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, situation 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, refurbishment of staff facilities 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.

Our Learning Spaces

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

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

Student Academic Achievement at Daceyville in 2014

2014 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 62% compared to 72% across the state.
- The percentage of our students in the top three bands for NAPLAN grammar was 85% compared to 74% across the state.
- The percentage of students at or above national minimum standards for literacy was 98% and for numeracy was 97%.

Year 5
- The percentage of our students in the top three bands for NAPLAN reading was 44% compared to 60% across the state.
- The percentage of our students in the top three bands for NAPLAN grammar was 85% compared to 74% across the state.
- The percentage of students at or above national minimum standards for literacy was 83% and for numeracy was 87%.

Our Growth
- The average growth for our students from Year 3 to 5 was above or commensurate with state averages. Student growth was particularly strong in writing at 60.8 points (state 49.3), grammar and punctuation at 108.8 points (state 96.6) and numeracy at 82.8 points (state 89).
PRINCIPAL’S MESSAGE
Ms Nicole Molloy

2014 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 2014.

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 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 2014.

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, maximise their learning potential 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. At the end of this year we began extensive community consultation to develop our future school vision and formulate the 2015-2017 school plan. 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 2015. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Nicole Molloy
STUDENT LEADERS’ MESSAGE
Taking on the role of school captain at Daceyville Public School in 2014 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 – Jessie, Nicholas, Rosie, Caleb, Shasya, Klair, Cenk and Lucy. 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 Bathurst, the many enrichment activities we participated in, the Big Band Bash and the Year 6 farewell. We are proud to have been Daceyville students, appreciative of the wonderful learning journey the school has provided for us over the last seven years, grateful for the friendships we have made and thankful for the lessons we have learned here. We sincerely thank all of the staff for all they have done for us and wish Daceyville Public School all the very best for an exciting and successful future.

Nadege Provenzano-Sherwood and Kyle Harrington – 2014 School Captains

PARENTS & CITIZENS’ ASSOCIATION MESSAGE
2014 has been a time of recognition, refocussing, and consolidation of the core values of the Daceyville Parents and Citizens (P&C) Association. At our very first general meeting of the year we reaffirmed that our focus was on community engagement and inclusivity of all the various cultures that we are privileged to share our school with. To that end we have engaged in a busy calendar of events including a school wide working bee each term, cake stalls, Easter raffles, mother’s and father’s day stalls, a school disco, a trivia night, a chocolate drive and a reverse Christmas tree. On top of this we also supported at many of the school led activities such as the Big Band Bash and the second year of the Creative Life Festival. In each of these activities, be they P&C led or school led I have personally been humbled by the dedication and support of all the parents who have happily given up their time to wrap, pack, stack, sell, collect money, donate goods, collect donations from stores and so on. A lot of hours have been selflessly donated by members across our school community and we have seen some great friendships develop between the parents during these times. We have put a lot of work into social media to continue to raise awareness of the school and the activities that are occurring, via Facebook. If you have not already done so, please join us on the site to see what is going on in your school. We are also working on a two year scheme to set up a recurring funding source to enable us to minimise the amount of pure fundraising activities that need to be undertaken, and allow us to focus more on the community engagement aspect of our work.

I would like to thank each member of the executive team. Without you we would not have had such an enjoyable and successful year. To every parent, grandparent, carer, aunt, uncle, family friend, and neighbour who donated of themselves, I would also like to say thank you! Without you none of this would have been possible. It is the community that makes us what we are. In 2015 our meetings will be held on the last Tuesday of every month from 7pm and we look forward to welcoming as many people as possible to these meetings. This is the place where we set the agenda of upcoming activities, reflect on the activities completed, have special information sessions, address any issues that may have arisen, and work toward our long term goals, all in close consultation with the principal, Ms Nicole Molloy. See you all again in 2015!

Kathleen Gray - 2014 P&C President
Student Information

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

Student Enrolment Profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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<td>2009</td>
<td>155</td>
<td>127</td>
</tr>
<tr>
<td>2010</td>
<td>153</td>
<td>115</td>
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<td>2011</td>
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<td>108</td>
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<td>2012</td>
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<tr>
<td>2013</td>
<td>138</td>
<td>107</td>
</tr>
<tr>
<td>2014</td>
<td>121</td>
<td>109</td>
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</tbody>
</table>

Overall student enrolments at Daceyville remained stable in 2014. New enrolments to Kindergarten continued to increase. This has reflected a growing interest in the school from local families and an increase in families moving into the area. It is expected that this pattern of growth will continue in the immediate years ahead.

Student Attendance Profile and Management of Non-Attendance

2014 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 2014 the school continued using electronic roll marking to assist with accurate collection and analysis of data. Detailed use of this data and attendance monitoring systems will be put in place by the school’s learning support team in 2015 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 2014 class size audit conducted on 21 March 2014.
**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. Mrs Gemma O’Keeffe continued full time maternity leave until Term 3 when she returned part time. Her Assistant Principal position was filled through an expression of interest process and was filled in a relieving capacity by Elizabeth Elfes. Mrs Elfes will continue in this role in 2015.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. For 2014 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.

**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.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
<td>3</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Teacher of RFF</td>
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<tr>
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<tr>
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<tr>
<td>Teachers (Itinerant Hearing)</td>
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<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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Daceyville Public School Annual School Report 2014
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 30/11/2014

<table>
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<td>Global Funds</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total Income</strong></td>
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</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
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</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
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<tr>
<td>• Key Learning Areas</td>
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<tr>
<td>• Excursions</td>
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<td>• Extra Curricular Dissections</td>
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<td>Library</td>
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<td>Teacher Professional Learning</td>
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<td>Tied Funds</td>
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<td>Casual Relief Teacher Costs</td>
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<td>Maintenance</td>
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<td>Trust Accounts</td>
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<td>Capital Programs</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>549,610.43</strong></td>
</tr>
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</table>

| Balance Carried Forward      | 300,339.11 |

At the time of financial rollover (1 December 2014) some outstanding payments remained. Please note that the balance carried forward includes:

- Tied funds of $57,908.60
- Trust funds of $4,475.75
- Unpaid orders of $33,558.70
- Unpaid invoices of $906.30
- Unpaid casual salaries of $8,278.93
- Provisions for assets replacement of $50,000

A full copy of the school’s 2014 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 engaging, student centered and well resourced. Each year we work to upgrade and redevelop areas of the school and improve on our learning spaces. In 2014 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 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. A major project in this learning space was the installation of a bank of ten computers for independent and small group use. This significantly enhanced access to technology for the students in this part of the school. Further development of this space will continue in 2015 with the purchase of new furniture.

A major refurbishment project in 2014 was the establishment of the Creativity Centre. This space had been referred to as the Band Room for many decades was renamed the Creativity Centre. Funds raised from the Creative Life Festival were used to begin to furnishing the space with brightly coloured fabrics and furniture, which classes helped assemble. The space was painted, a new sink was installed and new functional shelving installed. The Creativity Centre is now a bright and colourful flexible learning space used throughout the week for all students. It is an ideal space for group work, dance, drama, music and science lessons and is a favourite space for our students. Refurbishment and purchase of more resources will continue in 2015 when we will also commence on the creation of an outdoor learning area adjacent to the centre.

The library was another space in which refurbishment took place in 2014 supported by a donation from the P&C. Shelves in the junior fiction section of the library were replaced with book bin style shelving. This improved access to the books allowing children to view the front cover of the book on the shelf rather than the spine. It is pleasing to be able to view the wonderful art work on the covers of the picture books, and the display is constantly changing. The easy reading paperbacks have also been reorganised this way, and the children are borrowing a wider range of books as a result. The corridors outside the library were painted making the space brighter.

The school’s long term plan to reorganise and purchase new literacy and numeracy 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. This included extensive purchasing of new resources. A committed team of parents worked to cover every book 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 2015.

The school applied for a joint funding project in 2014 to refurbish the staff bathrooms which were in original condition. We were fortunate enough to be awarded this grant which was matched with 50% school funds. We self managed a major upgrade to the bathrooms which involved reorganising the space to install additional facilities, and installation of all new amenities and surfaces. This has been a significant improvement to staff facilities.

**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 2014. Our general assistant completed a horticulture course and worked to develop garden spaces and enhance our grass areas. The installation of the artificial sports court was completed adjacent to the hall. This area is now used constantly by the children during break time and for organized sport. A major project for 2015 will be the establishment of a dedicated outdoor learning area.
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. 2014 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 built upon 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. 2014 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 2014 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 2015 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 2015.

Botany Bay City Council

Our school was strongly supported within the local community throughout 2014. Botany Bay City Council continued to support the school’s performing arts programs. Mayor Ben Kenneally and Deputy Mayor George Glinnakis attended several functions including the Big Band Bash, band concerts and presentation day. The council also generously supported the school by providing green waste pick-ups for our working bees each term.

Partnerships within the broader community

Developing partnerships with the broader community was a priority in 2014. 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.
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 2014 our students had the opportunity to take part in the following performing arts ensembles and initiatives:

- **Band Programs**
- **Visual Arts Enrichment**
- **Dance & Drama Ensemble**
- **Instrumental Ensembles**
- **Creative Life Festival**
- **Choir**

### Band Program

2014 was a year of continued consolidation for our band program. The program provided opportunities for 43 students to learn an instrument and become a member of one of two ensembles. Students developed high level musicianship skills and worked collaboratively. The senior band performed at the NSW Band Festival in July where they were awarded a gold medal. The junior band provided students with expert tuition as a pathway from junior to senior band. Sixteen students were part of the junior band in 2014. They have shown pleasing 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 24th year, the Big Band Bash was the most successful to date. We hosted bands from 25 schools and welcomed over 1000 children from across Sydney. 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.

### Choir Program

The Daceyville school choir celebrated a year of impressive growth in 2014 through increased student participation and a significantly higher quality of musical performance. Involving 61 students from Years 1-6, the choir performed regularly at school assemblies and special occasions such as our open days, Anzac Day ceremony, education week, our whole school concert and the annual presentation day. A highlight of the year for the choir was being invited to perform at the NSW Public Schools choral concert at the Sydney Opera House in August. The concert gave our children the opportunity to perform high level repertoire as part of a mass choir of 500 students in a professional venue. Our vocal programs were also strengthened in 2014 by giving talented vocalists the opportunity to perform solos and in small ensembles. Several students worked with professional vocalists as part of the Creative Life Festival in November where they were able to hone their skills.
Dance and Drama Ensemble
The Daceyville Dance and Drama Ensemble is a co-curricular elective offered to students in Years 4-6 which had highly successful year in 2014. Twenty students formed the ensemble and met twice a week to collaboratively compose and perform compositions exploring different times and cultures. Students incorporated modern and traditional techniques into their choreography taking inspiration from pop culture, theatrical plays and musicals. The ensemble was an enriching opportunity for students in the area of dance, drama and performance. The ensemble performed as part of the public schools Bondi Showcase performance at South Juniors and 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 2014. Talented students participated in visual arts workshops run by several 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 2014 our school was delighted to present our second annual Creative Life Festival. Our school plays a crucial role in fostering and developing young people’s capacities. We strive to provide our students with an education which will enable them to adapt to an increasingly globalised, competitive, diversified and complex environment, in which creativity, the ability to innovate, a sense of initiative, entrepreneurship and a commitment to continue learning are just as important as the specific knowledge of a given subject. Our commitment to this kind of 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 raise money for the continued development of the Daceyville Creativity Centre.

This year the Creative Life Festival ran for an extended period of 12 days. It was a celebration of creative learning which involved the whole school and broader community. The festival was launched with our whole school concert and culminated with a special closing assembly. More than twenty creative professionals from the broader community along with our teachers and executive staff members worked with our students to extend their creative skills in all aspects of learning.
This year every class received an array of creative gifts throughout the twelve days. Each student was given their own *Imaginary World Toolkit* which was an ongoing project that engaged them in a number of aspects of creating an imagined world of their own. Each class also worked on many different creative tasks related to short films from *Tropfest Junior*. Classes also received a number of visual arts projects based on the work of well known artists of the past and present. Students were encouraged to share their creative ideas and work each day.

Every student participated in a teacher led workshop. Students in Kindergarten to Year 2 participated in a workshop for a day focussed on aspects in visual arts and technology. Students in years 3-6 chose from a variety of workshops including stop motion animation, print making, visual arts, film making, photography, science and dance. They spent two days working on their project and shared their work through performance and display. Community led workshops ran for two days across the school. The Kindergarten to Year 2 students participated in an interactive performance led by Aboriginal artist Adam Hill as well as a hip hop dance lesson led by Nacho Pop. Our students in years 3-6 chose several workshops including photography, music production, hip hop dancing, creative mathematics, theatrical drama, hands on science, TV show screen writing, magazine writing, jewellery making, and DJ production. All of our students participated in at least two workshops over the two days. Most of the community workshop facilitators were well known and respected professionals in their fields offering students specialised instruction and rich experiences.

Each lunch time our students assembled in the hall for a special performance. A range of performers from the broader community visited Daceyville including the HiLife Horns, Tian Williams and Angus & Co. As well as these sensational performers, many of our talented students performed for us including an exclusive performance by the The Flower Fluff Whirls. This new aspect to the festival was a wonderful way to bring our school community together to celebrate and experience artistic expression and performance. The whole school participated in the *Danceathon* which was a day long dance event. The money raised will be used to further develop the Creativity Centre where students will continue to learn and celebrate creative skills. A total of $3100.05 was raised.

### K-6 Concert

Our biennial whole school concert was held this year as the official opening of the Creative Life Festival and was met with many accolades. The concert enabled every child to perform in a professional venue and experience the process of putting on a high quality show. Entitled ‘Imagine’, the concert explored the theme of imagination through music, dance, drama and digital media.
Daceyville Public School continued to build upon its reputation for having strong programs in sport in 2014. 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. We aim to foster positive feelings of success and enjoyment through sport.

**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. Significant improvement in fundamental skill competency in balance, sprint run, vertical jump and catching were evident across the K-2 cohort. A highlight for our students was the athletics carnival in June when they were able to showcase their newly acquired skills. 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.

**Premier’s Sporting Challenge**

During Term 3, six 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.
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 thirty-two 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. A highlight of the competition program was when our Junior B netball team placed equal first in the overall competition. 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. 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 benefiting 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 one student 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 four 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 38 students represented Daceyville at the zone carnival.
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 2014 with students achieving at a high level in many areas.

Stage 2 and 3 Creative and Critical Thinking Program

In 2014 the school implemented a creative and critical thinking program for stages 2 and 3. The program had an overall creative arts theme with a strong literacy base. Quality picture books and visual resources were used to delve into the theme of each term, encouraging and facilitating exploration, discovery and critical thinking. The various themes of bravery, aspiration, creativity and questioning allowed students to gain a greater understanding of these individual ideas, how these themes relate to them personally and how they fit into the world around them. Students shared our ideas and learnt from others through group discussion, Circle Time, drama, philosophy, drawing, painting, writing, movement and reflective practices. The Creativity Centre was developed into a vibrant work space where students were challenged to gain a deeper understanding of themselves as learners and develop their collaborative skills. Drama activities ranked highly amongst the favourite activities as the children felt they were able to express their ideas and explore different emotions. The term 4 questioning theme is used De Bono’s Six Thinking Hats to develop a deeper understanding of problem solving. The students were asked to devise a project that they wanted to explore and work on for the term. This focus on inquiry based learning challenged the students and is an approach which will be developed further in 2015.

Public Speaking and Debating

Our public speaking programs continued to strengthen in 2014 through ongoing professional learning (linked to the new English syllabus), resource development and increased incorporation of whole school talking and listening programs. A strong emphasis was placed on promoting and developing formalised public speaking skills across stages through peer tutoring, role modelling, skill sharing amongst class groups, incorporation into the English as Additional Languages (EAL) program, regular formalised assessment and peer reviewing and feedback. 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 Greater Sydney Region Public Speaking Program. In 2014, 145 schools in 13 networks participated in the Greater Sydney Region Public Speaking Competition. Twenty six students (K-6) competed in a whole school competition and four were selected to represent our school in the Botany Bay Public Speaking finals. Our students competed against selected representatives from 16 local schools. All of our students performed extremely well and gained a deeper insight into the demands, complexity and sophistication of this aspect of literacy. Our stage 1 representative was awarded second place for her division. This made her the first Daceyville student to be awarded a place in the inter school competition.
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 third year that Daceyville students have participated in this state based event and the excitement and momentum it generated last year continued into 2014. 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
Fourteen students from Years 4, 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiads (APSMO) in 2014. All students performed extremely well with one student scoring in the top 10% of the state and five students scoring in the top 25% of the state. The program provided our students with extension in mathematics through working with higher order and often complex mathematical challenges. They were able to apply their mathematical knowledge to real life situations and work with numbers in a creative and lateral manner. 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.

Science Enrichment Programs
Extension and enrichment programs in science continued to be an area of growth for our school in 2014.

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 2014. 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. Several of our students performed exceptionally well. In Mathematics, 10 students sat for the exam. Three students were awarded a merit (top 35% of participants), one student a credit (top 25% of participants) and one student a distinction (top 10% of participants). In English, nine students sat the exam. Three students were awarded a credit and two students were awarded a distinction. 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
Building strong partnerships with our local high schools is a key priority for us at Daceyville. These partnerships allow us to work closely with the high schools to ensure our senior students are well prepared for high school and have a positive transition when they move from Year 6 to Year 7. A highly successful program in 2014 was the South Sydney High School Enrichment program. Nominated Years 5 and 6 students attended South Sydney one day per week for 8 weeks to participate in engaging and stimulating learning experiences alongside students from other local primary schools. They were engaged in learning experiences which challenged them to think creatively and critically, solve problems, work collaboratively and develop deep knowledge of specific subject matter. Our students were also been proud ambassadors for our school.

The South Sydney High School Enrichment Program opened new doors to opportunities for Year 5 and 6 students at our school. In the first week we arrived at the official opening of the program and were provided with a general overview of what the program was, a tour of the school and some morning tea. After doing some “getting to know you” activities, we got to make pasta and it was absolutely delicious! In week 2 we learnt about the four quadrants of the brain and how they worked. We then did a survey to determine which quadrant of our brain was the strongest. We then played various games that helped us understand how the quadrants of the brain worked. Have you ever wanted to be a rocket scientist? Work stations were set up for us in week 3 to work in small groups exploring Newton’s laws of motion. We designed, constructed and launched straw rockets! During the fourth week we had an artistic day focusing on the work of the surrealist artists such as Salvador Dali, Rene Magritte, Max Ernst and Joan Miro. We created our own surrealist masterpiece and played the game that gave inspiration to the artists. The final week of the program was one of the most exciting. We explored life in the middle ages with its feudal system, lords, knights and castles. We deciphered some medieval codes and practised calligraphy using correct posture and pen positions for the Old English ‘Black Letter’ calligraphic style. Visitors from different organisations, came to lessons such as the robotics class, forensic science and Lego robots. This brought in a fresh perspective to our learning. The South Sydney Enrichment Program was a brilliant step forward for students in the last stage of their primary years to experience a taste of high school, have new experiences and explore new ideas. We have had an amazing time, learnt a lot and are very grateful for the experience.

Dylan Nguyen and Klair Miller
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 continuaums. Teachers track student progress through regular and ongoing assessment using these tools to inform programming.

Highlights of achievement in K-2 reading in 2014 included:

- 76% of Kindergarten students achieved at or above grade level in reading, with 33% of students reading above grade expectations.
- In Year 1, 85% of students achieved at or above grade level in reading, with 61% of students reading above grade expectations.
- 90% of Year 2 students achieved at or above grade level in reading, with 50% of students reading above grade expectations.

Language, Literacy and Learning (L3) Program

In 2014 our four Kindergarten teachers engaged in the Language, Literacy and Learning (L3) professional learning program. This a Kindergarten classroom intervention program designed to complement the daily literacy program, where students receive explicit instruction in reading and writing strategies in small groups of three. The program involved extensive professional learning workshops, demonstration lessons, supervised practice and support. The Kindergarten students have achieved outstanding results throughout the program.

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 2014 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 2014 were very pleasing and showed an achievement of many 2014 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, 22 children sat the literacy NAPLAN and in Year 5 31 students sat the test. Over 98% of Year 3 and 84 % 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 good results with 62% performing in the top two bands, compared with 72% of the state. Our Year 5 students achieved results at or above national minimum standards with 44% of students performing in the top three bands of reading compared to 60% of the state.

In writing, 46% of our Year 3 students performed in the top three bands, compared with 69% of the state. While over 100% of students scored results at or above national minimum standards, there will be a focus in 2015 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 26% of students being placed in the top three bands.

In spelling, 60% of our Year 3 students scored in the top two bands compared with the state at 72%. 100% of students scored results at or above national minimum standards. Our Year 5 students performed well with 40% of students performing in the top three bands of reading compared to 67% of the state.

In grammar and punctuation, 85% of our Year 3 students achieved in the top three bands compared with 74% of students across the state. Our Year 5 students also performed well above state averages with 85% of students performing in the top three bands compared to 66% of the state.

In numeracy, our Year 3 students performed well in numeracy. The percentage of our students in the top three bands was 51% compared to 64% of the state. Our year 5 results were above state averages with 59% of students performing in the top 3 bands compared to 56% 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 commensurate with state averages in reading, spelling and numeracy and above state averages in grammar and punctuation and writing.

**Growth data for students between Year 3 and 5 (2012 – 2014)**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Average</td>
<td>60.8</td>
<td>79.6</td>
<td>108.8</td>
<td>60.8</td>
<td>82.8</td>
</tr>
<tr>
<td>State Average</td>
<td>78.8</td>
<td>80.6</td>
<td>96.6</td>
<td>49.3</td>
<td>89.6</td>
</tr>
</tbody>
</table>

**Minimum Standards**

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 95.5%</td>
<td>Reading 77.4%</td>
</tr>
<tr>
<td>Writing 95.5%</td>
<td>Writing 71%</td>
</tr>
<tr>
<td>Spelling 100%</td>
<td>Spelling 83.9%</td>
</tr>
<tr>
<td>Punctuation and grammar 100%</td>
<td>Punctuation and grammar 100%</td>
</tr>
<tr>
<td>Numeracy 86.4%</td>
<td>Numeracy 87.1%</td>
</tr>
</tbody>
</table>
SIGNIFICANT PROGRAMS AND INITIATIVES

Being Excited About Reading Program
During 2014, 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 2015.

Count Me In Too
Daceyville Public School has continued the Count Me In Too numeracy program throughout the course of this year. Five 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 91% 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 2014. 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 2014 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 2014. The implementation of our student wellbeing policy revised in 2013 was at the core of all work done across the school to enhance overall levels of student wellbeing. The policy includes a 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 continued in 2014 and will be enhanced in 2015. The Positive Behaviour for Learning approach will also be developed further and embedded within the school culture.

Student Wellbeing and Leadership Programs
Student wellbeing and leadership programs were built upon during 2014 and gave all students in years 4, 5 and 6 the opportunity to fulfill leadership roles. Participation in these programs developed leadership skills, and happiness amongst our students within the school community. Through programs such as Play Leaders, Gardening Club, Community Leaders and Arts &Crafts Club students had opportunities to develop skills such as relationship building, conflict resolution, assertiveness, responsibility and decision making. Such programs resulted in a reduction of minor disputes such as turn taking, exclusion and inappropriate play. The Play Leader program continued to be an integral part of our student wellbeing programs. 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.

Library and Reading Programs
Developing high level skills through regular reading is a priority at our school. Participating in the NSW Premier’s Reading Challenge allows students to access a wide range of quality literature. This year we were pleased to present eight of our children gold awards for participating in the challenge for four consecutive years. This positive result reflects our support of the challenge from Kindergarten through to year six. We believe that participating in the NSW Premier’s Reading Challenge allows our students to access a wide range of quality literature. A consequence of reading for pleasure is the improvement of reading skills. Managing the online reading log online encourages both personal responsibility and develops computer skills.
Aboriginal Education

During 2014, the school expanded its Aboriginal education strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage and culture. Strategies were implemented to improve the learning outcomes for Aboriginal students in Literacy and Numeracy and increase the profile of Aboriginal Education. Aboriginal Personalised Learning Plans (PLPs) were completed for each student, in consultation with parents, detailing individual cultural heritage, student achievements, strengths, areas for improvement and strategies designed to address learning goals. This collaboration has provided an important opportunity to enhance and strengthen partnerships between home and school. The Personalised Learning Plans were reviewed twice in the year and will continue to be an integral part of educational programs throughout each student’s schooling career. The school received $4868.30 in funding for Aboriginal Education programs through the equity funding allocation as part of the new Resource Allocation Model. These funds were used to support the development of personalised learning plans by releasing teachers to meet with families and to provide school learning support officer support for students requiring additional learning support.

The achievements of our Aboriginal students were recognised in a variety of ways. Jesse Newport from Year 6 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. Jesse 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 37 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 twenty seven 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 2014, 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 environmental concerns, whole school events and whole school improvement. Members met with their class peers and staff members to discuss and brainstorm ideas for improving areas of the school. After lengthy discussion, students formed committees focused on working on mini projects. Throughout the year each committee group worked collaboratively on their projects. A number of improvements were made in areas of the school such as the toilets, corridors and technology. The council also participated in the preparation and implementation of a number of whole school events and fundraising such as the Big Band Bash, Creative Life Festival and Harmony Day.

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 2014 eleven 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 2014. This Australian program individualises instruction in mathematics for students through digital learning activities. All students participated in lessons in cyber safety and cyber bullying. The school will focus on the follow connected learning priorities in 2015:

- 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 assistance 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, Kool Kids and Community 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. Individual learning plans and personalised learning plans were developed in collaboration with parents and carers, and classroom teachers to provide students with extra support in 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. 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 quiet play, which provides organised activities at lunch for students who find it challenging and overwhelming to be on the playground.

Reading Recovery

Daceyville School has been a part of the Reading Recovery program for over 20 years. This program targets those students in year one assessed as being of greatest risk of lower than expected literacy development and offers them the opportunity to work daily with a specialist teacher on an individualised literacy program. In 2014 there were two intakes of four students each, equivalent to 15% of the cohort. Seven of these students successfully exited the program having achieved the expected grade level in reading. All students were taught skills and strategies to operate independently in their classroom. Follow up support was offered to the students and their teachers to reinforce strategies taught and further foster independence within the classroom setting. As children exited the Reading Recovery program they were given additional support through the Being Excited About Reading tutoring program. Monitoring of year two and three students who participated in the program in 2013 and 2012 showed that over 80% of these students have continued to read at expected grade level or above. Ongoing support is provided to these students and their teachers.

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 2014 the team supported 59 students (preschool to Year 12) in 42 schools covering the DEC Ultimo Educational Services area. The key focus of the ISTH service is supporting students achieve targeted academic, personal, communicative and auditory goals. The ISTH service promotes the acceptance and understanding of students with a hearing disability amongst members of the school community, as well as supporting the access and participation in all areas of DEC syllabuses and policies. 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.
**Kindergarten Transition Program**

Our Kindergarten transition program offers a broad range of opportunities for parents and children to visit our school and become familiar with the staff, students, setting, academic programs and extracurricular activities. The 2014 program included two open days, school tours, a playgroup and a series of orientation visits, as well as invitations to the numerous events held at the school throughout the year. Such events included the 100 days of Kindergarten celebration, our education week open day, the Big Band Bash and the school concert. These opportunities allowed prospective Kindergarten students and their families to further build relationships with staff, feel comfortable in the school setting and gain a comprehensive understanding of school life. 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 one another, build relationships with other families and staff and to ask questions about our school. Current Kindergarten and Year 5 students also attended the morning session to meet and support the children. The orientation program enabled 2015 Kindergarten students to join us for a series of three visits to meet their new teachers and gain familiarity with their new school environment. Concurrently, information sessions were presented by the Principal, Kindergarten coordinator and guest speakers. Parents were provided with a comprehensive information pack including a range of resources. The students were also provided with a bag to use for Home Reading next year, full of educational resources and social stories to support their transition to school. Daceyville Public School also has a regular Playgroup for 0-5 year olds in the school hall every Monday during school terms, which prospective students and their families are always welcome to attend.

**High School Transition Program**

In 2014 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.
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 2014 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. A total of $39017.66 was invested in professional learning in 2014, funded through DEC allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on literacy, numeracy, technology, behaviour difficulties, autism, child protection, emergency care and leadership. Significant professional learning occurred in relation to the 2015 implementation of the Mathematics K-10 syllabus. A joint professional learning day was held in collaboration with our Learning Alliance partner schools. Four Kindergarten teachers engaged in extensive training through the Language, Literacy and Learning program (L3) which involved fortnightly training sessions with a trained facilitator. An additional teacher completed a year-long intensive Reading Recovery training program. The school now has three teachers accredited to teach the Reading Recovery program. Two teachers participated in a project to develop resources for the implementation of the new Science & Technology syllabus.

The support staff attended EAL/D, Learning and Support, Reading Recovery, teacher librarian, computer coordinator and school counsellor conferences, training courses and network meetings. Executive staff attended courses in Positive Education and Positive Leadership, Positive Psychology and Growth Coaching. 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. One teacher worked through the process to achieve accreditation at proficient teacher level and was also awarded a DEC Teacher’s Certificate. All teachers were given opportunities to reflect on their professional learning experiences in 2014 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 continued to work together in 2014 as part of the NSW DEC Principal Professional Development Project National Partnership On Improving Teacher Quality. 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:

- **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 Growth Coaching**
- **Professional learning for staff in positive psychology theory and practices. Our school worked with Rainbow Street PS on a full day professional learning workshop with the project consultant Greg Anning.**
- **The learning alliance submitted an abstract to the European Conference of Positive Psychology. This abstract was accepted and the four principals travelled to Amsterdam to present our work in July. In November the alliance was awarded a Director’s Community of Schools and Partnerships Award for outstanding contribution to public education.**
It is a requirement for all NSW public schools to conduct annual evaluations to support the effective implementation of the school plan. In 2014 our school collected student, staff and parent feedback regarding assessment and reporting, student, staff and community engagement and overall school satisfaction. Evaluation processes used included:

- participation in the ‘Focus on Learning’ Teacher Survey;
- utilising the school P&C, executive and teaching staff to discuss and share strategies during the implementation of the 2014 school plan;
- an analysis of student achievement using data from NAPLAN and school-based assessment data;
- qualitative data collected through staff, parent and student focus groups and meetings;
- class teaching and learning programs;
- Appreciative Inquiry Summits

**Assessment and Reporting**

**Background**

**Assessment** is the process of identifying, gathering and interpreting information about students’ learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing learning. In a standards framework, teachers can compare student achievement against syllabus standards that remain constant over time. Schools collect information about students’ learning through both formal and informal activities.

**Reporting** is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers.

The school has always had a consistent focus on quality assessment and reporting practices to inform teaching and learning programs and provide parents with clear and useful information about their child’s learning. In 2014, the staff worked to evaluate our current practices in this area. Staff participated in focus groups, analysed student learning data and reflected on the teaching and learning circle. The main considerations were as follows:

**FEEDBACK**

- How are we effectively ensuring students have explicit, constructive, regular and individual feedback about their learning?

**ASSESSMENT**

- How are we ensuring we use a range of purposeful assessment strategies which cater for all learning styles and key learning areas?
- Are our assessment tasks quality tasks that assess deep learning?
- How are we collecting, recording and analysing assessment data for all students within and across years?
- How are we ensuring consistency in assessment across classes and stages?
- How are we ensuring consistency in teacher judgment when assessing learning?

**REPORTING**

- How are we ensuring regular communication with parents about their child’s learning goals, areas for development and strategies for supporting this at home?
- How are we communicating assessment information and feedback about student learning to parents in a constructive and appropriate manner?
- How can we ensure our reporting format meets the DEC requirements, gives parents individualised, constructive and easily understandable information about their child’s learning and is time efficient and manageable to produce for staff.
Findings and Conclusions

- Staff have a strong understanding of the principles of effective assessment and reporting and quality practices were evident in the range of strategies they utilise to assess and report on student learning. Assessments have clear and direct links to syllabus outcomes are integral to teaching and learning, are varied, engage the learner and recognise individual achievement and progress.

- Areas for improvement identifies by teachers included consistent of comprehensive individual feedback to students, developing a more comprehensive range of assessment strategies and tasks, developing consistency of teacher judgment when moderating assessment tasks, deeper analysis and tracking of student assessment data and utilisation of data to profile student learning across years, more efficient tracking and collection of data and streamlining the student report format.

Future Directions

Some clear areas for improvement were identified from this evaluation and aligned with discussion and work done previously. The information collected from this evaluation has been used to inform the 2015 – 2017 school plan. Future directions include:

- Increased collaboration and professional learning to develop quality, comprehensive assessment strategies.
- Delivery of a comprehensive two-year professional learning program focused on formative assessment.
- Consistent utilisation of the DEC literacy and numeracy continuums across the school and tracking of student progress using PLAN software.
- Development of a whole school assessment strategy that comprises a range of assessment strategies.
- Utilisation of Momentum software to track student progress and collect assessment data across years and create clear learning profiles.
- Increased time spent moderating assessment tasks to build of consistency of teacher judgment.
- Continuation of the school’s work in revising the student report format to ensure it is clear, useful to parents and is time efficient and manageable to produce.
- Exploration of innovative methods for tracking student progress e.g. data walls.
- Delivery of professional learning focused on feedback to students and development of school approach to providing students with consistent, quality feedback.
- Review of teaching practice to ensure teachers provides explicit quality criteria and discussion of learning intentions at the beginning of each lesson and link this explicitly to assessment tasks.

Staff, Parent and Student Satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. During the Appreciative Inquiry summits, parents, students and staff were asked a range of questions:

- What three words or phrases do you feel best describe our school?
- What strengths, qualities and attributes do we want for the children at Daceyville Public School?
- What is going well at Daceyville Public School?
- Describe a time when you think our school has been at its best.
- How have the positive aspects and strengths of our school made a difference?
- What are your hopes and dreams for the future of our school?
- What are the possibilities?
- What would you hope for in a flourishing school which provided the very best for your children?
- What would you hope to see and experience for your children?
- What are we going to do to realise our hopes and vision?
- What will be our three core priorities?
- What school improvement strategies will we put in place?
- What should our hopes and visions look like?
- How will we implement, monitor and sustain our plans?
Visioning our School
What three words or phrases do you feel best describe our school?

<table>
<thead>
<tr>
<th>Staff</th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inclusive and supportive</td>
<td>• Inclusive and welcoming</td>
<td>• Lifelong Learners</td>
</tr>
<tr>
<td>• Creative</td>
<td>• Supportive, caring, embracing</td>
<td>• Creative and Imaginative</td>
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<tr>
<td>• Culturally rich and diverse</td>
<td>• Holistic – broad opportunities</td>
<td>• Caring and supportive</td>
</tr>
<tr>
<td>• Caring</td>
<td>• Forward thinking &amp; innovative</td>
<td>• Unique</td>
</tr>
<tr>
<td>• Collaborative – strong sense of community</td>
<td>• Exciting and engaging</td>
<td>• Multicultural</td>
</tr>
<tr>
<td>• Focus on achieving personal best – high standards</td>
<td>• Fostering growth and a culture of improvement</td>
<td>• Fun and Interesting</td>
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<tr>
<td>• Vibrant and energetic</td>
<td>• Passionate</td>
<td>• Positive and encouraging</td>
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<tr>
<td>• Innovative</td>
<td>• Culturally rich and diverse</td>
<td>• Respectful</td>
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<td></td>
<td>• Student focused – embrace and nurture individual</td>
<td>• Family</td>
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<td></td>
<td>interests and talents.</td>
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Our Students
What strengths, qualities and attributes do we want for the children at Daceyville Public School?

- Creative and Critical Thinkers – problem solvers
- Confident and Resilient
- Active, lifelong learner
- Inquisitive and Curious
- Positive and Optimistic
- Caring, supportive of difference & community focused
- Connected to others – strong sense
- Respectful and Empathetic
- Collaborators and team workers
- Emotionally Intelligent
- Deep learners and risk takers – challenge themselves
- Engaged and enthusiastic
- Self Motivated – take initiative

Red = parents and staff  Green – parents  Purple = staff
Describe a time when our school has been at its best.

Staff

- When staff have the opportunity to collaborate and spend time together – planning days, team teaching, sharing expertise, social events;
- When we are looking at things from a different angle and have ‘permission’ to do things differently;
- When resources are available, easily accessed and organised;
- Community events such as concerts, Big Band Bash, Harmony Day
- The Creative Life Festival – trying new things, fostering interests, working with multi-age groups, community involvement, innovative thinking, high levels of student engagement;
- When our children are accessing the support and personalised learning they need eg. learning support, enrichment, pursuing individual interests;
- Learning that is not so teacher directed and when we have the opportunity to connect individually with our students to give them individual, meaningful and constructive feedback to help them move forward with their learning.
- Programs that foster respectful relationships and high levels of emotional intelligence amongst our students – e.g. Circle Time, camps

Parents

- Events and initiatives that foster high levels of community involvement and spirit – Big Band Bash, BEAR program, Harmony Day, Creative Life Festival.
- The caring, friendly staff are outstanding – they are personably, friendly, show an authentic interest and give parents confidence that our children are in good hands.
- Strong parent-teacher communication – approachable teachers, newsletter, new report format, parent-teacher interviews.
- Programs which develop social/emotional learning and positive relationships – buddy program, Circle Time
- Creative Life Festival – nurturing individual interests, community involvement, innovative learning, high levels of student engagement, opportunity for children to work with different staff members.
- Kindergarten transition and orientation programs/events
- Extra-curricular programs – band, choir, dance, sport, art, science
- Focus on positive psychology and promoting wellbeing through positive thinking.
- Excellent whole school organisation and administration.

Students

- Creative Life Festival – we got to do new things and try interesting things, we worked with new people, thought outside the box, thought about things differently, imagined new things, had fun;
- When teachers help us learn new things but make sure we are still having fun;
- When teachers talk to us about our learning, telling us what we’re doing well and what we should focus on next. There should be more teacher/children interviews but not as formal.
- Different homework that is more interesting
- Teachers teaching us different ways to solve problems and giving us challenges to solve- when we get to work on special projects
- Creative learning like art, music and drama and when we get to make things and do practical things.
- Concerts and when we have opportunities to perform and show our work to people.
- Sport and active learning.
- Big Band Bash
- When we can use different types of technology
- When we are recognised with awards and when our teachers talk to our parents about the positive things and the things we do well.
- Teachers who listen to us.
What do we need to build on or change to work towards achieving our vision for the school?

**Staff**

- Planned time for collaboration, sharing of expertise and working together to improve our skills, knowledge and pedagogy. Meetings to focus more on learning and creating rather than information sharing.
- Focused professional learning program which meets teacher needs and ensures our teaching is providing the best possible for our children.
- Opportunities for team teaching.
- Opportunities to explore new ways of teaching eg. flipped classroom.
- Exploration of pedagogies which increase student engagement eg. authentic problem and inquiry based learning.
- Increased gifted and talent and enrichment programs K-6 – including K-2.
- Explicit focus, professional learning, lesson and resource development in literacy with an emphasis on L3, Focus on Reading, Daily 5.
- Exploration of programs to support individual learning needs eg. continue to strengthen BEAR and look at a companion program for stages 2 and 3.
- Professional learning for learning areas such as science and the arts.
- Development and sharing of innovative technology skills and more use of technology as an engaging learning tool. Technology access for all that improves pedagogies.
- Consistent whole school approach to assessment and purposeful, detailed used of student assessment data to inform teaching and learning programs.
- Build on strategies to provide our students with purposeful, explicit feedback about their learning.
- Increased focus on positive mindset, positive school culture and respectful relationships for all.
- More awareness and consideration for each other’s wellbeing. Increased opportunities to spend time together. Perhaps some workshops for individual personal development.
- Increased opportunities for community involvement – more parent support in classrooms and parent workshops. Great utilisation of parent and external expertise.

**Parents**

- Continued explicit focus on positive student wellbeing and teaching the ‘whole’ child.
- Continue programs such as Circle Time to explicitly enhance social/emotional wellbeing as well as foster respectful relationships for all.
- Build on the school’s responsiveness to individual learning needs eg. BEAR program and enrichment opportunities.
- Embrace creativity and continue to build on initiatives such as the Creative Life Festival.
- Use of updated technology but still keep a balance with all other learning tools and experiences.
- Creative activities and special interest groups at lunch times.
- Increased opportunities for students to learn about social justice and possible introduction of an additional language.
- Wider variety of sports options especially for K-2 to continue fostering a healthy, active lifestyle.

**Students**

- Activities such as the Creative Life Festival so that we can try new things and think about things differently.
- There should be more teacher/children interviews but not as formal. This would give us a chance to talk to our teacher about our learning and what to do next.
- Different homework that is more interesting
- Teachers teaching us different ways to solve problems and giving us challenges to solve- special projects.
- Creative learning like art, music and drama and when we get to make things and do practical things.
- Concerts and when we have opportunities to perform and show our work to people.
- Sport and active learning.
- When we can use different types of technology
- When we are recognised with awards and when our teachers talk to our parents about the positive things and the things we do well.
PROGRESS ON 2014 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 2014 NAPLAN results.
- On average 85% students K-2 achieved or exceeded expected reading benchmarks (Kindergarten = Level 6, Year 1 = Level 16, Year 2 = Level 24).
- All staff participated in professional learning focused on the NSW English syllabus for the Australian curriculum, developing a familiarity with the syllabus and writing quality units of work.
- 100% of teachers planned collaboratively, participate in regular discussions focused on consistency of teacher judgment, shared teaching programs and resources.
- All stages developed common assessment plans, rubrics and stage assessment tasks which were moderated.
- Increased numbers of teachers used the DEC literacy continuum and Best Start Continuum to support assessment and planning.
- 100% of students participating in BEAR reading program improve by five levels in reading and made progress on measures of accuracy, fluency and phonemic awareness.
- The majority of students K-6 participated in the home reading program, with increased participation overall.
- A range of staff participated in quality professional learning across several aspects of literacy – reading, writing, speaking and listening.
- 100% students K-6 had access to a greater range of quality literature for guided, shared and home reading sessions. An increased number of guided readers were purchased to support reciprocal reading and Focus on Reading strategies.
- Two staff members participated in refresher training on Focus on Reading and developed an action plan to ensure the sustainability of this pedagogy and explicit teaching of comprehension.
- All Kindergarten teachers participated in the L3 (Language, Learning and Literacy) program to embed explicit and systematic teaching of literacy in Early Stage One.

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 2014 NAPLAN results.
- 85% students K-2 achieved or exceeded expected numeracy benchmarks as measured on the early numeracy framework.
- 100% of teachers planned collaboratively, participate in regular discussions focused on consistency of teacher judgment, shared teaching programs and resources.
- All stages developed common assessment plans, rubrics and stage assessment tasks which were moderated.
- A range of staff participated in quality professional learning in numeracy with particular focus on supporting students who require extra assistance and extending high achieving students.
- 90% students regularly access Mathletics to support numeracy learning.
- 100% students K-6 have access to a greater range of quality numeracy resources through the purchase of class and stage equipment for number, space, measurement and data.
- Strengthened implementation of enrichment programs for high achieving students including Maths Olympiad and the South Sydney High School enrichment program.
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.
- Strengthened implementation of Primary Connections science units in all classes.
- Student evaluations indicated increased engagement in Science and Technology.
- A thorough review of the student reporting format was conducted and a new format was developed to meet DEC guidelines and community needs.
- Evaluations indicate increased satisfaction with enrichment opportunities provided by the school.
- Increased numbers of students are participated in enrichment programs and initiatives.

Target 3: Student Wellbeing

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

Our achievements included:

- Review and redevelopment of the student wellbeing policy continued. Areas addressed included the values, framework, discipline and anti-bullying procedures, merit scheme, student supervision procedures, attendance policy and procedures and health care policy and procedures.
- The number of negative behaviour incidents in the playground and classroom was reduced.
- Students were recognised on a regular basis for displaying qualities related to the school’s values framework.
- Families were supported at critical transition points (Preschool – Kindergarten and Year 6 –7) and children made effective transitions to the next stage of schooling. The Kindergarten and high school transition programs were highly successful.
- Implementation of structured playground activities, passive play, sport activities, available equipment to ensure the playground is an engaging and safe space. Student feedback indicated greater satisfaction in the playground.
- Extra-curricular and enrichment opportunities were developed for students in the areas of band, choir, music, visual arts, dance, photography, debating and sport.

Target 4: Home, School, Community Partnerships

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

Our achievements included:

- Parent surveys and focus groups indicated strong satisfaction with school communication processes and improved knowledge of school events and programs. This was supported through continued development of the school newsletter and website. The school website received a greater number of weekly visits.
- Evaluations indicate strong community confidence with school print materials, website and customer service.
- 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. All staff participated in professional learning focused on personalised learning plans for Aboriginal students and plans were developed for 75% of our Aboriginal students in partnership with their families.
The development of the 2015 - 2017 school plan was the result of consultation across all members of the school community. The process was informed by a range of information sources including student achievement data, information from school evaluations and feedback from parent, student and staff focus groups. In addition, the school leadership team worked to analyse and evaluate a range of programs and school structures. These included curriculum with a focus on English and Mathematics, technology, learning support, assessment and reporting, student wellbeing initiatives, Aboriginal education strategies, English as an Additional Language support, quality teaching practice, teaching professional learning, leadership development, communication strategies, the functioning of school teams and school systems.

The consultation was multifaceted. Futures-focused forums with staff, parents and students looked at the purpose and focus of the school plan, how the plan aligns with the Melbourne Declaration of Educational Goals for Young Australians, state and DEC planning and the long term goals for the children at Daceyville PS. The process of an Appreciative Inquiry guided the forums with all stakeholder groups. These forums facilitated discussion about the school’s strengths, captured community vision and hopes for our students’ futures, long term aspirations for the school and its programs and possible strategies to be implemented for improvement.

The staff worked with the DEC School Excellence Framework to assess the school’s strengths and areas for improvement across the domains of learning, teaching and leadership. Feedback was sought from staff and parents on the plan before its endorsement and publication. The full school plan can be accessed on the school’s website at http://www.daceyville-p.schools.nsw.edu.au

The school’s 2015 – 2017 strategic directions are as follows:
ABOUT THIS REPORT

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

Nicole Molloy – Principal
Belinda Head, Gemma O’Keeffe, Serena Petriella, Elizabeth Elfes and Rhonda Rush – Assistant Principals
Elizabeth Bowring, Jane French, Sally Ann Mullane, Brooke Rush, Rebecca Simmiss – Classroom Teachers
Kathleen Gray – P&C President Nadege Provenzano-Sherwood and Kyle Harrington – 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

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