

Warilla North Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Warilla North 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.

Wayne Osborne

Principal

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Message from the Principal

2016 continued to be an extraordinary year for Warilla North Public School, where student growth was a strong focus. We've entered the second year of implementing our three-year plan in which we set out to further engage our students in their education. Our focus is to improve teaching and learning – especially in literacy and numeracy – through personalised learning for each student. This has been strongly supported by our involvement in Early Action for Success, and extra funding from several sources.

A focus of the school plan is to have a stronger connection with our community. This was evident in our NAIDOC week celebrations this year with a large group of people turning up to support the school. We have an effective association with the Lake Learning Community, which enabled our teachers to connect on projects with several other schools in the area. This will continue and hopefully become stronger in 2017.

Increasingly, Warilla North Public School is working in close cooperation with various outside agencies. These programs enhance opportunities for our students and their families and include: *The 2528 Program* across in the park each Wednesday afternoon, and the *Breakfast Club* at the Baptist Church hall. Once again, we were very fortunate to have Nikke working with the school from Communities for Children, Shellharbour. She has instigated and monitored a number of programs including: *The TALK program for students*, *Coffee and Craft Crew for parents*, *BookClub* and the *Young Leaders program*. The school also took part in an interagency program with *Family and Community Services (FACS)*.

I would like to thank the very dedicated and caring staff that give up so much of their time for the school and its students. They're committed, extremely dedicated, and show a genuine care for each and every one of our pupils.

We're a small school which holds a big future for each student.

Wayne Osborne

Principal

School background

School vision statement

Warilla North Public School

Small School: Big Future

Warilla North Public School engages in quality learning to empower confident, creative individuals, able to contribute positively to a constantly changing society.

School context

Warilla North Public School is situated near the southern edge of Lake Illawarra. It is a small school with 156 students that is strongly committed to improving the life opportunities of its students so that each child can achieve his or her potential. The curriculum presented gives emphasis to literacy, numeracy and student welfare in addition to sporting, artistic and strong values based learning experiences. The school motto 'Respect and Honour' is emphasised in the development of positive relationships to create a safe and happy learning environment.

We have a significant Aboriginal population with over 30% of the student population. A focus is maintained to ensure that Aboriginal culture and history are taught and celebrated appropriately, and that positive relationships exist and will continue to develop with the Aboriginal community.

The school is an Early Action for Success partner. We receive additional funding to enable us to better meet the learning needs of all students. An Instructional Leader and interventionist teacher have been appointed to support personalised teaching and learning programs. The committed staff regularly engages in ongoing researched based professional learning and coaching with the instructional leader to continually reflect on and improve teaching practice.

We work in close cooperation with various agencies that enhance opportunities for our students and their families. These include Communities for Children – Shellharbour, Smith Family, Red Cross and Baptist Care. The school is a proud member of our local community of schools – 'The Lake Learning Community'. Positive Behaviour for Learning is implemented and has resulted in the school community having a shared understanding of the values that underpin the program of

- **Be respectful**
- **Be responsible**
- **Be safe.**

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.

During 2016, meeting time was dedicated to staff collectively discussing and analysing school progress against the School Excellence Framework. Teams regularly analysed school processes against the framework, identifying our areas of strength and those for future development.

A number of practices across the school demonstrate progress in the Learning domain. All our staff teach and reinforce positive expectations for learning through Positive Behaviour for Learning (PBL) resulting in productive classrooms focusing on learning. Attention to planning for rich learning experiences and individualised learning has been another component of our progress this year. Students with specific individual needs are identified early and the school has worked collaboratively with parents/carers to plan and provide personalised focused and relevant learning. Student achievement is shared with the wider community through SeeSaw and celebration of other achievements through award assemblies. We have also provided for strong participation and contribution of our Aboriginal community through opportunities for students to participate in an Aboriginal Dance Group at our NAIDOC week festivities and end of year concert. The school analyses external assessment data to monitor, track and report on student and school performance over time.

Our major focus in the domain of Teaching has been on linking professional learning with the strategic directions on the school plan. A whole school data wall was set up and used to plot and measure student progress across a calendar year. Our staff meet at 5 weekly intervals to discuss and analyse data which is used to identify progress and understand the learning needs of students. Reflecting on their own pedagogy, teachers identify professional learning to build their understanding of effective teaching strategies that can meet the differentiated learning needs of students. Implementation of new pedagogies is facilitated through peer coaching, mentor modelling and collaborative planning. Our teachers implement professional standards and curriculum requirements and demonstrate current content knowledge and teaching practice.

The focus for the Lead element of the School Excellence Framework has been on resource allocation to serve the strategic vision of the school. Under the Early Action for Success strategy, the school is committed to building capacity with staff through quality professional learning including Reading Recovery, Language, Learning and Literacy (L3), Targeted Early Numeracy (TEN), targeted literacy and numeracy training for our SLSOs and L2 for Year 2 students. Leadership development is facilitated by identifying and training future leaders in literacy and numeracy as trainers who share their expertise with other schools in the area. Staff and resource allocation is managed to maximise individual expertise. Clear processes including regular meetings, with accompanying timelines and milestones, direct the implementation and monitoring of the school plan.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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

Quality teaching and learning

Purpose

To ensure learning for our students is based on quality personalised educational delivery, promoting equity and excellence in order to develop self-motivated, engaged lifelong learner.

Overall summary of progress

The continued implementation of school wide policies and procedures around quality teaching and learning has continued improvement of student achievement in literacy and numeracy. Ongoing professional learning that emphasises evidence based teaching practices is empowering teachers to engage in professional dialogue across a community of schools to reflect on and refine their teaching practice as a cyclical process.

Staff members continue to deepen their understanding of the new English, Mathematics and Science syllabuses. Staff from within the school and across our learning community are leading and supporting others through an effective implementation strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of K–2 students and 80% of 3–6 students achieve PLAN benchmarks in literacy and numeracy.	<p>Continued implementation of the following practices increase student learning during literacy and numeracy sessions facilitating student achievement:</p> <ul style="list-style-type: none">• Uninterrupted literacy and numeracy block daily• Learning goals and success criteria embedded in practice• Fortnightly professional learning sessions• Regular coaching and mentoring sessions• 5 weekly targeted student monitoring <p>This has resulted in:</p> <ul style="list-style-type: none">• Increased teacher confidence as evidenced through Tell Them From Me Survey, consultant interview and Early Action for Success longitudinal evaluation.• The majority of students achieving at least grade expectations or higher in reading and comprehension as evidence by K–2 PLAN data.• 90% of Year 3 students achieving above the national minimum standard for reading and writing in NAPLAN and 88% achieving proficiency or higher in numeracy.• In Year 5 NAPLAN the percentage of students achieving at least minimum proficiency were 77% for reading, 88% for writing and 83% for numeracy.	\$14,000
Representation of Aboriginal students at or above grade benchmarks is similar to the school population as measured by PLAN software.	<p>SLSO support for Aboriginal students 'at risk' was provided through funding from a number of sources. The SLSOs provide short sharp frequent practice to those students to accelerate their learning. Another tiered intervention for Year 1 students was the Reading Recovery program and in Year 2 the L2 program. Interventionist support was provided to those students needing extra help. The Aboriginal students are still over represented in the number of students not achieving grade expectations.</p>	\$101,000

Next Steps

Teachers new to K–2 will participate in Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) training. Accredited K–2 Language, Learning and Literacy teachers will participate in on-going professional development. Coaching and mentoring sessions focusing on literacy and numeracy will continue to support teachers to reflect on and refine teaching practice.

Five weekly stage meetings will compare writing samples to the EAfS K–2 writing tool and the school developed 3–6 writing tool to develop consistent teacher judgment of student writing. Additional professional learning such as Writing in the Middle Years facilitator training and subsequent teacher training will be sought to continue professional learning for teaching writing 3–6.

Implementation of Visible Learning to engage students as drivers of their own learning. Continued use of learning intentions and success criteria in all literacy and numeracy lessons with students setting personal learning goals. Students demonstrate evidence of self-directed learning and goal achievement with their teachers, parents and carers by uploading their work on the SeeSaw app.

Purchase additional guided readers and other reading resources to supplement and enhance the teaching of reading and comprehending for different text purposes in Stages 1–3.

Continue the use of the K–6 data wall to facilitate professional dialogue around grade expectations and monitor the 'at risk' students. To further enable effective allocation of resources, data meetings will focus on using the collective expertise of staff to determine interventionist strategies to support the learning of 'at risk' students.

Five weekly collection and analysis of PLAN data to track the impact of teaching practices against the school plan improvement measures and the School Excellence Framework.

As a school we will continue to prioritise the focus on the achievement of Aboriginal students as measured by PLAN data.



Strategic Direction 2

Develop capacity and leadership in an ever changing environment

Purpose

To empower students and staff by building their capabilities in future focused skills in order to become successful learners, confident and creative individuals and active and informed citizens.

Overall summary of progress

The continuation of the implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Students are engaging in problem based learning projects and are building their repertoire of ways of presenting their knowledge and skills through the use of ICT. They are developing collaboration skills and self-regulating on their learning by knowing what they need to do to achieve the next level in their learning through the use of learning intentions and success criteria, personal learning goals and 'bump it up walls'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Internal and external data reflects that the students are becoming self regulated, successful learners.	Students who are successful learners maintain positive relationships with their peers and can self-regulate. Internal data has consistently shown students progressing on the literacy and numeracy continuums. They are aware of what makes them successful learners and are explicitly taught how to work towards their self-identified learning goals. External data from the Tell Them From Me survey indicates that students at Warilla North view themselves as having marked improvement with positive behaviours and positive relationships. This reflects improved student understanding of how to be a successful learner.	Nil
100% of staff are trained in peer coaching and actively work on achieving PDP plans	Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace. In 2016, six staff at Warilla North, including the executive, attended training in peer coaching. Through this training teachers built skills in the use of the GROWTH model in peer coaching, as well giving and receiving feedback about teaching practice. Teachers were supported by being allocated time to observe their peers and collegially analyse the observational data they obtained. From here, teachers were able to set professional learning goals, and work towards their goals whilst sharing learning with colleagues.	\$9,000

Next Steps

In 2017, the school will continue to train more teachers in peer coaching and dedicate time and support for teachers to engage in reflective practices. Staff will participate in training on Visible Learning and be equipped to mentor other teachers and evaluate the school wide practices in this area.

Warilla North will continue to maintain a focus on innovative use of technology and this will be supported by the creation of a scope and sequence for Information and Communication technologies.

Staff will continue to participate in our local Community of Schools – The Lake Learning Community and teachers will be involved in projects aimed at developing the skills of our teachers and building the learning capacity of our students.



Strategic Direction 3

Build a stronger collaborative school community

Purpose

To develop a school culture in which all school community members feel valued and take responsibility for implementation of the school plan, shared vision and mission statement.

Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities, teaching initiatives and the consultative process with the 'yarning circle'. This is having a positive impact on the culture of the school, as well as contributing to stronger involvement of Aboriginal Elders and the AECG.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase of students showing positive behaviours for effective learning and decrease in the number of reportable incidents at 'major' level on Sentral.	<p>The Positive Behaviour for Learning team met regularly to look at school data and individual students. Some students were referred to the Learning Support team for further investigation and families were referred to outside agencies which the school worked very closely with.</p> <p>The classroom data shows that students were more settled meaning a greater focus on learning could take place.</p> <p>Unfortunately the school wide data does not reflect the tireless work the staff do with the students.</p>	\$4,500
Lift of school profile within the school, community and connectedness as described by the Tell Them from Me Surveys and consultant interviews	<p>The school's profile in the wider community has lifted as demonstrated by consistent enrolments and fewer instances of in-area families requesting out of area enrolments at neighbouring schools.</p> <p>Focus group discussions and interviews with a range of school stakeholders demonstrates that parents and families have an increasingly affirmative view of the school and the children's learning which is recognised as being meaningful, successful and happy. Parents and carers view communication between themselves and teachers as excellent. The school is increasingly being a safe school that supports positive behaviour. There has been an increase in the number of community members attending school organised functions. This is very positive for our school and has included the:</p> <p>Maths workshop, NAIDOC celebration, Kindergarten orientation and Meet the Teacher barbeque sessions.</p>	\$5,100

Next Steps

A community worker continues to organise the 'Coffee Club' for family members, working in collaboration with the school to increase the number of people attending each week. This will be used as an opportunity to facilitate genuine collaboration about the direction of the school and to evaluate the school plan implementation. The school will actively seek to increase the number of parents attending events and becoming involved in collaborative planning by providing learning workshops and running Parents as Teachers and Community Helpers (PaTCH).

Warilla North Public School enjoys strong connections with local community groups and we will continue to work together for the benefit of our students. We will participate in:

- Kidsfest – Shellharbour Council
- The creation of a 'Yarning Circle' mosaic and garden in collaboration with both Aboriginal and non-Aboriginal community members
- Bookclub
- Breakfast Club – Baptist Church and Red Cross
- The Friends and Young Leaders program – Communities for Children – Shellharbour
- FACS – Interagency program

We will also strengthen our working relationship with our Aboriginal families through NAIDOC celebrations and the completion of the 'Yarning Circle'.

We will continue to implement Positive Behaviour for Learning, send new staff to training, appoint an internal coach and continue to monitor the data to put strategies in place to decrease the number of incidents and improve the school profile.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have a Personalised Learning Pathway to help increase student engagement. They are developed in partnership with the student, their parent or carer and the class teacher.</p> <p>All students have an individual learning plan (ILP) and are monitored closely across the literacy and numeracy continuums.</p> <p>Interventionist teachers work with students on their individual learning plans together with the SLSOs who provide short sharp frequent mini lessons daily to students needing this.</p> <p>Student progress is monitored each 5 weeks and programs are adjusted to meet the identified needs. Consultation continued with the AECG, Department of Education consultants and the school community including Aboriginal Elders concerning the decisions made about the Yarning Circle and Aboriginal garden to be completed towards the middle of 2017. NAIDOC week celebrations will continue to build on the gains made from last year.</p> <p>An Aboriginal SLSO was employed to support students in the classroom and playground.</p>	<p>\$46,896</p>
Low level adjustment for disability	<p>Teachers personalised the learning for identified students and school resources were allocated enabling the students to become independent learners.</p> <p>SLSOs were employed to support identified students to access the curriculum at their level to ensure they are successful learners.</p>	<p>\$17,654</p> <p>0.4 staffing allocation</p>
Quality Teaching, Successful Students (QTSS)	<p>Most staff were trained in Peer Coaching and provided time to observe others, provide feedback and help others progress. Ongoing coaching sessions were used to help teachers set and monitor their progress towards the stated goals on their Professional Development Plan (PDP).</p> <p>Staff were mentored to complete their accreditation and maintenance requirements.</p>	<p>0.129 staffing allocation</p>
Socio-economic background	<p>Staff participated in extensive professional learning within the school and across schools to ensure that Quality Teaching is implemented in all classrooms to increase the number of students achieving at or above grade expectation.</p> <p>A staff member took part in TEN trainer training. Release was provided for staff to attend training, have demonstration lessons and coaching in their classroom.</p> <p>Funds were used to employ extra teachers as interventionists across the school targeting students when they were falling behind grade</p>	<p>\$312,655</p> <p>0.1 staffing allocation</p>

Socio-economic background	expectations. Also extra SLSOs were employed to support student learning.	
Early Action for Success	<p>The Early Action for success program was embedded throughout the school plan. The Instructional Leader led the professional learning and coached the teachers to reflect and refine their teaching practice in a cyclical process. The interventionist teacher supported the teachers' program and provided explicit teaching to identified students. Staff were provided with ongoing training in Language Learning and Literacy (L3). A speech therapist was employed to access and design programs which were implemented by the SLSOs. Extra funds were provided to train a staff member as an L3 trainer working within and outside the school.</p>	<p>\$14,000 training grant \$4,748 Innovation allocation 0.7 staffing allocation –interventionist</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	66	76	82	81
Girls	43	53	78	75

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.5	93.8	93.4	92
1	93.7	93.5	91	92.2
2	93.6	93.8	88.7	91.3
3	93.4	90.5	89.2	90.3
4	94.2	92.8	89.8	88.5
5	90	96.3	92.9	86.6
6	89.3	90.8	94.9	89.6
All Years	91.7	93.2	91.3	90.4
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

Warilla North takes a proactive approach towards supporting regular attendance of all students. Extra efforts have been taken to strengthen the channels of communication between the school and home. There are regular letters sent to parents and carers regarding the attendance of their child, as well as telephone calls and intervention from the home school liaison officer (HSLO) if necessary.

There are positive initiatives in place including class of the week for attendance announced at the weekly assembly and displayed in the newsletter and special certificates for 98% attendance for each term.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.59
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration & Support Staff	2.08
Other Positions	0.16

*Full Time Equivalent

Warilla North Public School employed an Aboriginal SLSO to work in the classrooms and playground with the students.

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

Significant amounts of professional learning were undertaken by Warilla North Public School staff in 2016. With research supporting teacher quality being the single largest indicator of student success, this was a focus area for the school.

All staff participated in mandatory professional learning in CPR, Anaphylaxis and Child Protection training. Across the year K–2 teachers participated in L3 and TEN training focusing on quality teaching of literacy and numeracy. Teachers on grades 3–6 undertook professional learning in writing through the Write Away course and internal numeracy professional learning with our Numeracy coach focusing on place value for solving mathematical problems. Staff worked collaboratively to refine teaching practice, share ideas and resources.

Teacher accreditation has been a goal for many staff

with 5 teachers achieving accreditation at Proficiency level and another 2 staff successfully maintaining the Proficiency accreditation.

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.

Income	\$
Balance brought forward	257 045.97
Global funds	175 806.93
Tied funds	601 883.87
School & community sources	19 670.27
Interest	5 951.11
Trust receipts	82 950.49
Canteen	0.00
Total income	1 143 308.64
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	1 678.19
Extracurricular dissections	21 602.94
Library	6 261.46
Training & development	4 759.34
Tied funds	454 034.60
Short term relief	54 717.91
Administration & office	47 440.11
School-operated canteen	0.00
Utilities	34 045.41
Maintenance	6 552.65
Trust accounts	84 083.95
Capital programs	0.00
Total expenditure	715 176.56
Balance carried forward	428 132.08

The information provided in the financial summary includes reporting from 1 December 2015 to 31

December 2016.

Due to moving to the new financial system in early Term 4, 2016 the amounts carried over were larger than usual. Much of these funds were already allocated to wages for teachers and SLSOs.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	417 754.64
(2a) Appropriation	409 521.71
(2b) Sale of Goods and Services	741.19
(2c) Grants and Contributions	7 388.97
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	102.77
Expenses	-171 459.99
Recurrent Expenses	-171 459.99
(3a) Employee Related	-117 868.02
(3b) Operating Expenses	-53 591.97
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	246 294.65
Balance Carried Forward	246 294.65

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 Actual (\$)
Base Total	1 265 577.42
Base Per Capita	8 798.77
Base Location	0.00
Other Base	1 256 778.65
Equity Total	433 005.43
Equity Aboriginal	51 676.41
Equity Socio economic	322 866.67
Equity Language	0.00
Equity Disability	58 462.35
Targeted Total	74 099.99
Other Total	39 628.83
Grand Total	1 812 311.68

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.

In both Year 3 and Year 5 there has been an overall move of students from the bottom 2 bands into the middle bands. For Year 3 students' the strongest performance area was writing, where 43% of students scored in the top 2 bands. In Year 5, reading was the strongest performance with 18% achieving in the top 2 bands. In 2016 our Year 3 students scored significantly above other similar schools in the areas of reading, persuasive writing, grammar and punctuation and numeracy. Students in Year 5 scored above the average range for similar schools in spelling, grammar and punctuation.

There has been a steady improvement for Year 3 achievement in NAPLAN for the three years 2014–2016 in literacy and numeracy in accordance with the Premiers Priorities: improving education results. Similar gains for Year 5 have occurred in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>

and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. The school participated in the Tell Them From Me survey program. The students participated in two surveys and the parents and teachers participated in one. In addition, the school employs an independent consultant to conduct interviews with staff, students including an Aboriginal student forum.

All stakeholders believe that Warilla North Public School provides a high quality learning environment

Below is a summary of the comments that were made:

Staff

- Staff are pleased to see that many students are increasingly engaged in their schooling and that successful learning is understood by the students as the chief reason to come to school.
- Teachers work with school leaders to create a safe and orderly school environment.
- Teachers talk with other teachers about strategies that increase student engagement.
- Teachers monitor the progress of individual students and set high expectations for student learning.
- Teachers use data to inform their practice – “Assessments help me understand where students are having difficulty”.
- Teachers use a range of teaching strategies – “When I present a new concept I try to link it to previously mastered skills and knowledge.”
- Teachers give students opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.
- Teachers value parent involvement – “I work with parents to help solve problems interfering with their child's progress.”

Students

- Students increasingly identify Warilla North Public School as a great place to be. They are showing themselves to be insightful, quite articulate and keen to contribute to their own learning and their part in the school.
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- Most students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Most students have high expectations for when they leave high school, with most expecting to go on to University.

Parents

- Parents generally express a strong confidence in the school, its leadership, directions and clear success in providing meaningful learning and wellbeing opportunities for their children.
- Parents like the staff and trust their judgement and efforts to give the children a happy and successful education experience.

Policy requirements

Aboriginal education

Warilla North Public School received Aboriginal funding in 2016. Our plan included:

- Employing an Aboriginal Student Learning Support Officer to support Aboriginal student learning.
- Collaborating with the school community to organise learning experiences and celebration for NAIDOC week.
- Developing the Yarning Circle garden and mosaic.
- Employing a teacher to provide extra teaching opportunities in reading and writing with small group intensive learning sessions.
- The Personalised Learning Support for Aboriginal Students Program is used to employ a tutor focusing on the improvement of literacy and numeracy outcomes for Aboriginal students through individual or group tutoring that complements classroom instruction.

Multicultural and anti-racism education

Multicultural education is both formally and informally conducted at Warilla North. It is implemented through teaching and learning programs but it is also drawn upon in incidental classroom discussions and school assemblies as opportunities arise. Warilla North School recognises Harmony Day with all students participating in activities to celebrate this day. There is a focus within the school to promote awareness and understanding of similarities and differences amongst different cultures.

Warilla North Public School has an Anti-Racism Officer (ARCO) who is the contact between staff, students, parents and community members who wish to make a complaint regarding racism. We work hard to provide a school environment that is inclusive, where all students feel supported. Multicultural perspectives are embedded in all learning areas.