

# Warrimoo Public School

## Annual Report



2018



4195

## Introduction

The Annual Report for **2018** 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.

Mr Tony Jeff

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 166 students, inclusive of a 4% Aboriginal cohort of students.

We are committed to providing authentic teaching and learning programs that develop skills in technology, digital citizenship, critical thinking and inclusive school leadership to enable students to reach their potential academically, socially and emotionally.

Warrimoo Public School is fostering a culture that has a sound understanding of student assessment and data concepts, and aims to build the capacity of all staff to lead and promote continuous improvement in literacy and numeracy for all students.

We have been strategic, focused on the nurturing of the learning community that acknowledges the dynamic partnerships involving our local schools network and external agency collaboration.

The Parents and Citizens Association are a very robust and active parent group who also manage a "Play and Chat Group" for children aged 0–6 years, within our local school environment.

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. 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.

#### ***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 – Sustaining and Growing*

*Assessment – Sustaining and Growing*

*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 Practices – Sustaining and Growing*

*Data Skills and Use – Delivering*

*Professional Standards – Sustaining and Growing*

*Learning and development – Delivering*

***In the domain of Leading***

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

*Educational Leadership – Delivering*

*School Planning, Implementation and reporting – Delivering*

*School Resources – Sustaining and Growing*

*Management practices and processes – Sustaining and Growing*

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Learning

#### Purpose

To enhance whole school wellbeing programs and implement futuristic pedagogies to develop self-directed learners, leading to high levels of student performance in literacy and numeracy.

#### Overall summary of progress

Throughout 2018, in the strategic direction of Learning, our staff began the journey of an integrated approach to student wellbeing supporting the students academic, social and emotional self to enhance their ability to connect, succeed and thrive. Our school's learning culture and student wellbeing processes have enabled the staff of Warrimoo Public School to make authentic connections and implement positive improvement and procedures that enhance the learning outcomes of all children.

In 2018 our staff and parent community led wellbeing programs that have increased student engagement, sustained our high levels of school attendance and continued to promote positive learning attitudes and student confidence. Our school's wellbeing 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 the element of collecting and analysing school data, the staff have taken on an active learning journey to enhance the wellbeing of the entire student body. The implementation of collecting, entering and maintain data via the electronic program Sentral, related to positive, negative and neutral behaviour, has allowed the school to identify, track and provide intervention to trends and patterns. Additionally, teaching staff have been trained in writing Personalised Learning Pathways (PLP) and Individual Education Plans (IEP) for all students that require an adjustment to their learning. Students, parents and teachers are the key stakeholders in identify and improving the learning outcomes.

Positive and collaborative relationships between the teachers, student and parents increased with improved engagement impacted positively upon attendance and engagement rates. The Aboriginal Education and Wellbeing officer and Home School Liaison Officer provided support with developing attendance plans and monitoring of our school's data, which has improved the engagement of students at Warrimoo public School.

The Premier's priorities for literacy and numeracy are specifically designed to move students from the middle bands into the top two bands of NAPLAN. An average of 61% of students in Year 3 and Year 5 in 2018 have been identified as meeting these priorities, which is a 7% increase from 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of school data to inform whole school wellbeing programs as compared to the baseline school data.	Teacher Professional Learning  Learning and Support for the delivery of IEP & PLP • \$900 National Consistent Collection of Data (NCCD) • \$450	Executive team gained a deeper understanding of the Aboriginal Education Policy and the components required to produce Personalised Learning Pathways (PLP) for our current Aboriginal students. Connections between the Aboriginal Education and Wellbeing Officer were established, developed and nurtured to design and implement the PLPs with full support and professional learning of all teaching staff.  Student goal setting of all students K–6 was established, evaluated and measured with all students requiring learning support identified and assisted with their needs catered for.  Staff gained knowledge and understanding through, Executive led professional learning, to use Sentral to record and track our students negative, positive and neutral behaviours. All Individual Education

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of school data to inform whole school wellbeing programs as compared to the baseline school data.		<p>Plans (IEP) and PLP were uploaded through the wellbeing application of Sentral.</p> <p>Positive Behaviour for Learning professional development was presented to the executive team in preparation for implementation of the program at Warrimoo Public School in 2019.</p> <p>Teachers participated in professional learning related to the NCCD and were allocated time to record the necessary data.</p>
Increase the student attendance rates to 96% as compared to baseline wellbeing data.	Nil	<p>The Aboriginal Education and Wellbeing Officer supported the school to engage 'at risk' students in relation to attendance. An improvement in attendance was established throughout their partnership.</p> <p>The school enlisted and collaboratively worked alongside the Home School Liaison Officer (HSLO) to supported the school with developing and constructing procedures to enhance the wellbeing and reduce anxiety, resulting in improved school attendance.</p>
Increase the proportion of students who are demonstrating at or above expected growth in literacy and numeracy in line with Premier's priorities.	Nil	<p>Student growth in literacy and numeracy for NAPLAN 2018 have indicated a positive trend above the state achievement level. 56% of students across Year 5 in reading and 67% of students in numeracy demonstrated above expected growth in their NAPLAN results. All students identified through learning support programs maintained substantial growth in the areas of literacy and numeracy.</p> <p>In accordance with the Premier's priorities, an average of 61% of all students who sat the 2018 NAPLAN achieved in the top 2 bands, which is an improvement of 7% from 2017.</p>

## Next Steps

As part of the Warrimoo Public School annual review and planning into 2019 and beyond, the following areas across the strategic direction of Learning will be implemented in the 2018–2020 School Management Plan.

Increased use of school data to inform whole school wellbeing programs as compared to the baseline school data.

- Commencement of our school's participation in the Positive Behaviour for Learning (PBL) journey. Staff will be provided with implementation training and commence the collaborative discussion with all stakeholders of the school to make decisions, plan for a whole school approach to PBL and begin the process.
- A focus on the four key fundamentals of the FISH Philosophy; play, be there, make their day and chose your attitude, will be explored and developed to work hand in hand with the PBL process.
- Continued exploration of the Sentral program will support wellbeing within the school in relation to roll marking, tracking of data and formulating PLPs and IEPs.

Increase the student attendance rates to 96% as compared to baseline wellbeing data.

- Continued partnership with the Aboriginal Education and Wellbeing Officer and Home School Liaison Officer to improve engagement within the school.
- Professional learning associated with research based evidence of setting student goals and knowing every student as an individually to support their academic, social and emotional wellbeing.

Increase the proportion of students who are demonstrating at or above expected growth in literacy and numeracy in line

with the Premier's priorities.

- Continued improvement of students achieving in the top two bands of NAPLAN for literacy and numeracy.
- Data analysis will be implemented to identify trends, both positive and negative, and provide intervention to ensure that all students have the opportunity to connect, succeed and thrive.

## Strategic Direction 2

### Teaching

#### Purpose

All teachers implement quality teaching practices by identifying student achievement and progress.

Staff create and inspire a culture of continuous learning by evaluating their performance against the professional standards.

#### Overall summary of progress

Throughout 2018, in the strategic direction of Teaching, our staff began the journey of utilising the learning progressions for literacy and numeracy to better inform the teaching, learning and assessing at Warrimoo public School. Teachers were exposed to professional learning and development that aided and established the necessary knowledge and skills to begin working within future driven systems and processes of the Department of Education. By commencing the implementation of the progressions, teachers are receiving the skills to better differentiate the curriculum for all students across every classroom.

Best Start Kindergarten Assessment is a literacy and numeracy assessment conducted for all Kindergarten students in the first five weeks of school. Best Start Kindergarten has been conducted in all NSW public schools since 2010. The assessment identifies student's literacy and numeracy skills on entry to Kindergarten. It has been revised to support the NSW Government's Literacy and Numeracy Strategy 2017 – 2020 and is mapped to the national Literacy and Numeracy Learning Progressions. The revised assessment is conducted in line with existing school practices and will build upon teaching and learning programs that support students in the transition to school. The current Kindergarten teachers were trained in the delivery of the program to support the successful transition to Primary School.

Performance and Development Plans (PDP) are developed individually by every staff member at our school. These plans are utilised to identify areas of professional learning and development that needs to be taken in order to reach our goals. At Warrimoo Public School, collaboratively shared and personal goals drive our professional learning programs and support a growth mindset. The development of these plans remains an accurate and meaningful process which allows the staff to enhance their skills and improve their productivity.

In order for all teaching staff to remain current in their positions and ahead of researched base best practice it essential for professional learning to be a strong focus. In order to meet the requirements of NESA teacher accreditation we have set benchmarks for ourselves to participate in a minimum of 20 hours professional development each year which specifically links to our current school strategic plan and individual Performance and Development Plans.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers effectively use data skills to systematically identify and guide assessment for, assessment as and assessment of learning using class tracking sheets as base line data.	Best Start training • \$1 000	<p>The executive team gained a deeper understanding of the progressions of learning via professional development in this area. This knowledge gained was targeted and transferred to the teaching staff. This language has been imbedded into the manner in which communication takes place for literacy and numeracy.</p> <p>Teachers began to develop their knowledge and enhance their skills using the learning progressions. Staff plotted a cluster of students within numeracy to solidify the professional learning conducted.</p> <p>The Kindergarten teachers attended Best Start training ready for implementation in 2019.</p>
All teachers implement quality formative assessment practices as indicated through collection and monitoring of	N/A	All staff developed, tracked and evaluated Performance and Development Plans (PDP) that cohesively linked to the strategic school plan. Long term goals were established with feedback provided



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching programs.		<p>in relation to individual staff members progress of these goals.</p> <p>Professional learning and development was delivered and implemented to teachers related to the 'What Works Best' document. High expectations for all students were established where all learners were challenged to achieve their very best through differentiation of the curriculum.</p>
100% of teachers demonstrate a personal responsibility in attaining 20 accredited hours annually to maintain and develop their professional standards.	<p>Teacher Professional Learning</p> <ul style="list-style-type: none"> <li>• \$11 273</li> </ul>	<p>In order to provide the students of Warrimoo with the very best academic opportunities teaching staff achieved a minimum of 20 accredited hours of professional learning. All teachers identified Learning Intentions and Success Criteria (LISC) as a common goal across the school to enhance the Visible Learning strategies utilised within the classrooms.</p> <p>Peer observation lessons were conducted to provide professional and timely feedback for each member of staff to assist with improving and developing current teaching practices.</p>

## Next Steps

As part of the Warrimoo Public School annual review and planning into 2019 and beyond, the following areas across the strategic direction of Teaching will be implemented in the 2018–2020 School Management Plan.

100% of teachers effectively use data skills to systematically identify and guide assessment for, assessment as and assessment of learning using class tracking sheets as base line data.

- The progressions of learning in literacy and numeracy will become a strong area of development within our school. An Instructional Leadership position will be established in order to upskill and form a partnership with teaching staff to plot all students within their classes in two areas of literacy and numeracy.
- The progressions of learning will be further utilised beyond 2019 to track students in additional areas of literacy and numeracy.

All teachers implement quality formative assessment practices as indicated through collection and monitoring of teaching programs.

- Performance and Development Plans will be written by all individual staff members, both teaching and non-teaching, to reflect personal goal setting and align to the school's strategic management plan.
- Professional development will be maintained and delivered to support the directions of the school's strategic management plan.

100% of teachers demonstrate a personal responsibility in attaining 20 accredited hours annually to maintain and develop their professional standards.

- All teaching staff will continue to work towards their maintenance of accreditation and will achieve a minimum of 20 hours professional development.
- Teaching staff will continue to be responsible for their professional development in order to remaining life long learners and track their teacher accreditation process and progress.
- Professional development in relation to logging individual teacher identified professional development hours through the NESA ETAMS website will be provided.

## Strategic Direction 3

### Leading

#### Purpose

The leadership team supports a culture that focuses on distributed school leadership, and collegial efficacy within our school learning community.

#### Overall summary of progress

Throughout 2018, in the strategic direction of Leading, our staff began the journey of increasing the engagement with the whole school community, increasing opportunities for students to access future focused learning tools and improving and strengthening administrative systems at Warrimoo Public School.

To plan for, write and implement the 2018–2020 school plan, the whole school community was engaged in producing a plan for the upcoming triennium. The opportunity to connect with parents and students via the 'Tell Them From Me' surveys, P&C meetings and School Representative Council sessions established a common thread of improvement within our school. The support of the community and the partnerships formed aided in the delivery of a very successful 'Get Ready Weekend' with our school receiving the NSW Resilient Australia Award and the 100 Years of Warrimoo celebration.

Strong community support and participation at Warrimoo Public School was displayed through the engagement of the parents, students and staff with many fine achievements recorded. The P&C supported the delivery of STEM based education by purchasing and donating robotics technology to be utilised in the school. The school P&C team successfully wrote a community grant submission on behalf of the school to transform a portion of the school playground into a aesthetically pleasing space that is utilised and used by students and the Chat and Play playgroup. The transformation of this space has improved school spirit with students selecting to use the space in an imaginative manner and as a relationship building peer focused location.

The implementation of the Sentral program at Warrimoo Public School has initiated and improved the ability to track student wellbeing within our school. By accessing the components of the system, a new reporting to parents format has been established, which has aided the staff in writing their semester reports.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase engagement with the whole school community in contributing to the school's strategic directions through an increase of 75% of our families engaging in our Tell Them From Me surveys.	<b>Community funds</b>  Community breakfast • \$750 Get Ready Weekend • \$405	<p>The development and implementation of the 2018–2020 Strategic Plan was developed in partnership with all stakeholders of the school. Collaborative planning sessions between the school and community were established to develop ownership of the plan between school, home and the community. Milestones related to the school plan were planned for with the full support of the school executive team.</p> <p>An increased participation and completion of the 'Tell Them From Me' survey was recorded. Students, parents and community members were encouraged and had the opportunity to provide valuable feedback in relation to systems, practices and process at Warrimoo Public School.</p> <p>The school and wider community participated in the community breakfast, annual 'Get Ready Weekend' and the 100 years of Warrimoo celebration.</p>
Increased opportunities for students to use school resources that optimise learning and leadership in innovative,	P&C funds utilised • \$10 522	The P&C team worked extremely hard throughout the year and supplied the school with a great deal of resources. Some of the resources provided were robotics technology and funds directed specifically

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
creative and future focused pathways.		<p>to each classroom to enhance resources.</p> <p>A continued commitment and engagement from the P&amp;C team aided in managing the school kitchen garden and in partnership with the teachers presented learning sessions related to the vegetables grown.</p> <p>The school was successful in receiving a community grant, which was written and prepared by the P&amp;C team, to enhance the school grounds within a specific location of the school.</p> <p>The school participated in the Blue Mountains City Council Waterways Project. The gully attached to the grounds of Warrimoo Public School were mapped by the children with a Council distributed broacher of the Warrimoo Walking Track.</p>
Improve and strengthen the school administrative systems, structures, management practices and processes reflected through our school development of A–Z policies.	<p>Sentral program</p> <ul style="list-style-type: none"> <li>• \$3 000</li> </ul> <p>Emergency response</p> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>• \$450</li> </ul>	<p>The school engaged in further developing and refining the systems and process related to policies within the school. The school tracking system of Sentral was established to record students wellbeing, track student development and write school repots. Additionally, the school community enhanced the management policy, bushfire plan, anti-bullying policy, uniform policy, homework policy, sports policy and participated in emergency scenario training.</p>

## Next Steps

As part of the Warrimoo Public School annual review and planning into 2019 and beyond, the following areas across the strategic direction of Leading will be implemented in the 2018–2020 School Management Plan.

Increase engagement with the whole school community in contributing to the school's strategic directions through an increase of 75% of our families engaging in our 'Tell Them From Me' surveys.

- Continued encouragement for the community, students and staff to engage in the 'Tell Them From Me' surveys.
- Enhance community events that connect with families and further utilise the school as a hub of Warrimoo.

Increased opportunities for students to use school resources that optimise learning and leadership in innovative, creative and future focused pathways.

- Flexible learning spaces will be established, enhanced and improved across the school. The creative use of outdoor learning spaces and furniture within classrooms will facilitate this direction.
- The school will utilise the shared technology resources at Warrimoo Public School to expand and enhance teaching and learning programs.

Improve and strengthen the school administrative systems, structures, management practices and processes reflected through our school development of A–Z policies.

- Further develop and enhance identified polices from within the Department of Education to ensure that we are not only compliant but driven to provide the best teaching and learning environment for our students.
- Utilise further resources within the Sentral system to record class rolls and track absences by classroom teachers, executive and administrative staff.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Equity Funding • \$8 355	<p>Aboriginal students and families worked together to create Personalised Learning Pathways (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 2018 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 2018 we embedded a partnership with local elders who led "smoking ceremonies" and shared story times with all our students K–6.</p> <p>Warrimoo Public School conducted an evaluation into Aboriginal Education and Torres Strait Islander education. This snapshot report was requested by the school to plan for and improve future direction and drive Aboriginal and Torres Strait Islander education at Warrimoo Public School into the future.</p>
<b>Low level adjustment for disability</b>	Low Adjustment Disability • \$72 932	<p>In 2018 all students requiring adjustments to their learning were catered for within classroom programs. Additional students identified were supported with learning support programs that were 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. As a result differentiated learning was embedded in teaching and learning programs.</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>
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teacher Successful Student funding	QTSS funding provided additional staffing allocation.

<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• \$30 609</li> </ul>	<p>In 2018 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>
<b>Socio-economic background</b>	<p>Equity funding</p> <ul style="list-style-type: none"> <li>• \$72 932</li> </ul>	<p>In 2018 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			
	2015	2016	2017	2018
Boys	90	101	89	80
Girls	69	76	80	85

Student enrolment across the past 4 years has maintained a steady pattern with 159 students attending in 2015, 177 students attending in 2016, 169 students attending in 2017 and 165 students attending in 2018. It is expected that this data trend will be reflected into the near future at Warrimoo Public School.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.1	96.2	97.3	95.4
1	96	95.9	93.8	96.3
2	92.6	94.7	96.2	94.1
3	95.8	96.4	96.3	94
4	91	96.6	92.1	94.7
5	89.5	95.7	96	90.7
6	89.7	94.7	94.3	95.7
All Years	93.2	95.7	95.2	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

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 Officer, students were identified once attendance became a concern and student plans and early intervention strategies were implemented.

In 2018 our school continued to improve on the attendance policy and management of non-attendance has been clearly communicated through newsletters and parent information sessions.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.89
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.92

\*Full Time Equivalent

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

### 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 2018 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.

In 2018 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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	84,672
<b>Revenue</b>	1,764,879
Appropriation	1,683,012
Sale of Goods and Services	720
Grants and Contributions	79,528
Gain and Loss	0
Other Revenue	0
Investment Income	1,620
<b>Expenses</b>	-1,679,743
Recurrent Expenses	-1,691,543
Employee Related	-1,524,357
Operating Expenses	-167,186
Capital Expenses	11,800
Employee Related	0
Operating Expenses	11,800
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	85,137
<b>Balance Carried Forward</b>	169,808

The annual financial summary consists of school income broken down by funding sources and is derived from the school Annual Financial Statement. Warrimoo Public School has an executive team that meets to review school income and expenditure.

School staff develop budgets allocated to specific Key Learning Areas.

Intended use of funds support the school plan, which has been collaboratively developed with students, parents, staff and the community.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,350,513
Base Per Capita	32,679
Base Location	0
Other Base	1,317,834
<b>Equity Total</b>	82,116
Equity Aboriginal	7,287
Equity Socio economic	6,936
Equity Language	0
Equity Disability	67,893
<b>Targeted Total</b>	70,690
<b>Other Total</b>	53,727
<b>Grand Total</b>	1,557,046

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

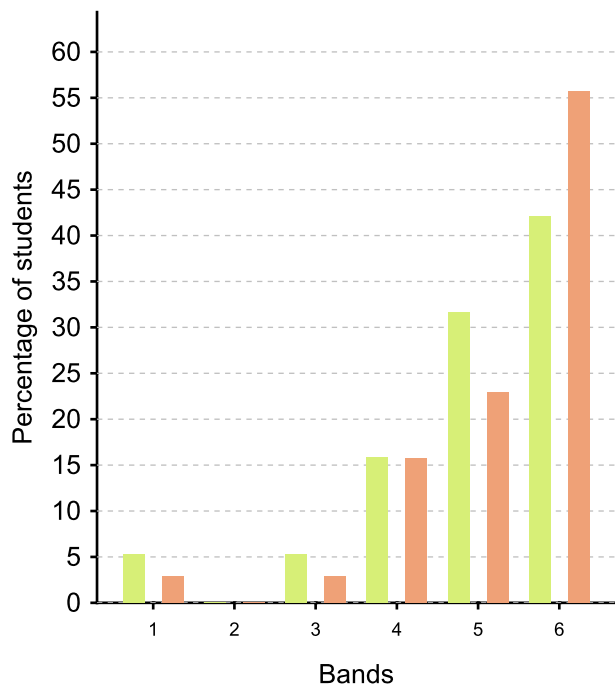
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The graphs indicate a good performance by our Year 3 and Year 5 students in area of literacy with the majority of our students in Year 3 achieving in the top three bands. A pleasing aspect of the results is that no Year 3 or 5 students were placed in the lowest band in the reading aspect of the literacy testing.

Percentage of Year 3 students placed in band four and above : Reading – 79% Writing – 79% Spelling –78.9% Grammar & Punctuation – 89.5%

Percentage of Year 5 students placed in band five and above : Reading – 88.9% Writing – 94.4% Spelling – 100% Grammar & Punctuation – 83.4%

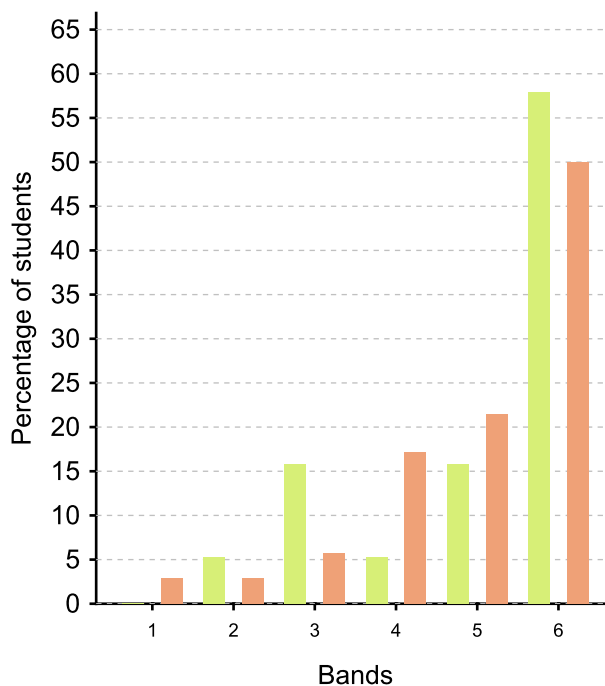
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.3	0.0	5.3	15.8	31.6	42.1
School avg 2016-2018	2.9	0	2.9	15.7	22.9	55.7

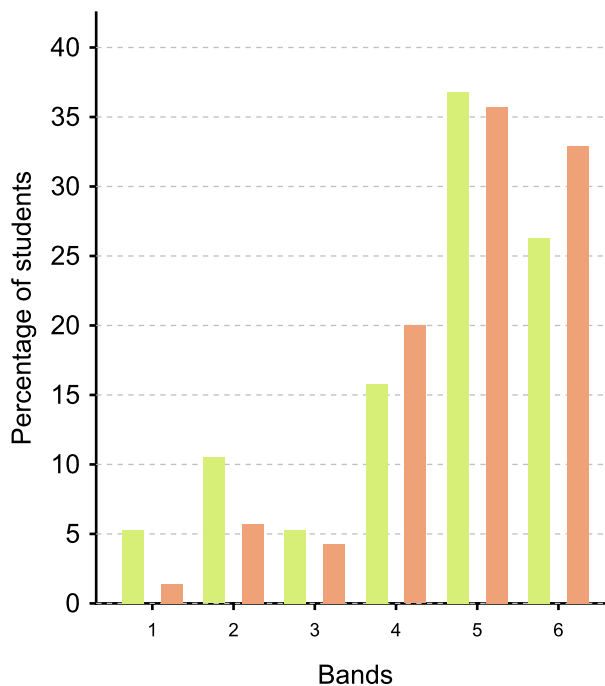
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	15.8	5.3	15.8	57.9
School avg 2016-2018	2.9	2.9	5.7	17.1	21.4	50

**Percentage in bands:**  
Year 3 Spelling

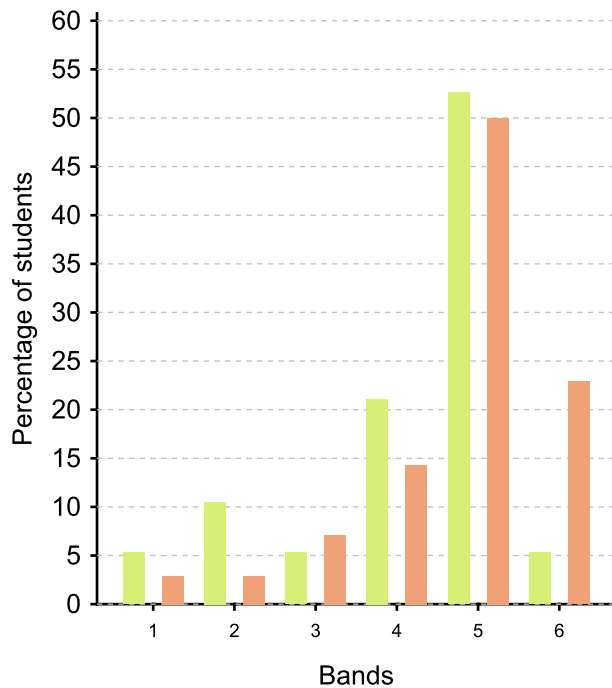


Percentage in Bands  
School Average 2016-2018



Band	1	2	3	4	5	6
Percentage of students	5.3	10.5	5.3	15.8	36.8	26.3
School avg 2016-2018	1.4	5.7	4.3	20	35.7	32.9

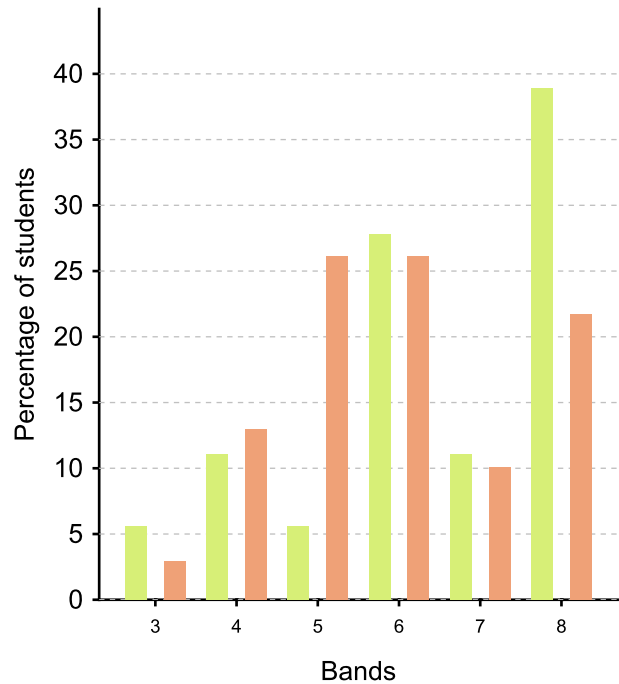
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.3	10.5	5.3	21.1	52.6	5.3
School avg 2016-2018	2.9	2.9	7.1	14.3	50	22.9

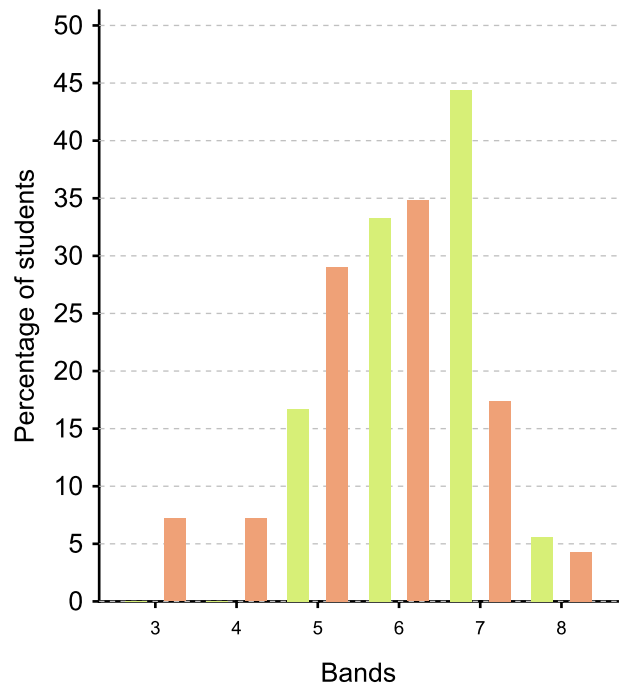
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.6	11.1	5.6	27.8	11.1	38.9
School avg 2016-2018	2.9	13	26.1	26.1	10.1	21.7

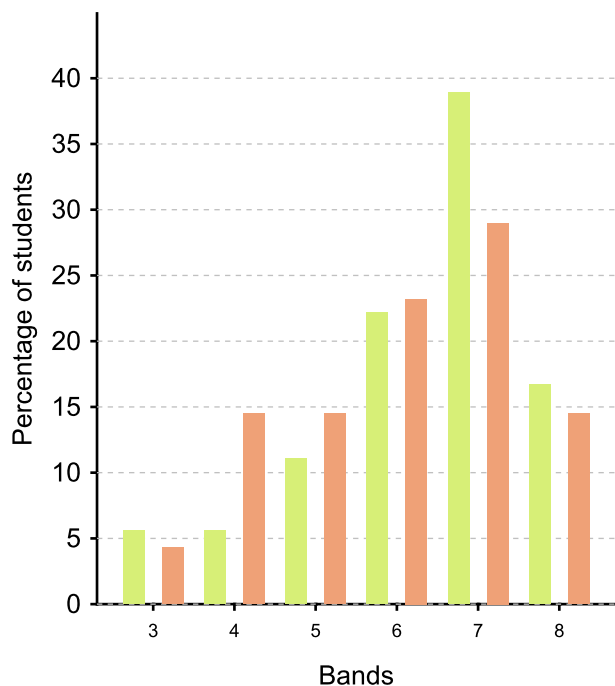
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	16.7	33.3	44.4	5.6
School avg 2016-2018	7.2	7.2	29	34.8	17.4	4.3

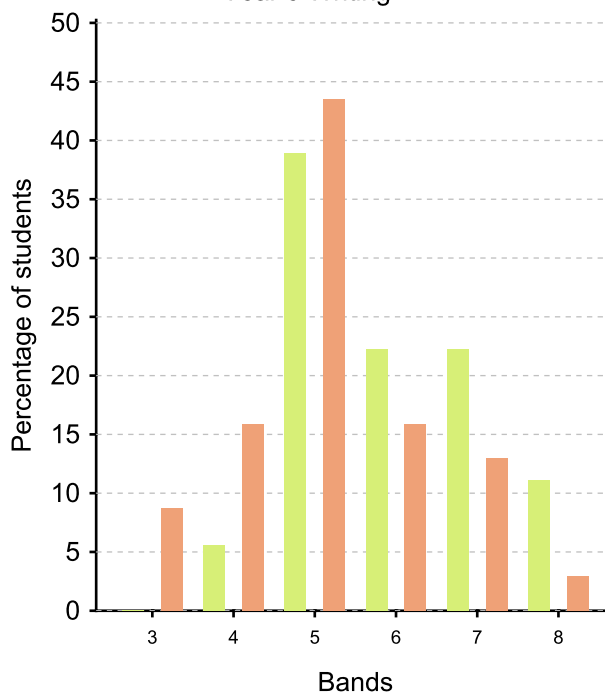
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.6	5.6	11.1	22.2	38.9	16.7
School avg 2016-2018	4.3	14.5	14.5	23.2	29	14.5

**Percentage in bands:**  
Year 5 Writing

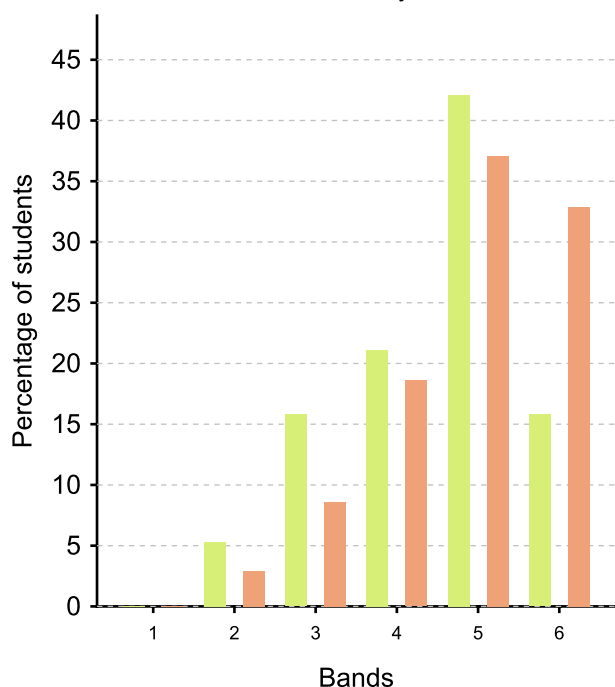


Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	5.6	38.9	22.2	22.2	11.1
School avg 2016-2018	8.7	15.9	43.5	15.9	13	2.9

The graphs indicate solid performance by our Year 3 and Year 5 students in area of numeracy with the majority of our students achieving in the top bands. In Year 3, 57.9% of students achieved band 5 or above and in Year 5, 94.4% of students achieved band 5 or above.

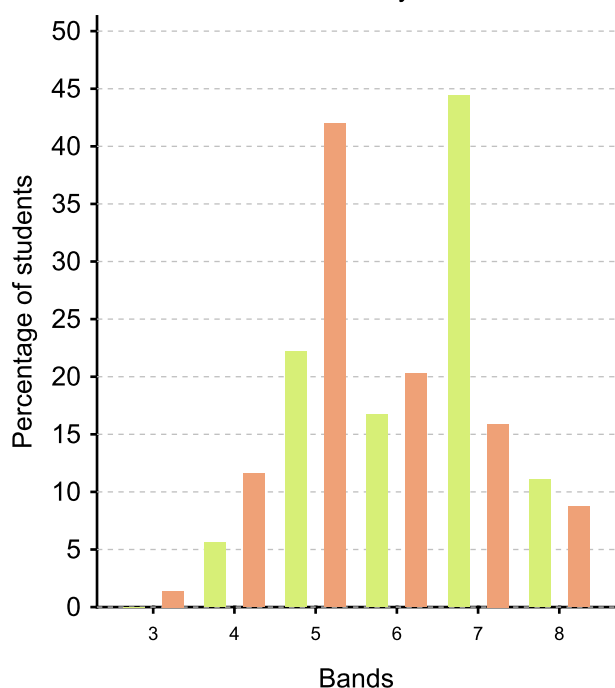
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	15.8	21.1	42.1	15.8
School avg 2016-2018	0	2.9	8.6	18.6	37.1	32.9

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	5.6	22.2	16.7	44.4	11.1
School avg 2016-2018	1.4	11.6	42	20.3	15.9	8.7

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Improving Aboriginal education outcomes for students in the top two NAPLAN bands in reading and numeracy is a priority. The percentage of Year 3 students in the top two bands for reading and numeracy has remained steady. The percentage of Year 5 students in the top two bands for reading and numeracy has also remained steady.

## Parent/caregiver, student, teacher satisfaction

Tell Them From Me 2018

In 2018 Warrimoo Public School saw its staff, students and parents participate in surveys to provide feedback on the school and its progress.

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

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

- \* Year 4 had 27 students complete the survey.
- \* Year 5 had 16 students complete the survey.
- \* Year 6 had 21 students complete the survey.

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

- \* 90% of Warrimoo Public School students had positive behaviour; the NSW Government norm was 83%.

- \* Students were asked about being subjected to physical, social, or verbal bullying, or being bullied over the internet.

Warrimoo Public School students recorded that the incidence of this occurring to them was 19% below the NSW Government norm.

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.

35 of our families completed the survey.

Our school mean score was above the NSW Government 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:

- \*94% of parents surveyed find the school administration staff are helpful when questions need to be asked.

- \* 81% of families feel welcome to visit the school.

- \* 84% of parents responded indicating that their child/ren feels safe at school.

## Policy requirements

### Aboriginal education

In 2018 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 2018 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. 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 2018 Warrimoo Public School participated in NAIDOC week celebrations.

### Multicultural and anti-racism education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Our school celebrated 'Anti-Bullying No Way' Day and Harmony Day this year. A variety of classroom, stage and whole school activities were designed to encourage acceptance, teamwork, cooperation and cultural diversity. Students gained a deeper knowledge and acceptance of different cultures, religions and special ceremonies that help to make the community of Warrimoo a truly multicultural environment. Throughout the year there were no reported incidents of racist behaviour with which the Anti-Racism Contact Officer (ARCO) had to address. All staff continued to be vigilant in promoting the message of acceptance of all people.