

Darlington Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Darlington Public School
Golden Grove St
Chippendale, 2008
www.darlington-p.schools.nsw.edu.au
darlington-p.school@det.nsw.edu.au
9516 2300

Message from the principal

As relieving principal of Darlington Public School, it is an absolute privilege to work in such a hard-working and dedicated school community. I believe that by working in partnership we will ensure our students will develop into successful and confident citizens.

This report provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students. 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.

Darlington is a wonderful example of what can be achieved when students are at the centre of our endeavours. We pride ourselves on having inquiring, happy, resilient students, dedicated and professional staff, and a supportive and engaged parent body.

Thank you for working with us to make 2019, a year to remember, a marker in our school timeline and thank you for entrusting your most precious children to our care. There has been so much that has happened throughout the year, that it is impossible to comment on everything, although one of the highlights is the growing positive and cohesive school culture.

Thank you to our school leadership team for their ongoing commitment to all things Darlington Public, to all of the teaching staff for your amazing commitment to every student, every family and every opportunity you provide, and to our administration and support staff for being such wonderful colleagues and positive role models.

Thank you to previous P&C President Dylan Regtop and current P & C President Amy Hardingham, for your enthusiasm, your insight and your confidence in our school. Thank you to the P&C executive Belinda, Emily, Von and Rahsn and all the P & C Parents who represent the parent body. Your support, your advocacy and dedication to our school, is highly valued and very much appreciated.

To all our parents and caregivers, I thank you for your unwavering and generous support of our school. It is a privilege to work with you all in raising our wonderful students.

A final word to Darlington Public School students, thank you for all your hard work throughout the school year. Thank you for making such wonderful memories for each other. Thank you for filling our classrooms, halls and playground with your laughter and your love of life. I am so honoured to watch you learn and grow; you make me proud in so many ways every single day. I am grateful for your joy, astute insights and amazing talents.

We have so much to look forward to at Darlington in 2020.

Michelle McCormack

Relieving Principal

Message from the school community

2019 was a fabulous year for fundraising at Darlo P&C, with Elections at both State and Federal level; a phenomenal Colour Run which proved most lucrative and several other events which filled our coffers and allowed us to buy equipment and resources for our lovely school.

In total, we raised close to \$41,000 for the year and invested \$47,000 back into the school, including purchases of iPads, class readers and a Reading Eggs subscription for every child.

Darlo P&C would like to say thank you to every member of the school community who baked a cake, bought a cake, donated their time, donated their art, cleaned the toilets, painted the toilets, cooked a sausage, welcomed new parents, hustled a business, donated old uniforms, ran a uniform stall, designed a poster, came to a meeting, attended an event, supported our teachers, helped at a working bee – the list goes on.

In pursuing our goal of raising much needed funds, we also raise our spirits, and grow our sense of community and collective, which in turn enriches our children and enhances their education and their understanding of what it means to be a Darlo student.

Finally, THANK YOU to our school staff: our incredible teachers led by our outstanding relieving Principal Michelle McCormack, and our wonderful support staff. We love what you do for our kids every single day. We thank you, we support you, we are indebted to you. WeDarlo.

Message from the students

2019 was a great year and lots of fun things happened but I think the school fun run was the best. We got to run around and get sprayed with coloured powder to raise money for the P&C. It was especially fun as parents and teachers joined in and we got to bomb them all with colour. **Lauren – Leadership Council**

Last year was a great end to Primary school for me and the others in my year. Some notable things that happened through the year were the movie night, colour run and the creative arts assembly. I was excited to be getting ready to go to high school but happy with everything I got to do at Darlington from Kindy to year 6 and I have made great friends.

I think newcomers to Darlington Public School will like the friendly atmosphere and great teachers, and I think the teachers genuinely care for all the kids. Darlo also has the best BBQs, better than any other school. **Jack – SRC representative**

The Halloween Haunted Hall was my all-time favourite. I loved it when the mums and some of the kids dressed up and scared us. It was so scary but also fun. It was great to run through with my friends and scream really loud. The End of Year Party was really excellent too. It felt so good to be at school at night, just hanging out and having fun. And the teachers were having fun too, which was really nice. **Ada – Environment Committee Representative**



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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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-learning/school-excellence-and-accountability/school-excellence>

Strategic Direction 1

Active, informed and connected citizens

Purpose

Positive and respectful relationships are evident across the school.

Improvement Measures

- Increase in the positive learning climate, evidenced in the TTFM data
- Increase the frequency of students able to self-regulate, evidenced by decrease in the number of students referred to the “reflection room”
- Increase the quality of engagement with community groups, parents and parent bodies.

Overall summary of progress

Starting our year with teachers engaging in professional learning around understanding and supporting behaviour highlighted a significant existent skill base amongst our staff. This training informed the update to our former 'Behaviour Management Plan' to the new 'Student Wellbeing and Discipline Policy' that was written in term 3 and launched in term 4. Driven by the expanded and upskilled Positive Behaviour for Learning team, and written after broad consultation with Department of Education Staff as well as DPS staff, students and community members, the new policy provides supports for students exhibiting problem behaviours as well as focusing on building a positive learning climate through the introduction of three new reward systems, including an ongoing tiered reward structure.

The trial of 3-way parent, student and teacher interviews in 2019 was rolled out, and this model of engagement achieved solid results in 2020 with positive feedback received from all stakeholders. Similarly, the Personalised Learning Pathways for Aboriginal Students, and Personalised Learning and Support Plans processes were enhanced in this year with broader uptake of parent meeting uptake. A number of community events held on school site in semester two (including an end-of-year BBQ and 'Halloween Hallway') were well attended by community members, students and staff, increasing the quality of engagement with our community.

Progress towards achieving improvement measures

Process 1: 1. Student Leadership

All students have the opportunity to develop and implement leadership skills and experiences.

Evaluation	Funds Expended (Resources)
Student leadership team contributed to the development of a social media campaign emphasising healthy eating, simultaneously building leadership skills. Students creative and critical thinking skills were enhanced by this experience, as were skills in collaborating with students from other schools. Student leadership groups gave leadership opportunity and experience to 44 students ranging between Kindergarten and year six. These resulted in a higher than stage average 71% of students reporting a positive sense of belonging, acceptance and value from others at school in Tell Them from Me survey data.	6 days casual release 1 day casual release 6 days casual release

Process 2: 2. Student Activism

All students are given the opportunity to engage in purposeful action for the benefit of others.

Evaluation	Funds Expended (Resources)
Significant student-led projects emphasised student capacity for activism and	

Progress towards achieving improvement measures

support for societal groups other than one's own. These gave opportunity to engage purposefully to benefit other groups in society.

Process 3: 3. Building better relationships

Respectful relationships across the school are nurtured through patience, understanding, honesty and support.

Evaluation	Funds Expended (Resources)
<p>Staff applied greater understanding of the skills required to support students to self-regulate, participate cooperatively, and communicate with adults and peers. This resulted in 77% of students in years 4–6 reporting positive support encouragement and availability for advice.</p> <p>The capacity for quality implementation of Positive Behaviour for Learning across the school was increased substantially, leading to the development of improved school-based policy and processes around supporting respectful relationships.</p> <p>Student awareness of strategies to deal with bullying and violent behaviours increased.</p> <p>Policy document ratified and published in October 2019, led to a decrease in incidents of inappropriate behaviour, and 73% of students in years 4–6 reporting a sense of 'high advocacy, high support' at school. This process was accompanied by high-quality engagement with parent stakeholders, as well as the P&C.</p> <p>High levels of student engagement and positive feedback from parent coincided with a decrease in related negative behaviours being referred to the Reflection Room. A significant change to the language around protective strategies was noted.</p>	<p>Support from Department of Education Learning and Wellbeing Officers, and Assistant Principal, Learning and Support</p> <p>7 days casual budget</p> <p>\$1300 from School and Community Sources</p> <p>\$6321 from Consolidated Fund</p>

Next Steps

Where in 2019 we had 16 students nominate to participate in 3 committees, in 2020 we aim to streamline our student leadership opportunities in order to focus on the quality of student engagement rather than the number of leadership groups. The responsibilities previously undertaken by the student 'Events Committee' will be moved to the Student Representative Council, and the Playground Harmony and Environment Committee will meet twice a term during class time to support teachers undertaking this responsibility and incentivise student participation.

A 'welcome back' BBQ, and 'meet the teacher' meetings have been planned for the beginning of 2020, and other community events are slated for later in the year. The focus here will be on increasing the engagement of a broader group of our parent community.

The implementation of the Student Wellbeing and Discipline Policy will be supported by the Positive Behaviour for Learning team through quarterly professional learning.

Learning and Support Team Processes will be updated in line with the incoming High Potential and Gifted Education Policy to ensure that all of our students are provided with support on an equitable basis. Moreover, support will be provided for teachers to collaboratively plan for student success and to meet with parents and community members around extension and adjustment to learning.



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.

Improvement Measures

- Increasingly consistent whole school approach to differentiated curriculum to meet the needs of our learners
- Increase the proportion of students demonstrating expected growth in literacy and numeracy using internal and external measures
- Formative assessment through rich assessment tasks is increasingly evident in all teaching and learning programs
- An increase in the proportion of students in the top two bands in literacy and numeracy in NAPLAN

Overall summary of progress

This was a productive year for our focus on quality teaching and learning. The final stages of our service agreement with Department of Education School Services resulted in a high volume of quality professional dialogue between staff and several particularly high-quality whole-staff professional learning sessions, and work in stage teams. Upskilled in data analysis and use, staff examined the longer term trends in our NAPLAN data, resulting in the adoption of a K–6 mathematics program that was trialled in term four ready for wholesale adoption in 2020. In terms of collaborative planning, the implementation of the Impact Wall allowed for an increase in targeted teaching that was informed by assessment data.

Through our involvement in the Newtown Network of Schools, our engagement with the learning progressions was enhanced. Our executive team attended training in using the progressions for ongoing formative assessment and in the use of the Assessing Literacy and Numeracy Portal. Extending our capacity to use the progressions, and the assessment portal have provided invaluable groundwork for using these tools to heighten consistency of teacher judgement, and the culture of assessment and planning as we enter the final year of this planning cycle.

Progress towards achieving improvement measures

Process 1: 1. Literacy and Numeracy program

Whole school approach to evidence based improvements in literacy and numeracy growth and achievement for all students

Evaluation	Funds Expended (Resources)
Strong uptake of the program was noted amongst staff. Use of the program with the current scope and sequence made uptake challenging, yet familiarity with the program and its processes was gained. Resources that allow for assessment in line with the Numeracy Progressions are now available to all students.	Origo Maths Program

Process 2: 2. Collaborative and Consistent Teaching and Learning

Improved consistent teacher judgement across the school, including the learning progressions.

Evaluation	Funds Expended (Resources)
Two successful impact wall cycles were completed. Staff feedback indicated that the process was valuable as a vehicle for assessment moderation, formative assessment strategies and engagement with the literacy progressions. Staff also indicated that the collegial experience was positive	Support from School Services Curriculum Advisors SURFACE PRO x4 were purchased

Progress towards achieving improvement measures

and it improved accountability across stage teams.

Feedback from staff indicated that having a shared priority increased professional dialogue, and the narrow focus allowed for engagement with the Literacy Progressions in an enlightening and manageable way.

Four Surface Pro devices were imaged as staff laptops. This occurred quite late in 2019 and will be a major focus in 2020.

Process 3: 3. Collaborative planning

Development of a culture of assessment and planning as a stage and as a school

Evaluation	Funds Expended (Resources)
Assessment schedules were in place by term three and were implemented throughout second semester.	\$40 for purchase of assessment folders
Adoption of assessment folders was inconsistent, indicating the need for formalised assessment sharing meetings in 2020 stage meeting structure.	

Next Steps

In 2020 all stage teams will be provided a full day's release each term in order to facilitate collaborative planning. This time will also build upon the start made in ensuring consistent assessment and the handover of assessment data to incoming teachers.

The stage one team will pilot the use of teacher laptops to facilitate collaborative planning, as well as ongoing formative assessment using PLAN2 via the Department of Education Assessing Literacy and Numeracy Portal.

The assessment schedules produced in 2019 will be refined in 2020.

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.

Improvement Measures

Staff surveys and feedback show across school collaborations resulting in increased self-efficacy, knowledge development and sharing of expertise.

Student feedback shows increased opportunities for collaboration beyond the school with a focus on student leadership and authentic problem solving.

Overall summary of progress

Our involvement in the Newtown Network of Schools (NNoS), enhanced inter school collegial professional learning. Our executive team attended training in using the progressions for ongoing formative assessment and in the use of the Assessing Literacy and Numeracy Portal. Extending our capacity to use the progressions, and the assessment portal have provided invaluable groundwork for using these tools to heighten consistency of teacher judgement, and the culture of assessment and planning as we enter the final year of this planning cycle. Our beginning teachers were well supported, both professionally and personally through the early career teachers network of the NNoS. Our senior leadership students also had the many benefits of participating in network wide projects, enhancing their leadership experiences and capabilities.

Progress towards achieving improvement measures

Process 1: Early Career Teachers Network will meet regularly with school executive and aspiring school leaders to develop their capacity and effectiveness as beginning teachers.

Evaluation	Funds Expended (Resources)
Early career teachers reported finding value in the ECTN meetings and acquired strategies to implement in their practice.	Release days for Newtown Network of Schools executive team to plan conferences and liaise with guest speakers and venue staff Four casual days

Process 2: Student Leadership Project will engage identified student leaders in each school to collaborate across schools to work on a real world authentic problem.

Evaluation	Funds Expended (Resources)
Student leadership team contributed to the development of a social media campaign emphasising healthy eating, simultaneously building leadership skills.	6 days casual release

Process 3: Newtown Professional Learning Community will participate in Hubs, school visits and joint staff development days

Evaluation	Funds Expended (Resources)
Staff trialled Talk Moves in their mathematics teaching and incorporated them into their regular practice. Staff trialled Number Talks in their mathematics teaching with some staff incorporating them into their regular practice.	Support from NSW DoE Literacy and Numeracy Strategy Advisor/s



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$85, 532	<p>Our school has a strong and proud focus on Aboriginal education at Darlington. Our weekly assemblies feature related to Aboriginal culture and/ or sung by Aboriginal artists. Our school is immersed in art work reflecting our strong Aboriginal culture.</p> <p>This year we have continued our partnership with Aboriginal Community Liaison Officers from Redfern LAC who are mentoring a number of our students.</p> <p>Reconciliation and NAIDOC week celebrations culminated in community barbeque days which saw an increase in overall community participation with students being acknowledged for their respect for and appreciation of Aboriginal and Torres Strait Islander culture.</p> <p>Aboriginal background funding was utilised to assist with the development of personalised learning plans and to provide additional literacy/numeracy support as well as cultural immersion activities that included small group activities and the NAIDOC Day celebration.</p> <p>Employment of an Aboriginal Education Officer five days a week. All Aboriginal students have a Personalised Learning Plan (PLP) that was developed during parent/student/teacher meetings in Term 1 and Term 3. All Aboriginal students received in-class support.</p>
English language proficiency	\$13,185	<p>English Language Proficiency Funding was used to employ a teacher who provided in-class support and small group withdrawal to children for which English is an Additional Language or Dialect.</p>
Low level adjustment for disability	\$96,095	<p>Funding received for low level adjustment for disability in this area was used to provide in-class support and social support in the playground by School Learning Support Officers (SLSOs) for students identified by the Learning Support Team as requiring additional support. The support provided had a positive impact on both learning in the classroom and the interaction of targeted students with other students in the playground.</p>
Quality Teaching, Successful Students (QTSS)	\$47,702	<p>Significant Professional Learning and Mentoring has occurred throughout 2019. Casual relief was utilised to support the Performance and Development Framework's mandatory classroom observation of teachers.</p>
Socio-economic background	\$17,020	<p>Additional funds are used to ensure all students have access to the full curriculum e.g camps, excursions and uniforms.</p>
Support for beginning teachers		<p>Significant professional learning and mentoring has occurred throughout 2019.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	121	124	115	108
Girls	107	110	113	98

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	93.7	94.3	92.5
1	93.7	95.4	91.7	92.1
2	93.7	92.2	94.8	91.7
3	95.3	91.8	93	89.4
4	95.8	93.5	92	92.8
5	95.7	93.3	92.4	92.3
6	94.1	95	91.7	89.3
All Years	94.6	93.6	92.9	91.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	9.39
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	276,680
Revenue	3,314,635
Appropriation	3,175,957
Sale of Goods and Services	74,801
Grants and contributions	60,947
Investment income	1,231
Other revenue	1,700
Expenses	-3,265,394
Employee related	-2,970,762
Operating expenses	-294,633
Surplus / deficit for the year	49,240

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	220,938
Equity Total	213,480
Equity - Aboriginal	87,635
Equity - Socio-economic	15,490
Equity - Language	21,053
Equity - Disability	89,302
Base Total	1,771,537
Base - Per Capita	56,782
Base - Location	0
Base - Other	1,714,755
Other Total	901,873
Grand Total	3,107,828

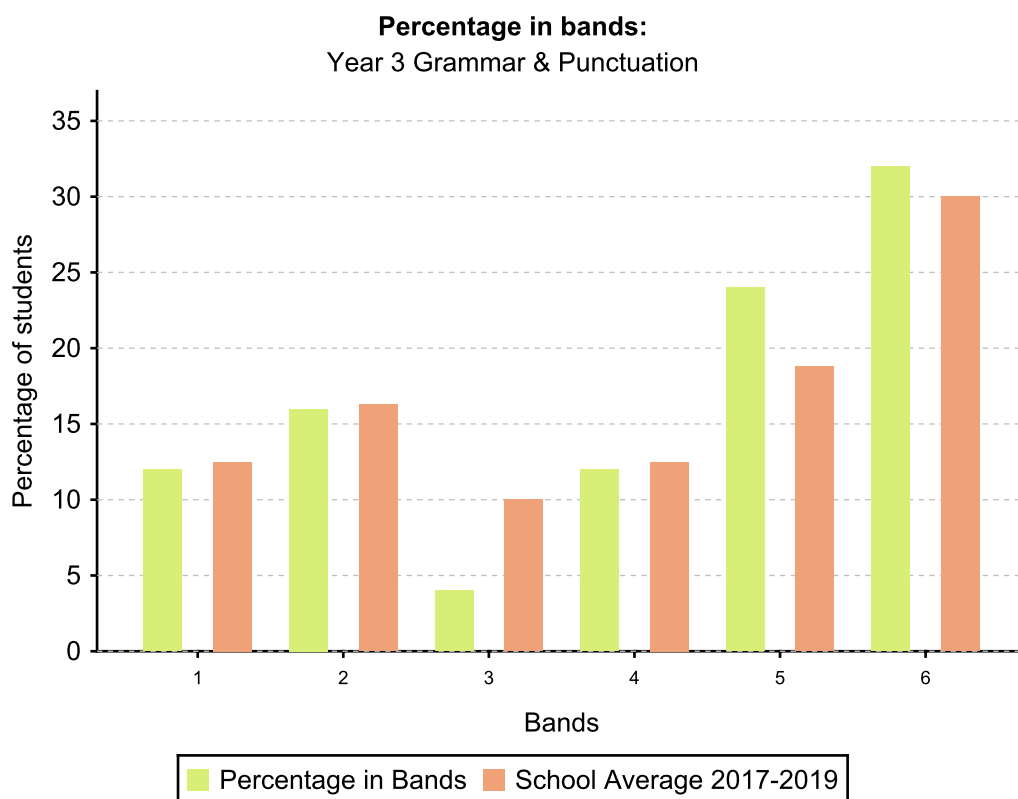
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

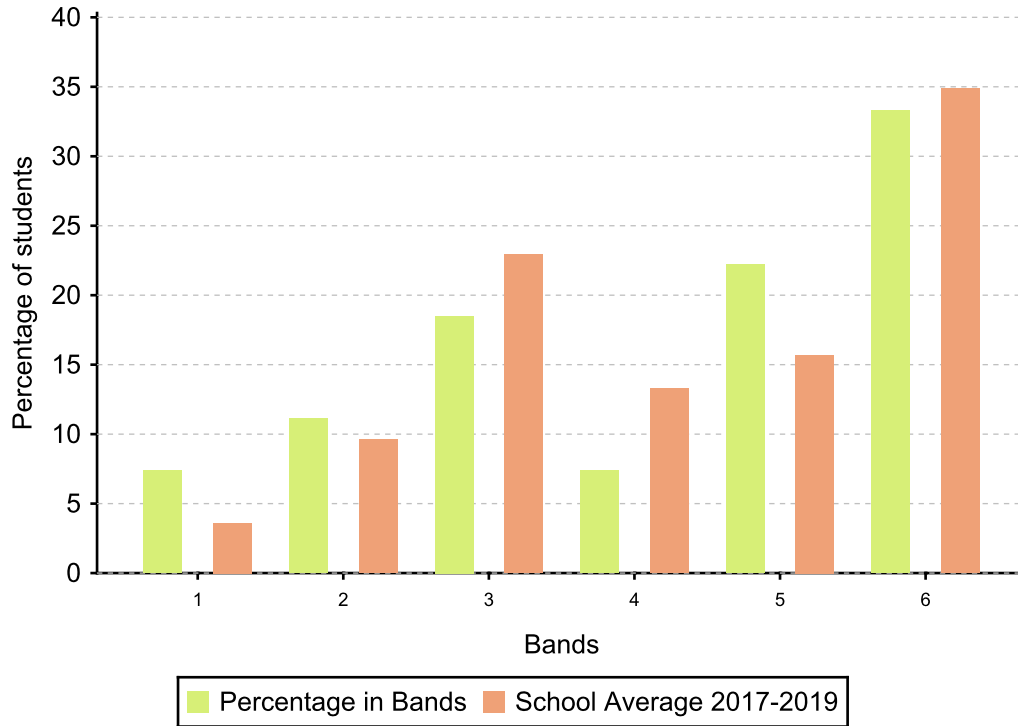
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



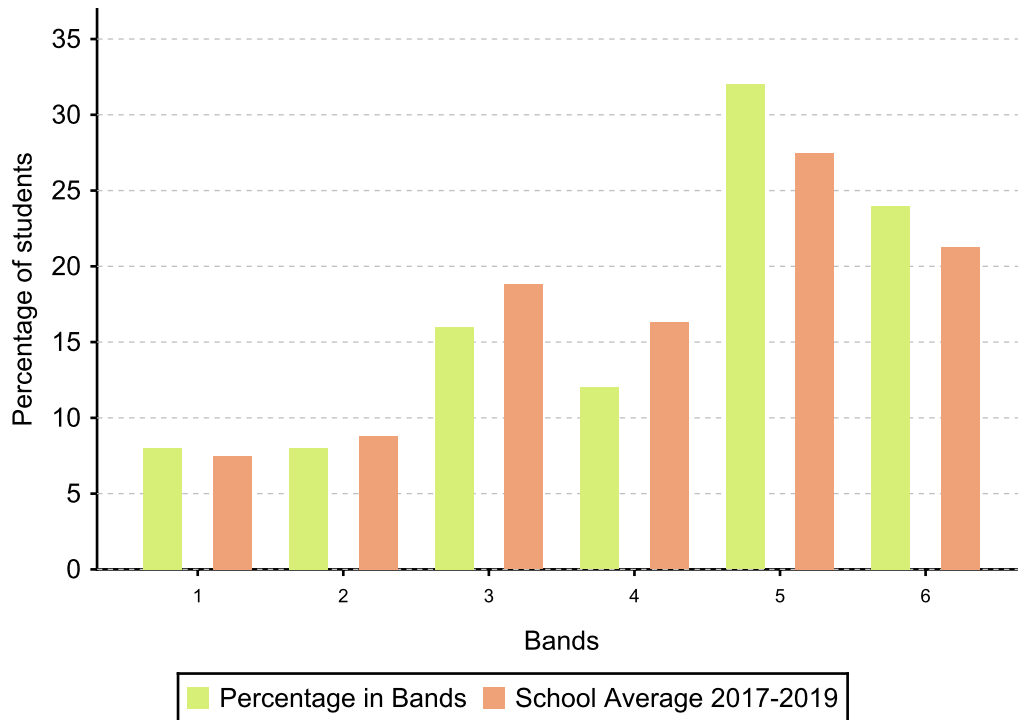
Band	1	2	3	4	5	6
Percentage of students	12.0	16.0	4.0	12.0	24.0	32.0
School avg 2017-2019	12.5	16.3	10	12.5	18.8	30

**Percentage in bands:
Year 3 Reading**



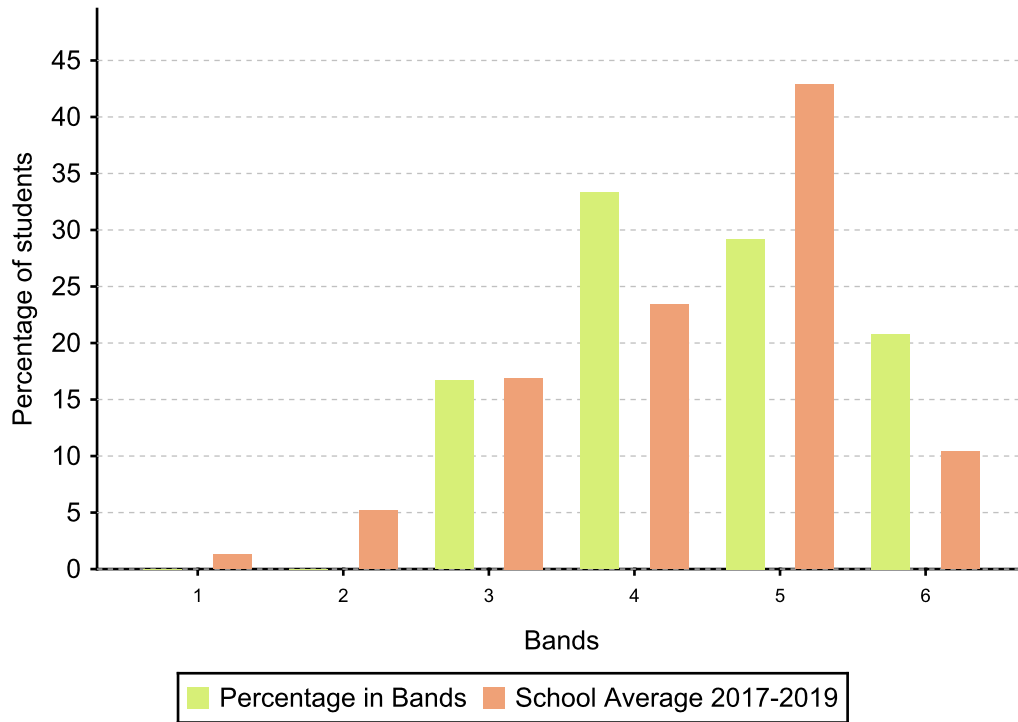
Band	1	2	3	4	5	6
Percentage of students	7.4	11.1	18.5	7.4	22.2	33.3
School avg 2017-2019	3.6	9.6	22.9	13.3	15.7	34.9

**Percentage in bands:
Year 3 Spelling**



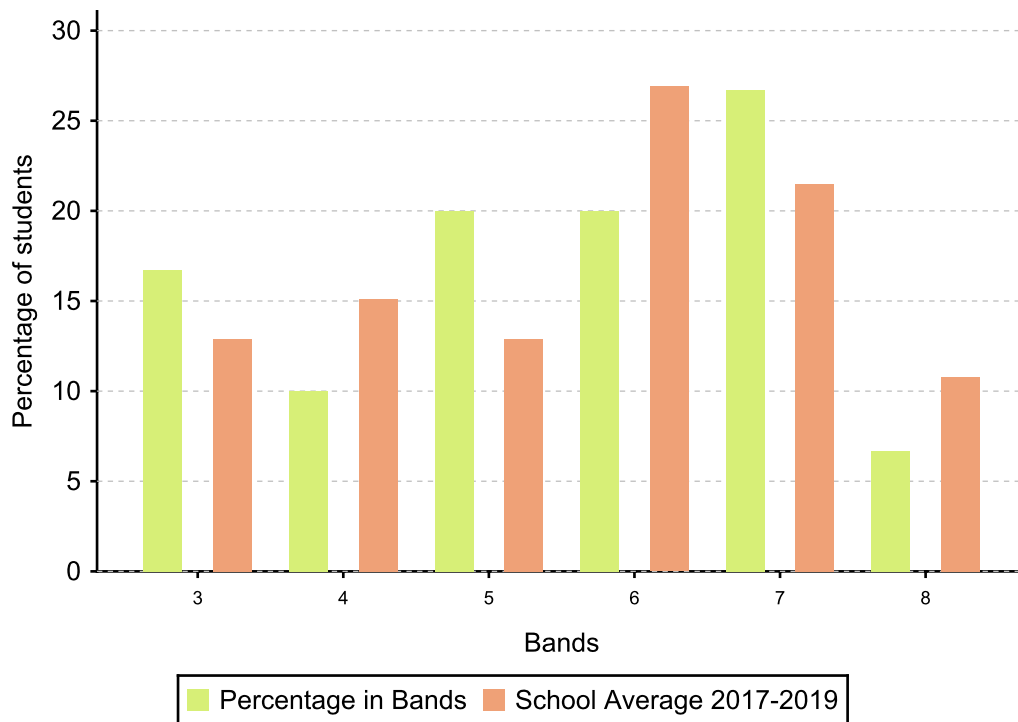
Band	1	2	3	4	5	6
Percentage of students	8.0	8.0	16.0	12.0	32.0	24.0
School avg 2017-2019	7.5	8.8	18.8	16.3	27.5	21.3

Percentage in bands:
Year 3 Writing



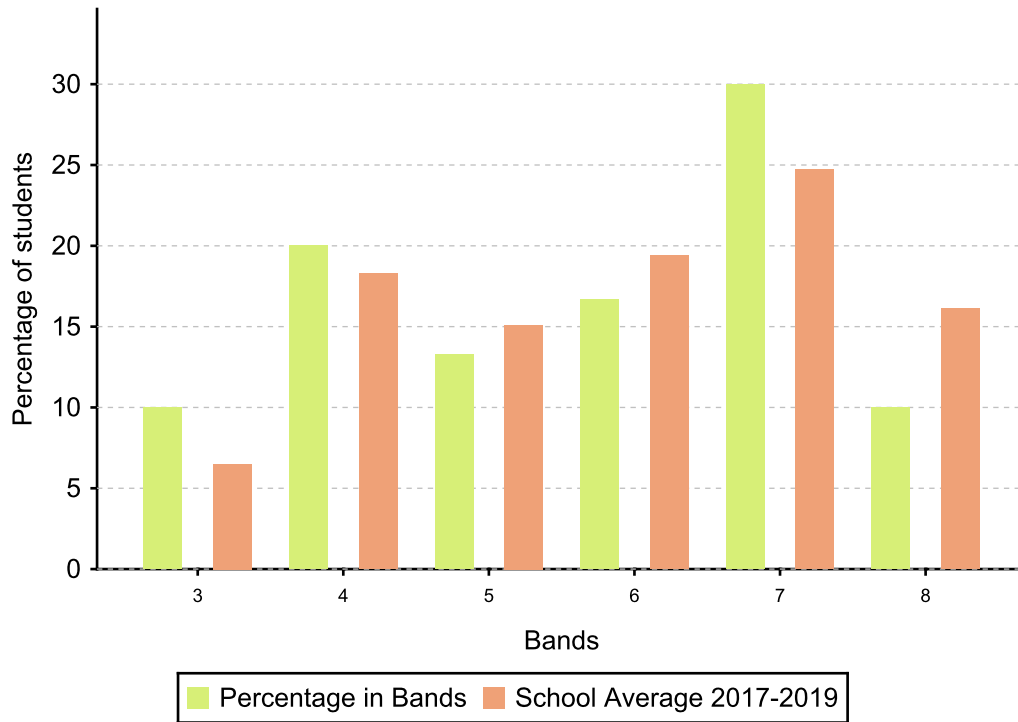
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.7	33.3	29.2	20.8
School avg 2017-2019	1.3	5.2	16.9	23.4	42.9	10.4

Percentage in bands:
Year 5 Grammar & Punctuation



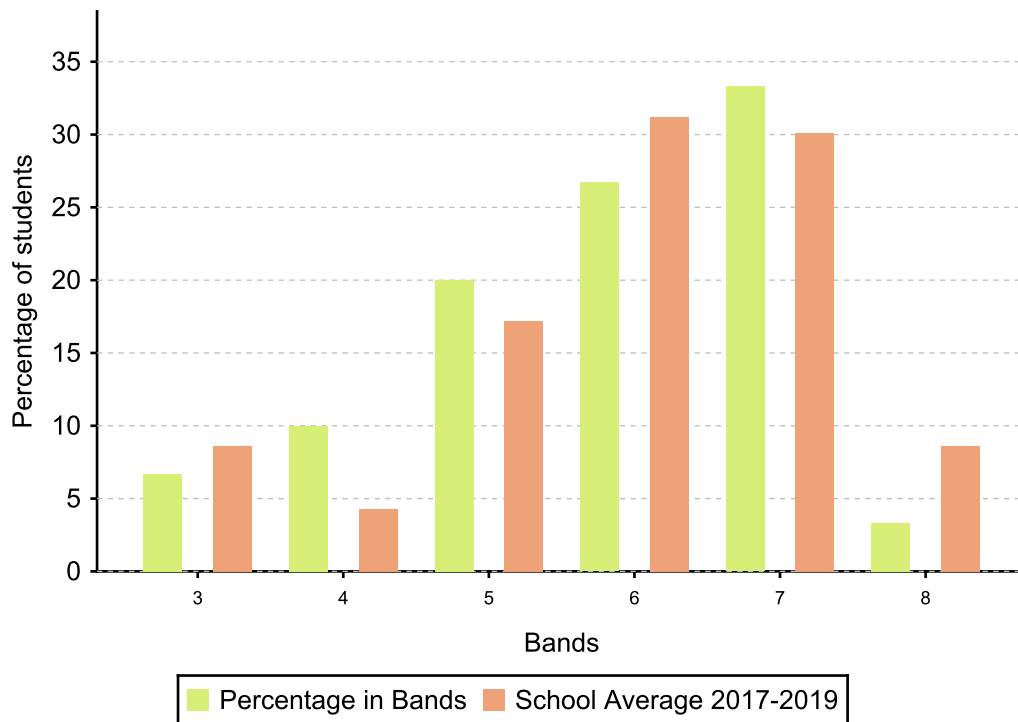
Band	3	4	5	6	7	8
Percentage of students	16.7	10.0	20.0	20.0	26.7	6.7
School avg 2017-2019	12.9	15.1	12.9	26.9	21.5	10.8

Percentage in bands:
Year 5 Reading



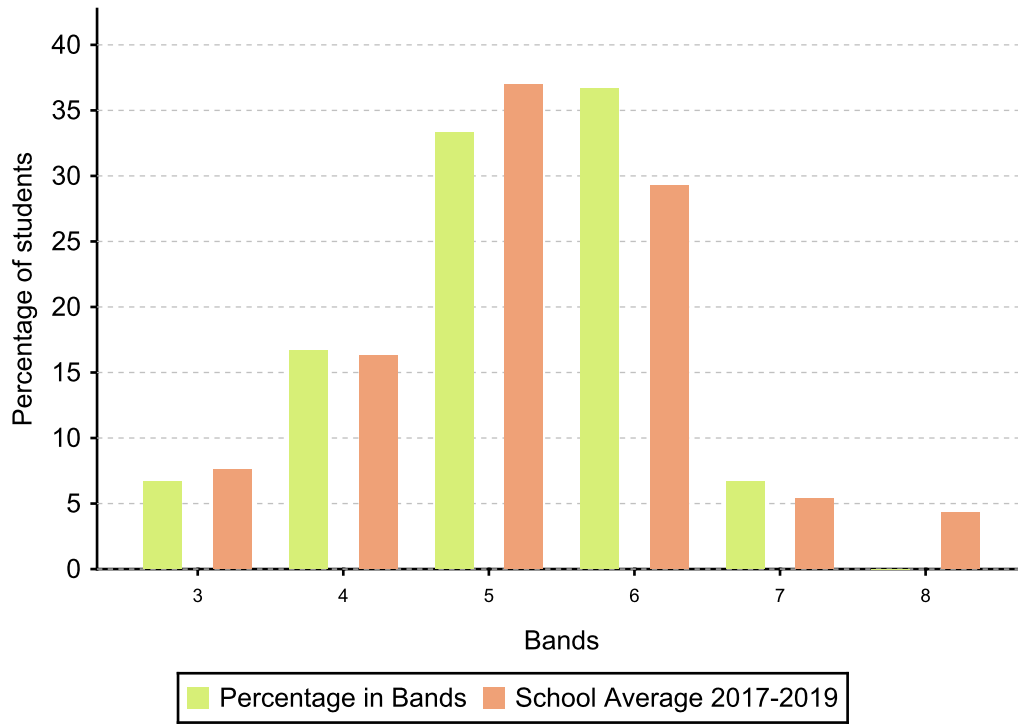
Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	13.3	16.7	30.0	10.0
School avg 2017-2019	6.5	18.3	15.1	19.4	24.7	16.1

Percentage in bands:
Year 5 Spelling



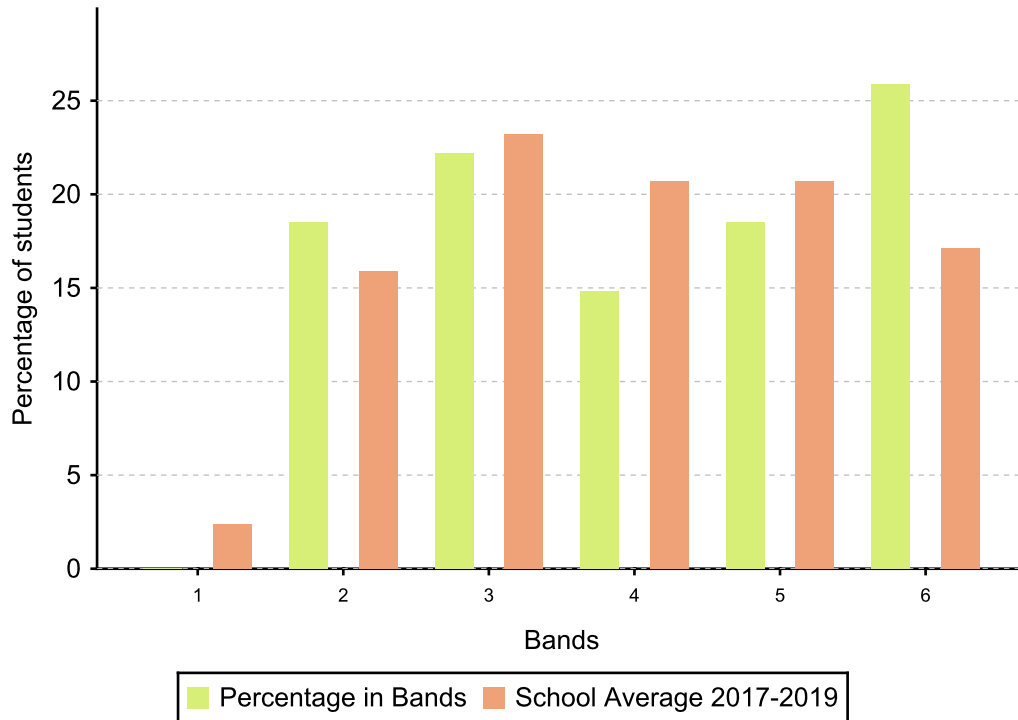
Band	3	4	5	6	7	8
Percentage of students	6.7	10.0	20.0	26.7	33.3	3.3
School avg 2017-2019	8.6	4.3	17.2	31.2	30.1	8.6

Percentage in bands:
Year 5 Writing



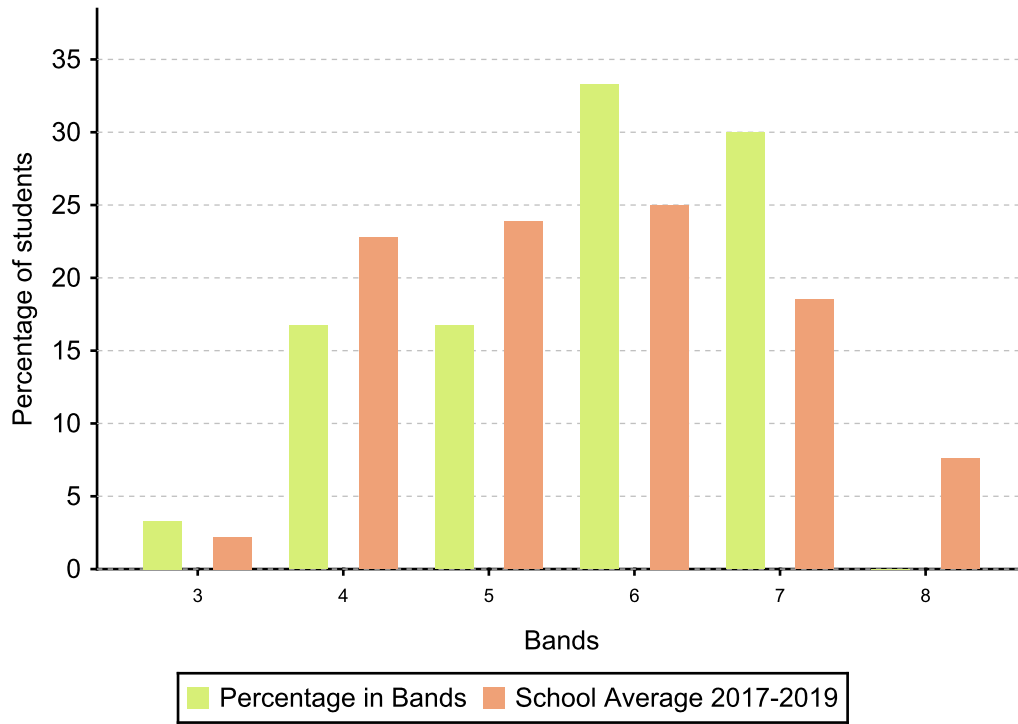
Band	3	4	5	6	7	8
Percentage of students	6.7	16.7	33.3	36.7	6.7	0.0
School avg 2017-2019	7.6	16.3	37	29.3	5.4	4.3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	18.5	22.2	14.8	18.5	25.9
School avg 2017-2019	2.4	15.9	23.2	20.7	20.7	17.1

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	3.3	16.7	16.7	33.3	30.0	0.0
School avg 2017-2019	2.2	22.8	23.9	25	18.5	7.6



Parent/caregiver, student, teacher satisfaction

Each year at Darlington Public School we survey students, parents/carers and staff using the Tell Them From Me (TTFM) tool. The TTFM provides our school with insight that we use to guide our school planning and to identify school improvement initiatives.

In 2019 the responses were:

Students

Averaged over the two TTFM surveys: 85 percent of students indicated that they had positive relationships at school, which is in line with the NSW norm; 89 percent of students value schooling outcomes and 84 percent demonstrate positive behaviours at school. Room for further improvement was found in intellectual engagement of students particularly in the area of student motivation and interest; and in expectations for success. In terms of advocacy and expectations, 73 percent of students indicated the presence of consideration of and support for their academic and wellbeing needs, and supportive behaviours that help them navigate school life.

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. In October 2019, the parent survey indicated a positive increase in all seven measures with the biggest impact in the following areas: parents feel welcome when visiting the school; the school supports positive behaviour; and safety in schools. We are now sitting at above NSW norm levels in the areas of parents feeling welcome, and parents feeling well-informed.

Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools. Taken in October 2019 the teacher survey indicated a positive increase in the measures of school leadership and collaboration.

Some of the strong responses where responses from teachers exceeded NSW norms included:

- School leaders have helped me improve my teaching.
- I work with school leaders to create a safe and orderly school environment.
- I work with parents to help solve problems interfering with their child's progress.
- I create opportunities for success for students who are learning at a slower pace.
- I establish clear expectations for classroom behaviour.
- I am regularly available to help students with special learning needs.
- I talk with other teachers about strategies that increase student engagement.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The Cultural Diversity and Community

Relations Policy: Multicultural education in schools and the Anti–Racism Policy requires schools to report on their achievements in multicultural and anti–racism education in their annual school reports. While our enrolments of students from language backgrounds other than English (LBOTE) are traditionally low (11% in 2019), Darlington Public School acknowledges the importance of promoting the cultural and linguistic diversity of Australia as a whole. The school consistently aims to develop in students the knowledge, skills and values for participation as active citizens in a democratic, multicultural society.

In 2019, 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.

The school has an Anti–Racism Contact

Officer who is trained member of the teaching staff who assists in promoting anti–racism education and impartially facilitates any complaints of racism using the complaints handling process. The Anti–Racism Contact Officer also maintains data regarding complaints related to racism.

Other School Programs (optional)

Band

The DNN Bands program combines students from both Darlington and Newtown North Public Schools.

In 2019 the program comprised three bands including the beginner Training Band, the advanced Concert Band and the

extension Jazz Band. Each of the groups performed at both schools throughout the year as well as at local community events and festivals.

The Mid-Year Concert in Term 2 and the end of year concert in Term 4 showcased pieces from each band as well as various student solos, duets and ensembles.

The Weekend Workshops in Term 1 and Term 3 took place on Sunday mornings and gave students the opportunity to rehearse and be tutored by expert instrumental tutors.

In August each of the DNN Bands participated in the annual Australian Band and Orchestra Festival with the Training and Jazz Band receiving Bronze Awards and Concert Band a Silver.

For many years the band has also participated in the annual Newtown Festival and last year was no exception as they opened the Festival performing on the Young Hearts stage to a large and appreciative audience.

Choir

Our school choir formed in Term 3. Initially it involved mainly stage 2 students, but soon Kindergarten and Stage 1 children joined as well. The choir met once a week, singing folk, traditional and, Aboriginal and Torres Strait Islander songs. We performed at the school Presentation Assembly and at the annual Carriageworks Christmas Markets! We are looking forward to our choir expanding in 2020 and performing at many more events.

Sport

Darlington Public School had a successful year in the sporting arena, in both individual and team sports during 2019.

We had our annual Rabbitohs visit and Channel 10 came to film the visit. The students were lucky enough to have Rabbitohs State of Origin representatives Damien Cook, Adam Reynolds, Dane Gagai and Greg Inglis in attendance.

All of our classes participated in a sport specific program at Sydney University focusing on game play while learning fundamental skill development and gross motor skills.

In 2019 we changed our Year 1–6 weekly swimming program at Sydney University from Term 1 to Term 4. This was done to provide students the opportunity to gain and practise new swimming skills prior to the summer holidays.

We held three successful sports carnivals throughout the year with students qualifying for each of the zone carnivals in swimming, athletics and cross country. We competed against the thirteen schools in the South Sydney zone. At the three zone carnivals, we had several students qualify for the respective regional carnivals.

- Jarvis S, Jeanette T, Lanisha P, Taiahmi S and Mandawuy J qualified for the regional athletics carnival.
- Jarvis S qualified for the regional swimming carnival.
- Ophelia A and Jarvis S qualified for the regional cross country carnival.
- Jarvis S qualified and represented our school proudly at the state cross country carnival.

Darlington was also well represented at zone and regional level in team sports. The following students represented our school:

- Kohen S, Shawn O and Phillip W in Rugby League.
- Jarvis S and Lenny B in AFL.
- Talita H and Jeanette T in Basketball.
- Kohen S, Antwon P, Jeanette T, Talita H, Taiahmi S and Charlotte B in Touch Football.
- Jeanette T and Talita H showed outstanding skills and sportsmanship and were selected to represent Sydney East at the NSW state basketball carnival.

Darlington Public School has re-joined weekly PSSA sport to field teams for the 2020 competitions..

