



# Winterfold Primary School

## **Annual Report 2025**

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## Principal Report

It is with great pride that I present the 2025 Annual Report for Winterfold Primary School. As an Independent Public School, Winterfold continues to thrive as a high-performing learning community, underpinned by strong relationships, high-quality teaching and learning, and a shared commitment to student success and wellbeing.

A major highlight of 2025 was Winterfold Primary School achieving an outstanding outcome in our Public-School Review, resulting in a five-year return period. This outcome is a powerful endorsement of the school's sustained improvement journey and reflects the strength of our leadership, the consistency of teaching practices, and the collective efficacy of our staff. It affirms that Winterfold has the systems, processes and culture in place to drive continual improvement.

Further recognition came with Winterfold Primary School being named a finalist in the 2025 WA Education Awards for Excellence in Teaching and Learning, highlighting the impact of our strategic focus on instructional leadership, professional collaboration and evidence-based practice.

Teaching and learning remained a clear priority throughout 2025. The continued embedding of our whole-school Instructional Model, aligned to Teaching for Impact, strengthened consistency in classroom practice and reduced teacher variance. Explicit teaching, learning intentions and success criteria, daily reviews and targeted learning sprints are well embedded across the school, supported by data-driven Professional Learning Communities aligned to whole-school priorities.

Student wellbeing and positive behaviour were strengthened through the ongoing development of our Positive Behaviour Support approach, guided by the SOAR framework. Clear expectations, explicit teaching of behaviour skills and consistent acknowledgements supported positive learning environments.

Winterfold maintains a strong commitment to inclusion and equity. Well established Students at Educational Risk processes ensured timely, coordinated support across learning, behaviour, wellbeing and attendance, supported by targeted interventions, documented planning and strong partnerships with families and allied professionals.

Our commitment to reconciliation and cultural responsiveness continued to be a defining feature of our work through the RAP Committee, NAIDOC celebrations, professional learning and curriculum integration. Representation at the national Narragunnawali Conference further highlighted the impact of Winterfold's reconciliation work beyond our local context.

Strong partnerships with families and the wider community remain central to our success. Community events, performances, Your Move initiatives, the Annie Street Community Garden partnership and expanded student leadership opportunities enriched learning, strengthened connections and embedded student voice and agency.

As we reflect on 2025, we do so with pride and confidence. The combination of a five-year Public School Review outcome, state-level recognition and strong evidence of sustained improvement demonstrates that Winterfold Primary School is well positioned for continued success.

Thank you to our dedicated staff, students, families, School Board and P&C for their ongoing commitment to the Winterfold community.

With gratitude

Kim Calabrese  
PRINCIPAL





## School Board Chair Report

This year has been one of outstanding progress and pride for our school community. We were delighted to receive an outstanding result in our Public-School Review, with a five year return; a testament to the strength of our leadership, the dedication of our staff, and the collective commitment to continual improvement.

Our recognition as a Finalist for Excellence in Teaching and Learning further highlights the unwavering focus our educators place on ensuring success for every student. This honour reflects the depth of professional practice across the school and the belief that every child can thrive when provided with rich, high-quality learning experiences.

The year was also marked by extraordinary creativity and talent on display during the senior students' drama performance. Playing to packed audiences, our students delivered memorable performances that showcased both their artistic abilities and positive culture encouraging participation from so many.

Perhaps most importantly, 2025 highlighted the remarkable spirit of the Winterfold community. From the school disco and outdoor cinema night to the end-of-year colour run and a range of fundraising events, our families, P&C, and wider community demonstrated enthusiasm, generosity, and a shared dedication to supporting every child's journey.

It has been a privilege to witness these achievements, and I extend my sincere thanks to our staff, students, and families for making this such a standout year.

James Pengelley  
Board Chair





## P&C President Report

Winterfold PS P&C has had a bumper year. Many exciting events, many wonderful projects to support. And all enabled by the efforts and enthusiasm of our volunteers.

We may not be a group full of expert skills, but we are a group full of cheerleaders, a group full of support for each other. The support needed to execute our annual schedule of events. In fact, this is the first year during my tenure that we have been organised enough to have a schedule of events planned. The fact that these plans are pulled off without expert guidance speaks volumes to the determination of the group. We continue to find the way!

It has been thrilling to have new members and new volunteers throughout the year. As I always say; we are a group of overstretched time poor parents, we need all hands-on deck so as to step in for each other when life gets in the way. I find it deeply reassuring to hear in every P&C conversation a collective focus on creating fun, community and supporting students. Not just our students, all students. To ensure that the fun and community is accessible to all and true support to our school families.

Our year saw the financial support of Year 6 camp and leavers shirts. As well as our dedicated ongoing support of the Winterfold PS drama production. What a highlight!

Edu dance contributions are always a joy to see in action during performance. The diversity of performers pulls at my heart strings. Those born for the stage dancing right alongside those outside their comfort zones in a kaleidoscope of skills and fun.

We have also invested in some necessary tech and equipment upgrades in order to better service our events, canteen and uniform shop. There has been a great uptake of available grants resulting in improved P&C infrastructure, including the purchase of our very own Outdoor Movie screen and projector. The inaugural movie night was glorious.

The P&C Disco remains a highlight of the WPS social calendar. Such a wonderful opportunity to see the kids with their friends making memories. We had two outrageously fun adult events. Bonza Bingo and Heroes Vs Villains Quiz Night saw parents (and teachers) spending quality time together, forging bonds beyond the playground. The sense of community generated by shared fun amongst tired parents is exceptional! Shared fun for all! Term 4 featured the P&C fully funded Rainbow Colour Run event. What an incredible opportunity to partner with WPS and support their PBS framework by creating a joy fest on the oval to celebrate our student's amazing efforts and achievements.

A special mention of our canteen and uniform shop. These services are deeply valued by our families. They provide so much more than slinky apples and sun hats. Our canteen employees and volunteers work tirelessly to provide families with nutritious, comforting options. A chance to break from lunchbox preparations makes the canteen a lifesaver for many parents and carers. Our onsite uniform shop is run completely by volunteers, juggling transactions and stock take between drop offs and gastro. What a bunch of heroes!

It is such a privilege to be a part of this community. To lead our kids by example as to the positive impact we can have on each other. The positive impact being an active member of a community can have on ourselves. The benefit of participating in the place you live, the community you create.

Leah Trigwell  
P&C President





## Relationships and Partnerships

Create a positive school culture with all stakeholders built on purposeful relationships.

- 1.1 Strengthen community relationships and cultural responsiveness.
- 1.2 Whole school events will reflect community collaboration and partnership.
- 1.3 Strengthen student voice.

## Aboriginal Cultural Responsiveness

Throughout 2025, our school continued to build an environment that embraces and celebrates diversity, ensuring every student feels valued, connected, and empowered. This commitment was reflected through thoughtfully planned whole-school events that honoured the richness of our community, further strengthened partnerships with families, and elevated student voice in meaningful ways.

The Aboriginal Cultural Framework remains the foundation of Winterfold’s ongoing journey toward cultural responsiveness. The staff review completed at the end of 2025 has guided our reflections on the year’s achievements and challenges and continues to inform our collective priorities as both a staff and a school community.

### Aboriginal Cultural Standards Framework – Staff Assessment – Comparative Data

STANDARDS	F O C U S	CULTURAL AWARENESS (EMERGING)	CULTURAL UNDERSTANDING (DEVELOPING)	CULTURAL COMPETENCE (CAPABLE)	CULTURAL RESPONSIVENESS (PROFICIENT)
RELATIONSHIPS	✓		100%		
	✓	6%	44%	44%	12%
	✓		31%	38%	5%
	✓		16%	79%	4.3%
			17.4%	78.3%	4.3%
			4%	44%	52%
		3%	17%	52%	28%
2025		6%	17%	44%	33%
LEADERSHIP		70%	30%		
			31.5%	31.5%	25%
			31%	38%	25%
			25%	58%	11%
			26.1%	47.8%	26.1%
			4%	44%	52%
			24%	45%	31%
2025			17%	50%	33%
TEACHING	✓		81%	19%	
	✓	6%	75%	13%	
			62%	19%	19%
		10%	37%	53%	
			21.7%	78.3%	
			17%	74%	9%
			24%	69%	7%
2025	✓		17%	56%	28%
LEARNING ENVIRONMENT		19%	62%	19%	
		6%	63%	19%	
			50%	32%	12%
			32%	47%	21%
			17.4%	47.8%	34.8%
			8%	44%	48%
			24%	52%	24%
2025			17%	56%	28%
RESOURCES	✓	71%	29%	19%	
		6%	37%	38%	12%
			38%	26%	
			69%	26%	
		8.7%	21.7%	47.8%	21.7%
		4%	18%	52%	26%
		3%	38%	41%	17%
2025			28%	50%	22%

KEY:

- 2018 Brown
- 2019 Orange
- 2020 Red
- 2021 Blue
- 2022 Green
- 2023 Purple
- 2024 Pink
- 2025 Black





## Koolangka Kaadadjiny Survey

The table below shows student responses on a five-point scale. Responses from 22 students in K to Year 6 are recorded in this table, due to absences, surveys not being returned as well as the questions posing difficulty for some Kindy students who were not used to viewing their school day as composed of a series of learning areas.

### Year Level Distribution:

Year Level	K	PP	1	2	3	4	5	6
Number of Students	4	4	1	3	4	3	4	6
Number of completed surveys	3	0	0	3	3	3	4	5

<p>I like school</p> <table border="1"> <tr> <td>1</td> <td>0</td> <td>3</td> <td>7</td> <td>11</td> </tr> </table>	1	0	3	7	11	<p>DID NOT ANSWER</p> <p>I like school: 0</p> <p>I like my class: 0</p>	<p>I like my class</p> <table border="1"> <tr> <td>0</td> <td>0</td> <td>2</td> <td>6</td> <td>13</td> </tr> </table>	0	0	2	6	13
1	0	3	7	11								
0	0	2	6	13								
<p>I like literacy (reading, writing, spelling)</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>5</td> <td>8</td> <td>6</td> </tr> </table>	1	2	5	8	6	<p>DID NOT ANSWER</p> <p>I like literacy: 0</p> <p>I like numeracy: 0</p>	<p>I like numeracy (maths and numbers)</p> <table border="1"> <tr> <td>4</td> <td>1</td> <td>2</td> <td>8</td> <td>7</td> </tr> </table>	4	1	2	8	7
1	2	5	8	6								
4	1	2	8	7								
<p>I like sport</p> <table border="1"> <tr> <td>0</td> <td>0</td> <td>0</td> <td>4</td> <td>18</td> </tr> </table>	0	0	0	4	18	<p>DID NOT ANSWER</p> <p>I like sport: 0</p> <p>I like art: 0</p>	<p>I like art</p> <table border="1"> <tr> <td>0</td> <td>0</td> <td>3</td> <td>8</td> <td>11</td> </tr> </table>	0	0	3	8	11
0	0	0	4	18								
0	0	3	8	11								
<p>I like music</p> <table border="1"> <tr> <td>1</td> <td>0</td> <td>1</td> <td>6</td> <td>14</td> </tr> </table>	1	0	1	6	14	<p>DID NOT ANSWER</p> <p>I like music: 0</p> <p>I like drama: 1</p>	<p>I like drama</p> <table border="1"> <tr> <td>0</td> <td>2</td> <td>4</td> <td>6</td> <td>9</td> </tr> </table>	0	2	4	6	9
1	0	1	6	14								
0	2	4	6	9								





## Findings:

- Most students stated they liked their class.
- Most students also enjoyed participating in specialist subjects. Sport rating highest and drama having the widest spread of responses.
- Results of the literacy and numeracy rating were quite similar and spread relatively evenly across the positive half of the continuum.
- The majority of students noted their favourite part of the school day is their break time, play times and going to specialist classes. Sport has the most mentions.
- All students who responded were able to list at least 2 friends with most students listing many friends.
- When articulating their *Koodjal Djinda – Keny Koort (Two Stars & One Wish)*, responses were very positive and as varied as the students' personalities. They ranged from mentioning success in creative and sporting endeavours, to a desire to improve their academic performance in literacy and numeracy.
- When asked, what would you like your teachers to know about you:
  - Many students wanted to share their personal likes such as reading, football, and swimming at the beach.
  - Many students also wanted to let their teachers know their feelings, wants and needs in the classroom. Some examples included: Sometimes I am shy; I can get angry very easily.
- Most students identified at least three *Maar Moort – Five People* who they trust and can talk to about their feelings. Teachers featured prominently in their lists as well as family members who also attend WPS.
- Thermometer: 19 of the 22 students marked their thermometer 10/10 for being proud of their culture.
- Some reoccurring responses about what makes them proud of the culture at WPS were:
  - Learning Aboriginal words.
  - Dancing
  - Acknowledgement of Country and 'Wanjoo'
  - Learning about Culture and celebrating it at school
  - Other Aboriginal students attending the school
  - The flags and murals located around the school environment
  - Being surrounded by birds and nature in our school environment



## Aboriginal Cultural Standards Alignments

RAP Committee	Kaadadjiny Kedala NAIDOC Celebration	Maar Banga Meka-k 5 a Fortnight
<ul style="list-style-type: none"> <li>✓ Termly meetings.</li> <li>✓ Aboriginal and Torres Strait Islander families invited.</li> <li>✓ Staff encouraged to attend.</li> <li>✓ 6<sup>th</sup> Iteration of Reconciliation Action Plan published through Narragunnawali Reconciliation in Education. (Reconciliation Australia)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Welcome and Smoking ceremony.</li> <li>✓ Engaging facilitators and activity providers.</li> <li>✓ Engaging families to share and assist in activities.</li> <li>✓ Morning Tea for Aboriginal and Torres Strait Islander families providing a network for staff and Aboriginal parents and families.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sharing of 5 Noongar language words per fortnight.</li> <li>✓ Words aim to align with curriculum and themes.</li> <li>✓ Presented at assemblies by student leaders. Whole school engagement with practice.</li> <li>✓ Included in newsletters for wider community.</li> </ul>
Harmony Day	Professional Learning Opportunities	Curriculum Planning and Integration
<ul style="list-style-type: none"> <li>✓ Encouragement of wearing cultural dress or orange for the day.</li> <li>✓ Engaging of families to share cultural heritage and assist in classroom activities.</li> <li>✓ Activities centred around Asian countries to link with Australia's connection to Asia.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reconciliation WA - Pamela Chatfield Understanding Intergenerational Trauma.</li> <li>✓ Culturally inclusive practice, online modules.</li> <li>✓ ACS focussed staff meetings to facilitate sharing of ideas for integration across curriculum areas.</li> <li>✓ Teacher to discuss cultural responsiveness at Winterfold PS, on a Panel for Reconciliation Australia in Canberra.</li> <li>✓ RING Reconciliation WA presentation by Winterfold PS at Fremantle College.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Opportunity to plan and incorporate Aboriginal and Torres Strait Islander perspectives into 2025's literacy and numeracy pacing calendars.</li> <li>✓ Smoking Ceremony and Welcome to Country embedded in whole school community events (sports carnival, Library opening).</li> <li>✓ Preliminary meeting to explore Yarning Circle on school site.</li> </ul>





## Annie St Community Garden

Annie St Community Garden Inc or 'Annie St Garden' operates to partner Winterfold Primary School with the local community to develop and maintain a productive garden on the School grounds. The garden was originally established in 2008 by the City of Fremantle and includes garden beds and fruit trees. In 2021, a group of residents and school parents joined together to form a community garden group with a vision to:

- Develop a space to encourage participation in activities in the garden
- Nurture interest in sustainability, knowledge about gardening and growing food and
- Create a social hub inclusive of all residents and the Winterfold School Community.

### *Partnership*

The partnership provides a win-win for the school and local community. The maintenance of the garden by the community organisation takes a significant load off the school gardener and provides an opportunity for the school to utilise the garden space as part of the school curriculum without using significant teacher and gardener resources to maintain. The partnership allows funding to be sourced from a range of areas, with support from Winterfold PS, Winterfold P&C and independent fundraising and grants supported by volunteers in the community. There are benefits to the local community in having a cool, green space that is accessible on weekends in an area that has few other public green spaces. Garden sessions build a sense of community within the school area and connection to the surrounding neighbourhood.

### *2025 – Operation and Events*

The committee meets four times per year at the start of each term and there is a gardening session on the 2nd Saturday of the month from 8-9.30am, where members and residents meet to plant and maintain the garden space.

Annie St Garden has hosted many events over the last 5 years, including hosting Johnny Prefumo, the Frog Doctor, pruning, composting workshop and community gatherings. 2025 was a particularly busy year for the community garden.

Our aims for 2025 were to:

- Develop a vision and plan with the local communities.
- Acknowledge the Indigenous and European heritage of the area and engage with the local community
- Expand our membership and profile
- Continue to provide sustainability-based activities

We have succeeded in making progress in all of these areas, as outlined below.

### *2025 Visioning Workshop and Plan*

In 2025, Annie St Garden obtained a grant from the Department of Communities to engage Banksia and Lime landscape architects to assist with facilitating a workshop on the 29th of March for 25 people including the principal, administration staff, local residents and school parents. These ideas were used to develop a concept plan for the garden. Ideas included a play area, native plantings, extended mediterranean fruit tree areas, waterwise gardening and additional seating. A key part of the visioning workshop was to plan for the location of a yarning circle within the area adjacent to the garden. Annie St Garden members were invited by the principal to share the plan with members of the reconciliation action committee who were supportive of the idea.

### *New Picnic Table and Picnic Event*

In 2024, Annie St Garden provided a small amount of funding following a Bunnings fundraising event to the Freo Men's Shed, who built and installed a picnic table in the garden. This improved both accessibility and amenity in the garden. We held a celebratory afternoon tea on the 15th of March





also supported under the Department of Communities grant, which attracted over 30 local residents and members of the school community.

**Support Local Neighbourhood Meet-up**

Annie St Garden also supported a request from a local resident and member of the garden to host a local neighbourhood meetup on the 26th of July, which gave us the opportunity to meet neighbours and promote the garden as somewhere people can meet and share the produce. This was well attended with over 30 people at the event from the surrounding Beaconsfield area.

**Planting Workshop – 20 new native and citrus trees**

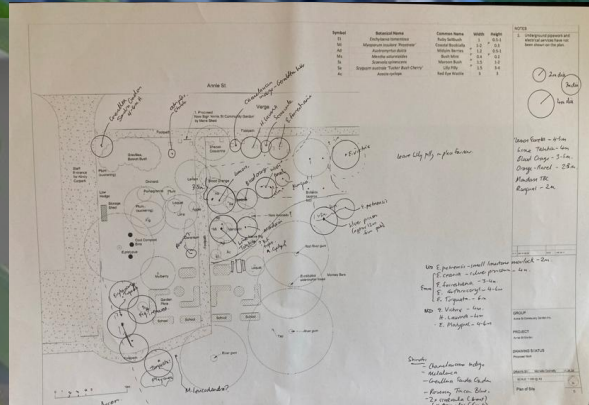
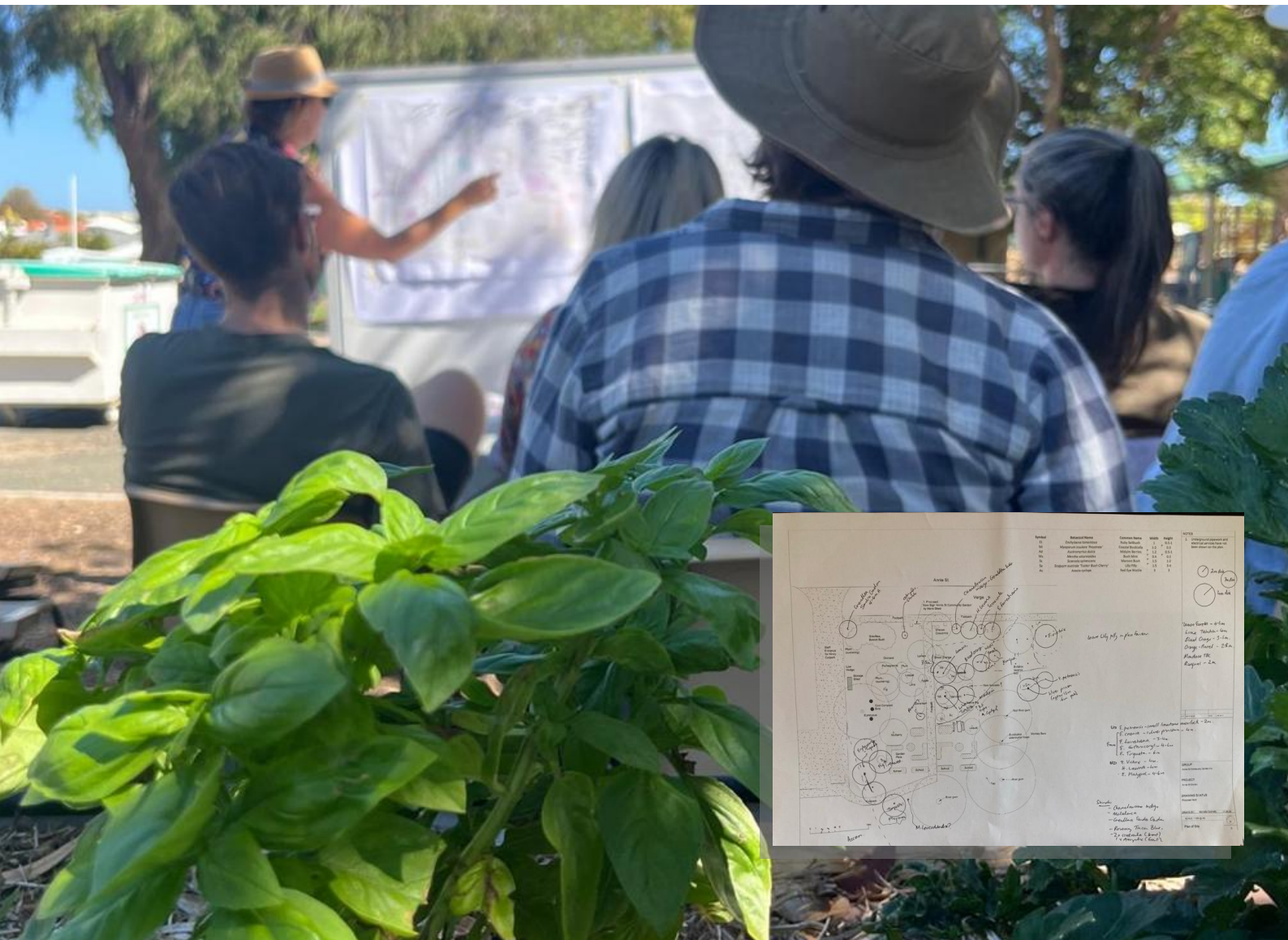
We also held a planting workshop on Saturday 11th August, which was supported by the grant, where we planted 20 new waterwise trees and

shrubs aligned with the new concept plan for the garden.

**Conclusion**

Thank you to all the committee members, Gail, Carissa, Anna, Emma, Maggie, Wendy and friends of Annie St Garden that have contributed to all the activities this year. Thank you to Jane for all the garden advice and volunteering, Cynthia, Fedele and Martin for your ongoing support. We also much appreciate the partnership with Winterfold PS and Kim Calabrese, the admin team and Nick the gardener who continue to support the partnership and community garden for the school and local community.

Over the next year we hope to continue to embed what we have established this year and continue to work on our seasonal calendar and operations with the school to improve water efficiency and weeding and continue to work towards bringing the plan we have now to life. It would be great to see the yarning circle progress in liaison with the reconciliation action committee and traditional owners.





## Leafy Legends

To encourage our children to care for nature and learn to grow food, volunteers from the Annie Street Community Garden committee started a monthly gardening club in June 2025. With generous contributions from the school for seedlings, tools and craft activities, dozens of students got their hands into the soil every last Wednesday of the month. The children have shown such excitement in planting and caring for strawberries, pumpkins, spinach, tomatoes,

lettuce, herbs and so much more. The excitement of the children also showed in their parents, who asked many questions about what was growing in the garden, and happily took home 'seed bombs', greens for their dinner and 'bean in a cup' experiments to grow on their kitchen window ledge. Due to the success of Leafy Legends, the club is continuing to welcome all students interested in gardening in 2026.



Leafy Legends





## Community Events

Winterfold Primary School hosted a variety of community events across the year. Highlights are shared below. Community feedback is collected after each event and is carefully considered to refine future events and continue those that are valued by families.

### Welcome Breakfast and Community Picnic

At the commencement of the school year, our community was once again invited to attend a Sausage Sizzle Welcome Breakfast, providing an informal opportunity for new families and staff to connect with one another and for existing families to reconnect following the long school holiday break. In addition, the P&C hosted a Welcome Picnic to ensure inclusivity for families unable to attend the morning event. Community members enjoyed a relaxed sunset picnic on the oval while children played on the nature playground. Both events were well attended and continued to receive very positive feedback, reinforcing their value in strengthening community connections.

### Drama Performance

The biannual drama production, Rock Bottom, was a huge success and was thoroughly enjoyed by the Winterfold school community. Students from Years 5 and 6 engaged enthusiastically, working together to bring the production to life.

The show was first enjoyed through a matinee performance for our pre-primary children, followed by an evening dress rehearsal attended by up to two family or caregiver members. This was then complemented by two evening performances, where Winterfold Primary School's extended community delighted in watching the very talented children perform on stage.

The production was directed by Mrs Fullerton, whose leadership and dedication guided students throughout the creative process. The school also acknowledges the valuable contribution of Mr Kaloczy, who rehearsed with the cast and helped

bring the musical elements of the production to life.

Winterfold Primary School Performing Arts continually appreciates the outstanding support and assistance provided by families, helping to create special and lasting memories for our upper primary students.

### Your Move

The biggest event of the year for Your Move was, as usual, our Dress Up Your Bike Competition and Breakfast. We, again, received a grant from the Transport Department and RAC to host this event and decided to go with a healthier version of breakfast, supplying mini muffins from Scarvaci IGA and fruit from The Grocer and The Chef. This event is always well supported by our school community and a good opportunity for parents and staff to mingle and chat in a relaxed setting. We also continued celebrating National Ride2School Day and Walk Safely to School Day, with the Your Move Student Team greeting students as they arrived at school and handing out stickers. The whole school participated in RAC Little Legends incursions about road safety and fume friendly transport and our Year 5 & 6 students participated in the TransPerth Get on Board incursion about accessing public transport. We were successful with our application for a Connecting Schools Grant and chose to provide Year 1 students with a Balance Bike Incursion that will happen in Term 1, Week 8, 2026. This will help build student confidence to ride bikes and learn road and safety rules in a secure setting.

#### Highlight- Community Events

Colour Run

Outdoor Cinema

Quiz Night

Bogan Bingo

Book Week

Interschool Carnivals

Free Dress Days

Edu Dance

STEM Fashion Show

P&C Disco

Science Fair

Kaadadjiny Kedala

Year 6 Camp

RAC incursion

Winter Carnival

Class Excursions

Performance

Poetry Competition

Swimming Carnival

Harmony Week

Reconciliation Week

Faction Carnival

Cross Country

RU OK Day

World Water Day

Your Move events

Constable Care





## Learning Environment

Ensuring optimal conditions for learning across the school community.

- 2.1 Identify and cater to individual student needs, including disability and students at educational needs.
- 2.2 Embed a Positive Behaviour Support approach that aligns with restorative practices.
- 2.3 Create a learning environment that reflects high quality teaching and learning.
- 2.4 Embed a Wellbeing Policy for staff, students and school community.

## Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	89.3%	91%	90.3%	79%	84%	74.3%	88.1%	90.8%	88.9%
2024	91.6%	91.9%	91%	80.3%	84.8%	74.3%	90.5%	91.7%	89.4%
2025	91.4%	91.6%	90.7%	79.4%	81.3%	73.2%	90.4%	91.3%	89.1%

Attendance in 2025 continues to be higher than WA Public Schools but slightly lower than 'like schools'. With an annual review of our Attendance Guidelines, we continue to strengthen processes and find improved ways to increase student attendance. Some of the ways we continue to support regular attendance include:

- Raffles
- Documented Plans
- Home visits
- Text messages home for absences
- Reminder letters
- Newsletter information

## Supporting students at educational risk

Winterfold Primary School is committed to meeting the diverse academic, social, emotional, behavioural and wellbeing needs of all students. A proactive and coordinated approach is used to identify and support students at educational risk, ensuring equity of access, continuity of care and positive learning outcomes.

### Identification and Coordination of Support

The school's Students at Educational Risk (SaER) Guidelines include clear processes for identifying students who require additional support and the range of resources available. Structured referral

processes and clear communication pathways enable relevant information to be shared effectively between teachers, leadership and support staff. A coordinated case management approach ensures student needs are monitored and reviewed at identified points of need. Case-





conferences and collaborative meetings are held as required to support students and strengthen family–school partnerships. The SaER processes are overseen and coordinated by the SaER Deputy, who works closely with classroom teachers, parents and external service providers to ensure supports are aligned and students are making expected progress.

### **Documented Planning and Individualised Supports**

A range of documented plans are developed and implemented to respond to individual student needs across multiple domains, including academic learning, behaviour, wellbeing, attendance and safety. These plans support consistent practice across classrooms and promote shared responsibility for student success. Student Profile Spreadsheets consolidate key student data and planning information, enabling teachers to make informed, data-driven decisions when differentiating instruction and allocating resources. Student Passports form part of the transition and handover process, providing staff, including relief teachers, with a clear overview of each student’s strengths, needs and effective support strategies.

### **Targeted Interventions and Specialist Support**

Targeted interventions are implemented to address identified needs and may occur on an individual or small-group basis. These interventions focus on areas such as literacy and numeracy support, social skills development, self-regulation and wellbeing. Programs including Zones of Regulation and the Drumbeat program

continue to support students in developing emotional awareness, resilience and positive relationships. Drumbeat, introduced last year, has been particularly successful and will continue to be embedded in practice.

The school benefits from the involvement of allied professionals, the School Psychologist and School Chaplain. The School Psychologist supports students and staff in alignment with the school’s service agreement, contributing to assessment, intervention and staff capacity building. Our School Chaplain, Bettina, provides valued wellbeing support for students and families and plays an important role in nurturing positive connections within the school community.

To reduce barriers for families, external service providers are regularly engaged on site, allowing students and parents to access support without the need to travel to external appointments.

### **Professional Learning and Staff Capacity**

Teachers engage in ongoing professional learning that strengthens their capacity to support diverse learners. Professional learning opportunities are provided through the Executive Leadership Team, Department of Education services, and external specialists. This ensures staff are equipped with current knowledge, strategies and skills to support students with additional learning, behaviour and wellbeing needs.

### **Transition Support**

Additional transition supports are provided for students at educational risk at key points in the school year. These include extra classroom visits, structured transition sessions, and meetings with teachers at the end and start of each year. These supports ensure continuity of learning, promote student confidence, and support a smooth transition for students and families.








## WA Positive Behaviour Support - WAPBS

In 2025, Winterfold made significant progress in strengthening our Positive Behaviour Support (PBS) approach. A comprehensive behaviour matrix was finalised, clearly outlining expected behaviour skills under the SOAR framework—Safety, Optimism, Achievement and Respect. Our community played an active role in the journey, contributing to the selection of mascots for each behaviour: Kaa-kaa (Kookaburra), Djiti-Djiti (Willie Wagtail), Kanyinak (Sacred Kingfisher) and Kaarak (Red-tailed Black Cockatoo), as well as providing stakeholder input into student acknowledgements. SOAR tokens were introduced and aligned with faction points, further

embedding positive behaviour across the school. All PBS staff completed professional learning, which was shared with the wider staff through meetings and training sessions. Explicit lessons on behaviour skills commenced, supported by engaging videos featuring teachers modelling non-examples and students demonstrating expected behaviours. Feedback from students, parents and the wider community has been overwhelmingly positive, with a shared language now embedded across the school and clear expectations understood and applied by both students and staff.

 <b>POSITIVE BEHAVIOUR SUPPORT</b> • <b>S.O.A.R</b> •				
	<b>SAFETY</b> We behave in a safe way, so everyone feels and is safe.	<b>OPTIMISM</b> We believe in ourselves and demonstrate persistence and resilience.	<b>ACHIEVE</b> We strive to be the best we can be.	<b>RESPECT</b> We respect ourselves, others and the environment.
	 <p>• Kaa-Kaa •</p>	 <p>• Djiti-Djiti •</p>	 <p>• Kanyinak •</p>	 <p>• Kaarak •</p>
ALL THE TIME	<ul style="list-style-type: none"> <li>We keep hands, feet and objects to ourselves.</li> <li>We report unsafe behaviours or situations to an adult.</li> <li>We use the toilet safely and appropriately.</li> <li>We walk on pathways around the school.</li> <li>We walk our bikes and scooters in school grounds.</li> <li>We ask for help if we feel unsafe or upset.</li> </ul>	<ul style="list-style-type: none"> <li>We approach challenges with a positive attitude.</li> <li>We know that practise leads to progress.</li> <li>We use our mistakes as learning opportunities.</li> <li>We cope when things don't go our way.</li> <li>We encourage others with positive and kind words.</li> <li>We follow The Good Sport Code.</li> </ul>	<ul style="list-style-type: none"> <li>We are prepared and ready to learn.</li> <li>We follow instructions.</li> <li>We set goals and work towards them.</li> <li>We are problem solvers.</li> <li>We ask for help if we need it.</li> <li>We listen, reflect and apply feedback.</li> </ul>	<ul style="list-style-type: none"> <li>We communicate respectfully.</li> <li>We use kind words, kind voices and kind actions.</li> <li>We respect personal boundaries.</li> <li>We are punctual.</li> <li>We share and take turns.</li> <li>We are honest and take responsibility.</li> <li>We wear our school uniform.</li> <li>We place rubbish and recycling in the correct bins.</li> </ul>
LEARNING TIME	<ul style="list-style-type: none"> <li>We transition quietly through the school in two lines.</li> <li>We use technology safely and appropriately.</li> <li>We move safely around the classroom.</li> <li>We use equipment appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>We celebrate our progress.</li> <li>We have a go and take risks in our learning.</li> <li>We persevere and keep going even when it's hard.</li> </ul>	<ul style="list-style-type: none"> <li>We participate in all learning activities.</li> <li>We stay on task to finish our work.</li> <li>We show pride in the presentation of our work.</li> <li>We give our best effort.</li> </ul>	<ul style="list-style-type: none"> <li>We show active listening.</li> <li>We listen to other people's views and ideas.</li> <li>We ask to borrow things that aren't ours.</li> <li>We wait patiently for our turn.</li> </ul>
BREAK TIME	<ul style="list-style-type: none"> <li>We stay in school boundaries.</li> <li>We are sun smart.</li> <li>We choose safe activities.</li> <li>We sit in assigned areas and eat our own food.</li> </ul>	<ul style="list-style-type: none"> <li>We try new things.</li> <li>We make compromises with others in play.</li> </ul>	<ul style="list-style-type: none"> <li>We set a good example to others.</li> <li>We use our break times to meet our own needs.</li> </ul>	<ul style="list-style-type: none"> <li>We play fairly and by the rules.</li> <li>We include others and take turns.</li> <li>We respect the school environment.</li> </ul>



## Wellbeing

In 2025, Wellbeing continued to flourish at Winterfold Primary School, with the Wellbeing Committee working collaboratively to create meaningful opportunities that supported staff, students, and the wider community.

For staff, our wellbeing focus centred on the PERMAH pillars of Positive Emotions and Relationships. Throughout the year, the staffroom transformed into a vibrant hub of warmth and connection, with regular morning teas and a variety of social events bringing colleagues together. These opportunities strengthened professional relationships, fostered a genuine sense of belonging, and reinforced our shared commitment to a supportive school culture. As a gesture of appreciation, each staff member received a plant—symbolising growth, care, and the valued role each person plays in helping our school thrive.

A highlight of the year was an inspiring workshop delivered by guest speaker Luke George, who shared practical, impactful strategies for effective time management, building happiness, and achieving a healthy work life balance. Staff left the session feeling motivated, empowered, and equipped with tools to further support their own wellbeing.

For our students, 2025 was a powerful year of community connection, gratitude, and personal growth. One of our major initiatives focused on giving back to the wider community. The committee coordinated a highly successful whole-school food drive, supporting a local charity and reinforcing the values of kindness and compassion. In addition, students and families contributed generously to a clothing drive, with dona-

tions sent to remote Indigenous communities. These initiatives allowed students to see firsthand how their actions can make a positive difference in the lives of others.

A particularly memorable highlight was a visit from a guest speaker, Carl Hough who shared his powerful story of resilience. After surviving a near-fatal car accident, he went on to become a world-champion BMX rider. His message of perseverance, strength, and determination resonated deeply with students and staff alike, inspiring them to face challenges with confidence and optimism.

As a whole school, we also created a vibrant Gratitude Tree, where students, staff, and families were invited to write something they were grateful for. This initiative became a beautiful visual reminder of positivity, community spirit, and the many small moments that make Winterfold such a special place.

Students also participated enthusiastically in the Jump Rope for Heart program, which promoted physical health, cardiovascular fitness, and positive daily habits. The program was an energising and joyful experience for students, bringing together fun, movement, and health education in an engaging way.

Overall, 2025 was a dynamic, heart-warming, and highly successful year for wellbeing at Winterfold. The initiatives launched not only strengthened our school culture but also reaffirmed our commitment to creating a community where every individual feels valued, connected, and supported.





## Leadership

Develop leadership structures, processes and practices across the school for staff and students.

- 3.1 Embed a distributed leadership structure.
- 3.2 Provide leadership opportunities for all students.
- 3.3 Develop and define leadership roles and responsibilities.

**Finalist WA Education Awards** – Excellence in Teaching and Learning.

Winterfold Primary School was recognised as a finalist in the 2025 WA Education Awards for Excellence in Teaching and Learning (Primary), reflecting strong leadership and a sustained commitment to high-quality practice. This recognition highlights the school's strategic focus on instructional leadership, professional collaboration and continuous improvement to drive student achievement. Being acknowledged at a state level affirms the impact of Winterfold's leadership in fostering a culture of excellence across teaching and learning.

### Leadership Recognition

#### *Reconciliation Australia Representation*

In 2025, Winterfold Primary School was proudly represented on the national stage when *Miss Keely Wrathall* was invited to present at the *Narragunnawali National Conference in Canberra*. Keely showcased the powerful reconciliation work taking place at Winterfold, highlighting the school's commitment to culturally responsive practice and meaningful engagement with Aboriginal and Torres Strait Islander perspectives. Her contribution was widely praised, with *exceptionally positive feedback* on the clarity, depth, and authenticity of her panel presentation. Keely's leadership not only reflected her own deep commitment to reconciliation but also positioned Winterfold as a school leading the way in embedding respectful, thoughtful practices that

strengthen relationships and improve outcomes for all students.

### *Your Move*

As part of the Connecting Schools Grants program, Winterfold Primary School demonstrated leadership by contributing to a Department of Education case study on Your Move and active travel. Guided by teacher Julia Calvert, the initiative showcased how school-based leadership can drive whole-school and community engagement in safe, sustainable travel practices. This work reflects the school's commitment to leading wellbeing and sustainability initiatives that positively influence student habits, family partnerships and local connections.

### *Team Leaders*

Winterfold Primary School is supported by Team Leaders across each teaching block who strengthen leadership capacity and coherence across the school. Building on practices established in 2024, Team Leaders lead collaborative planning and moderation, support consistent curriculum implementation, use student performance data to guide improvement, and mentor colleagues through coaching and induction processes. This well embedded distributed leadership model fosters professional dialogue, builds collective efficacy, and ensures whole school priorities for student progress and wellbeing are enacted and consistently and effectively.





### Student Leadership

Student leadership at Winterfold Primary School is led by Mr Parkinson and is inclusive by design, with leadership opportunities available to all students, not only those with formal roles. Students are encouraged to develop and present proposals directly to the principal, resulting in student-led initiatives such as Yo-Yo Club, Lume Bands Club and Inclusivity Club, which promote connection, creativity and belonging. Student leaders also participated in a leadership excursion to the WACA, accompanied by Mr

Parkinson and Miss Brodie, where they engaged in leadership learning activities focused on teamwork, responsibility and aspiration. In addition, students demonstrated leadership through the planning and delivery of community-focused fundraising initiatives, including Crazy Hair Day and other charitable actions supporting local and global causes. This approach ensures student voice and leadership are demonstrated through action, initiative and contribution.

### STUDENT LEADERSHIP OPPORTUNITIES

Faction Captains	Student Leaders	Other leadership roles
<ul style="list-style-type: none"> <li>- Organise faction carnivals.</li> <li>- Run assemblies.</li> <li>- Set up equipment for sport lessons, senior sport and lunch time activities.</li> <li>- Create videos about events across the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Organise and run assemblies and special events.</li> <li>- Provide school tours to new families.</li> <li>- Videos for staff and community.</li> <li>- Gather and present student feedback.</li> <li>- Carry out exit interviews with Year 6 students and interview Kindergarten students for staff feedback.</li> <li>- Curriculum learning area support – set up arts, music, 25 nights home reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Helping Hands – playground support.</li> <li>- Library Monitors – run Book Week events.</li> <li>- In class leadership roles and tasks.</li> <li>- Running clubs during lunch time.</li> <li>- Your Move team.</li> <li>- Water Wise committee.</li> <li>- Buddy class leaders to support early childhood transition.</li> <li>- Audio Technician Roles to support assemblies and other events across the school.</li> </ul>





## High Quality Teaching and Learning

### Build staff capacity in teaching and learning.

5.1 Consistent approach to whole school pedagogy and practices.

5.2 National Quality Standard will be used in early childhood as a continuous improvement tool.

5.3 Continuation of capacity building in WPS Pedagogical Practices.

5.4 Development of highly effective Professional Learning Communities.

## Data Driven Professional Learning Communities

Professional Learning Communities at Winterfold Primary School are student-focused and data-driven, with a clear emphasis on using evidence to inform teaching decisions. PLCs analyse a suite of assessment data to identify areas of strength in student learning and to determine targeted priorities for improvement. Assessment tools currently used include but are not limited to:

- PAT assessments
- NAPLAN
- On Entry
- Common Assessment Tasks (CATs)
- Elastik
- Cars and Stars
- Di Rigg

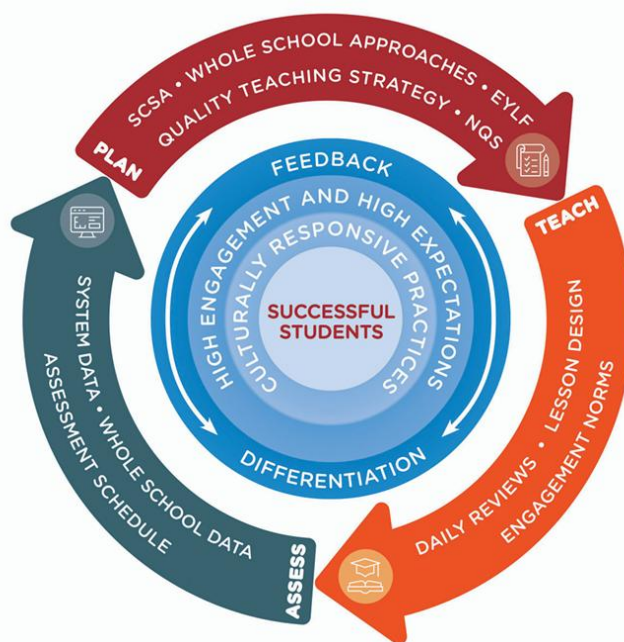
These tools are used along with classroom-based formative and summative assessment data, providing a comprehensive picture of student progress over time. Guided by these data sources, PLC discussions focus on selecting and implementing evidence-based practices aligned to whole-school instructional approaches. This ensures teaching responses are targeted, consistent and responsive to student needs, while maintaining a shared responsibility for improving student outcomes across year levels and learning areas.

## Instructional Model

To strengthen connected practice and reduce teacher variance, Winterfold Primary School has embedded a whole-school Instructional Model aligned to the Department of Education Quality Teaching Strategy. Practices prioritised in previous years, including Daily Reviews, explicit Learning Intentions and Success Criteria, and Learning Sprints, are now consistently evident across literacy and numeracy instruction in all year levels.

Monitoring through walkthroughs and Instructional Rounds confirms strong implementation of these practices, with teachers routinely using participation tactics and engagement norms to support student learning. Learning Sprints continue to provide targeted, short-term support for students requiring additional assistance, with a clear focus on collaboration with families.

Ongoing tracking and feedback processes support refinement rather than compliance, with targeted support provided through peer observation and coaching at the point of need. As these core practices are now well embedded, the school is progressively shifting its focus to other key components of the Instructional Model, ensuring continuous improvement.





## Early Childhood Philosophy / National Quality Standards

2025 was another successful year for the Winterfold ECE team, who continued to build on strong foundations to create meaningful and engaging learning experiences for our youngest students. The team worked collaboratively throughout the year, demonstrating a consistent commitment to high-quality early childhood practice.

Fortnightly meetings centred on the National Quality Standards provided valuable opportunities for staff to reflect on practice, analyse student outcomes, and identify priorities for ongoing improvement. These discussions strengthened alignment across the early years and ensured that teaching remained consistent, intentional, and responsive to student needs.

A key achievement in 2025 was the development of an NQS Evidence Wall, showcasing photographs, student work, and documentation that reflected the connected practices occurring across Kindergarten to Year 2. This display celebrated effective pedagogy and served as a shared point of reflection and inspiration for continuous improvement.

2025 further strengthened the cohesion, expertise, and shared vision of the Winterfold ECE team, ensuring our students continue to benefit from a nurturing, developmentally rich, and high-quality learning environment. We also continued to meet all National Quality Standards requirements, maintaining our strong commitment to excellence across the early years.

### National Quality Standard Audit - summary

Date:

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice		
Quality Area 2	Children's health and safety		
Quality Area 3	Physical environment		
Quality Area 4	Staffing arrangements		
Quality Area 5	Relationships with children		
Quality Area 6	Collaborative partnerships with families and communities		
Quality Area 7	Governance and Leadership		





## Student Achievement and Progress

*Promote wider school collection and use of quality data for continuous improvement.*

6.1 Consistent use of data to track, evaluate and monitor student progress and achievement.

6.2 Data driven practices improve student intervention in literacy and numeracy.

6.3 Targeted tracking of data and intervention.

### NAPLAN targets





**Year 3 and Year 5 students to match or exceed like schools in literacy and numeracy.**

Student achievement data demonstrates sustained improvement across both Year 3 and Year 5, with particularly strong growth in Reading, Spelling, and Grammar and Punctuation. By 2025, Reading achievement is well above expected levels across both cohorts, while Spelling shows significant improvement, shifting from below expected to at or above expected performance.

Analysis over time indicates that most learning areas have moved from below or within expected range to at or above expected levels, reflecting the impact of consistent, school-wide pedagogical practices, reduced teacher variance and targeted instructional support.

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.2	0.8	1.3	-0.3	0.6	-0.2
Reading	-0.4	1.6	1.8	1.3	1.7	2.1
Writing	-0.9	1.0	0.8	-0.3	0.0	0.1
Spelling	-1.5	0.3	0.4	0.2	0.6	1.6
Grammar & Punctuation	-1.3	0.9	1.0	0.1	0.7	0.9

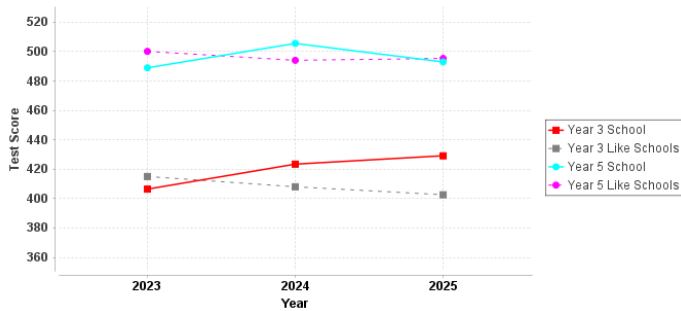
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	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6





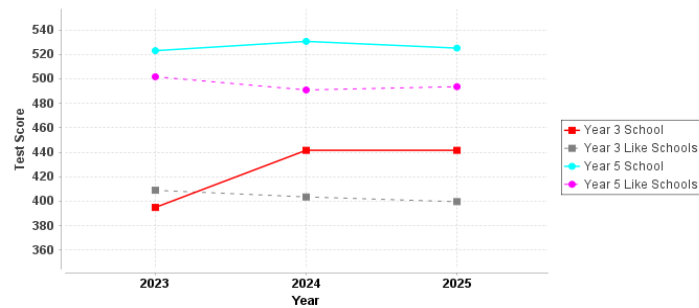
Average Numeracy Score



## Numeracy

Year 3 results are above like schools and continue on an upward trajectory. Year 5 results are marginally below like schools and have decreased since 2024 results.

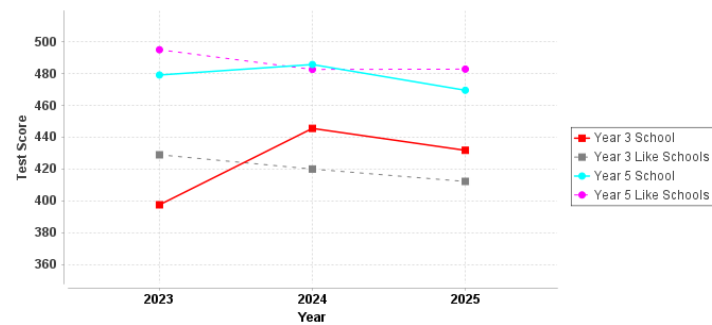
Average Reading Score



## Reading

Year 3 students are significantly above Like Schools and have maintained high results over the past two years. Year 5 students are also significantly above Like Schools and have maintained a consistent trajectory.

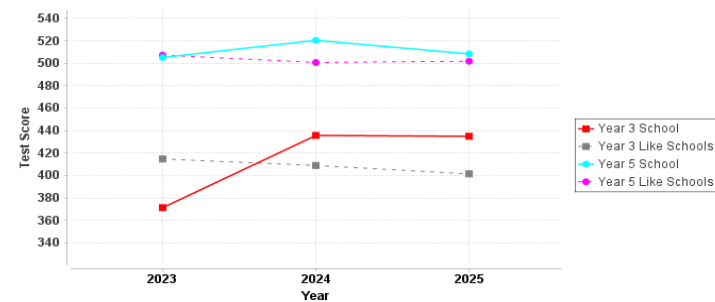
Average Writing Score



## Writing

Year 5 students have performed lower than Like Schools. Over the past three years results have consistently been at or below Like Schools. Year 3 students have performed above Like Schools although there is a dip in trajectory in comparison to 2024 results.

Average Grammar & Punctuation Score



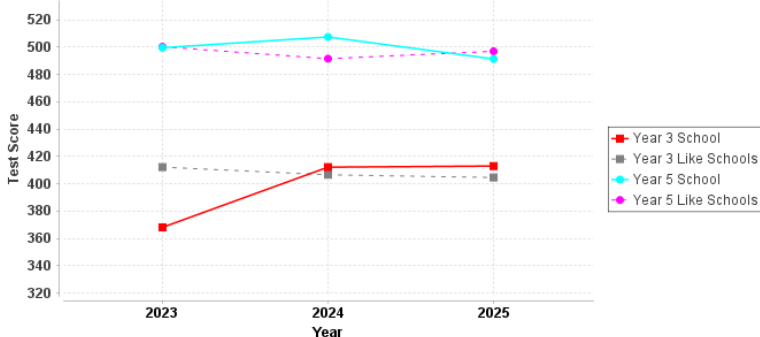
## Grammar and Punctuation Score

Year 5 students performed above Like Schools. Although above Like Schools, results have plateaued since 2023. Year 3 students have outperformed Like Schools showing significant progress since 2023 results but similar results to 2024 performance.





Average Spelling Score



## Spelling

Year 3 students performed above Like Schools showing significantly improved performance in comparison to 2023 but similar results to 2024 performance. Year 5 students performed below Like Schools and have maintained a flat trajectory since 2023.

## Tracking and monitoring student achievement and progress

Winterfold PS use a range of tools to track and monitor student progress and achievement. Some of the ways we do this are:

- Reporting to Parents.
- Case Conferences and Case Management approach.
- Elastik online platform to store, track and identify student strengths and deficits in literacy and numeracy with gap analysis feature.
- National Quality Standards self-audit.
- Common Assessment and Moderation Tasks.
- On Entry assessments for students in Year 1 to track progress from Pre-primary.
- Maths tracker for tracking and monitoring mathematical attainment.
- Reading Recovery assessments for students in Year 1 and Year 2.
- Scheduled data meetings with Deputy Principal Curriculum portfolio.
- Scheduled SaER meetings with Deputy Principal SaER portfolio.
- Whole school Assessment Schedule.

## Recommendations for 2026

### English (Reading, Writing and Spelling)

- Strengthen whole-school coherence in literacy through the continued use of explicit comprehension instruction using CARS and STARS, ensuring consistent teaching language and practice across year levels.
- From 2026, implement Diana Rigg Spelling (Di Rigg) from Pre Primary to Year 6 to establish a unified, evidence-based approach to spelling instruction and further reduce variation in practice.
- Refine the use of targeted and interleaved Daily Reviews within literacy blocks to strengthen retention, retrieval and cumulative learning.





- Continue a genre-based approach to writing, explicitly linking reading, spelling and writing instruction to improve transfer and text construction.
- Sustain the whole-school Home Reading program to reinforce reading development and maintain strong partnerships with families.
- Ensure literacy practices remain aligned with Teaching for Impact and the school's Instructional Model to maintain rigour and responsiveness to student needs.

## Mathematics

- Maintain a consistent, school-wide approach to numeracy through the continued use of First Steps in Mathematics (FSiM) calculation strategies across all year levels.
- Use assessment data to guide targeted instruction through the FSiM Calculate Intervention Program, ensuring timely support for students requiring additional consolidation.
- Continue implementation of the K–2 Calculate scope and sequence to strengthen early number foundations and progression.
- Utilise the Maths Tracker to develop and refine pacing calendars, supporting curriculum alignment and instructional clarity.
- Strengthen conceptual understanding through the continued use of interleaved Daily Reviews and weekly Think Boards, with an increased focus on rigour and cumulative learning.
- Build staff capacity through Impact Coach modelling of effective numeracy strategies and targeted instructional support.
- Leverage PLC collaboration for shared planning, common assessment tasks and moderation to strengthen consistency of judgement and instructional precision.
- Ensure all numeracy practices remain aligned with Teaching for Impact and the schools Instructional Model.





## Use of Resources

### Alignment of resources with school objectives.

4.1 Alignment between financial planning and Business Plan objectives.

4.2 Transparency and clear processes in the allocation of resources.

4.3 Strategic planning for physical environment.

## Strategic Allocation of Human and Financial Resources

In 2025, the school continued to leverage the flexibility of the One-Line Budget to respond effectively to student learning and wellbeing needs. Clear referral processes support timely access to targeted intervention and additional support.

- ✓ Additional resourcing enabled the deployment of a targeted Intervention Education Assistant, providing structured support in literacy for students requiring additional assistance. This support contributed to early identification and targeted intervention within classroom and small-group contexts.
- ✓ Resourcing also supported the delivery of the Drumbeat program, providing targeted wellbeing support focused on building social skills, self-regulation and positive peer connections in a small-group setting.
- ✓ Investment in Early Childhood continued, with resources aligned to focus areas identified through the National Quality Standard audit to strengthen early learning environments and foundations.
- ✓ Professional learning was aligned to school priorities and workforce planning. As part of the school's Professional Learning Plan, four staff members participated in Shaping Minds professional learning across multiple days throughout the year. This learning is supporting the transfer of high-impact practice across the school, with a second cohort planned to participate in 2026.

## Physical Learning Environment and Digital Resources

Actions outlined in the Reserves Plan continued to be implemented, with a focus on revitalising and repurposing learning spaces to improve functionality and engagement.

- ✓ The school library refurbishment included new cabinetry, shelving, lounge seating, LEGO tables and creative workspaces, creating a flexible and inclusive learning environment. Following a comprehensive audit by the school librarian, reading resources were reorganised and centrally located in the library, improving accessibility and organisation. This enabled undercover areas to be repurposed for audio and performance equipment.
- ✓ To support equitable access to contemporary learning, the school invested in additional iPads and keyboards, ensuring students have access to digital technology for approximately 30% of the school day, aligned to curriculum and pedagogical expectations.

## Aboriginal Cultural Engagement and Place-Based Planning

In 2025, Winterfold Primary School continued to resource Aboriginal cultural engagement through both program delivery and future-focused planning.

- ✓ An Aboriginal Dance Group performance provided students with opportunities to engage with culture, movement and storytelling.
- ✓ In partnership with the Reconciliation Action Plan (RAP) Committee, planning commenced for the establishment of a Yarning Circle as a culturally respectful learning space. Initial consultations were undertaken with Yarning Circles Australia to ensure appropriate processes and community consultation guide this work. Planning for the Yarning Circle was also embedded within the Annie Street Community Garden visioning workshop, supporting place-based learning and connection to community. This work remains ongoing and will continue to be supported through future planning and resourcing.





## 2025 Finance Report

<b>INCOME - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>214,000</b>	<b>214,924</b>
<b>Carry Forward (Salary)</b>	<b>176,354</b>	<b>176,354</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,790,575	2,790,575
School and Student Characteristics	1,105,647	1,105,647
Disability Adjustments	66,354	66,354
Targeted Initiatives	142,755	142,755
Operational Response Allocation	1,640	1,640
<b>Total Funds:</b>	<b>4,106,971</b>	<b>4,106,971</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(372,754)	(372,754)
School Transfers - Cash	367,000	367,000
Department Adjustments	0	0
<b>Total Funds:</b>	<b>(5,754)</b>	<b>(5,754)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	13,570	12,128
Charges and Fees	57,003	57,366
Fees from Facilities Hire	50,673	45,607
Fundraising/Donations/Sponsorships	12,911	13,328
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	1,313	965
Other Revenues	15,892	16,642
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
<b>Total Funds:</b>	<b>151,362</b>	<b>146,036</b>
<b>TOTAL</b>	<b>4,642,933</b>	<b>4,638,531</b>





# Public School Review Outcomes

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Department of  
Education

**Shaping the future**

## Winterfold Primary School Public School Review

D25/0707525  
July 2025





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## Public School Review

### Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

### Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

### Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolReviews@education.wa.edu.au](mailto:PublicSchoolReviews@education.wa.edu.au)





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### Context

Winterfold Primary School is located in Beaconsfield, approximately 20 kilometres south west of the Perth central business district. The school is situated within the South Metropolitan Education Region.

Opening in 1967, the school gained Independent Public School status in 2012.

Currently, 321 students are enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1045 (decile 3).

There is a strong community focus at the school, with the School Board and Parents and Citizens' Association (P&C) working together to support the school.

The first Public School Review of Winterfold Primary School was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

### School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- As this is the second cycle review, the leadership commenced the self-assessment process with discussions relating to identified 'improvements' in the 2021 Public School Review report. This is a prudent measure, applying prior knowledge to the 2025 review.
- The commitment of staff to the review was exemplified by the level of enthusiasm and interest of those attending each domain meeting during the validation stage of the process.
- For each domain, the Electronic School Assessment Tool (ESAT) submission included a comprehensive selection of evidence.
- During the validation visit, input from a broad cross-section of staff including, school leaders, teachers, and support staff, provided an optimistic assessment of the school's future. This was complemented by very positive enthusiastic feedback from a range of students.
- School Board members, parents and P&C representatives have a deep understanding of the school's history, elaborating on the emerging school culture and giving an amplified acknowledgement to progress the school has made under the Principal.

The following recommendations are made:

- For future Public School Reviews, consider differentiating the volume of content prepared for each domain in the ESAT submission. While all domains are important, a school can determine that at a point in time, a greater focus may be required on some over others.
- Continue to leverage technology for data collection and analysis to streamline processes and reduce administrative workload.





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### Relationships and partnerships

Organisational success for schools is fostered by placing an emphasis on building and maintaining high levels of interpersonal relations between staff and shaping imaginative and productive relations with its local community. This includes the City of Fremantle Council, allied government agencies and local community groups.

### Commendations

The review team validate the following:

- At the core of the school's moral purpose, staff are providing all students with supportive pathways to develop their potential and achieve success. By extension this is positively influencing the image and reputation of the school throughout the Winterfold Primary School's community.
- There is a heightened sense of staff alignment and positivity throughout the school, creating trusting and productive relations. Staff are passionate, know their strengths and believe they can make a difference for every child. Positive relationships fostered by the leadership team contribute to high staff morale and job satisfaction.
- The School Board, representative of parents, staff and community, is fully conversant with its governance responsibilities, rigorous in its practices and supportive of the school ethos. They are enthusiastic advocates for its direction and future as a school of choice.
- A valued feature of the school is its authentic drive to bring an ethos of cultural awareness and responsiveness. The respect held by the Aboriginal families is a result of the school's dedication to advancing the spirit of partnership which is clearly and deeply significant.
- The staff share their skills and knowledge collaboratively to enhance its collective impact on student outcomes. This is exemplified through the personal warmth of reception, pride in the school's grounds and the exemplary teamwork between teachers and education assistants.

### Learning environment

A feeling of calmness prevails across the school. Staff understand the connection between good pedagogy, behaviour education and student wellbeing support. There is targeted wraparound support for students at risk to strengthen, energise and motivate them to achieve success through regular attendance.

### Commendations

The review team validate the following:

- The conditions for learning are defined by establishing a calm orderly environment, high expectations and mutually respectful staff relationships that combine to engender pride in the school. The staff have teamed to create a high level of internal collaboration to deliver a point of difference and a high quality learning experience for all students.
- Staff care for their students. This care shapes a powerful ethos of student support and cultural engagement. A team-based approach to support positive student behaviour, is reducing variability in classrooms and features a range of fit for purpose student engagement programs.
- The Early Childhood Education team embraces its role as the first point of school education experience for students and parents new to the school. In collaboration with parents the school has developed well-planned intentional play-based learning activities in combination with explicit teaching of literacy and numeracy.
- A key focus in creating an engaging school environment has been raising awareness of the importance of embracing diversity and promoting the values of Safety, Optimism, Achievement and Respect. These values guide the school's behaviour education programs, receiving strong advocacy from students and parents alike.
- By creating a rich curriculum and applying innovative and motivating teaching practices, the school is capitalising on impressive strategic work dedicated to lifting attendance levels. Home visits, case management, student incentives and parent education form a rich mix of strategies used by the school.





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**Leadership**

Successful schools have a strategic approach to embedding the development of leadership capacity and capability across all layers of the school. The executive leadership team has incentivised the staff appetite for undertaking leadership roles.

**Commendations**

The review team validate the following:

- The leadership's purpose, vision and strategy are contextually responsive and agile. The challenges of the operating environment are well-understood, with the leadership viewing the school as laced with boundless opportunities for growth and development.
- Leadership is distributed across the school while connected with a collective intent. It is driven by a culture of professional responsibility, accountability and staff obligation to each other and the community it serves. This binding spirit is underpinned by strong values, mutual trust and respectful understanding.
- The spirit of staff teamwork is exemplified through the quality of collaboration between teachers and education assistants (EAs). This extends from the classroom to specialised professional learning communities where teachers and EAs share their respective skill and wisdom for the benefit of students.
- The Principal has developed a compelling change narrative which clearly resonates with staff, parents and students. This has been fortified by genuine consultation with the School Board, synergy between existing structures and contemporary systems management that ensures change is well paced.
- Significant investment in middle leadership growth and development is made through undertaking new roles, external training and in-house modelling. As part of leadership growth, staff have been invited to participate in the Western Australian Future Leaders Framework, Kotter's 8-Step Change Model, Hamilton's Personal Attributes of Effective School Leaders and Thomas-Kilmann Conflict Management Model form part of an action learning project for 3 emerging school leaders.

**Use of resources**

Schools that are well-organised and manage resources strategically, optimising responses to student needs. Effective and efficient daily operations are overseen by a strong partnership between the Principal and manager corporate services (MCS) and supported by an informed and capable Finance Committee.

**Commendations**

The review team validate the following:

- The Finance Committee has played a proactive role in supporting the school executive and MCS to make timely decisions designed to meet the needs of all students. It understands the imperatives for achieving a high level of fiscal probity and applying sound governance of workforce management principles.
- Integrity is embedded in all aspects of the school's administration systems and controls. Sound accountability checks and balances are applied to budget prioritisation to ensure all student needs are addressed.
- The MCS has given targeted attention to ensure budgets match operational plans, staff engage in financial decisions, fiscal governance, and in partnership with the Principal, delivers stable future proofing workforce planning.
- Priority has been given to modernisation and refurbishment of infrastructure, including the school grounds and gardens, to improve the learning environment for students and staff. For example, the National Quality Standard committee used school funding to enhance the Early Childhood play space to support student fine motor development.
- The school understands the importance of having technology assets capable of delivering information and communications technology support that creates exciting learning opportunities for students to amplify their curiosity and stretch their imagination.
- A workforce plan has been carefully prepared to respond to staff exercising leave options and potential progression to retirement. By maintaining staff demographic balance and giving consideration to the range of skill sets required for the future, the workforce plan guides the future staff profile and succession planning.





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Teaching quality
Teachers and EAs know their students extremely well and are deeply committed to building a school-wide culture of learning. Continuous improvement in the craft of teaching practice has been a priority to ensure every student has the best chance to achieve success.
Commendations
The review team validate the following: <ul style="list-style-type: none"><li>• The school's pedagogical framework has full staff buy-in and by extension, school-wide connectedness. The instructional model features successful students at the centre, surrounded by the 'plan, teach, assess' cycle and culturally responsive teaching practices inclusive of differentiation and high expectations.</li><li>• A cultural shift has been embarked upon through the implementation of the Shaping Minds professional learning with particular emphasis given to EAs and teachers attending together. The key driver for this change has been the high levels of trust in the leadership's school improvement narrative.</li><li>• The school improvement agenda has been well-served by an intentional and unambiguous focus on data. The school-wide self-assessment methodology is based on selecting reliable assessment tools, efficient data collection processes and creating devices such as the Engagement Norms Reflection Tool which is a scaffold for teachers when delivering daily reviews.</li><li>• At the end of each year, all staff are asked to reflect and position themselves across all the domains of the Aboriginal Cultural Standards Framework (ACSF). School self-assessment processes provide valuable insights into how the school is progressing towards embedding the ACSF.</li><li>• Frequent references were made to the professional learning communities (PLC) as forums for sharing, reflecting and collaboration. There is a strong sense of genuine collegiality between staff and leadership, featuring notable levels of trust and mutual respect, with regular use of the pronoun 'we' to underscore the school's team ethos. The impact of PLCs is assessed twice a year using an innovative PLC maturity matrix.</li></ul>
Recommendation
The review team support the following: <ul style="list-style-type: none"><li>• Explore additional options to expand existing student academic extension programs including critical thinking skills.</li></ul>

Student achievement and progress
This school is focused on ensuring all students have success while recognising that success looks different for every student. To this end, the school is developing its capacity to select fit for purpose assessments, forensically analyse data for performance gaps and plan for individual and cohort improvement.
Commendations
The review team validate the following: <ul style="list-style-type: none"><li>• Celebrating student achievement builds a culture and motivates continued excellence across the school. Staff data meetings add actionable insights into the combined levels of growth described by individual staff and their related cohorts. This includes areas such as NAPLAN<sup>1</sup> achievement analysis using the Elastik data platform and research into effect size.</li><li>• The emphasis placed on quality data analysis is a feature of the school's evidence-based mindset. This ensures a commitment to the correspondence between informed planning with advanced timely and appropriate decision making.</li><li>• Student achievement data is noteworthy with NAPLAN performance equal to, above and well above like schools. The school's student assessment culture starts in the early years with the National Quality Standard 2024 audit pointing to exemplary practice across all standards with 60 per cent of students in the high to very high band.</li><li>• Assessment moderation using shared rubrics on student work samples for grading consistency are used across cohorts and aligned to School Curriculum and Standards Authority Judging Standards. This is triangulated with other assessment data sources, giving teachers added confidence when reporting to parents.</li><li>• Aboriginal students are closely monitored with dedicated volunteers providing intensive support in reading, writing and spelling.</li></ul>





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Reviewers	
Rod Lowther Director, Public School Review	Ralmo Dias Principal, Osborne Primary School Peer Reviewer

#### Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2030.

A handwritten signature in blue ink, appearing to read 'Steven Watson'.

Steven Watson  
Deputy Director General, Schools

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#### Reference

1 National Assessment Program – Literacy and Numeracy

D25/0707525

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July 2025

