INTRODUCTION
Eden Hill Primary school is a well-established inner suburban school that opened in 1915. In 2014 we catered for approximately 475 students from Kindergarten to Year 7. The school is highly regarded by the local community and parents from beyond our prescribed boundaries who frequently seek to enrol their children our school. Many of our students have strong inter-generational links to the school with parents and/or grandparents having previously attended. We are looking forward to recognising many of these during 2015 when the school will celebrate its Centenary. Our school’s motto of Only Our best is Good Enough is reflected in our ethos and culture and is characterised by the pride, determination and loyalty of the students, staff and community;
“a gorgeous bunch of people having fun together, and making a difference for our beautiful school.”(Eden Hill Primary School parent, 2014).

2014 was a year full of achievements, events and accomplishments by our school and community. At the conclusion of the year we farewelled our last group of Year 7 students, who will now be housed on secondary school campuses and also our first group of Year 6 graduates. The school also completed its first three year cycle as an Independent Public School with the external reviewers being very complimentary of the opportunities provided for our students, the student outcomes, targets met and the strong sense of community that pervades everything we do. At the conclusion of the review The Department of Education Services commended the staff on the ‘establishment of a culture and ethos that promotes high expectations of achievement, progress and engagement for all students’.

OUR MOTTO
At Eden Hill Primary School, the students and staff work tirelessly to live by the school’s motto of Only Our Best is Good Enough and from this concise motto we have developed the school’s vision and mission statements.

OUR VISION AND MISSION
To strive for excellence by working collaboratively and respectfully with our students to build strong, meaningful connections with our community:

- We will work collaboratively with staff, students, parents and the community to provide a safe and stimulating learning environment by
- Creating meaningful connections for all students by guiding them to become successful, confident and creative learners.
- Our school community, like a family, is bound by strong values and long held traditions. We will strive to meaningfully connect our school and community.
- Our students will respectfully display a concern for others, their rights and environmental responsibilities and finally
- Our school motto ‘Only our Best is Good Enough’ characterises our goal of personal Excellence in everything we do.

OUR VALUES
Values are determined by the beliefs we hold. The following values are those we seek to develop in our students:

- A pursuit of knowledge and a commitment to achievement of potential
- Self-acceptance and respect of self
- Respect and concern for others and their rights
- Social and civic responsibility and
- Environmental responsibility
SCHOOL OVERVIEW
In 2014 Eden Hill Primary School operated 14 classes from Year 1 through to Year 7, two Pre-Primary and four Kindergarten classes for approximately 475 children. These core classes were supplemented with dance, music, art and Italian classes. Our students are housed in a variety of accommodation from traditional old classrooms that are nearly 100 years old, ‘transportable’ classrooms and several new learning areas including an Arts building and an Early Childhood Centre. Our dance program uses the covered assembly area as its classroom. The students are fortunate in having extensive play options; large hard-court areas, five areas with playground equipment, an undercover area, two basketball courts (plus two junior height goalposts), and several large grassed areas.

STAFF
All staff at Eden Hill Primary School met the professional requirements to teach in Western Australian schools and are registered with Teacher’s Registration Board. All staff have current Working With Children Cards. In 2014, all staff members undertook professional learning to improve the quality of learning experiences and educational outcomes we provide for our students.

HIGHLIGHTS OF 2014
During 2014, we continued to strive to provide a safe and caring learning environment for students and staff, underpinned by a rich learning culture that focused on rigorous academic programs, social and emotional well-being and opportunities for all students to shine. At Eden Hill Primary School we provided a balanced and inclusive curriculum with an emphasis on student participation in non-academic areas through the delivery of a broad education. A wide range of programs including sporting opportunities, chess, public speaking, student leadership and academic extension programs were offered to students along with our focus areas of dance, special dance group, music, rock band, choir, art and Italian. Listed below are some of the school’s achievements in 2014:

- A very positive external review of the school against the key objectives outlined in the 2012 – 2014 Business Plan and the Delivery and Performance Agreement (DPA): see Independent Review Findings (see our school’s website)
- Implementation of the Bounce Back program to develop social and emotional well-being of all students – funded, in part, by the P&C
- A number of Year 6 and Year 7 students attained Secondary Scholarships and placements in specialist courses at secondary schools for 2015
- Art Expo - This event occurred out-of-hours, was supported by the P&C and was very well attended by the community. All students were able to exhibit art works which were then sold. Art prizes were awarded and two art works (student collaborations from graduating students) were donated to the school
- Strong partnerships have been developed with both University of Western Australia; Masters of Audiology students and Curtin University; Speech pathology 4th Year students and the North Metropolitan Language Development Centre resulting in special programs being provide to assist students
- All Year 6 and 7 students were given the opportunity to undertake a variety of leadership roles
- The school’s dance group, Next Step and rock band, The Pixel Players which consisted of Year 6 & 7 students, who rehearse in their own time, performed brilliantly at a variety of events and venues
• Annual Public Speaking Competition where all students participate by presenting a speech and finalists compete during assemblies with the final being judged by external adjudicators

• Open Night was held in June to coincide with WA Week. Once again nearly all families attended in the evening to visit their child’s class

• Outstanding sportsmanship and results were achieved in faction and interschool sporting events including cross country running, athletics and summer and winter lightning carnivals

• Students had a fabulous time during Book Week during which senior students presented speeches, in character, and all students and staff dressed up as their favourite book character

• Book Fair – an annual event that everyone enjoys

• NAIDOC was celebrated (by all students) in a variety of ways including craft, storytelling and food sampling

• During Science Week all classes participated in a number of very exciting and unusual science activities. The favourite was, of course, making ice-cream!

• Fathers’ Night was once again a huge success with the Dads and Grandfathers, who love having the opportunity to attend the school after work hours to see what their children are doing at school

• Two, very well attended, discos were held in the evenings to raise funds for our Year 6 and Year 7 camps

• Our Year 6 and Year 7 students each had their own amazing camp at Forest Edge. Thanks must go to the P&C for their support and also the teachers for their time and efforts

• A very successful and well attended Busy Bee was held to clear ‘the back block’ and plant trees, construct new vegetable gardens and plant out ‘the orchard’
• Planning began for the schools centenary celebration to be held on 2\textsuperscript{nd} May 2015

• Continuation of our highly successful School Volunteer programme. The school had nearly 150 volunteers who assisted in a variety ways throughout the year

• The School provided a Health and Nutrition Program, in collaboration with CLAN, for parents so as to improve nutrition for our students

• The School Prefects held a highly successful fundraising event for the Cancer Foundation

• Parent and community involvement and support continued to be a highlight. This included the School Board, P&C, Classroom Coordinators, assembly morning teas, special morning teas, fundraising events, community events, carnivals and discos.

• In 2014 we held two Graduation evenings – one for Year 6 and one for Year 7. These were very memorable evenings for both students and their families.

SCHOOL BOARD
The Board of Eden Hill Primary School consists of seven members:

Chair Person – Andrew Hayes; Parent, ex-bank manager, business owner

Trish Briant – Parent, Canteen Manager (at another school)

Andy Huynh – Local business owner, Parent

Brad Spencer – Parent

Maria Scarfone – Teacher

Maggie Amy – Teacher

Janet Wood – Principal

The current Board provides a wide scope of skills, knowledge and perspectives on education. They represent students from Pre-Primary to Year 7 and students with a disability. Each member has skills that give depth to the Board as a whole, thereby providing the school with a focused group that assists and supports in the implementation of the Business Plan, development of our policies and provides additional expertise to assist us in achieving the best outcomes for our students. The Board of Eden Hill PS has been extremely supportive and professional in their undertakings in some highly sensitive areas since we have become an Independent School. They must be commended for the professional way in which they have carried out their role.
COMMUNITY PARTNERSHIPS

At Eden Hill Primary School we recognise that we are an integral part of our community and we seek to establish genuine partnerships and/or links with the local and broader community. These partnerships enhance the quality of the programmes we can deliver to our students while enhancing our reputation within the community. One of our primary means of ensuring that all parents feel part of the Eden Hill family is through our Classroom Coordinators. Each classroom has a parent who has volunteered for this role. The Principal meets with them each term and outlines any up-coming events. Any issues that have arisen or may arise are discussed so that these people are informed and able to accurately inform other parents. Classroom Coordinators are also available for any emergency and agree to be a key component in a ‘telephone tree’ in case of a school emergency. Teachers and the P&C use the Classroom Coordinators to assist with activities throughout the year. Some Coordinators even organise after school and holiday events for ‘their class’!

We are fortunate at Eden Hill, in having a significant number of parents and grandparents who volunteer to assist us in our classrooms, library and canteen. We also have an extremely effective formal School Volunteer Program which is coordinated by one of our Senior Teachers, Robyn Anthony.

Eden Hill Primary School has developed close links with its local secondary schools. Students not only participate in transition programmes but have been involved in a Science programme with Hampton Senior High School; a Mining Challenge which was a joint partnership with Lockridge Senior High School and Curtin University; and NAIDOC Celebrations and activities with Cyril Jackson Senior Campus. All local secondary schools are invited to participate in our annual Open Night in June.
BUSINESS PLAN REVIEW

Key Objective 1 - Raising Standards in Literacy and Numeracy

- To ensure the students of Eden Hill Primary School develop a love of language and learning delivered through best possible teaching practice.
- Focus on essential literacy skills, and strengthen the teaching of phonics, grammar and reading comprehension.
- To ensure students develop a love of numbers and are confident in all aspects of mathematics.
- Focus on essential number skills.

During 2014, Mr Marcus Digney, our Curriculum Coordinator focused on developing, with the staff of Eden Hill Primary School, a deeper understanding of the Western Australian Curriculum, transferring this knowledge into our operational plans and establishing common assessment tasks both at a school and network level. Key components of this were the Whole School Literacy and Numeracy Plans and the support provided to the staff by the Literacy and Numeracy Teams which was supplemented by whole professional learning to improve student outcomes. Moderation was undertaken at the school and Network level to ensure comparability of student results. The Data Collection Plan which outlines key tasks and timelines for school assessments has ensured that all staff are involved in professional reflection of their students’ progress. The culmination of these process has been the achievement of all milestones as set out in the School Business Plan 2012-2014. The Targets set in Key Objective 1 relate to NAPLAN results and are outlined below:

NAPLAN TARGETS 2014

In consultation with staff and the Eden Hill school community the following targets were set in relation to NAPLAN. These targets are outlined in the Eden Hill Primary School Business Plan 2012-2014.

TARGET 1
- 90% of children to achieve at or above National Minimum Standard (NMS)

TARGET 2
- For like cohorts to maintain or increase the number of children in the top 20%

TARGET 3
- For the Eden Hill Mean to be at or above the Australian Mean in all assessment areas
SUMMARY OF EDEN HILL 2014 NAPLAN RESULTS

<table>
<thead>
<tr>
<th>YEAR/TEST</th>
<th>TARGET ONE 90% OF STUDENTS AT OR ABOVE NMS %</th>
<th>TARGET TWO MAINTAIN or INCREASE PERCENTAGE IN TOP 20%</th>
<th>TARGET THREE SCHOOL MEAN</th>
<th>TARGET THREE WA MEAN</th>
<th>TARGET THREE AUSTRALIAN MEAN</th>
<th>TARGET THREE SIMILAR SCHOOLS</th>
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<tbody>
<tr>
<td>Y3 Reading</td>
<td>96</td>
<td>11/na</td>
<td>403</td>
<td>407</td>
<td>419</td>
<td>394</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>14/na</td>
<td>394</td>
<td>397</td>
<td>402</td>
<td>396</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
<td>20/na</td>
<td>395</td>
<td>403</td>
<td>412</td>
<td>397</td>
</tr>
<tr>
<td>Grammar</td>
<td>92</td>
<td>20/na</td>
<td>410</td>
<td>413</td>
<td>426</td>
<td>406</td>
</tr>
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<td>100</td>
<td>10/na</td>
<td>393</td>
<td>392</td>
<td>402</td>
<td>389</td>
</tr>
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<td>Y5 Reading</td>
<td>93</td>
<td>22/24</td>
<td>506</td>
<td>492</td>
<td>501</td>
<td>481</td>
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<tr>
<td>Writing</td>
<td>89</td>
<td>17/16</td>
<td>466</td>
<td>465</td>
<td>468</td>
<td>465</td>
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<tr>
<td>Spelling</td>
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<td>17/27</td>
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<td>492</td>
<td>498</td>
<td>484</td>
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<tr>
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<td>25/14</td>
<td>485</td>
<td>495</td>
<td>504</td>
<td>485</td>
</tr>
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<td>93</td>
<td>31/31</td>
<td>509</td>
<td>480</td>
<td>487</td>
<td>472</td>
</tr>
<tr>
<td>Y7 Reading</td>
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<td>6/15</td>
<td>539</td>
<td>544</td>
<td>546</td>
<td>534</td>
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<td>550</td>
<td>543</td>
<td>545</td>
<td>531</td>
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<tr>
<td>Grammar</td>
<td>97</td>
<td>8/18</td>
<td>528</td>
<td>543</td>
<td>544</td>
<td>528</td>
</tr>
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<td>100</td>
<td>6/16</td>
<td>547</td>
<td>545</td>
<td>546</td>
<td>532</td>
</tr>
</tbody>
</table>

Target One:
- If it is shaded **Green** it indicates that the target percentage of 90% of students at or above the National Minimum Standard (NMS) has been achieved.

Target Two:
- **na** indicates that no comparison can be made due to the fact that Year Three is the first year that the students sat the test.
- In the Year Five results the first number is the percentage of students in the top 20% for 2012 as Year Three students, the second number is the result for the same cohort as Year 5 students in 2014.
- In the Year Seven results the first number is the percentage of students in the top 20% for 2010 as Year Three students, the second number is the result for the same cohort as Year 7 students in 2014.
- If it is shaded **Green** then it indicates that the percentage in the top 20% has been maintained or increased.

Target Three:
- If the school mean is shaded **Green** then the target of being at or above the Australian Mean in that Assessment Area has been achieved. **Yellow** indicates that it is at or above the WA mean and unshaded indicates that the School Mean is below the Australian and WA mean. In the final column if the Similar School Mean is shaded **Green** then the Eden Hill School Mean is at or above the mean of Similar Schools.
The 2014 NAPLAN results show:

Target One: The target of having 90% of students at or above the NMS was achieved in thirteen of the fifteen assessment areas.

Target Two: The target of maintaining or increasing the percentage of students in the top 20% was achieved in eight of the ten assessment areas.

Target Three: The target of Eden Hill achieving a Mean above the Australian Mean was achieved in six of the fifteen assessment areas. The Eden Hill Mean was above the WA mean in eight of the fifteen assessment areas. The final column compares the Eden Hill mean score to “Similar Schools”. In thirteen of the fifteen assessment areas Eden Hill was at or above the mean of Similar Schools. These results are clearly linked to changes in the curriculum, pedagogy and professional learning implemented throughout the school.

Recommendations for 2015

- Curriculum Coordinator, and Literacy and Numeracy Teams continue to provide support for all staff. This includes the resources, both human and financial, to develop and build upon the current success.
- Support and encourage the staff in sharing their knowledge of technology, programmes and applications that are directly related to the teaching and learning programs, including the targeted use of Interactive Whiteboards and IPads. Encourage and explore peer classroom observation as a means of developing these skills.
- Use on-line support material, especially for the Western Australian Curriculum
- Support and work with the Swan Valley Network of schools to provide teachers with an extensive range of professional connections so as to assist with action research into the implementation of the Western Australian Curriculum and to provide opportunities for the staff of Eden Hill to engage in moderation and professional conversation with teachers from other schools.
- Continue to provide staff with leadership opportunities

Key Objective 2 – Improving Student Behaviour, Attendance and Well Being

To endeavour to make all students:

a) feel well treated, well respected and recognised for hard work

b) attend school every day unless ill or for any other reasonable cause

Key Objective 2 focuses on improving student behaviour and attendance and has four targets. Two have these have been met however, two targets were only partially achieved. A key factor in this has been that a number of new enrolments at the school impacted on the data collected and that the targets were impacted by this. The school has noted a significant increase in the number of students who require intervention due to mental health and well-being concerns and as a result has responded by introducing the KidsMatter Framework. In 2014 the Eden Hill Primary School P&C contributed a significant amount of funding towards the resources required to establish Bounce Back, a literacy based mental health program.
All classes have focused on developing stronger mental health, resilience and well-being strategies. Encouragingly, parents have reported on the positive impact this has had on their children. EHPS encourages active involvement of parents and the community in school life. In 2014 we had a group of parents who acted as Class Coordinators and met with the principal each term and acted as a conduit between parents and teachers and between parents and the school in supporting communication. The school was also supported by a large number of parent and community volunteers, a school chaplain and several community support groups.

The school continued to improve the electronic student profiling to ensure that student needs were recognised and documented.

“We received the attached profile at the Midland Office of CPFS recently and I wanted to commend you on it. Thank you so much for the detailed verbal and written information regarding the children. (Midland CPFS Office)

“I am very impressed with the thorough profiling system staff at your school have used. This will enable our teachers to gain an overview of the children’s needs and provides us with a good starting point. Once again, thanks for the very thorough hand-over. (School to which we transferred students)”

In 2014 the curriculum coordinator refined his attendance tracking process which resulted in an improvement in attendance of several of our ‘difficult to engage’ families. All students for whom we had attendance concerns had Individual Education Plans written and endorsed by parents. The school will continue to work with families to ensure that all students attend school every day unless ill.

ATTENDANCE DATA

Attendance Target Report - Semester 1 2014

**Target 1: Maintain the attendance rate at 93% or better which is above the WA average of 92.7%**

<table>
<thead>
<tr>
<th></th>
<th>Whole School</th>
<th>Kindy</th>
<th>PP</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>93.13</td>
<td>92.98</td>
<td>93.07</td>
<td>93.81</td>
<td>92.69</td>
<td>92.75</td>
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<td>93.24</td>
<td>93.52</td>
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<tr>
<td>Non Aboriginal</td>
<td>93.94</td>
<td>93.23</td>
<td>94.08</td>
<td>94.15</td>
<td>93.08</td>
<td>94.11</td>
<td>94.41</td>
<td>94.06</td>
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<tr>
<td>Indigenous</td>
<td>85.33</td>
<td>89.86</td>
<td>87.18</td>
<td>88.66</td>
<td>89.78</td>
<td>80.12</td>
<td>75.00</td>
<td>89.88</td>
<td>69.07</td>
<td>91.67</td>
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</table>

Target 1 was met with the overall attendance rate for Semester 1 being 93.13%, this target was also met in five of the nine year levels. The Non-Aboriginal attendance rate was above 93% across all year levels.

**Target 2: Increase regular attendance (90%+) from 83.5% to 85% and to specifically increase the attendance of Aboriginal students from the 2011 figure of 50%**

<table>
<thead>
<tr>
<th></th>
<th>Whole School</th>
<th>Kindy</th>
<th>PP</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
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<tr>
<td>All Students</td>
<td>81.69</td>
<td>79.73</td>
<td>83.93</td>
<td>84.00</td>
<td>77.77</td>
<td>83.09</td>
<td>75.00</td>
<td>87.75</td>
<td>83.64</td>
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<tr>
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<td>83.33</td>
<td>85.42</td>
<td>81.63</td>
<td>87.23</td>
<td>84.91</td>
<td>81.82</td>
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<tr>
<td>Indigenous</td>
<td>55.55</td>
<td>66.66</td>
<td>62.50</td>
<td>33.33</td>
<td>33.33</td>
<td>60.00</td>
<td>28.57</td>
<td>100.00</td>
<td>50.00</td>
<td>83.33</td>
</tr>
</tbody>
</table>

The number of students with regular attendance (Above 90%) was 81.69% which is below the target of 85%. The number of Aboriginal students with regular attendance was 55.55% which is above the 2011 figure of 50%.
Target 3: Reduce the unexplained absences to less than 10%

Unexplained absences Semester 1 2014

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% of absences unexplained</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>All Students</td>
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<td>Kindy 1</td>
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<tr>
<td>Kindy 2</td>
<td>7.08</td>
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<tr>
<td>Kindy 3</td>
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<tr>
<td>Kindy 4</td>
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<td>PP1</td>
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<tr>
<td>PP2</td>
<td>25.07</td>
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<tr>
<td>Rm 17</td>
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<td>Rm 14</td>
<td>0.07</td>
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<td>Rm 13</td>
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<tr>
<td>Rm 12</td>
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<td>Rm 11</td>
<td>6.27</td>
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<tr>
<td>Rm 10</td>
<td>34.48</td>
</tr>
<tr>
<td>Rm 1</td>
<td>34.30</td>
</tr>
<tr>
<td>Rm 2</td>
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<td>Rm 4</td>
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<td>Rm 6</td>
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<td>5.18</td>
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<td>Rm 9</td>
<td>10.92</td>
</tr>
<tr>
<td>Whole School</td>
<td>14.38</td>
</tr>
</tbody>
</table>

While we did not achieve the less than 10% for unexplained absences target for all students it was achieved for the school’s non Aboriginal students and across 13 of 20 classes.

Recommendations for 2015

- Provide support for staff, students and parents through the Student Services Coordinator and to link outside agencies to school priorities
- Continual refinement of our online Student Profiling System
- Increase staff awareness and use of support services such as Special Needs Visiting Teachers, School Chaplain, School Psychologist, CLAN Midland
- Continue to support and utilise the School Volunteer program by using a Senior Teacher to coordinate
- By using the Curriculum Coordinator, Aboriginal Islanded Education Officer and Senior Teacher, continue to closely monitor absences and to expediently follow up any unexplained absences, including home visits
- Support Bounce Back as a strategy for the KidsMatter framework. Provide professional learning to improve delivery of program.
**Key Objective 3 – Supporting Teachers and School Leaders**

- Provide quality learning opportunities for staff to build their capacity to strive for excellence in teaching and learning.
- To involve all staff in school decision making and planning by providing collaborative opportunities.
- Be part of a network of schools which works together to familiarise staff with the requirements of the Australian Curriculum, Department of Education (DoE) initiatives and to share expertise.

The distributed leadership model that has been implemented at EHPS has contributed greatly to the achievement of this Key Objective. Many of the staff have undertaken leadership roles from presenting professional learning to staff, members of committees, cell coordinator, managing budgets to working as facilitators for the Swan Network of Schools. This has been across a variety of Curriculum areas and year levels; staff must be commended on their enthusiasm, involvement and professionalism.

Staff have been supported by the senior administration by the provision of time and coaching to develop these skills, development of whole school operational plans, student data being easily accessible and in a timely manner and clear expectations of school requirements. All targets were met within this area.

**Recommendations for 2015**

- Continue to implement Western Australian Curriculum and become familiar with the internet resources
- Continue with Cells as a means of encouraging collaboration and providing leadership opportunities for staff
- Use Cells to develop peer observation and learning
- Use the Swan Valley Network of Schools to provide professional learning and networking opportunities for staff
- To support aspirant Level 3 teachers and other teachers who aspire to undertake leadership roles.

**Key Objective 4 – To provide a high quality Kindergarten, Pre-Primary and Junior Primary program that will give students the best possible start to their educational journey.**

Over the past few years there have been significant changes to programme expectations and delivery in the early childhood area. This has created some consternation for some staff as they have tried to accommodate system-wide changes and align them to their own philosophical beliefs. There have been several ECE curriculum documents implemented along with other system initiatives, making this a very dynamic area within the school. In 2014 the Early Childhood teachers were supported by the Curriculum Coordinator and were provided with professional learning opportunities in National Quality Standards as well as working with other early childhood teachers from the Swan Valley Network of Schools and the ECE network. This assisted the teachers with implementing the Western Australian Curriculum, the Early Years Framework and the Kindergarten Curriculum. Whole school planning documents include the early years so as to encourage a seamless approach to each child’s education. The school places great importance on early identification and intervention and to this end we again employed a speech pathologist to screen all kindergarten students during the first term. Class teachers were also supported by 4th year Speech pathology students throughout the year, who assisted by teaching specially designed programs and University of Western Australia audiology masters students who screened all students for hearing difficulties. The school participates in the On-Entry testing of pre-primary students and staff are given time to review these results and adapt their teaching program accordingly.
Recommendations for 2015

- Encourage greater use of the Office of Early Childhood both personnel and resources
- Provide professional learning for the whole school on the Early Years Learning Framework
- Provide further professional learning on the National Quality Standards Framework
- Continue screening of Kindergarten students by a Speech Pathologist and audiologist
- Continue partnership with UWA Audiology Masters students to assist in screening all students.
- Develop a stronger partnership with Speech pathology students at ECU and LDC so as to assist Kindy and Pre-Primary students
- Use data from a variety of sources to inform teaching and learning and to make an early identification of children at risk
- Encourage ECE staff to attend ECE network meetings (held after hours)

Key Objective 5 – Enabling Greater School Autonomy, flexibility and innovation

Use the increased flexibility to generate innovative education approaches to address local needs.

IPS Flexibility

The senior leadership team continued to be a most successful model throughout 2014, in addressing the needs of the students, parents and staff and will continue to be a workforce focus. The structure of cells working across several year levels has been sustained and has developed great strength with meeting agendas and minutes showing a high level of professional discussion. The staff at Eden Hill Primary School also played a significant role in the leading and providing professional learning in the Swan Valley Network of Schools.
Environment  
A feature of Key Objective 5 that impacted positively on students and the school environment is the range of academic and social learning provided around the development of an environmental and sustainability team that occurred in 2014. The school worked closely with the community, including a parent who is a horticulturist, to develop a plan for the improvement of the school grounds. This culminated with a ‘busy bee’ that was attended by over 50 parents and community members and will continue into the foreseeable future. The school has an embedded culture of recycling and last year continued to develop the vegetable gardens, planted an orchard and was awarded a ten year certificate from the Water Authority for operating as a Water Wise School.

The Arts  
In providing a balanced and inclusive curriculum Eden Hill Primary School places particular emphasis on student participation in non-academic areas through the delivery of a broad education. In our Business Plan we focus on the development of the arts curriculum by providing extensive opportunities in dance, music and visual arts for all students. Students who display a keen interest in these areas once again had the opportunity to join the school’s choir, participate in art competitions and to audition for a place in the school’s special dance and rock band groups. The specialist groups, once again, performed at numerous venues throughout the year. The school was extremely proud of the students’ efforts, performance and especially the ambassadorial role they played. Their behaviour when representing the school was always outstanding and we are all very proud of them.

“You must be very proud of the kids and the awesome performance they put on today.” (Parent)

Recommendations for 2015  
- To acknowledge the complexity of the duties undertaken by the Curriculum Coordinator, trial a Level 3 Deputy Principal position  
- Continue to develop and refine the learning phase cell structure within the school  
- Continue to develop and refine the relationships and networking possibilities with the Swan Valley Network of Schools  
- Continue to focus on and develop the students’ involvement in environmental and sustainability projects  
- Review and strengthen roles of Environment and Sustainability Team to focus support on environmental programs  
- Complete a special art project to celebrate the school’s centenary  
- Seek opportunities to showcase the Arts
Conclusion
During 2014 the staff of Eden Hill Primary School worked tirelessly to provide our students with a multitude of opportunities to be the best they could be, by demonstrating a commitment to the school’s vision, purpose and values and providing a diverse range of teaching and learning programs. The Independent Review of the school that took place over two and half days in August acknowledged the dedicated efforts of the staff and community and noted:

Commendations
The following areas are commended

- The school’s ongoing development and suite of strategies to analyse the progress of selected students and negotiate any adjustments required for targets and/or instructional practices
- The establishment of a culture and ethos that promotes high expectations of achievement, progress and engagement for all students
- The digital student tracking system developed by the coordinator of student services that fast tracks the gathering of student information to support differentiated teaching and learning and the monitoring of progress, particularly for those at risk
- The embedding of a staff leadership model that focuses on developing skills and expertise to support continuous improvement in student learning
- The embedding of reflective school practices that are sustainable, strategic and targeted to improve student learning by leadership at all levels
- The culture of continuous improvement that provides staff with opportunities to plan, develop and review their teaching, learning and assessment strategies

As always, at Eden Hill Primary School, we were strongly supported by our school community in striving to implement our plans. The School Board and P&C actively work to ensure the best possible outcomes and the many volunteers who assist in so many ways add depth and colour to the school. A special note of appreciation must be made to Andrew Hayes who retired as the P&C President at the end of the year after nine years on the executive committee. Andrew has been a great supporter of the school and we are delighted that he will remain as Chair of the School Board in 2015.

At Eden Hill Primary School we want every child to shine and to be the best they can be and when receive comments such as those below by the families of students who graduated at the end of 2014, I am pleased for the students, their families and for the combined effect of all my staff. Thank you for another fabulous year.

“I'm just tearing up now thinking about --- leaving this year, as I don't want him too”

“Thank you so much for another fabulous year for our family at Eden Hill. You do a superb job at the helm and we really appreciate that.

“---’s time has sadly come to an end, but she is ready to throw herself into new challenges in the coming year. The Graduation ceremony was amazing - clearly so much time and effort went into this event and it was a lovely night with many happy memories made.”

“We feel extremely privileged to have been able to make a contribution to the Eden Hill school community.”