

# 2020 Annual Report

## Daceyville Public School



7413

# Introduction

The Annual Report for 2020 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](http://www.daceyville-p.schools.nsw.edu.au)

[daceyville-p.school@det.nsw.edu.au](mailto:daceyville-p.school@det.nsw.edu.au)

9349 1211

## Message from the principal

---

2020 was a challenging year for everyone. As a school community it highlighted just what an important role the school plays in the lives of our students and families. I would like to commend the Daceyville staff - the teachers, Assistant Principals, School Learning Support Officers, our General Assistant and our Canteen Manager for the incredibly ways in which they pulled together during the COVID-19 Learning at Home period and throughout the disruptions. We were very proud of the systems we established to ensure that all students had access to learning either online or through paper packs each week and the ongoing contact with teachers online and with regular phone calls. We appreciated the support of our families during the changes and the incredible ways in which students adapted to different ways of learning with the support of their parents and carers.

Despite all of the disruptions to learning and the events we missed, we still achieved a huge amount in 2020. Teachers built on the programs and systems established during Learning at Home to refine and improve our teaching and learning programs. Students engaged in Project-Based Learning across the whole year by using technology to learn from experts, share their learning and develop their products. We transformed an unused area of the school environment into the Community Harmony Garden which is now flourishing and providing community members and the school canteen with delicious fresh produce. We were able to celebrate our achievements at Presentation Day events and farewell our Year 6 students with a smoking ceremony and a range of activities to help support their transition to high school.

2020 also highlighted some areas that we could focus on in the future. We noticed how hard it was for some students to maintain their relationships and sense of belonging and will be developing new approaches to supporting students with their social and emotional learning over the coming months and years. We noticed how much we missed having family members attend school events and be part of school life and are looking at creative ways of supporting families to stay connected with what's going on at school, to be engaged in their child's learning and to be part of our community.

In 2021 we start the journey of a new four year Strategic Improvement Plan and we are taking all of our learning from the past 3 years into the development of that plan. Through consultation with community members, students and staff we have identified clear goals and priorities for the years ahead and are looking forward to working together to achieve those goals.

## Message from the school community

---

What an unusual year it was for the Daceyville P and C and the broader school community.

Whilst COVID-19 threw our usual calendar into chaos it also served to remind us our vision as a P and C. We are passionate about bringing our school community together. Our goal to ensure that our children's educational, emotional and social and practical needs are supported did not change even though we had to be more creative about it.

We are so lucky to have been able to adapt and continue with a number of projects including the bike shed, harmony

garden and restoration of the flagpole. The high quality second hand uniform shop has also continued despite the pandemic. We are also excited to be collaborating on a new initiative that will allow for scholarships to be offered in 2021 for activities, such as band, that can be costly for parents.

The P and C is looking forward to renewed involvement on campus this year with the relaxing of restrictions and this was celebrated with the welcome morning tea for new Kindy parents.

In 2020 we were able to be the touch point for consultations with the school leadership team and offered parent representation on a number of panels including for staff recruitment.

Looking forward to a return to greater participation in school events and community building.

We welcome new membership and can let you know more about this via email.

Meetings are held on the last Tuesday of the month at 7pm

Warmest Regards,

Lisa, P and C president 2020

## Message from the students

---

### Student Representative Council - Reflection on 2020

In 2020 we started our year off getting to know the new students and teachers in our classes. It was not long until we realised that 2020 was going to be a very different year. Half way through Term 1 in Australia we had an outbreak of Covid-19. We had to self isolate in our homes. Very quickly our teachers adapted and set up learning from home.

Our teachers recorded lessons on videos and sent them home to us on SeeSaw and Google Classroom. They called us to check in and help us with our work twice a week. The teachers gave us some special tools, like dice, books, home learning packs, glue, pencils and everything we needed to use for home learning.

It felt exciting that we didn't have to get dressed or pack our bags for school. We missed our friends a lot. Even though it felt abnormal, we were happy to have some more time on our hands.

When we got back to school we only returned on for one day each week. It was strange being in a smaller class without all of our friends. Our Project-Based Learning was very different from past years because we could not invite experts or our parents in for the culminating events. A huge success was completing the Harmony Garden!

Our highlights of the year were the Sports Fun Day, home learning, buddy time, picnic day, being outside, presentation day and seeing our friends again.



## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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)
English and mathematics programming documents are consistent across the school and show evidence of a range of effective strategies and approaches introduced in Professional Learning over the year.	

##### 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)
Evidence of improved use of technology in integrated and appropriate ways through teaching and learning programs.	
Action plan for sharing teacher knowledge and programming ideas for 2021.	

##### 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)
All staff are confidently implementing future-focused practices, such as Project-Based Learning across the school.	TPL

## 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)
<ul style="list-style-type: none"><li>Improved in rates of attendance and punctuality across the year</li><li>Increased parent awareness of the importance of attendance and punctuality evident in Tell Them From Me survey data</li></ul>	

##### 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)
100% of parents K-2 using the Seesaw app. 100% of students have at least 10 learning samples on the app each term. At least 75% parents report satisfaction with the Seesaw app.	

##### 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)
Increased number of parents reporting satisfaction with communication processes in Tell Them From Me survey	

##### 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)

## Progress towards achieving improvement measures

At least 60% of parents complete the survey. At least 75% parents respond positively to the strategy. Parent, student and teacher feedback provides directions for future activities.

Writing sample

Checklist

Survey



## 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)
Harmony Garden being used by classes, school canteen and the community. Students report positive feedback on the use of Mindful Minutes. Teachers report positive feedback on the impact of Mindful Minutes.	Local Schools Community Fund grant \$10000

#### 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)
All students can explain the school systems and processes for supporting behaviour. Reduction in students referred to the support room or Assistant Principal for behaviour.	

#### 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)
Implementation delayed to 2021 due to COVID-19 adjustments.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	LaST 0.7FTE, SLSO 0.5FTE  <b>Funding Sources:</b> • Low level adjustment for disability (\$33 568.00)	All students have made progress towards their goals.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher release 0.4FTE  <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$40 000.00)	All teachers have received ongoing support to help achieve their PDP goals as measured and evidenced in PDP evaluations.
<b>Socio-economic background</b>	SLSO 0.34FTE  <b>Funding Sources:</b> • Socio-economic background (\$22 954.00)	Evidence of student learning progress in assessment tracking documents.
<b>Targeted student support for refugees and new arrivals</b>		No eligible students in 2020



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	140	138	129	132
Girls	137	149	140	136

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	95.4	95	88.2
1	95.2	94.8	93.4	92.6
2	93.2	94.2	94	92.3
3	94.2	94.6	94.2	91.8
4	93.3	95.4	92.9	92.9
5	94.8	93.4	94.7	93.4
6	95	94	92	92.2
All Years	94.3	94.6	93.8	92
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	12.22
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.62

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	848,079
<b>Revenue</b>	3,493,267
Appropriation	3,285,230
Sale of Goods and Services	40,282
Grants and contributions	164,783
Investment income	1,772
Other revenue	1,200
<b>Expenses</b>	-3,438,556
Employee related	-3,033,103
Operating expenses	-405,453
<b>Surplus / deficit for the year</b>	54,712
<b>Closing Balance</b>	902,790

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.

The closing balance includes approximately \$400000 rolled over from 6100 funds. This includes only \$80000 rolled over from 2020 as a result of the inability to deliver some programs and planned expenditure due to COVID-19 disruptions and restrictions. The remainder of the fund is a historical rollover and will be spent in the next few years on significant school projects to improve student learning and social and emotional outcomes, such as a playground upgrade, increasing access to technology and ongoing school maintenance not funded by the DoE. The remaining money is rolled over from school and community sources, such as license agreements with OSHClub and the preschool. The school will work with the community to identify target programs for this money, including community engagement and support strategies and ongoing environmental programs.

## Financial summary - Equity loadings

---

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	68,401
<b>Equity Total</b>	213,174
Equity - Aboriginal	19,614
Equity - Socio-economic	22,954
Equity - Language	60,569
Equity - Disability	110,037
<b>Base Total</b>	2,001,592
Base - Per Capita	64,696
Base - Location	0
Base - Other	1,936,896
<b>Other Total</b>	699,392
<b>Grand Total</b>	2,982,558

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

In 2020 59 parents and carers completed the Tell Them From Me survey. A number of areas of success emerged from this data, including positive communication strategies, commitment to high quality teaching and learning and support for students with additional needs or disabilities. Areas for focus include exploring strategies and systems for effective and useful homework programs, identifying strategies for parents to use to support learning and high expectations at home and providing information about school programs, such as 'Anti-bullying' programs.

Students reported above NSW Govt norms in a range of areas, including positive behaviour at school and advocacy at school. There was a decrease in the aspects of positive sense of belong and interested and motivated in their learning. These are areas that will be considered when developing our Strategic Improvement Plan. Students across the school had the opportunity to use 'Photo Voice' to capture examples of 'good learning' and then discussed what they observed to identify patterns and themes. Students observed significant evidence of a range of effective learning behaviours including: teamwork, problem solving, concentration, working together, listening, learning from others and learning outside. They suggested that next year they would like to see more Creative Arts - dance, music and drama, cooking and technology.

An insufficient amount of teachers completed the TTFM survey to provide statistically sound data. Strategies will be put in place in 2021 to increase participation. In teacher professional learning sessions teachers used data, work samples and student responses to identify patterns in student learning, areas of success and areas for development. These will be used to develop the Strategic Improvement Plan in conjunction with the other sources of data and community consultation.



# Policy requirements

## Aboriginal Education Policy

---

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

---

All teachers are responsible for 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.

## 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.