

# Five Dock Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Five Dock 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.

Nicole McGee

Relieving Principal

## School contact details

Five Dock Public School

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## Message from the Principal

2016 has been a year of great success for the entire Five Dock Public School community. A strong sense of inclusivity, support and collaboration are stand out features at Five Dock. We acknowledge a shared responsibility to the wellbeing of all. Leading the community to work together to rise to high expectations and strengthen quality teaching and learning programs has been a great privilege.

Students at Five Dock Public School are engaged, independent and empathetic. They are future focused learners who are guided to think critically and creatively and are developing into responsible global citizens. Debating, band, music lessons, choir, ukulele, PSSA, gardening, digital leaders and chess club provide students with opportunities to explore interests and broaden their social networks. The school band has become an artistic delight with students showing very impressive musical gains. Music lessons before and after school are becoming more popular and 2016 saw the introduction of stringed musical instruments for individual and small group lessons.

Staff have worked together to provide an inclusive environment where students of all abilities are encouraged and challenged to work to their potential. The collaboration amongst staff continues to be a strength, ensuring excellence in teaching and learning. Quality teaching rounds, lesson observations and the mentoring program have empowered teachers to capitalise on collective expertise. Our long standing Positive Behaviour for Learning (PBL) program was further developed to update lessons and ensure consistency in school wide expectations.

The school receives outstanding support from parents / caregivers who work in partnership with staff and students. Respectful relationships underpin a team effort that focuses on the continued improvement of student learning. Parents / caregivers and community members volunteer their time to assist with fundraising, reading assistance and school events. The physical environment of the school has had great value added to it through the focus of the Parent and Citizens (P and C). In collaboration with the school the P and C jointly funded a refurbished playspace that was opened in readiness for the 2017 school year. Added to this the P and C were successful in obtaining an Environmental Grant from the City of Canada Bay Council to establish a 'bush tucker' garden.

It has been a privilege and an absolute pleasure to lead and manage the school in 2016.

Ms Nicole McGee

Relieving Principal

## Message from the school community

2016 was a busy and rewarding year for the Five Dock Public School P&C and volunteers. We welcomed many new members and volunteers to assist with our increasing activities. A close working partnership with the executive, teaching and support staff is essential for the P&C to be successful. We appreciate the tremendous support we receive from our Principal Nicole McGee and her staff.

In 2016, the P&C donated over \$44,000 to the school. These funds have been used by the school in a variety of areas for interactive whiteboards, playground upgrades, a new set of iPads and charging station, e-Platform support and books for the library. We also funded the Welcome Afternoon Tea, OOSH Thank You, Support Staff Thank You, Year 6 Farewell Cake and Easter Eggs for all students.

The 2016 Events calendar was hectic with fundraising and community events. Fundraising efforts netted a profit of \$35,328.99 from Cake stalls, Mothers' Day and Fathers' Day stalls, Moonlight Cinema, June Disco, Trivia Night, Election Day BBQ and stalls, Fun Run, Halloween Family Fright Night and the Artwork Fundraiser.

There are a tremendous number of people who donated their time, goods and services to achieve this wonderful fundraising result. The success of these events is due to them and also to the support and generosity of the entire school community.

The OOSH and Uniform Shop continue to run under the direction of their dedicated and extraordinarily hard working subcommittees. They ensure that the families of FDPS have high quality, affordable services onsite within the school. On a special note, the OOSH team this year attained an "Exceeding" rating in the national Quality Standard Assessment – a testament to the fabulous service offered.

The P&C introduced a Grants subcommittee in 2016. The committee was successful in securing 3 grants totalling \$15,000. \$2000 has been spent on the Playground upgrade, \$10,000 has been allocated to the Kindergarten Block Toilet Upgrade and \$3000 has been allocated to update the playground paint markings.

From an administrative perspective, it was a challenging but rewarding year with many changes to how we record and process our monetary transactions. The introduction of our Master Plan provides a clear and transparent view of our fundraising goals and proposed allocation of funds.

This year has been a successful and enjoyable year for the P&C. I am proud to have worked with such a hardworking, dedicated and enthusiastic group of volunteers. I thank them for their wonderful efforts in 2016 and look forward to further successes in 2017.

Reneta Sanderson

President, Five Dock Public School P&C.

## School background

### 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 citizens.

### School context

Five Dock Public School is situated in the Inner West of Sydney. The school enrolment at the end of 2016 was 427 including students from Preschool to Year 6 and a three class support unit. The support unit meets the learning needs of students with a mild to moderate intellectual disability and/or autism.

37.92% 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. Italian continues to be the most popular language spoken within the community with Japanese being the next most popular. Italian is taught to all students through the community language program.

Like many Inner West suburbs the rapid growth of the area continues to be ever present. The reclassification of a local school to K – 6 has resulted in numbers at Five Dock slowing, which in turn has allowed more time to plan for a predicted spike in population growth. The majority of families have both parents in full or part time employment and around 22% of students regularly use the out of school hours care service.

2016 saw two new Assistant Principals appointed to Five Dock. One position was available after a staff member retired and the second Assistant Principal was appointed at the end of the year after a review of executive entitlement. This now means that in 2017 four Assistant Principals will be leading mainstream teams and one Assistant Principal will be leading the support unit.

The school's core values of respect, participate, belong and achieve continue to be reflected through our daily practices and future planning.

## 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. Using the School Excellence Framework the staff of Five Dock Public School monitored and evaluated our pursuit for excellence. Evidence was collected and analysed to thoroughly examine then validate our evaluations. Time was allocated at staff meetings, leadership planning days and staff development days to discuss and track our progress. Midway through the year the staff worked together to identify areas that would be a focus. A 'bump it up' wall was established and staff identified what actions could be taken to move our school forward.

In the domain of **Learning** the school has primarily focused on *Student Performance Measures and Assessment and Reporting*. In student performance measures staff identified that the overall rating based on the School Excellence Framework was at delivering and it was the area that need to be bumped up. As a result, in the second part of the year, there was a significant focus on data analysis. Staff participated in professional learning and analysed student performance in internal and external measures. After the analysis staff received support from the school leadership team to regularly and closely monitor student performance. Feedback on formative and summative assessments was provided to support the modifications of teaching and learning programs. Assessment and reporting was a focus point as evaluations indicated that the school achieved markers in all three areas of delivering, sustaining and growing and excelling. As a school it was decided that moving performance to sustaining and growing would be achievable with the refinement of some practices which included a systematic approach to updating PLAN data. As a result a PLAN timeline was established and each executive meeting has a focus on tracking student performance to ensure consistency across teams within the school.

In the domain of **Teaching**, *Data Skills and Use* was a focal point. The school executive worked closely together to

ensure that the full impact of teaching and learning programs on student outcomes was measured consistently and effectively. Staff participated in surveys and sessions that allowed for feedback to executive members and all staff identified ways that individuals and teams could refine practices to track student learning. Collaboration has always been a strong point at Five Dock Public School and staff are willing to work together to ensure consistency of curriculum delivery. Analysis of the School Excellence Framework supported this assumption. Teachers identified and supported the expansion of the team teaching program. Formative assessment continued to be a major focus and staff indicated that participating in team teaching programs, where formative assessment strategies were modelled, would be an effective and supportive way to learn from each other.

In the domain of **Leading**, building capacity of staff has been a focus. Curriculum teams were introduced to allow class teachers to manage budgets, plan for professional learning and strategically manage resources. Two staff members participated in leadership development programs. Surveys from staff indicated that the school leadership team provided great support which in turn impacted on teaching and learning. After analyses from the School Excellence Framework the school executive became more strategic and consistent when managing teams and planning for whole school improvement.

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

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

### 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.

### Overall summary of progress

Quality Teaching Rounds focused on Intellectual Quality. Pre-assessment data showed that staff had a limited to basic knowledge of the Quality Teaching Framework and felt that it had little impact on current programming. At the completion of the teaching rounds post-assessment results showed that staff had significantly improved their understanding of the framework and highly rated the impact it was having on current practices.

A team teaching program that focused on the explicit teaching of inferential reading skills was implemented across all stages. The use of formative assessment strategies enabled lessons to be differentiated to student needs and ensured that students that needed additional support could be targeted. After two terms of team teaching with lessons for an hour a week, data showed that 82% showed an improvement or remained stable.

Protocols for collaborative programming days were established that resulted in time being used to focus more on dialogue about teaching and learning and data analysis rather than organisational matters. Minutes from meetings ensured that all members had recorded notes to refer to.

Critical and creative thinking strategies were embedded into teaching programs. Using current educational research formative assessment and the use of effective feedback were the focus of much professional learning and collaborative programming. Feedback to students was dominant in team teaching programs and feedback to staff was highly evident during quality teaching rounds and lesson observations.

In 2016 student goals were set based on PLAN data. Students were taught how to write specific goals. Several teachers established 'Bump it Up' walls for students to track their progress. Feedback on goals was a focal point and Stage 3 students explained their goals to parents during three way interviews. By the end of the year a timeline for the continual analysis of PLAN data was devised after two executive team members participated in an action project. The timeline also includes a stage goal that is to be set and regularly revised.

Resources to support the implementation of the Australian Curriculum were devised including a scope and sequence for History as well as a localised web based Mathematics page. Collaborative programming of units of works have allowed teachers to gain a deeper understanding of syllabi and provided a transparent and explicit framework for student learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students making progress against the literacy and numeracy continuum (incl. RAM equity loading students).	All students were tracked and progress plotted on PLAN. Any student that did not make expected gains had a Personalised Learning Plan written.	\$4000 for professional learning, planning and creation of teacher support material to track students learning on PLAN.
Increase the number of students in the top three bands of NAPLAN by 5% (incl. RAM equity loading students)	The growth in student performance within the top NAPLAN bands continues to be an area of focus for the school. In Year 3 writing there has been a 13.9% increase since 2014. Other assessed areas remain very similar in Year 5 with some slight decreases in Year 3.	\$2000 for teacher time to write PLPs  Support teacher time was allocated to form two extension groups for high achieving students.
85% of students achieving at or above expected growth from year 3 to 5 in NAPLAN (incl. RAM	The performance of students who attract equity funds is monitored closely. Some students achieved beyond expected growth especially in	\$3600 for teacher time to write PLPs for high achieving students.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
equity loading students).	reading. Other areas of NAPLAN are varied and individual needs are addressed in PLPs. Grammar and punctuation needs to be a focus area for 2017.	<p>\$2400 for teacher time to write PLPs for students with lower support needs.</p> <p>Support teacher time was used to support students with additional needs in the classroom and in withdrawal groups.</p>
Improved student engagement as evidenced by classroom teachers and data collected through our participation <i>Tell Them From Me</i> surveys.	Tell Them From Me data reveals that 92% indicated that at Five Dock Public School students tried hard to succeed. 72% of Year 4, 5 and 6 student felt that they were challenged in the English and Maths learning.	Professional learning on formative assessment and leadership planning days were used to support teachers in differentiation to increase student engagement. Teachers were provided with a day each term to collaboratively plan teaching and learning activities. Differentiation was a focal point of the days.

## Next Steps

Continue with Quality Teaching rounds, adding Quality Learning Environment as the focus.

Continue with mentoring program for early career teachers. Beginning teachers will work through the Strong Start, Great Teachers modules to support their induction.

Two highly skilled teachers to lead the teaching program. In 3 – 6 the focus will be on grammar and punctuation. In K – 2 literacy skills will be a focus. Formative assessment techniques will be used and Hattie's growth measure to be applied to measure the impact on student learning.

A scope and sequence for Geography will be devised that will link to Science and History.

## Strategic Direction 2

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

### 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.

### Overall summary of progress

Formative assessment strategies continued to be a major focus across the year. Staff participated in professional learning to build on acquired skills. The expectation is that formative assessment strategies are evident in all teaching programs with learning intentions and success criteria at the forefront. Lesson observations provided time for the evaluation of the effectiveness of feedback provided to students to move learning forward.

Staff demonstrated professionalism and reflective practices with the development of Professional Development Plans (PDPs). All teaching staff were able to identify three clear goals that could be achieved by the end of the year. Lesson observations allowed school executive members opportunities for timely feedback to support teacher growth.

A mentoring program was established that included professional learning for mentors. Fifteen staff members participated and all were allocated time to work collaboratively to help mentees achieve identified goals and participate in lesson observations.

With the move to LMBR by the Department of Education a significant amount of time was allocated to professional learning for the School Administrative Support staff (SAS) and principal. All teachers were trained in the basic use of a new roll marking system and student tracking.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers have articulated learning goals and strategies to develop themselves professionally.	All teaching staff developed Professional Development Plans. Goals aligned with the school plan and professional learning was targeted to meet identified goals. Teachers were observed teaching by members of the school executive and verbal and written feedback was provided.	QTSS funds were used to provide teachers with time to participate in lesson observations and the mentoring program.
100% of staff are provided with opportunities to collaborate with their peers to plan, assess and evaluate teaching and learning programs.	All staff participated in collaborative planning for teaching and learning programs. staff also had time to work together to plan and analyse assessments to ensure consistency amongst team members.	\$47 000 for teacher time across the year to collaborate and plan teaching and learning activities.
100% of students are provided with effective feedback that moves learning forward.	All staff were trained in providing effective feedback to students. Data from the Tell Them from Me survey revealed that 80% of year 4, 5 and 6 students felt that received immediate and appropriate feedback. Students were able to set learning goals based on feedback. This will be an ongoing focus in 2017.	\$2000 for teacher time to prepare professional learning on formative assessment for all staff.
Efficient systems underpin school administration so that it is efficient and time effective.	SAS staff participated in training for LMBR systems. All staff were provided with basic training in accessing new student wellbeing systems.	Additional funds from Department were received to train support the implementation of LMBR. Two SAS staff participated in 16 days of training and the principal participated in six days.



**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Progress achieved this year</b>	<b>Funds Expended (Resources)</b>
Efficient systems underpin school administration so that it is efficient and time effective.	SAS staff participated in training for LMBR systems. All staff were provided with basic training in accessing new student wellbeing systems.	School funds of \$1600 were used to ensure a smooth transition during the training phase.

## Next Steps

Formative assessment strategies to remain a focus with feedback (teacher to student and student to student) as the major focus.

Full implementation of the PLAN timeline. Timetabled team meetings with PLAN data analysis as the major component will ensure professional dialogue is established. Data will be used to define focus areas and develop teaching programs to cater for student learning needs.

As a Departmental requirement PDPs are to be introduced for SASS staff. Time will be allocated to provide support for SAS staff to write effective SMART goals and identify areas of professional growth.

Continue with Ebs4 and Synergy training for all staff so that students' details are regularly updated and accessed as needed.



### Strategic Direction 3

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

### 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.

### Overall summary of progress

The PBL program was revamped and Five Dock PS hosted the first 'PBL Teach Meet'. A school wide evaluation tool (SET) was completed by the regional PBL team to evaluate the implementation practices at Five Dock. An overall score of 95.9% was achieved indicating that Five Dock PS has highly efficient practices.

High achieving students were identified through teacher nomination and PLAN data. Time was allocated for teachers to write Personalised Learning Plans (PLPs).

An Aboriginal learning and support group was established and all Aboriginal students had PLPs written. All staff participated in '8 way of Aboriginal learning'. The professional learning empowered staff to be able to identify how the pedagogical framework could be included in all lessons.

Stage 2 and 3 students participated in the Preventing Anxiety and Victimisation (PAVe) program which uses the anti-bullying Friendly School program. Students that showed elevated levels of anxiety could be identified and strategies of support were implemented.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data reflects an ongoing increase in students' capacity to resolve conflict.	Data from playground behaviour was collected on a fortnightly basis and presented to staff. The school has an ongoing commitment to the PBL program that teaches explicit lessons about school expectations and ensures consistency amongst staff.	\$4000 for teacher professional learning and planning for PBL.  \$500 for resourcing for the PBL program.
95% of students consistently reflect the school's values through compliance with school behavioural expectations.	Data indicates that 98% of students regularly comply with behavioural expectations. Any student whose behaviour was recorded more than three times in a fortnight was referred to school executives and where necessary the learning support team.	PBL funds as listed above.
100% of students who are included in the equity funding component of RAM have personalised learning plans developed and evaluated.	All students who attract equity funding have PLPs. Teachers are allocated time to write plans and collate necessary resources. Time is also allocated for meetings with parents / caregivers to discuss plans and modify PLPs if needed.	\$11 400 for teacher time to write PLPs, participate in review meetings and create resources.
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.	Five Dock Public School is an inclusive school. Students in the support unit are integrated into mainstream classes based on academic and social goals. Some students in the mainstream were provided with opportunities to integrate into the support unit. A disability awareness program is taught each year to increase students' awareness of differing abilities and needs of their peers.  Celebratory days such as Harmony day, NAIDOC day and Grandparents day also raise awareness of groups that form the Five Dock community.	\$800 for teacher time to implement the disability awareness program.  \$1000 from a grant obtained from Family and Community Services. \$1800 used to engage the community and resourcing of celebration days.

## Next Steps

The 'Friendly Schools' anti-bullying program to be implemented K – 6 to provide students with the skills to clearly identify bullying and develop strategies that foster adaptive responses to bullying.

In partnership with Sydney University an Aboriginal health education program will be devised. This project will be led by a staff member and a director of teaching and learning from Sydney University. Connecting remote communities will also be a focus of the program. The project will link literacy skills with digital technologies and students will create a short animation to promote health practices. Each session will begin with a yarning circle to promote connectedness and story sharing.

Identification of high performing students through PLAN data analysis and further standardised assessments. Personalised Learning Plans will be written and professional learning on the identification of Gifted and Talented students will be provided for teaching staff.

Regular reviewing of class teachers' wellbeing folders to ensure effective monitoring and follow up of student behaviour. The PBL team will continue to collate data to present to staff so that playground matters are addressed and practices refined if necessary.

Digital portfolios to be introduced into the pre-school and support unit so that there is regular feedback to parents / caregivers.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Funding was used to establish two support groups that were based on academic need and age. Data from PLAN was analysed to form literacy support groups. Students created personal interest project that were presented to peers.</p> <p>Funding was also used to provide teacher release to devise and review Personalised Learning Plans.</p> <p>83% of targeted ATSI cohort reached or surpassed benchmarks in literacy and numeracy (PLAN).</p> <p>100% of indigenous students have PLPs completed.</p> <p>Students that were on the Home School Liaison Officer's (HSLO) case load were able to be removed due to increased attendance rates</p>	\$5 896
<b>English language proficiency</b>	<p>Funding of two teacher days per week was used to conduct a withdrawal and in class programs for students whose acquisition of English is Beginning, Emerging, Developing or Consolidating.</p> <p>Students demonstrated improved language skills as reflected in class, grade and NAPLAN assessments.</p> <p>Students received more immediate feedback and experienced more 1:1 teacher time. Student goals were reset and progress was closely monitored by the English as an Additional Language or Dialect (EAL/D) teacher.</p>	\$38 127
<b>Low level adjustment for disability</b>	<p>School Learning Support Officers (SLSOs) were employed to support students not receiving any tied funding support. SLSOs provided assistance with the implementation of individual education programs and support students to engage in extracurricular activities.</p> <p>A teacher led social skills group was established to provide explicit instruction and playground support for students identified as having additional social needs. These students were identified from data collected across the school.</p> <p>Students with additional needs benefited from the implementation of Personalised Learning Plans (PLPs). Performance of equity groups in NAPLAN results showed that 100% of exceeded expected growth.</p> <p>Referrals to the school's learning support team allowed staff to work together to meet the needs of students. Classroom support came from (SLSOs) and school executive.</p>	\$93 446

<b>Low level adjustment for disability</b>	<p>Identified students were provided opportunity to practice appropriate social skills mainly through playground games and the modelling of language skills. The students became more confident on the playground and for some there was a reduction in inappropriate behaviour.</p>	\$93 446
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Funds were used for all teaching staff to participate in Quality Teaching rounds. Time was allocated for teachers to be observed by a small group of colleagues who coded a lesson. Feedback and rigorous professional dialogue, based on coding of lessons, were a significant part of the program.</p> <p>Time was allocated for teachers who participated in the mentoring program to participate in lesson observations. Written and verbal feedback was given on an identified goal. School executive were also allocated time to work with team members and provide feedback based on identified goals as well as the school focus areas of formative assessment and quality teaching.</p>	<p>0.348 FTE A staff member was employed 1.5 days per week.</p>
<b>Socio-economic background</b>	<p>Fee assistance was provided to families who were experiencing financial difficulty so that students could engage in all curriculum and some extra curricular activities.</p> <p>Students from families experiencing financial hardship were able to participate in all excursions, camps and some extra curricular programs as a result financial assistance provided by the school.</p>	\$13 802
<b>Support for beginning teachers</b>	<p>The beginning teachers program is a Commonwealth funded program under Great Teaching, Inspired Learning a blueprint for action. This year there was one staff member at Five Dock in the second year of teaching that attracted funding.</p> <p>Collaborative planning days and additional release from teaching to be mentored provided support for the beginning teacher.</p> <p>An early career group was established and common learning goals identified. Teaching reading skills and accreditation were the two main goals identified by the group. Time was allocated for the group to meet and participate in professional learning provided by in school expertise. Feedback was that a greater understanding of reading skills was acquired. All early career teachers participated in a mentoring program with some choosing to focus on the teaching of reading.</p> <p>A beginning teacher visited a local school with the team leader. The focus of the visit was on embedding Aboriginal Ways of Learning and meeting the needs of students.</p>	One teacher in the second year of funding \$4 080



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	184	195	220	222
Girls	163	171	189	189

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	94.7	95.4	95.3
1	94.3	95.6	93.8	95.7
2	95.7	94.5	94.2	95.6
3	94.4	95	95.5	95.6
4	96.1	95.4	93.8	95.7
5	93.1	97.4	94.7	93.4
6	95.4	94.1	94.9	93
All Years	94.8	95.2	94.6	94.9
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.75
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	7.32
Other Positions	0.16

\*Full Time Equivalent

At Five Dock PS we have one member of staff who proudly identifies as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	74
Postgraduate degree	26

### Professional learning and teacher accreditation

During 2016 all staff participated in a range of professional learning activities that were linked to the school's three strategic directions. All teaching staff set professional learning goals that related to the Australian Professional Standards for Teachers and the School Plan. A midway review allowed teachers to reflect on and evaluate their progress. Members of the school executive observed staff in the classroom and provided feedback based on identified goals. School Administrative Support (SAS) staff are also committed to their professional development.

#### In 2016:

All staff completed compliance training in CPR, anaphylaxis, the Code of Conduct and child protection.

There were five staff development days. The first day focused on the School Plan, scope and sequences for Science, History, Mathematics and Personal Development Health and Physical Education. Student

goal setting was also addressed. The second staff development day focused on the School Plan, Health and Safety and PBL. During the third day teachers participated in training on the new History syllabus, fundamental movement skills and Google Apps. Two twilight sessions were also held and the school's anti-bullying plan was revised at one session and Aboriginal education was the focal point at the next where staff were trained in the 'Aboriginal Eight Ways of Learning'. On the final staff development day CPR and anaphylaxis compliance training was undertaken as well as planning for 2017.

A significant amount of professional learning for the SAS staff and principal was based on LMBR, a new financial management and wellbeing system. Two SAS staff attended 16 learning days and the principal attended six days.

The Canada Bay learning alliance formed with Drummoyne, Russell Lea and Abbotsford Public Schools met once a term so that school executives could collaborate and engage in professional dialogue.

Three members of the school executive attended 'Excellence in Whole School Leadership'.

Five members of the school leadership team attended the annual Primary Executive Network (PEN) conference where leading staff to manage was the focus. One staff member led the PEN West group which organised two events. One focused on dealing with rapid change and another on 'What your Principal expects from you' with a Director, Public Schools NSW as the presenter.

The principal was trained in financial literacy, performance development and business intelligence and participated in the Principals' Induction program. As part of the program a coach was appointed which provided ongoing support in leading and managing the school.

Two relieving members of the school executive participated in the ASPIRE program which focused on leadership development.

Three staff members attended 'PBL reloaded' which led to our PBL program being re-evaluated and updated and a further four staff members took part in PBL wellbeing, engagement and quality teaching.

Two staff members participated in the Aboriginal Education and Engagement conference.

Two staff members attended 'Analysing Data for Student Growth' which led to timeline for data analysis being created for K – 6 teachers.

One staff member attended an information session on accreditation for pre-school teachers.

The school counsellor attended training three days on support and tools for assessment of skills and learning as well as the annual conference.

Two teachers participated the 'Early Careers Teachers' Conference' to support identified learning goals.

The pre-school teachers attended the 'Early years' conference with a SLSO.

Three staff members participated in training of coaching sporting skills to assist with the management of PSSA teams.

The EAL/D, librarian, ICT co-ordinator and Italian teachers attended their network meetings to share teaching and learning strategies and deepen their understanding of the needs of learners.

Fortnightly staff meetings had a planned professional learning focus. Team meetings addressed areas of need. Weekly communication meetings were held with school learning support officers and one SAS staff member attending.

Five Dock Public School hosted the inaugural PBL 'Teach Meet' and over 70 people attended the session.

Seven SAS staff members attended the annual conferences, one participated in Excel training and one new SASS member undertook training in ERN.

### **Accreditation**

In 2016 three teachers completed accreditation at proficient level and one teacher met required hours for maintenance of accreditation. One staff member has begun the process for seeking highly accomplished accreditation.

### **Total funds spent on professional learning \$35 500**

# 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.

Income	\$
<b>Balance brought forward</b>	<b>0.00</b>
Global funds	344 225.00
Tied funds	257 084.00
School & community sources	325 254.00
Interest	4 775.00
Trust receipts	106 960.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	51 376.00
Excursions	48 782.00
Extracurricular dissections	114 604.00
Library	1 666.00
Training & development	28 900.00
Tied funds	224 545.00
Short term relief	108 571.00
Administration & office	116 249.00
School-operated canteen	0.00
Utilities	50 861.00
Maintenance	54 334.00
Trust accounts	74 028.00
Capital programs	27 249.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

Variation between income and expenditure is due to:

\$55 631 being held in trust funds for the Department of Education for pre-school fees.

\$31 000 is held in tied funds for the Premiers Reading Challenge for the state government.

\$20 447 was for excursion sporting programs that included dance and PSSA

\$35 396 was for unpaid casual salaries

\$8 324 was for unpaid orders and invoices.

These were paid after the completion of the Annual Financial Statement (AFS) in October 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	415 982.37
(2a) Appropriation	344 919.87
(2b) Sale of Goods and Services	38 026.38
(2c) Grants and Contributions	32 821.85
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	214.27
<b>Expenses</b>	-216 738.60
Recurrent Expenses	-216 738.60
(3a) Employee Related	-143 270.12
(3b) Operating Expenses	-73 468.48
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	199 243.77
<b>Balance Carried Forward</b>	199 243.77

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.

Balance carried forward includes deductions to be made as noted above for 2016 programs and casual salaries from October 2016 until December 2016.

\$10 080 was deducted in February 2017 for a swimming scheme that took place in December 2016.

\$4 890 for excursions and incursions in November and December 2016 was deducted from school funds in February 2017.

## Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	<b>2 616 212.22</b>
Base Per Capita	23 325.65
Base Location	0.00
Other Base	2 592 886.57
<b>Equity Total</b>	<b>151 272.76</b>
Equity Aboriginal	5 896.29
Equity Socio economic	13 801.93
Equity Language	38 126.93
Equity Disability	93 447.62
<b>Targeted Total</b>	<b>609 132.59</b>
<b>Other Total</b>	<b>450 192.22</b>
<b>Grand Total</b>	<b>3 826 809.79</b>

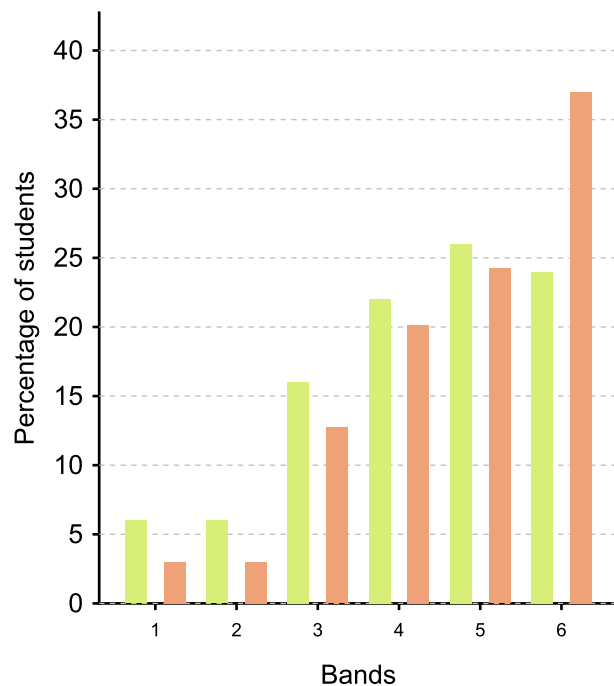
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

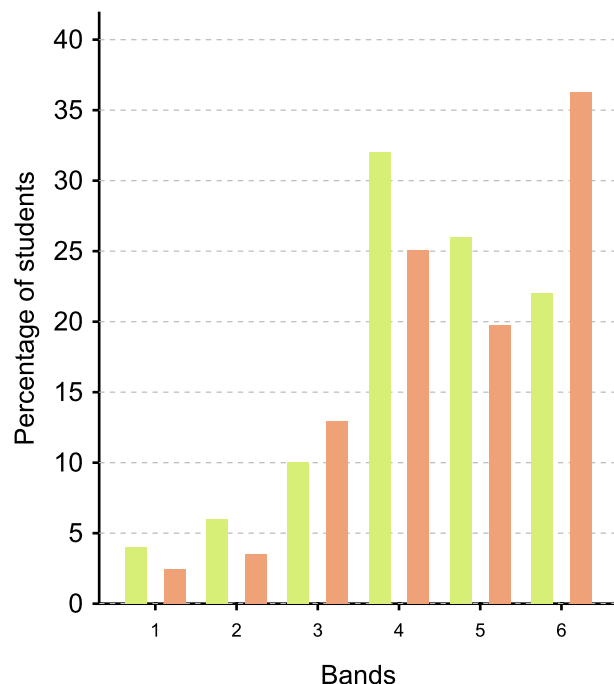
### NAPLAN

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.

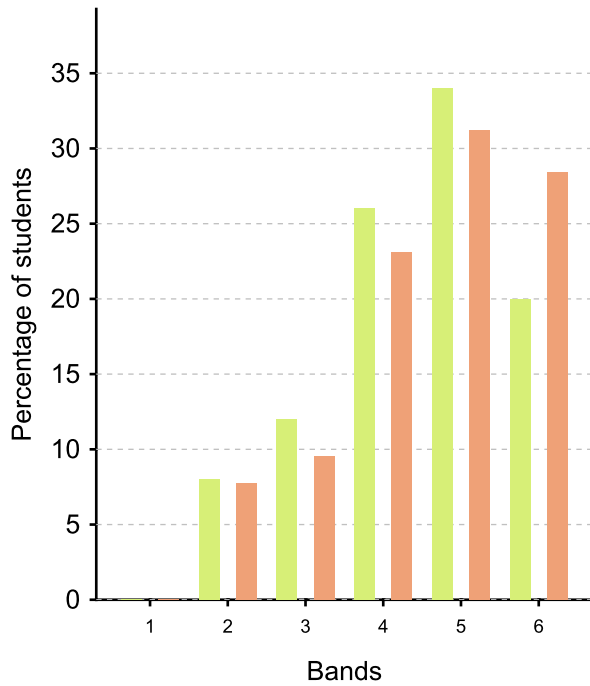
**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Reading

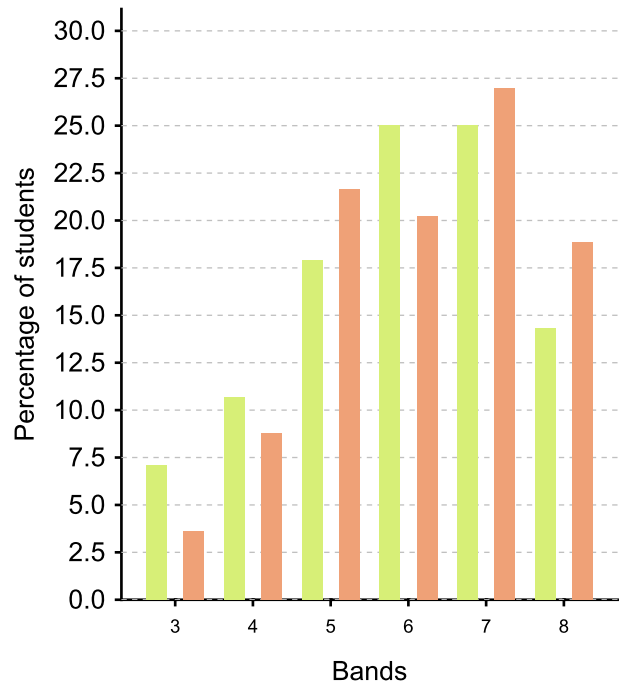


**Percentage in bands:**  
Year 3 Spelling



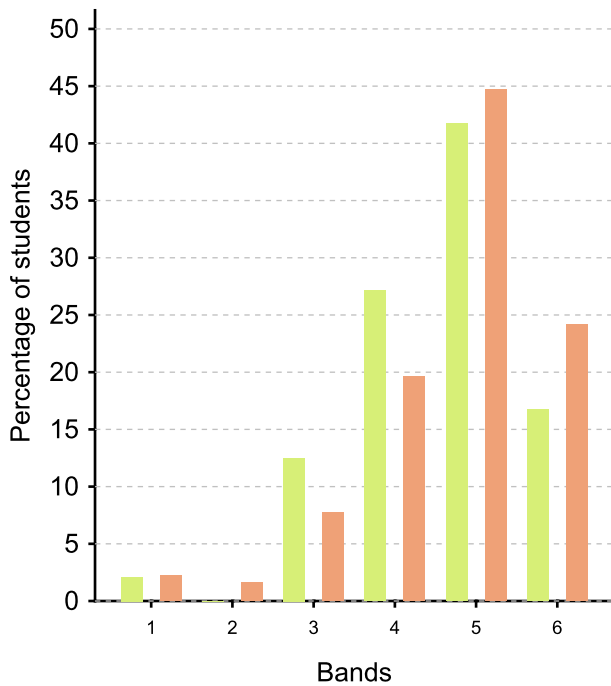
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Grammar & Punctuation



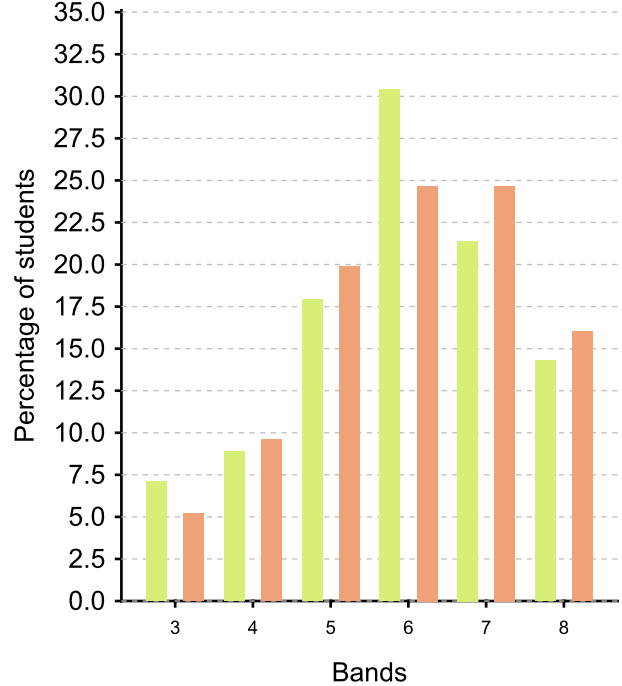
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



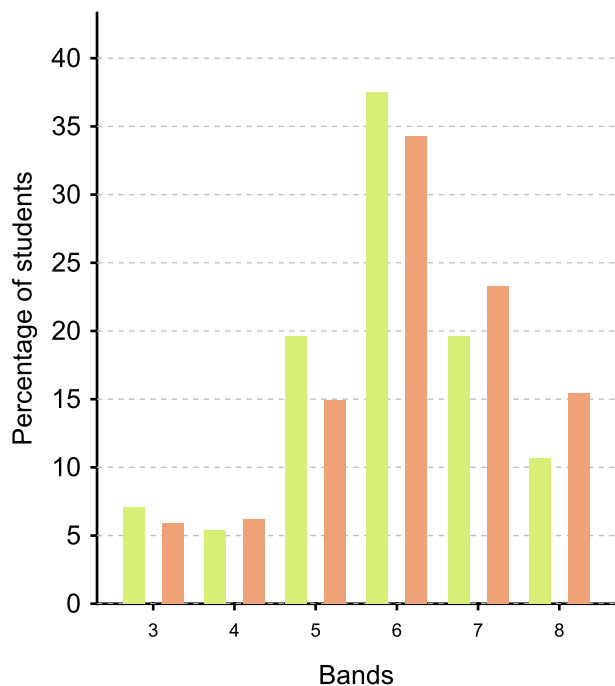
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



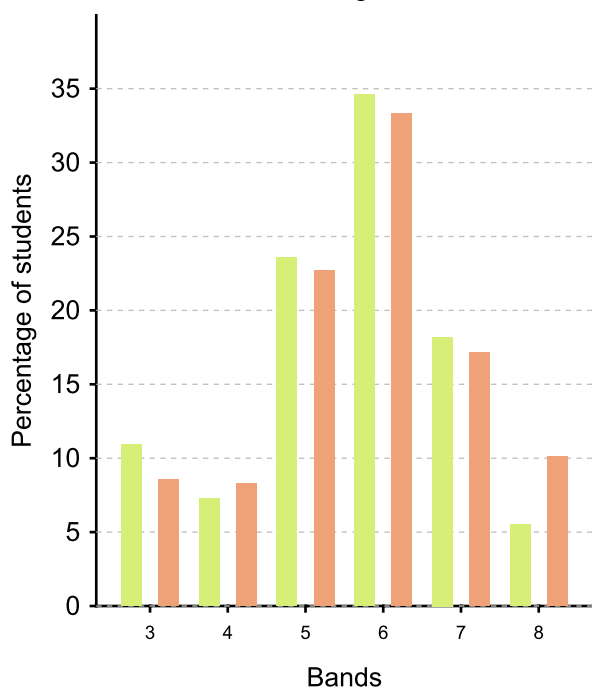
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

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..

## Parent/caregiver, student, teacher satisfaction

### Students

157 students in Years 4, 5 and 6 participated in the Tell Them From Me survey.

78% of students indicated the school had a high sense of belonging with the boys rating higher than the girls.

93% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

85% of students feel they do not get in trouble at school for disruptive behaviour with girls rating higher than the boys.

80% of students indicated that they found classroom teaching well organised with a clear purpose and with immediate and appropriate feedback that help them learn.

92% of students indicated that they tried hard to succeed with their learning.

Students in Year 5 also participated in the Preventing Anxiety and Victimisation (PAVE) program. The students indicated lower levels compared to other school averages when thinking about being physically bullied. 13% of Year 5 students admitted they had engaged in bullying behaviour once or twice.

### Parents / Caregivers

52 parents / caregivers completed the Partners in Learning Parent Survey which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert format questions (i.e.: strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Parents feel welcome at school = 7

I can easily speak with my child's teacher = 8

Parents are well informed about school activities = 7.3

Teachers listen to concerns I have = 7.1

Written information from the school is in clear, plain language = 7.2

School reports are written in terms parents understand = 6.9

Parents are informed about their child's behaviour = 6.9



Someone in the family discusses how well a child is doing in class = 4.8

Someone in the family talks about how important learning is = 5.4

Family member takes interest in the school assignments = 7.6

## **Staff**

Teachers also completed a comprehensive questionnaire based on the Eight Drivers of Student Learning. The impact of school leadership was a focus.

School leaders have helped me establish challenging and visible learning goals for students. 7.9

School leaders have helped me improve my teaching. 8.1

School leaders have supported me during stressful times. 8.6

School leaders have provided guidance for monitoring student progress. 8.1

I work with school leaders to create a safe and orderly school environment. 8.4

Surveys and workshops with teachers focused on teaching and learning. All teachers were able to identify areas that they could contribute to ensure growth in student performance. The team teaching program rated very highly as teachers felt included and valued when working as part of a team. Collaboration amongst staff is highly evident and the team teaching program highlights this. Staff also indicated that they wanted to work closely together to regularly analyse student data to drive future teaching and learning activities.

## **Policy requirements**

### **Aboriginal education**

All teachers participated in the 'Eight Ways of Aboriginal Learning' which upskilled teachers to be able to build on their pedagogical practices, ensuring that all lessons had an Aboriginal perspective. Personalised learning plans were devised, implemented and reviewed for all Aboriginal students. The majority of the plans focused on literacy and numeracy skills and some plans embedded visual arts. After analysis of PLAN data two support groups were formed that targeted literacy skills. The groups would meet once a week and work on a personal interest project that linked cultural awareness and literacy. The result of this was that the students were more connected to their school community and were able to display many leadership skills. At the completion of their project each student presented their work to peers.

NAIDOC day was a huge success with high levels of community involvement. The day started with a smoking ceremony led by an external Aboriginal group.

Parents / caregivers, students and staff participated in song and dance routines to highlight the connection to country. Literacy, art and cultural appreciation activities were taught in classes.

Each assembly and formal event begins with Welcome to Country which is delivered by Aboriginal students. The students' ability to speak clearly in front of an audience greatly improved over the year.

### **Multicultural and anti-racism education**

100% of students from K – 6 participated in weekly Italian lessons as part of the community languages program. In Term 4 Year 5 and 6 students attended an Italian performance of a play.

The EAL/ D program was provided through a combination of small group withdrawal and as part of a team teaching program. Allocation of time is based on the amount of time a student has been exposed to English and their level of proficiency.

The Anti-Racism Community Officer (ARCO) was consulted if any conflict between students was linked to a lack of understanding regarding cultural differences. When it is established that a conflict has involved any type of racism, the ARCO seeks to bring the victim and perpetrator together for a restorative conversation.

Students celebrated Harmony Day by creating a chain of hands that was displayed around the school. Class lessons supported the message of inclusivity and respect.

### **Other school programs**

#### **Band**

35 students participated in the junior and senior band taught by 'Directions in Music'. There were many opportunities throughout the year for the students to showcase their ever-improving skills and to perform in public including: St Albans' fair day, community breakfasts, grandparents day, presentation day and the Inner West Ensemble provided opportunities.

#### **Sport**

24 students attended the Western Suburbs New South Wales Primary School Sporting Association (NSWPSSA) Zone swimming carnival with one student being selected for Regionals who then went on to compete at state level in 50 metre freestyle.

32 students attended the Western Suburbs NSWPSSA Zone cross country at Majors Bay Reserve Concord. Three students were selected for Regionals.

26 students represented the school at the Western Suburbs NSWPSSA Zone athletics carnival with two students progressing to Regionals.

Softball, netball, cricket and touch football teams were entered into Western Suburbs NSWPSA competition. Teams trained weekly to improve skills and learn the rules of the games.

All students that did not participate in the Western Suburbs NSWPSA competition were involved in a sports program at school that developed fundamental movement skills.

Each term a different sport is offered to students. P – 6 participated in Yoga, athletics and skipping lessons and dance was offered to K, 3 – 6 in Term 4 whilst Year 1 and 2 participated in an intensive swimming program. All lessons were provided by external companies that have specific qualifications and equipment.

## **Arts**

Lessons in creative and performing arts provide a pathway of effective integration across the school. Students of all abilities are included in a range of activities. A rotational program for visual arts was provided for those students who did not attend Primary School Sporting Association (PSSA). Students were placed in mixed age groups and lessons focused on skill development using a range of media and techniques.

The school choir performed at several school events over the year. 48 K – 6 students, including the support unit, participated in lessons that were held during one half of lunch.

A ukulele group met each week to refine skills and to prepare for performances. Students from K – 6, including some from the support unit, formed the group that learnt several Hawaiian and mainstream songs.

Keyboard, strings, band and woodwind instrument lessons are available for students before and after school. The music profile across the school has lifted and the number of students participating in lessons has increased. 20 students formed the senior band and 15 students were in the junior band. Nine students participated in strings lessons and 38 students were involved in private and / or small group lessons.

12 children attended the annual band camp held at Sydney Olympic Park which culminated in a combined band performance for parents / caregivers.

## **Debating**

In 2016 the school continued to participate in the Inner West friendly debating competition. The debating team met before school each week to structure their argument points and refine public speaking skills. The students, parents and teachers were very proud of the skill development demonstrated and the team finished equal second overall.

## **Public Speaking**

In 2016 the school public speaking competition was open for all students K – 6. Students were taught how

to prepare and planned and impromptu speeches. The winner from each stage competed in the Ultimo Operational Directorate Public Speaking competition. The students showed immense growth in their speaking skills and the competition was well supported by the community.

## **White Ribbon**

Promoting the message of ending violence against women has been reinforced at Five Dock Public School for a number of years. Each year the male staff members work together to design school activities that incorporate the wider community. In 2016 the community was invited to attend a breakfast wearing a white t-shirt and were provided with the opportunity to have their family photo taken in a giant white ribbon that had messages of support attached. The event was well supported with over 150 students and community members attending.

## **Student Leadership**

14 children attending the GRIP leadership conference held at Sydney Olympic Park. School captains, prefects and house captains attended the conference with the principal. The one-day conference focused on creating a team and how to support other leaders. Students were inspired to make a difference in their leadership roles.

2016 saw the introduction of a Digital Leaders group. At the start of the year students from Stage 3, and later in the year Stage 2, were invited to submit an online application to join the group. The group worked together to review the school's website, run a survey on bullying and learn how to use apps such as Google Docs. The group presented coding skills to a group of parents and students were able to support other teachers when learning new programs.

Year 5 and 6 students led the annual Peer Support program. Students were placed in mixed age groups and over a period of five weeks participated in activities that focused on anti-bullying. Effective social skills such as building and maintaining friendships were also promoted.

Each class nominates two SRC representatives to attend meetings that focus on school and local fundraising. After a successful campaign of raising funds for the Westpac rescue helicopter students were invited to visit the base and learn more about the service that is provided for the community.

All students in Year 6 were invited to participate in the Peer Activity Leaders(PAL) program to plan and run lunchtime activities with small groups of students in Kindergarten to Year 5. Activities were focused on promoting physical activity, developing social competencies and enhancing relationships across the school. The goal of this leadership role was to build the leadership capacity of Year 6 students.

## **Environmental Education**

The school's gardening club continues to be very

popular. Each Friday morning students gather to tend to the garden by weeding, planting and picking produce. Students sell the produce at a morning assembly and all money raised goes back into the garden. A local supermarket donated two additional garden beds as well as plants and soil.

All students participated in Clean up Australia day. Lessons on conserving and protecting the environment were taught and each class took responsibility to clean an allocated area.

## **Other**

### **Grandparents' Day**

2016 saw the successful application for a grant to support the promotion of Grandparents Day. Over 400 adults attended the highly successful day. A free morning tea was provided after open classrooms and performances from students. There was a very positive atmosphere and grandparents and parents / caregivers enjoyed strengthening the bonds with the school community. Many older former students returned to be a part of the special day.

### **Camp**

Stage 3 students participated in the bi-annual Great Aussie Bush camp. Students, accompanied teachers, spent two nights away from home. Wading through mud, abseiling and other physical challenges were some of the highlights of the camp. Resilience, team work and persistence were some of the skills focused on.

Year 6 held an 'Aussie bbq' themed fundraising day. Funds were raised to pay a local artist to paint a wall in the school using street art style. Students were required to submit a proposal, consider risk management, design promotional material and provide funding for their stalls. The day was a great success and it provided students with many leadership opportunities.

### **Additional Learning Opportunities**

Overall 220 students participated in the University of New South Wales ICAS assessments in English, spelling, writing, Mathematics, Science and computer technologies. Two students received a distinction and three a credit in digital technologies, 33 students participated. One student was awarded a high distinction; three students received a distinction and three attained a credit in science with 35 students participating. Two students received a distinction in writing and three were awarded a credit with 30 students participating. One student was awarded a high distinction in spelling and four a credit with 39 students participating. In English 34 students participated and three students were awarded high distinctions, one a distinction and three a credit. 49 students participated in Mathematics and three students were awarded a distinction and four received a credit.

In conjunction with Learning Links the 'Reading for Life' program was administered by community volunteers after trainee psychologists administered student

placement assessment. The 40 minute sessions ran for 15 weeks and all students showed growth in reading skills. A detailed reading analysis report was supplied to parent / caregivers.

A disability awareness program was presented to all classes. Lessons promoted tolerance of differences and highlighted the importance of inclusiveness. The program is instrumental in promoting the wellbeing of students with a disability within the support unit and mainstream setting.