



BUILDING OUR FUTURE

**WEMBLEY**  
Primary School



WEMBLEY PRIMARY SCHOOL  
**ANNUAL REPORT**

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2022

# WEMBLEY PRIMARY SCHOOL ANNUAL REPORT

2022



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Community Opportunity Excellence

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## INTRODUCTION

**2022 will be remembered as a year of significant disruption in Western Australian education history. It was the third year the school was impacted by the COVID-19 pandemic, but the first year in which students experienced ongoing restrictions, isolation, sickness from COVID-19 and changes to the way they engaged in their schooling.**



↑ Principal Tamara Doig with the Year 6 Leadership Team.

The school was well prepared to manage the impact of these restrictions through a School Continuity Plan and the work of the COVID-19 School Response Team. Staff and students were incredibly resilient and drew on their CARES values to work together and navigate shifts in how they taught and for students, how they experienced learning.

A face mask mandate was in place for several weeks for both students and staff, strategies were in place to minimise transmission such as ventilation protocols and minimal mixing of classes indoors, assemblies, choir and band were unable to take place face-to-face and there were constant changes to the rules regarding isolation. Many students and families had to spend weeks isolated from school, work, family and friends. The focus for the school was on wellbeing and care for staff, students and the community while also trying to minimise any negative impact on student learning. Although the experience was far from ideal for everyone in Western Australia, we were so proud of our school community for the way in which this period was navigated.

Once the peak of the pandemic began to subside and restrictions began to ease, we were able to resume all school events with safeguards in place where necessary. Book Week, Science Week, Massed Choir Festival, Year 6 Camp, NAIDOC Week, Year 5 Astronomy Night, sport carnivals, P&C events such as the Wembley Family Fun Day and all Year 6 Graduation events were able to proceed and a sense of normality returned to the school, which was so appreciated by the entire community.

Our students experienced success in The Arts, the sporting field, academically through competitions and events such as ICAS, Australian Mathematics Competition, the Rotary Public Speaking and Keen2STEAM and in class through the progress they made. As a staff, we focused on connected practice in core learning areas of literacy and numeracy and providing students with access to a knowledge-rich, creative inquiry learning program to promote student agency and extend critical and creative thinking. Staff collaborated to develop a contextual instructional model to guide quality teaching, aligned with research and best practice, ready to launch in 2023. Our journey towards being a culturally responsive school also continued with the introduction of a unique indigenous design by Rosie Paine informed by student voice.

As we reflected on the 2020-2022 Business Plan, there was much to celebrate but also an impetus to continue on the path we had started upon and build on the momentum of our school improvement journey. We collaborated on the development of the 2023-2025 Business Plan with staff, School Board and the community and now have a clear vision for the next three years as a school. We look forward to a productive year ahead and strengthening our connections with our families as we work in partnership for the benefit of our students.

**Tamara Doig** PRINCIPAL

## OUR VISION

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

## OUR SCHOOL COMMUNITY

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**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. 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.

## SCHOOL BOARD

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### **Kaya.**

**2022 began with Western Australia reopening the hard borders that had been established during the peak of the COVID-19 pandemic but also meant that Wembley Primary, like so many WA schools, experienced significant pandemic challenges early in the year as cases in the school increased and the advice on how to manage those cases changed on an almost weekly basis.**

As always, though, the school maintained best possible practice, supporting students and their families when needed but also moving forward with the school year. The Wembley Primary community rose to the challenge.

Thankfully, by the end of 2022 the normal rhythms of school life looked to have returned, complete with the Year 6 students heading off for their camp experience and crossing the stage for graduation. The School Board was able to support the school's activities and help maintain a lot of the normal business of the school year. Several of the early meetings were held over the WebEx online conferencing system in keeping with best practice during the pandemic. The normal cycle of policy reviews kept the Board busy.

A moment of celebration came in 2022 with the installation of a SunSmart UV meter, sitting proudly at the very heart of the school quadrangle. The School Board has not only reviewed the Uniform policy regularly, but after some important suggestions from a parent, have also implemented a Sun Smart policy. The addition of the UV meter has meant that even in the cooler winter months the UV is checked daily and if it goes over '3', then the hats come out.

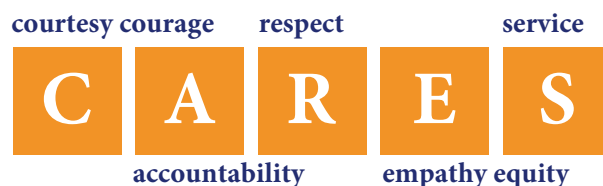
Across 2022, the school, senior leaders, administrators, teachers, parents, Board, P&C and wider community rose to the challenges and held true to Wembley Primary School's Vision of helping our children become "caring, courageous members of our community".

**Tama Leaver** WPS BOARD CHAIR

## OUR VALUES

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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

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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

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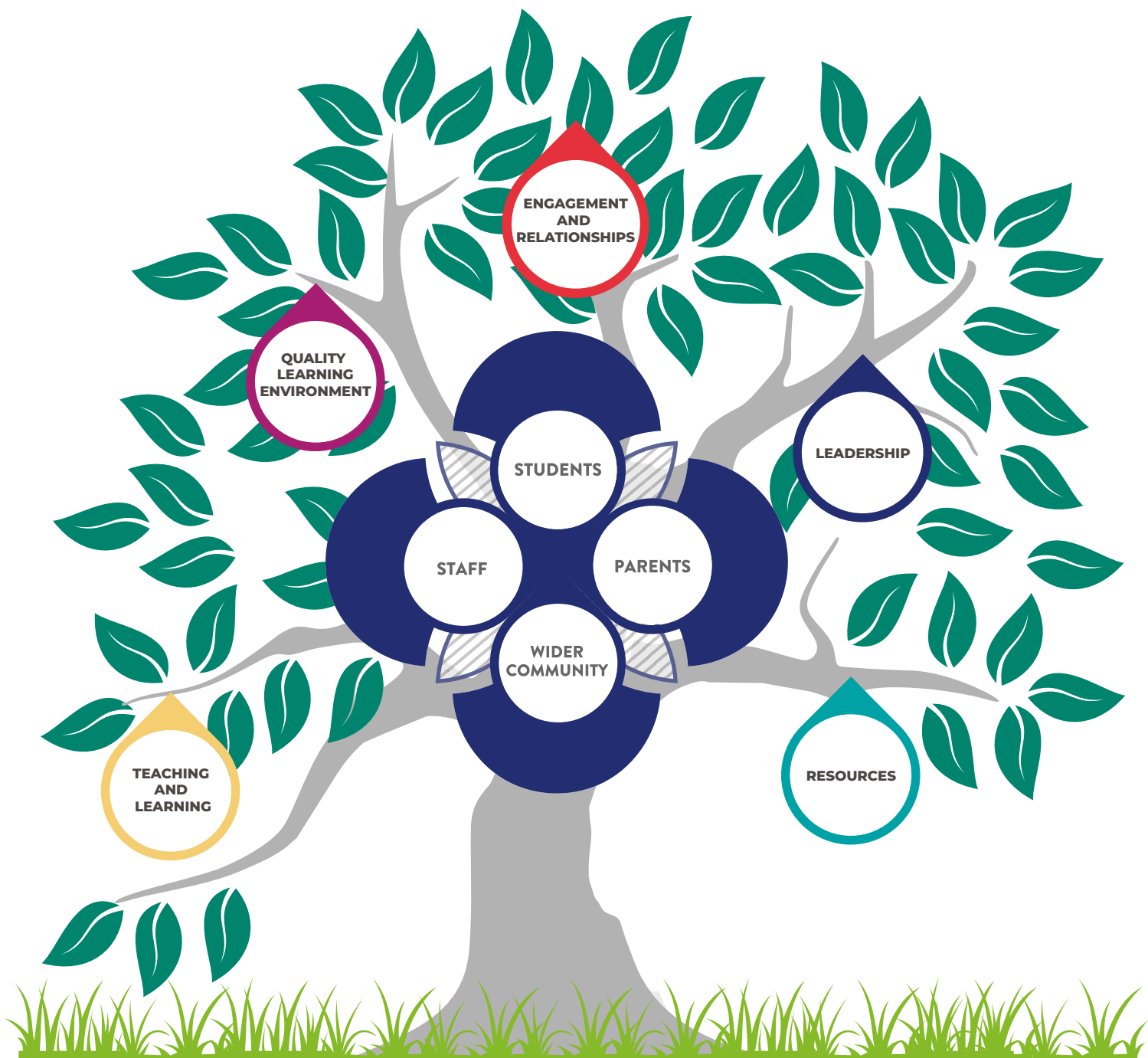
# Our Culture

----- *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

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

##### NUMERACY

- › Cohort average is above Like Schools in Year 3 and just below Like Schools in Year 5
- › High progress is well above Like Schools in Year 3
- › Exceeded Like Schools on Excellent achievement in Year 5 Numeracy



##### READING

- › Median score was very close to Like Schools in both Year 3 and Year 5.
- › 78% of students in Year 3 are in the top two achievement bands (matching Like Schools)



##### WRITING

- › Cohort average is above Like Schools in Year 3 and just below Like Schools in Year 5
- › Both Year 3 and Year 5 had a higher percentage of students in the top two bands



##### SPELLING

- › Year 3 cohort significantly exceeded Like Schools and Year 5 cohort were just below Like Schools



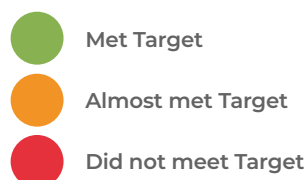
##### GRAMMAR & PUNCTUATION

- › Year 3 cohort exceeded Like Schools and Year 5 cohort were below Like Schools
- › 81% of Year 3 students were in the top two bands, well above Like Schools



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

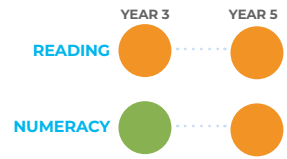
- › This target is unable to be measured due to Year 5 students not sitting NAPLAN in 2020 due to the pandemic.





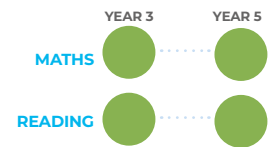
**3. EXCEED WA LIKE SCHOOLS IN THE PERCENTAGE OF YEARS 3 AND 5 STUDENTS TAKING THE HIGHEST NAPLAN ADAPTIVE PATHWAY IN READING AND NUMERACY.**

- > 48 students took the highest adaptive pathway (ADF) in Year 5 Reading and 52 students took the highest adaptive pathway (ADF) in Year 5 Numeracy, both slightly below Like Schools
- > 45 students took the highest adaptive pathway (ADF) in Year 3 Reading, slightly below Like Schools and 53 students took the highest adaptive pathway (ADF) in Year 3 Numeracy, above Like Schools.



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

- > Students consistently performed above the national average across all year levels in both assessments.



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

- > The 2022 data indicated that 79% of students made expected progress



**MAINTAIN ATTENDANCE LEVELS ABOVE 95% - IMPACTED BY THE PANDEMIC**

- > Semester 1 – No – 91.6%
- > Semester 2 – No – 92.1%



**ACHIEVE THE NATIONAL BENCHMARK IN ALL 7 QUALITY AREAS IN THE NATIONAL QUALITY STANDARDS (NQS)**

- > The 2022 internal self-assessments indicated the outcomes of the 7 NQS quality areas are being met.
- > Next external verification will be requested for 2023.

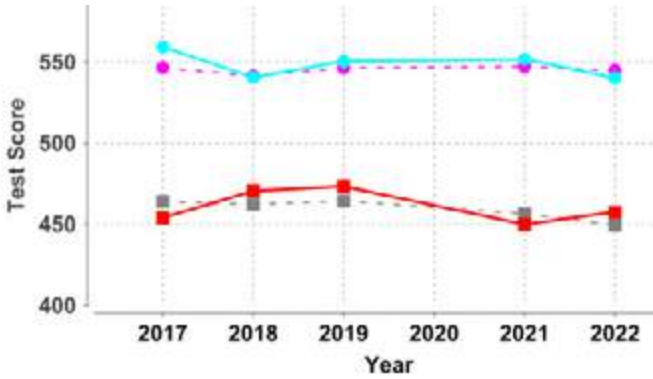
**MAINTAIN AN AVERAGE SATISFACTION SCORE OF 4/5 OR ABOVE ON THE HEALTH AND WELLBEING INDICATORS IN THE STUDENT AND STAFF NATIONAL SCHOOLS OPINION SURVEYS (NSOS)**

> I feel safe at my school	4/5	Green
> My teachers expect me to do my best	4.4/5	Green
> My teachers motivate me to learn	4/5	Green
> I like being at my school	4/5	Green
> I can talk to my teachers about my concerns	3.5/5	Orange
> My teachers care about me	4.1/5	Green

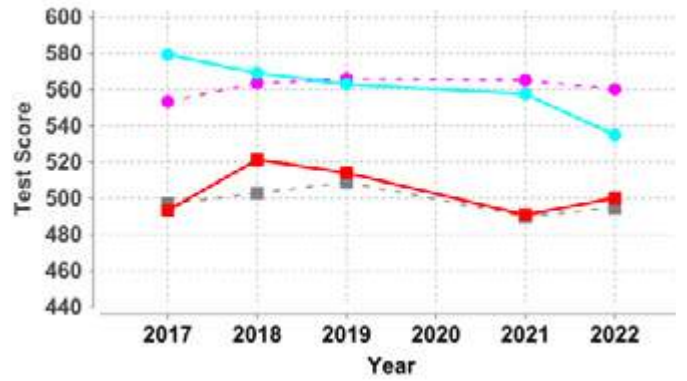
# LONGITUDINAL NAPLAN DATA

## Wembley Primary School

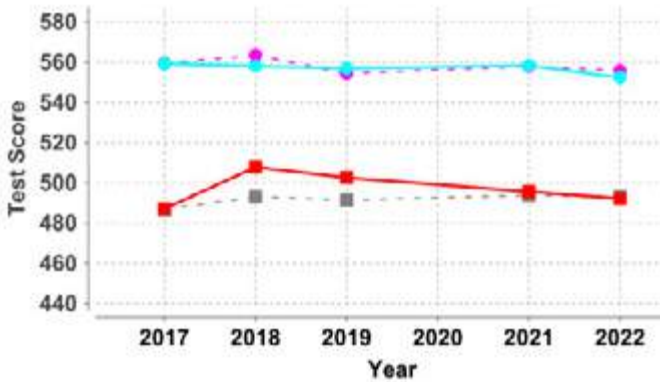
AVERAGE NUMERACY SCORE



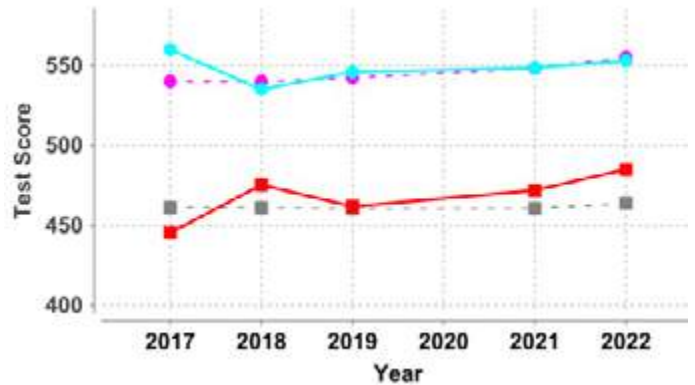
AVERAGE GRAMMAR & PUNCTUATION SCORE



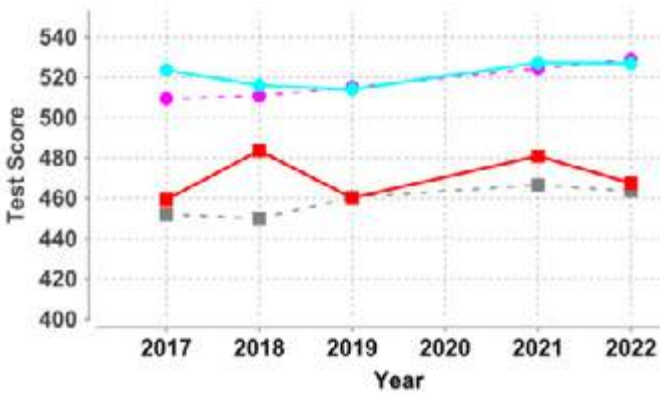
AVERAGE READING SCORE



AVERAGE SPELLING SCORE



AVERAGE WRITING SCORE



- Year 3 School
- Year 5 School
- Year 3 Like Schools
- Year 5 Like Schools

## 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 PAT ASSESSMENTS AT WPS:

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1. Assessments are scheduled once a year in Term 3
2. We use the PAT Adaptive assessments to ensure students achievement and ogress is not limited to their year level assessment.
3. Not all Australian schools use ACER PAT assessments to measure student progress



↑ PAT Assessment

## Reading

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

**Connected practice in Literacy continued to be a focus for WPS in 2022. Strategies adopted and continued included:**

- › A literacy instructional coach for 0.6FTE for 6 months
- › 4 staff members were trained in Sounds Write as part of our commitment to evidence
- › Targeted literacy planning and intervention informed by whole school data sets from On-Entry, PAT and Off Years NAPLAN results continued.
- › Continued PL and coaching through the service agreement with the West Coast Language Development Centre.
- › Continued to enrol two staff members in the Language Literacy Leaders course through West Coast LDC.
- › Targeted before school reading groups developed in Years 1-5 focusing on comprehension and identified reading skill deficits from whole school data sets.
- › Collaborative development of the whole school instructional model to align our classroom connected practice
- › Data informed practice remained at the forefront of teaching practice
- › Literacy Based unit (LBU) focus for K-3 to integrate Talk 4 Writing and SOR practice.
- › Additional funds were allocated to further supplement the PP – Year 2 classrooms with more decodable readers.
- › The DIBELS reading assessment was implemented and used to inform teaching and to measure progress in Years 2-6

YEAR	WPS MEAN	AUSTRALIAN MEAN	TARGET MET
3	111.4	101.1	●
4	117.3	113	●
5	128.8	120.9	●
6	132	125.8	●

- Met Target
- Almost met Target
- Did not meet Target



↑ Fostering a love of reading.

### Recommendations for 2023

- › Development of a connected approach to the way writing is taught in Years 3-6 to better reflect evidence-based strategies, including using The Writing Revolution.
- › Morphology scope and sequence to be developed to inform our spelling programs in Year 3-6
- › Year 5-6 to be the focus year levels with pedagogical change to better align with the Science of reading (SOR).
- › Implement a Year 1 National Phonics check assessment as per the DOE mandate
- › Continue to train our ECE staff in Sounds Write.



**Connected practice in Literacy continued to be a focus in 2022.**

## Mathematics

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

**Due to COVID limiting movement of students between classrooms, teachers taught their own students for mathematics instead of the historical streaming model in first semester.**

- › After rigorous consultation with the teaching staff, latest evidence and research around best practice in mathematics and the negative impact of streaming on students, the decision was made for students to remain with their classroom teacher for maths rather than return to a streaming model.
- › Additional support was provided for staff in catering for students requiring additional challenge and extension.
- › This saw the introduction of weekly maths enrichment classes with an experienced lead teacher for students in Year 2-6.

YEAR	WPS MEAN	AUSTRALIAN MEAN	TARGET MET
3	111.5	108.3	●
4	119.3	115.4	●
5	128	121.1	●
6	133.6	125.5	●

- Met Target
- Almost met Target
- Did not meet Target



↑ Mathematics in the classroom

### Recommendations for 2023

- › Targeted before school numeracy intervention groups to be developed in Years 1-5 focusing on key number concepts. Students to be identified from whole school data sets and tested using the Bond Blocks placement assessment.
- › Whole school professional learning calendar to include multiple professional learning opportunities in numeracy best practice
- › Employ a mathematics instructional coach to support staff with differentiation, planning and assessment.
- › Continue with maths enrichment classes whereby students are selected through triangulation of key mathematics assessments.
- › Utilise the Curriculum Support materials for maths planning and assessing
- › 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.
- › Project teams to work on key whole school maths tasks such as a vocabulary scope and sequence, daily review schedules and a problem solving scope and sequence.



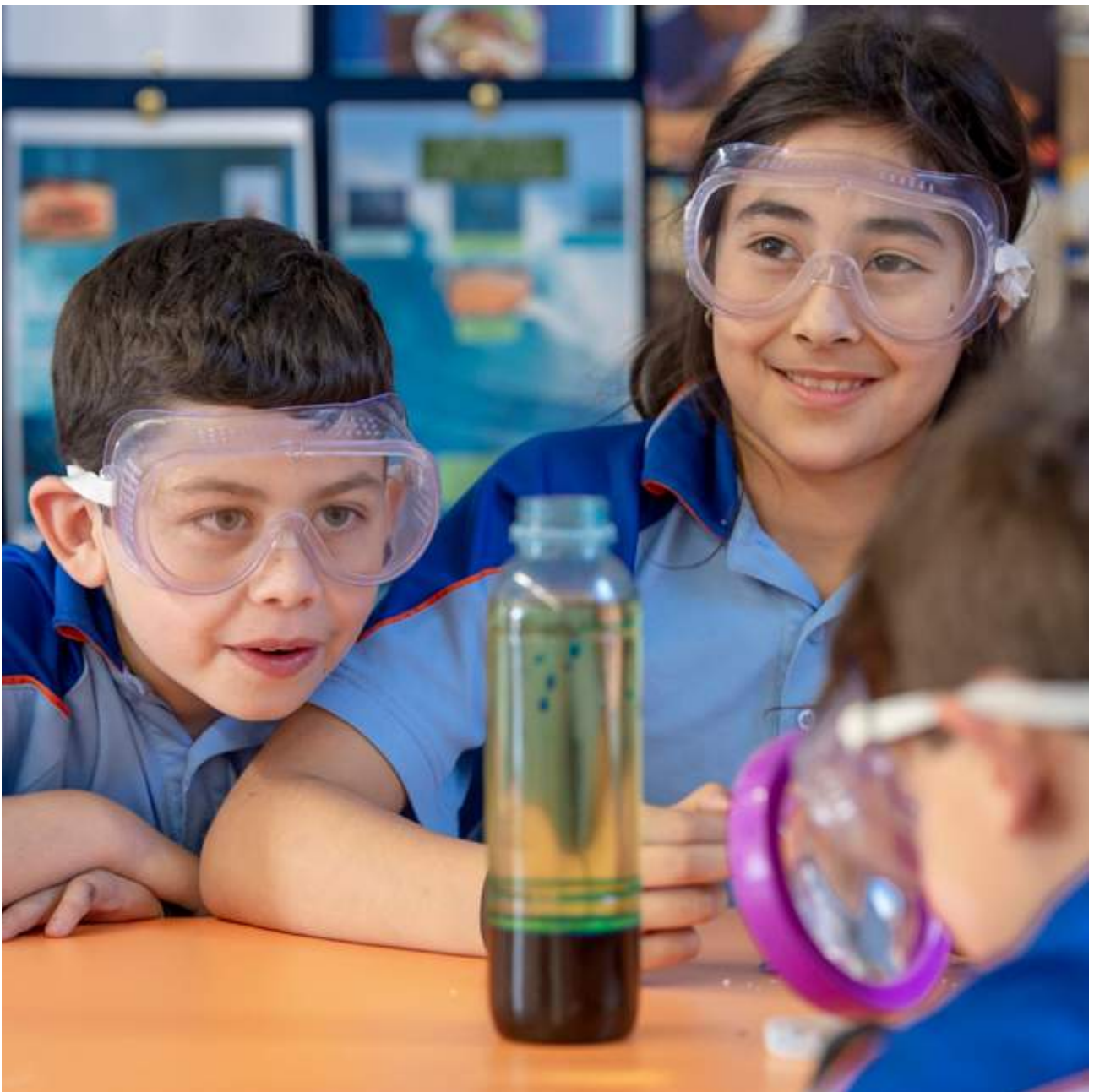
**Align planning, teaching and assessment of mathematics across the whole school.**

## Science

**Mrs Sue Webber's role as primary science specialist continued in Year 1-6 with the development and integrated delivery of the WA science curriculum in the chemical and physical sciences strands, with an emphasis on integrating STEAM projects into the specialist program to provide opportunities for students to apply their knowledge in creative ways using the STEAM design process.**

### The major strategies and highlights in science have included:

- › Science Week activities and incursions
- › Participation in a range of extra-curricular competitions and events – Scitech Challenge Day, Synergy Schools Solar Car Challenge and Rotary Primary School Science & Engineering Discovery Day
- › Keen2STEAM Churchlands Network Event – Host and Champion School
- › Dr Bruce Webber from CSIRO – Guest speaker in Science Week in conservation work and scientific photography



↑ Students applying their knowledge creatively



### Moving Science into 2023 and beyond:

- › BrightPath assessment and moderation tool will continue to be used to monitor and track the development of scientific content and skills from Year 1-6
- › Incorporating links to external agencies and experts to provide real-life examples of application to science
- › Expand participation in Science/STEAM competitions and events



**Students participate in a range of school-based and external STEAM competitions and events.**

# Humanities and Social Sciences (HASS)

The key focus in 2022 was to further develop our cross-curricular inquiry approach, incorporating the explicit teaching of HASS (Humanities and Social Sciences), Science and Technologies content and skills through an Inquiry learning approach.

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.

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.

- › 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

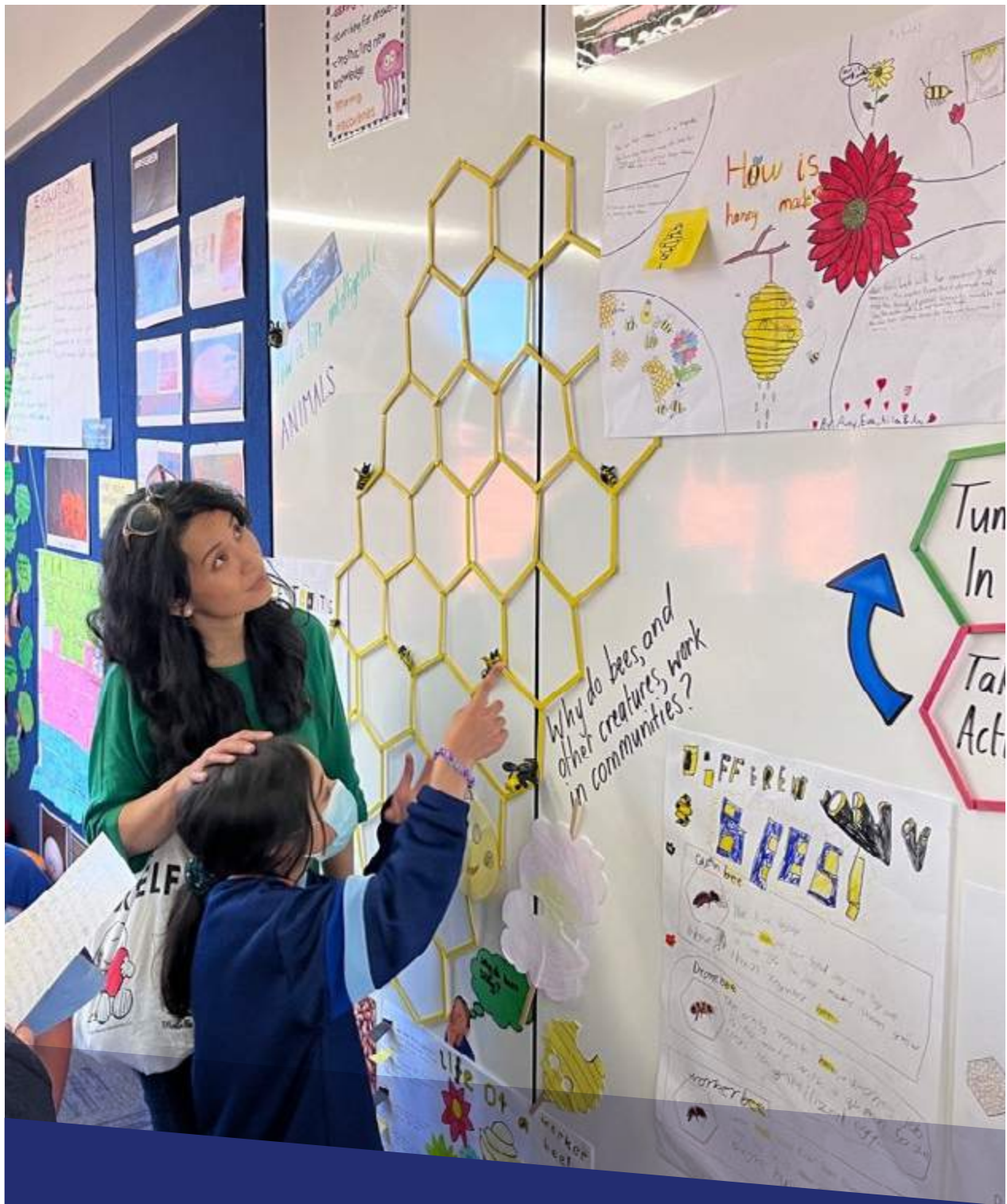
› One of the key principles of inquiry-based learning is, HOW the learner learns is as important as WHAT they are learning about. Inquiry is about process and the importance of learning to learn. When students discover how to learn, their capacity to learn continues to grow. An Inquiry Learning Showcase at the end of Term 3 is an opportunity for parents and carers to tour open classrooms and understand the learning process in more detail.

› 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. Visible Thinking routines are embedded to extend student thinking and guide them to delve deeper into topics.

## The Inquiry Learning Cycle



↑ Classroom Inquiry showcase



**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 school 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.**

Student voice featured extensively in our indigenous design journey, resulting in a new addition to our school uniform on Year 6 Leavers and Staff shirts in 2022. Our Student Representative Council and school leadership team collaborated with First Nations artist and school leader Rosie Paine to create a design that connects our school to Noongar culture and the Country we are learning on.

Rosie suggested that the students nominate their top 6 phrases that represent Wembley PS and the top 6 colours and why after exploring local First Nations history. Ms Paine then developed four unique designs which our staff and students voted on. Overwhelmingly students voted for a design featuring the maali (black swan) which is a significant bird in Noongar history. The water design at the base of the image represents the prominence of the culturally important waterways close to our school - Galup (Lake Monger) and Njookenbooro (Herdsmen Lake).

Galup means 'place of fire' and the dotted circles represent ngaangk (the sun) and karla (fire) which give life and create growth and change. The dotted circles also represent coming together and meeting to share knowledge. We acknowledge artist Rosie Paine for this design and for working with our students' ideas to create this original representation of our connection to Country.

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### Highlights included:

- › Harmony Day celebrations and writing competition in Term 1
- › Inquiry Learning Showcase Open Afternoon in Term 3
- › NAIDOC Week – Trail around the school and lunchtime sessions on Noongar culture for students
- › Student Representative Council contribution to unique indigenous design by Rosie Paine
- › Introduction of 2<sup>nd</sup> verse in National Anthem being sung in Noongar



↑ The selected Indigenous Design



**Student voice featured extensively in our indigenous design journey, resulting in a new addition to our school uniform on Year 6 Leavers and Staff shirts in 2022.**

## PHYSICAL EDUCATION

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

### Highlights included:

#### › Faction Athletics Carnival

All Year 3-6 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. Farmer were crowned overall champions as winning the faction making it three out of three for major carnivals for a second consecutive year.

#### › The Interschool Athletics Carnival

In 2022, Wembley hosted and organised the Interschool Athletics Carnival 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 12<sup>th</sup> straight year.

#### › Cross Country

Our Faction Cross Country event was held in 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. 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 11<sup>th</sup> year in a row.

#### › Basketball

In Term 4, one girls team and one boys team received an invite to compete at the Champion's Cup Basketball competition at Bendat Basketball centre in Perry Lakes. This event involves the winning schools of all Slam Series events from all over Western Australia throughout the year and as a result the standard is extremely high. The boys team made it to the quarter finals while the girls team made it all the way to the final where they were victorious, being crowned state champions. .

#### › Swimming

COVID restrictions interrupted swimming in 2022 however after being postponed once due to two Year 6 classes being in isolation, we were able to hold a successful Faction Swimming Carnival at HBF stadium in Term 1. Farmer were crowned champions.

› Interschool Swimming took place at HBF stadium at the end of Term 1 where Wembley again competed in the Gold Division carnival against Floreat Park, Subiaco, Karrinyup, Manning and Carine. Our Year 4, 5 & 6 students represented the school at an outstanding level finishing 1st and were awarded the Champion School Shield.

#### › Hockey

In Term 3, two teams of Yr 5 & 6 students competed in the Champion School Hockey competition at the state hockey centre in Bentley. Several schools took part with Rosalie PS eventually winning the Champion School shield.



↑ Wembley PS Faction Carnival at State Athletics Centre



↑ Sansa and Mitchell, Interschool Athletics



↑ Wembley Girls, Basketball Championship Cup Winners



↑ Champion's Cup Basketball Teams

## Health

**CARES are well established core values for our school. CARES stands for Courtesy, Courage, Accountability, Respect, Equity, Empathy and Service.**

They are at the core of the student engagement policies to ensure proactive and timely resolutions. Students are awarded CARES awards when displaying these values in the classroom and playground.

Student and staff wellbeing are priority areas for the school in our current Business Plan. 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 for staff by teacher-leaders
- › Continued development of whole school Health scope and sequence
- › The evidence-based Connect Curriculum based on the DNA-V model being introduced from K-6 to provide a consistent language and curriculum for social and emotional literacy.



**Wembley held the lead to claim the Interschool Champion School Shield for the 10<sup>th</sup> 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. In 2022, there were interruptions to the music program due to restrictions preventing the choirs and band practicing in person due to the pandemic. With adjustments and safety precautions in place, practice finally resumed and events returned to their normal schedule in the second half of 2022. In Term 4, Mrs Humphreys formed the first ever Year 5 Concert Band, setting students up for success in Year 6 and providing them with the opportunity to engage in meaningful learning in preparation for live performances. This band was used in the Instrumental Music Public School Review, showcasing excellence in primary school music education.

### Music highlights and events:

- › The Senior Choir took part in the Massed Choir Festival at Perth Concert Hall in Term 3.
- › 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 Year 6 Concert Band performed at the ABODA Junior Band Festival, receiving top scores from adjudicators.
- › The Junior Choir performed in the inaugural Junior Jamboree Performance at the Taryn Fiebig Concert Hall with Woodlands PS, Tuart Hill PS and Karrinyup PS.
- › 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 and multi-instrumentalists.



**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, Mrs Amanda Shelsher and Mrs Jemima Heley provided students with a varied and innovative program in Years 1-6 in the specialist art room.

### Art highlights:

- › Students were taught a broad range of techniques including collage, papier-mache, mixed media, printmaking, painting, drawing, sculpture and clay work.
- › Several students were selected for the Town of Cambridge Art Awards.
- › The art of Tim Burton (drawings, film and animation) inspired stylistic self-portraits in Year 5, with dark and white pencil shading techniques being developed by students.
- › Year 2 students explored the topic of Cat and the Bird through individualised paintings, cartoons and papier-mache techniques culminating in painted 3D papier-mache cats at the end of the unit.
- › Visual arts exhibition at the Term 3 Inquiry Showcase afternoon.



↑ Proud students showing their creations



## Languages - French

Years 1 – 4 students taught by Madame Ibbotson learnt French using the Accelerated Integrative Methodology (AIM) in conjunction with the West Australian Curriculum: Languages, whilst Madame Marinucci's classes and all students in Years 5 and 6 were taught the curriculum thematically.

### Highlights included:

- › The hugely successful annual French themed recess, partnered with the school canteen.
- › Year 6 students made use of the Green Screen app to enhance their role-play videos.
- › Students engaged in end of year in-class presentations of the AIM stories.



**Madame Lauren Ibbotson and Madame Kelly Marinucci taught French to all Years 1 - 6 students for at least 45 minutes per week.**

## 2022 HIGHLIGHTS

Throughout 2022, once the focus had shifted from balancing home learning and in-class teaching, our staff began to engage in rigorous professional engagement in developing a contextual instructional model to define what quality teaching needed to include when designing lessons and learning sequences.

### Pedagogy Instructional Model

One of the school's recommendations in the 2021 Public School Review was to build connected teacher practice in literacy and numeracy.

The collaborative process for creating the instructional model is included below.

### June Student Development Day

- › Teachers engaged with research behind best practice in teaching and reflected on own practice, shared with a partner.

### Term 2 & 3

- › Executive school improvement group engaged in professional readings and collaborative reflection on Cognitive Load Theory, Rosenshine's Principles of Instruction and High Impact Teaching Strategies

### Term 2 & 3

- › Executive school improvement group considered instructional model content and formats from a range of other schools in WA



↑ Staff participating in professional engagement

### Term 3

- › Executive school improvement group created draft language for instructional model in small groups, integrating best practice and research

### Term 4

- › Whole staff input and feedback on model, ensured alignment with new Department of Education WA 'Quality Teaching Strategy'. New instructional model in final draft form after extensive consultation with staff

## ACADEMIC COMPETITIONS

In 2022, 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)
- › Australian Mathematics Competition (AMC)
- › Bebras Computational Thinking Challenge

### UNSW ICAS

- › In the ICAS competitions, a total of 10 students achieved Distinctions placing them in the top 10% of Australia in English, 15 students were in the top 10% of Australia in Maths and 11 students were in the top 10% of students in Australia in Science.
- › There was 1 student in English, 1 in Science and 2 students in Maths who achieved High Distinctions, an outstanding result placing them in the top 1% of students in Australia.

### Australian Mathematics Competition

- › There were also several outstanding results in the Australian Mathematics Competition. Eight students scored in the top 10% of the state.
- › A further 38 students in Years 3-6 achieved Distinctions placing them in the top 20% of students in Western Australia.

### 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 1 results were outstanding with 6 students being awarded a prestigious place on the National Honour Roll with a perfect score, 23 students in Year 3-6 receiving a High Distinction and a further 26 students being awarded a Distinction.

## STUDENT LEADERSHIP

**Student voice continued to be a focus in 2022 with a range of strategies and programs in place to support our students to build their leadership skills and agency.**

### Highlights included:

- › The Year 6 students experienced a character- building 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 extended themselves and pushed boundaries to make the camp one of their final significant events in primary school.
- › 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 2023 Year 6 leadership roles in Term 4.
- › Junior Eco Warriors worked on several new sustainability projects including, classroom compost bin systems and reducing soft plastics in our environment.
- › The Student Representative Council entered its second year, with elected class representatives from every Year 3-6 classroom. Led by teacher-leader Kirby Harper, the students contributed to a revision of the Good Standing Policy and helped create student friendly Connect Curriculum posters for the classroom.



↑ Year 6 students on Camp



↑ Excited Year 6 Camp students abseiling.



↑ Junior Eco Warriors at work.

## STEAM

**WPS was awarded Champion School for the second year in a row at the Keen2STEAM event held with schools across the Churchlands Network. In 2022, our staff organised and hosted the event at Wembley for the first time.**

A Wembley team was awarded champions in the Year 3/4 category and runner-up in the Year 5/6 category, followed by Champion School for 2022!

On the day, students competed in teams, demonstrating exceptional collaboration and perseverance as they worked through the design, scientific data, and coding challenges. A shark biologist spoke to students on the day, sharing interesting facts and answering scientific questions about sharks.

Students engaged in a range of different challenges throughout the day including a 'Shark Tank' style pitch about a solution to a problem including ideas for a prototype they would have developed to address the issue.



↑ Keen2STEAM Event

**STEAM learning was also promoted through the Synergy Schools Solar Car Challenge though the in-person event was eventually cancelled due to the pandemic.**

In Term 4, a group of Year 5/6 students represented the school at the Scitech Challenge Day and a team of senior students also participated in the Rotary Primary School Science & Engineering Discovery Day.

In Term 4, Dr Asha Bowen, parent and Telethon Kids Institute scientist and a former WPS student and Telethon Kids Institute researcher spoke to our Year 6 girls, sharing their journey in science and encouraging our female students to consider a pathway involving Science and STEM in high school and beyond.



↑ Girls in Science Talk with Dr Asha Bowen

## DIGITAL TECHNOLOGY

**WPS continued to maintain 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 and a strategic reserve plan.**

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.

## COMMUNITY EVENTS AND INITIATIVES

### WEMBLEY FAMILY FUN DAY

**Every four years, the P&C partner with the school community to hold a major fundraiser event involving the whole school.**

- › In 2022, this event was held on a Saturday afternoon in November on the school oval and Rutter Park. There were stalls hosted by individual year levels, a dunk tank, animal farm, pony rides, food trucks and more.
- › Later in the evening, a community Carols by Candlelight was held featuring WPS students and Perth singers and musicians. It was a wonderful community event which raised a significant amount of funds for the school. It was a huge effort by our parents and carers with a dedicated P&C fundraising sub-committee working incredibly hard for months leading up to the event.



↑ Wembley Family Fun Day

## COLOUR RUN

**On the last day of Term 3, the P&C held its first ever Colour Run at Wembley PS.**

- › After so much disruption, it was wonderful to see our students and staff have lots of fun in this community event while raising some funds to support the school.



† Colour Fun finish line



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## SCIENCE WEEK

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### **During Science Week, we celebrated science in many forms.**

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- › We had science experiments before school by our Year 3 students, many exciting activities in class and a special guest speaker on Friday, Dr Bruce Webber from the CSIRO.
  - › Dr Webber talked to Year 1-6 students about his conservation work on the Ashmore Reef. His team has been studying all the parts of the eco system in that area to understand how to make it more sustainable. Dr Webber is also a keen science photographer who has been all around the world.
  - › Dr Webber shared photographs from Africa, South America and in our own state, in the Kimberley and was also our guest judge for our Science Week Photography Competition. He was so generous in sharing tips and tricks for photography but also feedback on each finalist's photograph.
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↑ Year 3 Science Experiments during Science Week

PUBLIC SPEAKING

**Public speaking is a whole school approach at Wembley and in Term 3 every year, Year 1-6 students prepare a short speech to deliver to their class.**

- › Each year level then holds a public speaking final to determine the top 3 public speakers for their year level using a rubric and panel of teachers and guest judges. A whole school public speaking assembly featuring the top public speaker from each year level celebrates these students' achievements and allows other year levels to hear each winning speech.
- › Our students are amazing in the way they engage the audience with such passion. Public speaking gives children a voice and over time builds great confidence, giving them a valuable life skill.
- › Year 6 students Drea and Zephyr also represented the school at the Cambridge Rotary Public Speaking semi-final, competing against Kapinara PS, City Beach PS, Hale, Floreat Park PS and Churchlands PS. Drea and Zephyr were incredible, speaking so articulately and passionately about children's rights and the power of music.
- › In the Cambridge Rotary semi-final Zephyr came 2nd on the night and Drea came 3rd, pipped by just one point by Zephyr. Zephyr progressed to the State Final and came second out of all schools across Western Australia, earning an invitation to speak at the UWA Club. Congratulations to all our students for their courage and creativity in participating in public speaking in 2022.



↑ 2022 Year 1-3 Public Speaking Finalists



↑ Year 6 State Finalist - Rotary 4 Way Speaking Competition



↑ 2022 Year 4-6 Public Speaking Finalists

## 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 wrap-around student services team; Student Services Deputy Principal, School Psychologist, part-time School Chaplain and interagency support; SSEN:B, SSEN:D and a service agreement with the West Coast Language Development Centre.
- › The extensive use of education assistants to support students with individual and group needs.
- › Remote learning program implemented once students began accessing learning at home in Term and Term 2 due to the pandemic. The Seesaw digital platform provided the avenue for activities to be delivered to students as per School Continuity Plan. iPads were made available to students who did not have access to devices at home.
- › 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.
- › The introduction of a weekly maths enrichment program for high ability students in Year 3-6.
- › Provision of professional learning for staff aligned with school priorities and student achievement data.
- › The introduction of the Compass School Management System in Term 4 to streamline communications for staff and families.

## STUDENT ENROLMENT TRENDS

**The closure of Western Australian state borders had a significant impact on enrolments in 2022.**

- › Historically, the school has a number of enrolments from overseas and interstate at the start of the academic year. At the start of 2022, there was only 1 enrolment from interstate and none from overseas due to the border closure. However, once borders opened, there was significant movement in and out of the school.
- › An almost equal number of students left for overseas and interstate as arrived in the school throughout the year.



### STUDENT ENROLMENTS

KINDY ENROLMENTS ARE NOT INCLUDED.



## SUSPENSIONS

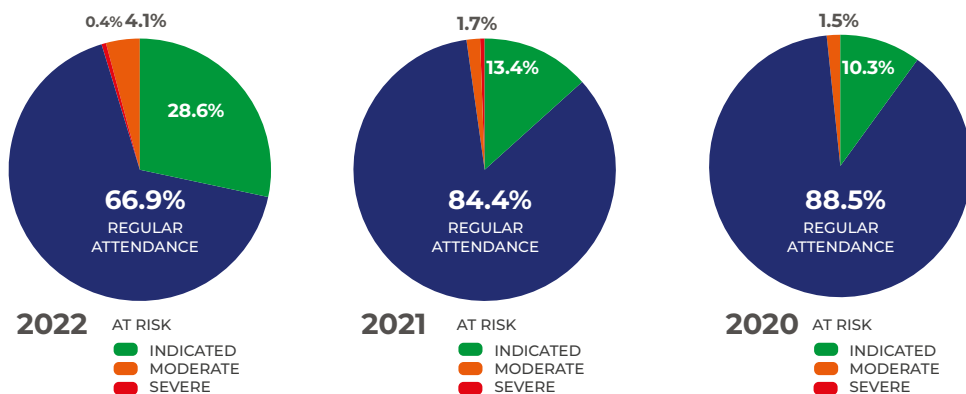
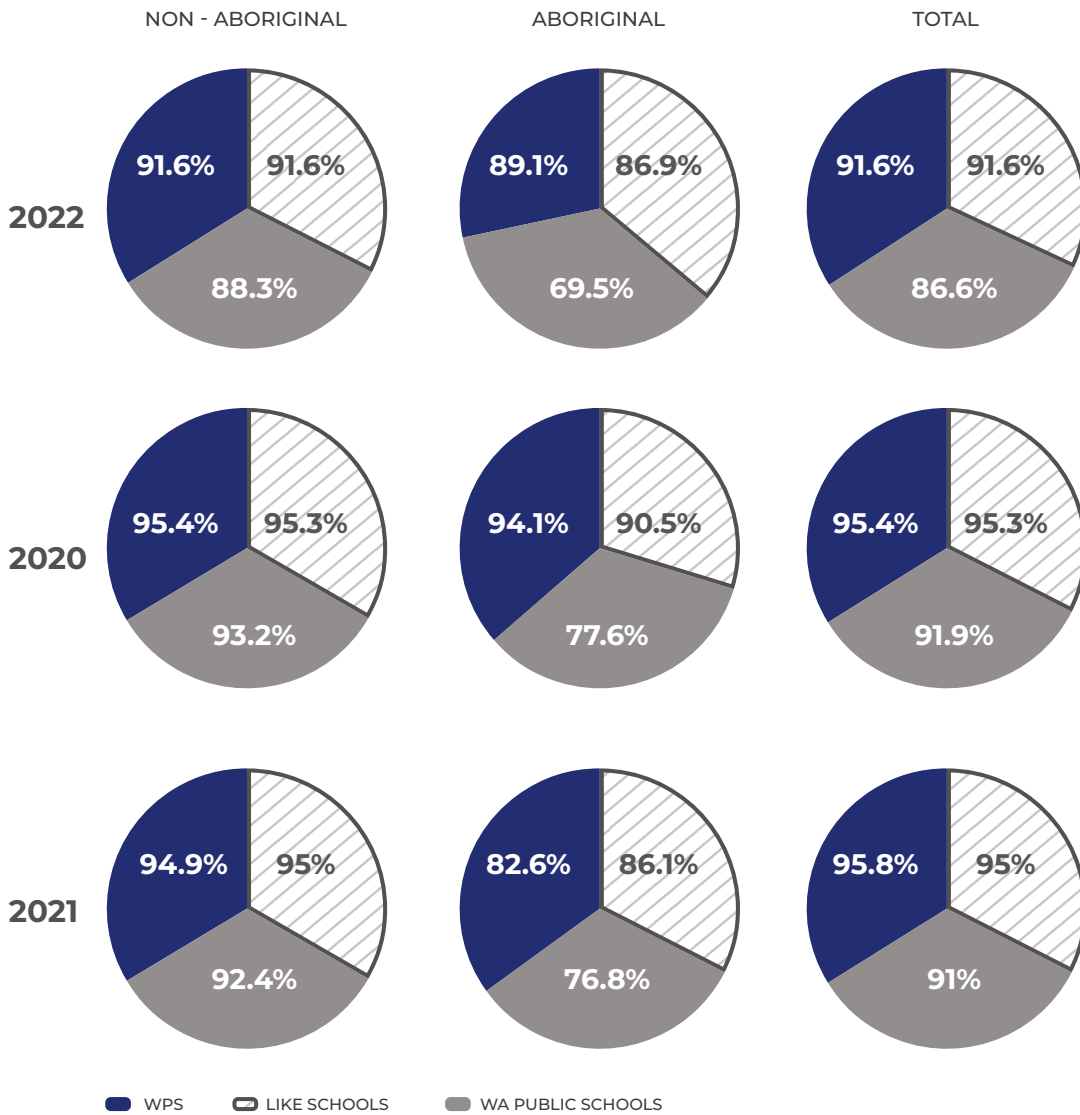
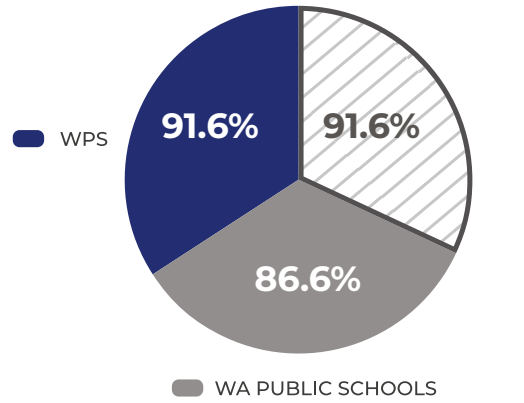
**In 2022, 0.3% of the total enrolment were suspended for a total of 5 days in line with the school's behaviour management policy and DoE WA Violence in Schools policy.**

- › This was a decrease of 0.02% from the previous year, with 6.5 days less suspension than in 2021.

ATTENDANCE OVERALL

Attendance was impacted due to the significant disruption caused by COVID-19, as seen in Like Schools and across the State.

> Overall attendance dropped from 95% to 91.6% in 2022.



## FINANCE

### The percentage of School voluntary contributions collected was 92.22%.

- › The percentage of P & C voluntary contributions collected was 90.55%.
- › The oval and quadrangle were kept in good condition by way of regular, additional treatment and maintenance programs, paid for by the school.
- › Five interactive whiteboards were replaced in the classrooms
- › The photocopier in the PP/Kindy area was replaced
- › Furniture in the art and science rooms was replaced
- › 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 school canteen received a major upgrade. (The final phase of the upgrade will be completed in 2023.)
- › In partnership with the P & C, the Pre-primary and Kindergarten playgrounds were upgraded with new additions to the Jungle Gym and softfall replacement in PP and new astro turf and shade sails for the Kindy.
- › In partnership with the P & C, a UV meter was installed providing a constant UV reading for the school community to promote sun safety.

### Financial Summary as at 31/12/2022

#### REVENUE Cash and Salary Allocation

##### VOLUNTARY CONTRIBUTIONS

BUDGET  
**\$ 43,670**  
ACTUAL  
**\$ 43,185**

##### CHARGES AND FEES

BUDGET  
**\$ 205,657**  
ACTUAL  
**\$ 196,965**

##### FEES FROM FACILITIES HIRE

BUDGET  
**\$ 6,227**  
ACTUAL  
**\$ 5,587**

##### FUNDRAISING / DONATIONS / SPONSORSHIPS

BUDGET  
**\$ 118,571**  
ACTUAL  
**\$ 118,570**

##### COMMONWEALTH GOV REVENUES

BUDGET  
-  
ACTUAL  
-

##### OTHER STATE / LOCAL GOV REVENUES

BUDGET  
-  
ACTUAL  
-

##### CO, REGIONAL OFFICE AND OTHER SCHOOLS

BUDGET  
**\$ 2,710**  
ACTUAL  
**\$ 2,710**

##### OTHER REVENUES

BUDGET  
**\$ 15,488**  
ACTUAL  
**\$ 11,676**

##### TRANSFER FROM RESERVE OR DGR

BUDGET  
**\$ 60,000**  
ACTUAL  
-

##### RESIDENTIAL ACCOMMODATION

BUDGET  
-  
ACTUAL  
-

##### FARM REVENUE AG / FARM SCHOOLS

BUDGET  
-  
ACTUAL  
-

##### CAMP SCHOOL FEES

BUDGET  
-  
ACTUAL  
-

#### REVENUE

	ACTUAL	BUDGET
<b>TOTAL LOCALLY RAISED FUNDS</b>	<b>\$ 378,695</b>	<b>\$ 452,323</b>
<b>OPENING BALANCE</b>	<b>\$ 48,299</b>	<b>\$ 48,299</b>
<b>STUDENT CENTERED FUNDING</b>	<b>\$ 486,395</b>	<b>\$ 486,395</b>
<b>TOTAL CASH FUNDS AVAILABLE</b>	<b>\$ 913,390</b>	<b>\$ 987,017</b>
<b>TOTAL SALARY ALLOCATION</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$ 913,390</b>	<b>\$ 987,017</b>



## EXPENDITURE Cash and Salary Allocation

### ADMINISTRATION

BUDGET  
\$ 43,098  
ACTUAL  
\$ 38,340

### LEASE PAYMENTS

BUDGET  
\$100,000  
ACTUAL  
\$ 97,198

### UTILITIES, FACILITIES AND MAINTENANCE

BUDGET  
\$ 209,235  
ACTUAL  
\$ 195,771

### BUILDINGS, PROPERTY AND EQUIPMENT

BUDGET  
\$ 222,515  
ACTUAL  
\$ 155,166

### CURRICULUM AND STUDENT SERVICES

BUDGET  
\$ 300,884  
ACTUAL  
\$ 287,745

### PROFESSIONAL DEVELOPMENT

BUDGET  
\$ 20,300  
ACTUAL  
\$ 17,873

### TRANSFER TO RESERVE

BUDGET  
\$ 50,000  
ACTUAL  
\$ 50,000

### OTHER EXPENDITURE

BUDGET  
\$ 11,587  
ACTUAL  
\$ 13,917

### PAYMENT TO CO, REGIONAL OFFICE / OTHER SCHOOLS

BUDGET  
\$ 4,570  
ACTUAL  
\$ 3,404

### RESIDENTIAL ACCOMMODATION

BUDGET  
-  
ACTUAL  
-

### FARM REVENUE AG / FARM SCHOOLS

BUDGET  
-  
ACTUAL  
-

### CAMP SCHOOL FEES

BUDGET  
-  
ACTUAL  
-



## EXPENDITURE

	ACTUAL	BUDGET
TOTAL GOODS AND SERVICES EXPENDITURE	\$ 859,417	\$ 960,189
TOTAL FORECAST SALARY EXPENDITURE	-	-
TOTAL EXPENDITURE	\$ 859,417	\$ 960,189
CASH BUDGET VARIANCE	+ \$ 26,827	

## 🇺🇸 CASH POSITION COMPONENTS

### BANK BALANCE

\$ 534,883

#### GENERAL FUND BALANCE

\$ 453,972

#### DEDUCTIBLE GIFT FUNDS

-

#### TRUST FUNDS

-

#### ASSET REPLACEMENT RESERVES

\$ 487,721

#### SUSPENSE ACCOUNTS

\$ 1,807

#### CASH ADVANCES

-

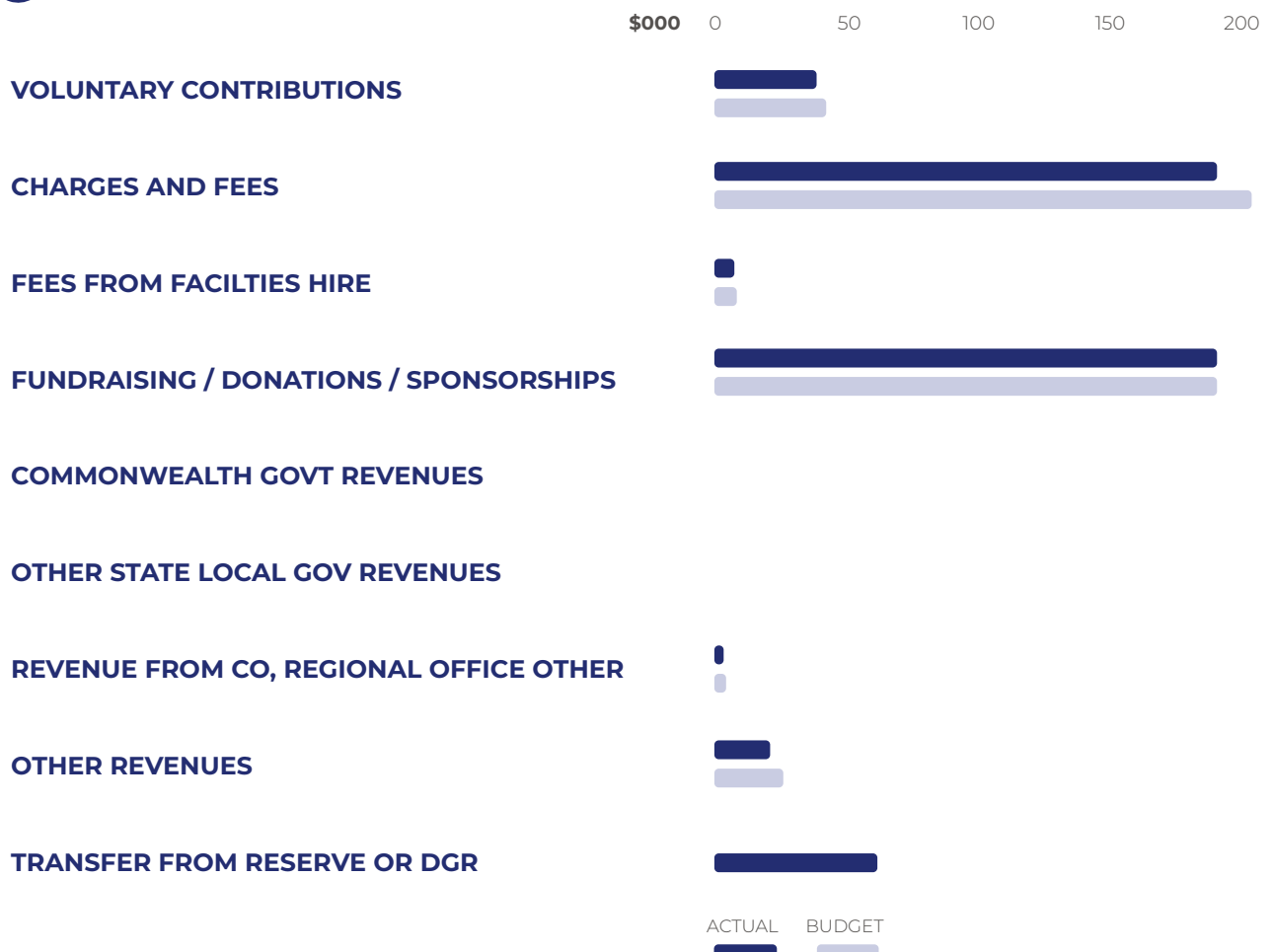
#### TAX POSITION

(8,618)

### TOTAL BANK BALANCE

+ \$ 534,883

## 🇺🇸 LOCALLY GENERATED REVENUE



ACTUAL BUDGET



BUILDING OUR FUTURE

**WEMBLEY**  
Primary School

WEMBLEY PRIMARY SCHOOL  
**ANNUAL REPORT**

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2022