The test of successful education is not the amount of knowledge that a pupil takes away from school, but his appetite to know and his capacity to learn.

*The Future of Education* (Livingstone, 1941, p28)
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.

Staff

- Chris Cook: Principal
- Lisa Teague-Robertson: ECE & PE Teacher
- Sherrill Williams: ECE Teacher
- Lorelle Flett: 2/3 Teacher
- Sarah Walker: 4/5/6 Teacher
- Trish Crossley: Music Teacher
- Daniel Robson: Science & Math Teacher
- Jenny Kendrick: Art Teacher
- Leah Temme: ECE Teacher
- Debra Doust: Registrar
- Kim Burton: Education Assistant
- Margaret Everett: Education Assistant
- Natasha Viner: Library Officer
- Rob Griffiths: Gardener
- Tim Gamblin: Gardener/EA
- Debbie Doust: Cleaner
- Rob Jones: AIEO

Staff attended a variety of professional learning opportunities including: Australian Curriculum; Cultural Awareness; National Quality Standards and Stephanie Alexander Kitchen Garden program.

School Board

- Glen Burton: Chairperson
- Matthew Wrigley: Secretary
- Lee Cummuskey: Parent
- Kelly Burton: Parent
- Julie Ewing: Parent
- Gary Hunter: Parent
- Chris Cook: Principal
- Lorelle Flett: Staff
- Sherrill Williams: Staff
- Sarah Walker: Staff

P & C Committee

- Claudia Simpson: President
- Sophie Jacoumis: V President
- Julie Ewing: Secretary
- Tash Viner: Treasurer
- Fiona Brennan: Parent
- Kelly Burton: Parent
- Cheree Kirkwood: Parent
- Karen Cummuskey: Parent
- Justine Gamblin: Parent
- Kylie Bendotti: Parent

Our Motto – “Nature, Culture, Future”

The school motto drives the Vision and Purpose of the school.

<table>
<thead>
<tr>
<th>Nature</th>
<th>Culture</th>
<th>Future</th>
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<tbody>
<tr>
<td>Worldly view</td>
<td>Personal best</td>
<td>Adaptive</td>
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<tr>
<td>Ethical understanding</td>
<td>Critical thinkers</td>
<td>Lifelong learner</td>
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<tr>
<td>Stewardship of natural environment</td>
<td>Tolerant, accepting &amp; collaborative</td>
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<table>
<thead>
<tr>
<th>Purpose</th>
<th>Culture</th>
<th>Future</th>
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<tr>
<td>Local perspective</td>
<td>Children lead</td>
<td>Learn from past</td>
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<tr>
<td>Differentiated curriculum</td>
<td>Can do/be their best</td>
<td>Technology savvy</td>
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<tr>
<td>Various groupings</td>
<td>Collaboration &amp; independence</td>
<td>Local, national &amp; global</td>
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<tr>
<td>Integrated learning &amp; explicit teaching</td>
<td>Teacher &amp; self-assessment</td>
<td>perspective</td>
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<tr>
<td>Gradual release model</td>
<td></td>
<td>Tolls to think, reflect &amp; act</td>
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Highlights

School Board
The School Board remains strong and we gained a new member at the start of the year. The Board reviewed the Excursion, Health, Bushfire, Chaplain, Complaints and Attendance Policies. They also discussed the NAPLAN results and endorsed financial statements.

Parents and Citizens
The P&C were active in the school raising money for the new playground and book awards. To raise funds they: held and catered for the Business After Hours at the school; catered at the Karate Tournament; organised a Book Fair; raffled tickets and sold bulbs.

URWalpole
The UR Walpole program in 2015 focused on Invaders/ Introduced Species. The K/P/1s took a close look at cats, bees, dung beetles, weeds and water rats. The 2/3s learnt about the sunset frog, cabbage moths, dingoes, bees, arum lillies and quokkas. The 4-6s researched fire, pigs, dieback, snails, grasses, biosecurity, honey possums and banksias. The students visited the Manjimup Agriculture Research Station, Perup Ecology Centre, farms, the Greenbushes Discovery Centre, the meadery and made bee hotels. Mark Bonshore, the District Aboriginal Manager, visited once a fortnight to incorporate Aboriginal perspectives into the program.

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 Wednesday lunches and cooking lessons
- 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 bushland and collecting invasive snails with Gary Muir, the Catchment Council and DPaW.

Mr Rob Griffiths, Mr Tim Gamblin and Miss Margaret Everett continued to educate and collaborate with the students to enable them to learn about the garden.

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 will become available in 2016.

Literacy and Numeracy Support
Mr Daniel Robson was employed as a Numeracy Support Teacher to enable the implementation of math work stations. The process is known as BUILD- B- buddy games, U- using manipulatives, I- independent work, L- learning about numbers and D- doing math. The students rotate through a variety of activities on one concept. Having two teachers in the room allowed one teacher to explicitly teach the concept, whilst the other roamed and checked the understanding of the students.
Mrs Jenny Kendrick was invited in, at the start of the year, to stimulate an interest in literacy. She engaged the students in writing for a particular audience and trying to use appropriate language and conventions to ensure the message was appropriately understood.

The Musical Arts
The music program continued to be a class and community favourite. Under the direction of the Music Specialist, Mrs Trish Crossley, the students performed at assemblies, as well as the URWalpole Camp Tour at Boyup Brook, Greenbushes and Bridgetown PSs and Kearnan College. Six students performed at the Albany Eisteddfod, with excellent results.

Visual Arts
Mrs Jenny Kendrick taught Visual Arts to the K-6 students in terms 3 and 4. She taught a variety of arts techniques and coordinated the year 4-6 student involvement in a Manjmup Shire Sculpture Project.

Physical Activity
In 2015, the Phys Ed teacher, Mrs Teague-Robertson, focused on developing skills across a variety of sports, building sportsmanship and aiming for personal best. New factions were selected - Blue and Green.

Students participated in Interschool and Faction Athletics, Cross Country and the Winter Carnival.

Students from PP to Yr 6 participated in one week of double swimming lessons at the end of term 4, at Peaceful Bay.

Visiting sportsmen and women engaged the students in footy and cricket clinics. They taught them the finer points of ball and bat skills.

Many students participated in after school activities at the Recreation Centre including gymnastics, football, karate and basketball. Active After School programs, normally a great success, were no longer available. Thank you to the many community members who volunteered their time to keep our students happy and healthy.

The Student Council, once again organised a successful Fun Run. A total of $797.60 was raised, with half being donated to Street Swags and the other half to develop the playground.

With the support of funding from Amity Health, Kindergym began in term 2. This enabled the school to make links with the students in the 1-5 year old age group. Mrs Teague-Robertson sang songs and rhymes, read stories and led the children through a variety of gymnastic activities, using language including through, on and up.

End of Year Celebrations
The Year Six Dinner was held, for the first time, in the Undercover Area. The room was decorated by the year 4 and 5 students and looked suitable for a wedding. Flaming Hot catered for the event and the year 5 students and parents did an excellent job waiting on tables.

Even with smaller numbers, the Town Hall was packed with parents, friends, families and community
members, all keen to watch the students perform. The acts were varied and entertaining and culminated in the whole school song.

School Grounds
The school grounds have continued to be developed by the gardener, Mr Rob Griffiths. There are a number of new play activities including low ropes and kitchens. Thanks to Neil and Kelly Burton for donating culverts and sand and to Paul Minchin for donating repurposed materials such as the stoves.

Whole School Lunches
Whole school lunches continued this year under the capable supervision of Mr Rob Jones. The year 4/5/6 students took it in turns to be chef for the day and we were rewarded with some exquisite meals.

Student Behaviour
Generally, the Walpole PS students behave in a manner that is positive, supportive and engaged. Feedback from camps and excursions is outstanding, with many commenting about the excellent behaviour, respect and interest shown by the students.

The development of the grounds to include Nature Play and repurposed materials has created a busy environment where children play, create, plan and problem solve. Different age groups and genders play together. Occasionally there are disputes but generally the teachers’ role is to help the children come up with a solution for future harmony.

Student Leadership
The Year 6 students learnt about tackling their fears, communication and trust, while abseiling from the Tree Top Walk and climbing karri trees. They have applied those skills throughout the year in their roles as school leaders.

Technology
Thirty new iPads were purchased for the students’ to use to encourage a multi-media approach to learning. The staff also attended some professional development on the use of iPads in the classroom.

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.

Amity Health, Albany, provided a visiting Occupational Therapist and Speech Pathologist for screening of the younger students. This was to identify class areas of need and develop a program that could be implemented by the teachers.

Rosemarie Brennan, a speech pathologist based at Mt Lockyer PS, came to talk to staff about activities that promote literacy. She also gave a few recess-time sessions on reading and language.
The school psychologist visited from Albany at least twice a term to support teachers and test students at risk. She also gave a workshop to parents on Cyber Safety, encouraging parental guidance around the use of screens and the internet.

Great Southern St John Ambulance provided training for staff in First Aid. Nearly all staff now have current First Aid training.

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

- Raised funds and donated money to Street Swags
- Participated in the Memorial Services for ANZAC Day
- Revegetated a section of beach and collected an invasive species of snail with the Catchment Council.
- Revegetated a section of bush damaged by feral pigs in conjunction with the Walpole-Nornalup National Parks Association.
- Presented at the Fifteen Minute Wonders of Walpole
- Sang at the Remembrance Day service

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
The school kitchen was finally commissioned in September, 2015. The students and Mr Rob Jones enjoyed using the two ovens and the spacious room. The project was a result of a lot of input from many groups, driven by the P&C. Thank you to last year’s P&C (Sophie, Fiona, Cheree, Julie, Tash, Karen and Linda) who worked hard on many fundraising activities to raise and then donate $10 000 towards the kitchen.

Donations of time or materials were also received from Walpole Op Shop (money), Linda Hoskins (towel rails, stools, air vent and pot holders), Walpole Quality Meats (meat and voucher), Walpole Transport (transport of materials), Fridge and Washer City (fridge), Reece Plumbing (sinks and taps), Target (giftcard), Kmart (sandwich and pie makers), Health Dept (money), Rest Point and Coalmine Beach Caravan Parks (money) and Appleyards (salad dicer).

Thank you to Rob, Debbie and Tim who built the kitchen cupboards and to Jenny, who donated hers, but we went for new instead.

External School Review
As an Independent Public School, we are reviewed once every three years. The External Reviewers visited the school at the end of 2015 and were delighted with the whole school foci of caring for the environment and integrating the gardens into the academic program, reducing bullying, increasing engagement in Mathematics and providing a quality education.

They recommended: implementing a whole school approach to literacy and the use of Individual Education Plans and providing more documentation to clarify the review process.
Overall, in NAPLAN, the Walpole students have performed well compared to Similar Schools and those across Australia, with the exception of Year 3 Spelling and Numeracy.

### Numeracy
With small cohorts, individual groups can make a big difference to NAPLAN results over time. Our Target is to have students achieve equal to, or above, State and National averages. With Preprimary and Year 5 students, data indicates we are close but Year 3 students need to improve. Progress made by the students, between Year 3 and Year 5 testing, is above expected.

To achieve improvement, we implemented BUILD (B- Buddy games, U- Using Manipulatives, I- Independent Work, L- Learning About Numbers and D- Doing Math) across the school in 2015. We also employed a teacher to support small group activities and will continue this program.

### Reading
The Year 3 and 5 students have achieved well in Reading. Early Preprimary results suggest that there is not the top range of students compared to the state. This is to be monitored to ensure the students continue to achieve as well as expected.
Writing and Spelling

Writing and Spelling results, both in NAPLAN and On Entry, are generally below those of the State and are an area of concern. Student progress from Year 3 to 5 in Writing and Spelling is not consistent across the years.

During 2015, the school investigated successful approaches used by other schools. In 2016, teachers will develop an individualised approach to each child’s achievement in Writing, setting targets for the end of the year and benchmarks to plot improvement, using classroom observation and reflection to drive the teaching of Writing improvement. Phonics and Sight Words will be explicitly taught and a common Scope and Sequence set across the school.

Grammar

The students traditionally perform well in Grammar. This will continue to be taught as part of the English language block in an explicit and integrated way.

Enrolments

Enrolments at Walpole PS have fluctuated over the years, with 69 in 2006 to 115 in 2011. The 2015 school year began with 67 enrolments and three classes. Enrolments as of December 2015 totalled 72, with the following breakdown of year levels:
We are expecting even lower numbers next year due to families moving closer to high schools and to employment opportunities.

**Attendance**

The 2015 attendance rate was 90%, down from 92% in 2014. 66% of the population attended regularly with most absences being authorised, compared to 78% for the State. 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindy</th>
<th>PP</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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<tr>
<td>2013</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>11</td>
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<tr>
<td>2014</td>
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<td>2015</td>
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<td>10</td>
<td>10</td>
<td>11</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 did not provide a reason for non-attendance were contacted by the principal. A few families still failed to provide written explanations when asked. Case management plans will be written for students at risk due to non-attendance in 2016.

**Behaviour Management**

For the most, the Walpole PS students act responsibly and cooperatively. Two students demonstrated negative behaviour that has resulted in loss of standing. They were withdrawn from class/ school excursions, according to the Behaviour Management Policy and Procedure endorsed by the School Board.

The Australian Early Development Index (AEDI) snapshot taken of the Preprimary students in 2015 shows 20% to 40% of the students are ‘vulnerable’ in the areas of social competence and emotional maturity. This means they have low self-confidence, may not accept responsibility for their actions and may not show respect for others and their property. The role of the Early Childhood teacher is to encourage self-reflection, empathy and positive choices.

To improve resiliency and social skills across the school, a school chaplain works one day a week and *Friendly Schools Plus*, a whole school approach to social-emotional learning is implemented within the health program.

**The Early Years**

Kindergarten students were screened for early literacy development by the Amity Health Speech Pathologist and Occupational Therapist. Individual reports on each child in Kindy to Year One were provided for teachers to plan an appropriate curriculum. 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.
School Budget

In 2015, the school used an operating budget of $131,544.66 for goods and services. Voluntary Contributions from parents were requested and 60% of families paid.

As with all government schools, Walpole PS received an allocation for staffing. This was $844 739, which was topped up by funds from the previous year. We had wanted to operate with four classrooms but were told at the end of 2014 that we were to receive transitional funding adjustment of minus $99 900. This reduced our budget significantly and the four classes could not be funded. Instead, extra support was provided to the larger classes including Mathematics and Art. In April, when funding for the year was allocated, the adjustment had been modified from the $99 900 to only $66 000. This enabled us to increase the math support to three, instead of two, days.
Walpole Primary will continue with the implementation of the Australian Curriculum with particular focus on developing a whole school approach to writing and spelling. Teachers will share their expertise and knowledge within the school as well as access professional development organised by the Albany Network.

Teachers will work collaboratively to develop analytical and evaluative practices to enhance their teaching. Learning will be personalised for children at risk and there will be a consistent, whole school, approach to Individual Education Plans.

Stronger relationships will be developed and maintained with parents, with regular communication. Technology, such as iPads, will play a part in the sharing of information.

To continue to develop well-rounded students, the school will employ specialist teachers in the following areas: Music, Physical Education and Science. The 'natural' playground will also play a part in developing active play, problem-solving and resiliency.