

Warnervale Public School

Annual Report



2016



4117

Introduction

The Annual Report for **2016** is provided to the community of **Warnervale Public School** as an account of the school's operations and achievements throughout the year.

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

Jill Carter

Principal

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School background

School vision statement

Warnervale Public School fosters a love of learning through excellence in educational practice supported by positive respectful community partnerships.

School context

Warnervale Public School has a strong, inclusive school community with high expectations, shared priorities and clear directions. Our school aims to provide a safe and happy learning environment that is attractive and stimulating, and promotes the skills of literacy and numeracy while expecting students to accept increasing responsibility for their own learning and behaviour. With a school vision of "To Learn To Live", an education at Warnervale Public School (WPS) provides the knowledge, skills, attitudes and values relevant to present and emerging social, cultural and technological needs which are the foundation of lifelong learning in complex and rapidly changing local and global communities.

Located on the Central Coast, WPS is part of the Wadalba Schools Learning Community which provides a cohesive, collaborative schools network for the fast growing Warnervale / Wadalba area. The school celebrated its 50th anniversary in 2008. In the same year, it relocated to its newly completed campus grounds. The school's modern and well – designed facilities enhance the standard of the learning environment for students as well as providing exciting new opportunities for the growing school community.

Our school aims to involve parents and community members in a team effort which is exemplified by our strong, supportive, collaborative P&C and valued consultative partnership with our Aboriginal community and the Ngara AECG. 11% of our students are of Aboriginal Torres Strait Islander backgrounds. Our focus on the L3, Focus on Reading and BumpItUp programs exemplify our whole-school improvement process. Team-teaching classrooms and our BYOD initiative demonstrate our integration of appropriate technology and implementation of creative solutions which potentially improve student learning outcomes. Other initiatives include a BYOD class, an active environmental group and teacher mentorship in an embedded professional learning program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, Warnervale Public School's focus has been on Curriculum and Learning and Learning Culture, with a strong commitment to consistent, school-wide practices. Parents and students are increasingly working in partnership with the school to ensure continuity of learning for all. In the domain of Teaching, focus areas were Effective Classroom Practice and Data Skills and Use, with a shared responsibility by all teachers to the most effective teaching and assessing methods. Targeted Professional Learning has ensured teachers have a sophisticated understanding and use of student assessment, utilising assessment of learning in determining teaching directions. In the Leading domain, the school's focus was on Leadership, with particular emphasis on a supportive and proactive school leadership team, a culture of high expectations and a shared vision and commitment to ongoing school improvement.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Positive productive partnerships

Purpose

To create a school community where positive and respectful partnerships between all stakeholders ensure a strong spirit of belonging, open communication and shared vision.

Overall summary of progress

A key focus in this Strategic Direction is to create a more positive and respectful partnership with all members of the school community. In 2016, our behaviour tracking shows a trend of both reducing negative incidents and an increase of positive incidents being recorded in our welfare management system. A major initiative through this Strategic Direction is to continue to raise the profile of our welfare program, Program Achieve by explicitly teaching social emotional skills in our classes and by presenting information to the community about each key to success through various communication methods. We also observed improved parent participation rates in meetings and events held at the school, particularly during our curriculum initiative of stage-based expos.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in student numbers attaining positive school and welfare awards and a decrease in recorded negative incidents.	One of our key measures is to compare welfare data in our electronic monitoring system. In 2016, positive and negative behaviour incidents have been tracked against 2014 baseline data and compared to 2015 data. Results in this area have also been pleasing, with total negative incidents down by 871 from 2014 and down 636 from 2015, representing a continuing reduction in negative incidents for both years. In the area of positive incidents an increase of 28 entries was seen from 2014 to 2015 and a pleasing increase of 43 from 2015 to 2016. This shows a trend of both reducing negative incidents and an increase of positive incidents being recorded in our welfare management system.	\$37590
Increase parent participation in our school/home partnerships i.e. numbers attending parent/teacher communication sessions, curriculum workshops, school events, P&C meetings and fundraising events.	During 2016, parent participation rates were strong at all meetings and events held at the school. Almost 100% of parents liked the format of our parent/teacher interviews and valued the time to spend with the teacher discussing their children. We continue to hold regular events to encourage parent participation, including information sessions, classroom visits, Aboriginal morning tea, P&C days, Warnervale Wonderland and curriculum expos to showcase student learning and recognition ceremonies. Participation in our weekly assemblies was strong with over 30 attendees at K–2 assemblies and a similar level for our alternate 3–6 assemblies.	\$4350

Next Steps

In 2017 additional staff professional learning will be conducted on social emotional learning and positive habits of the mind. Continued focus on enhancing communication processes as well as regular dissemination of information on the Keys to Success. Bullying was again highlighted as an area of concern in the 2016 Tell Them from Me surveys, so another focus period on bullying, its definition and a school performance will be completed in Term 1, 2017. The introduction of LMBR has not been as seamless as expected and the retention of third party software provider will be continued with incidents and tracking data kept on the Sentral system. WPS will also move to an updated merit certificate

process, that incorporates google docs and a simplified process for teachers, as well as a centralised system to record these positive awards. Parent and Community events at the school continue to enhance the school spirit and shared vision and we will aim to host further opportunities for parent involvement in 2017 and build on the events that proved successful, such as our pancake and information session at the start of term. We will also aim to enhance the wellbeing processes at our school, with consistent behavioural expectations.

Strategic Direction 2

High quality teaching and learning

Purpose

To embed Professional Learning practices which promote and enable teachers to provide quality, innovative student-centred learning.

Overall summary of progress

The main focus of Strategic Direction 2 is to improve the quality of teaching and learning at Warnervale. Our focus has been to develop an assessment process which informs teachers and enables them to achieve significant, observable change in teaching practices and in the learning of the students.

The goal of quality teaching and learning in our classrooms is central to what we aim to do at Warnervale. This is shared by staff and is evidenced by their willingness to learn, share and observe others thus gaining the skills necessary to improve student outcomes. An Accreditation Mentor Program partnering proficient teachers and early career teachers has successfully been introduced. This is having a positive impact on collegiality and sharing of knowledge and experience.

The development of professional learning goals by all staff based on the Professional Standards and linked to the school plan have resulted in a school culture that is focused on building learning excellence. Instructional observations and feedback have led to a significant deeper understanding amongst all staff on the benefits of reflective feedback for both themselves and their students. There is evidence of a change in school culture around the benefits and improvements gained through the lesson observation and feedback process. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Our school's focus to successfully implementing, monitoring and evaluating NSW Syllabuses for the Australian Curriculum has continued to develop throughout the year. This has occurred through numerous stage and whole school Professional Learning sessions to ensure high quality assessment, planning, programming and teaching models across K–6. Evidence of this is in teaching programs and teaching and learning activities within each and every classroom.

With the introduction of the BumpItUp strategy in August 2016, we designed and implemented a new focus for Professional Learning, assessment strategies and teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of students achieving benchmarks and national standards at their year level as well as utilising the literacy and numeracy continuum.	<ul style="list-style-type: none">• PLAN data and student worksamples demonstrate an improvement in teaching and learning• BIU baseline data for Years 2 and 4 recorded from implementation of school based NAPLAN practices and school quizzes. Term 4 results of school based assessments showed an increase of student growth in students achieving 1 – 3 band growth in NAPLAN school-based assessments.• Teachers identifying big rocks and using explicit teaching strategies to increase student knowledge and understanding.• Literacy and numeracy continuum student performance tracked and documented on all students K–6• Reading resources purchased for enriching student understanding of smart teaching strategies. Magazine style box sets to cater for K–3 students.	<ul style="list-style-type: none">• 1 staff member off class Semester 2• PM readers \$3881• Total: \$49600
100% of teachers developing and maintaining professional practice by engaging in professional learning and completing	<ul style="list-style-type: none">• PDPs successfully completed and staff encouraged in areas for future change and goals• Teachers of Yr 2 and 4 specifically targeted in BIU strategy to extend and develop their teaching	BIU Support staff, teacher release, casual, L3, teacher mentor

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
appropriate documentation.	of Numeracy. <ul style="list-style-type: none">• Fortnightly PL supporting BIU strategy, teachers documenting Reading and Numeracy logs with daily observations, reflections and teacher/student directions.• 13 staff members completed 20 hours of Speech course through Online Training Australia with DoE APLaS tutor Di Burns.• Ongoing accreditation processes documented for staff completing proficient level of accreditation.• Three K – 1 teachers completing OPL year in L3	Total: \$95200

Next Steps

Teachers at Warnervale will be encouraged to take advantage of DoE PL opportunities related to improving teaching and learning. This includes the Speech course through Online Training Australia.

We will continue to build capacity within staff members re Writing, History, Geography and Science through stage and whole staff meetings and Professional Learning.

A continuation of our BumpItUp initiative is a focus for Professional Learning in Years 2 – 6 in 2017. In order to share lessons learnt last year as well as successful strategies to improve student performance, we will:

- hold 'hand-over' meetings where Yr 2 and 4 teachers from 2016 share student data for teachers and student classes 2017
- implement school-based testing for Yr 3 and Yr 5 (including specific questions from past NAPLAN papers) and timetable opportunities for reflection, data analysis and programming discussions with Yr 3 and 5 staff for Numeracy and Reading, create groupings of Bump and Non Bump students
- timetable expert teachers, class rotations and explicit withdrawal groupings
- hold fortnightly meetings discussing data, trends, big rocks, teaching points
- record and analyse data and complete Student Tracking Sheet Year 2,3,4,5,6
- attend any relevant BIU DoE PL or workshops

We will strengthen and continue to develop skills, strategies and confidence of Beginning Teachers through planned PL, class observations, QandA sessions and reflection discussions.

Strategic Direction 3

Positive learning culture for all

Purpose

To nurture students who are engaged, self-reflective and able to set increasingly challenging learning goals.

Overall summary of progress

Students were empowered and engaged in learning through the development of a learning culture where they are encouraged to self-monitor and set goals. Staff and students worked through the goal setting process which resulted in a more focused learning environment. Students collaborated with peers and their teachers to design success criteria to achieve their individual learning goals.

In conjunction with Strategic Direction 2, rigorous analysis of NAPLAN data supported staff to develop programs to help students focus on their individual learning needs. In Semester 1, this revolved around Writing and Geometry. In Semester 2, the focus was Numeracy and Reading within the BumpItUp strategy. A continued emphasis on differentiated learning opportunities being provided in teaching and learning programs is having a positive effect. This is reflected by students being increasingly engaged and committed to being involved in a variety of programs, putting in the 'extra mile' for curriculum Expos and class work as well as encouraging greater discussion about learning between parents and their children.

The 2016 BYOD project was originally in one Year 5 classroom but was extended as additional students across the year were keen to be involved. Students are highly engaged with their technology and use Google classroom with ease as well as various other apps. Evaluation show parents and students are highly supportive and engaged with the project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students achieve growth in school-based and national testing programs in English and Mathematics at the completion of each academic year	<p>Rigorous analysis of student placement in PLAN in the Literacy aspects of Reading Texts and Comprehension (focus due to FoR training in 2015). This shows that 72.4% of students at WPS have progressed one cluster or more in Reading Texts. 75.3% of students have achieved one or more clusters of movement in the aspect of Comprehension.</p> <p>BumpItUp focus groups have shown growth through explicit teaching, target groupings and increased differentiation in classroom rotation groups.</p> <p>Analysis of NAPLAN SMART Numeracy data for the past 3 years has highlighted Geometry as a growing area of concern. Focusing on school based assessment results it can be seen that 73% of students have shown growth in Geometry.</p>	<p>Teacher release</p> <p>Aboriginal Support officer</p> <p>Total: \$15400</p>
Increase of student, parent and staff involvement in feedback on individualised student goalsetting and achieving their personal learning goals	<p>Individual goal setting practices have become an embedded practice in each classroom, with students regularly taking part in goal setting and reflection exercises. Differentiated goal setting procedures developed and implemented with success for each targeted age group. Parental involvement in the goal setting procedure with input sought prior to the Term 1 Parent Teacher Interviews.</p>	<p>Printing</p> <p>SLSO additional days</p> <p>Total: \$10600</p>

Next Steps

Further development to create a system of student goal setting procedures which is contributed to by students, parents and staff will be implemented. A more streamlined approach will be created across the school with means for student tracking developed. This will ensure that by the end of the school plan cycle this has become an embedded practice across the school. Parents will be invited to have an input into the development of goals for their children and will be invited to attend 2 parent teacher interview sessions.

Further training and development in specific areas will continue with the introduction of inquiry-based instruction.

Student engagement will be further promoted with data analysis informing areas where further engagement and development is required. Working in collaboration with Strategic Direction 2, we will have a centred inquiry-based learning focus, and develop student writing checklists for the writing styles. Training of all staff in NAPLAN marking to ensure consistency across school— appropriate goal setting and further experience in data analysis – PLAN, NAPLAN, pre-post Mathematics. A focus will also be supporting staff in the delivery of quality feedback to students.

We will also focus on how to help parents to be engaged and understand the learning progress of their children and what they can do on the home front to effectively support their child. A goal setting journal, homework activities and other learning initiatives will be developed. We will host BIU parent workshops where parents of students in Years 3 and 5 (Term 1), Year 4 (Term 2), and Year 2 (Term 3) and parents will work with their children and their teachers to have greater understanding of Numeracy and Reading processes.

P & C presentation planned for further understanding and involvement in the goal setting process. Empowering and engaging student learning with creative and critical thinking and problem solving. Achieved through the implementation of cutting edge learning programs such as STEM and Coding Workshops. Creating future ready classrooms with flexible learning spaces (such as stand up tables) and explicitly displayed learning intentions.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students were supported throughout the year by 2 Aboriginal Support officers, a Cultural group and individual classroom support. Further cultural activities included creation of musical instruments and artefacts and involvement from a Didge facilitator as part as our learning community.	Aboriginal Equity Funding has supported our Aboriginal initiatives for 2016 • Aboriginal background loading (\$35 350.00)
Low level adjustment for disability	Students with additional learning needs have been well-supported in 2016. Documented plans are in place for all identified students in each class, with student management plans and classroom resources created to further support relevant students.	Low level adjustment for disability funding has supported all identified students. • Low level adjustment for disability (\$26 290.00)
Socio-economic background	Identified students have had a range of support structures implemented to maximise their learning opportunities. With a combination of Professional Learning and teacher collaboration opportunities, student's individual needs have been assessed with effective data analysis, student tracking, teacher self-assessment and review.	Focus for this key initiative is focused on enhancing teacher professional practice. • Socio-economic background (\$209 300.00)
Support for beginning teachers	Early career teachers have been supported during 2016 with their PDP reflecting growth in professional development and pedagogical practice.	Teacher release • Support for beginning teachers (\$1 600.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	261	244	237	251
Girls	195	199	210	228

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	96.1	94.2	95.3
1	94.8	94.1	95.1	94.7
2	94.2	94.6	94.5	93.7
3	95	94.1	94.5	95
4	93.2	94.4	94	92.2
5	93.9	92.9	93.1	92.2
6	94.4	93.3	92.7	93.2
All Years	94.2	94.2	94	93.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration & Support Staff	3.48
Other Positions	0.16

Financial information (for schools using both OASIS and SAP/SALM)

The information provided in the financial summary includes reporting from 31st December 2015 to 10th May 2016.

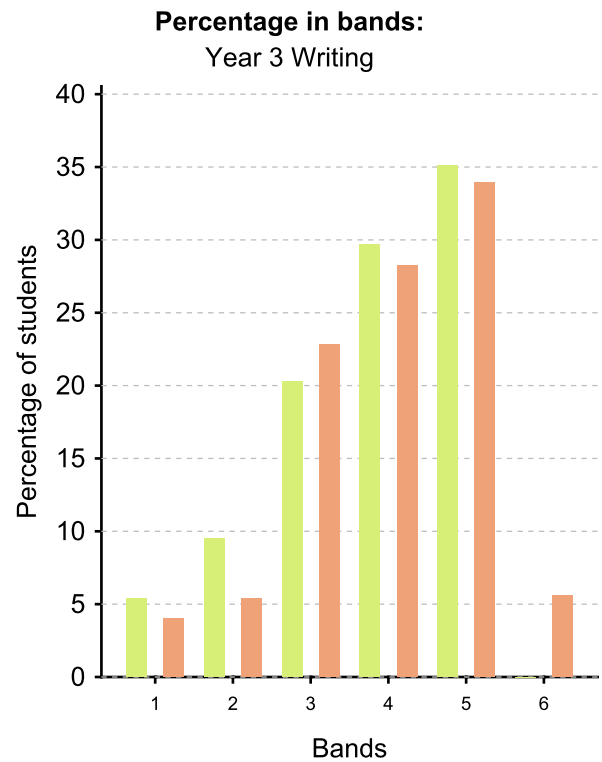
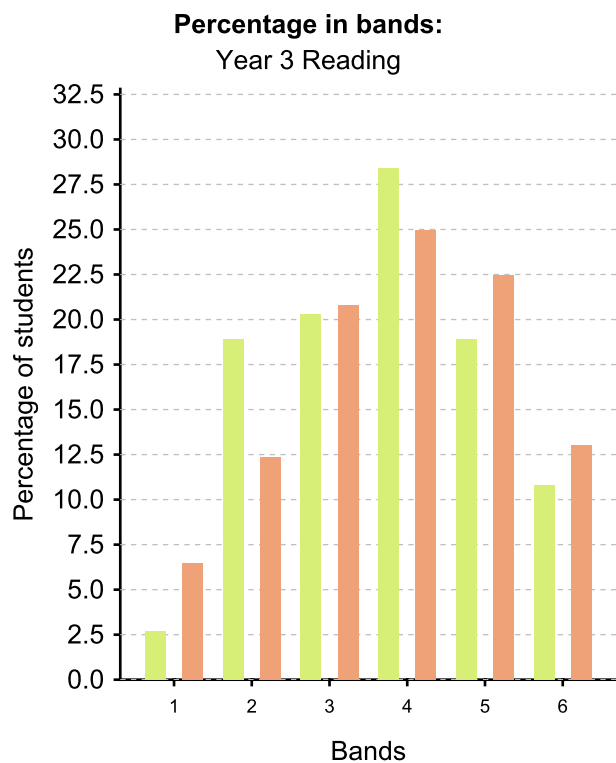
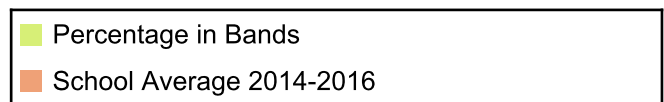
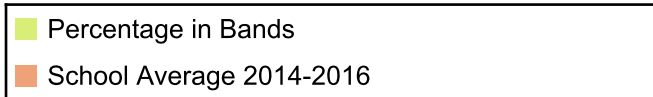
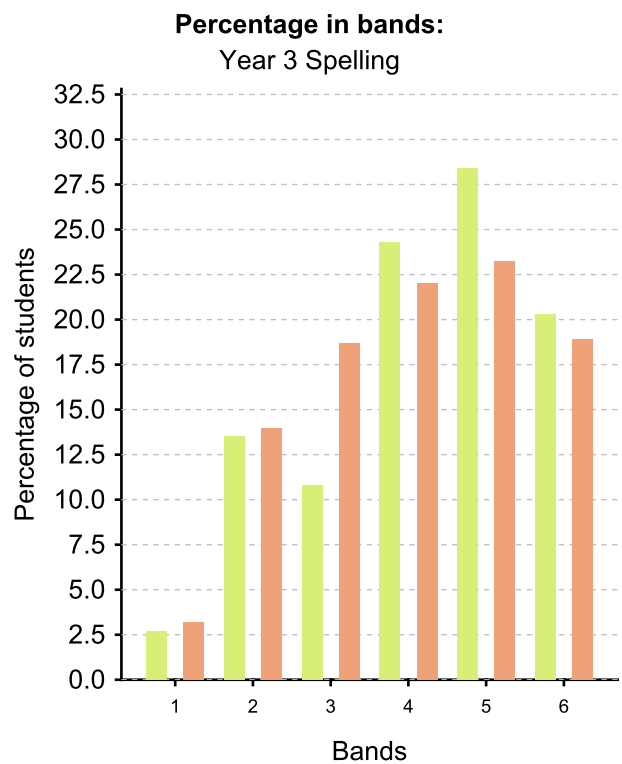
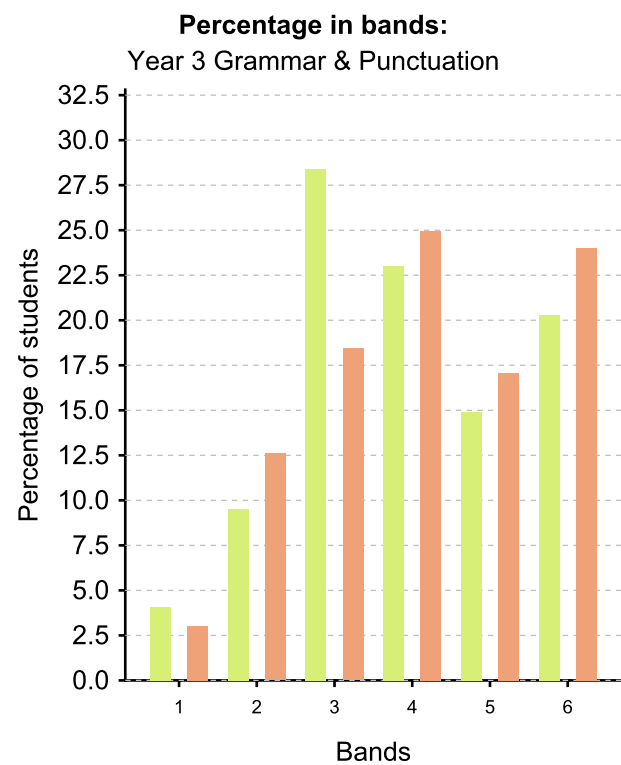
Income	\$
Balance brought forward	433 229.00
Global funds	129 535.00
Tied funds	143 538.00
School & community sources	74 475.00
Interest	4 143.00
Trust receipts	2 348.00
Canteen	21 506.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	22 084.00
Excursions	31 862.00
Extracurricular dissections	23 696.00
Library	3 102.00
Training & development	0.00
Tied funds	85 383.00
Short term relief	28 641.00
Administration & office	27 456.00
School-operated canteen	21 893.00
Utilities	1 153.00
Maintenance	3 051.00
Trust accounts	2 366.00
Capital programs	45 850.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 10th May – 31st December 2016. A substantial amount has been retained for the purpose of a building fund. Plans for a multipurpose building to facilitate a variety of school initiatives and some community use has been quoted but yet to be formally approved. Quoting for a cover of our large basketball court has also occurred but approval has not yet been sought. An amount of \$300 000 has been retained for these purposes.

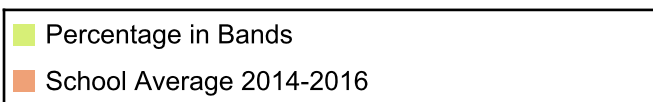
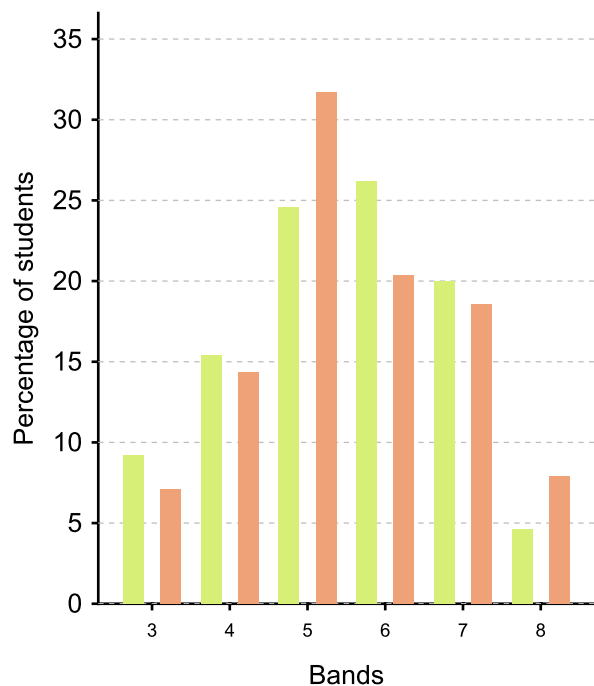
	2016 Actual (\$)
Opening Balance	0
Revenue	982 430
(2a) Appropriation	800 453
(2b) Sale of Goods and Services	40 391
(2c) Grants and Contributions	138 367
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	3 217
Expenses	-422 665
Recurrent Expenses	-422 665
(3a) Employee Related	-230 127
(3b) Operating Expenses	-192 538
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	559 765
Balance Carried Forward	559 765

	2016 Actual (\$)
Base Total	2 917 110
Base Per Capita	24 035
Base Location	0
Other Base	2 893 075
Equity Total	300 411
Equity Aboriginal	34 953
Equity Socio economic	128 606
Equity Language	0
Equity Disability	136 850
Targeted Total	38 290
Other Total	84 512
Grand Total	3 340 324

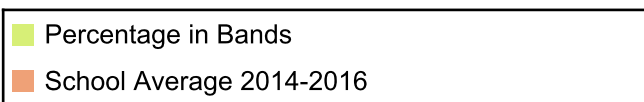
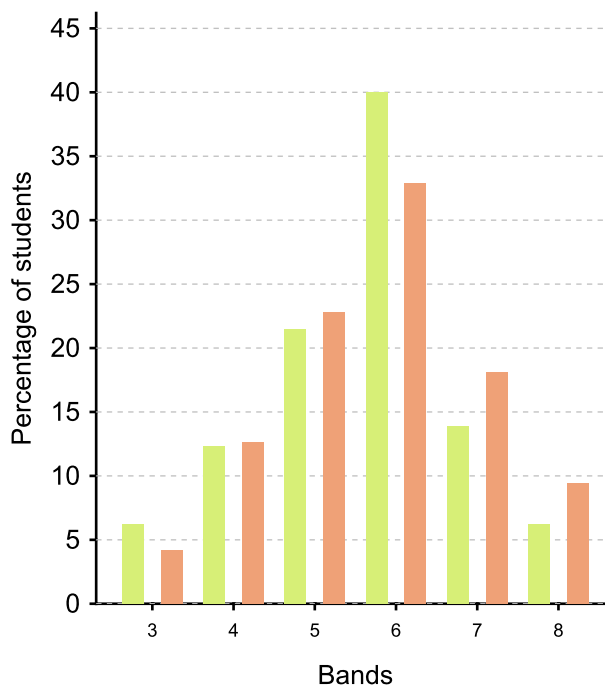
School performance



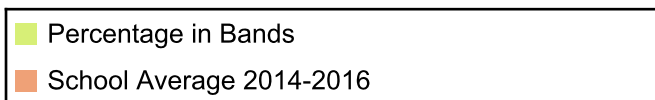
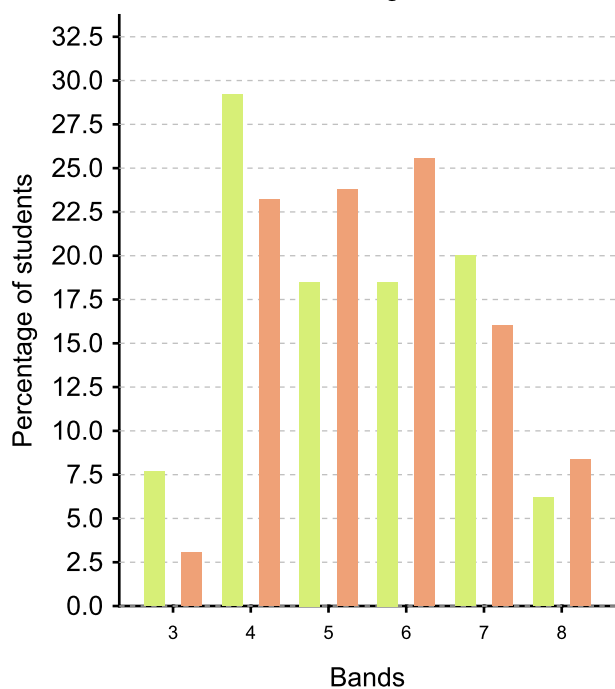
Percentage in bands:
Year 5 Grammar & Punctuation



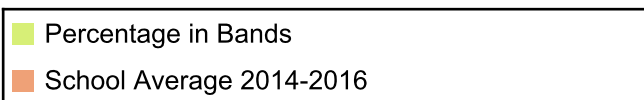
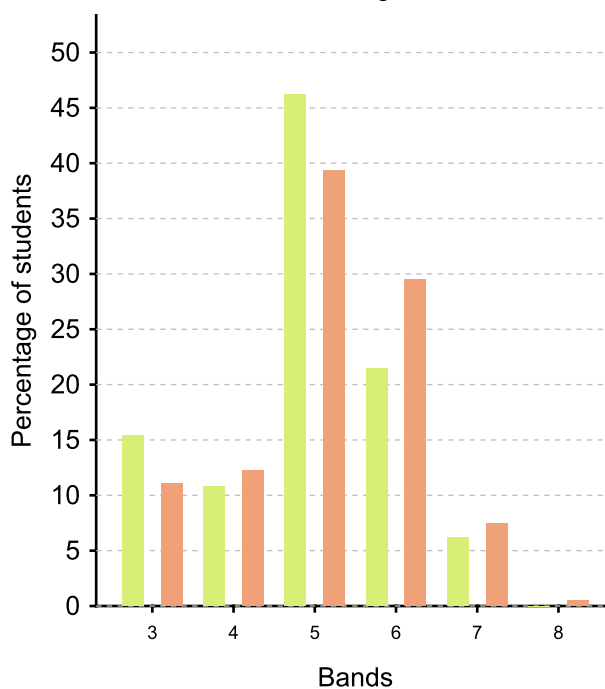
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school. Areas targeted were building a school culture which promotes student

Parents were asked for feedback at various times throughout the year, including Tell Them From Me and following school events. 97 parents completed the TTFM survey, which was an increase of nearly 50% from the year before. This greater engagement with school life is of note and illustrates an increased partnership between home and school.

The school, in accordance with its strategic directions created a number of opportunities for parents to interact with their child's work at school. School Expos have been a very positive initiative and this was reflected in TTFM survey, with an increase of parents supporting learning at home and encouraging their child with their learning. 87% of parents who attended the Stage 2 Expo rated it as 'Highly Beneficial'.

Bullying continues to be an issue with some parents rating safety and behaviour issues quite low. Pleasingly, parents feel the school supports positive behaviour so we are looking to focus on individual students, positive behaviour and a greater level of explicit teaching and communication relating to bullying.

In 2016 we changed our homework policy to make it optional. This was in response to parent feedback from 2015 surveys. One aspect of the TTFM survey rated teachers' expectation of homework being completed on time was low. This indicates an increased level of communication about the new homework policy needs to be done in 2017. Interestingly, parents indicated in 2015 they wanted less time for set homework ... in 2016 they indicated they wanted more time.

Attendance to the Information Evening over the past few years had been decreasing and so in 2016 we introduced a Welcome Breakfast, followed by 8.30am Stage Information sessions and classroom visits. This was met with overall positive approval and will be maintained in 2017. Attendance at our Stage Expos and Education Week Maths Day were also hugely rewarding with positive survey comments including "It was interesting to see all the different ways the children were learning about Geometry" and "I learnt how there are different approaches to solving puzzles" and "I learned that one of my children functions better when they are doing Mathematics on paper as opposed to hands on activities, while the other one performed better using their iPad."

95% of parents surveyed were satisfied with a Term 1 Parent Teacher interviews and an optional Term 3 interview. This will also be continued in 2017.

Our aim at Warnervale is to provide a rich and varied curriculum with opportunities for students to participate in many excursions, incursions and extra curricular activities. Student Tell Them From me survey showed our recent focus on positive behaviour has reaped some rewards. Differing from 2015, we had higher percentages of students not getting into trouble at school, particularly in Year 6. This was also reflected in Student Effort with 91% trying hard to succeed their learning. Particularly pleasing is the reduction in gap between boys and girls, with both above NSW

percentages.

Coding workshops were held for Year 2 – 6 students for the first time in 2016. These proved to be an overwhelming success with 100% of students saying they would like to attend similar workshops in 2017.

Teachers completed the 2016 Tell Them From Me survey. Teachers at Warnervale scored each of the Eight Drivers of Student Learning in a more positive light compared across the NSW CESE Project. Parent Involvement, Collaboration and Leadership were particularly positive, with Inclusive School scoring highest at 8.5.

Following our focus on Professional Learning about Assessment and how data informs practice, it was of note staff are feeling much more confident and positive about analysing data, using assessment to inform teaching and providing timely feedback to students.

In a survey at the end of Term 4, 2016, teachers were asked what was a highlight of the year for them. Here are some of the teacher's 2016 highlights:

- "Engagement .. instilling a love of learning ... pushing all students to meet their outcomes."
- "Seeing students work independently and gain confidence. Less welfare issues working and with 2 very good practitioners enjoying what I do."
- "Seeing a huge improvement in results from last year to this year in all areas of my students especially in reading, vocabulary and hearing and recording."
- "Seeing the improvement in student's writing was a real thrill. We worked hard on having the students reach high level in writing and I believe we have achieved that."

Policy requirements

Aboriginal education

Aboriginal perspectives are included in classroom teaching across the curriculum. The school promotes Aboriginal culture and reconciliation through studies of Aboriginal literature, art and dance, and visits to and by performers and specialist educators. Our 2 Aboriginal Learning Support officers, the Aboriginal Culture group and the consistent review of programs to ensure student growth and engagement.

2016 saw the continuation of our successful Aboriginal get-together afternoon tea for our Aboriginal families with a focus on staff getting to know them. This is the first stage of gathering information for the individual learning plans for each student.

National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, Reconciliation Week and Sorry Day were all recognised and supported within classroom practices and at school assemblies. Reconciliation Week and NAIDOC week were celebrated. A BBQ for Aboriginal students and their

parents was held during NAIDOC Week.

Throughout 2016 a local school initiative was conducted to allow High School students time each week to share and teach their didgeridoo skills to primary school Aboriginal students. Our 'Didge' group developed throughout the year and performed at the end of year presentation ceremony.

There was regular staff attendance and participation at local AECG meetings.

Multicultural and anti-racism education

Warnervale Public School continues to promote multicultural and anti-racist education through a range of initiatives, from Kindergarten to Year 6.

At Warnervale Public School we have two anti-racism officers who deal with instances of racism. During 2016 one of these staff members conducted a number of educational programs targeted at Stage 2 students with the aim of promoting awareness of racism issues and reducing the instances of racist behaviour.

Harmony Day was celebrated in March with a whole school and community assembly followed by classroom activities. The school choir performed a moving song and a variety of students spoke about their culture and heritage. Classroom activities with parent involvement were held in all rooms.

Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. In all classrooms, students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Respectful and positive attitudes towards different cultures, religions and world views are promoted in class, assembly and fortnightly school newsletters. Our foyer display of A3 photos of our school life celebrates the multicultural diversity of our school community and is updated every few weeks.