

2023 Annual Report

Daceyville Public School



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Introduction

The Annual Report for 2023 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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Message from the principal

Good morning students, staff, families, special guests and community members.

I'd like to acknowledge the land on which we are gathering: Gagigal and Bidjigal land in the Eora nation. I extend my respects to elders, past and present, community leaders, student leaders and all Aboriginal people with us today.

2023 has been a busy and productive year for Daceyville Public School. Inspired by our achievements and learnings from 2022, we worked with commitment to improve in 2023, determined to provide every student with opportunity and excellence.

The school year opened with a strong plan to deliver teaching and learning programs shaped in ways to engage and motivate active learners. We know that to achieve learning growth, learning must be supportive and challenging, but it also needs to be enjoyable and useful. We know, too, that students need to be emotionally ready to learn. The whole school wellbeing program taught students how to identify and manage their feelings, problem-solve and build positive relationships so we could create the best conditions for learning.

Daceyville students have continued to achieve strongly in literacy and numeracy. Teacher Professional Learning has enhanced teaching practice, and this has had a significant impact, particularly on numeracy outcomes. In 2024, The Parent Partnerships Learning Ecosystems Project will see a range of innovative activities, such as mathematical toolkits, workshops, and information nights rolled out across the school. We aim to engage parents and carers in their children's learning to improve student learning outcomes.

Play-based learning and Project-Based learning got bigger and better this year with four projects connecting learning across the school in the areas of wellbeing, history, music and geography. There really is no better way to build authentic learning that has purpose and four successful Project Based Learning exhibitions attest to the school's high levels of student engagement and achievement.

We grew a sense of belonging across the school through a number of initiatives and activities. The school's anti-bullying action plan was developed through explicit teaching in Term 1 and presented to the community in Term 2. Data tells us that this action has had immediate impact on student wellbeing.

Student leadership groups, the SRC and Eco Leaders, ensured that students' ideas for improvement were heard and acted on. A range of additional programs, such as chess, dance, drumming, knitting, the school magazine group, and 'Daceyville Makers' enriched students' school experience.

When we think of a sense of belonging and outstanding learning coming together, one thing comes to mind: the Big Band Bash. After a break of a few years, it was wonderful to see this Daceyville tradition firmly back on the calendar. What a joyous celebration of learning and community it was. For many of our students, teachers and families, it was their first Big Band Bash and I know many of us are already looking forward to the next one.

2023 will probably be forever known as the year of major building works. We have been thrilled to deliver upgraded buildings and facilities to ensure that our students have access to a high quality learning environment. We love our three new rooves and students will soon be using the best student toilet block in NSW.

We took learning outside the school, brought learning into the school,

and learned alongside our community. Here are some of the activities Daceyville Public School students were involved in this year.

The Year 6 Night at School

Stage 2 visit to the State Library

Great Mates at Daceyville

Tennis lessons at Snape Park

Harmony Day

Walk Safely to School Day

The Bayside Council Youth Forum

Pyjama Day!

The Sydney Tramway museum excursion

Stage 2's visit to the Anzac Memorial

100 days of Kindergarten!

Weekly gardening lessons with Dave and Sandra and three community working bees

The swimming carnival, the athletics carnival, the cross country carnival and zone carnivals

NAIDOC Week and learning with elders Aunty Rhonda, Aunty Rayma, Uncle Sonny and Aunty Trish, and our whole school Picnic On Country.

Students representing at the Aboriginal and Torres Strait Islander Veterans Commemoration in Hyde Park

Junkyard beats and making music with recycled materials

Education Week: the community breakfast, the 175 whole school photo and 'teach your family' workshops

Book Week Night Time Story Time and the Book Week parade!

Randwick Boys and Randwick Girls High School music performances at Daceyville

Go Matildas Day!

The Youth Eco Summit at Newington Armory

High school tasters at Randwick Girls High School and Randwick Boys High School

The Halloween disco!

The Djamu Art Program at the Art Gallery

Early Stage One and Stage 1's visit to Carrs Park Bush Flats

Kindergarten's school zoo animal visit

Footseps dance lessons and the end of year disco

Stage 3 camp to Point Wolstoncroft

What an incredibly active, full, productive and enjoyable year it has been at Daceyville Public School.

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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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	Sustaining and Growing
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

QTSS release

New Arrivals Program

AP Curriculum & Instruction

Socio-economic background

Aboriginal background

Low level adjustment for disability

English language proficiency

Integration funding support

Beginning teacher support

Summary of progress

The focus of Strategic Direction 1 activity was improvement in numeracy outcomes in the area of multiplicative strategies, additive strategies and mathematical reasoning. Engagement with curriculum experts and the delivery of high-impact professional learning enabled whole school and Stage teams to engage with the research that underpins the new mathematics syllabus. The collaborative practice of *Spirals of Inquiry* was implemented across Stage teams to embed *Number Talks* and improve students' use of mathematical reasoning when solving problems. Improved moderation assessment tasks, professional learning on formative assessment and the use of the *Interview for Student Reasoning* (IFSR) assessment enabled teachers to measure the evidence of impact. Data indicates that place value and number sense and additive thinking are areas of strength for Year 3 students. Additive thinking, and geometric and statistical reasoning are areas of strength for Year 5. Targeted work on multiplicative thinking remains an area of need for both cohorts, and this will be addressed through professional learning and teacher capacity building in 2024. There is evidence of a 7% improvement in students achieving at or above the expected level in multiplicative and additive strategies from 2022 to 2023. Planned initiatives due to be implemented in 2024 as part of the Parent Partnerships Learning Ecosystems will see parents, carers and community stakeholders directly engaged in activities designed to enhance students' use of mathematical reasoning. Implementation of *Spirals of inquiry* has increased and enriched collaborative practice, and enabled teachers to improve aspects of lesson quality, such as LISC, explicit teaching, differentiation and formative assessment. This initiative will continue as an embedded practice in 2024.

To improve reading outcomes, teachers were supported to effectively implement the evidence-based Get Reading Right (GRR) phonics program, and resourcing enabled decodable texts to align with the school's phonics programming to deliver cohesive reading lessons in Early Stage 1 and Stage 1 classes. Maqlit was implemented to support students performing below expectations and this resulted in almost all of the students involved in this program improving in reading fluency and spelling. Teachers engaged with current research and pedagogy, including the *Science of Reading*, which was applied to develop the *Daceyville Public School Literacy Handbook*. Building consistency of practice, through work with the Assistant Principal, Curriculum and Instruction (APCI), supported adjustments and improvement in literacy sessions in Stage 3. Data shows evidence of improved reading outcomes, 2022-2023 for the Year 3 and 5 cohorts. This improvement will be further enhanced through engagement with curriculum specialists to develop professional learning on assessment to establish the 'current state' of reading across the school so the next steps to improve students' reading outcomes are grounded in evidence.

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
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	In 2023, there was a decrease in Check-in Assessment mean scaled score for numeracy in Year 3 and an increase in mean-scaled score for numeracy in Year 5 compared with Year 3 and Year 5 in 2022.
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	In 2023, there was an increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 compared with Year 3 and Year 5 in 2022.
School self-assessment indicates 'Excelling' in the themes <i>Summative assessment</i> , <i>Data analysis and Data literacy</i> in the School Excellence Framework.	School self-assessment indicates 'Excelling' in the themes <i>Summative assessment</i> , and "Sustaining and Growing' in <i>Data analysis and Data literacy</i> in the School Excellence Framework.
All students are able to demonstrate growth and achievement in additive strategies and multiplicative strategies over the year, using the learning progressions.	Data shows that across the school, there has been a 7% improvement in students achieving at or above expected level in multiplicative and additive strategies from 2022 to 2023.
All students are able to demonstrate growth and achievement in understanding texts over the year, using the learning progressions.	Reading growth and achievement was not aligned to the learning progressions in 2023. Check-in assessment data shows a significant upward shift in achievement for Year 3, with achievement moving from below SSSG and state in 2022 to above these measures in 2023. The Year 5 cohort maintained achievement above SSSG and state measures.

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

Per capita

Aboriginal background

Summary of progress

The whole school wellbeing program built on gains made in 2022 and delivered social and emotional learning in response to the emerging needs of students throughout the year. Explicit teaching of PB4L expectations, and inclusion of student and community voice in the development of new practices and processes to recognise positive student behaviour, resulted in the implementation of the 'Class Race' initiative. Student negative behaviour data and teacher TTFM data indicates that a more strategic approach in delivering best practice in implementing the PB4L program is required, and this will be the focus of SD2 work in 2024. Explicit teaching on anti-bullying across the school and the development of an anti-bullying action plan had an immediate impact on students' perceptions of bullying as evidenced in TTFM survey data. Attendance and punctuality were promoted through a review of the school's attendance monitoring processes and engagement with the department's resources. Data indicates improvement in the overall attendance rate and the rate for students who attend 90% or more of the time- an average of 7% since 2022. In 2023 a range of activities were implemented to build high expectations for First Nations students' learning engagement and achievement, such as attendance at AECG meetings; partnerships with community elders; students engagement with high school mentors; the introduction and development of the cultural resident role; and involvement in cultural activities in the wider community. A drop-off in families attending activities, such as the PLP afternoon tea will be addressed through consultation with the Met South Aboriginal Education team and teacher capacity building through teacher professional learning on Aboriginal Pedagogies.

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. Parent survey established optimal times that parents can attend school activities.	Parent views on preferred times to attend school activities were sought and this information was used to schedule activities, such as Meet The Teacher afternoon and 3-way interviews, at optimal times.
100% of students identify a teacher other than their class teacher who they can seek for advice, support and assistance.	98% of students identify a staff member other than their class teacher who they can seek for advice, support and assistance.
School self-assessment indicates 'Excelling' in the theme <i>Caring for students</i> .	School self-assessment indicates 'Sustaining and Growing' in the theme <i>Caring for students</i> .
Aboriginal and Torres Strait Islander families have provided feedback on	Feedback from community was sought through 1:1 conversations and will be used together with teacher and student feedback to refine school

PLP processes and programs to refine and improve school systems.	practices and processes.
Increase in the percentage of students attending more than 90% of the time to be at or above 87.9% of students.	This target was not reached, however, Daceyville's achievement on this measure is 21% above state, 15.6% above network and 11% above SSSG with an average increase of 7% on these measures since 2022.

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

Socio-economic background

Low level adjustment for disability

QTSS release

Summary of progress

Strategic Direction 3 activities were developed to enhance parent engagement in supporting students' learning improvement in writing through 'how to videos', feedback prompts and parent-friendly rubrics. Parent engagement in students' numeracy improvement was initiated through data gathering to ascertain perceptions and attitudes about parents' ability to support students in developing mathematical reasoning. Parent uptake on writing feedback was low and this practice will be paused in 2024 as we address the reasons for this outcome. There will be a redirected focus on engaging parents and carers in improving students' numeracy outcomes through the implementation phase of the Parent Partnerships Learning Ecosystems (PPLE) project, where we have seen stronger parent engagement. Student goal-setting in numeracy and literacy has supported student self-assessment and contributed to the development of high expectations and learning improvement. Teacher and parent feedback on reporting practices and processes has identified the need to build formative and summative assessment practice in science, history, geography and PDHPE to improve teachers' capacity to reliably report on student achievement in these learning areas. In 2024, the core focus of Strategic Direction 3 team activity will be the development of rubrics for these areas of learning.

The High Potential Gifted Education (HPGE) evaluation tool was used to gather data and plan activities that included a review of HPGE policy, and teacher collaboration to identify students who demonstrate high potential across domains. Barriers and enablers in supporting and challenging HPGE students were identified and five key actions were determined as core practice to implement policy. Outcomes were: the implementation of semester-about writing and mathematics extension and enrichment groups with data showing that this practice increased student engagement and achievement. From 2022 to 2023 there was an increase in students achieving above Stage expectations in additive strategies, 25% in ES1 and Stage 1, and 9% in Stage 2 and 3. Teachers' capacity to provide engaging and challenging moderation assessments for students achieving at higher levels in numeracy and writing is evident. Providing meaningful differentiation for HPGE students across domains is recognised as core business and will be reflected in the KLA rubrics to be developed in 2024. TFFM survey data shows that there is work to be done on measures 'Students are interested and motivated in their learning' and 'Students try hard to succeed in their learning' and 'Students feel challenged in their English and mathematics classes and feel confident of their skills in these subjects', as Daceyville's results are below state norms. In 2024 we will differentiate Project-Based Learning to provide HPGE students with opportunities to work on projects designed to extend strengths in creative and critical thinking and the domains of potential.

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 70% of Year 5 students achieving at or above expected growth in writing.	The writing achievement measure was exceeded by 13% in 2023.

<p>At least 70% of families actively providing feedback on student learning via Seesaw, attending student-led conferences or PBL Exhibitions of Learning.</p>	<p>The target for families actively providing feedback on student learning via Seesaw was not achieved, however, from Semester 1 to 2 an increase in family engagement was evident. Project-Based Learning exhibitions of learning are consistently well-attended by families with higher attendance rates in Early Stage 1 and Stage 1 families. The target for family attendance at student-led conferences was almost reached with an attendance rate of 67%</p>
<p>Increased community awareness of and access to support services including: supported playgroup, Junction Neighbourhood Centre, early intervention assessments and screeners.</p>	<p>There is evidence of an increase in the number of families accessing and engaging with support personnel and external services in 2023.</p>
<p>School self-assessment indicates 'Excelling' in the theme <i>Transitions and continuity of Learning</i>.</p>	<p>School self-assessment indicates 'Excelling' in the theme <i>Transitions and continuity of Learning</i>.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,968.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 targeted funding include:</p> <ul style="list-style-type: none"> • Engagement of EAL/D teacher to provide targeted support for newly arrived EAL/D students through the provision of codeveloped programs, practices, strategies and resources which supports students' English language and literacy learning. <p>The allocation of this funding has resulted in the following impact: Students demonstrating growth in English language acquisition on measures for reading- phonemic awareness, reading comprehension and fluency, and writing.</p> <p>After evaluation, the next steps to support our students will be: Monitoring, assessing and evaluating the progress of newly arrived EAL/D students using the EAL/D Learning Progression and ESL Scales Analysis of internal and external data to determine targets For EAL/D instruction and differentiated learning Ongoing professional learning for EAL/D teachers to build capacity to deliver best practice for EAL/D learners</p>
<p>Integration funding support</p> <p>\$256,498.00</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"> • Data driven teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour interventions and curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Effective implementation of individual learning and behaviour plans. Provision of guided support on the playground for students with additional behaviour and health needs Training in targeted support strategies- department modules, direct instruction from teaching and external staff Engagement of a speech pathologist- staff training, direct student support, family consultation. Increasing levels of emotional regulation, and learning engagement and growth for supported students NAPLAN data shows that across literacy and numeracy measures, 6%- 0% fall within the 'Needs Additional Support' level of achievement, except for</p>

<p>Integration funding support</p> <p>\$256,498.00</p>	<p>Year 5 Grammar and Punctuation</p> <p>After evaluation, the next steps to support our students will be: Further professional learning for staff, particularly in the area of trauma-informed practice Continue to build on successful strategies, for example, the engagement of a senior speech pathologist Further analysis of data to target and address barriers for students with additional learning needs Further enhance collaboration between LaST, SLSO team and teachers to develop effective individualised learning and in-class differentiation for students with additional learning needs</p>
<p>Socio-economic background</p> <p>\$20,545.61</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 • High Expectations • Support systems <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 new numeracy curriculum implementation. • professional development of staff to support the implementation of Spirals of Inquiry and Number Talks • resourcing to increase equibility of services and resources • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students gaining access to curriculum, differentiated and supported development of literacy and numeracy learning outcomes as evidenced in internal and external data</p> <p>After evaluation, the next steps to support our students will be: Continuing to analyse data to measure the impact of interventions and modify resourcing, curriculum delivery and student support Continued consultation with stakeholders, including families and external providers on how to best meet the needs of equity groups</p>
<p>Aboriginal background</p> <p>\$17,829.10</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"> • Data driven teaching practices • 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 SLSOs to support Aboriginal students' acquisition of literacy and numeracy knowledge , skills and understandings • community consultation and engagement to support the development of cultural competency • community engagement activities to promote student and family voice in the development of PLPs • Developing learning pathways through high school mentoring programs

<p>Aboriginal background</p> <p>\$17,829.10</p>	<ul style="list-style-type: none"> • Employment of a Cultural resident to build students' cultural identity and promote family connections with the school <p>The allocation of this funding has resulted in the following impact: Increased collaboration between specialist staff and executive and teaching staff to build the capacity and impact of the Aboriginal Education team to include First Nations content in teaching and learning programs Enhanced communication between families and the school. Students achieving academic, wellbeing and cultural goals identified in Personal Learning Pathways documents Students taking on leadership within and beyond the school High levels of community leader consultation in the development of Project-Based Learning Improved numeracy achievement in Years 3, 4 5 and 6 Improved reading achievement in Years 3 and 6</p> <p>After evaluation, the next steps to support our students will be: Develop and refine the role of Cultural Resident through consultation with stakeholders Engagement of families through planned informal and formal school activities Further analysis of NAPLAN and Check-in data to identify barriers for individuals and groups of students Professional learning for SLSOs in supporting the academic needs of First Nations students Professional Learning for staff- Aboriginal Pedagogies Enhancing the school's Aboriginal Education team's capacity to support students and families through collaboration with the Metropolitan Education Team, including the Strategic Delivery Advisor</p>
<p>English language proficiency</p> <p>\$56,520.69</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 <p>The allocation of this funding has resulted in the following impact: Higher levels of collaboration between EAL/D staff and classroom teachers to support the learning needs of EAL/D learners Increased learning engagement and achievement as evidenced in internal and external measures Identification of barriers for students not making expected growth and interventions developed</p> <p>After evaluation, the next steps to support our students will be: Deeper analysis of external and internal data to identify specific targets for individuals and groups of students Implementation of evidence-based practice and building EAL/D teacher capacity through instructional coaching practices and, network support and professional learning</p>
<p>Low level adjustment for disability</p> <p>\$123,357.96</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</p>

<p>Low level adjustment for disability</p> <p>\$123,357.96</p>	<p>including:</p> <ul style="list-style-type: none"> • Data driven teaching practices • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and groups of students and in a case management role within the classroom/whole school setting • 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 the following impact: Targeted support programs developed for students with additional academic and social/emotional learning needs Timely and effective support delivered through Learning and Support Team processes Adjustments to timetabling, and groups and form of support according to emerging needs Small percentages of students in the 'Needs Additional Support' achievement level in NAPLAN results- predominantly below 6-0% Students in need accessing Integration Funding Support and special placement through Learning Support Team processes</p> <p>After evaluation, the next steps to support our students will be: Further analysis of internal and external data to determine needs Consultation with Learning and Wellbeing team and families to develop enhanced support for students with additional learning needs Professional Learning for teaching and SLSO staff on trauma-informed practice Engagement of a Speech Pathologist to provide targeted intervention that supports students' acquisition of literacy skills</p>
<p>Professional learning</p> <p>\$22,732.71</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 • Support systems <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • teacher relief for executive staff to consult with curriculum specialists to develop high impact professional learning • teacher relief for teachers to engage with new syllabuses and develop quality teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to engage with internal and external data and new syllabuses to develop high-quality teaching and learning programs Increased collaboration using the evidence-based approach 'Spirals of Inquiry' Implementation of Interview for Student Reasoning (IfSR) across the school Enhanced assessment procedures for whole school mathematics moderations Evidence of a higher proportion of students achieving in higher progression levels for numeracy and writing</p>

<p>Professional learning</p> <p>\$22,732.71</p>	<p>After evaluation, the next steps to support our students will be: Continuing and refining 'Spirals of Inquiry' as the core collaborative practice to improve lesson quality for numeracy and reading lessons Build leadership capacity to lead analysis of NAPLAN and check-in data through engagement with Lead specialists Targeted Assistant Principal Curriculum and Instruction (APCI) and Assistant Principal collaboration through scheduled weekly consultation sessions Support the implementation of Stage 2 and 3 new English and mathematics syllabuses through targeted internal and external professional learning</p>
<p>QTSS release</p> <p>\$40,363.49</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"> • Data driven teaching practices • Enrichment • Support systems <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to implement instructional coaching • 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 the following impact: Building teacher capacity to develop high-impact teaching strategies Building assistant principal's capacity to effectively use Growth Coaching as a model to build relational trust and high levels of collaboration Improvements to English and mathematics teaching and learning programs and lesson delivery High levels of staff engagement with school improvement priorities Literacy and numeracy student achievement outcomes are predominantly above SSSG and state measures</p> <p>After evaluation, the next steps to support our students will be: Refining instructional coaching through professional learning and engagement with School Leadership Institute resources Analyse scheduling priorities to enable cohesive program delivery and decrease transitions for students with additional learning needs</p>
<p>COVID ILSP</p> <p>\$59,589.75</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 2023.</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-phonemic awareness and reading fluency and comprehension and numeracy- place value and additive and multiplicative strategies • providing intensive small group tuition for identified students who wer <p>The allocation of this funding has resulted in the following impact: Increased student engagement in literacy and numeracy lessons Over 60 % of students receiving ILSP literacy small group learning achieved growth in reading accuracy and fluency Writing improvement was evident for 44% of students who progressed at</p>

COVID ILSP

\$59,589.75

least one level in the creating texts component of the writing progressions
Data indicates significant levels of growth in numeracy: 47% of students who received ILSP numeracy small group instruction achieved at expected level for place value., with significant improvement evident for additive and multiplicative strategies

After evaluation, the next steps to support our students will be:

Analysis of data to identify 'at risk' literacy and numeracy learners and groups students according to need

Continuing to develop targeted small group learning interventions that have evidence of impact

Inducting new staff through professional learning available on Teams

Enhancing data sharing and collaboration between ILSP staff and classroom teachers

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	132	121	95	78
Girls	136	114	97	77

Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.2	96.0	91.2	90.4
1	92.6	92.7	86.3	91.1
2	92.3	93.5	82.5	92.8
3	91.8	91.1	90.0	91.6
4	92.9	91.8	85.3	94.0
5	93.4	92.6	86.7	90.6
6	92.2	93.1	86.8	89.3
All Years	92.0	92.9	87.0	91.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.8
Classroom Teacher(s)	9.87
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	3.11

*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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	587,068.17
Revenue	3,568,236.55
Appropriation	3,395,044.89
Sale of Goods and Services	20,554.55
Grants and contributions	131,143.99
Investment income	20,687.12
Other revenue	806.00
Expenses	-3,400,134.00
Employee related	-3,075,302.44
Operating expenses	-324,831.56
Surplus / deficit for the year	168,102.55
Closing Balance	755,170.72

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.

	2023 SBAR Adjustments (\$)
Targeted Total	101,752
Equity Total	218,253
Equity - Aboriginal	17,829
Equity - Socio-economic	20,546
Equity - Language	56,521
Equity - Disability	123,358
Base Total	1,698,193
Base - Per Capita	49,970
Base - Location	0
Base - Other	1,648,223
Other Total	947,163
Grand Total	2,965,362

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 an increase in the percentage of students who feel they have positive relationships at school, with Daceyville's measure above the state norm. The school mean for 'students with a positive sense of belonging' increased 2022-2023, with this measure moving closer to the state norm. This provides evidence of the impact of whole-school wellbeing programs, social/emotional learning outcomes of Project-Based Learning and the effectiveness of the Positive Behaviour For Learning program. This outcome is further supported by a continuing trend of students perceiving positive student behaviour at a rate above the state norm. Results of the parent survey reflect students' perceptions with 'school supports positive behaviour' being a highly rated measure. Whilst the student rate 'explicit teaching practices' is above state norms, attitudes regarding skill-challenge and confidence fall below the norm. In 2024, this will be addressed through professional learning that aims to build teacher capacity to differentiate learning for all students including those who demonstrate high potential and giftedness. Teacher survey outcomes on the Eight Drivers of Student Learning indicate that teachers rate 'learning culture', 'teaching strategies', 'inclusive school' and 'parent involvement' above state norms. Drivers, including 'quality feedback' and 'data informs practice' fall slightly below state norms, and targeted activities will be undertaken through the School Improvement Plan to further develop these practices. Data gathered from parents and carers shows that Daceyville rates well above state norms on measures 'parents feel welcome' and 'parents are informed'. The 2024 implementation phase of the Parent Partnership Learning Ecosystems, a community engagement project to involve parents in supporting their children's mathematics learning, should result in an increase in the partnership measure 'parents support learning at home'.

Refer to help text (?) for advice on this section

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.