

*Believe it, Achieve it,  
Advance the Walkaway Way*

# Annual School Report 2019



# The Year of 'Our Plan'

It is with great pleasure that I present to you Walkaway Primary School's 2019 Annual School Report. This report provides the school community with information about the school's activities and performance throughout the 2019 school year. Our report is very future focussed, identifying further targets for development in 2020 and beyond. Analysis of 2018 and 2019 was further supported by our first school review which took place in October 2019. We received a rating of Effective and feedback demonstrated that changes we had made over the past two years were having a positive effect on student outcomes. Our Public School Review Report can be accessed at our website: <https://www.walkawayps.wa.edu.au/plans-and-reports>

This was a year of consolidating programs introduced in 2018, with a heavy Literacy focus, Sounds Write and Springboards into Comprehension. We also added Seven Steps to Writing as a response to data analysis from 2018 data. The introduction of this range of programs has been possible due to the high professional standard of the staff.

From reflections based on data from 2018, where we investigated our students feeling unsafe in our school, we identified a concern around our students' lack of resilience in learning. Students felt unsafe learning something new, concerned about making mistakes. To address this, we introduced a growth mindset in our school, based on the work of Dr Carol Dweck.



Our school community came together to develop a new school vision 'Believe it, Achieve it, Advance the Walkaway Way' which celebrates the growth mindset, our WALK values and our unique school context and provides us with an overarching goal for all we do at Walkaway.

Within the School Board, we continued to develop our processes, accessing further training for new members. Along with the staff and students, the Board assisted in developing a Walkaway Primary School Code of Conduct which is to be distributed to, and acknowledged by, school families in 2020.

Each year, a school community member is nominated for their contribution to our school. This year, we recognised Miss Lisa Smith for the dedication and commitment she showed, often over and above, in developing our sustainability program. Lisa, with her students, was successful in gaining a plastics recycling bin for the Walkaway Primary School. Lisa's success was recognised in an article written in the Geraldton Guardian.

This year we held our inaugural Father's Day STEM Challenge Day which had huge attendance by our father's, grandfathers and family members. They were challenged to build with the kids various types of cars, from box cars to mouse trap cars. A great day was had by all with requests and ideas coming from our Dad's for 2020.

I continue to be very grateful for having the opportunity to be Principal of this amazing school. I truly appreciate the high level of engagement of our school community and thank everyone for their continued support, shown in our dedicated parents who consistently came in for parent help and to all our families and friends who continue to support school events in high numbers.

Our P&C continue to impress with their high level of professionalism and commitment to improving our school. 2019, saw the school benefit in a number of ways, with large donations allowing the school to purchase kindy shade, ipads, mini and macqlit programs and graphic design for WALK characters.

We continued building a positive learning environment, completing a rejuvenated cubby area, along with two sand play areas which allowed our students to further develop their collaborative and imaginative play.



Kind regards

*Megan Barrett*  
Principal

# Our Plan Targets

2019 began by developing our new School Plan, establishing new targets for the life of the 3 year business plan. In the first year of implementation, the staff reflections were able to celebrate the significant steps taken in the 2019 school year towards the implementation of strategies implemented in the plan. We acknowledge, that although steps were taken towards achieving the goals identified in this plan, implementation of new strategies takes time to have a positive, long term and ongoing effect on data.

Throughout the year we revisited the plan with the mid-year reflection, shared with the Board, showing the staff's ongoing commitment to progressing towards our goals by their implementation of a large number of strategies identified for the 3 year plan.

## 1

# Success for all students and High Quality Teaching

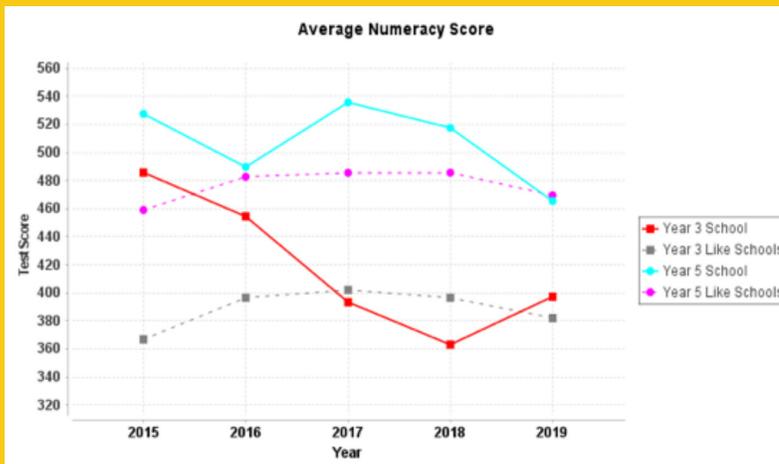
The majority of emphasis in 2019 was consolidating the programs and strategies implemented in 2018, including Sounds Write, Springboards into Comprehension, PM Benchmark testing and Zones of Regulation.

In Term 3, I was also able to share and celebrate with the community that 95% of our students had shown strong improvement in both PM Reading data and Sounds Write data (this data does not include those students who had already tested passed these assessments). While celebrating this progress, always looking to have further positive impact, staff investigated programs to assist students who are not achieving at their required level. It was decided to invest in professional learning and the purchase of Multilit and Minilit.

### 2019 Initiatives

- Develop a growth mindset in the school building resiliency and acceptance of mistakes as a step towards learning
- Focus on progress, as well as achievement
- Access professional learning for the whole staff on Seven Steps to Writing, implementing the strategies across all classrooms
- Build case management process, where staff were involved in collaborative and ongoing analysis of student data, identifying both individual and class teaching goals.

Many of our staff analysis comments relate to proficiency bands, in particular the top two bands. Achievement in these bands indicate a high level of achievement. For Year 3 students, the top two bands are Bands 5 and 6, Year 5 Bands 7 and 8. To achieve the National Minimum Standard, students in Year 3 need to be above Band 2 and Year 5 students in or above Band 4.



### Year 3

100% students above the National Minimum Standard

### Year 5

67% of students showed moderate or higher progress  
84% above National Minimum Standard

Focus: Arrest decline in Year 5

### Year 3

80% students above the National Minimum Standard

### Year 5

75% of students showed moderate or higher progress  
83% above National Minimum Standard

Focus: Arrest decline in Year 3 data



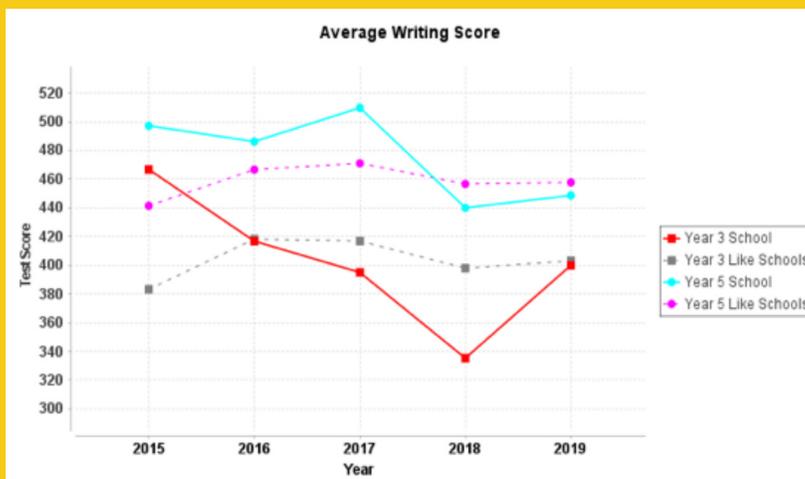
### Year 3

100% above the National Minimum Standard with 30% in the top 2 bands

### Year 5

67% of students showed moderate or higher progress

Focus: to continue upward trend in writing  
42% of Year 5 students at National Minimum Standard



## Value Adding

With our emphasis being on value adding as well as achievement, analysis comments also relate to the progress shown by students. Year 3 progress is difficult to measure from On Entry to NAPLAN due to the significant differences in the testing process.

# Forward Directions

From our analysis of our first year of our new School Plan and data in 2019, we have identified the following strategies or targets for development over the 2020 school year:

- Continue to embed WALT and WILF (with differentiated WILFs) across learning areas, adding Words We Will Use in Maths
- Focus on vocabulary development - professional learning to be sought for staff from which we will develop whole school strategies
- Maths focus - whole school approaches to maths to be developed including problem solving, mental strategies, basic facts
- Source supporting materials, programs or iPad apps to target editing and grammar and punctuation
- Develop integrated programs linking content across learning areas to allow for timetable flexibility

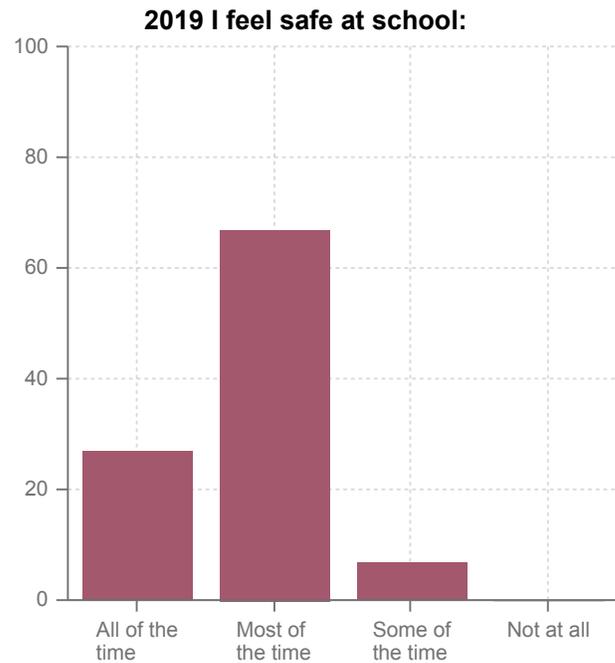
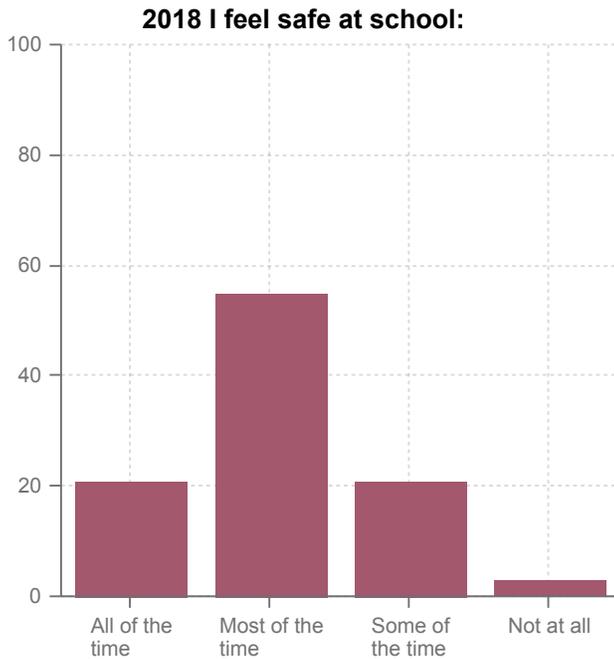
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## Positive Relationships and Effective Governance and Leadership

At Walkaway Primary School we have a collegiate leadership model where we are all accountable for school improvement and the selection of programs/strategies which foster student progress and achievement. We have adopted, and are working to refine, a cyclical process towards reflecting on our School Plan on a regular basis, allowing us to celebrate success and set new directions for development.

In 2019 we:

- Developed a code of conduct which establishes and fosters respectful relationships
- Sought further professional learning opportunities to build understandings of the Aboriginal Cultural Standards Framework
- Sought training for new School Board members
- Reviewed our Performance Management Documents



While we have some progress towards students feeling safe at school, there is still a high percentage of student in analysing further data who feel unsafe learning something new or when making mistakes. Anecdotally, staff have been able to observe students becoming accepting of not knowing something "yet". The difference between these observations and the data could be reflective of increased knowledge and awareness of the students due to the implementation of the Growth Mindset program.

## Moving Forward

Staff have discussed ways to foster the implementation of the strategies they have learnt in both Growth Mindset and Zones of Regulation. Our students have the knowledge of both of these programs' principles- the focus now needs to be on the application of the strategies.

# 2019 New Relationships Initiatives

## Father's Day STEM Challenge Day



## Colour Run



## Parent Survey

In 2019 we decided to do another survey so we could continue to monitor the safe/unsafe data. We selected a survey which focussed on Engaging and Working with the Community. Below is a summary of the data with focus areas for 2020 and beyond:

### Successful outcomes

- 94% of respondents said their child felt safe at the school MOST OF THE TIME
- Across the 5 elements of decision making at the school parents indicated STRONGLY AGREED and AGREED an average of 89% of the time.
- 100% of respondents feel respected and listened to by school staff ALWAYS or MOST OF THE TIME
- In general respondents felt welcomed at school
- Parents commented positively on the individualised learning, small cohort and friendly staff as things they liked about the school

### Future Focus Areas

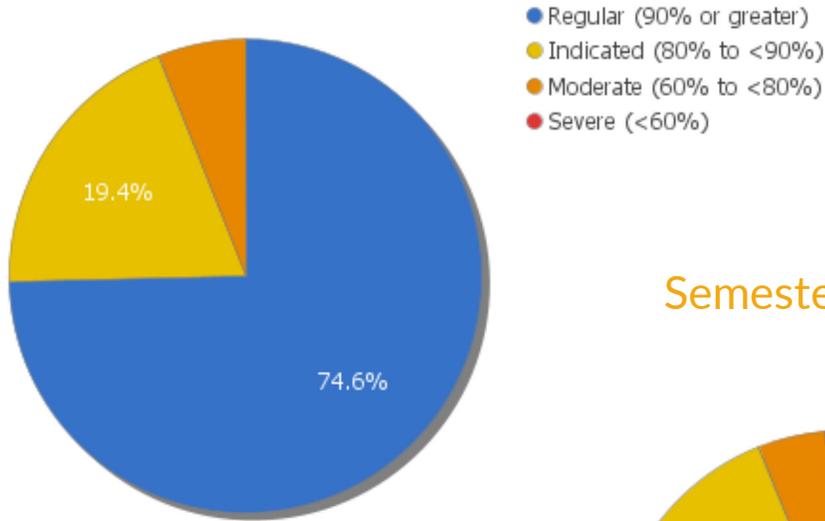
- Parent information sessions to be held on school strategies and programs
- Investigate and ensure consistency of parent communication throughout the year
- Empower parents to seek information and clarification of student levels of achievement
- Maintain focus on bullying
- Educate parents about behaviour management processes

## Open Day Term 3 2019

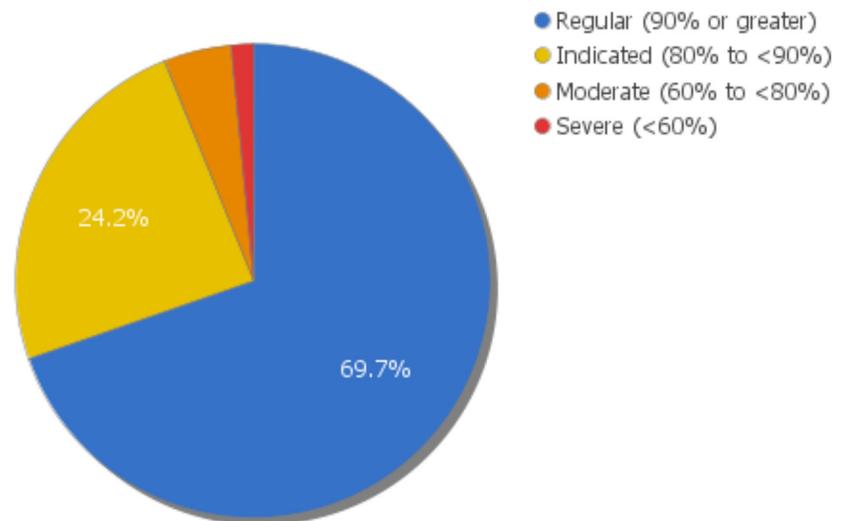


# 2019 Attendance

## Semester 1 2019



## Semester 2 2019



	School	Like Schools	WA Public Schools
2017	91.4%	93.8%	92.7%
2018	94.3%	93%	92.6%
2019	92.4%	91.7%	91.6%

At Walkaway Primary School we continue to maintain strong attendance rates. In 2019 we experienced a decline in regular attendance, mostly attributed to an extremely bad flu season. Our focus in 2020 is to continue to build community understandings of what constitutes 'reasonable leave' and to identify clear attendance strategies to be shared with the community and embedded in practice.

# Student Centred Funding 2019

All funding is calculated at the February Census. The school distributes the funding to either salaries or cash as per the school budget. Most funding is allocated to support our students education by employing the workforce.

Per student funding	\$534 555.07
Student and school characteristics	\$514 848.26
Disability adjustments	\$0.00
Targeted initiatives	\$7 254.00
Operations Response Allocation	\$0.00
Regional Allocation	\$0.00
Sub Total	\$1 056 657.33
Transition adjustment	\$0.00
Total after transition adjustment	\$1 056 657.33
Cash Carry Forward	\$62 936.00
Salary Carry Forward	\$38 912.00
Overall Total	\$1 126 572.00

## Per student funding at Census

Kindergarten	\$28 788.00
Pre-Primary	\$74 016.02
Year 1	\$98 688.02
Year 2	\$57 568.01
Year 3	\$90 464.02
Year 4	\$41 118.00
Year 5	\$82 236.00
Year 6	\$61 677.00
Total	\$534 555.07

## STUDENT AND SCHOOL CHARACTERISTIC FUNDING AT CENSUS

Student Characteristics		
Aboriginality	1.00	\$2004.00
Disability	5.65	\$57 002.96
Social Disadvantage	21.81	\$17 426.72
Sub Total		\$76 426.72
School Characteristics		
Enrolment-linked Base		\$395 650.94
Locality		\$42 763.64
Sub Total		\$438 414.58
Total		\$514 484.26

## TARGETED INITIATIVES DETAIL

National Partnerships on Universal Access to Early Childhood Education	\$5 754.00
Sporting Schools Program	\$1 500.00
Targeted Initiatives Total	\$7 254.00

## 2019 BUDGET EXPENDITURE

Salaries	\$972 672.00
Goods and Services (Cash)	\$153 900.00



[www.walkawayps.wa.edu.au](http://www.walkawayps.wa.edu.au)

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