

Darlington Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

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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 2017 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.

2017 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 well-being, 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 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 2017.

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 2017 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 2017 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.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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, this strategy has proven extremely popular with the stage 2 students and provides succession leadership possibilities. 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)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase the percentage of students eligible for student leadership roles from 7% in 2014 to 40% in 2017 (20% in 2015, 30% in 2016)	<p>\$1,500 for committees to spend from school budget.</p> <p>\$1,200 subsidy for student leadership camp</p> <p>\$1,000 Teacher relief</p>	We have our 4 committees, playground harmony, communications, events and environment as well as our Student Representative Council and Leadership Council and Sports Captains. We have certainly reached more than 50% students eligible for leadership roles in 2017
<ul style="list-style-type: none">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)	<p>\$1,000 for resources term 1</p> <p>\$1,000 for NAIDOC term 2</p> <p>\$2,000 for resources to support the biannual Art Show term 3</p>	Approximately 100 students have experienced leadership roles by the end of 2017, we have certainly achieved this goal.
Decrease the number of Stage 1 playground incidence reports from 111 in 2014 to 20 in 2017 (50 in 2015, 35 in 2016)	<p>\$2,000 for teacher relief to better deliver Positive Behaviour for Learning.</p> <p>\$2,000 for resources for Positive Behaviour for Learning</p>	Stage Two 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 (including training a staff member as a PBL Coach)

Next Steps

We will continue to build on the student led committees, expanding the roles of each of the committees.

Implement Positive Behaviour for Learning during future years through a whole school approach led by a team of staff members trained during the 2016 and 2017. Significant funds will be allocated to further implement this program and to purchase resources to assist with problem solving conflict resolution.

Moving toward student led parent/teacher interactions through strengthened PLP meetings and parent/teacher three way conferences during the next planning cycle.

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 syllabus documents.

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. Opportunities are given to negotiate observations to further develop a sense of team and continued improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">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)	\$15,000 expended to update literacy resources in the school to support student needs. With a particular focus on small group instruction.	PLAN data has become a reference point for staff to identify student support needs
<ul style="list-style-type: none">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)	\$12,000 used to support resources for Reading Recovery. \$42,661 used to employ a reading recovery teacher	A new staff member was trained through 2017. 95% of children completing Reading Recovery maintained or improved on level 16 when returning to their mainstream class.
<ul style="list-style-type: none">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)	\$10,000 expended to update numeracy resources in the school to support student needs.	PLAN numeracy data has become a reference point for staff to identify student support needs.
<ul style="list-style-type: none">Science and Technology and Mathematics syllabi are evidenced in all T&L programs	\$2500 spent on teacher relief. \$38,600 spent to employ a dedicated STEAM teacher to team teach with staff	New Scope and Sequences evidenced in all T&L programs, evaluated during supervision meetings. STEAM is evident across the school.

Next Steps

This section includes future directions for 2018 – 2020 planning cycle and ensures the Darlington Public School remains on track to provide high quality educational outcomes for our students.

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 Rich assessment tasks and formative assessment 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 beyond the 2015–2017 planning cycle.

Writing was a focus for the Newtown Network and as a result we engaged Elizabeth Rowe who assisted Stage 2 teachers in developing an Action Research model of instruction in writing. The Newtown Network also conducted a "twilight session" of professional learning focusing on writing. Both strategies were extremely well received by staff at each school.

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 diversity and a multicultural event was 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 when they came together at the end of the project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	self funded, evening meetings for staff to plan \$4,000 was used for the Elizabeth Rowe project to release Stage 2 teachers to attend.	Student engagement in terms of interest and motivation rose from 63% to 66%
Pre and post survey data from teachers, parents and students will be used to evaluate progress	\$2,000 used for teacher release for planning, Hubs were held after school, incurring no cost.	100% teachers in the Network indicated that discussing student work samples in line with the writing continuum was beneficial
Film of enquiry based learning will show progress at the beginning, the middle and at the end of the project.	\$2,000 for teacher release, many meetings were self funded by occurring after school.	100% teachers participating in cross school visits indicated the experience had enhanced their teaching practice.

Next Steps

This section includes future directions for 2018 – 2020 planning cycle and ensures the Newtown Network of Schools remains on track to provide high quality educational outcomes for our students.

Network goal of improving numeracy across the network 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$28,000 teacher employed to support Aboriginal students \$1,500 NAIDOC celebrations	Aboriginal student growth is evident in NAPLAN and school data. Aboriginal students are given targeted support to enhance learning
English language proficiency	\$24,000 to employ EALD teacher 2 days per week	EALD student growth is evident in NAPLAN and school data. EALD students are given targeted support to enhance learning
Low level adjustment for disability	\$4,000 to employ SLSO for playground program. \$12,000 to employ teacher to support Learning and Support teacher role	Literacy and Numeracy growth data analysed
Quality Teaching, Successful Students (QTSS)	\$18,700 to employ a teacher to release others to mentor and be supported.	Significant Professional Learning and Mentoring has occurred throughout 2017.. Relationships established and ongoing beyond this year.
Socio-economic background	\$7,000 to subsidise student access to the full curriculum eg. camp, excursions, uniforms etc	ALL students have access to the full curriculum and school life
Support for beginning teachers	\$4,000 to release beginning teacher and mentor, professional subscriptions and professional learning	Significant Professional Learning and Mentoring has occurred throughout 2017. Ongoing relationships established.
Preschool	\$2,000 allocated to update resources	Increased enrolments Exceeding rating from ACECQA.
Literacy and Numeracy	\$42,700 to employ a teacher to enable Reading Recovery training to occur for a new staff member.	Increase % of students maintaining or improving RR level 16 on return to class from 80% in 2016 to 100% in 2017



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	130	126	121	124
Girls	114	112	107	110

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 23% from an Aboriginal or Torres Strait Islander background.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	92.7	94	93.7
1	92.9	92.5	93.7	95.4
2	95.6	91.9	93.7	92.2
3	95.1	95.6	95.3	91.8
4	94.5	93.3	95.8	93.5
5	93.6	93.8	95.7	93.3
6	92.3	93.4	94.1	95
All Years	94.1	93.3	94.6	93.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our attendance rates have improved over the last four years to now be in line with state average.

Management of non attendance is via a phone call home or a letter in line with the Department of Education's policies and procedures.

A Home School Liaison Officer monitors attendance

rates at Darlington once each term and meets with the Principal each term to discuss any concerns.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	10.17
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.62
Other Positions	0

*Full Time Equivalent

Seven members of Darlington PS staff are from an Aboriginal or Torres Strait Islander background, making them approximately 30% 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 other accredited organisations such as The Centre for Professional Learning. In 2017 \$22,916.00 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 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.

As pre-2004 staff were granted proficient status, fifteen teaching staff are currently maintaining accreditation at Proficient level and four are preparing for accreditation at Proficient level of the Australian Professional Standards for Teachers.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	138,967
Revenue	3,100,881
Appropriation	2,946,135
Sale of Goods and Services	77,907
Grants and Contributions	75,764
Gain and Loss	0
Other Revenue	0
Investment Income	1,075
Expenses	-3,012,286
Recurrent Expenses	-3,012,286
Employee Related	-2,802,578
Operating Expenses	-209,708
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	88,595
Balance Carried Forward	227,562

During 2016 the school moved to the SAP system of finance. We carried over an amount from the change over and during 2017 spent a considerable amount.

This summary financial information covers funds for operating costs to 31/12/17 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.

	2017 Actual (\$)
Base Total	1,808,363
Base Per Capita	38,283
Base Location	0
Other Base	1,770,080
Equity Total	217,841
Equity Aboriginal	98,083
Equity Socio economic	10,707
Equity Language	19,674
Equity Disability	89,377
Targeted Total	55,561
Other Total	715,177
Grand Total	2,796,942

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

63% of Darlington PS Year 3 students performed at proficient level in writing as opposed to 53% of students across the state. 44% of Darlington PS Year 3 students performed at proficient level in reading as opposed to 40% of students across the state.

Year 3 students improved by 5 points in reading, are at state average for writing and spelling but are below state average in grammar and punctuation.

Year 5 students improved by 23 points in reading from the previous year but are below state average in writing, spelling and grammar and punctuation. This is an area we need to focus on during the 2018-2020 planning cycle.

Year 3 students from Darlington PS performed below state average for the first time since 2013 in numeracy, they performed significantly better in data, measurement, space and geometry than number patterns and algebra.

Year 5 students from Darlington PS performed below state average for the second year in numeracy, they performed similarly in data, measurement, space and geometry as in number patterns and algebra. This is an area we need to focus on during the 2018–2020 planning cycle.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* Darlington PS has improved the percentage of students in the top two bands by 5% in Year 5 reading. In accordance with the *State Priorities: Better services – Improving Aboriginal education outcomes* Darlington PS has improved the percentage of Aboriginal and Torres Strait Islander students in the top two bands by 22% in Year 3 Numeracy in 2017.



Parent/caregiver, student, teacher satisfaction

Each year at Darlington Public School, we survey students, parents and staff through the Tell Them From Me (TTFM) survey tool. The TTFM Student Survey is designed to provide our school with an insight to guide our school planning and help us to identify school improvement initiatives.

In 2017 the responses were:

Students

Expectations for success. Our school staff emphasises academic skills and hold high expectations for all students to succeed. The school mean in 2017 was 8.4 out of 10 whilst the NSW Government Norm was 8.7 out of 10. 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 8.3 out of 10 and the NSW Government Norm was 8.4 out of 10. Students feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn. Our school mean was 7.9 out of 10 and NSW Government Norm was 8.2.

Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school life. Parents indicated that they feel welcome when visiting the school and that they can easily speak with their child's teachers. Parents feel that teachers take account of their child's needs, abilities, and interests. They also felt strongly that their child is clear about the rules for school behaviour.

Teachers

The Focus on Learning Survey is a self–evaluation tool for teachers and schools. Some of the strong responses recorded by teachers included:

- I set high expectations for student learning.
- I monitor the progress of individual students.
- My assessments help me understand where students are having difficulty.
- I discuss with students ways of seeking help that will increase learning.
- I establish clear expectations for classroom behaviour.
- I give students written feedback on their work.

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 23% of the total school population.

This year we have connected with the Aboriginal Community Liaison Officer from Redfern LAC who is mentoring a number of our students at Darlington PS.

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

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

In 2017, 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.