

Warrimoo Public School Annual Report



2017



4195

Introduction

The Annual Report for **2017** is provided to the community of **Warrimoo Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Relieving Principal

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School background

School vision statement

At Warrimoo Public School our aim is to develop an inclusive, differentiated and successful learning environment for all students. Our ultimate goal is to promote lifelong learning where students can take their place in the wider community as confident, critical and creative global citizens.

School context

Warrimoo Public School is located in the Blue Mountains and adjoins the heritage listed Blue Mountains National Park. The current enrolment is 167 students, inclusive of a 16% Aboriginal cohort of students.

The school has a very committed and dynamic teaching staff, who work tirelessly to achieve the best student outcomes for all students. Our staff continue to develop a rich array of school programs and extra-curricular activities to enable students to reach their full potential educationally, socially and emotionally.

Warrimoo Public School enjoys a very unique partnership with our school community and is also part of the Lower Blue Mountains Gateway Services "HUBITAT" a community hub project involving our local schools network and external agency collaboration.

The Parents and Citizens Association are a very robust and dynamic parent group who also manage an on site "0 – 6 Years Play and Chat Group" for our local school community.

Our Warrimoo Public School community access an on site "Before and After School " facility that is operated by an external service provider.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

School evidence presented to the external validation panel was discussed and analysed prior to meeting with the school. A panel consisting of a Principal School Leadership (PSL) and a principal from a NSW Public School worked alongside our school leadership team to validate the evidence presented. The External Validation Panel and School Self-Assessment findings are included below.

The results of this process indicated:

In the domain of Learning

The school's on-balance judgement for this element is Sustaining and Growing

Learning Culture – Sustaining and Growing

Wellbeing – Sustaining and Growing

Curriculum and Learning – Sustaining and Growing

Assessment and Reporting – Sustaining and Growing

Student Performance Measures – Delivering

In the domain of Teaching

The school's on–balance judgement for this element is Sustaining and Growing

Effective Classroom Practice – Delivering

Data Skills and Use– Delivering

Collaborative practice – Sustaining and Growing

Learning and Development – Sustaining and Growing

Professional Standards – Sustaining and Growing

In the domain of Leadership

The school's on–balance judgement for this element is Sustaining and Growing

Leadership – Sustaining and Growing

School planning, implementation and Reporting – Delivering

School Resources – Excelling

Management Practices and Processes – Sustaining and Growing

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

Strategic Direction 1

Excellence in Learning and Engagement

Purpose

To develop critical and creative thinkers who are connected to and engaged in their learning, demonstrating independence and resilience as lifelong learners and informed global citizens.

To ensure learning for students across our Community of Schools is continuous K–12 and is based on quality programs and shared professional learning practices.

Overall summary of progress

During 2017 our school identified ongoing performance improvement in this area whereby the school shifted from a delivery model of pedagogy to sustaining and growing defining our school learning. Our school's learning culture has been reflective of a highly engaged learning community, with high expectations of students, staff and parents as equal partners in rigorous and authentic learning experiences.

Our exemplary staff commitment to the elements of student wellbeing, school performance measures and our school's integrated approach to quality teaching, curriculum planning and delivery was a major focus this year, resulting in a school-wide, collective responsibility for student learning and success.

In the element of assessment and reporting, our school has ensured that staff have increased their knowledge and skills in a range of whole school data gathering and analysis so that their educational decision-making is evidenced and responsive to the learning needs of all students. In 2017 there has been an ongoing commitment to the overall improvement of Assessment and Reporting through the collection of explicit processes to collect, analyse and respond to external and internal school performance data.

Positive and collaborative relationships impacted upon staff collaboration and contributed to more open dialogue through our professional learning feedback and engagements in geography, history, numeracy and quality teaching. There has been a school-wide collective responsibility for student learning, engagement and success criteria to be celebrated for all students.

In 2017 our staff and parent community led wellbeing programs that have increased student engagement, sustained our high levels of school attendance and continues to promote positive learning attitudes and student confidence. Our wellbeing school activities, embraced additional extra-curricular programs such as Peer Support Buddies, Gardening and Art Hub projects. Yoga, choir, guitar, ukulele, dancing and drumming groups provided students with opportunities to connect, succeed and thrive in school life. Our school extra-curricular learning opportunities have significantly aligned to our school vision, values and priorities as a school learning community.

In 2017, the school reflected a commitment to a school-wide implementation of Geography and History curricula that ensured staff focused upon exemplary collaborative practices and processes including scheduling weekly geography and history lessons that enabled students to work within their year cohorts.

In 2017 our school teams developed an environment where there were high levels of shared ownership and a culture that reflected strong collaborative leadership in pedagogy and learning. Our school refined our student reporting processes to align with our semester one and two student written reports to parents.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 100% of students K–6 Literacy and Numeracy achievements recorded on PLAN to inform and monitor student progress and teaching and learning programs using the continuums. • 60% growth from Year 3 to Year 5 in NAPLAN Literacy and Numeracy results sustained. • increase proportion of Aboriginal students in top 2 bands in NAPLAN Reading and Numeracy by 30% by 2019. • increase proportion of NSW students in top 2 bands in NAPLAN by 8% by 2019. 	<ul style="list-style-type: none"> • Quality Teaching Successful Students funding \$13,509 • Literacy and Numeracy Initiative Funding \$6839.00 allocations towards supporting professional learning of school leaders undertaking Numeracy external courses. • Staff professional learning component from our Education Delivery funds "Improving Numeracy Skills", "Mathematics Building Blocks", CPR and "Google Apps course funding including teacher relief days \$8537.00 • Literacy Pro subscription – \$1200.00 • Library resourcing – \$1500.00 • Phonics Australia Program resources – \$4041.00 • Phonics Australia Teachers Resource \$60.00 	<ul style="list-style-type: none"> • The Quality Teaching Successful Students school funding was used to provide all teachers with additional release from class to implement the use of PLAN software K–6 to support teachers to record, analyse and monitor student progress through the literacy and numeracy continuums. The staff and "Learning Support Team" used PLAN data, Literacy Pro and Phonics Programs to inform and support additional intervention practices for student learning adjustments. NAPLAN Improvements • 2016 Year 3 Numeracy results of students in Top 2 bands –73.08% • 2017 Year 3 Numeracy results of students in Top 2 Bands – 76% • 2016 Year 3 Reading results of students in Top 2 Bands – 69.23% • 2017 Year 3 Reading results in Top 2 Bands in Reading – 72% • 2016 Year 5 Numeracy results of students in Top 2 bands –11.11% • 2017 Year 5 Numeracy results of students in Top 2 Bands – 16.67% • 2016 Year 5 Reading results of students in Top 2 Bands – 29.63% • 2017 Year 5 Reading results in Top 2 Bands in Reading – 50% <p><i>In 2017 all staff members developed their professional learning goals to target differentiated teaching and learning programs.</i></p>

Next Steps

As identified through our external validation process in 2017:

- All staff to draw on evidence based research to continue to develop effective formative assessment processes to enhance student's literacy and numeracy achievements using PLAN 2 "Learning Progressions" and differentiated teaching practices.
- All Staff contributed evidence from students that demonstrated greater incidence and impact of effective practices including the use of learning intentions, feedback and success criteria.
- Staff establish school-wide processes for student goal setting and tracking of student learning outcomes.
- A school-wide centralised collation of student data using "Sentral" tracking systems; including Individual Educational Plans (IEP) and Personalised Learning Plans (PLP) to set student goals, learning interventions and data monitoring of all students receiving learning support.
- Warrimoo Public School to develop school-wide teaching and learning programs that explicitly outline differentiated student learning experiences and support students cognitive, social and emotional learning adjustments when needed.
- Students develop skills to reflect on their learning and monitor learning achievement and individual success criteria.
- Warrimoo Public School to implement a whole school approach to student wellbeing through Peer Support programs, additional extra-curricular school activities, increased student leadership programs and proactive positive behaviour for learning strategies.

Warrimoo Public School is committed to strengthening the cognitive, physical, social, emotional and spiritual development of all students. The Wellbeing Framework for Schools will provide a structure and baseline to evaluate school and student data in 2018. Although we have limited behavioural incidents we acknowledge from our Learning Support Team referrals that students are requiring additional support and guidance in areas such as anxiety and self-esteem concerns.

In 2018 the focus will be upon linking families to additional external service providers and access guest speakers to support students, staff and community in building all stakeholders capacity in better understanding health and wellbeing concerns.

Strategic Direction 2

Community Partnerships and Relationships

Purpose

To build stronger, positive relationships as an educational community, embedding a culture where students feel a strong sense of self worth and belonging; are resilient, respectful and responsible citizens of the school and broader community.

Overall summary of progress

In 2017, Warrimoo Public School sustained positive and caring relationships among key stakeholders in the school community and within various external networks and affiliations. Our school learning community shared the responsibility of student learning and wellbeing through:

- consultative decision-making and working collaboratively to reach the school's strategic directions as evidenced in our parent volunteers in classrooms/ excursions and camps, school canteen, uniform shop, kitchen gardens, art programs, P&C Play and Chat weekly playgroup and various sustainable school programs in joint partnership with our parents and affiliated networks such as Lower Blue Mountains Rotary, Gateway Family Services, Warrimoo Rural and NSW Rural Fire Services and Blue Mountains City Council.
- developed organisational structures that promoted community participation as evidenced with affiliated internal school partnerships including our Parent and Citizen Group, Play and Chat Playgroup, our community of local school networks, visiting Speech and Occupational Therapists, Elders and community from Aboriginal Education Council Group (AECG – Blue Mountains).
- In 2017 Warrimoo Public School's Parent and Citizen's Association members made application and were successful in attaining a Commonwealth Community Grant for the establishment of additional playground equipment.
- In 2017 Warrimoo Public School implemented a whole school program "Working with School Communities" led by a parent, local Rural Fire Brigade volunteers and school staff. This school based community engagement project initiated a partnership with home, school and local community to support all stakeholders in developing skills, knowledge and preparing for bush fire seasons. In October 2017 "A Get Ready Weekend" was held at the school and was the initial commencement point of the school-wide program. This initiative was led by RFS volunteers linked to a statewide school program " A Guide to Working with School Communities", engaging and equipping children with bush fire safety skills and knowledge including inside and outside fires, bush fire preparation and hazards.
- In 2017, our school networked with a neighbouring school to celebrate NAIDOC day. Students, staff and families were able to interact with another Aboriginal and/or Torres Strait Islander community.

At Warrimoo Public School we have focused upon increasing community engagement and partnerships and continue to maximise the effectiveness of our school and home communication. Through the increased use of on-line newsletters and push out school variations and update alerts using Warrimoo Public School Skoolbag App. and P&C Facebook updates.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• decrease in behaviour referrals, integrate extra-curricular wellbeing programs to connect and promote students wellbeing and success in thriving within school life.• increased parental involvement and satisfaction within the school community, as measured through Tell Them From Me parent surveys.	<ul style="list-style-type: none">• P&C contributions \$17 848.93• School Community Engagement Programs including RFS Get Ready Weekend and student resources – \$1 519.00	<ul style="list-style-type: none">• P&C funding impacted on supporting many in school programs; including Life Education, Transition to School initiatives (printing Kindergarten Transition booklets, provision of school badges to newly enrolled students) and purchase of school awards.• The community engagement programs enhanced school partnerships with local community raising the school's profile as the hub of our local area.• We have continued to have above state attendance rates recorded in the past year and where a student is identified as requiring additional support the school services intervention programs have been implemented.• The school Learning Support Team have had a minimal referral of behavioural concerns..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• decrease in behaviour referrals, integrate extra-curricular wellbeing programs to connect and promote students wellbeing and success in thriving within school life.• increased parental involvement and satisfaction within the school community, as measured through Tell Them From Me parent surveys.		<p>Interventions often involving external community support services, additional financial and social support structures implemented in 2017.</p> <ul style="list-style-type: none">• Student participation in before school activities including extra-curricular programs such as drumming, yoga, guitar and garden art programs have been responsive to school community feedback and continue to connect and engage students to school life.

Next Steps

In 2017 Warrimoo Public School's external validation process provided an extensive review of our community programs. To further excel in this area our vibrant community partnerships throughout 2018 will focus upon:

- continuing partnership with our local Aboriginal Consultative Group members to engage our school community of learners in developing an animal totem project.
- embedding new partnerships with our departmental Aboriginal Education and Wellbeing Officers to further support local awareness of Aboriginal history and culture with all our student groups whilst also supporting our aboriginal students personalised learning pathways and strategies to support 8 ways of Learning .
- increasing participation of local community within our "Working with School Communities Project" to enhance bush fire awareness through 2017 "Get Ready Weekend" and continued student participation within the program.
- providing open learning environments within the school where parents come along to school workshops, consultation meetings, working bees, gardening, school incursions. as community partners and leaders of school projects.
- sustaining and growing community networks within our wider community, inclusive of our network of schools in our Learning Community Hub and Executive Support Group, emergency services, external occupational therapy, speech and health professionals, Gateway Family Services and Lower Blue Mountains Rotary.

Strategic Direction 3

Developing Teaching and Leading Capacity

Purpose

To promote build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development.

Alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity and to provide feedback on current performance in order to enhance student outcomes.

Overall summary of progress

The development of teachers as leaders within the school has been central to building our school capacity in 2017. This year there has been a diverse range of leadership opportunities across the school. There has been a deliberate drive in building leadership density, to ensure smooth succession planning and provide a deliberate voice to all levels of the school community. In 2017 our school successfully appointed a new Assistant Principal through a merit selection interview process and a classroom teacher was appointed through a graduate selection process.

In 2017 staff at our school demonstrated their leadership capacity across a range of curriculum, finance and management areas. Teachers contributed their individual expertise to further develop school community programs and actively mentored and lead teacher accreditation processes and professional learning projects with the school.

School teachers and executive lead Professional Learning in; Technology, Mathematics Building Blocks modules, Improving Numeracy Skills, Financial Management, Child Protection, Bushfire Awareness and e-Emergency Care.

Students participated in external student leadership programs and school management teams. Lead student technology and library teams, ANZAC Day commemorations, Peer Support, Student Representative Council initiatives and fund raisers, sporting programs and a diverse number of school sustainability initiatives. Parents and Carers led school program initiatives in the gardens, creative arts and supporting school sporting and sustainability programs. Our P&C leading school based parent and community events, programs, school grounds, canteen and our school based Uniform Shop.

In 2017 our major focus has been on the elements of Effective Classroom and Collaborative Practice. Teachers collectively focused upon a whole-school projects to systematically assess student learning to inform whole school practices in literacy and numeracy PLAN data. Student data was tracked, analysed and interpreted to significantly deliver student intervention programs and student adjustments to learning. Stage teams reviewed student work samples as evidence of where students were on the learning continuums. additional assessment instruments were used to monitor student learning, teaching and Learning Support processes, practices and delivery of programs adjustments occurred.

Throughout 2017 staff maintained and refined their professional learning goals based upon the Australian Teacher Performance Development Framework.

School leaders including students, staff and our parent community consistently exhibited a desire to develop self and others in time of constant staff change overs and new management initiatives led by executive and our school administration manager.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff develop and implement their Professional Development Plan to achieve personal and strategic goals.• Leadership is distributed across the school to support school practices.	Professional Learning \$11 149.00 QTSS \$13 509.00	Staff professional learning including: Financial Management Training, Improving Numeracy Skills, Google Apps Course, Executive Conferences, Apple Management Course and CPR and Anaphylaxis Training. Teachers collaboratively developed SMART goals aligned to school priorities, directions and professional learning aspirations through the Professional Development processes. Technology groups completed professional learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff develop and implement their Professional Development Plan to achieve personal and strategic goals.• Leadership is distributed across the school to support school practices.		to further support and implement digital tools in the classroom and support staff in implementing additional technological learning pathways to support student learning.

Next Steps

In 2018 our school plan will focus upon:

- Maintaining and extending leadership roles with our administrative and teaching staff.
- Developing mentoring roles to support teaching and administrative staff; including General Assistant, School Learning Support Officers, School Administration Officer and School Administration Manager in developing their Personal Development Plan collaboratively developing SMART goals aligned to school priorities and individuals professional aspirations.
- Targeting professional learning opportunities that will provide staff with leadership and/or mentoring skills and including all staff taking roles within the development of the school plan.
- Ensuring staff are supported to develop their knowledge of online school administrative systems including; Sentral and LMBR.
- Establishing a Grants Committee to continue to source suitable school grants to further support school infrastructure development of school playground equipment.
- Ensuring students develop as dynamic global citizens by empowering them with the skills, processes to be confident, critical and creative learners.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Equity Funding \$8 993.00	<p>Aboriginal students and families worked together to create personalised learning plans (PLP), through goal setting interviews. Targeted Learning Support Officers supported learning and social competencies with the guidance of student's teachers and the Learning and Support Teacher. Some of our students also participated in a "Books In Home Program", initiated through Lower Blue Mountains Rotary.</p> <p>In 2017 a continued partnership thrived with our school and local Aboriginal Educational Consultative Group(AECG). Staff and parents from our school attended meetings regularly with our AECG to determine school program initiatives, including the school's animal totems and the purchase of related resources for our classrooms.</p> <p>In 2017 we embedded a partnership with local elders who led "smoking ceremonies" and shared story times with all our students K–6.</p> <p>Last year we participated in a whole–school NAIDOC event with a neighbouring school. All our students participated in a day of activities lead by our AECG. This included history and cultural discussions, camp fire stories and damper making, Aboriginal games and culminating in a highly engaging day of activities.</p>
Low level adjustment for disability	Low Adjustment Disability \$76 298.00	<p>In 2017 all students requiring adjustments to their learning are catered for within classroom programs. Additional students identified are supported with learning support programs that are individualised through the collaboration of the teacher and the Learning and Support Teacher, students and parents.</p> <p>SLSO's employed to further enhance and support learning across Literacy and Numeracy.</p> <p>The school's Learning Support Team processes have been enhanced with a focus on the Learning Support Teacher supporting teachers in personalising student cognitive, social and emotional adjustments.</p> <p>As a result differentiated learning is embedded in teaching and learning programs.</p> <p>Review and analysis of school based data against learning continuums has been used to determine progress on student learning targets as well as the the Queanbeyan Probes – phonics fluency program• “Getting Started Reading Program”–Dolch sight words, phonemic awareness, phonic activities, Lindamood mouth prompts for sounds and reading passages• Sight</p>

Low level adjustment for disability	Low Adjustment Disability \$76 298.00	<p>words: Taken from levelled text• Infants Readers: Dandelion Launchers/Readers– Levelled text for struggling readers + Comprehension, handwriting and phonics worksheets• Sentence writing using a 'have a go' approach and personal dictionaries• Songs to provide memory hooks for children to connect sound and symbol. Eg: Ant in the apple. • Flashcards for single sounds, blends, consonant and vowel digraphs, CVC, • Oral retells and sequencing• Kinesthetic activities to develop connections between phonic and graphophonics• Modelled and guided reading in small groups• Deanna Jump's decoding strategies• "Super Six" Comprehension strategies.</p> <p>Students who have been on individualised learning support programs for periods exceeding 10 weeks and students with a confirmed disability sign off are included annually in the National Consistent Collection of Data.</p>
Quality Teaching, Successful Students (QTSS)	Quality Teacher Successful Student funding \$13 509.00	<p>QTSS funding provided additional staffing allocation.</p> <p>In 2017 additional time was tied to mentoring, supporting and building teacher capacity in aspects of professional learning to improve student outcomes in literacy and numeracy achievements.</p> <p>Additional allocation of teacher release was provided to enhance professional practice across the school by using one to one time with students to assess students numeracy skills. School leaders used evidence-based practices in order to build explicit assessment and establish effective collation of school based numeracy data.</p> <p>QTSS funding also provided time for peer and team leaders to provide teacher observation lessons to be aligned to their PDP goals.</p> <p>Each stage leader worked collaboratively with their teams to ensure that this time was utilised to promote explicit feedback and coaching and mentoring conversations centred around improving student progress.</p> <p>Additional QTSS funding used to fund a school executive as a technology coordinator and mentor to all student leaders and staff in delivering ICT across the school.</p>
Socio-economic background	Equity funding \$8 980.00	<p>In 2017 our Learning and Support teachers collaboratively planned, implemented and trained SLSO's in the delivery of the school K–2 initiative in supporting students with phonics based individualised programs. Student progress is continually recorded , tracked and reviewed against learning continuums and school based data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	103	90	101	89
Girls	83	69	76	80

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	98.1	96.2	97.3
1	95	96	95.9	93.8
2	96.7	92.6	94.7	96.2
3	96	95.8	96.4	96.3
4	95.4	91	96.6	92.1
5	96.1	89.5	95.7	96
6	96.5	89.7	94.7	94.3
All Years	95.9	93.2	95.7	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

In 2017 student wellbeing and management of student attendance was a heightened commitment to enable all students to actively connect, succeed and thrive within our school environment.

Our department data clearly indicates our school attendance rates are consistently above state average.

Regular attendance patterns are monitored by teachers and principal.

Warrimoo Public School staff are proactive in managing student non-attendance. Staff are using electronic roll marking to track attendance patterns and together with our Home School Liaison Person students are identified

once attendance is a concern and student plans and early intervention strategies have been implemented.

In 2017 our school developed an attendance policy and management of non-attendance has been clearly communicated through newsletters and parent information sessions.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.73
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.92
Other Positions	0

*Full Time Equivalent

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

At Warrimoo Public School no members of staff identify themselves as being Aboriginal or having Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2017 Warrimoo Public School embedded a strong commitment and focus upon professional learning.

Staff accessed research-based professional learning on a regular basis. Professional learning has been aligned to school targets and priorities. Monitoring and validation of the effectiveness of the professional learning impact on student learning was identified through our external school validation process in late 2017.

Professional learning components included:–

Improving Numeracy Skills K–6 Numeracy was a key focus area of our School Plan.

This aspect of our professional learning was lead by two staff members and embedded as an action research school project. Whilst the staff unpacked the Mathematics syllabus content, Numeracy Continuums and research based readings our focus has been to improve student achievement in numeracy as outlined by the Premiers 2017–2020 priorities.

Staff reviewed Professor Carol Dweck's research linking teaching to Growth Mindset.

The key ideas incorporated in the professional learning modules incorporated use of numerical, spatial, statistical and algebraic concepts. The staff reviewed the Numeracy Framework linking numeracy learning to other key areas of the curriculum.

- **Mathematic Building Blocks** –Two staff members undertook online training to facilitate the staff training modules including administration of SENA numeracy assessments and utilising PLAN to inform their teaching.
- **Google Apps**
- **Primary Executive Conferences**
- **Apple School ICT Managers Course**
- **Financial Management Courses**
- **Child Protection Training**
- **Bushfire Awareness and Emergency Planning**
- **CPR and Anaphylaxis Training**
- **Literacy and Numeracy and Early Years Conference**

In 2017 school leaders mentored graduate and pre-service teachers to maintain and achieve high levels of accreditation. The Teachers Professional Standards Framework explicitly aligned teachers validation processes with Australian Standards for Teachers. In 2017 one temporary long term staff member finalised accreditation as a proficient teacher after submitting annotated school based evidence. Our staff composition in 2017 had all remaining staff at various stages of career development Including graduate and pre- 2004 service teachers attaining proficient levels of accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	153,268
Revenue	1,596,044
Appropriation	1,505,604
Sale of Goods and Services	450
Grants and Contributions	87,955
Gain and Loss	0
Other Revenue	0
Investment Income	2,035
Expenses	-1,664,641
Recurrent Expenses	-1,664,641
Employee Related	-1,505,789
Operating Expenses	-158,852
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-68,596
Balance Carried Forward	84,672

At Warrimoo Public School, the financial management process includes:

- a finance committee consisting of Principal, Senior Office Manager and Assistant Principals
- individual school and program budgets aligned to each strategic direction and operational budgets for other committee areas
- the finance committee meets each term to oversee reports, monitor expenditure and adjust as required.

In 2017 the school raised funds through school and community activities. The school identified literacy programs requiring upgrades and additional school resources. These included financial capital investment in:–

- Literacy Pro, a years 3–6 reading and comprehension online program and subscription supporting reading and comprehension assessments for our students in years 3 –6.
- K–2 upgrade and acquisition of additional school readers and Phonics Program supporting our Learning Support initiatives.

- Community engagement Programs including; School based Rural Fire Service "Get Ready Weekend" and Bushfire Awareness Program for students K–6.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,299,590
Base Per Capita	27,050
Base Location	0
Other Base	1,272,539
Equity Total	94,271
Equity Aboriginal	8,993
Equity Socio economic	8,980
Equity Language	0
Equity Disability	76,298
Targeted Total	55,234
Other Total	36,089
Grand Total	1,485,184

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

Each year our school's NAPLAN results are reviewed and analysed in collaboration with stage teams, learning and support staff and the Learning Support team.

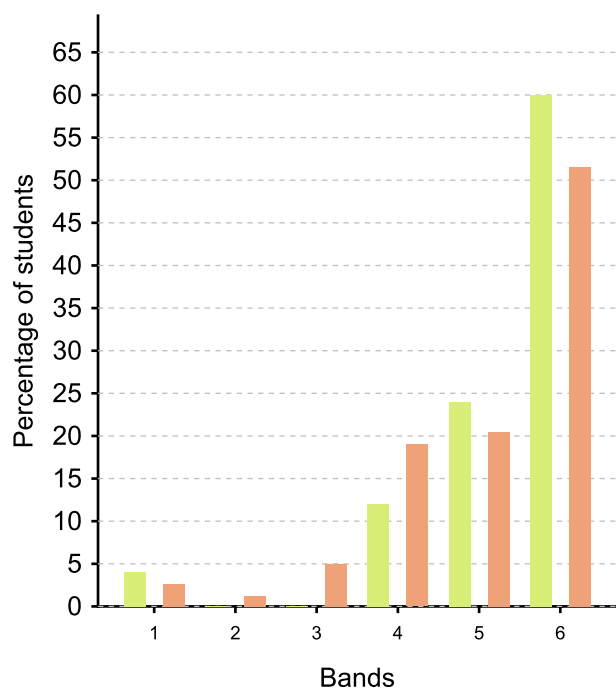
In 2017, Year 5 students expected growth in NAPLAN results significantly impacted upon a review of our learning support programs for the relevant cohort of eight students. The Year 5 Reading results indicated 50% of students in top two bands; in Writing only 12.5% students attained a band 7; in Spelling 62.5% of students achieved top 3 bands; in Grammar and Punctuation 29.1% of students achieved top two bands.

Year 5 were at least 15% above the state results in Reading identifying the main idea of a persuasive article and in Writing a persuasive article and identifying correct grammar and punctuation.

Year 3 student NAPLAN results over time show an increasing percentage of students in Year 3 attaining a greater percentage of results in the top two bands. In 2017 Year 3 students results indicated 80% of students in top two bands, compared to 59.1% being the state average.

In 2017 Year 3 achieved 72% of students attaining top two bands in Reading; in Writing 84% attaining top two bands, in Spelling 72% attaining top two bands and in Grammar and Punctuation 84% attaining top two bands.

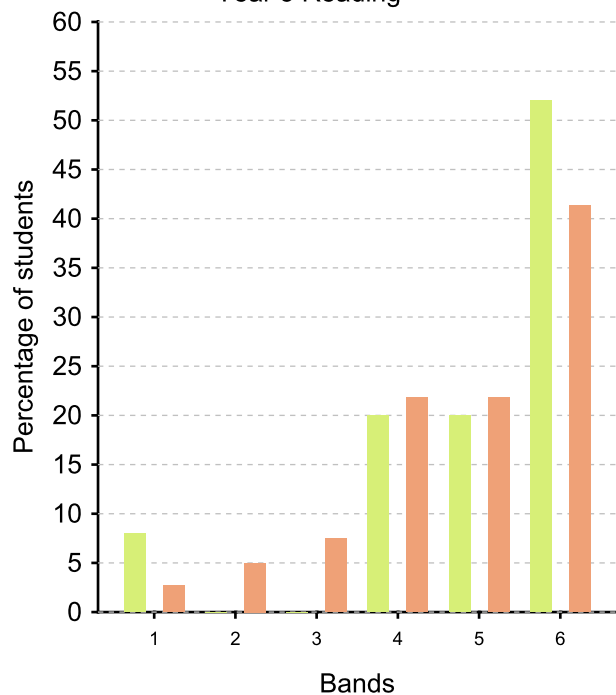
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.0	0.0	0.0	12.0	24.0	60.0
School avg 2015-2017	2.6	1.2	5.0	19.0	20.5	51.6

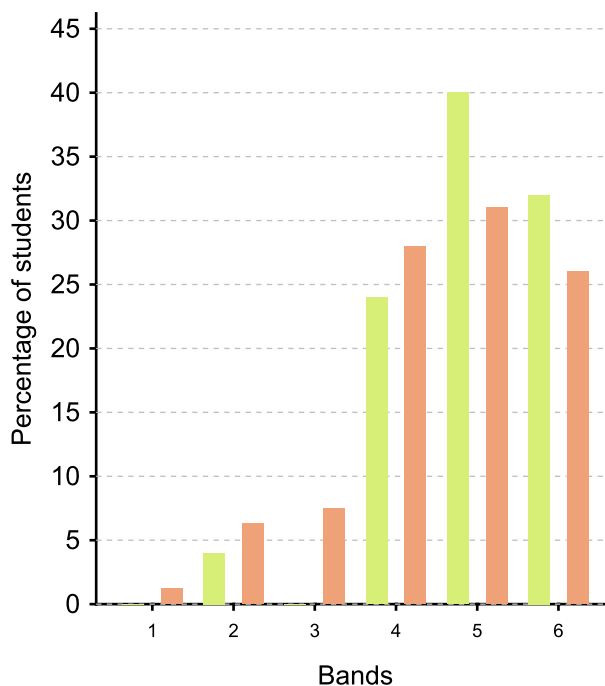
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	8.0	0.0	0.0	20.0	20.0	52.0
School avg 2015-2017	2.7	5.0	7.5	21.8	21.8	41.3

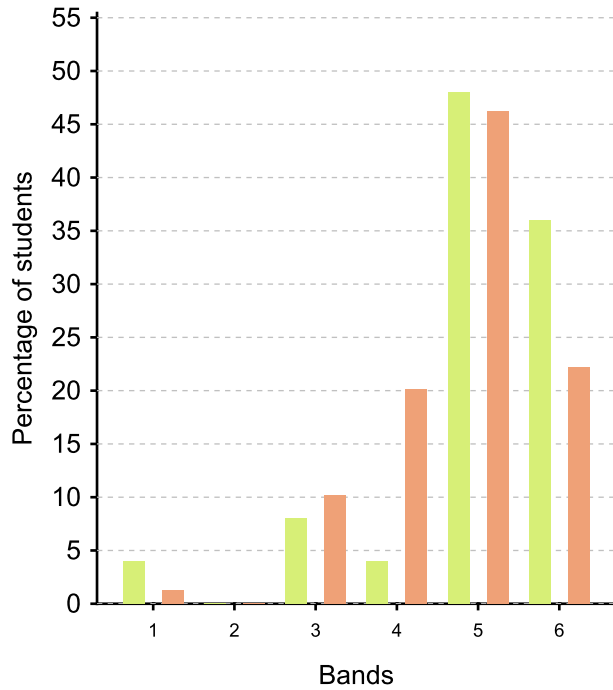
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	4.0	0.0	24.0	40.0	32.0
School avg 2015-2017	1.2	6.3	7.5	28.0	31.0	26.0

Percentage in bands:
Year 3 Writing

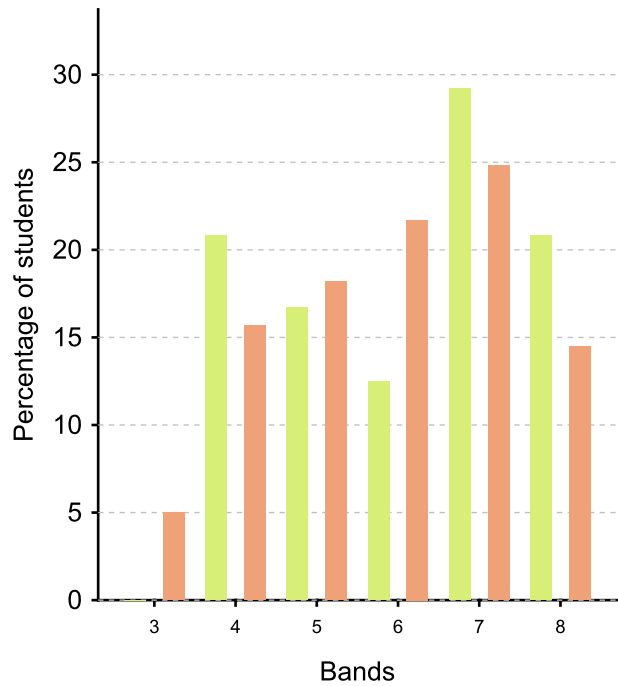


Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.0	0.0	8.0	4.0	48.0	36.0
School avg 2015-2017	1.3	0.0	10.2	20.1	46.2	22.2

Band	3	4	5	6	7	8
Percentage of students	4.2	20.8	20.8	25.0	8.3	20.8
School avg 2015-2017	5.2	13.2	25.6	22.1	16.7	17.0

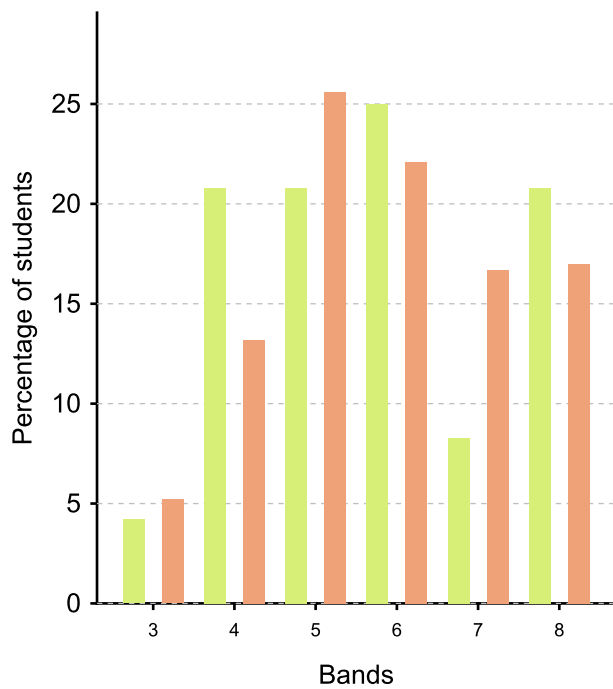
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

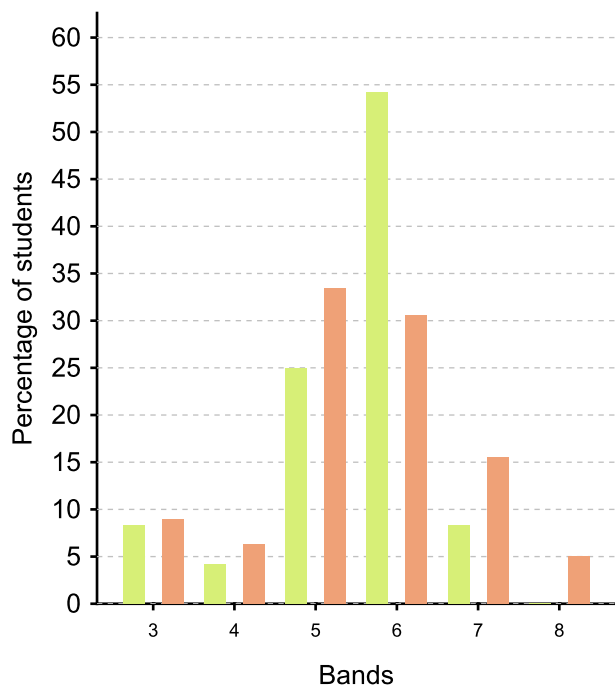
Band	3	4	5	6	7	8
Percentage of students	0.0	20.8	16.7	12.5	29.2	20.8
School avg 2015-2017	5.0	15.7	18.2	21.7	24.8	14.5

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

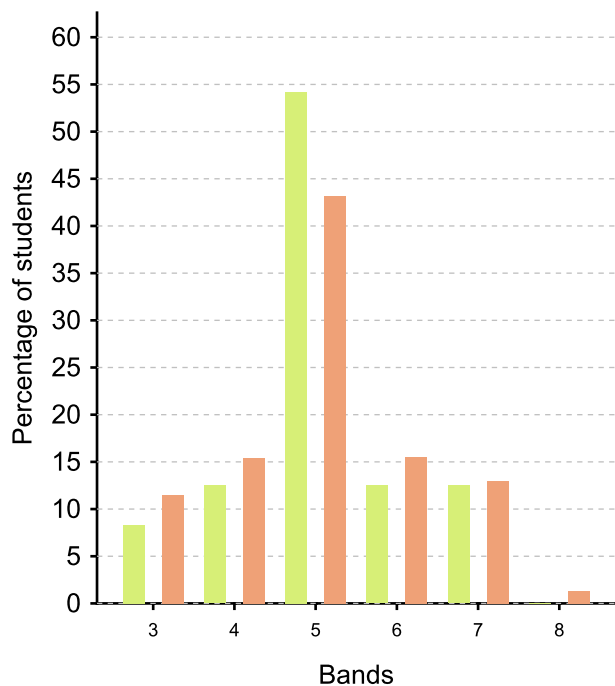
Band	3	4	5	6	7	8
Percentage of students	8.3	12.5	54.2	12.5	12.5	0.0
School avg 2015-2017	11.5	15.4	43.2	15.5	13.0	1.3

In 2017 Numeracy results indicated no students attaining a band 3, whilst 12.4% attained a band 4; 29.2% attained a band 5; 37.5% attained a band 6 and 16.6% attaining in the top two bands.

In 2017 Year 3 Numeracy results indicated no students attaining a band 1 result; 4% attaining a band 2; 8% attaining a band 3, 12% attaining a 4 and 76% of students attaining results in the top two bands. The Year 3 cohort of students achieving above state average percentages.

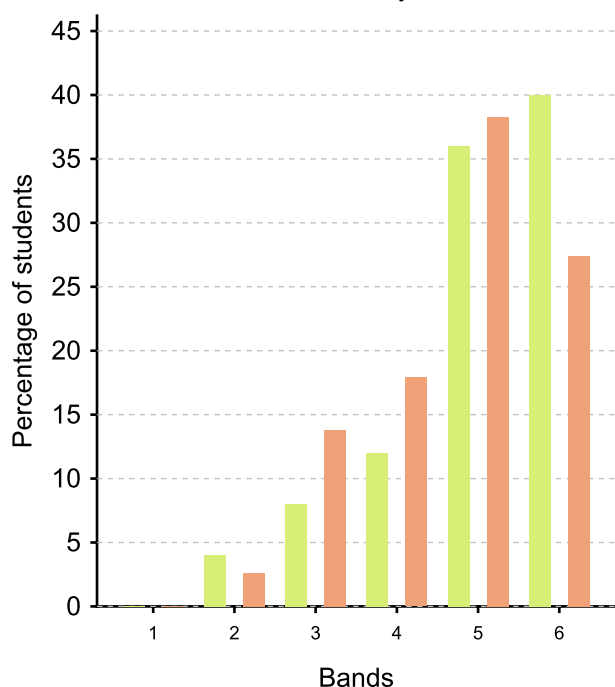
Band	3	4	5	6	7	8
Percentage of students	8.3	4.2	25.0	54.2	8.3	0.0
School avg 2015-2017	9.0	6.3	33.4	30.6	15.5	5.0

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	4.0	8.0	12.0	36.0	40.0
School avg 2015-2017	0.0	2.6	13.8	17.9	38.3	27.4

Band	3	4	5	6	7	8
Percentage of students	0.0	12.5	45.8	25.0	8.3	8.3
School avg 2015-2017	2.5	14.2	40.3	20.9	14.3	7.8

In 2017, Warrimoo Public School participated in an additional NAPLAN online trial version of the assessment. We are able to use this opportunity to assess our technical capabilities for administering the online platform once in place.

In 2017, our student cohorts in Years 3 and 5 results matched or exceeded the Premier's priority of an increase of students working in top two bands for reading by 8%.

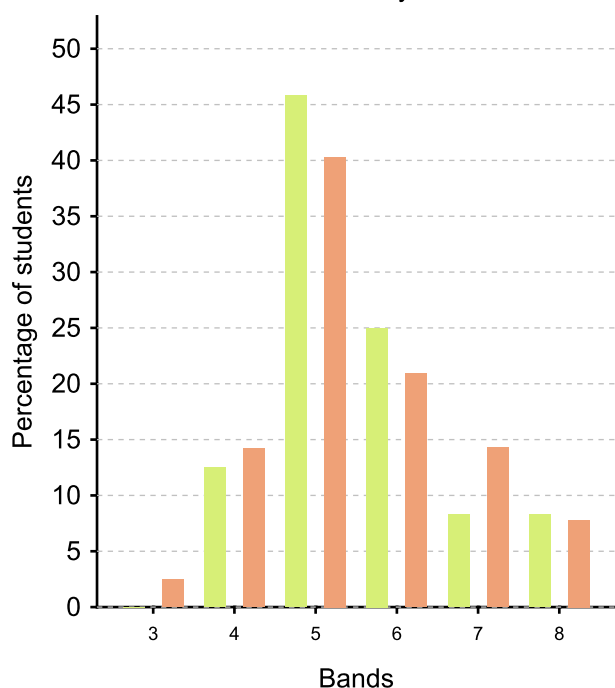
In 2016, Year 3 students attained 69.23% of its cohort within the top two bands in Reading; **in 2017 results attained were 72% exceeding state priorities and averages.**

In 2016, Year 5 students attained 29.63% of its cohort within the top two bands in Reading; **in 2017 results attained were 50% exceeding state priorities.**

In 2016, Year 3 students attained 73.08%% of its cohort within the top two bands in Numeracy; **in 2017 results attained were 76% exceeding state priorities and averages.**

In 2016, Year 5 students attained 11.11%% of its cohort within the top two bands in Reading; **in 2017 results attained were 16.67%.**

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Parent/caregiver, student, teacher satisfaction

Tell Them From Me 2017

In 2017 Warrimoo Public School saw its staff, students and parents participate in surveys to provide feedback on the school and its progress.

We had 8 teachers who worked either full-time or part-time at the school who completed the Tell Them From Me survey. The eight drivers of student learning were:

- Leadership
- Collaborations
- Learning Culture
- Data Informs Practice
- Teaching Strategies
- Technology
- Inclusive School
- Parent Involvement

The teachers ranked the school performance as average in most of these areas. However our school mean, sat just below the NSW Govt norm across the survey. The teachers indicated that the Learning Culture and Inclusivity of the school were developing steadily. They also indicated that Collaboration was an area that required further focus.

Students from Year 4, 5 and 6 participated in the student survey.

* Year 4 had 20 students complete the survey.

* Year 5 had 24 students complete the survey.

* Year 6 had 26 students complete the survey.

Some of the interesting results for Warrimoo compared to the state norms were:

- 90% of Warrimoo students had positive behaviour; the NSW Govt norm was 83%.
- Students were asked about being subjected to physical, social, or verbal bullying, or being bullied over the internet.

Warrimoo students recorded that the incidence of this occurring to them was 16% below the NSW Govt norm.

Some of the data that staff would like to explore further was:

In the Skills–challenge area, students were asked about feeling challenged in their English and Maths classes and how confident they feel of their skills in these subjects.

* 30% of our students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.

* 32% of our students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 14%.

* In this school, 33% of students had positive homework behaviours; the NSW Govt norm for these years was 63%.

In the parents survey, the families were asked to complete a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

15 of our families completed the survey.

Our school mean score was above the NSW Govt norm in most of the areas covered.

The results indicated that our parents feel welcome, are informed and communicate effectively with staff about their children. They feel that the school supports positive behaviour.

Interesting points to note:

- All parents surveyed support overnight excursions for the students.
- Parents were also asked about homework, its format and the amount of time spent on it. This is an area that will be explored further within our community.

Policy requirements

Aboriginal education

In 2017 Warrimoo Public School learning community continued to improve educational outcomes and wellbeing of our Aboriginal students. We ensured the learning needs of all our Aboriginal students were met through an integrated approach to quality teaching, curriculum and assessment.

At Warrimoo Public School we maximised learning through identifying and analysing data, attendance patterns and overall student engagement within the school environment. Students, staff and parents together review individualised learning pathways, smart goals and differentiated learning where applicable.

In 2017 we continued to embed a strong partnership with our local Aboriginal Educational Consultative Group(AECG) in the Blue Mountains. Staff and parents attended regular AECG meetings as well as hosting AECG meetings at our school. Together with students, staff and parents school based initiatives evolved, including the recognition of three animal totems to link to our school identity, local elders lead school smoking ceremonies and cultural story times, Aboriginal dance

groups performed and together all our school community shared local history and culture throughout the year.

In 2017 Warrimoo Public School linked with another local school to celebrate NAIDOC week celebrations. Students were able to interact with other Aboriginal students from a local school, lead a smoking ceremony event, meet local elders and listen to their stories. Students engaged in activities that incorporated learning traditional skills, including games traditionally used to develop hunting techniques, cooking and art.

Multicultural and anti-racism education

In 2017 students celebrated Harmony Day within classroom based activities to acknowledge their understanding and acceptance of cultural diversity. Throughout the year teachers conducted lessons to emphasise the message of cultural tolerance, difference and intercultural understanding across various key learning perspectives. As an Release from face to face teacher in 2017 our present Anti-Racism Officer assisted students to understand cultural similarities and differences.

In 2017 our canteen provided multi-cultural food days to provide students with alternative food choices with on site preparation of Japanese sushi made by visiting chefs.

Other school programs

The K-2 Literacy Initiative has been implemented as an alternative to the Reading Recovery model. This model has given us greater flexibility in the way we work. We have been able to provide intervention much earlier, in Kindergarten, “catching them in the net”, not waiting for Year 1. On the other end of this we have been able to continue with a reading recovery approach beyond Year 1 into Year 2. It has allowed us to cater for more children in both a one-to-one or small group situation. Learning Support teachers and SLSO's worked as part of literacy groups within classrooms as well as withdrawing to cater for individual student needs.

Our team has included LaST's, SLSOs, class teachers, School Counsellor, NDIS and other outside agencies (Speech, OT) Reading Recovery trained personnel and an SLSO in training.

Children are supported in our initiative whilst ever they have a need.

More of our children are benefitting from this than were with Reading Recovery and limited numbers. We have catered for 4 Kinders, 11 Year 1 students and 3 Year 2 students (18 total) on a one-to-one basis, as well as all K-2 students through class literacy groups.

As a precursor to this program, children are introduced to the “Growth Mindset” concept and participate in a variety of lessons which are aimed at developing an individual's will to persist and strategies for learning, ensuring the individual students wellbeing is at the core of this program.

- Queanbeyan Probes – phonics fluency program

- “Getting Started Reading Program”–Dolch sight words, phonemic awareness, phonic activities, Lindamood mouth prompts for sounds and reading passages

- Sight words: Taken from levelled text• Infants Readers: Dandelion Launchers/Readers– Levelled text for struggling readers + Comprehension, handwriting and phonics worksheets

- Sentence writing using a ‘have a go’ approach and personal dictionaries• Songs to provide memory hooks for children to connect sound and symbol. Eg: Ant in the apple.

- Flashcards for single sounds, blends, consonant and vowel diagrams, CVC

- Oral retells and sequencing• Kinesthetic activities to develop connections between phonic and graphophonics

- Modelled and guided reading in small groups• Deanna Jump's decoding strategies

- “Super Six” Comprehension strategies.

*Activities are provided to classroom teachers to support language deficits which were identified through CELF 4 Screener across Kindergarten.

Through anecdotal, observation, standardized testing and benchmarking students, programs are regularly evaluated and adjusted accordingly to meet the needs of our students and parent meetings occur to provide information and consultation of student interventions.

Learning Support Programs

In 2017 the role of the Learning and Support (LaST) teacher allocation translated into a shared role with two teachers providing individual and group student support. Our school programs reflect the needs of school priorities and individualised student needs and learning adjustments that were underpinned through a collaborative and consultative approach to ensure student, teacher and parents played an active role in planning identified student goals.

In 2017 the Learning Support Team continued to review referral processes, initiated new student profiles and educational learning plans for new student needs and regularly met with staff, executive, parents and counsellor to consult on the ongoing needs of students identified with cognitive, social and emotional support needs.

PM K–2 Reading and Literacy Pro Program

The PM Reading Program has been ongoing at Warrimoo Public School for many years. This Reading Program begins in Kindergarten and students are benchmarked against reading levels 1–30 (in most cases by the time the students reach Year 3 they move into the Literacy Pro Reading Program). Teachers use the levels to inform The Home Reading Program and their Guided Reading Groups around instructional levels of reading. The Literacy Pro Program is a research based, on–line assessment resource that provides teachers with evidence–based data, so they are informed when making teaching/learning decisions to further support students comprehension and to develop proficient readers. In 2017 the initial stages of completing the online lexile assessments began for Years 3–6 which determines each student's Lexile Reading Measure. After completion of the assessments Literacy Pro generates a list of suggested books to access through our school library and on–line e–books.

Best Start Kindergarten Program

All students entering Kindergarten complete a one–on–one assessment with a teacher. This program is designed to identify each student's literacy and numeracy skills. The assessment measures a student's level of understanding of literacy and numeracy concepts. In some instances teachers can then implement learning adjustments to student programs at the very onset of the school year. Student reports are sent home and parents are invited to connect with the school to discuss their child's assessment report.

Books in Home Program

The Books in Home Program at Warrimoo Public School is supported through our Blue Mountains Rotary Group. Key components of the program include involving school learning communities in increasing opportunities for all students to connect literacy within the home. The program offers the provision of 12 books for 10 students per year. The program runs each term with the assistance of a Rotary volunteer working with students at school on a weekly basis and "reading for fun" with students.

Peer Support Program 2017

Year 6 students participated in a two day Peer Support Leaders program to prepare them for their roles as Peer Support Leaders. The Peer Support program ran over 8 weeks and each year modules cover skills including friendship, anti–bullying and resilience.

ANZAC Day

Our School Learning Community, lead by our student leaders take part in a whole school designated assembly to honour this day. A large number of students and parents join us each year in commemorating this day at our local RSL Springwood Service where our students march in our local community to honour our servicemen and women.

2017 Crunch & Sip K–6 Program

In 2017 our school continued to participate in The Crunch & Sip Program as a set break to eat salad vegetables, fruit and drink water as part of the morning class routines. This initiative provides students with a chance to re–fuel with a short healthy eating break that helps to improve physical and mental performance and concentration in the classroom, as well as promoting a long life health benefits. Often produce from our school gardens is shared with various classes during the "Crunch and Sip" daily routine.

Yoga Program

In 2017 our school "Yoga For Kids Program" has been a weekly before school extra–curricular activity. The program poses; songs, games, partner group work, stories, stretching, body awareness, understanding breath, music, visualisations, relaxation and mindfulness.

African Drumming and Dance

In 2017 "Hands, Hearts and Feet" provided educational sessions for all students K–6. During the past 10 years Hands Heart and Feet have also provided before school lessons for our primary students. The group and their instructors performed at Principal assemblies, School Fairs and Open Days and Lower Blue Mountains dance festivals, including a culminating Performance in 2017 at The Joan Sutherland Centre receiving overwhelming reviews and appraisals.

Dance Programs

In 2017 a school dance group "Inek" led by a staff member in collaboration with our African Drumming instructors and performers. The "Inek" dance group and Bali Katonga/The Warrimoo Sunshine Crew dance group were both selected for inclusion in The Blue Mountains Nepean Dance Festival and performed at The Joan Sutherland Centre where they were highly acclaimed for their creativity, energy and enthusiasm.

Year 5/6 Transition Dance Program In 2017 continued our partnership with our local High School Dance Group, Year 5/6 students were selected to participate in this very successful transition program under the direction of Head Teaching staff from Blaxland High School. Each year students from Blaxland High School visit our school to perform both dance and choral singing. The ultimate purpose of the transition program is to link talented dancers from various primary schools in the Lower Blue Mountains area.

Ukulele Program

In 2017 "Mookulele" our school Year 3– 6 ukulele group once again performed at the Blue Mountains Ukulele Festival. The groups inception that was initiated and led by a staff member as a before school extra– curricular program. performances to our K–6 students.

Year 6 and Kindergarten Buddy Program

At Warrimoo Public School our Kindergarten and Year

6 students participate in a school "Bubbies Program". It is one of the many school initiatives that help our Kindergarten students settle in to school life. Buddies initially met through our Kindergarten Transition Program and have follow up session times together once at school. The program has an extremely positive impact upon both cohorts of students. It is another opportunity for our senior students to acknowledge their leadership, become more responsible and foster pride in their ability to help others.

Student Representative Council

The SRC is a Student Council group of class representatives designed to help promote school spirit and leadership among students. At Warrimoo Public School our students have always maintained a high standard of citizenship. The SRC provide a student voice relating to school related issues, maintain open communication between students and staff, involve themselves in school service; including fundraising events, school projects and attend organised school SRC meetings.

Operation Art Program

In 2017 students from Years 1–6 participated and represented the school in Operation Art workshops. This program offers students creative opportunities presented by specialist visual art tutors, which are designed to extend student's participants' skills and art making beyond the classroom.

Warrimoo Sound Lounge

The "Warrimoo Sound Lounge" initiative led by our Parent and Citizen Association provides our parent and community an opportunity to come along to school based events and be entertained by an array of international and Australian musicians and singers.

Kitchen Garden and Art Hub Program

In 2017 our school garden and art projects was collaboratively embedded within school programs as well as an extra-curricular activity before school and led by many parent volunteers in collaboration with staff at Warrimoo Public School. The program initiated through a community funded grant and blossomed into a very creative outdoor learning space for K–6 students. The abundant produce from our vegetable gardens supplemented a canteen initiative to include fresh produce into the school menu.

Choir Program

In 2017 students participated in our Choir, led by a school staff member as an additional extra-curricular activity. The Choir performed at many of our school functions including Education Week, Grandparents Day, special assemblies and performances in our local area.

Warrimoo "Play and Chat Group"

Warrimoo Public School's P&C organise a weekly on school site facility for pre-schools (0–6) and their

parents/ carers. The morning program was initiated through our community partnerships with Blue Mountains Stronger Family Alliances and their connected affiliations and networks with Gateway Services. The program is supported through our school and offers a range of morning activities including painting, play dough, dress up, dance and ball activities. The program has been a strong link and partnership for children and families transitioning into school life.

FISILL : Before and After School Care Program

Warrimoo Public School facilitates a privately run before and after school service on site to support many of our families. The school recognises the significance of a school community based service and together we support children's sense of belonging within the school and community environment.

Drug Education and Cyber Anti– Bullying Programs

In 2017 students in Years 3–6 participated in virtual classroom presentation called "Keep it Sweet Online" as part of a global celebration which aims for students to unite and engage in safe practices on the internet. The program has been an Australian Government initiative : from The Office of The Children's eSafety Commissioner. The school offers a range of anti-bullying programs through school incursions and Personal Development and Child Protection lessons.

Drug Education Program

Warrimoo Public School is also aligned to our K–6 Health Harold Life Education visits. All our programs within our school promote the health of students within the context of our Personal Development, Health and Physical Education curriculum and are underpinned through The Wellbeing Framework and Student Welfare programs.

Sports Programs

In 2017 Warrimoo Public School students participated in The Winmalee Cup held at Jamison Park, Penrith. Our school netball teams displayed a tremendous effort, great sportsmanship and gave their best during the competition. Our soccer teams were also wonderful competitors. The teams displayed outstanding soccer skills, showed determination, commitment and great team spirit.

The 2017 Athletics Carnival was another wonderful sporting opportunity for our students. Warrimoo Public School's Swimming and WaterSafety Program is an intensive learn to swim program, which develops water confidence and provides students with basic skills in water safety and survival. The program is conducted over 10 days with each daily session being 40 minutes. The School Swimming Program is held at Glenbrook Swim Centre.

In 2017 our students aged 8 –12 years participated in our school Athletics, Cross Country and Swimming Carnival held at various locations including Tom Hunter Park, Faulconbridge and Glenbrook Swimming Centre.

As always the students represented the school with great sportsmanship and team work. The K–2 students have been involved in all levels of the Athletics and Cross Country events having and alternative sporting carnival activities running in conjunction with the the primary school events. During the Swimming Carnival our school organise an alternative K–2 "Wet and Wacky Day at school where students participate in a Water Safety Program and activities are planned to incorporate some water play at school.

In 2017 Years 5 and 6 students participated in a bike education CARES Road Safety Program held externally at CARES in St Marys. The program involved learning about pedestrian crossings, stop signs, road sense and wearing of helmets when riding bikes.

Our school participates in "Jump Rope for Heart" Program which encourages children to become active, learn new skills and raise vital funds for cardiovascular research and community programs. Students at our school contribute to the fundraising appeal whilst also engaging in a skipping "Jump Off" day at school. The overall program focus of all our sporting was to educate the students about the benefits and fun of becoming actively involved in sporting programs.

Library Programs

Our Library Program for 2017 continued to focus on providing quality literacy, developing student research skills and fostering the love of reading. Education Week themes each year provide a backdrop for our students, staff and parents to showcase and share our unique library environment culminating in a school Book Fair. Each year K–6 students participate in Premiers' Reading Challenge led by our school Librarian who also reads nominated books through the challenge with a K–2 students whilst our Years 3 –6 cohort independently completed the challenge. Our Library is looking amazing and keeping up to date with library trends, online programs including Literacy Pro and World Book Geography and History links to learning. The Library has a driven group of library monitors who are trained to assist in lunchtime and open day functions in the Library.

Sustainability Programs

In 2017 the school focused upon continuing to develop student and community awareness of environmental issues within the local school and its neighbouring environments.

In 2017, Warrimoo's school community engaged in a partnership with Blue mountains City Council to develop a walking track guide publication of Cross St, Warrimoo. The guide provided students an opportunity to map, investigate local fauna and flora and connect to their local environment.

In 2017 the Year 3–6 students engaged in Bio–Blitz days and a school community engagement program with Blue Mountains City Council to design a dry creek bed as a catchment area for school storm water. Subsequently the dry creek was built and in 2018 will be a source for outdoor learning and designing an

indigenous planting area.

Clean Up Australia Day is an annual event and thankfully, there's not too much rubbish at Warrimoo Public School! It's an activity that assists our students to think about the impact of litter on our environment and make adifference in their school and local community.

Student Leadership Programs

In 2017 opportunities for student leaders involved opportunities for students to develop clasrrom leadership roles in class meetings, class discussion and critique of relevant school and policy issues, class rules and expectations as well as assessment, teaching and learning conversations.

Within the school student leadership engages students in the traditional roles of the Student Representative Council, school ambassadors in external community based programs and projects, leading assemblies and special day events, peer support programs, school playground activities, ICT and gardening committees.