

2022 Annual Report

Daceyville Public School



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Introduction

The Annual Report for 2022 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.

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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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Excelling

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

Professional learning: \$5,000.00

Summary of progress

Data driven practices were implemented to enable teachers to increase their capacity in using data to identify and address learning needs. Internal data was gathered and analysed through executive, Stage, school plan and Learning Support teams. Targeted internal professional learning on data literacy was undertaken by all teachers and members of the leadership team through Department of Education online learning and guided analysis of NAPLAN data delivered by the Principal. Interrogation of data led to the identification of 'problems of practice': internal numeracy assessments not adequately reflecting student achievement evidenced in external data. Addressing this priority in 2023 will enable us to triangulate data and confidently measure improvement in student learning outcomes. A process for creating and implementing reliable assessments will be prioritised in 2023 through Strategic Direction 1 activities. Work on reviewing and adapting formative and summative assessment was minimal due to scaling back and prioritising activities in response to disruptions caused by COVID-19, and this will be addressed in 2023.

The Executive team designed and presented a series of professional learning sessions, focusing on the key principles of mathematics lessons to improve numeracy programs and student learning outcomes. The focus was: explicit teaching, learning intention and success criteria and five levels of differentiation and embedding formative assessment. The Growth and Attainment team gathered evidence from teaching and learning programs to measure the extent to which key principles were included in weekly numeracy programs. As a result of this work, teachers felt more confident in planning and delivering high quality, differentiated teaching and learning programs across Stages. Improved student learning outcomes were evidenced in mathematics moderation assessment results. In 2023, Strategic Direction 1 team will lead work to increase teachers' capacity to use NAPLAN data to identify specific areas where students require support and extension, with a focus on increasing engagement and achievement for High Potential Gifted Education (HPGE) students.

A series of professional learning sessions on the implementation of Newman's Error Analysis initiative were delivered in Term 3. The goal of these sessions was to build teacher understanding and increase teachers' capacity to identify the cause of student errors when solving word problems. Explicit teaching on the five steps involved in solving mathematical word problems: reading and decoding, comprehending, transforming, processing and encoding, where embedded in weekly numeracy teaching and learning programs. Visual support on classroom displays enabled consistent use of mathematical language across Stages. While there has been evidence of improvement in student learning outcomes, deeper analysis of NAPLAN data is required to confirm these results. This initiative will continue into 2023 with the intention of consolidating students' use of a consistent process and mathematical thinking skills to solve problems.

Planned reading activities did not go ahead due to the disruptions of COVID-19 and an inability to engage casual relief to implement professional learning. These activities will be rolled over to 2023 with a focus on high impact professional learning on explicit teaching and resourcing high-quality reading texts.

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 44.7% of Year 3 and 5 students	43% of students achieved in the top two bands of NAPLAN numeracy. This

achieving in the top two bands of NAPLAN numeracy.	result is just below the system determined target and continues an upward trend evidenced over the last five years.
The proportion of Year 3 and 5 students achieving in the top two bands of NAPLAN reading increases to at least 52.9%.	54% students achieved in the top two bands. This is above the state-determined target and continues an upward trend evidenced over the last five years.
Expected growth data not available due to COVID-19. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, moderation assessment data indicates ongoing focus is required in multiplicative and additive thinking.
Expected growth data not available due to COVID-19. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, moderation assessment data indicates ongoing focus is required in vocabulary, language features and author perspective.
School self-assessment indicates 'Excelling' in the themes <i>Summative assessment, Data analysis and Data literacy</i> in the School Excellence Framework.	School self-assessment indicates 'excelling' in the theme <i>Data literacy</i> and ' <i>Summative assessment</i> ' and 'sustaining and growing' in ' <i>Data analysis</i> '. Working towards and maintaining excellence in these themes is an expected outcome of planned 2023 activities: development of a comprehensive whole school assessment plan and continued teacher professional learning.

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

Resources allocated to this strategic direction

Aboriginal background: \$22,031.94

Per capita: \$8,000.00

Summary of progress

A whole school wellbeing program, focused on social and emotional learning was developed in response to emerging needs as students transitioned to on-site learning at the beginning of 2022. The Term 1 program provided students with opportunities to review and use wellbeing strategies, language and tools and create classroom calm-down spaces and daily check-ins. Data gathered indicated that students were not consistently using learning to solve problems, so a program was developed to teach students how to apply learning to solve common playground problems. A number of scenarios were developed and solutions were shared through role play and social stories. In Term 3, buddy class and Support Room processes and practices were evaluated through gathering and analysing data. In response to this data, the Belonging and Connectedness team designed and implemented new practices, processes and resources that reflected the wellbeing program. Students designed a new and improved 'Support Space' - this space will be created by students in 2023. In Term 4, the Department's 'Resilience is Brilliant' program was implemented with a focus on personal strengths and leadership to prepare students for the election of the school's 2023 student leaders. In 2023, the whole school wellbeing program will address needs emerging from TTFM data on the themes of belonging and connectedness-peer relationships and student/teacher relationships and anti-bullying.

Consistent and explicit teaching of the Learning Dispositions and Positive Behaviour For Learning (PB4L) expectations through the Student Representative Council promoted Creative and Critical Thinking, evidenced in program reflections, positive student behaviour, and a decrease in Support Room attendance. This was further supported through regular communication with families regarding student learning, showing them how conversations about learning could be started at home.

Promoting positive attendance was addressed through consultation with the Home School Liaison Officer (HSLO) and directly supporting families of students with low attendance rates. Collaboration with the school's Care Navigator and engagement with community services, further supported these families. The school's attendance monitoring process was updated in response to transitioning to Sentral to manage attendance. We intend to evaluate the effectiveness of these new procedures in 2023.

Relationships with Aboriginal and Torres Strait Islander families were enhanced through a range of student learning and community building activities. Elders were engaged on a number of occasions to lead and support student learning. Personal Learning Pathway processes were improved to increase student and family voices in the evaluation and setting of academic, learning and wellbeing goals. Elders facilitated conversations and collaborated with school staff to create opportunities for students to achieve cultural goals, such as learning dance and forming a Daceyville Public School Aboriginal dance group. First Nations student leadership was developed through: student's writing a personalised Acknowledgement of Country; creating and leading NAIDOC Week learning activities; and by a student delivering the 'junior voice' speech at the 2022 Deadly Kids Awards. In Term 4, ex-student First Nations students, currently attending local high schools, returned to Daceyville for a 'Cultural Learning Day' to engage with an Elder and current students on a range of cultural and leadership activities. Building on these achievements will be a focus of Strategic Direction 2 activity in 2023.

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
School processes enable a higher proportion of families to participate in school activities.	Due to the interruptions of COVID-19, community access to the school site was impacted. There was a gradual increase in the number of family members and carers attending the site for activities such as Project-Based Learning exhibitions of learning, school assemblies, the Personal Learning Pathway (PLP) afternoon tea, and the Term 3 Community Working Bee. Attendance at the PLP afternoon tea increased by 60% from Term 1 to Term 3. Some data was collected on preferred times to visit the school through the TTFM survey but engagement with the survey was lower than expected. Further work on increasing community engagement will be a focus in 2023.
100% of students identify a teacher other than their class teacher who they can seek for advice, support and assistance.	Peer partnerships were established to enable the building of relationships between students and teachers other than their own classroom teacher. Building peer/teacher relationships will be a focus for 2023 and Strategic Direction 2 team will gather pre and post data to measure progress towards excellence on this theme.
School self-assessment indicates 'Excelling' in the theme <i>Caring for students</i> .	School assessment data indicates 'Sustaining and Growing' in the theme 'Caring for students'. Activities to address this theme will be undertaken by Strategic Direction 2 in 2023, including the development of Term 1 Project-Based Learning driving questions that directly address this need.
Aboriginal and Torres Strait Islander families have provided feedback on PLP processes and programs to refine and improve school systems.	Feedback indicates that Aboriginal and Torres Strait Islander families recognise and value the improvements that have been made to the school's (PLP) processes and practices as well as other initiatives that promote cultural identity and positive relationships. Formalised feedback processes that gather quantitative and qualitative data will be built into 2023 activities.
Increase in the percentage of students attending more than 90% of the time to be at or above 87.9% of students.	Daceyville Public school's overall attendance rate is 87.8% which is above statistically similar school groups (SSSG) and state measures. Students attending greater than or equal to 90% of the time is 54.2% which is below target but above network and SSSG measures, and only .1% below the state measure.

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: \$4,000.00

Summary of progress

The Excellence and Opportunity team developed processes to engage members of the community in providing students with high-quality feedback on writing and Project-Based Learning products. The writing feedback processes involved creating information packs for families that included examples of feedback sentence starters, a link to a video of students demonstrating how feedback is given and providing criteria with which students and family members can assess learning. A pilot project on feedback for Big Writing was implemented in one class from each Stage, excluding Early Stage One. Project-Based Learning feedback slips were supplied to community members as a tool to use to support the delivery of specific feedback. Information about these slips, and examples of how they could be used, was communicated with families across the school via Seesaw. As a result, there was a significant increase in family engagement at Project-Based Learning exhibitions, and an increase in written feedback on students' learning products. Feedback from parents in the pilot Big Writing project was positive and the feedback helped students to develop writing goals and strategies to improve learning. This initiative will continue in 2023, with Big Writing parent feedback practices scaled across the school. To further support teachers setting high expectations, professional learning will be provided to develop practices to increase the frequency and quality of written feedback on students' work.

The Strategic Direction 3 team developed a set of student-friendly writing criteria that linked student writing goals with the writing progressions- creating texts. This enabled effective gathering and monitoring of data on student progress in writing across the school. The writing criteria supported whole school moderations to better identify strengths and areas for improvement. In Stage 2, there was a 12.5% improvement in students progressing by one writing level and a 7.14% improvement in students progressing by two writing levels. Improving the use of internal and external data, increasing teachers' capacity to use formative and summative assessment, development of reliable and useful Stage assessments, and a plan for triangulating and analysing data will be prioritised in 2023.

Two members of the Executive team attended a two day leadership course on High Potential and Gifted Education and implementation of the new policy during Term 3, 2022. The High Potential Gifted Education (HPGE) Attitudes and Practices survey was completed by all teachers and data was collected and used to inform professional learning planning. Initial internal professional learning was delivered to strengthen staff understanding of the research that underpins the new policy. Next steps for professional learning was planned, however due to prioritising Curriculum Reform, this activity was postponed until 2023. Collegial discussion on identifying HPGE students across domains, and including HPGE in all strategic directions was an outcome of School Improvement Plan collaborative planning meetings at the conclusion of 2022.

A Technology 4 Learning (T4L) allocation of resources enabled a coding program to be implemented across the school. A teacher with coding expertise designed programs and led professional learning to increase teachers' capacity to implement coding as part of Project-Based Learning. Lessons were co designed and provided differentiated learning activities specifically designed to meet the needs of HPGE students. Teachers reported increased knowledge of coding and integrated learning across curriculum areas. Through these lessons, students showed Creative and Critical Thinking, and gained an understanding of block coding systems to design and create movement functions in robots for a specific purpose. Students were highly engaged in this program and demonstrated applied learning in an authentic context.

Learning support processes were refined to include a streamlined process for student referrals to the Learning Support Team, and the school counsellor and Care Navigator. Meeting formats were improved to include 'round table' meetings for stakeholders, including 'Team Around the School', to enhance support for vulnerable and high need students.

Personalised Learning and Support Plan meetings have increased student and family voice and involvement from community members in the setting of learning goals. Transition processes have been refined so that there is an effective handover of all documents pertaining to a student's needs. As a result of improved practices and processes, families have an increased awareness of support services available to them and have been more involved in contributing to decisions regarding support systems for their child. Teachers across the school have a greater awareness of the external avenues of support available to students and families and are supported to share this information as needs arise. NAPLAN results evidence that students with additional learning needs have been effectively supported through the LaST and ILSP programs. In 2023 activities will focus on the refinement of transition processes and increasing early intervention processes for students enrolling in Kindergarten.

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
Increase in the percentage of Year 5 students achieving at or expected growth in NAPLAN writing to 68%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, moderation assessment data indicates that average growth in writing is less than it was for the previous year. 2023 programs will focus on accurate use of punctuation, vocabulary, sentence construction and language and crafting ideas.
At least 70% of families actively providing feedback on student learning via Seesaw, attending student-led conferences or PBL Exhibitions of Learning.	Family engagement was below the anticipated level. Strategies to increase uptake will be developed in 2023 and the pilot will be extended to Stage 1 and Stage 3 families.
Increased community awareness of and access to support services including: supported playgroup, Junction Neighbourhood Centre, early intervention assessments and screeners.	Increased awareness and access to support services is evidenced in Learning Support Team meeting minutes, Workers Meeting minutes and Care Navigator engagement data.
School self-assessment indicates 'Excelling' in the theme <i>Transitions and continuity of Learning</i> .	Schools Excellence Framework self-assessment indicates achievement of this measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,231.00</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"> • Implementation of Individual Learning Programs, social learning activities on the playground and specific additional programs. <p>The allocation of this funding has resulted in the following impact: Increased learning engagement and the development of positive relationships. Increased levels of belonging and connectedness. NAPLAN data shows a significant decrease in the number of students achieving in the bottom two bands in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Implementing professional learning in supporting students with complex additional learning needs. Enhancing Stage team and LaST collaboration processes to develop quality differentiation for students with additional learning needs.</p>
<p>Socio-economic background</p> <p>\$23,834.13</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through internal teacher professional learning on NAPLAN analysis and Newman's Error Analysis to support student learning • employment of additional staff to support literacy and numeracy program implementation. • resourcing to increase equitability of resources and services • providing funding for families in need of financial support to purchase educational materials, uniform and equipment <p>The allocation of this funding has resulted in the following impact: Evidence of support in teaching and learning programs. Students benefiting from additional support evidenced in internal and external assessment data.</p> <p>After evaluation, the next steps to support our students will be: Continued consultation with stakeholders on how to best meet the needs of students who require additional support. Continuing to analyse data to measure the impact of activities. Exploring other strategies and resources which may support students with additional learning needs.</p>
<p>Aboriginal background</p> <p>\$22,031.94</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</p>

<p>Aboriginal background</p> <p>\$22,031.94</p>	<p>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> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of PLPs • employment of specialist additional staff (SLSO) to support Aboriginal students • creating learning pathways through liaison with local high schools • community building activities <p>The allocation of this funding has resulted in the following impact: Increased collaboration with the Aboriginal Education Team and Elders to enhance the quality of teaching and learning programs. Increased student and community engagement and enhanced relationships. Student achievement of academic, wellbeing and cultural goals. Improved Personal Learning Pathway practices and processes. Initiatives: Personalised Acknowledgement of Country; 2022 Deadly Kids Award 'junior voice' speech; Daceyville Aboriginal dance group and Cultural Learning Day.</p> <p>After evaluation, the next steps to support our students will be: Continued collaboration with Aboriginal Education Team and local Elders. Building on strengths and embedding initiatives that promote student engagement and positive relationships. Providing targeted numeracy and literacy support through School Learning Support (SLSO) timetable and learning and Support Teacher (LaST) program. Developing cultural learning opportunities, for example through the Cultural Residents program.</p>
<p>English language proficiency</p> <p>\$68,952.00</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"> • Other funded activities <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 • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Students making progress in language acquisition. Improved student learning outcomes in literacy.</p> <p>After evaluation, the next steps to support our students will be: Analysis of NAPLAN literacy and numeracy data for English as and Additional Language or Dialect (EAL/D) students to determine targets and form groups. In class differentiation of learning for EAL/D learners. Implementation of evidence-based practice and building EAL/D teacher capacity through network support and professional learning.</p>

<p>English language proficiency</p> <p>\$68,952.00</p>	<p>Community building activities to engage families in school activities and develop learning partnerships.</p>
<p>Low level adjustment for disability</p> <p>\$113,912.47</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"> • Other funded activities <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 LaST 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 SLSOs • targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes • explicit social skills learning for students in a Learning Links social learning program <p>The allocation of this funding has resulted in the following impact: Targeted and effective support programs in place. Improved student learning outcomes in literacy and numeracy, and social/emotional learning.</p> <p>After evaluation, the next steps to support our students will be: Using data to increase the impact of Learning and Support teacher programs. Increasing the effectiveness of SLSO support through exploring best practice and delivering professional learning. Resourcing individual and group intervention programs.</p>
<p>Professional learning</p> <p>\$23,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • High Expectations • Enrichment • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Releasing Executive staff to develop professional learning on key principles of mathematics lessons • Releasing staff to develop internal professional learning on Newman's Error Analysis • Staff attendance at Teacher Professional Learning on leadership, High Potential Gifted Education and Curriculum Reform • Releasing staff to develop improved Personal Learning Pathway practices and processes. • Releasing staff to plan for the implementation of the new K-2 English and Mathematics syllubuses • Releasing staff to develop professional learning on STEM and coding <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to develop high quality and impactful numeracy</p>

<p>Professional learning</p> <p>\$23,000.00</p>	<p>teaching and learning programs. Improved student learning outcomes in numeracy. Effective instructional coaching practices implemented across the leadership and teaching teams. Increased engagement and improved learning outcomes for students with additional learning needs and for equity groups.</p> <p>After evaluation, the next steps to support our students will be: Implementing professional learning to build the capacity of school leaders. Enhancing instructional coaching practices through professional learning to increase teacher capacity and improve student learning outcomes. Developing and delivering professional learning that addresses implications of the analysis of internal and external data in numeracy and reading.</p>
<p>Beginning teacher support</p> <p>\$30,500.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Daceyville Public School during their induction period.</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"> • Provision of additional Release from Face to Face teaching (RFF) to engage in instructional coaching with Assistant Principals. <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to deliver quality literacy and numeracy programs. Increased teacher capacity in creating and maintaining supportive and safe learning environments.</p> <p>After evaluation, the next steps to support our students will be: Building on the strengths of current practices to support beginning teachers who may join Daceyville Public School staff in 2023.</p>
<p>Literacy and numeracy</p> <p>\$7,866.74</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"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to deliver high-quality, impactful numeracy programs. Increased teacher capacity in data literacy. Professional learning on NAPLAN analysis to inform Strategic Direction 1 priorities and activities for 2023. Identification of students with additional learning needs and targeted interventions. Small group instruction for students with high potential in writing and mathematics.</p> <p>After evaluation, the next steps to support our students will be: Further analysis of NAPLAN data to identify the needs of groups and</p>

<p>Literacy and numeracy</p> <p>\$7,866.74</p>	<p>individual students to increase the proportion of students in the top two bands for literacy and numeracy.</p> <p>Addressing 'problems of practice' identified through internal and external data analysis and evaluative practice.</p> <p>Continuing to build on effective practices that result in positive learning outcomes for equity groups.</p> <p>Increasing Learning and Support teacher allocation to enable high potential students to access effective differentiation in learning..</p>
<p>QTSS release</p> <p>\$47,922.06</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 teaching and learning programs • Assistant principals provided with additional release time to implement high quality instructional coaching <p>The allocation of this funding has resulted in the following impact: Implementation of high quality instructional coaching across the school to enable teachers and leaders to achieve PDP goals. and increase collective capacity.</p> <p>After evaluation, the next steps to support our students will be: Maintaining and refining instructional coaching practices and processes. Engaging Assistant Principals in Growth Coaching professional learning, School Leadership Institute professional learning and school network professional learning opportunities.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.00</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"> • Other funded activities <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 Strategic 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 the following impact: Increased capacity to support students with additional learning needs through small group instruction and in-class support. Increased opportunities for collaboration between classroom teachers and support staff on the development of individual learning activities, student assessment and goal-setting.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide additional learning support in literacy and numeracy. Employing an additional teacher to support students with complex additional learning needs as they transition to Kindergarten.</p>
<p>COVID ILSP</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</p>

<p>\$79,453.00</p>	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</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 an educator to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - creating texts and reading comprehension and numeracy- additive and multiplicative strategies and Newman's Error Analysis • implementing literacy and numeracy assessments to identify needs, form student groups, monitor progress and evaluate programs <p>The allocation of this funding has resulted in the following impact: In Semester 1, targeted literacy small group instruction was implemented in Stages 1-3. The teaching and learning focus of the instruction was sentence structure, punctuation, descriptive writing and reading fluency and expression. In Semester 2, targeted numeracy small group instruction was implemented in Stages 1-3. The teaching and learning focus of the instruction was additive and multiplicative strategies and Newman's Error Analysis.</p> <p>Due to the disruptions of COVID-19 and an inability to engage casual relief, the Intensive Learning Support Program (ILPSP) implementation and data collection was significantly impacted. On numerous occasions, the ILSP program was suspended, as the teacher was required to teach classes. Despite the interruptions, pre and post writing assessments enabled students and teachers to cocreate writing goals. 53% of students on the program progressed at least 1 level on the writing progressions.</p> <p>Implementation of the Interview for Student Reasoning (IfSR) assessment enabled linking of student achievement to the numeracy progressions. A clear indication of where students required explicit teaching informed programming. 80% of students on the ILSP program progressed on at least one numeracy progression level.</p> <p>After evaluation, the next steps to support our students will be: Continuing to deliver small group instruction in targeted areas in literacy and numeracy. Inducting a new staff member taking on the ILSP role through professional learning on assessment, and data collection and analysis. Enhancing data sharing and collaboration between the ILSP teacher and class teachers will be a priority in 2023.</p>
<p>Per capita \$59,380.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Promoting positive attendance • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of Sentral and transitioning staff and community to using the platform • Updated attendance monitoring processes • Families engaging with HSLo and Care Navigator <p>The allocation of this funding has resulted in the following impact: Improved attendance rates for some measures.</p> <p>After evaluation, the next steps to support our students will be:</p>

Per capita \$59,380.00	Monitoring and continuation of improved attendance processes and practices.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	129	132	121	95
Girls	140	136	114	97

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	88.2	96.0	91.2
1	93.4	92.6	92.7	86.3
2	94.0	92.3	93.5	82.5
3	94.2	91.8	91.1	90.0
4	92.9	92.9	91.8	85.3
5	94.7	93.4	92.6	86.7
6	92.0	92.2	93.1	86.8
All Years	93.8	92.0	92.9	87.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	10.99
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	3.52

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	692,265
Revenue	3,439,396
Appropriation	3,198,567
Sale of Goods and Services	44,370
Grants and contributions	189,032
Investment income	6,226
Other revenue	1,200
Expenses	-3,544,594
Employee related	-3,209,643
Operating expenses	-334,950
Surplus / deficit for the year	-105,197
Closing Balance	587,068

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.

	2022 SBAR Adjustments (\$)
Targeted Total	36,160
Equity Total	217,781
Equity - Aboriginal	22,013
Equity - Socio-economic	23,834
Equity - Language	60,746
Equity - Disability	111,188
Base Total	1,833,810
Base - Per Capita	59,380
Base - Location	0
Base - Other	1,774,431
Other Total	876,210
Grand Total	2,963,961

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.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me survey data shows that the school mean for 'students with positive behaviour at school' and 'explicit teaching practices and feedback' are above NSW government norms. On the measure, 'students with a positive sense of belonging', the school rates below the NSW government norm and this will be addressed through the development of Project-Based Learning in Term 1 2023, aimed at developing belonging and connectedness across the school through building peer and student/teacher relationships.

The results of the Eight Drivers of Student Learning survey indicate that teachers rate 'leadership', 'collaboration', 'parent involvement' and 'inclusive school' well above the NSW government norm measure, with 'learning culture' and 'teaching strategies' also above the state measure. The measure 'data informed practice' is below the NSW government norm and aligns with school data. Data informed practice will be further developed through 2023 Strategic Direction 1 activities.

Data gathered from parents and carers shows that Daceyville rates above state norms on measures, 'parents feel welcome', 'Inclusive school', 'school support positive behaviour', 'parents are informed' and 'parents support learning at home'. For the measure, 'school supports learning' the school result is below the state norm which indicates a need to develop learning partnerships with families. Activities to build community engagement in student learning programs will be a priority in 2023.

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 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.

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.