

20 25

Annual Report Waikiki Primary School





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Principal's Message

Dear Staff, Students and Families,

2025 was a year of continued growth, reflection and strategic change for Waikiki Primary School. It was a year in which we strengthened our foundations, refined our practices and took confident steps forward in pursuit of improved outcomes for every student.

A significant milestone in 2025 was the establishment of a stable and permanent leadership team. I commenced my role as permanent Principal, alongside the appointment of Scott George and Shelley Campbell as permanent Deputy Principals. This continuity of leadership has enabled a strong, shared vision to be embedded across the school and has supported consistent decision-making focused on improvement and sustainability.

A major priority for the year was the Public School Review, which took place in Term 2. Considerable time and energy were dedicated to preparing for this process, and the outcomes were overwhelmingly positive. The review panel commended staff for their strong commitment to progressing consistent whole-school practices and for their focus on improving student outcomes. The many accolades received were a testament to the professionalism, dedication and collective effort of our staff.

Maintaining a strong focus on intervention, particularly in the early years, remained a key priority throughout the year. Students participated in a range of targeted initiatives including MiniLit, MacqLit, UFLI and Maths Intervention programs. It was extremely pleasing to see many students successfully graduate from these interventions, demonstrating meaningful progress and increased confidence in their learning.

Waikiki Primary School also continued to rise above expectations beyond the classroom. Our students achieved runner-up status at the National NFL Flag Competition, the school was recognised as the top-rated Times Tables Rock Stars school in the state, and students successfully completed the 2025 RAC Futures Challenge, among many other achievements. These successes reflect the diverse opportunities provided to our students and their willingness to strive for excellence.

In 2025, we welcomed our new Aboriginal and Islander Education Officer, Ashlee Otway, whose work significantly strengthened our approach to cultural responsiveness across the school. This work was closely supported by our Cultural Leader, Eleanor Hawke, and coincided with the completion and opening of our yarning circle—an important space that symbolises our commitment to connection, inclusion and respect.

There was also a renewed emphasis on strengthening the effectiveness of our School Board. Targeted training, increased visibility and strong leadership from the Board Chair have contributed to more consistent and effective governance, supporting the school's strategic direction.

While we acknowledge that there is still much work to be done to fully realise our vision for success, 2025 represented a massive step in the right direction. I am incredibly proud of the progress made by our students, staff and wider school community, and I look forward to building on this momentum in the years ahead.

Sincerely,

Mr Daniel Moore

Principal



School Board

Throughout the year, the Waikiki School Board has continued to strengthen its positive, respectful and supportive working relationship with school leadership and staff. The Board values the open communication, shared commitment and collaborative approach that underpins decision-making and ensures a strong focus on student outcomes and whole-school improvement.

The Board played an active role in supporting the 2025 Public School Review process and worked closely with the school throughout this period. The Board was pleased that the Review Team acknowledged the strong and supportive relationship between the Board, school leadership and staff. It was particularly rewarding to receive such positive feedback, with the Review Team providing glowing commendations for the work being undertaken across the school. Additionally, the Board's advice was sought around the implementation of the Parent Teacher interviews that will occur during Term 1 and Term 4 of 2026. The school will close early for two days during these terms so that classroom teachers and parents can continue to work together.

In line with a renewed focus and regeneration, there were changes to the composition of the School Board, during 2025. Early in the year we welcomed Parent Representatives Jack Leeder, Kate Wetherly and Bevan Lemmon to the Board, who all brought strong advocacy, distinctive viewpoints and clear vision.

Larissa Stevens, Kate Roberts and Chloe Metcalfe stepped down from their roles as parent representatives. The Board sincerely thanks Larissa, Kate and Chloe for their time, dedication and valuable contributions to the Waikiki school community. Their commitment and support have been greatly appreciated and valued.

The Board then welcomed Tia Johnson, Alysha Moreels and Amber Alexandra to the School Board later in the year. These new members have already had a positive impact and have brought fresh perspectives and enthusiasm to the Board's work.

Looking ahead to 2026, the Waikiki School Board looks forward to continuing to work collaboratively with the school to support staff, students and the wider community, building strong governance and strategic visions to complement the strong foundations already in place.

Kind Regards,

Mr Damien Blason

School Board Chairperson





School Profile

Waikiki Primary School is a Level 5 Independent Public School that is situated in Waikiki, within the City of Rockingham.

Our school is friendly and community-minded, with students at the heart of everything that we do. The school staff are all highly trained and experienced professionals. We are committed to sustaining quality educational programs that are aligned with the professional practice as set out in the AITSL standards.

The School Leadership Team is central to the empowerment of staff, providing strong collaborative practices and shared decision making within the school. Teaching staff are encouraged to respond to system and school directions through direct liaison with the School Leadership Team as a key way to achieve excellence, high academic standards and promote positive student attitudes and behaviour.

At Waikiki PS, we strongly believe in building a positive school culture, with our parents, School Board and local members being integral to our school community. We strive for everyone working together to ensure that all students at Waikiki PS receive the best education that we can provide.

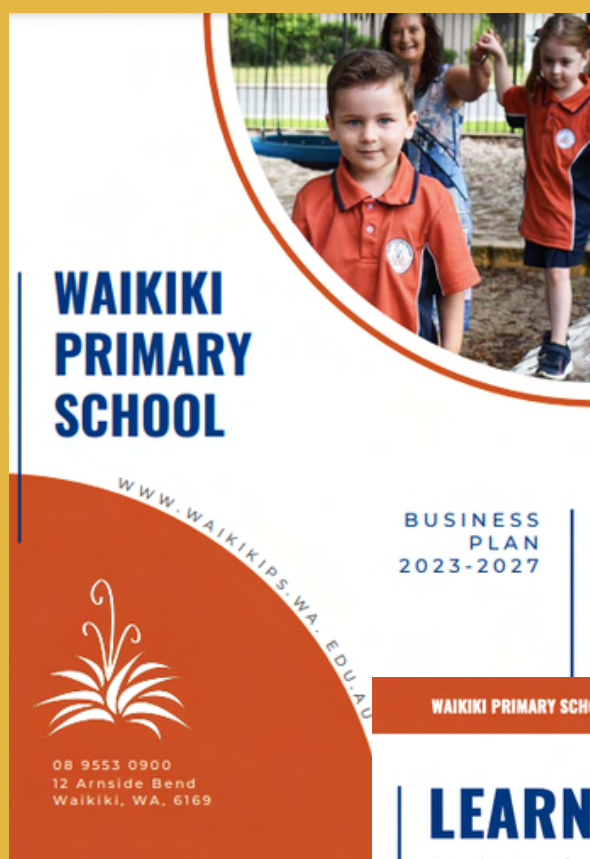
OUR VISION - "WE ARE BUILDING A HAPPY AND SAFE COMMUNITY WHERE EVERYONE IS KIND AND CONNECTED. THROUGH A NURTURING AND INCLUSIVE SCHOOL ENVIRONMENT, WE ARE PREPARED AND ENGAGED, SUPPORTING ALL IN GROWING TO THEIR FULL POTENTIAL. WE CELEBRATE DIVERSITY AND PROMOTE LIFELONG LEARNING."

In 2025, the school strengthened its emphasis on success for every student. An increased focus on data driven teaching, consistent instruction, trauma-informed practice, embedding the science of learning and evidence-based intervention was enacted to assist in achieving this goal. We look forward to seeing positive social and academic growth as a result of this within our students in both the short and long term.



Strategic Direction

Our 2023-2027 Business Plan was ratified in 2024. The plan focuses on our 3 priority areas of Teaching and Learning, School Culture and Community, and Student Support.



WAIKIKI PRIMARY SCHOOL 2023 - 2027

LEARNING

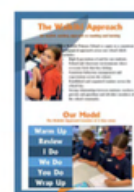
Over the span of our previous Business Plan the school community at Waikiki Primary School has taken part in ongoing development in three key areas. These shape the direction of our school over the coming 4 years.

AREA 1: TEACHING AND LEARNING

Ways of Knowing

At Waikiki Primary School we are following an Explicit Teaching instructional approach.

We deliver consistent literacy and numeracy lessons across the school, based on the evidence based Waikiki Approach. We continue a focus on best practice in our specialist teaching areas.

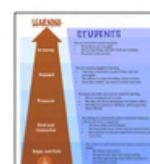


AREA 2: CULTURE

Ways of Being

At Waikiki Primary School we have a cohesive school culture.

We promote a culture of pride and belonging. We have a commitment to our shared vision and agreed expectations for our entire school community.



AREA 3: SUPPORT

Ways of Doing

At Waikiki Primary School we have a trauma informed, restorative approach to behaviour and student support.

We understand that discipline is a learning opportunity, in which we can collaboratively solve problems with our students. We promote positive values and take responsibility for the ways we act and behave as individuals within our community.





During the 2025 school year, the Attendance Team utilised the flow charts established in 2024 to further refine attendance processes and strengthen follow-up procedures with families.

In addition, the team developed a range of incentives aimed at promoting positive attendance behaviours and fostering greater student engagement. This included working with the AIEO to introduce the Kaartdijin Bidi Program. The Attendance Team looks forward to implementing a number of these initiatives in 2026.

In 2025 our disciplined analysis of attendance data indicated that our attendance rate dropped during periods of the year, this was largely attributable to an increase in families taking vacations during the school term.

Ongoing reinforcement of expectations, continued proactive strategies and the sustained work of the Attendance Team are expected to result in improved attendance outcomes, particularly when compared with like schools and the WA Public Schools mean in 2025.

Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	89.6%	89.6%	90.3%	82.4%	82.8%	74.3%	88.9%	89.1%	88.9%
2024	87.9%	90.1%	91.0%	80.2%	81.6%	74.3%	87.2%	89.3%	89.4%
2025	89.0%	89.2%	90.7%	83.5%	78.3%	73.2%	88.3%	88.1%	89.1%

2025 Graduating Year 6 students were a cohort of 48 students. Destination schools included local public high schools and private high schools.

Destination Schools	Male	Female	Other	Total
4128 Safety Bay Senior High School	6	13		19
1324 South Coast Baptist College	4	7		11
4054 Rockingham Senior High School	6	2		8
1408 Living Waters Lutheran College	1	2		3
1353 Kolbe Catholic College		2		2
1421 Mother Teresa Catholic College	1	1		2
4166 Halls Head College		1		1
1396 Kennedy Baptist College	1			1
1406 Tranby College		1		1
Total	19	29	0	48

Attendance and Destination Schools



Restorative Approach

In 2025, Waikiki Primary School continued to strengthen and embed our Restorative Approach to behaviour support. Throughout the year, this model was shared and communicated with staff, students, and families to ensure a consistent and collaborative understanding across the school community. The approach centres around six key elements, which are implemented school-wide to support positive relationships and a respectful learning environment.

Elements of Trauma informed Restorative Schools

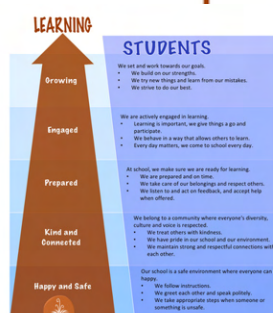


WPS Expectations Model

To support our Restorative Approach, the Waikiki Primary community collaboratively finalised a respect agreement - The Waikiki PS Expectations Model. This model sets out the expectations of and for all members of our school community.

Expectations fall under 5 key areas; Happy and Safe, Kind and Connected, Prepared, Engaged and Growing.

Each fortnight a focus is selected from one of these areas to explicitly teach and model with students. This focus is also shared with the community for additional understanding and reinforcement.



Behaviour Support



In 2025, staff continued to support students in making positive choices with a focus on our Expectations Model.

Staff developed their understanding of trauma informed practices to support students in their classrooms. As a result staff embedded a range of strategies to work with individual students on a case management basis to ensure all students were well supported in making positive choices.

Mr Kurt Verdonk was the successful applicant of the Complex Behaviour Support Coordinant role. In this role Mr Verdonk will support staff to ensure that the right student gets the right support at the right time. This will hopefully support with the workload upon our staff and also our student wellbeing and behaviour choices.

All Years Sorted by Reporting Period(s): Semester 2 2025 to Semester 1 2026					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	58	33	13	0	0
Participates responsibly	70	20	14	0	0
Sets goals and works towards them	38	54	11	1	0
Totals	166	107	38	1	0
Percentages	53.2	34.3	12.2	0.3	0.0

Sorted by Reporting Period(s): Semester 2 2025 to Semester 1 2026					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of their ability	89	44	9	2	9
Shows self respect and care	116	25	3	0	9
Shows courtesy and respect for the rights of others	97	39	8	0	9
Participates responsibly in social and civic activities	101	35	8	0	9
Cooperates productively and builds positive relationships with others	105	34	5	0	9
Is enthusiastic about learning	85	41	15	3	9
Sets goals and works towards them with perseverance	78	53	9	4	9
Shows confidence in making positive choices and decisions	97	37	8	2	9
Totals	768	308	65	11	72
Percentages	62.7	25.2	5.3	0.9	5.9

Attitudes, Behaviour & Effort



NQS Statement 2025

The National Quality Standard, (NQS), sets a high National Benchmark for Early Childhood education in Australia. The NQS is comprised of elements that best support children's learning and development. These elements are organised into a series of standards, which make up seven quality areas: Educational Program and Practise; Children's Health and Safety; Physical Environment; Staffing Arrangements; Relationships with Children; Collaborative Partnerships with Families and Communities; and Governance and Leadership.

In 2025, the Early Childhood team at Waikiki Primary School engaged in thoughtful reflection on each of the seven quality areas. Our discussions explored current practices and pedagogy, considered future directions tailored to our school's unique context and identified specific goals to work towards.





NQS Statement 2025

Educational Program and Practice

At Waikiki Primary School we follow an Explicit Teaching instructional approach and are focussing on delivering consistent English and Mathematics lessons across the school. In 2025, we continued to teach Mathematics through Prime Maths, support the teaching of key skills in numeracy and providing a common evidence-based approach across the early childhood area and the school Pre-Primary to Year Six. Through rigorous teacher discussions, it has been noted that the students are engaging with the program, there is a more consistent language of Mathematics being taught and students are making progress. Identified students are supported through the Explicit Mathematics Program (EMP). Our literacy intervention practices are strengthened by targeting small groups of students identified through the analysis of assessment data. Education Assistant time is allocated to the MiniLit and UFLI programs and students are withdrawn for intervention. Our early childhood teachers continue to teach explicit phonemic awareness skills through the common school programs of PLD and Heggerty. Core knowledge units are implemented each term to support writing and reading development in Pre-primary to Year two and staff will further target writing skills through the Writing Revolution approach in Junior Primary.

With a focus on best practice, our staff highlighted in 2024, the need to plan for the delivery of balanced curriculum, that not only addresses the explicit teaching of academic skills but those that enhance learning through play and supports child agency. The introduction of Amanda Barrett in the 'play leader' role supported play in classrooms across K-2 and highlighted the need to incorporate more play opportunities in Junior Primary. Time was provided for Amanda to support teachers in resourcing, setting up and maintaining play spaces. The resources in each play opportunity reflects the student's learning through Core Knowledge topics and Prime Mathematics concepts.

In 2026, classroom teachers will continue to be supported to implement play opportunities with the support of the Play Leader.

This year the Transition Program was redeveloped and expanded to include planned transitions for students across Block One, including students in Kindergarten, Pre-Primary and Year One. This coincided with the timing of the Kindergarten Orientation Program over four weeks and was well received by both students, teachers and school families. It is recommended that this format continues to be implemented to support effective transition processes for our students.

The five-week Kindergarten Transition and Orientation Program was offered to the incoming families. This year parents and carers were invited to a Kindergarten Expo and were introduced to various services and allied professionals in the community including representatives from East Waikiki Child and Parent Centre, School Psychology, the School Nurse, the Fathering Project, OSH, Peel Language and The City of Rockingham, as well as our own school support personnel, including AEIO, Defence and Chaplain services. The orientation sessions in the classroom with Kindergarten staff, were well attended and promoted an informed and smoother transition to school for families.



NQS Statement 2025

Physical Environment

At Waikiki Primary School we value the physical environment both indoors and outdoors to support student learning and development and our goal was to increase opportunities for students to play and explore. Our staff continue to review our equipment and resources regularly.

More play opportunities were implemented in Junior Primary and Kindergarten and Pre-Primary staff continued to plan for and resource engaging play spaces in the classroom reflective of what the students were learning in class. Thank you to the teachers and our amazing Education Assistants who helped to source equipment, purchase resources or loan personal items to support creating play opportunities for our students. This will remain an ongoing focus.

The Early Childhood playground has been identified as an area of need and through safety inspections, parts of the playground equipment require repairing and/or replacing. Redeveloping the outdoor environment, removing existing structures and replacing equipment will be a focus for 2026 and through 2027. We kindly thank Mr Scott for helping to maintain our existing outdoor learning environment, including equipment, sand pits and grassed areas.

Governance and Leadership

To guide the implementation of middle leadership positions across the school, Statements of Roles and Responsibilities were devised to provide a framework for the NQS and Play Leader, outlining expectations of the roles. Moving forward, both roles will continue to inform legislated quality standards across the Early Childhood and provide support for staff implementing play. It is recommended that purposeful play remain a priority at Waikiki Primary School.

Kind Regards,

ECE Team





Literacy

Throughout the year, the school maintained a strong, cohesive focus on English, underpinned by evidence-based practice, consistency of approach, and a commitment to responding to student data. Whole-school structures supported both reading and writing development, with daily reviews embedded in classrooms to consolidate phonics, vocabulary and language knowledge.

A tiered approach to reading instruction and intervention ensured all students were supported at their point of need. Universal screening using DIBELS informed targeted teaching decisions and the allocation of support. UFLI provided a structured, evidence-based framework to strengthen foundational literacy skills. Targeted small-group intervention was delivered through Minilit and Macqlit to support students requiring additional assistance with decoding, fluency and comprehension. The Syntax Project intervention further supported identified students by explicitly targeting oral language and sentence-level skills to strengthen reading and writing outcomes.

A culture of reading for pleasure and engagement was actively promoted through events such as Book Week celebrations, Books on Blankets, and an author visit, which inspired students to connect with texts and authors in meaningful ways. Literacy learning was further enriched through Play Leader planned activities aligned with Core Knowledge reading units, strengthening oral language, vocabulary and background knowledge through play-based and peer-led experiences.

Writing remained a whole-school priority, with consistent approaches to writing and handwriting embedded across year levels. Brightpath writing assessments supported moderation, clarity of expectations and targeted next steps for instruction. The development and implementation of the school's English Handbook ensured shared language, aligned practice and continuity across classrooms.

Strong collaboration among staff, guided by ongoing data analysis, enabled responsive teaching and continuous refinement of practice. Collectively, these approaches ensured a comprehensive, aligned and data-informed English program that supported student achievement and engagement across the school.

Numeracy

In 2025, Waikiki Primary School strengthened the quality and consistency of Mathematics teaching and learning, aligned with the Waikiki Approach and Business Plan priorities. PRIME Mathematics was extended to Years 4–6, achieving whole-school delivery from Pre-Primary to Year 6. This ensured consistent instructional practices, shared language, and expectations across all year levels. Mathematics resourcing was reviewed and enhanced for 2026, increasing access to hands-on materials aligned with the Concrete–Pictorial–Abstract approach.

Mental mathematics became a daily practice through Times Tables Rock Stars and Rainbow Maths, supporting fluency and providing clear data to inform teaching and intervention. Staff feedback, gathered through termly staff surveys, guided refinements to planning, daily reviews, professional learning, and resourcing. The PRIME scope and sequence was finalised, a daily review sequence developed, and the Mathematics Handbook completed to support consistent practice.

Targeted intervention was strengthened through the trial of the Explicit Mathematics Program (EMP) in Term 4 for identified students from Pre-Primary to Year 4, with the program continuing in 2026. Moderation remained a priority, supported by disciplined dialogue using data from PAT Maths, Brightpath Maths, and PRIME digital assessments.



NAPLAN 2025

STUDENT ACHIEVEMENT DATA

Throughout 2025 the school community continued to implement the Business Plan. Targets for School Improvement were monitored and data were used to inform practice, and are documented within this plan. We will be monitoring the targets listed below in the coming years to ensure we remain on track to achieve the goals. These are to be achieved by the end of the current business Plan cycle ending in 2027.

Business Plan Targets:

- Year 3 and 5 student cohorts will meet or exceed the mean achievement of like schools across all NAPLAN literacy strands.
- Year 3 and 5 student cohorts will meet or exceed the National mean in NAPLAN Reading and Writing.
- Increase the percentage of students making moderate to high progress between Year 3 and 5 NAPLAN tests (Reading).
- Reduce the percentage of students in the 'Needs Additional Support' Band in all NAPLAN literacy strands.
- Increase the percentage of students in the 'Exceeding' Band in NAPLAN Mathematics.
- Reduce the percentage of students in the 'Needs Additional Support' Band in all NAPLAN Mathematics.
- Year 3 and 5 student cohorts will meet or exceed the mean achievement of like schools in NAPLAN Maths.

Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	9%	13%	6%	8%	9%	8%	15%	16%	14%
Strong	368 - 480	43%	28%	39%	46%	41%	40%	46%	44%	44%
Developing	282 - 367	19%	26%	29%	30%	27%	30%	25%	22%	24%
NAS	281 and below	30%	33%	26%	16%	23%	21%	13%	16%	16%



NAPLAN 2025

STUDENT ACHIEVEMENT DATA

Proficiency Level	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and above	8%	10%	7%	10%	10%	9%	16%	17%	16%
Strong	448 - 554	52%	38%	29%	53%	45%	48%	52%	48%	51%
Developing	377 - 447	23%	21%	32%	23%	25%	27%	20%	21%	21%
NAS	376 and below	17%	31%	32%	14%	19%	15%	10%	13%	11%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	11%	0%	0%	6%	3%	2%	7%	7%	4%
Strong	370 - 502	57%	56%	74%	65%	63%	64%	65%	66%	68%
Developing	296 - 369	13%	18%	16%	18%	22%	21%	17%	17%	18%
NAS	295 and below	20%	27%	10%	11%	12%	13%	9%	9%	8%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	4%	7%	0%	6%	4%	5%	9%	9%	7%
Strong	455 - 569	57%	63%	39%	50%	49%	48%	53%	53%	53%
Developing	385 - 454	26%	20%	29%	26%	31%	31%	25%	25%	26%
NAS	384 and below	13%	10%	32%	17%	17%	16%	12%	11%	12%



NAPLAN 2025

STUDENT ACHIEVEMENT DATA

Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	582 and above	8%	5%	7%	6%	7%	7%	12%	12%	14%
Strong	470 - 581	41%	53%	33%	47%	44%	41%	48%	48%	45%
Developing	397 - 469	41%	21%	33%	30%	30%	30%	26%	24%	24%
NAS	396 and below	10%	21%	26%	18%	18%	22%	13%	14%	16%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	493 and above	0%	7%	3%	5%	2%	5%	10%	8%	8%
Strong	378 - 492	39%	41%	42%	48%	46%	44%	50%	50%	50%
Developing	311 - 377	28%	33%	35%	32%	32%	35%	25%	27%	27%
NAS	310 and below	33%	20%	19%	15%	19%	17%	14%	13%	13%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	577 and above	0%	3%	9%	4%	4%	6%	10%	11%	11%
Strong	451 - 576	49%	45%	31%	51%	48%	46%	53%	53%	54%
Developing	386 - 450	33%	25%	42%	30%	31%	32%	23%	23%	23%
NAS	385 and below	18%	28%	19%	15%	17%	16%	12%	12%	11%



Specialist Learning Areas



L.O.T.E

Indonesian

Ibu Da Cruz

At Waikiki Primary School, Indonesian is taught as a specialist subject with students from Year 3 to Year 6 participating. Indonesian lessons are delivered for one hour per week using the Waikiki Approach (Explicit Teaching Model).

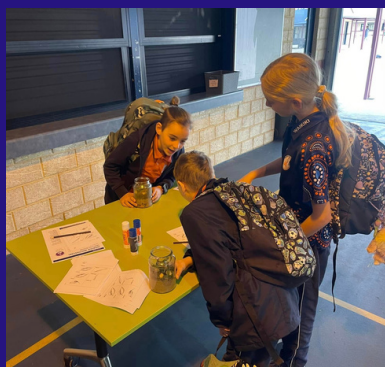
The Indonesian language program at Waikiki Primary School provides a range of engaging learning opportunities for students to extend their knowledge and understanding of the Indonesian language and culture. This is further reinforced through the use of the Department of Education's KETAWA program, which is designed for students in Western Australia and is aligned to the Western Australian Languages Curriculum.

Daily Reviews in Indonesian have provided students with valuable opportunities to consolidate their learning through the recall of previously taught vocabulary, such as greetings, common phrases, colours and numbers.

A range of assessment tasks are conducted throughout the year using the Western Australian Languages Curriculum: Indonesian Achievement Standards.

Science and Technology

Mr Adam Harris



At Waikiki Primary School, Science is taught as a specialist subject with students ranging from Pre-Primary to Year 6. Science lessons are delivered for one hour each week and follow Waikiki Primary School's explicit teaching model of 'I do, we do, you do'.

The Science programme incorporates four sub-strands of Science: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences. Throughout the school year, each term's planning, teaching and assessment revolves around one of these sub-strands and are differentiated to meet student needs.

Within these Science lessons, students participate in authentic, engaging and hands-on investigations to find results and reflect on their meaning. Students in Pre-Primary to Year 2 explore topics such as weather and seasons, properties of materials, pushes and pulls, and their five senses, while Year 3 and above focus on topics such as our solar system, states of matter, electricity and forces.

In 2025, students participated in several engaging experiments within Science lessons. These included:

- Investigating chemical reactions by creating colourful 'potions' and by participating in a self-inflating balloon experiment.
- Exploring changes in states of matter when making slime using liquids.
- Creating ramps using different materials for toy cars to roll on with a focus on the force of friction.
- Building electrical circuits to power light bulbs, spinning fans and speakers using our electricity kits.



The Physical Education Program at Waikiki Primary School develops students' skills through explicit teaching using the Waikiki Approach, followed by structured implementation of these skills and strategies across a diverse range of activities and games. Our program is sequential, skill-based and aligned with Western Australian curriculum expectations.

Junior Program (PP-Year 3)

The Junior Program prioritises engagement and enjoyment through regular movement-based learning experiences. Students are explicitly taught and assessed on fundamental movement skills including running, jumping, balancing, rolling, leaping, dodging, skipping, bouncing, throwing, catching, kicking and striking.

Students are supported to consolidate and refine these skills while identifying and applying rules and principles of fair play in both competitive and non-competitive physical activities, sports and games. The focus at this stage is skill acquisition, confidence building and positive participation.

Senior Program (Year 4-6)

The Senior Program builds on foundational movement skills by applying them within specialised games and sports contexts. Students are assessed on skill execution during game play, tactical awareness and game sense, the application of critical and creative thinking, ethical behaviour and adherence to rules, and positive participation within teams and groups.

Students further develop leadership and collaboration skills by negotiating roles, encouraging peers and contributing constructively to team environments. The continuation of the SEPEP (Sport Education in Physical Education Program) model empowers students to take ownership of their learning through coaching, managing, officiating and organising games, enhancing responsibility, autonomy and authentic understanding of sport structures.

Interschool Sport and Representative Success

In 2025, students represented Waikiki Primary School at multiple Rockingham Area School Sport Association (RASSA) carnivals including Athletics, Cross Country, Summer Carnival and Winter Carnival. Participation in these events strengthened community connections while fostering resilience, sportsmanship and social development through both individual and team-based competition.

Our students also achieved outstanding success at the State NFL Championships, progressing to the National Championships on the Gold Coast. The team finished second in Australia after narrowly missing victory in the grand final, an exceptional achievement at the national level.

Whole-School Carnivals

Waikiki Primary School proudly hosts its own Faction Athletics and Cross Country Carnivals. These events promote school pride, faction spirit, whole school participation and cross year level encouragement, ensuring every student has the opportunity to compete, contribute and celebrate the achievements of others.

Before School Clubs Program

To further enhance student wellbeing and physical engagement, the school implemented a Before School Clubs Program, providing an additional 45 minutes of physical activity per week. Students across all year levels participate in 15 minute activity blocks before school, exploring skills through activities including running, skipping, frisbee, juggling, soccer, AFL and basketball.

Waikiki Primary School also successfully secured grant funding to purchase new sports equipment, further strengthening the quality and diversity of physical activity opportunities available to our students.

Physical Education

Mr Kurt Verdonk





At Waikiki PS, Music is taught as a specialist subject with all children in Pre-Primary to Year 6 participating. Students are exposed to a wide range of hands-on and engaging music activities in the purpose built, well resourced, Music Room for a minimum of one hour per week.

Our programme incorporates both making and responding to music with a focus on understanding and using the elements of music across all year levels. Singing and use of instruments are both developed throughout the year. Students in Pre-Primary to Year 3 focus on classroom instruments, both tuned and untuned, while students in Years 4 to 6 focus on developing their skills on a range of contemporary band instruments through the world leading Musical Futures approach.

In 2025, students also had the opportunity to participate in a range of musical activities outside of the classroom programme. These included:

- Our Instrumental Music School Services (IMSS) programme involving selected Year 5 and 6 students who participated in the programme throughout the year;
- All students had the opportunity to participate in before school Music Club throughout the year;
- Interested Year 2 / 3 students participated in the Rockingham Junior Combined Schools Music Festival at Rockingham Senior High School for the second time;
- Our Year 4 – 6 Choir performed at a number of school and community events throughout the year including;
 - Port Kennedy TPDVofWA Anzac Dawn Service
 - Waikiki Primary School Anzac Service;
 - Rockingham Combined Schools Music Festival at Rockingham Senior High School;
 - WA Government Schools Music Society (WAGSMS) Festival at the Mandurah Performing Arts Centre (two students performed the role of compere for two separate evenings);
 - Waikiki Primary School Learning Journey;
 - Waikiki Primary School Music Assembly; and
 - Waikiki Primary School Book Awards Assembly.
- Whole school incursion by the WAPOL Pipe Band
- Our year finished with a festive flourish at our whole school Christmas Concert where classes performed individual items, as well as a whole school song.

Other highlights include:

- The donation of a full drum kit by one of our families, allowing us to add Percussion lessons to our IMSS allocation from 2026
- Bucket drumming incorporated into the upper school classroom programmes, increasing involvement of disengaged students.
- Increase in the number of Year 6 students applying for and being accepted into Specialist Music programmes at high schools.

Music

Mrs Kate Cullinane





Student Centred Funding

Student-Centred Funding

Student-Centred Funding - 2025

Per Student Funding	\$ 2,466,396.00
Student and School Characteristics	\$ 970,589.61
Disability Adjustments	\$ 55,020.38
Targeted Initiatives	\$ 197,955.75
Operational Response Allocation	\$ 300.00
Regional Allocation	\$ 0.00
Total 2025	\$ 3,690,261.74

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	32	0	\$179,904.00
Pre-primary	41	0	\$400,447.00
Year 1	28	0	\$273,476.00
Year 2	32	0	\$312,544.00
Year 3	32	0	\$312,544.00
Year 4	44	0	\$359,084.00
Year 5	31	0	\$252,991.00
Year 6	46	0	\$375,406.00
Total	286	0	\$2,466,396.00

Student and School Characteristics Funding - At Census

Funded Student FTE		Amount
Student Characteristics		
Aboriginality	33.00	\$76,761.75
Disability	47.27	\$303,446.62
English as an Additional Language or Dialect	14.00	\$36,289.00
Social Disadvantage	132.92	\$139,602.34
Sub Total		\$556,099.71
School Characteristics		
Enrolment-Linked Base		\$414,489.90
Locality		\$0.00
Sub Total		\$414,489.90
Total		\$970,589.61

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$79,756.81
Targeted Initiative: Additional Educational Adjustment	\$16,800.33
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Consent and Respectful Relationships Education (CRRE)	\$5,000.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$8,318.94
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$13,131.02
Targeted Initiative: Preschool Reform Agreement	\$35,968.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$13,131.02
Total	\$197,955.75

Operational Response Allocation (Detail)

	Amount
Operational Response: Targeted Funding to Schools	\$300.00
Total	\$300.00



Highlights





Highlights





Endorsement

The School Board at Waikiki Primary School endorses the 2025 Annual School Report and verifies the involvement of staff and parents in the development of this document

Principal
Daniel Moore

Board Representative
Damien Blason



Waikiki Primary School



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