

# Warrimoo Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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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 7% 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## 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.

#### Improvement Measures

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

Increase the number of students demonstrating active engagement with their learning as compared to baseline data.

Increase the proportion of students who are demonstrating at or above expected growth in literacy and numeracy in line with Premier's priorities.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>Student wellbeing is at the core of all business at Warrimoo Public School. It is the school's commitment to know, care for and value every child. This has been achieved through the following activities;</p> <ul style="list-style-type: none"><li>• Teachers developed Individual Education Plans (IEP) and Personalised Learning Pathways (PLP), in consultation (where possible), with students and families using the Sentral program. At all times, the plans were written in collaboration with students and parents to enhance the students' academic, social and emotional needs.</li><li>• Teachers collated and updated data necessary for the Nationally Consistent Collection of Data on School Students with Disability (NCCD). All data was reviewed and the annual NCCD collection conducted.</li><li>• Students, Year 4 to Year 6, actively participated in the process of providing responses to the Tell Them From Me surveys. The feedback that we receive as a school is beneficial for our future planning and provides the students with a voice.</li><li>• Commenced the Positive Behaviour for Learning (PBL) journey at Warrimoo Public School. A PBL support facilitator attended a Warrimoo Public School staff meeting to conduct an information session on 3rd June 2019 regarding the implementation of PBL. Two teachers from the school attended Tier 1 PBL training. Throughout this training, Warrimoo Public School's progress on the PBL journey was presented to colleagues from other schools with valuable feedback regarding the next steps on our implementation journey. PBL is on track to commence in full at the beginning of 2020. The Warrimoo Public School staff have been trained, the PBL team has been formed and collaboration and consultation between staff has resulted in our expectations being established. The flowchart for negative behaviours has been created and our timeline has been set.</li></ul>	<p>Staff, Students, Parents and Sentral.</p> <p>Two teachers released from class to attend PBL training. Casual staff to release for professional learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• RAM (\$2400.00)</li></ul>

**Process 2:** Draw on evidence based research to develop effective assessment processes to enhance literacy and numeracy student outcomes.

Evaluation	Funds Expended (Resources)
<p>To deliver effective assessment procedures to enhance literacy and numeracy student outcomes across the school, K-6, the following activities were conducted;</p> <ul style="list-style-type: none"><li>• A one day a week Instructional Leadership position was created throughout the year to support and deliver quality professional learning to all teaching</li></ul>	<p>Casual staff to release the Instructional Leader and teachers on a rotating basis.</p> <p><b>Funding Sources:</b></p>

## Progress towards achieving improvement measures

staff to increase their knowledge and confidence utilising the progressions of learning.

- Writing samples from each student across the school were discussed and plotted on the 'Creating Texts' area of the literacy progressions with the support of the Instructional Leader. This was recorded and utilised across the school as a collection of data from K–6 and itemised every child in every classrooms performance across this progression of learning.

- Teachers shared observations of their class of students in both literacy and numeracy to further enhance the consistency across the school when making judgements related to grades and student performance.

This process is linked closely with the strategic direction 'Teaching'.

- Quality Teaching, Successful Students (QTSS) (\$12038.80)

**Process 3:** Engage in action research that promotes futuristic pedagogical practices to prepare students for our rapidly changing world.

Evaluation	Funds Expended (Resources)
<p>In order to action research that promotes futuristic pedagogical practices to prepare students for a rapidly changing world the school participated in the following;</p> <ul style="list-style-type: none"> <li>• Staff collaborated in small groups to research four of the areas of Inquiry Based Learning. Staff identified and interpreted the meaning of each pedagogy and the way they can be implemented within the classrooms. Detailed discussion were conducted of the positives and limitations of each of these methods.</li> <li>• Staff trialled one of these pedagogies with their class, embedding it into the learning. Feedback and further discussion took place in stage meetings which was further supported in whole staff discussion and professional learning.</li> <li>• Students across the school engaged in inquiry based learning activities. The Infants teachers found it challenging to make significant progress in the short timeframe, however found it beneficial and aim to continue to work in this area into 2020. The Primary teachers had mixed results but concluded that the benefits to their students and the increased interest levels that they observed provided evidence to support that this is a direction that the school would like to continue to work in.</li> <li>• Students, K–6, engaged in robotics lessons and developed certain skills in coding, which will be further explored in 2020. The students thoroughly enjoyed the opportunity to develop their knowledge in the area of robotics.</li> <li>• Virtual reality technology was utilised via the STEM–T4L share kits provided by the Department of Education. The students enjoyed the exposure to virtual reality technology, however, more time to work with the sets and greater access to the equipment would be preferable.</li> </ul>	<p>Teacher released from class for one day to develop a whole school robotics plan and another two days to deliver the content to each class across the school.</p> <p>Department of Education STEM–T4L share kits in robotics and virtual reality.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Ram (\$1200.00)</li> <li>• (\$0.00)</li> </ul>

## 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.

#### Improvement Measures

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.

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

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

#### Progress towards achieving improvement measures

**Process 1:** Build the capacity within the school staff to increase their knowledge and use of learning progressions.

Evaluation	Funds Expended (Resources)
<p>Building capacities within the school staff to increase their knowledge of the learning progressions has continued to be a focus throughout 2019. An Instructional Leadership position was created one day a week to support the school with meeting this strategic direction. The school can evaluate that;</p> <ul style="list-style-type: none"><li>• Reflection and future directions/evidence has been collected with a continued commitment to the Instructional Leaders position in 2020.</li><li>• Instructional Leader has allowed Warrimoo Public School to dig deeper into the research and find authentic resources to ensure student growth.</li><li>• We have been able to build capacity within our teachers to proficiently use the learning progression to improve student outcomes.</li><li>• Teachers understand the importance of making change, re-focusing and re-scanning to ensure that a hunch is correct and that students continue to move along the learning progressions.</li></ul>	<ul style="list-style-type: none"><li>• Relieving Instructional Leader – Self funded</li></ul> <p>Casual teachers throughout the year to support the Instructional Leadership delivery.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$12039.00)</li></ul>

**Process 2:** A whole-school approach to embed the key elements of formative assessment into teaching and learning practices.

Evaluation	Funds Expended (Resources)
<p>The whole-school approach to embed the key elements of formative assessment into teaching and learning practices has been a focus throughout the year and can be evaluated by;</p> <ul style="list-style-type: none"><li>• Teachers have used a wide variety of methods to conduct evaluations of student comprehension, learning needs, and academic progress during their lessons.</li><li>• Teachers have identified concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved and adjusted their lessons, instructional techniques, and provided academic support.</li><li>• We have met our goal which was to collect detailed information that can be used to improve instruction and student learning.</li><li>• Teachers at Warrimoo Public are now starting each learning activity with 'what are we learning', 'why am I learning it' and 'I know that I am success when'. In partnership with each other, teachers and students are setting short term goals in both writing and numeracy to proficiently target areas of need</li></ul>	<p>Professional Reading</p> <p>Classroom teachers</p> <p>Access to Professional Learning – Dan Hassler</p>

## Progress towards achieving improvement measures

for individual learners.

**Process 3:** Implement a whole-school approach where all staff are using professional standards and PDPs to identify and monitor specific areas of development for continual improvement and the accreditation process.

Evaluation	Funds Expended (Resources)
<p>All staff at Warrimoo Public School are using the professional standards for teaching and utilising Performance and Development Plans (PDP) to identify and monitor specific areas of development for continued improvement. This has been achieved by;</p> <ul style="list-style-type: none"><li>• All PDPs have been collected by the Principal and they have displayed a stronger understanding of the purpose of setting personal goals to improve teacher capacities and outcomes for students. Support has been provided to teachers to seek out their own professional learning. This will be an area of further focus in 2020.</li><li>• The executive team is moving towards supporting teachers to share their PDP goals so they can collaborate with other colleagues to find resources, attend professional learning sessions and support each other in achieving their goals. Not only is it our desire for this to occur within the school but across our Lower Blue Mountains Network of schools.</li><li>• The whole school goal for 2020 will be based on the formative assessment strategy of 'feedback that feeds forward'.</li><li>• Teachers will be provided the timetable for the 2020 PDP cycle in Term 1, Week 2 during stage meetings so they can be aware of the timeline that is required throughout the year.</li></ul>	<ul style="list-style-type: none"><li>• All staff</li><li>Principal</li></ul>



## 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.

#### Improvement Measures

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.

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

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

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to using flexible learning spaces and school resources, delivering benefits both to the school and its community.

Evaluation	Funds Expended (Resources)
Throughout the year Warrimoo Public School used a whole school approach to utilising flexible learning spaces and school resources to deliver benefits to the students and the community. This was achieved through the following activities; <ul style="list-style-type: none"><li>• Organisation and resourcing of a designated classroom to conduct NAPLAN Online.</li><li>• Purchase and installation of flexible work areas within certain locations in the school.</li><li>• The installation of lockable storage cabinets in the various locations throughout the school.</li><li>• All classes across the school utilised and participated in lessons associated with robotics and had the opportunity to explore and participate in virtual reality learning sessions.</li><li>• Students across the school were engaged in a term focus on Aboriginal languages.</li><li>• A ceramic whole school art project was completed to reinforce the connection with the local Rural Fire Service and Warrimoo Public School.</li><li>• The community of Warrimoo were invited into our school to participate in the annual 'Get Ready Weekend' run by Warrimoo Rural Fire Service.</li></ul>	Purchase of a lockable laptop charging cabinets  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• P&amp;C Funding (\$4000.00)</li><li>• RAM Equity (\$7958.00)</li><li>• Aboriginal background loading (\$6008.00)</li></ul>

**Process 2:** Form a policy team and develop procedures and processes for Warrimoo Public School that enhance our school culture and learning.

Evaluation	Funds Expended (Resources)
Throughout the year, all staff members contributed to a continued focus and commitment of the Department of Education policies. Teams were formed and staff met to identify how a variety of different policies were being implemented, the areas of professional development required and the gathering of evidence to accurately justify the schools compliance with each of the focused upon policies at Warrimoo Public School. Additionally, these same teams were utilised to establish strategic development focus groups.	Allocated time for teams to meet

**Process 3:** Develop a visible protocols that builds the capacity of students, staff and community members to actively contribute to the school plan.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The formation of the strategic direction teams has ensured that all staff have an opportunity to take ownership of the school's strategic plan and understand the need for our school to operate as a cohesive team. Through this shared partnership, staff are provided with a voice and part of the planning, implementation and evaluative cycle.</p> <p>Continued partnership with Warrimoo Rural Fire Service has ensured that the students have received quality information presented to them in relation to being prepared for bushfire at home, in the community and at school. The community were welcomed into our school for the annual 'Get Ready Weekend' run by the RFS.</p> <p>The information gathered from the 'Tell Them From Me' survey has been utilised as baseline data that we will reflect upon moving into 2020. As a Lower Blue Mountains Learning Alliances we have reflected on the data of each school and linked it to our local feeder High School to identify common threads.</p> <p>The 'Warrimoo Yarn Up' sessions were attend by staff members, students and parents and extended community members. Transparent discussion were held regarding what had been achieved in Aboriginal Education throughout 2019 and future directions for our school moving forward. It was negotiated that in 2020 a variety of alternative sessions will be implemented to encourage participation from all stakeholders e.g. breakfast BBQ, walk and talk and afternoon sausage sizzle.</p> <p>Students from both Aboriginal and non-Aboriginal backgrounds attended the school run Junior Aboriginal Education Team meeting and held discussions in relation to how and what we do in relation to Aboriginal Education.</p> <p>The SCR meet and discussed issues and concerns that impact them as students and their peers. They also looked for opportunities to support charities across our community.</p>	<p>Allocated time in the professional development timetable</p> <p>Hospitality for Warrimoo Yarn UP</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Hospitality for the Warrimoo Yarn Up</p> <p>Staff attend afternoon meeting</p> <p>Students Assistance</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$7 180.00)</li> </ul>	<p>Aboriginal education is embraced at Warrimoo Public School with all students, both Aboriginal and Non-Aboriginal, participating in a great deal of meaningful experiences. They are as follows;</p> <ul style="list-style-type: none"> <li>Continued implementation of Personalised Learning Pathways for all Aboriginal and Torres Strait Islander students at the school.</li> <li>The entire school participated in a smoking ceremony at the beginning of the school year.</li> <li>Teacher professional learning of the Aboriginal Education Policy and Turning Policy into Action was conducted and presented to all staff members.</li> <li>Students across our school engaged in Sorry Day activities to improve their knowledge in relation to the stolen generation.</li> <li>A comprehensive NAIDOC Week celebration was conducted across our school with a guest speaker and excursion to another local Public School to share events together.</li> <li>Warrimoo Yarn Up session were established and implemented to encourage the students, staff and community members of Warrimoo to share the direction and decision making of Aboriginal Education within our school for all Aboriginal and non-Aboriginal students.</li> <li>Students across the school engaged in an Aboriginal languages program.</li> <li>Teachers implemented Aboriginal perspectives into their teaching and learning programs.</li> <li>Junior Aboriginal Education Team was formed to allow and ensure the students of Warrimoo Public School have a voice in regards to Aboriginal Education.</li> <li>Attendance and participation at the Blue Mountains AECG Meeting was maintained.</li> <li>Student assistance was provided for families under financial stress.</li> </ul>
<b>Low level adjustment for disability</b>	<p>SLSO &amp; LaST allocation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Integration (\$25 467.00)</li> <li>Equity (\$31 989.00)</li> </ul>	<p>School Learning Support Officer (SLSO) and Learning and Support Teacher (LaST) have provided allocated, timetabled intervention to students who require additional learning support to meet the curriculum. All children on the program have been reviewed consistently with growth recorded and maintained.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Instructional Leader classroom release</p> <p>Three casual teachers employed twice a term to release stage teams to work alongside the Instructional Leader</p> <p><b>Funding Sources:</b></p>	<p>An Instructional Leadership position was created one day per week from Term 2 to Term 4. The purpose of creating this position was to support teachers with quality teaching. The activities conducted were;</p> <ul style="list-style-type: none"> <li>Professional learning and implementation of the progressions of learning was delivered by the Instructional Leader to all teachers of the school.</li> <li>Spiral of Enquiry term focuses where stage teams worked collaboratively to identify an area of improvement within the school, develop a hunch, test the hunch and deliver</li> </ul>

<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$20 397.00)</li> </ul>	programs to improve and increase knowledge and understanding for the students.
<b>Socio-economic background</b>	<p>SLSO &amp; LaST allocation</p> <p>Students Assistance</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>School Learning Support Officer (SLSO) and Learning and Support Teacher (LaST) have provided allocated, timetabled intervention to students who require additional learning support to meet the curriculum. All children on the program have been reviewed consistently with growth recorded and maintained.</p> <p>Financial support has been provided to assist with the cost associated with a variety of areas across the school, including but not limited to Life Education, excursions and school uniforms.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	101	89	80	76
Girls	76	80	85	86

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	97.3	95.4	95.9
1	95.9	93.8	96.3	91.3
2	94.7	96.2	94.1	93.9
3	96.4	96.3	94	92.8
4	96.6	92.1	94.7	93.1
5	95.7	96	90.7	95.3
6	94.7	94.3	95.7	92.8
All Years	95.7	95.2	94.6	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	169,808
<b>Revenue</b>	1,723,308
Appropriation	1,651,465
Sale of Goods and Services	-94
Grants and contributions	70,709
Investment income	1,228
<b>Expenses</b>	-1,677,446
Employee related	-1,465,841
Operating expenses	-211,606
<b>Surplus / deficit for the year</b>	45,862

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	50,934
<b>Equity Total</b>	81,602
Equity - Aboriginal	5,561
Equity - Socio-economic	6,846
Equity - Language	0
Equity - Disability	69,195
<b>Base Total</b>	1,374,588
Base - Per Capita	38,715
Base - Location	0
Base - Other	1,335,872
<b>Other Total</b>	140,760
<b>Grand Total</b>	1,647,883

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Tell Them From Me 2019

In 2019 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. 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 13 students complete the survey.
- \* Year 5 had 20 students complete the survey.
- \* Year 6 had 17 students complete the survey.

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

- \* 98% 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 17% 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.

24 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.
- \* 94% 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.