

Darlington Point Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the proportion of students whose level achievement on Learning Progressions is consistent for both Reading and Writing.

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

30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.

An increase of at least 8% of all students in the top two bands in all NAPLAN assessments.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Design and implement systems where by learning is data driven and based on quality assessment practices.

Evaluation	Funds Expended (Resources)
<p>During 2019 the school executive team developed and refined a whole school assessment schedule for the consistent collection and analysis of data. The staff completed professional learning sessions which focused on the following areas: SENA assessment; Numeracy Learning Progressions; Assessment Practices and Schedules; Engaging with SCOUT reports; and Formative Assessment – <i>recording and using formative assessment data</i>.</p> <p>As a result of this teachers have been able to accurately plot their students on the Learning Progressions in the focus areas of Creating Text and Quantifying Number whilst also providing current evidence to support their decisions. Feedback from teachers has also been positive in regard to the recording of data using Sentral, this has allowed for the dissemination of data to be more efficient especially during periods of transition.</p> <p>In 2020, we planned to further refine the assessment schedule to better reflect the needs of our students and develop ways in which we can use data to better enhance Individual Learning Programs for all of our students.</p>	<p>Additional Instructional Leader time</p> <p>Additional Relief from face-to-face teaching for classroom teachers</p>

Process 2: Engagement

Design and implement systems that support students to play an active role in their own learning through the use of a variety of strategies, in multiple contexts.

Evaluation	Funds Expended (Resources)
<p>Teachers have explicitly taught dispositions and habits of an effective learning from the How2Learn strategy. This has allowed our students to better develop the skills to be a self-aware, successful learner.</p> <p>As a result of this students at Darlington Point Public School are better able</p>	<p>Additional Interventionist Teacher</p>

Progress towards achieving improvement measures

to articulate the personal learning pathways and identify goals for their own learning journey.

The school has employed an additional Intervention teacher along with increasing the Instructional Leader allocation to 3 days (previously 2 days) to support the students in achieving their individual literacy and numeracy targets.

The intervention programs are being evaluated every 5 weeks to ensure students learning is improving. The impact is being measured through the analysis of work samples directly related to the students goals. Programs are being refined to incorporate a wider range of areas of the Learning Progressions to ensure teachers knew and understand the next step students need to take to be successful learners. Student goals are beginning to be aligned with the intervention programs so students can be more responsible for their learning and know what they are learning and why.

In 2020, we plan to monitor and evaluate the effectiveness of our interventions to ensure students are not only closing the academic gaps but excelling. We will also be investigating/implementing better ways that we can measure the impact of the intervention program.

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.

Improvement Measures

Increased use of evidence-informed pedagogy by all teachers.

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 build their leadership capacity through mentoring and coaching by assuming leadership roles within the school.

All teachers will show an understanding of the learning progression.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Develop a collaborative professional learning program based on a model of mentoring, modelling and observation in order to build the capacity of teachers to implement best practice.

Evaluation	Funds Expended (Resources)
<p>In 2019 all teaching staff worked closely with the Instructional Leader to develop a deeper understanding of the pedagogy of best practice in Literacy and Numeracy. All staff are reflecting on their current practice to implement new teaching strategies into the teaching and learning cycle.</p> <p>Collaboration is happening across Kindergarten-2 and Years 3-6 separately and we now need to ensure a K-6 approach so all staff have a deeper understanding of where students are coming from and where they are going next. We need to develop a shared sense of ownership of our students.</p> <p>In 2020, the Principal and Instructional Leader will be working collaboratively with teachers to co-plan, co-teach and co-reflect as part of the plan to develop collaborative practice and build the capacity of teachers to implement best practice.</p>	<p>Additional Instructional Leader time</p> <p>Additional Relief from face-to-face teaching time for classroom teachers</p>

Process 2: Improving Practice

Teachers engage in high quality, targeted professional learning to drive ongoing, school-wide improvement in teaching practice and student results.

Evaluation	Funds Expended (Resources)
<p>In 2019, the teaching staff at Darlington Point Public School participated in extensive Professional Learning which focused on the school's priorities and teachers professional goals from their Performance and Development Plans. Teachers engaged in both meeting with the Instructional Leader and Teacher Professional Learning staff meetings on a weekly basis. Staff had the opportunity to offer input into what areas they felt they need more assistance in, for example, guided reading, number talks, google classroom, formative assessment, and Learning Progressions.</p>	

Progress towards achieving improvement measures

The structure of the school's professional learning was well received by the staff, with all staff members offering positive feedback in regard to the usefulness of the Professional Learning sessions and Instructional Leaders sessions that were completed.

In 2020, we planned to continue a similar structure, offering staff members a direct input into the direction of the professional learning inline with the Strategic Direction of the school. School targets will also play a large role in the defining the direction of the professional learning offered to the staff of Darlington Point Public School.

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*.

Improvement Measures

A reduction in unproductive and challenging behaviour as recorded in Sentral.

An increase in the number of students achieving a Bidgee Level 15 or above.

All student referrals meet school policy deadlines.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Introduce Positive Behaviour for Learning (PBL) strategies with a whole school focus on developing staff knowledge, understandings and skills in aspects of PBL, incorporating models of specific behaviour support and Restorative Justice practices.

Evaluation	Funds Expended (Resources)
<p>In 2019, the school was able to consolidate changes made to the structure of the Behaviour Management system successfully. The teaching staff are consistently implementing all aspects of the system.</p> <p>In 2020, Darlington Point Public School will continue to use their current policy which has a strong focus on promoting positive behaviour whilst developing student internal locus of control. We are looking to eliminate external rewards especially those rewards that involve food.</p> <p>Lessons will continue especially in the early years that explicitly teach behaviour and the school core values of Respect, Responsibility and Cooperation.</p>	

Process 2: Individual Learning Needs

The Learning and Support Team will strengthen and adapt practices that will support students' wellbeing to allow them to engage in learning successfully.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Learning and Support Team were very proactive in identifying students need and developing independent plans for those students to allow them full access to all learning opportunities, for example implementing a life skills program to support a students needs.</p> <p>The Learning and Support Teams success can be measured by the reduction of recorded negative incidents by targeted students in Sentral.</p> <p>In 2020, the Learning and Support Team will continue to identifying students in need and provide support for those student allowing them to engage in learning successfully.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>Provision of additional support for Aboriginal students in Numeracy and Literacy sessions and to support student engagement in the classroom.</p> <p>PLPs developed for each student and Student Learning Support Officers employed for targeted interventions including support Speech therapy.</p> <p>Additional administration time was provided to monitor attendance.</p>
Low level adjustment for disability		<p>Provision of additional support for targeted students by SLSO and Interventionist teachers.</p>
Socio-economic background		<p>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)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	56	48	42	32
Girls	41	36	36	27

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.9	95	92.4	94.7
1	90.7	91.4	93.5	87.6
2	93.4	96.3	88.2	88.9
3	95.7	97.4	92.8	82.9
4	93.1	94.9	93.5	91.5
5	92	92.8	92.6	91.6
6	94.7	91.2	93.4	91.2
All Years	93.2	93.9	92.7	90.3
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
Classroom Teacher(s)	4.57
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

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	211,083
Revenue	1,341,417
Appropriation	1,331,473
Sale of Goods and Services	-2,700
Grants and contributions	12,305
Investment income	339
Expenses	-1,331,681
Employee related	-1,146,900
Operating expenses	-184,781
Surplus / deficit for the year	9,736

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	0
Equity Total	273,617
Equity - Aboriginal	60,690
Equity - Socio-economic	134,390
Equity - Language	2,537
Equity - Disability	76,000
Base Total	874,285
Base - Per Capita	18,302
Base - Location	21,772
Base - Other	834,212
Other Total	132,422
Grand Total	1,280,324

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

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 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.