



Winterfold Primary School  
**Annual School  
Report 2015**





## Introduction

Throughout 2015, Winterfold Primary School (WPS) promoted optimum learning opportunities and aimed to empower our students to access the curriculum, have a positive attitude towards learning and be resilient to changes and challenges. We aimed to develop in our students a real commitment to lifelong learning so that they will become valued members of the wider community after their time at WPS.

This report provides parents and members of the wider community with information about the events, activities and performance of Winterfold Primary School during the period January – December 2015. It also outlines the school's successes and strengths and makes recommendations for future improvement. It is envisaged that this report will be examined along with student reports, learning programs, newsletters and other school documents in order to gain maximum benefit and an overall perspective of the school's performance.

## School Features

Winterfold Primary School is located in the South Metropolitan Region. It is situated to the south east of Fremantle and is close to South Fremantle Senior High School and Challenger TAFE. The school community is very diverse and supportive and our enrolments have continued to increase, exceeding 300 students in 2014 and even after the Year 7 cohort were relocated to high school, we maintained numbers at close to 300.

Having achieved Independent Public School status in 2012 we undertook an Independent Review in 2014 where our targets and milestones were reviewed in terms of our successes and areas for focus.

2015 saw us consolidate following our IPS Review and focus on the recommendations that the Review made.

We have continued to use many IPS flexibilities to support student Learning – in particular the ability to select our own staff. This saw us run selection processes for both teaching and non-teaching positions with a number of staff being offered permanent positions. The school has on site an Administration building, new Library, a Performing Arts Centre, 9 Primary classes, 2 Pre - Primary classes, a Kindergarten, a canteen and a new large Undercover Area. We also offer the services of an Outside School Hours Childcare facility.

A building focus in 2015 saw a Visual Arts Centre established which was jointly funded by the school and our supportive P&C.

## School Enrolment Profile

The enrolment profile of our school has changed in recent years. Our Aboriginal student cohort has halved, but our EAL cohort has increased. Over the last few years, there has been a gradual increase in our enrolments and despite the departure of our Year 7 students, it is likely we will open in 2016 with close to 300 students. It is possible that this is as a result of achieving IPS status, which has seen our teaching and learning programs go from strength to strength. Parents cite our reputation as one reason to enrol at the school, and we receive increased applications to enrol from nearby schools – both public and private.

## Staff Profile

The school has a stable and experienced teaching staff and our IPS flexibilities mean that we have been able to further strengthen our staffing profile. The teachers are supported by an experienced team of Education Assistants and other high quality School Support staff. All teaching staff met the professional requirements to teach in Western Australian schools. Additionally; all teaching staff met the TRBWA Professional Learning requirements during 2015.



## Student Attendance

Winterfold is lucky enough to have a very close relationship with its community, and as such it enjoys a very healthy attendance rate. It is also a credit to the Winterfold staff who provide engaging programs that encourage such a healthy attendance rate.

### PRIMARY ATTENDANCE RATES – 2015

Year	1	2	3	4	5	6	7
2012	92%	94%	95%	93%	93%	94%	93%
2013	92%	95%	93%	90%	90%	90%	92%
2014	89%	91%	93%	90%	90%	89%	84%
2015	89%	91%	91%	90%	93%	90%	NA
State 2015	93%	93%	93%	93%	93%	92%	NA

In 2015 Winterfold successfully tracked the state average across most year levels. As we are a smallish school percentages can be a bit deceiving as a one or two percentage deviation effectively represents one or two students. Once again in 2015 some students were withdrawn from school to attend a vacation, this was addressed through our newsletter where we discouraged this behaviour, however at the end of the day we ultimately have no control. Overall though we are extremely happy with our attendance rates and we applaud the Winterfold community for supporting its local school.

## Parent Participation

Winterfold has a rich history of parent and community participation. We continually foster and promote this as the students love seeing their parents involved with the school.

- Each year Winterfold organises 2 or 3 events where parents are invited into the school. This involves classroom open days, Art exhibitions, Drama performances or dance performances. Traditionally all these events are very well attended by the Winterfold community.
- Being that Winterfold is an Independent Public School (IPS) the structure of our School Board includes Winterfold parents and a local community member. This strong community and parent focus ensures they understand the mechanics that it takes to operate a school and to better understand the reasoning behind various decisions that are made.
- Winterfold's P&C is a great conduit into the local community. They are a very innovative, proactive group who regularly run many events like Easter Raffles, Mother's and Father's day breakfasts and person stalls at all our sporting events. They are our greatest advocate and as such keep us in good standing with our community.
- At various times throughout the year our specialist Numeracy and Literacy teachers conduct parent information workshops, where they discuss how parents can support their children in these two very important areas.

## Student Services/Pastoral Care

Winterfold has always been in the very fortunate position to have a strong student services and pastoral care team, which quite literally involves every teacher. Staff regularly meet to discuss various concerns they have with students (even if they are not directly connected with their class!). Staff are fully aware of the process to follow if they want to set up a meeting with parents/carers, when to involve the Administration and outside agencies.

Winterfold's in-house student services team include the Principal and Associate, Learning Support Coordinator, School Psychologist and Chaplain. We have also introduced a SET (Social Emotional Team) team that is headed by the Associate Principal and two teachers – one from the junior primary and one from the senior primary. Where needed we can extend this team to include the Primary Behaviour Centre and various specialist Visiting Teachers.

The core business of SET is to assist teachers in identifying students that are starting to display any social/emotional concerns. SET established a checklist based on research carried out by the Child and Youth Mental Health Services in British Columbia in Canada. Teachers have a clear step by step guide and then report back to SET who then personally work with the teacher / child and their parents.

In addition to the pastoral care just mentioned, the Administration team divide the school up into two areas, with the Principal looking after the students' health and wellbeing in Kindergarten to Year two and the Associate from Year three to six.

A 'mini assembly' is conducted on a weekly basis where any behavioural issues are discussed and where good behaviour is rewarded. Winterfold has continued with the PAThs social, emotional learning program in the junior years and BUZZ has been introduced with our senior students.

## School Priority / Programs

The school priorities were set in 2015 and will continue to run until 2017. They include:

- Literacy
- Numeracy
- Science
- Student Services

Our specialised programs include Phys-Ed, LOTE (Italian), Music, Instrumental Music (Years 5 – 6), Primary Extension and Academic Program (Years 5 – 6) and targeted support and program for our English as a Second Language / Dialect students.

## School Performance Information

The Winterfold teachers are always on hand to meet with parents throughout the year, and this is regularly mentioned in our fortnightly newsletters. By the conclusion of week three at the start of each year every classroom has been opened to parents, where they have received a comprehensive outline from their child's teacher on how they intend to run their program, curriculum content they will be covering and homework expectations.

As the year progresses Winterfold conducts open class learning journeys, where parents /carers can see first-hand the work their child is producing. At the conclusion of each semester a student report will be sent home outlining their academic standing and their attitude to school work. If the students are in Years 3 and 5 each May they will sit a NAPLAN Test which will test their Literate and Numerate understanding. This information is then made readily available by looking at the Department of Education Western Australia 'School Online' website. Additionally this information is discussed and scrutinised at the Winterfold Board Meetings.

# NAPLAN

2015 was the first year that year 7 students attended public high schools. As such the Winterfold NAPLAN information will reflect results in years three and five (not seven). NAPLAN is conducted nationally in May of each year. As we lead up to NAPLAN Winterfold is lucky enough to have dedicated Literacy and Numeracy Specialist teachers that work with the entire Winterfold staff, where they conduct a targeted program involving every student. This ensures that each student is individually catered for and in particular where our year 3 and 5 students complete the NAPLAN test to the very best of their ability.

## Literacy & Numeracy 2014 - 2015

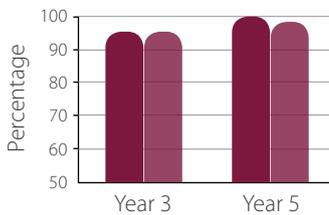
The figure below is a comparison table (2014 – 2015) of the percentage of students in Years 3 and 5 at or above the National Minimum Standard.

	Year 3		Year 5	
	'14	'15	'14	'15
Numeracy	100%	96%	82%	100%
Reading	100%	97%	82%	87%
Writing	93%	97%	78%	87%
Spelling	100%	100%	89%	83%
Punctuation & Grammar	100%	97%	80%	78%

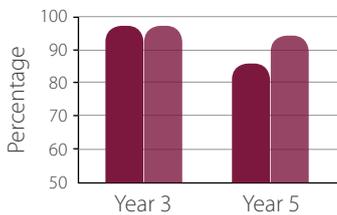
## Literacy & Numeracy – Like Schools

The graphs below compare Winterfold PS against 'like schools' (ie; schools that have the same socio-economic index) in relation to students attaining the national minimum standard and above in Numeracy, Writing and Reading.

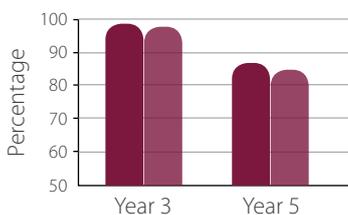
### Numeracy



### Writing

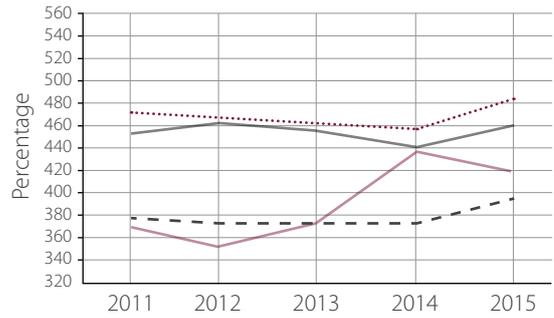


### Reading



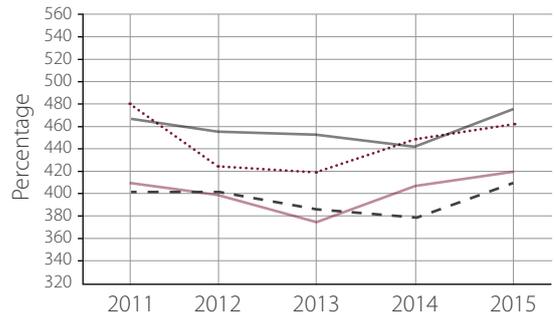
WPS Like School

## NAPLAN Numeracy Results - Longitudinal



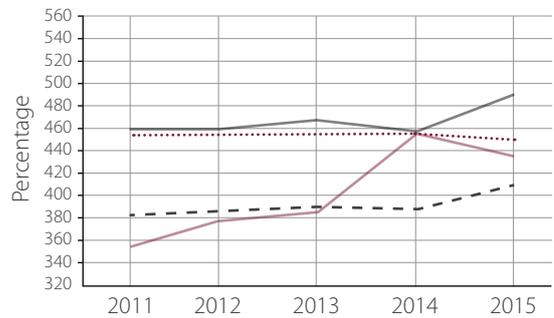
## NAPLAN Literacy Results - Longitudinal

### Writing



## NAPLAN Literacy Results - Longitudinal

### Reading



Year 3 School Year 5 School  
Year 3 Like Schools Year 5 Like Schools





## Curriculum Implementation

### 1. English

Winterfold has continued to maintain a full time Literacy Specialist Teacher whose role is to:

- Keep abreast of current pedagogical best practice and trends and distribute information to staff through modelling, collaborative and professional learning sessions
- Facilitate the review and update of the Operational Plan with the English Committee
- Lead collaborative sessions with teachers in planning and implementing programs to ensure common understandings, consistency and continuity across the school
- Model and embed effective teaching strategies
- Analyse and interrogate data as per the Data Collection and Analysis Schedule to review current programs and determine future directions.
- Organise and coordinate literacy based school events and resources

Implementation of a Whole School Literacy Plan has facilitated common understandings, greater consistency and higher expectations in literacy across the school. This has resulted in improved student outcomes in all aspects of literacy.

Successful strategies/outcomes include:

- Structured, genre based daily literacy blocks
- Explicit teaching of all literacy skills
- An oral to written approach
- Daily writing
- Spelling scope and sequence
- Guided Reading across all year levels
- Regular assessment of Reading Recovery Levels
- Cracking the Code phonological awareness program in Kindergarten
- Words, Grammar and Fun semantics and grammar program in Pre-primary
- Home Reading Program
- Speak Up Program
- Developing Community Links through Parent Information sessions, 'Better Beginnings' and Young Writers Program

### Recommendations

- Continue to support staff in reporting on the Western Australian Curriculum
- Continue provision of time for collaboration, reporting and moderating
- Continue to provide motivating and diverse programs which cater for students individual levels

### School Improvement English

Focus areas include:

- Continued employment of Literacy Specialist to support staff in delivering the explicit and systematic teaching of knowledge, skills and strategies required for literacy success using First Steps Strategies guided by the Western Australian Curriculum
- Continued focus on early childhood education
- Cracking the Code – phonological awareness program in Kindergarten
- Words, Grammar and Fun- semantics and grammar program in Pre-primary
- Continuation of data collection time frame to ensure regular monitoring and analysis of individual student progress
- Introduction of STARS reading comprehension strategies P-6
- Continued use of data analysis from NAPLAN and teacher judgement to set focus areas
- High expectations for all students



## 2. Numeracy

Winterfold has maintained employment of a Numeracy Specialist teacher (0.8 FTE) whose role is to:

- Keeping abreast of current pedagogical best practice
- Facilitate, review and update of school operational plan
- Use the shoulder to shoulder Gradual Release Model to embed exemplary pedagogy and practise across the school
- Support teachers to meet whole school targets and milestones in Numeracy by undertaking collaborative planning sessions.
- Ensure consistent judgements about numeracy assessments
- Monitor student achievement across the school by collecting summative assessments
- Interrogate the school data to collaboratively set Group and Individual student targets
- Continue to raise the numeracy profile within the school community in order to improve student outcomes through parent information sessions and communications in the school newsletter
- Deliver professional learning for staff in relation to current best practice in Numeracy

Implementation of a Whole School Numeracy Plan has facilitated common understandings, greater consistency and higher expectations in numeracy across the school. This has resulted in improved student outcomes across all year levels in numeracy.

### Successful strategies/outcomes include:

- Implementation of best practice in Numeracy teaching
- Implementation of the Ten a Day Strategy from years 1-6.
- Consistency of teacher judgements through collaborative planning
- Whole school summative assessment to assure consistency and moderation across year levels
- Parent information sessions to assist parents in supporting their children at home
- Modelling and consolidation of Numeracy Blocks
- Interrogation of data to set achievement targets for identified groups of students.

### Recommendations:

- Support staff to implement the 'Maths Tracker' from K-6 for planning and assessment.
- Continued DOTT allocation for teacher collaboration for planning, assessment and moderation.
- Support staff with the continued implementing of The West Australian Curriculum.
- Continue to provide an engaging and inquiry based approach to mathematics which is targeted at each student's individual developmental level.

### School Improvement

Focus areas include:

- Continued employment of Numeracy Specialist 4 days per week to utilise shoulder to shoulder modelling of effective teaching practises in Numeracy
- Assist teams of teachers with targeted pedagogical strategies that reflect the needs of their students
- Implementation of Maths monitoring tool to support full implementation of the Australian Curriculum
- Maintaining collaborative sessions for data analysis, forward planning and year level moderation
- Parent information session specifically on calculate strategies and card/dice games.
- Annual Maths assembly to exhibit maths strategies being taught across the school.
- Implementation of extension Maths group for upper primary
- Continue to raise awareness and enjoyment of real world maths.



### 3. Science

During 2015 classrooms continued their use of the Australian Curriculum aligned to Primary Connections, focusing on scientific and inquiry skills. Winterfold PS has successfully transitioned to teaching one topic each term from each of the science understandings, often with the use of digital resources such as the ACARA aligned Science Web Australia. The resource room was reorganised to realign with current teaching pedagogy.

### 4. Drama

2015 saw the continuation of perform and evaluate in Drama. Students from year one to six visited the Performing Arts Centre for Drama once a week. The confidence of the Winterfold student continues to grow and most students are comfortable to perform in front of small and large audiences.

The drama journal, which each student starts in year one, was added to every month in 2015 and the graduating class took pride in reminiscing through this journal before they took it home in December.

Photos were included in every journal and special performances were videoed for analysis and audience enjoyment, and also as a record of the students involved.

In 2015 we held another school production called The Rocky Monster Show. The Rights to Perform were purchased in February and auditions were conducted. Rehearsals started week four of term one, culminating in two night performances on June 16th and 17th. The wider community enjoyed this successful performance.

In September the New Zealand Playhouse came to Winterfold and performed Jumpin' Jack Flash to the whole school. This continues to be a highlight of the calendar as the students are treated to a live theatre production.

### 5. Art

Throughout 2015 the visual arts program continued strive for its own identity. In the anticipation of the opening of the school's visual arts centre in 2016, the P & C in collaboration with the Winterfold staff worked diligently to ensure the timely opening of the new art facility. The entire revamp of the old canteen turned this unexploited area into a vibrant creative hub for the students. The timely opening of this space will allow the facility to be utilised for The Winterfold Art Exhibitions to be held Term 3 2016.

### 6. Music

During 2015 we continued teaching the music program according to the Kodaly Method, building upon what we had done the year before. It was exciting to discover the next level of music concepts and increase the range of students' knowledge and instrument playing. By the second year of teaching, students know and can sing fifty songs from memory, and are accustomed to reading notation and playing it on a range of instruments.

In Term 3 we held the annual music assembly, our most ambitious one to date. The whole school was involved and segments of the

concert were improvised using the students' music knowledge. The highlight of the assembly was the band and the audience playing and singing together the song "Little Talks". The band consisted of about 25 students on xylophone, ukulele, voice, piano and clarinet, and members participated in many lunchtime rehearsals.

Students have improved their proficiency in playing instruments and understanding music concepts and this will allow for many new opportunities in 2016.

### 7. Kindy

In 2015 Winterfold Primary School Kindergarten welcomed forty children and their families into the school community. Children and staff continued to work alongside a range of other professionals including Child Psychologists, Speech Pathologists, Occupational Therapists and the Child Health Nurse. Our goals continued to revolve around empowering children in their learning. We aimed to foster a deep love of learning, strong social and emotional skills and to enable children to make measureable progress in their first year of schooling.

The teaching and learning culture continued to be driven by the 'Early Years Learning Framework - Belonging, Being, Becoming'. In addition staff continued to be mindful of the Federal initiative the 'National Quality Standard' (NQS); a rigorous document setting out comprehensive and aspirational standards for care and education in all early childhood settings across Australia. The school is able to demonstrate how it is addressing some of the demands of the NQS through some significant refurbishment projects in the kindergarten. These included new non-slip floor tiles in the bathroom, beautiful new carpet and a new stove. In addition outside improvements included new white sand in the sandpit and there is now a lovely vegetable garden bed. The literacy programme 'Cracking the Code' once again delivered positive outcomes for the children as they moved into Pre-primary. Strong support from both the literacy and numeracy specialist teachers within the school helped to enhance teaching and learning in these core curriculum areas.

The focus continued to be on the children; their play and learning, their interests and families. Parents supported work in the classroom extremely well and almost every session on the parent rota was booked. Parents participated in cooking, sharing books, playing numeracy games and assisting in the vegetable garden. We were fortunate to have some bi-lingual families volunteer to share books in both German and English with the children which was a wonderful enrichment to our morning mat sessions. We are grateful for the time and effort that those families made to find books in both languages and in translating the texts accurately.

A highlight of the year has been using the vegetable bed. The children were very excited about the possibility of growing flowering plants and vegetables. They made detailed plans regarding what to plant and kept diaries recording the growth of certain plants in the garden. They harvested and cooked broad beans, dug up and roasted potatoes and shared lettuce, rocket, carrots and radishes. It was a richly rewarding experience for us all.



## 8. Italian

In 2015 all students from Years 1 to 6 studied the Italian language. Lessons varied in length from 40 to 55 minutes. The main focus of the program continued to be learning through listening, speaking and doing. Learning activities included individual/pair/group work, games, songs, movement/drama, reading and writing tasks.

Students received maximum exposure to the language as most lessons were modelled on the immersion principle, and were delivered almost entirely in Italian. Through collaboration with the classroom teacher, Room 3 Year 2 performed an assembly item almost entirely in Italian, showcasing their learning and progress in the subject.

Learning experiences were structured to be sequential and build on previous learning. Students began their language learning through listening, responding and speaking tasks, progressing to viewing, reading and writing tasks in the upper grades. The majority of students participated well in lessons, demonstrated interest in their learning and competently completed most tasks and assessments.

## School Improvement

Key strategies to maximise School Improvement include:

- Continued focus on building staff capacity through employment of Literacy and Numeracy Specialist teachers to support staff in delivering the explicit and systematic teaching of knowledge, skills and strategies required for student success. We continue to use First Steps Strategies guided by the Australian Curriculum
- Continued focus on early childhood education through implementing National Quality Standards
- Cracking the Code – phonological awareness program in Kindergarten
- Words, Grammar and Fun- semantics and grammar program in Pre-primary
- Introduction of "Numeracy Tracker" to support implementation and monitoring of the Australian Curriculum
- Introduction of data collection time frame to ensure regular monitoring and analysis of individual student progress
- Continued use of data analysis from NAPLAN and teacher judgement to set focus areas
- High expectations for all students

## Highlights

- The ongoing strengthening of our Literacy and Numeracy programs under the leadership of our Specialist Teachers, continues to be a highlight and strength of our school
- Using our IPS staffing flexibilities, we conducted selection panels for Education Assistants and teaching staff. This saw very high quality staff appointed to the school with a number being made permanent
- The significant improvements in our NAPLAN results are testament to the strength of our teaching programs  
Our Production was an outstanding success and demonstrated that The Arts at WPS are strong
- As our English as an Additional language student number increase, we continued with an EAL program in the school overseen by a trained EAL teacher
- Instrumental music programs run at South Fremantle Senior High School continue strongly
- Our student attendance continues to be positive
- The school's strong, positive and effective collaboration with both the School Board and the P&C are of note
- Reward Days are always very popular with students and are a way to acknowledge our many students who behave positively
- Mother's Day and Father's Day breakfasts were attended, in total, by hundreds of parents
- Year 6 Camp and Year 6 Graduation evenings were key highlights for these students and their parents
- Numerous class excursions to support the learning programs were arranged by our teachers
- Cross country events and lightning carnivals were popular with students and well attended by parents
- The collaborative effort to revamp the old canteen as a Visual Arts Centre was an outstanding success with Board vision and P&C funding and support



## School and Community

Winterfold PS continues to go from strength to strength. It is fast becoming the school of choice with many parents seeking enrolling from outside our boundary. Each year over the past 5 years Winterfold's student numbers have increased annually, and 2015 saw a continued increase despite the Year 7 students now being in High School. The informal feedback we have received indicates that our school is sought after for our strong learning programs, committed and skilled staff, and our focus on our school priorities. Parents also choose Winterfold due to our diversity, nurturing approach, individual case management, stable professional staff and strong and supportive community links. Needless to say this is all backed up by a strong, robust P&C and School Board.

Education is an evolving commodity, where academic programs are constantly being adjusted, pastoral programs introduced to suit the changing needs of the current cohort of students and community events reflect the enthusiasm and involvement of the parents.

At Winterfold we will continue to meet the needs of our students, reflect community sentiments and strive to deliver well rounded students for the twenty first century.

## School Board

During 2015 the School Board continued to provide strategic guidance to Winterfold PS by actively participating in the school's decision making processes including evaluating Winterfold's performance in achieving the objectives, priorities and directions as outlined in the Business Plan. School and community relationships continued to strengthen. The School Board oversaw the school's control and accountability systems including the endorsement of the comparative and one line budgets and increased expenditure on ICT resources. The Board was involved in setting priorities following the presentation and discussion of NAPLAN, SAIS and other data collated through the School Data and Analysis Framework. Issues revolving around staffing, work force planning, class structures and attendance were presented and discussed. The Board collaborated with the school community in the installation of the new Visual Arts Centre. At Winterfold we will continue to meet the needs of our students, reflect community sentiments and strive to deliver well rounded students for the twenty first century.

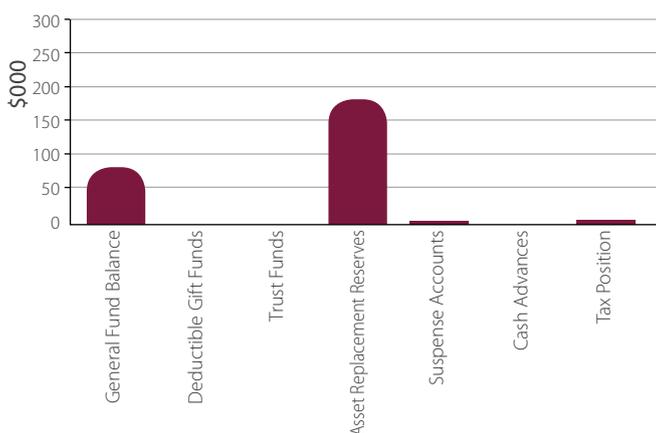


## Cash Position

### Cash Position as at:

Bank Balance made up of:		\$261,213.81
1.	General Fund Balance	\$79,369.09
2.	Deductible Gift Funds	-
3.	Trust Funds	-
4.	Asset Replacement Reserves	\$182,779.08
5.	Suspense Accounts	\$2,924.64
6.	Cash Advances	\$325.00
7.	Tax Position	\$3,534.00
<b>Total</b>		<b>\$261,213.81</b>

### Cash Position

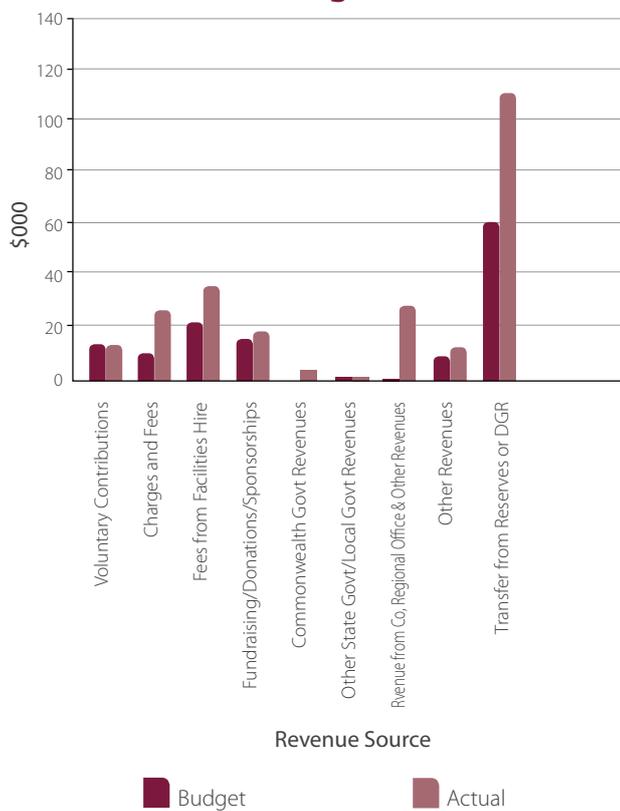


## School Finances

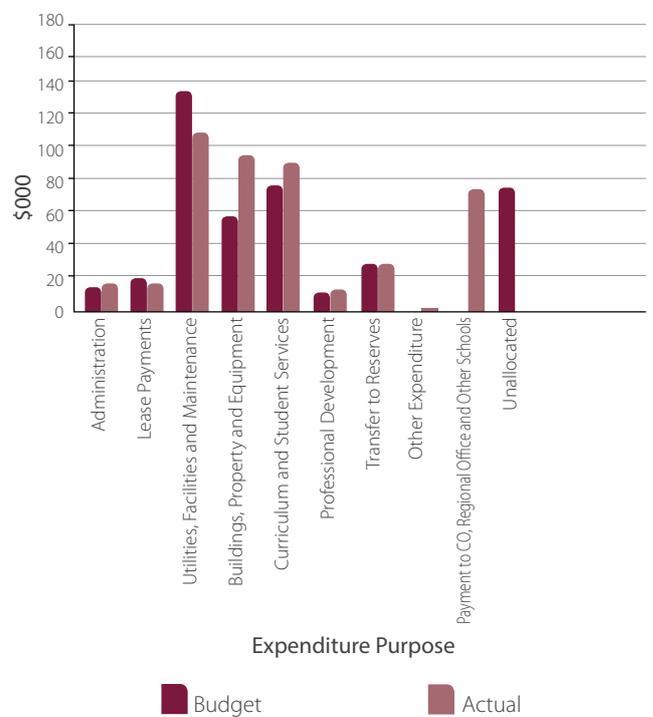
	Revenue - Cash	Budget	Actual
1.	Voluntary Contributions	\$11,174.00	\$11,113.00
2.	Charges and Fees	\$9,9720.00	\$24,278.96
3.	Fees from Facility Hire	\$20,400.00	\$30,568.48
4.	Fundraising/Donations/Sponsorships	\$12,467.00	\$15,334.30
5.	Commonwealth Govt Revenues	-	\$1,163.76
6.	Other State Govt/Local Govt Revenues	\$299.00	\$394.05
7.	Revenue from Co, Regional Office & Other Schools	\$138.00	\$25,551.84
8.	Other Revenues	\$7958.00	\$11,039.23
9.	Transfer from Reserve or DGR	\$60,000.00	\$110,000.00
<b>Total Locally Raised Funds</b>		<b>\$122,408.00</b>	<b>\$299,444.12</b>
<b>Opening Balance</b>		<b>\$175,187.04</b>	<b>\$175,187.04</b>
<b>Student Centred Funding</b>		<b>\$112,730.00</b>	<b>\$112,730.00</b>
<b>Total Cash Funds Available</b>		<b>\$410,325.04</b>	<b>\$517,361.16</b>
<b>Total Salary Allocation</b>		<b>-</b>	<b>-</b>
<b>Total Funds Available</b>		<b>\$420,325.04</b>	<b>\$517,361.16</b>

	Expenditure	Budget	Actual
1.	Administration	\$11,238.22	\$14,529.35
2.	Lease Payments	\$19,000.00	\$15,570.76
3.	Utilities, Facilities and Maintenance	\$135,700.00	\$107,074.13
4.	Buildings, Property and Equipment	\$55,729.15	\$95,959.89
5.	Curriculum and Student Services	\$76,676.14	\$89,314.26
6.	Professional Development	\$8,456.19	\$12,187.94
7.	Transfer to Revenue	\$28,000.00	\$28,000.00
8.	Other Expenditure	-	\$655.74
9.	Payment to CO, Regional Office & Other Schools	-	\$74,700.00 -
10.	Unallocated	\$75,525.34	-
<b>Total Goods and Services Expenditure</b>		<b>\$410,325.04</b>	<b>\$437,992.07</b>
<b>Total Forecast Salary Expenditure</b>		<b>-</b>	<b>-</b>
<b>Total Expenditure</b>		<b>\$410,325.04</b>	<b>\$437,992.07</b>

### Revenue - Budget vs Actual



### Expenditure - Budget vs Actual



## Conclusion

2015 saw Winterfold PS complete its first year of our new three year planning cycle as an Independent Public School – together with a more focused Business Plan. As a school community we continue to utilise the flexibilities afforded by being an Independent Public School to better meet the needs that we identify in our students. We stabilised our workforce with a number of new, permanent staff who were merit selected in a State wide selection process. We maintained our strong focus and allocation of resources to our priority areas of English, Mathematics, Science and Student Services. We continued to work strongly with our community at all levels to ensure an optimum learning environment for our students. At the end of 2015, it is evident that WPS continues to improve and enhance, furthering our strong reputation as a school of choice. We look forward to the exciting challenges that 2016 will present.





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