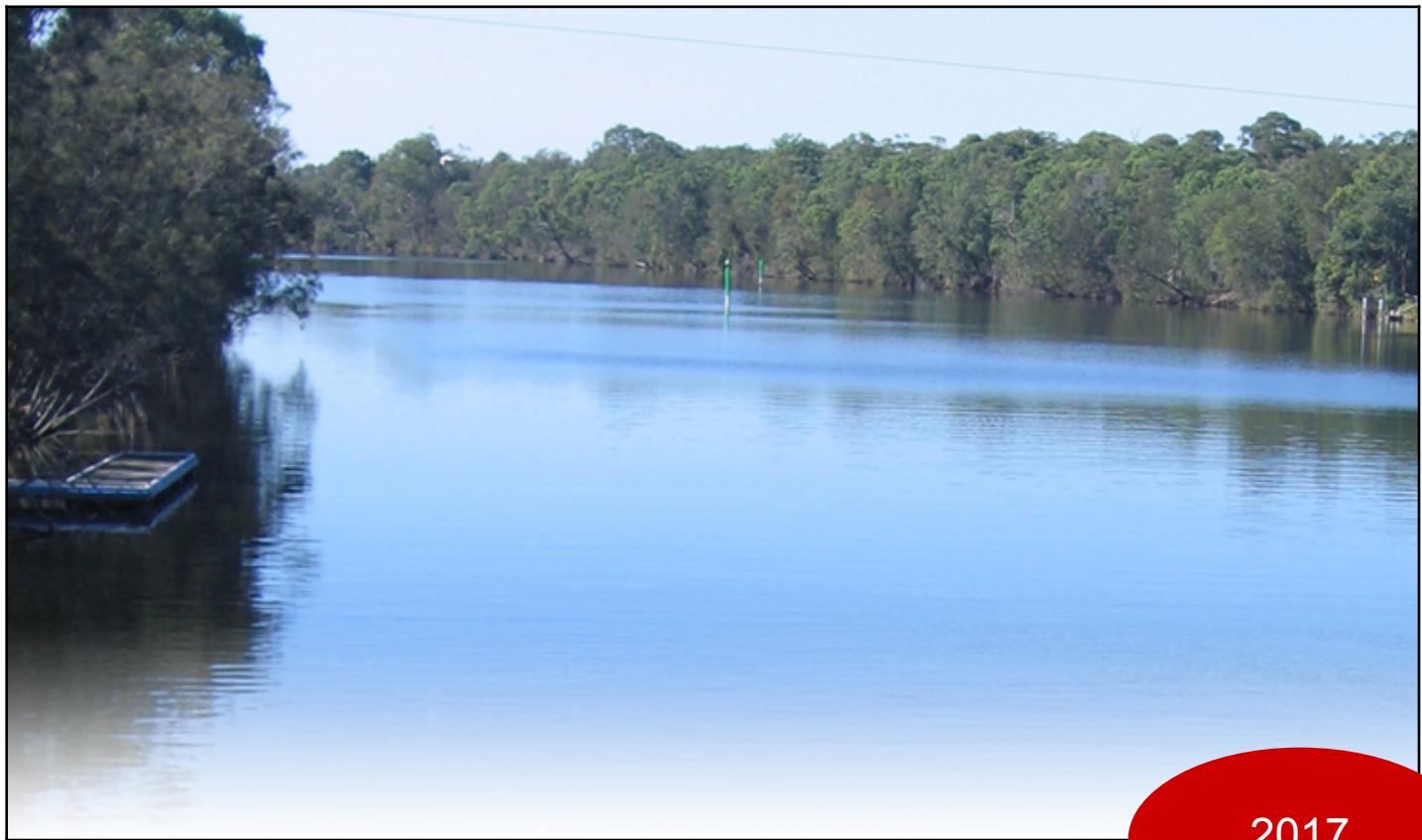


Dora Creek Public School

Annual Report



2017



1762

Introduction

The Annual Report for **2017** is provided to the community of **Dora Creek 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.

Mr Damien Borrow (Relieving)

Principal

School contact details

Dora Creek Public School

Cooranbong Rd

Dora Creek, 2264

www.doracreek-p.schools.nsw.edu.au

doracreek-p.school@det.nsw.edu.au

4973 1261

School background

School vision statement

Our vision is to provide each learner a 21st century, diverse education in a safe, supportive environment that promotes self-discipline, self-motivation and excellence in learning. Our school works together with the parents and community to assist students in developing the skills and positive approach to become independent and self-sufficient citizens who will succeed and contribute responsibly in a global community. We believe Dora Creek Public School should be a safe and friendly environment which nurtures happy and confident students.

School context

Dora Creek Public School is a school rich in tradition and quality education. It has served the community of Dora Creek for over 140 years and is held in high regard by the local and wider community. Our P&C is very active and works tirelessly raising funds to support school learning programs and initiatives. Dora Creek Public is a semi-rural school situated two blocks from Dora Creek which runs into Lake Macquarie. In 2017 the school hosts 116 students, with an approximate equal number of girls and boys. In addition, thirteen percent of our students identify as being Aboriginal. Our Family Occupation and Education Index (FOEI) is currently valued at 110. Dora Creek Public School is a proud member of the Western Shores Learning Alliance (Morisset High and the six feeder Primary schools – Bonnells Bay, Cooranbong, Wyee, Morisset and Wangi Wangi.) Our third strategic direction is driven by the WSLA, uniting our approach across the entire group of schools. Our school is staffed by a teaching Principal, an Assistant Principal and four additional classroom teachers. We have a full-time School Administration Manager and a part-time School Administration Officer. With additional funding, we employ a part-time School Learning Support Officer. The teaching Principal takes on the dual roles of Support Teacher Learning Assistance and Release from Face to Face. All staff strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement catering for a broad range of activities in performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our students have performed well in sporting areas with regional and state representation. Technology supports our teaching and learning programs with all classrooms fitted with IWBs and a Connected Classroom available for all.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

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

Staff at Dora Creek PS identified and collated evidence sets to justify assessing our performance as "Working towards Delivering" with the exception of Curriculum and Learning; where we assessed ourselves as "Sustaining and Growing". DCPS staff understand that learning and engagement are related. Our 2015–2017 School Plan explicitly set out priorities for improving both, and ensured staff are aware of the connection between the two. Our school has particularly focused on improving its practice in Literacy, Numeracy and learning with Technology, with an emphasis being placed on embedding the *Bump It Up* (BIU) strategy into teaching and learning programs. With the current focus on the *Bump it Up* philosophy, we reached our 2017 targets in this area and will be looking at broadening these targets in the next 3 year plan. During 2017 DCPS along with the Western Shores Learning Alliance (WSLA) schools, introduced Positive Behaviour for Learning (PBL), which complemented existing processes and procedures for student wellbeing at Dora Creek PS. To monitor and evaluate progress on its Strategic Directions, the school regularly analyses internal and external data sources such as PLAN, PAT and NAPLAN data.

In the School Excellence Framework domain of **Teaching**:

Staff at Dora Creek PS evaluated the School Excellence Framework and identified and collated evidence sets to assess our performance as "Working towards Delivering", with the exception of Effective Classroom Practice and Collaborative Practice; where we have identified the school as "Delivering". Classroom Teachers have demonstrated an understanding of how explicit and systematic programming for teaching and learning contributes to effective classroom practice; and of

its impact upon student engagement and productivity. Staff are consistently engaging with the strategic directions and initiatives within the school plan and modifying their teaching practice accordingly; with a particular emphasis upon comprehension and other *Bump it Up* initiatives including numeracy intervention. Increased focus upon the importance of utilising data to inform teaching and learning practices at DCPS has resulted in staff acquiring a greater understanding of how the learning needs of students can be best met through effective use of data. The school uses PLAN and NAPLAN data to identify and meet the learning needs of its students. The executive team regularly monitors this data and uses it to inform support in our classrooms.

In the School Excellence Framework domain of **Leading**:

DCPS staff have concluded that we are "Working towards Delivering" in three areas and "Delivering" in the area of School Planning, Implementation and Reporting. To enhance the relationship between the community and the school, the school holds a range of activities which engage the community. Activities include; Grandparents Day, Student-led Conferences, Book Week Parade, fundraising events, volunteering within classrooms, parent workshops in Literacy, Numeracy and Technology, as well as excursions and sporting events. The school also prioritises input from its students. Following feedback from students, the Student Leadership program was introduced through our 2015–2017 School Plan. The 2015–2017 School Plan was collaboratively developed with the school community. Physical learning spaces are used flexibly, and technology is accessible to staff and students. Technology has also been significantly utilised within the school setting – Sphero Balls, iPads, a Computer Lab housing 30 computers and WiFi throughout the school.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

STUDENT LEARNING and LEADING

Purpose

Students achieve success as learners, leaders and responsible citizens; and to ensure that students have the knowledge, skills and capabilities to succeed as competent and creative 21st century leading learners so that every student is engaged in rich learning experiences to develop vital skills for now and the future.

Bump It Up

To develop teacher capacity through staff engagement in best practice and meaningful professional learning, in order to improve student learning outcomes in Reading and Numeracy.

School based and non-school based data analysis informs teaching and learning programs.

Overall summary of progress

All students have demonstrated progress along the continuum, and demonstrated a greater understanding of quality criteria and the role of self-assessment to determine paths for improvement. Students have a greater say in the direction of the school and there are well-entrenched student leadership teams with clear, precise roles and responsibilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate progress along the continuum, playing an active role in their own learning and progression along the continuum.		Continuum use well-established within the school; students accessing the continuum in most classrooms to inform learning.
Bump It Up <ul style="list-style-type: none">• Increase the total cohort percentage of students in the top 2 NAPLAN bands by 8% (2019)• 2017 target – an increase of 15% (3 2015 Yr3 students) of students in the top two bands• <i>NB: These improvement measures aim to target individual students rather than percentages due to the fact that we have very small cohorts</i>	<i>Bump it Up</i> grant used to support capacity building for School Learning Support Officers (\$1,000), additional School Learning Support Officers time (\$4,000) and purchasing of Literacy and Numeracy resources (\$2,000).	In 2017, <i>Bump it Up</i> students have met, or exceeded, targets that were initially set for students to achieve over a three year period. School Learning Support officers undertook training in using literacy and numeracy strategies to support targeted children.
Increased student engagement and general wellbeing as evidenced by an increase in the social/emotional outcomes in the <i>Tell Them From Me</i> student survey.	PBL training– 4 casual days (Total \$2000)	<i>Tell them From Me</i> indicates that 87% of students at Dora Creek Public School have a positive sense of belonging, whilst 98% of students value learning outcomes.
All Aboriginal students outcomes comparative to their cohort.	Aboriginal Equity Flexible Funding \$12 773 Integration Funding Support \$7207	Internal and external assessment data indicates that Aboriginal students have significantly increased their knowledge and skills in literacy and numeracy. All Aboriginal students occupy the top three bands in Year 3 NAPLAN Reading and the mean scaled score for all Aboriginal students in NAPLAN has increased substantially. An increasing number of Aboriginal students are meeting or going beyond exit levels in the early years of schooling.
Staff and student growth evident	\$10 494 allocated to	Collegial practice in implementing technology

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in the implementation and use of technology.	professional learning in STEM workshops; staffing and resourcing	increased significantly, both within the school and from our teachers leading professional learning across the WSLA Community of Schools

Next Steps

In the 2018–2020 school plan:

- The school will build staff capacity to engage with, and implement teacher professional learning in, the learning progressions
- The school will increase its capacity to implement a whole-school approach to student wellbeing, with PBL at its core, in which students can connect, succeed and thrive at each stage of their learning.
- The school will develop and implement strategies that support the explicit teaching of skills and expectations that relate to a variety of settings throughout the school
- The school will develop the knowledge and skills of all students using evidence-based, innovative teaching practices in Literacy and Numeracy

Strategic Direction 2

TEACHER LEADING and LEADERSHIP

Purpose

Delivering consistent, high quality educational practices across the school. To promote, build and sustain the professional learning of all staff members by creating systems for teachers and leaders to learn from each other which allows for an alignment of policies and practice that develop and evaluate teacher, leader and school capacity providing feedback on current performance in order to enhance student outcomes.

Bump It Up

To develop teacher capacity through staff engagement in best practice and meaningful professional learning, in order to improve student learning outcomes in Reading and Numeracy.

School based and non-school based data analysis informs teaching and learning programs.

Overall summary of progress

Evidence of explicit and systematic teaching is evident in teaching and learning programs. All staff are accredited as proficient and have a Professional Development Plan that identifies areas for development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff members have a Professional Development Plan focussing on professional goals reflecting the standards by the end of 2017.		100% of Teaching and non-teaching staff have Professional Development plans; teaching staff have linked their plans directly to the teaching standards.
Students who are identified as educationally at risk are supported by specific intervention.	Equity funding, Socio-Economic Background (\$50,254) Integration Funding Support (\$31,922)	Educationally at-risk students are provided with ongoing support, with an increased proportion of students meeting expected growth targets
Increased number of students meeting benchmarks – recorded on the continuum in PLAN.	Literacy and Numeracy – \$3251	Plan Data indicates that 75% of students K–6 are meeting or exceeding stage benchmarks.
Staff aligned to the goals within the school plan and actively support their implementation.		Staff professional learning plans reflect the focus areas and key strategic directions of the current school plan.
Bump It Up <ul style="list-style-type: none">• Increase the total cohort percentage of students in the top 2 NAPLAN bands by 8% (2019)• 2017 target – an increase of 15% (3 2015 Yr3 students) of students in the top two bands• <i>NB: These improvement measures aim to target individual students rather than percentages due to the fact that we have very small cohorts</i>	LAST 0.4 (\$41,645)	Principal and two staff members attended the High Expectations conference in Sydney to inform BIU directions. This conference allowed our staff to form an action plan which was then implemented within the school to support the BIU initiative.

Next Steps

In the 2018–2020 school plan, Dora Creek Public School will:

- Develop and provide professional learning in the implementation of quality teaching and learning through evidence based programs that meet the learning needs of all students.
- Effectively monitor student progress by developing assessment tasks that are conducive to consistent judgement of student learning, and which identify skill gaps for improvement and areas for extension.
- Draw on research, develop and implement future focused teaching and learning strategies.

Strategic Direction 3

WSLA – Western Shores Learning Alliance

Purpose

Foster the development of sustainable, innovative and collegial practices across Western Shores Learning Alliance. For the advancement of educational, social, cultural and emotional outcomes for all our students through innovative educational programs to build stronger relationships within WSLA by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

The Western Shores Learning Alliance (WSLA) Principals collaborate regularly to improve outcomes across the community of schools. Attendance at professional learning meetings each term has improved, with more teachers taking on leadership roles. The Aboriginal Education team, working in consultation with the AECG, has embedded a strong focus on K–12 improvement through professional learning, cultural understanding and an extensive transition process. Attendance at the WSLA Education Week celebration improved in 2017 and parents are regularly engaging with the WSLA P&C.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
WSLA Aboriginal Education team to implement 3 initiatives in 2017	2 x Casual Days each to release 1 staff = \$800 (Aboriginal Background loading)	Aboriginal Education team established 3 committees: transition, culture and professional learning. Culture team facilitated the Jarjum Soar cultural day for all WSLA Schools. This initiative was funded by a donation from Broadspectrum. Transition team organised a Stage 3–6 WSLA NAIDOC celebration at MHS. Establishment of Aboriginal Education Officer visits to WSLA schools. Professional Learning Team coordinated a combined SDD for all WSLA staff on Aboriginal Education at Myuna Bay.
All WSLA Yr6 and 7 Aboriginal students have a PLP on MGoals		100% of all Stage 3 Aboriginal students have a PLP on MGoals
Improved community awareness of WSLA and engagement in WSLA events	WSLA funds (held at Wyee PS) used to: – purchase new tear drop flags for all WSLA schools (\$1277) – advertise all schools in the Lakes Mail (\$1200)	WSLA logo included in all school newsletters and on school websites. Education Week Award ceremony at MHS had increased community attendance due to all schools having a performance item showcased on the evening. Recognition of students, staff, non-teaching staff and community members occurred, and new teardrop flags were displayed from all schools at the Awards ceremony. WSLA schools continued the Education Week displays at Morisset Mall, promoting each school to the broader community.
SASS and Support staff to attend combined WSLA Professional Learning meetings		SASS network Professional Learning meetings established in Term 4.
All schools initiate the	Signage \$1300	All WSLA schools have launched PBL and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
implementation of PBL with 3 common expectations		established the 3 common expectations of being Safe, Respectful and Engaged.

Next Steps

In the 2018–2020 school plan:

- WSLA initiatives will be embedded in each school's three strategic directions. These initiatives are providing enriching activities for our students and staff, and are important processes in achieving our goals.
- Writing has been identified as an area that requires improvement across the WSLA and will be a focus for collaborative professional development.
- Aboriginal Education continues to be a focus across all the WSLA schools.
- Further opportunities for collaboration between the schools and enhanced transition processes will also be a focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,733	<ul style="list-style-type: none"> • Students from Aboriginal background took part in the PLP process. All students had a PLP, which was developed in close consultation with families and Aboriginal community members. • NAIDOC Day – increased collaboration with the local community. • Students extended partnerships with Morisset High School during transition visits for Aboriginal students. • All stage 3 on M GOALS, increasing communication with our Aboriginal community.
Low level adjustment for disability	\$45,304	<ul style="list-style-type: none"> • Students regarded as educationally at-risk provided with support for reading, comprehension and numeracy. • All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. • Effective differentiation provided for students, informed by staff engagement with the <i>Teaching For Inclusion</i> website.
Quality Teaching, Successful Students (QTSS)	\$8,227	<ul style="list-style-type: none"> • Professional learning provided through in-school mentoring. • Growing evidence of collaborative practice across the school; underpinned by effective demonstration lessons and team-teaching situations. • Observations of colleagues teaching and feedback given based upon the Australian Professional Standards for Teachers. • Beginning the implementation of <i>Seven Steps... Writing</i>. • Coding initiatives occurring within the school.
Socio-economic background	\$50,254	<ul style="list-style-type: none"> • Continuation of intensive writing lessons facilitated within small groups and classroom intervention. • Phonemic awareness and sight word knowledge achieved through small group and individual tuition. • Continuation of targeted skills intervention in numeracy. • Continuation of <i>Lexia Reading</i>–whole–school. • Targeted Vocabulary and Grammar for students as part of <i>Bump It Up</i> initiative.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	53	56	52	56
Girls	60	62	61	60

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	94.1	96	94.1
1	89.4	93.2	97	93.7
2	93.2	92.6	94.8	95.9
3	87.7	94	95.5	93.5
4	94.5	91.5	94.2	93.5
5	93.9	93.1	92.2	92.2
6	91.1	93.3	95.4	91.6
All Years	92.5	93.2	95	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The attendance procedures at Dora Creek PS outline practices related to attendance rolls, notifications of absences and attendance monitoring. Class rolls are to be marked daily and submitted electronically by 9am. Students arriving late report to admin and their arrival time is recorded before the student enters their learning space. Students leaving early are collected by carers, who must report to the office before notifying the child's classroom teacher or the duty teacher of departure. Departure time is entered into Sentral.

When notifying the school of absences, parents are required to phone the school, or send a written notification of the absence upon return to school. When a student is absent for 2 consecutive days, the

classroom teacher will phone the student's carers in order to clarify the whereabouts of the student; relevant information is recorded. Absentee notes returned to the school are signed by the teacher and filed for bulk collection at the end of the school year.

Regular monitoring of student absences occurs within the classroom and from the office. Weekly attendance reports are generated and students with attendance concerns are documented and monitored for possible HSLO referral if required, or if regular non-attendance patterns are identified. Unexplained absences are followed up by the classroom teacher by way of a reminder note for parents. Absences are recorded as unjustified if absence reasons are not supplied, or if the nature of the absence is deemed as being unjustified.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.59
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

The Indigenous composition of the above teaching staff is 17%.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	17

Professional learning and teacher accreditation

During 2017 staff participated in various professional learning opportunities including:

- CPR, Anaphylaxis and Asthma Training
- Child Protection Update
- Principal network meetings
- Stronger Smarter
- Learning and Support teacher training
- Super Six Comprehension Strategies
- NAPLAN online training
- VALID Marking
- Seven Steps.... Writing
- Coding in the Classroom
- ARCO training
- Bump It Up
- Western Shores learning Alliance – Transition Writing Focus

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	63,826
Revenue	1,149,931
Appropriation	1,113,882
Sale of Goods and Services	2,649
Grants and Contributions	32,599
Gain and Loss	0
Other Revenue	0
Investment Income	801
Expenses	-1,075,887
Recurrent Expenses	-1,075,887
Employee Related	-973,867
Operating Expenses	-102,020
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	74,043
Balance Carried Forward	137,869

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	988,421
Base Per Capita	17,269
Base Location	0
Other Base	971,152
Equity Total	108,331
Equity Aboriginal	12,773
Equity Socio economic	50,254
Equity Language	0
Equity Disability	45,304
Targeted Total	39,129
Other Total	9,509
Grand Total	1,145,391

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

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 number of Year 3 students reaching the top two bands in the NAPLAN aspect of Reading increased from 30% in 2016 to 38.5% of students in 2017, whilst in Year 5, the number of students in the top 2 bands for Reading increased from 7.1% in 2016 to 38% in 2017.
- The number of Year 5 students **at or above expected growth** in Reading was 82.4%, representing an increase of 32.4% compared to 2016.
- Students meeting **less than expected growth decreased** from 50% in 2016, to 17.6% in 2017.
- Student data also demonstrated an upward trend in the mean scaled score for NAPLAN writing in both Year 3 (an increase from 354.4 in 2016 to

404.4 in 2017) and Year 5 (an increase from 447.3 in 2016 to 468.3 in 2017). 38% of Year 3 students and 24% of Year 5 students were in the top two bands for the NAPLAN aspect of Spelling, while 54% of Year 3 students and 33% of Year 5 students occupied the top two bands in Grammar and Punctuation.

- The number of Year 3 students reaching the top two bands in the NAPLAN aspect of Numeracy increased from 0% in 2016 to 53.9% of students in 2017, whilst in Year 5, the number of students in the top 2 bands for Numeracy increased from 7.7% in 2016 to 23.8% in 2017.
- Year 5 student growth in the NAPLAN aspect of Numeracy was 103.4, while State growth in this aspect was 96.8.
- DCPS growth in 2017 represented an increase of 18.4 compared to 2016.
- **Students at or above expected growth** in Numeracy was 70.6%, representing an increase of 34.2% compared to 2016.
- **Students meeting less than expected growth** decreased from 63.6% in 2016, to 29.4%

The *My School* website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In line with the Premier's priority, *Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019*, Dora Creek Public School has exceeded this expectation already in 2017, with the number of students occupying the top two bands in NAPLAN increasing by a margin greater than 9% of students in Year 3 and Year 5 combined.

In line with the State priority, *Better Service—Improving Aboriginal education outcomes*, Dora Creek Public School has built upon our ability to increase the proportion of Aboriginal students in the top two bands in all aspects of Year 3 NAPLAN Literacy. In 2017, two Aboriginal students completed NAPLAN, with both of these students represented in the top two bands for Grammar and Punctuation; one of these students was in Band 5 for Reading; one student was in Band 5 for Writing and one student was in Band 5 for Spelling.

In NAPLAN Numeracy, one Year 3 Aboriginal student was in Band 5, while 1 out of 4 Aboriginal students in Year 5 occupied Band 7.

Parent/caregiver, student, teacher satisfaction

Parent feedback was sought across a range of mediums, including a variety of formal and informal

consultation sessions, after a very small cohort of parents completed the CESE, *Tell Them From Me*, satisfaction surveys.

The outcomes of these consultation sessions identified that:

- A significant proportion of parents value the caring attitude that teachers demonstrate towards students
- The school environment is family friendly and welcoming
- The school is very conscious of the environment and sustainability
- Staff are very approachable

Students from years 4–6 completed the CESE *Tell Them From Me Survey*:

- 87% of students had positive relationships
- 97.6% reported that they valued learning outcomes
- 91% of students indicated that teachers respond to their needs and encourage independence
- 91% of students believe that teachers have high expectations for their success

Teachers across the school completed the CESE **Focus on Learning** *Tell Them From Me* teacher survey (Eight Drivers of Learning). Teachers responses included (score given rated out of 10):

Leadership – 7.5

Collaboration – 7.6

Learning Culture – 7.8

Data Informs Practice – 7.6

Teaching Strategies – 8.0

Technology – 6.8

Inclusive School – 7.8

Parent Involvement – 7.5

Policy requirements

Aboriginal education

In 2017 we continued to build upon the established links that we have with our local indigenous families through our inclusive three-way PLP partnership (Personalised Learning Plan) process. Families and teachers met to complete the “placemat” which encompassed outcomes for learning, culture and personal aspirations. Stage 3 students had their goals and aspirations uploaded to MGoals.

As part of our Reconciliation Week activities, students from the Morisset High School Didge group attended Dora Creek Public School to present a short performance, discuss some cultural traditions around the didgeridoo, and to speak about their own cultural journeys as Aboriginal youths and young adults.

A combined Community of Schools Staff Development

Day was coordinated by the WSLA Aboriginal Education Team and Itji Marru AECG to enhance Aboriginal Education across the Morisset High School learning community.

Multicultural and anti-racism education

Dora Creek Public School has a staff member who has been trained as an Anti-Racism Contact Officer (ARCO) and is the designated point of contact for students. In 2017, Harmony Day was celebrated by developing a Multicultural Meal Deal for students to taste foods from around the world; and parents of students from a variety of cultural backgrounds were invited into the school to provide brief presentations about their cultural background for our students. During this day, students also participated in a number of multicultural activities and sports from around the world.