

2020 Annual Report

Plattsburg Public School



7308

Introduction

The Annual Report for 2020 is provided to the community of Plattsburg Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Equipped for life

Our legacy will be building the capacity of our community to lead successful lives, be confident, innovative and engaged learners.

School context

Plattsburg Public School is a school with an average population of 235 with 22% identifying as Aboriginal and 12% as having a non-English speaking background. Our school is located in the suburb of Wallsend and has a proud history of having provided more than 150 years of public education to the community. We have a strong P&C supportive of community events and a school community that is characterised by hard work, a fair go for all and honest friendship. School enrolment is affected by high rates of mobility.

The school has a strong focus on providing individualised learning opportunities for students to achieve. This includes significant access to technology, CAPA and alternative play opportunities.

Diversity is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non- Aboriginal students both share and participate in learning about Aboriginal culture, histories and experiences.

School systems support extensive differentiated learning through Individual Learning Plans, Tiered support and mastery learning. School developed programs focus on fast recall of basic operations and an explicit approach to support students to achieve in Reading and Writing. Enhanced systems of operation support families of students with additional needs.

We are an Early Action for Success (EAfS) school and, as such, have a significant focus on early Literacy and Numeracy achievement. Strong data tracking of student performance and the close analysis of that data further supports differentiation. Parents and Carers receive regular reports on their child's progress and have opportunities to consult with class teachers on their child's achievement levels.

Committed to the Callaghan Education Pathways (CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

LEARNING

Purpose

To develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Aboriginal and non-Aboriginal students consistently enrolled K-2 meet EAfS benchmarks in Literacy and Numeracy.

Reading comprehension matches reading text levels for 80% of students.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Progress towards achieving improvement measures

Process 1: Differentiated Learning and Support

School systems facilitate a collaborative approach to individual student learning needs that also values Aboriginality, identity and Aboriginal cultures. (*2)

Evaluation	Funds Expended (Resources)
<p>With the interruption of Covid-19, the 'Learning Pathways' model was developed to provide highly differentiated, explicit teaching in Literacy and Numeracy, with smaller class sizes to assist. This model was continued for the remainder of the school year. Across the differentiated groups, an average of 82% of students demonstrated growth on an unfamiliar text with comprehension over 13 weeks. For K-2 students data indicates that across 6 weeks students made gains in all target areas of decoding and sight word knowledge.</p> <p>Student surveys evidence high levels of student satisfaction with the differentiated learning and support programs across the school, with 81.42% of students strongly agreeing or agreeing that they were a successful learner; 92.98% of students strongly agreeing or agreeing that their teacher made them feel that they could achieve; 91.96% of students strongly agreed or agreed that their class was a great place to learn; and 90.35% of students strongly agreed or agreed that their teacher showed them how to learn and explained new things.</p> <p>57% of families have had a face to face/teleconference LST meeting, evidencing highly responsive systems of support for ongoing and emerging areas of need.</p>	<p>EAfS DP 0.8</p> <p>LAST 1.2</p> <p>EAfS Teacher Supplementation: 0.2 RAM \$21,877</p> <p>SLSP Teacher Release: 0.2 RAM \$21,877</p> <p>SLSO Supplementation: LLA \$55,878</p>

Process 2: Evidence Based Approaches

School wide schedules of formative and summative assessment support regular reflection and evidenced based judgement. (*4)

Evaluation	Funds Expended (Resources)
<p>School systems and processes support a culture of evidence-based practices across the school, with evidence of multiple data sets used to inform adjustments to teacher programs, set student goals and assess the achievement of learning outcomes. Regular analysis of data is facilitated by a Learning Support Team and EAfS Instructional Leader, with all staff engaging in planning and adjustments for individual student need. This evidence-based approach is evidenced by an average of 82% of students demonstrating growth on an unfamiliar text with comprehension over 13</p>	<p>LAST 1.2</p> <p>RAM Literacy/Numeracy Teacher: 0.2 \$21,877</p>

Progress towards achieving improvement measures

weeks, and 76% of students demonstrating growth in Numeracy across a 13 week period.

Process 3: Systematic Whole School Curriculum Development

Curriculum provisions demonstrate the articulation of effective planning and implementation practices. (*3)

Evaluation	Funds Expended (Resources)
The school undertook a rigorous evaluation of teaching programs with a clear line of sight to meeting the needs of all students, NESAs, & DoE requirements. An analysis of teaching programs shows a need for clearer processes to articulate formative assessment and corresponding adjustments. Using NESAs guidelines a document analysis was conducted that encompassed programs, S&S, content, syllabus alignment and evaluations, with areas for development identified for 2021-24.	ILAP \$100,706

Next Steps

Evaluation of the 2018-2020 School plan identified *Differentiated Learning and Support* and *Data Driven Practices* as focuses for Strategic Direction 1 in the 2021-24 plan. This will encompass school stems that facilitate a collaborative approach to personalised student learning needs that also values the identity and culture of students, and the utilisation of innovative technology strategies that streamline assessment design and data capture.

Strategic Direction 2

TEACHING

Purpose

To take a shared responsibility for student improvement and contribute to a transparent learning culture, with the highest priority given to evidence based teaching strategies.

Improvement Measures

90% of students demonstrate Future Focussed learning practices.

All teachers demonstrate expertise in the use of data to facilitate targeted instruction for individuals and cohorts.

Progress towards achieving improvement measures

Process 1: Mentoring and Coaching

Staff are mutually engaged in the development of expertise across identified curriculum priorities inclusive of Aboriginal perspectives. (*10)

Evaluation	Funds Expended (Resources)
Opportunities for shared practice and shadowing opportunities were created as a mentoring and coaching focus. Staff focus groups identified this practice as valued and worthwhile. The deployment of executive staff into systems support (data, LST, attendance, program development etc) required the engagement of additional temporary staff with part of the 2020 executive role being to collate, analyse and work with teachers to improve student outcomes. The need to communicate to all staff, using the Australian Teaching Standards, that executive support is integral to the State wide Strategic Directions and articulate clear and concise PDPs so that there is a line of sight between the SP and PDPs is an identified need for the 2021-24 SIP.	LAST EAfS DP ILAP

Process 2: Collaborative Design

Innovative practices are identified to facilitate the development of explicit systems of teacher /executive collaboration and feedback. (*10)

Evaluation	Funds Expended (Resources)
Imaginative Writing Handbook articulated by CCWC teacher and PPS staff. CCWC generously provided additional time and the an Informative Handbook was also articulated. These will be utilised in 2021 with a practical focus on reduction of cognitive load and the introduction of direct instruction of explicit elements,	CCWC provided one day a week of teacher time

Next Steps

Evaluation of the 2018-2020 School plan identified *Targeted Attendance Support* and *Culturally Safe Practices* as focuses for Strategic Direction 2 in the 2021-24 plan. This will encompass the establishment of processes to support student attendance, and school systems that facilitate wellbeing processes.

Strategic Direction 3

LEADING

Purpose

To commit to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

All teachers use interactive electronic programming across all KLAs to program, assess and evaluate.

All teachers develop authentic performance goals and can provide evidence to demonstrate growth.

Progress towards achieving improvement measures

Process 1: Distributed Leadership

The school's strategic directions are supported by administrative systems, whole of school structures, processes and practices that have a clear focus on improvement.

Evaluation	Funds Expended (Resources)
<p>An explicit model of teaching was identified with all staff requiring that the following elements be observable in teaching practice:</p> <ul style="list-style-type: none">• Explicit verbal instruction that includes direct instruction techniques, modelling/demonstrating• High frequency practices of checking for understanding• Extended guided practice before moving to independent practice• Extended independent practice (horizontal extension before introducing next concept)• Weekly check in on core concepts instructed• 10 week assessment designed by LST• Numeracy focus on number & algebra• Literacy focus on decoding skills, comprehension, grammar and punctuation <p>Explicit systems of support for every student are embedded with significant support and oversight of the Learning Support Team and the executive structure.</p>	<p>LST Co-ordinator</p> <p>APIL</p>

Process 2: Evidenced Based Practice

Instructional Leadership & Mentoring strategies systematically monitor the impact of the school plan to inform changes.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-10 NAPLAN was not conducted in 2020. A Year 5 Online Assessment was undertaken by the students of PPS.</p> <ul style="list-style-type: none">• Data: All Students• Pattern of achievement mirrors that of SSSG and State• Strength area was processes and exceeded SSG: Sch. 59.9%, SSSG 54.8%, State 66.8%• Comprehension: Sch. 50.7%, SSSG 49.9%, State 60.1%• Vocabulary: Sch. 45.7%, SSSG 42.2%, State 54.6% <p>Data: Aboriginal Students</p>	<p>APIL</p> <p>LST Co-ordinator</p> <p>EAFS IL</p>

Progress towards achieving improvement measures

- Pattern of achievement mirrors that of SSSG and State
- Strength area was processes and exceeded SSSG & State: Sch. **70.5%**, SSSG 54.8%, State 66.8%
- Comprehension: Sch. **53.8%**, SSSG 49.9%, State 60.1%
- Vocabulary: Sch. 44.4%, SSSG 42.2%, State 54.6%

87.5% of student with potential to grow - PM have made growth in reading. In 13 weeks of Fruit Group 71.4% of this cohort grew 2 or more levels.

When measuring student achievement in Reading the school goal is to have all students reading with comprehension at or beyond a PM Level 30. Collated data explicitly identifies individual student reading levels with comprehension. It is this explicit marker that is recognised as the achievement level. All data is collated into Power BI; every classroom teacher is provided with their student achievement data and supported 1:1 in the analysis of data to determine future adjustments; review practice and strategies; and to evaluate the focussed interventions complementing Reading instruction. Power BI data indicates steady growth for most students and, within the context of the Fruit Group Model suggests that the quality of explicit teaching varies between teachers. Additional tracking of comprehension is conducted using PAT.

We need to improve our feedback practices that pinpoint individual student strength and weaknesses to facilitate authentic investigations and responses to individual student achievement. We further need to improve mentoring practices to raise teacher quality.

Next Steps

Evaluation of the 2018-2020 School plan identified *Instructional Leadership* and *Evidence Based Practice* as focuses for Strategic Direction 3 in the 2021-24 plan. This will encompass leadership team supporting a culture of high expectations and collaboration, and instructional leadership and mentoring strategies that systematically monitor the impact of the school improvement plan to inform changes.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>FTE 1 Wk 9 T2 - Wk 10 T4 (\$60,823)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$60 823.00) 	<p>Recognised, communicated and celebrated Aboriginal student achievement with Aboriginal parents, their extended families and the wider community. (CEP ARC, inclusion in events).</p> <p>TTFM data indicates Aboriginal students display levels of <i>belonging, high expectations and advocacy</i> above those of STATE (Aboriginal students).</p> <p>Aboriginal students learning and wellbeing supported by PLP processes.</p> <p>NAPLAN data shows most Aboriginal students experiencing growth greater than non-Aboriginal peers.</p>
<p>English language proficiency</p>	<p>EALD AP Release (\$9,355)</p> <p>EAL/D AP deployed to coordinate all EAL/D.</p> <p>Teacher (\$21,877) Employed Teacher 0.2</p> <p>Refugee funding was used to fund resources, uniforms and translators.</p> <p>EAL/D AP attends the termly Refugee Support Network Meetings.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$31 323.00) 	<p>The allocation of an Assistant Principal (EAL/D AP) with the responsibility for the management of EAL/D student support, including coordination, professional supervision and policy and planning has:</p> <ul style="list-style-type: none"> Provided a safe, welcoming school environment and orientation to school Provided uniforms and essential school equipment, camps and excursions Transition to school Pre - K <p>Evidence of a successful EAL/D AP can be found in LST processes where student differentiation for learning is documented, family consultation recorded, families engaged with outside agencies (Jesmond Neighbourhood Centre) through the community links created by the EAL/D AP.</p> <p>Students engaged with extra curricula opportunities by attending the Cricket Gala Day; Cricket NSW clinic across 4 sessions to encourage involvement in local cricketing clubs.</p> <p>Refugee Awareness Day strengthened for our students their developing knowledge and understandings of refugees (their stories). The EAL/D AP provision to all students of a consistent learning approaches to diverse cultures has promoted inclusivity and respect within the school environment as evidenced by friendships groups and participation in class discussions.</p> <p>From the meetings links are created for our refugee students and families.</p>
<p>Low level adjustment for disability</p>	<p>SLSO (\$54,989)</p>	<p>A highly coordinated and collaborative LST have improved support delivery considerably. Blending all student data (academic and social) there has been an efficiency increase in working with families. This has facilitated a targeted and responsive deployment of SLSOs.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>LAST</p>	<p>Literacy Data evidences strong success for mentoring practices. The DP conducted</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>APIL CCWC English Teacher LST Co-ordinator</p>	<p>afternoon training in administrating numeracy assessment; interpreting the data and using that to plot on ALAN; identifying student strength and weakness - teaching strategies and resources identified.</p> <p>An expert English teacher, working collaboratively with two staff, developed a handbook for TEEC 1-6 and an S&S.</p>
<p>Socio-economic background</p>	<p>Teacher: 0.6 LST Co-ord (\$62,468) Teacher: APIL (\$104,113) PLSP/PLP (\$21,877) SASS Supplementation (\$44,000)</p>	<p>Strong LST processes embedded across practice.</p> <p>Dynamic PLPs in place for 53% of students.</p> <p>Collaboration with DP - all data in PowerBI</p> <p>Professional Learning strategically coordinated, documented and registered with NESAs.</p> <p>Collaboration & Coordination of:</p> <ul style="list-style-type: none"> • Continuous reflection processes (5 weekly) • Whole school data documentation & summary (Mapping) • Deeper analysis of targeted areas, e.g. programming • <p>Responsive to 5 weekly data - Additional and responsive support provided to students with identified additional needs (academic and social).</p>
<p>Support for beginning teachers</p>	<p>\$28,260</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 260.00) 	<p>The NaBTs reports high levels of satisfaction with the myriad of systems the school implements to support students and indicated that these systems provided to her reliable structures and consistency in her own practise.</p> <p>Successful attainment of accreditation at Proficient Teacher level by NaBTs.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>0.2 NAP allocation</p> <p>Release AP for mentoring and program co-ordination.</p>	<p>All New Arrivals students provided with consistent, targeted support to support social, academic and emotional wellbeing. Family surveys conducted in November 2020 show high levels of satisfaction with support and communication from the families of New Arrivals students.</p>
<p>Early Action for Success</p>	<p>EAFs DPIL 0.4</p> <p>Supplementation 0.2 (\$21,877)</p>	<p>Of the the students consistently enrolled in 2021, 87% of Kindergarten students showed growth in Numeracy between the end of Term 1 to the end of Term 4; 56% of Year 1 students showed growth in Numeracy between the end of Term 1 to the end of Term 4; and 69% of Year 2 students showed growth in Numeracy between the end of Term 1 to the end of Term 4.</p> <p>Mentoring in the analysis of Power BI data was conducted with all teachers to ensure consistency between school data and ALAN. Teachers were supported by the EAFS IL to identify whole class and individual needs and program accordingly. This enabled teachers to set achievable goals for every student and</p>

<p>Early Action for Success</p>	<p>EAFs DPIL 0.4 Supplementation 0.2 (\$21,877)</p>	<p>provide differentiated learning, explicit teaching and high expectations. Students requiring targeted support were identified and personalised programs designed, implemented and evaluated.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	117	108	109	114
Girls	134	123	117	113

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.8	93.9	91.6	86.6
1	91.9	90.2	90.7	83
2	94	92.8	88.6	86.4
3	90.5	94.6	90.5	83
4	94.1	91.5	92.5	83.4
5	92	92	90.6	86.4
6	91.1	91.6	92.6	85
All Years	91.9	92.4	91.1	84.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	3
Classroom Teacher(s)	8.26
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	3.42

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

2020 Professional Learning focussed on CESE What Works Best 2020 (WWB2020) Update and embedding formative assessment. Learning around the WWB2020 was with particular reference to Explicit Teaching and Effective Feedback, and will continue to be a focus in the 2021-24 SIP.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	428,699
Revenue	3,148,715
Appropriation	3,141,444
Sale of Goods and Services	1,664
Grants and contributions	4,845
Investment income	563
Other revenue	200
Expenses	-3,291,420
Employee related	-2,921,063
Operating expenses	-370,357
Surplus / deficit for the year	-142,704
Closing Balance	285,995

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.

	2020 Approved SBA (\$)
Targeted Total	147,177
Equity Total	627,880
Equity - Aboriginal	75,119
Equity - Socio-economic	335,280
Equity - Language	31,232
Equity - Disability	186,250
Base Total	2,014,894
Base - Per Capita	54,354
Base - Location	0
Base - Other	1,960,540
Other Total	229,505
Grand Total	3,019,457

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.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent surveys and focus groups indicated high levels of satisfaction with school systems and practices to support students, with particularly high levels of satisfaction reported around individualised learning, student support and the school's Learning from Home structures in 2020. Parents and carers described feeling well supported by the school during this period.

Staff focus groups evidenced satisfaction with school models of collaboration, feedback and Learning From Home support. Mentoring process during Learning from Home were seen as highly effective in building the new skills and knowledge needed to by teachers.

Tell Them From Me Student Surveys indicate positive feedback in the areas of Advocacy at School (89%) and Expectations for Success (96%). Sense of Belonging (70% positive) is area for improvement across the State and 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.

Plattsburg PS proudly focuses on the achievement of excellent educational outcomes for all Aboriginal students in a culturally safe environment. Aboriginal and non-Aboriginal students engage in programs to build their knowledge of Aboriginal history and culture, with opportunities for authentic Aboriginal perspectives across the curriculum.

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.