

Warnervale Public School

Annual Report



2018



4117

Introduction

The Annual Report for **2018** 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

School contact details

Warnervale Public School

179-201 Warnervale Rd

Hamlyn Terrace, 2259

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

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

4392 1358

School background

School vision statement

Warnervale Public School develops engaged and motivated learners, by fostering 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 our diverse student body. Present and emerging social, cultural and technological needs 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 60th anniversary in 2018. The school's modern and well-designed facilities include outdoor learning spaces with extensive garden areas, enhance the standard of the learning environment for students as well as provide exciting new opportunities for the growing school community of over 530 students.

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. Our school is on Dharkinjung traditional land with 11% of our students identifying as being from Aboriginal Torres Strait Islander backgrounds. Our focus on the L3, Focus on Reading and High Expectations programs exemplify our whole-school improvement process. Teaching and classroom initiatives demonstrate our integration of appropriate technology and implementation of creative solutions which potentially improve student learning outcomes. Other initiatives include fluid student grouping, engagement, focus on social emotional learning, an active environmental group, creative arts initiatives, sporting endeavours, teacher collaboration and a professional learning culture.

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.

Due to an effective and successful focus on improving teaching and learning across every stage and for every student, our self-assessment is showing a majority of positive outcomes. The Learning Culture and Wellbeing of our school community is particularly positive as the changes in whole school practices have provided a new level of partnership and shared responsibility between all stakeholders. This is also mirrored in the elements of School Planning, Resources and Management Practices. The Leadership Team as well as the whole school staff work collaboratively and collegially to ensure student needs are a priority and this is evidenced in a positive culture of shared accountability and proactive improvement strategies. In association with the BumpItUp Initiative as well as creative and effective HR resourcing, our students are now achieving improved learning outcomes, not only in NAPLAN but also in day-to-day formative assessment tasks.

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

Positive productive partnerships

Purpose

To create a school community where positive and respectful relationships in combination with social and emotional learning develop a collective responsibility ensuring a strong spirit of belonging, open communication and shared vision.

Overall summary of progress

Warnervale Public School continues its focus on helping all our students to develop their full potential and to become highly successful and happy people through strengthening their belief in themselves. In 2018, the revised scope and sequence of our social and emotional skills program, You Can Do It (YCDI), was implemented and all teachers followed the 2 weekly cycle of YCDI keys of success. Professional Learning was complete at whole school level on the school YCDI overview, bullying and behaviours flowcharts and behaviour expectation matrix.

Positive phone calls were completed and documented for every student in the school at least twice throughout the year. Staff analysed the Tier 3 offenders in Term 3 and 4 and implemented a targeted strategy with these students, which saw a decrease in recorded negative incidents.

Building on our increasingly positive partnerships with parents and community, the school continued to host many opportunities for parent involvement in daily school life. Parent teacher interviews were offered twice throughout the year as well as numerous positive communications with parents. Foyer displays of student work and photos of students at work were updated regularly and displayed in the office and hall for special occasions. Parents attended numerous positive school events, including the Kindergarten welcome picnic, SRC fundraisers, Stage Expos, Mothers and Fathers Day breakfasts, BUMP parent information sessions, P&C sessions, WPS 60th celebrations, NAIDOC day and Education Week events..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater than 90% of students (2018 to be baseline) attaining positive school and Go for Gold welfare awards and a 15% decrease in recorded negative behaviour incidents (2015: 2246, 2016: 2011, 2017: 1846) on electronic reporting system.	\$3,750	Using Sentral, we can record and track our student behaviour. The trend of a reduction in negative incidents was continued in 2018 with a total of 1091 incidents. This was a 40% less than the previous year, even though we had a growing student population. All students are positively recognised with Go for Gold rewards, with 83% of the school levelling up with stickers.
Increase to 80% of parent respondents reporting satisfaction ratings and positive value of school events (2015–2017 average – 71%), including parent/teacher communication sessions, curriculum workshops, P&C meetings and fundraising events.	\$9,150	Parents were asked for feedback at various times throughout the year, including at the end of each term and following significant school events, and via Tell Them From Me, online surveys and anecdotal discussions. In general feedback seems very positive with over 88% of parents giving a positive ranking to school activities and events.

Next Steps

In 2019, the school will continue our focus on Student Wellbeing. This will not only include a Wellbeing Day in Term 2, with a bullying performance incursion but also other initiatives. We will continue to build stronger relationships and connections between school community and stakeholders which will increase the opportunity for students to be known, valued and cared for. Stage meetings will target welfare issues fortnightly to identify and accelerate effective wellbeing practices.

Communication with parents is prioritised through parent teacher Interviews, positive phone calls (associated with weekly merit awards) and encouragement to be involved in school life e.g. canteen and regular school events. A more proactive

and personalised approach by staff to encourage volunteers to nominate interest areas to participate in i.e. a volunteer survey.

A small number of our students may need more individualised and intensive support. Analysis to define Tier 3 offenders will continue, commencing in Term 1, 2019.

The YCDI signage designed in 2018 will be printed and we will continue our focus on understanding aspects of Bullying and reducing its frequency.

School events will continue to be highlighted and encouraged including the Election P & C fundraisers, Aboriginal Meet and Greet, BumpltUp parent workshops and Showcase performances. We will possibly be completing a building project in 2019, so events related to its opening will be planned.

Strategic Direction 2

High quality teaching practices

Purpose

To embed Professional Learning including High Expectation practices which promote and enable teachers to provide quality, innovative, student-focused learning to enhance all students' capacity to achieve.

Overall summary of progress

In 2018, we continued to embed professional learning to provide the highest quality education for all K–6 students. In Term 1, a part time Instructional Leader position was allocated using school budget to support the curriculum directions for the school. Commencing Term 2, this role became a fulltime position. New programs in Stage 3 commenced to enhance the reading capacity of student's comprehension. Across K–6 a new programming initiative and teaching tool was created. The Daily 3 was implemented to strengthen student understanding and recall of literacy skills and content. Tuesdays are a dedicated PL day, with 2 casuals employed and class teachers released to attend relevant sessions. Staff participated in these weekly PL sessions tailored to meet the teacher's needs and the needs of the school directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of teachers identify improvement in their own professional practice as informed by self assessment, student, colleague and parent feedback.	\$57,500	Target met with 100% of staff identifying improvements of their professional practice through school surveys, TTFM data and PDP goals. All staff presented an improvement and/or success story linking to their PDP on the last SDD of 2018.
Increase the proportion of students in the top two NAPLAN bands in Reading and Numeracy to 36% by 2019 (27% in 2017).	\$44,700	Target surpassed 36% in 2018, with a combined improvement result of students reaching 38.6% in the top 2 bands in Reading and Numeracy.
Aboriginal student performance matches broader population, contributing to 35% state target in top two bands in NAPLAN 2020.	\$30,000	24.4% of our Aboriginal students in Years 3 and 5 achieved in the top two bands in the 2018 NAPLAN tests in Reading and Numeracy.

Next Steps

Professional learning sessions will continue to be delivered in line with school strategic directions DoE priorities. Resources purchased will be shared to staff to support their teaching with particular focus on reading and writing content. Commencing in 2019, the BIU team will be restructured with staff supporting students in Literacy and Numeracy.

We will trial a peer mentoring and collaboration strategy for Early Stage 1 staff. The successful PDP process implemented in 2018 will continue in 2019 with increased opportunities for teachers to collaborate with peers and support and enhance each other goals.

In 2019, our Assessment Timeline will build on our Mathematics A–E assessment examples and we will expand to include other KLAs, as well as Digital Technologies.

Continuing the success of targeted professional learning groups, support for all staff with the Accreditation process will continue to ensure all, including Beginning Teachers, are meeting the requirements of the professional standards for teaching.

Strategic Direction 3

Engaged and motivated learners

Purpose

To foster students who have strong foundations in literacy and numeracy and have the ability to be confident, adaptive and responsive learners.

Overall summary of progress

2018 marked the beginning of the schools' journey on an initiative to support Student Engagement and self regulation. This focus came out of data from 2017 and followed research and evidence based knowledge about factors that improve student performance. A Student Skills for Success toolkit was collaboratively developed with staff to be introduced into classes. The aim was specifically Year 2–6 but implementation and progress is intended for the whole school. During Term 1, the specific skills were investigated and these were collated into an introduction in the Term 2 SDD. The skills are engagement, feedback, goal setting, motivation and being challenged. During staff professional learning sessions, teaching staff had the opportunity to provide input into a poster to be used in all classrooms. This provided language and images about what the students could evidence or show when they are exhibiting each skill. The second half of the year allowed staff to display these posters and have some explicit and incidental discussions with their class. The implementation followed a trial model where teachers had flexibility into the implementation.

A further initiative for engagement focused on reading and the promotion of this skill within our school community. The development of a reading area during student break times, called 'Turn the Page' was implemented and students could utilise this area for reading and relaxation in the playground. Resources were donated for this and set up into a resource trolley so that students could implement and take a leadership role in this initiative. Library enhancements were also intended as part of this initiative with Oliver being utilised for peer book reviews and book title displays created by senior students to be displayed in the library.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students achieve growth and 70% achieve at or above expected growth in school based and national testing programs in Reading at the completion of each academic year (2015–2017 average–60.8%).	\$51,000	92% of our Year 5 achieved growth in the 2018 NAPLAN Reading test. 68% achieved at or above expected growth.
90% of students achieve growth and 70% achieve at or above expected growth in school based and national testing programs in Mathematics at the completion of each academic year (2015–2017 average–46.3%).	\$51,000	100% of our Year 5 achieved growth in the 2018 NAPLAN Numeracy 73% achieved at or above expected growth.
Greater than 70% of students in their self–assessment reflection are interested and motivated in their attitudes to learning (TTFM 2017 lowest rating–62%) and their Student Skills to Success.	\$39,871	The school mean for students who are interested and motivated was 69% in 2018 Tell Them From Me survey.

Next Steps

During 2019, a systematic and explicit introduction or reintroduction of the Student Skills for Success will be developed with staff expected to have consistent discussions and role play of the skills in action. Additional professional learning on the research evidence behind each skill and its value for student self regulation should also be implemented.

Our Turn the Page Home Reading program is our new K–6 school initiative for 2019, for students and families to embrace the love of reading in and out of school hours. Reading will be tracked and encouraged for all students with progress and achievement being celebrated. Expansion of reading initiatives in the library, including a review of the Premiers Reading Challenge will be implemented to further support the full engagement of Reading for Pleasure. Community initiatives to communicate the love of reading and the importance of reading for our students will be investigated, such as parent workshops, articles or communication app updates.

In 2019, class assembly items will be focused on merging YCDI skills with our Student Skills for Success to promote the 5 principles of the student toolkit.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SD1, SD2, SD3 in combination with other Aboriginal programs: \$65,576	The employment of a full-time Aboriginal SLSO supported our Aboriginal students in many ways through 2018. Our Indigenous programs included a STEM Indigenous Camp, Cultural groups, Didge facilitator and Art and Choir activities.
Low level adjustment for disability	KFI: \$94,265	Documented IEPs and PLPs are in place for all identified students in each class, including those students who fall under the National Consistent Collection of Data. Targeted SLSO support was timetabled to students within the low level of adjustment and language difficulties.
Quality Teaching, Successful Students (QTSS)	\$62,500	The employment of additional staff for data analysis, student tracking, teacher professional learning, teacher support, and review of performance measures inform school directions, baseline data and implementing strategies to support individualised student learning.
Socio-economic background	SD1, SD2, SD3 in combination with KFI funding: \$317,096	Instructional leader and teacher mentor employed to support teachers in continued improvement and growth. The employment of casual teachers allows teacher professional learning to be structured, meaningful and tailored to needs with a successful and collegial Community of Practice providing a strong base for quality teaching and learning.
Support for beginning teachers	SD1, SD2, SD3 in combination with KFI funding: \$13,805	Teacher PDPs and end-of-year presentations reflect growth in professional development of Beginning Teachers. The professional learning time, mentoring and support have provided excellent foundations for future growth.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	237	251	255	269
Girls	210	228	241	265

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	95.3	95	93.8
1	95.1	94.7	93.7	94.2
2	94.5	93.7	94.3	93.2
3	94.5	95	94.4	92.6
4	94	92.2	94.9	91.7
5	93.1	92.2	93	92
6	92.7	93.2	94.6	89.8
All Years	94	93.8	94.3	92.5
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 is monitored continually, with a formal statistical analysis twice a term. SMS text messages are sent to parents on the day of absence and teachers follow up with communication if absences of more than two consecutive days occur.

Parent letters are issued for students that are considered attendance concerns. Students with exemplary attendance are recognised at the end of the year with 100% attendance certificates.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.63
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

The school employs an Aboriginal Learning Support Officer on a full-time basis. This is aimed to support aboriginal programs and student learning as well as enhancing cultural learning opportunities. There are two Aboriginal teaching staff who are actively involved in our local AECG and school-based cultural activities.

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	14

Professional learning and teacher accreditation

24 teachers have Proficient Teacher accreditation and are in their maintenance periods. Four early career teachers remain provisionally accredited and are working towards their proficient accreditation.

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	782,172
Revenue	4,740,613
Appropriation	4,429,408
Sale of Goods and Services	109,877
Grants and Contributions	189,706
Gain and Loss	0
Other Revenue	5,821
Investment Income	5,801
Expenses	-4,420,700
Recurrent Expenses	-4,420,700
Employee Related	-3,982,105
Operating Expenses	-438,595
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	319,913
Balance Carried Forward	1,102,085

The financial summary consists of school income and expenses and is derived from the school annual finance statement. A substantial amount was carried forward into 2019 for the purpose of our future building project. With our growing numbers and subsequent strain on areas to facilitate a variety of school initiatives as well as community use, we are hopeful our new multipurpose building will be formally approved and construction underway mid 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	3,526,142
Base Per Capita	95,911
Base Location	0
Other Base	3,430,231
Equity Total	523,906
Equity Aboriginal	68,793
Equity Socio economic	268,613
Equity Language	14,224
Equity Disability	172,276
Targeted Total	129,014
Other Total	157,338
Grand Total	4,336,400

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

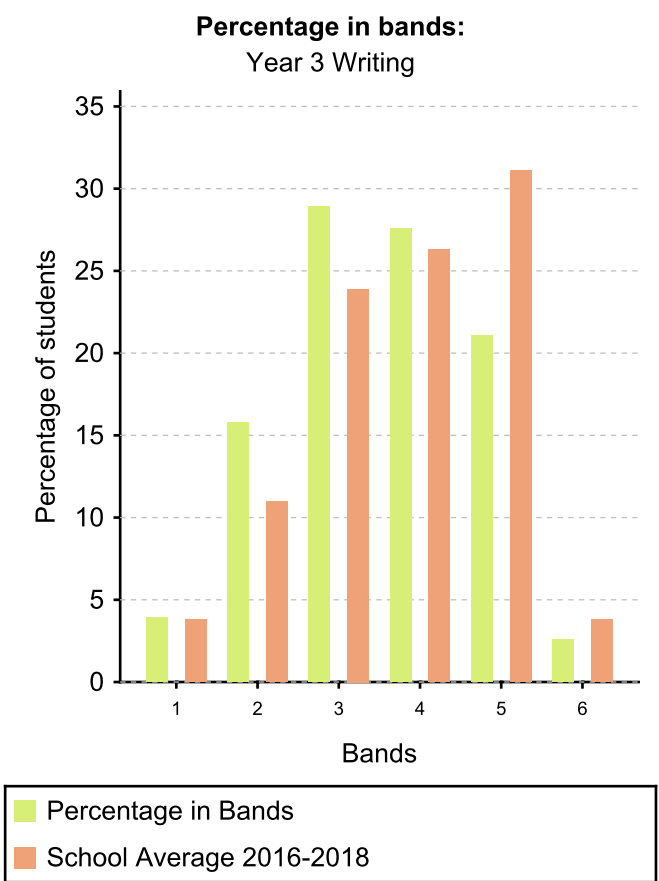
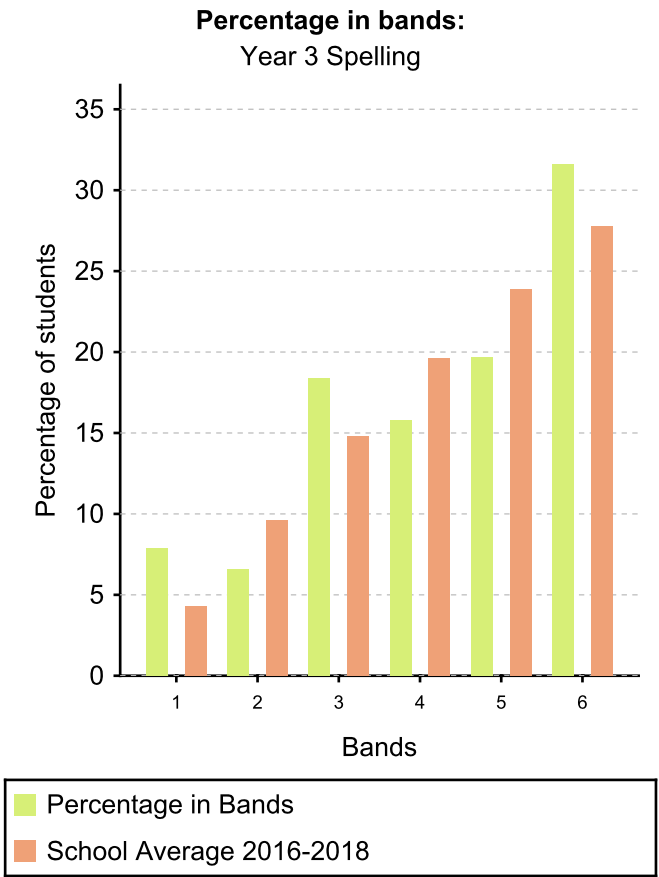
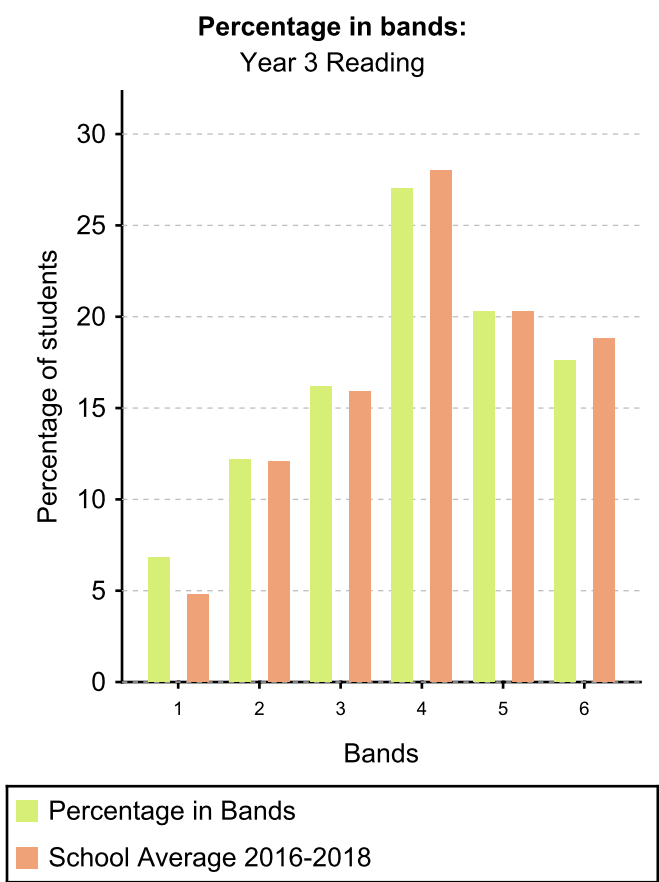
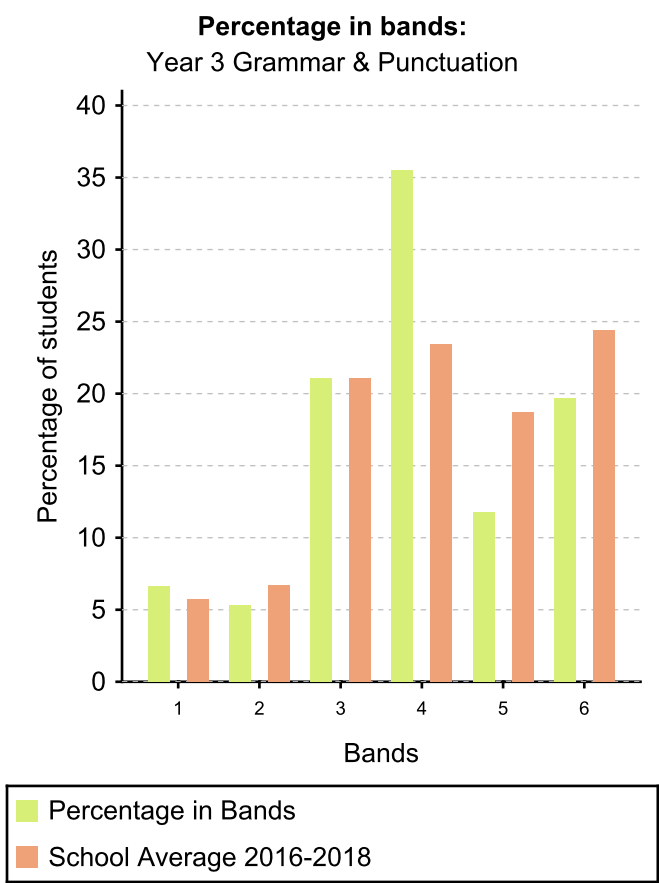
NAPLAN

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.

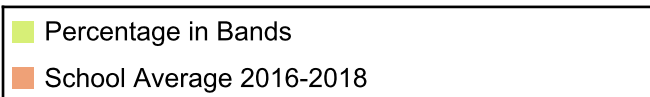
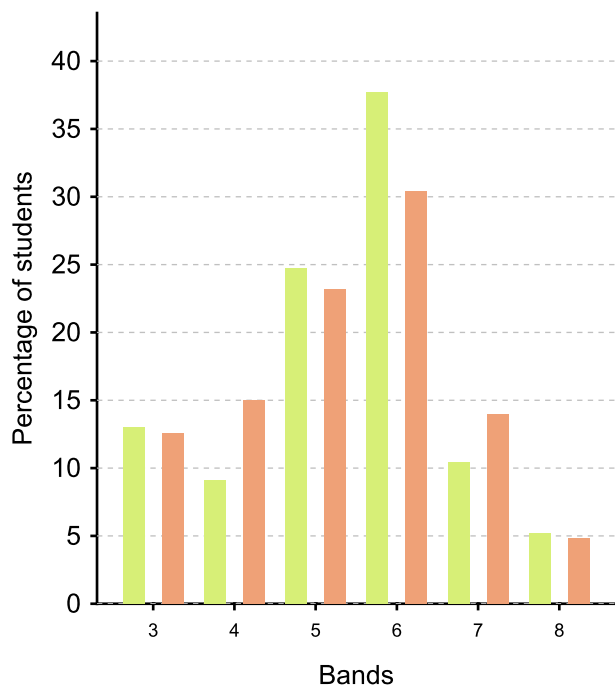
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

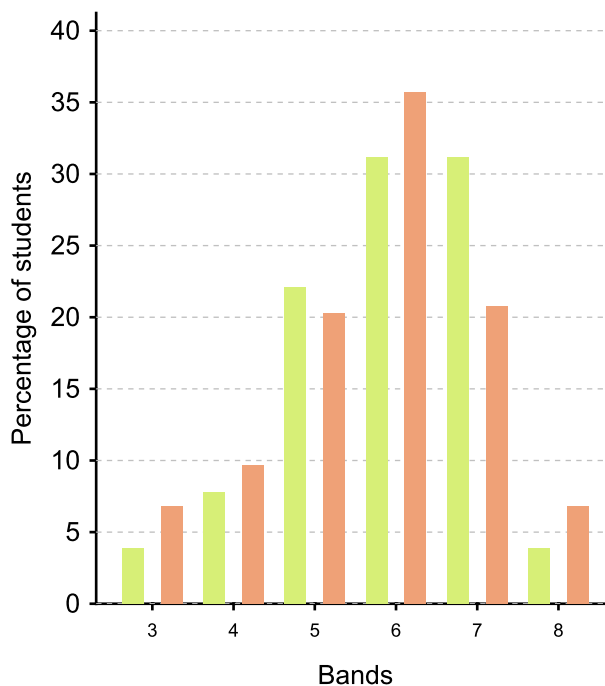
Warnervale staff, parents and most of all students were delighted with the success of our 2018 Bump It Up program. Taking care with comparisons of previous NAPLAN results, we are still very pleased to have exceeded the Premier's targets: we have 38.16% of our students in the top two bands. Even more gratifying are the growth levels of our Year 5 students, with 92% of our Year 5 students achieving growth in Reading. Even more pleasing were the 68% of Year 5 students



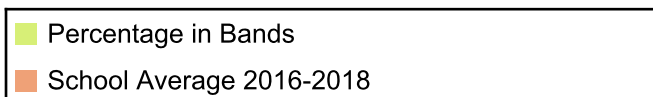
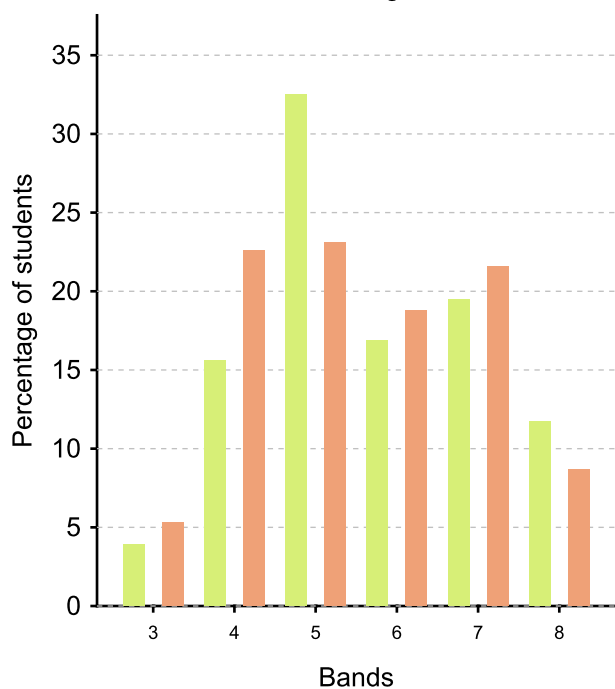
Percentage in bands:
Year 5 Grammar & Punctuation



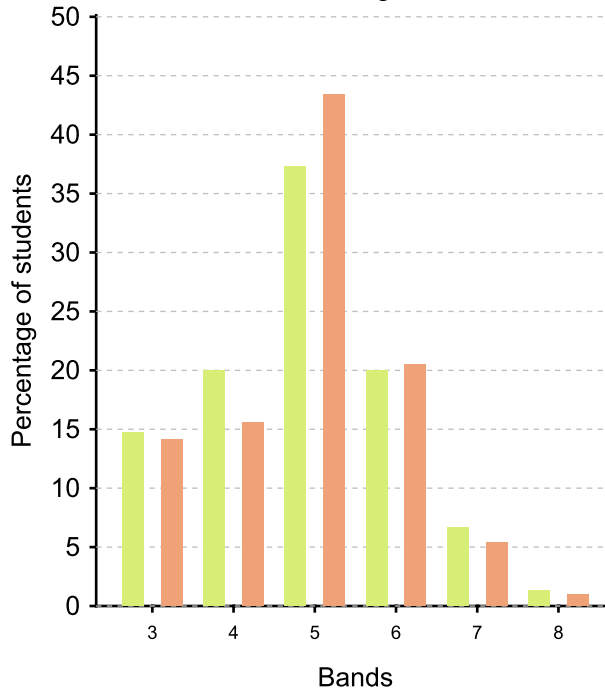
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

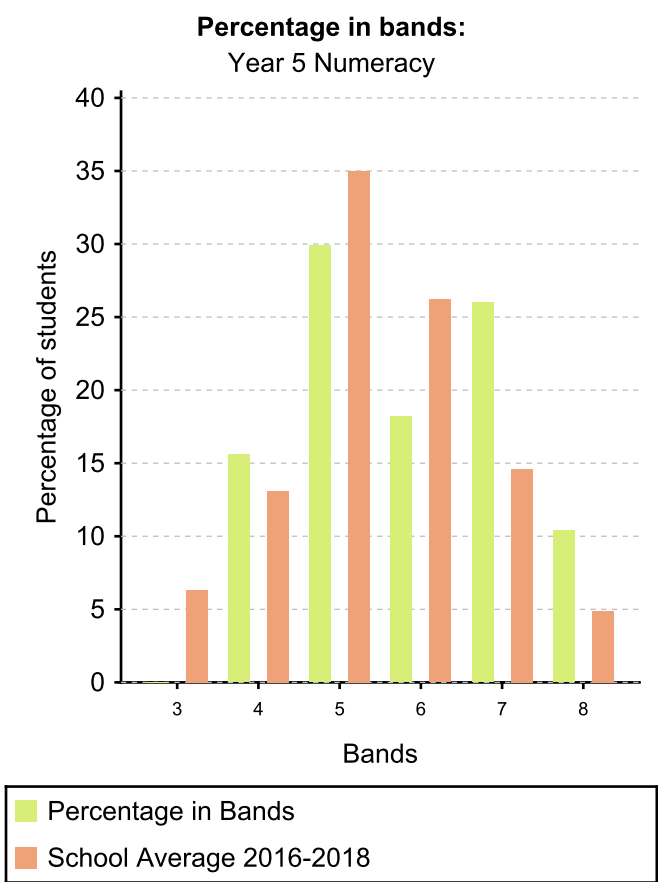
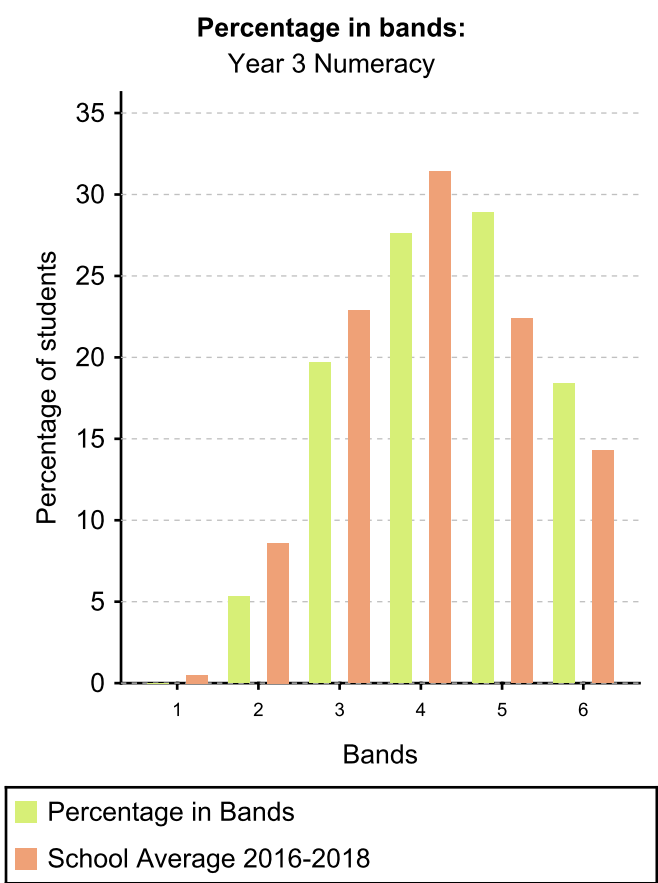


Percentage in bands:
Year 5 Writing



Warnervale staff, parents and most of all students were delighted with the success of our 2018 Bump It Up program. Taking care with comparisons of previous NAPLAN results, we are still very pleased to have exceeded the Premier's targets: we have 38.16% of our students in the top two bands. Even more gratifying are the growth levels of our Year 5 students, with 100% of our Year 5 students achieving growth in Mathematics.

Even more pleasing were the 73% of Year 5 students at or above Expected Growth achieving in Mathematics.



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.

Warnervale puts a high priority on meeting the educational needs of our Aboriginal students. In accordance with the Premier's Priorities: Improving education results and State Priorities: Better Services – Improving Aboriginal education outcomes for students, we are pleased with the 24.49% of Aboriginal students' achieving average Reading and Numeracy results in the Top 2 Bands. In 2018, 7 Aboriginal students in Year 3 participated in NAPLAN. 14.3% of students were in the top two bands compared to 7.8% of the state. In Numeracy, 37.5% were in the top two bands compared to 14.4% of the state and 24.5% of students in similar schools.

17 Aboriginal students in Year 5 participated in NAPLAN. 11.8% of students were in the top two bands in Reading compared to 14% in the state. In Numeracy 29.4% of students were in the top two bands compared to 8% of the state and 10.8% of similar schools.

Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and teachers about the school. Areas targeted were student and parent engagement in the school culture and activities, a challenging and happy learning environment and a caring and supportive school environment.

Parents were asked for feedback at various times throughout the year, including at the end of each term and following significant school events, and via Tell Them From Me, online surveys and anecdotal discussions. In general, feedback seems very positive with over 88% of parents giving a positive ranking to school activities and events. This encouraging affirmation with school life is of note and illustrates an increasingly positive partnership between home and school. The school, in accordance with its strategic directions, created a number of new initiatives for parents to interact with their child, both in the classroom as well as more social activities. An increased number of open classrooms, parent information sessions e.g. BumpItUp and activities with parent invitations have been a very constructive move and this was reflected in positive survey responses.

In the end of year Parent Satisfaction survey, parents were particularly positive about their child's enjoyment level. 89% of respondents agreed or strongly agreed with the statement 'My child enjoys participating in school events e.g. 60th WPS birthday celebrations'. Parents overwhelmingly believed their children were happy at school, with over 84% strongly agreeing or agreeing. 80% of parents felt their children were being challenged at school with 82% indicating their child is valued and supported at school. Typical of parent responses:

Parent 1: "Monday classroom visit/1958 activities. My son loves it when I visit his classroom, I didn't tell him I was going, and to see the look on his face when I

walked in was my highlight, he never left my side. We coloured in together and he made me a bead bracelet. We loved it. He showed me the art work in the library, we then ate our sausage sandwich, and he proudly made our donation to the farmers."

Parent 2: "Highlights were the Central Coast Dance Festival, Spelling Bee, Public Speaking, SRC & ICAS competitions as all these brought out the best in my child as he had doubts that he would not do well but with encouragement from everyone certainly showed him that he can achieve anything when he puts his mind to it. He has made us so very proud."

There were mixed responses to the question about homework which indicates a need to evaluate the Warnervale Homework policy, possibly in coordination with a new reading strategy. Some examples of parent comments:

In the TTFM survey, which we completed with students in April and September, 2018, we saw similar statistical results to previous years. We have put initiatives in place to ensure all students feel supported and pleasingly, each year group had equal or higher mean than state for Advocacy at School. The school has implemented a variety of initiatives to encourage intellectual engagement of all students. 80% of students are interested and motivated, 92% put effort into their learning and 94% value the quality of instruction provided by staff. This positive engagement carries across all our socioeconomic groups with a very pleasing 94% of Low SES being engaged.

Some interesting feedback from students:

"What I really like about the school is that all the teachers and students are really nice and supportive. There are rarely any really big fights and everyone is filled with positivity."

"I like my school because it has friendly teachers and also there are really friendly students that will help you if you're upset or need help. Our school would be better if there was no bullying going on at all in school or on social media between students."

The school has been working very hard with explicit strategies to address bullying. Pleasingly our Aboriginal students continue their downward trend of being subjected to bullying. Our challenge for 2019 is to continue our focus to address what bullying is and to reduce the number of bullying offences, particular with boys, during the year.

In 2018, the improved structure of Professional Learning and resourcing of teaching staff has provided Warnervale teachers with many and varied effective learning opportunities. This has resulted in improved collaboration between staff with the Teacher TTFM survey indicating higher scores for the majority of factors in this focus area.

Warnervale BumpItUp initiative has instigated a range of informed and successful assessment strategies. Not only have our assessments become more formative and informative but the data itself is being analysed and

utilised to inform practice. Teachers across all years are using improved assessment strategies and are viewing these practices very positively, as indicated by the TTFM survey. One area highlighted by TTFM survey is that our newer teachers would appreciate PL on Quality Feedback.

Policy requirements

Aboriginal education

The school has a variety of programs and initiatives which enhance outcomes for Aboriginal students and provide cultural opportunities. WPS is proud to promote and encourage Aboriginal culture. Some of our initiatives include:

- 5 day per week Aboriginal Support Officer who works directly with staff, students and parents.
- A strong focus on PLPs being created with the individual student taking ownership of their plan and learning. All plans are written in consultation with students, staff and parents.
- Targeted Aboriginal students are supported in classes to improve literacy and numeracy outcomes.
- The school has a Koori choir, that has been invited to perform at various functions, including the Ngara Assembly of Excellence.
- NAIDOC week was recognised by all students participating in a variety of activities.
- The school supported a group of students to attend a 5 day STEM camp which was organised by State AECG. Staff attended the camp to support the selected students.
- Representatives from our school always attend local AECG meetings and share our school's directions for Aboriginal education.

Multicultural and anti-racism education

Warnervale Public School promotes multicultural and anti-racist education throughout the year.

At WPS we have anti-racism officers who deal with instances of racism. Currently we have a 3–6 representative and a K–2 teacher representative.

Harmony Day was celebrated in March, 2018. This is a happy annual event which included a whole school and community assembly followed by classroom activities. The school choir performed for the community and parents were invited to join the celebration. P & C provided orange food items as part of the event.

Teaching and learning programs include cultural perspectives and aim to celebrate the diversity of our school community.

Our foyer display of photos of our school life celebrates the multicultural diversity of our student body through promotion of events and displays that are updated at least every two weeks.