



ANNUAL REPORT 2024



Eden Hill Primary School
An Independent Public School

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Acronyms:

ECE – Early Childhood Education

ICSEA – Index of Community Socio-Education Advantage

ICT – Information and Communication Technology

NAPLAN – National Assessment Program – Literacy and Numeracy

PAT – Progressive Achievement Tests

PBS – Positive Behaviour for Success

Principal's Report

On behalf of the Eden Hill School Board, I am pleased to present the 2024 Annual Report.

This 2024 report provides parents and members of the wider community with a summary of our school's performance over the last year. Within the report are details of student performance in academic and non-academic areas and an outline of the progress we have made in implementing the strategies outlined in our 2024-2026 Business Plan. Also detailed in the Annual Report are celebrations of the major achievements and highlights of our 2024 school year.

We had a successful Public-School Review in 2023 with commendations and recommendations that set us up for success as we continue to move forward to ensure year on year progress for every student at Eden Hill Primary School and 2024 saw our school identified to open a Specialised Learning Program for students with autism spectrum disorder in 2025.

At Eden Hill PS, the hard work, dedication, and support of our staff has always been a strength, and I truly appreciate their resilience and adaptability to put the students first. It is also important that everyone in our community recognises and appreciates the commitment of our School Board, P&C and all the volunteers who have supported our students and school community. It is the strong sense of belonging that exists within our school, and our collective responsibility for all our students, that makes our school an inclusive and positive learning community. I hope that all parents and community members enjoy reading the 2024 Annual Report. It reflects our commitment to working in partnership to ensure that every student is provided with the academic and social support they need to rise to the challenge of high expectations at Eden Hill Primary School.

Natalie Mayho
Principal



School Overview

Eden Hill Primary School was established in 1915 and is 13km east of the city of Perth. In 2024, the school had approximately 432 students and operated with 18 classes from Kindergarten through to Year 6. Classrooms ranged from century old rooms to a purpose-built music and art building. There are also seven demountable/transportable rooms providing the necessary classroom space for our students. Our student numbers remain stable.

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'

This is reflected in everything we do and expect of our staff and students. From this concise motto we have developed the school's vision and mission statements.

Our Vision & Mission Statements

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.
- Our school motto ***'Only Our Best is Good Enough'*** characterises our goal of personal excellence in everything we do.

Our Positive Behaviour Support in School (PBS) Values are:

Be Respectful
Be Responsible
Be Safe and Caring
Be a Learner

School Board Report

The Eden Hill School Board is a team of staff, parents, and community members dedicated to providing the best education for its students. The board is pleased to report a busy but enjoyable commencement to 2024.

Eden Hill has continued investing in the Digital Technologies Curriculum over the past few years. This program makes sure that every student can use up-to-date digital technology equipment. This effort is essential to give Eden Hill students the chance to learn about current and emerging technologies and develop skills they can improve as they progress through their school years. Another important part of this curriculum is to teach students about digital and cyber safety and help them understand their digital citizenship and how to preserve and safeguard it, a skill that is very valuable today. It has also been wonderful to see this program in classrooms, but it also needs the support of the Teaching and Administrative staff of Eden Hill. There has been a lot of investment in professional development for teachers, which allows them to be the best source to guide students in this journey. By contributing to the costs of the device and technology, in partnership with the school, the P&C has played a vital role in making this possible. This kind of support is essential for programs like this, which would not be possible otherwise.

Eden Hill focus has not just been on Digital Technologies. There has been a continued focus on literacy and numeracy programs which are evolving year on year and proving vital in help students reach their education goals. These programs also provide teachers tools to identify and work with students who may be struggling.

During 2023 and continuing into 2024 the board set a challenge to identify community groups and engage the Eden Hill Community and people. Eden Hill Primary belongs to a strong community and one which we are strong advocates for. Forming partnerships with community members and groups is vital to Eden Hill and our focus on building stronger relationships. These partnerships will help strengthen Eden Hill Primary School and the community we belong to.

I would like to take the opportunity to thank all the staff, P&C, parents and students for their help and support over 2024 and look forward to fun and engaging year in 2025.

Jeremy Warnock - School Board Chair

P&C Association Report

P&C fundraising activities are a cornerstone of enhancing the education experience, fostering community spirit, and supporting school initiatives that might otherwise be unachievable through traditional funding. These activities not only provide necessary financial support but also bring together parents, teachers, and the wider community, thereby strengthening the fabric of Eden Hill Primary School.

Eden Hill Primary School has a very active P&C. Our P&C and extended volunteer's work tirelessly throughout the year to support the school in many ways. In 2024, the P&C was able to raise considerable funds to support the school.

Throughout 2024, the P&C held the following:

- Welcome Picnic
- Easter Basket Raffle
- Wonder Woman's Stall
- Dude's Day Stall
- Colour-a-thon

The P&C also held the second Colour-a-thon for Eden Hill. This event is always a great success and helped raise over \$12,000-the largest amount to date, the Colour-a-thon was enjoyed by all students, teachers and families.

The P&C was able to support the school through donating funds towards the school's ICT initiative and support the leasing of numerous iPads, the Year 6 school camp and donations towards awards handed out during the year.

In 2024, the P&C continued the use of the online canteen ordering, serviced by QuickClik.

The Eden Hill P&C is always active and promoted within our school community. We have the support and recognition from the school administration and provide a very valuable service to the school. We actively encourage parents from all years to attend our meetings to be part of the planning and to voice their opinions to ensure everyone has a voice.

Chelle Weedon - P&C President

Highlights of 2024

Eden Hill Primary School provides many extra opportunities for students, including many extra-curricular activities so that the education of every student is an enriching experience. While some changes were required for 2024 here is a summary of the opportunities provided for 2024.

- Eden Hill Primary School employed, as part of the Speech Pathologists in Schools Pilot 2021-2024, a speech pathologist (Year 3)
- Two teachers attended the Language Leadership School Series course, which include an action learning project at the North Metropolitan Development Centre
- 2024 saw the fourth year of our Positive Behaviour Support (PBS) continue across Eden Hill Primary School. The school has four behaviour expectations:
 - Be Respectful
 - Be Responsible
 - Be Safe and Caring
 - Be a Learner
- Innovation Lab expanded on and utilised
- Students took part in Tournaments of Minds, The Fuse Cup, Lego League
- Two students were State Finalists in the Fuse Cup and represented WA in the National FUSE CUP in Queensland- for the second year running.
- Innovation & Enterprise extension classes offered to identified students in Years 1-6
- School Board training provided for all school board members and Board Chair training
- Third full year of OSHClub at Eden Hill Primary School in partnership with OSHClub
- Continuation for the fourth year of a Physical Education Specialist providing lessons for students across the school
- A Dance specialist provided lessons across the school and offered a Dance club for interested students
- A Music Specialist provided lessons across the school and offered a Choir group and Band group for interested students
- Book Character Parade assembly was held as part of our Book Week celebrations
- Cross Country Running
- Our Public Speaking Competition was held during Term 4
- Year 6 students attended camp at Forest Edge
- Whole School fundraising events held in partnership with the P&C
- Third year we held a P&C Colour-A-Thon event
- Minecraft and Gardening Club created for students
- School Tours offered for prospective parents
- Kindergarten parent and student welcome session with subsequent parent workshops held
- Playgroup commenced in 2021 in partnership with Playgroup WA and continued in 2024

Targets for 2024-2026

In 2023 and 2024 we worked collaboratively as a staff and with the school board to set our future directions in preparation for our 2024-2026 Business Plan.

Our 2024-2026 targets are as follows:

NAPLAN

- Match or exceed like schools in all areas NAPLAN 2024-2026
- Increase the percentage of students who make moderate to very high progress from On Entry to year 3 NAPLAN and Year 3 to Year 5 NAPLAN
- Improve the percentage of students achieving both higher progress and higher achievement from Year 3-5

Australian Council of Educational Research (ACER)

- Students in Years 1-6 will demonstrate year on year progress

ATTENDANCE

- Match or exceed the like school average for regular attendance
- Match or exceed the state average for regular attendance

On Entry

- On entry assessment data will be used to inform program delivery in Pre-Primary

National Quality Standards (NQS)

- Meet the requirements of all quality areas within the National Quality Standard, K-2

Student Voice

- Student survey data reflects high overall ratings of satisfaction (3.7 over)

Staff

- Staff survey data reflects high overall ratings of satisfaction (3.7)

Parents & Community

- Improve the quality of available feedback opportunities from parents, staff and students using TTFM survey in 2025 & 2027

NAPLAN 2024

NAPLAN changed significantly from its previous iterations in 2023, and it should be viewed as a fresh starting point for all NAPLAN Data. The changes that were implemented in 2023 include:

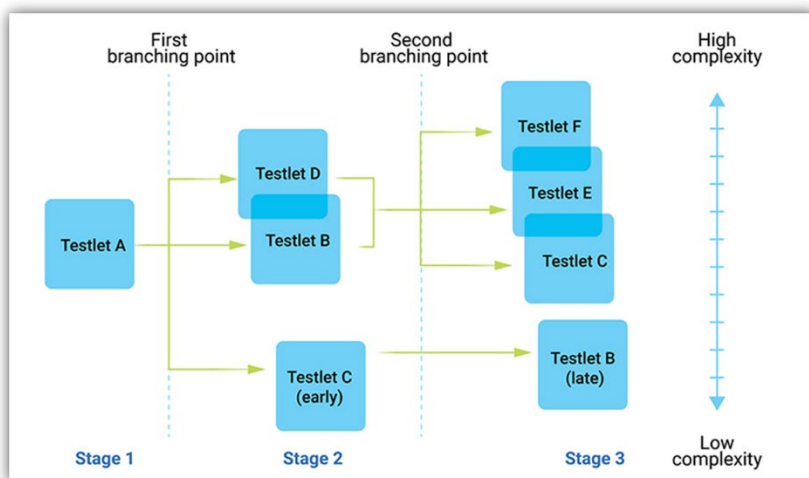
- The timing of NAPLAN was changed from the beginning of term 2 to the second half of term 1, meaning the test is also normed at a different time. This is important to note as it reflects a different developmental period of the year than any previous test
- The previous band system has changed to 4 proficiency standards – Exceeding, Strong, Developing and Needs additional support. This system is not directly comparable to previous years band system.
- The 2023 NAPLAN Assessments have been re-scaled meaning that results for 2024 will be the commencement of a new data time series. No NAPLAN-to-NAPLAN progress or previous proficiency levels will be reported until 2025.
- NAPLAN testing domains remain the same – Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

How the NAPLAN Multi-Adaptive Testing Method Works

Students at each year level start with the same set of questions (testlet A). Each student's answers in testlet A will determine the questions they see in the second testlet. These may be less complex (B) or more complex (D).

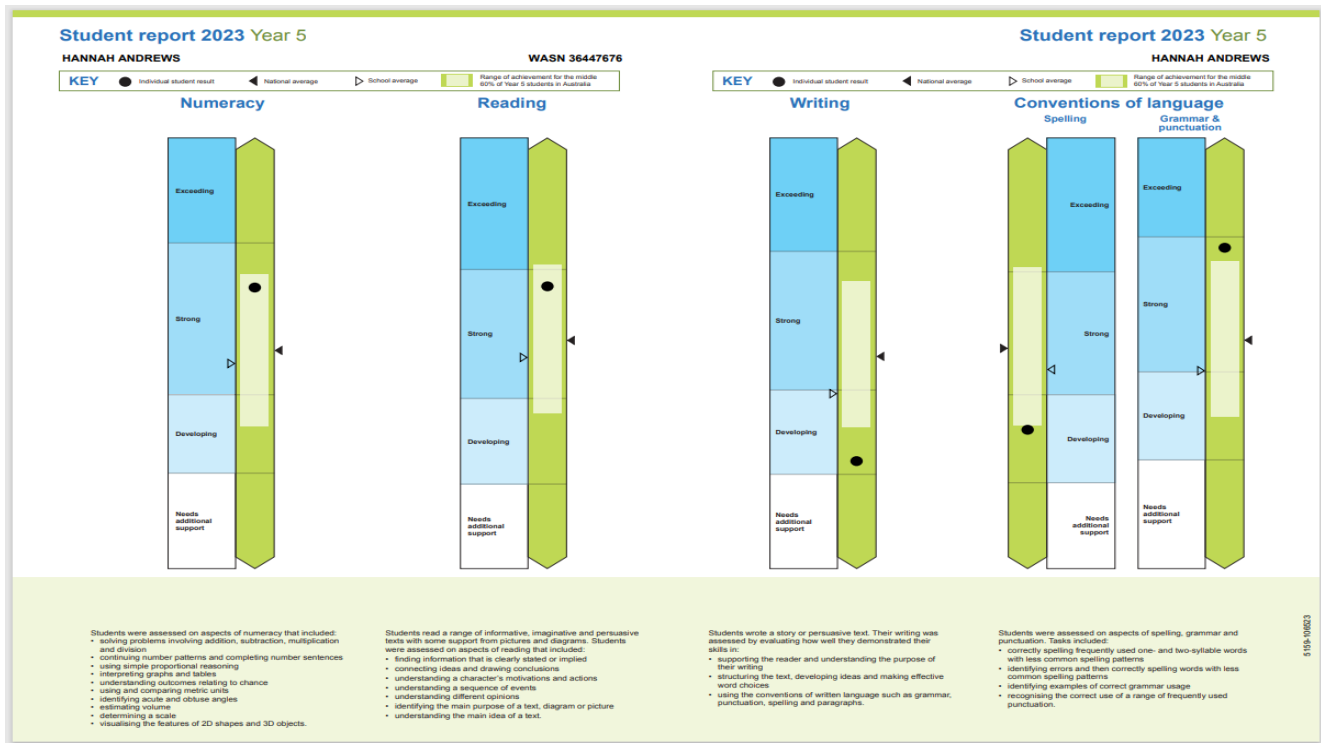
The student's answers in the second testlet will determine the difficulty of questions in the final testlet: highest complexity (F), average complexity (E), lowest complexity (C). Students who receive a low score for testlet A move directly to testlet C and then complete testlet B.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score, while a student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score



Proficiency Bands

Individual Student Reports were sent home to parents at the beginning of Term Three. Parents received information about their child's performance against the proficiency levels as well as the types of skills expected and assessed at each level.



How the NAPLAN Data can be viewed and used

Schools Online and SAIS

Schools Online provides access to the following data analysis tabs – Individual Test Performance, Comparative Performance, Proficiency and Longitudinal Summary. These tabs don't provide individual data on students, they provide summary views to enable you to see data trends over time. The public have access to the Schools Online data through the Departments website.

The Student Achievement Information System (SAIS) provides schools the tools to dig into NAPLAN data at a deeper level. The many tools available are useful for schools to examine individual, group, cohort, and whole year test domain performances. Due to the data these tools display, many aren't appropriate for public view.

The following slides Box data may be highlighted green to indicate a celebration point. This may indicate that we either have more students in a top category, or less students in lower categories when compared to like schools.

Eden Hill Comparative Performance

Comparative Performance data is a calculation based on ICSEA only. Calculations are based on WA Public school students, excluding students identified with an intellectual disability.

ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. ICSEA stands for the Index of Community Socio-Educational Advantage. ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA isn't a school rating.

ICSEA is calculated by the following factors – parents' occupation, parents' education, geographical location, and the proportion of indigenous students.

Throughout our comparative data we use like schools as a comparison. Like schools are a selected group of 25 schools with a similar ICSEA. Some of the primary schools in our Like Schools include: Aveley, Belmont, Broomehill, Dardanup, Greenwood, Joondalup, Noranda, Ongerup, South Halls Head, Upper Swan, West Morley and Woodbridge

Eden Hill Comparative Performance

The following slides provide information about the percentage of Eden Hill students in the top 20%, middle 60% and bottom 20% in comparison to all Public-School Students and among like schools.

WA Public Schools	Year 3 Numeracy		Year 5 Numeracy	
	School	Like Schools	School	Like Schools
Top 20%	31	13	23	14
Middle 60%	54	70	54	69
Bottom 20%	15	17	23	17

WA Public Schools	Year 3 Reading		Year 5 Reading	
	School	Like Schools	School	Like Schools
Top 20%	22	14	14	16
Middle 60%	61	65	57	63
Bottom 20%	17	21	29	21

Eden Hill students in the top 20%, middle 60% and bottom 20% in comparison to all Public-School Students and among like schools.

WA Public Schools	Year 3 Writing		Year 5 Writing	
	School	Like Schools	School	Like Schools
Top 20%	9	17	4	19
Middle 60%	70	66	57	66
Bottom 20%	21	17	39	15

WA Public Schools	Year 3 Spelling		Year 5 Spelling	
	School	Like Schools	School	Like Schools
Top 20%	6	15	13	15
Middle 60%	80	64	64	64
Bottom 20%	14	21	23	20

WA Public Schools	Year 3 Grammar and Punctuation		Year 5 Grammar and Punctuation	
	School	Like Schools	School	Like Schools
Top 20%	22	20	13	14
Middle 60%	56	49	55	67
Bottom 20%	22	30	32	19

Eden Hill Comparative Performance

Eden Hill overall performance when compared to like schools from Schools Online site

Test Domain	Year 3		Year 5	
	Performance	#Students	Performance	#Students
Numeracy	1.7	54	0.3	69
Reading	1.4	54	0.0	69
Writing	0.3	54	-0.8	69
Spelling	0.5	54	-0.4	69
G&P	0.6	54	-0.4	69
Green	Above Expected - more than one standard deviation above the predicted school mean			
Yellow	Expected – within one standard deviation of the predicted school mean			
Red	Below Expected – more than one standard deviation below the predicted school mean			

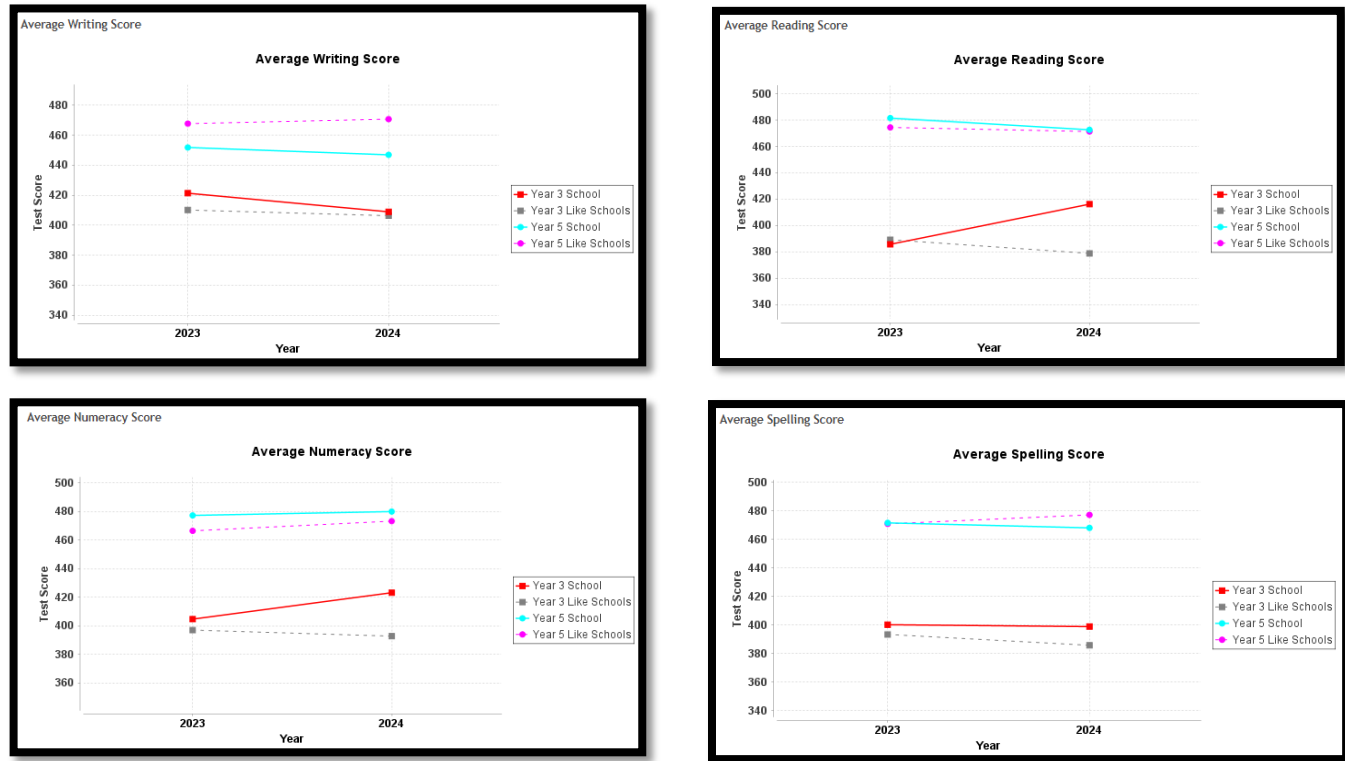
Eden Hill Comparative Performance

Eden Hill overall performance when compared to Like Schools and National Means.

2023 NAPLAN	Year 3 Mean Scores			Year 5 Mean Scores		
	School	Like School	National	School	Like School	National
Numeracy	423	393	404	480	473	489
Reading	416	379	404	473	471	492
Writing	409	406	416	447	470	485
Spelling	400	386	401	468	477	486
G&P	404	384	409	470	481	498

Eden Hill Longitudinal Data

Longitudinal data provides information on school performance over time and provides a trend line over time view to examine your test score performance against Like Schools or WA Public Schools in the test domains. Due to the changes in NAPLAN for 2023 and the re-scaling of the scores we only have two concurrent years of longitudinal data. This also means that we are unable to see the year 3 to 5 progress of our current year 5 cohort



2024 Summary

Celebrations

- Eden Hill performed above like schools in the following test domains:
- Year 3 Numeracy, Writing, Spelling and Grammar and Punctuation.
- Year 5 Numeracy and Reading.
- Eden Hill performed more than one standard deviation above the expected level in Year 3 Numeracy and Reading, and withing one standard deviation in all other testing areas. We performed at the expected level in all testing domains for both year 3 and 5.
- We continue to show very desirable progress for students from Pre-Primary to year 3 with 67% of our students making high to very high progress in Reading and 58% in Numeracy.

Validate/Investigate

- Our year 5 writing results were our weakest results. We will continue to implement and strengthen our writing programs, Talk 4 Writing and Seven steps to ensure that they are meeting the needs of our students and that our writing results are improving.
- The syntax project has been introduced across the school from years 1 to 6. This project is aimed at improving students understanding of grammar and punctuation. As this program is rolled out across the school, we hope to see improvement in the grammar and punctuation results.
- The school's English committee has this year been investigating alternative spelling programs, these have been trialled alongside our current SoundWaves program in a couple of upper primary classes.

Using the NAPLAN Data at Eden Hill

To support our staff in Data Literacy we commenced whole school use of Elastik (previously Best Performance) Elastik is a platform that empowers teachers to pinpoint and address unidentified gaps in their students' learning. Elastik collates our NAPLAN and On-Entry data as well as our PAT Testing data and creates data displays allowing staff to easily identify and bridge gaps in student learning, creating more time to teach and empowers teachers to target learning as part of the plan-teach-assess cycle.

Elastik provides a range of options and resources for teachers to use to address the gaps that are identified through their data analysis.

Recommendations for 2024

- Review PAT Adaptive assessments as they create an individualized test experience for an even more precise picture of student achievement and more equitable way to assess
- Refine use of data across the school with targeted goal setting in Professional Learning Communities (PLCs)
- Develop a Pedagogical Framework with staff focusing on Structured Literacy and Numeracy Blocks
- Focus on key Higher Impact Strategies in Professional Learning Communities (PLCs)
 - Implement the Department of Education Quality Teaching Strategy
- Engagement of Speech Pathologist to work across ECE
- Evidence based phonics program 'Letters & Sounds' to continue to be implemented across ECE
- Targeted Reading PL for staff Years 3-6 as per English operational plan 2024
- Review the use of Think Mentals textbook across Years 3-6
- Revisit the teaching of Basic Facts in Mathematics and the use of the Paul Swan Scope and Sequence in K-2

Attendance

2024 Annual Report - Attendance Target:

- Match or exceed the like school average for regular attendance
- Match or exceed the state average for regular attendance

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	89.6%	27	8	4	1	51%	49%
PPR	86.9%	25	13	7	3	64%	36%
Y01	90.3%	34	12	5	2	68%	32%
Y02	90.0%	33	19	4	2	64%	36%
Y03	92.0%	40	12	2	1	70%	30%
Y04	86.1%	31	13	4	5	32%	68%
Y05	89.7%	48	14	9	2	58%	42%
Y06	92.6%	48	8	4	1	45%	55%
Compulsory	89.7%	259	91	35	16	56%	44%

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	90.5%	26	8	6		71%	29%
PPR	88.0%	27	13	6	1	62%	38%
Y01	90.1%	30	16	2	1	76%	25%
Y02	91.1%	37	15	5		71%	29%
Y03	91.9%	36	17	2		74%	26%
Y04	86.3%	34	15	3	4	29%	72%
Y05	87.6%	44	15	12	2	38%	62%
Y06	92.6%	46	11	2	1	52%	48%
Compulsory	89.7%	254	102	32	9	54%	46%

Target

Monitoring student attendance at Eden Hill Primary School continued to be a focus during 2024. Many strategies continued to be employed to monitor attendance and target subgroups. Strategies included: daily phone calls to families for unexplained absences, attendance letters, home visits and case conferences.

This will continue to be a focus for 2025 as we aim to improve our attendance rates for 2025.

Recommendations for 2024:

The school will continue to follow the Department of Education's Student Attendance Policy by implementing procedures that:

- Recognise (or identify) every absence through daily attendance monitoring.
- Resolve (the reasons for) each absence and apply using the relevant Lesson Attendance code in the Student Information System (SIS).
- Restore a student's attendance when it falls below 90%, or is identified as a concern, by engaging with the student and their family to implement appropriate school-based and legislative strategies.
- Record attendance and absences accurately; document strategies in a manner that would withstand external scrutiny and can contribute to meaningful data to inform decision-making.

The school focus needs to be on reducing the number of students in the At Risk Indicated category. These are the students who have an attendance rate of between 80 and 89%. Reducing the number of students in this category will have the greatest impact on improving the number of students with regular attendance. Strategies that are implemented to address these absences will include:

- Communicating to the school community the 'Everyday Counts' message through articles in newsletters and within the school.
- Displaying levels of regular attendance and the impact vacations have on attendance rates.
- Monitoring attendance of individual students falling in the At-Risk categories and intervening when attendance becomes a concern.

Continue to implement Individual Attendance Improvement Plans for any student that falls into the At Risk Moderate or Severe categories.

The school will continue to prioritise the reduction of unexplained absences. The strategies currently in place including yellow absentee notes, letters from administration and the expectation that teachers rigorously follow up on unexplained absences will need to be strengthened, particularly with older cohorts. This is particularly important in the later part of Semester 2 as following up on unexplained absences occurring towards the end of Term 4 is difficult due to limited time. More information, reinforcing the need for parents to ensure they are providing explanations for all absences, will need to be communicated through newsletters and Connect notifications.

Staffing

In 2024 Eden Hill Primary School had 30 teaching staff, 4 administrative staff and 23 support staff (not all staff are full time, and we have both permanent and fixed term staff). All our staff meet the professional requirements to work in Western Australia and all teaching staff are registered with the Teacher Registration Board of Western Australia. Selection processes were conducted during Term 4, 2024 for recruitment to merit select positions commencing in 2024. This was for two teaching staff positions. We also recruited SLP staff in term 3 and 4, 2024. This includes 1 Program Co-ordinator (deputy principal L3), 3 classroom teachers and 9 Special Education Needs Assistants in preparation for our SLP-Autism opening in 2025.

The staff and students were supported in the school by a school psychologist in 2024 and a school chaplain. These professionals provided an extra layer of support for our students, their families and our staff, to that delivered by our skilled teaching and non-teaching staff. Yet another level of support and community involvement is provided by our School Volunteer program. The formal component of this continued to be overseen by one of our senior teachers and saw many students partnered on a one-to-one basis for focused support across a range of areas.

Finance Report

The school has a Finance Committee that follows an established procedure to formulate and monitor the school budget in accordance with the provisions of the Financial Administration and Audit Act. Resources were managed according to school priorities identified through the school planning process.

The annual budget was set by the Manager Corporate Services and endorsed by the Finance Committee and noted by the School Board. In 2024, the school continued with a solid financial position, creating opportunities to continue improving the learning environments in line with the school's 2024-2026 Business Plan.

By allocating the Student-Centred Funding in line with our school priorities, the school could resource several projects throughout 2024. The funding assistance of state and local government grants, plus P&C fundraising, also aided in resourcing the following improvements:

- Purchase and lease additional iPads in alignment with the ICT Operational Plan to increase student device availability across the whole school
- Increased school chaplaincy to support students' social and emotional needs
- Mini-Lit, Multi-Lit and Reading Tutor program to support students in Literacy
- Innovation and Enterprise extension classes for students in Year 1-6



Operational One Line Budget Statement

Issued on 21 May 2025

School: Eden Hill Primary School School Year: Mar 2024 (Verified Mar Cash)

Region: North Metropolitan Region Aria: 0
Distance to Perth (km): 10.42

One Line Budget – Mar 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	113,080	113,080	
Carry Forward (Salary):	\$	149,460	149,460	
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	4,663,885	4,421,769	242,116
Locally Raised Funds:	\$	74,393	68,905	5,488
Total Funds:	\$	5,000,818	4,753,214	247,604
EXPENDITURE				
Salaries:	\$	4,410,022	1,002,456	3,407,566
Goods and Services (Cash):	\$	503,018	137,547	365,471
Total Expenditure:	\$	4,913,040	1,140,003	3,773,037
Variance:	\$	87,778	3,613,211	-3,525,432

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$113,079.92	\$113,080.00	\$-.08
Carry Forward (Salary)	\$149,460.05	\$149,460.05	\$.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$4,663,885.06	\$4,421,768.65	\$242,116.41
Per Student	\$3,595,060.00	\$3,595,060.00	\$.00
School and Student Characteristics	\$902,404.51	\$902,404.51	\$.00
Disability Adjustments	\$-10,869.00	\$-10,869.00	\$.00
Targeted Initiatives	\$105,567.55	\$80,472.14	\$25,095.41
Operational Response Allocation	\$175.00	\$.00	\$175.00
Regional Allocation	\$.00	\$.00	\$.00
School Transfers – Salary	\$-217,580.90	\$-217,580.90	\$.00

School Transfers - Cash	\$289,127.90	\$72,281.90	\$216,846.00
Department Adjustments	\$.00	\$.00	\$.00
Locally Raised Funds (Revenue)	\$74,393.00	\$68,904.87	\$5,488.13
Voluntary Contributions	\$16,000.00	\$14,090.00	\$1,910.00
Charges and Fees	\$22,655.00	\$22,655.11	\$-.11
Fees from Facilities Hire	\$1,750.00	\$795.45	\$954.55
Fundraising/Donations/Sponsorships	\$29,259.00	\$28,258.90	\$1,000.10
Commonwealth Govt Revenues	\$.00	\$.00	\$.00
Other State Govt/Local Govt Revenues	\$.00	\$.00	\$.00
Revenue from CO, Regional Office and Other schools	\$.00	\$.00	\$.00
Other Revenues	\$4,729.00	\$3,105.41	\$1,623.59
Transfer from Reserve or DGR	\$.00	\$.00	\$.00
Residential Accommodation	\$.00	\$.00	\$.00
Farm Revenue (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$5,000,818.03	\$4,753,213.57	\$247,604.46

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$4,410,021.84	\$1,002,456.29	\$3,407,565.56
Appointed Staff	\$4,172,696.08	\$922,296.53	\$3,250,399.56
New Appointments	\$93,078.00	\$.00	\$93,078.00
Casual Payments	\$144,247.76	\$80,159.76	\$64,088.00
Other Salary Expenditure	\$.00	\$.00	\$.00
Goods and Services (Cash Expenditure)	\$503,017.82	\$137,546.52	\$365,471.30
Administration	\$59,118.61	\$1,415.85	\$57,702.76
Lease Payments	\$36,000.00	\$9,497.54	\$26,502.46
Utilities, Facilities and Maintenance	\$125,290.00	\$26,328.81	\$98,961.19
Buildings, Property and Equipment	\$20,238.00	\$29,146.27	\$-8,908.27
Curriculum and Student Services	\$228,527.21	\$53,786.07	\$174,741.14
Professional Development	\$18,000.00	\$3,532.03	\$14,467.97
Transfer to Reserve	\$13,839.00	\$13,839.00	\$.00
Other Expenditure	\$2,005.00	\$.95	\$2,004.05
Payment to CO, Regional Office and Other schools	\$.00	\$.00	\$.00
Residential Operations	\$.00	\$.00	\$.00
Residential Boarding Fees to CO (Ag Colleges only)	\$.00	\$.00	\$.00
Farm Operations (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Farm Revenue to CO (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees to CO (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$4,913,039.66	\$1,140,002.81	\$3,773,036.86

Recommendations for 2025

Continual improvements in student standards in English and Mathematics and year on year progress will remain our focus for 2024.

This will be achieved by:

- Ensuring our new Business Plan 2024-2026 aligns with the Department of Education's priorities and directions as outlined in Strategic Plan for WA Public Schools, Focus 2025 and recommendations in our Public-School Review Report.
- Continuation of Speech Pathologists in Schools Pilot 2021-2024 (Year 4)
- Engage Elastik for fourth year to work with staff on data literacy and teaching sprints
- Continue to trial 1 to 1 iPads in Year 6 classes with banks of iPads in all other classrooms
- Consolidating and improving the implementation of the Professional Learning Model. This will be achieved by focusing on Teaching for Impact and development of a Pedagogical Framework
- Continuing to explore evidenced-based approaches and strategies which support the school's priorities.
- Developing data literacy in teachers to guide planning which supports the three tiers of intervention.
- Consolidating the consistent application of whole-school strategies in every class
- Strengthening staff development through a refined Professional Growth and Development process
- Continue implementation and review of our Positive Behaviour in Schools (PBS) approach
- Commence Instructional Coaching with staff

ANNUAL REPORT 2024

Signatories to endorse the Annual Report

Endorsed by Principal

Noted by School Board Chair

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Natalie Mayho

.....
Jeremy Warnock