

Wiripaang Public School

Annual Report



2018



3762

Introduction

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

Emma Stothard

Principal

School contact details

Wiripaang Public School

Pacific Hwy

Gateshead, 2290

www.wiripaang-p.schools.nsw.edu.au

wiripaang-p.school@det.nsw.edu.au

4943 4357

School background

School vision statement

At Wiripaang we aim to provide an environment that develops positive, resilient and life long learners who are intrinsically motivated and resilient citizens. We endeavour to provide opportunities to allow our students to develop the dispositions of critical and creative learners who strive for greatness.

School context

Wiripaang Public School is a P2 K–6 school, situated in the suburb of Gateshead in the city of Lake Macquarie. It has a Family Occupation and Education Index (FOEI) of 184, with the state average being 100. The school serves a complex community with high needs. The student representation is inclusive of 33% Aboriginal enrolment and 6% Islander heritage. NAPLAN data over the past three years reflects complexity with school performance under that of state expectation but recently there has been growth in individual performance in terms of meeting expected growth. The school is an Early Action for Success school which provides extra resources for targeted programs and focusing explicitly on improving student outcomes in Literacy and Numeracy K – 2. Consistent collection and analysis of data, early transition programs, Speech Therapy and intervention programs enhancing the opportunities for students to be taught explicitly at point of need and on their personalised learning continuum. The executive leadership team has recently undergone significant change and continues to nurture the strong culture of collaboration and professional growth through effective instructional leadership. Wiripaang Public School has 11 classes, 8 mainstream and 3 within a Support Unit. The Support Unit consists of a Moderate and Severe Intellectual Disability (IO/IS) class, a Mild Intellectual Disability (IM) class and a Multi Categorical (MC) class.

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.

Within the Learning, Teaching and Leading domains of the School Excellence Framework, Wiripaang Public School reflected and on average evaluated each domain at Sustaining and Growing. In the Learning Domain sub element of Curriculum, the on balance judgement was rated as Excelling. In the Teaching Domain sub element of Effective Classroom Practice, the on balance judgement was rated as Excelling.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Learning for the future

Purpose

To develop confident, resilient, adaptable learners, fostering growth in social and emotional capabilities. Engaging students in their learning to ensure they are confident in making decisions and strengthening relationships that empower their future.

Overall summary of progress

Wiripaang Public School continues to self-assess and analyse learning outcomes for all students and staff with the goal of on-going whole school improvement. The Evaluation Team, consisting of teaching and non-teaching staff, community members and parents all work together to reflect on all data sources to improve outcomes for our students in literacy, numeracy and well-being. All teaching staff undertook the Evaluation Essentials for School Leadership Professional Learning in order to lead this team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students achieve expected growth in internal and external data sources.	Instructional Leader, Quality Teaching Handbook, L3 and L3 Stage 1 Trainers, Early Action for Success, PLAN2 Data, NAPLAN Data, PAT-R Data.	<p>English and Mathematics Teams ensures that the professional learning schedule allowed time for teachers to engage with evidence based practices for literacy and numeracy. Staff were supported with developing an understanding of how to use the learning progressions to encourage measure of student growth and celebrate student acquisition of learning.</p> <p>Teaching and Learning programs reflected a sound understanding of the syllabus requirements and the links to the learning progressions. Evaluations show evidence of a deep understanding of students individual strengths and areas for development when planning for the next 5 weekly cycle of learning.</p> <p>Consistent K-6 data collection tools are being developed in response to PLAN2 and other data collection forms.</p> <p>K-6 assessment schedule was refined to collect quantitative and qualitative data.</p>
<ul style="list-style-type: none">Well-being data indicates improved relationships between students as identified in survey results.	Positive Behaviour for Learning (PBL) data, Sentral data behaviour referral entries, internal and external KidsMatter surveys, attendance data, suspension data, student self reflection feedback each semester, Wellbeing Assistant Principal 0.20., Student Representative Council meetings and minutes.	<p>PBL data indicated particular needs and these were addressed through a systematic and targeted approach. One example was when explicit lessons over a 5 week period focused on resilience both in the classroom and playground. Sentral data was used to track the impact of these lessons.</p> <p>Happy playgrounds was an initiative of the SRC and was initially very successful in managing low level playground issues. It's impact wore off and in 2019, the SRC will revise the processes to ensure it has an impact.</p> <p>The PBL team conducted a review of the school wide reward systems and conducted a major overhaul of how it works. This was communicated with staff, students and the community after an</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Well-being data indicates improved relationships between students as identified in survey results.		extensive consultation process.
<ul style="list-style-type: none">Parents demonstrate improved engagement in their child's learning using a range of surveys, attendance data and feedback.	Community attendance at Celebration of Learning days, Seesaw engagement data, attendance data, internal and external community surveys.	<p>Evaluation Team has been established incorporating all staff and community members from all areas across the school to plan for enhanced community engagement.</p> <p>Social media platforms increased community engagement. Seesaw connected 151 families to their child's learning with staff and students uploading 14,507 pieces of work and families commenting 1,784 times on their child's uploaded learning piece.</p> <p>Attendance meetings are conducted on a 3 weekly basis with the Attendance Team.</p>

Next Steps

In 2019, Wiripaang Public School has committed to a Community of Schools Improvement Project where Learning Sprints will focus on the area of reading and in particular literal comprehension across K–6. An attendance campaign will also run alongside this project saturating community belief and understanding of the importance of school attendance. Our weekly staff meeting structures will be refined to address school wide self-assessment systems and processes to include new team structures and support the Evaluation Team in collating school assessment resources targeting whole school ongoing improvement.



Strategic Direction 2

Teaching for impact

Purpose

To develop effective, committed, collaborative teachers who focus on student growth through a school wide approach to innovative curriculum delivery, utilising evidence based practices.

Overall summary of progress

The introduction of the Teaching and Learning Handbook has given teaching staff guidance on consistent systems and practices in the delivery of quality learning within each and every classroom. Students are beginning to successfully articulate their learning goals, intentions and success criteria and this learning is becoming highly visible within the classrooms. All teaching and non teaching staff have a Performance and Development Plan that is reflective of their needs and the needs of our context. These documents are reviewed and updated regularly to ensure SMART goals are identified and met and that they reflect the school vision and beliefs identified within the School Management Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Literacy and Numeracy Learning Progressions show continuous growth.	Teaching and Learning Handbook, \$5,152 Literacy and Numeracy Funding.	<p>All teachers utilise in school data systems as well as PLAN2 to effectively track student achievement. A five weekly data collection cycle is in place that allows teachers to set target learning goals individualised to students and also providing directions to develop quality learning programs.</p> <p>Stage meetings provide teachers the opportunity to discuss student achievement and growth. Processes have been updated to collect student growth data in line with EAfS expectations to support teachers in making plans for future learning and individual goals for students across K–6.</p>
<ul style="list-style-type: none">Teaching and non-teaching staff Professional Development Plans reflect achievement of goals.	Professional Learning allocation \$18,088, PDP Framework resources and executive and staff feed-forward and feedback conversations.	<p>Professional Learning was structured in response to staff need, PDPs and the Strategic Directions. Staff provided feedback using an anonymous online system. Executives were able to adjust learning opportunities in response to this.</p> <p>Executive had a responsibility to meet with teachers in mid year and end of year review meetings to discuss their progress and needs. Executive then met to discuss how they could provide support.</p>
<ul style="list-style-type: none">Teacher personal reflection using the AITSL Classroom Practice continuum resulting in personal growth.	AITSL classroom reflection resources, staff classroom regular walk throughs, student feedback to classroom teachers.	Teachers used the AITSL Classroom Practice Continuum to plot their professional practice early in the year. They revisited their document at the end of year and all teachers were able to recognise professional growth in areas.

Next Steps

In 2019, monitoring student growth utilising the Wiripaang Public School K–6 writing tool and PLAN2 data will continue to be focus as we begin to determine what a year's worth of learning looks like for our students utilising the learning progressions. Team structures will be reviewed and refined to allow time for teachers to engage with evidence based practices for literacy and numeracy that facilitate rigorous data analysis conversations to inform the next 5 week teaching cycle.

Strategic Direction 3

Leading for improvement

Purpose

To develop instructional, collaborative, strategic leaders that successfully deliver whole school improvement with a culture of high performance and high expectations.

Overall summary of progress

Wiripaang Public School Student Representative Council (SRC) has led the way with student leadership opportunities across the school. The student leadership passport has been developed and students in executive, SRC or sport captain positions were able to positively reflect on their involvement in various leadership roles across the school and improve their capacity in successfully doing so.

Leadership teams were accountable with a shared purpose by developing effective systems resulting in curriculum teams reporting to executive regarding their progress as mapped out in their action plans. Teams were able to identify successes, areas for improvement and future directions. Teams were also made accountable for their leadership directions by utilising the cloud storage system so outcomes were transparent and accessible by all.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Wellbeing data indicates a reduction in conflicts as a result of effective positive peer relationships.	Well-being Assistant Principal 0.4, Sentral behaviour entries, KidsMatter surveys, Learning and Support Team, external agencies.	After analysing Well-being data, Peer Support will be introduced to assist our students in developing skills in maintaining friendships and how to get along.
<ul style="list-style-type: none">Data is used more effectively to drive school improvement through self assessment practices using quality pieces of evidence.	Curriculum and Leadership Team Action Plans, staffing response surveys and the Evaluation Team.	Curriculum teams reported to executive regarding their progress as mapped out in their Action Plans. Teams were able to identify successes, areas for improvement and future directions. Professional learning is aligned to NESA and DoE requirements and supports the continuing journey of all staff to improve. Internal adjustments were made to PL schedules throughout the year in response to external PL e.g. BNL.
<ul style="list-style-type: none">Opportunities through engagement in distributed instructional leadership.	Professional Learning Schedule and Stage/Team Meeting schedule.	After extensive evaluations involving surveys, data collections, responses, incidental observation and formal reviews, the executive team devised a plan for leadership teams that was more comprehensive. 2019 systems and processes will be more strategic and efficient with a whole school focus.

Next Steps

In 2019, Wiripaang Public School will be improving processes and systems in gathering evidence in addition to improving proficiency in using SPaRo for all staff at various levels. Promoting and facilitating school leadership within the self-assessment practices to build capacity and to ensure continual improvement will also be structured in to our School Management Plan adjustments for the future. Staff capacity will develop knowledge and understanding of self-assessment practice for whole school and professional learning for all staff will be delivered in differentiating evidence of activity, quality and impact.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	During 2018, Wiripaang Public School received funding to support the employment of a full-time Aboriginal Education Officer (AEO).	Through various events, stories, celebrations and community events, a greater level of understanding and appreciation of Aboriginal culture is demonstrated by students, staff and community.
Low level adjustment for disability	<p>This funding allows for the strategic employment of School Learning and Support Officers (SLSO's) to support student learning outcomes and well-being within all classrooms throughout the school. This funding also includes the staffing allocation of 1.1 FTE Learning and Support Teacher (LaST) and to operate and staff our Wonnai school readiness transition program.</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$157 780.00) 	Wonnai students successfully participated in the school orientation process showing confidence in school routines. The School Expo provided parents with games to play with students to develop early literacy and numeracy skills as well as access to our school Speech Therapist, AEO, SAM, CLO, school counsellor and Kindergarten Teachers to discuss the individual needs of their child in preparation for school in 2019.
Socio-economic background	During 2018 Wiripaang Public School received \$466,917 as part of SBAR Socio-Equity funding. This funding was strategically utilised to support the formation of an additional class to reduce class sizes and increase individualised curriculum differentiation for all students K-6, to facilitate the employment of a Speech Pathologist one day per week to work with targeted students and build the capacity of staff to meet their expressive and receptive language needs within their classrooms.	Learning Progression introduction was a challenge for staff to accurately measure and track student achievement. As the year went on, staff became increasingly confident and precise with recording their observations. PLAN2 was trialled 3-6 for several students and in 2019, all staff will track all students using PLAN2. Intervention was highly successful with a great deal of impact measured for students requiring intervention in literacy and numeracy. SLSO interventions have been running daily within classroom groups and individualised intervention supported by the Speech Therapist. SLSOs are able to articulate when students have achieved their goals ready for the Speech Therapist to set new learning goals for those students.
Early Action for Success	During 2018 Wiripaang Public School received \$127,418 as part of Early Action for Success (EAfS) for the employment of an Instructional Leader (Deputy Principal) 0.8 FTE. This funding complemented additional resources accessed such as; Building Numeracy Leadership, Di Seimon resources, Jo Bolar Mathematical Mindsets to support ongoing growth within student outcomes.	Resources have been purchased to support the implementation of mathematical investigations across K-6 classes. Professional Learning was provided to the leadership team and shared back at a school level. Teachers have begun developing their understanding of the big ideas and are planning for these through number talks and investigations. Stages have been working to collaboratively prepare number talks and investigation to support targeted teaching and developing a shared understanding of this way of teaching. More work needs to be done on open sharing strategies, explicit teaching throughout investigations and students persisting through challenging tasks.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	122	119	118	111
Girls	106	114	105	97

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.2	90.9	92	90.8
1	89.2	89.9	91.6	90.3
2	86	90.3	91	90.6
3	87.7	89.3	91.5	90.7
4	86.9	85.1	89.2	83.7
5	88.1	91.2	86.8	90.2
6	88.9	86.3	86.8	81.6
All Years	88.1	88.9	89.7	88.2
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

Student attendance data is monitored weekly at both classroom teacher and executive level. Wiripaang Public School continues to utilise Sentral SMS messaging to alert families to student absences. Many families use the reply facility on the SMS service or the Wiripaang Public School Skoolbag app to notify us of student absence and the reason why the child is not at school that day. Phone calls are made by classroom teachers to follow up reasons for student absence with families, as well as letters requesting written confirmation of reasons for absences when phone contact cannot be made. Families are invited to meetings and offered support if attendance patterns do not improve. The Home School Liaison Officer (HSLO), Community Liaison Officer (CLO), Aboriginal School Liaison Officer (ASLO) and Aboriginal Education Officer (AEO) are utilised to provide additional support to families where attendance of students is of greatest concern. Attendance data is publicised in staff weekly news and shared with students at daily assembly.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	6.42

*Full Time Equivalent

In 2018, 6 staff members at Wiripaang Public School identified as being of Aboriginal or Torres Strait Islander descent.

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	15

Professional learning and teacher accreditation

The professional learning that teachers actively engage in at Wiripaang Public School is reflective and critical to their effectiveness on delivering quality engaged learning opportunities for all students within our school.

During 2018, all staff undertook significant professional learning. Stage-based professional learning days were afforded to each classroom teacher K-6 at the end of each term to share best practice in literacy, numeracy and evidenced based teaching pedagogy. Staff were supported with developing an understanding of how to use the learning progressions to encourage measure and celebrate student acquisition of learning. Professional learning is aligned to NESA and DoE requirements and supports the continuing journey of all staff to improve. Internal adjustments were made to PL schedules throughout the year in response to external Professional Learning, for example Building Numeracy Leadership.

The Support Unit staff undertook training in assessment and reporting for Students with Additional Learning Needs (SWANS) from The University of Melbourne and identified areas of student progress to track in 2019.

Staff maintained professional accreditation with NESA and evaluated professional learning opportunities and completed compliance training in all mandatory DoE areas.

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	144,825
Revenue	3,498,098
Appropriation	3,405,311
Sale of Goods and Services	2,831
Grants and Contributions	88,326
Gain and Loss	0
Other Revenue	0
Investment Income	1,630
Expenses	-3,265,791
Recurrent Expenses	-3,265,791
Employee Related	-3,029,503
Operating Expenses	-236,288
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	232,307
Balance Carried Forward	377,132

The school is due to update all student devices as per our technological resource cycle in addition to plans for significant aesthetic and longevity improvements to buildings at Wiripaang Public School. Both areas will require significant expenditure from the school's financial balance carried forward in 2019.

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	1,496,203
Base Per Capita	48,443
Base Location	0
Other Base	1,447,761
Equity Total	730,059
Equity Aboriginal	102,131
Equity Socio economic	466,917
Equity Language	3,230
Equity Disability	157,780
Targeted Total	812,982
Other Total	218,229
Grand Total	3,257,473

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.

Wiripaang Public School Year 3 students are outperforming statistically similar schools in the areas of Grammar and Punctuation, Writing and Spelling. It is very pleasing to note that Year 3 NAPLAN trend data shows a gradual increase of 56 points growth in attainment over a 3 Year period in the area of Writing. There has been a 20% increase in Year 5 students showing positive growth from year 3 in the area of Writing.

Wiripaang Public School Year 3 students are outperforming statistically similar schools in the area of Numeracy. It is very pleasing to note that Year 3 NAPLAN trend data shows a gradual increase of 35 points in attainment over a 3 year period in the area of Numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. Wiripaang Public School had an average of 37% of Aboriginal students in Year 3 achieving in the top two bands for Reading and Numeracy, and 3% in the top 2 bands for Reading and

Numeracy in Year 5. Wiripaang Public School has seen a gradual increase in the representation of our Aboriginal students in the top 2 bands over the last 3 years.



Parent/caregiver, student, teacher satisfaction

Family and community networks are satisfied by the schools efforts to involve families in relevant decision making. The school has strong links with local community groups and provide advice about Aboriginal education, resources to build appreciation of our culturally and linguistically diverse community, as well as using these links to reach out to families. The school uses the P&C as the central consultation group hosting meetings to discuss programs and policies, gain their ideas and feedback. Families and community members are invited to participate in many aspects of school life. Parents participate in reviewing target areas such as communication methods, uniform suggestions, canteen support and student engagement opportunities. The school community are active participants in the Tell Them From Me surveys and online polls and surveys via social mediums and newsletters, they are highly engaged in sporting activities and whole school celebratory events across the school. Parents and carers are encouraged to give the school feedback through multiple platforms and occasions throughout the year. Our social media engagement platforms such as FaceBook, the Skoolbag App and Seesaw App are our greatest indicators of community engagement and satisfaction. Our followers, app downloads and engagement activity continues to grow daily and successfully allow ongoing positive communication with our community who celebrate our successes via these mediums.



Policy requirements

Aboriginal education

During the past year we had a total enrolment of 33% Aboriginal families. The Wiripaang Aboriginal Education Officer (AEO) meets and greets our new families and orientates them to our school, services and programs. We connect with our Aboriginal families regularly via phone, social online mediums and via the newsletter. Contact regarding our local AECG Meetings, our staff and community Aboriginal Education Committee (WiriMob) is available for those community members that require social, emotional and wellbeing support.

Our SistaSpeak Program ran providing a focus on self-esteem, career choice and life skills for our Year 6 female students in conjunction with Hunter Sports High School and Windale Public School. The program ran over eight weeks and incorporated visits by successful female Aboriginal community members.

Richard Faulkner from Yarnteen joined us for two terms with a focus on teaching boys Aboriginal dance. The performing students proudly opened our NAIDOC Week celebrations. Other activities on the day consisted of many Indigenous community members operating rotational activities such as sports skills, Aboriginal flag cupcake decorating, dreaming stories in the yarning circle, bracelet weaving and traditional artefacts discussions. With the theme of NAIDOC being 'Because of her we can' we ran a writing competition announcing winners in every stage. This competition was judged by Aboriginal elders from our community and was a great success connecting culture to learning in many ways.

In Term 3 2018, Minimbah Local AECG offered full members and selected non-members the opportunity to participate in an introductory Awabakal language course facilitated by Miromaa Language Centre. The course covered the fundamental concepts of body parts, family names, native animal names and natural places. In Term 4 2018, a second, more advanced course was offered where participants were given the opportunity to learn an Acknowledgement of Country in Awabakal language and basic classroom commands. Through these courses, Nerrida Darcy (AEO) and Elizabeth Ginters (classroom teacher) have been equipped to teach these Awabakal language concepts to the students of Wiripaang Public School and the wider school community. Our AEO has delivered this to the school community through the school's weekly newsletter and created teaching resources to be used in classrooms. Elizabeth Ginters has embedded Awabakal language where appropriate in cross curricular learning experiences to provide an authentic Aboriginal perspective. We look forward to Elizabeth and Nerrida sharing this program with the school community in 2019.

Multicultural and anti-racism education

At Wiripaang Public School, community harmony is promoted through school policies and practices which counter racism and intolerance and develop intercultural understanding. This is supported by the provision of teaching and learning programs that enable all students to identify as Australians within a democratic multicultural society. Wiripaang Public School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views. As a cultural celebration for Harmony Day the students K-6 each participated in a fun afternoon of games shared with community members and dressed in orange to commemorate the day. All games promoted fairness, inclusion, harmony and a 'let's achieve this together' theme. The ARCO (Anti-Racism Contact Officer) continues to hold the delegated role and investigates allegations of racism from any cultural group or individual. Positive Behaviour for Learning and well-being lessons also promote anti-racism education for all classes and students and we employ the services of our Police Youth Liaison Officer to discuss any sensitive matters if they arise.