

2021 Annual Report

Daceyville Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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Daceyville, 2032

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Message from the principal

What a year we had in 2021. We faced circumstances that none of us could have anticipated and which put the community under significant pressure for a prolonged period of time. Throughout the year, time and time again, the Daceyville community rose to whatever challenge was put in front of us. Our staff completely changed the way we program and teach, our office staff reinvented communication systems and strategies for supporting families and our families turned their lives upside down to manage remote learning. The ways in which student learning was supported by staff and families was nothing short of incredible, it was truly a team effort and I would like to extend my thanks to our entire community for being so responsive, flexible and supportive of each other.

The return to school took some adjustment and teachers responded to student needs, increased anxiety and difficulties managing the return to classes felt by some students and families with incredible skill. I don't think I can overstate the immense effort that teachers and support staff have put in over the past 18 months to ensure that all students feel cared for and ready to learn both during remote learning and back at school. The speed with which we returned to the 'new normal' and the learning progress that students continued to make is impressive.

Despite the disruption we were able to achieve a number of things over the year, including the restoration of our historic flagpole and the ANZAC day commemoration ceremony; the completion of our Biodiversity Education Garden; a Project-Based Learning Exhibition of Learning; positive NAPLAN results and much more. We took every opportunity to bring our community together safely, including through our online Presentation Day and flexible parent-teacher meetings, as we recognise the importance of continuing to work together and build trusting respectful relationships.

For all the anxiety, stress and effort that 2021 took, I have never been more proud of the Daceyville staff and community. I know that we will cope with whatever is put in front of us and overcome any hurdles with student learning and wellbeing our core focus.

Michelle Hostrup

Principal



Aboriginal Community Yarning Circle

School vision

At Daceyville Public School, the whole school community is committed to achieving excellence for all learners in a respectful, inclusive and engaging environment. Every student and teacher is inspired to learn and improve every year through rich learning experiences and opportunities.

Our commitment to future-focused, lifelong learning ensures that all students engage in innovative, evidence-based programs that build strong foundations for learning and their responsibilities as active global citizens.

School context

Daceyville Public School is located in the inner eastern suburbs of Sydney and has a long history of providing outstanding public education. The school culture is welcoming and inclusive, with staff, families and the wider community working together to provide rich learning experiences and opportunities for students.

The school has an enrolment of 260 students with a consistent number of enrolments each year. 64% of students at Daceyville are from culturally and linguistically diverse backgrounds with 45 different languages being spoken by our students. 9% of students are from Aboriginal and Torres Strait Islander backgrounds. Our diverse community provides rich cultural knowledge and helps to inform school practices and programs. Extra-curricular opportunities in Band, Dance, Sport and Leadership enable our students to experience and excel in areas of interest and talent.

A range of consultation strategies were used in the development of the situational analysis and the Strategic Improvement Plan. These included: engaging students in evaluation methods, including surveys, photo voice and analysis of existing programs; using data analysis, surveys and evaluative discussions with staff; and conversations with the community through P&C meetings and Aboriginal and Torres Strait Islander community meetings. This has enabled the development of a rigorous plan built on data and incorporating the aspirations of the whole school community.

Through this process we have identified a need to embed high impact assessment and data analysis practices across the school and engaged teachers in rigorous ongoing professional learning to maximise use of this data in teaching and learning programs.

A whole school wellbeing program will be developed and implemented to build on the Positive Behaviour for Learning framework already well established and enhance students' social and emotional learning and regulation strategies. This will draw on collaboration with external partners to provide more intensive support to families in accessing services for their child and family. Ongoing data collection will be used to measure the impact of these interventions and identify connections with student learning outcomes.

High expectations in all aspects of school life will be a foundation of our activities over the next four years. This will include teacher professional learning, engaging actively with families and developing an 'ethic of excellence'. Data capture and analysis will enable us to respond to emerging trends and patterns to adjust our practices accordingly across the four years of the plan.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for all students in reading and numeracy, we will further refine and develop assessment and data driven practices that inform teaching to meet the learning needs of all our students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven teaching practices
- Personalised learning

Resources allocated to this strategic direction

English language proficiency: \$49,497.00

Low level adjustment for disability: \$111,951.00

Socio-economic background: \$27,064.00

Literacy and numeracy intervention: \$47,090.00

Professional learning: \$10,000.00

Summary of progress

Many of the planned initiatives were disrupted due the remote learning period in 2021, as a result of this, and the missing NAPLAN data from 2020, most of the 2021 progress measures were either partially or not achieved. However, there was marked success with more than 35% of Yr 3 & 5 students achieving in the top two bands of NAPLAN numeracy.

Some of the initiatives were completed in Terms 1 & 2 and adjusted for remote learning, these included providing EAL/D, LS & ILSP support to targeted students. Support teachers delivered online lessons via Zoom and provided individualised paper learning packs. It was difficult to measure progress of targeted students due to the school disruptions in Semester 2. Some teachers participated in literacy & numeracy PL in Semester 1.

Quality PL in evidence-based teaching practices will be carried forward in 2022. The Newman's Error Analysis initiative was not carried out due to the remote learning period and will also be rolled over as a focus in 2022. As will the focus on Formative Assessment practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of Year 3 and 5 students achieving in the top two bands of NAPLAN numeracy increases to at least 35%.	Not achieved. 27% of student achieving in the top two bands.
The proportion of Year 3 and 5 students achieving in the top two bands of NAPLAN reading increases to at least 48%.	Close to achieved. 46.5% of students achieving in the top two bands.
At least 63% of students achieving expected growth in NAPLAN numeracy.	Achieved. 65% of students achieving expected growth.
At least 58% of students achieving expected growth in NAPLAN reading.	Achieved. 68% of students achieving expected growth.
School self-assessment indicates 'Excelling' in the themes <i>Formative Assessment</i> and <i>Whole school</i>	Due to the period of remote learning it was difficult for teachers to collect data through formative assessments and to refine their skills with analysing data to inform teaching and close learning gaps. As such, formative

monitoring of student learning and 'Sustaining and growing' in the theme *Data use in planning* in the School Excellence Framework.

assessment and whole school monitoring continue to be 'Sustaining and Growing' and further work to improve on these themes will occur in 2022. The school processes implemented in 2021 to support community engagement through regular parent conversations, student-led conferences and NAPLAN analysis has achieved a rating of 'Sustaining and Growing' in the theme *Data use in planning*.

Strategic Direction 2: Belonging and Connectedness

Purpose

To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school practices that support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school wellbeing
- Relationships with Aboriginal and Torres Strait Islander families
- Promoting positive attendance

Resources allocated to this strategic direction

Aboriginal background: \$30,254.00

Summary of progress

A responsive and comprehensive wellbeing program that focuses on explicit teaching of emotional vocabulary and emotional regulation has been implemented across the school. Language, tools and strategies, and wellbeing products developed through Project-Based Learning are used in classrooms. Optimal times for parents to attend school events will be established in 2022 as families are permitted to attend meetings and events on-site. Aboriginal and Torres Strait Islander families had opportunities to gather as a community and they engaged with improved PLP processes. Opportunities to participate in community and external events were disrupted by COVID-19 in Semester 2. These activities will resume when health regulations allow for this to happen. Student attendance programs were disrupted by COVID-19 regulations. School-based processes have been maintained and this area will be further explored in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Parent survey establishes optimal times that parents can access school activities and the ways in which they would like to be involved.	Due to the disruption of COVID-19 and the inability to have visitors on site this activity will be targeted in 2022.
Products and learning from the Term 1 whole school 'Wellbeing' Project-Based Learning, as well as the whole school wellbeing program are implemented consistently across the school.	The wellbeing program is implemented consistently across the school and continued through the Learning from Home period. Regular mindfulness and gratitude practices were established. 'Wellbeing' Project- Based Learning products such as the Daily Check-in Chart and Brain Breaks are utilised in classrooms. Wellbeing tools, such as the Mood Meter and the Catastrophe Scale are used in classrooms and in some families' homes.
School self-assessment indicates 'Excelling' in the theme <i>A planned approach to wellbeing</i> .	The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Some progress towards this has been achieved through the introduction of three-way students parent teacher interviews. Positive, respectful relationships are evident amongst students and staff. Activities to provide students with regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential will be addressed in 2022. Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of 'A planned approach to wellbeing'.
100% of Aboriginal and Torres Strait	100% of Aboriginal and Torres Strait Islander students had opportunities to

<p>Islander students have had the opportunity to participate in programs and activities that represent their culture.</p>	<p>participate in programs and activities that represent and promote their culture. Families have been provided with opportunities to gather as a community for a range of purposes. Students participated in external activities to build cultural knowledge and make connections with one another and members of their wider cultural community. COVID-19 impacted on the number of opportunities offered to families and students.</p>
<p>Attendance processes are refined and engage families in active support through the Care Navigator and other adjustments to support students attending regularly and on time.</p>	<p>A number of families have been referred for support through the Care Navigator program and have received direct support or referrals to other services. Attendance processes were adjusted to monitor student engagement in remote learning during the Semester 2 lockdown and enabled staff to put in place additional support for students not engaging in learning. Attendance and punctuality measures will continue to be a focus in 2022.</p>



Students and families sharing our PBL Celebration of Learning exploring Wellbeing

Strategic Direction 3: Excellence and Opportunity

Purpose

Teachers, students and families will work together to embed a culture of high expectations where students strive for excellence by producing high quality work and engaging in enrichment opportunities. Through effective partnerships in learning with parents, students will be effectively supported and motivated to achieve their best and continually improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Enrichment
- Support systems

Resources allocated to this strategic direction

Professional learning: \$8,000.00

Summary of progress

A number of initiatives were implemented in 2021. These included supporting teachers to identify appropriate activities to support and extend students in lessons and preparing support tools for teachers to effectively assess student progress. A number of students participated in enrichment programs in Years 2-6, these included the Game Changer Challenge and STEM programs. The remote learning period made it difficult to implement the initiatives as planned and many activities will be carried over to 2022. These include establishing partnerships with parents that focus on learning and support student motivation and the pursuit of excellence. Continuing to collaborate with NSW Health and clarifying the processes for referral will enable the school to develop clear referral pathways and systems and share these with the community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
At least 65% of Year 5 students achieving expected growth in writing.	69% of students have achieved expected growth in writing. This is an increase from 62% in 2019.
At least 5 high potential students in Stage 3 identified and engaging in targeted enrichment programs.	In Semester 1, 15 students were identified and engaged in the Game Changer Challenge through weekly sessions with the Learning and Support Teacher.
Referral systems and processes refined for referring students to the Learning and Support Team and processes established and communicated to staff and community for referring to the NSW Health Care Navigator.	Referral systems and processes have been developed with resources for identification of high potential students. Further work is ongoing regarding referral to the NSW Health Care Navigator.
School self-assessment indicates 'Excelling' in the theme <i>High expectations</i> .	School self-assessment indicates 'Sustaining and Growing' in the theme <i>High Expectations</i> . The disruptions caused by remote learning prevented a number of planned initiatives being implemented.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,051.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Daceyville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO support within the classroom and on the playground to support learning and engagement. <p>The allocation of this funding has resulted in: Implementation of specific programs, increased participation in learning programs and playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: Providing further training to SLSOs to support students with particular needs in class and on the playground. Continuing to provide targeted support in the classroom and on the playground.</p>
<p>Socio-economic background</p> <p>\$27,064.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Daceyville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement targeted literacy and numeracy programs to support identified students with additional needs • professional development of staff through MiniLit and synthetic phonics to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Students making appropriate progress and evidence of support programs in place.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to explore targeted programs, particularly in numeracy. Work with families to identify other support they might need.</p>
<p>Aboriginal background</p> <p>\$30,254.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Daceyville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Relationships with Aboriginal and Torres Strait Islander families <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$30,254.00</p>	<ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • staffing release to support students participate in cultural programs outside the school <p>The allocation of this funding has resulted in: High level of community engagement in events and with learning programs. Positive relationships with Aboriginal and Torres Strait Islander families. Students achieving learning and cultural goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to engage SLSO staff to support students with learning programs and cultural opportunities, holding community events to build positive relationships and engage community members in planning school-wide events, such as NAIDOC. Engaging external staff to lead cultural programs.</p>
<p>English language proficiency</p> <p>\$49,497.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Daceyville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Students making appropriate progress in their acquisition of English language skills, increased implementation in teaching and learning programs of EAL/D activities to support vocabulary and language development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ EAL/D teacher to support students, develop an effective assessment and tracking system and build teacher capacity.</p>
<p>Low level adjustment for disability</p> <p>\$111,951.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Daceyville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$111,951.00</p>	<ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention (Multitit and Get Reading Right) to increase learning outcomes employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Appropriate support in place for students to enable them to achieve their IEP goals and make learning progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increasing teacher awareness of strategies to support students in class and use SLSOs to maximum impact, continue to employ LaST.</p>
<p>Literacy and numeracy</p> <p>\$7,866.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Daceyville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Purchase of decodable readers to support development of early reading, purchase of assessment resources to facilitate effective assessment programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to audit and supplement resources as needed, continuing to purchase online assessment resources.</p>
<p>QTSS release</p> <p>\$48,996.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Daceyville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum Assistant Principals provided with additional release time to support classroom programs staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Implementation of effective coaching, mentoring and support across the school with Assistant Principals provided with additional release time to work with teachers in classrooms. This enabled the achievement of Professional Development goals and the scaling of evidence-based practices across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to release Assistant Principals to provide structured Instructional Coaching for teachers.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Daceyville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Increased support for students across the school and across the week enabling the implementation of targetted programs. Students targeted have made learning progress evidenced by assessment and tracking programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to supplement the LaST allocation through this funding and providing additional support to specific students and year groups.</p>
<p>COVID ILSP</p> <p>\$89,694.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • providing intensive small group tuition and learning resources for identified students who were disadvantaged during the Learning from Home period in Term 3 <p>The allocation of this funding has resulted in: The majority of the students in the program made measurable improvement in literacy learning outcomes. 17 % of students from the first tuition cycle exited the program at the end of Term 1 enabling another cohort of students to receive support for the second tuition cycle. 100% of students receiving support increased their reading level by at least one level. 70% of supported students can identify all words on the Magic 100 Word high frequency word assessment. 33% of supported students increased at least one level on the writing progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To use school assessment data to identify students requiring targeted support in numeracy and provide small group tuition for this cohort. To use data to identify specific student need and to group students according to these needs. Improved collaborative processes developed through the Learning Support Team will be used to monitor student progress and inform movement of students on and off the ILSP program in 2022. Small group tuition in literacy will continue for students identified as having an ongoing</p>

COVID ILSP

\$89,694.00

need as a result of the move to remote learning in 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	138	129	132	121
Girls	149	140	136	114

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	95	88.2	96
1	94.8	93.4	92.6	92.7
2	94.2	94	92.3	93.5
3	94.6	94.2	91.8	91.1
4	95.4	92.9	92.9	91.8
5	93.4	94.7	93.4	92.6
6	94	92	92.2	93.1
All Years	94.6	93.8	92	92.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	12.79
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.22

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	902,790
Revenue	3,464,733
Appropriation	3,313,762
Sale of Goods and Services	32,499
Grants and contributions	107,334
Investment income	738
Other revenue	10,400
Expenses	-3,593,852
Employee related	-3,146,548
Operating expenses	-447,304
Surplus / deficit for the year	-129,119
Closing Balance	773,671

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.

	2021 SBAR Adjustments (\$)
Targeted Total	107,506
Equity Total	217,864
Equity - Aboriginal	29,351
Equity - Socio-economic	27,064
Equity - Language	49,497
Equity - Disability	111,951
Base Total	2,060,364
Base - Per Capita	66,066
Base - Location	0
Base - Other	1,994,297
Other Total	803,798
Grand Total	3,189,531

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 to access the school data.

We are proud of our NAPLAN results and the impact that school programs have on student learning achievement. Some particular points of note for 2021 are:

- performing above State and Similar School Groups in At or Above Expected Growth in four of the five domains of the NAPLAN tests;
- 69% of students achieving at or above expected growth in Writing, which is the highest percentage recorded for Daceyville Public School (since records started in 2010); and
- exceeding our targets of students in the top 2 bands for reading and students achieving expected growth in reading and numeracy.

Our analysis of the data has enabled us to plan for specific areas of focus for 2022, this include: explicit teaching of mathematical language, strategies for solving mathematical word problems and spelling.

Parent/caregiver, student, teacher satisfaction

Despite the challenges of 2021, the Tell Them From Me survey indicates levels of satisfaction with school processes and programs broadly in line with NSW Government norms. We have identified some key areas for focus in 2022 that align with our Strategic Improvement Plan. These include: integration of technology, high expectations and feedback.



Students and families listening to a presentation during a PBL Exhibition of learning.

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.

Aboriginal Education - School statement

We continued to engage closely with our Aboriginal and Torres Strait Islander families throughout the year and embedded culturally appropriate teaching and learning programs across the school. This included:

- holding community afternoon teas and a Yarning Circle led by an Aboriginal Elder, to build relationships within the community and between families and teachers;
- developing, reviewing and adjusting Personalised Learning Pathways for Aboriginal students in collaboration with families;
- engaging Aboriginal students in learning programs and opportunities outside of school to build their knowledge and skills and increase engagement; and
- incorporating Aboriginal perspectives, history and culture throughout teaching and learning programs.

Anti-Racism Policy

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

Anti-Racism - School statement

All school staff are familiar with the Anti-Racism Policy and school processes. These are consistently implemented across the school and communicated with families as needed.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Teachers use a range of resources and materials across the curriculum to promote an understanding of different cultures. Our Harmony Day celebration and learning program provides a rich experience for students and families. The English as an Additional Language or Dialect teacher works closely with students, teachers and families to provide learning programs and resources to ensure all students make appropriate learning progress and are provided with the support that they need.

