Our school at a glance

Students
Verona School supports 21 students from school Years five to eight who are experiencing difficulty in managing their behaviour in a mainstream school. The school provides proactive learning programmes to assist students in meeting both their learning and social outcomes.

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

Significant programs and initiatives
In 2010, Verona School successfully implemented a number of proactive teaching and welfare programs that enabled students to reach their learning and social outcomes, and also be reintegrated back into their homes schools.

Significant programs and initiatives included:

- Professional Development for staff in IC and PART training.
- Establishment of a guest speaker program.
- Development of a Community of Schools
- Establishment of a P&C
- Highly successful levels excursions.
- Increase in curriculum excursions.
- Establishment of an Anti-Racism Program.
- Implementation of a guest speaker program.
- Painting a school mural based on the school motto.
- Establishment a Vegetable Garden.
- Strong Community Links with South West Connections, Work Solutions Fairfield, Fairfield RSL, Fairfield Police, Bunnings Warehouse and Sydney University.

Student achievement in 2010
In 2010, six students made the successful integration back to their home school after the 40 week intervention program conducted at the School.

Messages

Principal's message

Verona School implements a forty week intervention program for students experiencing behavioural difficulties in a mainstream school setting. The school offers outstanding programs and facilities to support students in achieving both their learning and social outcomes.

In 2010, Verona School once again achieved an improvement in student attendance and a reduction in the suspension rate. These results can be attributed to the outstanding learning and welfare programmes delivered at the school.

The guest speaker program was an outstanding success with Chas Licciardello (Comedian) and representative from the Australian Football League, NSW Cricket and National Rugby League Development Team, Canterbury Bankstown Bulldogs players, Qantas Pilot, Australian Defence Force and an actor talking to the students about strategies for success by working towards your goals.

The school developed a number of strong community associations. These links provided the school with a number of opportunities to enhance the learning and social outcomes for students. Work Solutions Fairfield provided a part time integration consultant to assist students in developing self esteem and anger management skills. Mission Australia provided the school with a family therapist one day a week.

The many achievements this year were only possible due to the support of teachers, parents, guardians and community members. I would personally like to take this opportunity to thank the students and staff of Verona School.

The school also received generous support from a number of local community partners in
the form of both donations, gift vouchers, teaching resources and volunteers. The organisations included Work Solutions Fairfield, South West Connections, McDonald’s Villawood, Fairfield RSL and Bunnings Warehouse Villawood.

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.

Robert Patruno
Principal

School context

Student information

Verona school has a maximum of 21 students that supports students from years 5 to 8. The school conducts a 40 week intervention program that supports students in improving their learning and social outcomes. At Verona, students attend 4 days a week and attend the fifth day at their home school. This timetable allows the students to continue an ongoing connection with their school and reintegrate back to their home school at the completion of the program.

In 2010 the student population of the school include:

- Male 85%
- Female 15%
- Aboriginal 20%
- NESB 15%

The population of the school community was 21 during the year. This is due to the enrolment and integration procedure linked to the school. Around 65% of the students reintegrate back to their home school, 25% of the students complete their education at an alternative setting such as TAFE or Gateways Programs and the remaining 10% of students seek workplace opportunities.

Student enrolment profile

Student enrolments increased from 85% of capacity at the beginning of 2010 to 95% by the end of the year.

Student attendance profile

Attendance statistics in 2010 improved at Verona School. Attendance increased by 39%. In 2009, days attended at the school totalled 1003 days while in 2010, 1349 were attended by students. Therefore, an extra 393 days of school were attended in 2010. This equalled just over a year of extra learning taking place over the academic school year. The overall attendance rate for 2010 was 64%

A high percentage of absences were justified with phone contact from home or a note.

A number of students require special transport provided by the NSW Department of Education and Training. A majority of students travel independently by public transport. A high percentage of students also access support agencies within the wider community.

Management of non-attendance

Non-attendance was managed by the Assistant Principal making immediate contact with a student's family after absence was recorded at morning roll call. The school also engaged the Home School Liaison Officer to follow up truancy issues.

This allowed the school to not only make instant contact with the home in regard to attendance, but also resolve any attendance issues.

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 18 March, 2010.

<table>
<thead>
<tr>
<th>Classes</th>
<th>Student Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Seven</td>
</tr>
<tr>
<td>Two</td>
<td>Seven</td>
</tr>
<tr>
<td>Three</td>
<td>Seven</td>
</tr>
</tbody>
</table>
Structure of classes

Verona caters for a maximum of 7 students per class with a teacher and SLSO. The school has three mixed ability classes.

Staff information

The staff at Verona are highly professional in establishing outstanding educational programmes and opportunities for their students. The school consists of a Principal, Assistant Principal, three teachers, four support staff and counsellor.

Each member contributes an important role in both improving and supporting outcomes for all students.

<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>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>SLSO</td>
<td>3.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9.2</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.

Staff establishment

In 2010, the substantive position at the school increased by 100%. The increase in permanency provided the opportunity to maintain the consistency of both structures and policies within the school. Thus, allowing parents, guardians, students and the wider community to develop greater collaboration with the school community.

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>50</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>Date of financial summary:</th>
<th>30/12/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>159 833.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>66 093.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>15 730.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>163.68</td>
</tr>
<tr>
<td>Interest</td>
<td>7 007.45</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>88 994.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 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 2010

The school achieved all its goals for 2010. This inturn allowed the school the opportunity to provide the best possible learning and social opportunities for students.

Academic

Achievements
Arts

Throughout 2010 students enjoyed participating in a variety of art works developing a range of skills. As the themes tied in with the other curriculum areas students were able to learn about Chinese Art and experience making their own Chinese masks and lanterns. They also completed a unit on Self Portraits and Cartoong techniques.

School Mural

The students at Verona and a graffiti artist painted an outstanding school mural displaying the school motto ‘Change to Change’. Students displayed a tremendous level of pride in the mural.

Student Representative Council

A Student Representative Council was established at Verona in 2010 aimed at developing leadership skills across the school.

Three students were selected and a number of preliminary workshops/meetings were held to teach those students about all aspects of leadership and student/peer mentoring.

SRC students participated in a range of leadership activities in 2010.

The Verona Canteen program gave the leadership team first hand experience in all aspects of canteen/cafe organisation including; taking orders and purchasing correct amounts of supplies, cooking and presenting food items, collecting money and presenting lunches in a café environment. A profit/loss statement was provided to each student and discussion centred on ways of improving the profit.

The program utilised several aspects of the Quality Teaching Framework. Knowledge Integration across a number of subjects was evident as was Substantive Communication and Social Support. Student Self Direction throughout the canteen program was often observed through the development and integration of individuals working as a team. This activity produced high levels of student engagement and was repeated a number of times throughout the year.

The SRC members were also involved in other activities throughout 2010. Members were asked to be involved in running weekly assemblies and were involved in Welcome to Country (two of the three SRC students have indigenous backgrounds).

SRC members were involved in greeting special guests and supporting new students in the first few weeks of their enrolment at Verona School. All members of the SRC were presented with SRC badges at a special assembly in term 3 and a range of new programs are planned for the SRC team in 2011.

DRUMMING

During the second semester of 2010 Verona purchased a set of ten African Djembes and three Dun Duns costing $3840.00. With the arrival of our new teacher and musical coordinator Mr Dean McManus, an African Drumming Circle was formed and the students rehearsed weekly on Tuesdays in class groups and as a whole school ensemble.

The drumming program has been a huge success and the students have performed traditional West African rhythms at Presentation day ceremonies this semester. Students have experienced the therapeutic effects of drumming by expressing themselves through this new opportunity for socialising and music making. Students are encouraged to participate in ways that are right for them and this has helped them gain confidence through a positive experience of creativity.

Singing & Keyboards

Verona has also purchased five piano keyboards at a cost of $1884.46 and set up a keyboard lab. The school successfully offered keyboards as a subject in our VIP (Very Important Program) program which occurs each Friday afternoon. The music program also offered vocal instruction and we have enjoyed performances from our keyboard and solo vocalist at our presentation assemblies. Verona intends to extend our keyboard lab and offer this subject next year for larger groups.
Sport
The school purchased a variety of new sporting equipment due to Premiers Sporting Challenge Grant and Woolworths Sporting Grant. Students participated in a number of sports including:
- Table Tennis
- Soccer
- Baseball
- Touch Football
- Volleyball
- Cricket
- Rugby League
- Australian Football
- Basketball
- European Handball

The sports program provided students with the opportunity to develop new skills, knowledge and the ability to work as part of a team.

Verona Sport Program
A major evaluation took place with staff and students at the beginning of 2010 on ways to improve participation and enjoyment of Sport at Verona. Following this feedback, a number of changes took place which resulted in an outstanding improvement in student participation and enjoyment of sport throughout the year.

As part of the expanding Community Access Program, a number of state sporting organisations were approached to come and do a series of skill development workshops with the students.

New South Wales Cricket invited Mr Patruno and Mr Walster to deliver a workshop to the teaching staff at NSW cricket on how best to work with students in BD/ED settings. At the conclusion of this workshop all participants felt more qualified and confident in working in such settings and the teaching program has been extended into a number of behaviour School settings across the state.

NSW Cricket ran a very enjoyable and worthwhile program for the students throughout term 2 and student enjoyment and skill levels in cricket have improved considerably.

Australian National Football (AFL) completed an ongoing series of skill development workshops for the students at Verona throughout terms 3 and 4 and this program particularly suited the preferred learning styles of a number of our students with an indigenous cultural background. The program concluded in week 6 of term 4 with a skills session and BBQ lunch.

The National Rugby League (NRL) and Parramatta hosted a four week workshop on skills and fitness in Rugby League during term 4. This was a very popular component of the Sports program and students received expert support and assistance with both skill related and fitness related aspects of Rugby League. This program was complimented by several visits by the Canterbury Bulldogs Rugby League Club with guest speakers Deen Halataui and Brett Kimmorley talking to the students about the need to develop and learn about working as part of a team. The students were invited to attend a bulldogs training session at Silverwater in term 3 and were given the opportunity to mingle and ask questions about the game and about the importance of team work with all the first grade players and media people.

Sporting Recognition
The Sports program also underwent some organisational and structural changes. A rewards program for being respectful, responsible and safe at sport was developed in consultation with staff, students and parents. A weekly sports person of the week was awarded and weekly participation points were collated to award a Sports Person of the Term. These points then combined for the award of Sports Person of the Year, for both stage 3 and stage 4 students.

Swimming Program
Students in years 5 and 6 participated in the Department of Education and Training’s School Swimming Scheme during Weeks 5 and 6 of term 4. This was the first time in the history of Verona School that students were able to participate in this potentially life saving activity.
Student participation and efforts were outstanding throughout the two weeks and students learnt the necessary skills that contribute to greater safety in and around the water.

Students improved their skills in floating both with and without flotation devices, treading water, survival swimming and stroke correction.

Woolworth's Grant

The school were very fortunate this year to be recipients of the Woolworths Sporting Grant. We received $2000 which we have been able to use in a variety of ways. We have bought a range of new sporting and fitness based equipment for our students. We are using this new equipment to deliver improved educational and social based learning activities which address the outcomes for all of our students. The students are already enjoying the new activities that this grant has provided and we are planning to develop new and interesting programs for next year and beyond. I would like to thank Woolworth's for this outstanding program and the assistance that they are giving the students of Verona.

Verona Interest Elective Program

In 2010, the school established a Verona Interest Elective Program. Every Friday students were given the opportunity to select one of four electives. These included: gardening, computers, fitness and keyboards. The four electives were highly popular with the students and led to students:

- Performing at Presentation Days
- Growing produce from the garden that was used in the food technology program.
- The creation of a short film and numerous power point presentations.
- Improved fitness levels.

Student Teachers

Verona School were very fortunate to have six teachers complete part of their teaching practicum experiences at our school.

Two Special Education Cadet teachers from Sydney University completed their teaching experience at Verona School. Both the school community and student teachers benefited from the experience.

We also had a Special Education retraining teacher from Macquarie University who completed a two week practicum experience and two student teachers from the Australian Catholic University complete part of their study at our school.

We also have had a TAFE student completing part of her Social Work Course at Verona.

After feedback from the student teachers, the retraining teachers and their University supervisors, we are looking forward to continuing this relationship with the many and varied educational institutions in the future.

Progress in literacy and numeracy

Engagement in both literacy and numeracy activities increased last year due to the implementation of the interactive whiteboards. The whiteboards provided the opportunity to modify literacy and numeracy activities to not only cater for the needs of students but also interactively engage students in the learning process.

The introduction of timetabled literacy and numeracy lessons every morning has allowed students to improve their basic skills and gain an increased self esteem, as their confidence in these two areas as they have achieved set outcomes.

Significant programs and initiatives

Guest Speaker Program

The guest speaker program was established to support students in not only understanding but learning the various strategies individuals implement to be successful.

The guest speaker program allowed students to develop their self esteem by meeting different people from a range of occupations including Actors, a Qantas pilot and Artist. The program assisted staff in teaching students strategies for success from real life experiences but also gain
background knowledge on a range of occupations

This program also allowed the school to open the school to the wider community and show students that there are individuals willing to provide them with support and knowledge.

Aboriginal Education

Acknowledgement of country

Verona School has an Aboriginal population of 20%. Students learnt about and discussed a range of Aboriginal issues. The focus on gaining a greater appreciation of the importance of Acknowledgement of Country. This led to students gaining confidence in reading out the Acknowledgement during weekly assemblies, Presentation Days and Special events.

Multicultural education

Verona School is a culturally diverse community with 15% percent of the school coming from a Non English Speaking Background. Teachers and students learn to value the various cultural groups within the school. These values were proactively addressed during social lessons prior to the Anti-Racism day.

Respect and responsibility

The values of respect and responsibility were actively embedded into school community. This was achieved using explicit teaching, consistent staff reinforcement through direct instructions and rewarding positive behaviour.

Students were consistently reminded of the importance of these values in achieving both their outcomes within all aspects of both the school and wider community.

Other programs

Antiracism Day

Anti-Racism Day is a very important day for promoting diversity and tolerance amongst our students and reinforcing socials values and a person’s rights and responsibilities.

This year we were very fortunate to have two of the Canterbury Bankstown Bulldogs players, Brett Kimmorley and Dene Halatau visit our school. They were able to see the excellent work of our students in each of their classrooms and then they answered a range of questions from both the students and staff on a range of issues; both personally and professionally, regarding racism and the adverse affects it has on the lives of many people across our community.

We discussed racism in society, sport and the devastating effects it has on a person’s standing in their home, family, community and beyond.

As our students behaved in a respectful, responsible and safe manner when the two players visited Verona, we were invited to attend a training session with the team. The students were able to run around, kick the footy, get numerous autographs and meet their idols. A wonderful day was had by all.

I would personally like to thank Mrs Robinson, her husband and Terry Lamb for making this day happen! The players were excellent role models and we look forward to continuing our association with this fantastic community based Rugby League Club!

Levels Excursions

The students at Verona are here to improve their academic and social outcomes across a range of areas. Each student at Verona has the opportunity to earn their place on a Rewards Excursion based on the attainment of an accumulation of days throughout each term. Any student who reaches Level 5 in our Welfare System, which is 80% or over in a day, for any 25 days throughout a term, qualifies for our rewards excursions.

This year the students who have reached Level 5 have been to Cronulla Beach for a learn to surf lesson (Term 1 and 4), the Cinema with Mr Patruno, Laser Tag and Ten Pin Bowling. The students had a wonderful time on all of these excursions and we hope to see more students qualify for them next year!

Progress on 2010 targets

Target 1

Implement reading lessons to encourage a greater use of library resources.

Our achievements included:
• Introducing a monitoring system to access student progress.
• Purchasing high interest, ability appropriate resources to engage students.
• Timetabling reading sessions within literacy periods.
• Improved results for all students across all areas of literacy assessed within class
• Improved reading skills as measured by the Neale Reading Analysis.
• Increased usage of library resources and facilities

**Target 2**
Implement PBIS signage within key areas of the school community to encourage school rules, behavioural expectations and language.

Our achievements included:

• Weekly PBIS and social skills lessons conducted on the expectations required to be a respectful, responsible and a safe learner.
• Staff engaged in professional learning related to establishing the expectations of PBIS within a school community.
• An increase of staff implementing the language of PBIS
• Students gained an understanding of the expectations required for academic and social success.
• Implementing posters within all school environments outlining the expectations of PBIS presented around the school.
• A decrease in total suspensions rate to under 15%

**Target 3**
Introduce systematic curriculum programming which involves a Verona specific Scope & Sequence to guide classroom programs developed by teachers

Our achievements included:

• Introducing a yearly programming schedule outlining topics linked to subject areas.
• Instilling a new programming format that implements components of quality teaching.
• Professional development of staff during learning support meetings.
• Writing a number of new programs written using the new format.
• Quality teaching components clearly embedded in teaching
• 100% attendance at learning support meetings.

**Target 4**
Establish a guest speaker program. Guest speakers will be invited to the school to promote the values of being a responsible, respectful and safe learner

Our achievements included:

• A number of guest speakers from a variety of vocational backgrounds visited the school to talk to students about the importance of education and setting personal goals. Guest speakers included television actors, comedians, an airline pilot and sports stars.
• 100% of the guest speakers agreed to visit the school again in 2011. Thus, establishing an ongoing relationship with the Verona school community.
• Students actively engaged during guest speaker visits. Students provided positive feedback from the guest speaker visits with school attendance increasing during guest speaker visits.
• A number of newspaper articles appeared in local newspapers and school newsletters about the guest speaker visits.
• One to two guest speakers from a range of occupations visited the school per term.
Target 5
Develop links with parents/carers, community groups, businesses and schools within the Granville district through communication books, BBQs and open days, newsletters and workshops.

Our achievements included:
- The school conducting five highly successful presentations days. Both parents, guardians, community groups attending school events with over seventy guests attending the end of year presentation.
- Communication books for parents, guardians and students.
- Newsletters to be distributed to parents and guardians twice a term.
- An increase in parental and guardian involvement in the school with a number of P&C meetings taking place.
- The school receiving donations from a number of local businesses. These included Bunnings Warehouse, Fairfield RSL and McDonalds Villawood and Fairfield.
- Establishing strong links between school and home environments. Over two hundred visits were conducted at student home schools
- The school established strong links with South West Connection, Work Solutions Fairfield and Mission Australia. These organisations provided support for both students and their families.

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 the quality teaching and a financial audit.

A financial audit of the school was completed during Term Four. The aim was to review all financial records related to school funds budgets and practices

Findings and conclusions
The findings of the financial audit reflected that the school had maintained outstanding records. All areas of school finance had been accounted for and managed to support all areas of the school community.

Future directions
The school will continue to maintain accurate financial records and endeavour to set budgets that will best cater for the learning and welfare of Verona students.

Curriculum
Quality Teaching
Background
Quality teaching is a vital tool in providing students with the best possible learning outcomes. Staff will begin to implement the elements of quality teaching within all teaching and learning programmes, lessons and whole school activities.

Findings and conclusions
After a review of quality teaching within the school, the elements of significance, quality learning environment and intellectual quality were selected as the primary focus for the school.

Professional development will continue in this area in order to embed quality teaching within the school community.

Future directions
The three areas of quality teaching, significance, quality learning environment and intellectual quality will be incorporated into all teaching and learning programs. Clear examples will be demonstrated to students within lessons to best cater for the learning needs of both individuals and classes.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Establishment of a Vegetable Program
- The successful introduction of level and curriculum excursions
- Student reintegration into their home school
- Improved technology facilities
- Introduction of interactive whiteboards
- Helping students reach their goals
- Presentation Days
- Increased Student Enrolment
- Improved communication with parents and home schools
- Implementation of Student Elective Program

Professional learning

Staff attended a range of professional development courses to increase and develop their teaching and classroom management skills.

The professional learning included:

- Eight staff attending the South Western Sydney Behaviour Schools Conference. Workshops and speakers at the conference presented seminars around literacy, numeracy, ICT and the engagement of students with behaviour disorders.
- Phillip Whitefield presented an overview on implementing PBIS.
- A joint school inservice with Canley Vale Tutorial Centre
- A joint professional development day with Canley Vale Tutorial Centre
- Other professional development sessions included: Implementing the elements of quality teaching,

- Staff learning was also supported by school level professional development that focussed on improving school policies and teaching programs.
- Staff also took part in Connected Classroom workshops based around implementing interactive whiteboards within the classroom.

School development 2010 – 2011

Targets for 2011

Target 1

Identify and introduce literacy and numeracy teaching programs that are both age and ability appropriate.

Strategies to achieve this target include:

- Purchasing of high interest, ability appropriate resources to engage students in literacy and numeracy activities.
- Timetabled daily literacy and numeracy sessions.
- Establishing awards related to achievement in the areas of literacy and numeracy.

Our success will be measured by:

- Improved reading skills as measured by the Neale Reading Analysis.
- Improved students engagement in literacy and numeracy based activities.
- Improved results for all students across areas of literacy and numeracy assessed within class.

Target 2

Individual teacher support in programming and student assessment. To assist in the development of both academic and social programs.

Strategies to achieve this target include:
Staff will engage in professional learning related to establishing learning and social programs.

Staff will be supported by outside agencies that will run social skills programs within the school.

Professional development of staff during learning and behaviour support meetings.

Our success will be measured by:

- Outside agencies will support the staff within the school with learning and social outcomes for students.
- Staff will develop both learning and social programs.
- Regular attendance by staff learning and behaviour support meetings.

Target 3
Establish a talented sports program. Development teams from AFL, NRL and NSW Cricket will conduct workshops to develop student skills, self-esteem and encourage weekend sport participation.

Strategies to achieve this target include:

- Sports organisations from a variety of sports will run workshops within the school. The organisations will include Australian Football League, National Rugby League and New South Wales Cricket.
- Develop an ongoing relationship between sporting organisations and the Verona School community.
- Students gain an understanding of a variety of sports and develop new skills.

Our success will be measured by:

- Gaining the regular support of sporting organisations.
- Increase participation by students in school sporting programs.

Target 4
Increase the number of curriculum excursions to engage wider life experiences for students

Strategies to achieve this target include:

Our success will be measured by:

- Students will attend an increase number of curriculum excursions.
- Students will participate in a variety of excursions around Sydney.
- Students will experience a range of excursion activities based on their learning outcomes.

Target 5
Consolidation of school practices to promote student engagement towards achieving academic and behavioural outcomes.

Strategies to achieve this target include:

- Provide students with stimulating and active learning experiences.
- Continued implementation of the seven elements of expectation.
- Proactive learning and behaviour support meetings that develop, implement, discuss and review students’ progress and integration strategies.

Our success will be measured by:

- Regular attendance by staff at both learning and behaviour support.
- Increasing regular school attendance.
- Increasing the number of positive rewards issued to students for active participation in school events.
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.

Robert Patruno, Principal

Jeff Walster, Assistant Principal
Constantine Spiropoulos, Teacher
Craig Wheele, Teacher
Dean McManus, Teacher
Rita Ciccarelli, School Administration Manager

School contact information
Verona School
135B Fairfield Street
Fairfield East 2165

Ph: 02 9721 0488
Fax: 02 9721 1470
Email: Verona-s.school@det.nsw.edu.au
School Code: 5583

Parents can find out more information about Annual School Report, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


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:


The Visit from the Army

AFL workshop

Art workshop

Student artwork
Visit to Canterbury Bulldog training session

Students with Jamal Indris

Players from Canterbury Bulldogs visit Verona

Chas from The Chasers visit to Verona

The school's successful Cooking Program

Cricket Australia conducted a workshop
We encourage student involvement in school assemblies

Jason Clare MP was a special guest at one of the school’s assemblies

The school’s ‘Courage to Change’ mural

Cooking demonstration by special guest, Matthew Fisher

Halloween themed classroom

The school’s drumming program
Nat Whitehall, Qantas pilot, was a guest speaker at one of the school’s assemblies

NRL workshops

Swimming Program

Excursion to the Sydney Observatory

Tuckshop Tuesday is run by the Student Representative Council

Rewards excursion to the Cronulla Surf School