

WALPOLE PRIMARY SCHOOL

BUSINESS PLAN 2016-18



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)





About Walpole Primary

Walpole is home to one of WA’s first park lands to be gazetted as a Class A Parkland Reserve (1910) and is situated in the heart of the Walpole Wilderness area, which includes both land and marine reserves. As a small rural school in a natural paradise, we provide a rich curriculum that contains project-based learning alongside explicit teaching and learning.

Our community-based programme, UR Walpole, began in 1996, and links students with the natural environment, their cultural heritage and their role in the future of the local area. Through collaboration and cooperation, teachers together with community members select a focus of what to study in relation to the Community’s natural and cultural assets and current and future issues. This is valued by students as it enables them to have a purpose for their learning.

Built in 1953, Walpole PS commenced as an Independent Public School in 2013 enabling the school community to have greater freedom and flexibility to make decisions about curriculum, student support, staff recruitment, financial management, governance and accountability.

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.

As in all government schools, we value

- Pursuit of knowledge and achievement of potential.
- Self acceptance and self respect.
- Respect and concern for others and their rights.
- Social and civic responsibility.
- Environmental responsibility.



Our Motto – “Nature, Culture, Future”

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

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

The school retains a stable workforce of experienced teachers, office staff, education assistants and gardener. We are lucky to have qualified relief staff that are able to step in when required. Staff have access to training to ensure that high quality programs are delivered to meet the varied needs of the students.



Enrolments have fallen since the move of year 7 students to high school. The distance to high school and lack of employment opportunities have resulted in families moving closer to high school and leaving Walpole, even if only for the short term.

Data collected during NAPLAN testing suggests that the students achieve close to National expectations in most areas except Writing and Spelling. Reading is a strong subject across the school. BUILD-Buddies, *Using manipulatives, Independent work, Learning about numbers and Doing Math* is implemented across the school. A support teacher is employed to facilitate small groups with a high level of teacher to student interaction.

Walpole PS students enjoy the outdoors and physical activity. A teacher is employed to develop various sporting skills and behaviours through a Phys Ed program. Walpole PS students have the opportunity to compete in various interschool sport carnivals in the district and often achieve above their level.

A specialist Science teacher ensures the students are actively engaged in learning about the world around them and protecting the environment. The school connects with community and business to research local issues including the damage created by wild pigs.

An outstanding music program is provided by a specialist teacher. The students are provided with piano and voice instruction as well as cultural awareness (Indonesian Angklung). Students have the opportunity to perform in various community events throughout the year including the Albany Eisteddfod.

The school has a strong kitchen-garden program with all students participating in planting, harvesting and cooking. Special features of the school facilities include:

- sustainable gardens and water catchment tanks
- orchard and vegetable gardens
- chook pens
- kitchen
- solar panels
- aquaponics



Students at Walpole PS also have the benefit of a strong relationship with the community. Many community members volunteer in the classroom, acting as a guide, friend and listener, helping to build confidence in those who require it. Parents also support the school and students through being members of the School Board and P&C as well as volunteering during carnivals and special events.



Many of the students attend Walpole PS for all of their education, with the exception of about 10% transiency. Walpole has provided brilliant beginnings for a number of its students. Joel Pedro, for example, is a scientist working in Antarctica.

Our challenge is to provide a quality education while enjoying the benefits of being remote from other towns and industries. We want our students to consider themselves global citizens who have the world as their oyster.

WALPOLE PRIMARY SCHOOL PLANNING DIRECTIONS:

EDUCATIONAL FOCUS 2016-18

In line with The Classrooms First Strategies and Focus 2015 Walpole Primary School will implement the following to enable the students to meet their potential.

Plan	Target	Strategy
Success for all students	On Entry results are equal to the state. Yr 1-2 students make at least 0.5 points progress each year. In NAPLAN, Year 3 and 5 students are at least equal to Australian averages. Year 5 students demonstrate an improvement of at least 80 mean points over the two years.	Use student achievement data such as NAPLAN and On-Entry to plan a personalised approach to each individual's learning, especially for students at risk of falling below NAPLAN National Minimum Standards.
		Develop and implement a whole-school approach to writing, including phonics, writing conventions and spelling.
		Continue using BUILD across the school as a strategy for developing and consolidating Math knowledge.
		Continue to develop the playground to develop active play, problem-solving and resiliency.
	Attendance is 1% better than the State average.	Monitor attendance and have a case management approach for students at risk.
	Attendance for Aboriginal students is the same as Non-Indigenous students.	Continue to develop strong relationships with Aboriginal families.
High quality teaching	Teachers implement Phase 2 of the Australian Curriculum.	Share teachers' expertise and knowledge within the school and across the Albany network.
	Teachers participate in classroom observation and conversations at least once per term.	Teachers develop analytical and evaluative practices to diagnose the impact of their teaching
		Implement classroom observation and coaching conversations to improve classroom practice.
	The Aust. Professional Standards for Teachers are used during performance management.	Staff work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, improve practice and relationships. (NQS 4)
		Link the National Quality Standards and the Australian Professional Standards for Teachers as a guide for Performance Management.
Effective leadership	There is an explicit link between the Business Plan, professional development and performance management.	Expectations of high level quality teaching drive recruitment, professional development, performance management and collaboration.
	Surveys are implemented every two years.	Incorporate the perspectives of the school community in improvement planning.
Strong governance and support	URWalpole program is implemented in term 2 of each year.	Continue strong community Partnerships with: WoW Cruises, Great Southern GP Network, Silver Chain, Bendigo Bank, Shire of Manjimup, DPaW Warren-Blackwood Health, DCP, Walpole Country Club, Walpole Tidy Towns.
	IPads are used from K-6 and parents are involved through Seesaw.	Strengthen information technology to support learning, collaboration and management
		Respectful and supportive relationships with families are developed and maintained. (NQS 6)

DATA ANALYSIS AND SCHOOL TARGETS

Attendance

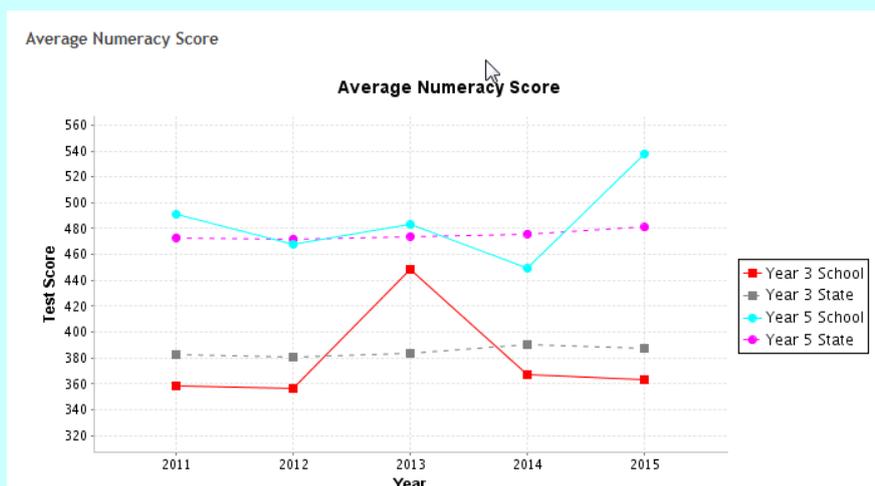
	Total		Non-indigenous	Indigenous
	School	State		
2013	93%	91%		
2014	92%	90.5%	93%	91%
2015	91%	91%	92%	84%



School attendance rates reflect that of the state though our Indigenous students are beginning to be of concern. Targets are to increase attendance to be at least 1% above state. This would be achieved through monitoring attendance and following up weekly with letters where no reasonable explanation has been received, writing case-management plans for those at risk and promoting attendance through the newsletter, P&C and School Board. Parents of students at risk will be contacted each day the student is away.

Academic Performance

Numeracy



DP	Numeracy				
	State Wide		Students		
	%	CF%	No.	%	CF%
0.0	1%	1%	0	0%	0%
0.1	1%	2%	0	0%	
0.2	2%	4%	0	0%	
0.3	3%	7%	1	10%	10%
0.4	3%	10%	0	0%	
0.5	4%	14%	0	0%	
0.6	7%	20%	0	0%	
0.7	6%	26%	0	0%	
0.8	11%	38%	2	20%	30%
0.9	10%	47%	1	10%	40%
1.0	10%	58%	1	10%	50%
1.1	11%	69%	1	10%	60%
1.2	10%	78%	2	20%	80%
1.3	8%	86%	1	10%	90%

NAPLAN and ON Entry Numeracy Results

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.

On Entry Test- Preprimary Students

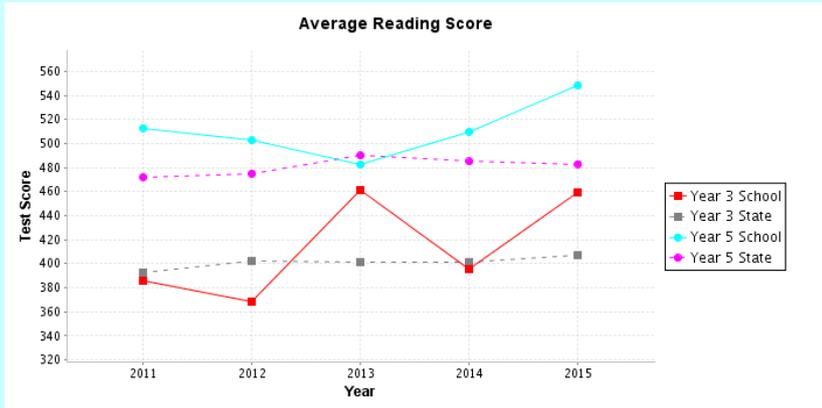
To achieve improvement, we implemented BUILD (B- Buddy games, U- Using Manipulatives, I- Independent Work, L- Learning About Numbers and D- Doing Math) across the school in 2015. We also employed a teacher to support small group activities and will continue this program.



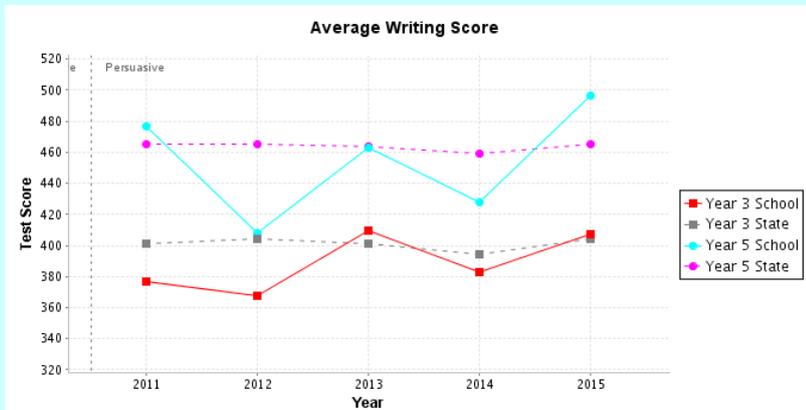
Reading

The Year 3 and 5 students have generally 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.

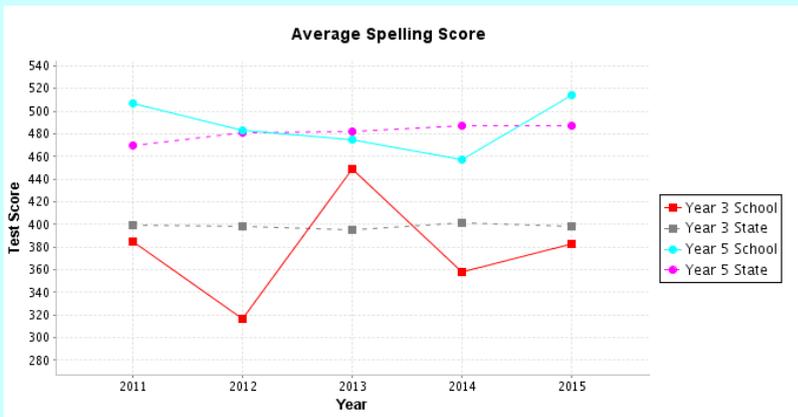
NAPLAN and ON Entry Reading Results



Writing and Spelling



NAPLAN and ON Entry Writing and Spelling Results



Writing and Spelling results, both in NAPLAN and On Entry, are generally below those of the State and are an area of concern. Students progress from Year 3 to 5, in Writing and Spelling, is not consistent across the years. During 2015, the school investigated approaches successfully 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 improvement in the teaching of Writing. Phonics and Sight Words will be explicitly taught and a Scope and Sequence set across the school.

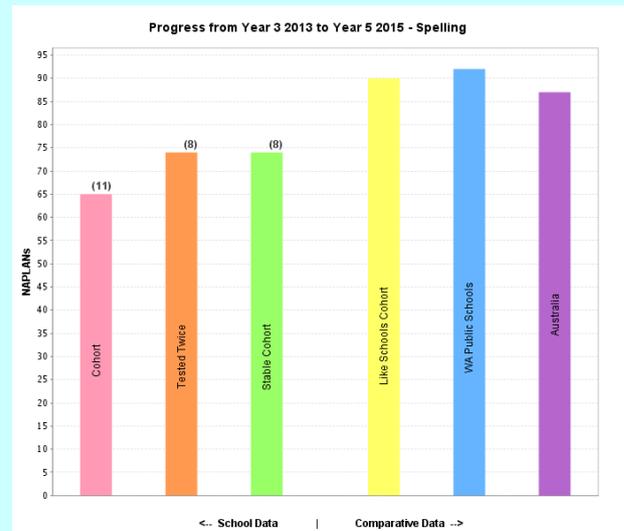
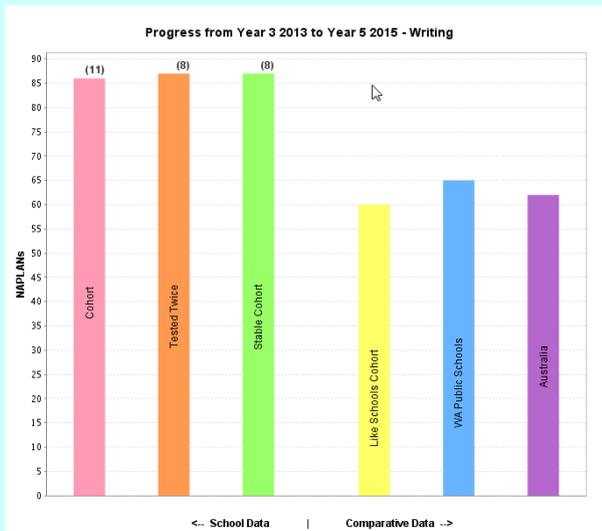
Reading				
State Wide		Students		
%	CF%	No.	%	CF%
11%	11%	1	10%	10%
5%	16%	0	0%	
10%	26%	0	0%	
8%	34%	1	10%	20%
14%	49%	0	0%	
10%	59%	0	0%	
14%	73%	4	40%	60%
8%	81%	3	30%	90%
7%	88%	1	10%	100%
5%	93%	0	0%	
2%	95%	0	0%	
2%	97%	0	0%	
0%		0	0%	
1%	98%	0	0%	

On Entry Test- Preprimary Students

Writing				
State Wide		Students		
%	CF%	No.	%	CF%
2%	2%	0	0%	0%
42%	44%	6	60%	60%
47%	91%	4	40%	100%
0%		0	0%	
4%	96%	0	0%	
0%		0	0%	
0%		0	0%	
4%	99%	0	0%	
0%		0	0%	
0%		0	0%	
0%		0	0%	
0%		0	0%	
0%		0	0%	
0%		0	0%	
1%	100%	0	0%	

On Entry Test- Preprimary Students

Progress in NAPLAN in Writing and Spelling Year 3, 2013 to Year 5, 2015

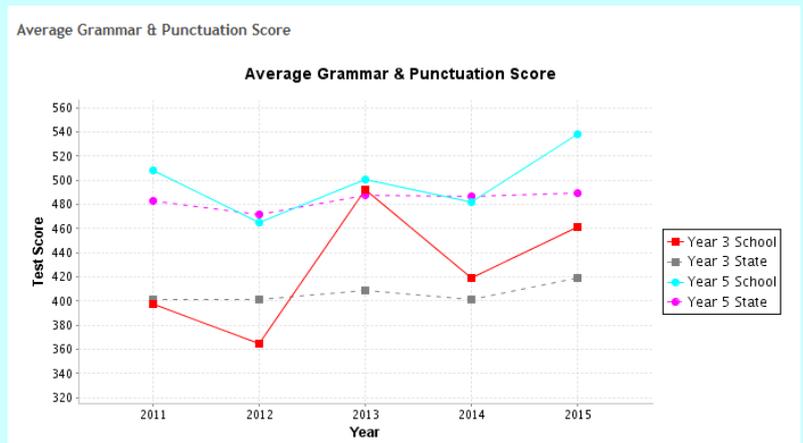


Grammar

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.

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.

At times, there have been incidents of negative behaviour that have resulted in loss of standing or in-school suspension. These are rare and are managed according to the Behaviour Management Policy and Procedure endorsed by the School Board.

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

The Australian Early Development Index (AEDI) snapshot taken of the Preprimary students in 2015 shows 60 to 70% of the students are ‘on track’ in the areas of social competence, emotional maturity and language and cognitive skills. This is an improvement on previous results. The area of physical health and well-being- gross and fine motor skills and physical independence, requires monitoring.

Overall AEDC domain results for your school

Table 2.1 – Overall AEDC domain results for your school.

Domain	Total number of children with valid results	Developmentally on track		Developmentally at risk		Developmentally vulnerable	
		Number of children	Percentage of children (%)	Number of children	Percentage of children (%)	Number of children	Percentage of children (%)
 Physical health and wellbeing	10	0	0.0	8	80.0	2	20.0
 Social competence	10	7	70.0	3	30.0	0	0.0
 Emotional maturity	10	6	60.0	2	20.0	2	20.0
 Language and cognitive skills (school-based)	10	7	70.0	3	30.0	0	0.0
 Communication skills and general knowledge	10	3	30.0	6	60.0	1	10.0

In Table 2.1, percentage values have been rounded.

A comprehensive explanation of the percentiles and cut-offs is given in the fact sheet *Understanding the results* < www.aedc.gov.au/unders > and the information video *Understanding the Data* < www.aedc.gov.au/vi3 >.

❗ Note on results for children with special needs status: results for children with chronic special needs are not included in the results.

❗ Note on results eligibility of all children: for each child measured, in the event that a certain number of AEDC questions have not been answered by teachers, that child's results do not contribute to the domain analysis.

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