Our School

Our Learning Spaces
- Upgrade of facilities including classroom refurbishment, establishment of a new teacher resource room and improvements to the main building.
- Establishment of new garden beds for growing vegetables, installation of a new shade shelter, upgrade to play spaces.

Our Community
- The school was characterised by strong community support and parent participation through fundraising, working bees, community forums and assistance in the classroom.
- Outstanding partnerships were fostered with Randwick and Botany Playgroup Service, Botany Bay Council, Currawong Childrens’ Centre and the University of NSW.

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.
- All staff participated in a comprehensive professional learning program ensuring they have up to date skills to teach 21st century learners, use outstanding pedagogy and are able to implement the new Australian curriculum.

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 participated in:
  - Band, choir, dance, visual arts & photography enrichment programs
  - Swimming, soccer, AFL, tennis, netball, softball and athletics
  - Literacy enrichment programs – debating, public speaking, Premiers reading and spelling challenges.
  - Numeracy enrichment programs – Maths Olympiad & Number Crunchers

2012 Student Academic Achievement at Daceyville

2012 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 440.7 compared to 426.9 across the state.
- The percentage of our students in the top two bands for NAPLAN reading was 58% compared to 50% across the state.
- The average score for students in spelling was 434 which was above the state average of 428.

Year 5
- The average NAPLAN mark for Year 5 students in literacy was 495 which was commensurate with the state average of 500.
- The percentage of our students at or above national minimum standards for NAPLAN numeracy was 100%.

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 113.5 points (state 77), in spelling 99.7 points (state 94), in grammar and punctuation 111 points (state 79) and in numeracy our average growth was 98 points (state 96).

K-2 Academic Results
- All students participating in the Early Numeracy project and the BEAR (Being Excited About Reading) literacy program made significant gains and achieved expected benchmarks or higher for their year level.
and built on its strong foundations to perform at a high level. Our students excelled in their academic, cultural and sporting achievements. A consistent focus on improving literacy and numeracy outcomes for all students was supported by excellent classroom practice, a strong Learning and Support Team and weekly teacher professional learning workshops. New initiatives such as the gifted and talented programs, literacy support programs and transition to high school workshops were put in place with great success. Our dedicated teaching staff is to be commended for their work. They combine a strong sense of caring with a professional approach, high expectations and a willingness to contribute well above normal expectations. They are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and the parent community. Teaching and learning has been enhanced through parental involvement in the P&C, a range of successful fundraising efforts and parent assistance within the classrooms. This collaboration has undoubtedly been a highlight of 2012. 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 2013. 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.

**STUDENT LEADERS’ MESSAGE**

Being school captains of Daceyville Public School in 2012 was a great honour. We were privileged to be part of a fantastic Year 6 group who demonstrated that they were all leaders and individuals. Each one of us was given greater responsibility and we worked with the teachers and Ms Molloy to lead the school. We enjoyed 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 contributing to new ideas and projects. We’d like to thank the other leaders in our team – Michelle, Cobey, Briannon, Thomas and Ellie. We really benefited from leading the school in many activities throughout the year including the opening of our new hall, Anzac Day and our Education Week celebrations. Year 6 took an active role in caring for the younger students and helping Kindergarten as their buddies. Highlights of the year were the Stage 3 camp to Bathurst, the many enrichment activities we participated in, the Big Band Bash and the Year 6 farewell. We are proud to have been Daceyville students, 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 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.

Stephanie Bryson and Felix Jones - 2012 School Captains

**PRINCIPAL’S MESSAGE**

Ms Nicole Molloy

Daceyville Public School provides a caring environment where staff are committed to promoting student wellbeing, attaining outstanding learning outcomes and working collaboratively on school improvement goals. A wide range of quality educational programs are provided which encourage our children to achieve their personal best, build leadership skills and become self-directed learners with sound personal values. Within this educational environment our school continued to thrive in 2012.
PARENTS & CITIZENS’ ASSOCIATION MESSAGE

Our Parents and Citizens’ Association (P&C) prides itself on the close working relationship it has with the school and provides a forum in which parents can participate and contribute to the life of 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;
- assisting staff at public functions which promote our school such as the Big Band Bash;
- running the second hand uniform shop to support the school’s uniform policy.

The elected P&C committee encouraged a wider involvement from the school community in 2012 and worked closely with a number of subcommittees including fundraising, in-kind support, social activities and school promotion. The P&C was involved in numerous school activities including fundraising, community morning teas, mothers’ and fathers’ day stalls, Easter celebrations, discos, the swimming and athletics carnivals, the Big Band Bash, school working bees, gardening, book covering, a successful trivia night, regular cake stalls and Kindergarten orientation activities. One highlight of 2012 was the BEAR (Being Excited about Reading) program. This program was strongly supported by many parents, grandparents and community members who regularly gave up several hours each week to provide individual literacy support to children in Kindergarten, Year 1 and Year 2. The results have been fantastic, which is due to the hard work and commitment of both school and parents.

The P&C pledged $18 000 to the school in 2012. This money was used to purchase numeracy resources, visual arts resources and for upgrades to the playground. A further $20 000 was donated by the P&C run canteen committee for the installation of a new shade sail over the playground equipment.

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 2013.

Pam Bregonis - 2012 P&C President
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

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>162</td>
<td>155</td>
<td>153</td>
<td>146</td>
<td>128</td>
</tr>
<tr>
<td>Female</td>
<td>128</td>
<td>127</td>
<td>115</td>
<td>108</td>
<td>101</td>
</tr>
</tbody>
</table>

Student enrolments in our K-6 mainstream classes remained stable in 2012. The school’s overall enrolment figures are slightly lower as the support classes (language and reading) were discontinued in 2012. Enrolments for 2013 have increased significantly and it is expected that this pattern of growth will continue in the immediate years ahead.

Student Attendance Profile and Management of Non-Attendance

2012 student attendance figures were commensurate with state and region rates. Student absences are required to be explained by parents. Where the school is concerned about the attendance of an individual student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home School Liaison Officer (HSLO). In 2013 the school will be moving to electronic roll marking to assist with accurate collection and analysis of data.

Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. Our school maintains its commitment to Department of Education and Communities (DEC) class size standards. This table shows our class sizes as reported at the 2012 class size audit conducted on 21 March 2012.
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 some high quality temporary staff filling vacancies. In 2012 there were no indigenous staff employed at the school. Ms Belinda Head commenced in the position of Assistant Principal at the beginning of the school year. With the implementation of the Every Student, Every School initiative at the beginning of term 3, the Learning and Support Teacher position was established for 4.5 days per week. This provided the school with an increase in teacher allocation for support positions. Through the same initiative the support class reading and language were discontinued and the teachers of these classes were transferred into other positions at nearby schools.

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>73%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>27%</td>
</tr>
</tbody>
</table>

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 teachers hold postgraduate qualifications demonstrating their commitment to further study and training at a high level.
SCHOOL FINANCES – A SUMMARY

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. 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 30/11/2012

<table>
<thead>
<tr>
<th>INCOME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance Brought Forward</td>
<td>223 865.85</td>
</tr>
<tr>
<td>Global Funds</td>
<td>193 072.08</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>81 600.95</td>
</tr>
<tr>
<td>School and Community Sources</td>
<td>174 778.31</td>
</tr>
<tr>
<td>Interest</td>
<td>9196.78</td>
</tr>
<tr>
<td>Trust Receipts</td>
<td>4441.58</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>686 955.55</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>• Key Learning Areas</td>
<td>16 875.92</td>
</tr>
<tr>
<td>• Excursions</td>
<td>24 571.50</td>
</tr>
<tr>
<td>• Extra Curricular Dissections</td>
<td>79 285.60</td>
</tr>
<tr>
<td>Library</td>
<td>7194.80</td>
</tr>
<tr>
<td>Teacher Professional Learning</td>
<td>10 895.52</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>131 123.49</td>
</tr>
<tr>
<td>Casual Relief Teacher Costs</td>
<td>29 936.73</td>
</tr>
<tr>
<td>Administration and Office</td>
<td>57 538.42</td>
</tr>
<tr>
<td>School Operated Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>65 775.71</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23 529.65</td>
</tr>
<tr>
<td>Trust Accounts</td>
<td>6116.81</td>
</tr>
<tr>
<td>Capital Programs</td>
<td>15 787.62</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>468 631.77</strong></td>
</tr>
</tbody>
</table>

| Balance Carried Forward                      | 218 323.78 |

A full copy of the school’s 2012 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.
Creating a stimulating and engaging learning environment is always a priority at Daceyville. We aim to ensure our learning spaces both indoors and outdoors are bright and colourful, student centered and well resourced. Each year we work as a school community to upgrade and redevelop areas of the school and improve on our learning spaces. In 2012 this was financed through a combination of school funds and P&C funds. Work to upgrade our learning spaces was completed by DEC employed contractors, school staff and volunteer parents.

**Our classrooms and indoor learning spaces**

Upgrades to our classroom learning spaces included painting in some areas of the school, installation of new blinds throughout the school and purchase of new equipment with a focus on the Kindergarten classrooms. The hall area adjacent to the top floor classrooms was redeveloped to create a flexible learning space for small group learning, quiet reading and individual tutoring. This included the creation of a new mural for the main wall in this space. This was completed by Miss Rush and a very enthusiastic group of Stage 3 students. Redevelopment of this space will continue in 2013 with the purchase of new furniture and installation of a bank of computers. P&C funds went towards the purchase of paint and canvases which enabled students to create colourful artworks for our corridors which are looking great. A plan to reorganise the school’s literacy, numeracy and teacher resources was commenced. This included creating a dedicated teacher resource room for staff to use as a work and meeting space. This room was fully refurbished and fitted out with new shelving. Work commenced to upgrade the building on the Bunnerong road side of the school currently known as ‘The Band Room’. This room was cleaned out and new storage was installed. In 2013 this room will be developed into a multipurpose learning space to be used for music, dance, drama, visual arts and group learning activities.

**Our playground and outdoor learning spaces**

We are extremely fortunate at Daceyville to have such expansive playgrounds and outdoor spaces. Work continued to redevelop these spaces in 2012. A new shade shelter was installed over the playground equipment. This was funded by a $20 000 donation from the P&C canteen committee which was very much appreciated by the whole school community. Our talented general assistant Mr Chris Hill constructed new garden beds and a storage shed to enable our students to plant their own vegetable gardens. This was supported by a dedicated group of parents and special thanks goes to Mrs Jo Newport who led this initiative. The gardens across the school were maintained by volunteers, students and community members who attended our working bees each term. Several areas of the playground were resurfaced to eliminate trip hazards and new turf was laid in the area adjacent to the hall to create a new play space for our children. Work will continue on our school grounds in 2013 to provide students with an increased range of activities and to further develop the garden spaces.
**Partnerships within our school community**

Strong school and community partnerships are a feature of our school of which we are a proud. These partnerships enhance the school in many ways. 2012 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 open days to invite parents into classrooms. These were based on the concept of a learning journey where children took their visitors on a ‘tour’ of their learning. 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. 2012 saw higher levels of parent participation in daily school activities with parents supporting student learning in the classroom and on the sporting field.

**Currawong Children’s Centre Before and After School Care Service**

The school continued a strong partnership with Currawong Children’s Centre which 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**

**Randwick and Botany Supported Playgroup Service**

In 2012 the school began a playgroup in conjunction with Randwick and Botany Supported Playgroup Service. The playgroup ran on Mondays for children aged 0-5 and was open to families from our own school and those in the local community. The playgroup attracted a large number of families and gave parents and children the opportunity to meet each other, connect with school staff, work with trained early childhood workers and access advice about prior to school services. The group will continue in 2013 and provides an excellent service at our school for this age group.

**Hibiscus Children’s Child Care Centre**

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 2013.

**Botany Bay City Council**

Our school was strongly supported within the local community throughout 2012. Botany Bay City Council continued to support the school’s performing arts programs. Mayor Ben Kenneally and Deputy Mayor George Glinnakis attended several functions including the Big Band Bash, band concerts and presentation day. The council also generously supported the school by providing green waste pick-ups for our working bees each term.

**Partnerships within the broader community**

Developing partnerships with the broader community was a priority in 2012. Our progress in this area included:

- working with staff at the University of NSW as part of an enrichment and mentoring program in mathematics and science for senior students;
- collaborating with Gardeners Road, Rainbow Street and Banksmeadow Public Schools on joint learning initiative and professional learning for staff;
- working with the Royal Australian Army Band to support the school’s band development program.

**Daceyville Public School – 2012 Annual School Report**
CREATIVE AND PERFORMING ARTS

Our school’s 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. High student participation continues to be a key feature of arts programs. Fifty-eight percent of students were involved in extra-curricular programs. In 2012 our students had the opportunity to take part in the following performing arts ensembles and initiatives:

- Band Programs
- Recorder Ensemble
- Visual Arts Enrichment
- Dance Ensemble
- Choir
- School performing arts concert

Band Programs

2012 was a year of continued growth for our bands. The program provided opportunities for 60 students to learn an instrument and become a member of one of three ensembles. Students developed high level musicianship skills and worked collaboratively. The senior band performed at the NSW Band Festival in July where they were awarded a gold medal. They were also awarded a development award, an opportunity to have a renowned conductor provide a workshop session with the ensemble. The transition band provided students with expert tuition as a pathway from junior to senior band. Twenty-five students were part of the junior band in 2012. They have shown outstanding dedication and enthusiasm as they have learnt to play their instruments. The overall program aims to provide students with as many performance opportunities as possible. All students performed at the school’s annual Big Band Bash, school and community events. In its 22nd year, the Big Band Bash was the most successful to date. We hosted bands from 17 schools and welcomed 1000 children from across Sydney Region. The Australian Army Band was a special guest and performed to a capacity crowd of children, staff and parents. Each school performed and students participated in the carnival and fete activities. The standard of musical performance across the schools was outstanding. We were proud to be promoting such high levels of musical excellence in public education.

Choir Program

The Daceyville school choir has celebrated a year of impressive growth in 2012 through increased student participation and a significantly higher quality of musical performance. Involving 40 students from Years 2-6, the choir performed regularly at school assemblies and special occasions such as the opening of our school hall, our Anzac Day ceremony, education week and the annual presentation day. This year the choir also featured in our school concert performing an arrangement of two native American songs arranged with percussion and vocals by the students themselves. A highlight of our year was an invitation from Botany City Council to perform at the Daceyville centenary celebrations.
Recorder Ensemble
The school’s recorder ensemble continued to be a recognised area of strength in 2012. The ensemble provided high level musical tuition for the students involved and performed at the Sydney Opera House in August as part of the DEC Festival of Instrumental Music. The festival provided ten Daceyville students with a unique opportunity to perform at a high calibre event with students from across the state and access a high quality repertoire.

Dance Program
The school’s dance ensemble had another highly successful year in 2012. The group provides opportunities for students with a special interest in dance and involved 28 students. The group took part in the Sydney Region Primary Dance Day where they participated in a workshop with a specialist dance teacher to create a dance cooperatively. The students developed a deeper knowledge of the elements of dance while exercising their skills in choreography and group work. The ensemble prepared several dance performances for various events including whole school assemblies and concerts.

K-6 School Concert
Our biennial whole school concert was held this year and was met with many accolades. The concert enabled every child to perform in a professional venue and experience the process of putting on a high quality show. Entitled ‘Celebrating our World’, the concert celebrated the multiculturalism in our school and comprised a journey around the world through music, dance and drama. The following letter written by one of our parents was published in the local newspaper:

Family and friends of Daceyville Public were treated to a world trip at their biennial school concert. The gold medal winning senior band entertained us in the flight lounge followed by our delightful Year 5 and 6 flight attendants introducing acts from all classes from Indonesia, Mexico, South America, Germany, Trinidad and more reflecting the diversity of our school. Twenty-two students introduced themselves in their own languages! A dance piece told the story of indigenous Australia. And after all the thank yous, the whole school went crazy with an impromptu ‘Gangnam Style’ on stage. What a great night. I love public education.   Dr Craig Roberts

Visual Arts Enrichment Programs
Building upon opportunities for students in visual arts was a priority in 2012. The Daceyville Art Club is an extra-curricular group that meet once a week after school for a period of five weeks. Students worked with Ms French to investigate and use different media and techniques. Two other visual arts enrichment programs were provided for Stage 3 students this year. The first group came together to work collaboratively on a mural project. Using design thinking, children planned, designed and painted a large mural for one of our communal spaces in the main building. A second group of Year 5 students had the opportunity to work with a professional ceramics artist to create a ceramics installation for display in the school.
SPORT AND PHYSICAL EDUCATION

Daceyville Public School has built a reputation for having strong programs in sport, catering for a variety of interests and strengths. Students develop competence and confidence in a range of games, sports and physical activities.

Kindergarten – Year 2 Sport
Kindergarten and Year 1 students enjoyed participating in a diverse sports program this year. In Term 1 students participated in activities focusing on basic fundamental movement skills. During Term 2 the focus was on developing the skills specific to a wide range of popular sports, such as striking, kicking, throwing and catching. They participated in a nine week Auskick clinic delivered by coaches from AFL NSW in Term 3 and tabloid sports in Term 4. Year 2 students participated in a four term swimming program at the University of New South Wales. The duration of this program highlights the importance we place on keeping our students safe in and around the water. Students were regularly assessed and placed into groups which ranged from learn-to-swim to stroke correction.

Years 3 - 6 Sport
Students in Years 3-6 participated in a variety of sporting competitions and programs each week. One hundred and seventeen students competed in the Eastern Suburbs Primary Schools Sport Association (ESPSSA) competitions in softball, AFL, netball and soccer. All teams performed creditably with our junior yellow team being placed second in the competition. Our AFL, softball and netball teams all did well finishing high up in the competition. One student was selected to represent the school at zone, region and state level in AFL. Students not competing at PSSA level selected from a range of activities including dance, swimming, gymnastics, tennis, soccer, basketball, oz-tag and a multi-skills activity program. School sport continued with a focus on gross motor coordination, fitness, endurance and team cooperation.

Carnivals

The swimming carnival was held at Des Renford Aquatic Centre for students in Years 2-6. A team of 38 children represented Daceyville at the zone carnival where many personal bests were achieved. The cross country carnival was held at Rowland Park and provided students with an opportunity to run a two kilometre course, aiming to improve on their personal best times. Our cross country squad was very competitive at zone level with three students achieving places in the top ten, including one first place. Two students progressed to the regional carnival. The athletics carnival was an event where all students were able to demonstrate their skills in field and track events. A team of 40 students represented Daceyville at the zone carnival, with two students progressing to the regional carnival at Homebush.
LEARNING ENRICHMENT PROGRAMS

Gifted and talented education is a priority at Daceyville with high calibre and innovative programs being offered to nurture students’ talents and special interests. Programs were offered across literacy, numeracy, science and performing arts. They included extension, creative thinking and mentoring experiences. Programs were expanded significantly in 2012 with students achieving at a high level in many areas.

Public Speaking and Debating

Our public speaking programs where strengthened significantly in 2012 by providing professional learning for staff and implementing a whole school program. A strong emphasis was placed on promoting and developing public speaking skills in every classroom. School wide and inter-school competitions provided a platform to showcase our students’ talents. In Term 3 a whole school competition was held and acted as a preliminary round for the Sydney East Public Speaking Competition. Students in Stages 1, 2 and 3 also participated in impromptu speaking presentations. Twenty six students (K-6) competed in the competition and four were selected to represent our school in the district competition. All of our students performed extremely well and gained a deeper insight into the demands, complexity and sophistication of this aspect of literacy.

In 2012, opportunities to participate in debating programs continued to be part of Stage 3 literacy programs. Our debating team consisted of 16 students in Years 5 and 6. They attended weekly workshops and two teams represented Daceyville in district competition. Our students represented our school proudly and presented well prepared and persuasive debates. They developed high level debating skills and constructively used adjudicator feedback to improve their performance.

Premier’s Spelling Bee

As part of Stage 2 and 3 enrichment programs, students participated in the NSW Premier's Spelling Bee Competition. This is the first year that Daceyville students have participated in this state based event and the excitement it generated was contagious. Teachers participated in professional development sessions to enhance their understanding of spelling processes and shared teaching strategies. Students enjoyed improving their skills and increasing their vocabulary through hands on, interactive and multimedia learning. Parents supported their children by helping them to learn their lists, revise words and stay focused on spelling excellence. Each class conducted spelling competitions and the champion spellers from each class were selected to compete in stage competitions. Four children were selected to represent Daceyville at the Sydney Region final. All students were exemplary representatives and performed with merit.
Mathematics Olympiad and Number Crunchers

Twenty five students from Years 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiads (APSMO) in 2012. The competition offers our talented mathematicians an opportunity to test their knowledge and skills against their peers. Each week, students were presented with five challenging mathematical problems. They were given an opportunity to solve the questions independently and then worked as a group to share strategies for solving the problems. The five Olympiad tests were held between May and September. All students performed well with one student scoring in the top 25% of the state. The program provided our students with extension in mathematics through working with higher order and often complex mathematical challenges. They were able to apply their mathematical knowledge to real life situations and work with numbers in a creative and lateral manner.

Students in Stage 3 also participated in the Sydney Region Number Crunchers initiative. This involved competing in five rounds of mathematics questions aimed at developing proficiency in mental computation. Results from each round were collated and the top five students from each school competed in a cluster final against other local schools. Our finalists were outstanding representatives for our school, answering some challenging questions. One student progressed to the regional final held at the Powerhouse museum and performed extremely well.

Science Enrichment Programs

Extension and enrichment programs in science were a major area of growth for our school in 2012.

The Transit of Venus

One of the exciting learning initiatives we worked on with our students this year was learning about and tracking the historic Transit of Venus which took place on June 6 and will not occur again until 2117. It was a significant historical event as the clouds parted to reveal the sun just after 8.16am (the point of first contact) and we were able to watch the event through solar scopes. The school was buzzing as everyone arrived and had a chance to view Venus transiting. With the support of one of our parents, Dr Craig Roberts who is a senior lecturer at the University of NSW our children, researched the event, entered a national competition to win a solarscope and presented an engaging launch of the project for the whole school. As it was such a historic event and thanks to the innovative work our school did in promoting quality learning in science and mathematics, we attracted some media attention. Channel 7 filmed our students talking about the transit and working with the solarscope. It was very exciting to see Ms Head and our children as one of the main stories on the Channel 7 news that evening. Our students were also featured in the Southern Courier newspaper and a feature was done for the television network Aljazeera. Highlights of the program included the authentic, hands on approach to science learning and the valuable mentoring provided to the students involved by Dr Roberts.
Grime Scene Investigation

Eight students participated in Grime Scene Investigation, a targeted fieldwork program for students who demonstrate talent in science. By taking on the roles of ecologists, biologists, chemists and environmental scientists, students conducted studies of water quality, viewed plankton under a microscope projection, classified marine species and discussed environmental issues. They then worked in teams to conduct an analysis of beach litter and marine debris. The results from their investigations were used to produce and submit a ‘State of the Environment’ report to Botany Bay Council.

Vivid Design Project

In Term 1, nine students from Years 5 and 6 took part in the Vivid Design Emergency Program which was hosted by Vivid Sydney – a festival of light, music and ideas. The program introduced students to the five step process of design thinking. Students collaborated together using design thinking to identify a problem within their school environment or community, generate ideas and develop a number of solutions.

During the discovering and interpreting phase, the group identified a physical environment issue which inhibited whole school learning - a need for a shared multipurpose area to cater for space outside the classroom for learning, reading and arts and craft. To assist in the imagining and experimenting phase, students used design thinking, made prototypes, wrote a pitch, interviewed school staff and pupils, used their imagination and thought ‘outside the box.’

The outcome of the program offered students the opportunity to be involved in a whole day workshop at the Museum of Contemporary Art whereby they worked collaboratively with a professional designer and shared their findings to complete the developing phase. As a culmination they presented their project to other schools and designers involved in the program.

International Competitions and Assessments for Schools (ICAS)

All students from Years 3-6 were offered the opportunity to participate in the ICAS competitions in 2012. Although these exams are not exactly aligned with DEC curriculum, they do test a range of skills and knowledge in English, spelling, writing, mathematics, science and computer skills. Our students were provided with additional experience in exam conditions and received a detailed analysis of their results. In almost every subject our overall school results were above the NSW average.
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 in 2012 were very pleasing and showed an achievement of many 2011 goals. The programs targeting specific areas of the literacy and numeracy curriculums have resulted in our students demonstrating strengths in several areas. Our Year 3 students improved on last year’s results and performed higher than state in reading, spelling and numeracy. Our Year 5 students demonstrated exceptional growth in reading, spelling and grammar and punctuation. There were no students in the lowest band for reading or numeracy.

Graph Key

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, 38 children sat the literacy NAPLAN.

In reading, our Year 3 students achieved outstanding results. More than half (57.9%) performed in the top two bands, compared with 50.2% of the state. The average score for our students was 440.7, well above the state average of 426.9.

In reading, Year 3 students demonstrated strong ability in:
- Making inferences in texts
- Interpreting information across sentences
- Identifying character traits
- Identifying the main idea in poems

Areas to be developed in reading:
- Using background knowledge to infer reason
- Making simple inferences in imaginative texts

In writing, 45% of our Year 3 students performed in the top two bands, compared with 57% of the state. While over 90% of students scored results at or above national minimum standards, there will be a focus on increasing the proportion of students in the top two bands and decreasing the number of students in the bottom two bands.

In writing, Year 3 students demonstrated strong ability in:
- Segmenting text into paragraphs
- Creating cohesion in texts

Areas to be developed in writing:
- Using persuasive devices to engage the reader
- Elaborating ideas in a text
- Sentence structure
In spelling, our students performed above state average with 55.2% scoring within the top two bands compared with the state at 50.3%. This was an improvement of 8% on 2011 results where 47.2% of Year 3 students performed in the top two bands. We also reduced the number of students in the bottom two bands with 15.8% compared to 16.7% in 2011. The average score for our students was 434.2, which was higher than both the state average (428.1) and our school’s 2011 average score (414.3).

In spelling, Year 3 students demonstrated strong ability in:
- Identifying diagraphs
- Identifying errors and correcting the word
- Correctly spelling one syllable words

Areas to be developed in spelling:
- Identifying homophones
- Using diphthong vowel patterns

In grammar and punctuation, our Year 3 students made a marked improvement on the 2011 results, with 47.4% of students achieving the top two bands this year, compared with 36.1% of students in 2011. Our average score was 434.2, commensurate with the state average score of 434.5 and higher than our 2011 average score of 425.5. Next year we will aim to continue this improvement and reduce the number of students in the bottom two bands.

In grammar and punctuation, Year 3 students demonstrated strong ability in:
- Identifying the correct punctuation in indirect speech
- Identifying the correct use of capital letters
- Identifying incorrect use of a preposition

Areas to be developed in grammar and punctuation:
- Identifying subject-verb and tense agreement
- Identifying the correct preposition
- Identifying an adverb in a sentence

Year 3 Numeracy

In Year 3, 38 children sat the numeracy NAPLAN.

In numeracy, our Year 3 students performed extremely well, with results higher than the state and considerable improvement on our 2011 results. The percentage of our students in the top two bands was 43.2% compared to 38.9% of the state. 24.3% of our students achieved results in the highest band, compared with 2.8% of students in 2011. This is an improvement of 21.5% and demonstrates an achievement of our 2011 goal to provide programs that give students the skills to perform in the highest band. Our focus for 2013 will be provision of programs targeting students in the lower bands.

In numeracy, Year 3 students demonstrated strong ability in:
- Converting analogue to digital time
- Adding & subtracting money values & calculating change
- Determining the number of faces on a complex 3D model
- Reading a chart in cm and mm to determine a height

Areas to be developed in numeracy:
- Interpreting information from a column graph
- Locating position between two objects in a drawing
- Determining the front view of a 3D model made of cube
Year 5 Literacy

In Year 5, 36 children sat the Literacy NAPLAN.

In **reading**, we are very proud that 100% of our Year 5 students achieved results at or above national minimum standards. This group of students has also made outstanding improvement when analysing their growth since their NAPLAN results in Year 3. The average growth for Daceyville Public School students was 113.5, significantly higher than the state (77.8) and the region (79.9). We had no students in the lowest band, compared with 7.7% of the state and 6.7% of our students in 2011. This has been the result of a various programs targeting reading, particularly students who require additional support in this area. Our average score was 494.9, similar to the state average score of 500.1. The percentage of our students performing in the top two bands was 24.3% compared with 35.2% of the state highlighting the need to focus on our students at the upper end of the continuum.

<table>
<thead>
<tr>
<th>In reading, Year 5 students demonstrated strong ability in:</th>
<th>Areas to be developed in reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Locating directly stated information</td>
<td>• Inferring reasons for descriptions</td>
</tr>
<tr>
<td>• Making inferences in texts</td>
<td>• Interpreting implicit information</td>
</tr>
<tr>
<td>• Inferring traits of characters</td>
<td>• Recognising plausible themes</td>
</tr>
<tr>
<td>• Recognising the purpose of an exclamation mark</td>
<td>• Identifying the purpose of literary techniques</td>
</tr>
<tr>
<td></td>
<td>• Inferring character development in texts</td>
</tr>
<tr>
<td></td>
<td>• Identifying reasons for a writer’s opinion</td>
</tr>
</tbody>
</table>

In **writing**, the majority of our students (63.9%) performed in the middle two bands which was commensurate with state at 62.9%. The average score of our students was 459.3 compared to the state average score of 486.2. 11.1% of our students scored in the top two bands while the state score was 23.2%. 2013 will see a focus on building our students’ skills in writing to provide them with the capacity to make further movement through the bands.

<table>
<thead>
<tr>
<th>In writing, Year 5 students demonstrated strong ability in:</th>
<th>Areas to be developed in writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Selection, relevance and elaboration of ideas</td>
<td>• The use of correct and appropriate punctuation to aid reading</td>
</tr>
<tr>
<td>• Using cohesive links</td>
<td>• Segmenting of text into paragraphs</td>
</tr>
<tr>
<td>• Attempting to engage and persuade the reader</td>
<td>• Organisation of the text structure</td>
</tr>
</tbody>
</table>
In spelling, over 97% of our students achieved at or above national minimum standards. This group of students has also achieved higher than average growth in their spelling skills when comparing their NAPLAN data over the past two years. Further improvement is still required to bring our results up to state average however, with our average score being 477.1 compared with the state average score of 507.6. We will focus on gaining a higher percentage of students in the top band and moving students from Band 4 to Bands 5 and 6.

In spelling, Year 5 students demonstrated strong ability in:

- Spelling words with a prefix
- Using the soft consonant ‘c’
- Dropping the ‘e’ to add ‘ing’

Areas to be developed in spelling:

- Identifying errors and spelling the word correctly
- Changing a base word to add a suffix
- Spelling words with a silent final consonant
- Spelling words with the short vowel diagraph ‘ea’

In grammar and punctuation, this group of students has made outstanding improvement when analysing their growth since their NAPLAN results in Year 3. The average growth for students in Grammar and Punctuation was 111.1, significantly higher than the state (79.2) and the region (87.6). We have reduced the percentage of students in the lowest band with 8.3% compared with 16.7% in 2011. The average score of our students was 472.4 compared with 503.7 for the state. The percentage of our students in the top two bands was 11.1% compared with 35.2% of the state highlighting the need to focus on moving students up into the higher bands.

In grammar and punctuation, Year 5 students demonstrated strong ability in:

- Identifying sentences with the correct use of verb tense
- Identifying verbs in simple sentences
- Correct use of capital letters for proper nouns
- Identifying an adverb in a simple sentence

Areas to be developed in grammar and punctuation:

- Identifying correct conjunctions
- Identifying correct past tense
- Identifying the correct use of punctuation for sentence boundaries
- Using commas in a list
- Identifying a singular noun

Year 5 Numeracy

In Year 5, 37 children sat the Numeracy NAPLAN. In numeracy, 100% of our students achieved at or above national minimum standards. We increased the percentage of our students in the top band this year with 8.1% compared to 6.7% in 2011. The average score for our school was 475.2 and the state average was 498.8. We also made improvements in the lower bands, with zero students performing in the lowest band this year, compared with 6% in 2011.

In numeracy, Year 5 students demonstrated strong ability in:

- Solving 1- & 2-digit addition & subtraction problems
- Interpreting data in a two-way table
- Identifying appropriate units for measuring mass
- Adding coins then calculating change
- Estimating angle size

Areas to be developed in numeracy:

- Interpreting a word problem and working backwards to find the answer
- Identifying tessellating shapes
- Describes the likelihood of an event
- Identifying a symmetrical shape
- Identifying odd numbers
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 averages in reading and grammar and punctuation and above state averages in spelling and numeracy. 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>113.5</td>
<td>99.7</td>
<td>111.1</td>
<td>98</td>
</tr>
<tr>
<td>State Average</td>
<td>77.8</td>
<td>94.3</td>
<td>79.2</td>
<td>96.6</td>
</tr>
<tr>
<td>Like School Average</td>
<td>79.9</td>
<td>96</td>
<td>87.6</td>
<td>104.6</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>Reading</td>
</tr>
<tr>
<td>92.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td>92.1%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Spelling</td>
<td>Spelling</td>
</tr>
<tr>
<td>94.7%</td>
<td>97.2%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>94.7%</td>
<td>91.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Numeracy</td>
</tr>
<tr>
<td>94.6%</td>
<td>100%</td>
</tr>
</tbody>
</table>

K-2 Academic Achievements

Being Excited About Reading Program

During Terms 2 and 3, selected Year 1 students took part in a ten week Sydney Region program called Being Excited About Reading (BEAR). BEAR supplemented classroom programs and aimed at accelerating the students’ oral reading skills, while also giving them an opportunity to improve their reading skills through extra reading practice. This program was implemented by trained parent volunteers. With such a strong response from our parents and community members to become tutors, the program was a big success. It enabled all participating students to make outstanding gains in both reading levels and sight word knowledge. Through the continued commitment of the BEAR tutors, another intake of 15 students commenced in Term 4. The BEAR program will be an ongoing program and will be implemented again in 2013.
Targeted Early Numeracy (TEN) Program

Daceyville Public School has continued the Targeted Early Numeracy (TEN) program throughout the course of this year. Four classes across K-2 participated in the program which provided targeted students with individualised learning plans in numeracy. Twenty eight students were identified across the classes. The students were assessed every five weeks to monitor their needs and progress. They achieved excellent results and made significant gains in numeracy. Only two students remained on the program, requiring individualised support, at the end of the year.

The graphs below show the progression through the levels made by students on the program throughout the year.
**Best Start Kindergarten Assessment**

Best Start is a comprehensive assessment which enables teachers to gather detailed information about each student. During the individual assessment the teacher observed each child through a range of literacy and numeracy tasks and recorded the knowledge and skills the student demonstrated. This information was used to develop individual goals and learning programs to suit their needs. Parents were provided with feedback on their child’s reading and writing, ability to communicate with others, and how they recognised and worked with numbers. As the year progressed teachers tracked student growth. This information was used for further planning and reporting to parents. Our students demonstrated the most growth in literacy with 80% of students reading at or above their stage level. They also displayed strengths in phonemic awareness. In numeracy they achieved excellent results, particularly in numeral identification, forwards and backwards counting and mental computation.

**Taking Off With Numeracy (TOWN)**

In 2012, Stage 3 teachers participated in the Taking Off With Numeracy program (TOWN). This project is a whole-class intervention program which focuses on improving numeracy skills of students in the upper primary years. It provides professional learning to assist teachers to assess each student’s current numeracy understanding and to monitor their progress against a framework. Beyond this, the program aims to provide explicit guidance in designing class teaching programs to further numeracy concepts. Emphasis is given to the teaching of place value as it underpins the four number operations. It also focuses on multiplication, division, decimals and important concepts in measurement. The Program will continue to be implemented into the Stage 3 mathematics program in 2013 and will also be extended to Stage 2.

**Student Wellbeing**

Enhancing student wellbeing continued to be a focus at Daceyville in 2012. The school continued to review and redevelop 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 2013. 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 pro-social values was begun in 2012.
Peer Mediation and Play Leader Program

2012 saw the introduction of a new school initiative as part of our aim in fostering resilience, independence and happiness amongst our students on the playground. Students in Years 5 and 6 were trained as play leaders and became a respected and valued presence on the playground. Play leaders worked in pairs to guide play during lunch and recess breaks. The program resulted in a reduction of minor disputes such as turn taking and exclusion and less inappropriate play. Peer Mediation was also trialed in 2012 as an extension to the play leader program. Students in Year 6 were trained in active listening, conflict resolution and mediation. They used these skills to lead their fellow students through a structured process to resolve conflicts. The Peer Mediation and Play Leader programs are long-term programs for our school and will continually evolve to meet the needs of students and staff.

Library and Reading Programs

Literacy is highly valued at Daceyville and developing high level skills through regular reading is a priority. Eighty-nine children completed the DEC supported Premier’s Reading Challenge in 2012 by reading the 30 books in K-2 or 20 books in Years 3-6. This program aims to promote regular reading of quality literature for all students. Stage 1 students were assisted in meeting the challenge during their library lessons. Booklists and identified books helped older students complete the challenge. There was a significant increase in books borrowed from the library and an increased enthusiasm amongst students about reading. All children have access to the best children’s literature through our well stocked library. This program will continue to be a focus in 2013 with the aim of increasing student participation across the school.

Aboriginal Education

The school continued to support Aboriginal students and provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The achievements of our Aboriginal students were recognised and individual learning programs developed. The dance ensemble developed a performance piece based upon themes of the stolen generation and the historic apology in Parliament in 2008. Kirra Tinker 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 and citizenship skills. Kirra was a worthy recipient of the award and an outstanding ambassador for Daceyville. Our school hosted an innovative project in 2012 called Koori Kids Big Day Out. The project aimed to bring together students from schools in the eastern suburbs schools with small numbers of Aboriginal students. It was an opportunity for these students to meet and make connections with other students in the area. These children worked together and spent time with Aboriginal Elders. They explored concepts of belonging and talked about their culture through storytelling and visual arts activities. In all, we hosted 53 students from six local schools. The event culminated with an art and photography exhibition. A special guest on this day was renowned children’s author Ms Elaine Russell who shared her work and stories with the children. The project had strong positive feedback from parents and Aboriginal community members.
Multicultural Education and ESL Programs

Daceyville Public School has a high percentage (70%) of students from culturally diverse backgrounds. To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities. In total, 157 students from 45 different countries represent 30 language backgrounds other than English. The major languages are Indonesian, Chinese, Spanish, Greek, Arabic and Mandarin. The school’s multicultural population is a combination of families who have lived in the area one or two generations, as well as those on visas. The major aims of the English as a Second Language (ESL) program are to develop 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 and to enhance self-esteem by promoting cultural diversity and tolerance through an inclusive curriculum. Many of our students continue to study in their home languages. A Year 5 student, Andrew was awarded a NSW Minister’s Award for excellence in Russian in September. This outstanding achievement reflects the diverse range of skills and cultural backgrounds of children at our school.

One hundred and nineteen students, from K-6, have been involved in the ESL program this year. This year saw the introduction of the EALD (English as Another Language or Dialect) Learning Progression, developed by ACARA to support ESL learners to access the Australian curriculum. This is a national assessment tool for ESL students to replace the current ESL Scales. Daceyville was one of the schools which trialled the Learning Progression this year.

Student Leadership

Student Representative Council

In 2012, the Student Representative Council (SRC) included elected representatives from each class, school captains, house captains and the Year 6 leaders. The SRC met regularly to discuss their roles and responsibilities and to propose, discuss and plan actions on behalf of their peers. This year they decided to focus their energies on fundraising and global citizenship. Members highlighted the growing concern that they and their peers have for the plight of endangered animals and voted to take positive action as members of the global community. They agreed to raise money to donate to the Taronga Zoo Tasmanian Devil Appeal. A visual arts competition was held to raise funds. One student, Eleanor Cotton contacted Taronga Zoo personally and negotiated free tickets as prizes. The competition was a success and the SRC donated $275 to the appeal.

Kindergarten Buddy Program

The Kindergarten buddy program is an integral part of our transition and leadership programs. It provides our new Kindergarten students with an immediate network of human resources in the school environment and a sense of confidence in all aspects of school life. It also provides our Year 6 students with a sense of responsibility and leadership. Our Year 5 students are assigned to their Kindergarten buddy in the previous year so that the relationship between the students begins well before our new Kindergarten students formally begin school. Once the new students have started school they meet with their buddy each week to share a range of learning experiences relevant to their needs. This year our students participated in activities literacy and numeracy games, shared reading, guided writing, creative arts and computer technology.
Connected Learning and Technology Programs

Connected learning continued to be an area of focus in 2012. Ten computers were supplied through the DEC T4L program ensuring all classes have two or more computers. A new file server was installed in November providing the school with an improved network. All students have regular access to a bank of 15 computers in the technology room which is used for whole class and group teaching of technology skills as well as independent work. All classes use interactive whiteboard technology as an integral component of their learning. A school licence was purchased for Mathletics in 2012. This Australian program individualises instruction in mathematics for students through digital learning activities. The school purchased of six sets of Switched on to ICT . This is an innovative technology program to develop high level technology skills. This program was trialled in 2012 and will be fully implemented K-6 in 2013. All students have had lessons in cyber safety and cyber bullying. The school will focus on the follow connected learning priorities in 2013:

- 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.
- Development and 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 use of Ipad technology, movie making, blogging and use of Web 2.0 tools.

Students with Additional Educational Needs

Learning Support and Assistance

The Learning and Support team meets weekly to identify, discuss, monitor and track the needs of individual students. The team consists of the school executive, counselor and learning assistance teacher. Classroom teachers attend the meetings when they wish to seek additional assistance for a student in their class. Identified students may be assessed by the counselor or support teacher and relevant support strategies are put in place for each child. Parents are kept informed of their progress through review meetings. The school successfully accessed support for students from a number of services this year including the reading and language support classes, the regional behaviour team 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 (CAFÉ) and Lifestart. With DEC changes in the delivery of support to students with special needs the school received an increased staffing allocation through the new Learning and Support Teacher role.

Funds allocated through the funding support and Every Student, Every School program were used to employ two 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. Individual learning plans were developed to provide students extra support with their academic, social or emotional needs. Our learning assistance program provides small groups or individual students with additional explicit and systematic learning experiences in literacy. The learning support teacher also assists in assessing students and reporting back to teachers with reports and strategies to meet students’ needs.

Reading Recovery

The Reading Recovery program provides intensive intervention support in reading for identified students in Year one who require extra assistance with reading and writing. It is supplementary to the ongoing literacy programs provided in the classroom. In 2012, six students took part in a series of intensive, individually designed and delivered lessons of 30 minutes a day. All students made great gains and graduated from the program reading at level 17. Once students have completed this program they are monitored Years 2 and 3 to ensure additional gains and improvements are made with their reading.
Learning and Literacy (L2) Program

This year our school was involved in the Learning and Literacy (L2) program. This program aimed to improve reading and writing levels of Year 2 students. Two students were selected after comprehensive assessment in reading and writing. They were then placed on the literacy continuum so that long term goals could be planned and short term goals continually evaluated. Each student attended a session daily with a specialist teacher during Terms 2 and 3. Significant progress was noted in reading and writing and the targeted students were able to maintain and build on gains throughout Term 4. These gains were observed in literacy and transferred to other learning areas. As with other programs in the school L2 offered teachers opportunities to work collaboratively together to plan programs and so encouraged improved literacy outcomes of all students across stage 1. Extensive professional learning relating to current research and best practise in the teaching of reading and writing was also made available to teachers. The expertise developed through participation in this program will be shared with all staff in 2013 with a particular focus on the development of explicit individual learning plans for students experiencing difficulty in literacy.

Itinerant Support Team Hearing (ISTH)

A regional hearing impairment team is based at Daceyville. One Assistant Principal and three 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. In 2012 the team supported 54 students (preschool to Year 12) in 33 schools across the region. The key role of the team is to provide support to assist students achieve targeted academic, personal, communicative and auditory goals. A Conductive Hearing Loss program is also attached to the Hearing team. 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.
Kindergarten Transition Program

Our Kindergarten transition program offers a broad range of supportive opportunities for parents and their children to build relationships with staff, feel comfortable in their new school setting and gain a comprehensive understanding of the school. The program includes a range of events including an open day and school tours, an information night, a playgroup and a series of orientation visits. The open day and tours were hosted by our senior students and allowed families to visit our school and observe it in operation. The playgroup session provided a friendly environment for our prospective parents and students to meet, build relationships with other parents, students and staff and ask questions about our school. Some of our current Kindergarten students and Year 5 students also attended the morning session to meet and support the children. Our information night provided a formal evening presentation for parents to learn more about Daceyville and the first year of school. Parents gained a better understanding of the school ethos, policies, curriculum and special programs offered throughout primary school life. The Headstart orientation program enabled new students to join us for a series of classroom visits to meet their new teachers and gain familiarity in their new school environment. Concurrently parent information sessions were presented by the Principal, Kindergarten coordinator and various guest speakers. Parents were provided with a comprehensive pack including a range of resources such as contacts, information and resources.

High School Transition Program

In 2012 we implemented an exciting high school to transition program. Over a four week period Year 6 students were grouped into home classes and worked with a range of different teachers in a model very similar to the one they will experience in high school. They learnt to manage their time, read timetables and work with a variety of teachers in one day. Subjects offered gave them a taste of the Stage 4 curriculum including languages and food technology. A personal development program supported the emotional needs children experience when transitioning to high school. For some students additional visits to their local high school were organized to support a positive transition.
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 2012 our school collected student, staff and parent feedback regarding student learning and engagement, curriculum planning, teaching and learning in mathematics, student wellbeing and overall school satisfaction. 18% of families and 70% staff completed the survey.

**Educational and Management Practice – Student Learning**

**Background**

Core elements of the school’s educational management and practice include all aspects of student learning. Specific areas evaluated in 2012 included student assessment, reporting, and homework. These areas were evaluated to gain feedback from parents and teachers and to use this information for review of school policy and procedure.

**Findings and conclusions**

The results of this evaluation were very positive, however they did highlight some areas for development.

- 67% of parents indicated that they had a clear understanding of the learning goals set for their child.
- 33% of parents felt they were unsure of the specific goals set for their child.
- The majority of parents indicated that they mostly understood how their child’s learning was assessed but that they would like more detailed information about this.
- In relation to communication about student assessment and learning, 73% agreed that teachers talk to them about their child’s learning goals, achievements, areas for development and interests.
- 50% of parents indicated that their child’s teacher shares work samples and assessment results with them, however 50% were unsure or indicated that this did not happen regularly enough.
- 78 percent of parents felt that the school’s reporting format provided them with clear information about their child’s progress. Feedback did indicate some ambiguity about the meaning of the achievement descriptors and concern that comments for the key learning areas other than English and mathematics were not personalised.
- Evaluations from staff regarding assessment and reporting showed that all teachers use a variety of assessment strategies to generate both quantitative and qualitative data about student performance and all staff use explicit quality criteria when discussing a learning task with students. However, staff comments suggested their skills and expertise could be strengthened in this area.
- All staff agreed that they maintain detailed records of student assessment results and collect work samples. However, many teachers suggested that this is an area for improvement particularly with regards to whole school consistency and use of more efficient student tracking computer software.
- The majority of staff identified a need to review the school’s reporting format so that it meets the needs of all stakeholders and is a more effective way of communicating with parents.
- Community opinion regarding homework was mixed. 69% of parents felt that homework was an important and worthwhile component of their child’s learning, however 31% were unsure or did not feel this was the case. 68% of parents agreed that the homework their child receives is appropriate in content and level and 72% agreed that the homework their child receives effectively revises and consolidates concepts taught in class.
- 68% of parents agreed that their child was clear about the expectations set for homework tasks and 43% agreed that the homework their child receives is stimulating and engaging.
- 61% of parents reported that their child can complete their homework independently and 50% agreed that homework can cause unnecessary stress within the home. 33% parents indicated that they thought their child spent an inappropriate amount of time on homework each week. The majority of parents felt that homework requirements were clearly communicated, however 50% were unsure or disagreed that their child received regular feedback about their homework.
- The majority of staff reported that homework provides an effective consolidation of class learning programs but reported there could be a stronger home-school partnership to support the completion of homework.
Future Directions

Some clear areas for improvement were identified from this evaluation and aligned with discussion and work done earlier in the year. Future directions include:

- Clearer communication of learning goals between students, parents and teachers. This could be done using a variety of communication strategies including goal setting journals and regular discussions.
- Clearer, more detailed information provided to parents about student assessment criteria and strategies.
- More detailed and regular sharing of student results, work samples and areas for development.
- Teacher professional learning on assessment strategies, quality assessment tasks and use of assessment to inform planning and curriculum differentiation.
- Ongoing development and strengthening of across stage assessment planning to ensure consistency across classes and facilitate moderation of assessment data to ensure consistency of teacher judgment. Development of an assessment scope and sequence including standardised testing for each stage.
- Increase the opportunities for students to engage in individual feedback sessions with their teachers and use self and peer assessment strategies.
- Clear recording and tracking of student assessment results using student tracking software – Momentum Easy School Resources.
- A thorough school review of the student reporting format and development of a new format which meets Department guidelines and community needs.
- A review of whole school homework practices and development of a clear school policy for homework in consultation with all stakeholders. This will ensure consistency in practice across all classes.
- Clearer and more consistent communication of homework expectations to all parents, differentiation of homework requirements to meet the individual needs of students and minimize stress at home.
- Review of the content of homework to ensure it is stimulating and aligned to classroom teaching programs.

Curriculum – English

Background

The school has always had a consistent focus on all strands of English and on students reaching their potential in literacy. In 2012, it was felt that evaluating our teaching practice and student learning in writing was a priority. The curriculum survey canvassed opinion and understanding about all aspects of teaching and learning in writing.

Findings and conclusions

- In reflecting on their child’s progress, 82% agreed that their child had improved in writing throughout the year and 72% reported that their child approaches writing with a positive attitude.
- 65% of parents were clear about their child’s learning goals in writing and felt that that adequate support was given to their child. However, 35% were unsure or felt this was an area for improvement.
- With regards to knowledge of the skills required to achieve success in writing and the various types of writing their child is required to produce, 65% reported a sound knowledge. Again, 35% felt this was area for improvement.
- 40% of parents would like more information about their child’s progress in writing, 96% would like to regularly see examples of their child’s writing and 93% were interested in attending parent workshops about the teaching of writing.
- The majority of staff reported success with the writing programs they implemented in 2012, were satisfied with the progress their students had made and felt their students were engaged and interested in writing.
- Seventy percent agreed that their students understand the criteria used to assess writing but felt that this was an area which could be improved upon.
- Most staff agreed that providing further opportunities for talented students in writing should be a priority.
- Most staff felt further professional learning in the teaching of writing, differentiation of writing lessons, building student competency in grammar and assessment would benefit them.
**Future Directions**

The data collected from this evaluation has been used to inform the development of the 2013 school improvement target in literacy. Strategies included in this target include:

- professional learning provided for staff related to curriculum differentiation, effective resources, grammar and assessment;
- increased opportunities for collaborative planning
- improved communication with parents about their child’s progress and workshops to further inform parents about the content of the writing curriculum and current teaching strategies.

**Parent, Student and Teacher Satisfaction**

**Background**

The focus of the school satisfaction evaluation in 2012 was on communication with the community and involvement in school life.

**Findings and conclusions**

Overall the results were extremely positive and indicated that many of the strategies the school has in place are highly effective.

- 95% of parents felt the school has effectively built strong home-school links and that this was an area of significant improvement in 2012.
- All survey respondents reported that they felt welcomed into the school and classrooms and 94% felt their child’s teacher was easily approachable and open to listening to their feedback.
- In describing the home-school communication strategies which they felt were most effective, the newsletter and notes sent home were identified by all respondents as highly effective. Many parents comment on the quality of the newsletter, felt it was comprehensive and were positive about the option to subscribe to have the newsletter emailed to them.
- Parents rated the following activities of high importance with regards to strengthening their participation in school life – P&C meetings, assisting the classrooms and with special groups, workshops on school issues and topics of interest, attending assemblies and events and fundraising.
- 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.

**Future Directions**

- Current strategies for communicating with parents and involving them in school life will be continued and enhanced.
- A register of parent expertise and skills will be set up in 2013 to draw on the professional expertise and skills parents can offer the school.
- Community forums will be run more regularly in 2013 to gather parent input and feedback on school policies and overall directions.
- A priority for staff is to continually employ strategies for engaging and supporting parents who do not speak English as a first language.
TEACHER PROFESSIONAL LEARNING

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the DEC to provide teacher release from class and pay for course fees. The 2012 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. A total of $36,942 was invested in professional learning in 2012, funded through DEC allocated professional learning funds, National Partnerships (Literacy and Numeracy) funds, L2 and Learning Assistance funds and school funds. Staff participated in professional learning initiatives focused on literacy, numeracy, technology, language difficulties, autism, child protection, emergency care and leadership. All teachers were given opportunities to reflect on their professional learning experiences in 2012 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.

PROGRESS ON 2012 TARGETS

Target 1: Literacy

85% of students are achieving stage outcomes in literacy K-6, 10% or higher are working beyond stage outcomes in literacy K-6

Our achievements included:

- Achievement of several literacy targets as measured by the 2012 NAPLAN results (see NAPLAN analysis)
- 85% students K-2 achieved or exceeded expected reading benchmarks (Kindergarten = Level 6, Year 1 = Level 16, Year 2 = Level 24).
- 100% of teachers planned collaboratively, participate in regular discussions focused on consistency of teacher judgment, shared teaching programs and resources.
- All stages developed common assessment plans, rubrics and stage assessment tasks which were moderated.
- Increased numbers of teachers used the DEC literacy continuum and Best Start Continuum to support assessment and planning.
- 100% of students participating in BEAR reading program improve by five levels in reading and made progress on measures of accuracy, fluency and phonemic awareness.
- The majority of students K-6 participated in the home reading program, with increased participation overall.
- A range of staff participated in quality professional learning across several aspects of literacy – reading, writing, speaking and listening.
- 100% students K-6 had access to a greater range of quality literature for guided, shared and home reading sessions. An increased number of guided readers were purchased to support reciprocal reading and Focus on Reading strategies.

Funds were expended in the following areas:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching</td>
<td>$2153</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>$29,453</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$648</td>
</tr>
<tr>
<td>Career Development</td>
<td>$1,305</td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>$1,332</td>
</tr>
<tr>
<td>Use of ICT</td>
<td>$2,051</td>
</tr>
</tbody>
</table>
Target 2: Numeracy

85% of students are achieving stage outcomes in numeracy K-6, 10% or higher are working beyond stage outcomes in Numeracy K-6.

Our achievements included:
- Achievement of several numeracy targets as measured by the 2012 NAPLAN results (see NAPLAN analysis)
- 85% students K-2 achieved or exceeded expected numeracy benchmarks as measured on the early numeracy framework.
- 100% of teachers planned collaboratively, participate in regular discussions focused on consistency of teacher judgment, shared teaching programs and resources.
- All stages developed common assessment plans, rubrics and stage assessment tasks which were moderated.
- A range of staff participated in quality professional learning in numeracy with particular focus on supporting students who require extra assistance and extending high achieving students.
- 90% students regularly access Mathletics to support numeracy learning.
- 100% students K-6 have access to a greater range of quality numeracy resources through the purchase of class and stage equipment for number, space, measurement and data.

Target 3: Quality Learning Environment

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.

Our achievements included:
- Curriculum implementation across the school is now guided by clear scope and sequence plans aligned with syllabus documents and supported by engaging units of work.
- Primary Connections science units were implemented in all classes.
- All staff participated in professional learning related to Primary Connections.
- Student evaluations indicated increased engagement in Science and Technology.
- Units of work and resource kits were purchased and made accessible for most aspects of the science curriculum.
- Evaluations indicate increased satisfaction with enrichment opportunities provided by the school.
- Increased numbers of students are participated in enrichment programs and initiatives.

Target 3: Student Wellbeing

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

Our achievements included:
- Review and redevelopment of the student wellbeing policy continued. Areas addressed included the values, framework, discipline and anti-bullying procedures, merit scheme, student supervision procedures, attendance policy and procedures and health care policy and procedures.
- The number of negative behaviour incidents in the playground and classroom was reduced.
- Students were recognised on a regular basis for displaying qualities related to the school’s values framework.
- Families were supported at critical transition points (Preschool – Kindergarten and Year 6 –7) and children made effective transitions to the next stage of schooling. The Kindergarten and high school transition programs were highly successful.
- 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.
- 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

*Increased community confidence and involvement in learning and wellbeing 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 redevelopment of the school newsletter and website. The school website received a greater number of weekly visits.
- Evaluations indicate increased community confidence with school print materials, website and customer service.
- 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.
- Links between local preschools and community organisations were strengthened through regular communication, participation in community events and the school playing host to other schools for a variety of professional learning workshops and student initiatives.
- Aboriginal cultural awareness and connections with the Aboriginal community were strengthened.
The school plan for 2012 - 2014 has been developed in collaboration with staff and the community. It includes identified school priorities for the three year period. These priorities have been identified through evaluations and surveys and discussions involving students, staff and parents. School improvement targets are identified on an annual basis within this context. The strategic priority areas included in the plan are outlined below. The full school plan can be accessed on the school’s website at http://www.daceyville-p.schools.nsw.edu.au

2012 - 2014
Three Year Horizon
Priority Areas

- Development of QUALITY LEARNING SPACES and ENVIRONMENTALLY SUSTAINABLE practices
- Improved student learning outcomes and levels of achievement in LITERACY
- Improved student learning outcomes and levels of achievement in NUMERACY
- 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
2013 School Improvement Targets

Daceyville Public School has a strong commitment to continuous development. Specific school improvement targets are developed each year using processes based on the analysis of student performance data and the evaluations and consultations within the school community. The 2013 improvement targets are outlined below. Further detail relating to these targets is included in the 2012 – 2014 school plan accessible on our website.

### Priority Area 1 – Improving Literacy Outcomes

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

**2013 Targets to achieve this outcome include:**

85% of students are achieving stage outcomes in literacy K-6, 10 % or higher are working beyond stage outcomes in literacy K-6

**Strategies to achieve these targets include:**

#### Planning and Assessment

- Strategies will focus on development of collaborative planning processes, professional learning related to the new English syllabus, use of the DEC literacy continuum, development of quality assessment tasks, collection and analysis of student data and use of new software of student tracking and profiling.

#### Reading

- Strategies will focus on the sustainability of the *Focus on Reading* program, development of quality lessons related to picture books and multi-modal texts, consistent use of reciprocal reading strategies and literature circles and continued development of parent tutor programs.

#### Writing

- Strategies will include the development of stage based programs and resources reflecting best practice in writing, development of assessment rubrics, individualized feedback, implementation of the *Big Write Big Talk* program, use of *Stop Motion Animation* technology and the implementation of a writers’ club for talented writers.

#### Differentiated Programs and Student Engagement

- Strategies will include implementation of parent tutor programs, development of student engagement and extension strategies such as writing publications and blogs, strengthening of the home reading program and consistent development of personalized learning plans.

#### Professional Learning

- Provision of a school based professional learning program in writing, use of lesson study and action research, the new syllabus and whole school sharing of best practice in literacy.

#### Strategic Resourcing

- Expansion of resources to support guided and shared reading, tutor programs, organisation of a K-6 literacy resource room, and purchase of interactive technologies.

### Priority Area 2 – Improving Numeracy Outcomes

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

**2013 Targets to achieve this outcome include:**

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

**Strategies to achieve these targets include:**

#### Planning and Assessment

- Strategies will focus on development of a school based K-6 Mathematics scope and continuum, collaborative planning processes, use of the DEC numeracy continuum to support, and track student learning, professional learning related to the new mathematics syllabus, development of quality assessment tasks, collection and analysis of student data and use of new software of student tracking and profiling.

#### Number

- Strategies will include implementation of the *Targeted Early Numeracy* project and *Count Me in Too* program including training of new K-2 staff, resource development, regular assessment of students and development of new teaching strategies; Implementation of the *Taking off with Numeracy* (TOWN) project and the DEC *Counting On* program for students in Stages 2 and 3; incorporation of a daily number sense component into numeracy sessions and develop a bank of resources to support this.

#### Space, Measurement and Data

- Review space, measurement and data programs K-6 with a focus on the development of rich tasks, ‘hands on’ learning experiences and mathematical literacy.

#### Differentiated Programs and Student Engagement

- Utilise *Mathletics* program in all classes; development of technology based resources to increase student engagement, implementation of enrichment programs for high achieving students eg. *Enrichemetics (2-6)*, *Maths Olympiad, Number Crunchers(5-6)* mentoring and enrichment days

#### Professional Learning

- Provision of a school based professional learning program in number projects, quality teaching and the new syllabus.

#### Strategic Resourcing

- Expansion of resources to support problem solving, number, space and measurement, organisation of a K-6 numeracy resource room, purchase of interactive technologies.
Priority Area 3 – Providing a Quality Learning Environment

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

2013 Targets to achieve this outcome include:
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.

Strategies to achieve these targets include:
- Use of the DEC Quality Teaching Framework to guide professional dialogue, evaluation and planning.
- Curriculum mapping in science, HSIE, PDHPE and development of engaging teaching units.
- Staff familiarisation with NSW syllabus documents for the Australian curriculum and new NSW syllabus documents for science, history and the arts.
- Implementation of quality leadership programs for staff and students.
- Development and expansion of enrichment programs to engage and extend students in English, mathematics, science and the arts. Trial of ‘Philosophy for Kids’ program.

Priority Area 4 – Enhancing Student Wellbeing

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

2013 Targets to achieve this outcome include:
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 include:
- Implementation of the Positive Behaviour for Learning (PBL) framework including promotion of school values, development of matrices outlining expected behaviours, explicit teaching of values and positive behaviours, alignment of discipline and merit systems with PBL framework.
- Review and redevelopment of student wellbeing policy including values, discipline, anti-bullying, merit scheme, supervision, attendance, health care and uniform.
- Implementation of range of positive behaviour programs including Circle Time and Theragames.

Priority Area 5– Community Partnerships and Global Connections

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

2013 Targets to achieve this outcome include:
Increased community confidence and involvement in learning and wellbeing programs, school management and overall school vision.

Strategies to achieve these targets include:
- Strengthening of home-school community through continual development of the school newsletter and providing access to fact sheets and other resources.
- Implementation of a comprehensive school promotion plan including development of key school messages, website expansion, customer service and image audit and other promotional activities.
- Increased opportunities for parents to be involved in school activities, share in their child’s learning and support school initiatives.
- Strengthening of initiatives to connect with the school’s multicultural community.
- Implementation of the Koori Kids Big Day Out Program in conjunction with local schools and the AECG to strengthen Aboriginal identity and cultural awareness for Aboriginal students.

Priority Area 6– Learning Spaces and Environmentally Sustainable Practices

Outcome: All students have access to quality learning spaces and the school operates using clear environmental sustainability practices.

2013 Targets to achieve this outcome include:
Improvements to school facilities result in engaging and well resourced learning spaces; increased whole school focus on environmental sustainability.

Strategies to achieve these targets include:
- Staff professional learning programs and community focus groups focused on environmental sustainability.
- Establishment of a waste management strategy incorporating a curriculum focus and waste reduction strategies.
- Application of environmental sustainability grants and redevelopment of garden spaces.
- Upgrade and development of indoor and outdoor learning spaces to ensure they are engaging, well maintained and well resourced.
- Exploration and development of the playground including expansion of activities and equipment available to students.
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.

Nicole Molloy – Principal
Belinda Head, Gemma O’Keeffe, Serena Petriella and Rhonda Rush – Assistant Principals
Elizabeth Bowring, Elizabeth Elfes, Jane French, Isobel Harding, Melissa Keating, Catherine Morrison, Sally Ann Mullane, Brooke Rush, Rebecca Simmiss and Themelina Trikilis – Classroom Teachers
Pam Bregonis – P&C President, Stephanie Bryson and Felix Jones – School Captains

School Code: 7413

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr

Contact Information
Daceyville Public School
Joffre Crescent Daceyville 2032
Ph: 02 93491211
Fax: 02 93493957
Email: daceyville-p.school@det.nsw.edu.au
Web: www.daceyville-p.schools.nsw.edu.au