

Daceyville Public School

2019 Annual Report



7413

Introduction

The Annual Report for 2019 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.

School contact details

Daceyville Public School

Joffre Cres

Daceyville, 2032

www.daceyville-p.schools.nsw.edu.au

daceyville-p.school@det.nsw.edu.au

9349 1211

Message from the principal

2019 was another exciting year for the Daceyville Public School community. Across the school students engaged in a number of Project-Based Learning programs and, as a result, a number of changes were made to the school. Stage 2 designed a Nature Play area that was then built in our Term 2 community Working Bee. This area was featured on the ABC news website as an example of strategies schools are using to engage students in outdoor, adventurous and creative play to support their social and emotional wellbeing. We had a very successful PBL Exhibition Night in Term 3 where the students turned the school into a Museum and taught the community about the history of the school, the local area and what we can do now to look after our community.

Our focus on delivering high quality teaching and learning programs across the school was evident in the high levels of student engagement and our assessment results in school and through NAPLAN. This is evidence of how committed our teachers are to ongoing professional learning and ensuring that all students achieve their potential.

We are excited to continue and consolidate this work in 2020.

School background

School vision statement

At Daceyville Public School we are committed to achieving excellence for all learners in partnership with our supportive community.

We deliver 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 building on students' strengths and by encouraging all learners to take risks, our students become creative and critical thinkers, self-directed learners and collaborators. Our students make choices that foster health and wellbeing and develop positive relationships.

Our students are taught by outstanding teachers with high expectations who model a commitment to lifelong learning. A culture of continuous improvement is fostered through quality collaboration and professional learning.

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

School context

Daceyville Public School is a metropolitan school situated in Sydney that has a long history of providing outstanding public education since 1914. The school has an enrolment of 280 students with a consistent number of enrolments each year due to community confidence and housing development in the area. 64% of students at Daceyville are from culturally and linguistically diverse backgrounds with 45 different languages being spoken by our students. 10% 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 current 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 integrated approaches to learning that engage members of the wider community to inspire and work with our students.

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 across many schools.

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 school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
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	Excelling
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

Excellence in Teaching and Learning

Purpose

To use quality, evidence-based teaching practices so that all students at Daceyville achieve maximum learning growth, are self-directed, reflective learners and engaged creative and critical thinkers prepared for future learning and work.

Improvement Measures

The number of students in the top 2 bands in NAPLAN Literacy and Numeracy is trending upwards over time.

The school's value added trend in Literacy and Numeracy improves over time.

Students are achieving at or above expected levels of progress and achievement in creative and critical thinking as measured using internal and external tools.

Progress towards achieving improvement measures

Process 1: Learning Growth:

Implement rigorous, individualised programs of teacher professional learning to support all students in achieving maximum personal learning growth.

Embed consistent processes for tracking student progress through assessment moderation and work samples, and match these to interventions for support and extension.

Evaluation	Funds Expended (Resources)
Evidence of students making growth on a range of internal and external data measures.	

Process 2: Technology:

Implement high quality professional learning in technology teaching and learning practices.

Develop systems and resources to support the integration of technology into teaching and learning programs in authentic and meaningful ways.

Evaluation	Funds Expended (Resources)
All classes have used the Makerspace at least once over the year. All classes have used coding or robotics within classroom programs during one term over the year. Classroom programs show evidence of integration of technology.	

Process 3: Future-focused Learning:

Trial, evaluate, refine and spread future-focused, evidence-based approaches, such as Project-Based Learning, across the school to engage students as independent, motivated and curious learners.

Evaluation	Funds Expended (Resources)
Curriculum content is integrated in meaningful and authentic ways throughout teaching and learning programs.	\$1000 course fees \$4000 casual relief

Next Steps

Our focus in 2020 will be on Numeracy teaching, learning and assessment to build on the practices started in 2019. All

teachers will engage in ongoing TPL to develop understanding of strategies to embed formative assessment in Numeracy lessons to ensure that all students are making expected or above levels of progress.

We will continue to embed PBL in classroom programs and extend our focus to integrating outdoor learning activities in teaching and learning across the school in a sustainable and meaningful way.

In 2020 we will extend the Design Thinking approach to focus on the General Capabilities of Ethical Understanding and Social Competence to build students' capacity in working collaboratively to develop innovative solutions to problems using their skills and knowledge across the curriculum.

Strategic Direction 2

Partnerships in Learning

Purpose

To partner with community members to develop reciprocal relationships that promote a shared purpose, responsibility and aspirations for learning and achievement.

Improvement Measures

The attendance and punctuality rate improves over time.

Improved parent survey data in regards to the school's communication systems and strategies.

Increased number of parents are engaged in learning programs and activities to motivate students to deliver their best and continually improve.

Progress towards achieving improvement measures

Process 1: Attendance and punctuality:

Strengthen and promote systems for reinforcing positive attendance and punctuality patterns within the school community.

Evaluation	Funds Expended (Resources)
School attendance and punctuality rates have improved over the year.	

Process 2: Online learning portfolios:

Implement a whole school approach to sharing student learning to enable students to share learning and receive feedback on their learning from other students, teachers and parents/carers.

Evaluation	Funds Expended (Resources)
Data gathered from all stakeholders to identify community response to Seesaw. Plan for the future in place.	

Process 3: Communication systems:

Strengthen systems for effective communication of classroom/whole school events and information to increase awareness and participation.

Evaluation	Funds Expended (Resources)
Parent survey shows increased positive responses with regard to school communication. Increased attendance at school events.	

Process 4: Community partnerships:

Implement effective processes for developing strong partnerships to increase parent involvement in a range of activities in the school.

Evaluation	Funds Expended (Resources)
Attendance data from Community Resource Room indicates that increased participation by community members and parents reporting positively about engaging in their students learning. Survey data shows parents reporting more positively about school support of learning.	

Next Steps

In 2020 we will be working as part of a collaborative project with three other schools and NSW Health to explore different ways of supporting community memberships. This will involve employing a social worker 4 days/week to work across the schools to engage with and support families in an ongoing way. The initial focus is on supporting transition to school and early identification and support of student needs.

We will continue to use the Daceyville Family Centre as a resource space for community members to use to ask questions of teachers, learn strategies for supporting their child at home and borrow resources. Junction Neighbourhood Centre will continue to use the space to support families referred and as a drop in centre for people who need support and advice.

We will develop a range of online resources for parents to support them with their child's learning at home, building on the videos created in 2018. This will include strategies for giving their child constructive and useful feedback as well as specific resources for working with their child on their writing.

Strategic Direction 3

Positive school culture and wellbeing

Purpose

To embed consistent approaches to wellbeing and behaviour that strengthen a school culture characterised by a sense of belonging, caring for others, respect and responsibility and a commitment to a healthy lifestyle.

Improvement Measures

Survey data shows increased positive responses related to student wellbeing, engagement and belonging.

School based data and surveys shows increase in respectful behaviours and relationships across the school between students and students and teachers.

Survey and other data shows increased understanding of and commitment to healthy life choices, such as walking to school, healthy lunch boxes and extra-curricular exercise.

Progress towards achieving improvement measures

Process 1: Wellbeing:

Implement a whole school, integrated approach to health and wellbeing through which students, staff and community develop skills in order to succeed, thrive and connect within and outside of school.

Evaluation	Funds Expended (Resources)
Increase in the amount of children walking or riding to school	

Process 2: Positive Behaviour for Learning:

Systems and protocols for explicitly teaching behaviour expectations and school values are strengthened and support student behaviour to embed a positive school climate and culture.

Evaluation	Funds Expended (Resources)
Reduced amount of students referred to the support room	
Increased positive feedback on internal and external data	

Process 3: Skills for learning:

A whole school approach for actively promoting risk-taking, problem solving, collaboration and effort is established and consistently implemented across the school and these dispositions are embedded in teaching and learning programs.

Evaluation	Funds Expended (Resources)
students independently identifying and using dispositions in their learning	

Next Steps

In 2020 we will work with the P&C to build a bicycle shelter to encourage students to ride to school. Quotes have been obtained but there has been a delay in the approval process in 2019.

There will be an increased focus on social and emotional wellbeing across the school with trialling of different approaches, such as Mindfulness programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Student work samples, community survey and programming documents show that Aboriginal perspectives have been taught throughout the year. Aboriginal students have engaged in a number of activities to build connections beyond the school and improve their engagement, feeling of belonging and achievement of learning outcomes.
English language proficiency	\$20000 additional teacher 0.2 FTE \$16000 additional SLSO 0.266 FTE Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$20 000.00) English language proficiency (\$16 274.00) 	All EALD students have made appropriate progress towards their goals measured against the EALD progression.
Low level adjustment for disability	\$10000 teacher 0.1 FTE \$14272 SLSO 0.233 FTE Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$10 000.00) Low level adjustment for disability (\$14 272.00) 	All students have made progress towards their learning goals. Information is stored and easy to access for future teachers. Parents identify strategies for further support in the future.
Quality Teaching, Successful Students (QTSS)	Additional teacher to release staff for coaching and special projects 0.4 FTE Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$50 944.00) 	Data shows improved student outcomes and teacher understanding connected to the goals of the special projects. Teacher PDP reviews demonstrate goals achieved and targets identified for 2020.
Socio-economic background	\$2000 for student support with uniforms, excursions etc Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$2 000.00) 	All targeted students made appropriate learning progress. All students attended excursions and received appropriate support.
Targeted student support for refugees and new arrivals	Nil received	Insufficient eligible students arrived in 2019.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	148	140	138	129
Girls	131	137	149	140

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	94.5	95.4	95
1	93	95.2	94.8	93.4
2	94.7	93.2	94.2	94
3	94.3	94.2	94.6	94.2
4	94.8	93.3	95.4	92.9
5	96.8	94.8	93.4	94.7
6	93.8	95	94	92
All Years	94.5	94.3	94.6	93.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	13.38
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

School staffing totals include one Assistant Principal Hearing and 4 Itinerant Support Teacher Hearing.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	676,958
Revenue	3,468,943
Appropriation	3,182,496
Sale of Goods and Services	64,376
Grants and contributions	215,778
Investment income	5,894
Other revenue	400
Expenses	-3,297,823
Employee related	-2,918,438
Operating expenses	-379,385
Surplus / deficit for the year	171,120

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.

	2019 Approved SBA (\$)
Targeted Total	89,477
Equity Total	233,069
Equity - Aboriginal	10,450
Equity - Socio-economic	17,804
Equity - Language	100,303
Equity - Disability	104,512
Base Total	2,079,733
Base - Per Capita	67,341
Base - Location	0
Base - Other	2,012,392
Other Total	707,999
Grand Total	3,110,277

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.

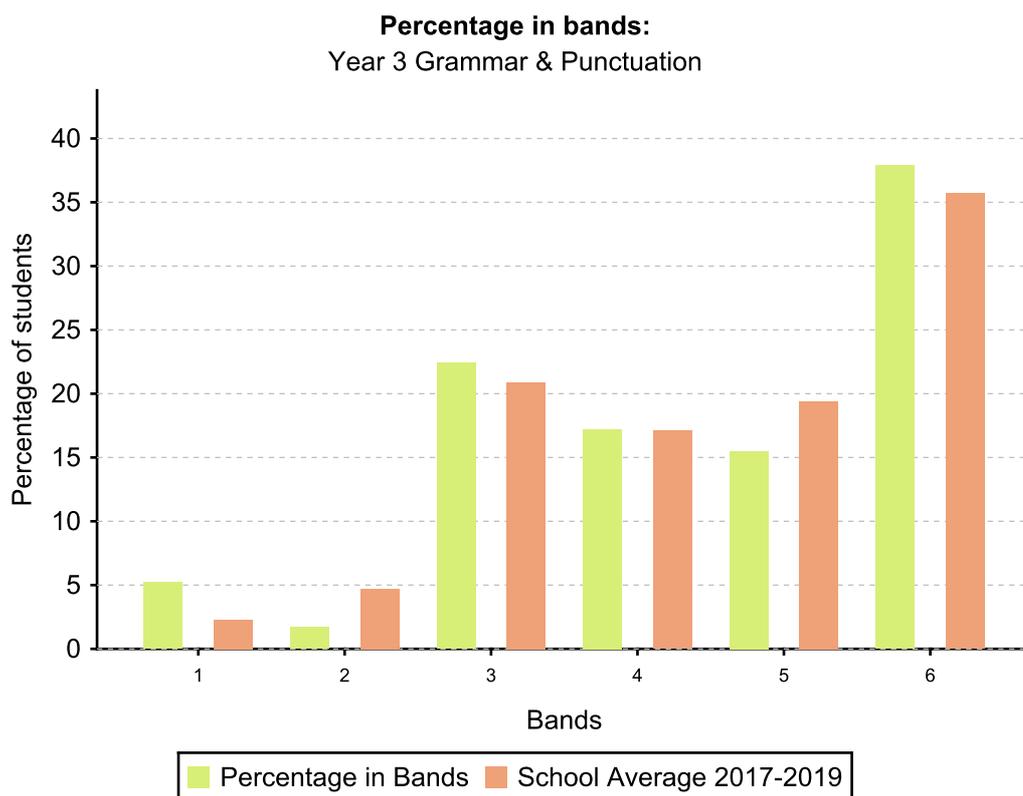
In 2019 we used our Equity loadings primarily to employ staff to support students with English language learning and through the Learning Support program. We employed additional School Learning Support Officers to support students in class and some funds were used to support Aboriginal students access different opportunities and excursions.

School performance - NAPLAN

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

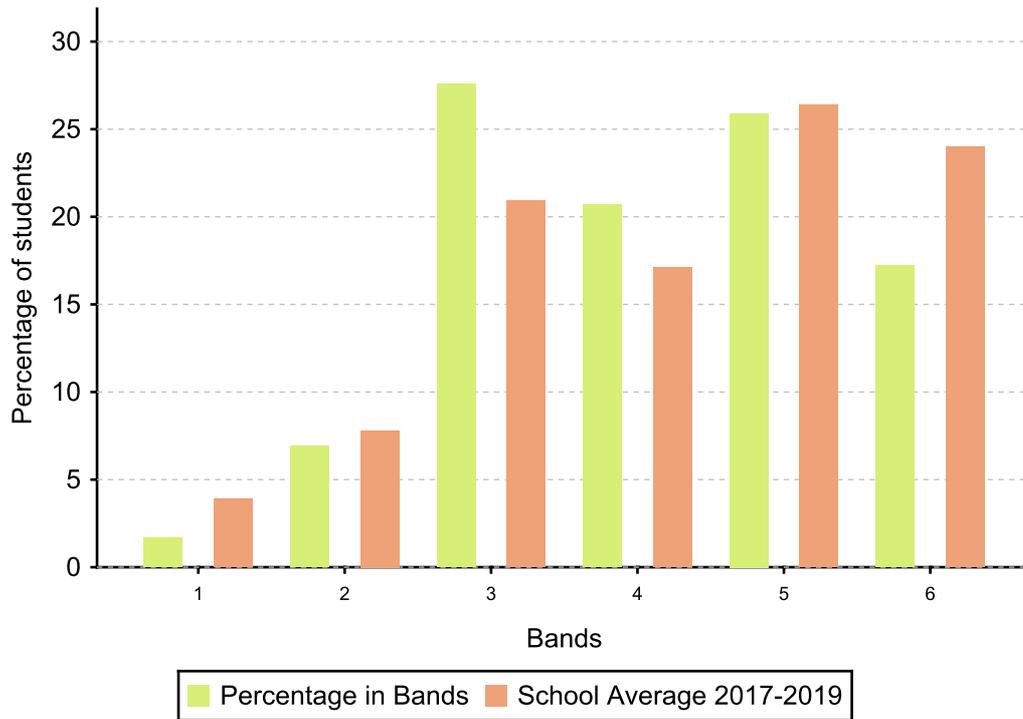
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



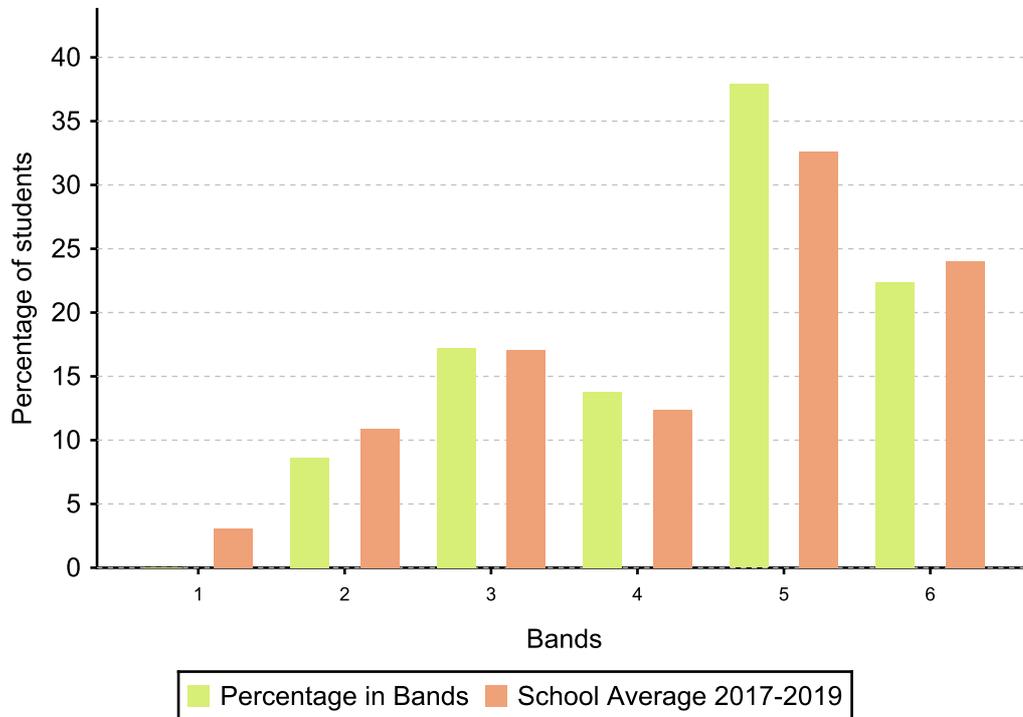
Band	1	2	3	4	5	6
Percentage of students	5.2	1.7	22.4	17.2	15.5	37.9
School avg 2017-2019	2.3	4.7	20.9	17.1	19.4	35.7

**Percentage in bands:
Year 3 Reading**



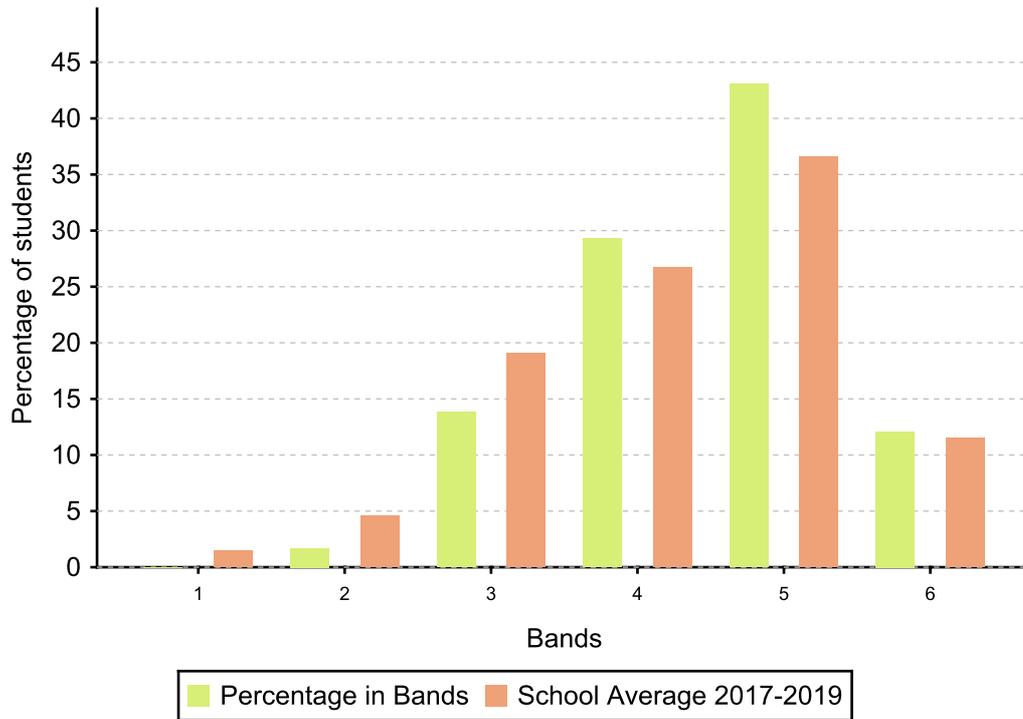
Band	1	2	3	4	5	6
Percentage of students	1.7	6.9	27.6	20.7	25.9	17.2
School avg 2017-2019	3.9	7.8	20.9	17.1	26.4	24

**Percentage in bands:
Year 3 Spelling**



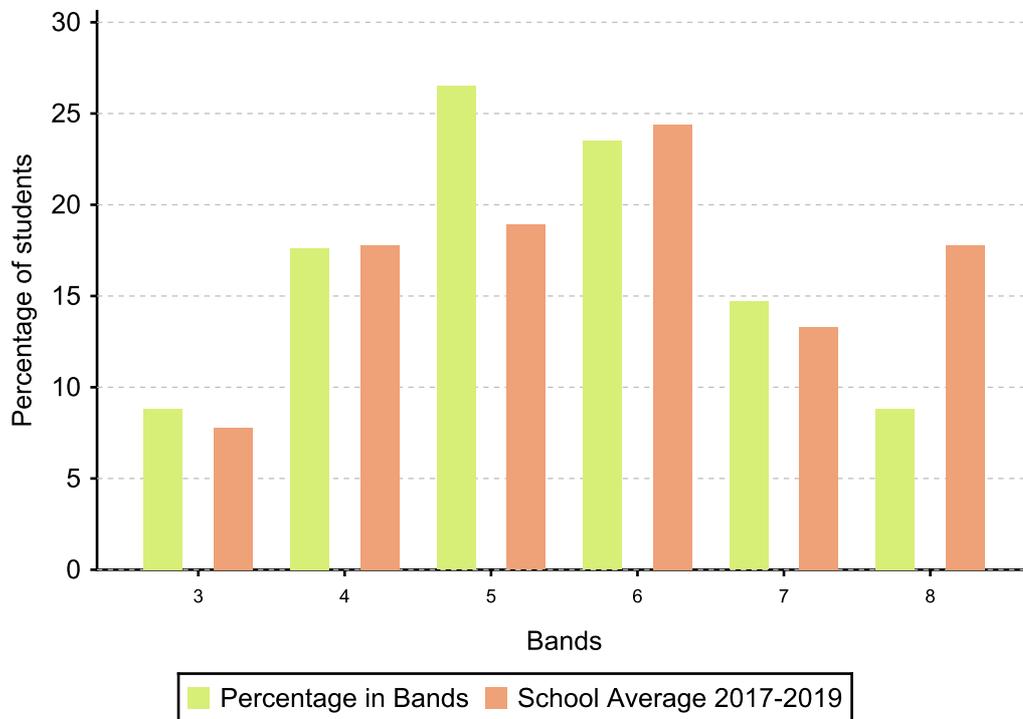
Band	1	2	3	4	5	6
Percentage of students	0.0	8.6	17.2	13.8	37.9	22.4
School avg 2017-2019	3.1	10.9	17.1	12.4	32.6	24

Percentage in bands:
Year 3 Writing



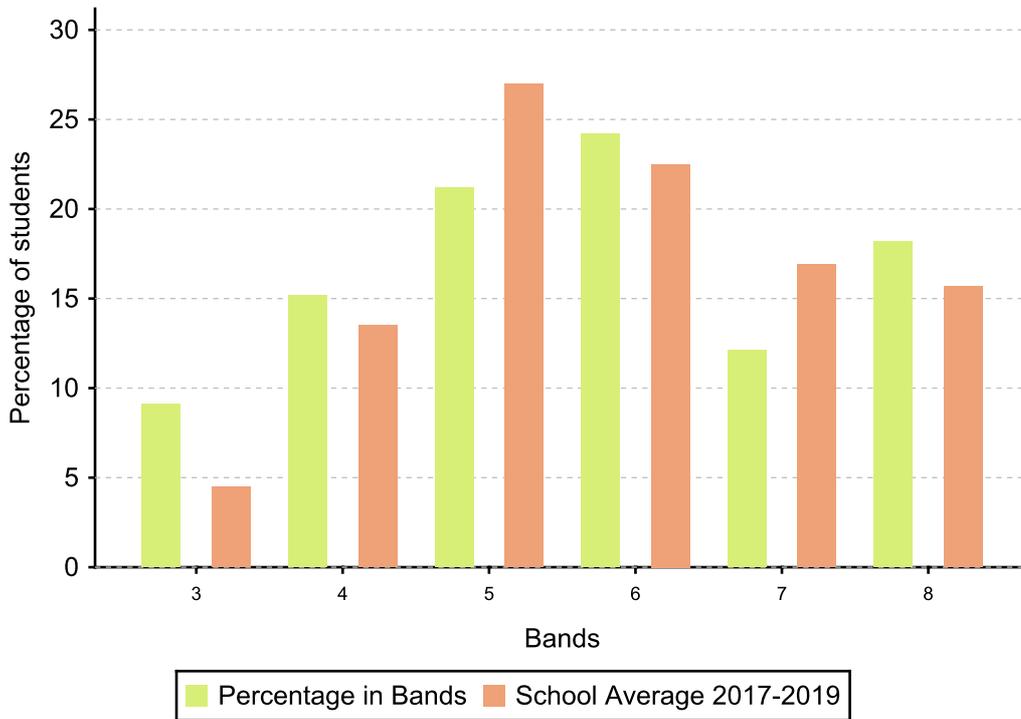
Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	13.8	29.3	43.1	12.1
School avg 2017-2019	1.5	4.6	19.1	26.7	36.6	11.5

Percentage in bands:
Year 5 Grammar & Punctuation



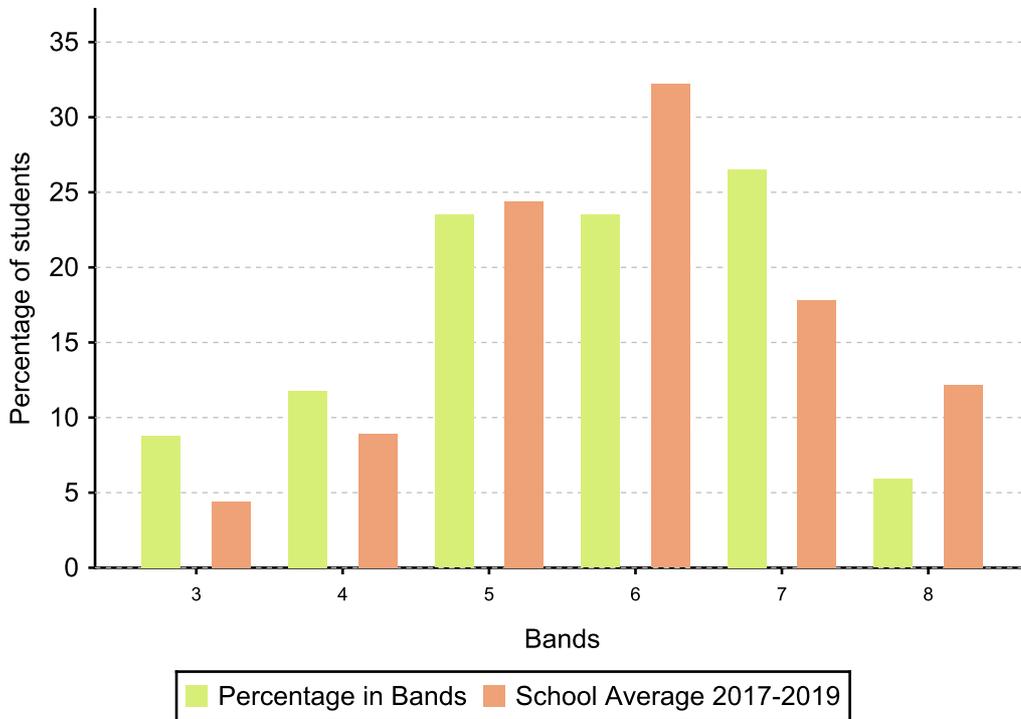
Band	3	4	5	6	7	8
Percentage of students	8.8	17.6	26.5	23.5	14.7	8.8
School avg 2017-2019	7.8	17.8	18.9	24.4	13.3	17.8

**Percentage in bands:
Year 5 Reading**



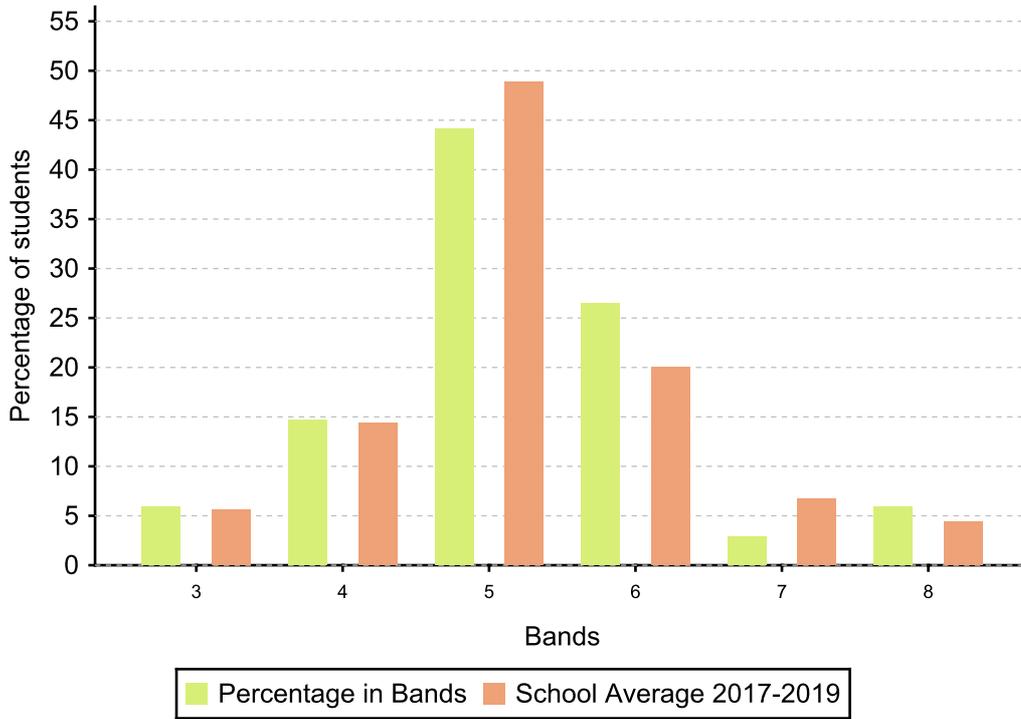
Band	3	4	5	6	7	8
Percentage of students	9.1	15.2	21.2	24.2	12.1	18.2
School avg 2017-2019	4.5	13.5	27	22.5	16.9	15.7

**Percentage in bands:
Year 5 Spelling**



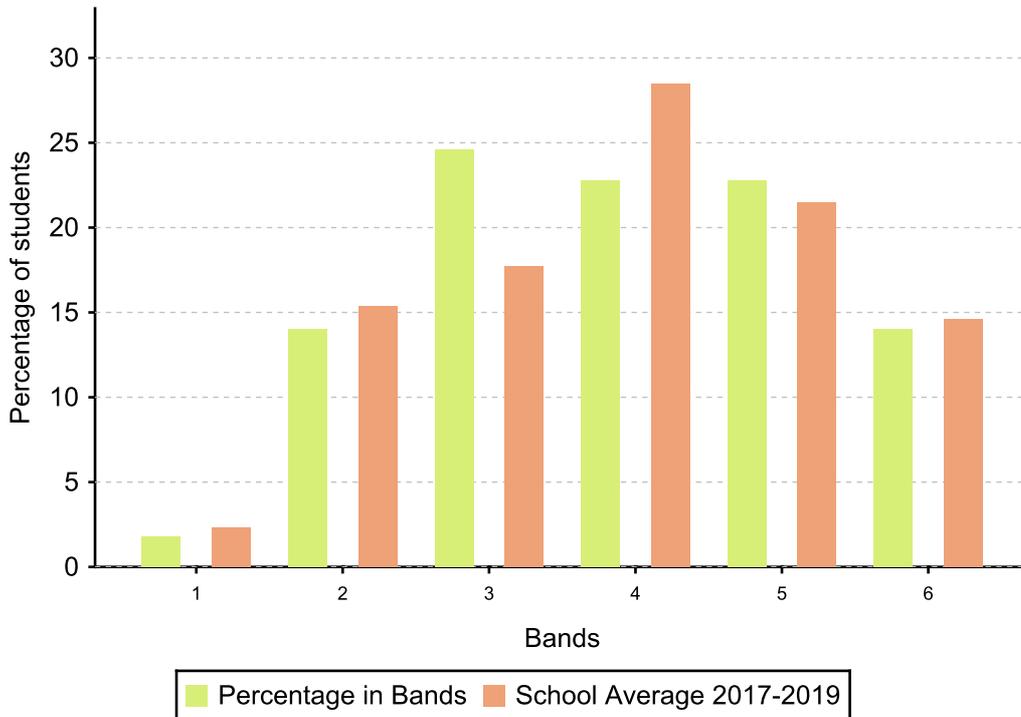
Band	3	4	5	6	7	8
Percentage of students	8.8	11.8	23.5	23.5	26.5	5.9
School avg 2017-2019	4.4	8.9	24.4	32.2	17.8	12.2

Percentage in bands:
Year 5 Writing



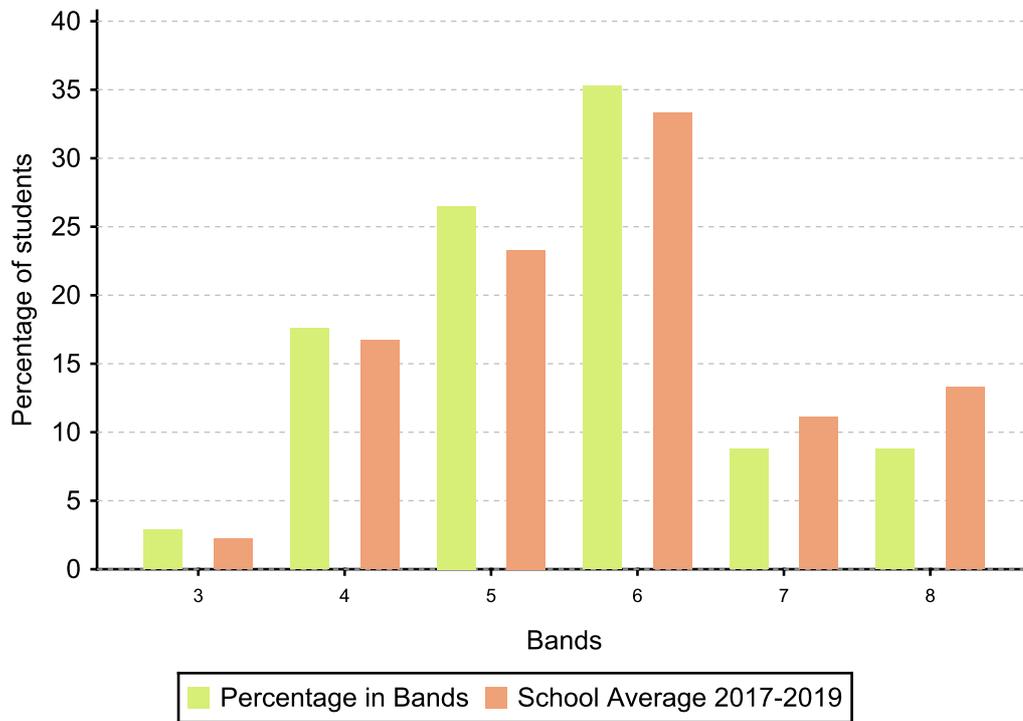
Band	3	4	5	6	7	8
Percentage of students	5.9	14.7	44.1	26.5	2.9	5.9
School avg 2017-2019	5.6	14.4	48.9	20	6.7	4.4

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.8	14.0	24.6	22.8	22.8	14.0
School avg 2017-2019	2.3	15.4	17.7	28.5	21.5	14.6

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	2.9	17.6	26.5	35.3	8.8	8.8
School avg 2017-2019	2.2	16.7	23.3	33.3	11.1	13.3

In 2019 there were less than 30 students in our Yr 5 cohort. The whole staff has engaged in analysis of the 2019 NAPLAN data and has used this to set clear priorities for teaching and learning programs.

Parent/caregiver, student, teacher satisfaction

Our 2019 Tell Them From Me survey results are overwhelmingly positive. Parents rate the school higher than the NSW Government norm in each of the domains tested. We have used this feedback to drive focus areas for 2020, including providing strategies to parents to support learning at home. Student survey data shows positive responses in the majority of areas with belonging and intellectual engagement coming out as particular strengths.

Teacher data also reflects this positive trend with teachers responding above NSW Government norms in all areas. Data informed practice is a focus for the 2020 School Plan milestones through whole school moderation, ongoing analysis of internal and external data and building teacher capacity in utilising formative and summative assessment effectively.

Kindergarten - Year 6 (Primary)

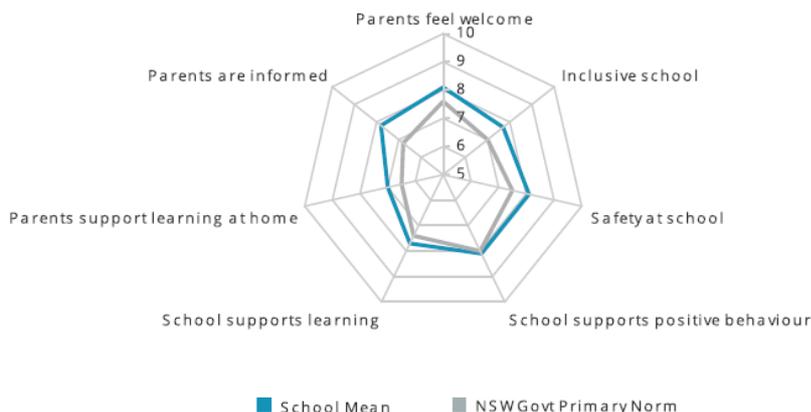
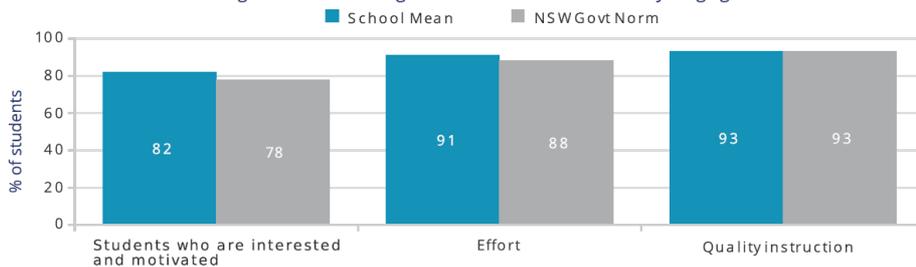
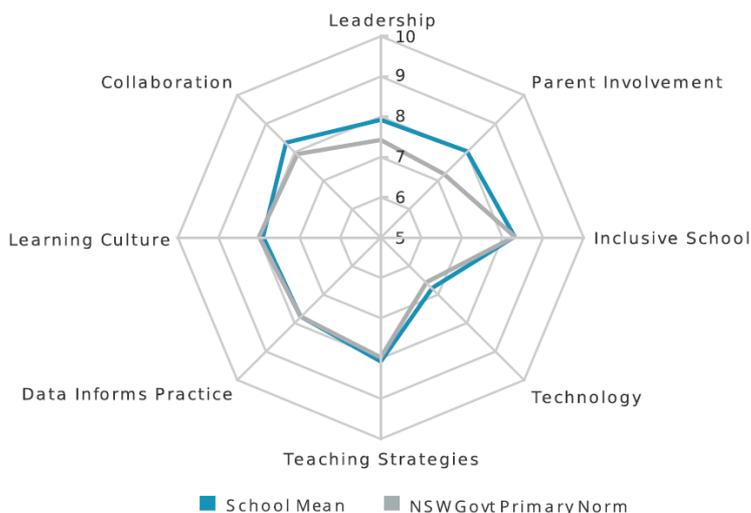


Figure 3: Percentage of students intellectually engaged



Kindergarten - Year 6 (Primary)





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.

In 2019 we worked with the local AECG to access additional programs and supports for our Aboriginal families. Our Aboriginal students accessed a number of opportunities, including Yarn Up, the Aboriginal Dance Program and NAIDOC week events. We employed an Aboriginal artist to work with Aboriginal students to paint a mural representing the creation story for Bare Island and each student in the school in 2019 is represented in the art work. We invited a local Aboriginal performance group to lead our Harmony Day assembly engaging students in dance, storytelling and art activities.

All teachers integrated Aboriginal perspectives into teaching programs through art, literature, science, geography and history throughout the year.

Anti-Racism Policy

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

Our Anti–Racism Contact Officer worked with staff to establish clear processes for responding to any incidents of racism that happened at school. Teachers taught explicit lessons about racism as part of our Personal Development and Wellbeing programs.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Our EAL/D teacher worked closely with families to provide support to students within the classroom and through a withdrawal program to support student learning and consolidating English language skills. We incorporated a range of texts and resources from different cultures throughout the school year and have built a positive relationship with the Sydney Multicultural Community Services organisation located in Kingsford. They will be exploring ways of working with and supporting multicultural families in 2020.