



Westfield Park  
Primary School  
*An Independent Public School*



# Annual Report 2021

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## Overview

Westfield Park endeavours to develop positive and productive relationships with children, families and its community, building capacity to support improved student achievement. Our Public School Review in October 2021 described the school as 'exceptional'.

Teachers' practices are focused on evidence-based approaches that have maximum impact on student learning and engagement. Dedicated staff regularly provide an engaging range of after school activities that promote skill development, confidence growth and active citizenship. Our beautiful physical environment has been thoughtfully designed to provide flexible and welcoming spaces, inviting students, parents and staff to feel pride in the school.

Westfield Park  
Primary School



## Priorities

Literacy & Numeracy - Maximising educational achievements and opportunities for all students.

Early Intervention - Focus on identification, support and referral.

Community Development - Strengthen partnerships between school, home and agencies.



## Message from principal

2021 was an exceptional year in many ways for both the school and our community. It was the second year of communities and institutions around the world being disrupted in a myriad of ways by the COVID-19 global pandemic. While those of us living in Western Australia have not had to endure long periods in lockdown like families over East, many of our families found themselves having to contend with housing insecurity as a rental crisis emerged once the COVID rental moratorium was lifted by the State government in March. By the end of the year, 15 of our families had become homeless.

Against this backdrop, the school has maintained its focus on continual self-improvement using the six enabling domains from the School Improvement and Accountability Framework. Our 2021 NAPLAN results showed student achievement as being significantly above 'like schools'. Westfield Park has continued to position itself as a full service school; working with a range of partners, agencies and organisations to provide services and activities before, during and after school hours to help meet the needs of children, their families and the wider community.

In November, we were one of three finalists in the Mentally Healthy School of the Year awards, while we didn't take the title, the recognition of our carefully developed trauma informed practices and high levels of care from all staff and support teams was validation and verification of how staff go above and beyond to provide an education that meets the needs of the whole child.

At the start of Term 4, the school underwent its second public school review since becoming an Independent Public School in 2015. The outcome of the review was another validation and verification of how exceptional staff at Westfield Park are. We were awarded a five year return date with the Deputy Director General, Schools stating "The performance of your school has been confirmed to be exceptional. Your school's persistent endeavour to develop positive and productive relationships with the community and to build capacity to support improved student achievement is highly commendable".

Steve Soames

Principal

## Message from the Chair

2021 has been another tricky year with continued challenges related to the ongoing pandemic and its continued impact on our community.

The School Board has been focused on ensuring that Westfield Park continues to reach out and provide support to our local community. We have been encouraged by the continued success of the programs run from the Child and Parent Centre and the amazing team of professionals that make themselves available to our community everyday.

This year saw the school undergo its second Independent Public School Review and the board was delighted by the outcome of the review with Westfield Park obtaining the highest endorsement possible. The school received endorsement for 5 years and our next review date has been set for 2026. The Board acknowledges what an amazing achievement this is and that every staff member should be commended for the part they played in ensuring that Westfield Park continues to set and achieve the goals set out in the schools Strategic Plan.

We look forward to 2022 as we begin the process of planning the schools direction and goals in to the future.

Larissa Madunic

Chair of the Board

# Our School and Community

## Context

Westfield Park Primary School is situated in the suburb of Camillo and bordered by the suburbs of Kelmscott and Armadale. The school is set in beautiful grounds, with wetlands along the southern boundary.

We are a proud Independent Public School in the heart of our community providing a positive, nurturing learning environment for our Kindergarten to Year 6 students. Our school enjoys a successful culture of care and support where our students and parents feel safe, welcomed and cared for.

Our dedicated and well-trained teachers and support staff have a strong understanding of current teaching philosophies and work hard to provide children with a stimulating and engaging learning experience. Literacy and Numeracy teaching programs are grounded in evidence-based research, enabling all children to consolidate and progress.

We are a family-orientated school working in partnership with the community. Parents, carers and extended family members are encouraged to play an active role in school life in our classrooms and as volunteers.

Westfield Park is a Be You school. We have a strong Student Services team where teachers and support staff are able to identify, in a timely manner, any academic or pastoral concerns. We provide intervention appropriate to individual needs and in partnership with families. Our school has excellent links with local external agencies.

2020 and 2021 has been particularly hard on our community. The impact of COVID-19 and housing shortages has had a domino affect leaving a significant number of our community homeless. Our student services team provided care packs to our most vulnerable during lockdown and our schools connection with the onsite CPC has provided community members additional levels of support.

Our zero tolerance approach to bullying allows us to provide an environment for all our children that is safe and free from bullying.

Children are taught in newly refurbished classrooms where a natural wood look and feel can be seen throughout the school, all with multimedia teaching facilities and iPads. There are dedicated teaching areas for specialist subjects such as Art, Science, Technology, Engineering & Maths (STEM) and a well-appointed kitchen for Home Economics lessons. Our library provides a modern learning space where children can access both print and electronic information.

Outside, Pre-primary children enjoy their own outdoor play area and sandpit. Our newly installed nature play area adds a natural feel to our existing play areas. Netball courts, a soccer pitch and a large oval provide opportunities for older students. Our school has an extensive Stephanie Alexander Kitchen Garden and hydroponics grow area to teach children about food and sustainability.

The school has more than doubled in size since 2010. It is widely recognised that larger schools are significantly more complex as the myriad of possible interactions between staff, students and families grows exponentially. Westfield Park's adoption of a community development approach to school improvement is helping to manage this complexity as we continue to seek to identify and meet the needs of all children.

	2021	2020	2019	2018
ICSEA*	912	908	911	909
Enrolments	290	305	324	329
Student Transiency	24.3%	12.7%	27.0%	27.4%
Indigenous Students	10%	11.7%	10.6%	14%
LBOTE Students**	50%	47%	30%	29%

\*ICSEA: Index of Socio-Educational Advantage

\*\*LBOTE: Language Background Other Than English



## Facilities

Westfield Park Primary School opened in 1970 and was initially built around three teaching blocks, each with six classrooms. A fourth block, housing Early Years and a new Undercover area, were added in 2011 through the Federal Government stimulus package. In addition, the school has a library and resource centre, Child and Parent Centre, Dental Therapy unit and Administration Block.

Ample playground equipment, basketball and netball courts and a large oval ensure plenty of space for children to play in. One classroom has been converted to a dual Science and Art room.

Wi-Fi is accessible across all areas of the school and students have access to iPads as part of the teaching and learning programs operating in the school as well as a strong STEM curriculum.

This year, the school completed its installation of Nature Play equipment in the Early Childhood play areas.



## Staffing

The staff of Westfield Park Primary School is made up of professional educators with a wide range of skills, knowledge and experience. Many of the teachers, education assistants and other staff have good links in the community and, as such, a sense of stability within the staff is evident. Staffing levels are determined by the Student Centred Funding Model. In addition to the principal and deputy principal, the school has 17.0 teachers, a school psychologist, 8 education assistants, a school-based social worker, a manager of corporate services, 1 school officer, 1 AIEO, a library officer, 4 cleaners and a gardener, each in full or part-time positions. Our total staffing is 31.4 as number of positions are part time.

## Enrolments

Enrolments at Westfield Park have grown steadily until 2018 when the first double cohort of Kindergarten students reached Year 6. Since then, the enrolments have hovered around the 300 mark. This year the school has seen a steady drop by around 20 students due to the lifting of the COVID-19 rental moratorium, causing 15 families to become homeless.

## Nurture Group

The Nurture Group continues to be a significant part of Westfield Park's response to early intervention. This is an evidenced-based intervention for students who required additional support in social and emotional development. Data collected in school is showing that students who have engaged in the program develop the necessary skills and understandings which enable them to participate better in learning as they continue through their schooling. Interest in the Nurture Group beyond Westfield Park is steadily gaining traction as a school-based intervention that helps to build staff capacity to provide care for children with a trauma background and complex needs.

## National Quality Standards

Independent verification of the National Quality Standard (NQS) in Early Childhood Education shows that the school is meeting every element of every Quality Area, one of only a handful across the State. The National Quality Standards examines the schools' performance in Early Childhood Education from Kindergarten to Year 2, as well as programs supporting children 0-3 years olds within the school community. The process identifies areas of strength as well as areas that the school can further develop.

## Be You

After formal recognition of the work done by this school to promote the development of positive mental health in children in 2019, the school has continued to implement the KidsMatter program through its new guise of 'Be You'. Be You is an Australian mental health and well-being initiative targeting children that has been implemented at Westfield Park for a number of years. This school has been actively using the framework to support children's mental health needs. The action group, made up of teachers, education assistants, school leadership, student services, parents and community agencies, has provided professional learning and whole school events.



*Fathering Project camp in Dwellingup*

## Child and Parent Centre

In 2019, one of our teaching blocks was refurbished by the Department of Education as a Child and Parent Centre (CPC), housing; Allied Health Services, family education rooms, consult rooms for external agencies, a Student Services area for the School Psychologist, School-based Social Worker, AIEO and a kitchen and dining room for our Breakfast Program. The CPC provides opportunities for the school to support other local families, schools and teaching staff. Engagement with the CPC is growing significantly amongst families and educators.

## Parent and Community Involvement

The work done by the parents of the school community is valued and appreciated by the staff of Westfield Park Primary School. Parents take on many roles within the school and by doing this support their children's education. We have an effective School Board that meets once each term to discuss items pertinent to the direction of our school.



In 2021 the P&C met frequently to discuss issues relevant to the school and the students' education. The P&C continued to run the Uniform shop as well as the Canteen, both of which are successful ventures.

The Breakfast Club has provided a soft entry to volunteers wishing to support the school and has proven to be a powerful training ground for those who enjoy this work and seek other areas to move on to.

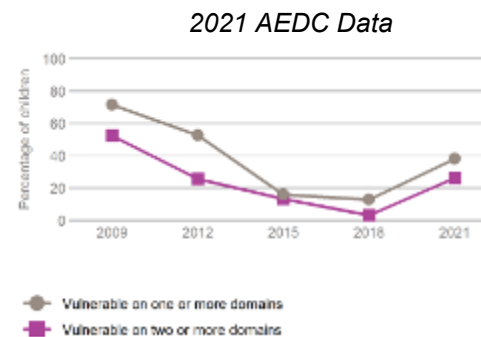
The Fathering Project is a program we run to help inspire fathers and father figures to get involved with their children's education. Father-friendly events are held twice termly and have included; building a billy cart, walk to school morning, sausage-sizzle, busy-bees, hands-on technology evening and footy on the oval. This year we took 10 fathers and their children on a highly successful weekend camp in Dwellingup, financially supported by the Fathering Project. Next year, the school will be budgeting to absorb this cost to ensure the benefits of a school-arranged camp for father's and children are available to more families.



## AEDC

In 2021, the school was part of the fifth data collection survey of the Australian Early Development Census (AEDC). Westfield Park has made extensive use of its AEDC data over the years to plan and implement early intervention strategies which

seek to support families in our community to provide stronger parenting outcomes for their children. As you can see from the graph above, this has dramatically reduced the number of children entering school with risk factors up to 2018. Our 2021 data shows an increase in vulnerability risk factors, possibly a result of two years of community disruption and uncertainty due to the COVID-19 pandemic.



## Trauma-Informed

For children who have experienced developmental trauma, a school environment that includes constantly interacting with others can cause great stress, and these children can struggle in interactions with both peers and adults.

Westfield Park has adopted a trauma responsive approach to supporting children who display challenging behaviours since 2017. A core element of this is the notion that all behaviour is communication. When a child comes to school with trauma, we provide opportunities for positive relationships.

The practices of a trauma responsive school focus on the relationships inside it. Through positive relationships, trust is built, children feel safe and worthy and are capable of their best learning. School becomes a therapeutic environment for the children and for families.



# Key Student Outcomes

*School renovations and a natural 'look and feel' have transformed our classrooms.*



In 2021 the school continued to focus on improving student outcomes in Literacy and Numeracy. With the support of Statewide Services, the school maintained an intervention on basic facts and began data collection to measure this intervention. Teachers worked to model good teaching of numeracy and grow the understanding of a hands-on approach to teaching numeracy.

Our teachers have worked in teams to collaborate over their numeracy teaching, observing and providing feedback to each other regarding their practice in the classroom. Our teachers are supported in working to meet their students' literacy and numeracy needs through the utilisation of the evidence based whole-school programs such as; Talk For Writing, Diana Rigg Phonics programs and Literacy Pro in literacy and the use of Paul Swan 'Basic Facts' in numeracy and Mathematics.

The schools material resources were given a boost in 2019 to support teaching through play-based learning in Early Childhood, in line with the Department's Focus 2019 document.

A significant amount of work has been undertaken by teaching staff to align lesson design across the school. Engagement and success of students has been heightened by teachers redesigning or creating tasks to enable considerable achievement and progress.

The collaboratively produced curriculum handbooks produced by teachers in 2017 are becoming embedded and demonstrate a whole school progression across all learning areas.

As noted in our Public School Review report, an upward trend is evident in all NAPLAN assessments for Year 3 and Year 5 as the impact of focused teaching within whole-school approaches takes effect. The drivers for improved achievement have been incrementally embedded and are paying dividends.



# NAPLAN

NAPLAN is conducted in Year 3, 5, 7 & 9 classes across Australia and tests Reading, Writing, Spelling, Grammar and Numeracy. A National Minimum Standard has been set for each of these tests, which we aim for every student to be achieving.

The school has been reviewing its NAPLAN data using the Student Achievement Information System and Schools online data. Over recent years we have reviewed and refined our whole school programs during. These include Literacy Pro (reading), Diana Rigg PLD (spelling) and Talk 4 Write (writing and grammar). The 2021 data demonstrates that progress from 2019 to 2021, Year 3 to Year 5, compared with like schools indicates High Progress and High Achievement in Numeracy, Grammar and Punctuation and Reading. Spelling and Writing show Lower Progress and High Achievement.

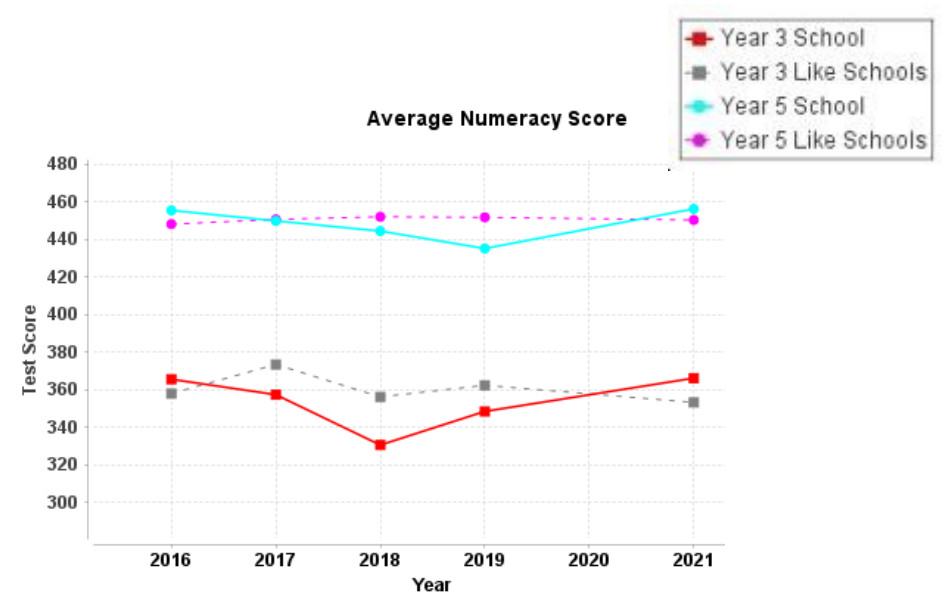
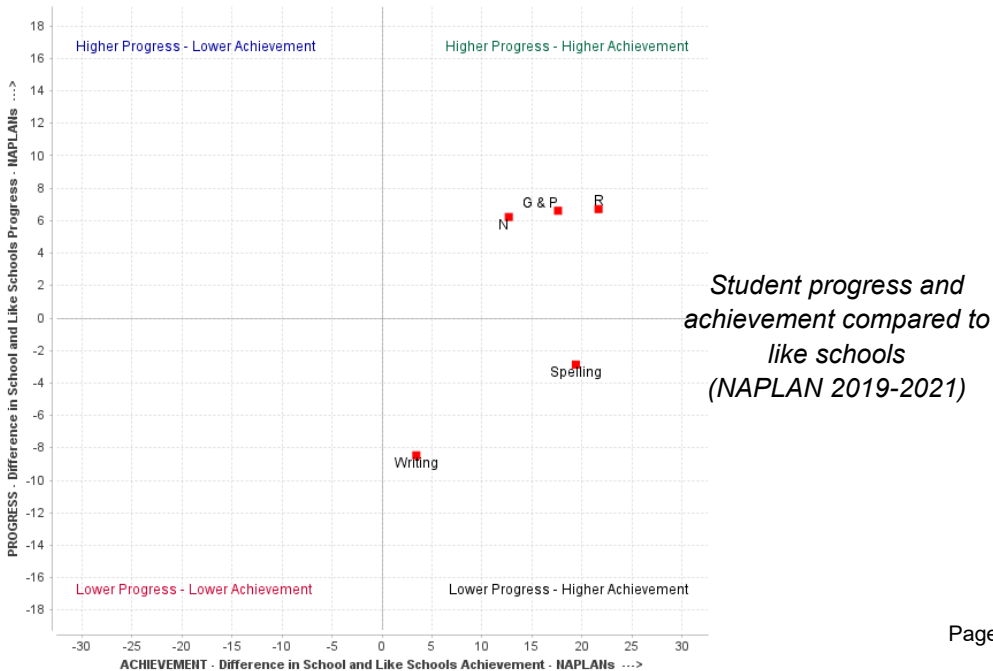
Staff meeting discussions have been held around continuing this improvement trend so that we are closing the gap between the school and the state and national average.

The data collected by the school indicates that a continued strong focus is required in both Literacy and Numeracy at all levels of the school, but particularly in Years four and five. Our data gives a mixed picture of an improvement in overall progress with a drop in overall relative achievement demonstrating how NAPLAN data can be skewed by a single cohort and high levels of student transiency.

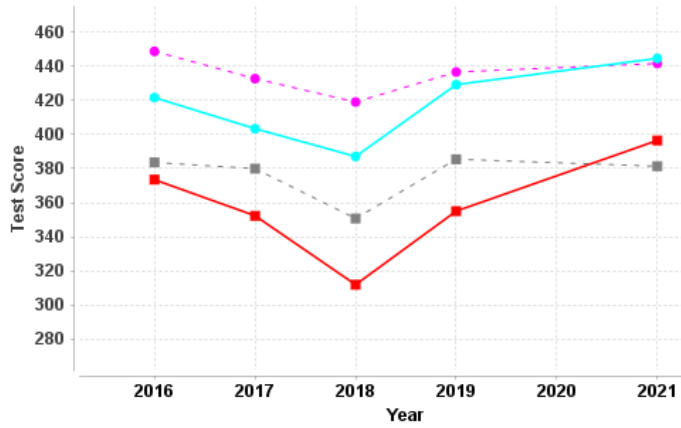
## NAPLAN Longitudinal Summary

In comparison with similar schools, it is clear that the continued school focus on numeracy has positively impacted our students performance. The 2021 numeracy results show an above like school result.

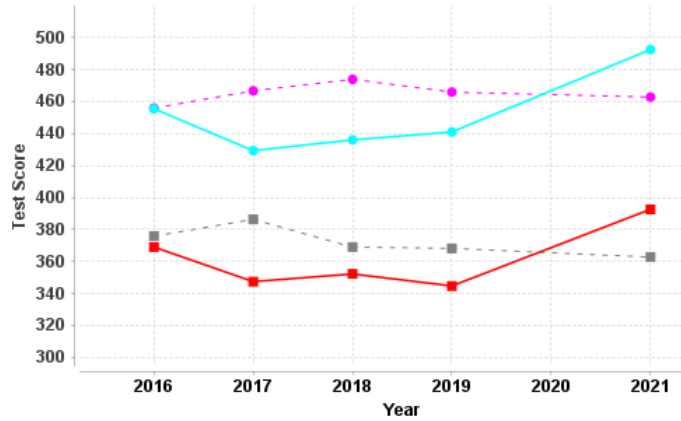
A strong focus on the core skills of literacy that includes reading, writing, spelling and grammar continued in 2021. Our average performance displays an increase in student performance. The data confirms that our focus on reading and numeracy in years four and five and writing in years two and three has had a direct impact on our students NAPLAN results.



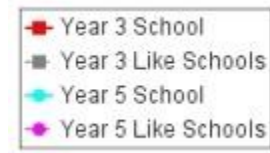
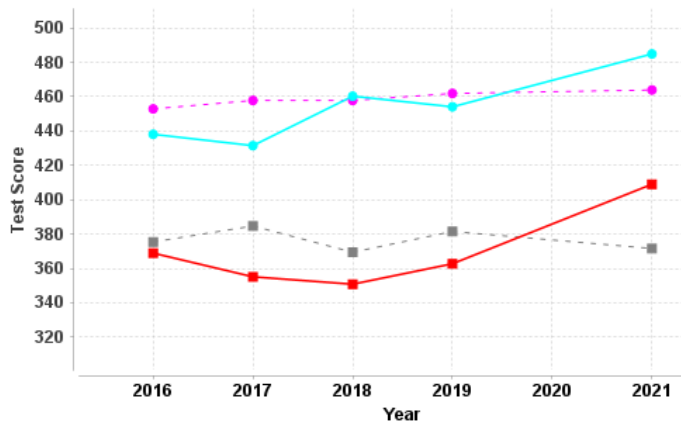
**Average Writing Score**



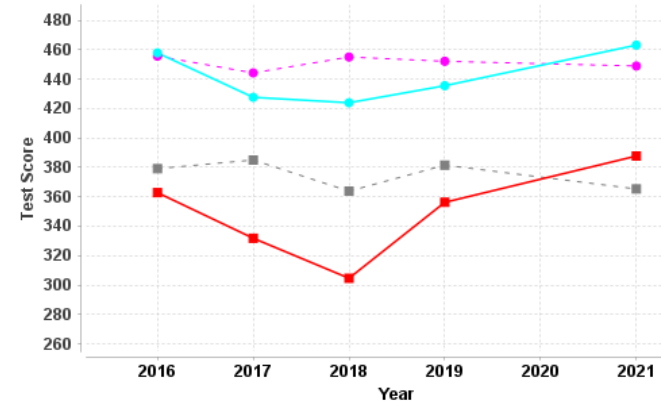
**Average Spelling Score**



**Average Reading Score**



**Average Grammar & Punctuation Score**



## Teacher Judgements

Staff continued work in 2021 moderating their judgement of student achievement using the Department’s Brightpaths tool and aligning this to the Western Australian Curriculum Standards. This work is ongoing with teachers undertaking regular moderation of student work during their collaboration meetings each term.

## Attendance Data

Student attendance rates have shown a decline over the last two years. This appears to be mirroring a trend shown by both ‘like schools’ and the WA public school average.

The school has strong focus on recognising and rewarding good attendance as well as follow up for students at risk due to low attendance rates.

Where a student’s attendance falls below 80%, the school principal investigates the matter and seeks to develop a plan (in consultation with the family) to address and restore regular attendance. Analysis of our attendance data shows that a small proportion of families are skewing the data with frequent and prolonged absences and home visits have not changed behaviour.

Developing the habit of going to school every day is vital so children do not miss out on important ideas and skills they need for future learning.

Did you know:

- missing half a day of school each week equates to one month of missed learning each year
- the attendance habits set by children when they first start school continue throughout their school life
- if children miss half a day of school each week between Pre-primary and Year 10, they would miss almost one full year of learning
- learning is cumulative – if children miss a day, it is harder for them to catch up

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	91.5%	91.5%	92.7%	82.2%	81.3%	79.5%	90.4%	89.4%	91.6%
2020	92.6%	91.0%	93.2%	83.3%	77.9%	77.6%	91.5%	88.7%	91.9%
2021	91.0%	90.5%	92.4%	86.9%	77.7%	76.8%	90.6%	87.8%	91.0%

Attendance data for 2021 compared to 'Like Schools' and Statewide averages.



Our vegetable garden is very popular with the children.

## Student Behaviour

In 2019, the Minister for Education released a statement on school violence titled 'Let's Take A Stand Together'. The statement contained several directives to school principals about how they were expected to automatically suspend students who physically attacked school staff. The directive also actioned schools to produce a 'Good Standing' policy to be added to our behaviour policy.

There has been a drop in student suspension this year. Westfield Park has been following a trauma informed approach to managing challenging behaviours and continues to build the skills, knowledge and understand of all staff in this area.

	2021	2020	2019
% of students suspended	2.7%	4.3%	3.6%

Suspension data shows a significant drop in 2021.



# Community Satisfaction



*The Child and Parent Centre held a Family Fun Day on a Saturday in September with over 400 community members attending.*

## Community Surveys

The School Board undertook a face-to-face survey of parents and families during the last week of the school year of 2020 using the questions provided by the National Schools Opinion Survey. The survey demonstrated broad satisfaction with the school, which was verified by the Department's review team in October 2021. Our next survey is due in 2022.

## Community Partnerships

Parents have a voice across the school through the P&C, the School Board and the Child and Parent Centre - Westfield Park. Parents are also encouraged to bring any concerns or queries to either the class teachers or the administration team.

The School Board introduced feedback forms in 2016. These forms have allowed the school community to provide feedback in an ongoing way. The school board has found this method valuable and will continue to use these forms.

Feedback collected from the broader community indicates that the majority of parents are very happy with the education their child is receiving and value the work being done by the staff of this school.



Since the opening of the Child and Parent Centre – Westfield Park in 2019, the school has started to look outwards as we shape an environment that is responsive to creating opportunity while supporting individual need...seeking to establish a culture that is both high performing and values relationships and care.

*Our start of year family pancake breakfast is a popular way to meet the staff.*



*Westfield Park was a runner-up finalist in the Mentally Healthy Schools Award 2021*

The school has a number of well-established community partnerships including:

- Communicare
- Camillo Early Learning Centre (Out of school care)
- University of Western Australia (School of Social Work)
- Department of Child Protection and Family Support
- Armadale Family Support Network
- Health Services (Speech and Language, Occupational Therapy)
- Community Health Nurse
- City of Armadale
- Parkerville Children & Youth Care
- Camillo Local Policing Team
- Sporting Schools (previously Active After School Sports).
- The Song Room
- The Fathering Project



## After School Clubs

In order to provide greater opportunities for children in Camillo, the school seeks to put on several After School Clubs each term. These ensure children are able to access local curriculum enrichment activities while providing a safe and nurturing space within their community. Our clubs are run by teaching staff from the school.

Clubs include: sporting opportunities such as footy, netball and soccer, gardening, Lego/Minecraft, art, Girl's Group, Boy's Group, cooking and technology.



*Families and children celebrate the end of the 2021 school year with a lantern parade on the oval.*



*The parent and community races are always a popular part of our annual School Sports Carnival.*



## School Planning

*Westfield Park has highly skilled teachers and education assistants who provide exemplary teaching and learning support to children.*

The school completed its first Business Plan since becoming an Independent Public School in 2015. The School Board has regularly reviewed the Business Plan and this year, it has been consulting on its new Business Plan which was formally adopted in December.

Our last Business Plan stated that community involvement in education provision brings with it three way benefits: better learning for students, enhancements in self-esteem and confidence and the build-up of social capital. We promised to place children, staff and the community



at the centre of our Key Focus Areas to raise student achievement and enjoyment of learning, culture and the arts.

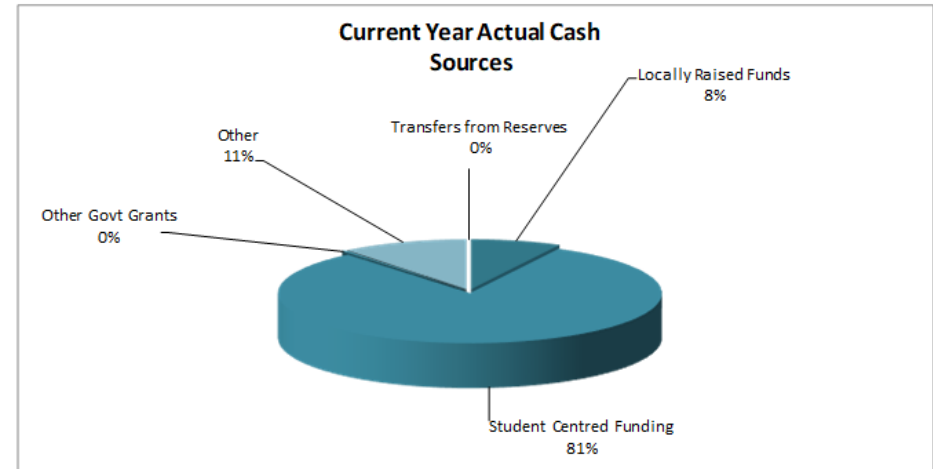
Our hard-working and dedicated staff have clearly delivered on this promise as was verified in the independent review by the Department of Education Services in 2017. The placement of the Child and Parent Centre - Westfield Park in semester two 2019 is an exciting opportunity for the school to build on the strengths, commitment and capacity active in our community.

We will maintain our focus on a culture of high performance and high care seeking to offer strong, innovative learning programs that enhance intellectual discovery, artistic endeavour and social conscience. The school is now well positioned to begin looking outwards as it continues to shape an environment that is responsive to creating opportunity and supports individual need.





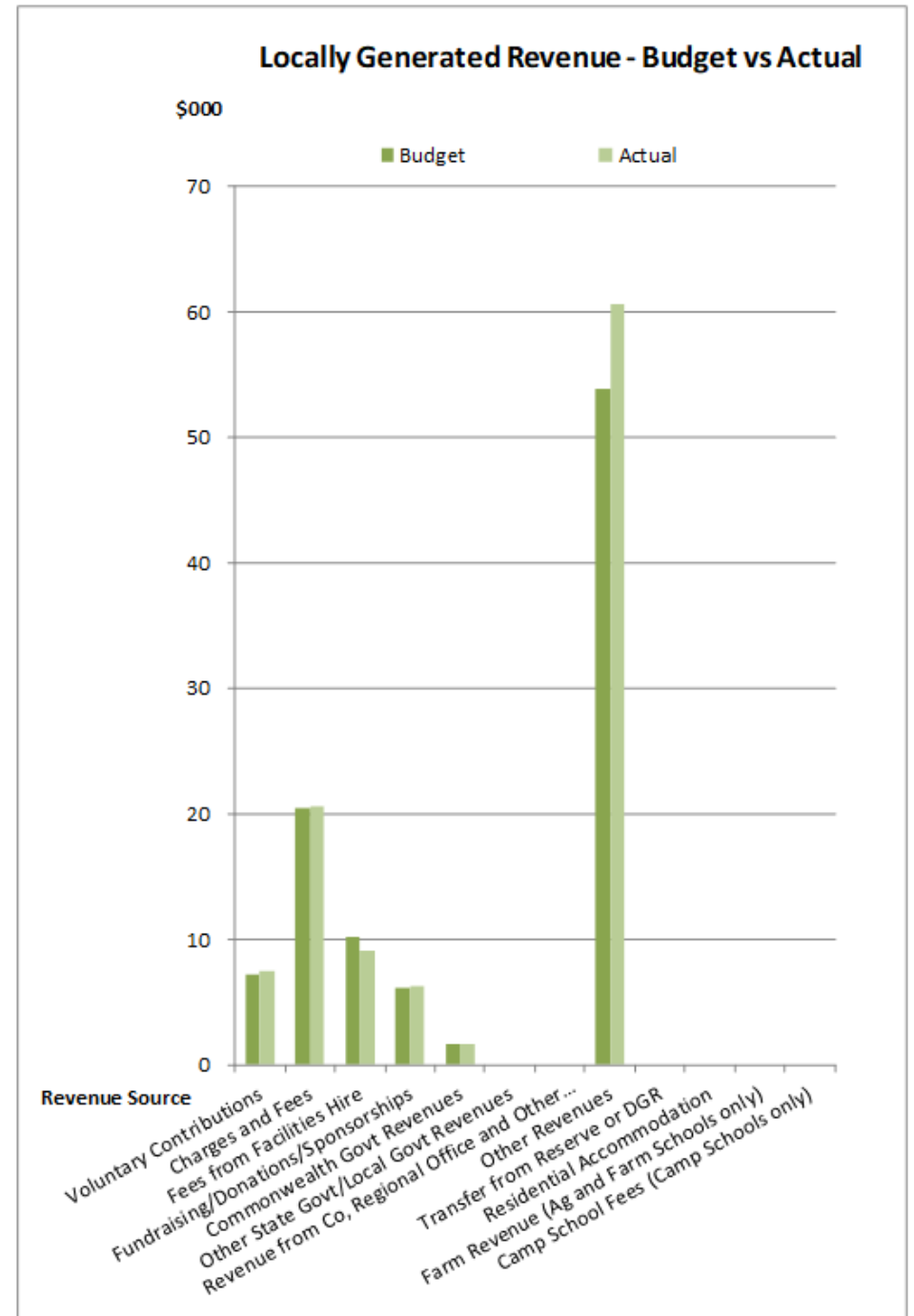
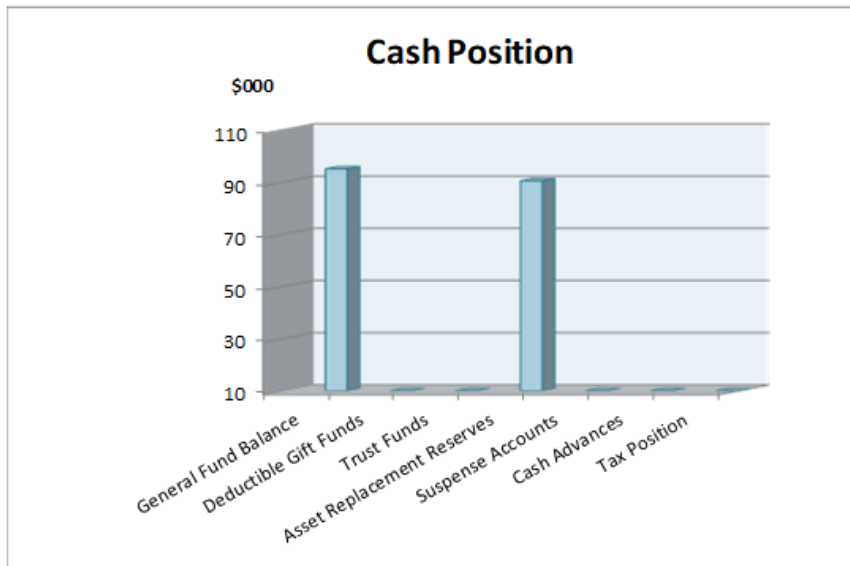
# Finances



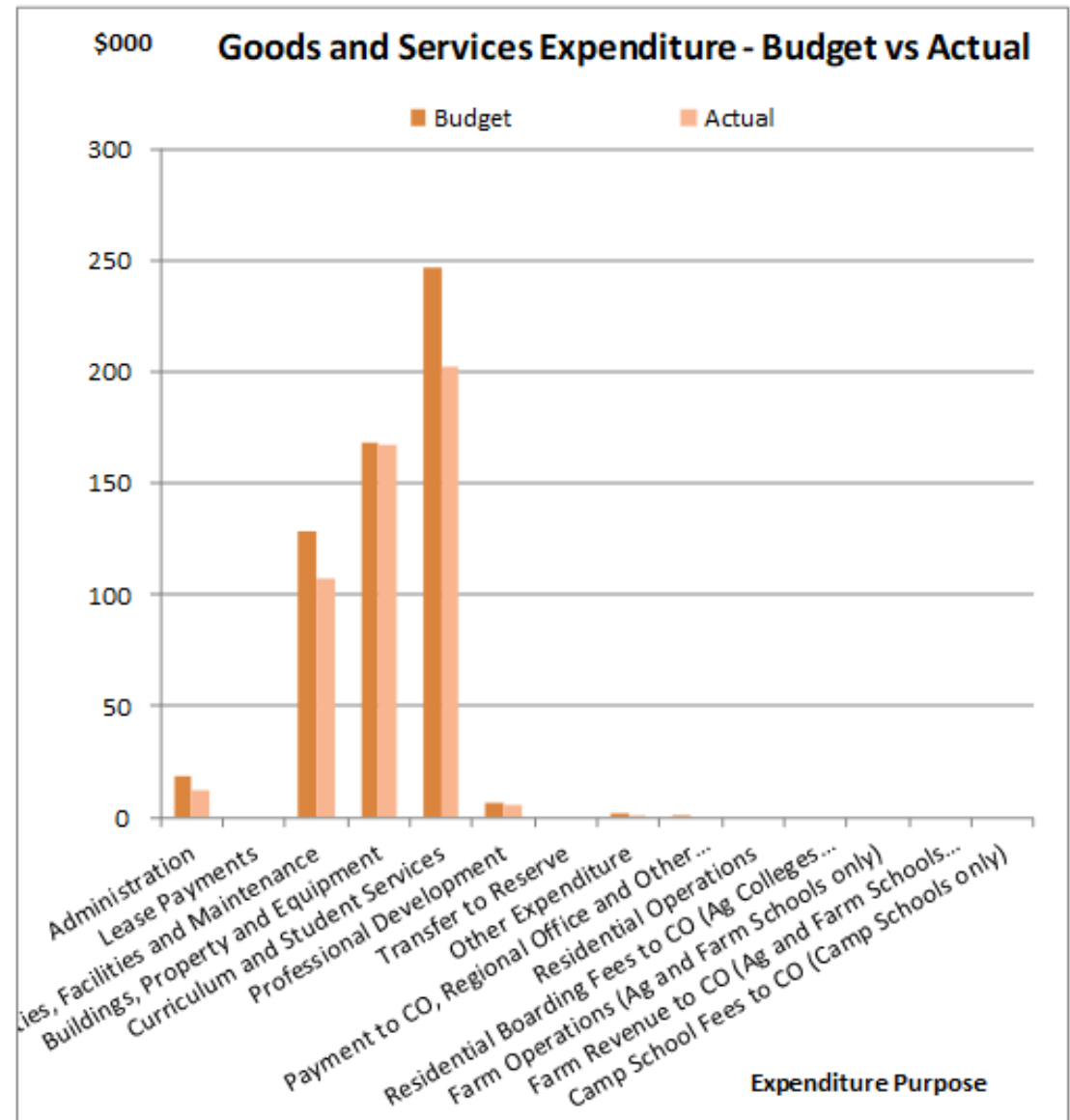
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,244.00	\$ 7,424.00
2	Charges and Fees	\$ 20,414.00	\$ 20,589.08
3	Fees from Facilities Hire	\$ 10,200.00	\$ 9,090.90
4	Fundraising/Donations/Sponsorships	\$ 6,113.45	\$ 6,163.45
5	Commonwealth Govt Revenues	\$ 1,663.83	\$ 1,663.83
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 53,815.20	\$ 60,658.99
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 99,450.48</b>	<b>\$ 105,590.25</b>
	<b>Opening Balance</b>	<b>\$ 24,395.61</b>	<b>\$ 24,395.61</b>
	<b>Student Centred Funding</b>	<b>\$ 459,308.00</b>	<b>\$ 461,007.67</b>
	<b>Total Cash Funds Available</b>	<b>\$ 583,154.09</b>	<b>\$ 590,993.53</b>
	<b>Total Salary Allocation</b>	<b>\$ 3,216,143.00</b>	<b>\$ 3,216,143.00</b>
	<b>Total Funds Available</b>	<b>\$ 3,799,297.09</b>	<b>\$ 3,807,136.53</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,095.00	\$ 11,933.99
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 128,500.00	\$ 107,322.99
4	Buildings, Property and Equipment	\$ 168,000.00	\$ 167,446.83
5	Curriculum and Student Services	\$ 246,424.53	\$ 201,932.55
6	Professional Development	\$ 6,277.00	\$ 5,913.42
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,415.00	\$ 1,295.00
9	Payment to CO, Regional Office and Other Schools	\$ 1,000.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 569,711.53</b>	<b>\$ 495,844.78</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 3,025,606.00</b>	<b>\$ 3,025,606.00</b>
	<b>Total Expenditure</b>	<b>\$ 3,595,317.53</b>	<b>\$ 3,521,450.78</b>
	<b>Cash Budget Variance</b>	<b>\$ 13,442.56</b>	



Cash Position as at:		
Bank Balance	\$	184,845.45
Made up of:		
1 General Fund Balance	\$	95,148.75
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	90,539.00
5 Suspense Accounts	\$	517.70
6 Cash Advances	\$	-
7 Tax Position	\$	(1,360.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>184,845.45</b>



## School Board Endorsement



Larissa Madunic  
Chairperson School Board  
Date: 09.05.2022



Steve Soames  
Principal  
Date: 09.05.2022

## School Board Representatives

Principal:	Steve Soames
Staff:	Paula Churchward
Staff:	Debbie Martin
Parent:	Mo Claybrook
Parent:	Patrice Black
Community:	Larissa Madunic (Chair)
Community:	Ashley Clements
Community:	Mark McQue

## Westfield Park Primary School

*An Independent Public School*

11 Hemingway Drive

Camillo, WA 6111

Tel: 9234 9200

