

# Pottsville Beach Public School

## Annual Report



2018

## Introduction

The Annual Report for 2018 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.

Mark Downward

Principal

### School contact details

Pottsville Beach Public School

Tweed Coast Rd

Pottsville, 2489

[www.pottsville-p.schools.nsw.edu.au](http://www.pottsville-p.schools.nsw.edu.au)

[pottsville-p.school@det.nsw.edu.au](mailto:pottsville-p.school@det.nsw.edu.au)

6676 1161

### Message from the Principal

Pottsville Beach Public School is indeed an exciting learning community where the students are continually challenged, extended and nurtured. One of the most notable and evident aspects of Pottsville Beach Public School is that it is a place where the students are enthusiastically engaged with their learning and with all aspects of their education. The learning environment is rich and stimulating and the students are given every opportunity and encouragement to grow and develop academically, personally, socially, creatively and physically. It is a great joy for me to be able to share this journey with the students and to actively support and encourage them in their interesting and varied endeavours. I continue to be amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of the staff to deliver the best education possible.

Pottsville Beach Public School is a school that is renowned for its academic excellence and rigour, its innovative thinking and learning programs, its rich and diverse co-curricular programs and its clear strong wellbeing programs with a focus on the development of leaders. 2018 has been an exciting year that has seen much change and innovation as we have continued to move forward in the development of our facilities, in our academic, wellbeing and leadership programs, in the rich and extensive co-curricular and extension programs offered to the students.

Our students need to develop future ready capabilities; they need to be globally good, not just locally good; they need to be able to create a job, not just get a job; they need to have a capacity to learn, relearn and unlearn; they must have human-centric abilities such as resilience, persistence, resourcefulness, empathy, compassion, and be able to form connections with others. With our focus at Pottsville Beach on fostering a culture of learning in which thinking is visible and valued, and our student well-being program focusing on character attributes, we are equipping our young people for life beyond school.

All too often schools are measured by a narrow set of statistics and whilst Pottsville Beach Public School has all the data to indicate it is a most successful school, it is so much more. In reading the content of this report please keep in mind that behind every section are stories of student achievement, stories of our commitment to our students and, further each section is a celebration of the unique learning environment that has been created at Pottsville Beach Public School in the interests of providing a quality and well-balanced education to all who attend. We have continued to explore opportunities this year to prepare and plan for a preferred future ensuring we maintain our place at the forefront of education.

I publicly acknowledge all students, staff, parents, school P&C, school partners and thank all who have contributed to the school and its outcomes in 2018. The 2019 academic year will see the completion of building work and the community rewarded with state of the art facilities. Exciting times lay ahead.

## 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.

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

## 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.

On Thursday 13th September our school participated in external validation. In preparation for this meeting the required body of evidence was been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The school completed a full appraisal of the school against the excellence framework in term 1 2018 and again for

external validation in late term 2 and early term 3 2018. Staff collated qualitative and quantitative data which was unpacked and assessed against framework descriptors. Selected screenshots of evidence have been taken from documents. The full or enlarged document has been placed as appendix after the annotations.

Where there was no evidence or only partial evidence the description has been highlighted in red. The school has used some of the highlighted red descriptors for future planning where they align with the school management plan. These descriptors have been identified in the next steps section of the External validation process.

The results of this process indicated that in the School Excellence Framework domain of Learning the school is :

Learning Culture– Sustaining and growing

Wellbeing– Sustaining and growing

Curriculum– Sustaining and growing

Assessment– Sustaining and growing

Reporting– Sustaining and growing

Student Performance Measures– Sustaining and growing

The schools performances measures, both internal and external remain consistent over the last few years with only slight changes in trends. School assessment strategies are fine tuned and continue receive positive feedback from parents. In the past 18 months considerable time, resources and consultation have taken place around wellbeing. The Learning Support Team has improved processes to identify children with specific needs and additional resources are in place to support their learning. There is ongoing consultation with parents about celebrating positive behaviour.

The school offers a broad curriculum with Japanese, music tuition and sports coaching examples of extra curricula programs. The Yuli program is a standout indigenous transition program that links in with Pottsville Beach's Community of schools. This examples is where the school is moving towards excelling.

The results of this process indicated that in the School Excellence Framework domain of Teaching the school is

Effective classroom practice– Sustaining and growing

Data skills and use– Delivering

Professional standards–Sustaining and growing

Learning and development–Sustaining and growing

The school executive is leading processes that strengthen collaborative practises in the area of teaching. This direction is a particular focus of the school plan. Stage planning days have provided staff with time to review all aspects of the teaching cycle and share teaching strategies. Teaching staff have really appreciated the time to share and discuss classroom practice. At this point in time a greater portion of the time has been spent collaboratively writing units of work, assessment strategies and comparing student performance. Documents related to these activities support much of the evidence in this domain.

The Professional Development Plan process, classroom observations and accreditation to professional standards have all impacted in a positive way to help focus teaching staff on personal improvement and whole school targets. There is increasing momentum for all teaching staff to leverage these processes.

Developments in this domain (teaching) will be a large focus of 2019.

The results of this process indicated that in the School Excellence Framework domain of Leading the school is;

Educational Leadership– Sustaining and growing

School planning, implementation and reporting– Sustaining and growing

School resources– Sustaining and growing

Management practices and processes –Sustaining and growing

The school leadership team are in the process of repositioning the school by identifying and enunciating a vision that creates high performance expectations. The development of human resources– staff, by offering intellectual stimulation,

demonstrating care and providing individual support are important ingredients of this process.

To assist in this area the school has increased the use of technology in an effort to create efficiencies in business systems that operate in the school. Staff have been invited into the process of resource allocation and planning for the future. Ownership of change at a class, stage and whole school has been a focus of the school executive.

The School Management Plan drives the school's agenda. Each strategic direction is led by an executive. Feedback has been sought to ensure the impact of programs is measured or to fine tune programs as they unfold. Opportunities have been created for staff to participate in leading programs across the school.

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

### 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.

#### 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 learning dispositions . The addition of learning dispositions to our dialogue enables students to speak about the learning behaviours required to be successful problem solvers. Examples include open mindedness, flexibility and risk taking with our learning. Teaching staff feel confident to continue using these skills and to incorporate them into classroom practise.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased % of students to achieve "Sound" or above over 3 years in English.</p> <p>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.</p> <p>Student assessment data show expected growth for 80% of students.</p> <p>Positive Tell Them From Me Survey results.</p> <p>Supervisors report improved programming, collective efficacy incorporating high expectations, problem solving and differentiated teaching learning activities.</p> <p>80% of students achieving stage appropriate expectations growth in literacy and numeracy*.</p>	<p>Professional learning and planning days for each stage – Equity funds and Indigenous funds \$48,000</p> <p>Stage based resources \$60000</p>	<p>2018–53% of students achieved scores in the top two bands in year 3 .</p> <p>Baseline for sound collected for all stages.</p> <p>"Tell them from me" surveys for classroom based attitudes to leaning are all positive.</p> <p>Stage supervisor report increased collaboration between staff.</p> <p>School audit planned of assessment strategies so that planning of a whole school assessment strategy can be implemented.</p>

#### Next Steps

In 2019 staff will consolidate the practise of using these skills into classroom practise. Stage based planning will continue to improve the collective efficacy of staff and professional learning on growth mindsets, learning intentions, feedback and data analysis will focus classroom practise. This will be done by implementing research based professional development across the whole school aimed at improving classroom pedagogy.

## 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.

#### Overall summary of progress

The school trialled a variety of furniture and learning spaces in 2018. The results were used to inform decisions about resources for the new buildings. Plans have been formulated for movement into the new school buildings and vacating existing demountables. A committee has been established to map out a whole school professional learning plan and identify human and financial resources to support the plan

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% of students who take responsibility for their learning.  % of students work collaboratively and independently in a range of learning activities and structures.	no resources were used for this target in 2018	no work was undertaken in this area in 2018.

#### Next Steps

The school will move into the new school buildings which will allow teaching staff the opportunity to collaboratively teach and incorporate more group work based around ability or student interests. The school expects to move into these new building in term 2 2019. This will result in a degree of interruption for educational practice at the school which the school will mitigate through careful planning. Professional learning will support staff in the delivery of lessons and develop their understanding of how best to use the new classroom environment.

## 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.

#### Overall summary of progress

Components of the new systems have been utilised by administration and classroom teachers. Sentral has had a 100% take up by staff for wellbeing, attendance and reporting. The new finance systems have presented a number of difficulties that staff are slowly mastering. Ongoing Professional learning in these key systems and back up support from Ed connect have assisted staff throughout the change.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Policies, programs and processes identify, address, monitor, guide and communicate student learning and welfare needs.	\$10,000 used to purchase Sentral software and provide time for staff to train on LMBR systems.	Staff moved back to a 3rd party roll system after numerous issues with LMBR software.
100% of staff able to mark rolls and track students.	2000 used for relief for policy writing	100% of staff use Sentral for student wellbeing issues.
100% of executive use Central for student wellbeing information.		100% of staff mark rolls via Sentral
100% of staff using all LMBR systems (2020 target).		Policies developed and written for Curriculum, reporting and assessing. Enrolment, Attendance, Sport. Wellbeing reviewed.
Policies written , implemented and evidence of implementation collected.		

#### Next Steps

Consolidation of existing skills and increased use of software features will be a focus for 2019. Utilisation of the numerous reports will assist in identifying areas for improvement and focus where financial resources can be used. Consolidation will see staff budget with confidence, improve the schools accountability and successfully supports targets in the school management plan.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	327	340	353	347
Girls	354	351	344	316

Pottsville Beach Primary School draws students from the coastal town of Pottsville Beach. The school takes no out of zone enrolments. The table above is a point in time capture of school enrolments and is not reflective of the change that takes place across the year. School enrolments in 2015, 2016 and in 2017 each peaked above 700 throughout the year. The enrolment trend from 2014 has seen a declining school population.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.3	92.1	94.6	92.3
1	92.4	92.6	93.6	93.7
2	92.4	92.7	93.8	92.6
3	93	91.8	93.7	93
4	93.4	90.7	92.2	92.3
5	92.4	91.4	93.5	91.3
6	93.7	90.2	93.3	92.1
All Years	92.8	91.6	93.5	92.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

In 2018 Pottsville Beach Public School maintained a focus on increasing regular attendance at school, with a particular focus on students arriving late to school. Extended leave applications continue to rise with numerous families taking overseas travel throughout

the school term. Messages regarding the importance of school attendance as a factor to student achievement were published in the school's newsletter throughout the year and addressed at P&C meetings.

Class teachers are strongly encouraged to follow up student absence and lateness to school with families. Phone calls, notes, emails and text message are part of the regime of communication used to follow up on student absences.

Absentee data collected in semester 1 of 2018 has been corrupted by software failures and therefore does not reflect true and accurate attendance patterns of students. The school addressed this issue by changing software systems in term 3.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	23.4
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

Pottsville Beach Public School has three fulltime permanent teaching staff who identify as aboriginal and 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	60
Postgraduate degree	40

### Professional learning and teacher accreditation

All teachers employed in 2018 participated in a suite of

professional learning opportunities across the year which linked closely to the School Plan 2018–2020. **Staff Development Days** in 2018 included teacher professional learning for all staff in: Child Protection, student and staff wellbeing, Stem, high school structures, Digital technologies curriculum and critical and creative thinking skills. Two of the days were collaborative events where staff joined other schools for professional learning.

Whole school professional learning was scheduled each fortnight for one hour after school to address both mandatory training requirements and professional learning aligned with the school's strategic directions. Compliance training included Code of Conduct, Mandatory Child Protection, Child Protection Awareness, Work, Health and Safety inductions, Anaphylaxis, Emergency Care and Cardio–Pulmonary Resuscitation training. The Digital technologies curriculum made up an a large bank of the hours spent on professional learning.

Administration and executive staff attended training around the new finance and administration systems. In 2018, two teachers submitted and were granted NSW Education Standards Authority accreditation at maintenance of Proficiency level.

Several staff attended training that supported their professional learning plans in the areas of leadership development, understanding data, Best Start, Learning progressions, stem and future focused education. A large proportion of the schools professional learning budget was spent on stage based professional learning where staff shared programs, teaching strategies, assessment data and research about best practise.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	485,130
<b>Revenue</b>	5,462,329
Appropriation	5,257,601
Sale of Goods and Services	16,043
Grants and Contributions	182,533
Gain and Loss	0
Other Revenue	0
Investment Income	6,152
<b>Expenses</b>	-5,210,994
Recurrent Expenses	-5,210,994
Employee Related	-4,675,123
Operating Expenses	-535,871
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	251,335
<b>Balance Carried Forward</b>	736,465

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

The school implemented 3 significant state wide software programs in 2018– Learning Business Management Resource(LMBR), EFT Budgeting Tool and the new Human Resources system. All three systems involved extensive professional learning and the designation of additional resources to implement. The result of this implementation was that the school was unable to forward budget and allocate resources to support learning to the extent originally planned.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,293,697
Base Per Capita	134,778
Base Location	0
Other Base	4,158,919
<b>Equity Total</b>	287,376
Equity Aboriginal	32,663
Equity Socio economic	76,982
Equity Language	0
Equity Disability	177,731
<b>Targeted Total</b>	121,623
<b>Other Total</b>	328,730
<b>Grand Total</b>	5,031,426

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

### NAPLAN

In the National Assessment Program, the results across

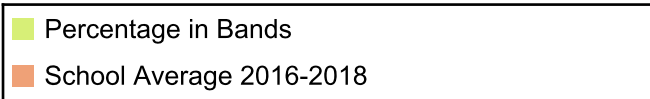
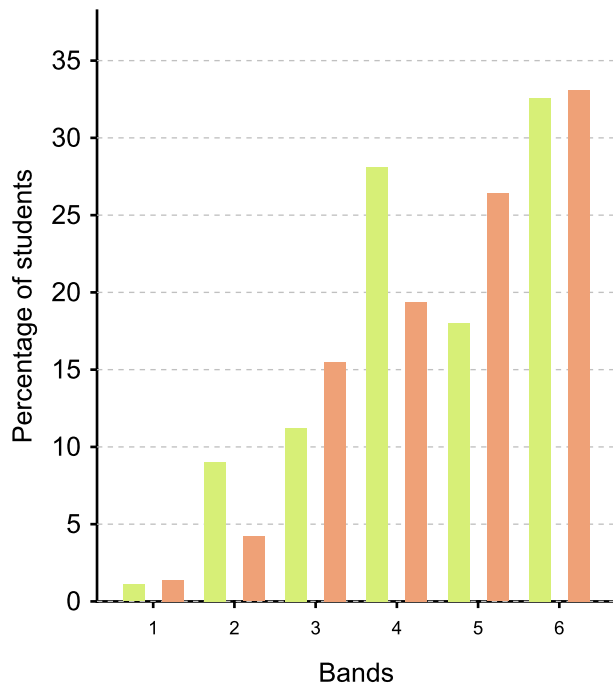
the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

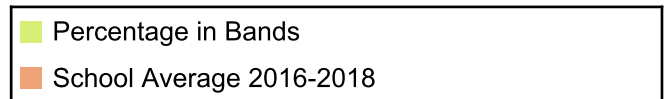
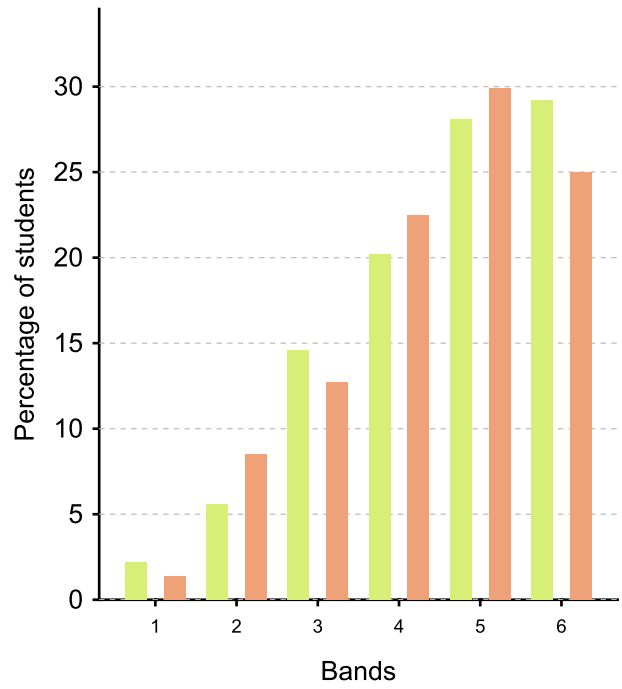
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 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.

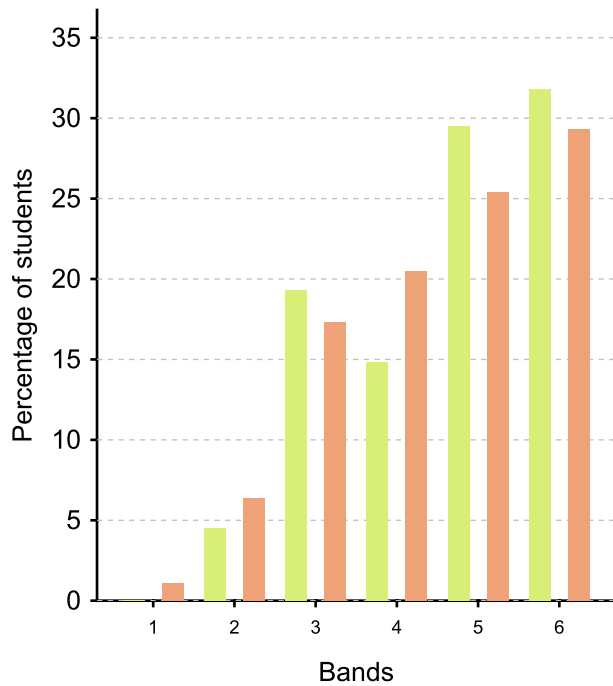
**Percentage in bands:**  
Year 3 Grammar & Punctuation



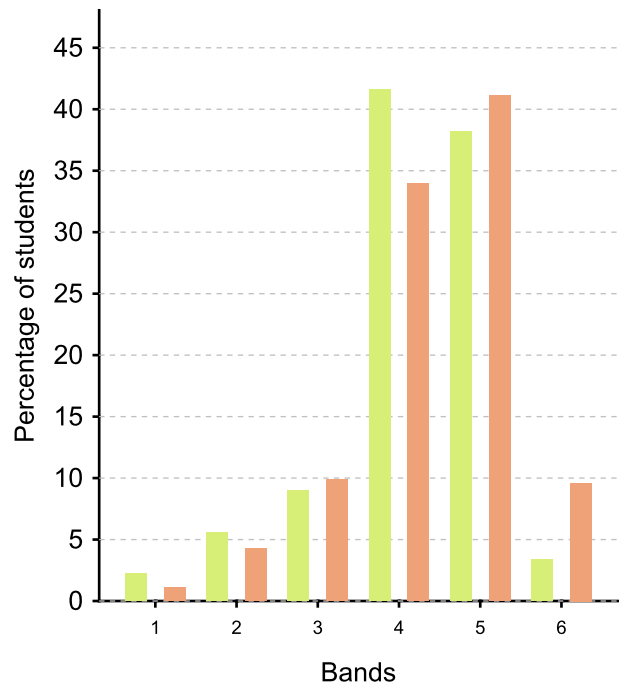
**Percentage in bands:**  
Year 3 Spelling



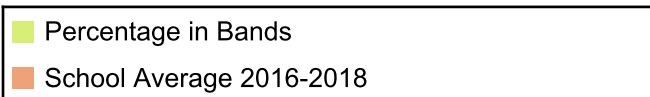
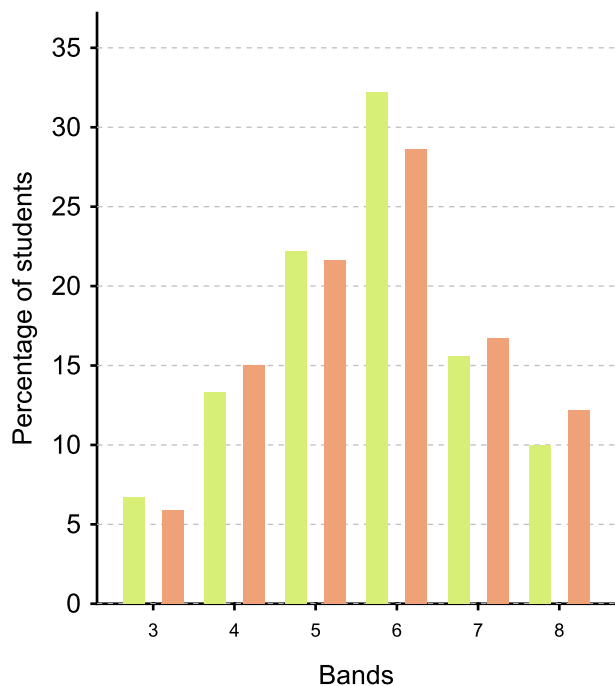
**Percentage in bands:**  
Year 3 Reading



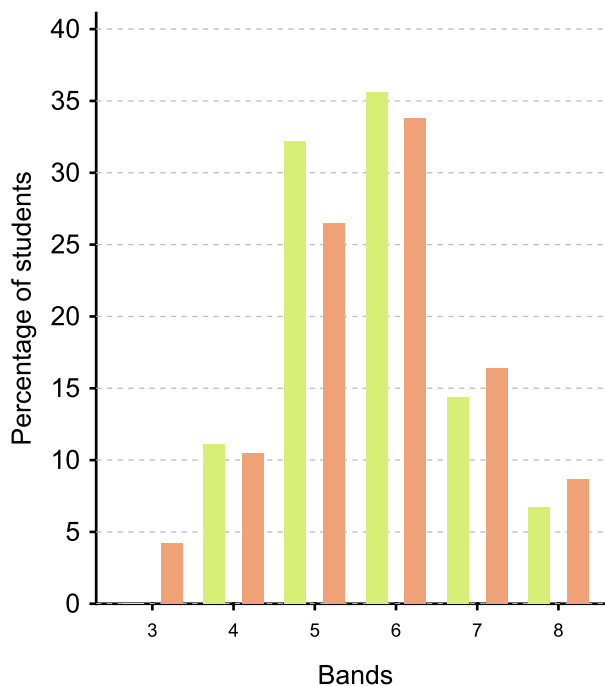
**Percentage in bands:**  
Year 3 Writing



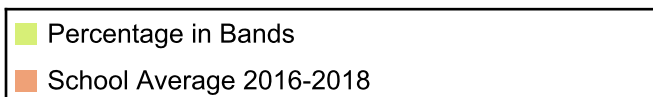
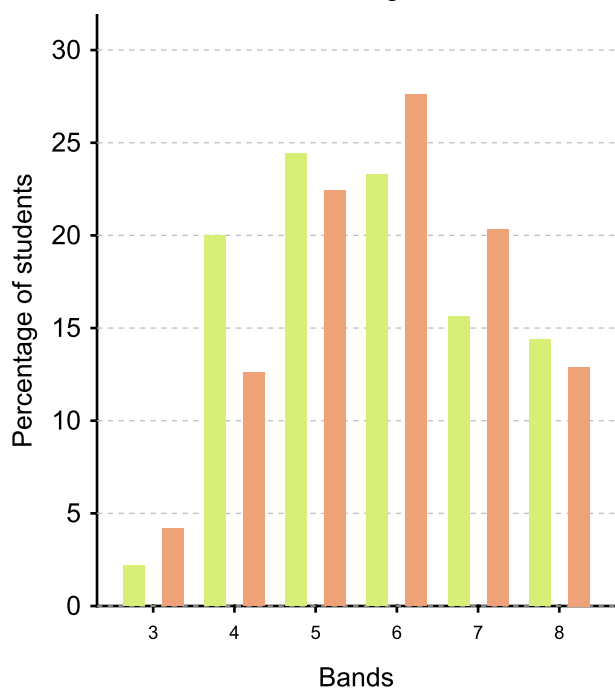
**Percentage in bands:**  
Year 5 Grammar & Punctuation



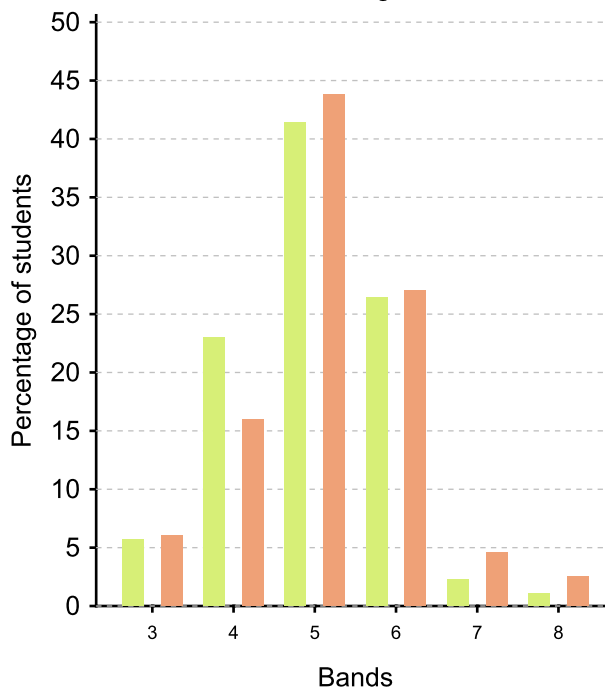
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

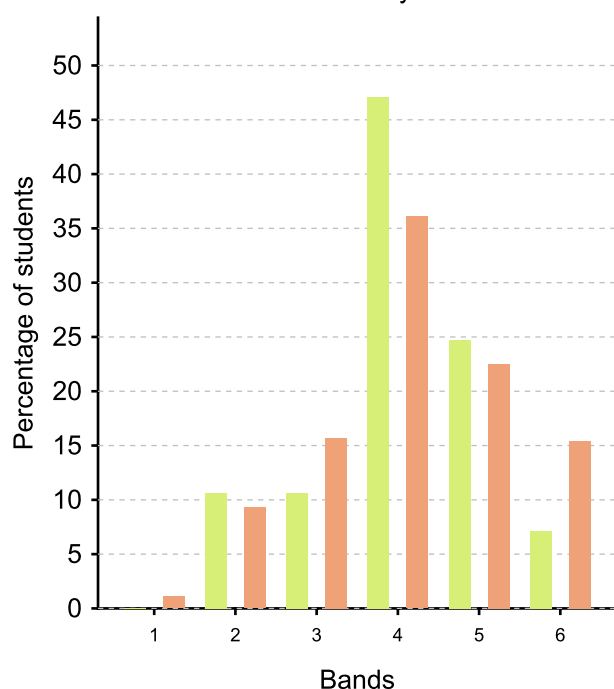


**Percentage in bands:**  
Year 5 Writing



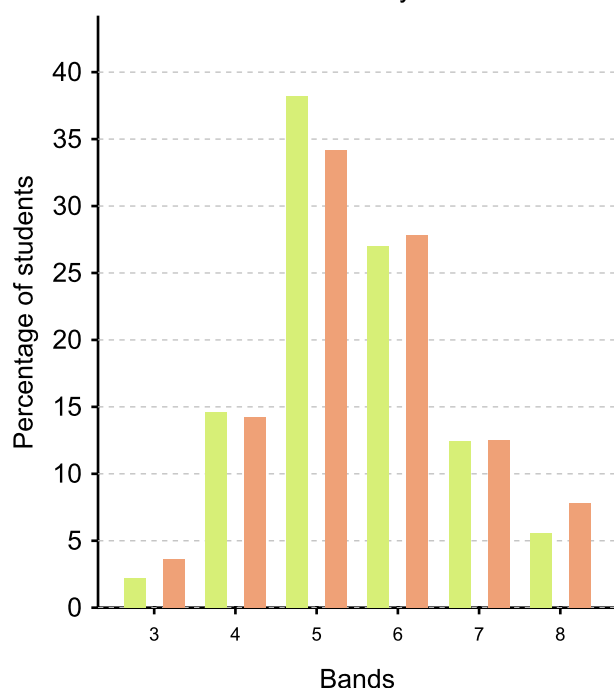
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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.

At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

53% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

The school's value-add is not significantly lower than the value added by the average school\*.

The school's value-add trend is positive.

The school identifies growth targets for individual students, using internal progress and achievement data.

Students are aware of – and most are showing – expected growth on internal school progress and achievement data.

The school uses internal as well as external assessments – naplan to assess student progress and achievement against syllabus outcomes.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.



## Parent/caregiver, student, teacher satisfaction

At Pottsville Beach Public school we not only provide parents with access to relevant information about student achievement, in class learning and extra curricula activities, but we also ensure ample opportunities for the school community to provide



feedback on school practices and procedures. Parents are regularly invited to attend meetings which allow them to engage with teachers and executive staff to discuss the renewed implementation of updated school policies and procedures. The Parents and Citizens Association are an important part of seeking parent endorsement and feedback about school policy.

Notable student feedback from the Tell Them from Me survey includes students have friends at school, they do not get into trouble and have lower than NSW norms for physical, social or verbal bullying. Teachers report working well with other teachers and leaders as well as using formative assessment for identifying student learning needs. They also report establishing clear expectations for student behaviour. Parents feel positive about supporting student learning in the home environment.

The school surveyed the school community for feedback on student wellbeing programs, uniforms and requested feedback on the school management plan. The feedback was used to make modifications and adjustments to these initiatives.



## Policy requirements

### Aboriginal education

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 Barkanji nation and assists in transitioning students to high school. The school with the support of the P & C developed an indigenous garden. The project was driven by Mrs Kathy Frost, Mrs Trish Tyson and Ms Amy Paron. The project utilised indigenous students in design and building. The Hon Sarah Mitchell MLA presented the school with a cheque for ten thousand dollars to assist in purchasing equipment and shade sails.

100% of Aboriginal students K–6 have a collaboratively developed PLP. This plan is communicated to all stakeholders to ensure that all staff who engage with

individual students are aware of the needs and goals of the of the student, teacher and parent. The PLP process is strengthened through intensive staff professional learning conducted by the Learning Support Team and by individual teaching staff.

Indigenous content is incorporated into all key learning areas as teaching staff see appropriate.

### Multicultural and anti-racism education

All students participate in a wide variety of multicultural education programs that are embedded in the key learning areas of History, Geography, Personal Development and Literacy. These lessons help develop life long skills of tolerance, acceptance and how to develop and maintain respectful relationships. These attitudes and skills are further reinforced through the schools You Can Do It programs which is a core component of the Pottsville Beach Public Schools wellbeing framework. Cultural diversity, inclusiveness and living in a multicultural society are often explored as part of the school Japanese language program. This program is available to students from year 1 to year 6.

The school's multicultural education provides programs promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. It addresses educational needs of specific groups of students from language backgrounds other than English and/or who have parents or carers who speak a language other than English at home. The school is aware of its growing connection to families whose background is Japanese and continues to expand on this potential.