

# 2022 Annual Report

## Warrimoo Public School



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## Introduction

The Annual Report for 2022 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 Strategic Improvement 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 vision

At Warrimoo Public School our vision is to build the capacity of our school community to become critical thinkers who are creative, collaborative, highly engaged and reflective learners. Through data driven practice and explicit teaching we set high expectations on delivering authentic opportunities to ensure students reach and exceed their learning potential.

We work in partnership with our community to foster an inclusive environment that promotes lifelong learners who are resilient, respectful and receptive individuals with a strong sense of belonging.

## School context

Warrimoo Public School is an inclusive school located in the Lower Blue Mountains on the outskirts of Western Sydney and adjoins the heritage listed Blue Mountains National Park. In 2022 the school has 163 students enrolled, with a 8% Aboriginal cohort of students. The school hosts a Warrimoo Yarn Up meeting once a term, with all school stakeholders invited to attend.

The school community is highly engaged in the learning of the students with a culture of high expectations placed upon the achievement and excellence for every learner. An alliance between the Warrimoo Rural Fire Service exists with significant programs in place to establish a resilient and well-informed school community. Warrimoo Public School operates in conjunction with our educational network and specifically in close collaboration with the Lower Blue Mountains Community of Schools.

Warrimoo Public School provides a wide array of extra-curricular activities that include African Drumming, STEM - Build a Mind, dancing, choir, Shutter Bugs Photography Group, LEGO Club, public speaking, yoga and a sustainability gardening group. These activities promote a well-rounded approach to the curriculum and enables students the opportunity to excel through a range of different contexts and experiences.

Through our deep investigation and analysis of our Situation Analysis, we have identified a need to use data informed practices to drive our teaching and learning programs and the improvement of every student in every classroom. A one day a week Instructional Leadership position has been established to support and deliver professional learning to the teaching staff via Spirals of Inquiry. Through the analysis of NAPLAN data, across a longitudinal period of time, the school has identified system negotiated targets in Literacy and Numeracy to move students into higher bands and exceed the expected growth for individual students from Year 3 to Year 5. Student assessment data will be closely monitored, both formative and summative, in order to provide an engaging and differentiated curriculum that is responsive to the individual needs of each and every student. Attendance, wellbeing and community engagement is an ongoing focus at Warrimoo Public School and it is our aim to continue and build strong, robust and sustainable relationships with all stakeholders across the school.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To develop, improve and refine learning opportunities in order to provide differentiated experiences for every student in every classroom.

Through strategic, targeted and programmed whole school practices student achievement will be tracked via reliable assessment, as of and for learning, to support all students to reach their full academic potential.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation Practices
- Student Assessment

### Resources allocated to this strategic direction

: \$1,893.16

**Literacy and numeracy:** \$2,722.55

**Literacy and numeracy intervention:** \$544.51

### Summary of progress

The 2022 school year was a return to regular face-to-face teaching without remote teaching and learning interruptions to programs within the school. A whole school collaborative approach was conducted establishing our improvement measures in NAPLAN for reading and numeracy to reflect the targets set by the Department of Education. Strategic Direction 1: Student growth and attainment and Strategic Direction 2: Data informed practice to build teacher capacities and to improve student outcomes, are designed to work hand-in-hand to improve the differentiated practices and teacher capacities to enhance learning and uplift student outcomes.

### Differentiated Practices

Throughout 2022, Warrimoo Public School focused on establishing and strengthening differentiated practices across the school to support every student in every classroom to ensure that they are known, valued and cared for. This year, the student census data at our school increased to 163 students, which essentially increased the school's allocation of classes to six, due to lower enrolled student numbers in 2021 this sixth class was self funded by the school.

Warrimoo Public School was targeted with Strategic School Support in numeracy, more specifically Multiplicative Thinking. Throughout Semester 2, our teaching staff were exposed to a narrow and deep investigation and professional learning related to this area of need within the school. The school was supported by two numeracy lead consultants and developed robust systems and processes within the school that support continual growth of every child within the school.

Through the support of a self-funded Instructional Leader, all classroom teachers plotted their students across the literacy and numeracy Learning Progressions and created learning plans for every student. These learning plans were strengthened through the three way discussions and goal setting within the Individual Education Plans (IEP) and Personalised Learning Pathways (PLP) systems at Warrimoo Public School. A financial resource planning model was utilised to increase targeted learning support plans to optimise the learning and wellbeing opportunities for all students across the school, Kindergarten to Year 6.

### Student Assessment

Student assessment is a key ingredient in measuring success across both academic and wellbeing aspects of school life. In 2022, a focus on setting student short term learning goals, particularly with a growth mindset, was reestablished. The key message that has been systematically addressed amongst our classes highlights the emphasis on the word 'yet' in the sentence 'I can't do that yet.' Feedback that feeds forward was frequently and consistently provided to students, in both written and verbal form, to assist and identify the next steps in their learning journey. This feedback directly linked to the tracking of movement across the literacy and numeracy Learning Progressions.

The Strategic School Support, in Multiplicative Thinking, focused not only on designing quality learning opportunities, but on the assessment processes within the school, matching student data through triangulation to the Learning Progressions.

## Impacts

All classroom teachers set short term learning goals for the students within their classes and provide feedback that feeds forward to identify the next steps in the learning progression. Teacher programs reflect adjustments, fluid student groupings and differentiation that cater to the individual needs of every student. Differentiation is provided for every student with a financial commitment to supporting learning support programs within the school. Moving forward, the school will further enhance differentiated practices across the school and continue to build comprehensive and meaningful Learning Intentions and Success Criteria (LISC) into every lesson to ensure that students know what is needed for success.

The Strategic School Support received in numeracy, provided the teaching staff with a comprehensive toolkit of resources, combined with differentiated strategies, to support every student in every classroom in relation to Multiplicative Thinking while plotting them accurately across Learning Progressions.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum of 68.30% of Year 3 and Year 5 students achieve in the top 2 bands in NAPLAN reading (Lower bound system-negotiated target).	NAPLAN data indicated the number of students in the top two skill bands for reading to be 57.14%, which is a decrease of 8.57%. It is a target of Warrimoo Public School to meet our system generated target of 68.3% of student in the top two bands of NAPLAN for reading.
A minimum of 57.40% of Year 3 and Year 5 students achieve in the top 2 bands in NAPLAN numeracy (Lower bound system-negotiated target).	NAPLAN data indicated an increase in the percentage of students in the top two skill bands for numeracy in 2022 to 37.50% in comparison to 33.33% in 2021, which is an increase of 4.17%. At Warrimoo Public School there is work to be done to ensure that we reach the system generated target of 51.85% of students in the top two bands of NAPLAN for numeracy.
The number of students maintaining expected growth in NAPLAN reading improves from the previous year.	The proportion of Year 5 students achieving expected growth in NAPLAN for reading could not be measured in 2022 due to the impacts of the COVID 19 pandemic. NAPLAN was not administered across New South Wales in 2020. Provided the school maintains the positive growth between 2019 to 2021 Warrimoo Public School will exceed the expected growth in NAPLAN for reading.
The number of students maintaining expected growth in NAPLAN numeracy improves from the previous year.	The proportion of Year 5 students achieving expected growth in NAPLAN for numeracy could not be measured in 2022 due to the impacts of the COVID 19 pandemic. NAPLAN was not administered across New South Wales in 2020. Provided this growth is maintained Warrimoo Public School will exceed the expected growth in NAPLAN for numeracy.
Increase the number of students demonstrating growth with their learning as compared to baseline data using the Progressive Achievement Test (PAT) for reading and numeracy.	Baseline data has been established using the Progressive Achievement Test (PAT) and the Cars and Stars assessments for reading and numeracy. Students from Year 1 through to Year 6 had data consistently collected throughout the year. This data will be utilised to measure individual student growth into the future.

## Strategic Direction 2: Data informed practice to build teacher capacities and to improve student outcomes

### Purpose

Teachers use data driven practices to optimise learning through a whole school evidence-based approach. Staff create and inspire a fluid, innovative environment that focuses on building the capacity of teachers to support our learning community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit use of data
- Coaching and Mentoring

### Resources allocated to this strategic direction

**Professional learning:** \$6,495.60

**QTSS release:** \$0.00

### Summary of progress

Strategic Direction 2, Data informed practice to build teacher capacity and to improve student outcomes, was centred on the school looking inwards and outwards to analyse student progress and achievement data to inform teaching and learning action plans that are dynamic and are adjusted to meet the individual learning needs of all students. This occurred in the 'Spirals of Inquiry' sessions where all teachers would spend half a day off class, multiple times a term, with the Instructional Leader. In these workshops teachers collaboratively analysed the new data, teachers undertook professional learning and engaged in authentic research to create student learning plans that ensured students were being challenged and continuous feedback and adjustments were being made. The school identified expertise within its staff to further support colleagues in using effective teaching strategies that embedded online platforms to optimise learning progress for all students.

### Explicit use of data

During the 'Spirals of Inquiry' sessions, the leadership team comprehensively analysed student progress and achievement data. A succinct and well-organised summary, based on several data sources, was used to evoke thinking and discussion to create a hunch for what was going on for our learners. All teachers contributed towards the creating the hunch using quality internal and external data, student observations and student survey data. Individual data action plans were systematically planned as part of a collaborative design and accommodations and adjustments were made to suit the individual needs of each and every student. Teachers reviewed and updated these learning plans every three weeks and data was collected and evaluated each term. There has been movement to using a whole school systematic approach to recording internal data on Sentral, plotting students on the literacy and numeracy Learning Progressions and one-to-one meetings where staff pass on information to future teacher. All staff have engaged in professional learning within the SCOUT platform.

In 2022, Warrimoo Public School was targeted with Strategic School Support in numeracy. Throughout Semester 2, our staff were engaged in deep professional learning with the support of lead specialists in numeracy. Students were engaged in rich learning tasks that enhanced their Multiplicative Thinking strategies.

### Coaching and Mentoring

To support every teacher within the school in reaching their Performance and Development Plan (PDP) goals, teachers shared their goals within stage meetings and created staff groups who had similar goals. Personal professional learning opportunities were shared to all staff and collaborative teacher groups supported each other to trial innovative, evidence-based practices. Teachers actively shared learning from targeted professional development with other staff to improve school practice.

The Instructional Leader was able to work with schools across the Blue Mountains. During this process PDP goals were linked with other executives and aspiring leaders. Strategic directions activities were shared with other school executives and connections were made between the schools. Resources and professional learning opportunities have been shared and mentoring in how to run a 'Spiral of Inquiry' has occurred across a variety of schools.

### Impact

Every teacher plotted students on the literacy progressions in the sub-elements of Creating Text, Understanding Text, Phonological Awareness (Early Stage 1 to Stage 1) and Phonic Knowledge (Early Stage 1 to Stage 1). In the numeracy progressions every student has been plotted in Quantifying Numbers, Interpreting Fractions and Multiplicative Thinking.

All staff across the school completed their Performance and Development Plans (PDP) with collaborative support from a coach/mentor. Through the strong leadership of our executive team, not only where the teachers of Warrimoo Public School supported, but staff across the Blue Mountains as part of her involvement with the Blue Mountains Executive Network.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers will be plotting their students across the numeracy progressions in Quantifying Numbers, Interpreting Fractions and Additive Strategies.	All teachers have consistently plotted their students across the numeracy progressions in Quantifying Numbers and Interpreting Fractions throughout the year. Additionally, due to the Strategic School Support focus on Multiplicative Thinking strategies, teachers have plotted their students throughout Semester 2. From this, differentiated action plans have been established to provide clear evidence and direction in relation to the next steps in every child's learning.
All teachers will be plotting their students across the literacy progressions in Creating Text, Understanding Text, Phonological Awareness (Early Stage 1 to Stage 1), Phonic Knowledge and Word Recognition and Spelling.	All teachers have consistently plotted their students across the literacy progressions in Creating Text, Understanding Text, Phonological Awareness (Early Stage 1 to Stage 1) and Phonic Knowledge (Early Stage 1 to Stage 1) throughout the year. From this, differentiated action plans have been established to provide clear evidence and direction in relation to the next steps in every child's learning.
85% of staff, including teaching and non-teaching, are accessing, tracking and monitoring data in SCOUT.	There is an increasing number of staff members, both teaching and non-teaching accessing SCOUT data reports. In order for our school to reach our target of 85% a further 40% of staff members require further active and consistent engagement in the SCOUT data reporting system.
Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.	At Warrimoo Public School all teachers have engaged in professional learning that has built skills in the analysis of data. This has been supported by the school self-funded 0.2 Instructional Leadership position and the continuation of the Spirals of Inquiry sessions. Professional learning in SCOUT was initiated with the delivery of basic functionality of the program disseminated. Moving forward in 2023, the school will dive deeper into the SCOUT suite of resources to assist in further driving whole school data literacy.
50% of teaching staff are utilising their areas of expertise to provide professional development, mentoring and support to colleagues at the school.	Warrimoo Public School values the skill set and positive attributes that all staff bring to the school with the sharing of expertise encouraged and nurtured. There has been an uplift in staff providing their expertise to drive professional development, mentoring and support of colleagues at the school. This has been evident in peer mentoring of a beginning teacher, classroom lesson observations and driving curriculum change and implementation.



## Strategic Direction 3: Attendance, wellbeing and community engagement

### Purpose

To engage with our community to build connections and work collaboratively to enhance the wellbeing of our whole school community, and improve student attendance.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Wellbeing
- Community Engagement

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$71,660.00

**Integration funding support:** \$112,436.00

**Socio-economic background:** \$6,573.00

### Summary of progress

At Warrimoo Public School there is a consistent message that students need to be safe, respectful and engaged to be successful. Working collaboratively with relevant stakeholders, the wellbeing and learning needs of our students are prioritised to support and assist our students to fulfil their potential. The easing of COVID restrictions enabled the community to come into the school grounds and participate in many school events, leading to increased community engagement and wellbeing. Positive feedback was received in relation to community satisfaction about the school, providing essential data to drive future directions to ensure strong relationships are built and maintained between the home and school environment. In 2023, embedding opportunities for student voice will be a priority, with the aim of continuing to improve the percentage of students' positive sense of belonging.

### Wellbeing

Throughout 2022, teachers organised activities to re-establish student connections, encourage active engagement and foster the positive, respectful relationships previously built within our school community. Strategies were put in place, through the continuation of the 'Smiling Minds' program, to support highly anxious students and families as they transitioned to a full school year without remote learning and managed changes in restrictions within the school environment. The whole school Positive Behaviour for Learning (PBL) initiative was revisited with structured lessons and activities to reestablish classroom and playground expectations.

Fortnightly team meetings and learning support meetings, along with weekly staff communications, were used to identify and monitor students of concern (both academically and emotionally). Staff wellbeing was supported throughout the year with regular check-ins and professional learning provided in relation to trauma informed practice.

Learning and Support Teacher (LaST) intervention and School Learning Support Officer (SLSO) timetabled support was provided to students who required additional support in literacy or numeracy throughout the year. An additional financial commitment was provided by the school to supplement further staffing timetabled hours to enhance the programs in place.

Attendance data closely links to the wellbeing and sense of belonging of students and strengthens relationships with the parent community. Following several years of significant remote learning periods we have seen a decline in the percentage of students attending school 90% or more of the time. This significant decline has been, and will continue to be, addressed through regular consultation between home and school, regular meetings with the Home School Liaison Officer and within the school learning support team. At Warrimoo Public School we are committed to improving attendance and learning opportunities for every student in every classroom.

### Community Engagement

Community engagement and a sense of belonging is a key component in the delivery of every student being known, valued and cared for. Through the partnerships that our school can inspire has a direct impact on every student in every classroom achieving their very best academic and wellbeing outcomes. Throughout 2022, Warrimoo Public School sought feedback and collaboration by utilising a variety of survey sources and reflected and acted upon the evidence gathered. Formal and informal opportunities to meet with parents to discuss the individual needs of their children were established with rich dialogue and sharing of information conducted.

The aim of Warrimoo Public School is to continue to establish themselves as a community school that engages the broader community and provide opportunities for quality engagement. Visible community engagement has been evident in many of the activities conducted throughout the year, including but not limited to; Bushfire Resilience 'Get Ready Weekend', Community Breakfast BBQs, Warrimoo Yarn Up sessions, regular attendance and engagement at the Aboriginal Education Consultative Group (AECG) meetings, Parent Teacher Meetings (both formal and informal), to name but a few. Additionally, our school provided information sessions for our community in the form of Value For Life - Resilience Workshop and Interrelate - Relationships and Sexual Education in Schools.

## Impact

Warrimoo Public School staff are committed to providing the very best opportunities for all students, staff and community members. By the delivery of knowing, valuing and caring for every child the school is able to connect with the students and engage in quality teaching and learning programs. The continuation of the 'Smiling Minds' programmed provided staff and students with the tools to equip themselves with navigating the difficulties that life sometimes has and developing resilience in the changing world that they live in. The school has identified a need to ensure that we continue to nurture and support all learners.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be at our above 85.40% (upper bound system-negotiated target).	In 2022 students across Year 4 to Year 6 were surveyed. 88.86% of students indicated that they had a positive sense of wellbeing. This percentage has declined by 2.15% from 2021, however, above the systems generated target set by the Department of Education.
Increase in the proportion of students attending school 90% or more of the time to 89.70% (lower bound system-negotiated target).	The data indicates that in 2022 the percentage of students attending school 90% of the time made a decline from the baseline date of 82.83% to 52.16%. The impacts of previous years of remote learning and returning to school for the full school year has contributed to this decline.
The leadership team measures school community (parent and student) satisfaction.	In order to gather data from stakeholders at Warrimoo Public School a variety of surveying techniques were utilised to inform future directions within the school and gauge satisfaction levels of the service delivery from the school. The school engaged in, but not limited to, the following: <ul style="list-style-type: none"> <li>• Feedback through the Tell Them From Me surveys</li> <li>• Feedback from a variety of Survey Monkey surveys</li> <li>• Formal opportunities to meet the classroom teachers through Parent Teacher Interviews and Individual Education Plan (IEP) and Personalised Learning Pathway (PLP) meetings</li> <li>• In depth discussions with the Parents and Citizens team to discuss future directions of the school</li> </ul>
To improve the % of parents and community members attending parent/teacher interviews, parent workshops and information sessions. by a further 5% from 2021.	In 2021, due to the impacts of COVID-19, remote learning and physical restrictions, there were limited opportunities for parents to engage in workshops within the school. Therefore, recording an improved percentage was difficult to maintain.  In 2022, our school engaged in a variety of communication and workshop sessions which included, but not limited to, the following: <ul style="list-style-type: none"> <li>• Values For Life - Parent Resilience Workshop</li> <li>• Interrelate - Parent and Children Relationship and Sexual Education</li> <li>• Parent Teacher Interviews</li> <li>• Individual Education Planning meetings</li> <li>• Personalised Learning Pathways meetings</li> <li>• Warrimoo Yarn Ups</li> <li>• P &amp; C Meetings and events</li> <li>• Informal information sharing between school and home</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$112,436.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrimoo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students who received targeted additional support from the School Learning Support Officer were supported in either whole class lessons, small group focused activities or playground support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to utilise the School Learning Support Officers to support students on Integration Funding Support inside and outside the classroom.</p>
<p>Socio-economic background</p> <p>\$6,573.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrimoo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the implementation of small group intensive support programs.</li> <li>• additional staffing to implement programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students who received targeted additional support from the School Learning Support Officer were supported in either whole class lessons, small group focused activities or playground support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to utilise the Socio-economic background funds to employ School Learning Support Officers to support student learning.</p>
<p>Aboriginal background</p> <p>\$11,903.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrimoo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$11,903.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• supplementation of extra-curricular activities and student assistance</li> <li>• employ outside providers to support in the delivery of Aboriginal education</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students have been actively involved in additional support to assist them in reaching their learning goals. Additional support has been provided in classrooms through the employment of School Learning Support Officer (SLSO) and teaching staff. The implementation of cultural connections through the engagement with the broader community has enhanced cultural awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ additional staff to support Aboriginal and Torres Strait Islander students to meet learning goals and to further extend the cultural connections for all students, both Aboriginal and non-Aboriginal, across the school.</p>
<p>Low level adjustment for disability</p> <p>\$71,660.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrimoo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging learning and support teachers to work with individual students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning Support Officers (SLSO)</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• employment of Learning and Support Teacher (LaST) and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students identified with a disability have received personalised support from their class teacher and learning support team and have learning adjustments documented in an Individual Education Plan (IEP). The Learning and Support Teacher (LaST) communicates with students on the learning support program about their learning goals and progress. The majority of applications for Integration Funding Support have been successful.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further strengthen strategies for engaging in regular communication and consultation between all stakeholders.</p>
<p>Professional learning</p> <p>\$13,574.38</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Warrimoo</p>

<p>Professional learning</p> <p>\$13,574.38</p>	<p>Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit use of data</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teachers engage in evidence-based approaches to improve the outcomes of all learners in literacy and numeracy through the support of the Instructional Leader and Spirals of Inquiry.</li> <li>• engage in mentoring support between teachers within the school</li> <li>• engage in professional learning aligned to school based targets and specific needs identified within the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff, both teaching and non-teaching, have been exposed to quality professional learning through group face-to-face and individual online learning opportunities. The learning participated in by staff has improved the knowledge and enhanced the skill set of every employee within the school. This has enhanced learning opportunities for the students and further supported improvement in the manner in which we teach.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to have a planned approach to professional learning and embrace the notion of being lifelong learners to support the current and future students academic and wellbeing needs within the school.</p>
<p>Beginning teacher support</p> <p>\$13,061.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Warrimoo Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engage in peer mentoring opportunities with an experienced and trusted colleague</li> <li>• engage in professional learning to enhance beginning teacher knowledge, skill set and craft</li> <li>• release from face-to-face teaching in order to observe experienced practitioners in their classrooms</li> <li>• release from face-to-face teaching to regularly meet with mentor/team leader to engage in professional dialogue and support</li> <li>• release from face-to-face teaching to assess individual students in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The beginning teacher has been provided with opportunities to develop their craft of teaching with explicit support of an experienced colleague mentor. This has enhanced the teaching pedagogy, student performance and sustainability for the staff member targeted.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further support via explicit mentoring, observation opportunities, professional learning targeted at consistent improvement and additional classroom release will be provided with the anticipated outcome of providing the very best experience and support to the beginning teacher. By doing this the school will establish a trusted and supportive working environment focused on continuous student improvement and high quality teaching and learning experiences.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$4,605.37</p>	<p>literacy and numeracy learning needs of students at Warrimoo Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• teacher release time to engage staff in developing and implementing quality student assessment and reporting evidence</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers gathering explicit assessment data of individual students within their class to enhance the accuracy of the reporting practices at Warrimoo Public School. Teachers engage in professional learning, in the form of Spirals of Inquiry, to support the quality of teaching in relation to literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Warrimoo Public School will continue to implement teacher release time to engage in quality assessments of the students within their class to enhance the accuracy of the data reported upon.</p>
<p>QTSS release</p> <p>\$27,925.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warrimoo Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit use of data</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• implementation of Spirals of Inquiry to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The continued implementation of Spirals of Inquiry where all teaching staff worked alongside the Instructional Leader to engaging in rich professional collective efficacy and professional learning to create, implement and assess hunches related to how to improve the teaching and learning delivery. Teachers utilised this collaborative time to create individualised action plans in literacy and numeracy to enhance the differentiated practices for every student in every classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, Warrimoo Public School will continue to utilise the QTSS funding to support Spirals of Inquiry. With the commencement of the new position in the school of the Assistant Principal, Curriculum Instruction (AP,C&amp;I) the Instructional Leadership self-funded position will be collapsed.</p>
<p>Literacy and numeracy intervention</p> <p>\$16,837.90</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Warrimoo Public School who may be at risk of not meeting minimum standards.</p>



<p>Literacy and numeracy intervention</p> <p>\$16,837.90</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to address the identified needs for students who require support in literacy and numeracy, K-2</li> <li>• employment of classroom teacher to work one-to-one with students, focusing on consistent assessment and planning with literacy and numeracy, K-2</li> <li>• targeted students have been provided with explicit support to increase outcomes in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional small group learning support has been established and provided to student, Kindergarten to Year 2, in the form of a classroom teacher appointed to target small groups of students. All students targeted have achieved personal positive learning growth, while several students have been identified for additional learning support intervention.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Moving forward the school will continue to support the literacy and numeracy development of every student in every classroom. The newly appointed Assistant Principal, Curriculum and Instruction (AP,C&amp;I) staff member will drive the implementation of the new curriculum for literacy and numeracy and work shoulder-to-shoulder with teachers to demonstrate best practice and pedagogy.</p>
<p>COVID ILSP</p> <p>\$22,563.33</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - numeracy</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Throughout the year the school has utilised the funding provided to target Quantify Numbers and Interpreting Fraction from the Learning Progressions. On review of our NAPLAN and Check In data over several years the school established a need to target this area. All students engaged in the COVID ILPS demonstrated significant growth and movement across the progressions of learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Moving forward in 2023, the school will continue to target aspects of numeracy in combination with aspects of literacy within the COVID ILSP, as NAPLAN and Check In data indicates that further work is needed in these areas to maximise learning outcomes for students at Warrimoo Public School.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	76	70	75	83
Girls	86	76	73	82

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	96.1	91.5	90.5
1	91.3	95.2	95.2	85.4
2	93.9	86.4	95.2	90.0
3	92.8	92.4	91.2	90.2
4	93.1	93.1	94.6	88.5
5	95.3	93.4	89.7	89.9
6	92.8	93.4	84.0	84.9
All Years	93.7	92.8	92.3	88.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	5.84
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	65,462
<b>Revenue</b>	1,881,950
Appropriation	1,813,479
Sale of Goods and Services	-226
Grants and contributions	68,064
Investment income	633
<b>Expenses</b>	-1,861,841
Employee related	-1,714,905
Operating expenses	-146,936
<b>Surplus / deficit for the year</b>	20,109
<b>Closing Balance</b>	85,572

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	74,570
<b>Equity Total</b>	90,134
Equity - Aboriginal	11,903
Equity - Socio-economic	6,573
Equity - Language	0
Equity - Disability	71,659
<b>Base Total</b>	1,467,048
Base - Per Capita	37,397
Base - Location	0
Base - Other	1,429,651
<b>Other Total</b>	103,758
<b>Grand Total</b>	1,735,510

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.

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.

## Parent/caregiver, student, teacher satisfaction

In 2022, 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

53 Students from Year 4, 5 and 6 participated in the student survey. Some of the interesting results for Warrimoo Public School compared to the state norms were:

\* 91% of Warrimoo Public School students had positive advocacy of their school; the NSW Government norm was 69.

\* 77% of our students expressed a strong sense of belonging at Warrimoo Public School, which is 3% shift from the previous year. This is 13% higher than NSW Government norm.

\*98% of the students at Warrimoo Public School surveyed had a strong expectation of success, which is 14% higher than the state average.

The teachers ranked the school performance as above average in most of these areas. The teachers indicated that the Learning Culture Data informed Practice, Teaching Strategies, Challenging and Visible Goals, Planned Learning Opportunities, Quality Feedback and Overcoming Obstacles has been developing steadily. They also indicated that Technology is in need of continued improvement and requires future direction within the school.

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

Our school mean score was above the NSW Government norm in Parents Feel Welcome, Parents are Informed and Safety at School.

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.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.