



2023 Annual School Report



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

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PRINCIPALS REPORT

It is an honour to present to you the 2023 Principal's Report for Wembley Downs Primary School (WDPS). This report provides an opportunity to reflect on and celebrate the achievements of our school over the past year.

I have thoroughly enjoyed my third year as Principal and working with the staff, students, parents and wider community. I am very grateful to you all.

I would like to thank our School Board and in particular our School Board Chair, Mr Sam Mackintosh and P&C President, Mr Oliver Mortensen as well as all the P&C Executives and volunteers, who work tirelessly to make our school the best place it can be. A highlight of our School Board work was preparing for our Public-School Review. The P&C work highlight was our NAIDOC Mosaic in the Year 6 Garden Area, completed by all our students, led by Mr George Tolev our Deputy Principal and generously funded by our P&C.

In terms of staffing, Mrs Martino was on Parental Leave in Term 1, and Mrs Laura Mickler was our Deputy Principal. We farewelled Mrs Helen Willis in Term 1, then welcomed Mrs Kalina Avenell to the role who won the role as our new MCS, and we are truly blessed to have her at our school.

Congratulations to Mrs Laura Mickler, for attaining Level 3 Classroom teacher status. This is a rigorous assessment process. The primary role of the Level 3 Classroom Teacher is instructional, modelling high standards of teaching in the classroom and continually improving professional teaching practice. We are very proud of Mrs Mickler!

At the beginning of 2023, I declared to the staff, that it was the Year of the Consolidation of our new whole school approaches continuing our sustained school improvement journey; Stage 2, *building the capacity through the use of an instructional model and collaborative teacher planning*. Our whole staff have undertaken the Sounds-Write Professional Learning. Sounds-Write is a synthetic phonics program from K-3. Our teachers prepared a scope and sequence tailored to our school, and collaborative lessons and had classroom observations to provide feedback on the fidelity of the program. Sounds-Write was the first part of encouraging students to read successfully and is what is referred to as the lower strands in Scarborough's Reading Rope (Phonological Awareness, Decoding and Slight Recognition). If you are interested in learning more about Scarborough's Reading Rope, please refer to this website:

[Scarborough's Reading Rope | Really Great Reading](#)

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

All staff were trained in Seven Steps to Writing Success this year and this was introduced as part of our whole school approach to writing in Years 3-6. Congratulations to the staff for embracing this program in such a positive manner. We are looking forward to seeing an improvement in our results in the next year or so.

Thank you to Mr George Tolev who has led the area of Mathematics and to all the Year 2 to 4, staff and students who took part in our Maths Fun Day, to provide supplementary hands-on activities in the areas of Measurement and Geometry, which were areas of need identified in our data analysis of our results in NAPLAN and PAT Assessment. As iMaths will be phased out in 2025, the staff have elected to move to Maths Trek in 2024. There will be professional learning and an opportunity to cater for a more diverse range of abilities using this program.

We also consolidated our Instructional Model, (including Daily Reviews) is a whole-school approach to structuring our lessons:



We also refined our Assessment and Reporting Schedule, as well as created a Teaching, Learning and Assessment, One Stop Shop that teachers can access and use for consistent practices amongst the whole school, especially in English, and I would like to thank Mrs Elsie Tavra for her passion in this area and contributions. A great deal of this work could be facilitated during our Collaboration (Collab.) Time, where we created flexibility in the timetable to release teachers to work on these strategies in conjunction with the Leadership Team. This approach will be continued in 2024.

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

We have found from our assessment that our students are achieving well yet not progressing in the top bands. This year the bands have changed from a nine-point numerical scale to a four-point descriptive scale, namely, Needs Additional Support, Developing, Strong, and Exceeding. In 2024, we are going to focus on Numeracy, Reading and Writing for our Year 4- 6 students and continue our targeted teaching approach using Elastik. After appraising our Progression Report which uses our NAPLAN and PAT Assessment, whole school data, these are some key findings that will guide our operational plans:

Year 3

Literacy

Successes:

- Strong Achievement in Literacy.

Focus Points:

- All strands above year 4 concept level, especially Literature.

Numeracy.

Successes:

- Strong Achievement in Number and Algebra.

Focus Points:

- Foundation and Year 1 concept level in Stats and Probability.

Year 5

NAPLAN

Goals - Year 5: Mathematics: Targeting Measurement and Geometry strand concepts across the entire cohort from Year 1 to Year 6 level, aiming for 50% proficiency or greater.

English: Targeting Literature concepts at all concept levels. Aiming for 50% proficiency or greater.

PAT Assessment

Goals - PAT M and R:

Mathematics: Targeting prior knowledge gaps across all strands, aiming for 50% proficiency or greater.

English: Targeting retention of Language, Literacy and Literature skills over time. Consolidating all concept levels, aiming for 50% proficiency or greater.

Later on in this report I have a section of our Business Plan review of our targets, which are broader and longitudinal.

As mentioned previously, our Public-School Review was a success! I would like to share with our school community the Public-School Review Report. I am pleased to say we received several commendations and the recommendations that we made for the next steps of our School Improvement and Accountability Work were validated. Here are our Commendations:

- The leadership team places a high priority on its visibility around the school. Parents expressed appreciation for the manner in which staff make themselves available to discuss the interests of their children.
- In response to community feedback, the school has enacted a communication process to ensure pertinent information is disseminated in a timely, appropriate and efficient manner, resulting in a greater degree of predictability and consistency for parents.
- The School Board has an appropriate understanding of its governance role and responsibilities and is diligent in undertaking these with a focus on progressing the best interests of students as its core business.
- The P&C is highly valued and active in supporting a positive school culture. They provide important resources that support learning opportunities and coordinate school events as a platform for community involvement.
- A strong external partnership with Rotary Club of Cambridge has provided enhanced learning experiences for senior students.
- For students at educational risk (SAER), the school has paid considerable attention to building greater understanding of contemporary practices and purposeful assessment to implement processes, programs and targeted interventions.
- Reflecting a proactive and supportive environment, the school has an established Positive Behaviour Support ethos. Staff recognise the value of this whole-school approach and the consistency of expectations it provides.
- Participation in the Your Move initiative and the introduction of bike education has added immediate benefit to creating a safer physical environment for students.
- The Principal's highly inclusive, collaborative and consultative approach to decision making has made a positive impact on staff morale and increased ownership and commitment to progressing the school's improvement intent.
- The school's distributed leadership model fosters meaningful opportunities to build leadership capacity among staff. Clearly defined roles and responsibilities are aligned to progress implementation of the business plan.
- Collaboration (COLLAB) meetings, facilitated by school leaders to support change management, are valued by staff. These opportunities are strategically focused on building capacity and the implementation of the school plan.
- Staff performance management and development processes are in place. Opportunities for teachers to participate in observation and feedback are embedded to support their professional growth.
- The Finance Committee combines an understanding of its governance responsibilities and responsiveness in facilitating the deployment of resources to support new initiatives.

- Workforce planning reflects thoughtful consideration of the existing staff profile and the impact of this on the future needs of the school. It recognises the existing staff experiences and leave expectations and uses these to inform the management of staff changes.
- The P&C is active in raising funds that support the school in resourcing initiatives and increasing student engagement and participation.
- The skill sets of education assistants are used to maximise student learning opportunities in classrooms and through delivering targeted intervention programs.
- When new initiatives are introduced, the school ensures professional learning is provided to everyone involved in order to create a strong shared foundation that supports successful implementation.
- Teachers are dedicated to improving academic and social outcomes for all students. There is a commitment to the ongoing development of a school-wide instructional framework based on explicit teaching, lesson design and consistency.
- Supporting staff to effectively deliver the curriculum is prioritised through the work of the English and Maths Committees.
- Education assistants work as respected collaborative partners with teachers. Their knowledge and skill in working to support students at risk is highly valued.
- Staff are supported to implement whole-school programs including Talk for Writing; Seven Steps to Writing Success; Heggerty Phonemic Awareness; Sounds-Write and iMaths.
- Elastik has been introduced to build the data literacy of staff. This tool is allowing teachers to review data and set strategic teaching goals to address the differentiated needs of students.
- A whole-school assessment schedule guides the collection of school-based, standardised and system data.
- Staff analyse data using a disciplined dialogue approach.
- School plans include student performance targets that focuses on the efforts of staff to improving academic achievement and progress.
- Structured COLLAB meetings provide a vehicle through which teachers analyse and respond to student performance data.

It was such a success for our whole school community and if you would like to read the report, please refer to our school website, for the full report:

The 2023 school year has reaffirmed that we are aspiring in so many different areas. In 2024, I am looking forward to our continued positive partnership with our staff, students, School Board, P&C and wider school community.

Anne Christodoulou

**Principal
February 2024**



SCHOOL BOARD CHAIR REPORT

It's that time of year again when the April school holidays are bearing down on us, and it's hard to believe how quickly the years of our children's schooling are passing by. As we pause to reflect on our achievements and set our sights on future goals for Wembley Downs Primary School, let's celebrate the successes of 2023.

Last year was another fantastic year for our school community, providing a safe, fun, and inclusive environment for all our children and families. I particularly commend the diverse range of extracurricular activities offered, such as the sailing program, camps, sports events, swimming carnivals, and leadership initiatives. A special shoutout to the Friday morning running club, a brilliant initiative cherished by our students.

Personally, attending the year 5 camp at Point Walter was a highlight, witnessing our children stepping out of their comfort zones and growing into remarkable individuals.

Academically, I'm grateful for Anne and the staff's dedication to evolving our curriculum and implementing effective programs, tools, and systems. Initiatives like the Reading Club (Intervention Program) have had a significant impact on accelerating learning and boosting confidence among our students.

In 2023, our participation in the public school review was a valuable experience, resulting in positive outcomes across the board. Our school board's engagement and culture remain strong, thanks to the commitment and generosity of our members, past and present. I'm pleased to announce that Khan Collins will be taking over as Board Chair in 2024, leading with capable hands.

Thank you to all members of the Wembley Downs Primary community for your unwavering support and dedication. I wish everyone a restful and enjoyable school holiday and a successful year ahead.

Sam Mackintosh
School Board Chair
February 2024



SCHOOL BACKGROUND

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

Wembley Downs Primary School continues to enjoy strong community support and involvement, with many parents being actively engaged in the education of their children and volunteering to assist across the school whenever needed. The School Board provides governance and reviews the effectiveness and implementation of the Business Plan. A Business Plan has been created for 2021-2023. This enables community members to have input into some of the programs and planning for the future direction of the school.

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

Over the last few years, our P&C have worked tirelessly in collaboration with the school on our Digital Technologies, The Green Team resources, Year 6 Drama and Graduation, NAIDOC Mosaic, Your Move (Bicycle Education Program) to name a few initiatives. We are very grateful for their contributions. Our School Canteen is also flourishing and we thank all our official Canteen Staff and family volunteers.



SCHOOL INFORMATION

In 2023 the school operated with a base teaching profile of 19.0 (full-time equivalent) and an additional 12.9 FTE comprising administrative and school support staff. As an Independent Public School, all teaching and non-teaching positions are merit-selected. All selection processes conducted in 2023 were carried out in line with the Public Sector Standards.

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

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	25	19.0	0
Total Teaching Staff	25	19.0	0
Allied Professionals			
Clerical / Administrative	5	2.0	0
Gardening / Maintenance	1	0.9	0
Other Allied Professionals	11	7.0	0
Total Allied Professionals	17	9.9	0
Total	45	31.9	0

OUR STUDENTS

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	41	46	42	49	51	60	54	363
Part Time	40								

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

	Kin	PPR	Pri	Sec	Total
Male	21	26	167		214
Female	19	15	135		169
Total	40	41	302		383

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	1	8		10
Non-Aboriginal	39	40	294		373
Total	40	41	302		383

The student population reflects the diversity of the school community with approximately 10% of students having a language background other than English.

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

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2021	92.6%	91.0%
2022	88.4%	86.6%
2023	91.1%	88.9%



Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	93%	93%	93%	92%	91%	93%	93%
2022	90%	89%	91%	88%	88%	86%	89%
2023	91%	92%	90%	92%	92%	92%	89%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Student attendance continues to be a focus, with the average school-wide attendance rate in 2023 being 91.1% compared to the WA Public Schools average of 86.6%. There has been an increase-our target is 92%. A number of our families are travelling, which has affected our Attendance Rates. In 2022, we introduced the SMS system called MGM Outreach for attendance and this has improved tracking. Letters are sent home for unexplained absences and students at high risk, we have attendance plans prepared in consultation with staff and families.

DESTINATION SCHOOLS

2023 school destinations of the 2022 student cohort

Year Level : Male: 39 Female: 23 Total: 62

Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	16	18	34
1193 Hale School	10		10
1259 Newman College	5	2	7
4168 Shenton College	3		3
1121 Iona Presentation College		2	2
1171 Scotch College	2		2
1493 St James' Anglican School	2		2
4213 Bob Hawke College		1	1
1041 Christ Church Grammar School	1		1
1309 St Stephen's School	1		1



BUSINESS PLAN 2021-2023 REVIEW

Key

Not commenced	
Working Towards	
Met	

Business Plan Student Achievement Performance Targets

Numeracy	2023	
1. Match or exceed the mean score of WA 'Like Schools' in Years 3 and 5 in NAPLAN Numeracy.	Year 3	Year 5
2. Increase the percentage of students in the top two EARS proficiency bands to reflect like schools' proficiency in bands 4, 5 and 6.	We are unable to assess this target as there are no longer Proficiency Bands but rather Proficiency Levels- Exceeding, Strong, Developing, Not at Standard	
3. Match or exceed 'like school' performance between Years 3 and 5 in First Cut 'high' and 'very high' progress bands.	Year 3 and Year 5	

Business Plan Student Achievement Performance Targets

Literacy	2023	
1. Match or exceed the mean score of WA Like Schools in Years 3 and 5 in NAPLAN Reading.	Year 3	Year 5
2. Maintain the percentage of students in EARS proficiency reading bands that reflect like school's proficiency in bands 4, 5 and 6, in the top two.	We are unable to assess this target as there are no longer Proficiency Bands but rather Proficiency Levels- Exceeding, Strong, Developing, Not at Standard	
3. Achieve higher progress and achievement between Years 3 and 5 in reading, writing and spelling.	Year 3- Reading, Writing, Spelling	Year 5- Reading
		Year 5- Writing
		Year 5- Spelling

Key

Not commenced	
Working Towards	
Met	
Unable to assess	

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

- We need to give more time for our whole school programs and initiatives in place.
- Touch Typing is a priority, difficult with the time it takes to set up the keyboards to iPads- recommendations, laptops/tablets for future IT acquisition.
- A change in our Mathematics program in 2024 from I Maths to Maths Trek, which will target our students achieving high C grades moving them to B and A grades on Formal Reports.

Recommendations:

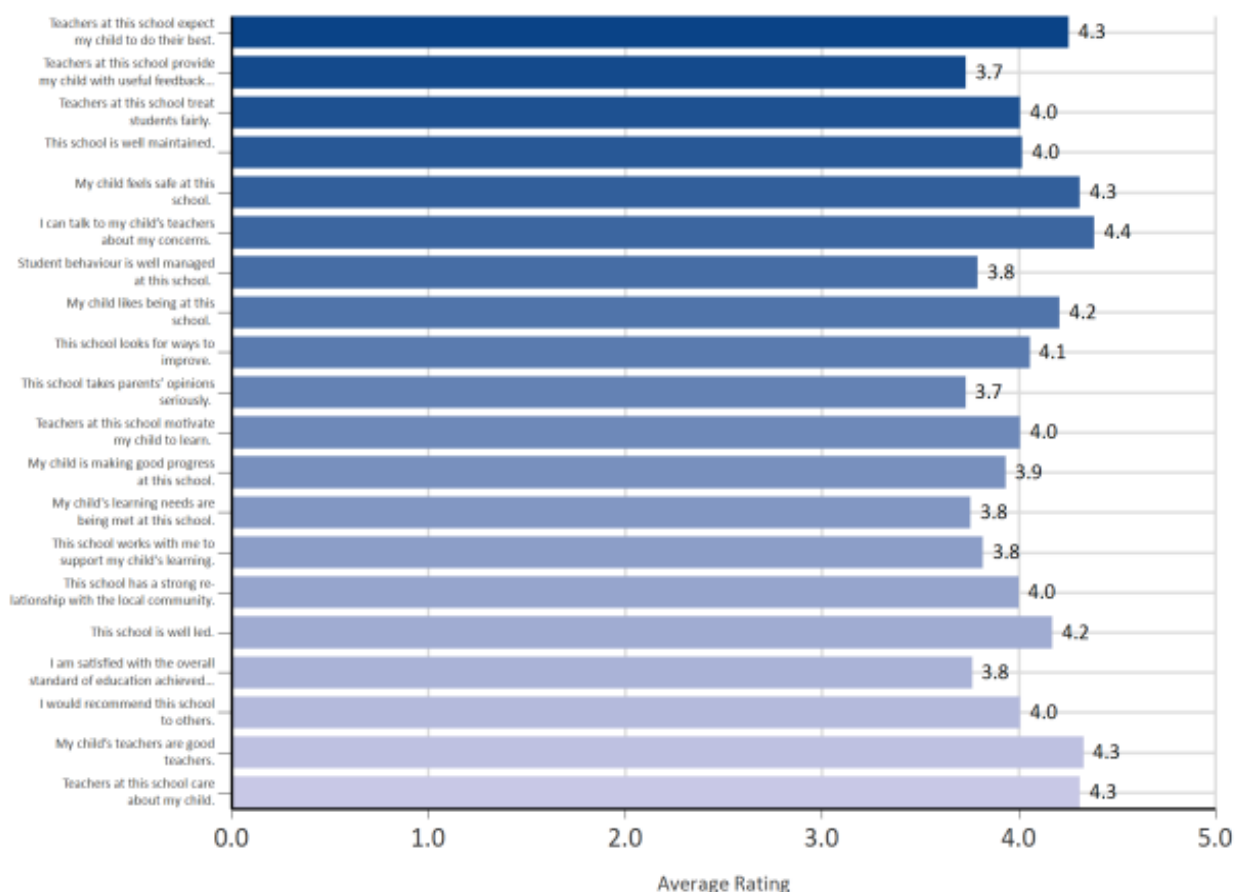
- Keep working towards the prescribed targets in our Business Plan.
- Ensure targets in the next Business Plan are achievable through engaging the services of Elastik.
- Data Analysis- only some data can be used as some graphs could not be generated as there was no testing, nationally in 2020 due to COVID-19.
- Focus on the English Operational Plan and continue to consolidate this year's plan.
- Our Mathematic's Operational focus is on Measurement and Geometry in the Early Years of Childhood Phase of the Learning Team.
- Use of targeted teaching through Elastik and Teaching and Learning Adjustments (TALA's).
- Continue, Parent Interviews in Term 3, Week 3.
- Keep using the Instructional Model, Daily Reviews and working towards Literacy and Numeracy Blocks.
- In summary, be guided by the Operational Plans that have clear, SMART targets to work towards.
- Our Operational Plans need to continue to have strong links to budgets, with Cost Centre links and new Cost Centres created to track subscriptions. Operational Plans will also include Salary planning for Casual Days.
- We will continue to build upon our Collab. Time into our school timetable so teachers can work in Year levels with their Phase of Learning, and Deputy Principal on School Improvement Initiatives as outlined above and in the Operational Plans.



SCHOOL SURVEY RESULTS

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

Parent Survey results:



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

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

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

Relationships and Partnerships

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

Learning Environment

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

Teaching

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

Resources

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

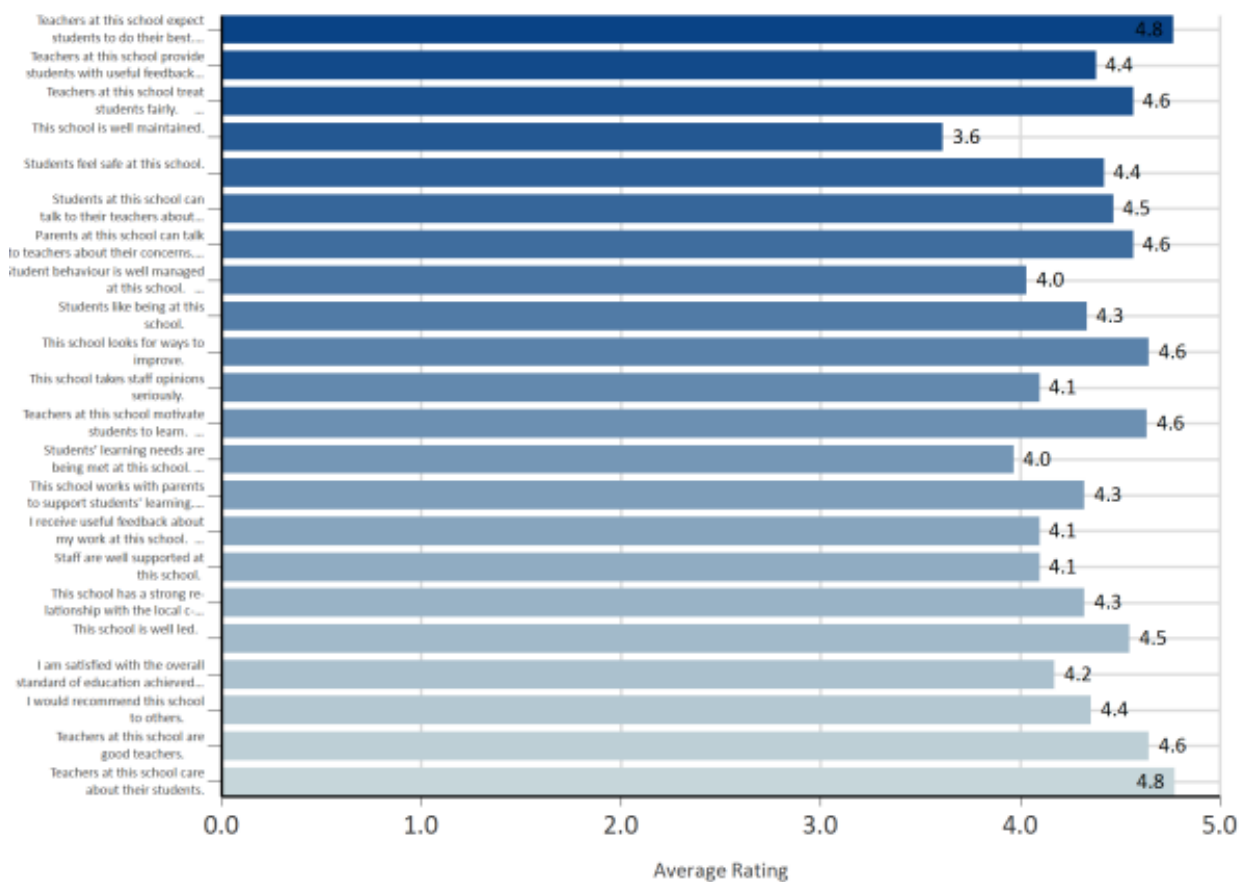
Leadership

- Very happy with the current Leadership Team.

Student Achievement and Progress

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

Staff Survey Results:



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

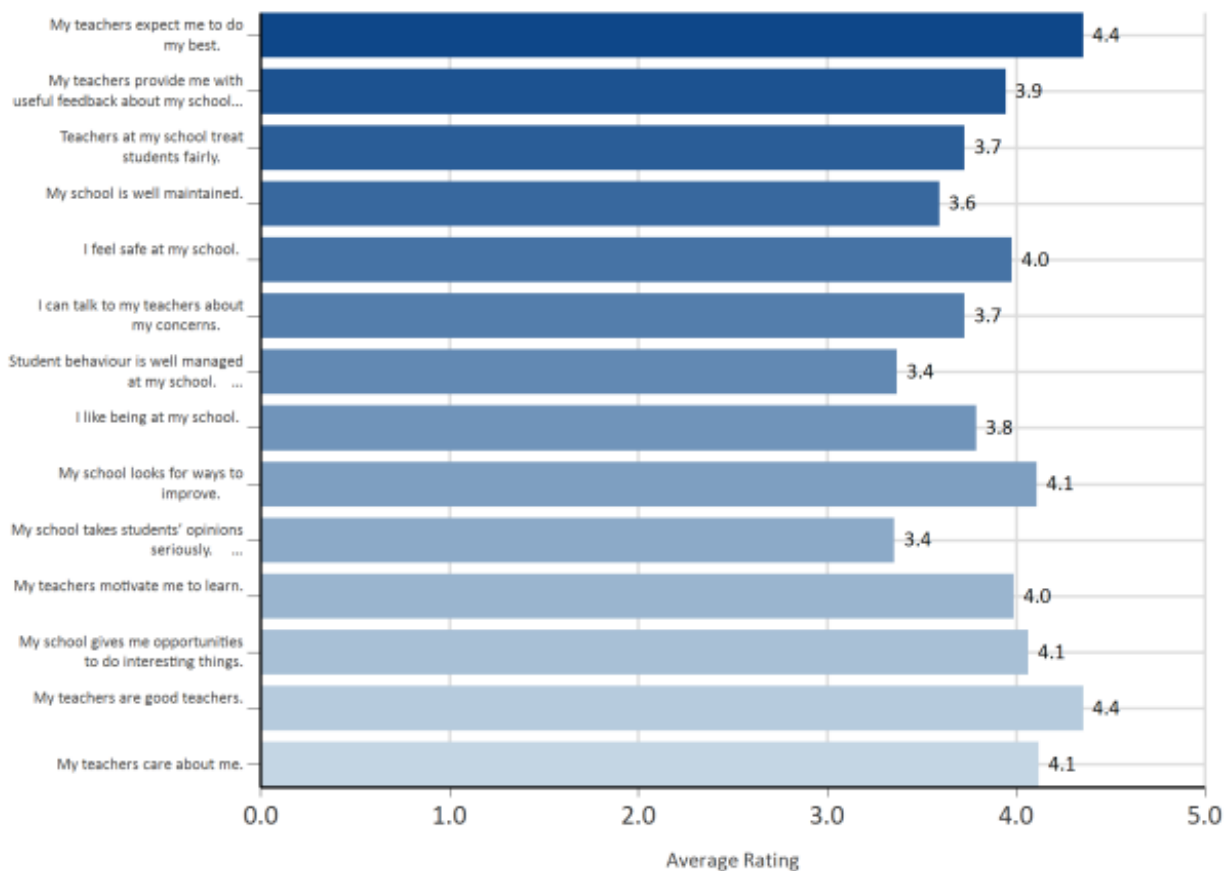
- Teachers at this school expect students to do their best. **+0.4**
- Teachers at this school provide students with useful feedback. **+0.4**
- Teachers at this school treat students fairly. **+0.5**
- Students feel safe at this school. **+0.5**
- Students at this school can talk to their teachers about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

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

Area of note:

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

Student Survey Results:



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

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

Area of note:

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

Staff Observations

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

School Board Observations

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

Annual Report Summary

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



HIGHLIGHTS

What a fantastic year we had with many activities!

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

- Welcome Picnic;
- Election Day Stall;
- Mother's Day and Father's Day stalls;
- The Student Disco;
- The Cake Stall and organised Subway Lunch at the Faction Carnival;
- Financial Contribution to our school technology, the Green Team the NAIDOC Mural and Community Fund;
- Support for the Year 6 Drama Production and Graduation, and
- The Christmas Concert stalls and Pizza!

Some of our school events included:

- Year 6 Leadership Day;
- Year 6 Surfing and Sailing;
- Clean Up Australia Day;
- Ride to School Days;
- Year 4 Ern Halliday Excursion;
- Year 5 Camp- Point Walter;
- Year 6 Rottnest Camp;
- International Peace Pole Ceremony;
- Massed Choir Festival; and
- Your Move.

Incursions:

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

Whole School Events:

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

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

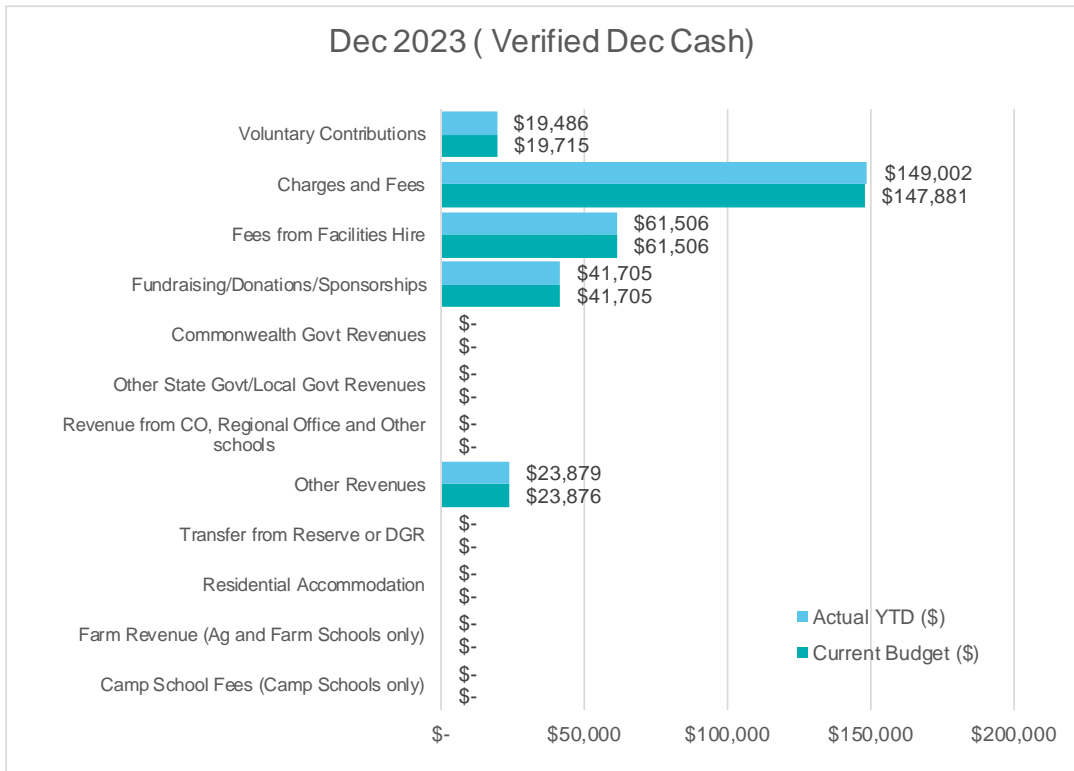
Our school thanks all the staff and parents who contribute so much time and effort to the school, you are very much appreciated.

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

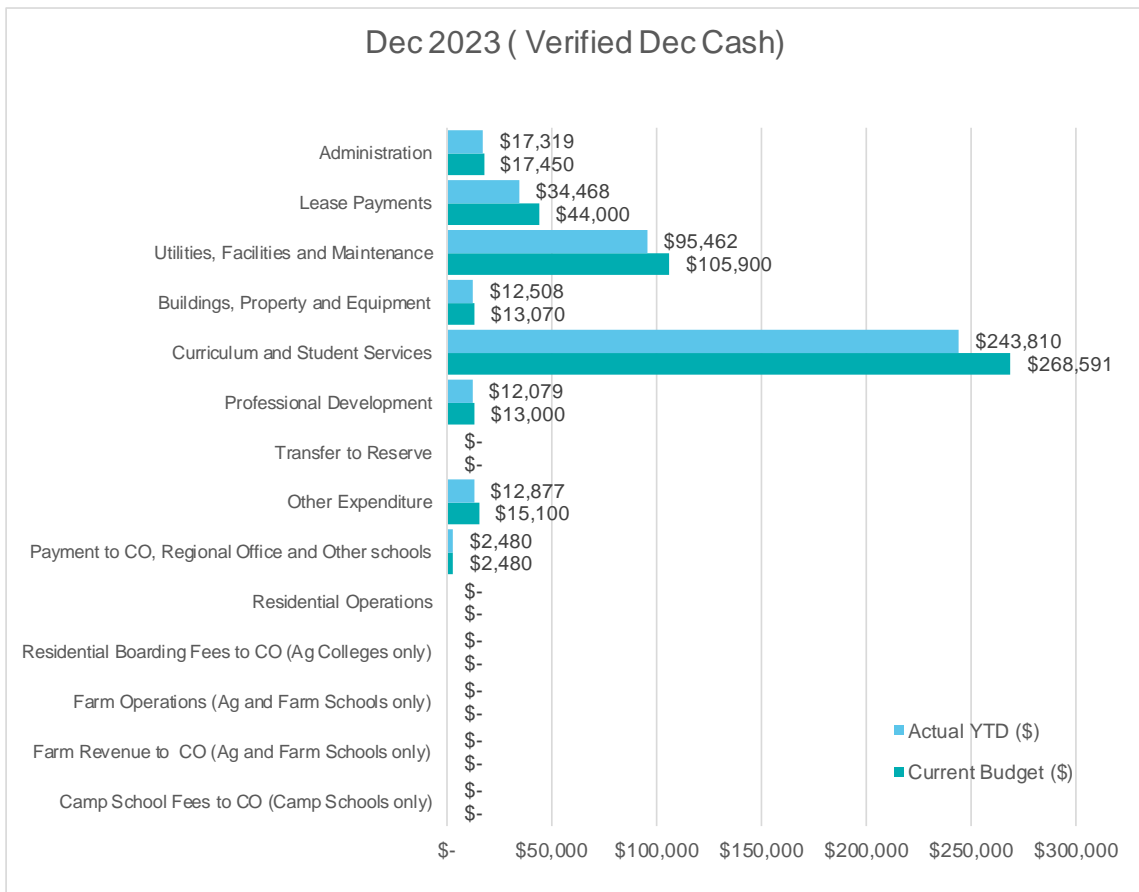


FINANCIAL SUMMARY

2023 Locally Generated Revenue- Budget vs Actual



2023 Goods and Services Expenditure- Budget vs Actual



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