



# 2019 Annual School Report



## Walpole Primary School

Nature, Culture, Future



The Annual Report outlines the highlights of the year as well as achievements of the students, progress against targets and annual budgets.

Many thanks to the dedicated staff, passionate parents and enthusiastic students who have contributed throughout the school year to make the school a successful one.

## 2019 Annual School Report

Walpole Primary is a small school that epitomises the best that a school can offer. The teachers are very experienced and continually strive to provide a 21<sup>st</sup> century education. The curriculum delivered is broad and deep, allowing the opportunity for students to extend and build on their knowledge. Lessons link to the local community and the wonderful natural environment in which the school is positioned.

The school environment provides an opportunity for students to grow their own vegetables, care for chickens and aquaculture and cook the produce. There are natural areas to play in as well as built structures that enhance movement, cooperation and challenge.

The students engage in community events at every opportunity. They interact with the various business and community groups to expand their knowledge, provide contextual significance and fulfil their obligations to enrich their town.

The School has a ICSEA (Index of Community-Socio-Educational Advantage) of 1012, just above average for the state.

The parents are committed to enhancing the education of their children and support the school in various ways. There is a strong School Board who meet at least once a term to review and endorse policies and the budget. They review the performance and direction of the school. The P&C have fundraised to provide extra experiences for the students, including an excursion to Albany Whaling Station.

Thank you for taking the time to read the Annual Report.

Chris Cook  
Principal





## Message From the School Board Chair

The Independent Public School Board for Walpole Primary this year consisted of returning parent members Shane Kirkwood, and Tracy Hardiman, Health Nurse Vivienne Williams and Board Chair for 2018 Linda Hoskins plus two teachers, Sarah Walker and Principal, Chris Cook. Jess Beckerling (parent) and Lisa Teague-Robertson (teacher) joined the Board.

We, within the realms of our jurisdiction, have discussed, evaluated and updated School Policies including Aboriginal Cultural Framework, School Chaplain, Behavioural Management and other such documents.

In the 2019 school year, we have reviewed financial reports, community perception via online survey questionnaire results, enhanced learning with LOTE and enjoyed many conversations regarding the expansion of our children's overall education using the fantastic teaching methodologies available today.

Since 2010 and within my Board years, I have gained significant knowledge and quality of understanding concerning Education Department practices and love how Walpole Primary School staff not only educate our children but also embrace the small community – big family approach within this context.

It has truly been an honour to participate with Walpole Primary School (WPS), the teachers, our children and the community at large. Sadly 2019 is my final year as both a school Board representative and a Chairperson. I can wholeheartedly recommend seasoned parents with children at WPS becoming members to understand the education department functionality and it's impacts on decision making processes within the school environment. For newer parents, I recommend participating in P&C, school functions, sports days and other events to enjoy the school spirit or establish the foundational knowledge needed to become a board member.

With the departure of a few members (including myself) I encourage parents to join us in 2020 for both P&C and Board. I hope 2020 proves to be as successful for WPS and parents welcome positive and wonderful experiences.

Good luck and remember your school cares for both your children, your community and the bigger picture too.

*"A teacher influences eternity and can never tell where the influence stops"*  
Henry Brooks Adams

Linda Hoskins  
Walpole Primary School Board Chairperson

Independent Public Schools must have a Board to allow parents and the community to be involved in decision-making. Board governance involves reviewing processes and decisions but the implementation and oversight of those decisions is the responsibility of the Principal.

Members are elected for a three year term and review and approve charges and contributions, booklists, dress code, the Business Plan and Delivery and Performance Agreement. They also advise the Principal about the local context.



## URWalpole

The URWalpole theme for 2019 was *Fabulous Fungi*. The students learnt about the habitat, requirements and life cycle of fungi. They found out about moulds and penicillin. They visited farms that grew mushrooms as well as truffles and learnt about the health and financial benefits of mushrooms.

We had a variety of guest speakers. Gary Muir, led the program and with funding from South-West NRM, also took the students out on his WOW Cruise to rehabilitate sand dunes and look for fungi.

Katie Syme shared her knowledge of fungi with the students and excited their interest in searching for different types and recording their findings on Fungimap. Families reported that their weekends were taken up searching for fungi on farms and in the forest.

Tammy Findlay brought in her truffle dog and shared her experiences

growing truffles in Walpole.

Katie Syme and Hillary Mayger taught the students how to closely observe fungi and recreate the colours and patterns in paintings and drawings. The students' art skills increased considerably over the term.

The Year 4/5/6 students went on camp to Bridgetown and learnt about the use of yeast to make cider and beer.

The theme was celebrated by an Art Exhibition at the local gallery, Petrichor. Every student in the school produced a piece of fungi art that was exhibited over the holidays. Over one hundred people turned out for opening night and feedback from visitors at the gallery was very positive. Many took away ideas either for their own art or for their local school.







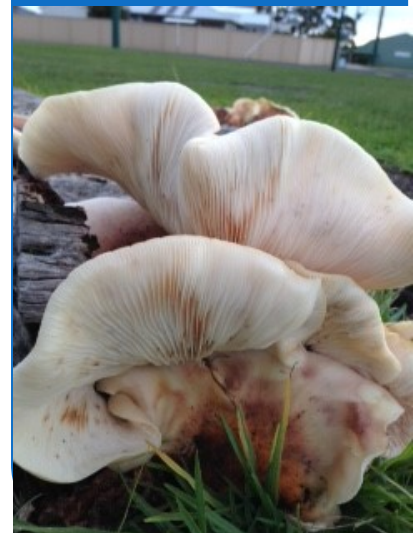
*Community involvement in our  
URWalpole program.*



URWalpole is an annual whole-school cross-curricular program that explores global issues within a local context. Past topics include The Billion Year Journey of the World which had children exploring concepts such as tectonic plates, early life forms and migration.

Teachers build a program that encapsulates a topic, linking the West Australian Curriculum to local issues.

Businesses and community members are invited to participate in the journey and share their knowledge and skills with the students.



## 2019 Highlights

The students have had a busy year and there have been many highlights. Our annual community performances such as Anzac and Remembrance Day were well received by those attending.

While on camp, the students performed at St Brigid's School and Geegeelup Village in Bridgetown. They entertained the other students and retired people with songs and their angklung instruments. The students enjoyed the older residents joining in with the singing.

The students participated in the Town Library's National Simultaneous Storytime, Children's Book Week and Better Beginnings. Ms Viner organised for them to meet an author and illustrator, Kelly Canby,

who tantalised their creativity with story ideas.

Classroom sizes were kept to a minimum with between eleven and sixteen students in each class. Experienced and capable teachers provided engaging and authentic learning opportunities.

The students watched the high school students present their musical and took the opportunity to visit the high school at lunch time. Thanks to the P&C who covered the cost of tickets and the bus to Denmark.

Yirra Yaakin and The Spare Parts Puppet Theatre performed at the school and extended the students' knowledge on the performance arts.

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*Walpole students are given the opportunity to learn from the whole community.*

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To support the national emphasis on STEM (Science, Technology, Engineering and Mathematics), Ms Walker taught this Learning Area across the school in Semester One. To engage parents and community members, she also organised a long table lunch and a few family nights.

Mrs Crossley continued to inspire the students to produce beautiful music. They performed at the town's ANZAC Ceremony and the end of year concert.

All student learnt Indonesian, the K-1 students using an ELLA App and the Year 2-6 students through SIDE (School of Isolated and Distance Education).

Mr Jones continued to create some amazing menus for our Wednesday lunch. This is the opportunity for Year 4/5/6 students to cook produce from the garden. All year levels participated in the garden and kitchen in some way over the year.

The school participated in Faction Cross Country, Swimming and Athletics as well as Interschool Athletics and Winter Carnivals. P-6 students undertook swimming lessons at Peaceful Bay. We also had a football, cricket and basketball clinic run by sporting groups.

2019 saw the introduction of our new uniform and logo. The students wear the bright colours and relevant image with pride.



## Student Achievement

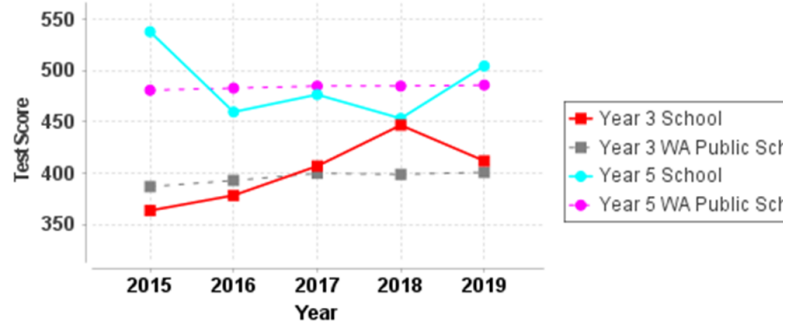
With less than ten students in each cohort, it is difficult to assume trends when looking at system-wide data.

NAPLAN results in all areas were outstanding this year. The Year 5 students were exceptionally strong across all Literacy areas. The Year 3's scored slightly above WA Schools in all areas except Spelling.

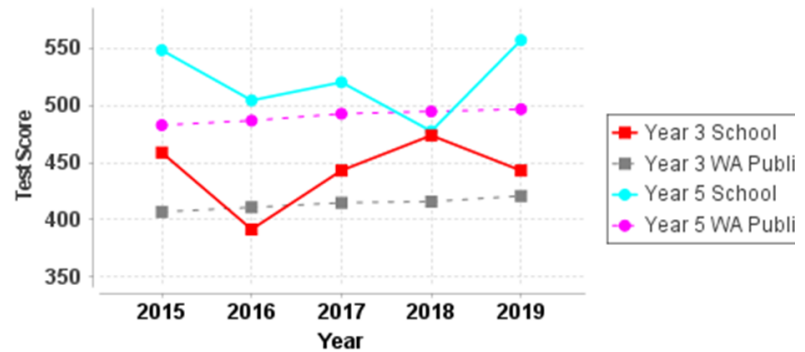
The Preprimary students scored equal or better to the state in Literacy and Numeracy in the On Entry testing in February.

Year 1 to 5 students sat the Reading, Numeracy and Science PAT tests in term 4.

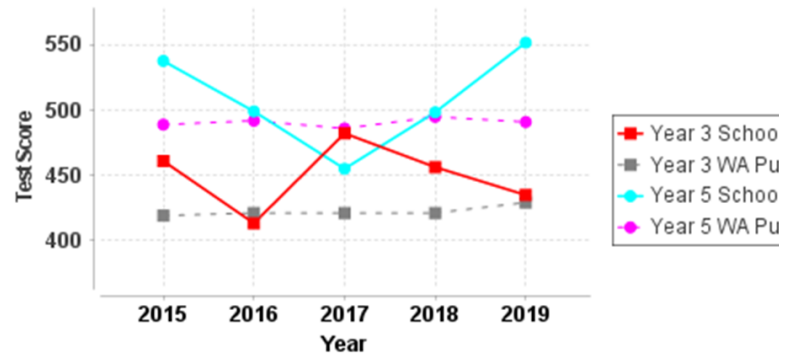
**Average Numeracy Score**



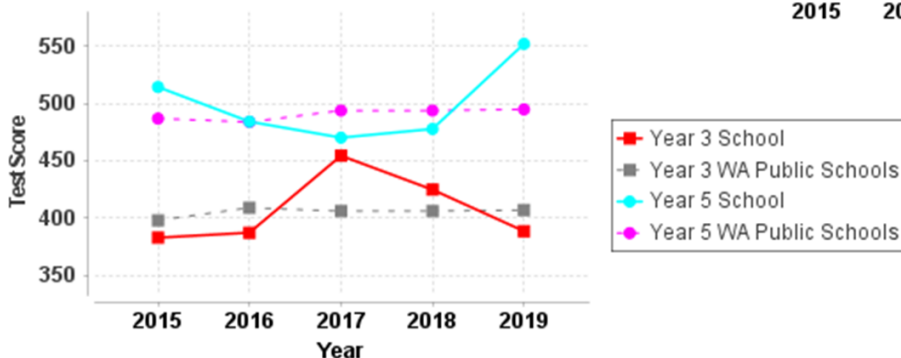
**Average Reading Score**



**Average Grammar & Punctuation Score**



**Average Spelling Score**



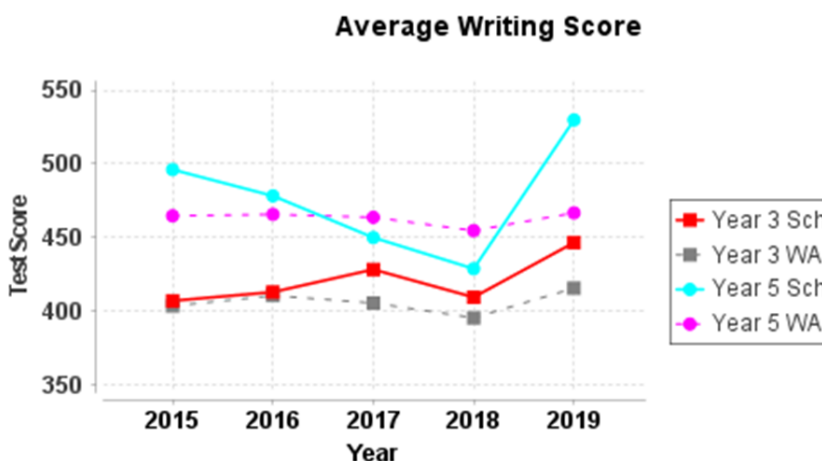
## Strategies Implemented in 2019

With small school numbers, every child at Walpole PS is deemed a priority. Classroom sizes are small with between 11 to 16 students, allowing for individual attention and differentiation across the curriculum.

Whole-school approaches continue to be implemented in Spelling, Writing and Numeracy. Teachers have consistently used Diana Rigg's approach to Spelling for the last four years, which reinforces phonics, spelling patterns and sight words. Expected Sight Words are incorporated into the Daily Warm Ups so that they could be readily retrieved when needed for spelling and reading.

Teachers have implemented Seven Steps to Writing Success for the last three years, to lift the students' interest and capabilities in Writing. This program encouraged students to "tell it as it is", engaging the reader with descriptive and emotive language. We are very pleased with the progress made in this learning area and feel it time to adopt another approach to build on the skill set the students now have. The teachers have started exploring Talk For Writing, which is used by most of the schools in the Denmark and Albany areas.

We have also been using YuMi Maths, a program developed by the Queensland University of Technology, to strengthen student knowledge on the patterns within Math. The RAMR (Reality, Abstract, Math, Reality) model starts with the students understanding of that concept in their world. Then the teacher designs activities that teach the underlying concept such as place value, sharing, etc. Next are the Math activities, and then, the application of that concept in the real world. We are pleased at the impact this is having on student understanding of Math concepts and will continue implementing it across the school.



### Business Plan Targets

The Business Plan outlines the long-term (3 years) plan for school improvement. Targets related to student achievement (academic and non-academic) are set once every three years and reviewed annually. They should be realistic yet challenging and able to be measured. Some comparison to Australian, State or similar schools should be made.

The Business Plan has run for an extra two years as we waited for the School Review and feedback to inform our next lot of planning.



## Targets Set in the Business Plan

Target	Achieved
PP On Entry Test results equal that of the state.	Yes
Year 3 & 5 students NAPLAN results equal the Australian norm.	No. All results were equal to or above the State average except for Year 3 Spelling, which was slightly less.
Yr 5 students make at least 80 points progress in NAPLAN.	No, 50% of the students did not make 80 points progress.
Students make expected progress in Numeracy, Reading and Science PAT testing.	Numeracy 68%, Reading 78% and Science 86% made at least expected growth.
Aboriginal performance is comparable to Non-Aboriginal.	No Aboriginal students sat On-Entry or NAPLAN this year.
Attendance is 1% better than the State average.	No– equal to the state
Attendance for Aboriginal students is the same as Non-Indigenous students.	No– Aboriginal students 90.9% compared to 91.6%
No students will be suspended.	No. Changes to the Education Act expects that violence with school is dealt with through suspension. As a result, there were 3 suspensions.

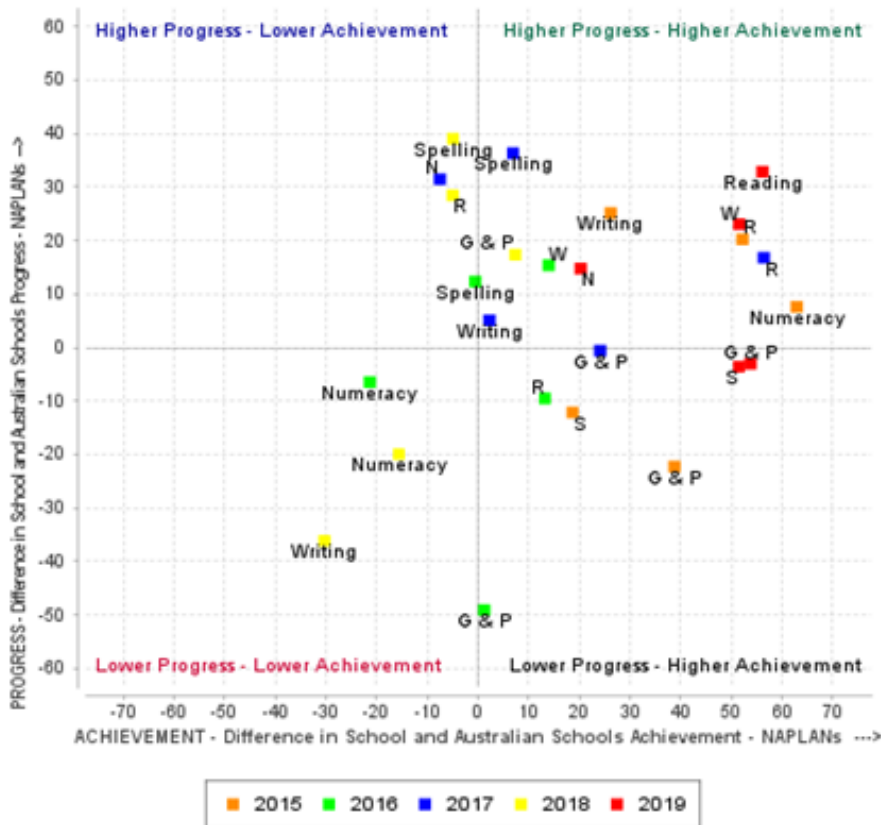
The Targets set are realistic and achievable. Although the some of the targets were met, due to small numbers and variety between cohorts, the targets will remain similar next year. As we will only have one Aboriginal student and an intake of EALD, we will track their performance.



## Yr 3-5 Progress and Achievement

### Student Progress and Achievement Compared with Australian Schools

#### NAPLAN Year 3 to Year 5 Longitudinal



The correlation between progress and achievement demonstrates whether there is high achievement and individual growth. Some students may be achieving highly but not improving over the two year period. Others may have low achievement but be improving at an outstanding rate.

The Year Five students at Walpole PS made excellent progress and achieved well in all areas tested except Grammar. This reflects the diligence of the teachers to meet the needs of every student in the school.

Knowing the student and differentiating the curriculum to meet their needs will continue to be a priority within the school.



## Parent and Student Satisfaction

The National School Survey is sent to families, students and staff each year. It has preset questions and room for extra school-based questions.

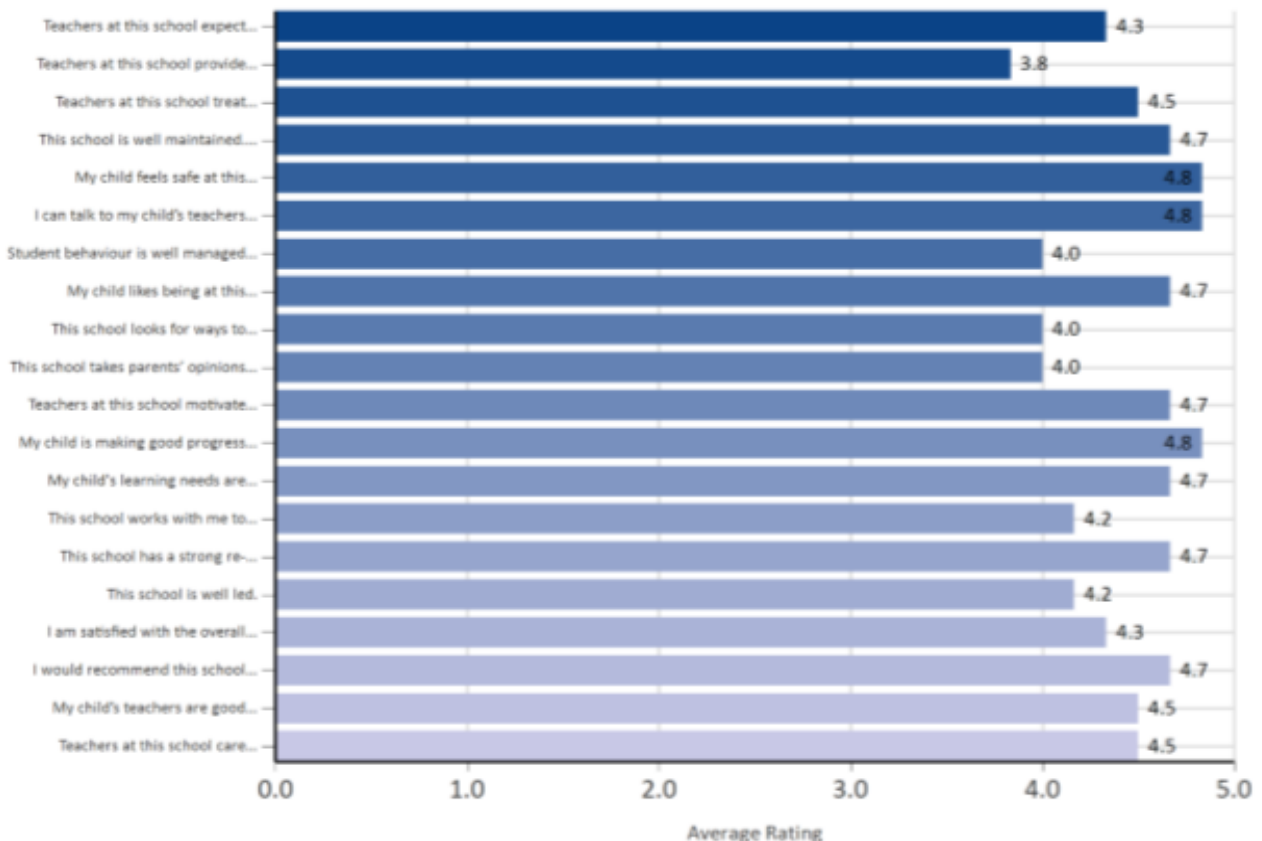
A survey was sent to parents and 30% responded. All of the parents believe that the teachers are effective, they expect the students to do their best and the students learning needs are met. Teachers motivate the students to do their best and the students make good progress because of it. Parents would recommend the school to others.

The Year 5/6 students were also surveyed. They believe the teachers expect them to do their best, motivate them to learn and give feedback so they can improve.

The responses were mostly favourable across all areas. Parents and students also liked the new school uniform and logo and felt the teachers provided a 21st Century education for the students.

80% of staff completed the survey and their responses were positive across all areas.

Parent Responses to the National Survey





## **School Priorities for 2020**

Walpole PS is committed to catering for the individual needs of every student and has endeavoured to keep class sizes small to enable more quality child/teacher time. With reduced numbers, this becomes more difficult but we have been able to keep the three classes for 2020.

The school is continuing to work on the focus areas of Writing and Spelling. Discussions with other Denmark feeder schools resulted in Walpole PS looking at Talk For Writing as the whole school approach. Teachers started investigating the resource during the year and will complete two days professional learning early in 2020.

We will revisit PLD Spelling and audit implementation.

The school will continue using YuMi Deadly Maths although the project has finished.

Warm Ups will be used in Literacy and Numeracy to move required factual information from short-term to long-term memory . This enables quick recall of facts that are used every day, in all sorts of situations, and frees up brain space for problem solving.

Check-in Circles and Restorative Practice will be used to empower the students to manage their behaviour and make good choices.

These strategies will continue to lift the academic and social performance of students at Walpole PS. Combined with a rich pastoral care environment and excellent teaching, the students at Walpole PS will continue to thrive.



Funding is provided to the school to meet industrial and operational obligations on audited February student enrolment census data. Most of a school's one-line budget is spent on salaries.

The school must produce a public, annual financial report as part of the school annual report. This report tells the story of the school's finances including where money and other resources have come from, the current state of the finances and how money is being managed and spent.

The principal oversees the development of financial reports and the board reviews financial arrangements necessary to fund the school objectives, priorities and directions as detailed in the school plan.



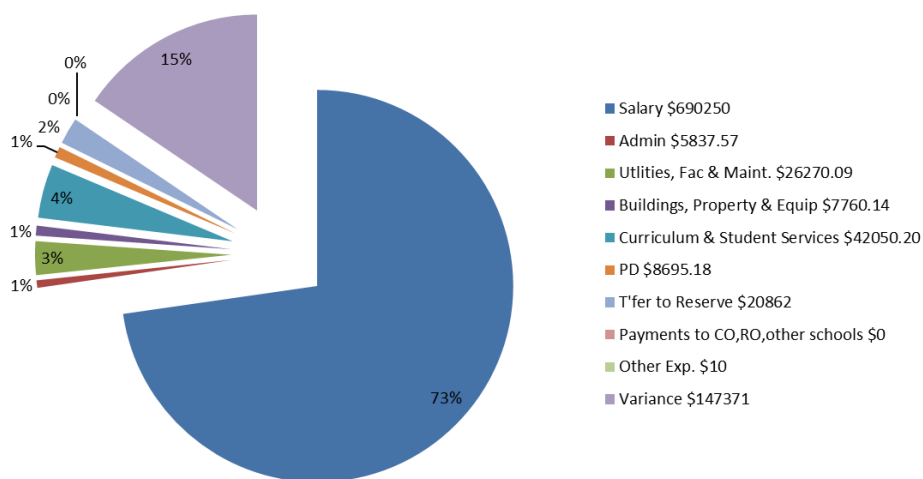
## Financial Summary

The school received \$729,564 budget for the year based on the number of students at census. Money was carried over from 2018, which enabled the three classes to continue. \$690,250 was allocated to staffing and \$111,485 funded other costs such as curriculum, administration and services.

\$5754 was targeted for kindy students to attend 0.5FTE and \$2228 was allocated to cover costs associated with the Copyright Survey.

The school will commit to operating three classes again in 2020. Funding will be closely managed to ensure this will eventuate while still providing rich resources and exciting, educational experiences.

**EOY One Line Budget 2019**

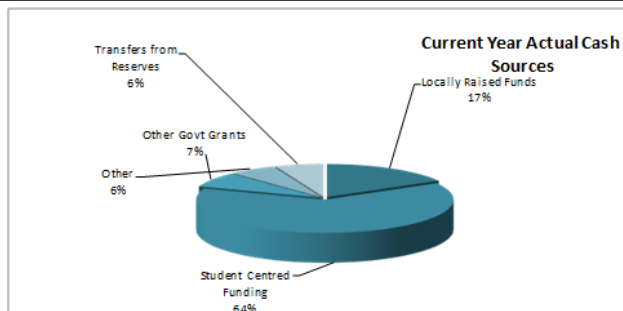


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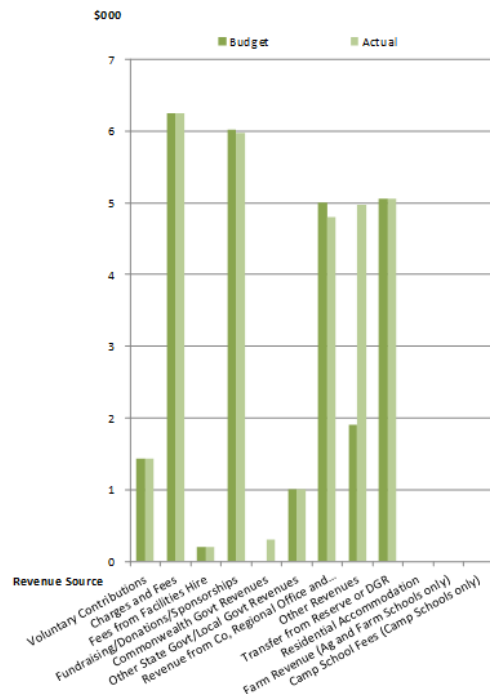
# Walpole Primary School

## Financial Summary as at 31 December 2019

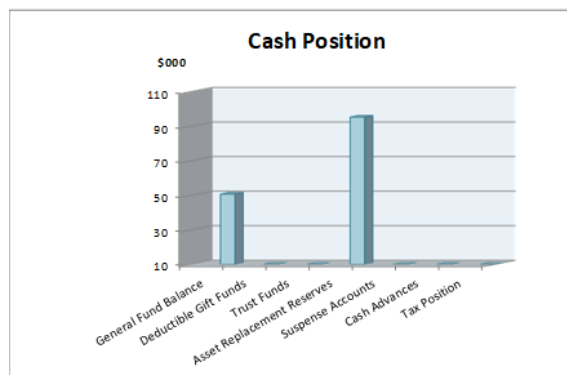
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,440.00	\$ 1,437.00
2	Charges and Fees	\$ 6,245.23	\$ 6,245.74
3	Fees from Facilities Hire	\$ 200.00	\$ 209.10
4	Fundraising/Donations/Sponsorships	\$ 5,023.18	\$ 5,973.18
5	Commonwealth Govt Revenues	\$ -	\$ 300.00
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 5,000.00	\$ 4,800.00
8	Other Revenues	\$ 1,910.00	\$ 4,977.16
9	Transfer from Reserve or DGR	\$ 5,060.00	\$ 5,060.00
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>\$ 26,878.41</b>	<b>\$ 30,002.18</b>
	<b>Opening Balance</b>	<b>\$ 79,341.00</b>	<b>\$ 79,340.68</b>
	<b>Student Centred Funding</b>	<b>\$ 52,742.00</b>	<b>\$ 52,784.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 158,961.41</b>	<b>\$ 162,126.86</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 158,961.41</b>	<b>\$ 162,126.86</b>



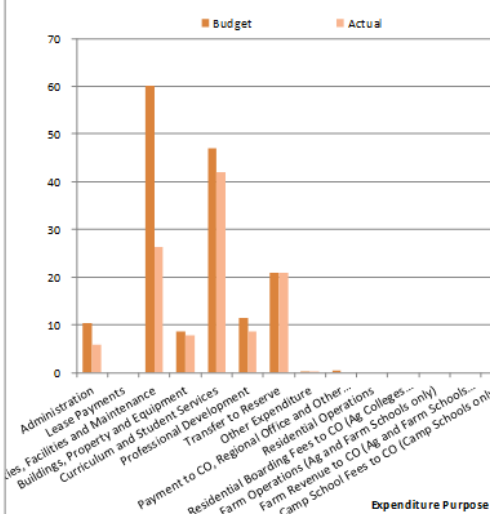
**Locally Generated Revenue - Budget vs Actual**



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 10,298.00	\$ 5,835.82
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 59,995.00	\$ 26,270.09
4	Buildings, Property and Equipment	\$ 8,560.00	\$ 7,760.14
5	Curriculum and Student Services	\$ 46,955.91	\$ 42,050.20
6	Professional Development	\$ 11,394.00	\$ 8,695.18
7	Transfer to Reserve	\$ 20,862.00	\$ 20,862.00
8	Other Expenditure	\$ 10.00	\$ 11.46
9	Payment to CO, Regional Office and Other Schools	\$ 500.00	\$ -
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>\$ 158,574.91</b>	<b>\$ 111,484.89</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 158,574.91</b>	<b>\$ 111,484.89</b>
	<b>Cash Budget Variance</b>	<b>\$ 386.50</b>	



**Goods and Services Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
Bank Balance	\$ 145,229.82
Made up of:	\$ -
1 General Fund Balance	\$ 50,641.97
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 95,271.34
5 Suspense Accounts	\$ 6.51
6 Cash Advances	\$ -
7 Tax Position	\$ 690.00
<b>Total Bank Balance</b>	<b>\$ 145,229.82</b>

Nature, Culture, Future