

# Hollywood Primary School Annual School Report 2025



1935 - 2025



## Hollywood

PRIMARY SCHOOL

EXCEL WITH HONOUR • 1935



## TABLE OF CONTENTS

Principal's Summary

School Board Chair's Summary

P and C President's Summary

Student Numbers and Profile

Student Attendance

Workforce Composition

Destination Schools

Student Achievement and Progress – Performance Summary

- Reading
- Writing
- Spelling
- Grammar and Punctuation
- Numeracy

Instructional Coaching at Hollywood Primary School

Learning at Hollywood Primary School

- English
- Mathematics
- Science
- Technologies
- Physical Education
- Humanities (HASS) and Bush School
- Music

National Quality Standard (NQS)

Mental Health and Well-Being at Hollywood Primary School

Staff Well-Being

Community Partnerships

Student Leadership

Student Voice

Progress Against the Business Plan 2024-2027

Future Directions

Financial Information

Glossary

Endorsement

# PRINCIPAL'S SUMMARY

Welcome to the Annual School Report for Hollywood Primary School for 2025.

From outstanding student achievements and community events to revitalised learning spaces, this year marks a powerful blend of tradition and innovation, as we proudly celebrate 90 years of educational excellence in our school community.

## Celebrating 90 Years of Hollywood Primary

### 1935 - 2025: A Living Legacy

This year, we honour a remarkable milestone: 90 years since Hollywood Primary School first opened its doors in 1935. Over the decades, our school has grown alongside the suburbs it serves, becoming a treasured part of the local landscape and a place where generations of students have begun their educational journeys.

Hollywood has long been more than just a school; it is a cornerstone of the local community. Thousands of families have passed through its gates, forming lifelong connections and contributing to a strong culture of learning and inclusion.

2025 saw a stunning transformation of our school's physical environment.

Our school library underwent a full renovation, evolving into a vibrant learning hub with flexible seating, collaborative spaces, and new technologies.

In addition, we proudly opened our new playground extension, a thoughtfully designed area that promotes inclusive, nature-based play. This development is part of the first stage of our broader strategic facilities plan, made possible by the hard work of the P&C and the dedicated Playground Committee, with funding from both the school and our supportive P&C fundraising. These upgrades are not just aesthetic, they directly support learning, wellbeing and belonging across all year levels.

## Academic Excellence & Student Achievement

This year, our students have again demonstrated their strength across multiple academic areas. We're pleased to share that:

- Seven Year 4 students were selected through PEAC testing to join the Academic Extension Program in 2026.
- Arki, a Year 6 student, received a medal in Digital Technologies in the prestigious ICAS assessments—an outstanding national achievement.
- Samalay was the winner in the 67<sup>th</sup> Science Talent Search competition organised by STAWA.



These accomplishments reflect not only individual student effort, but the culture of high expectations and support we foster across all classrooms.

## **Leadership, Citizenship & Community Spirit**

Hollywood Primary continues to offer rich opportunities for student leadership and civic engagement. Alongside our elected School Councillors and Faction Captains, this year saw the addition of student leaders across a range of specialised teams, including Sustainability, Business, Technology, Music, the Arts, and Library. Each team made valuable contributions to school life, while helping students develop important leadership skills.

The Year 6 Business and Enterprise Team led a series of impactful initiatives, supporting:

- R U OK? Day Foundation
- Harmony Day
- Ride to School Day
- Our sister school in Wat Phnom, Cambodia

These activities fostered empathy, organisational skills, and global awareness, being key qualities of active and responsible citizenship.

The students also organised a number of fun and engaging events, including Crazy Hair Day, a Guess the Number of Jellybeans competition, and a range of Harmony Day activities. A highlight of the year was the Annual Year 6 Fun Day, where Year 6 students hosted a variety of stalls and activities for the whole school community. This much-loved tradition not only brings joy to students of all ages but also raises funds for the Year 6 gift to the school and provides an opportunity for all Year 6 students to develop business and enterprise skills.

## **Community Partnerships & Governance**

Our School Board, under the dedicated leadership of Chair Dr. Lainie Gara, has continued to provide insightful guidance and strategic direction. We are deeply grateful for Lainie's commitment and her extensive expertise in the field of education, which has been invaluable to our progress. As we look ahead to 2026, we do so with enthusiasm and appreciation, ready to warmly welcome our new board members.

The P&C Association, led by President Terence Peters, has again been a driving force behind community events and fundraising. The energy and dedication of all committee and P&C members has been instrumental in improving our school's grounds, resources and opportunities for students.

## **Looking Ahead**

2025 marks the second year of our 2024–2027 Business Plan, and we are already seeing strong alignment between our strategic goals and student outcomes. Our vision remains clear:

*"We nurture all students to embrace learning and reach their full potential by providing a safe and inclusive learning environment driven by high expectations."*

With strong partnerships, a dedicated team, and a thriving school spirit, Hollywood Primary will continue to monitor and work towards achievement of all strategies identified in the Business Plan for 2026.

Mrs Janine Bersan,  
Principal, Hollywood Primary School

# SCHOOL BOARD REPORT

In 2025, the strength of our school community and leadership has been evident in the deep sense of connection and shared purpose among families, staff, and students. Hollywood Primary School remains a place where children are known, valued, and inspired to learn.

This year, the Board welcomed Carly McGowan, Kerim Sener, and Peter Chapman as parent representatives, and Dr Gemma Scarparolo as a community representative. We extend our sincere thanks to Dr Katrina Stratton for her longstanding contributions to the school, as she stepped down to begin her new role in WA's Legislative Council. Dee Adeyemi continues to serve as a parent representative, and we deeply appreciate the insight, dedication, and leadership shown throughout the year by Principal Janine Bersan, Deputy Principal Luke Birnie, and Early Years' Teacher Roberta Slattery.

This year has been a year of growth and achievement, marked by upgrades to school facilities (including new playgrounds and a refreshed library space) and strong student performance across academics, the arts, sports, and leadership. The Board has actively supported the school's strategic direction, aligning with the Department of Education's priorities of Teaching for Impact. Key actions included endorsing the 2025 Funding Agreement and 2026 fees and charges, reviewing the Annual Report, and monitoring progress against the Business Plan using the school's tracking tool. We also noted the school's focus on instructional coaching, staff development through the Shaping Minds model, and literacy programs including InitialLit and Spelling Mastery. Targeted programs have made a clear impact, as reflected in NAPLAN results, phonics checks, and spelling data, while student-led initiatives such as the choir shirt design vote have highlighted the value of student voice. Parent engagement has been exceptional, with one example being the over 340 Parent-Teacher interviews held in Term 1.

The Board thanks the Parents and Citizens (P&C) group for their tireless efforts in fundraising, managing the school pool, and organising events that bring the school community together.

The Board also recognises the dedication of Hollywood's staff, whose care and expertise make our school a safe and engaging place to learn. We particularly acknowledge Janine and Luke's leadership; they have shown vision and commitment in guiding the school through another successful year.

Looking ahead, the School Board is excited about Hollywood's future. We remain committed to supporting the school's strategic goals and continuing work on key initiatives in 2026.

Dr Lainie Gara

School Board Chair, 2025



# P & C PRESIDENT'S SUMMARY

Hello, Hollywood Primary Community,

Another year, another playground upgrade! Stage 2 and 3 of the playground upgrades are completed and the kids are happily enjoying all the hard work that's gone into the upgrade from parents volunteering and continual fundraising! Thanks so much to all of the school community.

This year we've pulled back a bit on events without a full-time events coordinator and due to the double election year. Thanks to all who volunteered to run the cake stalls and sausage sizzles at those election days! In addition to that, Camp Out has still been a running success, along with Michael's final year running Hollywood under the stars. Thomas has continued the much-loved children decorated plates. Another great cake stall effort by the Year 1 Parents at our Athletics Carnival. The Halloween disco was a great success, and the final highlight of the year was the Edu-Dance concerts at the school open night.

We also managed to secure a \$200,000 funding grant from the state government as an election promise, which is going to be put towards a new basketball court.

Our community services organised by the P&C have also been going well. The uniform shop is still running seamlessly (thanks to Sokeina and her team). This year we have outsourced canteen operations, as we said goodbye to our canteen manager who left due to family commitments. Treetops, the school magazine that showcased the highlights of the school year, has been shared with all families.



We must acknowledge the fantastic work of our communications officer, Ekta, who keeps families up to date on events and school happenings. We also thank our Class representatives, Travis our tireless treasurer, Mark our savvy secretary and Trina our polite pool coordinator, all making outstanding contributions.

The P&C is looking forward to 2026 to continue the strong school partnerships with staff, parents and students at Hollywood Primary School.

Warm regards,

Mr Terence Peters

P&C President, 2025

# STUDENT NUMBERS 2025

## Student Numbers (as at 2025 Semester 2)

Student Number	(FTE)
----------------	-------

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(22)	42	44	41	53	47	39	49	337
Part Time	43								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	23	15	129		167
Female	20	27	144		191
Total	43	42	273		358

In 2025, the school maintained 14 classrooms while ensuring dedicated spaces for specialist subjects such as Music, LOTE and Science. The school's strong reputation within the local community, along with interest from families residing outside the designated catchment area, often due to parental employment at nearby hospitals and the University of Western Australia, has contributed to stable student numbers in 2025.



# STUDENT ATTENDANCE 2025

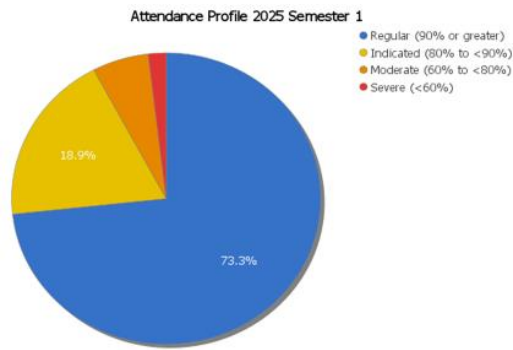
## Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	88%	92%	94%	93%	91%	93%	93%
2024	92%	92%	93%	92%	94%	91%	94%
2025	92%	93%	92%	94%	92%	93%	89%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

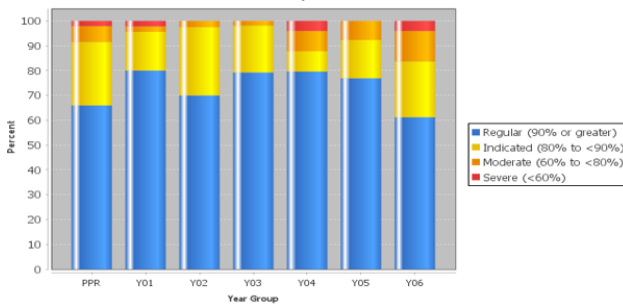
Hollywood Primary School's average attendance rate across all year levels is at or above the WA Public Schools 2025 average attendance rate of 89%.

### Attendance Data – Semester One 2025

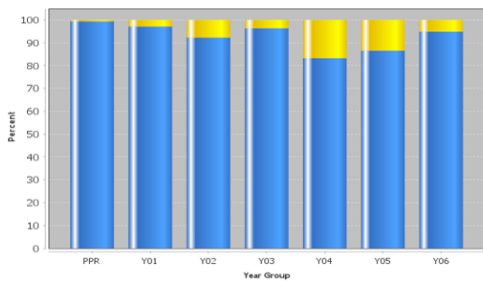
#### Attendance Profile 2025 Semester 1 Compulsory



#### Year Group Breakdown

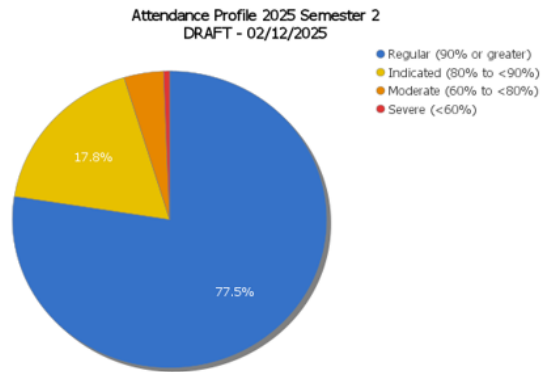


#### Authorised and Unauthorised Absences

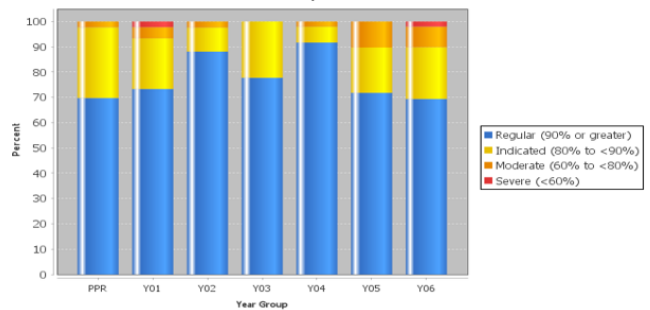


### Attendance Data – Semester Two 2025

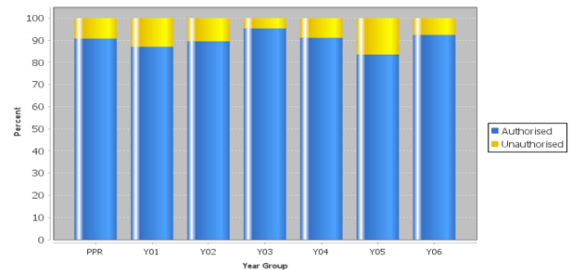
#### Attendance Profile 2025 Semester 2 Compulsory



#### Year Group Breakdown



#### Authorised and Unauthorised Absences



Collection Period	2023 Semester Two	2024 Semester Two	2025 Semester Two
<b>Percentage in Category:</b>			
Regular Attendance	79.8%	71.6%	77.5%
Indicated Risk	13.4%	18.2%	17.8%
Moderate Risk	5.9%	7.9%	4.1%
Severe Risk	0.9%	2.3%	0.6%
<b>Number in Category:</b>			
Regular Attendance	269	244	248
Indicated Risk	45	62	57
Moderate Risk	20	27	13
Severe Risk	3	8	2

### Strengths:

- Regular school attendance category increased from 71.6% to 77.5%, with moderate and severe risk categories both decreasing considerably.
- Only 0.6% of students remain in the severe risk category in Semester Two 2025, down from 2.3% in Semester Two 2024, indicating effective case management for the school's most vulnerable learners.
- School continues to have the majority of students attending school regularly in the regular category, and the school has continued to maintain well over 77%.

### Areas for improvement:

- We have 17.8% of students in the indicated risk category in Semester Two 2025, which presents as the biggest opportunity for growth. These students are just below the regular attendance threshold.
- Continue to maintain consistent attendance messaging and support systems year-round, through utilising Compass for attendance and generating unexplained letters to send home each term.
- Students at severe risk in attendance are part of the reciprocal enrolment programme we have with Ronald McDonald House and Crawford Lodge. These students are often receiving treatment and do not have the opportunity for full attendance.

### Special Note:

- Many families have in school term vacations to visit relatives overseas which accounts for some missed attendance over the school year.

# WORKFORCE COMPOSITION

## Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.4	0
<b>Total Administration Staff</b>	<b>3</b>	<b>2.4</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	23	15.5	0
<b>Total Teaching Staff</b>	<b>26</b>	<b>18.5</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	2	1.9	0
Other Allied Professionals	13	9.0	0
<b>Total Allied Professionals</b>	<b>18</b>	<b>12.9</b>	<b>0</b>
<b>Total</b>	<b>47</b>	<b>33.8</b>	<b>0</b>

In 2025, Hollywood Primary School increased the number of Level 3 teachers from having 2 Level Three teachers in 2024 to having 3 Level Three teachers in 2025. Administration staff ensured there was a distributed leadership model utilised to ensure our lead teachers could support key initiatives within the school, such as:

- Leading the implementation of Pre-Lit and InitialLit within Kindergarten through to Year 2,
- Supporting our Graduate Teachers following a structured induction plan and common collaborative planning time,
- Leading the implementation of staff utilising Ochre Mathematics to ensure a consistent approach from Kindergarten through to Year 6,
- Extensive data analysis (PAT, NAPLAN, Sentence Checks, BrightPath, Pivot) and sharing data with teachers during common Curriculum Planning sessions.

Hollywood Primary School employed an Instructional Coach one day a week to further embed the school's teaching pedagogy of High Impact Teaching Strategies to ensure best practice and low variation between classes of the same year level.

# GRADUATING STUDENTS' DESTINATION SCHOOLS

Destination School	Male	Female	Total
Shenton College	11	17	28
Bob Hawke College	1	2	3
Perth Modern School	1	2	3
Christ Church Grammar School	3		3
Methodist Ladies College		2	2
Mt Lawley SHS		1	1
Lynwood SHS		1	1
Ellenbrook SHS		1	1
Rossmoyne SHS	1		1
Kent Street SHS		1	1
St Norbert College	1		1
Trinity College	1		1
Guildford Grammar School	1		1
Santa Maria College		1	1
Presbyterian Ladies College		1	1
Total	20	29	49

The majority of students will be attending Shenton College in 2026, the designated public secondary school for those residing within the catchment area. Transition to this school was supported through various initiatives, including an orientation, senior Science laboratory visits and staff collaboration within the Shenton Education Network.

While Hollywood Primary School maintains a strong partnership with Shenton College, Bob Hawke College, and Perth Modern School, all students are supported to create a smooth transition to their future high schools. This includes the provision of comprehensive handover documentation detailing students' academic achievements and relevant non-academic needs and orientation day sessions. Some destination schools offer Gifted and Talented Education (GATE) programs for selected students, providing further opportunities for academic enrichment.



Room 16 & 17 Science Visit to Shenton College

# Student Achievement and Progress

We believe that every student can learn successfully, no matter where they begin. Assessment is the bridge linking teaching with learning. Thus, we track student performance both annually and longitudinally to guide responsive teaching and to set meaningful operational targets aligned to our Business Plan. A range of assessments, including school-based, On-Entry, PAT, Brightpath and NAPLAN, continual monitoring in the InitialLit programme are utilised. These are examined and triangulated to identify trends over time, strengths and areas needing attention for ongoing school improvement.

From our two-year Shaping Minds professional learning, all classes aim to use consistent student engagement strategies to ensure students are supported to actively participate in their learning. Staff upskilling of evidence-informed approaches, such as cognitive load theory and explicit instruction, have supported student achievement and progress. Supplementing this, this year's professional learning has focused on assessment and data literacy, understanding NAPLAN Writing marking criteria, Science of Reading principles and the revised WA Curriculum.

Grade clumping was evident in some learning areas in previous years. This year, support was provided through moderation with a Level 3 teacher to assist staff understanding of assessment and reporting practices using the WA Curriculum Achievement Standards and SCSA's Judging Standards in Science, English and HaSS. Greater use was made of the SAIS Dashboard for moderation with Like Schools.

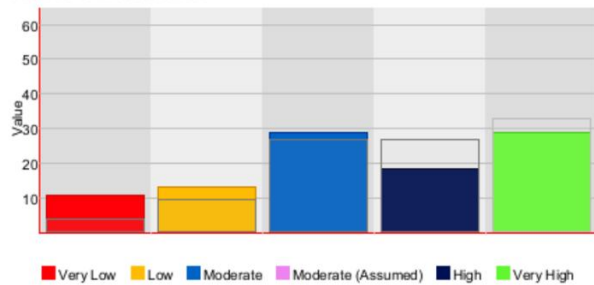
Based on parental occupation and education, geographical location and the number of indigenous students at Hollywood, our ICSEA (Index of Community Socio-Educational Advantage) is consistently one standard deviation above the Australian mean. As such, we are a Decile 1 school with other Like Schools with similar ICSEA. The following key points were identified from this year's NAPLAN analysis comparing Hollywood with our WA Like Schools:

- our Year 3 students achieved at or above Like Schools in all domains; however, our Pre-Primary On-Entry to Year 3 Reading NAPLAN progress did not match the higher progress from our WA Like Schools.
- our Year 5 students matched or outperformed Like Schools across every domain with Spelling results standing out at one standard deviation above predicted levels.
- our Year 3 to Year 5 results were a particular highlight, showcasing both high achievement and high progress in all English domains, particularly in the progress of our boys.
- following national trend, Hollywood girls outperformed Hollywood boys in English domains.
- whilst Hollywood has a high proportion of students with a language background other than English, our EAL/D students perform just as well as our non-EAL/D students.

## Pre-Primary (2023 On-Entry) to Year 3 2025 NAPLAN Progress

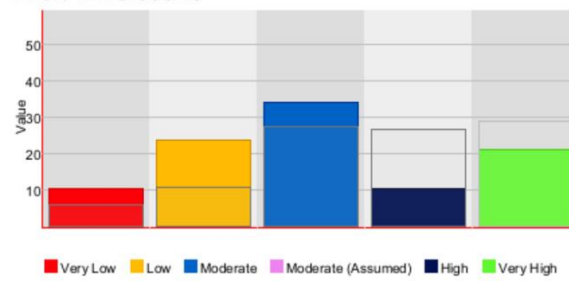
Numeracy - Progress

Filters : All Students

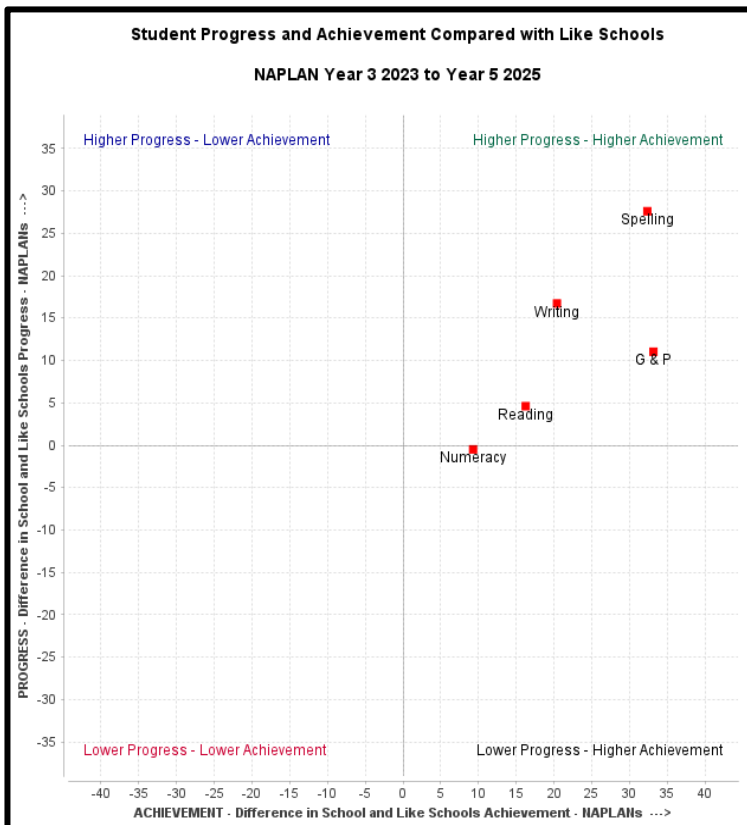


Reading - Progress

Filters : All Students



## Year 3 2023 to Year 5 2025 NAPLAN Progress



For the second consecutive year, we are proud to note that our Year 5 students scored at least one standard deviation above other Year 5 students from Australian schools of similar background in NAPLAN spelling and grammar this year (as noted from the *My School* results).

English continues to be the school's main priority area for improvement. Recently, our efforts have centred on strengthening students' oral reading fluency, vocabulary, comprehension and typing skills. Fine-grained analysis of our internal sentence structure checks, NAPLAN and PAT results indicated that punctuation, comma splicing, clauses, sentence structure and text types (factual vs persuasive) are content areas of future focus.

## NAPLAN Achievement compared to similar schools

### 2024

	2023	2024	2025		
				<<	>>
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students		
	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar</b>	<b>Numeracy</b>
Year 3	454	460	443	485	448
Year 5	550	541	546	613	549

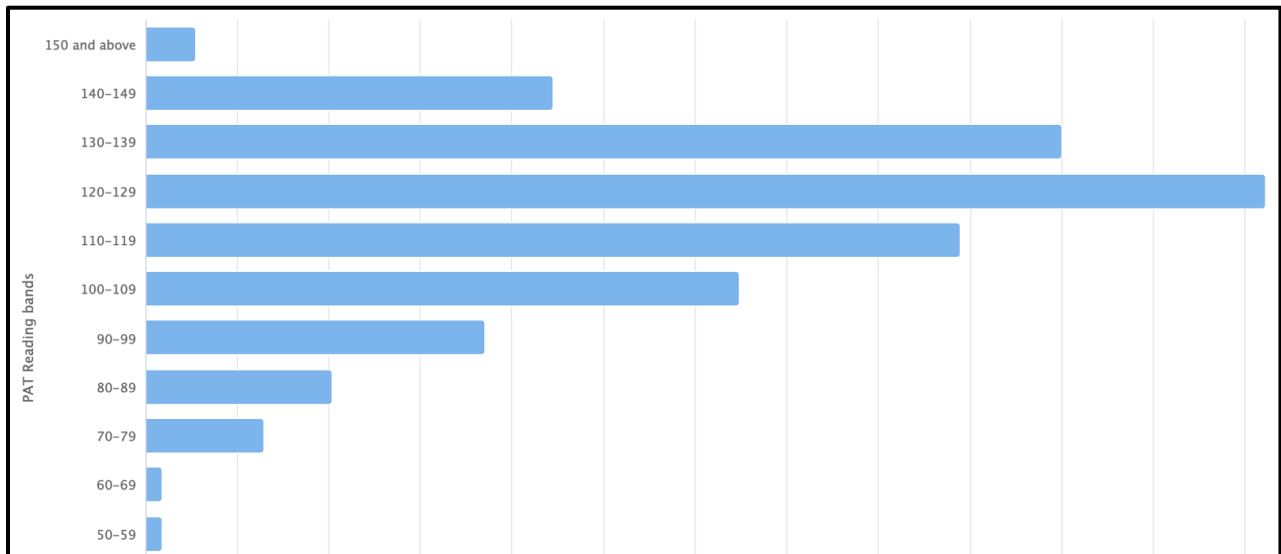
### 2025

	2023	2024	2025		
				<<	>>
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students		
	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar</b>	<b>Numeracy</b>
Year 3	451	452	456	483	467
Year 5	551	541	563	592	558

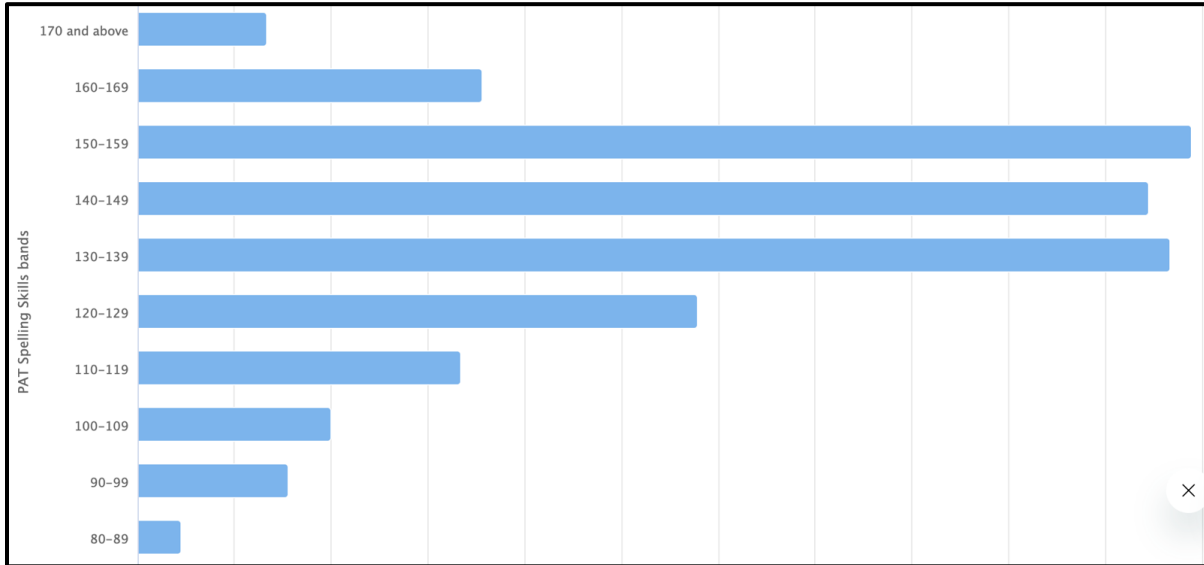
Source: [My School](#) website

## English

### PAT Reading 2025: Achievement Bands

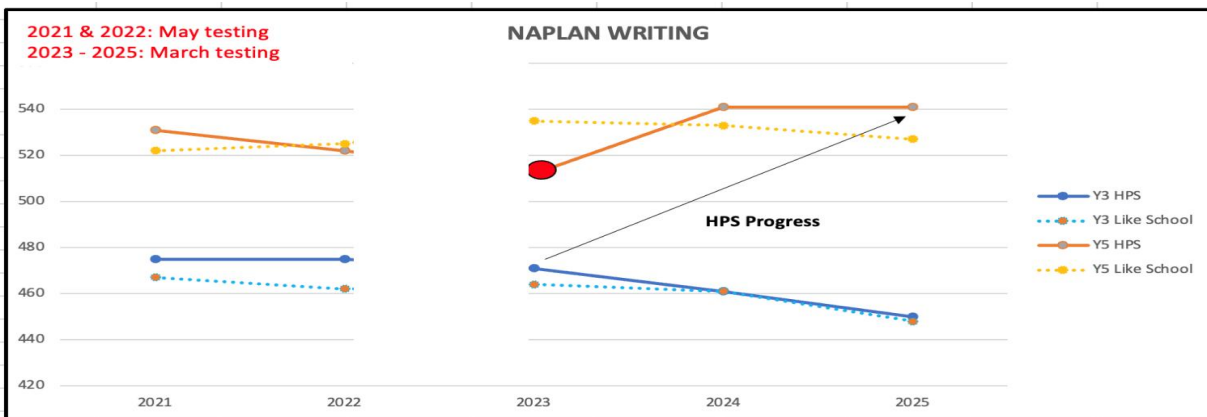


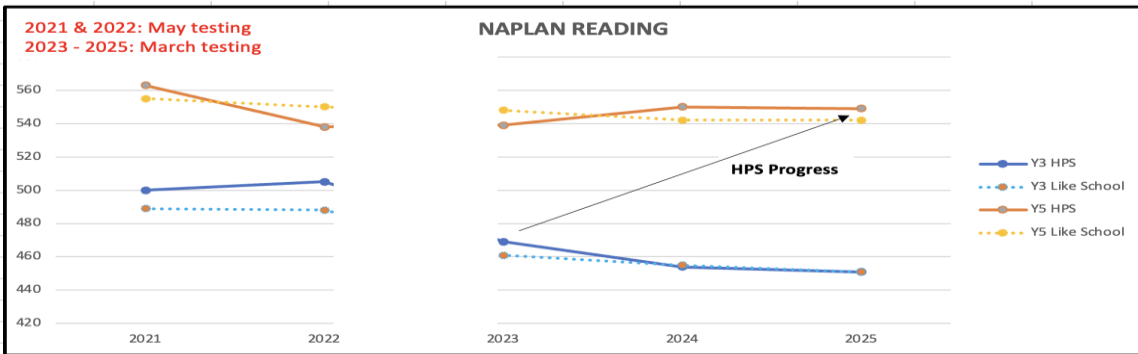
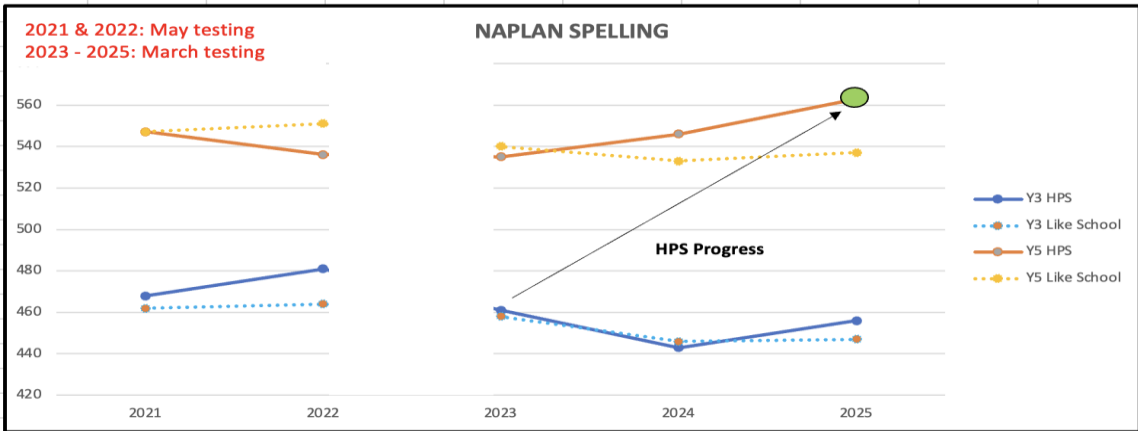
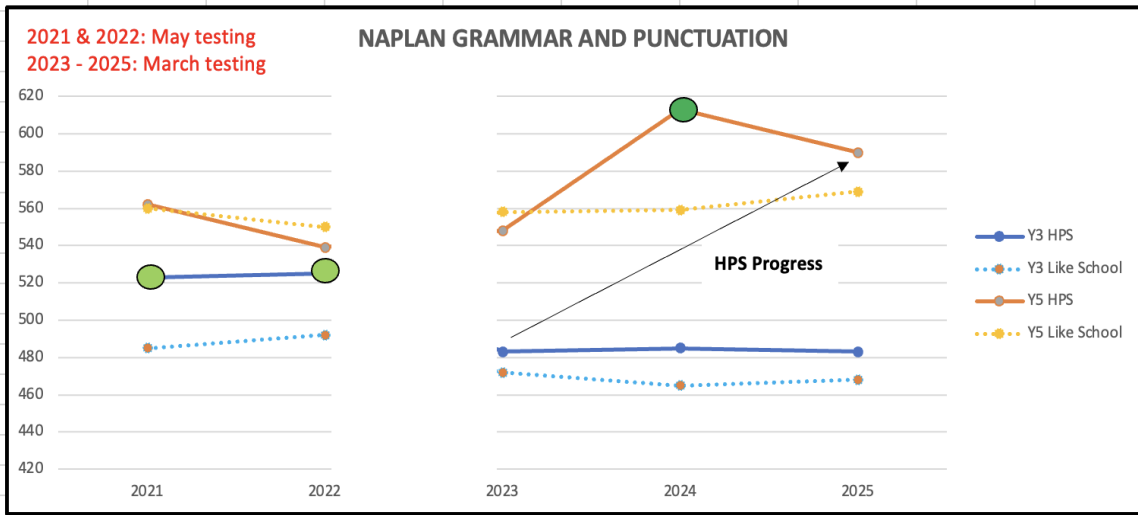
## PAT Spelling Skills 2025: Achievement Bands



In English, our PAT results indicate that our students are well above the national means with the majority of the students scoring in the higher achievement bands. Hollywood has maintained NAPLAN reading and writing progress comparable to that of our WA Like Schools in Year 3. Our Year 3 NAPLAN spelling and language conventions scores were above those of WA Like Schools. However, our Pre-Primary On-Entry 2023 to Year 3 2025 NAPLAN progress did not match those of WA Like Schools in Reading this year. We have introduced PreLit and InitialLit to the Kindy to Year 2 English programme this year. Further consolidation of these new programmes will support a low variance approach in these phases of learning to further student progress in this domain.

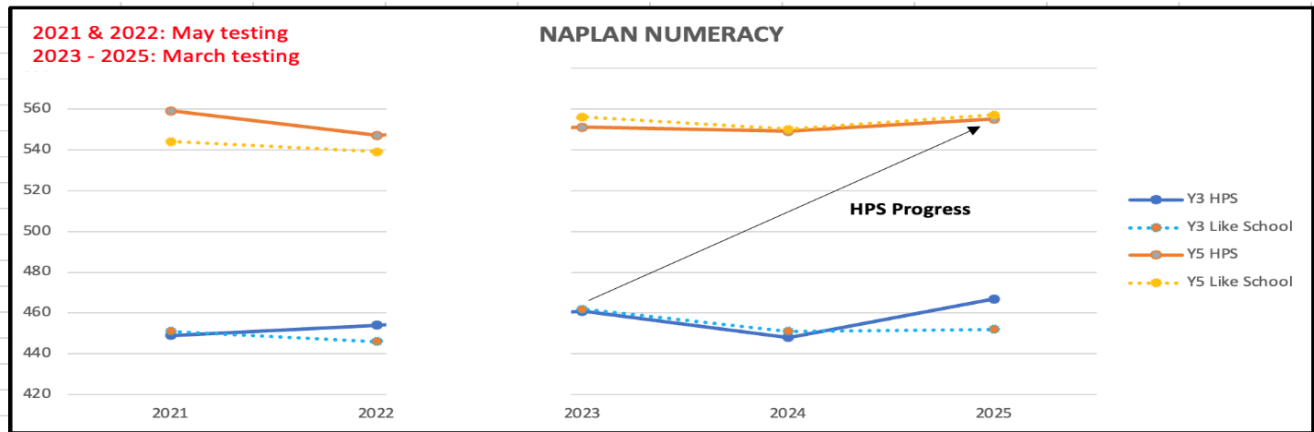
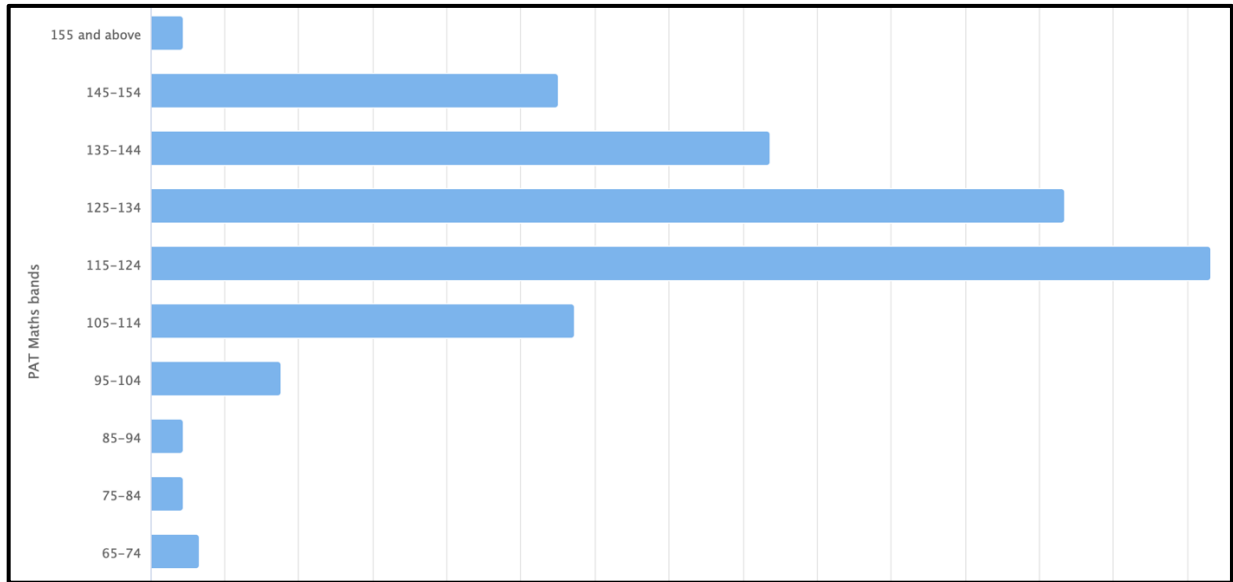
## Year 3 2023 to Year 5 2025 NAPLAN Progress





Our standout Year 5 NAPLAN achievement and progress, particularly in spelling and grammar, was sustained again this year. This progress was a result of focused effort to strengthen academic learning in the middle and upper primary years following the 2023 Year 5 NAPLAN results, which highlighted a significant need for improvement in progress results in these phases of learning. The school has successfully implemented and streamed Spelling Mastery from Years 3 – 6 in 2024 and 2025, ensuring the direct instruction approach of teaching spelling is completed at the students' instructional level, based off annual testing. These results also reflect the impact of the explicit teaching of sentence structure, grammar and punctuation, reinforced through regular reading aloud of high-quality literature and daily, weekly and monthly review for retrieval practice.

## Numeracy



To promote a more consistent and effective approach to Mathematics teaching, we are working to develop a shared vision of best practice, supported by common instructional routines informed by Ochre Education's programme. Recently, our efforts have centred on strengthening students' basic number facts fluency and vocabulary understandings. Fine-grained analysis of our NAPLAN, PAT and Brightpath indicated that tallies, currency, shapes, direction, maps and time are content areas of future focus.

In Mathematics, our students scored well above the national means in the PAT Mathematics Adaptive assessment. Hollywood has maintained NAPLAN progress comparable to that of our WA Like Schools in Year 5 and our Year 3 results show pleasing improvement. However, our Pre-Primary On-Entry 2023 to Year 3 2025 NAPLAN progress was lower than that of WA Like Schools in Numeracy this year.

# INSTRUCTIONAL COACHING AT HOLLYWOOD IN 2025

Throughout this year, instructional coaching at Hollywood Primary School has significantly strengthened whole-school instructional practices, uplifted staff capability, and contributed to a collaborative culture of professional learning. Grounded in clarity, consistency, and alignment with school priorities, the coaching model has supported the implementation of the Shaping Minds and InitialLit professional learnings, enhanced teacher growth, and focussed improved outcomes for all students. The role has remained flexible and responsive to the emerging needs of teams, individual teachers, and school community.



Embedding engagement norms has been a key focus, with the coach modelling routines that foster attentiveness, accountability, and high behaviour expectations. Close collaboration with teachers has refined transitions, questioning, pacing, and lesson clarity, supporting the development of confident, independent learners. A substantial aspect of the role has included mentoring teachers in early career stages and those who qualified overseas, through modelling, planning support, mentoring, and structured feedback that builds sustainable instructional habits.

The coach has led curriculum meetings and collaborative planning, ensuring consistency of resources and routines across year levels and promoting shared responsibility for student progress. Lesson observation and feedback cycles have been central to teacher development, offering evidence-based, actionable strategies aligned with the school's whole school planning. Peer observation, embedded across both coaching and Performance Growth, has strengthened professional trust and promoted consistency in whole-school expectations.



In 2025, team teaching has been a core component, enabling teachers to see high-impact practices in action while receiving real-time support. This approach has strengthened relationships, increased confidence, and supported differentiated instruction. A strong emphasis on SAER support has ensured targeted, high-quality instruction through collaborative programming, modelling, and development of responsive Tier 1 and Tier 2 practices in classrooms, in consultation with the leadership team.

The coach has played an active role in the school's professional learning culture by delivering sessions on vocabulary instruction, handwriting and work standards, explicit teaching routines, and engagement strategies, while showcasing recorded sessions of Hollywood Primary School staff's high-quality instruction. Data analysis has remained central, with the coach supporting teachers to identify trends, adjust instruction, and celebrate progress across teams (at year level and phase of learning) and the whole school.

Instructional coaching has strengthened teacher capability and enhanced Hollywood Primary School's capacity to deliver consistent, high-quality learning experiences. It has fostered a culture where collaboration, evidence-based practice, and professional growth are embedded, visible, and celebrated. This will continue as the professional growth model in 2026.

# LEARNING AT HOLLYWOOD IN 2025

Students at Hollywood Primary School continue to demonstrate outstanding academic achievement, with results often above those of like schools. Many of our students participate in a wide range of competitions and activities outside of school that foster personal interests and talents including IMSS, PEAC, Rock Band, ICAS, LanguageNut, BEBRAS and The Prime Minister's Spelling Bee. Their involvement has led to great success and recognition through awards and achievements.

In 2025, Hollywood Primary School maintained its strong commitment to delivering high-impact, evidence-informed teaching through a whole-school focus on explicit instruction. Staff engaged in ongoing professional learning through Shaping Minds to deepen their understanding of structured direct teaching practices that support all learners. Programs such as InitialLit, Spelling Mastery and Seven Steps for Writing Success were embedded across year levels, ensuring consistency and clarity in lesson delivery. This approach, grounded in the Science of Learning, has strengthened teacher capacity and enhanced student outcomes.



## ENGLISH

Hollywood Primary School continues to enhance its English curriculum through evidence-informed practices, targeted professional development and a whole-school commitment to explicit instruction. In 2025, the following initiatives were introduced or expanded:

- **Staff Training in InitialLit (K–2):** School leaders and teachers in early years received training in InitialLit, supporting structured literacy development and foundational reading and writing skills.
- **Ongoing Use of DIBELS:** DIBELS remains a key assessment tool across all grades, helping monitor reading fluency and comprehension to guide instruction.
- **School-Wide Implementation of Spelling Mastery:** Spelling Mastery continues to be embedded in Years 3–6, providing systematic and explicit spelling instruction. An instructional coach was employed 1 day per week in 2025.
- **Finalisation of Shaping Minds Professional Development:** Staff completed training in Shaping Minds, reinforcing our whole-school commitment to explicit instruction.
- **Adoption of Seven Steps for Writing Success:** Seven Steps remains our core writing framework, with Talk for Writing strategies integrated in early years to ensure continuity and shared vocabulary from K–6.
- **Sentence Check Assessments (Years 3–6):** Twice a year, student understanding of sentence structure is assessed and analysed using our Sentence Check tool. Progress is evident in Years 2 and 4, while Years 3, 5 and 6 will focus on sentence instruction in 2026.
- **Expansion of Read Aloud Sequence:** Our curated library of read-aloud texts has been expanded and refined. In alignment with our Reconciliation Action Plan (RAP), works by Indigenous authors are now included across most year levels.
- **Science of Learning Alignment:** Reading instruction is transitioning from a skills-based approach to one grounded in the Science of Learning, ensuring practices are supported by research and evidence. This includes a stronger emphasis on the development of student background knowledge to enhance comprehension and engagement across all learning areas.

- **Typing Speed Tracking (Years 3–6):** Typing fluency is now monitored through whole-school classroom assessment spreadsheets. To support students in adapting to these new testing conditions and minimise cognitive load, assessments are conducted using familiar platforms, consistent formatting, and clearly scaffolded expectations.

## LOOKING AHEAD

In 2026, our English program will continue to evolve with a focus on:

- **Writing Instruction Focus:** A whole-school approach to writing instruction is currently being developed, with a particular emphasis on sentence-level writing. Building staff capacity remains a central focus to ensure consistent, high-impact implementation across all year levels.
- **Handwriting:** Development and implementation of a consistent, whole-school approach to handwriting instruction.
- **Vocabulary Instruction:** Establishing a common approach to vocabulary instruction across learning areas (early, middle, upper), including the creation of a vocabulary bank linked to Science, Mathematics, HASS, French, Physical Education, Health and challenging Tier 2 words.
- **Decodable Texts and InitialLit:** Strengthening the connection between our decodable text supply and the InitialLit program to ensure alignment and accessibility.
- **Network Moderation:** Continued participation in and refinement of our school's involvement in network moderation tasks to support consistent assessment practices.
- **Whole School Sentence Structure Reviews:** A whole-school approach to sentence structure instruction will be developed to support consistent writing fluency and construction across year levels.
- **Cross-Curricular Integration:** A whole-school approach to integrating English with Science and HASS is currently in development. This initiative aims to enrich literacy instruction through the use of factual texts, thematic content, and interdisciplinary learning experiences that deepen knowledge and foster meaningful connections across subject areas.



## MATHEMATICS

Hollywood Primary School continues to develop its Mathematics curriculum through data-driven practice, shared whole-school approaches and a sustained emphasis on explicit instruction. Our work in 2025 directly aligned with the 2024–27 Business Plan targets, with a focus on raising achievement, improving progress and building staff capability. The following initiatives were introduced or expanded:

- **Whole-School Implementation of Ochre Education (K–6):** Ochre daily reviews, unit resources and curriculum maps were formally adopted across all classrooms. Staff used these resources to support lesson design, explicit teaching and consistent sequencing of mathematical concepts.
- **Consistent Numeracy Block Structure:** Timetables reflected a minimum of 20 percent instructional time dedicated to the numeracy block as recommended by The School Curriculum and Standards Authority (SCSA). Explicit teaching focused on Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- **Lighthouse Maths Problem-Solving Program:** Staff continued implementation of the Lighthouse Problem Solving model to explore open ended maths challenges. Additionally, Bar Model representations and explicit problem-solving strategies were embedded as core approaches across classrooms.
- **Daily Reviews and Mental Maths:** Year-level daily reviews, Paul Swan fluency games, Blake's Mental Strategies and explicit number fact instruction supported fluency development and strengthened foundational number knowledge.
- **Vocabulary Development:** Mathematics vocabulary posters and teacher-created word walls were used in classrooms. Vocabulary slides were embedded into daily reviews to ensure students accessed consistent mathematical language from K–6.
- **Assessment and Data-Informed Instruction:** PAT, NAPLAN, On-Entry and Brightpath data were used to monitor student achievement and progress. Staff analysed trend data through whole-school spreadsheets to identify strengths, target misconceptions and guide collaborative planning.
- **Common Assessment Tasks and Moderation:** Staff co-designed problem-solving assessment tasks using resources such as Maths300, ReSolve, NzMaths and NRICH. Brightpath assessments in Number and Algebra, and Measurement and Geometry, supported consistent teacher judgement across year levels.
- **Materials and Concrete Resources:** Essential classroom maths kits were supplied to each year level to support hands-on learning. The maths storeroom was updated to ensure ongoing access to manipulatives aligned with conceptual teaching.
- **Online Learning Tools:** Online programs such as Mathletics, MathSeeds and Maths300 supported consolidation, remediation and extension.

## LOOKING AHEAD

In 2026, our Mathematics program will continue to evolve with a focus on:

- **Strengthening Problem-Solving Instruction:** Development of a whole-school problem-solving framework, including common language, consistent modelling expectations and agreed school-wide assessment tasks.
- **Refining Daily Reviews and Fluency Instruction:** Continued focus on fluency routines using Ochre daily review slides and mental strategies to ensure strong number foundations in every year level.
- **Cross-Curricular Vocabulary Expansion:** Development of a whole-school vocabulary approach across Mathematics, English, Science, HASS and Health. This includes the creation of a curated, year-level vocabulary bank to support background knowledge and conceptual understanding.
- **Improved Data Tracking:** Refinement of whole-school fluency and assessment tracking tools to support timely feedback, intervention and extension opportunities for all students.
- **Professional Learning in Explicit Mental Mathematics Instruction:** All Teachers and Education Assistants will attend an out of school Professional Learning with Dr Brian Poncy to improve their knowledge and understanding of improving fact fluency through the M.I.N.D programme (14<sup>th</sup> March 2026). Maths fluency will become a priority at the school in Maths lessons.
- **Strengthening Moderation and Assessment Consistency:** Continued use of Brightpath, ReSolve investigations and co-designed problem-solving tasks to ensure consistent teacher judgements across the school.
- **Integration Across Learning Areas:** Continued development of cross-curricular connections with HASS and Science through measurement investigations, data handling, and real-world problem-solving tasks that build transferable knowledge and deepen student engagement



## SCIENCE

Science at Hollywood continues to implement a curriculum designed to build students' scientific knowledge, competencies and capabilities, grounded in the shared understanding that strong, comprehensive content knowledge is essential for developing skills such as critical and creative thinking, evaluation and analysis. Guided by the Western Australian Science Curriculum, we foster curiosity, deepen understanding and strengthen the proficiencies that make this curriculum area a vital area of learning, closely connected with Mathematics and English.



A highlight of the year has been our ongoing local partnership with The Kids Institute, which provided students with engaging activities to bring medical research to life. The experience was capped off with a unique opportunity when two Year Five students, Lizzy C and Darcie H, received a personal invitation to meet Dr Jonathan Carapetis AM, Executive Director of the Institute, who gave them his personal insights into the important work of medical researchers. Due to our strong partnership with The Kids Institute, we were also invited to a book reading at the institute by Professor Helen Milroy, Australia's first indigenous medical professional.

National Science Week was another standout of the year, where we joined schools across the country in celebrating the theme 'Decoding the Universe'. Throughout the week, students participated in hands-on lunchtime activities, classroom experiments, a virtual Physics excursion with Scitech and class-based quizzes which sparked curiosity and generated lively classroom discussions.



We're also proud to share that our Year 3 student, Samalay D, won the Science Talent Search for the Years 3 and 4 Science Investigation category! His project explored the fascinating question of how gravity can bend space around a black hole and why some things fall in while others keep orbiting. With curiosity and creativity, he discovered that slow-moving objects are more likely to fall into a black hole, whilst faster-moving objects can escape its pull. What an amazing way to explore one of the biggest mysteries of space!

Strengthening our ties with tertiary institutions, our ECU intern, Miss Woolford, has reinvigorated our worm farms and promoted sustainability practices through the food composting of our Kindy to Year 2 Crunch & Sip waste. We thank the City of Nedlands for assisting us with the provision of the worm farms and compost bins.

Next year, we will continue to strengthen the integration of Science with other learning areas. Well-resourced from a previous grant, our focus will now shift to aligning our teaching and learning programmes with the revised WA Science Curriculum, whilst ensuring that our students receive explicit, knowledge-rich instruction. This is particularly important considering that background knowledge is one of the fundamental factors affecting comprehension.



## TECHNOLOGIES

The Technologies learning area at HPS plays a vital role in preparing students to thrive in an increasingly digital world. The focus remains on using technology purposefully and responsibly while ensuring students develop the skills and understanding needed to participate confidently in modern society. Learning experiences are designed to balance creativity, critical thinking and problem solving with digital safety and ethical use, supporting students to become capable and discerning users of technology. HPS's Bring Your Own Device (BYOD) program supports students in developing independence and digital responsibility through the use of personal iPads for learning for students in Years 4, 5 and 6. The program ensures technology is integrated meaningfully across all subjects, fostering creativity, collaboration and problem solving. Each year a parent information session is held to outline expectations, demonstrate classroom applications and provide guidance on managing devices safely at home.



Digital learning across all year levels is guided by the ICT Scope and Sequence and the Digital Skills Guide. These frameworks ensure a structured and progressive approach from Pre-primary to Year 6, allowing students to build competence in key areas such as file management, keyboard fluency, online communication and application use. The program embeds the use of ten core apps including OneDrive, Outlook, Edge, Word, Excel, PowerPoint, Co-Pilot, iMovie, Scratch and TinkerCAD or

an equivalent drawing app across all learning areas, ensuring digital skills are developed in authentic and meaningful contexts.

Teachers integrate Digital Technologies and ICT capabilities into daily teaching using the SAMR model, which promotes moving beyond substitution to transformative technology use. Professional learning throughout the year focused on enhancing staff confidence with digital tools and explored how Artificial Intelligence can be meaningfully incorporated to extend student learning. Two professional development days were allocated for Technology Leaders to continue building expertise and supporting staff in implementing digital learning strategies.

STEM Learning Projects and resources from the School Curriculum and Standards Authority (SCSA) provided strong support for classroom programs, promoting inquiry-based learning and design thinking. Lessons encouraged students to plan, create and evaluate solutions to real-world problems using digital systems and design processes.

Students had opportunities to demonstrate their understanding through assessments such as the BEBRAS Challenge which develops computational thinking and the optional ICAS Digital Technologies assessment. Digital Technologies were reported in Semester One and Design Technologies in Semester Two, providing a balanced focus on both digital literacy and design-based problem solving. To strengthen foundational digital fluency, students in Years 3 to 6 completed regular typing diagnostics to monitor progress and accuracy, aiming for improved efficiency by the time they reached upper primary. The Technologies program continues to evolve in line with the Western Australian Curriculum, equipping students with the skills, confidence and creativity to succeed in a digitally connected future.

## PHYSICAL EDUCATION

In 2025, Physical Education at Hollywood Primary School continued to promote an inclusive and engaging environment where everyone can do it and everyone should have a go. Across all year levels students were encouraged to participate fully, set small personal goals and celebrate their progress with a focus on enjoyment, persistence, skill development and teamwork.

### Junior Primary (Pre Primary to Year 2)

Our youngest students built strong foundations in Fundamental Movement Skills (FMS) through lessons that combined movement to music, minor games and targeted skill development. Each class focused on improving coordination, body control and confidence while fostering a love of being active.

Younger students were also introduced to key sports including AFL, soccer, cricket and golf which provided opportunities to apply their developing skills in real game situations. Athletics skills were introduced in Term 3 with students taking pride in setting small achievable goals and improving their personal bests as they prepared for the Faction Athletics Carnival. The overarching message for our junior students remained simple: Have fun, be active, try your best and enjoy moving with others.

### Middle and Senior Primary (Years 3 to 6)

In the middle and upper years students built upon their foundational skills and embraced the mindset that participation, persistence and personal improvement are at the heart of success in Physical Education. Throughout the year students set small progressive goals whether improving their distance running, swimming endurance or event participation and this focus led to record levels of engagement and achievement.



- At the Faction Cross Country we recorded our highest number of students completing the course without walking demonstrating determination and resilience.
- The Swimming Carnival saw more students entering multiple events than ever before showing increased confidence and willingness to challenge themselves.



- At the Interschool Athletics Carnival Hollywood achieved its best results in recent years, a testament to student effort and teamwork.

Two new sports were introduced this year:

- Tri Tag Rugby which developed evasion, agility and quick decision-making.
- Golf which emphasised patience, focus and finesse teaching students that sport is as much about mindset and persistence as physical skill.

Across all programs students demonstrated attitude, energy and effort, taking pride in representing Hollywood Primary at swimming, cross country, athletics and lightning carnivals. Personal goal setting gave students ownership of their learning and built confidence through measurable progress.

## HUMANITIES AND SOCIAL SCIENCE (HASS)

In 2025, Hollywood Primary School continued the successful implementation of our whole-school Humanities and Social Sciences (HaSS) program, Inquisitive. This program employs a guided inquiry approach to develop students' critical thinking and understanding of key HaSS concepts, which staff further strengthen through explicit teaching of essential knowledge and skills.

Throughout the year, the school hosted several significant events that provided meaningful and authentic opportunities for students to engage with history and culture. Hollywood Primary School proudly celebrated Harmony Day and commemorated ANZAC Day through whole-school participation and reflection. To mark the 50th anniversary of NAIDOC Week, students were each provided with a template to decorate using Aboriginal colours, symbols, and designs. These individual artworks were assembled into a striking whole-school collage, which was displayed prominently during our NAIDOC Week assembly, led by the Student Council.

Remembrance Day was commemorated with a reflective poetry initiative, where students wrote poems expressing what the day signifies to them. Selected poems were presented at the school's memorial service, held at the Commonwealth War Graves Cemetery. In addition, a Year 6 class participated in an educational excursion to the State Parliament, providing a valuable opportunity to connect classroom learning in Civics and Citizenship with real-world experience.

The National History Challenge is a research-based and academically rigorous competition giving students the opportunity to work and think like historians. This year, several Year 4 students from Room 14 voluntarily undertook this extra-curricular challenge by researching conflicts and their resolution. In exciting news, Odessa C and Anders C were state finalists in their age category for their entries. Odessa won the gold for her reflective evaluation of the impacts of the Vietnam War on her family, inspired by her grandmother's autobiography, *What It Takes! A keen sportsman*, Anders won the silver for his review of the infamous 1981 underarm bowling controversy between the Australian and New Zealand cricket teams.



A highlight of the year's program was welcoming Mr Leigh Merrells back to the school. Mr Merrells shared his deep knowledge of Noongar language, culture, and dance, significantly enriching students' understanding and appreciation of First Nations perspectives. He works with all classes throughout Terms 3 and 4.

## BUSH SCHOOL

Bush School continues to be a cornerstone of the Hollywood Primary School experience, offering students immersive, hands-on learning in nature. In 2025, the program expanded with new activities and deeper community engagement:

- **Seasonal Learning and Cultural Awareness:** Students explored the Noongar seasons—Bunuru, Djeran, Kambarang, Birak, Makuru and Djilba—through guided visits to Hollywood Reserve and collaborative activities with the Friends of Hollywood Reserve.
- **New Activities at the Reserve:** Students participated in engaging experiences such as a nature scavenger hunt and a mapping activity using an appreciation guide, designed to deepen their observational skills and connection to the local environment. Fire safety education in the Sustainability Garden further supported students' understanding of responsible practices in natural settings.
- **St John Incursions:** Practical sessions led by St John Ambulance introduced students to snake bite management and treatment, enhancing their understanding of safety in natural environments.

Bush School remains a unique and enriching program that fosters environmental stewardship, cultural awareness and a deep appreciation for the natural world at HPS.

## MUSIC

### Instrumental Music (IMSS) Program

Our hard-working IMSS students continued or began their instrumental learning on violin, cello, classical guitar, flute, trumpet or trombone with their amazing specialist teachers. Their main showcase came at the Term 4 IMSS Assembly.

**Choirs** have been at the heart of our school's music culture this year. The **Junior Choir** (students in Years 1-3) grew to a record 55 students. Their Thursday morning rehearsals filled the Music Room with joy and passionate singing. They shone in Term 4 with performances at both the IMSS Assembly and our Arts Exhibition and Open Classrooms event.



The **Senior Choir** had 51 dedicated singers who made their mark at the Massed Choir Festival in September. Their performance had the crowd buzzing, and we were thrilled that two of our students were selected for special roles – Emelia as Compere, and Eliana as a Soloist! The choir also performed *Our Home Australia* by local composer Kenneth

Chan at our ANZAC Ceremony, as well as performances in Term 4 at our IMSS Assembly, Nedlands RSL Remembrance Day ceremony, and the Year 6 Graduation Assembly.



This year has been filled with wonderful memories and incredible achievements from all our hard-working and talented students and staff. It has been a joy to lead and share in the school's vibrant music culture this year. With so many achievements to celebrate, and with the passion and energy of our young musicians, the future of music at our school is bright!

## NATIONAL QUALITY STANDARD (NQS)

In 2025, the Hollywood Primary School Early Childhood staff completed the NQS self-reflection. The audit process revealed that the school is meeting six of the seven National Quality Standards. As a result of our 2025 self-reflection process, Hollywood Primary School will continue to work on meeting Quality Area 3: Physical Environment. We are working on developing the nature playground space to support and enhance play-based areas around the school for all students. We are taking the time to listen to the student voice to purchase resources to create purposeful learning provocation and promote meaningful play.

Admin and staff continue to prioritise the importance of connected practice from Kindergarten to Year 2 ensuring we continue meeting Quality Area 1: Education Program and Practice. In 2025 we have implemented the InitialLit Program which promotes the use of Kindergarten to Year 2 scope and sequence documents and focusing on low variation between classes at the same year level across learning areas. This program is an evidence-based approach to explicitly teaching phonics and reading with the Pre-Lit (Kindergarten) and Initial-Lit (Pre-primary to Year 2). At the end of 2024 all Early Childhood teaching staff were trained in this program which continues for new Early Childhood teachers who join our team. All the resources were purchased at this time to ensure that the program could be implemented properly. This priority links to the 2024 results of the AEDC (Australian Early Development Census) with the Domain Communication Skills and General Knowledge as an area we are working on. This decrease in this domain since our last census is likely due to the increase in LBOTE (Language Background Other Than English) students who are not competent in English and students diagnosed with special needs. Most of these specific children need support with their communication skills, vocabulary and comprehension skills. The InitialLit program has a Storybook element where students focus on a specific text for four lessons to be explicitly taught the vocabulary and comprehension skills. The staff in Kindergarten to Year 2 continue to work collaboratively meet all quality areas of the NQS.



## **MENTAL HEALTH AND WELLBEING AT HOLLYWOOD PRIMARY SCHOOL**

### **Overview**

Hollywood Primary School continues to prioritise the mental health and wellbeing of its students, staff, and community as a foundation for academic and social success. Guided by the Department of Education's *Student Wellbeing Framework* and the school's *Business Plan*, the focus in 2025 has been on implementing proactive, evidence-based strategies that promote resilience, inclusion, and positive relationships across the school. Through the combined efforts of staff, families, and community partners, Hollywood fosters an environment in which every individual feels valued, supported, and equipped to thrive.

### **Friendly Schools**

In 2025, digital copies of the *Friendly Schools* teacher manuals were procured for every year group to ensure consistent implementation of evidence-based social and emotional learning (SEL) practices across the school. The *Friendly Schools* framework supports staff in explicitly teaching skills that promote respectful relationships, emotional regulation, and positive classroom behaviour. This initiative reinforces Hollywood Primary School's commitment to fostering a safe, inclusive, and supportive learning environment underpinned by respect and empathy.

### **Aussie of the Month**

The *Aussie of the Month* program was re-introduced in 2025 to formally recognise and celebrate students who exemplify Hollywood Primary School's core values. Each month, two students from every year level are acknowledged for demonstrating personal endeavour, citizenship, and meaningful contributions to the school community. The program celebrates effort, achievement, and positive participation, fostering civic responsibility and pride among students. By reinforcing key Australian values such as *a fair go*, mateship, respect, and inclusion, the initiative strengthens students' sense of belonging and connection to both their school and the broader community. Values also align with the school business plan 2024-2027.

### **Exploration of The Magic Coat Program**

Hollywood Primary School commenced an investigation into *The Magic Coat* program as a potential addition to its whole-school wellbeing framework, particularly for the early years. The program equips students with practical strategies and language to manage social and emotional challenges effectively. We are also exploring opportunities for student leaders to receive targeted training in these strategies to support their peers in the playground, thereby promoting empathy, peer support, and positive conflict resolution.

### **Diversity and Inclusion Initiatives**

To further enhance inclusivity and wellbeing, a curated collection of literature focusing on diversity, identity, and emotional wellbeing was acquired and accessioned into the school library. These resources provide students with opportunities to engage with diverse perspectives, develop empathy, and deepen their understanding of respect and equity within our school community.

## **Wellbeing Incursions and Excursions**

A series of incursions and excursions in 2025 complemented the school's focus on mental, social, and physical wellbeing. Key experiences included the *Bullying. No Way!* incursion, the *Edu-Dance* program, and the *Suitcase Stories* incursion, each designed to develop resilience, confidence, and self-expression in students. Hollywood will continue to expand these opportunities, with *Constable Care* incursions being investigated for the coming year to reinforce key wellbeing and safety messages through engaging and educational experiences.

## **Mental Health and Wellbeing Procedures and Guidelines Document**

Building upon the 2024 publication of *The Parents' Guide to Kids' Mental Health* on the school website, the development of a *Mental Health and Wellbeing Guidelines* document commenced in 2024. Scheduled for completion in 2026, this document will provide staff with clear, evidence-informed procedures to follow in the event of a student mental health concern or crisis. It will serve as a critical framework to ensure consistent, timely, and professional responses that prioritise student safety and wellbeing. This is available on the school website as a reference for parents.

## **Protective Behaviours Professional Learning**

All teaching staff were provided with dedicated time during a staff meeting to complete mandatory professional learning in protective behaviours. This initiative reinforces Hollywood's ongoing commitment to ensuring that every student understands their right to feel safe, knows the steps to take if they feel unsafe, and can identify trusted adults within the school community. This is taught as part of the Health Education curriculum at HPS.

## **Chaplaincy and Safe Spaces**

In 2025, the school chaplain's allocation was increased to two full days per week, allowing for enhanced pastoral care and the continuation of the lunchtime library initiative. The library provides a safe and calm space for students seeking a quiet, supervised environment during break times. This initiative has proven effective in supporting emotional regulation and social connection, particularly among students who benefit from structured and nurturing settings.

## **Behaviour Expectations and Consistency**

Under the leadership of aspirant leader Sam Carlisle, behaviour expectations are currently being refined to ensure consistency across the school. This includes the review and alignment of behaviour management practices to promote a cohesive, predictable, and supportive school culture. The focus on consistency will strengthen student understanding of expectations, contributing to a respectful and orderly learning environment.

All Education Assistants will attend Behaviour Tonics professional learning in 2026 to support positive behaviour interactions at HPS.

## **STAFF WELLBEING**

Extensive educational research consistently demonstrates that teachers who experience high levels of wellbeing are more effective in the classroom, creating environments that are emotionally safe, engaging, and conducive to learning. When staff feel supported and valued, this wellbeing is reflected in student engagement, classroom relationships, and academic outcomes. Hollywood Primary School remains committed to supporting staff wellbeing as a cornerstone of educational excellence.

### **Psychosocial Hazards**

In 2025, the *People at Work*, and a Workplace Psychosocial Risk Assessment Survey were administered to capture insights into staff experiences, engagement, and job satisfaction. The data collected has informed future initiatives aimed at enhancing professional support, collegial collaboration, and overall workplace wellbeing. A Psychological Workplace Improvement Plan has been created with staff input for priority of goals and strategies to be implemented. Our objective is to identify and reduce psychosocial hazards at Hollywood to ensure we work in an environment that is healthy and safe. Staff have participated in information sessions to learn more about this process and be able to identify potential psychosocial hazards for their own health. 2026 will focus on implementing and monitoring strategies to improve overall staff and student wellbeing as well as on-going monitoring and reflection.

### **Acknowledgement and Appreciation**

The school continued to recognise and celebrate staff contributions through events such as *R U OK? Day* and *World Teachers' Day*. These occasions provide opportunities to express appreciation for the professionalism, dedication, and care demonstrated by all staff members. Celebrating these days strengthens collegial relationships, enhances morale, and reinforces the school's commitment to cultivating a positive and supportive workplace culture.

### **Conclusion**

Hollywood Primary School's comprehensive approach to mental health and wellbeing reflects a deep commitment to nurturing the whole child and supporting the adults who guide them. The initiatives undertaken in 2025 have strengthened both individual and collective capacity to foster safe, inclusive, and positive learning environments. As the school continues into 2026, it remains dedicated to embedding wellbeing into every aspect of school life—ensuring that students and staff alike can learn, grow, and flourish within a caring and connected community.



## **STUDENT VOICE**

In 2025, the PIVOT surveys were administered in Term 2, allowing students to provide feedback on the quality of teaching, classroom management, and instructional strategies of their class teacher(s), as well as a range of specialist programs. The data collected is confidential, with individual teacher results accessible only to that teacher. Aligned with the Australian Institute for Teaching and School Leadership (AITSL) Standards, PIVOT serves as a valuable tool to support teachers in identifying professional strengths and areas for further development. Teachers use this feedback to reflect on their practice and establish specific, measurable, achievable, relevant, and time-bound (SMART) goals as part of their professional growth cycle.

Students completed the surveys again in Term 4, enabling staff to evaluate progress toward their identified goals and to measure growth in teaching practice over the year.

At a whole-school level, the leadership team analyses aggregated data to identify common strengths and areas for improvement across the school. In 2025, staff compared their 'Areas of Celebration' and 'Areas for Conversation' with the 2024 results to monitor progress and inform school improvement planning.

The survey design is tailored to suit different phases of learning, with Foundation to Year 2 students completing a shorter version (nine questions on a three-point scale) and Years 3 to 6 students completing a more detailed version (25 questions on a six-point scale).

### **Pivot: Student Survey on Teaching Data 2025**

<b>Pre-primary - Year 2: May 2025</b>	<b>Pre-primary to Year 2: November 2025</b>
Areas for celebration	Areas for celebration
2.81/3.00 – The teacher cares about my well-being	2.82/3.00 – The teacher cares about my well-being
2.68/3.00 – I know how I am supposed to behave in class	2.62/3.00 – I know how I am supposed to behave in class
2.66/3.00 – The teacher helps me focus on learning	2.65/3.00 – The teacher helps me focus on learning
Areas for conversation	Areas for conversation
2.33/3.00 – This teacher helps me set goals for my learning	2.38/3.00 – This teacher helps me set goals for my learning
2.34/3.00 – This teacher asks me to share my ideas about what we are learning	2.18/3.00 – This teacher asks me to share my ideas about what we are learning
2.40/3.00 – This teacher makes learning interesting	2.38/3.00 – This teacher makes learning interesting

<b>Year 3 – Year 6: May 2025</b>	<b>Year 3 – Year 6: November 2025</b>
Areas for celebration	Areas for celebration
5.46/6.00 – I know how I am supposed to behave in class	5.45/3.00 – I know how I am supposed to behave in class
5.00/6.00 – This teacher knows a lot about the topics in this class	4.97/6.00 – This teacher knows a lot about the topics in this class
4.90/6.00 – This teacher believes I can succeed in school	4.88/6.00 – This teacher respects who I am
Areas for conversation	Areas for conversation
3.58/6.00 – This teacher gives me choices about the work I do	3.52/6.00 – This teacher gives me choices about the work I do
3.78/6.00 – This teacher connects their teaching to my life	3.84/6.00 – This teacher connects their teaching to my life
3.95/6.00 – This teacher asks questions that make me think deeply	3.86/6.00 – This teacher helps me to set goals for my learning

## 2025 NATIONAL SCHOOL OPINION STUDENT SURVEY (NSOS) Results and Comparison

Statement	2022	2025
My teachers expect me to do my best.	4.4	4.3
My teachers provide me with useful feedback about my school work.	3.7	3.6
Teachers at my school treat students fairly.	3.3	3.4
My school is well maintained.	3.7	4.0
I feel safe at my school.	3.9	4.1
I can talk to my teachers about my concerns.	3.6	3.3
Student behaviour is well managed at my school.	3.4	3.6
I like being at my school.	3.9	3.9
My school looks for ways to improve.	4.0	4.0
My school takes students' opinions seriously.	3.5	3.6
My teachers motivate me to learn.	3.9	3.9
My school gives me opportunities to do interesting things.	3.8	3.9
My teachers are good teachers.	3.8	4.0
My teachers care about me.	3.8	4.0

The 2025 NSOS was completed by our Year 6 students to provide insights into their experiences of learning, wellbeing, and school at Hollywood Primary School. Overall, the results show a highly positive school culture characterised by strong relationships, high levels of safety and broad engagement in learning and extracurricular opportunities.

### Key strengths:

Students continue to report very high levels of safety, belonging and trust in their teachers. Perceptions of the school environment remain strong, with increased ratings for school maintenance (4.0) and safety (4.1). Student also value the care and quality of their teachers, reflected in improved ratings for “My teachers care about me” and “My teachers are good teachers,” both rising to 4.0.

### Areas for growth:

A small number of indicators declined slightly or reflect emerging needs. Readiness for secondary school showed a notable shift, with fewer students feeling “very ready” (23% compared with 45% in 2022) and more reporting they feel “not ready” (20%). Students’ confidence in talking to teachers about concerns decreased. In 2026, the school will continue to promote student voice and continue to enhance our partnership with destination schools to ensure our students feel supported and ready to transition to secondary school.

The survey results were discussed in detail with Year 6 students with suggestions on how teachers can display treating students fairly. Students would appreciate verbal explanations about why their behaviour is not appropriate, so they better understand consequences.

**BUSINESS PLAN 2024 - 2027 MONITORING AND PROGRESS**

Blue text- 2024 Reflection and feedback  
Green text – 2025 Reflection and feedback

Good Progress	In Progress	Limited Progress
---------------	-------------	------------------

Identified school priority	Progress against priority		Planned actions															
Self-Assessment	RELATIONSHIPS & PARTNERSHIPS																	
Target	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025														
School satisfaction as measured by parents and staff in the School Culture Survey is high (mean score of at least 4 out of 5) in the areas of Relationships, Teaching Quality and Leadership.			<table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: #cccccc;">Area</th> <th style="background-color: #cccccc;">Mean Score</th> </tr> </thead> <tbody> <tr> <td>Relationships</td> <td>4.2</td> </tr> <tr> <td>Teaching Quality</td> <td>4</td> </tr> <tr> <td>Leadership</td> <td>4</td> </tr> </tbody> </table> <p>R. Staff have positive relationships with Aboriginal students, their families, and the local Aboriginal Community. (3.7) - Our school council/board values the opinion of the community when big decisions need to be made. (3.8) - Our school council/board is representative of our school community. (3.8) T.Q. Teachers ask me about my aspirations for my child, family and community. (3.4) L. I understand how the school uses evidence for school planning. (3.7)</p>	Area	Mean Score	Relationships	4.2	Teaching Quality	4	Leadership	4	<p>Department decommissioned School Culture survey. Principal completed parent survey in 2024.</p> <p>NSOS Survey available for school use again. Student survey completed in Term 4, 2025. School will explore student survey data at SDD in Semester 1, 2026.</p> <p>School has created and implemented Mental Health and Well-Being guidelines.</p> <p>School to explore psychosocial hazards within the workplace PL with staff in 2025/2026, in line with the Shenton Network initiative.</p>						
Area	Mean Score																	
Relationships	4.2																	
Teaching Quality	4																	
Leadership	4																	
Initiative	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025														
Build trusting and respectful staff, student and parent relationships			<p>2024 School Attendance data demonstrates a positive trend to indicate growth in attendance rates since 2022-2024.</p> <table border="1" style="margin-left: 20px;"> <caption>Primary Attendance Rates</caption> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="background-color: #0056b3; color: white;">Attendance Rate</th> </tr> <tr> <th style="background-color: #0056b3; color: white;">School</th> <th style="background-color: #0056b3; color: white;">WA Public Schools</th> </tr> </thead> <tbody> <tr> <td style="background-color: #0056b3; color: white;">2022</td> <td style="background-color: #0056b3; color: white;">91.8%</td> <td style="background-color: #0056b3; color: white;">86.6%</td> </tr> <tr> <td style="background-color: #0056b3; color: white;">2023</td> <td style="background-color: #0056b3; color: white;">92.1%</td> <td style="background-color: #0056b3; color: white;">88.9%</td> </tr> <tr> <td style="background-color: #0056b3; color: white;">2024</td> <td style="background-color: #0056b3; color: white;">92.5%</td> <td style="background-color: #0056b3; color: white;">89.4%</td> </tr> </tbody> </table> <p>Hosting the ANZAC Service at the Commonwealth War Graves offsite each year, along with assisting with their Remembrance Day event. School liaising with and attending the Hollywood Private Hospital to assist with their ANZAC Service.</p> <p>In 2024, Pre-primary teacher and Deputy Principal established a new working relationship with Regis and completing relevant training to be onsite in 2025.</p> <p>School held many parent/teacher events including School Interviews, Mother's Day, Father's Day events, parent helpers in classrooms and on excursions, thank you morning tea for all our parent volunteers etc.</p> <p>School developed a RAP team in 2024 and completed the initial School Reconciliation Action Plan.</p>		Attendance Rate		School	WA Public Schools	2022	91.8%	86.6%	2023	92.1%	88.9%	2024	92.5%	89.4%	<p>School has initiated sending home attendance letters to students who are consistently late to school.</p> <p>Maintained positive relationship supporting UWA Pre-Service teachers in completing classroom observations or working with students in small groups to upskill our future teachers.</p> <p>Maintained diverse relationships: UWA, Regis, Hollywood Private Hospital, Ronald McDonald, Crawford Lodge, Nedlands RSL, City of Nedlands.</p> <p>Develop a NAIDOC subcommittee in early 2026 and develop further community partnerships to support school during NAIDOC week.</p> <p>Continue to work through targeted initiatives on RAP plan in 2026.</p>
	Attendance Rate																	
	School	WA Public Schools																
2022	91.8%	86.6%																
2023	92.1%	88.9%																
2024	92.5%	89.4%																
Inform all parents regularly through clear communication			<p>In 2024, HPS implemented Compass for Attendance, Chronicles and commenced utilising the platform for excursions and events.</p> <p>In 2024, administration staff have organised a professional learning session for parents in 2025, to help parents/carers understand how they can utilise Mathematics, Reading Eggs, and Maths Seeds at home.</p>	<p>School continues to utilise Compass, as part of the Kaartdijin program for attendance, behaviour and student information.</p> <p>In 2026, School to utilise Compass for Term Planners and School Events (Visible to either staff, parents or both)</p> <p>Shared communication between administration staff and teaching staff in terms of parent communication.</p>														

			<p>In 2024, new families in Kindy and Pre-primary have had the opportunity to attend an Orientation and Information session to welcome them to the school and visit classrooms.</p> <p>SAER students have the opportunity to complete a transition at the beginning of each school year during the Staff Development Days.</p>	<p>Teachers have consistent communication with parents through Connect, within the same year level.</p> <p>School utilises feedback from parent liaison group each term. For example, adjustments to Reporting across classes.</p>
Establish professional partnerships within and with outside agencies and local groups to enhance the education and wellbeing of students.			<p>In 2024, staff had collaborative session allocated within their DOTT time, to collaboratively plan, analyse data or work on whole school planning initiatives.</p> <p>In 2024/2025, Hollywood Primary School engaged all staff in professional learning provided by Shaping Minds to upskill teacher knowledge around high impact teaching and learning strategies.</p> <p>In 2024, K-2 staff completed Professional Learning with Multi-Lit, to ensure all staff had the knowledge and skills required to implement Pre-Lit and Initial-Lit across the early years.</p> <p>In 2024, HPS developed a working relationship with Gemma Scarparolo (Deputy Head of School of Education -UWA), who has also been invited to be a community representative on our School Board.</p>	<p>Staff continue to receive an additional 35 minutes DOTT, with the expectation they meet weekly in Curriculum Planning Teams. Purpose of meetings is to effectively reduce teacher workload and ensure low variation between classroom for Literacy and Numeracy.</p> <p>School to explore strategic direction following our two-year investment with Shaping Minds. Additional instruction coaching? Teach Well?</p> <p>ECE teachers have joined a new ECE network across the Shenton Network to share best practice.</p>
Early Intervention by establishing partnerships with external agencies			<p>PEAC enrolments.</p> <p>School liaises with external therapists to ensure they can come onsite to provide student's therapy.</p> <p>MiniLit classes – students successfully completing Level 2 to exit the intervention program.</p> <p>2024 MINILIT DATA displayed below in Teaching Quality Domain.</p>	<p>Staff provided positive feedback about SAER referral process and how quickly students are engaged in services and/or teachers are provided assistance with external agencies (SSEN:BE, SSEN:MMH, SEN:SEN, School Psychology Services etc)</p> <p>Continue to upskill staff on utilising ABLEWA assessments, linking to IEPs, BMPs.</p> <p>School staff are provided time to analyse and respond to relevant student data. For example, InitialLit data collected links to students who require intervention: MiniLit.</p>
Strengthen School Board and P&C school partnerships.			<p>School Board Training for all new Board members.</p> <p>Creation of new Induction file by Principal with training modules and notes.</p> <p>Shared Dinner with School Board committee and P&amp;C executive to build trust and relationships.</p>	<p>School to run process in Term 4, 2025 for new parent representatives for School Board in 2026</p>

LEARNING ENVIRONMENT				
Target	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025
The percentage of students who attend regularly (90%) to exceed WA Public School regular attendance.			<p>Sending parents DOE letters for low or at-risk student attendance &lt;80%.</p> <p>Teacher follow-up calls/emails when students absent more than 2 days.</p> <p>HPS Attendance Guidelines 2024</p>	<p>Admin staff to continue partnership with teaching staff to target follow ups through calls, emails and conversations.</p> <p>Address during induction and revisit with existing staff during Communication meetings.</p>
Initiative	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025
Provide a positive, calm and safe environment to cater for every student's social and emotional needs.			<p>In 2024, Stage 1 Installation of our Nature Playground was finalised.</p> <p>School revised the Hollywood Primary School creed at assemblies, seeking staff, student and School Board feedback.</p> <p>Implemented PIVOT surveys to obtain student feedback from Pre-primary through to Year 6.</p> <p>In 2024, Lead Teacher developed a "Parent Guide to Childrens' Mental Health. This document indicates different free services within the school community that parents/carers can access. Was sent to all parents and placed on School Website.</p>	<p>Staff are working in this space to respond to student voice with additions to the environment such as more play resources/equipment in ECE.</p> <p>Analyse Pivot results as part of staff meetings twice per year, identifying themes and action points. Use survey data to inform professional learning priorities and classroom practice.</p> <p>Schedule an induction with the new Chaplain to map their role in supporting student wellbeing.</p>

			Stage 2 and 3 of the Nature Playground was finalised by the beginning of the 2025 school year. This will also assist the school to reach its target to meet further elements within NQS Quality Area 3: Physical Environment.	Audit current implementation of Friendly Schools across classes to ensure consistency. Provide refresher professional learning for staff on the framework. Embed resources into whole-school wellbeing events and classroom activities.										
Identify, support and monitor students with specific educational needs.			<p>PEAC results: 2025 - 7 year 4 students selected 11 year 5 students currently enrolled, 11 year 6 students currently enrolled.</p> <p>SAER policy updates and structured process shared with staff.</p> <p>2024 School Psychology Services Data</p> <table border="1"> <thead> <tr> <th>Request Reason</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>Behaviour</td> <td>4</td> </tr> <tr> <td>Learning</td> <td>9</td> </tr> <tr> <td>Mental Health &amp; Well-Being</td> <td>7</td> </tr> <tr> <td>Other</td> <td>2</td> </tr> </tbody> </table> <p>Student involvement in extra-curricular activities.</p>	Request Reason	Number of students	Behaviour	4	Learning	9	Mental Health & Well-Being	7	Other	2	<p>Develop and implement a school-based identification process (teacher nominations, assessment data, enrichment checklists).</p> <p>Provide professional learning for staff on strategies to challenge and extend high ability students.</p> <p>Continue to group students based on data and review placement each term. Monitor progress using assessment tools (e.g., PAT Provide coaching and peer observation opportunities to strengthen delivery of Daily Review and Spelling Mastery rigour.</p>
Request Reason	Number of students													
Behaviour	4													
Learning	9													
Mental Health & Well-Being	7													
Other	2													
Promote a supportive and collaborative workplace.			<p>In 2024, new staff completed an induction process with admin staff or mentor teacher.</p> <p>In 2024, HPS introduced a new staff handbook that provides information on all aspects of the school.</p> <p>In 2024, staff were provided collaborative time to encourage a reduction to workload as teachers can plan together.</p>	<p>Timetable in Induction for new staff with relevant school leaders and IT appointment with ICT specialist.</p> <p>Assign members to oversee induction for teachers and support staff.</p> <p>Staff Handbook was revised by the Leadership Team and introduced in Term 1, 2025.</p> <p>Revise staff handbook with school staff obtaining specific and targeted feedback at the conclusion of each school year to ensure document can be updated and embedded the following school year.</p> <p>In 2025, teaching staff were allocated an extra 35 minutes DOTT each week for collaborating in their phase of learning team (POLT). Level 3 teachers will be responsible to facilitate these collaborative meetings.</p> <p>Feedback from teachers was overwhelmingly positive as they have found the collaboration time to be effective in facilitating shared planning (reduced workload), low variation curriculum.</p>										

LEADERSHIP				
Initiative	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025
Clearly articulate a shared vision and direction that aligns with the Department's expectations.			School Culture Survey to parents. Strategies and targets for the current BP reflect actions and reflections from ESAT.	<p>Share key outcomes of changes with staff, students, and families to reinforce a culture of improvement.</p> <p>Continue to embed a school-wide focus on acknowledging and rewarding positive behaviour through consistent reinforcement systems (e.g., verbal praise, certificates, recognition at assemblies, visits to Leadership Team). Provide professional learning on positive behaviour management strategies/restorative practice for staff.</p> <p>Increase visibility of KID Values (e.g., posters in classrooms, reference in newsletters, student voice projects).</p>

				Review the current purpose and impact of faction tokens with input from students and staff. Clarify/revisit the system for earning tokens and communicate expectations clearly to students.
Establish opportunities for staff with leadership potential to lead initiatives to enhance student outcomes			Level 3 Teacher – additional time to coordinate Ochre Mathematics for whole school implementation in 2025.  Health & Wellbeing Coordinator – Mental Health and Wellbeing Guidelines being finalised.  Staff presenting strategies and exemplar lessons of Seven Steps writing at SM and SDD including one-one coaching with classes and teachers.  Many opportunities given to staff to take on leadership within the school. Level 3	Map staff expertise across learning areas and formalise opportunities for peer mentoring and coaching.  Monitor and review leadership contributions annually to ensure alignment with school improvement priorities.
Leaders provide guidance and instructional support to enhance learning for all students.			Curriculum Leaders sharing expertise and driving the whole school pedagogies and resources at HPS. - Operational Plans - Ochre Maths documentation for whole school implementation - Spelling Mastery - Science Week - Book week - Peer Coaching, observations, and feedback.	Implement HPS Coaching Framework. Instructional Coach has attended Powerful Partnerships PL
Include students in authentic leadership.			Year 6 Students Leaders in the areas of Student Councillor, Sport Captain, Sustainability, Music, Technologies, Art, Business and Library.  Teacher Pivot Surveys completed by students.	Support student leaders to propose and implement new lunch-time clubs and activities that promote engagement and inclusivity. Continue to assign student leaders with defined roles and responsibilities linked to the school's strategic priorities

USE OF RESOURCES				
Initiative	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025
Target work force planning and physical resources to the Business Plan priorities to meet student needs.			Home Reading books purchased. Class novels purchased for senior years (Can You See Me? By Rebecca Wescott). Operational Plans to include budgeting – which is then discussed and shared at finance committee.	Additional resourcing (reading books) needed in Years 3/4.  Align existing and new resources to programs (e.g. decodable sequenced)
Employ staff with knowledge, skills and experience aligned to our strategic objectives.			Employment of staff with experience and training in programs and resources that align with strategic directions: Shaping Minds, Seven Steps, Lighthouse Maths.	Continue to train new staff members through induction processes, buddy/mentor relationships.
Ensure all staff use Digital Technologies to extend learning and communicate with students, staff and the community.			Implementation of Compass for student attendance, behaviour, and parent communications.  BYOD for years 4-6 students.  OneDrive school and class folders.	School to investigate upgrading iPads.  ICT Leader to implement a review of the Learning Area. Continue to provide clear instructions and resources to assist parents in supporting their child's learning digitally including information sessions from external providers.
Use Student Characteristics and Targeted Initiative funding to assist student learning.			Additional Education Assistants employed to support individual students and classrooms.  Books purchased at year level need.	Reading Spine, cultural books etc,  Read aloud books include Indigenous titles for each phase of learning in 2025.  Continue.
Introduce sustainability practices.			Student Sustainability leaders managing the recycling and watering of the garden weekly.  Bush Schools where students learn about and better understand their local, natural environment.	Provide resources, guidance, and mentoring to ensure projects align with curriculum and school priorities.  Develop clear term plan to increase parent involvement with sustainability practices.  Develop opportunities for family involvement in school events, programs, and classroom activities to foster inclusivity. Provide clear communication channels and orientation sessions for new families to support engagement and connection.

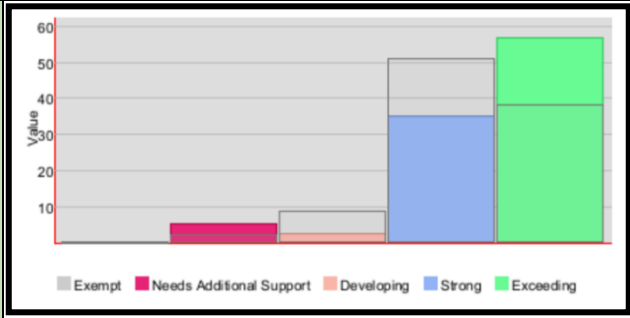
				Continue Early Learning and Junior Phase Bush School. Revisit Senior Years planning.
Ensure the Statement of Expectation underpins the school's strategic planning and self-assessment.			School Board are updated with financial management processes and informed of costs relating to current projects. E.g. Playground and all expenses that has entailed.	Achieved. Continue for new members.

TEACHING QUALITY																				
Targets	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025																
The proportion of Consistently and Often ratings in students' Attitude, Behaviour and Effort assessments will be above 90%.				Revisit Behaviour Support plans and strategies. Use Collaborative time to have conversations around consistent expectation and language.																
All staff will engage with internal and/or external observation and coaching.			Observation lessons integrated with teacher Performance Growth focus: Student Engagement Norms.  All teachers participated in a one-to-one coaching session with Shaping Minds directors/coaches.	Continue final stages of whole school professional learning with Shaping Minds in 2025.  Dates 2025: Term 1 Day Two of SDD Term 2 SDD  Instructional Coach appointed to the school 0.2FTE in 2025 Peer observation to grow.  Continue. Coach to train aspirant coaches and continue to support curriculum development.																
Initiative	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025																
Develop staff knowledge of the cognitive load theory to embed high impact teaching strategies.			Delivery of high-quality teaching and learning through the implementation of a whole school instructional model (Shaping Minds) professional learning in Term 1 and 2 2024.  All teachers participated in an instructional coaching lesson and were provided feedback from the instructional coach from shaping minds.  Professional learning sessions with DP on Seven Steps strategies to support student growth in writing.  Effective implementation of Spelling Mastery from Years 2 - 6 and cross setting of students. 91% of students who participated in Spelling Mastery in 2024, achieved mastery scoring over 80% on the End of Criterion Test.	Revisit routinely to maintain fidelity.  Continue structured opportunities for teachers to observe each other's practice. Spelling Mastery working well and increase in data achievement and progress.  Writing focus: 7 Steps Professional Learning (Years 3-6) T4W in K-2 linking in 7 Steps Language?  InitialLit: Working well and data is pleasing.																
Cater for the learning needs of all students.			Individual Education Plans (IEP) were developed for students with specific learning needs in 2024. Minilit early screening & teaching through small group intervention and ability grouping has successfully been given this year.  <b>MINILIT 2024 STUDENT DATA</b>	Revisit monitoring tool. Possible EAL/D Professional Learning, resources and support.  Routine practices each year. Provide specialist teachers with copies of all handover notes, medical information, and documented plans at the start of each school year. Ensure clear communication of student needs to support continuity of learning and wellbeing.  Valued amongst staff. Provide ongoing professional learning and coaching to maintain fidelity of implementation.  Achieved.  Continue participation in ICAS testing and other national competitions to challenge and extend students. Student voice – children enjoyed.																
			<table border="1"> <thead> <tr> <th>Year Level</th> <th>Completed Level 1 Only</th> <th>Completed Level 2 Only</th> <th>Completed Level 1 and 2</th> </tr> </thead> <tbody> <tr> <td>Pre-primary</td> <td>4 students</td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td>3 students</td> <td></td> <td>5 students</td> </tr> <tr> <td>Year 2</td> <td></td> <td>4 students</td> <td>5 students</td> </tr> </tbody> </table>	Year Level	Completed Level 1 Only	Completed Level 2 Only	Completed Level 1 and 2	Pre-primary	4 students			Year 1	3 students		5 students	Year 2		4 students	5 students	
Year Level	Completed Level 1 Only	Completed Level 2 Only	Completed Level 1 and 2																	
Pre-primary	4 students																			
Year 1	3 students		5 students																	
Year 2		4 students	5 students																	

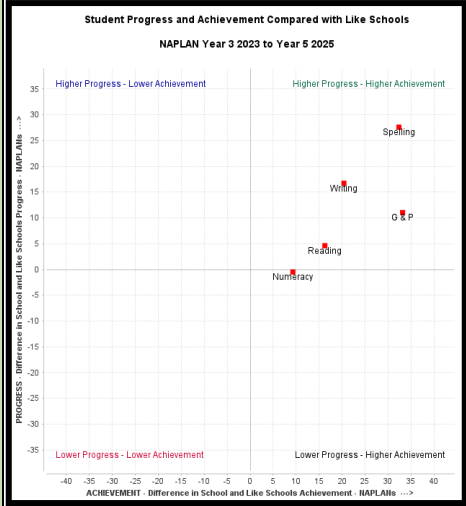
			Year 3		5 students	1 student	Continue involvement.
			<p>Enrichment opportunities were provided for students achieving above their year level. In PEAC courses and ICAS testing, and other national based competitions like Spelling Bee, Maths Olympiads, BEBRAS, Science etc.</p> <p>Three staff members participated in the High potential learners professional learning as a Shenton Network initiative. These teachers received coaching and feedback on their practice.</p>				
Offer specialist learning opportunities to enhance curriculum areas.			<ul style="list-style-type: none"> <li>SC &amp; FG attended Digital Learning Technologies 2 day conference in Term 3 2024.</li> <li>BD attended Health and Wellbeing Conference Term 4 2024.</li> <li>AS attended Kodi Music professional Learning throughout 2024 to become a qualified Music Kodi instructor.</li> </ul> <p>Specialist teaching in Music, French, Physical Education, Digital Technologies and Science. Extra-curricular opportunities through PEAC, Instrumental Music (IMSS), Choir, and before and after school clubs.</p> <p>Students competed in interschool sporting opportunities.</p> <p>Senior students attended Shenton College transition days.</p>				<p>Achieved.</p> <p>Digital Technologies needs development through Professional Learning.</p>
Embed professional learning to build staff capability.			<p>Development of a pedagogical Instructional Framework that embraces the intent of the Department's Quality Teaching Strategy.</p> <p>All staff engaged in PL linked to the school's priorities – Shaping Minds PL for a two-year staged implementation plan.</p> <p>Staff engaging in Professional Learning Communities (PLC's) to analyse student data and collaboratively planned for enhanced student learning in collab sessions, staff meetings and on PL days in 2024.</p> <p>Some teachers used the Australian Institute for Teaching and School Leadership (AITSL) survey to develop performance growth goals.</p>				<p>Second year of implementation of the Shaping Minds PL which is part of the two-year staged implementation plan.</p> <p>Common collab times created in 2025 for all year level teachers on the same day as additional time to DOTT time for planning and data interrogation.</p> <p>Our Instructional Model is well ingrained across classes K-6. Staff receive coaching to refine and build on their practice, observe modelled lessons and plan and deliver team teaching. Provide coaching and observation cycles to support teachers in implementing the model with fidelity.</p> <p>Continue to track teacher growth against the standards to inform professional learning and coaching.</p>
Prioritise early childhood education to build strong foundations in social and emotional wellbeing, literacy and numeracy.			<p>Students participated in evidence-based learning of literacy and numeracy in K – 2.</p> <p>Students were guided to participate in purposeful play experiences to interact creatively and develop oral language and social skills in learning based classroom activities in K – 2.</p> <p>Staff implemented the Early Years Learning Framework (EYLF), Kindergarten Guidelines and National Quality Standards (NQS) to connect with families and the community to extend and enrich students' learning, development and wellbeing.</p>				<p>In 2025 the school implemented literacy evidence-based programmes in Pre-Lit and Initial Lit.</p> <p>Further work on Numeracy required.</p> <p>Continue across all year levels.</p> <p>Network opportunities growing. HPS to host network schools' visit.</p>
Health and Well-Being							Continue Be You Survey Revisit.

**6. STUDENT ACHIEVEMENT & PROGRESS**

Targets	2024	2025	Achievements/ Evidence/Feedback	Notes/Planned actions from review 2025																		
Student achievement in all NAPLAN domains will meet or exceed WA Like Schools.			<table border="1"> <thead> <tr> <th>2024 Year 3</th> <th>HPS</th> <th>Like School</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>448</td> <td>451</td> </tr> <tr> <td>Reading</td> <td>454</td> <td>455</td> </tr> <tr> <td>Spelling</td> <td>443</td> <td>446</td> </tr> <tr> <td>G&amp;P</td> <td>485</td> <td>465</td> </tr> <tr> <td>Writing</td> <td>461</td> <td>461</td> </tr> </tbody> </table>	2024 Year 3	HPS	Like School	Numeracy	448	451	Reading	454	455	Spelling	443	446	G&P	485	465	Writing	461	461	<p>Investigate development of a HPS Scope and Sequence aligned with revised WA Curriculum and Ochre.</p> <p>Develop formal processes for whole school Mathematics intervention.</p> <p>Use Westwood data (addition and subtraction) to identify students requiring targeted support. Ensure early identification of students to prevent gaps from widening.</p> <p>Maintain.</p> <p>Maintain.</p> <p>Target areas identified for whole-school improvement</p>
			2024 Year 3	HPS	Like School																	
			Numeracy	448	451																	
			Reading	454	455																	
			Spelling	443	446																	
			G&P	485	465																	
			Writing	461	461																	
			<table border="1"> <thead> <tr> <th>2024 Year 5</th> <th>HPS</th> <th>Like School</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>549</td> <td>550</td> </tr> <tr> <td>Reading</td> <td>550</td> <td>542</td> </tr> <tr> <td>Spelling</td> <td>546</td> <td>533</td> </tr> <tr> <td>G&amp;P</td> <td>613</td> <td>559</td> </tr> <tr> <td>Writing</td> <td>541</td> <td>533</td> </tr> </tbody> </table>	2024 Year 5	HPS	Like School	Numeracy	549	550	Reading	550	542	Spelling	546	533	G&P	613	559	Writing	541	533	
			2024 Year 5	HPS	Like School																	
			Numeracy	549	550																	
			Reading	550	542																	
			Spelling	546	533																	
			G&P	613	559																	
			Writing	541	533																	
			<table border="1"> <thead> <tr> <th>2025 Year 3</th> <th>HPS</th> <th>Like School</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>467</td> <td>453</td> </tr> <tr> <td>Reading</td> <td>451</td> <td>452</td> </tr> <tr> <td>Spelling</td> <td>456</td> <td>447</td> </tr> <tr> <td>G&amp;P</td> <td>483</td> <td>469</td> </tr> <tr> <td>Writing</td> <td>450</td> <td>449</td> </tr> </tbody> </table>	2025 Year 3	HPS	Like School	Numeracy	467	453	Reading	451	452	Spelling	456	447	G&P	483	469	Writing	450	449	
			2025 Year 3	HPS	Like School																	
			Numeracy	467	453																	
			Reading	451	452																	
Spelling	456	447																				
G&P	483	469																				
Writing	450	449																				
<table border="1"> <thead> <tr> <th>2025 Year 5</th> <th>HPS</th> <th>Like School</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>555</td> <td>555</td> </tr> <tr> <td>Reading</td> <td>549</td> <td>540</td> </tr> <tr> <td>Spelling</td> <td>563</td> <td>537</td> </tr> <tr> <td>G&amp;P</td> <td>590</td> <td>568</td> </tr> <tr> <td>Writing</td> <td>541</td> <td>526</td> </tr> </tbody> </table>	2025 Year 5	HPS	Like School	Numeracy	555	555	Reading	549	540	Spelling	563	537	G&P	590	568	Writing	541	526				
2025 Year 5	HPS	Like School																				
Numeracy	555	555																				
Reading	549	540																				
Spelling	563	537																				
G&P	590	568																				
Writing	541	526																				
The mean progress of the Year 3 and Year 5 stable cohort in all NAPLAN domains will meet or exceed that of WA Like Schools.			<p><b>PP 2022 On-Entry to Year 3 2025 NAPLAN progress: Numeracy (stable cohort)</b></p>	<p>Review current writing programs and ensure consistent delivery, language, and processes across Years 3–5. Include SRA Writing Essentials (Yr 6)</p> <p>Extracurricular opportunities e.g. maths Exploders, Spelling Bee, Bebras.</p> <p>Explore and formalise similar support structures for Year 4–6 students, aligned with literacy needs and assessment data.</p> <p>Track student progress over time, not just achievement levels, to ensure ongoing growth for high potential students.</p>																		
			<p><b>PP 2022 On-Entry to Year 3 2025 NAPLAN progress: Reading (stable cohort)</b></p>																			



**Year 3 2023 to Year 5 2025 NAPLAN progress**



Students will show year on year progress in PAT Reading and Maths.

**PAT Reading 2024 Progress (Stable Cohort)**

Year	HPS	Australia
3	14	12
4	8	8
5	-0.1	5

**PAT Reading 2025 Progress (Stable Cohort)**

Year	HPS	Australia
3	11	12
4	9	8
5	4	5
6	6	3

Increase moderation of student work using written assessment tasks as well as online tools to ensure consistency of teacher judgements.

Triangulate Brightpath Maths and Writing data with NAPLAN and PAT results to identify gaps.

Provide professional learning for new staff to ensure fidelity of implementation and regular progress monitoring. Review program effectiveness through teacher observation, assessment data, and student progress.

Maintain these expectations.

Continue implementation of Ochre Mathematics with structured sequencing, planning, and Daily Reviews.

Initiative	2024	2025	Achievements/Evidence/Feedback	Notes/Planned actions from review 2025
Develop and embed high impact teaching pedagogy theory and practice across the school			<p>All teaching staff completed a Shaping Minds lesson observation followed by the instructional coach observing and giving feedback on the teacher's Daily Review.</p> <p>Shaping Minds Professional Learning provided over two years.</p> <p>School has commenced developing their own HPS Instructional Guide.</p>	<p>Continue to implement Shaping Minds lesson observations for all teaching staff, followed by feedback sessions with the Instructional Coach focusing on the Daily Review as well as general observations from the Leadership Team.</p> <p>Engage staff in reviewing drafts to ensure the guide reflects collective expertise and best practice. Continue to use the guide as a reference in coaching sessions, staff induction, and professional learning.</p>
Implement a consistent whole school approach to curriculum planning and student assessment.			<p>Whole school approach to Spelling implemented in 2024.</p> <p>Whole school approach to teaching Phonological and Phonemic Awareness skills from Kindy-Year 2.</p> <p>Assessment schedule utilised by all teachers in 2024 to streamline assessment processes across the school.</p> <p>Teachers were allocated collaborative DOTT to plan and moderate with colleagues.</p>	<p>Embed ongoing data conversations into team meetings, linking assessment results directly to teaching practice.</p> <p>Continue to allocate resourcing (time, staffing, PL) towards strategies with the strongest evidence of impact.</p> <p>Schedule opportunities for curriculum leaders to share key changes with staff through PL sessions and staff meetings.</p> <p>Revisit induction process for 2026.</p> <p>Address issues of grade clumping by reviewing evidence and aligning judgements to achievement standards.</p> <p>Continue to empower Curriculum Committees to lead discussions, document actions, and monitor follow-through. When reviewing resources and programs, require Curriculum Committees to provide evidence-based justifications for continuation or discontinuation.</p>
Support EALD student achievement and progress.			<p>Staff utilised EAL/D Progress Maps to report on students who were below the year level expectation in English.</p>	<p>Ongoing. Due to higher enrolment numbers of students with EAL/D status, an EAL/D leadership opportunity exists.</p> <p>Build staff capacity by incorporating EAL/D strategies into professional learning meetings and collaborative planning sessions.</p>

## **FUTURE DIRECTIONS: Where to next?**

### **Affirmations:**

- Greater consistency in lesson design and use of reviews in English and Maths that support mastery.
- Supporting staff with the implementation of whole school programmes through targeted professional learning to enable consistency in Spelling Mastery, InitialLit, Seven Steps to Writing Success, Ochre Maths and Friendly Schools Plus.
- Early years intervention programme, MiniLit Sage, utilised successfully from Pre-primary through to Year 2. These students are identified through InitialLit data collection.
- School has demonstrated considerable improvement in Year 5 NAPLAN Spelling Data, attributed to consistency of spelling instruction utilising Spelling Mastery from Years 3 – 6.
- Staff had the opportunity to engage with the school's Instructional Coach, to further enhance high impact teaching strategies within the classroom and reflect on their own teaching practice.
- School has an increased number of teacher leaders within the school (Level 3 teachers, Senior teachers, Level 1 and 2).
- NSOS survey completed with student in 2025, demonstrated that a high number of students had leaderships roles and were engaged in extracurricular activities provided at a school level (Bebras competition, Choir, ICAS, Before school basketball, chess club etc).

### **Recommendations:**

- Continue to develop and enhance our Hollywood Primary School Instructional Guidelines.
- Embed our Instructional Coaching Model throughout the school, facilitated and supported by the school's Instructional Coach, who is employed 0.2 FTE.
- All staff and School Board members to actively participate in the monitoring and review of the Hollywood Primary School Business Plan and Strategic Direction from 2024-2027.
- Maintain a strong focus on whole-school writing programs, ensuring consistency in delivery. Provide further professional learning opportunities to staff on Seven Steps to Writing Success.
- School to unpack 'Aspirations for all 2026' to ensure the Department's Strategic Direction is embedded into the school's strategic plans.
- New staff members to be provided professional learning of whole-school programmes, included as part of their teacher induction and performance growth process.
- School to continue refine our Positive Behaviour Management Guidelines to ensure there is consistency of expectations across the school.
- School to engage with a Speech and Language Consultant from the West Coast Language Development Centre to develop further consistency of vocabulary instruction and low variation between classes at the same year level.
- Mental Maths fluency and mastery will be a priority in 2026. All Teachers and Education Assistants will attend an out of school Professional Learning with Dr Brian Poncy to improve their knowledge and understanding of improving fact fluency through the M.I.N.D programme.

# FINANCIAL INFORMATION

<b>ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>299,108</b>	<b>299,108</b>
<b>Carry Forward (Salary):</b>	<b>188,285</b>	<b>188,285</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,429,976	4,429,976
Locally Raised Funds:	376,451	376,829
<b>Total Funds:</b>	<b>5,293,821</b>	<b>5,294,199</b>
<b>EXPENDITURE</b>		
Salaries:	3,788,442	3,788,442
Goods and Services (Cash):	1,224,483	1,055,754
<b>Total Expenditure:</b>	<b>5,012,926</b>	<b>4,844,196</b>
<b>VARIANCE:</b>	<b>280,896</b>	<b>450,003</b>
<b>INCOME - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>299,108</b>	<b>299,108</b>
<b>Carry Forward (Salary)</b>	<b>188,285</b>	<b>188,285</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	3,111,308	3,111,308
School and Student Characteristics	863,558	863,558
Disability Adjustments	(5,429)	(5,429)
Targeted Initiatives	355,891	355,891
Operational Response Allocation	43,219	43,219
<b>Total Funds:</b>	<b>4,368,547</b>	<b>4,368,547</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(288,571)	(288,571)
School Transfers - Cash	350,000	350,000
Department Adjustments	0	0
<b>Total Funds:</b>	<b>61,429</b>	<b>61,429</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	19,579	20,160
Charges and Fees	88,564	86,836
Fees from Facilities Hire	80,113	79,673
Fundraising/Donations/Sponsorships	74,861	76,704
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	1,120	1,120
Other Revenues	94,750	94,870
Transfer from Reserve or DGR	17,465	17,465
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>376,452</b>	<b>376,828</b>
<b>TOTAL</b>	<b>5,293,821</b>	<b>5,294,197</b>

<b>EXPENDITURE - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>SALARIES</b>		
Appointed Staff	3,492,608	3,492,608
New Appointments	0	0
Casual Payments	294,340	294,340
Other Salary Expenditure	1,495	1,495
<b>Total Funds:</b>	<b>3,788,443</b>	<b>3,788,443</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	48,029	38,948
Lease Payments	407	407
Utilities, Facilities and Maintenance	236,339	167,181
Buildings, Property and Equipment	607,703	263,964
Curriculum and Student Services	192,042	160,634
Professional Development	28,500	15,152
Transfer to Reserve	32,766	332,766
Other Expenditure	28,396	26,905
Payment to CO, Regional Office and Other schools	50,301	49,796
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
<b>Total Funds:</b>	<b>1,224,483</b>	<b>1,055,753</b>
<b>TOTAL</b>	<b>5,012,926</b>	<b>4,844,196</b>

# GLOSSARY

AEDC – Australian Early Development Census  
AITSL – Australian Institute for Teaching and School Leadership  
BEBRAS – Bebras Computational Thinking Challenge  
BYOD – Bring Your Own Device  
DOTT – Duties Other Than Teaching  
EAL/D – English as an Additional Language or Dialect  
ECE – Early Childhood Education  
ESAT – Electronic Self-Assessment Tool  
HPS – Hollywood Primary School  
ICAS – International Competitions and Assessments for Schools  
IEP – Individual Education Plan  
ICSEA – Index of Community Socio-Educational Advantage  
IMSS – Instrumental Music School Services  
LBOTE – Language Background Other Than English  
LOTE – Languages Other Than English  
NAIDOC – National Aborigines and Islanders Day Observance Committee  
NAPLAN – National Assessment Program – Literacy and Numeracy  
NSOS – National School Opinion Survey  
NQS – National Quality Standard  
PAT – Progressive Achievement Tests  
PEAC – Primary Extension and Challenge  
POLT – Phases of Learning Teams  
RAP – Reconciliation Action Plan  
SAER – Students at Educational Risk  
SCSA – School Curriculum and Standards Authority  
SDD – School Development Day  
SEL – Social and Emotional Learning  
SSEN – School of Special Education Needs



### ENDORSEMENT

As members of the school and community, we hereby endorse the Hollywood Primary School 2025 Annual Report.



---

**Mrs Janine Bersan**  
Principal



---

**Dr Lainie Gara**  
School Board Chair