



2024 Annual School Report



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

TABLE OF CONTENTS

PRINCIPALS REPORT	3
SCHOOL BOARD CHAIR REPORT	5
SCHOOL BACKGROUND	7
SCHOOL INFORMATION	8
OUR STUDENTS	9
BUSINESS PLAN REVIEW	11
SCHOOL SURVEY RESULTS	13
HIGHLIGHTS	17
FINANCIAL SUMMARY	18



PRINCIPALS REPORT



It is an honour to present to you the 2024 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 fourth year as Principal and working with the staff, students, parents and wider community. I am very grateful to you all as we celebrate our 65th Anniversary as a school-our staff were presented with a commemorative, branded notebook and pen. Key community members will also be presented with these as the year progresses.

In terms of staffing, our Deputy Principal, Mr George Tolev was on leave and Mrs Laura Mickler did an amazing job for the whole of the year. Mrs Rachel Martino was on Parental Leave in Terms 2 and 3, and Mrs Christine Burchard was another star Deputy Principal. We also farewelled Mrs Laura Walker our Music Teacher and welcomed Miss Sophie Costello in Term 4.

I would like to thank our School Board and in particular our School Board Chair, Dr Khan Collins and P&C President, Mrs Katy Brooks, as well as all the P&C Executives and volunteers, who work tirelessly to make our school the best place it can be. A P&C highlight was generously funding our new portable sound system and large TV Screen, mainly used in the Undercover Area.

A highlight of our School Board work was our new Business Plan. Firstly, our staff were part of the creation of our new vision. Our School Vision is:

Wembley Downs Primary School envisions a united and engaging community where Care, Respect, and Challenge form the foundation; fostering a culture of excellence, innovation, and inclusivity, ensuring a safe and stimulating environment for students to thrive in an increasingly digital world.

Next, our Senior Teachers were part of devising the finer details of the plan, during our COLLAB. Time, which was presented to all our staff for feedback. Once, this was complete the School Board reflected and we finalised the Business Plan. It was great to have Mr Jefri Raja from Elastik, present our results to us and ratify our Business Plan targets.

At the beginning of 2024, I declared to the staff, that it was the Year of Innovation of our new whole school approaches continuing our sustained school improvement journey. We are continuing our whole school approaches, of Sounds Write, Talk for Writing and Seven Steps to name a few. We also introduced Maths Trek across most year levels and continue to use ICE-EM in the upper year levels.

We also continued our Intervention Program (Book Club), based on the Sounds-Write program, which was facilitated by our highly skilled Education Assistant Team, Mrs Jacqui Greetham, Joanne Cugini, Mrs Kelsie Mills, and Mrs Vicki Lewis. Thank you to Mrs Laura Mickler for leading these areas. Our Dibels testing is showing that we have fewer students in our Intervention program as the

years progress. This is our goal for the next few years.

We consolidated our Instructional Model, (including Daily Reviews) as a whole-school approach to structuring our lessons.



We reflected and refined our Assessment and Reporting Schedule, as well as our Teaching, Learning and Assessment, One Stop Shop that teachers can access and use for consistent practices amongst the whole school, especially in English, and I would like to thank Mrs Elsie Tavra for her passion in this area and contributions. As a result, we have had her trained in the Writing Revolution strategies and are working together with Floreat Park PS and Wembley PS on parts of this approach. A great deal of this work could be facilitated during our COLLAB. Time.

This is just a snapshot of our work in the area of curriculum, we also consolidated the use of Elastik, reviewed our Early Childhood program through the National Quality Standards and our Pre-Primary Students were part of the state On-Entry Assessment and the Year 3 and 5 students, completed NAPLAN.

We have found from our assessment that our students are achieving well yet not progressing in the top bands. Some key areas of our progress:

- In terms of Literacy, Like School gains, we are closing the gap. We need to look at areas to focus on in Year 3, Grammar and Punctuation as well as Year 5 Writing.
- In terms of Numeracy, Like School gains, we are closing the gap. We need to look at moving students from the Strong to Exceeding Proficiency in Year 3, Numeracy, Reading and Writing- looking at extension activities. Identify students from the Strong Category and move them up with next-level lessons, which is similar to a Case Management approach).
- Goals in Literacy- Focus on Elastik- teaching to the learning gaps (Bubbles). in Year 4, Reading.
- Goals- Numeracy-Focus on Elastik- teaching to the learning gaps (Bubbles) in Year 4, 5 and Year 6 in Numeracy.

As a part of the School Improvement and Accountability Policy and Procedures, I undertake my Principal Performance Review. I submitted my reflection on the same platform as the Public School Review (ESAT) and sent out surveys for feedback. I then discussed my reflections and plans with the Director of Principal Performance Reviews and a Collegiate Principal. I was very pleased with the process and gained a great deal of positive feedback from the staff, school community and the

Department of Education:

It is evident through feedback from the review team that you are a reflective leader and have a genuine commitment to your professional growth.

You lead Wembley Downs Primary School in accordance with the expectations outlined in the domains of the Principal Performance Improvement Tool and Personal Attributes for Leadership...

Your leadership has been acknowledged in the recent Public School Review, which highlighted your respect, care and trust...

Your strong drive to excel has led to your selection for several key positions that have shaped your leadership journey. These roles include Principal Consultant for Schools Plus, where you played an integral part in the development of the Student-Centred Funding team. Additionally, you have held successful positions as a Curriculum Consultant and Curriculum Manager at the West Coast District Office. Your expertise has significantly contributed to the successful implementation of these major projects, which have enhanced schools' autonomy at a system level...

Your strong moral purpose is evident in your commitment to ensuring that all students are exposed to an agreed curriculum. This commitment has been reinforced by your leadership in reducing variability in classroom practices and establishing agreed-upon, research-based programs across the school. This is further evident by your leadership in developing the capacity of middle leaders at both the school and network level, which is enhancing expertise within the school and creating opportunities for staff to advance their career aspirations. I commend your leadership in these areas.

The 2024 school year has reaffirmed that we are aspiring in so many different areas. In 2025, I am looking forward to our continued positive partnership with our P&C.

Anne Christodoulou

**Principal
February 2025**



SCHOOL BOARD CHAIR REPORT

I would like to start by welcoming everyone to a new school year. I am sure 2025 is going to be another great year for the school community under Anne's strong leadership. The school continues to work towards optimising the educational and social experience for students through initiatives like the Book Club (Sounds-Write intervention program), using new data-driven technologies to enhance teaching, and offering a broad range of extra-curricular activities.

The Board continues its largely behind the scenes function of overseeing the governance of the school and the educational experience that is provided to students. We have welcomed new parent representative members in the latter part of 2024: Hannah McKenna, Zana Williams, and Kate Bischof. Many thanks to Sam Mackintosh for his contribution as previous Board Chair and his ongoing role as a community representative on the Board.

In 2024 the Board has overseen the finalisation of the WDPS Business Plan based on the School Improvement and Accountability Framework. This plan is used to guide the school's operational objectives and was completed in consultation with teachers and other staff. This is a strategic document with specific targets that are communicated in the Annual School Report. The plan also includes our new School Vision which I think nicely distils the values and spirit of the WDPS community as we head into the future: "Wembley Downs Primary School envisions a united and engaging community where Care, Respect, and Challenge form the foundation; fostering a culture of excellence, innovation, and inclusivity, ensuring a safe and stimulating environment for students to thrive in an increasingly digital world."

In 2024, School Board members completed training including Ethical and Accountable Decision Making and Aboriginal and Cultural Awareness which was a valuable learning experience. We were also lucky to have Jefri Raja from Elastik orienting us to our new school portal and its function in helping to optimise the teaching that is provided to our students. It was a very positive presentation that demonstrated how this system adds value across over 500 schools in WA, providing access to a large data set including on-entry testing, PAT, and NAPLAN results.

2024 was also the 65th anniversary of Wembley Downs Primary School which is an amazing milestone that was celebrated by a slideshow of historical photos at the Citizenship Assembly during Term 4.

Finally, I was honoured to attend the Year 6 graduation ceremony in December where we celebrated the achievements of our final year cohort and sent them on their way to a new chapter in high school.

The Board wishes everyone a safe and successful 2025 ahead!



Dr Khan Collins
School Board Chair
February 2025

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 enables 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 Butterfly Body Bright Program, Zones of Regulation and Grow Your Mind. 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 BookClub 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, The Green Team resources, Year 6 Drama and Graduation, NAIDOC Mosaic, and Your Move (Bicycle Education Program) 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 2024 the school operated with a base teaching profile of 19.4 (full-time equivalent) and an additional 12.1 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 2024 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	2	1.6	0
Other Teaching Staff	25	17.8	0
Total Teaching Staff	27	19.4	0
Allied Professionals			
Clerical / Administrative	5	2.0	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	10	6.5	0
Total Allied Professionals	16	9.1	0
Total	46	31.5	0

Please note, we have two Level 3 Classroom Teachers listed yet one is a permanent staff member only and the other is a Fixed Term Teacher employed for Term 1 only, while a staff member is on leave.

OUR STUDENTS

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(27)	42	44	46	43	47	50	62	361
Part Time	53								

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

	Kin	PPR	Pri	Sec	Total
Male	30	23	158		211
Female	23	19	134		176
Total	53	42	292		387

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
2022	88.4%	86.6%
2023	91.1%	88.9%
2024	92.7%	89.4%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	90%	89%	91%	88%	88%	86%	89%
2023	91%	92%	90%	92%	92%	92%	89%
2024	94%	94%	92%	91%	93%	92%	93%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

Student attendance continues to be a focus, with the average school-wide attendance rate in 2024 being 92.7% compared to the WA Public Schools average of 89.4%. There has been an increase-our target is 92%. A number of our families are travelling, which has affected our Attendance Rates. In 2022, we introduced the SMS system called MGM Outreach 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

2024 school destinations of the 2023 student cohort

Year Level : Male: 40 Female: 14 Total: 54

Destination Schools	Male	Female	Other	Total
4012 Churchlands Senior High School	20	8		28
1259 Newman College	5	2		7
1193 Hale School	6			6
1157 St Mary's Anglican Girls' Sch		4		4
1171 Scotch College	3			3
4153 Belridge Secondary College	1			1
4213 Bob Hawke College	1			1
1154 Wesley College	1			1



BUSINESS PLAN 2024-2027 REVIEW

Key

Not commenced	
Working Towards	
Met	

Business Plan Performance Targets 2024

Attendance measure- Student attendance rate goal is 92% or above.	92.7%			
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 <i>Exceeding</i> 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</i> of 3 or greater in Elastik progressions. (Data source- 2023-2024)	Year 3	Year 4	Year 5	Year 6
	Numeracy- -0.55	Numeracy- -1.85	Numeracy- -0.22	Numeracy- -2.14*
	Reading- 1.82	Reading- 4.55	Reading- -2.34	Reading 3.2
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- 2023-2024)	Year 3	Year 4	Year 5	Year 6
	Numeracy- 0.58	Numeracy- 0.33	Numeracy- 0.41	Numeracy- 0.08*
	Reading- 1.15	Reading 0.8	Reading 0.25	Reading- 0.54

The staff and School Board have made these observations and recommendations, based on our NAPLAN and PAT performance data:

- Like School gains, we are closing the gap; great work everyone. We need to look at areas to focus on in Year 3, Grammar and Punctuation as well as Year 5 Writing.

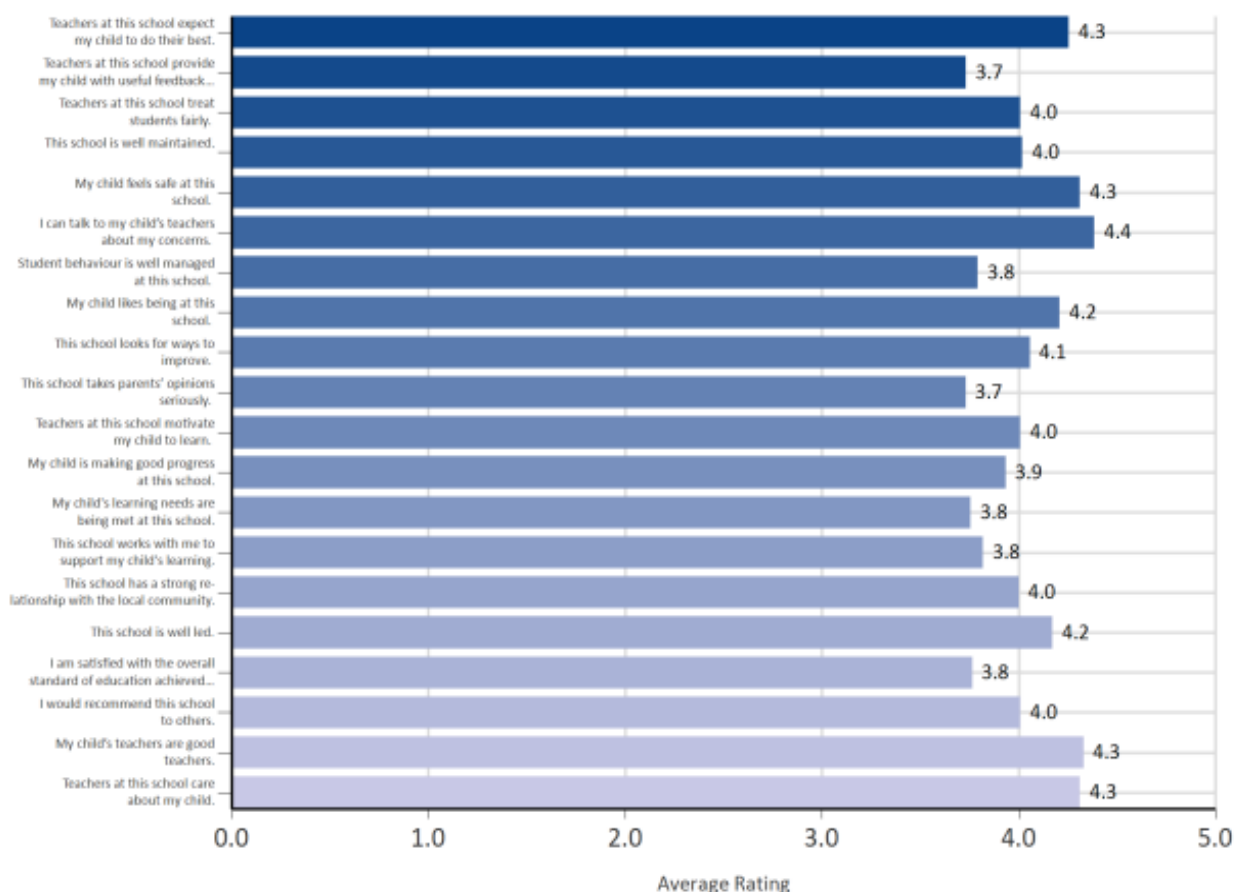
- Like School gains, we are closing the gap; great work everyone. We need to look at moving students from the Strong to Exceeding Proficiency in Year 3, Numeracy, Reading and Writing- looking at extension activities. Identify students from the Strong Category and move them up with next-level lessons, which is similar to a Case Management approach).
- Focus on Elastik- teaching to the learning gaps (Bubbles) in Years 3, 4, 5 and Year 6 in Numeracy.
- Focus on Elastik- teaching to the learning gaps (Bubbles) in Year 4, Reading.
- Attendance data- what are the implications to the school? Discussed complex cases.
- Increase in numeracy- Friday Fun Days hands-on Maths Day had an impact on our results in the substrand of Measurement.
- NAPLAN is administered in Term 1 of each year which means targeted actions from 2023 impact the 2024 NAPLAN data.
- As each year progresses cohorts can also impact the data and in the future monitor this and check progress on this aspect.
- Improvements can be seen- good trajectory.
- The Elastik data is promising in literacy.
- Continuity is important- programs and teachers- 3-4 years before you see results from a whole school program.
- Overall there is lots of data to tie back to what is working and what areas need work.



SCHOOL SURVEY RESULTS

In 2023, the school administered the National School Opinions Survey to Staff, Parents and our Year 6 students. There were 106 responses, where 25% of respondents are Year 5 Parents, so there may be a skew in the data. In 2020, this cohort of parents also were the highest respondents as their children were in Year 2.

Parent Survey results:



The overall satisfaction of parents has improved in several areas since, 2020, especially in these areas, with an increase of **+0.3 points**:

- Teachers at this school expect my child to do their best.
- Teachers at my school provide my child with useful feedback.
- My child feels safe at this school.
- I can talk to my child's teachers about my concerns.
- This school is well-led.

In terms of our qualitative (comments) information, these were the areas highlighted:

Relationships and Partnerships

- Children are happy.
- Lunch Clubs.
- Bullying- exclusion.
- Current Leadership Team- Responsible for cultural improvements.

Learning Environment

- Happy with the learning environment nurtured by the staff.
- Need to improve Facilities- Undercover Area, toilets, renovation of buildings, oval needs some maintenance.
- Parking needs to be improved and monitored. Kiss and Drive.
- The school and staff provide a good learning environment and learning resources.

Teaching

- The Intervention Program is appreciated and has great results.
- More Extension of Students.
- Homework.

Resources

- Happy with classroom resources.
- Thank you for providing such a beautiful school environment.
- Thank you for the beautiful and safe environment our children have at WDPS.

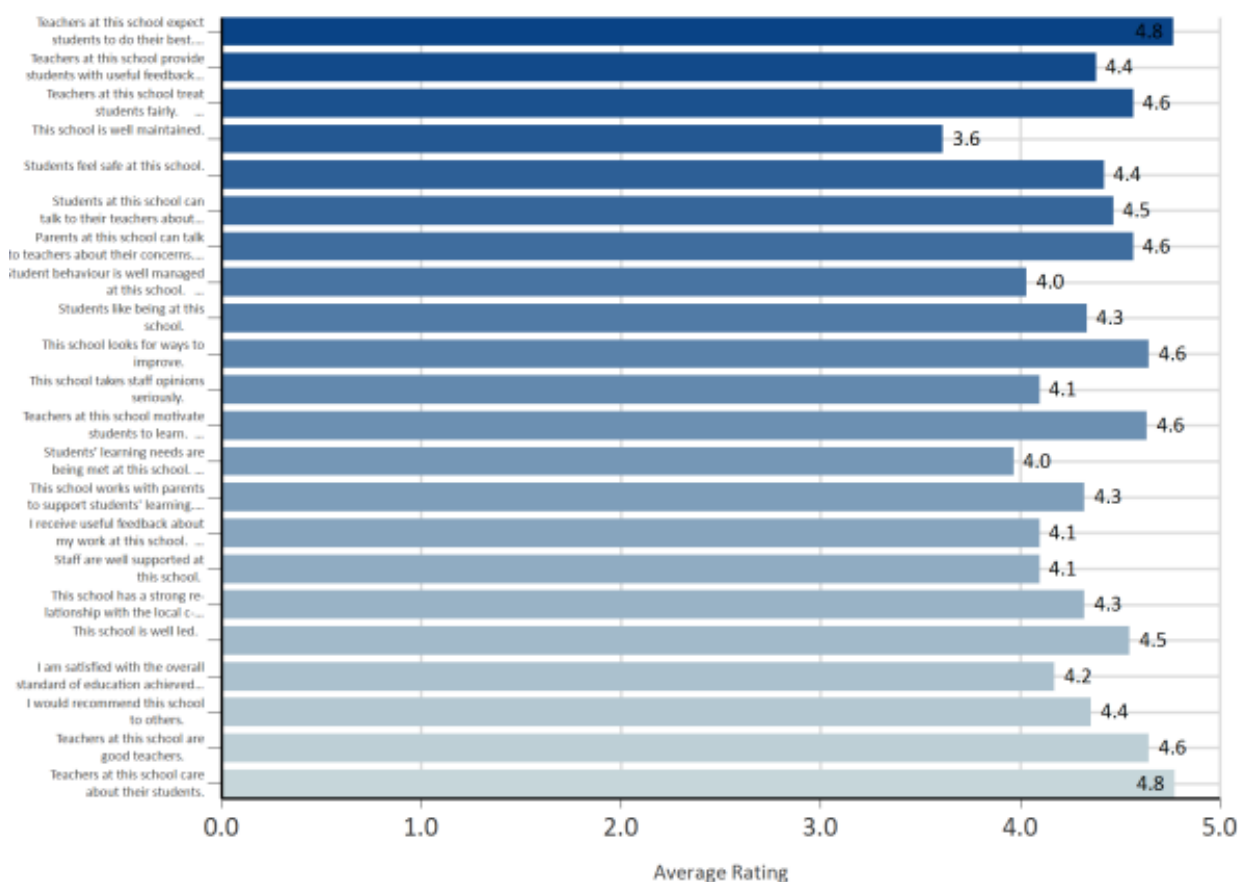
Leadership

- Very happy with the current Leadership Team.

Student Achievement and Progress

More feedback on student learning during the term and how they are tracking vs expectations for their age.

Staff Survey Results:



The overall satisfaction of staff has improved in several areas since, 2020, especially in these areas:

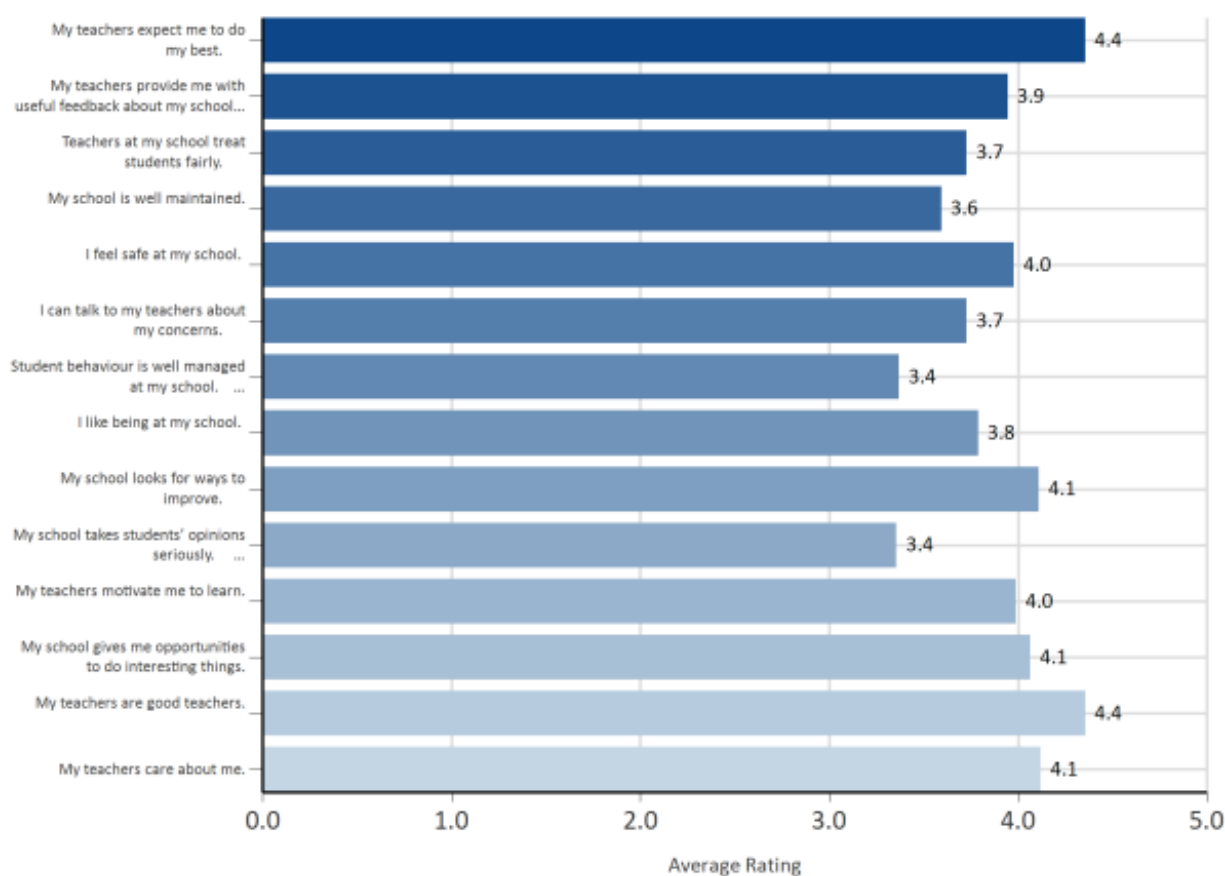
- Teachers at this school expect students to do their best. **+0.4**
- Teachers at this school provide students with useful feedback. **+0.4**
- Teachers at this school treat students fairly. **+0.5**
- Students feel safe at this school. **+0.5**
- Students at this school can talk to their teachers about their concerns. **+0.5**
- Parents at this school can talk to their teachers about their concerns. **+0.4**
- Student behaviour is well-managed. **+1.1**
- Students like being at this school. **+0.3**
- This school looks for ways to improve. **+0.8**
- This school takes staff opinions seriously. **+1.0**
- Teachers at this school motivate students to learn. **+0.8**

- Students' learning needs are being met in this school. **+0.4**
- The school works with parents to support students' learning. **+0.4**
- I receive useful feedback about my work. **+1.5**
- Staff are well supported at this school. **+1.1**
- This school has a strong relationship with the community. **+0.4**
- This school is well-led. **+1.1**
- I would recommend this school to others. **+0.9**
- Teachers at this school are good teachers. **+0.3**
- Teachers at this school care about their students. **+0.3**

Area of note:

The school is well maintained. **-0.3**

Student Survey Results:



The overall satisfaction of students has improved in several areas since, 2020, especially in these areas, with an increase of **+0.2 or more points**:

- Teachers at my school treat students fairly.
- Student behaviour is well-managed at my school.
- I like being at my school.
- The school takes students' opinions seriously.

Area of note:

The school is well maintained. **-0.2**

Staff Observations

- Cohort abilities may impact survey understanding.
- It was recommended that our Year 3- 6 Deputy Principal, Mrs Rachel Martino, speak with the Student Councillors about the survey results.

School Board Observations

- Some of the student data has reversed, and the School Board has recommended checking with the Staff on their observations (this was noted by the staff too).
- In terms of future surveys with the students, use the language of the survey so the students are familiar with this.
- In the Staff Survey- the results have greatly improved.
- The School Board would like to make sure that this information is feedback to all school community and students on this survey. This occurred via the newsletter and in discussions with our Year 6 cohort.

Annual Report Summary

- All in all our school community is very happy with our school.
- More work needs to be based on the language of the survey when working with our upper primary students.



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 gifts;
- The Cake Stall and organised Subway Lunch at the Faction Carnival;
- Financial Contribution to our school technology, including our new PA and large TV, the Interschool Sports Shirts the Community Fund;
- Support for the Year 6 Graduation, and
- The Christmas Concert stalls and Pizza!

Some of our school events included:

- Year 6 Leadership Day;
- Year 6 Surfing and Sailing;
- Clean Up Australia Day;
- Ride to School Days;
- Year 4 Ern Halliday Excursion;
- Year 5 Camp- Nanga Bush Camp;
- Year 6 Rottnest Camp;
- International Peace Pole Ceremony;
- Choir- One Big Voice; and
- Your Move- Platinum Status and Finalists in the Student Team Award category.

Incursions:

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

Whole School Events:

- Harmony Week;
- ANZAC Service;
- NAIDOC Week- large flag on the oval;
- Book Week activities;
- Premier's Summer Reading Challenge;
- Minister of Education's Running Challenge;
- Year 6 Drama Production;
- Science Week;
- Class Assemblies;
- Faction Athletics Carnival;
- Interschool Swimming Carnival, Interschool Sport, Cross Country, and Athletics Carnival;
- Teacher/Parent Interviews;
- Starlight Concert;
- Christmas Concert (EDU Dance concert); and
- End of Term- Citizenship Award Assemblies and Countdowns.

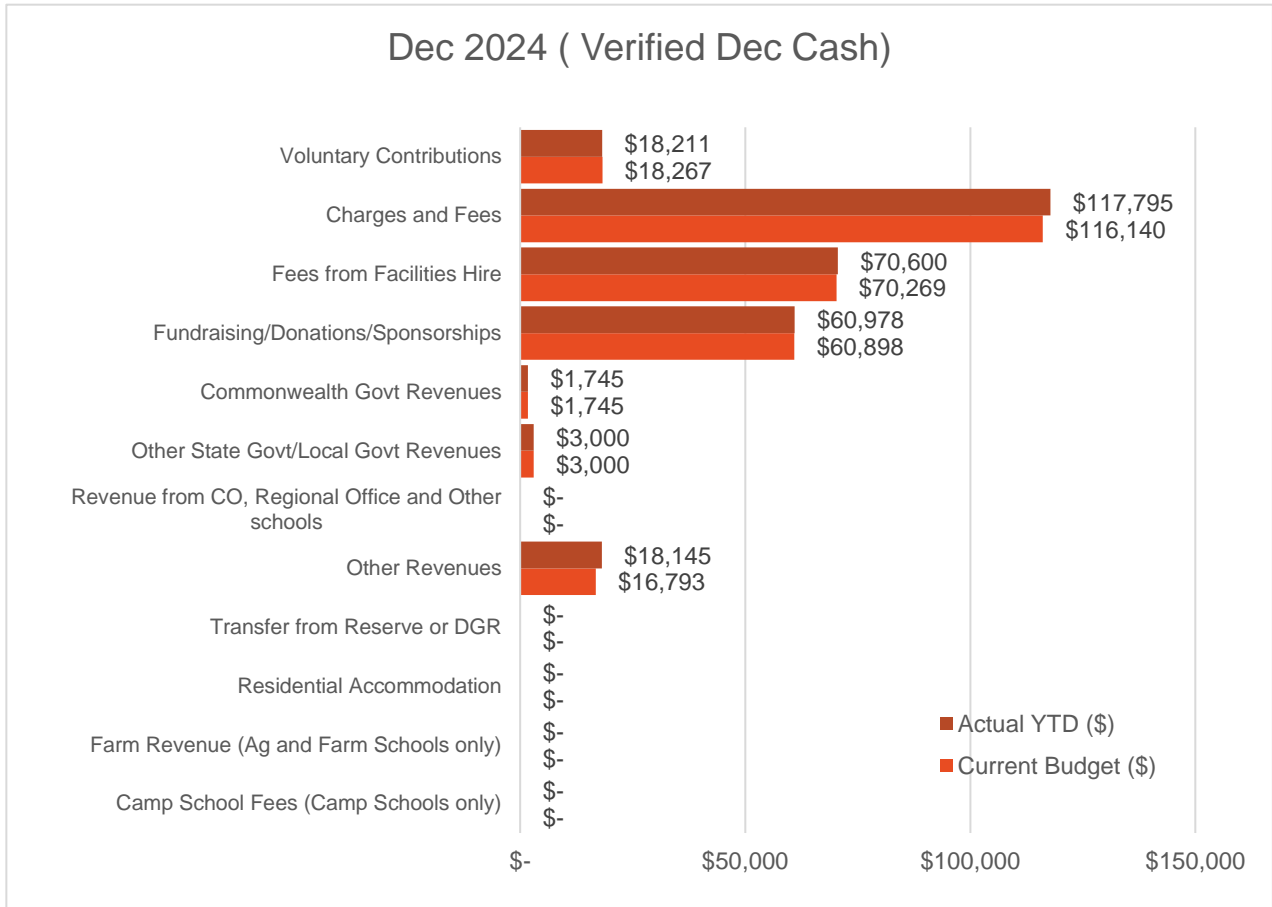
Having a supportive and hardworking staff and P&C makes an incredible contribution to the culture of a school when hosting some of these events.

Our school thanks all the staff and parents who contribute so much time and effort to the school, you are very much appreciated.

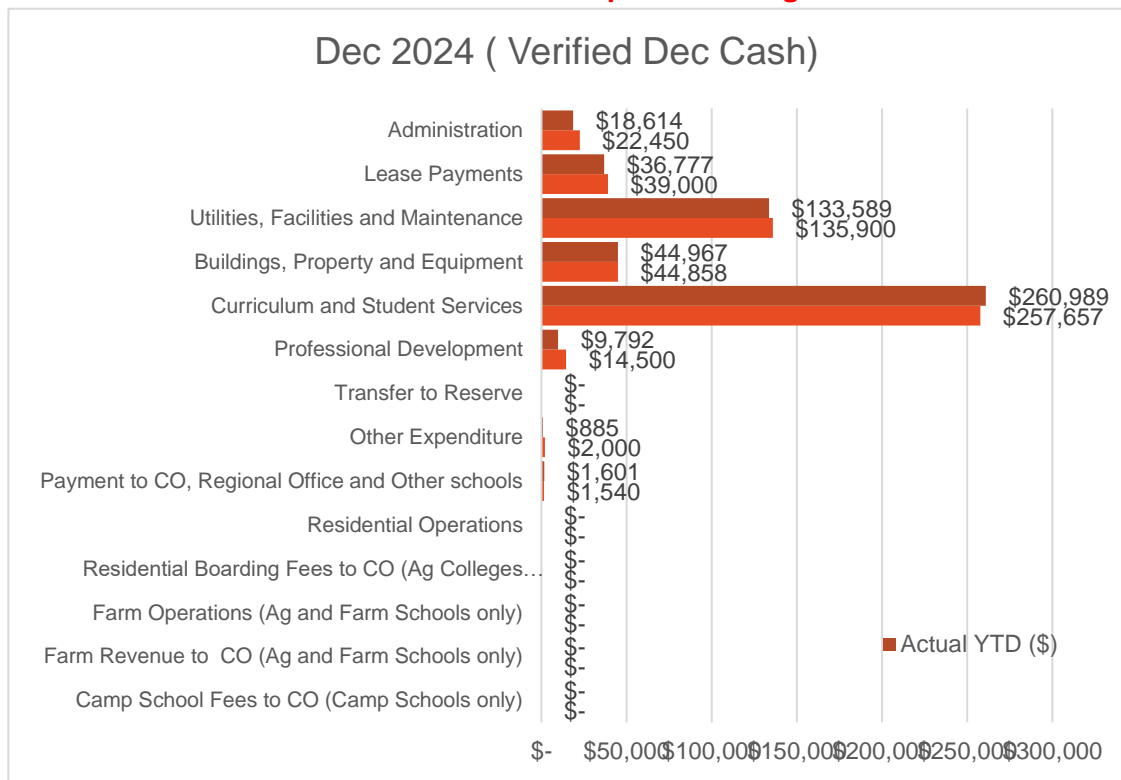
We would also like to thank all our dedicated staff, School Board members, students, and families, for all their support across the year. It was a year we will all remember for so many reasons.

FINANCIAL SUMMARY

2024 Locally Generated Revenue- Budget vs Actual



2024 Goods and Services Expenditure- Budget vs Actual



Wembley Downs Primary School
39 Bournemouth Crescent, Wembley Downs WA 6014
T: (08) 9222 9300
E: wembleydowns.ps@education.wa.edu.au
W: wembleydownsps.wa.edu.au