

Williamstown Primary School: A Year of Aspiration and Growth

In 2025, Williamstown Primary School proudly celebrated its 152nd year of operation. The school's 50 dedicated staff members supported an average enrolment of 460 students, with natural fluctuations occurring throughout the year as families moved into and out of the area and several staff members took periods of family leave.

Building upon the momentum of 2024's theme of **ASPIRE**, the 2025 focus shifted to **ENGAGE**, emphasising deep engagement with our core work of teaching and learning. This priority guided significant professional learning across the school, including the introduction of VTLM 2.0 and the refinement of instructional models to further strengthen consistency and clarity in practice. A major milestone was the finalisation of the school's Teaching and Learning Handbook—now a central resource that outlines The Willy Way and provides a unified, evidence-aligned framework for high-quality teaching across all classrooms.

Curriculum – Teaching and Learning

Curriculum Planning

- **Implementation of the Teaching and Learning Booklet – *The Willy Way***

In Term 4, the school progressed the implementation of our updated teaching and learning booklet, *The Willy Way*. The booklet has undergone refinements this year to ensure full alignment with VTLM 2.0, incorporating the updated pedagogical model, practice principles, and expectations for learning clarity and consistency.

The formal launch of *The Willy Way* represents a significant step in strengthening whole-school alignment. The booklet now clearly outlines the agreed instructional practices, learning routines, and curriculum expectations that guide teaching across all year levels. By embedding VTLM 2.0 throughout the document, the school ensures a shared language of practice, greater consistency in lesson structure, and stronger coherence in curriculum implementation.

This work supports our ongoing focus on high-quality, consistent teaching and provides staff with a clear reference point for planning, instruction, and professional dialogue. The full rollout of *The Willy Way* will continue into next year, further reinforcing our commitment to a unified approach to teaching and learning.

Teacher Professional Development

- **6+1 Writing Traits**

Throughout Terms 2 and 3, all teaching staff engaged in a comprehensive professional development program focused on the 6+1 Writing Traits framework. This initiative was designed to build a shared pedagogical understanding of high-quality writing instruction and to strengthen consistency of practice across the school.

The professional learning sequence included workshop sessions, collaborative planning, targeted modelling, and ongoing reflection. Staff explored each of the seven traits—Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation—and deepened their understanding of how these traits can be explicitly taught and embedded into daily writing instruction.

Teachers engaged in:

- Trait-based analysis of student samples to calibrate expectations and strengthen assessment accuracy.
- Co-development of writing learning intentions and success criteria, ensuring alignment with the traits.
- Modelling and shared writing strategies to support students in understanding and applying the traits independently.
- Planning sessions where teams incorporated trait-focused mini-lessons into their writing programs.
- Reflection cycles, enabling staff to identify growth areas and monitor changes in student writing outcomes.

Across the two terms, staff reported increased clarity around the elements of effective writing and improved confidence in delivering explicit writing instruction. Early indicators suggest greater consistency in writing expectations across year levels and improved student ability to articulate the components of strong writing.

This professional learning has laid a strong foundation for continued whole-school improvement in writing, with future work to focus on refining assessment practices and strengthening ongoing moderation using the 6+1 Writing Traits framework.

- **Victorian Teaching & Learning Model 2.0**

In Term 4, the school commenced the early implementation phase of VTLM 2.0. Staff engaged in targeted professional development to build familiarity with the updated model and ensure a shared, consistent approach to teaching and learning.

Professional learning this term focused on:

- Introducing the updated components of VTLM 2.0.
- Strengthening the use of learning intentions, success criteria, and clear lesson structure.
- Auditing and refining classroom routines in line with the new framework.
- Beginning team-based planning using the VTLM 2.0 pedagogical model.

Work will continue into next year with deeper professional learning, coaching, and classroom implementation. Department requirements sees the model needing to be fully implemented by 2028.

Academic Achievement

NAPLAN Results: A Year of Continued Strength and improvement

The school saw significant increase in achievement across most domains.

While year 3 writing, and year 5 numeracy remained consistent, all of the other 8 domains saw steady or significant increase in achievement.

This achievement was highlighted by the percentage of students achieving strong and exceeding proficiency significantly increasing from when they were in year 3 in 2023.

The school's continued growth combined with its level of achievement placed the school in the highest achievement rating of HIGH in the Department's 2025 Performance Report.

Percentage of students achieving exceeding or strong proficiency level

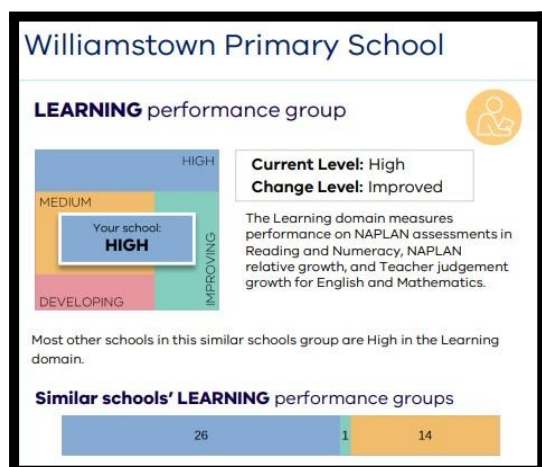
Year 3 NAPLAN Performance:

- Reading: **83%** (WPS) – **83%** (Similar Schools) – **69%** (State)
- Writing: **86%** (WPS) – **89%** (Similar Schools) – **79%** (State)
- Numeracy: **84%** (WPS) – **82%** (Similar Schools) – **66%** (State)
- Spelling: **81%** (WPS) – **71%** (Similar Schools) – **63%** (State)
- Grammar & Punctuation: **74%** (WPS) – **71%** (Similar Schools) – **57%** (State)

Year 5 NAPLAN Performance:

- Reading: **90%** (WPS) – **88%** (Similar Schools) – **74%** (State)
- Writing: **91%** (WPS) – **83%** (Similar Schools) – **72%** (State)
- Numeracy: **81%** (WPS) – **83%** (Similar Schools) – **69%** (State)
- Spelling: **81%** (WPS) – **76%** (Similar Schools) – **68%** (State)
- Grammar & Punctuation: **85%** (WPS) – **80%** (Similar Schools) – **64%** (State)

Note: % highlighted in green indicate significant improvement from 2024





2025 Learning Domain

Williamstown Primary School



LEARNING domain performance

HIGH

LEARNING measures

		Measure performance group	Result year	Student count	Current result	Change result	Similar school group result	Similar school comparison
READING	% of students in Strong or Exceeding NAPLAN (Year 3)	HIGH	2025	62	82%	+0.3%	83%	▼
	% of students in Strong or Exceeding NAPLAN (Year 5)	HIGH	2025	63	92%	+1.3%	88%	▲
	% of students with High or Medium relative growth NAPLAN (Year 3 to 5)	MEDIUM	2025	59	64%	-1.9%	77%	▼▼
	% of students with High or Medium relative growth NAPLAN (Year 5 to 7)	HIGH	2025	76	87%	+6.4%	75%	▲▲
	% of students with At or Above expected growth in Teacher Judgement (Years 1-6)	HIGH	2024	406	86%	+2.5%	84%	▲
NUMERACY	% of students in Strong or Exceeding NAPLAN (Year 3)	HIGH	2025	63	83%	+2.5%	82%	▲
	% of students in Strong or Exceeding NAPLAN (Year 5)	HIGH	2025	64	83%	+3.7%	83%	—
	% of students with High or Medium relative growth NAPLAN (Year 3 to 5)	IMPROVING	2025	57	77%	+2.9%	73%	▲
	% of students with High or Medium relative growth NAPLAN (Year 5 to 7)	HIGH	2025	77	86%	+3.2%	76%	▲▲
	% of students with At or Above expected growth in Teacher Judgement (Years 1-6)	HIGH	2024	407	89%	+3.1%	82%	▲

* Result includes Teacher Judgements assessed against the Number and Algebra and Mathematics 2.0 curriculums

Well below

Below

Similar to

Above

Well above



Department of Education

Panorama

/ Performance and Evaluation division / Strategy and Secondary School Reform group

measuring what matters / 4

These results, while valuable as a snapshot of student learning, also provide us with critical trend data that will inform our long-term strategies for further academic enhancement.

New Initiatives

- **Stand Up Project**

Our school proudly continued its commitment to creating a safe, inclusive, and respectful environment through the implementation of the Stand Up Project. This program empowers students to recognise and respond to bullying, promoting kindness, empathy, and resilience across the school community.

Through targeted lessons, workshops, and student-led activities, students have developed practical strategies to 'stand up' against bullying, support their peers, and contribute to a positive school culture. Staff have been actively involved in professional development to embed the program's principles across classroom routines and pastoral care practices, ensuring consistent and effective messaging.

The Stand Up Project has strengthened student awareness of respectful behaviours, increased confidence in reporting and addressing concerns, and reinforced our whole-school focus on wellbeing. Its ongoing implementation reflects our commitment to fostering a safe and supportive environment where every student can thrive.

- **Seasons for Growth**

To support student wellbeing the school's Mental Health and Wellbeing Leader launched the Seasons for Growth program. This evidence-based program helps students build resilience, manage change, and develop strategies to cope with grief, loss, and significant life transitions.

Through structured sessions, students are guided to reflect on their experiences, recognise their emotions, and strengthen connections with peers. Staff involvement and leadership from Anna Swan have ensured the program is embedded within our school's pastoral care approach, providing consistent support and promoting positive mental health across year levels.

The Seasons for Growth program has had a meaningful impact on participants, enhancing emotional literacy, resilience, and overall wellbeing, and continues to be an integral part of the school's commitment to nurturing a supportive and caring community.

Engaging the Community

- **Seaside Fair**

The 2025 Seaside Fair was an outstanding highlight of the school year and a vibrant celebration of our community spirit. Held on Sunday 23rd November, the event brought together students, families, staff, and the wider Williamstown community for a day filled with energy, entertainment, and connection.

The Fair showcased the incredible dedication of our parent volunteers, staff, and student leaders who worked tirelessly in the lead-up and on the day to create a warm, welcoming, and engaging event. Their collective effort ensured a seamless and highly successful fair, reinforcing the strong partnerships that underpin our school community.

We proudly acknowledge and thank our sponsors for their generous support, in particular our Platinum Sponsor Jellis Craig, and our long-standing Gold Sponsor Dig Design. Their contributions played a major role in enhancing the quality and scale of the event.

The funds raised will directly support school programs, facilities, and initiatives that benefit all students. Beyond the financial success, the Seaside Fair strengthened community connections, celebrated student involvement, and highlighted the collaborative culture that defines our school.

The 2025 Seaside Fair was a true testament to what our community can achieve together and remains one of the year's most memorable and positive events.

Parent/Guardian/Caregiver Opinion Survey

Like the Department's other two surveys the Parent/Guardian/Caregiver Opinion Survey is undertaken annually. Although all families are provided with the opportunity to complete the survey, in 2025 26% (98/380) of families completed the survey.

The survey is divided into 6 domains, with each domain having between 3-8 factors.

The domains are listed below, along with the 2025 percentage of positive endorsement data, supported by similar school and state averages.

It was pleasing to see that we had improvement in all 6 domains, with significant improvement in at least half of the domains.

- **Connection & Progression:** WPS **89%** - Similar Schools **83%** - State **85%**
- **Parent community engagement:** WPS **83%** - Similar Schools **75%** - State **78%**
- **Safety:** WPS **85%** - Similar Schools **79%** - State **81%**
- **School ethos and environment:** WPS **83%** - Similar Schools **75%** - State **80%**
- **Student Cognitive engagement:** WPS **83%** - Similar Schools **75%** - State **79%**
- **Student development:** WPS **85%** - Similar Schools **76%** - State **80%**

The school continues to demonstrate growth as our positive trajectory continues over the last few years.

Student Engagement

- **Senior, JSC (5-6)**

In 2025, our Junior School Council (JSC) demonstrated outstanding leadership and engagement across both school and local community initiatives. Our senior JSC members played an active role in fortnightly meetings with the Principal, delivered presentations to School Council, spoke at fortnightly assemblies, and represented the school at monthly Hobsons Bay Council meetings.

Beyond these responsibilities, JSC leaders contributed meaningfully to community and school life. They participated in a Jawbone Reserve clean-up project, helping to care for the local environment, and led school tours for prospective Prep students, fostering a welcoming culture for new families. Additionally, JSC members took key leadership roles in major school events, including ANZAC Day and Remembrance Day assemblies, ensuring these important occasions were commemorated with respect and engagement.

The achievements of the 2025 Junior School Council reflect the development of leadership, initiative, and civic responsibility, highlighting the vital role of student voice in shaping our school community.

- **Junior, JSC (P-4)**

Our Junior School Council (JSC) made a strong contribution to both school fundraising and community engagement. Members actively supported key fundraising events, helping to raise vital funds for school programs and initiatives.

The JSC also strengthened connections with the wider community through kindergarten visits, engaging with future students. These activities provided valuable opportunities for JSC members to develop leadership, communication, and teamwork skills while promoting the school's presence and values within the local community.

The efforts of our Junior JSC in 2025 highlight their commitment to service, leadership, and community involvement, reinforcing the important role of student voice in school life.

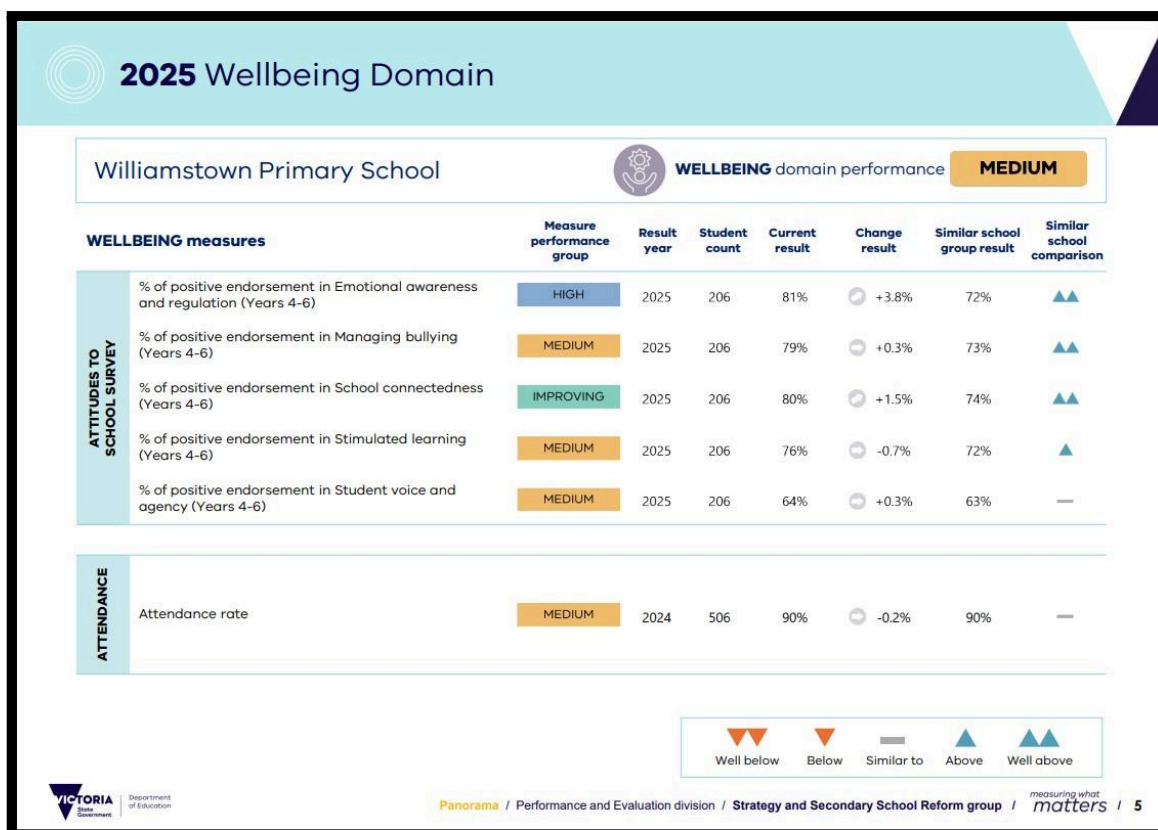
- **Attitudes to School Survey**

The **Attitudes to School Survey** for students in Years 4-6 revealed insights into their sense of connection, learning engagement, and emotional wellbeing. While there have been some challenges, we continue to use this data to guide our efforts toward improving student experience and outcomes.

Key Survey Insights:

- **Sense of Connectedness:** 80% (WPS) – 74% (Similar Schools) – 77% (State)
- **Stimulated Learning:** 76% (WPS) – 73% (Similar Schools) – 78% (State)
- **Managing Bullying:** 79% (WPS) – 73% (Similar Schools) – 76% (State)
- **Student Voice and Agency:** 64% (WPS) – 63% (Similar Schools) – 68% (State)
- **Emotional Awareness and Regulation:** 81% (WPS) – 72% (Similar Schools) – 74% (State)

% highlighted in green indicate significant improvement from 2024



School Climate - Staff

● Staff Survey

We are committed to fostering a safe, supportive, and collaborative work environment for our staff.

Percentages below indicate the percentage of staff that have positively endorsed the selected module. Each module has a range of factors which in turn have a variety of related questions. The school continues to have a strong positive across all modules, rating well above similar and state averages.

- **School Climate:** WPS **87%** - Similar Schools **78%** - State **77%**
- **Professional Learning:** WPS **75%** - Similar Schools **69%** - State **75%**
- **School Leadership:** WPS **87%** - Similar Schools **77%** - State **79%**
- **Staff Safety and Wellbeing:** WPS **84%** - Similar Schools **68%** - State **71%**

A strong positive work culture we believe is essential to best support our Willy Kids

● Staff Movement

Returning Staff	New Staff	Departing Staff	Retiring Staff
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Melati Cordell Toni Lind Zoe Kitchen	Sara Borrens (French) Katherine Buenaventura	Christine Castel-Singh Brittlee Salvo Kayleen Domic Lynne Georgiadis Simone Rosini	Mary Colangelo (Teacher) Pam Pehm (Education Support) Denise Wood (Education Support)
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It has always been the people who make our school special and the relationships they build. Whether staff have been with us for a long time or a short period, their contributions are valued, and we hope they take a part of Willy Primary with them.

Our three retiring staff members have been integral to the life of the school for many years. Mary's teaching career at Willy spans over 25 years, while Pam and Denise have contributed as both staff and parents. We wish them all the very best in retirement.

We are also sad to farewell Madam Cri Cri, who will be taking up a position at Scotch College. Her work in establishing our new language program has made a lasting impact, and we hope she can return in the future to help us celebrate Bastille Day.

While we also say goodbye to Brittlee Salvo, Kayleen Domic, Lynne Georgiadis, and Simone Rosini. We thank them for their contributions and hope to see some of them back in the school through CRT work.

Facilities and Grounds

- **Planned Maintenance Program.**

On Monday 24th November work commenced on the school's Planned Maintenance Program. The works undertaken by the Victorian School's Building Authorities Maintenance Branch, involved extensive scaffolding erected around the school's bluestone and redbrick buildings. The work schedule entails major roof repairs and restorations on both buildings, with additional works to be carried out on the bluestone windows and key design features such as external molds and rendered features.

These works have been 7 years in the making having been held up by termite damage to our PE hall and the interruptions caused by COVID. Works are scheduled to be completed towards the end of January.

- **Minor Capital Works Grant - Junior Toilet Refurbishment**

During the term 3 holidays work commenced on our junior toilet refurbishment. The project which is funded through the VSBA minor capital works grants sees the junior toilet block completely

renovated and refurbished. This project has been a long standing item that the school had been looking to self fund. While we will have a great new facility, funds already accrued will now be utilised for other building projects and maintenance.

Acknowledgements

A heartfelt thank you goes to all our parent volunteers for their incredible support throughout the year. Your contribution extended far beyond fundraising—parents generously gave their time to assist on excursions, support camp programs, and volunteer in classrooms. These everyday acts of generosity make a significant difference to our students' experiences and to the smooth running of our school. We are deeply grateful for the time, care, and community spirit you bring to Williamstown Primary.

In Summary

Williamstown Primary School continued to strengthen its core work of teaching, learning, and community engagement, proudly celebrating its 152nd year with a stable enrolment of around 460 students and a dedicated staff team. With a schoolwide focus on *Engage*, the year saw the launch of *The Willy Way* teaching and learning handbook, staff professional development in the 6+1 Writing Traits, and the early implementation of VTLM 2.0.

Student achievement remained a highlight, with strong NAPLAN results across most domains and the school achieving a High rating in the 2025 Performance Report. Wellbeing programs, including the Stand Up Project and *Seasons for Growth*, further supported students' social and emotional development.

The school community continued to flourish through major events like the Seaside Fair, strong student leadership via Junior School Council, and improvements reflected in parent, student, and staff survey data. Significant facilities upgrades—including major maintenance works and the junior toilet refurbishment—rounded out a year defined by high-quality learning, strong community partnerships, and continued commitment to the wellbeing and success of all Willy Kids.

In 2026, our AIP theme of *Communicate* places a strong emphasis on deepening the partnership between school and home. This focus highlights the importance of clear, consistent, and purposeful communication that keeps families informed, connected, and engaged in the learning journey.

Throughout the year, we will continue to share the work our school and students are undertaking, shine a light on key milestones, and celebrate achievements both big and small. We look forward to continuing this journey together and strengthening the sense of connection that underpins our community.