

# Five Dock Public School

## Annual Report

2018



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## Introduction

The Annual Report for **2018** 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.

Amanda E Dawkins (Dip Tch., B. Ed., M. Ed)

Principal

### School contact details

Five Dock Public School

Henry St

Five Dock, 2046

[www.fivedock-p.schools.nsw.edu.au](http://www.fivedock-p.schools.nsw.edu.au)

[fivedock-p.school@det.nsw.edu.au](mailto:fivedock-p.school@det.nsw.edu.au)

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### Message from the Principal

Returning to Five Dock after two years working in the role of Principal, School Leadership has been a pleasure and a privilege. During my absence, Ms Nicole McGee ably relieved as principal. As a result, the whole school community was well prepared to continue our learning journey and contribute to planning for the 2018–20 School Plan.

Staff at Five Dock are a fine group of professionals. Teaching staff understand the imperative of providing students with teaching and learning that prepares them for the challenges of the future. Our student support learning officers support our teachers to deliver individualised programs that meet needs of students with special needs. In addition to this, our administration staff ensure the school is well managed and organisational structures support teaching and learning. We are all committed to working together as a cohesive team in the belief that that this will lead to a successful and rewarding life for all our students.

I acknowledge the work of an enthusiastic and forward thinking Parents and Citizens Association (P and C). Their commitment to enriching the experiences of the children in learning and play has resulted in the purchase of additional STEM resources, the installation of playground equipment and activities as well as upgrading and maintaining interactive technology in classrooms. They contribute a significant amount of funding each year to maintain the air conditioning. In addition to this they manage the administration and resourcing of the Out of School Hours Care (OOSCH) program and the uniform shop. They add value to the community through organising and hosting a number of events throughout the year that have an element of fundraising but also a focus on bringing the community together.

Of course, it is our students who are at the centre of everything we do. We have a vibrant and happy student body who enjoy the opportunities we provide. It is a joy to be able to celebrate their achievements and an honour to support them when they are finding their learning challenging.

Amanda E Dawkins

## School background

### School vision statement

At Five Dock Public School we believe that through co-operation and collaboration, we will continue to foster a culture of high expectations that leads to a high impact learning environment. Our collective purpose is to provide relevant and challenging learning experiences. Through these we will develop the skills, knowledge and understandings that empower our students to actively participate in a complex world, as respectful and tolerant global citizens. Our overall vision is to contribute to every student achieving their potential.

### School context

Five Dock Public School is situated in the Inner West of Sydney. The school caters to the needs of 407 students from Kindergarten to Year 6. A support unit caters to the learning needs of students with a mild to moderate intellectual disability and/or autism. This provides all our students with the opportunity to learn about and value inclusion and this adds to the overall positive culture of the school. In addition, the school has a pre-school attached that provides thirty hours of learning every fortnight to an additional forty children in the year prior to commencing kindergarten. Staff, students and the community are proud of the diversity of our learners and the opportunity this provides for us to contribute to the development all of the children in the Five Dock community.

Forty three percent of our students identify as being from a language background other than English. Whilst thirty two languages are represented, Italian continues to be the most commonly spoken language. This is a result of post World War 2 immigration patterns. Two percent of our students proudly identify as Aboriginal and the school supports their development through individualised learning programs and a cultural, health and wellbeing program implemented in partnership with the University of Sydney.

Like many suburbs in the Inner West, the area is undergoing rapid development and change. The majority of families are dual income and the P and C provides before and after school care for their children. The school population has increased by 50% over the last seven years and this trend is predicted to continue.

The school's core values of **respect**, **participate**, **belong** and **achieve** are integral to all our programs as we develop and grow each and every child, emotionally, socially, physically and academically.

# 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. The results of this self-assessment process are provided below.

### Learning

The domain of learning has six elements. These are: *Learning Culture*, *Wellbeing*, *Curriculum*, *Assessment*, *Reporting*, and *Student performance measures*. In the elements of learning culture, curriculum and assessment, reflections of staff and supporting evidence indicate the school is operating at Sustaining and Growing. In the elements of wellbeing, curriculum, reporting and students performance measures, reflections of staff and supporting evidence indicated that the school is operating at Delivering.

### Teaching

The domain of teaching has four elements. These are: *Effective Classroom Practice*, *Data skills and use*, *Professional standards* and *Learning and development*. In the elements of effective classroom practice, data skills and use and learning and development, the reflections of staff and supporting evidence indicated the school is operating at Sustaining and Growing. In the element of professional standards, the school's on-balance judgement is that we are currently operating at Delivering.

### Leading

The domain of leading also has four elements; *Educational Leadership*, *School Planning*, *implementation and reporting*, *School resources*, and *Management practices and processes*. In the element of School resources, reflections of staff and supporting evidence indicated the school is operating at Excelling. In the other elements, the school is operating at Sustaining and Growing.

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

For more information about the School Excellence Framework:

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



## Strategic Direction 1

Excellence in teaching and learning

### Purpose

To develop strong literacy and numeracy skills in all students so that they can successfully access all curriculum areas as a result of their individual learning needs being known, understood and catered for.

### Overall summary of progress

In 2018 all teacher staff increased their awareness of the need to ensure assessment practices support an understanding of individual student learning needs. Formative assessment practices are evident in the majority of classrooms. Professional learning has been provided to all teaching staff to introduce the literacy and numeracy progressions. This has led to an awareness of the format of the progressions. Current sources of data used within the school have been identified, Office 365 was introduced and used by some stages as a data collection and analysis tool. By the end of year, learning and support structures, programs and systems were being evaluated. This led to decision making regarding 2019 data sources. The stage 3 team have trialled *John Hattie's* effect size calculations for numeracy and the *SOLO taxonomy*. Further trialling and implementation across the school will take place in 2019 (refer to Next Steps).

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students achieving higher than expected growth in literacy.	\$8,400 spent on course fees, teacher release to attend professional learning and plan for school-based professional learning.	The school's at or above expected growth across all students in reading was 70.2%, in writing it was 51.1%, in spelling it was 55.3% and, in grammar and punctuation, 76.6%.
Increase the percentage of students achieving higher than expected growth in numeracy.	The course fees, teacher release to attend professional learning and plan for school-based professional learning are included in the expenditure in the previous column.	The school's at or above expected growth across all students in numeracy was 52.2%
All teachers are able to analyse, interpret and use qualitative and quantitative data to develop high impact teaching and learning programs.	\$2 680 was expended to research best practice in data collection.	There is an awareness across teaching staff that data comes in a range of forms and has to be manageable. School based data is regularly used to inform stage based collaborative planning each term. Through collaborative assessment practices consistent judgements are made regarding student progress. and strategies established to move learning forward.
All teachers build their capacity aligned to the <i>Australian Professional Standards for Teachers</i> to improve learning.	No funds expended.	All teachers aligned at least one of their goals to the <i>Australian Professional Standards for Teachers (APSfT)</i> . Professional learning was also aligned to the <i>APSfT</i> , with particular emphasis on <i>Standard 3: Plan and implement effective teaching and learning</i> .

### Next Steps

In 2019 we will provide further professional learning to increase staff understanding and use of the literacy and numeracy progressions. PAT assessments will be used across the school to establish a reading and numeracy baseline for all students in year's 2 to 6. In 2020 this will be administered again to monitor growth. We will investigate students who have made outstanding growth and those who have made less than expected growth in NAPLAN and school-based assessments to critically reflect on the opportunities we are providing them. We will also use assessments to analyse the achievement of equity groups within the school. All students will participate in the *PIVOT Student Perception* survey to

review pedagogy and the implementation of the *Quality Teaching Framework* across the school. This will lead to individual teachers establishing goals linked to the *Australian Professional Standards for Teachers (APSfT)* in areas identified for professional growth. We will identify key assessment tasks from K–6 that will be kept in a portfolio to provide evidence of longitudinal growth. We will evaluate the 2018/19 transfer of information procedures to improve the quality of the information provided to teachers in 2020. We will improve our understanding of a growth mindset and communicate this across the community. We will provide teaching staff with further professional learning to improve their understanding of the *SOLO taxonomy*, *John Hattie's* model of learning as well as *Cognitive Overload*.

## Strategic Direction 2

### Capacity building for the future

#### Purpose

Students and staff develop the skills, knowledge and understandings to prepare for tomorrow's world.

#### Overall summary of progress

In 2018 teaching staff were surveyed to establish a base-line regarding the overall understanding of the general capabilities as identified by the *Australian Curriculum and Reporting Authority (ACARA)*. This led to the planning and implementation of professional learning activities using a range of resources to increase the understanding of the general capabilities identified as needing clarification and deeper understanding; *critical thinking, creativity* and *problem solving* from P–6. This led to staff identifying in stage groups a capability to focus on within a learning area. The ICT room was dismantled and a flexible learning space was developed in its place. Teaching staff have sourced furniture for their teaching environments that are conducive to more collaborative learning opportunities and explicit small group instruction. Professional learning took place to ensure relevant integration of robotics in learning. A number of opportunities were provided for staff to develop their leadership and collaboration skills through the *Lead4Success* program in partnership with four other schools. Participants in this program report it to have had a positive impact on their understanding of leadership, their capacity to work in teams made up of people from different schools and diversity of ideas. There has been an increase in the number of staff stepping up to take on leadership roles within the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers incorporate general capabilities across the curriculum.	2 x TRDs = \$840 to prepare professional learning activities	Increased awareness of the general capabilities.  Evidence of the general capabilities in teaching and learning programs.
Increased opportunities for all staff to develop their leadership capabilities.	7 x TRDs = \$2 940 for aspiring and existing school leaders to participate in the Lead4Success program.	Increased awareness of leadership opportunities across the school.  Evidence of increased leadership capacity across the school.
Increased collective teacher efficacy through authentic collaboration.	4 x TRDs for all classroom teachers to collaborate on teaching and learning programs = \$42 240.00  2 x TRDs for all classroom teachers to collaborate to ensure consistency of teacher judgement regarding student assessment = \$21 120.00	Teaching staff are collaborating in more effective ways with a stronger focus on teaching and learning and problem solving regarding differentiation.
Every student has the capacity to access, create and communicate information and ideas.	Purchase of furniture = \$6 800	The teaching and learning environments are more suited to collaborative learning opportunities.

#### Next Steps

In 2019, teaching staff will be provided with additional opportunities to develop their understanding of the general capabilities of *critical thinking, creative* and *problem solving*. Evidence of this will be in all classrooms and in teaching and learning programs. We will develop a scope and sequence for the integration of robotics across the school. We will continue to purchase furniture that provides opportunities for small group instruction, collaborative learning and individualised learning. The School Leadership Team will increase their capacity to lead powerful professional conversations through the development of their coaching skills. We will participate in a Science and Technology syllabus

implementation project with local schools and opportunities will be provided for existing and aspiring leaders to participate in the *Lead4Success* program to further develop leadership capacity across the school and across two networks.

### Strategic Direction 3

Strong learning partnerships

#### Purpose

Clarity and consistency throughout the community to develop a shared understanding of learning and wellbeing.

#### Overall summary of progress

In 2018 surveys were conducted to establish what we need to focus on regarding communication and developing strong community partnerships. Students from years 1–6 were involved in the term 1 reporting process through attending the parent–carer/teacher interviews. The school newsletter is received and read by the majority of the community. It is reported that the community find it helpful. The school has developed strong professional learning partnerships with a number of other schools through the *Lead4Success* programs as well as the University of Sydney Indigenous Health Team (refer to Aboriginal background loading).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement with the local community within and external to the school.	No financial resources expended.	Strong links between the school and the local community are evidenced through the P and C who have a strong presence throughout the local community. The schools Twitter account is regularly accessed by the community.
Increased knowledge of current teaching and learning strategies within the school community.	No financial resources expended.	The school has investigated strategies to provide information in easily accessible ways.
Establish and strengthen strategic partnerships beyond the school.	Refer to Strategic Direction 2 for expenditure for <i>Lead4Success</i> .	We have strengthened our links with local schools.

#### Next Steps

In 2019 we will upgrade the school website.. We will continue to raise the profile of the school across the community in partnership with the *Parents and Citizens Association (P and C)*. We will develop a communication strategy to ensure a clear understanding across the school community of events and expectations. This will include introducing the Dojo program as a means of communicating with families about the learning that is taking place in classrooms to raise their awareness of contemporary learning strategies and syllabus implementation. We will develop effort standards/descriptors for end of semester reports and support staff to provide parents/carers with clear information regarding their child/ren's learning. We will continue to provide opportunities to connect with local schools through the *Lead4Success* and *Science and Technology* curriculum project. We will also work to ensure timely and effective communication with outside providers who support our students who have additional needs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal background loading.	<p>All Aboriginal students have a PLP developed that specifically targets their learning needs as identified by their parents/carers and their teachers.</p> <p>The Koori Kids Club continued in partnership with the University of Sydney Indigenous Health Team (refer to Strategic Direction 2). The members of the Club had direct input to the development of a Five Dock Public School Acknowledgement of Country. They also ran activities for NAIDOC Week focusing on the theme of "Because of Her We Can".</p>
<b>English language proficiency</b>	\$20 823	Team teaching occurred across the school. In stage 3 the focus was on numeracy based on an analysis of need. Evaluation of our EALD program indicated that the current team teaching structure should remain for 2019 (refer to low level adjustment for disability).
<b>Low level adjustment for disability</b>	\$20 823	All students identified as requiring additional support were supported through the team teaching program. The exception to this was a withdrawal program for some students with higher needs. Evaluation of the program and research has informed the decisions made for intervention strategies in 2019. That being that each stage will receive 2 days of in class support each week.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$39 000	All members of the School Leadership Team received additional time to work in classrooms in an instructional leader role. In addition to this they released members of their teams to work in other classrooms to support the achievement of their <i>Performance Development Plans (PDPs)</i> . In addition to this funding was provided to contribute towards the establishment of a Deputy Principal position. This increased opportunities for instructional leadership across the school.
<b>Socio-economic background</b>	\$18 263	All students had full access to all school programs. The school also contributed funds to this.
<b>Support for beginning teachers</b>	\$24 164	Time was provided to provide opportunities for early career teachers to observe colleagues in areas that they identified as areas of interest to further develop their skills. In addition to this, time was provided for them to work together to support each other with accreditation requirements.
<b>Targeted student support for refugees and new arrivals</b>		
<b>PBL</b>	\$9 000.00	A number of staff attended the reload professional learning as well as the <i>PBL Advanced Tiers Targeting Intervention Training</i> . A PBL booklet has been developed and Tier 2 and 3 strategies have been developed.

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	220	222	216	208
Girls	189	189	192	194

The student population at Five Dock Public School comprises of 38 language groups. The Italian community continues to be the most highly represented with 14% of students from an Italian background. This is followed by the Mandarin community at 3%. 3.5% of our students identify as being of Aboriginal background. 7% of our students have a disability. They are supported through their inclusion in our Support Unit program and through the integration funding support program.

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.4	95.3	95.9	95.8
1	93.8	95.7	93.6	95.3
2	94.2	95.6	95	93.6
3	95.5	95.6	95.3	93.6
4	93.8	95.7	94.6	94.4
5	94.7	93.4	94.1	94.8
6	94.9	93	93.6	92.9
All Years	94.6	94.9	94.6	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

## Management of non-attendance

At Five Dock Public School absences, are monitored weekly by a member of the School's Leadership Team. Students who have unexplained absences are followed up by classroom teachers and a written explanation is requested. The rolls are then monitored each term by a member of the *Home School Liaison Officer (HSLO)* team. Parents/carers of students who have 85% or less attendance are then contacted by the school in writing to explain the low attendance rate and discuss strategies to improve. These students continue to be monitored. If attendance continues to be of concern then a meeting is held with the HSLO, principal and the family.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.53
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.32
Other Positions	1

\*Full Time Equivalent

The school has one teacher who 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

Professional learning at Five Dock Public School is explicitly linked to the School Plan and the *Australian Professional Standards for Teachers (APSfT)*. This includes linking teachers' *Performance Development Plans (PDPs)* to the content being covered.

Focus areas for staff professional learning in 2018 included:

- Whole staff awareness raising of high value add practices based on CESE research and case studies (Strategic Direction 1);
- reporting to parents/carers face to face and through written reports (Strategic Direction 2);
- strengths-based leadership (Strategic Direction 2);
- human potentiality and authenticity which focused on good practice and rights and responsibilities of transgender students;
- introduction to *Microsoft Office 365* with emphasis on Teams (Strategic Direction 2);
- general capabilities and robotics integration into the classroom (Strategic Direction 2);
- introduction to literacy and numeracy progressions (Strategic Direction 1);
- successful communication strategies for reporting to parents/carers (Strategic Direction 3);
- classroom differentiation (Strategic Direction 1);
- introduction to John Hattie's model of learning (Strategic Direction 1);
- introduction to the SOLO taxonomy (Strategic Direction 1); and,
- identification of quality examples of future focused learning (Strategic Direction 2).

In addition to this, mandatory PL took place either online or face to face in the areas of:

- Child Protection;
- CPR and anaphylaxis;
- WHS induction; and,
- code of conduct.

All staff are reminded to monitor their status on the WHS e-learning site.

One early career teacher completed accreditation at proficient level.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	259,046
<b>Revenue</b>	4,674,222
Appropriation	4,253,474
Sale of Goods and Services	27,063
Grants and Contributions	385,971
Gain and Loss	0
Other Revenue	400
Investment Income	7,314
<b>Expenses</b>	-4,526,831
Recurrent Expenses	-4,526,831
Employee Related	-3,787,441
Operating Expenses	-739,390
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	147,391
<b>Balance Carried Forward</b>	406,437

The *School Administration Manager (SAM)* works closely with the principal to monitor spending. Funds available will be used to support the school's Strategic Directions in 2019.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,818,765
Base Per Capita	83,456
Base Location	0
Other Base	2,735,308
<b>Equity Total</b>	141,859
Equity Aboriginal	7,570
Equity Socio economic	18,253
Equity Language	23,208
Equity Disability	92,827
<b>Targeted Total</b>	615,411
<b>Other Total</b>	516,665
<b>Grand Total</b>	4,092,698

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

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

## School performance

### NAPLAN

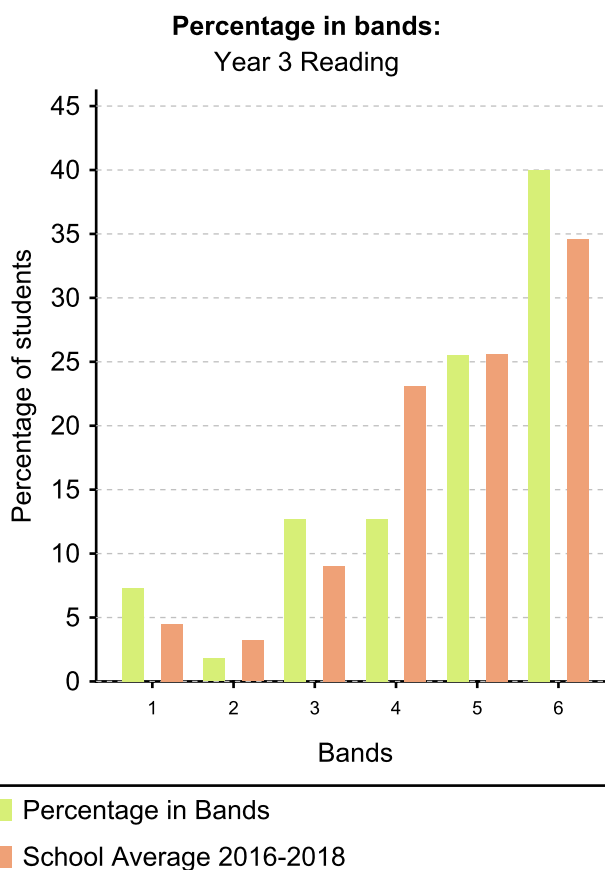
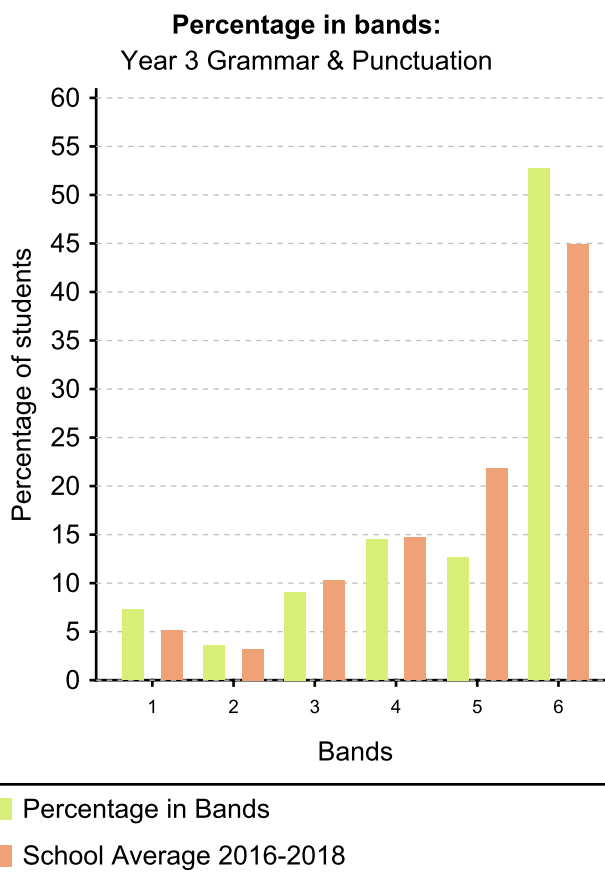
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

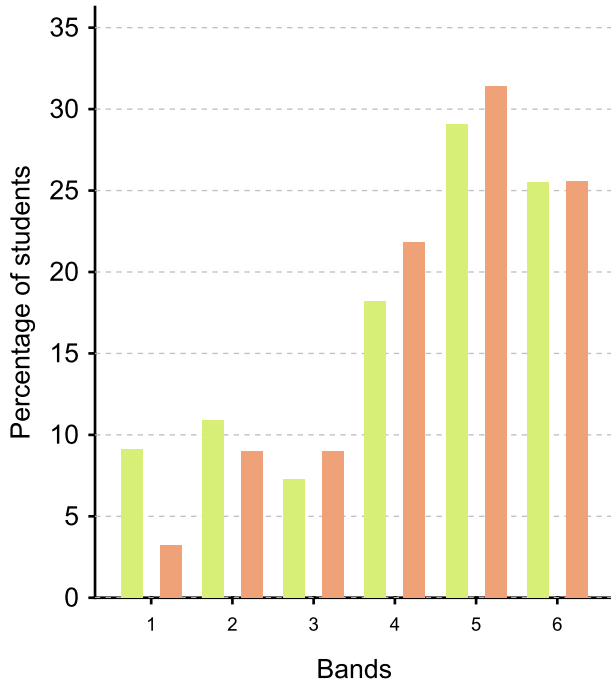
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

65% of students in year 3 were in the top two bands for

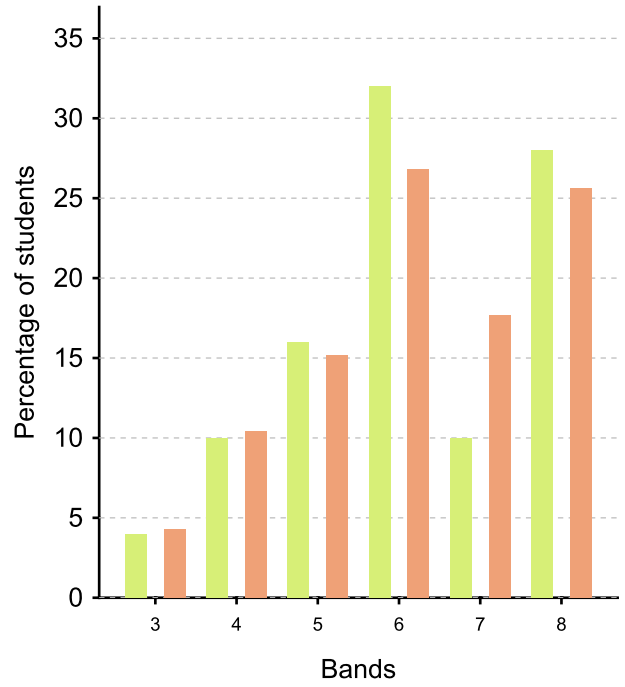
reading with 36% of year 5. 58% of students in year 3 were in the top two bands for writing, with 10% of students in year 5. In the area of spelling 54.6% of students in year 3 were in the top two bands. 22% of students scored in the top two bands for spelling. In the area of grammar and punctuation, 65.4% of students in year 3 scored in the top two bands and in year 5, 28% performed in the top two bands.



**Percentage in bands:**  
Year 3 Spelling



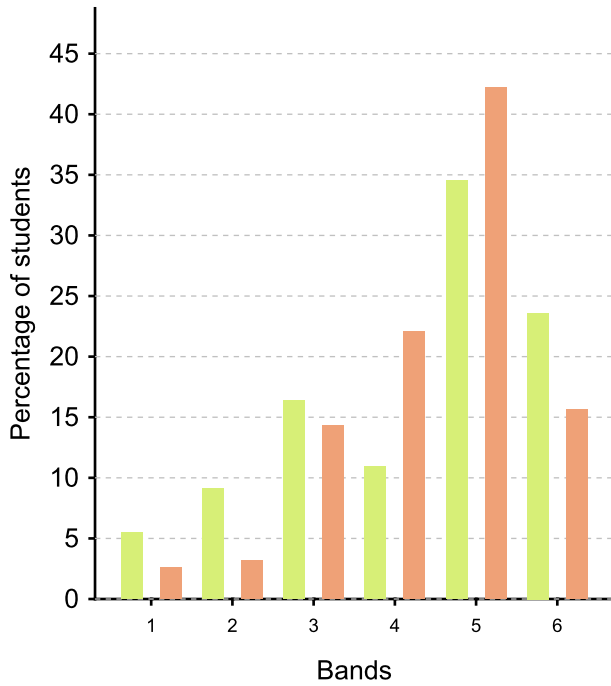
**Percentage in bands:**  
Year 5 Grammar & Punctuation



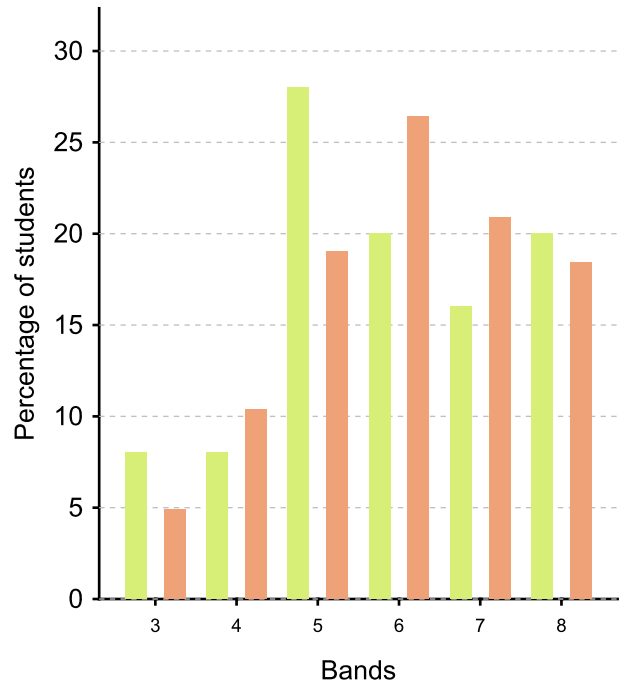
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



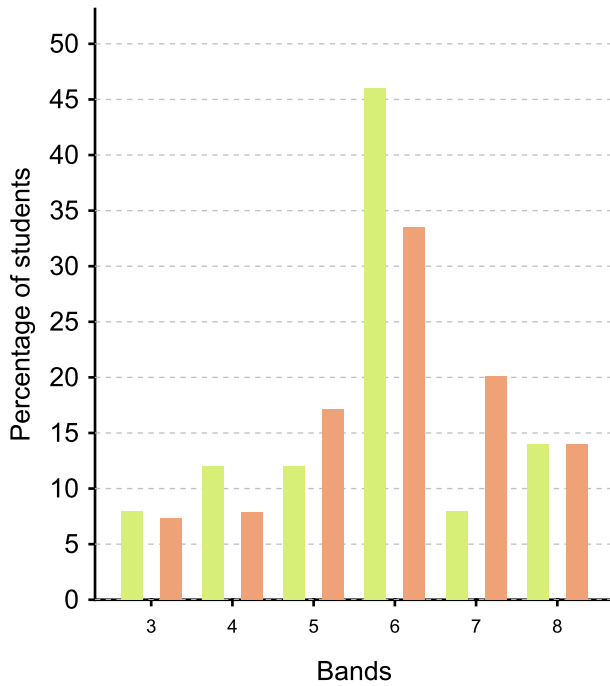
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

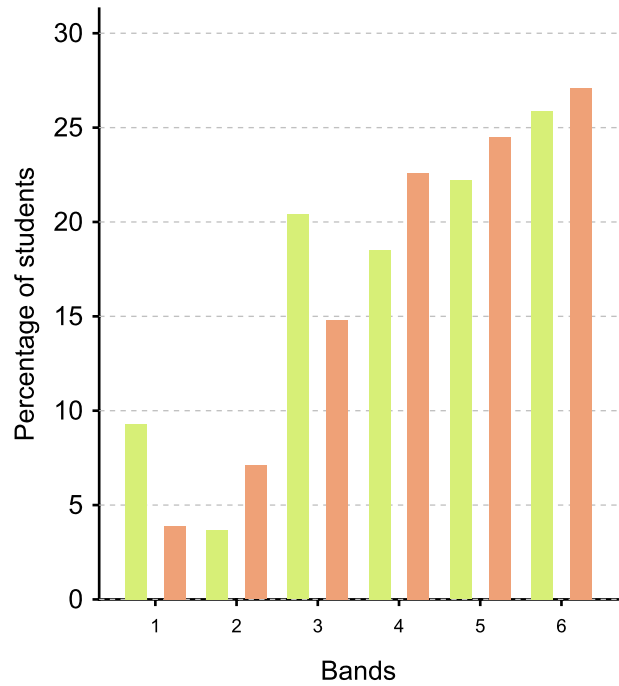
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



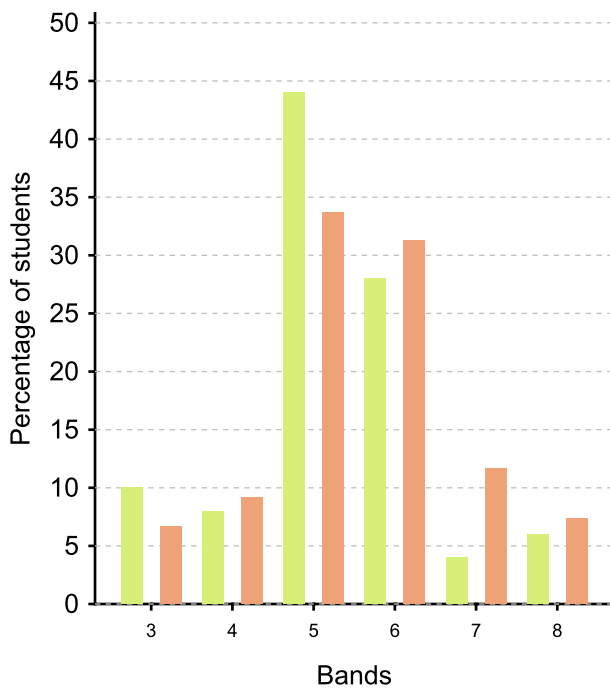
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Numeracy



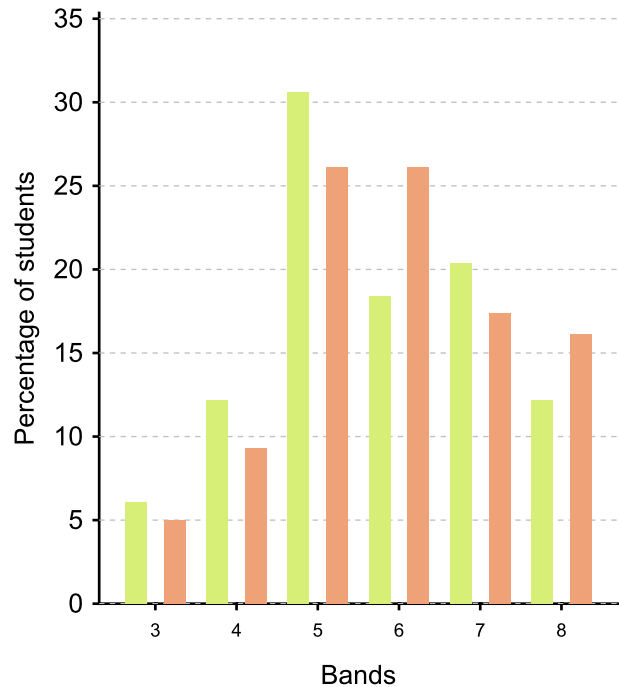
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

48% of year 3 students were in the top two bands for numeracy and 32% of year 5 students were in the top two bands.

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.

Five Dock Public School's NAPLAN results in 2018 reflected a decrease of 5% in the percentage of results

in the top 2 bands for reading and numeracy from 2017. Analysis of our 2018 results led to decisions being made regarding target areas for the introduction of the literacy and numeracy progressions in 2019. These areas are: Phonics and phonemic awareness from K–2, understanding texts from K–6 and quantifying numbers from K–6.

## Parent/caregiver, student, teacher satisfaction

### PARENTS/CAREGIVERS

In 2018, the *Excellence in School customer Service 360 Reflection Tool* was implemented. This survey measures whether a school communicates effectively, commits to customer service, works collaboratively and has consistency and vision in planning. The tool measures twelve competencies; Information quality and ease of use, engagement with other, values, inclusivity, customer service, community partnerships, empathy, teamwork, collaboration that is valued and recognised, process collaboration, ethical behaviour and school vision. For each competency, the tool measures if the school; sometimes meets community expectations, meets community expectations and exceeds community expectations.. The results are summarised below:

#### Effective communication

- The school exceeds community expectations in the quality of its communication and ease of use.
- The school meeting community expectations regarding engagement with others.
- The school exceeds community expectations in the communication of its values.

#### Commitment to customer service

- The community reported that the school exceeds community expectations in the area of inclusivity , customer service and empathy.
- In the area of community partnerships the school meets expectations.

#### Work collaboratively

- In the area of team work the school exceeds community expectations.
- The school meets community expectations in the area of collaboration.

#### Consistency and vision in planning

The community reported that the school exceeds community expectations in the area of ethical behaviour.

### STUDENTS

In 2018, students from years 4–6 (stage 2 and 3) participated in the *Tell Them From Me* survey.. Following are the results:

- The percentage of students with positive relationships was slightly above the norm for NSW.
- 91% of students demonstrated positive behaviour at school as compared to 83% across the State.
- The percentage of students who are intellectually engaged was 96% which was above the norm for NSW.
- The percentage of students displaying early signs of disengagement is below the norm for NSW by 4% in year 4 and 5% in year 5.

### STAFF

All staff were provided with the opportunity to participate in the *People Matter 2018 NSW Public Sector Employee Survey*. The results of the survey indicated that:

- 95% indicated that their job give me a feeling of personal accomplishment.
- 95% of respondents indicated that that understand what is expected of them to do their job well.
- 95% reported that their work group works collaboratively to achieve its objectives and that they receive help and support for other members of their work group.
- 91% of respondents reported that they feel motivated to contribute more than what is normally required at work.
- 91% of respondents reported that people in my workgroup treat each other with respect.
- 90% indicated that personal background is not a barrier to success.
- 90% indicated that they would recommend the school as a great place to work.

## Multicultural and anti-racism education

Five Dock School reflects the diversity of the Sydney metropolitan area. We have a very diverse community (refer to Student Information) and we celebrate this through the development of intercultural understanding in teaching and learning programs. In addition to this we acknowledge major cultural traditions such as Ramadan, Chinese New Year as well as the traditional Christian traditions that reflect our Italian and Anglo Saxon community through the community newsletter and assemblies. The school hosts a Harmony Day lunch each year which leads to our students experiencing a large range of foods from other cultures. This is a successful and authentic way to celebrate our diversity. Community users of the premises outside of school hours also reflect the diversity of the local area with Co.As.It implementing an Italian program and Chinese church group using the hall each week.

## Policy requirements

### Aboriginal education

At Five Dock Public School 4% of students identify as Aboriginal. We have one staff member who also identifies as Aboriginal (refer to workforce information). In partnership with the University of Sydney Indigenous Health Unit, this teacher leads our *Koori Kids Club* which meeting once a week to ensure a strong sense of identity for all our Aboriginal students (refer to key initiatives Aboriginal background loading).

*Tell Them from Me Survey* data indicates that our 40% of our Aboriginal students feel good about their culture with 60% neither agreeing nor disagreeing. These results were reflected in the Aboriginal students' perception of teachers' understanding of culture. Our Aboriginal students attended an *Indigenous Literacy Week* event at the Opera House in August. This provided them with an opportunity to hear stories in traditional language and donate books to remote schools. Our Aboriginal students also worked with a member of the Aboriginal Education team from Arncliffe Office of Public Education to develop an acknowledgement of country for Five Dock that has been placed on signage in the school and is used at all formal assemblies.

Teaching staff also ensure that the curriculum includes Aboriginal and Torres Strait Islander histories and culture cross-curriculum priorities. The school has purchased culturally appropriate resources which are regularly used in classrooms to support the development of our students' knowledge and understanding of Australia's traditional custodians. Two teachers attended a workshop and were provided time to develop activities for staff professional learning on the school development day in term 1, 2019.