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.

At Warwick Farm Public School learning outcomes are our priority. We have strong supportive structures for students who come from a wide variety of backgrounds and family situations. 71% of our students come from language and cultural backgrounds other than English with over 40 nationalities represented.

The Warwick Farm School community believes in valuing everyone for their unique qualities. School programs focus on maximising student achievement by engaging students in quality learning. 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.

The words in our school song say “Warwick Farm Public School, We are strong and we are true, May we reach out for our dreams, At Warwick Farm the place to be!”. 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 belief.

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

The Parents and Citizens are active in school initiatives and regularly consulted in school decision making. The community has given valuable input and important feedback relating to physical aspects of the school, student welfare systems, Reporting to Parents procedures, inter-agency programs and Technology. Our Community Room has been significantly used throughout 2008 and is a wonderful school asset. Warwick Farm Public School has a small but active P & C who work tirelessly for the benefit of our school.

In 2008 the P & C Association enjoyed working with the school by contributing funds toward school programs. Our fund raising efforts included raffles at Easter, and other major school functions including Stall tables for Mother’s Day, Father’s Day, Christmas and End of Year Gift Sales as well as Community Events during the school holidays.

2008 P&C fundraising contributions included:
• Purchase of language resources to support the Communication Partners Program.
• Donations to support purchase of digital technologies.
• Purchase of computer software.
• Year 6 farewell cake.

The P & C welcomes all members of the community to come along and support their valuable contribution to the success of our students.

Annette Fickel  Lynette Dehn
President  Treasurer

Warwick Farm is widely recognised as a small, friendly school with an inclusive, K-6 philosophy. The community is committed to continuous improvement in the learning environment for our students.
Student representative’s message
As a student who has been at Warwick Farm Public School for a very long time, I believe that this school is the absolute best. Warwick Farm Public School gives students the opportunity to participate in great learning experiences and learn life values. Everybody, even community members have wonderful times here as Warwick Farm Public School does everything it can to run awesome programs and fundraisers for all to enjoy. The privileges that students get to represent our school are extreme. Warwick Farm Public School is a school that I'll never forget because I've had the best moments here.
Dania Abu Awwad          Year 6 2008

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 232 students enrolled. We have been able to support the needs of our students in smaller class groups through the use of funding from the Priority School Program.

Student attendance profile
Our numbers have varied from 234 to 241. Student mobility continues to be an issue at the school. This year 35 students entered and 34 students left. This represents 29% 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 2008 for the implementation of structured monitoring procedures to support teachers in transitioning new students.

A strategy to improve student attendance has been successfully implemented in 2008. Student attendance remains slightly below the Region and State average. However, continues to show slight improvement compared to previous years.

The school presented Attendance Awards at the end of each Semester 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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>KM</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2 L</td>
<td>1</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>1/2 M</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>1/2 S</td>
<td>1</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>3/4 S</td>
<td>3</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>3/4 Y</td>
<td>3</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>4/5 A</td>
<td>4</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>5/6 R</td>
<td>5</td>
<td>11</td>
<td>19</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>5/6 S</td>
<td>5</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>29</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.

**Staff establishment**

School and PSP funds have been used to provide innovative additional teaching and learning programs and teacher’s aide time to support student achievement of outcomes in literacy and numeracy. Initiatives to provide extension for talented students have also been implemented.

<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>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>4</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 and Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Learning Support Officers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

**Staff retention**

Staff retention rate in 2008 is approximately 84%. Total staff in 2008 was 25 of which 17 were teachers. We had 4 teachers on extended leave requiring replacement by temporary teachers. A senior member of staff retired from teaching and 2 teachers on extended leave relinquished their right of return to our school. These positions are now filled by permanent teachers following implementation of the new staffing procedures.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.2% compared to 96.3% in 2007. 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 particular academic qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100 %</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20 %</td>
</tr>
</tbody>
</table>
Financial summary

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>154,875.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>113,011.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>155,819.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>36,984.91</td>
</tr>
<tr>
<td>Interest</td>
<td>11,368.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9,588.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>481,648.33</td>
</tr>
</tbody>
</table>

| **Expenditure**          |             |
| Teaching & learning     |             |
| Key learning areas      | 29,596.45   |
| Excursions              | 16,564.33   |
| Extracurricular dissections | 31,068.60 |
| Library                 | 5,964.38    |
| Training & development  | 1,184.93    |
| Tied funds              | 136,461.26  |
| Casual relief teachers  | 31,651.94   |
| Administration & office | 30,416.25   |
| School-operated canteen | 0.00        |
| Utilities               | 16,076.25   |
| Maintenance             | 16,609.67   |
| Trust accounts          | 15,454.58   |
| Capital programs        | 0.00        |
| **Total expenditure**   | 331,048.64  |
| Balance carried forward | 150,599.69  |

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

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 2008 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 2008 these funds were used to support the purchase of resources in the Creative Arts.

School performance 2008

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.

The 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:

- CAPA performances and regular group and individual presentations at school assemblies and events.
- A highlight of the 2008 school year was the participation by a team of Stage 3 students in an inter-school drama and improvisation competition. Rounds hosted at our school were attended by all students and members of the wider community, providing the opportunity to enjoy a live performance.
- Visual Arts appreciation tour of all classrooms, to enjoy the creative work of other students.
- 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.
**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 used, 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.
- Explicit teaching of Road Safety initiatives, Drug Education and Child Protection.
- Student Hygiene awareness programs.
- 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 students. Some of these have been:

- Hosting a group of 25 teachers from Ningbo, China in partnership with Liverpool TAFE.
- 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 Breakfast Club runs every morning before school.
- Strong linkages with Liverpool Boys, Liverpool Girls High Schools, and Lawrence Hargrave School.
- Whole school participation in Lawrence Hargrave Kite Day at Stanwell Park Beach commemorating the significant contribution of Hargrave’s to flight in Australian history.
- 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.
- Community Liaison Officer connects with families to enhance community participation and involvement.
- Active After School Communities implemented through the Australian Sports Commission to provide additional physical activities for students.

**Technology**

The use of technology is becoming an essential part of everyday life, and as such it has been integrated into all areas of student learning at Warwick Farm Public School. Students have access to computers in all classrooms, as well as the use of the computer room and library computers. Students have the opportunity to use a range of software and the internet to complete a variety of learning tasks.

This year, staff completed an updated, relevant Technology scope and sequence to be implemented in 2009. The purchase and installation of three new Interactive Whiteboards also occurred this year. One board was placed in the computer...
room, and the other two into classrooms. It is the intention to purchase more boards next year for installation into classrooms. Staff training has also remained a priority with teachers participating in a variety of Training and Development opportunities, in particular learning to use the new Interactive Whiteboards.

The school website was also regularly updated with information and photos uploaded for the community to access. This website can be viewed at www.warwickfar-p.schools.nsw.edu.au

NOVA Project
This year, students in Stage 3 had the opportunity to participate in a technology program offered by Macquarie University. Year 5 and 6 students worked with Year 7 and 8 students from Liverpool Girls High School, testing local waterways to explore the impact humans have had on our local ecosystems. The students used new handheld computers called NOVA’s which contained water testing probes and microphones to record their data, as well as using digital cameras to record visual evidence of human impacts. They collated the data and produced PowerPoint Slideshows to present their findings. Additionally, they were taught to use the software, PhotoShop, to produce surreal artworks from the digital photographs they had taken.

Academic
In 2008 all students in Years 3 and 5 participated in NAPLAN the National Assessment Program Literacy and Numeracy. The performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 6 (highest for Year 3) or Skill Band 3 (lowest) to Skill 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 - Year 3 NAPLAN

- 66% of students achieved skill Band 3 and higher in Reading compared to our school average of 64% since 2005.
- Significant reduction in the number of students in Skill Bands 1 and 2 in Reading to 34% compared to 45% in 2007.

- 94% of students achieved skill Band 3 and higher in Writing compared to our school average of 91% since 2005.
- Significant reduction in the number of students in Skill Bands 1 and 2 in Writing to 6% compared to 18% in 2007.
Percentage of students in bands:
Year 3 spelling

- The school is over represented in Bands 3 and 4 in Reading with 43% compared to 20% of the state and Writing with 42%.
- 67% of students in Year 5 achieved Band 5 or higher in Reading.

Percentage of students in bands:
Year 3 grammar and punctuation

- The school is over represented in Skill Bands 1 and 2 in Grammar and Punctuation with 23%. This is significantly higher than the state average of 13%. See School Improvement Target 1.
- 77% of students achieved skill Band 3 or higher compared to 89% of the state.

Literacy - Year 5 NAPLAN

- 43% of students achieved in the top 3 Bands compared to the school average of 41% since 2003.

- The school is over represented in Skill Bands 3 and 4 in Grammar and Punctuation with 53%. This is significantly higher than the state average of 17%. See School Improvement Target 1.
- Only 25% of students achieved skill Band 3 or higher compared to 62% of the state.
- 45% of students achieved in the top 3 Bands compared to 54% of the state.

The school will continue to implement exemplary support programs to meet the needs of the high number of students in Bands 1 and 2 in Year 3. We will continue to provide all students with explicit and systematic teaching, home reading and instructional reading and writing programs clearly linked to syllabus outcomes. The Reading Recovery program will be maintained for students at risk in Year 1 in Literacy. Focus areas for Literacy improvement in 2009 will be Writing, Grammar and Punctuation and Reading Comprehension. See school improvement Target 1.

**Progress in Literacy - NAPLAN**

In 2008, 23 students sat for the NAPLAN in Year 5, who also sat for the test in Year 3. 95.2% of students had growth above or equal to 1 skill band. Student growth in Reading was 106.1 compared to 86.8 for the state.

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

**Numeracy - NAPLAN**

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 2008 have focused on the Numeracy needs of all students and the ongoing implementation of quality teaching in Mathematics.

- 85% of students achieved Bands 3 to 6.
- 12.5% of students achieved Skill Band 6 compared to school average of 10% since 2003.
- Results showed little or no difference between Measurement and Data and Number, Patterns and Algebra. See School Improvement Target 3.

**Progress in Numeracy - NAPLAN**

In 2008, 23 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 97.8. This is significantly higher than the state average of 80.4.

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.

**National benchmarks**

The Commonwealth Government sets minimum desirable 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.

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></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.
- Successful implementation of the Supplementary Recurrent Assistance initiative, resulting in additional support to all students.
- NAPLAN results show high level of improvement with average growth of 113 in overall Literacy and 94 in Numeracy.
- Inclusion of Acknowledgement of Country in all school events and assemblies.
- Ongoing membership of Dare to Lead Coalition.
- Regular review of school resources to support and promote Aboriginal Culture.
- Acknowledgement of NAIDOC Week.
- Multicultural Day with a focus on indigenous activities and an aboriginal smoking ceremony resulting in increased pride and awareness of Aboriginal culture.

**Multicultural education**

Warwick Farm Public School currently has 71% of students from Non English Speaking Background with over 40 cultural groups represented. Our main communities are represented by Arabic, 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 in an amazing range of foods in a Culture Crunch.

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.
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 actively 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 ANZAC Day and Remembrance Day with ceremonies to reinforce their significance within our culture.

Professional learning

Teacher Professional Learning funds are allocated to all schools annually. In 2008 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. All teachers successfully completed the Literacy on Track program to support implementation of Quality Teaching in Literacy. 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 2008 provided opportunities for staff to participate in workshops targeting Quality Teaching, Literacy, Numeracy and Student Welfare.

Other programs

Priority School Program (PSP)

Our school benefits greatly from participation in PSP to improve Literacy and Numeracy outcomes and enhance engagement in learning for our students. 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 and to address the needs of high achieving students through the implementation of Gifted and Talented initiatives. 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.
- Teacher Professional Learning - 100% of staff successfully completed in Literacy on Track. School Leaders Modules completed by school leadership team.
- Implementation of Jolly Phonics K–3 resulting in significant increase in average Guided Reading Levels exceeding school benchmark targets.
- Language and Speech programs.
- Participation in P7 networking across a community of schools, to support staff in the acquisition of knowledge of Quality Teaching, reflected in Literacy and Numeracy and increase consistency of teacher judgement across Like School Settings.
- K-6 implementation of Count Me In Too, Counting On and Reciprocal Numeracy.
• Gifted and Talented initiatives to extend high achieving students across a range of focus areas.
• Transition Programs for entry into Kindergarten and High School.

• Community Workshops to enhance school image and support families in helping their children at home through ongoing partnerships with outside agencies and service providers.
• 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 2008 targets

Target 1: To enhance student engagement and participation in learning to improve attendance and outcomes in all Key Learning areas.

Our achievements include:
• Successful monitoring of student attendance resulting in increased awareness and understanding of the importance of regular on time attendance.
• Improved student attendance data and engagement in class and school activities.
• Increased number of students arriving at school on time and prepared for the school day.
• Staff training and opportunities for professional dialogue resulting in high quality teaching programs designed to meet students' interests, needs and abilities.
• PLP's developed, implemented and monitored for students "at risk".
• Reduction in referrals to Home School Liaison Officer due to improved attendance and punctuality.
• School timetable structured to ensure daily Literacy and Numeracy sessions are uninterrupted.
• Improved student achievement of stage appropriate outcomes in all areas of learning.

Target 2: 85% of students will achieve at or beyond stage appropriate outcomes in Talking and Listening.

Our achievements include:
• Increased number of students achieving stage appropriate outcomes with a 22% growth from Semester 1 to Semester 2.
• Year 5 Overall Literacy growth of 91.5% compared to 80.7% for the state.
• Improvement of 7.8 for Year 3 Literacy in NAPLAN. 81% of Year 3 students achieved Band 3 or higher. 77% of Year 5 girls achieved Band 5 or higher.
• Improved teacher understanding of student needs and achievements through successful completion of Literacy on Track.
• Improved identification of students requiring additional support through the development and implementation of speech programs in partnership with SWSAH including Communication Partners.
• Continued implementation and revision of K-6 Expressive Receptive Language Program, adding Talking and Listening activities to complement writing outcomes.

Target 3: To improve student skills and automatic recall of number facts and mental computation

Our achievements include:
• Effective teacher collaboration and implementation of initiatives that have heightened the quality of learning experiences.
• Improved student speed and recall of basic number facts and skills resulting in strengthened mental computation skills.
• Improved consistency in teaching and programming explicit skills to develop basic number facts reflecting Count Me In Too and Quality Teaching frameworks.
• Improved student engagement and achievement as evidenced by pre and post data, resulting in enrichment group demonstrating increased speed and recall of basic number facts and the ability to articulate more than one strategy to assist in mental computation.

Target 4: 85% of students will achieve at or beyond stage appropriate outcomes in the Space strand of the Mathematics syllabus.

Our achievements include:

• Successful training and development in the Space support document showing improved staff skills and confidence in planning and implementing the Space strand of the Mathematics syllabus.

• High levels of staff engagement and professional dialogue focused on reflecting the Quality Teaching framework in program and lesson content.

• Evidence of effective understanding and collaboration by staff to review and establish an effective and workable scope and sequence in the teaching of Space.

• Improved student achievement evidenced by the NAPLAN results demonstrate that our average growth in Numeracy of 97.8% is significantly above that of the state average of 80.4%.

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 2008 our school carried out evaluations of Teaching and Science.

Educational and management practice

Management strategies are reviewed in order to ensure that student learning is appropriately maximised. The school identified teaching as the management area to be evaluated. School developed 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

• Staff, parents and students strongly believe that what students learn is important and that the practices used by teachers to manage their classes successfully, engaged students and helped them to be successful learners. There was strong support from staff and parents for daily uninterrupted Literacy and Numeracy sessions.

• Teachers have, and encourage, high expectations for all students. Students recognised that their teacher's have a personal interest in them and recognised that teachers encourage them to achieve their best in all areas of learning.

• Whole school strategies utilised by teachers provide clear understanding for students about the purpose of their learning and the use of explicit quality criteria allows them to understand how their learning will be assessed.

• Staff indicated strong support of school practices in the use of consultation and analysis of data to determine areas for improvement and development.

• Parents believe that teachers effectively plan activities that cater to their child's individual needs.

• Students and parents indicated that they needed more support at home with homework tasks.

Future directions

The data recommended a need to continue with present practices and procedures with further refinement in:

• Expanding the use of stage overviews to enable parents to understand the units of work their children are completing.
• Parent information sessions and workshops for assisting with learning at home will further enhance existing programs.

• An emphasis on the implementation of the Quality Teaching Framework in all professional learning will foster the development of student self regulation and engagement in learning.

• Greater emphasis will be given to incorporating the diverse cultural knowledge of students represented in our school community.

Curriculum
Science

Background
The school’s Science committee 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, however, identified the need to revitalise the teaching and learning of Science.

Findings and conclusions
• Surveys completed by staff, parents and students identified the need for continuation of our whole school approach to enhance student interest and engagement in Science.

• Significant support was evidenced for continued implementation of initiatives with Liverpool Boys High School, particularly regular Science Fun Days and High School Science for Stage 3 students.

• Staff confidence in teaching Science was strong with 92% of parents reporting high levels of satisfaction with existing programs in which students learn about their natural and made environments by investigating and designing.

• Findings indicated that existing programs provide students with a wide range of opportunities to enhance their skills and understandings.

• Students found discovery based instruction an enjoyable way to learn new ideas and indicated high levels of engagement and enjoyment in Science experiences.

• Teachers indicated a need to continually develop and improve their own understanding and skill level in student achievement of outcomes in the area.

Future directions
• Continued implementation of whole school programs with an emphasis on developing and promoting the importance of Science to students.

• Professional learning opportunities to develop teacher expertise in implementing the syllabus and enhance student engagement and achievement of outcomes.

• Purchase of new resources to support teachers in the implementation of Science programs.

• Continued participation in existing activities including excursions, visiting performers and collaborative programs with Liverpool Boys.

• Increased opportunities for teacher collaboration and professional learning in the implementation of programs and initiatives to improve student achievement of outcomes in Science.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Information was gathered through surveys, observations and focus group discussions.

The results of student surveys and discussions indicated clearly that students perceive the
school to be a safe and caring environment where they feel valued and respected.

Parents and staff recognised the importance of establishing and maintaining home school partnerships. A perceived area of strength was in the resourcefulness of the school community in meeting the needs of all students with well established student welfare practices that are fairly and consistently implemented.

Parents indicated high levels of satisfaction and confidence in their child's teachers and the quality of programs at the school.

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 2009

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

Strategies to achieve this target include:

- Implementation of a balanced approach to teaching Literacy through daily uninterrupted sessions for all students.
- Staff training and mentoring through the implementation of an in class teacher support model focussing on Grammar, Punctuation and Reading.
- 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.
- 65% of students achieving Top 3 bands in NAPLAN writing.
- 60% of students achieving Top 3 bands in NAPLAN reading.
- Increased number of students achieving stage appropriate outcomes in all areas of literacy.
- Improved average levels in Guided Reading.
- Evidence of positive impact of LC2 through teacher surveys.

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
- 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. 65% 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.
• Review and implementation of K – 6 Scope and Sequence for explicit teaching of skills to enhance student learning through technology.
• 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 technology 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.
• Explicit teaching of the importance of regular on time school attendance with a focus on developing student understanding of the purpose of 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.
• Student attendance rate at or exceeding state average.
• Increased number of students arriving at school on time and prepared for learning.
• Decrease of students in Time Out by 50%.
• 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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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.schools.nsw.edu.au/asr