



Principal: Claire Nicol
School Board Chair: Niomi Hurley

annual report 2024

this is us.....



419
STUDENTS
ENROLLED



43 STUDENTS
ATTEND
PART TIME



965 ICSEA
(INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE)



15.4%
STUDENT
TRANSIENCY

WE HAVE 7.6% OF STUDENTS WHO IDENTIFY AS ABORIGINAL

finances.....



4.99 MILLION TOTAL SCHOOL FUNDS AVAILABLE
\$134,800 WAS LOCALLY RAISED



THE SCHOOL INVESTED \$196,100 INTO
CURRICULUM IMPROVEMENT AND
SPENT \$149,344 ON OPERATING COSTS
LIKE POWER AND WATER



THE SCHOOL INVESTED \$4.2
MILLION INTO SALARIES AND
\$578,000 INTO GOODS AND
SERVICES



\$135,000 WAS INVESTED IN
BUILDINGS AND EQUIPMENT



THE SCHOOL
RECEIVED \$9790
VOLUNTARY



CONTRIBUTIONS, AND
\$15,150 IN DONATIONS.
THANK YOU!

FOLLOWING CONSULTATION AND ENDORSEMENT FROM THE
FINANCE COMMITTEE AND SCHOOL BOARD, ALL FUNDS WERE
ALLOCATED TO IMPROVE STUDENT OUTCOMES.

progress toward our targets



Social and Emotional Well being

To strengthen our values-driven culture, we introduced the Letter of Commendation to formally recognise students who consistently uphold our core values. This initiative promotes exemplary behaviour and has been warmly welcomed by students and families, reinforcing its positive impact on our community.

Student Attendance



We implemented the Department's new Compass system to enhance communication across our school community. Our efforts to promote consistent attendance are reflected in 66.4% of students achieving Regular Attendance—surpassing both Like Schools and WA Public Schools. This highlights our ongoing commitment to student engagement and wellbeing.

High Quality Teaching



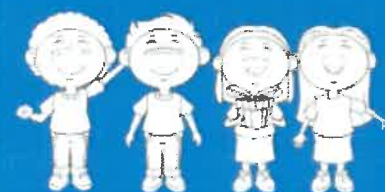
In 2024, we streamlined the use of evidence-based programs to ensure consistent, high-impact teaching. Staff engaged in targeted Performance Development and coaching to build capacity and improve practice. Key strategies—CMS, Explicit Teaching, and QTS—enhanced instruction, while stronger data use guided teaching, tracked progress, and supported continual improvement in student outcomes.

Productive Relationships



We conducted our first School Culture Survey to gather meaningful feedback from families, receiving 52 responses. The insights gained have been instrumental in shaping our operational priorities and strategic direction, while also strengthening trust and collaboration within our school community.

Optimize Conditions for Learning



We introduced a focused, short-term intervention to support 57 students in the Letters and Sounds program. Students progressed through Phases 1–3, with 81% successfully reaching the Phase 3 benchmark. This approach has effectively identified learning gaps and supported improved literacy development.



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independent public school



SCHOOL BOARD
OUR SCHOOL BOARD IS CURRENTLY
LOOKING FOR NEW PARENTS

CHAPLAIN



TOGETHER WITH YOUTHCARE AND OUR P&C, WE MAINTAIN A SCHOOL CHAPLAIN 3 DAYS A WEEK TO SUPPORT OUR KIDS AND FAMILIES. HER ROLE IS EMOTIONAL SUPPORT AND SHOWING CARE TO ALL. SUPPORTING AS MANY AS 10% OF OUR STUDENTS AND FAMILIES WEEKLY.



Technology

- Student engagement has increased, with many eagerly anticipating lessons.
- Positive feedback from students, staff, and families highlights these lessons as a weekly highlight: parents report children sharing new learning and connecting with extended family.
- Enhanced academic performance is noted, especially for students who thrive with hands-on, collaborative learning.
- Students demonstrate greater health and nutrition awareness, trying new foods grown and harvested in the garden.
- Social and emotional benefits include increased confidence, project ownership, and the well-documented advantages of outdoor learning.

Japanese

- Increased student participation in Direct Instruction lesson starters, with greater confidence in choral responses.
- Use of Seesaw for individual listening and speaking practice allows targeted teacher planning.
- Establishment of a dedicated Japanese room featuring a kitchen and space for cultural activities like Shibori dyeing and food tasting.
- Growth in student progress through the Hiragana Karate Club, with many achieving higher belt levels compared to 2023.
- Launch of Japanese Word of the Week and reintroduction of Japanese greetings during PA announcements to promote language use across the school.

BRING PEOPLE TOGETHER - Cultural Japanese day

Japanese Cultural Day offered students authentic learning through cultural dress and workshops—many led by native speakers—that provided meaningful opportunities to use the language.



Literacy

- Expanded use of Talk for Writing strategies visible in classroom displays and student work.
- Strong Letters and Sounds collaboration and effective intervention groups, supported by Education Assistants in levelled sessions (9–9:30 a.m., four days weekly).
- Assessment shows steady student progress, supported by differentiated Soundwaves instruction.
- New guided readers for upper primary are successful.
- Upper-year students access Letters and Sounds during spelling time.

QTS



- Successfully engaged in the QTS partnership, strengthening ties with lead school Woodland Grove Primary.
- Developed Eaton Primary's Instructional Model and Engagement Norms.
- Achieved positive results in Terms 3 and 4 through a focus on persuasive writing.

Numeracy

We strengthened our whole-school mathematics approach through the expanded use of Bond Blocks (early intervention), Maths Plus (explicit instruction), and Mathseeds and Matific.

- Successful Tier 1–3 Bond Blocks trials in Years 1 and 2, with planned expansion to Kindergarten and Pre-Primary in 2025.
- Consistent, high-quality Maths Plus instruction from Pre-Primary to Year 6.
- Engaging, personalised learning through Mathseeds and Matific.
- Expanded maths resources, including stores, toolboxes, and library materials.

Positive Behaviour Support

(PBS)

- The introduction of tokens was a huge success as our free and frequent rewards, leading to all students receiving the faction rewards for Semester 1 and Semester 2.
- Expected Behaviour Schedule has helped guide teachers in ensuring teaching of school expectations.
- Vital PBS information provided through staff booklet was easy for teachers to access and refer to throughout the year.
- Expected Behaviour Matrix and magnetic weekly focus boards were used consistently throughout the school and referred to by staff. This also allowed for the implementation of targeted behaviour expectations using data provided by Minor and Major slips.