



Department of
Education

Shaping the future

Woodlands Primary School 2024 Annual Report



Table of Contents

Part One – General Information

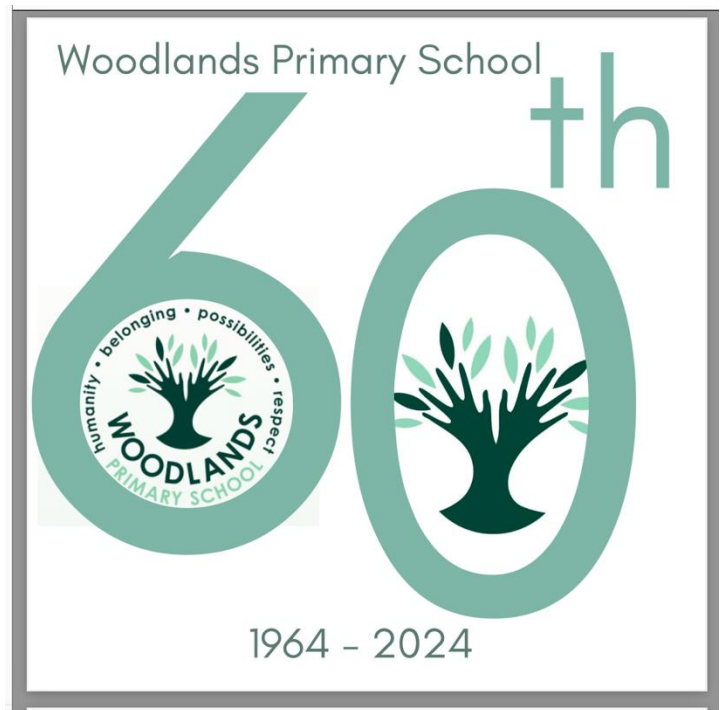
- School Overview
- Workforce Composition
- Student Attendance

Part Two - NAPLAN

- NAPLAN – Numeracy
- NAPLAN – Literacy

Part Three - Business Plan Review – 2024

- Student Achievement and Progress
- Teaching Quality
- Learning Environment
- Leadership
- Relationships and Partnerships
- Use of Resources
- Reflection on Targets



General Information

School Overview

Established in 1964, Woodlands Primary School caters for students from Kindergarten to Year 6. Situated in an established suburb with an abundance of native old growth trees, the school serves as a community hub and is used after school hours by local families who enjoy the many contemporary playgrounds and basketball and netball courts.

Our school community aims to provide a world of opportunity for students through the power of learning. Student enrolments fluctuate each year and settle in the region of 350 – 400 students. We strive for student excellence, both academic and non-academic, and focus on developing the whole child. Specialist programs include Science, Music, Art, Japanese and Physical Education. Students participate in a range of school based, interschool and community-based events in sport, instrumental music, and choir.

Workforce Composition

In 2024, Woodlands Primary School employed a total of 44 staff members (30.3 FTE):

- Administration Staff: 1 Principal and 3 Associate/Deputy Principals (2.8 FTE).
- Teaching Staff: 24 teachers (17.8 FTE), including 3 Level 3 Classroom Teachers providing additional expertise and leadership.
- Allied Professionals: 16 staff (9.7 FTE) supporting the school across clerical, maintenance, and education assistant roles.

Staffing was stable in 2024, with no new staff members joining the school. The balance of experienced leadership, high-quality teaching, and strong allied professional support ensures students are well supported academically and socially.

Student Attendance

Attendance at Woodlands Primary School in 2024 was 92.1%, remaining above the state average of 89.4%. This reflects consistent engagement from our students and families and builds on the strong improvement recorded in 2023.

Attendance rates across year levels were generally strong, with Pre-primary through Year 6 all performing at or above state averages. The school continues to implement proactive strategies to support families where attendance dips below expectations, ensuring all students have the opportunity to fully engage in learning.



NAPLAN – Numeracy

Total Students

NAPLAN	Numeracy			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Number of Students	50	50	46	49

Average Test Score

NAPLAN	Numeracy			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	428	510	436	506
WA Public School Average Score	398	480	394	480

Percentages of Students - Proficiency Levels (School)

NAPLAN	Numeracy			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	14	10	22	10
Strong	70	68	59	76
Developing	14	22	13	12
Needs Additional Support	2	0	7	2

In 2024, Woodlands Primary students continued to perform strongly in Numeracy, achieving results well above the WA Public School average in both Year 3 and Year 5.

- Year 3: Average score 436 (state 394).

- Year 5: Average score 506 (state 480).

The majority of students demonstrated strong achievement, with 76% of Year 5 and 59% of Year 3 students performing in the “Strong” proficiency band. Notably, 22% of Year 3 students achieved at the “Exceeding” level. A small proportion of students were identified as requiring additional support, and targeted interventions were implemented.

These results reflect the school’s continued focus on explicit instruction, evidence-based numeracy programs, and effective differentiation to meet student needs.



NAPLAN – Literacy

In 2024, Woodlands Primary students achieved consistently strong results across all areas of Literacy, performing above the WA Public School average in Reading, Writing, Spelling, and Grammar & Punctuation.

- Reading: Year 3 average 427 (state 387); Year 5 average 489 (state 477).
- Writing: Year 3 average 449 (state 405); Year 5 average 488 (state 473).
- Spelling: Year 3 average 417 (state 392); Year 5 average 494 (state 482).
- Grammar & Punctuation: Year 3 average 431 (state 395); Year 5 average 499 (state 487).



Across these areas, the majority of students achieved in the “Strong” band, with a significant proportion achieving at “Exceeding.” Around 70–75% of students were in higher bands for Spelling, reflecting the success of the streamed Years 2–6 Spelling Mastery program and consistent implementation of Sounds-Write.

Overall, these Literacy results demonstrate the effectiveness of Woodlands’ whole-school approach, which combines explicit instruction, structured spelling and phonics programs, and targeted interventions for students requiring additional help. The school’s partnership with the West Coast Language Development Centre further strengthened teacher practice and provided specialist support for language and literacy development.

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Number of Students	50	51	48	49

Average Test Score

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	429	509	449	488
WA Public School Average Score	408	474	405	473

Percentages of Students - Proficiency Levels (School)

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	14	16	21	12
Strong	70	67	73	59
Developing	14	18	6	24
Needs Additional Support	2	0	0	4

Writing: Writing outcomes were above state levels, with the majority of students demonstrating strong achievement and Year 3 showing notable high performance.

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Number of Students	51	51	48	50

Average Test Score

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	417	500	427	489
WA Public School Average Score	390	484	387	477

Percentages of Students - Proficiency Levels (School)

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	22	27	27	16
Strong	59	55	52	56
Developing	12	12	15	18
Needs Additional Support	8	6	6	10

Reading: Students in Years 3 and 5 achieved results above state averages, with more than half performing in the “Strong” band and many achieving “Exceeding.”

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Number of Students	51	50	47	49

Average Test Score

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	411	504	417	494
WA Public School Average Score	396	485	392	482

Percentages of Students - Proficiency Levels (School)

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	12	20	13	18
Strong	53	64	57	57
Developing	31	10	28	20
Needs Additional Support	4	6	2	4

Spelling: Results were well above state averages, with 70–75% of students in the “Strong” or “Exceeding” bands, reflecting the success of Spelling Mastery and Sounds-Write.

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Number of Students	51	50	47	49

Average Test Score

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	418	510	431	499
WA Public School Average Score	397	487	395	487

Percentages of Students - Proficiency Levels (School)

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	10	10	11	12
Strong	55	70	62	59
Developing	24	16	17	18
Needs Additional Support	12	4	11	10

Grammar & Punctuation: Both Year 3 and Year 5 performed above state averages, with most students achieving at strong levels and steady growth in exceeding results.

Business Plan Review – 2024

Student Achievement and Progress

STUDENT ACHIEVEMENT & PROGRESS	TARGETS 2023-2025
On Entry	On entry assessment data will be used to inform program delivery in pre-primary
NAPLAN	Match or exceed like schools performance in NAPLAN 2023-2025
ACER PAT	Students in Years 2-6 demonstrate expected progress each year, .4 effect size
National Quality Standard	Meet the requirements of all quality areas within the National Quality Standard, K-2
Staff	NSOS, DOE culture survey indicates high satisfaction levels
Parents & Community	NSOS indicates high satisfaction levels
Students	NSOS indicates high satisfaction levels

Students continued to achieve above state averages in NAPLAN across Literacy and Numeracy. Evidence-based programs such as Spelling Mastery, Sounds-Write, The Writing Revolution coupled with explicit instruction and targeted interventions supported growth. PAT data confirmed steady progress, and on-entry assessments informed early intervention in Pre-primary.

Teaching Quality

In 2024, Woodlands Primary School maintained a strong commitment to consistent, evidence-based teaching and learning. A whole-school approach to English and Mathematics was embedded, supported by scope and sequence documents, consistent planning, and assessment practices. The whole-school lesson framework, aligned with the Department's Teaching for Impact priority, ensured clarity and consistency in lesson delivery across classrooms.

Differentiation was strengthened, enabling teachers to cater for a wide range of student abilities. Early years practice continued to align with the National Quality Standard, while STEM, coding, and Science Week opportunities broadened student learning. Purposeful technology use was enhanced through the BYO iPad program, and Aboriginal perspectives were embedded through the Aboriginal Cultural Standards Framework.

Teaching Quality

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
Teaching	Develop and embed a whole school, evidence based approach to teaching which includes a scope and sequence for English and Maths.	Whole school approaches are evident in all classrooms
Whole School Planning	Develop an evidence based, consistent, whole school approach to Literacy & Numeracy planning.	Literacy & Numeracy whole school plan developed & implemented.
Differentiation	Develop a whole school approach to support student achievement by catering for a range of abilities.	Whole school plan and expectations developed and implemented.
Early Years Learning	Continue to align best practice in the early years (K – 2) with evidence based approaches.	National Quality Standard (NQS).
Assessment	Develop a consistent whole school approach to assessment.	Whole school assessment plan developed and implemented.
STEM (Science, Technology, Engineering and Mathematics)	Provide continued opportunities for all students to be involved in STEM.	Annual competitions like STAWA, STEM Coding, Science Week, Network STEAM competition.
BYO iPad program	Continue to build the integrated, purposeful use of technology in classrooms.	Increased student and staff competency and engagement in technology use.
Aboriginal Education	Develop student and staff knowledge, understanding and appreciation of Aboriginal culture using the Aboriginal Cultural Standards Framework.	Aboriginal Cultural Standards – Performance Descriptors & Indicators (Department of Education WA).

Learning Environment

Woodlands continued to provide a safe and engaging environment through play-based and Nature Play opportunities, building resilience and encouraging students to take risks in their learning. The PBS Framework reinforced the school's values of Respect, Humanity, Possibilities, and Belonging.

Learning Environment

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
Physical Environment	Continue to provide an inclusive, purposeful play based learning environment that caters for the developmental needs of all students and provides opportunities for students to take risks in their play.	Play based and Nature Play opportunities incorporated in the teaching and learning program.
Positive Behaviour School (PBS)	Maintain the PBS Framework to sustain our positive school community and environment.	PBS program outcomes.
Health & Wellbeing	Continue to implement the BeYou program.	Survey outcomes for student wellbeing using NSOS.
Sustainability	Continue to re-establish a school-wide sustainability program.	Develop a strategic plan for sustainability.



Wellbeing was supported through the BeYou program, with survey results showing positive outcomes, and UR Strong was introduced to target specific social–emotional needs. Sustainability practices were also re-established through a strategic plan to embed environmentally responsible approaches across the school.



Leadership

Leadership development was a strong focus in 2024. Middle leader positions were created and funded, strengthening distributed leadership across the school. Staff engaged in the Churchlands Network Aspirant Leaders Program, building pathways into Level 3 Classroom Teacher and Deputy Principal roles.

Student leadership remained a priority, with authentic opportunities provided across the school. The Year 5 Leadership Preparation Program, led by teachers and the leadership team, supported students in Years 5–6 to develop leadership skills and prepare for the selection process.

Leadership development was a strong focus in 2024. Middle leader positions were created and funded, strengthening distributed leadership across the school. Staff engaged in the Churchlands Network Aspirant Leaders Program, building pathways into Level 3 Classroom Teacher and Deputy Principal roles.

Student leadership remained a priority, with authentic opportunities provided across the school. The Year 5 Leadership Preparation Program, led by teachers and the leadership team, supported students in Years 5–6 to develop leadership skills and prepare for the selection process.



Leadership

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
Distributed Leadership	Develop middle leadership positions to support whole school approaches. Develop Phase of Learning Team and Curriculum Leader positions.	Middle leader positions created and funded.
Aspirant Leaders	Continue to participate in the Churchlands Network Aspirant Leaders Program, developing L3CT and Aspirant School Leaders.	Staff applications for Level 3 Teacher and Deputy Principal.
Student Leadership	Maintain and further develop opportunities for students to be involved in authentic leadership roles.	Evidence of student involvement in leadership roles.

Relationships and Partnerships

Strong partnerships with families, the School Board, and the P&C were sustained, with feedback from the NSOS survey guiding improvements. Parents and community members enriched student learning through contributions in curriculum areas, including science, engineering, and the arts.

Relationships and Partnerships

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
Effective & Purposeful Relationships (community)	Investigate further opportunities to gather quality feedback from the parent community that will inform our practices and promote a connected and inclusive community.	School Board, P&C NSOS Survey.
Educational Partnerships - Partner with families, communities and agencies to support the educational engagement of every student	Continue to provide opportunities for parents and community members to share their expertise with students in curriculum areas.	Scientists, Engineers, Artists, etc. Share opportunities/successes on website.
Provide every student with a pathway to a successful future	Maintain and review existing links with department agencies and services e.g. PEAC, SSEND, SSENBE, IMSS, Extracurricular Coding clubs.	Improved engagement and outcomes for students per SEN plans.



The school maintained strong links with agencies and services including PEAC, SSEND, SSENBE, IMSS, and extracurricular coding clubs. These partnerships enhanced engagement and supported improved outcomes, particularly for students with additional needs.

Use of Resources

Woodlands Primary ensured resources were allocated strategically to meet student and staff needs. Budget planning was aligned with operational priorities to sustain high-quality programs. Leadership development was supported through the Middle Leaders and Aspirant Leaders programs, while assessment tools such as Best Performance and ACER PAT were used to guide planning and monitor student progress.

Use of Resources		
FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
Budget Management	Ensure alignment of budget areas to reflect student and staff needs.	Operational Plans to address priority areas.
Leadership	Middle Leaders Program, Aspirant Leaders Program.	PCEL 2023, Planned & Funded.
Assessment and Planning Resources	Evidence based resources for monitoring student achievement.	Best Performance, ACER PAT.



Reflection on Targets

In 2024, the school made strong progress towards its 2023–2025 Business Plan targets:

- On-entry data effectively informed Pre-primary programs and early intervention.
- NAPLAN results exceeded state averages, with the majority of students meeting or surpassing like-school benchmarks.
- PAT assessments confirmed expected annual progress across Years 2–6.
- Early years met all requirements of the National Quality Standard.
- NSOS surveys indicated high levels of satisfaction from staff, parents, and students, reflecting a positive culture and strong sense of belonging.

These outcomes confirm that Woodlands Primary School is well on track to meet its strategic priorities and continue providing high-quality education, underpinned by the values of Respect, Humanity, Possibilities, and Belonging.

Targets	
STUDENT ACHIEVEMENT & PROGRESS	TARGETS 2023-2025
On Entry	On entry assessment data will be used to inform program delivery in pre-primary
NAPLAN	Match or exceed like schools performance in NAPLAN 2023-2025
ACER PAT	Students in Years 2-6 demonstrate expected progress each year, .4 effect size
National Quality Standard	Meet the requirements of all quality areas within the National Quality Standard, K-2
Staff	NSOS, DOE culture survey indicates high satisfaction levels
Parents & Community	NSOS indicates high satisfaction levels
Students	NSOS indicates high satisfaction levels



Department of
Education

Operational-Apr 2024

School Financial Summary

Issued on 20 September 2025

School:	Woodlands Primary School	School Year:	Apr 2024 (Verified Apr Cash)
Region:	North Metropolitan Region	Aria:	0
		Distance to Perth (km):	8.14

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 77,901	77,901	0
Carry Forward (Salary):	\$ 62,728	62,728	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,117,170	4,004,761	112,409
Locally Raised Funds:	\$ 109,300	95,810	13,490
Total Funds:	\$ 4,367,099	4,241,200	125,899
EXPENDITURE			
Salaries:	\$ 3,717,850	1,019,989	2,697,861
Goods and Services (Cash):	\$ 360,800	174,512	186,288
Total Expenditure:	\$ 4,078,650	1,194,500	2,884,150
Variance:	\$ 288,449	3,046,699	-2,758,250

Student-Centred Funding		
Per Student	\$	3,271,672.00
School and Student Characteristics	\$	644,154.28
Disability Adjustments	\$	72,526.83
Targeted Initiatives	\$	128,817.03
Operational Response Allocation	\$	0.00
Regional Allocation	\$	0.00
Total	\$	4,117,170.14

Minimum Expenditure Requirement Summary		
Current Budget - SCFM and Locally Raised Funds	\$	4,226,470
Minimum Expenditure Requirement		
96% of current budget	\$	4,057,411
10% of carry forward	\$	
Total Minimum Expenditure	\$	4,057,411
Current Forecast Expenditure		
Salaries	\$	3,717,850
Goods and Services (Cash Expenditure)	\$	347,300
Total Forecast Expenditure (cash and salaries)	\$	4,065,150

Bank Account Balances (Cash)		
Bank Account	\$	184,122.78
Investment Account(s)	\$	0.00
Building and Other Funds Account	\$	0.00
Total for all Bank Accounts*	\$	184,122.78

*Reserve balances are included in the total

Reserve Account Balances		
Build & Land Add/Improve	\$	6,393.04
Computer Equipment Resource Re	\$	9,968.00
Furn & Fittings Resource Reser	\$	9,000.00
Plant & Equip Resource Reserve	\$	361.00
Audio Visual Equip Res	\$	6,537.00
General Reserve	\$	19,900.00
Total for all Reserve Accounts	\$	52,159.04

Respect • Humanity • Possibilities • Belonging