

# Darlington Point Public School

## Annual Report



2017



1736

## Introduction

The Annual Report for 2017 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.

Richard Busby

Principal

### School contact details

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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.

In the domain of learning, our efforts have been focused on Curriculum and Learning, Assessment and Reporting and Wellbeing. All teaching staff, at Darlington Point Public School, understand that student engagement and learning are related, with all staff implementing Higher Order Ways To Learn (HOW2Learn) strategies in their classrooms. Teaching and Learning programs address the needs of identified student groups and use school performance data, Individual Learning Plans (ILPs), Personalised Learning Plans (PLPs) and quality assessment strategies to monitor progress and inform planning. Students with high learning needs are quickly identified and their learning supported by Interventionist Teachers, Learning and Support Teachers and School Learning Support Officers. 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 area has been on Collaborative Practice for staff members. Through the Early Action for Success (EaFS) initiative, teaching staff have been able to work closely with an Instructional Leader to analyse effective practices and processes such as data collection, continuous assessment methods and reviewing of successful Literacy and Numeracy processes such as the Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) programs. Further professional learning has been aligned with the school plan and individual needs as identified in Professional Development Plans (PDPs).

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 school 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and->



## 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 2017, 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. As part of the Early Action for Success program, the infants team was able to work collaboratively with the Instructional Leader. This allowed for students learning needs to be closely monitored and ensure that tiered interventions were provided which involved integrated and intensive support.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Additional Teacher \$63000 School Learning Support Officer \$50000 Additional Reading Recovery \$15000 Professional Learning \$5000 Resources \$6000 Instructional Leader \$63000	Staff determined standardised assessment to be used across the whole school to drive internal data analysis. The use of evidence based practice such as L3 has allowed teachers to effectively use 5 weekly collection of data to drive teaching.  100% of students have been mapped using the Literacy Continuum.  Students achieving at or above end of year expectations as per Literacy Continuum:  Kindergarten = 56%, Year 1 = 39%, Year 2 = 56%, Year 3 = 56%, Year 4 = 68%, Year 5 = 59%, Year 6 = 79%
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.	Additional teacher \$40000 School Learning Support Officer \$14000	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:  Kindergarten = 73%, Year 1 = 39%, Year 2 = 45%, Year 3 = 64%, Year 4 = 78%, Year 5 = 64%, Year 6 = 74%.
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.
an-increase of at least 8% of all students in the top two bands in all NAPLAN assessments.		In general, performance by students in both Year 3 and 5 has shown a small increase in the number of students in the proficient bands of the NAPLAN but due to the small cohort numbers the data isn't reliable.

### Next Steps

In 2018, Darlington Point Public School is committed to providing quality literacy and numeracy instruction to all students with the ongoing support to staff by school executive including the Deputy Principal Instructional Leader.

Additional funding will be allocated to support Aboriginal students through the employment of a School Learning Support Officer.

An action plan will be developed with a focus on composing and creating text which will be regularly assessed against syllabus outcomes.

The continuation of the Higher Order Ways to Learn strategy will focus on building a stronger learning culture amongst our school community, with the focus on building students capacity to learn.

## 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 2017, staff have undertaken professional development sessions in line with their Performance and Development plan and the Australian Teaching Standards, hence developing quality teachers. An Instructional Leader has worked with K–3 teachers throughout the year, with a specific focus on improving the delivery of literacy and numeracy teaching in the classroom. Teachers have undertaken professional learning in L3, writing, early numeracy strategies and mathematics.

Teachers continued the process of using ongoing formal and informal assessment to determine students' position and progression on the literacy and numeracy 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 the internal and external student assessments.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All beginning teachers will receive a high quality induction program to support their entry into the teaching profession.	Beginning teacher funds \$6725	Beginning teacher was provided with mentor and extra relief to work towards achieving accreditation.
All staff will actively involve themselves in the AITSL Self-Assessment Tool in order to establish a professional learning plan.	Teacher Relief – Training and Development Incentive days used to cover cost of casual relief.	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 community.		All staff nominate for leadership roles at the beginning of the school year in specific areas of interest and expertise.

### Next Steps

In 2018, teacher and leader quality will be enhanced through engagement in high calibre, relevant and evidence based professional learning experiences. Where staff are actively engaged and committed to developing their own capacities and capabilities as facilitators of learning.

## 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

Parents and community members have the opportunity to participate in a wide range of school related activities. School strategic directions are shared with community and are asked for feedback and input.

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)	Funds Expended (Resources)	Progress achieved this year
All communication focuses on learning and reflects achievements that are celebrated		Newsletters and Facebook posts have been used to celebrate achievements of the students and the school community
E-communication kept updated		Facebook has been used extensively to keep the school community informed of school events.
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.		Parent numbers increased during 2017, meetings were consistently making quorum.
Increase students' attendance with a focus on start and end of week absences.		In 2017, 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.
School banners are made that reflect the school brand and strategic directions.		School banners reflect school branding and strategic directions.

### Next Steps

In 2018, attendance will continue to be monitored and analysed using Sentral Education attendance module.

Tell Them From Me (TTFM) surveys will be used to gauge student, parent and teacher satisfaction.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Provision of additional support for Aboriginal students in Numeracy and Literacy. PLPs developed for each student and Student Learning Support Officers employed for targeted interventions including support Speech therapy.</p> <p>Additional administration time was provided to monitor attendance.</p>	\$25000 (SLSOs)
<b>Low level adjustment for disability</b>	Provision of additional support for targeted students by SLSO and Interventionist teachers.	\$14236.84 (SLSOs)
<b>Socio-economic background</b>	<p>Provision of additional support for targeted students in numeracy and literacy. Additional classroom teacher, SLSO and Learning and Support Teacher employed.</p> <p>Additional administration time was provided to monitor attendance.</p>	<p>\$44300 (additional teacher)</p> <p>\$33200 (SLSOs)</p> <p>\$8000 (School Administration Officer)</p> <p>\$4000 (resources)</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	56	61	56	48
Girls	45	44	41	36

In 2017, student enrolments declined to 84. 36% of our students identifies as being of Aboriginal or Torres Strait Islander background.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	93.7	96.9	95
1	95.2	94.4	90.7	91.4
2	92	95.3	93.4	96.3
3	95.1	94.3	95.7	97.4
4	89.9	95.2	93.1	94.9
5	95	94.7	92	92.8
6	94.1	94	94.7	91.2
All Years	93.7	94.5	93.2	93.9
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

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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.51
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.5
Other Positions	0

\*Full Time Equivalent

In 2017, Darlington Point Public School employed two indigenous employee at the school. One as a School Learning Support Officer support the infants students while the other works as a 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	0

### Professional learning and teacher accreditation

Of the teaching staff, five teachers have achieved their teacher accreditation with NSW Education Standards Authority at the 'Proficient' standard and engaged in activities to maintain that level of accreditation. Furthermore, additional funding was used to assist a beginning teacher through extra release and mentoring to the accreditation process.

All staff have participated in the mandatory training requirements that target student/staff health and wellbeing especially those that centre on workplace health and safety. These include First Aid training, emergency care and child protection training. All staff are current with their CPR and Anaphylaxis training and are practiced in the schools emergency procedures.

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 2017 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;
- Focus On Reading program throughout the school with emphasis on stage 2–3;
- Language, Learning and Literacy (L3) in the early stage one classroom;
- 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.
- Higher Order Ways To Learn (HOW2Learn) pedagogy throughout the school;
- a focus on student and staff wellbeing;
- developing the way we teach Mathematics.

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 both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

There was an increase in Tied spending due to the upgrade of the school Interactive boards.

Receipts	\$
<b>Balance brought forward</b>	<b>61,044</b>
Global funds	51,287
Tied funds	149,966
School & community sources	13,494
Interest	1,110
Trust receipts	3,479
Canteen	0
<b>Total Receipts</b>	<b>219,337</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	11,338
Excursions	2,902
Extracurricular dissections	4,115
Library	991
Training & Development	0
Tied Funds Payments	179,072
Short Term Relief	3,681
Administration & Office	31,686
Canteen Payments	0
Utilities	13,244
Maintenance	2,975
Trust Payments	4,590
Capital Programs	0
<b>Total Payments</b>	<b>254,593</b>
<b>Balance carried forward</b>	<b>25,788</b>

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.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	219,963
Appropriation	209,141
Sale of Goods and Services	80
Grants and Contributions	10,739
Gain and Loss	0
Other Revenue	0
Investment Income	3
<b>Expenses</b>	-129,535
Recurrent Expenses	-129,535
Employee Related	-80,477
Operating Expenses	-49,057
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	90,429
<b>Balance Carried Forward</b>	90,429

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	853,596
Base Per Capita	14,824
Base Location	24,581
Other Base	814,190
<b>Equity Total</b>	262,499
Equity Aboriginal	61,218
Equity Socio economic	143,330
Equity Language	0
Equity Disability	57,951
<b>Targeted Total</b>	0
<b>Other Total</b>	115,082
<b>Grand Total</b>	1,231,176

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.

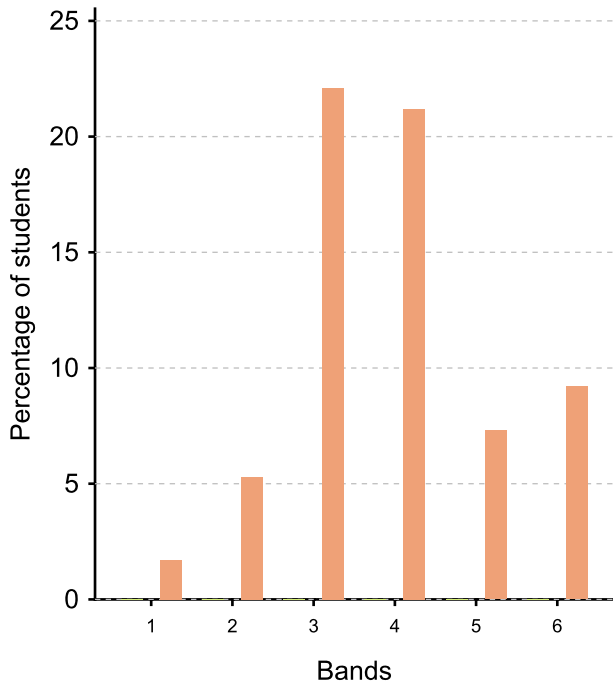
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

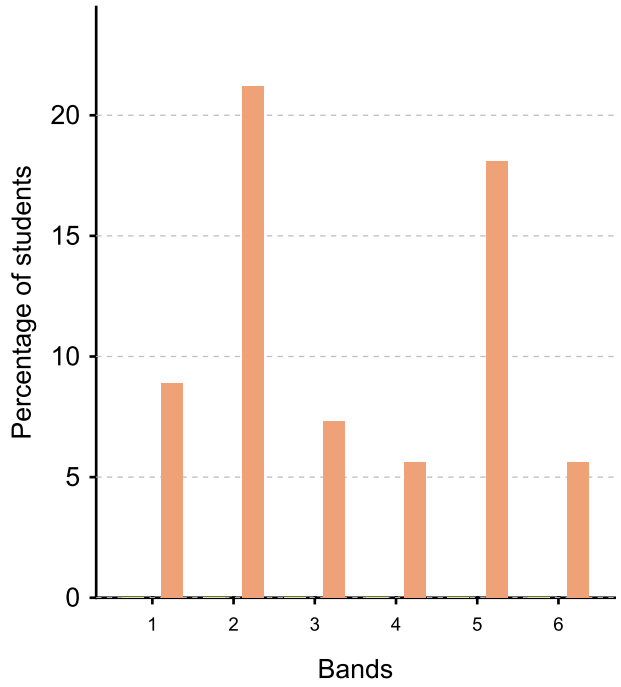
### NAPLAN

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.

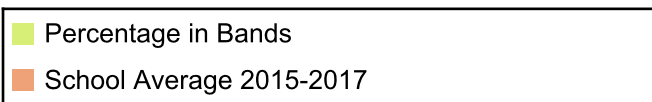
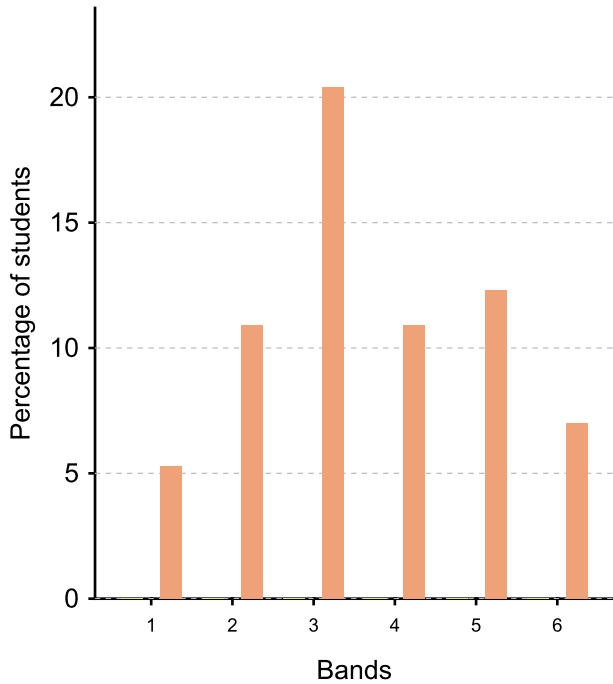
**Percentage in bands:**  
Year 3 Grammar & Punctuation



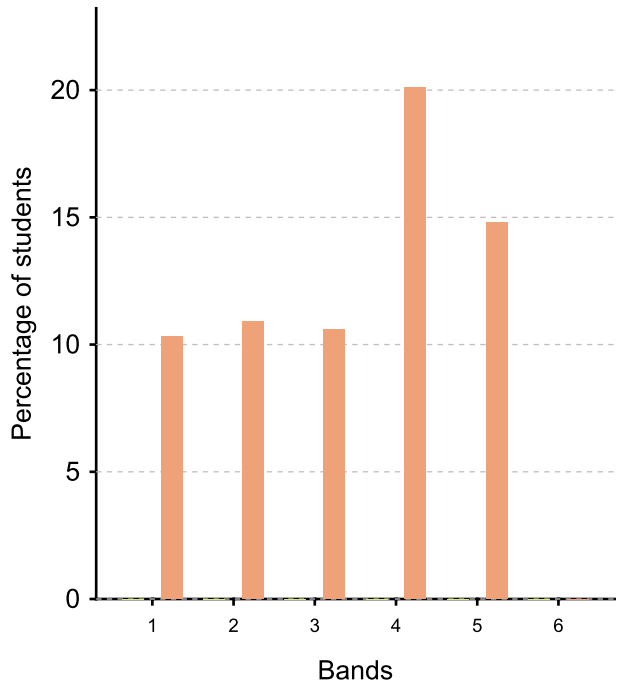
**Percentage in bands:**  
Year 3 Spelling



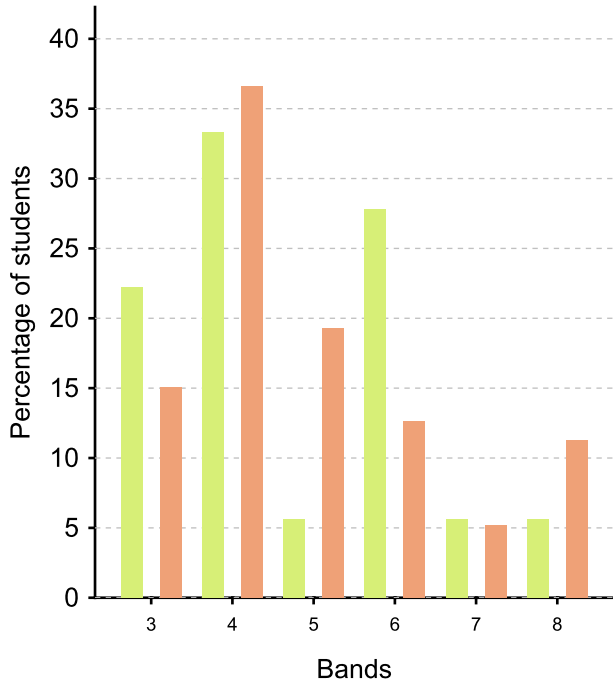
**Percentage in bands:**  
Year 3 Reading



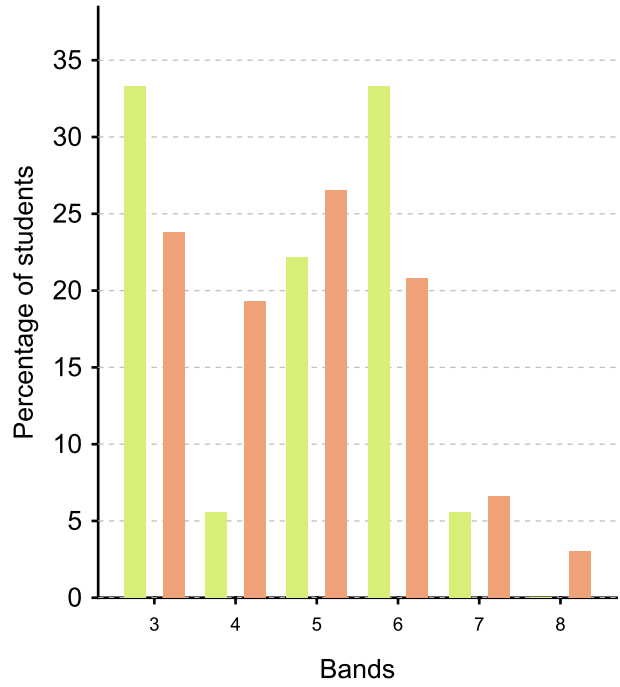
**Percentage in bands:**  
Year 3 Writing



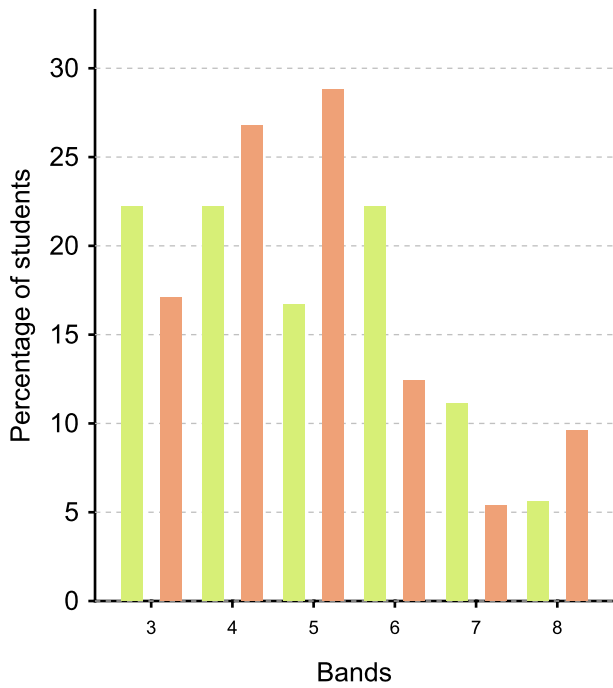
**Percentage in bands:**  
Year 5 Grammar & Punctuation



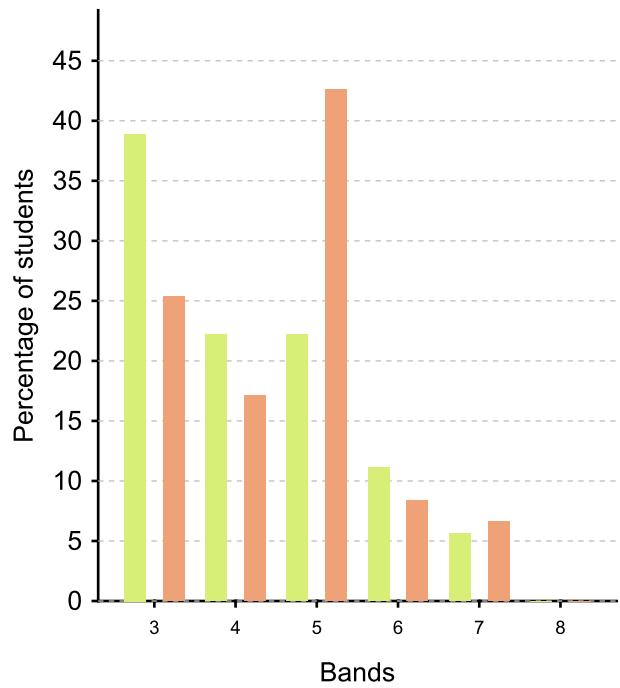
**Percentage in bands:**  
Year 5 Spelling



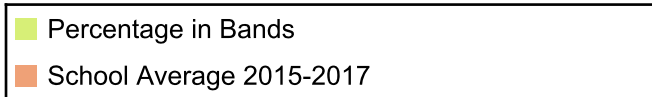
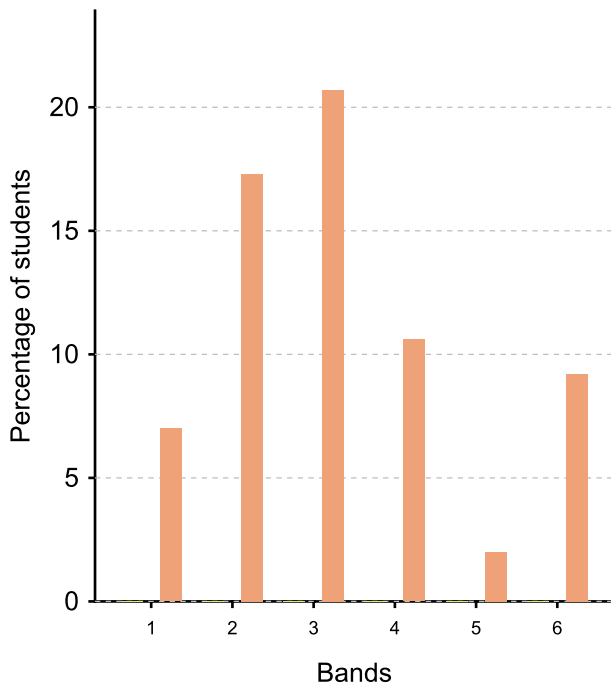
**Percentage in bands:**  
Year 5 Reading



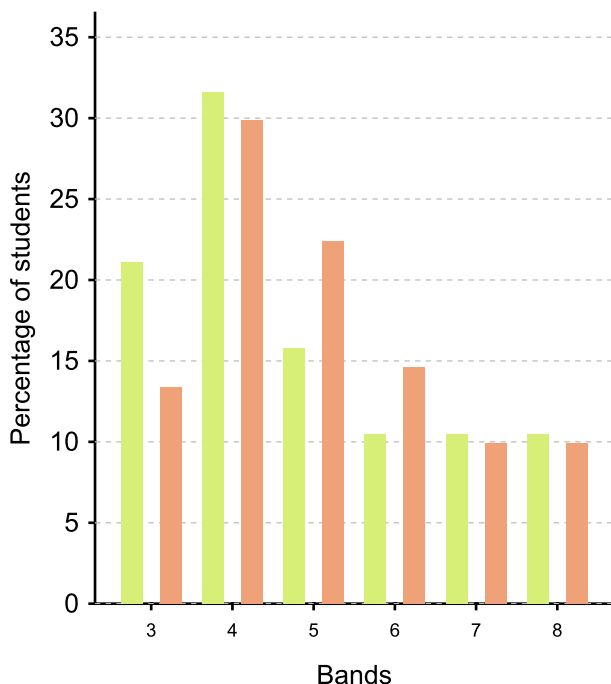
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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* and *State Priorities: Better services* –

*Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Darlington Point Public School has the following results:

From the 10 students who sat the NAPLAN tests in 2017, none of them achieved results in the top 2 bands.

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school via a phone survey and an online survey.

The results are presented below.

### Parents

A '2 stars and a Wish' parent feedback survey was conducted over the phone.

A high percentage of parents gave positive feedback as to the high level of support in regard to curriculum delivery and individualised learning. The majority of parents also commented that their children were happy at school and that they felt supported by the staff.

When asked if there was anything they would like to change or add, the majority of parents commented that a more consistent approach to behaviour management was necessary and that we needed to incorporate more extra-curricula activities into our school, including music, drama and dance.

### Students

When asked whether they believe that schooling is useful in their everyday life and will have a strong bearing on their future 100% of students in Year 4 to 6 agreed, which is above state average. An impressive 93% of those students surveyed claimed they try hard to succeed in their learning, again above the state average.

### 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 2017 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 2017 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 2017 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.