

2023 Annual Report

Warrimoo Public School



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Introduction

The Annual Report for 2023 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.

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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 2023 the school has 156 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, 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	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

Low level adjustment for disability

QTSS release

AP Curriculum & Instruction

Professional learning

Socio-economic background

Aboriginal background

Summary of progress

A whole school collaborative approach was conducted to establish improvement measures using internal and external assessment data. Strategic Direction 1: Student growth and attainment and Strategic Direction 2: Data informed practice to build teacher capacities and to improve student outcomes, were designed to work hand-in-hand to improve the differentiated practices and teacher capacities to enhance learning and uplift student outcomes, with a full range of formative and summative assessment strategies utilised. Teachers use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

Differentiated Practices

Throughout 2023, 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. Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning.

Through the support of the Assistant Principal, Curriculum and Instruction position, all classroom teachers plotted their students, utilising a three-week cycle, across the literacy and numeracy Learning Progressions and created learning plans for every student. These learning plans were strengthened through three way discussions and goal setting within the Individual Education Plans (IEP) and Personalised Learning Pathways (PLP) systems implemented at Warrimoo Public School. A financial resource planning model was utilised to increase targeted learning support plans, using effective and flexible use of human resources, 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 the school. In 2023, a focus on setting student short term learning goals, particularly with the implementation of the literacy and numeracy curriculum development. The school analysed student progress and achievement data and a range of other contextual information to inform adjustments required to support the students learning. Teachers adjusted their practice to trends in student achievement, at individual, group, and whole school levels. 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.

Impacts

At the school, all classroom teachers set short term learning goals for the students within their class and provide feedback that feeds forward to identify the next steps in their 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 teaching and learning programs within the school. Moving forward, the school will further enhance differentiated practices, incorporating High Potential Gifted Education (HPGE) across the school and continue to build comprehensive and meaningful effective formative assessment pedagogies into every lesson to ensure that students know what is needed for success. The school has sustained a culture of effective, evidence informed teaching and learning programs ensuring every student is engaged and achieves measurable learning progress.

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
<ul style="list-style-type: none"> School grade cohorts demonstrate an increased percentage of student at or above the 60th percentile in Progressive Achievement Test (PAT) in Numeracy scores in comparison to the 2022 school assessment data. 	<p>The school data analysis demonstrated:</p> <p>In Year 2 no movement in Numeracy.</p> <p>In Year 3 a decrease of 6% in Numeracy.</p> <p>In Year 4 a decrease of 6% in Numeracy.</p> <p>In Year 5 a decrease of 4% in Numeracy.</p> <p>In Year 6 an uplift of 11% in Numeracy.</p>
<ul style="list-style-type: none"> School grade cohorts demonstrate an increased percentage of student at or above the 60th percentile in Progressive Achievement Test (PAT) in reading scores in comparison to the 2022 school assessment data. 	<p>The school data analysis demonstrated:</p> <p>In Year 2 an uplift of 28% in Reading.</p> <p>In Year 3 an uplift of 8% in Reading.</p> <p>In Year 4 an uplift of 22% in Reading.</p> <p>In Year 5 an uplift of 30% in Reading.</p> <p>In Year 6 an uplift of 13% in Reading.</p>
<p>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.</p>	<p>Baseline data has been obtained using the Progressive Achievement Test (PAT) for reading and numeracy. Students from Year 1 through to Year 6 had data consistently collected throughout Semester 1 and Semester 2. This data has been utilised by the school to measure individual student growth to inform future steps for student learning.</p>

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

QTSS release
AP Curriculum & Instruction
Professional learning
Beginning teacher support

Summary of progress

Explicit use of data

During 2023, all Warrimoo Public School teachers have undertaken the engage phase of curriculum reform. Early Stage One and Stage One teachers have enacted curriculum reform implementation across both semesters and reported on. Stage Two and Stage Three teachers have engaged, throughout Semester Two, in professional learning to upskill their knowledge and understanding of change pedagogy. Staff mapped a variety of data sources (Progressive Assessment Testing, Department of Education Check In, Little Learners Love Literacy and NAPLAN) to identify individual students, area of focus and school trends. Teachers establish processes for data analysis and reflection on student performance growth.

Teachers analysed formative assessment processes using the learning progression mapping tools to provide differentiated assessment and feedback that feeds forward to students.

Coaching and Mentoring

To support every teacher within the school in reaching their Performance and Development Plan (PDP) goals, the school targeted and undertook professional learning in enhancing and developing quality PDP goals that continue to build staff capacity. The majority of teaching staff have led professional learning and shared their expertise, in differing domains, to enrich and develop their teaching and learning practices. Over half of the teaching staff at Warrimoo Public School supported programs across the Blue Mountains Network to further build strengths and capacities of all staff system wide.

Impact

All school stakeholders have been involved in the shared vision of curriculum reform with Early Stage One and Stage One English and Mathematics syllabi being reviewed and adapted for the current setting, implemented and reported on. Existing practices within the school were reviewed and aligned to Science of Reading and Mathematics evidence-based pedagogy. A resource audit was undertaken and additional decodable readers were purchased, with support of the school P&C, to deliver current best practice that aligns with structured literacy practices.

Every teacher plotted students on the Literacy Progressions in the sub-elements of Creating Text, Understanding Text, Phonological Awareness (Stage One) and Phonic Knowledge (Early Stage One to Stage One). Across the Numeracy Progressions every student has been plotted against Number Place Value, Interpreting Fractions and Multiplicative Thinking.

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 Number Place Value (NPV) and Interpreting Fractions throughout the year (Quantifying Number learning progression was redesigned in the LP2 to LP3). Additionally, Multiplicative Thinking strategies, were plotted by teachers throughout the year through curriculum planning sessions. From this, differentiated areas of focus plans were developed to provide clear evidence and direction in relation to the next steps in every child's differentiated 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 (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. The school has utilised this information to align with the current (new) curriculum mapping in English K-2.
100% of staff, teaching and non-teaching, are engaging in teams to access, track and monitor data in SCOUT with a focus on enhancing the learning opportunities for all students.	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 100% school usage, for both teaching and non-teaching, further professional learning and target points of access are required to ensure meaningful data is reviewed. The school continue to provide SCOUT professional learning in access training for new teachers into the system.
100% of teachers analyse, interpret and extrapolate in-school data to show an increase in students meeting expected growth milestones.	At Warrimoo Public School 100% of teachers have engaged in professional learning that has built skills in the analysis of data. This has been supported by the Assistant Principal, Curriculum Instruction (AP,C&I), via five weekly curriculum planning sessions individualised professional development. All teachers have demonstrated increased professional knowledge and understanding of data collection tools to reflect current syllabus and how to apply system tracking tools to differentiate classroom practices in order to meet student learning needs.
50% of teaching staff are utilising their areas of expertise to provide professional development, mentoring and support to colleagues at the school.	<p>At Warrimoo Public School 85% of teaching staff have provided high impact professional mentoring and collegial support within the school including building teacher knowledge and skills, improving classroom teaching practices and a focus on raising student outcomes.</p> <p>54% of teaching staff at Warrimoo Public School have engaged and delivered at a system level across the Blue Mountains Network providing leadership in professional learning.</p>

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
Integration funding support
Aboriginal background

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 the students are prioritised to support and assist the students to fulfil their potential. The focus from the school was to reestablish and enable the community to engage within the school grounds and participate in many school events, leading to increased community engagement and wellbeing. In 2024 and within the delivery of the next School Improvement Plan, a further increase in opportunities for student voice will be a priority, with the aim of continuing to improve the percentage of students' positive sense of belonging, advocacy and expectations of success.

Wellbeing

Throughout 2023, teachers organised activities to engage student connections, encourage active engagement and foster the positive, respectful relationships previously built within our school community. Strategies were maintained, through the continuation of the 'Smiling Minds' program, to support highly anxious students and families within our school community. The school has seen a significant increase in school refusal and anxious behaviours. The whole school Positive Behaviour for Learning (PBL) initiative was continued with structured lessons and activities in all classroom and playground areas.

Fortnightly team meetings and learning support meetings, along with weekly staff communications and executive meetings, were used to identify and monitor students of concern (academically, socially, emotionally and through school attendance). Staff wellbeing was supported throughout the year with regular check-ins and professional learning provided in relation to child protection, Aboriginal education and strengthening documentation in relation to student welfare.

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 and targeted students through Integration Funding Support. 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. This school has seen a significant improvement in attendance 90% or above with data indicating a 23% improvement from 2022. Regular consultation between home and school, timetabled frequent meetings with the Home School Liaison Officer and the school learning support team were conducted to demonstrate continued growth in this area. Warrimoo Public School staff 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. The partnerships that the school inspire have a direct impact on every student in every classroom achieving their very best academic and wellbeing outcomes. Throughout 2023, Warrimoo Public School sought feedback and collaboration by utilising a variety of survey sources and reflected and acted upon the evidence gathered. An increase of 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. During the year Warrimoo Public School decommissioned their use of the SeeSaw communication portal.

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, the school provided information sessions for our community in the form of Interrelate - 'Relationships and Sexual Education in Schools', cyber safety workshops, understanding the NAPLAN Online new reporting system and current curriculum K-2 parent information.

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' program 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 or above 85.40% (upper bound system-negotiated target).	In 2023 students across Year 4 to Year 6 were surveyed. <ul style="list-style-type: none"> • 68% of students indicated that they had a positive sense of belonging. This percentage has declined by 9% from 2022. • 72% of students had a strong advocacy of the school. This data has seen a decline in 19% from 2022. • 93% of the students surveyed reported expectations for success. This percentage has seen a decline in 5% from 2022.
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 2023 the percentage of students attending school 90% of the time made an increase from the baseline date of 52.16% to 75.32%, which is an increase of 23.16%. We have seen a improved percentage of students attending more frequently with 12% attending 85-90% of the time, however, our data indicates that we have not reached the identified target of 89.70%
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"> • Feedback through the Tell Them From Me surveys • Feedback from a variety of Survey Monkey surveys • Formal opportunities to meet the classroom teachers through Parent Teacher Interviews and Individual Education Plan (IEP) and Personalised Learning Pathway (PLP) meetings • In depth discussions with the Parents and Citizens team to discuss future directions of the school
Increase the parent attendance at parent/teacher interviews, parent workshops and information sessions by 15% from baseline data.	In 2023, 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"> • Interrelate - Parent and Children Relationship and Sexual Education • Welcome BBQ Breakfast • Parent Information Evening - Term 1 • Parent Information Interview - Term 1 • Parent Teacher Interviews - Term 2 • Individual Education Planning meetings • Personalised Learning Pathways meetings • Warrimoo Yarn Ups • P & C Meetings and events • Rural Fire Service Get Ready Weekend

<p>Increase the parent attendance at parent/teacher interviews, parent workshops and information sessions by 15% from baseline data.</p>	<ul style="list-style-type: none"> • Informal information sharing between school and home, e.g. Understanding the NAPLAN Online report video, New Curriculum K-2 explained to parents. • Parent participation in Aboriginal Education Consultative Group parent engagement.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$140,015.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conference and development of Personalised Learning Support Plans (PLSP) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: 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 to enhance the educational, social and emotional wellbeing of the targeted students. All students have demonstrated growth in their learning, social and wellbeing capacity.</p> <p>After evaluation, the next steps to support our students will be: 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>\$7,386.78</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support small group tuition program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: All students who received targeted additional support from through the small group tuition program or School Learning Support Officer were supported to develop and refine their academic, social and emotional wellbeing. Impact of activity has seen students make valuable growth with their learning outcomes that otherwise would not have been achieved.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise the Socio-economic background funds to employ teaching staff to administer small group programs and School Learning Support Officers to support student learning.</p>

<p>Aboriginal background</p> <p>\$11,895.47</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Assessment • Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans • deep connections with and attendance at local Aboriginal Education Consultative Group (AECG) • engagement with the local community via regular Warrimoo Yarn Up sessions • delivery of Aboriginal connects via specifically targeted professional learning • staff engagement in the Dharug Dhalang professional learning language course • engagement at the Blue Mountains Aboriginal Awards evening implemented by the local Aboriginal Education Consultative Group • development by the school of a Reconciliation Action Plan (RAP) <p>The allocation of this funding has resulted in the following impact:</p> <p>All Aboriginal and Torres Strait Islander (ATSI) students have been actively involved in additional support to assist them in reaching their learning goals. The cultural connections through the engagement with the broader community has enhanced cultural awareness with staff the school's staff engaging in deep, authentic professional learning to support the priorities of Aboriginal and Torres Strait Islander education for all students, both Aboriginal and Torres Strait Islander and non-Aboriginal. Authentic links have been established within the school community and broader community of the Blue Mountains.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>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. Further enhance the quality of programs and supports in the school in relation to Aboriginal and Torres Strait Islander via quality professional learning and connections established.</p>
<p>Low level adjustment for disability</p> <p>\$71,659.01</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation Practices • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$71,659.01</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: 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. While minor adjustments have been recorded against student levels by non-school based staff the majority of applications for Integration Funding Support have been successful.</p> <p>After evaluation, the next steps to support our students will be: Further strengthen strategies for engaging in regular communication and consultation between all stakeholders.</p>
<p>Professional learning</p> <p>\$13,799.38</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 Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation Practices • Explicit use of data • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • engage in professional learning aligned to school based targets and specific needs identified within the school <p>The allocation of this funding has resulted in the following impact: 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. Specific focus and development has been on the implementation of the current K-2 syllabus in English and Mathematics and the foundational professional learning and trialing of the 3-6 component. Additionally, teachers have engaged in a wide variety of professional learning into Aboriginal and Torres Strait Islander perspectives and language.</p> <p>After evaluation, the next steps to support our students will be: 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. Additionally, the school will be flexible to mobilise school staff with school based needs and delivery of contextual learning opportunities for all school based staff, both teaching and non-teaching.</p>
<p>QTSS release</p> <p>\$32,669.57</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>QTSS release</p> <p>\$32,669.57</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation Practices • Student Assessment • Explicit use of data • Coaching and Mentoring • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • additional teaching staff to support the curriculum implementation with in the school by providing quality opportunities for school teaching staff to work shoulder-to-shoulder with the Assistant Principal, Curriculum and Instruction (AP,C&I) <p>The allocation of this funding has resulted in the following impact: All teaching staff worked alongside the Assistant Principal, Curriculum and Instruction (AP,C&I) to engaging in rich professional collective efficacy and professional learning to implement the new curriculum in English and Mathematics K-10. Teachers utilised this collaborative time to create action plans to enhance the differentiated practices for every student in every classroom in relation to curriculum reform.</p> <p>After evaluation, the next steps to support our students will be: In 2024, Warrimoo Public School will continue to utilise the QTTS funding to support curriculum implementation. This will be acheived via the continued support of the Assistant Principal, Curriculum Instruction (AP,C&I) within the school and the ongoing collaboration between the infants and primary teams.</p>
<p>COVID ILSP</p> <p>\$19,469.99</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - literacy & numeracy • providing targeted, explicit instruction for student groups in literacy/numeracy - literacy and numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Throughout the year the school has utilised the funding provided to target literacy and numeracy development across the school of targeted students. 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>After evaluation, the next steps to support our students will be: Moving forward in 2024, the school will continue to target aspects of literacy and numeracy within the small group tuition model (formally COVID ILSP). 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

Students	Enrolments			
	2020	2021	2022	2023
Boys	70	75	83	78
Girls	76	73	82	78

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.1	91.5	90.5	94.3
1	95.2	95.2	85.4	91.2
2	86.4	95.2	90.0	91.2
3	92.4	91.2	90.2	93.9
4	93.1	94.6	88.5	91.1
5	93.4	89.7	89.9	88.1
6	93.4	84.0	84.9	88.5
All Years	92.8	92.3	88.7	90.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	2.8
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	2.01

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	67,088.46
Revenue	2,114,253.78
Appropriation	2,028,995.72
Sale of Goods and Services	-46.75
Grants and contributions	82,843.24
Investment income	2,461.57
Expenses	-2,082,684.28
Employee related	-1,884,208.88
Operating expenses	-198,475.40
Surplus / deficit for the year	31,569.50
Closing Balance	98,657.96

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.

	2023 SBAR Adjustments (\$)
Targeted Total	93,047
Equity Total	90,941
Equity - Aboriginal	11,895
Equity - Socio-economic	7,387
Equity - Language	0
Equity - Disability	71,659
Base Total	1,504,628
Base - Per Capita	42,943
Base - Location	0
Base - Other	1,461,685
Other Total	207,397
Grand Total	1,896,013

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2023, Warrimoo Public School saw the 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

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

*74% of students reporting positive wellbeing outcomes has decreased by 14% across the positive wellbeing measures.

The teachers ranked the school performance as above average in all of these areas. The teachers indicated that the Learning Culture, Data informed Practice, Teaching Strategies, Challenging and Visible Goals, Planned Learning Opportunities, Quality Feedback, Overcoming Obstacles and Technology has been developing steadily.

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 from the Tell Them From Me survey platform. Unfortunately, due to the low numbers of completed survey responses a report was not possible to generate.

The school utilised the external provider Survey Monkey to seek feedback from parents on several topics throughout 2023 in relation to modifying the Stage Two camp in 2024 to include two, one day excursion directly linked to the syllabus, and school P&C run canteen supports.

- 37 parents responded to the Survey Monkey in relation to modifications to school camp in 2024. It was a split results with 50% of parents requesting that the Stage Two remain in place and 50% of parents requesting change to two independent excursion that directly link to the syllabus.
- 10 parents responded to the Survey Monkey and offered support to the P&C canteen manager with operational aid and times of availability.

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 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

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.