



Williams Primary School 2025 Annual Report



Acknowledgement of Country

We would like to respectfully acknowledge the past and present traditional custodians of this land on which we are meeting, the Wilman people of the Noongar nation. It is a privilege to be standing on Wilman country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.



Nurture and Excel

Small School

- Individualised Learning
- Community Relationships

High Level of Care

- Cater to Individual Needs
- School Psychologist
- School Nurse
- Access to allied Serves

High Standards

- Positive Behaviour
- Strong focus on Values
- Access to Specialised Instrumental Music Program
- Specialist Teaching Areas

Highly Experienced Staff

- Permanent and committed
- Collaborative
- Focused on Student Improvement

Natural Environment

- Nature Play
- Covered Playgrounds
- Fruit trees and gardens
- Multiple play courts

Our Vision

Williams Primary School uses proven methodology to promote excellence in a nurturing culture, preparing students socially and academically for an evolving world.

Our Values

Our school implements the Respect, Responsibility, Initiative, Self-Control and Emotional Intelligence (RRISE) program.

Our Creed

I am Young
 I am Worthy
 I am Brave
 I am Strong
 In the face of any challenge
 I will strive to rise above
 I deserve this opportunity
 To Live, To Learn, To Love
 I can truly make a difference,
 My path is up to me
 And this is my commitment
 To be the best that I can be



MERRANIE BEAL

Williams Primary School
Principal

Kaya Wanjoo,

Hello and Welcome.

It is my privilege to present the 2025 Williams Primary School Annual Report, reflecting on the achievements, progress, and collective efforts of our school community throughout the year. Since commencing as Principal at Williams Primary School, I have been incredibly proud to lead a school that is deeply committed to excellence, innovation, and the success of every student.

Throughout 2025, we have continued to strengthen and embed our explicit teaching model, ensuring that all students benefit from high-quality, evidence-based instruction delivered consistently across classrooms. A range of school-based and system data indicates steady student progress across year levels, reflecting the dedication and professionalism of our staff and the effort and engagement of our students. Alongside this, we have maintained a strong focus on student wellbeing, fostering a safe, respectful, and inclusive learning environment where children feel supported to engage positively in their learning.

Williams Primary School thrives because of the strong partnerships between staff, families, and the wider community. Our School Council, under the leadership of Ben Steicke, has played an invaluable role in supporting governance and guiding the strategic direction of the school. Likewise, our P&C, led by President Annie Moore, has continued to make a significant contribution through fundraising initiatives, management of the uniform shop, organisation of canteen days, and the provision of resources that directly enhance student learning and school life. Their ongoing commitment and generosity are sincerely appreciated.

As we reflect on the year, we celebrate the growth and achievements of 2025 while remaining firmly committed to continuous improvement. Education is an evolving landscape, and at Williams Primary School we remain focused on refining our practices, strengthening consistency, and responding thoughtfully to the needs of our students. I look forward to continuing this work alongside our students, staff, and families as we build on the strong foundations of our school.

OUR SCHOOL CONTEXT

Williams Primary School is a small, rural primary school serving the farming and town community of Williams. The school caters for students from Kindergarten to Year 6 across six classes, most of which are multi-age. Our size and structure allow staff to know students well as individuals and to respond flexibly to their academic, social, and emotional needs.

Student enrolment numbers at Williams Primary School have remained relatively stable, with low levels of transience. The school has an ICSEA value of 1022, which is above the Australian average of 1000, and comparisons throughout this report are made with schools of a similar socio-educational context. This stability provides a strong foundation for consistent teaching practices, long-term planning, and sustained improvement efforts.

Williams Primary School places a strong emphasis on creating a safe, inclusive, and respectful learning environment. Our approach is underpinned by the school's RRISE values — Respect, Responsibility, Initiative, Self-Control, and Emotional Intelligence — which guide expectations for behaviour, relationships, and engagement across the school. Teaching and learning programs are aligned with the Western Australian Curriculum and informed by evidence-based practice, with a continued focus on consistency, high expectations, and student wellbeing.

Strong partnerships with families, the School Council, the P&C, and local agencies support the work of the school and contribute to positive outcomes for students. This collaborative approach enables Williams Primary School to respond effectively to the needs of its community while maintaining a clear focus on improving student achievement and wellbeing.



ABOUT US

Williams Primary School is situated within a vibrant rural farming community and serves students from Kindergarten to Year 6 across six classes, the majority of which are multi-age. Our size enables staff to know students well as individuals and to provide responsive support for their academic, social, and emotional development.

The school provides a caring and inclusive learning environment where high expectations are balanced with strong relationships. We are committed to developing independent, self-managing learners who demonstrate respect, responsibility, initiative, self-control, and emotional intelligence in line with our school's RRISE values.

Teaching and learning programs are aligned with the Western Australian Curriculum and informed by evidence-based practice. Our experienced staff implement a combination of explicit instruction and collaborative learning approaches to ensure students build strong foundational skills while also developing confidence and creativity. Specialist programs in French and Physical Education complement classroom learning, and our early childhood team provides a rich and developmentally appropriate foundation for our youngest students.

Technology is integrated purposefully into learning, with a one-to-one iPad program operating in Years 1 to 6 and supported access in the early years. This supports student engagement and the development of digital literacy skills necessary for contemporary learning environments.

Partnerships with families and the broader community are highly valued. Our P&C Association plays an active role in supporting school initiatives and enhancing student opportunities, while the School Council contributes to governance and strategic direction. These collaborative relationships strengthen the overall learning environment and contribute positively to student outcomes.

The school grounds and facilities provide a safe, well-maintained, and engaging environment for students. Classrooms are well resourced, and outdoor spaces — including our nature play area and sensory garden — support both physical activity and social development.



BEN STEICKE

Williams Primary School
School Council Chair

2025 saw Williams Primary School go from strength to strength. I wish to congratulate not only the school leadership, the whole school staff, but the entire school community for the achievements over the year.

Academically, our achievements were evident in our NAPLAN results, which showed strong growth from our students. The Council highlighted the possible need for a greater focus on numeracy and welcomed the adjustment to the curriculum to support this.

Community continues to be a strong part of our school, achievements such as the Paint Australia Beautiful's Schools Mural Competition and our success in the Solar Car Challenge are key examples of this.

It is that community that continues to step up into volunteer roles across the school—whether through our P&C, school canteen or uniform coordinators, jumping in the pool or on the pit on carnival days, or supporting any other event or occasion throughout the year. This shows our kids what community is all about.

We have also been fortunate to have three other wonderful community members join us on School Council, and I would genuinely like to thank Gemma Haddrick, Nat Schulz and Nick Panizza for their incredible input over the year. A special mention must go to Nat, who has now finished her term on School Council. While I know your community input and contribution will simply be taking a different angle, on behalf of the school community, thank you.

As we step forward into 2026, we will see the development of the school's new strategic plan. We eagerly await our upcoming Public School Review and the opportunity to implement its recommendations. We also look forward to promoting positive relationships within the school, while maintaining our core focus of improving outcomes for our students.

I wish you all the best for 2026.



ANNIE MOORE

Williams Primary School
P&C President

Firstly, thank you to the wonderful staff at Williams Primary School for your ongoing collaboration and support. Working together allows us to create meaningful opportunities and lasting improvements for our students.

We would also like to thank all the parents and carers who helped throughout the year in any capacity, whether through volunteering, fundraising, or supporting events, our P&C would not be successful without you.

Our 2025 P&C committee are to be congratulated on the completion of two largescale projects and many successful fundraisers. Our Nature Play Project has been two years in the making. What began as a simple idea of a few wooden outdoor items, grew into a largescale vision to create a space where children can explore, imagine, take risks, and connect with nature. After countless hours spent planning, organising, and fundraising, it is incredibly rewarding to see this space now completed and being enjoyed by our students.

Alongside this, I would also like to acknowledge our Brick Commemorative Path fundraiser. This project has not only helped raise valuable funds for our school, but it has also created a lasting pathway that celebrates the families and individuals who make up our school community.

Thank you to our 2025 P&C committee, your dedication, teamwork, and willingness to give your time so generously is what made everything possible. We hosted and supported a wonderful line up of fundraisers including football tipping, Mothers and Father Day Stalls, Sports Day BBQs, and Canteen Days. Your efforts in organising our successful fundraisers allowed us to fulfil teacher Wishlist items, contribute towards excursions, support the young leader's program and Musica Viva, provide upper primary students with class novels, and provide sport carnival medallions and book awards.

We look forward to another successful year on the P&C for 2026.



THE WILLIAMS COMMUNITY

Williams Primary School continues to benefit from being part of a connected and supportive rural community. We value the strong relationships we share with local organisations, businesses, families, and community groups, and we recognise that these partnerships contribute meaningfully to student wellbeing, engagement, and civic responsibility.

Throughout 2025, our students participated in a range of community initiatives that reflect the collaborative spirit of Williams. We worked closely with the Williams Police, who joined us for our annual Walk Safely to School event and supported our end-of-year Good Standing celebration, strengthening positive relationships between students and local services.

Our partnership with the Williams Community Resource Centre (CRC) also continued to grow. As part of our orientation process for incoming Kindergarten students for 2026, we hosted Rhyme Time sessions at our Kindy, providing young children and their families with early opportunities to connect with the school and build confidence ahead of starting their formal education.

Students were actively involved in broader community initiatives, contributing to programs and events that promote environmental awareness, leadership, and service. Through initiatives such as the Wildlife Warriors program, river clean-up activities, tree planting, and support for local events and fundraising efforts, our students demonstrated pride in their town and a commitment to caring for their environment. The collective efforts of children and young people in Williams were recognised in the town's achievement of the Tidy Towns Overall State Title, with youth participation acknowledged across multiple award categories including environmental education, litter action, and community engagement.

Williams Primary School remains proud of the role our students play in the wider community. These opportunities not only strengthen community ties but also support the development of responsibility, initiative, and active citizenship — qualities aligned with our school's RRISE values.





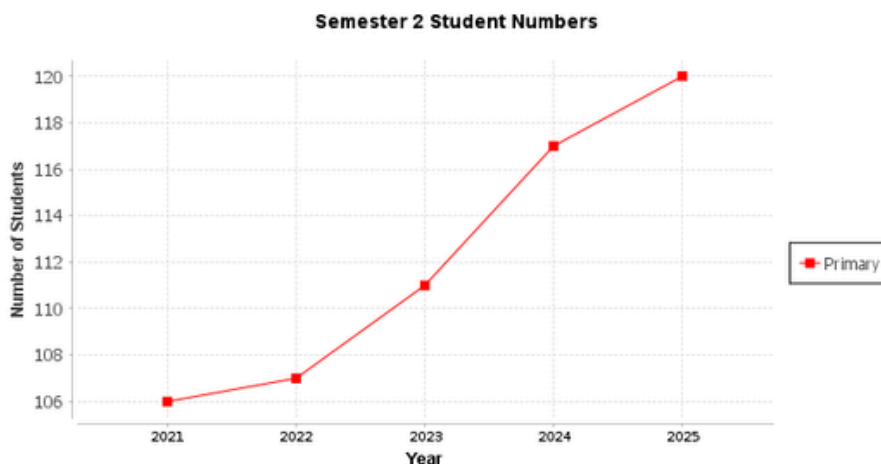
STUDENT NUMBERS AND CHARACTERISTICS

Williams Primary School continues to be a thriving and dynamic learning environment, with a total enrolment of 130 students as of Semester 2, 2025. Student numbers have remained relatively stable; however, due to the small size of individual cohorts, there can be variation in male and female representation across year levels.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(8)	18	14	17	14	19	21	17	128
Part Time	16								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	10	5	53		68
Female	6	13	49		68
Total	16	18	102		136



Semester 2	2021	2022	2023	2024	2025
Primary (Excluding Kin)	106	107	111	117	120

Note

The graph and table include only full-time students. Lower Secondary includes Year 7 to Year 10 students.

ATTENDANCE

Everyday Matters

Regular attendance is essential for student learning, wellbeing, and the development of positive learning habits. The Department of Education defines regular attendance as 90% or greater.

In 2025, Williams Primary School maintained an overall attendance rate of approximately 90% across the year, consistent with previous years. This indicates that, in general, students continue to attend school regularly and engage in their learning programs.

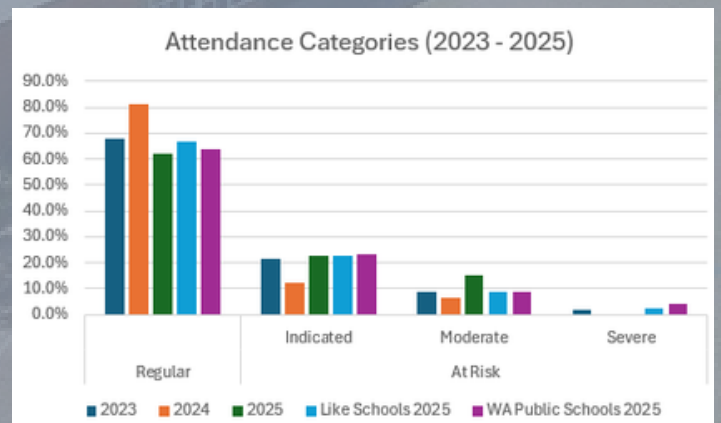
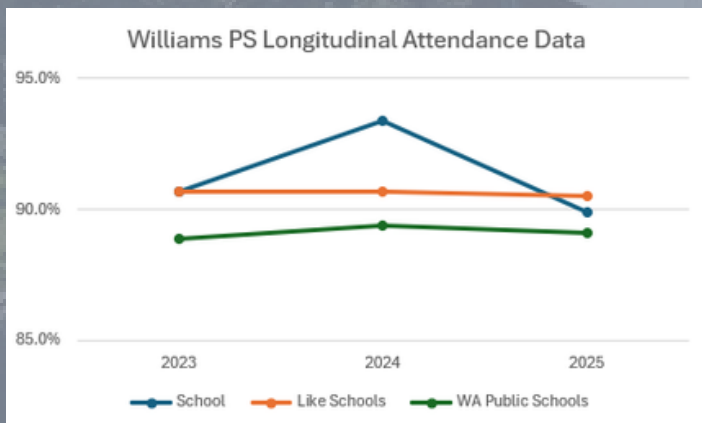
Analysis of attendance categories shows that the proportion of students classified as Regular Attenders (90% or above) was 62.4% in Semester 1, with an improvement to 68% in Semester 2. While this represents a decrease compared to 2024, the Semester 2 improvement reflects ongoing efforts to reinforce the importance of consistent attendance.

A notable trend in 2025 was an increase in the proportion of unauthorised absences, which accounted for approximately 40–42% of absences across the year. These absences included a range of factors such as family commitments and in-term travel. The school continues to work in partnership with families to emphasise the cumulative impact of missed learning time and to support regular attendance wherever possible.

Encouragingly, the proportion of students in the Severe Risk category (attendance below 60%) remained very low across the year, indicating that chronic non-attendance is not a widespread issue at Williams Primary School.

Attendance is monitored closely at an individual and cohort level. Staff maintain proactive communication with families and promote clear expectations about regular attendance, recognising that strong collaboration between school and home is essential to sustaining improvement.

Williams Primary School remains committed to ensuring that every student is supported to attend school consistently, recognising that every day at school contributes to academic growth, social development, and a strong sense of belonging.



Williams Primary School							
Attendance % - Primary Year Levels							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	93%	89%	93%	91%	91%	90%	88%
2024	93%	96%	92%	94%	93%	94%	92%
2025	92%	91%	93%	89%	90%	87%	89%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%



STAFF AND SUPPORT

All Williams PS staff meet the requirements of the Western Australian Teachers Registration Board and hold current registration. Students and their learning and Wellbeing remains the focus of all staff.

Our dedicated staff ensure that they are providing the most appropriate learning experiences for all students. They do this by ensuring that they employ evidence based teaching strategies when delivering the WA Curriculum

All school staff undertake Professional Learning to ensure that their pedagogical practices align with contemporary teaching and learning research and Department of Education directives. This is completed both formally at school and informally through peer-to-peer interactions.

Williams Primary School teaching staff is comprised of permanent and fixed term teachers. All staff focus on a safe and enriching learning environment.

We maintain a one-to-one iPad program from Year one to Year six to support student learning. Students in Kindy and Pre-Primary have access to classroom iPads that are used under teacher supervision in accordance with the teaching and learning program.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Level 3 Teachers	1	0.6	0
Other Teaching Staff	9	6.2	0
Total Teaching Staff	10	6.8	0
Allied Professionals			
Clerical / Administrative	3	1.4	0
Gardening / Maintenance	1	0.5	0
Other Allied Professionals	4	2.5	0
Total Allied Professionals	8	4.4	0
Total	20	13.2	0



STUDENT ACHIEVEMENT AND PROGRESS

Williams Primary School is committed to ensuring every student makes progress in their learning, supported by high expectations, strong relationships, and high-quality classroom teaching. Throughout 2025, staff continued to strengthen and embed an explicit teaching approach across the school, with a focus on clear learning intentions, structured lessons, frequent feedback, and targeted support for students who require additional intervention or extension.

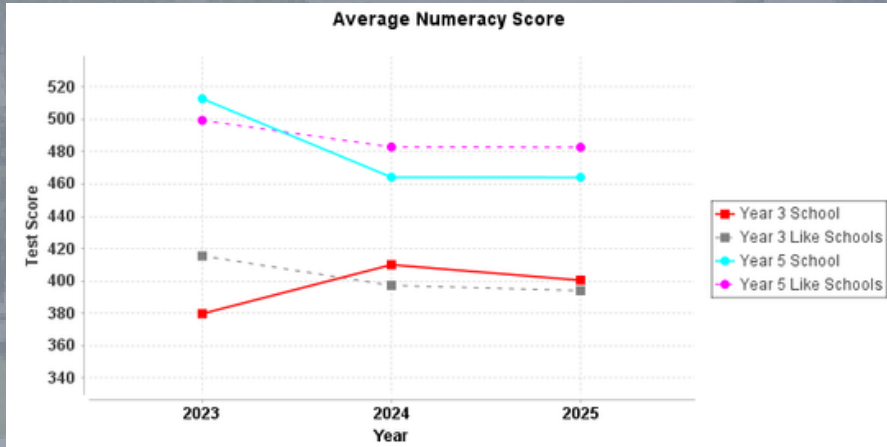
Student achievement and progress are monitored using a range of school-based and system data. This includes classroom assessments, ongoing teacher judgement aligned with the Western Australian Curriculum, and system measures such as NAPLAN. These data sources help staff to identify student needs, evaluate the effectiveness of teaching programs, and adjust learning plans to ensure students are supported to achieve their best.

The NAPLAN trend data presented in this report provides a useful snapshot of achievement over time for Year 3 and Year 5 cohorts. Across the reporting period, Williams Primary School has maintained steady performance overall, with encouraging trends in several learning areas. In particular, Year 3 results show positive growth over time, reflecting consistent development of foundation literacy and numeracy skills. Year 5 results have remained broadly stable and comparable with like schools, with some variation across years that is typical in smaller cohorts.

In 2025, our continued focus on consistent whole-school approaches to teaching and learning, supported by targeted interventions and professional collaboration, has remained central to our improvement efforts. As we move forward, Williams Primary School will continue to use data to guide planning, strengthen teaching practice, and ensure every student is supported to make sustained progress in literacy and numeracy.

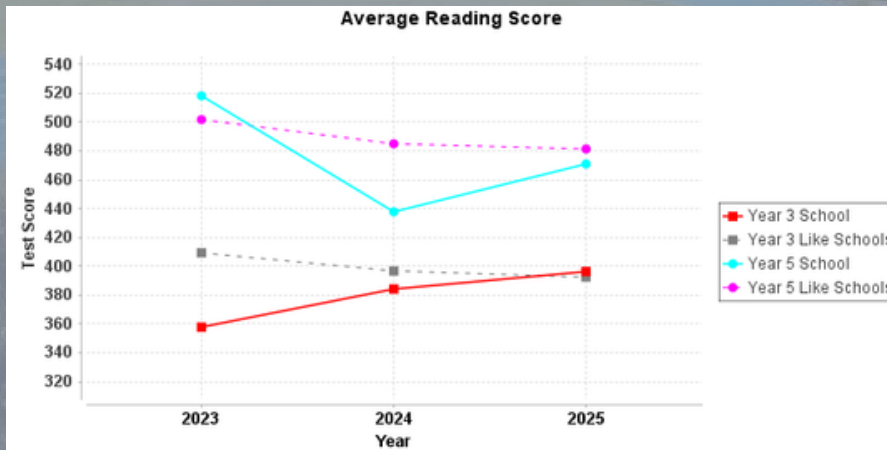
STUDENT ACHIEVEMENT AND PROGRESS - NAPLAN RESULTS

NUMERACY



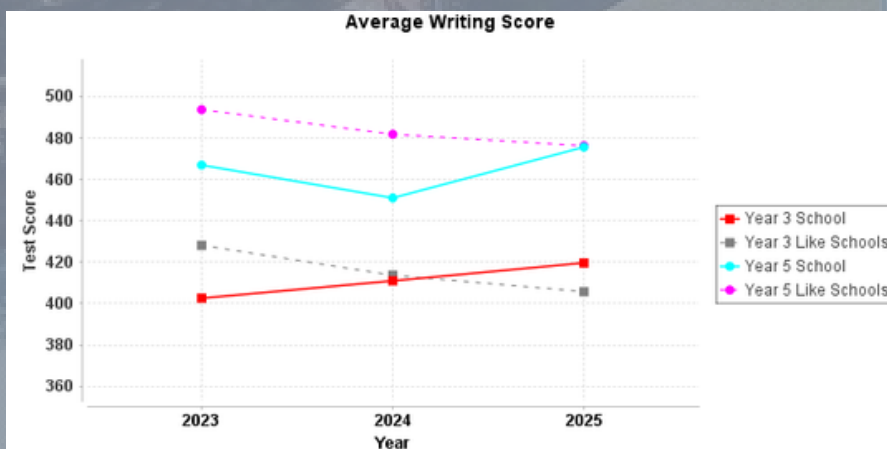
Year 3 numeracy results have shown steady improvement since 2023, reflecting consistent progress in early numeracy development. Year 5 results remain strong and broadly aligned with like schools, demonstrating stability in numeracy achievement across upper primary.

READING



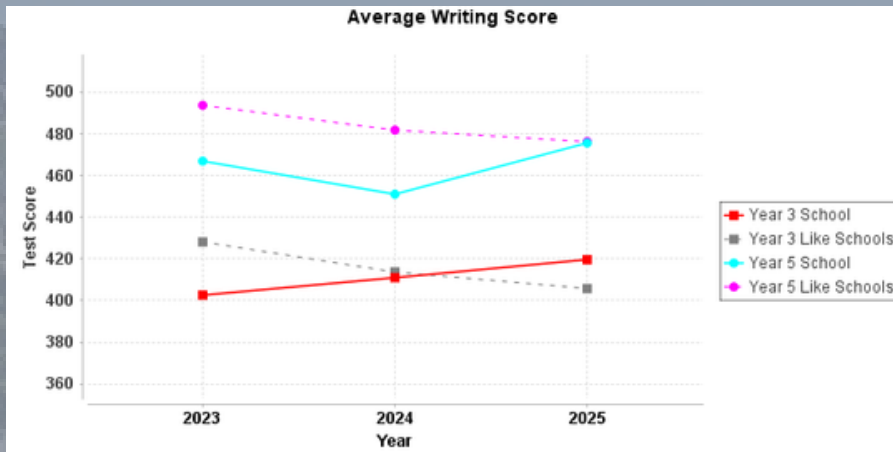
Year 3 reading scores have shown consistent growth across the reporting period. While Year 5 results experienced some variation, performance in 2025 reflects a positive upward movement and remains closely aligned with like schools.

WRITING



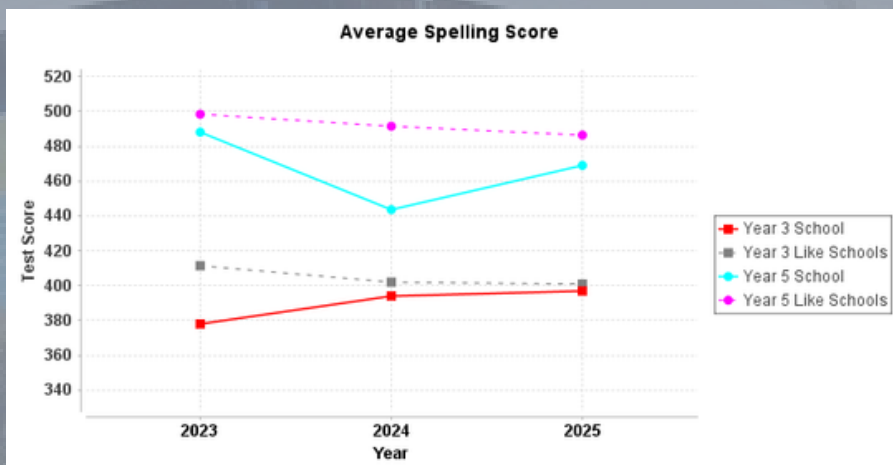
In 2025, Year 3 writing results showed continued improvement and were above like schools. Year 5 writing strengthened in 2025 compared to 2024, moving closer to like school performance.

WRITING



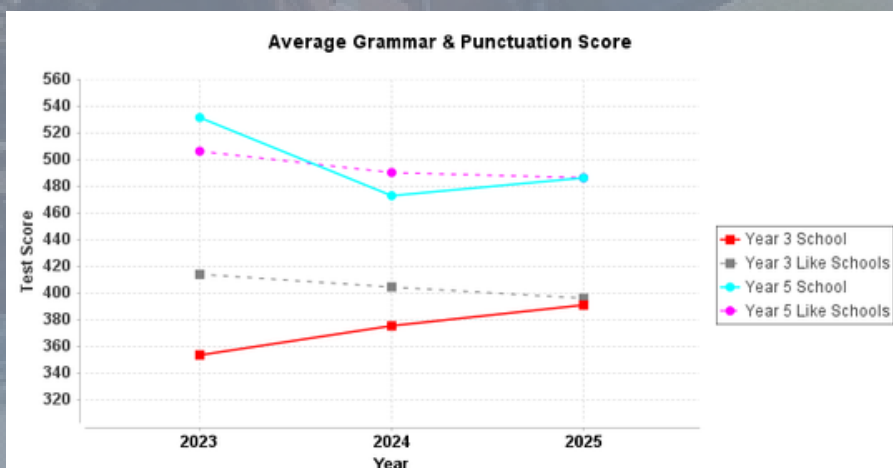
In 2025, Year 3 writing results showed continued improvement and were above like schools. Year 5 writing strengthened in 2025 compared to 2024, moving closer to like school performance.

SPELLING



Year 3 spelling results have shown steady improvement over the past three years, reflecting consistent development in foundational literacy skills. Year 5 results experienced some variation across the reporting period, with recovery in 2025 and performance remaining broadly comparable to like schools.

GRAMMAR AND PUNCTUATION



Year 3 grammar and punctuation results have demonstrated a positive upward trend over the past three years. Year 5 performance remains consistent and comparable to like schools, indicating sustained achievement in this area of literacy.

NAPLAN

NAPLAN results provide one measure of student achievement and are considered alongside a range of school-based assessment data to inform planning and improvement. In 2025, the majority of results across Year 3 and Year 5 fell within the expected range when compared with like schools.

For the Year 3 cohort, results across literacy and numeracy were within the expected range, with positive performance particularly evident in Writing and continued growth in Reading and Spelling. These outcomes reflect the strengthening of explicit instruction and a sustained focus on foundational literacy and numeracy skills in the early years.

Year 5 results were also largely within the expected range across Numeracy, Writing, and Grammar and Punctuation. Reading and Spelling results, while showing improvement from 2024, remained areas for continued focus to ensure stronger alignment with like schools. Given the size of cohorts in a small school context, some variation between years is anticipated; however, the overall trend indicates stable achievement with targeted areas identified for refinement.

Our focus throughout 2025 has been to strengthen consistency of teaching practice and curriculum delivery across classrooms. A key initiative has been the development of the Williams Way instructional playbook, which articulates our agreed pedagogical expectations and aligns teaching practice with evidence-based approaches. This work is designed to ensure greater coherence from Kindergarten to Year 6 and to reduce variability in student outcomes.

Williams Primary School maintains rigorous student assessment processes that underpin our planning and improvement cycle. Teachers use informed professional judgement, supported by data, to evaluate student progress and the effectiveness of the Plan-Teach-Assess cycle. Staff are actively engaged in the ongoing collection, analysis, and review of individual, cohort, and whole-school data. This systematic approach ensures that judgements are consistent, fair, and valid, and that teaching programs are responsive to identified needs.

Moving forward, the continued refinement of explicit teaching practices, structured literacy approaches, and consistent pedagogical expectations will remain central to our improvement agenda.

SCHOOL OVERVIEW

At Williams Primary School we strive to ensure that students receive a range of learning experiences that will ensure they grow into well rounded adults who are prepared for their future. Our plan to improve our school grounds and facilities continued this year with the P&C undertaking fundraising to create a nature playground on the school site. We have continued to focus on maintaining our classrooms to meet contemporary standards and to ensure that students are equipped to meet their futures.

Specialist Teaching and Learning	Parent Involvement	Student Services
<ul style="list-style-type: none"> • Languages (French) • Physical Education • Design and Technologies • Performing Arts 	<ul style="list-style-type: none"> • P & C • Class Volunteers • Excursion Volunteers • Uniform Sales • Supporting Charities • Volunteer Library Work • School Council 	<ul style="list-style-type: none"> • Interagency Support • School Nurse • School Psychologist Services • Leadership Program • RRISE Program/Rewards • Student of the Week • Merit Awards
Student Opportunities	Communication	
<ul style="list-style-type: none"> • Student Councillors • Faction Captains • PEAC • IMSS • Incursions • Excursions • Faction & Interschool Carnivals • Student Leadership Forum 	<ul style="list-style-type: none"> • School tour for new families • Introduction package for new families • Information package and bag for kindergarten students • Beginning of the year Class Booklist • Formal Assemblies • Twice Termly Newsletter • P & C Newsletter 	<ul style="list-style-type: none"> • Seesaw for class work • Class Newsletters and Notes • Formal and Informal Parent Meetings • Facebook • Website • Seesaw • SAER Case Conferences



TEACHING AND LEARNING

Our teaching and learning programs follow the Western Australian Curriculum and are aligned with the Department of Education Focus 2025 directions. Our students have the advantage of Specialist teachers in the areas of Technology, Science, Languages (French), Performing Art and Physical Education.

Values education remains a priority in the school and is delivered through the school wide Respect, Responsibility, Initiative, Self-Control and Emotional Intelligence (RRISE) Program with student achievement in this area being acknowledged at weekly assemblies. Our qualifying students participate in the Primary Extension and Challenge (PEAC) program and also in the Instrumental Music School (IMS) program.



STUDENT ACTIVITIES

This year, our students enjoyed a wide range of enriching experiences that supported learning beyond the classroom. A variety of lunchtime clubs, including Craft Club, Minecraft Club and CVE Club, provided opportunities for creativity, collaboration and critical thinking. Our Year 6 Solar Car Challenge teams travelled to Collie to compete, with both teams achieving outstanding success by progressing to the Grand Final in Perth. Students in Years 5 and 6 also attended an overnight camp at Dryandra Woodlands, where they developed resilience, teamwork and a deeper appreciation for the natural environment. Incursions from Musica Viva, Scitech and Capoeira further enhanced our curriculum, engaging students in music, science and cultural movement through hands-on experiences.

Our school community proudly celebrated student achievement and connection throughout the year. We were thrilled to become State Finalists in the Paint Australia Beautiful competition, culminating in the completion of a vibrant mural created with the assistance of local artists. Year 5 and 6 students participated in a Leadership Conference hosted in Williams and facilitated by Youth Leadership Academy Australia, building confidence and leadership capacity. Students also engaged in meaningful community initiatives, including NAIDOC celebrations, the Intergenerational Project with local seniors, CRC Rhyme Time at Kindy and the Clontarf basketball clinic delivered by students and staff from Narrogin Senior High School. Events such as Fluro Day in support of SOCK (Save Our Country Kids), Walk Safely to School Day assisted by Williams Police, and attendance at the "Lonely Planet" play in Narrogin further strengthened our sense of community and social responsibility.

STAFF PROFESSIONAL DEVELOPMENT

Staff continued their focus on instructional strategies and pedagogy through our engagement with the Centre for Excellence in the Explicit Instruction of Literacy. In Term 4 we began the process of creating a 'Williams Way Instructional Playbook' which details our whole school expectations and processes for curriculum delivery and student engagement. The purpose of this document is to ensure we are employing evidence based practices that are consistent across classes and year levels. This will reduce cognitive load for both students and teachers.

Staff have undertaken professional learning to enhance the operational management of the school through online forums and in person. To further implement and progress the recommendations from our 2023 School Review staff began updating and reviewing our literacy plan to reflect best contemporary practice.

All staff maintained their currency in mandated Department of Education Professional Learning and undertook a variety of professional learning throughout the year including Anaphylaxis - EpiPen training and Department of Education mandated Professional Learning. All professional learning is supported by the School Strategic Plan and implementation or utilisation is monitored through performance management processes.



FOCUS FOR 2026

In 2026, Williams Primary School will continue to strengthen consistency of teaching practice and curriculum delivery across classrooms to ensure every student experiences high-quality, evidence-based instruction every day. Building on the work completed in 2025, we will further develop and implement the Williams Way instructional playbook to consolidate agreed school-wide pedagogical expectations and support coherent practice from Kindergarten to Year 6.

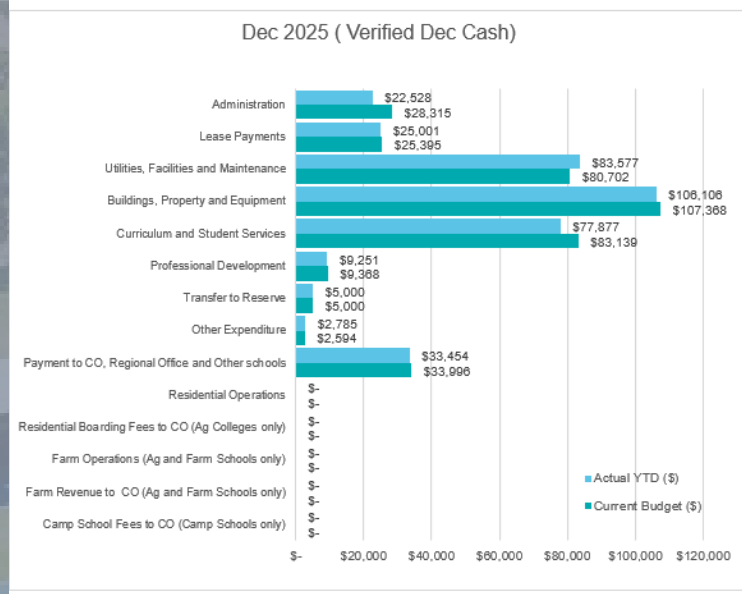
A key focus will be strengthening literacy outcomes, with particular attention to the skills that support success in upper primary, including reading comprehension, spelling, vocabulary development, and writing. We will continue to refine our explicit teaching approaches and use targeted intervention and extension to respond to student needs.

Our improvement efforts will be guided by a strong assessment and data cycle. Staff will continue to use a range of school-based and system data to monitor progress, evaluate the impact of teaching programs, and inform responsive planning at classroom, cohort, and whole-school levels. This work will support the setting of shared targets within our revised school strategic/business plan and ensure our improvement priorities remain clearly aligned to student learning and wellbeing outcomes.

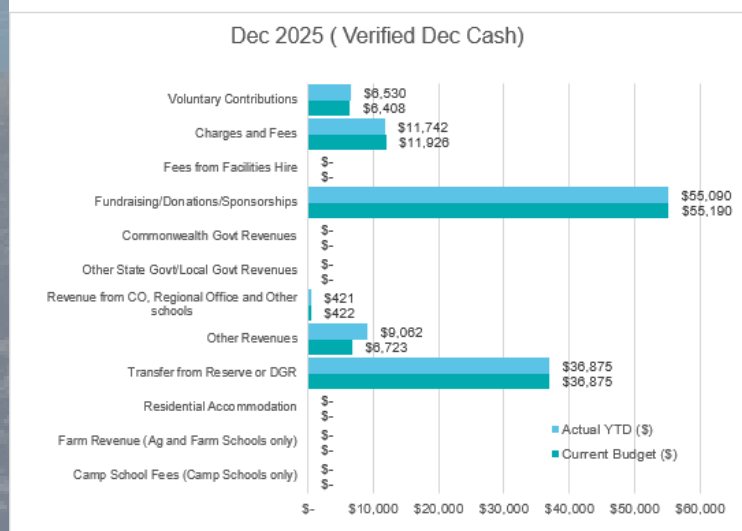
2025 FINANCIAL SUMMARY

Summary data date conducted as of the 31st December 2025.

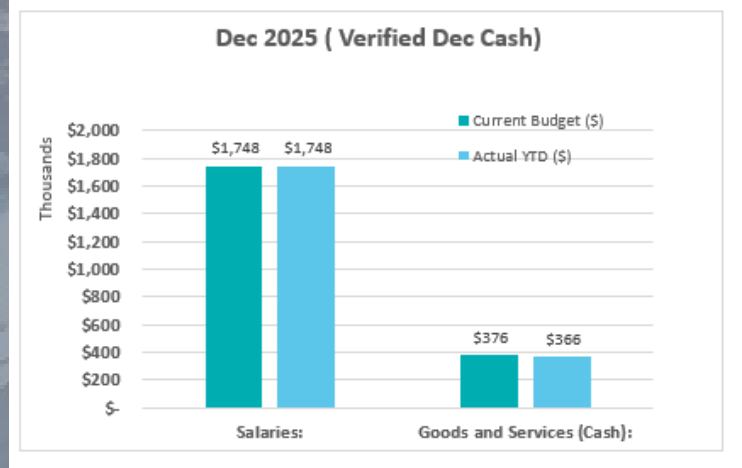
Goods and Services Expenditure - Budget vs Actual



Locally Generated Revenue - Budget vs Actual



Goods and Services vs Salary expenditure





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