Messages

Principal's message

Warwick Farm is an innovative and resourceful school that clearly demonstrates a quality learning community. All staff are committed to the continual improvement of school initiatives and ongoing professional learning to deliver high quality classroom programs.

Warwick Farm is widely recognised as a small, friendly school with an inclusive, K-6 philosophy where learning outcomes are our priority. We have strong supportive structures for students who come from a wide variety of backgrounds and family situations. 74% of our students come from language and cultural backgrounds other than English with over 35 nationalities represented.

The Warwick Farm School community believes in valuing everyone for their unique qualities. We believe that everyone can learn and that learning is a valuable lifelong process. Our learning environment is carefully structured to provide positive reinforcement, together with opportunities for students to develop confidence and self esteem.

Our aim is to ensure positive learning outcomes for all members of the community within a safe, caring environment, with collaborative programs and a strong emphasis on interventions to meet student needs in Literacy, Numeracy and Technology.

During Education Week the school hosted Mr Michael Coutts Trotter, the Director General who spent a morning visiting our classrooms and acknowledging the quality of school programs and initiatives. The school has a strong focus on quality teaching and successfully balances welfare with the learning needs of our students. This report is reflective of our commitment to this vision for our school.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Lyn Flegg Principal

P & C message

This year the P & C have achieved many exciting new projects and provided invaluable support to the school including donations toward the purchase of:

- Ed Alive Braintastic computer learning software programs
- The expensive vertiface walls in the Library and C2 block for Kindergarten
- Year 6 farewell cake

Our fundraising efforts in 2009 have included:

- Annual Easter Raffle
- Mother's Day and Father's Day Stalls
- Meal deals for the children
- Rainbow Coloured Mulfti Day
- McDonald's Gift Voucher initiative
- Christmas toys and food hamper raffle
- Pink Ribbon Day for cancer awareness

All these things would not have been possible without the help of the parents, and community members within our school. Special acknowledgement must be made to our Community Liaison Officer, who has supported the P&C committee throughout this year with all her wonderful help. We would also like to thank our Principal and teaching staff for their dedication towards the P&C committee.

Ms Tiba Ruda Mrs Lynette Dehn
Secretary Treasurer

Student representative’s message

As a student who has been at Warwick Farm Public School since kindergarten I believe this school is spectacular and the place to be! Warwick Farm strives to provide the best learning and fun school that it can be. Warwick Farm has organised programs for learning so all children can participate and learn more. Although we are a small school, we are one huge family and I’ll never forget this school, not only because I’ve had many memorable moments, but also because I went to a school which was always the best!

Rohith Peter
Public Education Ambassador
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolment has fluctuated significantly throughout the year, due to the mobility of the school community. Data from Sydney South West Area Health Service indicates that 86% of our families live in rented accommodation. Currently we have 239 students enrolled. We have been able to support the needs of our students in smaller class groups through the use of funding from Priority School Programs.

![Enrolments graph]

Student attendance profile

Our numbers have varied from 228 to 239. Student mobility continues to be an issue at the school. This year 43 students entered and 41 students left. This represents 37% of the school population. High student mobility has a great impact on student learning. This reflects in the learning achievements for those students as well as increasing the work of staff in assessing the needs of new students. The school made successful application for Student Mobility Allowance in 2009 for the implementation of structured monitoring procedures to support teachers in transitioning students new to the school.

Management of non-attendance

A strategy to improve student attendance has been highly successful in 2009 resulting in student attendance rates improving to be 93.3, slightly above Region (92.4) and State (92.1).

<table>
<thead>
<tr>
<th>Year</th>
<th>School K</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
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<td>92.4</td>
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</table>

<table>
<thead>
<tr>
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<th>State K</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
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</tbody>
</table>

The school presented Attendance Awards at the end of each term to those students who demonstrated outstanding attendance.

A significant number of students arrive late to school. The school has addressed this issue through whole school initiatives focusing on the importance of regular on time attendance and provided support for individual families through school programs and referrals to the Home School Liaison Officer leading to significant improvements in partial absenteeism.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KW</td>
<td>K</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>K / 1 P</td>
<td>K 1</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>1 / 2 C</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>1 / 2 S</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>2 / 3 F</td>
<td>2</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>3 / 4 R</td>
<td>3</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>3 / 4 S</td>
<td>3</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>4 / 5 M</td>
<td>4</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>5 / 6 J</td>
<td>5</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>5 / 6 W</td>
<td>5</td>
<td>15</td>
<td>27</td>
</tr>
</tbody>
</table>

Structure of classes

The school is able to provide smaller class sizes, with classes organised in stage based groups, to maintain flexibility and address welfare and behavioural needs. Teachers work collaboratively in stage teams to cater for the needs of individual students.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. We currently have no staff member from indigenous background employed at our school.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

School and PSP funds have been used to provide innovative additional teaching and learning programs and School Learning Support Officer time to support student achievement of outcomes in literacy and numeracy.

Staff retention

Staff retention rate in 2009 is approximately 92 %. Staff stability has contributed greatly to the continued success of school programs. Total staff in 2009 was 28 of which 22 were teachers. We had 2 teachers on extended leave requiring replacement by temporary teachers and created additional positions utilising Priority School Funding. Staff have access to leave entitlements such as sick leave. The high rate of staff attendance has contributed greatly to the consistent implementation of quality teaching and learning programs, to enhance student achievements in all areas of learning.

Teacher qualifications

All teaching staff at Warwick Farm Public School meet the professional requirements for teaching in NSW public schools. The table below indicates the proportion of staff holding additional academic qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75 %</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25 %</td>
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</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td>Income $</td>
<td>$437,828.04</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$150,599.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>$159,023.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$220,624.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$41,717.85</td>
</tr>
<tr>
<td>Interest</td>
<td>$5,240.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$11,222.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$437,828.04</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: $19,592.60
- Excursions: $22,756.17
- Extracurricular dissections
- Library: $5,797.31
- Training & development: $3,704.98
- Tied funds: $205,962.21
- Casual relief teachers: $37,761.62
- Administration & office: $39,842.38
- School-operated canteen: $0.00
- Utilities: $21,264.16
- Maintenance: $51,271.96
- Trust accounts: $9,919.83
- Capital programs: $10,000.00
- **Total expenditure**: $444,083.20
- **Balance carried forward**: $144,344.53

Balance carried forward includes casual relief, resources on order, payments committed for specific learning programs and the acquisition of resources that cannot be funded within a financial year. A full copy of the school’s 2009 financial statement can be obtained by contacting the school.

Voluntary School Contributions

Voluntary school contributions are set by the school community at $20 for one child, $30 for two children and $40 for a family of more than 2 children. In 2009 these funds were used to support the purchase of Interactive Whiteboards to maximise the use of technology and support quality teaching and learning to improve student engagement.

School performance 2009

Warwick Farm Public School continues to strive for excellence in all areas of learning. Quality programs in literacy and numeracy are continually reviewed to maximise the achievement of stage appropriate outcomes for all students.

Arts

Creative Arts programs implemented across the school offer a wide range of experiences. All students are provided with creative opportunities with a strong focus on participation, enjoyment and the development of skills to reinforce the learning that occurs in classrooms. Performing Arts initiatives contribute significantly to the cultural climate of our school. Regular performance days allow students to showcase their achievements as well as providing opportunities for the community to be involved in the school’s learning programs. Students also participate in a variety of activities including interest clubs, public speaking, excursions, visiting performers and competitions.

The following opportunities were provided for students at our school in addition to quality programs to support achievement of outcomes:

- A highlight of the 2009 school year was the participation in the Liverpool Arts and Film Festival. Students from Early Stage 1 to Stage 3 performed successfully with other schools at Liverpool Catholic Club watched by the wider community.

- Regular group and individual presentations and performances at school assemblies and events.
• Cultural Dance groups were formed and performed during Multicultural Day celebrations. These groups were very successfully supported by both teachers and parent representatives across a number of cultural groups.
• A group of identified Gifted and Talented students in Years 3-6 attended a performance workshop with the Sydney Symphony Orchestra.

Sport
Warwick Farm Public School provides a comprehensive sporting program from K-6. The programs have a strong emphasis on participation and skill development. A physical education scope and sequence is implemented, with a variety of new equipment to facilitate teaching programs. This helps to ensure that all necessary sporting skills are being consistently taught. A K-6 daily fitness program is well established.

Warwick Farm Public School has whole school participation in Cross Country and Athletics Carnivals. Students represented the school at Zone carnivals and one student reached the level of Regional representation in both fields.

The following opportunities were provided for students in addition to high quality programs to support achievement of syllabus outcomes:
• Students in Years 2-6 were given the opportunity to participate in the Swimming Scheme conducted by the Department of Education and Training to learn about water safety and a variety of swimming skills. We strongly recommend that all eligible students participate in this valuable program.
• Health Promoting School initiatives including Live Life Well, Crunch N Sip and Sun Safe.
• Explicit teaching of Road Safety initiatives, Drug Education and Child Protection.
• Student Hygiene awareness – Groom and Bloom.
• Asthma Friendly School programs.

Community participation
Strong partnerships have been developed and maintained with a range of community organisations to further enhance the learning and welfare of our school community. Some of these have been:
• Little Library for pre-schoolers.
• Families First supported Playgroup operates successfully every Thursday in the school hall with a weekly average attendance of 20 families.
• Australian Red Cross Good Start Breakfast Club runs every morning before school.
• Strong linkages with Liverpool Boys, Liverpool Girls High Schools, and Lawrence Hargrave School.
• Grandfriends program, supported by the Council for the Aging, has seen a small group of regular participants volunteering their time as “classroom helpers”. Students have benefited greatly from the relationships formed with senior members of their community.
• Salvation Army provided parents with the opportunity to attend computer classes, English classes and conflict resolution workshops.
• Active After School Communities implemented through the Australian Sports Commission to provide additional physical activities for students after school 2 days a week.
• Community Liaison Officer connects with families to enhance community participation and involvement.
Seeding Success project
35 students from Years 2-6 were selected to work with researchers from the University of Western Sydney to complete surveys as part of The Seeding Success Research Project. The project identified the elements of the Quality Teaching Framework which impact most on the learning achievement of students. Data was collected from the students on 3 occasions throughout the year. The data collected from our students has been used to make recommendations to continue to improve teaching and learning programs in DET not only for schools today, but for the schools of the future. The opinions of our students will assist in providing information to guide the recommendations made by the university researchers.

Technology
The use and integration of technology has remained a major focus at the school. Technology continues to change and evolve and it is essential that students are provided with every opportunity to further develop their skills. Students are provided with regular access to technology in classrooms, the computer lab and the library. Staff have successfully implemented the new Technology Scope and Sequence to systematically teach students the skills needed to successfully utilise technologies to enhance learning in KLA’s.

The purchase of Interactive Whiteboards has had funding priority in 2009. Interactive Whiteboards are installed in five classrooms, with another two boards being purchase in 2010. Through Federal funding, a Connected Classroom has been successfully installed. This hardware includes an Interactive Whiteboard and facilities to host and participate in Video Conferencing.

The school website has continued to be regularly updated with information about the school and can be viewed at www.warwickfar-p.schools.nsw.edu.au

Learning Support Team
The learning support team, comprising of support staff, the school counsellor, special project managers from Area Health, and the principal is an integral part of all learning programs at the school. Students experiencing difficulty in learning may be referred to the team by staff or parents. As well as providing support for students, the team assists classroom teachers in developing appropriate strategies to cater for the individual needs of all students. In 2009 the Learning Support Team had 84 student referrals for additional support and intervention to improve learning.

Transition Programs
The school offers outstanding programs to support families of students in Transitions from pre-school to school and Year 6 to Year 7.

Kindergarten Transition to School has developed over a number of years to provide students enrolling in Kindergarten with the opportunity to develop confidence in the school setting through weekly visits in term 4 and opportunities to participate in school activities. Improved understanding of school programs and expectations is further enhanced by classroom demonstrations of teaching and learning approaches and parent workshops. Parents report increased confidence and understanding of their role in ensuring learning success and a happy and exciting start to Kindergarten.

The school enjoys strong partnerships with both Liverpool Boys and Liverpool Girls High Schools. The High School Science program exposes stage 3 students to high school classrooms, teachers and lessons on a weekly basis throughout the school year.

In 2009 an innovative mock high school program was implemented to support students in developing the skills needed to confidently transition into the high school setting. This initiative was highly successful.
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

All students in Years 3 and 5, including students with learning difficulties and students from language backgrounds other than English, are given the opportunity to participate in NAPLAN. Student achievement is measured by a combination of these results for students in Years 3 and 5 and whole school tracking of student outcomes in school based assessment.

Literacy - NAPLAN Year 3

- Continued reduction in the number of students in Skill Bands 1 and 2 in Reading to 21.5 % compared to 34 % in 2008 and 45 % in 2007.

- 78.5 % of students achieved Skill Band 3 and higher in Reading compared to our school average of 69.7 % since 2007.

- Increasing number of students are achieving skill bands 5 and 6 in Reading.

- Students from LBOTE achieved a significantly higher average of 438.6 in overall literacy compared to the state average of 401.3.

- 0 students were placed in Skill Band 1 for Writing in 2009.

- 42.8 % of students achieved Skill Bands 5 and 6 slightly higher than the school average of 33.3 %.

- Average mark of students in Spelling of 414.3 was significantly higher than the LSG average of 393.2.

- Significant increase in students achieving Skill Bands 5 and 6 in Spelling.

- Average mark of students in Grammar and Punctuation of 390.1 was slightly higher than the LSG average of 386.4.
The school is over represented in Skill Bands 3 and 4 in Reading.

Average mark of students in Reading of 439.8 was significantly lower than the LSG average of 467.5.

Average mark of students in Writing of 461.4 was slightly higher than the LSG average of 458.7.

47.2% of students achieved in the top 3 Skills Bands in Writing.

Average mark of students in Spelling of 480.6 was slightly higher than the LSG average of 477.2.

The school will continue to implement exemplary support programs to provide all students with explicit and systematic teaching, home reading and instructional reading and writing programs clearly linked to syllabus outcomes. Focus areas for Literacy improvement in 2010 will be Reading, Comprehension and Grammar and Punctuation.

Progress in Literacy - NAPLAN
In 2009, 20 students sat for the NAPLAN in Year 5, who also sat for the test in Year 3. Student growth in Reading and Writing continues to be well above the LSG and State as shown in the following tables.

Reading

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</thead>
<tbody>
<tr>
<td>School</td>
<td>95.8</td>
<td>106.1</td>
<td>90.3</td>
</tr>
<tr>
<td>LSG</td>
<td>92.9</td>
<td>81.7</td>
<td>84.3</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Writing

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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
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<td>School</td>
<td>91.4</td>
<td>64.6</td>
<td>88.0</td>
</tr>
<tr>
<td>LSG</td>
<td>80.3</td>
<td>73.7</td>
<td>54.2</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Overall performance in Literacy continues to improve, with students increasingly achieving higher bands. Our school results were better in Writing than Reading and Language. The school will continue to target programs and initiatives to improve student achievement and close the gap between school and state averages.
Numeracy

Student achievement in Numeracy is measured by a combination of NAPLAN results for students in Years 3 and 5 as well as whole school, stage and classroom assessment tasks and tracking of syllabus outcomes. School improvement targets in 2009 have focused on the Numeracy needs of all students and the ongoing implementation of quality teaching in Mathematics.

NAPLAN Year 3

- Average mark of students in Numeracy of 377.6 was significantly higher than the LSG average of 368.7.
- The school is over represented in Skill Bands 1 and 2 with 38%.

Numeracy - NAPLAN Year 5

- Average mark of students in Numeracy of 450.1 was significantly lower than the LSG average of 468.4.
- The school is over represented in Skill Bands 3 and 4 with 38.9%.

Progress in numeracy

In 2009, 20 students sat for the NAPLAN in Year 5, also sat for the test in Year 3. The average improvement rate for those students in Numeracy was 91.9. This was slightly less than the state average of 95.3. Student growth in Numeracy continues to be above the average for LSG as shown in the following table. Boys achieved significantly higher growth than girls.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>64.7</td>
<td>97.8</td>
<td>91.1</td>
</tr>
<tr>
<td>LSG</td>
<td>85.6</td>
<td>87.1</td>
<td>89.3</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Overall performance in Numeracy continues to steadily improve. Students are increasingly achieving higher bands in Years 3 and 5. The school will continue to focus on the Numeracy needs of students through early intervention strategies and implementing quality teaching in Mathematics to close the gap between the school and state averages.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program - Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>81</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**
Aboriginal perspectives are implemented across the curriculum to improve understanding of the importance and value of indigenous culture and further the cause of reconciliation. Successful initiatives to improve educational outcomes and promote cultural understanding included:

- The Aboriginal education committee and LST supported teachers in the development and implementation of PLP’s to monitor the learning and welfare needs of all indigenous students.
- Aboriginal Cultural Group attended a Workshop at the Casula Powerhouse involving cultural storytelling and techniques in visual art forms. Each student invited a non-indigenous peer to accompany the group.
- Successful implementation of the Supplementary Recurrent Assistance initiative, resulting in additional support to all indigenous students.
- NAPLAN results show high level of growth for all indigenous students in overall literacy and numeracy.
- Inclusion of Acknowledgement of Country in all school events and assemblies.
- Ongoing membership of the Dare to Lead Coalition.
- Regular review of school resources to support and promote Aboriginal Culture.
- Acknowledgement of NAIDOC Week.
- Commemoration of Sorry Day for all members of the school community.

**Multicultural education**
Warwick Farm Public School currently has 74% of students from Non English Speaking Background with over 35 cultural groups represented. Our main communities are represented by Arabic, Fijian Indian, Vietnamese and Serbian. The ESL program is implemented through team teaching situations and small group withdrawal, with teachers planning collaboratively to address the particular needs of all students. It is considered important at Warwick Farm Public School that all of our community are included and that our students are able to understand their culturally enriched backgrounds.

The cultural diversity of our school was celebrated on Multicultural Day with students wearing traditional costumes and sharing an amazing range of foods in a Culture Crunch. Staff and students enjoyed an African Drumming workshop as part of the activities.

Assistance for families from non-English speaking backgrounds is provided by the extensive use of interpreter services to enable families to feel valued and supported in positive school partnerships to enhance the achievements of all students. Our school has an inclusive culture that celebrates difference and ensures continuous learning for all.

**Respect and responsibility**
The school is widely recognised for the quality of student welfare initiatives promoting Respect and Responsibility. Student Welfare is an ongoing focus as we endeavour to meet the needs of our community and implement strategies to explicitly teach the core values of Respect, Care, Fairness, Responsibility, Honesty, Cooperation, Excellence, Democracy and Participation.

The school implements a formalised Bullying Policy and explicitly teaches strategies to empower our students in resolving conflicts and developing personal resilience. We have high
expectations of student behaviour and consistently implement strategies to support students and maintain a safe and happy school environment conducive to learning. The explicit teaching of rules, expectations and responsibilities is a strength of our school. Students receive leadership opportunities through their participation in the Student Representative Council. The school captains and SRC provide the basis for student voice in school planning and decision making. Other leadership opportunities are provided for our students through sport, school service, public speaking and class based responsibilities. The school commemorates significant events such as Sorry Day, ANZAC Day and Remembrance Day with ceremonies to reinforce their significance within our culture.

Other programs

Priority School Programs (PSP)

Our school benefits greatly from participation in PSP to improve literacy and numeracy outcomes and enhance engagement in learning for our students. In 2009 the school was identified as a Priority Action School resulting in additional funding to meet the needs of our community. Our supplementary staffing entitlement of 0.3 has been successfully utilised to provide additional classroom support for students requiring learning assistance in literacy and numeracy. Funding has been directed towards a number of programs that support the school’s identified targets. These have included:

- Teacher Induction Programs to support clear understanding of school policies, programs and procedures resulting in improved school organisation and management, and increased teacher moral and work satisfaction.
- Successful implementation of Teacher Professional Learning Model to build teacher capacity and improve student achievement of outcomes in literacy, numeracy and technology.
- Implementation of an innovative in class teacher support model resulting in improved student achievement of stage appropriate outcomes in literacy and numeracy and the creation of calm classrooms with highly engaged students.
- Continued implementation of Jolly Phonics K-3 resulting in average Guided Reading Levels meeting or exceeding school benchmark targets.

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>13.2</td>
<td>14.9</td>
<td>20.6</td>
<td>23.2</td>
</tr>
<tr>
<td>Target</td>
<td>8</td>
<td>15</td>
<td>20</td>
<td>20 t</td>
</tr>
</tbody>
</table>

- Continued implementation of effective Speech and Language programs to address the needs of identified students.
- Successful participation in PAS Principal Partnership initiative with Milperra PS.
- K-6 implementation of daily uninterrupted literacy and numeracy with creative innovation in the use of support teacher allocations to maximise teaching and learning.
- Transition Programs for entry into High School and Kindergarten.
- Community Workshops to support families in helping their children at home through ongoing partnerships with outside agencies and services.
- Student Leadership participation in the PSP Equity Forum.
- Community Liaison Officer, implementing procedures and initiatives to promote the importance of regular, on time, attendance resulting in continued improvement in school attendance despite high community mobility.

Progress on 2009 targets

Target 1: Increased levels of Literacy achievement for every student in line with school, region and state.

Our achievements include:

- Successful implementation of a balanced approach to teaching literacy through daily uninterrupted sessions for all students.
• Increased teacher confidence in the implementation of best practice programs in Literacy utilising data to meet student needs.
• Successful participation in LC2 professional learning model resulting in increased teacher capacity and skill in explicit teaching in Literacy.
• Improved student achievement in Literacy in NAPLAN and school based assessment.
• 53% of students achieved in Skills Band 3 and higher in NAPLAN.
• Increased number of students achieving stage appropriate outcomes in all areas of literacy.
• Improved average levels in Guided Reading.

**Target 2: Increased levels of Numeracy achievement in line with school, region and state.**

Our achievements include:
• Increased teacher capacity in identifying and addressing student needs in Numeracy.
• Successful implementation of Count Me In Too and uninterrupted daily Numeracy.
• Increased staff confidence in the analysis of student data to determine focus areas in Numeration, Space and Measurement.
• Increased student achievement in Numeracy.
• All staff utilising SMART Data to meet individual needs of students in Numeracy.
• Assessment data used to improve student achievement of stage appropriate outcomes.

**Target 3: Increased teacher capacities in the use of information and communication technologies.**

Our achievements include:
• Improved student engagement in interactive technologies used for learning.
• 100% of staff trained in the use of a variety of software, including Interactive Whiteboard software, internet and email use and the use of Interactive Whiteboard hardware.
• Staff survey results indicate that staff who know and understand how to use Interactive Whiteboards and software has improved by 50%.
• Staff confidence has improved with surveys evidencing greater confidence and ability when using various software programs.
• Increased use of technology within classrooms and teaching programs.

**Target 4: Quality teaching practices used for every student with particular attention to personalised learning and student self regulation.**

Our achievements include:
• Teachers modelling and demonstrating quality teaching practices with improved understanding and implementation of Quality Teaching strategies.
• Planning and assessment reflecting the dimensions and elements of the quality teaching framework.
• Improved student attendance data and engagement in class and school activities.
• Student attendance rate above region and state averages.
• Increased number of students arriving at school on time and prepared for learning.
• Improved student achievement of stage appropriate outcomes in all areas of learning.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations - one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Learning and Mathematics.

**Educational and management practice**

Management strategies are reviewed in order to ensure that student learning is maximised.

**Learning - Background**

The school identified learning as the management area to be evaluated. School Map survey materials were used to gather data. Focus groups were also utilised to support information and facilitate discussion to support the effectiveness of this evaluation.
Findings and conclusions
The majority of students, parents and staff indicated a positive response to all questions on the survey. The results indicated that the school community recognises that learning is the major focus of our school and opportunities for learning are provided within a well resourced, stimulating, secure environment. Staff strongly supported the collaborative culture of learning programs and the opportunities provided to enhance life-long learning. Students and staff indicated that high expectations of individuals are understood, generating confidence and providing support and encouragement. Clearly communicating student roles and responsibilities to parents was identified as an area for improvement.

Future directions
• Continued implementation of Professional Learning plans to actively involve staff in creating programs to improve student learning.
• Establishing greater understanding of school procedures and expectations of students.
• Support staff in developing and maintaining positive partnerships with parents to maximise student achievement.
• An emphasis on strategies to develop student independence, self regulation and reflection to improve engagement in learning and enable students to set and adjust their goals.

Curriculum
Mathematics - Background
The school evaluated the implementation of teaching and learning programs in this key learning area across the K-6 school. Focus group discussions and surveys were used to gather data and clearly indicated strong support for the quality of current programs, particularly the implementation of daily uninterrupted numeracy and Count Me In Too as whole school programs.

Findings and conclusions
• Student surveys indicated high levels of engagement and enjoyment in Mathematics.
• Surveys completed by staff, parents and students identified their support for continuation of a whole school approach to Mathematics to enhance student interest and engagement.
• Strong support for daily uninterrupted numeracy sessions was evident in surveys from staff, students and parents.
• Staff confidence in teaching Mathematics was strong with 94% of parents reporting high levels of satisfaction with existing programs.
• Findings indicated that existing programs provide students with a wide range of opportunities to enhance their skills and understandings in all areas of Mathematics.
• Space and Measurement were identified as areas for improvement by staff.
• Teachers indicated a need to continually develop and improve their own skill level to enhance student achievement of outcomes. Particular emphasis was given to improving the use of technologies in classroom activities.

Future directions
• Continued implementation of whole school programs with an emphasis on developing and promoting the importance of Mathematics in daily life to students.
• Professional learning opportunities to develop teacher expertise in implementing the syllabus and enhance student engagement and achievement of outcomes, particularly in Space and Measurement.
• Purchase of new resources to support teachers in utilising a range of technologies in Mathematics programs.
• Increased opportunities for teacher collaboration and professional learning in the implementation of programs and initiatives to improve student achievement of outcomes in all areas of Mathematics.

Other evaluations
Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the
school. Information was gathered through surveys and focus group discussions. The results of student surveys and discussions indicated clearly that students perceive their school to be a safe and caring environment where they feel valued, respected and encouraged to do their best. Parents and staff recognised the importance of establishing and maintaining home school partnerships. Perceived areas of strength were in promoting healthy lifestyles and community connections, welcoming parental involvement. Parents and students perceived teachers had high expectations of student achievement and indicated high levels of satisfaction and confidence in their teachers and the quality of programs at the school.

Professional learning
Teacher Professional Learning funds are allocated to all schools annually. In 2009 the implementation of school improvement targets and priorities reflected the commitment of all staff to continuous training and development to improve the quality of school programs and support student achievement of outcomes. Professional Learning opportunities were provided for all staff including School Administrative Staff and Learning Support Officers. Teachers participate in fortnightly staff meetings focusing on areas of need in support of school improvement targets. The Quality Teaching Model underpins all aspects of professional learning. Staff Development Days in 2009 provided opportunities for staff to participate in workshops targeting Quality Teaching, Literacy, Numeracy and Student Welfare. Participation in the LC2 Community of Schools initiative further enhanced professional dialogue and learning for all staff.

School development 2009 – 2011
Staff have developed a strategic plan through analysis of student data and key evaluations to guide school direction and improve student achievement for 2009-2011. Identified school priority areas are:

- Increased levels of literacy achievement for every student in line with school, region and state.
- Increased levels of numeracy achievement in line with school, region and state.

- Increased teacher capacity in the use of information and communication technologies.
- Quality teaching practices used for every student with particular attention to personalised learning and student self regulation.
- Strengthened teacher capacity to improve student engagement and learning.
- High expectations demonstrated by all staff for student achievement.

Targets for 2010

Target 1: Increased levels of Literacy achievement for every student in line with school, region and state.
Strategies to achieve this target include:

- Staff training and mentoring through the implementation of class teacher support model.
- Structuring of classes to support student learning needs in prioritising the allocation of support programs in high need class groupings.
- Implementation of a balanced approach to teaching Literacy through daily uninterrupted sessions for all students.
- Implementation of Speech / Language Programs to support staff in addressing individual needs of students experiencing difficulty.
- Teacher Professional Learning in the implementation of best practice programs in Literacy utilising SMART data to meet individual needs of students.
- Implementation of LC2 professional learning model to build teacher capacity and skill in explicit teaching in Literacy.

Our success will be measured by:

- Improved student achievement in Literacy in NAPLAN and school based assessment.
- Increased number of students achieving stage appropriate outcomes in all areas of literacy.
- Improved average levels in Guided Reading.

Target 2: Increased levels of Numeracy achievement in line with school, region and state.
Strategies to achieve this target include:

- Professional learning to increase teacher capacity to identify and address student needs in Numeracy.
- Structuring of classes to support student learning needs in prioritising the allocation
of support programs in high need class groupings.

- Implementation of Count Me In Too with continued uninterrupted daily Numeracy Sessions.
- Analysis of SMART Data to determine focus areas in Numeration, Space and Measurement.

Our success will be measured by:

- Increased student achievement in Numeracy. 40% of students achieving Top 3 Bands in NAPLAN.
- All staff utilising SMART Data to meet individual needs of students in Numeracy.
- Assessment data used to improve student achievement of stage appropriate outcomes.

Target 3: Increased teacher capacities in the use of information and communication technologies.

Strategies to achieve this target include:

- Professional learning in using interactive whiteboards as a tool to effectively support teaching and learning.
- Specific strategies in program development to enhance learning opportunities in technology.

Our success will be measured by:

- Evidence of positive impact of interactive technologies and ICT based curriculum resources on student engagement and learning.
- Quality teaching strategies evident in increased student engagement with technologies to enhance learning.
- Increased student engagement with technology in learning across KLA's.

Target 4: Quality teaching practices used for every student with particular attention to personalised learning and student self regulation.

Strategies to achieve this target include:

- Staff training and opportunities for professional dialogue around pedagogy and collaborative goal setting to improve classroom practice.
- Individual, stage and whole school planning and reflection to evaluate teaching and learning practices that engage students in learning.
- Ongoing implementation of procedures to monitor student attendance and promote the importance of regular on time attendance to achieve successful learning.

Our success will be measured by:

Teachers modelling and demonstrating quality teaching practices evidenced by improved understanding and implementation of Quality Teaching strategies.
- Planning and assessment reflecting the dimensions and elements of the quality teaching framework.
- Improved student attendance data and engagement in class and school activities.
- Continued improvement in student attendance rate.
- Increased number of students arriving at school on time and prepared for learning.
- Improved student achievement of stage appropriate outcomes in all areas of learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Ms Tiba Ruda Secretary P & C Association
Mrs Jan Reardon Assistant Principal
Mrs Belinda Wilson Assistant Principal
Mrs Sharon Smalley Rel Assistant Principal
Mrs Lisa Hughes Classroom Teacher
Mrs Carol Howdin School Admin Manager
Mrs Lyn Flegg Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schoo