School context statement
At Warwick Farm Public School we strive to develop confident, creative self-regulated learners who engage in 21st Century Learning within a supportive environment with a focus on, cross curriculum and general capabilities in order to prepare them as well-informed active participants in society.

We are a small, friendly school strongly focused on child-centred learning. Students who attend our school come from a wide variety of cultural backgrounds and family situations and we have a high mobility rate, 33% in 2014. 75% of students are of a Language Background Other Than English with over 40 different nationalities represented. Increasing numbers of children are on Temporary Visas. There are a number of refugee families from locations all over the world. 4% of students are Aboriginal and Torres Strait Islander. For many of our students, school is their first exposure to English.

The school has established and maintains strong interagency and community partnerships. The school receives funding through the Resource Allocation Model (RAM): Socio-economic Background with the calculated equity loading determined by FEOI at 146.

Principal’s Message
2014 was another exciting year at Warwick Farm Public School. We have strong supportive structures for students who come from a wide variety of backgrounds and family situations. Our school aim is to ensure positive learning outcomes for all students in a safe and caring environment through collaborative programs with a strong emphasis on Literacy, Numeracy and Technology. The staff is committed to the continual implementation of school initiatives and ongoing professional learning to deliver high quality classroom programs.

I would like to welcome Ms Debbie Robinson into the role of Relieving Principal in 2015 and thank our staff and community for their support during my time at “The Farm”. This report is reflective of our commitment to our school vision.

I certify that the 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.

Brian Marsland
Relieving Principal

P&C Message
The P&C had a fantastic year supporting our school and community during 2014. The P&C has provided funding to benefit the school by purchasing technology resources to support our technology programs. Further funds were contributed towards sporting equipment.

As usual P&C kindly provided the Year 6 Farewell cake as an act of goodwill to all the students to wish them well in their expedition to High School.

Community events included educational workshops facilitated by teachers, where parents were empowered with skills to assist their children with their reading and maths. Other workshops included Women’s Health, cooking, craft based activities and parenting programs. We were very proud to have a high number of our families participate in a Triple P workshop delivered in Vietnamese.

Fundraising efforts dominated the calendar with annual events such as the Easter raffle, Mother’s Day Stall, Father’s Day Stall and Christmas Hampers. We also have our monthly Red Day fundraisers which are always a winner with both the children and the staff. The P&C supported the school through several morning teas.

Special thanks to our canteen staff and volunteers for their endless support. We are grateful for our partnership with the Salvation Army, Liverpool Neighborhood Centre and the Red Cross. We would like to thank our P&C Committee who work tirelessly in their endeavours to support and help our school.

We would like to acknowledge our principal and the staff of Warwick Farm Public School for going above and beyond their duties to assist with the running of the P&C committee.

Sharon Lalakobau (Community Liaison Offer)
Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
Student enrolment has fluctuated significantly throughout the year due to the high mobility of the school community. In 2014 student numbers varied from a high of 249 to a low of 229. In the year 40 students enrolled and 39 students left. This represents 33% of the school population.

Student attendance profile
Percentage of Student attendance is detailed below. Strategies to improve school attendance included end of term awards for full attendance and the follow-up of absenteeism by classroom teachers and team leaders. “In Line on Time” awards were presented daily to promote regular on time attendance. The school has provided support for families through school programs and referrals to the Home School Liaison Officer.

Class Sizes
Primary classes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported in the 2014 Class Size Audit conducted in March.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASS</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>LAWSON</td>
<td>K</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>COOK</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>HUME</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>ROSS</td>
<td>1</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>COUSTEAU</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>WENTWORTH</td>
<td>3</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>FLINDERS</td>
<td>4</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>CORTES</td>
<td>5</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>MITCHELL</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>12</td>
<td>25</td>
</tr>
</tbody>
</table>

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9.98</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.572</td>
</tr>
<tr>
<td>Total</td>
<td>20.172</td>
</tr>
</tbody>
</table>
Additional teaching and support staff were employed to support school initiatives utilising Low SES National Partnership funding.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

We currently have no staff member of indigenous background employed at our school.

Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>79%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21%</td>
</tr>
<tr>
<td>NSW Teacher Accreditation</td>
<td>26%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

100% of teachers participated in professional learning through a variety of modes to meet school goals and individual professional goals.

Teachers were given professional learning to gain a greater understanding of the NSW English and Mathematics Syllabus for the Australian Curriculum. They participated in technology training, student welfare training and Sustainability Education. Teachers were given training on how to identify needs of individual students, and how to write Personalised Learning and Support plans to differentiate and make learning adjustment in the classroom.

Through Low Socio Economic National Partnership Funding an additional Assistant Principal role was created, along with 2 members of staff acting in Assistant Principal roles to build leadership capacity throughout the school. Committees were formed to build knowledge and capacity of key curriculum areas of the school.

The average expenditure of Professional Learning funds per teacher was $2170.94 with the total expenditure of $41,248.91

Throughout the year 100% of staff participated in 5 Staff Development Days. These days had a strong focus on working collaboratively and upskilling staff on the following areas: Child Protection, Code of Conduct, Anaphylaxis Training, School Planning, Mathematics, Student Welfare, Consistent Teacher Judgment for Reporting, teacher reflections on individual professional learning, Sustainability Education and Science.

In 2014 5 members of staff were supported in maintaining accreditation at a Proficient level. These teachers continued to increase their hours of professional learning and reflection, with one member of staff successfully completing and writing his maintenance of accreditation report. Currently we do not have any teachers working towards Board of Studies Teaching and Education Standards accreditation.

Beginning Teachers

In 2014 the school supported 1 Beginning Teacher through the Great Teaching, Inspired learning Initiative. Funds were spent to support the teacher through additional release, targeted professional learning and to work with a mentor.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>145,077.07</td>
</tr>
<tr>
<td>Global funds</td>
<td>168,700.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>581,191.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>42,594.55</td>
</tr>
<tr>
<td>Interest</td>
<td>8,657.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,760.02</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>953,981.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Achievements

Art
Creative Arts programs implemented across the school offered a wide range of experiences. All students were provided with creative opportunities that had a strong focus on participation, enjoyment and the development of skills to reinforce the learning that occurs in the classroom. Performing Arts initiatives contribute significantly to the cultural climate of the school. Cultural dance groups were formed and successfully supported by staff and parents. These groups performed on our Multicultural Day to an audience of students and community members. Targeted Students K-6 participated in a Visual Arts mural, supported by expert teachers from Liverpool Girls High School.

Sport
Comprehensive K-6 sport programs were implemented that had a strong emphasis on participation and skill development. All students were invited to participate in the school Cross Country and Athletics carnivals and competent swimmers participated in a combined schools swimming carnival. Qualifying students have the opportunity to participate at Zone, Region and State level.

Students in Year 2-6 were provided the opportunity to participate in the School Swimming Scheme conducted by Department of Education and Communities to learn water safety and swimming skills. The school subsidised the associated costs to encourage full participation.

Peer Support
Peer Support was successfully implemented in 2013. Year 6 students were provided with intensive training to lead Peer Support across the school. The program focused on developing skills in empathy, conflict resolution, assertiveness and building positive relationships.

Transition Programs
The school established strong links with both Liverpool Girls and Liverpool Boys High Schools. Students in Stage 3 participated in a High School Science program which regularly exposed them the structure of high school classrooms, teachers and lessons.

Kindergarten Transition to School program was highly valued by our community. The program was run in Term 4 and provided students enrolling in Kindergarten with the opportunity to develop confidence in a school setting through weekly visits. Parents attended workshops that addressed a wide range of topics delivered by school staff and visiting speakers. Parents reported an increased awareness of the role and support offered by our school and associated agencies and increased confidence to support their child to have a successful and happy start to Kindergarten.

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. Partnerships were:

- Family First supported Playgroup that operated in the school hall every Thursday morning with an average attendance of 20 families.
- Australian Red Cross ran a Good Start Breakfast Club every morning before school with the assistance of local community volunteers. On average about 40 students participate in this program each day.
- A Little Library program for pre-schoolers operated weekly on Tuesday morning with full attendance.
- The Salvation Army Food4Life Market ran the school canteen and provided healthy canteen options.
- Active After Schools Communities program was implemented through the Australian Sports Commission to provide additional physical activities for students two afternoons a week.
Academic achievements

NAPLAN

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 these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy (Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 student achievement in Literacy has decreased as measured against school averages over the last 4 years.
NAPLAN Year 3 - Numeracy
Year 3 student achievement in Numeracy has decreased as measured against school averages over the last 4 years.

NAPLAN Year 5 - Literacy (Reading, Writing, Spelling and Grammar and Punctuation)
Year 5 student achievement in Literacy has decreased as measured against school averages over the last 4 years.
NAPLAN Year 5 - Numeracy

Year 5 student achievement in Numeracy has shown an increase of students performing at or above minimum standard in comparison to the tree year average.

Significant programs and initiatives – Policy and equity funding

Aboriginal education
Aboriginal perspectives are implemented across the curriculum to improve the 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 include the development and implementation of Personalised Learning and Support Plans to monitor the learning and welfare needs of all indigenous students. These plans are developed collaboratively by the classroom teacher, student, family, Aboriginal Coordinator and in consultation with the school Learning and Support Team.

Multicultural education
Warwick Farm Public School has 75% Language Background other than English with 40 different cultural groups represented speaking 36 different community languages. The main community groups being Arabic (17.4%) Vietnamese (8.1%),

Percentage in bands: Year 5 Grammar & Punctuation

Percentage in bands: Year 5 Numeracy

Percentage in bands: Year 5 Writing
Pacific Islander - Samoan (8.1%), Serbian (6.8%) and Hindi (5.9%). ESL and New Arrival Program (NAP) are implemented through team teaching and small group withdrawal, with collaborative planning to address the particular learning and cultural needs of the students. Our school values the richness and complexity of our community.

The cultural diversity of our school was celebrated on Multicultural Day with students wearing traditional dress, presenting cultural performances and sharing a wide variety of foods at our “culture crunch”.

Assistance for families is provided by extensive use of interpreter services to enable families to feel supported and valued in a positive school partnership.

Several members of staff are training as Anti-Racism Contact Officers. Through Harmony Day, Multicultural Day, Peer Support and the school’s Kids Matter initiative, students are taught and encouraged to be inclusive of all cultures within our school and society.

Aboriginal Background
At our school, Aboriginal and Torres Strait Islander culture and history is promoted and reflected in all areas of learning and celebration. The individual welfare and learning needs of the 4.3% indigenous students were met by the consultation of student, teacher and community to regularly develop, implement and review their Personal Learning and Support Plan (PLaSP). Engagement of learning outcomes in Literacy and Numeracy was enhanced by the purchase of resources to develop these goals, especially for Stage 2 and 3 to support NAPLAN results. Aboriginal Pre-schoolers were encouraged to attend Kindergarten Transition and Little Library Programs to form positive connections and readiness for school. Families were supported by the school in the referral to agencies like Marumali for health issues and to the ASLO to address attendance concerns.

Throughout the year our school participated in projects that connected our students with other local schools. Our students participated in the building and launching of a Nawi Canoe with a neighbouring High School. This project helped develop cultural pride and leadership skills with our Stage 2/3 boys. Our Aboriginal students learning achievements were celebrated at the Liverpool LAECG Award Ceremony.

Socio-economic background
The school has received funding through the Resource Allocation Model (RAM) Socio-economic background. This funding has assisted the school to reduce student numbers in all classes by the creation of an additional class. In addition to this initiative students have been supported by a team of well-trained School Learning and Support Officers who work collaboratively throughout the school to assist students to engage successfully in learning.

English language proficiency
The EAL/D Program aimed to address all the needs of LBOTE students by providing intensive language instruction for New Arrivals and Refugee students in small withdrawal groups, and by modelling EAL/D Pedagogy and strategies through Team teaching.

All staff were professionally developed in the new EAL/D Learning Progression and a Data Wall was created linking it to the Literacy Continuum Clusters in the whole school targets of Speaking, Listening and Vocabulary. Students showed significant movement across these Clusters during the year and were able to confidently participate more in class discussions. They have also transferred this understanding of the content and technical vocabulary demands of the curriculum into their Reading and Writing.

EAL/D Staff were actively involved in coordinating EAL/D network meetings across the Principals Group. This resulted in the participation in an action research project to develop vocabulary through Drama, Visual Literacy and Rich Tasks with multimodal delivery in a newly created C21st Language Learning Area. Resources were purchased to encourage and scaffold talk eg puppets, iPad apps. Programs like this have also benefitted the 4.8% students with refugee experiences.
Learning and Support
In 2014, the Learning and Support Team actively supported a range of effective educational programs to enhance the achievement of students who required adjustments and accommodations.

This year has been the second year Warwick Farm Public School has taken part in the National Consistent Collection of Data schools trial. There has been extensive Teacher training in the identification, collection of evidence and monitoring of student progress. 70% of students in Early Stage 1 and Stage 1 required adjustments for learning, particularly in the aspect of Language and Communication. 40 % of students in Stage 2 and 25% in Stage 3 also required some form of adjustment to cater for their needs.

Our School Counsellor and Speech Pathologist are active participants in the development of Learning and Support plans and review meetings briefing to parents about assessments results and providing them with strategies that can be implemented in the home.

A high number of review meetings were held in partnership with external agencies, who also delivered Parent Workshops to equip the parent community with the tools for understanding the needs of their child and how to best support these needs.

A range of short term intervention programs were implemented by the Learning and Support Teaching Staff such as Literacy Intervention, RAGE and MINI RAGE groups and Happy Healthy Minds to support students dealing with Anxiety.

Our Language programs continued to be an effective resource K-6, addressing the language needs through School Learning Support Officers implementing Expressive and Receptive Language sessions designed by our Speech Pathologist. Our Speech Pathologists also implemented a ‘Stuttering Group’. A high number of our kindergarten and year 1 students have been identified as having sound articulation errors. Our Communication Partners program, in partnership with Liverpool Boys High School students, focuses on specific teaching of sounds.

The school has effectively organised and flexibly managed all resources, reviewing additional funding term by term, ensuring all students had equitable access to education. The staff were provided with a range of professional learning opportunities to broaden their knowledge and skills on how to make effective adjustments and accommodations.

School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of student achievement data, including detailed NAPLAN analysis using SMART 2 and Best Start Data
- School based data of student growth across the continuums.
- Parent surveys and forum discussions – formal and informal
- Staff surveys and discussions.

School planning 2012-2014:

School priority 1 - Literacy and Numeracy
Outcomes from 2012–2014
Increased levels of literacy and numeracy achievement for every student in line with school, network, state and national directions.

Evidence of achievement of outcomes in 2014:

Reading
To increase the percentage of students at proficiency Year 3 from 25% in 2013 to 28% in 2014. NAPLAN results indicated 27% of students are working at a proficient level.

To increase the percentage of students at proficiency Year 5 from 17% in 2013 to 20% in 2014. NAPLAN results indicated 17% of students are working at a proficient level.
To maintain the percentage of students at or above minimum standards in NAPLAN Reading: Year 3 at 95% in line with the three year average. NAPLAN results indicated 92% of students are working at or above minimum standard.

To increase the percentage of students at or above minimum standards in NAPLAN Reading: Year 5 from a three year average of 92% to 95% in 2014. NAPLAN results indicated 89% of students are working at or above minimum standard.

To increase percentage of students achieving greater than or equal to expected growth in NAPLAN Reading from a three year average of 55% to 58% in 2014. NAPLAN results indicated that 44% of students achieved greater than or equal to expected growth.

**Writing**

To increase the percentage of students achieving proficiency in Writing Year 3 by 3% from a three year average of 40% to 43% in 2014. NAPLAN results indicated 27% of students are working at a proficient level.

To increase the percentage of students achieving proficiency in Writing Year 5 by 3% from a three year average of 15% to 18% in 2014. NAPLAN results indicated 11% of students are working at a proficient level.

**Numeracy**

To increase the percentage of students achieving proficiency in Numeracy Year 3 by 3% from a three year average of 22% to 25% in 2014. NAPLAN results indicated 15% of students are working at a proficient level.

To increase the percentage of students achieving proficiency in Numeracy Year 5 by 3% from a three year average of 19% to 22% in 2014. NAPLAN results indicated 17% of students are working at a proficient level.

To maintain a three year average of students at or above minimum standards in NAPLAN Numeracy Year 3 at 97%. NAPLAN results indicated 88% of students are working at or above minimum standard.

To maintain a three year average of students at or above minimum standards in NAPLAN Numeracy Year 5 at 94%. NAPLAN results indicated 100% of students are working at or above minimum standard.

To increase the percentage of students achieving expected growth in Numeracy by 3% from a three year average of 68% to 71% in 2014. NAPLAN results indicated that 37% of students achieved greater than or equal to expected growth.

**Strategies to achieve these outcomes in 2014:**

- Consolidate existing strategies with adjustments and support staff with the implementation of the Australian Curriculum with a focus on Multi Modal Texts.
- Implement uninterrupted learning time across the school day to give flexibility with support.
- Implement revised ESL (EAL/D) support model to ensure equitable and flexible support and empower classroom teachers to support and make adjustments to maximize student learning.
- School Learning Support Officers employed to support high need learners.

**School priority 2 – Curriculum and Assessment**

**Outcomes from 2012–2014**

Strengthen capacity of school staff to improve student learning outcomes through participation in professional learning programs.

**Evidence of achievement of outcomes in 2014:**

- 100% of staff using NSW Professional Teaching Standards to measure their professional capability and to plan for growth.
- Documented evidence of personal goal setting and professional dialogues indicating growth in teacher capabilities.
- 100% of teachers involved in classroom observations and demonstration lessons.

**Strategies to achieve these outcomes in 2014:**

- Provide additional Professional Learning time to complete Teacher Assessment and Review Schedule and Executive Assessment and Review procedures.
- Staff to work in pairs (Springboard Buddies) to collaboratively plan and review their Professional Learning Plans.
- Staff participated in “Discovery Projects” as identified through their individual personal professional goals to build capacity and increase student outcomes.
School priority 3: Student Engagement and Attainment

Outcomes from 2012–2014
There was an increase in student engagement and achievement in all areas of learning. Improved social and emotional wellbeing for every student was also reported.

Evidence of achievement of outcomes in 2014:
- Basic progress was evidenced in maintaining referrals for classroom behavior at a similar level to 2013. An improvement was noted in the continued reduction of students excluded from end of term Fun Day activities.
- Increase of students meeting or exceeding expected Mathematical outcomes.
- 75% of teachers agree that the increase of teacher skills in technology has benefited their students engagement and outcomes.

Strategies to achieve these outcomes in 2014:
- Cluster criteria continues to be expanded with focus on Speaking and Vocabulary.
- Situational training of staff to ensure continued consistency of application of the Student Welfare Policy.
- Implement “priority of placement” when placing students in classes with the aim of providing settled supported learning environments.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were surveyed anonymously by utilising School Survey. 100% of respondents felt that their child’s classroom is an interesting place to learn. 100% of respondent believe that their child’s teacher know what their child can do and what they need to learn. 100% of respondents felt the school “usually or almost always” successfully manage learning programs, school improvement, student welfare needs, communication, school leadership and community involvement.

Staff were surveyed and 100% of respondents agreed or strongly agreed that they engage in school based, classroom focused professional learning and 93.8% agree or strongly agree that the professional learning offered at school improves their classroom practice.

Students were surveyed through a 14 part questionnaire and over 100% of respondents indicating their classroom is an interesting place to learn and could identify the purpose of school.

Future Directions

2015-2017 School Plan

NSW Department of Education and Communities (DEC) is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction 1: Develop Confident, Creative Self-Regulated Learners

Students confidently and consistently achieving the NSW Syllabus for the Australian Curriculum outcomes with a focus on:

- 21st Century Learning
- Student directed learning and self-assessment
- Cross Curriculum and General Capabilities.

Strategic Direction 2 - Strengthen and Build Staff Capacity

To develop a school culture in which staff are confident, professional and competent, who:

- Take responsibility for their own ongoing learning
- Strive for innovation and improvement
- Make strong connections in and beyond the school

Strategic Direction 3 Support and Promote Student Wellbeing

Build a positive school culture which fosters:

- Student wellbeing and Engagement
- Supportive, inclusive and informed community partnership
- A safe, respectful and supportive environment.
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.

Brian Marsland – Relieving Principal
Belinda Wilson – Assistant Principal
Marcela Ferrari – Relieving Assistant Principal
Carmel Cranney – EAL/D Teacher
Carol Howdin – School Administration Manager
Sharon Lalakobao – Community Liaison Officer
Sobia Adeel – P&C Committee

School contact information
Warwick Farm Public School
Lawrence Hargrave Road
Warwick Farm
Ph: 96029797
Fax: 98225156
Email: warwickfar-p.school@det.nsw.edu.au
School Code: 3678

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: