NSW GOVERNMENT | Education
Public Schools

Daceyville Public School

Annual Report

2016

DACEYVILLE
VIRTUE AND FAITH

7413

Introduction

The Annual Report for **2016** is provided to the community of **Daceyville Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

There were a number of significant staffing changes in 2016, with Ms Nicole Molloy, Principal, leaving at the end of Term 1. Ms Serena Petriella was Relieving Principal for the remainder of 2016. This report has been compiled with the support of staff at the school in 2016 as it is a reflection of the events of that year.

Michelle Hostrup

Principal 2017

School contact details

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School background

At Daceyville Public School we are committed to delivering excellence for all learners within an inclusive, culturally rich and caring learning environment. We ensure every student achieves their personal best across all aspects of academic, social, emotional and creative learning. With a focus on strengths–based development and by encouraging all learners to take risks, our students will become creative and critical thinkers, self– directed learners, collaborators and develop positive relationships and connections to others.

Our students are taught by outstanding teachers with high expectations who model a commitment to life–long learning. A culture of continuous improvement is fostered and all staff members engage and collaborate in quality professional learning.

We build strong partnerships with our parents and community, aligning our efforts to support students in maximising their potential and ensuring best practice is at the core of all of our endeavours.

School context

Daceyville Public School is an inner city school situated in Sydney that has a long history of providing outstanding public education since 1914. The school has an enrolment of 260 students with a significant increase in enrolments occurring in recent years due to improved community confidence and housing development in the area. 71% of students at Daceyville are from culturally and linguistically diverse backgrounds with 37 different languages being spoken by our students. 6% of students are from Aboriginal and Torres Strait Islander background.

All educational endeavours are informed by a clear vision focused on academic excellence, personalised learning and educating the whole child. The school operates within a positive behaviour for learning framework, fostering student wellbeing through explicit teaching of our core values – respect, safety and lifelong learning. We use positive psychology research to inform practice and foster a strengths–based culture. We have a strong commitment to improving teacher quality through targeted professional learning initiatives. Innovative programs include a cross–curricular creativity program that engages professionals from the wider community to work with our children.

Our staff is a mix of early career and experienced teachers enabling us to put strong mentoring strategies in place, building best practice in teaching. Daceyville is the base school for a team of itinerant teachers who support hearing impaired students. The school is part of an established community of schools. We work in collaboration with three other schools on curriculum development, building leadership capacity and embedding the positive education approach.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, the school is putting into place a number of strategies to build a learning culture across the school. This includes using the Positive Behaviour for Learning model to develop clear expectations for student behaviour across the school as well as exploring a range of strategies to improve student engagement. Processes have been established to track teaching of curriculum content through scope and sequence documents. A reporting to parents framework has been developed, in consultation with the community, to ensure that student reports are easy for parents to read and understand.

In the domain of Teaching, teachers are beginning to use a range of data sources to gather evidence about student achievement and student growth. The school is working towards matching this to Professional Learning programs that build teacher's awareness of how to use evidence to inform planning. Through the implementation of the Performance and Development Framework teachers are building their understanding of the professional standards and their role across the school as well as in the classroom.

In the domain of Leading, the school is building capacity in leaders through ongoing professional learning in approaches such as coaching. The school leadership has established and maintained positive relationships with the school community and with a range of organisations outside the school.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework

Strategic Direction 1

Excellence in Learning

Purpose

To ensure all students at Daceyville achieve maximum personal learning growth, are self–directed and reflective learners and are highly engaged, creative, critical thinkers who are prepared for the challenges of future learning and work environments.

Overall summary of progress

A number of professional learning activities were implemented to upskill staff in Conceptual Programming in English. All teachers developed units for Conceptual Programming and resources based around the concepts were purchased. The Focus on Reading elements were embedded in the Conceptual Programming units to focus on aspects of comprehension. A successful Creative Life festival took place over two weeks in Term 4 involving a range of community members and outside experts. All teachers used the Creative and Critical Thinking units of work in their classrooms over that two weeks so that the key themes and understandings were embedded in all learning activities. The Language, Learning and Literacy (L3) program was implemented in Kindergarten and Stage 1 classes in order to improve student outcomes in English. The Daily 5 approach was used in classes from years 1–4.
Professional learning was provided to all staff on use of the iPads to maximise student engagement and a range of hardware was upgraded across the school to ensure equity of access and high quality provision of technology in all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will demonstrate value–added growth as measured by school–based and external assessment.	Students achieving above State and NSW DEC growth in reading, spelling and numeracy.	Teachers attended CMIT Professional Learning and professional learning on Conceptual Programming and Focus on Reading $3876
Students requiring English language proficiency and disability support and Aboriginal students will meet individual targets set in personalised learning plans.	All EALD students, students receiving disability support and Aboriginal students have individual targets. Specific programs are in place to support students to meet these goals. Implementation of MultiLit program delivered by SLSOs led to student gains in reading and writing skills evidenced by assessment tracking.	Employment of additional EALD teacher $6009.69 Release for teachers to meet with families for PLPs and IEPs twice per year $5310 Employment of SLSOs $29 685
100% students will have individual access to current technologies and learning programs will reflect increased use of technology to support learning.	All classrooms have access to at least two laptops, a set of iPads shared across a Stage. All classrooms have timetabled sessions in the computer room.	$2175 for purchasing of resources and professional learning. iPads and Configurator Teacher release time $1300 Upgrade of Wifi in classrooms and purchase of software and resources $42311
All teaching and learning programs incorporate explicit teaching of comprehension skills using a range of quality texts.	All Stage 1 classes and some classes in Stage 2 and 3 incorporating Focus on Reading Strategies into teaching and learning programs. TPL on conceptual programming and collaborative planning of units and development of sets of	Teacher Professional Learning $4139.35 Purchase of additional quality texts for classes K–6 $2080

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching and learning programs incorporate explicit teaching of comprehension skills using a range of quality texts.	resources shared on school shared drive.	
Data from the Tell Them from Me survey will indicate improvement on the 4 key drivers of learning.		
Student work samples, surveys and focus groups indicate higher levels of engagement and creative & critical thinking skills.	Coding Club started and run during lunch breaks and after school.	Staff PL on Creativity and Critical Thinking $872

Next Steps

Continue to work with teachers on aspects of effective practice in the teaching of English and embed approaches across the school to ensure consistency. Evaluate the use of creative and critical thinking skills in the school and explore strategies for further engaging students in learning activities that develop these skills.
Continue to work with teachers on integrating technology into all aspects of teaching and learning programs effectively.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To ensure all student learning is maximised by quality teaching and best practice pedagogies which are evidenced based and informed by current thinking and research. This will be fostered through a culture of continuous improvement, quality professional learning and outstanding educational leadership.

Overall summary of progress

All Assistant Principals were provided with additional release time in order to mentor and coach teachers across the school to embed a range of teaching and assessment practices. All teachers were released for peer observation sessions to observe each other and provide feedback and mentoring to colleagues. Teachers collaborated with their supervisors to develop their Performance Development Plans after engaging in a range of professional learning activities around productive goal setting, effective feedback and other activities. Beginning teachers received additional release time from class to observe more experienced colleagues, attend professional learning opportunities and be mentored by their supervisors.
Professional learning was provided to the whole staff to develop their awareness of formative assessment strategies. A range of options for gathering assessment data across the school were explored.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff indicate improved knowledge of the Quality Teaching Framework and how the framework can be used to improve teaching practice and learning outcomes.	Some teachers in Stage 1 incorporating this into collaborative teaching and learning programs.	
100% of staff develop a rigorous Performance and Development Plan which is regularly reviewed to demonstrate improvement supported by evidence.	All staff developed a PDP with their supervisor and identified targets for the year.	
All staff participate in regular observations of classroom practice and use this as a purposeful strategy for improving pedagogy.	Teachers participated in two peer observations throughout the year and gave feedback to each other.	Teacher release $9908
75% of staff are trained in the use of Quality Teaching Rounds.	No additional training happened in 2016	
Data gathered on the use of feedback (classroom observation, work samples, goal setting, use of rubrics and surveys) shows improved practice in all classes. Baseline to be established in 2015.	Some classes set up individual files to collect work samples, not consistent across the school.	
Student assessment data is collected using a range of formative and summative strategies, regularly analysed to inform learning plans and shared with parents.	Stage 2 and 3 Assessment Tracker was developed and implemented. Some information was recorded in PLAN by some teachers. Stage meetings were used to share and discuss student work samples and moderate assessments.	

Next Steps

Develop formalised processes for coaching and provide school leaders with training in the Growth Coaching model. Explore a range of strategies for classroom observation as a method of school evaluation, such as Instructional Rounds. Establish formal processes for regular moderation of whole school assessments in writing and mathematics to develop consistent teacher judgement and effective data and evaluation processes.

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Strategic Direction 3

Positive School Culture and Wellbeing

Purpose

To build upon a positive organisational school culture, underpinned by respectful relationships, strong community partnerships and characterised by high levels of student, staff and community wellbeing.

Overall summary of progress

Members of the school staff attended professional learning for Positive Behaviour for Learning (PBfL) and worked with an advisor to gather data about the current school practices. The Positive Behaviour for Learning team have developed a range of resources and a scope and sequence for communicating expectations across the school and a plan for implementation. Students participated in learning programs to develop their awareness of Indigenous culture and history through the outdoor learning environment project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive Behaviour for Learning data reflects an increase in positive behaviours and a decrease in negative behaviours.	Reduction in PBL team worked alongside the regional coach to review and adjust timeframes. PBL team attended training.	Teacher release and course fees $3814
100% of students and staff report a clear understanding of school–wide behaviour expectations.	Some school wide expectations developed and protocols established through Staff Development Day Term 1 and TPL sessions throughout the year. Matrix and expectations to be shared with SRC in 2017 for student input. Explicit resources developed for one focus area, to be extended to other areas in 2017.	
All staff are teaching explicit behavioural lessons and Circle Solutions is used consistently in all classrooms.	LaST supported classes across the school in the effective use of Circle Time solutions. Circle Time used at least once per week in 3/4 of classes. PBL resources developed to support teaching explicit lessons on behaviour	LaST
Student and staff reflective journals and focus groups reflect an understanding and application of individual strengths.	Staff reflective journal established in Term 1.	
Individual wellbeing and engagement is improved (baseline data to be established in 2015 through student and parent Tell them from Me surveys).	Reports indicate that students enjoy learning and can articulate learning goals and aspirations.	

Next Steps

The PBfL team will develop a range of teaching and learning resources to effectively implement expectations across the school and develop strategies for communicating with the community and developing consistency. The school will collaborate with the Aboriginal Education Team to engage the community in making decisions about how they would like to teach their children about history and culture and engage in a range of activities such as Yarn Up and Koori Art

Expressions.

Daceyville Public School 7413 (2016)

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading		
English language proficiency	All students receiving support from experienced EALD teachers and progress tracked using the progressions.	$7040
Low level adjustment for disability	Additional SLSOs employed. All SLSOs and a number of parent volunteers trained in MultiLit program. Students have IEPs in place and programs of support.	$29685
Quality Teaching, Successful Students (QTSS)	Teachers released for peer observation. Mentors released to observe and model lessons for teachers.	
Socio–economic background		
Support for beginning teachers		
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	138	121	145	148
Girls	107	109	116	131

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	93.8	93.7	95.2
1	91	94.1	92	93
2	94	93.5	93.1	94.7
3	93.8	94.9	95.4	94.3
4	95.2	94.1	94.7	94.8
5	95.7	95.4	94.8	96.8
6	92.5	94.9	94.7	93.8
All Years	93.8	94.4	93.8	94.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is monitored closely by classroom teachers and the school executive. Any issues are identified quickly and an appropriate course of action is identified, such as contact with parents, setting up an attendance monitoring process and engaging the support of the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.34
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0.8
School Administration & Support Staff	2.52
Other Positions	3.89

*Full Time Equivalent

There were no staff members who identify as Aboriginal or Torres Strait Islander in 2016.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Professional learning and teacher accreditation

All teachers at the school engaged in a range of professional learning opportunities in 2016. One teacher at the school completed her accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2016 the school had a significant expenditure on the new playground equipment. This was supported by a $25000 grant from the NSW Government. The P&C and Currawong children's centre contributed $5000 each with the remaining costs coming out of school funds. The work had not been paid by the time of rollover so the $76000 does not appear on this statement.

The figures below are those that were rolled over prior to the school changing to the LMBR finance system, as a result there is a lot of money present that was planned to be spent by the end of the year.

Income	$
Balance brought forward	**0.00**
Global funds	279 830.88
Tied funds	185 852.27
School & community sources	186 361.40
Interest	10 560.16
Trust receipts	2 559.61
Canteen	0.00
Total income	1 006 475.95
Expenditure	
Teaching & learning	
Key learning areas	17 484.61
Excursions	21 001.43
Extracurricular dissections	104 491.30
Library	6 913.04
Training & development	12 125.51
Tied funds	114 299.43
Short term relief	30 245.00
Administration & office	60 174.94
School-operated canteen	0.00
Utilities	51 453.56
Maintenance	32 732.83
Trust accounts	3 542.50
Capital programs	24 217.22
Total expenditure	478 681.37
Balance carried forward	**527 794.58**

The information provided in the financial summary includes reporting from January 2016 to October 2016.

	2016 **Actual** ($)
Opening Balance	0.00
Revenue	587 530.24
(2a) Appropriation	540 420.09
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	46 589.32
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	520.83
Expenses	-253 425.04
Recurrent Expenses	-253 425.04
(3a) Employee Related	-115 353.21
(3b) Operating Expenses	-138 071.83
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	334 105.20
Balance Carried Forward	334 105.20

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 **Actual** ($)
Base Total	2 094 125.88
Base Per Capita	14 347.63
Base Location	0.00
Other Base	2 079 778.25
Equity Total	223 494.08
Equity Aboriginal	9 053.48
Equity Socio economic	12 618.91
Equity Language	98 839.99
Equity Disability	102 981.70
Targeted Total	33 721.74
Other Total	574 448.12
Grand Total	2 925 789.82

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

School performance

NAPLAN

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

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Percentage in bands:
Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2014-2016
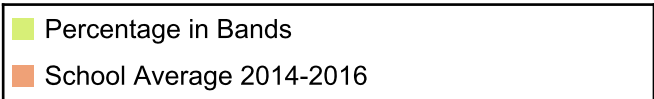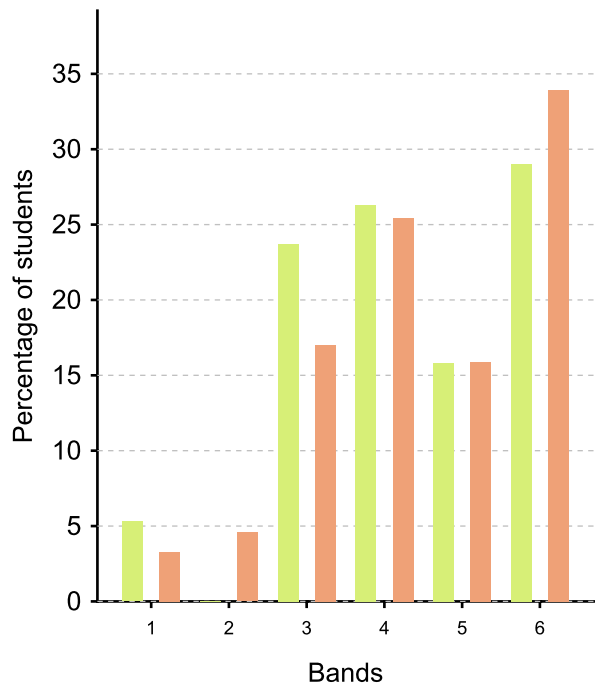
Percentage in bands:
Year 3 Reading

Legend:
- Percentage in Bands
- School Average 2014-2016
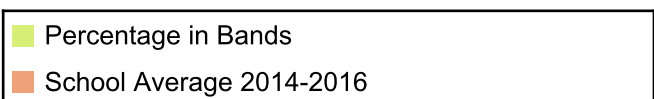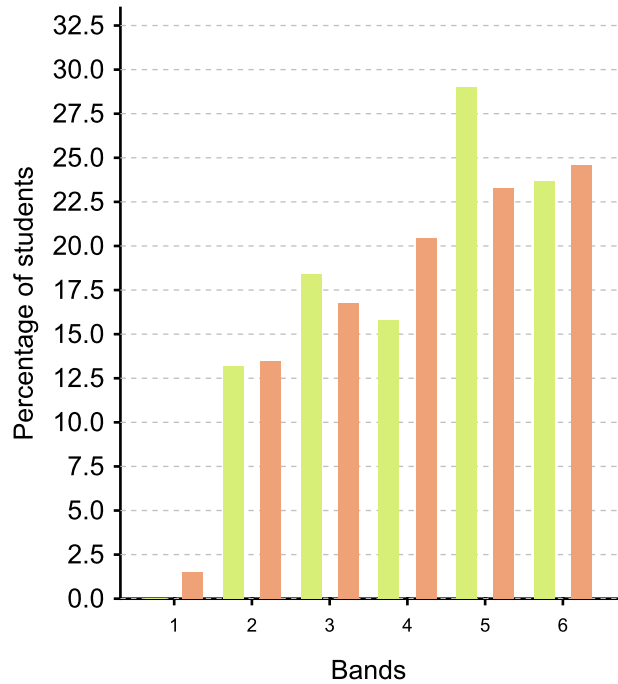
## Percentage in bands: Year 3 Spelling

Legend:
- Percentage in Bands
- School Average 2014-2016
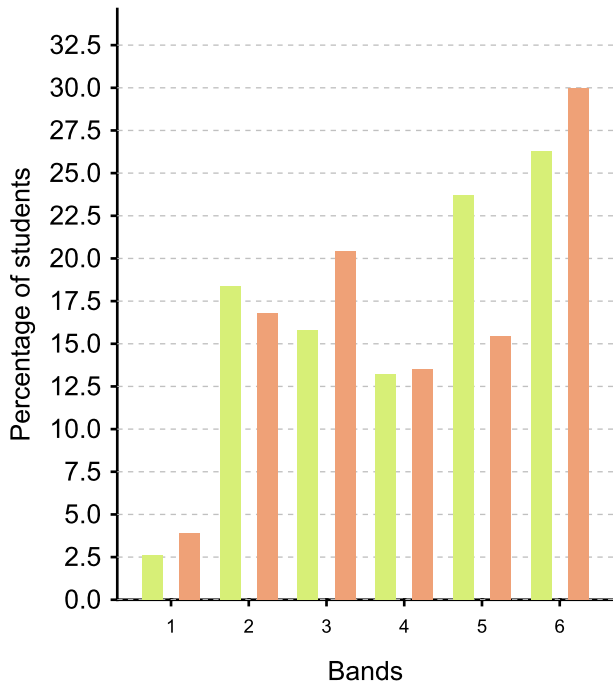
Percentage in bands: Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2014-2016
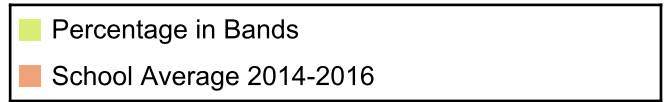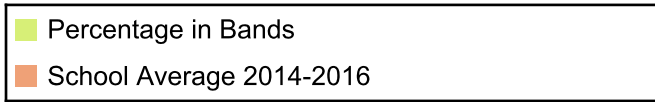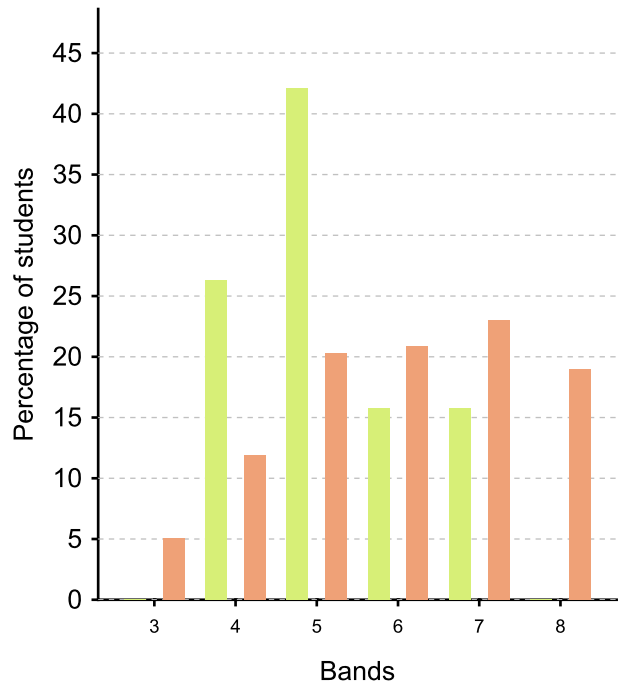
Percentage in bands: Year 3 Writing

Legend:
- Percentage in Bands
- School Average 2014-2016
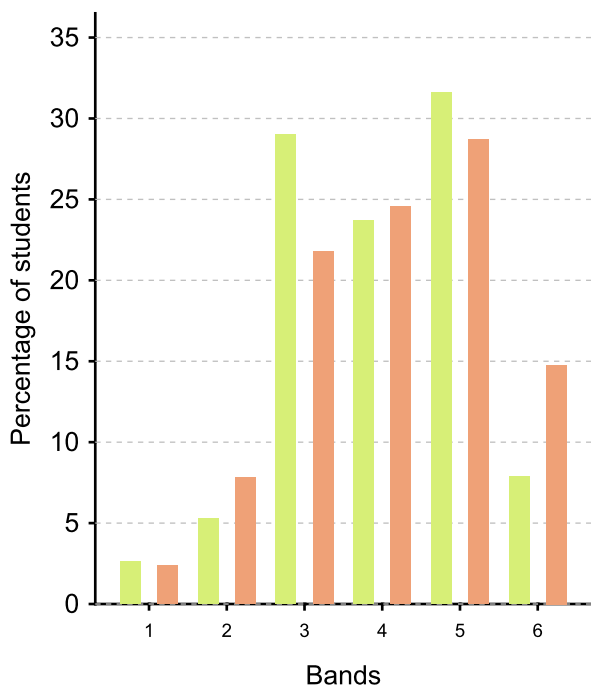
Percentage in bands: Year 5 Reading

Legend:
- Percentage in Bands
- School Average 2014-2016

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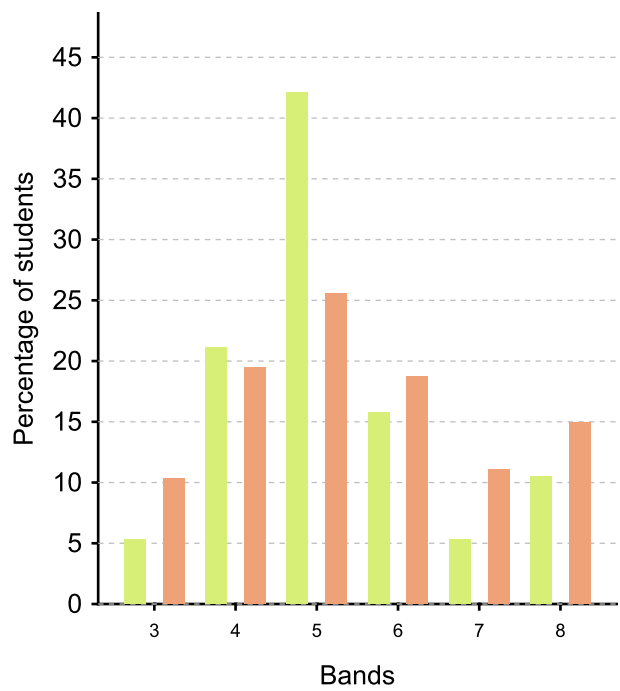
Percentage in bands:
Year 5 Spelling

Percentage of students vs Bands

- Percentage in Bands
- School Average 2014-2016
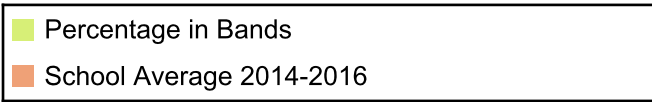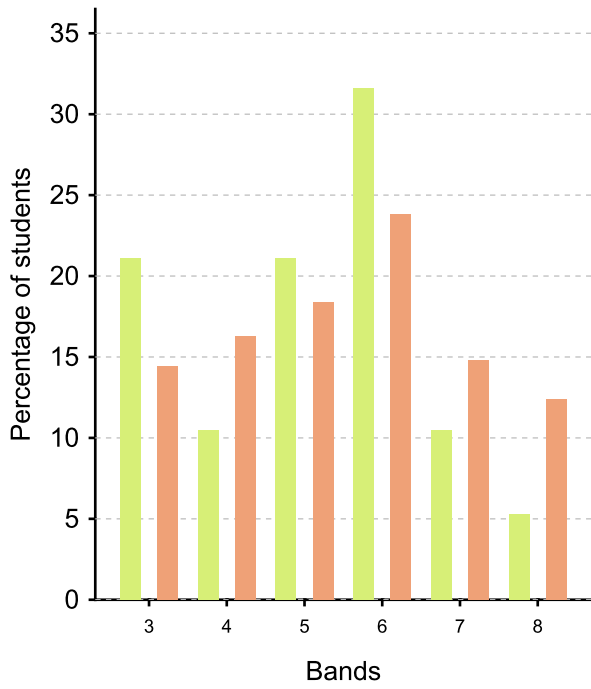
Percentage in bands:
Year 3 Numeracy

Percentage of students vs Bands

- Percentage in Bands
- School Average 2014-2016
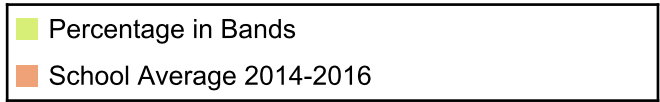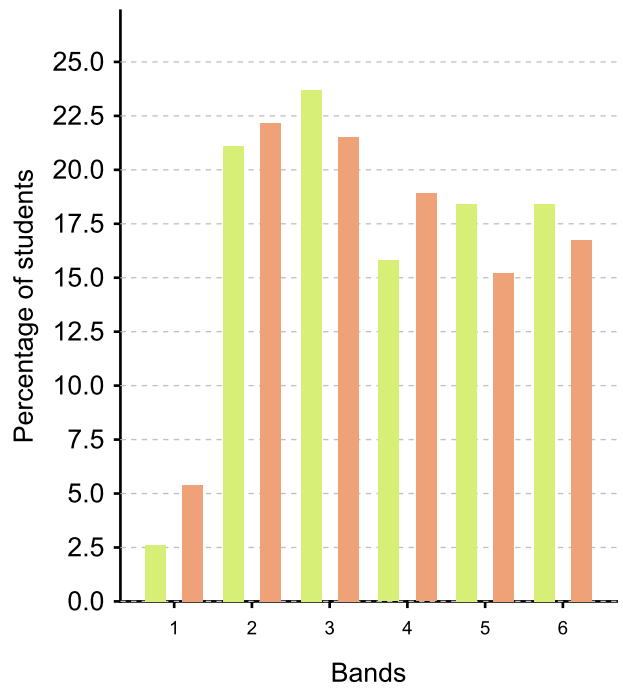
Percentage in bands:
Year 5 Writing

Percentage of students vs Bands

- Percentage in Bands
- School Average 2014-2016
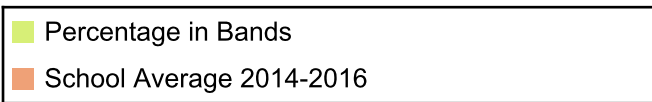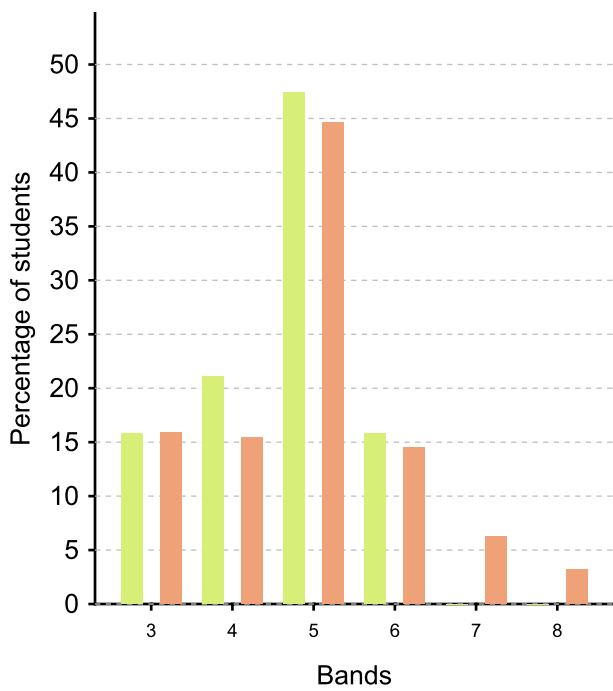
Percentage in bands:
Year 5 Numeracy

Percentage of students vs Bands

- Percentage in Bands
- School Average 2014-2016
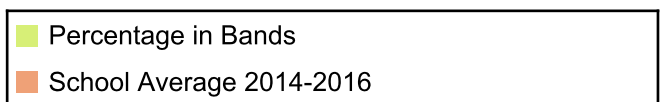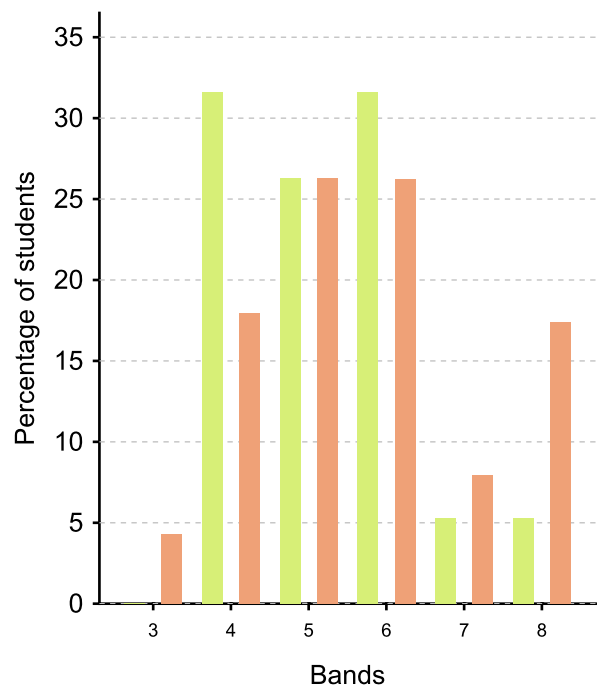
Policy requirements

Aboriginal education

The school works closely with the local Aboriginal community. All Aboriginal students have a detailed

Personalised Learning Pathway in place, that is developed with their family and teacher. Opportunities to engage in a range of learning experiences are maximised, such as Koori Art Expressions, the Deadly Awards and working with experts to develop their knowledge of the local environment.

Multicultural and anti-racism education

The school works closely with all members of the community to celebrate the diverse cultures in the local community. Harmony Day is a significant event in the school calendar and is well supported by the community. Throughout the year opportunities are identified to explore different cultures and link this to teaching and learning programs. An Anti–Racism Contact Officer is identified on school staff to monitor and manage any incidents of racism and follow appropriate policy and procedures.