Inspiring excellence, creativity and achieving personal best for all learners.

Daceyville Public School is a NSW Government school serving a culturally diverse community and caters for students from Kindergarten to Year 6. We are a growing and dynamic school located in the Eastern Suburbs of Sydney, situated on expansive grounds. Our school has a long and solid reputation in the area and is one of the oldest public schools. Our original building was constructed in 1921 and still stands as the proud centrepiece of our school. A newly constructed hall, creativity centre and upgrades to playground spaces add to the quality learning environment provided for all students.

Our school strives to prepare students for their future success through teaching the values and skills necessary for them to contribute positively to the community, achieve personal best in all aspects of school life and become confident, creative life-long learners. The school’s academic performance in literacy and numeracy is strong and is supported by a broad educational offering with particular interests in visual and performing arts, sport and active lifestyles and technology. Academic excellence is the school’s priority, but providing extensive enrichment of experience in all areas of learning ensures every student benefits from a personalised education program which nurtures their strengths and interests and expands their experiences.

We believe that the ultimate success of any school rests upon the individual care and attention we give to our students, and this is promoted through our strong and proactive student wellbeing programs. Every teacher at Daceyville Public School shares responsibility for the overall wellbeing of our students and believe that happy, confident and secure children learn to their potential. Our school is characterised by a sense of energy and a warmth of welcome that extends to all those who enter our doors. We are strongly supported by an active parent community and pride ourselves on being a central part of our local and wider community. Developing and nurturing strong parent and community partnerships is a strength of our school and an ongoing priority.

Much has changed over the years that Daceyville has been educating young Australians, but what does remain is our solid community reputation and our place as the main provider of primary education in the local area. In fact, we believe that our school represents the best that Public Education in NSW has to offer. Daceyville Public School is building bright futures, achieving excellence in all areas of endeavour and ensuring every generation of children in our care reach their potential and beyond.
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 a new Creativity Centre to enhance creative and critical thinking programs for students.
- Establishment of a new artificial sports court and 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:
- An innovative and exciting Creative Life Festival
- Band, choir, dance, visual arts & photography enrichment programs
- Swimming, soccer, AFL, tennis, netball, softball and athletics
- Literacy enrichment programs – debating, public speaking, Premier’s reading and spelling challenges.
- Numeracy enrichment programs – Maths Olympiad & Number Crunchers
- Science and Visual Arts enrichment programs

Our Growth
- The average growth for our students from Year 3 to 5 was excellent and was above or commensurate with state averages. Student growth was particularly strong in spelling at 92.7 points (state 79.4) and numeracy at 88 points (state 89).

Student Academic Achievement at Daceyville in 2013

2013 was a year of strong academic growth and achievement for all students at Daceyville.

Year 3
- The percentage of our students in the top three bands for NAPLAN reading was 69% compared to 68% across the state.
- The percentage of our students in the top three bands for NAPLAN numeracy was 68% compared to 64% across the state.
- The percentage of students at or above national minimum standards for literacy was 98.5% and for numeracy was 96.8%.

Year 5
- The percentage of our students in the top three bands for NAPLAN reading was 74% compared to 62% across the state.
- The percentage of our students in the top three bands for NAPLAN numeracy was 58% compared to 50% across the state.
- The percentage of students at or above national minimum standards for literacy was 95.6% and for numeracy was 90.9%.

Daceyville Public School Annual School Report 2013
PRINCIPAL'S MESSAGE
Ms Nicole Molloy

2013 has been a year of significant growth and achievement for Daceyville Public School in all aspects of educational and community endeavour. Within the context of a caring environment where staff are committed to nurturing wellbeing and attaining outstanding learning outcomes for our students, we have worked collaboratively to achieve our long term school improvement goals with high aspirations. It is with pride that I reflect on our work, progress and achievements as a school community in 2013.

A wide range of quality educational programs were provided which encourage our children to achieve their personal best, build leadership skills and become self-directed learners with sound personal values. 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. We built on innovative initiatives such as the gifted and talented programs, literacy support programs and transition to high school workshops. Undoubtedly a highlight of the year was our inaugural Creative Life Festival which broke new ground in its concept and in the opportunities it provided our students. As students worked throughout the festival with professional artists, scientists, musicians, writers, dramatists and dancers, every child had the opportunity to explore their interests and participate in learning experiences they would not otherwise have access to. The theme of creativity in all its guises reflects current thinking with regards to the needs of 21st century learners and laid solid foundations for our children as we implement the new Australian Curriculum which has a strong and clear focus on critical and creative thinking.

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 2013.

Schools are in the business of change as we work to develop and educate young minds. We expect that over their time at our school, the children in our care children will change, learn new things and constantly reflect on that learning. As teachers we are also constantly learning and adapting to new ways of working, but also continually reflecting on our work. Changes in curriculum, new approaches to teaching and learning and advances in technology all impact on the important work teachers undertake in classrooms. Every year the annual reporting process serves as an opportunity for the school to capture this cycle of change and take a snapshot of our achievements and reflections on 2013. It continues to be a privilege to both serve and lead the community of Daceyville Public School at this exciting time. 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 2014. 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
Taking on the role of school captain at Daceyville Public School in 2013 was a great honour. We were privileged to be part of a wonderful Year 6 group who contributed so much to our 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 – Michael, Natalie, Harry, Alyssa, Hossion and Lalita. We really benefited from leading the school in many activities throughout the year including assemblies, 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 Canberra, 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.

Carina He and Kristopher Chalotorn – 2013 School Captains

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 supports the school by:

- bringing parents, community members, students and staff together to collaborate;
- encouraging parent and community participation in curriculum and other educational issues such as assisting in the classroom;
- coordinating and assisting with school and community functions;
- assisting staff at public functions which promote our school such as the Big Band Bash and Creativity Festival;
- running the second hand uniform shop to support parents.

The elected P&C committee encouraged a wider involvement from the school community in 2013. The P&C was involved in numerous school activities including fundraising activities, mothers’ and fathers’ day stalls, Easter and Christmas celebrations, a successful disco, the athletics carnival, the Big Band Bash, the Creativity Festival, school working bees, book covering, regular cake stalls, the annual library book fair and Kindergarten orientation activities. A special highlight of 2013 was the BEAR (Being Excited about Reading) program. In its second year, this program was strongly supported by parents, grandparents and community members who gave up several hours each week to provide individual literacy support to children in Kindergarten, Year 1 and Year 2. The learning outcomes for our children have been outstanding, which is due to the hard work and commitment of both school and parents.

The P&C pledged $23 000 to the school in 2013. This money was used to fund the installation of a new artificial sports court adjacent to the hall, purchase of a high quality outdoor community notice-board and financial support of the school’s inaugural Creativity Festival. 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 2014.
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

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<tr>
<th>Year</th>
<th>2008</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>127</td>
<td>115</td>
<td>108</td>
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Student enrolments at Daceyville increased in 2013. This has reflected a growing interest in the school from local families and an increase in families moving into the local area. It is expected that this pattern of growth will continue in the immediate years ahead.

Student Attendance Profile and Management of Non-Attendance

2013 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 a 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 moved to electronic roll marking to assist with accurate collection and analysis of data. Detailed used of this data and attendance monitoring systems will be put in place by the school’s learning support team in 2014 to further improve attendance rates.

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 2013 class size audit conducted on 21 March 2013.
Staff Information

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

Workforce Information and Composition

Daceyville Public School has a stable staff of permanent teachers supplemented by some high quality temporary staff filling vacancies. In 2013 there were no indigenous staff employed at the school. Mrs Gemma O’Keeffe commenced full time maternity leave in Term 3. Her Assistant Principal position was filled through an expression of interest process from current staff and was filled in a relieving capacity by Elizabeth Elfes. Mrs Elfes will continue in this role in 2014.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. For 2013 the school did not employ Aboriginal permanent members of staff. An Aboriginal Education Contact Officer is nominated each year at the school. The role of the officer includes ensuring Personalised Learning Plans for all Aboriginal students are implemented and awareness and the celebration of Aboriginal culture is a key school priority.

### Qualifications

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<td>Principal</td>
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<td>Classroom Teachers</td>
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<td>Teacher of Reading Recovery</td>
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Teacher Qualifications

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.
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 30/11/2013**

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<table>
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<td><strong>Total Expenditure</strong></td>
<td><strong>487 391.59</strong></td>
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| Balance Carried Forward | **240 779.69** |

A full copy of the school’s 2013 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 a priority at Daceyville. We aim to ensure our learning spaces both indoors and outdoors are innovative, engaging, 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 2013 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 learning spaces included painting in some areas of the school, installation of new blinds throughout the school and purchase of new equipment for classrooms. The hall area adjacent to the top floor classrooms was developed further to create a flexible learning space for small group learning, quiet reading and individual tutoring. Further development of this space will continue in 2014 with the purchase of new furniture and installation of a bank of computers. School funds went towards the purchase of paint, canvases and frames which enabled students to create outstanding artworks for the school’s common areas.

The school’s long term plan to reorganise and purchase new literacy, numeracy and teacher resources was developed further. Staff fully utilised a refurbished teacher resource room as a work and meeting space. A major project undertaken was the consolidation of the school’s literacy resources into a K-6 literacy room. Daceyville has an outstanding range of books and resources which are used to support innovative literacy learning programs. These resources were leveled to the commonly used PM Benchmark leveling system and reorganized to make them more accessible to teachers and students. A committed and hardworking team of parents worked to cover every one of our thousands of books to ensure their longevity. The next stage of the school’s resource management plan will be the establishment of a K-6 numeracy room in 2014. Work commenced to refurbish the building on the Bunnerong road side of the school known as ‘The Band Room’. This room was cleaned out and new storage was installed. In 2014 this room will be developed into a multipurpose learning space called ‘The Creativity Centre’ to be used for music, dance, drama, visual arts and group learning activities. The fundraising proceeds from the Danceathon will go towards this project which will have student input through the ‘Make it Yours’ design project run in November.

**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 2013. 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 go 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. Our major playground upgrade for 2013 was the purchase and installation of an artificial grass sports court in the area adjacent to the hall and Rowland Park. The sports court was a $50 000 investment which was jointly funded through school and P&C funds. The court has significantly enhanced the area and provided our students with a high quality area for social play as well as organized sport. Work will continue on our school grounds in 2014 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 proud. These partnerships enhance the school in many ways. 2013 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. 2013 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 2013 the school continued hosting 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 2014 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 2014.

**Botany Bay City Council**

Our school was strongly supported within the local community throughout 2013. **Botany Bay City Council** continued to support the school’s performing arts programs. Mayor Ben Kenneally and Deputy Mayor George Glinskis 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 2013. 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 Navy Band to support the school’s band development program.
- local businesses supported the school in many capacities including a donation of $1000 from Southpoint shopping centre as part of their community rewards initiative.
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. Sixty-seven percent of students were involved in extra-curricular programs. In 2013 our students had the opportunity to take part in the following performing arts ensembles and initiatives:

- Band Programs
- Recorder Ensembles
- Visual Arts Enrichment
- Choir
- Dance Ensemble
- Creative Life Festival

Band Program
2013 was a year of continued growth for our bands. The program provided opportunities for 52 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 silver medal. The transition band provided students with expert tuition as a pathway from junior to senior band. Eighteen students were part of the junior band in 2013. 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 23rd year, the Big Band Bash was the most successful to date. We hosted bands from 23 schools and welcomed over 1000 children from across Sydney Region. The Royal Australian Navy 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.
The Daceyville school choir celebrated a year of impressive growth in 2013 through increased student participation and a significantly higher quality of musical performance. Involving 46 students from Years 2-6, the choir performed regularly at school assemblies and special occasions such as our open days, Anzac Day ceremony, education week and the annual presentation day. A highlight of the year for the choir was being invited to perform at the NSW Public Schools Forever Young concert at the Sydney Town Hall in November. The concert gave our children the opportunity to perform high level repertoire as part of a mass choir of 350 students in a professional venue. Our school hosted the rehearsal day for all of the choirs involved and our students performed brilliantly on the night to much acclaim. Our vocal programs were also strengthened in 2013 by giving talented vocalists the opportunity to perform solos and in small ensembles. Several students worked with professional vocalists as part of the creativity festival in November where they were able to hone their skills.

Dance Ensemble

The Dance Ensemble is a popular program that is offered to students in Years 4-6 and had a highly successful year in 2013. Twenty students formed the ensemble and met twice a week to develop skills and rehearse performance pieces. It was an enriching opportunity for students with special interest in the area of dance and performance. The ensemble performed as part of the public schools Bondi Showcase performance at South Juniors where they performed a collaboratively planned dance they had choreographed throughout the year. Students explored the elements of dance through a contemporary style and integrated modern and traditional techniques into their choreography. The students have developed several dance performances for other events including whole school assemblies and concerts. A highlight was working collaboratively with the choir on a combined performance. The dance program continues to be a highly valued program providing our students with opportunities to build confidence, skills and team work skills.

Visual Arts Programs

Building upon opportunities for students in visual arts was a priority in 2013. Talented students participated in a weekend visual arts workshop run by four teachers focusing on various techniques including drawing, painting and mixed media. Students across the school had experiences throughout the year creating sculpture and large collaborative works on canvas. As part of the creativity festival children worked on specific art projects with specialist teachers in the areas of painting, drawing and print making.
Creative Life Festival

In 2013 we ran our inaugural Creative Life Festival. Our school plays a crucial role in providing our students with an education which will enable them to adapt to an increasingly globalised and complex environment – one in which creativity, the ability to innovate, a sense of initiative and a commitment to ongoing learning are just as important as specific knowledge of a given subject. Our commitment to creative learning inspired the Creative Life Festival. The festival’s main objectives were:

- to bring an annual celebratory event involving students, teachers, parents, professionals and community members to commemorate creativity and the arts across the whole school;
- to encourage students to explore new interests, build upon their strengths, think and work creatively and be inspired to pursue dreams and aspirations;
- to provide students with opportunities and new learning experiences in the arts and creative learning not otherwise offered in the regular school curriculum;
- to provide students with opportunities to work with professional artists, writers, musicians, dancers and scientists;
- to foster relationships between school and community members;
- to begin the design process and raise money for the Daceyville Creativity Centre.

The festival took place over five days in November. Each day of the week had a theme for the whole school based on a quote by a well-known creative specialist. All students were involved in small group, whole class, stage and whole school workshops, lessons, and performances. Opportunities for creative learning ranged from explicit skills lessons, workshops, demonstrations, and performance work with teachers, community members, working artists and professional workers in a range of creative endeavours such as the arts, science and design. The festival opening involved the whole school and featured singers from The Voice Sarah De Bono and Diana Rouvas. Drama students from South Sydney High School performed at the opening as did many of our students. The festival culminated with a concert on the Friday night featuring a display of student work from throughout the week, photo displays and performances by our music and dance ensembles.

During the festival, Year 6 ran a Danceathon for the whole school. The Danceathon aimed to raise a target amount of $5000. The money raised will be used to develop the Creativity Centre where students will continue to learn and celebrate creative skills. A whole school design competition allowed interested students the chance to put together their own design of what they imagined the centre should look like and provide for students. The winning design will be used for plans in renovations and development. A total of $5417 was raised.

The entire festival, from concept to experience has been nothing short of amazing. I know how meaningful it’s been for my child and for each and every student at Daceyville. Thank you for providing such innovative and inspiring experiences for our children. They are experiences they will never forget.

Brooke Lumsden – Daceyville parent

Our festival was the best thing I’ve ever done at school and was really brilliant. I got to try new things and work with different people. The best bit was that I got to do things I loved all day. I made the best, best bridge in the science workshop and I loved the concerts. Thank you for letting us have the festival. I wish every week was like this week.

Cameron Gray – Year 3 student
SPORT AND PHYSICAL EDUCATION

Daceyville Public School continued to build upon its reputation for having strong programs in sport in 2013. The sports program catered for a variety of student interests and strengths, enabling students to develop competence and confidence in a range of games, sports and physical activities.

Kindergarten – Year 2 Sport

Our students have enjoyed an engaging and inclusive sport program in 2013 that has focused on the acquisition and consolidation of fundamental movement skills. Students have developed sequences of movement required for participation in team sports. In terms 1-3, Kindergarten students participated in a weekly fitness session followed by gross motor learning facilitating their engagement in modified sports such as tennis, soccer and hockey. Our Stage 1 students consolidated previous learning to increase fitness levels and develop preparatory game skills such as striking, dodging and kicking. In term 4 all K-2 students participated in a ten week Auskick clinic delivered by coaching staff from AFL NSW/ACT. The annual AFL program offers our younger students an exciting opportunity to learn from those with expertise and play modified games at their own skill level.

Years 3 - 6 Sport

Daceyville has an active and varied sport program. Students develop competence and confidence in a broad range of games, sports and physical activities. Students in Years 3-6 participated in a variety of sporting competitions and programs each week. One hundred and twenty-seven students competed in the Eastern Suburbs Primary Schools Sport Association (ESPSSA) competitions in softball, AFL, netball and soccer throughout the year. All teams performed creditably, placing high up in the final competition results. Students not competing at PSSA level selected from a range of activities including dance, tennis, soccer, basketball, oz-tag and a multi-skills activity program called Sportskick. School sport continued with a focus on gross motor coordination, fitness, endurance and development of a broad range of sports skills in a non-competitive environment.

Swimming

The school offered an intensive two week swimming program in term four benefitting our non-swimmers and year 2 students. The results of this swimming scheme were very positive, with all children involved moving up in their swimming level.
Sporting Carnivals

Our carnivals promote a fun and friendly atmosphere where students can display their skills in both competitive and non-competitive settings. The swimming carnival was held at Des Renford Aquatic Centre and catered for all children in years 2-6. Both competitive and non-competitive races were offered and there was an impressive participation rate amongst our students. A team of 25 children represented Daceyville at the zone carnival where many personal bests were achieved and three students went on to the regional carnival at Homebush Aquatic Centre. Our cross country carnival is a fantastic community event and is held at Rowland Park. Students train several times a week leading up to the carnival and 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. Three students progressed to the regional carnival. The athletics carnival was also held at Rowland Park and 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 one student selected to compete at the regional carnival in discus.

Premier’s Sporting Challenge and Global Children’s Challenge

During Term 3, five classes participated in the NSW Premier’s Sport Challenge. The program aims to increase students’ level of physical activity and teach them strategies for being physically active in their daily lives. All classes completed the challenge and received gold awards. To support the school’s participation in this program, a grant of $950 was received to be spent on the development of teaching and learning programs in Personal Development, Health and Physical Education. Students in Stage 2 participated in the Global Children’s Challenge again this year. This engaged children at a classroom level to record their activity level, keep healthy and take part in a virtual walk around the world learning about health, nutrition, exercise and places around the world. The 50 day event was the platform to instill in our children the importance of exercise as a lifetime habit.
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 the arts. They included extension, creative thinking and mentoring experiences. Programs were expanded significantly in 2013 with students achieving at a high level in many areas.

Public Speaking and Debating

Our public speaking programs continued to strengthen in 2013 through ongoing professional learning (linked to the new English syllabus) and increased incorporation of whole school talking and listening programs. A strong emphasis was placed on promoting and developing public speaking skills across stages through peer tutoring, role modelling and skill sharing amongst class groups. 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 a whole school 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 2013, opportunities to participate in debating programs continued to be part of Stage 3 literacy programs. Eight stage 3 representatives attended the Debating Gala Day run by the DEC NSW Arts Unit. The workshop covered all aspects of debating, including definition, rebuttal, speakers’ roles and arguments. The day provided an excellent opportunity for both students and teachers to learn more about debating.

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 second year that Daceyville students have participated in this state based event and the excitement and momentum it generated last year continued into 2013. Teacher professional learning, collaborative stage planning, shared teaching strategies and resource development ensured the continued success of the program. Students enjoyed improving and challenging their spelling skills and knowledge and increased their vocabulary through hands on, interactive and multimedia learning. Regular assessments indicated that students’ spelling knowledge and skills improved and there was a significant increase in the number of students who chose to participate in the 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

Sixteen students from Years 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiads (APSMO) in 2013. All students performed extremely well with one student scoring in the top 10% 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. Each week, students were presented with five challenging mathematical problems. They were given a set timeframe to solve the problems independently and then shared and reflected upon strategies for solving the problems. The five Olympiad tests were held between May and September.

Students in Stage 3 participated in the NSW Public Schools Number Crunchers Competition. This involved competing in five rounds of mathematics questions aimed at developing proficiency in written and 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 mental computation questions. One student won the cluster final Pi Competition by reciting $\pi$ to 108 decimal places. She progressed to the regional final held at the Powerhouse museum and performed extremely well.

Science Enrichment Programs

Extension and enrichment programs in science continued to be an area of growth for our school in 2013.

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. This program provided practical, problem-solving learning experiences for our students with special interests and talents in science.

International Competitions and Assessments for Schools (ICAS)

All students from Years 2-6 were offered the opportunity to participate in the ICAS competitions in 2013. In 2013 the International Competition and Assessments for Schools (ICAS) competition was extended to include Year 2 in the English assessment. The assessments test a range of skills and knowledge in reading, spelling, writing, mathematics, science and computer skills. The assessments comprise common aspects of content and skills from Australian and overseas curricula, giving a broader view of achievement in each subject, while still remaining relevant to what is taught in the classroom. Our students were provided with additional experience in exam conditions and received a detailed analysis of their results. For further information regarding ICAS and the Curriculum, refer to the web site: www.eaa.unsw.edu.au/icas/curriculum
ACADEMIC ACHIEVEMENTS

The academic performance of our students is measured consistently through a cycle of ongoing assessment of student work by teachers, standardised school assessment data and the results of national testing (NAPLAN) conducted in May each year for all students in Years 3 and 5. School assessment data is collected each term and adds to the ongoing judgements made by teachers about student performance against the syllabus. As a school we use a wide variety of measures to ensure our judgements about student learning are not reliant on single measures. Student assessment, including NAPLAN, is used to inform both individual teacher planning and school wide curriculum change strategies. Results of school wide assessment and NAPLAN results are reported over the following three pages. Schools are required to report their NAPLAN performance each year to parents.

Literacy and Numeracy

Kindergarten to Year 2

Performance in literacy and numeracy Kindergarten to Year 2 is measured using reading benchmark data, the Schedule of Early Numeracy Assessment and assessment against the literacy and numeracy continuums. Teachers track student progress through regular and ongoing assessment using these tools to inform programming. The school aims for all students to complete the end of each year meeting minimum standards and has set a target of 90% of students achieving expected grade standards.

Highlights of achievement in K-2 literacy in 2013 included:

- 82% of Kindergarten students achieved at or above grade level in all aspects of literacy—reading, talking and listening and writing as reported in end of year reports.
- In Year 1, 87% of students overall achieved at or above grade level in all aspects of literacy - reading, talking and listening and writing.
- 90% of Year 2 students overall achieved at or above grade level in all aspects of literacy—reading, talking and listening and writing.

Years 3-6

Performance in literacy 3-6 is measured using regular standardised assessments, in-class assessments, the use of student work samples and NAPLAN data. The data tools are used by teachers to discuss student achievement against the syllabus outcomes and program for areas requiring future development.

Highlights of achievement in 3-6 literacy and numeracy in 2013 included:

- Over 85% of students were reported at or above grade expectation in all aspects of literacy in end of year reports.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The National Assessment Program Literacy and Numeracy (NAPLAN) results for Daceyville in 2013 were very pleasing and showed an achievement of many 2012 goals. The programs targeting specific areas of the literacy and numeracy curriculums have resulted in our students demonstrating strengths in several areas. In Year 3, 35 children sat the literacy NAPLAN and in Year 5 36 students sat the test. Over 98% of Year 3 and 96% of Year 5 students achieved above minimum standards in all aspects of literacy. Minimum standards are Band 3 in Year 3 and Band 5 in Year 5.
• In reading, our Year 3 students achieved excellent results with 40.7% performing in the top two bands, compared with 43.7% of the state. Ninety seven per cent of Year 5 students achieved results at or above national minimum standards. Our students performed with above state averages with 50% of students performing in the top two bands of reading compared to 34.1% of the state.

• In writing, 38.1% of our Year 3 students performed in the top two bands, compared with 50.2% of the state. While over 100% of students scored results at or above national minimum standards, there will be a focus in 2014 on increasing the proportion of students in the top two bands and decreasing the number of students in the bottom two bands. Results for our Year 5 students were commensurate with state averages with 18% of students being placed in the top two bands.

• In spelling, 40.7% of our Year 3 students scored in the top two bands compared with the state at 47.2%. 100% of students scored results at or above national minimum standards. Our Year 5 students performed with above state averages with 47.1% of students performing in the top two bands of reading compared to 36% of the state.

• In grammar and punctuation, 40.6% of our Year 3 students achieved in the top two bands compared with 51.3% of students across the state. Our Year 5 students performed with above state averages with 44.1% of students performing in the top two bands of reading compared to 38.8% of the state.

• In numeracy, our Year 3 students performed well, with results higher than the state and considerable improvement on our 2012 results. The percentage of our students in the top two bands was 38.7% compared to 38% of the state. Our year 5 results were commensurate with state averages with 57.7% of students performing in the top 3 bands compared to 53.8% across the state.

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 (20011 – 2013)

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Writing</th>
<th>Numeracy</th>
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<tr>
<td>School Average</td>
<td>77.5</td>
<td>92.7</td>
<td>97.6</td>
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<td>87.3</td>
</tr>
<tr>
<td>State Average</td>
<td>85.7</td>
<td>84.9</td>
<td>79.4</td>
<td>55.2</td>
<td>89.7</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></th>
<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>96.9%</td>
<td>97.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>91.2%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96.9%</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.8%</td>
<td>90.9%</td>
</tr>
</tbody>
</table>
**Being Excited About Reading Program**

During 2013, selected Stage 1 students took part in a targeted literacy 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. Eighteen Year 1 students completed a 10 week program, receiving an individualized tutor session four times per week. This level of support 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 12 students commenced in term 3. The BEAR program will be an ongoing program and will be implemented again in 2014.

**Count Me In Too**

Daceyville Public School has continued the *Count Me In Too* numeracy 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. Students were assessed regularly to monitor their needs and progress and to allow for differentiation of class numeracy programs. Emphasis was on ‘hands on’ learning, developing the language of mathematics and developing a deep understanding of the early number framework. Student participating in the program achieved excellent results and made significant gains in numeracy.

**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)**

The *Taking Off With Numeracy program* (TOWN) was successfully implemented into stage 3 class programs in 2013. The program is a whole-class intervention program which focuses on improving numeracy skills of students in the upper primary years. All stage 3 teachers worked collectively to plan, devise, implement and evaluate lessons designed to address and build on current student mathematical levels and understandings. The program provided explicit guidance in designing class teaching programs to improve individual student performance and development of numeracy concepts. Emphasis was given to the teaching of place value as it underpins the four number operations. It focused on developing working mathematically skills, multiplication, division, decimals and important concepts in measurement. Significant gains were made by all students within stage 3 classes with children working individually, collaboratively or one on one with a teacher to improve and develop specific number concepts.
Primary Connections Science Program

The K-6 science program was enhanced in 2013 as all classes continued to work with quality units produced by the Australian Academy of Science and supported by the Australian Government Department of Education. Called Primary Connections, the program focuses on developing students’ knowledge, understanding and skills in both science and literacy. The program covers topics within the areas of physical science, chemical science, biological science and earth and space science. The guided materials have enabled each class to be involved in practical learning experiences as well as being challenged to think scientifically. The program has ensured the high expectations for the learning of science have been maintained across the school and has provided good preparation for our transition to implementing the Australian curriculum in science in 2015.

Student Wellbeing

Enhancing student wellbeing continued to be a focus at Daceyville in 2013. The school finalised a review of current policy with the aim to include every component of our wellbeing practice in one document. This document was shared with the school community and implemented in 2013. This included regular features in the school newsletter and a parent information evening. It includes values, rights and responsibilities framework, discipline and anti-bullying procedures, a new 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 2013 and will be enhanced in 2014. The Positive Behaviour for Learning approach will also be developed further and embedded within the school culture.

Play Leader Program

The Play Leader program continued to be an integral part of our student wellbeing programs in 2013. The programs aimed to foster resilience, independence, safety and focus amongst our students on the playground. Students in year 4 were trained as play leaders and became a respected and valued presence on the playground. The play leaders worked in pairs to guide play sessions during lunch and recess breaks. The program resulted in a reduction of minor disputes such as turn taking and exclusion and less inappropriate play. 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

Developing high level skills through regular reading is a priority at our school. Participating in the NSW Premiers Reading Challenge allows students to access a wide range of quality literature. Participation is encouraged and supported from years K-6. In addition to reading for enjoyment and improving reading skills through practice, keeping the reading log online encourages personal responsibility and applies technology skills. 2013 has seen the largest number of Daceyville students participating so far, with 93 students completing the challenge. Some readers completed the challenge in less than two months and seven students were presented with special awards at the annual presentation day for completing the challenge over four successive years.
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. Jamie-Lee Ferguson from Year 4 was nominated for a Deadly Kids Award. This ceremony recognised Aboriginal students in Sydney public schools for displaying an outstanding work ethic, academic achievement and citizenship skills. Jamie-Lee was a worthy recipient of the award and an outstanding ambassador for Daceyville. NAIDOC and reconciliation weeks were celebrated with a whole school event enabling our students to develop their cultural awareness and understanding of Aboriginal community and history through English, music, art and dance learning experiences.

Multicultural Education and EAL/D Programs

Daceyville Public School has a high percentage (69%) of students from culturally diverse backgrounds. To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities. In total, 171 students from 45 different countries represent 30 language backgrounds other than English. The major languages represented are Indonesian, Spanish, Arabic, Greek, Mandarin and Vietnamese. The school’s multicultural population is a combination of families who have lived in the area one or two generations, as well as more-recently arrived families (some on temporary visas, in employment or attending the nearby university). The major aims of the English as an Additional Language or Dialect (EAL/D) 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. One hundred and nineteen students, from K-6, have been involved in the EAL program this year. This year saw the continued implementation of the EAL/D Learning Progression, developed by ACARA to support EAL learners to access the Australian curriculum.

Student Leadership

Student Representative Council

In 2013, the Student Representative Council (SRC) included representatives from each class, house captains, performing arts leaders, technology leaders and the year six leaders, including our two school captains. The SRC met weekly to discuss roles and responsibilities and to propose and plan actions on behalf of their peers. Representatives discussed priorities and decided to focus their energies on devising a new whole school merit award system. Members met with their class peers and staff members to discuss and brainstorm ideas for a new merit award system. After lengthy discussion, students agreed on a ‘Hoot Point’ reward system. Students receive points from staff members for consistently fulfilling the school values of safety, respect and lifelong learning.
When students reach 10 hoot points they receive a bronze award, when students reach 20 hoot points they receive a silver award and when students reach 30 hoot points they receive a gold award and are invited to attend the Principal’s Lunch. The ‘Hoot Point’ reward system was trialled in term four and was very successful. The SRC raised $250 as part of the Harmony Day celebrations. They selected a charity supporting refugees to donate the money to. Their second fundraiser for the year National Talk Like a Pirate Day raised funds for children’s cancer research.

**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 regularly 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 & Technology Programs**

During 2013 five new computers were supplied through the DEC T4L program ensuring all classes have two or more updated computers. Connected learning and technology continued to be a focus. All students continued to have regular access to the computer lab which has been used for whole group teaching of technology skills as well as individual work. A school licence was purchased for *Mathletics* in 2013. This Australian program individualises instruction in mathematics for students through digital learning activities. The technology program *Switched on ICT* was implemented across the school. Students learnt diverse skills such as how to collect and present data, how to use blogs and wikis, compose digital music, animate and more. All students participated in lessons in cyber safety and cyber bullying. Students from years 5 and 6 took part in a *Cybersmart Challenge* activity this offered through the Australian Communications and Media Authority (ACMA). The challenge enabled students to role-play by deciphering clues online and making decisions to help a fictional student experiencing difficulty online. The school will focus on the follow connected learning priorities in 2014:

- Development of a three year computer and infrastructure plan to enhance student and staff access to technology.
- Installation of wireless connectivity across the school and purchase of tablet technology.
- Ongoing professional learning for staff to further develop skills in the use of interactive technologies.
- 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 Support team work collaboratively with staff, parents and outside agencies to provide the best support for our students. The team met weekly to identify, discuss, monitor and track the needs of individual students. The team consists of the school executive, counsellor and learning support teacher. Classroom teachers are invited to attend meetings to report and discuss the concerns and progress of identified students with...
complex and special needs. Identified students may be assessed by the counsellor 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 and liaised with external agencies such as the Learning Difficulties Clinic, Kids Xpress, Lifestart, Barbados, Benevelopent Society and Child and Family East (CAFÉ). With the implementation of the DEC Every Student, Every School Strategy, the school received a staffing allocation of 4.5 days per week for the 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**

Reading Recovery identifies students experiencing reading and writing difficulties after the first year of school and is a supplementary to the ongoing literacy activities in the classroom. In 2013 four students took part in a series of intensive, individually designed and individually delivered lessons of 30 minutes a day. All 4 students made great gains and exited at a level 17. Once students completed this program they were monitored throughout the year and throughout Years 2 and 3 to ensure additional gains and improvements are made with their reading.

**Itinerant Support Team Hearing (ISTH)**

A team of Itinerant Support Teachers – Hearing is based at Daceyville. The Itinerant Support Teachers- Hearing, (ISTH) are specialists with training in the education of students with a hearing loss and offer support to the school staff, the students and the parents or caregivers. The team consists of one Assistant Principal and three specialist teachers who visit students identified with a hearing loss in their home school. The ISTH service also provides specialist professional teacher learning and support in relation to hearing technology, hearing loss, disability services and referrals for local public schools. In 2013 the team supported 52 students (preschool to Year 12) in 34 schools across the region. The key focus of the ISTH service is supporting students achieve targeted academic, personal, communicative and audition goals. A conductive hearing loss program is also attached to the hearing team. This is a consultative awareness raising program for Otitis Media (middle ear dysfunction) and its implications on learning.
High School Transition Program
In 2013 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 organised to support a positive transition.

Kindergarten Transition Program
Our Kindergarten transition program offers a broad range of opportunities for parents and children to build relationships with staff, feel comfortable in the school setting and gain a comprehensive understanding of the school. The program includes 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 prospective parents and students to meet, build relationships with other families, and staff and ask questions about our school. Current Kindergarten and Year 5 students also attended the morning session to meet and support the children. Our information night provided a formal presentation for parents to learn more about Daceyville and the first year of school. Parents gained an understanding of the school ethos, policies, curriculum and programs offered throughout primary school life. The orientation program enabled new students to join us for a series of visits to meet their new teachers and gain familiarity in their new school environment. Concurrently, information sessions were presented by the Principal, Kindergarten coordinator and guest speakers. Parents were provided with a comprehensive pack including a range of resources such as contacts, information and resources.
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 2013 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. A total of $18,135 was invested in professional learning in 2013, funded through DEC allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on literacy, numeracy, technology, language difficulties, autism, child protection, emergency care and leadership. Significant professional learning occurred in relation to the 2014 implementation of the English K-10 syllabus. A joint professional learning day was held in collaboration with our Learning Alliance partner schools.

The support staff attended ESL, Learning and Support, Reading Recovery, teacher librarian, computer coordinator and school counsellor conferences, training courses and network meetings. Executive staff attended courses in *Leading Change In English*, Positive Education and Positive Leadership, Positive Psychology and Appreciative Enquiry. As part of the Institute of Teachers requirements in order to maintain professional competence, new scheme teachers are required to undertake 100 hours of professional learning over a five year period. Our new scheme teachers maintaining profession competence engaged in professional learning activities outlined above to assist them to meet this criterion.

All teachers were given opportunities to reflect on their professional learning experiences in 2013 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.

Leadership Development – A Positive Approach To Developing Self And Others

A learning alliance consisting of Banksmeadow, Daceyville, Gardeners Road and Rainbow Street Public Schools submitted an application as part of the NSW DEC *Principal Professional Development Project National Partnership On Improving Teacher Quality*. Our project was one of 30 selected from 119 applications and we received $50,000 in funding. The purpose of the project was to use the theory of positive leadership and associated practices to develop leaders that are highly accomplished in creating thriving individuals, teams and schools. The project was about cultural change and was designed to build positive relationships and change the focus of school improvement strategies from a deficit model to a strengths based approach in order to create a thriving school. Our leadership team focused on developing a strengths based leadership style with positive strategies for communication and effective two-way feedback skills. Components of the project included:

- Pre and post data collection through the use of *The Voice Project* survey (Macquarie University).
- Extensive work with an academic partner from Wollongong University and academic readings.
- Professional learning for executive staff in positive psychology, Appreciative Inquiry, effective mentoring and coaching.
- Embedding of positive psychology practices and appreciative inquiry in coaching, mentoring and supervisory practices.
- Completion of the AITSL 360 reflection tool for all principals focused on leadership development.
- At the conclusion of the project, the Principals involved will develop a professional learning module for other schools.
- The project will be ongoing in 2014 involving the school’s leadership team and aspiring teacher leaders.

Funds were expended in the following areas:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
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<td>Quality Teaching</td>
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<td>Literacy and Numeracy</td>
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Daceyville Public School Annual School Report 2013
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. These evaluations support the effective implementation of the school plan. In 2013, our school collected student, staff, and parent feedback regarding staff and community engagement, teaching and learning in English, and overall school satisfaction. Evaluation processes used included:

- Online surveys and paper surveys undertaken by staff.
- Evaluative data collected through staff, parent and student focus groups and meetings.
- Class teaching and learning programs.

**Educational and Management Practice – Leadership**

**Background**

Quality educational leadership is key to achieving outstanding student learning and wellbeing outcomes. As part of the school’s approaches to building leadership capacity, a number of approaches were undertaken to review and improve leadership in the school. The evaluations of leadership were conducted as part of an overall leadership building strategy and the focus was on staff. Specific evaluation strategies included:

- Principal 360 Degree survey conducted on the Principal
- Self-reflection and leadership analysis undertaken by Assistant Principals
- Feedback from staff through the online Voice Project Survey and through the NPPDP project.

**Findings and Conclusions**

- The school’s leadership is student-centred and focuses on teaching and learning. Placing student learning at the centre of school planning was rated highly in the principal 360 feedback report.
- The school builds the capacity of its staff and provides opportunities to develop leadership skills.
- The school is developing its skills in coaching and mentoring as strategies for building performance, including ways of providing feedback about performance. The leadership team rated their professional learning in positive education and appreciative inquiry highly and are using the strategies in their work.

**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:

- Continue the implementation of coaching models and individual performance goals using the Australian Performance and Development Framework.
- Continue leadership professional learning focused on positive leadership, appreciative inquiry, coaching and mentoring models.
- Development of a school-based program to provide leadership development for current executive and classroom teachers aspiring to formal and informal leadership positions. This will include access to research-based learning and a focus on positive leadership. Staff will work through a process of leadership goal setting and development of explicit leadership development plans. These will be centred on the AITSL leadership standards, current research in and thinking regarding quality educational leadership and coaching models.
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 2013, it was felt that evaluating our overall teaching and learning programs was important in preparation for the implementation of the new NSW English Syllabus for the Australian Curriculum in 2014. Staff participated in focus groups, analysed student learning data and reflected on teaching and learning programs.

Findings and conclusions
- Staff have a strong understanding of effective pedagogy in the teaching of English but indicated that there is an ongoing need for professional learning. Particular training needs include familiarisation with new components of the English syllabus, embedding quality literature within learning programs, use of the DEC literacy continuum and PLAN data collection tool, rigorous and consistent assessment processes and consistency of teacher judgment, use of multimodal texts, quality teaching in writing, comprehension strategies, effective differentiation of the curriculum and use of quality resources especially in reading.
- All staff agreed that increased opportunities to collaboratively plan and develop quality units of work in English had strengthened their knowledge of effective pedagogy in this key learning and improved their teaching.

Future Directions
The data collected from this evaluation has been used to inform the development of the 2014 school improvement target in English. Strategies included in this target include:
- Review the school’s shared understanding over what constitutes quality literacy teaching in the context of the new Australian curriculum.
- Develop a professional learning plan to support all staff to enhance their existing literacy practices.
- Professional learning using Focus on Reading and L3 (Language, Learning, Literacy) pedagogy.
- Continuation of collaborative planning and teaching improvement using the new syllabus and a lesson study approach.
- Development of a whole school assessment plan in English and more effective tracking of student progress.
- Continued professional learning focused on new aspects of the English syllabus such as multimodal texts.

Staff Wellbeing, Engagement and Satisfaction

Background
In 2013, the school sought to measure the wellbeing and engagement of staff at Daceyville. The Voice Survey is a measurement tool that is a product of work undertaken at Macquarie University. The Voice Project began as a research program at Macquarie University exploring the use of employee and client surveys to improve engagement, leadership and service quality. The surveys have been conducted by over 3000 organisations and have ‘given a voice’ to over 800 000 employees, leaders and clients. Staff were surveyed in the areas of: purpose, participation and people. The reports also estimate the importance of each of these for driving passion (engagement) and progress. It was chosen for the following reasons:

- it has good validity and reliability;
- the survey measures people’s perceptions of what is happening;
- results can be used in conjunction with other knowledge;
- it has value in opening up conversations.

The Voice survey measured our school against other schools (including some in the private sector) and against an all industries group i.e. organisations and businesses.
Findings and conclusions

Overall the results were extremely positive and indicated that many of the strategies the school has in place are highly effective. The staff identified strengths as:

- **Job satisfaction-** I like the work I do.
- **Role Clarity-** I understand my goals and objectives. I understand how my job contributes to the overall success of the school.
- **Organisational Commitment-** I am emotionally attached to the school.
- **Teamwork-** I have good working relationships with my co-workers.
- **Organisational Commitment-** I am proud of where I work.
- **Results focused –** high standards are expected at our school.
- **Strong mission and values –** I believe in the values of the school.
- **School direction and objectives –** I am aware of the school’s vision and believe the future is positive.

Each of these was higher than the combined primary project schools, combined public schools and all industries. Areas that teachers identified for improvement included:

- **Increased consultation and feedback**
- **Improved communication across the school.**
- **Increased opportunity for staff and more involvement in decision making.**

Future Directions

The school’s leadership team have worked using the appreciative inquiry tool and a strengths based approach to consider aspects of overall school culture related to teamwork, collaboration, communication and opportunity. They will be implemented a variety of strategies in 2014 related to these focus areas.
## PROGRESS ON 2013 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 2013 NAPLAN results and school based assessments.
- On average 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.
- All staff participated in professional learning workshops and activities in preparation for the implementation of the NSW English Syllabus for the Australian curriculum in 2014.
- All staff worked collaboratively to develop lesson sequences based on quality literature and multimodal texts. Focus was on using the new English syllabus and embedding high levels of intellectual quality into the units.
- 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.
- Expansion of the public speaking program and implementation of enrichment opportunities for talented writers provided extension for high achievers in English.
- 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.
- A whole school literacy room with comprehensive high quality resources was established.

### 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 2013 NAPLAN results and school based assessments.
- 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.
- Increased numbers of teachers used the DEC numeracy continuum and Best Start Continuum to support assessment and planning.
- 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.
- Implementation of the Maths Olympiad and Number Crunchers programs gave high achieving students extension and enrichment opportunities in mathematics.
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 and were refined to ensure quality learning outcomes and high levels of engagement. 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 and increased numbers of students are participated in enrichment programs and initiatives.
- An extensive assessment and reporting review resulted in high levels of satisfaction amongst parents and teachers with the school report format and processes for providing feedback to parents.
- Parent-teacher interview sessions were increased to two per year and provided clearer communication of learning goals and student achievement between parents, students and teachers.

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 was completed and the new policy was implemented. 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, 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 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

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

- Improved student learning outcomes and levels of achievement in **LITERACY**
- Improved student learning outcomes and levels of achievement in **NUMERACY**
- Development of **QUALITY LEARNING SPACES** and **ENVIRONMENTALLY SUSTAINABLE** practices
- **QUALITY LEARNING ENVIRONMENT** an engaging & comprehensive curriculum is provided for all students
- Strong **COMMUNITY PARTNERSHIPS** are fostered between home, school and the broader community
- High levels of **SOCIAL and EMOTIONAL WELLBEING** are achieved for all students
2014 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 2014 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.

**2014 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, 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 focused on the NSW English Syllabus for the Australian Curriculum, 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.

**2014 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 *Count Me in Too* program, 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. *Enrichematics* (2-6), *Maths Olympiad, Number Crunchers* (5-6), mentoring and enrichment days

**Professional Learning**
- Provision of a school based professional learning program focused on the NSW Mathematics Syllabus for the Australian Curriculum, 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 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.

**2014 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.
- Staff familiarisation with NSW syllabus documents for the Australian curriculum and new NSW syllabus documents for science, history and the arts.
- Review of whole school assessment practices and development of a K-6 assessment and student tracking plan.
- A review and enhancement of reporting and feedback processes between parents, students and teachers.
- Development and expansion of enrichment programs to engage and extend students in English, mathematics, science and the arts.
- Implementation of innovative leadership programs based on positive psychology and strengths-based leadership.

### Priority Area 4 – Enhancing Student Wellbeing

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

**2014 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.
- Implementation and continued review of the 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.

**2014 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 website 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.
- 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. Development of Personalised Learning Plans for all 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.

**2014 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 for 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, Serena Petriella and Rhonda Rush – Assistant Principals
Elizabeth Bowring, Melissa Keating, Julie Masters, Catherine Morrison, Sally Ann Mullane, Brooke Rush, and Rebecca Simmiss – Classroom Teachers
Belinda Targett – P&C President Carina He and Kristopher Chalortorn – 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