



Westminster
Primary School



Westminster Primary School

ANNUAL REPORT 2025



Together we learn, grow, achieve

ACKNOWLEDGEMENT OF COUNTRY

“ We would like to acknowledge the Whadjuk Noongar people, the traditional custodians of the land on which we work and learn. We show respect to the Elders past and present for the care of the land and waterways and for sharing their culture. ”



Public Art created by Westminster Primary School and Westminster Education Support Centre students under the guidance of Artist, Kylie Graham.

The theme chosen by Artist, Kylie Graham for this public art commission are the eucalyptus leaves from the Jarrah tree. Along with Tuart and Marri, this tree is found in the school grounds and around Noongar Boodjar (Perth Noongar Country) and are significant to Noongar culture and their people. Students designed the eucalyptus leaves which have been applied to the public art piece. The artwork represents the Aboriginal six seasons. The values of Westminster Primary School are at the centre.

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Together we learn, grow, achieve

“

OUR VISION

In partnership with the school community, we support every child to learn, grow, and achieve.

”

OUR MISSION

To provide a school experience for students where they are happy safe and learning through quality teaching, in positive conditions for learning, delivered by high performing teams and underpinned by a strong, sustainable school culture.

OUR SCHOOL EMBLEM

Our school logo design was developed in collaboration with students, staff, and families. Our logo is a source of pride as it contains elements that reflect the values of the wider community. The tree is representative of the eucalyptus trees on the school site- Tuart, Jarrah, Marri. It reminds us of the importance of sustainability for future generations. The leaves represent the rich and diverse cultures that exist within our school community, with over 65 countries represented.



Together we learn, grow, achieve

OUR VALUES



Westminster
Primary School



Our school community has developed a set of values aligned to our vision. As a Positive Behaviour Support (PBS) School, these values underpin our whole school approach towards the teaching and learning of positive behaviour and facilitating optimum conditions for learning.

The school key values are:

- We are **PERSISTENT**
- We are **RESPONSIBLE**
- We are **RESPECTFUL**
- We show **GOOD CHARACTER**



Together we learn. grow. achieve

PRINCIPAL'S REPORT

Dear Parents and Carers,

It is with great pride that I present to you **Westminster Primary School (WPS) Annual Report** for 2025. The Annual Report provides reflections on the school's progress towards its strategic goals and annual implementation plan. The report is essential for parents, students, and the community to understand the school's performance and the impact of the educational program.

Throughout the duration of 2025 we continued our journey of transformation, driving our school improvement agenda to develop an authentic and unique school story, "*the Westminster Way*".

- Student participation in the Scitech, STEM Enterprise Program.
- Inaugural participation in the City of Stirling's Green School, Tree Planting Project.
- Our school choir's continued participation with Australia's largest children's massed choir, *One Big Voice*.
- Year 6 camp to Rottnest Island. The school received an overnight camp subsidy from the Rottnest Island Authority which enabled students to enjoy a once in a lifetime experience.
- Inaugural participation in the Dianella Soccer Gala.
- Our annual Harmony Day and NAIDOC Week Celebrations.

Our Vision: Together we learn, grow, and achieve

Our Mission:

To provide a school experience for students, where they are happy safe and learning through quality teaching, in positive conditions for learning, delivered by high performing teams and underpinned by a strong, sustainable school culture.

This Annual Report will give you an insight into how we are working to achieve our mission. On behalf of the school staff, school board, and community, I commend this report to you.



Julien Coci

PRINCIPAL



JULIEN COCI

Principal

SCHOOL BOARD CHAIR SUMMARY

2025 was a year of reflection, achievement, and forward planning for Westminster Primary School. The Board remained committed to strong governance, collaboration, and strategic planning, ensuring that our school continues to progress both academically and in fostering a supportive, inclusive environment.

The board commend our passionate and collaborative staff who work tirelessly to meet the individual needs of students, and acknowledge our nurturing learning environment, where student voice is privileged and valued. The school's strong leadership culture, commitment to continuous improvement, and focus on high-quality teaching practices were also key highlights. These are testament to the unwavering dedication of our teachers and staff, and I extend my sincere appreciation for their work in making Westminster Primary School a school our community can be proud of.

The Board worked closely with the school leadership team and the community throughout the year to support key initiatives. We reviewed progress against the 2021–2024 Business Plan and played an active role in shaping the 2025–2027 Business Plan, ensuring alignment with the needs and aspirations of our school community. Parent contributions to this process were invaluable, reinforcing the strength of our school's partnerships. In addition to our strategic work, we farewelled Foundation Principal Andrea White and extend our gratitude for her enormous contributions to the school.

We celebrated the appointment of Substantive Principal, Julien Coci and Deputy Principal Sarah Abbott and as we reflect on 2025, I extend my sincere gratitude to our staff, students, families, and community partners for their ongoing support and commitment to Westminster Primary School. It has been another year of growth and achievement, and we look forward to continuing this momentum into 2026 and beyond.



Melynda Carroll

SCHOOL BOARD CHAIR



MELYNDA CARROLL

School Board Chair

Westminster Primary School is committed to working in partnership with the school community to support every child, every day, to *learn, grow, and achieve*.

Proudly serving the Westminster community since 1958, Westminster Junior Primary School and Westminster Primary School amalgamated in 2021 to form **Westminster Primary School**, providing high-quality education for students from Kindergarten to Year 6.

At Westminster Primary School, our work is guided by a shared commitment to developing successful students through four key focus areas: Student Learning, Quality Teaching, Conditions for Learning, and High Performance Teams. Together, these priorities shape a culture of collaboration, care, and continuous improvement.

We are committed to improving student academic achievement and progress through evidence-based teaching practices, targeted intervention, and the consistent use of data to inform planning and practice. Staff work collaboratively to ensure every student makes year-on-year progress, particularly in Reading, Writing, and Mathematics. Through explicit teaching, differentiated support, and a strong focus on student engagement, we strive to maximise learning growth for every child.

High-quality teaching is central to our school improvement agenda. Staff work collaboratively to implement consistent whole-school approaches and programs, ensuring low variance between classrooms and high-quality learning experiences for all students. Teachers maintain high expectations for learning and behaviour while engaging in ongoing reflection, professional learning, and collaboration to strengthen classroom practice and improve student outcomes.

At Westminster Primary School, we recognise that positive conditions for learning are essential for student success. We foster a safe, inclusive, and culturally responsive environment where students feel valued, connected, and supported. Strong relationships and partnerships are central to our school culture, with parents and families valued as active partners in education. Through a strong pastoral care approach, we support the social, emotional, and behavioural wellbeing of students while promoting engagement, attendance, positive relationships, and a strong sense of belonging. We work collaboratively with families, agencies, and the wider community to support the success and wellbeing of every student.

Our school is uniquely positioned to support children and families from birth through to primary schooling through our onsite Westminster Child and Parent Centre, KindiLink 0–3 program, and co-located Westminster Education Support Centre. These partnerships strengthen pathways for families and provide continuity of support throughout a child's educational journey.

Building collective efficacy and strong collaborative practices is a key priority for our staff. Through high-performance teams, professional learning communities, coaching, and reflective practice, staff work together to strengthen teaching, learning, and leadership across the school. We are committed to embedding systems, supports, and protocols that promote excellence, build staff capacity, and create a culture of continuous improvement.

Modern, new, and refurbished facilities provide students and staff with contemporary teaching and learning spaces, including specialist learning areas, basketball and tennis courts, nature playgrounds, a purpose-built administrative block, a dental therapy centre, and convenient '*kiss and drive*' parking facilities. These environments support engaging, high-quality educational opportunities that enable students to thrive.

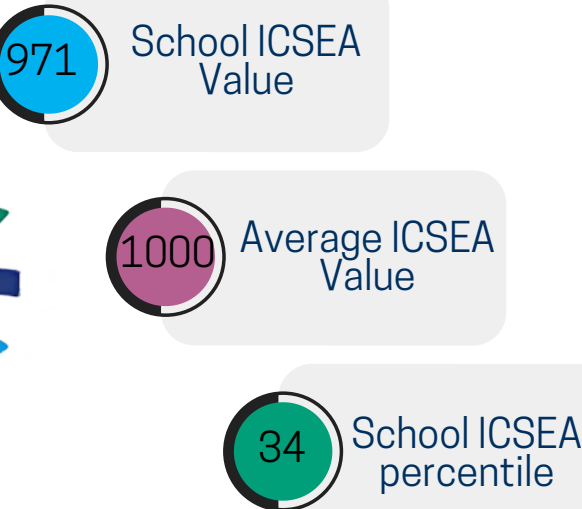
Students benefit from specialist programs in Science, French, Physical Education, Music, and Visual and Media Arts delivered by specialist teachers. In addition, students can participate in a wide range of enrichment and wellbeing opportunities including instrumental music, choir, STEM Club, before-school running club, soccer, lunchtime clubs, 'Breakfast Club', and Chaplaincy programs.

Working in partnership with families and the wider community, Westminster Primary School is dedicated to ensuring every student is supported to become a confident, capable, and successful learner.

SCHOOL CONTEXT

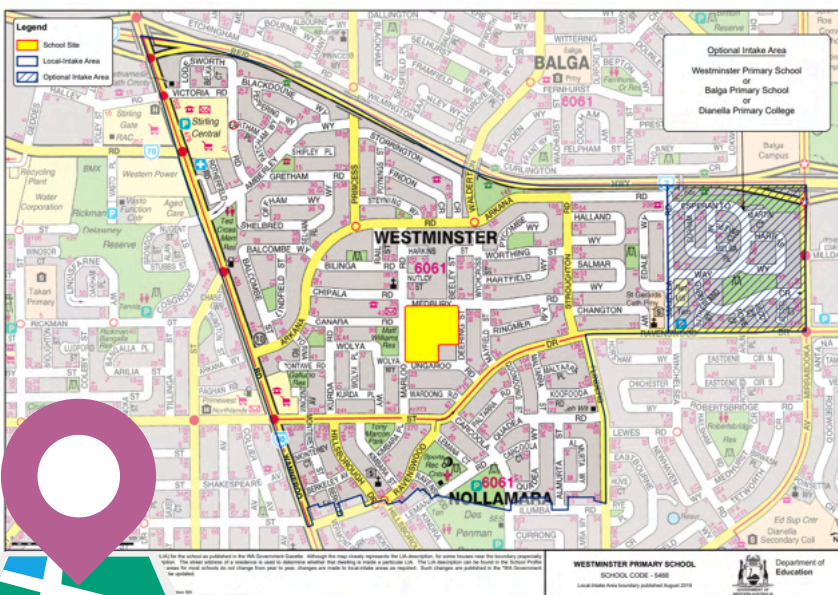
ICSEA

An Index of Community Socio-Educational Advantage (ICSEA) value indicates the socio-educational background of a school. ICSEA values are calculated on a scale with a median of 1000. These values typically range from approximately 500, representing students from extremely educationally disadvantaged backgrounds, to about 1300, which represents children with very educationally advantaged backgrounds.



SCHOOL ZONE

Conveniently located in the City of Stirling, the suburb of Westminster is surrounded by Mirrabooka, Nollamara, and Balga. The school boundary borders Wanneroo Rd, Amelia St and Reid Hwy and is built on Noongar Whadjuk lands.



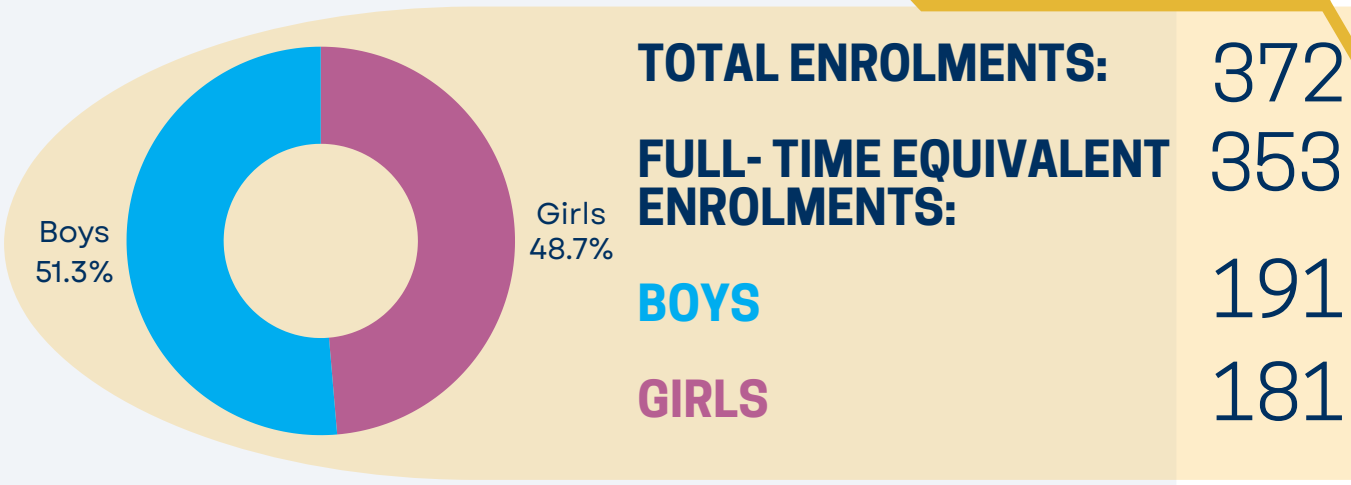
DESTINATION HIGH SCHOOLS

Dianelle Secondary College	15
Balcatta Senior High School	12
Carine Senior High School	8
Ballajura Community College	3
Mercy College (Koondoola)	3
Churchlands Senior High School	2
Servite College (Tuart Hill)	2
Mount Lawley Senior High School	1
Girrawheen Senior High School	1
Balga Senior High School	1
Ellenbrook Secondary College	1
Yanchep Secondary College	1
Home Schooling	1



STUDENT PROFILE

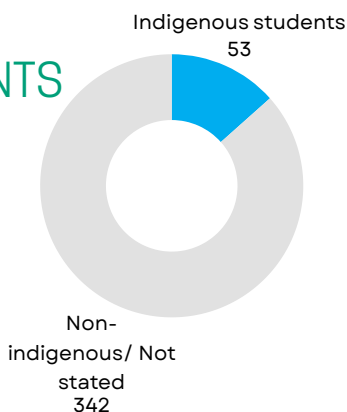
2025



	Kindy	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Full time	20	47	49	48	46	41	50	52	353
Part time	39								

INDIGENOUS STUDENTS

12%

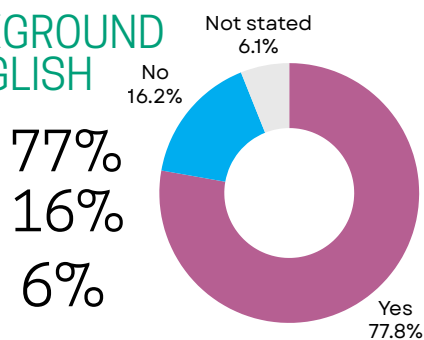


LANGUAGE BACKGROUND OTHER THAN ENGLISH

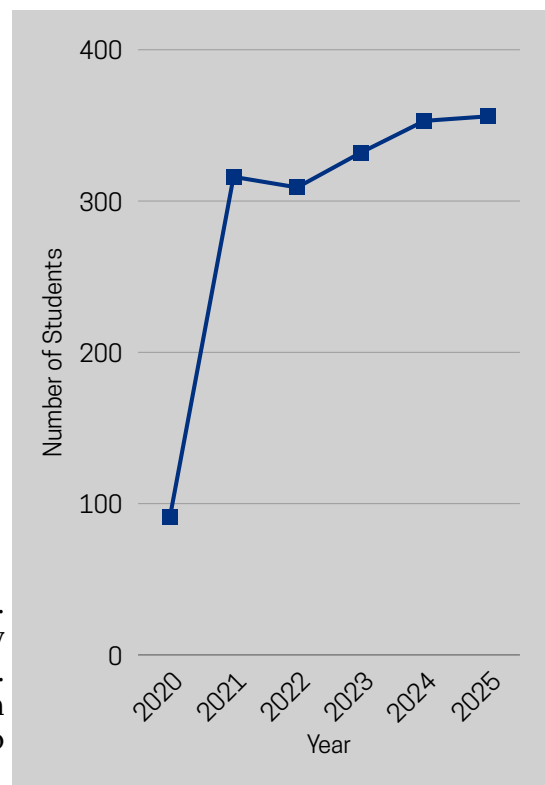
YES 77%

NO 16%

NOT STATED 6%



STUDENT NUMBERS: TRENDS 2020-2025



The line graph shows enrolment trends over several years. Since amalgamation, the school has experienced steady growth. Our school welcomes 50 languages and 12 religions. We are a school committed to working in partnership with our community to ensure our shared commitment to successful outcomes for our students.



STAFF PROFILE

2025

1	PRINCIPAL
2	DEPUTY PRINCIPALS
32	TEACHING STAFF
4	CORPORATE OFFICERS
17	EA/SNEA/AIEO
5	CLEANERS, GARDENERS
1	CHAPLAIN
1	SCHOOL PSYCHOLOGIST



Westminster Primary School is proud of its dedicated and highly skilled workforce. In 2025, the school employed 32 teaching staff, led by our executive team and supported by Education Assistants, Aboriginal and Islander Education Officers (AIEOs), School Officers, cleaners, and gardeners all working collaboratively to support student learning, wellbeing, and success.

Our teaching staff represent a broad range of experience, from early career teachers to highly accomplished educators with extensive classroom and leadership experience. This diversity of expertise contributes to a strong culture of collaboration, mentoring, and professional growth, where staff learn from one another and share a collective responsibility for student achievement.

A key strength of Westminster Primary School is its focus on developing **collective efficacy**- the shared belief that through collaboration, evidence-informed practice, and high expectations, staff can positively influence student outcomes. Professional Learning Communities (PLCs), collaborative planning, coaching, moderation and data analysis processes provide opportunities for staff to work together to continually improve teaching and learning.

Many staff also contribute to the school through leadership responsibilities beyond their classroom roles. These include instructional coaches, literacy leaders, mentors for pre-service teachers, EAL/D leaders, intervention specialists and special event coordinators. These roles help build staff capacity, strengthen consistency across the school, and support the implementation of whole-school priorities. A significant focus during 2025 was the development of instructional coaching. Ms Scarlet Judd, in her role as Instructional Coach, worked alongside teachers to model evidence-based teaching practices, support classroom implementation and facilitate professional dialogue focused on improving student outcomes.

The school continued to strengthen support for students through specialised positions. Mr Paul Miller, Small Group Tuition Leader, providing targeted literacy and numeracy support to students requiring Tier 2 intervention. To strengthen the school's multi-tiered systems of support and better align students' wellbeing, engagement, and learning needs, Ms Simone Thomas was appointed as Complex Behaviour Support Coordinator. The role focuses on identifying and reflecting on whole-school, targeted, and intensive supports in order to build staff capacity to respond effectively to students with complex needs, and refining supports that promote positive behaviour.

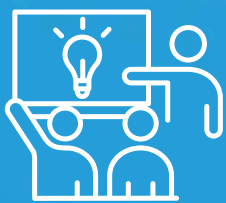
Education Assistants and AIEOs continued to play a critical role in supporting student learning and wellbeing, promoting culturally responsive practices that foster a strong sense of belonging and engagement.

During 2025, the Westminster Primary School community also acknowledged the significant contribution of Ms Andrea White, who retired after many years of dedicated service. We thank Andrea for her commitment to our students, and families and staff and wish her every happiness in retirement.

SCHOOL IMPROVEMENT AGENDA



Student Learning



Quality Teaching



Conditions for Learning



High Performance Teams

Westminster Primary School's Business Plan for 2025-2027 uses system, fine grain data, survey results, the Public-School Standard and the School Accountability and Improvement Framework, to continue to set a strong strategic direction. This has provided a clear direction in setting informed targets, and a strong moral purpose and vision: *'In partnership with our school community, we support every child, every day to learn, grow and achieve.* The school is clearly committed to using research driven data to improve student outcomes and to apply current research to drive the school improvement agenda. Tools including *Occupational Health Index* and *Tell Them From Me* and National School Opinion Surveys continue to provide insights used to guide school planning and school improvement initiatives, ensuring all decision making meets the needs of our students, staff and families. The school Business Plan continues to be reviewed each year, and its targets and data will be reported against in this Annual Report.



Together we learn, grow, achieve

2025-2027

PRIORITIES



Together we learn, grow, achieve

Westminster Primary School Annual Report 2025

2025-2027

PRIORITIES



FOCUS AREA 1:

Student Learning

Improving student academic achievements and progress

Targets:

- To improve levels of student achievement in Reading and Writing
- To improve levels of student achievement in Mathematics
- To ensure year-on-year progress of every student



Together we learn. grow. achieve



FOCUS AREA 1:

MIRIAM THOMAS

Student Learning

Focus Area 1: Student Learning remained a key priority throughout 2025, with a strong emphasis on improving student achievement and ensuring ongoing academic progress for every student. Staff continued to implement evidence-based teaching practices and targeted interventions to strengthen outcomes in Reading, Writing, and Mathematics.

A strong culture of data-informed practice led by Curriculum Deputy, Miriam Thomas, underpinned teaching and learning across the school. Staff regularly analysed a range of assessment data, including On-Entry, DIBELS, Brightpath, NAPLAN, PAT Assessments, classroom assessments, and progress monitoring tools to identify student strengths, learning gaps, and areas requiring targeted support. This data was used to guide planning, differentiate instruction, and inform intervention programs to ensure teaching was responsive to the individual needs of students.

Teachers worked collaboratively within Professional Learning Communities to monitor student progress over time, moderate student achievement, and reflect on the effectiveness of teaching practices and programs. Through ongoing analysis of student data, staff were able to identify where students were performing, determine appropriate next steps for learning, and implement targeted strategies to support continued growth and achievement.

A strong focus was also placed on realistic and achievable goal setting for students. Teachers worked alongside students to help them understand their current achievement levels, identify areas for improvement, and set meaningful learning goals tailored to their individual needs and stage of development. By involving students in the goal-setting process, students were encouraged to take greater ownership of their learning, reflect on their progress, and celebrate growth over time. This process helped build motivation, confidence, and a stronger understanding of themselves as learners.

The school remained committed to ensuring year-on-year progress for every student, recognising that success looks different for each learner. Staff focused on meeting students at their individual point of need and supporting continual growth through explicit teaching, scaffolded support, differentiated learning opportunities, and timely intervention. This approach enabled students to build confidence, develop independence, and experience success in their learning journey.

Consistent whole-school approaches and collaborative planning processes also strengthened continuity of learning across year levels and contributed to greater consistency in teaching and assessment practices. Through high expectations, strong staff collaboration, and a sustained focus on student growth, Westminster Primary School continued to create learning environments that support all students to learn, grow, and achieve.





STUDENT LEARNING



ON-ENTRY 2025

PRE-PRIMARY	Numeracy	Reading	Writing
ICSEA MEAN	429	445	210
SCHOOL MEAN	401	416	193

The Western Australian On-Entry Assessment Program provides Pre-primary teachers with valuable early insights into students' emerging literacy and numeracy skills. Administered during Term 1, the assessment supports teachers to identify individual strengths and areas requiring support, enabling targeted planning and differentiated teaching from the beginning of the school year to meet the diverse learning needs of all students.

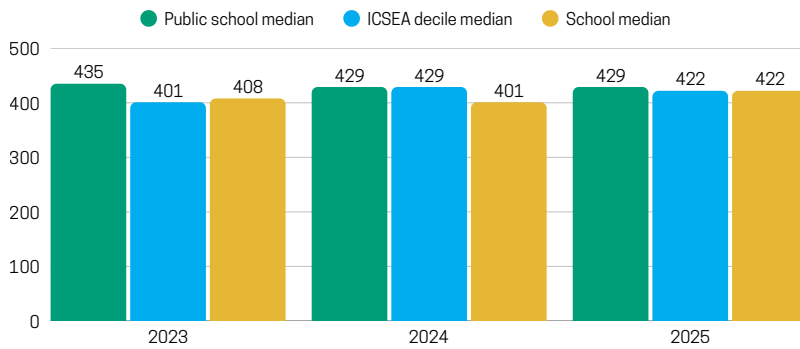
The 2025 On-Entry data demonstrates encouraging levels of resilience and consistency across Numeracy, Reading, and Writing. When considered alongside broader state comparisons and ICSEA (Index of Community Socio-Educational Advantage) data, the results reflect the school's ongoing commitment to supporting student growth, responding to individual learning needs, and maintaining positive outcomes for students across all areas of learning.



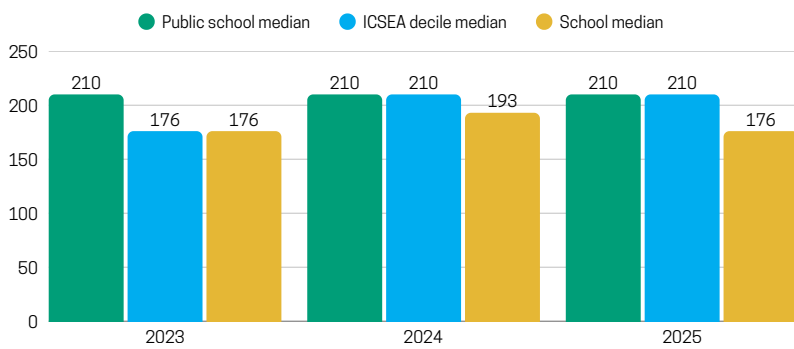


ON-ENTRY 2025

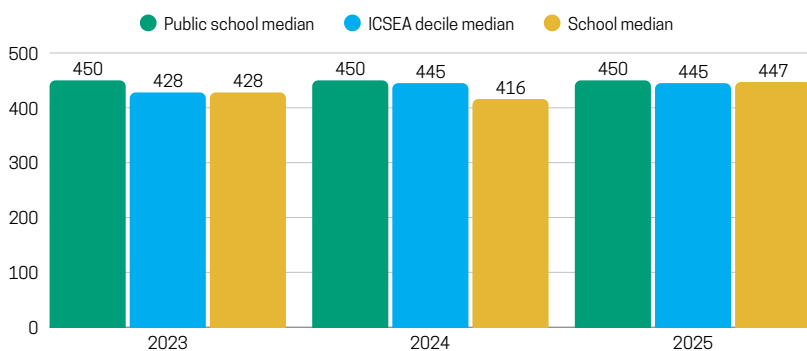
NUMERACY



WRITING



READING



The 2025 On-Entry data provided valuable insight into the readiness and learning needs of students commencing full-time schooling at Westminster Primary School.

The Numeracy results indicated that the 2025 cohort entered school with foundational numeracy skills broadly in line with students from similar ICSEA backgrounds and demonstrated stronger entry-level numeracy understandings compared to previous cohorts. Similarly, Reading results were particularly encouraging, with students commencing Pre-primary with strong early literacy skills broadly comparable to both ICSEA and Public School medians. These results suggest that many students entered school with developing strengths in oral language, comprehension, vocabulary, early reading behaviours, and mathematical thinking.

The strong foundations evident in early literacy development reflect the school's ongoing focus on early intervention, evidence-based teaching practices, and partnerships that strengthen staff capability and student outcomes. During 2025, Senior Teacher Simone Thomas, worked with staff applying professional learning accessed through the North East Language Development Centre,

In addition, the school's Speech Pathologist, Cristabel Cole, worked collaboratively with school staff to administer targeted assessments and screeners to monitor Kindergarten students' language development and identify needs early. These initiatives have contributed to strengthening early language and literacy foundations for many students as they begin their formal schooling journey.

The Writing data indicated that the 2025 cohort entered school with writing skills below both the ICSEA decile and Public School medians, highlighting the need for continued targeted support in early writing development. The data reinforced the importance of the ongoing focus on early intervention, and responsive literacy instruction to support the development of oral language, vocabulary, sentence structure, and foundational writing skills.

As each year's On-Entry data reflects a different cohort of students entering school with varying experiences and levels of readiness, the information continues to play an important role in informing planning, intervention, and differentiated teaching practices. Staff use this data to identify strengths, respond to areas of need, and support every student to progress from their individual starting point.



NAPLAN

NAPLAN (*National Assessment Program – Literacy and Numeracy*) is a nationwide assessment completed by students in Years 3 and 5. The assessments provide a snapshot of how students are performing in key areas such as reading, writing, spelling, grammar, and numeracy. The purpose of NAPLAN is to help schools, parents, and education systems identify strengths and areas for improvement in student learning, so that teaching can be better targeted to support individual and school-wide progress.

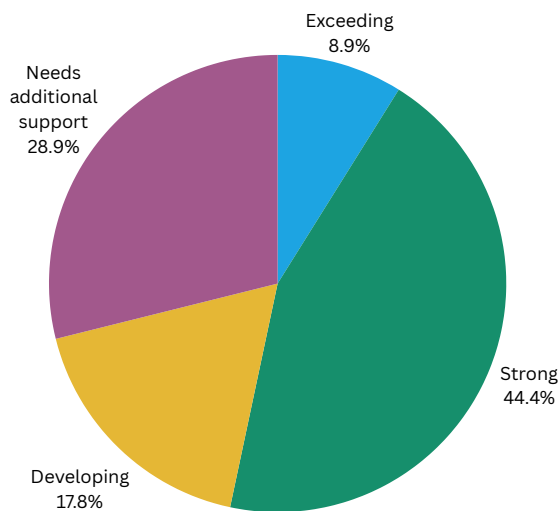
PERCENTAGE OF YEAR 3 STUDENTS IN TOP 20%, MIDDLE 60% AND BOTTOM 20% OF THE WA PUBLIC SCHOOLS AND AMONG LIKE SCHOOLS FOR LITERACY

		WA PUBLIC SCHOOLS			WPS			LIKE SCHOOL		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
SPELLING	Top 20%	10%	10%	16%	13%	10%	14%	13%	10%	14%
	Middle 60%	71%	69%	49%	60%	63%	60%	60%	63%	60%
	Bottom 20%	19%	21%	36%	27%	27%	26%	27%	27%	26%
GRAMMAR PUNCTUATION	Top 20%	12%	21%	16%	11%	16%	11%	11%	16%	11%
	Middle 60%	63%	54%	56%	59%	45%	62%	59%	45%	62%
	Bottom 20%	25%	26%	29%	30%	39%	27%	30%	39%	27%
WRITING	Top 20%	15%	8%	20%	10%	12%	17%	10%	12%	17%
	Middle 60%	57%	64%	48%	64%	64%	60%	64%	64%	60%
	Bottom 20%	28%	28%	32%	26%	25%	23%	26%	25%	23%
READING	Top 20%	15%	3%	9%	11%	11%	14%	11%	11%	14%
	Middle 60%	62%	79%	59%	60%	63%	61%	60%	63%	61%
	Bottom 20%	23%	18%	33%	29%	26%	24%	29%	26%	24%

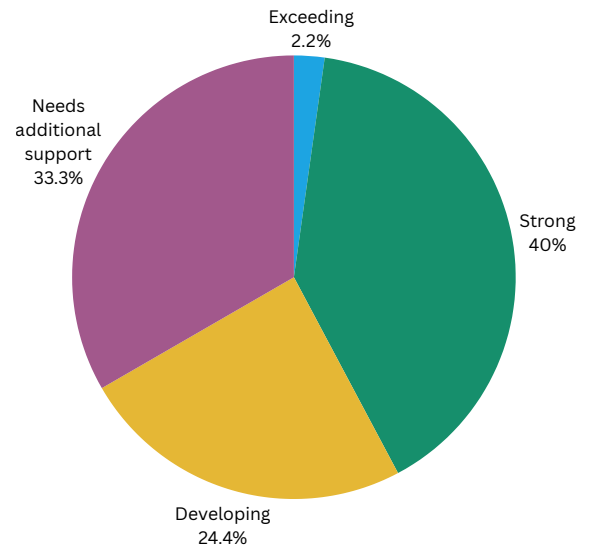
A notable strength in the 2025 data was the percentage of students achieving in the top 20% in both 'Spelling' and 'Grammar and Punctuation' when compared to 'like schools.' Writing results also showed some improvement in 2025. The percentage of students achieving in the top 20% increased from 8% in 2024 and 15% in 2023. Reading data showed some improvement from 2024, with the percentage of students achieving in the top 20% increasing from 3% to 9%. While this reflects a little positive movement from the previous year, the data also indicates that both reading and writing remain areas for ongoing improvement, particularly given the increase in students represented within the bottom 20%. This highlights the importance of continuing to strengthen early reading development, comprehension, vocabulary, and intervention practices to support greater student growth and achievement over time.



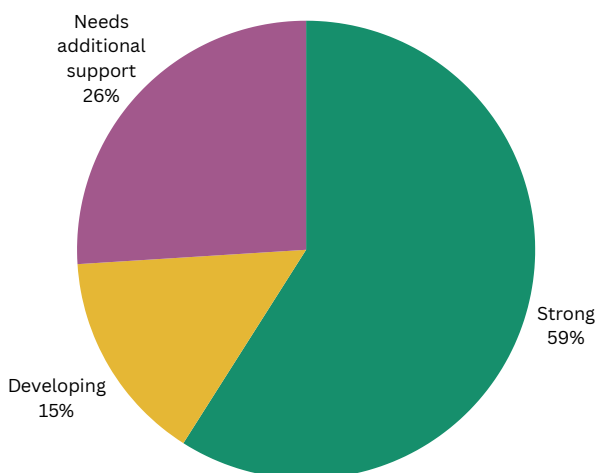
NAPLAN YEAR 3- LITERACY



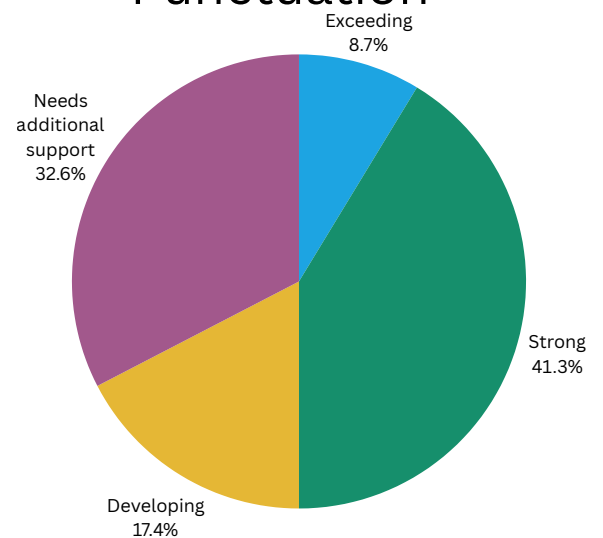
Year 3 Spelling



Year 3 Grammar and Punctuation



Year 3 Writing



Year 3 Reading

- Across 2023–2025, around 59–60% of Year 3 Westminster students achieved at the 'strong' level for Writing. The school has maintained a solid majority of students in the 'strong' category, which reflects consistent teaching and learning progress in writing. The aim will be to move those students into the 'exceeding' category and to continue to focus on those requiring additional support



NAPLAN YEAR 3- READING

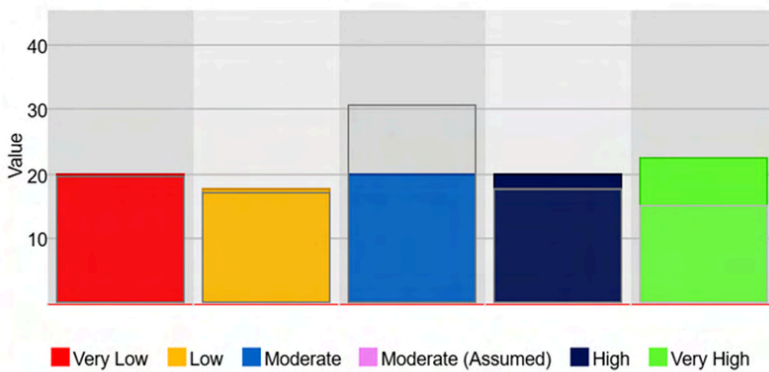
Although our average reading score is slightly below like schools, the 'high' and 'very high' progress made by our students exceeded like schools. In 2025, Westminster had 9% of students in the 'exceeding' category, up from 3% in 2024.

Year 3 WESTMINSTER PRIMARY SCHOOL Y03
2025

Reporting Period: 2025 Y03

Reading - Progress

Filters : All Students



Year 3 Reading		
Group Mean	Like School Mean	National Mean
354	367	402

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	8%	3%	9%	9%	9%	11%	16%	16%	14%
Strong	368 - 480	49%	49%	41%	39%	41%	41%	45%	44%	44%
Developing	282 - 367	32%	31%	17%	31%	27%	29%	24%	22%	24%
NAS	281 and below	11%	18%	33%	21%	23%	20%	14%	16%	16%

NAPLAN YEAR 3- SPELLING

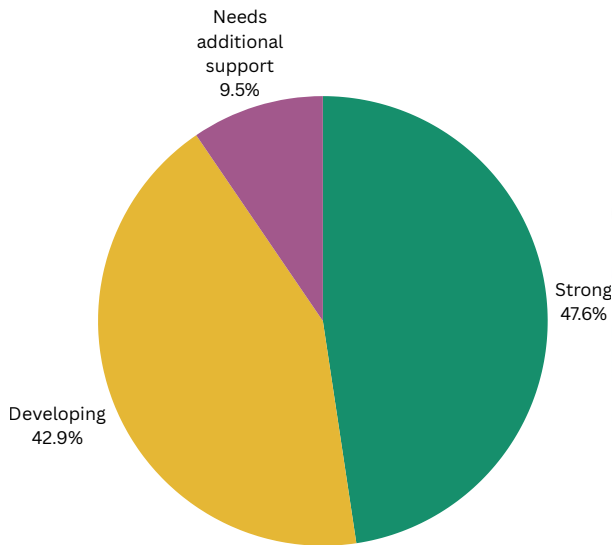
There is a stable percentage of students at the 'exceeding' level with a small increase from 2024 to 2025. The aim will be to progress more students into the 'exceeding' level from the 'strong' level and reduce the percentage of students requiring additional support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	489 and above	8%	8%	9%	9%	6%	9%	15%	14%	14%
Strong	380 - 488	56%	46%	44%	37%	39%	38%	42%	44%	42%
Developing	294 - 379	23%	28%	18%	38%	35%	35%	28%	27%	28%
NAS	293 and below	13%	18%	29%	16%	19%	18%	13%	14%	14%



NAPLAN YEAR 3- NUMERACY



Year 3 Numeracy

Westminster Primary School

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	493 and above	4%	3%	0%	6%	3%	4%	11%	8%	8%
Strong	378 - 492	42%	46%	48%	47%	48%	43%	50%	50%	50%
Developing	311 - 377	33%	41%	43%	31%	32%	36%	24%	27%	27%
NAS	310 and below	21%	10%	10%	17%	17%	17%	14%	13%	13%

- In 2023, 21% of Westminster students were in the 'Needs Additional Support' (lowest) category. By 2024 and 2025, this dropped to 10%. This is significantly better than 'like Schools' (17%) and better than WA Public Schools (13%).

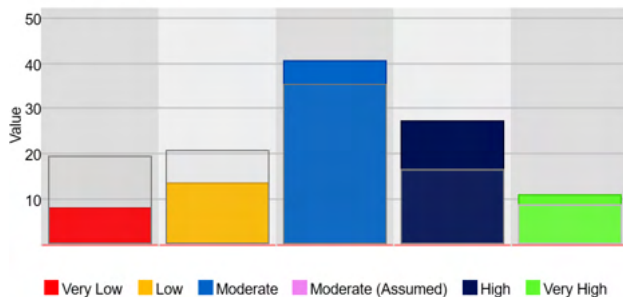
- While Westminster Primary School has fewer students in the 'exceeding' category (0% in 2025 compared to 8% WA Public Schools), the priority has been lifting the lowest performers. The success in halving the NAS proportion suggests a foundation is being built that could enable more students to move into higher proficiency bands in future years.
- Our average numeracy score is on par with 'like schools', The 'very high', 'high' and 'moderate' progress made by our students exceeded 'like' schools. We have fewer students who have only made 'low' or 'very low' progress when compared with 'like schools.'

Year 3 WESTMINSTER PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Numeracy - Progress

Filters : All Students





NAPLAN- YEAR 5 LITERACY

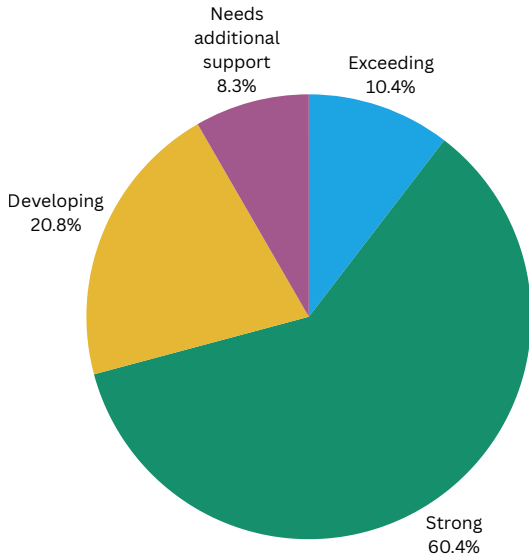
While we are still working on our target of exceeding the achievement of like schools' across ALL areas, the 2025 NAPLAN results show encouraging signs of growth and improvement across some areas at our school.

PERCENTAGE OF YEAR 5 STUDENTS IN TOP 20%, MIDDLE 60% AND BOTTOM 20% OF THE WA PUBLIC SCHOOLS AND AMONG LIKE SCHOOLS

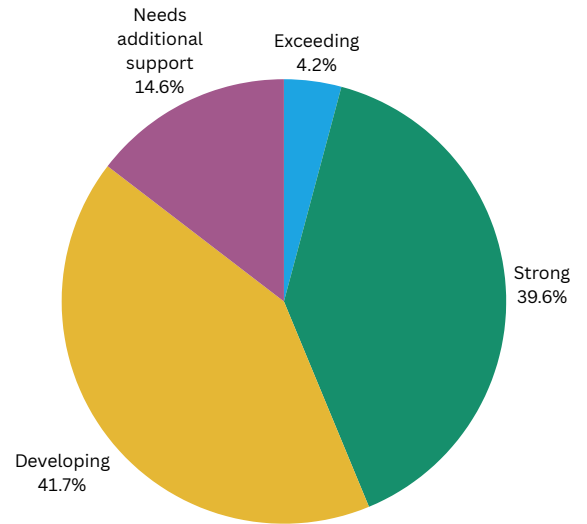
		SCHOOL			LIKE SCHOOL		
WA PUBLIC SCHOOLS		2023	2024	2025	2023	2024	2025
SPELLING	Top 20%	18%	18%	10%	11%	13%	15%
	Middle 60%	62%	60%	69%	63%	62%	62%
	Bottom 20%	21%	22%	21%	25%	24%	24%
GRAMMAR PUNCTUATION	Top 20%	8%	8%	4%	10%	13%	14%
	Middle 60%	67%	66%	69%	61%	61%	64%
	Bottom 20%	26%	26%	27%	29%	26%	22%
WRITING	Top 20%	32%	15%	13%	12%	13%	12%
	Middle 60%	55%	69%	75%	65%	64%	67%
	Bottom 20%	13%	17%	13%	22%	22%	21%
READING	Top 20%	8%	0%	2%	10%	13%	13%
	Middle 60%	62%	67%	73%	59%	62%	65%
	Bottom 20%	31%	33%	25%	31%	25%	22%



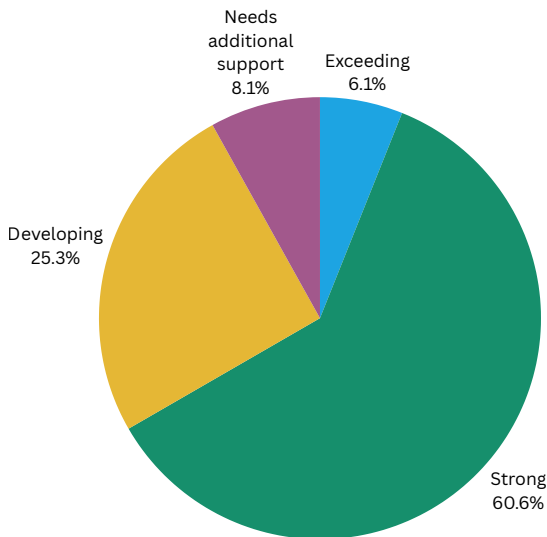
NAPLAN YEAR 5- LITERACY



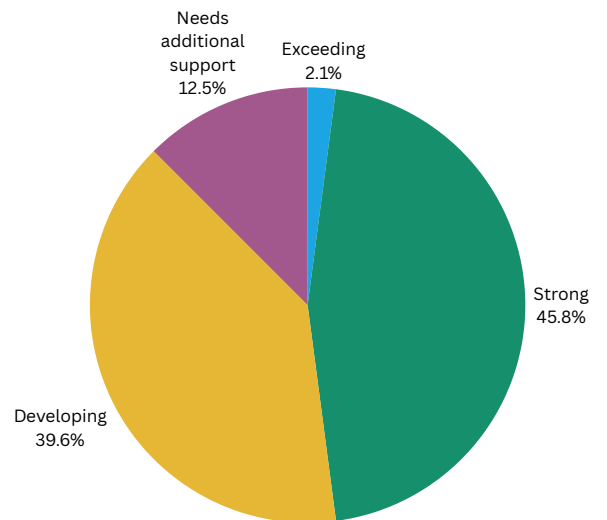
Year 5 Spelling



Year 5 Grammar and Punctuation



Year 5 Writing



Year 5 Reading



NAPLAN YEAR 5 READING

Westminster Primary School

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and above	8%	0%	2%	9%	12%	10%	18%	17%	16%
Strong	448 - 554	54%	57%	46%	51%	47%	52%	51%	48%	51%
Developing	377 - 447	21%	20%	40%	23%	25%	25%	18%	21%	21%
NAS	376 and below	18%	22%	13%	17%	16%	13%	11%	13%	11%

- In 2025, only 13% of Westminster students were in the lowest 'needs Additional Support' level. This is a strong improvement from 2024 (22%) and 2023 (18%).

NAPLAN YEAR 5 WRITING

- We can celebrate the fact that there is a lower percentage of students at the 'needs additional support' level in 2025 (8%) compared with 2024 (15%)
- There is an increase in the percentage of students at the 'exceeding' level.
- Compared with 'like schools', we have a greater proportion of students who have made 'very high progress' from Year 3 to Year 5
- The school's group mean is higher than that of 'like schools.'

Year 5 Writing		
Group Mean	Like School Mean	National Mean
465	455	480

Student Progress and Achievement Compared with Like Schools

NAPLAN Writing Year 3 2023 to Year 5 2025





NAPLAN YEAR 5 SPELLING

Student Progress and Achievement Compared with Like Schools

NAPLAN Spelling Year 3 2023 to Year 5 2025



The school has made higher progress from Year 3 to Year 5 and achieved a higher mean when compared with 'like schools.'



■ Year 3 to 5

NAPLAN YEAR 5 GRAMMAR AND PUNCTUATION

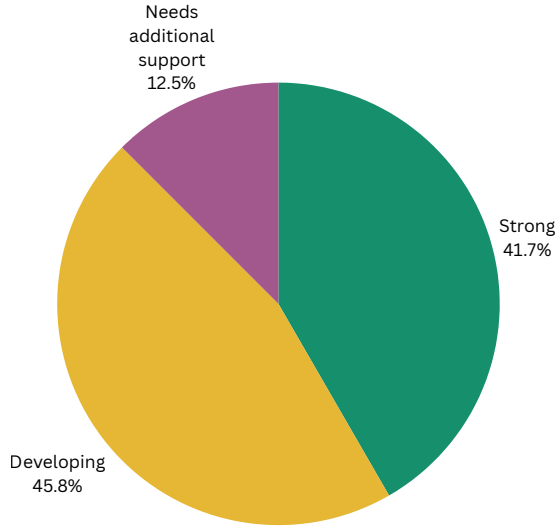
- There is a stable percentage of students at the 'exceeding' level across 2023 to 2025.
- There is now a lower percentage of students at the 'needs additional support' level; 15% in 2025 compared with 23% in 2023.
- We have a lower percentage of students at the 'needs additional support' level when compared with 'like schools.'
- In 2025, 'like schools' have higher results in the 'exceeding' and 'strong' bands. Westminster's comparative strength this year is fewer students in NAS—a solid foundation to build on for lifting more students into 'strong' and 'exceeding' levels next.

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	582 and above	5%	4%	4%	5%	7%	10%	13%	12%	14%
Strong	470 - 581	51%	48%	40%	41%	47%	45%	46%	48%	45%
Developing	397 - 469	21%	28%	42%	35%	28%	28%	26%	24%	24%
NAS	396 and below	23%	20%	15%	20%	18%	17%	14%	14%	16%



NAPLAN YEAR 5- NUMERACY

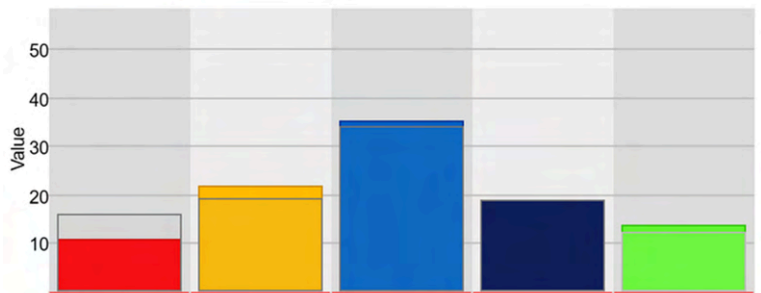


Year 5 WESTMINSTER PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Progress

Filters : All Students



Very Low Low Moderate Moderate (Assumed) High Very High

Year 5 Numeracy

- In 2023, 22% of Westminster students were in the 'Needs Additional Support' (lowest) category for Numeracy. In 2024, 26% were in the lowest category. By 2025, this dropped to 13%.
- When compared with 'like schools', we have a slightly higher proportion of students making 'very high' or 'high progress' in numeracy from Year 3 to 5.
- In 2025, we had no students in the 'Exceeding' category which is a significant gap compared to the state. Approaches for extending high achievers may need strengthening.

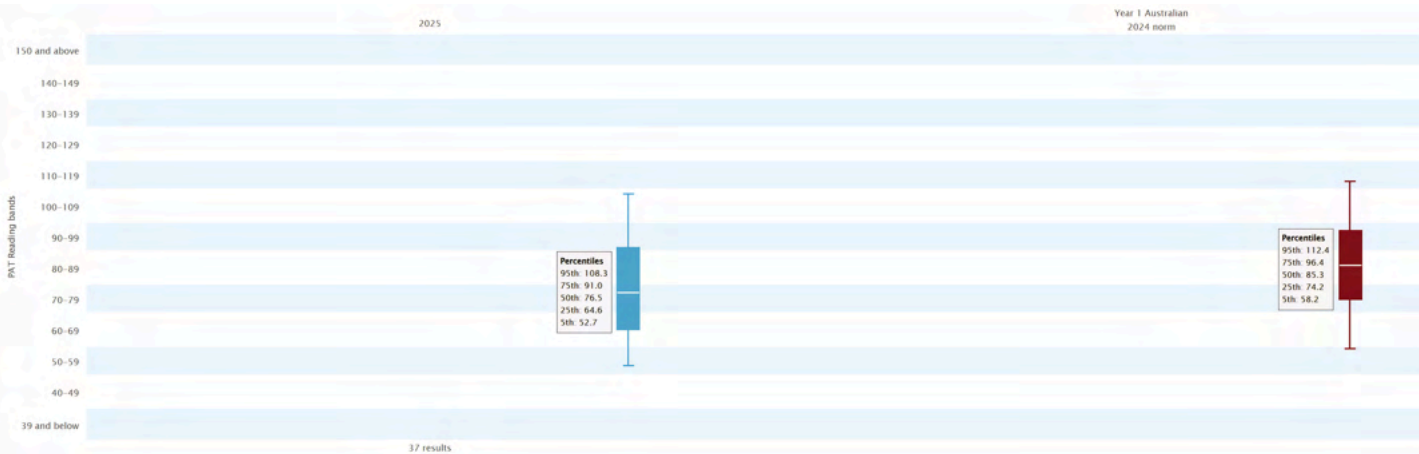
PERCENTAGE OF YEAR 5 STUDENTS IN TOP 20%, MIDDLE 60% AND BOTTOM 20% OF THE WA PUBLIC SCHOOLS AND AMONG LIKE SCHOOLS

	WA PUBLIC SCHOOLS	SCHOOL			LIKE SCHOOL		
		2023	2024	2024	2023	2024	2025
NUMERACY	Top 20%	16%	14%	6%	9%	11%	12%
	Middle 60%	51%	56%	60%	64%	64%	64%
	Bottom 20%	32%	30%	33%	27%	25%	24%

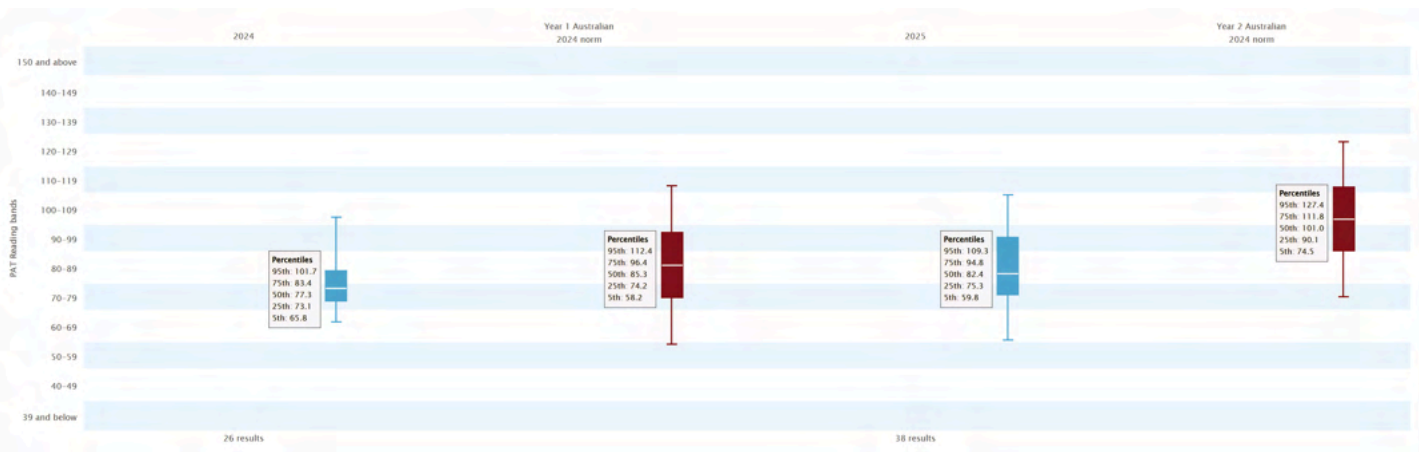


PAT ADAPTIVE READING 2025

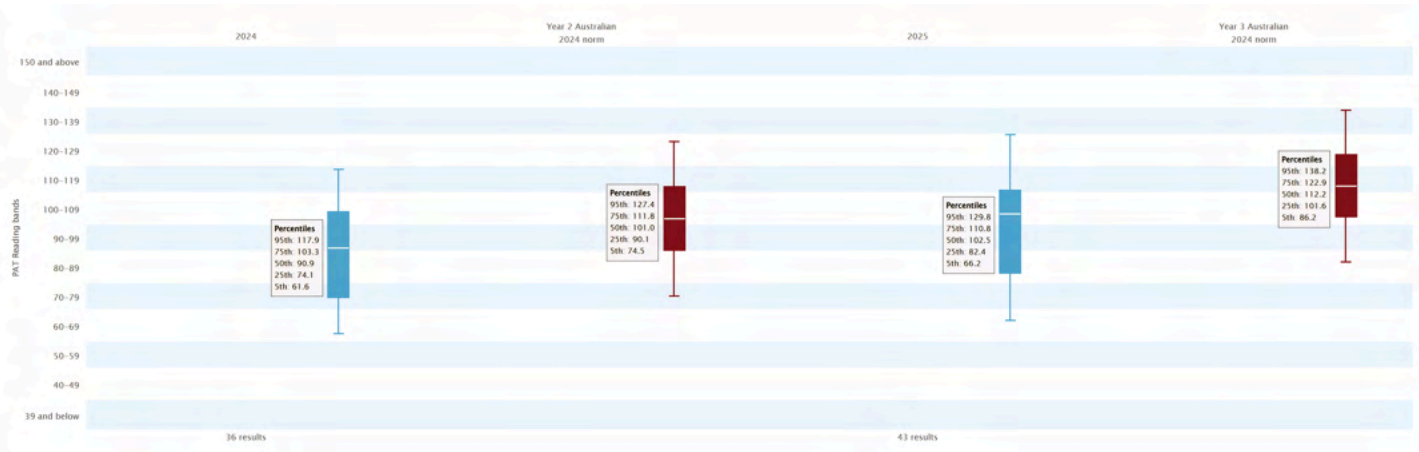
YEAR 1 READING



YEAR 2 READING



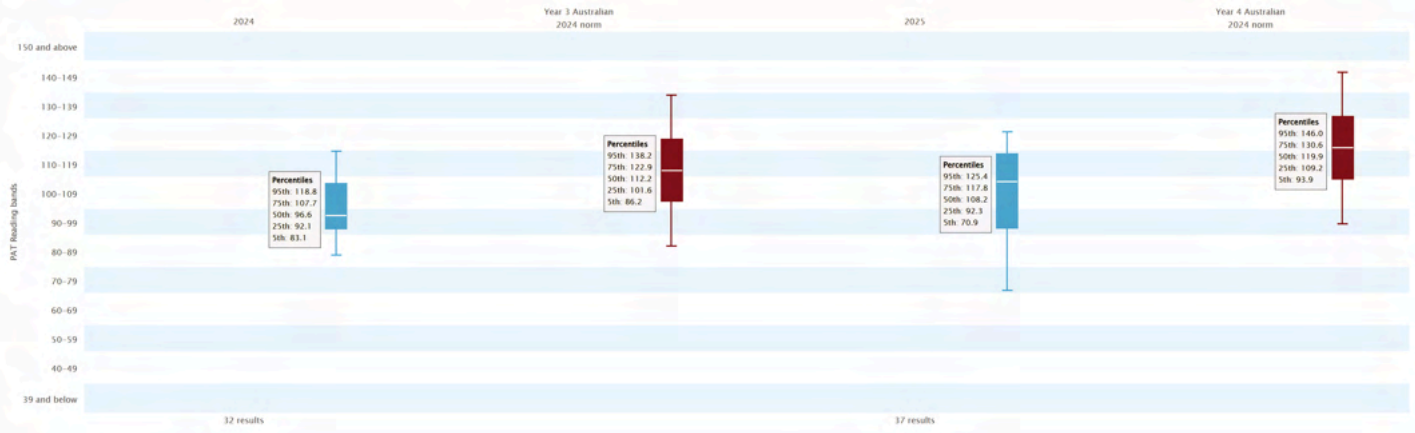
YEAR 3 READING



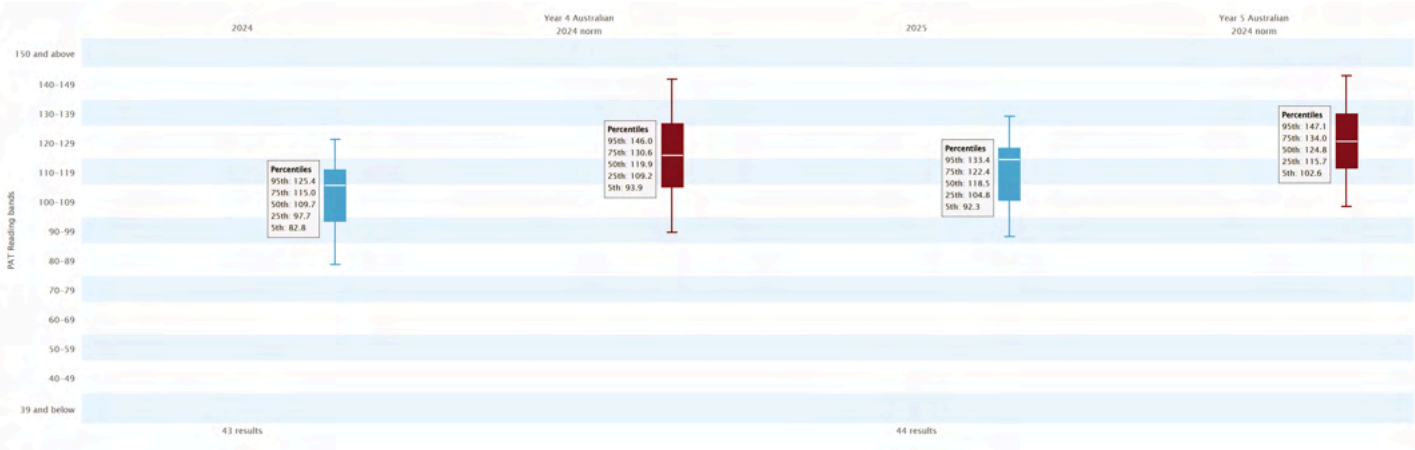


PAT ADAPTIVE READING 2025

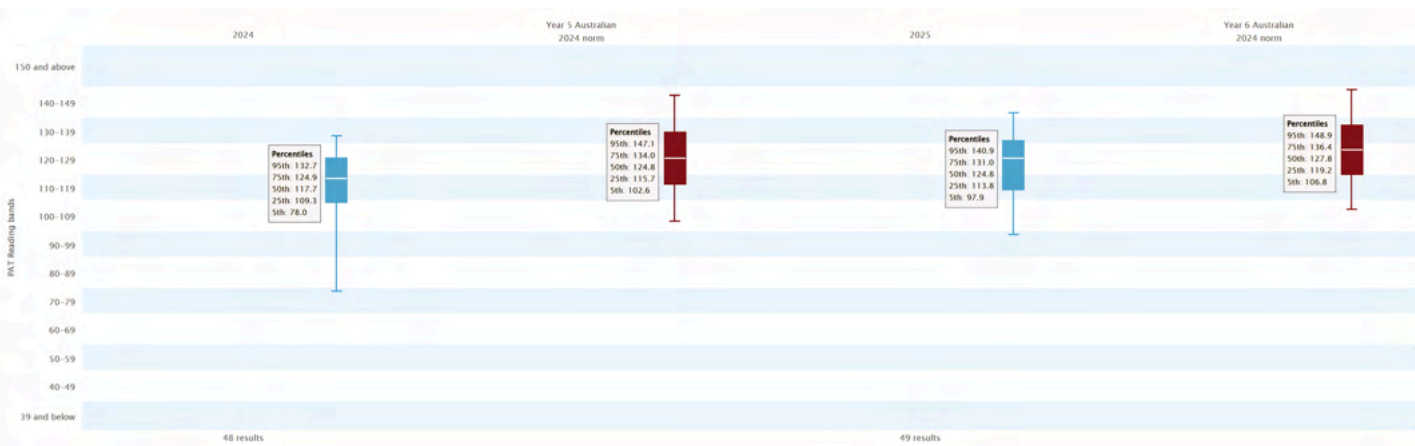
YEAR 4 READING



YEAR 5 READING



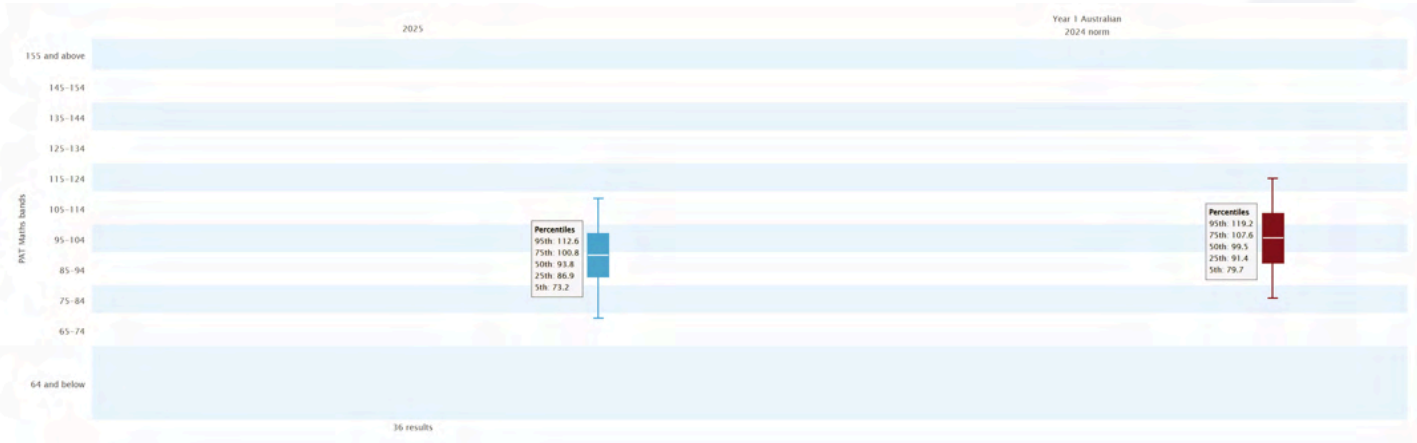
YEAR 6 READING



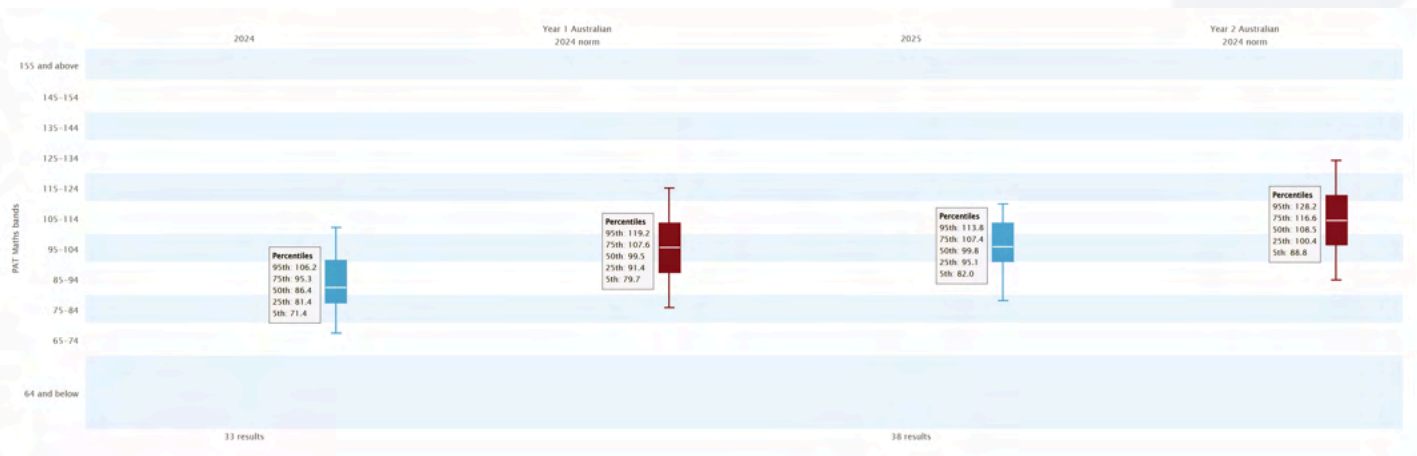


PAT ADAPTIVE MATHS 2025

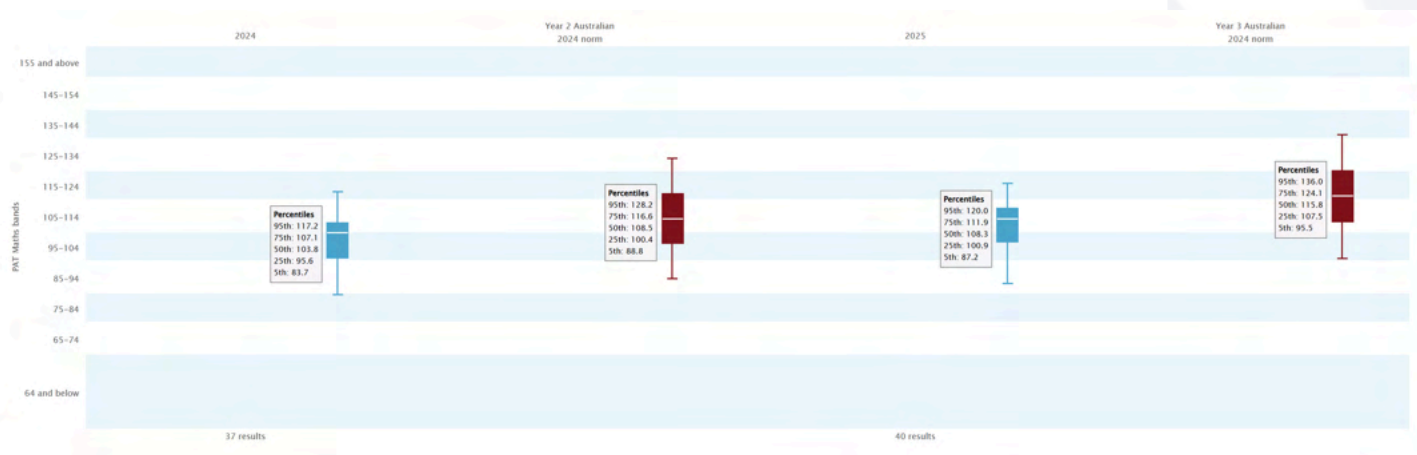
YEAR 1 MATHS



YEAR 2 MATHS



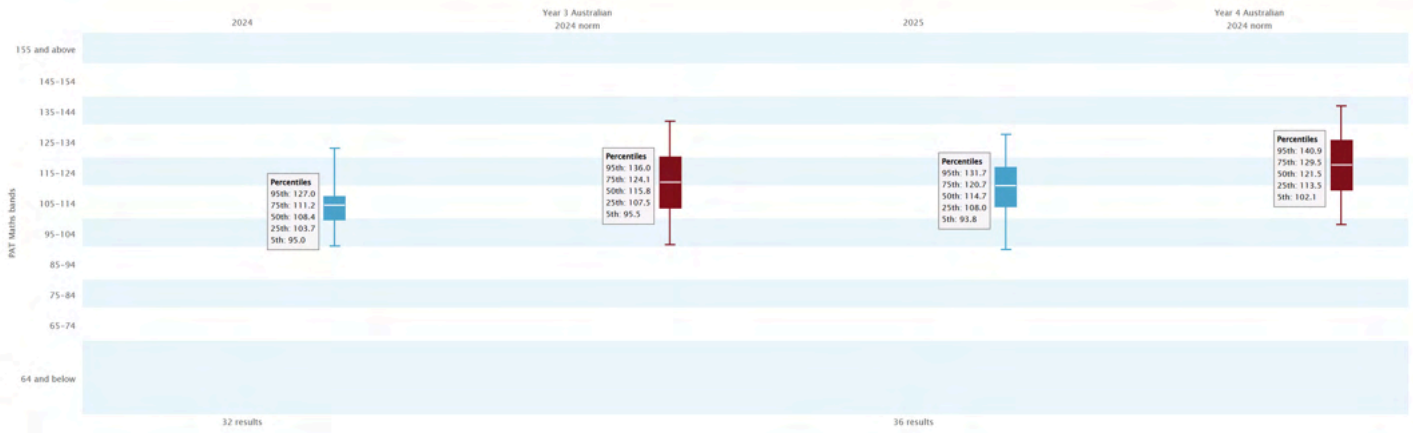
YEAR 3 MATHS



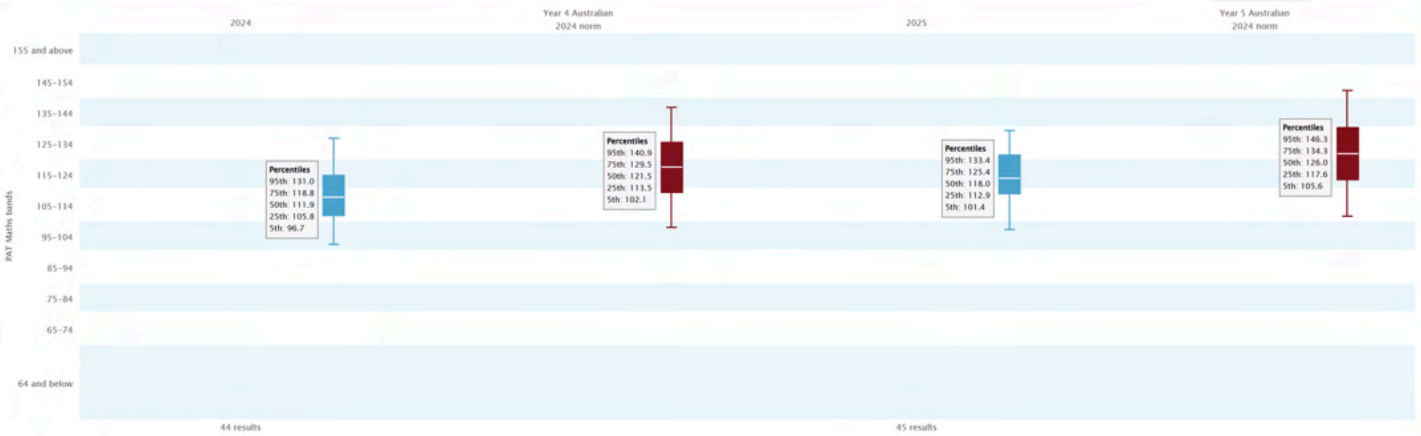


PAT ADAPTIVE MATHS 2025

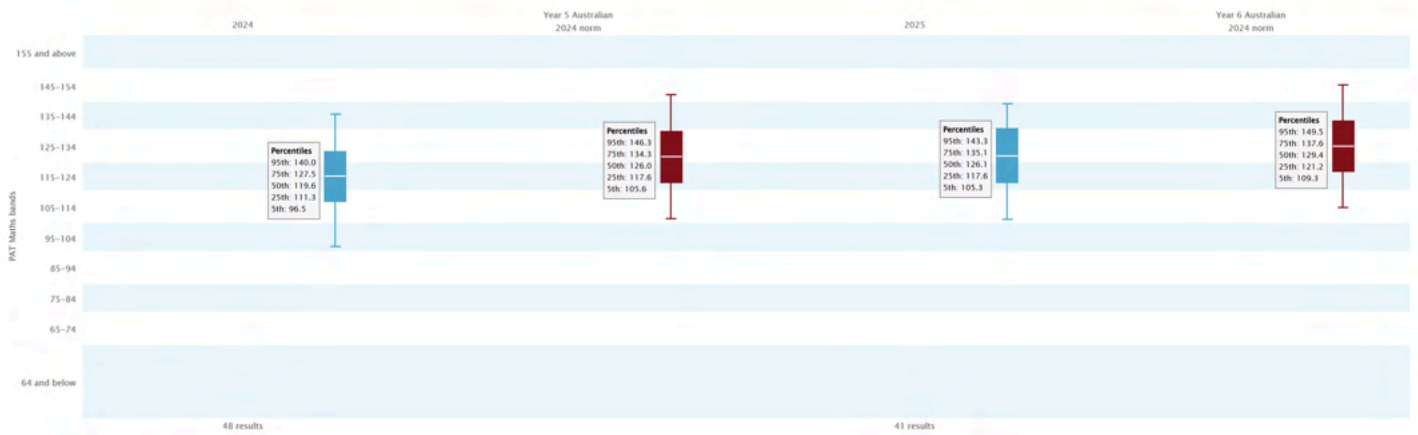
YEAR 4 MATHS



YEAR 5 MATHS



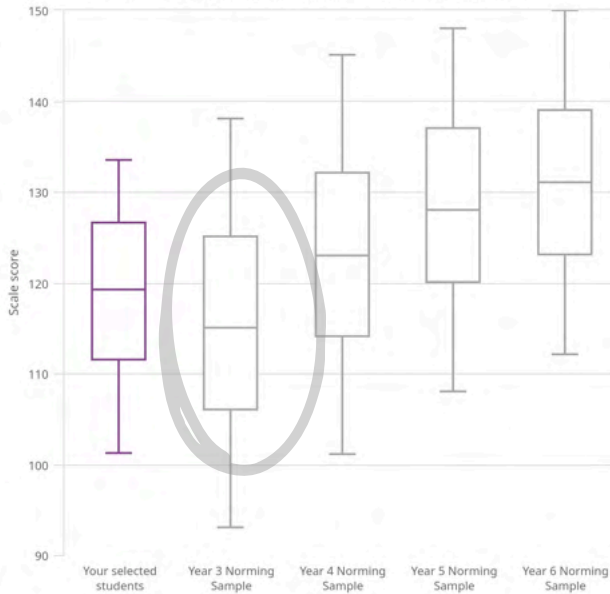
YEAR 6 MATHS





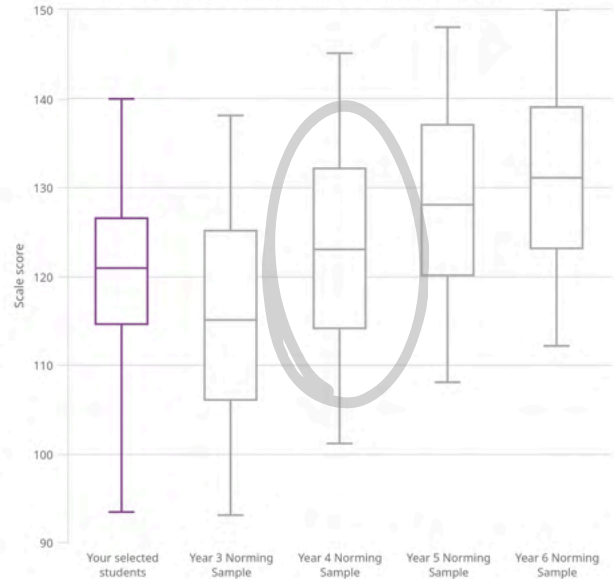
PAT GRAMMAR AND PUNCTUATION 2025

PAT Grammar and Punctuation / Norm Reference Report
for students with year level Year 3 between 08-06-2025 and 31-12-2025



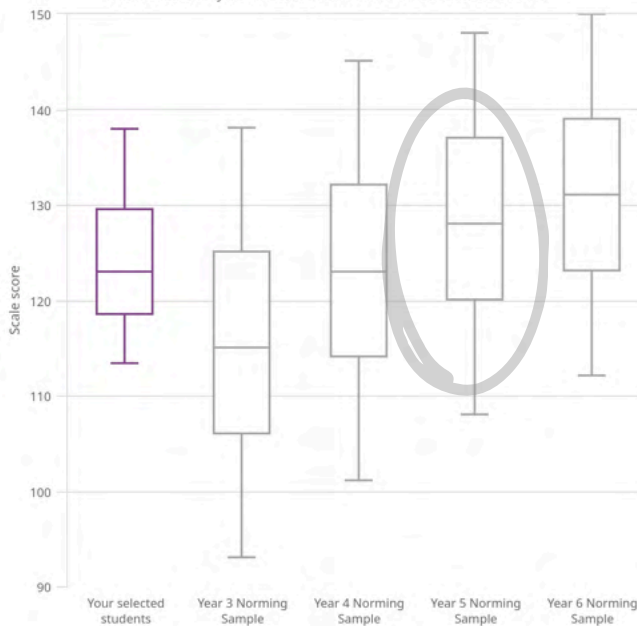
YEAR 3

PAT Grammar and Punctuation / Norm Reference Report
for students with year level Year 4 between 08-06-2025 and 31-12-2025



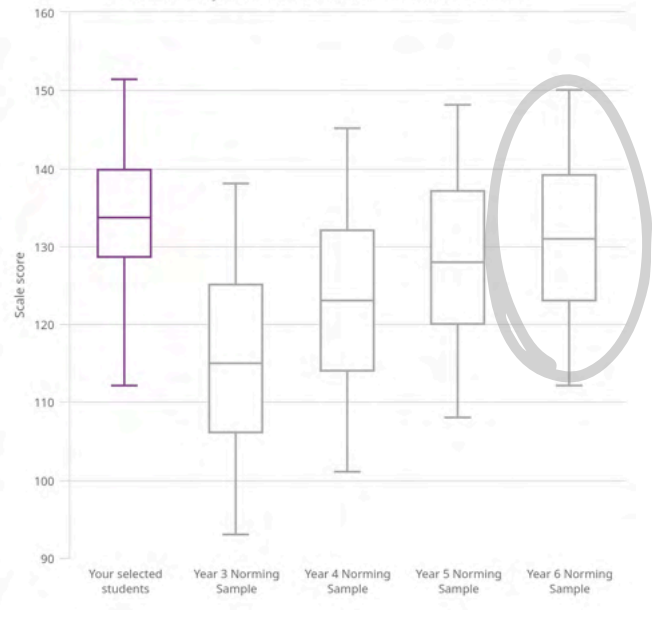
YEAR 4

PAT Grammar and Punctuation / Norm Reference Report
for students with year level Year 5 between 08-06-2025 and 31-12-2025



YEAR 5

PAT Grammar and Punctuation / Norm Reference Report
for students with year level Year 6 between 08-06-2025 and 31-12-2025



YEAR 6

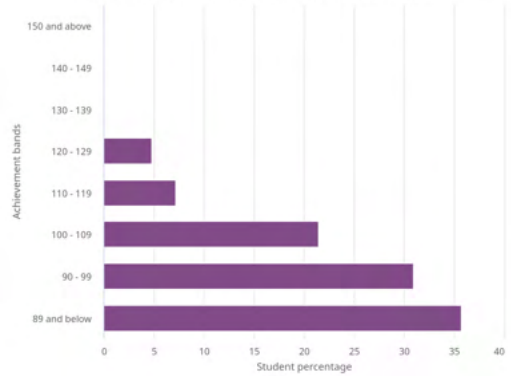


PAT VOCABULARY SKILLS 2025



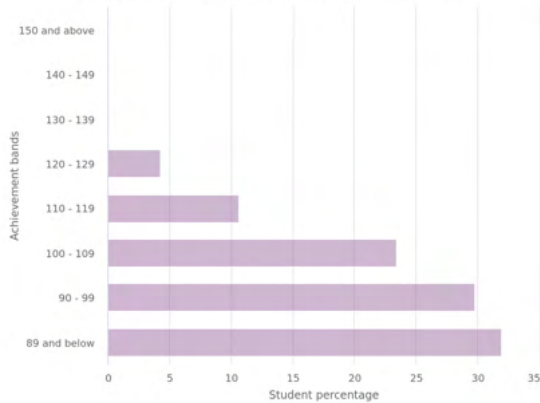
YEAR 2 2025

PAT Vocabulary Skills / Bands Report
for students with year level Year 2 between 30-06-2025 and 31-12-2025



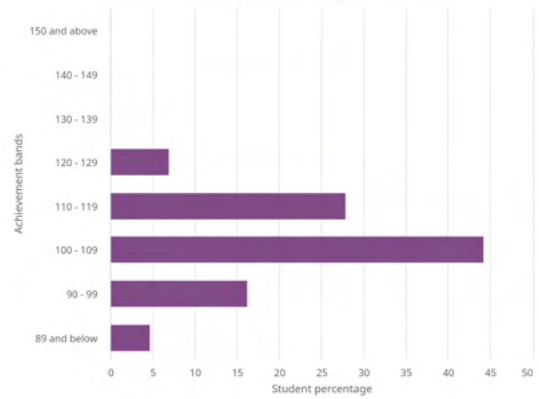
YEAR 2 2024

PAT Vocabulary Skills / Bands Report
for students with year level Year 2 between 12-05-2024 and 12-11-2024



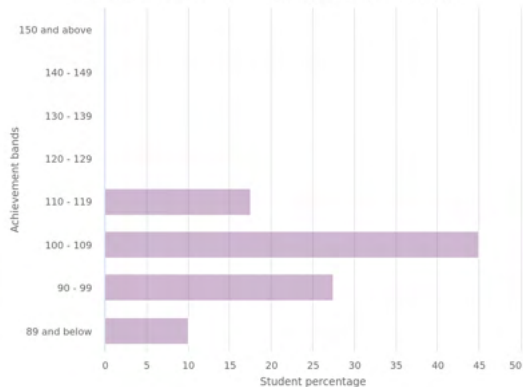
YEAR 3 2025

PAT Vocabulary Skills / Bands Report
for students with year level Year 3 between 30-06-2025 and 31-12-2025



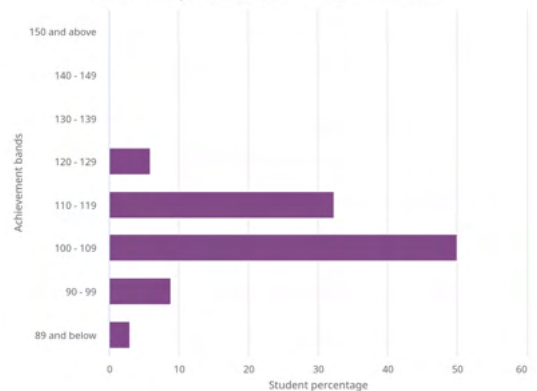
YEAR 3 2024

PAT Vocabulary Skills / Bands Report
for students with year level Year 3 between 12-05-2024 and 12-11-2024



YEAR 4 2025

PAT Vocabulary Skills / Bands Report
for students with year level Year 4 between 31-01-2025 and 30-06-2025

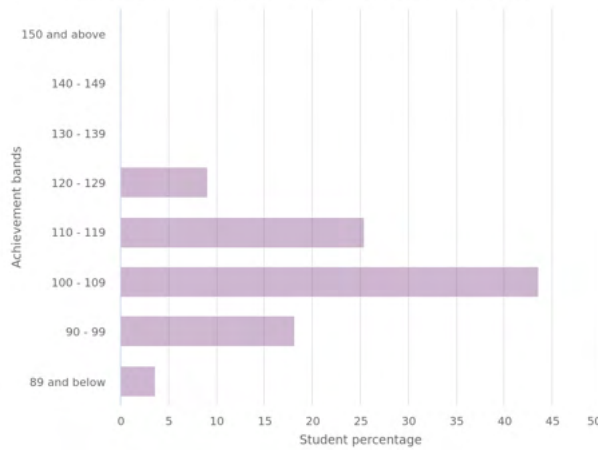




PAT VOCABULARY SKILLS 2025

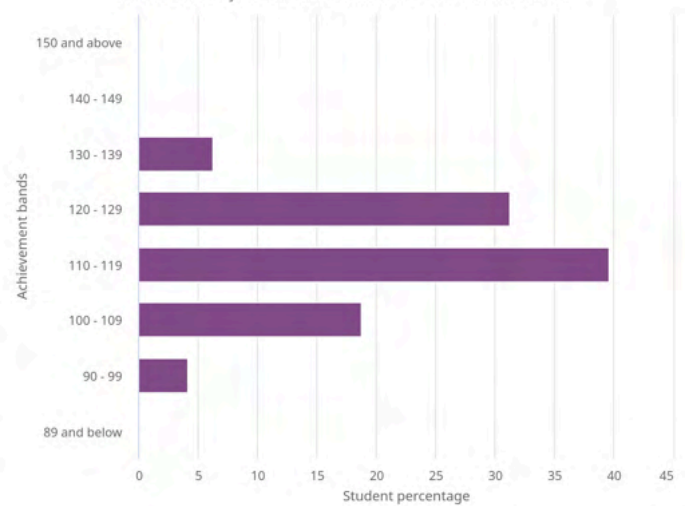
YEAR 4 2024

PAT Vocabulary Skills / Bands Report
for students with year level Year 4 between 12-05-2024 and 12-11-2024



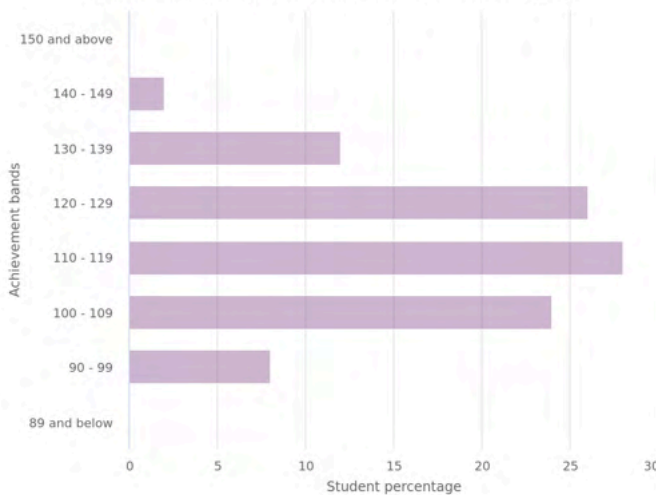
YEAR 5 2025

PAT Vocabulary Skills / Bands Report
for students with year level Year 5 between 08-06-2025 and 30-12-2025



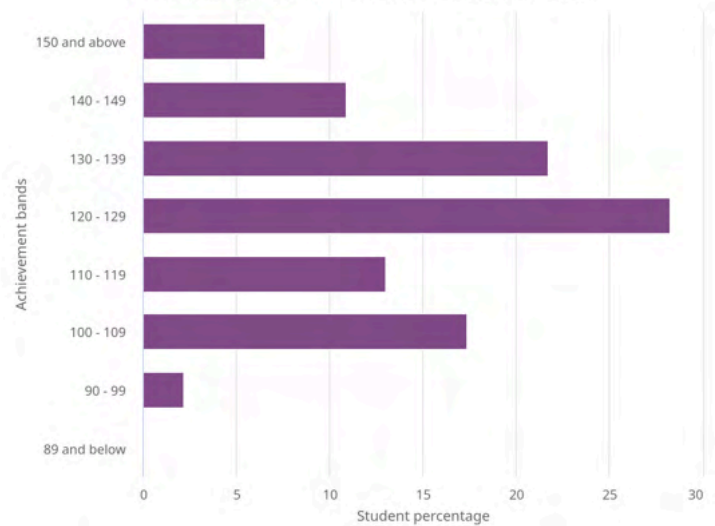
YEAR 5 2024

PAT Vocabulary Skills / Bands Report
for students with year level Year 5 between 12-05-2024 and 12-11-2024



YEAR 6 2025

PAT Vocabulary Skills / Bands Report
for students with year level Year 6 between 30-06-2025 and 31-12-2025





CELEBRATING ACHIEVEMENT

2025



Celebrating student achievement is an important part of fostering a positive and inclusive school culture. At Westminster Primary School, student success is recognised through a range of events and initiatives, including our annual End of Year Book Awards Ceremony. During this special event, students from every class are presented with awards that acknowledge both academic achievement and citizenship, recognising the diverse strengths and contributions of our learners.

The *Academic Achievement Award* celebrates students who have demonstrated dedication, perseverance and excellence in their learning throughout the year. The *Citizenship Award* recognises students who consistently display the school's values through their interactions with others, positive contributions to the school community, and commitment to being respectful, responsible and caring members of the school.



In addition to classroom awards, students are also recognised for their achievements in specialist learning areas including Science, Visual and Media Arts, Music, French and Physical Education. These awards acknowledge students who have demonstrated enthusiasm, commitment, creativity, skill development and a willingness to embrace new learning opportunities within these curriculum areas. By celebrating success across a broad range of disciplines, the school reinforces the importance of providing a well-rounded education and recognises that students excel in different ways.



Recognising student achievement plays an important role in motivating learners, building confidence, and reinforcing the behaviours and attitudes that support success. By celebrating both academic growth and personal qualities, the school acknowledges that achievement takes many forms and that every student has unique strengths to contribute. These occasions provide an opportunity for students, families and staff to come together to celebrate effort, progress and success, while inspiring all students to continue striving towards their personal best. Through the recognition of student achievement, Westminster Primary School promotes a culture where learning is valued, positive character is celebrated, and students feel a strong sense of belonging, pride and accomplishment.





FOCUS AREA 1:

MIRIAM THOMAS

Student Learning

2026 RECOMMENDATIONS

- Refine the use of assessment information to identify, monitor and respond to individual student learning needs, ensuring data is consistently used to guide planning, differentiation, and intervention.
- Strengthen the monitoring of student growth across all achievement levels, ensuring that students requiring intervention, support, and extension demonstrate measurable progress over time.
- Strengthen student ownership of learning through the consistent use of goal setting, self-reflection, and progress monitoring processes that enable students to understand their next steps and celebrate growth.
- Strengthen family engagement in the educational process by building parent understanding of student achievement, progress, and learning goals through regular communication, reporting processes, and parent-teacher conferences, fostering strong home-school partnerships that support student wellbeing, engagement, and improved learning outcomes.
- Strengthen family engagement in the educational process by building parent understanding of student achievement, progress, and learning goals, fostering strong home-school partnerships that support improved student outcomes (Parent-Teacher Conferences)
- Further develop the impact of Tier 2 intervention programs through ongoing monitoring of student progress and responsive adjustments to support structures and groupings.
- Prioritise human resourcing to ensure increased access to MiniLit and MacqLit intervention programs so that a greater number of students requiring additional literacy support are able to access timely and targeted intervention.
- Continue to strengthen the implementation of Bond Blocks as a Tier 2 numeracy intervention, including ongoing monitoring of student growth and program effectiveness.
- Expand opportunities for students to engage in self-assessment and feedback processes across learning areas to increase motivation, engagement and achievement.
- Strengthen staff capability to support EAL/D Learners through the use of Progress Maps to identify student needs, monitor growth, and support targeted intervention for EAL/D learners.
- Continue to utilise DIBELS, Brightpath, PAT Assessments, and school-based assessment data to identify students requiring extension or intervention and ensure teaching is responsive to individual learning needs.
- Ensure documented plans for students requiring additional support are regularly reviewed, monitored and updated to reflect progress towards individual goals.
- Strengthen transition processes into Kindergarten, between year levels, and into secondary school to ensure student information, intervention data, learning goals, wellbeing considerations, and support plans are effectively communicated, understood, and actioned, enabling continuity of learning and support at every stage of a student's educational journey.
- Investigate opportunities to expand extension and enrichment opportunities for high-achieving students in literacy and numeracy.



2025-2027

PRIORITIES



FOCUS AREA 2:

Quality Teaching

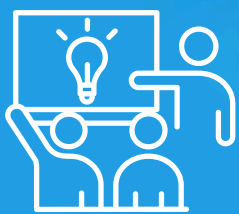
Highly effective teaching in all classrooms

Targets:

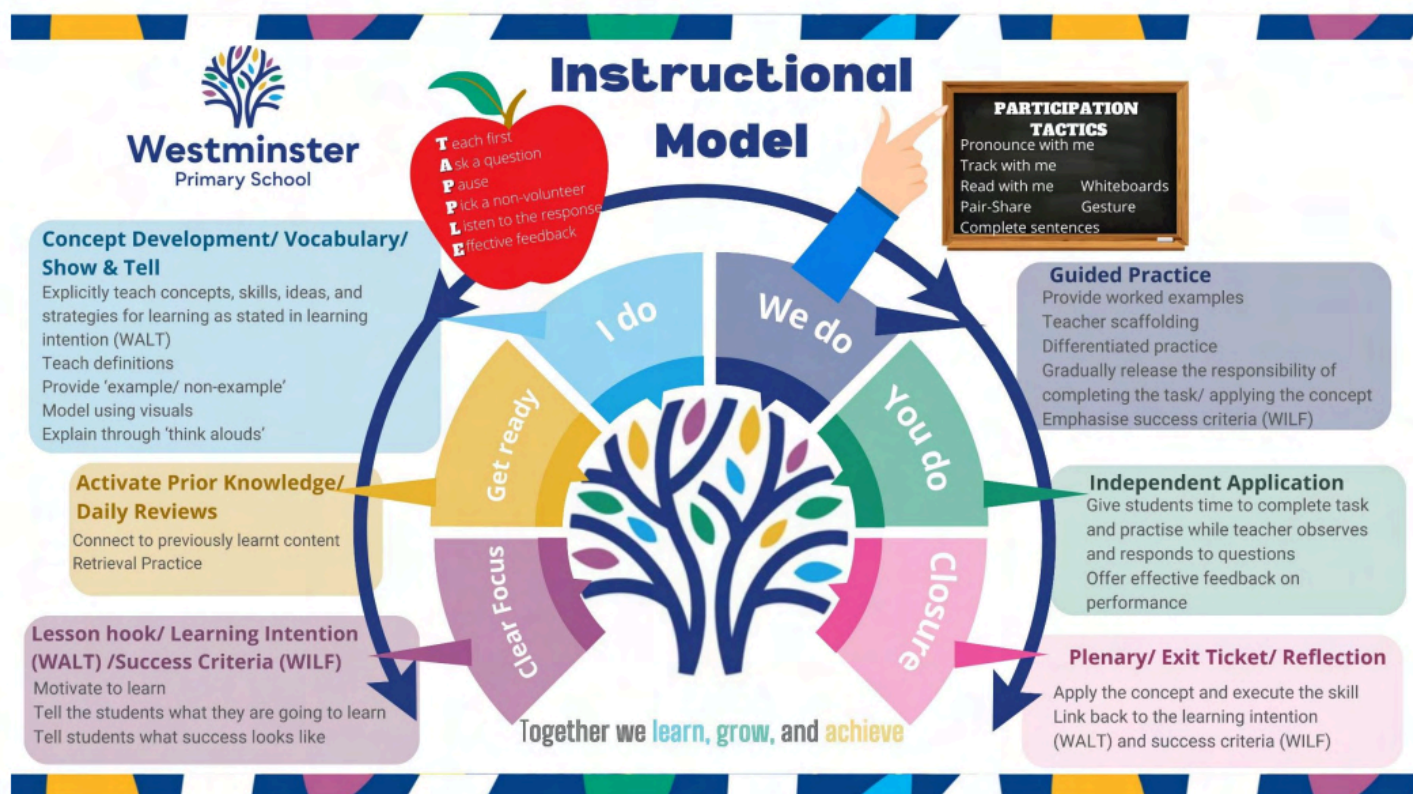
- To ensure consistent approaches to data analysis to inform planning and practice
- To ensure consistency in delivery of whole school approaches and programs
- To achieve low variance between classrooms



Together we learn, grow, achieve



Quality Teaching



Throughout 2025, Westminster Primary School continued to embed its **High Impact Instructional Model** across all classrooms, in order to provide a consistent, evidence-informed approach to teaching and learning. Grounded in contemporary research on how students learn most effectively, the model aligns directly with **Focus Area 2: Quality Teaching of the School Business Plan (2025–2027)**, particularly the targets of: ensuring consistency in the delivery of whole-school approaches and programs and achieving low variance between classrooms.

The instructional model provides a clear framework for effective teaching, guiding educators to build on students' prior knowledge and explicitly teach concepts, skills, and understandings through carefully planned instruction. Lessons are structured around intentional scaffolding and the gradual release of responsibility, supporting students to move from guided learning towards increasing independence and confidence.

A key feature of the model is the emphasis on active student participation. Teachers utilise a range of engagement strategies to maximise student involvement, regularly check for understanding, and provide timely, targeted feedback that supports progress and achievement. 'Daily Reviews' remain an integral component of classroom practice, enabling students to revisit and consolidate previously taught knowledge and skills. This systematic retrieval practice strengthens retention and supports the transfer of learning from short-term to long-term memory.

To ensure a unified and consistent approach across the school, all staff received ongoing support in implementing the model. This work was coordinated by Curriculum Deputy Principal, Miriam Thomas, who led the continued development of whole-school teaching practices and instructional consistency.

Further support for teachers was provided through additional collaborative planning time within Professional Learning Communities (PLCs), in-class coaching with observation and feedback cycles, and targeted professional learning opportunities. These structures enabled staff to refine their practice, engage in professional dialogue, and strengthen the collective efficacy of teaching teams. Through these ongoing efforts, Westminster Primary School has continued to build a cohesive, high-performing teaching culture focused on improving outcomes for all students.



WHOLE SCHOOL PROGRAMS AND APPROACHES AT WESTMINSTER PRIMARY SCHOOL- LITERACY

Westminster Primary School is committed to implementing consistent, evidence-based programs across year levels to ensure a cohesive approach to literacy and numeracy development. The following whole-school literacy approaches have been introduced to support students from the early years through to upper primary:



- **HEGGERTY**

Heggerty is an evidence-based program that develops students' phonological and phonemic awareness skills, which are critical foundations for learning to read and spell. Through short, daily lessons, students engage in activities such as identifying, blending, segmenting, deleting, and manipulating sounds within words.

- **COLOURFUL SEMANTICS**

Colourful Semantics is an oral language approach particularly used in early childhood and for students requiring additional language support. It breaks down sentences into colour-coded parts (who, what, where, etc.) to help students understand and build grammatically correct sentences. This visual and structured method supports students in developing spoken and eventually written language, expanding vocabulary, and improving comprehension.

- **UFLI FOUNDATIONS – Structured Synthetic Phonics (Pre-Primary to Year 2)**

In its second year of implementation at WPS, *UFLI Foundations* is a research-based structured synthetic phonics program that explicitly teaches letter-sound relationships, and the skills needed to decode (read) and encode (spell) words. UFLI ensures consistency in the way early reading is taught across the school.





WHOLE SCHOOL PROGRAMS AND APPROACHES AT WESTMINSTER PRIMARY SCHOOL- LITERACY

- **SPELLING MASTERY YEAR 3-6**

Spelling Mastery is an explicit, structured program used across Years 3 to 6. It systematically teaches spelling through direct instruction, focusing on phonemic, morphemic, and whole-word strategies. Spelling Mastery also ensures consistency across classrooms, with students grouped according to ability to maximise learning gains.

- **VOCABULARY**

Vocabulary is explicitly taught during reading and writing lessons and is practised through daily reviews.

- **TALK FOR WRITING**

Talk for Writing is used across all year levels to offer the scaffolding required to support students in becoming more confident and capable writers. It includes 3 main stages: learning a model story (Imitation), changing parts of it (Innovation), and creating their own writing (Independent Application)

- **READING**

WPS continues to align its approaches to teaching reading on the large evidence base that recognises the 6 key components identified as being essential for reading instruction, including oral language phonological awareness, phonics, vocabulary, fluency, and comprehension.

These whole-school programs form WPS's approach to literacy, ensuring consistent, high-quality instruction that supports all learners. Through structured teaching, targeted intervention, and shared instructional practices, the school continues to work towards improved outcomes for every student.





WHOLE SCHOOL PROGRAMS AND APPROACHES AT WESTMINSTER PRIMARY SCHOOL- NUMERACY

In 2025, in consultation with staff, Westminster Primary School commenced a significant transition in Mathematics, moving away from the PRiME Mathematics program and embracing the implementation of the revised Western Australian Mathematics Curriculum. To support this work, the school partnered with the *Mathematical Association of Western Australia (MAWA)* through the 'Mathematics Makeover' initiative.

The Mathematics Makeover package provided staff with access to targeted professional learning, curriculum support, and opportunities to deepen their understanding of the updated curriculum and effective Mathematics instruction. Throughout the year, teachers engaged in professional learning focused on the new curriculum content, effective pedagogical practices, and the development of coherent learning progressions that support student success.

Staff enthusiastically embraced these opportunities to strengthen their curriculum knowledge and refine their teaching practices. Through collaborative planning within year-level teams/ Professional Learning Communities (PLCs), teachers developed comprehensive scope and sequence documents aligned to the Western Australian Curriculum. These documents provide clear guidance on the sequencing of mathematical concepts and skills, building in content for daily reviews with the aim of ensuring consistency in curriculum delivery across classrooms while supporting responsive teaching.

This work represents an important step in building a shared understanding of high-quality Mathematics instruction across the school. By investing in staff expertise and developing locally tailored curriculum resources, Westminster Primary School has established strong foundations for improving student achievement and ensuring all learners have access to a rigorous, engaging, and well-sequenced Mathematics program.





TIER 2 INSTRUCTION

Westminster Primary School continued to strengthen its commitment to ensuring every student receives the support they need to achieve success in literacy and numeracy. As part of the *Response to Intervention (RTI) framework*, a range of evidence-based Tier 2 intervention programs entered their second year of implementation in 2025, providing targeted support for students requiring additional instruction beyond the classroom program.

These interventions are delivered by trained Education Assistants, Tilly-Lloyd Poole, Tiphani Sheldon and Denise Susac, who work closely with Curriculum Deputy, Principal Miriam Thomas to ensure intervention programs are implemented with fidelity and aligned with whole-school improvement priorities. Through ongoing collaboration, student progress is regularly monitored, assessment data is analysed, and intervention groups are adjusted to ensure support is responsive to individual student needs. The expertise, dedication and strong relationships these staff have developed with students have been instrumental in the success of the programs. Through consistent implementation and regular progress monitoring, students receive timely, structured support designed to accelerate learning, build confidence and maximise achievement.

MINILIT

MiniLit continued to provide intensive early literacy intervention for students in Years 1 and 2 who require additional support in developing foundational reading skills. Delivered in small groups, the program focuses on phonemic awareness, phonics, word recognition, spelling, reading fluency and comprehension. Through explicit, systematic instruction, *MiniLit* helps students build the essential skills required for successful reading development.

MACQLIT

For older students requiring additional literacy support, *MacqLit* continued to be implemented across the school. Designed for students in Year 3 and above who have not yet achieved fluent reading, *MacqLit* provides structured and sequential instruction that builds decoding skills, reading accuracy, fluency and comprehension. The program enables students to strengthen core literacy skills and access the broader curriculum with increasing confidence and independence.

BOND BLOCKS

The school's numeracy intervention program, *Bond Blocks*, also continued to support students requiring additional assistance in developing foundational mathematical understandings. Through the use of tactile materials, visual representations and structured learning experiences, students build fluency and confidence in essential number concepts. The program's hands-on approach is particularly effective in supporting conceptual understanding and helping students make meaningful connections between mathematical ideas.

SMALL GROUP TUITION

In addition to these interventions, Westminster Primary School benefited from the work of Mr Paul Miller who was appointed to the Small Group Tuition role in 2025. Mr Miller plays an important role in analysing whole-school assessment data to identify trends, learning gaps and priority areas for improvement. Through targeted, small-group instruction, he provides weekly support to students requiring additional assistance, helping to accelerate progress and ensure interventions are responsive to student need. Together, these intervention programs reflect the school's commitment to providing early identification, targeted support and evidence-based teaching practices. By ensuring students receive the right support at the right time, Westminster Primary School continues to work towards its goal of maximising learning outcomes and ensuring every student has the opportunity to reach their full potential.



USING DATA TO INFORM PRACTICE AND DRIVE IMPROVEMENT

A key priority within *Focus Area 2: Quality Teaching* of Westminster Primary School's Business Plan is to ensure consistent approaches to data analysis that inform planning and practice. To support this goal, the school continued to implement a comprehensive whole-school assessment schedule that provides staff with timely, reliable and meaningful information about student achievement, progress and learning needs.

Assessment at Westminster Primary School extends beyond measuring achievement at a single point in time. Through the systematic collection and analysis of data, staff are able to identify strengths, monitor growth, detect emerging learning needs, and evaluate the effectiveness of teaching practices. This ensures that classroom instruction, intervention programs and curriculum planning are responsive to student needs and focused on maximising learning outcomes.

Throughout 2025, students from Kindergarten to Year 6 participated in a range of assessments designed to provide a comprehensive picture of learning and development across literacy, numeracy and oral language. These included:

- **GAPS Screeners (Grammar and Phonology Screening)**, used to identify students who may be at risk of language difficulties and require additional support in developing foundational language skills.
- **NLM (Narrative Language Measures)**, which assess students' ability to understand and communicate through spoken narratives, providing valuable information about oral language development and readiness for reading and writing success.
- **Heggerty Assessments** were used measure a student's phonological and phonemic awareness—the ability to hear, identify, and manipulate the sounds in spoken words.
- **DIBELS (Dynamic Indicators of Basic Early Literacy Skills)**, administered from Pre-Primary to Year 6 to screen for the important literacy skills vital for reading success in line with the school's evidence-based approach to literacy instruction.
- **Progressive Achievement Tests (PAT)**, including PAT Adaptive Reading and PAT Adaptive Mathematics for students in Years 1–6, and PAT Science for students in Years 3–6. During 2025, the school also continued to utilise PAT Vocabulary Skills and PAT Grammar and Punctuation assessments, reflecting the school's ongoing focus on building strong language foundations across all year levels.
- **Brightpath Writing Assessments**, used from Pre-Primary to Year 6 to assess writing achievement, monitor growth over time, and support consistent moderation practices across classrooms.
- **Westwood One-Minute Maths Assessments**, which provide valuable information about students' automatic recall of basic number facts and support the development of mathematical fluency.





DATA ANALYSIS



USING DATA TO INFORM PRACTICE AND DRIVE IMPROVEMENT



The consistent implementation of the whole-school assessment schedule has strengthened staff capacity to engage in meaningful data analysis and collaborative planning. Teaching teams regularly review assessment results within Professional Learning Communities (PLCs) to identify trends, monitor cohort performance, establish priorities for instruction, and evaluate the impact of teaching strategies and interventions.

This ongoing cycle of assessment, analysis, planning and review supports a culture of continuous improvement and ensures that decisions are informed by evidence.

Through this commitment to data-informed practice, Westminster Primary School continues to strengthen teaching effectiveness and improve outcomes for all students.

Together we learn, grow, achieve



SCIENCE SARAH AITKEN

2025

In 2025, the Science learning area continued to provide students with rich, engaging, and hands-on learning experiences across all year levels. Students were supported to develop their scientific knowledge, skills, and inquiry processes through a range of classroom, school-wide and community-based learning opportunities. The refurbishment of the Science room, including updated sinks and storage facilities, further enhanced the delivery of practical learning experiences and supported the effective implementation of the Western Australian Curriculum.



KEY STRATEGIES

- Deliver engaging, hands-on Science learning experiences aligned with the Western Australian Curriculum for students in Years 1–6, building strong foundations in scientific understanding through consistent, high-quality teaching and learning programs.
- Provide authentic STEM and real-world Science experiences that develop students' scientific thinking, problem-solving skills and curiosity.
- Support students from EAL/D backgrounds through the explicit teaching of scientific vocabulary in meaningful contexts, balanced with practical learning experiences.
- Expand Science technology resources, including the development of the Science iPad fleet to support increased student access to digital learning tools and the purchase of a teacher device to monitor and guide learning.



HIGHLIGHTS

A highlight of the year was the range of high-quality STEM and Science enrichment opportunities provided to students at no cost to families, ensuring equitable access for all learners. These included:

- The *Bright Futures STEM Workshop* for Year 5 and 6 students, which fully engaged participants in hands-on STEM learning experiences.
- The *SciTech STEM Club* for Year 4–6 students during Term 3, delivered in partnership with local organisations.
- The Water Corporation education program for Years 1 and 2, exploring the topic *'Where Does Our Water Come From?'* and supporting students' understanding of environmental sustainability.
- The *Trees for a Sustainable Future* program in partnership with the City of Stirling.
- The partnership with the *City of Stirling* also enabled students to plant 125 native plants and fruiting trees, creating a new garden space on the school oval. This initiative provided authentic learning opportunities for Year 3 and Year 4 students while enhancing biodiversity and encouraging native wildlife to visit the school grounds.
- Students benefited from a range of engaging biological science experiences throughout the year. Through a partnership with *C.R.E.E.C.*, students were able to closely observe taxidermised native animals that once inhabited the local area, including an echidna, numbat and brown snake. These experiences helped bring classroom learning to life and deepened students' understanding of Australian wildlife and ecosystems.
- Students also enjoyed regular visits from Jubly the Green Tree Frog and caring for the Science room's resident animals, including spiny leaf insects and Fred the fish. These experiences fostered curiosity, responsibility and a greater appreciation for living things.





HIGHLIGHTS

Science Week was another significant highlight. Students from Kindy to Year 6 participated in a whole-school Science Day featuring the exciting *Science Alive* incursion. Throughout the day, students engaged in activities representing the four strands of the Science curriculum: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences. Activities included creating fossils, investigating camouflage through butterfly challenges, and designing, building and testing marble runs. The day generated enthusiasm and curiosity for Science across the school and showcased the value of inquiry-based learning.



PAT Science results for students in Years 3–6 demonstrated pleasing growth over time, reflecting the positive impact of consistent, high-quality Science instruction. Students continued to build upon prior knowledge and develop increasingly sophisticated scientific understanding and inquiry skills. These results affirm the school's ongoing commitment to engaging and effective Science teaching and learning programs.



SCIENCE WEEK

2025





2026 RECOMMENDATIONS

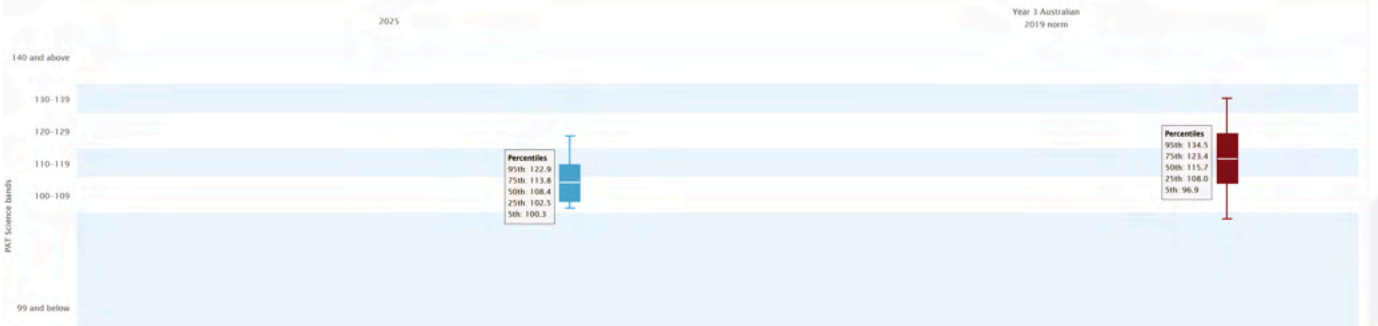
- Strengthen connections with Science teacher networks to support collaboration, moderation opportunities and the sharing of quality teaching resources.
- Establish a 'Science and Sustainability Team' to lead whole-school environmental initiatives and promote sustainable practices.
- Continue to use assessment data to inform planning and provide targeted learning experiences that address identified student needs.
- Expand PAT Science assessment participation to include students from Years 1–6 to provide a more comprehensive picture of student achievement and progress.



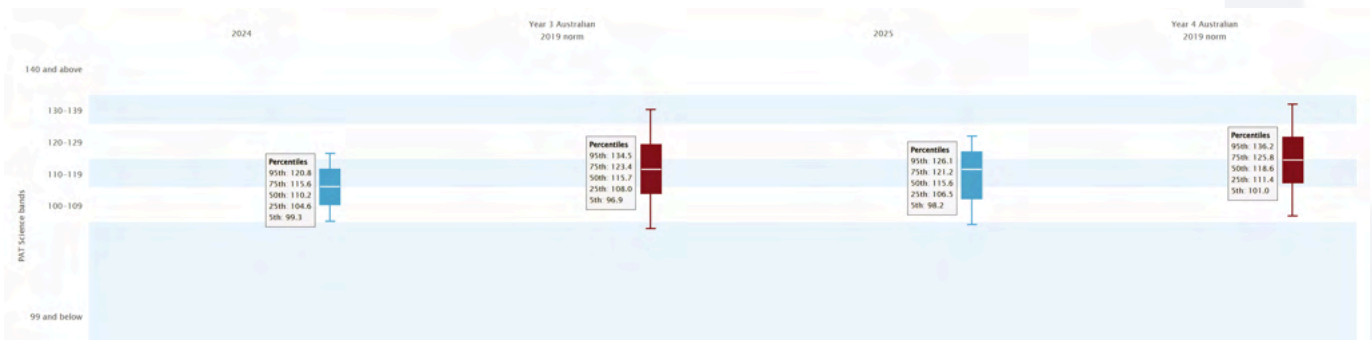
Overall, 2025 was a vibrant and productive year for Science at Westminster Primary School. Strong student engagement, valuable community partnerships and authentic learning experiences supported the development of curiosity, inquiry skills and a lifelong appreciation for Science.



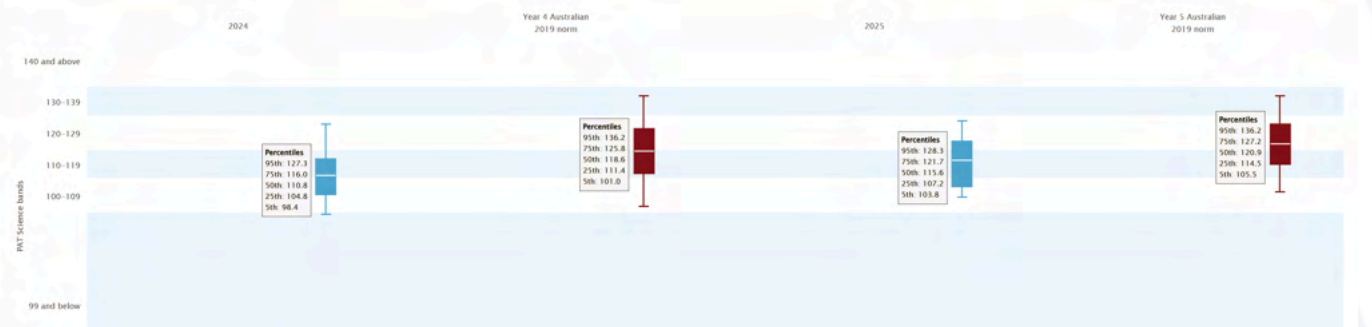
PAT SCIENCE YEAR 3



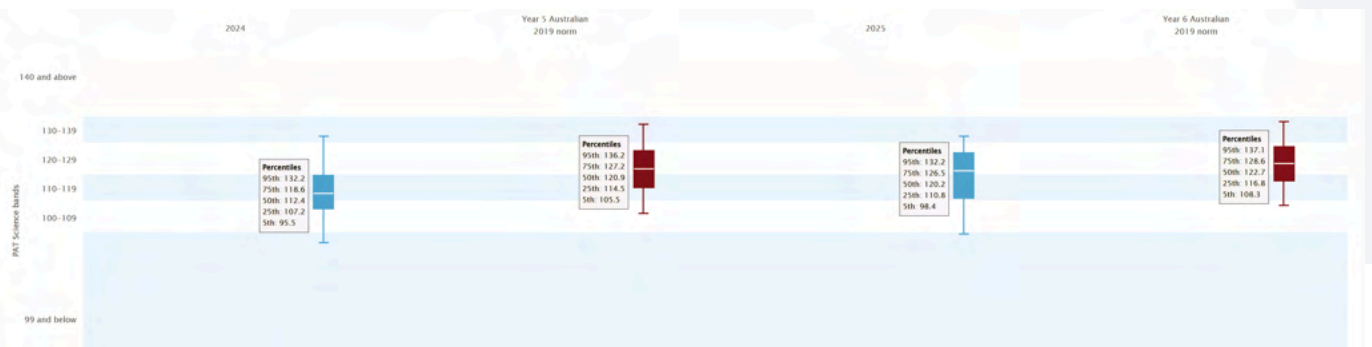
PAT SCIENCE YEAR 4



PAT SCIENCE YEAR 5



PAT SCIENCE YEAR 6



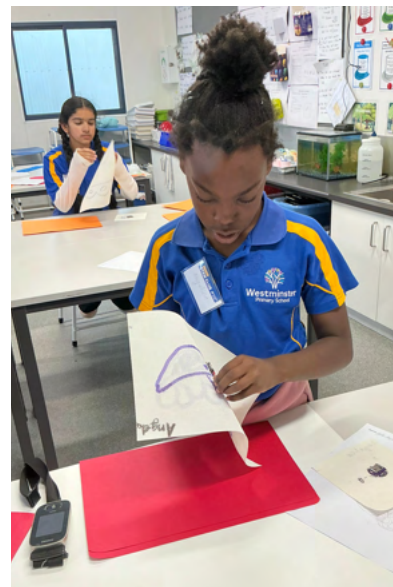


STEM CLUB

The after-school *SciTech STEM Club* provided an exciting opportunity for students in Years 4–6 to further develop their curiosity, creativity, and problem-solving skills through hands-on STEM learning experiences. Students participated in the 8-week '*Electrifying Circuits*' program, where they explored the fundamentals of electricity, circuits, and e-Textiles in an engaging and highly interactive environment.

Throughout the program, students investigated how circuits work, experimented with creating both series and parallel circuits, and developed their understanding of troubleshooting when circuits did not function as expected. Students particularly enjoyed using buzzers to spell their names in Morse code, combining scientific thinking with creativity and collaboration.

As the term progressed, students extended their learning by designing and stitching their own working circuits using LEDs and sewing techniques. For many students, this was an entirely new skill and required persistence, patience, and problem-solving. It was wonderful to see students embrace these challenges with enthusiasm and demonstrate resilience as they refined their designs and solutions.





STEM CLUB

2025



Participation in the program required students to submit a written expression of interest outlining why they wished to join the club and what they hoped to learn. The club generated strong interest and excitement, with students eagerly attending weekly sessions and demonstrating excellent engagement throughout the program.

The success of the STEM Club was enhanced through the expertise and enthusiasm of the SciTech facilitators, who provided engaging real-world learning experiences each week. Students greatly enjoyed working alongside the SciTech team and appreciated the hands-on materials and activities provided throughout the program. Special thanks goes to Mrs Aitken for coordinating and supporting this valuable opportunity for our students, as well as to staff members who assisted throughout the program.

The program provided valuable opportunities for students to strengthen their scientific thinking, creativity, teamwork, resilience, and confidence while fostering a deeper interest in STEM learning and innovation.





In 2025, Westminster Primary School continued to deliver both Visual Arts and Media Arts as part of the specialist curriculum program, now in its second year of implementation. The inclusion of both learning areas across the year has significantly enriched students' creative experiences, providing opportunities to explore, communicate, and express ideas through a wide range of traditional and digital art forms.

Through engaging and hands-on learning experiences, students developed confidence in experimenting with materials, techniques, and technologies while building their creative thinking, problem-solving, collaboration, and communication skills. Students demonstrated increasing independence and creativity as they transformed their ideas and imaginations into meaningful visual and digital works.

The continued implementation of both Visual Arts and Media Arts has also strengthened students' understanding of how artistic and digital mediums can be used to tell stories, communicate messages, and represent personal experiences and perspectives.

KEY STRATEGIES

- Providing students with opportunities to engage in both traditional and digital creative processes.
- Explicitly teaching artistic and digital skills through scaffolded and sequential learning experiences.
- Encouraging creativity, experimentation, and risk-taking within a supportive learning environment.
- Integrating opportunities for students to plan, create, reflect upon, and share their work.
- Developing student confidence through hands-on and highly engaging activities.
- Building student familiarity with a range of digital tools and multimedia platforms.
- Encouraging persistence and resilience when learning challenging artistic techniques and technologies.
- Creating opportunities for students to showcase and celebrate their creative work with peers and families.



STUDENT WORK SAMPLES





VISUAL ARTS HIGHLIGHTS

Students explored a wide variety of artistic techniques, materials, and styles while developing their understanding of the elements of art and artistic expression.

A major focus area was colour theory, where students experimented with mixing primary and secondary colours to create a broad and varied colour palette. Students applied this understanding when producing detailed paintings inspired by nature, demonstrating increasing confidence in colour selection, blending, and composition.

Students also explored the work of renowned abstract artist, Wassily Kandinsky and examined how his artistic style evolved over time. They analysed the use of colour, line, shape, and pattern within his artworks before creating their own pieces inspired by his techniques. Students enthusiastically embraced the opportunity to experiment with abstract forms and expressive design elements while developing their understanding of artistic interpretation.

Collage work was another significant highlight throughout the semester. Students initially used templates inspired by the work of Pete Cromer to develop their understanding of layering, texture, and composition techniques. As their confidence and skills developed, students progressed to creating their own original collage designs, showcasing increasing creativity, independence, and attention to detail.

Students also explored three-dimensional art through a range of origami activities. While many of these techniques required patience, precision, and persistence, students embraced the challenge enthusiastically and demonstrated impressive resilience and determination. It was particularly pleasing to see students experience success and pride as they mastered increasingly complex folding techniques and exceeded their own expectations.

MEDIA ARTS HIGHLIGHTS

During the Media Arts semester, students further developed the foundational storytelling and digital media skills introduced during 2024. It was extremely pleasing to observe how well students retained previously taught skills following a semester break, while also demonstrating significant growth and confidence throughout 2025.

Students continued building their understanding of digital storytelling through the use of a variety of multimedia applications and digital creation tools, including *iMovie*, *Stop Motion Studio*, *Clips*, and *Keynote*. Through these platforms, students developed skills in animation, sequencing, voice recording, visual design, and digital presentation.

One of the major highlights of the semester was the creation and presentation of familiar stories through student-produced animations and voice recordings. Students enthusiastically retold well-known narratives, including *'The Boy Who Cried Wolf'*, using stop-motion techniques, visual effects, and narration to bring their stories to life. These projects provided valuable opportunities for students to combine creativity, collaboration, communication, and digital technology skills in highly engaging ways.

Another memorable highlight was the creation of personalised digital artworks featuring family members, which were displayed during the parent open night. Students demonstrated great pride in sharing these creations with their families, and the event provided an authentic and meaningful opportunity to celebrate student creativity and learning with the wider school community.



RECOMMENDATIONS

Moving forward, the following recommendations will continue to strengthen the Visual Arts and Media Arts programs:

- Continue providing students with opportunities to engage in both traditional and digital creative experiences.
- Further expand opportunities for students to showcase their work within the school community.
- Continue developing student confidence and proficiency with digital storytelling tools and applications.
- Explore additional opportunities for connecting Visual Arts and Media Arts with classroom learning areas.
- Continue encouraging creativity, experimentation, and resilience through open-ended artistic tasks.
- Further develop opportunities for collaborative projects and student voice within creative learning experiences.
- Continue building student understanding of artistic styles, techniques, and influential artists.





In 2025 Westminster Primary School offered a comprehensive Music program for students from Year 1 to Year 6, designed to develop skills in performing, composing, and responding to music. Students engage in a sequential program that builds instrumental skills, music theory knowledge, and confidence in performance.

Students in Years 5 and 6 were provided with additional opportunities through the Instrumental Music School Services (IMSS) program, as well as participation in the School Choir. In 2025, a strong focus was placed on extending performance opportunities, particularly through the development of the Senior Choir.



KEY STRATEGIES

- Implemented the School Curriculum and Standards Authority (SCSA) curriculum to guide teaching, learning, and assessment in Music.
- Delivered structured, sequential lessons to build skills in singing, instrumental performance, rhythm, and music theory.
- Provided regular performance opportunities within the classroom to build student confidence and engagement.
- Expanded the School Choir program, with a focus on developing the Senior Choir (Years 4–6).
- Supported students to prepare for large-scale performances, including targeted vocal and performance skill development.
- Continued to promote IMSS participation and support students in developing instrumental skills.



HIGHLIGHTS

- Senior Choir successfully performed at One Big Voice 2025.
- Students from Years 1–6 showcased their musical talents through instrument performances at Open Night, with IMSS students also performing.
- Students from Years 1–6 performed One Big Voice repertoire and choreography led by the School Choir, with choir students participating in solo performances, highly commended by staff and students.
- Increased student participation, confidence, and engagement in Music across the school.



RECOMMENDATIONS

- Continue to strengthen the Senior Choir program and expand performance opportunities.
- Establish Music performances and the whole-school *One Big Voice* showcases as annual events in 2026.
- Provide ongoing opportunities for IMSS students to showcase their learning.
- Continue to develop consistent assessment and moderation practices aligned with the Music curriculum.



ONE BIG VOICE

2025

A highlight of the year for our school choir was participating in *One Big Voice*, Australia's largest and most inclusive children's choir event. Students travelled to RAC Arena where they joined schools from metropolitan, regional, and remote areas across Western Australia in a vibrant and uplifting musical showcase.

Built on a long-standing tradition, *One Big Voice* provides students with the opportunity to experience the joy of music, performance, and belonging through the shared experience of singing together. Students performed a range of positive and inspiring songs that celebrated community, resilience, and inclusion.

Our choir students demonstrated great commitment and enthusiasm throughout the year, attending regular rehearsals before school and working diligently to learn and prepare for the performance. Participating in the event helped students develop confidence, teamwork, perseverance, and performance skills while strengthening their connection to the school community.

The choir represented Westminster Primary School with pride and were a credit to our school community. Special acknowledgement goes to Music Teacher Jackie Williams for her extensive work in developing the music program and supporting the growth and success of the school choir throughout the year and to Mrs Thomas, Mrs Aitken and Mrs Phillips who attended the excursion on the day.





Physical Education continued to play an important role in promoting student health, wellbeing, teamwork, resilience, and active participation throughout the year. Students across all year levels enthusiastically engaged in a wide variety of sporting and fitness opportunities, demonstrating excellent effort, sportsmanship, and school pride.

The Physical Education program focused on developing fundamental movement skills, teamwork, fitness, game sense, and confidence through engaging lessons, whole-school events, faction competitions, and interschool sporting opportunities. Students were encouraged to challenge themselves, demonstrate persistence, and participate positively in both competitive and non-competitive settings.



KEY STRATEGIES

- Delivering a sequential and inclusive Physical Education program across all year levels.
- Promoting active lifestyles and positive exercise habits through regular fitness activities and sporting events.
- Providing opportunities for students to participate in both faction and interschool competitions.
- Encouraging teamwork, resilience, persistence, and respectful sportsmanship.
- Supporting student confidence and skill development through explicit teaching and consistent practice.
- Creating opportunities for students of varying abilities to experience success and represent the school.
- Encouraging high levels of participation and engagement through varied and enjoyable sporting experiences.



HIGHLIGHTS

The year commenced with our popular whole-school Running Club, which promoted fitness, endurance, and healthy exercise habits while encouraging students to challenge themselves and remain active. Participation levels were consistently strong, with many students demonstrating determination and enthusiasm each week



Selected Year 5 and 6 students also represented Westminster Primary School at the *Soccer Gala Day* held at Dianella Secondary College. Students displayed excellent teamwork, skill, and sportsmanship throughout the competition, with one team progressing through to the semi-finals. The event provided students with valuable opportunities to develop their game skills while representing the school with pride.





HIGHLIGHTS

Year 5 and 6 students participated in the Winter Interschool Sports competition against Roseworth Primary School, Dianella Primary School, and Koondoola Primary School. Students competed in AFL, Soccer, and Netball and demonstrated outstanding commitment, teamwork, and perseverance throughout the series.

The Netball B team achieved an excellent result, finishing in 1st place, while both the Soccer team and Netball A team finished in 2nd place overall. The AFL team showed significant improvement across the competition, with students demonstrating increased confidence, skill development, and teamwork as the season progressed.

Our annual Cross Country Carnival was another successful event, with strong participation and encouragement displayed across all year levels. Students demonstrated persistence and resilience while challenging themselves to complete their races. Swan faction was awarded the Cross Country Shield following a strong overall performance across the event.





HIGHLIGHTS

Term 3 focused heavily on Athletics preparation, with students participating in skill development and training sessions leading up to the school Athletics Carnival. Students practised a variety of track and field events while developing their athletic skills, teamwork, and understanding of healthy competition.

The Westminster Primary School Athletics Carnival was a highlight of the year, with excellent student participation, strong faction spirit, and enthusiastic support from families and staff. Avon faction was named overall winner of the carnival following consistent performances across track and field events.

Selected students were then chosen to represent Westminster Primary School at the Interschool Athletics Carnival. Westminster students performed exceptionally well, finishing 1st in the Junior division and 2nd in the Senior division. Several students were also recognised with Champion Boy and Champion Girl awards, reflecting the high level of talent, determination, and preparation demonstrated by our students.





EARLY YEARS CARNIVAL

2025



A highlight for our youngest students was the Early Childhood Faction Athletics Carnival. Our Kindergarten and Pre-primary students filled the oval with energy as they participated in a morning of fun and developmentally appropriate physical activities.

The carnival provided students with valuable opportunities to practise and apply a wide range of fundamental movement skills, which form the foundation for future participation in lifelong physical activity. Throughout the morning, students engaged in activities that promoted running, jumping, balancing, throwing, catching, coordination, agility, and body awareness.



The carnival began with running races, where students proudly demonstrated determination and persistence as they gave their best effort and crossed the finish line to enthusiastic cheers from staff, families, and peers. Students then rotated through a variety of novelty events including hopper races, flag relays, bean bag toss activities, and egg and spoon races. These engaging activities allowed students to further develop their movement skills while encouraging teamwork, cooperation, and a willingness to challenge themselves.

We are extremely proud of all students for the enthusiasm, effort, and perseverance they demonstrated throughout the event while developing the fundamental movement skills that are so important during the early years of learning.





RECOMMENDATIONS

- Continue to provide a broad range of sporting and fitness opportunities for all students.
- Further develop opportunities for student leadership within sporting events and carnivals.
- Continue promoting active lifestyles and positive exercise habits through initiatives, such as Running Club.
- Explore additional interschool sporting opportunities where possible.
- Continue focusing on inclusivity and participation to ensure all students experience success and engagement in Physical Education.
- Maintain opportunities for students to develop teamwork, resilience, and sportsmanship through competitive and non-competitive activities.
- Continue building student fitness and fundamental movement skills through consistent and engaging Physical Education lessons.



Overall, 2025 was a highly successful year for Physical Education at Westminster Primary School. Students demonstrated enthusiasm, commitment, perseverance, and sportsmanship across a wide variety of sporting opportunities and events. The Physical Education program continued to support the development of physical skills, confidence, teamwork, and positive wellbeing, while fostering school pride and active participation.

We look forward to building on these successes and continuing to provide engaging and inclusive Physical Education opportunities for all students in the future.

TEACHING AND LEARNING HIGHLIGHTS



Westminster
Primary School



TEDDY BEARS' PICNIC

Pre-primary students enjoyed a memorable *Teddy Bears' Picnic* during Term 1, taking advantage of the beautiful weather while sharing a special morning with their favourite teddy bears. The experience provided students with opportunities to build social skills, engage in imaginative play, and participate in a shared community activity.

The picnic also served as a meaningful learning experience connected to the students' *Talk for Writing* program. Following the event, students developed oral recounts retelling the Teddy Bears' Picnic, with a focus on sequencing events using time connectives such as first, next, then, after that, and finally. This authentic learning experience supported the development of oral language, vocabulary, and early writing skills in an engaging and purposeful context.



OUTDOOR CLASSROOM DAY

Outdoor Classroom Day provided an exciting opportunity for students across Westminster Primary School to take their learning beyond the classroom and engage with the natural environment in meaningful and purposeful ways. At various points in the day, students participated in a variety of outdoor learning experiences that encouraged curiosity, creativity, collaboration, and physical activity.

Students embraced the opportunity to learn in a different environment, demonstrating enthusiasm, engagement, and a willingness to explore new ideas.

Research continues to highlight the many benefits of outdoor learning. Learning outdoors has been shown to improve student engagement, wellbeing, physical health, social skills, resilience, and problem-solving. Outdoor learning experiences provide authentic opportunities for students to connect with their environment, work collaboratively with others, and apply their learning in practical and meaningful contexts.

The day reflected Westminster Primary School's commitment to providing diverse and engaging learning experiences that support the development of the whole child. It was wonderful to see students actively participating, working together, and enjoying the benefits of learning beyond the 4 walls of the classroom.



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AUTHOR VISIT

As part of our Book Week celebrations, Westminster Primary School welcomed author Clodagh Starr in Term 3 Week 5 for a special presentation with students in Years 1–3. Clodagh shared her exciting book *'Crunch! Kaboom!'*, which explores the world of powerful mining machines and the iron ore industry in Western Australia.

The session provided students with an engaging opportunity to hear directly from a real-life author while learning about the creative process involved in writing and publishing a book. Students were fascinated by the inspiration behind the story and enjoyed learning more about the mining industry and the important role it plays within Western Australia.

Clodagh's lively and interactive presentation encouraged students to use their imaginations, think creatively, and develop enthusiasm for reading and writing. The visit supported the school's ongoing focus on fostering a love of literacy by creating authentic and memorable connections to books, storytelling, and language. The experience inspired many budding young readers and writers and was a highlight of our Book Week celebrations.



NATIONAL SIMULTANEOUS STORYTIME



Students across Westminster Primary School enthusiastically participated in *National Simultaneous Storytime*, a nationwide literacy event organised by the *Australian Library and Information Association (ALIA)* that celebrates the importance of reading and shared storytelling experiences. Each year, schools, libraries, and communities across Australia come together to read the same Australian picture book simultaneously, with the aim of promoting a love of books, literacy, and imagination.



The 2025 featured story, *The Truck Cat*, by Deborah Frenkel, captured students' interest and provided opportunities for rich discussion, creativity, and engagement with language and storytelling. Students enjoyed participating in shared reading experiences and related classroom activities that helped strengthen comprehension, oral language, and a positive connection to reading.

National Simultaneous Storytime supported the school's ongoing focus on fostering a strong reading culture and encouraging students to see reading as both enjoyable and meaningful. The event also highlighted the power of stories to bring communities together through shared learning and imagination.





BOOK WEEK

2025

Book Week was a wonderful celebration of reading, imagination, and creativity across the school community. This year's theme, "*Book an Adventure*", was brought to life during our vibrant Book Week Parade, where students and staff arrived dressed as characters from their favourite stories. The undercover area was transformed into a colourful display of explorers, heroes, magical creatures, and well-loved literary characters, creating an atmosphere filled with excitement and joy.

A special highlight of the event was a unique story written especially for Westminster Primary School, which took students on an imaginative journey filled with humour, surprises, and adventure. As the story unfolded, students were reminded of the power of books to inspire curiosity, creativity, and a love of reading.

From Kindergarten through to Year 6, students enthusiastically participated in the celebrations, showcasing creativity, confidence, and strong community spirit. The event supported the school's ongoing focus on fostering a positive reading culture and encouraging students to engage with books in meaningful and enjoyable ways.

We also acknowledge the wonderful support of families, whose assistance with costumes and participation helped make the event such a memorable and successful celebration for our students.



The dwarves huddled together and followed Mrs Thomas, Mr Coci, and Mrs Abbott out into the courtyard.

'Adventure awaits!', Mr Coci declared.





BOOK WEEK

2025



Together we learn, grow, achieve





HOME READING

2025



The Home Reading Program continued to play an important role in supporting literacy development and fostering a lifelong love of reading across the school. Regular reading at home strengthens fluency, comprehension, vocabulary development, and confidence, while also building the language and background knowledge that support long-term academic success.

A strong focus was placed on helping students view reading as an enjoyable and meaningful part of everyday life rather than simply a school task. By encouraging positive reading habits from an early age, the program supports not only reading achievement, but also curiosity, imagination, communication skills, and overall engagement with learning.

The program also provided valuable opportunities for families to become actively involved in their child's education.

Reading together at home strengthens partnerships between school and families while creating positive shared experiences around books, storytelling, and learning. Students were encouraged to read each night and record their progress in home reading logs, helping to build consistency, responsibility, and persistence.

Reading milestones were recognised and celebrated throughout the year. Students achieving milestone targets proudly visited the office where Mrs Thomas stamped their reading logs to acknowledge their efforts and commitment. Some of our most dedicated readers also earned a special Golden Ticket reward and attended a celebratory *'Pizza lunch with the Principals.'* These celebrations helped motivate students while reinforcing the value of persistence and regular reading habits.



The Home Reading Program continues to contribute positively to student wellbeing, engagement, and achievement by building confidence, strengthening home-school partnerships, and promoting a positive culture of reading throughout the school community.

Students also enthusiastically participated in the **Premier's Reading Challenge** from 7 April to 27 June, with the goal of reading at least 12 books during the challenge period. It was wonderful to see many students not only meet this target, but significantly exceed it. Students who successfully logged their reading received a certificate signed by the Premier in recognition of their commitment and achievement. The challenge further encouraged students to develop positive reading habits while celebrating reading success across the school community.



TALK FOR WRITING **HOOKS**

2025



Pre-primary students were fully immersed in their *Talk for Writing* learning this year through an exciting and imaginative Gruffalo investigation inspired by 'The Gruffalo.' Students in both Pre-primary classes were amazed to discover 'photographic evidence' suggesting that the Gruffalo had visited their classrooms and even spent the night sleeping in the Front Office.

The mysterious sightings sparked great excitement and curiosity across Koorlangka 6 and Koorlangka 7, with students enthusiastically searching for clues, discussing possible sightings, setting traps, and sharing theories as part of their oral language and storytelling activities. Students from Koorlangka 7 discovered 'Gruffalo Crumble' left behind, while Koorlangka 6 created 'Gruffalo Feet' biscuits in an attempt to lure him from his hiding place.

This engaging learning hook played a vital role in generating excitement and curiosity about the model texts. By creating an authentic and memorable context for learning, students became highly motivated to listen to, retell, and explore the texts. The experience provided a meaningful purpose for learning and helped students develop a deeper connection with the text, laying strong foundations for future reading, writing, and oral language activities.

The Gruffalo investigation supported the development of imagination, vocabulary, sequencing, oral language, text structure, and storytelling skills while bringing the *Talk for Writing* approach to life in a fun and interactive way. It was wonderful to see students so engaged in their learning as they embraced the challenge of becoming Gruffalo detectives and storytellers.



OPEN AFTERNOON

2025



The annual '*Open Afternoon*' provided a valuable opportunity for families and community members to engage with the teaching and learning programs taking place across Westminster Primary School. Classrooms were opened to the community, allowing students to share their learning journey, showcase completed work, and demonstrate the knowledge, skills, and understandings they had developed throughout the year.

The event highlighted the breadth and quality of learning experiences provided across the school and gave families insight into the curriculum, learning environments, and instructional approaches that support student growth and achievement. Students were encouraged to reflect on their learning, articulate their progress, and take pride in sharing their accomplishments with others. These authentic opportunities to communicate learning help strengthen student confidence, ownership, and engagement.

A special highlight of the afternoon was the performance held in the undercover area featuring the school choir and Year 5 and 6 students participating in the specialist guitar program delivered through the Instrumental Music School. Through their performances, students demonstrated the skills, perseverance, collaboration, and confidence developed through ongoing participation in music education programs. The event provided an authentic audience for students to showcase their learning while celebrating the important role the arts play in supporting creativity, self-expression, and student wellbeing.

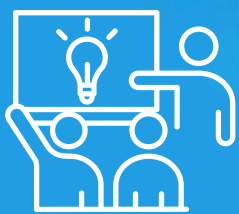
The '*Open Afternoon*' was a meaningful celebration of teaching and learning, providing families with a deeper understanding of student achievement and progress while strengthening the partnership between home and school. It reinforced the shared commitment to supporting every student to learn, grow, and achieve.



OPEN AFTERNOON

2025



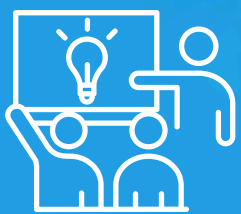


Quality Teaching

2026 RECOMMENDATIONS

- Build levels of consistency in the implementation of whole-school programs and agreed practices by continuing to invest in professional learning, collaborative planning opportunities, instructional coaching, classroom observations, and clearly documented curriculum expectations.
- Deepen the implementation of the Westminster Primary School High Impact Instructional Model, with a continued emphasis on retrieval practice, explicit instruction, student engagement strategies, and feedback practices that support learning growth.
- Continue to foster strong Professional Learning Communities that support collaborative problem-solving, professional dialogue, shared accountability and continuous improvement.
- Continue to build staff capacity in evidence-based literacy instruction, including the consistent implementation of *UFLI Foundations*, *Spelling Mastery*, *Talk for Writing*, *Heggerty* and *Colourful Semantics*.
- Continue to strengthen instructional coaching, lesson modelling and peer observation opportunities to support low variance teaching practices across classrooms.
- Strengthen whole-school documentation systems, including modelled text banks, curriculum resources, and assessment records, to support sustainability and consistency.
- Further develop moderation practices across literacy and numeracy to ensure consistency of teacher judgement and reporting.
- Refine the implementation of *UFLI Foundations* to ensure consistent delivery, strong instructional fidelity, and improved outcomes in foundational literacy skills.
- Further promote a culture of reading by strengthening initiatives such as the *Premier's Reading Challenge*, *Home Reading Program*, *National Simultaneous Storytime*, and *Book Week*, while continuing to refine classroom reading instruction.
- Ensure adequate resourcing of the **Home Reading Program** and text-based curriculum units through the ongoing acquisition of high-quality, and curriculum-aligned texts that meet the diverse needs and interests of students.
- Continue to review and enhance *Talk for Writing* units through collaborative teacher feedback, ensuring model texts are knowledge-rich, culturally responsive, engaging, and aligned with whole-school literacy priorities.
- Broaden the range of *Brightpath* writing assessments administered across the school to provide richer diagnostic information, support moderation processes, and strengthen teachers' understanding of student strengths and areas for development across multiple writing genres.
- Continue to strengthen the delivery of a knowledge-rich curriculum that builds deep understanding and broad background knowledge through explicit and evidence-based teaching approaches.
- Deepen vocabulary instruction across all year levels, recognising the critical role vocabulary knowledge plays in reading comprehension, writing development and academic success.





FOCUS AREA 2:

MIRIAM THOMAS

Quality Teaching

2026 RECOMMENDATIONS

- Further enhance the explicit teaching of mathematical vocabulary to deepen mathematical understanding
- Embed a school-wide approach to solving worded problems, ensuring students are explicitly taught how to identify relevant information, select appropriate strategies, and communicate their mathematical reasoning.
- Expand staff knowledge of effective Mathematics instruction through ongoing engagement with the *Mathematical Association of Western Australia (MAWA)*, current research, and evidence-informed professional learning opportunities.
- Review and enhance Mathematics scope and sequence documents to ensure curriculum coverage is coherent, well sequenced and aligned with the intent of the *Western Australian Curriculum*.
- Ensure classrooms are equipped with appropriate Mathematics manipulatives and instructional resources that enable students to explore, represent, and apply mathematical concepts with confidence.
- Provide dedicated *Bond Blocks* professional learning for Education Assistants to enhance the consistency and effectiveness of the program across classrooms.
- Enhance staff and student digital literacy and integrate the use of technology into teaching and learning programs to support engagement, creativity, collaboration and achievement.
- Strengthen the embedding of Aboriginal and Torres Strait Islander histories, cultures, and perspectives across all learning areas, with a particular focus on authentically incorporating First Nations perspectives within reading, writing, and Humanities and Social Sciences (HASS) learning experiences when meaningful opportunities arise.
- Deepen staff capability to support EAL/D learners through increased use of the EAL/D Progress Maps as a tool for identifying student needs, monitoring progress, informing instruction and guiding targeted intervention.
- Continue to improve the quality of learning environments by establishing consistent routines, effective organisational structures, and smooth transitions that maximise learning time and promote high levels of student engagement, participation and success.



2025-2027

PRIORITIES



FOCUS AREA 3:

Conditions for Learning

Fostering positive student wellbeing and engagement

Targets:

- To increase percentage of students with regular attendance
- To implement consistent behaviour approaches across the school
- To improve conditions for student learning, wellbeing, and engagement
- To partner with families, communities, and agencies to support the engagement of every student



Together we learn, grow, achieve



FOCUS AREA 3:

SARAH ABBOTT

Conditions for Learning

At Westminster Primary School, we recognise that students achieve their best when they feel safe, connected, supported and engaged in their learning. Creating the conditions that enable every student to thrive remains a key priority and is reflected in our commitment to fostering positive relationships, maintaining high expectations, and providing a supportive and inclusive learning environment.

Throughout 2025, the school continued to focus on strengthening student wellbeing, engagement, and attendance through a proactive and preventative approach. Staff worked collaboratively to establish consistent expectations, implement positive behaviour supports, and develop targeted interventions that promote student success both inside and outside the classroom.

A significant focus was placed on building staff understanding of effective behaviour support and student wellbeing practices. Staff participated in Trauma Awareness Training facilitated by Statewide Services (SSEN), strengthening their capacity to understand the impact of trauma on learning, behaviour, and engagement. This professional learning further supported the development of safe, predictable, and supportive learning environments where students can flourish.

Recognising that student success is influenced by a range of factors, Westminster Primary School continued to strengthen partnerships with families, community organisations and external agencies. Strong relationships were maintained with the *School Psychology Service*, *YouthCARE*, *Morley Rotary Club* and other community partners to support the diverse needs of our students and families.

A key feature of the school's support structures is the **Student Services Team**, led by Deputy Principal Mrs Sarah Abbott and supported by School Psychologist Ms Sara Browne, Principal Mr Julien Coci, and Deputy Principal Mrs Miriam Thomas. Working collaboratively with staff, families and external agencies, the team plays a critical role in identifying and responding to the academic, behavioural, social and emotional needs of students. Through case management, consultation and coordinated support planning, the Student Services Team helps ensure that students requiring additional support are identified early and provided with appropriate interventions.

The school also continued to strengthen its full-service model through partnerships with the *Westminster Child and Parent Centre*, a Speech Pathologist from the *North East Metropolitan Language Development Centre* and a Social Worker from *Communicare*. The school also continued to benefit from the support of our School Chaplain, who played an important role in promoting student wellbeing and engagement.

These services provided additional expertise and support to enhance student wellbeing, engagement and learning outcomes.



These services provided additional expertise and support to enhance student wellbeing, engagement, and learning outcomes.





FOCUS AREA 3:

SARAH ABBOTT

Conditions for Learning



Students requiring additional support are identified through school-based processes and supported through documented plans that outline individual strengths, needs, goals and targeted strategies. These plans are regularly reviewed in collaboration with staff, families and external agencies where appropriate, ensuring supports remain responsive and effective in promoting student engagement, wellbeing and achievement. **Small Group Tuition Leader**, Mr Paul Miller, provided timely intervention to help students make progress towards year-level expectations.

To further strengthen the school's multi-tiered systems of support and better connect students' wellbeing, engagement and learning needs, Mrs Simmonne Thomas was appointed as **Complex Behaviour Support Coordinator**. The role focuses on coordinating universal, targeted and intensive supports, building staff capacity to respond effectively to students with complex needs, and developing interventions that promote positive behaviour and improve student outcomes.

To further enhance student engagement and connection to school, staff coordinated a wide range of extra-curricular opportunities across STEM, Sport, Visual and Performing Arts, and ICT. These opportunities enabled students to explore their interests, develop new skills and strengthen their sense of belonging within the school community.

By maintaining a strong focus on wellbeing, engagement and belonging, Westminster Primary School continues to create the conditions necessary for every student to learn, grow, and achieve.





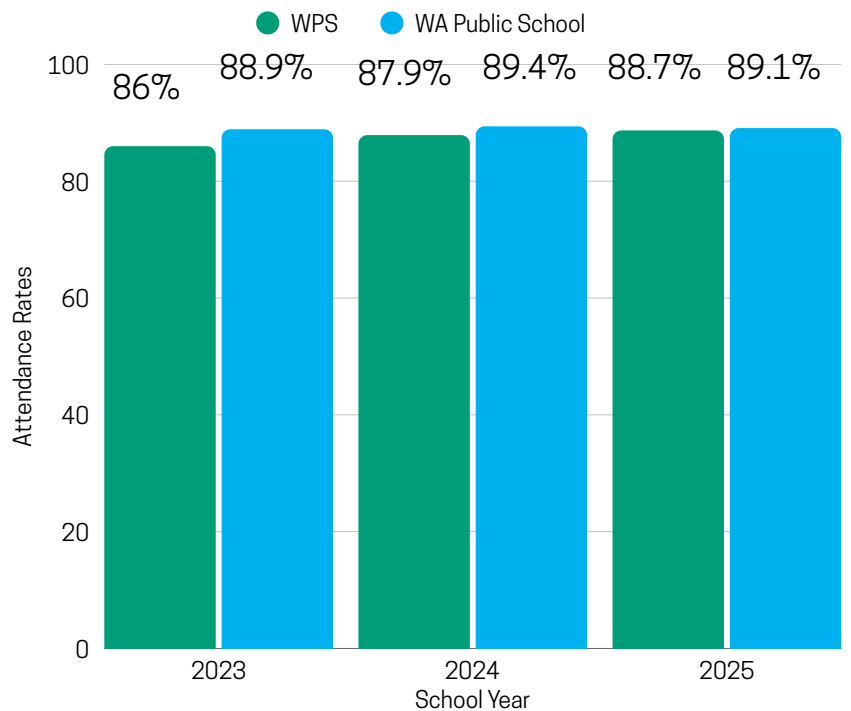
STUDENT ATTENDANCE



School attendance increased slightly from 2024-2025, reflecting the consistency of our whole-school approach to supporting student engagement. A range of proactive strategies have been implemented to maintain attendance, including the provision of a complimentary school bus service to improve access, and the use of a messaging system to communicate promptly with families regarding absences. The strong visibility of staff across the school grounds before and after school has also supported positive connections and daily routines, while regular communication between teachers and families through Seesaw has strengthened engagement and accountability.

Targeted supports have continued to play an important role. Our AEIOs (Aboriginal and Islander Education Officers) have maintained regular, positive contact with Aboriginal students identified as being at risk of poor attendance, fostering strong relationships and cultural connection. In addition, structured case management processes have enabled staff to work closely with families experiencing ongoing attendance challenges, ensuring a coordinated and supportive approach. Together, these strategies have contributed to maintaining stable attendance and strengthening partnerships with our school community.

ATTENDANCE 2023-2025



Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	85%	84%	85%	88%	85%	87%	88%
2024	84%	90%	89%	92%	88%	88%	87%
2025	90%	89%	87%	87%	89%	92%	88%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

MONITORING AND STRATEGIES FOR IMPROVEMENT

- Individual and whole school approach – Attendance processes and strategies are implemented both for individual students and a whole school approach.
- Monitoring and interventions – Teachers and administrators monitor and put intervention strategies in place for students with low attendance rates.
- Case management – Implement case management processes for at-risk students.
- Whole school and class incentives – Class incentives to be given based on average attendance and punctuality.
- Regular attendance – Regular attendance is consistently promoted on our school web page, newsletter and semester reward program.
- Attendance Officer – To follow up with parents/caregivers for all unexplained absences.



POSITIVE BEHAVIOUR SUPPORT



2025



The *Positive Behaviour Support* (PBS) Framework is a whole-school approach to creating safe, supportive, and predictable learning environments that promote positive behaviour and improve student outcomes.

Rather than focusing primarily on responding to inappropriate behaviour, PBS emphasises the proactive teaching, modelling, and reinforcement of expected behaviours. It is grounded in the understanding that behaviour can be taught and that students are more likely to succeed when expectations are clear, consistent, and explicitly taught.

Key features of the PBS Framework include:

- Clearly defined behavioural expectations that are taught across all school settings.
- Explicit teaching of expected behaviours, just as academic skills are taught.
- Consistent language and responses from all staff.
- Positive acknowledgement and reinforcement when students demonstrate expected behaviours.
- Data-informed decision making to identify trends and target support where needed.
- Tiered levels of support to meet the needs of all students.



At Westminster Primary School, the PBS framework is reflected through the school's values of:

- Respect
- Responsibility
- Persistence
- Good Character

These values provide a common language for teaching expected behaviours and help create a positive, inclusive learning environment where students can learn, grow, and achieve together.

Together we learn, grow, achieve



POSITIVE BEHAVIOUR SUPPORT



2025

Our school prides its self on the positive relationships between staff, students and their families. These relationships are fostered through the Positive Behaviour Support framework, with our core values being '*Persistent*', '*Responsible*', '*Respectful*', and showing '*Good Character*'. Each fortnight, a new expected behaviour aligned to one of these values is chosen as the focus expectation. Classes from Kindy to Year 6 are explicitly taught the expected behaviours of the expectation through explicit modelling, engaging activities, and fortnightly Friendship Classes. Our Friendship Classes continue to reinforce PBS expectations where usually the upper years are paired with younger, early childhood or junior primary students. This opportunity gives students a sense of leadership and connection.

Our expected behaviour matrix is created by the PBS team, led by Caroline Giorgi and adjusted each year according to feedback from staff, students, and community members. Students are rewarded with '*Westies*' for displaying any of behaviour expectations on the PBS Matrix, receiving them freely and frequently. Westies are recorded on Class Dojo, with students working towards receiving a reward from the school rewards menu. Rewards are received in blocks of 50 (20 for Kindy) and allow students to make a personal choice from an age-appropriate list. The rewards are usually non-tangible. Students who receive 100 Westies (40 for Kindy) for the whole term receive a reward which may include an icy pole, mini disco or additional recess which is supervised by Admin. These students also enter a chance to win one of 3 major prizes from the raffle, this reward is repeated each term. Class Dojos are accessed by the classroom teacher and a member of the PBS team to maintain school, class, and individual records. At the end of 2025, the PBS Team in consultation with the rest of the Westminster Primary School staff, revamped the matrix ready for implementation at the beginning of the 2026 school year.



This year, together with Westminster Education Support Centre, our shared PBS Mascot, Wes was revealed at a special 'Wes' themed Assembly. Students from both schools were given an opportunity to have a personalised VIP experience with special seating, snacks, personalised meet and greet including an individualised photo. Wes makes appearances at special school events including, Sports Carnivals, end of term PBS events and assemblies.





SAFE, CALM, ORDERLY LEARNING ENVIRONMENTS



2025

Effective transitions continued to be an important focus across the school in 2025, supporting calm, orderly, and predictable learning environments. Strong transition routines help maximise learning time, reduce disruptions, and create a sense of safety and consistency for students throughout the school day.

Transition expectations are explicitly taught and scaffolded from Kindergarten onwards, with students gradually developing the routines, independence, and self-regulation skills required to move successfully between activities and learning environments. Establishing these routines early supports students to feel confident and secure within the school setting while building positive habits for learning.

Across the school, clear expectations and consistent procedures supported smooth transitions to and from specialist classes, break times, and intervention programs such as Spelling Mastery. Students were taught how to move safely and respectfully between learning spaces, follow routines promptly, and prepare themselves for learning with minimal loss of instructional time.

The consistent use of student passes when leaving classrooms also supported effective school-wide routines and accountability. Whether students were visiting the office, attending appointments, running errands, or sharing outstanding work through the Wonderwall recognition process, passes helped ensure students moved purposefully and safely throughout the school while minimising unnecessary interruptions to learning programs.

This year, Westminster Primary School introduced a *'Play First, Then Eat'* approach to break times, where students spend the first part of recess and lunch actively playing before returning to classrooms to eat. This structure has supported calmer and more settled transitions back into learning spaces, while also encouraging students to engage in physical activity and social interaction during break times.

Students also participated in regular *Crunch & Sip* breaks throughout the day, where they were encouraged to refuel with fruit or vegetables and water. Together, these initiatives promoted student health and wellbeing while helping to create positive conditions for learning by supporting concentration, engagement, and readiness for the classroom.

These structured and predictable processes contribute positively to student engagement, behaviour regulation, and readiness to learn, helping to create strong conditions for learning across all classrooms and specialist settings.





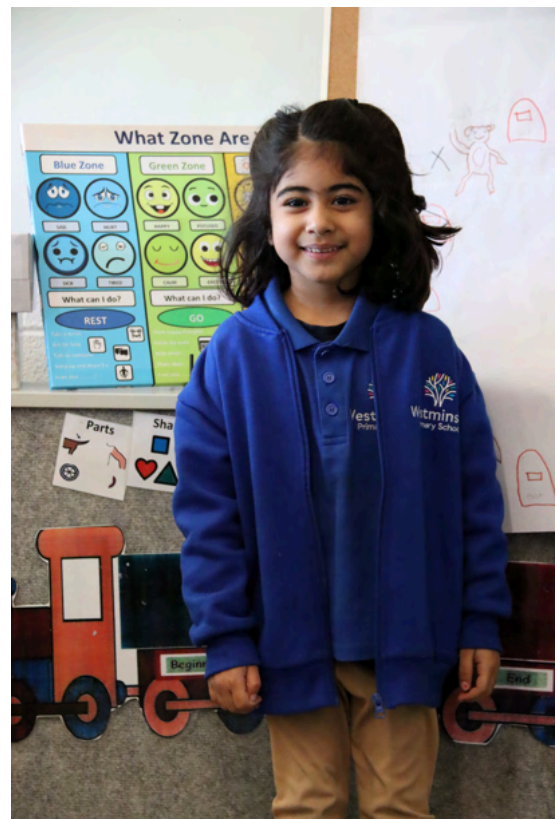
2025

A significant initiative during 2025 was the development of 'The Haven', a dedicated space designed to support student wellbeing, self-regulation and successful engagement in learning.

'The Haven' provided a structured and supportive environment where students accessed targeted assistance to regulate emotions, develop coping strategies, engage in restorative conversations, and prepare for successful participation in classroom learning. The space played an important role within the school's multi-tiered systems of support, providing both preventative and responsive interventions for students requiring additional assistance.

To further strengthen this support, the school introduced the role of Lead Education Assistant for Student Wellbeing. Working closely with school leaders, teaching staff and the Student Services Team, the Lead Education Assistant, Sally Bobridge, coordinated support within 'The Haven', assisted in the implementation of wellbeing and behaviour support plans, and helped build staff capacity in responding to student needs. This role enhanced the consistency of support available to students and strengthened the school's ability to respond proactively to wellbeing, engagement and behavioural concerns.

Together, 'The Haven' and the Lead Education Assistant role contributed to creating a more inclusive and supportive learning environment, ensuring students were equipped with the skills, strategies and support required to successfully engage in school life.





EXTRA-CURRICULAR OPPORTUNITIES

2025

Providing students with access to a wide range of extra-curricular opportunities continued to play an important role in supporting student wellbeing, engagement, connectedness, and readiness to learn throughout 2025. Before-school, lunchtime, and after-school activities created positive opportunities for students to build relationships, experience success, develop confidence, and strengthen their sense of belonging within the school community.

Students participated in a variety of programs including the school choir, the Year 5 and 6 Instrumental Music Program where students learned guitar, and the after-school Learning Club facilitated by staff from The Smith Family. Students also had the opportunity to participate in Running Club before school, where they developed their fitness, perseverance, and commitment while enjoying a positive and active start to the day.

A range of lunchtime clubs and activities further enhanced student engagement by providing opportunities for students to pursue their interests, develop new skills, and connect with peers in a supportive environment. These opportunities complemented classroom learning and helped foster a positive school culture where students felt valued, connected, and encouraged to participate in all aspects of school life.

Through participation in these programs, students developed important personal and social capabilities including teamwork, resilience, leadership, responsibility, and self-confidence. The strong uptake of extra-curricular opportunities throughout the year reflected the positive impact these programs have on student wellbeing and their overall connection to school.





LUNCHTIME CLUBS



2025

At different points in the year, Westminster Primary School provided a variety of lunchtime clubs and activities. These opportunities offered students structured and engaging activities during break times while encouraging inclusion, teamwork, creativity, and a sense of belonging.

Lunchtime Clubs timetable included a range of activities catering to different student interests and year levels, including soccer and football training, netball training, chess club, card games, ICT Club, Art Club, Nature Club, and Lego Club. These clubs provided students with opportunities to develop new skills, connect with peers who shared similar interests, strengthen communication and teamwork skills, and engage positively with peers in a supervised and supportive environment.

A particular highlight was the Year 1 and 2 Lego Club, where students enthusiastically explored creativity, collaboration, and problem-solving through weekly building challenges. As young engineers, students worked together to design and construct imaginative creations while experimenting with different ideas and approaches. The club provided a joyful and welcoming space where students could express themselves creatively and develop important communication and teamwork skills.

The lunchtime club program contributed positively to student engagement and wellbeing by providing purposeful and enjoyable activities during break times. These structured opportunities contributed to strong conditions for learning by helping students return to classrooms settled, regulated, and ready to engage in learning.





Further demonstrating its commitment to creating a safe, inclusive and respectful school culture, Westminster Primary School participated in the *Action Respect* initiative, commencing in 2024. This Department of Education pilot program focused on promoting respectful relationships across school communities. Through involvement in conferences, professional learning webinars, and collaborative networking opportunities, members of the Action Respect team worked alongside educators from across Western Australia to explore contemporary approaches to fostering respect, inclusion, and positive relationships.

As part of the initiative, the school gathered feedback from students, staff and families through surveys and consultation processes, ensuring that a broad range of perspectives informed planning and decision-making.

These insights supported the development of strategies tailored to the specific needs of the Westminster Primary School community and reinforced the school's ongoing commitment to providing a positive, supportive and respectful learning environment for all students.

Following a staff vote, it was agreed that our priority would be to enhance respectful interactions between students, staff, and the wider community. This work continued throughout 2025, with project completion anticipated in 2026.

To inform this initiative, surveys were conducted with staff, students, and parents to gain insight into their understanding of respect and how it is demonstrated within relationships. The data gathered provided valuable perspectives and helped identify key areas for growth.

As a result, a clear focus was established for our pilot project: to further develop our school environment through the use of interactive signage, murals, and playground games that support a shared understanding of social and emotional wellbeing, and to equip our community with practical strategies to manage conflict respectfully.

This important work will continue to be refined and expanded as we work towards completion in 2026.





WELLBEING & ENGAGEMENT



2025

In 2025, Westminster Primary School continued to prioritise meeting the diverse learning needs of all students within a safe and supportive environment. Students requiring adjustments were supported through *Quality Differentiated Teaching Plans (QTDPs)* and *Special Educational Needs (SEN) Plans*. For these students, teachers developed targeted learning goals aligned with relevant curriculum content descriptors and reported on progress against these goals each semester.



SCHOOL CHAPLAIN

In 2025, the school welcomed a new Chaplain who has become a valued member of our student support team. Working alongside students, families and staff, the Chaplain provided pastoral care, facilitated social and emotional support programs, and assisted students to develop positive relationships, resilience, confidence, and a sense of belonging.

Through a combination of one-on-one sessions and small group programs, students are supported in developing positive relationships, managing challenges, and strengthening their overall wellbeing. This initiative has contributed to a more inclusive and supportive school environment, enabling students to engage more successfully in their learning and social experiences. The Chaplain's contribution complemented the work of the Student Services Team and helped strengthen the network of support available to students across the school.



Student learning, health and wellbeing partnerships
Referrals to Mercy Care
School Psychology Service
Youthcare-School Chaplain
Communicare
Smith Family Learning Club
Smith Family Scholarships
Relationships with High Schools- transition processes
SSEN:D (School of Special Educational Needs: Disability)
Hearing Bus
Child and Parent Centre
Ed Connect Volunteers
Assets Referrals
Foodbank
First Wave Club



STUDENT LEADERSHIP



2025

An important priority throughout the year was strengthening student voice and providing meaningful opportunities for students to contribute to decision-making within the school.



Westminster Primary School recognises that students are valuable partners in the educational process, and that school improvement is enhanced when student perspectives are actively sought, valued, and acted upon.

Our School Councillors and Faction Captains played a key role in representing the views of their peers and contributing to the school community. Through regular meetings and leadership opportunities, students developed their capacity to communicate ideas and work collaboratively with staff to enhance school culture and student experiences.

A highlight for our student leaders was attending the *GRIP Leadership Conference*. School Councillors joined student leaders from schools across metropolitan and regional Western Australia to participate in a range of engaging workshops and presentations focused on effective leadership. Students explored the qualities of effective leadership, and learnt that leadership is not simply about holding a position, but about demonstrating responsibility, integrity, and good character through everyday actions.

The learning gained through the conference was evident throughout the year as student leaders embraced opportunities to lead within the school. Students took an active role in planning and hosting fortnightly assemblies, supporting the ANZAC Service, representing the school at official functions, and contributing to a range of whole-school carnivals and events. These experiences strengthened students' confidence, organisational skills, public speaking abilities, and capacity to support others and work effectively as a team.

Leadership opportunities throughout the year enabled students to put their learning into practice in authentic and meaningful ways. Our School Councillors and Faction Captains embraced their responsibilities with enthusiasm, growing in confidence as they represented their peers and contributed to the life of the school.





STUDENT LEADERSHIP



2025



A memorable experience for our Student Councillors was a visit to Parliament House, where they were welcomed by Hon. David Michael MLA, Member for Balcatta. The visit provided students with a unique opportunity to learn about the parliamentary system and observe democracy in action. Students toured the facilities, enjoyed lunch in the parliamentary dining room, and watched parliamentary proceedings, gaining valuable insight into the roles and responsibilities of elected representatives and the importance of civic participation.

A further highlight of the year was the selection process for the incoming student leadership team. Year 5 students were provided with the opportunity to nominate for leadership positions and deliver speeches to their peers, outlining their strengths, leadership qualities, and vision for the school. This authentic process allowed students to develop their public speaking skills, build confidence, and demonstrate their commitment to serving the school community.

Following the speeches, students participated in a voting process, providing them with a valuable understanding of democratic decision-making and the importance of student voice. The process ensured that the outgoing student leaders could confidently pass the baton to the next generation of leaders, knowing that their successors had been selected through a fair and respectful process. The quality of the speeches and the enthusiasm shown by students highlighted the strong leadership potential within the school and provided an exciting glimpse into the future of student leadership at Westminster Primary School.





STUDENT VOICE



2025



A wonderful example of student leadership, creativity, and community spirit was demonstrated through the 'Year 6 Friendship Bracelet Fundraiser.' Led by a group of enthusiastic Year 6 students, the initiative showcased impressive teamwork, organisation, and entrepreneurial thinking while raising funds through the sale of handmade friendship bracelets.

Students designed and created a variety of bracelets featuring meaningful colour combinations, including faction colours to support school spirit during the Athletics Carnival and Aboriginal flag colours to celebrate culture and identity. The option for custom-made bracelets also proved highly popular, allowing students to personalise their designs and further encouraging engagement across the school community.

What made the project particularly impressive was the dedication shown by students, with many bracelets carefully crafted in students' own time outside of school hours. The fundraiser generated strong interest from students across the school and quickly became a positive lunchtime activity that encouraged social connection, creativity, and collaboration.

The success of the fundraiser highlighted the important role student-led initiatives play in developing leadership, responsibility, communication, and teamwork skills. Students involved in the project demonstrated excellent organisation and initiative while contributing positively to school culture and community spirit.



PEER MENTORING

The *Peer Mentoring* program was open to all students in Years 5 and 6 on a short term or an ongoing commitment. This year the Peer Mentoring program saw over 20 senior students volunteer to give up a couple of their breaks each week to deliver scaffolded support and implement activities for our early childhood and junior primary students in their assigned playgrounds. The Peer Mentors met with the coordinator, Caroline Giorgi throughout each term to not only plan a timetable for their days but also the games and activities they would like to complete with the younger students. Activities ranged from Science experiments (exploding volcanos to making rain clouds with dye, water and shaving cream), to beaded friendship bracelets and crafts. The Peer Mentors were easily identified in the playgrounds by their fluoro vests and badges. During the year, the mentors were given the opportunity to foster student voice by relaying feedback from their peers about PBS rewards, receiving Westies and desired whole school activities. The Peer Mentoring program will continue to run in 2026.

COMMUNITY HIGHLIGHTS

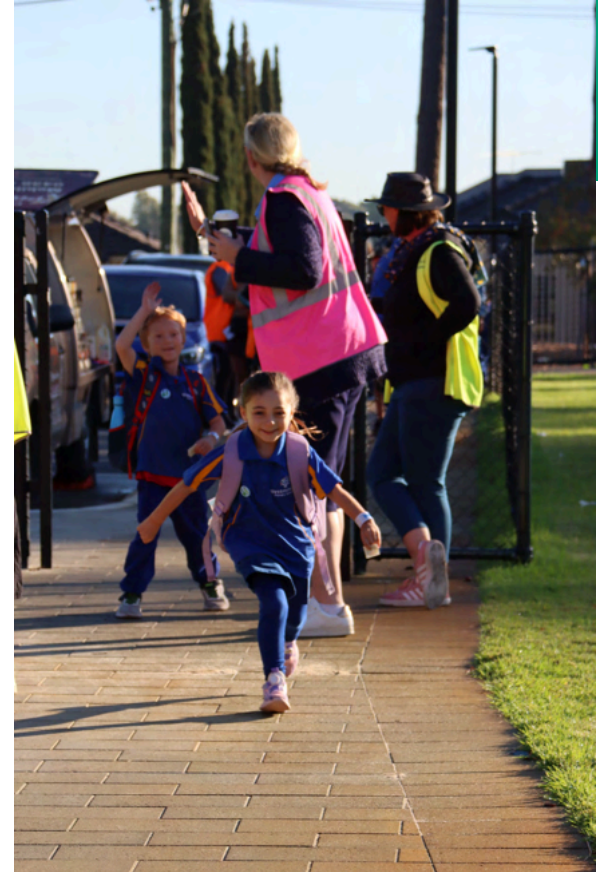


WALK SAFELY TO SCHOOL DAY

In partnership with Westminster Education Support Centre, Westminster Primary School proudly participated in *National Walk Safely to School Day* on 16 May 2025. This annual initiative encourages primary school students across Australia to travel to school safely while promoting the importance of road safety, physical activity, environmental awareness, and the use of active or public transport.

Students and families met staff members at two local community locations – the Westminster Community Garden on Lindfield Street and the parkland on the corner of Marloo Road and Arkana Road – before walking together to school as a community from 8:20am. The event provided students with an opportunity to practise safe pedestrian behaviours while also encouraging healthy lifestyles and positive community connections.

The morning concluded with students and families enjoying a healthy breakfast generously provided by the *City of Stirling*. The event was well supported by the school community and provided a wonderful opportunity to promote wellbeing, community involvement, and safe travel habits in a positive and engaging way.



Together we learn, grow, achieve



ANZAC SERVICE

2025



Westminster Primary School commemorated ANZAC Day with a respectful and meaningful service that provided students with an opportunity to reflect on the sacrifices made by Australian and New Zealand servicemen and women, both past and present.

The service was led by the Year 6 Student Councillors, who demonstrated maturity and leadership as they guided the school community through the proceedings. Through readings, reflections, and the observance of traditions associated with ANZAC Day, students gained a deeper understanding of the significance of remembrance, service, courage, and sacrifice.

A special feature of the service was the wreath-laying ceremony, with representatives from every class participating. Students respectfully laid wreaths on behalf of their classmates, symbolising gratitude and remembrance for those who have served their country. This act provided a powerful opportunity for students to connect with an important aspect of Australia's history and to reflect on the values of courage, mateship, and service.

The school was honoured to welcome guest speaker, June Siddique from the *Morley Rotary Club*, who shared insights into the significance of ANZAC Day and the importance of remembering those who have served. His contribution helped students develop a greater appreciation of the freedoms and opportunities we enjoy today as a result of the sacrifices made by others.

The ANZAC Day service was a solemn and respectful occasion that brought the school community together in remembrance and reflection, while helping students develop an understanding of an important part of Australia's national identity and history.





OLYMPICS UNLEASHED

2025



As part of our ongoing focus on student wellbeing, confidence, and resilience, Westminster Primary School participated in the *Olympics Unleashed Program*. This initiative provided Year 5 and 6 students with the exciting opportunity to learn from Natalie Burton, who represented Australia in basketball at the 2016 Summer Olympics.

During her visit, Natalie shared her personal journey to the Olympics and spoke openly about the dedication, perseverance, and resilience required to achieve long-term goals. Students explored important themes such as goal setting, responding positively to challenges, learning from mistakes, and maintaining self-belief even when situations become difficult.

Natalie's engaging and inspiring presentation encouraged students to reflect on the importance of persistence, hard work, and a positive mindset. A particularly powerful message for students was the reminder that achieving big dreams takes time and that setbacks and mistakes are a normal part of growth and success.

The program provided valuable opportunities for students to develop important personal and social capabilities while inspiring them to aim high, believe in themselves, and approach challenges with greater confidence and resilience.





HARMONY DAY

2025

Harmony Day provided a wonderful opportunity for Westminster Primary School to celebrate the rich cultural diversity that makes our school community so special. In 2025, the national **Harmony Day** theme, *'Everyone Belongs'*, highlighted the importance of inclusion, respect, and ensuring that every individual feels valued, accepted, and connected within their community. Throughout the week, students participated in a range of learning experiences designed to develop their understanding and appreciation of different cultures, traditions, languages, and perspectives from around the world.

These activities encouraged students to recognise and celebrate the many backgrounds and experiences that contribute to the vibrant fabric of Australian society and our school community.

A highlight of the celebration was our Harmony Day community gathering, where families came together to share a vibrant feast of traditional foods representing the many cultures within our school. Colourful tables laden with homemade dishes and picnic blankets spread across the grassed areas of the school created a warm and welcoming atmosphere filled with connection, conversation, and celebration.





HARMONY DAY

2025



Students proudly dressed in traditional cultural clothing, showcasing the diverse backgrounds and identities that contribute to the unique character of our school community.

Students also collaborated on a whole-school art project that reflected the theme '*Everyone Belongs.*' Through their contributions, students celebrated the idea that our differences are something to be valued and that every member of our community has an important place within it.

The day was a wonderful celebration of cultural pride, community spirit, and belonging. It highlighted the strength that comes from embracing diversity and reinforced Westminster Primary School's commitment to creating an inclusive environment where every student and family feels welcomed, respected, and valued.





PBS MASCOT

2025

A significant highlight of 2025 was the introduction of Wes, the Westminster Primary School and Westminster Education Support Centre mascot. Wes was officially unveiled during a special themed assembly in June and was greeted with great excitement and enthusiasm from students and staff across both schools.

In the lead up to the big reveal, students eagerly participated in the excitement by following daily clues and spotting mystery posters displayed throughout the school. Selected students also enjoyed the opportunity to attend a special VIP 'Meet and Greet' with Wes, including personalised photographs and activities.

Wes was welcomed with cheers, applause, and plenty of excitement as he made his first appearance, entertaining students with energetic dance moves and encouraging everyone to join in. Since his introduction, Wes has become an important part of the school community, helping to promote and reinforce the school's PBS values of being '**Respectful**', '**Responsible**', '**Persistent**', and '**Showing Good Character**.'

Wes regularly attends school events, celebrations, assemblies, and special activities, helping to build school spirit, strengthen student engagement, and create a positive and connected school culture. The introduction of Wes has been warmly embraced by students and staff and has added an extra sense of fun, pride, and belonging within the school community.





NAIDOC WEEK

2025

Although *NAIDOC Week* took place during the school holidays from 6–13 July, Westminster Primary School proudly celebrated the occasion with a special whole-school event held on 30 July. NAIDOC Week provides an important opportunity to recognise and celebrate the histories, cultures, achievements, and contributions of Aboriginal and Torres Strait Islander peoples.

Students attended a special assembly where they watched an outstanding cultural performance by students from Dianella Secondary College. Throughout the week, students also participated in a variety of hands-on cultural learning experiences and activities designed to deepen their understanding and appreciation of Aboriginal cultures and perspectives. Activities included Aboriginal-inspired art experiences, face painting, storytelling, and collaborative cultural tasks that encouraged creativity, engagement, and reflection.

Student participation, behaviour, and engagement throughout the celebrations were exceptional and were acknowledged positively by visiting guests from Yalkarang Consultants. The celebrations provided valuable opportunities for students to learn, reflect, and strengthen respect for Aboriginal and Torres Strait Islander cultures within our school community.





CULTURAL RESPONSIVENESS

2025

During *National Reconciliation Week* 2025, Westminster Primary School participated in meaningful learning experiences that supported students to deepen their understanding of Australia's shared histories, cultures, and the importance of reconciliation. The 2025 theme, "Bridging Now to Next", encouraged students and staff to reflect on the connections between the past, present, and future while considering how we can continue moving forward together on the reconciliation journey.

As part of the week, selected Year 5 and 6 Koorlangka students attended the *First Nations Veterans Memorial Service* at Kings Park. The service acknowledged and honoured Aboriginal and Torres Strait Islander veterans who have served in conflicts and wars from the Boer War through to the present day. Students demonstrated outstanding respect and maturity throughout the event and were commended by organisers for their excellent behaviour.

Year 6 students also attended a *Cultural Immersion Day* at Dianella Secondary College, where they participated in a variety of activities facilitated by college staff and students. The experience provided students with opportunities to engage in meaningful cultural learning, strengthen understanding and respect for Aboriginal perspectives, and further develop connections with the wider community.

These experiences contributed positively to students' cultural understanding, empathy, and appreciation of the importance of reconciliation within Australia.





In 2025, the *KindiLink* program remained an important part of our early years provision, delivering high-quality learning experiences for Aboriginal and Torres Strait Islander children aged from birth to three and four year olds. The program acknowledges parents and carers as their child's first and most influential teachers, supporting early development while strengthening connections between families and the school. The program is supported by a teacher and Aboriginal and Islander Education Officer, who work alongside families encouraging active participation in learning activities.



A key goal of the program is to build relationships and support the long-term educational success of Aboriginal and Torres Strait Islander children.

KindiLink sessions were held twice weekly, with Tuesday mornings open to all families in the community. These sessions continued to be a highlight, attracting strong engagement, with up to 30 children attending alongside parents, grandparents, and carers. Thursday sessions maintained a specific focus on Aboriginal and Torres Strait Islander families, providing a culturally responsive and welcoming space.

KindiLink sessions offer rich opportunities to support early language, literacy and numeracy development, while also building social and foundational skills through songs, storytelling, play, craft, music, and physical activity. Families participated in a range of special events, including Messy Play Week and On Country. These events were delivered in collaboration with the Westminster Child and Parent Centre.



The KindiLink program delivered targeted support through key partnerships. Collaboration with *Hearing Australia* provided access to free hearing clinics, while strong links with the *Westminster Child and Parent Centre* ensured families received consistent support throughout their child's early learning journey.



YEAR 6 **ROTTNEST CAMP**

2025



A major highlight for our Year 6 students in 2025 was the opportunity to attend an overnight camp at *Rottnest Island*. At the conclusion of Term 1, Westminster Primary School successfully applied for a subsidy through the Rottnest Island Authority, helping to make this exciting experience more accessible for our students.

The camp provided valuable opportunities for students to strengthen friendships, develop independence, build resilience, and challenge themselves through new experiences. For many students, the camp created opportunities to develop practical skills and confidence, including bike riding and safely navigating the island environment responsibly.

Students also explored the cultural and historical significance of Rottnest Island, known to Noongar people as Wadjemup, and reflected on the important Aboriginal histories and perspectives connected to the island.

Throughout the camp, students participated in a range of engaging activities, including team challenges and a sandcastle competition, while enjoying the unique natural environment and history of the island. The experience created lasting memories and provided students with a meaningful opportunity to connect, learn, and grow together.





YEAR 6 **ROTTNEST CAMP**

2025





YEAR 6 **ROTTNEST CAMP**

2025





PYJAMA DAY

2025





CRAZY HAIR DAY

2025





FOCUS AREA 3:

SARAH ABBOTT

Conditions for Learning

2026 RECOMMENDATIONS

- Continue to embed whole-school behaviour support practices through the consistent implementation of **Positive Behaviour Support** (PBS), ensuring expectations, language and responses are applied consistently across all learning environments.
- Continue to develop Tier 1 strategies that incorporate visual timetables and other structures, as well as purposeful movement and regulation opportunities to support student wellbeing, focus and readiness for learning.
- Further nurture student wellbeing initiatives that promote resilience, self-regulation, emotional literacy and positive relationships, supporting students to engage successfully in learning.
- Explore the introduction of a new whole-school social-emotional learning (SEL) program to provide a structured and consistent approach to developing students' social, emotional and interpersonal skills from Kindergarten to Year 6.
- Continue to build staff capacity in supporting students with complex behavioural, social and emotional needs through professional learning, coaching and evidence-based behaviour support practices.
- Further develop staff understanding and implementation of trauma-informed and neurodiversity-affirming practices to support a diverse range of learners.
- Continue to enhance the role of 'The Haven' as a proactive support for student regulation, wellbeing and successful re-engagement in learning, ensuring consistent processes and practices across the school.
- Continue to develop the capacity of Education Assistants to support student regulation, engagement and inclusion through targeted professional learning.
- Strengthen attendance monitoring processes and implement targeted strategies to support students and families where attendance concerns are identified.
- Enhance partnerships with families to support student wellbeing, attendance and engagement, recognising the important role families play in student success.
- Continue to work collaboratively with external agencies and support services to provide coordinated and responsive support for students requiring additional assistance.
- Cultivate student voice and leadership opportunities across the school, enabling students to contribute to decision-making, school culture and community initiatives.
- Further develop transition processes between year levels and key stages of schooling to support student wellbeing, continuity of support and successful engagement in learning.





Conditions for Learning

2026 RECOMMENDATIONS

- Continue to strengthen inclusive practices that support students with additional needs through personalised planning, targeted interventions and collaborative partnerships with families and specialists.
- Expand opportunities for students to participate in extracurricular, leadership, cultural, sporting and community activities that foster belonging, engagement and school connectedness.
- Continue to strengthen classroom environments through consistent routines, clear expectations and relationship-based practices that maximise learning time and support positive behaviour.
- Continue to monitor student wellbeing, engagement and behaviour data to identify trends, evaluate the effectiveness of support programs and inform future planning.
- Review the impact of current wellbeing supports, including Student Services processes, chaplaincy services, behaviour support structures and *The Haven*, to identify opportunities for refinement and improvement.
- Strengthen the use of student wellbeing and engagement data to inform early intervention and preventative support strategies.
- Explore opportunities to further enhance student connectedness and school pride through whole-school events, student leadership initiatives and community partnerships.
- Explore opportunities to further strengthen student wellbeing and engagement initiatives, recognising the strong relationship between wellbeing, attendance and academic achievement.
- Continue to improve playground environments and unstructured learning spaces to align with the school's wellbeing and behaviour support framework, ensuring students have access to spaces and resources that promote inclusion, positive relationships, self-regulation, restorative conversations and successful engagement throughout the school day.
- Prioritise the use of individual playground planning and support plans for students requiring additional assistance during unstructured times, enabling them to make proactive choices about activities, social interactions and regulation strategies that support positive engagement and wellbeing.
- Build staff capacity to deliver Protective Behaviours education through targeted professional learning and access to high-quality resources, ensuring students develop the knowledge, skills and confidence to recognise unsafe situations, establish personal boundaries and seek help when needed.
- Develop and implement a whole-school communication strategy that supports families to understand school processes, access relevant information and identify appropriate avenues for seeking assistance, strengthening partnerships between home and school.



2025-2027

PRIORITIES



FOCUS AREA 4:

High Performance Teams

Building collective efficacy to ensure quality teaching, learning and leading

Targets:

- To build a culture of professional growth and reflection
- To embed supports, protocols and processes to promote excellence and strengthen collaborative practices
- To support the ongoing development of staff capacity (including leadership capacity)



Together we learn, grow, achieve



High Performance Teams

SUPPORTS AND STRUCTURES FOR HIGH PERFORMANCE TEAMS

Throughout 2025, the school leadership team focused on creating the conditions that enable students, staff, and the wider community to flourish, providing strategic leadership while fostering a culture of collaboration, accountability, and continuous improvement.

Developing and sustaining high-performing teams remained a key priority throughout the year. At Westminster Primary School, we recognise that improving outcomes for students relies not only on the expertise of individual staff members, but also on the collective capacity of teams to work collaboratively, learn together, and maintain high expectations for themselves and their students.

A strong focus was placed on building collective efficacy by creating the conditions that enable professional collaboration to flourish. This included a significant commitment of school resources to provide staff with collaboration time above the Department of Education's DOTT allocation. Through fortnightly Professional Learning Community (PLC) meetings, staff were provided with dedicated opportunities to engage in meaningful discussions about student achievement, assessment data, curriculum planning, intervention strategies, and effective teaching practices.

To maximise the effectiveness of PLCs, staff were provided with guidance regarding agenda items aligned with the school's assessment schedule, improvement priorities, and key teaching and learning initiatives. At the same time, teams were empowered to identify and respond to priorities specific to their year level or area of responsibility, ensuring collaboration remained purposeful, relevant, and responsive to student needs.

Timetabling structures were carefully designed to further strengthen collaboration, including the provision of shared DOTT time for teachers within the same year level. These opportunities enabled staff to work together to plan learning programs, moderate student work samples, analyse achievement data, and develop consistent approaches to teaching and learning.

Considerable thought was also given to team composition and workforce planning. Staff with varying levels of experience were strategically distributed across year levels and learning areas, creating opportunities for mentoring, coaching, and the sharing of expertise. This approach supported professional growth while ensuring effective practices and institutional knowledge were shared across the school.





High Performance Teams

PROMOTING A COLLABORATIVE CULTURE

A key feature of Westminster Primary School's collaborative culture is the recognition that every staff member brings valuable knowledge, experience, perspectives, and expertise to the team. Our workforce includes staff at different stages of their careers, from early career teachers to highly experienced educators and school leaders, each contributing unique skills and insights developed through diverse professional journeys. Staff bring experiences from a range of educational settings, curriculum specialisations, leadership roles, and backgrounds, enriching professional discussions and strengthening collective problem-solving.

The school also recognises the significant contribution of Education Assistants, Aboriginal and Islander Education Officers (AIEOs), specialist teachers, administration staff, and support personnel. Each member of the team plays an important role in supporting student success, and a culture of mutual respect ensures that the knowledge, skills, and expertise of all staff are valued and utilised. By fostering an understanding of the complementary roles within the school, staff were encouraged to learn with and from one another, drawing on the strengths of colleagues to improve practice and outcomes for students.

In 2025, Staff were encouraged to draw upon one another as professional resources, sharing ideas, successful practices, teaching materials, and solutions to common challenges. This collaborative approach not only contributed to the quality and consistency of teaching and learning across the school but also helped to reduce individual workload by minimising duplication through promoting the use of proven resources and effective practices. The school has also continued to invest in tools and technologies designed to improve efficiency and support staff wellbeing, including promoting reputable resources and the responsible use of artificial intelligence to assist with planning, resource development, communication, and administrative tasks. By fostering a culture where staff work smarter together rather than in isolation, Westminster Primary School continues to build collective capacity while creating more sustainable and effective ways of working.

Recognising the importance of a strong workforce; we further developed the distributed leadership model, identifying and providing opportunities for staff in a diverse range of roles including curriculum area leaders, instructional coaches and a specialised roles including a complex behaviour support coordinator and small group tuition leader. The continued development of distributed leadership will remain a key priority in 2026. By further expanding leadership opportunities and supporting staff to share their expertise, the school aims to strengthen collective efficacy, build future leaders, and ensure sustainable school improvement through shared ownership and responsibility.





High Performance Teams

CONDITIONS TO SUSTAIN SUCCESS

Professional learning continued to be carefully planned and aligned with whole-school priorities. Staff engaged in a range of learning opportunities designed to build knowledge and capability in areas such as curriculum implementation, trauma-informed practice, student wellbeing, assessment, behaviour support, and evidence-informed teaching. Professional learning was sequenced strategically throughout the year to ensure staff received the information most relevant to their immediate context and responsibilities.

Performance development processes further supported staff growth by providing opportunities for reflection on individual strengths, professional goals, areas for development, and alignment with school priorities. Staff were encouraged to pursue areas of professional interest while contributing to broader school improvement initiatives, fostering a culture of continuous learning and professional responsibility.

The Executive Team remained committed to ensuring staff voice informed decision-making. Formal surveys, consultation processes, feedback opportunities, and informal discussions were regularly used to gather staff perspectives on matters affecting their work.

Effective communication also remained a key focus. Daily notices, weekly staff bulletins, shared digital platforms, and collaborative documentation systems ensured staff had access to timely information and opportunities to contribute to school planning and decision-making. Weekly administration meetings provided an important forum for the executive team to have shared decision-making, strategic planning, and the allocation of responsibilities aligned to individual strengths, experience, and expertise.

STAFF CHARTER

During 2025, Westminster Primary School developed a *Staff Charter* through a collaborative process that actively sought input from teaching, support and administrative staff. The development of the charter provided an opportunity for staff to collectively reflect on the values, behaviours and professional practices that contribute to a positive, respectful and high-performing workplace culture.

Through consultation and discussion, staff identified the key principles that underpin effective teamwork, communication, collaboration and professional relationships. The resulting *Staff Charter* reflects a shared commitment to fostering an inclusive and supportive environment where all staff feel valued, respected and empowered to contribute to the success of the school.

The *Staff Charter* serves as a foundation for strengthening professional relationships and maintaining a positive workplace culture. It provides a common understanding of expectations and reinforces the collective responsibility of all staff to work together in support of student learning and wellbeing. By developing the charter collaboratively, Westminster Primary School strengthened staff ownership of the process and reinforced its commitment to building a culture of trust, accountability and continuous improvement.

A continued focus on staff wellbeing complemented this work, recognising that a positive workplace culture is essential to sustaining high-performing teams. Throughout the year, efforts were made to foster a supportive and collegial environment where staff felt connected, appreciated, and able to seek support when needed.

The school remained committed to promoting staff wellbeing through open communication, opportunities for collaboration, recognition of staff contributions, and the implementation of systems designed to support workload management and professional sustainability. By prioritising staff wellbeing alongside professional growth and accountability, Westminster Primary School continued to strengthen a workplace culture where staff could thrive personally and professionally while delivering the best possible outcomes for students.

Through this shared approach to leadership and commitment to developing high-performing teams, staff have been empowered to contribute their expertise, pursue professional growth, and play an active role in shaping school improvement. As a result, Westminster Primary School continues to foster a culture where staff feel valued, supported, and inspired to make a positive difference in the lives of students.



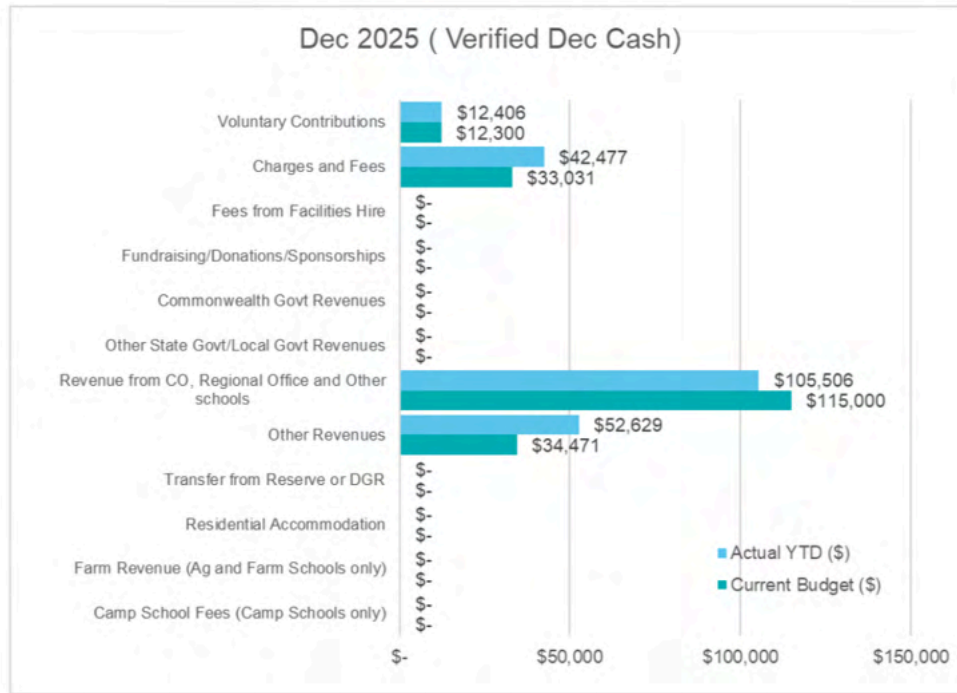
High Performance Teams

2026 RECOMMENDATIONS

- Continue to strengthen Professional Learning Communities (PLCs) as a vehicle for collaborative inquiry, shared accountability, data-informed decision making, and continuous improvement.
- Build staff capacity and leadership capabilities through a distributed leadership model that provides opportunities for teachers and support staff to lead initiatives, facilitate professional learning, contribute to school improvement priorities and develop leadership skills.
- Strengthen professional growth and reflection processes through ongoing coaching, mentoring, classroom observations, feedback cycles and collaborative professional dialogue.
- Further embed systems, protocols and documented processes that promote consistency, sustainability and excellence across all areas of school operations.
- Continue to develop staff understanding of integrity, accountability and ethical decision-making through targeted professional learning, including training delivered by Standards and Integrity, ensuring staff are confident in meeting their professional responsibilities.
- Strengthen staff understanding of Department of Education policies, procedures and expectations to support sound professional judgement, compliance, and risk management.
- Foster a more united and connected staff culture by creating opportunities for collaboration across year levels, teams and staff groups, promoting a shared sense of purpose, belonging, and collective responsibility for student success.
- Review and strengthen the *Staff Charter* to ensure it remains a meaningful reflection of the school's values, professional expectations and commitment to positive workplace relationships.
- Promote staff wellbeing through initiatives that support work-life balance, collegial support, professional fulfilment, and a positive workplace culture.
- Continue to build collective efficacy by celebrating successes, sharing effective practice, and recognising the contributions of staff across all areas of the school.
- Strengthen induction and mentoring processes for new staff, ensuring they are well supported to understand school expectations, systems, programs, and culture.
- Further develop collaborative planning structures that enable staff to share expertise, resources, and evidence-based practices, reducing variability and strengthening consistency across classrooms.
- Continue to build the capacity of Education Assistants through targeted professional learning aligned with school priorities and student needs.
- Strengthen succession planning by identifying and nurturing emerging leaders, ensuring leadership capability is developed across all levels of the organisation.
- Expand opportunities for staff to engage with current educational research, professional networks and evidence-informed practice to support ongoing professional growth.
- Review and maintain a comprehensive '*Staff Handbook*' that clearly outlines school procedures, roles, responsibilities, expectations, and key operational processes, ensuring staff have ready access to the information required to perform their roles effectively and consistently.
- Develop a clear communication framework that outlines staff responsibilities, expectations, and protocols for communicating with families, ensuring communication is timely, professional, consistent and aligned with whole-school processes and Department of Education requirements.
- Continue to use staff feedback, reflection, and consultation processes to inform school improvement planning and strengthen staff ownership of strategic priorities.



INCOME- BUDGET VS ACTUAL



LOCALLY GENERATED REVENUE BUDGET VS ACTUAL

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	12,300	12,406
Charges and Fees	33,031	42,477
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	0	0
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	115,000	105,506
Other Revenues	34,471	52,629
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	194,802	213,018



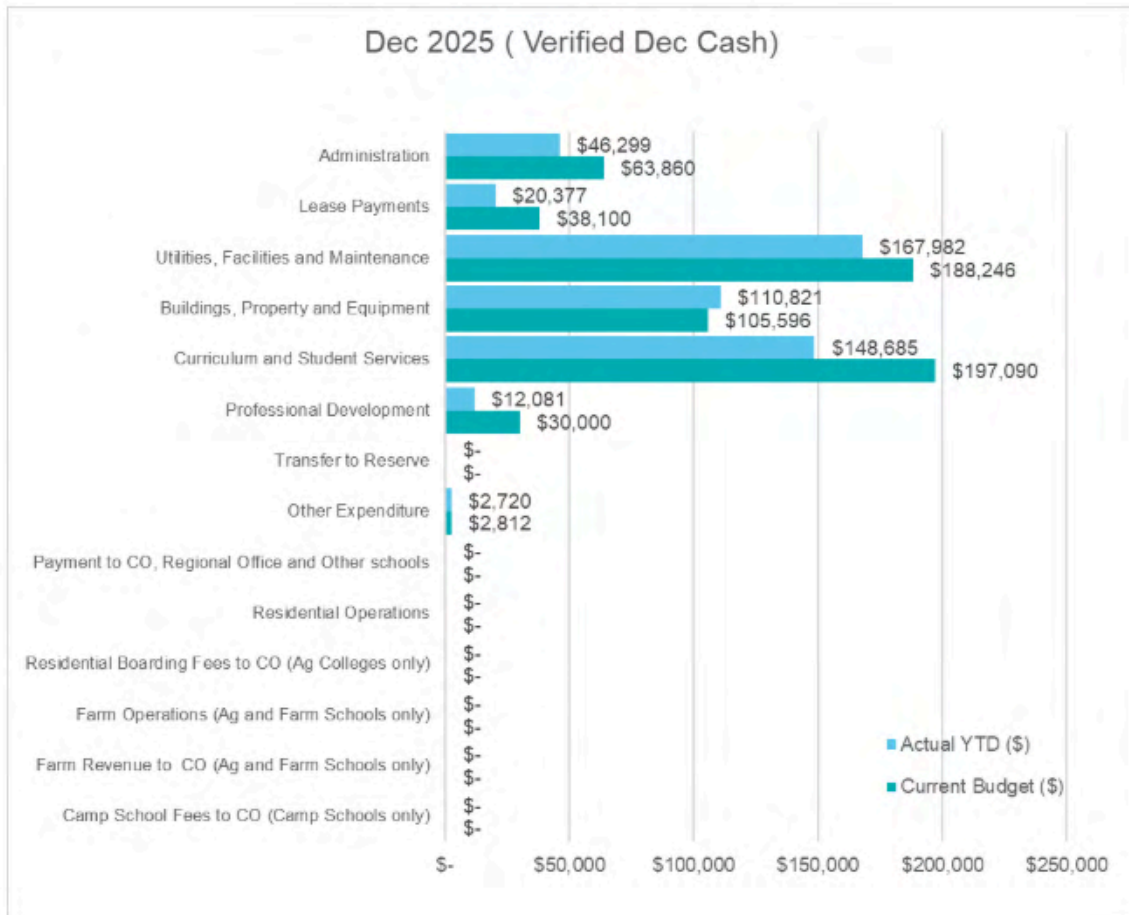
EXPENDITURE

EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,103,815	4,103,815
New Appointments	0	0
Casual Payments	345,754	345,754
Other Salary Expenditure	2,796	2,796
Total Funds:	4,452,365	4,452,365
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	63,860	46,299
Lease Payments	38,100	20,377
Utilities, Facilities and Maintenance	188,246	167,982
Buildings, Property and Equipment	105,596	110,821
Curriculum and Student Services	197,090	148,685
Professional Development	30,000	12,081
Transfer to Reserve	0	0
Other Expenditure	2,812	2,720
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	625,704	508,965
TOTAL	5,078,069	4,961,330



GOODS AND SERVICES EXPENDITURE - BUDGET VS ACTUAL



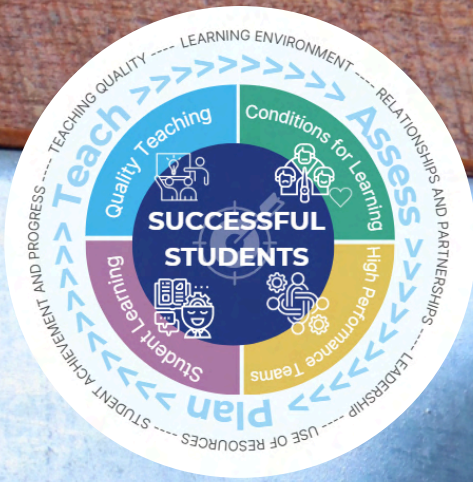
PRIORITIES



Together we learn, grow, achieve



Westminster
Primary School



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Westminster Primary School

30 MARLOO ROAD, WESTMINSTER 6061

www.westminsterps.wa.edu.au

(08) 9413 5050