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WADDINGTON
PRIMARY SCHOOL



2024 Annual Report

Respect, Responsibility, Courage, Kindness, Persistence



Our Vision

As a connected community, we strive to provide quality learning opportunities through evidence-based teaching, leading students to reach their highest potential in all they do

From the Principal

2024 was my first year at Principal at Waddington. During this time, I have learned so much about what it means to be an effective leader and came to understand our students at an even deeper level. It is through this lens that I continue to lead the Waddington Team to provide the highest quality of evidence-based educational practices and support to build the environment enabling every student in our school to achieve success.

We continued our strong focus on belonging, implementing our School Motto and Values:

MOTTO:

“Strive to succeed”

VALUES:

Persistence, Kindness, Courage, Respect, Responsibility

At the beginning of 2024, we began a partnership with Balga Senior High School and the primary feeder schools, embarking on a journey to train all our staff in the implementation of the Berry Street Education Model (BSEM). This is an educational model shaped by 140 years of experience and decades of research. The BSEM equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. Our staff will gain a deep understanding of how we can support students' self-regulation, relationships and wellbeing to increase student engagement, with the goal of significantly improving student outcomes. We have already introduced some of the strategies; the Yarning Circle, our Ready to

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Learn plans, and improving on Consistent Predictable Routines. Each class has an Indigenous designed rug on which they gather as a group during the day. This is an opportunity for students to discuss issues arising around events in the day, any difficulties with peers, any feelings that they may wish to share and discuss ways to work through them. The Yarning Circle makes space for students to be heard, to ask for help, to listen, to celebrate and above all, to support and respect each other. Waddington staff continue this learning journey with the second and third modules in 2025. The final module will be at the beginning of 2026.

We are working in the final year of our Waddington School Business Plan. This has provided us with a strong foundation on which to grow. We have suite of evidence-based assessments that staff actively review to ensure that our 'why' behind the assessment is clear. Interrogation of our data is essential and so scheduled in staff meeting time. Staff take this time to be able to make considered adjustments for individual students, groups and reflect on our pedagogy.

At the beginning of the year, I applied to the Quality Teaching Partnerships Strategy. I was advised at the beginning of Term 2 that Waddington was to be offered the opportunity to participate. Our partnership school is East Kalgoorlie Primary School (EKPS). The Lead Team (Ryan Greer, Vanessa Fairhead and myself), decided on the focus areas of Learning Intentions and Success Criteria (what do I want the students to learn, how, and have they achieved what I set out to do?). This focus was set in the context of building a Culturally Responsive Learning Environment. This provided us with the opportunity to visit EKPS to observe their classes and share documents, providing us with a lens of high-quality practice through which we considered what we have in place, and how we can improve. This is ongoing work and intersects many aspects of our current practices.

An Elders Workshop partnership commenced with Balga SHS staff, engaging our Aboriginal Students in Years 3-6 with Indigenous Art, and Noongar Language. Students in Years 2-6 also take part in weekly Noongar Language lessons. The students working with the Elders led the process of selecting the names for our new factions this year.

The P&C put forward a motion to move away from the white faction colour This created momentum around changing both colours. After a vote and discussion, blue and green were chosen. The Elders worked with the students to brainstorm names of animals or plants linked to each of the colours. Families, staff and students all cast their votes, with the name Kawlool being the most popular for green faction, and Marloo being the most popular for blue faction.

As part of the Elders work, the Aboriginal students also explored our bushland within the school grounds. Building on this, and linking in with Culturally Responsive Learning Environment, we have adopted the local bushland. Waddington Primary School has two bushland sites that we can visit, study and plant native plants. This project links in beautifully with the amazing Artist in Residence program that was made possible by the successful application of a grant from the Department of Local Government, Sport and Cultural Industries.

Jodie Henderson, the Artist who came to work with our students and teachers, used natural materials and native plants to create dyes, sculptures and prints. The students explored the bushland within our school, taking learning outdoors, and bringing the outdoors into our classrooms. The sculptures and other artwork created during this project were on display at the Community Christmas Carols at the end of Term 4.

On reflection, 2024 has been a year of learning, growth, reflection and change, expanding our learning environment to include the Land, deepening our connections to Country and to each other.

Katherine Chivers

Principal



Student numbers and characteristics

By the end of 2024 we had a student cohort of 92. The reduction in numbers from the middle of the year has been caused by families not being able to renew rental property leases and leaving the area and moving closer to high schools to facilitate the school run. We are in the second year of operating as a five-class school. There is still a considerable and consistent upward trend in our student numbers. The Semester 2 table shows that we have more students in Years P-6 in 2024 than any previous years.

Student Number	(FTE)
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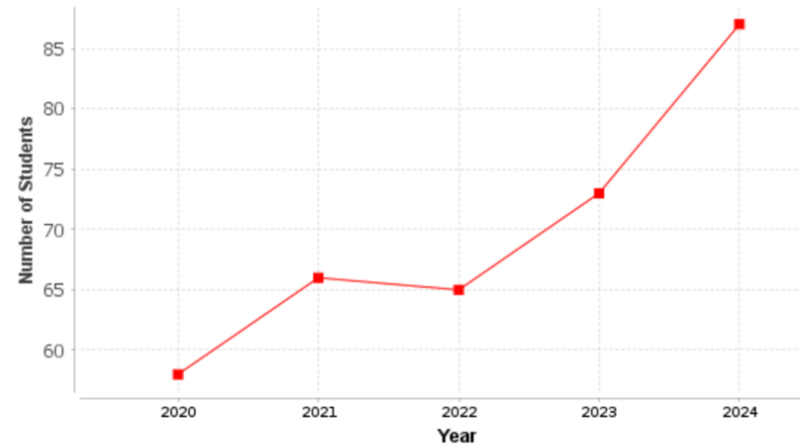
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(5)	14	13	12	13	11	10	14	92
Part Time	9								

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

	Kin	PPR	Pri	Sec	Total
Male	7	7	39		53
Female	2	7	34		43
Total	9	14	73		96

	Kin	PPR	Pri	Sec	Total
Aboriginal	4	5	17		26
Non-Aboriginal	5	9	56		70
Total	9	14	73		96

Semester 2 Student Numbers



Semester 2	2020	2021	2022	2023	2024
Primary (Excluding Kin)	58	66	65	73	87

Workforce composition

2024 is the third year that we have undertaken the contract to partner with PEAC in a financial capacity. Although it comes with extra workload, this agreement has provided the funds to engage a School Officer to assist in the office two days a week. With the increase in student numbers, this has proven to be a much-needed addition to front office staff. At the end of 2023, Jemima Tomlinson won a position elsewhere, and I stepped into the role of Principal. When my permanent appointment was finalised, I was able to transfer Vanessa Fairhead, Level 3 Classroom Teacher, into the permanent position of Acting Deputy Principal/Manager of Student Services. A merit selection process was also run to appoint a permanent teacher for our fifth class. The successful candidate was Jessica Mance, who is now a permanent teacher at Waddington.

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	9	6.5	0
Total Teaching Staff	10	7.5	0
Allied Professionals			
Clerical / Administrative	4	1.7	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	6	4.0	0
Total Allied Professionals	11	6.5	0
Total	22	15.0	0



Student Attendance

Our overall attendance for Semester 1, 2024 was 81.1%. Our student attendance for Semester 2, 2024 was 78.2%. The decrease is accounted for by taking into consideration families who took students overseas for extended periods of time. Another contributing factor is families needing to move into temporary housing for short periods of time. The focus for 2025 is on Individual Attendance Plans and close monitoring of absences and late students.

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	83.7%	85.2%	88.3%	79.0%	71.1%	69.5%	82.5%	82.4%	86.6%
2023	84.2%	87.5%	90.3%	80.7%	77.7%	74.3%	83.3%	85.5%	88.9%
2024	85.9%	88.7%	91.0%	68.8%	72.3%	74.3%	81.1%	84.3%	89.4%

2024 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional): ▾

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
<i>KIN</i>	66.6%	3	4	1	4
PPR	65.2%	6	2	4	4
Y01	79.5%	5	5	4	2
Y02	89.0%	5	6	1	
Y03	89.6%	8	4	1	
Y04	59.9%	5		1	6
Y05	88.9%	6	3	1	
Y06	76.6%	8	2	1	3
Compulsory	78.2%	43	22	13	15

Student Progress and Achievement

NAPLAN

Comparative Performance for Year 3

Year 3	Performance		Students	
	2023	2024	2023	2024
Numeracy	0.3	1.0	9	15
Reading	0.9	-1.3	9	15
Writing	1.0	-0.1	9	15
Spelling	0.7	-0.7	9	15
Grammar & Punctuation	0.2	-0.2	9	15

Comparative Performance for Year 5

Year 5	Performance		Students	
	2023	2024	2023	2024
Numeracy	0.4	-0.5	8	11
Reading	0.7	-1.0	8	11
Writing	0.7	0.2	8	11
Spelling	2.0	-0.3	8	11
Grammar & Punctuation	0.0	-0.2	8	11

Waddington NAPLAN results were predominantly positive, the only exception being Year 3 Reading scoring more than one standard deviation below the predicted school mean. This has initiated the introduction of a more targeted response to address this area through the implementation of a reading intervention program. All other areas were less than one standard deviation away from the predicted school mean, with Numeracy in Year 3 achieving above expected: one standard deviation **above** the predicted school mean. This is a very positive outcome for our students and staff, indicating that maintaining the fidelity of the Maths Trek program and use of the Elastik data platform to map back across all years and teach skills where students have gaps in learning, is key.

Overall, progress from On Entry to Year 3 is an area for improvement. This is partly due to the noticeable lower language and general ability levels of children at school entry point. Our intervention work needs to be aimed at the Early Years to have sufficient increase in depth of knowledge over time to impact the outcomes in Year 3 and beyond.

SCHOOL SURVEYS

The wellbeing of our staff, students and families is always a priority at Waddington PS. Our implementation of Friendly Schools Plus and upskilling staff around BeYou and completing their modules has resulted in improved staff capacity, along with the ongoing implementation of the BSEM strategies. In the absence of the Department Survey Tool, I used the same format to gather feedback using a Microsoft online survey.

Parent Survey Averages Comparison of 2023 and 2024 data

Parent survey questions	2023	2024	Difference 2023-2024
1.Teachers at this school expect my child to do their best	4.4	3.8	-0.6
2.Teachers at this school provide my child with useful feedback about work	4.2	3.9	-0.3
3.Teachers at this school treat students fairly	4.4	4.3	-0.1
4.The school is well maintained	4.4	4.0	-0.4
5.My child feels safe at this school	4.5	4.2	-0.3
6. I can talk to my child's teacher about my concerns	4.4	4.6	+0.2
7.Student behaviour is well managed at this school	4.3	3.7	-0.6
8. My child likes being at this school	4.5	4.3	-0.2
9. This school looks for ways to improve	4.3	4.0	-0.3
10.This school takes parent opinions seriously	4.3	4.0	-0.3
11.Teachers at this school motivate students to learn	4.4	4.3	-0.1
12. My child is making good progress at this school	4.3	4.3	0
13. My child's learning needs are being met at this school	4.3	3.9	-0.4
14. This school works with me to support my child's learning	4.4	4.3	-0.1
15.This school has a strong relationship with the local community	4.3	4.0	-0.3
16. This school is well led	4.4	4.0	-0.4
17. I am satisfied with the overall standard of education achieved at this school	4.4	4.0	-0.4
18. I would recommend this school to others	4.4	4.1	-0.1
19. My children's teachers at this school are good teachers	4.5	4.5	0
20. Teachers at this school care about their students	4.4	4.3	-0.1
Total	87.5	82.5	-5

While there is a shift in the parent survey which totals a drop in 5 points overall, it must be noted that only 4 areas out of 20 scored below 4. On a very positive note, the two areas with the highest scores are “I can talk to my teachers about my concerns”, and “My

children’s teachers are good teachers”. The area of student behaviour being well managed has shown to be a space where we need to do some work. A focus for 2025 will be teaching equity not equality.

Staff Survey Averages Comparison of 2023 and 2024 data

Staff survey questions	2023	2024	Difference 2023-2024
1.Teachers at this school expect students to do their best	4.9	4.7	-0.2
2.Teachers at this school provide students with useful feedback about work	4.6	4.2	-0.4
3.Teachers at this school treat students fairly	4.6	4.7	+0.1
4.The school is well maintained	4.5	4.6	+0.1
5.Students feel safe at this school	4.0	4.9	+0.9
6.Students at this school can talk to their teachers about concerns	4.6	4.8	+0.2
7. Parents at this school can talk to their teachers about concerns	4.8	4.7	-0.1
8.Student behaviour is well managed at this school	4.1	4.3	+0.2
9.Students like being at this school	4.1	4.9	+0.8
10. This school looks for ways to improve	4.8	4.9	+0.1
11.This school takes staff opinions seriously	4.4	4.8	+0.4
12.Teachers at this school motivate students to learn	4.8	4.5	-0.3
13. Student’s learning needs are being met at this school	4.5	4.3	-0.2
14.The school works with parents to support students learning	4.4	4.9	+0.5
15.I receive useful feedback about my work at this school	4.5	4.4	-0.1
16. Staff are well supported at this school	4.3	4.6	+0.3
17.This school has a strong relationship with the local community	4.4	4.6	+0.2
18. This school is well led	4.8	4.6	-0.2
19. I am satisfied with the overall standard of education achieved at this school	4.0	4.4	+0.4
20. I would recommend this school to others	4.5	4.4	-0.1
21. The teachers at this school are good teachers	4.9	4.8	-0.1
22. Teachers at this school care about their students	4.8	4.9	+0.1
Total	99.3	101.9	+2.6

Staff survey results are extremely encouraging, with all areas scoring well above 4, and an increase in the total of 2.6 points. This indicates that the transition in leadership has sustained any dip in staff morale or lowering of expectations and maintained the fantastic work that has been implemented over the past 4 years.

Students PP-4 Survey 2023 to 2024 comparison data



Student PP-4 survey questions	2023	2024	Difference 2023-2024
1.My teachers expect me to do my best	4.7	4.6	-0.1
2.My teachers provide me with useful feedback about my work	4.7	4.3	-0.4
3.Teachers at my school treat students fairly	3.8	4.4	+0.6
4.My school is well maintained	4.2	4.6	+0.4
5.I feel safe at my school	4.2	4.7	+0.5
6. I can talk to my teacher about my concerns	4.3	4.4	+0.1
7.Student behaviour is well managed at my school	4.3	4.4	+0.1
8. I like being at my school	4.6	4.7	+0.1
9. My school looks for ways to be better	4.0	4.7	+0.7
10.My school takes student opinions seriously	3.8	4.3	+0.5
11.My teachers encourage me to learn	4.6	4.8	+0.2
12. My school gives me opportunities to do interesting things	4.6	4.7	+0.1
13. My teachers are good teachers	4.4	4.9	+0.5
14. My teachers care about me	4.5	4.9	+0.4
Total	60.7	64.4	+3.7

Students Yr 5-6 Survey 2023 to 2024 comparison data



Students Yr 5-6 survey questions	2023	2024	Difference 2023-2024
1. My teachers expect me to do my best	4.7	4.2	-0.5
2. My teachers provide me with useful feedback about my work	4.1	3.6	-0.5
3. Teachers at my school treat students fairly	3.9	3.1	-0.8
4. My school is well maintained	4.1	3.1	-1.0
5. I feel safe at my school	4.1	3.5	-0.6
6. I can talk to my teacher about my concerns	3.4	3.4	0
7. Student behaviour is well managed at my school	3.5	2.6	-0.9
8. I like being at my school	4.3	3.1	-1.2
9. My school looks for ways to be better	4.5	3.7	-0.8
10. My school takes student opinions seriously	4.1	3.7	-0.4
11. My teachers encourage me to learn	4.6	3.8	-0.8
12. My school gives me opportunities to do interesting things	4.3	4.0	-0.3
13. My teachers are good teachers	4.7	4.1	-0.6
14. My teachers care about me	4.3	3.9	-0.4
Total	58.6	49.8	-8.8

The student survey data P-4 shows positive results, however, there is work to be done in Years 5-6. However, the average is still on track to meet the target of 3.5 across all areas in the SBP. It appears that there is a perception of unfairness around how staff respond to students, when responding to behaviours. These areas will be a focus for the Wellbeing Committee, along with asking students returning to Waddington in 2025 to elaborate and discuss these areas without reference to the survey. This will provide more insight into how and why these judgements were made, and what we can do to change in this space.

BEHAVIOUR

We continue to have strong focus around high expectations for behaviour, and above all, create a safe and calm environment for our staff and students that is conducive to teaching and learning. The end of 2024 has seen the completion of our Wungening Mia-Mia space, which translates to Healing Shelter. This is a classroom with a beautiful open view to our bushland that students can use when they need to take some time to restore themselves back to a ready to learn state. Resources have been generously donated and purchased, to create a calm environment where children can expend energy, or be quiet, and still access learning. Our behaviour

management policy has not changed, with reflection at recess and lunchtime, check charts and time in during the class for anyone who needs a 5-minute reset. At Waddington, our focus is on understanding the Function of Behaviour, and redirecting children back to making positive choices in a supporting way.



School Financial Information



ed to undertake the financial processing of the Primary Extension & Challenge (PEAC) program run by the on Region. This has enabled us to fund additional school officer time for Waddington as discussed in the of this report. However, it does impact the appearance of our financial data, because PEAC's income and ch Waddington's in our standardised reports.

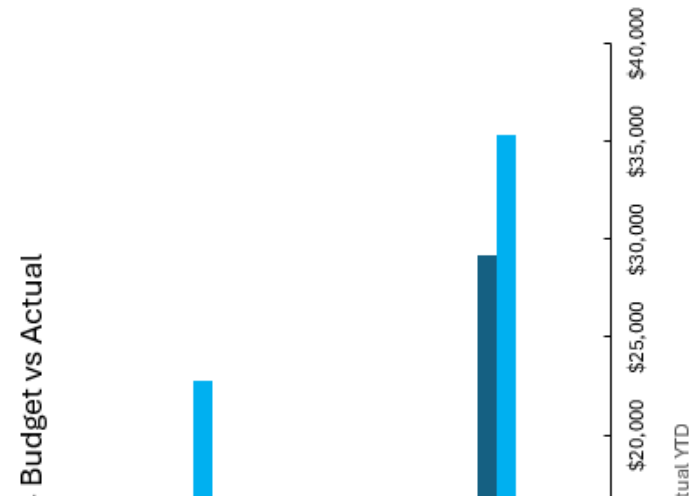
that the below tables and figures have been amended to exclude PEAC data, ensuring they accurately of Waddington PS only. A summary of the values that were deducted from our original tables (and the end of this section. In summary, the data included throughout this section is only for Waddington PS.

One Line Budget Summary – Dec 2024

		Current Budget	Actual YTD
Carry Forward (Cash):	\$	84,074	84,074
Carry Forward (Salary):	\$	29,833	29,833
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	1,811,886	1,811,886
Locally Raised Funds:	\$	54,806	79,827
Total Funds:	\$	<u>1,980,598</u>	<u>2,005,619</u>
EXPENDITURE			
Salaries:	\$	1,618,747	1,618,747
Goods and Services (Cash):	\$	250,870	217,642
Total Expenditure:	\$	<u>1,869,617</u>	<u>1,836,389</u>
Variance:	\$	110,981	169,230

Income

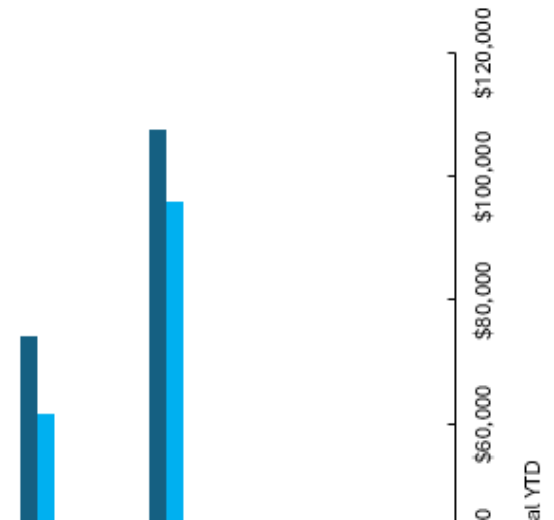
	Current Budget	Actual YTD
Carry Forward (Cash)	\$84,073.93	\$84,074.00
Carry Forward (Salary)	\$29,832.72	\$29,832.72
Student-Centred Funding		
Per Student	\$799,698.00	\$799,698.00
School and Student Characteristics	\$817,000.64	\$817,000.64
Disability Adjustments	\$40,516.75	\$40,516.75
Targeted Initiatives	\$104,379.08	\$104,379.08
Operational Response Allocation	\$13,125.40	\$13,125.40
Total Funds:	\$1,744,719.87	\$1,744,719.87
Transfers and Adjustments		
Regional Allocation	\$27,948.00	\$27,948.00
School Transfers – Salary	\$-67,064.88	\$-67,064.88
School Transfers - Cash	\$76,283.12	\$76,283.12
Department Adjustments	\$0.00	\$0.00



Expenditure

	Current Budget	Actual YTD
Salaries		
Appointed Staff	\$1,433,073.17	\$1,433,073.17
New Appointments	\$0.00	\$0.00
Casual Payments	\$180,908.28	\$180,908.28
Other Salary Expenditure	\$4,765.60	\$4,765.60
Total Funds:	\$1,618,747.05	\$1,618,747.05
Goods and Services (Cash Expenditure)		
Administration	\$10,000.00	\$7,491.40
Lease Payments	\$12,654.00	\$13,231.68
Utilities, Facilities and Maintenance	\$74,300.00	\$61,720.57
Buildings, Property and Equipment	\$10,000.00	\$8,548.72

- Budget vs Actual



PEAC Data/Values <u>Removed</u> from Original Reports	Income	
	Budgeted	Actual YTD
Student-Centred Funding Regional Allocation	\$61,275.00	\$61,275.00
Locally Raised Funds - Revenue from CO, RO & Other Schools	\$70,876.00	\$112,501.00
Locally Raised Funds - Other Revenues	\$1,724.50	\$1,724.50
	Expenditure	
	Budgeted	Actual YTD
Salaries - Appointed Staff	\$16,272.00	\$16,272.00
Goods & Services - Lease Payments	\$5,285.80	\$5,285.80
Goods & Services - Curriculum & Student Services	\$128,589.40	\$107,270.79

TARGETS

2023, 2024, 2025

- Students achievement in NAPLAN Reading, Writing, Spelling, Grammar & Punctuation and Numeracy is at or above like schools for stable cohort
- National School Opinion Survey to have the following targets:
 - Parent survey average to remain at 4.0 or above in each question
 - Staff survey averages to remain at 4.0 or above in each question
 - Student survey (PP-4) to be at 4.0 or above in each question
 - Student survey (Year 5/6) to be at 3.5 or above in each question
- In Brightpath English, Year 1 - 6 the year level averages to be within 5 points, at or above the All Schools Average for the Narrative and Persuasive Scales (and in Oral Narrative for PP)
- In Brightpath Maths, Year 2 - 6 the year level averages to be within 5 points, at or above the All Schools Average for Number and Algebra, Measurement and Geometry and Statistics and Probability
- Improve parent/carer attendance rate at Three Way Interviews to 70% or above for each classroom
- Student attendance to increase to 85% or above each year
- Provide opportunities for Curriculum Leadership roles through an Expression of Interest (EOI) every 2 years
- Teaching Sprints to be used in at least three terms each year to learn and implement new strategies



2024

- At the end of 2024, all aspects of Explicit Direct Instruction will have been implemented into classrooms in English and Maths
- By the end of 2024 Explicit Direct Instruction practices and principles will be utilised in English and Maths lessons across the school every day
- At the end of 2024 creation of a Waddington PS whole school Instructional Framework with staff which will be whole school focused

Business Plan Targets

Target	Achieved/Not achieved	Plan for 2025
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<p>Student achievement in NAPLAN in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy is at or above like schools for the stable cohort</p>	<p>Year 3 Reading – Achieved Writing – Not achieved Spelling - Not achieved Grammar & Punctuation - Not achieved Numeracy – Achieved</p>	<p>Year 5 Reading - Not achieved Writing - Not achieved Spelling - Not achieved Grammar & Punctuation - Not achieved Numeracy - Not achieved</p>	<p>-Use Elastik Data Platform to inform planning. Interrogate the data to ‘map back’ and teach skills not yet mastered. Curriculum Leader and Admin to monitor progress termly. -Continue with current focus on EDI, explicitly teaching Morphology and Syntax. - Intervention groups targeting reading fluency, decoding and comprehension skills, particularly in P-3. -Individual Attendance Plans for students at risk. -Whole School Attendance reward.</p>
<p>National School opinion/Community survey to meet the targets</p>	<p>- Parent survey average to remain at 4.0 or above in each question - Staff survey average to remain at 4.0 or above in each question - Student survey (PP-4) average to remain at 4.0 or above in each question - Student survey (Yr 5-6) average to remain at 3.5 or above in each question.</p>		<p>Parent Survey: All areas above 4.0 except: - My child’s learning needs are being met - Student behaviour is well managed - Teachers provide useful feedback - Teachers expect my child to do their best. Staff survey – all areas above 4.0 PP-4 Student Survey – all areas above 4.-0 Yr 5-6 Student Survey – the average is 3.6 across all questions. Areas to be targeted through unpacking the statements with students and setting actions accordingly: Staff and Wellbeing Committee.</p>
<p>In Brightpath English, Year 1 – 6 the year level averages to be within 5 points, at or above the All-Schools Average for the Narrative and Persuasive Scales (and in Oral Narrative for PP)</p>	<p>Narrative K-P (Oral) – not achieved Yr 1 – not achieved Yr 2 – not achieved Yr 3 – not achieved Yr 4 – not achieved Yr 5 – not achieved Yr 6 – not achieved</p>		<p>This is an aspirational goal that we are working towards. Curriculum leaders will meet in Term 1 of 2025 to review the narrative scores and set a target that encourages us to aim high, but that is also achievable.</p>
<p>In Brightpath Maths, Year 2 – 6 the year level averages to be within 5 points, at or above the All-Schools Average</p>	<p>General Maths Yr 2 – not achieved Yr 3 – not achieved Yr 4 – not achieved Yr 5 – not achieved Yr 6 – not achieved</p>		<p>Use of Elastik data to “fill the gaps” will be embedded in practice as a whole school expectation and tracked through observations, shared experiences.</p>

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Improve parent/carer attendance rate at Three Way Interviews to 70% or above for each classroom	Room 9 – 58% Room 1 – 76% Room 8 – 43% Room 5 – 63%	There was positive attendance for some of our classes. 2025 approach is to plan for later in the year, to communicate the event at least two weeks prior with the goal of meeting the 70% for all
Student attendance to increase to 85% or above each year	Semester 1 – 81.1% Semester 2 – 78.2%	The average for both is 80% so we are close, but not quite meeting the target.
Provide opportunities for Curriculum Leadership roles through an Expression of Interest (EOI) every 2 years	2024 - Achieved	-Curriculum leaders continued in the positions as Cost Centre Managers and subject leaders for the second year. EOI's will be sent out at the beginning of 2025.
Teaching sprints to be used in at least three terms each year to learn and implement new strategies	2024 - Achieved	-We have updated the schedule for the roll out of all EDI strategies, meanwhile continuing to focus on daily reviews, engagement norms and feedback to students. Instructional Coaches will continue to be engaged to provide opportunity for reflection and improvement.



Waddington Primary School Board

A message from the Chair:

Dear Waddington community,

It has been another fantastic year at Waddington Primary School. The school board was pleased to welcome several new members, who brought new experience and perspectives to our meetings.

As the Board chair for 2024, I had the opportunity to be involved in the recruitment of Ms Katherine Chivers as the substantive Principal of Waddington Primary School. Ms Chivers has demonstrated great leadership, taking up the role with enthusiasm and a commitment to student-centred learning at Waddington Primary.

In addition to the Board's usual roles of considering the annual report, business plan and financial reports, members had the opportunity to be involved in the heart and soul of Waddington Primary. For example, several of us attended the school's ANZAC service, Christmas concert and year 6 graduation ceremony. It is always a pleasure to see the school community come together in joy and celebration.

Waddington continues to maintain strong partnerships with the City of Wanneroo, 12 Buckets, Roseworth Child and Parent Centre, as well as working relationships with the local Members of Parliament. These partnerships allow the school to grow, both in terms of enrolment numbers and our reputation in the broader community.

I finished my term as a board member in March 2025. It has been a fantastic 3-years serving the Waddington community, and I look forward to continuing to support the school and the suburb of Koondoola as a Councillor at the City of Wanneroo.

Best wishes to the Waddington family for the year ahead."

Cheers,
James



James Rowe
Deputy Mayor

Endorsement

Principal:

Katherine Chivers

A handwritten signature in blue ink, appearing to read "KChivers".

School Board Chair:

Larissa Muir

A handwritten signature in black ink, appearing to read "L. Muir".

Date: 16/05/2025