Castle Cove Public School

2019 Annual Report

3919

Introduction

The Annual Report for 2019 is provided to the community of Castle Cove 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

Castle Cove Public School
Kendall Rd
Castle Cove, 2069
www.castlecove-p.schools.nsw.edu.au
castlecove-p.school@det.nsw.edu.au
9417 1039

School background

School vision statement

Castle Cove Public School promotes a vibrant, inclusive learning community with a culture of excellence which builds all students' strengths and capabilities, preparing them to meet the challenges of a rapidly changing world. We aim to develop in our students the ability to act with integrity and to thrive emotionally, mentally, spiritually and physically.

School context

Castle Cove Public School, founded in 1952, is located in a quiet, leafy suburb situated on a peninsula on the north shore of Sydney. The school environment is warm and welcoming with well–resourced learning areas, spacious grounds and excellent sporting facilities.

With enrolment numbers around 450, the school enjoys the diversity that a range of ethnic backgrounds brings and are proud of the harmony that exists across the school community.

Castle Cove community values and appreciates a rich and stimulating learning environment where students can feel safe, valued and respected. The school has a deep commitment to the development of values and life–long learning skills in our students. High quality learning programs are differentiated to meet the needs of all students who are enthusiastic about and engaged in their learning. Staff members embrace continual development of their professional practice. The school greatly appreciates a high level of parental support through active involvement in classrooms and contribution of skills and expertise to other areas of school life.

Castle Cove PS is a member of the North Harbour Learning Community along with Chatswood PS, Mowbray PS and Chatswood HS. As a community of schools, the sharing of resources, educational, leadership and welfare practices of each school, ultimately benefits students, families and staff of each school across all areas of operation.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Delivering high impact, evidence based educational practices across our school.

Purpose

To develop highly accomplished teachers and to ensure the best educational outcomes for every child.

Improvement Measures

All teachers are consistently updating students on the progressions.

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

The school's value added trend is positive. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures.

Scopes and sequences in all key learning areas are completed, are being used effectively and are evident in all teaching programs.

100% of Teaching/Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Progress towards achieving improvement measures

Process 1: Implement whole school professional learning in understanding and incorporating data in planning for learning.

Evaluation	Funds Expended (Resources)
Throughout the year staff undertook professional learning on how to interpret and use data in planning of learning programs. Professional learning included work with SENA, writing, and a mentoring session on the new Literacy and Numeracy Progressions and the implementation of PLAN2 as a platform to record data.	School funds.

Process 2: Review data collection procedures (including the new literacy and numeracy progressions), assessment instruments and assessment milestones across the school.

Evaluation	Funds Expended (Resources)
Rubrics were created to be used with the learning progression in Literacy focussing on punctuation , sentence structure and vocabulary. There was a review on assessment milestones for the whole school in Literacy and Numeracy. Assessments tools were developed for grades to encourage consistency in judgements by teachers.	

Process 3: Increase focus on establishing base–line data against which we measure improved teaching practices and student performance.

Evaluation	Funds Expended (Resources)
Whole school writing assessments were conducted during Terms 1 and 3 to compare student development in chosen progressions. Improvements were seen throughout the school in punctuation, sentence structure and vocabulary. SENA 1–4 was administered and analysed twice a year by teachers. To aid with consistent teacher judgement grade assessments in English and Maths were created and administered throughout the year.. In doing these teachers could analyse data and plan their teaching and learning programs accordingly.	School funds

Process 4: KLA teams will review and update their allocated scope and sequence.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
HSIE, English and Mathematics scopes and sequences were adjusted and updated this year. Teachers had professional development on Program builder to support their teaching and learning programs. In stage groups teachers worked on timetable consistency across all classes to become compliant with NESA guidelines. During term 4 the newPDHPE syllabus was unpacked to the staff and its scope and sequence was being reviewed to be aligned with the new syllabus.	School funds

Strategic Direction 2

Providing a balanced, well–structured and resourced curriculum that engages all learners.

Purpose

To ensure all students learn successfully across all curriculum areas, are productive users of technology and have the knowledge and essential skills to problem solve and participate confidently in school life.

Improvement Measures

Supervisors report improvement in writing programs with differentiated teaching and learning activities and reference to moving the middle groups forward.

Majority of student are proficient in setting and monitoring personal learning goals.

All teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices.

All teaching and learning programs show consistent and reliable student assessment and continuous tracking of progress and achievement

Progress towards achieving improvement measures

Process 1: **Writing** will remain a significant area of focus as we investigate current trends and identify best practice approaches that increase student learning outcomes, in particular moving the middle groups forward through differentiated practice – Base line data in 2018.

Evaluation	Funds Expended (Resources)
During 2019 teachers together with School Services worked collaboratively to identify baseline writing data K–6 to inform their teaching practices in writing. Tools that were used to gain data were, K–6 summative and formative writing assessments , SCOUT NAPLAN analysis and consistent teacher judgement (CTJ). The outcome of this joint partnership increased teachers confidence in using formative assessment tools and informed their planning of "where the students are at" and "where to next" in the learning and teaching cycle.	

Process 2: Students are inspired to be leaders of their own learning and teachers to develop flexibility in meeting individual student needs through a range of effective teaching strategies.

Evaluation	Funds Expended (Resources)
Students continued their work from 2018 in establishing and working towards their individual learning goals. In 2019 an emphasis was on Learning Intentions and Success Criteria. Staff worked closely with School Services to enhance their knowledge in this area of teaching learning cycle. These intentions/criteria were visible in all K–6 classroom so student knew what was required from them in the lessons to work towards their own goals. Students are able to set learning goals to meet their needs in consultation with their teacher.	

Process 3: Programs will embed digital technologies within all KLAs. Students will become proficient in the use of applications for computational thinking, coding, robotics, STEM and the arts. Students will develop skills in problem solving, innovation, critical and creative thinking.

Evaluation	Funds Expended (Resources)
STEMShare kits were available throughout 2019. In using these Kits the school was able to decide what equipment would be beneficial for students. Ozobots were purchased and used extensively throughout K–2 and integrated into KLAs as appropriate to increasing coding skills. Cubetto and	School and P&C funds

Progress towards achieving improvement measures	
Beebots were used in ES1 to introduce coding and work in position. Computational and algorithmic thinking was embedded in many units of work throughout K–6. Stage 2 & 3 students used microcomputers (Micro:Bits) to complete coding lessons using digital platforms and Dash Robots and Makey Makey kits were purchased for hands on learning programs. Grandparents and Open Day in 2019 showcased students use of digital technology in the classroom. Families and guests were invited into all learning spaces to have opportunities to experience "hands on" activities and learn how to use all the equipment with students being the instructors. Our StemShare advisor from the DoE worked with groups of students and their parents using the Virtual Reality Kit.	

Process 4:   Teachers will participate in Professional Learning in areas covering STEM and digital technologies.

Evaluation	Funds Expended (Resources)
There were many opportunities for Professional learning in 2019. The Digital Technologies Syllabus was unpacked and teachers gained a deeper understanding of computational thinking. The staff participated in PL afternoons with a DoE STEM advisor for our region training teachers on the STEMSHare kits that the school was using during that term The kits included PC Robotoics, Filming and Virtual Reality. Staff also undertook individual PL in MineCraft and Microsoft applications. The Grok Learning platform was used by both staff and students in enhance their coding and computational skills.	

Strategic Direction 3

Developing a school culture which promotes physical, mental and emotional well–being.

Purpose

To develop healthy, resilient, responsible and proactive students with skills to achieve goals, cope with change and setback, and build strong and respectful relationships.

Improvement Measures

Tell Them From Me survey indicates continued positive growth for students and staff in their social / emotional wellbeing.

Sentral database reveals a downward trend of reported negative incidents and decrease in number of students requiring support and counselling.

All teaching programs include evidence of ongoing, explicit teaching of the social and emotional learning skills that underpin wellbeing and resilience.

Qualitative feedback gathered from students indicates greater skill in managing conflict, sadness and adversity.

Progress towards achieving improvement measures

Process 1:   Establish an action team to facilitate *KidsMatter*, a framework for mental health promotion, prevention and early intervention, throughout the school and the community.

Evaluation	Funds Expended (Resources)
The Bounce Back program was reviewed and updated. Companion literature is available from the library and marked with Bounce Back labels. There was an information session for parents about Bounce Back so a common language is used at school and at home. The Buddy program incorporates fortnightly buddy visits and a Tuesday Buddy recess. Lunch Club continued and a Friendship group was established for younger students to navigate the highs and lows of being a friend. The Year 6 Peer Leadership Program continued to enable the older students of the school to support students of the school via different internal committees. These are environmental , communications, buddy and sport.	School funds

Process 2:   Professional development for staff and community:
        1. *Bounce Back* to develop shared understandings of the program and a common language to use in developing resilience.
        2. *Relationships Australia*
        3. *Teaching the iGen (Dr Kirsty Goodwin)*

Evaluation	Funds Expended (Resources)
Professional development for staff and the wider community has continued in 2019. Cyber safety and Digital Citizenship were key focuses in the year. Student , teacher and parent workshops were run at school to improve all stakeholders' understanding of how to be safe in the digital world.	School and P&C funds

Process 3:   Parent forums provide opportunities for parents to contribute to and learn about well–being programs.

Evaluation	Funds Expended (Resources)
Parent forums were run throughout 2019 organised by the WellBeing Committee. They were all very well attended and the parent community were impressed with the choice of subject matter and guest speakers.	P&C Funds

Progress towards achieving improvement measures	
Term 1 – Resilience Term 2 – Cyber Safety Term 3 – Mental Health & Wellbeing in Children Term 4 – Healthy Media Diet	

Process 4: Create a well–being committee from school staff and parents to support the school in engaging the community in matters involving well–being.

Evaluation	Funds Expended (Resources)
The P&C Well Being committee includes both staff and parents. During the year, the committee has organised parent forums and other initiatives throughout the school such as the development of the Wellbeing Corner in the library, and worked in partnership with the school to review and consider programs suitable for the school to implement that focus on resilience.	

Process 5: Opportunities for students to connect and participate positively in the wider community are identified and promoted (Art Show, UNICEF, Stewart House, Willoughby Council competitions.

Evaluation	Funds Expended (Resources)
Students continued to connect with and contribute to the wider community through initiatives such as *A Fiver for a Farmer* and *Bust the Dust Rain Dance.* Students also participated in the Local art show at Watermark Seniors Living and in the Willoughby Council's Christmas Banner competition. Fund raising days have supported our sponsored UNICEF child and contributed to saving endangered animals.	

Process 6: *You Can Sit With Me* initiative launched within the school.

Evaluation	Funds Expended (Resources)
This initiative was implemented in 2018. It has been reviewed and it was decided to expand the program into a whole school kindness and friendship program, U R Strong, to begin in 2020.	School funds

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($1 289.00)	Students with indigenous backgrounds each have a personal learning pathway created for them. The PLP attends to any individual learning, social or emotional needs and goal–setting for learning. Funds are used for additional resources in order to reach goals.
English language proficiency	**Funding Sources:** • English language proficiency ($61 229.00)	Students requiring support in acquisition of English were provided with additional assistance both in class and through withdrawal grouping based on their level of proficiency. These levels were periodically assessed and adjusted as the students progress through the EAL/D phases.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($31 338.00)	The school was provided with a Learning and Support Teacher for 2.5 days per week which allowed for the development of personalised learning plans for students requiring additional support in their learning. The students were monitored and plans reviewed each term in conjunction with parents to allow for forward planning and goal setting. Funds were expended to provide School Learning Support Officers who assisted the teachers daily to facilitate the program in classrooms.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($81 424.00)	This funding allowed the school to employ additional staffing to assist students at risk of falling behind in their acquisition of literacy and numeracy skills.
Socio–economic background	**Funding Sources:** • Socio–economic background ($1 240.00)	This funding is used to support families experiencing financial hardship, enabling students to access teaching and learning programs without disadvantage. This includes provision for school materials, excursions and other fee paying programs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	243	245	240	224
Girls	216	225	223	218

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.7	96.5	96.5	95.8
1	95.2	95.7	95.5	96
2	95.9	96.8	96.1	94.5
3	96.4	96.1	96.8	95.5
4	96.2	96.1	94.7	95.1
5	96.2	95.2	95.3	94.8
6	97	94.8	95.8	94.7
All Years	96.2	96	95.8	95.2
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
Assistant Principal(s)	4
Classroom Teacher(s)	16.32
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.62

*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[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	982,453
Revenue	4,326,694
Appropriation	3,709,888
Sale of Goods and Services	24,842
Grants and contributions	581,028
Investment income	8,076
Other revenue	2,859
Expenses	-4,387,152
Employee related	-3,619,857
Operating expenses	-767,295
Surplus / deficit for the year	-60,457

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 **Approved SBA** ($)
Targeted Total	50,378
Equity Total	149,265
Equity - Aboriginal	2,030
Equity - Socio-economic	1,240
Equity - Language	61,299
Equity - Disability	84,696
Base Total	3,087,510
Base - Per Capita	108,637
Base - Location	0
Base - Other	2,978,872
Other Total	356,553
Grand Total	3,643,706

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.
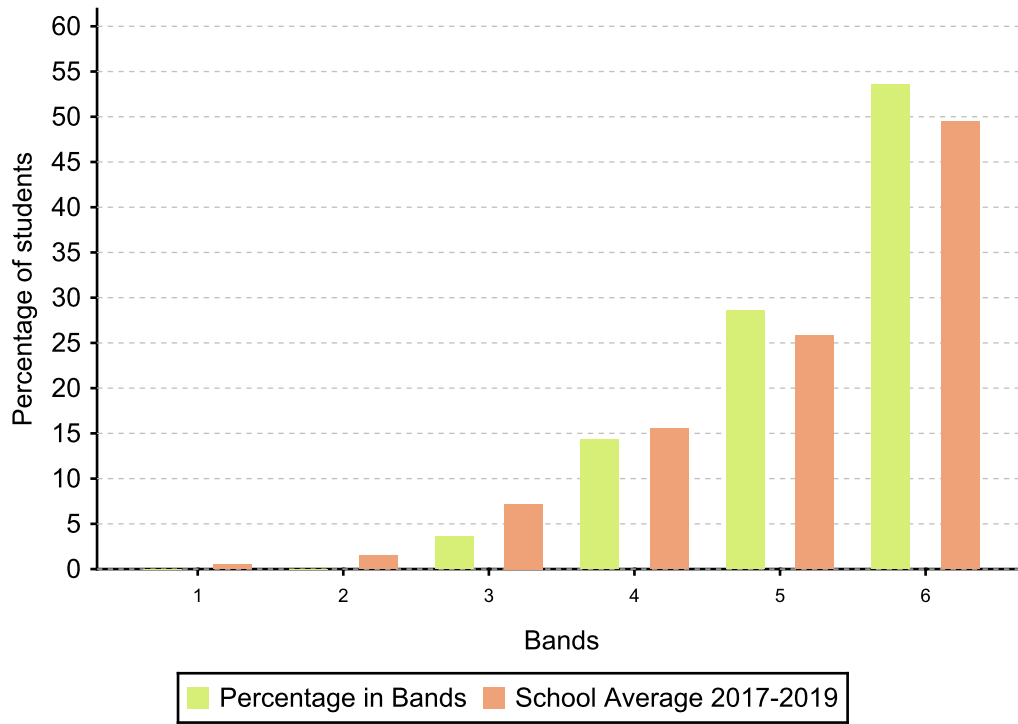
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
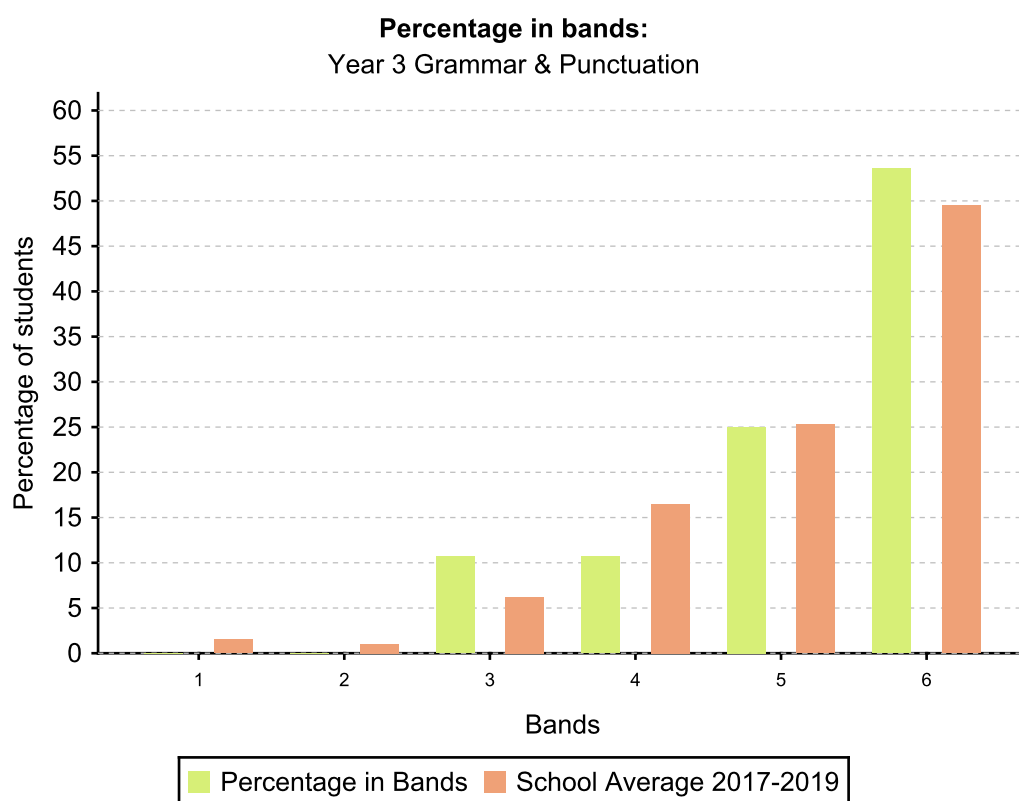
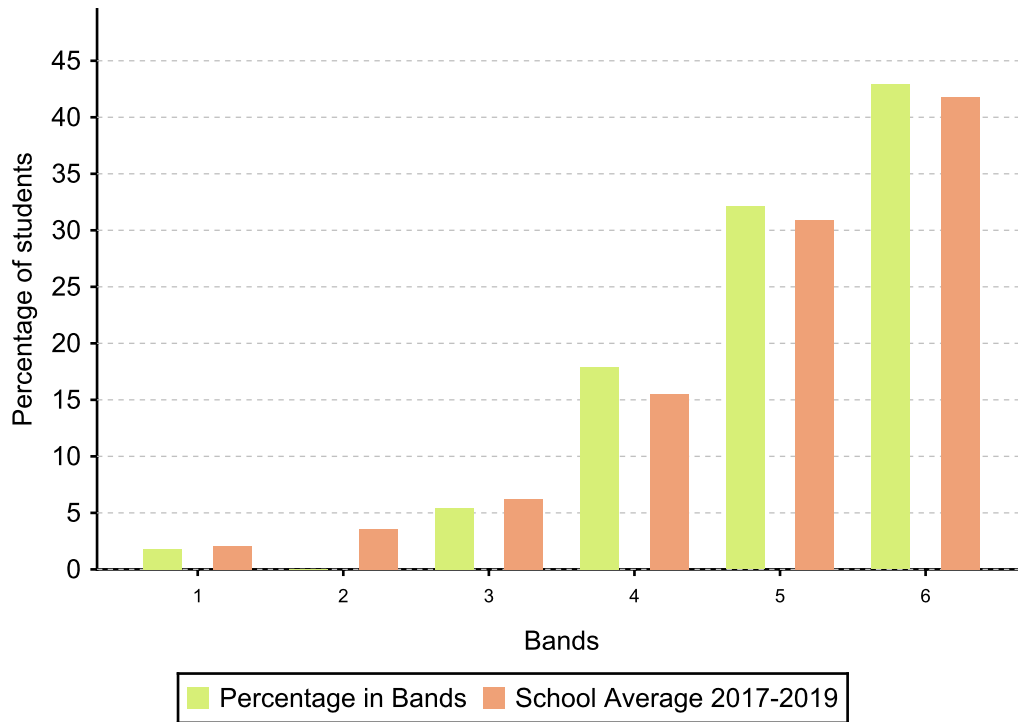| Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	10.7	10.7	25.0	53.6
School avg 2017-2019	1.5	1	6.2	16.5	25.3	49.5

Percentage in bands:
Year 3 Reading

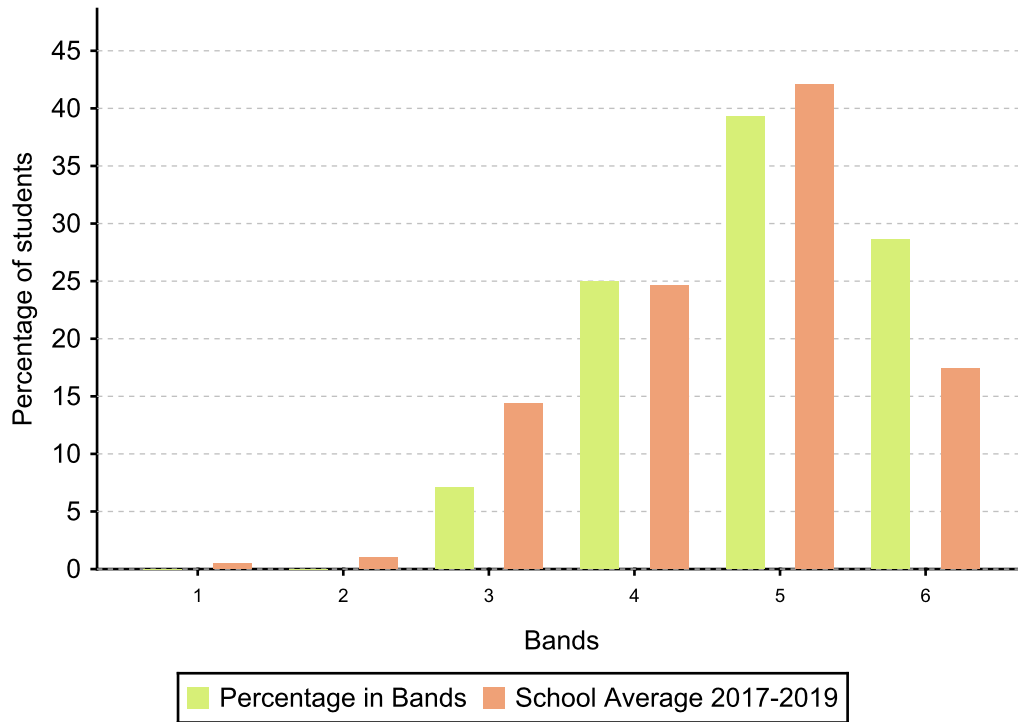| Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.6	14.3	28.6	53.6
School avg 2017-2019	0.5	1.5	7.2	15.5	25.8	49.5

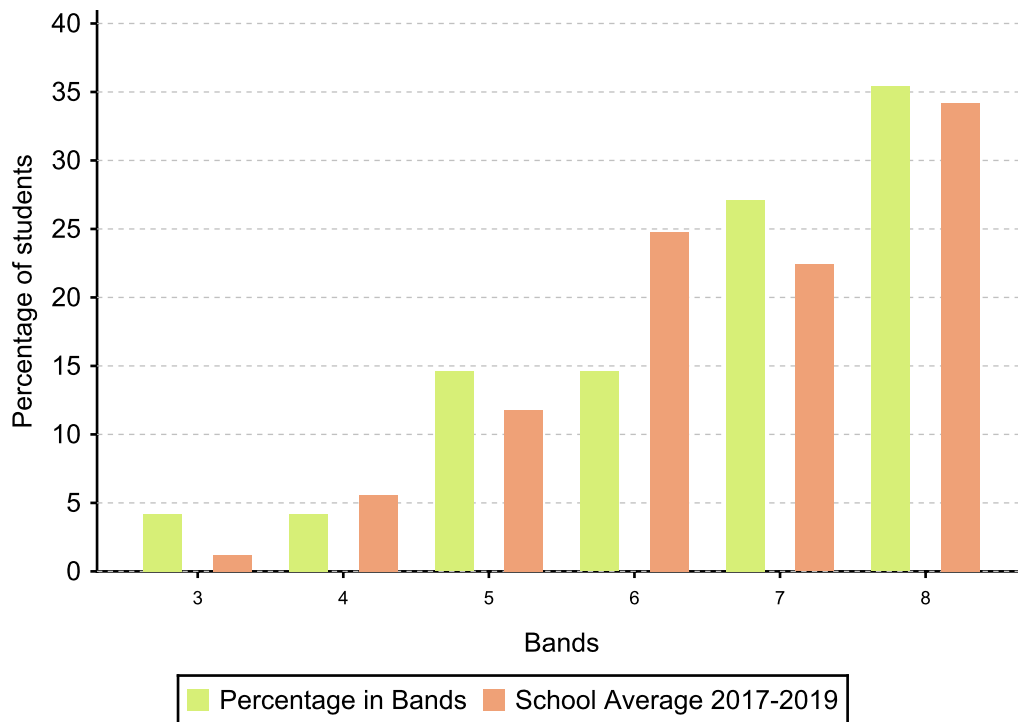## Percentage in bands:
Year 3 Spelling

| Band	1	2	3	4	5	6
Percentage of students	1.8	0.0	5.4	17.9	32.1	42.9
School avg 2017-2019	2.1	3.6	6.2	15.5	30.9	41.8

Percentage in bands:
Year 3 Writing

| Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.1	25.0	39.3	28.6
School avg 2017-2019	0.5	1	14.4	24.6	42.1	17.4

Percentage in bands:
Year 5 Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	4.2	4.2	14.6	14.6	27.1	35.4
School avg 2017-2019	1.2	5.6	11.8	24.8	22.4	34.2

Percentage in bands:

Year 5 Reading
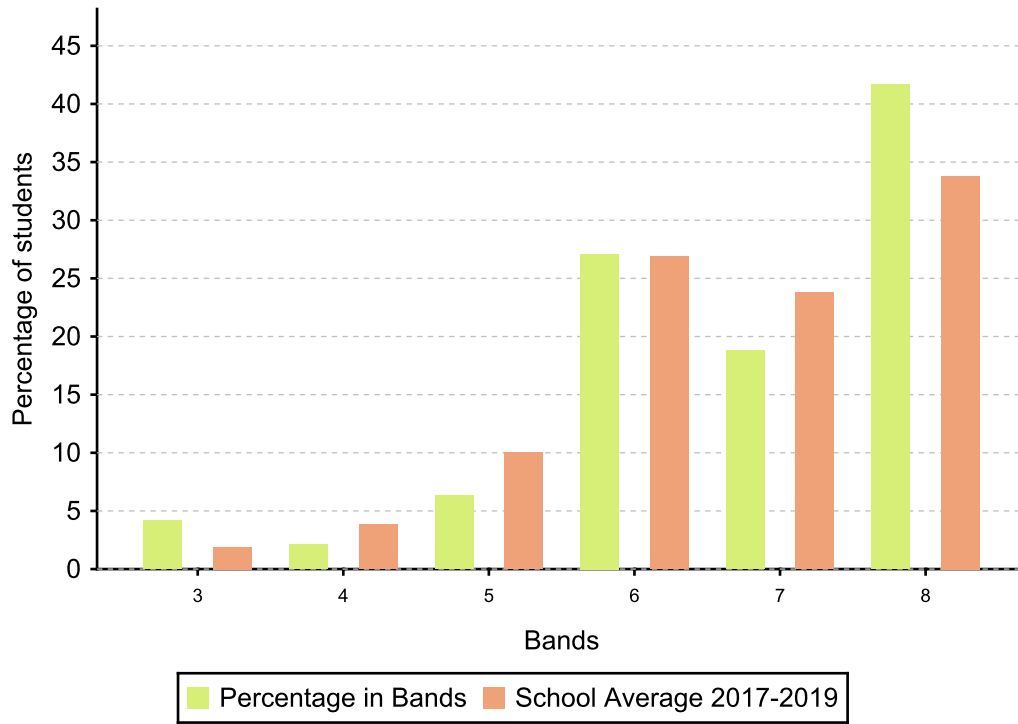
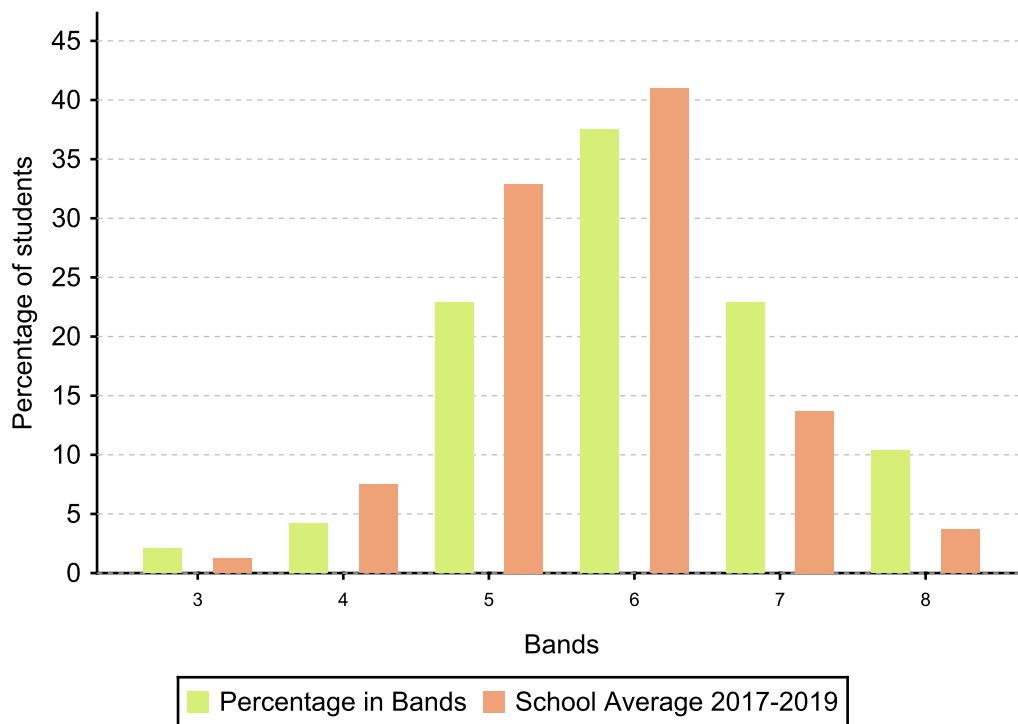| Band	3	4	5	6	7	8
Percentage of students	4.2	2.1	6.3	27.1	18.8	41.7
School avg 2017-2019	1.9	3.8	10	26.9	23.8	33.8

Percentage in bands:

Year 5 Spelling
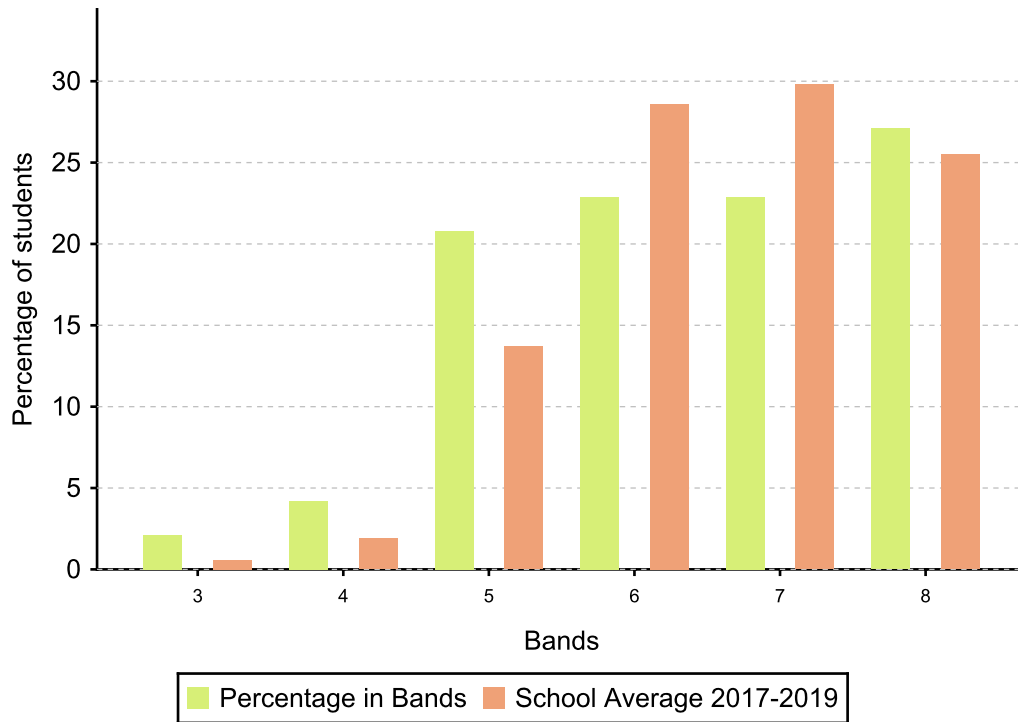
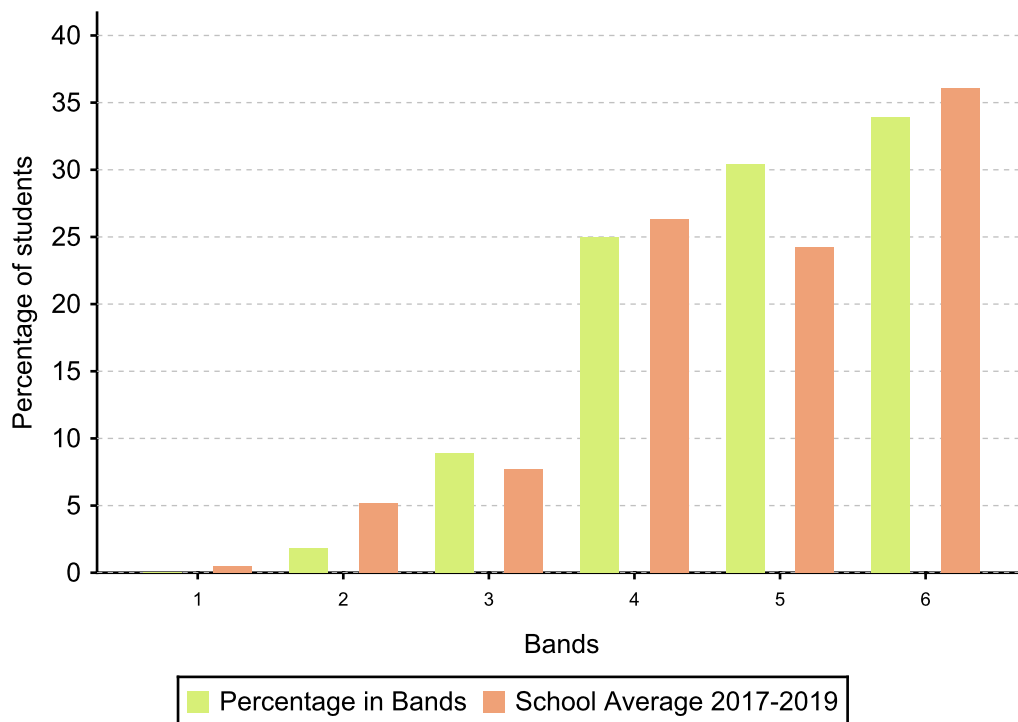| Band	3	4	5	6	7	8
Percentage of students	2.1	4.2	20.8	22.9	22.9	27.1
School avg 2017-2019	0.6	1.9	13.7	28.6	29.8	25.5

Castle Cove Public School 3919 (2019)   Printed on: 4 June, 2020

Percentage in bands:
Year 5 Writing

Band	3	4	5	6	7	8
Percentage of students	2.1	4.2	22.9	37.5	22.9	10.4
School avg 2017-2019	1.2	7.5	32.9	41	13.7	3.7

Percentage in bands:
Year 3 Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	1.8	8.9	25.0	30.4	33.9
School avg 2017-2019	0.5	5.2	7.7	26.3	24.2	36.1

Percentage in bands:
Year 5 Numeracy
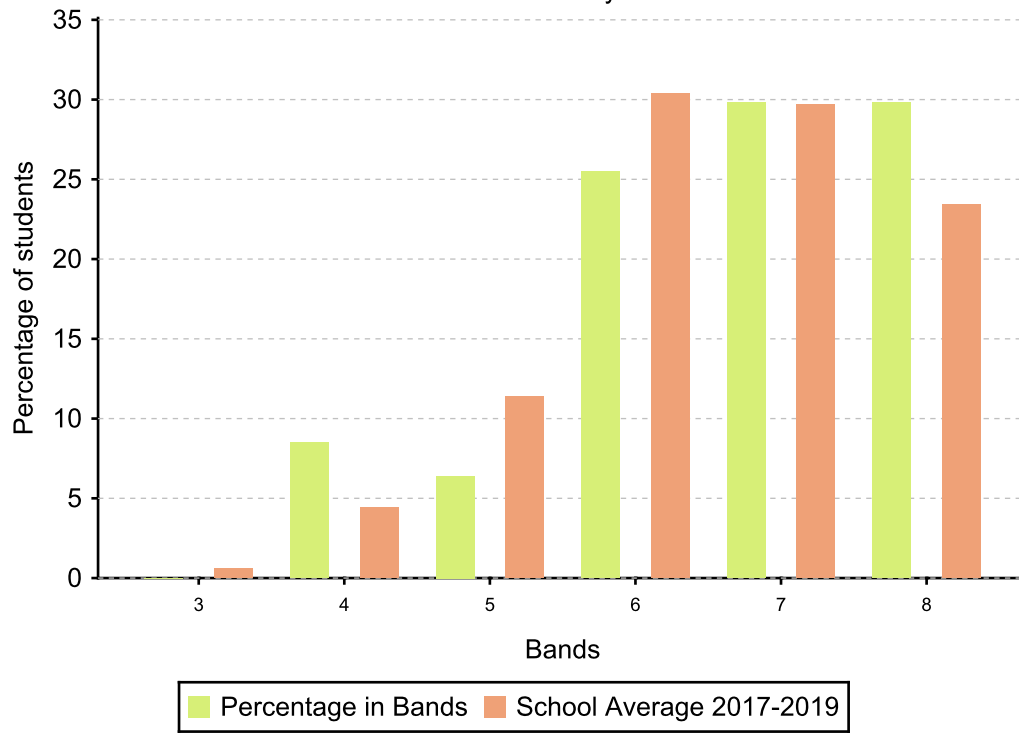
Band	3	4	5	6	7	8
Percentage of students	0.0	8.5	6.4	25.5	29.8	29.8
School avg 2017-2019	0.6	4.4	11.4	30.4	29.7	23.4

Castle Cove Public School 3919 (2019)

Parent/caregiver, student, teacher satisfaction

Tell Them From Me (TTFM) is a suite of **surveys** for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing evidence for schools to use in identifying strengths and areas for improvement.

When analysing trend data, we were pleased to note that almost every aspect surveyed in the Social and Emotional Outcomes for students in Year 4 to 6 saw growth over time and results that were above the NSW norm.

These include
1. **positive behaviour at school** which has continued to increase and is 7% above the norm
2. **positive relationships** which are also above the norm with 88% of students indicating they work well with teachers and peers
3. 74% of student **participation in extra curricular activities** (19% above the norm)
4. **participation in sports** which showed considerable growth by both girls and boys (94% and 11% over the norm)

However, results for **homework behaviour** and **valuing school outcomes** in last year's student groups decreased when comparing to the year before. Scores were also lower for **interest and motivation**. Yet. the drivers of student outcomes reveal an increase in **rigour** and **positive teacher/student relationships**. While these are conflicting results we always take into account that we are not comparing the same group of respondents when analysing results from survey to survey and that some students rush or misinterpret some questions. Nevertheless, we are always curious to hear our student voice and welcome the opportunity the process brings to review and discuss, as a community, school practices that will enhance student engagement and wellbeing.
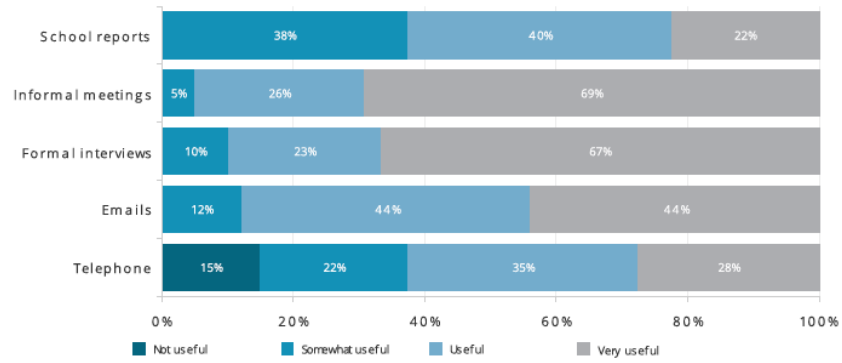
In any busy organisation, be it school or otherwise, communication is often identified as a point of challenge. Always interested in how we can improve communication with our school community, we were particularly interested in this aspect on the parent survey. The results are shown below.

With **new style reports** introduced this year, we were pleased to see a positive increase in their use as a point of communication about students with no–one indicating they were not useful this time. We will look to see if this becomes the trend. **Informal and formal meetings** continue to be the most useful forms of communication when discussing a child with the school. No–one indicated **emails** were not useful and results are very similar to last year.

When considering effective communication for finding out news about the school, parents indicated that **emails and the school newsletter** were overwhelmingly the most useful. Social media was the least useful. These are very similar results to last year.
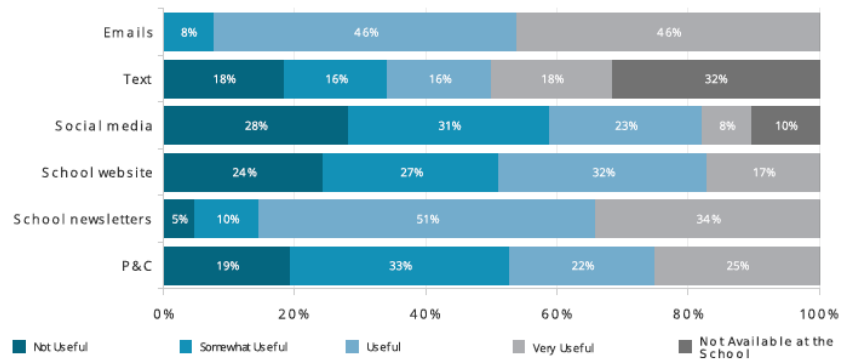
Useful communication types at school

Please tell us how useful you think the following types of communication are when discussing your child with the school.

	Not useful	Somewhat useful	Useful	Very useful
School reports	38%	40%		22%
Informal meetings	5%	26%		69%
Formal interviews	10%	23%		67%
Emails	12%	44%		44%
Telephone	15%	22%	35%	28%

- ■ Not useful
- ■ Somewhat useful
- ■ Useful
- ■ Very useful

Useful communication about school news

Please tell us how useful you think the following types of communication are for finding out news about the school.

	Not Useful	Somewhat Useful	Useful	Very Useful	Not Available at the School
Emails	8%	46%		46%	
Text	18%	16%	16%	18%	32%
Social media	28%	31%	23%	8%	10%
School website	24%	27%	32%	17%	
School newsletters	5%	10%	51%	34%	
P&C	19%	33%	22%	25%	

- ■ Not Useful
- ■ Somewhat Useful
- ■ Useful
- ■ Very Useful
- ■ Not Available at the School

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.

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.