

# Warrawee Public School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of Warrawee Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Carrie Robertson

Principal

## School contact details

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## Message from the Principal

2016 has been another wonderful year for Warrawee Public School. The school continues to be an exciting and friendly place to be and our students are engaged in their learning and happy to be at school.

At Warrawee Public School students are given opportunities to participate in an extensive range of activities. Excursions, camps, sports, dance lessons, band performances, technology sessions, chess club, drama, debating and public speaking competitions make our school the exciting and stimulating place that it is. This year we held our second dance showcase, giving all students K–6 the opportunity to perform in front of friends and family. It was a wonderful concert.

I am delighted to be able to share with you the outstanding achievements of our students, staff and parents this year.

Warrawee continues to be a wonderful example of achievements made possible when an effective partnership between school and community has been forged. Together we work collaboratively to achieve the best possible outcomes for every child.

Our teachers are dedicated and committed professionals that deliver excellent teaching and learning programs to those in their care.

Our NAPLAN results continue to be very pleasing and we continue to raise our expectations for further academic excellence.

# School background

## School vision statement

At Warrawee Public School we empower students with creative skills, practical knowledge and critical understandings, as well as the confidence and courage to embrace life's opportunities with resilience, responsibility and respect. At Warrawee Public School we value and celebrate difference.

## School context

Warrawee Public School is a vibrant and happy place to be. Our parent community is actively involved in supporting the school and the students both in the classroom and beyond. Each year the Warrawee P&C Association organises both social and fundraising opportunities for our families and this support is greatly appreciated.

In 2016 our students were grouped into 23 mainstream classes from Kindergarten to Year 6 and three support classes.

Warrawee students are provided with a multitude of different learning experiences including sport, dance, band, choir and chess. Encouraging children to try new things, have a go, have fun and to be an enthusiastic participant in all activities are central to the core values of the school. Our students are encouraged to do their personal best, to be considerate and tolerant of others, to have personal pride and to be responsible citizens.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, we have focused primarily on wellbeing, curriculum and learning and ensuring high levels of student engagement. We are continuously focusing on our school values of Respect, Responsibility and Personal Best and the 4 C's of 21st Century learning (communication, collaboration, critical thinking, collaboration and creativity) through project-based learning, STEM (Science, Technology, Engineering and Mathematics) projects in Science lessons and enrichment classes. We have seen strong results in NAPLAN with 89.7% of students achieving expected growth in numeracy from Years 3 to 5 and in reading 72.1% did the same.

Our major focus in the domain of Teaching has been on collaborative practice for classroom teachers and excellence in educational practice. We have utilised the Quality Teaching, Successful Students (QTSS) staff allocation to ensure quality teaching practices that enhance student outcomes. Teachers have participated in lesson observations, collaborative programming, team teaching, meaningful feedback sessions and more which has led to staff developing evidence-based practice through their reflections and evaluations of collective work.

In the domain of Leading, the school leadership team has focused on having high expectations and strong community engagement which has resulted in sustained and measurable whole-school improvement. There is strong evidence of parallel leadership and leadership roles being shared among all staff. We have three relieving Assistant Principals and two staff members who will be looking into higher level accreditation in 2017.

The new approach to school planning, supported by the new funding models, is making a major difference to our school improvement across all three domains. Our self-assessment process will further assist us to refine our strategic priorities and lead to further school improvement and greater student success. Our achievements and future directions are outlined in the following pages of this report.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Engage all learners in a dynamic, integrated and meaningful way

### Purpose

To ensure that quality teaching and learning programs are differentiated so that learning is meaningful, purposeful, and connected to the changing world; and to empower students to set aspirational educational goals and achieve them.

### Overall summary of progress

Shared classroom areas and flexible learning spaces have been created to increase 21st century learning opportunities. Many teachers and students modified their classroom designs while the school library and Year 2 resource area were totally redesigned and provided with new furniture and a new layout.

An interesting project based learning opportunity was designed and planned for all Year 4 students. This was an conservation/environmental project in conjunction with Gibberagong, Taronga Zoo and the Turrumurra Learning Community of Schools. School projects are constantly reviewed and refined to provide significant learning opportunities for students. Teachers constantly strive to include STEM elements into their lessons.

Online platform such as Symbaloo and collaborative programming via Google Docs have been introduced to enable greater staff collaboration. This collaboration has resulted in improved lesson planning designed to develop in students a deep knowledge and understanding of the concepts. Mathematics and literacy enrichment and support groups participated in specialised teaching programs appropriate to their learning needs. Through collaborative planning K–6 teachers also planned, implemented and produced a school magazine highlighting the writing abilities of all students. This was published on the school website. Teacher Professional Learning (TPL), using the Planning Literacy and Numeracy (PLAN) continuum, has resulted in a greater understanding and appreciation of the continuum by teachers from kindergarten to Year 6. Teachers accurately plot student progress and confer with students to assess student progress and set goals for future learning.

Throughout the year several guest speakers were invited to share their specific skills and expertise with the students. Cameron Stelzer, a children's author, talked about writing techniques and the factors that make a story interesting for the reader. Several parents from our school community shared their experiences about the importance of mathematics in their day to day lives as well as in their professional lives. Guest speakers from the financial, medical and educational fields also shared information about their occupations and responsibilities in relevant and meaningful ways.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Teachers K–6 will be up skilled in the use of PLAN data and awareness of the literacy and numeracy continuum to develop lessons and differentiate content of teaching and learning programs.	There has been growing awareness and increased dialogue among all staff of the literacy and numeracy continuum resulting in better differentiation for all students. Each teacher now maps their students in a continuum booklet for literacy and numeracy.	TPL sessions completed in school (nil cost)  Literacy and Numeracy Continuum Booklets (\$300)
1. Increase the % of Year 5 students achieving greater than or equal to expected growth in NAPLAN reading by 5% annually.	In 2014, 71.4% of students achieved more than expected growth in reading. In 2015, we had 78.5% students do the same and in 2016 we saw only 72.1% achieve expected growth.	Professional Learning \$1200
1. The evidence of greater student engagement as a result of teacher professional learning. Feedback from students and parents in student and parent conferences	Staff have shown active interest in changing classroom spaces and creating a futures focused learning environments to increase student engagement. They have also engaged in various professional development courses in project-based learning, ICT and curriculum differentiation.	Teacher Professional Learning \$7000  Furniture for flexible learning spaces \$20, 000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	Staff have shown active interest in changing classroom spaces and creating a futures focused learning environments to increase student engagement. They have also engaged in various professional development courses in project-based learning, ICT and curriculum differentiation.	

## Next Steps

Continue to advocate our school values so as to inspire all students to be respectful, responsible and strive for their personal best at all times.

Increased use and reference to the literacy and numeracy continuums when planning and programming lessons and differentiating for students.

Incorporate more project-based learning across all curriculum areas.

## Strategic Direction 2

Excellence in educational practice

### Purpose

To ensure that staff is equipped with the skills, knowledge and understanding to provide quality teaching and learning programs that are differentiated, innovative and connected to the real world.

### Overall summary of progress

The pursuit of excellence in educational practice has resulted in closer examination of teaching and learning activities and teaching strategies across the school. Teachers at Warrawee Public School have participated in professional learning sessions about coding, the implementation of new Geography and History Syllabus, using mathematics ipad apps to provide differentiation of student learning, robotics, the mathematics programs TOWN and TEN and using the literacy continuum to conference with students about their learning.

The TOWN and TEN mathematics workshops proved to be particularly engaging and inspirational for the teachers. Following the training sessions teachers and parent volunteers worked collaboratively to create a bank of resources designed to enhance student engagement and enthusiasm for mathematics. Teachers have placed students along the continuum and are developing goals with their students to ensure continued progress occurs.

The literacy committee has focused on implementing strategies to improve the writing skills of all students. Student writing samples were assessed and shared between teachers to ensure that teacher judgement was consistent across each grade. Writing groups were established across Stage 3 to target specific writing techniques and develop the skill level of each writer.

Increased sharing of staff expertise and reflection on pedagogy has been occurring across the school more frequently this year.. Lesson studies, team teaching sessions, iPad app review sessions in the form of an appy hour and focused teacher professional learning sessions, have enabled teachers to collaboratively plan, teach, observe, revise and share results. Planning and programming across stages via google docs is becoming increasingly frequent.

A specialist IT support person is employed for four hours per week to ensure that the ipad and laptop programs work effectively and that all updates and app installations are carried out when required. An additional MAC computer was purchased to support the ipad program on the K-2 side and thirty additional laptops were purchased for use across the school. Greater access to ipads and laptops has led to an increase in the level of digital literacy K-6.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Results of school assessments measured against the literacy and numeracy continuums reveal improvements in student learning outcomes.	There has been increased use of PLAN continuum across K-6 which has resulted in improved differentiation to ensure all students achieve their personal best in literacy and numeracy.  There has been increased collaboration in planning and programming using Google Docs.  All school staff drafted their Performance and Development Plan (PDP) based on reflection of pedagogy followed by regular reviewing and monitoring. Lesson studies are beginning to take place.	QTSS staff allocation 0.478FTE
Teachers are developing class programs that meet the needs of all students.	All teaching and learning programs show differentiation. The Teacher Librarian and a RFF teacher attends Wellbeing meetings and some stage meetings to ensure differentiation occurs in different learning environments.	nil cost
All teachers have a targeted Performance & Development	All teachers are actively working to achieve their professional goals in their PDPs through lesson	QTSS staff allocation 0.478FTE



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Plan and follow the professional standards.	observations, feedback meetings and professional development.	Professional Learning \$28, 000

### Next Steps

Ongoing understanding and use of continuums to ensure fair and consistent differentiation is offered to all students. Goal setting and student reflection will be greatly emphasised to bring a shift in pedagogy.

Incorporate Quality Teaching Framework (QTF) and Professional Teaching Standards when planning and programming. Continued dialogue around teaching pedagogies and aligning them with the Quality Teaching Framework and Professional Teaching Standards.

Draft PDPs in light of QTF and professional standards. Organise TPL for increased understanding and confidence when drafting and reflecting on PDPs.

Use the School Excellence Framework to guide staff and enhance improvement with focus on the element of teaching.

### Strategic Direction 3

Developing strong, supportive and innovative partnerships

#### Purpose

To develop global citizens who are responsible, resilient and compassionate human beings.

To enrich the learning experiences of our students by utilising the knowledge, expertise and talent available within our school community.

#### Overall summary of progress

Combined TPLs for Literacy, Numeracy and technology provided a platform for teachers to share ideas, apps and resources. These event was very well received by all staff who felt enriched with ideas and strategies that they could modify and differentiate to apply in their classrooms. Teachers participated in TPL along with colleagues from our community of schools, on how to engage 21st century learners. presented by Michael, McQueen. This TPL not only challenged our mindsets as educators but also inspired us to develop new approaches to the work we do as teachers.

Year 4 students were involved in an exciting conservation program with our Turrumurra Learning Community schools. This project aimed to increase habitat awareness for a vulnerable local species, the Glossy Black Cockatoo. The goals of the project were to think of ways to protect the species by studying the essential habitat, devising strategies to encourage habitat regeneration and educating the community about this important issue. In-depth learning sessions were delivered by a number of expert educators including staff from Taronga Zoo and Gibberagong Environmental Education Centre. Further to this teaching, Year 9 students from Turrumurra High School mentored the Year 4 students and provided valuable leadership, guidance and direction during the program. Group projects were completed by the students and an expo prepared for a larger student and parent audience. Following the Warrawee Public School Expo Day, the projects were displayed at Turrumurra Library, providing the opportunity for the students to convey their message to a larger community audience.

Regular communication with the school community occurs through school newsletters, class newsletters, notes, school app alerts, student reports and parent teacher interviews. It is our aim to keep our school community informed about everything that is happening at the school. Regular updates to parents on ICT classroom initiatives via Tech Talk are updated in Warraweekly each term. Each week a mathematical problem of the week is placed into the newsletter to be worked through at home by the parent and student working together, thus encouraging a home-school partnerships.

The school principal, P&C representative, Mr Alister Henskens our local state member and a representative from Ku Ring Gai council met together to discuss road safety and traffic issues of concern around the school. As a result, parking time limits were revised in Blythwood Avenue and Finlay Road. Representation will be made to the RMS for consideration of red light camera and more regular police patrol outside the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase number of students achievement of high level awards and platinum level	At the end of 2016, 67% students received platinum behaviour levels and 23% received diamond.	Awards \$250
Increase in opportunities available to students	In 2016, students had varied opportunities for additional support, enrichment, guest speakers, incursions, excursions and project-based learning experiences. Students reported positively on their learning experiences with 84% of students saying that they enjoy school and 73% of students who feel that they are engaged and well supported at school. 61% felt that they were challenged at school in their learning.	nil cost



## Next Steps

To increase opportunities for active parent and community involvement and consultation such as policy development and/or revision, school events, sharing our learning experiences outside of the school.

Increase opportunities for networking and collaboration with teachers beyond our school. Sharing ideas, resources and programs and practices with local primary schools, high schools and preschools. Continue our combined staff development days with schools from the Turrumurra Learning Community (our Community of Schools) but increase the depth and opportunity of these shared meetings by sharing teaching and learning program ideas, whole school initiatives and ideas.

Improve attendance at parent workshops.

Engage with our local businesses and community services more regularly to ensure a more mutually beneficial relationship, e.g. aged care facilities, preschools, banks, etc.

Continue to differentiate the learning of all students particular catering for students at the higher achievement levels ensuring engagement and enrichment.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The aboriginal students at Warrawee Public School achieved curriculum outcomes and participated in all school activities. Professional Learning Plans were designed and delivered to ensure that students had access to all school programs.	\$880.28
<b>English language proficiency</b>	Students from non–English speaking backgrounds form 34% of the school population.	Specialist teacher supports students in our school for two days per week.
<b>Low level adjustment for disability</b>	The School Wellbeing Team regularly review student needs and their progress. Our Wellbeing practices and processes enhance student engagement. Students with low level support needs engage with a school learning and support officer (SLSO) at least once a week and 78% of these students have reported that they feel better equipped to achieve expected outcomes. Our funds have been primarily used to employ SLSOs to support students within the classroom setting and this has been positively supported by classroom teachers, students and parents.	\$26, 091.00
<b>Quality Teaching, Successful Students (QTSS)</b>	A teacher was employed to support various QTSS initiatives across each stage. These included team teaching, lesson observations, collaborative planning, demonstration lessons and more. 100% of teachers surveyed felt that these initiatives have enhanced their teaching practice and / or student outcomes. In 2017 we will continue to employ a teacher to support quality teaching resulting in student success.	0.478 FTE
<b>Socio–economic background</b>	The funds received to support families of low socio–economic backgrounds were utilised to meet the cost of excursions, uniforms, book packs and general school fees. This funding helped to relieve the financial stress and strain put on a small number of our families and ensured that no student went without or missed an opportunity.	\$3,549.06
<b>Support for beginning teachers</b>	In 2016 there were 3 teachers in their first year of permanent employment. Each teacher received funding to allow for additional release. This funding was used to provide teachers time to plan, program, report, work with their mentor and attend professional learning opportunities.	\$40, 131.00

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	303	321	327	306
Girls	287	296	288	279

We have 34% of our students are from a non-English speaking background. Students are supported by our English as another language or dialect (EALD) teacher who works two days per week.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	96.3	96.8	96.4
1	96.2	96.6	95.7	95.7
2	96.1	96.7	96.2	96.7
3	95.6	96.8	96.7	96.5
4	96.6	96	96.9	97
5	96.9	96.4	97.1	96.5
6	95.3	96.4	96.3	94.7
All Years	96.2	96.5	96.6	96.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance is stable and continues to be above state averages. Class rolls are monitored regularly and notes for non-attendance are followed up. Our attendance rates are affected by a small number of families who travel out of school holiday periods which is not encouraged.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.34
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0.4
School Administration & Support Staff	7.26
Other Positions	0

\*Full Time Equivalent

No staff at Warrawee Public School identify as being Aboriginal or Torres Strait Islander background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

Professional learning opportunities were available to staff in literacy, numeracy, technology, science and accreditation. There are seven new scheme teachers at the school that have completed their accreditation and /or maintenance with the Board of Studies.

Staff members also completed training in anaphylaxis, asthma, child protection and CPR. Term 1 staff development day was spent with colleagues from the Turrumurra Community of Schools learning how best to engage the 21st century learner. We explored effective strategies for making pedagogy relevant to today's learners. Other significant professional learning opportunities throughout 2016 included sessions for all teachers on the Taking Off With Numeracy program (TOWN), using numeracy apps effectively in the classroom which was presented by

Nerida McCredie and an introductory session on the implementation of the Bounce Back Program.

Teachers also attended courses to enhance their skills and knowledge of music, sport, first aid, finance, Filmpod and coding. Two teachers represented our school at the 'iOnTheFuture' conference at Turramurra North Public School.

All beginning teachers at Warrawee have been assigned a mentor to assist and support them with classroom management, planning and programming as required. Our beginning teachers have had regular meetings with their mentors to develop lessons and class programs. The beginning teachers have also attended professional learning sessions during the year to support their personal professional goals, which have been outlined in their Performance and Development Plans. Our beginning teachers also attended New Teachers Network meetings.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries.

Income	\$
<b>Balance brought forward</b>	<b>417 322.03</b>
Global funds	139 275.18
Tied funds	146 011.60
School & community sources	356 816.78
Interest	4 909.00
Trust receipts	1 827.10
Canteen	0.00
Total income	1 066 161.69
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	32 640.18
Excursions	39 658.60
Extracurricular dissections	64 410.52
Library	2 655.52
Training & development	8 849.60
Tied funds	72 055.84
Short term relief	49 083.77
Administration & office	80 667.43
School-operated canteen	0.00
Utilities	44 674.56
Maintenance	172 175.30
Trust accounts	0.00
Capital programs	0.00
Total expenditure	566 871.32
<b>Balance carried forward</b>	<b>499 290.37</b>

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	995 554.86
(2a) Appropriation	755 101.55
(2b) Sale of Goods and Services	1 440.06
(2c) Grants and Contributions	234 617.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	1 500.00
(2d) Investment Income	2 895.47
<b>Expenses</b>	-616 416.62
Recurrent Expenses	-616 416.62
(3a) Employee Related	-218 155.34
(3b) Operating Expenses	-398 261.28
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	379 138.24
<b>Balance Carried Forward</b>	379 138.24

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 760 137.04
Base Per Capita	33 943.13
Base Location	0.00
Other Base	3 726 193.91
<b>Equity Total</b>	164 803.15
Equity Aboriginal	880.27
Equity Socio economic	3 549.07
Equity Language	73 069.28
Equity Disability	87 304.53
<b>Targeted Total</b>	561 162.60
<b>Other Total</b>	15 602.70
<b>Grand Total</b>	4 501 705.49

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### 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.

### NAPLAN – Year 3 Literacy

The Year 3 average scores were significantly higher than the state average. 88.1% of students were placed within the two highest bands of Year 3 reading achievement. This is a 19.5% increase from last year's results. In Year 3 writing, 87% of students were placed within the top two bands.

### NAPLAN – Year 3 Numeracy

The Year 3 numeracy score was significantly higher than the state average with 77.6% of students placed in the highest bands of Year 3 numeracy achievement.

### NAPLAN – Year 5 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

75% of students were placed within the two highest bands of Year 5 reading achievement. In Year 5 grammar and punctuation, 80.6% of students were placed within the top two bands.

## NAPLAN – Year 5 Numeracy

The Year 5 numeracy score was significantly higher than the state average with 76.4% of students placed in the highest bands of Year 5 numeracy achievement.

72.1% of students demonstrated the expected growth in reading from Year 3 to Year 5 and in numeracy 89.7% students did the same.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://myschool.edu.au> and insert the school name in the find a school and select GO to access the school data.

88.9% of Year 5 students were placed within the two highest bands for reading and numeracy achievement compared with 46.1% in the state.

In Year 3, 91.9% were placed within the two highest bands for reading and numeracy compared with the state with 57.8% of students.

## Parent/caregiver, student, teacher satisfaction

### Parent Opinion / Satisfaction Survey 2016

#### Background

We are constantly evaluating plans, programs and processes within our school in relation to aspects of best practice to ensure that it operates at a highly efficient level. As part of our school's evaluation in 2016 we have sought feedback on parent satisfaction in the areas of guidance and support, school environment, teacher quality, learning opportunities and school improvement.

Guidance and support looks at whether parents feel that their child is supported in the school community

School environment measures whether parents feel that the school environment is comfortable and inviting to themselves and their child(ren). It assesses parents' perceptions of school cleanliness, safety, equality, and students' pride and enjoyment with their school.

Teacher Quality measures parents' perceptions of the overall quality of teaching within the school. It assesses whether parents believe that teachers are caring and supportive, recognise improvement, and provide useful feedback.

Learning Opportunities measures parents' perceptions of the learning opportunities offered within the school. It assesses whether parents believe that the school environment is conducive to their child(ren)'s learning, whether special interests are developed and whether students are motivated and encouraged to achieve high results.

Surveys were completed by 112 parents. The tool, SurveyMonkey, was used to collect the information.

#### Findings and conclusions

Overall, the results of the survey were very positive.

88% of parents feel that teachers at Warrawee Public School expect their child to do his or her best almost always (59%) or usually (29%).

69% parents believe that teachers at Warrawee Public School provide their child/ren with useful feedback about his or her school work.

95% of parents feel that Warrawee Public School is well maintained.

84% of parents feel that they can talk to their child's teachers about any concerns.

89% feel that student behaviour is well managed at Warrawee Public School.

90% of parents believe that their child likes being at Warrawee Public School, i.e. 70% almost always and 20% usually.

72% feel that we look for ways to improve

64% feel that the school takes parents' opinions seriously. With 36% of parents who feel this is only done sometimes or rarely. This is an area that will require some work to ensure parents feel that they are being heard, listened to and consulted meaningfully

79% of parents believe that the teachers at Warrawee Public School motivate their child/ren to learn.

73% believe that their child's learning needs are being met at school and that the school works with parents to support their child's learning.

#### Student Responses

Students reported positively on their learning experiences with 84% of students saying that they enjoy school and 73% of students who feel that they are engaged and well supported at school. 61% felt that they were challenged at school in their learning.

#### Staff Responses

84% of staff said that they collaborated effectively with other staff members in the areas of planning and programming. 92% felt that they created a positive learning culture for their students.

## Policy requirements

### Aboriginal education

At Warrawee Public School we consider Aboriginal and Torres Strait Islander perspectives across various curriculum areas as well as paying respect to aboriginal



people through Acknowledgement of Country at assemblies, P & C meetings and other school events. We celebrate significant events such as NAIDOC week.

### **Multicultural and anti-racism education**

At Warrawee Public School we view the world from a multicultural perspective. We celebrate cultural diversity through Harmony Day, The Olympics and other multicultural celebrations. A trained Anti-racism officer responds to any alleged acts of racism within the school.

### **Other school programs**

#### **Choir**

Much enjoyment was had in the Choirs at Warrawee Public School in 2016.

The Stage 1 Choir rehearsed at lunchtimes and enjoyed singing for K – 2 and K – 6 assemblies throughout the year. The repertoire consisted mainly of action and topic songs connected to the topics being studied in Geography and History lessons in class. A highlight was performing for the World's Biggest Morning Tea at Guardian Funerals.

The Senior Choir had a very successful year. They successfully auditioned to secure a place in the Arts Alive Choral Festival to perform at the Sydney Town Hall in August. The choristers have been encouraged to take on leadership roles such as Lead Soprano and Lead Alto. Other Leadership positions include conducting, accompanying and assistance with organisation. These new initiatives have increased moral and ownership of the choir by the students.

Following the Town Hall Concert the choir prepared an audition tape which was uploaded onto YouTube and submitted for appraisal to the 2017 Arts Alive Choral Festival Committee. The choir were very excited to be accepted to take part in the Arts Alive Choral Festival in 2017.

In Term 4 the choir began to use a variety of instruments to accompany their repertoire. These included violin, flute, clarinet, drums and ukulele.

The year concluded with our K–6 choir who performed at the Warrawee Anglican Church's Champagne Carols. This was a most happy community event.

#### **Dance**

Students in Stage 2 and Stage 3 are given the opportunity to audition for the junior and senior dance groups each year. 48 successful students are then chosen to represent Warrawee Public School at a number of performances throughout the year. This year, this group of dedicated dancers gave up much of their time to learn different styles of dance and dance movements under the guidance of Ms Jennifer Hough, Ms Corinne Kaslar and Mrs Robyn Barwell.

Both dance groups were selected to perform at the Sydney North Dance Festival which is held at the Glen Street Theatre every year. The dancers were able to experience performing in front of a large audience with professional lighting and sound equipment. The performances were held over a two week period and included day, evening and matinee performances.

The dancers are to be commended for their dedication and commitment throughout the year. The wonderful level of parental support of this program was also greatly appreciated.

#### **Band**

The Warrawee Band Program has now been going for thirty years. We have 4 bands – the junior band, the intermediate band, the senior band and the stage band which were conducted by Mr Noel Annett who after 10 years of service will be moving on from Warrawee Public School. We thank Mr Annett for his commitment and dedication to our school. We celebrated 30 years with a lovely family afternoon. Each of the bands played several pieces to a very appreciative audience of parents, grandparents and friends. The band committee commissioned a piece of music, Blytheswood Overture, to be written for the occasion and this piece was played by the senior band to conclude the event.

#### **Chess**

Primary students played a Friday Chess Competition in Terms 2 and 4. After enjoying a hearty afternoon tea under the primary COLA, they moved to the Library for a fun and social round robin competition. The goal was to build both skills and confidence in Chess. Great sportsmanship was displayed, as students played, taught and encouraged their peers.

### **The Powerful Project – The Turramurra Learning Community**

During Term 3, Year 4 students were involved in an exciting conservation program with the Turramurra Learning Community of schools. This project was aimed at supporting habitat awareness for a vulnerable local species, the Glossy black Cockatoo.

While this project will be facilitated by class teachers, in-depth learning experiences will be delivered by a number of professional educators including staff from Taronga Zoo and Gibberagong Environmental Education Centre. Further to this expert assistance, high school mentor students from Turramurra High School also provided additional leadership and guidance to the Year 4 students' learning during the program.

Within school hours, students created products to demonstrate their learning. These products were exhibited at The Powerful Project Expo Day at school on Tuesday 13th September 2016 as well as were exhibited in the Turramurra library for 6 weeks thereafter.

This was a very engaging and exciting program where

students created and exhibited their newly acquired knowledge and skills, in order to educate the community about local biodiversity issues.

## **Drama**

In Semester 1, the 3–6 Drama group focused on simple games to become more comfortable performing in front of groups and each other (readers theatre and improvisation games). In Term 3 the group wrote their own plays and in Term 4 they recorded each scene for the play and it presented in classes for all to view.