



# 2025 Annual Report

*Respect • Excel • Aspire • Learn*



## School Overview

Wilson Primary School is situated in Wilson, approximately ten kilometres south of Perth. In 2025 the school enrolled 291 students and continued to provide a welcoming, inclusive and high-performing learning environment. The school community is culturally diverse, with 73% of students from a language background other than English and 12% identifying as Aboriginal and Torres Strait Islander.

The school has a strong academic focus, and the students achieve great results in comparisons amongst like schools using the NAPLAN testing results. The specialist programs offered to our students include music, Indonesian, visual art, and physical education.

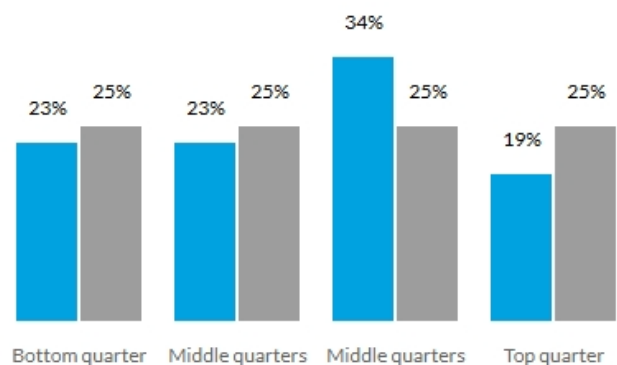
All students are becoming more conversant with technologies and at Wilson we are involved in expanding the available technologies for learning for all students.

## Student Numbers and Characteristics

### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1022
Average ICSEA value	1000
School ICSEA percentile	57

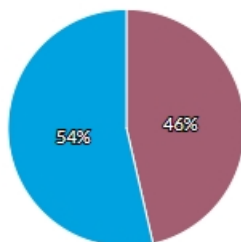
### Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution  
Percentages are rounded and may not add to 100

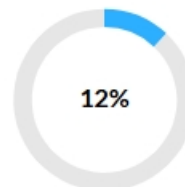
Total enrolments: 291

Boys 156  
Girls 135



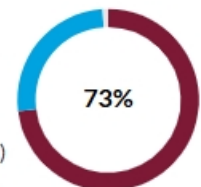
Full-time equivalent enrolments: 276.6

Indigenous students



Language background other than English

Yes (73%)  
No (26%)  
Not stated (1%)



**Wilson Primary School**

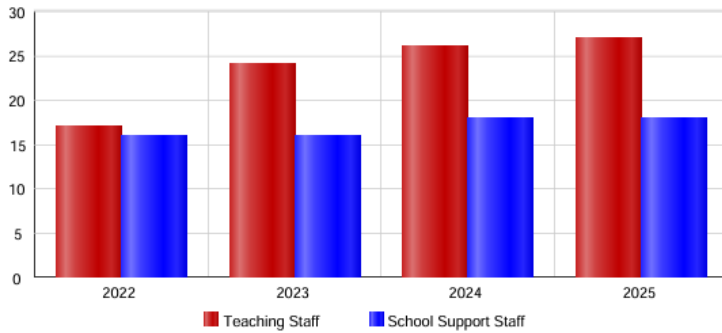
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## Workforce

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	20	16.9	0
<b>Total Teaching Staff</b>	<b>20</b>	<b>16.9</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	4	2.4	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	10	7.6	0
<b>Total Allied Professionals</b>	<b>15</b>	<b>10.8</b>	<b>0</b>
<b>Total</b>	<b>37</b>	<b>29.7</b>	<b>0</b>

Figure 3 Categories of staff employment



2025 saw a turnover of staff with the retirement of long-standing teaching and non-teaching staff members and the permanent appointment of the Deputy Principal, Mr Sam James, and teachers Mrs Tamara Wong and Elizabeth Cartledge.

In line with the Business plan strategy, the school appointed a Learning Support Coordinator one day a week to support the inclusion of students with imputed or diagnosed disabilities.

The increase of school support staff in 2024/25 is reflective of the need to assist students who require additional support to engage in learning.

The school has also prioritised increasing the time of the School Psychology service and the Small Group Tuition Teacher to support teachers and students and strengthen intervention practises in core learning areas for Tier 2 students.



Staff participating in professional learning in Term 1 2025



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## From the Principal

It is with great pride that I present Wilson Primary School's 2025 Annual Report. This year saw meaningful progress across all three priorities of our 2025–2027 Business Plan: **Achievement, Engagement and Wellbeing**.

A key focus was strengthening literacy and numeracy instruction through ongoing professional learning, with emphasis on reading fluency, explicit teaching, and evidence-informed practice. The 2025 NAPLAN results reflect this commitment — our Year 5 students demonstrated strong achievement in Reading and Spelling, giving us confidence that the foundations we are building will deliver sustained growth across the school. The progress we have made against our Business Plan is not solely measured through academic achievement. During 2025 we strengthened our approach to student wellbeing, enhanced our culturally responsive practices and created greater opportunities for families to engage in school life. These initiatives continue to foster a strong sense of belonging and ensure that every student feels valued and connected.

One of the most significant undertakings of 2025 was our year-long cultural responsiveness journey. Staff worked alongside Wadjuk Noongar Elder Emeritus Professor Simon Forrest, deepening our understanding of local Aboriginal history and culture. This journey culminated in a landmark community decision to transition from traditional faction names to Noongar totems: Maali (Black Swan), Yoorn (Blue Tongue Lizard) and Karak (Red-tailed Black Cockatoo). This reflects the cultural heritage of the land on which we learn and work. The enthusiasm shown by students, staff and families was a testament to the strength of our community.

The year also saw the launch of our refreshed school logo and redesigned website, reflecting our contemporary direction while honoring our history and values.

I extend my sincere thanks to our School Council and Chairperson Mr. Ian Pryor for their governance and strategic leadership. 2025 saw new parent representatives elected to the Council and with renewed membership the Council has begun to make a real impact to the strategic direction of the school. Our small but enthusiastic executive committee on the Parents and Citizens Association worked tirelessly throughout 2025 to provide opportunities for students to thrive and was able to make a positive contribution to the school environment, and I would like to acknowledge them for their extraordinary contribution through volunteering and fundraising.

Most importantly, I would like to thank our exceptional staff for their professionalism, passion and unwavering commitment to our students. Every success celebrated within this report is the result of their dedication to continuous improvement and their belief that every child can achieve success.

To our students and families, thank you for the trust you place in us each day. Wilson Primary School moves into the future with strong foundations, clear direction, and a united community. As we look to the future, we do so with confidence. Wilson Primary School is a school with strong foundations, a clear strategic direction and a community that is united in its commitment to helping every student learn, grow and succeed.



Nick Stenhouse

**Principal**  
**Wilson Primary School**

**Wilson Primary School**

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## School Council Chairperson's Report

2025 was a transformative year for the Wilson Primary School Council. We started the year with welcoming two new parent representatives in Amanda Jacobs and Tamar Sommerville. Being a relatively new Council (in terms of tenure of members), the Council members attended training sessions to become more effective in the role. This kicked off a period of developing processes, systems, and documentation to enable the Council to become more effective in its roles relating to governance, policy, and other duties.

One of the significant achievements during 2025 was the completion of an ambitious Business Plan for the next three years. The Council took part in the consultation contributing to the creation of this plan and is pleased to endorse the strategy of the school going forward. With this Business Plan now in place, the Council has a role in promoting the plan and monitoring the progress toward the stated outcomes. It is pleasing to see many of the items in the Plan already being actioned.

A significant goal of the Council during 2025 was to raise the profile of the school in the local community. As part of this process, we are pleased to have welcomed City of Canning Councillor and Deputy Mayor, Cr. Mark Bain, to the WPS Council as a community representative. We look forward to his continued input in the coming year as we look to continue to raise the profile of the school and identify opportunities for community engagement.

During 2025 the Council has intentionally taken a more visible role in the formalities at School events, to demonstrate our support of the students and staff. It was my pleasure to meet students and deliver a speech at the ANZAC Day assembly, to assist in the presentation of medals at the Faction Carnival, and to congratulate and bid farewell to our graduating class of 2025. We look forward to further supporting the activities of the school in the coming year.

During the year the Council had the opportunity to better understand the teaching strategies and methods employed at the school. The new Business Plan for the next 3 years includes a number of actions aimed to improve the consistency and effectiveness of our teaching. I am proud of our staff and their ongoing commitment to continuous improvement in their teaching, to bring about better outcomes for our students. I look forward to the coming year as the important initiatives outlined in the Business Plan continue to be implemented. My thanks to our Principal Mr Nick Stenhouse and the team for their ongoing dedication to the School and for making Wilson Primary School a great place to learn.

Ian Pryor



**Council Chair**

**Wilson Primary School**

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## 2025 Highlights



### Term 1

- Harmony Day
- Indonesian Excursion



### Term 2

- ANZAC Day
- Reconciliation Week
- NAIDOC Week
- Edudance Concert and open Classrooms



### Term 3

- Reconciliation Week
- Book Week and Book Week Incursion
- Faction Carnival



### Term 4

- Year 6 Big Days Out
- Twirl Stars participating in Telethon Christmas Pageant
- Whole School PBS Reward Day

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## 2025 Business Plan Focus Areas

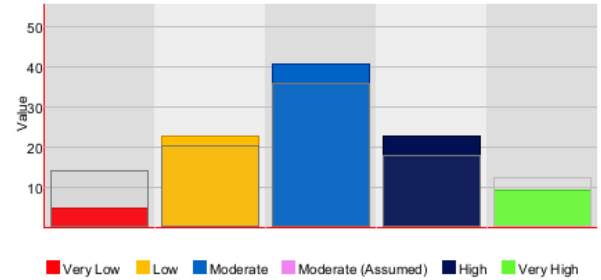
Identified school priority	Progress against priority	2026 Planned actions
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Introduction of DIBELS Reading assessment</li> <li>• Phonics Overview – refine Letters and Sounds instructional practises and program implementation through consultation with South East Language Development Centre and investigate and implement Yr 4-6 Spelling program</li> <li>• Continue Brightpath Writing moderation</li> <li>• Tier 2 Intervention began through the Small Group Tuition program, running 4 days a week.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine DIBELS assessment practises and use as screener to identify students in line with MTSS approach.</li> <li>• Introduce whole school instructional approach to teaching fluency.</li> <li>• Embed Instructional practises and refine teaching through Instructional Coaching approach.</li> <li>• Continue with Tier 2 Intervention support.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Began a focus on teaching Basic Facts (addition, subtraction, multiplication, division) through Professional learning with Dr Paul Swan. Embedded this into the Maths lesson design.</li> <li>• Began the alignment of whole school scope and sequences for learning programs.</li> <li>• Targeted instructional practise in the school's Instructional Framework.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to refine Mathematics instructional practise through Instructional Coaching.</li> <li>• Embed Basic facts teaching.</li> <li>• Prioritise the teaching of Mathematical vocabulary, continuing with professional learning from Dr Paul Swan.</li> <li>• Introduce maths screening assessment in line with MTSS approach.</li> </ul>
<b>Cultural Responsiveness</b>	<ul style="list-style-type: none"> <li>• Completed a whole school, year long professional learning program, "Boodja Neh" with Emeritus Professor Simon Forrest from Curtin University.</li> <li>• Surveyed staff, parents, students to change from outdated factions to an Aboriginal Totemic representation system.</li> <li>• Codesigned NAIDOC Week activities with school families and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a culturally responsive group to lead this priority area across the school.</li> <li>• Embed culturally responsive practises into all domain areas as part of schoolwide practises.</li> <li>• Work with School Council and School Community to engage with local Aboriginal families to co design culturally responsive practices relevant to WPS context.</li> </ul>
<b>English as a Second Language</b>	<ul style="list-style-type: none"> <li>• 3 day a week EALD Specialist Teacher supporting teachers through lesson observations and targeted feedback.</li> <li>• Intervention for students who are not meeting the minimum requirements for standard Australian English.</li> <li>• Parent Engagement sessions run termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase focus on providing support to teachers across the school through coaching.</li> <li>• Target parent engagement through parent meetings and celebrations throughout the year.</li> </ul>
<b>Early Intervention</b>	<ul style="list-style-type: none"> <li>• Appointment of Learning Support Coordinator (LSC) 1 day a week.</li> <li>• NQS Audit completed and identified areas to work towards meeting the standard.</li> <li>• Began to structure a multi-tiered approach system, with Tier 2 students engaging in additional support through the Small Group Tuition (SGT) program,</li> </ul>	<ul style="list-style-type: none"> <li>• Increase LSC time</li> <li>• Request an external audit on National Quality Standards to verify school audit.</li> <li>• Begin to embed MTSS approach across the school, using data to identify students at risk.</li> </ul>

## School Performance

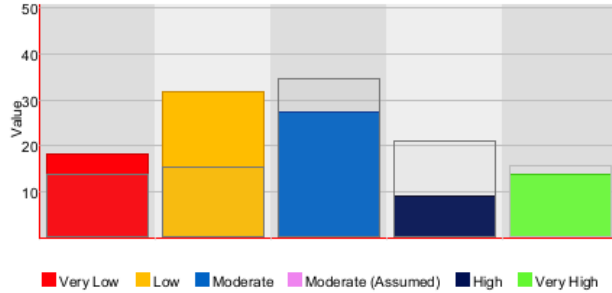
### Year 3

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.1	-1.7	-1.1	32	35	34
Reading	0.2	-1.3	-1.3	32	35	34
Writing	0.7	0.6	-1.2	32	34	34
Spelling	0.7	-0.1	-0.1	32	34	33
Grammar & Punctuation	0.1	-0.6	-0.9	32	34	33

Numeracy - Progress  
Filters : All Students



Reading - Progress  
Filters : All Students

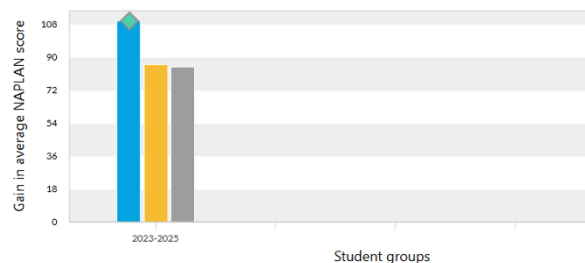


Year 3 achievement remained an area of focus, particularly in Reading, Writing and Numeracy. Whilst this cohort performed below expected standard, in numeracy there was several students who made moderate to very high progress in numeracy but still a number who made very low – moderate progress in reading.

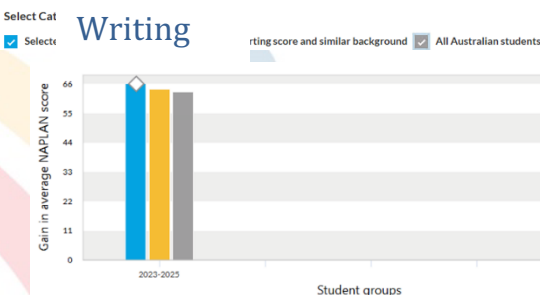
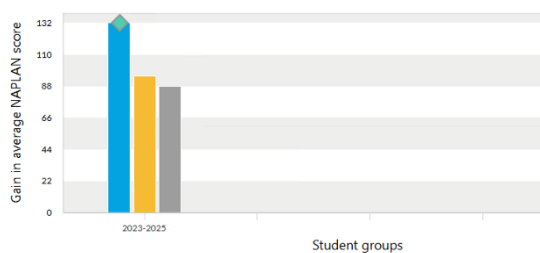
### Year 5

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.3	-0.1	-0.1	38	27	28
Reading	-1.1	-0.4	1.2	38	29	30
Writing	0.7	0.1	0.4	38	29	30
Spelling	0.7	0.7	1.4	38	28	29
Grammar & Punctuation	0.2	0.5	0.4	38	28	29

### Numeracy



### Reading



In 2025 the Year 5 NAPLAN results showed tremendous progress from Year 3. The cohort performed above expected for Reading and Spelling and made significantly more progress in Reading and Numeracy than students of a similar background and All Australian Students.

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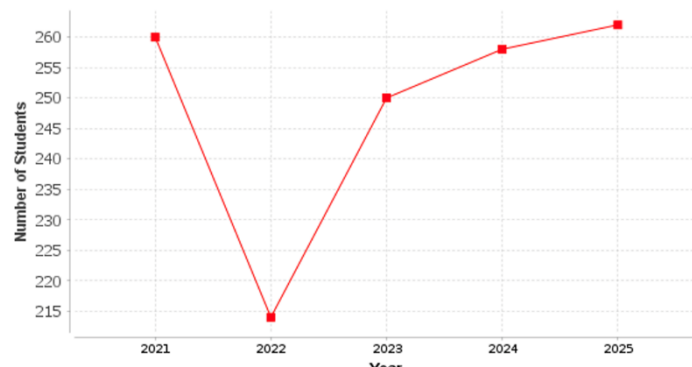
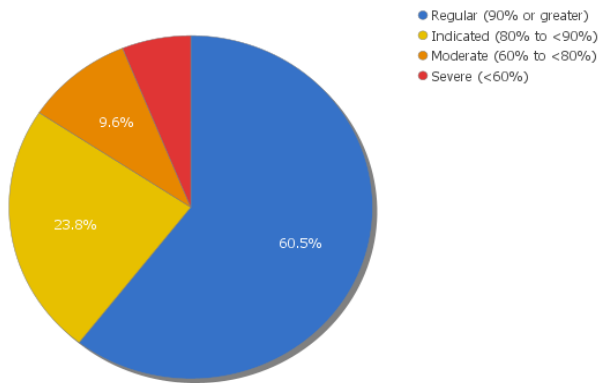
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## Attendance

Regular school attendance remains a key priority at Wilson Primary School, as we know that students who attend school consistently are better placed to achieve strong academic outcomes and maintain positive connections with their peers and teachers. During Semester 2, 2025, 60% of students maintained regular attendance, while 24% were identified as at indicated risk, 10% as moderate risk and 6% as at severe risk. These figures reinforce the importance of early intervention and working closely with families to support students whose attendance patterns may impact their learning and wellbeing.

Throughout 2025, the school strengthened its approach to attendance through the implementation of an updated Attendance Policy, which includes enhanced tracking and monitoring processes to identify concerns early and provide targeted support. This work has been complemented by a range of wellbeing initiatives, including our Chaplaincy program, which includes Breakfast Club and the establishment of the Wellbeing Hub, which help ensure students feel connected, supported and ready to learn each day. Through strong partnerships with families, regular communication and a proactive approach to attendance management, Wilson Primary School remains committed to improving student attendance and ensuring every child has the opportunity to succeed.

Attendance Profile 2025 Semester 2



	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	87%	88%	89%	89%	92%	87%	89%
2024	90%	91%	89%	86%	89%	93%	87%
2025	90%	91%	89%	90%	90%	89%	91%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

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## P&C and Community

Although a relatively small group of dedicated volunteers, the P&C worked tirelessly to provide opportunities for students and families while raising valuable funds to support the school. The Wilson Primary School Parents and Citizens Association made an outstanding contribution to the school community in 2025, organising a range of successful events including the Easter Raffle, Mother's Day Stall, Silly Sock Day and the popular Halloween Disco. The P&C also catered for the EduDance Concert, provided refreshments at the Faction Carnival and supported World Teachers' Day celebrations. Notably, the P&C demonstrated exceptional commitment by ensuring the school canteen remained operational three days per week at a time when its future was uncertain.

Beyond fundraising, the P&C played a vital role in strengthening community spirit at Wilson Primary School, creating memorable experiences for students and deepening the partnership between the school and its families. Wilson Primary School sincerely thanks the P&C Executive and all volunteers for their dedication and generosity and looks forward to building on this successful partnership in the years ahead.

## Finance

### Student-Centred Funding - 2025

Per Student Funding:	\$2,552,844.00
Student and School Characteristics:	\$1,063,796.85
Disability Adjustments:	\$39,647.58
Targeted Initiatives:	\$70,790.27
Operational Response Allocation:	\$300.00
Regional Allocation:	\$0.00
<b>Total 2025:</b>	<b>\$3,727,378.70</b>

### Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	35.00		\$196,770.00
Pre-Primary	36.00		\$351,612.00
Year 1	41.00		\$400,447.00
Year 2	44.00		\$429,748.00
Year 3	35.00		\$341,845.00
Year 4	39.00		\$318,279.00
Year 5	32.00		\$261,152.00
Year 6	31.00		\$252,991.00
<b>Total</b>	<b>293.00</b>		<b>\$2,552,844.00</b>

### Student and School Characteristics Funding – At Census

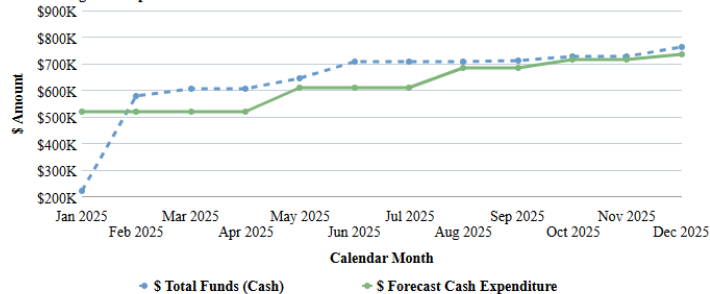
Student Characteristics	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
<b>Student Characteristics</b>			
Aboriginality	34.00		\$77,947.87
Disability	44.65		\$219,362.60
English as an Additional Language or Dialect	81.00		\$286,648.10
Social Disadvantage	69.30		\$72,256.54
<b>Sub Total</b>			<b>\$656,215.11</b>
<b>School Characteristics</b>			
Enrolment-Linked Base			\$407,581.74
Locality			\$0.00
<b>Sub Total</b>			<b>\$407,581.74</b>
<b>Total</b>			<b>\$1,063,796.85</b>

### Student Characteristics Funding (Detailed) – At Census

	Funded Student FTE	Amount
Aboriginality	34.00	\$77,947.87
Disability		
Disability	9.00	\$176,392.00
Educational Adjustment	35.65	\$42,970.60
Disability - Total	44.65	\$219,362.60
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	81.00	\$286,648.10
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
English as an Additional Language or Dialect – Total	81.00	\$286,648.10
Social Disadvantage		
Social Disadvantage Decile 1	22.54	\$34,957.80
Social Disadvantage Decile 2	24.40	\$25,434.88
Social Disadvantage Decile 3	22.36	\$11,863.86
Social Disadvantage - Total	69.30	\$72,256.54
<b>Total Student Characteristics</b>		<b>\$656,215.11</b>

### Cash

#### Cash - Budget vs. Expenditure



### Salary

#### Salary - Budget vs. Expenditure

