

# Warilla North Public School Annual Report



2018



4333

## Introduction

The Annual Report for **2018** 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.

Mrs Nicole Riley

Principal

### School contact details

Warilla North Public School

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## 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 159 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.

32% of our student population are from indigenous backgrounds. 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 research 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. 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.

The results of this self-assessment allowed us to clearly see and celebrate our strengths and identify areas of need to be addressed as a school community. We will continue to use a planned and disciplined approach to strategic planning, collation and examination of evidence. We will continue to evaluate processes, practices and performance measures to make informed judgements for the future. These strategic approaches are clearly communicated to the school community, with monitoring and self-assessment prioritised on a regular basis. We will continue to provide strategic and planned whole school wellbeing processes to support the wellbeing of all students at an excelling level. The school wellbeing team, with an off class Assistant Principal leading the team ensures:

- Students have a familiar staff member who can provide advice, support, and assistance.
- Baseline data and ongoing data is collected to provide evidence which is measurable in regards to wellbeing and engagement.
- Ongoing consultation with students, parents and the community, supporting a collective responsibility for student learning and school culture.

Professional learning activities will continue to be aligned to the school plan with explicit systems for collaboration and feedback to improve quality of teaching and student learning outcomes.

The instructional leader will work closely with the Assistant Principal (curriculum) to:

- Ensure explicit systems continue to be put in place to facilitate professional dialogue, collaboration, classroom observations, modelled lessons and feedback between teachers to drive school-wide improvement in teaching practice.
- Use expertise within the school for staff meetings, which will focus on the curriculum needs of our teachers. L3 will continue for infants' teachers and daily 5 will be embedded in all primary classrooms.
- Ensure teachers continue to share their expertise and success with schools in our local Community of Schools and will work towards becoming a future focussed school through trialling innovative practices.

The process of self-assessment has allowed us to clearly see our strengths and celebrate these, and identify areas of need to be addressed as a community. The process of regular and on-going self-assessment will be enhanced through a more planned and disciplined approach that will be strategically planned throughout the year for the collation and examination of evidence, evaluation of performance and practice, gain a deeper understanding through reflection and to make informed judgements for the future

Our self-assessment will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Wellbeing, Curriculum and Assessment

### Purpose

To provide a strategic and planned approach to student learning using whole school wellbeing processes that enable students to excel in their learning. Curriculum planning and delivery to be implemented through high quality teaching that supports student learning outcomes. School wide assessment practices will support teachers to monitor, plan and report on student progress.

### Overall summary of progress

Warilla North Public School has had a sustained focus on developing consistent, fair and predictable behaviour expectations for all students across every school context. Teachers have participated in professional learning and mentoring by an external consultant and the executive team to implement strategies learned in the professional learning. The school Welfare and Wellbeing policy has been revised.

School-wide consistency in planning, teaching, assessing and reporting mathematics was possible with the development of a deep scope and sequence. Stage teams wrote common assessments for each grade to measure student progress against content taught in the scope and sequence.

Teachers regularly met in Stage teams with the Instructional Leader to analyse assessment and class work to monitor student literacy and numeracy progress. Teacher participation in professional learning using learning progressions for "Creating Texts" and "Quantifying Numbers" led to consistent and valid teacher judgement in writing and numeracy K-6.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A significant improvement of students to be demonstrating expected growth per semester across Department of Education Literacy and Numeracy progressions relevant to expected timeframes.	\$33,000 for weekly data meetings \$6,000 for resources	Stage teams developed mathematics scope and sequences and matching before and after assessment tasks.  K-2 staff implementation of explicit phonemic awareness instruction complementing current L3 pedagogy in literacy.  Regular five weekly assessment, analysis and monitoring on student growth along "Creating Texts" and "Additive Strategies" in PLAN 2. Growth along progressions matched or was above expected for relevant teaching timeframes.
Increase in student engagement visible through student attendance data, decrease in class incidents and suspension rates to be confirmed by Sentral data.	\$109,101 Assistant Principal off class  \$20,000 Behaviour Specialist  \$3,000 MAPA training	Employment of an Assistant Principal Welfare / Wellbeing.  All staff participating in professional learning to engage children using positive language and supported in the implementation of new systems with regular mentoring.  SCOUT data indicates an increase in student connection to school with growth of 13% between 2017 and 2018 in advocacy and 28% in belonging.  Attendance rates between 2017 and 2018 have increased by 3%.
Improved knowledge of using learning progressions to assess and monitor student achievement.	Staff Development Days  Staff Meeting time	In semester one, all K-6 staff participated in professional learning for using Learning Progressions focusing on "Creating Texts" and "Quantifying Numbers".

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved knowledge of using learning progressions to assess and monitor student achievement.		During semester two, K–2 teachers monitored growth in "Creating Texts" and "Additive Strategies" on PLAN 2.

## Next Steps

Provide professional development to new staff on Warilla North welfare / wellbeing practices to continue consistency across the school.

Development of English scope and sequence documents to build contextual and conceptual knowledge K–6.

Continue collaborative data analysis and use of PLAN2 to monitor student progress K–2.

## Strategic Direction 2

### Teaching and Professional Development

#### Purpose

To ensure that staff are engaging in purposeful professional learning that is collaborative and assists students in accessing curriculum whilst improving teacher pedagogy and addressing the Professional Teaching Standards.

#### Overall summary of progress

In 2018 explicit timetabling was put in place to facilitate collective planning. Google drive teams were developed for sharing of programming. All classes are set up for daily team-teaching providing regular, authentic collaboration and feedback that sustains quality teaching practice.

In addition to formal professional learning about the Learning Progressions, all teachers conducted an action research project in one area of English, identified by analysis of student assessment data. Using a Spiral of Inquiry, stage teams undertook research into a problem of practice, made changes to classroom implementation, engaged in observation and feedback, and measured student growth for the research focus.

All teachers completed Professional Development Plans linked to the Australian Professional Standards for Teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff use the Australian Institute Professional standards to reflect on professional practice and monitor areas for professional learning leading to increased learning outcomes for students.	\$12,000 Beginning Teacher Funding	All staff participated in PDP planning, reviews, lesson observations and feedback to gain or maintain accreditation.  All PDP plans were measured against the Australian Professional Standards for Teachers.
Sustained explicit systems for teacher collaboration, classroom observation and feedback that links directly to classroom practice and student learning outcomes.	\$11,572 for data meetings	Planning throughout the year was shared using school developed templates on Google Drive.  Stage teams timetabled for shared Release from Face to Face to facilitate teacher collaboration.
100% of teachers and school leaders engage in professional learning, linking to identified student learning needs.	\$11,572 professional learning	Action research projects using a Spiral of Inquiry model.  K-2 investigating cognitive overload during writing. The average effect size growth, measured through PLAN2 Creating Texts, was 1.0 for 15 weeks intervention.  Years 3-4 focused on developing student questioning to engage student thinking. Before and after observations show small but insignificant growth in student ability to ask questions.  Years 5-6 employed problem based questions as independent learning tasks during mathematics. Before and after student surveys showed greater student engagement and enthusiasm for working mathematically.

#### Next Steps

Continue team-teaching across the school, providing opportunities to build capacity in new grades with mentoring from grade experts.

Continued collaborative planning and programming, shared on the Google Drive. Formalise program evaluations.

Access Language, Learning and Literacy for new Kindergarten and Stage 1 teachers.

Build Aboriginal pedagogical and curriculum knowledge for all teachers with the Cultural Connections team sharing their learning with all staff K-6.

All staff participating in another action research project using the Spiral of Inquiry focusing on comprehension.

Timetable PDP planning, reviews, and observations to ensure maintenance of accreditation.

Implement Beginning Teacher Induction procedures to support beginning teachers to achieve accreditation within specified time period.

## Strategic Direction 3

Administration, Leadership and Community

### Purpose

To enhance community involvement by being proactive and innovative in the way in which the school communicates with the community and to evaluate current administrative processes to ensure best allocation of resources for Warilla North Public School.

### Overall summary of progress

Warilla North Public school continued to be proactive and innovative in the way we communicate with our community. We implemented a number of initiatives to improve communication and strengthen our relationship with the community:

- Aboriginal liaison officers to encourage our indigenous community to work with the school
- Parent teacher personalised learning meetings twice a year
- Building partnerships with external agencies

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Efficient use of budget allocation to meet strategic direction goals. All financial allocation is used within targeted period.	\$3000 Professional learning for Principal, SAM and executive staff	Budget allocation was used efficiently. All allocations were used within the targeted period.
Professional Development Plans reflect growth in the number of staff working towards highly accomplished or lead elements across the Australian Professional Standards for Teachers.	\$12,000 Beginning Teacher Funding	Two beginning teachers achieved accreditation at Proficient level of the Australian Professional Standards for Teachers. Two teachers are including elements of highly accomplished elements in some components of their Professional development Plans.
Increased number of community members engaged in school activities. Increased number of community members who respond the the Tell Them From Me Survey. Data to be measured between 2016 and 2020.	\$27,000 Community of Schools wellness hub / AP of class Fridays \$29,000 employment of Indigenous SLSO	The number of parents engaged in the Tell Them From Me Survey increased from 2017 to 2018.

### Next Steps

- Continue to plan, review and reflect on the budget allocation, ensuring funds are used to work towards school goals and improved student outcomes.
- Continue to develop high quality, considered Professional Development Plans.
- Continue to think of innovative ways to engage our community, and utilise feedback from the community to improve our school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Afternoon Tea, Parent Cafe for feedback, Teacher time</li> <li>• PLP Afternoon: Parents invited to attend after school. Teachers engage with parents and students and collaboratively complete student PLP's.</li> <li>• Indigenous SLSO 1 day per week community liaison, 2 days stage 3 indigenous support,</li> <li>• SLSO 5 days per week support indigenous students across the school to improve student learning outcomes.</li> </ul> <p>Aboroginal Background Loading – \$138,925</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 120.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback through parent cafe's, student feedback, review of documentation by committee.</li> <li>• Record number of families in attendance.</li> <li>• Be able to see PLP's as working documents with student achievement of goals and feedforward for next goals.</li> <li>• Enhanced community engagement through checking numbers at weekly talk sessions. Enhanced outer agency support through attendance of various agency at Weekly TALK sessions. Improved outcomes for all indigenous students</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Implementation of new Learning Support Team procedures. *ILP meetings</li> <li>• SLSO In class support – 5 days *SLSO In class support – 1 Day</li> <li>• ILPS completed and discussed with LAST, students and parents</li> <li>• Review of ILPs</li> <li>• Review all supports in place for Low level Adjustment for disability.</li> </ul> <p>Low level adjustment for disability – \$89,272</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$547.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes Progress of focus students on LST PLPs complete and monitored Student outcomes improved</li> <li>• All ILPS complete and signed</li> <li>• Able to see ILPS as working towards next goals</li> <li>• Parent Cafe, Teacher review, LAST survey</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Instructional leader 1 day per week</li> <li>• Professional development / data rounds</li> </ul> <p>Quality Teaching, Successful Students – \$26,756</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Staff surveys</li> <li>• student data</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Extra class – small Kindergarten classes (trauma informed practice)</li> <li>• SLSO ES1 – 4 days</li> <li>• Aboriginal SLSO – 2 days</li> <li>• Teacher interventionist</li> <li>• SAO – 2 days</li> <li>• Time for teachers to work with experts (Bernardos, Australian Childhood Foundation, Ian Luscombe)</li> </ul> <p>Socio-economic background – \$313,628</p>	<ul style="list-style-type: none"> <li>• Parent survey</li> <li>• Improved academic outcomes</li> <li>• PLAN2 data</li> <li>• Teacher survey</li> <li>• Classroom observations</li> <li>• External expert report</li> </ul>

**Socio-economic background**

• Socio-economic background (\$2 000.00)

- Parent survey
- Improved academic outcomes
- PLAN2 data
- Teacher survey
- Classroom observations
- External expert report

**PERSONALISED LEARNING PLAN**

Warilla North Public School logo

Name: \_\_\_\_\_  
D.O.B: \_\_\_\_\_  
Parent/Carer Contact: \_\_\_\_\_

Insert School pic

Cultural / Personal Goals

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Choose one topic you would like to learn more about.

Topic: \_\_\_\_\_  
I would like to learn \_\_\_\_\_ I already know \_\_\_\_\_

Career Interests

**This or That Questions**

- Zoo or aquarium?
- Multiplayer or single player?
- Dog or cat?
- Morning or night?
- Loud or quiet?
- Make up your own!
- \_\_\_\_\_
- \_\_\_\_\_

**FAMILY**

Signatures:

Parent: \_\_\_\_\_ Teacher: \_\_\_\_\_ Student: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	82	81	77	74
Girls	78	75	74	80

Enrolment numbers went up in 2018 and are expected to continue to increase in 2019.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	92	93.9	91.4
1	91	92.2	93.5	91
2	88.7	91.3	92.8	90.5
3	89.2	90.3	91.1	91.1
4	89.8	88.5	89.7	90.1
5	92.9	86.6	86.1	86.4
6	94.9	89.6	77	90.7
All Years	91.3	90.4	89.9	90.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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 our Learning Support teacher and our home school liaison officer (HSLO) if necessary.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.95
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.08

\*Full Time Equivalent

Aboriginal and/or Torres Strait Islander perspectives are considered and applied by all staff at Warilla North Public School. At our school we have one teacher and one SLSO who identify as Aboriginal and/or Torres Strait Islander.

### 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	0

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Warilla North Public School staff in 2018. 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 professional learning relating to phonics instruction under the guidance of the instructional leader and a speech therapist. Teachers across the school undertook professional learning in spirals of inquiry and used their learning to engage in their own spiral of inquiry with a colleague. This resulted in high quality, deep learning that was presented back to the staff, reporting on both the impact to the student, but also on its impact to pedagogy across the school. Staff also engaged in important professional learning around Indigenous perspectives and the use of local stories to impact and support the curriculum.

In 2018, one teacher at Warilla North Public School

completed their Proficient Accreditation and another teacher maintained their Accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	203,632
<b>Revenue</b>	2,296,029
Appropriation	2,235,827
Sale of Goods and Services	19,589
Grants and Contributions	39,050
Gain and Loss	0
Other Revenue	0
Investment Income	1,563
<b>Expenses</b>	-2,305,941
Recurrent Expenses	-2,305,941
Employee Related	-2,077,199
Operating Expenses	-228,742
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-9,912
<b>Balance Carried Forward</b>	193,721

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding. 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.

The school finance committee meets regularly to monitor and determine spending based on the school plan priorities. In 2018 significant funds were spent on:

- professional learning for all staff in using positive behaviour practices to engage all students.
- transforming learning spaces in Stage 2 and 3 classrooms to facilitate future-focused learning.
- building works to create a blended indoor-outdoor future learning space for kindergarten.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,374,283
Base Per Capita	29,199
Base Location	0
Other Base	1,345,085
<b>Equity Total</b>	548,946
Equity Aboriginal	79,471
Equity Socio economic	374,977
Equity Language	5,168
Equity Disability	89,329
<b>Targeted Total</b>	24,976
<b>Other Total</b>	188,103
<b>Grand Total</b>	2,136,308

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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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

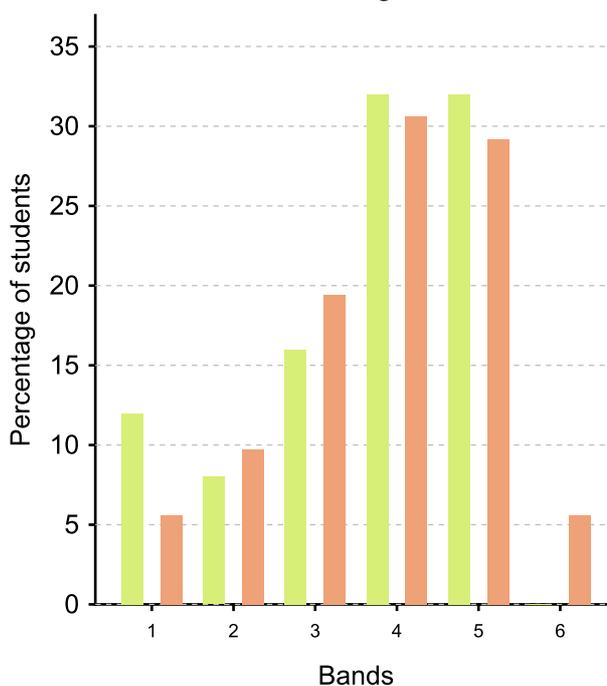
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3: In Writing 100% of students achieved at or above the national minimum standard with 37% achieving in Band 5. In Reading, 95% of students achieved at or above the national minimum standard, with 26% of students achieving in Bands 5 and 6.

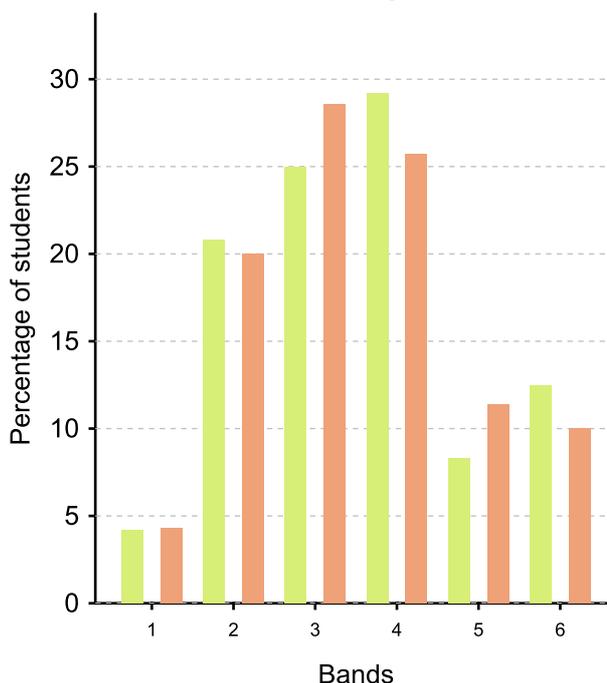
Year 5: In Writing 82% of students achieved at or above the national minimum standard. In Reading, 91% of students achieved at or above the national minimum standard.

Reading, comprehension and writing programs are being implemented to improve overall literacy improvement. We continue to provide intervention for low achieving students and targeting improved progress for students in the middle bands.

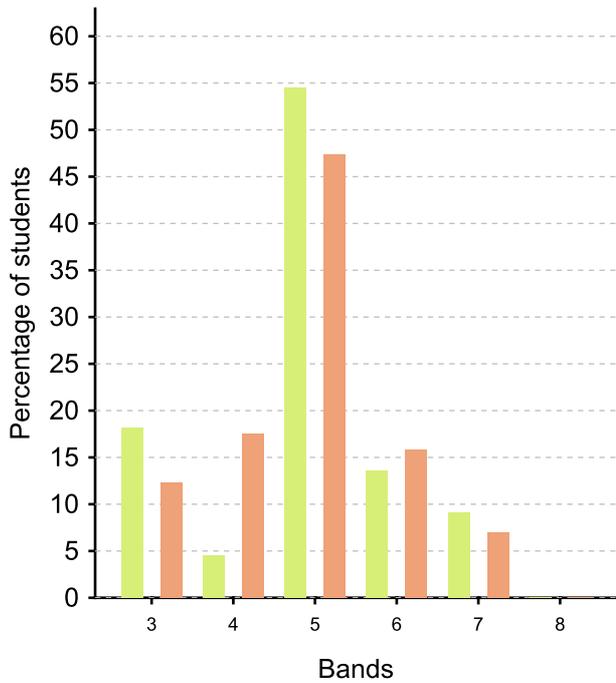
Percentage in bands:  
Year 3 Writing



Percentage in bands:  
Year 3 Reading

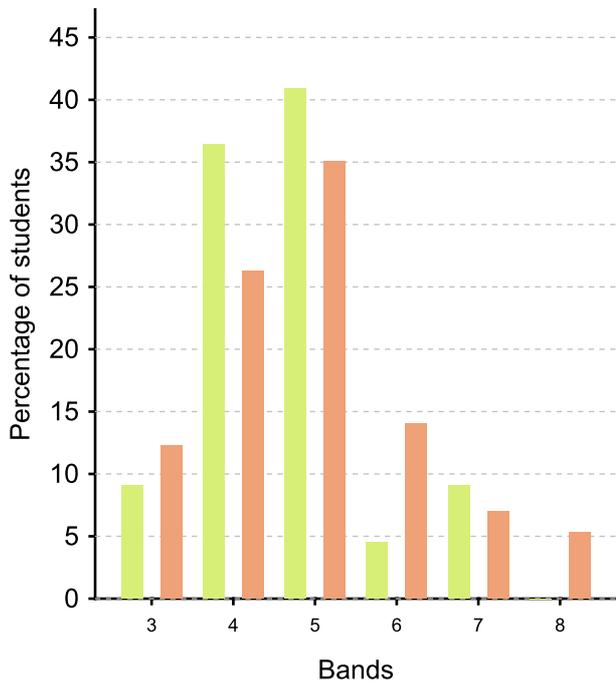


**Percentage in bands:  
Year 5 Writing**



literacy rates. We continue to provide intervention for low achieving students and improving progress of students in the middle bands.

**Percentage in bands:  
Year 5 Reading**

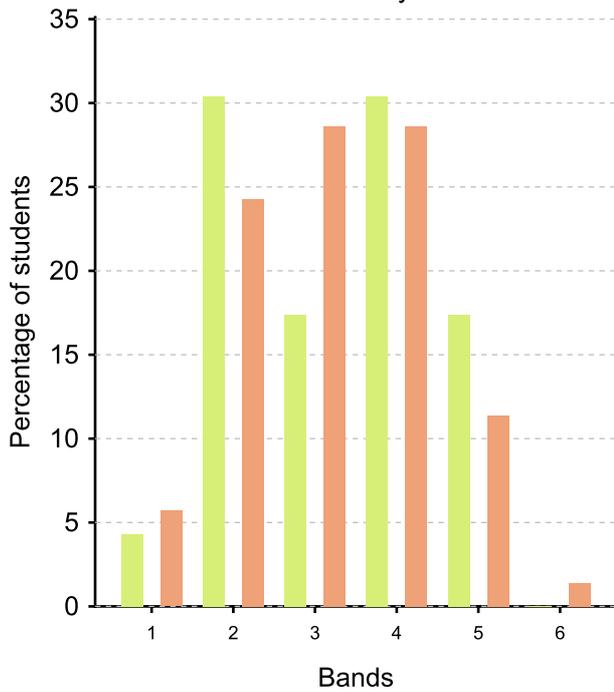


Year 3: In Numeracy 96% of students achieved at or above the national minimum standard

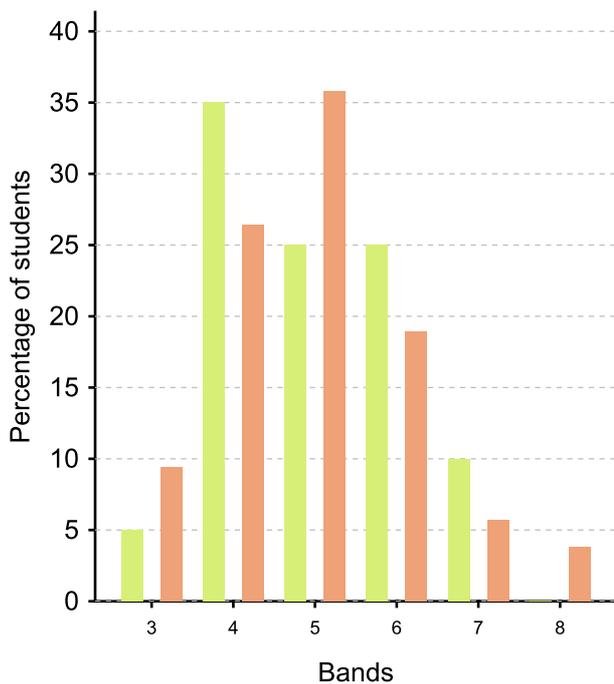
Year 5: In Numeracy 95% of students achieved at or above the national minimum standard with 35% achieving in Bands 5 and 6.

Programs are being implemented to improve overall

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Year 3: Reading, 26% of students achieved in the top two bands.

Year 3: Writing, 37% of students achieved in the top two bands.

Year 5: Reading, 9% of students achieved in the top two bands.

Year 5: Writing, 9% of students achieved in the top two bands.

Year 5: Numeracy, 35% of students achieved in the top two bands.

**Improving Aboriginal Education Outcomes:**

We have shown improved outcomes for Aboriginal students in Year 3 with 40% of our students achieving Band 5 in Reading and 17% of our students achieving Band 5 in Writing. We are continuing to implement programs to increase the achievement of Aboriginal students in all areas of Year 5.

**Parent/caregiver, student, teacher satisfaction**

In 2018, Warilla North Public School worked hard to engage and meet the needs of our students, parents/caregivers and teachers. Our school participated in the Tell Them From Me Survey, in order to gauge the opinions of Students, Staff and Community. The feedback we received is highlighted below:

**Students:**

"I like how are lessons are always planned in advanced and they are always helpful to my everyday life now, in high school and in many years to come."

"When I come to school, it's a kind caring environment."

**Teachers:**

"The staff ethos is focused on the betterment of staff professionalism and the well being of all. Having executive staff on hand to instruct and also intervene when necessary gives a sense of direction and support. The smaller classes and stage teaching helps to draw things together. The willingness to change if something tried does not work and to adjust is a strength."

"Communication between staff, students and the community is developing. The students have a clear understanding of what is expected of them when they are within the school environment. The school has become a calmer learning environment for not only the students but also the staff and the community. Behaviour management has improved greatly as everybody is on the same page as to handle each situation that arises. We are also able to discuss different situations that occur at communication meetings and work together as a team to work out the best solution."

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Parents:

"The teaching staff are all passionate about their students and their learning. It is a small school where most teachers know most students."

"It may be a small school but I find that the teachers and Principal go above and beyond all expectations with the students.

## Policy requirements

### Aboriginal education

Warilla North Public School actively promotes the improvement of educational outcomes for our indigenous students, and all students across our school. As a school we have worked towards this by through a number of initiatives. We have:

- \* Employed an Aboriginal Student Learning Support Officer to support Aboriginal student learning.
- \* Collaborated with the school community to organise learning experiences and celebration for NAIDOC week.
- \* Engaged in deep professional learning in partnership with the University of Wollongong aimed at improving teacher knowledge of indigenous culture and using this improved knowledge of local stories to support and add depth to the curriculum.
- \* Redesigned the school uniform, ready for implementation in 2019. The new uniform is a reflects our local community and was designed in consultation with the local Aboriginal community and AECG.
- \* Built partnerships with the Illawarra Aboriginal Medical Service (IAMS), allowing for free medical checks for all students in the school.
- \* In partnership with IAMS, hosted an indigenous games afternoon and BBQ, promoting traditional indigenous games whilst engaging with the community.

### Multicultural and anti-racism education

Warilla North Public School highly values Multicultural education. 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.