

# Darlington Public School

## Annual Report



2016



1735

## Introduction

The Annual Report for 2016 is provided to the community of **Darlington Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Elizabeth Sinnott

Principal

### School contact details

Darlington Public School

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### Message from the Principal

I would like to begin the Annual School Report by acknowledging the Gadigal people of the Eora nation, who are the traditional custodians of the land upon which Darlington Public School is located.

In 2016 our students have continued to achieve excellence in the areas of academic learning, creative and performing arts, sport and extracurricular activities.

Darlington has continued to provide a rich set of opportunities for students to demonstrate excellence both within and outside the classroom. Many of these achievements are outlined in the following pages.

Our dedicated and talented staff members work closely with the highly supportive and involved parent community to provide the very best learning opportunities for all students at Darlington Public School.

2016 was another amazing and successful year for the students, staff and parents at Darlington Public School.

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.

## School background

### School vision statement

At Darlington Public School we EDUCATE ON PURPOSE.

Our vision is that all students receive strong educational foundations on which independent, critical thinking, lifelong learners are developed.

Our goal is that all Darlington Public school students are able to use their educational opportunities to make a positive difference in their own lives and in the wider community.

### School context

Darlington is a small inner city school located on the fringe of the centre of Sydney. Our school community comprises a diverse range of cultures.

As well as a strong academic focus, our school offers a range of additional programs to enrich students' learning and develop social, cultural, sporting and personal development.

Our desire is to value and nurture each student as an individual and to develop the whole child in a supportive and challenging environment.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have primarily on wellbeing, curriculum and learning. We are creating a school environment anchored by a strong foundation of rich learning experiences and an understanding of curriculum and its implications for students in the twenty first century. Attention to individual learning needs are being identified early via Individual Learning Plans for identified students and Personalised Learning Plans for Aboriginal and Torres Strait Islander students. Parents are increasingly involved in planning and supporting the learning directions for their children. Strong participation of our Aboriginal community has also been evident throughout 2016. In the domain of Teaching we have focused on curriculum implementation and collaborative practice for staff members. Stage meetings have facilitated collaboration as has our participation in the Newtown Network of Schools. During 2016 we continued "hubs" for the five schools to collaborate via stage meetings across the network, continued the Early Career Teacher network and once again came together for a combined Staff Development Day. Collaboration and sharing have a strong focus within the Newtown Network and is a valued part of our professional development at Darlington PS. The preparation of Professional Development Plans have renewed our focus on our own development as teachers and they have guided the way we reflect and give feedback to each other. In the domain of Leading, our priorities have been to strengthen leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout 2016 has been due to a strong focus on leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Student Voice

## Purpose

Strengthen the culture of student leadership, social consciousness, activism and engagement in all areas of school life.

## Overall summary of progress

Our school-wide focus on student well-being through leadership opportunities, student activism and building better relationships have enabled us to achieve progress in this strategic direction.

Examination of our student leadership processes showed only a few students were able to demonstrate their leadership capabilities. We expanded the leadership opportunities for Year 3 to 6 students and formed committees with students from each grade given the opportunity to nominate themselves to participate on a school improvement committee. The Year 6 students were able, with the guidance of staff members to build capacity in the younger students to make a difference to the school and develop respectful and long-lasting relationships.

Mindfulness was introduced to a number of classrooms and the staff were trained in the implementation of "Positive Behaviour for Learning"

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increase the percentage of students eligible for student leadership roles from 7% in 2014 to 40% in 2017 (20% in 2015, 30% in 2016)</li></ul>	We have our 4 committees, playground harmony, communications, events and environment as well as our Student Representative Council and Leadership Council. We have certainly reached more than 30% students eligible for leadership roles in 2016	\$1,250 for committees to spend from school budget  \$1,500 from Teacher Professional Development funds for Mind Matters training  \$2,500 from Teacher Professional Development funds for Positive Behaviour for Learning training
<ul style="list-style-type: none"><li>Increase the number of students who have experienced student leadership roles from 8 in 2014 to 100 in 2017 (30 in 2015, 75 in 2016)</li></ul>	Approximately 80 students have experienced leadership roles by the end of 2016, we are well on track to achieving this goal.	as above
Decrease the number of Stage 1 playground incidence reports from 111 in 2014 to 20 in 2017 (50 in 2015, 35 in 2016)	Stage One appears to be our difficult stage in terms of playground incidents. we have responded by developing protocols for Reflection Room and training in Positive Behaviour for Learning	\$2,000 to purchase licence for ESR momentum cloud program

## Next Steps

This section includes future directions for 2017 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

Continue to build on the student led committees, expanding the roles of each of the committees.

Implement Positive Behaviour for Learning during 2017 through a whole school approach led by a team of staff members trained during the 2016. Significant funds will be allocated to fully implement this program..

Purchase Theragames to assist with problem solving conflict resolution.

## Strategic Direction 2

### Teaching and Learning

#### Purpose

Targeted and purposeful teaching programming and practices which provide explicit and differentiated curriculum as the foundation for all student achievement.

#### Overall summary of progress

Staff members continue to deepen their understanding of the new History and Geography syllabuses. Staff members from within the school and across the Newtown Network of Schools are leading and supporting others through an effective implementation strategy.

The implementation of the Performance Development Framework, including teaching standards in the goals has led staff engaging in a deeper reflective process that is guiding ongoing development of all staff. Regular monitoring and feedback is delivered with support offered for growth and progress.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increase the percentage of Year 5 students at proficiency standard in Reading from 33% in 2014 to 50% in 2017 (40% in 2015, 45% in 2016)</li></ul>	The Literacy & Numeracy data wall has become a reference point for staff to identify student support needs	\$15,000 expended to update literacy resources in the school to support student needs.
<ul style="list-style-type: none"><li>Increase the percentage of Reading Recovery maintaining or improving on Level 16 by the end of the school year from 0% in 2014 to 100% in 2017 (50% in 2015, 75% in 2016)</li></ul>	75% of children completing Reading Recovery maintained or improved on level 16 when returning to their mainstream class.	Funds to support literacy were also used to support resources for Reading Recovery.
<ul style="list-style-type: none"><li>Increase the percentage of Year 3 students at proficiency standard in Numeracy from 37% in 2014 to 60% in 2017 (45% in 2015, 55% in 2016)</li></ul>	The Literacy & Numeracy data wall has become a reference point for staff to identify student support needs.	\$10,000 expended to update numeracy resources in the school to support student needs.
<ul style="list-style-type: none"><li>Science and Technology and Mathematics syllabi are evidenced in all T&amp;L programs</li></ul>	New Scope and Sequences evidenced in all T&L programs, evaluated during supervision meetings	\$2500 spent on Teacher release and English consultants for Joint SDD with Tempe PS.

#### Next Steps

Readjust the Aboriginal Education Officer's timetable to target Aboriginal students Personalised Learning Plan targets, utilising PLAN and NAPLAN data in consultation with classroom teachers. Increase support for students needing assistance and gifted and talented students by employing a teacher to target both areas in 2017. Prioritise Science and Technology syllabus implementation, through professional learning opportunities and collegial planning across the school and the Newtown Network of schools.

## Strategic Direction 3

### Collaborative Learning Network

#### Purpose

Build stronger positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in pursuit of excellence.

#### Overall summary of progress

The Early Career Teacher Network provided support to over 35 ECT in the Network through workshops for classroom and behaviour management, time management, accreditation and assessment for learning. The teachers highly valued the opportunities to meet with colleagues at similar stages in their career and have indicated a wish to continue the network meeting in 2017. Some ECT continued their relationship with their 2015 appointed mentors. The Curriculum and Learning project involved a shared SDD in Term 2 screening the documentary *Most Likely to Succeed* with design thinking workshops to follow. Schools were to think critically about student engagement and authentic connections for learning. This year the schools trialed classroom visits across the network schools with a number of teachers having opportunities to share and observe practice in other contexts. Stage based Professional Learning Hubs in week 6 of Term 1, 2 and 3 were based on writing. The first was a sharing session where teachers were asked to share a strategy or idea. The next session the stages were asked to develop an assessment task for writing. Each teacher went away to use the task to gather writing samples to be moderated. The writing samples were moderated using the continuum at the final meeting in Term 3. Senior students across the 5 schools were involved in a joint learning journey using Project Based Learning as the approach to develop relationships and a sense of shared purpose– the project focus this year was on sustainability and culminated in an introduction of a waste free Wednesday to be held across every school involved. Students were involved in pitching ideas to experts, reflecting on their own leadership and identifying the learning that had occurred as part of their involvement. The project resulted in a documentary film being made that was screened at the Dendy Newtown.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them from Me Survey tool  Aggregated data across the 5 schools will be used as initial data and evaluative data:  From Teacher and Parent data, Term 3, Student data, Term 2.	Student engagement increased by 20% TTFM	self funded, evening meetings for staff to plan
Pre and post survey data from teachers, parents and students will be used to evaluate progress	100% teachers in the Network indicated that discussing student work samples in line with the writing continuum was beneficial	\$2,000 for teacher release for planning, Hubs were held after school.
Film of enquiry based learning will show progress at the beginning, the middle and at the end of the project.	100% teachers participating in cross school visits indicated the experience had enhanced their teaching practice.	\$2,000 for teacher release, many meetings were self funded by occurring after school.

#### Next Steps

Network goal of improving narrative writing data through an action research project involving professional learning, access to experts, consistent data collection, collaborative planning and ongoing data collection process. Continue to develop leadership capacity in Stage 3 students across the Network through a shared project approach which focuses on authentic real-world problems. Schools will collaborate with local community leaders to inform practice. The ECT project will continue across the six schools and will be responsive to the self-identified needs of the ECT to ensure professional learning provided is personalised, relevant and valued. Opportunities for teachers to visit other schools in the Network will continue and provide favourable conditions to ensure collegial discussions around pedagogy. The process will be refined to ensure there is an understanding of the purpose of the visit; to develop themselves as a teacher.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal student growth is evident in NAPLAN and school data. Aboriginal students are given targeted support to enhance learning	\$2,300 Norta Norta SLSO  \$28,000 teacher employed to support Aboriginal students  \$1,500 NAIDOC celebrations
<b>English language proficiency</b>	EALD student growth is evident in NAPLAN and school data. EALD students are given targeted support to enhance learning	\$24,000 to employ EALD teacher 2 days per week
<b>Low level adjustment for disability</b>	Literacy and Numeracy growth data analysed	\$4,000 to employ SLSO for playground program  \$12,000 to employ teacher to support Learning and Support teacher role
<b>Quality Teaching, Successful Students (QTSS)</b>	timetable adjusted to allow mentors off class to support staff during RFF	Equivalent to just under 1 day per week entitlement
<b>Socio-economic background</b>	ALL students have access to the full curriculum and school life	\$7,000 to subsidise student access to the full curriculum eg. camp, excursions, uniforms etc
<b>Support for beginning teachers</b>	Significant Professional Learning and Mentoring has occurred throughout 2016. Relationships established.	\$4,000 to release beginning teacher and mentor, professional subscriptions and professional learning
<b>Preschool</b>	Increased enrolment, Exceeding rating for preschool	\$10,000 allocated to improve preschool
<b>Literacy and Numeracy</b>	End of year diagnostic assessments taken on all students. Years K-6 entered on PLAN	\$10,000 to employ teacher to support literacy and numeracy.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	131	130	126	121
Girls	113	114	112	107

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

Our enrolments have remained relatively steady over the past four years and the cultural mix has remained diverse with 23% of students from a non-English speaking background and 22% form an Aboriginal or Torres Strait Islander background.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93	94.5	92.7	94
1	94.7	92.9	92.5	93.7
2	92.5	95.6	91.9	93.7
3	94.2	95.1	95.6	95.3
4	93.3	94.5	93.3	95.8
5	94	93.6	93.8	95.7
6	92	92.3	93.4	94.1
All Years	93.4	94.1	93.3	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Our attendance rates have improved over the last four years to now be slightly above state average.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	9.99
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration & Support Staff	4.62
Other Positions	0.09

\*Full Time Equivalent

Six members of Darlington PS staff are from an Aboriginal or Torres Strait Islander background, making them 26% of our workforce.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

### Professional learning and teacher accreditation

The staff is involved in ongoing professional development as a whole staff and individually through courses provided by the Department of Education and Communities and other accredited organisations. In 2016 \$21,116.56 was invested in staff development.

This year all teaching staff took part in targeted professional learning sessions to develop Consistent Teacher Judgement around assessment using the writing through the Newtown Network of schools. The School Learning Support Officers participated in learning around The Early Years Learning Framework and specific training for students with diagnosed disabilities. Eight teaching staff are currently maintaining accreditation at Proficient level and three are preparing for accreditation at Proficient level of the Australian Professional Standards for Teachers.



## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 31/12/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>208 242.18</b>
Global funds	167 519.81
Tied funds	145 175.11
School & community sources	113 510.77
Interest	3 862.80
Trust receipts	81 166.00
Canteen	0.00
Total income	719 476.67
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	41 819.58
Excursions	49 505.60
Extracurricular dissections	50 570.57
Library	4 172.21
Training & development	1 998.20
Tied funds	118 248.42
Short term relief	69 766.90
Administration & office	42 459.15
School-operated canteen	0.00
Utilities	33 109.80
Maintenance	7 210.05
Trust accounts	85 775.00
Capital programs	0.00
Total expenditure	504 635.48
<b>Balance carried forward</b>	<b>214 841.19</b>

includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	246 989.52
(2a) Appropriation	215 241.19
(2b) Sale of Goods and Services	15 703.18
(2c) Grants and Contributions	15 887.54
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	157.61
<b>Expenses</b>	-108 022.64
Recurrent Expenses	-108 022.64
(3a) Employee Related	-67 564.68
(3b) Operating Expenses	-40 457.96
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	138 966.88
<b>Balance Carried Forward</b>	138 966.88

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This summary financial information covers funds for operating costs to 31/12/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary

	2016 Actual (\$)
<b>Base Total</b>	1 761 733.33
Base Per Capita	13 297.66
Base Location	0.00
Other Base	1 748 435.67
<b>Equity Total</b>	197 653.57
Equity Aboriginal	77 378.33
Equity Socio economic	7 098.14
Equity Language	24 870.49
Equity Disability	88 306.62
<b>Targeted Total</b>	15 340.00
<b>Other Total</b>	696 562.58
<b>Grand Total</b>	2 671 289.48

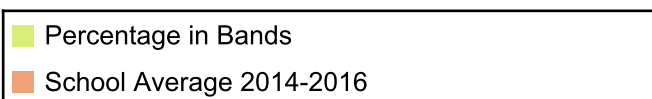
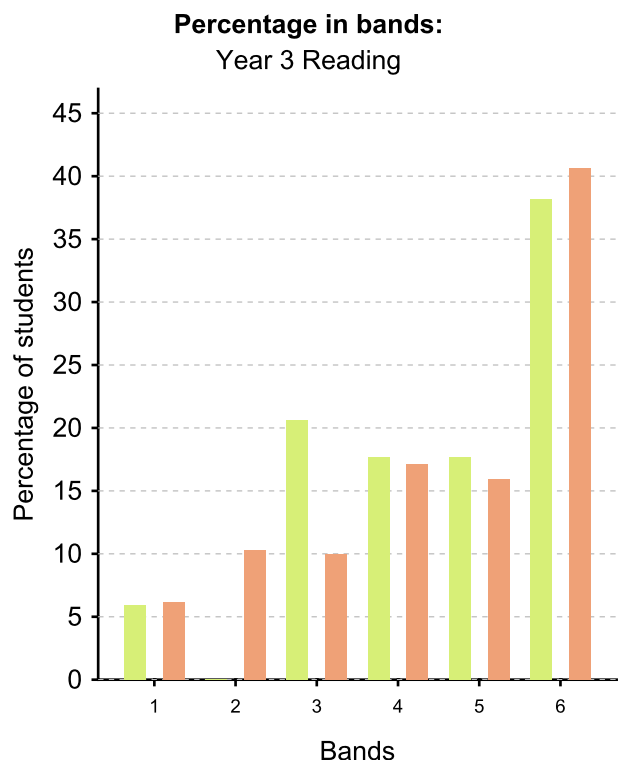
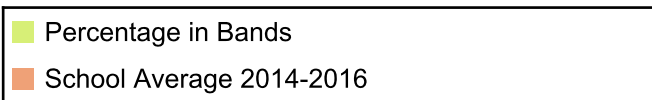
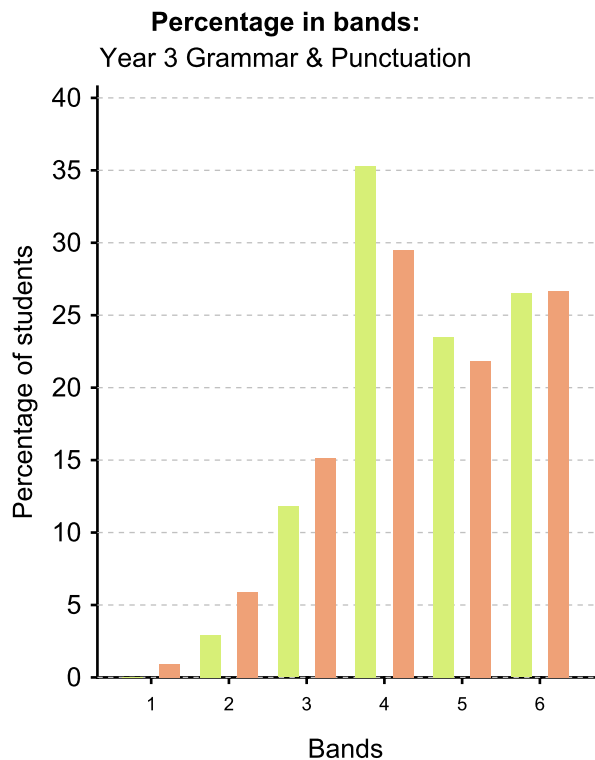
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

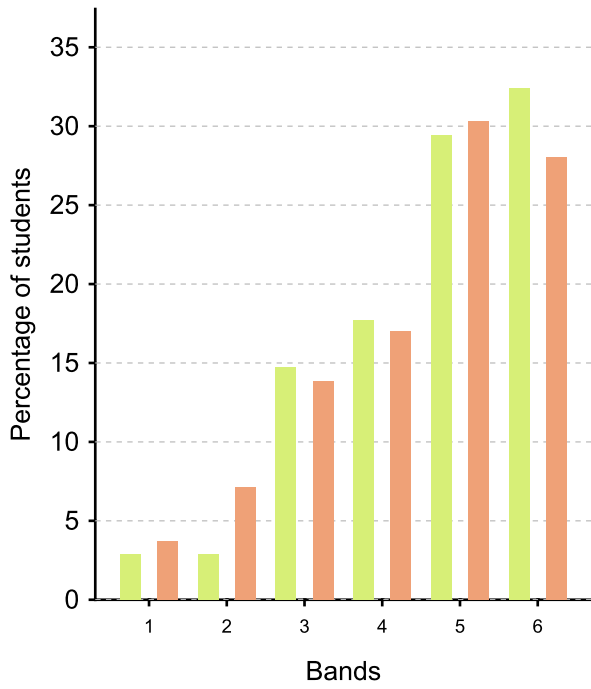
### NAPLAN

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

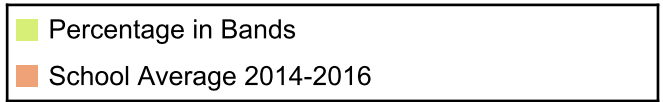
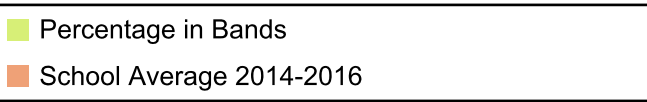
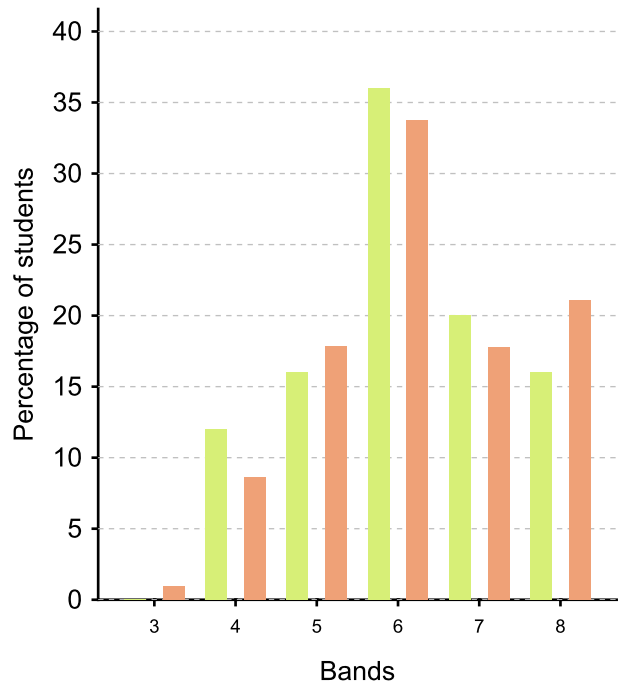
56% of Year 3 students performed at proficient level in Reading and 32% of Year 5 students performed at proficient levels in Reading in 2016



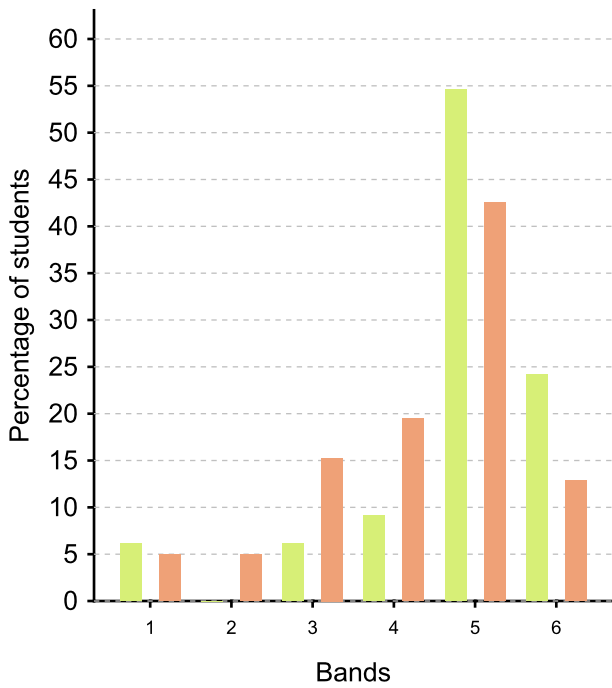
**Percentage in bands:**  
Year 3 Spelling



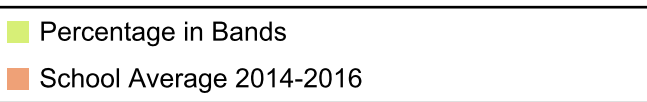
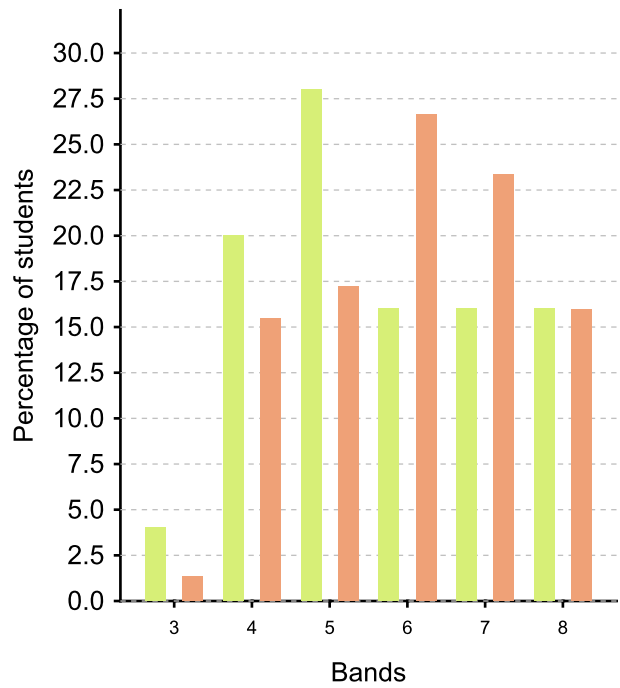
**Percentage in bands:**  
Year 5 Grammar & Punctuation



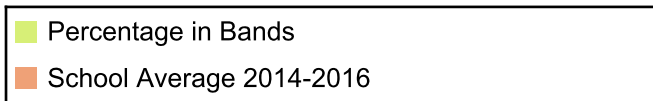
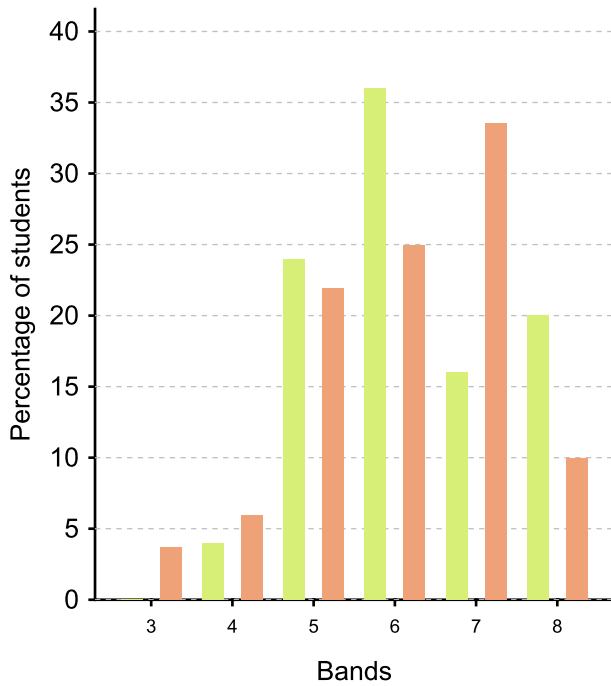
**Percentage in bands:**  
Year 3 Writing



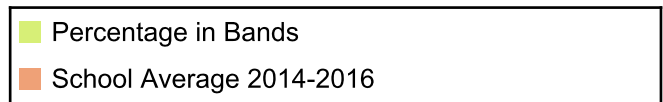
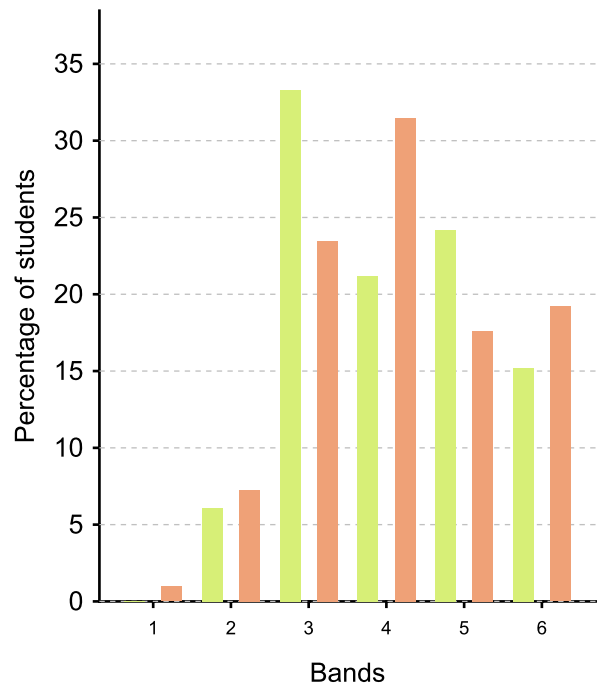
**Percentage in bands:**  
Year 5 Reading



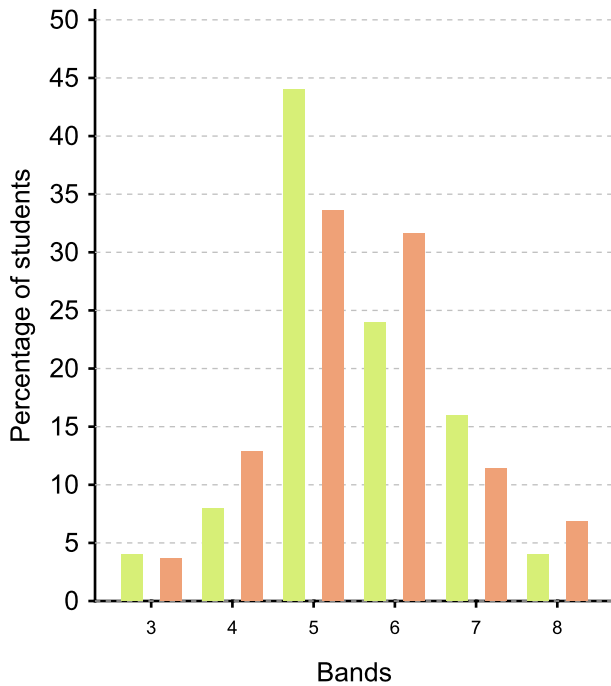
**Percentage in bands:**  
Year 5 Spelling



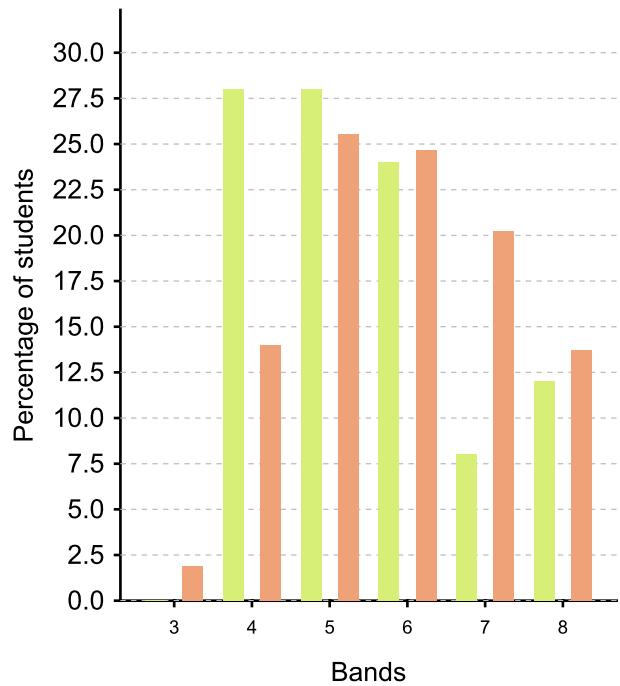
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



38% of Year 3 students performed at proficient level in Numeracy and 20% of Year 5 students performed at proficient levels in Numeracy in 2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year at Darlington PS we survey students, parents and staff through the Tell Them From Me survey tool, in 2016 the responses were

### Students:

Positive teacher–student relations. Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, Positive Teacher–Student Relations were rated 8.4 out of 10; the NSW Govt norm for these years is 8.4. Positive Learning Climate. There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. In this school, students rated Disciplinary Climate of the Classroom 6.5 out of 10; the NSW Govt norm for these years is 7.2. Expectations for success. The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 8.2 out of 10; the NSW Govt norm for these years is 8.7.

### Parents:

Parents believed teachers help students who need extra support and they help students develop positive friendships. They believed that their child was clear about the rules for school behaviour and that teachers have a high expectation for their child/ren to succeed as well as showing an interest in their child's learning.

### Teachers:

Comments included; I set high expectations for student learning. I give students feedback on how to improve their performance on formal assessment tasks. My assessments help me understand where students are having difficulty. I help students use computers or other interactive technology to undertake research. I establish clear expectations for classroom behaviour. I work with parents to help solve problems interfering with their child's progress. My students are very clear about what they are expected to learn. I strive to understand the learning needs of students with special

learning needs. I talk with other teachers about strategies that increase student engagement.



## Policy requirements

### Aboriginal education

Darlington Public School has a strong focus on Aboriginal education. We have a unique ability to provide opportunities for our Aboriginal students to maintain strong connections with their culture and make academic gains. The reason we are able to do this is in part due to our mix of Aboriginal and Non-Aboriginal staff, the way in which we celebrate significant Aboriginal events such as NAIDOC and Reconciliation week, the relationships we build with parents through Aboriginal Personalised Learning Plans and our connection with local Aboriginal organisations in the area.

Aboriginal students represent 22% of the total school population.

This year we joined forces with Chris Edwards and The Rug Collection to produce rugs with Elders using their very own songlines. The students designed the rugs during workshops with their Elders and Chris then the Rug Collection manufactured them. The collection was called Jarjums Collection and were on sale to the public late in 2016. The school received one of each rug designed and they are displayed in the hall proudly.

Reconciliation and NAIDOC week community Barbeque days saw an increase in overall community participation with students being acknowledged for their respect for and appreciation of Aboriginal and Torres Strait Islander culture.



### Multicultural and anti-racism education

All classroom teachers ensure that multiculturalism is a fundamental value in their teaching programs.

Multicultural perspectives were linked to programmed units of work where possible and aspects of multiculturalism were treated as they occurred incidentally.

In 2016, diversity of cultures were celebrated during Book Week and Harmony Day. Harmony Day celebrations involved activities for students in Preschool to Year 6, such as wearing the colour orange to school to recognise the day's importance. Accepting and embracing attitudes towards different cultures, religions and world views were promoted.

A staff member is currently trained as an Anti-Racism Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum policies and working environment.

Staff increased students understanding of racism and discrimination and its impact through teaching and learning programs that are activity based.

## Other school programs

### Darlington PS Preschool

Darlington Preschool grew in size once again in 2016, beginning in January with 27 enrolments and growing throughout the year to a total of 55 children in attendance by December.

The children enjoyed a variety of experiences in response to their fleeting and sustained topics of interest this year. Some highlights include creating a fruit and vegetable alien, building a cardboard city, investigating Space, insects, gardening and emergencies.

The incursions included Fire and Rescue NSW, Aboriginal Medical Service (dental hygiene), Sydney Trains and Henny Penny Hatching program where we cared for chicks for two weeks. The children enjoyed this experience so much that we then got pet tadpoles, observing their development into frogs before setting them free in a local pond.

The preschoolers also went on an excursion this year to the Royal Botanical Gardens to learn about "Aboriginal People and Plants". We took the bus into town and many of the children were able to point our familiar landmarks. Despite the rain, the children learnt lots about how Aboriginal people cared for the land and were resourceful by using plants as medicine.

The preschool parents were very keen to be involved this year and provided a range of experiences for the group including cooking, Aboriginal dance and culture, Torres Strait Islander dance, singing in Vietnamese, various craft experiences, gardening and photography.

This year Darlington Preschool underwent ACECQA's National Assessment and Ratings process for the first

time since its implementation in 2012. The preschool was assessed in August and achieved an overall rating of 'Exceeding National Standards'.

### Dance

2016 was yet again a successful year for Dance at Darlington Public.

Curriculum Dance: Following a similar structure of the lessons from 2015, I carried the same configurations with last years' lessons, however with different focuses for each term. The class structure being: warm-up, stretches/strengthening, technique & routine- all exercises were catered for all year levels. Again, students focused on a specific style of dance each term with all exercises suiting that particular style of dance. Term 1 and 2 was heavily dedicated to learning technique work & student lead exercises e.g. warm-up. As all students had basic knowledge in dance, I decided to implement a number of student lead exercises in all of the classes so that students felt more drawn into the class. These exercises gave the students a chance to be a leader & it built the student's confidence- they were the following: -Kindergarten & Year 1 students had a warm-up exercise called "follow the leader". I chose a student each lesson to be the leader, all students would line up behind the leader & follow 3 actions that the leader came up with to execute around the room. Years 2 & 3 students focused on leading the stretching aspect of the lesson. Years 4-6 did a warm-up exercise called "6 leaders warm-up". 6 students in front of the class, each student would get 8 counts to execute a dynamic groove, the rest of the class had to copy the 6 leaders. This exercise was performed to an entire song. In term 3, the lessons were heavily focused on performance work as we were working towards our 'end of year' showcase, which was held on the 27th & 28th of October. The showcases were a big hit, with a great turn out. All classes had their own class routines, all 3 of the dance ensembles & the 2 choir ensembles were included in the showcase. Students were either given costumes or they were asked to put together an outfit from home, and 1 class were asked to create their own prop which they enjoyed making as they felt they were more part of the process of putting together their routine. Another great year for Dance. The students are becoming more confident and their love of dance and performance was clearly evident at the showcase.

Extra-Curriculum Dance: Again, I had the same three ensembles in 2016- K-2, 3-4, 5-6. I had great commitment & dedication from all students that were involved. All ensembles were a part of the End of Year Showcases in October. I saw great improvements from all of the students that were a part of the ensembles. The Intermediate Ensemble group (3-4) had a fantastic year! They were successful in being accepted to be a part of the Schools Spectacular. They had an amazing experience throughout the whole process- from the audition, all the long hours of rehearsals & the performances. Throughout the Schools Spectacular process the students not only grew as performers, but the friendship & the team work amongst the group developed, showing their maturity and exemplary behaviour.

## Leadership Council

Through participation in a three day intensive leadership development course in June, the students on the Leadership Team identified and developed their problem solving, communication, leadership and creative design skills. These skills were enhanced and put into practice when the students were asked to be part of a team (Newtown Network of Schools) that designed a driving question in order to solve a real world problem. In this case, the problem revolved around excess littering each school and in general in the Newtown Community. Each team devised a solution over many working sessions to try and answer the question – How can we, as student leaders of the Newtown Network of Schools, educate our school and communities to reduce waste and littering. The pitches were then presented to a panel made up of experts in the field of waste at local and state government levels. A winning team was chosen. One of the teachers involved followed the students and teachers over the 9 month period and put together a documentary that was then screened at the Dendy, Newtown in November, 2017. The students and teachers involved found it to be an enriching, insightful and educational opportunity in Leadership Development that we were all grateful to be part of. And it was lots of fun.

## Music

In 2016 Darlington Public School Choir and Recorder Ensemble were busy, performing in various concerts outside school. The Senior Choir performed in the Ultimo Precinct Music Festival “Cantabile” in August at the Sydney Opera House. They were members of a massed choir, accompanied by various Public Schools Orchestras, Concert Bands and smaller ensembles. Senior Choir was also fortunate to be invited to take part in Schools Spectacular, helping to break a new Record in the Guinness Book of World Records. The Darlo Choir took part in a concert at Sydney Town Hall “Celebration Sing Out!”. This concert was a lot of fun, and supported a great cause raising funds for Music Therapy at Westmead Children’s Hospital. Darlington Recorder Ensemble worked very hard to learn the beautiful repertoire performed at the Festival of Instrumental Music in August at the Sydney Opera House.

## Sport

2016 was an action packed year for sport at Darlington Public School. During Term 1 students in Years 1–6 participated in an intensive weekly swimming program at the Sydney University Aquatic Centre. This was valuable to all students and the skills learnt were demonstrated at the annual swimming carnival at the N.C.I.E. We had a team of approximately 30 represent the school at the Zone Swimming Carnival at Mascot pool. 8 students represented SSPSSA at the regional carnival at Homebush. Term 2 and 3 were very busy with the introduction of 3 new sports for the children to participate in within the South Sydney PSSA. Darlington Public School now offers Netball, Soccer and A.F.L at Tempe Reserve along with Oz Tag at Waterworth Park. Darlington provides 2 senior and 2

junior sides in Oz Tag, 2 Senior and 1 junior team in Netball, 1 senior and 1 junior Soccer team and 1 Junior and 1 senior A.F.L team. The Senior A Oz tag team defended the South Sydney PSSA Championship and have now won the title for 6 Consecutive years. The Junior Soccer team won the B grade championship in their first year. We now have over 85% of children in Yrs 3–6 participating in PSSA Sport. In Term 2 we held our 3rd Darlington Cross Country at Victoria Park and 30 students represented the school at the Zone Cross Country at Gough Whittlam Oval. Although the children returned very tired they had a wonderful time competing and mixing with students from other schools. 2 Students represented SSPSSA at the Regional Carnival at Miranda. In Term 3 we held a very successful Athletics Carnival at Erskineville Oval where we now have 2 field events in the program. For the first time in our short history Darlington won the SSPSSA Athletics championship at the Zone Carnival at Hensley Athletics Field. We had 40 students represent the school at this carnival. We also had a record 10 students represent South Sydney at the Regional carnival at Homebush. We also hosted a highly successful NRL Development day with Paul McNicolas with a surprise visit from Rabbitohs captain Greg Inglis. All students from K–2 received a book, while 3–6 were given a football. Also Y5–6 had their annual trip to Bondi Beach to learn about Surf Safety. Another first at D.P.S was the advent of Seda College volunteering their students time to come to school and teach the children specific sport related fundamental movement skills. The Darlington students had a fun time learning skills relating to Soccer to Cricket. We all hope this is a relationship that continues in the future. Finally for the 2nd time in 10 years Darlington Public School had a student represent NSW in their chosen sport. Elissa Tennant represented in Girls Soccer travelling to Western Australia to play in the National Tournament.