath School Comparison Scores

	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Herne Hill Primary School	340	261	365	409	84	432
All Schools	316	240	330	400	98	—



GRAMMAR & PUNCTUATION - NAPLAN & PAT

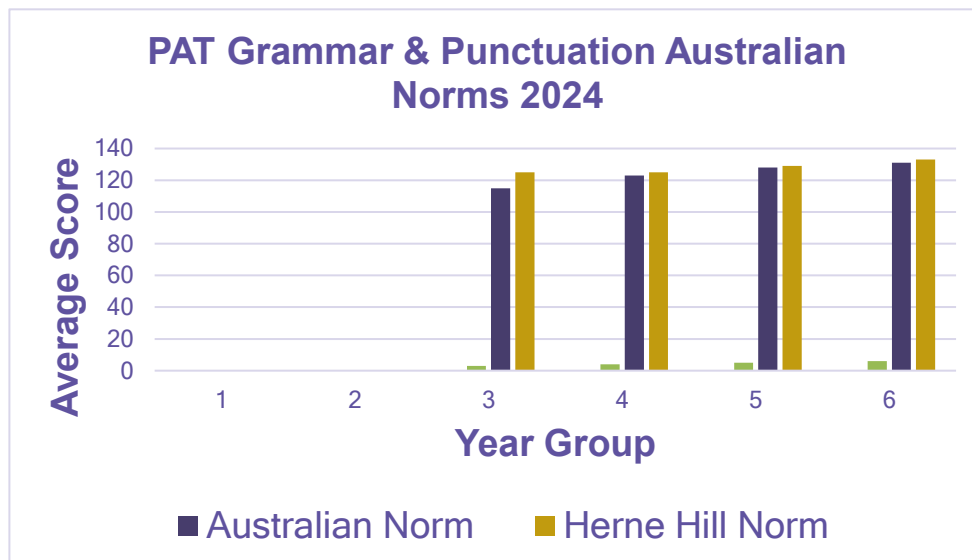


Comments

Grammar and Punctuation is part of Literacy Blocks. Year 3 results indicate a performance above like schools. Year 5 results indicate below like schools. Designated grammar, punctuation, morphology, vocabulary and phonics session daily timetabled across the school to continue focusing on consistently being above like schools in this domain. Literacy time significantly increased in 2025. Above Australian Norms across all year groups for PAT.

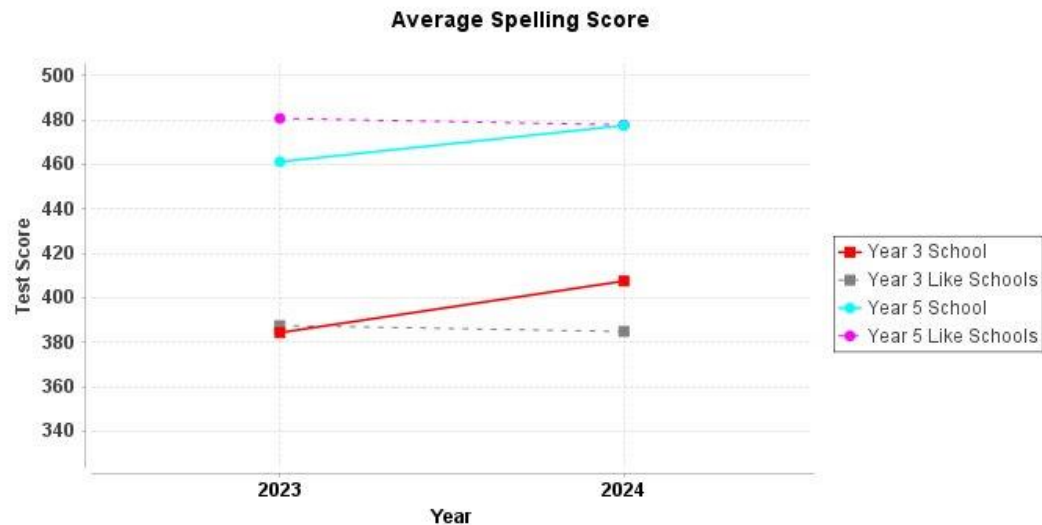
Recommendations

- Brightpath recommendations for improvement in Grammar and Punctuation elements of writing continue to use.
- Whole school Scope & Sequence for Grammar and punctuation re-drafted in 2024 at HHPS.
- Resources to support Grammar and Punctuation in the classroom.
- Targeted use of Education Assistants.
- Daily Reviews to include Grammar & Punctuation.
- Vocabulary explicitly taught as part of Literacy Blocks.
- Literacy time increased across the school to allow more explicit instruction for focus areas.



SPELLING - NAPLAN & PAT

Average Spelling Score



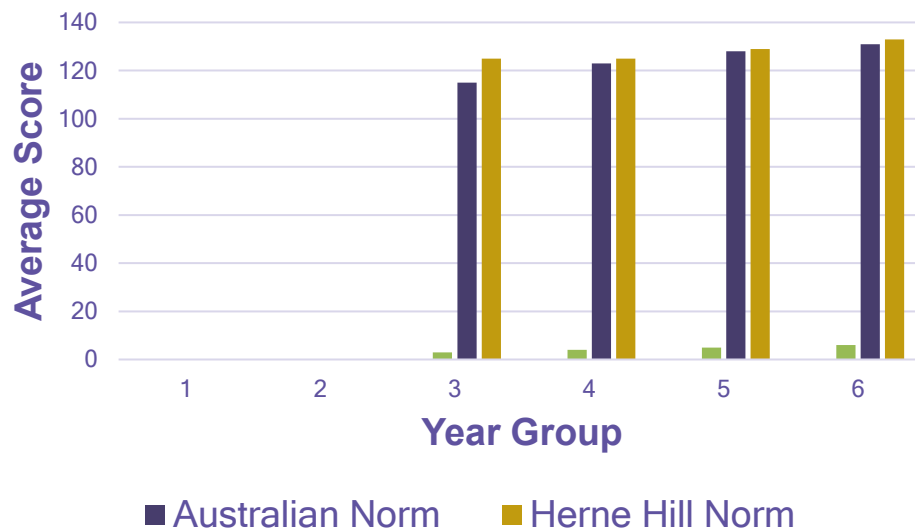
Comments

Year 3 Spelling is above like schools. Year 5 matching equaling like schools. Above Australian Norms across all year groups for PAT. Spelling Mastery program continued to be timetabled across the school as a priority. UFLI program beginning in 2025 for further phonics/spelling intervention.

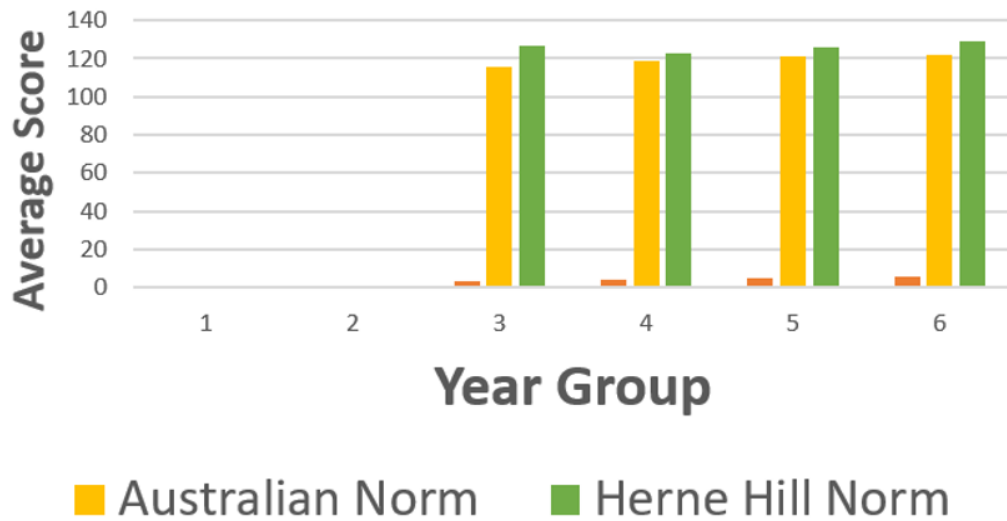
Spelling Recommendations

- Continue with Diana Rigg Phonological Awareness program in the early years.
- Whole school explicit teaching of Spelling using Direct Instruction Spelling Mastery across the school from Year 1-6.
- Daily Reviews to include a spelling focus.
- Vocabulary taught as part of the Literacy block to continue.
- Spelling lesson times timetabled across the school to increase to five times per week.
- Ensure human resources deployed across the school to support streaming and needs
- Data tracking of SAER students.
- UFLI program implemented for intervention

PAT Spelling Australian Norms 2024



PAT SCIENCE – PAT NORM COMPARISONS



Comments

HHPS has a specialist Science and Digital Technology (STEM) teacher from P-6. Science is a continued priority area and human and financial resources are directed to the area. In 2024 HHPS competed for the fourth time in the First Lego League Robotics Challenge at Aveley Secondary College. HHPS entered Tournament of Minds (TOM) for the first time in 2024.

STEM Recommendations

- Continue to have a STEM specialist area to include Science, Technology and Maths
- Complete PAT Testing twice a year for Year 3-6 students.
- Budget funding to ensure that the STEM priority area is resourced.
- Continue to be involved in cross-school activities and competitions for extension students.
- Promote Science program to the community.



2024 SCHOOL REVIEW AGAINST BUSINESS PLAN

2023 – 2025 Business Plan Academic Target	Achieved	Working Towards
1. Staff to develop a quality teaching framework to be implemented across the school.		✓
2. Year 3 & 5 NAPLAN averages to be equal to or greater than like schools in Literacy assessments.	➤ Writing - Year 5 ➤ Spelling ➤ Reading ➤ G&P – Year 3	➤ Writing - Year 3 ➤ G&P – Year 5
3. Year 3 & 5 NAPLAN averages to be equal to or greater than like schools in Numeracy assessments	Achieved	
4. The percentage of students in the top two bands of NAPLAN are equal to or greater than the achievement of statistically similar schools nationally.	➤ Numeracy ➤ Writing - Year 3 ➤ Reading ➤ Spelling – Year 3 ➤ G&P	➤ Spelling – Year 5 ➤ Writing - Year 5
5. The Year 3-5 NAPLAN progress to be in the High Progress quadrant for all areas of NAPLAN.	NA	NA
6. Increase the number of students with Moderate-Excellent Progress from On-Entry to Year 3 NAPLAN in Reading, Numeracy and Writing.	NA	NA
7. Brightpath Writing student progress to be equal to or better than expected growth.	Achieved	
8. Monitor On-Entry assessment in a Phase of Learning to identify strengths and areas of need.	Achieved	
9. In PAT Science, Grammar & Punctuation and Spelling assessments are equal to or better than PAT norms.	➤ Science ➤ G&P - Year 3, 5 & 6 ➤ Spelling - Year 3, 5 & 6 To be done!!	➤ G&P - Year 4 ➤ Spelling - Year 4

In 2024 we were able to look at the data and measure ourselves against most of our achievement targets. Our targets are aspirational, and we strive to achieve them constantly. We are pleased that some of our targets have been met.



SCHOOL IMPROVEMENT TARGETS FOR 2024 AGAINST BUSINESS PLAN

In reviewing 2024, the school focused on both achievement and progress. Our key strategies include:

- Explicit focus on English and Mathematics instruction
- Daily Reviews
- Self-Assessment cycle established and implemented annually
- Participation in the Centre for Excellence program
- Timetable to best suit the needs of the priority areas of Literacy and Numeracy
- Develop, implement, and review whole school approaches to teaching and learning in English and Mathematics
- Regularly monitor, moderate, and assess student learning through year level collaboration
- Further develop the capacity of teachers in data analysis and strategies to plan for improvement in student learning
- Continue to develop high-quality, innovative programs within and extended from the classroom
- Build the leadership capacity of students and staff

Outdoor
Classroom
Day



Student Council



Student Council



MAJOR STRATEGIES IN 2024 AGAINST BUSINESS PLAN

- Teachers plan in Phases of Learning (K/P, Year 1/2, Years 3 to 6) moderate in Phase of Learning and year level teams to improve standards through data analysis, moderation, and target setting. All phases to have common DOTT time together. Tandem teachers to try and have common DOTT if work on same day
- Early intervention speech screening for Kindergarten students
- Full implementation of whole school Literacy blocks with a focus on the five key components of English; phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Continue to implement whole school Numeracy blocks using rotations with a focus on Daily Reviews and Explicit Instruction
- Timetable to reflect priorities, e.g. Spelling, Numeracy and Literacy Blocks
- Deputy Principal to lead staff in analysing whole school data and where it fits into our planning
- Whole School Data accessible to staff for analysing, planning, teaching
- Use SEN Reporting for students with a disability and upskill staff on an ongoing basis
- Provided time for teacher release for SAER planning
- K-2 focus on the Early Years Framework and planning and the National Quality Standards
- Guided Reading across the whole school with a focus at least two times a week. Continue to provide resources for the implementation of Guided Reading
- Explicit teaching of Phonics (K-2)
- Professional Learning on Seven Steps Writing for any new teaching staff, relief staff and Education Assistants
- Accelerator Reading Books to be purchased to supplement the program. Online book catalogue through MyOn. Purchase books for students at high level and interest
- Library displays continually updated
- Seven Steps Resource Hub for classroom teachers
- Library available out of classroom teaching time for students to access
- Whole school SAER program for intervention students using DI Spelling Mastery, AR Reading Program, Guided Reading, MultiLit and Fitzroy Readers
- Assessment Schedule implemented annually
- Promote and provide feedback of the learning taking place at HHPS
- Senior and Junior Maths rotations with human resourcing
- English Rotations timetabled as a priority (including Spelling)
- Mentor allocated to new staff
- RAP implemented and updated
- Brightpath training for new staff ongoing
- Parent-Teacher-Student Interviews early in the year to update parents on progress



Koolandka Club



RECOMMENDATIONS FOR 2025 AGAINST BUSINESS PLAN

- Whole school approach to English and Numeracy to continue
- Operational Plan reviewed annually
- Provide professional learning where needed
- Continue Oral Reading Fluency strategies and “best practice” strategies from Centre for Excellence schools
- Plan for whole school SAER reading program in the school K-6
- Focus on evidence-based data to make judgements about student learning
- Distribution of leadership utilising experience and expertise of teachers to lead Phase of Learning teams
- Focus on evidence-based data to make judgements about student learning
- Continued implementation of Seven Steps Writing program
- School Breakfast Program funded by Foodbank WA, to assist in addressing the attendance and Engagement issues of students
- Further develop students’ knowledge, skills, understanding and capabilities in STEM and associated literacy by implementing a systematic approach to STEM across the school
- Promote STEM and Mathematics in the school community
- Implementation of programs to improve access and attendance for Aboriginal Students K-6
- Continue to use an online platform for parent communication
- Quality Teaching Strategy reflection
- SEN Reporting PL for staff on an ongoing basis
- Herne Hill Primary School continue to be a Crunch and Sip School
- Moderate with surrounding schools (where available)
- Whole school SAER plan for Literacy and Numeracy
- STAR Reading program to be implemented with incentives and promotion
- Continue to provide out of school opportunities for school engagement in the form of Jump Jam, Choir, Skipping, Band, Drum Corp, Lego Club, Breakfast Club, Running Club, Netball, Art and NFL Flag
- Continue to liaise with support agencies for students at educational risk, e.g. SSEND, SSENDS, Therapy Focus etc...
- Continue Spelling Mastery program in Spelling in 2025, monitor implementation and results
- Continue with school Well Being Plan (Staff, Student, Community)
- Parent-Teacher-Student Interviews early in the year to update parents on progress



Centre of Excellence Training



Diabetes Professional Learning



2024 STUDENT ATTENDANCE

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	90.2%	87.7%	88.3%	88.8%	74.5%	69.5%	90.2%	86.7%	86.6%
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%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	55.2%	38.5%	6.3%	0.0%
2023	71.1%	20.6%	8.3%	0.0%
2024	69.5%	26.9%	3.0%	0.6%
Like Schools 2024	65.6%	23.9%	8.6%	1.9%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

The Department of Education information on student attendance shows that in 2024 Herne Hill Primary is above the state average with a rate of 92.2% compared with 89.4% for the state. Attendance of our Aboriginal students is 91.9% compared with 74.3% for the state average of Aboriginal student attendance.

Recommendations for Student Attendance in 2025

- ClassDojo community announcement every term of class attendance
- Breakfast Club three days a week
- Provide emergency morning tea and lunch to any student when required
- Letters to individual parents regarding attendance and late arrival
- Meetings with parents of students at risk
- Individual Documented Plans with incentives in place
- Liaison with Engagement & Transitions Manager (NMREO)
- Liaison with Child Protection & Family Services (CPFS)
- Chaplaincy - pastoral care
- Continue to use SMS Outreach system for attendance in 2025
- Apply for PALS grant to assist with Indigenous attendance and students arriving late
- Continue to run out of school groups such as Running Club, Soccer, Netball, Jump Jam, Lego Club, Skipping, Band, NFL Flag and Breakfast Club before school for student engagement.



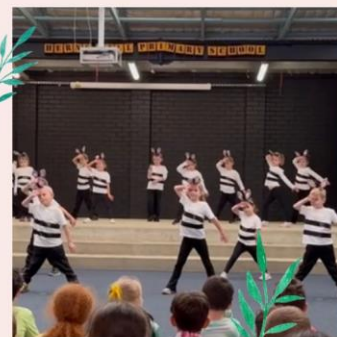
SCHOOL HIGHLIGHTS AND SPECIAL ACHIEVEMENTS

- Student Leadership Opportunities. 2024 was the third year of Student Council. Each class has two student representatives who meet as a Student Council with the School Captains.
- This year the Student Council fundraised for charities including Adopt a Koala, Starlight Foundation, International Guide Dogs and Foodbank
- The Year 6 group shared their last year of Primary School by going to Busselton for a 4-day camp in Term 2
- Edu-Dance concert
- Interschool Netball, Cross Country and Football
- NFL team winning State championships and travelling to Queensland for National championships
- Robotics Extension Program continued and entered the First Lego League Robotics and Tournament of Minds Competitions
- Drum Corp Year 4-6 with Mr Cobb
- Jump Jam teams continued in 2024
- Winning the Interschool Athletics Competition in Term 3



NFL
Flag

State Champs
&
Trip to QLD



EDU-DANCE



EXCURSIONS AND INCURSIONS

- K Water Safety Show
- PP-3 Road Safety excursion
- Year 1-2 Woodbridge House excursion
- Year 2-3 Djurpin Kaa Kaa incursion
- Year 3 Robotics incursion
- Year 3-4 Indonesian Dance incursion
- Year 6 Koora Waangkininy Boodjar
- Year 6 Camp to Busselton
- Year 6 Graduation excursion
- Year 6 leaders excursion

Y1-2 Woodbridge House Excursion



Kindy Water Safety Show



Y6 Camp

SPORTING EVENTS

- Faction Carnival
- Faction Jump & Throws
- Faction Cross Country
- Guildford Cross Country
- Interschool Carnival
- Interschool Netball
- Jump Jam
- NFL State & National Championships
- Fremantle Footy Cup



Free Footy Cup



Guildford Cross Country

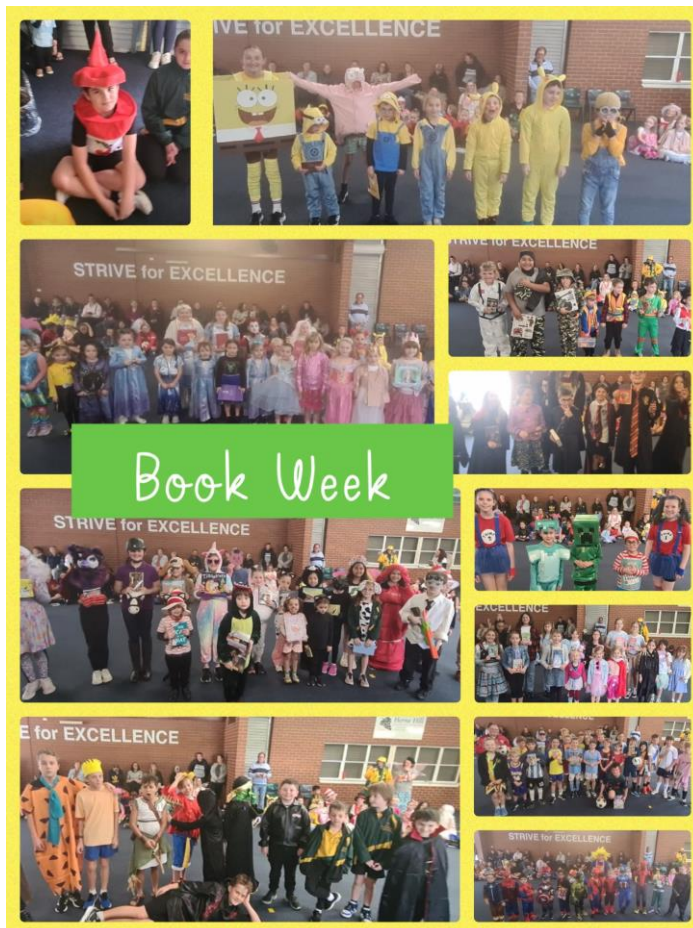
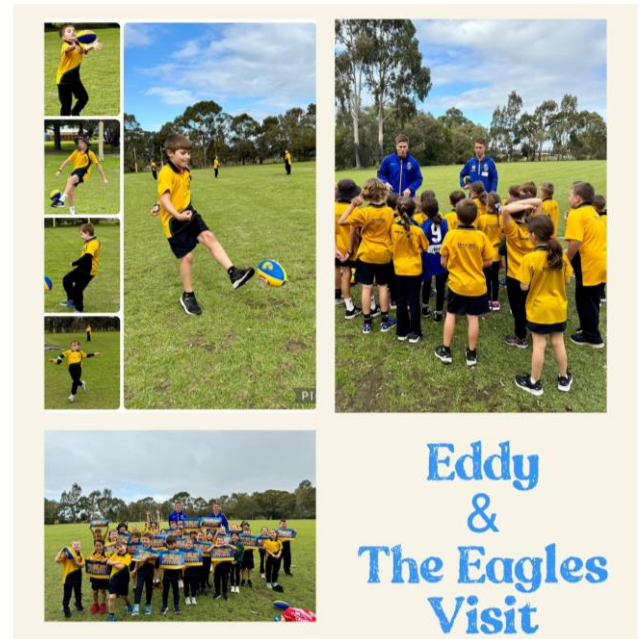


Run Jump Splash Run



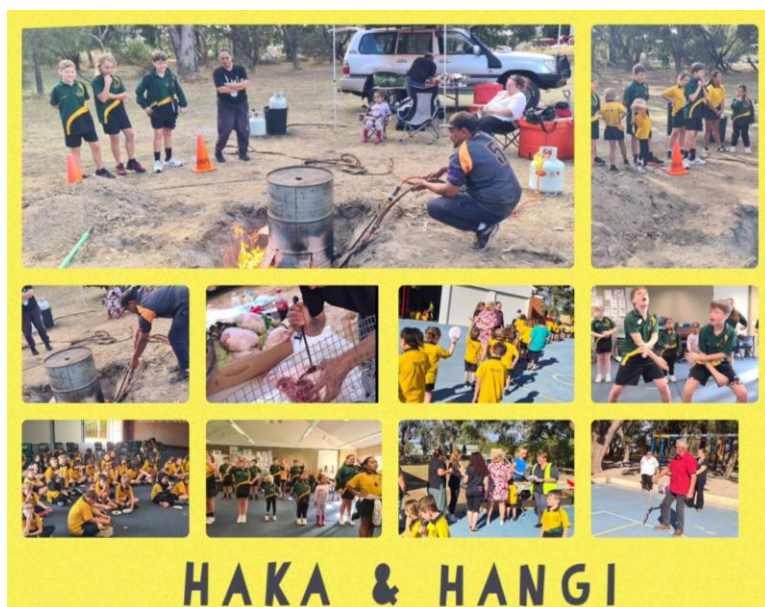
ADDITIONAL CURRICULUM EVENTS

- Book Week
- Book Fair
- ANZAC Service
- Swimming Lessons
- Edu-Dance
- Indonesian Day
- AFL clinic
- Rugby clinic
- Swan Active clinic
- Swan View Robotics
- First Lego League Robotics
- Swan Christian STEM Competition
- Year 5-6 TOM Challenge at ECU
- National Walk to School Day
- Three-Way Parent, Teacher & Student Goal setting meetings.



COMMUNITY EVENTS

- Father's Day Stall
- Mother's Day Stall
- Frozen Fridays
- Graduation
- NAIDOC Week
- Mother's Day Stall
- P&C Book Fair
- P&C Welcome Picnic
- Faction Carnival Lunches
- Year 5-6 parent welcome breakfast
- Hakka and Hungi for Harmony Week
- Colour Run
- Open classroom afternoons



NAIDOC WEEK



CHARITY FUNDRAISING EVENTS

- Adopt a Koala
- Starlight Foundation
- Food Bank cereal box
- International Guide Dog Day



END OF YEAR CELEBRATION



Pizza, Popcorn & Movie Day



GLOSSARY

ICSEA – Index of Community Socio-Economic Advantage

NAPLAN – National Assessment Program – Literacy and Numeracy

ACER – Australian Council for Educational Research

OARS - Online Assessment and Reporting System

PAT - Progressive Achievement Tests

ACARA – Australian Curriculum, Assessment and Reporting Authority

DOTT – Duties other than Teaching

SEN – Special Educational Needs

SAER – Students at Educational Risk

RAP – Reconciliation Action Plan

STEM – Science, Technology, Engineering and Mathematics

PL – Professional Learning

SSEND – School of Special Educational Needs Disability

SSEND S – School of Special Educational Needs Disability and Sensory

NMREO – North Metro Regional Education Office

CPFS – Child Protection and Family Services

PALS – Partnership Acceptance Learning Sharing

TOM – Tournament of Minds

NAIDOC – National Aborigines and Islanders Day Observance Committee

UFLI – University of Florida Literacy Institute

ECE – Early Childhood Education

STAR – Standardised Test for the Assessment of Reading

