Messages

Principal’s message

2010 at Warnervale Public School (WPS) was another productive, successful and enjoyable year. The school enrolment grew steadily leading to the classification as a P3 primary school. Warnervale students show themselves to be flexible and adaptable, continuing to perform and achieve across the curriculum. Our broad teaching and learning programs continue to meet the interests and needs of all students.

The school community is supportive, cohesive and involved in school life. The partnerships between home and school encourage students to strive for their ‘personal bests’ across the curriculum.

Our ongoing focus on technology, the environment, quality teaching and student leadership was a focus for 2010 and beyond. We have great pride in our public school and we continue to value the great tradition of public education in NSW.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms Jill Carter

P & C message

Warnervale has a dedicated P&C. During 2010 we met monthly, with attendance at meetings ranging from 10 to 25 parents and teachers. The P&C provides a forum for parents to raise and discuss school issues, as well as a voice in dealing with external organisations. The P&C maintains a strong interest in the school curriculum and several parent workshops were held during our monthly meetings.

The P&C also maintains an important focus on fundraising and this year was able to raise enough money to air condition all 16 classrooms in our school providing the children and teachers with a comfortable, cool learning environment. We held the following events to help raise this money: Warnervale Annual Fair, Entertainment Books, Footy Tipping Competition, Mothers and Fathers Day stalls, Bunning’s BBQ, Election Day BBQ, Commonwealth Games Day, Calendars and Christmas Raffle. The school uniform shop previously run by the P&C is in the final stages of being dissolved, with only minimal quantities and sizes left. The uniform is available from Lowes at Lake Haven.

Debbie Milne P&C President

Student representative’s message

During 2010 the Warnervale SRC tried to help others by supporting various charitable organisations. We took part in a Mufti Day to raise money for Camp Breakaway. This is a local camp that caters for disabled children, adults and their families. We were very excited to be helping a locally based organisation.

We also supported Stewart House by selling dolphin brooches and tattoos. We took part in the Stewart House clothing drive and collected a mountain of unwanted clothing and accessories. The drive was well supported by our school community.

Towards the end of the year we began collecting Christmas gifts to help make Christmas a happier time for needy families in our local community. Our school foyer began to look like a toy store.

Thank you to everyone who helped support us as we endeavoured to support others.

Warnervale SRC 2010

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Student enrolment profile

Student enrolment profile

Student attendance profile

Student attendance levels are fractionally lower than those in both the State and the Hunter Central Coast region but in line with previous year’s totals at WPS.

Management of non-attendance

In 2010, WPS purchased and implemented a new electronic attendance registering system. Student non-attendance is managed by a regular weekly check of all attendance data and a proactive communication strategy with both telephone calls made and letters sent to families.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1MC</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2O</td>
<td>1</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>1/2O</td>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010, 15 classes were formed. Classes were parallel in composition and had a range of abilities and special needs. Year 3 students were taught in a team teaching situation, as this was the most effective structure to cater for the learning needs of this diverse group.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal[s]</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20.525</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Our Indigenous staff composition is 5%.
Staff retention
Apart from one retirement from staff, all other staff retained their 2009 substantive positions.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>26%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>251807.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>240155.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>124855.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>122760.32</td>
</tr>
<tr>
<td>Interest</td>
<td>12266.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23577.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>50491.44</td>
</tr>
<tr>
<td>Total income</td>
<td>825914.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>66352.96</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>66352.96</td>
</tr>
<tr>
<td>Excursions</td>
<td>29663.93</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>61804.59</td>
</tr>
<tr>
<td>Library</td>
<td>11182.70</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3301.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>120185.97</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52634.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>50946.08</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>50306.97</td>
</tr>
<tr>
<td>Utilities</td>
<td>2461.88</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19579.90</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>24838.33</td>
</tr>
<tr>
<td>Capital programs</td>
<td>103025.74</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>596284.76</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>229629.91</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts
Three dance groups were formed in 2010: Cheer Dance Group, Boys’ Dance Group and the crowd stealing Kindergarten Dance Group. All three groups were selected and performed at the Central Coast Dance Festival. They also performed at Westfield Tuggerah during Education Week. The Cheer Dance group showed their skill and energy early in the year at a fun day at Kooindah Waters. Our Kindergarten Dance group performed at The Kids Day Out in November.

Our 2010 choir sang a wonderful selection of songs at Westfield Tuggerah during Education Week and stole the show at their Christmas performance in December at Erina Fair.

The ever-growing ever-talented Guitar group continues to make a name for themselves with new students joining the ranks continually. They participated in a local community concert in September and performed for school events, including a select group at Erina Fair.

Sport
It has been another great year for Sport at Warnervale. We started the year with our swimming carnival at Swansea Pool. From this we saw 23 students attending the Wyong Zone Swimming Carnival. We managed to hold our title as Wyong Zone Swimming Champions; Christian B. was named Senior Boy Champion. Ten students competed in the Sydney North Carnival with Christian moving on to the State Championships.

Our Knockout sporting teams did us proud this year with their sportsmanship, attitude and presentation.

Our tennis team, consisting of Maddie, Hayley, Drew and Ryan, performed tremendously, winning the Sydney North Tennis Title.

We also had a range of teams competing in district sporting matches, including netball, boys soccer team, basketball, rugby league and boys and girls touch football. All participants tried their best and are to be congratulated.
20 students represented Warnervale at the Wyong Zone Cross Country, with Bethany K., Kyle P and Chelsea Mc going on to Sydney North Cross Country Carnival. Bethany then represented us at the State Carnival and was placed 5th. With these fantastic results she then competed at the National Cross Country carnival in Brisbane. In the individual event Bethany came 18th, her NSW team 2nd overall and her composite relay team 4th.

Following our Athletics Carnival, 38 students represented Warnervale at the Wyong Zone Athletics Carnival. From this, 3 students, Bethany K., Cassidy T and Kobe B went on to Sydney North Athletics. Bethany was awarded the Junior Girl champion at this carnival and went on to compete at State where she came equal 7th in the high jump. Cassidy came first in discus and 2nd in shot put at the State carnival. She then competed at the Nationals in Victoria and came 2nd in both these events. What a successful year!

We continued to participate in the very successful interschool sporting competition that involved students in Years 3-6 from the Wadalba Learning Community. Students thoroughly enjoyed this competition over the two terms and we look forward to participation in 2011.

We also participated in two touch football gala days this year and an Oztag gala day where our teams all performed well.

Congratulations to all Year 6 students who have made it into the Talented Sports Program at Wadalba for 2011.

Public Speaking
2010 was the first year that Warnervale Public School entered the Hunter Central Coast Public Speaking Competition. All students in the school had to prepare a speech and present it to their class before finalists were chosen in each stage to represent us at the District Competition. Congratulations to our finalists for 2010. We look forward to many years of involvement in this competition.

International Competitions and Assessments for Schools 2010

In 2010 many students competed in the International Competitions and a record number of credits and distinctions.

Mathematics – 27 students
English – 20 students
Writing – 12 students
Spelling – 19 students
Science– 17 students
Computer Skills– 21 students

Academic

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.

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

In 2010 49 Year 3 students sat the NAPLAN Literacy tests. Students were assessed in Reading, Writing, Spelling, Grammar and Punctuation.

In Overall Literacy, our students perform at state average levels.

In Reading, 94% of students achieved at or above minimum standards, with 44% of students achieving in Bands 5 and 6, which is an improvement on past years.

In Writing, 98% of Year 3 students achieved at or above minimum standards, with fewer students performing in the Bands 1 and 2 than previous years.

In Spelling, Year 3 outperformed both Statistically Similar Group (SSG) and State DET average, with 44.9% of students gaining bands 5 and 6.

In Grammar and Punctuation, Year 3 students once again improved achievement levels from previous years, with greater numbers of students performing in Bands 5 and 6.

In Grammar and Punctuation, Year 3 students once again improved achievement levels from previous years, with greater numbers of students performing in Bands 5 and 6.
Areas of development in 2011, include improving the percentage of students in the top two bands, particularly in Writing. We are also focusing on our Band 3 and 4 students, to improve their overall achievement.

Numeracy – NAPLAN Year 3
In 2010, 49 students sat the NAPLAN tests in Numeracy. 98% achieved at or above minimum national standards.

Areas of development include a shift of students from the lower bands to the higher bands in all areas of Numeracy.

Literacy – NAPLAN Year 5
In 2010, 35 Year 5 students sat the NAPLAN tests in Literacy. Students were assessed in Reading, Writing, Spelling and Grammar and Punctuation.

In Reading, 97% achieved at or above minimum standards. This was a very pleasing improvement on previous school averages and in comparison to state and SSG averages.
Areas of development include raising achievement levels for all students in all strands so we see a higher percentage of students performing in Bands 7 and 8.

**Numeracy – NAPLAN Year 5**

In 2010, 35 students sat the NAPLAN test in Numeracy. 97% of students achieved at or above minimum standards.

Areas of development include a higher percentage of students to achieve performing in the top bands.

**Progress in literacy**

All students were able to be matched for their growth rates from Year 3 to Year 5 assessment. In Reading, our Year 5 students showed growth above both state and SSG levels.

Although Writing growth was below state and SSG levels, it was an improvement on 2009. It was very pleasing to see the progress of our Year 5 students who achieved lower bands in Year 3. Six out of 7 of these students achieved above their expected growth levels.
Progress in numeracy
Warnervale students have continued to improve in their Numeracy, with results showing an average score growth of 98.8 which is well above state and SSG levels.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage of Year 3 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage of Year 5 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

Local artist, Kevin Duncan was commissioned to paint two murals and a number of totem poles to capture our local environment and build a sense of Aboriginal pride.

Teachers in all classes include an Aboriginal perspective in their teaching and learning programs. Studies in Human Society and Its Environment, English and Creative Arts allow students to gain a greater understanding of the issues facing the Aboriginal community, past and present. They also allow students to appreciate contributions of the Aboriginal people to the Australian identity. In Creative Arts, students are given the opportunity to appreciate the distinctive nature of Aboriginal Art and its place and significance in Aboriginal culture. Welcome to Country is a part of all school assemblies.

In Term 1, an afternoon tea for Aboriginal students and their families was held with local Aboriginal leaders from the Aboriginal Education Consultative Group (AECG) in attendance. During National Aboriginal and Islander Day Observance Committee (NAIDOC) week, Warnervale Aboriginal students participated in making damper and sampling bush tucker. The entire school community also enjoyed a traditional Aboriginal dance performance.

In addition, Aboriginal students invited a friend to attend Wadalba Community School NAIDOC Week celebrations with other Aboriginal students from the Local Management Group. They enjoyed Bush Tucker, Aboriginal performances and activities.

In Term 4, Aboriginal students attended a special ceremony at Wyong High School to witness the signing of the agreement between the local AECG and the Department of Education.

Through participation in these events, students continue to improve their understanding of the Aboriginal community.

**Multicultural education**

The school maintains a focus on multicultural education across the curriculum by providing programs that develop knowledge, skills, values and attitudes required by Australia’s culturally diverse society.

Harmony Day 2010 was celebrated with a performance by an African rhythm group. Lessons continued throughout the week focusing on the theme of Harmony Week, *Everyone Belongs*.

**Respect and responsibility**

Respect, Responsibility and Excellence are the school values for Warnervale Public School and the Wadalba Schools Learning Community. During 2010, a series of explicit teaching lessons focusing on Respect were implemented in the classroom and to the whole school community, via the school sign, website and weekly newsletter. These lessons focused on what respect is and how we show it in various school situations i.e. for visiting teachers, at assembly and at the canteen.

Our Go for Gold award system encourages student participation and responsibility. Lunchtime Social Skills group sessions continue to provide support for those students who require extra assistance in demonstrating appropriate respect and responsibility.

**Environmental Program**

The Environmental Club at Warnervale Public School is an inclusive K-6 group where over 70 students meet four times a week to volunteer their lunch playtime.

Daily tasks include chopping of fruit and vegetable scraps from our 15 classes (which are all collected in lidded buckets after morning fruit break); feeding our three worm farms or topping up our two composting tumblers; and using the organic ‘worm-juice’ to fertilise the vegies and herbs in our four waist-high vegetable and bush-tucker gardens. We also reduce waste going to landfill by having a large blue wheelie-bin in each classroom that is emptied to the recycling dumpster each Monday. Our classroom lights turn off automatically at bell times so that energy is not wasted lighting empty rooms.

Eggplant, basil, tomatoes and capsicum make a short trip to the canteen for making healthy vegetable pizzas. We have also enjoyed making and tasting yummy vegetable parcels and potato and leek soup. Our resident scarecrow Warren made a new friend when we brought our new scarecrow home from the Lake Haven Bunnings
scarecrow competition. Our team and supporters had a great night!

We enjoyed educational excursions throughout the year. In Term 2, students spent the day on the Catchment Crawl finding out about local waterways and how Wyong Council plans to sustain them. A great day was planned by Jennifer Lee and we spent the day roaming the Shire with other local schools interacting with the local environments. We also saw how Council manages the weeds in the lake and met Dean the Dredge Master! In Term 3, students and keen parents visited the Theiss operation at Somersby. We got to do some hands-on classifying, handle recycling at different stages of the process and watch Live footage of the Production Line. The Education Officer, Michelle was impressed with our knowledge and we topped the Schools’ Leader Board! We were amazed by the use of lasers, air-jets, magnets and other technology.

Special events this year have given all students at Warnervale a chance to participate in Environmental Studies. Each year we participate in Schools Clean-up day to develop a sense of responsibility in all students for their playground. On National Tree Planting Day all classes planted, watered and mulched several trees, Stage 3 students created a new garden and all classes completed a Biodiversity audit to assess the level of Insect and animal life and possible habitats within the school grounds. Many of our Tree Day artworks were displayed on the Express Advocate website and four students received prizes. Our 2010 School Environmental Education and Management Plan (SEMP) was based upon improving Biodiversity within the school. We are currently seeking grant funding to establish a pond area at the lower corner of the school grounds, which is parallel to a natural creek. An outdoor learning area will enable all classes to have a place to undertake Environmental studies.

In the 2010 Wyong Shire Garden Competition, we were thrilled to win the overall School grounds category and a merit in the Vegetable garden category. We also competed in Wyong Council’s Primary School Environmental Program and won the Eco-tour category. The judges were most impressed when tasting freshly made beetroot dip from our veggie patch; seeing the choir perform; viewing artwork displayed in the hall and being taken around our beautiful grounds by proud students. We also entered the Gosford show and won a blue ribbon for our magnificent Vegetable basket.

On 24th March the Environmental Club hosted Green Day to raise funds for our projects. All students dressed in Mufti and brought a Gold Coin donation. Lunches were brought in brown paper bags or lunchboxes with no other packaging. Students who brought their lunch this way received a ticket in the draw to win green prizes. Other fundraisers included plant stalls and a weekend BBQ at Bunnings, Lake Haven.

We are very proud of our passionate and hard-working young environmentalists!

Progress on 2010 targets

Target 1

Improve Literacy learning outcomes for all students.

Our achievements include:

- 85% of our Kindergarten and Year 1 students are reading above the regional independent RR targets set.
- Our Year 3 students performed above the state average in all aspects of Writing, with 98% achieving at or above minimum standard.
- 44% of Year 3 students achieve Bands 5 and 6 in Reading
- 97% of Year 5 students achieve at or above minimum standard in Reading.
- All students in Year 5 experienced significant growth from their NAPLAN Year 3 test results.

Target 2

Improve Numeracy learning outcomes for all students.

Our achievements include:

- Our Year 3 students performed above the state average in Numeracy, with 98% achieving at or above minimum standard.
- 35% of Year 3 students achieve Bands 5 and 6 in Numeracy.
- 97% of Year 5 students achieve at or above minimum standard in Numeracy.
All students in Year 5 experienced significant growth from their Numeracy NAPLAN Year 3 test results.

Target 2

Development of a School Environmental Education and Management Plan (SEMP)

Our achievements include:

• increased number of students attending Environmental club i.e. 70 students each week.
• increased volume of composting and fertilizer being created i.e. 2 compost tumblers and 3 worm farms.
• all classrooms, staffroom and office areas have blue wheelie bins for weekly recycling pickup.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Culture and Writing.

Educational and management practice

Culture

Background

In 2010 staff, parents and students responded to a survey about School Culture. The DET SchoolMap Best Practice statements were used as the survey instrument. The information gathered highlights the perceptions of staff, students and parents and provides direction for further and more precise investigation.

Findings and conclusions

100% of teaching staff are proud of their school and believe that Warnervale Public School encourages students to achieve their best. All teachers believe that their teaching programs cater for the individual learning needs of all students. Some comments included “I love coming to school each day” and from a new member of staff, “The school’s natural and built environment at Warnervale make it a pleasure to work here”. A casual staff member’s perspective, “The support and encouragement given to me by my colleagues make it a joy to be here”.

86% of students surveyed are proud of their school. 93% of students believe they are almost always or usually encouraged to achieve their best. 88% of students believe that Warnervale School caters for the learning needs of all students. The remainder of students believe their individual learning needs are sometimes catered for.

100% of parents surveyed are proud of their child’s school and 97% agreed that the school encourages students to do their best. 98% of parents agreed that the students are the school’s main concern. The majority of parents believe that the school caters for the learning needs of all students although 7% indicated that Warnervale only sometimes caters for individual learning needs.

Future directions

Overall, the vast majority of staff, students and parents are positive about Warnervale School Culture. An area for further reflection, investigation and possible improvement is to ensure that students and parents understand how classroom programs are catering for the learning needs of all students.

Curriculum

English - writing

Background

Over recent years, achievement of Warnervale students in Writing assessments has been highlighted as an area for further investigation. Students, staff and parents were surveyed regarding what skills and strategies were involved in learning to write.

Findings and conclusions

Following analysis of the student, staff and parent survey, we noted there was:

• little consistency in parent understanding of the process of writing and text types
• a majority of staff wanting a more explicit method of teaching writing skills, with greater teaching resources
• a disappointing level of student engagement and enjoyment in Writing
**Future directions**

More resources need to be evaluated and purchased for explicit teaching. Criteria for purchase include a K-6 continuum and resources and examples complimentary to SMARTBoard technology.

Rubrics and ‘text type’ timetable sequence to be created and implemented in 2011.

Professional development workshops with a focus on Writing to be undertaken e.g. NAPLAN marking, Consistency Teacher Judgement and authentic writing through blogs.

Improved parent knowledge through website posts, student work samples and workshops.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Topics targeted were School Photos, Parent Teacher interviews, Environmental Initiatives, Fruit & Vege Week and P&C survey.

Feedback indicated that:

- 95% of parents surveyed attended the Parent Teacher Interviews. Of these, 100% strongly agree or agree that they gained valuable information about their child and now know areas for further development. Some parents indicated they would like interviews earlier in the year.

- Following our Fruit and Vege Week promotion, survey results indicated that students overwhelmingly supported fresh fruit and vegetable items to be sold in the canteen e.g. mini salad wraps, dip and vege sticks.

- Of the 18 parents who responded to the P&C survey, a greater percentage indicated daytime meetings were more suitable to attend.

- The school community was happy with the quality, timing and cost of school photos. A number of parents indicated that they would prefer the option of purchasing class photos only.

**Professional learning**

In 2010, staff members participated in a variety of professional learning activities. Two professional development conferences were held with Woongarrah Public School, including two whole day workshops, one on Brain Gym and the second with Ian Harris on Model Mapping. Other staff professional learning included:

- Teachers Make a Difference. Workshop on Quality Teaching with a focus on research by John Hattie

- Consistency Teacher Judgement – whole day workshop on Writing and Assessment and reporting

- Practical activities on authentic writing and blogging

- ICT integration expo, including publishing with young writers, communication with Connected Classroom and Digital Storytelling with PhotoStory.

- Wadalba Schools Learning Community Year 6 to Year 7 Transition workshops on Teacher Pedagogy and Using Role Play Welfare scenarios.

- Staff also attended various workshops and conferences, including Environmental Sustainability, PEHPD Network, Autism, Behaviour Management, Best Start training and network workshops and SMARTBoard Next Steps.
School development 2009 – 2011

The three priority areas for 2009 – 2011 are:

• enhanced Literacy levels for all students
• enhanced Numeracy outcomes for all students
• implementation of School Environmental Education and Management Plan

Targets for 2011

Target 1: Literacy

• 80% of Kindergarten, Year 1 and Year 2 students achieved independent RR level as set by region
• 97% of Year 3 students achieve at or above minimum standard in Reading and 98% in Writing
• 97% of Year 5 students achieve at or above minimum standard in Reading and 96% of Year 5 students achieve at or above minimum standard in Writing
• 42% of Year 3 students achieve Bands 5 and 6 in Reading
• 36% of Year 5 students achieve Bands 7 and 8 in Reading

Strategies to achieve this target include:

• teacher analysis of NAPLAN to identify strengths and weaknesses, with class programs to address needs
• dedicated literacy sessions, with a team-teaching focus to differentiate learning
• expert teacher demonstrating best practice and teacher modeling
• use of interactive digital resources to enhance classroom teaching and learning
• whole school explicit writing process and timeline planned and implemented

Our success will be measured by:

• achievement of percentage targets for Early Stage 1 and Stage 1 students in RR benchmarks
• achievement of percentage targets for Year 3 and 5 students in NAPLAN

Target 2: Numeracy

• 97% of Year 3 students achieve at or above minimum standard in Numeracy
• 98% of Year 5 students achieve at or above minimum standard in Numeracy
• 35% of Year 3 students achieve Bands 5 and 6 in Numeracy
• 28% of Year 5 students achieve Bands 7 and 8 in Numeracy

Strategies to achieve this target include:

• teacher analysis of NAPLAN to identify strengths and weaknesses, with class programs to address needs
• dedicated numeracy sessions, with a team-teaching focus to differentiate learning
• expert teacher demonstrating best practice and teacher modeling
• use of interactive digital resources to enhance classroom teaching and learning

Our success will be measured by:

• achievement of percentage targets for Year 3 and 5 students in NAPLAN

Target 3: Student Welfare and Well-being

To improve, update and implement Warnervale Public School’s Student Welfare and Well-being School Value system, including Anti-Bullying.

Strategies to achieve this target include:

• implement explicit teaching program based on Respect, Responsibility and Excellence
• review and update the school Student Welfare and Well-being policy
• improve communication and awareness of the school's welfare and anti-bullying plan, including website and newsletter
• embed the WPS Core Value system into every part of our school life
• modify referral and management system of reported incidents

Our success will be measured by:
• a reduction in the number of bullying incidents being reported
• a clear and well-articulated welfare policy, with anti-bullying plan
• a greater awareness in the school community of the process and steps involved in dealing with referrals.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

− Jill Carter, Principal
− Debbie Milne, P&C President
− Catherine Clarke, Class Teacher
− Pieta Davies, Class Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr