



2020 Annual School Report



Walpole Primary School

Nature, Culture, Future



2020 Annual School Report

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.



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 21st 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 1039, 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, such as a Scitech visit and are working towards the nature playground in the early childhood playground.

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

Chris Cook
Principal

Message From the School Board Chair

The role of school Board members is to promote Walpole Primary School within our town and the wider community and make decisions for the benefit of the school. Which is an easy job because our school has a lot to offer.

We are an eclectic mix with differing views and varied life experiences. This makes our community an interesting place to live. We have a wealth of knowledge- both local and international, that feeds into the culture of our town. We may be a small community but our students and parents come from all over the world. Our parents are active participants in their child's education and their input on the Board is invaluable.

Parent representatives bring with them their own experiences as well as expressing the views of the wider school community during meetings. Parents of other families may seek them out to ask questions, clarify understandings or make suggestions about improvements the school could make.

The Principal and teachers bring educational expertise and an understanding of putting ideas into actions, via timetabling and policies. Our group of dedicated educators see each child as a unique individual. Teachers cater for each child's needs both academically and socially and our small class sizes means that each child is well known by all staff. I think the culture of shared responsibility, for helping each child achieve their full potential, is what makes Walpole Primary Stand out!

Our Community Representatives bring expertise to the Board – their knowledge of the community and their expectations. They may not have children at the school but they are the eyes and ears of the town, listening to comments made about the school, clarifying understandings and promoting the positive things happening behind the school fence.

Well 2020 has certainly been an unusual year with the Board reviewing the impacts that COVID has had to the school year. Throughout the COVID pandemic the School Community has responded positively to directions of the school, Education Department and Health Department. policy The Board has also reflected on the school survey, attendance, fees and charges, booklists, a new excursion policy , rights and responsibilities of teachers , students and parents and the direction of the school.

Our Board contributed content to the School Review. Board Members came in to talk to the Review Panel who gave positive feedback about the commitment of the Board to helping the school achieve great outcomes.

Lisa Teague-Robertson

2020 Board Chair

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.



2020 Highlights

COVID restrictions impacted on many programs and opportunity for interaction in 2020. The students still had a busy and productive year with many highlights. Our annual community performances such as Remembrance Day and the End of Year Concert were well received by those attending.

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, Josh Langley, who stimulated many story ideas.

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.

ABC Great Southern radio broadcast from the school and shared some local events with the wider community.

The students participated in a Buddhist Welcoming Ceremony and were impressed with the rituals involved.

Luda Korczynskyj created some wall tiles with the senior class. These will be mounted on the gazebo.

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





Myrna Belgrove taught the senior class how to provide first aid to a snake bite victim. They used the stretchy bandages to get the correct firmness.

The local policeman, John Bridges, spoke to the students about safety and the role of the police in keeping community members safe. The students enjoyed exploring the police car.

The P&C paid for Scitech to present their space dome, which delighted everyone. The students also gained an interest in looking at the night sky.

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

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

The school participated in Faction Athletics as well as the Winter Carnival. P-6 students undertook swimming lessons at Peaceful Bay.

The Year 4-6 students held a Conservation Conference at the Wilderness Hub. They displayed their research on endangered species and raised money for World Wide Fund.

The last week of school everyone had a ball completing the Festival of Fun. Students played geocache, made costumes out of newspaper and got wet and colourful.

Student Achievement

NAPLAN (National Assessment Program– Literacy and Numeracy) was not conducted in 2020, so we have no results this year.

The students did complete PAT (Progressive Achievement Test) testing in Reading, Numeracy and Science. The Year 6 students achieved excellent results in Reading, Writing and Science. The Year 4 and 5 students achieved expected results with half achieving highly in Science. Maths and Science were a concern for half the Year 3 students while their Reading was average.



Strategies Implemented in 2020

With small school numbers, every child at Walpole PS is deemed a priority. Classroom sizes are small with between 10 to 18 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 started implementing Talk For Writing, which is used by most of the schools in the Denmark and Albany areas. This has led to improvements across all children's work.

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 to 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.



Targets Set in the Business Plan

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.

Target	Achieved
PP On Entry Test results equal that of the state.	Yes
Year 3 & 5 students NAPLAN results equal the Australian norm.	NAPLAN not conducted in 2020.
Yr 5 students make at least 80 points progress in NAPLAN.	NAPLAN not conducted in 2020.
Students make expected progress in Numeracy, Reading and Science PAT testing.	Only a third of students Yr 4-6 made expected progress or above in Reading and Science and half in Numeracy.
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 comparative data with state due to COVID
Attendance for Aboriginal students is the same as Non-Indigenous students.	No comparative data due to COVID
No students will be suspended.	No, four suspensions



The Targets set are realistic and achievable. Although 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 a larger intake of EALD (English as an Additional Language or Dialect), we will track their performance instead.



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.

Parents, staff and students were surveyed using the National School Survey. Extra questions were asked to gather the impact of COVID on the school community.

Responses to all questions to parents and staff were deemed positive to very positive. The strongest responses were for teachers care for students and expect them to do their best, the school is well maintained, students feel safe at this school, the school has a strong relationship with the community and people are satisfied with the school.

Lower scores from students were around talking to teachers about their concerns and the management of behaviour.

Parent Responses to the National Survey

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2 . Please rate the items below.

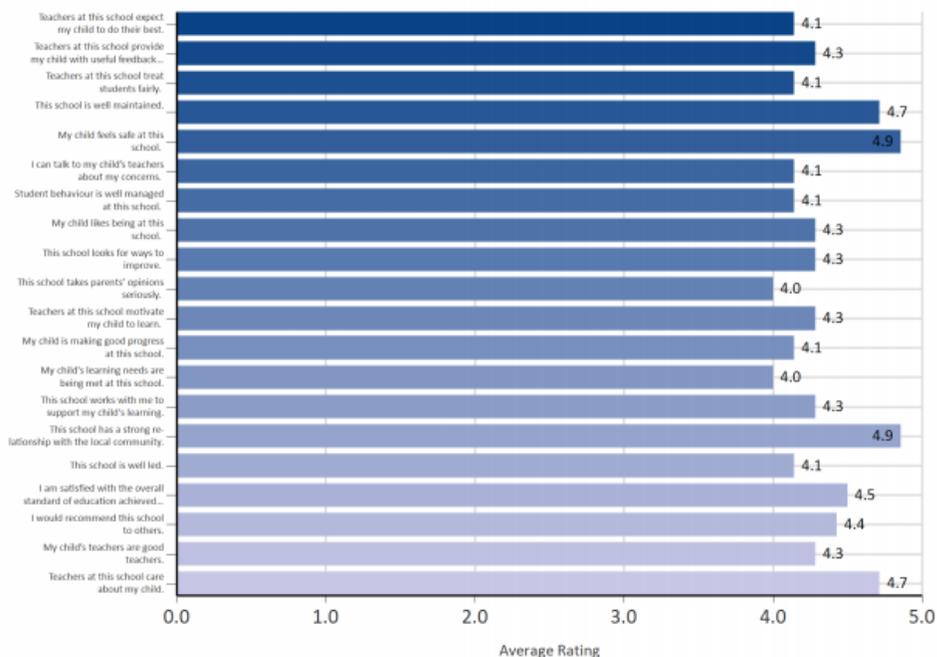
Question overview

Module name	Parent National School Opinion Survey 2018/2019
Module owner	WA Public Schools
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	7
Not answered	0

Rating

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Score





School Priorities for 2021

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 consistent student numbers in the forties, we have been able to keep the three classes for 2021 and increase teacher time.

The school is continuing to work on the focus areas of Writing and Spelling. Teachers completed two days professional learning early in 2020 and implemented Talk For Writing throughout the year. Student achievement improved so the program will be embedded in 2021.

We will revisit PLD Spelling and audit the implementation of this program to ensure a common approach across the school.

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 have been used to empower the students to manage their behaviour and make good choices. We are also looking into Positive Behaviour Support and Zones of Regulation to explicitly teach expected behaviour.

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.

Financial Summary

The school received \$788, 052 budget for the year based on the number of students at census. Money was carried over from 2019, which enabled the three classes to continue. \$680,612 was allocated to staffing and \$144,692 funded other costs such as curriculum, administration and services.

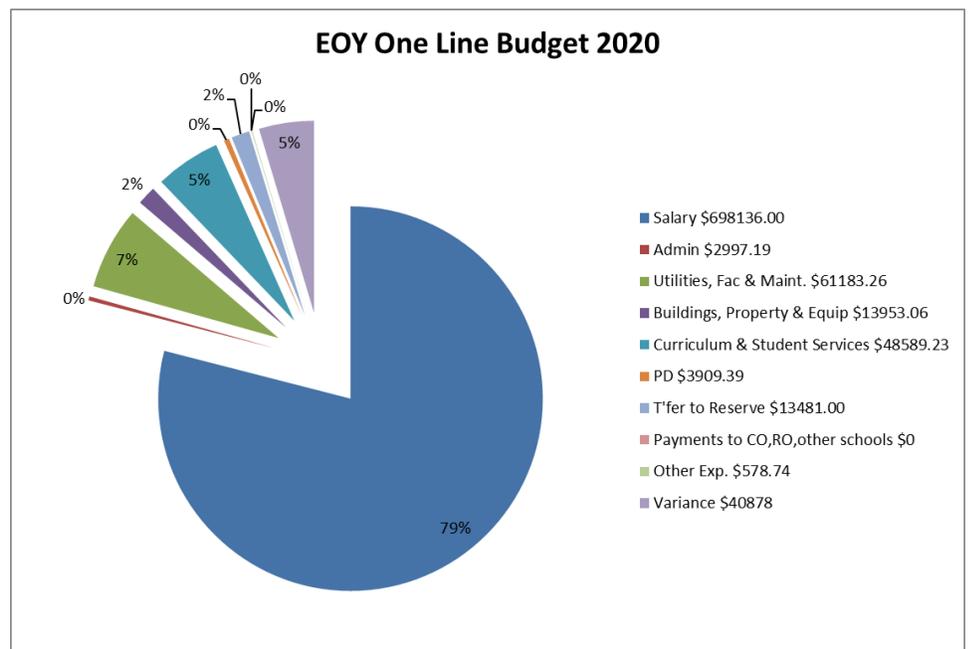
\$7760 was targeted for kindy students to attend 0.5FTE and \$21,769 was allocated to cover costs associated with the School Chaplain.

The school will commit to operating three classes again in 2021. Funding will be closely managed to ensure this will continue while still providing rich resources and exciting, educational experiences.

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.

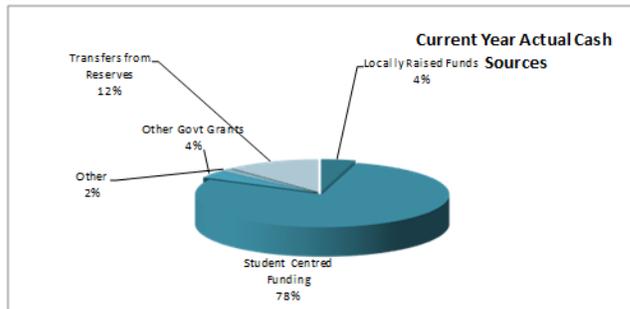
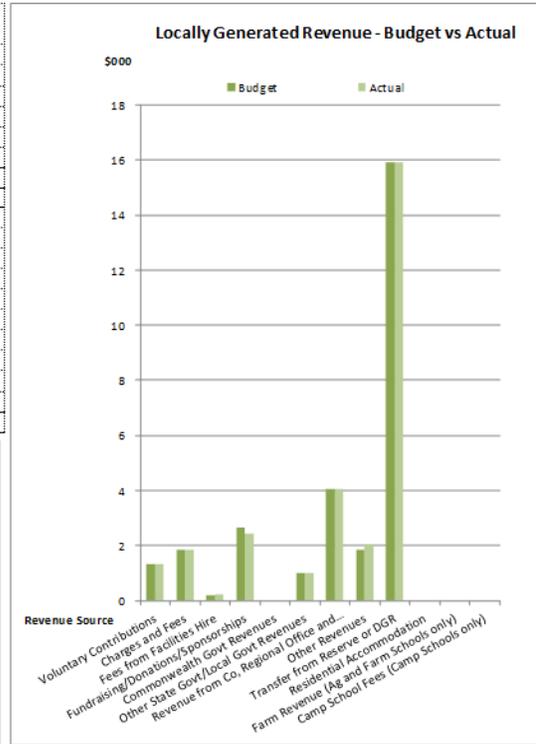
The principal oversees the development of financial reports and the board reviews financial arrangements necessary to fund the school objectives, priorities and directions as detailed in the school plan.



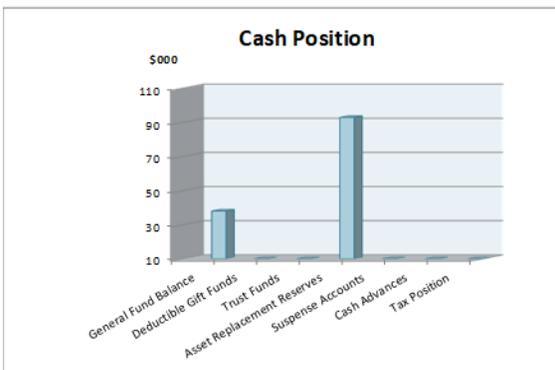
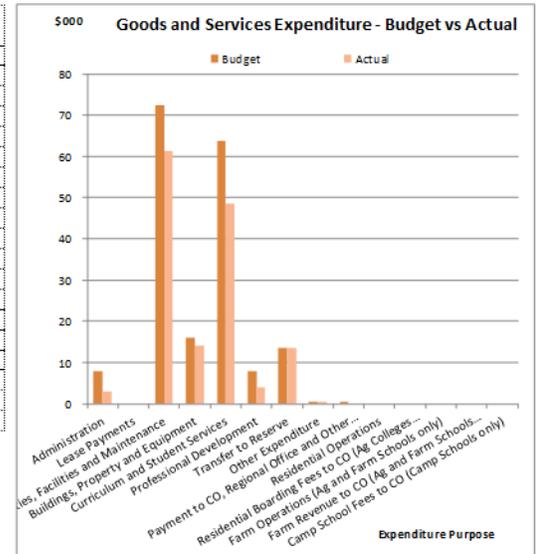
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Walpole Primary School
Financial Summary as at
15 March 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,320.00	\$ 1,320.00
2	Charges and Fees	\$ 1,844.00	\$ 1,844.00
3	Fees from Facilities Hire	\$ 173.00	\$ 236.37
4	Fundraising/Donations/Sponsorships	\$ 2,650.00	\$ 2,422.49
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 4,050.00	\$ 4,050.00
8	Other Revenues	\$ 1,862.91	\$ 2,015.52
9	Transfer from Reserve or DGR	\$ 15,906.00	\$ 15,906.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 28,805.91	\$ 28,794.38
	Opening Balance	\$ 50,642.00	\$ 50,641.97
	Student Centred Funding	\$ 103,205.13	\$ 103,268.55
	Total Cash Funds Available	\$ 182,653.04	\$ 182,704.90
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 182,653.04	\$ 182,704.90



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 7,894.00	\$ 2,997.19
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 72,275.00	\$ 61,183.26
4	Buildings, Property and Equipment	\$ 16,024.91	\$ 13,953.06
5	Curriculum and Student Services	\$ 63,743.63	\$ 48,589.23
6	Professional Development	\$ 7,958.00	\$ 3,909.39
7	Transfer to Reserve	\$ 13,481.00	\$ 13,481.00
8	Other Expenditure	\$ 573.00	\$ 578.74
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 182,449.54	\$ 144,691.87
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 182,449.54	\$ 144,691.87
	Cash Budget Variance	\$ 208.50	



Cash Position as at:	
Bank Balance	\$ 130,398.06
Made up of:	\$ -
1 General Fund Balance	\$ 38,013.03
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 92,846.34
5 Suspense Accounts	\$ 179.69
6 Cash Advances	\$ -
7 Tax Position	\$ (641.00)
Total Bank Balance	\$ 130,398.06



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