

2024 Annual Report

Welcome to Hyden Primary School

Acknowledgement of Country

Hyden Primary School acknowledges the traditional owners of this land and pays our respect to past, present and emerging elders. It is a privilege to meet, live and learn on Ballardong Boodjar.

From the Principal

During my time at Hyden, I have truly enjoyed getting to know our students. I have loved coming to school each day and being a part of their learning journeys. I feel proud of their academic and social progress. While our school value of knowledge is important, I am also proud of students who consistently demonstrate our other ROCK values of respect, courage and optimism.

Thank you to School Board members Kelly James (Chairperson), Sonia Oosterling, Steevi-Lee Thomas, Steven Jones, Stephanie Whitwell, Lauren Hinck, and Michael Ward for their contribution during 2024. They have taken the time to consider school decision making through the lens of “what’s in the best educational interest of all students”. I acknowledge and thank Steve as he retires from the board after six years of service.

Thank you to our P&C, led by President Shannae Baker, for their fundraising efforts, coordinating our busy bee, funding classroom wish lists and speech screening, and organising the Year 6 graduation dinner. Thanks to our community’s generosity we have been able to complete projects including our library refurbishment this year. The Hyden Lions Club and Wheatbelt Counselling Services have also funded our hugely popular breakfast club program, while other community members and organisations have also donated resources.

This year we welcomed teachers Ms le Roux, Mrs Gilmour, Mrs Brown, and education assistants Mrs Rogers and Mrs Ward to the Hyden team. I thank and farewell Miss le Roux and Mrs Brown for their contribution to our school and wish them all the very best for the future.

I acknowledge the hard work and high expectations for student learning and progress that our staff have demonstrated throughout 2024. Our Public School Review feedback validated the work we are doing at Hyden Primary aligns with the strategic directions for WA public schools and we use evidence informed approaches to teaching that support the whole child. Our staffs’ dedication to our profession, public school education and students at Hyden Primary School is to be celebrated.

I wish our students all the very best for their futures, including our Year 6 graduates. By demonstrating the values of kindness, inclusion, respect and curiosity they will be well placed to contribute positively as citizens not only Hyden but our wider global community. Remember, when we build each other up, we are collectively stronger together.

Farewell,

Dr Bree Wagner

Principal



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Our School

Our Vision

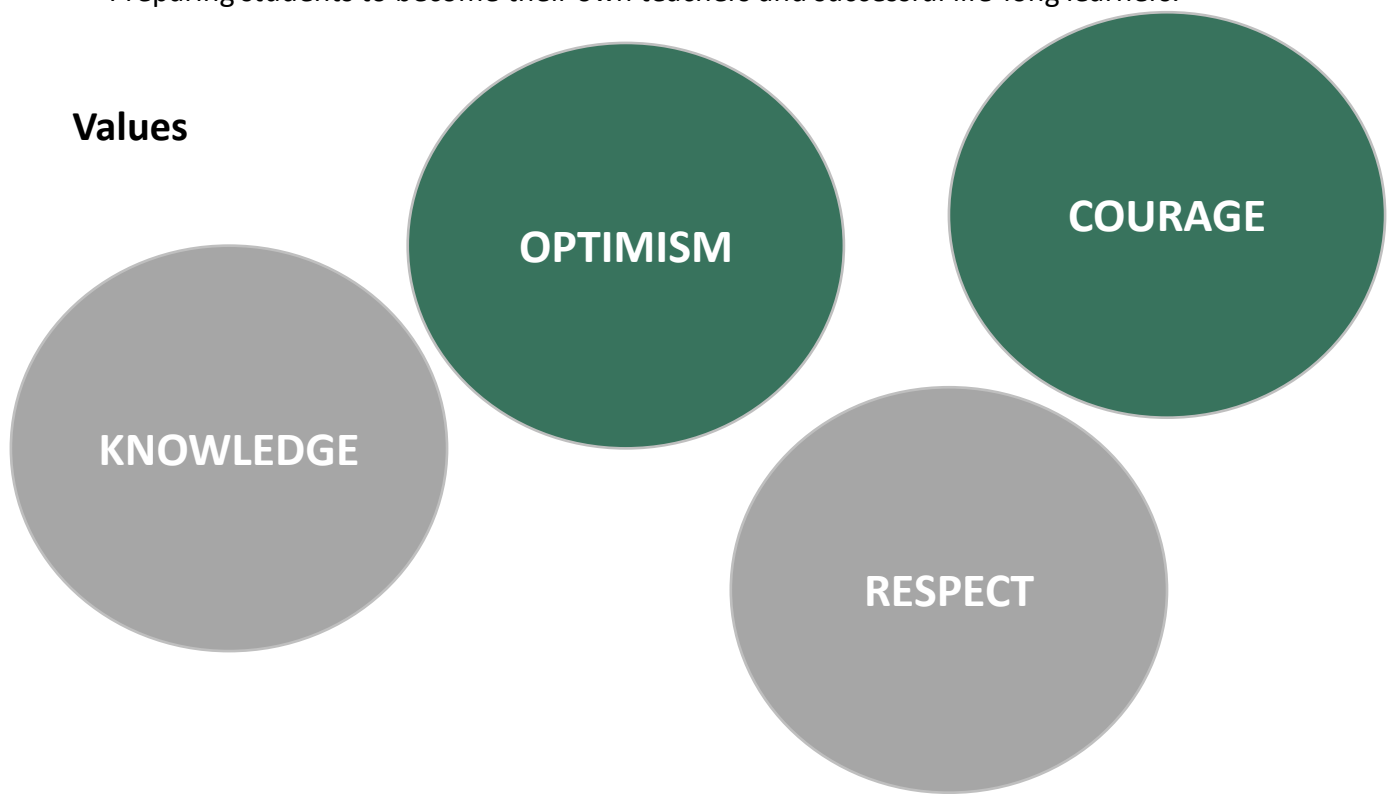
To nurture a sense of belonging, stimulate life-long learning, cultivate happiness and inspire innovators of our future.

Our Staff Shared Beliefs

We believe in

- Unlocking the learning potential of every student.
- Evaluating the impact of our practice and seeking to improve.
- Inclusion and valuing student diversity.
- Equity and reconciliation.
- Student wellbeing and engagement being essential to student achievement.
- Sharing the responsibility for student success with schools, families and the broader community.
- Preparing students to become their own teachers and successful life-long learners.

Values



School Overview

About Hyden Primary School

Hyden Primary School, established in 1934, is situated on Noongar Ballardong Boodja and is at the heart of our proud town, Hyden. We have a stable cohort of students, most being from farming families or those working in allied agricultural services. Staff are highly motivated to work collaboratively and use evidence to examine the impact of their teaching on student progress and achievement. They are extremely supportive of our school and community and know each student in many capacities. Hyden PS is a vibrant, culturally responsive community where there is a strong sense of belonging and connection. We are partnered by a dynamic School Board and P&C Association. By working together, our community fosters a collective sense of responsibility for our children's education, so they have every opportunity to achieve personal excellence.

Our Year Six Graduating Class 2024



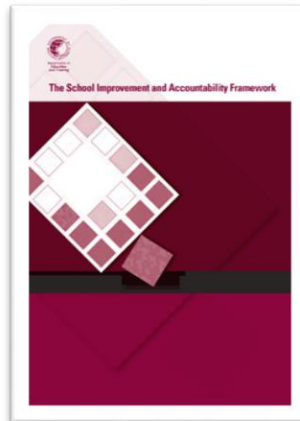
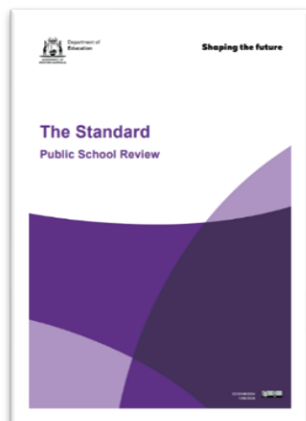
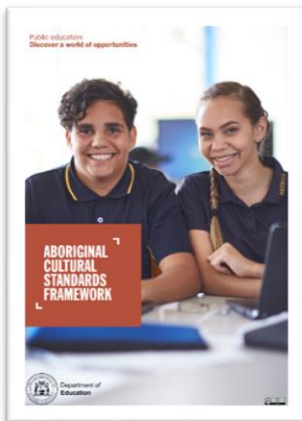
School Planning & Improvement

Our Public School Review was held in Term 1 2024. A range of staff, students and community members were involved in the validation visit with the PSR team. We were pleased to receive a three-year return for all domains.

Our PSR report is available on our website and Schools Online.



- FOCUS AREA 1:** Successful Students
- FOCUS AREA 2:** Teaching Excellence
- FOCUS AREA 3:** Effective Leadership
- FOCUS AREA 4:** Connected Community



System level documents that inform school planning

School Characteristics

Index of Community Socio-Economic Advantage (ICSEA)

Hyden Primary School has an ICSEA of 980. The average ICSEA across Australia is 1000.

Like Schools

When “like school” comparisons are referred to in this report, they are made with schools with a similar ICSEA. Like school comparisons include the following schools:

School	Region	ICSEA Value
Lake Grace District High School	Wheatbelt	982
Bakers Hill Primary School	Wheatbelt	980
West Beechboro Primary School	Metropolitan	988
Baynton West Primary School	Pilbara	987

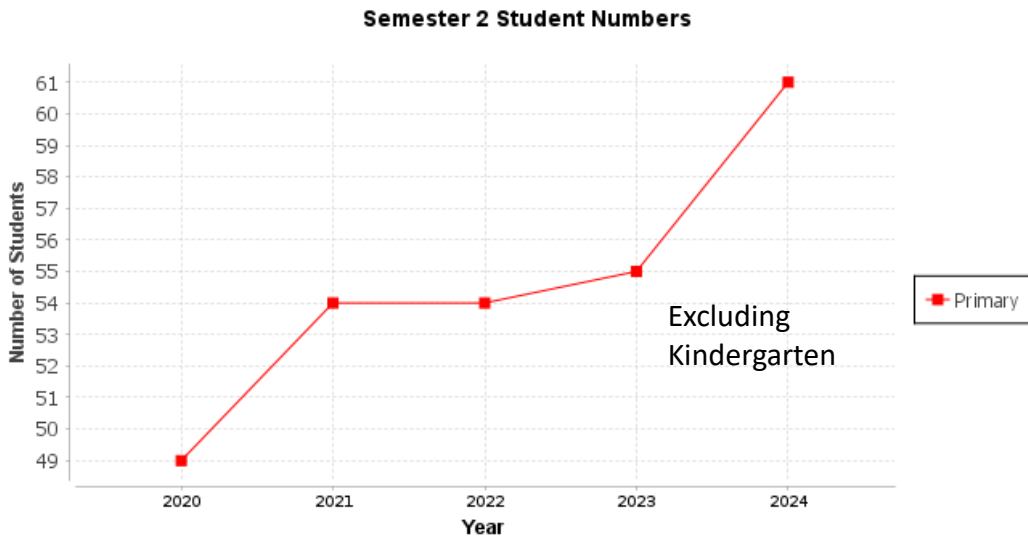
Network Schools

Hyden Primary School is situated in the Wheatbelt Education Region. The school is a member of the Wheatbelt Level 3 South network, which comprises of the following primary schools:

- Babakin
- Broomehill
- Darkan
- Dumbleyung
- Hyden
- Kondinin
- Kukerin
- Newdegate
- Nyabing
- Pingrup
- Wandering
- Wickepin
- Woodanilling
- Yearlering

Student Numbers and Characteristics

Enrolment Overview



2024 Student Numbers

Kindy	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	9	8	8	8	8	6	14

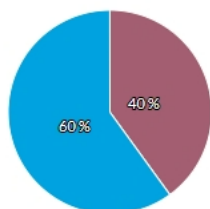
Students at Hyden Primary School are drawn from extensive geographical locations due to neighbouring schools closing over time. Our school bus service is integral in ensuring enrolments are maintained, and students are well supported in coming to school. Hyden PS demonstrates fairly stable cohorts across the school.

Characteristic Overview

Students

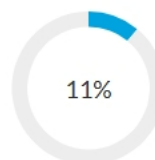
Total enrolments: 70

Boys 42
Girls 28



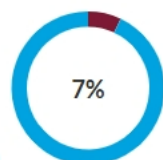
Full-time equivalent enrolments: 66.4

Indigenous students



Language background other than English

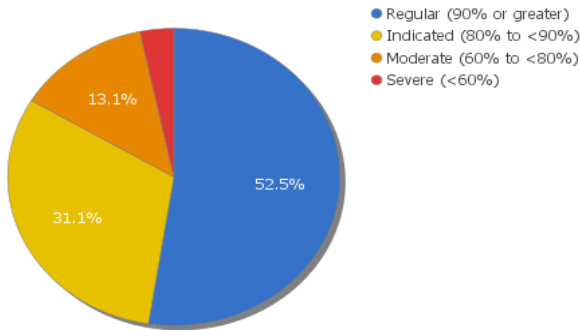
Yes (7%)
No (93%)
Not stated (0%)



Attendance and Engagement

At Hyden Primary School we know and understand our context and the significant factors underlying student attendance. We are committed to creating contextually appropriate, community-led, differentiated attendance plans to support our families and reduce these barriers.

Semester 2 2024



Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	85.7%	86.6%
2023	88.1%	88.9%
2024	86.9%	89.4%

Our Attendance and Engagement Plan which can be viewed on our website.

Hyden Primary School 2024 Attendance Targets

Target	Success Criteria
By the end of 2024, unexplained absences (K-6 students) will be less than or equal to 14% compared to 19% in 2023.	<ul style="list-style-type: none"> Attendance & engagement plan revised. All staff complete their defined responsibilities outlined in the plan. Parents phone, emails or SMS the school to advised the reasons for their child's absence.
By the end of 2024, unauthorised absences (K-6 students) will be less than or equal to 27.5% compared to 32.5% in 2023.	<ul style="list-style-type: none"> All staff complete their defined responsibilities outlined in the plan. Parents phone, emails or SMS the school to advised the reasons for their child's absence. Parents avoid taking their children on vacations during the school term.
By the end of 2024, the whole school attendance rate (PP-6) will be at or above the WA Public School mean.	<ul style="list-style-type: none"> Students will attend schools unless absent for authorised reasons. Staff record absences in Integris accurately. Students in moderate and severe attendance categories are case managed using an attendance plan.

Attendance and Engagement

Hyden Primary School 2024 Attendance Target Review

Target	Review and Analysis
<p>By the end of 2024, unexplained absences (K-6 students) will be less than or equal to 14% compared to 19% in 2023.</p>	<ul style="list-style-type: none">• By the end of 2024 Unexplained absences were recorded at 8.3%. A significant improvement upon the 2023 results. This indicates a dramatic shift in parental accountability for student absences and a positive trend moving forward.• Strategy 2025: Maintain focus and the strategies into the 2025 school year.
<p>By the end of 2024, unauthorised absences (K-6 students) will be less than or equal to 27.5% compared to 32.5% in 2023.</p>	<ul style="list-style-type: none">• By the end of 2024, Unauthorised Student Absences were recorded at 21% which is lower than the overall 2024 target. This indicates a change in parental adherence to DoE policy and greater parental accountability.• Strategy 2025: Maintain strategies into the 2025 school year.
<p>By the end of 2024, the whole school attendance rate (PP-6) will be at or above the WA Public School mean.</p>	<ul style="list-style-type: none">• By the end of 2024, the overall school attendance rate for HPS students was 86.9 % which was slightly below the WA Public School mean of 89.4%• In a relatively small overall school cohort, the Data was influenced by a small cohort of students who were identified as Moderate and Severe At Risk in the data with above average rates of absence.• Strategy 2025: Maintain a focus upon promoting attendance at HPS in 2025 as a priority. Work with families with students in the Moderate to Severe At Risk categories to improve attendance rates.

Workforce Composition

Throughout 2024, several staff took various types of leave. One class was staffed with a fulltime first year graduate teacher. The other three classes were taught in teams of two by 6 part-time teachers, five of whom hold senior teacher status. One of the 6 teachers also provided DOTT cover across the school. We have one full time and two point two part-time education assistants (EAs), an Aboriginal and Islander Education Officer (0.2FTE), and part time library officer (0.1FTE) who is also the part-time school officer (0.3FTE). Our manager of corporate services works 0.8 FTE. We have also been supported by locally based relief EAs and teachers throughout the 2024 school year.

Building leadership capacity amongst staff through a distributed leadership model remains a priority in our 2023-2025 Business Plan.

Data drawn from the average FTE across Semester 1 and Semester 2, 2024.

Administration Staff	No	FTE
Principals	1	1.0
Total Administration Staff	1	1.0

Teaching Staff	No	FTE
Other Teaching Staff	7	5.8
Total Teaching Staff	7	5.8

Allied Professionals	No	FTE
Education Assistants	3	2.2
AIEO	1	.20
School Chaplain	1	.40
Clerical / Administrative	2	1.1
Library Officer	1	0.10
Gardening / Maintenance	1	0.5
Cleaners	2	0.8
Total Allied Professionals		
Total		

K – 12 Pathways

Of the 14 students graduating Year 6 in 2024, 6 are attending Perth boarding schools, six are attending Kulin District High School, one is attending an out of area public school and one is attending an online private school.

Student Progress and Achievement

At Hyden Primary School, we promote a data culture where teachers and leadership seek reliable data to inform their decisions about curriculum and instruction. We believe in using data to guide school improvement. Hyden Primary School has a process for data-driven decision-making to identify priority areas.

Changes to the NAPLAN testing period and reporting scales in 2023 means no comparative progress data from Year 3 to 5 is available until 2025. NAPLAN is one of many forms of data we use at Hyden Primary School to report student achievement and inform individual, classroom and whole school planning. Other standardised assessments include Progressive Achievement Tests (PAT - Mathematics, Spelling, Vocabulary, Reading), Brightpath writing assessments, and in-class formative and summative assessments based on School Curriculum and Standards Authority (SCASA) and teacher observations/professional judgements.

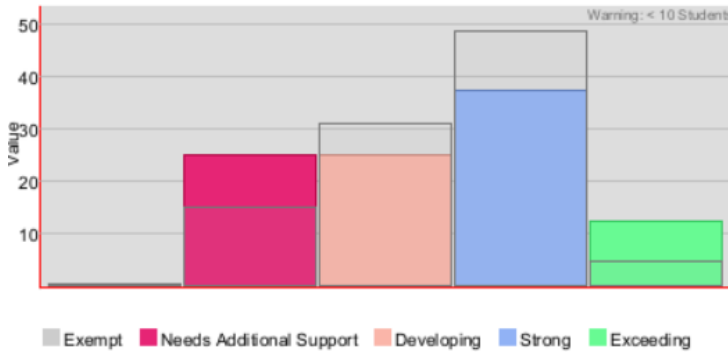
It is important to note that due to small cohorts, individual results may have a large impact on the overall achievement levels reported. Therefore, we must be mindful of the reliability of data in cohorts less than 10 children. For example, two students in a cohort of 8 students equals 25. Students identified as needing additional support in NAPLAN are most often already identified as students at educational risk and therefore on an individual education plan or receiving Tier 2 interventions based on previous assessment data and teacher knowledge of students.

From 2023, NAPLAN results are reported against proficiency standards, with student achievement shown against 4 levels of proficiency. There is a standard for each assessment area at each year level. This replaces the previous numerical NAPLAN bands and national minimum standards. The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- Exceeding**: the student's result exceeds expectations at the time of testing.
- Strong**: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing**: the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support**: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

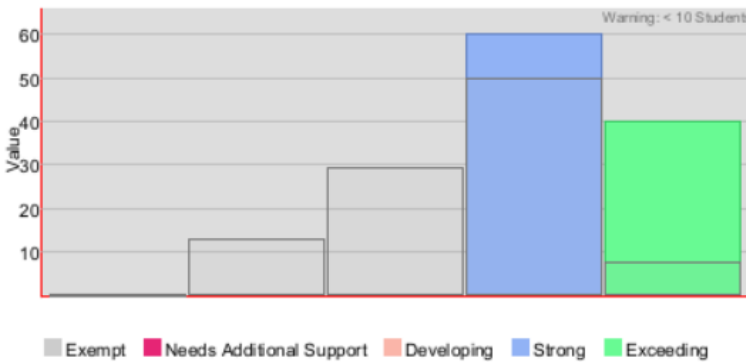
Student Progress and Achievement

NAPLAN Numeracy - Year 3



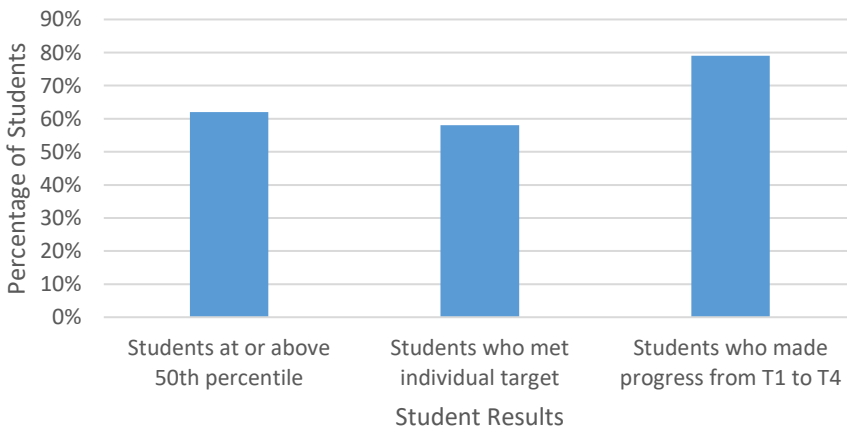
This graph shows 50% of the Year 3 students who completed the NAPLAN Numeracy test placed in the strong ($n=3$) or exceeding ($n=1$) bands. Two students placed in the developing band, and two in the needs additional support band. The HPS mean was above the like-school mean and slightly above the national mean.

NAPLAN Numeracy - Year 5



This graph shows that all students who completed the Year 5 NAPLAN Numeracy test placed in the strong ($n=3$) or exceeding bands ($n=2$). The HPS mean was above the national and like-school means.

PAT-M Adaptive Year 1-6

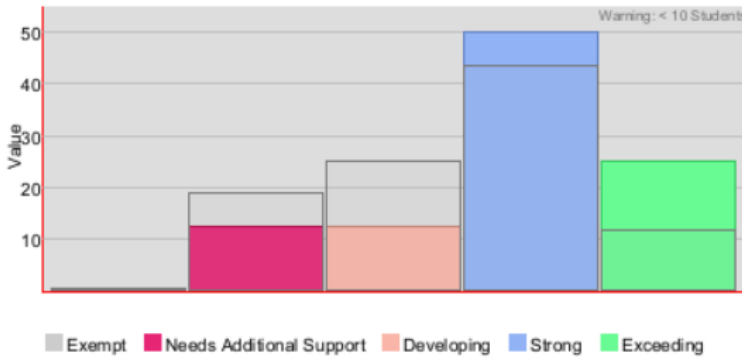


This table demonstrates that 61% of students achieved at or above the 50th percentile, 59% of students met individual targets and 79% made progress from term one to term 4

PAT Math results indicate the planned improvement required as identified in 2023. However a focus needs to be placed upon the accuracy of individual target planning in order to improve upon the 59% achievement rate. Strategies for 2025: Maintain use of Daily Reviews and Paul Swan basic facts practice in PP-6 classrooms, as well as the use of Numero twice weekly. Implement Bond Blocks lessons in the Early Years, and for Tier Two support. Use Ochre Education and Learning through Doing programs across the school for lesson content.

Student Progress and Achievement

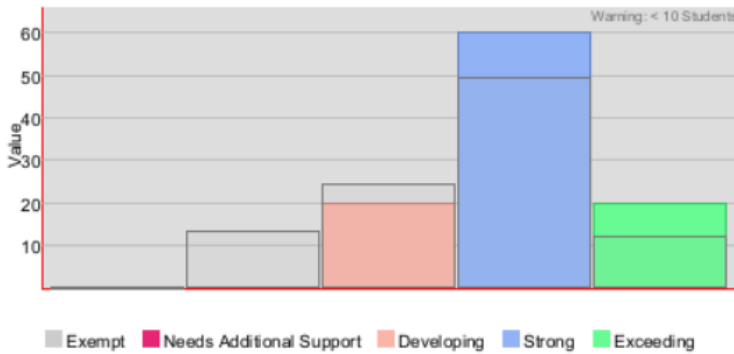
NAPLAN Reading - Year 3



This graph shows 50% of Year 3 students ($n=4$) who completed the NAPLAN reading test placed in the strong band.

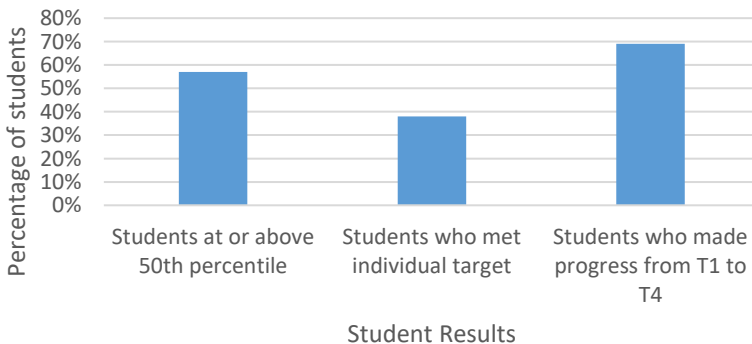
Of the other 4 students who completed the test, 2 placed in the exceeding band, 1 developing and 1 as needing additional support. The HPS mean was above the national and like-school means.

NAPLAN Reading - Year 5



This graph shows that 60 % of Year 5 students who completed the NAPLAN reading test placed in the strong band, 20% placed in the exceeding band, and 20% require additional support. One student was absent. The HPS mean was above the national and like-school means.

PAT-R Adaptive Years 1-6



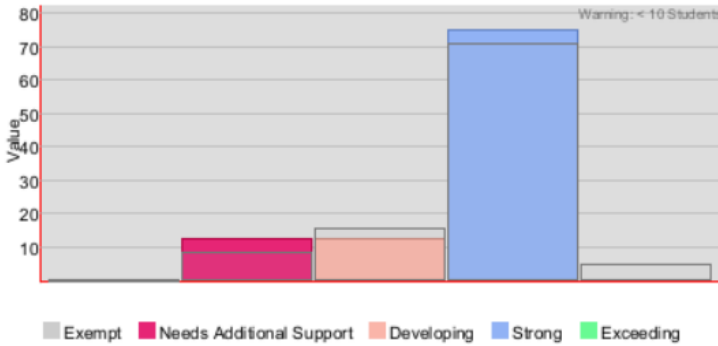
PAT Reading adaptive data shows that 57% of students were at or above the 50th percentile. The data also shows that 69% of students made progress from Term 1 to Term 4. 38% students met individual targets of making moderate scale score growth.

Based on our 2023 reading data, Tier 2 reading interventions were implemented for those students identified through MacqLit screening. Of the 15 students who were involved in the intervention, 8 were exited as they reached appropriate benchmarks. Six students from 2024 will remain in the Mini/MacqLit Intervention in 2025.

Although differentiated reading groups were maintained in 2024, results show that we still have only 57% meeting the 50th Percentile in PAT-R. This will be investigated further in 2025 as reading in the Years 1-6 will return to classrooms rather than guided reading differentiated groups.

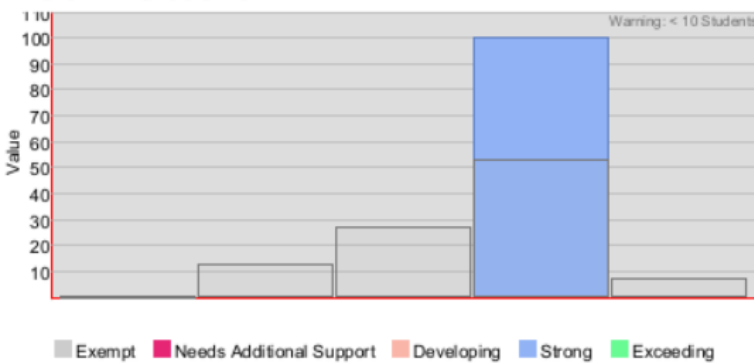
Student Progress and Achievement

NAPLAN Writing - Year 3



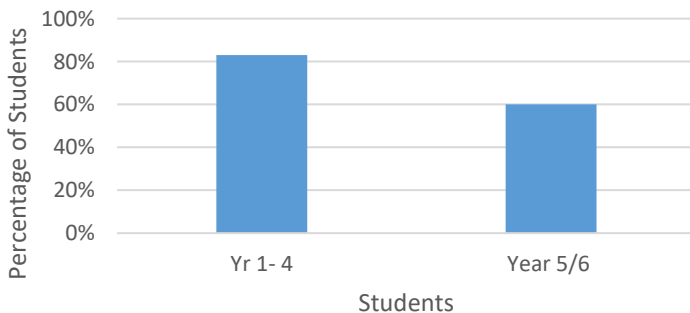
This graph shows that 75% of Year 3 students ($n=6$) who completed the NAPLAN writing test placed in the strong band. One student each placed in the needs additional support ($n=1$) and developing bands ($n=1$). The HPS mean was below the national and like-school means.

NAPLAN Writing - Year 5



This graph shows that 100% of Year 5 students ($n=5$) who completed the NAPLAN writing test placed in the strong band. One student was absent during testing. The HPS mean was above the national and like-school means.

Brightpath Persuasive Results

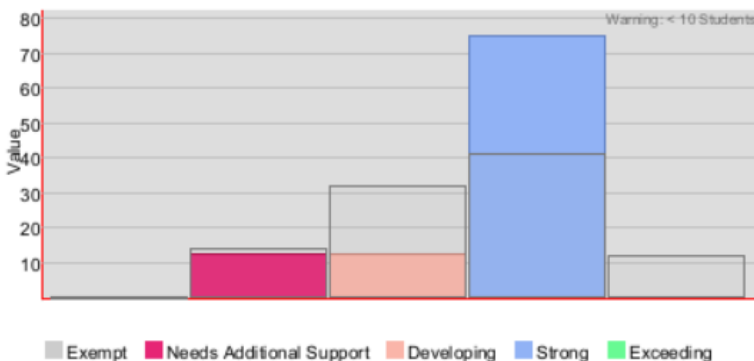


Brightpath Writing- Persuasive data shows that 74% of our students ($n=50$) Year 1-Year 6 met the National Mean for writing. Interestingly, when the PP-4 cohorts were analysed, this figure rose to 83% ($n=30$).

In 2024 The Writing Revolution was implemented in the Year 5/6 classroom to address concerns with upper primary results. The initial results are pleasing with 60% of students above the mean score for Persuasive Writing. In 2025, this program will be delivered to the Year 4-6 students. These results also indicate that the process for teaching writing in Year 1-4 (Talk4Writing) is achieving desired results. In this group of students, all those who did not meet the mean are on Individual Education Plans. Based on this, Talk4Writing will remain the method of teaching writing in the K-Year 3 classes in 2025.

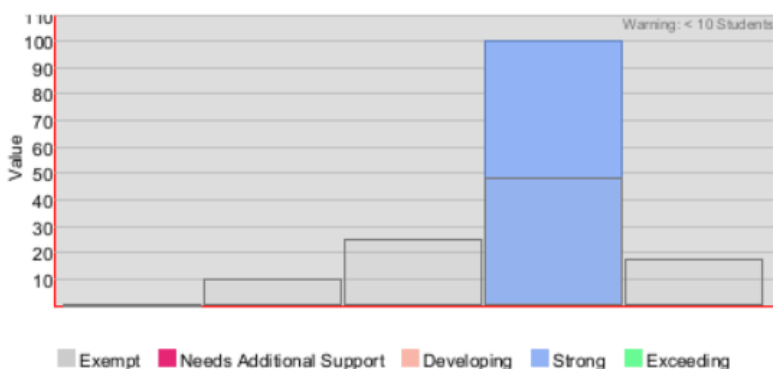
Student Progress and Achievement

NAPLAN Spelling - Year 3



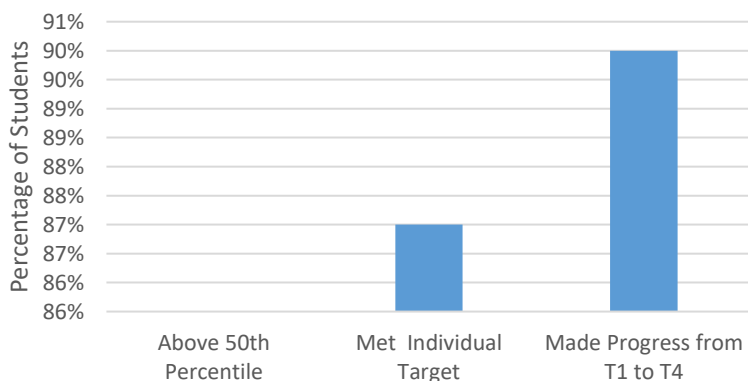
This graph shows that 75% of Year 3 students ($n=6$) who completed the NAPLAN spelling test placed in the strong band. One student placed in the needs additional support band and one student placed in the developing band. The HPS mean was slightly below the national mean and slightly above the like-school mean.

NAPLAN Spelling - Year 5



This graph shows that 100% of the Year 5 students ($n=5$) who completed the NAPLAN spelling test placed in the strong band. One student was absent. The HPS mean was above the national and like-school means.

PAT-Spelling Year 2-6



PAT-Spelling data shows that that 59% of students were at or above the 50th percentile. The data also shows that 90% of students made progress from Term 1 to Term 4. 61% of students met their individual achievement targets.

Across 2024 we adopted the evidence based direct instruction program Spelling Mastery from Year 3-6. We also timetabled spelling five days per week and included some Year 2 students, requiring extension in the program. To support the development of foundational literacy skills from Kindergarten to Year 2, we also commenced the Heggerty Phonemic Awareness program in our early childhood in addition to the ongoing explicit teaching of phonics. School data from semester two 2024 indicates expected progress across the whole school as a result of these initiatives; with a strategic intent to continue this progress into 2025 and beyond. It is also expected that 2025 NAPLAN data will reflect improvements across tested cohorts as a result of these initiatives.

2024 School Events

Term 1

- In-term swimming lessons
- Dental van visit
- Public School Review
- Student leader morning tea and badge presentation
- Anniversary of the apology of the stolen generations
- PEAC
- Faction swimming carnival with Kondinin Primary School
- Staff attended Framework for Understanding Poverty
- Parent teaching demonstrations – Heggerty, Letters & Sounds, Spelling Mastery and Japanese focus
- Tennis Classic tournament
- School photos
- NAPLAN
- Open classrooms and whole school assembly
- Super 6s day at Kulin
- Whole school STEM day

Term 2

- Koora Waangkininy Boodjar truth telling workshops
- PEAC
- Spare parts puppet theatre
- Faction cross country with Kondinin Primary School
- National Simultaneous Storytime
- Interschool cross country at Newdegate
- National Sorry Day
- National Reconciliation Week
- Kindergarten speech therapy screening program
- Parent learning session – reading
- Musica Viva incursion
- Docker's cup
- NAIDOC week opening ceremony and activities
- NAIDOC week assembly and open classrooms
- BikeEd incursion
- SOCK week activities with St John, FESA and Community Resource Centre
- Wear it Fluro Friday

2024 School Events

Term 3

- Safe4Kids Protective Education workshops for staff, student and parents
- Growth and development talks from School Nurse
- School board training and meeting
- Athletics coaching incursion
- Year 5/6 physiotherapist incursion
- Book week parade and Scholastic Book Fair
- PEAC days and PEAC camp
- Super 6s excursion to Kulin District High School
- Assembly and open classroom with Science Fair presentations
- Footy Colours dress up day

Term 4

- PEAC brainstorm challenge and Scribblers' Festival
- WestOz Wildlife incursion
- Year 5/6 Burn Bright regional leadership program and sleepover
- Remembrance Day ceremony
- Assembly and open classrooms
- Year 1-4 Wild Robot movie excursion
- Student leader speeches and election
- Kulin DHS Year 7 orientation
- HPS 2025 class transition morning
- Kindergarten transition program
- School board meeting
- Year 6 graduation dinner
- End-of-year concert
- Kindy / Pre-Primary end-of-year portfolio celebration
- Year 5/6 swimming pool excursion

Business Plan Reporting

Successful Students

What we will do	Achievements 2024
Focus on early childhood	<ul style="list-style-type: none"> Expansion of Heggerty Phonemic Awareness program from Kindergarten to Year 2. Storage solutions and reorganisation of the Early Childhood Centre. ECC busy bee included painting of cubbyhouse, mulching and replacing sand in the playground. Review of the National Quality Standards for Early Childhood. Rigorous teaching and learning of phonics using Letters and Sounds.
Embed a whole school strength-based approach to increasing attendance and engagement	<ul style="list-style-type: none"> Participation in the Wheatbelt Wellbeing Survey. Significant reduction in unexplained absences since the introduction of Outreach+ SMS system. Staff used Pivot student voice surveys with students and set goals for increasing student engagement.
Engage and challenge every student	<ul style="list-style-type: none"> Introduction of differentiated Spelling Mastery groups from Year 2-6. Selected Year 5/6 students participated in regional PEAC program. Introduction of MiniLit (Year 1-2) and MacqLit (Year 3-6) to support low progress readers.
Plan for K-12 Pathways	<ul style="list-style-type: none"> Participation in Kulin District High School Super 6s high school transition program. Tailored transition planning for students with additional needs. Development of student transition document to support students with additional needs move between classes / schools.
Ensure Aboriginal students are succeeding as Aboriginal people	<ul style="list-style-type: none"> Employment of an AIEO one day per week to support Aboriginal students in the classroom. Progress towards our Aboriginal Cultural Standards Framework plan. On-country learning for Kindy – Year 4 students.
Cater for all students' individual needs	<ul style="list-style-type: none"> Development of the HPS Student at Educational Risk (SAER) Plan. Allocated time for a teacher to lead the SAER portfolio. Speech screening of Kindergarten students (supported by the P&C). Introduction of a case management approach for the SAER portfolio.
Support students to become 21 st century leaders	<ul style="list-style-type: none"> Development of Digital Capabilities operational plan. Mapping and gapping ICT learning needs of staff.
Build tomorrow's leaders	<ul style="list-style-type: none"> Expansion of student council to include wellbeing, school culture and environment portfolios. Student voice used to determine 2024 incursion foci. K-6 students participated in Pivot student voice survey. Hosted inaugural regional Year 5/6 student leaders' program / sleepover.

Business Plan Reporting

Teaching Excellence

What we will do	Achievements 2024
Lead a culture of teaching excellence	<ul style="list-style-type: none"> • Completion of staff 2024 performance and development cycle with a focus on goals pertaining to Pivot student survey result. • Principal participation in Phase 1 of Leading Cultures of Teaching Excellence. • Staff upskilled in the Collaborative Complex Problem Solving (CCPS) process. • Mathematics chosen as the area of focus for CCPS. Progression to Stage 4 of the process.
Embed clear and consistent pedagogical approaches across the school	<ul style="list-style-type: none"> • Teaching and non-teaching staff inducted using handbook and induction checklists. • Implementation of consistent approaches to teaching spelling (Spelling Mastery), reading (Paired fluency) and writing during a dedicated morning literacy block. • Teacher training in and implementation of The Writing Revolution in Year 5/6 class to extend students' knowledge of sophisticated writing processes. • Trial of Ochre explicit instruction novel studies. • Working draft of the HPS Quality Teaching plan, based on Teaching for Impact finalised. • Staff collaborated to determine solution requirements for the adoption of additional whole school approaches / programs to teach mathematics.
Staff use data to inform school planning	<ul style="list-style-type: none"> • Review of the whole-school self-assessment schedule to collect additional data to inform mathematics planning. • Collection and analysis of student performance data per the whole-school assessment schedule. • Individual target setting for all students in reading, spelling, maths, and writing and development of individual education plan goals. • Use of cohort data and research evidence to inform changes to teaching programs.
Ensure our students are self-regulated, assessment capable learners	<ul style="list-style-type: none"> • Daily use of technology by Year 1 – 6 students to support NAPLAN readiness and digital technologies capabilities. • Identification of opportunities for students to build assessment capability e.g. include explicit teaching of multiplechoice strategies in daily review.

Effective Leadership

What we will do	Achievements 2024
Collectively embed the domains of school improvement	<ul style="list-style-type: none"> • Staff participated in Public School Review (PSR) validation visit. • Achieved a three-year return for all PSR domains. • Progress towards 2024 PSR recommendations in preparation for 2027 PSR visit.
Embed a culture of distributed leadership	<ul style="list-style-type: none"> • Senior teachers led the following portfolios: Teaching & Learning, Students at Educational Risk, National Quality Standard for Early Childhood, Aboriginal Cultural Standards Framework. • Provision of additional time for teacher leaders to perform their roles. • Leadership of the Kitchen Garden portfolio by an education assistant.

Business Plan Reporting

Connected Community

What we will do	Achievements 2023
<p>Create a culturally responsive community</p>	<ul style="list-style-type: none"> • AIEO worked in a two-way team with the principal to inform the Aboriginal Cultural Standards Framework plan. • AIEO timetabled into all classes to provide support to Aboriginal students and an Aboriginal perspective on teaching and learning. • Aboriginal Elders participated in NAIDOC week celebrations. • Staff and students participated in Koora Waangkininy Boodjar truth telling workshops. • Classes participated in Reconciliation Week and Sorry Day activities. • Year ¾ class learnt about Aboriginal Traditional Tales as their writing focus in Term 2. • AIEO, principal, visiting author and students contributed to the publishing of a book about the creation of Katter Kich (Wave Rock). • AIEO elected as a school board member (staff category).
<p>Improve opportunities for parent engagement to enhance student outcomes</p>	<ul style="list-style-type: none"> • Teachers held individual parent meetings via appointment request. • Open classrooms were held every term providing parents an opportunity to see and discuss their children's work with their child and their teacher. • Two parent learning sessions were held: 1) teaching demonstration rotations included sessions on Heggerty Phonemic Awareness, Letters and Sounds, Japanese writing and Spelling Mastery. 2) discussion and demonstration of in class reading and home reading programs.
<p>Strengthen communication practices with our school community</p>	<ul style="list-style-type: none"> • Website was further updated to include information on teaching and learning. • Opportunity for community members (not linked to school) to register to receive newsletters. • Shire of Kondinin employee recruited as a school board member (community category). • MOU between HPS and Hyden Community Resource Centre finalised. • Work progressed to establish a Shared Use Agreement between HPS and Shire for staff and students to use oval and surrounding recreation facilities. • Continuation of weekly playgroup.
<p>Strengthen health and wellbeing practices</p>	<ul style="list-style-type: none"> • Circle of Courage surveys / checklists used with students at educational risk (SAER). • SAER Leader provided with weekly release time to manage the SAER case management load. • HPS Positive Student Behaviour Plan reviewed and weekly behaviour messages provided to students at Monday assembly. • Fortnightly school psychology service. • School chaplain employed two days per week and AIEO one day per week. • Tier 2 and 3 supports provided via school chaplain, school psychologist, government and private speech pathologist, school nurse and occupational therapist. • Establishment of a calm space / meeting room in the front office for use by students, parents and service providers.

Financial Summary

Hyden Primary School Financial Summary as at 31 December 2024

INCOME - Dec 2024 (Verified Dec Cash)	INCOME - De	INCOME - De
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	18,537	18,537
Carry Forward (Salary)	280,268	280,268
STUDENT-CENTRED FUNDING		
Per Student	571,570	571,570
School and Student Characteristics	659,138	659,138
Disability Adjustments	6,008	6,008
Targeted Initiatives	58,159	58,159
Operational Response Allocation	10,890	10,890
Total Funds:	1,305,765	1,305,765
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	7,000	7,000
School Transfers – Salary	(105,797)	(105,797)
School Transfers - Cash	110,000	110,000
Department Adjustments	0	0
Total Funds:	11,203	11,203
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	1,668	1,670
Charges and Fees	948	978
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	26,124	26,124
Commonwealth Govt Revenues	0	475
Other State Govt/Local Govt Revenues	3,000	3,000
Revenue from CO, Regional Office and Other school	0	0
Other Revenues	3,185	4,533
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	34,925	36,780
TOTAL	1,650,698	1,652,553

Financial Summary

Hyden Primary School Financial Summary as at 31 December 2024

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	1,076,779	1,076,779
New Appointments	0	0
Casual Payments	158,513	158,513
Other Salary Expenditure	338	338
Total Funds:	1,235,630	1,235,630
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	15,261	14,856
Lease Payments	1,680	3,505
Utilities, Facilities and Maintenance	47,850	50,192
Buildings, Property and Equipment	35,452	38,907
Curriculum and Student Services	87,531	84,966
Professional Development	17,108	13,596
Transfer to Reserve	4,398	4,398
Other Expenditure	668	703
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	209,948	211,123
TOTAL	1,445,578	1,446,753

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	18,537	18,537
Carry Forward (Salary):	280,268	280,268

INCOME

Student-Centred Funding (including Transfers & Adjustments):	1,316,967	1,316,967
Locally Raised Funds:	34,925	36,781
Total Funds:	1,650,698	1,652,554

EXPENDITURE

Salaries:	1,235,630	1,235,630
Goods and Services (Cash):	209,948	211,123
Total Expenditure:	1,445,578	1,446,754

VARIANCE:	205,119	205,800
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