

Five Dock Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

It has been my absolute privilege to lead and manage Five Dock Public School as relieving principal in 2016 and 2017. I am enormously proud of the achievements of the students, staff and community. At Five Dock Public School there is a strong sense of respect and inclusion that is nurtured through a collaborative culture.

As we move into 2018 the community remains committed to aiming for excellence and achieving our goals. The school will welcome back Ms Amanda Dawkins the substantive principal.

Nicole McGee

Relieving Principal

School contact details

Five Dock Public School

Henry St

Five Dock, 2046

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

fivedock-p.School@det.nsw.edu.au

9713 7044

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 2017 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.

43% of students identify as being from a language background other than English, with 32 different language represented. 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. Two per cent of students are from an Aboriginal background.

Like many Inner Western 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.

2017 saw one new Assistant Principal appointed to Five Dock Public School after a review of executive entitlement. This now means that four Assistant Principals will be leading mainstream teaching teams and one Assistant Principal will be leading the Support Unit.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The results of this process indicated:

In the domain of **Learning** the school's self-assessment was consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of Assessment and Reporting the evidence presented indicates the school is operating at the Excelling stage. In the element of Student Performance Measures the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of Collaborative Practice the evidence presented indicates the school is operating at the Excelling stage. In the element of Learning and Development the evidence presented indicates the school is operating at the Excelling stage. In the domain of **Leading** the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. In the elements of Leadership and School Planning, Implementation and Reporting and Management Practices and Processes the panel suggested that the school move to Sustaining and Growing however the school felt Delivering would pave the way for further growth and capacity building.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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 needs, are engaging and develop problem solving and critical thinking skills to participate successfully in primary schooling and beyond.

Overall summary of progress

Quality Teaching Rounds continued in 2017. Data indicated that 100% of staff thought the Quality Teaching Framework was useful and were able to articulate the impact on student learning. Through the establishment of learning communities, the same group of teachers were able to observe each other and provide feedback on teaching practice. The shift in 2017 was that staff more regularly used the Quality Teaching Framework to drive professional dialogue and to analyse student engagement and outcomes.

A mentoring and early career support program enabled beginning, early career and expert teachers to work together on common goals and accreditation. Three teachers completed accreditation at proficient level and one teacher has begun working towards highly accomplished.

Effective data analysis was a major focus of a team teaching program to address lower than expected growth rates in NAPLAN. Based on Professor John Hattie's recommendations, external standardised tests and assessment tools were used to measure student growth and achievement. Some teachers became skilled at analysing data and then setting future teaching and learning directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students making progress against the literacy and numeracy continuum (incl. RAM equity loading students).	\$5713 for teaching collaboration and planning focusing on literacy and numeracy. \$1000 for Best Start data analysis and planning.	Student progress, including the support unit students, was tracked and plotted on PLAN. Any student that did not meet expected gains was referred to the Learning Support Team and if necessary an ILP was written.
Increase the number of students in the top three bands of NAPLAN by 5% (incl. RAM equity loading students)	Support teacher time allocated from school funds to form extension groups focusing on numeracy. \$2000 for teachers to write ILPs for high performing students.	In Year 5 there was an increase of 5% of students in the top three bands in reading from 2015 – 2017 and an increase of 11% in numeracy. In Year 3 there was an increase of 16% of the students in the top three bands in reading from 2015 – 2017 and a increase of 14% in numeracy.
85% of students achieving at or above expected growth from year 3 to 5 in NAPLAN (incl. RAM equity loading students).	Learning support teacher time of two days per week was allocated for in class support and for small group work. A team teaching program supported by QTSS and school funds provided additional support in classrooms and professional support for teachers to monitor student growth.	The performance of students who attract equity funding is closely monitored via PLAN data, formative and summative assessment. 56% of students achieved at or above expected growth from 2015 – 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement as evidenced by classroom teachers and data collected through our participation <i>Tell Them From Me</i> surveys.	Professional learning funds were used to provide teachers with time to collaborate and focus on differentiation and measure student growth.	Tell Them From Me Data revealed that there has been an increase of 15% in student's engagement. In 2015 64% of students in Year 4 – 6 stated they were interested and motivated at school. In 2017, 79% of students indicated they were interested and motivated.

Next Steps

- Continue with lesson observations for staff to provide feedback on teaching practice
- Continue to measure student engagement through the Tell Them From Me survey
- Build teacher self-reflection practices around the Teaching Standards.
- Professional learning on data triangulation to promote increased consistent teacher judgement
- Effective practices to address student growth to be investigated, analysed and implemented.
- Complete the 12 month measure from the Kids Matter survey that was used to measure students' response to bullying against previous data collected prior to the Friendly School Plus Program was implemented.



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

2017 was the third year of an action plan designed to build the capacity of teachers to ensure that formative assessment strategies were embedded into teaching practice. Professional learning, collaboration and class observations has resulted in improved teaching practice. Students were actively engaged in setting personal learning goals and in the development of skills in self-monitoring and peer feedback.

All students set learning goals and are more able to monitor and evaluate their learning. Bump it Up walls were used in all mainstream classes to provide a model for ongoing performance improvement. With some teacher support, students self-evaluate if they are ready to move to the next level. Students in the support unit also set learning goals in collaboration with teachers and parents/carers. Some goals were linked to the literacy and numeracy continuum and others were social goals.

Performance and Development Plans empowered staff to establish and work towards learning goals. School leaders supported team members to regularly refer to goals and identify professional learning opportunities. Observations and feedback provided staff with support to achieve goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have articulated learning goals and strategies to develop themselves professionally.	Quality teaching, Successful Students funds were used for members of the school leadership team to observe team members.	Performance and Development Plans. this was the first year for School Administrative Support Staff (SASS) to identify and work towards goals. Teachers' practice was observed and feedback was given.
100% of staff are provided with opportunities to collaborate with their peers to plan, assess and evaluate teaching and learning programs.	\$30 079 for teacher time across the year to collaborate, plan and assess teaching and learning activities.	All teaching staff contributed to collaborative planning and programming. Time was also allocated for teachers to work together to analyse student assessments and monitor progress. Scope and sequences for History, Geography and Science were developed.
100% of students are provided with effective feedback that moves learning forward.	Collaboration funds were used to provide staff with time to focus on effective feedback to students.	Feedback was a major focus across the school in 2017. Students displayed growth as they set and achieved goals linked to the literacy and numeracy continuum. Learning intentions and success criteria provided students with greater confidence to approach tasks as they were aware of expectations. Staff participated in training and were encouraged to observe colleagues with deep knowledge of formative assessment strategies.
Efficient systems underpin school administration so that it is efficient and time effective.	\$1500 was allocated to provide additional support for the transition to LMBR.	Administrative staff were able to apply their learning on LMBR systems to enhance school operations. Class teachers were trained in using Ebs4 to electronically mark class rolls. As a result, tracking student attendance was streamlined and simplified.

Next Steps

- Continue and deepen teachers' knowledge on formative assessment strategies, especially regarding feedback.
- Utilise Professor John Hattie's effect size measures at the completion of 12 months teaching as a teacher self-reflection tool
- Provide professional learning for teaching staff to become familiar with and deepen their knowledge of growth measures.



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

As a result of the school's ongoing commitment to Positive Behaviour for Learning (PBL) an invitation to participate in a pilot program was received from Ultimo Operational Directorate's PBL team. The pilot program will focus on developing personalised learning systems that support student wellbeing and will focus on students in tier three of the PBL continuum., that is those students that require intensive individualised interventions.

Mid-way though 2017 the Friendly Schools Plus program was introduced from Pre-school to Year 6. This follows on from the success of the program in Years 4 to 6. The program focuses on anti-bullying and teaching students to develop appropriate strategies to identify and respond to bullying.

A Koori Kids club was established in conjunction with the Sydney School of Public Health, Indigenous Health based at Sydney University. The club met weekly to focus on health lessons and incorporated digital technologies. Leadership skills and a strong sense of pride and connection to school and country was evident.

High performing students were more effectively identified through staff professional learning and a stronger focus by the Learning Support Team. Teachers were provided with time to write personalised learning plans. Students in Stages 2 and 3 were identified through the use of Hattie's growth measure.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data reflects an ongoing increase in students' capacity to resolve conflict.	\$3000 for teachers to attend PBL training. \$1000 for resourcing PBL.	Data from playground behaviour was collected on a regular basis and presented to staff. Comparative data from 2015 to 2017 was analysed and revealed that there was a gradual decrease in inappropriate playground behaviour that did not require support sessions with school leaders.
95% of students consistently reflect the school's values through compliance with school behavioural expectations.	PBL as listed above.	75% of students regularly comply with behavioural expectations on the playground. This figure includes students in tier two and three who require specific behaviour support and interventions. Four staff members participated in Positive Behaviour for Learning 're-loaded' training. New knowledge was shared with all staff resulting in a greater understanding of consistency and differentiated behavioural interventions.
100% of students who are included in the equity funding component of RAM have personalised learning plans developed and evaluated.	\$3600 for teacher time to write learning plans, participate in review meetings and create individualised resources.	All students that attract equity funds have personalised learning plans. Teachers were allocated time to write plans, collate resources and meet with parents/carers.
Evidence of ongoing inclusiveness of all members of the community through integration opportunities, the development of an understanding	In 2017 the school received a free disability awareness program and presenter from the Cerebral Palsy Alliance.	Students in the support unit were provided with opportunities to integrate with mainstream classes. Some mainstream students were able to work in the support unit to address learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
of cultural diversity and acceptance of difference.	\$2000 for celebratory days such as Grandparents day and Harmony Day.	<p>A disability awareness program is taught each year. In 2017 a member from the Cerebral Palsy alliance spoke with all classes.</p> <p>Celebratory days such as Harmony Day, Grandparents Day and NAIDOC Day raise awareness of different groups within the Five Dock community. The weekly gardening club promotes inclusivity and community spirit.</p>

Next Steps

- Maintain and enhance the PBL program through an ongoing focus at weekly meetings and by providing the students a stronger voice in choosing termly rewards.
- Maintain the Koori Kids club and strengthen links with local schools to encourage participation in the program.
- Teachers and the Learning Support Team to focus on catering to high performing students through quality referrals, supported identification and differentiated teaching and learning strategies.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10 094	<p>100% of Aboriginal students have a Personalised Learning Plan written in consultation with parents.</p> <p>A Koori Kids' club was established in conjunction with the Sydney School of Public Health, Indigenous Health Team at Sydney University. Each week students work with representatives from Sydney University on health and digital literacy programs. A local community school also participated in the program. Equity funds were used to release an Aboriginal teacher from class each week to work with the group. Leadership skills and a sense of belonging were highly evident throughout the program.</p>
English language proficiency	\$22 153 \$22 000 for new arrivals	<p>Funding of one teacher day per week was used to provide in class support for students at Emerging, Developing and Consolidating skill level.. An additional day of funding was received to support three newly arrived students working at the beginning level of skills acquisition.</p> <p>Students displayed improved language skills as reflected in class and stage assessments.</p>
Low level adjustment for disability	\$101 281	<p>A Learning and Support Teacher provides direct and specialist assistance to students with additional learning needs in the mainstream classes for two days per week.</p> <p>School Learning Support Officers (SLSOs) were employed to support students not receiving any funding support. Teachers were provided with time to write ILPs.</p> <p>Funds were also used to support a team teaching program that provided in class support for students.</p>
Quality Teaching, Successful Students (QTSS)	\$35 348	<p>QTSS funds were allocated to the school leadership team to support teacher development. Lesson observations were enhanced through rigorous professional dialogue and timely feedback.</p> <p>School leaders coached and mentored teachers and SLSOs to identify and achieve professional goals.</p>
Socio-economic background	\$19 476	<p>Financial assistance was provided to families to ensure that students could engage in all curriculum and extra-curricula activities such as camps and excursions.</p>
Support for beginning teachers	\$13 450	<p>One staff member was in their first year of teaching and attracted Beginning Teacher Support Funding. A mentor supported the beginning teacher to complete modules on 'Strong Start, Great teachers' as well as work towards identified goals. Time was also allocated to provide the beginning teacher with support to plan teaching and learning programs, participate in professional learning,</p>

Support for beginning teachers	\$13 450	observe colleagues and visit other schools.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	195	220	222	216
Girls	171	189	189	192

Parents/carers are expected to send the class teacher a note outlining the reason for any absence within seven days. Students with consistent late arrivals are also followed up.

Referrals to the Home School Liaison officer are made when school level interventions are not changing concerning patterns of attendance. Students that were referred to the Home School Liaison Officer resulted in a positive outcome regarding attendance and stronger links between school and family.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	95.4	95.3	95.9
1	95.6	93.8	95.7	93.6
2	94.5	94.2	95.6	95
3	95	95.5	95.6	95.3
4	95.4	93.8	95.7	94.6
5	97.4	94.7	93.4	94.1
6	94.1	94.9	93	93.6
All Years	95.2	94.6	94.9	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Class sizes

Class	Total
ER0019	21
ER0015	17
ER0025	20
ER0020	19
AR0012	22
AR1006	23
AR1005	24
AR0013	24
BR0006	28
BR0005	29
BR0007	28
D11686	28
AR1004	29
AR1003	27
AR1014	27
AR1007	28

Workforce information

Management of non-attendance

Student attendance is closely monitored each week. When a student is absent for two or more days, class teachers phone parents/carers. Regular roll checks ensure a streamlined approach to managing attendance. If needed referrals are made to the school's learning and support team to work with class teachers to support parents/carers to ensure regular student attendance. A variety of strategies may be used including positive reinforcement programs and support for parents/carers to access external agencies for support. Regular communication to parents/carers via the school newsletter and Enews ensure parents/carers receive a clear message about the importance of regular school attendance.

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	17.1
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.32
Other Positions	1

*Full Time Equivalent

One staff member is 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

All permanent, temporary teachers and administrative staff were involved in targeted professional learning during weekly staff meetings, at external training and by utilising online modules. Professional learning was linked to each staff members Performance and Development Plan as well as the School Plan.

Focus areas for staff professional learning in 2017 included:

- School self-assessment and validation
- Mandatory training in child protection, anaphylaxis as well as provide CPR and emergency care
- PLAN and SMART data analysis
- Annual conference for SASS, pre-school teacher, community languages and EaLD teachers.

- Leading Wellbeing by Managing Mindset
- Primary Executive Network conference that focussed on formative assessment.
- Teacher accreditation
- Budgeting, office administration health and safety
- Non violent Crisis Intervention
- PBL and behaviour support
- Sustainability

Each term all class teachers were allocated time to collaboratively plan and evaluative teaching and learning programs. Time was also allocated to Quality Teaching Rounds and a mentoring program. Staff development days focused on mandatory training, school evaluation and planning which paved the way for a successful external validation and for the 2018 – 2020 school plan.

\$47 201 was the total spent on professional learning in 2017. This amount includes collaborative planning day.

Three teachers were accredited at proficient and one teacher has begun the process for highly accomplished.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	199,244
Revenue	4,727,154
Appropriation	4,146,818
Sale of Goods and Services	45,636
Grants and Contributions	529,267
Gain and Loss	0
Other Revenue	0
Investment Income	5,433
Expenses	-4,667,351
Recurrent Expenses	-4,651,851
Employee Related	-4,108,575
Operating Expenses	-543,276
Capital Expenses	-15,500
Employee Related	0
Operating Expenses	-15,500
SURPLUS / DEFICIT FOR THE YEAR	59,803
Balance Carried Forward	259,046

Funds held:

\$31 000 Premiers Reading Challenge money held for state

\$23 000 Pre-school fees for term 4 2017

\$10 000 grant for PBL pilot program

\$10 000 grant from state member for asset refurbishment

\$24 366 donation from Club Five Dock for installation of electronic sign

\$53 254 funded programs (journaling to be rectified with state)

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,709,838
Base Per Capita	66,629
Base Location	0
Other Base	2,643,209
Equity Total	153,003
Equity Aboriginal	10,094
Equity Socio economic	19,476
Equity Language	22,153
Equity Disability	101,281
Targeted Total	602,119
Other Total	461,234
Grand Total	3,926,194

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.

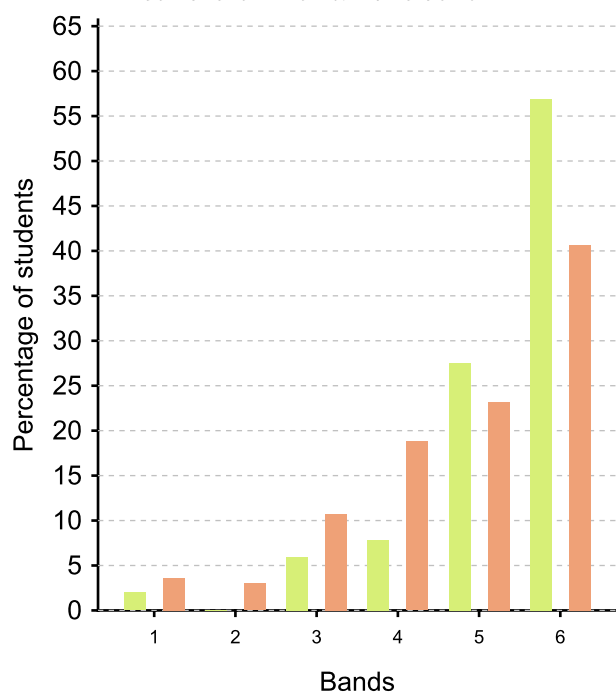
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

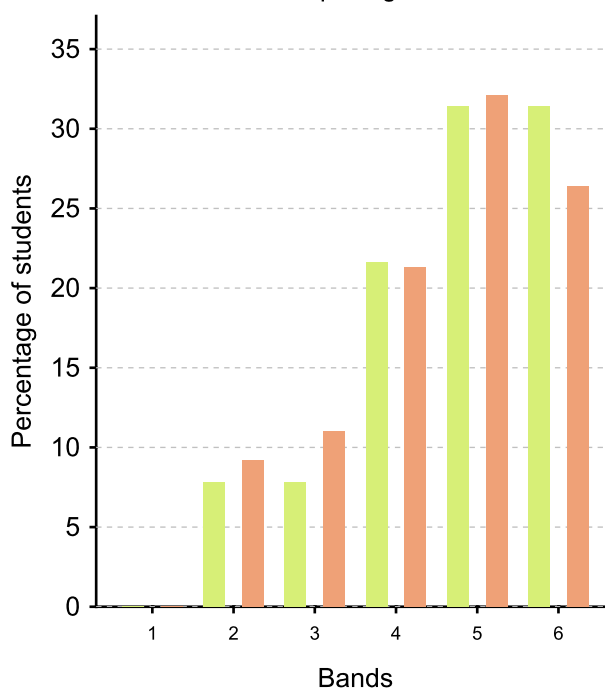
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



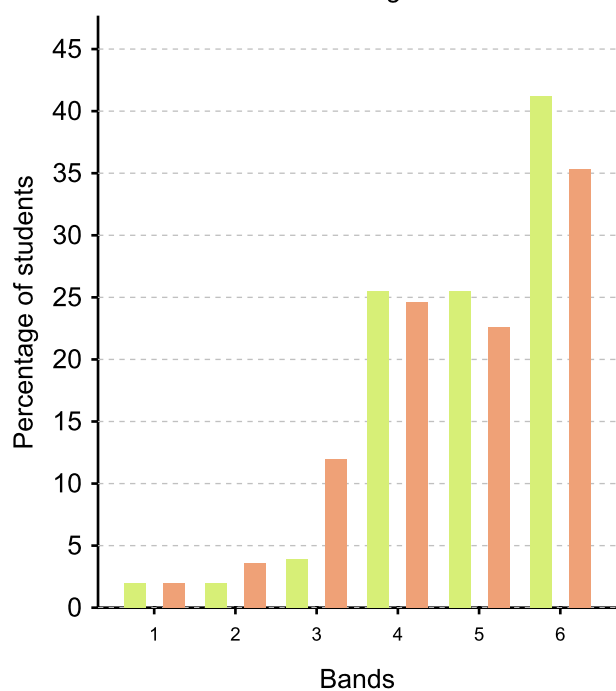
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



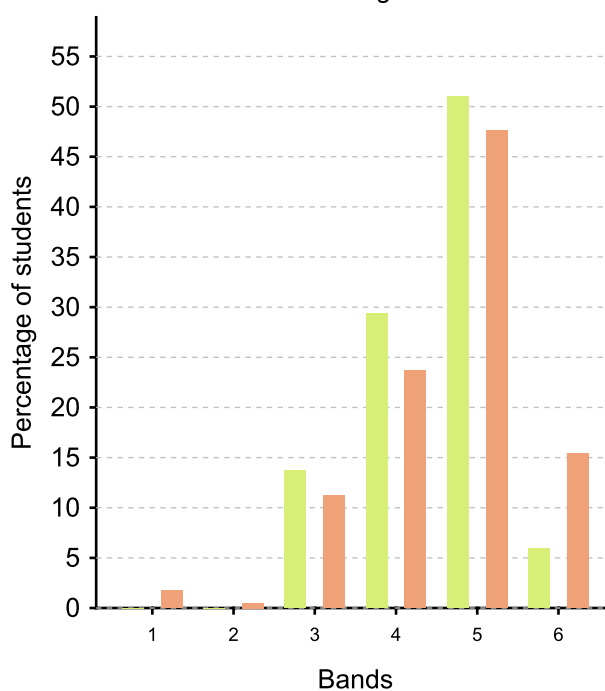
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



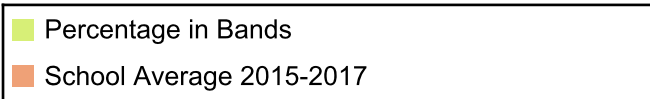
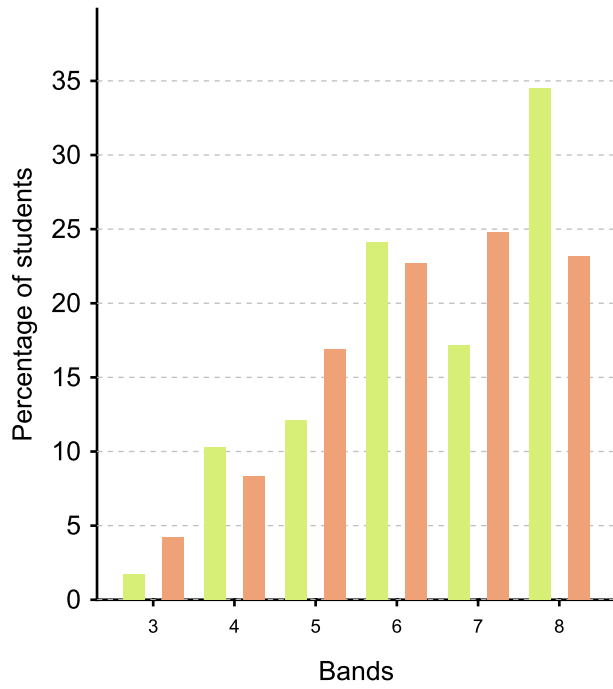
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

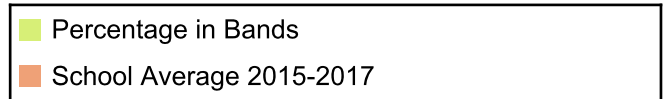
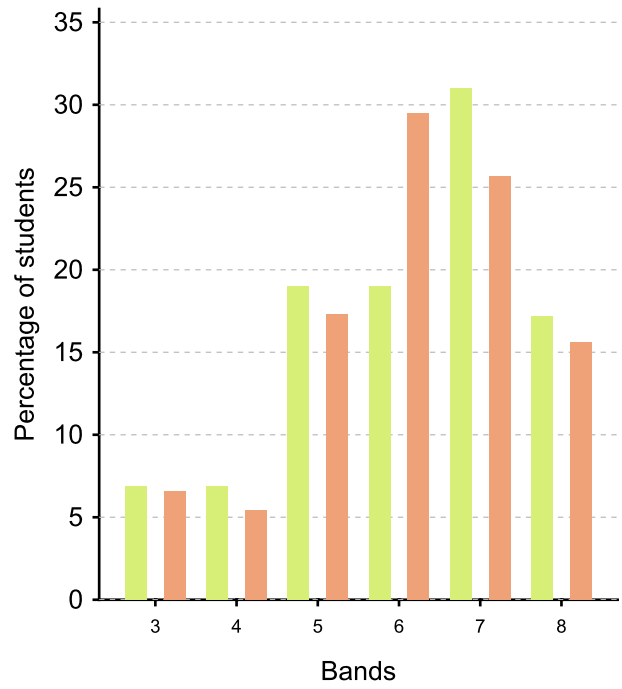


Percentage in Bands
School Average 2015-2017

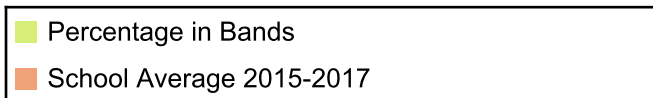
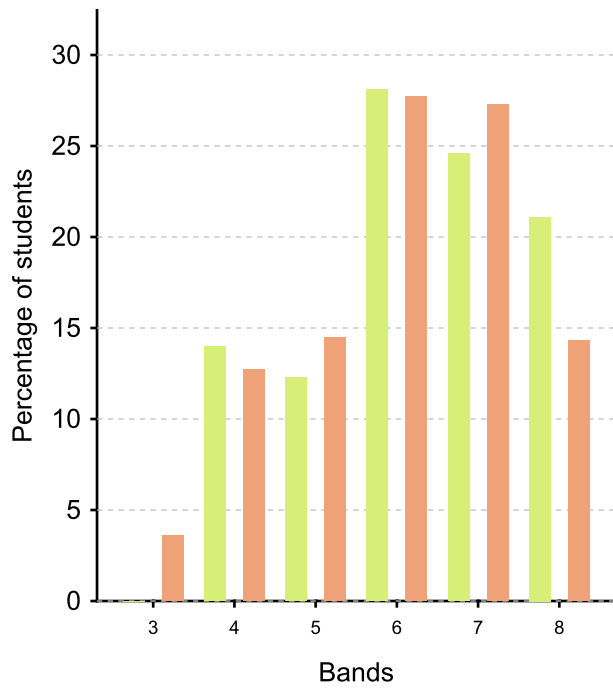
Percentage in bands:
Year 5 Grammar & Punctuation



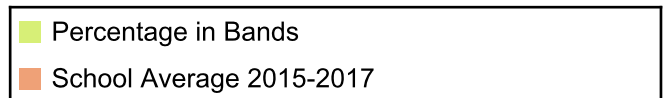
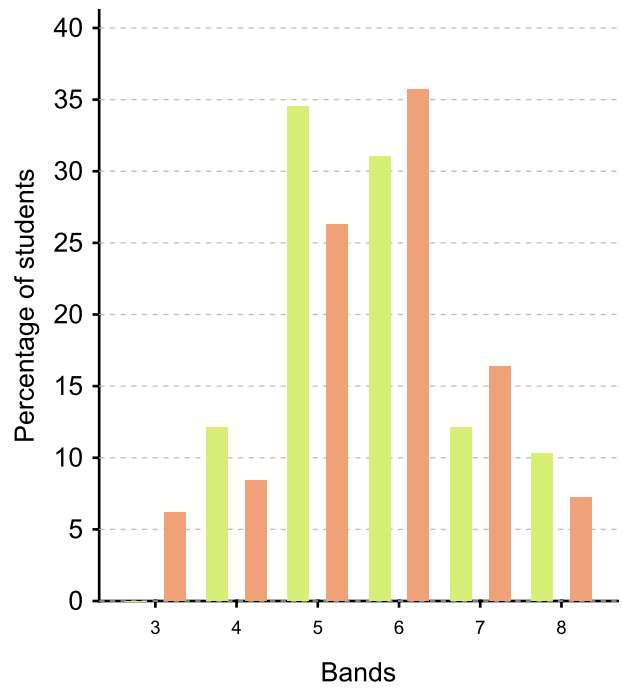
Percentage in bands:
Year 5 Spelling



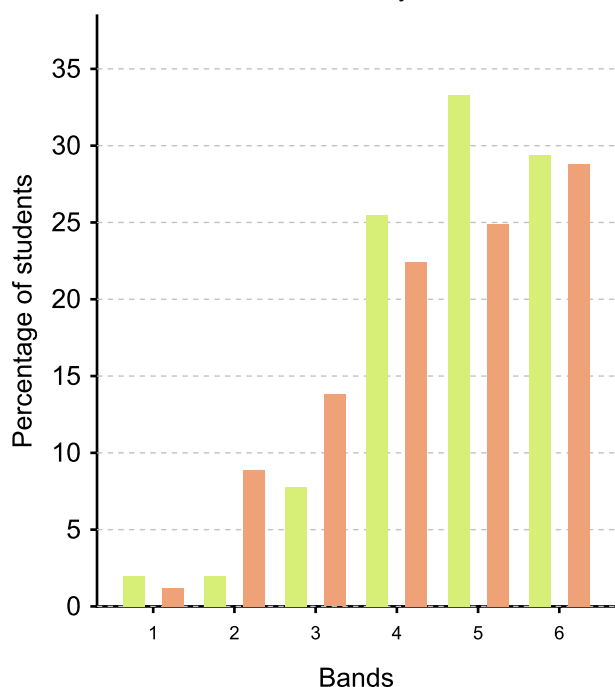
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

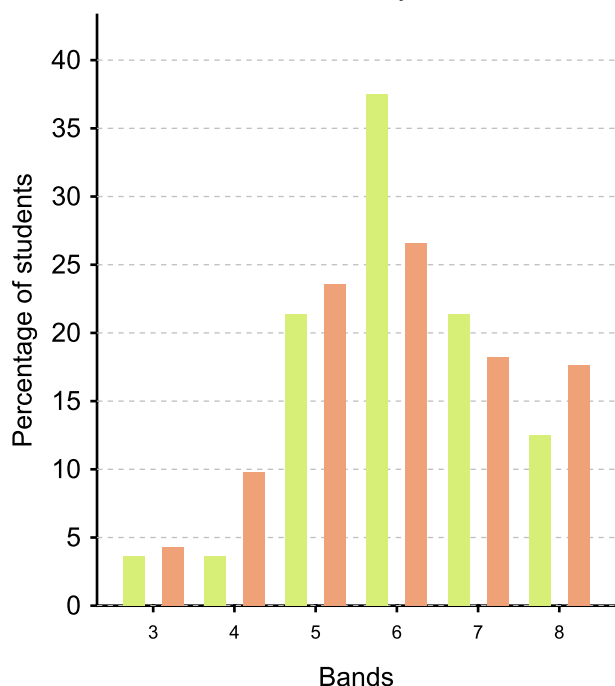


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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 accordance with the *Premier's Priorities: Improving education results* schools are required to report on

student performance for the top two bands in reading and numeracy.

66.7% of students in Year 3 were in the top two bands for reading and 45.6% in Year 5.

62.7% of students in Year 3 were in the top two bands for numeracy and 33.9% in Year 5.

Parent/caregiver, student, teacher satisfaction

Parent forums held at the end of 2017 provided the school with valuable feedback on school programs. The following questions were asked of parents/carers.:

1. What does Five Dock Public School do well?

Inclusion, community events, learning support program, communication via enews, not too many distractions, the playground is an open and inviting space, a strong community feel.

2. How can the school engage parents/carers?

Use online surveys, use online apps such as Dojo more efficiently, short/ sharp messages rather than lengthy newsletters, reformat the newsletter, utilise Google calendar or something similar.

3. In what ways can the school support parents / carers to gain a deeper understanding of curriculum expectations?

Stronger communication about where students should be at the mid and end of year, a guideline of grade and stage expectations, parent information evenings with a skills focus rather than content and subjects,.

4. What skills do you expect your child to leave primary school with?

Public speaking, tech savvy, successful conflict resolution skill, literate, numerate, active lifestyles.

Teacher forums were held throughout 2017 to evaluate the school plan and to identify effective practices that are identified in high growth schools. Using the Centre for Education Statistics and Evaluation's (CESEs) research paper 'Six Effective Practices in High Growth Schools', teaching staff identified *effective collaboration* as a strong point. Planning, sharing work samples, team teaching, professional development, quality teaching rounds and access to resources were major determinants to effective collaboration. To build on the success, staff identified that the school could increase peer coaching and observations of lessons as well as improve whole school support for students that require intensive individualised interventions.

When focusing on *setting whole school goals and strategies for change*, staff identified: quality teaching, PBL, collaborative programming, PDPs, professional development and the analysis of data to identify and monitor goals as successful strategies used by the

school. Staff recognised that there could be a great emphasis on cross-stage collaboration and that agreed actions are followed through by all staff members.

Professional learning is highly valued at Five Dock Public School by all staff members and staff recognised that the school aligns professional learning with the school plan and PDP goals. Including SLSOs in professional learning was also highly valued, as was the use of the mentoring program and quality teaching rounds. To further improve, the school could form inquiry groups based on PDP goals and build in more time for peer feedback and professional discussion.

Feedback from **students** was gathered via Tell Them From Me student survey.

79% of students indicated a positive sense of belonging to the school.

82% of students have friends at school they can trust and who encourage them to make positive choices.

95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

89% of students felt that they do not get in trouble at school for disruptive or inappropriate behaviour.

79% of students are interested and motivated in their learning.

93% of students felt that they try hard to succeed in their learning.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into teaching and learning programs. Personalised learning pathways were devised, implemented and reviewed. Literacy and numeracy are the key components of personalised plans and some plans also focused on additional areas such as visual arts and leadership skills. Every assembly item begins with a Acknowledgement of Country delivered by an Aboriginal student.

The strong partnership with the Sydney School of Public Health, Indigenous Health Unit at Sydney University provided weekly lessons to students and saw the formation of the Koori Kids group. Representatives from the School of Public health attended to deliver lessons on health and digital literacies. An Aboriginal staff member was released from class each week to work alongside the students. Leadership skills, a connection to country and forming links with the wider community were highly evident throughout the program. The students presented their learning and productions to peers and parents. Aboriginal students from a local school also participated in the program.

NAIDOC day was a great success with the Koori Kids leading the program alongside representatives from the university. Each class learnt new games and physical

activities that originated from Aboriginal and Torres Strait Islander cultures. Leadership skills and a strong sense of pride were stand out features.

An Indigenous edible garden has been established in the middle of the school's lower playground. Nearby is a yarnning circle formed from sandstone boulders. Students use the yarnning circle on a daily basis to meet and engage in conversations. Teachers utilise the space for outdoor learning activities. The placement of the items is significant as they are highly visible and in the centre of the playground.

Multicultural and anti-racism education

100% of students from mainstream K –to6 participated in weekly Italian lessons as part of the community language program. An Italian 'La Fiesta' was held in Term 2 to promote Italian culture. Games, dancing, art and food provided the students with real life opportunities to practice the language and learn more about Italian culture.

The Anti-Racism Community Officer (ARCO) was consulted if any conflict between students was linked to a lack of understanding of cultural differences. Where appropriate the ARCO seeks to bring the victim and perpetrator together to resolve the matter and restore the relationship.

Harmony day was a huge success with parents/carers invited to prepare a food item from their family's culture. Over 30 different cultures were represented and all students were provided with the opportunity to taste and experience new foods, music and dancing.

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: the Inner West Band competition, community breakfasts, grandparents day, and presentation day.

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 and national level.

30 students attended the Western Suburbs NSWPSSA Zone cross country. Three students were selected for Regionals.

42 students represented the school at the Western Suburbs NSWPSSA Zone athletics carnival with ten

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 to 6 participated in Yoga and athletics. Dance was offered to Year 5 and 6 in Term 4 whilst K to 4 participated in an intensive swimming program. All lessons were provided by external companies that have specific qualifications and necessary equipment.

Arts

In Term 3 all students were provided with the opportunity to showcase their creative skills and had their two and three dimensional artworks exhibited during an art show. Each class produced a canvas that was auctioned on the night with all proceeds returning to the school to support the arts.

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). Lessons focused on skill development using a range of media and techniques.

The school choir performed at several school events over the year. Students, including some from 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 to 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 was further lifted and the number of students participating in lessons has increased. 9 students participated in strings lessons and 35 students were involved in private and/or small group lessons.

20 children attended an intensive band music day held at Sydney Olympic Park which culminated in a combined band performance for parents/carers.

Debating

In 2017 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 third overall.

Public Speaking

In 2017 the school public speaking competition was open for all students K – 6. Students were taught how to prepare planned and impromptu speeches. The winner from each stage competed in the Ultimo Operational Directorate Public Speaking competition. The students showed growth in public speaking skills and the competition was well supported by the community.