



Waranara School

Waranara School Annual Report 2018

Marrickville, NSW

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We respect the living culture and heritage of First Nations Peoples. We will walk together with the First Peoples of Australia and New Zealand, acknowledging their stories and spiritualities, honouring their heritage and advocating for social justice for all.

About this report

The Waranara School Annual Report (2018) provides parents and the wider school community with information about school performance and policies as determined by the NSW Minister for Education.

The Education Act 1990 (NSW) requires that the Waranara School Annual Report be publicly disclosed, published and made available online by 30 June 2019. This report is also available on the National Education Standards Authority (NESA) website. Hard copies are available from Waranara School.

About Good Shepherd Australia New Zealand

Our organisation was established to address the critical, contemporary issues facing women, girls and families. We work to advance equity and social justice, and to support our communities to thrive.

We aspire for all women, girls and families to be safe, well, strong and connected. And we are committed to tackling the significant issues of our time which adversely affect them. This means listening to and walking alongside those with whom we work. We build partnerships that deliver holistic care and enduring impact. We focus on emerging needs and providing innovative, locally-tailored responses. Our services are complemented by research, advocacy and policy to address the underlying structural causes of injustice and inequality.



Our vision: All women, girls and families are safe, well, strong and connected.

Our purpose: To enable fullness of life for women, girls and families experiencing disadvantage.

Welcome message



Enabling young people to thrive is our top priority at Waranara School.

Our specialist teachers and education support workers provide personalised assistance so young people can get the best outcomes for themselves. Referrals to counselling, mental health services and support for parents and carers empower young people and families to be safe, well, strong and connected.

I see the difference this tailored approach makes to young people. As one student told us: "Being here has really helped me. ... The quality of education and support I get from the teachers is phenomenal."

We could not achieve such positive results without the dedication and professionalism of our teams – and our strong partnerships with families, carers, schools and other community service providers.

Together, we enable young people to create their own bright futures.

Stella Avramopoulos, CEO
Good Shepherd Australia New Zealand



Over the last four years Waranara School has gone from strength to strength. This is evidenced by the greater demand for places at the school and the positive reputation the school is gaining in the inner west community.

In December 2018, we celebrated the graduation of our first cohort of Higher School Certificate (HSC) students. Nine students completed their HSC, most of whom started at Waranara in 2015!

"Waranara" is a Gadigal word meaning "to seek". Every day our school community works to find opportunities for young people to recognise their potential.

I commend and thank all Waranara School staff and volunteers for their passion, commitment and generosity of spirit. They have helped create a nurturing environment in which young people can thrive. I commend every student for their efforts to be the best they can be, and thank their families for their ongoing support.

Kirsty Rose, Principal
Waranara School

About the school

Waranara School is an accredited secondary school (Year 9 to Year 12) based in Marrickville, NSW. It supports young people, particularly those experiencing anxiety or mental health challenges, to re-engage in education.

Context

Good Shepherd Australia New Zealand opened Waranara School, formerly known as The Waranara Centre, in February 2015. Initially catering to Years 9 and 10, the school has now expanded to include a senior campus for Years 11 and 12.

Waranara School assists students to achieve the Record of School Achievement (RoSA), Higher School Certificate (HSC) and pursue careers through access to work experience, vocational courses and certificate courses at TAFE.

In particular, Waranara School assists young people experiencing anxiety or mental health challenges to stay connected to their education. Since educational outcomes are intrinsically linked to wellbeing, Waranara offers support to students across different aspects of their life. This includes personalised teaching and learning support, specialised wellbeing support, and access to specialist adolescent and family counsellors on-site.



Waranara School supports young people, particularly those experiencing anxiety or mental health challenges, to re-engage in education.

Waranara School is characterised by its personalised teaching and learning support. Young people benefit from small class sizes and a strengths-based, trauma-informed approach. Teachers work closely with students to identify their unique characteristics and skills, and develop learning strategies based on these strengths.

Staff work alongside Good Shepherd's counselling team to support students in addressing issues that may affect their education or wellbeing. Counsellors may invite parents to take part in sessions if it will benefit the young person. Young people and their families also have the opportunity to access other Good Shepherd programs and services. These include ParentWise, a parenting program for parents and carers of adolescents, and financial counselling.

Characteristics of the student body

In 2018, 81 students were enrolled over the year, with 55 to 63 students being enrolled at any one time. Students transition out of Waranara School when they feel ready to move to a different educational setting. Some students stay a number of years at Waranara while others return to their previous school or another educational setting after reaching their goals in a much shorter time.

Across the year the total student enrolment consisted of:

- 63% young women
- 15% Aboriginal and Torres Strait Islander young people
- 12% culturally and linguistically diverse young people



In 2018, 81 students were enrolled over the year, with 55 to 63 students being enrolled at any one time.

Philosophy

Waranara School believes all young people have the right to access education in an environment that responds to their personal needs and circumstances. Its educational philosophy is underpinned by six key principles.

1 Holistic support

Students receive “wrap-around” support services to help them increase their wellbeing and engage with education.

2 “One person is as important as the whole world”

The school offers students tailored learning and wellbeing support based on their unique needs and circumstances.

3 Social justice

The school supports young people experiencing mental illness or significant life challenges to re-engage in education through specialised education and wellbeing support.

4 Student collaboration

The school encourages students to identify goals and develop tailored, practical learning strategies in collaboration with their teachers. This empowers students to become the change-makers in their own lives.

5 Positive connections

Teachers and staff focus on developing strong, positive relationships with young people so they can become more comfortable, confident and responsive to the education and wellbeing support provided to them.

6 Strengths-based development

The school is characterised by its strengths-based, student-centred approach. Teachers and staff work closely with students to identify and build on their strengths, inside and outside the classroom.

Academic outcomes

Standardised literacy and numeracy testing

In 2018, no students at Waranara School participated in the Year 9 National Assessment Program Literacy and Numeracy (NAPLAN) tests.

Record of School Achievement

In 2018, the NSW Education Standards Authority (NESA) awarded the Record of School Achievement (RoSA) to 24 Waranara students. This represents 100 per cent of students who completed Year 10 at Waranara School that year.

RoSA outcomes

Year	Number of students granted RoSA	% of student cohort
2015	16	66%
2016	24	96%
2017	30	100%
2018	24	100%

Higher School Certificate

The school offers the NSW Education Standards Authority's curriculum for Stages 5 (Years 9 and 10) and 6 (Years 11 and 12), assisting students to achieve a Year 10 RoSA and HSC.

Waranara School offers students the opportunity to work towards the HSC through a "compressed" model. Over a two-year period, students study three subjects per year from a choice of six subjects, covering both preliminary courses and the HSC course in each subject in a 12-month period.

2018 HSC outcomes

In 2018, a total of 22 students sat for the NSW Higher School Certificate in five courses offered at Waranara School. In total, 48 per cent of students achieved Bands 1-2 (40-59 marks), with 52 per cent of all students being placed in Bands 3-6 (60-100 marks).

Subject	No. of Students	Bands 3-6 (60-100)	Bands 1-2 (40-59)
Society & Culture	11	5 (45%)	6 (55%)
Personal Development, Health & Physical Education (PDHPE)	6	3 (50%)	3 (50%)
English Standard	8	4 (50%)	4 (50%)
Mathematics General 2	8	7 (88%)	1 (12%)
Modern History	7	2 (30%)	5 (70%)
Work Studies	10	N/A	N/A

Note: Work Studies does not involve an HSC examination as this subject does not contribute to the ATAR (Australian Tertiary Admission Rank).

Year 12 students attaining Year 12 certificate or equivalent VET qualification

Waranara School delivers the compressed model for the HSC, whereby students undertake both the preliminary and HSC courses for three subjects a year, over two years. Nine students completed the required course load to complete their HSC in 2018.

In 2018, one student (11%) completed a vocational course (Tourism, Travel and Events) that contributed to their HSC through NSW TAFE.

Year 12	Qualification/Certificate	Percentage of students
2018	HSC	100%
2018	Certificate II or above	11%

Staff profile

Teacher qualifications

In 2018, Waranara School employed six full-time and one part-time teachers. Two of these teachers are in the positions of Curriculum Coordinator and Diverse Learning Coordinator.

These positions were permanent and supported by:

- One full-time Principal (teaching)
- Two full-time and one part-time Wellbeing Support Workers
- One Learning Support Assistant
- One part-time Administrator

2018 Teacher qualifications

Qualification category	Teachers (no.)
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	8
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Teachers who do not have qualifications as described in (i) or (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0



Alexander Hollands, Teacher.

Professional learning and development

Waranara School values the ongoing professional learning and development of its staff so young people can benefit from the best quality education possible.

2018 Professional learning and development

Professional learning activity	Participating staff (no.)
Supervising Teachers Progressing to Proficient Teacher - AIS	1x Teacher
Alternative Schools Conference	1x Teacher and 1x Wellbeing Support Worker
Teach for Australia - Teach to Lead Program	1x Teacher
AIS - Familiarisation of New PDHPE 7-10 Syllabus	1x Teacher
NESA - Understanding Higher Level Accreditation	1x Teacher
NESA - Schools Online Students Online	1x Teacher
NESA - RoSA and HSC Eligibility and Credential	1x Teacher
NESA - Behaviour Management	1x Teacher
Mandatory Reporting of Child Abuse in Schools	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
First Aid - CPR and Anaphylaxis	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
Fire Safety Training	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
Child Protection Update	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
Stage 6 Geography Teacher Conference	1x Teacher
Bringing the Studies of Religion Syllabus to Life	2x Teachers
Trauma Informed Care - Blue Knot Foundation	1x Wellbeing Support Worker
Familiarisation: Stage 6 History Syllabuses Online Module - AIS	1x Teacher
Trauma Informed Care - Mirna Tarabay	7x Teachers, 3x Wellbeing Support Workers, 1x Principal

Workforce composition

In 2018, Waranara School comprised 13 staff who worked together to support young people's education and wellbeing.

Waranara School was also fortunate to have the assistance of volunteer tutors recruited through The Centre for Volunteering, Sydney. In 2018, 10 tutors volunteered once a week to support students with their studies on a regular basis.

One Community Services (Youth Work) student also completed a work experience placement over two terms.

No staff of Aboriginal and Torres Strait Islander background were employed.

2018 Workforce composition

Staff	Number (FTE)
Principal	1
Diverse Learning Coordinator	0.6
Teachers	5
Wellbeing Support Workers	2.6
Learning Support Assistant	0.6
Administrator	0.6
Curriculum Coordinator	1



Will Lutwyche, Teacher.

Attendance

In many instances, students join Waranara School following long periods of absence at their previous school. Most students are referred to the school due to ongoing school refusal often caused by poor mental health or other issues such as bullying, family problems and complex trauma.

School attendance is viewed as fundamental for improved educational outcomes. Staff work closely with students and their support networks to develop strategies that assist them to improve and maintain their attendance.

If a student's attendance declines, the Wellbeing Support Worker develops a re-integration plan for the student. This may include alerting their parents, arranging flexible school hours or extensions, and linking them to relevant support services (*see p14 for the full attendance policy*).

Where possible, Good Shepherd's specialist adolescent counsellors also work with students to address issues that may affect their wellbeing and school attendance.

The table below provides a detailed breakdown of school attendance rates.

2018 School attendance rates

Campus	Year group	2017	2018
Junior campus	9	59%	46%
	10	52%	50%
Senior campus	HSC (Year 11 and 12)	46%	60%
Overall school attendance rate (junior and senior campuses)		47%	52%

Attendance policy

Two days absence

Students who are absent from Waranara School for two days will be required to contact school staff to advise of their whereabouts, the reason for their absence and their return date.

Three days absence

Students who are unwell for a period of three consecutive days or more will be required to provide a doctor's certificate.

Five days absence

When students are absent from Waranara School for a period of more than five days without contact or explanation, a letter is sent to their home address seeking contact. The letter invites students and their parents/carers to advise staff of the reason for the student's absence and to attend the school for a face-to-face meeting regarding a re-engagement plan. If students and/or parents/carers do not respond to this letter within five days, they will be advised that their school enrolment may be cancelled.

Two weeks absence

When students are absent for a period of more than 14 days without communicating with Waranara School, contact will be made with the Student Attendance and Educational Neglect Coordinator at the NSW Department of Education. They will be advised of the student's absence and provided with relevant information about the student and their parents/carers. Details of this contact will be recorded in the School Enrolment Register.

Section 25 of the Education Act (1990): Attendance exemptions

Students who experience ongoing medical issues or exceptional circumstances during the course of their enrolment at Waranara School may be granted an attendance exemption under Section 25 of the Education Act. In such situations, the Principal will meet with students and/or parents/carers to consider whether criteria for an exemption can be met. Where weekly attendance audits indicate a long-term pattern of student attendance difficulties or concerns, staff will raise these issues with the student and/or parents/carers in a face-to-face meeting.

Where students do not appear to demonstrate a clear commitment to address these concerns, or where prolonged absences make it unlikely that NSW Education Standards Authority course completion requirements can be met, a letter will be sent to students with formal advice about the academic consequences of these attendance issues. In these circumstances, staff will develop a formal attendance contract with students seeking to gain a more formal student commitment to addressing issues.

Where students withdraw from Waranara School without contact, and their location is not known, staff will record this information in the School Enrolment Register and advise the Student Attendance and Educational Neglect Coordinator at the NSW Department of Education.

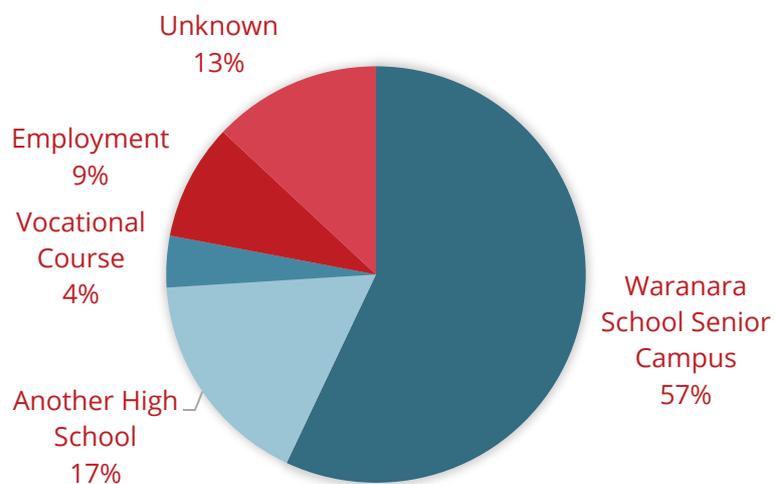
Retention

In 2018, 57 per cent of students who completed Year 10 at Waranara School continued on to senior study at the school.

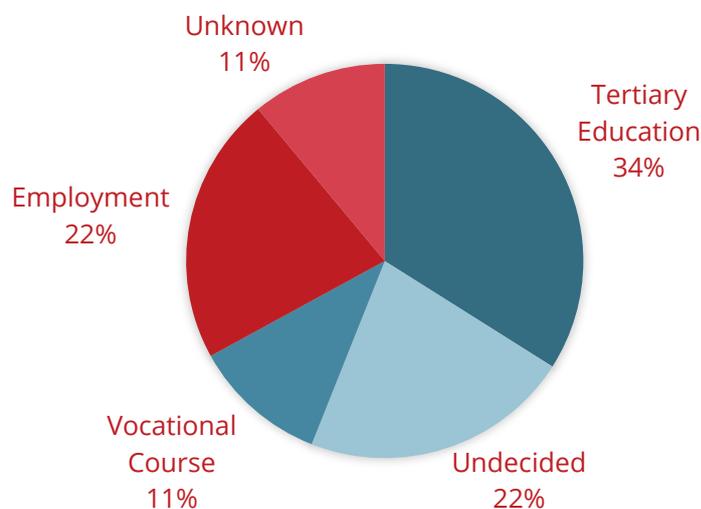
Twenty-two junior students and 13 senior students withdrew from Waranara School throughout the 2018 school year for various reasons, including returning to a mainstream educational setting or to pursue a vocation.

Of the 23 students who received their Year 10 Record of School Achievement in 2018, their post-school destinations were as follows.

Post-school destinations of Year 10 graduates



Post-school destinations of Year 12 graduates



Enrolment

In 2018, 49 students were enrolled in Years 9 and 10, and 32 in Years 11 and 12.

2018 enrolments

Enrolments	Year 9	Year 10	Years 11 and 12	Total school enrolment
Junior and senior campuses	10	39	32	81

Enrolment process

Referral process

Young people who wish to enrol at Waranara School can self-refer or can be referred by another school, community agency, family member or carer. Staff may receive referrals by phone or through the school's Student Referral Form.

Introduction form

Young people and their parents/carers are required to complete the Waranara Student Introduction Form prior to a formal intake interview. The form includes a series of questions about the young person's education history and personal background, and provides staff with information that can be discussed in more detail at a formal intake interview.

The form enables staff to evaluate whether a candidate qualifies for enrolment at Waranara School which, as a Special Assistance School, specifically supports young people with a history of demonstrated social, emotional or behavioural difficulties.

Intake interview

Once the Introduction Form has been submitted, a young person and their parents/carers are invited to attend an intake interview.

This serves a number of purposes, including to:

- Gather information about the young person's previous education and learning experiences
- Evaluate the young person's personal support needs and resources
- Clarify information recorded on their Student Introduction Form
- Understand the young person's education goals and aspirations
- Inform the young person and their parents/carers about the school
- Provide the young person and their parents/carers with the opportunity to ask questions about the school.

Stakeholder consultation

To understand more about a young person's education and personal wellbeing needs, staff will seek further information about the prospective student's academic history, attendance and behaviour from their former school(s). This information will only be obtained with the consent of the prospective student.

In addition to assisting staff to understand a young person's educational needs and resources, consulting with the prospective student's former school will enable staff to decide whether more detailed risk assessment strategies may be required to enable the best outcomes for the individual young person and Waranara School's learning environment.

Student progress and intake interview

Eleven staff meet weekly to review the progress of current students and to consider new enrolment applications.

To determine whether a young person is suitable for enrolment at Waranara School, staff will discuss the following factors relating to the prospective student:

- School attendance history
- Reasons for joining Waranara School, such as health-related, family or other circumstances that may affect study
- Ability to integrate with the existing student body
- Level of interest/willingness to participate in the school
- Learning and employment goals



Staff work closely with students to meet their learning and employment goals.

School acceptance and formal enrolment

Young people are advised within seven days of their intake interview if they have been accepted into Waranara School. After completing the required enrolment forms, students are then invited to begin their studies. Information recorded on the enrolment forms is entered into Waranara School's computerised Student Enrolment Register. This register is confidential and maintained by school staff with support from Good Shepherd Administration Officers.

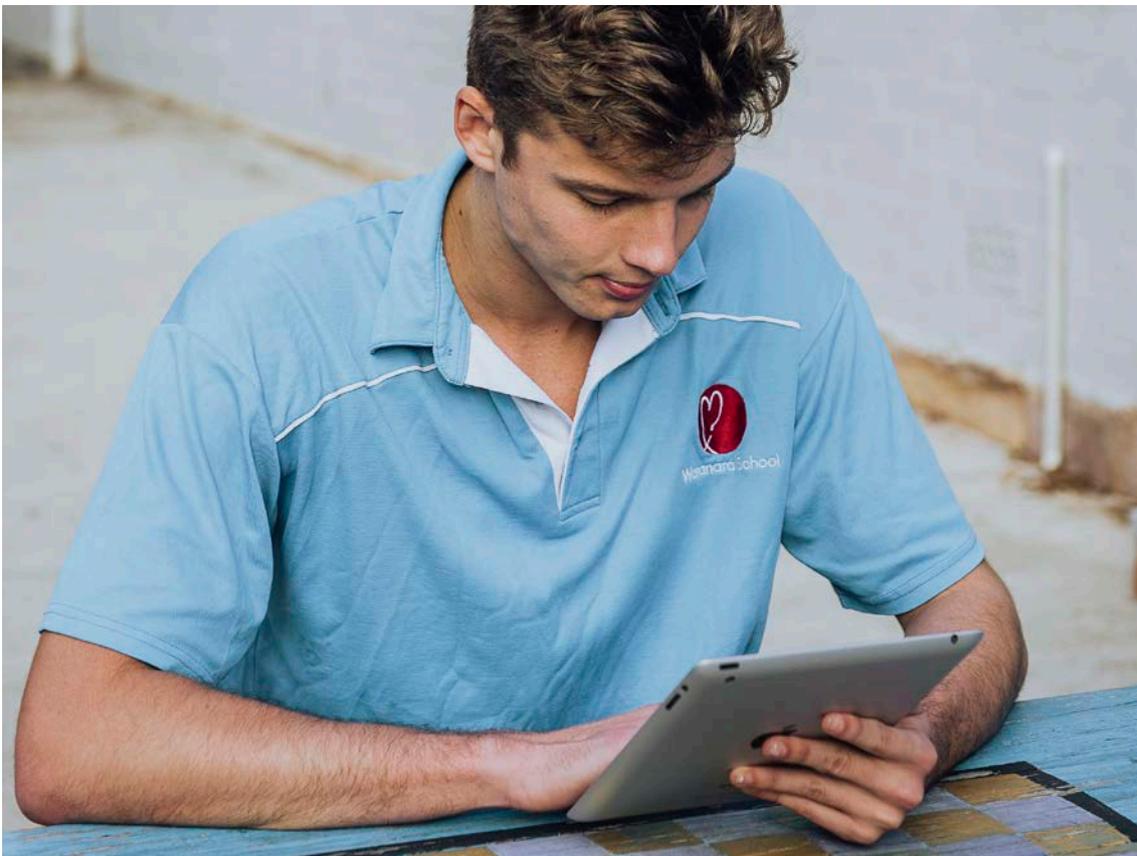
All Good Shepherd staff are bound by strict confidentiality policies and procedures. Information recorded on the Student Enrolment Register can only be shared with external groups if the student has provided written consent.

Safety Management Form (includes risk assessment)

This form is completed as part of the enrolment process. It enables staff to plan for additional personal support needs and behaviour management interventions that may assist individual students integrate successfully and safely into the Waranara School environment.

Individual Learning Support Plan

The Individual Learning Support Plan canvasses a student's education-specific goals and the strategies that may assist them to achieve their desired learning outcomes. It also identifies specific barriers to student engagement, including risk factors such as behavioural or mental health concerns. It also enables staff to design a personalised learning support program for students with disabilities.



Each student has an individual learning support plan.

School policies

School policies can be provided to interested parties or individuals upon request. There were no changes to the school policies throughout the year.

Student welfare policy

Young people's holistic wellbeing is a key element of Waranara School's educational philosophy. The school endorses Article 26 of the United Nations' Declaration of Human Rights and the assertion that education should enter domains related to "the full development of the human personality".

In line with this, the school views pastoral care provisions for individual students and family welfare support strategies as fundamental to the efficacy of its educational activities.

Anti-bullying policy

Respectful relationships are fundamental to the success and effectiveness of Waranara School, alongside student safety, inclusivity and equity. Bullying, discrimination, verbal/physical abuse and violence are rejected under all circumstances as they are fundamentally at odds with the school's values regarding the right of all individuals to respect and dignity. It is therefore viewed as unacceptable for any student, employee, parent/carer or other stakeholder to experience bullying in any form.

In line with a restorative practices framework, Waranara School views the prevention of bullying as a shared responsibility of the entire school community, including staff members, students and parents/carers.

Behaviour management policy

In order to provide young people with the best possible opportunities for success within a safe environment, Waranara School uses a restorative practices framework as its foundational approach to behaviour management. This ethos emphasises the importance of:

- Co-operative problem-solving structures directly navigated by parties involved in conflict
- Consistent invitations/opportunities to take personal responsibility and to participate in developing restorative solutions
- An emphasis on safety and fairness
- "Teachable moments" and restorative opportunities arising from a young person's behavioural choices
- Constructive rather than punitive consequences, as such external directives about behaviour will be "reasonable, respectful, related, restorative and re-integrative"
- Encouraging young people to acknowledge injustice and articulate agreements/intentions that promote personal accountability

The seven restorative practices, which form a foundation for effective reconciliation and restoration of relationships, include:

- 1 Restorative basics: relational focus; staff model restorative attitudes/behaviour; strengths-based language/conversations; supportive attitudes; clear, firm boundaries/expectations to minimise harm.
- 2 Community circles.
- 3 Positive collegial relationships at work.
- 4 Restorative language and conversations: use of affective "I" statements and reflective strategies, as opposed to shame-generative discussion.
- 5 Brief restorative interventions.
- 6 Classroom conferences.
- 7 Formal restorative conferences.

Ongoing improvement

All students can expect to be consistently treated with dignity and respect in a non-judgemental and professional environment. Where students have concerns or feedback about their experiences at Waranara School, the school is committed to providing an appropriate forum for the expression and acknowledgement of these views. The school will deal with any complaint received according to social justice principles in a fair and accountable manner.

Where concerns are raised, the school is committed to providing a timely and proportionate response to students and parents/carers or other community members. This approach is in line with the participatory principle that all people have a right to raise concerns about incidents which have adversely impacted their education opportunities or personal health and wellbeing.

Further, Waranara School seeks to maintain a school environment of openness to feedback as a critical mechanism for ongoing improvement and quality assurance within its education program.

If you wish to obtain a copy of the full policies please contact Waranara School on 02 8571 7800.

School-identified areas for priority improvement

In 2018, Waranara School identified and addressed the following priority areas for improvement.

Priority areas for improvement

Focus area	Strategies utilised
Improved student engagement in the classroom	Professional development throughout the year was conducted for teachers focusing on student-centred learning. This involved the creation of the Teaching and Learning Community where peer observations were conducted as well as focused workshops.
Improved learning environments	New furniture for classrooms purchased and the whole school freshly painted inside.
Improved learning support for students with learning difficulties and disabilities	Employment of a Learning Support Assistant three days per week.
Improved student avenues for feedback and decision making in the school	Development of the Student Leadership Team consisting of four junior students and four senior students who meet three times each term to discuss school issues and assist with school planning.

Initiatives to promote respect and responsibility

In 2018, students participated in a number of initiatives that highlighted the importance of respect and responsibility.

These included:

- Good Shepherd's ACE (Adolescent's Coping with Emotion) workshops which promote resilience and self esteem
- Giba-Nura, Sydney Learning Tours' Indigenous tour of The Rocks
- A cyberbullying workshop facilitated by Susan McLean from Cyber Safety Solutions
- "Love Bites", a workshop on respectful relationships
- An excursion to the Holocaust Museum including a presentation from a holocaust survivor

In addition to these initiatives, the school's Personal Development, Health and Physical Education curriculum included a number of topics promoting respect and responsibility including the unit "Affirming Diversity".



Photo source: illi-Langi The Rocks Aboriginal Dreaming Tour.

Student, parent and teacher satisfaction

“Waranara is different because it’s a school that teaches but it’s also a school that learns. Learns, from its students, their parents, themselves and all our collective struggles. Waranara’s strength is that we are all learning at the same time and from each other.” *Madeleine Heath (Waranara School parent)*

Student satisfaction

Students were surveyed in 2018 about their experience of Waranara School. When asked if there were any differences in their life as a result of attending the school, 90 per cent of the respondents answered “yes”.

“Being here has really helped me. My friendships and resilience are great. The quality of education and support I get from the teachers is phenomenal.”

“My mental health is important to me and I appreciate not being judged at school.”

“I love coming to school now – it’s a safe place and there are people I can talk to.”

Students were also asked the question “What else would you like to say about the school?” Below are some of their answers.

“I love that the school is small and we have a close bond with the teachers.”

“Small classes, great teachers.”

“Everyone is lovely and supportive – the people and the teachers.”

“I love the teachers – they’re fantastic.”

“The wellbeing support here is really valuable to me. I appreciate getting lifts to school when I’m feeling anxious.”

“I love all the teachers here and everyone treats everyone else respectfully.”

Parent satisfaction

There are many informal opportunities for parents to engage with the Principal, teachers and staff, as well as regular parent/teacher and orientation evenings. There is also an annual graduation ceremony. Some of the comments made by parents throughout the year were:

"This is the first time in years that my young person has attended a full week of school!"

"I wish there was a school like Waranara when I was a teenager!"

"The personalised help my young person is getting at Waranara has really improved their confidence."

"Waranara is a school that cares enough to want to hear what parents have to say and from our experience allows us as parents to feel heard."

"In an ideal world we would want a Waranara in every council area. We have been fortunate to have one in our neighbouring suburb. For us Waranara has been a godsend and we have been privileged to be part of its community, so thank you!"



Teacher satisfaction

Waranara School is a safe, positive, supportive and collegial environment where issues can be raised and addressed professionally. The Principal meets with each staff member fortnightly to discuss staff wellbeing and any staff concerns, as well as to monitor their level of satisfaction.

Staff turnover at Waranara School is low. Only one teacher resigned in 2018 to pursue other teaching opportunities.

This year staff were surveyed to determine their level of satisfaction in their role. This included the question "What do you like best about working at Waranara School?" Some of their answers were:

"Waranara School is a dynamic working environment. It's a school that values student and staff feedback and is always changing and evolving to meet our students' needs."

"The best part of this job is working with our students. No two days are the same and that is what makes this environment special. The fact that this school is also staffed by such talented and supportive people is just an extra bonus."

"Waranara School gives a unique opportunity to teachers to be able to expand their teaching KLAs (key learning areas) and have autonomy over program writing. We are well supported and encouraged to share our ideas and thoughts."

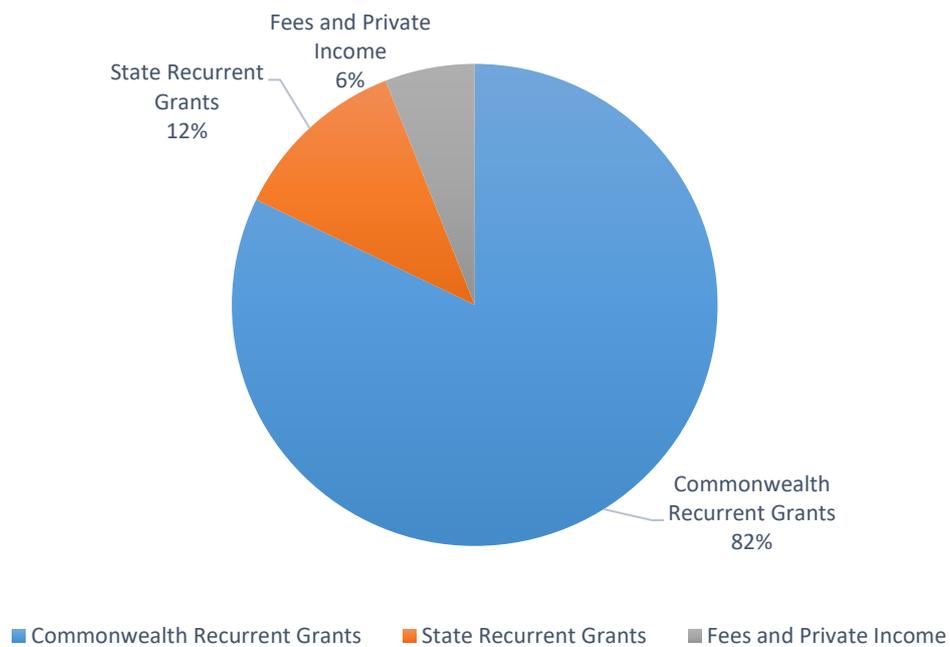


Katie Pearce, Diverse Learning Coordinator.

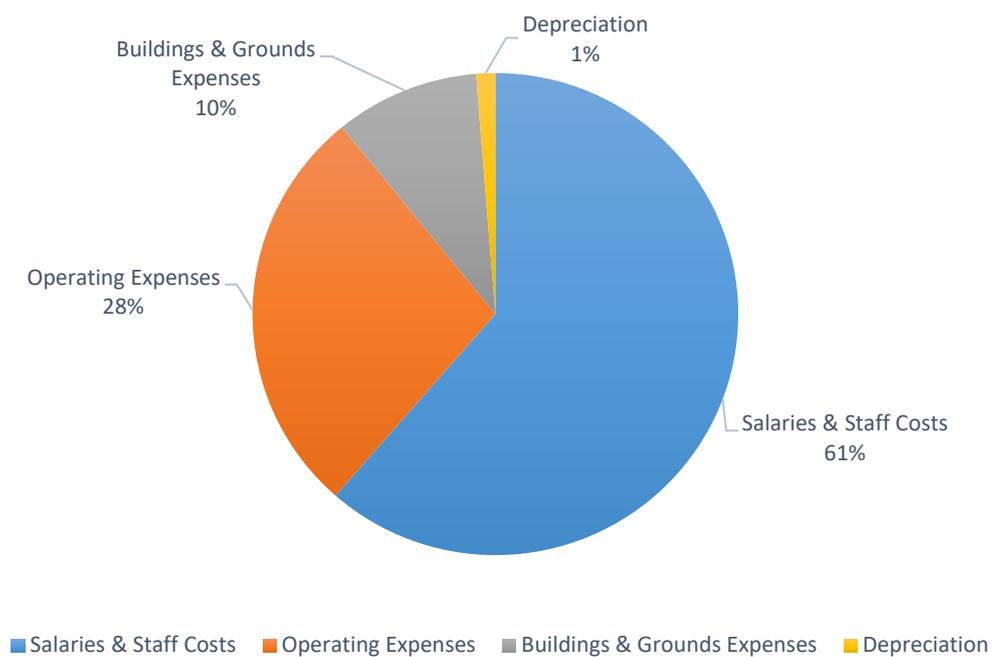
Summary of financial information

Below is an overview of Waranara School's income and expenditure for 2018.

Waranara School income 2018



Waranara School expenditure 2018



Good Shepherd, Marrickville
440 Marrickville Road
Marrickville NSW 2204

Waranara School

Junior Campus, Marrickville
434 Marrickville Road
Marrickville NSW 2204

Senior Campus, Marrickville
2 South Street
Marrickville NSW 2204



Waranara School

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