



“Soaring to new heights in excellence through unity”

2024 Annual Report



Dianella Heights Primary School
Independent Public School

DIANELLA HEIGHTS PRIMARY SCHOOL



SCHOOL VISION, MISSION, MOTTO AND VALUES DHPS BUSINESS PLAN 2022-2025

SCHOOL VISION

"Soaring to new heights in excellence through unity"

SCHOOL MISSION STATEMENT

We empower our DHPS community to aspire to a future of limitless opportunities, ignite a passion to learn together and achieve new heights.

SCHOOL MOTTO

Aspire, Learn, Achieve

SCHOOL VALUES

<i>Aspire</i>	<i>Learn</i>	<i>Achieve</i>
Respect	Responsibility	Resilience
Excellence	Integrity	Creativity
Unity	Honesty	Kindness

OVERARCHING VALUES STATEMENTS

We aspire to respect, developing excellence through unity

We learn responsibility through integrity and honesty

We achieve resilience balanced by creativity and kindness



Dianella Heights Primary School
Independent Public School



PRINCIPAL'S ADDRESS

I am honoured to be the Principal of Dianella Heights Primary School during the 60th Anniversary celebrations. Since the school's opening in 1964 there have been approximately 8 principals, 400 staff, and a rise in student numbers from 100 to 460.

Times have certainly changed and so have the "tools of the trade." From blackboards to whiteboards and now to electronic touch-screen panels, not to mention the resources the students and staff use daily, such as computers, robots, and Artificial Intelligence.

Since my appointment in 2018, the journey has been one of excitement, achievement, resilience, and a strong feeling of community and connectedness. The history of a school is created by many, and I would like to acknowledge the past principals and staff for their contribution.

Today we have 19 classrooms, 1 principal, 2 deputies, 37 teachers, 8 education assistants, and 11 non-teaching staff making a total of 59 staff. The school enrolment fluctuates between 460 and 480.

I wish the school all the very best and success in the future and look forward to attending the next milestone!

Our school is set deeply in many traditions that are focused on student academic, social and physical achievement. Based on strong virtues and values. In 2018 we introduced our new vision "*Soaring to new heights in excellence through unity,*" making things better together. The consultation included the school community. I am proud of our vision and the inspiration it provides to us all.

I would like to acknowledge our volunteers, our P&C and our School Board who are essential partners in navigating our school, providing strong governance and assistance with many projects such as playgrounds, various works and resources that will future proof our school.

Dianella Heights Primary School has an outstanding reputation within the wider educational community for academic excellence and recognition of our school culture of continuous self-improvement. Our staff are highly trained and have a genuine love of their craft and the drive to make every student in their charge successful.

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

We continued to implement our 2022-2025 Business Plan (developed in consultation with the school community) and focus on collective teacher efficacy that led to delivering another exemplary year where our students were presented with high quality teaching and educational programs. The school has developed over 25 partnerships with external organisations, enhancing the quality of the educational program we provide. We are proud of our membership with the Swan West Network, one of the biggest educational Networks in the state, comprising of 18 schools within the North Metropolitan Educational Region. As the Network Principal I would like to highlight the two key achievements over the recent years. Our staff have been leaders within the 7 Sub-Networks and enabled the establishment of cluster school to enhance the transition from Primary School to High School. Our partnership with Elastik enables our teachers to focus on identified learning gaps and give parents a clearer understanding of their children's progress.

This Annual Report provides the community and the Executive, Western Australian Department of Education, with important information about the achievements of our school in 2024 as an Independent Public School, and the analysis and interrogation of data that will inform continual improvement. Copies of the report will be made available to:

- The school community
- All members of the Board and P&C Association
- The Department of Education.

5. Partner with families, communities, and agencies to support the engagement of every student.
6. Use evidence to drive decision-making at all levels of the system.

The report is a requirement of the Department, but more importantly provides an essential mechanism for us to address our governance and accountability responsibilities, linked to continuous school improvement.

The report has been endorsed by the Principal and the Chairperson of the School Board to acknowledge that this is a true and accurate account of the school's operations during 2024 and meets State and Commonwealth requirements as outlined in the Statement of Expectations.

This report is designed to provide a summary of key information and reflections on the performance of Dianella Heights Primary School and identifies the school's progress and areas to be addressed, resulting in future recommendations to achieve the Key Performance indicators aligned with our Business Plan 2022-2025.

Our Business Plan continues to be a major focus, and the Research Based Framework is used as our strategic foundation for continuous school improvement. In 2021 we used the data gathered from the Diagnostic Inventory of School Alignment community survey and various macro academic assessments to develop our future direction. In 2025, we will review the current Business Plan against the key Performance indicators and commence our community consultation program to formulate the future directions of our school. This will culminate in the development of the new Business Plan 2026-2029.

Our strategic planning is underpinned by the Department of Education's future Focus areas:

1. Provide every student with a pathway to a successful future.
2. Strengthen support for teaching and learning excellence in every classroom.
3. Build the capacity of our principals, our teachers, and our allied professionals.
4. Support increased school autonomy within a unified public school system.

I would like to thank our professional and committed staff who work tirelessly during instructional and preparation time to deliver the best possible educational program, guided by our Vision and Values.

Our strong partnerships with parents, community and professional organisations continue to develop and strengthen our high expectations for student and school outcomes.

We look forward to a bright future and a culture focused on academic and civic excellence, built on a strong foundation of tradition, exemplary teaching and learning practices, community partnerships and mutual understanding.

Together, we *“soar to new heights in excellence through unity.”*



Peter Jakimowicz
Principal
March 2025



Lorinda Mortimer
School Board Chairperson
March 2025



2024 Year 6 Graduation at the Lake Karrinyup Country Club

ENGLISH AND MATHEMATICS CURRICULUM AND ASSESSMENT

ENGLISH

In 2024, Dianella Heights Primary School (DHPS) maintained its focus on excellence in the English Learning Area (LA) through our evidence-based, school-wide curriculum. This curriculum is supported by our Teaching and Learning Handbook, as well as our K-2 and 3-6 Assessment Timelines, which are regularly updated and improved based on the latest educational research and practices.

Targeted Professional Learning (PL), as well as instructional coaching, support our well-established whole-school English curriculum. Whole-school data indicated a need to further develop Writing, and Reading Comprehension, making these areas our focus for the year. In 2024, PL covered several key areas, including The Science of Reading and Text-Based Reading Units, which were developed through informative sessions and collaborative teacher efforts. We also focused on Talk for Writing Planning and Implementation with Susie Hillard from Dyslexia - SPELD Foundation (DSF), refining the K-6 vocabulary scope and sequence, and utilising Elastik and its Writemark tool. Additionally, other areas within our English Curriculum were addressed through PL as needs arose. In Term 4, teachers reviewed the 'Assessment Timeline' and 'Talk for Writing scope and sequence', in which feedback, supported by evidence, was given, regarding strengths and possible areas of improvement. This collaborative process allowed us to make small, impactful adjustments to our curriculum.

To support the ongoing professional development of our staff and achieve the best outcomes for our students, DHPS prioritises instructional coaching. As in previous years, classroom teachers engaged in positive and supportive instructional coaching sessions, focusing on explicit direct instruction pedagogy, and lesson design and delivery. A total of 23 formal instructional coaching sessions were conducted in 2024 in the English LA. Graduate and newer teaching staff received multiple sessions for additional support. In 2024, DHPS was approached by the Targeted Teaching Program

Coordinator from the Kimberley Schools Project (KSP) to observe our staff demonstrating high impact teaching. This initiative aimed to assist with PL and instructional coaching on explicit instruction and daily reviews for teachers across the Kimberley. We received exceptionally positive feedback following their visit to DHPS, we look forward to continuing our partnership with the KSP. To ensure continual improvement of the coaching process, the school's Teacher Development Coach attended a collaborative school visit at Sacred Heart PS, a showcase Talk for Writing school, and a one-day Evidence-Based Reading Instruction PL at Edith Cowan University with Associate Professor Lorraine Hammond AM, Professor Pamela Snow, Emily Hanford and Professor Tanya Serry.

Throughout 2024, DHPS engaged students in a variety of events within the English LA. These included: Spellathon (PP-Year 6), Book Week, Fairy Tale Day Incursion for K-PP students, Spelling Bee (Year 1-6) and the Premier's Reading Challenge. The school's P&C also held several second-hand book sales, to raise funds for the school. As in previous years, students thoroughly enjoyed dressing up and sharing their favourite books during Book Week, as well as the challenges of Spellathon, the Spelling Bee, and the Premier's Reading Challenge. To promote reading for enjoyment, the whole school engaged in Read Alouds over the PA each term, read by different staff members. These events were supported by the school's English Committee, which includes teachers from Kindergarten, Pre-primary, Year 2, Year 3, Year 4, Year 6, the EAL/D teacher, the school's Library Officer and the Curriculum Coordinator / Teacher Development Coach. The English Committee meets once a term, to discuss and advance the school's priority areas and events.



Spelling results continue to be strong across Years 1 to 6 at DHPS, with 2024 NAPLAN data reflecting the annual progress we have come to expect from utilising an evidence-based program like Spelling Mastery. Spellathon remains the school's most successful fundraiser, providing a fun challenge for students. With the generous support of our parents and wider community, this event raised \$8,129.35. These funds enabled the school to purchase a full set of non-fiction decodable readers for our Pre-primary class, picture books and class sets of novels for our Text Based Reading Units, reading comprehension resource books for teachers, as well as flip chart boards and pads for every classroom to be utilised during Talk for Writing lessons.

Once again, our students were invited to participate in the Premier's Reading Challenge. This initiative encourages all students from Kindergarten to Year 10 to embark on a 'four-month voyage through the enchanting world of books'. Our students joined thousands of others across Western Australia to login online and record their reading achievements. Students who read the highest number of books from each year level were awarded a certificate recognising their love of, and commitment to reading.

The annual Spelling Bee competitions took place in Term 3, with an impressive number of students participating this year, demonstrating their enthusiasm for the event. We were delighted by the high level of spelling skills and enjoyed watching each student give their best effort. Every participant received a Certificate of Participation, and medals were presented to students from each year level who placed first, second and third.



In 2025, DHPS will continue to prioritise teacher PL, with a focus on Writing, Reading Comprehension and classroom management. Two classroom management sessions will be delivered to all staff on the first Staff Development Day of the year, using the Australian Education Research Organisation (AERO)'s foundational classroom management resources. Additionally, a session on *The Writing Revolution* will be provided to all teachers, focusing on embedding evidence-based sentence level strategies into our teaching. The school will continue to fund new teachers, or those needing refresher training from PP-Year 2, to attend 4-day training in our evidence-based, data-supported, phonics program, Sounds-Write, through DSF. Similarly, new teachers, or those requiring refresher training from PP-Year 6 will be funded to attend 2-day or 1-day training in our writing program, Talk for Writing, through DSF. Dianella Heights Primary School will also maintain the use of school-wide Home Reading Journals, to encourage and support daily reading for enjoyment. We aim to continue supporting other Western Australian schools by welcoming school leaders and teachers into our classrooms, promoting high-impact, data-driven and evidence-based teaching practices.



MATHEMATICS

In 2024, DHPS continued its dedication to improving student outcomes and teacher effectiveness within the mathematics learning area. Ongoing PL on high-impact teaching strategies and maintaining a cohesive school-wide approach to lesson design, ensured the delivery of high-quality mathematics instruction. The math curriculum is also supported by our Teaching and Learning Handbook and our K-2 and 3-6 Assessment Timelines

Dianella Heights Primary School is committed to a data-driven approach; our learning programs are informed by student assessment and an analysis of data to inform future lesson delivery. We continue to use the Progressive Achievement Test (PAT) and NAPLAN results to obtain a deeper understanding of students' knowledge in numeracy. This data is uploaded to Elastik to analyse student results and provide teachers with learning gap insights. This data allows staff to identify areas of improvement and inform teaching and learning programs across all year levels.

After much research a decision was made to implement a new math program, Oxford Maths, from Year 1 to 6. This program effectively caters for differentiation and extension opportunities for students. In addition, DHPS has a strong focus on developing a whole school approach to solving word problems. All classes deliver a hands-on, problem-solving lesson once per week using an array of concrete manipulatives. To facilitate this the school purchased 'Check the Clues' resource books by Dr. Paul Swan, a leading West Australian mathematics educator. This resource supports teachers to develop the problem-solving skills of their students and facilitate small group collaboration.



In addition, Narelle Rice, a colleague of Dr. Paul Swan, delivered a high-quality, two-hour PL to enrich our staff's knowledge and ability to implement effective problem-solving lessons to our students. She provided an opportunity for staff to actively create well-structured questions that align with the bar model, a diagrammatic strategy used for problem solving.

Selected students in Years 3-6 participated in the Mathematical Association of Western Australia's 'Have Sum Fun Online' competition. This competition is designed to foster mathematical problem solving for students across Australia, which aligns with our whole school focus. Dianella Heights Primary school is proud to have had 3 teams finish in the top three of their year levels, with our Year 6 team finishing first in the state.



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

Early in Term 1 students were assessed to determine their eligibility to access the EALD support program. In close collaboration with classroom teachers, using the EALD progress maps as both an assessment and planning tool, programs were created for groups of students within each classroom. The programs aligned with the content taught in class to give our EALD learners further exposure to concepts being covered thereby consolidating student learning.

In the Early Childhood Education (ECE) setting, small group learning sessions focussed on building the students' Standard Australian English (SAE) proficiency in oral language. Instruction occurred weekly and incorporated concrete materials and games. These sessions focussed on building oral language and vocabulary whilst providing immediate and targeted feedback. A focus on literal and inferential comprehension was taught through book shares and sequencing tasks. The Colourful Semantics icons were used extensively as a visual prompt and teaching tool to build the students' expressive sentence complexity and grammar competency.



In the junior primary setting, small group sessions focussed on building SAE proficiency in writing, with an explicit focus on grammar and punctuation. In collaboration with classroom teachers, writing sessions built on and extended the content students were learning in class. These sessions included clear learning intentions, success criteria and targeted feedback at point of need. Feedback from classroom teachers through a survey indicated that the students benefited from having the focus in EALD sessions link

directly to the classroom literacy focus. This provided the students multiple opportunities to embed key concepts.

Our whole school goal was to build knowledge and understanding across the school and wider community regarding the role of the EALD program. Regular articles and photos in the school newsletter informed parents what the students were learning, and incorporated ideas that could be utilised at home. The students also created a welcome display for the front office highlighting how they say 'hello' in their home language along with their country's flag.



2024 NAPLAN AND PAT TESTING (Elastik Data)

In 2024, the school again conducted testing of all students in Years 1-6 using online PAT (Progressive Achievement Test). These tests are produced by The Australian Council for Educational Research. This provides us with another set of summative data to support the ongoing formative assessments carried out by our teachers. The school tested all pupils, Years 1-6, in the following PAT areas:

- Reading Comprehension
- Numeracy
- Writing (Elastik Writemark)
- Science

Science PAT testing is conducted to measure the effectiveness of our Specialist Science Program. Data will be compared with 2023 PAT results to determine value adding.

The data collected during the September/October testing cycle formed an important part of a variety of data sets for measuring teacher value-adding in 2024. By using the nationally norm-referenced PAT testing, in conjunction with ongoing formative assessments, we can identify students at risk and clearly identify individual student progress along the learning continuum. This approach allows us to make informed decisions about the teaching and learning required for each student and assists us to measure the effectiveness of our teaching and intervention programs.

The school engages the service of data analysis company, Elastik, which assists us with analysing student data, comparing test scores against means and, ultimately, enhancing student progression and learning outcomes.

The school community can be proud of the achievements of our students. This improvement has been a result of: extensive processes to interrogate a range of assessment data; implementation of evidenced-based teaching and assessment; our whole school intervention program; and our structures to support collaborative processes for our teachers.

2024 NAPLAN RESULTS

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

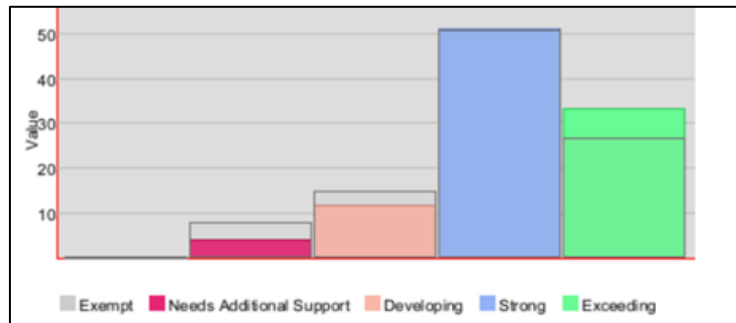
	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	442	447	447	451	452
Year 5	500	485	520	517	520

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

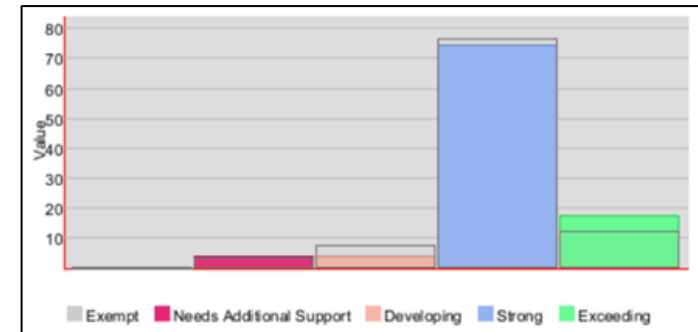
	2023	2024			
Compare to	<input type="radio"/> Students with similar background		<input checked="" type="radio"/> All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	442	447	447	451	452
Year 5	500	485	520	517	520

Year 3

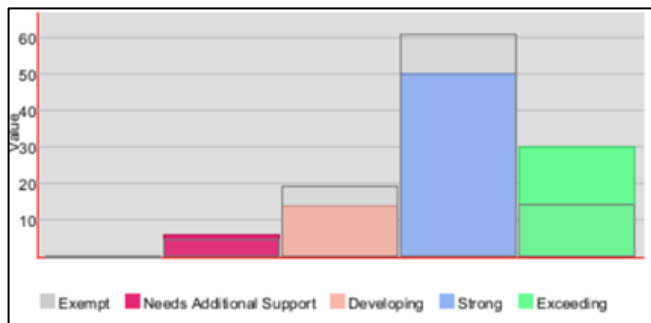
Cohort: Year 3 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Reading Proficiency
All students



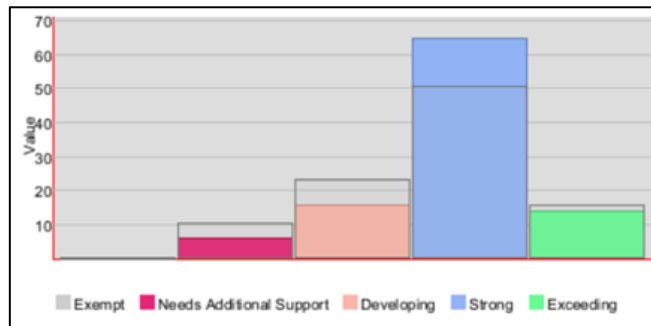
Cohort: Year 3 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Writing Proficiency
All students



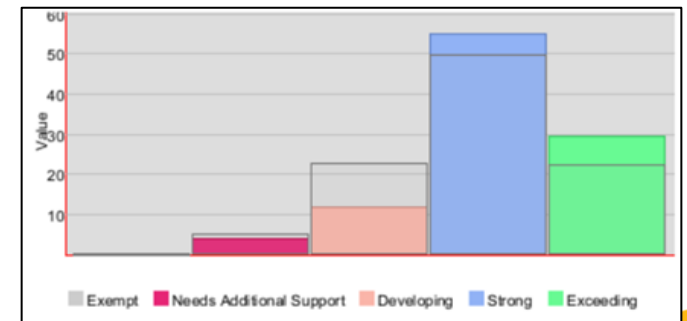
Cohort: Year 3 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Numeracy Proficiency
All students



Cohort: Year 3 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Grammar Proficiency
All students

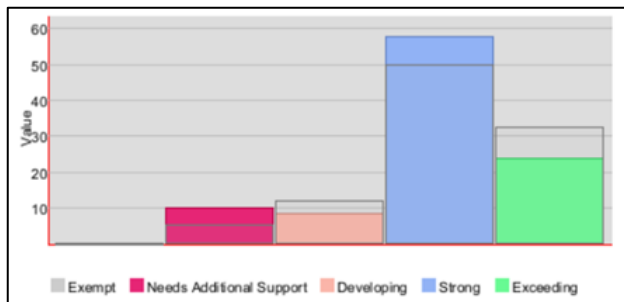


Cohort: Year 3 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Spelling Proficiency
All students



Year 5

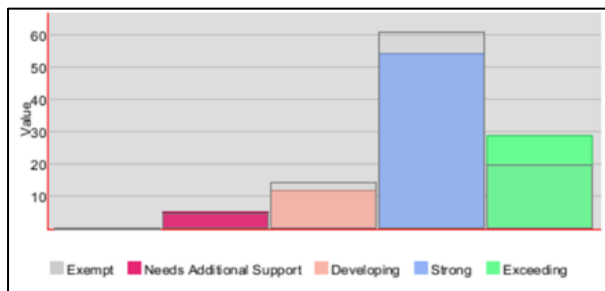
Cohort: Year 5 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Reading Proficiency
All students



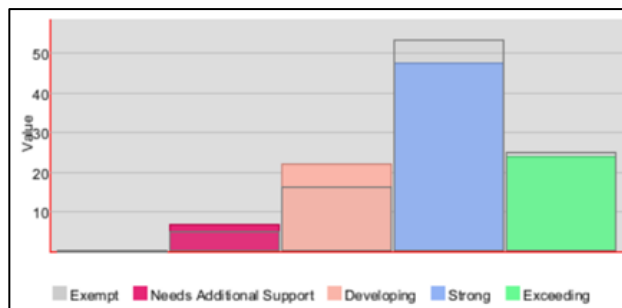
Cohort: Year 5 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Writing Proficiency
All students



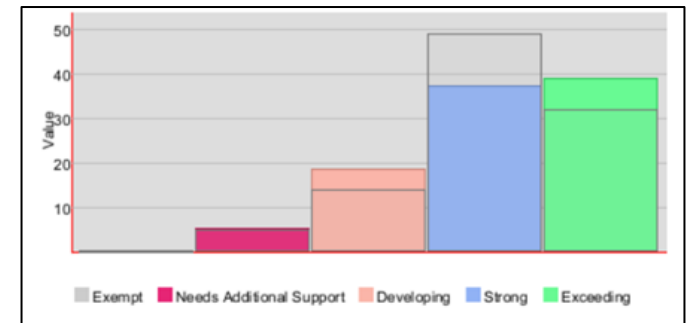
Cohort: Year 5 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Numeracy Proficiency
All students



Cohort: Year 5 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Grammar Proficiency
All students



Cohort: Year 5 DIANELLA HEIGHTS PRIMARY SCHOOL Reporting Period: 2024
Spelling Proficiency
All students



VALUES AND PASTORAL CARE AT DHPS

In 2024, DHPS continued to implement our school Values program and incorporated the Australia wide Aussie of the Month Program. Aussie of the Month is a primary school civics recognition program run by the same network that presents the prestigious Australian of the Year awards. As well as in-class education activities and language focussing on the school's 9 values, staff selected deserving students to receive the prestigious Aussie of the Month Award. This program acknowledges outstanding citizenship and student commitment to our vision and values. As part of the Aussie of the Month program, we were also privileged to be addressed by 2023 Australian of the Year Local Hero, James (Jimmy) Murphy founder of the Town Team Movement, a social enterprise dedicated to improving local communities.

During his visit, Jimmy spoke to the students about the different superheroes who make local communities better. Jimmy presented awards to two of our students and commended them for their contribution to the school's core values of kindness, respect and integrity. Jimmy's visit to the school further promoted the Aussie of the Month program and our school featured in the local afternoon news aired on Channel 9.



Dianella Heights Primary School was invited to participate in and promote the Circular Champions competition. One of our Year 5 classes researched, designed and created exciting ways to recycle water bottles. The students were excited to share their creative ideas with Jimmy. Our students were successful in winning a \$1,000 prize pack from Pilot Pens for their entries.



During 2024, the school welcomed a new Wellbeing Officer to support our students. Many areas of support are required in this role: emotional regulation, dealing with anxiety, friendship issues, family breakup and separation, and supporting grief and loss. Our Wellbeing Officer worked with students on a one-on-one basis in liaison with Student Services, as well as building connections with staff and our parent and carer community. In Term 4, a lunchtime Lego club was launched to provide students opportunities to connect, collaborate and create together. The Student Services office was also revamped making it a calm and welcoming space.



THE ARTS

Visual Art

The visual art priority for 2024 was to establish a pedagogy that focused on planning and creating artwork that extended students' art skills beyond the traditional activities that had been produced in the past. This focus resulted in teachers and students working together to explore art movements including pop art, cubism, street art, surrealism and text art. There was also a heavy focus on incorporating the school's virtues in creating art pieces to be displayed during assembly performances.

In Term 3, DHPS displayed a selection of student artwork at the annual Western Australian Council of State School Organisations conference. The display garnished praise from Australian artist Tim Sharp and was awarded the prestigious Presidents School Choice Student Artwork prize and a voucher to purchase more art supplies.



An additional focus was to replace broken and aging tools and utensils and maintain a healthy supply of consumables. This enabled staff to access sufficient resources to effectively deliver visual art lessons. Across the school, students were exposed to mediums including, watercolour, chalk, oil pastels, markers, paint and pencils.

Moving into 2025, the Visual Art committee aim to strengthen the whole-school approach to planning, teaching, evaluating and presenting art pieces. There will be an increased focus on local indigenous artists and explicit teaching of the responding strand through the critical and contextual study of artworks.

The focus for the 2025 Art Exhibition will be on exploring different mediums like charcoal and clay.

Continuous guidance and support will be provided to the teaching staff to assist them in delivering an art program that promotes a consistent approach to creating, displaying and assessing art across the school. Mindful and environmentally friendly practices when exploring and teaching the visual arts will also be a focus.



Music

In 2024, our music program focussed on Australia's rich musical talent and culture as well as cultures from around the world. This included folk dancing passed down from generation to generation which often depicted the history and culture of the people who performed them. Some of the most well-known folk dances included: Irish Jig, Israeli Hora, Indian Bhangra and Italian Tarantella. We also explored some iconic Australian bush dances such as Strip the Willow, Heel & Toe Polka, Waves of Bondi and Nutbush.

Weekly music programs for senior students included learning about music notation and how to read a musical score, through playing the recorder. The students also learnt about the elements of music such as beat and rhythm, and structure and expression. Senior students who attended weekly extension classes, further developed their musical talents by learning to play the ukulele. Students enjoyed learning to play this instrument and gave positive feedback at the end of each term. The students also explored the instruments of the orchestra by placing them into the four families of strings, woodwind, brass and percussion. In addition, students had opportunities to listen to their favourite music genres as well as learn about, and discuss, the very interesting and varied lives of the great composers.

The DHPS choir attended the One Big Voice festival at the RAC Perth arena along with 75 other schools from around Western Australia. Each school had various parts from each of the eleven songs to learn prior to the event. Together, they performed as one big choir in front of a very large audience. Students were given opportunities to audition for individual parts such as soloists and comperes.



Fortnightly assemblies featured school songs which were linked to the school focus virtues. In addition, many instrumental students were able to demonstrate their musical talents by playing the piano, violin and recorder.



In Term 4 students participated in a Musica Viva incursion. The very talented, 'Life is an Echo,' trio performed 2 live shows, demonstrating music and instruments from China and Japan including the Guzheng and the Erhu. This incursion allowed students to consolidate content taught during weekly music lessons and was thoroughly enjoyed by all students who attended.

The music specialist teacher attended the Summer School for Music Teachers PL course at Mt. Lawley Edith Cowan University campus during the 2024 summer vacation break. Low Floors, High Ceilings, Wide Walls was the inspirational theme. The course was highly valued and provided opportunities for collaboration between music teachers across various schools.

In 2024, students again showcased their skills in areas such as dance, drama, instrumental, and singing at the annual DHPS Talent Quest community event. Students performed in front of a panel of judges. Winners were announced and acknowledged by having their names engraved on the school's Talent Quest plaque.

LANGUAGES (ITALIAN)

In 2024, students in Years 1 – 6 were provided with one 50-minute lesson of Italian each week. Programs were devised based on the West Australian Languages Curriculum – Italian - second language.

Junior classes were introduced to the Italian language through a variety of listening, speaking and viewing activities throughout the year. Language fundamentals used in everyday interactions such as greetings, introductions and expressing preferences were developed through a variety of class activities which included language drills, storybooks and songs. Authentic resources such as the world-famous children's story of Pinocchio, by Carlo Collodi, were used to support and develop language acquisition and to introduce vocabulary, simple phrases and idiomatic expressions. Class activities designed to support oral and aural language development, such as student surveys and board games, gave students opportunities to use modelled language within purposeful contexts. Hands-on activities conducted throughout the year such as gelato tasting, also gave students an opportunity to be immersed in culturally rich experiences. National Pasta Day was celebrated, and students were able to partake in traditional pasta making master classes where they made their own fettuccine using a manual pasta making machine.

Dance

In Term 2 students in Pre-Primary to Year 6 had the opportunity to participate in a nine-week dance program, Make a Move, culminating in two fantastic performances in Week 10 to showcase their skills and creativity to the whole school community.

Students demonstrated creativity and unity by working in small groups to choreograph segments of their collective class dance. The students used mathematical concepts to develop teamwork and memory building skills. Weekly classes included the students working together on the choreographed chorus section of the dance as well as being supported by the Make a Move teachers to create and practise their group sections.

Classes were able to watch the other students in rehearsals and then the students showcased their spectacular creations over two performances to parents and caregivers, with exciting costumes, smiles and confidence. Each class dance was based on our school virtues, seamlessly tying in themes of friendship, unity, community spirit and joy.



Senior students continued to develop an understanding of key language features embedded within the Italian language such as patterns in verb conjugations and gender of nouns. Explicit teaching of the terminology of language was incorporated into lessons, further developing overall literacy knowledge. Students developed an understanding of grammatical features such as definite and indefinite articles, interrogatives, verb infinitives and verb tenses. They continued to be upskilled in using bilingual dictionaries, sentence builders and language charts, further developing independent learning. Collaborative group tasks, such as role-plays, were incorporated into lessons giving students opportunities to develop skills used in drama performances such as stage presence and voice control. Students enjoyed working on these creative tasks where they were able to use comedy, together with frequently used Italian idiomatic expressions such as 'Mamma Mia, Santa Mozzarella' to engage their audience.

Cultural competence was also enhanced through cross-curricular learning activities. Students developed an appreciation of artwork produced by Italian artist Giuseppe Arcimboldo when being introduced to new vocabulary of fruit and vegetables. They explored similarities and differences between ancient and modern worlds where students compared and contrasted forms of entertainment such as ancient Roman Rota board games, Italian card games with more well-known games used in today's world. Students were given opportunities to develop an understanding and appreciation of UNESCO world heritage protected sites in Italy and in Australia such as the Trulli in Alberobello, Italy and The Great Barrier Reef in Australia.

Year 6 students were able to further develop their Italian language skills through extension classes run on a term-by-term basis, where they were given opportunities to learn new skills above and beyond the realms of the curriculum. These Italian immersion-style lessons, designed to promote learning another language through hands-on learning activities, enhanced students' knowledge of Italy and the Italian culture. Students enjoyed learning about the festival of Carnevale where they designed and created their own Carnevale masks. They explored well-known cities known for their unique ceramics and mosaics and used clay to design and decorate their own trinket plates and vases. Students learned about well-known Italian

artists such as Michelangelo, Leonardo da Vinci and Raffaello. Students painted their own version of the Mona Lisa on canvas and were exposed to music by well-known Italian artists such as Andrea Bocelli and Luciano Pavarotti. Feedback from students was highly positive. Students enjoyed attending these small group classes where the learning environment, underpinned by calm and mindfulness, was highly appreciated.

"I prefer having a chill, small group. I was always excited for every Wednesday extension class", Zara Year 6

"I loved designing the mask. It was fun to make something from the Italian culture – it was calm, peaceful and very enjoyable", Lily Year 6



Authentic experiences provided students with added opportunities to use language taught within real, meaningful contexts. Mimmo's Gourmet Gelato Cart incursion was a highlight in 2024 with students requesting another gelato incursion in 2025. Students in Years 1-6 learned and practised phrases they needed to enable them to order a gelato in Italian. They were then able to greet Mimmo and order a gelato of their choice using language taught in class. Students also participated in a Gelato Poster Competition leading up to the incursion and provided positive feedback following the incursion.

Esther & Elena Year 4, "Thank you for bringing Mimmo – We loved it."



Students in Years 1 – 6 entered the annual WA Primary School Students' Competition organised and run by the Italo-Australian Welfare & Cultural Centre of W.A. Inc. The Theme for this year was: The Olive in Italy and in Australia.

Students were required to complete various tasks which involved using their creative capabilities, research skills and language knowledge. For example, Year 3 students were required to design and label a family olive tree. Year 6 students were required to research olive oil production and then, create a booklet explaining the processes involved. Students once again, successfully represented our school in all year levels. Several students were awarded Certificates of Merit by the judging panel for submitting entries which reflected a very high standard of achievement, great personal effort and creativity.

In 2024, DHPS also had one overall winner in Year 1. This student was awarded the first prize in her respective year level in Western Australia. She was presented with this prestigious award during a formal ceremony at the premises of the Italo-Australian Welfare & Cultural Centre of Western Australia by the Italian consul of Western Australia.



SCIENCE

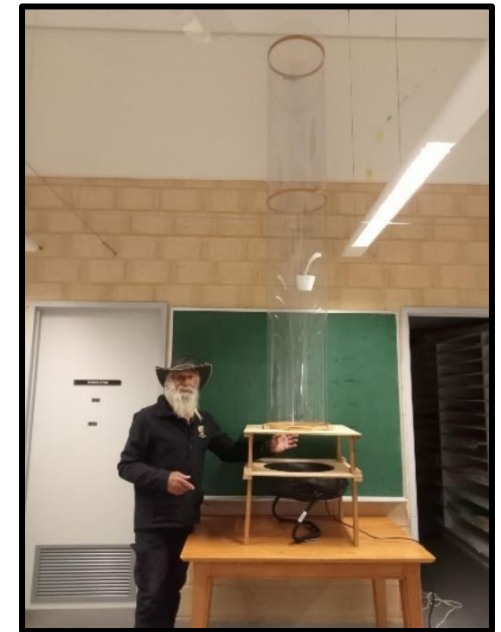
Our science program is delivered by a specialist science teacher in a dedicated science laboratory. All Year 1-6 students attend a 50-minute science lesson each week. Learning, assessment and reporting are based on the Western Australian Science Curriculum. Each term, students engage in one of the four Curriculum strands: Biological, Chemical, Earth and Space, and Physical Science. Science Inquiry Skills and Science as a Human Endeavour are integrated throughout the program.

During science lessons at DHPS, we are committed to creating an environment in which students take part in hands-on learning in a stimulating environment. Where appropriate, learning is done within a context of hands-on activities. In support of this, several new interactive activities were created. With the very generous help of our gardener, Mr Chris, a new wind tunnel was designed and built. Students can now independently experiment to find out what factors affect the speed of a cone in the tunnel. In doing so students are actively engaged in controlling variables, recording data and making predictions.

In addition to the wind tunnel, the science room now has an eight-metre-long marble track on which students can investigate factors that might affect the speed of the marble. Variables that can be altered are the weight of the ball, the height of the starting point or the size of the ball. This has been a very popular activity and students have had considerable practice at honing their time measurement and science investigation skills.

The science room is now very well resourced with hands-on interactive activity centres. These interactive activities provide an opportunity for students to conduct their own investigations and to apply the ideas being learned in formal lessons.

A rich, interesting classroom environment encourages students' interest and curiosity. To that end, many colourful science posters were created. To ensure their durability, they were created on calico cloth. These posters summarise many of the main learning goals in the science curriculum and significantly brighten the science room. They have been very useful as teaching and revision tools. More science posters will be created next year so that more of the main science learning goals will be represented.



A goal this year was to encourage students to generate their own investigation questions and carry them out independently. To this end, a standardised, whole school approach to teaching observation skills was developed. A list of observation sentence starters was created which guides students to think in ways they otherwise may not have considered. Because of this initiative, students have become more confident in making and recording their observations. Students were encouraged to generate their own formal science investigations from the observations they make during exploratory sessions. This resulted in a high level of student engagement as well as significant learning of the basic investigation skills.

The Year 6 science extension group continued this year. Small groups of Year 6 students participated in Lego Robotics extension groups. These students learned how to program a Lego EV3 Robot. They were all successful in programming their robots to complete a maze.



"I have learned to investigate about things like bouncing a frozen ball or what happens when plasticine is heated."
Ibrahim Year 3

"Science is interesting, and it is fun to do experiments and learn new things." Reema Year 3



"I learned about how a solar eclipse happens, about the Solar System and how light works and lots more." Jason Year 5

"I have learned that when a liquid is heated, it flows faster, and something falls slower because it catches more air." Caitlyn Year 5

"We've learned about friction, animal classification, moving heat temperature, solids and liquids and learned to investigate questions."
Aaira Year 3

TECHNOLOGIES

Technologies enrich and impact the lives of people and societies globally. In an increasingly technological and complex world, it is important to develop the knowledge and skills to analyse and creatively respond to design and digital challenges. The practical experiences provided to our students in 2024 at DHPS have fostered an understanding of how technologies shape our world and encouraged them to consider the impact of their designs on the community and environment.

Digital Technologies

In Digital Technologies, students worked to develop the essential skills to problem-solve and enhance their digital literacy. They learned to understand, create, manage, and evaluate digital solutions through independent and collaborative projects, preparing them for future opportunities.

The introduction of our new virtual reality (VR) headsets has provided students across all year levels with the ability to immerse themselves in their learning. This extended from understanding the impact of bushfires on our environment to experiencing different cultures on the other side of the world. Teachers received PL during Semester 1 that provided an overview of the functionality and capability of the VR headsets to facilitate more meaningful learning sequences.

Further, students broadened their knowledge and skills in software, hardware and coding. They explored the internal and external components of digital systems, learning how these parts work together to process data. This foundational understanding led to a variety of hands-on activities including coding LEGO WeDo robots and treasure maps, to completing Code.org challenges. Students further expanded their learning in digital tools such as Word, OneDrive, PowerPoint and iMovie. This ranged from formatting, inserting, editing and exploring the functionality of these applications.



Design and Technologies

In Design and Technologies, students engaged in creative and practical learning experiences. The design process that underpinned these learning experiences includes defining the problem, researching, understanding the requirements, brainstorming and evaluating potential solutions, testing, refining and communicating the results.

Students conducted a variety of hands-on projects through the Design and Technologies curriculum, fostering creativity, critical thinking, and sustainability. Younger students embraced challenges like the "I Forgot My Shoes!" activity, where they researched and designed shoes using newspaper and recycled materials, and crafted Recycled Robots with similar resources. These activities encouraged imaginative thinking and introduced sustainability concepts.

Other classes explored healthy eating by analysing nutritional labels and creating their own healthy sandwiches, blending practical skills with critical thinking. Middle primary students delved into the role of people and technology in toy production, designing age-appropriate toys for buddy classes using recyclable materials while considering sustainability and environmental care.

Upper primary students tackled real-world problems through collaborative and innovative projects. Room 5 students explored ways to reuse plastic water bottles, designing and constructing creative solutions that earned them a prize in the Aussie of the Month and Pilot Pen's 'Circular Champions' competition. Additionally, students investigated sustainable food packaging, learning about biodegradable, recyclable, and compostable materials. They designed and presented creative packaging solutions, applying their knowledge to real-world challenges. Across all projects, students developed

essential skills in problem-solving and sustainability, preparing them to contribute positively to their communities and the environment.

These experiences have not only supported their learning across the curriculum but also prepared them with the confidence and capability to become active global citizens. In 2025, DHPS will look to further strengthen the implementation of Technologies across the curriculum.



HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Sciences (HaSS) incorporates History, Geography, Civics and Citizenship, and Economics. Cultural Responsiveness was also a focus for the school. Dianella Heights Primary School hosted a PL opportunity for the Swan West Network of schools. Simon Zuvich, Principal Education Officer from the Aboriginal Teaching and Learning, Statewide Services presented a session addressing Cultural Responsiveness, and the Aboriginal Cultural Standards Framework. The school successfully applied for 2 new flagpoles to be installed enabling DHPS to fly the Aboriginal flag alongside the Australian and Western Australian flags.

Harmony Week

Dianella Heights Primary School celebrated Harmony Week on the last day of Term 1. Students were invited to wear their cultural dress or wear orange, a colour that signifies social communication and meaningful conversations.

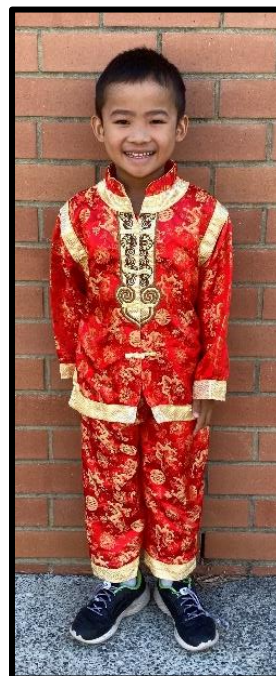
Students across the school designed Harmony Week T-shirts. Their designs recognised the diverse cultural backgrounds, languages and religions that make up our school community. Students participated in discussions and interactive mapping that centred around cultural festivities, familial customs and places of origin. Others discussed what harmony 'looks' like and created acrostic poems. The text 'I'm Australian Too' by Mem Fox, was read to all students. This text prompted rich discussions and immersed students into different cultures enabling them to discover their own uniqueness and beauty.

Our Year 6 students enjoyed an enriching presentation on significant Welsh items and celebrations presented by a mother and nanna of our school community. Additionally, they explored the cultural significance of henna and experienced it firsthand, thanks to another parent. The students also worked in groups during Wednesday extension classes and created slideshows

showcasing aspects of their cultural backgrounds. They augmented their presentations by bringing in items pertinent to their culture.

Our Year 6 students organised a cultural cupcake stall during Wednesday extension classes. Initially they brainstormed ideas for a multicultural cupcake stall to showcase and celebrate our cultural diversity in our school community. They then promoted this event to the school community. Year 6 students and their families baked batches of beautifully decorated cupcakes raising just over \$400 in sales to go towards the annual Year 6 camp.

Our Harmony Week celebrations concluded with a special performance by members of the Chung Wah Association. Several dancers entertained our students with traditional Chinese dances.



National Aboriginal and Islanders Day of Observance Committee (NAIDOC) Week

Dianella Heights Primary School students acknowledged NAIDOC Week and celebrated the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. This year's theme was, 'Keep the fire burning! Blak, Loud and Proud'. Each class recognised NAIDOC in their own unique way. Some classes studied the Aboriginal and Torres Strait Islanders' flags and investigated the significance of the colours and symbols. Collaborative art projects, flag making and Aboriginal symbol searches featured in past and present NAIDOC posters were among some of the activities.



Dianella Heights Primary School continued to invest in Inquisitive to support the teaching of history, geography, civics and citizenship (Years 3-6), and economics and business (Years 5-6). This resource provides curriculum aligned, guided inquiry HaSS lessons that are differentiated and embedded with visible thinking routines.

Financial Literacy

In Term 3, over 30 enthusiastic Year 5 students took part in our first Financial Literacy After-School Program, designed to equip students with essential money management skills. Throughout the program, students explored key financial concepts, including budgeting, tax, debt, identifying scams and the risks of investing. Through engaging activities and real-world case studies, students developed a deeper understanding of financial responsibility and the importance of making informed decisions. A highlight of the program was our discussion on scams. Students learned to critically assess financial threats, empowering them to stay safe in an increasingly digital world.

The program concluded with an exciting opportunity for two of our students to showcase their learning in a live interview on 6PR radio. They confidently shared their insights, demonstrating just how much they had gained from the experience. This program provided our Year 5 students with invaluable life skills, setting a strong foundation for their financial futures. We look forward to continuing to offer opportunities that empower our students to become financially literate and responsible citizens.



Excursions

Excursions and incursions augment the quality programs delivered by our teaching staff. Our students have benefitted from a variety of activities. Year 2 students visited the Kalamunda History Village to explore life in the past. They participated in a tour of a historic school, post office and store.



Year 3 students learned and practised road and public transport safety skills in a simulated experiential learning environment at the Constable Care Safety School. They also practised pedestrian, bicycle and public transport safety skills that link to the WA Curriculum. Students were immersed in virtual risk situations, viewed with iPad Minis, in the physical environment.

In Geography, Year 6 students researched an Asian country to learn about its geographical, historical, and cultural characteristics. They created a 'Country in a Box,' which included five representative items that showcased their chosen country's unique aspects. This project allowed students to delve deeply into the diverse elements that define different Asian nations, allowing for a greater appreciation and understanding of global cultures.

In History, students interviewed a family or community member about their migration experiences, presenting their findings orally using a graphic organiser. They also participated in an Australian Red Cross incursion called 'In Search of Safety,' which aimed to build awareness about the impact of migration. This incursion provided insights into the journeys of asylum seekers, human rights, United Nations conventions and facts about refugees in Australia, helping students develop empathy and a broader perspective on global migration issues.



HEALTH AND PHYSICAL EDUCATION

Physical Education

The 2024 Physical Education program at DHPS focused on developing students' Fundamental Movement Skills (FMS). Students developed their knowledge, understanding and movement skills to make decisions, build resilience, manage risks and develop respectful relationships. Our program emphasised the explicit development of movement skills and the concepts required for students to participate in a range of physical activities with competence and confidence. Through weekly physical education lessons, morning fitness programs, interschool competitions as well as before and after school initiatives, students develop an understanding of how the body moves and the importance of positive attitudes towards physical activity.

The swimming carnival was a tremendous success, featuring students from Years 4 to 6. The carnival not only brought together students from various year groups but also fostered a sense of camaraderie and school spirit. Many students demonstrated impressive dedication and sportsmanship, celebrating each other's achievements, regardless of the outcome. The relays teams worked together to achieve their best times, adding an element of strategy and teamwork to the competition. The swimming carnival was a celebration of talent, teamwork, and enjoyment, leaving everyone eagerly anticipating next year's event.



Partnerships with outside Agencies

Physical education lessons at DHPS focused on exposing students to sports they may not have attempted before, while incorporating FMS. This year, we invited Golf WA, AFL, Rugby and Squash WA to run clinics. Students had the opportunity to try these games learn new skills while benefiting from expert coaching throughout the sessions.

In Term 3, DHPS entered four basketball teams into a competition run by Basketball WA. Students trained diligently before and after school in preparation for the carnival day. The teams experienced great success in their first appearance in the competition, showcasing skills, determination and teamwork. Notably, the Year 3/4 boys' team advanced to the final and faced a tough and gruelling game.

During the year, students were exposed to a variety of seasonal sports, with local organisations providing specialised coaching clinics through Sporting School grants. Students are strongly encouraged to join community sporting clubs, and the school endeavours to support families in making these connections. In Term 1, the school accessed a gymnastic program, EdGym, to focus on core strength and FMS skills of jumping, static and dynamic balances, and safe landings. The aim of the gymnastics program was to develop the core skills of movement which enhances confidence, flexibility, and coordination; all while the kids are having fun and being active. Movement can also play an important role when kids are learning and growing. It assists with concentration, focus and engagement, along with building their self-esteem.

The Cross-Country event was a new addition to our school and the students dedicated themselves to rigorous training for the long-distance races. Our faction's cross-country team embraced the challenge, confidently taking to the course and overcoming obstacles along the way. The top performers from our school advanced to compete in the interschool cross country competition, facing off against seven other schools in our district. Several competitors finished in the top 10. Overall, it was another highly successful event that highlighted the impressive talents of our students.

Our School Olympics Day was a resounding success, filled with excitement, teamwork, and unforgettable moments. The school community came together to celebrate the Olympic spirit, donning green and gold to support the Australian team and showcase their athletic skills. The day commenced with an inspiring opening ceremony, the highlight being the lighting of the Olympic flame, symbolising the start of the games and igniting a sense of unity and determination in all participants.

Throughout the day, students engaged in a range of events with the emphasis on participation and sportsmanship. Teachers, parents and students alike were on the sidelines, cheering and motivating the young athletes. This was more than just a sporting event; it was a celebration of unity, perseverance and the joy of coming together. It reminded us of all the values that sports can instil—courage, respect, and friendship.

In 2024, there were numerous sporting successes for our school. Within the North East Central Sports Association, our students competed in a variety of interschool carnivals, including cricket, basketball, the winter carnival, cross country and athletics. This year, our school excelled in the interschool sporting arena, achieving remarkable success in both the winter carnival and the athletics carnival.

The victories of the netball and soccer teams, who brought home shields in their respective sports, showcased their exceptional talent and dedication. The emphasis on team commitment and sportsmanship during training sessions clearly paid off, culminating in a triumphant athletics carnival in Term 3. The hard work and dedication of the students resulted in not one, but two significant wins, securing both the handicapped trophy and the title of overall winner.



Health

Health lessons are taught by specialist teachers at DHPS. Our junior students developed knowledge, understanding and skills in a range of topics that have enhanced not only their individual well-being, but they have also learnt how to support others at a community level. Our students engaged in learning key messages through games, hands on activities, songs and other mediums that have sparked their creativity and facilitated them to connect with the vital information and topics covered.

Students learned about the importance of sun and water safety and received vital information to keep themselves and others safe while doing outside activities at home, school and while engaging in recreational activities in their community. They also gained vital information to keep themselves safe within the home, basic first aid and how to access emergency services should the need arise.

Dental health was also a focus where students had the opportunity to learn key oral health information through the worldwide oral health initiative *Bright Smiles, Bright Futures* school program. The lessons contained engaging activities that are designed to connect with younger children to equip them with the tools they need to make good oral health a permanent part of their lives. They particularly enjoyed meeting the 'Tooth Defender' characters in the story *Dr Rabbit and the Tooth Defenders*.



Our senior students covered a variety of topics including food and nutrition. Students identified food groups, healthy eating habits as well as learning to read food labels enabling them to make healthy choices. They also focussed on the benefits of being active and engaging in outdoor activities.

Drug awareness and medicines in the home were also covered during health lessons. Students were educated about legal and illegal drugs including alcohol and vaping enabling them to make informed decisions in the future.

Students also learned about their physical bodies including teeth structure and type, the skeletal, circulatory and digestive systems. Our school nurse presented information sessions to our Year 5 and 6 students covering growth and development providing them with knowledge regarding physical changes that will take place as they go through puberty.

Safety education focussed on road safety and being a good passenger, how to read road signs, and follow road rules when riding a bicycle. The Department of Transport's Maritime section delivered a Safe Boating Schools incursion in Term 4. The incursion was specifically designed to educate students about water safety in and around boats and bodies of water, aligning with the health curriculum's water safety focus.



EARLY CHILDHOOD EDUCATION

In 2024, the Early Childhood Education (ECE) program at DHPS consisted of 3 Kindergarten classes and 2 Pre-primary classes. The focus during Term 1 was on easing students into the structure of school life, with an emphasis on classroom routines and understanding the expectations of early education. A significant amount of time was dedicated to building relationships and fostering a supportive and nurturing environment where each child felt valued and comfortable.

Throughout the year, ECE teachers placed a strong emphasis on fostering emotional competence and self-regulation skills in students. This was achieved through engaging learning experiences that were integrated into our comprehensive school-based programs, including *Aussie Optimism*, *Protective Behaviours*, and *Zones of Regulation*. These programs provided students with the essential tools for understanding and managing their emotions, building resilience, and enhancing interpersonal skills. Our teachers also took the opportunity to update the *Protective Behaviours* program, ensuring it aligns with the new curriculum resources from the Department of Education. This update ensures that our students are receiving the most relevant and up-to-date information on safety and well-being.

Our ECE team has continued to implement a blended curriculum that combines Play-Based Learning with Explicit Direct Instruction (EDI). This approach allows us to meet the diverse needs of our students while fostering a rich, engaging, and structured learning environment. To ensure alignment with the National Quality Standards and the Early Years Learning Framework, our staff maintained the integration of play-based learning centres and investigation stations throughout the year. These hands-on learning experiences allowed students to explore concepts through play, promoting critical thinking, creativity, and collaboration.

This year, a significant focus was placed on enhancing our playground and outdoor learning environment to better support the development of our students. School and P&C funds were allocated to update and expand the

outdoor equipment, with a strong emphasis on promoting gross motor skills and encouraging imaginative, open-ended play experiences. New additions to the playground included outdoor climbing frames, a chin-up bar, a seesaw and various sports equipment all designed to engage students in physical activity and strengthen their motor skills. These improvements to our outdoor spaces not only enhance physical development but also contribute to a richer, more engaging learning environment for all our students.



The ECE students participated in whole school events and incursions in addition to learning opportunities that were specifically targeted to early learning.

Students participated in a Superhero Dress Up day, a fun-filled day where students dressed as their favourite superheroes, sparking creativity and imagination. Students also celebrated their learning journey with themed events, including Fairytale Day and a milestone celebration of 100 days of school.

Mothers and grandmothers enjoyed a wonderful performance by the Kindergarten and Pre-primary classes to celebrate Mother's Day. Fathers and grandfathers were engaged in a memorable afternoon where students shared quality time and special activities with the significant males in their lives.

Our Pre-primary students enjoyed an exciting trip to the Aquarium of Western Australia (AQWA), where they explored the underwater world and discovered the diverse marine life along the Australian coastline. This excursion complemented the *Under the Sea* theme for the term, deepening their understanding of marine ecosystems.

They also showcased their learning and growth during a special assembly performance. This event not only helped enhance their public speaking and presentation skills but also allowed them to demonstrate their confidence and stage presence. The item they presented highlighted the school virtue of *respect*, celebrating respect for each other, their diverse cultures and the various celebrations that make their community unique.

Our Kindergarten students engaged in a memorable farm inquiry which included the exciting Living Eggs program. The school received ten fertilised chicken eggs, an incubator and a brooder box. Over the course of two weeks, students eagerly watched as the eggs hatched into fluffy chicks. This hands-on experience provided a unique opportunity for the children to learn about life cycles in a deeply engaging and personal way.

Kindergarten students had the opportunity to enjoy a afternoon in the newly constructed sensory garden, created through collaboration between our Year 6 students and our local Bunnings. The sensory garden, designed to engage the children's senses and encourage exploration, provided the



perfect setting for a Teddy Bears Picnic. Leading up to the picnic, the children worked on creating crowns for themselves and their teddies, as well as preparing honey sandwiches to share with their friends. The picnic was filled with laughter and excitement as students played games, including "Find the Honeypot," adding to the fun and adventure of the day.

At the end of the year our Kindergarten students celebrated their graduation with a spectacular performance for their families. This special event marked the culmination of a memorable year in kindergarten, providing an opportunity to reflect on the growth, learning and achievements of each child.

Orientation and Transitions

Parents and the 2025 Kindergarten children attended two mornings of orientation, where students had the opportunity to visit classrooms and meet their potential teachers. During these days, parents attended information sessions with key school staff, including the school nurse and school psychologist, who discussed important topics related to school readiness. The school administration team also provided insights into school routines and expectations, ensuring that parents had the information needed to support a smooth transition.

During this time our current Kindergarten students explored the Pre-primary classrooms, while the Pre-primary students explored Year 1 classrooms and specialist rooms and play areas throughout the school, helping them become familiar with the spaces they will use in the upcoming year. These transition activities played an important role in preparing students for the year to come by fostering familiarity and supporting a smooth transition for both students and families as they prepare for 2025.

The ECE Team is incredibly proud of the achievements and progress made throughout the school year. We remain deeply committed to providing a nurturing, engaging, and enriching environment that supports the growth and development of every child in our care.

A rigorous Response to Intervention program that utilises research-based programs is implemented to further support our students' academic progress.

STUDENT SERVICES

The Student Services team comprises of a Deputy Principal, Learning Support Coordinator, School Psychologist and Wellbeing Officer. The team meets fortnightly to discuss the needs and priorities of our students who may require additional support. The School Psychologist is on site 2 days per week. Our team regularly refers families to external agencies for counselling/psychology, parenting support, speech pathologist and occupational therapist referrals amongst others.

Initiatives supported by the DHPS Student Services team in 2024 include:

- Aussie Optimism (Social and Emotional Learning Curriculum) – lead teacher, PL for staff
- Protective Behaviours Curriculum – PL for staff
- Zones of Regulation – PL for staff
- Values Education
- Triple P -Staff and Parent PL
- SEN (Special Education Needs) policy and training
- Engagement of SEN Visiting Teachers
- Trauma Informed Practice

There are a variety of student needs that our team works to support. These are inclusive of, but not limited to investigations into a child's:

- academic progress
- social/emotional wellbeing
- behaviour
- speech/language
- EALD
- health/physical disability
- medical



WELLBEING AT DHPS

Wellbeing Curriculum

The DHPS whole-school evidence-based, wellbeing curriculum consists of:

- Protective Behaviours
- Zones of Regulation
- eSafety or Cyber Safety
- Aussie Optimism
- Triple P - Positive Parenting Program

Student Wellbeing

We follow the Department of Education resources for Protective Behaviours. These learning experiences help students understand how to seek help, build resilience, and strengthen their wellbeing, learn, and grow in safe environments

The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control. This program is utilised throughout all classes.

In our eSafety or Cyber Safety lessons, we continued to follow age-appropriate programs from the Australian Government's eSafety Commissioner website. Students participated in the 2024 Safer Internet Day through virtual online classroom lessons with the eSafety Commissioner Team. Our senior students were also addressed by cyber safety expert Paul Litherland from Surf Online Safe. Paul also addressed our parents in a separate session. Parental feedback was very positive:

Aussie Optimism is an evidence-based mental health promotion program from Curtin University. The program focuses on developing social and emotional competencies, resilience, and practical skills. We now have 2 Aussie Optimism Trainers which will help to maintain the longevity of the program.

Zones of Regulation is the main program used to assist students to develop understanding and skills to support self-regulation and make suitable behaviour choices. This program also enhances the lives of our students and assists them to interact positively with others at school, home and during play. Staff received PL from the department of Education's Statewide Services team to further develop their skills to implement this valuable program.

Staff Wellbeing

We recognise that the wellbeing of our staff is crucial for the success of both our students and our school. Staff enjoyed our Staff Appreciation Day in Term 4 which gave thanks for all staff. It focused upon unity as it encompassed World Teacher, Principal, Deputy Principal, Education Assistant, Cleaner, Gardener and Office Staff Day. On this day staff were treated to a delicious morning tea, kindly organised by our P&C, and sponsored by community members to acknowledge our staff for their dedication and commitment to excellence.

At DHPS, we foster a strong culture of comradery and support among our staff members. Throughout the year, our staff had the opportunity to participate in various wellbeing events organised by our staff Social Committee, promoting unity. These events ranged from staff funded, birthday morning teas, to dinners and a staff camp. Early morning walks, complimentary coffee and other team building activities featured throughout the year.



STAFF NUMBERS

	No	FTE	AB'L
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Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.5	0
Program Coordinators	1	0.2	0
Total Administration Staff	5	3.7	0

Teaching Staff			
Level 3 Teachers	2	0.8	0
Other Teaching Staff	33	22.2	0
Total Teaching Staff	35	22.9	0

School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	10	6.6	0
Total School Support Staff	14	10.0	0

Total	54	36.7	0
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SCHOOL ENROLMENT AND ATTENDANCE

The total number of enrolments for 2024 decreased from 407 students to 390 students excluding Kindergarten enrolments. This is a result of families moving away from the area or enrolling in private schools. The attendance summary demonstrates that DHPS is achieving higher than state averages for attendance across all year levels. A significant number of families that take holidays during school terms has affected our attendance data. We also have a small number of students whose attendance is at risk – moderate, or severely at risk. These students have been a priority, as a result several strategies have been put in place to encourage attendance. This includes the engaging the Student Engagement Team from Statewide Services. These students will continue to be monitored.



	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	90.7%	90.4%	88.3%	92.1%	73.5%	69.5%	90.7%	90.1%	86.6%
2023	91.0%	91.6%	90.3%	92.0%	78.9%	74.3%	91.0%	91.3%	88.9%
2024	92.5%	92.2%	91.0%	92.4%	79.9%	74.3%	92.5%	92.0%	89.4%

Attendance Category	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	73%	63%	80%	64%	78%	67%	81%	66%	77%	66%	92%	65%	67%	64%
At Risk - Indicated	14%	23%	16%	23%	22%	22%	15%	22%	19%	22%	7%	23%	17%	24%
At Risk - Moderate	14%	10%	0%	9%	0%	8%	4%	8%	3%	9%	0%	9%	12%	9%
At Risk - Severe	0%	4%	4%	4%	0%	3%	0%	3%	1%	4%	2%	4%	4%	4%

DESTINATION SCHOOLS

2024 school destinations of the 2023 student cohort

Year Level : Male: 35 Female: 28 Total: 63

Destination Schools	Male	Female	Other	Total
1378 John Septimus Roe Ang Com Sch	8	3		11
4051 Morley Senior High School	7	2		9
4038 Mount Lawley Senior High School	3	4		7
4213 Bob Hawke College	2	2		4
4057 Carine Senior High School	2	2		4
1085 Chisholm Catholic College	1	3		4
1149 Mercedes College		3		3
1178 Servite College	1	2		3
4181 Ashdale Secondary College	1	1		2
4129 Duncraig Senior High School	1	1		2
4168 Shenton College	2			2
1100 Aranmore Catholic College	1			1
4158 Ballajura Community College	1			1
6068 Dianella Secondary College Esc	1			1
4022 Hampton Senior High School		1		1
1437 Hope Christian College	1			1
1221 Mercy College	1			1
4042 Perth Modern School		1		1
4048 Rossmoyne Senior High School		1		1
1374 St Andrew's Grammar		1		1
1227 St Mary's College	1			1
1151 Trinity College	1			1



FINANCE

INCOME

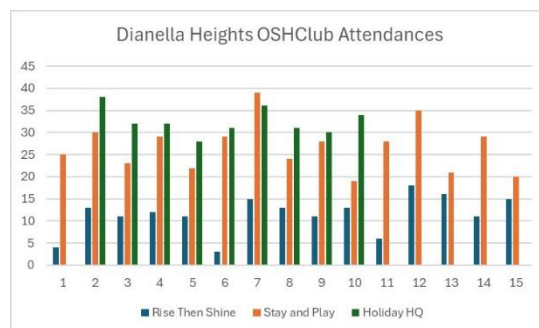
Student centred funding in 2024 made up the bulk of our income, with approximately \$3,715,000 coming from this source. In addition, another \$541,000 funding for school and student characteristics was received. This funding is determined through important information obtained from parents upon their child's enrolment in areas such as parents' level of education, employment status and degree of English spoken. Further funding is obtained in other ways as below.

Strategic Partnerships

OSHClub

In September 2024 a new strategic partnership with OSHClub was developed, as our contract with The Y came to an end. This new partnership has bolstered the school's income to the tune of almost \$91000 per year for the next 3 years. Early enrolment figures were extremely promising with over 40 students using the facilities daily, and over 30 per day during the vacation. This number is predicted to increase as the program develops to provide a safe and fun environment for students before and after school. Activities are based on the 7 Domains of Play and include activities such as:

- Flavour Fest
- Global Kids
- Creative Inventors
- Super Sports
- Brain Boosters
- Wellbeing Warriors
- Power Teams



Rise Academy

Our long-standing collaboration with Rise Learning Academy continued to flourish, increasing their hire of our premises to 4 rooms every week and our partnership with Keyed Up Music also continued on a weekly basis. These collaborations provided not only valuable extra funding for the school but also complemented the schools' teaching and learning programs, working in partnership with the school as they embraced the schools vision and values. We are extremely grateful to have had the services of Mr. Goh, a qualified teacher from Rise Academy who volunteered on a weekly basis to provide extension and enrichment lessons to our senior students.

Dianella Heights Primary School P&C Association's support of the school continued to soar to new heights and donations totaling \$7,000 were gratefully accepted. These funds were put to good use, funding the Year 6 school camp and student awards. A new market-stall innovation entered into with Mr. Ruddle's Year 5 students saw funds raised in advance for next year's school camp.

Strategic foundations (School vision and structures)
Generative resource design

Voluntary contributions

Collection of voluntary contributions in 2024 continued to provide a vital part of the school's income stream, bolstering funds received through the one-line budget and enabling resources to be purchased to specifically target and support student learning opportunities identified in the business plan. Although our collection rate of 81% compares very favorably with the state average of 59%, a collection rate closer to 100% would make a significant improvement to funds able to be allocated to curriculum purchases.

Other charges

The collection rate for incursions, excursions and sporting activities in 2024 continued to be excellent at almost 100%.

Generative resource design

Grants

Sporting Schools program

A total of \$7,650 was received through the Sporting Schools' program which was used to provide coaching for students in gymnastics, basketball, athletics and soccer.

Generative resource design

SPENDING PRIORITIES

Quality staffing continued to be our biggest spending priority with a budget of \$4,369,642 in 2024. As in previous years, the school decision to fund a learning support coordinator, a curriculum coordinator and a learning support education assistant allowed strong performance to be maintained in our priority areas of English and mathematics, as well as giving extra support to students at risk.

Curriculum and Student Services were focus areas of spending for the year. Comprising mathematics, English, HaSS, and ICT, targeted spending in these areas supported objectives identified in the school business plan and the Department of Education's Focus 2024. A lease extension to fund our Promethean Activ panels was entered into for a further 12 months and the lease of 61 CDM computers enabled both the junior and senior computer labs to accommodate classes at a ratio of 1:1.

The resource funding received from the State Government Primary School Science Program grant was acquitted during 2024. The balance of the grant was used to purchase Blue Bots, Bee Bots and Codermindz resources to supplement the robotics items purchased in 2023. These resources along with the VCR headsets support STEM priorities identified in the DHPS Business Plan 2022-2025 and Focus 2024.

Generative resource design

ALLIED PROFESSIONALS PROFESSIONAL LEARNING

To support school teaching and learning targets, PL was completed by allied professionals in the areas of finance, human resource management, leadership, mindfulness and staff wellbeing, maintenance of facilities, student support and administration and gardening.

Attendance at the regional Swan West Network Manager Corporate Services network meetings provided system-level collegiate support to staff throughout the year. In October the Manager Corporate Services attended the newly formed WASBPA (WA School Business Professionals Association) state conference. Topics covered included change management, the implementation of the Department of Education's new integrated student information system (Program Kaardijin), staff wellbeing and leading with values.

Holistic professional learning



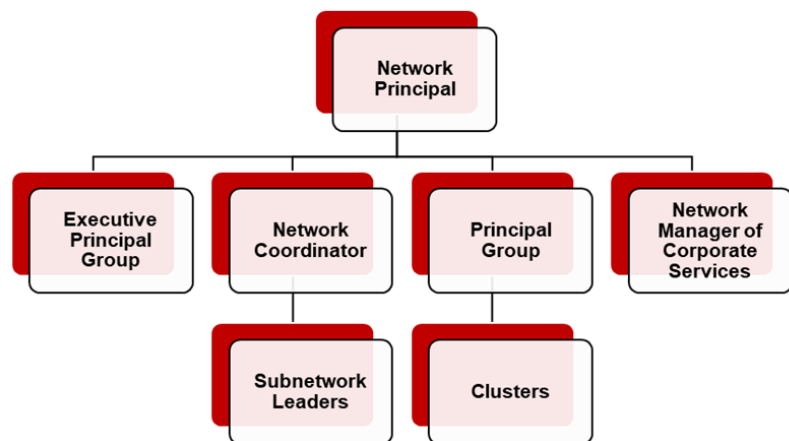
MCS and Allied Professionals

Dianella Heights Primary School One Line Budget Summary
Close of business December 2024

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	123,278	123,278
Carry Forward (Salary):	224,428	224,428
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,472,305	4,472,305
Locally Raised Funds:	231,442	206,515
Total Funds:	5,051,453	5,026,526
EXPENDITURE		
Salaries:	4,340,149	4,340,149
Goods and Services (Cash):	595,479	491,417
Total Expenditure:	4,935,629	4,831,566
VARIANCE:	115,824	194,960

SWAN WEST NETWORK

Dianella Heights Primary School is a member of the Swan West Network (SWN). The vision of the Swan West Network is “Empowered Through Sharing”. Our network comprises of 18 local schools in the North Metro Education Region, 15 primary schools or colleges and 3 senior high schools or colleges. The organisation of the Swan West Network is shown below:



Mr Peter Jakimowicz, DHPS, is the Network Principal. The Network Principal is responsible for providing direction for the network of schools, managing the finances, providing equity, transparency and flexibility in network resources and communicating system initiatives and outcomes to the network. The Principal also supports the Network Coordinator and the activity of the network.

Mrs Victoria Gorrie is the Network Coordinator. The Network Coordinator is responsible for liaising with Subnetwork Leaders to offer Professional Learning to SWN staff, supporting Subnetwork Leaders with the creation of operational planning documents and running the Expression of Interest

process for Subnetwork Leader vacancies. The organisation of SWN Principal Meetings including agenda creation, minute taking and Subnetwork updates. Leadership of the SWN Conference and associated initiatives. The creation and updating of SWN Strategic Planning documents.

There are 5 subnetworks which offer Professional Learning to SWN staff and parallel Leadership Opportunities. The subnetworks are Deputy Principals, Early Childhood Education, English, Management of Corporate Services and Maths. Throughout 2024, 2 DHPS staff members were Subnetwork Leaders, Ms Michelle Robins for Deputy Principals and Mrs Maree Clohessy for English. Mrs Jackie Kelly continued as the Network Manager of Corporate Services who manages the finances providing equity, transparency, and flexibility in network resources.

In 2024, DHPS hosted SWN Principals' Meetings and subnetwork meetings for Deputy Principals' and English.

Our SWN Principals' Meetings facilitated valuable networking, provided essential updates, and supported the professional development of our SWN principals. Guest presenters (aligned to the Department of Education's Strategic Directions), included:

- Lou Zeid, Assistant Director of Education from the North Metropolitan Education Region
- Pam Moss, Director of Public Schools Planning
- Tim Power, Co-Founder and CEO, and Sarah Rich, Co-Founder and Head of Education from Inquisitive
- Brett Chapple, Coordinator of Regional Operations from the North Metropolitan Education Region
- Jefri Raja, School Development Manager from Elastik

We were proud to host the SWN Deputy Principals' Meeting focused on "Cultural Responsiveness and the Aboriginal Cultural Standards Framework" professional learning (PL) with guest presenters Simon Zuvich and David Bonser, Principal Education Officers, Aboriginal Teaching and Learning, Statewide Services. The Deputy Principal subnetwork kindly opened the invite for this PL to all staff in our network. Attendees at this PL included Principals, Deputy Principals, Aboriginal and Islander Education Officers, Teachers and Youth Support Workers from many of our primary schools and 2 of our 3 high schools.

Our SWN English Subnetwork hosted a PL at DHPS (organised by Mrs Maree Clohessy), "Writing in the early years - an explicit approach into syntax for comprehension and writing development" with guest presenter, Stephanie Le Lievre. Stephanie is the principal of Serpentine Primary School and a member of the leadership team for Reading Science in Schools and the Syntax Project. We received over 50 registrations for this PL, from all 15 of the SWN Primary Schools! This is a significant milestone for our network.



RESPECT

We treat ourselves and others with dignity and courtesy

We aspire to respect, developing excellence through unity

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School

RESPONSIBILITY

We hold ourselves accountable and make wise choices

We learn responsibility through integrity and honesty

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School

RESILIENCE

We grow together as a community with courage and perseverance

We achieve resilience balanced by creativity and kindness

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School

EXCELLENCE

We do our best in everything

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School

INTEGRITY

We live by our highest values

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School

CREATIVITY

We share talents and are inspired by imagination

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School

UNITY

We accomplish more together

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School

HONESTY

We are truthful and trustworthy

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School

KINDNESS

We are caring and compassionate

"Soaring to new heights in excellence through unity"

Dunedin High Preparatory School
Independent Public School