



# EAST HAMILTON HILL PRIMARY SCHOOL

2023 Annual Report



*Inspired Learning. Inspired Future*  
Moorditj Kaadadjiny, Moorditj Boordakan

## It is with pleasure that I present the Annual Report for 2023.

This report provides a summary of our schools performance and strategic focus over the past year. We celebrate our successes and reflect on areas for improvement as we continue on the school improvement journey.

East Hamilton Hill Primary School saw a change in leadership at the commencement of 2023. Familiar to the school community, the new leadership team have forged a strong commitment to our collective aspiration, vision and improvement journey. Priorities remain priorities and momentum has continued, despite the changing landscape.

Our staff's commitment to school improvement continues, two years into our 2022-2024 Business Plan, with our shared vision underpinning everything we do and every decision we make. Our students are our central focus and collectively we work to empower thriving students.

### Our vision states:

*'Together we provide a connected and welcoming learning environment where individuals are empowered with the confidence to thrive.'*

Access to high quality education, in a safe and caring environment, sets the trajectory of a child's life well beyond their primary school years. The staff at EHHPS are committed to having a positive impact on the lives of our students, through education, to set them up for a positive future. There is nothing more important than a successful future for our students, therefore every effort made in 2023 and beyond, is reaping lifelong benefits for our students.

Together we will continue to foster our community relationships to ensure our students are the central focus both at school and home, to ensure success into the future. I feel very privileged and proud to lead our beautiful school and am honoured to work with a staff and community so dedicated to our students.



*Grady Scheiblehner*

**PRINCIPAL**

December 2023

We acknowledge the traditional custodians of the Wadjak boodja on which our students live and are educated, and honour the Elders, past, present and emerging. We acknowledge parents, families and communities as the first educators of their children. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.



# School Overview

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Established in 1960, East Hamilton Hill Primary School is located in the suburb of Hamilton Hill, 5km south-east of the port of Fremantle, and caters for students from Kindergarten through to Year 6. Commencing as an Independent Public School in 2013, East Hamilton Hill Primary School continues to maintain a high level of autonomy with the capacity to make decisions centred around meeting the needs of the community we serve, to consistently progress and nurture the learning and development trajectories of each and every student.

Together we are committed to building a genuine sense of welcome and belonging, while achieving excellence by placing students at the heart of all decisions. Building, fostering and maintaining positive relationships is embedded in our approach, while our relentless pursuit of 'better' prioritises improved student learning, outcomes, and engagement. Success does not look the same for all students, but all students can be successful in learning and life; empowering thriving students is our collective purpose. Driving our commitment to excellence recognises that every teacher is a highly effective teacher, not by chance but by design. Our dedicated staff maintain an environment which supports each child every day to achieve their personal best and employ evidence-based strategies within defined whole school approaches to maximise the impact they are having on student learning and progress.

East Hamilton Hill PS enjoys the support of a proactive and committed School Board and P&C. As a community, in partnership with parents, we build on strength; inspiring learning that leads to an inspired future.

*Moorditj Kaadadjiny. Moorditj Boorkdakan*

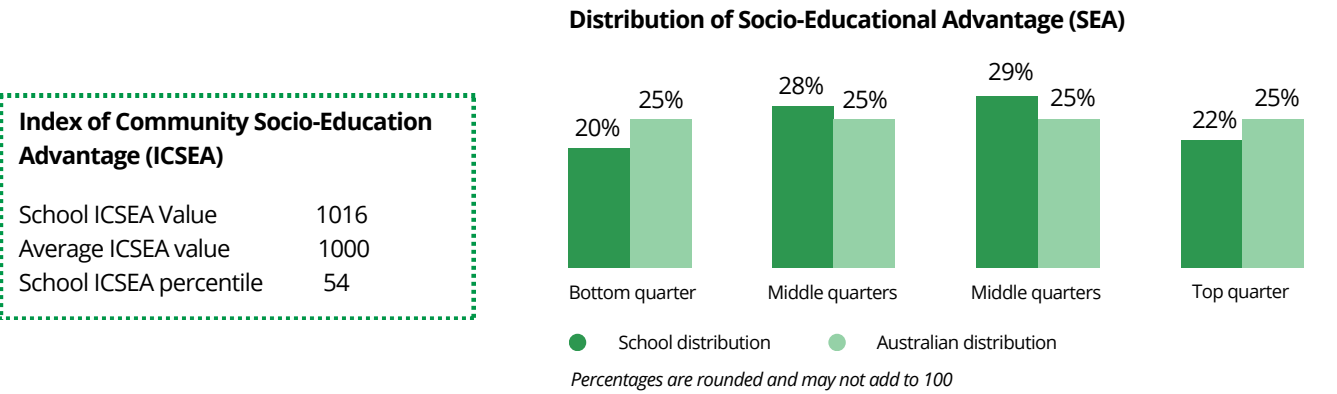


# Index of Community Socio Economic Advantage

East Hamilton Hill PS has an ICSEA of 1016 (Decile 4) with the Australian average being 1000. When ‘like school’ comparisons are referred to in this report, they are made up of schools with a similar ICSEA, regardless of their location. For the purposes of comparison, like schools could include the following:

Name	ICSEA
Ballajura Primary School	1017
Maida Vale Primary School	1016
Walkaway Primary School	1016

## Student background



East Hamilton Hill PS is part of the Cockburn Fremantle Network of Schools which include the following primary schools as well as Fremantle College and North Lake Senior Campus:

Cockburn Fremantle Network of School	ICSEA	Cockburn Fremantle Network of School	ICSEA
Southwell Primary School	734	Winterfold Primary School	1053
Spearwood Primary School	946	Samson Primary School	1058
Newton Primary School	1005	Coogee Primary School	1069
South Coogee Primary School	1004	White Gum Valley Primary School	1097
Phoenix Primary School	1027	Beaconsfield Primary School	1032
Hilton Primary School	1051	Fremantle Primary School	1127





# Enrolment & Characteristics

Throughout 2023 we maintained steady student numbers with the number of new enrolments balanced with families who moved to other schools. We finished the year with 227 students and the overall transiency rate is reducing.

**Analysis of the reasons for students and families leaving throughout the year demonstrated that travel and distance from home was one significant factor in students enrolling at other schools. Other reasons included:**

- Moved interstate or moved out of the area
- Moved to their local school
- Reduction of housing availability in the area

**New enrolments throughout the year were accepted as class capacity limits allowed, and the main reasons for applications included:**

- New to the area
- Awareness of our focus on student wellbeing
- Individual needs were not being met at previous school
- Recommendation from current families

As a school without a local intake area, we continue to accept, or decline enrolments based on available spaces in classes and year groups, regardless of address.



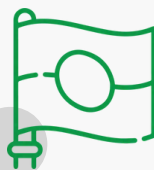
**54% of our student population is male**



**46% of our student population is female**



**7% have a diagnosed disability**



**18% of students are Aboriginal**



**15% come from a language background other than English**

# Workforce

The tabled information below provides a comprehensive picture of our current workforce as well as trends over time. A large portion of our staff work part-time and in job-share arrangements by choice, and all leadership team staff are full-time, plus the addition of an extra one day per week Leadership role. This position was shared by two aspirant leaders, who took on leadership portfolios throughout the year.

In 2023 we ran recruitment processes to fill a number of roles that became available throughout the year, including Library Officer, Special Needs Education Assistants, and Mainstream Education Assistant. Central pools were also utilised to fill three teaching positions (graduate and fixed term) at the end of 2022 for the 2023 school year. Recruitment processes are rigorous and focus on ensuring we employ staff who connect with our school and align with our vision.

**Table 3: Total employment headcount with proportion of full time employees**

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	2	100%	0%
Teacher	18	33%	67%
Mainstream EA	4	25%	75%
Education Support EAs	9	22%	78%
AIEO	1	0%	100%
Admin	4	20%	80%
Cleaner	4	0%	100%
Gardener	1	0%	100%
Other	3	0%	100%
<b>Total: 45</b>			

**Table 4: Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2019	35	17	18	212
2020	34	18	17	209
2021	37	20	18	215
2022	43	22	22	221
2023	45	20	25	227

Note: student numbers are taken from Semester 1 schools online figures each year.



# Workforce

**Table 5: Gender Profile**

Year	All staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2020	4	31	2	16	2	15
2021	6	31	4	17	2	14
2022	7	39	4	19	3	20
2023	5	40	3	17	2	23

Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	2.1	22.6	0.6	13.2	1.5	9.4
2021	3.7	21.5	2.2	12.5	1.5	9.0
2022	5.1	24.4	2.6	12.7	2.5	11.7
2023	3.9	25.6	2.2	11.4	1.7	14.2

**Table 8: Average age of all staff members 2020 to 2023**

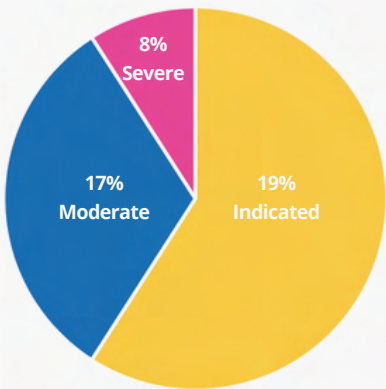
Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	45.8	40.8	50.9	50.5	45.3
2021	45.3	39.7	52.3	45.0	45.4
2022	45.7	41.9	49.4	45.1	45.8
2023	46.5	41.5	50.2	50.3	46.1



# Non Academic Analysis

## Attendance

Our data shows a historical trend pattern of attendance rates that are slightly below the state average, with only 57% of our students considered to have regular attendance in 2023. To maintain a regular attendance percentage of 90% or above, students need to have no more than 20 days absent from school per year.



A growing concern is the increasing percentage of students who fall within the 'Indicated' and 'Moderate' risk categories, attending 80%-90% and 60%-80% respectively. Students with attendance records in these categories miss a considerable amount of explicit instruction time, as well as the opportunity to adequately consolidate new learning, and this impacts on their capacity to progress and achieve outcomes at the required level.

A defined improvement focus throughout the year, and continuing in 2024 is improving regular attendance at school. Every day matters and if students are well, they need to be at school. Our improvement planning focuses on providing positive incentives to reinforce regular attendance, continued promotion in the newsletter, early interventions for students displaying anxiety issues, a personalised approach to following up on absences, and formal letters identifying 'at risk' attendance rates.

Overall Attendance rates for 2023:	
Semester 1	88.3%
Semester 2	86.9%
WA Public Schools	88.9%





# Non Academic Analysis

	Attendance Category			
	Regular	Indicated	Moderate	Severe
2021	66.3%	18.8%	10.9%	4%
2022	55.6%	25.5%	15.3%	3.6%
2023	61.4%	23.4%	12.2%	3%
Like Schools 2023	63.9%	24.8%	9.3%	2%
WA Public Schools	61%	25%	10%	4%

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	91.4%	92.3%	92.4%	80.9	86.2%	76.8%	89.8%	92.1%	91%
2022	90.2%	88.2%	88.3%	75.2%	77.3%	69.5%	87.4%	87.8%	86.6%
2023	91.8%	90.5%	90.3%	75%	83.6%	74.3%	88.3%	90.2%	88.9%

## Recommendations for improvement in 2024:

- Review of Attendance Policy in 2024
- Targeted and individualised plans with clear individual incentives and rewards
- Prompt follow ups on all absences as per the Attendance Responsibility flow chart
- Termly letters of unexplained absences sent home to parents
- Continuation of formal letters to parents of students at risk to be generated and sent home termly
- Student Services team to case manage students with anxiety issues impacting attendance
- AIEO to continue daily phone calls of Aboriginal students not in attendance
- Regular home visits to students with severe attendance



# 2022-2024 Business Plan Target Tracking

Target	2021 Baseline	2022	2023	2024	Status
By 2024, regular attendance will be 75%	66%	56%	57%		Not on track

## Behaviour Management

Our whole school approach to positively managing student behaviour progressed in the journey of implementation throughout 2023. The matrix of behaviour expectations and defined behaviour agreements provides the common language across the school of what is expected from students. These behaviours are explicitly taught and positively reinforced using a variety of whole-school and individual classroom structures.

In 2023, as part of the school's focus on ensuring a Nurturing Learning Environment for our students, East Hamilton Hill PS embedded the Zones of Regulation social-emotional learning program across our school to help students develop self-regulation skills and greater emotional control. The program helps develop a common language for communication and problem solving throughout the school, creating a healthier, more inclusive school climate allowing for more time to be spent on teaching and learning.

Zones of Regulation and the development of individual toolkits for each student in our school, will continue to be a focus in 2024.

Behaviour choices that are not considered desirable are addressed through a structured and defined system of logical and natural consequences that are known to students. Behaviour expectations are always articulated using the common language within the matrix. Students are provided with opportunities to adjust their behaviour choices, with positive choices then acknowledged and reinforced. Restorative processes teach students how to make amends for those impacted and promote re-entry back into learning.

Relationships are central to effective outcomes in regards to behaviour management and a key feature of our approach at East Hamilton Hill PS.

	<b>We Cooperate...</b> Working together for a common purpose	<b>We Aspire...</b> Make an effort, attempt, strive or try	<b>We Respect...</b> Show regard, thought or consideration	<b>We Excel...</b> To aim for excellence
<b>At East Hamilton Hill...</b>	<ul style="list-style-type: none"><li>• We listen to and follow instructions from all staff and visitors</li><li>• We work as a team and include others</li><li>• We use equipment, the internet and technology appropriately</li><li>• We walk our wheels and move around the school safely</li><li>• We line up quietly and sensibly</li></ul>	<ul style="list-style-type: none"><li>• We are prepared, organised and return to class on time</li><li>• We accept the consequences of our actions</li><li>• We do our best and set goals</li><li>• We try to solve playground problems before asking the duty teacher for help</li><li>• We come to school every day with a positive attitude</li></ul>	<ul style="list-style-type: none"><li>• We are honest and tell the truth</li><li>• We keep our hands, feet and objects to ourselves</li><li>• We show respect for the school environment and our community</li><li>• We speak kindly and respectfully to and about everybody</li><li>• We are responsible for returning school property</li></ul>	<ul style="list-style-type: none"><li>• We aim for personal excellence</li><li>• We wear our school uniform and represent EHHPS with pride</li><li>• We have a go, persevere, and reflect</li><li>• We demonstrate sportsmanship</li><li>• We are positive role models for our peers</li></ul>



# Behaviour Management

Year	Number of Students	Suspensions issued	Total number of days
2023	9	12	17.5
2022	9	30	39.5
2021	11	23	16
2020	7	24	46

In 2023, the number of students suspensions issued and total number of days decreased significantly. This is largely attributed to the introduction of Zones of Regulation and empowering students with the tools to regulate their behaviour. Individual Behaviour Management Plans were implemented for students with additional supports provided to assist students to be successful and effectively self-regulate when frustrated, angry or upset. This will continue to be a priority focus in 2023.

## Recommendations for improvement in 2024:

- Review and refine Behaviour Management Policy and Procedures
- Positive Behaviour Support team to include all staff
- Student voice to continue to be a key part of reward structures with students voting from a menu of suggested experiences
- Individual Behaviour Management Plans to be implemented for students with repeated low level, disruptive or inappropriate behaviours
- The implementation of a Good Standing policy that aligns with PBS
- Continue to acknowledge and reward positive behaviour through whole school structures and TOD awards
- Promote our CARE values and behaviour expectations with the parent community and raise awareness of this approach
- Continue community-focused events such as the CARE breakfasts twice per year
- Develop systems to track classroom and playground positives in order to assess against the 4:1 ratio (positive to negative) and collect data on this



# National School Opinion Survey and Organisational Health Index

East Hamilton Hill PS uses the National School Opinion Survey (NSOS) as one method to gather vital information from our parents, staff and students about our school and areas that we can improve. Although schools are only required to engage with these surveys every second year, we believe that regular feedback from all stakeholders is key to ensuring we are delivering the high quality education and inclusive learning environment for all students, and in 2021 we committed to running these surveys annually. In 2023 EHPS continued the 3-year Fogarty EDvance program that focuses on sustained school improvement. A key part to this program is surveying stakeholders using an external tool to measure organisational health. The exhaustive assessment determined the overall health in 2023 was in **the top decile of the global benchmark**, with significant strength identified in the areas of: **Work Environment, Motivation, Leadership, Capabilities and Direction**. This information is analysed in conjunction with the NSOS data, outlined below, to inform our continuous improvement planning.

The surveys use a 5-point rating scale of the NSOS:

- 1. Strongly Disagree
- 2. Disagree
- 3. Neither
- 4. Agree
- 5. Strongly Agree

## Students

Students in Year 4-6 asked to participate.

Highest Ranking Items	
Item	Mean Score
My teachers expect me to do my best	4.5
My teachers are good teachers	4.4
My teachers care about me	4.2
My teachers motivate me to learn	4.1

Lowest Ranking Items	
Item	Mean Score
My school takes student opinions seriously	3.3
I can talk to my teachers about my concerns	3.6



# National School Opinion Survey and Organisational Health Index

## Parents

Feedback from the Parent Survey in 2023 saw an increase in every area, when compared to 2022 data. The areas with the greatest improvement were;

- Student behaviour is well managed
- My child feels safe at school
- My child's learning needs are being met

Highest Ranking Items	
Item	Mean Score
My child's teachers are good teachers	4.7
I can talk to my child's teachers about my concerns	4.6
Teachers at this school care about their students	4.6

Lowest Ranking Items	
Item	Mean Score
The school is well maintained	4.1
Teachers provide students with useful feedback	4.2
The school looks for ways to improve	4.2

## Staff

Highest Ranking Items	
Item	Mean Score
Teachers at this school are good teachers	4.8
This school looks for ways to improve	4.7
This school is well led	4.7
Teachers at this school care about their students	4.6

Lowest Ranking Items	
Item	Mean Score
The school is well maintained	3.8
I receive useful feedback about my work	4.1

# National School Opinion Survey and Organisational Health Index

Analysis of the survey data provided rich information and areas of focus for us as a school to consider and address. All survey data was shared with staff and the School Board and referenced throughout school improvement planning sessions and workshops.

**Recommendations for improvement in 2024:**

- Focus on cultural responsiveness and cultural engagement with Aboriginal families
- Continue to resource improvements and upgrades in the physical school environment
- Introduce further methods to gather student opinions and harness student voice
- Introduce classroom observation and feedback structures for teaching staff
- Prioritise early intervention for at risk students
- Foster community involvement wherever possible
- Continue to focus on social emotional learning for students, increasing their ability to self regulate
- A focus on consistency of practice and continuity of learning throughout the years

2022 - 2024 Business Plan Target Tracking					
Target	2021 Baseline	2022	2023	2024	Status
70% of families (110) to complete NSOS annually	35% (60)	35% (61)	52% (86)		Not on track
Students: Average score results are positive with each item having a ranking of 4.0 or above	12/14	12/14	9/12		Not on track
Parents: Average score results are positive with each item having a ranking of 4.0 or above	19/20	17/20	20/20		On track
Staff: Average score results are positive with each item having a ranking of 4.0 or above	20/22	20/22	21/22		On track

## Academic Analysis

Student achievement and progress data is utilised in whole school, classroom and individual student planning to inform teaching in order to achieve impactful learning. School-based data is highly valued as it provides comprehensive information over a period of time with knowledge and understandings able to be demonstrated in a variety of ways.

2023 saw some significant changes to NAPLAN. The assessments were completed in Term 1, rather than Term 2 and the former reporting in bands has been replaced by proficiency levels, with no alignment between the two. These changes mean that direct comparisons between 2023 and previous years cannot be made. This impacts some areas our Business Plan target tracking.

NAPLAN data for 2023 showed achievement at the expected standard, across all assessment areas in both Year 3 and Year 5.

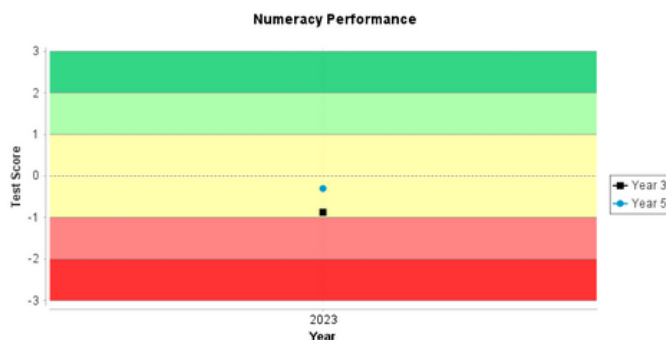
Analysis of NAPLAN data also shows defined areas to target for improvement. These can be found on the following pages.





# Numeracy

Numeracy	Performance	Students
	2023	2023
Year 3	-0.9	23
Year 5	-0.3	30



Proficiency Level	NAPLAN Score Range	Numeracy	
		Year 3	
		2023	
		School	Like Sch
Exceeding	493 and above	9%	8%
Strong	378 - 492	43%	56%
Developing	311 - 377	26%	23%
NAS	Up to 311	22%	13%

Proficiency Level	NAPLAN Score Range	Numeracy	
		Year 5	
		2023	
		School	Like Sch
Exceeding	577 and above	3%	10%
Strong	451 - 576	60%	56%
Developing	386 - 450	20%	24%
NAS	Up to 386	17%	10%

## Summary:

- Year 5 students performed at that of like schools
- Year 3 student achievement is at that of like schools, yet is close to below like schools

### Recommendations for improvement in 2024:

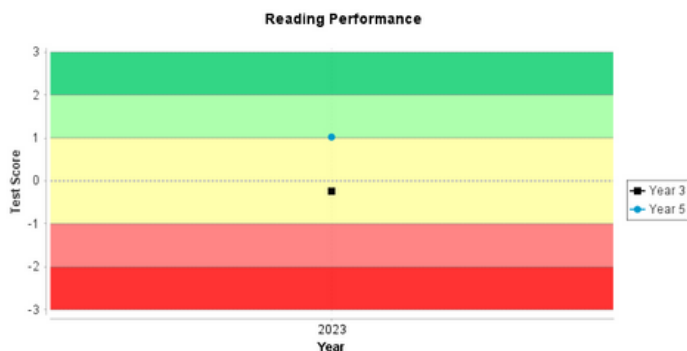
- Introduce whole school Mathematics program from PP- Year 6
- Whole staff PL on effective instruction in Mathematics
- Progress a whole school approach to data collection and analysis for Mathematics
- Utilise data and increase staff data literacy to effectively target gaps in knowledge and inform cohort and classroom planning
- Increase focus on 'hands on' mathematical learning using resources and engaging learning experiences
- Introduce Mathematics intervention for students at risk

2022 - 2024 Business Plan Target Tracking					
Target	2021 Baseline	2022	2023	2024	Status
By 2024, the percentage of students achieving Moderate, High and Very High Progress from Year 3 to Year 5 will be 65% or above	50%	Unavailable due to non testing in 2020	Unavailable due to changes in NAPLAN		
By 2024, NAPLAN Numeracy performance will exceed that of like schools – Year 3	400 (School) 403 (Like Schools)	392 (School) 395 (Like Schools)	379 (School) 385 (Like Schools)		On track
By 2024, NAPLAN Numeracy performance will exceed that of like schools – Year 5	512 (School) 488 (Like Schools)	468 (School) 480 (Like Schools)	474 (School) 480 (Like Schools)		On track
By 2024, 75% of students will achieve in the top 3 proficiency bands (Bands 4, 5 and 6) – Year 3	72%	58%	N/A due to changes in NAPLAN		N/A
By 2024, 75% of students will achieve in the top 3 proficiency bands (Bands 6, 7 and 8) – Year 5	78%	45%	N/A due to changes in NAPLAN		N/A



# Reading

Reading	Performance	Students
	2023	2023
Year 3	-0.2	23
Year 5	1.0	30



	NAPLAN Score Range	Reading	
		Year 3	
		2023	
Proficiency Level		School	Like Sch
Exceeding	481 and above	22%	12%
Strong	368 - 480	39%	50%
Developing	282 - 367	22%	26%
NAS	Up to 282	17%	12%

	NAPLAN Score Range	Reading	
		Year 5	
		2023	
Proficiency Level		School	Like Sch
Exceeding	555 and above	30%	16%
Strong	448 - 554	53%	58%
Developing	377 - 447	10%	17%
NAS	Up to 377	7%	8%

## Summary:

- Year 3 students performed at that of like schools
- Year 5 students performed above that of like schools

### Recommendations for improvement in 2024:

- Focus on defining a consistent approach to the explicit teaching of reading in middle to upper primary
- Consistent implementation of whole school approaches including Heggerty, Sounds Write and decodable readers
- Collaborative planning and the sharing of best practices prioritised through whole school structures
- Continuation of intervention systems to address low achievement
- Continue to promote reading at home and during the first 20 minutes of the day



# Writing

2022 - 2024 Business Plan Target Tracking					
Target	2021 Baseline	2022	2023	2024	Status
Establish a positive trend line in NAPLAN – Year 3	Steady	Steady	N/A due to NAPLAN changes		N/A
Establish a positive trend line in NAPLAN – Year 5	Negative trajectory	Negative trajectory	N/A due to NAPLAN changes		N/A
By 2024, 75% of students will achieve in the top 3 proficiency bands (Bands 4, 5 and 6) – Year 3	76%	74%	N/A due to NAPLAN changes		N/A
By 2024, 75% of students will achieve in the top 3 proficiency bands (Bands 6, 7 and 8) – Year 5	83%	55%	N/A due to NAPLAN changes		N/A
By 2024, reduce the percentage of students demonstrating Very Low and Low progress from On Entry testing to Year 3 to 15% or less	24%	39.5%	N/A due to NAPLAN changes		N/A
By 2024, Year 3 Writing will be above that of like schools	421 (School) 429 (Like Schools)	436 (School) 420 (Like Schools)	421 (School) 404 (Like Schools)		On track
By 2024, Year 5 Writing will be above that of like schools	496 (School) 482 (Like Schools)	414 (School) 473 (Like Schools)	469 (School) 474 (Like Schools)		On track



# Writing

Writing	Performance	Students
	2023	2023
Year 3	0.1	23
Year 5	-0.1	30



	NAPLAN Score Range	Writing	
		Year 3	
		2023	
Proficiency Level		School	Like Sch
Exceeding	503 and above	13%	10%
Strong	370 - 502	61%	69%
Developing	296 - 369	9%	15%
NAS	Up to 296	17%	6%

	NAPLAN Score Range	Writing	
		Year 5	
		2023	
Proficiency Level		School	Like Sch
Exceeding	570 and above	13%	11%
Strong	455 - 569	43%	59%
Developing	385 - 454	27%	22%
NAS	Up to 385	17%	8%

## Summary:

- Year 3 students performed above that of like schools
- Year 5 students performed at that of like schools

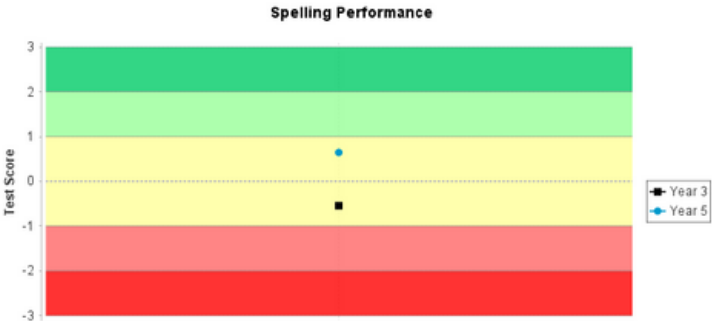
### Recommendations for improvement in 2024:

- Continue to prepare students for 'test readiness' through regular morning typing
- Purchase a bank of laptops for easy classroom use
- Track student progress and achievement using Elastik Writemark, as well as planning for next steps in learning
- Collaborative moderation of student work in teams to ensure consistency of judgements
- Maintain high expectations for all students in regards to writing capability

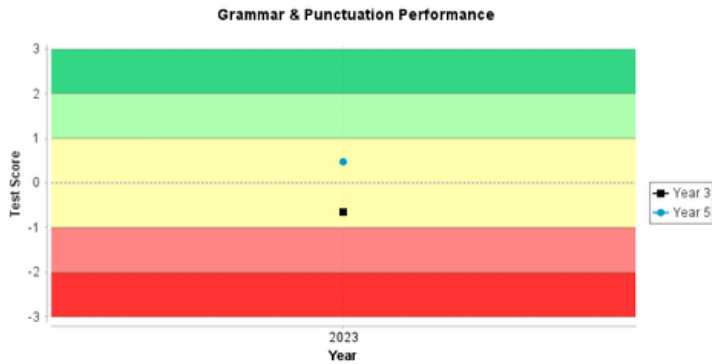


# Spelling, Grammar and Punctuation

Spelling	Performance	Students
	2023	2023
Year 3	-0.5	23
Year 5	0.6	30



Grammar & Punctuation	Performance	Students
	2023	2023
Year 3	-0.6	23
Year 5	0.5	30





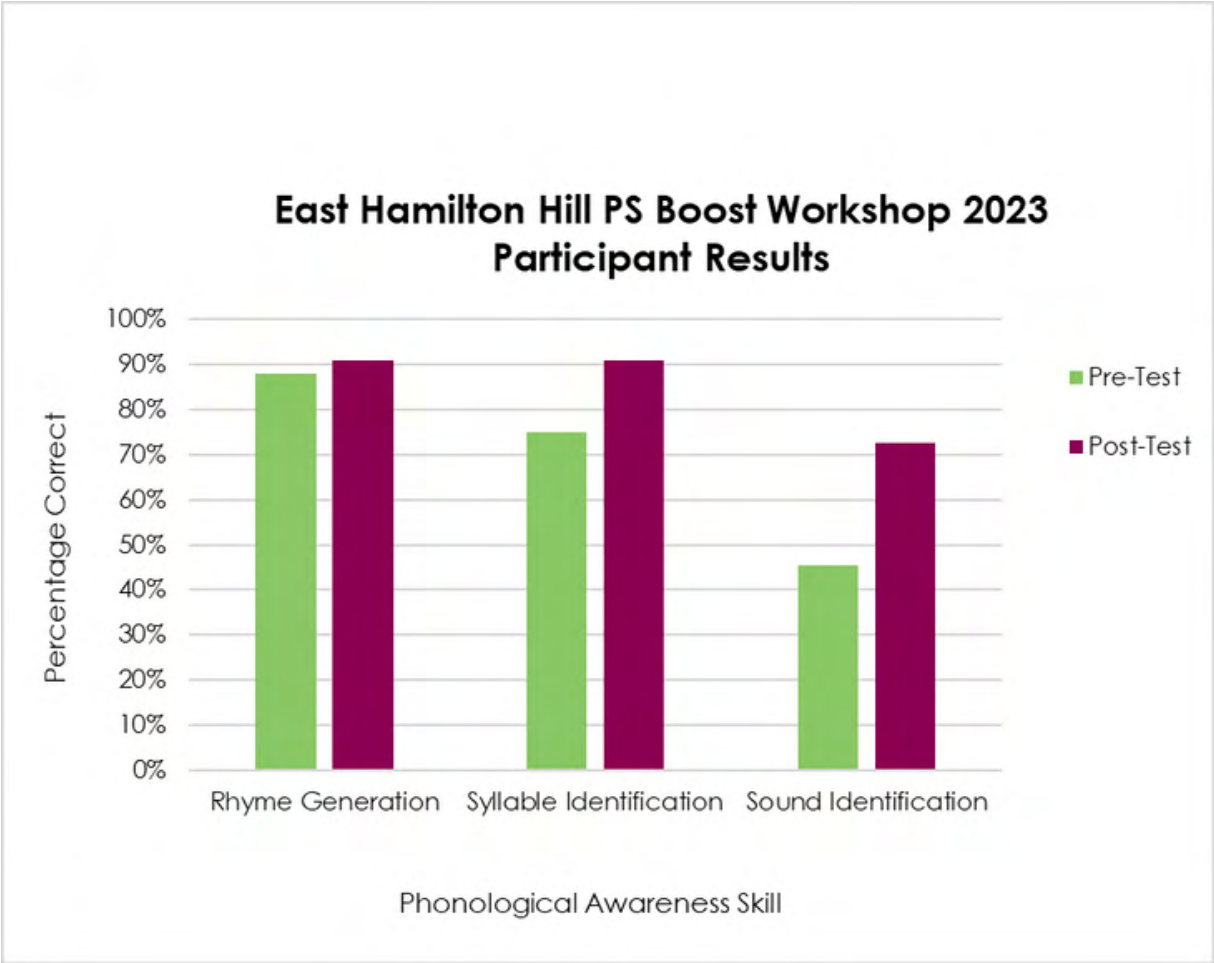
# Boost Program

## Program Analysis

In 2023, East Hamilton Hill Primary School were fortunate enough to secure a grant through the Fogarty Foundation to host the Dyslexia-SPELD Foundation run Boost Program. The Boost Program is designed to provide parents of children in Kindergarten to Year One with information and resources to best support their child's early literacy development at home. Funding was provided for 25 participants to attend the Boost workshop series and was well received by the school community.

Our community greatly appreciated the opportunity to have the Boost workshops run at our school. This program provided parents with the knowledge and skills to support their children's early literacy development at home, which has been invaluable in preparing them for their early years in schooling.

Pre and post workshop assessments show an increase in parent knowledge across all areas covered in the program.



# School Board Chair 2022 Report

It gives me great pleasure to present the 2023 East Hamilton Hill Primary School Board Annual Report.

I would like to acknowledge that this school is located on traditional lands of the Whadjuk Nyungar people. I offer my deep respect to the Whadjuk Noongar community and recognise the continuing connection to this beautiful land, waters, and culture of the Nyungar people. I pay my respects to their Elders past present and emerging.

For the Board and school administration, it has been a year of new faces and new roles. Early in the year, we were delighted when Grady Scheiblehner accepted the role of new Principal for the school. We welcomed new parent members to the Board – Georgina Cooper, Angela Nikulinsky, Jess Stocker and Clare Detchon.

With so many new members, 2023 has been a year of learning and growth for the Board, beginning with the establishment of the Board meeting norms written in both Nyungar and English.

The Board has played an important role in contributing to good school governance so that the school resources are used efficiently, and community expectations and school priorities reflect the needs of the students.

The East Hamilton Hill Primary School Board has an official role, as defined by the Department of Education, which includes reviewing school performance; developing and reviewing the school Business Plan; reviewing and approving school budgets and charges; and establishing and reviewing the school's objectives, priorities and general policy directions. In addition to this official role, we agree to be advocates for the school; develop a culture of service; support our staff and be available to other parents.

The key focus of our strategies this year was guided by the 2022 – 2024 Business Plan which was the filter for all information and decision making. Priorities remained priorities, and momentum continue in a changing landscape.

This year the Board has been consulted and kept informed across a number of key strategic and operational areas including NAPLAN results, attendance, enrolments and Organisational Health and the Tell Them From Me surveys.

It was exciting to receive updates from the staff leaders of the milestones they are achieving through the Fogarty EDvance program.

The abovementioned discussions took place alongside core Board business. As always, the Board dedicated time to reviewing and approving the 2022 Annual Report, school's finances, including our annual budget, school contributions and charges as well as booklists and equipment. This year the Board approved the school uniform amendments of a new polo dress and the new and outstanding Year 6 leavers uniform for 2024, that proudly acknowledges the Nyungar history, education, and culture at this school.

As always, it takes a village, so to our outstanding teaching staff, fabulous P&C and to all the parents and carers, on behalf of the Board I want to thank you for your support throughout the year.

The function of the School Board is only made possible with members who sacrifice their time and effort. I would like to sincerely thank all the parents, staff and community representatives for their invaluable service and contribution to the Board throughout 2023. I would like to make a special mention of the outgoing parent representative Neil Dumais and community representative Wayne Stocker for their dedication and support over the past year.

The Board is grateful to both Cheryl Ancell and Rita Groves, who have worked tirelessly to make sure the Board functions seamlessly.

To close out the year the Board acknowledges the Principal, Mrs Grady Scheiblehner for her leadership and her excellent team for their application and dedication to achieving the best outcomes for our children and the school.

It has been an absolute privilege and pleasure to Chair the East Hamilton Hill Primary School Board this year and I wish the whole school community a healthy and happy 2024.

Moorditj Kaadajiny Moorditj Boordakan ~ Inspired Learning Inspired Future

**Kerrie-Ann Garlick**  
2023 School Chair Board

# P&C Annual Report



East Hamilton Hill's P&C consisted of 10 members in 2023, along with a collective of school community members who donated their time for events and fundraisers. The P&C employ one paid member of staff, this being the canteen manager.

We also received a generous \$3000 donation from an anonymous community member, towards the resurfacing of the basketball courts.

A subcommittee raised a massive amount of funds for the Year 6 camp, totalling almost \$5000.

**In 2023 we hosted many fundraising events and grant applications for East Hamilton Hill Primary school, which resulted in the following contributions to the school.**

- \$3000 grant from the City of Cockburn for community footballs goals
- \$3000 from the P&C for the community football goals
- \$250 for the vegetable gardens
- \$1100 for Year 6 camp and activities
- \$600 for new Library books
- Funded the Book Week author incursion

## **Events organised:**

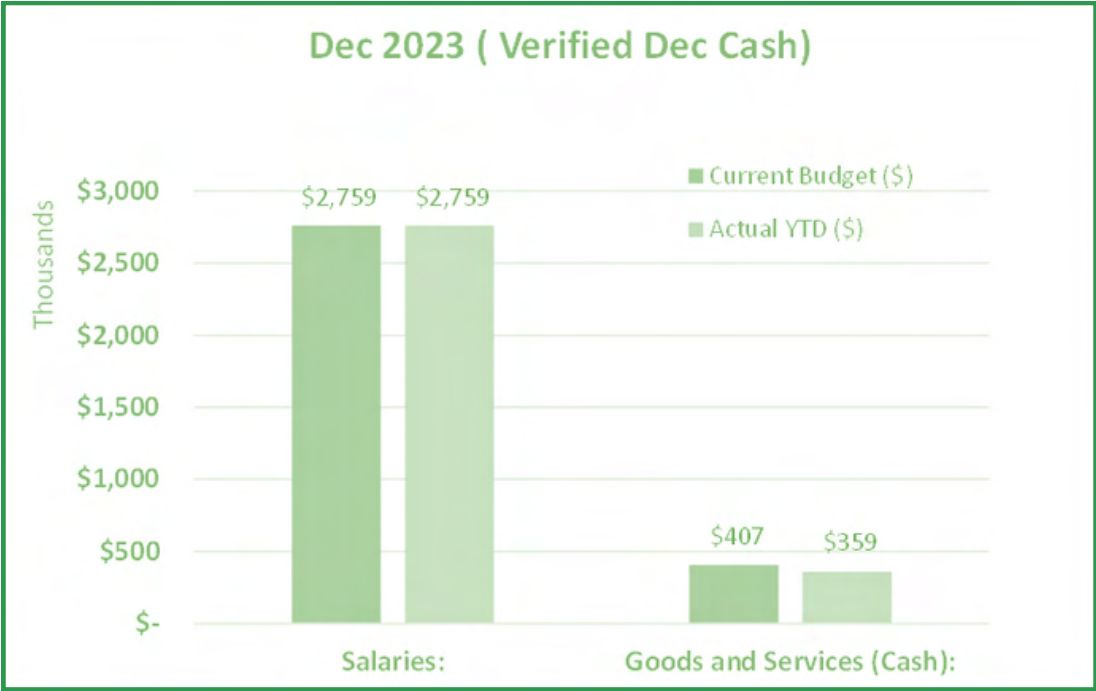
1. New Year Icebreaker
2. Election day fundraiser
3. Easter Raffle
4. Mother's Day raffle
5. Father's Day stall
6. Supported EHPS Containers for Change
7. Food and fun for Jumps and Throws carnival
8. Food and fun for Sports carnival
9. Food and fun for Interschool carnival
10. End of year Dance concert
11. Started a 'go fund me' page, raising money to resurface the external basketball courts

Ms Georgina Stocker  
2023 P&C President

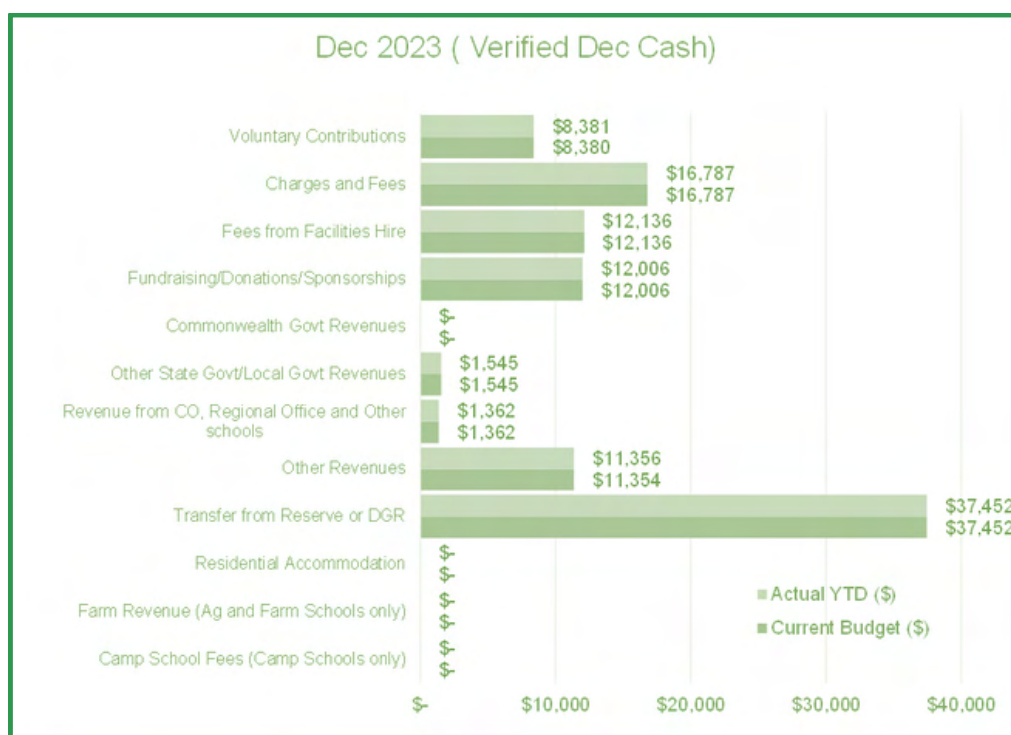


# 2023 Financial Summary

ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	43,126	43,126
Carry Forward (Salary):	155,799	155,799
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,022,968	3,022,968
Locally Raised Funds:	101,022	101,025
Total Funds:	3,322,914	3,322,917
EXPENDITURE		
Salaries:	2,758,873	2,758,873
Goods and Services (Cash):	406,616	359,462
Total Expenditure:	3,165,489	3,118,335
VARIANCE:	157,425	204,582

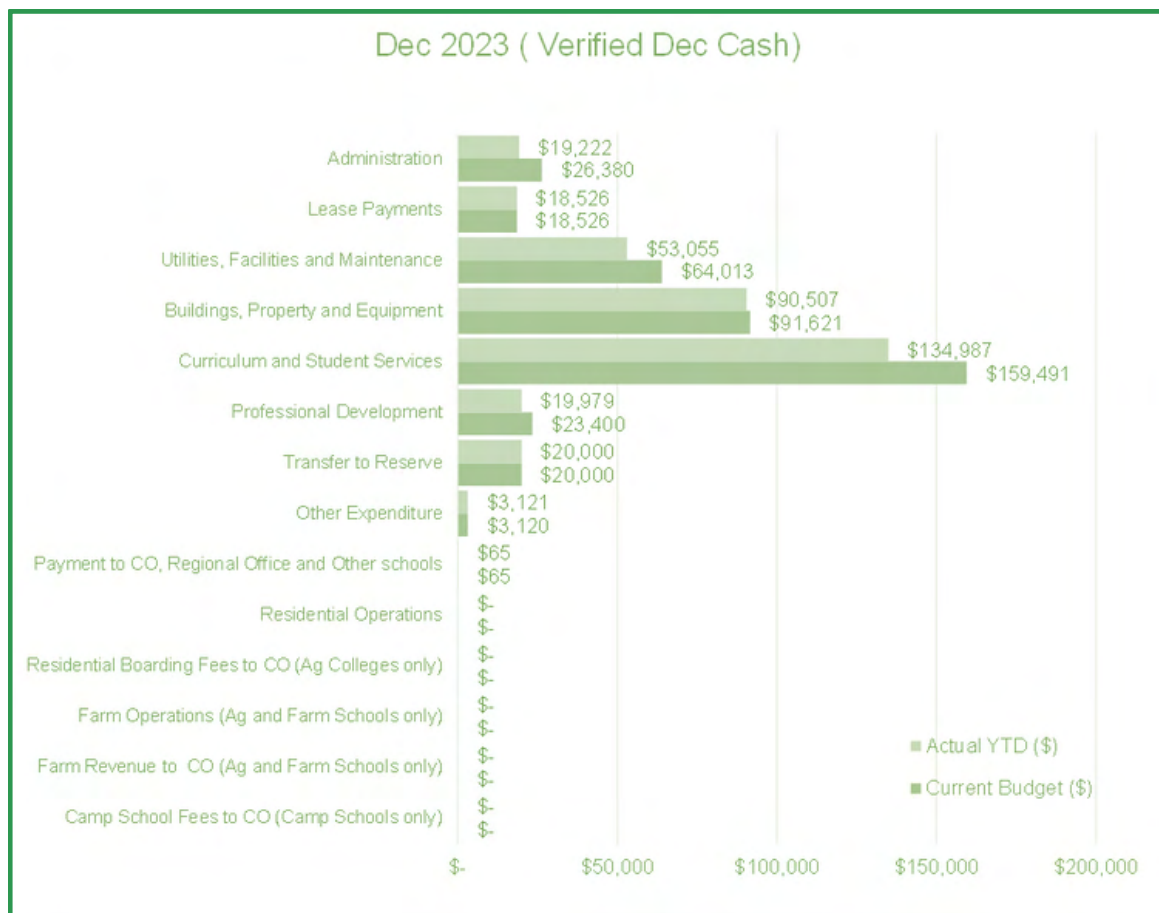


INCOME - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	43,126	43,126
Carry Forward (Salary)	155,799	155,799
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	1,854,533	1,854,533
School and Student Characteristics	1,017,554	1,017,554
Disability Adjustments	33,705	33,705
Targeted Initiatives	108,368	108,368
Operational Response Allocation	5,308	5,308
<b>Total Funds:</b>	<b>3,019,468</b>	<b>3,019,468</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	3,500	3,500
Transition Adjustment	0	0
School Transfers – Salary	(217,480)	(217,480)
School Transfers - Cash	217,480	217,480
Department Adjustments	0	0
<b>Total Funds:</b>	<b>3,500</b>	<b>3,500</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	8,380	8,381
Charges and Fees	16,787	16,787
Fees from Facilities Hire	12,136	12,136
Fundraising/Donations/Sponsorships	12,006	12,006
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	1,545	1,545
Revenue from CO, Regional Office and Other scho	1,362	1,362
Other Revenues	11,354	11,356
Transfer from Reserve or DGR	37,452	37,452
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>101,022</b>	<b>101,025</b>
<b>TOTAL</b>	<b>3,322,915</b>	<b>3,322,918</b>





EXPENDITURE - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	2,545,411	2,545,411
New Appointments	0	0
Casual Payments	211,575	211,575
Other Salary Expenditure	1,886	1,886
<b>Total Funds:</b>	<b>2,758,872</b>	<b>2,758,872</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	26,380	19,222
Lease Payments	18,526	18,526
Utilities, Facilities and Maintenance	64,013	53,055
Buildings, Property and Equipment	91,621	90,507
Curriculum and Student Services	159,491	134,987
Professional Development	23,400	19,979
Transfer to Reserve	20,000	20,000
Other Expenditure	3,120	3,121
Payment to CO, Regional Office and Other schools	65	65
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>406,616</b>	<b>359,462</b>
<b>TOTAL</b>	<b>3,165,488</b>	<b>3,118,334</b>







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