

2022 Annual Report

Five Dock Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Five Dock Public School we believe that our community shares a collective responsibility to develop young people to be confident and resilient learners who accept challenge and take risks.

Our vision is for all to reach their individual potential - physically, emotionally, socially and academically - as a result of a high expectation environment and effective community partnerships.

School context

Five Dock Public School was established in 1861 and has always been an integral part of the Five Dock Community. We have commenced 2021 with an enrolment of 412 students from preschool to year 6. Twenty three students are enrolled in a four class support unit that caters to the needs of students with Autism and, or, a moderate intellectual disability. Community consultation undertaken in the development of the school's 2020 situational analysis, established that the community prides itself on a philosophy of inclusivity and our support unit students and staff are vital and valued members of the school.

Traditionally since post World War 2 migration, Five Dock was settled by mainly Italian immigrants. A change in the demographics of the area, has seen an increase in the number of community members and students who have an Asian background. In recognition of this, a Mandarin language program was introduced in 2020 to complement the existing Italian community language program.

A number of our students come from a language background other than English. Language acquisition is supported through the distribution of funds across the school. We have a small number of new arrival students who are funded for additional English as an additional language dialect (EALD) through the new arrivals funding program (NAP).

We have a small percentage of students who identify as Aboriginal. We are committed to ensuring their culture is highly valued by all members of our community. Acknowledgement of country is regularly observed at all school assemblies and events. Each of our twenty one well-being groups has taken the name of a prominent indigenous leader. In 2020, all children participated in developing an acknowledgement of country for their well-being group. A Koori Kids program has run for our Aboriginal students since 2016 and contributes to a sense of pride and positive identity for the students.

There is a shared understanding on the part of all staff; teachers, school learning support officers and administration staff, that every child is an individual. We acknowledge that our core purpose is to develop literate and numerate individuals who have sound interpersonal and intrapersonal skills. In order to achieve this, the school's equity funding, is put towards employing additional staff; teachers and school learning support officers. This enables the school to effectively meet the needs of all students through flexible intervention strategies and differentiated learning. Through our situational analysis, it has been established through initial qualitative and quantitative data that this is having a positive impact on the outcomes of students requiring additional support.

In 2020 we introduced five week cycles of learning that provided us with ongoing data regarding student progress. This has increased the collective efficacy of staff across the school through regular consistency of teacher judgement time and flexibility when planning for interventions. It has led to more effective evaluation of teaching and learning programs. Pre and post testing strategies were implemented to support teachers to explicitly identify areas to target for individual students. This also provided students with initial and final feedback regarding their progress.

Analysis of external learning data as well as internal data have enabled us to establish reading focus areas; phonemic awareness, phonics, vocabulary and comprehension in reading. In numeracy our focus is going to be measurement and geometry and whole number, including automaticity of multiplication facts. Through focusing on these areas, our intention is to lift our reading and numeracy results. In addition to this we will continue to analyse student learning to focus on emerging areas of need.

From 2018 to 2020, the school has focused on developing a culture of differentiation. Through staff surveys and focus groups held, in order to develop our situational analysis, we have established a need to cater more effectively to the needs of our high potential and gifted learners.

Parent/carers play a significant role in shaping their children's attitudes to learning. We work with parents/carers to support them to understand their children's strengths and areas to improve. The intention of staff is to ensure that all students are capable learners who embrace challenge and are unafraid to take intellectual risks. This has been identified as an area to focus on following parent/carer, student and staff focus groups.

Physically, the school contains a mix of buildings from the late 19th century to early 21st century. We have the luxury of

large grounds that provide students with the opportunity to engage in vigorous and active play.

Play is recognised as a necessary learning activity for all children. The preschool program supports this philosophy and since 2019 we have been implementing a loose parts play program for students from kindergarten to year 6. This has enabled our support unit students and other students with a diagnosed disability to connect with the full range of peers. Parent/carers indicated through focus groups that they value the program.

The current P and C are passionate about improving our external environment and have made a positive contribution to its upgrade and beautification. They also manage the school's onsite out of school hours care program that caters to an average of 151 children each week. This is a huge support to our working parents/carers.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure continuous improvement in literacy and numeracy, we will further develop our capacity to plan, implement and assess the progress of all of our students. Our collective purpose is to continue to build a culture of knowing individual student's learning needs through ongoing data analysis in order to develop teaching and learning programs that are differentiated.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- From data to instruction
- Assessment for learning agility

Resources allocated to this strategic direction

Per capita: \$87,354.00

English language proficiency: \$22,477.18

Integration funding support: \$151,219.00

Low level adjustment for disability: \$105,153.87

Aboriginal background: \$9,736.00

Professional learning: \$32,611.00

Summary of progress

In 2022;

- All children in Year's 2-6 participated in the *Australian Council of Educational Research (ACER) Progressive Achievement Tests (PAT)* in reading and numeracy in Term 1. The PAT are administered at the beginning of each year as part of the school's assessment schedule. Student performance in these assessments was analysed by the School Leadership Team and compared with 2021 NAPLAN and Check-in results as well as internal data. This resulted in informed decisions being made for all students based on needs analysis of individuals and within class groups. Differentiation of teaching and learning programs occurred across the school.
- The school's assessment schedule, that was developed in 2021, was fully implemented, to ensure a balance between external and internal assessments and a focus on formative assessment practices.
- Analysis of internal and external assessments identified a to continue to focus on whole number, particularly in the area of place value, multiplicative strategies and measurement and geometry.
- Consolidating the Super Six comprehension strategies was a continued focus from Kindergarten to Year 6, including the Support Unit, particularly in the area of understanding texts. Our Year 5 students improved in reading in comparison to the State and our statistically similar school group (SSSG) in NAPLAN. This is a direct result of the impact of a whole school approach to the teaching of the Super Six strategies.
- Spelling, grammar and punctuation NAPLAN results have improved in Year 5. This is the result of consistent implementation of the Soundwaves program and the Seven Steps to writing success.
- All members of the School Leadership Team developed their skills in analysing and communicating data in a timely manner. This resulted in an increased capability to lead staff to collaboratively assess, evaluation and plan for five week cycles of learning.
- The School Leadership Team participated in professional learning that highlighted different types of leadership and the impact of instructional leadership on student learning outcomes. The capacity of school leaders lead teams to collaboratively plan for ongoing improvement increased. All School Leadership Team members spent time working with their teams in classrooms to develop pedagogical understanding through feedback and support.
- All teachers from K-6 worked to identify strategies that students are, or, are not, using to interpret numeracy questions. Teachers taught explicit strategies to support students to fully understand the way questions are worded. Tools such as drawing and highlighting key words were introduced.
- Check-in analysis identified that, in addition to a continued focus on what word problems are asking, students need to understand the processes involved in problem solving. NAPLAN results indicate a need to target working mathematically in 2023 to improve mathematical thinking across the school.
- In Stages 2 and 3 Years (3-6), numeracy groups are developed around two weeks cycles of learning. This involves a pre-quiz to establish prior knowledge and set targets and a post-quiz to assess progress. All teachers met every five weeks to collaboratively assess student learning progress at the end of the previous five week cycle and set learning intentions for the following five weeks.
- Examples of evidence of achievements were checked against *Australian Curriculum, Assessment and Reporting Authority (ACARA)* and *New South Wales Education Standards Authority (NESA)* work samples. All members of the School Leadership Team report confidence in their team's capacity to make consistent judgements regarding

- student progress. There is confidence in the accuracy of grading being made for end of semester reporting.
- Formative assessment (assessment for learning) strategies were a professional learning focus during the year. Existing strategies were shared across teaching staff and new strategies introduced. The impact of the professional learning has been that 100% of mainstream and Support Unit teachers are using a range of formative assessment strategies. This results in real time adjustments to teaching and learning programs being made for all learners. Explicit feedback to students to support understanding of their learning and where they need to go to next (refer SD2) was a professional learning focus for all staff. The language of feedback will continue to be a professional learning focus in 2023..

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> To lift the percentage of students in Year 3 and 5 achieving in the top two bands in NAPLAN numeracy by 7.1%. 	In 2022, 4% of students in Year 3 performed in the top two bands in numeracy. This was similar to our results in 2021. In Year 5, 34% of students performed in the top two bands in numeracy. This reflected a 25% increase on the 2021 performance of 9%.
<ul style="list-style-type: none"> To lift the percentage of students in Year 3 and 5 achieving in the top two bands in NAPLAN reading by 7.1% 	In 2022, 3% of students in Year 3 achieved in the top two bands in reading. This was a 2% decrease in the reading results achieved in 2021. 11% of Year 5 students performed in the top two bands in reading compared to 13% in the top two bands in 2021.
The percentage of students achieving expected growth has increased towards our 2023 improvement measure. in reading	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2022 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
The percentage of students achieving expected growth has increased towards our 2023 improvement measure in numeracy.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2022 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.

Strategic Direction 2: Evidence informed teaching practice

Purpose

Staff should have a deep understanding of effective pedagogy. We will ensure that contemporary, evidence based teaching and learning strategies are implemented in all classrooms. We will empower students to be active participants in their learning and to take ownership of their learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engaged and empowered learners
- Effective classroom practice

Resources allocated to this strategic direction

Per capita: \$10,974.00

QTSS release: \$83,202.80

Summary of progress

In 2022:

- The PIVOT Student Perception Survey of teacher practice was administered in Term 2 and Term 4. The purpose of the survey is to provide teaching staff with feedback regarding their teaching practice against the *Australian Professional Standards for Teachers (APSFT)*. There was an uplift in student perceptions regarding teachers providing safe and supportive learning environments (ATSFT Standard 4). This was a whole school performance development plan (PDP) goal for teachers in 2022 based on 2021 data.
- The survey conducted at the end of 2022, indicated we still have a need to develop shared and consistent language when giving student feedback. Teaching staff believe that, whilst feedback is provided, the questions in the PIVOT surveys do not reflect the language currently used to provide feedback. This will be a whole school focus in 2023.
- Whilst professional learning on providing feedback to students took place and there was an increase in teachers perceptions of explicitly providing feedback to students, the Term 4 surveys did not reflect a shift in student perceptions of feedback (refer to SD1).
- All teaching staff participated in professional learning to increase their understanding of *James Nottingham's evidence informed challenging learning platform*. The introduction of *Lane Clark's deep thinking for deep learning* approach to creating relevant, engaging and challenging learning tasks further consolidated teachers' understanding of how to develop student-centred teaching and learning programs. This was evident in a whole school art program that culminated in an art show in term 3. Science and technology and history programs throughout the school also demonstrated a strong take up of the strategies across the school. In 2023, teachers from Years 3 to 6 will work with *Lane Clark* to further develop their capacity to develop students' skills in analysing the thinking strategies required in maths problem solving. (ref to SD1).

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All students' learning and well-being needs have been identified based on sound holistic information, in consultation with parents/carers. and students.	<ul style="list-style-type: none">• Analysis of Check-in Assessment, NAPLAN and internal school-based assessment demonstrated that students' learning needs are known and appropriate adjustments made to ensure learning progresses for all students..• Student needs are passed on to the following year's classroom teacher through a digitised transfer of information process and face to face meetings. A formalised transition process exists for all students at the end of the academic year. The impact of this is that student learning is maximised through their needs being known by their receiving teacher and a reduction in student concerns as they transition to a new year.• Data is collected and analysed regarding classroom and playground

<p>All students' learning and well-being needs have been identified based on sound holistic information, in consultation with parents/carers. and students.</p>	<p>incidents and parents/carers consulted regarding strategies they can implement to support their child's academic and well-being.</p> <ul style="list-style-type: none"> • The Learning and Support Team (LaST) and stage team meetings provide an opportunity for student academic and well-being needs to be raised and appropriate interventions to provide support discussed and implemented. • Parents/carers are contacted by teachers at the beginning of the year to introduce themselves and give parents/carers an opportunity to tell the teacher about their child. • All children on personalised learning plans (PLPs) have their needs discussed between their teacher and parent/carer. • A student/parent/teacher meeting is held at the end of term 1 resulting in a shared understanding of student progress throughout term and the establishment of future focused goals for all students. • Regular communication between teaching staff and parents/carers, be it formal or informal, is common leading to effective home/school partnerships. <i>Tell The From Me</i> data reflected that parents/carers feel they can communicate with teachers and that they are heard.
<p>Increase the percentage of staff who are using their understanding of current learning theories when planning high quality teaching experiences.</p>	<ul style="list-style-type: none"> • All teaching staff participated in professional learning that built on their existing understanding of <i>cognitive load theory</i> and to introduce <i>James Nottingham's challenging learning strategies</i>. 40% of teachers indicated that they had increased their understanding of the need to give students time to retrieve prior learning before introducing new learning.. They were also willing to trial developing more challenging learning opportunities with 60% indicating they would definitely trial new strategies. This was achieved. • As a result of of a team of three members of the teaching staff participating in professional learning to introduce them to <i>Lane Clark's deep thinking for deep learning</i> planning approach, a team of teachers developed and led professional learning to up-skill all staff on developing units of work to provide engaging, relevant and challenging learning opportunities. • 100% of teachers collaboratively developed units of work using the strategies developed by Lane Clark. Evaluations reflected increased student engagement and teacher confidence in developing and implementing exciting and engaging units of work. Additional professional learning for staff teaching Year's 3-6 will be delivered in 2023 in the area of developing thinking strategies in numeracy (ref SD1). • A portrait exhibition was shared with all parents/carers to celebrate the impact of Lane Clark's approach to planning teaching units and the process that students undertook to ensure deep learning..

Strategic Direction 3: High expectation learning culture

Purpose

Our purpose is to develop aspirational expectations of learning progress throughout the community. As a result, students and staff will work in partnership with parents/carers to establish achievable goals that demonstrate individual and collective responsibility to move learning forward and continually improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Challenged and motivated students
- Integrated enrichment and extension activities

Resources allocated to this strategic direction

Per capita: \$1,200.00

Summary of progress

In 2022:

- A team was established to commence reviewing and rebranding our *Positive Behaviour for Learning (PBL)*. As a result of competing demands across the school, this work did not progress as quickly as we would have hoped. Student PBL representatives were initiated to ensure student voice in the reviewing and rebranding of the program. This work will continue in 2023.
- The need to establish high expectations for all students was communicated to all staff. This resulted in examples of quality work being shown to students so they knew what was expected. Our *Tell Them From Me* data showed evident of a high expectations learning environment.
- Two staff members completed the *High Potential Gifted Education Tier 1 Policy* into practice (familiarisation and planning) and *Tier 2* (delivering) online professional learning courses. This is in preparation to increase our capacity to cater effectively to the needs of our *HPG* learners. We will continue to focus on our *HPG* students in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Awareness raised amongst teaching staff of the various domains students can demonstrate talent in.	<ul style="list-style-type: none">• As a result of professional learning all teaching staff were able to identify the domains of high potential and gifted learners; intellectual, creative, social-emotional and physical.• Stage teams identified students who are exhibiting qualities of high potential and gifted learners.• The capacity of two staff members has been developed to provide them with the skills to lead the ongoing development of teacher understanding of catering to the needs of HPGE learners.
All teaching staff have the tools and demonstrate the capacity to identify the needs of all the students in their care.	<ul style="list-style-type: none">• The school's transition program enables staff to be cognisant of student needs at the beginning of each year and plan accordingly (refer SD2).• The schools assessment schedule assists teachers to locate information regarding student needs at targeted points across the year (ref SD1)..• Stage teams ensured that all students identified were provided with differentiated teaching and learning programs and opportunities to participate in activities where they were able to develop their strengths and interests and be enriched and extended.
Strong partnerships exist with parents/carers to increase the participation of students with	<ul style="list-style-type: none">• 100% of parents/carers were contacted by the classroom teachers in term 1 to establish a connection and discuss strengths and areas for development (ref SD2).

attendance that is less than 85%.	<ul style="list-style-type: none"> • All teachers are expected to contact parents/carers if a child is away for more than two days (ref attendance). • Newsletter reminders regarding the importance of attending school are regularly included (ref attendance).. • Parents/carers of children who are experiencing difficulties coming to school are contacted, referred to the Learning and Support Team, the School Counsellor and the Home School Liaison Officer (HSLO) (ref attendance).
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$151,219.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Five Dock Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • From data to instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build SLSO capacity around behaviour within the classroom and in the playground which was delivered by a behaviour interventionist. • consultation with external providers for the implementation of speech therapy strategies and occupational therapy adjustments. <p>The allocation of this funding has resulted in the following impact: Differentiated teaching and learning programs that effectively cater to the learning needs of students. A reduction in off task behaviour within the classroom through the delivery of relevant and engaging learning opportunities and additional teacher and SLSO support. A decrease in conflict in the playground and increased student connections with peers.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional teacher and SLSO support across all stages of learning Maintain support in the playground to continue to develop social skills that that support successful play activities and reduce conflict.</p>
<p>Socio-economic background</p> <p>\$20,446.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Five Dock Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy program implementation. • The employment of a community liaison officer (CLO) to increase community engagement. • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Additional support for literacy and numeracy has ensured equity of student outcomes. All children has been provided with access to all school programs.</p> <p>After evaluation, the next steps to support our students will be: To continue to ensure all our students are provided with access to all school activities and have any materials and uniforms they require supplied.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Five Dock Public School. Funds under this</p>

<p>\$9,736.00</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment for learning agility <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • a designated Koori Kids program, in partnership with the University of Sydney to ensure authentic learning experiences to build understanding of First Nations People culture, traditions and lore. <p>The allocation of this funding has resulted in the following impact: 100% of First Nations Peoples' students are provided with support for literacy and numeracy as required. First Nations Peoples' students demonstrate an understanding of their cultural background and country and exhibit pride in their heritage.</p> <p>After evaluation, the next steps to support our students will be: Continue to build our First Nations' Peoples' students' connections to culture and ensure a strong focus on First Nations' Peoples' history, traditional and contemporary culture for all students.</p>
<p>English language proficiency</p> <p>\$22,477.18</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Five Dock Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • From data to instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: All children identified as EALD learners making progress commensurate to their peers.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the support model implemented in 2022. Ensuring ongoing monitoring of progress. Accessing additional funding for students identified as new arrivals through the New Arrivals Program (NAP).</p>
<p>Low level adjustment for disability</p> <p>\$105,153.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Five Dock Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • From data to instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$105,153.87</p>	<ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: All students who exhibit low level disabilities, or mental health illness, for example, mild autism spectrum disorder (ASD), oppositional defiance disorder (ODD), learning difficulties or other disabilities are provided with individual or small group support with curriculum support teachers or school learning support officers (SLSOs). This has resulted in their exact needs being identified and focused on. All children receiving this support are making progress as evidenced through internal and external data analysis.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional support to all students who demonstrate or are identified as having additional needs. Ongoing monitoring will continue.</p>
<p>Professional learning</p> <p>\$32,611.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Five Dock Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment for learning agility <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning activities to ensure a understanding of the K-2 syllabus as a self selected early adopter school • Introduction of strategies for programming engaging and relevant teaching and learning programs based on the work of Lane Clark. <p>The allocation of this funding has resulted in the following impact: All students are supported as their needs arise to ensure ongoing improvements to student learning outcomes. Staff are confident in developing units of work that are relevant and engaging.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure a consistency of understanding amongst staff regarding the need to collaborate and share the needs of students. Professional learning for all teachers from Years 3-6 on developing units of work that develop thinking skills/working mathematically with Lane Clark. Ongoing professional learning for teachers K-2 to support full implementation of the K-2 English and Mathematics syllabus. Awareness raising of all staff from 3-6 of the 3-6 English and Mathematics syllabus in preparation for full implementation in 2024.</p>
<p>Literacy and numeracy</p> <p>\$12,347.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Five Dock Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: 100% of children who require additional support are provided with SLSO small group or individual tutoring. Curriculum Support Teachers also provide support. Collaboration between teaching teams ensures that students who</p>

<p>Literacy and numeracy</p> <p>\$12,347.00</p>	<p>make expected progress are then moved off the program. Ongoing monitoring ensures that they are then provided access to additional support if their progress raises future concerns.</p> <p>After evaluation, the next steps to support our students will be: Provided with continued support as needs arise. This will be achieved by continuing to fund additional human resources to work in small groups and individually.</p>
<p>QTSS release</p> <p>\$83,202.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Five Dock Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The School Leadership Team having a deep understanding of the impact of teaching and learning on student engagement. An improved understanding of the impact of Educational Leadership on the quality of teaching.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide opportunities for members of the School Leadership Team to observe teachers and provide feedback on their practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Five Dock Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: 100% of students requiring additional support in literacy or numeracy receiving it. Monitoring of progress demonstrates sound progress being made.</p> <p>After evaluation, the next steps to support our students will be: To continue to implement this model of support for all students who require it..</p>
<p>COVID ILSP</p> <p>\$49,604.57</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p>

<p>COVID ILSP</p> <p>\$49,604.57</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: All children identified as requiring additional support as a result of the disruption caused by COVID 19, being provided with planned intervention activities delivered by teachers.</p> <p>After evaluation, the next steps to support our students will be: Identify students who still require ongoing support in first semester 2023. Continue to monitor the progress of children who have received support and those who require further support.</p>
<p>Per capita</p> <p>\$99,528.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Five Dock Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • From data to instruction • Assessment for learning agility • Engaged and empowered learners • Effective classroom practice • Challenged and motivated students <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Continuing to conduct the PIVOT student perception of teacher practice leading to teachers having the opportunity to set goals for their PDPs and reflect on any changes on new information. <p>The allocation of this funding has resulted in the following impact: Individual teachers being able to identify areas to focus on to develop their practice.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement PIVOT in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	196	187	181	181
Girls	196	184	183	172

Student enrolments have declined since 2019 due to the expansion of another school in the area. Our enrolments have also been impacted by families who have moved out the area due to economic pressure or, the fact they are not working from home permanently. It would appear that this has now stabilised.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	96.9	95.2	90.1
1	93.6	94.3	95.9	91.8
2	94.0	96.0	93.8	90.4
3	92.2	96.0	95.7	88.7
4	92.7	92.3	93.6	89.2
5	93.0	93.3	92.1	87.9
6	94.5	92.8	92.2	83.9
All Years	93.7	94.5	94.1	88.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

A small number of students and their families were supported through the Home School Liaison Officer (HSLO) program. This resulted in improved attendance by these students. Student absences are followed up by classroom teachers, and parents are expected to provide an explanation for absences in writing. If they do not provide an explanation, this is also followed up by classroom teachers. Responsibility for regularly monitoring absences is a part of one of the Assistant Principal's roles.

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic.

The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.33
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.12
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	78,416
Revenue	5,092,891
Appropriation	4,675,753
Sale of Goods and Services	55,008
Grants and contributions	356,536
Investment income	2,395
Other revenue	3,199
Expenses	-5,019,352
Employee related	-4,575,584
Operating expenses	-443,769
Surplus / deficit for the year	73,539
Closing Balance	151,955

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	151,219
Equity Total	157,813
Equity - Aboriginal	9,736
Equity - Socio-economic	20,446
Equity - Language	22,477
Equity - Disability	105,154
Base Total	3,368,335
Base - Per Capita	99,528
Base - Location	0
Base - Other	3,268,807
Other Total	739,874
Grand Total	4,417,241

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys were administered to students in Years 4-6 in May and November. Staff and the parent/carer community were surveyed in November. In addition to this thirty students and fourteen parent/carers participated in interviews with our school funded Community Liaison Officer (CLO). These focus groups have been being implemented since 2019 and the participants are followed through their time at the school. This therefore provides us with some longitudinal data. The participants are chosen randomly in kindergarten and, in the case of the parent/carer community, not necessarily those who are active within the school.

Students

Areas of strength identified by our students in Tell Them From Me surveys were the number of children who have positive relationships (85%) and do not get in trouble at school for disruptive or inappropriate behaviour (91%) at school and students who try hard in their learning (85%). Twenty-five percent of students said that are subjected to bullying with the NSW Government norm 36%. Students also reported they have someone at school who consistently provides encouragement and can be turned to for advice. Students also indicated that they know where to seek help if bullied.

The purpose of our focus groups is to establish what our students think about their learning and how they manage when things are difficult (refer to SD2). Our younger students indicated that they never give up and try again and again, as the children progress through the school many children reported that they sit and think, ask the teacher, calm down and do it, look at the learning intentions. With reference to feedback or, how well the children know how they're doing, the children reported that they know when they get a reward or a certificate or, when the teacher tells them. This reflects the need to continue to focus on providing feedback using consistent language that was identified through our PIVOT surveys (SD2). Children in the focus groups reported that they could talk to friends or their teachers which is commensurate with the Tell Them From Me surveys.

Teachers

Teachers responded to the Tell Them From Me survey. In response to the eight drivers of student learning; leadership, parent involvement, inclusive school technology, teaching strategies, data informed practice, learning culture and collaboration, staff scored highly in the areas of leadership. There was a decrease in the number of times that teaching had been observed. This is a result of the difficulties faced getting access to casual teachers and also, the impact of the COVID lockdowns. In the area of collaboration the school scored highly. This is a direct result of our five week cycles of learning that involve teachers collaboratively assessing, planning and evaluating student learning (refer to SD1). Teachers report setting high expectations for their students. (SD3), It is noted that there is a need to continue to work on providing feedback to students and developing a consistent language around feedback (SD2). The school used the five week cycles of learning to inform practice that would move learning forward. In the area of teaching strategies, teachers reported linking new concepts to previously mastered skills and knowledge (refer to SD2). Teachers discuss with students ways of seeking help that will increase learning. This is commensurate with student results in Tell Them From Me and focus groups. An area of further investigation is the use of technology, particularly in the students setting goals for the use of interactive technology. In the area of inclusion, teachers scored the school highly. There was evidence of a culture of differentiation and adjusting learning for all students. Teachers indicated a strong commitment to working with parents/carers to help solve problems their child may be experiencing.

There are four dimensions of classroom and school practices; challenging and visible goals, overcoming obstacles to learning, quality feedback and planned learning opportunities. Once again, setting of high expectations for student learning and behaviour (refer SD3). All students with additional needs have individual education plans (IEP). There is a strong commitment to ensure planned learning opportunities are developed collaboratively and creating opportunities for all learners to succeed. Quality feedback was once again an area that continues to require an additional focus. Teachers demonstrate a good understanding of working with children to analyse their progress, and share ideas with other teachers regarding strategies to support students.

Parents/carers

Parents/carers participated in the Tell Them From Me surveys in November. The survey obtains information on the following areas: Parents/carers feeling welcome, an inclusive school, safety at school, support of positive behaviour, supporting learning, parents/carers supporting learning at home and parents/carers being informed.

Our results for parents/carers feeling welcome were strong. Being able to easily speak to their child's teachers and being listened to when they have concerns rated highly also rated highly.. There was agreement that written information from the school is in clear, plain language. Areas for further investigation and improvement are to ensure parents/carers are well informed about school activities and trying to schedule parent/carer activities at times when they can attend.

In the area of being informed, parents/carers indicated that reports on their child's progress are written in terms they understand. Parents/carers know that they will be contacted if there is an issue with their child's behaviour.

Parents/carers of Five Dock Public school support their children's learning at home. Parent/carers reported that their children are encouraged to do their best work. With regard to positive behaviour, parents/carers reported that their children are clear about the rules for student behaviour. There was a consistent response to students feeling safe at school and feeling safe going to and from school. The school performed above the NSW Government Norm with regards to inclusivity..

Parent/carer individual interviews focused on what makes parents/carers' children happy at school, how the children manage when something is hard, how parents/carers assist their children and what is our biggest challenge regarding school improvement. Friendships was the most common response to what makes the children happy and school. This is commensurate with all our information received during lockdown. It was reported that being with a teacher they can trust is important and the children like their teachers. Parent/carers also reported that feeling a part of the school is important. Parents/carers reported that their children don't necessarily show the ability to self regulate when they are challenged by something that is hard. Parents/carers have a range of strategies to manage this. The implication for the school is that we need to continue with our work on challenging learning and providing feedback (SD2).

The challenges parents/carers identified in regards to school improvement were around communication. In 2023, the school is introducing a new system for finance, permission notes and general information that will be more streamlined and this should address this. There was also the challenge of getting people on site after COVID however with the easing of restrictions, there has been an increase in opportunities for parent/carers to be on site.. A need to increase the amount of sport skills training has also been raised. This was a direct result of the impact on COVID and is something to be addressed in 2023.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.