

Waniora Public School

Annual Report



2017



3960

Introduction

The Annual Report for **2017** is provided to the community of **Waniora 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.

Gavin Hoy

Principal

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School background

School vision statement

Our vision is to build a high quality learning environment that promotes equity and inclusiveness, reflecting our school and community values. We aim to promote confident, creative and resilient citizens who are equipped to embrace the challenges of the 21st Century.

School context

Waniora Public School (369 students) is located in an attractive parkland and beach setting in the Wollongong North network of schools. Our school is a proud member of the Seacliff Community of Schools. We enjoy a strong and productive relationship with Bulli High School (located next door).

As a learning community, our school continues to be defined by our core values of respect, responsibility and safety. We are fortunate to have an active and supportive parent community who assist the school in achieving its educational goals for students.

The teachers at Waniora Public School place a high level of importance on working collaboratively and adopting practices proven by research to be effective in improving outcomes for students. They are committed to their ongoing professional learning that centres upon curriculum implementation and personalised learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the Learning Domain, Waniora Public School is either Delivering or Sustaining and Growing for all themes. Under Learning Culture, after considering evidence, our school is Sustaining and Growing in reference to High Expectations, Transitions and Continuity of Learning and Attendance. Waniora Public School collects and analyses information that supports student transitions and uses attendance data to inform planning. In Wellbeing, our school is largely Sustaining and Growing with the exception being Behaviour where evidence supports Delivering. Waniora Public School, in establishing a support unit through 2017/18 are mindful that we are working towards ensuring effective conditions for learning that are explicitly, consistently and supportively applied across the school. In Curriculum our school is largely Sustaining and Growing. Teaching staff feel that the school is working towards Sustaining and Growing in Differentiation given that most students are not yet confidently articulating their learning goals. In Assessment, Waniora Public School is largely Delivering with the exception being Student Engagement where formative and summative assessment creates opportunities for students to receive feedback on their learning, supporting an assessment of Sustaining and Growing. In Reporting, our school has been assessed as Delivering while in Student Performance Measures we are at Delivering for Student Growth and Internal and External Measures against syllabus standards. The school's value-add trend is positive and because most students achieve in the top two bands for NAPLAN for reading, writing and numeracy, the school has been assessed at Excelling.

In the Teaching Domain, Waniora Public School is Sustaining and Growing in Effective Classroom Practice. Teachers collaborate across stage teams to share curriculum knowledge and student data sets. The use of feedback in classrooms supports improved student learning and a school-wide approach to effective and positive classroom management is evident. In Data Skills and Use, evidence supports the assessment of Delivering for Data literacy and Data use in planning where teachers are engaged in professional learning that is building skills in the analysis, interpretation and use of data. In the themes of Data analysis and Data use in teaching, careful consideration of teaching practice across the school supports the assessment of Sustaining and Growing. In Professional Standards our school is Sustaining and Growing and actively working towards an assessment of Excelling. In Learning and Development, observation of and feedback to colleagues linked to teaching observations coupled with targeted professional development of teaching staff which supports whole school practice is in line with an assessment of Sustaining and Growing.

In the Leading Domain, Waiora Public School is Sustaining and Growing with the exception being High Expectations Culture, where evidence indicates that an assessment of Excelling is justified. There is a culture of continuous improvement within our school, particularly in regard to teaching practice. In School Planning, Implementation and Reporting as well as School Resources our school is Sustaining and Growing with the one exception being Community Use of Facilities where frequent use of school facilities benefitting both the school and the broader community are in line with an assessment of Excelling. In the area of Management Practices and Processes, Waiora Public School is Sustaining and Growing across all themes. Our school is focussed upon moving towards Excelling in the areas of administration, service delivery and community satisfaction through the implementation of the 2018–2020 School Plan.

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

Collaborative and effective Teaching and Learning

Purpose

We strive to work collaboratively as a learning community where knowledge and experience are valued and shared. The Australian Professional standards are embedded in our teaching practice to improve pedagogy, develop leadership capacity and student outcomes. All staff have access to quality professional learning and are encouraged to build their capacity as leaders in a supportive, collegial and teacher well-being supported environment.

Overall summary of progress

All staff were reflective on their teaching practice and were able to set smart goals for their Performance and Development Plans. More opportunities were made available for lesson observation and feedback. All accredited staff maintained accreditation status and remaining pre 2004 staff started preparing for the implementation of maintaining accreditation through 2018 and beyond. Focus on Reading training continued with an action research project presented in Term 4 by all staff. The Get Reading Right program was implemented and embedded in all teaching programs from Kindergarten to Year 2. Leadership pathways were utilised by interested staff. QTSS funding was used to support teachers in observing the teaching of colleagues and in working collaboratively across stages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of staff are using individual Performance and Development Plans to improve pedagogy.</p> <p>All staff demonstrate the responsibility for their own professional learning.</p> <p>All teachers undertaking accreditation successfully complete and maintain the process.</p> <p>Aspiring leaders gain selection at a substantive leadership level.</p>		<p>At the conclusion of 2017 all teachers have been active in seeking out professional learning opportunities that have been linked to Strategic Directions from the 2015–17 School Plan and to individual aspirations and/or identified areas for professional growth. Teachers have been supported through the process by teacher mentors/ executive members of staff. Evaluation processes provide a natural and logical link to 2018–2020 School Planning and the 2018 Performance and Development Plan process. 100% of teaching staff</p>
<p>All staff participate in teacher well-being professional learning and value their own well-being.</p>	<p>Minds Wide Open: \$200.00</p> <p>SASS Development Day Nan Tien Temple:</p> <p>\$80.00</p>	<p>All staff attended the Wellbeing event planned for the COS day and staff voluntarily engaged in yoga after hours on a weekly basis.</p>
<p>95% of teachers model authentic, effective, collaborative teaching practices to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.</p>	<p>1 X day per week teacher release @ \$450 per day across 10 weeks = \$4500</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$4500.00) • Quality Teaching, Successful Students (QTSS) (\$9450.00) • (\$900.00) <li style="padding-left: 20px;">\$4475 • (\$4475.00) • (\$450.00) 	<p>Teachers K–2 were trained and commenced implementing the Get Reading Right Program. All staff were trained in Focus on Reading and presented an action research project at the end of term 4</p>

Next Steps

- Whole school maintains a culture of modelling authentic, collaborative teacher practice and Teacher Well-Being through regular peer observation and sharing within stage and collaborative teams.
- Stronger links formed with our SeaCliff Community of Schools through shared staff development and professional learning opportunities.
- All teachers maintain or become accredited at proficient level with aspiring leaders identifying Highly Accomplished or Lead proficiencies through the creation of weekly Leadership Team meetings.

Strategic Direction 2

Inclusive Innovative Learning

Purpose

We have the expectation that our learners will be critical and innovative 21st century learners. Our students are encouraged to work collaboratively, think deeply, be creative and be effective users of technology. Students are supported to reach their potential and have the confidence to develop their individual pathways to success.

Overall summary of progress

Teachers are regularly communicating success criteria and learning intentions to students, impacting on self assessment and achievement of learning outcomes. Students K–6 are collaboratively setting learning goals and reflecting on these to inform their learning. Teachers are engaging in collaborative practices, including the analysis of student data to inform differentiated programs. Primary students are highly engaged in investigative learning experiences, utilising 21st century technologies. K–2 students have participated in inquiry–based learning experiences across various key learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are highly engaged in collaborative investigations by way of self–organised learning environments (SOLE) and utilise 21st century technologies.	Google symposium 2 x \$200	Teaching programs reflect investigative learning experiences for all primary students, including SOLE. K–2 students have participated in inquiry–based learning experiences across various key learning areas.
100% of students collaboratively set their own learning goals and reflect critically against their goals to inform future learning.		Visible and explicit learning intentions and success criteria is evident within each classroom. Students K–6 are collaboratively setting learning goals and reflecting on these to inform their learning.

Next Steps

- A future focus for Waiora will be the development of a school wide guided inquiry based learning platform, based on current best practice pedagogical research. Staff will undertake professional development, to support this initiative.
- The current practice of visible and explicit learning intentions and success criteria will continue across K–6. 100% of students are able to articulate their current learning goal.
- All stages will engage in regular data talks, both within and across stages, to inform classroom practice and collaboratively monitor individual student progress.

Strategic Direction 3

Authentic Community Partnerships

Purpose

We foster sustainable, quality partnerships between school, family and the wider community. These successful partnerships will create authentic and engaging learning experiences which support students in becoming active community members and global citizens.

Overall summary of progress

The Creating Community Connections (CCC) Team successfully implemented the new student reporting format in 2017. Parental surveys were conducted in Semester 1, with some minor alterations being made for the Semester 2 report. Overall the parental feedback was positive. The Waiora Public School website, managed by RazorCorp, has continued to be an integral communication tool. Partnerships between the school, parents and the greater community have strengthened as a result of these changes in communication.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff implement the Reporting Policy to report on student progress and goals.	Sentral (for reports) \$1500 p.a.	Waiora's new reporting format was accepted and implemented in 2017. Further amendments are required for the Special Education report format and to the school Reporting and Assessment Policy.
90% of community members will access school communication online (eg. the Wani, class blogs, school website, Facebook)	RazorCorp (for website) \$1200 p.a. E-news Application contract (for realtime notifications and newsletter) \$345 p.a.	All staff contribute to the externally managed school website. Several members of staff can update the school Facebook page. The Wani newsletter, which is now weekly, continues to be emailed and is available on the school E-news application. Many classes trialled Class Dojo and See-Saw this year, with a view to the whole school adopting one of the above-mentioned platforms in 2018.

Next Steps

- The school's Assessment and Reporting Policy will need to be further reviewed to better cater for the reporting of Literacy and Numeracy outcomes for students in Special Education settings.
- A review of the school website will be conducted, as the Departmental website has been altered to satisfy the growing administrative needs of the school.
- All staff will use one standard platform (Class Dojo) to communicate with parents and share classroom learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teacher training through Northern Illawarra Aboriginal Education Consultative Group 2 X \$450\$200 Expenses for catering and supplies – Aboriginal lunchtime group.</p> <ul style="list-style-type: none"> Aboriginal background loading (\$1 100.00) 	<p>Aboriginal students at Waniora Public School are returning high attendance, reporting high levels of engagement and being recognised for achievement across all academic areas. Survey results and feedback indicate high levels of community involvement and satisfaction. Waniora Public School teachers regularly attend Northern Illawarra Aboriginal Education Consultative Group meetings and consult and collaborate with community on school programs and initiatives.</p>
English language proficiency	<p>See Multiculturalism and Anti-racism education.</p>	
Low level adjustment for disability	<p>SLSO full time across 41 weeks for funded students. \$32 X 30 hours per week across 41 weeks = \$39 360. Funded allocation \$42 530. Balance = \$3170 Mini Lit Weeks 2–8. 8 hours a week @ \$32 per hour. \$256 X 7 = \$1792</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$0.00) 	<p>Ongoing evaluation through PLAN data, Stage based data talks and school based assessment.</p>
Quality Teaching, Successful Students (QTSS)	<p>1 X day per week teacher release @ \$450 per day across 10 weeks = \$4500</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$4 500.00) Quality Teaching, Successful Students (QTSS) (\$13 950.00) 	<p>Teacher Professional Learning evaluated with Assistant Principals/teacher mentors through Performance and Development Plan process. Performance and Development Plans featuring SMART goals and formally evaluated in consultation with Stage leaders and colleagues. All teachers reflecting on goals within their 2017 Performance and Development Plans in order to drive and strategically target their professional learning needs in 2018.</p>
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$10 550.00) 	<p>100% student attendance and involvement in whole school events and excursions. All students with access to grade/stage based texts. All students in full uniform across the year.</p>
Support for beginning teachers	<p>\$4063 Beginning Teacher Support 2017 allocation + \$8110 Beginning Teacher Support allocation carried forward from 2016.</p> <ul style="list-style-type: none"> Support for beginning teachers (\$12 173.00) 	<p>Formal evaluation of Performance and Development Plan goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	172	183	177	187
Girls	156	168	173	169

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	93.2	94.8	94.2
1	96.1	93.9	93.6	95.7
2	96.9	95.4	94.2	94.2
3	97	95.8	95.1	95.2
4	96.6	94.9	95.3	94.8
5	95.4	94.1	95.2	94
6	95.8	94.3	93.6	94.4
All Years	96.4	94.5	94.5	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Waniora Public School attendance continues, with the exception of Kindergarten, to be above state average. The Kindergarten attendance figures for 2017 were only fractionally below state. Attendance at Waniora Public School is supported by all stakeholders within the school community and the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.54
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.87
Other Positions	0

*Full Time Equivalent

In 2017, two Aboriginal teachers were employed substantively at Waniora Public School.

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	0

Professional learning and teacher accreditation

Through 2017 professional learning at Waniora Public School was largely driven by the school executive. Weekly professional learning targeted Focus On Reading, Get Reading Right and Maths Building Blocks for Numeracy.

Professional Learning funds were allocated primarily to cover the cost of short term casual relief to enable teachers to attend targeted professional learning opportunities in line with school strategic directions and improvement measures as well as professional goals in teachers Performance and Development Plans.

QTSS funds were allocated enabling teachers to

observe the practice of their colleagues, reflect upon their teaching as well as collaboratively plan for and assess students work within and across stages.

All mandatory training was sourced and delivered in a timely and efficient manner.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	112,926
Revenue	2,906,784
Appropriation	2,744,681
Sale of Goods and Services	4,924
Grants and Contributions	155,122
Gain and Loss	0
Other Revenue	0
Investment Income	2,058
Expenses	-2,881,290
Recurrent Expenses	-2,881,290
Employee Related	-2,608,088
Operating Expenses	-273,202
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	25,495
Balance Carried Forward	138,420

At Waiora Public School the Principal and Senior Administration Manager have regular formal meetings to track expenditure and to align spending against educational programs and school priorities. Reports are printed monthly and reviewed. Waiora Public School rolled over in excess of \$120 000. Those funds will be spent within the 2018–2020 school plan.

Our school overspend on short term casual relief in 2017 but adjustments have been made within the 2018 budget to address anticipated need in this area.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,316,519
Base Per Capita	54,409
Base Location	0
Other Base	2,262,110
Equity Total	127,460
Equity Aboriginal	4,803
Equity Socio economic	18,244
Equity Language	15,514
Equity Disability	88,900
Targeted Total	224,757
Other Total	30,000
Grand Total	2,698,736

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.

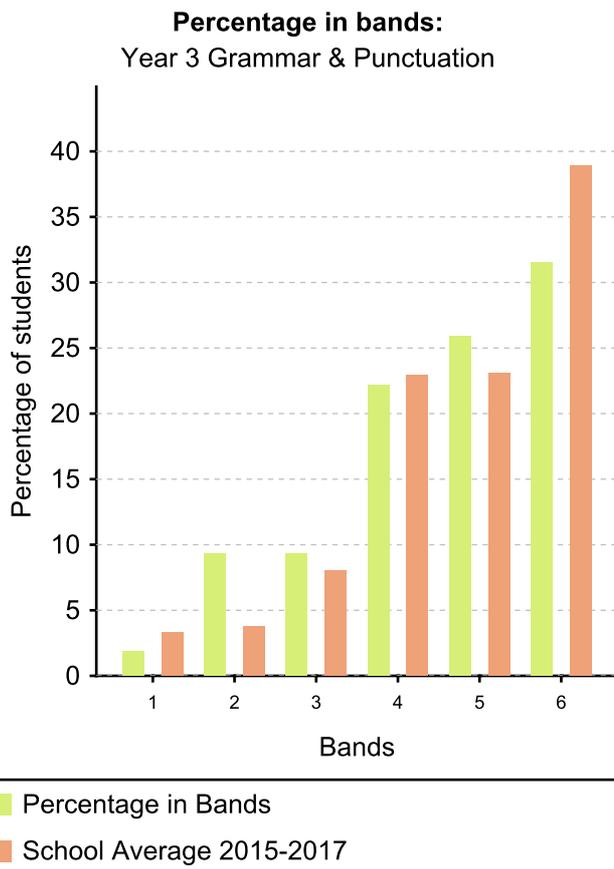
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

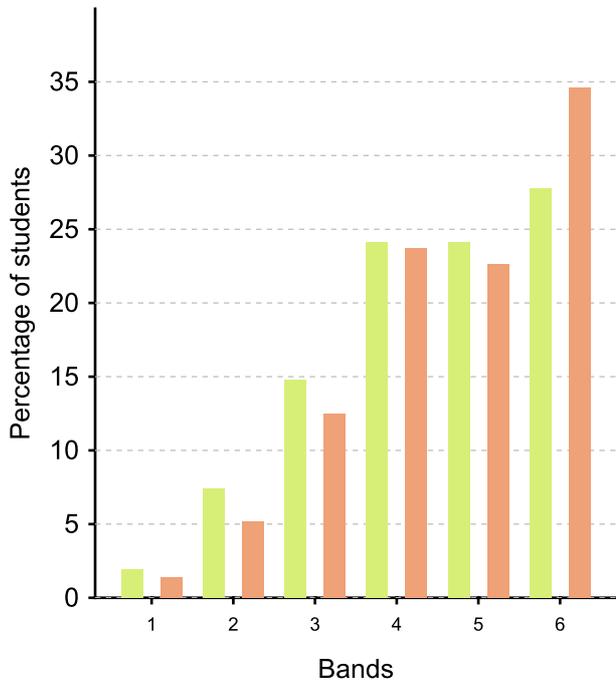
NAPLAN

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.

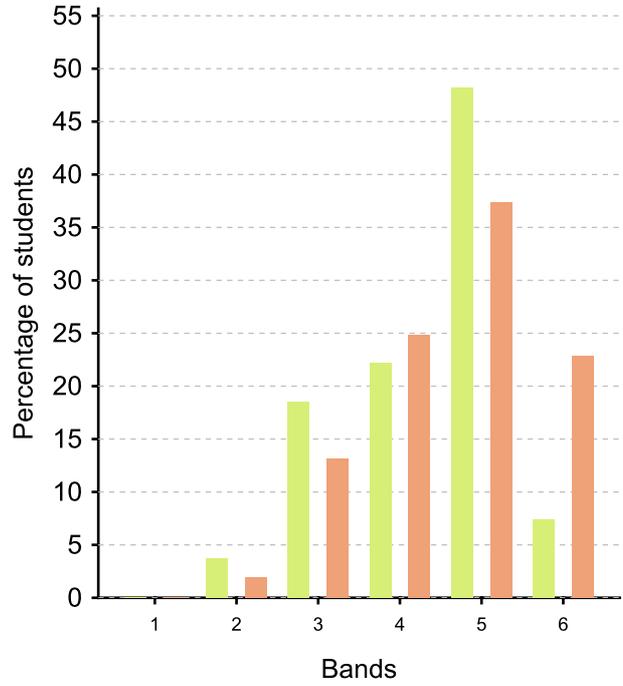
The NAPLAN results for Waniora Public School in literacy were generally very pleasing. Year 3 students were above state average in proficiency bands in all areas with the exception of Grammar and Punctuation. In Reading, Writing, Spelling and Grammar and Punctuation over 50% of students in Year 3 were in the top two bands. Less than 2% of Year 3 students were below national minimum standards in literacy. In Year 5, Waniora Public School students were significantly above state average in proficiency bands for literacy. Year 5 students were also under represented in regard to students achieving below minimum standards.



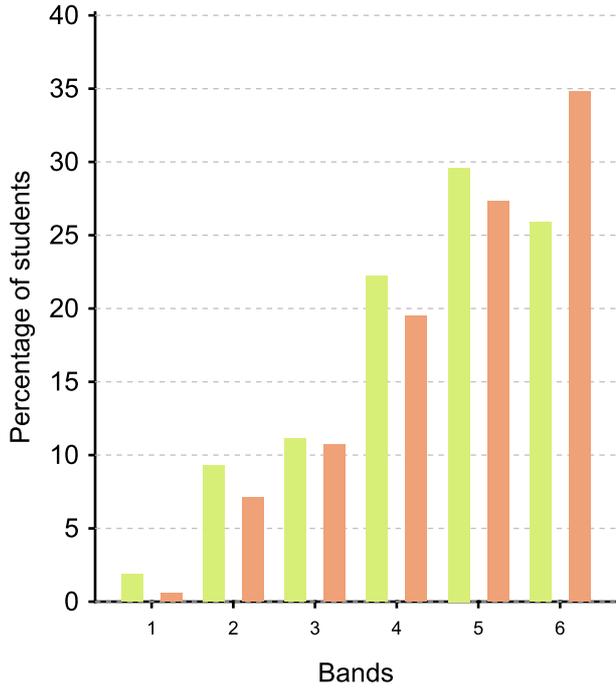
Percentage in bands:
Year 3 Reading



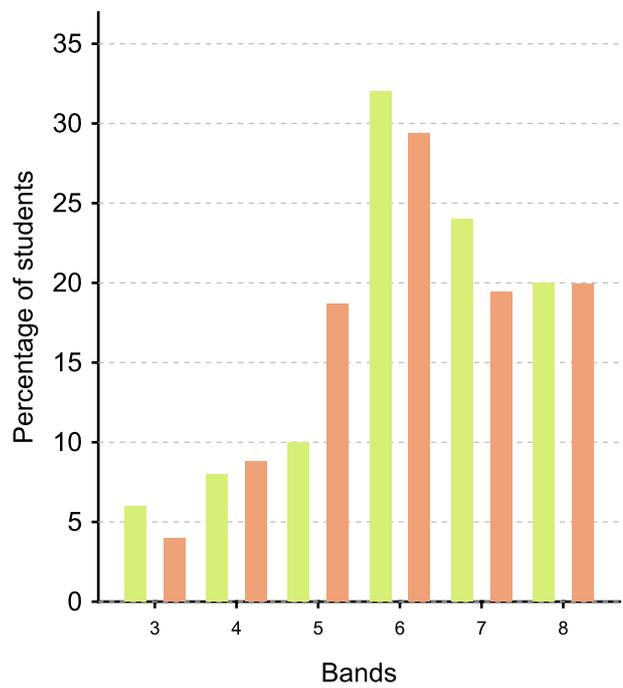
Percentage in bands:
Year 3 Writing



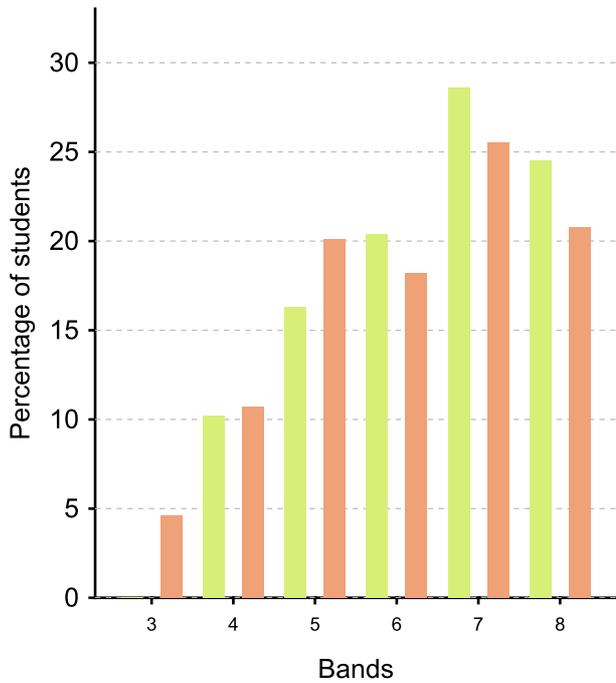
Percentage in bands:
Year 3 Spelling



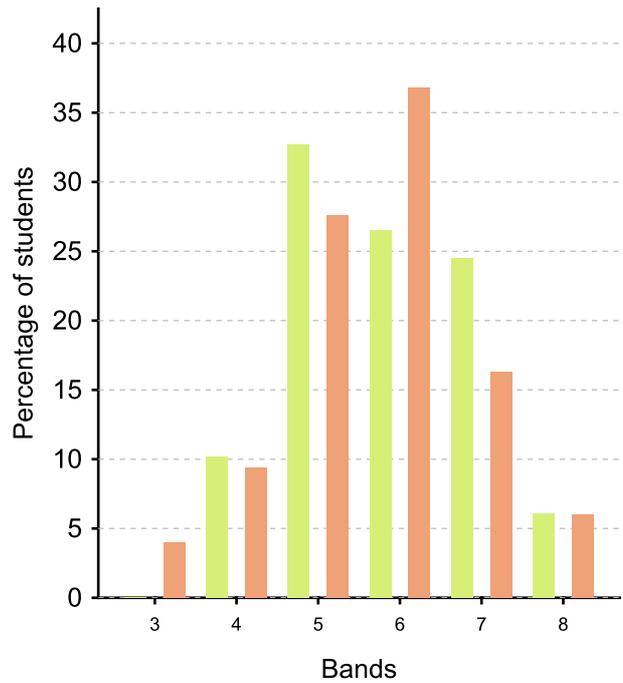
Percentage in bands:
Year 5 Grammar & Punctuation



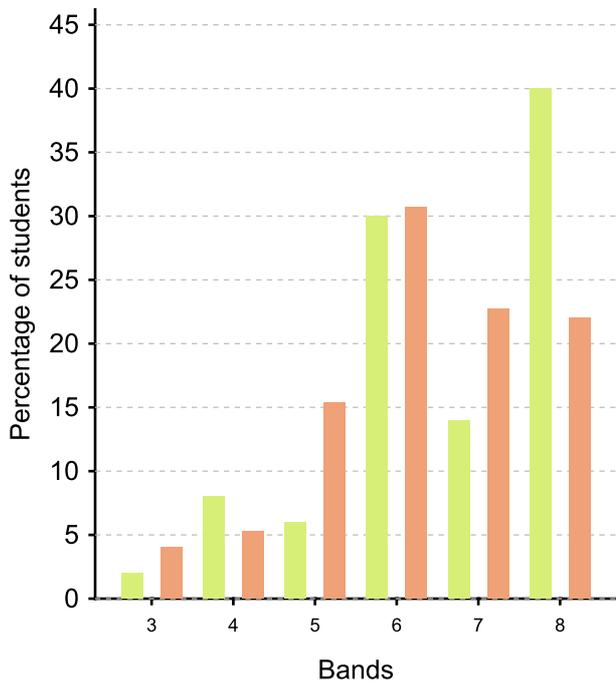
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

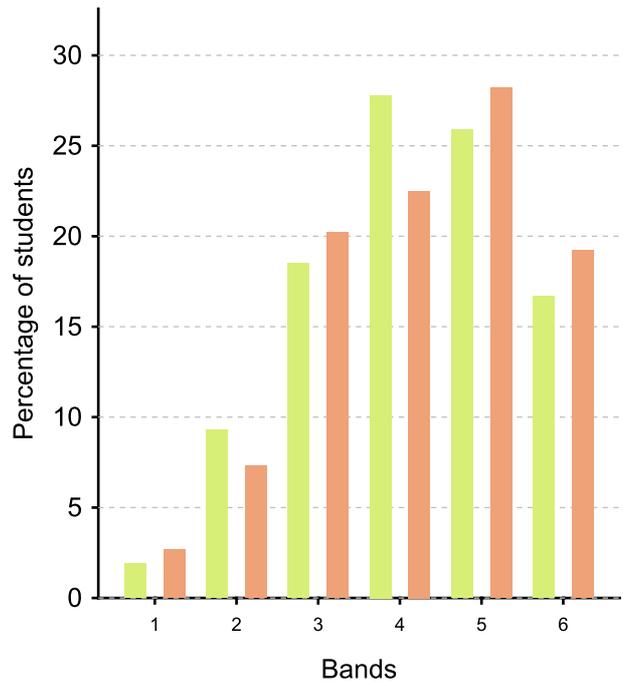


Percentage in bands:
Year 5 Spelling



In Year 3, Waniora Public School students were above average in the proficiency bands for Numeracy. Less than 2% of students in Year 3 achieved below national minimum standards. Year 5 students were considerably above state average in proficiency. 7.8% of Waniora Public School students were below national minimum standards for Numeracy.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.9	9.3	18.5	27.8	25.9	16.7
School avg 2015-2017	2.7	7.3	20.2	22.5	28.2	19.2

students completed the Numeracy assessment, achieving Band 6 and Band 3 respectively.

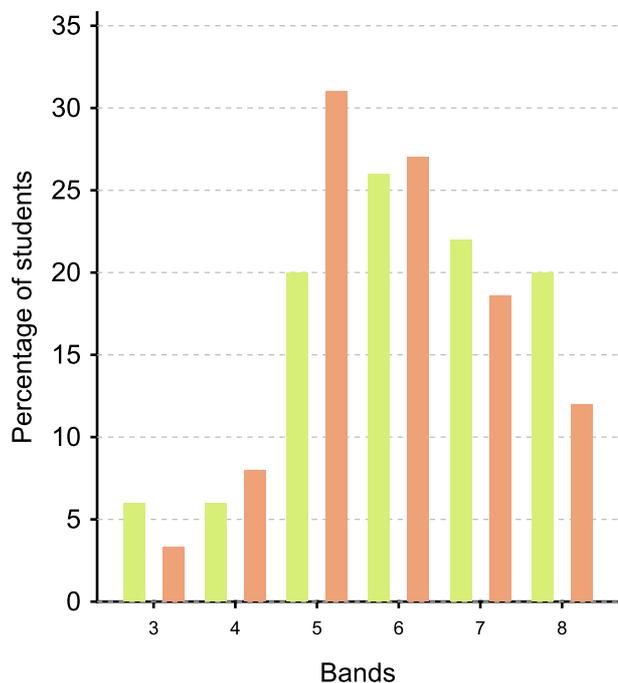
Parent/caregiver, student, teacher satisfaction

Parents/caregivers of Waniora Public School have reported high levels of satisfaction through 2017 surveys. 92% of parents surveyed believe that Waniora Public School has a reputation for excellence and is responsive to community aspirations. 78% of parents/caregivers believe that the school actively seeks community input and feedback about school performance. 85% of those surveyed believe that the opinions of parents are taken into consideration in school planning and decision making. 100% of all parents/caregivers surveyed stated that Waniora Public School is a happy and safe place to learn for students. 98% of parents almost always feel welcome when visiting the school.

Teachers report a high level of satisfaction, particularly in regard to school culture. Staff were careful to highlight collaboration between teachers as a strength. Staff commented on the positive learning environment evident within the school and the supportive parent body.

Students in Years 4–6 were surveyed through Tell Them from Me. Compared to New South Wales government school norms, students expressed a lower than average sense of belonging. Students reported being well behaved at school but were somewhat lacking for interest and motivation in regard to intellectual engagement. Throughout the year there were significant improvements in positive teacher–student relations. The school will address trends around student engagement through the 2018–2020 strategic school plan.

Percentage in bands:
Year 5 Numeracy



Legend:
■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.0	6.0	20.0	26.0	22.0	20.0
School avg 2015-2017	3.3	8.0	31.0	27.0	18.6	12.0

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.

Waniora Public School had very few Aboriginal students sitting for NAPLAN in 2017. In Year 3 our only Aboriginal student sitting for NAPLAN achieved proficiency (proficiency at state for Aboriginal students 23%). This result was a significant improvement on 2016. In Year 5 only one Aboriginal student from Waniora Public School completed the Reading assessment, achieving Band 6 – just outside proficiency (proficiency at state for Aboriginal students 14.3%). This result was identical to that achieved in 2016.

In Numeracy, one student from Waniora Public School completed the Numeracy assessment, achieving Band 3. 16.5% of Aboriginal students across the state achieved proficiency in Year 3 for Numeracy. In Year 5, 7.4% of Aboriginal students across the state achieved proficiency in Numeracy. At Waniora Public School, two

Policy requirements

Aboriginal education

The Aboriginal Education Team meets each term to plan and improve programs for our Aboriginal students. Our focus was to continue maintaining and strengthening programs across the school.

This year an Aboriginal Cultural group was established at Waniora Public School. The rationale behind the group was to provide an opportunity for Aboriginal students and their family members to get together on a regular basis to ‘yarn up’ and work toward cultural events like ‘Sharing Stories’ and our NAIDOC celebrations. The group was an overwhelming success with students benefitting from the regular opportunity to get together and form friendships.

During Reconciliation week, three Indigenous students and Mr Hoy attended the Reconciliation Morning Tea at the Novotel Wollongong. This was a great opportunity to interact with other students from schools in the Northern Illawarra. They enjoyed the talents of a local Aboriginal musical group and a didgeridoo player.

Our Aboriginal students participated in 'Sharing Stories' at Wollongong Town Hall in conjunction with the Merrigong Theatre and Wollongong City Council during Reconciliation Week. Students from Kindergarten to Year 6 interpreted a local story and performed it over two performances throughout the day.

Stage 3 students participated in the Reconciliation walk. The students walked to Bellambi Public School where they finished with a ceremony that involved speeches from local elders, dance and stories of the local histories. Students then had a BBQ lunch and interacted with students from other local schools before returning to Waniora Public School.

We celebrated NAIDOC with a day in Term 3 where the whole school participated in prepared activities reflecting traditional and contemporary Aboriginal Australia. Aunty Sharralyn Robinson educated students regarding Aboriginal culture and students attended the Jellybops Science show "Flight, Fire and Sound" which had an Aboriginal perspective. The day culminated in a whole school assembly with special guests Uncle Vic Chapman and Aunty Sharralyn.

Waniora Public School continued with the Ngara Wumara Research Study this year. This involved two students completing tasks and surveys in Term 3. This will continue in 2018.

In October, Waniora Public School hosted the Northern Illawarra Aboriginal Education Consultative Group Deadly Encouragement Awards 2017 for the second year running. This was a community event that involved local Aboriginal organisations as well as Northern Illawarra schools, community members and elders. The awards reward those students who over the past year, have demonstrated a commitment to improve over a range of mediums, ranging from attendance, community involvement, entertainment, sport and music and displaying a positive attitude to learning.

An Indigenous Poetry in First Languages day was held in Term 4 for Stage 2 and Stage 3 students at school in conjunction with students from Wollongong Performing Arts High School by Red Room Poetry manager, Kirli Saunders. This allowed our Aboriginal students to create poetry in first language and strengthen the connection to their country, language and community in order to empower and feel pride in their cultural identities, resulting in enhanced wellbeing overall.

We continue to update our Aboriginal literature and resources in the school. These are available for all students and teachers to access and use in their classrooms.

We remain committed in implementing our Personal Learning Pathways for every Aboriginal student in our school. These are reviewed each year and are an authentic working document.

Over the year our Aboriginal student numbers have increased and we welcome our new families to Waniora Public School and look forward to building links and getting to know their stories.

Multicultural and anti-racism education

At Waniora Public School all students learn in an inclusive learning environment where they are treated with dignity and respect.

Our school is working actively towards a school-wide, collective responsibility for the academic and well-being needs of all of our students. In 2017 Waniora Public School promoted Harmony Day through students being encouraged to wear something orange and facilitating opportunities for students to work collaboratively with their buddies on learning tasks that reinforced the key messages of tolerance, understanding and the broader values of the public education system.

Targeted assistance in literacy and numeracy was provided each day for two students in Stage 3. The students, from refugee backgrounds were assisted academically in preparation for transition into Year 7 (2018 for one student and 2019 for the other). Both students benefitted from support in the classroom and withdrawal to build literacy and numeracy skills and impact positively upon self concept and self confidence.

Equity funding was utilised for student assistance, particularly for uniforms and school excursions as well as accessing an interpreter for parent teacher meetings and reviews of student learning plans.