

# Darlington Public School

## Annual Report



2018



1735

## Introduction

The Annual Report for **2018** 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

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## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the domain of Learning the school's self-assessment is consistent with the evidence presented in 5 elements and is validated using the School Excellence Framework.

In the element of Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 3 elements and is validated using the School Excellence Framework.

In the element of Data skills and use the evidence presented indicates the school is working towards the Delivering stage.

In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated at the Delivering stage using the School Excellence Framework.

Our self-assessment and the external validation 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-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Active, informed and connected citizens

### Purpose

Positive and respectful relationships are evident across the school.

### 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 as was "Yarning Circle" and the staff were trained in the implementation of "Positive Behaviour for Learning". Student led parent/teacher interactions were strengthened through PLP meetings and parent/teacher three way conferences began in 2018 and were received well by staff, students and parents .

### 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"><li>Increase in the positive learning climate, evidenced in the TTFM data</li></ul>	<p>\$1,500 for committees to spend from school budget.</p> <p>\$1,000 Teacher relief</p>	79% of our student body have a positive sense of belonging and of our Aboriginal and Torres Strait Islander students 100% agree or strongly agree that they feel good about their culture at school, with 94% believing their teachers understand their culture.
<ul style="list-style-type: none"><li>Increase the frequency of students able to self-regulate, evidenced by decrease in the number of students referred to the "reflection room"</li></ul>	<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. Reflection room appears to be hosting a small number of students on multiple occasions (supports are now in place for those students needing support)
<ul style="list-style-type: none"><li>Increase the quality of engagement with community groups, parents and parent bodies.</li></ul>	<p>\$1,000 for resources term 1</p> <p>\$1,000 for NAIDOC term 2</p> <p>\$5,000 for resources to support the biannual Dance Spectacular Show term 4</p>	<p>With the new building works occurring at DPS we have had a number of workshops and meetings with parents, most notably the PARK survey evening run by our P&amp;C and NAIDOC week BBQ where parents and students participated in compiling a "wishlist" for the build.</p> <p>Carriageworks dance spectacular was very well attended.</p>

### Next Steps

Online training for "Supporting and Managing Behaviour" has been organised for Term 1 2019 with Assistant Principal – Learning and Support. Our behaviour management procedures and policy will reflect our new training. Leadership opportunities will be streamlined and supported by committed staff beginning in 2019. Funding will be allocated to support the development of PLPs, both with release time for teachers to meet/plan and physical resources allocated.

## Strategic Direction 2

### Quality 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. The implementation of the Performance Development Framework, including teaching standards in the goals has led all staff engaging in a deeper reflective process that is guiding ongoing development. 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"><li>Increasingly consistent whole school approach to differentiated curriculum to meet the needs of our learners</li></ul>	\$10,000 expended to update literacy resources in the school to support student needs, with a particular focus on small group instruction.	PLAN 2 data has become a reference point for staff to identify student support needs.  Learning and Support team procedures have been refined.
<ul style="list-style-type: none"><li>Increase the proportion of students demonstrating expected growth in literacy and numeracy using internal and external measures</li></ul>	\$12,000 used to support resources for Literacy learning.  \$42,661 used to employ a literacy teacher	100% of children completing literacy sessions maintained or improved level at level 16 when returning to their mainstream class.
<ul style="list-style-type: none"><li>Formative assessment through rich assessment tasks is increasingly evident in all teaching and learning programs</li></ul>	\$10,000 expended to update classroom resources in the school to support student needs.	A 10 week intensive professional learning course was delivered by Regional Support officers. All staff reported that the sessions allowed them to be more self-reflective on their teaching and particularly assessing student progress
<ul style="list-style-type: none"><li>An increase in the proportion of students in the top two bands in literacy and numeracy in NAPLAN</li></ul>	\$2500 spent on teacher relief.	Unfortunately our % of students in the top 2 bands in literacy and numeracy has decreased from 40% to 33%. More extensive work is needed to target our higher achieving students.

#### Next Steps

A timetable for supervision and explicit guidelines for planning and programming will be introduced in Term 1 2019. The leadership team have met with Regional support and the Executive Director, School Performance and we are developing a further 10 week intensive professional learning program targeting formative assessment, learning intentions and success criteria for literacy. Funding will be allocated to support this learning, both with release time for teachers to meet/plan and physical resources allocated.

## Strategic Direction 3

Collaboration, innovation and leadership within and beyond the Newtown Schools Network

### Purpose

To enrich student learning through authentic communication and collaboration between school and the wider community.

### Overall summary of progress

Our work with the Newtown Network of Schools saw professional learning implemented for all teaching staff across 6 schools. This learning incorporated a focus on Numeracy and specifically problem solving and working mathematically, an identified target for all schools in the network. This learning was supported by DoE Curriculum Advisors and involved a full School Development Day, 3 after school HUB sessions and ongoing connections for teachers across schools. Early Career Teachers were supported through 5 after school sessions targeting their self-identified needs including time management, behaviour and wellbeing and positive psychology focusing on their own wellbeing. Executive staff from all schools participated in a coaching program throughout 2018. The program saw Dan Haesler of Cut Through Coaching lead ongoing training for principals and middle leaders in the use of coaching protocols to enhance capacity for leveraging team and individual improvement. Assistant Principals grew in their capacity for leading PL across schools through these initiatives.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff surveys and feedback show across school collaborations resulting in increased self-efficacy, knowledge development and sharing of expertise.	\$5,000 for teacher relief to visit other schools within the network of schools.  100% of teachers attended Hubs focusing on numeracy throughout the year, after school so no costs incurred.	Feedback from the sessions was very positive. 100% of participants indicated that their knowledge of positive psychology and positive education had increased, and 95% were able to identify aspects of their own wellbeing that affected their day-to-day work. 85% of participants indicated that they consciously use the strategies developed through the Early Career Teacher Network to build on their wellbeing in the workplace and 100% of the teachers indicated that their participation in the sessions was very beneficial and had a positive impact on their own wellbeing and the wellbeing of their students.
Student feedback shows increased opportunities for collaboration beyond the school with a focus on student leadership and authentic problem solving.	\$2,500 teacher relief to take students to leadership days across the network.	The student Leadership project students collaborated and presented their ideas to Principals in Term 4. Project Positive was then delivered at each school once a week for 5 weeks. Students developed leadership and mentoring skills as they presented Project Positive at their respective schools.

### 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 will continue.

Continued 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.

#### NNoS Early Career Teacher Network 2018

In 2018, 34 teachers in the Newtown Network of School's took part in the Early Career Teachers Network. These teachers were in their first 5 years of teaching. The 2018 sessions focused on Positive Psychology. The sessions comprised of series of Positive Education experiences, designed to guide Early Career Teachers and help them achieve optimal wellbeing in their work. Each session focused on initiatives to develop Early Career Teacher's character strengths, growth mindset, resilience, grit and personal and professional wellbeing. The sessions also involved teaching takeaways, strategies for promoting positive education in the classroom.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$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
<b>English language proficiency</b>	\$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
<b>Low level adjustment for disability</b>	\$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
<b>Quality Teaching, Successful Students (QTSS)</b>	\$18,700 to employ a teacher to release others to mentor and be supported.	Significant Professional Learning and Mentoring has occurred throughout 2018. Relationships established and ongoing beyond this year.
<b>Socio-economic background</b>	\$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
<b>Support for beginning teachers</b>	\$4,000 to release beginning teacher and mentor, professional subscriptions and professional learning	Significant Professional Learning and Mentoring has occurred throughout 2018. Ongoing relationships established.





## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	126	121	124	115
Girls	112	107	110	113

Our enrolments have fallen slightly in 2018 however the cultural mix has remained diverse with 25% of students from a non-English speaking background and 25% from an Aboriginal or Torres Strait Islander background.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.7	94	93.7	94.3
1	92.5	93.7	95.4	91.7
2	91.9	93.7	92.2	94.8
3	95.6	95.3	91.8	93
4	93.3	95.8	93.5	92
5	93.8	95.7	93.3	92.4
6	93.4	94.1	95	91.7
All Years	93.3	94.6	93.6	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Our attendance rates have remained the same over the last five years to now be slightly under 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(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	10.43
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.62

\*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	40
Postgraduate degree	60

### 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 2018 \$22,570.00 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.

Fifteen teaching staff are currently maintaining accreditation at Proficient level and four are preparing for accreditation at Proficient level of the Australian

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	227,562
<b>Revenue</b>	3,431,707
Appropriation	3,224,454
Sale of Goods and Services	114,671
Grants and Contributions	90,890
Gain and Loss	0
Other Revenue	0
Investment Income	1,691
<b>Expenses</b>	-3,382,588
Recurrent Expenses	-3,382,588
Employee Related	-3,019,787
Operating Expenses	-362,801
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	49,118
<b>Balance Carried Forward</b>	276,680

This summary financial information covers funds for operating costs to 31/12/18..

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,886,532
Base Per Capita	47,927
Base Location	0
Other Base	1,838,606
<b>Equity Total</b>	211,385
Equity Aboriginal	87,357
Equity Socio economic	12,509
Equity Language	26,402
Equity Disability	85,117
<b>Targeted Total</b>	123,205
<b>Other Total</b>	801,642
<b>Grand Total</b>	3,022,764

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 average NAPLAN score for reading was 436.8 compared to state average of 428.7, we are achieving beyond state average for Year 3 reading. Year 5 average NAPLAN score for spelling was 505.8 compared to the state average of 503.77, we are in line with state average for Year 5 spelling. Writing, grammar and punctuation were areas that the school did not perform to our expectations in 2018 and they are

certainly areas we can improve on in both Year 3 and Year 5.

**Percentage in Bands:**

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	21.7	21.7	8.7	17.4	4.3	26.1
School avg 2016-2018	7.9	11.2	12.4	21.3	19.1	28.1

**Percentage in Bands:**

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	12.5	25.0	16.7	4.2	41.7
School avg 2016-2018	3.3	5.6	23.3	16.7	14.4	36.7

**Percentage in Bands:**

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	8.7	13.0	30.4	13.0	13.0	21.7
School avg 2016-2018	5.6	6.7	18	18	27	24.7

**Percentage in Bands:**

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	9.5	28.6	19.0	38.1	4.8
School avg 2016-2018	3.5	4.7	12.8	15.1	51.2	12.8

**Percentage in Bands:**

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	9.7	22.6	6.5	35.5	16.1	9.7
School avg 2016-2018	8	15.9	11.4	31.8	19.3	13.6

**Percentage in Bands:**

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	3.2	25.8	12.9	19.4	25.8	12.9
School avg 2016-2018	4.5	18.2	19.3	19.3	20.5	18.2

**Percentage in Bands:**

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	9.7	0.0	16.1	32.3	29.0	12.9
School avg 2016-2018	6.8	2.3	18.2	34.1	25	13.6

**Percentage in Bands:**

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	13.3	13.3	36.7	26.7	0.0	10.0
School avg 2016-2018	6.9	13.8	40.2	25.3	8	5.7

Year 3 average NAPLAN score for numeracy was 392.7 compared to the state average of 406.07, we are just below state average in numeracy and Year 5 average NAPLAN score for numeracy was 476.1 compared to state average of 493.7, we are below state average in Year 5 numeracy.

**Percentage in Bands:**

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	4.2	12.5	25.0	29.2	20.8	8.3
School avg 2016-2018	2.3	11.4	27.3	22.7	22.7	13.6

**Percentage in Bands:**

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	30.0	26.7	23.3	13.3	6.7
School avg 2016-2018	1.1	26.4	27.6	21.8	11.5	11.5

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.

33% of our students achieved results in the top 2 bands, 3% of our Aboriginal and Torres Strait Islander students achieved results in the top 2 bands

## 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 2018 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 2018 was 6.4 out of 10 whilst the NSW Government Norm was 7.2 out of 10. Positive teacher–student relations. Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

### 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 25% 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 2018, 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.