



WALKAWAY PRIMARY SCHOOL

2018 SCHOOL REPORT



A YEAR OF CHANGE

It is with great pleasure that I present to you Walkaway Primary School's 2018 Annual School Report. This report provides the school community with information about the school's activities and performance throughout the 2018 school year.

In my first year as Principal, following the retirement of Mrs Janice Mutter in 2017, I have had great pleasure in being able to reflect on the many achievements made by our staff, students and school community over the year. In 2018, we were also joined by Ms Suzie Heywood, the classroom teacher for Room 2.

2018 will be remembered as the year we became an Independent Public School. This was made possible through the dedication and commitment of our whole school community which is deeply invested in the success of our school.

As a School Council, moving to a School Board in Term 4, we completed a great deal of work around developing our Terms of Reference, nomination and voting processes and our board composition, with 2018 being the first year we welcomed a community member to our team.

Our staff hold a very high standard of themselves, each other and our students and I would like to take this opportunity to recognise the dedication, commitment, positivity and professionalism they have shown, and continue to show, to ensure they maximise the outcomes for our students. This year we have been able to incorporate consistent collaborative sessions which has allowed us to develop whole school approaches in the areas of Sounds Write, Springboards into Comprehension, Zones of Regulation and our Fun Friday reward program. The collaborative sessions have also allowed for across school moderation using the Brightpath tool, with which we set goals for development in writing and monitored student progress.

Each year a school community member is nominated for their contribution to our school. This year, we had great pleasure in nominating Ms Julieanne Gallagher (Julz), for her positivity and dedication in both of her work roles, gardener and cleaner, and for her consistently going over and above as parent help, P&C Treasurer and sport coach. I would like to thank our students and families for making this a very positive year. I hope you enjoy the photos throughout this report that clearly show the students' high level of engagement and enjoyment of our school. Our families have demonstrated their support of the school through the high level of attendance at all school events, communicating consistently with myself and the staff and through the P&C.

The dedication of our P&C cannot be surpassed. This year, along with their annual fundraising activities, which includes the very impressive Mother's Day Morning Tea event, the P&C made a profit of \$80,000 on their community cropping program. The commitment shown by this group of dedicated parents is amazing and greatly appreciated by our school community.

Megan Barrett
Principal

OUR VISION & PURPOSE

Our vision is to foster an environment where students develop self-worth, independence and cooperation. It is a place where staff and the school community strive to provide the best learning environment for all students' educational needs. The school encourages all parents to actively participate in their children's education and development.

Our purpose is to challenge students so that they can maximise educational opportunities, develop social, physical and creative abilities and skills that promote respect for others and enable them to be responsible and contributing members of society.

BUSINESS PLAN TARGETS

In 2018 we added some new targets and strategies to our strategic plan with the clear expectation we would not be able to achieve these strategic goals within just one year but, in our constant desire to improve student outcomes, they would provide us with clear targets for improvement both over 2018 and for our new School Plan 2019-2021.

STUDENT IMPROVEMENT (Success for All Students) and MAINTAIN A STRONG FOCUS ON EARLY CHILDHOOD

2018 INITIATIVES

- Embedded an explicit teaching focus to lessons, including learning intentions – WALT (We Are Learning To) and success criteria – WILF (What I'm Looking For)
- Reviewed our data collection schedule to assist us in identifying individual student needs and to ensure assessments linked to our teaching and learning programs
- Accessed professional learning for the whole staff in Sounds Write (synthetic phonics approach) and embedded across the school
- Developed a whole school approach to behaviour management, including Fun Friday reward time
- Purchased and employed the PM Benchmark testing program to ascertain each students' instructional level (Year 1-6)
- Purchased and accessed training from Beachlands Primary School for Springboards into Comprehension reading program, implemented in Year 1-6 classrooms
- Guided reading across all year levels
- Magic 100 words – sightword program
- Accessed Brightpath assessments for Narrative and Persuasive Writing to identify teaching foci and individual student areas for development
- Implemented reviewed performance management procedures
- Accessed whole staff training and implemented the Zones of Regulation social emotional program

STAFF ANALYSIS - STUDENT PERFORMANCE

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 in or above Band 2 and Year 5 students in or above Band 4.

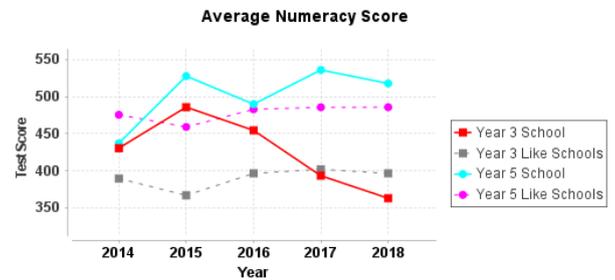
Year 3 - Numeracy

43% of our students are in the top two bands

Year 5 - Numeracy

44% of our students are in the top two bands

Focus – downward trend in Year 3, 57% in the bottom two bands



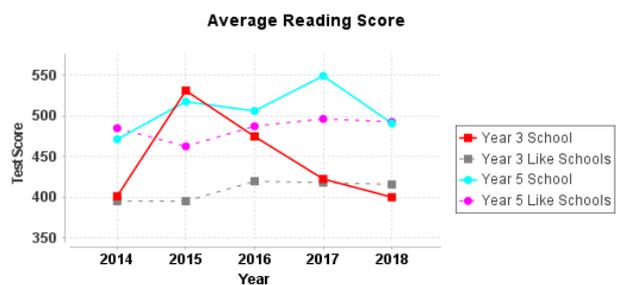
Year 3 - Reading

86% Above National Minimum Standard (state 83%)

Year 5 - Reading

44% of our students are in the top two bands (state 34%)

Focus – downward trend, 44% in the bottom two bands for Year 5



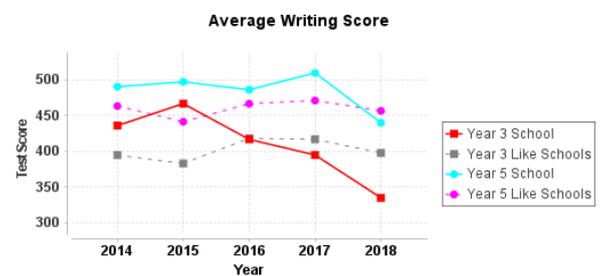
Year 3 - Writing

72% Above National Minimum Standard

Year 5 - Writing

77% Above National Minimum Standard

Focus – both groups below like schools, downward trend, NO students in the top two bands in writing

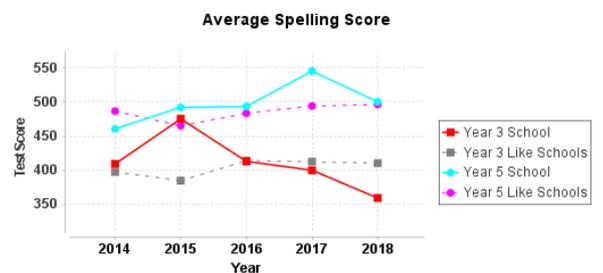


Year 3 - Spelling

71% Above National Minimum Standard

Year 5 - Spelling

89% Above National Minimum Standard
55% At or Above the Australian Mean

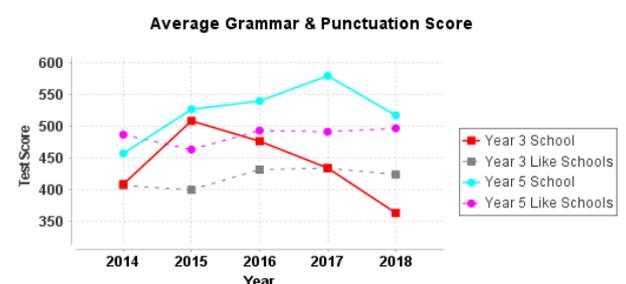


Year 3 - Grammar

86% Above National Minimum Standard

Year 5 - Grammar

89% Above National Minimum Standard
55% At or Above the Australian Mean



VALUE ADDING

At Walkaway Primary School we are focussed on value adding for each of our students. We are committed to identifying each child's starting point and individual needs and progressing them along their learning continuum. NAPLAN progression data allows us to monitor this over time. While there are some pleasing results, it is our aim to have more students achieving High or Very High progress over the life of our new School Plan.

- Year 3 (On Entry to NAPLAN progress)
- Numeracy 33% Moderate or higher progress
- Reading 57% Moderate or higher progress
- Writing – data not available as writing was not assessed in On Entry
- Year 5 (Year 3 to Year 5 NAPLAN progress)
- Numeracy 56% Moderate or higher progress
- Reading 33% Moderate or higher progress
- Writing 56% Moderate or higher progress

MOVING FORWARD

From our analysis of our 2016-2018 Strategic Plan, in developing our new School Plan 2019-2021, we have identified the following strategies or targets for development

- Continue to embed WALT and WILF (differentiated WILFs), adding Words We Will Use
- Access Seven Steps to Writing PL for teaching staff and implement these strategies across the school
- Develop whole school approaches to Numeracy Teaching
- Develop a scope and sequence for Math mental strategies and problem solving strategies embedding a consistent approach to problem solving across the school
- Renew a focus on explicit teaching of Grammar and Punctuation through handwriting, Springboards into Comprehension and as a part of Sounds Write
- Develop a clear plan to meet National Quality Standards across all areas

HIGH QUALITY TEACHING, EFFECTIVE LEADERSHIP AND STRONG GOVERNANCE AND SUPPORT

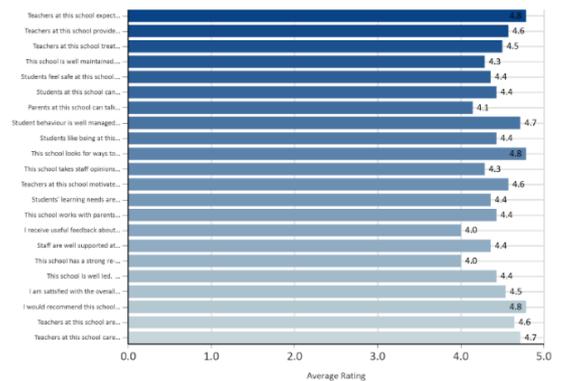
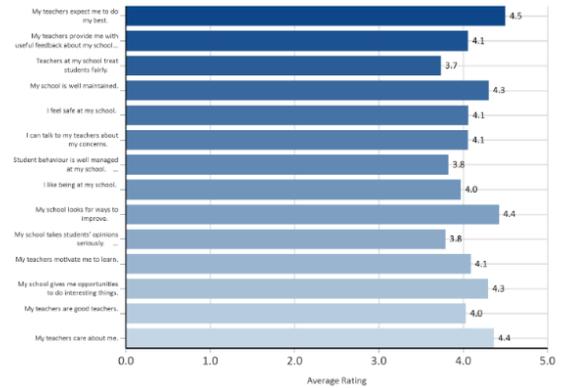
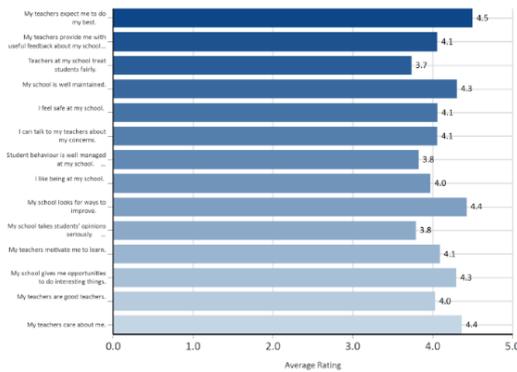
At Walkaway Primary School, our staff are ALL leaders of school improvement. We adopt a self-reflective cycle as a part of our performance management process and in the consistent analysing our school data and school plans.

In 2018, we

- Reviewed and implemented a revised Performance Management Process
- Accessed Professional Learning for staff in key initiatives to address individual goals and to address whole school needs
- Trialed peer observations to build consistencies across the school
- Provided staff with additional collaborative DOTT time

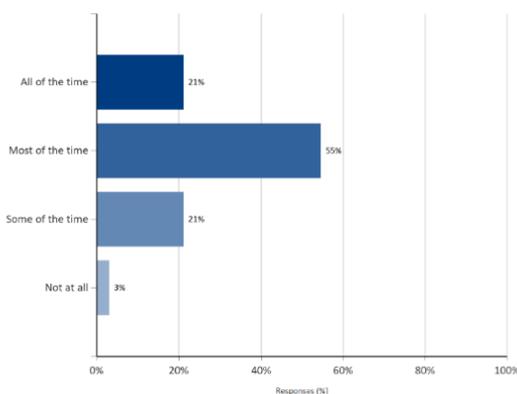
MOVING FORWARD

- Continue to build strong, positive relationships with our families
- Communicate students' results throughout the year
- Update Behaviour Management flowchart and distribute
- Build on performance management processes

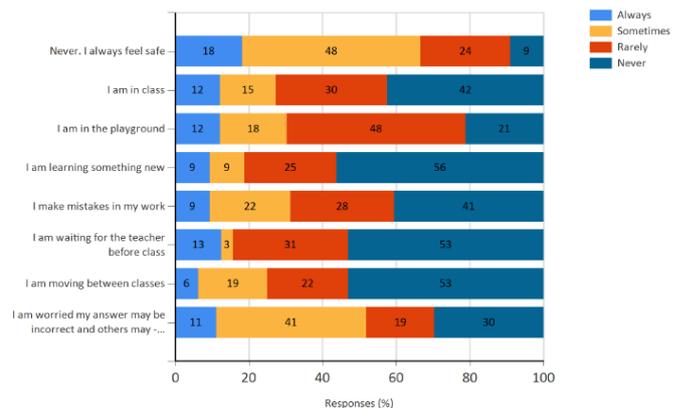


As a part of our mid-year culture survey we completed as a part of the Independent Public School process, a concern was identified regarding students feeling safe at school. In analysing this, we were unsure of the area of safety which concerned the students the most. To investigate this, we added additional questions to the National School Opinion Survey administered in Term 4, 2018. Below are two key pieces of information from the Student Survey. These results were confirmed by the feedback in the Parent Survey.

I feel safe at school:



I feel Unsafe at school:

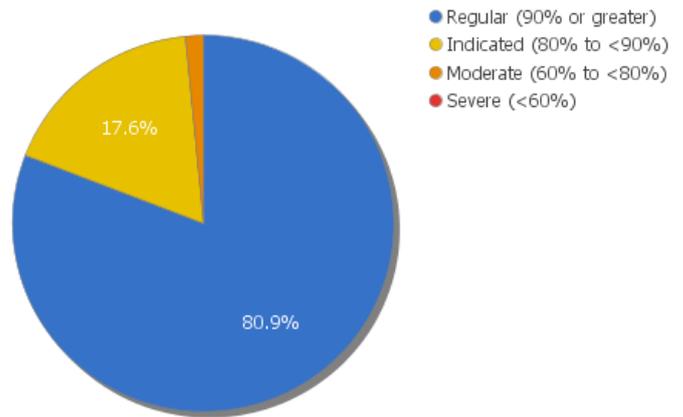


MOVING FORWARD

- Embed a Growth Mindset across the school. Build students' acceptance of mistakes as a path to growing and learning
- Educate students and families on what bullying is and isn't and how to respond

2018 ATTENDANCE

At Walkaway Primary School we continue to maintain strong attendance rates. Our focus in our new School Plan will be to aim for 95% attendance overall and to educate our school community on what is and isn't Reasonable Leave. In 2018 we introduced our community to Message You, a messaging system which encourages communication regarding student absences.



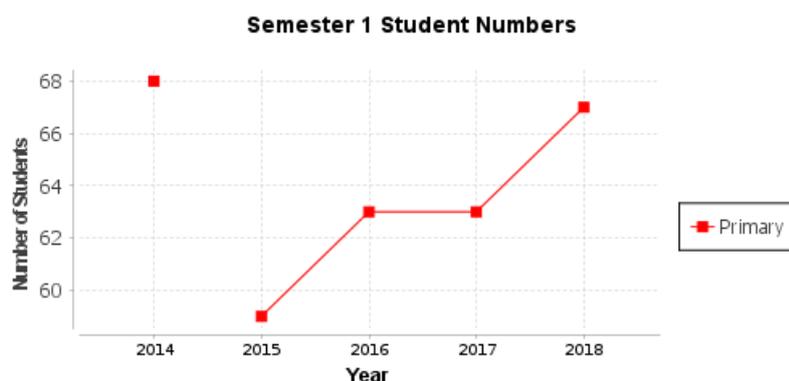
2018 ATTENDANCE OVERALL SUMMARY

	School	Like Schools	WA Public Schools
2016	91.5%	93.5%	92.6%
2017	91.4%	93.8%	92.7%
2018	94.3%	93%	92.6%

2018 STUDENT NUMBERS

Our student numbers remained steady between 70 and 74 students, with one family returning to England and gaining new enrolments in Term 4. We generally maintain student enrolments around 70, with classes made up of 2 year levels each. We are able to keep our numbers low in each classroom allowing for individualisation in our programming.

We are also fortunate to have high quality Education Assistants who assist in the delivery of high quality individualised programs.



Staff Numbers			
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Other Teaching Staff	6	4.5	0
Total Teaching Staff	6	4.5	0
School Support Staff			
Clerical / Administrative	2	1.0	0
Gardening / Maintenance	2	0.5	0
Other Non-Teaching Staff	6	2.2	0
Total School Support Staff	10	3.7	0
Total	17	9.2	0

STUDENT CENTRED FUNDING 2018

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 your child's education by employing the workforce.

Per student funding	\$542,325.00
Student and school characteristics	\$485,353.10
Disability Adjustments	\$2,311.82
Targeted Initiatives	\$11,893.67
Operations Response allocation	\$6,219.43
Sub Total TIORRAs	\$18,113.10
Transition adjustment	0
Total after transition adjustment	\$1,048,103.02

PER STUDENT FUNDING AT CENSUS

Kindergarten	8	\$37,960.00
Pre-Primary	13	\$105,755.00
Year 1	8	\$65,080.00
Year 2	9	\$73,215.00
Year 3	7	\$56,945.00
Year 4	15	\$101,685.00
Year 5	9	\$61,011.00
Year 6	6	\$40,674.00
Total	75	\$542,325.00

STUDENT AND SCHOOL CHARACTERISTIC FUNDING AT CENSUS

Student characteristics		
Aboriginality	1	\$991.00
Disability	1	\$34,982.00
Social Disadvantage	20.41	\$16,101.29
Sub Total		\$52,074.29
School Characteristics		
Enrolment-linked Base		\$393,505.99
Locality		\$39,772.82
Sub Total		\$433,278.81
Total		\$485,353.10

TARGET INITIATIVES (DETAIL)

Independent Public School Development and Selection Program 2018	\$1,692.05
National Partnership on Universal Access to Early Childhood Education	\$7,592.00
National Quality Standard Implementation	\$2,609.62
Targeted Initiatives Total	\$11,893.67

OPERATIONAL RESPONSE ALLOCATION (DETAIL)

2018 School Device Program	\$1,589.00
Keeping our Workplace Safe professional learning	\$1,109.62
Professional Learning for Employees Requiring Placement	\$2,812.00
Servicing of Sanitary and Nappy Bins in non-metro schools	\$154.00
Teacher Relief – Examinations, Certification and Testing	\$554.81
TOTAL	\$6,219.43

Tradition is very important in the Walkaway community. This year we were able to maintain these traditions while also adding new experiences for our students.

Walkaway Cup



Open Days



Numero



NCVISSA



QPT Excursions



Loose Parts Play



Mother's Day



Anzac Service



2018



