



EAST HAMILTON HILL PRIMARY SCHOOL

2025 Annual Report



Inspired Learning. Inspired Future

Moorditj Kaadadjiny, Moorditj Boordakan



**“ Inspired learning,
inspired future ”**



From the Principal

It is a pleasure to present the East Hamilton Hill Primary School Annual Report for 2025, reflecting on the achievements, growth and collective effort of our school community over the past year.

I would like to sincerely thank the school administration team, School Board, Parents and Citizens Association, and our dedicated staff for their commitment and professionalism in enacting our Business Plan and supporting our students throughout the year. Their tireless efforts have been central to maintaining stability, strengthening practice and continuing to build a positive and inclusive school culture.

I also wish to acknowledge the ongoing support of our parents and carers. Your partnership, trust and engagement with the school have been invaluable and play a vital role in the success and wellbeing of our students.

As an Independent Public School, East Hamilton Hill Primary School is proud of the strong culture that exists across our community. Over the year, we have worked with a clear focus on improving student outcomes, strengthening inclusive practices and responding to the diverse needs of our learners. I am particularly proud of the progress made in teaching and learning and the collective commitment shown by staff to continuous improvement and student success.

It is with great pleasure that I present this Annual Report to the East Hamilton Hill Primary School community, celebrating both the achievements of the past year and the foundations laid for continued growth.

Sonya Roberts

PRINCIPAL

March 2026



Our School

East Hamilton Hill Primary School forms an important part of the foundation of our local community. Our people, shared relationships and commitment to students make our school a place of learning, care and opportunity, where every child is known, valued and supported.

We deliver the Western Australian Curriculum and promote high-quality teaching and learning, however our purpose extends well beyond academic outcomes alone. We are committed to providing a positive, inclusive and engaging school experience for every student, supported through targeted programs, strong wellbeing practices and responsive supports.

Working in partnership with our school community, we nurture each child's individuality and encourage them to achieve their personal best, both academically and through the development of essential life skills. We believe in building confident learners who are supported to grow, take risks and develop a strong sense of self.

Success at East Hamilton Hill Primary School is measured through the growth of the whole child. We are proud of our students, not only for what they achieve, but for the way they demonstrate care, perseverance and respect in their learning and relationships.

Our school values provide the foundation for building social responsibility and a strong sense of belonging through collaboration between students, families, staff and the wider community. The ethos of our school is embedded in our CARE values of Cooperate, Aspire, Respect and Excel, which guide our daily interactions and collective vision for the future.



School Board Chair Report

It gives me great pleasure to present the East Hamilton Hill Primary School Board Annual Report. 2025 was a year of new beginnings in the school and this was reflected on the board where we welcomed our new Principal, Sonya Roberts, and Deputy Principal Nikita Gabrielson to the leadership team as well as new parent and community representative members Ashleigh Mendes, Sarah Knape and Rob Leicester taking up roles on the Board. The transition has been as seamless as possible which has allowed the Board to maintain and build upon the strong foundations established in previous years. Throughout the year the board has played an important role in contributing to good school governance so that school resources are used effectively, and community expectations and school priorities reflect the needs of 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 parents.

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. We reviewed and approved the new business plan, strategic documents on relationships and partnerships and policies on communication and professional boundaries. Stronger ties were made with the P & C and regular updates were provided by joint member Angela Nikulinsky. It was especially pleasing to receive the School Compliance Review result where the school received an overall rating of excellent. This is an outstanding achievement, above the norm, and is a credit to our school leadership and administration teams. We also received regular updates on the progress of classroom improvements, school maintenance, and the planning involved for future upgrades. This is an important ongoing process as the school continues to grow. It 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 2025. The board is also very grateful to both Cheryl Ancell and Rita Groves who have worked tirelessly to make sure the Board functions seamlessly. I would like to acknowledge our former Deputy Principal, Craig Beard and outgoing parent representative, Jess Stocker, for their contributions to the Board. I would also like to make special mention and thank our outgoing Principal, Grady Scheiblehner, for her significant contributions to the Board. Grady was a long-standing Board member and worked in a variety of teaching and leadership roles in the school over a period of 11 years. Grady played a key role in building the community focused culture that we see thriving in the school today.

To close out the year, the Board acknowledges the Principal, Sonya Roberts, and her excellent team for their effective leadership, compassion and dedication to achieving the best outcomes for our children and the school. As my time in the school, and on the Board, comes to an end this year, I would like to express my thanks to all the teachers, administration, school staff and students who have been a part of my family's journey through this school over the last 11 years. We feel incredibly lucky to have been a part of this amazing school community and we take with us many happy memories and life-long friends. I am very pleased to be able to hand over the role of Board Chair to Mr Rob Leicester who brings a wealth of knowledge and experience to our board. I look forward to seeing the school continue to thrive in 2026 and beyond.

Patrick Clifford 2025 School Board Chair

P&C President Report

The P&C had a productive year in 2025, with a focus on community, supporting key school events and strengthening parent engagement across a range of initiatives. Our focus remains on building connection, supporting school events and raising funds to enhance student experiences.

State Election Fundraiser, 8 March 2025

The State Election provided an excellent fundraising opportunity through a sausage sizzle and cake stall. Planning included the development of a volunteer shift log, donation requests, stock ordering and promotion through Connect, the school newsletter and social media platforms.

Donation requests were made to British Sausage Co., Continental Meats and IGA Community Chest. Zareena Griffiths and I coordinated requests for additional donations and the school community was invited to contribute packs of sausages.

A motion was passed to approve spending up to \$1,000 for sausage sizzle stock to ensure sufficient supplies.

The event was well supported and demonstrated strong community engagement.

Sports Carnival

The P&C supported the Sports Carnival with food and refreshments for students and families.

Hair Stand at the Sports Carnival

Four tins of each hair spray colour were purchased for the hair stand. A volunteer was rostered to manage the stall, primarily in the morning session and gloves were provided for hygiene and safety.

Volunteer rosters were coordinated via the class representatives' communication channel, which supported strong parent participation. We rely heavily on the input of our class representatives for parent and volunteer engagement during fundraising events and could not do it without them!

Open Night

The P & C used Open Night as an opportunity to gauge community interest and seek feedback regarding important directions for the P&C moving forward. This provided valuable insight into parent priorities and areas for future focus. Some common themes expressed were better fundraising events such as school disco and parent social nights - we are aiming to get both up and running but need strong school community engagement for this to happen. Once again, events cannot be successful without the help of our school family volunteers.

Christmas Dance Concert, Term 4

The P&C supported the Christmas Dance Concert by providing Subway and Sushi for the children and another successful sausage sizzle and cake stall for the general crowd. The focus was on enhancing parent support and engagement on the night while also contributing to fundraising efforts.

Funds raised from the Dance Concert and parent evening events have contributed positively to the P&C's financial position.

P&C President Report

Financial Overview

According to the most recent Treasurer's report, the P&C currently holds a balance of \$11,102.00. These funds will continue to support the school initiatives, student experiences and future community events.

Focus on 2026

As a focus this year, we are pleased to finally move away from raising funds to help with resurfacing the basketball courts, a commitment made in prior years following engagement from the school community. We are excited to be discussing more regular contributions to projects around the school and welcome input from both teachers and staff, as well as families and even students. We are also excited to be planning some more engaging fundraisers, such as a parent quiz night and some social events for the kids. We were ecstatic to welcome 6 new members this year and look forward to working with more engagement from a wider range of year group families.

Ms Gabrielle Bowe
P&C President



Teaching and Learning

In 2025, East Hamilton Hill Primary School strengthened professional learning and performance development processes to ensure clear alignment with our 2025–2027 Business Plan priorities and the AITSL Professional Standards for Teachers and Principals. All staff performance goals were explicitly linked to our strategic focus areas in literacy and numeracy, fostering collective responsibility and clarity of purpose. Structured performance development conversations, peer observation opportunities and disciplined dialogue supported a culture of reflective practice and continuous improvement. This alignment has strengthened staff accountability, enhanced instructional consistency and ensured that professional growth is directly connected to improved student outcomes.

Targeted small group intervention was further embedded through the launch of our Small Group Initiative, SGI, program, underpinned by clear entry and exit criteria and regular data review cycles. The intervention leader was upskilled to deliver evidence-informed programs with precision and consistency, ensuring students received timely and targeted support.

Staff Numbers	
	No.
Administration Staff	
Principal	1
Deputy Principal	1
Total Administration Staff	2
Teaching Staff	
Teaching Staff	21
Total Teaching Staff	21
School Support Staff	
Clerical/Administration	2
Gardening/Maintenance	1
Other Non-Teaching Staff	14
Total School Support Staff	17



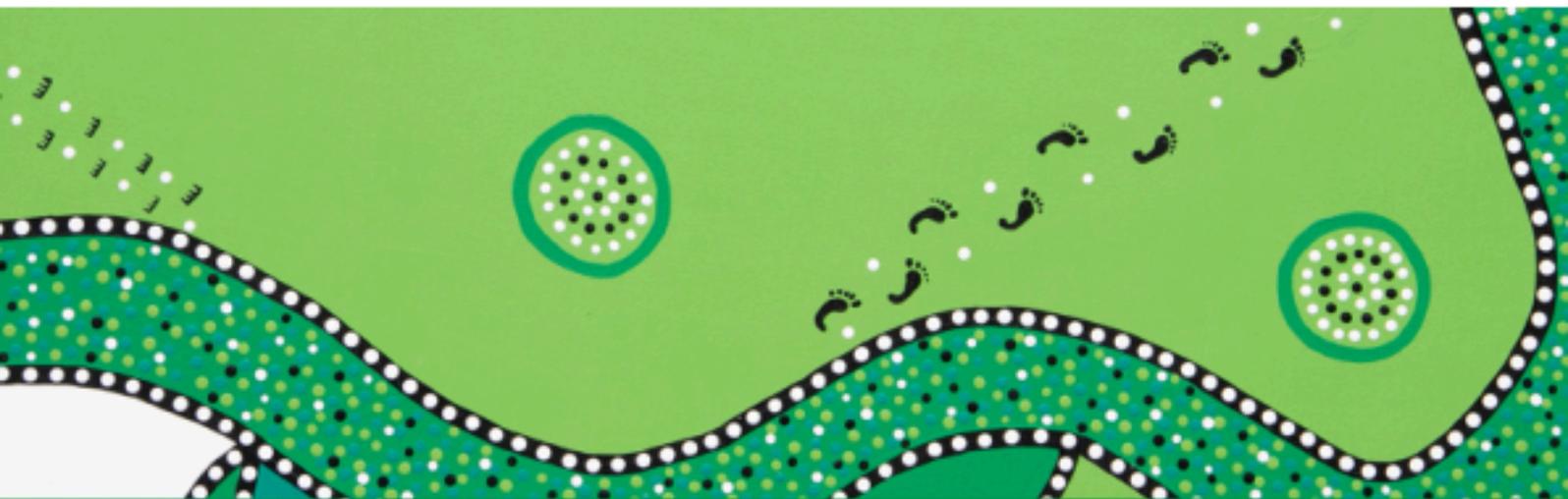
Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	91.8%	90.5%	90.3%	75%	83.6%	74.3%	88.3%	90.2%	88.9%
2024	91.9%	90.9%	91%	76.8%	85.6%	74.3%	89.2%	90.6%	89.4%
2025	90.4%	91.1%	90.7%	81.5%	78.2%	73.2%	88.8%	90.4%	89.1%

In 2025, our overall attendance rate was 88.8%, demonstrating steady progress toward the attendance targets outlined in our 2025–2027 Business Plan. While this remains an area of continued focus, the data reflects strengthening monitoring processes, earlier identification of students at risk and consistent follow up with families. The proportion of students in the Regular attendance category has improved, with targeted case management supporting students identified within the Indicated, Moderate and Severe risk categories.

The establishment of a dedicated Student Services Team in 2025, comprising the School Chaplain, AIEO, Small Group Initiative Coordinator and Deputy Principal, strengthened our capacity to proactively address absenteeism. This collaborative approach enabled specific students to be identified early and targeted for intervention, with coordinated supports extended to the whole family where required. Through structured case management, culturally responsive engagement and consistent follow up, the team worked to remove barriers to attendance, improve student wellbeing and strengthen family partnerships. This targeted and relational approach has contributed to improved engagement and a positive shift in attendance patterns across identified cohorts, aligning directly with our Business Plan target of increasing regular attendance and reducing students in at risk categories.



Achievement

NAPLAN Comparative Performance for Year 3

East Hamilton Hill Primary School's Year 3 performance data across 2023 to 2025 indicates some variability across learning areas, with several results sitting within the expected range and others identifying areas for focused improvement. Writing has remained a relative strength, with results above or within the expected range across the three-year period, reflecting the impact of structured writing approaches and consistent classroom practice.

In 2025, results in Numeracy, Spelling, and Grammar and Punctuation were below the predicted school mean, indicating the need for targeted intervention and strengthened whole-school consistency in these areas. Reading has also shown fluctuation across the period, highlighting the importance of maintaining strong literacy instruction across year levels.

Cohort sizes across the three years have remained small, ranging from 21 to 23 students, which can contribute to greater variation in results from year to year. The school is responding to these trends through a continued focus on explicit teaching, data-informed planning, and targeted intervention to support improved student outcomes in literacy and numeracy.

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.9	-0.1	-1.5	23	21	22
Reading	-0.2	0.8	-0.9	23	21	23
Writing	0.1	1.4	0.3	23	21	23
Spelling	-0.5	0.4	-1.4	23	21	23
Grammar & Punctuation	-0.6	1.0	-1.5	23	21	23

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

Achievement

NAPLAN Comparative Performance for Year 5

East Hamilton Hill Primary School's Year 5 performance data across 2023 to 2025 demonstrates generally consistent achievement within the expected range across most learning areas, with some areas of strength and emerging areas for improvement. Reading has been a consistent strength, with results above the predicted school mean in both 2023 and 2025, reflecting strong literacy instruction and student engagement in reading.

Numeracy and Spelling results have remained within the expected range across the three-year period, indicating steady performance relative to similar schools. Grammar and Punctuation have also remained broadly within the expected range, although the 2025 result indicates a slight decline compared with previous years.

Writing in 2025 fell below the predicted school mean, highlighting an area requiring targeted focus. This result will inform ongoing whole-school planning to strengthen writing outcomes through explicit instruction, consistent moderation practices, and targeted support for students requiring additional assistance.

Cohort sizes have varied across the three years, ranging from 26 to 43 students, which can influence fluctuations in results. The school will continue to use student achievement data to guide responsive teaching practices and targeted interventions to further strengthen literacy and numeracy outcomes for all students.

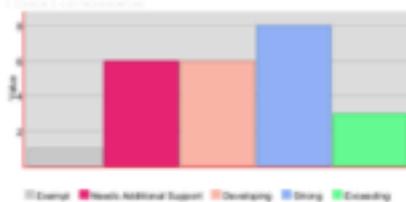
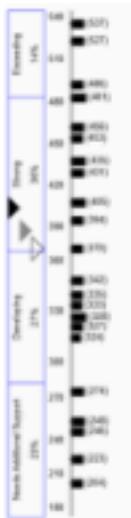
Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.3	-0.4	0.2	30	43	27
Reading	1.0	-0.1	1.1	30	43	27
Writing	-0.1	0.6	-1.2	30	41	26
Spelling	0.6	0.5	0.2	30	43	27
Grammar & Punctuation	0.5	0.1	-0.5	30	43	27

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

Achievement

2025 Year 3 Reading

National Mean: 402 Like School Mean: 387.54 Group Mean: 370.86



Needs Additional Support: 5 students

Developing: 6 students

Strong: 8 students

Exceeding: 3 students

Needs Additional Support:

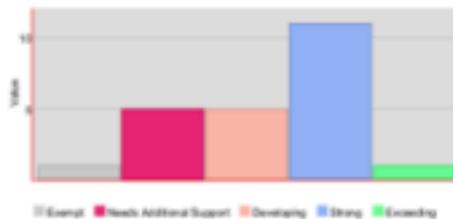
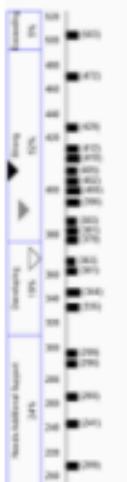
- 3 students are Neurodiverse or have a diagnosis
- 1 student has low attendance
- All 5 students are receiving Reading intervention 4x per week

Developing:

- All students on documented plans
- All students receiving Reading Intervention 4x per week

2025 Year 3 Numeracy

National Mean: 405 Like School Mean: 391.86 Group Mean: 365.95



Needs Additional Support: 5 students

Developing: 4 students

Strong: 11 students

Exceeding: 1 student

Needs Additional Support:

- 3 students are Neurodiverse/have a diagnosis
- 1 student has low attendance
- All 5 students are involved in Numeracy intervention (as identified in small group initiative)

Developing: (below the group mean)

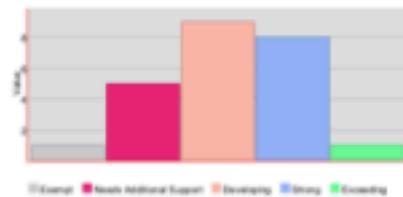
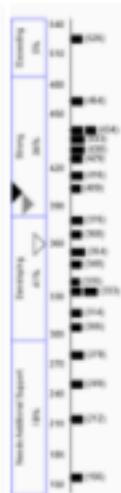
- All students on documented Plans
- 2 students with low attendance
- 1 student death in family (significant)
- 1 student going through a family break up

Line of Enquiry: Whole school practice under review.

Achievement

2025 Year 3 Spelling

National Mean: 405 Like School Mean: 393.81 Group Mean: 360.77



Needs Additional Support: 4 students

Developing: 9 students

Strong: 8 students

Exceeding: 1 student

Needs Additional Support:

- 2 students have a diagnosis (Level 3 funding)
- 2 students have attendance concerns
- Students in small group for Spelling Mastery

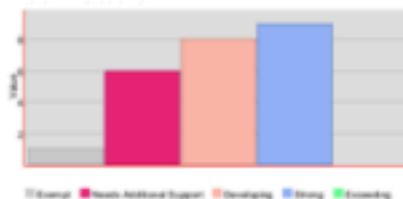
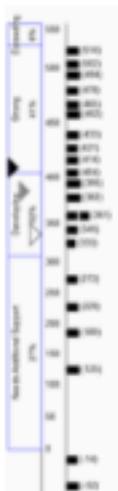
Developing:

- 1 student with dyslexia
- 1 student with cognitive issues
- Concerns that some of these students have not been flagged and are not on out SAER register.
- Line of Enquiry for Staff PD day

Line of Enquiry: Administration is reviewing the efficacy of multiple teachers instructing Spelling Mastery in a week and the program itself.

2025 Year 3 Grammar

National Mean: 408 Like School Mean: 388.39 Group Mean: 341.50



Needs Additional Support: 6 students

Developing: 7 students

Strong: 9 students

Needs Additional Support:

- 3 students are Neurodiverse or have a diagnosis
- 2 students have low attendance and are on plans

Developing:

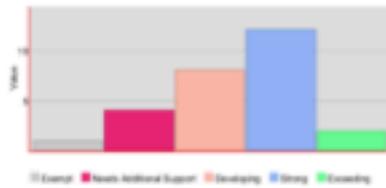
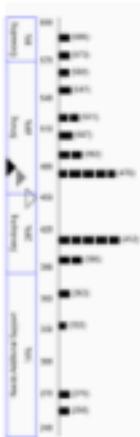
- Similar students to Spelling test – dyslexia, cognitive concerns

Line of enquiry: Is Grammar being explicitly taught?
Staff to analyse common errors on PD day.

Achievement

2025 Year 5 Writing

National Mean: 492 Like School Mean: 481.80 Group Mean: 480.27



Needs Additional Support: 4 students

Developing: 8 students

Strong: 12 students

Exceeding: 2 students

Needs Additional Support:

Of the 4 students who needs additional support:

- 3 students are Neurodiverse or have a diagnosis
- 1 student with severe trauma background

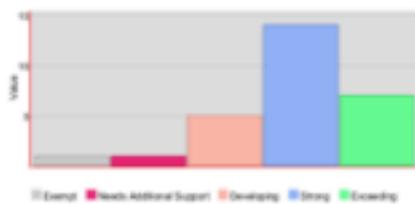
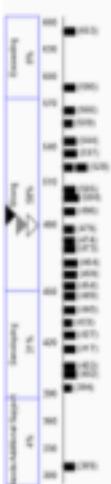
Developing:

Of the 8 students who are developing:

- There are 3 core areas of writing to be focused on
- 6/8 students received 0/2 for paragraphing
- 8 students scored 1-2/5 for ideas
- All students scored 2/6 for audience

2025 Year 5 Reading

National Mean: 492 Like School Mean: 479.43 Group Mean: 501.42



Needs Additional Support: 1 student

Developing: 5 students

Strong: 13 students

Exceeding: 2 students

Needs Additional Support

- Same student – trauma background

Developing:

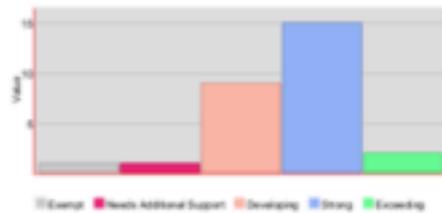
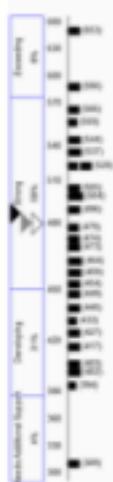
Of the 5 students who are developing:

- 1 student is ESL and 1 is neurodiverse
- 1 student social/emotional concerns – receiving chaplain support, where to from here?
- 1 student – parent requested no small group intervention which hinders progress
- 1 student needs explaining?

Achievement

2025 Year 5 Numeracy

National Mean: 492 Like School Mean: 481.80 Group Mean: 480.27



Needs Additional Support: 1 student

Developing: 8 students

Strong: 15 students

Exceeding: 2 students

Needs Additional Support:

- Same student – trauma background

Line of enquiry: Reviewing maths intervention programme

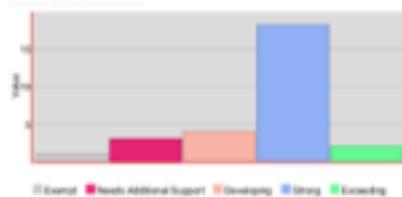
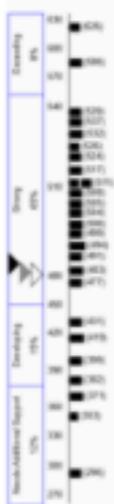
Developing:

Of the 8 students who are developing:

- 1 student is ESL and 2 are neurodiverse
- 1 student is new
- 1 student has attendance concerns
- 1 student needs explaining

2025 Year 5 Spelling

National Mean: 487 Like School Mean: 482.62 Group Mean: 481.58



Needs Additional Support: 3 students

Developing: 4 students

Strong: 17 students

Exceeding: 2 students

Needs Additional Support:

Of the 3 students who need additional support:

- 2 students are neurodiverse or have a diagnosis
- Same student – trauma background

Developing:

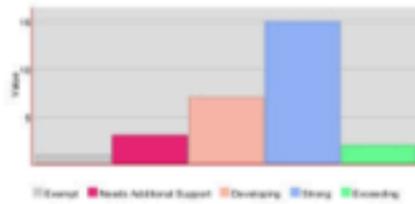
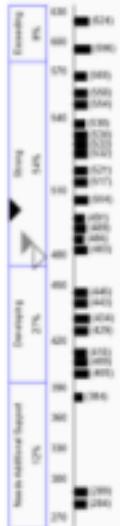
Of the 4 students who are developing:

- 1 student is ESL and 2 are neurodiverse
- 1 student has dyslexia

Achievement

2025 Year 5 Grammar

National Mean: 497 Like School Mean: 485.93 Group Mean: 479.30



Needs Additional Support: 3 students

Developing: 7 students

Strong: 14 students

Exceeding: 2 students

Needs Additional Support:

Of the 3 students who need additional support:

- 1 student is neurodiverse and 1 has a diagnosis
- Same student – trauma background

Developing:

Of the 4 students who are developing:

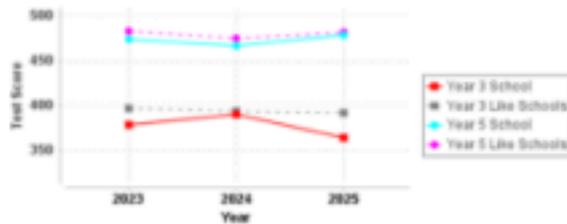
- 1 student is ESL and 2 are neurodiverse
- 1 student has dyslexia

Line of enquiry: Is Grammar being explicitly taught?

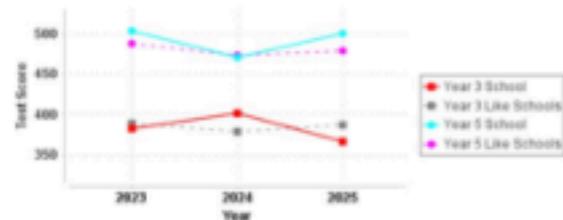
Staff to analyse common errors on PD day.

Comparative Data

Average Numeracy Scores

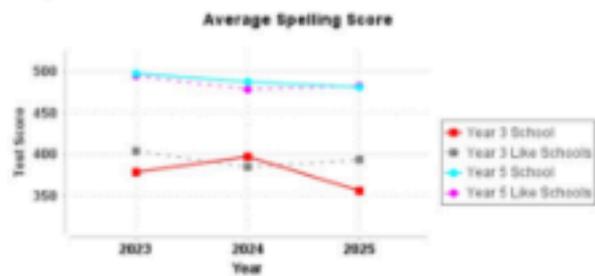
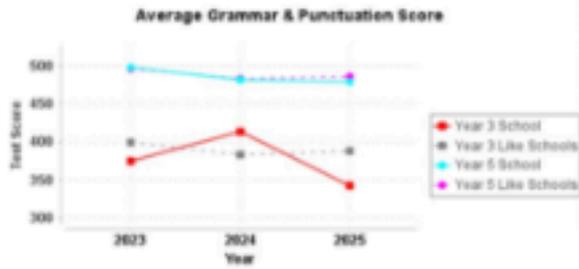


Average Reading Score



Achievement

Comparative Data



SAER Report

In 2025, our Student Services team continued to strengthen a coordinated and responsive approach to supporting students with additional needs across East Hamilton Hill Primary School.

The SAER team comprises of myself as Deputy Principal, Esther Maxwell, who supports the school three days per week, and School Psychologist Sonja Syslo, who provides services at 0.22 FTE. Together, we work collaboratively with classroom teachers, education assistants and external agencies to ensure students requiring additional support are identified early and provided with appropriate, structured intervention.

Development of Student Services Processes

A key focus this year has been strengthening governance and ensuring clarity and consistency in documented planning processes. Under my oversight, the school has embedded a comprehensive planning framework that includes:

- Individual Education Plans
- Group Plans
- Behaviour Support Plans
- Risk Management Plans

These plans are developed in consultation with teachers, families and allied professionals, and are reviewed regularly to monitor progress and adjust supports as required. This structured approach has strengthened accountability and reinforced a whole-school understanding of shared responsibility for students requiring additional adjustments.

Disability Resourcing and Family Partnerships

Throughout 2025, we have continued to support families in navigating assessment pathways, including pediatrician referrals and the collection of supporting documentation for disability resourcing applications. This process has involved close collaboration between families, therapists and school staff to ensure reports are interpreted accurately and recommendations are translated into practical classroom strategies.

By acting as a link between specialist assessments and classroom implementation, the Student Services team has worked to ensure that individual needs are met within the classroom setting wherever possible. This supports inclusive practice and builds teacher capacity to implement targeted adjustments effectively.

Impact

The refinement of systems and processes in 2025 has strengthened our wraparound approach to student support. Documentation is more consistent, communication between stakeholders is clearer, and intervention planning is more targeted and purposeful.

Our continued focus remains on ensuring that every student at East Hamilton Hill Primary School is supported to access the curriculum, engage positively in learning and experience a safe and inclusive school environment.

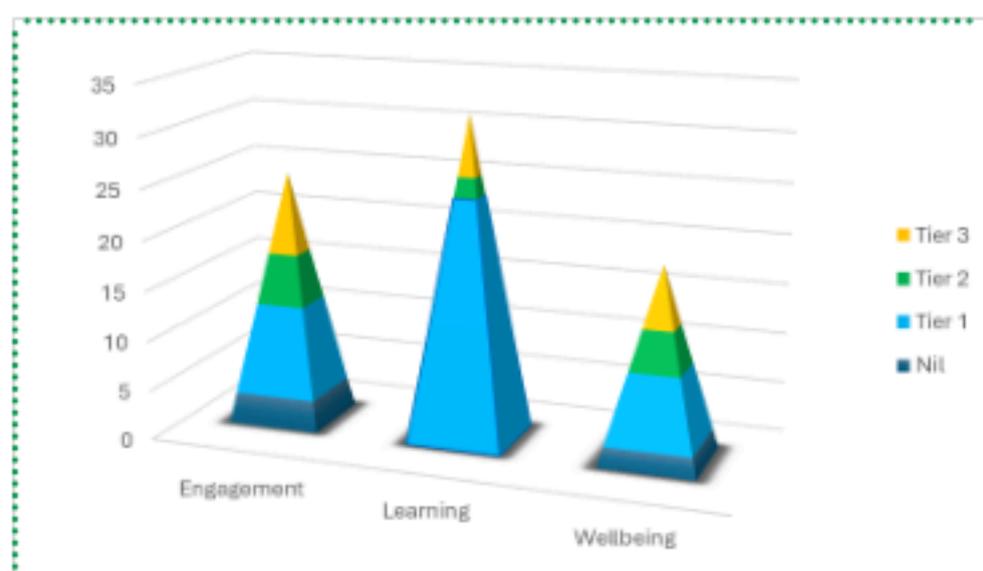
Ms Nikita Gabrielson
Deputy Principal

Complex Behaviour Support Coordinator

In 2025, East Hamilton Hill Primary School secured the role of the Complex Behaviour Support Coordinator. The coordinator was responsible for mapping all programs, initiatives, and interventions within the learning, wellbeing, and engagement domain. This involved developing a comprehensive, whole-school overview of learning, wellbeing, and inclusion supports to evaluate each programs alignment with school priorities, student needs, and evidence-based practice.

An audit of programs, initiatives, and interventions identified a total of 77 currently operating across the school. These are unevenly distributed across the learning, engagement, and wellbeing domains, with the greatest concentration in learning (33), followed by engagement (26) and wellbeing (18).

Programs/Interventions



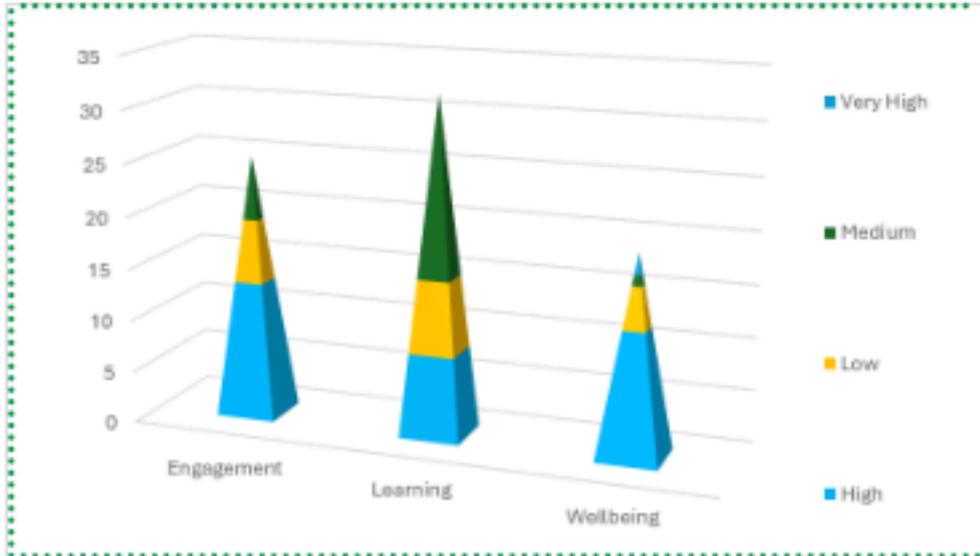
Across Public School Review (PSR) domains, initiatives are most heavily concentrated in Teaching Quality (21), Relationships and Partnerships (18), and Student Achievement and Progress (17). Fewer initiatives align with Learning Environment (11) and Use of Resources (8), and only one initiative aligns with Leadership.

Analysis of tiered supports shows a profile that differs from the expected Multi-Tiered System of Support (MTSS) model. While 56% of initiatives are classified as Tier 1, 14% as Tier 2, and 25% as Tier 3, MTSS frameworks typically anticipate approximately 80% Tier 1 and only 5% Tier 3.

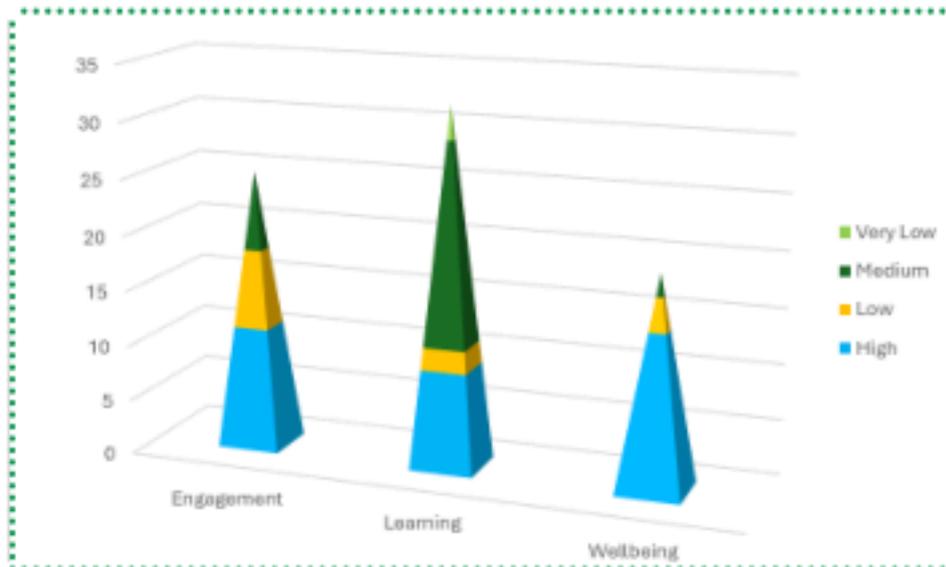
When assessed against school priorities, most initiatives were rated positively, with 62% rated as high or very high. However, 35% were rated as medium or lower, indicating variable alignment and effectiveness. Consistency of practice remains a key challenge, with only 45% of initiatives rated as high or very high, and over half rated as medium or low. A similar pattern is evident in achieved impact, with only 44% rated as high and the majority achieving medium or lower impact.

Complex Behaviour Support Coordinator

School Priority



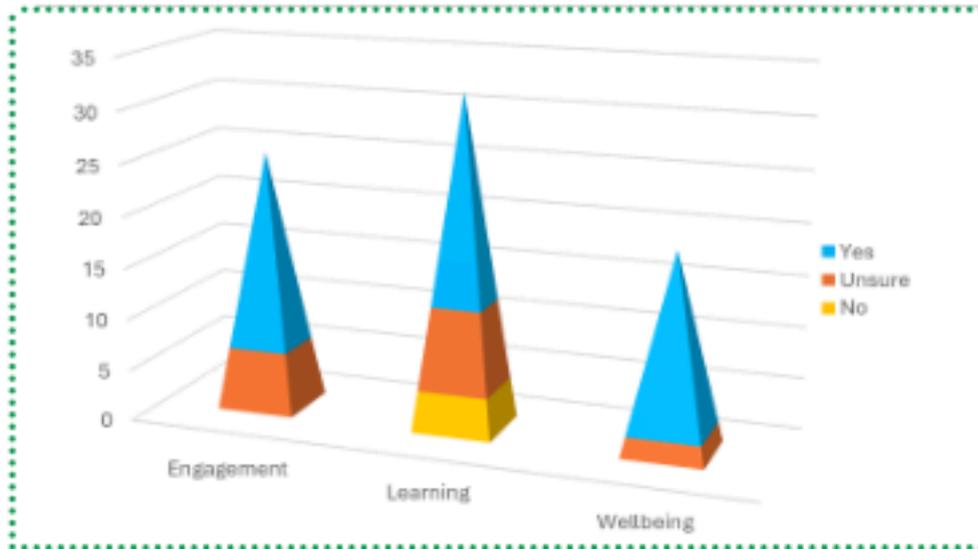
Achieving Desired Impact



Evidence availability is a relative strength, with staff indicating sufficient evidence for 74% of initiatives.

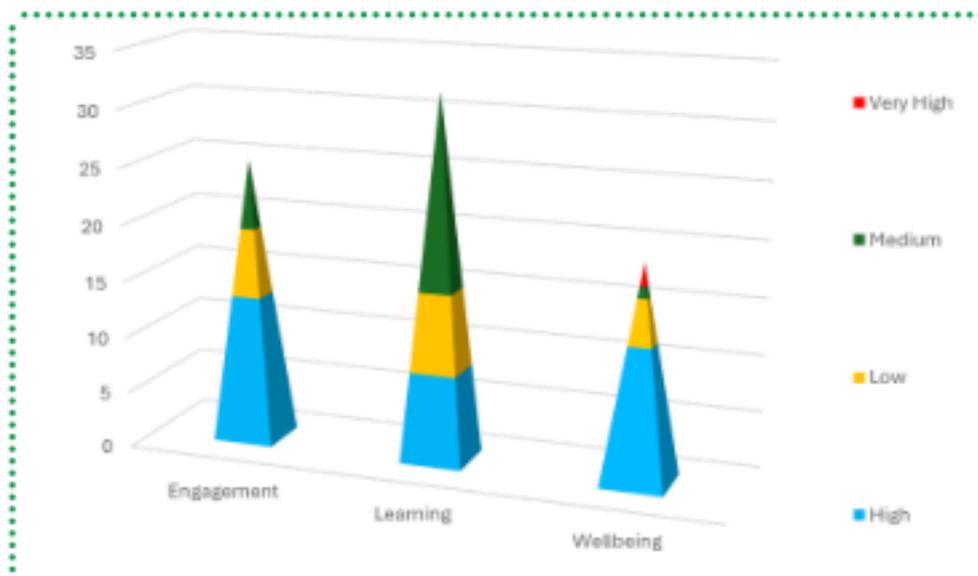
Complex Behaviour Support Coordinator

Evidence of Impact



Following analysis of findings, it was agreed that 65% of initiatives should be maintained, 27% intensified, and 5% paused. A clear correlation was identified between consistency of practice and achieved impact, highlighting implementation fidelity as a critical driver of success.

Consistency in Practice



Overall, the findings indicate a need to streamline the current suite of initiatives, strengthen Tier 1 universal provision, improve consistency of implementation, and evidence-informed decision-making to maximise impact and sustainability.

Miss Jess Wilding

School Chaplain Report

A YouthCARE Chaplain provides wellbeing support to students, families and staff in a school. In 2025 East Hamilton Hill Primary School had a YouthCARE Chaplain employed on site three days each week. Some of the key supports and initiatives organised or run by the Chaplain in 2025 included:

- Pastoral Care Sessions – one on one support sessions for students, parents or staff, providing non-judgmental listening and care.
- Social and Emotional Skill Groups – facilitation of groups for students in years 4-6 promoting social and emotional skill growth either implicitly or explicitly.
- Incursions – to external providers came and ran workshops at the school promoting wellbeing; Improv Yourself (Y5&6) and Paintstorm (P-6).
- Wellbeing Weeks – collaboration with other staff to provide activities and initiatives for one week each term promoting wellbeing. In Term 1 & 4 the focus was on student/family wellbeing; 2025 initiatives included a range of class and breaktime activities, and an incursion. In Terms 2 & 3 the focus was on staff wellbeing; 2025 initiatives included a staff hot drink table, professional 10min massages, and staff games/activities.
- Emergency Relief – sourcing and provision of donations for families in crisis or need. In 2025 this included vouchers, clothing, food, and furniture.
- Parenting Workshops – organisation of three workshops run for parents at the school through collaboration with Meerilinga Children & Community Services.
- Year 5 Big Day In – planning, development, and facilitation of the inaugural resilience- building, emotional regulation and teamwork day for Year 5s. This also included recruitment of volunteers to assist.
- Other – class visits/support, bread collection for Breakfast Club, attendance of some Excursions and School Camp, task supervision and mentoring for counselling students on practicum from universities, initiatives acknowledging staff appreciation days, breaktime activities/clubs.

Ms Esther Maxwell



Excellence in Sporting

In my first year in the role, I delivered a comprehensive sports program that promoted student participation, skill development, and positive sporting behaviours across the school. Key whole-school events included the cross-country carnival and a restructured one-day athletics carnival, which improved efficiency while maintaining high levels of student engagement. This year, the school also successfully hosted the interschool athletics carnival, providing a well-organised and welcoming environment for all participating schools.

During Term 3, the whole school engaged in weekly athletics training. These sessions not only enhanced students' skill levels but also strengthened relationships across all year groups, supporting collaboration and a sense of connection among students.

A major highlight of the program was the Interschool Winter Carnival, where students from years 4-6 demonstrated exceptional teamwork, resilience, and sportsmanship, achieving outstanding results by winning both the football and netball competitions. In addition to major events, students participated in seasonal sport rotations, and specialist coaching opportunities (such as NRL) designed to further develop their fundamental movement skills. Overall, the sports program had a positive impact on student wellbeing, school culture, and community engagement throughout the year.

Mrs Georgina Cooper
Physical Education Specialist Teacher



Excellence in Visual Arts

2025 was a lively and inspiring year in the art room, filled with creativity, collaboration, and community connection.

In August, our school proudly participated in the Cockburn Youth Arts Expo, where local schools were invited to exhibit artworks at the Hamilton Hill Memorial Hall. Many of our talented Year 1–6 students had pieces on display, including works inspired by renowned Japanese artist Yayoi Kusama.

In September, the art room transformed into a gallery for Open Night, showcasing a stunning collection of Australian-themed artworks created by students from Years 1–6. The exhibition featured a large handmade gum tree decorated with colourful leaf designs, paper boab nuts, native flower and bird lino prints, painted cardboard snakes, and a range of pieces inspired by celebrated Australian artists. The room was filled with vibrant colour and creativity, reflecting the imagination and skill of our young artists.

In November, EHPS entered a community art competition with Cockburn Gateway Shopping Centre. We were given a huge 3D-printed pumpkin to decorate and chose to represent our local birdlife, animal life, and flora using paint and paint pens. Community members cast their votes, and we were thrilled to win the competition, receiving a \$500 shopping voucher to put toward new art supplies.

Students from Kindy to Year 6 also participated in a major project designing artwork for fabric prints/tea towels. Each class collaborated on a creative design that was professionally printed on cotton/linen fabric. Students used markers, paint, paper collage, and print-making techniques to produce beautiful, unique artworks that were enthusiastically received by our school community. Funds raised from this project will support special initiatives in 2026.

2025 truly showcased the imagination, skill, and enthusiasm of our young artists, and we look forward to building on this momentum in the year ahead.

Mrs Lecia Clifford
Visual Arts Specialist Teacher



Financial Summary

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	43,330	43,330
Carry Forward (Salary):	201,790	201,790
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,767,325	3,767,325
Locally Raised Funds:	106,604	106,606
Total Funds:	4,119,049	4,119,051
EXPENDITURE		
Salaries:	3,341,120	3,341,120
Goods and Services (Cash):	494,981	295,827
Total Expenditure:	3,836,102	3,636,947
VARIANCE:	282,947	482,104

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	43,330	43,330
Carry Forward (Salary)	201,790	201,790
STUDENT-CENTRED FUNDING		
Per Student	2,214,364	2,214,364
School and Student Characteristics	1,147,246	1,147,246
Disability Adjustments	121,279	121,279
Targeted Initiatives	277,317	277,317
Operational Response Allocation	1,940	1,940
Total Funds:	3,762,146	3,762,146
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	5,180	5,180
School Transfers – Salary	(216,150)	(216,150)
School Transfers - Cash	216,150	216,150
Department Adjustments	0	0
Total Funds:	5,180	5,180
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	11,250	11,250
Charges and Fees	26,421	26,421
Fees from Facilities Hire	18,191	18,191
Fundraising/Donations/Sponsorships	24,206	24,206
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schoo	968	968
Other Revenues	15,838	15,840
Transfer from Reserve or DGR	9,730	9,730
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	106,604	106,606
TOTAL	4,119,050	4,119,052

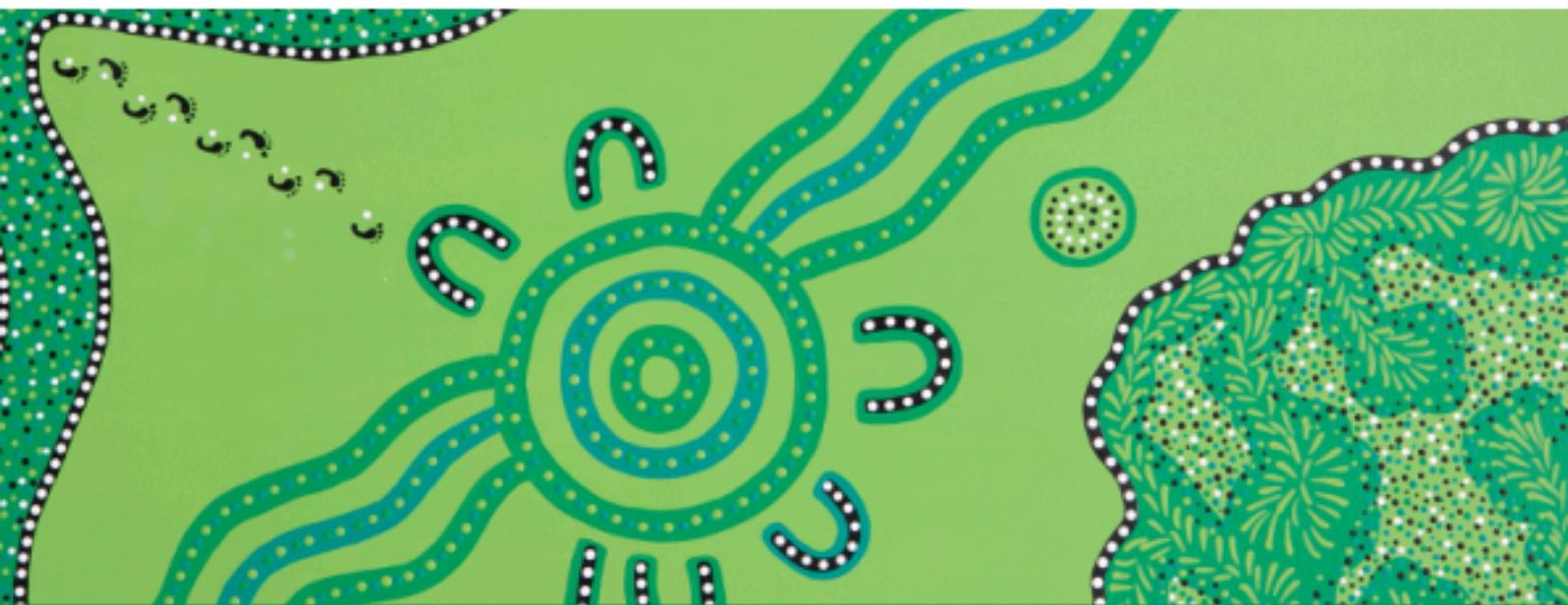
Financial Summary

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,056,301	3,056,301
New Appointments	0	0
Casual Payments	284,499	284,499
Other Salary Expenditure	320	320
Total Funds:	3,341,120	3,341,120
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	31,772	21,443
Lease Payments	23,707	23,707
Utilities, Facilities and Maintenance	64,372	48,456
Buildings, Property and Equipment	188,216	43,999
Curriculum and Student Services	154,832	130,081
Professional Development	9,250	7,031
Transfer to Reserve	20,000	20,000
Other Expenditure	2,708	984
Payment to CO, Regional Office and Other schools	125	125
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:	494,982	295,826
TOTAL	3,836,102	3,636,946





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





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