



BUILDING OUR FUTURE

WEMBLEY
Primary School



Wembley Primary School
Annual Report

2021

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2021



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Community Opportunity Excellence

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INTRODUCTION

In 2021, the school had a very positive year with many successes and achievements experienced by staff and students.



↑ Principal Tamara Doig with the Year 6 Leadership Team.

The COVID-19 disruptions were restricted to two short lockdowns while the State borders continued to remain mostly closed. Although disruptions to learning at school were minimal, we continually reflected and adjusted operations to keep students, staff and the community safe and prepared for any challenges.

Following our very positive Public School Review in March, we continued to build connected practice in our expansive pedagogies and core learning areas of literacy and numeracy. A long term change management process continued to build momentum in K-2 Literacy after a thorough review and audit of our previous practice in relation to synthetic phonics. A new scope and sequence for Pre-primary to Year 2 was implemented and staff engaged in a cycle of observation and feedback as they developed their practice in line with evidence and research, supported by the West Coast Language Development Centre.

After such a powerful student voice project in 2020 with our faction name change, we were determined to build on this in 2021 with the creation of our very first Student Representative Council. Students in every class from Year 3-6 nominated to represent their peers to drive change and help shape the direction of our school. These students articulately and responsibly provided their thoughts and feedback on a number of important school policies and changes, including a significant re-write of the Good Standing Policy and the beginning stages of a commissioned indigenous design to represent our school and local connections to Country.

We celebrated many individual and collective student and staff achievements in The Arts, on the sporting field and academically. More broadly, we continued to strengthen our connections through some wonderful community events such as the P&C Kids Carnival and Christmas Market and our first Dads group through The Fathering Project. We look forward to continue building towards the priorities in our Business Plan in the final year of this three year cycle and working towards our collaboratively developed vision centred on being a future focused school and developing well rounded students with strong values and citizenship.

Tamara Doig PRINCIPAL

OUR VISION

To foster a culture of curiosity and innovation, empowering our students to be caring, courageous members of our community.

SCHOOL BOARD

While 2020 was “a year like no other”, 2021 began in the now familiar long shadow of the global pandemic, with school returning a week later than planned across WA after a short, sharp lockdown due to a local case of COVID-19.

Western Australia and Wembley Primary School had a much gentler year than some of the Eastern states, yet the ever-present threat of COVID-19 shaped the school year, and this challenge saw the entire school community come together. The senior leadership team, teaching staff, and administrative staff all worked seamlessly both to maintain 'learning as normal', while simultaneously keeping the school's Continuity Plan and other materials at the ready so the school could adapt to any lockdowns at a moment's notice. Through it all, the community, parents, P&C, and especially the students thrived and showed a real depth of character in a year punctuated by uncertainty.

The School Board was able to support the school's activities and help maintain a lot of the normal business of the school year. March saw the completion of the school's Public School Review which was a fruitful and positive process which recognised the significant policy, planning and pedagogical work put in by the school over the years covered by the review. Beyond the standard reviewing and refining of policies and practices, new initiatives began in 2021 as well, including, for example, the first School Grounds Master Plan which is focused on sustainability planning, led by a Board sub-committee. Board meetings occasionally shifted from face-to-face to online modes, adapting to the needs of the year in the same fashion as the school and broader Wembley community.

Across the school, new developments emerged. July saw the initiation of the first Student Representative Council, involving students from years 3-6 in a leadership and decision-making council which saw the student voice elevated to new levels. Beginning in 2021 meant that the council learnt some of the lessons of the pandemic could be integrated, with students able to join the Council from home via WebEx if they were unable to be at school.

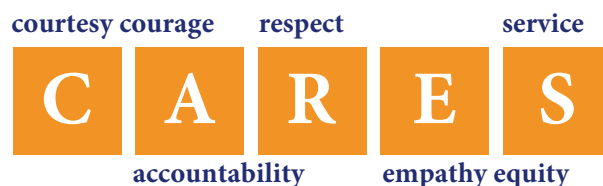
Wembley's participation in the Creative Schools initiative saw creative practitioners sharing their wisdom across the school, both through local champions and professional development days which ensured that creativity and the arts are further integrated across the school's learning practices. This also allowed the continued focus at a whole school level on STEAM, not separating the arts out from deeper engagement with science, technology, engineering, and maths curriculum.

Looking to 2022, the school, senior leaders, administrators, teachers, parents, board, P&C and wider community know that there are challenges ahead, and that the local impact of the pandemic may peak, but the lessons of the previous two years will ensure the Wembley community remains resilient, with learning always at the heart of all we do.

Tama Leaver WPS BOARD CHAIR

OUR VALUES

Wembley Primary School promotes the CARES values. We expect all members of the school community to engage in a manner that aligns with these values.



OUR CULTURE

Our culture is our responsibility. We collaborate, connect and communicate and together we contribute to a dynamic environment that is underpinned by a strong set of CARES values where effective relationships between parents, staff and students enhance learning outcomes.

OUR SCHOOL COMMUNITY

Wembley Primary School (WPS), established in 1936, has a long and celebrated history and culture of high expectations, academic excellence and community partnerships affording all students the opportunity to develop the learning dispositions required for new work capabilities and a pathway to a successful future.

Teachers are highly motivated to work collaboratively and use evidence to examine the impact of their teaching strategies on student achievement. Progressive pedagogies in innovative learning spaces engage students in purposeful learning, and promote teamwork, critical and creative thinking and entrepreneurial skills.

Our school is a vibrant, culturally responsive community where student-centred learning is prioritised, emotional wellbeing is supported, friendships are formed, and every student feels a strong sense of connection and belonging.

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We are committed to making a difference for every student by providing a learning environment where children feel safe, valued and confident to tackle academic and personal challenges.



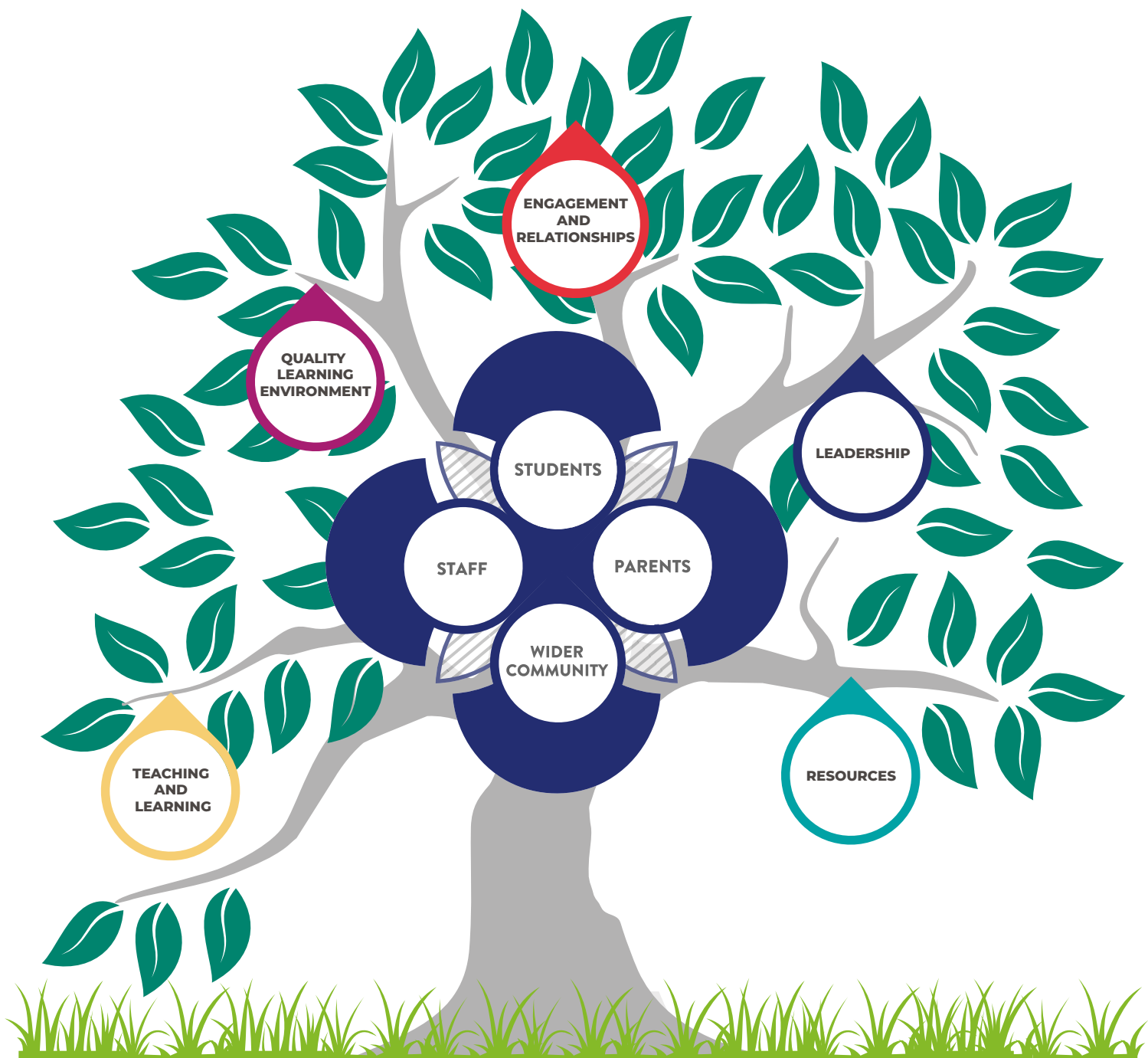
Our Culture

----- *is our responsibility* -----

Collaborate

Connect

Communicate



Together we contribute to a dynamic environment that is underpinned by a strong set of values:

courtesy courage

respect

service

C. A. R. E. S.

accountability

empathy equity

BUSINESS PLAN TARGETS 2020-22

Wembley Primary School's ICSEA decile is 1169.

2020-22 Targets

SCHOOL PROGRESS

ACHIEVED

MATCH OR EXCEED WA LIKE SCHOOLS IN ALL NAPLAN ASSESSMENTS IN YEARS 3 & 5

NUMERACY

- › The 2021 Year 3 and 5 cohort results remain positive and within the predicted school mean.
- › Year 3 data shows a greater percentage in the top two bands than like schools.
- › Year 5 data shows 65% of our students in Bands 7 and above and cohort performed above like schools.



READING

- › Current Year 3 and Year 5 results remain within the predicted school mean. Year 5's declined towards -1 standard deviation.
- › Year 3s outperformed like schools and Year 5s matched like schools.
- › 43% of Year 5s are in the top 20% of all Australian schools.
- › Over the last 6 years, substantial improvement can be seen in the Year 3 trend line, whereas the Year 5 trend line has declined.



WRITING

- › Positive results were seen for both Year 3 and 5 Writing Performance with data showing an upward trend since 2019.
- › Year 3 and 5 cohorts performed above like schools.
- › 58% of Year 3 students in the top 20% of all Australian schools
- › Approx 20% of Year 5 students made very high progress between Year 3 and 5.



SPELLING

- › 2021 results show Year 3 and Year 5 remain positive in the expected predicted school mean.
- › Both year level results remain consistent over a 3-year period.
- › Over six years, the trend line indicates steady, positive growth for Year 3 and Year 5.



GRAMMAR & PUNCTUATION

- › Year 3 and 5 results in 2021 remain in the expected predicted school mean range.
- › There was a noticeable decline in results for Years 3 and 5 from 2019, which is consistent with like schools for Year 3. However, not experienced by Year 5 like schools.



ACHIEVE HIGH PROGRESS AND HIGH ACHIEVEMENT IN FOUR OUT OF THE FIVE ASSESSED AREAS OF NAPLAN

- › When compared to WA Public Schools, Writing was in the Higher Progress – Higher Achievement quadrant and all other tested areas were in the Lower Progress – Higher Achievement quadrant.

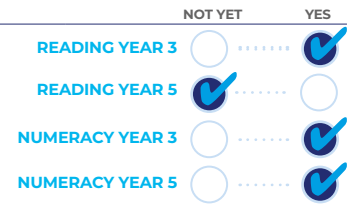


SCHOOL PROGRESS

ACHIEVED

EXCEED WA LIKE SCHOOLS IN THE PERCENTAGE OF YEARS 3 AND 5 STUDENTS TAKING THE HIGHEST NAPLAN ADAPTIVE PATHWAY IN READING AND NUMERACY.

- > 56 students out of 113 students took the higher adaptive pathway (ADF) in Year 3 Maths. 1.3% more students than Like Schools.
- > 2% more Like School students took the higher adaptive pathway (ADF) than our students in Year 5 Reading.



ACHIEVE ABOVE THE NATIONAL MEAN IN PAT ASSESSMENTS IN PRIORITY LEARNING AREAS.

- > Students in Years 2- 6 sit the online PAT tests in Mathematics and Reading.
- > Students in Years 3-6 sit the online PAT test in Science.
- > Students sit the test once per year.
- > Students sit different tests according to ability to ensure progress can be measured accurately.



70% OF STUDENTS TO MATCH OR EXCEED THEIR EXPECTED PROGRESS IN THE ON-ENTRY READING ASSESSMENT FOR PRE-PRIMARY TO YEAR 1.

- > 81% of students made expected progress in reading from Pre-primary, 2021 to Year 1, 2022 in On-entry testing.



MAINTAIN ATTENDANCE LEVELS ABOVE 95%

- > Whole school average 95%



ACHIEVE THE NATIONAL BENCHMARK IN ALL 7 QUALITY AREAS IN THE NATIONAL QUALITY STANDARDS (NQS) SELF-ASSESSMENT AND EXTERNAL REVIEWS

- > The 2021 internal self-assessments indicated the outcomes of the 7 NQS quality areas are being met.
- > Next external verification will be requested for 2023.



MAINTAIN AN AVERAGE SATISFACTION SCORE OF 4/5 OR ABOVE ON THE HEALTH AND WELLBEING INDICATORS IN THE STUDENT AND STAFF NATIONAL SCHOOLS OPINION SURVEYS (NSOS)

- > The National Schools Opinion Survey (NSOS) is a biannual survey to ascertain the level of satisfaction with the school's direction and operations by students, staff and parents/carers.
- > The last survey was conducted in Term 3, 2020 and the next will be implemented in Term 3, 2022.



NAPLAN

	Year 3 Comparative Performance					Year 5 Comparative Performance				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
NUMERACY	-0.3	-0.2	0.7	0.7	0.2	1.4	0.8	0.6	1.1	0.4
READING	-0.3	-0.0	0.8	0.8	0.3	0.1	-0.7	0.4	0.2	-0.5
WRITING	-0.1	-0.2	1.1	-0.5	0.2	0.2	-0.1	0.2	-0.3	0.2
SPELLING	-0.5	-0.6	0.5	-0.0	0.2	-0.4	0.5	0.1	0.7	0.1
GRAMMAR & PUNCTUATION	-0.1	-0.4	0.7	0.6	0.1	0.1	0.6	0.2	0.6	-0.2

- Above Expected** - more than one standard deviation above the predicted school
- Expected** - within one standard deviation of the predicted school mean
- Below Expected** -

STUDENT ACHIEVEMENT AND PROGRESS - PAT

There were significant gains in performance Target 4:

Achieve above the national mean in Progressive Achievement Tests (PAT) assessments in priority learning areas reading, numeracy and science are evident below.

BACKGROUND TO THE ONLINE ASSESSMENT AT WPS:

- › Students in **Years 2-6** undertake the mathematics and reading assessment.
- › Students in **Years 3-6** undertake the science assessment.
- › Assessments are scheduled once a year in Term 2.
- › Students can undertake different assessments according to their ability to ensure progress can be measured accurately.
- › Not all Australian schools use ACER PAT assessments to measure student progress.



† Our students undertake a range of assessments, both formative and summative, to monitor progress.



Students can undertake different assessments according to their ability to ensure progress can be measured accurately.

Reading

Connected practice in Literacy continued to be a focus for WPS in 2021.

Strategies adopted and continued included:

- › A detailed Pre-primary – Year 2 synthetic phonics scope and sequence was implemented.
- › Additional funds were allocated to resourcing the scope and sequence including additional decodable readers and assessment kits.
- › A plan developed to train our PP- 2 teachers in Sounds Write.
- › Targeted literacy planning and intervention informed by whole school data sets from On-Entry PP – Year 1, Year 2-6 PAT and Year 2-6 Off Years NAPLAN results.
- › Continued PL and coaching through the service agreement with the West Coast Language Development Centre.
- › The Student Services team continued with their case management approach in reading with Years 1-5.
- › Targeted before school reading groups developed in Years 1-5 focusing on comprehension and identified reading skill deficits from whole school data sets.
- › Specialist library timetable developed for 30 mins per week focusing on vocabulary and thinking routines
- › Continued to enrol two staff members in the Language Literacy Leaders course through West Coast LDC.
- › The DIBELS reading assessment was trialled in several classrooms to better inform our teaching of reading.

Year	WPS Mean	Australian Mean	Target Met in 2021	
			NO	YES
2	106.2	100.5	<input type="radio"/>	<input checked="" type="radio"/>
3	119	110.9	<input type="radio"/>	<input checked="" type="radio"/>
4	128.7	118.7	<input type="radio"/>	<input checked="" type="radio"/>
5	130.6	124.5	<input type="radio"/>	<input checked="" type="radio"/>
6	137.2	128.8	<input type="radio"/>	<input checked="" type="radio"/>

The Business Plan target was met with the PAT Reading achievement above the national mean in Years 2-6.



↑ Fostering a love of reading.

Recommendations for 2022

- › Annual PAT testing to be moved to Term 3 with NAPLAN being shifted to Term 1 in 2023.
- › Further supplement the PP – Year 2 classrooms with more decodable readers.
- › Year 3-4 to be the focus year levels with pedagogical change to better align with the Science of Reading (SOR).
- › Literacy Based unit (LBU) focus for K-3 to integrate Talk 4 Writing and SOR practice.
- › Development of a spelling scope and sequence for Years 3-6.
- › DIBELS reading assessment implemented and used to inform teaching and measure progress in Years 2-6.



Further supplement the PP - Year 2 classrooms with more decodable readers.

Numeracy

2021 was the first year of changing our approach to teaching Mathematics.

Previously, students were streamed 5 days a week across the year level.

- › In 2021, students were streamed 3 days a week and only for the Number and Algebra strand. The other two strands of Maths were taught by the classroom teacher and integrated with STEAM and Digital Technologies.
- › The streaming of the Number and Algebra strand Mathematics continued at WPS for 2021 with a hybrid model.

The Business Plan target was met with the PAT Maths achievement above the national mean in Years 2-6.

Year	WPS Mean	Australian Mean	Target Met in 2021	
			NO	YES
2	107.7	103	<input type="radio"/>	<input checked="" type="radio"/>
3	119.9	110.9	<input type="radio"/>	<input checked="" type="radio"/>
4	120.6	117.4	<input type="radio"/>	<input checked="" type="radio"/>
5	131.4	122.7	<input type="radio"/>	<input checked="" type="radio"/>
6	137.8	127	<input type="radio"/>	<input checked="" type="radio"/>



↑ Mathematics in the classroom

Recommendations for 2022

- › Utilise the Department of Education WA Curriculum Support Materials for maths planning and assessment
- › Allocate and plan for professional learning and meeting time to include the development of an instructional model for best practice in mathematics.
- › Align planning, teaching and assessment of mathematics across the whole school.



Align planning, teaching and assessment of mathematics across the whole school.

Science

Mrs Sue Webber's role as primary science specialist continued with the development and integrated delivery of the WA science curriculum in the chemical and physical sciences strands, with classroom teachers being responsible for teaching the biological and earth and space strands.

The major strategies and highlights in science have included:

- > Science Week activities and incursions involving CSIRO scientist
- > Integration of STEAM projects and digital technologies in chemical and physical sciences
- > Collaboration with classroom teachers to ensure all strands were integrated into the whole school inquiry.

Year	WPS Mean	Australian Mean	Target Met in 2021	
			NO	YES
3	116.8	115.8	<input type="radio"/>	<input checked="" type="radio"/>
4	120.1	118.5	<input type="radio"/>	<input checked="" type="radio"/>
5	125.2	121.2	<input type="radio"/>	<input checked="" type="radio"/>
6	125	122.3	<input type="radio"/>	<input checked="" type="radio"/>

The Business Plan target was met with the PAT Science achievement above the national mean in Years 3-6.

Year	Inquiry Skills %	Science Understanding %	Human Endeavour %
3	68.33	80.35	N/A
4	76.18	76.18	N/A
5	74.62	71.56	61.47
6	68.33	71.11	73.33



↑ Our Science program includes hands-on learning and the integration of STEAM projects.

Moving Science into 2022 and beyond:

- › BrightPath assessment and moderation tool will be trialled to expand how we monitor and track the development of scientific content and skills from Year 1-6.
- › As a school we will work towards increasing the cohort inquiry skill percentages to all being above 75%.



BrightPath assessment and moderation tool will be trialled to expand how we monitor and track the development of scientific content and skills from Year 1-6.

Humanities and Social Sciences (HASS)

Led by Instructional Leader Mrs Rachel Cusack and the Inquiry Project Team, the key focus in 2021 was to further develop our cross-curricular inquiry approach, incorporating the explicit teaching of HASS content and skills.

Following a review at the end of 2020, the project team refined our whole school inquiry questions/concepts for each term with closer alignment to the HASS content to be taught and reported upon each term.

- › Term 1: Who Am I? Who Are We?
- › Term 2: Where We Live and How it Works
- › Term 3: How and Why We Connect to our World
- › Term 4: How and Why We Connect to Each Other

Embedded in the WPS inquiry approach, following the Kath Murdoch model, is the explicit teaching of critical and creative thinking skills and a connection to digital and design technologies through STEAM (Science, Technology, Engineering, Arts and Mathematics) projects.

- › Following the teaching of content and skills, creative projects allow students to apply their learning and demonstrate new knowledge and thinking with and without digital technology.
- › The opportunity for the school to participate in the Creative Schools program for the second year in a row enabled the scaling of creative teaching strategies across the school and a continued focus on the development of the five creative habits of learning – being inquisitive, collaborative, imaginative, disciplined and persistent.
- › Two classrooms (Year 4, Room 22 and Year 6, Room 15) worked with creative practitioners Jodie Davidson and Anne Gee to approach the teaching of key curriculum areas including HASS through hands on learning experiences. The Year 6 classroom told tales of immigration through interactive and multimedia exhibits, with short films, poetry and art which displayed a deep understanding of the HASS content and skills.



↑ There is a strong focus on the development of creative habits of learning in our inquiry program.



Embedded in the WPS inquiry approach, is the explicit teaching of critical and creative thinking skills and a connection to digital and design technologies through STEAM (Science, Technology, Engineering, Arts and Mathematics) projects.

Cultural Responsiveness and Reconciliation

As a community we are working towards being a culturally responsive school. Our Reconciliation Action Plan committee continued to work towards developing our plan and goals using the Narragunnawali platform.

Ms Naomi Bell (Year 4 teacher), Ms Hannah Cox (Year 6 teacher), Ms Isla Holmes (PP teacher), Ms Tamara Doig (Principal) and Ms Jasmine Smith-Ince (pre-service teacher) collaborated together to guide our staff through ongoing reflection and meaningful integration of Aboriginal and Torres Strait Islander cultures and histories.

Ms Jasmine Smith-Ince, a Noongar woman and great-granddaughter to Barbara Jackson, who one of our factions is now named after, worked with students in classrooms and our prefects to introduce Noongar language.

Highlights included:

- › Inquiry Learning Showcase Open Afternoon
- › Creative Schools – Professional Learning for Teachers
- › Creative Schools – Partnerships with creative practitioners, Anne Gee and Jodie Davidson
- › Harmony Day celebrations and writing competition
- › Reconciliation Action Plan progress and Reconciliation Week celebrations



↑ Year 6 student leaders learning about the Noongar language with Ms Jasmine Smith-Ince.



↑ Year 1 students created books to show their new knowledge of Noongar language.



WPS teachers collaborated with staff, guiding them through ongoing reflection and meaningful integration of Aboriginal and Torres Strait Islander cultures and histories.

Physical Education

Mr Jon Bowman and Mrs Kathy Watson provide a specialised physical education program for all students in Years 1-6 students.

Physical Education highlights:

› Faction Athletics Carnival

All Year 2-6 students participated in our Faction Athletics Carnival at the State Athletics Centre in Perry Lakes in Term 3. The students represented their faction in Championship events including long jump, throwing, sprints and middle distance and finished the day with team games and relays. Winton again took out the Rod Sutcliffe Spirit Shield while Farmer were crowned overall champions.

› The Interschool Athletics Carnival

Hosted by Mt Hawthorn PS with five schools competing; Subiaco PS, Floreat Park PS, Karrinyup PS, Mount Hawthorn PS and Wembley PS.

Day 1 events consisted of long Jump, throwing and 400/800m, with Wembley dominating.

Day 2 moved on to sprints, team games and relays, and while Floreat challenged us, Wembley held the lead to claim the Champion School Shield for the 10th straight year.

› Cross Country

Our Faction Cross Country was held in Week 6 of Term 2 on the school oval with Year 1 to 6 students taking part in long distance races ranging from 800m for the Year 1 students to 1.7km for the Year 6 students. Farmer were the overall winners making it three from three for major carnivals in 2021. Interschool Cross Country took place at City Beach Oval in Week 10 of Term 2. Eleven schools competed in races for Year 3-6 students. Wembley performed exceptionally well, placing 1st overall and taking home the perpetual winner's shield for the 10th year in a row.

› Basketball

With a strong contingency of basketball players, numerous Year 3-6 teams participated in the Perry Lakes Slam Series at the Bendat Basketball Centre in Terms 3 & 4. The students relished the opportunity to compete against schools from across WA at a state of the art facility. For the second year running our senior girls went through undefeated and were invited to the Champions Cup in November, where they again made it to the Grand Final before getting narrowly beaten by Shelley PS.

› Swimming

Our Faction Swimming Carnival took place at HBF stadium in Term 1. Farmer were crowned champions while Winton were awarded the Spirit Shield.

› Tennis

Wembley entered teams into the Academy Plate competition in Term 1. The girls' competition was held at the State Tennis Centre while the boys played at Alexander Park Tennis Club. Both teams performed well, with the girls making the final but going down to Noranda PS. International School of WA were crowned champions in the boys' competition.

› Hockey

Wembley took three teams to the Primary Champion Schools Hockey competition held at Curtin Hockey Stadium in Term 3. All three teams performed very well with our A team winning the Grand Final 8-1 to be crowned Champion School and end Rosalie Primary's dominance of the competition.



↑ WPS Faction Athletics Carnival at the State Athletics Centre.

Health

The CARES values are the foundation of our school. They have been embedded in all we do and are at the core of the new suite of student engagement policies to ensure proactive and timely resolutions.

Student and staff wellbeing are core priority areas for the school in our current Business Plan and we made progress towards these improvement strategies in 2021. Ms Naomi Bell (Year 3-6) and Mrs Debra Darbyshire (K-2) provided instructional leadership in health and student/staff wellbeing.

Health highlights:

- › Professional learning focus on staff wellbeing during Student Development Days with facilitator Marni Klein leading staff through sessions to develop social and emotional literacy in staff and general connectedness to each other.
- › Tuning into Kids emotion coaching workshops and seminars were offered for parents and carers by Psychologist Tracy Hart to support our families to cope with the range of anxieties and pressures experienced in the family home.
- › Trial commenced in selected classrooms on emotional literacy program for students called the Connect Curriculum based on the DNA-V model in consultation with the School Psychologist.



Wembley held the lead to claim the Interschool Champion School Shield for the 10th straight year.

The Arts

Wembley Primary School has a strong and proud Arts culture. Our students engage in these specialist subjects and are afforded excellent opportunities to develop a vast range of skills, exhibit and perform in Music and Visual Arts.



Music

The expansive classroom programs led by Mrs Kate Humphreys and Mrs Mary-Anne Goyder focuses on teaching music through the joy of singing, as well as incorporating a contrast of instruments including recorder, ukulele, and xylophone.

Their goal is to improve mental health, build resilience and motivate students to try their best not only in music but across all learning areas. This is supported by Mrs Humphreys passion for providing students with every opportunity to perform and learn as a group through senior and junior choir, concert band and petite chorale.

Music highlights and events:

- › The Senior Choir took part in the Massed Choir Festival at Perth Concert Hall.
- › In Term 3, a virtual Music Showcase was shared with the community, featuring all choirs, concert band, IMSS Students and solo artists, led by our music captains.
- › The Annual All Stars Concert at the Churchlands Senior High School Concert Hall saw the choirs, concert band, IMSS students and All Stars guests play to a packed venue of parents, carers and family members.
- › The Junior and Senior Talent Quest for Year 3 - 6 students demonstrated the passion and talent for music in our school with solo and group singers, bands, multi-instrumentalists and the playing of the Guzheng, a traditional Chinese instrument.



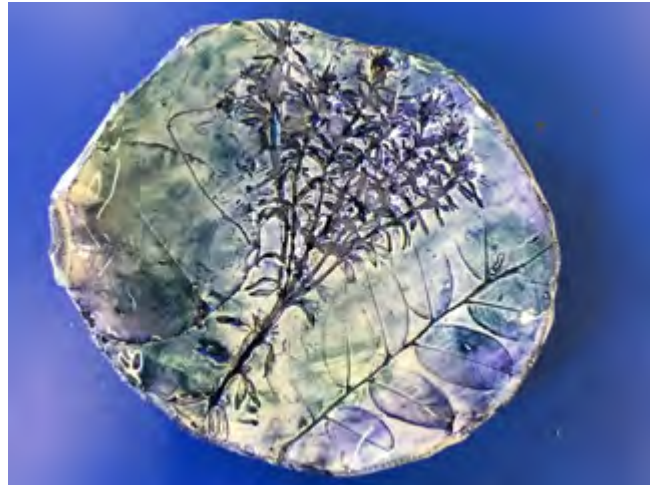
The goal of our music program is to improve mental health, build resilience and motivate students to try their best not only in music but across all learning areas.

Visual Arts

Mrs Robyn Barratt and Mrs Amanda Shelsher provided students with a varied and innovative program in Years 1-6 in the specialist art room.

Art highlights:

- › A focus on a diverse range of art experiences for Year 1 students in their first year of formalised visual arts. Students were exposed to at least four different techniques such as drawing, 3D modelling and clay work to assist them developing skills through projects each term.
- › A number of students participated in the Shaun Tan Art Award.
- › There were three students selected for the Town of Cambridge Art Awards, with two students in Year 1 and a student in Year 4 selected to exhibit their work.
- › Year 4 students engaged in a unit on architecture and the evolution of high density city living, first drawing scryscrapers in 2D before progressing to 3D forms in clay.



↑ Students in Years 1-6 are provided with a high quality specialist visual arts program.



Students were exposed to different techniques such as drawing, 3D modelling and clay work to develop new skills through projects each term.

Languages - French

Madame Lauren Ibbotson taught French to all Years 1 - 6 students for 45 minutes per week. All students were taught using the Accelerated Integrative Methodology (AIM) in conjunction with the West Australian Curriculum: Languages, except for year 6 students who were taught in accordance with the Curriculum Framework.

Highlights included:

- › The hugely successful French themed recess, partnered with the school canteen.
- › In Term 2 all students learnt about the Eiffel Tower with students in Years 1 – 4 completing a small art project and students in Years 5 – 6 attempting to replicate it with Strawbees through a STEAM project.
- › All students engaging in end of year in-class presentations of the AIM story. Years 1 – 4 presented with puppets and the Years 5 & 6 through drama.



In Term 2 all students learnt about the Eiffel Tower with students in Years 1 – 4 completing a small art project and students in Years 5 – 6 attempting to replicate it with Strawbees through a STEAM project.

2021 HIGHLIGHTS

Throughout 2021, staff built their individual and collective capacity through professional learning and application of expansive pedagogy. Collaboratively we worked to cultivate the habits and qualities of the mind through cross-curricular Inquiry, resulting in rich and wondrous learning in all classrooms.

One of the key principles of inquiry-based learning is, HOW the learner learns is as important as WHAT they are learning about. Inquiry is about process and the importance of learning to learn. When students discover how to learn, their capacity to learn continues to grow.

Students in Years 3-6 were given the opportunity to participate in a range of academic competitions and challenges throughout the year.

These included:

UNSW ICAS English and Maths (Year 4-6)

- › In the ICAS competitions, a total of 13 students achieved Distinctions placing them in the top 10% of Australia in English and 21 students were in the top 10% of Australia in Maths. There were 2 students in English and 4 students in Maths who achieved High Distinctions, an outstanding result placing them in the top 1% in Australia. Year 5 student Owen L achieved the highest score in English among all student participants in Western Australia, earning him a prestigious ICAS medal.

Australian Mathematics Competition (AMC)

- › There were also several outstanding results in the Australian Mathematics Competition. Nine students scored in the top 10% of the state with five students achieving in the 100th percentile. A further 39 students achieved Distinctions placing them in the top 20% of the state.

Bebras Computational Thinking Challenge

- › The Bebras Computational Thinking Challenge provides students with the opportunity to test their critical and creative thinking skills on computational problems online. The Round 2 results were outstanding with 28 students in Year 3-6 receiving a High Distinction.



↑ Wembley PS has a well-resourced STEAM and Makerspace Lab, including a wide range of robotics and digital technologies.

STUDENT LEADERSHIP

A focus strategy of the 2020-2022 Business Plan is to cultivate student voice to build a culture of safety, being and belonging. The student leadership policy was drafted with new processes and roles. Student agency is visible in all classrooms and impacts many areas of school improvement and change management processes.

Highlights included:

- › The Year 6 students experienced a wonderful outdoor adventure camp at Forest Edge Camp School, Waroona in Term 4. They achieved personal goals, took risks, and formed lasting memories and friendships. Students had a wonderful time connecting with each other in one of their final significant events in primary school.
- › Junior Eco Warriors worked on several new sustainability projects including, classroom compost bin systems and reducing soft plastics in our environment.
- › Year 5 Leadership roles including Eco Warriors, Digital Leaders and CARES captains ensuring the school engagement plan and sustainability mission were progressed. Many students were well positioned to apply for the 2021 Year 6 leadership roles in Term 4.
- › The first Student Representative Council was formed, comprising of elected class representatives in every Year 3-6 classroom. Led by teacher-leader Hannah Cox, the students heled inform school policy revisions and contributed to the ideas during the early stages of our first commissioned indigenous design in partnership with indigenous artist Rosie Paine.



↑ Student Representative Council meeting.



↑ Excited Year 6 Camp students.



↑ Warriors at work.

STEAM

WPS was named Champion School in the inaugural Keen2STEAM event held with schools across the Churchlands Network. Wembley teams were awarded champions in both the Year 3/4 and 5/6 category, followed by Champion School for 2021!

On the day, students competed in teams of six, demonstrating exceptional collaboration and perseverance as they worked through the design, scientific data, and coding challenges. Dr Bruce Webber, who is an Ecologist and CSIRO STEM Professionals in Schools partner also spoke to the students on the day, which was hosted by Churchlands Primary School.

One of the challenges presented was to design a solution to address the threat of cane toads in the environment. One group of Wembley students used Micro:bits, solar panels and temperature sensors to design a trap and another used a design solution based on their knowledge of the cane toad's behaviours and adaptations. In another challenge, students designed a vertical water garden and also tested the pH levels of soils to determine the best type for planting specific vegetation.

ICT

WPS has a ratio of 1:2 iPads in all classrooms, laptop trolleys for each phase of learning (Year 1-2, Year 3-4 and Year 5-6) and upgraded interactive screens, thanks to the support of the P&C. There was a continued focus on the creative integration of ICT into the curriculum in 2021.

A modern learning environment continues to enable teachers to provide students with enhanced opportunities to express their learning in multimodal ways. Professional learning for teachers in Office 365, Seesaw and creative iPad apps continued throughout the year.

The Digital Leaders and Year 6 Digital Captains shared their expertise with their peers and teachers, including through lunchtime clubs and buddy mentoring.

The use of the Seesaw digital learning platform from Kindergarten to Year 6 continued to be utilised to share student learning with families, providing a stronger home-school connection.



We were very proud of the students' ability to work together to achieve a shared goal and the creative thinking demonstrated in their designs and solutions.

COMMUNITY EVENTS AND INITIATIVES

THE FATHERING PROJECT

2021 saw the start of our very first Dads group, through the Fathering Project.

- › Initiated by Year 6 parent Eashan Karaji, a committed group of Dads emerged and the first organised event was held in Term 4.
- › The Pizza and Paper Planes afternoon was hugely successful and the Dads of Grantham St (DOGS) was launched as a P&C sub-committee.



↑ Fathering Project Group



SCIENCE WEEK

A number of events were held across the school during Science Week, including before school science experiments by budding scientists from our Year 3 classes.

- › The theme for the 2021 Science Week was 'Food: Different by Design' so a cooking demonstration using native ingredients at lunchtime was held with Ms Sugden. A Science Week themed lunchtime coding session for Year 5/6 students was also hosted by Mrs Geelhoed.
- › Dr Bruce Webber, Ecologist and CSIRO Scientist, presented guest talks for students in Year 1-3 and our Year 4-6 students. Our first ever Science Photography Competition was also held, organised by our Science Specialist teacher, Mrs Sue Webber. There was an overwhelming response to the photography competition, with hundreds of entries received. The engagement with seeing Science in the world around them was truly impressive by our students, from Pre-primary to Year 6, with some very insightful captions.



↑ Year 1 students 'Lava Lamp' experiment.



A number of events were held across the school during Science Week, including before school science experiments by budding scientists from our Year 3 classes.

STUDENT ENGAGEMENT, BEHAVIOUR AND ATTENDANCE

The Student Services team provided high quality services to support the individual needs of students in a wide range of areas to maximise engagement and positive behaviour and elevate levels of attendance through a whole school focus on mental health and wellbeing.

Significant work in this area included:

- › A commitment to inquiry learning. A whole school pedagogy with Kath Murdoch's model as a consistent language that places the learner central and a focus on critical and creative thinking to stretch students and provide deep learning opportunities.
- › The extensive use of education assistants to support students with individual and group needs.
- › Embedding our intervention approach to support student needs including; before school reading program, Sounds-Write intervention and access to academic challenges and competitions for students with high ability.
- › Provision of professional learning for staff aligned with school priorities and student achievement data.
- › Interagency support; SSEN:B, SSEN:D and a service agreement with the West Coast Language Development Centre.
- › Utilising the expertise from within the school and across agencies.
- › The refinement of communication strategies with families in to increase attendance rates.

STUDENT ENROLMENT TRENDS

The beginning of 2021 saw a sharp increase in enrolment of students Pre-primary to Year 2 and enrolments continued to grow throughout the year.

- › As a result WPS had a purpose built Early Childhood transportable classroom arrive in semester 2 2021 to cater for the predicted growth in Early Childhood.



STUDENT ENROLMENTS

KINDY ENROLMENTS ARE NOT INCLUDED.



SUSPENSIONS

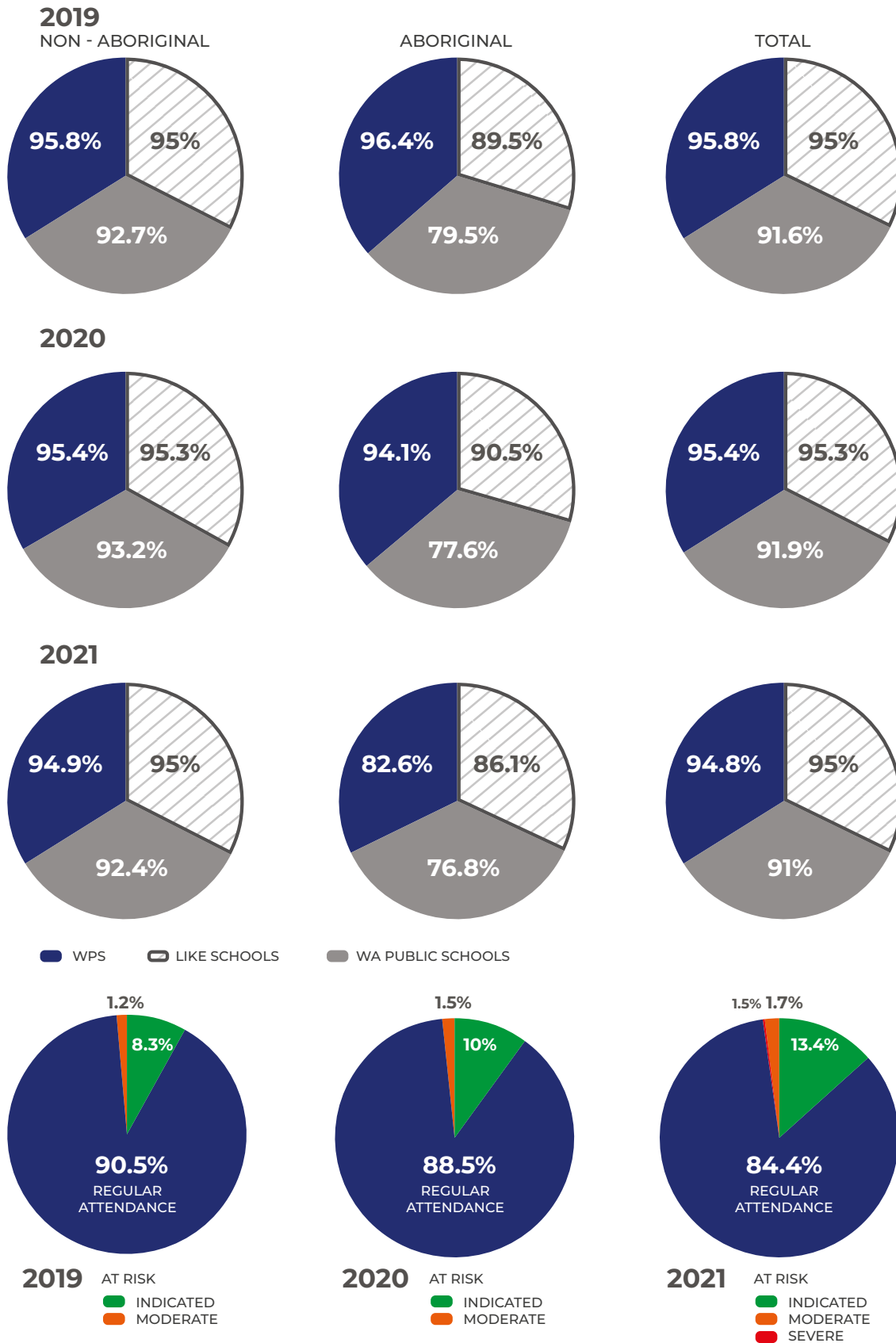
In 2021, 0.5% of the total enrolment were suspended for a total of 11.5 days in line with the school's behaviour management policy.

- › This was a decrease of 0.07% from the previous year.

ATTENDANCE OVERALL

Attendance remained fairly stable in relation to previous years with some impact due to COVID lockdowns.

> Attendance case conferences were held to assist families with positive engagement in school.



FINANCE

The percentage of School voluntary contributions collected was 93.25%.

The percentage of P&C voluntary contributions collected was 88.85%.

- › Signage around the school was completed.
- › Several interactive whiteboards were replaced in the classrooms.
- › In partnership with the P&C, the school continued to provide iPads for student use at a ratio of 1:2 and access to laptops, through a leasing arrangement with the Department of Education.
- › In partnership with the P&C, the oval and quadrangle were kept in good condition by way of regular treatment and maintenance programs.
- › The Pre-primary playground upgrade was completed in partnership with the P&C.

Financial Summary as at 31/12/2021

REVENUE Cash and Salary Allocation

VOLUNTARY CONTRIBUTIONS

BUDGET
\$ 46,305
ACTUAL
\$ 46,305

CHARGES AND FEES

BUDGET
\$ 194,109
ACTUAL
\$ 188,974.76

FEES FROM FACILITIES HIRE

BUDGET
\$ 7,000
ACTUAL
\$ 4,637.62

FUNDRAISING / DONATIONS / SPONSORSHIPS

BUDGET
\$ 112,442
ACTUAL
\$ 112,441.91

COMMONWEALTH GOV REVENUES

BUDGET
\$3,110
ACTUAL
\$3,109.54

OTHER STATE / LOCAL GOV REVENUES

BUDGET
-
ACTUAL
-

CO, REGIONAL OFFICE AND OTHER SCHOOLS

BUDGET
\$ 2, 576
ACTUAL
\$ 2,576.48

OTHER REVENUES

BUDGET
\$ 22,881
ACTUAL
\$ 22,085.05

TRANSFER FROM RESERVE OR DGR

BUDGET
\$ 160,000
ACTUAL
\$ 70,000

RESIDENTIAL ACCOMMODATION

BUDGET
-
ACTUAL
-

FARM REVENUE AG / FARM SCHOOLS

BUDGET
-
ACTUAL
-

CAMP SCHOOL FEES

BUDGET
-
ACTUAL
-

REVENUE

	ACTUAL	BUDGET
TOTAL LOCALLY RAISED FUNDS	\$ 450,166.36	\$ 548,423
OPENING BALANCE	\$ 62,675	\$ 62,674.80
STUDENT CENTERED FUNDING	\$ 306,103.44	\$ 306,103.44
TOTAL CASH FUNDS AVAILABLE	\$ 818,944.60	\$ 917,201
TOTAL SALARY ALLOCATION	\$ -	\$ -
TOTAL FUNDS AVAILABLE	\$ 818,944.60	\$ 917,201



EXPENDITURE Cash and Salary Allocation

ADMINISTRATION

BUDGET
\$ 73,151
ACTUAL
\$ 63,220.15

LEASE PAYMENTS

BUDGET
\$106,500
ACTUAL
\$ 91,897.35

UTILITIES, FACILITIES AND MAINTENANCE

BUDGET
\$ 183,361
ACTUAL
\$ 177,512.38

BUILDINGS, PROPERTY AND EQUIPMENT

BUDGET
\$ 222,010
ACTUAL
\$ 176,882.59

CURRICULUM AND STUDENT SERVICES

BUDGET
\$ 248,618
ACTUAL
\$ 229,281.04

PROFESSIONAL DEVELOPMENT

BUDGET
\$ 22,573
ACTUAL
\$ 17,308.93

TRANSFER TO RESERVE

BUDGET
-

ACTUAL
-

OTHER EXPENDITURE

BUDGET
\$ 10,172.70
ACTUAL
\$ 10,116.74

PAYMENT TO CO, REGIONAL OFFICE / OTHER SCHOOLS

BUDGET
\$ 5,386
ACTUAL
\$ 4,436.13

RESIDENTIAL ACCOMMODATION

BUDGET
-

ACTUAL
-

FARM REVENUE AG / FARM SCHOOLS

BUDGET
-

ACTUAL
-

CAMP SCHOOL FEES

BUDGET
-

ACTUAL
-



EXPENDITURE

	ACTUAL	BUDGET
TOTAL GOODS AND SERVICES EXPENDITURE	\$ 770,645.31	\$ 871,771.70
TOTAL FORECAST SALARY EXPENDITURE	-	-
TOTAL EXPENDITURE	\$ 770,645.31	\$ 871,771.70
CASH BUDGET VARIANCE	+ \$ 45,429.30	

CASH POSITION

GENERAL FUND BALANCE

\$ 48,299.29

DEDUCTIBLE GIFT FUNDS

-

TRUST FUNDS

-

ASSET REPLACEMENT RESERVES

\$ 437,721.46

SUSPENSE ACCOUNTS

\$ 9,832.25

CASH ADVANCES

-

TAX POSITION

(5,519)

BANK BALANCE

\$ 490,334

TOTAL BANK BALANCE

+ \$ 490,334

LOCALLY GENERATED REVENUE

	ACTUAL	BUDGET
VOLUNTARY CONTRIBUTIONS	\$ 46,305	\$ 46,305
CHARGES AND FEES	\$ 188,974.46	\$ 194,109
FEES FROM FACILITIES HIRE	\$ 4,673.62	\$ 7,000
FUNDRAISING / DONATIONS / SPONSORSHIPS	\$ 112,441.91	\$ 112,442
COMMONWEALTH GOVT REVENUES	\$ 3,109.54	\$ 3,110
OTHER STATE LOCAL GOV REVENUES	\$ 0	\$ 0
REVENUE FROM CO, REGIONAL OFFICE OTHER	\$ 2,576.48	\$ 2,576
OTHER REVENUES	\$ 22,085	\$ 22,881
TRANSFER FROM RESERVE OR DGR	\$ 70,000	\$ 160,000

GOODS AND SERVICES EXPENDITURE

	ACTUAL	BUDGET
ADMINISTRATION	\$ 63,220.15	\$ 73,151
LEASE PAYMENTS	\$ 91,997.35	\$ 106,500
UTILITIES, FACILITIES AND MAINTENANCE	\$ 177,512.38	\$ 183,361
BUILDINGS, PROPERTY AND EQUIPMENT	\$ 176,882.59	\$ 222,010
CURRICULUM AND STUDENT SERVICES	\$ 229,281.04	\$ 248,618
PROFESSIONAL DEVELOPMENT	\$ 17,308.93	\$ 22,573
TRANSFER TO RESERVE	\$ 0	\$ 0
OTHER EXPENDITURE	\$ 10,116.74	\$ 10,172.70
PAYMENT TO CO, REGIONAL OFFICE AND OTHER...	\$ 4,436.13	\$ 5,386



Mental health and wellbeing is a key focus for the school through a whole school emotional literacy program, chaplaincy service and student services support team.



BUILDING OUR FUTURE

WEMBLEY
Primary School



Wembley Primary School Annual Report

2021

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