School’s Purpose

To contribute to each student’s physical, emotional and academic development and to assist them to foster positive values as participants in an ever changing society.

Our Motto

‘NatURe. CultURe. FutURe’
The School Community

The school community of Walpole Primary School is rich and diverse. There are strong links with agriculture, forestry and tourism. There is a wealth of knowledge in the retired members of the community who volunteer at the school. According to socio-economic classification, in comparison to other school communities in Australia, Walpole is slightly higher than the national average.

Our Vision

Our vision for Walpole PS is that all of our students will be enthusiastic lifelong learners, who continually strive to achieve the knowledge, skills and understandings in safe and supportive learning environments, enabling them to develop their true potential and to be able to contribute to society. We want them to be able to deal confidently with, and to grasp any opportunities and challenges that they will encounter in an ever changing world.

School Board

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<td>Glen Burton</td>
<td>Chairperson</td>
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<td>Matthew Wrigley</td>
<td>Secretary</td>
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<td>Lee Cummuskey</td>
<td>Parent</td>
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<td>Kelly Burton</td>
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<td>Julie Ewing</td>
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<td>Lorelle Flett</td>
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<td>Sherrill Williams</td>
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<td>Sarah Walker</td>
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<td>Chris Cook</td>
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Staff

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<td>Chris Cook</td>
<td>Principal</td>
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<tr>
<td>Lisa Teague-Robertson</td>
<td>Kindy &amp; PE Teacher</td>
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<td>Sherrill Williams</td>
<td>P/1 Teacher</td>
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<td>Kaye Edmonds</td>
<td>P/1 Teacher</td>
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<td>Lorelle Flett</td>
<td>2/3 Teacher</td>
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<td>Jason Tate</td>
<td>4/5 Teacher</td>
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<td>Ashleigh Cooper</td>
<td>4/5 &amp; LOTE Teacher</td>
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<tr>
<td>Sarah Walker</td>
<td>6/7 Teacher</td>
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<tr>
<td>Trish Crossley</td>
<td>Music Teacher</td>
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<tr>
<td>Debra Doust</td>
<td>Registrar</td>
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<tr>
<td>Kim Burton</td>
<td>Education Assistant/School Officer</td>
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<td>Margaret Everett</td>
<td>Education Assistant</td>
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<tr>
<td>Laura Arrowsmith</td>
<td>Education Assistant</td>
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<tr>
<td>Rob Griffiths</td>
<td>Gardener</td>
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<td>Debbie Doust</td>
<td>Cleaner</td>
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<td>Rob Jones</td>
<td>AIEO</td>
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P & C Committee

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<tr>
<td>Sophie Jacoumis</td>
<td>President</td>
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<td>Fiona Brennan</td>
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<td>Tash Viner</td>
<td>Treasurer</td>
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<td>Julie Ewing</td>
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<td>Kelly Burton</td>
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<td>Cheree Kirkwood</td>
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<tr>
<td>Karen Cummuskey</td>
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<td>Tim Gamblin</td>
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Staff attended a variety of professional learning opportunities including Australian Curriculum, Cultural Awareness, Jump Jam and Stephanie Alexander Kitchen Garden program.
Highlights

Enrolments
After expecting to reduce numbers in 2014, it was with surprise we started the year with 95 students. These extra numbers meant that four classes were funded by the department. It also enabled us to employ a LOTE teacher to deliver Italian as a second language.

Independent Public School Status
Walpole PS continued as an Independent Public School in 2014, managing staff, relief and the school budget. This increased flexibility allowed the school to spend extra money on employing a kindy teacher to provide five classrooms with between ten and twenty-four students.

School Board
The School Board remains strong even though we lost a couple of members at the start of the year. We are hoping to be able to add a couple of new participants so that there is a gradual turnover of members. The Board reviewed the Behaviour Management, Community Use of Facilities, Online, Fire Emergency, School Chaplain and Dress Code Policies. They also discussed the NAPLAN and School Survey results and reviewed financial statements.

Parents and Citizens
The P&C were active in the school raising money for the new kitchen and book awards. To raise funds they: raffled tickets, sold tea towels, bulbs and Loom Bands; cooked sausage sizzles at basketball and morning tea and lunch at the Athletics Carnival as well as held a disco. With a donation of $10,000 to the school by the P&C at the end of the year, we’re hoping to have the kitchen finished by the end of term 1.

UR Walpole
The UR Walpole program in 2014 took the students on a Billion Year Journey of the World, according to Walpole. The students explored the supercontinent of Rodinia and learnt about first life, dinosaurs, megafauna and early humans. They learnt about explosions of life, mass extinctions, the great journey of the Aboriginal people from Africa, about explorers and settlers, and what makes up our community here in Walpole. The students applied other skills such as Claymation and rehabilitation. As always, Gary Muir was an inspiration!
Environmental Science/ Sustainability

Other science-based projects included:

- Vegetable garden and orchard
- Breeding chickens
- Producing fertilizer from chickens and worms
- Care of animals - marron, fish, chickens, worms
- Using produce from the garden for Friday/Wednesday lunches
- Reuse, recycle and reduce - nesting box straw in composting bin for garden; old water tank used to make raised garden beds; storm-damaged trees and branches chipped and used as mulch.
- Collating rubbish collected at Circus Beach.
- Rehabilitating the beach and collecting invasive snails with Gary Muir, the Catchment Council and DPaW.

Mr Rob Griffiths worked tirelessly with the students to enable them to learn about the garden.

NAPLAN

In 2014, the students achieved higher than like schools in Reading. This could reflect the implementation of the Australian Curriculum and higher expectations as well as a more focused approach on fluency and reading for understanding. The Year 5 and 7 students also made outstanding gains in their scores in Literacy compared to the test two years previous.

The Australian Curriculum

Teachers at Walpole PS confidently used Phase 1 of the Australian Curriculum to plan, assess and report on student achievement. This included the strands of English, Math, Science and History. Phase 2 and 3 are still being developed and teachers will access professional development in these areas as they become available.

The Musical Arts

The music program continued to be a community favourite. Under the direction of the Music Specialist, Mrs Trish Crossley, the students performed at assemblies, the Tree Top Walk as well as the URWalpole Camp Tour at Balingup PS, Ktrup PS, Kensington PS and Hale College.
Physical Activity
In 2014, the Phys Ed teacher, Mrs Teague-Robertson, emphasized developing skills across a variety of sports, building sportsmanship and aiming for personal best. All classes have had daily morning fitness programmes in place.

Students participated in Interschool and Faction carnivals in athletics and cross country. Walpole won the Interschool Athletics Carnival gaining six of the eight medals.

Students from PP to Yr 7 participated in one week of double swimming lessons at the end of term 4, at Coalmine Beach. The students improved their swimming skills and their water safety knowledge.

Many students participated in the Active After Schools Program. Activities in 2014 included sailing, kayaking, soccer, football, Little Athletics and netball. Many community members volunteered their time to enable this program to happen.

The Student Council organised a successful Fun Run. Parents were amazed at the number of laps completed by students from K to 7. Two kindy students ran 16 laps of the oval, with up to 52 laps completed by a senior student. $1601.45 was raised with half being donated to Street Swags and the other half to develop the playground.

Presentation Night
The end of year concert was well supported by all members of the community and included the presentation of a variety of awards. The performances demonstrated the students’ ability to recall their lines. It was a night of goodbyes to the leaving year 6/7 students and staff.

It was a large group that attended the Year 6/7 Graduation evening held at Walpole Country Club. Each child provided a quick introduction to themselves on film. The Year 5 students ably waited on their older classmates.

School Grounds
The school grounds have continued to be developed by the gardener, Mr Rob Griffiths. The Early Childhood
playground has had some special attention. The grass is growing in the kindy playground, a chicken tractor houses the chicks and a number of raised beds have been built.

**Whole School Lunches**
Friday lunches coordinated by Miss Laura became Wednesday lunches under the direction of Mr Jones. The Year 6/7 students prepare lunch using mainly produce from the garden. We’re all looking forward to the new kitchen next year.

**Student Behaviour**
Since 2013, the school has implemented Friendly Schools Plus, a nationally recognised program that explicitly teaches social skills. It has been taught across all year levels to empower students to promote positive peer relationships and deal with social conflict appropriately. The five focus areas are: self-awareness, self-management, social awareness, relationship skills and social decision-making.

Positive behaviour is encouraged and rewarded in a number of ways, from the simple giving of verbal praise and encouragement, to stamps, class raffles, points and privileges. Book rewards were given to the year 2–7 students, merit certificates were given out at assemblies and parents were phoned with a positive message.

There was also an increased emphasis on the safe and effective use of social media. Parents were made aware, through the newsletter, of the impact of cyber-bullying and how they could support their child to deal with it.

**Student Leadership**
The Year 6/7 students attended a leadership course designed by Outward Bound. They learnt about communication and trust while using the ropes course and participating in a variety of other activities. Elected leadership roles included School Captains, Sport, Fundraising, Environment, Media, Library and Grounds.

**Technology**
Twelve new laptop computers were purchased for the students to use as well as a new curriculum server. Children have used various programs to display their knowledge of the curriculum including Mathletics, Word and Excel. Movie Maker was used to produce the URWalpole ‘Billion Year Journey’ DVD which demonstrated the student learning to the community.
Health Practitioner Support
With support from the Warren District Health Service, the kindergarten and pre-primary students have had access to a nurse, speech pathologist and occupational therapist. With their help, students with difficulties have been identified and programs put in place. We also finally had the Dental Van visit at the end of the year.

The school psychologist visited from Albany at least twice a term to support teachers and test students at risk.

Community Involvement
The Walpole Primary School students were involved in a number of community activities. They:

- Read and made books at the Town Library.
- Listened to visiting Olympians and Tour de Cure
- Raised funds and donated money to Street Swags
- Participated in the Memorial Services for ANZAC Day and Remembrance Day
- Performed at the Tree Top Walk
- Participated in the Agricultural Awareness Day at Denmark Agricultural School
- Collated rubbish collected from Circus Beach for Tangaroa Blue.
- Revegetated a section of beach and collected an invasive species of snail with the Catchment Council
- Designed and created Flower Installations as part of an ANZAC tribute

School Volunteer Program
Lisa Teague-Robertson coordinated the School Volunteer Program where mentors from the community support our children to thrive. They build relationships through a variety of activities including sewing, reading, cooking and drawing with selected students.

Chaplain
Stephen Fisher, the school chaplain, provides spiritual and emotional support to the students and staff. The chaplain visits classrooms and helps the teachers deliver resiliency programs. He also conducted the Drum Beat program where students developed problem-solving and communication skills.

The School Kitchen
Construction, or deconstruction, started in the undercover area to prepare the room for a kitchen. The carpet was lifted and commercial grade lino laid. Two ovens were
purchased and a number of items including a fridge, sinks and microwave were donated by the community, as well as transport to get these items to school. The P&C Committee worked hard on fundraising and were able to hand over a cheque for $10 000 to go towards the kitchen.

School Community Survey

The parents, students and staff were surveyed regarding satisfaction with the school. Although incentives were given for the return of surveys, only seven families completed the survey. High levels of satisfaction were rated for teachers expecting their child to do their best, school maintenance, a strong relationship with the community, being able to talk to teachers and working in partnership to support their child’s learning. One parent did not feel that teachers treat all students fairly or that behaviour is well managed.

Eight staff returned the surveys. They felt strongly that teachers have high expectations of students, teachers treat all students fairly, the school is well maintained, the school looks for ways to improve and staff are well supported. Feedback both to staff and students seemed to be an issue. The staff explored the issue of feedback through Dylan Wiliam professional learning and Outward Bound. We also initiated peer coaching opportunities for staff to observe other teachers and provide an opportunity for feedback.

The students in year 5 to 7 completed the survey. They also felt the school is well maintained, the school looks for ways to improve, teachers have high expectations and teachers motivate students to learn. Some felt that not all students were treated fairly, that they missed opportunities to do interesting things, that students couldn’t talk to their teachers and that their opinions were not taken seriously.

The 6/7 students were given an opportunity to expand on their conceptions in an effort to understand their concerns. This revealed that the boys felt they were targeted and got told off more than the girls, that sport and art made school a more interesting place to be, that behaviour is unmanaged when others are allowed to distract you and the students wanted feedback to get the right answer. The staff reflected on these responses and endeavoured to provide more choice to the student and provide explicit feedback.
Enrolments
Enrolments at Walpole have fluctuated over the years, with 69 in 2006 to 115 in 2011. The 2014 school year began with 95 enrolments and five classes. With the Year 7s moving to high school in 2015, numbers are expected to reduce next year.

Enrolments as of December 2014 totalled 89, with the following breakdown of year levels:

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<tr>
<th>Kindy</th>
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<th>Year 1</th>
<th>Year 2</th>
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Attendance
The 2013 attendance rate was 92% down from 93% in 2013. 66% of the population attended regularly with most absences being authorised. A number of students took long term holidays during the school term. Some had fairly long term illnesses and a couple were difficult to get to school. Students who attended 99%+ of the semester had their names published in the school newsletter. Information regarding the importance of attendance was published on a regular basis in the newsletter.

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<th>Year 1</th>
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<td>2012</td>
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<td>2014</td>
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<td>WA Public schools 2014</td>
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Every day at school is important. Research suggests that high absence rates are linked to lower academic achievement and a lower sense of belonging. Attendance was followed-up with weekly letters sent to parents when reasons had not been given to explain an absence. Children who attended less than 90% or who do not provide a reason for non-attendance were contacted by the principal. A few families still failed to provide written explanations when asked.

Behaviour Management
The behaviour of the students is such that parents should be proud. During excursions, most noticeably on camp, the Walpole students are always commended on their positive behaviour. For the 2014 year, there were no suspensions or exclusions.
English
The Australian Curriculum was being taught and assessed in English in 2014.

The Targets for English for 2014 were for:
1. Year 3 achieve equal to Like Schools.
2. Year 5 and 7 students demonstrate an improvement of 80 mean points across English areas per two years.
3. Yr 7 students to achieve at least Band 5.

Unlike last year, the Year 3 students performed below Like Schools in Reading, Writing and Spelling. They performed comparable to Like Schools in Grammar.

Although their achievement results were not high, the Year 5 students have made outstanding progress in most areas of English from their NAPLAN in Year 3 compared to their NAPLAN in Year 5. In Reading and Spelling, the Year 5 students made, on average, 140 points progress compared to 77 for Like Schools, in Grammar 115 compared to 83. The Target of greater than 80 points was not achieved in Writing where the Year 5s progressed 60 points compared to 52 for Like Schools.

![Progress from Year 3 2012 to Year 5 2014 - Reading](image)

The Year 7 students had mixed results. They made 108 points progress in Writing compared to 42 for Like Schools. The Year 7s did not meet Target in the following areas but performed better than Like Schools: 58 points in Spelling compared to 53 and 74 points in Grammar compared to 58. In Reading, the Year 7s only made 46 points progress compared to 57 points for Like Schools. All but one Year 7 student achieved Band 5, which means they meet the minimum National Literacy Standard.
Targets for 2015 remain the same as the cohorts for next year’s test students are quite different. In small schools, variations can be great between year groups. There were no outstanding differences between genders or Aboriginal and non-Aboriginal students.

Reading

With Reading, the Year 5 and 7 students performed slightly better than Like Schools and the Year 3s, slightly less. This was better than expected, knowing the cohort of students that were tested.

To continue to improve performance, Walpole PS will explicitly teach sight words and phonic patterns as well as implement whole class or group study of texts. The Australian Curriculum has been used for planning and reporting.

Writing

Writing is still an area of concern with Year 3 and 5 students performing below Like Schools. Even high achieving students do not take care with simple punctuation.
The staff are looking at ways to encourage the students to set high goals for their performance and to proofread and edit. There will be more emphasis on expected standards and individual accountability.

**Spelling**

Spelling continues to be a problem for the Year 3 and 5 cohorts while the Year 7s were close to Like Schools. Spelling has been a focus this year with the implementation of Smart Words and Cracking the ABC Code. NAPLAN tests were conducted early in the school year and we feel that there wasn’t enough time for the programs to have had an impact. We will continue with them in the hope that the students are starting to develop a better understanding of spelling conventions.
Grammar and Punctuation

The Year 3 and 7 cohorts performed close to Like Schools, with the Year 5s, below. Grammar will continue to be taught explicitly as it reflects the Language component of the Australian Curriculum.

![Average Grammar & Punctuation Score](chart_url)

Numeracy

Numeracy had been a priority for the last few years at Walpole PS. The Targets were similar to English, being:

1. Year 3 achieve equal to Like Schools.
2. Year 5 and 7 students demonstrate an improvement of 80 mean points across Numeracy areas per two years.
3. Yr 7 students to achieve at least Band 5.

The 2014 NAPLAN results demonstrated that the Year 3 and 5s were performing below Like Schools, while the Year 7s were comparative. Yet the Year 5s made 92 points progress compared to 87 points for Like Schools, and the Year 7s, 76 points compared to 65 for Like Schools. There were no outstanding differences between genders or Aboriginal and non-Aboriginal students.

Teachers have taken on Origo and Mathletics as resources to meet the needs of a range of students while teaching the Australian Curriculum. Teacher support in Math will be...
provided to encourage the use of concrete material and real life problem solving in lessons.

The Early Years

Kindergarten students were screened for oral language development using the Teacher Assessment of Communication instrument. Junior primary staff assessed the Pre-Primary, Year One and Two students using the On Entry screening. There is still concern with early literacy development. Teacher support will be provided next year to strengthen the foundation skills in literacy.

Science and Society and Environment

The West Australian Monitoring Standards in Education testing was not conducted in 2014 so we don’t have comparative results. There is a continued focus on Science and Studies of Society and the Environment through the UR Walpole program. The students continue to be exposed to hands-on investigative activities that build science skills, knowledge and an understanding of our physical, cultural and historical world. The Australian Science and History Curriculum was taught and assessed in 2014.
The school had an operating budget of $196,156.05. Voluntary Contributions from parents were requested for 2014 and $3,330 was received. $98,290 was received in State and Federal Government Grants. The P&C contributed over $10,800 to the school for the kitchen, Mathletics and play equipment.

Walpole PS, as an Independent Public School, also managed their staffing budget which totalled $1,027,699. This allocation included the wages of teachers, education assistants, school office staff, cleaners and the gardener and any relief. Funding was allocated according to student numbers and location.

As there were larger numbers than initially budgeted for, a surplus of $99,000 was rolled over into the 2015 school year. Some of this will be allocated to pay for teacher literacy and numeracy support in the larger classes.
Walpole Primary will continue with the implementation of the Australian Curriculum with particular focus on Literacy, Numeracy and Science. Teachers will access professional development organised by the Albany Network.

Either class combinations will only include two year levels or if larger, teacher support will be provided in the key literacy and numeracy areas. Explicit teaching and variety of lesson presentation should encourage the learning and transference of key concepts.

Teachers will implement strategies including those recommended by Dylan Wiliam and Spencer Kagan to ensure students are accountable for their learning.

Case conferences with the school psychologist and parent/s will be set up early in the school year for students at risk. This consultation will precede the formulation of Individual Education Plans so that intervention is targeted.

To continue to develop well-rounded students, the school will employ specialist teachers in the following areas: Music, Physical Education and Science.