



# EAST HAMILTON HILL PRIMARY SCHOOL

2024 Annual Report



*Inspired Learning. Inspired Future*

Moorditj Kaadadjiny, Moorditj Boordakan

*Welcome to Country and Smoking Ceremony*  
2024



## It is with pleasure that I present the Annual Report for 2024.

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.

Our staff's commitment to school improvement continues, as we come to the end of 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. We are proud of the achievements we have made in relation to the school improvement targets outlined in our Business Plan.

### 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. Our staff are committed to having a positive impact on the lives of our students, through education, to set them up for a positive future. This commitment remains the cultural foundation of our school, where our students are at the core of everything we do.

As we continue to build on our successes, we are committed to further improving the quality of education we provide and gaining recognition as a high-performing school within the wider community. The positive outcomes of our recent school review have validated the outstanding work being done by our dedicated staff and students, and we are eager to share this success with our local community. Our goal is to become the school of choice for families in the area, known not only for academic excellence but also for the holistic development we offer. By continuing to innovate, celebrate our achievements, and communicate the impact of our work, we aim to strengthen our reputation and attract more families seeking a nurturing, high-quality educational environment for their children.



*Grady Scheiblehner*

**PRINCIPAL**

December 2024

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

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 Boordakan*



# Index of Community Socio Economic Advantage

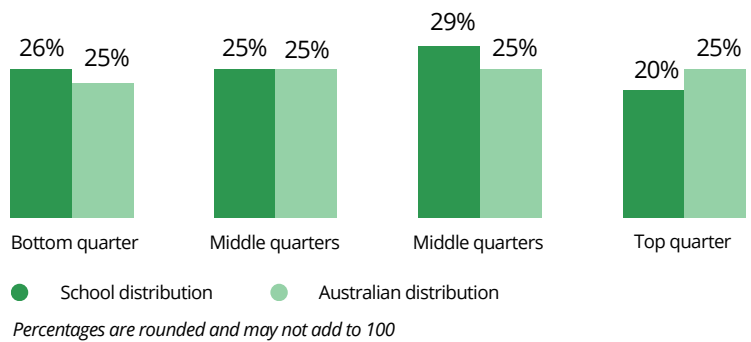
East Hamilton Hill PS has an ICSEA of 1003 (Decile 5) with the Australian average being 1000. When 'like school' comparisons are referred to in this report, they are made up of schools with a similar ICSEA, regardless of their location. For the purposes of comparison, like schools could include the following:

Name	ICSEA
Broomehill Primary School	1005
Eden Hill Primary School	1003
Safety Bay Primary School	1001

## Student background

Distribution of Socio-Educational Advantage (SEA)

Index of Community Socio-Education Advantage (ICSEA)	
School ICSEA Value	1003
Average ICSEA value	1000
School ICSEA percentile	48



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	762	Winterfold Primary School	1052
Spearwood Primary School	933	Samson Primary School	1059
Newton Primary School	1016	Coogee Primary School	1065
South Coogee Primary School	1011	White Gum Valley Primary School	1101
Phoenix Primary School	1045	Beaconsfield Primary School	1082
Hilton Primary School	1067	Fremantle Primary School	1131



# 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 252 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.



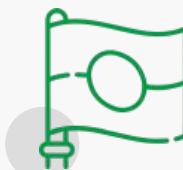
**52% of our student population is male**



**48% of our student population is female**



**7% have a diagnosed disability**



**17% of students are Aboriginal**



**13% 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.

In 2024 we ran recruitment processes to fill a number of roles that became available throughout the year, Head Cleaner, Level 1 Cleaner, Special Needs Education Assistants, and Mainstream Education Assistant. 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	50%	50%
Mainstream EA	5	40%	60%
Education Support EAs	9	20%	80%
AIEO	1	0%	100%
Admin	2	100%	0%
Cleaner	4	0%	100%
Gardener	2	0%	100%
Other	3	0%	100%
<b>Total: 46</b>			

**Table 4: Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	34	18	17	209
2021	37	20	18	215
2022	43	22	22	221
2023	45	20	25	227
2024	46	21	26	252

Note: student numbers are taken from Semester 2 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
2021	6	31	4	17	2	14
2022	7	39	4	19	3	20
2023	5	40	3	17	2	23
2024	5	42	3	18	2	24

Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
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
2024	3.2	29.3	2.2	14.4	1.0	14.9

**Table 8: Average age of all staff members 2021 to 2024**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
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
2024	44.3	42.8	54.4	41.8	44.5

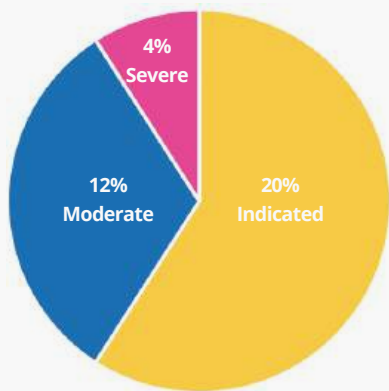




# Non Academic Analysis

## Attendance

Our data shows a historical trend pattern of attendance rates that are slightly below the state average, with only 64% of our students considered to have regular attendance in 2024. 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 for the 2022-20244 Business Plan, and continuing in 2025 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 2024:

Semester 1	89.2%
Semester 2	86.4%
WA Public Schools	89.4%



# Non Academic Analysis

	Attendance Category			
	Regular	Indicated	Moderate	Severe
2022	55.6%	25.5%	15.3%	3.6%
2023	61.4%	23.4%	12.2%	3%
2024	63.8%	20.4%	12.2%	3.6%
Like Schools 2024	65.4%	24.4%	8.2%	1.7%
WA Public Schools	65%	23%	9%	4%

	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%	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%
2024	91.9%	90.9%	91%	91.9%	90.9%	74.3%	91.9%	90.9%	89.4%

## Recommendations for improvement in 2025:

- Review of Attendance Policy in 2025
- 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%	65.4%	Not Achieved

## Behaviour Management

Our whole school approach to positively managing student behaviour progressed significantly in 2024. 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 2024, as part of the school's focus on ensuring a Nurturing Learning Environment for our students, East Hamilton Hill PS continued to embed the Zones of Regulation social-emotional learning program across our school to help students develop self-regulation skills and greater emotional control. This program has resulted in a significant decrease in student behaviour.

Overall Suspensions 2022-2024:	
2022	39.5 days
2023	17.5 days
2024	12 days

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
2022	9	30	39.5
2023	9	12	17.5
2024	9	15	12

In 2024, the number of students suspensions remained stable and the total number of days decreased. 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 2024.

## Recommendations for improvement in 2025:

- Complete a review of Positive Behaviour Support
- The implementation of a Good Standing policy that aligns with PBS
- Increase staff professional knowledge of co-regulation and self-regulation skills and strategies
- Create a new Professional Learning Committee focussed on Wellbeing
- Develop a staff pastoral care plan
- Create staff and student wellbeing policies, aligned with Department policies
- Continue community-focused events such as the CARE breakfasts twice per year



# Tell Them From Me Survey and Organisational Health Index

East Hamilton Hill PS uses the Tell Them from Me survey 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. In 2024 EHHPS completed 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 2024 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 Tell Them from Me data, outlined below, to inform our continuous improvement planning.

## Students

Students in Year 4-6 asked to participate.

Social-Emotional Outcomes	
Item	Percentage
Students feel they have positive behaviour at school	91%
Students value schooling outcomes	86%
Students who display effort	86%
Students with positive relationships at school	82%

Drivers of Student Outcomes	
Item	Mean Score
Positive teacher-student relations	7.8
Expectations for success	7.7
Effective learning time	7.6



# Tell Them From Me Survey and Organisational Health Index

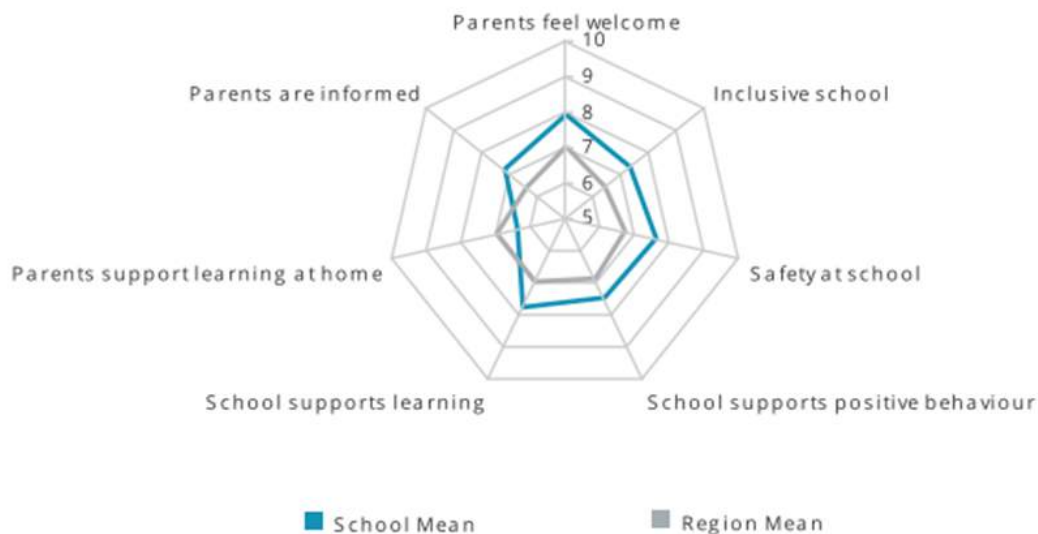
## Parents

Feedback from the Parent Survey in 2024 saw an increase in most areas, when compared to 2022 data. The areas with the greatest improvement were;

- Safety at school- School supports child's behaviour
- Parents feel welcome- Two-way communication with parents
- School supports learning

Highest Ranking Items	
Item	Mean Score
I can speak easily with my child's teachers	8.8
My child is clear about the rules for school behaviour	8.5
My child feels safe going to and from school	8.2

Lowest Ranking Items	
Item	Mean Score
I talk to my child about the importance of school work	5.2
I am informed about opportunities concerning my child's future	6.2
Parent activities are scheduled at a time that I can attend	6.4



# Tell Them From Me Survey and Organisational Health Index

## Staff

Feedback from the Staff Survey in 2024 saw an increase in all areas, when compared to 2022 data. The areas with the greatest improvement were;

- School leaders have provided guidance for monitoring student progress
- School leaders have supported me during stressful times
- My assessments help me understand where students are having difficulty

Highest Ranking Items	
Item	Mean Score
I strive to understand the learning needs of students with special learning needs	9.7
I establish clear expectations for classroom behaviour	9.6
School leaders have supported me during stressful times	9.5

Lowest Ranking Items	
Item	Mean Score
School leaders have taken time to observe my teaching	5.8
I use computers or other interactive technology to give students immediate feedback on their learning	5.8
Students receive written feedback on their work at least once every week	6.4



# Tell Them from Me 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 2025:

- Focus on cultural responsiveness and cultural engagement with Aboriginal families
- Develop a Reconciliation Action Plan
- Continue to resource improvements and upgrades in the physical school environment
- Introduce classroom observation and feedback structures for teaching staff
- Appoint a 0.2 Instructional Coach to drive classroom observations
- Continue to 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





# Numeracy

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## 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.

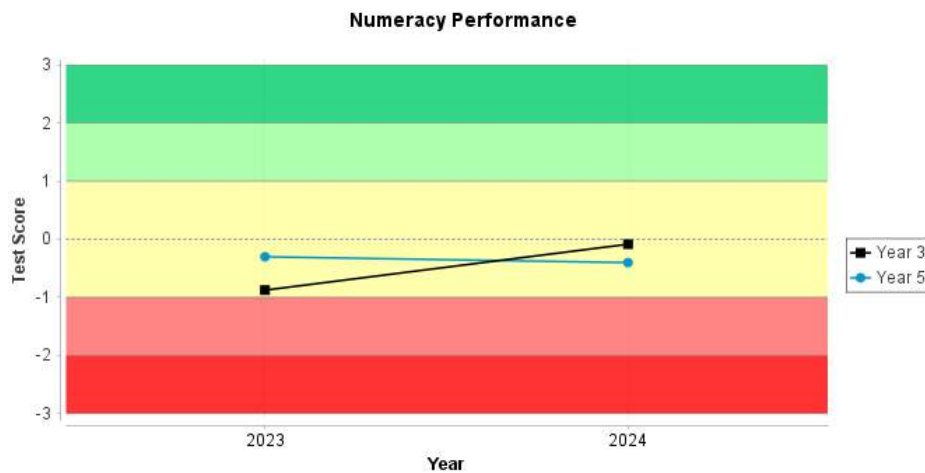
2023 saw some significant changes to NAPLAN. The assessments were completed in Term 1, rather than Term 2 and the former reporting in bands has been replaced by proficiency levels, with no alignment between the two. These changes mean that direct comparisons between 2024 and years earlier than 2023 cannot be made. This impacts some areas our Business Plan target tracking.

NAPLAN data for 2024 showed achievement at the expected standard, across most assessment areas in both Year 3 and Year 5 and above the expected standard in Year 3 Writing.

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	2024	2023	2024
Year 3	-0.9	-0.1	23	21
Year 5	-0.3	-0.4	30	43

## Summary:

- Year 5 students performed at that of like schools
- Year 3 student achievement is at that of like schools

### Recommendations for improvement in 2025:

- Establish a common structure for numeracy blocks
- Develop whole school scope and sequence documents for mental maths, incorporating current whole school program
- Develop whole school scope and sequence documents for numeracy daily reviews
- Embed numeracy intervention structures for P-6
- Create new Professional Learning Committee for Numeracy

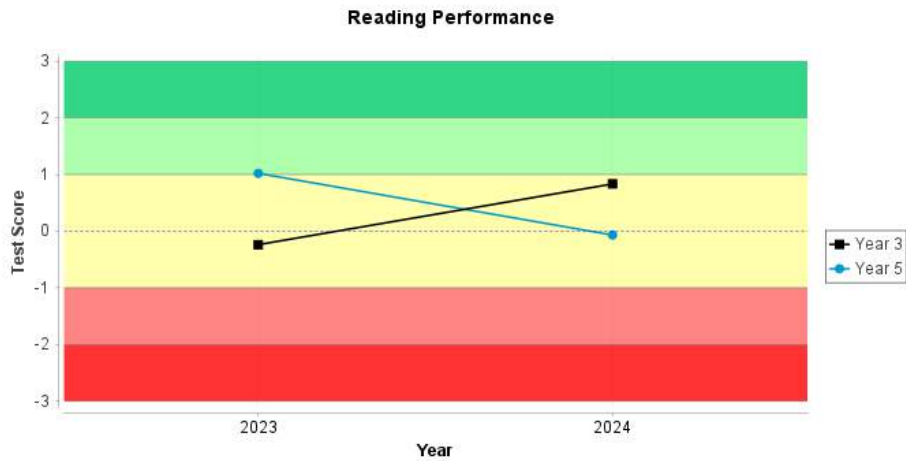
# Numeracy

## 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	Unavailable due to changes in NAPLAN	N/A
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)	390 (School) 394 (Like Schools)	Achieved
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)	467 (School) 477 (Like Schools)	Achieved
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 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 due to changes in NAPLAN	N/A



# Reading



Reading	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.2	0.8	23	21
Year 5	1.0	-0.1	30	43

## Summary:

- Year 3 students performed at that of like schools, close to above like schools.
- Year 5 students performed at that of like schools

### Recommendations for improvement in 2025:

- Engage staff in professional learning on the Science of Reading
- Establish a common approach to reading instruction across all phases of learning
- Embed whole school approach to the explicit teaching of reading
- Create new Professional Learning Committee for Reading
- Develop whole school scope and sequence documents for Reading

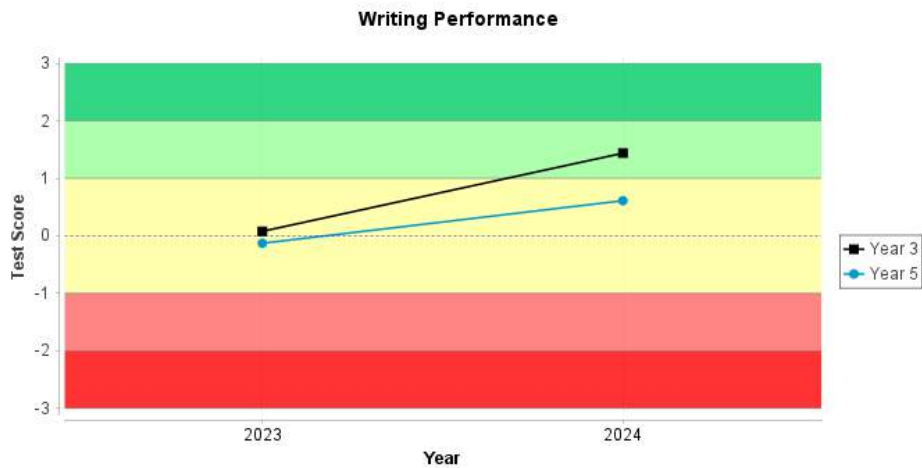
# Writing

## 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	Negative trajectory, still at that of like schools	Partially Achieved
Establish a positive trend line in NAPLAN – Year 5	Negative trajectory	Negative trajectory	N/A due to NAPLAN changes	Positive trajectory	Achieved
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 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 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 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)	437 (School) 411 (Like Schools)	Achieved
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)	481 (School) 477 (Like Schools)	Achieved



# Writing



Writing	Performance		Students	
	2023	2024	2023	2024
Year 3	0.1	1.4	23	21
Year 5	-0.1	0.6	30	41

## Summary:

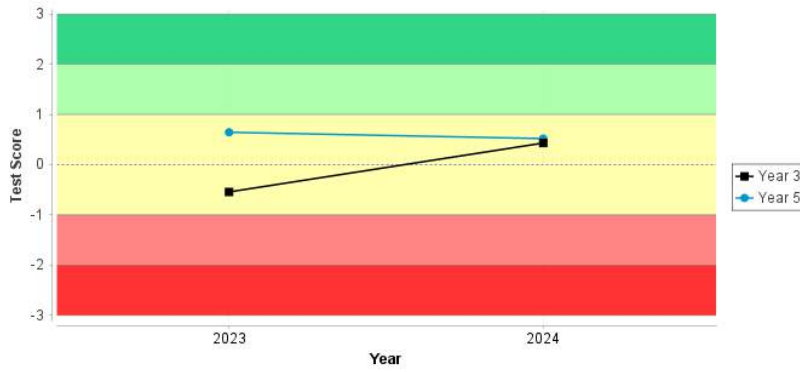
- Year 3 students performed above that of like schools
- Year 5 students performed at that of like schools

### Recommendations for improvement in 2025:

- Develop whole school scope and sequence documents for writing genres
- Progress consistent implementation of Talk4Writing as a whole school approach
- Track student progress and achievement using Elastik Writemark, as well as planning for next steps in learning
- Collaborative moderation of assessment using Writemark to ensure consistency of judgements
- Maintain high expectations for all students in regards to writing capability

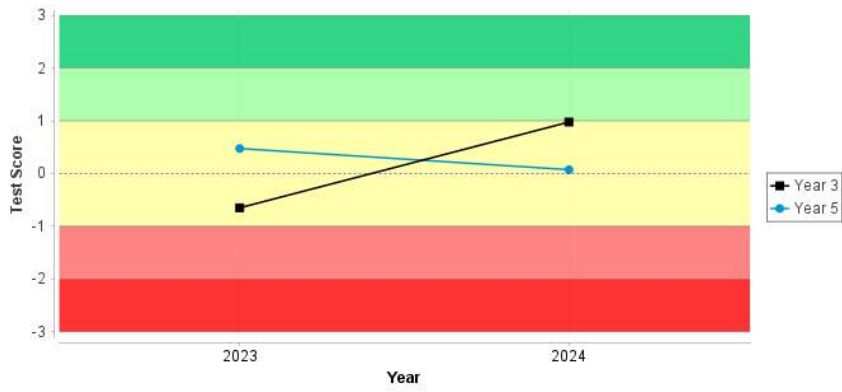
# Spelling, Grammar and Punctuation

Spelling Performance



Spelling	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.5	0.4	23	21
Year 5	0.6	0.5	30	43

Grammar & Punctuation Performance



Grammar & Punctuation	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.6	1.0	23	21
Year 5	0.5	0.1	30	43



# Public School Review



Our Public School Review, in Term 2 2024, was a significant milestone for East Hamilton Hill Primary School, reflecting the dedication and hard work of our staff. In the lead-up to the review, our staff put in tremendous effort to prepare and present evidence of our practices, ensuring a comprehensive showcase of our work. The outcome was a fantastic success, with the school receiving a three-year return in all six domains, a remarkable achievement. We take great pride in these results, which not only validate our ongoing commitment to excellence but also provide a strong foundation for future growth and success. We celebrate our achievements and look forward to continuing to build on them.

## Relationships and Partnerships

### Commendation

There is a heartfelt investment in the success of the school. High levels of trust in the Principal and staff are evident, which are based on authentic, transparent and collaborative relationships. The impact of these relationships manifests in the positive school culture and reputation within the community it serves.

### Recommendation

- Capitalise on the school's growing reputation as a recognised and respected school of choice and intentionally market the school. Consider the development of a marketing plan to support this action.

## Learning Environment

### Commendation

Underpinned by genuine care and the best interests of students, school processes and approached proactively establish the conditions for students to thrive in a caring, inclusive and culturally responsive environment.

### Recommendation

- Proceed with the intent to develop a Reconciliation Action Plan.
- Further evolve staff capability to use Special Educational Needs planning tools and develop documented plans to support students with special educational needs.

## Leadership

### Commendation

The Principal's leadership of a culture of collaboration, progression and high care is acknowledged. A rigorous improvement agenda is being driven through staff engagement in self-assessment and consultation contributing to a sense of unity of purpose.

### Recommendation

- Develop an instructional leadership model that builds the capacity and capability of staff, to support the implementation of school-wide evidence-based best practice.
- Formalise peer observation and feedback processes.
- Create whole-school scope and sequence documents to support the delivery of classroom programs.



# Public School Review



## Relationships and Partnerships

### Commendation

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### Recommendation

- Capitalise on the school's growing reputation as a recognised and respected school of choice and intentionally market the school. Consider the development of a marketing plan to support this action.

## Teaching Quality

### Commendation

Collegiate and dedicated staff value the opportunities to work collaboratively to consolidate the implementation of school-wide pedagogical practices.

### Recommendation

- Develop the data literacy of staff to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level. Consider collaboration opportunities, in the form of professional learning teams, to support this process.
- Review and refine current whole-school approaches to further enhance the school improvement agenda.

## Student Achievement and Progress

### Commendation

United and determined staff ensure every child can and will make continued and sustained progress. Systemic and school-based data is collected to identify areas of focus for planning, aligned to student needs.

### Recommendation

- Review and refine the school-based assessment schedule to ensure all datasets remain fit for purpose, inform impactful planning and are relevant to the goals for student success. Use the established online platform to guide the review of the assessment schedule.
- Introduce a disciplined dialogue approach to data analysis
- Develop moderation expectations to ensure low variability in teacher judgements and comparability of student achievement across all learning areas, considering the benefits of a collaborative approach with network colleagues.

# School Board Chair 2024 Report

It gives me great pleasure to present the 2024 East Hamilton Hill Primary School Board Annual Report. 2024 was a year of stability and consistency on the Board, with all members including our school leadership team continuing on in their roles and building upon the strong foundations established in 2023.

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

The East Hamilton Hill 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 parents.

In the early stages of the year the Board was kept informed with the process and preparations required for the Public School Review, which was undertaken in Term 2. This process involved comprehensive and valuable contributions from School Staff, Administration, the P&C and School Board members. The feedback from the review team was very positive which was a fantastic acknowledgment of the direction of the school and the efforts of all involved.

Throughout the year the Board received regular, in-depth visual presentations on the direction of the School, its priorities and outcomes in areas such as NAPLAN, attendance and enrolments. It was especially pleasing to receive results from the Organisational Health Index and Tell Them From Me surveys showing improvements in all areas, with incredibly positive feedback from staff, a major improvement in student focus.

We also receive regular updates on the progress with classroom improvements, school maintenance, and the planning involved for future upgrades. This is an important ongoing process that requires diligent work by the Administration and Leadership team to ensure our School continues to be a safe and effective place where our children can thrive in their learning environment.

The ongoing function of the School Board is only made possible by the members, both School staff and Parents, who sacrifice their time and effort towards its ongoing success. I would like to sincerely thank all members of the Board for their invaluable service and contributions throughout 2024. I would also like to make special mention and thanks to the outgoing parent representative, Clare Detchon, for her contribution to the Board. Thank you also to outgoing staff member Cassie Mippy, for her incredible 10 year service on the board.

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 and her excellent team for their effective leadership, compassion and dedication to achieving the best outcomes for our children and the school. We look forward to new challenges in 2025 and the opportunities that these will provide.

Moorditj Kaadajiny Moorditj Boordakan – Inspired Learning Inspired Future

Patrick Clifford  
2024 School Board Chair

# P&C Annual Report



It is with great pleasure that we present the 2024 report of the East Hamilton Hill Parents & Citizens association (P&C). We began the year with thirteen dedicated members, however, by the end of the year our numbers had decreased slightly due to personal commitments and relocations. We extend our heartfelt gratitude to each member who contributed, in all capacities.

## Funded Programs and Events

It has been a slower fundraising year than usual due to unforeseen circumstances; however, we have continued to contribute to the school. The following events were funded by the P&C, either in a partial or fully funded manner.

- Positive Behaviour in Schools (PBS) Breakfast
- Library Books
- Fundraising for the Yr 6 camp
- Yr 6 Graduation Lunch
- Beginning of year Icebreaker event
- Gifts for Mother's Day
- Gifts for Father's Day

## Fundraising Activities

Fundraising efforts have been both diverse and successful. Below are some of the key activities organised by the P&C;

- Easter Raffle
- Supporting the school's Containers for Change initiative
- Gilbert's Support our Schools Program
- Sports Day lunches and cake stall
- Sports Day's sausage sizzles

## Significant Contributions

A subcommittee of parents was formed to raise funds for the Yr 6 camp. Their efforts were remarkable, raising over \$6000. Bravo to these parents!

Efforts to resurface the basketball courts are ongoing and the P&C have been consulting with local members of parliament and federal members which we hope will be finalised in the near future.

# P&C Annual Report

## Staff and Community Effort

We are fortunate to have had one paid staff member who efficiently managed the school canteen. This role was crucial in ensuring students had access to nutritious meals. However, we realised this year that with the increasing cost of living, more adults are working and have less time to dedicate to volunteering opportunities, and have made the sad decision to remove the canteen operations away from the P&Cs scope.

We would like to acknowledge all of our members who have assisted in the P&C's operations this year while juggling their personal lives, jobs and other responsibilities. This remarkable display of community spirit and teamwork is truly commendable, and I am honoured to be part of such an incredible group.

## Financial Summary

Although still awaiting a few final totals, the P&C has raised much needed funds to maintain the year ahead, plus pay back tax and unpaid superannuation to our valued ex staff members which is no easy process for our treasury department. This year has been about ensuring a secure financial situation will be handed over to the next committee. Financial statements are available.

In conclusion, the East Hamilton Hill P&C has had a highly successful year, marked by significant contributions as well as unwavering dedication from our members. The funds raised will play a crucial role in enhancing the learning experience for our students and supporting the school's programs. We extend our sincere gratitude to everyone who has contributed to our efforts this year. Your support and commitment have made a tangible difference in our school community, and we look forward to continuing this journey together.

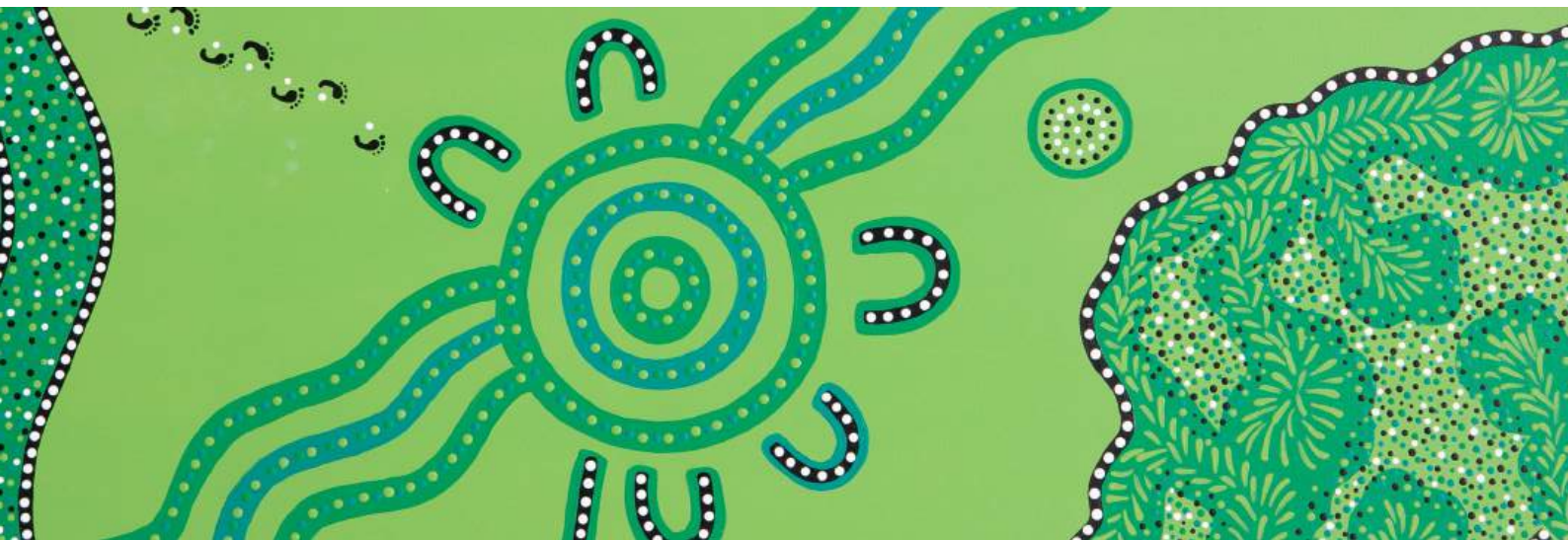
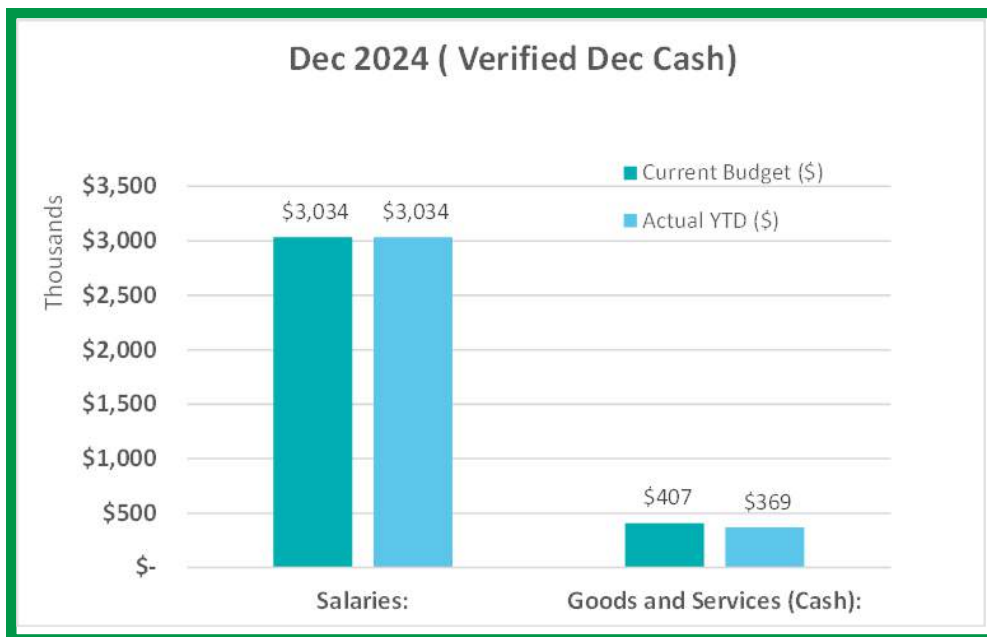
Ms Georgina Stocker  
2024 P&C President

# 2024 Financial Summary

## ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	52,081	52,081
Carry Forward (Salary):	152,501	152,501
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	3,312,646	3,312,646
Locally Raised Funds:	130,924	130,925
<b>Total Funds:</b>	<b>3,648,152</b>	<b>3,648,153</b>
<b>EXPENDITURE</b>		
Salaries:	3,033,941	3,033,941
Goods and Services (Cash):	407,087	369,091
<b>Total Expenditure:</b>	<b>3,441,029</b>	<b>3,403,033</b>
<b>VARIANCE:</b>	<b>207,124</b>	<b>245,121</b>

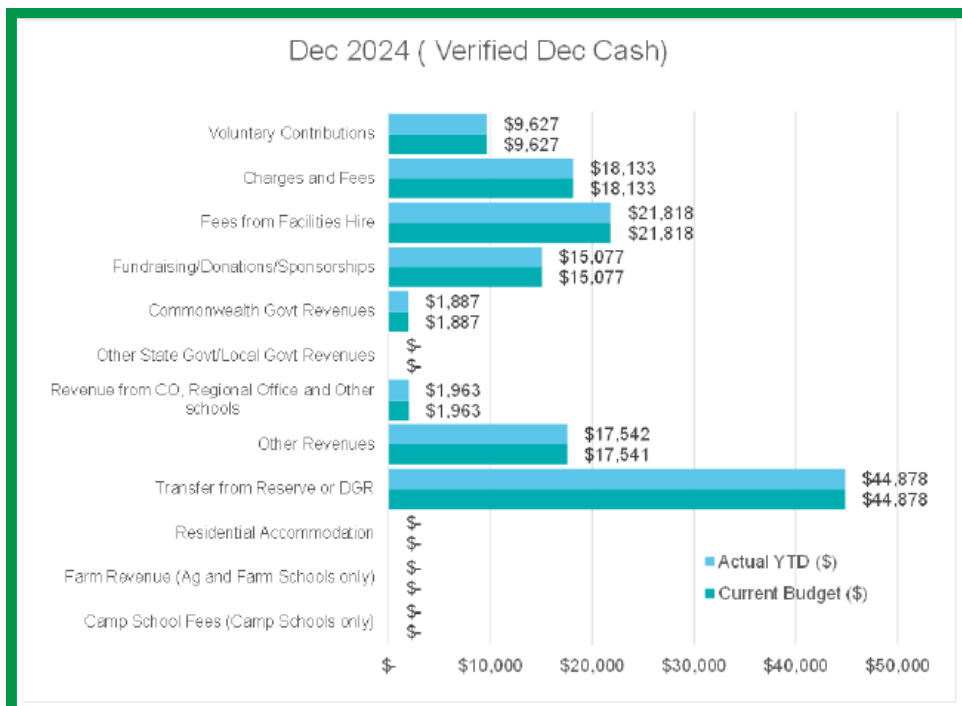
## Goods and Services vs Salary expenditure



# Income

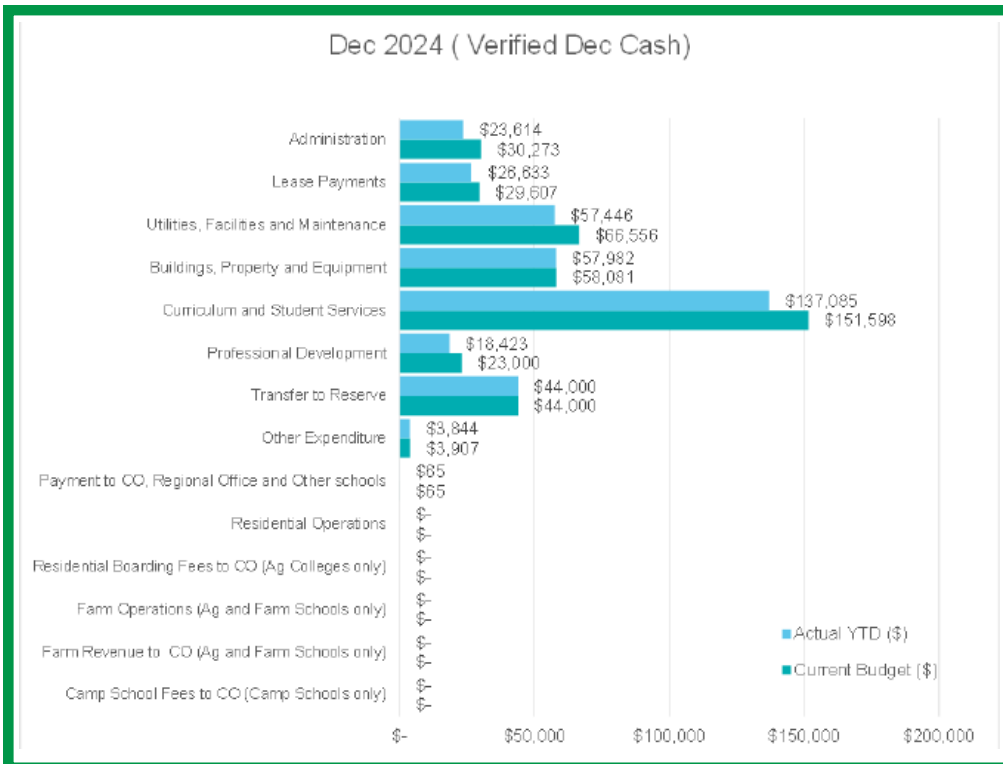
INCOME - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	52,081	52,081
Carry Forward (Salary)	152,501	152,501
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,072,866	2,072,866
School and Student Characteristics	1,079,760	1,079,760
Disability Adjustments	53,713	53,713
Targeted Initiatives	103,447	103,447
Operational Response Allocation	0	0
<b>Total Funds:</b>	<b>3,309,786</b>	<b>3,309,786</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	2,960	2,960
School Transfers – Salary	(196,887)	(196,887)
School Transfers - Cash	196,788	196,788
Department Adjustments	0	0
<b>Total Funds:</b>	<b>2,861</b>	<b>2,861</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	9,627	9,627
Charges and Fees	18,133	18,133
Fees from Facilities Hire	21,818	21,818
Fundraising/Donations/Sponsorships	15,077	15,077
Commonwealth Govt Revenues	1,887	1,887
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	1,963	1,963
Other Revenues	17,541	17,542
Transfer from Reserve or DGR	44,878	44,878
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>130,924</b>	<b>130,925</b>
<b>TOTAL</b>	<b>3,648,153</b>	<b>3,648,154</b>

## Locally Generated Revenue - Budget vs Actual



# Expenditure

	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	2,763,956	2,763,956
New Appointments	0	0
Casual Payments	268,328	268,328
Other Salary Expenditure	1,657	1,657
<b>Total Funds:</b>	<b>3,033,941</b>	<b>3,033,941</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	30,273	23,614
Lease Payments	29,607	26,633
Utilities, Facilities and Maintenance	66,556	57,446
Buildings, Property and Equipment	58,081	57,982
Curriculum and Student Services	151,598	137,085
Professional Development	23,000	18,423
Transfer to Reserve	44,000	44,000
Other Expenditure	3,907	3,844
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>407,087</b>	<b>369,092</b>
<b>TOTAL</b>	<b>3,441,028</b>	<b>3,403,033</b>





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