



2025 Annual School Report



Wembley Downs Primary School
An Independent Public School
Care~Respect~Challenge

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PRINCIPALS REPORT

It is an honour to present to you the 2025 Principal's Report for Wembley Downs Primary School (WDPS). This report provides an opportunity to reflect on and celebrate the achievements of our school over the past year.

I have thoroughly enjoyed my fifth year as Principal and working with the staff, students, parents and wider community.

Staffing and Community

In 2025, we welcomed back our Deputy Principals, Mr George Tolev and Mrs Rachel Martino, following periods of leave. Several staff members were on parental leave throughout the year, including Mrs Kelsee Connor, Ms Rebecca Lane and Mrs Caroline Anderson. Mrs Michelle Adams also undertook Long Service Leave. We farewelled Mr Mark McGuffin, who retired from his role teaching Japanese, Mrs Catherine Smith from the school office, who accepted a promotion at Maylands Peninsula Primary School and Mrs Loret Ortmann, who transferred to Wanneroo Primary School. We thank each of these staff members for their valued contributions to Wembley Downs Primary School.

I would like to sincerely thank our School Board, particularly our Chair, Dr Khan Collins and our P&C President, Mrs Katy Brooks, along with all P&C executives and volunteers. Your ongoing support, commitment and generosity play a vital role in making our school the welcoming and successful place it is.

Teaching and Learning

At the beginning of 2025, I shared with staff that this would be our Year of Solutions Focus, continuing our sustained school improvement journey as our student population grows.

We have maintained strong whole-school approaches to teaching and learning, including Sounds-Write, Talk for Writing and Seven Steps to Writing Success. Maths Trek was introduced across most year levels, while ICE-EM continues to be used in the upper primary years.

Our targeted Intervention Program (Book Club), based on Sounds-Write, continued to be delivered by our highly skilled Education Assistant team: Mrs Jacqui Greetham, Ms Joanne Cugini, Mrs Kelsie Mills and Mrs Vicki Lewis. I thank Mr George Tolev for his leadership of these programs. Encouragingly, our DIBELS data shows a reduction in the number of students requiring intervention as they progress through the school, which remains a key long-term goal.

The consistent use of our whole-school Instructional Model, including Daily Reviews, continues to support effective teaching practice across all classrooms.

Assessment and Student Achievement

Throughout the year, staff continued to refine our Assessment and Reporting Schedule and make effective use of our Teaching, Learning and Assessment "One Stop Shop" to ensure consistency of practice, particularly in English.

In addition, we consolidated the use of Elastik for data analysis, reviewed our Early Childhood programs against the National Quality Standards and participated in key system assessments, including On-Entry, NAPLAN (Years 3 and 5) and ACER PAT.

Overall student achievement data show strong growth and positive trends:

NAPLAN (2023–2025)

- Average scores across all test areas are at or above the national mean.
- Spelling results improved compared to 2023.
- Grammar and Punctuation achieved the highest average scores for Years 3 and 5.
- The 2025 Year 5 cohort outperformed the 2023 cohort in Grammar and Punctuation, Numeracy, Reading and Writing.

ACER PAT – Mathematics (2024–2025)

- Year 2, 3, 5 and 6 cohorts exceeded the expected 12-month growth.
- All cohorts progressed better than the national rate.
- Year 6 students had the highest percentage above the national average.
- All cohorts achieved means above the national average.

ACER PAT – Reading (2024–2025)

- Year 2, 3, 4 and 6 cohorts exceeded expected growth.
- Progression exceeded national rates.
- Strong performance from Year 6 and Year 4 cohorts.
- Most cohorts achieved means above the national average.

On-Entry (2025)

- Over half of the students scored above the mid-year target across all three modules.
- Numeracy scores averaged 39% above the mid-year target.

While we are pleased with this progress, our ongoing focus is to further support extension for high-performing students and close the gap with Like Schools. Strategies to address this will be embedded into our 2026 Operational Plans.

Looking Ahead

The 2025 school year has reaffirmed the strength of our school culture and our shared commitment to student success. We will embrace our Early Childhood increase in population growth and our biggest challenge is making the physical learning environment the best we can with slow and steady improvements, collaborating with the Department of Education. I look forward to continuing our positive and productive partnership with the P&C and School Board in 2026.

Thank you for your ongoing support of Wembley Downs Primary School.

Anne Christodoulou

**Principal
February 2026**



SCHOOL BOARD CHAIR REPORT

It is a pleasure to present this report on behalf of the Wembley Downs Primary School Board, reflecting on a successful 2025 and the ongoing work to support our students and school community.

In 2025, the school continued to strengthen consistent, evidence-based teaching practices across all year levels. Whole-school approaches in literacy and numeracy, supported by a clear instructional model and increasing use of data, are contributing to better outcomes for our students. NAPLAN results are at or above national averages and there is solid growth across ACER PAT assessments. A particular strength is the focus on early identification and targeted intervention for students at educational risk. Over time, we are seeing more students returning to classroom learning in line with their peers, while those with more complex needs are accessing support through appropriate specialised pathways. There is also an ongoing focus on ensuring students requiring academic extension are challenged to reach their full learning potential.

WDPS continues to be a school where students feel safe, supported and connected. This is clearly reflected in the 2025 School Community Survey, which showed high levels of satisfaction from parents, staff and students. Families reported strong confidence in teaching quality, leadership and school culture, describing the school as inclusive and welcoming. Staff highlighted the collaborative and professional teaching environment with a strong focus on student wellbeing, while students reported feeling safe, respected and supported in their learning. Beyond the data, just walking onto the school grounds gives the unmistakable sense that this is a connected community: students, staff and families engaging with respect, warmth and humour and supporting each other when it matters.

Across 2025, a wide range of events, camps, performances and student leadership opportunities enriched the student experience and strengthened connections between families and the school. The P&C plays a vital role in this — not only through fundraising, but through actively shaping the life of the school. Their organisation of events, support of programs and resources and the time and energy contributed by volunteers is essential to both the positive student experience and the sense of community that defines WDPS.

We have begun 2026 with strong momentum. Priorities include continuing to strengthen communication with families, supporting meaningful parent–teacher engagement and keeping a focus on high-quality teaching, wellbeing and inclusion. The School Board continues to guide the strategic direction of the school, monitoring progress against the 2024–2027 Business Plan and ensuring the community voice informs planning and priorities. We continue to advocate for improvements to infrastructure and resources, with upgrades already completed to walkways and toilet facilities and funding approval for planned car parking works. We have formed a collaborative relationship with the local member for Churchlands, Mr Basil Zempilas MLA and are in ongoing communication about the needs of our growing student population within an ageing school infrastructure.

I would like to thank Principal Anne Christodoulou, the leadership team, staff, Board members, the P&C and the wider school community for their ongoing dedication and contribution to Wembley Downs Primary School. It is through this shared commitment that our school continues to thrive.



Dr Khan Collins
School Board Chair
February 2026



SCHOOL BACKGROUND

Our grounds are characterised by large trees and open playing spaces, which foster a range of outdoor play and physical pursuits. The classroom learning environments consist of a combination of traditional classrooms and several more contemporary buildings, such as the Early Childhood classrooms, Library, Music and Science/Art Rooms, which enable the school to provide quality generalist and specialised teaching and learning programs. Our Motto is *Care, Respect and Challenge*. Our values are *to Be: Respectful, Responsible, Your Best, Caring and Safe*. We focus on the health and well-being of our students and staff, through our Positive Behaviour Support program, with many opportunities for students and staff to shine, through our Kookaburra Rewards, Faction Tokens and many positive acknowledgements and celebrations for students and staff. We encourage our students to embrace their culture and be proud. Phys Zen and our Health and Well-Being lessons are an opportunity to learn about the Zones of Regulation, Protective Behaviours and Positive Behaviour support. We welcome our students the minute they walk through the gate, as we want them to feel safe and happily ready to learn. We have our whole school's academic programs, such as Heggerty, Sounds-Write, Talk For Writing, Seven Steps to Writing and iMaths, as well as ICEM Mathematics. We have our Intervention Program for Synthetic Phonics, known as Book Club and are working on extending our Middle Late Childhood students through extra-curricular activities and challenges, as well as PEAC. We have several Student Leadership opportunities for our students through the Green Team, Your Move, Student Councillors, Faction Captains, The Arts Captains, Instrumental Music Lessons and our Choir, led by Miss Sophie Costello.

Wembley Downs Primary School continues to enjoy strong community support and involvement, with many parents being actively engaged in the education of their children and volunteering to assist across the school whenever needed. The School Board provides governance and reviews the effectiveness and implementation of the Business Plan. A Business Plan has been created for 2024-2027. This enables community members to have input into some of the programs and planning for the future direction of the school.

The school continues to benefit from an active and supportive Parents and Citizens' Association, with the group taking responsibility for the management of the Uniform Shop and Canteen. In addition, many family events and fundraising activities are conducted via the P&C, which deliver significant benefits for all students.

Over the last few years, our P&C have worked tirelessly in collaboration with the school on our Digital Technologies, Shade Sails, Year 6 Graduation and community Fund, to name a few initiatives. We are very grateful for their contributions. Our School Canteen is also flourishing and we thank all our official Canteen Staff and family volunteers.



SCHOOL INFORMATION

In 2025, the school operated with a base teaching profile of 19.2 FTE (full-time equivalent) and an additional 11.8 FTE comprising administrative and school support staff. As an Independent Public School, all teaching and non-teaching positions are merit-selected. All selection processes conducted in 2025 were carried out in line with the Public Sector Standards.

The school has employed staff with varied experience and a diversity of expertise. All staff are committed to providing quality learning opportunities for all students. Specialist programs in the areas of Music, Physical Education, Health and Well-Being, Digital and Design Technologies (Years 1 and 2), Japanese (Years 3-6) and Science are offered across the school. Teaching staff meet the professional requirements to teach in Western Australian public schools and this information can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	24	18.2	0
Total Teaching Staff	25	19.2	0
Allied Professionals			
Clerical / Administrative	5	2.4	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	14	8.8	0
Total Allied Professionals	20	11.8	0
Total	48	34.0	0

OUR STUDENTS

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(30)	54	38	46	47	42	49	47	353
Part Time	59								

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

	Kin	PPR	Pri	Sec	Total
Male	35	30	151		216
Female	24	24	118		166
Total	59	54	269		382

The student population reflects the diversity of the school community, with approximately 6% of students having a language background other than English.

Leadership opportunities are provided to upper primary students, with the Student Councillors and Faction and Music and Science Captains, as well as Your Move and The Green Team. These roles provide students with valuable leadership skills and the opportunity to act as advocates on behalf of the student body.

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	91.1%	88.9%
2024	92.7%	89.4%
2025	92.4%	89.1%

Attendance % - Primary Year Levels

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

Student attendance continues to be a focus, with the average school-wide attendance rate in 2025 being 92.4% compared to the WA Public Schools average of 89.1%. We have met our target, which is 92%. A number of our families are travelling, which has affected our Attendance Rates. In 2025, we introduced Compass for attendance and this has improved tracking. Letters are sent home for unexplained absences and students at high risk. We have attendance plans prepared in consultation with staff and families.

DESTINATION SCHOOLS

Destination Schools

2025 school destinations of the 2024 student cohort

Year Level :

Destination Schools	Male	Female	Other	Total
4012 Churchlands Senior High School	15	14		29
1259 Newman College	9			9
1157 St Mary's Anglican Girls' Sch		7		7
1193 Hale School	6			6
1249 John Xxiii College	1	2		3
1121 Iona Presentation College		2		2
4025 John Curtin College Of The Arts	2			2
4213 Bob Hawke College		1		1
1147 Presbyterian Ladies College		1		1
6161 West Coast Sec Ed Sup Ctre	1			1
Total	34	27	0	61



BUSINESS PLAN 2024-2027 REVIEW

Business Plan Performance Targets 2025				
Attendance measure- Student attendance rate goal is 92% or above.	92.4%			
Close the gap in our student performance of our Years 3 and 5 students (stable cohorts) to Like Schools in NAPLAN Numeracy, Reading, Spelling, Grammar and Punctuation and Writing.	Year 3		Year 5	
	Numeracy		Numeracy	
	Reading		Reading	
	Spelling		Spelling	
	Grammar and Punctuation		Grammar and Punctuation	
	Writing		Writing	
Increase our student percentages in the Exceeding proficiency level for Year 3 and 5 students (stable cohorts) in NAPLAN Numeracy, Reading, Spelling, Grammar and Punctuation and Writing.	Year 3		Year 5	
	Numeracy		Numeracy	
	Reading		Reading	
	Spelling		Spelling	
	Grammar and Punctuation		Grammar and Punctuation	
	Writing		Writing	
In Numeracy and Reading, every Year 3, 4, 5 and 6 will achieve a <i>cohort value add of 3 or greater</i> in Elastik progressions. (Data source- 2024-2025)	Year 3	Year 4	Year 5	Year 6
	Numeracy- 1.16	Numeracy- 0.86	Numeracy- 5.23	Numeracy- 3.81
	Reading- 6.39	Reading- 1.05	Reading- -4.01	Reading- 5.13
In Numeracy and Reading, we aim to be 0.4 or above <i>Effect Size</i> in every Year 3, 4, 5 and 6, in Elastik progressions. (Data source- 2024-2025)	Year 3	Year 4	Year 5	Year 6
	Numeracy- 0.67	Numeracy- 0.37	Numeracy- 0.70	Numeracy- 0.72
	Reading- 0.90	Reading- 0.46	Reading -0.11	Reading- 0.70

Key

Not achieved/commented	
Working Towards	
Met	

Wembley Downs Progression Report Highlights

NAPLAN (2023 – 2025):

- Average scores for all test categories sit equal to, or above the national mean
- Spelling has exceeded 2023 results when comparing averages to the national mean
- Grammar and Punctuation yielded the highest average score for year 3s and year 5s in 2025
- Grammar and Punctuation also yielded the highest average score for year 3s and year 5s in 2023
- This 2025 cohort of year 5s out performed the 2023 cohort of year 5s in Grammar and Punctuation, Numeracy, Reading and Writing

PAT (2024 - 2025)

PAT Math

- Our current year 2, 3, 5 and 6 cohorts progressed more than the expected 12 month progression (effect size)
 - Our current year 2, 3, 5 and 6 cohorts progressed better than the national progression
- Our current year 6s had the highest percentage of students above the national average, followed closely by our year 1s
 - All of our cohorts all had a cohort mean above the national average

PAT Reading

- Our current year 2, 3, 4 and 6 cohorts progressed more than the expected 12 month progression (effect size)
 - Our current year 2, 3, 4 and 6 cohorts progressed better than the national progression
- Our current year 6s had the highest percentage of students score above the national average, followed closely by our year 4s
 - Our current year 1, 3, 4, 5 and 6 cohorts all had a cohort mean above the national average

On Entry (2025)

- More than half of our students yielded scores above the mid-year target for all 3 modules
- On average, Numeracy scores were 39% above the mid-year target, whereas Reading and Spelling were 3% and 5% above the mid-year target



SCHOOL SURVEY RESULTS

Schools have traditionally used the National School Opinion Survey to gather feedback from students, staff and families about key aspects of school performance and satisfaction. This year marks an important shift as we transition to the School Culture Survey, which provides a more targeted and contemporary insight into the lived experiences, relationships and overall culture within our school. As this is the first time we have administered the School Culture Survey, the data collected will serve as a valuable baseline. This will enable us to more effectively track trends over time, measure progress and inform future planning to strengthen our school culture and outcomes for all members of our community. In 2025, the school administered the School Culture Survey to Staff, Parents and our Year 5, Your Move Leaders, as well as our Year 6 Student Leaders. For the Community Survey, we had 144 responses, whereas in 2023, we had 106 responses from families, a great increase. We had 38 staff responses and 17 student responses. Here is a summary of our results:

Executive Summary – School Community Survey (Parents & Carers)

Overall Sentiment

Parent feedback reflects a strongly positive perception of the school's culture, relationships and learning environment. Families feel welcomed, supported and confident in the quality of teaching. They value the school's inclusivity, professionalism and leadership visibility.

Key Strengths

- Warm, positive school culture: Families describe the environment as inclusive, caring and supportive. Staff are consistently praised for professionalism and commitment.
- Strong relationships: Parents feel welcome in classrooms and believe staff genuinely care for and know their children.
- Leadership visibility: The principal's presence at gates and events is highly valued and contributes to a sense of community.
- Teaching quality: Many report engaging programs and caring teachers who respond to student needs.
- Wellbeing and belonging: High agreement that the school is safe, caring and promotes respectful relationships (means between 4.0 - 4.3).

Areas for Improvement

- Communication overload: Families report too many platforms.
- Parent involvement: Some parents feel there are limited opportunities for classroom volunteering and connection, especially in the early years.
- Support for diverse learners: Requests for clearer processes for neurodiverse students, extension opportunities and better communication about programs.
- Resources and infrastructure: Ageing buildings, limited technology for high-needs students and large early-years class sizes were noted.

Summary

The community values the school highly, sees strong leadership and relationships and trusts the educational environment. Improvements are most needed in streamlining communication, enhancing transparency and supporting diverse learning needs.

Executive Summary – Staff Survey

Overall Sentiment

Staff express strong confidence in school leadership, teaching quality and the positive, collaborative culture within the school. Most areas score between 4.0 and 4.8, indicating broad satisfaction.

Key Strengths

- Professional culture: Staff report exemplary professional behaviour, respectful relationships and high morale.
- Strong leadership: Leadership is viewed as visible, supportive, data-informed and aligned with strategic planning.
- Clarity of expectations: Staff have a shared understanding of effective teaching, the instructional model and whole-school frameworks.
- Collaborative practices: High agreement on collaboration in planning, use of data and support for pedagogical improvement.
- Student wellbeing focus: Staff strongly affirm that the school prioritises wellbeing, safety, belonging and culturally responsive practice.
- Professional growth: Staff feel supported through feedback, professional learning and goal-setting aligned with school priorities.

Areas for Improvement

- Consistency in applying pedagogical practices: Some variation in consistent use of school-wide practices is noted.
- Resourcing and facilities: Staff highlight ageing infrastructure and limited updated resources (especially in ECE).
- Communication processes: While generally strong, some feedback suggests opportunities for streamlining.
- Support for diverse learners: Although processes exist, staff desire further investment in targeted programs and resources.

Summary

Staff believe the school is well-led, collegial and focused on student success. Continued improvements are needed in infrastructure, consistent pedagogical practice and targeted resourcing, but overall, the staff report reflects a highly positive and cohesive professional culture.

Executive Summary – Student Survey (Years 5 - 6 Leaders)

Overall Sentiment

Students express very positive feelings about the school, their teachers and the learning environment. They feel cared for, respected and proud of their school.

Key Strengths

- Strong teacher and student relationships: Students overwhelmingly feel their teachers care about them, listen to them and believe they can learn (ratings 4.0 - 5.0).
- Sense of safety and belonging: Students feel safe, included, respected and able to be themselves at school.
- Support for learning: They report being able to access help when needed, with teachers explaining clearly and using varied strategies.
- Leadership visibility: Students regularly see school leaders around the school, which strengthens the connection.
- Positive culture: High levels of pride, belonging and enjoyment, with many identifying teachers and friends as “the best things about our school.”

Areas for Improvement

- Facilities & environment: Students highlight old classrooms, “musty” rooms.
- Curriculum and challenge: Some want more engaging teaching in certain subjects and more preparation for high school in Year 6.
- Leadership voice: Students feel they are rarely consulted about big decisions (mean 2.9).
- Technology and resources: Some equipment feels outdated, though students still value what is available.

Summary

Students feel deeply supported, safe and connected at Wembley Downs PS. They appreciate their teachers and leadership. Their main concerns relate to physical environment upgrades, more student input and modernised facilities and learning tools.



HIGHLIGHTS

What a fantastic year we had with many activities!

The P&C support for the school was outstanding. Some of the highlights include:

- Welcome Picnic;
- Mother's Day and Father's Day Stall/Gifts;
- The Cake Stall and organised Subway Lunch at the Faction Carnival;
- Financial Contribution to our school technology, the Community Fund and Shade Sails;
- Support for the Year 6 Graduation and
- The Christmas Edu Dance Concert, Uniting Church Hamper and Pizza.

Some of our school events included:

- Year 6 Leadership Day;
- Year 6 Surfing;
- Year 6 Drama Production;
- Clean Up Australia Day;
- Ride to School Days;
- Year 4 Ern Halliday Excursion;
- Year 5 Point Walter Camp;
- Year 6 Rottnest Camp;
- International Peace Pole Ceremony;
- Choir: ANZAC Service, One Big Voice, Year 6 Drama, Wembley Downs District Fair, Christmas Concert; and
- Your Move: Double Platinum Status.

Incursions:

- Phys. Zen;
- Bicycle Education;
- Constable Care;
- Science Incursion;
- Edu Dance lessons.

Whole School Events:

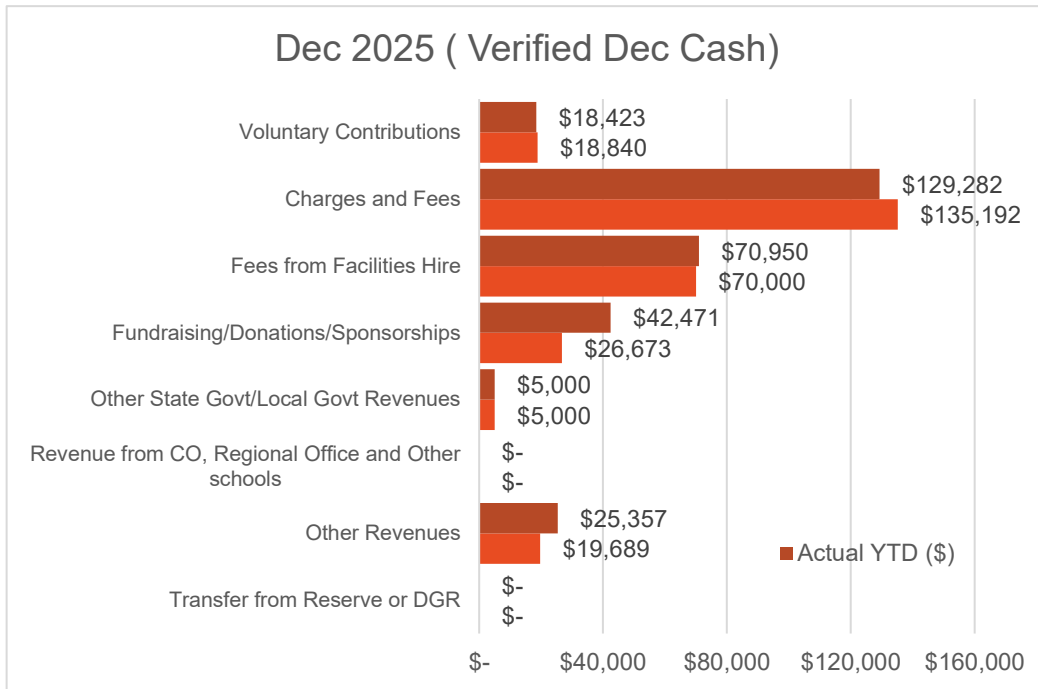
- Harmony Week;
- ANZAC Service;
- NAIDOC Week activities;
- Book Week activities;
- Premier's Summer Reading Challenge;
- Minister of Education's Running Challenge;
- Science Week;
- Class Assemblies;
- Faction Athletics and Swimming Carnivals;
- Interschool Swimming Carnival, Interschool Sport, Cross Country and Athletics Carnival;
- Teacher/Parent Interviews;
- Starlight Concert;
- Christmas Edu Dance Concert; and
- End of Term: Citizenship Award Assemblies and Countdowns.

Having a supportive and hardworking staff and P&C makes an incredible contribution to the culture of a school when hosting some of these events.

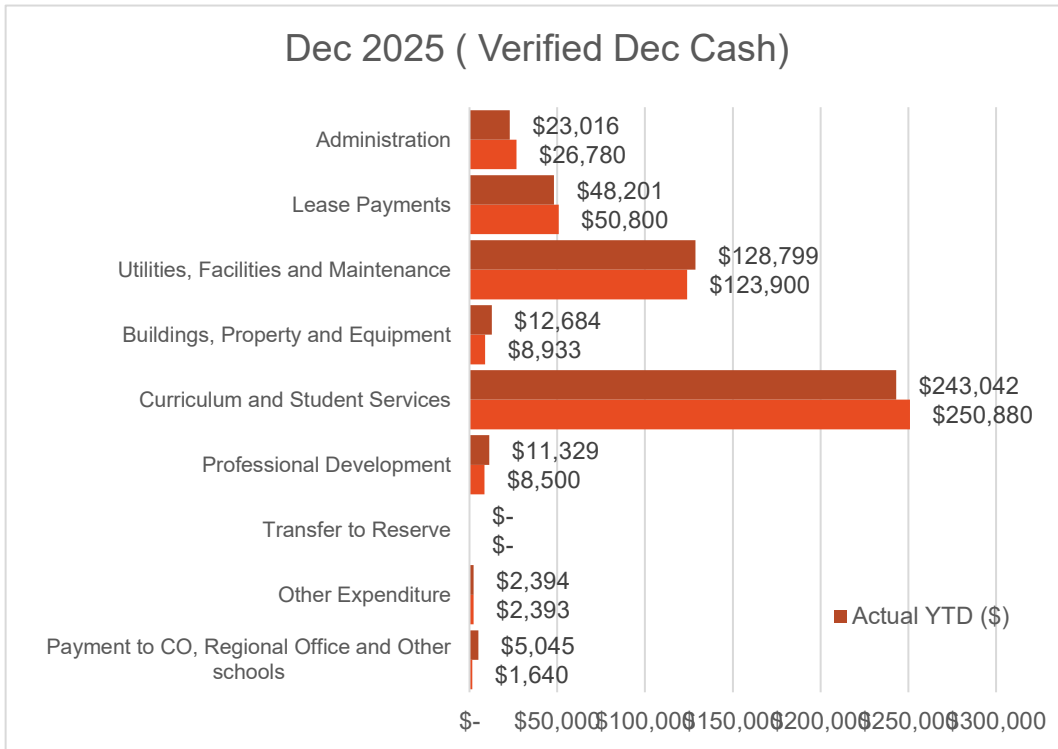
Our school thanks all the staff and parents who contribute so much time and effort to the school, you are very much appreciated. We would also like to thank all our dedicated staff, School Board members, students and families, for all their support across the year. It was a year we will all remember for so many reasons.

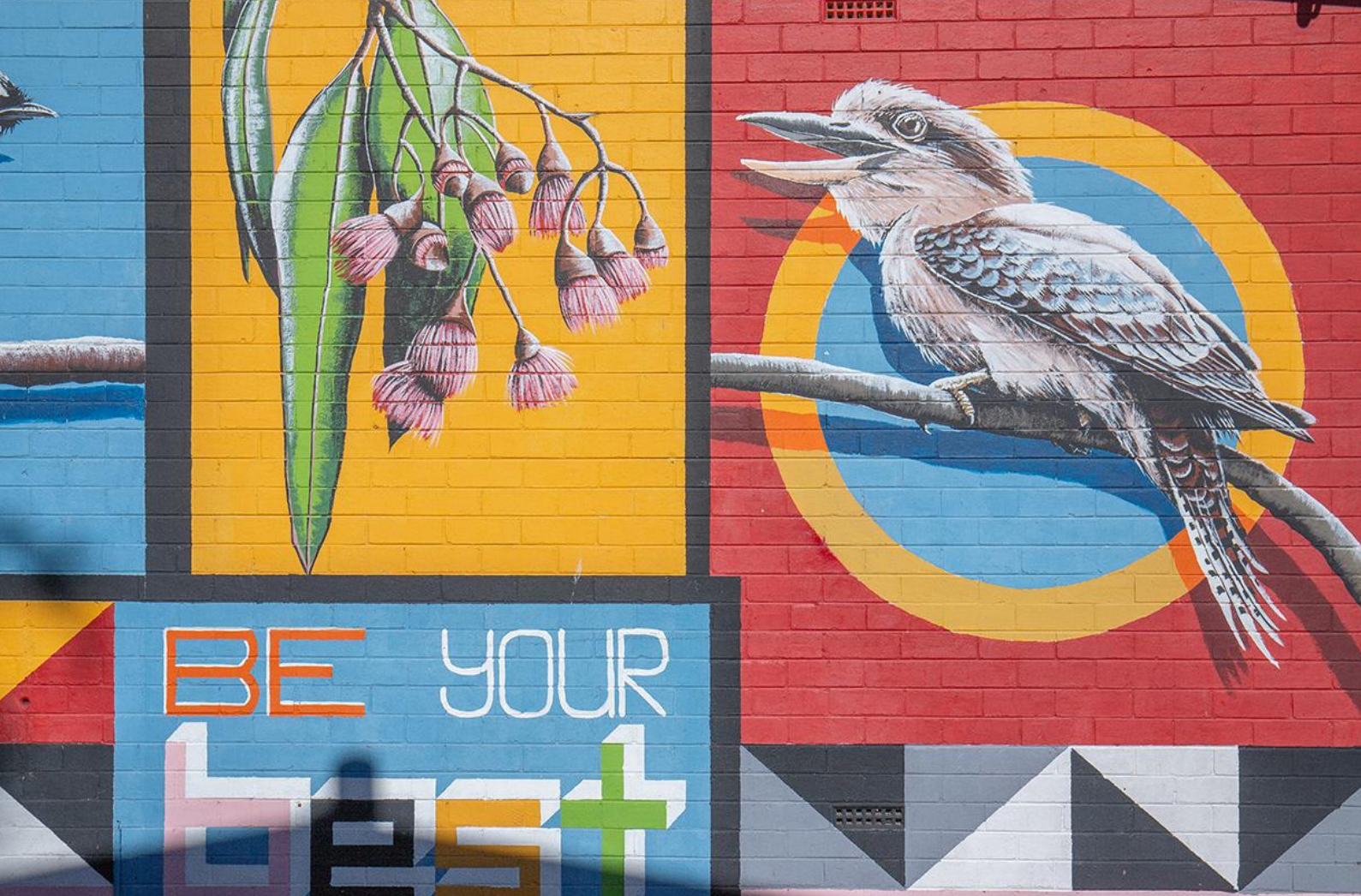
FINANCIAL SUMMARY

2025 Locally Generated Revenue- Budget vs Actual



2025 Goods and Services Expenditure- Budget vs Actual





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