

# Darlington Point Public School

## Annual Report



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2018

### Darlington Point Public School

Principal: Mr Richard Busby



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## Introduction

The Annual Report for **2018** 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

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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 *Respectful, Responsible* and *Cooperative* 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 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 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 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 that in the School Excellence Framework 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 Performance and Development and 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. Page

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

Developing confident, creative and resilient high performing students

### Purpose

To actively support all students in achieving their potential and developing a love of learning.

Students will be supported in learning through responsive teaching and learning programs that are differentiated and driven by the effective analysis and use of data and formative assessment.

### Overall summary of progress

In 2018, teachers continued to use ongoing formal and informal assessment to determine students' position, student progression began to be plotted using the Learning Progressions in Literacy and Numeracy. Professional development opportunities were provided to enable teachers to be proficient in the use of Planning Literacy and Numeracy (PLAN2) 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
Increase the proportion of students whose level achievement on Learning Progressions is consistent for both Reading and Writing.	Instructional leader \$63000 Interventionist teachers \$100000	Across 2018 we were able to increase the number of students plotted against Creating Text and Quantifying Number from 25 students in Term 1 and 2 to 76 students in terms 3 and 4. We are unable at this time to show any comparison between Reading and Writing as reading hasn't been plotted yet.
At least 80% of students demonstrating expected growth every 5 weeks across Literacy and Numeracy Progressions relevant to Early Action for Success benchmarks and targets	Instructional Leader \$63000	Unfortunately, Early Action for Success did not release benchmarks and/or targets against the Literacy and Numeracy Learning Progressions. Therefore we were unable to assess against this Improvement measure.
30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.	School Learning Support Officer \$61000 Additional Teacher (interventionist) \$62 000	Due to the small numbers of students in each cohort the data isn't reliable when showing growth. Although, the data does show that 82% of the Indigenous students achievements in NAPLAN have been at or above the National Minimum standard.
An increase of at least 8% of all students in the top two bands in all NAPLAN assessments.	School Learning Support Officer \$61000 Additional Teacher (interventionist) \$62 000	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 2019, 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 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 2018, 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 Learning Progressions. Professional development opportunities were provided to enable teachers to be proficient in the use of Planning Literacy and Numeracy (PLAN2) 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
Increased use of evidence-informed pedagogy by all teachers.		Teachers participated in the school external validation process which focused on evidence-informed practices.
All teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.		All teachers completed their Performance and development plans in line with departmental policy
All teachers build their leadership capacity through mentoring and coaching by assuming leadership roles within the school.		All staff nominate for leadership roles at the beginning of the school year in specific areas of interest and expertise.
All teachers will show an understanding of the learning progression.		All teachers participated in Professional learning to develop their understanding and knowledge of the Learning Progressions. Staff were also required to plot students against 2 sub-elements and update their data every 5 weeks.

### Next Steps

In 2019, 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

### Wellbeing

#### Purpose

To provide students, staff and parents with clear expectations of behaviour as part of an updated Wellbeing policy designed to help all students *Connect, Succeed and Thrive*.

#### Overall summary of progress

In 2018, the staff were involved in the redesign of the existing school behaviour policy based on the Positive Behaviour for Learning framework. Several members of staff attended the initial PBL training and were able to then use this knowledge and understanding to develop and redefine aspects of the behaviour policy. The Learning Support Team in collaboration with the Instructional Leader were able to identify and support students wellbeing to allow them to engage in learning successfully, this was support by the schools 3 Learning and Support officers, running programs such as Pre-lit, Mini-lit and Multi-lit as well as support students with speech therapy interventions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A reduction in unproductive and challenging behaviour as recorded in Sentral.		In the introduction of the Positive Behaviour for Learning program in 2018 the amount of recorded low-level behaviour as defined by the school's behaviour policy have dropped from 1362 (2017) to 819 (2018).
An increase in the number of students achieving a Bidgee Level 15 or above.		Due to the level system being in it's first year we are unable to show any increase although the number of students who were able to achieve the desired level to attend the end of year excursion rose from 54 students in 2017 to 61 students in 2018.
All student referrals meet school policy deadlines.		All student referrals are actioned by the Learning Support Team in a timely manner. School counsellor referrals are completed every fortnight unless the school counsellor is unavailable.

#### Next Steps

Continue teacher professional learning to ensure that the Positive Behaviour for Learning pedagogy is consistently and sustainably implemented in all situations across the school community.

Further identifying and support students with targeted interventions using the Early Action for Success framework, as well as, engaging the services of a speech therapist to assess and develop programs for our students who's learning may be affected due an issue with their speech.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$42527 staffing  \$61000 Student Learning Support Officers	Provision of additional support for Aboriginal students in Numeracy and Literacy sessions and to support student engagement in the classroom.  PLPs developed for each student and Student Learning Support Officers employed for targeted interventions including support Speech therapy.  Additional administration time was provided to monitor attendance.
<b>Low level adjustment for disability</b>	\$15403 staffing	Provision of additional support for targeted students by SLSO and Interventionist teachers.
<b>Socio-economic background</b>	Student Wellbeing officer \$7000  Teaching and Learning Resources \$3395  Additional Teachers (Interventionist) \$124000	Provision of additional support for targeted students in numeracy and literacy.  Additional classroom teacher, SLSO and Learning and Support Teacher employed.  Additional administration time was provided to monitor attendance.  Purchase of STEM Teaching and Learning resources.  Engagement of Student Wellbeing Support Officer (0.4)

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	61	56	48	42
Girls	44	41	36	36

In 2018, student enrolments declined to 78. 36% of our students identified as being of Aboriginal or Torres Strait Islander background.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	96.9	95	92.4
1	94.4	90.7	91.4	93.5
2	95.3	93.4	96.3	88.2
3	94.3	95.7	97.4	92.8
4	95.2	93.1	94.9	93.5
5	94.7	92	92.8	92.6
6	94	94.7	91.2	93.4
All Years	94.5	93.2	93.9	92.7
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

Attendance at Darlington Point Public School continues to be closely monitored through accurate roll marking and the use of regular absence reports. Structures are in place to contact parents after consecutive absences and a text alert is sent for unexplained absences.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.6
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.5

\*Full Time Equivalent

In 2018, Darlington Point Public School employed 1 Aboriginal employee and hosted 1 Aboriginal traineeship at the school. The trainee worked as a School Learning Support Officer, supporting students in the infants classes whilst the other is employed 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, all 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

2018 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 eight 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

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	90,429
<b>Revenue</b>	1,410,878
Appropriation	1,331,993
Sale of Goods and Services	823
Grants and Contributions	77,875
Gain and Loss	0
Other Revenue	0
Investment Income	187
<b>Expenses</b>	-1,290,223
Recurrent Expenses	-1,290,223
Employee Related	-1,153,713
Operating Expenses	-136,511
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	120,654
<b>Balance Carried Forward</b>	211,083

Majority of spending in 2018 has centred around supporting the students through the Early Action for Success framework as well as providing adequate support for students in the primary classes.

Funds carried forward into 2019 will be utilised to purchase new STEM resources as well as the expansion of the Instructional Leader role from 2 to 3 days week and also the employment of additional Interventionist teachers and Student Learning Support Officers.

### 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>	876,159
Base Per Capita	16,243
Base Location	22,332
Other Base	837,584
<b>Equity Total</b>	290,396
Equity Aboriginal	59,433
Equity Socio economic	153,680
Equity Language	2,584
Equity Disability	74,699
<b>Targeted Total</b>	15,608
<b>Other Total</b>	102,486
<b>Grand Total</b>	1,284,649

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.

In Grammar and Punctuation, 30% of students in Year 3 and 66.6% of students in Year 5 are above the National Minimum Standard, of those year 5 students only 33.3% have shown at or above expected growth in this area.

In Reading, 30% of students in Year 3 and 83.3% of students in Year 5 are above the National Minimum Standard, of those Year 5 students, 8.3% are achieving

in the top 2 bands, furthermore 66.7% are at or above the expected growth rate which is 19% higher than the rate of statistically similar schools.

In Spelling, 20% of students in Year 3 and 66.7% of students in Year 5 are above the National Minimum Standard, of those Year 5 students, 16.7% are achieving in the top 2 bands.

In Writing, 90% of students in Year 3 and 83.3% of students in Year 5 are above the National Minimum Standard, of those students 10% from Year 3 and 8.3% from Year 5 are in the top 2 bands, furthermore, 75% Year 5 students are at or above the expected growth rate which is 33% higher than the rate of statistically similar schools.

In Numeracy 50% of students in Year 3 and 74.9% of students in Year 5 are above the National Minimum Standard, of those Year 5 students, 8.3% are achieving in the top 2 bands, furthermore, 58.3% Year 5 students are at or above the expected growth rate which is 12% higher than that of statistically similar schools.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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 students who sat the NAPLAN tests in 2018, none of them achieved results in the top 2 bands.

## Parent/caregiver, student, teacher satisfaction

### 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 100% 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 2018 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 2018 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 2018 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.