Warragamba Public School
Annual School Report 2014
School context statement

Warragamba Public School opened in 1948 and is situated in a semi-rural area of Western Sydney, adjacent to Warragamba Dam. It serves a supportive and close-knit community. The school is situated in an established community which is characterised by caring parents, a high level of interest in education and a willingness to be involved in the school community.

The school's vision is to provide an attractive, safe and caring school environment where effective and diverse teaching and learning take place. This is achieved via a culture of inclusivity and a willingness to adopt new strategies and take new directions in all areas of student achievement.

The school has a reputation for academic, sporting and cultural achievements. Warragamba Public School enjoys the support of parents and students working together to develop a place of learning where traditional values are maintained while keeping pace with technological and social change.

Principal’s message

At Warragamba Public School our aim is to provide the students with the best possible education in an environment that promotes and encourages the values of understanding, tolerance, co-operation and respect. The school is located in a semi-rural setting and our facilities include air-conditioned classrooms, a well-resourced library, a modern computer lab equipped with the latest in information and communication technology (ICT), a dedicated and experienced staff and a comprehensive and diverse curriculum catering for the needs of all children.

The experienced staff of WPS strive to deliver a well-rounded curriculum that aims to ensure children are educated on academic, social, emotional, artistic and sporting levels. Emphasis is placed on developing life-long learners in Literacy and Numeracy who develop the drive to extend themselves and achieve their best.

Academic programs are complimented by extensive Creative Arts and sporting programs that seek to offer the children wide-ranging opportunities to explore their abilities in these areas.

The school’s active Parents and Citizens Association has again worked extremely hard to provide for the children. In 2014 the P & C assisted with the purchase of a class set of iPads for the school, as well as contributing a significant amount towards the purchase of a licence for Mathletics software.

The school hosted a wide range of visiting performers, including perennial favourites Musica Viva and Opera Australia, as well as visiting education officers from a wide range of sporting bodies and organisations.

Both the school website and school Facebook page were put to great use throughout 2014, being used as a medium through which information regarding the school’s academic, cultural and sporting programs were published. These provided an excellent resource for parents in terms of accessing general school information, upcoming events and activities.

Warragamba Public School values a community-based approach to the education of students in the Warragamba and Silverdale area and has worked hard to forge mutually beneficial, lasting links with parents and the community in general. Thank you to all students, staff and community members who continue to work vigorously to ensure that Warragamba Public School maintains its reputation as a solid seat of learning.

Nathan Smith
Relieving Principal
P&C message

Warragamba Public School P&C Association (P&C) consists of a dedicated group of parents and citizens who volunteer their time to support and benefit our school, the staff, the students and their families. We meet at least twice during a school term and we provide an open and friendly forum in which to discuss issues concerning our school and the general education and welfare of students and staff attending our school.

As a P&C we assist the school through a number of fundraising events like the Mother’s and Father’s Day stalls, a huge Easter raffle, sausage sizzles and other fundraising activities throughout the year. We also encourage families to pay a voluntary contribution each year. These funds are used to purchase resources and equipment that benefit both the students and staff. In 2014 the P&C contributed over $10,000.00 for the purchase of 16 iPads and the associated hardware, $3,340.00 for the purchase of “Mathletics” software as well as substantial contributions for the purchase of end of year presentation trophies, certificates and awards and Year 6 farewell gifts.

Our P&C also runs our very successful uniform shop. It is managed by one of our parents and she tirelessly volunteers her time in managing all aspects of the uniform shop. During 2014 and 2015 we introduced a new school uniform shirt and shorts, which was positively received and supported by our students and families.

The commencement of 2015 saw our school looking for a new Principal and a new permanent teacher placement. Our P&C President was actively involved in all aspects of interviewing applicants for these roles as well as being involved in the final decision making process. This was a great opportunity for our P&C to be included in, and make a valuable contribution to, decisions such as these that have an everlasting impact on our school and the welfare of our students.

Our school and our P&C are well supported by the participation of parents and caregivers in all areas of school life, both in the classroom and at special events such as sporting carnivals and excursions. Our P&C values and appreciates the whole school community and surrounding communities working together in building a partnership to provide the very best opportunities for our students.

Our P&C is a group of busy parents, caregivers and citizens who diligently volunteer their time working together for the betterment of our school and our students. I would like to thank our P&C for their efforts throughout 2014 and I would like to thank the staff, teachers, parents and caregivers for their hard work in supporting our P&C during 2014.

Our meetings are held at least twice during a school term and all are always welcome.

Lisa Dodd, P&C President
Natalie Saunders, P&C Secretary
### Student information

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

### Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
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<th>2012</th>
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![Enrolments graph](image)

### Student attendance profile

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<td>94.2</td>
<td>94.2</td>
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</table>

### Management of non-attendance

Student attendance at Warragamba Public School is consistently high. Where a student’s attendance pattern is causing concern, the school will attempt to resolve the issue with parents. If this proves unsuccessful, the school will contact the Home School Liaison Officer to assist in improving the child’s attendance patterns.

### Class sizes

<table>
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<th>Total per year</th>
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<tr>
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</tr>
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<tr>
<td>5/6T</td>
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<td>6</td>
<td>14</td>
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### Workforce information

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

#### Workforce composition

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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
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<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
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</table>

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
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<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Professional learning and teacher accreditation

Throughout 2014 all staff at Warragamba Public School participated in a range of professional learning activities to enhance their skills and capabilities in a variety of areas. Staff are encouraged to attend professional learning sessions conducted by various DEC directorates.

Staff participate in professional learning sessions throughout the year, in addition to five Staff Development Days. These sessions provide opportunities to brief staff on policy and teaching strategies, as well as providing the school with opportunities to work on curriculum and strategy development.

All staff members participate annually in Cardio Pulmonary Resuscitation (CPR) Training, Anaphylaxis. In addition to this annual training requirement, in 2014 all staff completed compulsory training in the Disability Standards for Education.

In 2014 the Glenmore Park Learning Alliance met and investigated best practice around implementation of the NSW Mathematics K-10 Syllabus for the Australian Curriculum. The Learning Alliance formed groups and developed units of work and assessment strategies, which covered all strands, content, and outcomes of the new Mathematics syllabus. These units are being trialled across the alliance in 2015.

In the second half of 2014, 8 classroom teachers were trained in the implementation of the Targeted Early Numeracy (TEN) program. One member of staff was trained as a TEN Facilitator and commenced professional learning with staff throughout term 3 and term 4. The TEN Program will continue throughout 2015 with training of an additional TEN facilitator to support program implementation.

Other professional learning activities undertaken by staff throughout 2014 included:

- Attendance by staff at various regional network meetings
- ESL Scales and New Arrivals Program
- Primary Executive Support Group
- School Administrative and Financial Administration Processes and Practices – School Administrative and Support Staff
- Information Technology
- Literacy Lessons – Intervention for Year 2 and Year 3 students (L2 program)
- School Sport Fundamental Movement and School Sport Level 1 & 2 Coaching Accreditation courses

In 2014, Warragamba Public School had one New Scheme Teacher working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation and a total of three New Scheme Teachers maintaining accreditation at Proficient level.

Beginning Teachers

New Scheme Teachers participated in a number of professional development opportunities designed to support them in their first 3 years of teaching.

Under the new model of support for beginning teachers, additional funding was provided to support teacher induction programs, professional development and achievement of teacher accreditation at proficient teacher level.

Throughout 2014, the extra funding the school received was utilised to provide additional release from face-to-face teaching for one New Scheme Teacher. Reduced teaching loads and responsibilities are in line with the Great Teaching Inspired Learning Blueprint for Action. This funding was also utilised for the provision of release for a mentor whose role is to support newly appointed New Scheme Teachers.
Financial summary

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

Date of financial summary 30/11/2014

Income
Balance brought forward $70587.49
Global funds 180279.63
Tied funds 146144.77
School & community sources 99361.72
Interest 3935.74
Trust receipts 21912.80
Canteen 0.00
Total income 522222.15

Expenditure
Teaching & learning
  Key learning areas 20794.62
  Excursions 47576.71
  Extracurricular dissections 27253.25
Library 1084.36
Training & development 4956.43
Tied funds 92057.96
Casual relief teachers 41715.83
Administration & office 38036.77
School-operated canteen 0.00
Utilities 46742.96
Maintenance 32869.49
Trust accounts 23551.76
Capital programs 0.00
Total expenditure 376640.14

Balance carried forward 145582.01

A full copy of the school’s 2014 financial statement is tabled at the Annual General Meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data. Alternatively:
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**NAPLAN Year 5 – Numeracy**

**Other achievements**

**Arts**

During 2014 students of Warragamba Public School were involved in various incursions and excursions relating to Creative and Performing Arts. Students K-6 were invited to attend incursions to view and perform with Musica Viva, and participate in the Footsteps dance program which complemented CAPA lessons held every Tuesday afternoon. The Senior Choir again performed at the Penrith Valley Performing Arts Festival and were joined by the Junior and Senior Dance groups. The Senior Choir also performed for the community of Camden in a Sunday concert with the Macarthur Singers ensemble. To showcase the creativity and hard work students give to visual arts, a display of artworks produced
by K-6 students was on show in the hall during Education Week. 2014 also saw Warragamba Public School once again host our biannual concert and students from all classes performed for four packed matinees and evening audiences.

**Sport**

WPS implements a wide range of sporting programs that cater for our K-2 and 3-6 students. Through a variety of fundamental movement skills, students are able to develop their confidence and ability, and utilise these skills to play a variety of games. Students also participate in weekly programs that support the PD/Health/PE curriculum such as gymnastics and Footsteps Dance. All sporting programs aim to encourage participation, cooperation and good sportsmanship.

Three school carnivals were held in 2014: Swimming (for students aged 8-13), Cross Country and Athletics (all Primary students). Many students successfully represented our school at Zone carnivals, and some progressed to regional and state carnivals. Primary students also participated in Gala Day events during Terms 2 and 3, representing our school in the following team sports: soccer, netball, AFL, cricket, Oztag and softball/T-ball. Other sports available to primary students in 2014 included swimming, tennis, newcombe ball and triathlon.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Our school is committed to ensuring that all staff and students have opportunities to increase their knowledge and understanding of Aboriginal history and culture. Aboriginal perspectives are embedded across many areas of the school curriculum, with a particular focus in HSIE and literature. Major events in 2014 included our NAIDOC Week celebrations, in which all students participated in a broad range of games, storytelling activities, arts and crafts activities, and cultural awareness programs. The school sustained the learning of Indigenous students through the development and monitoring of Personalised Learning Plans (PLPs) in consultation with parents, students and staff. In addition, in-class support was provided by our School Learning Support Officers for those students requiring extra assistance.

**Multicultural education and anti-racism**

Warragamba Public School acknowledges the importance of promoting the cultural and linguistic diversity of Australia. The school aim is to develop in students the knowledge, skills and values for participation as active citizens in a democratic, multicultural society.

Warragamba Public School has continued to highlight cultural, linguistic and religious diversity as part of PD/Health/PE and HSIE units of work. Across the K-6 curriculum, students completed activities with a multicultural focus.

Although Warragamba Public School has a very small number of students from a language background other than English, we recognise the importance of promoting intercultural awareness, acceptance and tolerance of others.

**Socio-economic background**

In 2014, Warragamba Public School received RAM equity funding to support students from low socio-economic backgrounds. This funding was utilised to enhance students’ access to a wider range of curriculum learning experiences, and specialist teachers.

During semester two, Warragamba Public School engaged a professional speech pathology service to improve the achievement and educational outcomes of students. A qualified speech pathologist was employed to work with classroom teachers on the implementation of language based activities aimed at improving students’ expressive and receptive language skills.

Additionally, funding under RAM equity for low socio-economic backgrounds was utilised to provide funds for the school Student Assistance Scheme and for the provision of a school wide
anti-bullying program, including a performance of the Buddies by Brainstorms anti-bullying production.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan.

**School planning 2012-2014:**

**School priority 1**
SMART data and school-based assessment practices to inform and guide planning for teaching and learning programs. Outcomes from 2012–2014

**Outcomes from 2012–2014**
- Whole staff training in SMART data
- Stage planning to analyse 2011 SMART data
- Provide Accelerated Literacy professional learning to all staff
- TPL on implementation of learning continuums
- Deliver professional learning programs to assist teachers to meet the needs of diverse learners
- Continuation of STLA-based program for students identified as G & T
- Integration of continuums into collaborative programming
- SMART data to inform stage 2 & 3 term 1 Literacy and Numeracy programs
- Identify and facilitate the sharing and implementation of effective evidence based teaching practices for students in higher bands
- TPL on the new NSW syllabus for literacy

**Evidence of achievement of outcomes in 2014:**
- Provision of professional learning in ICT for all staff K-6 through the establishment of a learning community model across the SEG/Glenmore Park Community of Schools group
- Ongoing implementation of IXL and Reading Eggs K-6

**School priority 2**
Heightened staff participation in planning, school evaluation and leadership-based professional learning. Outcomes from 2012–2014.

**Evidence of achievement of outcomes in 2014:**
- Continued implementation of Senior Councillor and Peer Mediator programs for stage 3 students
- Develop professional learning plans for identified staff

Familiarise all staff with the Professional Learning Continuum.

**School priority 3**
Heightened integration of ICT into teaching and learning programs. Outcomes from 2012–2014

**Evidence of achievement of outcomes in 2014:**
- Provision of professional learning in ICT for all staff K-6 through the establishment of a learning community model across the SEG/Glenmore Park Community of Schools group
- Ongoing implementation of IXL and Reading Eggs K-6
Parent/caregiver, student, and teacher satisfaction

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

Parents, students and teachers were surveyed using the ‘School Map’ survey in the following three educational and management areas:

- Teaching
- Learning
- School Culture

Of those parents surveyed, a large majority (97%) agreed with the statement that what students are asked to learn is important. 90% of parents believed that classroom teachers provided activities that were interesting and appropriate to their child’s needs and abilities, and 88% indicated that the way the class teacher manages the classroom helps their child to learn. 25% of the school community believed that the school could provide clearer information about student achievement through the school’s reporting process. 94% of parents believed that their child has access to appropriate equipment to help them learn more effectively, though, a large percentage of parents (45%) felt that teachers did not regularly talk to parents about their child’s learning. 88% of parents indicated that Warragamba Public School caters for the learning needs of all students and 91% believe that the school encourages everyone to learn.

Of those students surveyed, the majority (94%) believed that what they are asked to learn is important. Most felt that their teachers plan class activities that are interesting and help them to learn. 36% of students agreed that their teachers routinely informed them what they were learning about and why. Most students felt that their classroom was an interesting place to learn in and indicated that people other than their teachers helped them to learn. 85% of students indicated that they were proud of their school, and almost all students felt that new students were made to feel welcome at Warragamba Public School.

Of those staff surveyed, the majority believed that their students were provided with a relevant curriculum (96%). Most staff felt that effective classroom management strategies were in place to maximise student learning, and that teaching and learning programs responded to students interests, needs and abilities. A large proportion of staff (91%) believed that students have access to guidance from other people to assist student learning. 93% of staff believed that school leaders have a positive influence on the school culture and a high proportion believe that the school regularly recognises and celebrates student achievement. All staff surveyed felt that the school encourages students to achieve their best, and that they make changes where appropriate to improve student learning.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School Planning Process

A review of the 2012-2014 school plan was conducted from early 2014 with a series of opportunities for stakeholders including parents, staff and students to contribute to an evaluation of what worked and what areas required improvement.

The opinions of staff, students and community members were sought via online surveys, anecdotal evidence, face-to-face conversations and evaluation of school and DEC data sets.

Parents, staff and students were surveyed on school culture, teaching and learning programs and communication processes. The surveys identified school achievements and areas to be reviewed. An analysis of NAPLAN and school assessment data has identified various areas of need.

Strategic Directions and Purpose

Strategic Direction 1: Strong Foundations in Differentiated Literacy and Numeracy Programs

Literacy and Numeracy are the foundations for learning across all Key Learning Areas and the core of our work as a school.

At our school, each and every student regardless of background and ability, must be provided with the conditions to learn so that they can be the best that they can be. The implementation of the National Curriculum must be conducted...
seamlessly so that there are no interruptions in the delivery of high quality learning experiences for students.

**Strategic Direction 2: Enhanced capacity development for staff**

Our school will increasingly be making local decisions in an era of increased self-regulation and budget control.

We will need to integrate the new management systems so that they are both efficient and focussed on learning; professional learning for staff must reflect this changing trend in educational management and reform.

We need to show that our resources are aligned to our Vision.

As we will have more control over our destiny, we will have to account for our achievements and address our challenges in a consistent, student-centred manner.

**Strategic Direction 3: Engaging with a Strong and Resilient School Community**

The degree to which our transition to the new educational landscape is successful is dependent on our ability to adapt to change; by definition this will be determined by our resilience as a school community.

Welfare and capacity-building programs for staff and students must incorporate the development of skills to build risk-taking learners.

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**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.

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