School context statement

Warners Bay Public School is situated on the Eastern side of Lake Macquarie and has a current enrolment of 409 students. We currently have 17 classes from Kinder to Year 6 with 205 boys and 204 girls, including a multi-categorical support class. With a FOIE of 80, our school has a mix of low and high socio-economic status backgrounds. We have 21 Aboriginal students and 17 families with Aboriginal Torres Strait Islander backgrounds.

Our staff, including teachers, SASS staff and School Learning Support Officers are a dedicated team of professionals, ranging from those in their first years through to far more experienced staff.

The school receives Equity funding for Aboriginal students and for Low Socio-Economic Status families, and ESL support for those students who have English as a second or other language.

At Warners Bay Public School our school motto is Our Best Always. The school uses the You Can Do It program to recognise the values of Resilience, Organisation, Getting Along, Persistence and Confidence. Each day, all students K-6 recite the school pledge.

The school community highly values extra-curricular activities, including boys and girls dance, drumming, gymnastics, and aerobics.

Warners Bay Public School is part of the Warners Bay Community of Schools, including Valentine, Eleebana, Biddabah and Warners Bay High School.

We have a small but supportive Parents & Citizens Association (P&C) who contribute to the school. The school attempts to engage parents in curriculum-related activities including home reading helpers, as well as cultural and other non-academic celebrations.

Principal’s Message

I am proud to write this message at the conclusion of my first year as Principal of Warners Bay Public School.

I would like to begin by acknowledging publicly the great dedication, commitment and efforts of our previous principal, Mr Peter Byrne. This year I have been continually impressed by the way our students have worked in and out of the classroom with such enthusiasm and natural joy for learning. We know that success is important for every child and I am thrilled to say that at Warners Bay Public School, I see children every day who are working towards achieving excellence. By this I do not mean merely academic success, although I acknowledge the importance of this for all students, but recognising and celebrating that individual pursuit of excellence can mean vastly different. I am very proud of the efforts all students in our school have made in their learning and the efforts of all staff as we work towards continually improving student outcomes and making a difference for each and everyone of our wonderful students.

Our school continues to show great growth in NAPLAN, with an increasing number of students reaching the top 2 bands in Numeracy, Writing and Reading, and less or no students in the bottom 2 bands in these areas. Our internal school data also shows our students are continuing to improve on their academic gains.

Technology continues to be an essential tool to facilitate effective learning for our students and this will continue to be a priority in 2015.

Sport and the Creative Arts have continued to be significant features of our student’s school life and I am always proud to see our students put their inhibitions aside and participate with pride, whatever their goal – demonstrating excellence in a team sport or learning a new sport or skill, dancing and grooving to the beat, playing the guitar, singing their heart out in choir, or developing their skills in Gymnastics.

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.

Student Representative’s Message

In 2014 our student executive team consisted of two captains, two vice captains and eight student executive councillors.
All leaders were elected by the students and teachers of our school. In March, we attended the National Young Leaders Conference in Sydney, and came away with knowledge on how to motivate and mentor effectively, and the ability to promote positive change within our school environment. Our main responsibilities during 2014 included:

- decision making through leadership of the school parliament;
- holding fundraising events for charities
- fundraising for our school through the Year 6 mini fete;
- meeting and greeting of special visitors to the school;
- acting as encouraging role models for our peers;
- leading school events such as morning and fortnightly assemblies, presentation day
- assisting teachers to create a warm and friendly learning environment for all Warners Bay students.

Being involved in the Student Leadership at WBPS has been fun and rewarding. We encourage all students to make the most of every opportunity here at Warners Bay Public School and we hope that everyone takes part in the wide range of activities at this school. Try your best to learn new things, develop new skills and most important of all, enjoy yourself.

**P & C message**

Firstly I would like to thank the school community for the support of the P&C in 2014. Warners Bay Public School is an outstanding school and we are all proud of its achievements.

Thank you to the many enthusiastic volunteers who worked extremely hard in fundraising and in the uniform shop throughout the year. A big thank you to all of you. I would like to personally thank everyone, especially the P&C executive for their support during my first year as president. I have enjoyed the challenges and successes we have encounter throughout the year while working with such a dedicated group. The P&C look forward to another successful year in 2015 and would be delighted to welcome you to our next meeting.

**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**

![Student Enrolment](chart.png)

**Student attendance profile**

<table>
<thead>
<tr>
<th>School</th>
<th>Year 2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.6</td>
<td>95.4</td>
<td>94.5</td>
<td>96.2</td>
<td>96.2</td>
<td>96.9</td>
</tr>
<tr>
<td>1</td>
<td>94.3</td>
<td>94.4</td>
<td>95.8</td>
<td>94.5</td>
<td>97.0</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94.9</td>
<td>94.4</td>
<td>95.0</td>
<td>95.5</td>
<td>95.3</td>
<td>95.3</td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>95.9</td>
<td>95.3</td>
<td>96.8</td>
<td>96.5</td>
<td>95.6</td>
</tr>
<tr>
<td>4</td>
<td>94.8</td>
<td>95.7</td>
<td>95.7</td>
<td>95.8</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.1</td>
<td>93.7</td>
<td>94.9</td>
<td>95.0</td>
<td>95.0</td>
<td>94.6</td>
</tr>
<tr>
<td>6</td>
<td>94.3</td>
<td>94.2</td>
<td>94.4</td>
<td>96.7</td>
<td>96.3</td>
<td>94.6</td>
</tr>
<tr>
<td>Total</td>
<td>94.5</td>
<td>94.7</td>
<td>95.1</td>
<td>95.7</td>
<td>96.0</td>
<td>94.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>Year 2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Class sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1MC</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1-2K</td>
<td>1</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3O</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3-4J</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4-5N</td>
<td>4</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>6K</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Management of non-attendance
A computerised attendance and roll marking system is in operation which enables classroom teachers to regularly monitor student attendance. Students with poor attendance or unexplained absences are referred to the school’s Learning Support Team. Where attendance continues to be of concern the case is referred to the DET’s Home-School Liaison Officer for further support or action Post-school destinations under DET policy and legal requirements. School attendance has remained constant this year.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
</tbody>
</table>

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

At Warners Bay PS we have one member of staff who identifies as Aboriginal Torres Strait Islander.

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>70</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
During 2014 staff engaged in a number of professional learning opportunities to further support and enhance student learning outcomes.

The main priorities for the school were English, Mathematics and Wellbeing and Engagement as outlined in the 2014 School Plan. A focus for the school continued to be the full implementation of the new English syllabus and the trialing of the new Mathematics syllabus. Staff were supported in using the document and work collaboratively to program effective teaching and learning programs in line with syllabus document expectations. Staff in Kindergarten and Year 1 participated in targeted learning in current teaching in literacy in the L3 program. Staff in Kindergarten and Year 1 will continue with ongoing professional learning in L3 in 2015.

Staff Development Days throughout 2014 provided invaluable opportunities for staff to be supported in continual processes to support student learning. This also included school evaluation, data analysis and school vision mission in line with the new planning framework for the 2015-2017 School Plan.
School funds were spent to support a range of professional learning opportunities to improve student learning outcomes for all students.

All staff completed mandatory compliance training in the Code of Conduct, Child Protection, CPR and Anaphylaxis.

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>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$20,172.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>$246,681.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$264,156.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$271,036.40</td>
</tr>
<tr>
<td>Interest</td>
<td>$8,491.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$15,080.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>$48,347.50</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$1,055,514.40</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$53,882.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>$29,573.18</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$72,509.68</td>
</tr>
<tr>
<td>Library</td>
<td>$4,904.47</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$240.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$220,920.52</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$70,548.64</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$113,258.66</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$44,488.47</td>
</tr>
<tr>
<td>Utilities</td>
<td>$42,207.76</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$26,535.41</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$23,734.01</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$702,621.33</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$352,893.07</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Staff and parents are focused on providing all students with sporting skills and rich, creative civic and social experiences that will enable them to further their educational goals and become responsible and well equipped members of society.

Achievements

Arts

Creative arts continue to be a significant component in our students’ educational experiences. Students participated in a range of activities including:

- Star Struck which was an amazing experience for the students, making many new friendships and representing their school in a positive and professional manner
- Hunter Region Dance Festival where our students presented themselves with grace and pride;
- Our guitar groups, drum corps, boys and girls dance groups and gymnastics continue to be a highlight for many students.

Sport

Students at Warners Bay PS participated in a variety of sporting activities as we try to provide as many sporting opportunities as possible. As educators we want parents to know that sport provides so many benefits to students in learning new skills, improving confidence and self esteem, working cooperatively in a team as well as the obvious health and fitness benefits. This also helps learning in the classroom.

2014 Highlights and Achievements include:

- Participation in the PSSA (Primary Schools Sports Association) knockout carnivals and PSSA gala days in various sports including soccer, rugby league, cricket, netball, T-Ball and touch football. At the gala days we had over 100 of our students participating at junior and senior levels.
- Successful school carnivals in swimming, athletics and cross country were conducted for all primary students. Infants students participated in the school’s athletics carnival.
- School teams had quite a lot of success, with the rugby league team performing well at the Knights knockout, without quite making it to the finals. The boy’s cricket team were unfortunately knocked out in the first round of our area knockout and the girls netball team also
performed very well and will only improve as there were a lot of younger students in the team. Both the boys and girls soccer teams performed well in their knockout games without progressing past the third round.

• In Term 2 the whole school participated in a 10 week special sports skills development program conducted by specialist sports trainers. This involved a hands on approach using some fabulous sporting equipment. This was our 10th year running this program.

• Students in Years 5 and 6 participated in Milo Cup Cricket clinics run by the NSW Cricket involving both boys and girls teams, and all students from Year 3 to 6 participated in Rugby League workshops over 3 weeks run by the Newcastle Knights.

• Over 60 students participated in our Learn to Swim program conducted in the last 2 weeks of Term 3. This continues to be a very worthwhile and popular program.

Gymnastics
A gymnastics program has been successfully run in the school again this year. One of our staff is an accredited gymnastics coach with Gymnastics Australia. Students have been learning a variety of strength, flexibility, balance and rotation skills during lessons that run once per week. The groups performed several skills that were filmed and shown at the 2013 showcase concert. Students have also given demonstrations at student assemblies. We are planning to run the program again next year.

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)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Drumming

Warners Bay School offers its students the chance to participate in a Drumming lessons. This provides the students with the opportunity to learn to drum under the tuition of a professional drummer/drumming teacher. Children begin by drumming on big white buckets. Reason being, children experience the love of music without the big expense of a drum kit.

The program involves K-6 students. Children attend a 30 minute lesson weekly. Children achieve a real sense of pride and accomplishment.

Signing Choir

At Warners Bay School the children in K-2 have the opportunity to be part of the signing choir. All Students from Kindergarten to Year 2 enjoy various creative and performing arts activities once a week. One of these activities is the signing choir.

Children learn the Auslan Signing Alphabet, popular songs and the National Anthem which they perform at school concerts, Mothers Day Concert and various school events. Year 2 students are able to participate in the formal proceedings at the end of year Presentation Day with their performance of "Advance Australia Fair".

They do an amazing job.

Mrs Chanelle Hoscher.

Signing Choir Coordinator.

Significant programs and initiatives – policy

Aboriginal education

The Warners Bay staff and community have a strong commitment to maximising educational outcomes for all Aboriginal and Torres Strait Islander (ATSI)

A strong home school partnership is promoted through regular meetings to review the progress of all ATSI students. A Personal Learning Plan (PLP) is developed for each student and closely monitored to ensure that goals are achieved and evaluated. The PLP’s are developed for each student in consultation with parents/caregivers, the student and their teacher. All ATSI students K-6 worked collaboratively to set and review their personal and academic goals for 2014.

Opportunities are provided to integrate Aboriginal perspectives across all stages of the KLA’s of the curriculum. School programs promote understanding and appreciation of Aboriginal Australia. Resources with an Aboriginal perspective have been included in our curriculum and have been implemented throughout the year to continue the focus on students self esteem and to create a fun, happy and safe learning environment for all students.

All staff have been introduced to the stronger smarter initiative, and this will continue in 2015.

Multicultural education and anti-racism
Warners Bay Primary School continues to embrace the five learning emphases of global education. These are:

- **Interdependence and globalisation** – an understanding of the complex social, economic and political links between people and the impact that changes have on others.
- **Identity and cultural diversity** – an understanding of self and one’s own culture, and being open to the cultures of others.
- **Social justice and human rights** – an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.
- **Peace building and conflict resolution** – an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.
- **Sustainable futures** – an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

By exploring these elements, we are providing our students with opportunities to develop the values, knowledge, skills and capacity for action to become good global citizens.

The expected outcomes for our students are:

- A sense of personal identity and self-esteem;
- A sense of community with the people around the world;
- Caring and compassionate concern for others;
- A recognition of shared responsibilities and a willingness to cooperate with others in fulfilling them;
- A commitment to upholding the rights and dignity of all people;
- A positive attitude towards diversity and difference;
- A willingness to learn from the experience of others;
- An appreciation of and concern for the environment; and
- A commitment to sustainable practices

**Personalised Learning and Support**

In 2014, the staff engaged in significant professional learning in relation to providing more effective and productive personalized learning and support.

This included:

- 100% of staff participating in Disability Standards Training
- Review of Individual Education Plan pro formas
- Review of Personalised Learning Plan pro formas for Aboriginal Students.
- Purchase of additional sensory aides for students across the school K-6.

The staff also engaged in the Nationally Consistent Collection of Data on students with Disability (NCCD). This involved professional learning and staff collaboration, and was a highly beneficial process for our staff and for our students.

**Significant programs and initiatives – equity funding**

[Enter text as appropriate for the following heading – refer to the ASR Support Guidelines for further information]

**Aboriginal background**

Warners Bay PS is developing a strong link with the Aboriginal community and supporting all students to achieve their personal best. Numerous strategies were implemented to strengthen the partnership and promote genuine collaboration between home and school. An Aboriginal School Learning Support Officer was employed using funding to support the educational, social and emotional wellbeing of Aboriginal students. Funding was also used to provide time for community members and teachers to meet and discuss strategies to support their child as well as create a Personalised Learning Plan.
Funding was also used to provide professional development and resources for staff to more effectively teach literacy and numeracy to Aboriginal students using explicit, scaffolded pedagogies.

**Socio-economic background**

Through the school year funding derived from socio-economic background has been linked to the school plan and targeted towards improving student achievement in literacy and numeracy. Funding was used to ensure explicit and systemic teaching occurred in all Kindergarten and Year 1 classrooms with the L3 program.

In 2014 new syllabus documents were implemented and evaluated with addressed extensive professional learning opportunities and stage investigations to ensure effective delivery of new curriculum. Funding was utilised to purchase new resourcing and time for staff to collaborate and plan for effective teaching / learning.

**Learning and Support**

The Learning Support Team meets on a weekly basis to discuss individual student learning and behaviour progress, arrange assessments, review intervention programs, timetable support as well as prepare applications for funding support or support class placement. In 2014 the Learning Support Team process was reviewed with modifications made for implementation throughout 2014 / 2015. The team continued as a vital component in supporting all students ensuring students educational, emotional and social needs were being met.

Learning support has been offered throughout the school in the areas of Literacy and Numeracy. The Learning Support program was implemented this year by our LAST who was afforded further specialist training. The Learning and Support Teacher worked either in classrooms alongside teachers or in small intensive groups. Occasionally children were supported via one to one assistance when necessary.

The Learning Support teacher works in close association with the classroom teachers to establish the best way to support any children that require extra assistance. This support may range from testing and feedback to individualised programming, small group work or in class observation and support. Classroom teachers have also been supported through the establishment of individual programs for some students as well as resource provision.

During 2014 a number of students were specifically targeted to receive extra support. Some students required ongoing support while others require short term specialist help or adjustments.

The Learning Support Team also supported the staff in entering adjustments for student learning for the National Consistent Collection of Disabilities (NCCD). Warners Bay Public School trialled this process in 2014. However this will become compulsory for all schools in 2015.

**Other significant programs and initiatives**

**Student Wellbeing**

As part of the review of the WBPS Student Wellbeing Policy, we clearly outlined the right and responsibilities of all stakeholders; streamlined the school rules into Learning, Safety and Respect; developed strategies to support positive behaviours and a climate of respect.

We continually monitored children’s behaviour in the playground and instilled the values of Safety, Respect and Learning. We provided additional activities in the playground for children who were interested in quiet activities, for example Lego Club. This was successful and highlighted a need to provide a range of activities for the diverse range of students needs during break times.

Teachers participated in Professional Development on Agreed practice to enhance the quality teaching and learning programs for all students. This resulted in a shared vision for our school and collaborative practices for student wellbeing.

As part of our ‘I Achieve’ program, students were rewarded for exhibiting the skills of Organisation, Persistence, Confidence, Resilience and Getting Along. At fortnightly assemblies, they received awards and were celebrated in front of their peers and the school community.

Student attendance was carefully monitored throughout the year and communication between the school and home was fostered early, as a way to resolve any attendance issues.
concerns. This resulted in positive communication between teachers, families and students about the importance of regular attendance.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys of our students, staff and parents
- Thorough data analysis of internal and external data
- Audits of classrooms, books, teaching learning programs.
- Analysis of school systems and evidence of school practices.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

To improve students’ performance in Literacy.

Evidence of achievement of outcomes in 2014:

- Successful implementation of the Language, Learning and Literacy (L3) Program in Kindergarten. 95 % of students without a diagnosed disability have achieved level 6 or above in 2014.
- All staff participated in rigorous NAPLAN analysis identifying key trends and improvement measures. Stage teams identified key teaching strategies to embed directly into teaching and learning programs.
- The Reading Recovery program continued to meet the needs of 15 targeted Year 1 students who require additional reading support. The program was delivered by an experienced teacher alongside a training teacher in their first year of ongoing professional support.
- 96% of Year 3 student were at or above the national minimum standard and 99% were at or above in writing.
- 96% of Year 5 student were at or above the national minimum standard and 94% were at or above in writing.

Strategies to achieve these outcomes in 2015:

- Ongoing professional learning to support the full implementation of the NSW English Syllabus of the Australian Curriculum.
- Teaching and learning programs reflect English programming expectations including differentiation and cross curriculum integration.
- All students K-6 are regularly plotted on the literacy continuum to provide direction for teaching and learning at the student’s point of need.
- Rigorous whole school analysis of literacy components of NAPLAN focusing on school strengths and areas for improvement.
- Stage based analysis and collection of student data recorded on electronic spreadsheets for consistency of teacher judgment.
- Continuation of Language, Learning and Literacy (L3) Program in Kindergarten and Year 1. Year 2 staff will also be included in this program.
- Workshops provided for parents on current literacy practices and supporting quality literacy learning at home.
- Implementation of powerful Learning, accountable teaching (PLAT) markers to plan, program, monitor and evaluate student learning.

School priority 2

Numeracy

Outcomes from 2012–2014

To improve student performance in numeracy.

Evidence of achievement of outcomes in 2014:

- 78% of Kinder students achieved at or above expected levels in Numeracy.
• 47% of students in Year 3 were in the top 2 bands in Numeracy.
• 62.8% of students in Year 5 achieved expected growth.

Strategies to achieve these outcomes in 2014:
• Extensive professional learning for staff to support the implementation of the NSW Mathematic Syllabus of the Australian Curriculum. Staff trialed the new Syllabus working collaboratively to create teaching and learning programs
• Staff trialled pre-post test data collection and analysis
• Rigorous whole school analysis of Numeracy components of NAPLAN focusing on school strengths and areas for improvement.
• Stage based analysis and collection of student data recorded on electronic spreadsheets for consistency of teacher judgment.
• Mathletics used extensively to develop mastery learning strategies.

School priority 3
Quality Learning Environment
Outcomes from 2012–2014
Ensure the learning environment at Warners Bay is of high quality.

Evidence of achievement of outcomes in 2014:
• One to one netbook program has been successfully implemented in Stage 3 with students using Mathletics, literacy planet, and studyladder.
• Years K-2 have ipads with digital software to enhance multimodal learning i.e. Pictello.
• Staff meetings using Regional Personnel and online courses to view presentations

Strategies to achieve these outcomes in 2015:
• To ensure that the classroom environment is a place where students and staff want to be.
• Ensure that each classroom wall is a place that scaffolds students learning – Walls that Teach.

• Implementation of thought for the week, to impact on the social/ emotional wellbeing of staff and students
• Purchase of new technology to ensure highly engaged learners, and that students of the 21st century can learn in 21st century environment.

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
• 89% of parents believe that this is a place their children like to go each day.
• 83% believe that the school recognizes individual strengths.
• 75% believe that we prepare students well for secondary school
• 87% of parents feel happy with their children being at school

Students
• 84% of students feel successful at school.
• 80% of children feel that they are accepted as they are.
• 96% of children feel proud to be a part of our school.

Teacher
All staff were interviewed last year and expressed a high degree of satisfaction with the school directions. They also expressed a high degree of satisfaction in their involvement in the school planning process, and their ability to work collaboratively with school leadership.

Staff generally feel very satisfied with the school, and community, and satisfied that they are making a difference to the children in their care.

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.

The process in the evaluation and planning for the 2015-2017 school plan spanned a 6 month period in which staff, community, students and executive were all involved. This included:

Community Consultation: Consultation through a combination of individual discussions, a wide range of surveys, P&C discussions, Aboriginal parent focus groups and AECG representation.

Staff Consultation: Undertaken through surveys, individual discussions, focus groups, stage meeting discussion and executive meetings. Discussions with the Warners Bay Community of Schools were held to determine common directions.

Student Consultation: Students were consulted through surveys, individual discussions, focus groups and school Parliament.

Data Analysis: Student progress including internal school achievement data, PLAN, class and stage assessments, NAPLAN data, ICAS competition results, Student Well-being records, SLST records, school systems, classroom environments, student books and school programs. DEC reforms, associated initiatives and evidence based research.

All data was triangulated, to support the conclusions drawn through the Evaluation process, with recommendations made for future directions.

School vision, strategic directions and recommendations were collaboratively developed, shared, and discussed with the school community.

**Overall Purpose of the School Plan**

To provide a learning environment where students and staff are actively engaged in the learning process, through an inclusive curriculum, focusing on the development of confident, creative, resourceful citizens.

**Strategic Directions & Purposes**

1. **Accountable Teaching & Learning**

To develop a school culture where all teachers are activators of learning, students are actively engaged in their own learning, and all parties are accountable for their role in the learning process.

To ensure a culture of high performance through high level accountability and support for both students and staff.

2. **Effective Sustainable Leadership**

Developing a culture of sustainable, effective leadership, through the provision of targeted support, opportunities and effective feedback to ensure that leadership across the school is effective, sustainable and valued across the school community.

To ensure high quality outcomes for all students are reached through high performance leadership, with quality systems around building and maintaining highly effective, sustainable leadership for students, teachers, executive and community.

3. **Authentic Partnerships**

Increasing our capacity as partners in learning, ensuring that the wider school community work together, in collaboration and trust, to ensure high quality outcomes for all parties.

Targeted strategies to increase all stakeholder capacity as partners in learning, with the ability to engage in authentic, shared understandings about student success.

**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.

Eileen Hamilton, Assistant Principal
Janine Patrick, Assistant Principal
Mark Toohey, Assistant Principal
Karen Harrison, Assistant Principal
Sharon McFarlane, Principal

**School contact information**

Warners Bay Public School
Mills Street,
Warners Bay
Ph: 02 49488129
Fax: 02 49471427
Email: warnersbay-p.school@det.nsw.edu.au
Web: warnerbay-p@det.nsw.edu.au

School Code: 3384

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: