

Dora Creek Public School Annual Report



2018



1762

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

Dora Creek Public School has a small school culture focusing on student wellbeing; promoting rich learning opportunities and collaborative practice. Staff target student needs, leading to improved outcomes for all 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 esteem by the local and wider community. Currently the school hosts 103 students, with an approximate equal number of girls and boys. In addition, seventeen percent of our students identify as being Aboriginal. Our Family Occupation and Education Index (FOEI) is currently valued at 109. Dora Creek Public School is a proud member of the Western Shores Learning Alliance. 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 three part-time School Learning Support Officers. All staff strive to provide students with the skills, knowledge and values necessary for success in education, and in life; underpinned by quality wellbeing philosophies. 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 awareness, leadership, sporting, environmental and academic pursuits. Our students perform well in sporting initiatives, with a proud history of 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.

In 2018, 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**. During the self-assessment process, school staff collaboratively considered the evidence available in the school to determine the school's progress, in line 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 "Sustaining and Growing" with the exception of **Assessment and Student Performance Measures**; where we determined that our school is "Delivering". DCPS staff have worked hard to increase student engagement in order to enhance student achievement and to provide a supportive learning environment for our students. The 2018–2020 School Plan explicitly set out priorities for improving the way that data is gathered, engaged with and analysed; in order to support this priority. 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, along with *Seven Steps Writing* and effective numeracy teaching strategies, with a particular emphasis upon Number Talks. With the current focus on the *Bump it Up* philosophy, we reached our initial target in 2017 and will work to continue to demonstrate this progress over the course of the current school plan. During 2018, DCPS engaged further and more deeply with the Positive Behaviour for Learning (PBL) framework, with a particular focus upon universal prevention and being safe, respectful and engaged in more specific settings. This has had a significant impact upon the effectiveness of the processes and procedures in place 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 class and school-wide assessment, along with 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 "Delivering", with the exception of **Learning and Development**; where we have identified the school as "Sustaining and Growing". All teaching and executive staff have demonstrated an understanding of how explicit and systematic programming for teaching is guided by student progress and achievement data; and that key delivery of learning content is closely linked to curriculum and effective teaching practices. The school is developing a greater focus upon effective feedback, guided by the use of data walls and the gradual implementation of the learning progressions; and teachers use the Australian Professional *Standards to measure, reflect upon and monitor their own professional*

development. The school uses NAPLAN data, teacher monitoring and assessment data, along with PAT data to identify and meet the learning needs of its students. The executive team 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 "Sustaining and Growing" in the areas of **Educational Leadership; School Resources; and Management Practices and Processes**. Staff have assessed the school as "Delivering" in the area of **School Planning, Implementation and Reporting**. To enhance distributed leadership across the school, we have identified staff with particular strengths and utilised these staff members as "critical friends" and leaders of professional learning within the school. This has had the effect of accentuating strength in leadership from teaching staff and has resulted in staff members leading learning for our staff in the areas of the Learning Progressions, authentic assessment, *Thinking While Moving in English*, effective feedback; and using data to inform student learning. Further to this, a culture of high expectations is embedded within teaching practice, which in turn filters down to our students, who are developing their own high expectations of themselves. Feedback from students, parents and staff indicates that Dora Creek Public School is highly responsive to student and community needs; and that we are welcoming towards our community. The school leadership team consistently looks to improve its practice and is supportive of evidence-based change.

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/sef-evidence-guide>

Strategic Direction 1

ENGAGED LEARNING

Purpose

To ensure all students have the opportunity to engage in rich learning experiences that allow them to learn and adapt in a variety of contexts; students will develop foundation skills with a strong content knowledge in literacy and numeracy.

Overall summary of progress

All students have demonstrated increased skills in maintaining self-direction and making positive behaviour choices; and demonstrated a focus upon self-improvement. The implementation of Positive Behaviour for Learning (PBL) is ongoing, with a firm base in place for consolidating a whole-school approach towards wellbeing. Whilst the school has not achieved the desired result of increasing the number of students in the Top 2 bands of NAPLAN, students have achieved positive gains in achieving value-added results. Student growth between Years 3 and 5; and Years 5 and 7; continues to be a strength at Dora Creek Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating positive learning and behaviour choices as determined through whole school monitoring of wellbeing practices.	\$1000– Professional Learning • Socio-economic background (\$4250.00)	The end of Term 4, 2018 demonstrated a 60% reduction in the number of negative incidents recorded in the school's wellbeing data base, when compared to Term 1, 2018. These statistics reflect the success of the ongoing implementation of Positive Behaviour for Learning (PBL) Practices; and are also indicative of students having increased exposure to the explicit teaching of school-wide expectations.
Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.	• Socio-economic background (\$1000.00)	The school is developing a culture that supports high expectations and students demonstrate increased motivation to deliver their best in order to continually improve. 31% of students (Years 3 and 5) are represented in the top two bands for NAPLAN Reading, while 11% of students (Years 3 and 5) are represented in the top two bands for NAPLAN Numeracy.
Increase the percentage of students demonstrating expected growth in literacy and numeracy.		As a <i>Bump It Up</i> school, the school developed a more intensive approach towards supporting students with additional learning needs. A tiered approach to intervention, based upon engaging with data collection, informed teachers with a greater picture of student achievement. This resulted in: • 45.5% of Year 5 students at or above expected growth in NAPLAN Grammar and Punctuation • 44.4% of Year 5 students at or above expected growth in NAPLAN Numeracy • 45.5% of Year 5 students at or above expected growth in NAPLAN Reading • 72.7% of Year 5 students at or above expected growth in NAPLAN Spelling • 45.5% of Year 5 students at or above expected growth in NAPLAN Writing

Next Steps

As part of ongoing engagement with, and effective implementation of, the 2018–2020 school plan:

- The school will continue to build staff capacity to engage with, and implement teacher professional learning in, the learning progressions.
- The school will continue to 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. Classroom intervention, underpinned by school-wide expectations, will be a focus area for 2019.
- The school will continue to 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 continue to develop the knowledge and skills of all students using evidence-based, innovative teaching practices in Literacy and Numeracy, underpinned by learning intentions, authentic assessment, tiered intervention and effective feedback.

Strategic Direction 2

QUALITY TEACHING

Purpose

To ensure teachers develop quality teaching practices utilising evidence based pedagogy.

Overall summary of progress

The school is beginning to implement an effective, whole-school approach to implementing evidence-based, differentiated teaching and learning programs underpinned by an authentic engagement with achievement data to promote student growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase effective use of data to inform pedagogy across the school.	\$2000– Casual Relief for two staff to attend two days training	Teachers across the school are beginning to access, and effectively use, assessment as, of, and for learning; which informs a collaboratively developed teaching direction that is based upon monitoring and assessment of student progress.
Increase collaborative practice and effective feedback across the school.		The school is developing systems, processes and practices to improve teaching and learning across the school, with an emphasis upon increasing professional knowledge, professional discussion and effective collaboration.

Next Steps

As part of ongoing engagement with, and effective implementation of, the 2018–2020 school plan, Dora Creek Public School will:

- Continue to provide professional learning in the implementation of quality teaching and learning for students, with an increased focus upon evidence based learning that more effectively caters to the learning needs of an increased number of students.
- Effectively monitor student progress by developing and/ or engaging with tasks that are useful tools for enhancing assessment as, of and for learning. Regular monitoring of student data will occur in order to provide students with appropriate tiers of intervention at a whole class, small-group and individual level.
- Draw on research to develop and implement future focused teaching and learning strategies, guided by continued professional learning and ongoing collaborative practice across the school.

Strategic Direction 3

EFFECTIVE LEADERSHIP

Purpose

To ensure leadership is strong, strategic and effective. As a result of this leadership, the school community is self-sustaining and ever improving.

Overall summary of progress

Systematic processes are becoming more evident in terms of effective collaboration with peers; teaching staff leading meaningful professional learning; and a more consistent approach towards assessment that is underpinned by effective data use and engagement with learning intentions and the learning progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Distributed Instructional Leadership is evident across the school and drives quality teaching and learning.	QTSS component	The school is developing a culture which focuses upon distributed instructional leadership, underpinned by evidence-based teaching and measurable progress in student learning.
Increased number of staff leading curricular and extra-curricular programs for students across the school.	\$2585– STEM TPD Staff Development Day	Team teaching and modelled implementation of learning experiences in STEM, <i>Thinking While Moving in English</i> . Clearly defined roles and responsibilities for curriculum and initiative leaders.
School self-assessment reflects an increased incidence of the school <i>excelling</i> on elements of the <i>School Excellence Framework</i> .		The school is beginning to develop a high performance culture that has a focus upon quality educational delivery, facilitated by high performing teachers, and informed by rigorous, accountable accreditation and professional development processes. School Self-Assessment survey reflects improvement in <i>Learning, Teaching and Learning</i> domains.

Next Steps

As part of the 2018–2020 school plan the school will:

- Continue to build the capacity of staff to drive school improvement, which will be achieved through ongoing professional learning, growth in shared practice and meaningful access to student data
- Restructure the Mathematics scope and sequence to reflect new knowledge acquired by staff to provide more effective intervention in Number and Algebra
- Continue to focus upon leading collaborative professional development in writing at Dora Creek Public School, informed by whole-school engagement with the *Seven Steps Writing* model. The school has a *Seven Steps* coach, who will be utilised by the school to embed leadership in exemplary writing practice across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$21 382– Employment of SLSO	<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. This was conducted in an informal "yarn and feed" setting; feedback from which indicated that this was a well-received, effective process. • NAIDOC Day was conducted in a way that increased collaboration with the local community. Students were presented with experiences in traditional Aboriginal art, Indigenous Games, traditional storytelling and guest speakers from the Aboriginal community. • Students extended partnerships with Morisset High School during transition visits for Aboriginal students. • Aboriginal students were provided with the opportunity for reading and numeracy intervention, which was conducted by SLSO's and LaST's; both within classroom settings and intervention withdrawal sessions
Low level adjustment for disability	\$46 049– Employment of LaST	<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. • Increased access to the curriculum for students with disabilities, enhanced by the development of a precise approach to Learning and Support Team processes. • Effective differentiation provided for students, informed by staff engagement with the <i>Teaching For Inclusion</i> website.
Quality Teaching, Successful Students (QTSS)	\$20 198– Employment of casual to release Exec to support teacher development	<ul style="list-style-type: none"> • Professional learning provided through in-school mentoring. Relieving AP and Principal as instructional leaders to inform the assessment, data collection, and monitoring processes within the school • Growing evidence of collaborative practice across the school; underpinned by demonstration lessons and team-teaching situations, effective shared practice and close monitoring of staff Professional Development Plans, guided by professional discussion and leadership. • Peer observations of colleagues' teaching and feedback provided for staff members based upon the Australian Professional Standards for Teachers. • Implementation of <i>Seven Steps... Writing</i>.
Socio-economic background	\$20 823– PD/ H/ PE Specialist \$35 000– Purchase of Interactive Whiteboards \$15 000– Purchase of furniture for flexible learning space	<ul style="list-style-type: none"> • Employment of a specialist PE teacher to meet the mandatory physical activity time of 150 minutes per school week. • Teachers were provided with an hour of intervention time, over and above their RFF allocation, to meet the needs of their students. This allowed for classroom teachers to more effectively cater to their students' needs.

<p>Socio-economic background</p>	<p>\$20 823– PD/ H/ PE Specialist</p> <p>\$35 000– Purchase of Interactive Whiteboards</p> <p>\$15 000– Purchase of furniture for flexible learning space</p>	<ul style="list-style-type: none"> • Phonemic awareness and sight word knowledge achieved through small group and individual tuition. • Continuation of targeted skills intervention in numeracy. • Purchase of new Interactive panels to replace outdated technology • STEM professional learning to develop a whole school approach to digital technologies • Targeted Vocabulary and Grammar for students as part of <i>Bump It Up</i> initiative.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	56	52	56	48
Girls	62	61	60	57

The school had a decrease in the number of enrolments in 2018, mainly due to a number of our families leaving the area. Transient population characteristics continue to impact upon fluctuating and inconsistent enrolment numbers.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.1	96	94.1	92
1	93.2	97	93.7	88.8
2	92.6	94.8	95.9	89.9
3	94	95.5	93.5	93.6
4	91.5	94.2	93.5	87.6
5	93.1	92.2	92.2	88.9
6	93.3	95.4	91.6	89.4
All Years	93.2	95	93.4	90.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

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, the school's database management system..

When notifying the school of absences, parents are required to either phone the school, notify the school via the *Schoolstream* App, 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. Student attendance is monitored by teachers in the form of diary entries, and also via the school's attendance database.

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(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.7
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

The Aboriginal composition of staff at this school site is 9.09%.

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	25

Professional learning and teacher accreditation

During 2018 staff participated in various professional learning opportunities including:

- CPR, Anaphylaxis and Asthma Training
- Child Protection Update
- Principal network meetings
- *Assessing for Impact*
- Rock and Water
- Learning Progressions
- Best Start Online
- *Thinking While Moving in English*
- Learning Intentions and Authentic Assessment
- EfPT Budgeting Tool
- SAP Payroll
- SAP Portal
- Managing the Total School Budget
- NAPLAN online training
- Learning Intentions
- *Seven Steps.... Writing*
- *Bump It Up*
- Western Shores learning Alliance – Transition Writing Focus
- Western Shores learning Alliance – Transition Science Focus
- Digital Technologies

Over \$13000 was invested in Teacher Professional Learning during the course of 2018, which enabled teaching and non-teaching staff to participate in training that met the needs of the school's strategic directions, particularly in regard to leadership capacity building, literacy and numeracy; along with identified areas for development that were outlined in staff Professional Development Plans. This process, in combination with professional learning as part of Staff Development Days, allowed four beginning teachers to begin the accreditation process, with one of these teachers becoming successful in gaining accreditation at the *Proficient Teacher* level, while three of these teachers will continue the process of becoming accredited as *Proficient* teachers in 2019. Four teachers, who are pre-2004 teachers, have *maintenance* status as proficient teachers, and will continue working towards acquiring the mandated 100 hours of professional learning over a five year period.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	137,869
Revenue	1,212,905
Appropriation	1,176,605
Sale of Goods and Services	2,512
Grants and Contributions	32,933
Gain and Loss	0
Other Revenue	0
Investment Income	855
Expenses	-1,265,407
Recurrent Expenses	-1,265,407
Employee Related	-1,079,847
Operating Expenses	-185,559
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-52,502
Balance Carried Forward	85,367

Operating expenses, and subsequently, the school's surplus/ deficit balance reflects significant expenditure increase around teacher professional learning, the furnishing of a flexible learning space and the re-equipping of the school's Interactive Whiteboard resources.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	929,849
Base Per Capita	22,431
Base Location	0
Other Base	907,418
Equity Total	129,014
Equity Aboriginal	23,812
Equity Socio economic	59,154
Equity Language	0
Equity Disability	46,049
Targeted Total	69,126
Other Total	20,284
Grand Total	1,148,274

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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

- The number of Year 3 students reaching the top two bands in the NAPLAN aspect of Reading increased from 38.5% in 2017 to 53.3% of students in 2018; whilst, in Year 5, the number of students in the top 2 bands for Reading was 7.1%. 57.14% of Year 5 students were in the top three bands.
- The number of Year 5 students **at or above expected growth** in Reading was 42%

- Students meeting **less than expected growth decreased** to 17% in 2018.
- Student data demonstrated a mean scaled score of 390.9 for NAPLAN writing, Year 3. (this was a slight decrease from 2017); whilst Year 5 displayed a mean scaled score of 403.5.
- 60% of Year 3 students (increasing from 38% in 2017) and 8% of Year 5 students (1 student) were in the top two bands for the NAPLAN aspect of Spelling, while 46.7% of Year 3 students and 15.4% 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, 2019 was 20% of students, with 46.7% occupying the top *three bands*.
- 100% of Year 5 students were above the national minimum standard for numeracy
- Year 5 student average scaled score growth in the NAPLAN aspect of Numeracy was 97.2, while State growth in this aspect was 93.1.
- 50% of students were at or above expected growth

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 already exceeded this expectation 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 2018, 31.03% of students occupied the top two bands in Reading, while 11.1% of students occupied the top two bands in Numeracy.

In line with the state priority, *Better Service– Improving Aboriginal education outcomes*, Dora Creek Public School has worked very closely with our Aboriginal students in order to assist them in matching or bettering the performance of non-Aboriginal students. In 2018, one Aboriginal student completed NAPLAN, while five Aboriginal students completed most Year 5 NAPLAN assessments.

- In Year 3 NAPLAN, the one Year 3 Aboriginal student who sat NAPLAN occupied the middle two bands in *Numeracy* and *Spelling*.
- In Year 5 NAPLAN Grammar and Punctuation, three out of five Aboriginal students were *at or above expected growth*; in Year 5 NAPLAN Reading, one out of five students was *at or above expected growth*, while one out of five had *no growth data available*. In year 5 NAPLAN Spelling, three out of five Aboriginal students *met or exceeded expected growth*, while in NAPLAN Writing, two out of four Aboriginal students *met or*

exceeded expected growth. Results indicated that further development of numeracy skills is required for Aboriginal students in order to more closely meet the state priority.

Parent/caregiver, student, teacher satisfaction

Parent feedback was sought by way of a series 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:

- Parents value the way in which students are known by all teachers, and how our teachers interact with our students and community
- All staff are friendly and welcoming and value the input of our families into how their children are educated
- The school is demonstrating the ability to provide a large range of opportunities for our students, despite Dora Creek being a small school
- Staff are very approachable and forthcoming and are viewed as "going above and beyond"
- Parents would like to see more opportunities in languages and in the Performing Arts

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

- 79% of students view themselves as having positive relationships
- 97% reported that they valued learning outcomes
- 93% of students believe they try hard to succeed
- 85% of students believe that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 89% of students indicated that teachers respond to their needs and encourage independence
- 83% 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 – 8.0

Collaboration – 8.5

Learning Culture – 7.8

Data Informs Practice – 8.0

Teaching Strategies – 8.0

Technology – 7.5

Inclusive School – 8.5

Parent Involvement – 7.5

Policy requirements

Aboriginal education

In 2018, Dora Creek Public School managed to strengthen its approach towards Aboriginal education and to further enhance the links that we have with the local high school, Morisset High, along with local indigenous families. This was achieved through an inclusive three-way PLP partnership (Personalised Learning Plan) process. Families and teachers shared a light meal together to complete the "placemat", which encompassed outcomes for learning, culture and personal aspirations. The school also took part in an action research project with external organisations in order to foster and facilitate a more inclusive approach to connecting with the local Aboriginal community through education; and an awareness of culture. Aboriginal perspectives are embedded within teaching and learning programs at Dora Creek Public School.

As part of the school's Reconciliation Week activities, students and families participated in a series of activities that focused upon embracing different ways of doing things, which foster an appreciation of traditional Aboriginal culture and ways of life. Activities such as traditional Indigenous games, Aboriginal art, and traditional storytelling activities were highlights for students, teachers and families alike.

A combined **Community of Schools** student engagement and cultural awareness day was coordinated by the WSLA Aboriginal Education Team, and Itji Marru AECG, to enhance Aboriginal Education across the Morisset High School learning community. The project, *Jarjums Soar*, was conducted at Myuna Bay Sport and Recreation Centre and encompassed a wide variety of activities and growth sessions for both Aboriginal and non-Aboriginal students.

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 2018, Harmony Day was celebrated by classes learning songs and dances from a variety of cultures and also undertaking a Multicultural cooking day, so that students could sample foods from around the world. Parents of students from a variety of cultural backgrounds were invited into the school to provide brief presentations about their cultural background for Dora Creek students. During this day, students also participated in a number of multicultural activities, games and sports from around the world.