

Wellington Public School Annual Report



2018



3420

Introduction

The Annual Report for **2018** is provided to the community of Wellington 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.

Darryl Thompson

Principal

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Message from the Principal

It is once again a pleasure to recount on the many achievements of our wonderful school for 2018.

These include:

- the continued excellent growth data that the school achieves in academic outcomes for all students;
- the integration of the Early Action for Success framework across the school which is only providing more explicit and structured support to even further improve literacy and numeracy progress;
- our outstanding Stephanie Alexander Kitchen Garden which addresses many significant healthy living outcomes whilst integrating this learning into the curriculum of the school;
- our continued success on the sporting field with our Girl's Cricket Team once again State Champions.

Aside from these highlights we sustained and continued to grow our full complement of programs and strategies.

Positive Behaviour for Learning (PBL) continues to underpin everything we do where our core business is to develop in our students a full understanding of what it means to be safe, respectful learners. Planned, explicit teaching happens in classrooms across the school each week to teach students to know what these things look like in different contexts and locations. Professional learning opportunities supported our committee members to stay on top of change following significant changes within the Department. PBL is very visible everywhere in our school.

We began our new planning cycle with a new set of strategic directions

Engaged Learners;

Quality Practice and

Educational Leadership.

Spelling Mastery has proven to support student learning. PBL and the data we have seen from the approach supports the continuance for both the academic and social gains being made in these areas.

Our two Learning and Support teachers continue to support the Fillial play-based therapy room which identifies students with high behaviour needs and provides specialised interventions to assist them. This year an introduction of this strategy for all staff through a professional learning experience took place. Our Learning Support Team meets every fortnight to discuss how to best help students of concern. The operational systems within this committee was reviewed in 2017 and these changes continue to improve the speed at which students gain support. Student attendance in Terms 1 and 2 was above 90%. A dip in Term Three gave us a yearly average of 89.54%. We will continue to work towards our

attendance rate reaching at least 91% where 85% is the minimum standard expected of any student. Our attendance officer will continue to work closely with our Deputy Principal, specific families and the Home/School Liaison team to support improvement in children being at school every day.

Our Preschool continued to offer two programs each week. Enrolments for these two sessions were made up of part-time and full time enrolments.

Growth continues to be achieved against the School Excellence Framework (SEF). This framework has been adjusted slightly for 2018 and having completed our External Validation these will be further developed for 2019. Every year, from now on, we will be able to see how we are going in achieving our endeavours to attain 'exceeding' in all areas.

Our Aboriginal committee continues to operate very actively. Their collective brief is to provide support for the Stronger Smarter philosophy for Aboriginal students (totalling almost 60% of our school enrolment) to learn about their culture and be proud of their heritage – to believe in themselves and become the best they can be. This of course applies to all children and in our school there is to be no bias for one culture over that of others'. The 'community nest' continues to grow and is a focus for family meetings at school. Action planning guarantees the continuance of future directions. Thanks to the Dubbo Language Nest, and the provision of tutors we continue to have Wiradjuri language/culture lessons across the school every week.

Our School Counsellor Allocation has continued at 3.5 days per week. We continue to have a strong bond with the hearing bus team and audiology support is terrific for students with hearing deficits. Speech problems and mobility/muscular and movement problems are assisted through the employment of speech and occupational therapists.

The 'Sentral' student and school administration software package continues to be an excellent asset in the effective management of the school. From the daily marking of class attendance rolls to communication amongst staff the system has been well received.

Can I pass on a vote of thanks to our hard-working Parents and Citizens Association. Although relatively few in number they are supported by many others who come to help when the call is made. This year their efforts have raised more than \$30 000 which will be allocated to improvements across the playground of the school.

I commend this report to you as an excellent summary of the many achievements at our school this year.

School background

School vision statement

Wellington Public School is committed to providing an environment where quality teaching, learning and leadership ensures future success and wellbeing for all students' within an ever changing world.

School context

Wellington Public School has an enrolment of 520 students with almost 60% identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 5 special education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners.

Through 'Early Action for Success' and School Based Allocation of Resources the school has 1.4 Instructional Leaders, 2 Learning and Support Teachers and 1 interventionist to provide tailored interventions in Literacy and Numeracy P–6, improving curriculum implementation and quality teaching using stringent data analysis to direct teaching and individualised learning programs for students.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the domain of Learning the school's self–assessment is consistent with the evidence presented in 2 element/s and is validated using the School Excellence Framework. In the element of Curriculum the evidence presented indicates the school is operating at the Delivering stage. In the element of Assessment the evidence presented indicates the school is operating at the Delivering stage. In the element of Reporting the evidence presented indicates the school is operating at the Delivering stage. In the element of Student performance measures the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Teaching the school's self–assessment is consistent with the evidence presented at Sustaining and Growing and is validated using the School Excellence Framework.

In the domain of Leading the school's self–assessment is consistent with the evidence presented in 3 element/s at Sustaining and Growing and is validated using the School Excellence Framework. In the element of School resources the evidence presented at Excelling indicates the school is operating at the Sustaining and Growing stage.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaged Learners

Purpose

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities that support ALL students to connect, succeed, thrive and learn.

Every student at Wellington Public School is known, valued and cared for.

Overall summary of progress

The domain of Learning was assessed as a part of our External Validation this year. The summary of progress and feedback do reflect closely with how we are progressing in this Strategic Direction.

In Transition to school we have a strong Learning Culture. The process of collaborative planning demonstrated at WPS Preschool and the Early Stage 1 staff throughout the year is evidence that staff at our school value the sharing of information and experiences to inform and support students' successful transitions.

Our Wellbeing evidence demonstrated that expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning that are relevant to our context at WPS. Values and expectations are explicitly, consistently and supportively applied across the school. Data is used to drive decisions and directions.

At WPS quality instructional practices see teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments and learning intentions to support learning or to increase challenge. Data is used to analyse and plan for further teaching. Professional Learning, especially as a part of EaFS, has a focus on developing these skills. Students at WPS can articulate their learning and what they need to learn next to enable continuous improvement. Teachers track student learning on Plan 2 every 5 weeks, from this the data, teachers will determine what the next learning intention will be.

Our focus on curriculum adjustments demonstrates that teachers are implementing professional learning and stage based communication systems that are achieving a change in teaching programs and practice and therefore are achieving school-wide growth in student learning outcomes. Students are showing excellent growth from lower bands in the early years of schooling.

The Community Links we develop show how the leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. This is also excellent evidence of the school facilities being used by the wider community to deliver benefits to students. The Breakfast Club is an example of the a high expectations relationship with community that exists by ensuring that all students start the day with a full tummy (Wellbeing) and has become a key component as to why the school is performing so strongly in this SD.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of school community engaged in practices that support a sense of belonging, expectations for success and advocacy of school.	Attendance Officer \$37 230 In-school Family Referral Service \$35 300	Attendance data has risen from 89.5% to 91% Increased access for more than 35 of our families to non-government agency support.
All PLPs for identified students are developed and reviewed	LaST Teachers \$136 338	456 (85%) of students have a PSP/LSP in Sentral
Increased engagement in the number of parents liaising with support staff for IEPs and	Time created to plan for Staff/parent/student conferencing \$30 000	Increased attendance at these collaboration meetings by more than 25%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLPs from 2017 data		Increased attendance at these collaboration meetings by more than 25%
Improved levels of parent feedback showing the success of the school's educational programs after collection of baseline data in 2017	School promotional booklet produced \$7 000 Release time for teacher to monitor and upload data to Facebook site \$5 000	Booklet distributed to Kinder enrolments and students new to the school. 20% increase in Facebook traffic
Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy Increased proportion of students working in the top two NAPLAN bands for reading and numeracy.	Aboriginal Education RAM funding \$800 000 6 x addition SLSO 2 x Indigenous Mentors AEO funds	Valued added data continues to be strong for Aboriginal students Strong growth in Attendance data

Next Steps

Develop whole school understandings of the SEF–sas process. Link future school planning to directions created from our EV process.

Strategic Direction 2

Quality Practice

Purpose

Teachers implement effective classroom practices for all students with meaningful learning experiences that are inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment and continual improvement of teacher practice.

Wellington Public School is a great place to work and our staff are of the highest calibre.

Overall summary of progress

In all domains of Teaching Wellington Public School is Sustaining and Growing.

The Transition to School Program is designed and implemented by Early Stage 1 teaching staff through a process of collaboration, planning a variety of experiences and lesson plans that will expose the transitioning students to the school environment, and the behaviour expectations of our school. The program is designed to provide a positive environment for the new students, allowing them the opportunities to familiarise themselves with 'big school'. The planning undertaken, and the experiences implemented allow the Kinder staff to observe the transitioning students in the school environment, and to make observations about how each cope and interact in this new environment.

Our evidence demonstrates, in terms of wellbeing, that expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning that are relevant to our context at WPS. Values and learning expectations are explicitly, consistently and supportively applied across the school. Data is used to drive decisions and directions.

At Wellington Public School, data shows that as a result of the L3 program (and support via instructional leadership), students are showing the expected growth. Teachers in Early Stage One and Stage One data every 5 weeks and then use this data to inform their teaching practices. Students are aware of their reading growth and work with the teacher to set learning intentions to help them achieve their individual reading goals. Given our analysis in the Curriculum Adjustments evidence set (Appendix 6) and documented student growth, these positive foundations all go well in addressing student outcomes in Reading in Stage 3.

The evidence demonstrates that teachers are implementing professional learning and stage based communication systems that are achieving a change in teaching programs and practice and therefore are achieving school-wide growth in student learning outcomes. A similar trend is evident across each of our evidence sets. Students are showing excellent growth from lower bands in the early years of schooling.

It is interesting to note that little evidence in relation to Community Links has been collected in this domain.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of teachers that are using student performance data to drive teaching directions, monitoring and assessing.	2 x Instructional leaders School Funding \$120 000 allows for a third IL. 1 x additional SLSO	Evolution of data meetings has seen them in 2018: <ul style="list-style-type: none">• identify trends;• select an area of focus;• identify new paths and directions to follow.
Increased proportion of teachers engaging in mentoring, classroom observations and modelling of effective classroom practice.	45 iPads purchased for each member of staff	The technology has enabled staff to develop the depth of both quantitative (numerical) data and qualitative (visual) data.

Next Steps

Setting up a school-wide assessment and reporting plan.

Review our scope and sequencing across all KLAs.

Review management practices and processes around school policy and procedures including scope and sequences, programming checklists and expectations.

Strategic Direction 3

Educational leadership

Purpose

Our school leadership is driven by a culture of high expectations and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.

Resources are strategically used to achieve improved student outcomes and high quality educational delivery.

Community confidence in Wellington Public School is high.

Overall summary of progress

In all domains of Leading Wellington Public School is Sustaining and Growing, except in School Resources where we have made an on balanced judgement of Excelling.

Opportunities to meet with and share information with parents and carers in relation to our school's Transition To School Program is evidence to support parents and community members having the opportunity to engage in school related activities, such as the Transition to School program, and promotes our school as a cohesive educational community.

Over the past 3 years WPS has developed strong and sustained links with an array of outside agencies providing a range support across the areas of wellbeing and welfare for students, their families and the broader community. Our commitment to these links is especially evidenced through the employment of school based specialist staff enabling the meaningful connection of students and families with the appropriate type and level of support.

Instructional Leaders at Wellington Public School provide formal mentoring and coaching to improve teaching to staff. Staff involved engage in professional discussion and collaborate to improve their teaching and learning. Teachers are supported in professional learning and they are supported to refine effective classroom practices and improve planning and programming skills.

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. WPS is a very well-resourced school and with attention to the use of data, an integration of technology and fine tuning of strategic planning has achieve excellence in this domain.

Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The school has evolved from simply using print media to communicate with its community using an integrated suite of multi-media platforms to achieve a deeper link with parents and the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All executive have been involved in professional learning to develop effective instructional leadership and management skills.	TPL \$45 000	3 x staff have been successful in Merit Selection processes and gained promotions positions in other schools.
Community members are accessing an increased proportion of diverse opportunities to communicate and liaise with the school.	Released teacher for Facebook 0.2 FTE School App	Rise in positive feedback from community. More accurate and timely communication channels.
School executive guide teaching and learning practices that are responsive to school data and current research..	Extra release for all staff to access Power Hour. 3 x RFF teachers \$300 000	Consolidated Power Hour time to focus on Milestone development from the School Plan.

Next Steps

Develop coaching and mentoring documentation with supporting evidence.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	279	252	266	263
Girls	229	215	218	220

Student attendance profile

School				
Year	2015	2016	2017	2018
K	87.9	88.1	91.2	89.1
1	90	87.9	90.1	91.4
2	90.3	90.1	92.6	89.7
3	91.2	89.5	92.4	91.5
4	90.3	93.3	90.3	90.3
5	90.7	89.8	90.8	88
6	92.5	89.9	89.9	90.8
All Years	90.3	89.7	91.1	90.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Decreasing the number of students falling below 85% in attendance was a focus again during 2018. With the assistance of the school's Attendance Officer there was a strong focus on the early years of school. Although behind State Average, the data shows a steady increase in attendance rates from Kindergarten to Year 3. In 2019, the school will continue to support staff, families and students to improve attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.7
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.98

*Full Time Equivalent

During 2018, 85 staff members were employed at the school.

This figure included full time, part time and casual employees.

Approximately 60% of the student population identify as Aboriginal. To promote a sense of belonging where the whole school community were welcomed, it was important that our workforce consisted of members of the local Aboriginal community. There were 5 Aboriginal teachers and 15 school learning support officers (SLSOs) who identified as Aboriginal. The school has two permanent Aboriginal Education Officers (AEOs) and one Aboriginal Attendance Officer. These positions have enabled strong links with many of our Aboriginal families, resulting in improved educational outcomes for a number of our more vulnerable students.

The employment of a Community Engagement Officer in the Preschool through the Tunin' In initiative has increased the capacity of the Preschool to engage with local families. This brings the total number of Aboriginal employees in the Preschool to three out of five.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

All staff are required to undertake professional learning each year to ensure students receive the best possible education at our school. All teachers, school and administrative support staff (SASS) and SLSOs are required to complete Performance Development Plans (PDPs) with their supervisors, taking into account the School Plan and developing professional and personal goals. These plans are reviewed at least twice a year. Any professional development should be related to goals set in these plans.

During 2018 significant professional learning was undertaken in literacy and numeracy with the support of the school's two Instructional Leaders. Much of this learning was carried out in the classroom, where research shows there will be a greater impact on student learning. A number of staff also continued their training in Language, Learning and Literacy (L3).

All Preschool staff are integrating the Tunin' In Community Engagement program. Knowledge gained from this training continues to drive the schools Ngaguwany-guwal Committee to improve outcomes for Aboriginal students.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	522,757
Revenue	7,884,208
Appropriation	7,733,663
Sale of Goods and Services	36,982
Grants and Contributions	109,805
Gain and Loss	0
Other Revenue	0
Investment Income	3,758
Expenses	-7,880,189
Recurrent Expenses	-7,880,189
Employee Related	-7,180,941
Operating Expenses	-699,248
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	4,019
Balance Carried Forward	526,776

As in previous years:

- * our school's financial management processes and governance structures meet all financial policy requirements

- * all funds available will be used to cover wages and resource costs for the end of Term Four 2018.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,510,505
Base Per Capita	102,176
Base Location	110,099
Other Base	3,298,230
Equity Total	1,676,661
Equity Aboriginal	788,956
Equity Socio economic	565,763
Equity Language	1,938
Equity Disability	320,003
Targeted Total	1,021,649
Other Total	921,556
Grand Total	7,130,372

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

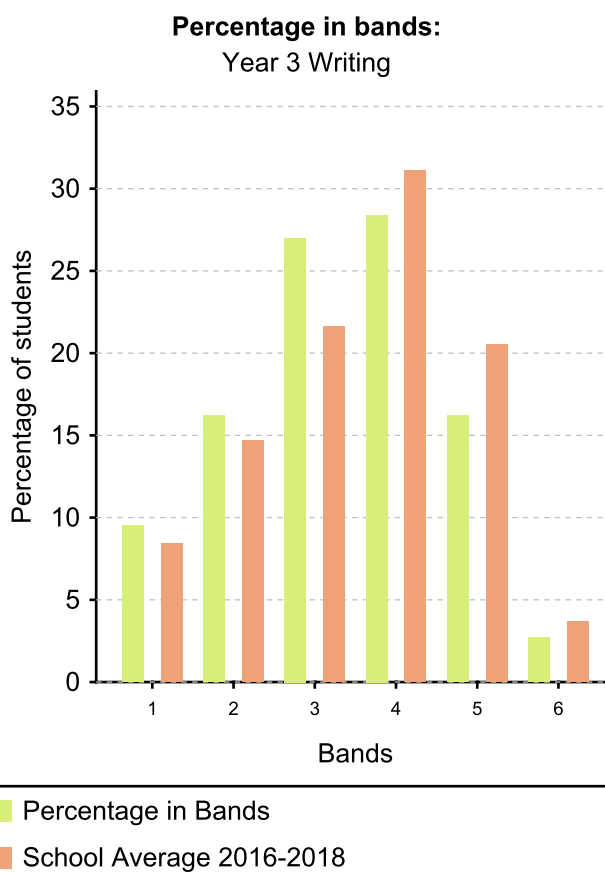
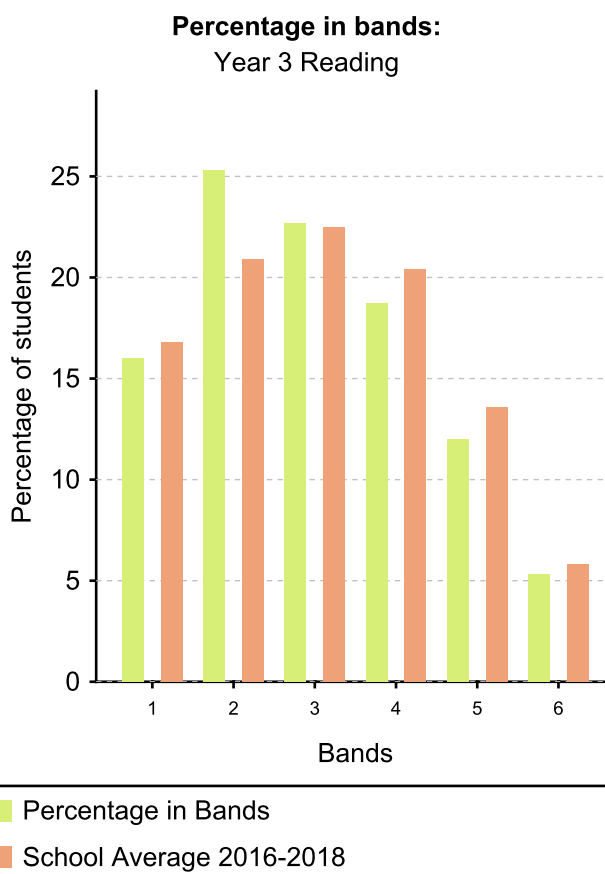
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Our NAPLAN data for Literacy is summarised below:

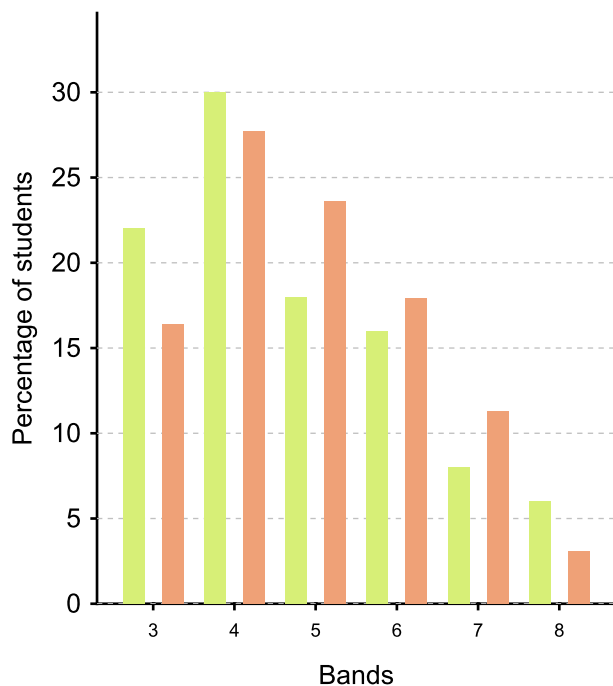
It is pleasing to see a growth in the number of students progressing to higher bands in Reading in Year 5.

Although there are still significant numbers of students in the lower bands our value added to all students is

much better than similar schools.



Percentage in bands:
Year 5 Reading

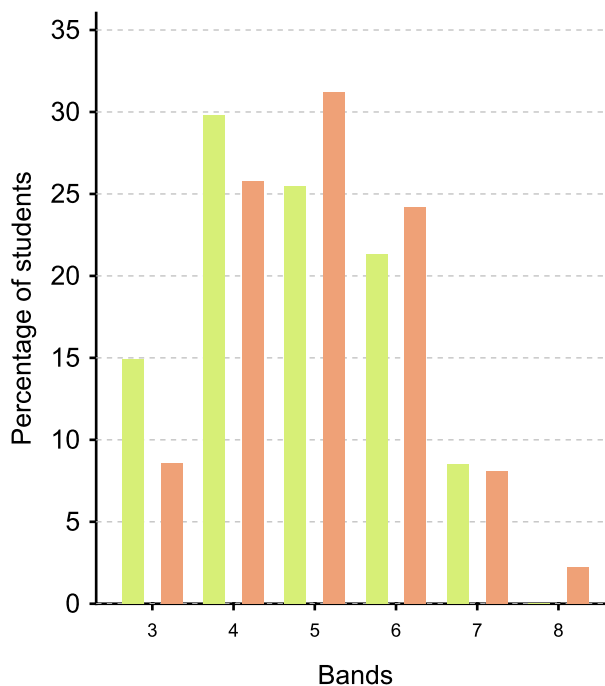


Percentage in Bands
School Average 2016-2018

A goal for us in numeracy is to move more students into higher bands.

A school-wide focus on scope and sequencing will align new curriculum documents, planning and a strong focus on in-class mentoring and teaching methods.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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

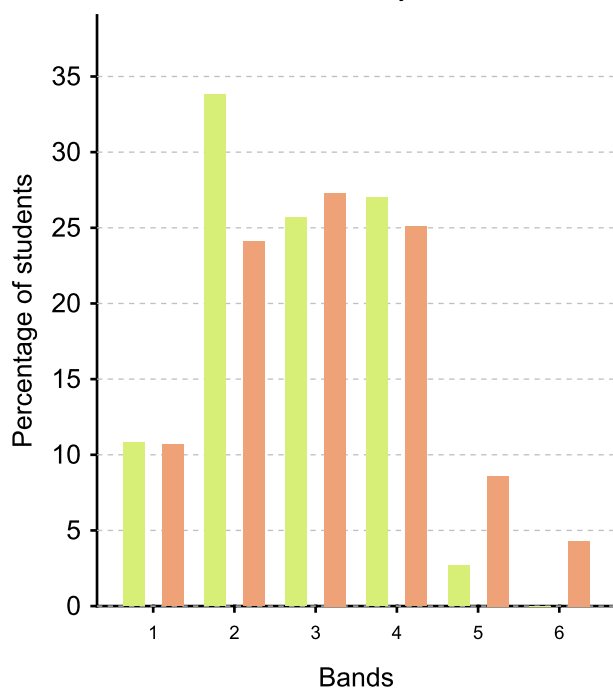
Wellington Public School continues to add value and focussed on the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

In Reading 54% of our Aboriginal students display at or above expected growth to Year 5. In Writing and Spelling it is 61% and Numeracy 45%.

These are average scaled growth rates of the following when compared to similar schools shown in (). Reading 110.1 (78.1), Spelling 98.7 (88.4), Writing 80.3 (26.5) and Numeracy 117.8 (89.3).

In 2018 we had 10.7% (3) of our Aboriginal students in the top two NAPLAN Bands the State average was 8.5 have increased from 25 in 2016 and 5% in 2017..

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Parent/caregiver, student, teacher satisfaction

From our 2017 Tell Them from Me surveys built on a base with seventy nine percent of students having a positive sense of belonging. Ninety three percent said they tried hard to succeed and ninety percent of students felt good about their culture while at school.

Both teachers and parent/carers consider the school to be an inclusive one, catering for the needs of all students. Teachers felt that improvements could be made in accessing technology to assist with learning goals. This year Improving access to technology has been a major focus.

The vast majority of parents/carers at WPS felt that they were listened to and could approach class teachers with concerns. The school was also seen as a safe and caring learning environment. Many parent/carers thought that communication regarding school activities and events could improve. A Communications committee now operates and has developed an Action Plan to improve communication between home and school. Our Facebook page gets more than 500 hits each day.

Policy requirements

Aboriginal education

Approximately 56% of students at Wellington Public School identify as Aboriginal. As a result, a significant proportion of our funding allocation is directed towards supporting these students. This funding enables two Aboriginal Education Officers who assist us to build positive relationships with our community. The school has also employed an Aboriginal Attendance Officer who assists many families to access the support they need to ensure children attend school.

Many of our SLSO positions are filled by local Aboriginal community members. Three of the four staff members at the Preschool are also Aboriginal. As per Departmental policy, Aboriginal children are prioritised in accessing our Preschool.

The school continues to promote the Stronger Smarter philosophy of having high expectation relationships. During 2017, three Preschool staff members attended the Early Childhood Stronger Smarter Leadership training. The schools Aboriginal Committee, Ngaguwany-guwal Committee consisting of members from across the school has continued to set goals to ensure all children at Wellington Public School are exposed to and immersed in local Aboriginal culture and traditions. Wiradjuri Language classes continue to be successful, involving all classes including the Preschool.

Our Yarning Circle was used at all significant events following it being officially opened in 2017. The opening was attended by many local Aboriginal people including Elders. There was a concerted effort again this year to celebrate and/or remember significant events such as

National Sorry Day, Reconciliation Week and NAIDOC Day. A number of students also visited Nanima to learn about Wellington's Aboriginal history and culture. These excursions were very popular and involved Elders from the Nanima community.

Multicultural and anti-racism education

The school only has a very small handful of students from different cultural backgrounds other than Aboriginal. It is very important, however that students are exposed to learning about different cultures. Learning about and respecting other cultures is woven into class lessons. All children are involved in learning about a different country each year. Harmony Day is celebrated each year and children are taken through various activities to promote an understanding and valuing of difference.

Our PBL expectation of being respectful is taught on a daily basis. Being respectful of differences and learning from each other is taught to children as we strive to be as inclusive as possible.

The school now also has a trained Anti-Racism coordinator.