

# Pottsville Beach Public School

## 2019 Annual Report



3578

## Introduction

The Annual Report for 2019 is provided to the community of Pottsville Beach 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.

### School contact details

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# School background

## School vision statement

School Mission:

To inspire learners to reach their potential.

School Vision.

We believe that our vision is achieved through the pursuit of excellence in teaching, innovation, leadership, and teamwork.

## School context

**Pottsville** is a town in the Northern Rivers region of New South Wales, Australia in Tweed Shire. At the 2017 census, Pottsville had a population of 8000. Bill Potts owned the first house in Pottsville around 1930 and the location was initially named Potts Point. Soon though, the town was renamed Pottsville to alleviate any confusion with the place of the same name in Sydney.

Pottsville includes housing developments such as Pottsville Waters, Koala Beach, Seabreeze and Black Rocks Estate.

The NSW Government announced major Capital Works funding for Pottsville Beach Public School with the following aims:

- To building around 13 new classrooms
- To remove a similar number of relocatable classrooms
- To build new library facilities
- To build new administration facilities.
- To promote contemporary facilities.

These works will directly influence school activities for the next 18 months and therefore impact on this management plan.

The challenge for 2018–2020 is to build the capability of all teachers and students to be able to work within open, flexible and contemporary spaces with flexible furniture and the appropriate pedagogy catering for 21st Century student centred learning.

These works will directly influence school activities for the next 18 months and therefore impact on this management plan.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Improved Learning

#### Purpose

Develop consistent, high quality educational practices using evidenced based research to enable staff to place students at the centre of their learning.

#### Improvement Measures

Increased % of students to achieve "Sound" or above over 3 years in English.

Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in reading and shows increased percentage of students achieving in the top 2 bands.

Student assessment data show expected growth for 80% of students.

Tell Them From Me Survey results analysed and targets set.

Supervisors report improved programming, collective efficacy incorporating high expectations, problem solving and differentiated teaching learning activities.

80% of students achieving stage appropriate expectations growth in literacy and numeracy\*.

ACER data collected Years 1 – 6 programs reflect analysis of data.

#### Overall summary of progress

The school focused on strategies to develop 21st century learners in the areas of critical and creative thinking and digital technologies. Professional learning was followed up with trials of specific strategies and the development of learner dispositions. Learner dispositions are yet to be implemented as further discussions are required with all stake holders. Examples of strategies include growth mindset, flexibility and risk taking with our learning. Some teaching staff feel confident to continue using these skills and to incorporate them into classroom practise.

#### Progress towards achieving improvement measures

**Process 1:** Teachers lead and participate in ongoing professional dialogue, observation and evaluation in order to develop and refine their practice. Processes to assist in this development may include:

- Instructional rounds
- Collaborative planning
- Focused committees
- Professional learning
- Analysing data

Evaluation	Funds Expended (Resources)
<p>Professional Learning in stage teams has enabled a K – 6 whole school focus on a mathematics scope and sequence. This has then enabled staff to focus on the key skills component of the syllabus, looking at the syllabus links and following the syllabus more closely.</p> <p>Learning Intentions and Success Criteria seen across 100% of maths lessons and are now an integrated component of each lesson.</p> <p>Tell Them From Me Survey Results analysed and targets set for 2020.</p> <p>ACER data collection in Literacy and Numeracy across the school Years 1 – 6 indicating areas of need.</p> <p>In 2019, 4 members of staff participated in the Quality Teaching Rounds professional development research project (guided by the University of</p>	<p>Professional Learning and planning days for stage teams</p> <p>Stage based resources</p> <p>QTSS funding utilized to allow stage teams to meet weekly to plan.</p> <p>QTR grant to cover all costs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$43753.44)</li></ul>

**Progress towards achieving improvement measures**

Newcastle). Quality Teaching Rounds is a form of teacher professional development designed to bring together the benefits of professional learning communities, instructional 'rounds', and the Quality Teaching pedagogical framework to improve student outcomes. Participation in the research project is to help support our school's visible learning focus.

- In Term 2, 2019 two members of staff attended a two day workshop in Newcastle to up skill themselves and other colleagues in conducting effective 'rounds'.
- The University of Newcastle conducted 2 days of observations for a monitored teacher in Terms 2 & 4
- Baseline data was collected from a Stage 2 control class of students in Term 2 & Term 4.
- 4 members of staff worked as a team to observe lessons taught, analyse and provide thorough feedback on each other's teaching, using the Quality Teaching framework.

In Term 4, 2020 baseline data will again be collected on those students tested in 2019 to analyse the effects the quality teaching rounds had on our teacher's pedagogy and student learning outcomes.

**Process 2:** To develop capacity of staff to understand, develop and implement Learning Intentions and Success Criteria and to have a better understanding of Visible Learning in the four components: 1. The Visible Learner 2. Know thy impact 3. Inspired passionate teachers/ Visible Teaching and Learning and Effective Feedback.

Evaluation	Funds Expended (Resources)
<p>A component of Visible Learning was a visit from the team to evaluate our progress. Data from the team indicates, we developed a clear picture of the types of learners they are aspiring to have. Since the last report, leaders and teachers have collaborated to select the following learner dispositions; persistent, self-aware, curious, collaborative, connected, thinkers. The learner dispositions are documented in draft form and the school has plans to launch them across the whole school community in 2020 . Leaders and teachers describe some shared language of learning across the school including learning intentions and success criteria (LISC), Growth Mindset and learning goals in pockets of the school. Teachers reported that the implementation of LISC had provided more clarity and provoked more conversations with students about, "Learning being a process."</p> <p>Although the school does not yet have a formal process for the ongoing review of student data and most data continues to be collected at a class and stage level, leaders reported they were beginning to gather comparative data to build systems and processes for analysing and using the data to inform practice more systematically.</p> <p>Shared understandings about what makes for an effective teacher are emerging across the school. During interviews, leaders reported teacher clarity and collective efficacy had improved with the introduction of LISC and increased opportunities for teachers to be observed and given feedback through the QTR process.</p> <p>The Leadership Team indicated that leaders and teachers are beginning to use information from student assessments as feedback about the effectiveness of their teaching in small pockets. Although the school is yet to develop a consistent, shared understanding of different models of feedback, leaders reported that some teachers were trialling models of feedback such as the Marzano Focused Teacher Evaluation model and William Dylan's formative feedback in small pockets of the school. Time for feedback is not formally planned for in lesson planning.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Corwin (\$19949.00)</li> </ul>

**Next Steps**

In 2020 staff will further implement the learner dispositions. Stage based planning will continue with stage teams meeting

weekly and the professional learning for all teams to be focused on collaborative planning leading towards a more cohesive K – 6 school. Our partnership with Newcastle University will continue in the area of Instructional rounds with more staff being involved in this initiative to further develop collaborative norms.

Developing a clear picture of the type of learners the school is aspiring to have, and to ensure staff, students and parents are consulted and have a shared understanding of these.

Share assessment information with students and use this information to set learning goals and monitor student progress with students.

Develop shared understandings and systematic processes of ongoing review of student progress and achievement data to inform planning.

Review the purpose of and how to write effective learning intentions and success criteria with all staff and ensure they are visible to students, so students are clear about what they are learning in every lesson and what success looks like.

## Strategic Direction 2

### Innovative Teaching

#### Purpose

To further develop the pedagogy of teaching staff individually and collectively, enabling students to:

- engage in learning experiences and tasks which allow students to make choices about their learning to think critically, creatively, solve problems and communicate their learning with others;
- become highly motivated and take responsibility for their learning, negotiating learning outcomes and the application of knowledge with teachers; and
- be active partners in the assessment of their progress and achievements, reflect on their learning and engage in self and peer assessment;

To develop the capabilities of teaching staff individually and collectively who:

- work together to improve teaching and learning in their year groups, stages or for particular student groups; and
- create learning environments to accommodate differing learning styles opportunities for 21st century technologies.

#### Improvement Measures

Majority of students who take responsibility for their learning.

Majority of students work collaboratively and independently in a range of learning activities and structures.

#### Overall summary of progress

The school trialled a variety of furniture and learning spaces in 2018 which led to more classrooms set up as flexible learning spaces. The new building was occupied in May 2019 with the DoE allocating furnishings for the new and refurbished classrooms. Established classrooms were also provided with flexible seating through school resources. These changes to classrooms has allowed teaching staff the opportunity to collaboratively teach and incorporate more group work based around student needs and interests. Professional Learning was provided to allow staff a better understanding of teaching practices that encompass flexible learning spaces and how best to use this new classroom environment.

#### Progress towards achieving improvement measures

- Process 1:** Planning for Cooperative Learning Project between classes (2019) which consider the following.
- Structures– stage , class, groupings, teams
  - Management of teaching and learning
  - Management of physical environment
  - whole school/stage approach to describing success, learning intentions, feedback

Evaluation	Funds Expended (Resources)
<p>Ongoing Professional Learning for staff to have a better understanding of flexible learning spaces.</p> <p>100% of staff satisfied with furniture allocation.</p> <p>Majority of students taking responsibility for their own learning and enjoy working in a more open space.</p> <p>Majority of students work collaboratively and independently in a range of learning activities and structures.</p>	<p>Additional furniture purchased in 2019. at a cost of 26887.00</p> <p>Professional Learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$43753.44)</li></ul>



## Progress towards achieving improvement measures

**Process 2:** Plan for transition to new buildings.

Term 4 2018 and term 1 2019.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
May 2019 new building was completed and classes moved in.	

## Next Steps

Ongoing Professional Learning and lesson delivery in the use of flexible classrooms and best practice.

### Strategic Direction 3

#### Quality Business Systems

#### Purpose

21st Century technology will create efficiencies in administrative tasks and provide new data to drive the school's focus.

Provide teachers with better access to innovative learning and teaching resources.

Support staff to respond to changing departmental and educational needs.

Improve administration processes so that teaching staff can focus on teaching and learning activities.

Improve access, flexibility and insight into student and organisational data.

#### Improvement Measures

Policies, programs and processes identify, address, monitor, guide and communicate student learning and welfare needs.

100% of staff able to mark rolls and track students.

100% of executive use Sentral for student wellbeing information.

90% staff use Sentral for student well being information.

Policies written , implemented and evidence of implementation collected.

#### Overall summary of progress

Consolidation of existing skills and increased use of software features was noted in 2019. Numerous reports are utilized on a weekly basis to identify areas of improvement. This has been most evident when tracking student welfare needs. 100% of staff across the school use Sentral for all student well being information. Many school guidelines were developed and implemented in 2019. The Student Wellbeing Guidelines were revamped and implemented K – 6. This included the development and implementation of a student reward system tracking students from K – 6. The Bounce Back program was developed and introduced in Term 4 with students placed in groupings with peers from each year level. This group will be their bounce back group whilst they are here at school. Year 6 students are leaders in the fortnightly activities presented to each group.

#### Progress towards achieving improvement measures

**Process 1:** Parent stakeholder consultation in the development of school policies and procedures.

Evaluation	Funds Expended (Resources)
All policies/ guidelines presented at P and C meetings for discussion/ change then ratification prior to implementation across school.	

**Process 2:** Professional learning on ;

Salm,

MyPI,

Accreditation processes,

External validation and collecting evidence of policy implementation.

Policies developed each year

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>School policies/ guidelines reviewed and implemented in Student Well Being. These guidelines rely on developing positive and respectful relationships incorporating the concepts and practices of Restorative Justice. When implementing the guidelines, we take into account individual student needs. When individual student behavior cannot be addressed through the guide, regional support is sought through the Learning and Support Team. The school community follows the values of respect, safety and participation.</p> <p>Bounce Back Program developed and implementation began Semester 2. Students placed in groups of mixed ages and this group will remain the same whilst at our school. Positive impact seen already as Year 6 leaders in these groups and has given majority a confidence boost.</p> <p>Reviewed and Implemented the Learning and Support Team guidelines to ensure that the needs of all students in the school are being met using a three– tiered model of support addressing universal, targeted and intensive supports for students and teachers. A key feature of the team is the facilitation of collaborative planning between teachers, support staff, parents and students.</p>	

**Process 3:** Policies Project– establish a cross stage team to review and update existing policies including policies as identified by the DoE for cyclic review.

Evaluation	Funds Expended (Resources)
Policies reviewed for the year 2019 as required by DoE.	

**Process 4:** Curriculum and Timetable Project–establish a specialised team with executive, staff, parent to lead a whole school review of the structure of school day and curriculum. (2019 for 2020)

Evaluation	Funds Expended (Resources)
Whole school moved to one timetable in Term 2 after building was completed.	

## Next Steps

Sentral to be upgraded in 2020 so more features can be utilized by staff including parent contact. The parent portal to come on line in 2020.

Target for 2020 is for 100% of staff using all LMBR systems.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• staffing (\$15 246.00)</li> </ul>	<p>The school participates in the Yuli Program which brings together students in years 5 – 8 from across 6 schools who make up the Coastal Learning Community. The program delivers language, culture and knowledge about the Bundjalung nation and assists in transitioning students to high school. Students in Stage 1 are also exposed to an indigenous program delivered by one of our indigenous teachers exploring culture and language of the area.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	340	353	347	328
Girls	351	344	316	307

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.1	94.6	92.3	92.7
1	92.6	93.6	93.7	91.5
2	92.7	93.8	92.6	92.7
3	91.8	93.7	93	92
4	90.7	92.2	92.3	92.1
5	91.4	93.5	91.3	90.5
6	90.2	93.3	92.1	90.5
All Years	91.6	93.5	92.5	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.17
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	736,465
<b>Revenue</b>	5,472,849
Appropriation	5,297,472
Sale of Goods and Services	15,323
Grants and contributions	155,374
Investment income	4,681
<b>Expenses</b>	-5,420,093
Employee related	-4,748,828
Operating expenses	-671,264
<b>Surplus / deficit for the year</b>	52,757

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	193,334
<b>Equity Total</b>	284,924
Equity - Aboriginal	27,010
Equity - Socio-economic	77,319
Equity - Language	0
Equity - Disability	180,594
<b>Base Total</b>	4,163,240
Base - Per Capita	155,565
Base - Location	0
Base - Other	4,007,675
<b>Other Total</b>	464,525
<b>Grand Total</b>	5,106,022

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.

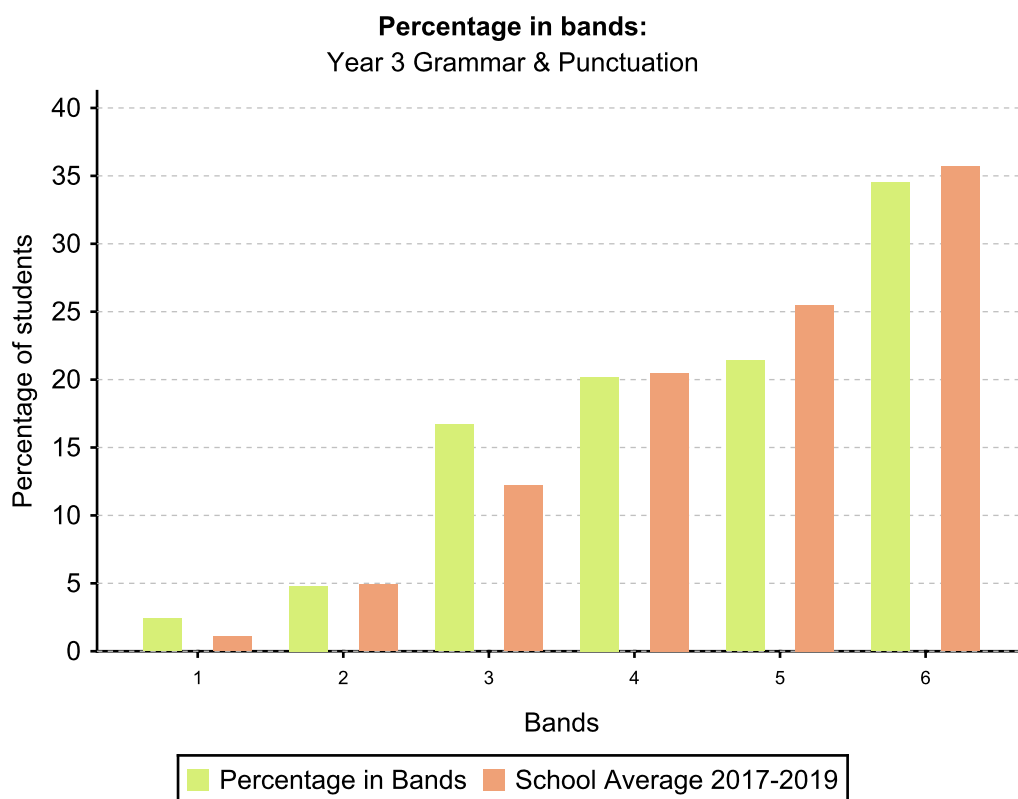


## School performance - NAPLAN

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.

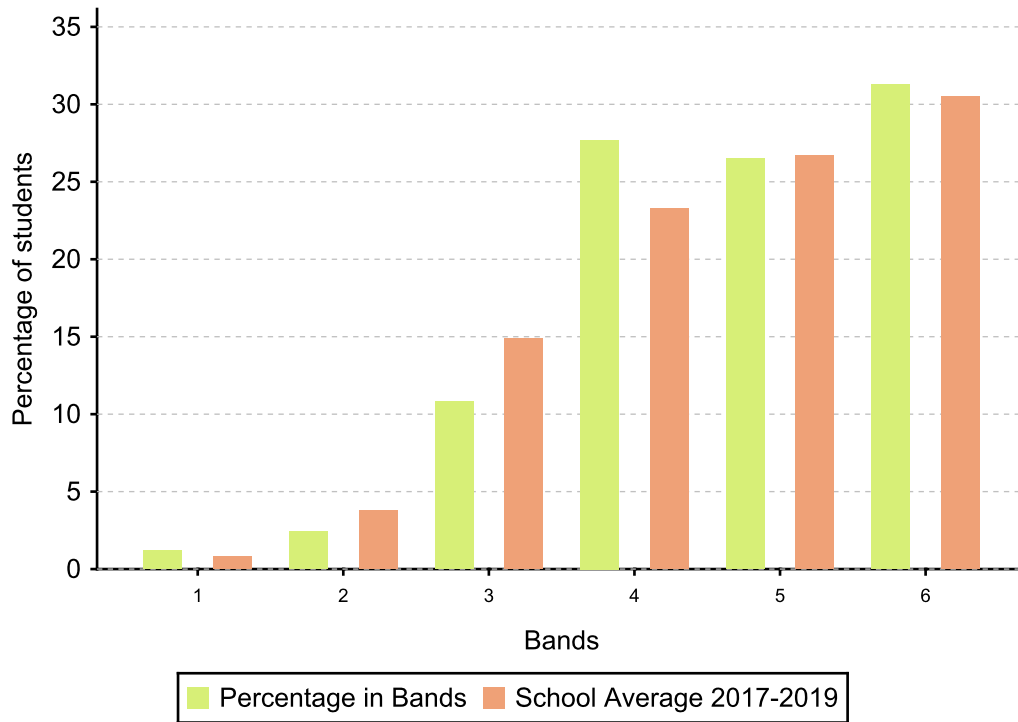
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



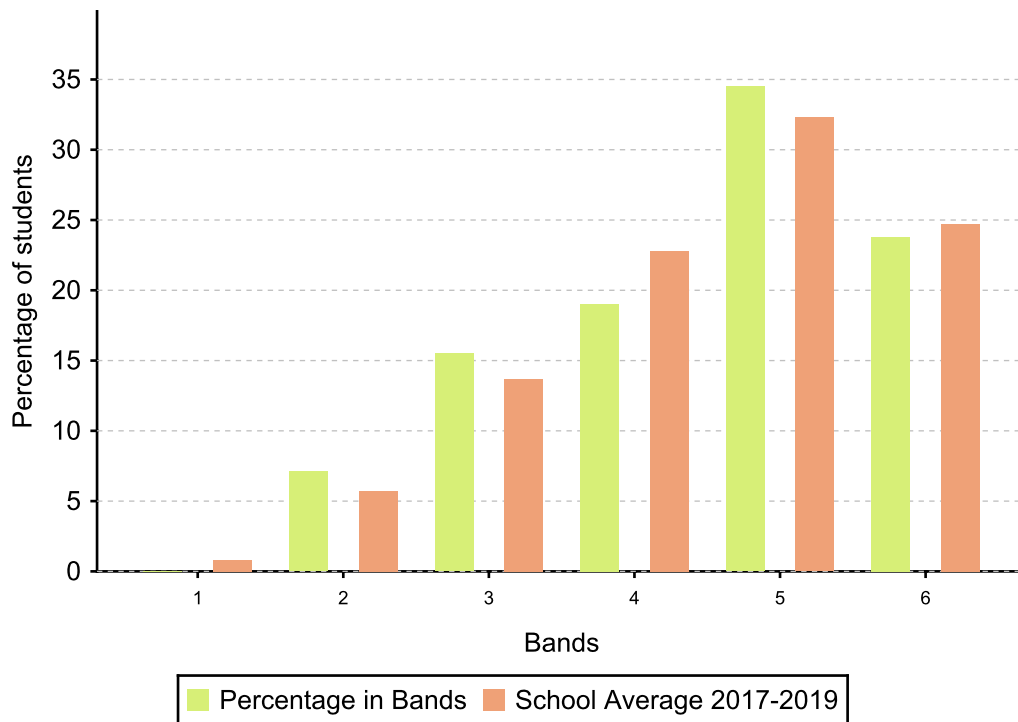
Band	1	2	3	4	5	6
Percentage of students	2.4	4.8	16.7	20.2	21.4	34.5
School avg 2017-2019	1.1	4.9	12.2	20.5	25.5	35.7

**Percentage in bands:  
Year 3 Reading**



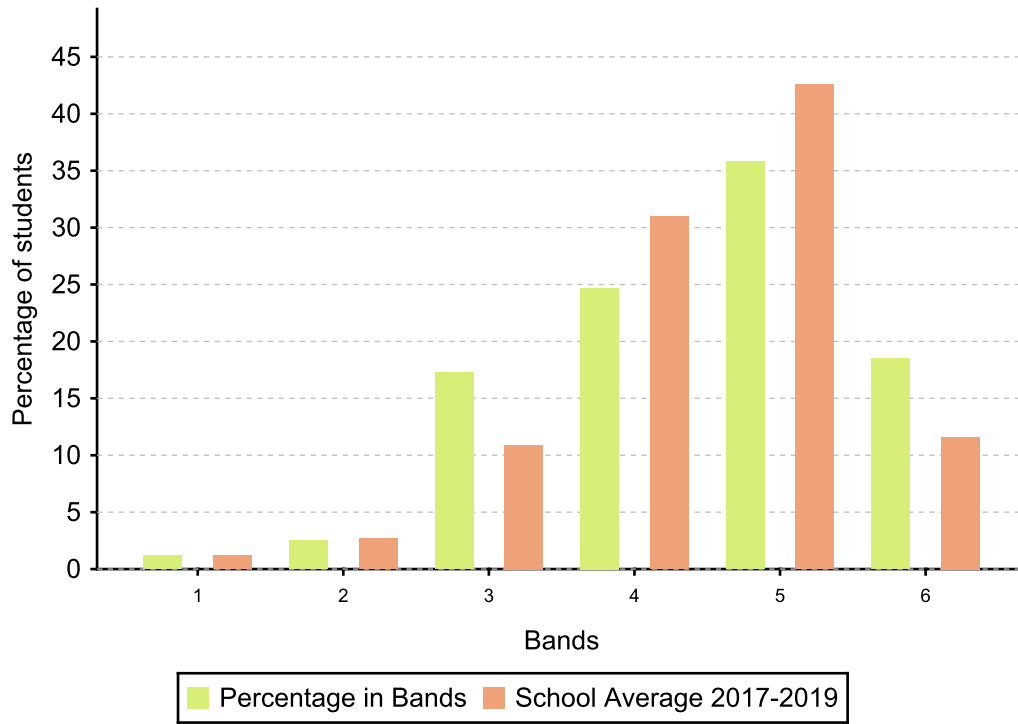
Band	1	2	3	4	5	6
Percentage of students	1.2	2.4	10.8	27.7	26.5	31.3
School avg 2017-2019	0.8	3.8	14.9	23.3	26.7	30.5

**Percentage in bands:  
Year 3 Spelling**



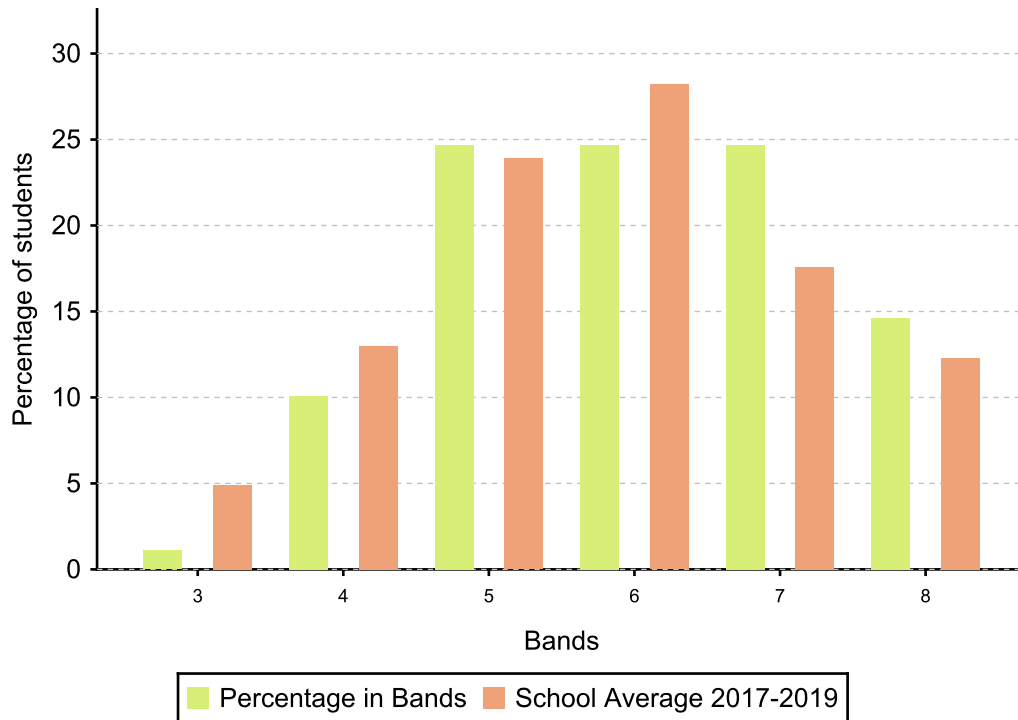
Band	1	2	3	4	5	6
Percentage of students	0.0	7.1	15.5	19.0	34.5	23.8
School avg 2017-2019	0.8	5.7	13.7	22.8	32.3	24.7

**Percentage in bands:**  
Year 3 Writing



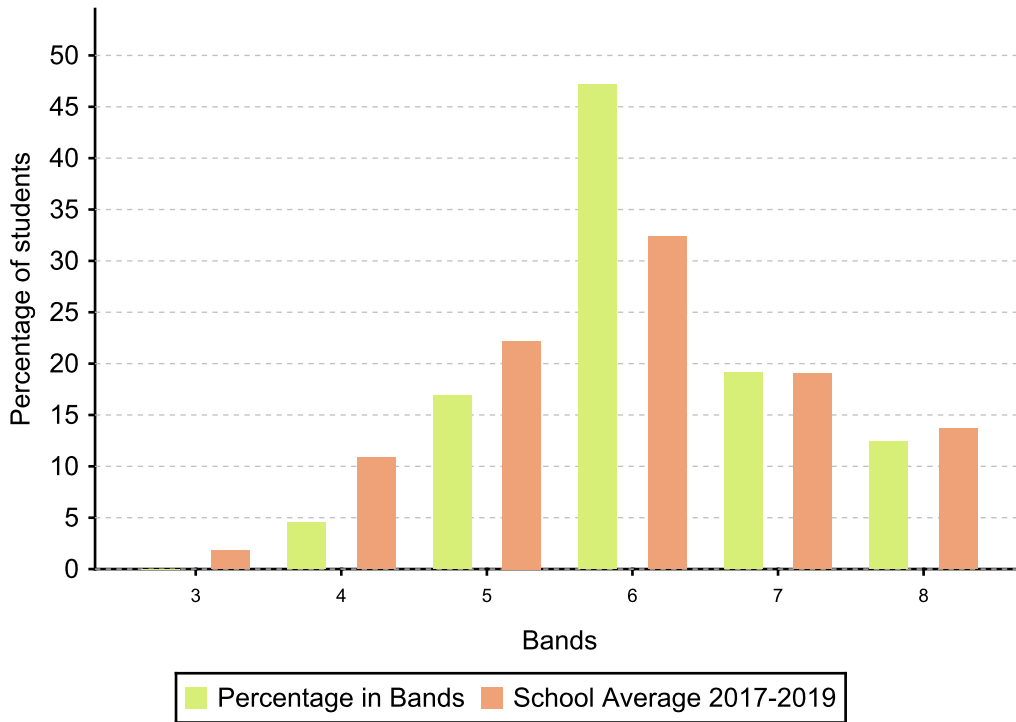
Band	1	2	3	4	5	6
Percentage of students	1.2	2.5	17.3	24.7	35.8	18.5
School avg 2017-2019	1.2	2.7	10.9	31	42.6	11.6

**Percentage in bands:**  
Year 5 Grammar & Punctuation



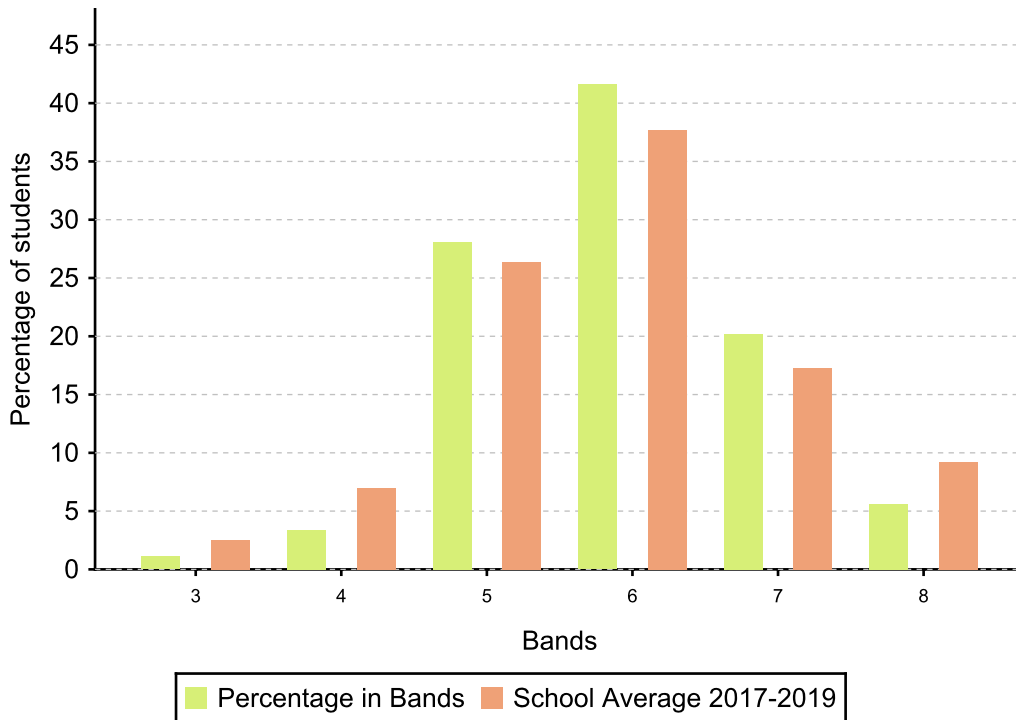
Band	3	4	5	6	7	8
Percentage of students	1.1	10.1	24.7	24.7	24.7	14.6
School avg 2017-2019	4.9	13	23.9	28.2	17.6	12.3

**Percentage in bands:  
Year 5 Reading**



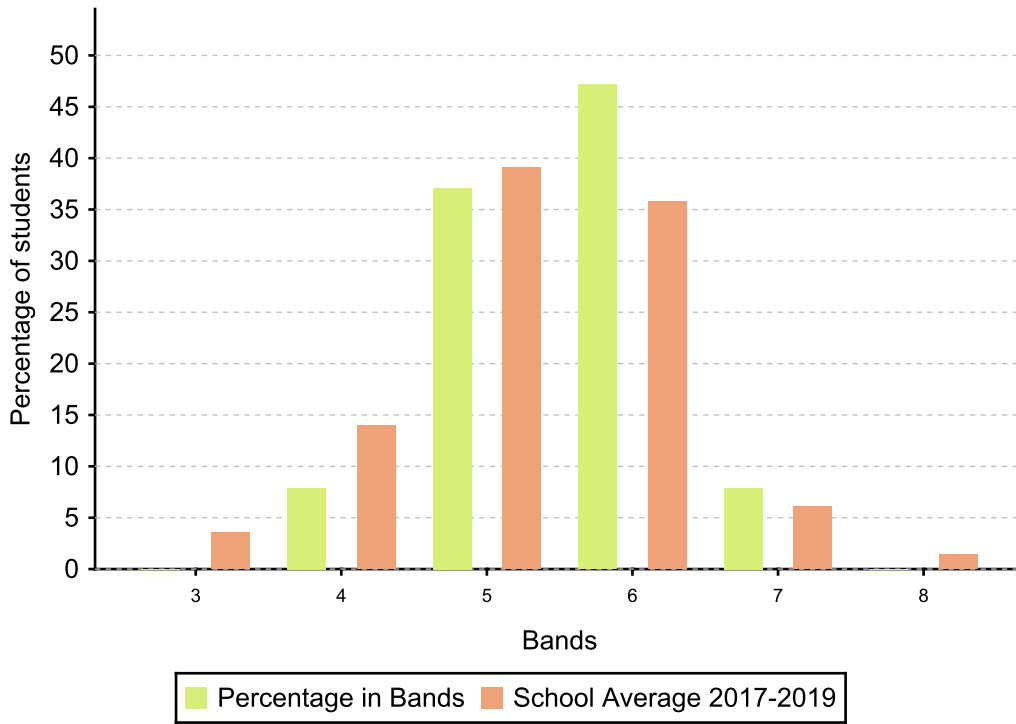
Band	3	4	5	6	7	8
Percentage of students	0.0	4.5	16.9	47.2	19.1	12.4
School avg 2017-2019	1.8	10.9	22.2	32.4	19	13.7

**Percentage in bands:  
Year 5 Spelling**



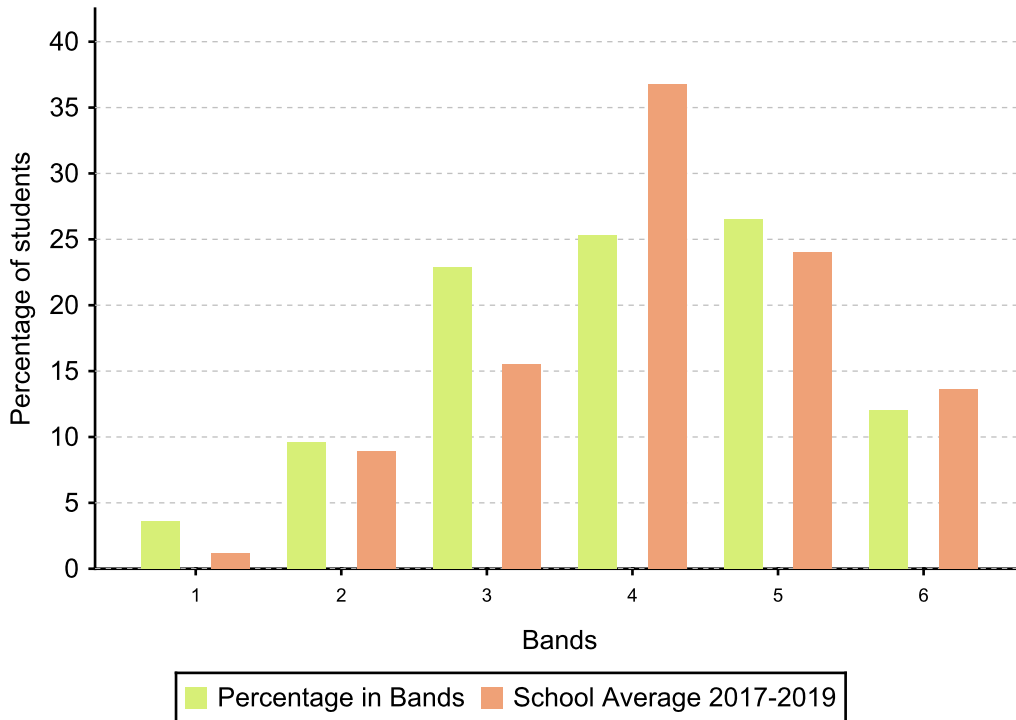
Band	3	4	5	6	7	8
Percentage of students	1.1	3.4	28.1	41.6	20.2	5.6
School avg 2017-2019	2.5	7	26.4	37.7	17.3	9.2

**Percentage in bands:**  
Year 5 Writing



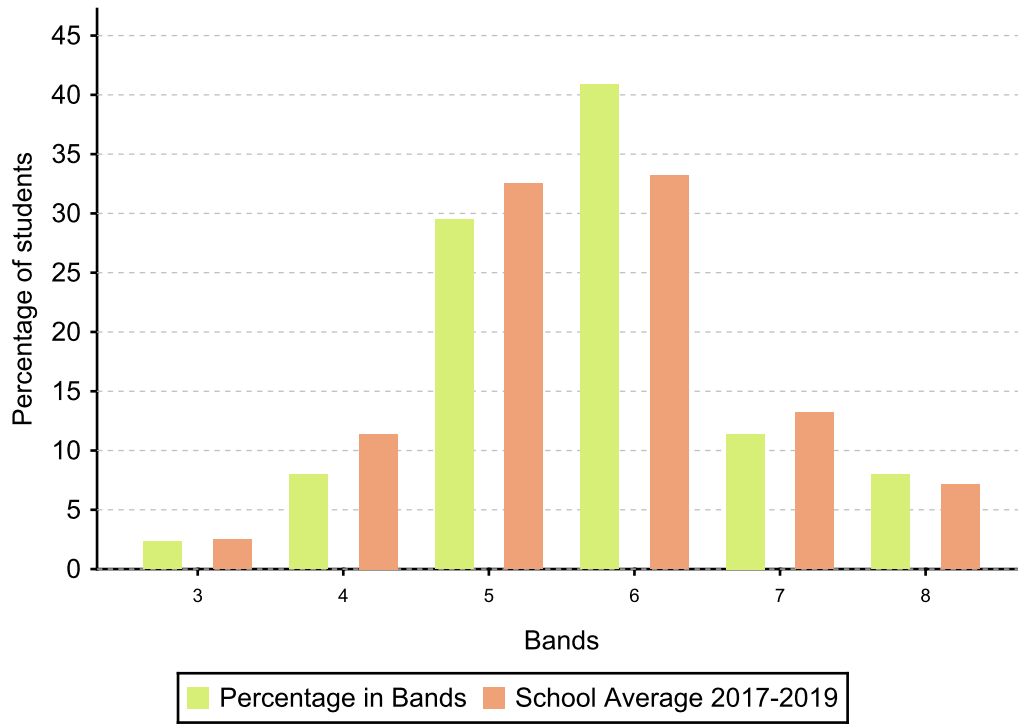
Band	3	4	5	6	7	8
Percentage of students	0.0	7.9	37.1	47.2	7.9	0.0
School avg 2017-2019	3.6	14	39.1	35.8	6.1	1.4

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.6	9.6	22.9	25.3	26.5	12.0
School avg 2017-2019	1.2	8.9	15.5	36.8	24	13.6

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.3	8.0	29.5	40.9	11.4	8.0
School avg 2017-2019	2.5	11.4	32.5	33.2	13.2	7.1

## Parent/caregiver, student, teacher satisfaction

School community feedback was sought via the Tell Them from Me survey . Notable results from this survey showing a positive response can be seen across all stakeholders. Above the NSW norm students show they have positive relationships, positive behaviour whilst at school and students participate in a variety of sports and clubs. Lower than NSW norms for sense of belonging physical, social or verbal bullying. Parents feel positive supporting their child's learning at home, over 75% state the school is well maintained with 65% saying the physical environment is welcoming. Further work is required in the areas of communication, being better informed about child's behaviour and progress and more extra curricular activities. Teachers report that more collaboration is needed between staff and a more positive school culture. Teachers report that technology across the school is used in many classrooms to support learning. They also report setting challenging and visible goals with students, over 65% state students focus on learning and have a sense of belonging.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school participates in the Yuli program which brings together students in years 5,6,7 and 8 from across 6 schools who make up the Coastal Learning Community. The program delivers language, culture and knowledge about the Bundjalung nation and assists in transitioning students to high school. Students in Stage 1 are also exposed to an indigenous program delivered by one of our teachers exploring culture and language of the area.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The school is aware of its growing connection to families whose background is Japanese. A teacher has been employed to teach Japanese across the school from years 4 – 6. Cultural diversity, inclusiveness and living in a multicultural society is explored as part of the school Japanese language program.