A SNAPSHOT OF OUR ACHIEVEMENTS IN 2011

Our School

Our Learning Spaces
- Opening of a new community hall and special purpose room under the Building the Education Revolution program.
- Upgrade of facilities including canteen refurbishment, establishment of a new first aid room and improvements to the main building.

Our Community
- The school was characterised by strong community support and parent participation in 2011 through fundraising, working bees, community forums and assistance in the classroom.

Staff
- The school has a highly dedicated staff who all meet the professional requirements for teaching in NSW public schools. Twenty seven percent of staff hold postgraduate qualifications.
- Several teachers were recognised for their exemplary teaching in 2011 and were invited to present at a State literacy conference and demonstrate their skills to colleagues in other schools.

Learning Opportunities for all Students
A strong feature of Daceyville Public School is the depth and breadth of learning opportunities provided for students. In addition to academically rigorous programs in literacy and numeracy, students had the opportunity to participate in:
- Band, choir, dance, visual arts & photography enrichment programs
- Swimming, soccer, AFL, tennis, netball, softball and athletics
- Debating and public speaking
- Numeracy enrichment programs – Maths Olympiad & Number Crunchers
- Science and Visual Arts enrichment programs – Grime Scene Investigation and Djamu Visual Arts

2011 Student Academic Achievement at Daceyville

2011 was a year of strong academic growth and achievement for all students at Daceyville.

Year 3
- The average NAPLAN mark for Year 3 students in literacy was 433.5 compared to 426 across the state.
- The percentage of our students in the top two bands for NAPLAN reading was 61% compared to 43% across the state and 53% for our like schools group.
- The average score for students in writing was 448 which was well above the state average of 422.

Year 5
- The average NAPLAN mark for Year 5 students in literacy was 499 which was commensurate with the state average of 498.
- The percentage of our students in the top two bands for NAPLAN spelling was 43% compared to 33% across the state.
- The percentage of our students in the top two bands for NAPLAN Numeracy was 40% compared to 27% across the state.

Our Growth
- The average growth for our students from Year 3 to 5 was outstanding and was well above state averages. The school average in reading was 113 points (state 74), in spelling 84 points (state 75), in grammar and punctuation 93 points (state 83) and in numeracy our average growth was 113 points (state 96).
PRINCIPAL’S MESSAGE

2011 has been a highly successful year for Daceyville Public School. It was with pleasure and anticipation that I began as the school’s Principal at the beginning of this year and it was not long before I realised how fortunate I was to be leading such a high calibre school. I have been continually impressed by the levels of commitment brought to the school by our staff, the parent community and our students who bring admirable levels of enthusiasm, creativity, dedication and care to their learning journey each day.

Throughout the year the whole school community has worked collaboratively to provide a range of learning opportunities for students, promote excellence across all areas of the curriculum and foster a culture of continuous improvement. Through an explicit focus on identified improvement targets, positive change has occurred in the areas of literacy, numeracy and student wellbeing. This has been achieved through teacher professional learning programs, community involvement and quality leadership by the school executive.

At Daceyville every child is encouraged to realise their potential within a stimulating and secure learning environment. We aim to provide our students with a balanced education and opportunities to develop as creative and confident individuals. Our success in achieving this goal has been reflected in excellent results in the National Assessment Program (Literacy and Numeracy) and improved learning outcomes for all students as shown by our school based assessment data. Through participation in state and regional initiatives such as the National Partnerships Literacy and the Targeted Early Numeracy Program the school has been able to access quality professional learning programs, support from specialist staff and funding for the purchase of learning resources. With a commitment to providing our children with a rich array of learning experiences, the staff have developed outstanding performing arts, sport and enrichment programs. I sincerely thank them for the extra time, effort and energy they have afforded to these initiatives.

A focus on enhancing learning spaces and improving resources this year, saw the opening of our new multi-purpose hall, funded by the federal government’s Building the Education Revolution program and the upgrade of parts of our existing buildings. Teaching materials were improved with a particular focus on the purchase of new and engaging literacy resources.

Our success rests on the work of a highly skilled team of executive, teaching, administrative and support staff who are to be commended on their dedication to catering for the needs of all students. An active parent community has worked with staff to enhance school programs and resources. I extend sincere thanks and appreciation to both the staff and parent body for their ongoing commitment to our students. Our successes this year are largely thanks to the strong community spirit of collaboration and hard work. It is not simply a list of achievements which makes a great school. It is the atmosphere and ethos where everyone works together to do the best for our children. As we celebrate 90 years of quality education at Daceyville in 2011, this atmosphere and ethos have never been more evident!

While it is impossible to capture the diversity of learning and achievement in any one document, this annual school report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2012. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Nicole Molloy – Principal
Our Parents and Citizen’s Association (P&C) provides a forum in which parents can develop strong partnerships with the school. Our P&C promotes the interest of the school by:

- bringing parents, community members, students and staff into close cooperation
- encouraging parent and community participation in curriculum and other educational issues such as supporting home reading
- coordinating and assisting with school and community functions
- running the second hand uniform shop to keep our children dressed in appropriate school uniform.

Throughout the year the P&C was involved in numerous school activities including fundraising, community morning teas, mothers and fathers day stalls, the Mix and Mingle welcome evening, the Kindergarten welcome evening, Easter celebrations, discos, the swimming and athletics carnivals, the Big Band Bash, school working bees, the 90th anniversary celebrations, jewellery making and craft groups and Kindergarten orientation activities. Our highlight for 2011 was our class cake stalls. Two classes were paired up to hold a cake stall on a chosen Friday afternoon which was then run by their parents. With each stall our parents got more and more creative! Not only did the students enjoy a tasty treat on these days but it was a great way for parents of different years to meet and have some fun!

A thank you must also go to the parents and caregivers who continue to support the school by participating in the various events held throughout the year. All parents are welcomed to our meetings held on the last Thursday of the month during each school term. We look forward to seeing you in 2012.

Pam Bregonis - 2011 P&C President

In 2011 we represented the school as captains of Daceyville Public School. We enjoyed all our new responsibilities and learnt how to work well with the other students in the leadership team. As the year progressed, we became more confident making speeches, showing visitors around the school and helping the Kindergarten children. We’d like to thank the other leaders in our team - Sidney, Calvin, Alan, Christina and Jessy. We really benefited from leading the school in many activities throughout the year such as the Big Band Bash, Anzac Day and our Education Week celebrations. We wish the captains and leaders of 2012 all the best and hope they enjoy their year as much as we did. We are proud to be part of Daceyville’s rich history, appreciative of the wonderful learning journey the school has provided for us over the last seven years, grateful for the friendships we have made and forever thankful for the lessons we have learned here. We sincerely thank all of the staff for all they have done for us and wish Daceyville Public School all the very best for an exciting and successful future.

Romy Tuckwell and Christopher Klazoglou - 2011 School Captains
THROUGH OUR EYES

Celebrating 90 Years of Learning at Daceyville

Daceyville Public School has a long and rich history. In 2011 we celebrated our 90th anniversary. This was a wonderful opportunity to bring our whole school community together to celebrate our history and look forward to a bright future.

Our History

The original Daceyville Public School was established more than 90 years ago on a site a few streets away from the current site. An infants school began in 1914 in one building with 38 children. Enrolments grew quickly and it was decided to build a larger school on land at Joffre Crescent. In 1920 the current buildings were constructed costing 18,000 pounds. There was enough room for 576 children in the main building as well as the Kindergarten cottage. However, in a short while the school ran out of space. Extensions were added in 1925 at a further cost of 6,687 pounds and eight new classrooms were built for another 388 students. Over the following 90 years, a range of learning spaces were added to our school which were innovative for their time. Manual training classes were established in 1925 and in 1928 science rooms were added. In the early years the school was divided into a girls, boys and Kindergarten department. Throughout our history there have been a lot of firsts at Daceyville. In 1947 the school was featured in the Education Gazette as one of the first public schools to receive a microphone and gramophone system.

Our Anniversary Celebrations

Our 90th anniversary celebrations comprised a number of initiatives aimed at acknowledging the school’s history, celebrating our school and broader community in 2011 and looking forward to the future. In December we held an art and photography exhibition entitled Through our Eyes. Every child at Daceyville had work exhibited in the exhibition which included drawing, painting, sculpture and photography. The work was based on a number of themes aimed at exploring what our school community means to us. A group of students in Years 4, 5 and 6 worked with...
Ms Harding to create a collection of photographs which documented our school in 2011. We also displayed a huge range of historical photos from 1921 through to 2011. Other projects which formed part of the anniversary celebrations included the creation of a short film depicting life at Daceyville Public School in 2011. This included footage of all aspects of school life. Ms Isobel Harding also wrote a special song to provide the musical backing for the film. On the evening of the exhibition opening we were delighted to have former students and teachers join our current school community to celebrate our anniversary. Our band, choir, dance and recorder ensembles performed and the exhibition was officially opened by Botany Bay Council Mayor Mr Ron Hoenig who is a former student of Daceyville himself. The school was presented with a dedication by Mr Hoenig in recognition of 90 years of quality education of outstanding service for the school community. Special thanks goes to the many teachers and parents who put an enormous amount of energy and effort into the event. It very much reflected the wonderful collaborative spirit of our community.

Our students enjoyed the many varied aspects of the 90th anniversary art and photography exhibition and were extremely proud of their work!
ABOUT OUR SCHOOL

Student Information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Enrolment Profile

Student enrolments decreased slightly in 2011. The school will continue to explore factors contributing to this trend in 2012 which include changing demography. Increasing student enrolments will be a focus for the school in 2012 and beyond.

Student Attendance Profile and Management of Non-Attendance

While 2011 student attendance figures were commensurate with state and region rates, attendance will continue to be a focus in 2012. Class rolls are marked daily and monitored regularly for patterns of student non-attendance. The Learning Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Officer is sought if required.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
<td>KM</td>
<td>K</td>
<td>16</td>
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</tr>
<tr>
<td>KP</td>
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<td>16</td>
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</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>10</td>
<td>23</td>
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<tr>
<td></td>
<td>2</td>
<td>13</td>
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<td>2S</td>
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<td>3C</td>
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<td>3/4E</td>
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</tr>
<tr>
<td>SCR</td>
<td>K-6</td>
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Class Sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. This table shows our class sizes as reported at the 2010 class size audit conducted on Monday 21 March 2011.
Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff Establishment and Retention

Daceyville Public School has a stable staff of permanent teachers supplemented by a solid team of temporary staff filling vacancies. In 2011 there were no indigenous staff employed at the school.

Ms Nicole Molloy commenced in the position of Principal and Ms Serena Petriella as Assistant Principal at the beginning of the school year. 2011 saw the retirement of one of our Assistant Principals, Mrs Rebecca Sheehy. Her position has been filled by Ms Belinda Head who begins as Assistant Principal at the start of 2012.

Teacher Qualifications

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<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Postgraduate</td>
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All teaching staff meet the professional requirements for teaching in NSW public schools and hold degrees or diplomas from recognised universities. A significant number of staff hold postgraduate qualifications demonstrating their commitment to further study and training at a high level.
The school’s finances are managed by a finance committee comprising the Principal, school executive, a staff representative and the School Administrative Manager. The finance committee meets each term to set the school’s budget based on whole school needs and strategic priorities. Income, expenditure and cash flow are monitored on a regular basis by the Principal and School Administrative Manager and budget adjustments are made accordingly. Each member of the school executive has the responsibility for the financial management of specific budget areas in consultation with staff.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

**Date of Financial Summary 30/11/2010**

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<table>
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<th>EXPENDITURE</th>
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<td>• Extra Curricular Dissections</td>
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<td>Capital Programs</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>559,380.51</strong></td>
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</table>

| Balance Carried Forward          | 223,865.85 |

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the P&C each year. Further details concerning the statement can be obtained by contacting the school.
CREATIVE AND PERFORMING ARTS

In 2011 our schools performing arts programs have continued to inspire and further students in the areas of creativity and performance. Daceyville has an outstanding reputation and record of providing its students with a broad range of quality experiences in the arts. In 2011 our students had the opportunity to take part in a range of creative and performing arts ensembles and initiatives.

Band Program and the Big Band Bash

2011 was another busy year for our band program. We began introducing a new band director and several new tutors. Our Senior Band developed a wider repertoire and has concentrated on developing musical awareness and a more coherent sound. The overall progress of the band has been wonderful and many parents and members of the community have been impressed by their performances. This year the band took part in the NSW Band Festival and gained a silver medal in recognition of their performance. Our Transition Band was led by Richard McFee who guided the ensemble into more challenging areas of performance. The Junior Band was directed by Isobel Harding and gave students in Years 2 and 3 the opportunity to begin learning various woodwind instruments for the first time. All bands have performed regularly throughout the year at assemblies, concerts and school functions such as the 90th anniversary celebrations. The annual Big Band Bash hosted 16 bands including a drumming troupe from Matraville Soldier’s Settlement Public School and the Royal Australian Navy Band. It was another successful fundraiser for our band program, raising $7000.

Recorder Ensemble

The school’s recorder ensemble continued to be a recognised area of strength in 2011. The ensemble rehearsed on a weekly basis and provided high level musical tuition for the students involved on both descant and treble recorders. The ensemble performed at the Sydney Opera House in August as part of the Department of Education and Communities Festival of Instrumental Music. It was a wonderful experience for the students involved to perform at such a high calibre event with students from across the state. The ensemble also featured at school events and performed regularly at assembly.
Choir

The choir is an integral part of our performing arts program and involves students from years 2-6. In 2011 the choir performed regularly at school assemblies and special occasions such as NAIDOC week, education week and our 90th anniversary celebrations. A highlight of our year was the opportunity to perform the iconic song *I am Australian* at our school presentation day assembly in front of Peter Garrett, our federal member of parliament and the minister for education. Mr Garrett congratulated the choir on their outstanding performance.

Dance Programs

This year 28 students from Stages 2 and 3 were a part of our dance ensemble. They participated and represented the school at a number of important events. For the third time they gained selection to perform at the *Sydney Region Dance Festival* at the Seymour Centre. Students performed a dramatic dance piece inspired by the Queensland floods which depicted heartache, courage and togetherness. The ensemble also participated in the *Primary Dance Day* program. This involved guided workshops based on the K-6 dance syllabus. The students developed their own choreography and created an original performance piece based on the stories of Dr Suess. They performed at the regional dance day at Summer Hill Public School in Term 3. This routine can be viewed online at [Bondi Showcase](http://youtube/NKBkm21PoiM) at South Sydney Juniors is always an exciting event in which our school takes great pride in attending. Our students were able to display their skills in dance in front of an appreciative audience. Throughout the year the dance ensemble was given many opportunities to perform at school based events including Education Week, the school 90th celebrations and weekly assemblies.

Visual Arts and the Daceyville Art Club

The Daceyville Public School Art Club is an extra curricular group that meets once a week after school for a period of five weeks. Members work with Ms French to investigate and experiment with different visual art media and techniques using high quality materials and resources. Students produce one or two major artworks that can be donated to the school or purchased for home.

Building upon opportunities for students in visual arts has been a priority for our school in 2011. The focus of our 90th anniversary celebrations was on visual arts. Every child in the school explored the theme of community through various visual arts media including painting, photography, sculpture, drawing and mixed media. Each student had an art work displayed in our whole school exhibition which also included a range of group art works.
Photography Club

This year photography was used widely across the school with children using school cameras to photograph events in their room and also for specific projects such as looking at contrast in the surrounds. Photographs were enlarged for use in classroom displays and analysed. A student photography interest group was established for students in Stages 2 and 3. Our aim was to capture aspects of Daceyville Public School in its 90th year. Areas of exploration were within our environments of community, learning and physical. We also developed a set of images which told the story of a day in the life of Daceyville Public School. The photographic group inspired much discussion amongst the school and many children in Years 3-6 are interested in being part of a photography club or group which we will begin in 2012. As a starting block for this project we covered areas such as the history of photography, uses of photography, camera care and composition and framing images, use of colour, contrast and subject matter and how to be a photojournalist or fly on the wall.

HEALTHY, ACTIVE STUDENTS

Kindergarten – Year 2 Sport

Kindergarten, Year 1 and Year 2 have undertaken a comprehensive and varied sports program which has catered for the diverse interests and abilities of our students. Kindergarten and Year 1 students participated in a school based sport program designed to develop self awareness, body control, fundamental game skills, cooperation and teamwork. They participated in a nine week Auskick clinic delivered by coaches from AFL NSW/ACT. This program allowed all students, regardless of ability, an opportunity to develop skills and strive for individual success. Our Year 2 students experienced a four-term swim clinic at UNSW. Students were regularly assessed and placed into groups which ranged from learn-to-swim to stroke correction. The full year’s attendance ensured that all Year 2 students reached their full swim potential at the conclusion of the year.

Years 3 - 6 Sport and Gala Days – furthering sporting opportunities for our students

This year saw the continuation of our summer and winter sport rotation. At the PSSA level we were well represented in AFL and softball. All teams performed creditably with our junior yellow team being placed second in the competition. We were fortunate to have a representative from Daceyville make the district AFL team. Our soccer and netball teams all did well finishing in the middle of the competition and two senior boys were chosen for the district team.

Tennis was offered at the Snape Park and has proven to be very popular. School sport continued with a focus on gross motor coordination, fitness, endurance and team cooperation which is achieved through a broad range of indoor and outdoor activities. Once again swimming ran throughout the entire year and was available, in winter, to our Year 2 students and in summer to students 2 to 6.
Gala days for AFL and netball have been well attended this year, providing all primary students with an opportunity for friendly competition and to further develop skills taught in school based educational programs. The senior AFL team represented our school at the District Paul Kelly Cup held in March at Heffron Park. The students thoroughly enjoyed themselves and it was a great team building activity. The senior netball team also represented our school at a community netball gala day at Heffron Netball Courts. Students played a number of games against other local schools. This day was a great success as students participated in an enjoyable and friendly competition whilst developing their netball skills.

**Swimming, Athletics and Cross Country Carnivals**

Our carnivals promote a fun and friendly atmosphere where students can demonstrate their sporting skills and sportsmanship. The swimming carnival caters for all of our students including competitive and non-competitive races. This year the swimming carnival was held at Heffron pools for students in Years 2 to 6. A squad of 36 children represented Daceyville at the zone carnival where many personal bests were achieved. The cross country is another carnival where students can exhibit their excellence. All students in Years 2 to 6 competed in this event at Rowland Park. Our cross country squad was very competitive at zone level with a junior girl eligible to run at the regional carnival. The athletics carnival was a whole school event held at Rowland Park. All students were able to demonstrate and develop their fundamental skills in field and track events. All of these carnivals were a terrific success for Daceyville Public School. We were fully represented at district carnivals with some students progressing to represent the Eastern Suburbs PSSA at regional level.

**Premier’s Sporting Challenge**

Throughout Terms 2 and 3 1M, 4/5M, 5M and 6SF took part in the Premier’s Sporting Challenge. It became a real competition between the three senior classes as to who could do the most sport in the 10 week challenge period. All classes ended with gold awards overall, while because of their age, the children in 1M received participation awards. To support the school’s participation in this program, a grant of $1700 was received to be spent teacher professional learning and the development of teaching and learning programs in Personal Development, Health and Physical Education.

**Crunch and Sip Program**

Daceyville is a Crunch and Sip school where students are given the opportunity to eat a piece of fruit or a vegetable and drink water in the classroom. This program helps children to re-fuel and boost their physical and mental performance and concentration in the classroom. Our commitment to nutrition and promoting a positive attitude towards eating the right foods is strongly linked to our PDHPE curriculum.
ACADEMIC ACHIEVEMENTS

National Assessment Program (Literacy and Numeracy)

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 National Assessment Program Literacy and Numeracy (NAPLAN) results for Daceyville were extremely pleasing in 2011 and demonstrated exceptional growth. Our students demonstrated strengths in many areas with their results being above state and like school group averages. In particular our average growth between Years 3 and 5 was well above state averages and expectations in both literacy and numeracy.

Graph Key

- School Average 2008-2010
- SSG % in Band 2011
- State DEC % in Band 2011
- Percentage in Band

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 3 Literacy

In Year 3, 36 children sat the Literacy NAPLAN.

In reading, our students performed strongly and achieved results well above state averages. The percentage of our students in the top two bands was 61.1% compared to 42.8% of the state and 53.2% of the like schools group. This result was an increase of 5% on the 2010 results. The number of students achieving in the lowest two bands decreased from 22% in 2010 to 5.6% in 2011.

In reading, Year 3 students demonstrated a real strength in:
- Inferring a reason from evidence in the text
- Interpreting and evaluating information
- Locating directly stated information
- Identifying the purpose of an illustration
- Making inferences and interpreting steps in instructional texts
- Inferring a reason for a character’s comment
- Interpreting a reader’s reaction to a text

Areas to be developed in reading:
- Inferring the author’s intent
- Summarising and sequencing events in a text
- Summarising a paragraph
- Identifying the purpose of a statement
- Interpreting a character’s personality
In writing, our students achieved excellent results. The average score for Daceyville students was 448 which is well above the state average of 422.4 and above the like school average of 440.5. The percentage of our students in the top two bands was 77.8% compared to 56.5% of the state and 69% of the like schools group. This result was an increase of 5% on the 2010 results. The number of students achieving in the lowest two bands decreased from 15% in 2010 to 2.8% in 2011.

In writing, Year 3 students demonstrated strengths in:
- Identifying the audience of a text, adjusting their writing accordingly and beginning to make language choices to engage the reader
- Use of a variety of conjunctions and connectives

Areas to be developed in writing:
- Developing ideas in greater detail
- Use of persuasive structures and devices to engage and convince the reader
- Use of more sophisticated vocabulary
- Paragraphing
- Use of more complex punctuation

In spelling, the percentage of our students in the top two bands was 47.2% compared to 47.9% of the state and 57.9% of the like schools group. This result was an increase of 5% on the 2010 results. The number of students achieving in the lowest two bands decreased from 22% in 2010 to 17% in 2011. While our students’ results are commensurate with state averages, a focus in 2012 will be on ensuring a greater proportion of our students are placed in the higher bands.

In spelling, Year 3 students demonstrated strengths in:
- Use of short vowels and vowel diagraphs
- Use of a range of consonant diagraphs

Areas to be developed in spelling:
- Editing and identification of spelling errors
- Adding suffixes to words with a change to the base word
- Correct spelling of multisyllabic and irregular words
In grammar and punctuation, the percentage of our students in the top two bands was 36.1% compared to 46.2% of the state and 56.2% of the like schools group. The number of students achieving in the lowest two bands decreased from 27% in 2010 to 5.6% in 2011. While our students’ demonstrated a level of competence in this strand of literacy, 58.3% were placed in Bands 3 and 4. There will be a focus in 2012 on ensuring a higher proportion of students are achieving in the higher bands.

In grammar and punctuation, Year 3 students demonstrated strengths in:

- Understanding of simple sentences
- Accurately identifying adjectives to complete a sentence
- Accurate use of verbs
- Correct use of a range of common punctuation marks

Areas to be developed in grammar and punctuation:

- Understanding of the correct grammar to be used in complex sentences
- Correct use of adverbs in sentences
- Correct use of conjunctions in sentences
- Use of more complex punctuation such as apostrophes

**Year 3 Numeracy**

In Year 3, 36 children sat the Numeracy NAPLAN.

In mathematics, the percentage of our students in the top two bands was 38.9% compared to 36.4% of the state. This result was an increase of 9% on the 2010 results. The number of students achieving in the lowest two bands decreased from 22% in 2010 to 5.6% in 2011. While our students significantly outperformed the state in Band 5, they were lower than state results in Band 6. Providing programs which give students the skills to perform in the highest band will be a priority for 2012 as will providing support for those students experiencing difficulty and performing in the lower bands.

In numeracy, Year 3 students demonstrated strengths in:

- Using data to interpret timetables
- Three dimensional space concepts
- Addition and subtraction problems
- Fractions – identifying halves and quarters

Areas to be developed in numeracy:

- Multiplication concepts and operations
- Position – using coordinates on a map
- Chance – identifying the probability of an outcome
- Interpreting column graphs
- Matching analogue to digital time
- Identifying number patterns and rules
Year 5 Literacy

In Year 5, 30 children sat the Literacy NAPLAN.

In reading, our students made good progress and achieved results commensurate with state averages. The average score for our students was 508 points compared with 489 for the state. The percentage of our students in the top two bands was 33.3% compared to 31.8% of the state. This result was an increase of 13% on the 2010 results. The number of students achieving in the lowest two bands decreased from 30% in 2010 to 10% in 2011.

In reading, Year 5 students demonstrated strengths in:

- Recognising the theme or central idea
- Inferring a reason from evidence in the text
- Interpreting a character’s attitude, words and actions
- Interpreting an assertion in an argument

Areas to be developed in reading:

- Recognising the theme or central idea.
- Sorting information into relevant sections.
- Identifying the purpose of pronoun references.
- Applied comprehension – uses information in a text to justify interpretations.

In writing, our students achieved sound results. The average score for Daceyville students was 482 which was slightly below the state average of 492. The percentage of our students in the top two bands was 24.1% which was right on the state average of 24.1%. Our Year 5 girls performed 20 scale scores above the state averages in writing. Our boys fell below state averages as did our students from language backgrounds other than English. Targeted support for these groups will be a priority for 2012.

In writing, Year 5 students demonstrated strengths in:

- Structures the text effectively according to the text type
- Accurately spells multisyllabic and complex words
- Recognises the difference between complex and compound sentence structures

Areas to be developed in writing:

- Using language devices to engage and influence the reader
- Elaborating on ideas and develops the text in greater detail
- Using a broader range of vocabulary
- Organising the text into effective paragraphs
Our Year 5 students performed very well in spelling with 43% of students ranked in the highest two bands compared with 33% of students across the state. This was an increase of 13% on our 2011 results. The number of students achieving in the lowest two bands reduced from 20% in 2010 to 14% in 2011. The average score for Daceyville students was 507 points compared to 498 across the state. Our girls performed 60 points above state averages. Lifting the performance for boys will be a priority in 2012.

**In spelling, Year 5 students demonstrated strengths in:**

- Identifying errors in text
- Correctly spelling multisyllabic words
- Correctly using some vowel digraphs in words
- Using suffixes to change the base word

**Areas to be developed in spelling:**

- Identifying and correctly using silent letters in words
- Using short vowel digraphs

In grammar and punctuation our Year 5 students performed below state average with 26% of our students achieving in the top two bands compared with 36% of students across NSW. However, gains were made this year. In 2011 our students achieved an average score of 497 points compared to 480 in 2010. Explicit teaching of more complex grammar and punctuation will be a focus in 2012.

**In grammar and punctuation, Year 5 students demonstrated strengths in:**

- Correct use of apostrophes and commas in sentences
- Identifying the appropriate punctuation in direct speech.
- Identifying the correct form of words in simple sentences.

**Areas to be developed in grammar and punctuation:**

- Identifying the correct conjunction
- Identifying the correct form of a verb
- Identifying correct capitalisation on proper nouns
- Identifying the function of a pronoun
Year 5 Numeracy

In numeracy our students performed very well with 40% of our students performing in the highest two bands compared with 27% of students across NSW. The number of students in the lowest two bands was 20% compared to the state results of 14%. Supporting students in lower bands to move to higher bands will be a priority for 2012. Our students scored an average score of 496 points which was commensurate with the state score of 500.6.

In numeracy, Year 5 students demonstrated strengths in:
- Matching digital and analogue time
- Two dimensional space – symmetry
- Multiplication problems
- Repeated subtraction
- Patterns and algebra

Areas to be developed in numeracy:
- Working accurately with fractions and decimals
- Using formal units to calculate area
- Converting units of measurement for length
- Accurately solving multi-step problems using the four number operations

Our Growth: Progress in Literacy and Numeracy

One of the key measures of school improvement is the growth in student achievement between Year 3 and Year 5. These measures provide the school with information about how much progress students have made over the two years between assessments.

The average two year literacy growth of Daceyville students in Year 5 was significantly higher than the state average in reading and well above state averages in spelling, grammar and punctuation. Growth data was not available for writing due to a change in the text type tested in 2011.

Growth data for students between Year 3 and 5 (2009 – 2011)

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Average</td>
<td>113.2</td>
<td>84.2</td>
<td>92.7</td>
<td>112.6</td>
</tr>
<tr>
<td>State Average</td>
<td>74</td>
<td>75.4</td>
<td>82.7</td>
<td>95.8</td>
</tr>
<tr>
<td>Like School Average</td>
<td>71.3</td>
<td>72.2</td>
<td>84.8</td>
<td>98</td>
</tr>
</tbody>
</table>

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.3</td>
</tr>
<tr>
<td>Writing</td>
<td>97.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.3</td>
</tr>
</tbody>
</table>
K-2 Numeracy Achievements

TARGETED EARLY NUMERACY (TEN) PROGRAM

Daceyville Public School implemented the Targeted Early Numeracy (TEN) program in 2011. This three year program provides school based support for K-2 teachers in effective classroom practice in numeracy and provides individualised programs for targeted students. The program provided the school with professional learning and support provided by a facilitator who visited the school regularly to assist teachers with planning and to work in classrooms to demonstrating strategies. All K-2 classes were involved in the program including all students in the Support Class Language. Fifty-one students were identified across the classes and placed on the program. The students were closely monitored and assessed twice during each term to inform future planning. Individualised programs were continuously created and revised for these students to support them in making gains in numeracy. The results for all classes and students were highly successful with every student making significant gains and moving through the expected early numeracy levels. The graphs below show the numbers of students moving through the levels from Perceptual through to Facile.
SIGNIFICANT PROGRAMS AND INITIATIVES

NATIONAL PARTNERSHIPS: LITERACY

Daceyville Public School has continued to participate in National Partnerships Literacy and Numeracy initiative this year. Teachers have continued to implement teaching and learning strategies around our main initiative Focus on Reading. To ensure continued explicit teaching of reading skills support was given in the form of:

- Team teaching
- In-class support
- Small target groups
- Lesson studies
- Reciprocal reading groups
- Teacher release
- Teacher professional learning

All staff members have worked on sustaining this program by embedding the super six comprehension strategies into their literacy sessions. This program ensures continued relevant and significant forms of assessments are being utilised and documented effectively. This initiative has also allowed us to purchase new resources to support student learning. As our school’s reputation within the local community has spread for achieving excellent results through Focus on Reading, several teachers have been involved in opening up their classrooms to demonstrate and implement comprehension strategies to other schools and teachers. This has been an extremely beneficial experience for our teachers to share their expertise and knowledge in teaching engaging and purposeful reading lessons to other colleagues in our profession. All schools involved in this program have had to complete several external tests to monitor student progress. Our final round of testing also took place in August when students across all primary grades continued to display great improvement and growth in their reading skills. This program has been a great success for our teachers and students over the last two years. We will sustain this program in 2012 and look forward to seeing more outstanding results and improvement in our students’ reading results.

STUDENT WELLBEING

Enhancing student wellbeing continued to be a focus at Daceyville in 2011. A thorough evaluation indicated a need to review policy and procedure in this area with a particular focus on consistency and common understanding amongst all staff, practice which is proactive and prosocial, ensuring we were using an approach underpinned by current research and the building of community confidence. The school embarked on a review and redevelopment of current policy with the aim to include every component of our wellbeing practice in one document. This document will continue to be developed, trialled and endorsed early in 2012. It will include a values, rights and responsibilities framework, discipline and anti-bullying procedures, a revised merit scheme, student supervision procedures, attendance policy and procedures, health care procedures and a uniform policy. In reviewing wellbeing programs the school has adopted the Positive Behaviour for Learning framework which is a recognised framework for organising a school’s approach to student wellbeing. It teaches behaviour learning expectations as part of a school wide social learning curriculum and focuses on the whole school community sharing and understanding the same set of expectations and values about behaviour. The emphasis is on explicitly teaching and embedding expectations. It is about creating environments which encourage appropriate behaviour rather than just reacting to inappropriate behaviour. The school adopted three core values of respect, safety and lifelong learning as part of this approach which guide learning and discussions with children. Implementation of a range of positive behaviour programs to teach social skills and prosocial values was begun in 2011. These programs included Circle Time and Peer Mediation.
PREMIER’S READING CHALLENGE

Literacy is highly valued at Daceyville and the more books children read the better readers they become. Thirty seven children completed the DEC supported *Premier’s Reading Challenge* in 2011. This program aims to promote regular reading of quality literature for all students. At Daceyville all Stage 1 students are assisted in meeting the challenge during their library lessons. Booklists and identified books help older students meet the challenge if that is their choice. All children who complete the challenge receive a certificate from the Premier and their name is published in the Sydney Morning Herald. This program will be a key focus in 2012 as part of the improving student literacy outcomes with the aim of increasing student participation across the school.

ENRICHMENT PROGRAMS

Djamu Visual Arts Project

The Sydney Region *Djuamu* initiative is a special art education program based at the Art Gallery of NSW targeting Aboriginal students in Stage 3, who are talented in visual arts. Three Daceyville students participated in the program in 2011. Run by the Aboriginal and Torres Strait Islander art department of the art gallery, the program provided opportunities for students to learn about the art collections of the gallery, meet Aboriginal artists such as Elaine Russell and develop their skills and talents as an artist in art making workshops. Our students excelled in the program and were commended for their contributions and achievements by region staff.

Grime Scene Investigation

In 2011 eight talented Year 6 students participated in the *Grime Scene Investigation* project run by the Environmental Education Centre. The Science and Technology focused project was designed to provided enrichment opportunities for higher achieving students and allowed them to be immersed in authentic scientific investigation. Activities included a ferry cruise on the Georges River where students gained an understanding of the many uses of the river and the environmental significance of the estuary and its catchments. Students took a water sample from the back of the ferry and later studied the sample and identified microscopic plankton in a single drop of water! Students really enjoyed undertaking a fish dissection and performing a number of water quality tests on the water in the estuary. These chemical tests required real scientific accuracy and organisation, and our students excelled!
Maths Olympiad
Twenty seven students from Years 5 and 6 participated in the Australian Problem Solving Mathematical Olympiads (APSMO) in 2011. This is the second year in which our students have participated in this competition which offers our talented mathematicians an opportunity to test their knowledge, skills and understandings against those of their peers. The five olympiads were held between May and September. A high proportion of our students performed strongly.

Number Crunchers
Students in Year 6 participated in the inaugural Number Crunchers initiative in 2011. This involved students in Sydney Region schools from Years 6 and 7 competing in five rounds of mathematics questions in the school computer lab. Results from each round were collated and the top five students from each school competed in their cluster final at their local high school. Congratulations to Alan, Daniel and Victor who represented Daceyville at the cluster final held at Matraville Sports High School. These students were outstanding representatives for our school, answering some challenging questions.

Public Speaking and Debating
The DEC Arts Unit runs the Multicultural Public Speaking Competition. Two students from Stage 3 and from Stage 2 were selected to represent Daceyville Public School in this competition. Students prepared a speech with a multicultural theme to present. Students are also required to give an impromptu speech, the topic of which is given at the competition with a very short preparation time. Students benefit from setting their own goals, producing and observing high standards of public speaking. Two teams participate in the local debating competition, one team from year 6 and one from year 5. This year there were six rounds hosted at both Daceyville and other local schools. Many of the children were able to participate in a full day training seminar organised by the DEC Arts Unit. Whilst we did not always win, the experience of grappling with an argument, sorting out your case and presenting in front of an audience is invaluable. It is pleasing to see the children’s skills and confidence grow.

ABORIGINAL EDUCATION
Throughout the year the school has continued to give support to our Aboriginal students and emphasise the importance of our rich indigenous culture by ensuring that Aboriginal perspectives are embedded across all areas of the curriculum. To emphasise the pride we feel in Australia’s Aboriginal and Torres Strait Islander cultures the celebration of NAIDOC Week was combined with our annual education week celebrations. In a whole school assembly hosted by our Aboriginal students, school achievements and information about Aboriginal education initiatives and culture were featured. Parents and friends were invited to join us for an open day and to participate in a variety of activities based on Aboriginal cultures. A highlight for many was the opportunity to make traditional Johnny cakes with Veronica Copeland, one of the Aboriginal members of our school community. Many of the students cooked foods from recipes using native ingredients and these formed the basis for our bush tucker food tasting experience which provided us all with the opportunity to sample a variety of food traditionally enjoyed by members of our Aboriginal communities.
As part of our NAIDOC and week celebrations we created a whole school art work in tribute of the ‘Sea of Hands’ initiative which promotes Aboriginal reconciliation. Every student in the school contributed a painted hand to the artwork. These were all combined one large artwork representing our ‘hands’ coming together to a central meeting place (our school). The artwork was unveiled at our NAIDOC week assembly and is now displayed in the main corridor of the school. Extra programs, such as the DJAMU Visual Arts program and the Numeracy Enrichment Workshops were undertaken by indigenous students to ensure to enhance their learning programs.

Students were again given the opportunity to help bridge the literacy gap between Aboriginal and non Aboriginal students by participating in Share a Book Day. Each student was asked to bring in a book to share with their class, and to donate books to isolated communities. In addition, many students purchased reconciliation packs during Reconciliation Week, to raise further funds for Aboriginal education initiatives.

One of our Aboriginal students, Marnie Bathis from Year 6, was nominated for a Deadly Kids Award. This ceremony recognised Aboriginal students in Sydney Region public schools for displaying an outstanding work ethic, academic achievement, citizenship skills and a positive attitude to all aspects of school life. Marnie was an extremely worthy recipient of the award and an outstanding ambassador for Daceyville Public School.

MULTICULTURAL EDUCATION & ENGLISH AS A SECOND LANGUAGE PROGRAMS

The school maintains a focus on multicultural education and has a culturally diverse population with 70% of students identifying as being from a Language Background Other Than English (LBOTE). In total, 170 students represent 35 language backgrounds with the major languages being Indonesian, Greek, Mandarin, Cantonese, Spanish and Thai. The school’s multicultural population is comprised of families who have lived in the area for several generations, as well as recently arrived families attending the nearby university.

Throughout the year, Daceyville Public School has actively promoted multicultural education through teaching and extra curricula events. A multicultural perspective was incorporated into Human Society and its Environment programs which aimed to value diversity and highlight the various cultural communities within Australia. In March, students participated in Harmony Day which recognised other cultures within the school as well as giving students an opportunity to discuss issues related to racial prejudice and the importance of promoting tolerance.

The English as a Second Language (ESL) program provides language support to students who speak languages other than English. Two teachers provide support to students who are new to Australia and ESL students in Phases 2 and 3.
The program is specifically designed to improve students’ academic language proficiency and educational outcomes through explicit teaching of oral and written language skills required to meet the language demands of the curriculum. This support included individual programs in reading, writing, talking and listening as well as in class support across all key learning areas. Our full time ESL teacher was invited to be part of DEC’s equity review panel ensuring a multicultural perspective was evident in NAPLAN tests and the new Australian curriculum. The ESL teachers attend regular network meetings to participate in professional learning programs.

RESPECT AND RESPONSIBILITY

During 2011, the values of respect and responsibility were fostered through a range of stage and whole school initiatives. The school’s core values were explicitly and consistently taught across the school. We fostered programs throughout the school to enhance respect and responsibility through initiatives such as Student Representative Council, peer support, Kindergarten buddies, election of school captains and house captains and special events including weekly assemblies, Harmony Day, Education Week open day, Grandparents day, Anzac Day, Big Band Bash and Remembrance ceremonies.

STUDENT LEADERSHIP

Student Representative Council

Student leadership is continually fostered at Daceyville through formal and informal programs. The school Student Representative Council (SRC) comprises 20 students who are elected by their peers to represent each class from Years 2-6. The SRC met regularly to discuss issues relevant to the students, support school initiatives, give students a role in decision making and participate in fundraising. The scope of student leadership activities is consistently being broadened and includes leading class meetings, presenting information sessions, hosting assemblies, conducting student forums to discuss school improvement, co-coordinating playground games and leading groups for the Kindergarten orientation program. In 2011, the SRC decided to focus on student wellbeing and global citizenship. They discussed ideas for enhancing the wellbeing of their peers and chose to explore the proposal that sunglasses should be available as an extra to the school uniform. They formulated creative and sensible solutions to the problems before finalising their proposal. As members of the global community, students worked to find solutions to the amount of waste that our school produces. After careful consideration of proposals, they decided to work towards putting compost bins throughout the school and developing a roster system for their collection. All students in the school are encouraged to speak with their class representatives about the work the SRC are doing and to give feedback and suggestions.

Headstart Leadership Program

During Term 3, nine Stage 3 children took part in the Head Start leadership program hosted by South Sydney High School. Upon our arrival students were greeted by the Deputy Principal and a guest speaker Reece Wesser from South Sydney Rugby League Club who spoke to the children about the responsibility of being a senior member of a professional football team. Students were given various challenges to undertake in groups, solve problems and experience being a team leader. All our participants thoroughly enjoyed the day and were pleased to meet some of the past students who attended Daceyville School and were now at South Sydney High School.
Kindergarten Buddy Program

The Kindergarten Buddy Program begins for our Kindergarten students in orientation time. Each Kindergarten student is assigned with their own Year 6 Big Buddy. The Program aims to provide our new Kindergarten students with an immediate network of human resources in the school environment and a sense of confidence and support in all aspects of school life. It also provides our Year 6 students with a sense of responsibility and leadership while supporting them in building and maintaining respectful relationships across age groups.

Each week the students come together to share a range of learning and social experiences relevant to their needs and class programs. This year our students participated in activities prepared by teachers and in some cases, the Year 6 students, such as an art day, literacy and numeracy games, shared reading, guided writing, student wellbeing Initiatives and technology tasks. Both our Kindergarten and Year 6 students provided positive feedback about the program. Our teachers observed many positive outcomes for students involved in this program. Our Year 6 students gained confidence as leaders and role models, while our Kindergarten students gained confidence in participating in all aspects of school including the playground and play breaks.

CONNECTED LEARNING & TECHNOLOGY PROGRAMS

At Daceyville Public School we successfully implemented a high level focus on integrating technology throughout the year. In 2011, 10 computers were supplied through the T4L program ensuring all classes have at least three up to date computers. The computer laboratory has 15 computers and an interactive whiteboard to support K-6 students with digital education development. A continued increase in the use of computers and interactive whiteboards has seen regular use of online reading and mathematics activities in the classroom. A whole school licence was purchased for Mathletics again in 2011. This Australian program individualises instruction in mathematics for K-6 students. All students have had lessons in netiquette, cyber safety and cyber bullying.

The school will continue to focus on the follow connected learning priorities in 2012:

- **Ongoing professional learning for staff to further develop skills in the use of interactive technologies.**
- **Development of a three year computer and infrastructure plan to enhance student and staff access to technology.**
- **Implementation of a K-6 scope and continuum in the area of technology.**
- **Implementation of enrichment initiatives for students with an interest and talent in technology. Initiatives may include movie making, blogging and use of videoconferencing to support learning.**
ENVIRONMENTAL EDUCATION

The Daceyville Gardening Club
Throughout the year students have been participating in a variety of environmental studies. These have been enhanced through involvement in gardening activities. A number of gardens have been established around the school in which children planted and tended a range of vegetable crops, herbs and flowers. Produce from our gardens was harvested and used by students during cooking activities and some things such as lettuce were given to the canteen and used when preparing food for school lunches. Everyone enjoyed reaping the benefits of having school gardens and growing their own produce. In addition, a number of trees have been planted by students in the school and they have been cared for by students. This is a part of the ongoing school beautification project that involves all students across the school. A special tree planting formed part of our Education Week celebrations this year. This formed part of our work to enhance the school grounds and environment. Each class had the opportunity to plant their own special tree with the assistance of some our parents. The seedlings were very kindly donated by Botany Council.

STUDENTS WITH ADDITIONAL EDUCATIONAL NEEDS

Learning Support Team
The Learning Support team meets weekly in consultation with the school counsellor to identify, discuss, monitor and track students’ needs – social, academic and emotional. The team consists of the following staff members; the school counsellor, Support Teacher Learning Assistance (STLA), principal and three assistant principals. Classroom teachers attend the meetings when they wish to seek additional assistance for a student in their class. The identified students are assessed by the counsellor or support teacher learning assistance in consultation with the class teacher, parents and relevant support staff. Students with specific and ongoing learning disabilities are monitored and discussed regularly. Parents are always kept informed of their progress through review meetings. Late last year a new online application process was introduced by the DEC. A number of learning support team members have been trained in using this process. We have successfully accessed support for students from a number of services this year including the reading support class, language support class, the regional learning assistance program and Out of Home Care. The school has also further supported students by liaising with external agencies such as the Learning Difficulties Clinic, Kids Xpress, SCARBA, Community and Family East (CAFE) and Lifestart. We also had a student who was accepted into Stewart House where she was provided with medical treatment, emotional support and she experienced activities to boost her self-esteem.
Funding Support Program

Funds have been used to employ School Learning Support Officers. We were able to implement a number of special programs within the school to assist meeting the needs of a wide range of students. One of these programs is passive play, which provides organised activities at lunch for students who find it challenging and overwhelming to be on the playground. As part of the Funding Support program Individual Learning Plans (ILPs) were developed to provide students extra support with their academic, social or emotional needs.

Learning Assistance Programs

Our STLA program operates three days per week. It provides small groups or individual students in Kindergarten to Year 6 with additional explicit, intensive and systematic learning experiences in literacy. The gains these children achieve assist classroom teachers in helping these students achieve stage outcomes. The STLA also assists in assessing students and reporting back to teachers with progress reports and strategies to help meet students’ additional needs.

The Reading Recovery program provides intensive intervention support in reading for identified students in year one who require extra assistance. Most students graduate from the program having met expected goals in reading within the year. Once students have completed this program they are further monitored throughout the year and in Years 2 and 3 to ensure additional gains and improvements are made with their reading.

Support Class Language

The Support Class Language (SCL) is a Sydney Region service that provides intensive individualised support for eight students in Kindergarten, Year 1 and Year 2 from local schools in the region, on a full time basis for a year. SCL provides students with a learning environment that supports and provides individualised, intensive and explicit teaching of language skills to address students expressive and/or receptive language needs, as well as the addressing the NSW syllabus curriculum. A speech pathologist from the Sydney Children’s Hospital works closely with SCL to further support their language needs and provide expert knowledge to the classroom teacher. The students in SCL are also provided with the opportunity to integrate with their stage peers in their buddy class weekly.

Support Class Reading

The regional Support Class Reading is based at Daceyville Public School. Six students from local schools attend a nine week program. The aim of the program is to improve each student’s reading performance so that they can access all aspects of the curriculum in the mainstream classroom. Students attend the class from 9.00am to 12.30pm and then return to their home schools. Following placement, there is a further term of follow-up in the home schools during which the support class teacher assists the class teacher to implement a follow-up program. Post program testing also takes place during this period. The program is based on individual learning plans developed from assessments undertaken upon application to the class.

Itinerant Hearing Team

A region hearing impairment team is also based at Daceyville. One Assistant Principal and two specialist teachers are based at the school and visit the students they are supporting in their home schools. They also provide specialist professional teacher learning and advice for local schools. The Itinerant Support Teacher-Hearing (ISTH) team based at Daceyville Public School supports Preschool to Year 12 students in schools across the North East and Central North Zones in the Sydney Region. A conductive hearing loss program is also attached to the hearing team and this is a consultative program supporting the awareness raising of Otitis Media (Glue Ear) and its implications on learning. The ISTH service promotes the acceptance and understanding of students with a hearing disability amongst members of the school community, as well as supporting the access and participation in all areas of DEC syllabuses and policies.
TRANSITION PROGRAMS

Kindergarten Transition Program

Our transition to school program offers a broad range of opportunities for parents and future Kindergarten students to establish relationships with teachers and staff, feel comfortable and confident in their new school setting, and gain a comprehensive understanding of Daceyville Public School. The 2011 transition program was a year long program which had a range of components and aimed to give new children and their families an opportunity to visit the school several times.

Sticky Beak Tours
The ‘Sticky Beak’ family tours were hosted by our Principal, Ms Nicole Molloy and the school’s senior students. The tours provided families with the opportunity to visit classrooms, view lessons in progress, tour the school’s playgrounds and facilities and meet school staff. Our senior students gave visitors an insight into the school from their own perspective and shared some personal stories.

Playgroup Morning
In Term 3 our prospective students and parents were invited to come and meet some of the teachers, staff, other parents and peers in an open and fun environment. Some of our current Kindergarten students and Year 5 students also attended the morning session to meet and support the children. Morning tea was provided to parents while the children engaged in a range of play activities. The open and friendly environment allowed parents and their children to speak freely and ask questions while developing relationships with our staff and other children.

Information Night
In Term 3 parents were invited to join us for an evening information session to learn more about Daceyville Public School and the first year of school. The presentation covered a broad range of topics relevant for new parents to the school and their children. Parents gained a better understanding of the school ethos, policies, curriculum, daily procedures and special programs offered throughout primary school life.

Headstart Program
During Term 4 our new parents and future Kindergarten students were invited to three Headstart sessions. Parents participated in workshops run by the Principal and guest speakers, aimed to support them in preparing for Kindergarten and primary school, while the students took part in a range of socially and age appropriate activities aimed to support relationships with peers, meet their new teachers and gain familiarity in their new school environment. Parents were provided with a comprehensive pack including a range of resources such as contacts, information, and resources. Students were given a Kindergarten show bag which included a range of fun and engaging items for the children to take home and use in preparation for starting school.
Year 4 Taster Program

As part of our transition programs Year 4 students visit our partner high schools to start developing their awareness of high school and all that it brings. These visits are an opportunity for our students to see what happens in a high school, experience some of the facilities and participate in lessons conducted by the secondary teachers. This year we were hosted by Randwick Girls and Boys High Schools who made our students and staff feel very welcome. The highlights of the day were the science, hospitality, design and technology lessons.

TEACHER PROFESSIONAL LEARNING PROGRAMS

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. They took the form of weekly whole staff meetings, team meetings, staff development days, workshops, professional learning meetings and conferences. A total of $55,620 was invested in professional learning in 2011, funded through DEC allocated professional learning funds, National Partnerships (Literacy and Numeracy) funds, Targeted Early Numeracy fund and school funds.

Staff participated in the following professional learning initiatives in 2011:

- Completion of the Focus on Reading literacy program which targets the explicit teaching of comprehension skills to students in Stages 2 and 3
- Training for K-2 staff in the basic tenets of Focus on Reading and the six super strategies for comprehension
- Use of a lesson study approach to support the development of reciprocal reading strategies in all classrooms
- Ongoing training and professional learning support as part of the Targeted Early Numeracy program with an emphasis on number development for at risk students in Kindergarten to Year 2
- Training in the Counting On Program with a focus on number support for students in Stages 2 and 3
- Training in current research and approaches to student wellbeing including PBL
- Training in the Peer Mediation program to support conflict resolution for students
- Ongoing training and updating of technology skills through regional ICT workshops
- Training for staff teaching support programs including ESL workshops, learning assistance workshops
- Completion by support staff of an online program focused on students with language difficulties
- Training in the Primary Connections Science program – this included intensive training of a facilitator and whole school professional learning in conjunction with Banksmeadow and Gardeners Road Public Schools
- Training in supporting students with vision impairment
- Ongoing training of one staff member in the Reading Recovery program
- Annual updates in child protection, resuscitation, anaphylaxis and the DET Code of Conduct
- An extensive professional learning course for our school administrative officer to build the skills and capabilities to fulfill the role of school administrative manager.

All teachers were given opportunities to reflect on their professional learning experiences in 2011 during the annual Teacher Assessment Review Schedule (TARS) process where they could re-evaluate, identify and plan to work towards their individual and school goals.
OUR SCHOOL AND COMMUNITY PARTNERSHIPS

Strong school and community partnerships are a feature of our school of which we are a proud. These partnerships both within our own school community and those which link the school with organisations beyond enhance the school in many ways.

Partnerships within our school community

2011 was characterised by extremely strong support within our own school community. In addition to the excellent work done by the school’s P&C association, partnerships were developed in other ways. The school ran several open days to invite parents into classrooms. These were based around the concept of a learning journey where children took their visitors on a ‘tour’ of their learning throughout the term. These opportunities were very much valued by parents who were able to share in their child’s achievements as well as gain a greater insight into what happens in their child’s classroom. 2011 saw higher levels of parent participation in daily school activities with parents supporting student learning in the classroom and on the sporting field. Parents also contributed a great deal of time assisting with working bees to enhance the school grounds and assisting with the organisation of learning resources within the school.

The school continued a strong partnership with Currawong Children’s Centre who provide before and after school care and vacation care for Daceyville families. The centre provided an outstanding service to the families of our school with an efficiently run and engaging care service provided for our children. The centre maintains close communication with the school, sharing facilities, expertise and supporting each other on a daily basis.

Partnerships within our local community

Our school was strongly supported within the local community throughout 2011. Botany Bay City Council continued to support the school’s performing arts programs. Mayor Ron Hoenig and Deputy Mayor George Glinnakis attended several functions including the Big Band Bash, our 90th anniversary celebrations, band concerts and presentation day. The council also supported our reconciliation week activities by donating a collection of native trees which were planted in the school. Hibiscus Children’s Child Care Centre is a community based day care centre located on the school grounds. The centre provides care for children in the Daceyville area and maintains close ties with the school. Strengthening transition to school programs in partnership with the centre will be a priority for 2012.

Partnerships within the broader community

The Australian Navy Band has a long tradition of supporting the school and continued this partnership in 2011. In August the band spent a day at the school working with our Senior Band providing musical tuition and mentoring. They then performed a concert for all students in the school. The Navy Band returned in October to support the Big Band Bash and was a featured ensemble on the day. Their performance was enjoyed by all visiting schools.
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school collected student, staff and parent feedback regarding student learning and engagement, curriculum planning, teaching and learning in mathematics, student well being and overall school satisfaction.

Educational and Management Practice –
Student Learning, Engagement and Curriculum Planning

Background
Core elements of the school’s educational management and practice include all aspects of student learning, levels of student learning and curriculum implementation. These areas were evaluated to gain feedback from parents and teachers and subsequently use this information to inform future school improvement targets.

Findings and conclusions
The results of this evaluation were largely positive, however they did highlight some areas for development. Ninety two percent of parents felt that their child usually or always found learning at school engaging. Seventy two percent of parents felt that their child’s individual learning needs were met through stimulating learning programs and 77% agreed that their child’s learning goals were explicitly communicated. Seventy eight percent of respondents agreed that their child had access to quality learning resources.

In relation to curriculum implementation, 75% highlighted a need for the development of clear scope and sequence documents in all areas of the curriculum. Ninety four percent of teachers felt the current use of COGs units of work were not effective and needed to be replaced with more engaging units of work. The majority of teachers agreed that organising the content of the Science and HSIE curriculum areas could be done more effectively and that they would prefer to teach one core Science or HSIE unit each term.

Future directions
Future directions in the area of learning, engagement and curriculum include greater differentiation of the curriculum to meet individual student needs with a focus on academically rigorous programs and enrichment opportunities, clear communication of student learning goals, enhancement of learning resources across the school, a reorganisation of the curriculum delivery to ensure units of work are engaging, promote deep understanding and are implemented consistently across the school.

Curriculum - Mathematics

Background
The school has always had a consistent focus on all strands of mathematics and on students reaching their potential in numeracy. However, it was felt that evaluating our teaching practice and student learning in mathematics was a priority. In Term 4, teachers, parents and students participated in a school wide mathematics survey. The survey canvassed opinion and understanding about all aspects of mathematics teaching and learning in the school.
Findings and conclusions

All teaching staff reported that they had a good understanding of the K-6 Mathematics syllabus and felt confident teaching all strands. They indicated a need to start becoming more familiar with the draft national curriculum which will be implemented in 2013-14 in order to be well prepared to make this transition. The majority of staff indicated that they had a strong working knowledge of the working mathematically outcomes (problem solving, communicating, reflecting, questioning, reasoning) but would benefit from further professional learning and support to ensure these outcomes are taught explicitly as part of the schools numeracy programs. Fifty three percent of staff indicated that they regularly collaborated with their colleagues to plan quality numeracy programs. However, 47% of staff felt this was an area which could be developed. Staff felt that programs and strategies to differentiate the curriculum and meet the needs of all learners was an area for development, particularly in the area of enrichment for higher achieving students. The majority of staff reported that they incorporated technology into their numeracy teaching through the use of online programs such as Mathletics and interactive games, development of interactive whiteboard resources and use of real life mathematics tasks which incorporate technology. It was felt however, that these types of technologies were not used consistently across all classes. Staff identified the purchase and improved management of quality teaching resources for mathematics as a priority. In the area of teacher professional learning, teachers identified curriculum, hands on teaching strategies, access to new resources and programs such as Count Me in Too and Counting On as areas in which they would benefit from further support.

Providing for the individual learning needs of students was identified by parents as an area which required more attention in the area of mathematics. Eighty two percent of parents felt their child had made progress and developed new skills in numeracy and 96% felt they had a good understanding of the mathematical skills and concepts their child was learning. However, only 32% felt well informed about their child’s strengths and areas for development. Eighty six percent of parents surveyed indicated that their child approached learning in mathematics with a positive attitude and enjoyed the subject, however only 50% felt their child’s mathematics homework was stimulating and at a suitable level. Ninety one percent of parents indicated that they would be interested in attending information workshops to develop a greater understanding of how mathematics is taught and ways in which learning can be supported at home. A number of parents indicated that they would like to see programs provided for their children which provided greater academic challenge and enrichment opportunities.

Future directions

The data collected from this evaluation has been used to inform the development of the 2012 school improvement target in numeracy. Strategies included in this target are professional learning provided for staff related to the national curriculum and working mathematically outcomes, increased opportunities for collaborative planning, greater differentiation of the Mathematics curriculum to meet the needs of all students with a particular focus on providing academically challenging learning experiences, consistent use of technology to support numeracy learning in all classes, enhancement of mathematics resources across the school, explicit communication with parents regarding their child’s learning and the implementation of parent workshops to provide more information about how mathematics is taught in the school.

Parent, Student and Teacher Satisfaction

The focus of the school satisfaction evaluation in 2011 was on communication with the community and involvement in school life. Overall the results were extremely positive and indicated that many of the strategies the school has in place are highly effective.

Findings and conclusions

Ninety three percent of parents felt the school communicated information about its events and organisation effectively, 100% felt the school newsletter was informative, engaging and met the needs of the community and 72%
of parents agreed that the school website was a useful source of information. Ninety five percent of parents felt their child’s teacher was easily approachable and listened to their concerns or ideas about their child’s learning or wellbeing. Eighty six percent felt welcomed into the classrooms and 78% felt the school explained the content of their child’s learning clearly. With regards to building strong communication between school and home, the following percentages of parents rated these strategies of high importance:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Newsletter – hard copy</td>
<td>82%</td>
</tr>
<tr>
<td>School Newsletter – online and emailed</td>
<td>86%</td>
</tr>
<tr>
<td>School Website</td>
<td>95%</td>
</tr>
<tr>
<td>Text Messaging</td>
<td>68%</td>
</tr>
<tr>
<td>Parent – Teacher Meetings</td>
<td>100%</td>
</tr>
<tr>
<td>School Open Days</td>
<td>100%</td>
</tr>
<tr>
<td>K-6 Assemblies</td>
<td>95%</td>
</tr>
<tr>
<td>Noticeboards with key information</td>
<td>82%</td>
</tr>
<tr>
<td>Term Letters outlining learning programs and organisation</td>
<td>100%</td>
</tr>
</tbody>
</table>

The following percentages of parents rated these activities of high importance with regards to strengthening their participation in school life:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Citizens association meetings</td>
<td>55%</td>
</tr>
<tr>
<td>Assisting in the classrooms</td>
<td>76%</td>
</tr>
<tr>
<td>Assisting with school working bees and events</td>
<td>89%</td>
</tr>
<tr>
<td>Supporting fundraising events</td>
<td>85%</td>
</tr>
<tr>
<td>Assisting teachers with special interest groups</td>
<td>80%</td>
</tr>
<tr>
<td>Workshops for parents on topics of interest</td>
<td>90%</td>
</tr>
<tr>
<td>Parent meetings school issues eg. strategic planning</td>
<td>95%</td>
</tr>
<tr>
<td>Attending school assemblies and special events</td>
<td>100%</td>
</tr>
<tr>
<td>Events out of school hours eg. social events</td>
<td>71%</td>
</tr>
</tbody>
</table>

Staff were highly supportive of the strategies the school has in place for communication between home and school and saw a need to continue activities such as quality print communication, open days, parent-teacher interviews and opportunities for parents to come into the school and support programs. They recognised a need to redevelop the school’s website to ensure it is more comprehensive, informative and reflects the depth and breadth of programs the school has to offer. Teachers valued the informal opportunities to talk to parents in the playground and at school events and use communication diaries for individual students frequently. A priority for staff is to continually employ strategies for engaging and supporting parents who do not speak English as a first language. In terms of their own opportunity to communicate their ideas and opinions, teachers felt the most effective forums were small group discussions and stage meetings.

**Future directions**

Future directions for the school in the area of communication and community involvement include a review in 2012 of assessment and reporting processes, redevelopment of the school’s website, providing online access and an email subscription facility for parents to access newsletters and notes, development of a parent workshop program and provision of information about learning programs on the website and strengthening of strategies to support parents who do not speak English as a first language.
PROGRESS ON 2011 IMPROVEMENT TARGETS

Target 1: Literacy

Outcome: Improved student literacy outcomes through a focus on reading comprehension and critical literacy.

- Increase the percentage of Year 3 students achieving the two highest bands in reading and decrease the percentage of students in the two lowest bands.
- Increase the percentage of Year 5 students achieving the two highest bands in reading and decrease the percentage of Year 5 students in the two lowest bands.
- 80% of Kindergarten – Year 2 students achieve expected reading benchmarks.

Our achievements included:

- Achievement of literacy targets as measured by the 2011 NAPLAN results.
- 80% students K-2 achieved or exceeded expected reading benchmarks (Kindergarten = Level 6, Year 1 = Level 16, Year 2 = Level 24)
- Successful completion by all staff Years 2-6 in the Focus on Reading program as part of the National Partnerships Literacy initiative. This involved a program of professional learning, peer mentoring and reflection, ongoing assessment and the development of quality teaching resources. Increased teacher confidence and knowledge of best practice in teaching explicit comprehension skills was indicated through focus group discussions and surveys.
- Effective use of 2010-2011 National Assessment Literacy and Numeracy (NAPLAN) analysis and SMART Data software to inform and improve teaching practice in literacy.
- Enhancement of the school’s collection of quality literature and purchase a range of new guided, shared and home reading resources for each stage. As a result, all students K-6 have access to a greater range of quality literature for guided and shared reading sessions.

Target 2: Numeracy

Outcome: Improved student numeracy outcomes through a focus on the number strand of the K-6 Mathematics syllabus.

- Increase the percentage of Year 3 students achieving in the two highest bands in numeracy and decrease the percentage of Year 3 students in the two lowest bands.
- Increase the percentage of Year 5 students achieving in the two highest bands in numeracy and decrease the percentage of Year 5 students in the two lowest bands.
- 90% of Kindergarten – Year 2 students achieve expected numeracy benchmarks as measured on the Early Numeracy Framework.

Our achievements included:

- Achievement of literacy targets as measured by the 2011 NAPLAN results.
- Implementation of the TEN Numeracy Project including ongoing training of K-2 staff, support from a Sydney Region Facilitator, purchase of resources, regular collection and analysis of K-2 assessment data in number based on the Early Numeracy Framework and development of new teaching strategies. Ninety five per cent of students met expected program benchmarks.
- Participation of two teachers in the Sydney Region Counting On Program. This resulted in increased teacher confidence in differentiating the curriculum to meet the needs of all students.
- Use of 2010-2011 National Assessment Literacy and Numeracy (NAPLAN) analysis and SMART Data software to inform and improve teaching practice in numeracy.
Target 3: Student Wellbeing

Outcome: Enhanced levels of social and emotional wellbeing for all students and improved community confidence in wellbeing programs.

Increase the levels of social and emotional wellbeing for students and improve levels of community confidence in wellbeing programs.

Our achievements included:
- A thorough evaluation, review and redevelopment of student wellbeing policy was commenced. Areas addressed included the values, rights and responsibilities framework, discipline and anti-bullying procedures, merit scheme, student supervision procedures, attendance policy and procedures and health care policy and procedures.
- Development and implementation of a range of positive behaviour programs to teach social skills, prosocial values and enhance levels of wellbeing for all students. Programs included Circle Time and Peer Mediation.
- Learning Support Team processes were redeveloped and strengthened to effectively identify students at risk and those requiring additional support. Action plans were developed for all students at risk and region and external support accessed for a large number of students referred to the LST.
- Implementation of structured playground activities, passive play, sport activities, available equipment to ensure the playground is an engaging and safe space. Student feedback indicated greater satisfaction in the playground.
- Quality transition programs were enhanced and implemented for all students including Kindergarten Headstart program and High School program.
- Extra-curricular and enrichment opportunities were developed for students in the areas of band, choir, music, visual arts, dance, photography, debating and sport.

Target 4: Home, School, Community Partnerships

Outcome: Strengthened home, school and community partnerships at Daceyville Public School.

Increased community confidence and involvement in learning and well being programs, school management and overall school vision.

Our achievements included:
- Parent surveys and focus groups indicated strong satisfaction with school communication processes and improved knowledge of school events and programs. This was supported through extensive redevelopment of the school newsletter and website. The school website received a greater number of weekly visits.
- Development of protocols for all notes sent home to parents ensured correspondence was clear, professional and consistent. All classes sent home term letters outlining learning programs and organisation for their class.
- Increased numbers of parents visited the school, assisted in classrooms, and were involved in school events and activities. An increased number of opportunities were provided to parents to share in their child’s learning through open days and performances.
The school plan for 2012 - 2014 has been developed in collaboration with staff and the community. It includes identified school priorities for improvement and aligns with priorities from the DEC Corporate Plan and the Sydney Region Public Schools Strategic Directions Plan for the same period. Specific priority areas for the three year period have been identified through evaluations and surveys involving students, staff and parents. Staff forums were held to discuss directions and priorities were refined by the school leadership team. School improvement targets are identified on an annual basis within this context and as a direct result of extensive evaluations. The strategic priority areas for the final year of the plan are:

**2012 - 2014 Three Year Horizon Priority Areas**

- **Improved student learning outcomes and levels of achievement in** LITERACY
- **Improved student learning outcomes and levels of achievement in** NUMERACY
- Development of QUALITY LEARNING SPACES and ENVIRONMENTALLY SUSTAINABLE practices
- Strong COMMUNITY PARTNERSHIPS are fostered between home, school and the broader community
- High levels of SOCIAL and EMOTIONAL WELLBEING are achieved for all students
- QUALITY LEARNING ENVIRONMENT an engaging & comprehensive curriculum is provided for all students
The purpose of the school plan is for the development of specific targets that have arisen from school planning processes based on the analysis of student performance data and the evaluations and consultations within the school community.

### Priority Area: Improving Literacy Outcomes

**Outcome:** Quality teaching and learning programs will result in increased levels of overall literacy achievement for all students.

**2012 Targets:** 85% of students are achieving stage outcomes in literacy K-6, 10% or higher are working beyond stage outcomes in literacy K-6.

<table>
<thead>
<tr>
<th>Strategies to achieve these targets</th>
<th>Our success will be measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>• Revise school programming policy and guidelines to ensure teaching and learning programs include a balanced literacy session. Increase stage meeting time to allow for collaborative planning, building of consistency of teacher judgement, programming support and sharing of resources and assessment strategies.</td>
<td>• 100% of teachers plan collaboratively, participate in regular discussions focused on consistency of teacher judgement, share teaching programs and resources.</td>
</tr>
<tr>
<td>• Participate in region project to trial the DEC literacy continuum and use of Best Start Continuum to support and develop student learning.</td>
<td>• All stages develop common assessment plans, rubrics and across stage assessment tasks which are moderated.</td>
</tr>
<tr>
<td>• Use of 2011-12 National Assessment Literacy and Numeracy (NAPLAN) analysis and SMART data software to inform and improve teaching practice in literacy.</td>
<td>• Increased numbers of teachers use the DEC literacy continuum and Best Start continuum to support assessment and planning.</td>
</tr>
<tr>
<td>• Development and moderation of stage assessment tasks in all strands.</td>
<td>• 100% staff are trained in the use of electronic student tracking software and use it for student assessment and monitoring.</td>
</tr>
<tr>
<td>• Introduction of electronic student tracking software to record and monitor student assessment data and individual learning plans in literacy.</td>
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</tbody>
</table>

**Reading**

- Development of a plan to ensure the sustainability of the Focus on Reading program. This will include ongoing professional sharing and development of teaching strategies, use of quality resources, and use of the comprehension continuum.
- Maintain an ongoing focus on reciprocal reading strategies and the incorporation of these strategies into all Stage 2 and 3 reading programs.
- Collection and analysis of K-6 assessment data in reading through benchmark data and standardised tests.
- Implement the Be Excited About Reading Tutor Program (BEAR) 10 week program aimed at accelerating the reading skills of Year 1 students.

- 85% students K-2 achieve or better expected reading benchmarks (Kindergarten = Level 6, Year 1 = Level 16, Year 2 = Level 24)
- 90% of students participating in B.E.A.R. reading program improve by four levels in reading and make progress on measures of accuracy, fluency and phonemic awareness.
- 100% Stage 2 and 3 classes incorporate reciprocal reading strategies into programs.
- NAPLAN results indicate the following growth in reading: Year 3 – increase students achieving in top two bands from 61% to 65%; Year 5 – increase students achieving in top two bands from 33% to 38%; Year 3 to 5 growth – increase average growth in reading 113 - 115 points

**Writing**

- Collaborative development of stage based programs reflecting best practice and resources to support the teaching of writing eg. editing guide, grammar resources. Use of lesson study approach to review and refine programs.
- Development of assessment rubrics and moderation of student work samples in writing. Focus on individualised student feedback and goal setting.
- Implementation of the Big Write Big Talk writing program in years 2-6 to support explicit teaching of writing.
- Use of Stop Motion Animation technology to increase student engagement and progress in writing.

- 100% stage based programs are developed collaboratively and reflect best practice, use of common metanguage and resources.
- 100% students are assessed in writing using rubrics and are given individual feedback.
- NAPLAN results indicate the following growth in writing: Year 3 – increase students achieving in top two bands from 77% to 79%; Year 5 – increase students achieving in top two bands from 24% - 30%
## Priority Area: Improving Literacy Outcomes - continued

<table>
<thead>
<tr>
<th>Strategies to achieve these targets</th>
<th>Our success will be measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Differentiated Programs and Student Engagement</strong></td>
<td>• 95% of students participating in BEAR reading program improve by four reading levels and make progress on measures of accuracy, fluency and phonemic awareness.</td>
</tr>
<tr>
<td>• Implementation of a parent and community tutor program supported through the Sydney Region BEAR project and the SPARK community mentor program.</td>
<td>• 100% Aboriginal and at risk students have a Personalised Learning Plan.</td>
</tr>
<tr>
<td>• Participation in the State L2 literacy program aimed at supported Year 2 readers and ongoing training of one staff member in this program.</td>
<td>• Personalised Learning Plans are referred to, updated and used by teaching staff each term.</td>
</tr>
<tr>
<td>• Develop Personalised and Individual Learning Plans for all Aboriginal students and students at risk which and are updated at least once a term.</td>
<td>• Increased numbers of students participate in enrichment activities.</td>
</tr>
<tr>
<td>• Strategies for increasing engagement in writing are explored and shared across the school eg development of student writing publications, blogs and website publishing.</td>
<td>• 100% students participate in the home reading program.</td>
</tr>
<tr>
<td>• Establishment of a writer’s club to provide enrichment opportunities for students and participation in writing competitions.</td>
<td></td>
</tr>
<tr>
<td>• Expansion of the school home reading to include all students K-6, promotion of the Premier’s Reading Challenge and participation in activities promoting reading such as the National Year of Reading program.</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Learning

• Sydney Region *Write Again* TPL project and implementation of the project K-6.
• Sydney Region *Can I Persuade You?* workshop on teaching persuasive writing.
• Sydney Region *Create and Animate* project aimed at using animation software to support the development of writing.
• Provision of school based professional learning and collegial sharing in all elements of writing with a focus on writing devices, sentence structure, grammar and spelling.
• Whole school sharing and TPL sessions facilitated by staff attending Sydney Region projects.

• Evidence of improved teacher quality, skills and knowledge is collected.
• 100% teachers attending Sydney Region workshops develop a school implementation and sharing plan.
• Professional learning activities meet the individual needs of staff across all strands of literacy.
• Increased numbers of staff take on educational leadership roles in literacy development.

### Strategic Resourcing

• Purchase and organisation of reading materials to support the Home Reading program and extend the program K-6.
• Organisation of materials and resource kits to support the BEAR and parent tutor programs in reading.
• Purchase of a broad range of guided reading resources to support strategies, guided reading and reciprocal reading. Review and improve whole school management and access to these resources.
• Purchase of interactive technologies (eg. Skyrider software) to support the teaching of literacy using interactive white boards and technologies.
• Purchase of multiple copies of quality picture books. Development of Quality Teaching focused literacy units and resources for these resources.

• 100% students K-6 have access to a greater range of quality literature for guided, shared and home reading sessions.
• An increased number of guided readers support reciprocal reading and Focus on Reading strategies.
### Priority Area: Improving Numeracy Outcomes

**Outcome:** Quality teaching and learning programs will result in increased levels of overall numeracy achievement for all students.

**2012 Targets:** 85% of students are achieving stage outcomes in numeracy K-6, 10% or higher are working beyond stage outcomes in numeracy K-6

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<tr>
<td>• Revise school programming policy and guidelines to ensure teaching and learning programs include a balanced numeracy session. Increase stage meeting time to allow for collaborative planning, building of consistency of teacher judgement, programming support and sharing of assessment strategies.</td>
<td>• 100% of teachers plan collaboratively, participate in regular discussions focused on consistency of teacher judgement, share teaching programs and resources.</td>
</tr>
<tr>
<td>• Development of a school based K-6 mathematics scope and continuum to ensure consistency in planning, teaching and assessment.</td>
<td>• All stages develop common assessment plans and across stage assessment tasks which are moderated.</td>
</tr>
<tr>
<td>• Use of Best Start and numeracy continuums to track and develop learning.</td>
<td>• Increased numbers of teachers use the DEC numeracy and Best Start continuums to support assessment and planning.</td>
</tr>
<tr>
<td>• Use of 2011-12 National Assessment Literacy and Numeracy (NAPLAN) analysis and SMART data software to inform and improve teaching practice in numeracy.</td>
<td>• 100% staff are trained in the use of electronic software for student assessment and tracking.</td>
</tr>
<tr>
<td>• Development and moderation of across stage common assessment tasks in all strands. Focus on individualised student feedback and goal setting.</td>
<td></td>
</tr>
<tr>
<td>• Introduction of electronic student tracking software to record and monitor student assessment data and individual learning plans in numeracy.</td>
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<tr>
<td><strong>Number</strong></td>
<td></td>
</tr>
<tr>
<td>• Continued implementation of the Targeted Early Numeracy (TEN) project including training of new K-2 staff, support ongoing collegial sharing, resource development, regular assessment of students and development of new teaching strategies.</td>
<td>• Increased teacher confidence and skill in implementing quality numeracy programs and differentiating the curriculum to meet the needs of all students.</td>
</tr>
<tr>
<td>• Implementation of the Sydney Region Taking off with Numeracy in Stage 2 and 3 (TOWN) project for all stage 2 and 3 classes.</td>
<td>• NAPLAN results indicate the following growth in number: Year 3 – increase students achieving in top two bands from 38% to 40%; Year 5 – increase students achieving in top two bands from 40% to 42%; Year 3 to 5 Growth – Increase average growth from 112 points to 115 points.</td>
</tr>
<tr>
<td>• Implementation of teaching and assessment strategies used in the DEC Counting On program for students in Stages 2 and 3. Development of resources, numeracy games and teaching programs.</td>
<td>• 100% teaching programs reflect explicit teaching of hand on/real life tasks and working mathematically outcomes.</td>
</tr>
<tr>
<td>• Incorporate daily number sense component into numeracy sessions and develop a bank of resources to support this.</td>
<td>• All classes incorporate a daily number sense component into their numeracy sessions.</td>
</tr>
<tr>
<td><strong>Space, Measurement and Data</strong></td>
<td></td>
</tr>
<tr>
<td>• Review space, measurement and data programs K-6 with a focus on the development of rich tasks, ‘hands on’ learning experiences and mathematical literacy. Utilise DEC ‘Teaching Measurement’ resources.</td>
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</tr>
<tr>
<td><strong>Differentiated Programs and Student Engagement</strong></td>
<td></td>
</tr>
<tr>
<td>• Develop Personalised and Individual Learning Plans for all Aboriginal students and students at risk which and are updated at least once a term.</td>
<td>• 100% Aboriginal and at risk students have a Personalised Learning Plan.</td>
</tr>
<tr>
<td>• Strategies for increasing engagement in mathematics are explored and shared.</td>
<td>• Personalised Learning Plans are referred to, updated and used by teaching staff each term.</td>
</tr>
<tr>
<td>• Utilise Mathletics program in all classes and continue to explore the range of resources and learning activities the program provides.</td>
<td>• Increased numbers of students participate in enrichment activities.</td>
</tr>
<tr>
<td>• Development of technology based resources and learning experiences to increase student engagement in mathematics.</td>
<td>• 90% students regularly access Mathletics to support numeracy learning.</td>
</tr>
<tr>
<td>• Implementation of enrichment programs for high achieving students.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Learning</strong></td>
<td></td>
</tr>
<tr>
<td>• Sydney Region Taking off with Numeracy in Stage 2 and 3 (TOWN) professional learning project and implementation of the project K-6.</td>
<td>• Evidence of improved teacher quality, skills and knowledge is collected.</td>
</tr>
<tr>
<td>• School based professional learning and collegial sharing focused on number sense, rich tasks and ‘hands on’ activities.</td>
<td>• 100% teachers attending Sydney Region workshops develop a sharing plan.</td>
</tr>
<tr>
<td><strong>Strategic Resourcing</strong></td>
<td></td>
</tr>
<tr>
<td>• Purchase of mathematics dictionaries for all classes 2-6</td>
<td>• Increased numbers of staff take on educational leadership roles in numeracy.</td>
</tr>
<tr>
<td>• Purchase of equipment and creation of mathematics resource boxes for all classrooms containing a range of equipment to support the teaching of numeracy.</td>
<td></td>
</tr>
<tr>
<td>• Purchase of DEC Teaching Measurement books for all stages.</td>
<td></td>
</tr>
<tr>
<td>• Purchase of new equipment for teaching space and measurement across all stages and establish centralised management systems to ensure access for all classes.</td>
<td></td>
</tr>
<tr>
<td>• Exploration of quality numeracy programs such as Go Maths to support teaching and learning.</td>
<td>• 100% students K-6 have access to a greater range of quality numeracy resources.</td>
</tr>
<tr>
<td></td>
<td>• All staff have access to quality teaching resources which support best practice in numeracy teaching.</td>
</tr>
</tbody>
</table>
## Priority Area: Quality Learning Environment

**Outcome:** An engaging and comprehensive curriculum is provided to meet the needs of all students.

**2012 Targets:** Curriculum implementation is strengthened K-6 and is underpinned by quality teaching principles; increased numbers of students are provided with a broader range of enrichment opportunities.

<table>
<thead>
<tr>
<th>Strategies to achieve these targets</th>
<th>Our success will be measured by:</th>
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<tbody>
<tr>
<td><strong>Quality Teaching</strong></td>
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<tr>
<td>• Professional Learning provided for all staff in the Quality Teaching Framework.</td>
<td>• All staff indicate increased familiarity with the Quality Teaching framework.</td>
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<tr>
<td>• Participation in the Sydney Region <em>Unpacking the Quality Teaching Framework</em> course and sharing at a whole staff level.</td>
<td>• Stage teams and individual teachers use the Quality Teaching framework to guide professional reflection and discussion.</td>
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<tr>
<td>• Staff members to use the Quality Teaching framework to guide individual professional learning goals and reflection.</td>
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<tr>
<td><strong>K-6 Curriculum Mapping in Science, HSIE and PDHPE</strong></td>
<td>• Curriculum implementation across the school is guided by clear scope and sequence plans aligned with syllabus documents and supported by engaging units of work.</td>
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<tr>
<td>• Whole school scope and sequences developed for Science, HSIE and PDHPE to ensure whole school consistency, continuity and access to all syllabus outcomes for students. Focus on use of units of work underpinned by quality teaching principles.</td>
<td>• Primary Connections science units are implemented in all classes.</td>
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<tr>
<td><strong>Primary Connections</strong></td>
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<tr>
<td>• Implementation of the <em>Primary Connections</em> Program to ensure quality teaching in Science with an emphasis on scientific literacy and rich tasks.</td>
<td>• All staff participate in professional learning related to Primary Connections.</td>
</tr>
<tr>
<td>• Professional learning and sharing conducted at stage level to ensure effective implementation of units.</td>
<td>• Student evaluations indicate increased engagement in Science and Technology.</td>
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<tr>
<td>• Purchase of units of work and resource kits to support the program.</td>
<td>• Units of work and resource kits are purchased and accessible for all aspects of the science curriculum.</td>
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<tr>
<td>• Conduct pre and post evaluation related to student engagement in science.</td>
<td>• Regular communication &amp; resource sharing takes place between partner schools.</td>
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<tr>
<td>• Foster links with partner schools (Gardeners Road Public School and Banksmeadow Public School) including sharing of resources, development of a blog and video conference sessions.</td>
<td>• Student work and curriculum information is shared with the school community.</td>
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<tr>
<td>• Regular sharing of student work in the newsletter and on the website, whole school science open day in Term 1 to promote science across the school.</td>
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<tr>
<td><strong>National Curriculum</strong></td>
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<tr>
<td>• Staff are provided with regular information to support the introduction of the draft NSW syllabus documents for English, Mathematics, Science and History that are being developed by the Board of Studies in response to the new Australian Curriculum.</td>
<td>• Staff indicate increased familiarity with documents to support the implementation of the Australian Curriculum.</td>
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<tr>
<td>• Staff are encouraged to read, review and discuss the draft Australian Curriculum documents to build familiarity and consider implications for implementation.</td>
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<tr>
<td><strong>Leadership</strong></td>
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<td><strong>Staff</strong></td>
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<tr>
<td>• Implementation of a staff leadership group open to substantive executive teachers, those aspiring to executive roles and those interested in leadership roles. The group will meet regularly to participate in professional learning and collegial support related to leadership, quality teaching and school improvement. Each member will be involved in an action research project.</td>
<td>• Increased numbers of staff members are provided with professional learning in the area of leadership and opportunities to develop their leadership capacity.</td>
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<tr>
<td><strong>Students</strong></td>
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<tr>
<td>• Review and restructure of the <em>Student Representative Council</em> to provide students with greater leadership opportunities and involvement in school activities.</td>
<td>• The Student Representative Council provides students with increased leadership opportunities and has a higher profile within the school.</td>
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<tr>
<td><strong>Enrichment Programs</strong></td>
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<tr>
<td>• A broad range of enrichment opportunities is provided for all students in the arts, Science and Technology. This will include:</td>
<td>• Student and parent evaluations indicate increased satisfaction with enrichment opportunities provided by the school.</td>
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<tr>
<td>- Restructure of whole school performing arts program to incorporate broader opportunities for all students across the curriculum.</td>
<td>• Increased numbers of students are participating in enrichment programs and initiatives.</td>
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<tr>
<td>- Continued development of extracurricular arts groups including band, choir, recorder and dance.</td>
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<tr>
<td>- Establishment of additional arts groups such as a percussion ensemble.</td>
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<tr>
<td>- Enrichment opportunities provided for students through special projects in Visual Arts, photography and film making.</td>
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<tr>
<td>- Enrichment opportunities provided in science through participation in special projects such as <em>Grime Scene Investigation</em> and <em>Design Challenges</em>.</td>
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### Priority Area: Student Wellbeing

**Outcome:** Enhanced levels of social and emotional wellbeing for all students and improved community confidence in wellbeing programs.

**2012 Target:** 100% students, staff and parents have access to clear policy and procedures relating to student wellbeing, the Positive Behaviour for Learning framework is introduced and proactive wellbeing programs are in place.

### Strategies to achieve these targets

#### Positive Behaviour for Learning
- Implementation of the Positive Behaviour for Learning philosophy and framework including:
  - Promotion of school values
  - Development of matrices outlining expected behaviours
  - Explicit teaching of values and positive behaviours
  - Alignment of merit & discipline systems with PBL framework

#### Policy and Procedures
- Review and redevelopment of student wellbeing policy (See student wellbeing review plan) Areas to be addressed include:
  - values, rights and responsibilities framework
  - discipline and anti-bullying procedures
  - merit scheme
  - student supervision procedures
  - attendance policy and procedures
  - health care policy and procedures
  - uniform policy
- Conduct staff, student and parent workshops on the school’s policy and procedures to ensure clear and consistent implementation.

#### Social and Emotional Wellbeing – Learning Programs
- Implementation of a range of positive behaviour programs to teach social skills, prosocial values and enhance levels of wellbeing for all students.
  - Programs will include
    - Circle Time
    - Theragames
    - Peer Mediation

#### Transition Programs
- Quality transition programs are enhanced and implemented for all students including:
  - Kindergarten Headstart program
  - High School program

### Our success will be measured by:

- All students, staff and parents will be familiar with the PBL framework and values.
- School values and behaviour matrices will guide the management of student discipline and reinforcement of positive behaviour.
- Teachers, students and parents display a sound understanding of the school’s wellbeing policy and implement it with consistency across the school.
- Student wellbeing is enhanced and social skills are developed.
- Number of negative behaviour incidents is reduced.
- Students are recognised on a regular basis for displaying qualities related to the school’s values framework.
Priority Area: Community Partnerships and Global Connections

**Outcome:** Strengthened home, school and community partnerships at Daceyville Public School.

**2012 Target:** Increased community confidence and involvement in learning and well being programs, school management and overall school vision.

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<td><strong>Home-school-community communication</strong></td>
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<tr>
<td>• Refine the school newsletter to include more information and promotion of school activities. Move to online access and email subscription.</td>
<td>• Parent surveys and focus groups indicate greater satisfaction with school communication processes and improved knowledge of school events and programs.</td>
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<tr>
<td>• Development of parent resources and information on the school website including fact sheets and links.</td>
<td>• Increased numbers of parents visit the school, assist in the classroom, volunteer their expertise and time and are involved in school events.</td>
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<tr>
<td>• Implementation of a parent workshop program to inform parents of school directions, procedures and current approaches in teaching literacy and numeracy.</td>
<td>• Parent surveys and focus groups indicate greater levels of satisfaction with their school involvement.</td>
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<tr>
<td><strong>Parental involvement in learning and wellbeing programs</strong></td>
<td>• Parents indicate increased knowledge and understanding of teaching and learning programs, school directions and policy.</td>
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<tr>
<td>• Regular open classrooms and parent sharing afternoons to showcase and share in student learning.</td>
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<tr>
<td>• Development of student ‘showcase portfolios’ where children collect their work and photographs for regular sharing with parents.</td>
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<tr>
<td>• Increased opportunities for parents to assist in classrooms and at school events.</td>
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<tr>
<td>• Review P&amp;C structure and activities to involve greater numbers of parents in a broader range of capacities eg subcommittees</td>
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<tr>
<td>• Development of a parent tutor program in reading (see literacy target).</td>
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<td><strong>School Promotion Plan</strong></td>
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<tr>
<td>• Development of a comprehensive school promotion plan in conjunction with the DEC school promotions team (see appendix for plan). Strategies will include:</td>
<td>• A clear and consistent school image and profile is communicated to the community.</td>
</tr>
<tr>
<td>- Development of key school messages, profile and evaluation of promotional materials.</td>
<td>• Evaluations indicate increased community confidence with school print materials, website and customer service.</td>
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<tr>
<td>- School customer service and image audit.</td>
<td>• Links between local preschools and community organisations are strengthened.</td>
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<tr>
<td>- Redevelopment of print materials (brochures, prospectus, enrolment packages).</td>
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<tr>
<td>- Website review and redevelopment.</td>
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<tr>
<td>- Strengthen links with preschools and local community organisations including the establishment of a community playgroup based at Daceyville.</td>
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<tr>
<td>• Development of student ambassadors and strengthen transition to school program.</td>
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<tr>
<td><strong>Global Connections</strong></td>
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<tr>
<td>• Participation in the Sydney Region Expanding Horizons program including:</td>
<td>• Evaluations indicate higher levels of student engagement in cultural awareness programs and global knowledge.</td>
</tr>
<tr>
<td>- Participation in the Chinese sister school program</td>
<td>• Aboriginal cultural awareness and connections with the Aboriginal community are strengthened.</td>
</tr>
<tr>
<td>- Participation in a Chinese cultural awareness program with a focus on use of technology and video conferencing facilities.</td>
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<tr>
<td>Implementation of Koori Kids program in conjunction with local schools and AECG to strengthen cultural identity, profile and Aboriginal community connections.</td>
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ABOUT THIS REPORT

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Self Evaluation Committee

- Ms Nicole Molloy - Principal
- Miss Serena Petriella - Assistant Principal
- Mrs Brooke Smith - Assistant Principal (Relieving)
- Mrs Elizabeth Elfes - Assistant Principal (Relieving)
- Mrs Pam Bregonis - P&C President

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