

Darlington Point Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Darlington Point 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.

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School background

School vision statement

At Darlington Point Public School we want to educate each of our students to achieve their true potential and become confident, creative individuals who are prepared to embrace opportunities and challenges they will encounter in the future. We are a school that recognises that there are many different styles of learning. Teachers engage students in meaningful learning programs that are based on extensive planning and a 'whole of school approach'.

Effective teaching practices and differentiated learning ensures the needs of the individual are being met and enhanced. Our students are our core business.

School context

Darlington Point Public School in the Murrumbidgee Shire provides a dynamic and caring educational environment in which all its 100 students access quality educational programs within a varied and balanced curriculum.

Situated on Wiradjuri land, 36km South of Griffith, the school enjoys a positive relationship with the community, where parents and caregivers are strongly involved in numerous school activities throughout the year.

The schools 8 full-time multi-skilled teachers, including a non-teaching Principal, continually enhance students' educational opportunities through the incorporation of initiatives in the areas of literacy, numeracy, student well-being, technology, sport and the performing arts. This has brought about widespread recognition of excellence within the school and its wider community.

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.

Staff has discussed the School Excellence Framework and its implications for informing and monitoring current practice and future improvement. Staff reflected on and responded to the elements of the framework providing an important overview of our performance.

In the domain of learning, our school has consistently implemented a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Individual learning needs of all students are understood and accommodated through a differentiated curriculum in multi-aged classrooms. The school uses performance data and ongoing assessment strategies to monitor progress and inform planning. Students with high learning needs are quickly identified and their learning supported with individual learning plans and additional support from the Learning and Support Teacher and Student Learning Support Officer. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at our school.

In the domain of teaching, our focus has been *Data Skills* and *Use and Learning and Development*. Teachers regularly use PLAN and NAPLAN data and other student feedback to guide and evaluate the effectiveness of their own teaching practices to ensure the best possible outcomes for students. Professional learning activities have been aligned with the school plan and individual needs identified in Professional Development Plans (PDP). Language, Learning and Literacy (L3), Focus on Reading 3–6 (FoR3–6) and Higher Order Ways to Learn (HOW2Learn) have been major areas of professional learning. Teachers have also collaboratively participated in professional learning using the Australian Professional Standards for Teachers to inform their practice.

In the domain of leading, the school is committed to the development of leadership skills in staff and students. We are committed to our school's strategic directions through our PDPs and learning goals which are aligned strongly to the plan. Student leadership is developed and supported through leadership training and opportunities to take on various student leadership roles.

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

Developing confident, creative and resilient high performing students

Purpose

To actively support all students in achieving their personal excellence and developing a love of learning in a high expectations environment. Students engage as 21st Century Learners and enjoy a variety of learning experiences and contexts. Through the use and sharing of growth-focused data, students are engaged in their own learning journey.

Overall summary of progress

In 2016, teachers continued to use ongoing formal and informal assessment to determine students' position and progression on the literacy and numeracy continua. Professional development opportunities were provided to enable teachers to be proficient in the use of Planning Literacy and Numeracy (PLAN) software and the analysis and evaluation of the data collected from internal and external student assessments. This has enabled teachers to identify strengths and weaknesses and subsequently inform future teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Semester 2 school based data will have 90% of students K–6 achieving at or above expected end of year expectations as per Literacy continuum.	<p>Staff determined standardised assessment to be used across the whole school to drive internal data analysis.</p> <p>100% of students mapped using Literacy continuum.</p> <p>Students achieving at or above end of year expectations as per literacy continuum:</p> <p>Kindergarten = 60%</p> <p>Year 1 = 58%</p> <p>Year 2 = 58%</p> <p>Year 3 = 79%</p> <p>Year 4 = 72%</p> <p>Year 5 = 74%</p> <p>Year 6 = 58%</p>	<p>Additional Teacher \$63 000</p> <p>School Learning Support Officer \$50 000</p> <p>Additional Reading Recovery \$15 000</p> <p>Professional Learning \$2600</p> <p>Resources \$4500</p>
Semester 2 school based data will have 90% of students K–6 achieving at or above expected student development levels according to the Numeracy Continuum.	<p>Staff determined standardised assessment to be used across the whole school to drive internal data analysis. Students achieving at or above end of year expectations as per numeracy continuum:</p> <p>Kindergarten = 58%</p> <p>Year 1 = 61%</p> <p>Year 2 = 67%</p> <p>Year 3 = 56%</p> <p>Year 4 = 61%</p> <p>Year 5 = 79%</p>	<p>Additional Teacher \$40 000</p> <p>School Learning Support Officer \$13 800</p> <p>Professional Learning \$1000</p> <p>Resources \$2500</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Semester 2 school based data will have 90% of students K–6 achieving at or above expected student development levels according to the Numeracy Continuum.	Year 6 = 78%	
30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.	Performance of Aboriginal students compared to that of Non-Aboriginal students as shown by Year 3 and Year 5 NAPLAN results, indicated that Aboriginal students are performing at a level below that of the Non-Aboriginal students.	Additional Teacher \$29 000 School Learning Support Officer \$18000
an-increase of at least 8% of all students in the top two bands in all NAPLAN assessments.	Performance by students in both Year 3 and 5 has not shown an increase in the number of students in the proficient bands of the NAPLAN.	

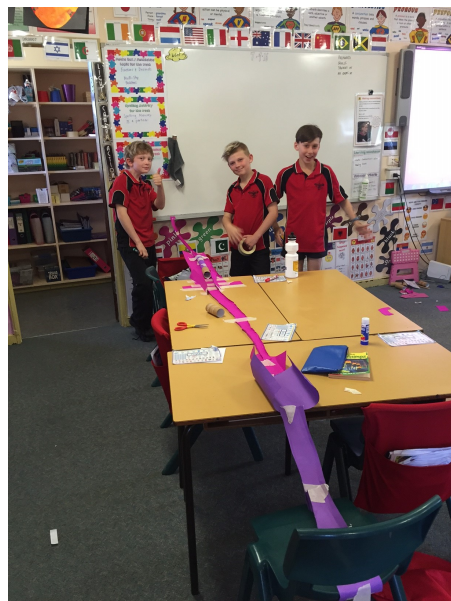
Next Steps

In 2017, Darlington Point Public School is committed to continuing their efforts to provide quality literacy and numeracy instruction to all students. This will be achieved through the school's involvement with the Early Action for Success program and the continuation of the L3 research-based intervention in the infants sector of the school and the FoR 3–6 program in the primary classrooms.

The continuation of the Higher Order Ways To Learn (HOW2Learn) strategy will focus on building a stronger learning culture amongst our school community. The central aim is for our students to build their capacity to learn. Further professional development in the use and analysis of the numeracy continuum will be sourced to strengthen the knowledge base of the staff.

Aboriginal students will be supported through additional funding with the employment of a Student Learning Support Officer (SLSO) specifically targeting Aboriginal students in Years 3 and 5.

The use of SENTRAL EDUCATION will be used to monitor and analyse attendance and wellbeing data to assist in the identification of students at risk. New processes and policies will be developed to best utilise the data to improve the learning opportunities of all students and maintain a positive learning environment.



Strategic Direction 2

Developing high performing, collaborative and dynamic staff

Purpose

To develop teacher capacity for systematic delivery of a contextually appropriate curriculum through quality leadership and quality teaching and learning. The staff has a commitment to ongoing professional development and to use systematic data collection to monitor school-wide progress and target areas for improvement. Resources are applied in a targeted manner to meet student learning and well-being needs.

Overall summary of progress

In 2016, executive staff began identifying areas of need in developing an effective school-based induction process. New staff were surveyed to determine what they felt was required to facilitate their orientation into the school community and its processes.

All staff completed the Australian Institute of Teaching and School Leadership (AITSL) self-assessment tool and through the Professional Development Plan (PDP) process were able to develop professional goals which targeted the recommendation made for improving their practice.

All new scheme teachers have been accredited in line with the Australian Professional Standards. Furthermore, all staff completed the cycle of the PDP, in line with new departmental policy.

Opportunities for staff existed throughout the year to lead professional learning across curriculum areas including the development, design and incorporation of Information Communication Technologies into rich learning tasks.

Teachers have been trained in current school focused programs, relevant to their stage, including L3, Targeting Early Numeracy (TEN), Taking Off With Numeracy (TOWN), FoR3-6 and Reading Recovery

Teachers continued the process of using ongoing formal and informal assessment to determine students' position and progression on the literacy continuum. Professional development opportunities were provided to enable teachers to be proficient in the use of Planning Literacy and Numeracy (PLAN) software and the analysis and evaluation of the data collected from internal and external student assessments. This has enabled teachers to identify strengths and weaknesses and subsequently inform future teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All beginning teachers will receive a high quality induction program to support their entry into the teaching profession.	All beginning teachers received guidance through a supervisor/mentor program which is currently being developed and evaluated. Professional development was provided for all beginning teachers including access to beginning teacher conference and network days.	Teacher Relief – Training and Development (T&D) Incentive days used to cover cost of casual relief.
All staff will actively involve themselves in the AITSL Self-Assessment Tool in order to establish a professional learning plan.	All staff complete AITSL self-assessment tool and used recommendations to develop Professional Development Plan goals.	
Australian Professional Standards for Teachers, with evidence of proficiency and a plan to highly accomplished and lead, are evident in teaching and learning programs.	Teaching and learning programs are regularly evaluated using specific criteria based on the Australian Professional Standards for Teachers.	
All staff to take on leadership roles across the school	All staff nominate for leadership roles at the beginning of the school year in specific areas of	Teacher Relief – \$2000 + T&D Incentive days

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
community.	interest and expertise for example homework centre, debating, choir, sport, Learning and Support Team, performances, public speaking, Gifted and Talented programs, interest electives and other curriculum areas.	Course Fees – \$2000

Next Steps

In 2017, Darlington Point Public School staff will be engaged in HOW2Learn training and implementation to build teacher capacity to focus their energies on what matters most in education – learning.

The accreditation of new scheme teachers will continue to be supported through additional release from face to face teaching, school supervisor support and teacher mentor program initiated by the Department of Education.

Staff will have the opportunity to work closely with an Instructional Leader as Darlington Point Public School joins the Early Action for Success program in 2017.



Strategic Direction 3

Communicating and Engaging across the school community

Purpose

To foster quality, sustainable relationships across the school community to strengthen and maintain a positive and successful school culture. To inspire a culture of collaboration between key stakeholders to address identified student needs.

Overall summary of progress

School assemblies are attended regularly by approximately 25 parents and/or community members every week. Special events are well supported with numbers increasing to, on average, 60 parents and/or community members.

Through various mediums, the school is able to clearly communicate to the school community what the roles and responsibilities are of school personnel.

Throughout the year local non-school aged children were involved in school-based activities including: National Aboriginal and Islander Day Observance Committee (NAIDOC) Day, School performances, School fete and the Kindergarten orientation program.

The school had limited responses to proposed workshops therefore none were conducted during 2016.

Throughout the year parents and community member were actively involved in school-based activities including: interest electives, homework centre, school sporting team coaching, and reading groups.

Personalised Learning Plans have been developed for all Aboriginal students and Individualised Learning Plans have been developed for all students identified as being two or more clusters below end of stage expectations according to literacy and numeracy continua.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All communication focuses on learning and reflects achievements that are celebrated	The newsletter format has been altered to better promote the achievements of the students.	
E-communication kept updated	School e-communications including: Facebook, email and smartphone app are regularly updated.	Cost of app \$1000
All school correspondence will reflect our school brand.	All school correspondence and signage reflects our school brand	
An increased number of parents attending P&C and community events / fundraisers.	Whilst the parent numbers attending Parent and Citizens' Association (P&C) meetings has not increased, the attendance at community events and fundraisers is well supported.	
Increase students' attendance with a focus on start and end of week absences.	In 2016, DPPS saw an increase in its attendance rates. Absentee tracking was used to identify students at risk and follow-up correspondence was immediate. Information regarding the impact of absenteeism has been widely circulated to the school community. Within the school behaviour management system good attendance has been encouraged and rewarded on a weekly basis.	Additional School Administration Officer (SAO)– \$9000
School banners are made that reflect the school brand and strategic directions.		

Next Steps

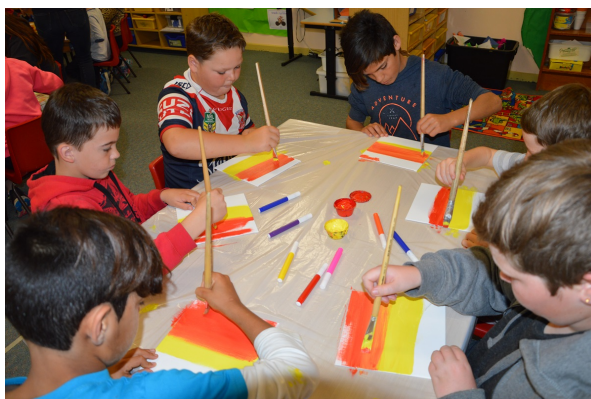
In 2017, student attendance will be monitored and analysed using SENTRAL EDUCATION attendance module. Absenteeism's will continue to be dealt with, in an expedient manner, with parents being contacted by phone after 2 consecutive absences, if unexplained.

Tell Them From Me (TTFM) survey will be conducted in 2017 with students, parents and teachers.

Parent meetings, aside from P&C, will be held each semester to encourage participation in the school planning and decision making process.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Provision of additional support for Aboriginal students in numeracy and literacy. PLPs developed and SLSO employed.	\$74694 (SLSOs)
Low level adjustment for disability	Provision of additional support for targeted students in numeracy and literacy. SLSO and LaST employed.	\$3863.58 (Additional Teaching staff) \$18064.54 (SLSOs)
Socio-economic background	Provision of additional support for targeted students in numeracy and literacy. Additional Classroom Teacher, SLSO and LaST employed.	\$124183.75 (Additional Teaching staff) \$31335.11 (Classroom resources inc. furniture) \$683.56 (Additional School Assistance Officer)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	60	56	61	56
Girls	48	45	44	41

In 2016 the school's enrollment reached 104 students. 35% of our students identified as being of Aboriginal or Torres Strait Islander background.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.6	94.5	93.7	96.9
1	94.8	95.2	94.4	90.7
2	92.3	92	95.3	93.4
3	93.3	95.1	94.3	95.7
4	96.1	89.9	95.2	93.1
5	95.2	95	94.7	92
6	92.1	94.1	94	94.7
All Years	94	93.7	94.5	93.2
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

Management of non-attendance

Attendance at Darlington Point Public School continues to be closely monitored through accurate roll marking and the use regular absence reports.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	5.41
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration & Support Staff	1.7
Other Positions	0.14

*Full Time Equivalent

In 2016, Darlington Point Public School employed three indigenous employees at the school. Two as School Learning Support Officers while the third person works as a School Administrative Officer / School Learning Support Officer / Librarian.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Of the teaching staff, five teachers have achieved their teacher accreditation with the Institute of Teachers at the 'Proficient' standard and engaged in activities to maintain that level of accreditation.

All teachers were involved in a range of professional learning activities throughout the year. Professional development is strategically planned to meet the needs of all staff and is in line with the whole school planning and departmental priorities. The main areas of focus in 2016 centred on:

- the accreditation of one new scheme teacher with the Board of Studies Teaching and Education standards (BoSTES);
- the accreditation maintenance of new scheme teachers at Professional Competence by four teachers;
- developing an understanding of the new NSW Syllabi;
- continued implementation of the Focus On Reading program throughout the school with

- emphasis on stage 2–3;
- the continuation of Language, Learning and Literacy (L3) in the early stage one classroom;
- the inclusion of L3 into the stage 1 classroom;
- exploring the use of SMART data to indicate student progress and address areas of need;
- the implementation of Targeting Early Numeracy (TEN) strategies in the infants classrooms;
- enhancing school leadership.
- the inclusion of the Higher Order Ways To Learn (HOW2Learn) pedagogy throughout the school;
- a focus on student and staff wellbeing.

These areas were the focus of school development days, a series of after school professional learning sessions and a number of training and development days outside of school.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	128 139.03
Global funds	88 549.88
Tied funds	241 421.54
School & community sources	33 093.70
Interest	2 057.47
Trust receipts	6 562.50
Canteen	0.00
Total income	499 824.12
Expenditure	
Teaching & learning	
Key learning areas	12 910.85
Excursions	23 878.22
Extracurricular dissections	4 107.73
Library	2 179.95
Training & development	90.91
Tied funds	301 301.15
Short term relief	15 502.97
Administration & office	32 614.78
School-operated canteen	0.00
Utilities	21 221.74
Maintenance	17 577.19
Trust accounts	5 772.08
Capital programs	1 622.73
Total expenditure	438 780.30
Balance carried forward	61 043.82

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.

In 2016, 100% of Year 5 students showed growth in both Reading and Spelling with 95% showing growth in Grammar and Punctuation. Of these students 60%

showed greater than or equal to expected growth.

In 2016, Year 3 students showed a marked improvement of 13% in both Writing and Spelling.

In 2016, 100% of Year 5 students showed growth in Numeracy with Year 3 students showing an improvement of 12% on the previous year's numeracy results.

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

In 2016, the school sought the opinions of parents, students and teachers about the school via an online survey.

Their responses are presented below.

Parents

When asked if they felt welcome when visiting Darlington Point Public School, parents scored the school at 8.2 out of 10. An area that has been identified as needing improvement is, teachers engaging in conversation with parents to listen to concerns, parents scored the school as 5.5 out of 10 for this category.

Students

When asked whether they were interested and motivated at school to learn 86% of students in Year 4 to 6 agreed, which is well above the New South Wales Government norm of 78%. An impressive 92% of those students surveyed claimed they try hard to succeed in

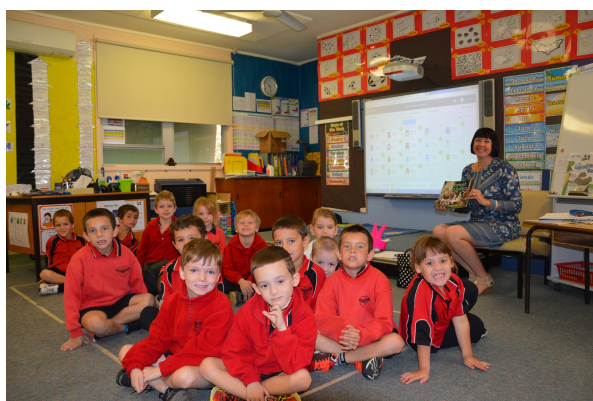
their learning, again above the state norm.

Unfortunately, 55% of students at Darlington Point Public School claim to have been victims of moderate Bullying in the month previous to undertaking the survey. Upon later investigation of this information it became clear that the student where not clear as to what was meant by the term "bullying".

Teachers

When evaluating the '8 Drivers of Student Learning' of Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement the staff at Darlington Point have identified that Parent involvement and collaboration between staff are the two main areas that need to be developed to improve the overall school standard. The staff rated the school highly in the areas of Leadership, inclusivity and technology.

When asked what has had the greatest impact on their teaching in 2016 the majority of staff commented on the inclusion of the 'Higher Order Ways To Learn' pedagogy within the school.



Policy requirements

Aboriginal education

Our school continues to focus on providing support for our Aboriginal students and delivering programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school celebrated NAIDOC day in 2016 with a special assembly including a special flag raising ceremony, welcome to country, smoking ceremony and storytelling. Students participated in a range of activities throughout the day. A large number of parents and community members came in to take part in the day which involved a barbeque lunch.

As a result of the Aboriginal Education Review, designed to improve the outcomes of Aboriginal Education in all areas, Darlington Point Public School has acted upon one of the recommendations, that all Aboriginal students are placed on a Personalised Learning Plan. These learning plans have been established to identify the specific strengths and weaknesses of each Aboriginal student and give them the support, resources and opportunities to reach their highest potential within the school environment. Through this process, we aim to strengthen and build

on the partnership between the teacher, your child and yourself. In 2016 we continued to focus on strengthening the partnerships between home and school, and our local parents and community members.



Multicultural and anti-racism education

Darlington Point Public School has embraced multiculturalism and as our school community becomes more diverse it is important that we continue to focus on developing our students' tolerance and respect for all cultures.

Darlington Point Public School teaches all children tolerance and respect through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs using English, History and Geography as a vehicle to study other cultures.