

Mount Keira Public School Annual Report



2016



2642

Introduction

The Annual Report for 2016 is provided to the community of Mount Keira Demonstration 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.

Mrs Bronwyn Jeffree

Principal (Relieving)

School contact details

Mount Keira Public School

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Message from the Principal

I am very pleased to present Mount Keira Demonstration School's Annual Report for 2016. This year, our success has been underpinned by our three strategic directions that promote quality teaching and learning across the school and engage students in excellent programs that encourage our students to reach their maximum potential.

The school has dedicated staff who work collaboratively to provide a nurturing environment and are committed to each child's potential. Our achievements are also supported by our involved whole school community.

All staff participated in teacher professional learning to support the continued implementation of the Australian curriculum and quality teaching strategies. Our involvement in this training highlights the innovation and professional excellence of our staff.

Our student wellbeing programs continue to improve school-wide processes for quality learning in our classroom settings. A focus on developing the whole child is a major factor in the success and happiness of students at our school with an inclusive culture that supports all students, encouraging everyone to achieve his or her potential.

Our academic growth continues to show outstanding results indicating our strategies to improve student learning in Literacy and Numeracy are having a positive impact. The year has been one of energy and drive with our Rich Tasks and End of Year Concert a feature of our success in the arts.

The Annual School Report provides a summary of our achievements in 2016 and the scaffold of our priorities and focus for 2017. Ongoing assessment and evaluation delivers the evidence and assists with supporting our continual growth.

Mrs Bronwyn Jeffree

Principal (Relieving)

School background

School vision statement

Mount Keira Demonstration School will be a centre of excellence in education.

Our children will be knowledgeable, active, inquiring learners who will grow and develop into open-minded, principled and balanced global citizens. They will be collaborative and reflective in their approach to their learning.

Our teachers will foster a learning environment that promotes self-belief, individuality, creativity, leadership and academic excellence. Our staff will employ outstanding teaching practices founded in solid and current pedagogy, engage in ongoing, relevant professional learning and promote high expectations which will ensure that the intellectual, social, physical and emotional needs of all students are being met.

Our school will continue to foster a warm and welcoming culture, achieved through children, teachers, parents and the wider school community working harmoniously and collaboratively to ensure that every child meets his/her potential.

School context

Mount Keira Demonstration School is a small and established primary school that has proudly served the Mount Keira community for 153 years. The school prides itself on providing a welcoming, nurturing and supportive environment for all of our children and families. Our school motto is “learning and caring”.

Standing proudly at the base of Mount Keira, nestled by rainforest and overlooking the ocean, our school is surrounded by natural beauty. Our sandstone school building, original bell, “history room” and magnificent pine tree symbolise the heritage that is so highly valued by our school community. Our beautiful gardens and spacious outdoor learning areas, combined with our warm and inviting classrooms ensure a quality and stimulating learning environment.

The elements of quality teaching and inquiry-based learning principles are embedded in teaching and learning practices. Student learning is showcased each term through the completion of Rich Tasks.

Our school treasures our passionate and supportive wider community – encompassing our P & C, broad parent body and local community members, including Aboriginal Elders. Our parent body is highly engaged in and supportive of their child’s education.

Mount Keira Demonstration School is deeply committed to the mentoring and development of pre-service teachers through our strong links with the University of Wollongong. The school is proud of the Demonstration Program that is co-ordinated annually through our school.

It is our engaged and motivated learners, committed and compassionate staff and supportive and active wider community that ensures Mount Keira Demonstration School delivers high quality teaching and learning programs in a warm and supportive learning environment.

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. 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. The staff have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of pursuing excellence. Time was dedicated to thoroughly examining the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on learning, wellbeing and curriculum. The strong performance of the school in creating a positive learning culture amongst staff and students has been a feature of our

progress. The importance of wellbeing has been reflected in the way students are engaged in learning as indicated in the Tell Them From Me Survey and Survey Monkey results and school internal data. Attention to individual learning needs has been a core component of our progress throughout the year with a strong emphasis on developing programs that cater for all student needs through differentiation. The fundamental importance of collecting data to inform programs has impacted on the delivery of support programs and the adjustments for targeted students. A feature has been the introduction of gifted and talented groups to address individual needs of students. Identified students have been monitored through the Learning Support Team. We have successfully provided for the strong participation and contribution of our Aboriginal community through specific cultural activities and excursions including The Deadly Awards and a School Aboriginal Education Officer.

The implementation of NSW syllabus documents for the Australian curriculum was a focus for 2016, with the school now fully implementing the English, Mathematics, History and a review of Science syllabus documents and trialling the Geography syllabus. A draft school-based scope and sequence was designed to ensure outcome and content coverage that also incorporated the Lines of Inquiry, central to Concept-based Learning.

School wellbeing for all stakeholders in our school community was an integral component of our work in 2016. Kidsmatter was continued at our school this year, with the focus ahead being to continue to foster and support an inclusive community. This was achieved through community events, whole-school Rich Tasks and new and improved digital communication channels.

Our major focus in the domain of Teaching has been on the continued support of each teacher having a Performance and Development Plan aligned with school and DoE priorities. This has provided staff with an important opportunity to plan and develop better teaching strategies as a team across the whole school. The use of technology for learning with the introduction of BYOD, the importance of data analysis to inform decision-making and the growing of teaching practice through coaching, mentoring, classroom observations, reflections, discussions and feedback, all highlight a teaching culture that is being supported to improve student learning outcomes. Importantly, staff are developing a culture of informed and collaborative practice through data analysis and feedback.

Internal professional learning has focused primarily on quality literacy practice, continued implementation of syllabus documents, differentiation in the classroom, rich task ideals and concept-based Learning principles. External professional learning has included leadership development and technology for learning, including Gifted and Talented education, Global thinking and creativity in education with High Possibility Classrooms, Community of School's curriculum groups, robotics, coding and BYOD implementation.

In the domain of Leading, our school is deeply committed to developing the leadership skills of students, teachers and parents.

Leadership skills of staff were developed, with teachers encouraged to lead programs in their specific areas of expertise, lead professional learning and participate in training to develop their leadership capabilities and capacities. Professional Learning in the area of leadership have included GROWTH Coaching. Rigorous school planning and the regular monitoring of the achievement of milestones, ensured the school remained focused on its vision and priorities. Other focus areas in the area of leading have seen the development of improved communication strategies between all members of the school community and the development of procedures for more effective resource management.

Our students were provided with many leadership opportunities. Our Student Leadership Policy was trialled, which now clearly defines the roles and responsibilities of our student leaders. Our Student Representative Council trialled a Constitution in 2016 that enabled them to lead with purpose and vision, and to design and enact an Action Plan to achieve their goals. Our SRC was an avenue for children to voice their feedback on and to inform future school decision-making.

Our parent body has had many opportunities to be connected within the school community through P & C involvement, supporting school initiatives and participation in community events. Avenues are provided for the wider school community to engage with the school, provide feedback to the school and to inform future practices of the school through our annual review process, P & C meetings, working bee's, cookbook organisation, Dojo messaging and informal communication throughout the school year.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Differentiated and Personalised Learning

Purpose

To recognise that the Mount Keira community, encompassing children, carers, teachers and pre-service teachers, are unique and individual learners and that learning journeys are to be personalised, differentiated and reflective of this. Learners are to be supported by educators who are engaged in ongoing, relevant, innovative and evidence-based learning and practice. This will achieve maximum attainment of outcomes for all learners within our school community.

Overall summary of progress

Our whole-school focus on implementing quality learning programs saw the school achieve average student growth in NAPLAN data that exceeded the average growth of students in NSW. This was achieved through the development of a school-based Assessment Schedule, targeted professional learning on best practice in literacy and the design and implementation of evidence-informed literacy and numeracy teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To achieve growth comparable or above the state, from Years 3–5 and Years 5–7 in NAPLAN in literacy and numeracy through the implementation of targeted, differentiated and evidenced-based learning programs and quality assessment practices.	<p>Analysis of SMART data was used to monitor growth. All students in Years 3 and 5 and past students in Year 7 achieved proficient level in all aspects of literacy and numeracy.</p> <p>Evidence-informed literacy and numeracy programs designed and implemented. PLAN assessment is used K–6 and provides data for use in both teaching and learning.</p> <p>Learning support across whole school to enhance school learning and differentiation.</p>	\$3364
A high-calibre professional learning schedule, reflective of system, school and individual priorities incorporating collaborative and reflective practices, including the provision of coaching. Engaging in professional learning on creativity, learning and innovation.	<p>Teacher evaluation of termly professional learning, indicate changes in pedagogy, personalised Professional Learning Goals and teaching practice.</p> <p>Professional learning practices evidenced in Learning Schedule and Meeting Minutes.</p> <p>GROWTH Coaching professional learning provided for 3 staff members. Practice was incorporated into staff meetings based on teaching goals.</p> <p>School Planning to enable extensive learning for Rich Tasks and Wellbeing.</p>	\$5543

Next Steps

- Continue to collect data and support tracking systems to enhance the focus on impact and learning growth. (PLAN and SMART).
- Formative assessment practices to continue to guide school and classroom learning programs.
- Peer and self-assessment practices to be incorporated into classroom practice through visible learning.
- LST to continue to monitor case load with guidance and support.
- Continued support of the Professional Development Framework over a one year period.
- Continued implementation of a Demonstration Program with the University of Wollongong and all teaching staff.
- IEPs will be written for all students who are identified with specific learning needs.
- Continue to support gifted and talented students and students struggling to meet learning goals

Strategic Direction 2

A Rich, Relevant and Future-Focused Curriculum

Purpose

To develop knowledgeable, inquiring and active learners who will grow into open-minded, principled and productive global citizens. This learning is to occur through students being actively engaged in a rich, integrated and challenging curriculum, based upon high expectations and strong pedagogy that focus on the development of the whole child to maximise growth.

Overall summary of progress

2016 saw Mount Keira implementing the NSW syllabus document for the Australian curriculum in English, Mathematics, Science, History and trialling Geography. A school-based Scope and Sequence was devised that incorporates the new syllabus documents as well as the Lines of Inquiry embedded in Concept-based Learning principles. Whole school and class Rich Tasks were showcased to the wider community each term.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Visible Learning principles, including the communication of learning intentions, establishment of success criteria and the provision of meaningful feedback, embedded in classroom practice.	Visible learning principles were implemented and established in learning programs. Students gaining greater awareness of learning goals and success criteria. Teachers continuously implementing new learning goal emphasis. Peer and self evaluation part of classroom practice. Understanding of meaningful feedback to students established within classrooms.	\$2040
Classroom programs, reflective of the Australian curriculum, concept-based learning principles and future focused technologies, to include an open-ended response to a quality learning experience (Rich Task) which showcases deep learning at different levels produced by every student each term.	School programs were developed reflecting the new curriculums. Staff undertook professional learning regarding the new History and Geography syllabus. Programs were developed collaboratively in teams. Feedback was shared and reviewed to improve teaching practices. Professional Learning for new teachers about Concept-based Learning and Rich Tasks and how to program effectively. Coding phase one implemented across the school. Stage 3 participated in small schools coding day.	\$2040

Next Steps

- Ensure continued implementation of all syllabus requirements, including geography by extending the successful approach used for the introduction of the other syllabuses in recent years.
- Modification to the scope and sequence to incorporate the geography syllabus and content embedded in Concept-based Learning.
- Professional Learning that addresses John Hattie's research into Visible Learning. All classrooms to utilise learning intentions, success criteria, peer and self-evaluation and also formative assessment. This will involve collaboration with local primary schools undertaking Visible Learning practices.
- All teaching staff to investigate creativity and innovation in global education principles including Gifted and Talented education.
- Coding and App design with ScopeIT to be continued throughout Years 1-6.

Strategic Direction 3

An Inclusive and Connected School Community

Purpose

To encourage, promote and sustain a positive, collaborative and inclusive school environment where the three-way partnership between child, carer and teacher is paramount. At the school's core, will be a strong sense of pride and identity, where continual school improvement is achieved through collaboration, accountability and transparency that reflect local and systematic priorities. Our school motto of "Learning and Caring" will be central to all we do.

Overall summary of progress

Our focus on whole-school wellbeing saw the continuation of Kidsmatter in 2016. The introduction of whole-school Rich Tasks, Parent Cafes, Peer Mediation and the completion of our outdoor refurbishment saw our wider school community engaged and active in school-life. A focus on student leadership saw the development of role statements and action plans for our leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An engaged, empowered and inclusive whole-school community through the implementation of school wellbeing initiatives More efficient and effective school-wide systems are in place for conducting business.	Increased percentage of parents and caregivers engaging purposefully in their child's education through Class Dojo, Facebook and Skoolbag. Continued High School transition programs, Pre-school connections, William Beach retirement village visit, Welcome BBQ and morning tea. Implemented whole school values rich tasks. Photographs of examples of student Rich Tasks showcasing student knowledge and understandings. Staff continued their professional learning in Kidsmatter. Data collated to ascertain reduced levels of bullying and major behaviour incidents. Parent cafes trialled.	Evidence of Impact collation and analysis and Self Evaluation- \$1235 (Community Consultation funding)

Next Steps

- Parent consultation of Mount Keira PS Student Wellbeing policy, reflective of the DoE Framework, which includes school values.
- The implementation of Kidsmatter – Module 4 –Helping children experiencing mental health difficulties, continuation of Better Buddies, continuation of Bounce Back – a program to build resilience and the extension of whole-school Rich Tasks, to be termly, focused on our school values.
- Lunch clubs based on student requests and discussed through SRC for student voice. Tournament of the Minds to be implemented.
- Digital communication continued to be streamlined between the school and parent body through the use of Skoolbag, Class Dojo and website.
- Parent – teacher interviews to be three-way interviews, where the student is an active participant in the interview.
- Regular communication to our wider community of the achievement of milestones as outlined in the School Plan through our newsletters.
- Links continued with local pre-schools and high schools to support transition to school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Design of Personal Learning Pathway's for all Aboriginal students designed collaboratively by student, parent, AEO and teacher.</p> <p>Ensure support is provided to focus on improving outcomes in literacy and numeracy for Aboriginal students.</p> <p>Through Professional Development and Learning, staff is made aware of Aboriginal perspectives in curriculum areas.</p> <p>Employment of an Aboriginal Education Liaison Officer.</p> <p>Visiting students from Wollongong High performed Naidoc Week celebrations with an original Five Islands song.</p> <p>Deadly Awards were celebrated with two students receiving encouragement awards from the NIAECG Aboriginal community.</p>	Employment of AEO RAM funding \$1504
English language proficiency	<p>Assessment at the beginning of the year ensures students access the appropriate programs under guidance of EAL/D directions. Differentiated programs cater for students in different phases of development.</p> <p>In-class support provided and strategic learning programs implemented for targeted students by a teacher.</p> <p>Achievement of learning outcomes as identified using PLAN, SMART and internal data for targeted students.</p>	\$1340
Low level adjustment for disability	In-class support provided by an SLSO, strategic learning programs implemented and Lunch Clubs initiated for students through the employment of a SLSO.	Employment of an SLSO \$13660
Socio-economic background	<p>An SLSO was employed to support students in the classroom. This provided for individual and small group support for the achievement of individual learning goals.</p> <p>An SLSO was employed to facilitate the establishment and maintenance of Lunch Clubs to support students' social and behavioural needs in the playground.</p> <p>School Leaders attended Professional Learning to implement Kidsmatter Module 2: Social and Emotional Learning and Development.</p>	\$2070
Support for beginning teachers	Our beginning teacher was provided with Professional Learning opportunities in the areas of technology use in the classroom, Robotics, Coding and Concept-based Learning.	Course costs and release time for the Beginning Teacher and Mentor \$6193

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	37	39	46	47
Girls	48	51	49	41

In 2016, no staff members employed at Mount Keira Demonstration School identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	97.8	95.1	95.6
1	96	96.9	95.2	96.9
2	96.3	96.6	95.1	96.8
3	93.3	96.6	97.5	95.9
4	96.6	95.9	95.3	96.5
5	94.7	95.7	94	97.4
6	97.4	95	94.9	93
All Years	95.7	96.3	95.1	95.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

Our school has a strong commitment to, and high priority placed upon professional learning. Professional learning funds are allocated to strategic priorities in the School Plan and are typically used to pay for course fees, resources, supporting and enhancing learning program's within the school and casual salaries to replace staff attending courses.

Professional learning attended by Mount Keira Demonstration School staff during 2016 included a wide variety of areas. All professional learning was purposeful and included supporting the areas of leadership, learning, teaching, wellbeing, LMBR and Business Intelligence reforms. Professional learning was supported in a variety of ways including, in school collaboration during staff meetings, observation lessons and collegial sharing. Professional learning was also supported from expert knowledge with staff attending external courses transferring important knowledge and messages back to the school. Beginning teachers and student teachers were supported within school with effective programs utilising Strong start, Great teachers as an important guide. Utilising Strong start, Great teachers provided information, advice, guidance and ideas that was utilised within professional learning to create customised, informed induction programs to meet the needs of permanent, temporary and beginning teachers.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.03

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The following figures

Income	\$
Balance brought forward	56 289.06
Global funds	100 353.80
Tied funds	55 892.66
School & community sources	41 400.41
Interest	1 287.77
Trust receipts	2 591.60
Canteen	0.00
Total income	257 815.30
Expenditure	
Teaching & learning	
Key learning areas	8 195.85
Excursions	6 540.20
Extracurricular dissections	27 432.01
Library	6 143.50
Training & development	4 576.18
Tied funds	56 875.37
Short term relief	13 242.78
Administration & office	21 011.06
School-operated canteen	0.00
Utilities	9 192.42
Maintenance	4 408.00
Trust accounts	674.60
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	257 815.30

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	103 108.90
(2a) Appropriation	99 523.33
(2b) Sale of Goods and Services	340.00
(2c) Grants and Contributions	3 158.36
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	87.21
Expenses	-47 687.74
Recurrent Expenses	-47 687.74
(3a) Employee Related	-27 823.16
(3b) Operating Expenses	-19 864.58
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	55 421.16
Balance Carried Forward	55 421.16

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2016 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.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	689 233.65
Base Per Capita	5 086.87
Base Location	0.00
Other Base	684 146.78
Equity Total	18 574.95
Equity Aboriginal	1 504.43
Equity Socio economic	2 070.29
Equity Language	1 340.15
Equity Disability	13 660.09
Targeted Total	20 290.01
Other Total	5 221.63
Grand Total	733 320.24

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

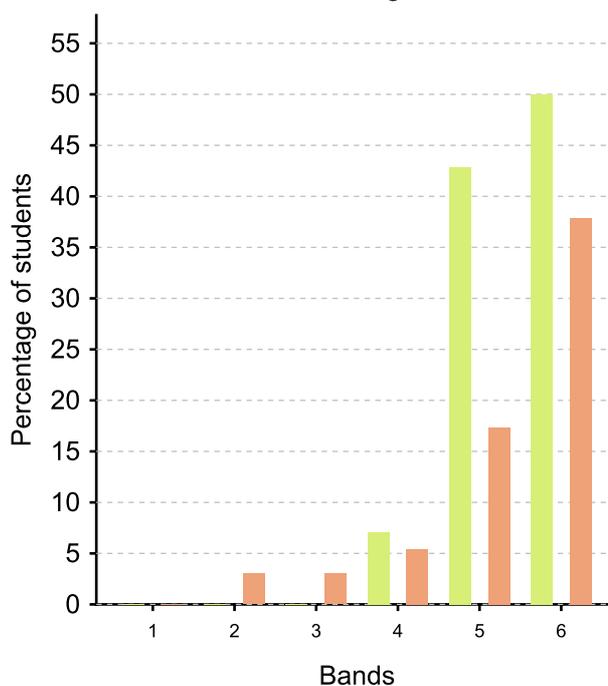
School performance

NAPLAN

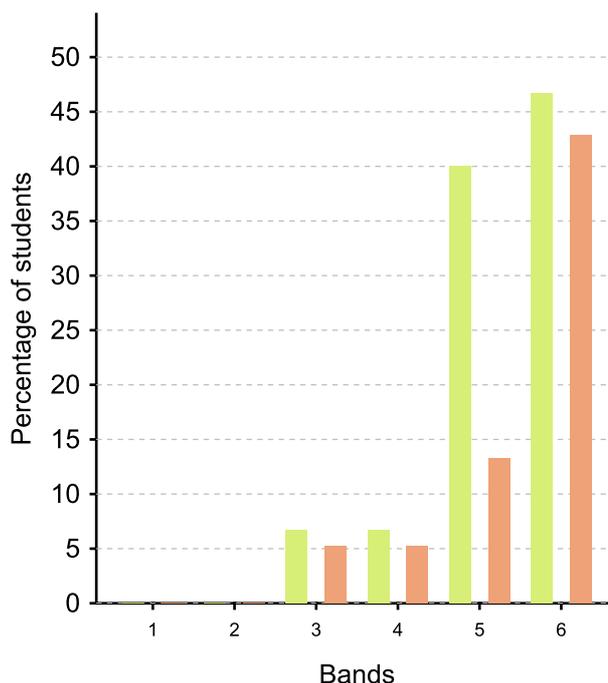
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 students in the top two bands has increased for spelling, numeracy, reading, grammar and punctuation and remained consistent for writing. The percentage of Year 5 students in the top two bands has increased for numeracy, reading and grammar and punctuation and remained steady for writing and spelling.

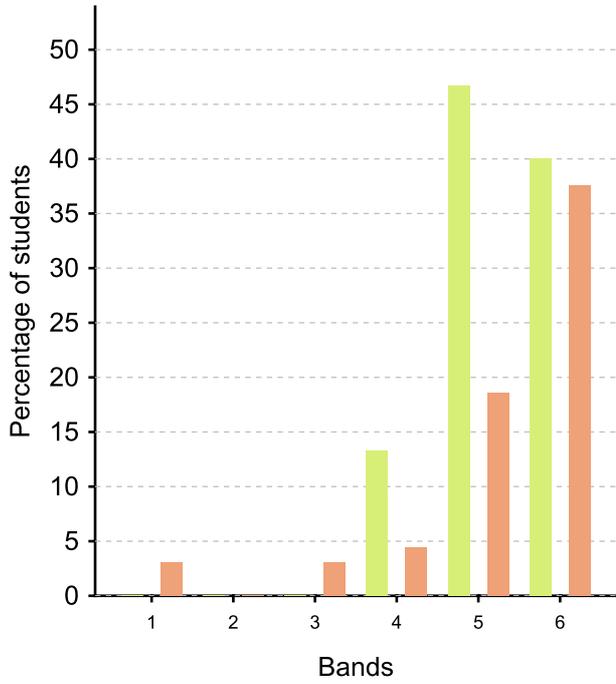
Percentage in bands:
Year 3 Reading



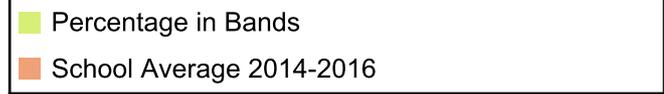
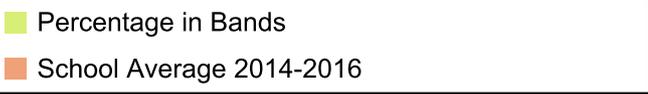
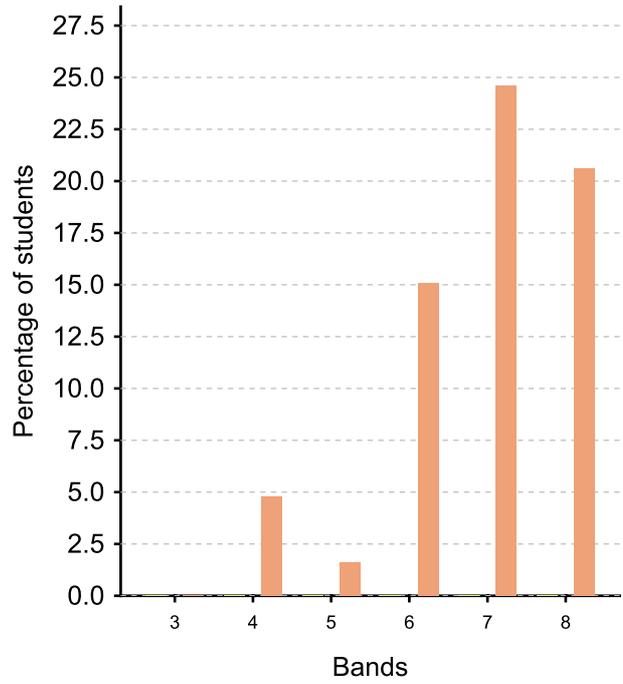
Percentage in bands:
Year 3 Grammar & Punctuation



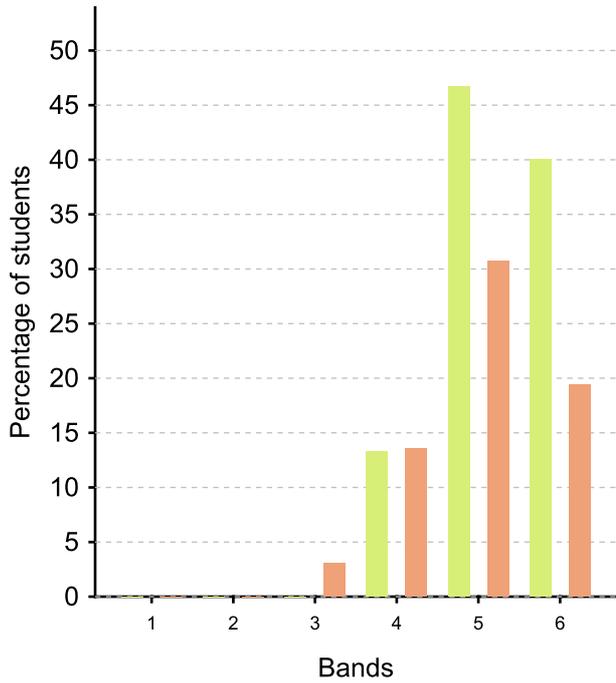
Percentage in bands:
Year 3 Spelling



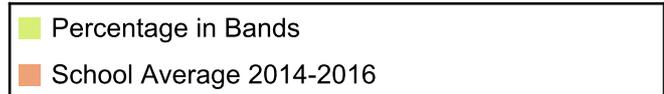
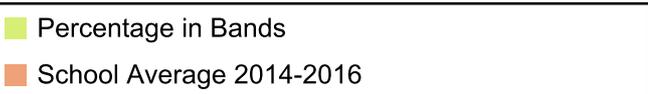
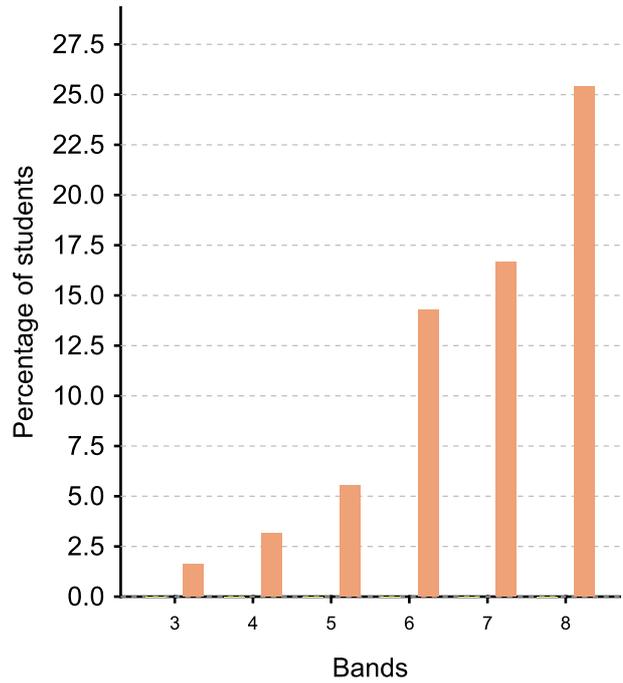
Percentage in bands:
Year 5 Grammar & Punctuation



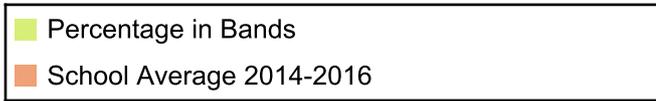
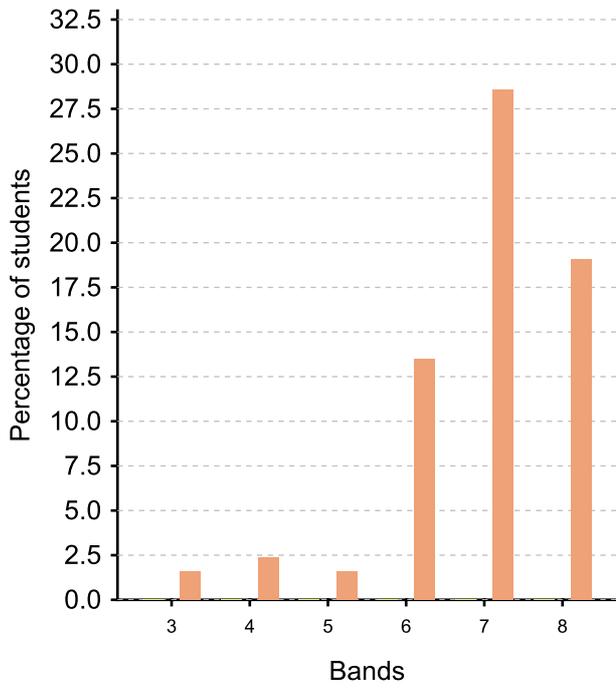
Percentage in bands:
Year 3 Writing



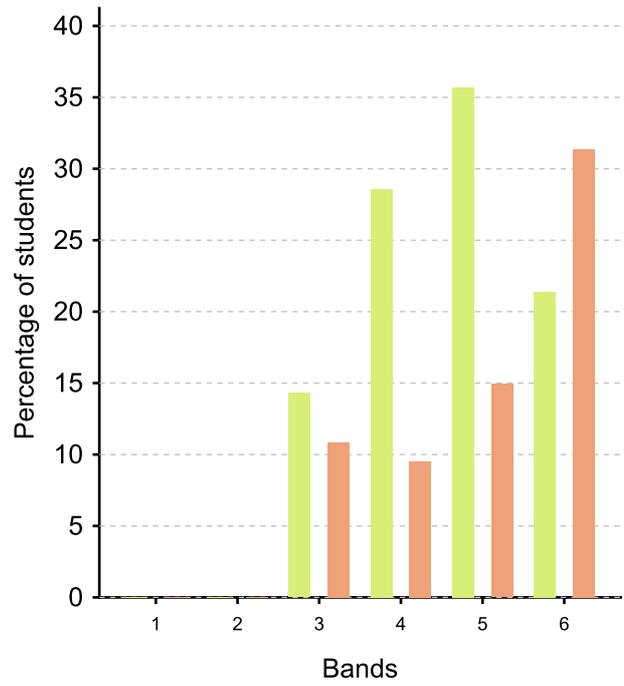
Percentage in bands:
Year 5 Reading



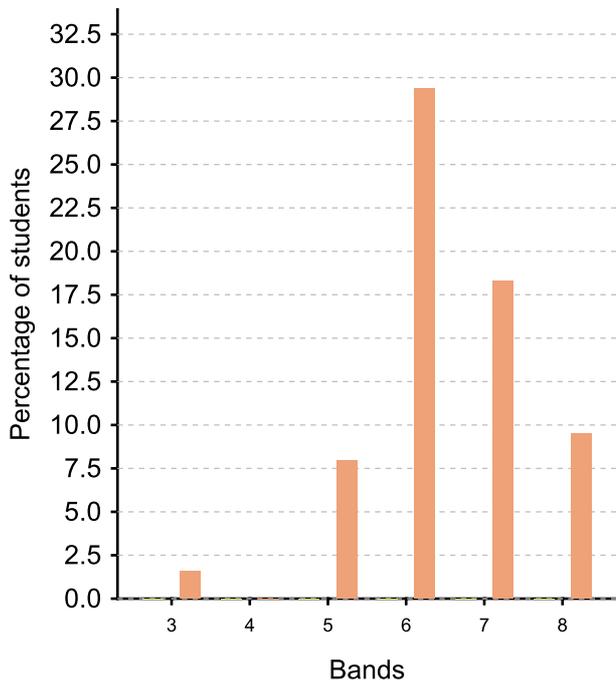
Percentage in bands:
Year 5 Spelling



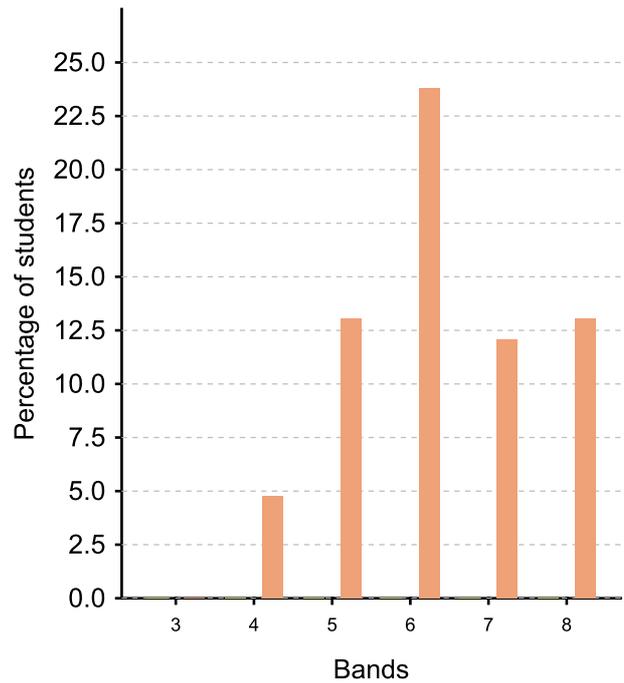
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in Bands:
Year 5 Numeracy



Growth in all Numeracy is above or equal to the state in 2016 for Years 3–5.

Parent/caregiver, student, teacher satisfaction

Each year school's are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school in the areas of wellbeing, values, learning, communication and technology/STEM use.

The following findings regarding these aspects of the school were made:

100% of the school community indicated that they were satisfied with Mount Keira Demonstration School as their child's school and that their child had a quality school life. Pleasingly families listed the values of respect, responsibility, trust, leadership and resilience as the most significant values at the school. Families would like the school to continue to pursue the goal of 1:1 device use for all students through full implementation of the BYOD program in Stage 2 and 3 classrooms and to replace aging school devices using school and T4L funding. The majority of the school community would like the school to continue with a coding program for all students and the whole school community responded that the school involved their child well in STEM projects.

It was encouraging to see that 95% of students and parents agree that the school has high expectations of all learners. Almost all parents liked that their child discussed their learning with them and 100% of parents responded that the teaching of values support's their child's growth and development in all learning areas. All parents felt that their child was supported successfully and resolved conflicts appropriately.

In 2016, the school continued to utilise digital means of communication. The Schoolbag App and school website continued to be the main form of communication for whole-school communications. All classroom teachers will continue to utilise the ClassDojo App for class and individual communication, whilst still prioritising the face-to-face contact so highly valued by both parents and staff. Students will be encouraged to be active participants in future parent-teacher interviews.

Policy requirements

Aboriginal education

Mount Keira Demonstration School received Aboriginal Background Funding in 2016. Our plan included:

Employment of an Aboriginal Education Liaison Officer with the Wollongong Community of Schools (COS).

NAIDOC Week celebrations. A member from a local Aboriginal dance group came to the school and gave a presentation on native Australian bush tucker, as well

as native Australian plants and how they were used for medicinal purposes. 'The Flame Tree Dancers' sang a traditional song and also performed a traditional Aboriginal dance for the students.

A performer from 'The Flame Tree Dancers' came to the school to show us a traditional Aboriginal dance moves to incorporate in our end of year concert around the theme of 'Australia', where we opened the scene with a variety of traditional Aboriginal dance moves and the scene finished with the school forming the shape of the Aboriginal Flag.

Changed the National Anthem to incorporate Aboriginal background music.

The SRC organised a Walkathon for 'Walk for Reconciliation Week'. Students wrote their names on a hand cut out and stuck it in the grass. This has then been displayed in the hallway as a mural in the shape of the Aboriginal Flag.

MKDS attended all the AECG meetings in 2016.

MKDS Aboriginal students received awards at the 'Deadly Awards' through the AECG ceremony

Stage 3 excursion at Wollongong Art Gallery learning about Aboriginal art and the history behind it.

Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this, our programs foster student understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. All rich tasks include multicultural perspectives.

The SRC provided opportunities for students to become immersed in cultural activities in our Harmony Day whole school group rotations. These included dancing, food, language and art.

All Stage 2 and 3 students participated in the Multi-cultural Public Speaking Competition with 4 students being selected to represent our school in an inter-school competition.

Pre-service students from Hong Kong visited the school, sharing with the students their culture, language and heritage. A Japanese professor completed her observations on teaching and learning standards in Australia.