School background 2015 - 2017

School vision statement
At Five Dock Public School, we believe that by working together as a cohesive community of learners we will continue to develop a culture of high expectations and excellence. Our collective purpose is to provide stimulating and challenging learning experiences to develop the necessary skills, knowledge and understandings to empower our students to participate in a complex world as responsible, respectful and tolerant global and local citizens.

School context
Five Dock Public School is situated in the Inner West of Sydney. The current school enrolment is 417 students from Preschool to Year 6 and includes a support unit that meets the learning needs of students with a mild to moderate intellectual disability and/or autism.

Thirty four per cent of students identify as being from a language background other than English. The majority of these are from an Italian background whose families have been in Australia for two to three generations.

An increase in building development has led to an increase in enrolments. This trend is expected to continue. The demographics of the area are also changing with the increase in housing availability resulting in the population becoming more diverse.

The majority of families have both parents in full or part time employment and 25% of students regularly use the out of school hours care service. The school community prides itself on being an integral part of the Five Dock community which is evidenced through the ongoing support provided by parents and carers and local businesses.

The school’s core values of respect, participate, belong and achieve are reflected through our daily practices and future planning.

School planning process
In 2014, all members of the community had the opportunity to work collaboratively to discuss what excellence currently looked like at Five Dock Public School and to project forward to what it would look like in five to ten years’ time as well as the type of opportunities that would be provided in order for all students to reach their potential and the school its vision.

Following this, staff met over two sessions to analyse the information and link the common themes to the Melbourne Declaration of Education Goals for Young Australians. As a result, three key strategic directions were identified as a basis for ongoing school improvement that would maximise our students’ potential; academically, emotionally/socially and physically. These are:

Quality teaching and learning that enables everyone to achieve their potential.

Staff who take responsibility for students’ and their own learning in order to develop the capacity of all.

A safe, respectful, tolerant and inclusive learning environment that promotes the development of engaged, positive and empowered individuals.

Staff then met to identify the purpose, people, process, practices and products for each strategic direction.
Purpose:
The Five Dock Public School Community believes that all students have the right to be provided with quality teaching and learning experiences that are targeted to their individual need, engaging and develop problem solving and critical thinking skills to participate successfully in primary schooling and beyond.

Purpose:
At Five Dock Public School we believe that by developing the capacity of our staff to lead others, identify their own learning needs and commit to their development, we will create an environment where curriculum is engaging and inspiring and everyone is empowered to reach their potential.

Purpose:
At Five Dock we believe we have a collective responsibility to create a safe environment where all students develop skills to work and live successfully with others, and understand that in order to become effective citizens in a rapidly changing society, it is important to make positive choices and demonstrate resilience and tolerance.

STRATEGIC DIRECTION 1
Quality teaching and learning that enables everyone to achieve their potential.

STRATEGIC DIRECTION 2
Staff who take responsibility for students’ and their own learning in order to develop the capacity of all.

STRATEGIC DIRECTION 3
A safe, respectful, tolerant and inclusive learning environment that promotes the development of engaged, positive and empowered individuals.
**Strategic Direction 1: Quality teaching and learning that enables everyone to reach their potential.**

### Purpose

**Why do we need this particular strategic direction and why is it important?**

The Five Dock Public School Community believes that all students have the right to be provided with quality teaching and learning experiences that are targeted to their individual need, engaging and develop problem solving and critical thinking skills to participate successfully in primary schooling and beyond.

### Improvement Measures

- All students making progress against the literacy and numeracy continuum (incl. RAM equity loading students).
- Increase the number of students in the top three bands of NAPLAN by 5% (incl. RAM equity loading students).
- 85% of students achieving at or above expected growth from year 3 to 5 in NAPLAN (incl. RAM equity loading students).
- Improved student engagement as evidenced by classroom teachers and data collected through our participation *Tell Them From Me* surveys.

### People

**How do we develop the capabilities of our people to bring about transformation?**

- **Students:** Engaged and enthusiastic learners as a result of being provided with quality teaching and learning experiences that link to their real world and promote critical thinking and problem solving.
- **Staff:** Collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- **Parents/Carers:** Provision is made for parents/carers to be engaged with and understand the teaching and learning programs their child/ren are being provided with and how to support their child’s learning.
- **Community Partners:** Opportunities are provided for the school to engage within the local community to provide rich learning experiences and to access resources.
- **Leaders:** The School Leadership Team builds the capacity of staff to use data to inform decision making regarding teaching and learning programs that cater to the needs of all students.

### Processes

**How do we do it and how will we know?**

- Leaders and teachers work collaboratively so that teaching and learning programs reflect the new NSW syllabi and elements of the quality teaching framework.
- Critical thinking and problem solving are incorporated into all teaching and learning programs.
- School based and external data is used as evidence to analyse group and individual student need.
- Parents/carers are communicated to regularly regarding teaching and learning programs, student progress and whole school progress.
- Whole school, year group and stage planning reflects engagement with community resources.
- Regular collection, collation and analysis of school-based and external data.

**Evaluation Plan**

- Teaching and learning program evaluation reflects strong student engagement.
- Teaching staff report improved critical thinking and problem solving skills.
- Data analysis indicates ongoing improvements to student learning outcomes.
- Increased staff confidence in analysing student learning data.

### Products and Practices

**What is achieved and how do we measure?**

**Product**

- All students growth against the literacy and numeracy continuum is analysed at the end of each semester which results in targeted planning for improvement.
- 5% increase in the number of students in the top three bands of NAPLAN. As a result of curriculum differentiation.
- NAPLAN results reflect growth at or above what is expected as a result of teachers targeting individual needs.
- Teachers report confidence in planning quality teaching and learning experiences that promote student engagement.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice**

- Leaders and teachers work collaboratively to identify individual student learning needs and plan accordingly.
- Regular mapping of student progress against the literacy and numeracy continuum that then informs teaching and learning programs.
- Teaching and learning programs that develop critical thinking and problem solving skills across the learning areas.
Strategic Direction 2: Staff who take responsibility for students’ and their own learning in order to develop the capacity of all.

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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
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<tr>
<td>At Five Dock Public School we believe that by developing the capacity of our staff to lead others, identify their own learning needs and commit to their development, we will create an environment where curriculum is engaging and inspiring and everyone is empowered to reach their potential.</td>
<td>Students: Receive feedback from teaching staff that provides them with information regarding how to move their learning forward.</td>
<td>Develop in teaching staff skills in providing relevant feedback to students and supporting them to establish goals support improvement.</td>
<td>Evidence of support for all teachers to achieve their learning goals through mentoring and accessing relevant professional learning opportunities.</td>
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<td>Staff: Work collaboratively to reflect, improve and establish strategies to achieve and maintain standards.</td>
<td>Provide opportunities for staff to work collaboratively to establish learning goals against standards and strategies to achieve these goals.</td>
<td>100% of teachers working collaboratively and collegially to plan, assess and evaluate teaching programs.</td>
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<td>Parents/Carers: Teachers are recognised as ongoing learners who take responsibility for their own learning.</td>
<td>Support provided for administrative and support staff to access relevant professional learning to assist them to deal with change.</td>
<td>Evidence of students reflecting upon their learning as active participants in their learning.</td>
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<td>Community Partners: Partnerships with other schools exist to build capacity within the local area.</td>
<td>Leaders: Develop their capacity to deliver feedback and guide reflection through professional dialogue.</td>
<td>All administration staff participating in professional learning.</td>
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<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>Improvement Measures</td>
<td>Evaluation Plan</td>
<td>Practice:</td>
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<td>❖ 100% of teachers have articulated learning goals and strategies to develop themselves professionally.</td>
<td>Students indicating and demonstrating confidence when provided with feedback and supported to set goals to improve.</td>
<td>❖ Staff identify and reflect on their own learning.</td>
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<td>❖ 100% of staff are provided with opportunities to collaborate with their peers to plan, assess and evaluate teaching and learning programs.</td>
<td>Staff expressing satisfaction with processes in place to support them to develop as professionals.</td>
<td>❖ Teachers work collaboratively and collegially within a culture of trust and support.</td>
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<td>❖ 100% of students are provided with effective feedback that moves learning forward.</td>
<td>Administration staff are confident in dealing with and establishing strategies to improve systems.</td>
<td>❖ Students reflect upon their learning and work with teachers to establish and evaluate goals.</td>
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<td>❖ Efficient systems underpin school administration so that it is efficient and time effective.</td>
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<td>❖ Administrative systems are efficient and effectively time managed.</td>
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Strategic Direction 3: A safe, respectful, tolerant and inclusive learning environment that promotes the development of engaged, positive and empowered individuals.

**Purpose**

Why do we need this particular strategic direction and why is it important?

At Five Dock Public School we believe we have a collective responsibility to create a safe environment where all students develop skills to work and live successfully with others and understand that in order to become effective citizens in a rapidly changing society, it is important to make positive choices and demonstrate resilience and tolerance.

**People**

How do we develop the capabilities of our people to bring about transformation?

Students: Supportive systems in place to promote positive behaviour.

Staff: Continue to develop their understandings as to how to provide a supportive environment for all students to learn and grow as individuals.

Parents/Carers: Provided with clear expectations for their children’s behaviour in the knowledge that any difficulties will be worked through with them as partners in the process.

Leaders: Support all stakeholders to uphold the school’s values and develop solutions to identified issues.

**Processes**

How do we do it and how will we know?

- A high expectation environment is clearly communicated with all members of the community.
- Instruction to develop resilience and conflict resolution skills is delivered across the school.
- Consistent and regular communication of the school’s values.
- Performance for equity groups within the school is analysed and is comparable for all students in the school.
- Ensure that all groups have opportunities to participate in all activities.

**Products and Practices**

What is achieved and how do we measure?

- Data reflects improved conflict resolution skills and a need for less teacher intervention.
- Students are able to articulate rules and behavioural expectations.
- All students who attract equity loading have personalised plans developed and evaluated with parent/carer participation.
- Evidence throughout the community of equity of opportunity for all students.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

 Practice:

- Students are supported by staff to develop conflict resolution skills.
- Rules, expectations and consequences are explicitly taught.
- Specific monitoring of all students who attract equity loading.
- Opportunities for inclusion are identified and provided for all students.

**Improvement Measures**

- Data reflects an ongoing increase in students’ capacity to resolve conflict.
- 95% of students consistently reflect the school’s values through compliance with school behavioural expectations.
- 100% of students who are included in the equity funding component of RAM have personalised learning plans developed and evaluated in consultation with parents/carers.
- Evidence of ongoing inclusiveness of all members of the community through integration opportunities, the development of an understanding of cultural diversity and acceptance of difference.