

Values

The Hillarys Primary School's Annual Report provides parents, community members and the Department of Education and Training with information about the school's activities and performance during the 2007 school year.

The three sections to the report are:

- The School and its Context
- Review of Programs and Student Achievement
- School Management.

The School and its Context

Vision

At Hillarys, we value education. In a changing world, we nurture minds, by employing a curriculum that is enjoyable, inspires life long learning and allows every person to reach their potential.

We believe:

- Children learn in different ways.
- Children learn best when they take responsibility for their own learning.
- Goal setting and reflection are an integral part of teaching and learning.
- Teaching and learning needs to have purpose.
- Health and well-being impacts on teaching and learning.
- Optimum learning takes place when strong partnerships exist within the school community.



The Hillarys Primary School community values:

- A cooperative and friendly environment where students share the responsibility for their own learning, behaviour and health.
- A quality learning environment that is safe and secure.
- Educational experiences that enrich and expand students' involvement in school life.
- The development of our students' self-esteem and confidence so that they may strive to achieve their potential.
- The opportunity for students to explore areas of interest and talent.
- Respect for self, others and property.
- Professionalism in the academic, social and management aspects of the school.
- A positive and challenging workplace for staff.

Context

Hillarys Primary School draws from families in the suburb of Hillarys, which is close to the coast. The suburb is some 25 kilometres north west of Perth.

An administration building was completed in March 1999, the Art Centre was completed in May of the same year and the Library was upgraded in 2005 through the *Investing in Our Schools Programme* grant. The buildings contain three main teaching areas, a separate kindergarten centre, the school library, an administration centre, and an art room.

One of the teaching areas houses a computer laboratory of computers networked to the Internet. The computer laboratory, library, kindergarten and the music room have evaporative air conditioning. The school grounds are reticulated.

There is a newly refurbished undercover assembly area with a canteen, which has earned the status of a four star rating, with five

stars being the ultimate, operated through the Parents and Citizens' Association. The canteen is open daily for students' morning teas and lunches, and caters for special events within the school. Two new areas of shade were installed in the junior area of the school in 2006 through the *Investing in Our Schools Programme*. There are three climbing frame structures for use by the students as well as a new 10 piece obstacle course which was won through the "Shop for Your Schools Program."

A Community Kindergarten Centre is located off site at Broadbeach Boulevard in Hillarys, supplementing our own Kindergarten program.

The staff is experienced, well qualified and committed to the implementation of the School Plan. Promotional positions include a Principal (level 5) and two Deputy Principal positions (level 3). 2007 saw the appointment of a 0.2 Learning Support Coordinator as a part of the Building Inclusive Schooling Programme. Senior Teachers develop programs of work that assist the good functioning of the Hillarys Primary School Plan. The specialist subject areas are Physical Education and The Arts, and the second language taught is Japanese from year 1 to 7. Hillarys Primary has a very strong and effective 'Students at Educational Risk' and Pastoral Care program. A Talented and Gifted program operates as extension for students who require additional enrichment activities achieving very sound outcomes. As part of this program a number of students attend The Primary Academic and Extension (PEAC) courses in the district centres or through the online provisions. Western Australian Literacy and Numeracy Assessment (WALNA) data assists in the identification of students for these programs.

Non-teaching staff consists of a registrar, school officer, library officer, four early childhood Education Assistants, and six special needs assistants for children with Schools Plus Allocations. A gardener and three cleaners are also employed at the school. The school has weekly access to a school nurse and a students' services officer (School Psychologist).

The Hillarys Primary School staff are professionally devoted to providing a richly academic environment where the social

development and enhancement of tolerance, excellence, reflection, good spirited endeavour, sportsmanship, good humour and cultural appreciation, are extremely important.

Our goal is for each student to be treated as an individual with all students encouraged to reach their potential in a caring and supportive environment. This only comes about when all join together as a community with positive aims and purposes in mind.

Specialist Programs Offered

- Collaborative teaching is encouraged, and timetables and the environment are structured to support this.
- Buddy classes are encouraged with multi-aged activities organized.
- School assemblies, organised by prefects, make for a happy, friendly environment.
- Physical Education has a high profile in the school with school teams participating in swimming, cross country, athletics, triathlon events and winter sporting carnivals. A daily fitness program is encouraged.
- The Oral Language Program is a feature with 'Speak Up' Awards enjoyed by students.
- An 'Intensive Reading Program' achieves sound results for a number of students, particularly those students who may be in danger of being left behind.
- The development of Early Intervention Strategies, Screening of students and staff education.
- Computers and technologies are used across the curriculum, providing a highly motivated learning environment to improve and enhance all students learning.



- Significant parent help is available to assist teachers in their various lessons throughout the day, notably with language development, Science lessons, sports programs, excursions and camps. Students are keen to succeed and many take on extra curricular activities after school and on weekends.
- “Clubs” have been offered to the Year 6 and 7 students to extend their knowledge in an area of interest and expand learning opportunities.
- The Physical Education Teacher extended the learning program to include training of students to participate in Triathlon events and cross country running at State Schools Competition.
- Students in years Pre-Primary to Year 5 are given the opportunity to participate in In-Term Swimming lessons. Years 6 and 7 students attend beach swimming lessons.
- All students from Years 1-7 participated in the Japanese language program. Class teachers support the Japanese Specialist program within their classrooms.

Community Involvement

The Parents and Citizens' Association is active in assisting the school meet its plan for the year by providing funds to assist the school budget, in developing the school's grounds and ensuring that uniforms are available for purchase by the students.

Hillarys Primary School has a School Council consisting of seven parents and community members, six staff members and the Principal. Meetings to discuss, monitor and accept the School Plan, the budget and the general functioning of the school are held each term.

Our Staff

Hillarys Primary School has a dedicated, professional staff of 45 teaching and non-teaching personnel. The school is led by the Principal and two Deputy Principals. Table 1 provides a breakdown of employee information.

Table 1: Employee Information

Positions	No	FTE
Administration Staff		
Principal	1	1.0
Deputy Principals	2	2.0
Total Administration Staff	3	3.0
Teaching Staff		
Teachers	30	24.4
Total Teaching Staff	30	24.4
School Support Staff		
Clerical / Administrative	3	2.5
Other Non-Teaching Staff	10	7.2
Total School Support Staff	13	9.9
Total	46	37.3

Staff Changes



Hillarys Primary School started 2007 with a new Permanent Principal, Mr Russell Bembridge, who moved from Eddystone, replacing Mr Howard Milne.

Mrs Donna Reid introduced a new visual arts program into the school for 2007 working with the junior primary students.

Mrs Glenys Mitchell worked in the area of Physical Education and the Arts with the junior primary students.

Mrs Patty Stokes worked 4 mornings a week with the Year 5 students, implementing a literacy and numeracy programme.

Two graduate teachers were appointed to the school for 2007, Miss Jess Watkins and Miss Jodie Cochrane. These staff have been involved in the 8 Graduate Learning Modules and have had extensive mentoring by administration and peers.

Teaching Qualifications

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

Review of Student Achievement

Student Achievement WALNA

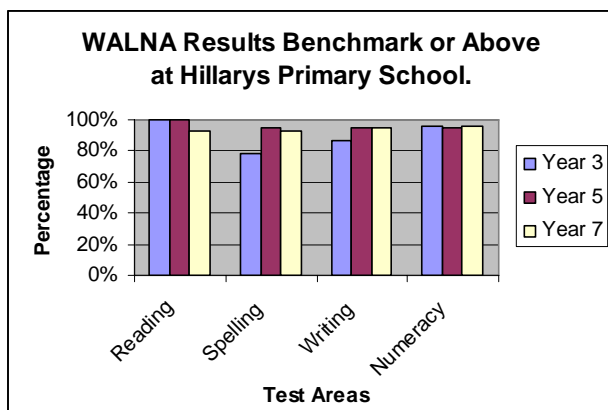
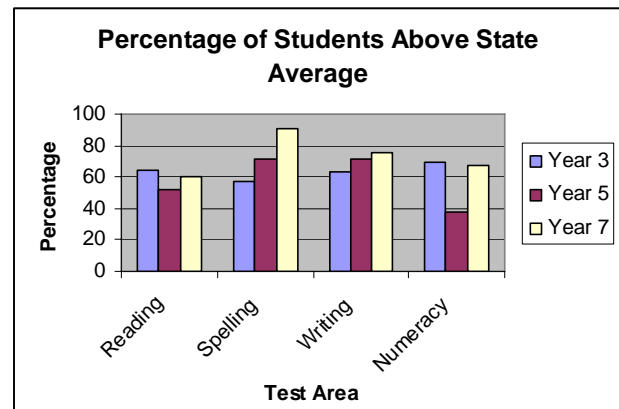
Western Australian Literacy and Numeracy Assessment (WALNA) is carried out in all public schools in August this year. This is the final year of the WALNA testing and will be replaced by National Benchmark Testing in 2008.

The following results show Hillarys students achievement in Year 3, 5, and 7 against the Western Australian Benchmark which is the minimum expected standard of achievement as demonstrated against this “snapshot” test of student performance.

Below is data which demonstrates the percentage of students at Hillarys Primary School who have achieved above state average. These results indicate the Hillarys average being consistently above state average.

Percentage of Students Above State Average				
	Reading	Spelling	Writing	Numeracy
Year 3	64%	57%	63%	69%
Year 5	52%	71%	71%	38%
Year 7	60%	91%	76%	67%

WALNA Results Benchmark or Above at Hillarys Primary School.				
	Reading	Spelling	Writing	Numeracy
Year 3	100%	78%	86.5%	96%
Year 5	100%	95%	95%	95%
Year 7	93%	93%	95%	96%



Standardised Testing

In November 2007, standardised testing was completed throughout the school. Years 1 and 2 were tested using PAT Mathematics. Year 2 also completed Easymark Spelling. Year 3 students completed Easymark Spelling, Reading and Maths. Years 4 to 7 were tested using Easymark Spelling, PAT Reading and Maths. The following graphs display the results attained throughout the school.

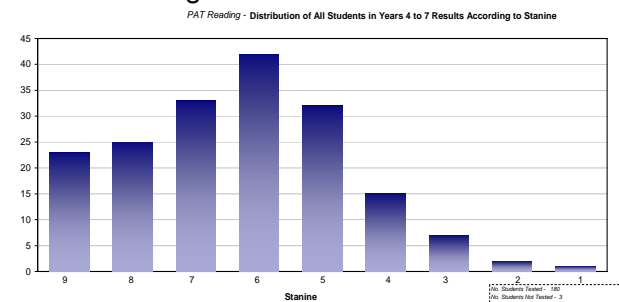


Figure 5: Reading result for 2007 (Years 4 to 7)

In total 194 children in Years 4 to 7 were tested using PAT Reading test (Figure 5). Three children were not tested. Approximately 94% of children attained stanine 4 or above (normal range and above) with approximately 6% attained at stanine 3 or below indicating low attainment.

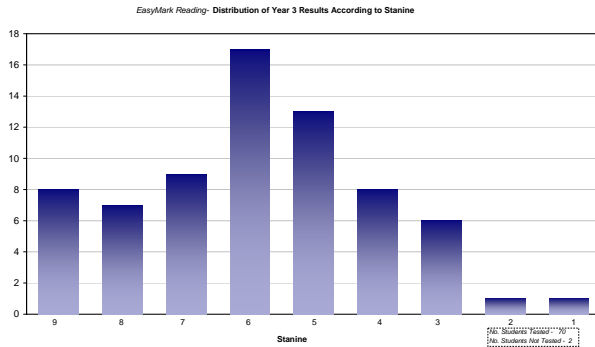


Figure 6: Reading result for 2007 (Year 3)

In total 70 children in Year 3 were tested using Easymark Reading test (Figure 6). Two children were not tested. Approximately 89% of children attained stanine 4 or above (normal range and above) with approximately 11% attained at stanine 3 or below indicating low attainment.

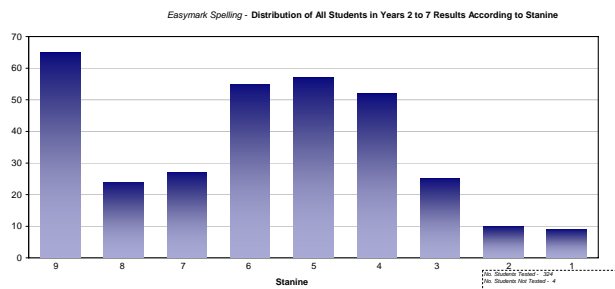


Figure 7: Spelling result for 2007 (Years 2 to 7)

In Year 2 to 7, a total of 324 children were tested using the Easymark Spelling test (Figure 7). Four children were not tested. Approximately 86% of children attained stanine 4 or above (normal range and above). Approximately 14% attained at stanine 3 or below indicating low attainment with approximately 36% attained stanine 7 and above.

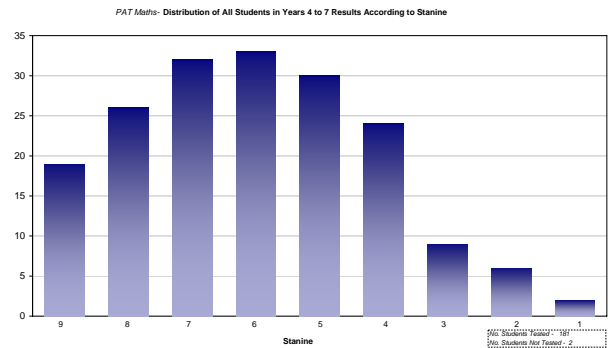


Figure 8: Maths result for 2007 (Years 4 to 7)

In Year 4 to 7, a total of 180 children were tested using PAT Maths test (Figure 8). Three children were not tested. Approximately 91% of children attained stanine 4 or above (normal range and above). Approximately 9% attained at stanine 3 or below indicating low attainment. Approximately 43% attained stanine 7 and above.

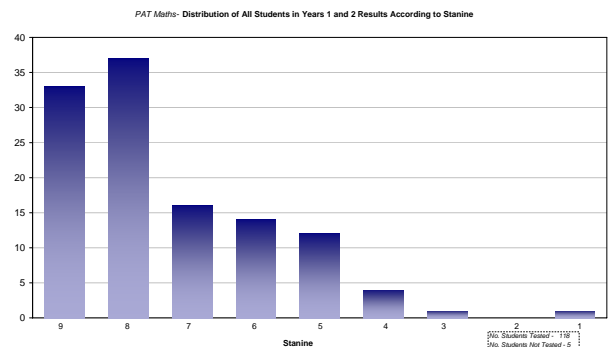


Figure 9: Maths result for 2007 (Year 1 and 2)

In Year 1 and 2, a total of 119 children were tested using PAT Maths test (Figure 9). Five children were not tested. Approximately 98% of children attained stanine 4 or above (normal range and above). Approximately 2% attained at stanine 3 or below indicating low attainment. Approximately 73% attained stanine 7 and above.

School Management

Progress report on priorities

The School Plan 2007 was broken up into four Priority areas. These were supported by maintenance plans for the eight learning areas and two specialist plans. The School Plan was

underpinned by the plan for Government Schooling 2004-2007.

- a) Motivated and Engaged Students
- b) Motivated and Capable Workforce
- c) Inclusive Safe Learning Environment
- d) Strong Organisational Support

The 4 Priority Areas

1. Curriculum Improvement

Literacy

Throughout 2007 Hillarys Primary School Staff have undertaken Professional Development and Professional Conversations relating to Writing and Spelling, with a focus on explicit teaching in areas of need. The whole staff attended workshops to assist in understanding the role of Phonological Awareness and using phonics as a strategy for improving and developing spelling skills.

Professional Learning was undertaken in Literacy Net as a tool for targeting areas in students' literacy development needing further assistance and to help in planning for improvement. Literacy Net has since been introduced as a screening tool throughout the school.

As a result of WALNA data, staff undertook intensive analysis of "Narrative" writing, examining the assessment tools used in WALNA and identifying the characteristics of good writing and build targeted teaching and learning programs.

Continuing the focus on writing, staff participated in school and across school moderation of students writing to ensure reporting judgments are accurate both within the school and against other like schools.

Science

Throughout 2007 Science was reviewed, assessed and planned to support Science focus implementation in 2008. Throughout 2007 staff have undertaken several Professional Learning

Workshops exploring best practice in Science and discussing directions for 2008. A sample of students throughout the school have been involved in MSE testing to provide data which will enable us to target our teaching strategies. Resources have been audited and organized to support the implementation of Primary Connections Science materials in 2008.

During 2007, teachers in Years 5 and 7 were involved the district Making Consistent Judgments, adding to the depth of knowledge and expertise which will be brought to the 2008 Science Program.

The Arts

During 2007 a Visual Arts Specialist provided junior primary classes with Art lessons. Students were exposed to styles of art including impressionism, cubism and the concept of the colour wheel.

The music specialist music programme in the school was extended to include all students from PP to Year 7.

The School of Instrumental Music has continued to provide programs in guitar, flute, clarinet, trumpet and trombone for a number of our Year 6 and 7 students. The students have been able to demonstrate their talents at various performances throughout the year.

2. Student Services-

This priority area involved the writing of a new SAER policy to be implemented in 2008. 2007 saw the trialing and evaluation of a variety of assessment / screening and information collection procedures by teachers in order to design the SAER policy. Our aim was to develop and implement a whole school approach to identification and intervention for students at risk. This is to ensure that all students are identified in the school that may be at educational risk and implement learning programmes to ensure every student is able to reach their maximum potential.

Individual Education Programs

Classroom teachers wrote Individual Education Programs (IEP'S) for students who had

educational, behavioural and social / emotional needs. The School has a standard IEP format for junior and upper primary. These IEP's were written by the classroom teacher, with assistance from Administration, the Learning Support Coordinator, Student Service Coordinator with the School Psychologist or with outside agencies such as Inclusive Schooling, Therapy Focus, Autism and Cerebral Palsy Association.

Schools Plus

Several students in the school qualified for Schools Plus funding and teaching assistant time was allocated. School staff were provided with professional development in the various disabilities to gain specific insight and understanding in the needs of these children.

Medical Alert Register

Hillarys Primary School developed procedures to maintain the care of all students with identified medical needs. Students were identifiable with name badges and medical registers were set up which provided staff with up to date knowledge of medical care for these students. Processes were put in place for duty teachers to access emergency assistance if needed.

Early Intervention

The Kindergarten teacher in conjunction with a Speech Therapist screened all students in the TAC test to identify any speech concerns with students at an early age.

Pre-Primary and Year One Teachers implemented Early Intervention Programs based on Phonics strategies. The teachers also implemented learning programs with a fine and gross motor control focus following professional development in this area.

All students in K-1 were screened with a 'PAST Phonics Assessment' at the end of 2007 in order to plan learning programs for 2008.

'PAST' Testing Results 2007 (Average)

K	80%
PP	81 %
Year 1	88%

These results indicate a good grasp of phonic sounds across the year levels K-1. The aim of this

testing is to diagnose areas of learning needs for individual students and whole class groups. Learning programs are then designed to cater for these identified needs. In 2008 students will be tested again for comparisons and to identify progress.

Intensive Reading

Identified upper primary students participated in the 'Intensive Reading Program' by Heather Harvey. The students worked on developing skills in reading accuracy, comprehension and reading rate. Data was collected pre and post the program for comparison via the 'Neale Analysis.'

Whole School Means 2007

Neale Analysis	Average Change across Year 4 - 7 (Months)
Reading Rate	-1.0
Reading Accuracy	5.5
Reading Comprehension	7.0

41 students participated in the program across 6 classrooms. Reading rate reduced by a month on average as students learnt to read more carefully and correctly. Accuracy and Comprehension increased by 5.5 months and 7 months respectively over a 2.5 month time period. The most impressive improvement was from a Year 6 boy who improved 26 months in his comprehension ability.

Accelerated Reader

The 'Accelerated Reader Program' was available for use in all classrooms throughout the school. Students developed comprehension skills and the program encouraged reading participation. The programme has been expanded throughout 2007 and will continue to be expanded in 2008.

Clubs

Clubs is designed to offer an academic extension for all Year 6 and 7 students and gives the opportunity to meet new teachers while working with students from different year levels and classes. Classroom teachers, administration staff and specialist teachers were available for clubs activities which included; Triathlon, Cooking, Dance, Cycling, Games, Gardening, Wildlife.

3. Learning Technologies

2007 has seen the continuing development of Learning Technologies at Hillarys Primary School. A further fourteen workstations and a curriculum files server were purchased to ensure the student network remains within the Education Department's hardware guidelines. Hillarys Primary School now meets the requirements to move into the Learning with Information and Communication Technologies Project run by the Education Department of Western Australia.

All students from Pre-primary through to Year 7 have been actively engaging in using ICT's as part of their learning programs. The uses have been many and varied from using the Internet for research to Mind Mapping using Kidspiration, online Math activities to creating timelines. Many classes created CD's of their work to give as gifts to their parents. Our students in Year 7 are venturing into script writing, movie making and movie production.

Hillarys Primary School was lucky enough to win a number of prizes in the Shop for Your School competition. Using the data projector and laptop won, we have been able to set up a Media Centre in the library complete with the Smart board and big screen capabilities for viewing activities. To ensure easy and reliable access, data cabling and power points were installed and the Smart board mounted on the wall.

Throughout the year staff participated in extensive and varied professional development in Learning Technologies. This included familiarization in the use of Kidspiration, Photo Story, the Education Departments Online Teaching Resources and Smart Board teaching tools to enhance the learning opportunities provided to students. The Lesson Attendance and Monitoring and Evaluation Modules of the School Information System (SIS) were introduced to Teachers to assist in professional duties.

Staff now regularly communicate by email and access the newly developed staff intranet, which allows access to many of the important documents needed in the day to day organization within the classroom. Teaching staff are able to utilize the Education Department's Portal which provides access to important learning resources

as well as enabling mid year and end of the year students reports to be completed from home.

4. Learning Environment



The changes to the learning environment at Hillarys Primary School 2007 have involved some careful planning in order to develop a future strategic plan focusing on landscaping existing areas and making new areas more accessible to students.

Inclusive Schooling provided the school with funding to implement two pathways which now allow for wheelchair access for students and community members. Additional funds were added to these projects by the school to create an eating area for upper primary students.



Fundraising by the P & C with participation in the "Shop for Your Schools Program" won the school a 10 piece obstacle course. This has been permanently set up in the playground for students to use during break times or as a part of physical education lessons. The school, supported by the P&C funded the cost of the soft-fall sand surrounding the equipment.



The Kiss and Drive Program was reintroduced in the school to ensure student safety. This has resulted in further planning for carparking and clearer signage in 2008.

Within the classroom environments, the P&C have donated funds to air condition Cygnet Block at the start of 2008, as a result of extensive fundraising in 2007. This will be a welcome change for the 6 classrooms and music room that will benefit.

New storage trays were purchased for the students in Amity block and whiteboards added to the Year One classrooms. C4 and C6 had their blackboards replaced with new ones.



The two specialist plans include;

1. Building Inclusive Schooling

2007 saw the appointment of a 0.2 Learning Support Coordinator within the school to develop Inclusive School Practices. The school has several students who have learning support needs with a wide variety of issues. The additional FTE has ensured that the school has provided Professional Development for staff, developing Individual plans, changes to the environment and enabled all students to have the opportunity to reach their potential.

The Learning Support Coordinator attended 6 Days of professional development by the Department of Education and Training.

2. Pastoral Care

Pastoral care is an important part of Hillarys Primary School. We encourage a supportive learning environment both in and out of the classroom and aim to cater for the needs of every student. The Pastoral Care Policy has many components:

Lunch Times: The library has been made available during lunch times four days a week for students to read and play games.

Emotional Support: The classroom teachers are there for all students to talk to

if a problem or personal issue arises. The Administration Staff, in partnership with the School Psychologist, are available for referral of students who need further support and attention.

Mentoring: The School Volunteer Program provides mentors to assist students identified as needing one-on-one assistance, to enable them to effectively access the curriculum. Some students are assisted academically, others are provided with emotional support. The mentor is a 'special friend'.

Parent Representatives: Every class has an appointed parent representative who liaises between the class teacher and the parent body. Parent reps are involved in assisting with classroom parent helper rosters, organising coffee mornings, organising class friendship lists, greeting new parents, introducing them to others as well as helping new families become aware of school procedures and fundraising for individual classes

Peer Mediation: In Year 6 students complete a Peer Mediation course and commence duties in Term Four. Trained Year 6 students take over from Year 7 students in assisting with teaching conflict resolution and negotiation playground supervision. The Year 7 Peer Mediators assist in Terms 1-3. The course is an excellent personal development course and valuable to all students.

You Can Do It!/Bounce Back: All classes have had some exposure to You Can Do It! during 2007, with the Keys to Success being highlighted in the presentation of 'You Can Do It!' awards every second week at assemblies.

'Bounce Back' is being used in some classrooms to complement You Can Do It! *Restorative Practice*: This is being used as part of behaviour management by some staff to resolve conflict situations.

Rainbows: Two groups have been run in 2007 by trained facilitators. Children who have experienced loss or grief are assisted in a small group situation.

Value Adding:

Special Events and Activities

Class Assemblies

Parents are invited to watch the class assemblies, which are held every second Friday morning, with Merit Certificates also being presented at this time. 'You Can Do It' Awards were introduced every second week to compliment our Values education. Following class assemblies parents are invited to meet with the class teacher for a "cuppa and a chat".



Religious Education

Children in Year Three to Seven have participated in Religious Education programs run by Youthcare. Year Three classes enjoyed a Christmas seminar run by R.E. teachers and other volunteers. They enjoyed interactive story telling, learning about Christmas traditions and craft activities.

NAIDOC Week

NAIDOC Week was held during Week 5 of Term Three. All classrooms worked on a variety of learning activities for NAIDOC week and set up displays for the Open School Parent Evening.

ANZAC Day

In 2007, Hillarys Primary School held an ANZAC Day Commemorative Assembly. Year 7 students organised and led the assembly and the choir sang a number of moving pieces. A returned serviceman spoke to the children and the event was attended by many parents.

Open Night

Parents' Night saw classrooms open and the opportunity for families to purchase a meal. There was a 'Speak Up' presentation and music performances. This successful event was a true indicator of Hillarys Primary School as a caring, supportive learning environment.



Action in Learning Day

The 31st of October at Hillarys Primary School was a day to remember with our whole school 'Action in Learning Day'. The whole school divided into multi aged smaller learning groups and rotated through different activities around the school throughout the day. The theme of the day being "The Arts" or "Science" Students wore fancy feet-wear to encourage the theme of "Action In Learning." The day was made even more successful with the inclusion of the "Humphries Dance Studio" who worked with year levels during the day to teach the students dance. This was enjoyed immensely by the community and students.

Speak Up

Hillarys P.S. has been participating in the Speak Up Competition for ten years and this year were acknowledged by the Speak Up committee for our success and participation. Children from Years Three to Seven participated in class and year level public

speaking. The speeches presented, were of a very high standard and the confidence developed through this program is noted. Three Year Six and Seven students represented Hillarys in the Speak Up Award, with one of our speakers progressing to the finals.

2007 International Competitions and Assessment (Mathematics)

Students in Years 5, 6 and 7 had the opportunity to sit for the Maths Assessment run by the University of New South Wales. A total of 42 students sat for the assessment on Thursday 11th May.

Christmas Concert

The end of the year Christmas Concert was coordinated by the Music Specialist who wrote the music and lyrics as well as choreographing the evening. A family picnic style approach was enjoyed by all members of the community. All classes presented a multicultural Christmas item.

West Coast Song Fest

Sixty Hillarys choir students from Years 6 and 7 performed at the Joondalup Arena. Students learned approximately ten new songs to perform to the 1500 other students and audience members attending the event. This year Mrs Barry's song "On My way" was chosen to be sung by everyone, along with Chris Murphy from Australian Idol. The choir students were invited by Chris to sing with him at his performance at the Wanneroo Show grounds.

Year Seven Camp

The Year Seven students participated in a camp at Rottneest. This enabled the building of leadership qualities in the students and provided a firm foundation for supportive relationships as well as giving a practical application to Bike Education Programs conducted earlier in the year.

Year 6 Leadership Day

On the 4th April the Year Six students participated in a number of activities at Ern Halliday including

a Flying Fox, Cargo Net, Crate Climb and Archery. The educational purpose of this excursion was to enable the Year Six children to experience, as a year level activity, team building and risk taking opportunities. The children had the opportunity to work with peers and appreciate the strengths and weaknesses of individuals. As a group they could see that much can be achieved by working as a team and supporting one and other. Lunch was organised by the Year Six parent representatives, and their helpers, which was appreciated by the children.



Dance lessons

Dance lessons were a feature of Physical Education programs. Our students in Years 6 and 7 received instruction on ballroom dancing thus leading to a successful graduation dance evening. Students in Year 5 also took part in a program conducted by Year 12 students from Padbury Senior High School.

Bunnings Workshop

Bunnings workshops for Years 4-7 were a feature of this program with the production of CD storage boxes by the children. This provided students with an opportunity to follow processes, create and modify a product. In classroom projects, students designed, made and appraised their own and each others efforts.

Japanese Assembly

A Japanese assembly enabled students to display the skills they had acquired. Hillarys Primary School students participated in the Japanese Show and Speech Day at Murdoch University. Our girls proudly presented a fashion show all in Japanese. The audience loved it!

Bike Ed

Students in years 5 and 7 participated in a Bike Education program at the start of the year. This is to assist the year 7 students with bike safety while away on school camp and year 5 students are at the age where they are legally allowed to ride on the roads in the Joondalup district. Students were taught road safety skills, bike care and maintenance.

Surfing

Year 7 students attended 6 weeks of surfing lessons at Trigg Beach in Term 4. The students were provided with surf boards, wet suits and had the opportunity to learn to stand on a surfboard. The lessons also included basic surf awareness and safety.

Minibeasts and Spineless Wonders

As part of the mini-beast theme the Year 3's had two incursions. The Worm Farm and Spineless Wonders. Each child made a worm farm and learned amazing things about worms, (who would have thought worms were amazing but they are.) The children got to handle and learn about a variety of Australian mini-beasts at the Spineless Wonders visit.

Health Talk

Dr Lin Arias conducted a parent information afternoon on Diet and Healthy Lifestyles. Over twenty parents participated in this interesting and valuable workshop taking away lots of great ideas and fabulous recipes. Dr Arias left a number of Diet and Healthy Lifestyles brochures, available in the school reception.



Easter Bonnet Parade



Our Early Childhood students had a wonderful time making and decorating Easter Bonnets for the Easter Bonnet parade. The parade started with singing and then students paraded their beautiful Easter bonnets. Mums, Dads, Grandparents and visitors finished by joining in the dancing

Walk to School Day

Hillarys Primary School students commenced their day with a hearty breakfast as a reward for walking to school on Walk to School Day. Families joined students for the delicious breakfast cooked by our wonderful canteen helpers who work hard to achieve the 4 star rating our canteen proudly achieves.



School Budget

The school's finances have been discussed at each School Council Meeting. Money has been allocated according to needs ascertained through block meetings and then brought to the Curriculum Management Committee. This year new computers were purchased and further funding was raised through the Sports Odyssey. Funding was utilised to assist in the implementation of SIS program for teachers and the change to the PC environment. New furniture was purchased for classrooms.

In 2006, Federal Government funding supplemented the budget to provide shades to the junior areas as well as new flooring to the assembly area.

Table 2: Overview of 2006 Budget

Source of Revenue	Amount
School Grant	\$95 500
Parent Contributions	\$16 000
Overseas Students	\$ 8 500
P&C Contributions	\$16 200
Investing in Our Schools Program	\$81 200
Source of Expenditure	
Learning Areas	\$19 100
Retrofit Project (Duel Flush toilets)	\$10 300
Investing in Our Schools Program	\$81 200
ICT	\$40 000
Furniture	\$12 500
Photocopier	\$18 000
Student Requisites	\$20 000
Staff Development	\$4 500
Minor Works	\$3 000
SAER and Medical	\$3 000
Miscellaneous	\$5 800

Primary Attendance

Table 3 provides a comparison of the attendance rates at Hillarys Primary School from 2004 to 2006. A comparison to the State average in 2006 is included.

Table 3: Primary Attendance Rates

Calendar Year	Year Level						
	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2004	93%	93%	96%	94%	96%	96%	95%
2005	94%	94%	88%	95%	95%	94%	94%
2006	94%	94%	94%	95%	95%	95%	94%
State 2006	92%	93%	93%	93%	93%	93%	93%

Student Attendance Rates:

2007 saw the school conduct an attendance audit and directly support identified students which produced good results. The table below shows that the school has a slightly higher attendance rate than the state average.

	School	WA Public Schools
2006	94.2%	92.8%
2007	94.4%	93.1%

Secondary Destinations:

Figure 12 demonstrates the number of students from Year 7 enrolled in both the government and private high school system (according to school).

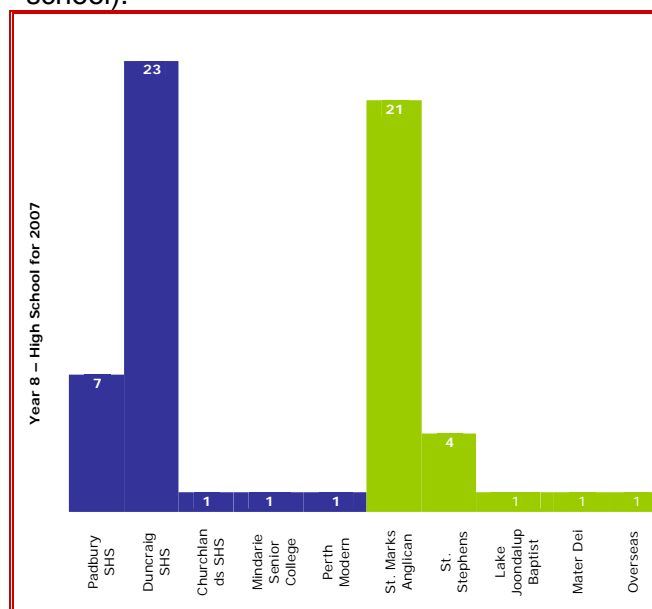


Figure 13: Enrolment Trends

Staff Retention Rates 2006 - 2007

Hillarys Primary School maintains a high; 85%, retention rate of school staff. The school staffing patterns are highly stable. Of the 46 staff members, 7 did not return for 2007. The Principal retired, one teacher remained in an acting higher duties position at another school, an education assistant retired, one transferred and a fixed term teacher did not return. One Teacher remained on maternity leave.

School Priorities for 2008

Hillarys Primary School staff completed a review of the 2007 school year and identified the following as priorities for 2008.

- Western Australian Literacy and Numeracy testing results analysed and areas of concern addressed in class and year level planning with a particular focus on Writing.
- Assessment and Reporting with continued professional development on making consistent judgements about levels of achievement and implementation of the Department of Education and Training's reporting.
- Standardised testing to be carried out across all year levels in Reading, Spelling and Mathematics.
- Building Inclusive Classrooms (BIC) implementation, including the training of a BIC coordinator.
- Whole school approach to Individual Education Plans.
- Early literacy screening of junior school children.
- Continued upgrading of school PC computers.
- Consolidation of teacher skills in ICT, including SIS (Lesson Attendance, Curriculum and Reporting).

Acknowledgement

Many thanks to everyone in our community, who contributed to our school's success in 2007. Hillarys Primary staff and students are supported by the wider community and in particular the many parents and community volunteers who assisted in classroom programs, School Council, P&C and canteen. Through working with the support of our community, staff have developed a supportive learning environment that promotes new developments in education which are a continuing focus for Hillarys Primary.

Appendix:

National Reporting Requirements.

Staff Attendance:

Staff leave applications are managed in accordance with agreed leave provisions. The table below shows a comparison of staff attendance between 2006 and 2007.

Staff Type	2006	2007
Teaching Staff	96.4%	99.4%
School Support Staff	95.9%	94.9%
All School Staff	96.2%	97.9%

Professional Learning:

All staff have engaged in a minimum of 8 days Professional Learning relating to System initiatives and school priorities as per the School Plan.

System External Assessment (WALNA)

Performance relative to Benchmark:

The table below shows the change (percentage points) in students achieving the Benchmark between 2006 and 2007. Where 0% change is shown it indicates that all students (100%) met the benchmark. A negative figure such as those for Year 3 Writing and Year 5 Numeracy show minor variations relating to the cohort of students. The greatest change was seen in improved performance by Year 7 students in Reading and Writing

	Numeracy	Reading	Writing
Year 3	1.5%	0.0%	-3.2%
Year 5	-5.2%	0.0%	0.0%
Year 7	-0.1%	6.6%	10.1%