School plan 2018-2020

Five Dock Public School 1920

School background 2018–2020

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 students with the opportunity to learn about inclusion and 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 of the children in the Five Dock community.

43% of our students identify as being from a language background other than English. Whilst thirty two languages are represented, Italian is 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 culture, 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.

School planning process

At the end of 2017 and at the beginning of 2018, all members of the community; staff, students and parents/carers had the opportunity to contribute to discussions and forums. These discussions were informed by the 2017 External Validation process.. Using the School Excellence Framework, version 2, combined with the input of the community, we were able to identify areas that were important to focus on in order to move us forward towards a culture of excellence. As a result, three key strategic directions were identified that create our platform for continuing school improvement. The belief is that by focusing on these three strategic directions our students' potential will be harnessed. These strategic directions are:

Excellence in teaching and learning,

Capacity building for the future

Strong learning partnerships

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Excellence in teaching and learning

STRATEGIC DIRECTION 2
Capacity building for the future

STRATEGIC DIRECTION 3
Strong learning partnerships

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.

Purpose:

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

Purpose:

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

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.

Improvement Measures

Increase the percentage of students achieving higher than expected growth in literacy.

Increase the percentage of students achieving higher than expected growth in numeracy.

All teachers are able to analyse, interpret and use qualitative and quantitative data to develop high impact teaching and learning programs.

All teachers build their capacity aligned to the *Australian Professional Standards for Teachers* to improve learning.

People

Students

Students accept and use teacher and peer feedback to reflect on their learning and take responsibility to move forward.

Students are engaged in teaching and learning programs that reflect high impact pedagogical practices.

Staff

Teachers are adept at analysing, interpreting and using data to evaluate the impact of their teaching.

Teachers use effective feedback to move learning forward.

All staff use the PDP process to evaluate their progress and receive and act on feedback for their ongoing development.

Leaders

Effectively coach and mentor staff to ensure continual growth and improved practice.

Actively seek contemporary evidence–based information to inform best practice in teaching and learning.

Processes

DIFFERENTIATION

A whole school approach to assessment practices that includes assessment 'for' , 'of' and 'as' learning to support differentiation.

DATA LITERACY

All teachers demonstrate a consistent understanding of assessment and data concepts which is used to inform planning, identify interventions and modify teaching practice.

VISIBLE LEARNING

Implementation of visible learning that engages and builds student achievement and growth.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

Classroom observation data, formative assessment data, feedback from focus groups, questionnaires and locally designed survey, individualised/ personalised learning plans, student performance data – external and internal, professional learning evaluations and PDP plans and reviews.

Practices and Products

Practices

Every teacher regularly uses formative assessment strategies to respond to and provide timely feedback to address student learning needs.

Staff identify their professional learning needs and actively seek and engage in opportunities to improve their practice.

Student progress data is regularly analysed to ensure teachers respond to trends in student achievement and contextual information.

Products

All teaching and learning programs and records reflect formative and summative assessment.

Consistent collection and collation of data that enables analysis and interpretation of student growth to inform future planning.

High performing teaching staff whose capacity is continually built to evaluate their impact on student learning.

Strategic Direction 2: Capacity building for the future

Purpose

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

Improvement Measures

All teachers incorporate general capabilities across the curriculum.

Increased opportunities for all staff to develop their leadership capabilities.

Increased collective teacher efficacy through authentic collaboration.

Every student has the capacity to access, create and communicate information and ideas.

People

Students

Transfer their knowledge and skills across multiple settings.

Identify and reflect on the capabilities they need to develop.

Effectively access information and communicate this appropriately to a range of audiences, incorporating a varied technology.

Staff

Authentically collaborate, apply and monitor the development of general capabilities across the curriculum.

Have a deep understanding of how collective efficacy has a high impact on learning.

Operate as flexible and adaptive learners in an ever changing environment.

Have an opportunity to develop their instructional leadership skills.

Leaders

Build the capacity and collective efficacy of teams to ensure future focused skills are developed and effectively embedded across all learning areas.

Actively seek opportunities to develop their leadership capabilities.

Processes

GENERAL CAPABILITIES

Develop a deep understanding of the general capabilities.

ICT AND ADAPTABLE LEARNING

Up to date and reliable information and communication technology tools within flexible learning spaces that optimise teaching and learning for all.

LEADERSHIP

Increased levels of staff leadership.

Evaluation Plan

Progress towards improvement measures will be evaluated through observations (walk throughs, quality teaching rounds), analysis of school–based assessment data, lesson plans, teaching programs, focus groups and surveys with students and teachers.

Practices and Products

Practices

General capabilities are reflected in all school programs.

Specific capability development of students is tracked over time.

Technology and adaptive learning spaces are effectively used across the school to provide contemporary learning opportunities.

Teacher efficacy underpins all teaching and learning decision–making.

Products

Evidence of general capabilities throughout the school.

Student learning reflects creativity in the use of multimedia information.

Effective distributed leadership contributes to a high performing school.

Strategic Direction 3: Strong learning partnerships

Purpose

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

Improvement Measures

Increased engagement with the local community within and external to the school.

Increased knowledge of current teaching and learning strategies within the school community.

Establish and strengthen strategic partnerships beyond the school.

People

Students

Students will display the skills and capabilities to communicate their overall progress and reflect on their learning.

Understand the importance of, and feel confident in, contributing to the immediate and broader community.

Leaders

Establish and promote connections across the community.

Facilitate management practices that are responsive to the school community.

Set the scene for a culture of high expectations of community engagement.

Staff

Develop skills and capabilities of students to confidently communicate their learning progress.

Actively promote community engagement in their children's learning.

Clearly communicate teaching and learning programs and strategies to all stakeholders.

Parents/Carers

Are provided with opportunities to understand the complexity of learning in a global society.

Regularly engage with their children and teachers regarding learning progress.

Processes

STRATEGIC LEARNING PARTNERSHIPS

Developing learning partnerships to build system capacity.

ENGAGING WITH THE COMMUNITY

Increase the profile of the school across the community.

ENGAGED PARTNERSHIPS

Establish a communication strategy that meets the needs of parents/carers to be informed about current teaching and learning practice and their child's progress.

Evaluation Plan

Progress towards improvement measures will be through surveys with parent/carers and community at regular intervals, feedback and focus groups.

Practices and Products

Practices

Clear, timely and accessible communication with all parents/carers, students and staff..

Opportunities for staff and parents/carers are provided to increase their understanding of current, evidence–based teaching and learning

Students and staff actively participate in the broader community.

Products

A range of communication strategies strengthen community engagement..

Effective communication to support the development of a shared understanding of teaching and learning programs and practices.

Reciprocal relationships between professional networks to enhance teaching and learning practice.

The school is recognised as being active within the broader community.

Strategic Direction 3: Strong learning partnerships

People

Community Partners

Actively work with the school to provide real life learning opportunities throughout the community.

Other schools provide active support for ongoing learning partnerships to improve practice.