



# Walliston

## PRIMARY SCHOOL

### 2024 Annual Report



[wallistonprimaryschool.wa.edu.au](https://wallistonprimaryschool.wa.edu.au)



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## WALLISTON WAY

Walliston Primary School is located in a bushland setting at one of the highest points in the hills, east of the city of Perth, on Wadjuk-Noongar land. Our school motto **"Aim High"** refers not only to our geographical location but to the expectations we place upon ourselves as educators and our expectations of our students. A large amount of retained natural bush and native shrubs enhance the spacious school grounds. Walliston Primary School is a pleasant place in which to learn and to work. Our school has built a reputation for care, equity and excellence. Students and staff are proud of the results and the high standards that are consistently achieved.

## OUR VISION

Walliston Primary School will be the leader in future focussed education, recognised for its excellence in empowering children to thrive academically, culturally and socially.

Every child who attends Walliston Primary School will flourish in an environment that supports the whole child, becoming a creative, confident, capable, and connected, contributor to the world

## OUR MISSION

Guiding young minds to thrive on their educational journey through;

a strong sense of **ENGAGEMENT**

fostering **EMPATHY**

inspiring **EMPOWERMENT**





### **Reflecting on an Extraordinary Year – 2024**

The 2024 school year at Walliston Primary School has been marked by growth, enthusiasm, and an abundance of memorable experiences. From the high-octane energy of the “Wally Boys, Horsepower in the Hills” Car Show to the vibrancy of our School Community Open Night, the year was rich with events that showcased the heart and spirit of our community.

### **Celebrating Learning and Achievement**

One of my most cherished responsibilities as Principal is visiting classrooms and awarding Principal Awards, a tradition that recognises student excellence and is celebrated both at school and at home. Our assemblies, brought to life by our PBS (Positive Behaviour Support) characters, have continued to energise our student body while reinforcing the values that define “The Walliston Way.” Walliston students shone brightly throughout the year. They participated in numerous sporting events, displayed artistic talents in community arts showcases, and earned accolades through the Creative Schools initiative. Highlights included performances at the Stirk Choir Festival, musical showcases, and an unforgettable lunch at Parliament House. A standout moment was when our early childhood students went viral on social media for a heartwarming intergenerational play session with residents of a local aged-care and retirement village.

### **Student Achievement and School Improvement**

Throughout 2024, Walliston Primary School has witnessed significant growth in student progress and achievement. Our students have not only reached, but in many cases exceeded, key targets set out in our School Business Plan. This progress reflects the effectiveness of our teaching and learning strategies, the dedication of our staff, and the ongoing support from our families and school community. This year also marked a period of deep reflection and strategic planning. As part of our school improvement process, we undertook a comprehensive evaluation of our current Business Plan, carefully considering areas of strength and those requiring further development. This reflective process has informed the development of a new Vision and Mission Statement, and the identification of new strategic focus areas that will guide our efforts from 2025 onwards. We are excited to move forward with a renewed sense of purpose, ensuring that every student at Walliston receives a high-quality education grounded in our values of respect, integrity, and lifelong learning.

### **Introducing Our New School Logo**

2024 also saw the unveiling of our refreshed school logo, a design that embodies the spirit, values, and attitudes of the Walliston Primary School community. The emblem symbolises respect, integrity, and a love of learning. This redesign was met with great excitement and serves as a visual representation of our dedication to inclusivity, resilience, and growth. It inspires both current and future students to carry forward the values that form the foundation of our school.

### **Appreciation for Our School Community**

I extend my heartfelt thanks to our P&C, School Board, and families. Your unwavering support, encouragement, and active participation have made a significant impact. Your contributions helped create a school environment that is nurturing, inclusive, and community-driven. A special note of gratitude goes to our exceptional staff. The passion, dedication, and professionalism shown by our teachers and support personnel has been the cornerstone of our success. Each staff member plays an integral role in creating a dynamic learning environment. Personally, I have been inspired by the level of care and collaboration among staff, all working tirelessly to enhance student growth and wellbeing.

Craig Mainard

The 2024 school year has been a transformative and rewarding period for the Walliston Primary School Board, marked by significant milestones in our school's journey of growth, reflection, and renewal.

### **Rebranding and the New School Logo**

One of the key highlights for the Board this year has been our involvement in the respectful and inclusive process of rebranding Walliston Primary School. The development of the new school logo was not only a creative endeavour, but a deeply thoughtful journey that reflected the identity, spirit, and aspirations of our school community. We are proud of the way students, staff, and families were invited into this process. The final design captures the essence of the "Walliston Way" and celebrates the values that make our school a place of belonging, integrity, and excellence in education. This refreshed identity will serve as a unifying emblem as we move forward into the next chapter of our school's future.

### **Shaping the Future Through Strategic Reflection**

In 2024, the Board played an active role in the reflection and review of our current School Business Plan. This critical process enabled us to consider our achievements, challenges, and priorities as a school. Together with school leadership and staff, we contributed to the development of a renewed Vision and Mission Statement and supported the formation of new strategic focus areas that will guide Walliston Primary School into 2025 and beyond. A key aspect of our work has been engaging in discussions about what defines a successful child at Walliston Primary School. These conversations reaffirmed our belief that success goes beyond academic results, it encompasses the social, emotional, and personal growth of every student, grounded in values of respect, responsibility, and resilience.

### **Celebrating Student Achievement and Growth**

We have been inspired by the impressive gains made in student achievement and progress throughout 2024. The School Board has carefully reviewed data and feedback that reflect strong outcomes across key learning areas. These improvements are a testament to the hard work and dedication of the Walliston staff, the support of our families, and the clear direction provided by the school's leadership.

### **Acknowledging the School Board's Commitment**

On behalf of the entire school community, I would like to acknowledge the commitment and contributions of all School Board members; Kristi Harris Wood, Mark Della Franca, Colby McGuire, Sander van Amelsvoort, Bernie O'Hara, Melinda Field, Abby Kerr, Jennifer Russell, Mike Gilders and Craig Mainard. Your leadership, collaboration, and focus on effective governance have been instrumental in guiding Walliston Primary School's success this year. Thank you for your continued support in shaping a positive future for our students. Together, we have laid a strong foundation for continued excellence and innovation in 2025.

Scott Parker  
School Board Chair



### **P&C Highlights – 2024 in Review**

The Walliston Primary School P&C had a dynamic and memorable year in 2024, delivering a wide range of fun and engaging events that brought together students, families, and the broader community. Their hard work and dedication significantly enhanced school life and contributed to valuable fundraising efforts.

### **Term-by-Term Highlights**

Term 1: The year began with a welcome back picnic and a Sunset Series community movie night in collaboration with the City of Kalamunda. The P&C also participated in the Kalamunda Garden Festival and ended the term with an Easter raffle and colouring competition. Snow cones made an appearance at the Kalamunda Show too!

Term 2: Mother's Day was celebrated with a heartwarming stall and a simultaneous reading and book event that delighted bookworms of all ages. The term wrapped up with the school's first-ever Comedy Night, which was met with laughter and high praise from attendees.

Term 3: A fun-filled disco kept the students moving, followed by the much-loved Father's and Carers' Day stall. Other highlights included the faction carnival and a Lego competition that showcased creative engineering and teamwork.

Term 4: The year reached full throttle with the much-anticipated Wally Boys Racing Car Show – now in its 7th (biennial) edition! This major event turned heads in the community and media, featuring standout vehicles and enthusiastic participation, making it one of the most talked-about shows in recent memory.

### **Acknowledgments**

A BIG thank you goes out to all our office bearers, coordinators, the executive committee, and class reps who made 2024 such a successful year. Your time, effort, and commitment are deeply appreciated.

### **2024 P&C Committee**

President: Rachel Boyes; Vice President: Meghan Vivian; Secretary: Caroline Loughrey; Secretary Assist: Linda Robinson; Treasurer: Stephanie Mania; Uniforms: Colby McGuire, and Amy Fitzpatrick; Book Club: Sarah Greenway; Executive: Helen Hardman; Fundraising: Lucy Owen, Flora Adamson, Taylar Longo, Rhiannon Tropiano; Socials: Chantelle Morfitt, Toni Hockley; Grants: Karen Wellington. A massive thank you to our Wally Boys crew for delivering another outstanding biennial Car Show – the 7th and best yet! Your dedication brings the community together and raises vital funds for our school.

### **The Importance of the P&C and Our Staff**

The P&C plays a vital role in enriching the educational experience of all students at Walliston Primary School. Through fundraising, volunteering, and event organisation, they contribute not only resources but also a strong sense of community and school spirit. We would also like to express our sincere gratitude to all the staff at Walliston Primary School for their ongoing efforts, care, and dedication to our children's growth and learning. A special thank you to Mr. Mainard, our school principal, for his unwavering leadership and commitment to student success.

Rachel Boyes  
P&C President

## STUDENT ENROLMENTS

Since, the beginning of 2017,Wallston Primary School began to see an increase in enrolments as we focused our school culture around being an excellent public school with a focus on school improvement and maintaining our strong relationships with our school community.

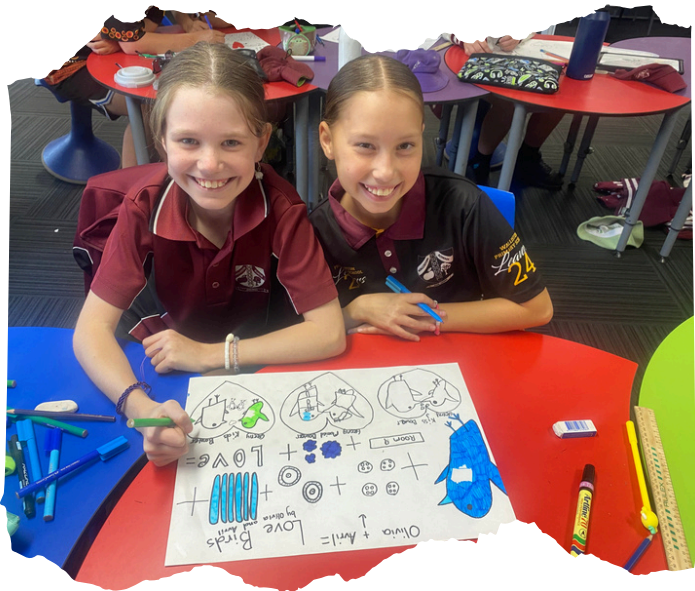


## ATTENDANCE OVERALL

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	88.2%	88.5%	88.3%	83.1%	74%	69.5%	88.1%	88%	86.6%
2023	90.2%	90.3%	90.3%	89.9%	83.1%	74.3%	90.1%	90%	88.9%
2024	89.9%	90.9%	91%	91.1%	84.8%	74.3%	90%	90.7%	89.4%

## ATTENDANCE YEAR LEVELS

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	87%	87%	88%	88%	88%	90%	89%
2023	90%	91%	90%	90%	90%	89%	92%
2024	89%	91%	92%	91%	92%	88%	88%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%





# 2024

## PRIORITY AREA REVIEW

# LITERACY AND NUMERACY

This year, the Literacy and Numeracy Committee has made substantial strides in strengthening the school's literacy and numeracy programs. Key achievements include the introduction of Maths Trek to enhance numeracy skills, and the consolidation of proven programs such as Heggerty, PLD, and Seven Steps to Writing. The committee has placed a strong focus on improving students' fast facts fluency and promoting problem-solving and critical thinking. In addition, we've updated and purchased new resources to support teaching. Data analysis has been a cornerstone of our efforts, allowing us to track student progress, identify trends, and pinpoint areas of concern to guide future planning and interventions. To ensure fidelity and build collective efficacy, instructional coaching has been implemented across the school, providing teachers with ongoing support and professional development.

	What's Working Well....	Even Better if..... Recommendations for 2025
LITERACY	<ul style="list-style-type: none"> <li>Moderation of Brightpath assessments completed regularly and staff available for supporting each other to make valid judgements.</li> <li>Successful implementation of Seven Steps to Writing in Year 3-6.</li> <li>Consistent use of 'Bump it up' walls in classrooms - consistent language across the school.</li> <li>Our PLD spelling program is becoming more effective as teachers follow structures and formats with more fidelity. Results reflect this.</li> <li>Instructional Coach.</li> <li>Heggerty in K-2 is helping to 'fill the gaps' that PLD has.</li> <li>Purchase of new sets of decodables for junior years and novel sets for upper grades.</li> <li>DIBELS assessment trial gave valuable information to teachers for diagnosing and assessing reading skills of students.</li> <li>Daily reviews have become more consistent and effective.</li> <li>Literacy and Numeracy week was a success with high level of engagement by all/positive feedback from staff and students.</li> <li>Paired Partner Fluency used across the school.</li> <li>MiniLit/MacqLit continues to support students' literacy progress (intervention).</li> </ul>	<ul style="list-style-type: none"> <li>Critical Reading is introduced from Yr 3 -6 and coaching/support provided to effectively implement it. Utilise network schools and 'expert' schools.</li> <li>Grammar to be a focus in daily reviews for 2025.</li> <li>Trial the new PLD Integrated SSP Kits for K-2.</li> <li>Literacy and Numeracy team to share data analysis with staff more regularly. Sharing success and investigating lines of inquiry.</li> <li>Non-sense words to be incorporated into PP-2 literacy daily reviews (flagged in 2024 assessments).</li> <li>Update Mini Lit resources to SAGE and provide PL on the changes to the program.</li> <li>DIBELS was implemented across the whole school in 2025.</li> <li>Offer more opportunities for students from Year 2-6 to improve their typing skills.</li> <li>Continue to develop a school culture around sharing best practice.</li> </ul>
NUMERACY	<ul style="list-style-type: none"> <li>School changed from iMaths to Maths Trek in 2024. Positive feedback from staff.</li> <li>Fast facts scope and sequence has been given to teachers each term to include in daily reviews.</li> <li>Maths kits have been updated and storage has been organised.</li> <li>Use of Elastik.</li> <li>All classes have successfully embedded Maths daily reviews into their daily practice.</li> <li>Numeracy skills growing in staff and students.</li> <li>Critical thinking and Maths skills were incorporated in Literacy and Numeracy Week.</li> <li>Year 1 students have commenced an intervention program (teacher made program) using classroom EA time.</li> <li>Intervention programs were investigated.</li> </ul>	<ul style="list-style-type: none"> <li>Staff were given more opportunities for disciplined dialogue around use of Maths Trek and 'Science of Maths'.</li> <li>Intervention program trialled and based on beginning of the year PAT Maths and Maths Trek Readiness assessments.</li> <li>Introduce whole school problem solving vocabulary and strategies.</li> <li>Literacy and Numeracy team to share data analysis with staff more regularly (end of term etc). Sharing success and investigating lines of inquiry. Goal will be to highlight the main 'gaps' throughout the school and target them with effective teaching and learning.</li> <li>Continue to promote Fast Facts to ensure improved results (flagged in 2024 assessments).</li> <li>Continue to use Elastik to track progress and identify gaps. Ensure consistent use of the program from Year 1-6 to maximize its effectiveness and maintain alignment in monitoring student outcomes.</li> <li>Focus on extending the 'top' students to ensure maximum achievement in our 'high achievers' (use data from Elastik and NAPLAN to identify these students - High achieving students currently making moderate-low progress).</li> </ul>
LEARN	<ul style="list-style-type: none"> <li>0.4 allocated time for the instructional coach.</li> <li>PL delivered on Day 1 of 2024 - The staff were introduced to the coaching process and walked through the model.</li> <li>Coaching resources have been made available to staff (protocols, roles and responsibilities, templates etc).</li> <li>Regular contact with outside 'expert' to assist.</li> <li>Coaching checklists have been co-constructed with staff and used across more than one classroom - building consistency across the school.</li> <li>Engagement norm resources were created and shared with staff.</li> <li>Six teachers engaged in the coaching process in 2024.</li> <li>Co-teaching/modelling and observations received good feedback from staff.</li> <li>Positive feedback from staff involved.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching made mandatory for all staff in 2025.</li> <li>Curriculum leader/Instructional coach to create an 'Instructional playbook' that is a comprehensive guide outlining specific teaching strategies, processes and best practices that we use at our school to enhance the quality of instruction, promote consistency across our classrooms and ultimately improve students' learning outcomes.</li> </ul>



# OVERALL NAPLAN RESULTS

Match or exceed WA like schools in ALL NAPLAN assessments in Year 3 and Year 5

DATA ANALYSIS  
AND  
ACHIEVEMENTS

## NAPLAN

BUSINESS PLAN TARGET:

**YEAR 3**

	Like School Mean	Our School Mean	Difference	Difference in 2023
Numeracy	399.07	404.16	+5.09	-16.5
Reading	394.61	404.89	+10.28	-14.4
Spelling	399.49	389.91	-9.68	-10.5
Grammar	403.19	399.46	-3.63	-11.3
Writing	415	415	0	-5.6

**YEAR 5**

	Like School Mean	Our School Mean	Difference	Difference in 2023
Numeracy	481.15	488.25	+7.1	-8.7
Reading	484.56	482.82	-1.74	-31.7
Spelling	486.18	475.88	-10.3	-27.7
Grammar	490.24	478.32	-11.92	-22.6
Writing	478.23	467.10	-11.13	-31.9

### GENERAL OBSERVATIONS AND INSIGHTS:

- Numeracy and Reading results in Year 3 are now above like schools.
- Numeracy in Year 5 is now above like schools.
- Reading in Year 5 is approaching like schools' mean.
- Year 5 results showed significant progress in all areas.
- Progress towards achievement targets has been significant.
- Improvements in spelling results could be from consistent implementation of daily reviews and greater fidelity in the use of the PLD program.
- Increased or maintained the percentage of students in the top 20% in all NAPLAN assessments.

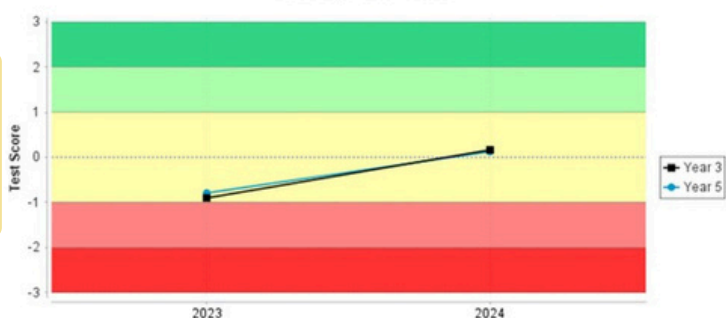
NB: Comparing different cohorts of students but tracking progress of the school.

## MATHS - ACHIEVEMENT

Comparative Performance for Numeracy

Numeracy	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.9	0.2	28	56
Year 5	-0.8	0.1	31	40

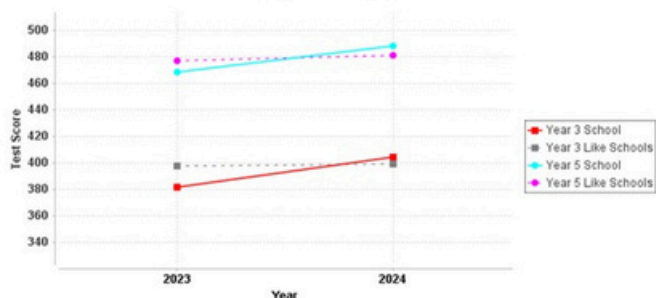
Numeracy Performance



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

Average Numeracy Score

Average Numeracy Score

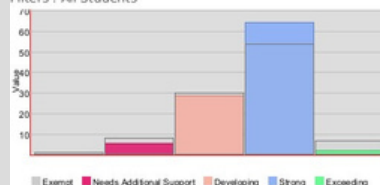


### STUDENT PROFICIENCY

Cohort: Year 3 WALLISTON PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Numeracy - Proficiency

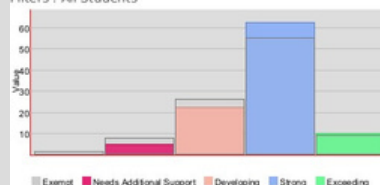
Filters: All Students



Cohort: Year 5 WALLISTON PRIMARY SCHOOL Y05 2024 Reporting Period: 2024 Y05

Numeracy - Proficiency

Filters: All Students



### MATHS OBSERVATIONS AND INSIGHTS:

- Positive trend of data improving.
- Year 3 and Year 5 school score above like schools.
- Year 3 achieved positive results with a large number of students in the 'strong' proficiency category.
- Positive results for Year 5 data - showing number of students in the 'strong' and 'exceeding' categories exceeding like schools.

WPS RESULTS

WPS RESULTS IN COMPARISON TO LIKE SCHOOLS

# READING - ACHIEVEMENT

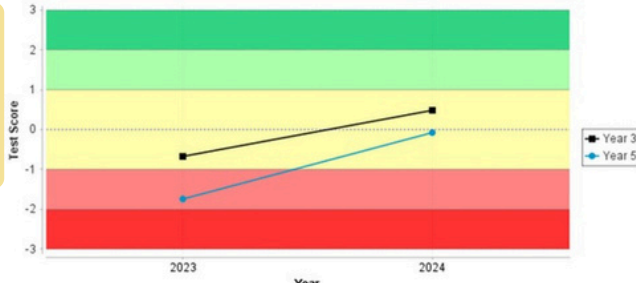
## DATA ANALYSIS AND ACHIEVEMENTS

### NAPLAN

Comparative Performance for Reading

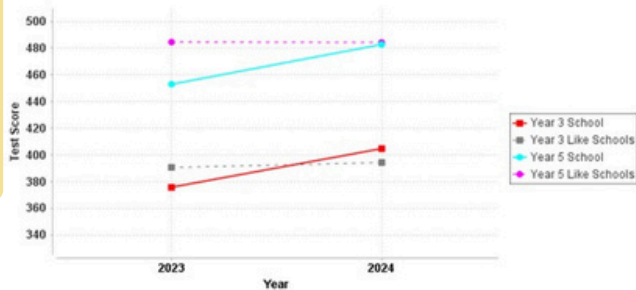
Reading	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.7	0.5	28	57
Year 5	-1.7	-0.1	31	40

Reading Performance



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

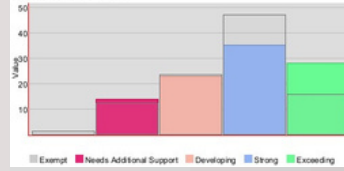
Average Reading Score



#### STUDENT PROFICIENCY

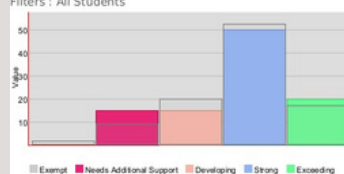
Cohort: Year 3 WALLISTON PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Reading - Proficiency  
 Filters: All Students



Cohort: Year 5 WALLISTON PRIMARY SCHOOL Y05 2024 Reporting Period: 2024 Y05

Reading - Proficiency  
 Filters: All Students



#### READING OBSERVATIONS AND INSIGHTS:

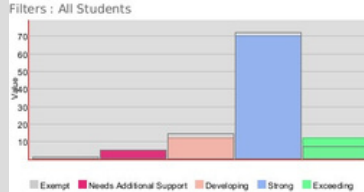
- Positive upward trend of results in both year levels.
- Year 3 results are above like schools (+10.28), Year 5 only slightly below like school (-1.74).
- Year 3 - 28% of students in the 'exceeding' proficiency category - significantly above like schools and huge improvements from 7% in 2023. Year 5 'exceeding' students also above like schools (20%).
- Gap analysis on Elastik showed that biggest gaps for reading in both Year 3 and 5 are based on 'Interpreting, Analysing and Evaluating' texts - focusing on comprehension strategies and inferred and literal meaning of texts. We have investigated strategies to help with this for implementation in 2025.

# WRITING - ACHIEVEMENT

#### STUDENT PROFICIENCY

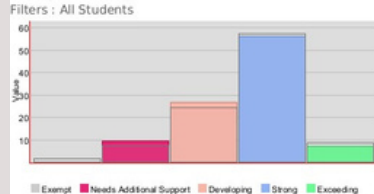
Cohort: Year 3 WALLISTON PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Writing - Proficiency  
 Filters: All Students



Cohort: Year 5 WALLISTON PRIMARY SCHOOL Y05 2024 Reporting Period: 2024 Y05

Writing - Proficiency  
 Filters: All Students

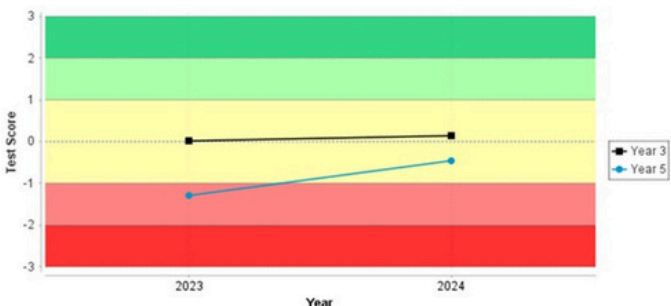


#### WRITING OBSERVATIONS AND INSIGHTS:

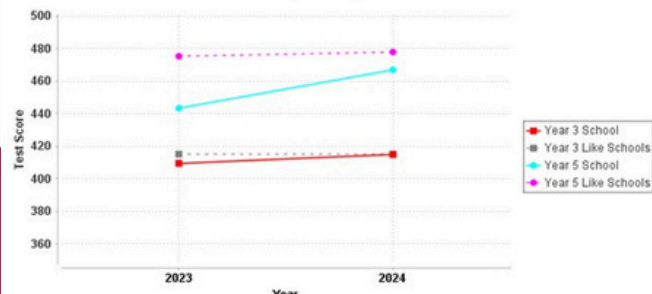
- Year 3 matched like schools mean.
- Year 5 show positive improvements - closing the gap between our school and like schools mean.
- The introduction of Seven Steps to writing in Year 3-6 may have been instrumental in the improved results achieved in Year 5.
- Looking at proficiency levels - our school's results are close to being aligned with like schools.

Comparative Performance for Writing

Writing	Performance		Students	
	2023	2024	2023	2024
Year 3	0.0	0.1	27	57
Year 5	-1.2	-0.5	31	41



Average Writing Score



WPS RESULTS

WPS RESULTS IN COMPARISON TO LIKE SCHOOLS

WPS RESULTS

WPS RESULTS IN COMPARISON TO LIKE SCHOOLS

# MATHS - ACHIEVEMENT:

Student achievement in PAT Maths to match or exceed the PAT National Mean.



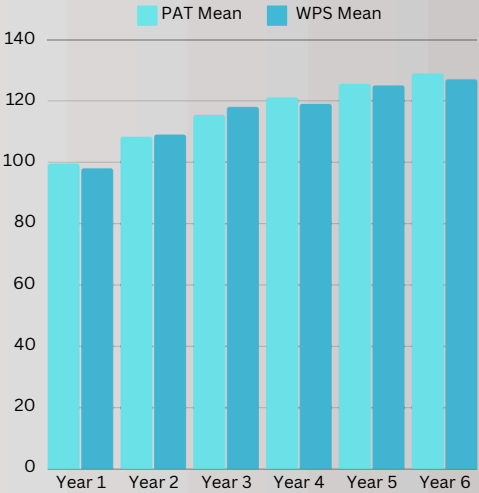
## DATA ANALYSIS AND ACHIEVEMENTS

### PAT TESTING

BUSINESS PLAN TARGET:

Year Level	PAT MEAN	Our School Mean (2024)	Our School Mean (2023)
Year 6	128.9	126.7	127.3
Year 5	125.5	124.8	117
Year 4	121.1	118.8	122.8
Year 3	115.4	117.9	114.7
Year 2	108.3	109.3	109.3
Year 1	99.5	98.3	101.4
PP		94.7	93.9

#### WPS ACHIEVEMENT



#### MATHS OBSERVATIONS AND INSIGHTS:

- Our school mean for all year levels are either above or within 3 points of the PAT mean.

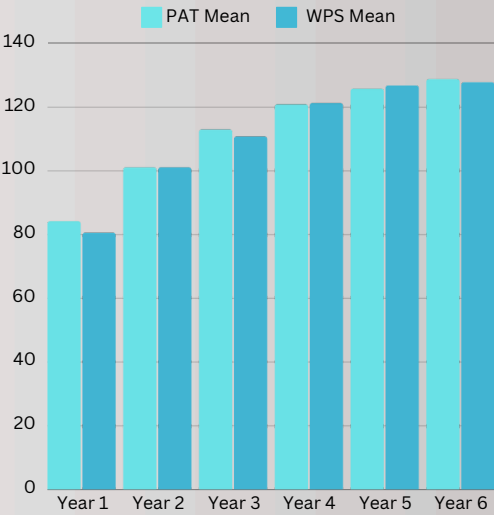
# READING - ACHIEVEMENT:

Student achievement in PAT Reading to match or exceed the PAT National Mean.

BUSINESS PLAN TARGET:

Year Level	PAT MEAN	Our School Mean (2024)	Our School Mean (2023)
Year 6	128.8	127.8	129.4
Year 5	125.8	126.8	124.6
Year 4	120.9	121.3	119.1
Year 3	113	110.8	111.7
Year 2	101.1	101.1	104.5
Year 1	84.2	80.6	78.7
PP		80.3	77.7

#### WPS ACHIEVEMENT



#### READING OBSERVATIONS AND INSIGHTS:

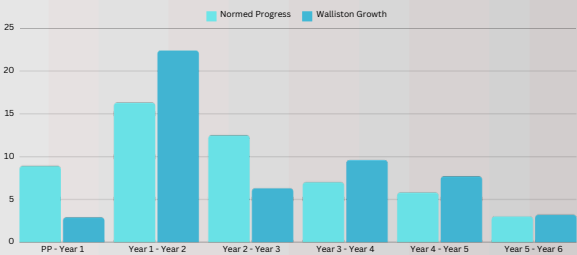
- Our school mean for each year level is either above or within 5 points of the PAT mean.
- Positive progress in 4 out of 6 year levels.
- Gap analysis on Elastik showed that biggest gaps for reading in most year levels are based on 'Interpreting, Analysing and Evaluating' texts - focusing on comprehension strategies and inferred and literal meaning of texts. The introduction of 'Critical Reading' and continuing novel studies in the upper years will hopefully assist with these gaps.

## PROGRESS

In PAT Reading the progress in all year levels is to be AT or ABOVE the PAT expected growth.

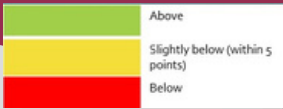
Year Level	Expected Progress	Actual Progress	
5-6	3	3.2	↑
4-5	5.8	7.7	↑
3-4	7	9.6	↑
2-3	12.5	6.3	↓
1-2	16.3	22.4	↑
PP-1	8.9	2.9	↓

#### PAT READING GROWTH/PROGRESS (2023 - 2024)





# SPELLING - ACHIEVEMENT



## DATA ANALYSIS AND ACHIEVEMENTS

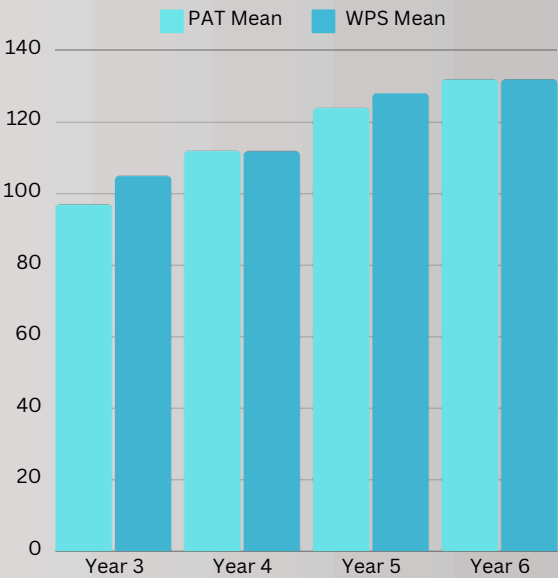
### PAT TESTING

BUSINESS PLAN TARGET:

Student achievement in PAT Spelling to match or exceed the PAT National Mean.

Year Level	PAT MEAN	Our School Mean (2024)	Our School Mean (2023)
Year 6	132	132	131.2
Year 5	124	128.1	120.5
Year 4	112	112	115.9
Year 3	97	104.8	100.5

WPS ACHIEVEMENT

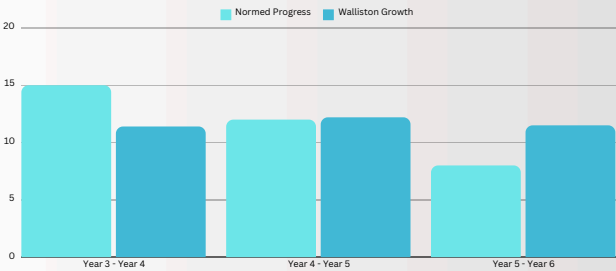


## PROGRESS

In PAT Spelling the progress in all year levels is to be AT or ABOVE the PAT expected growth.

Year Level	Expected Progress	Actual Progress	
5-6	8	11.5	↑
4-5	12	12.2	↑
3-4	15	11.4	↓

PAT SPELLING GROWTH/PROGRESS (2023 - 2024)



### SPELLING OBSERVATIONS AND INSIGHTS:

- Our school mean for each year level is at or above PAT mean.
- Data shows good progress from Year 4-5 and 5-6.
- Spelling has been a focus in 2024 - continuing to support collective efficacy with the teaching of the PLD program and daily reviews. Coaching has assisted with this in supporting teachers.

# GRAMMAR AND PUNCTUATION - ACHIEVEMENT

BUSINESS PLAN TARGET:

Student achievement in PAT Grammar to match or exceed the PAT National Mean.

Year Level	PAT MEAN	Our School Mean (2024)	Our School Mean (2023)
Year 6	131	131.6	135.2
Year 5	128	129.4	127
Year 4	123	124.5	124.5
Year 3	115	124.5	121.8

### G&P OBSERVATIONS AND INSIGHTS:

- Our school mean for each year level achieved the target.
- Although we are above like school mean our year to year progress can be improved upon. Staff will continue to embed Grammar and Punctuation content in daily reviews and literacy sessions (following whole school scope and sequence).

# WRITING - BRIGHTPATH

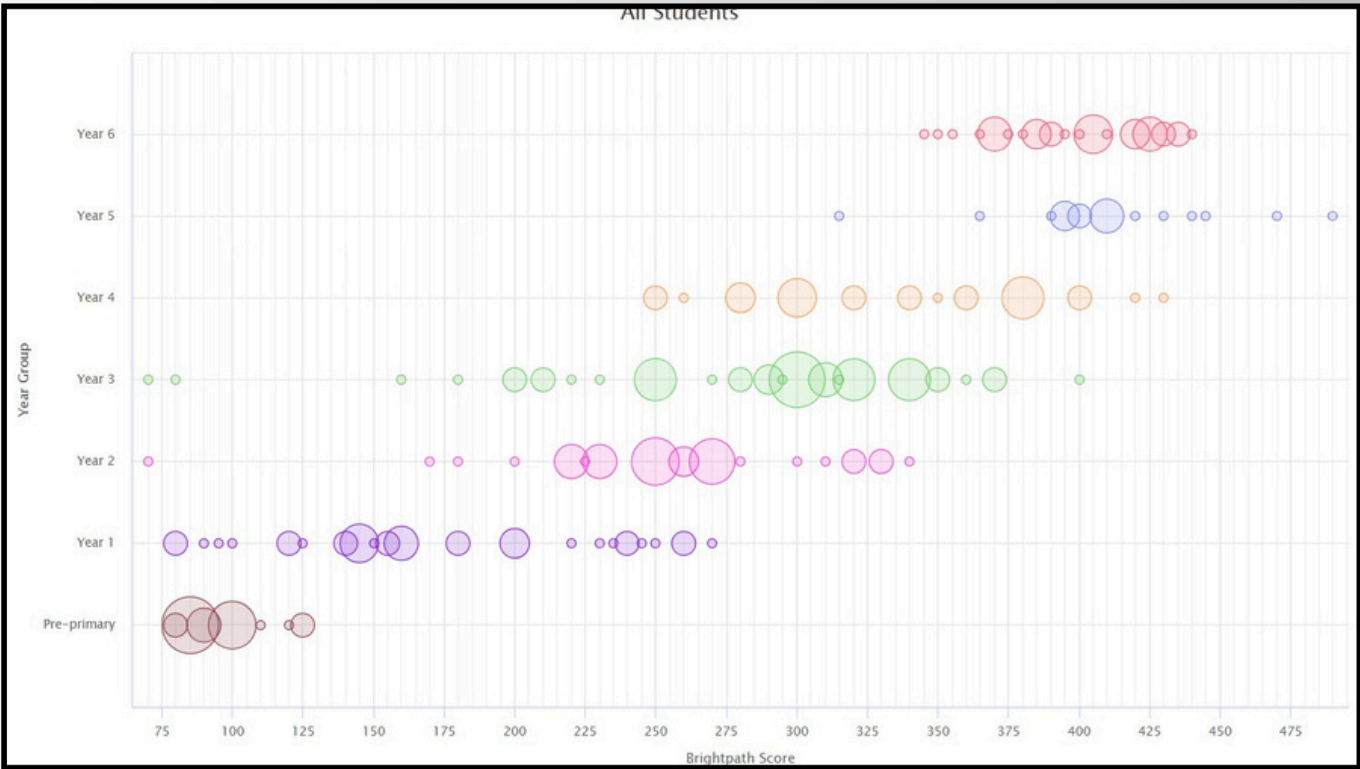
## DATA ANALYSIS AND ACHIEVEMENTS

### BUSINESS PLAN TARGET:

Majority of students to achieve 40 Brightpath points progress in Narrative Writing over 12 months.

Year Level	Brightpath Mean	Our School Mean (2024)	TARGET: Majortirty of students to achieve 40 point growth in Narrative writing over 12 months.
Year 6	400	398	55%
Year 5	374	363	69%
Year 4	343	331	75%
Year 3	302	285	37%
Year 2	253	256	55%
Year 1	199	188	
PP	131	128	

### NARRATIVE WRITING RESULTS - TERM 4, 2024



### BRIGHTPATH WRITING OBSERVATIONS AND INSIGHTS:

- 4 out of 5 year levels achieved the target.
- Graph shows good progress across the school (huge improvement in consistency of results and judgements from previous years).



# 2024 PRIORITY AREA REVIEW

# EQ - EMOTIONAL INTELLIGENCE

In 2024, the Emotional Intelligence Team made notable strides in strengthening Walliston Primary School's Positive Behaviour Support framework by appointing a team leader, refining behavioural processes, and integrating Compass for improved data tracking. Key achievements included deeper collaboration with SSSEN:BE, enhanced Social Emotional Learning through the Aussie Optimism program, and initiating Mindful Meditation Australia. Support for SAER students improved via streamlined data management, targeted interventions, and collaboration with the School Psychologist. Physical wellbeing was boosted through a full-time PE Specialist, the Your Move program, and movement skills training. Staff wellbeing was supported through mindfulness training, social events, and reduced workloads.

	What's Working Well....	Even Better if..... Recommendations for 2025
<b>PBS</b>	<ul style="list-style-type: none"><li>Allocated Relief days used to complete review and create new documents and processes.</li><li>Mentored by SSSEN:BE (Michelle Murphy)</li><li>Completed SET data collection with report.</li><li>White slip information recorded on Compass, increased number of staff utilising this technology.</li><li>PBS Characters at assembly.</li><li>WAMO engagement and use within junior primary for both staff and students.</li><li>Ongoing review of WAMO process.</li><li>Focus on positive behaviours.</li><li>Weekly focus on expected behaviours.</li><li>PBS Team leaders.</li></ul>	<ul style="list-style-type: none"><li>More team members.</li><li>Regular PBS Team meetings and consultation with WPS Admin.</li><li>Increased time to report and collaborate with whole staff.</li><li>All classes implemented the same processes to remain consistent.</li><li>CMS training provided to allocated staff.</li><li>Update and maintenance of PBS character costumes.</li><li>Update behaviour matrix and environmental posters for classrooms and common school areas (incorporating new school brand).</li><li>Consistency of positive reward processes.</li><li>Integration of PBS Characters in classrooms/reward days etc.</li><li>Inclusion of ECE in PBS program.</li><li>Update WAMO rewards (age appropriate).</li><li>Expected behaviours PowerPoints for explicit teaching (Including links to Aussie Optimism and Zones of Regulation).</li><li>Staff and student leaders to create lessons/activities related to expected behaviours to form resource bank.</li><li>Student leaders to support the teaching of expected behaviours at school assembly and/or online during Boys/Girls group.</li><li>Data collection of white slips (review and analysis).</li><li>Update PBS guidelines.</li><li>Update and define minor/major behaviours.</li><li>PBS induction with new staff (school development day - Term 1).</li><li>Use first 5 weeks of term 1 to explicitly focus on Aussie Optimism; before literacy and numeracy programs are fully implemented, and within the EQ 5 weeks.</li></ul>
<b>SEL</b>	<ul style="list-style-type: none"><li>Aussie Optimism being implemented into each classroom.</li><li>PAT SEW was completed by year 4-6.</li><li>Aussie Optimism resource boxes have been created and allocated for POL groups</li><li>Mindful Meditation Australia PL.</li><li>Tier 1/2 School Chaplain &amp; School Psychologist.</li><li>First 5 weeks of Term 1 focused on EQ.</li></ul>	<ul style="list-style-type: none"><li>Before and after program surveys for the students and staff.</li><li>Accountability to know how well Aussie Optimism is being implemented.</li><li>All classes to implement MMA in term 1</li><li>Mindful Meditation Australia (MMA) parent Workshop</li><li>Integrate MMA and Aussie Optimism resources together for ease of teaching.</li><li>Other components of Health curriculum taught during term 2,3,4.</li><li>EQ week celebration: Constable Care (booked), yoga TBA, Buddy activities, lunch and recess calm spaces.</li><li>Before and after school mindfulness programs for staff and students.</li><li>Link protected behaviours with Aussie Optimism</li><li>Staff induction for Aussie Optimism/MMA</li><li>Improve Yr 6 Student Leadership Program (create roles and responsibilities).</li><li>Create and share a Multi-Tier Infographic of our school SEL programs to staff.</li></ul>
<b>SAER / INCLUSIVITY</b>	<ul style="list-style-type: none"><li>Staff to attend RTP/SEN PL facilitated by LSC (Term 1/3).</li><li>School Psychology and School Chaplaincy initiatives.</li><li>LSC support and knowledge provided to Staff throughout school year.</li><li>SAER processes, such as effective use of case conferences.</li></ul>	<ul style="list-style-type: none"><li>Staff to attend RTP/SEN PL facilitated by LSC (Term 1/3).</li><li>Use of OneDrive and Teams for Whole school Documents and Policies.</li><li>Compass notifications to classroom teacher when information is added for students.</li><li>Teacher judgement and all literacy Data to inform allocation of MiniLit and MacqLit program.</li><li>Maths Intervention program.</li><li>Specialist Teachers provided Student Handover notes/IBMP.</li><li>Increase staff understanding of when to write student IEPs under the new EBA requirements.</li></ul>
<b>PHYSICAL HEALTH AND WELLBEING</b>	<ul style="list-style-type: none"><li>"Your Move": stories shared on the platform and earning points.</li><li>Access sporting clinics per term: WAFL, Rugby WA, Kalahockey, Squash WA</li><li>Stirk network interschool sporting carnivals</li><li>Buddy classes.</li><li>Full Time Physical Education Specialist.</li><li>Stirk sport training sessions (before/during/after school).</li><li>Gr8 mates and Girls group.</li><li>Chaplaincy integration with Physical Education program.</li><li>Have informed parents their children require stage 5 or above for swimming carnivals.</li><li>Crunch n' Sip initiative in all classes.</li></ul>	<ul style="list-style-type: none"><li>Support inputting "Your Move" information into the program by creating a 'Your Move' team including teachers and student leaders.</li><li>Implement bike safety program as part of the "Your Move" initiative.</li><li>Constable Care has been booked for EQ week, term 1 week 5 2025.</li><li>Book St John to facilitate whole school first aid.</li><li>Create a schedule for the year, for health events and programs.</li><li>Distribute initiative to staff members to lead / coordinate.</li><li>Before School running/sports club with support of Student Leaders.</li><li>All classes to be allocated sunscreen for use.</li><li>Improve 'Hat policy' in collaboration with PBS program.</li></ul>
<b>STAFF WELLBEING</b>	<ul style="list-style-type: none"><li>Increased number of team meetings to support the achievement of operational plans.</li><li>Formalisation of the staff induction process, including the provision of a staff handbook.</li><li>Use of OneDrive and Microsoft Teams to enhance communication and transparency.</li><li>Development of clear roles and responsibilities for all staff.</li><li>No literacy or numeracy comments in student reports to reduce staff workload.</li><li>IEP support provided to ease planning and reduced teacher workload.</li><li>Off-campus professional learning (PL) days to support staff development.</li><li>Term 1 School Development Day (SDD) focused on team-building activities.</li><li>Recognition of staff through Gold Star awards featured in Mainard Mumbles.</li><li>Emphasis on meaningful purpose through the school's distributed and instructional leadership practices.</li></ul>	<ul style="list-style-type: none"><li>Formalisation of the staff induction process, including the provision of a staff handbook.</li><li>Assignment of mentors to all new staff during their first year.</li><li>Use of OneDrive and Microsoft Teams to enhance communication and transparency.</li><li>Development of clear roles and responsibilities for all staff.</li><li>Increased number of team meetings to support the achievement of operational plans.</li></ul>



# ATTENDANCE DATA

## Attendance Overview

In Semester 1, the school recorded four students with 20 or more late arrivals and 17 students with 20 or more unauthorised absences. Unauthorised absences accounted for 20% of all absences during this period, while the regular attendance rate stood at 90%.

In Semester 2, there was a decrease in late arrivals, with only two students recording 20 or more instances. However, the number of students with 20 or more unauthorised absences increased to 22, and unauthorised absences rose to 33% of all absences. The regular attendance rate slightly declined to 89.3%.

These trends highlight the need for continued focus on improving punctuality and addressing unauthorised absences to ensure better attendance outcomes.



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	44.0%	43.6%	11.6%	0.8%
2023	59.5%	34.2%	5.4%	0.8%
2024	58.5%	33.9%	6.2%	1.4%
Like Schools 2024	65.5%	25.1%	7.6%	1.8%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

## At Risk Severe

The increase in the 'At Risk Severe' attendance category is attributable to six students with attendance rates below 60%. Among these students, two were absent due to extended holidays, one experienced a change in home life and relocated, two have faced ongoing illness throughout the year, and we are currently providing support to one student dealing with anxiety related to school attendance.

## Regular Attendance Rate

The regular attendance rate for our school in 2024 stands at 89.9%, which is slightly below the rate of 90.9% recorded by Like Schools. This decline may be attributed, in part, to an increase in holidays taken during school terms. While the 2024 attendance rate reflects a slight decrease from 2023 (90.1%), it remains higher than the 88.1% recorded in 2022.

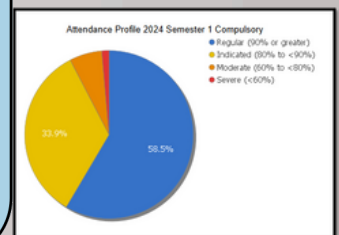
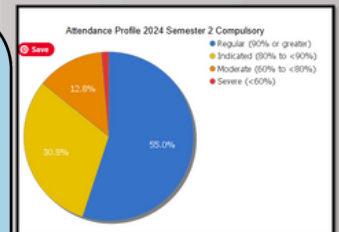
	Total		
	School	Like Schools	WA Public Schools
2022	88.1%	88%	86.6%
2023	90.1%	90%	88.9%
2024	89.9%	90.9%	89.4%

## At Risk Moderate

Students classified as 'At Risk Moderate' demonstrate an attendance rate ranging between 60% and 80%. While the overall attendance rate for the school has shown a slight improvement compared to the previous year, it remains below the averages for 'Like Schools' and 'WA Public Schools.' A significant proportion of these students have experienced illness or taken extended holidays during the school year, which has negatively impacted their overall attendance rates.

## Attendance Profile Analysis

The attendance profile for the academic year demonstrates a slight decline in overall regular attendance rates from Semester 1 to Semester 2, coupled with a corresponding increase in the percentage of students in the "At Risk Moderate" category. In Semester 1, 59% of students maintained Regular Attendance (greater than 90%), while 34% were identified as "At Risk Indicated" (80%<90%). The percentages for the more concerning attendance categories were significantly lower, with 6% in the "At Risk Moderate" group (60%<80%) and 1% in the "At Risk Severe" group (less than 60%). In Semester 2, Regular Attendance declined slightly to 55%, and the "At Risk Indicated" category decreased marginally to 31%. However, there was a notable increase in the "At Risk Moderate" group, which rose to 13%. The percentage of students in the "At Risk Severe" category remained consistent at 1%. This data suggests that while the proportion of students at the severe risk level has not worsened, there has been a concerning shift from higher attendance brackets to more moderate risk levels. This trend may reflect emerging challenges in sustaining consistent attendance throughout the academic year, warranting a closer examination of contributing factors and the implementation of targeted interventions to address moderate attendance concerns. Future strategies should focus on bolstering support mechanisms for students in the "At Risk Indicated" and "At Risk Moderate" categories to prevent further declines and enhance the overall attendance profile.



## Summary and Recommendations

Our school is committed to fostering a culture of consistent and punctual attendance, in alignment with departmental policies and the well-being of our students. Based on recent attendance data, we have identified key focus areas to enhance attendance rates and reduce unexplained absences.

- To address the issue of unexplained absences, we will maximize the use of COMPASS SMS messaging to promptly notify parents or guardians of their child's non-attendance. This tool has proven effective in decreasing unexplained absences when consistently applied. Parents will be encouraged to provide timely explanations, supporting accurate attendance records. Late arrivals disrupt learning for both the student and their peers. To reduce late arrivals, reminders will be sent to families through COMPASS and newsletters,
- emphasizing the importance of punctuality. Positive reinforcement programs will also recognize and celebrate students who demonstrate improved punctuality. In adherence to the department's policy discouraging holidays during school terms, we will continue to inform parents about the educational impact of extended absences through newsletters and
- parent meetings. Holiday leave requests will be scrutinized and approved only in exceptional circumstances, with an emphasis on how missed school time can affect academic progress. Our data highlights a need to focus on moving students from the 'At Risk Indicated' category to the 'Regular Attendance' category. Tailored support will be provided to identified students, including meetings with parents to discuss challenges and introducing mentoring programs or additional resources to address barriers to attendance. To
- strengthen accountability and communication, class teachers will contact parents directly if a student is absent for three consecutive days without explanation. If there is no response, the administration team will follow up to ensure compliance with attendance protocols. Regular updates in the school newsletter will educate families about the impact of absenteeism. Messages will highlight the correlation between regular attendance and academic success and illustrate how even minor absences can accumulate to significant learning gaps over time.

By implementing these strategies and continuing to review attendance data, we aim to foster a supportive environment that promotes regular attendance and punctuality. These efforts will not only benefit individual student outcomes but also contribute to a stronger school community.



# 2024 PRIORITY AREA REVIEW

# FUTURE FOCUSED LEARNING

Walliston Primary School has made significant strides in Future Focused Learning this year. The STEM room has become a vibrant, useable space with well-utilised equipment and a structured learning schedule. We have strengthened ties with prominent indigenous community members, while engagement with a local artist is close to finalizing our school artwork. This is adding community and creative dimensions to our environment. Sustainability continues to thrive with active classroom recycling initiatives, fostering environmental awareness across the school. Collaborative planning time has strengthened teamwork among PoL and year group colleagues, contributing to impactful lesson hooks and the consistent application of the 3C Inquiry Model. Staff commitment to the 3C Inquiry Model is evident in classroom displays, especially during Open Night, promoting a common language schoolwide. This approach has proven effective with early childhood education (ECE), allowing for age-appropriate delivery of content. The Arts are well-integrated into our inquiry-based learning, from the Clay Program to active participation in events like StirkFest. Visual Arts collaboration enriches student engagement in inquiry topics, with platforms such as school displays, the choir, and Facebook showcasing our achievements. Our sustainability squad fosters student responsibility, while the Italian Assistant Program has expanded to include year 2. The Kitchen Garden program continues to provide a meaningful experience for year 4 students. Overall, our commitment to Future Focused Learning has reinforced collaboration, sustainability, and creativity, making our school a nurturing, innovative place for growth.

	What's Working Well....	Even Better if..... Recommendations for 2025
<b>STEM AND LWICT</b>	<ul style="list-style-type: none"> <li>Stem space created in senior sound proof room.</li> <li>Use of STEM equipment.</li> <li>use of iPads and keyboards across senior block.</li> <li>STEM modules Schedule of Learning for semester 1.</li> <li>Bibbulmun Robotics Showcase.</li> <li>STEM Lunch time club (room 8).</li> <li>Partnership with Bendigo Bank.</li> <li>Creating Go Karts and participating in the Lesmurdie LeMans Go Kart race.</li> </ul>	<ul style="list-style-type: none"> <li>Scope and sequence for technologies, ICT and STEM.</li> <li>IT rollout of iPads, chargers, keyboards.</li> <li>Breakfast club PL for teachers skills and knowledge of ICT.</li> <li>STEM Displays consistent across the school. (use the flow chart from the modules).</li> <li>Move all science and STEM resources in soundproof room senior block.</li> <li>Continue Bendigo bank partnership.</li> <li>Purchase additional Apps that are suitable per year level.</li> <li>Identify student strengths to support staff and student knowledge in ICT and STEM.</li> <li>Skill requirements (progressive) per year i.e. typing, programs etc.</li> <li>Funds for Go Karts.</li> <li>Go Karts building days. Specific days for all Go Karts to be built and finalised – Ready for display on Open night.</li> <li>Identify a champion to help with safety of equipment, fixing Go Karts, transporting etc. each year.</li> </ul>
<b>ABORIGINAL CULTURE RESPONSIVENESS</b>	<ul style="list-style-type: none"> <li>Action Team continued the journey along the ASCF.</li> <li>Action Team reached out to community support through school board members; Kristy Wood, Scott Parker and Bernie O'Hara – this creates positive links with community members.</li> <li>Contact with local artist - Jarnda to complete our school design before end of 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Source local elders / community members for special events.</li> <li>Provide a visual display of Aboriginal resources.</li> <li>Purchase Noongar resources – seasons / languages.</li> <li>Enhance the environment around our school Yarning Circle.</li> <li>Links to local area – story.</li> <li>Increase of cultural awareness throughout the school - Embed into classes.</li> <li>Continue to develop our school reconciliation action plan.</li> <li>Develop staff shirt and student leavers shirt based on our School Aboriginal art work.</li> </ul>
<b>SUSTAINABILITY</b>	<ul style="list-style-type: none"> <li>Recycling boxes working well, classrooms are involved in recycling initiatives.</li> <li>Awareness of Recycling in each classroom.</li> <li>Sustainability squad – (year three's room 5 and 6) enjoy the responsibility.</li> <li>Kitchen Garden – Still an enjoyable and worthwhile experience for Y4 students.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up with CoK for Adopt-a-patch, recycling etc..</li> <li>Trained SAKG coordinator Y4 group. Webinars available in early 2025.</li> <li>School shop to sell produce from Kitchen Garden.</li> <li>Investigate the opportunity to build a chicken pen.</li> <li>Increase FTE for a Kitchen Garden Coordinator.</li> </ul>
<b>3C INQUIRY</b>	<ul style="list-style-type: none"> <li>Collaborative planning through common DOTT and PoL meetings.</li> <li>3C Inquiry Model is consistent across the school. Staff implement it well and create great displays for Open Night.</li> <li>Common Language across the school, (Connect, Create, Communicate).</li> <li>Ties in well with ECE and allows delivery in an age-appropriate way</li> <li>Commitment to 3C by Staff.</li> </ul>	<ul style="list-style-type: none"> <li>Clearer expectations for each year level including a Scope and Sequence of higher ordering thinking strategies.</li> <li>Create inquiry resources that are consistent across the school.</li> <li>Align topics to sustainability goals.</li> <li>An instructional playbook for staff to follow.</li> </ul>
<b>THE ARTS</b>	<ul style="list-style-type: none"> <li>Integration within the 'Arts'.</li> <li>Art integration with Inquiry topics.</li> <li>Clay Program.</li> <li>Promoting the 'Arts' within the school and community - (Stirkfest, school displays, Choir, Facebook, etc).</li> <li>Visual Arts collaboration with teachers on Inquiry Topics and Open Nights.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration time for Arts Teachers.</li> <li>Continue collaboration within the Arts – specialists and teachers.</li> <li>Financial support to replace and expand resources.</li> </ul>
<b>ENGAGING LANGUAGES</b>	<ul style="list-style-type: none"> <li>Italian Language Assistant Program.</li> <li>Collaboration with other specialists.</li> <li>New location for Italian lunch (The Vault).</li> <li>Languages beginning in year 2.</li> <li>Partnership with the Bibbulmun Italian Network and the Italian Languages day at LSHS.</li> <li>Italian Assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Integration and collaboration across all year levels with specialists.</li> <li>Teachers to communicate with specialists in regards to topics and needs.</li> <li>Labels created in Italian / Noongar of everyday items across the school.</li> </ul>
<b>NQS / ECE</b>	<ul style="list-style-type: none"> <li>Walliston PS identified as key case studies in the recent published NQS Standard in Action in Western Australian Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop our own ECE play guidelines.</li> <li>Enhance the outdoor learning space.</li> </ul>

ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	161,201	161,201
Carry Forward (Salary):	59,011	59,011
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,412,511	3,412,511
Locally Raised Funds:	186,066	190,027
Total Funds:	3,818,789	3,822,750
EXPENDITURE		
Salaries:	3,178,064	3,178,064
Goods and Services (Cash):	547,714	448,651
Total Expenditure:	3,725,778	3,626,715
VARIANCE:	93,011	196,035

INCOME - Dec 2024 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	161,201	161,201
Carry Forward (Salary)	59,011	59,011

STUDENT-CENTRED FUNDING

Per Student	2,606,914	2,606,914
School and Student Characteristics	702,891	702,891
Disability Adjustments	27,105	27,105
Targeted Initiatives	59,424	59,424
Operational Response Allocation	12,973	12,973
Total Funds:	3,409,307	3,409,307

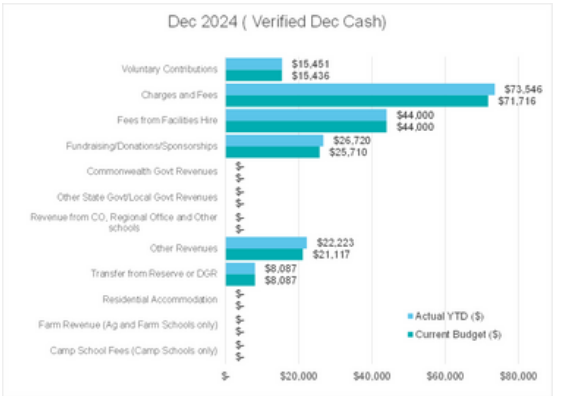
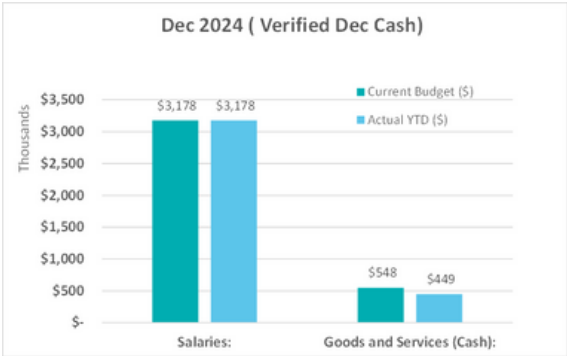
TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(196,978)	(196,978)
School Transfers - Cash	200,183	200,183
Department Adjustments	0	0
Total Funds:	3,205	3,205

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	15,436	15,451
Charges and Fees	71,716	73,546
Fees from Facilities Hire	44,000	44,000
Fundraising/Donations/Sponsorships	25,710	26,720
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	21,117	22,223
Transfer from Reserve or DGR	8,087	8,087
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	186,066	190,027

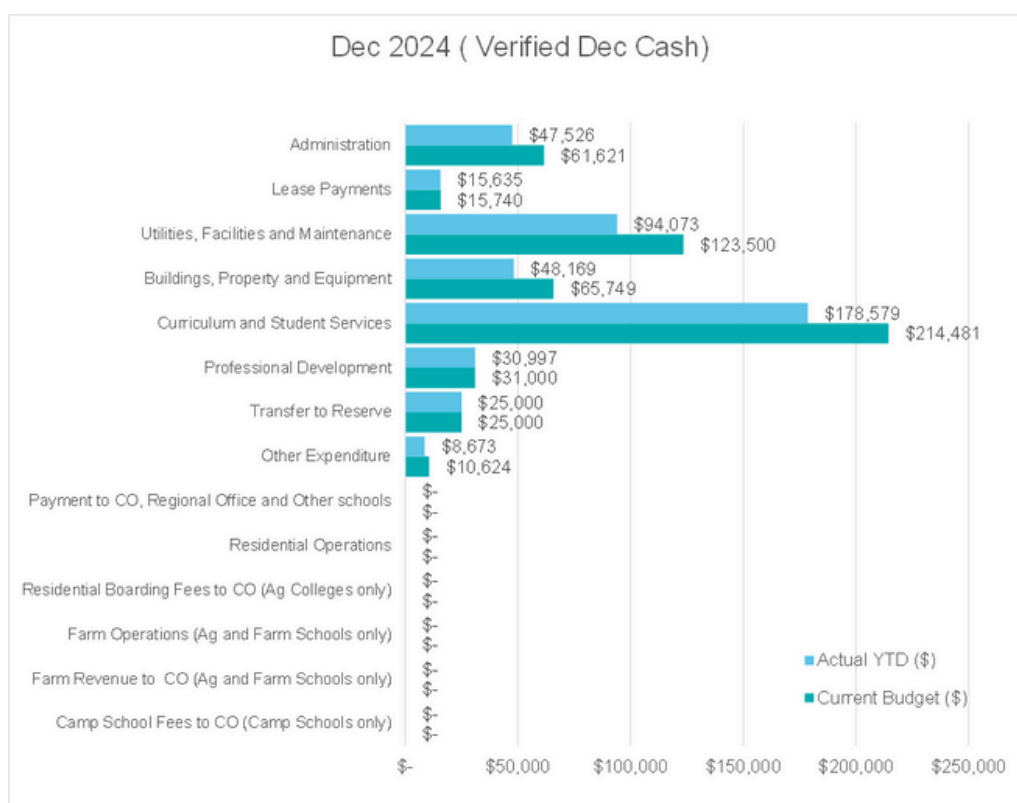
TOTAL	3,818,790	3,822,751
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## FINANCIAL SUMMARY

EXPENDITURE DEC 2024	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	2,970,173	2,970,173
New Appointments	0	0
Casual Payments	206,575	206,575
Other Salary Expenditure	1,315	1,315
<b>Total Funds:</b>	<b>3,178,063</b>	<b>3,178,063</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	61,621	47,526
Lease Payments	15,740	15,635
Utilities, Facilities and Maintenance	123,500	94,073
Buildings, Property and Equipment	65,749	48,169
Curriculum and Student Services	214,481	178,579
Professional Development	31,000	30,997
Transfer to Reserve	25,000	25,000
Other Expenditure	10,624	8,673
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>547,715</b>	<b>448,652</b>
<b>TOTAL</b>	<b>3,725,778</b>	<b>3,626,715</b>











## SCHOOL SONG – THE WALLISTON WAY

### Verse 1

Walliston's a marvellous school, it is so very, very cool  
Playing in the great outdoors, building cubbies, big and small

### Chorus

Walliston is our school, we aim high, we aim high  
We reach right up to the sky  
That's the way, the Walliston way  
That's the way, the Walliston way

### Verse 2

Making music, creating art, reading, writing, that's just the start  
Playing with incredible friends, learning is fun that never ends

### Chorus

Walliston is our school, we aim high, we aim high  
We reach right up to the sky  
That's the way, the Walliston Way  
That's the way, the Walliston way

### Bridge

Yo listen everyone, respect the rules  
Let's look after our amazing school  
Learning with technology  
Italian, Sport and library  
Oh yeah, its lunch, we all have fun  
Then we hear the bell, and back we run  
Yo Yo everyone, respect the rules  
Let's look after our amazing school

### Chorus

Walliston is our school, we aim high, we aim high  
We reach right up to the sky  
That's the way, the Walliston Way  
That's the way, the Walliston way