

Wideview Public School Annual Report



2018



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Introduction

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

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School background

School vision statement

To develop a collaborative and well informed whole school community that provides quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. It has a student population of 394 and 22 staff. Wideview Public School is a student – centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has developed a number of key partnerships, which assist in the enhancement of student outcomes. Student learning needs are wide ranging with a need to extend very capable students whose learning outcomes should be above stage learning expectations and a need to support students with additional learning needs. The school has a highly committed staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The staff at Wideview Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence throughout the year. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts aligned with these high level expectations.

In the domain of Learning, Wideview Public School's on-balance judgement for Learning Culture, Assessment and Reporting, Student Performance Measures is Sustaining and Growing. With regards to Learning Culture, there is demonstrated commitment within the school community to strengthen the sustaining and growing judgement on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed policies, programs and processes identify, address and monitor student learning needs. In the area of Assessment and Reporting, the school has developed processes to collect, report internal and external student and school performance data but we need to investigate the analysis processes to ensure transference into teaching/learning. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. In regards to Student Performance Measures the school achieves value-added results. Students are at or above national minimum standards on external performance measures.

The element of Wellbeing, Wideview Public School is Excelling, as supported by the External Evaluation team. In relation to Wellbeing, the school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect and succeed relevant to their stages of learning and development. The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. In the domain of Teaching, Wideview Public School's judgement for Effective Classroom Practice is Sustaining and Growing. In this aspect, teachers regularly use student performance data and student feedback to evaluate the effectiveness of their own teaching practices. Teachers are increasingly providing explicit, specific and timely formative feedback to students on how to improve. Collaborative Practice, Learning and Development and Professional Standards are elements in which we are also Sustaining and Growing however feedback from the External Evaluation Team suggested we were actually achieving a level of Excelling. With regards to Data Skills and Use we judged ourselves to be Delivering, as we consider ourselves strong on collecting data but need to analyse the data to a much deeper level. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school is embedding explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, schoolwide improvement in teaching practice and student outcomes. In relation to Learning and Development, teachers share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Schoolwide and/or interschool relationships provide mentoring and coaching support to ensure the ongoing development of all staff. The teaching staff of the school demonstrate and share expertise, have very high levels of up-to-date content knowledge and teaching practices. In the domain of Leading, Wideview Public School's judgement for Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes we are Sustaining and Growing. Staff have meaningful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is recognized by the community as responsive through its effective engagement with members of the local community such as parents, families and business organisations. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for improving student outcomes. The school uses evidence-based strategy and innovative thinking in designing the school plan to deliver ongoing improvements in student outcomes. The school

successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Teaching/Learning Practices

Purpose

To create and maintain a culture of innovative, reflective and collegial teaching through targeted professional development to build the capacity of all staff to work within a highly effective team environment.

Overall summary of progress

Staff Performance and Development Plans were discussed at executive level to reflect on their implementation in 2018 and to drive future directions. Staff have achieved PDP goals utilising external and internal professional learning opportunities and have identified future directions for 2019. Current data has proven the success of the Professional Learning for this year being provided at Wideview to maximise student outcomes. Our Formative assessment journey was stalled a little as we focused on our external validation processes and data compilation. For 2019 we will continue on the journey combined with the looking at What Works Best to ensure Formative Assessment is maximised. We have recorded above state average K–3 and Year 3–5 NAPLAN results for 2018 showing outstanding growth for previous underachieving students especially in Year 5. The leadership team has had a successful year and this is reflected in a number of key areas across the school, including collaboration in accessing whole school data, successful PDP implementation and monitoring, participation in leadership Professional Learning and Mentoring and coaching staff. The school has made significant direction change towards consistency of assessment and have greatly improved in data analysis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School wide data (Formative Assessment) informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in all teacher programs.	\$25000 spent on Professional Learning Package and providing teacher planning days and opportunities to observe colleagues	All teachers took part in extensive collaboration within stages and across the school, developing their expertise to cater for every child. Numerous opportunities for observations, team teaching and mentoring processes supported new scheme teachers and experienced teachers alike. Analysis of standardised and stage-based assessment informed explicit teaching practices and reporting. Programming supervision and observation feedback supported teachers to develop their craft and maintain high expectations. Stage planning days provided opportunities to reflect on practice, undertake consistent teacher judgement and plan and develop teaching and learning programs.
100% of teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.		All teachers are collaborating with their supervisors throughout the performance and development cycle, having at least one goal taken from the school's strategic plan, developing personal goals and linking their goals to their individual needs

Next Steps

Future directions in this domain are focussed on improving value-added results for all students by strengthening classroom practice, building on our commitment to enhance student learning through focusing on targeted student feedback and formative assessment practices and analysing internal and external data more comprehensively and systematically.

Strategic Direction 2

Productive Pedagogy

Purpose

Quality teaching and assessment practices are essential for the development of effective individualised learning. To ensure this, teachers must engage in professional learning to enhance all students' learning experiences through explicit quality teaching practices. Ongoing attention to student progress utilising constant and systematic data gathering and recording on the learning continuum will drive our planning and ensures success.

Overall summary of progress

In 2018, the implementation of Formative Assessment commenced with all staff members participating in the "scene setting" training on our first Staff Development Day. The Professional Learning package 'Embedding Formative Assessment' was purchased and the modules delivered to staff through workshops. Data tracking systems across the school have monitored student progress with their phonic knowledge, word recognition, reading fluency and reading accuracy. These spreadsheets have provided opportunities for teachers to track student progress and modify teaching accordingly and has allowed executive staff to modify whole school intervention programs and provide targeted support to teachers in response to data trends.

Use of the Learning Progressions to track student progress in writing has been a focus for teachers. Teachers have engaged in a number of planning days focusing on moderation of student work samples and assessment grids have been developed for individual sub-elements to develop consistent teacher judgement. All teachers have tracked students against the writing components of the progressions.

Formal and informal lesson observations have identified greater consistency in teacher quality across the school as a result of collaborative teaching practices. Research clearly shows that collaboration has the greatest effect size on teacher quality and student outcomes, and the school will continue use QTSS to manage classroom observations in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff compose stage, class and individual profiles based on data collected and use them to design and modify teaching programs.		With the introduction of Plan2 we have stalled on this whilst staff develop proficiency and full understanding of the PLAN 2 program
100% of students achieve term targets and demonstrate progress at least equal to one year's growth for each year at school.	\$20000– spent on SLSO and LST support	95% of students are achieving term targets to a minimum requirement. We will continue to improve on these results in 2019
2020: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 10% from 2017 baseline data. 2019: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 6% from 2017 baseline data. 2018: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 3%	\$12000 spent on reading resources including technology, Macqlit and Minilit. Decodable readers purchased to assist struggling students Macqlit and Minilit resources and training provided to two staff members	In 2018 75% of students met state growth in numeracy 84% of students met state growth in reading 58% of students met state growth in writing 5% increase in students in top two bands of literacy and numeracy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
from 2017 baseline data.		In 2018 75% of students met state growth in numeracy 84% of students met state growth in reading 58% of students met state growth in writing 5% increase in students in top two bands of literacy and numeracy
Ensure that at least 90% of Year 3 and Year 5 students are achieving above the National minimum standards in NAPLAN (National Assessment Program Literacy and Numeracy) in 2018. Individual learning plans are in place for all students who do not achieve minimum standards.	\$17000 SLSO support	2018 97.99% of students in year 3 and 5 achieved National Minimum Standards in Literacy and Numeracy

Next Steps

Develop and implement a structured writing scope and sequence and assessment rubric to better monitor student writing in the primary grades.

Refine data tracking systems to better monitor student reading assessments beyond PM Level 30.

All teachers will continue the formal professional learning for Formative Assessment using the package purchased in 2018. This professional learning journey is expected to take two – three years and includes monthly teacher observation and feedback to improve performance.

Time made available from the school's staffing entitlement will be used to employ a teacher for Literacy groups and Gifted and Talented groups.

Strategic Direction 3

Effective Collaboration and Communication

Purpose

To develop culture of collaboration across the whole school community through effective communication and building strong relationships which entrench a positive culture of communal success.

Overall summary of progress

Our School Community has benefitted from a number of school initiatives to build their field of knowledge and to develop greater understandings of school curriculum. The information sessions and workshops were well attended. The most popular session was the Building Resilience in Children run by the Resilience Donut. The annual events such as Easter Hat and Book Week parades are very well patronised. Our P&C have worked hard through contributions of time and financial support to the school and have significantly been involved in school planning on a number of fronts including uniform options.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent and carer attendance at P&C meetings will increase by 15%.		P&c meetings are showing improved attendances and are strongly supported by new parents.
Parent and carer participation in school information sessions and learning forums will increase by 10%.	\$1500	Students were given the opportunity to participate in a two day Creative Arts Camp which was organised and monitored by parents. Resilience training very successful with over 100 parents attending.
Participation in school surveys will increase by 20%.		Parent representation in surveys continue to be of concern with an improvement of only 10% overall in2018

Next Steps

The school will look to continue the connection with community and again work closely with the Berowra Pre-Schools in establishing strong connections and providing quality transition programs into a school setting for students within the area. We will continue to provide workshops based on curriculum and social issues.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funds were used to support and extend the school wide coaching program. QTSS funds were also used to support attendance of new and returning staff at demonstration lessons provided by exec and staff volunteers throughout the year , and school based workshops that take staff through the why and how, reflecting Creative and Critical Thinking and the Formative Assessment pedagogy in action.</p> <p>\$69000</p>	<p>Executive RFF to support the staff in their team with quality teaching practices and the Great Teaching Inspired Learning Reform. It also provided additional staff for targeted programs to ensure quality teaching. Staff participated in Mentoring Programs and Embedded Formative Assessment.</p> <p>In Term 3 time was given to the preparation for External Validation.</p>
<p>Support for beginning teachers</p>	<p>Support for Beginning Teachers \$27524</p>	<p>Beginning teachers have been provided with opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices through a strong mentoring program. They observed other teachers' lessons, enabled other teachers to observe their lessons, engaged in collaborative practices and received structured feedback based on observation. Planning quality lessons to maximise their impact on learning and implementing effective classroom management strategies was a key focus.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	201	200	201	203
Girls	194	195	193	199

Student enrolment continues to slowly grow as the area continues to attract a younger population. This trend is expected to continue in 2019. The majority of our enrolments continue through to year six and then onto a local high school. Overall the community satisfaction with the school ensures a strong enrolment pattern.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	97.4	95.3	97.1
1	95	97	95	95.5
2	95.7	96.8	96.1	94.9
3	95	96.5	95.3	95.9
4	95.8	96.7	96.1	94.1
5	95.5	96.4	93.5	94.6
6	94.4	98	96.5	93.6
All Years	95.4	97	95.5	95.2
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

School practices for recording late arrivals / early departures, following up absences, amending errors, requesting medical certificates, shared enrolments, leave passes, special circumstances register, marking register destination unknown, removal from attendance register and retaining attendance records are in accordance with policy. Wideview Public School uses

the DoE software to track attendance. Students who are absent need to explain their absence, by parent or caregiver through a phone call, email or letter. Students who have unexplained absences or are continually late will firstly be contacted by the Principal or Assistant Principal. If attendance does not improve, we will engage the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.04
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*Full Time Equivalent

There is currently no staff at Wideview Public school who identify as Aboriginal or Torres Strait Islanders.

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	35

Professional learning and teacher accreditation

The total expenditure on professional learning for teaching and non-teaching staff was \$55000. There are 10 teachers maintaining accreditation at Proficient. All staff have participated in the mandatory training requirements that target student/staff health and wellbeing especially those that centre on Work place Health and Safety. These include First Aid/CPR Training and Keep Them Safe (Child Protection) training. Similarly, all staff are up to date in their Anaphylaxis and Asthma training. They have also actively participated in scheduled emergency evacuation drills and lockdowns. School Development Days consisted of professional learning sessions based on Child Protection, CPR, Anaphylaxis, Student Profiles, Grade Planning and Numeracy. Coach in a Box. Professional learning sessions held throughout

the year included Code of Conduct, Leadership course through a community of schools' initiative, Surviving and Thriving Early in your Teaching Career for our early career teachers, Critical and Creative Thinking, PLAN2, Information Computer Technologies seminars, Designing an Evaluation, Resilience Donut, Words Their way Spelling , Embedding Formative Assessment across the Curriculum, Mathematics, Mental Health and Wellbeing, Learning Progressions and Phonics sessions

provision of futures learning furniture increased expenditure on furniture.

Funds have been reserved for 2019 to meet costs associated with; the employment of two additional SLSO's and employment of a Support teacher for two extra days a week to bring the position up to full time; the requirements of the annual tree audit; purchasing three interactive whiteboards and purchasing extra laptops to be utilised in our Gifted and Talented Program.

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	238,527
Revenue	3,218,046
Appropriation	2,952,283
Sale of Goods and Services	8,786
Grants and Contributions	253,367
Gain and Loss	0
Other Revenue	0
Investment Income	3,609
Expenses	-3,156,195
Recurrent Expenses	-3,142,595
Employee Related	-2,749,010
Operating Expenses	-393,585
Capital Expenses	-13,600
Employee Related	0
Operating Expenses	-13,600
SURPLUS / DEFICIT FOR THE YEAR	61,851
Balance Carried Forward	300,378

The Principal and Senior Administration Manager review and manage the budget regularly, ensuring expenditure fits into projected costing. This involves decision making and alignment by the executive team towards student needs and school priorities. In 2018, tree management, office refurbishment, a new photocopier and an increase in contributions to ongoing maintenance of ageing infra structure resulted in increased expenditure in property maintenance. A bank of twenty five laptops and storage cart resulted in higher than usual expenditure in computer costs. The purchase of 'jellybean' tables to more effectively enable small group literacy and numeracy instruction and the

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	2,686,809
Base Per Capita	76,187
Base Location	0
Other Base	2,610,621
Equity Total	99,509
Equity Aboriginal	648
Equity Socio economic	8,532
Equity Language	1,507
Equity Disability	88,823
Targeted Total	17,792
Other Total	70,522
Grand Total	2,874,632

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.

In Year 3, overall students achievement (for all groups of students) exceeds that of students in similar schools across the state in Reading, Grammar & Punctuation and Spelling. Outstanding results for Wideview Public School in Year 3 Literacy NAPLAN showing above state average in all areas. Significantly higher student numbers in Band 6 in reading and higher than average numbers of students in band 6 in spelling. In both Grammar and Punctuation and Writing Year 3 NAPLAN results showed significantly less students than the state average in the bottom two bands.

In Year 5, overall students achievements (for all groups of students) exceeds that of students in similar schools across the state in Reading, Grammar and Punctuation results also show significant improvement with an increased number of students in the top two bands and a decrease in the number of students in bottom two bands.

In Year 3, overall students achievement (for all groups of students) exceeds that of students in similar schools across the state in Reading, Grammar & Punctuation and Spelling. Outstanding results for Wideview Public School in Year 3 Literacy NAPLAN showing above state average in all areas. Significantly higher student numbers in Band 6 in reading and higher than average numbers of students in band 6 in spelling. In both Grammar and Punctuation and Writing Year 3 NAPLAN results showed significantly less students than the state average in the bottom two bands.

In Year 5, overall students achievements (for all groups of students) exceeds that of students in similar schools across the state in Reading.

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.

The results for combined reading and numeracy for Years 3 and 5 continue to exceed the Premier's 2019

target of 42% of students achieving in the top two bands. In 2018, this target was exceeded by 6%. While the cohort of Aboriginal students does not meet the requirement for reporting, the progress and achievement of Aboriginal students is monitored on a regular basis by classroom teachers and the Learning Support Team with interventions implemented as needed.

Parent/caregiver, student, teacher satisfaction

Our staff participated in the NSW Public Sector Employee Survey. The highest scoring agreement questions included; Understanding of expectations, striving to achieve satisfaction, focussing on improvement, health and safety, effective communication, valuing employees and personal satisfaction. The lowest scoring questions included: flexible working organisation, recruitment, paid fairly, work stress and employees poor performance management.

Our school also participated in the sanctioned Tell Them From Me annual survey which is based on a comprehensive questionnaire covering several aspects of parents perceptions of their school, students views and staff evaluation as well. Key findings included: The majority of students have a sense of belonging at school: The majority of students are showing positive behaviour: Many students are motivated: Staff are working very collaboratively: Staff work very closely in supporting students: There are very high expectations for student learning: Parents feel very welcome at school: Parents are well informed: Parents and school work closely together:

Policy requirements

Aboriginal education

Wideview Public School has a connection with the Metropolitan North Aboriginal Education Consultancy Group (AECG). This year it has been a valuable source of resources to assist teachers with particular emphasis on 2018 NAIDOC Week programming suggestions, resources for Stage 3 regarding the 1967 referendum on its 50th anniversary, resources and Reconciliation Week resources.

Teachers have implemented Aboriginal history content sourced from the new Australian History and Geography Syllabi for NSW Schools into their teaching learning. During library sessions, students investigated aboriginal perspectives with particular focus Indigenous people's journey to citizenship and the impact prominent Indigenous leaders had in the course of Australian history.

Multicultural and anti-racism education

Multicultural education is embedded in all areas of the curriculum and is featured throughout instructional programs across the whole school setting. This practice lays the foundation for all students to build knowledge, skills and attitudes needed for their culturally diverse society. All children are encouraged to be proud of their cultural identity, and to show respect and acceptance of the diversity of cultures. Harmony Day and NAIDOC Week provided students with opportunities to be involved in a variety of whole school activities to support multicultural education. On Harmony Day students and teaching staff wore orange with a focus on getting along. Wideview Public School continued to support religious beliefs in 2018 by offering Scripture and ethics to all students.

One staff member was trained as the Anti-Racism Contact Officer (ARCO). The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Staff increased student's understanding of racism and discrimination and its impact through activity based teaching and learning programs.