

Strategic Improvement Plan 2021-2025

Five Dock Public School 1920

School vision and context

School vision statement

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

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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.

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.

Improvement measures

Reading growth

Achieve by year: 2023

Year 5 check in assessment

Uplift in the percentage of correct questions in Check-In data in Reading from Years 3 to 5.

Progressive Achievement Test (PAT)

Student cohorts have demonstrated improved reading scores compared to 2021 and 22 cohorts.

Numeracy growth

Achieve by year: 2023

Year 5 check-in assessment

Uplift in the percentage of correct questions in Check-In data in Numeracy from years 3-5.

Progressive Achievement Test (PAT)

Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts.

Initiatives

From data to instruction

Ensure that effective and efficient strategies are used to ensure data is informing teaching and learning.

- Development of a program/timeline for the collection of data from K-6.
- Whole school program reflects five week teaching and learning cycles that conclude with stage team CTJ sessions leading to timely adjustments to teaching programs to commence the next cycle.
- Use high impact professional learning activities to build teacher capacity and a collective understanding of data collection, collation and analysis (*What Works Best: 2020 update* and *What Works Best in Practice*).
- Systematic longitudinal evaluation of student learning over time using external and system tools (*PAT, NAPLAN, SCOUT, PLAN2*) that informs progress towards improvement measures.
- Create exemplary processes and systems at transition points to ensure all student's needs are known and catered for from P-6.

Assessment for learning agility

Create a culture whereby formative assessment is used from P-6 to develop teaching and learning strategies that meet all student's needs.

- Implement high impact professional learning activities to build teacher capacity and a collective understanding of data collection, collation and analysis (*What Works Best: 2020 update* and *What Works Best in Practice*).
- Implement high impact professional learning to build the collective capacity of all staff to make relevant adjustments to learning for all students in literacy and numeracy.
- High impact professional learning that builds the capacity of staff to provide timely feedback (*What Works Best: 2020 update* and *What Works Best in Practice*) to students and supports decisions

Success criteria for this strategic direction

- All teachers are able to use student learning data to measure progress towards student literacy and numeracy goals.
- Data is expertly used to determine teaching directions, monitor and assess student progress and achievement to adjust teaching to meet individual student literacy and numeracy needs..
- Regular collaborative data analysis is programmed into the school timetable to ensure consistency of teacher judgement and to make adjustments to literacy and numeracy programs as needed.
- All teachers have a sound understanding of the purpose of formative and summative assessment strategies.
- All teachers are implementing ongoing, daily assessment strategies to inform teaching decisions.
- Students understand the purpose of assessment strategies used and the benefits for their learning.
- An understanding across all staff of currently assessment strategies us to ensure all students make progress.

Evaluation plan for this strategic direction

Are we using the timely collation and analysis of whole school data to measure our effectiveness in meeting our progress measures?

Is formative assessment visible and underpinning agile decisions regarding student progress?

The school will use the following data sources to regularly analyse the effectiveness of our initiatives to achieve the purpose of this Strategic Improvement Direction. This analysis will guide the school's future directions.

- Progressive Assessment Tests (PAT)
- NAPLAN
- SCOUT data
- Best Start Assessment

Strategic Direction 1: Student growth and attainment

Initiatives

- regarding further teaching plans.
- High impact professional learning that provides a deep understanding of assessment (*What Works Best: 2020 update* and *What Works Best in Practice*).
- Develop a shared understanding of appropriate adjustments to learning based on assessments so that students are provided with differentiated teaching that moves learning forward.

Evaluation plan for this strategic direction

- Literacy and number PLAN2 data (including data for CILS targeted students)
- Literacy and numeracy pre-skills
- PM Benchmarking to establish reading skills being utilised
- Literacy and numeracy pre-skills assessment (students with a diagnosed disability)
- Internal CTJ assessments
- Student work samples
- Student focus groups
- Staff feedback
- SEF SaS

The evaluation plan will involve:

- Regular review of the data sources to clarify if we are on track to meet our intended improvement measures.
- Staff feedback to review the effectiveness of our initiatives and make any adjustments to enhance effectiveness.
- Student focus groups to evaluate how well they are understanding the purpose of the assessment strategies used by their teachers.

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.

Improvement measures

Achieve by year: 2025

A whole school approach ensures the most effective evidence-based teaching methods that optimise learning progress for all students in a fully differentiated and personalised learning environment.

Achieve by year: 2025

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students.

Initiatives

Engaged and empowered learners

Embed a learning culture from P-6 that reflects collaboration and contemporary research based learning theory that engages and empowers students.

- High impact professional learning that challenges teaching staff to reflect on current practices.
- High impact professional learning that develops the capacity of staff to communicate with students about learning.
- Further consolidate staff understanding of contemporary learning theories and their implications for the classroom.
- Develop templates for programs that are coherent and easily accessible.

Effective classroom practice

Ensure that all classroom teaching reflects the outcomes of the syllabus area being covered and that teachers use feedback to ensure learning is student centred and fit for purpose.

- High impact professional learning based on identified practices to target from *What Works Best in Practice*
- High impact professional learning that is based on Department and Education reading and numeracy resources.
- Team leaders model and observe evidence based practices to develop expertise across the school.
- Collaborative deconstruction of syllabus outcomes across all learning areas leading to an increased understanding of expectations.

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, focused, coherent and collaboratively designed.
- Teaching and learning programs reflect a formative approach to tracking and evaluating learning which is confirmed through summative assessments.
- All teaching and learning activities demonstrate a sound understanding of current learning theory.
- Pedagogy is student focused, evidence based and fit for purpose with an agile approach to meeting student needs.
- Teachers routinely review learning with each student and explicitly address error and misunderstandings.
- All teachers have expert contemporary content knowledge and processes are in place to evaluate and refine success.
- Students are able to articulate learning and how they learn.
- All teachers demonstrate an understanding of Syllabus outcomes and plan accordingly.
- Staff report they are developing concise programs that promote deep learning.

Evaluation plan for this strategic direction

Have we been successful in establishing a learning environment that provides individual students with purposeful teaching and learning experiences?

Have we been successful in improving and sustaining student wellbeing and engagement?

We will use the following data sources to regularly evaluate the impact of professional learning on student achievement and dispositions:

- Tell Them From Me
- Pivot student perception surveys
- Student focus groups to measure their perceptions of errors and misunderstandings

Strategic Direction 2: Evidence informed teaching practice

Evaluation plan for this strategic direction

- Evaluation of professional learning
- Staff focus groups
- Concise and manageable programs that reflect ongoing revision and formative assessment practices
- Teaching and learning content that is explicitly linked to Syllabus outcomes.

The evaluation plan will involve:

- Ongoing and timely opportunities to elicit feedback from staff.
- Planned opportunities for students to provide feedback.

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.

Improvement measures

Achieve by year: 2025

Tell Them From Me and *Pivot Student Perception Surveys* indicate that all students are motivated to deliver their best and continually improve in a high expectation learning environment.

Achieve by year: 2025

High expectations for learning are communicated to all students across the curriculum which is confirmed through *Tell Them From Me*, *Pivot Student Perceptions Surveys* and student focus groups.

Achieve by year: 2022

Strong partnerships exist with parents/carers to increase the participation of students with attendance that is less than 85%.

Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending more than 90% of the time.

Initiatives

Challenged and motivated students

Embed a culture of high expectations in order to ensure all students are achieving their potential.

- High impact professional learning that supports all staff to understand the importance of, and strategies to promote high expectations in every learning space..
- All teachers are upskilled to be able to identify HPG learners from P-6 through the establishment of tools for identification.
- All students are provided with a relevant whole school *PBL* program.

Integrated enrichment and extension activities

Ensure that all teachers build their capacity to provide learning that enriches and extends our *High Potential and Gifted* students across all areas of the curriculum. to meet the needs of all learners.

- A consistent approach to the identification of our *High Potential and Gifted* students across all areas of their development.
- High impact professional learning that ensures all staff have the capacity to meet the needs of all learners regardless of their ability across the curriculum.
- Provide opportunities for teachers to access quality resources to support extension and enrichment for all students.
- Timely ongoing communication with parents/carers to ensure all children have their needs, social, emotional, academic and physical, met.

Success criteria for this strategic direction

- Evidence of high expectations for all students and a commitment to excellence from P-6.
- Procedures for the identification of *High potential and gifted (HPG)* students is consistent from P-6.
- *HPG* students are challenged and motivated to achieve their potential across the curriculum.
- There is evidence of strong collaboration between parents/carers and the school that ensures every child is known, valued and cared for holistically.
- The school works closely with parents to increase the participation of students whose attendance is less than 85%.
- Our *Positive Behaviour for Learning (PBL)* program reflects the changing culture of our students.
- All teachers design and implement teaching activities that extend and enrich students across the full range of abilities, including students with a disability.

Evaluation plan for this strategic direction

Do our students report that learning is challenging and motivating?

Do parents/carers report they are active participants in their child's learning?

Is student goal setting embedded across the school ?

Are teachers confident in their capacity to enrich and extend our HPG students?

The school will use the following data sources to evaluate our success:

- Tell Them From Me (TTFM)
- Pivot Student Perception Surveys
- NAPLAN value added data
- Staff evaluation of professional learning
- Student focus groups

Strategic Direction 3: High expectation learning culture

Evaluation plan for this strategic direction

- Student work samples

The evaluation plan will involve:

- Ongoing analysis of data sources.
- Including students in decisions regarding our *PBL* program.
- Surveys - teachers and parents/carers.
- Student, teacher and parent/carer focus groups.