Warwick Farm Public School Annual School Report

NSW Public Schools – Leading the way
Messages

Principal's message

Warwick Farm is an innovative and resourceful school community that clearly demonstrates a quality learning environment. 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. 73% of our students come from language backgrounds other than English with over 40 nationalities giving our school a culturally enriched community.

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 and Numeracy.

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.

In 2007 the upgrading of our computer room through the Investing in Our Schools initiative was a significant improvement providing our students with an outstanding resource for developing valuable technological skills.

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 to provide every opportunity for individuals to reach their full potential.

At Warwick Farm our statement of purpose is “We work together to achieve quality learning” 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

Parents and Citizens 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 and inter-agency programs. The development of our Community Room was a significant achievement in 2007. Warwick Farm Public School has a small but active P & C who work tirelessly for the benefit of our school.

In 2007 the P & C Association enjoyed working with the school by contributing funds toward school programs. Our fund raising efforts included raffles at Easter, Athletics Carnival and all 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.

In 2007 P & C fundraising contributions included:
- Purchase of a Data Projector with trolley.
- Donation to Wildlife Warriors on Khaki Day.
- 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
Secretary Treasurer

Student representative’s message

As a student who has been here since Kindergarten I have experienced lots of great events like the opening of our amazing “Cooinda”. Warwick Farm Public School is a great place to make new friends. This school and the friendly community has helped me to reach many of my goals and given me the opportunities to be part of programs that have recognised my talents and challenged me to make the most of every learning experience. I have been given a great education at Warwick Farm Public School and will take all that I have learned with me as I begin the next step in reaching my dreams.

Henry Tong 2007 School Captain

School context

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 86.0% cent 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 236 to 225. Student mobility continues to be an issue at the school. This year 38 students entered and 49 students left. This represents 39% 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 2007 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 2007. Student attendance remains slightly below the Region and State average. However, our absentee rates are affected by long term overseas holidays taken by students during the school year.

<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>KH</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>K / 1 L</td>
<td>K / 1 L</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>1 / 2 B</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1 / 2 J</td>
<td>1</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>1 / 2 W</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>2 / 3 S</td>
<td>2</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>3 / 4 C</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>4 / 5 M</td>
<td>4</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>5 / 6 R</td>
<td>5</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>5 / 6 T</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
</tbody>
</table>

The school is able to provide smaller class sizes with classes organised in stage groups to maintain flexibility due to the high needs of our students and mobility. Teachers work collaboratively in stage teams to cater for the needs of individual students.

**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>2</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>Teacher’s Aide Special</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>
Staff retention

Generally, staff retention at Warwick Farm Public School is unpredictable and often challenging. Staff retention rate in 2007 is approximately 88 per cent. Total staff in 2007 was 23 of which 17 were teachers. We had 5 teachers on extended leave requiring replacement by temporary teachers.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2007 the average daily attendance rate for staff, as determined by the Department, was 96.3% which is similar to the rates for past years. 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>21 %</td>
</tr>
</tbody>
</table>

Financial summary

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 2007 these funds were used for the purchase of playground equipment.

The school benefited greatly from successful applications for significant funding through the Investing in Our Schools Program and the Community Development Scheme. These funds are represented in the increase in Tied Funds.

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 2007 financial statement can be obtained by contacting the school.

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

Date of financial summary: 30/11/2007

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>125,807.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>115,211.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>142,753.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>79,922.88</td>
</tr>
<tr>
<td>Interest</td>
<td>10,438.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,973.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>363,298.85</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Category</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>27,680.81</td>
</tr>
<tr>
<td>Excursions</td>
<td>12,791.44</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29,174.64</td>
</tr>
<tr>
<td>Library</td>
<td>5,920.70</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,684.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>138,955.50</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>29,429.47</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>37,481.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>-</td>
</tr>
<tr>
<td>Utilities</td>
<td>16,750.36</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14,456.56</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10,105.11</td>
</tr>
<tr>
<td>Capital programs</td>
<td>9,800.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>334,230.59</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 154,875.29

School performance 2007

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.

A highlight of the 2007 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 live performance.

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.
- Participation in Beyond the Frame by students in Stage 3.
- Development of cognitive play boxes to support performance and drama skills.
- Visual Arts appreciation tour of all classrooms to enjoy the creative work of other students.

Sport

Warwick Farm Public School provides a comprehensive sporting program from Kindergarten to Year 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 program.

BLUEARTH

The school successfully implemented the BluEarth program across K-6 through team teaching with 2 accredited coaches from our staff. The program developed physical fitness and student well being through participation in activities which improve movement, flexibility and skills in games encouraging collaboration and personal growth. Students learnt the importance of teamwork and strategy and developed responsible attitudes toward self worth and the importance of regular physical activity.

DANCE 2BFIT

Students from Kindergarten to Year 6 were provided with the opportunity to develop their skills in Dance. Students were given specialist sessions with qualified instructors to improve their skills, abilities and achievement of stated outcomes in Personal Development, Health and Physical Education. Staff in consultation with students and the community have decided to provide a similar initiative in 2008.

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:

- Families First supported Playgroup operates successfully every Thursday in the school hall with an average weekly attendance of 20 families.
- Australian Red Cross Breakfast Club runs every morning before school.
- Health Promoting School Initiatives including Tooti Fruiti Vegies, Fruit Break, Running on Empty and Munch and Crunch.
- Strong linkages with Liverpool Boys and Liverpool Girls High Schools, Moorebank High School and Lawrence Hargraves 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 and English classes.
- Communities for Kids project is implemented in partnership with Families NSW to support the needs of families with children 0-8.
- Community Liaison Officer connects with families to enhance community participation and involvement.

Academic

In the Basic Skills Test, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (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 the Basic Skills Tests and Primary Writing Assessment. Student achievement is measured by a combination of these results for students in Years 3 and 5 and whole school tracking of student outcomes based on classroom assessment.

**Literacy – BST Year 3**

- The school is over represented in Bands 1 and 2 with 45% compared to 23% in the state achieving similar results.
- 11% of students achieved skill Band 5 in 2007 significantly higher than the school average of 7% since 2003.

**Literacy – BST Year 5**

- 91% of students achieved Bands 3 to 6 which is slightly lower than the average of 98% from 2003
- 13% of students achieved skill Band 6 in 2007 which is significantly higher than the school average of 8% since 2003.

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. The Literacy focus in 2008 will be on Talking and Listening. See school improvement Target 2.

**BST progress in Literacy**

In 2007 24 students sat for the BST in Year 5, who also sat for the test in Year 3. 95.2% of students demonstrated a growth above or equal to 1 skill band. Student growth in Writing was 8.43 compared to 7.17 for the state.

Overall performance in Literacy continues to improve with students increasingly achieving higher bands. Our school results were better in Writing than Reading and Language (See school improvement target 2). The school will continue to target programs and initiatives to improve student achievement and close the gap between school and state averages.

**Numeracy – BST Year 3**

- Student achievement in Numeracy is measured by a combination of BST 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 2007 have
focused on the Numeracy needs of all students and the ongoing implementation of quality teaching in Mathematics.

- The school is over represented in Bands 1 and 2 in Year 3 with 38% of students. This is a slight improvement on 2003 - 2007 average of 42%.
- 14% of students achieved Band 5 compared to 10% school average from 2003 - 2007.

Numeracy - BST Year 5

- 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. School Improvement Targets in 2008 will review Numeration and Space.

BST progress in numeracy

In 2007 24 students sat for the BST in Year 5, who also sat for the test in Year 3. The average improvement rate for those students in Numeracy was 6.2. This is significantly lower than the state average of 8.4.

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 and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 3 and the Year 5 Basic Skills Test (BST) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 3 students in our school achieving benchmarks in 2006 and 2007

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79</td>
<td>82</td>
</tr>
<tr>
<td>Writing</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76</td>
<td>79</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report

Percentage of Year 5 students in our school achieving benchmarks in 2006 and 2007

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
<td>78</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
<td>69</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report

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 PLPs to monitor the learning and welfare needs of all indigenous students.
- Aboriginal Cultural Group researched, designed and created a painted mosaic of a goanna, the symbol they chose to represent their community. Each indigenous student decorated a piece using symbols representing themselves, their families and their culture. Individual pieces were then assembled in partnership with the indigenous community at Moorebank High School. This amazing art work is proudly displayed in the school foyer.
• Inclusion of Acknowledgement of Country in all school events and assemblies.
• Nomination of 4 students for Regional achievement awards.
• Ongoing membership of the Dare to Lead Coalition.
• Regular review of school resources to support and promote Aboriginal Culture.
• Multicultural Day with a focus on indigenous activities and an aboriginal performer.

BEYOND THE FRAME
A Stage 3 class participated in this outstanding initiative. Working collaboratively with students from Liverpool Girls High School and a renowned aboriginal artist, students developed individual and group artworks over a ten week period. These works were inspired by environmental patterns they observed while visiting the Georges River Education Centre, as well as Aboriginal art works they had the opportunity to view. Students visited Liverpool Girls’ art classrooms for peer mentoring sessions, and worked with aboriginal artists on their individual works. At the end of the unit, student canvas’ and diaries were collected to be displayed at an exhibition at Casula Powerhouse Arts Centre.

Multicultural education
Warwick Farm Public School currently has 73% 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 context.

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.

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 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:

• Literacy programs - whole school implementation of explicit quality criteria in the teaching of spelling, Key Into Comprehension to develop student response to text and comprehension skills, Visual Literacy programs and Boys Literacy program.
• Count Me In Too - Implemented across the K-6 school. Support staff are committed to the program providing students requiring additional assistance in Numeracy with a high level of support. The effectiveness of the strategy is evident in student engagement and improved achievement of stage appropriate outcomes.
• 150 students participated in the Holiday Reading is RAD initiative with data indicating that 90 % of participants were able to improve or maintain their reading levels over the extended break.
Progress on 2007 targets

Target 1. To improve student achievement of stage appropriate outcomes in Spelling.

Our achievements include:

- Successful development and implementation of school based Phonological Spelling Program.
- Successful implementation of Jolly Phonics Program in Years K - 3.

Increased staff understanding and implementation of quality teaching in Spelling with improved skills and strategies to meet the individual needs of all students, through professional learning.

Improved staff skills and confidence in planning, programming and implementing explicit quality criteria in the teaching of spelling with enhanced student engagement.

94 % of students improved or equalled their spelling achievement evidenced through the use of the South Australian Spelling Test.

Basic Skills Writing results for students in Years 3 and 5 indicated student growth of 8.43 compared to 7.17 for the state.

Target 2. To embed the quality teaching framework in all school programs and teaching practices to enhance student outcomes in all Key Learning Areas.

Our achievements include:

- Improved staff engagement in professional dialogue around pedagogy and collaborative goal setting with improved classroom practice.
- High levels of collaboration in planning, implementing and evaluating class, stage and school programs.
- Improved consistency in teaching and programming reflecting the Quality Teaching framework.
- Improved student engagement and achievement in all areas of learning.

Target 3. To improve student outcomes in Working Mathematically across all strands of the Mathematics syllabus.

Our achievements include:

- Evidence of effective implementation and increased confidence in the teaching of all strands of the Mathematics syllabus.
- Increased understanding of mathematical concepts evidenced by improved achievement of Working Mathematically outcomes.
- Improved student achievement evidenced by the following table showing the % of students working at or beyond stage appropriate outcomes in Numeration. Refer to school improvement target 3.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>66 %</td>
<td>75 %</td>
<td>72 %</td>
<td>73 %</td>
</tr>
</tbody>
</table>

- Improved student achievement evidenced by the following table showing the % of students working at or beyond stage appropriate outcomes in Measurement.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 %</td>
<td>60 %</td>
<td>77 %</td>
<td>80 %</td>
</tr>
</tbody>
</table>

- Improved student achievement evidenced by the following table showing the % of students working at or beyond stage appropriate outcomes in Space. Refer to school improvement target 4.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>72 %</td>
<td>66 %</td>
<td>77 %</td>
<td>83 %</td>
</tr>
</tbody>
</table>

- Improved student engagement and enjoyment in Mathematics.

Target 4. To implement programs which motivate the school community to make healthy choices and decisions for their well being.

Our achievements include:

- Maintained successful participation in Health Promoting School initiatives in partnership with South West Sydney Area Health.
- School scope and sequence for Personal Development, Health and Physical Education implemented with staff demonstrating confidence in planning, implementation of effective teaching programs and assessment strategies.
- Improved student achievement of stage appropriate outcomes in the Active Lifestyles strand of PDHPE syllabus.
- Successful implementation of quality whole school fitness program to improve physical activity with significant improvement in individual fitness levels.
- Enhanced community awareness and support through successful parent workshops and information sessions.

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 2007 our school carried out evaluations of Management and Human Society and It's Environment.
Educational and management practice

Management

Background
Management strategies are reviewed in order to ensure that student learning is appropriately maximised. The school identified Management as the area to be evaluated. School Map and 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 indicated high levels of support for existing student welfare programs and initiatives.
- Staff commitment to the monitoring and evaluation of school plans, policies, programs and practices was identified as an area of strength in maintaining continuous improvement.
- Parents believe that school resources are well managed and highly valued the work of teachers in looking for ways to continually improve learning.
- Students indicated that they would benefit from strategies to increase the relevance of what they are learning.

Future directions
The data recommended a need to continue with present practices and procedures with further refinement in:
- Promoting the key aspects of school improvement plans and major changes to school practices to the community.
- Communication initiatives to support families in maintaining positive partnerships with the school in supporting the learning needs of their children.
- Expanding the use of stage overviews to enable parents to understand the units of work their children are completing.
- Strategies to increase student participation in planning and directing learning activities and initiatives to increase significance.

Curriculum
Human Society and Its Environment

Background
The school’s Human Society and Its Environment 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 the need to review the effectiveness of implementing Connected Outcome Groups to achieve outcomes in this Key learning Area.

Findings and conclusions
- Staff, parents and students indicated high levels of confidence in the effectiveness of teaching in HSIE.
- Staff indicated successful implementation of units of work in Connected Outcome Groups to enhance student understanding and achievement of outcomes in HSIE.
- The linking of the ESL Steps with COGs for parallel programming to support ESL learners was widely supported.
- Findings indicated that existing programs provide students with opportunities to enhance their learning and improvement particularly in the area of Intellectual Quality through integrated learning.
- Students indicated that they enjoy the existing opportunities to actively engage in extensive areas of investigation through COGs.
- Teachers indicated a need to develop their own understanding and skill level in the implementation of COGs to support student achievement of outcomes in HSIE.
- Teachers indicated increased opportunities for explicit teaching to support student achievement of outcomes.

Future directions
- Support student achievement of HSIE outcomes through K-6 continued implementation of 2 year Scope and Sequence for COGs.
- Review effectiveness of programs in Child Protection, Drug Education and Road Safety.
- Professional learning opportunities to develop teacher expertise in implementing Connected Outcome Groups and enhance student achievement of outcomes.
- Purchase of new resources to support teachers in the implementation of Connected Outcome Groups including Library resources.
- Continued participation in existing activities including excursions and visiting performers to broaden real life experiences of students.

Other evaluations
Parent, student, and teacher satisfaction
In 2007 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.

**Professional learning**

Teacher Professional Learning funds are allocated to all schools annually. In 2007 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 Teachers Aides. Teachers participate in fortnightly staff meetings focusing on areas of need in support of school improvement targets. The Quality Teaching Framework underpins all aspects of professional learning. Staff Development Days in 2007 provided opportunities for staff to participate in workshops targeting Quality Teaching, Literacy, Numeracy and Student Welfare.

**School development 2006-2008**

**Targets for 2008**

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

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.
- Increased number of students arriving at school on time and prepared for the school day.
- 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.

Strategies to achieve this target include:
- Professional learning for staff through participation in state level Literacy on Track project with focus on Talking and Listening.
- Explicit teaching of language sentence structure, speaking both formal and informal.
- Implementation of K-6 Expressive Receptive Language Program.
- Collaborative planning and professional learning to enhance the implementation of quality teaching programs and consistency of teacher judgement in assessment of student achievement in talking and listening.
- Development and implementation of speech program in partnership with SWSAH including Communication Partners.

Our success will be measured by:
- Improved teacher understanding of student needs and achievements in Talking and Listening.
- Improved student results evidenced through pre and post data.
- Increased number of students achieving stage appropriate outcomes.
- Improved identification of students requiring additional support in talking and listening.
- Improvement in Basic Skills results for students in Years 3 and 5.

**Target 3.** To improve student skills and automatic recall of number facts and mental computation to increase achievement of outcomes in Numeration.

Strategies to achieve this target include:
- Review of teaching programs that focus on the explicit and recurring teaching of basic facts.
- Whole school and stage team training and collaborative planning of programs to increase
skills in using activities and games to teach basic facts and meet student needs.
K-6 focused Count Me In groups with committed support staff to reduce class sizes and support needs of all students.
Implementation of Visualising and Verbalising program to explicitly teach memory improvement strategies.

Our success will be measured by:
- Increased speed and accuracy to recall and apply basic facts across all strands of mathematics evidenced by pre and post data.
- Increased staff confidence and effectiveness in programming and teaching of strategies.

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

Strategies to achieve this target include:
Staff training in systematic teaching and assessment programs to develop professional learning and engage in dialogue to share knowledge, skills and understandings of best practice in the teaching of Space.
Focus on programming and lesson content at whole school staff and stage meetings to reflect the Quality Teaching framework.
Ongoing review of the effectiveness and workability of the school’s scope and sequence for the teaching of Space.
Implementation of syllabus and space sequence with support from Mathematics Consultant and Purchasing and development of resources to enhance the implementation of the space strand of the syllabus.

Our success will be measured by:
- Evidence of effective implementation and increased confidence in the teaching of Space through surveys.
- Improved results for students in achievement in stage appropriate outcomes.
- Improved teacher understanding of quality teaching in Space strand of Mathematics.
- Successful implementation of DET resources to support successful teaching in Space.
- Availability of quality resources to support student understanding of concepts in Space.

Target 5. To implement programs which motivate the school community to make healthy choices and decisions for their well being.

Strategies to achieve this target include:
- Continued participation in partnership with South West Sydney Community Health, Running on Empty and other community service providers.
- Application for participation in Live Life Well initiative to enhance ongoing programs.
- Parent workshops to support school programs and improve community awareness.

Our success will be measured by:
- Feedback from community service providers.
- Successful implementation of Live Life Well program.
- Increased student participation and enjoyment in physical activities.
- Student surveys identifying and utilising more healthy life choices.
- Parent participation and feedback from workshops.

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.

Members of the school self-evaluation committee included:
Mrs Nancy Carr President P & C Association
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Miss Jan Traill Assistant Principal
Mrs Sharon Smalley Relieving Assistant Principal
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