

Highfields



Preparatory & Kindergarten
School Ltd.

Highfields Preparatory and Kindergarten School

2025

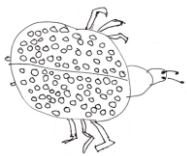
Annual Educational and Financial Report



Annual Report

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About Us

Highfields is an independent, co-educational, non-denominational school, catering for children from the ages of 3 to 8, in Preschool to Year 2.



Highfields is known for its vibrant community, outstanding early childhood programs, and ability to inspire a love of learning. The School offers its students a warm, nurturing environment; small class sizes; and meaningful and stimulating programs that encourage enquiry, curiosity and critical thinking. It provides learning experiences that respectfully and powerfully meet the needs of children both as individuals and as a group; and support and encouragement to embrace challenges, 'have a go' and feel good about themselves as learners. Focus is placed on the inquiry learning process and deep learning competencies, the pursuit of knowledge, skill, and personal academic success.

Highfields staff enjoy a close partnership with parents in the support of each individual, and parents are active and supportive within the school community. Highfielders enjoy a beautiful learning environment, with a natural playground, well-resourced classrooms and the latest technology. Opportunities exist for students to pursue a variety of interests including Choir, Chess Club, STEM, Drama, String Ensemble, French language and tennis classes.

Message from the Chairman of the School Board

The 80th Anniversary of Highfields has provided an opportunity to reflect on the evolution of the school's character and strengths, and to remind ourselves of the foundations and values that we seek to uphold. Highfields' approach to schooling is thoughtfully curated to educate in an environment that fosters a joy of learning, a sense of self, connection and belonging to community and a sense of fun and play. During their journey from Preschool to Year 2, students notably mature and develop a sense of leadership and responsibility, along with strong friendships and a sense of ownership of their school.

The teaching faculty, under the strong leadership of Mrs Cook, structure their approach based on evidence-based strategies which are constantly evaluated and revised. The result is a standard of excellence in the delivery of syllabus, which is reflected in our consistently high performance in external assessments and internal surveys. Our teaching faculty are seen as leaders in their field and are often asked to share their approach and strategies to other schools, as an example of how to apply principles of education in practice. This work by our teachers is largely invisible to the parent community. I would like to thank Mrs Cook, the teaching faculty, the support staff and the administrative staff for all the unseen work, their professionalism and their commitment to our students. It is because of their energy and attitude; that they embrace the values of Highfields; that makes Highfields the special place it is.

It is so incredibly important for families and parents to be actively involved in the school community. Highfields strongly encourages this, and 2025 has been a wonderful year of building community through the many celebrations and events that we have all enjoyed. My personal favourites are the Disco at the start of the year and the Carols at the end of the year.

The Highfields Council seeks to support the school in maintaining the uniqueness and personality of the school, in upholding excellence, in supporting the teaching faculty and in ensuring a high level of governance and financial security of the school. The landscape of early education and primary schools on the North Shore is rapidly evolving. The demographic of the local community is changing. Use

of technology is changing. The world is changing. Student physical and mental health is an important priority. The 80th Anniversary year has been an opportunity for the Council to reflect, and to look forward to the future and ensure that the school evolves in accordance with the rapidly changing world. I would like to thank the members of the Council for their time, their commitment and their passion to uphold the values of Highfields and I am excited to see the next phase of the journey evolve.

Susan Tomlinson

Message from the Principal

Principal's Report 2025



This year marks a remarkable milestone for Highfields, as it celebrates 80 fabulous years of providing exceptional early childhood education, and it is important to take a moment to reflect on the journey.

In 1945, Mrs Wightman opened a small school called Playways in her own home on Strickland Avenue, Lindfield, with just eight children — one of them her son John. Her vision was bold: to create an early childhood setting that was nurturing, relationship-driven, and fundamentally different from the established schools on the North Shore.

She believed, as we still do, that children deserve a space where they are seen, heard, valued, and given room to grow. Her approach was deeply personal. She built warm reciprocal relationships with children and families and was passionate about creating an environment where learning and happiness could flourish.

From those early days, with crayons, building blocks, a focus on the 3Rs and songs around a piano, a journey began that has grown and evolved, but never strayed from its heart.

Over the past eight decades, generations have passed through our school gates. Children who didn't just learn to read, write and become capable mathematicians, but also how to share, how to wonder, how to say "I don't know yet," and how to approach the world with empathy and curiosity.

Over these 80 years, our classrooms have echoed with story time giggles, the excitement of building new friendships, the joy of mastering new skills and strategies, and the wonder of discovering how the world works. We've had amazing educators who've given their all, year after year always seeking to inspire a love of learning and supporting their students to be the best learners they can be, and we've seen Highfielders grow into authors, scientists, engineers, leaders and more— each in their own way finding their place in the world.

But through all the changes, from chalkboards to touchscreens, from storybooks to digital storytelling, the core values of early childhood education have remained unchanged - that is to nurture curiosity, foster a love of learning, and support the whole child in a safe, inclusive, and responsive environment.

We honour the families who've walked this journey with us — parents and grandparents who over the years have entrusted us with their children, celebrated every milestone, and have proudly hung every artistic masterpiece on the fridge. We thank them, and those who have come before, for their partnership with us in their children's learning journey.

Exceeding Rating for Highfields Preschool



This year Highfields Preschool took part in an assessment and rating process which is required every five years. We were delighted to report four weeks after the assessment, that our Preschool had once again been awarded an 'exceeding' rating by the Early Childhood Education Directorate (ECECD) of the Department of Education, in the two quality areas assessed on this occasion – Quality Area 1 (Educational program and practice) and Quality Area 7 (Governance and Leadership). The exceeding ratings Highfields Preschool has already been awarded for Quality Areas 2, 3, 4, 5 and 6 will remain until our next re-assessment period.

We pay tribute to the talented and dedicated Preschool Team, which includes Sandy Ireland our Preschool Educational Leader, for this accolade in recognition of their dedication to their roles, children and families, and commitment to providing an early childhood educational program and environment of outstanding quality.

Preschool Focus for 2025

Each year, the preschool teachers have a curriculum focus to support their professional growth and practice, and in 2025 they unearthed a richer understanding of 'art' as a means for young children to think, feel, imagine, relate, and express. Art is also a way for young children to make sense of their world and learn valuable skills as they encounter a wide range of art media and materials.

Just like young children (who experience joy as they play with art), our teachers this year learned to be more playful as they experimented with and explored, different art techniques and materials. Our goal was not to become expert technicians but rather develop the confidence to try something new that would enrich children's experiences and learning in the preschool classroom. It was also important to our teaching team to learn how to support each child's unique way of learning and communicating through art.

The big questions that stretched and expanded our preschool teachers' thinking about art in preschool were:

'How do we grow our culture and experience of art through inquiry and research?'

'How do we strengthen children's voices and enrich their learning through art?'

'What is our responsibility in tuning our teaching practices to the many languages of art?'

Designing for Deep Learning in K-2



At Highfields in 2025 we continued to embrace a Deep Learning Inquiry approach as a means to recognise that in today's rapidly changing world, education needs to evolve to prepare students for the challenges of the future.

Deep Learning pedagogy is an approach that moves beyond memorisation and standardised testing, focusing instead on meaningful, real-world learning that helps children develop essential life skills. This approach encourages students to think critically, solve problems creatively, and engage actively in their learning journey.

At the core of Deep Learning are the 6C's, which are six foundational skills that help students thrive in school, work, and life. These are as follows:

Character – where students develop resilience, perseverance, and integrity, as well as a sense of responsibility and empathy.

Citizenship – where students develop an understanding of global and local issues, engage with communities, and contribute positively to society.

Collaboration – where students work effectively with others, learn to value diverse perspectives, and develop strong teamwork skills.

Communication – where students learn to express ideas clearly through speaking, writing, and digital media while also being an active listener.

Creativity – where students are encouraged to think ‘outside the box’, generate innovative ideas, and apply knowledge in new ways.

Critical Thinking – where students analyse information, make informed decisions, and solve complex problems.

This year in Terms 1 and 2, the K-2 Deep Learning focus was on Collaboration and in Terms 3 and 4 the spotlight was on Creativity.

Strategic Plan

Highfields has a Strategic Plan for the next two years which encompasses goals to be achieved in the following areas, based on the Perspectives Survey data gathered in 2024:

Staffing

Staff Wellbeing

Teaching and Learning

Student Wellbeing

Enrolments

Physical Environment

Community Engagement

New Staff Leadership Roles

As part of the Strategic Plan, three Leadership positions commenced in 2025 with the goal to offer experienced Highfields staff with opportunities to step into leadership roles in areas that are valuable to the School as a whole, and of personal interest and passion for the individuals.

Deep Learning Leader - due to an ever increasing interest and passion by our K-2 team for inquiry learning, Fiona Dundas-Smith leads the expansion of knowledge in this area alongside staff and in consultation with Chris Morris our AISNSW Deep Learning Consultant and, supports Highfields in maintaining its growing leadership presence with this work.

K-2 Curriculum Leader – Emma Siemon oversees the planned roll out of new curriculum documents following the implementation of English and Maths in 2023 and given indicative roll out timings of Science and Tech, Creative Arts, PDHPE and Science and Technology which require staff familiarisation and implementation.

Staff and Student Wellbeing Coordinator Sarah Jones - dedicates one day per week to the facilitation of programs and activities from Preschool to Year 2 over a two year period to ensure consistent professional training, program implementation and evaluation processes are in effect.

Staff and Student Wellbeing

Student and staff wellbeing is a key strategic focus for Highfields 2025-2027.

Student Wellbeing

The Grow Your Mind Program at Highfields – supporting each child's wellbeing!



In 2025 through our ongoing engagement with the Grow Your Mind program across the school, which has been carefully selected for its sound research base and alignment with Highfields philosophy, our clever Highfielders are demonstrating their growing understanding about how their brain works. The aim of this program is to support mental health by building wellbeing skills in children (which is a key factor in protecting against mental illness). 'Grow Your Mind' (or GYM) has been developed using four key pillars of research from: Positive Psychology, Public Health, Social & Emotional Learning and Neuroscience.

One of the key concepts includes animals that represent different parts of the brain and so the children have become familiar with each animal and its corresponding brain function.

With the program well embedded into our programs and practices by now, the importance of sharing the work with our families took precedence and an information session was organised for families in August this year.

Staff Wellbeing



In Term 2 2025, all staff completed a Wellbeing Survey in recognition that understanding staff wellbeing is key to supporting a positive and productive workplace.

The survey helped Highfields assess areas crucial to staff satisfaction and retention, including:

- supportive relationships and sense of belonging,
- purpose and autonomy in roles,
- resilience and coping strategies,
- psychological and physiological wellbeing.

The data provided the opportunity for our Wellbeing Leader Sarah Jones to develop targeted initiatives to enhance staff wellbeing, support recruitment and retention, and foster a positive work culture.

Ongoing Collaborations

Des and Isaac

In 2025, Deslyn and her sons Isaac and Tye, continued to collaborate with and working alongside, teachers and children in classes from Preschool to Year 2 to enrich their inquiries on a termly basis. To mark the beginning of a new year, they facilitated a 'smoking ceremony' which was of interest to the whole community. Through the year they shared Indigenous perspectives, language, and culture.

Our Highfielders listened to stories, sang, danced, learnt some Aboriginal words, explored authentic artifacts, and created art. We are so pleased that the relationship we have built with Dez, Isaac and Tye continues to deepen over time.

Keeping Families Informed

It is of key importance that our families receive information on topics that are of importance to them and at the same time are aligned with school interests. On this basis a number information sessions were organised including some that were in person and others virtual as follows:

‘The InitialLit Program at Highfields and How Parents Can Support Reading at Home’ was a presentation for Kindergarten families facilitated by Sarah Jones on 19 March.

Sleep and the Developing Brain was an online webinar offered on 22 May. Families had the opportunity to explore the importance of sleep with Dr Moira Junge from the Sleep Health Foundation (SHF). There was a focus on how sleep contributes to children and young people’s brain development, including memory consolidation, emotional regulation, and cognitive functioning. They learned about how sleep can impact physical and mental health, as well as learning and academic performance.

On 28 May families had the exclusive opportunity to hear from screen use expert, **Brad Marshall, The Unplugged Psychologist.** This live webinar empowered parents to minimise harms from recreational screen use on primary school aged children’s development.

In April 2025, Highfields and Bambini House collaborated to bring **Karen Young**, author of *Hey Sigmund*, to speak to our families about child and adolescent anxiety. She challenged the audience to consider what our children and teens could do if they knew in their hearts they were brave enough, and provided essential information and strategies to help families with the development of their child’s courage and resilience, uncover their strengths, reduce their anxiety and nurture the skills and qualities to support them for life.

There was a **Grow Your Mind Parent Evening** on 27 August where families learned about the research behind the program, the animal characters teaching children about their brains, the range of positive mental health strategies being taught to children at school and they were guided in how they could extend this in the home environment.

Entitled: Raising Responsible, Respectful Kids, an online webinar hosted by Dr Justin Coulson took place on 5 November. At that time Justin took a deep dive into the issue of entitlement. He explored the root causes, impact on our children’s development, and most importantly equipped families with practical strategies to turn things around.



‘Tea and Talk’ mornings were offered each term by our Preschool Educational Leader Sandy Ireland, and a number of families chose to join the conversations on a range of topics including: what it means to be school ready, the collective wisdom of parenting, and the importance of art for young children.

The **Preschool Reflections** shared with families each week provided information which included why we do what we do, and how our programming, environment, and teacher interactions, seek to impact learning outcomes for all children in positive and effective ways.

Sandy Ireland provided **termly newsletters titled The Preschool Lens.** The Preschool Lens documents covered such areas as what is happening in Preschool in 2025, ‘Children’s rights and their views about being photographed’, the joy of staff learning to weave and how these skills can

be modified to support children in learning to weave as well, 'Worm Tea - from our garden to yours', 'SHHH it's a surprise - The Happy Birthday Project', and 'Five Preschool Teachers in the Heart of Adelaide'.

In addition, **Windows into Learning** sessions in each class from Preschool to Year 2 powerfully shared how learning takes place at Highfields and in many cases 'unpacked' a learning journey undertaken by a class over the course of the term.

Special Events

Harmony Day for Preschool to Year 2

Harmony Day was celebrated on 21 March. It is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. Harmony Day celebrates inclusiveness, respect, and a sense of belonging for everyone.

Anzac Service



On 3 May Mrs Dundas-Smith, Miss Madden, Mrs MacCue and Year 2 children conducted a special Anzac Service. All children and teachers from Kindergarten to Year 2 participated in the ceremony which included an Acknowledgement of Country, Year 2 children outlining the purpose and importance of Anzac Day and its traditions, the significance of the poppy and rosemary as symbols of remembrance, the raising of the Australian flag, listening to 'The Last Post' capably played by Zoe Mann (ex Highfielder) on the trumpet, a minute of silence, and the National Anthem. We were delighted to welcome special guests Jeni McDermott, past Principal of Highfields School, and husband Captain John McDermott (ret. Navy), and Felix Zeng ex-Highfielder who spoke to the audience about being a naval cadet.

Highfielder's Have Got Talent!

In Term 4 for the first time, our music/drama teacher excitedly hosted 'Highfielder's Have Got Talent'! Performances took place every Friday at lunchtime, giving our K-2 students the opportunity to share their skills and creativity with the school community. The children were invited to sign up individually, with a partner, or in small groups to perform at one of the themed weeks:

Week 3: Music and Singing

Week 4: Movement and Dance

Week 5: Comedy and Storytelling

Week 6: Catch Up (for anyone who missed their turn)

Week 7: Creative Arts and Magic

School Anniversary Celebration

On 19 September, 3/5 Day Preschool to Year 2 and staff celebrated 80 Years of Early Childhood Education in style. The children enjoyed the party atmosphere, fun activities in class and outside, and eating cake and a sausage sandwich for lunch. Every child received a commemorative hat as a gift from the school. The Magpies and Lorikeets had their special day on 23 September.



Ravenswood Dance

In Term 3, Year 2 once again participated in the annual dance showcase at Ravenswood. They were in equal parts excited and nervous waiting for their turn to perform and when finally on stage, completed their routine with coordination and confidence. It is true to say that they very much enjoyed the claps and cheers of the audience from the start to finish of their performance, and while watching others were not only spellbound by the variety of costumes, music and dance moves of other groups, but eager to cheer them on as well.

Sporting Highlights in 2025

Sport Carnival

On 27 May we were excited for our Sport teacher Hannah Van Plateringen and the SportsPro team, to host a Sports Carnival at The Lindfield Sports Centre. Once again it gave our Year 1 and 2 Highfielders the experience of what a real School Sport Carnival is all about. The activities included relay races, a tails game, target throwing and basketball shooting, and a variety of other active games that kept the children well occupied and giving of their best. A lot of fun was had by all!

Sports Fun Days

On 24 September our preschool students enjoyed an exciting array of activities led by our new sport teacher Jess Morley and the SportsPro team, which were spaced out around the school including a gymnastics circuit in the hall, striking skills circuit in the limezone, and a variety of games and races outside the hall and on the green slop outside Kindergarten.

On 22 October our Kindergarten students were guided by Jess and the SportsPro team through various activity stations set up around the school with fun-filled activities including relays, a variety of games, gymnastics and throw and catch circuits.

For all special sports days, parents joined us to offer their support which was appreciated by staff and children alike.

Book Character Dress Up Days



Children across the school took part in the Book Character Dress up days on 19 and 21 August, and the teachers joined in as they always do. The children were so excited to be 'stepping into character' and a variety of traditional tales and more modern books were represented.

This year we also set a **costume rule to ensure the focus stayed on storybooks** and encouraged children to celebrate characters from books they love.

The week culminated in the children having Freya Blackwood visiting Highfields. She talked about the writing and illustrating process, and a special Book Week performance followed which showcased her shortlisted book 'The Garden of Broken Things'. It was such an immersive experience combining storytelling, puppetry, music and adventure. The children loved it!

K-2 Play



This year the K-2 Play was inspired by the School's 80th Anniversary and as such, the audience were taken on a historical journey where many highlights from over the years were shared. It was particularly exciting to have Jeni and John McDermott in the audience who saw themselves played by young actors and relived times and events they were directly involved in.

As always the children delighted us with their skilled performances involving narration, singing and dancing to the pleasure of a rapt audience.

Many thanks must also go to Bronny Carroll who again guided the development of the children's voice, drama, and performance skills, and to the teachers for their script writing and choreography with the children.

Annual Community Activities and Events



Our school community supported our regular annual events including the Vivid Cruise, Disco, Back to the 80s Dinner Dance and Carols evening through their keen attendance, and a Movie Night attracted a BIG crowd eager to see 'Paddington in Peru'.

We can't forget Mother's, Father's and Grandparents' Days which are always a highlight for families.

Excursions and Incursions

In 2025 the school calendar was also packed with other visitors to Highfields and excursions to wonderful destinations. These opportunities enriched class inquiries and elevated learning beyond what can take place in the classroom alone.

Excursions included a Peter and the Wolf performance at the Opera House, a Mary Poppins performance at Roseville College, Koori Connections meet up at Centennial Park, Paddy Pallin Park exploration and the dance showcase at Ravenswood.

Some of our many incursions included Life Education, Ranger Jamie who talked about environmental matters, Kaleidoscope and Jolly Bops Science visits, claymation and ceramics, bee hotel creation in collaboration with Ku-ring-gai Council and the Meerkat Book Week performance to name just a few.

Extra-Curricular Activities

Following a parent survey conducted in 2024 which called for feedback about the extra curricular offerings for students, we can now attest to an interesting array of before and after school activities, with a new string ensemble opportunity coming in 2026.

The complete list of extra-curricular activities for 2025 included: tennis lessons, french language classes, chess club, STEM engineering tech club, build it science club and Lego engineers in the mornings, and drama and an additional tech club in the afternoons.



Thinking of Others

Our School community supported two worthy charities this year.

Hope in a Suitcase



Throughout the year we donated to this worthy charity through the proceeds of our second hand clothing sales, and in late November we ran a very successful 'Hope in a Suitcase' drive where families donated specific new items that could be placed in suitcases for those in need.

It's in the Bag

The 'It's in the Bag' charity has been a focus for staff for the past two years, and we were keen to continue our support for this worthy cause in 2025. 'It's in the Bag' is one of Australia's most loved Christmas appeals, where every-day Australians are encouraged to put together Adult, Teen or Mum and Bub bags filled with essential items, maybe some everyday luxuries and a handwritten note, to donate to someone in need for Christmas. It was a pleasure once again to donate a number of well stocked bags to Bunnings before the deadline.

CommunityOSH



Throughout 2025, CommunityOSH has continued to provide an excellent before, after and vacation care service for children and families within Highfields. The staff are exceptional, the program is responsive to the ages and interests of the children, children are happy and engaged, and attendance numbers remain strong.

On a final note...

80th Anniversary Mural



Many, many thanks go to Year 2 families for the beautiful mural that was painted on the wall outside the hall. Sean Aley, father of Clare in Year 2, with the approval and full support of Year 2 families, created this beautiful work. It cleverly displays the birds that we regularly see in our playground – Kookaburras, Lorikeets, Magpies, Currawongs and Cockatoos – which our preschool classes are named after, and if you stand at a particular point in the playground, the tree on the left hand side matches perfectly with the real tree behind! It provides a lasting memory of the children and families in our senior class in 2025. We are absolutely delighted and thank them so much!

2025 Reflection

In conclusion, while we celebrated 80 fabulous years of early childhood education this year, we continue to look ahead. The world our children are growing up in is changing rapidly, and so too Highfields must continue to grow — with resilience, creativity, and an unwavering commitment to the learners who will one day lead us.

With all that said, Highfields is stepping boldly into the future, with the promise that for every child who walks through our doors, their journey will continue to be rooted in strong beginnings, laying the foundation for a lifetime of learning and success.

Student outcomes in standardised national literacy and numeracy testing

No data is available for this reporting area. Highfields Preparatory and Kindergarten School is Preschool -Year 2 only. Students complete NAPLAN testing in Year 3.

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient Teacher	7
Highly Accomplished Teacher	5

Workforce Composition

School Staff 2025

Teaching staff	12
Full time equivalent teaching staff	8.3
Non-Teaching staff	7
Full time equivalent non teaching staff	4.4



Our school embraces all faiths and backgrounds. None of our staff members have identified as Aboriginal or Torres Strait Islander.

Student Attendance

95% per cent of students attended school on average each day in 2025.

Attendance rates per Year:

Kindergarten – 96%

Year 1 – 95%

Year 2 – 94%



For whole school attendance rates please refer to the My School website <http://www.myschool.edu.au>

The School Attendance Policy outlines the procedures followed to manage instances of student non-attendance. Absences are closely monitored. The School follows up where verbal or written explanations are not received from the parents and the School will raise concerns with families to resolve any issues of regular non-attendance.

School Policies

The following school policies are publicly available on the website:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Anti-Bullying policy](#)
- [Discipline Policy](#)
- [Complaints Handling Policy](#)



Areas of parent, student and staff satisfaction in 2025

Student Satisfaction

Student satisfaction at Highfields is evident in the high levels of engagement, enthusiasm, and sense of belonging displayed across all year levels. Students benefit from a rich and diverse educational experience, including deep learning inquiries, creative arts exploration, and a strong focus on wellbeing through programs such as Grow Your Mind. Opportunities for participation in special events, extracurricular activities, and performances further contribute to student enjoyment and confidence. The school's focus on fostering curiosity, creativity, and positive relationships ensures that students feel supported, happy, and motivated in their learning environment, while developing the skills needed to thrive both now and into the future.

Staff Satisfaction

Staff satisfaction at Highfields remains strong, underpinned by a shared commitment to high-quality early childhood education and a supportive, collaborative workplace culture. The introduction of new leadership roles in 2025 has provided meaningful opportunities for professional growth, while strengthening whole-school capacity in areas such as curriculum, deep learning, and wellbeing. The staff wellbeing survey conducted in Term 2 offered valuable insights into key factors influencing satisfaction, including relationships, purpose, autonomy, and overall wellbeing. These findings have informed targeted initiatives led by the Wellbeing Coordinator to further enhance staff engagement, resilience, and retention, ensuring a positive and productive working environment.

Parent Satisfaction

Parent satisfaction continues to be a key strength for Highfields, reflected in strong engagement with school initiatives, events, and communication opportunities. Families demonstrate high levels of trust in the school's educational programs and wellbeing approach, as evidenced by their participation in information sessions, community events, and curriculum sharing opportunities such as Windows into Learning. The range of parent education sessions offered throughout the year has further strengthened partnerships, equipping families with practical strategies to support their children's development. Ongoing communication through newsletters, reflections, and direct engagement ensures families feel informed, valued, and connected to their child's learning journey.



Highfields Parents Association and Class Parents

A Highfields Parents Association Committee in 2025 worked closely with the School to organise and plan for our usual and much loved events on the yearly calendar including our school disco, movie night, vivid harbour cruise and annual evening fundraiser evening, many of which had a focus on the school's 80th Anniversary. These events were supported by the parent community, enjoyed by a number of families and were a source of satisfaction for the organisers.

In addition, to mark the special year in the school's history, a range of Happy Highfielder merchandise was created for adults and children.

Class Parents worked diligently to support the School, and individual classes in 2025, with a range of enjoyable and varied social events to enhance participation and encourage connections between families.



Summary financial information

Graphical representation of income and expenditure using percentages only

