Preface

At Wembley we strive to achieve outstanding academic results but, just as importantly, to develop in our students the knowledge of their place in the world and to foster social and emotional intelligence. We strive to achieve this through underpinning the Wembley CARES Values - Courtesy, Accountability, Respect, Empathy and Service in all of what we do, working in teams to foster understanding of each other and teaching students to look at issues from different perspectives and question their own thinking.

In 2016 we have continued to improve the learning environment for the students. The parent body, through the P&C, funded an upgrade of the undercover area with the installation of a ceiling and new sound system. We have also upgraded the library with new shelving and soft furnishings to make the space more attractive and encourage student engagement in the enjoyment of reading. Already the library data demonstrates that book borrowing has increased.

Wembley has strengthened its community participation since becoming an Independent Public school in 2011. The Wembley Primary School Board plays a vital role in supporting the functioning of the school and its overall success. The P&C have been integral in providing a diverse range of activities and ensuring that the school is well maintained so our students work in an outstanding environment. The support Wembley has from our whole school community is exceptional and well appreciated by all.

I would like to acknowledge the efforts of our hardworking staff that are always willing to go the extra step for our students and to express our appreciation of the wonderful students we work with each day.

On behalf of Wembley Primary School and the School Board I commend this report to you which outlines the school’s performance, our achievements and directions for the future.

Les Day
Principal
HIGHLIGHTS OF 2016

- Girl’s STEAM competition winners
- NAPLAN results particularly in Numeracy and Reading
- Winner State Schools “A” Division Swimming Carnival
- Winner Interschool Athletics Carnival
- Winner District Cross Country
- Winner Lightning Carnival – Football, Netball
- Jump Rope for Heart
- Government Schools Mass Choir
- Before school Zumba
- All Stars Music Concert
- Top Tennis School Australia Award
- State Primary School Tennis Champions
- Uni NSW Year 5-6 Maths Results – 4 High Distinctions, 23 Distinctions and 42 Credits awarded
- Uni NSW Year 5-6 English Results – 3 High Distinctions, 18 Distinctions and 32 Credits awarded

School Information

Wembley Primary School is a co-educational, government school situated in the Western suburbs of Perth. It is situated centrally, approximately five kilometres from the centre of Perth and a similar distance from the beach. The school, established in 1936, has a tradition of excellence in teaching and learning, providing many opportunities for students through a very strong community presence. Wembley Primary School is a Professional Learning Community with a focus on Visible Thinking.

Enrolment Data as at December 2016:

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>PP</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>80</td>
<td>101</td>
<td>111</td>
<td>99</td>
<td>101</td>
<td>110</td>
<td>104</td>
<td>100</td>
<td>100</td>
<td>806</td>
</tr>
</tbody>
</table>

Attendance:
Comparison attendance rates against the same type of schools are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Wembley Primary</th>
<th>WA Like Schools</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>95.3%</td>
<td>95.5%</td>
<td>92.6%</td>
</tr>
</tbody>
</table>

National Benchmark

In the National Assessment Program Literacy and Numeracy (NAPLAN) 2016 there was only one Wembley Primary School student below the benchmark (student didn’t sit tests).

There were, however, many high achievers.
In Writing, 39% of Wembley Primary School students were in the top 20% of all Australian schools. In Reading it was 42%, Spelling 31%, Grammar 43% and Numeracy 43%.
SUMMARY OF STUDENT PERFORMANCE IN ENGLISH 2016

Wembley continues to strive for excellence in English through our whole school literacy plan and collaboratively planning Inquiry Units incorporating Visible Thinking and Instructional Intelligence Strategies. This is evident in the high percentage of students in the top 20% in each tested area. The number of Wembley students in the top 20% of WA Like Schools has continued to maintain a high percentage. In Year 3 Reading 52% was maintained from the previous year, Writing increased by 11% to 55%, Spelling increased to 43% and Grammar increased to 49%. Wembley’s Mean was above all WA Like Schools except in Year 5 Spelling, which was very close. Writing and Grammar continue to be a success.

Pleasing English results were also demonstrated by the Year 5 and 6 students in the 2016 University of NSW national competition. Of the students who sat the tests, 3 students were awarded a High Distinction, 18 students were awarded Distinctions and another 32 students received Credit awards.

RECOMMENDATIONS:
- Continue to integrate thinking routines and instructional tactics in order to facilitate the development of Critical Literacy, Higher Order Thinking and Cooperative Learning
- Develop a whole school Spelling Approach
- Guided Reading to be a focus and match students’ reading levels with reading texts.
- Ensure students are exposed to all genres (WA Curric)

SUMMARY OF STUDENT PERFORMANCE IN MATHEMATICS 2016

In 2016, we continued to strive for improvement and were extremely pleased with the way our students performed in mathematics.

In NAPLAN, our students averaged 43% in the Top 20% of all Australian Students.

Of the year 5/6 students who sat the University of NSW Mathematics competition, 4 achieved High Distinctions, 23 achieved a Distinction and there were 42 Credits awarded.

RECOMMENDATIONS:
- To continue use of extra support staff within developmental maths groups
- To continue using common planning documents
- To continue recording and handover of longitudinal data
- To continue to place importance on vocabulary e.g. the language of mathematics
- To introduce See – Plan – Do – Check to improve Worded Problem Solving in all areas
- Cooperative Learning strategies to be used
The Fundamental Movement Skills (FMS) Program and the Fundamental Game Strategies (FGS) Program are key components of the Health and Physical Education Program at Wembley Primary School. At Wembley we focus on a development pathway in which students’ progress through these two programs from years one to six, and leave the school as competent, skilful and analytical athletes. Wembley has a strong community focus, resulting in partnerships with Wembley Lacrosse Club, Wembley Football Club, Wembley Cricket Club, Wembley Netball Club, SEDA Perth Glory and Fremantle Dockers, Claremont Football Club, Floreat Tennis Club and Jump Rope for Heart. This has given students an opportunity for an extended development pathway beyond school. Wembley has performed strongly in all Interschool Carnivals this year reclaiming the Athletics trophy, State School Division “A” Swimming Championship, West Coast Cross Country Invitational and State Primary School Tennis Championship. Wembley won the Most Outstanding Tennis School in WA and sequentially in Australia and was runner-up in the Boys and Girls State Cricket Championships. Wembley also had its best year in the Year 6 Winter Carnival winning Netball and AFL and performing strongly in Modcrosse and Soccer. A holistic approach by the Physical Education Specialist, Classroom Teachers, before school Sport Programs and the School has had a direct impact on the fitness, FMS and FGS of all students.

RECOMMENDATIONS:
- Continue emphasis on FMS with the junior years
- In the senior years, continue focus on game skills and understanding strategies
- Introduce Health and Wellness program across the school
- Continue to explore local partnerships with sporting groups
- Increase Interschool opportunities for students

SUMMARY OF STUDENT PERFORMANCE IN SCIENCE 2016

Wembley Primary School has an innovative and exciting science program. It seeks to build on students’ natural curiosity, nurture their sense of wonder and develop their passion for exploring how the world works. The science content includes the three strands of Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. Learning and investigations are carried out within the four science understandings.

Science is taught from Kindergarten to Year 6 and is underpinned by the Primary Connections Program. This program is an initiative of the Australian Academy of Science which links the teaching of science with the teaching of literacy. New units of work, with associated resources, are purchased as they are developed.

Co-operative Learning Strategies, Instructional Strategies and Visible Thinking Skills are embedded in scientific investigations which include the use of:
- Science Journals
- Graphic organisers
- Word walls.

The increasing importance of STEM (Science, Technology, Engineering and Maths) has become apparent in education worldwide. Coding in particular has attracted a lot of attention. This year at Wembley students participated in the Hour of Code program, aimed at increasing awareness of the importance of coding. An Extension/TAGS program was developed incorporating Digital Technologies for Years 2-4 students.

Robotics and Engineering Lego programs were implemented across the school this year and will be continued in 2017. An after-school Engineering Lego program was offered for the first time to interested students.

The theme for National Science Week was ‘Drones, Robots and Droids’. Selected students were provided with assistance to develop a project for a Science Fair. A B-bots and Edison robots workshop session enabled Junior Primary students to participate in a stimulating and enjoyable lunchtime session.
RECOMMENDATIONS:

- To continue to develop Science Inquiry Skills
- Provide a greater emphasis to the Science as a Human Endeavour strand of the Australian Curriculum
- Investigate how STEM subjects can be integrated across the curriculum
- To continue to integrate digital technologies across the curriculum
- Use the provision of a new Science/Technology lab to increase interest in and enthusiasm for STEM subjects

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) 2016

Throughout the year, teachers have incorporated iPads into their daily planning and teaching across a variety of learning areas. They have enhanced their skills in a range of applications, which were chosen to develop students’ creative ability and encourage the inquiry approach.

Staff constantly upskill each other with Professional Learning and sharing of knowledge with their colleagues. Teachers have developed a number of great techniques for teaching lessons with the assistance of iPads in their classrooms.

A focus this year was on improving teachers’ knowledge on coding and iMovie.

An ICT Passport provides teachers of each year level an outlining of all the skills, tactics and programs (software and cyber) required to cover each section of the ICT curriculum.

We are very fortunate to have iPads in each area of our school that are used in the planning, teaching and assessing of student work.

RECOMMENDATIONS:

- Continue to support staff with point of need professional learning with in school experts
- Explore new creative iPad applications
- Develop the computer knowledge and skills of both teachers and students

SUMMARY OF STUDENT PERFORMANCE IN THE ARTS 2016

MUSIC - Wembley Primary has a strong reputation for developing students through a dynamic Music Program. Throughout the year, all students are exposed to a variety of styles of music and are encouraged to participate fully. There are many performance opportunities for the choirs and the band. In 2016, performances included the ANZAC Day Ceremony, the Massed Choir, Shenton in the Round, Band Festival, All Stars Concert and two Retirement Assemblies. In classes, all students are exposed to voice, tuned and non-tuned percussion instruments with recorders being introduced in Year 4 and Ukuleles in Year 6. We have an extensive peripatetic music program that offers flute, clarinet, brass, guitar and percussion to selected Year 5 and 6 students.

ART - Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others’ ideas, both as artists and audience members. Their work is displayed throughout the school and they are encouraged to enter community competitions. At times, students visit exhibitions to compliment the curriculum they are studying at the time. Year 4s created some amazing papier mache dogs which were displayed at a celebration assembly. Year 2s and 3s focused on drawing and ceramics. Year 6s focused on drawing self-portraits which then encompassed quilling to produce some wonderful portraits which were displayed at Graduation.

RECOMMENDATIONS:

- Continue to showcase performances in The Arts.
SUMMARY OF STUDENT PERFORMANCE IN LANGUAGES (FRENCH) 2016

In 2016 the French AIM program was continued with the students from years one to six. The students learnt French through stories and pared-down language with the use of gestures associated with the vocabulary.

There was a strong focus on the listening and speaking skills of the students with basic French being used as much as possible with the hope of creating an immersion style classroom. This was used in conjunction with gestures that help with retention of the language. Students were involved in story-telling, responded to questions based on the story and participated in individual, group or partner activities. Through activities based around the plays the students’ reading and writing skills were also developed with a much stronger focus on this in the upper primary year groups, especially in semester two.

RECOMMENDATIONS:
- AIM professional learning to be attended in 2017 if possible (Perth and Melbourne Annual Conference)
- Continue with the online teacher training modules from the AIM website.
- Further professional learning in the West Australian Curriculum is needed and, with other AIM teachers, will need to look into if AIM and the WA Curriculum will work together for its implementation for year three in 2018.
- Peer observation of other AIM French teachers.
- Look into subscribing the teacher and the upper primary classes to access the AIM online portal. This will allow students to practise gestures, view the play, songs and dances, and for the teacher to monitor student and class progress. It would also create an important link between home and school and would allow parents to become more involved in their child’s learning.

SUMMARY OF STUDENT EAL/D 2016

20 Kindergarten and 25 Pre Primary students have English as an additional language.

Students from Pre Primary to Year 3 are withdrawn for small group instruction in reading and writing. The programs for the small groups are determined by consultation with classroom teachers. Feedback is provided to classroom teachers regularly.

The Pre Primary group, with four students began in Term 2 2016. It emphasizes the development of oral language through games and literature.

There is an emphasis on developing vocabulary, phonics and comprehension skills in the reading groups. In Year three the emphasis is developing inferential skills.

In the Writing program there is an emphasis on sentence structure, vocabulary and the structure of the various genres. Talk4 Writing has been continued as the main instruction model, with elements of the Big Writing program, such as Kung Fu Punctuation being used.
Surveying the School Community

**Parent Satisfaction Survey**

- Teachers at this school expect my child to do his or her best.
- Teachers at this school provide my child with useful feedback.
- Teachers at this school treat students fairly.
- This school is well maintained.
- My child feels safe at this school.
- I can talk to my child’s teachers about my concerns.
- Student behaviour is well managed at this school.
- My child likes being at this school.
- The school looks for ways to improve.
- The school takes parents’ opinions seriously.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- My child’s learning needs are being met at this school.
- This school works with me to support my child’s learning.

**Student Survey**

- My teachers expect me to do my best.
- My teachers provide me with useful feedback about my school.
- Teachers at my school treat students fairly.
- This school is well maintained.
- I feel safe at my school.
- I can talk to my teachers about my concerns.
- Student behaviour is well managed at my school.
- I like being at my school.
- My school looks for ways to improve.
- My school takes students’ opinions seriously.
- My teachers motivate me to learn.
- My school gives me opportunities to do interesting things.
### Staff Survey

- Teachers at this school expect students to do their best: **4.7**
- Teachers at this school provide students with useful feedback: **4.8**
- Teachers at this school treat students fairly: **4.3**
- This school is well maintained: **4.7**
- Students feel safe at this school: **4.7**
- Students at this school can talk to their teachers about their concerns: **4.7**
- Parents at this school can talk to teachers about their concerns: **4.7**
- Student behaviour is well managed at this school: **4.4**
- Students like being at this school: **4.6**
- This school looks for ways to improve: **4.8**
- The school takes staff opinions seriously: **4.6**
- Teachers at this school motivate students to learn: **4.3**
- Students’ learning needs are being met at this school: **4.7**
- This school works with parents to support students’ learning: **4.7**
- I receive useful feedback about my work at this school: **4.5**
- Staff are well supported at this school: **4.6**

### School Priorities 2016-2017

#### INSTRUCTIONAL INTELLIGENCE
- Johnson’s Five Elements
- Tactics
- Strategies
- Concepts
- Social Skills
- Organisers

#### SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM)
- Cross-Curricula Inquiry Process and creative projects utilising digital technologies

#### THINKING SKILLS
- Inquiry Process across the curriculum
- Thinking Routines (Visible Thinking)
- Blooms Taxonomy

#### VALUES
- Wembley Values/CARES
- Sustainability & Global Awareness
- Student Leadership
- Buddy Classes
- Restorative Justice
- Group Support Approach

#### ASSESSMENT LITERACY
- Student centred assessment
- Rigorous Self Assessment
- Goal Setting/Reflection
- Questioning
- Feedback
- Assessment - “of learning, as learning for learning”
2017 Targets

STUDENT PERFORMANCE TARGETS

1. Gain Score Comparisons (above best performing state)

Annual comparisons are made of the Mean in the top performing state to Wembley Mean.

Target
Wembley Mean to be at least 40 NAPLAN points above the top performing state in all tested areas.

2. Individual Case Studies

Individual student comparisons are targeted for improvement in all test areas.

a) Identified students Below National Minimum Standard targeted for further analysis and support.
b) Identified students At National Minimum Standard targeted for further analysis and support.
c) Identified students just below the Top 20% of All Australian Schools targeted for further analysis and support.
d) Identified students where Relative Performance Data is inconsistent targeted for further analysis and support.

Target
Lift at least 50% of identified students in all of the above.

3. Like Schools Comparisons

Wembley Primary School Mean compared to Like Schools Mean.

Target
• Wembley to be the same or above West Australian Like Schools in all tested areas in 2017-2019.

4. Longitudinal Cohort Comparison

Analysis of Year 3 to Year 5 over time in terms of:

a) Students in the top 20%, middle 60% and lower 20% of Western Australian Like Schools in all test areas between 2017–2019.
b) Progress and Achievement—re Higher Progress, Higher Achievement against WA Like Schools.

Targets
• Students in the top 20% of all Australian students to be higher than the previous time tested i.e. 2015–2017, 2016–2018.
• To aim for at least three tested areas in Higher Progress, Higher Achievement against WA Like Schools.

5. Online Testing - Pre Primary

Identified students who have not reached the 0.5 Progression Point targeted for further analysis and support.

Target
Maintain an average cohort score of 0.5 progression points in Reading, 0.2 in Writing and 1.0 in Numeracy.

NON ACADEMIC TARGETS

1. Increase the % of students who are achieving ‘consistently’ in the Attitude, Behaviour and Effort (ABE) on student semester report.
2. Maintain consistently high attendance levels.
3. Continue to maintain and improve the % of positive responses from student, parent and staff surveys.
## Financial Summary

### AS AT DECEMBER 2016

#### REVENUE - CASH

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<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Voluntary Contributions</td>
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<td>Charges &amp; Fees</td>
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<td>Fees from Facilities Hire</td>
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<td>Fundraising/Donations/Sponsorships</td>
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<td>Commonwealth Govt Revenues</td>
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<td>Other State Govt/Local Govt Rev.</td>
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<tr>
<td>Revenue from Co, Regional Office and Other Schools</td>
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<tr>
<td>Other Revenues</td>
<td>$29,152.00</td>
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<tr>
<td>Transfer from Reserve or DGR</td>
<td>$76,999.00</td>
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</table>

Total Locally Raised Funds: $480,510.00 ($480,562.13)
Opening Balance: $226,529.00 ($226,528.98)
Student Centred Funding: $952,932.80 ($952,932.80)

Total Cash Funds Available: $1,659,971.80 ($1,660,023.91)
Total Funds Available: $1,659,971.80 ($1,660,023.91)

#### EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
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<td>Administration</td>
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<tr>
<td>Lease Payments</td>
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<td>Utilities, Facilities &amp; Maintenance</td>
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<td>Buildings, Property &amp; Equipment</td>
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<td>Other Expenditure</td>
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<td>Payment to Co, Regional Office and Other Schools</td>
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<tr>
<td>Unallocated</td>
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</table>

Total Goods and Services Expenditure: $1,659,971.80 ($1,441,765.42)
Total Expenditure: $1,659,971.80 ($1,441,765.42)