

2020 Annual Report

Darlington Public School



1735

Introduction

The Annual Report for 2020 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

It is with great pleasure that I present Darlington Public School's Annual Report for 2020, and my first Annual School Report as permanent Principal of this wonderful school.

2020 was certainly a year like no other. Possibly, and hopefully, a year of events that we may never again experience in our lifetime.

2020 challenged our strength, our perseverance, our teamwork, our discipline, and our commitment to teaching and learning. And at a time when kitchens became classrooms, when Mums, Dads, Nans and Pops stood in the place of teachers, and when technology was our primary way of maintaining school connection, we all rallied together and got the job done.

While we could never have predicted such an unprecedented year, what was not surprising to us is how truly amazing the students of Darlington Public School are! Every day, they turn up and display tenacity, flexibility, creativity, kindness, caring and resilience.

The school staff have worked tirelessly to provide the best possible education for your children with the normal face to face methodology but also with "Learning at Home" via an online or distance education mode, when children could not attend due to COVID-19 restrictions. On behalf of everyone I sincerely thank the staff for their substantial and highly valued contributions to the education of Darlington Public School students.

During this time the parents have been overwhelmingly supportive of our endeavours. We sincerely appreciate all parents as they assisted in the classrooms, sports events, excursions or in any way during the unusual year.

Special thanks to the P&C Association, under the leadership of Amy Hardingham, Emily Pettafor, Belinda Davey and Marnie Rozea, for their terrific efforts to support the school, especially our students and our staff.

We have spent the past year focusing on our identified priority areas, consolidating our relationships and networks with parents and the broader community, and responding to your needs for the school.

The Annual Report shows you how we are progressing and developing as a school. It outlines what we have achieved, how well we are going and what we need to focus on next to continually improve the educational programs and services for students in our community. The report also provides some assurance about the way resources have been used to provide the very best quality teaching and learning environments for your children.

We continue to invest in our teachers and the resources required to support them to enhance learning opportunities for our students. We constantly develop opportunities to allow them to create, collaborate, problem solve and develop their higher order thinking skills. We this will remain a focus in 2021..

At Darlington, we will continue to maintain a relentless focus on student growth and attainment.

We strive to improve every student, every teacher and every leader, every year.

We recognise the value of student wellbeing in all that we do.

We welcome the opportunity to learn and grow together with a high expectations culture in mind.

At Darlington relationships matter. Relationships are key to assisting students to learn and develop. The strong relationship between the school and our wider community is unique and crucial for our students and their education.

A sense of community continues to be seen as a strength of the school by parents, students and the staff. These collaborative efforts make Darlington Public School a great school.

We look forward to the next year ahead, and the years that follow, as we strive for continued and ongoing school improvement.

I continue to be incredibly proud to be Principal of this great school and feel so privileged to work with so many wonderful students, staff and community members.

The success, enjoyment and love for learning that is maintained, year after year, is a culmination of the commitment made by you all.

Michelle McCormack

Principal

Message from the school community

With the advent of Covid-19, 2020 did not turn out as planned for the school community. However, the P&C were proud to be part of efforts to remain as "normal" and connected as possible.

April and May meetings were cancelled but we held an Easter raffle, which received a surprisingly healthy number of entries raising \$400, and organised an Easter art trail to get families walking around the neighbourhood.

During lockdown, it was our honour to provide gift hampers and coffee vouchers and coordinate a thank you video from students to their teachers to boost staff morale.

By June we were able to recommence meetings via Zoom.

Early in Term 3, students attended the athletics carnival and even though as parents we were unable to attend, we were proud that students enjoyed new Captain's armbands and athletics equipment purchased by the P&C, and a sausage sizzle cooked off site and delivered in a Covid-safe way.

The P&C also drove a promotional campaign for the school, shooting a video and launching it on social media, hitting the footpaths for a massive flyer drop, running an ad in the South Sydney Herald, and reaching out to local child care centres. In partnership with the school we launched our "outdoor gallery", whereby large scale prints of student artworks were printed and displayed on the external school walls.

We held our tea towel fundraiser featuring screen-printed student portraits, which generated \$2355 income. We refocused on our return and earn scheme, a small but important source of passive income, and moving away from our contract with a collection company, took ownership of the entire process and created the beautiful canvas 'I love Darlo' tote bags to promote both the scheme and our school.

We held our annual Mango fundraiser (bringing in almost \$600) and our regular second hand uniform sales.

The P&C were also able to provide equipment for the school including iMacs, a new audio system, and new PCs for K-2, to provide stipends for our hard-working teachers, to subsidise the cost of the Year 6 camp, and to give our school staff small tokens of appreciation at Christmas.

Significantly, the position of Principal of Darlington Public School was finally advertised, and on 1 December as a result of a merit selection process, Ms Michelle McCormack was offered and accepted the position of Principal. It was an honour for the P&C to have a place on the selection committee.

The P&C would like to take this opportunity to thank all the wonderful school staff for their contribution to our kids and their education. We are so very lucky to have such great staff at Darlington.

Amy Hardingham

P&C President



School vision

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>

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.

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)
<p>Due to the COVID-19 pandemic, the students developed a range of new skills and adapted quickly to the changes imposed on them.</p> <p>The students did feel isolated by the lack of interaction with neighboring schools.</p> <p>Future opportunities to facilitate interaction with inter school peers and student leadership projects have been proposed as part of the 2021-24 School Improvement Plan.</p>	

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)
<p>Due to COVID 19 restrictions in 2020 the the opportunity to engage in purposeful action for the benefit of others was severely restricted and limited to school based initiatives.</p> <p>These included the development of the school promotional video, the artworks on the walls project, mufti days and fundraisers.</p>	

Process 3: 3. Building better relationships

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

Evaluation	Funds Expended (Resources)
<p>Members of the school leadership team have been provided with opportunities to enhance their leadership skills through executive planning days.</p> <p>Collegial discussions are focused on measuring the impact of school programs, their effect on student learning outcomes and continuous school improvement.</p>	

Progress towards achieving improvement measures

Teachers and staff conducted student wellbeing 'check-ins' during the online learning period.

Students were supported in accessing learning from home as well as provided with opportunities to connect with other students.

Parents were supported in facilitating learning from home via online digital communication platforms as well as the Department's 'Learning from Home Hub'.

The school provided ongoing and timely communication to parents via email, phone calls and the school Facebook page .

In collaboration with the P&C, we created a promotional video for 2021 Kindergarten parents and carers and also for the great school community to showcase our school.

Parent ZOOM meetings were conducted in order to provide relevant information relating to school programs and activities.

P&C meetings were conducted via ZOOM and parents were encouraged to contact teachers via phone and email throughout 2020.

Next Steps

Parents/carers indicate an increase in quality engagement over the period 2021-2024.

Established and communicated opportunities to engage with parents/carers with increasing effectiveness, as well as broadening the scope of parents/carers with whom we engage.

The school supports students' successful transitions.

Attendance is regularly monitored and analysed, and systematic processes are put in place to maximise attendance.

Parents are presented with clear information on what and how their children are learning and receive regular information.

A school-wide approach to effective and positive wellbeing is evident and support is provided.



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

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)
<p>Strong uptake of the Origo mathematics program was evident with 100% of staff using the program.</p> <p>Familiarity with the program and its processes was expanded and enhanced.</p> <p>Resources that allowed for assessment in line with the Numeracy Progressions are now available to all staff.</p>	<p>Purchase of Origo program and resources.</p>

Process 2: 2. Collaborative and Consistent Teaching and Learning

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

Evaluation	Funds Expended (Resources)
<p>Due to the COVID-19 pandemic, there were significant restrictions imposed on NSW public schools during this time.</p> <p>As NAPLAN was cancelled in 2020 due to COVID, schools were given the opportunity to take part in the Check In Assessment. This was an assessment released by the Department of Education, used to evaluate student learning in the areas of Reading and Number.</p> <p>Both Years 3 and 5 took part in the assessment at Darlington Public School. The assessment was easy for students to access and complete online and results and data from the assessment was available to teachers within 48 hours of students completing it. Having the data available in such a short period of time was valuable for classroom teachers and leaders as it was able to be used to determine 'where to next?' for student learning.</p> <p>In 2020, many opportunities were provided for Stage level collaboration, with both planned and informal opportunities for Stage teams to meet. This included fortnightly meetings, collaborative planning sessions at the end of each term and through regular peer observations (both planned and informal). Throughout these collaborative sessions, unified assessment tasks</p>	<p>Stage Planning Days allowed for collaborative and consistent teaching and learning practices. It provided time for stages to reflect on their practice, opportunities for peer observations, programming and assessment preparation and an opportunity to participate in professional learning in responses to identified student need through data analysis.</p>

Progress towards achieving improvement measures

were developed between stage teams, allowing for valid, school based data analysis and evaluation of student performance. As a result of Stage group collaboration, professional dialogue and feedback increased, leading to valid teacher judgement when utilising authentic assessments and additionally, highlighted areas for future improvement

Process 3: 3. Collaborative planning

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

Evaluation	Funds Expended (Resources)
<p>School structures and processes are embedded to provide and support collaboration between staff.</p> <ul style="list-style-type: none"> * Staff contribute to and engage in a school culture that shares practice and uses evidence based decision making * Teams collaboratively develop deliberate practices through regular collaborative planning sessions * Grade/team planning days allocated every five weeks to allow for collaborative planning * Weekly student learning support meetings where evidence is presented and student growth and supported students are discussed with specialist staff * All teaching and learning programs are planned and evaluated collaboratively and show evidence of ongoing adjustment based on student learning needs. * Regular team collaboration meetings to plan and evaluate teaching and learning programs <p>The mathematics programs across the school reflect best practice and strategies introduced through effective professional learning, such as high impact teaching strategies, formative assessment strategies, learning intentions, success criteria and application of skills in authentic ways</p>	<p>Teacher release</p> <p>Stage planning days</p> <p>Executive planning days</p>

Next Steps

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction:

- *NAPLAN data
- *External assessment data
- *Scout - value added data
- *Student work samples
- *Literacy and numeracy PLAN2 data
- *Learning plans of students
- *Student focus groups

The school will regularly review the reliability and validity of these data sources.

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.

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)
Due to COVID 19 restrictions in 2020 the Newtown Network of Schools has not been able to complete any of the planned initiatives.	N/A

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)
Due to COVID 19 restrictions in 2020 the Newtown Network of Schools has not been able to complete any of the planned initiatives.	N/A

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

Evaluation	Funds Expended (Resources)
Due to COVID 19 restrictions in 2020 the Newtown Network of Schools has not been able to complete any of the planned initiatives.	N/A

Next Steps

School Leadership will be evaluated and further developed throughout the 2021-24 School Improvement Plan.

There will be evidence of high functioning professional learning community which is focused on continuous improvement of teaching and learning.

The school will embed and explicitly use systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Teaching staff will demonstrate and share their expertise within their school and with other schools.

School structures will demonstrated a cohesive culture of high expectations, and will effectively cater to the equity needs within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support		<p>Two part-time Learning and Support Teachers employed to support our students</p> <p>Three SLSO's were employed to support students with additional learning needs</p> <p>Intensive intervention programs MultiLit and MiniLit were provided to support students requiring support in literacy</p>
Aboriginal background loading		<p>The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff.</p> <p>The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.</p> <p>Evidence of effective implementation of the policy included:</p> <ul style="list-style-type: none"> * 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. <p>Our school has a strong and proud focus on Aboriginal education at Darlington. Our weekly assemblies feature songs related to Aboriginal culture and/ or sung by Aboriginal artists. Our school is immersed in art work reflecting our strong Aboriginal culture.</p> <p>As far as COVID-19 restrictions would allow, we have continued our partnership with Aboriginal Community Liaison Officers from Redfern LAC who are mentoring a number of our students.</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>Adam Ah-See joined our staff as Aboriginal Education Officer five days a week.</p>
English language proficiency	A part-time temporary teacher employed to	English Language Proficiency Funding was used to employ a teacher who provided in-

English language proficiency	provide EALD support.	class support and small group withdrawal of children for which English is an Additional Language or Dialect. As evidenced in student work samples and school assessments our EALD students have improved in their literacy and numeracy skills.
Low level adjustment for disability	Two part-time Learning and Support Teachers employed to support our students Three SLSO's were employed to support students with additional learning needs Intensive intervention programs MultiLit and MiniLit were provided to support students requiring support in literacy	Our Learning Support Team processes have been revised to ensure support is responsive to school assessment data and targeted individualised support. This support is continually being assessed to ensure our resources are providing support to the students with the highest needs. 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.
Quality Teaching, Successful Students (QTSS)	Executive release for AP's to support classroom teachers implement formative assessment strategies in their classrooms.	This funding was used to support school leaders working collaboratively with their stage to build capability. This funding was effectively used to support Quality Teaching, Successful Students (QTSS) to release stage supervisors to work directly with their teams. QTSS funding has been effectively spent on improving student outcomes through the building of teacher capacity in best practice.
Socio-economic background		Additional funds are used to ensure all students have access to the full curriculum e.g camps, excursions and uniforms.
Support for beginning teachers		Early Career Teachers have been supported via instructional leadership additional release and targeted professional learning. Teachers were given the chance to work collaboratively with their stage on a regular basis and receive feedback on their practice. Early Career Teachers were also given opportunities to visit other schools to observe colleagues in other settings.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	124	115	108	86
Girls	110	113	98	77

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.7	94.3	92.5	89.4
1	95.4	91.7	92.1	88.6
2	92.2	94.8	91.7	92.1
3	91.8	93	89.4	91.6
4	93.5	92	92.8	91.5
5	93.3	92.4	92.3	94.8
6	95	91.7	89.3	92.3
All Years	93.6	92.9	91.5	91.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	7.16
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	5.22

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	325,920
Revenue	2,960,950
Appropriation	2,953,145
Sale of Goods and Services	-54,024
Grants and contributions	45,978
Investment income	551
Other revenue	15,300
Expenses	-2,990,206
Employee related	-2,709,963
Operating expenses	-280,242
Surplus / deficit for the year	-29,255
Closing Balance	296,665

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.

	2020 Approved SBA (\$)
Targeted Total	223,959
Equity Total	219,391
Equity - Aboriginal	93,091
Equity - Socio-economic	17,020
Equity - Language	13,185
Equity - Disability	96,095
Base Total	1,522,243
Base - Per Capita	52,550
Base - Location	0
Base - Other	1,469,693
Other Total	914,945
Grand Total	2,880,538

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

In 2020 our whole school community were able to participate in the 'Tell Them From Me Survey'. We will be using the information gathered to drive our future directions.

An overview of the results are included below:

Students:

All students in Years 4-6 completed the 'Tell Them From Me' survey during Term 1 and Term 4 in 2020. The information gathered from our students helps guide our planning for school improvement. The following information was gathered:

- * Tell Them From Me Student data indicated that 92% of Year 5 students believe they feel accepted and valued by their peers and by others at their school. This exceeded the State average which was 80%
- * Them From Me Student data indicated that 88% of Year 4 students believe they have friends at school they can trust and who encourage them to make positive choices.
- * Them From Me Student data indicated that 100% of Year 5 students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- * When asked, *Please tell us some of the things you really like about your school or things that would make it even better*. The response was, "I like that our school is widely open to suggestions and doesn't take what we say for granted."

Teachers:

All teaching staff completed the 'Tell Them From Me Survey' during Term 4 of 2020.

On the open ended item "*Please tell us some of the things you really like about your school, or things that would make it even better*", responses included the following areas as examples of what is working well:

- * Awesome people to work with
- * I love how all of us are very supportive of one another.
- * Supportive executive team. Increasingly solid strategic vision and vision.
- * Sense of community and collegial support; awesome principal with a calm, cool, and direct manner in getting the job done; positive friendships amongst staff and parents; celebration of First Nations culture.

Parents:

In the 'Tell Them From Me Survey' the school asked an open-ended questions to gather feedback from our parent community. The first question was: *Please tell us some things you like about our school or things that would make it even better*.

The majority of responses referenced the strong community feel that our school created for students and families. Some of the responses included:

- * Being able to overcome adversity over and over again - the school culture is great.
- * I love the spirit and culture of Darlo - the school has a fabulous energy to it, and feels like a kind, welcoming environment. The principal and teaching staff, together with the P&C, are highly committed to the kids, the community and improving the school.
- * The sense of community. Focus on friendliness. Diversity.
- * The teachers, the P&C both great. Very diverse and inclusive. Lots of trees and shrubs. .
- * The staff are a cohesive, positive group that really make the school a success.

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.

Darlington Public School has a trained Anti-Racism Contact Officer (ARCO) on staff. The role of the ARCO in schools is to be the contact between students, staff, parents and community members who wish to report incidences of 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 school has maintained a focus on multicultural education in the curriculum by providing learning programs that develop the knowledge, skills and attitudes required for a culturally diverse society.

Exposure to cultural diversity is an important aspect of student learning at Darlington Public School.

Multicultural perspectives are emphasised within History, Geography and English lessons.

Due to COVID, there were a number of celebrations that we were unable to run, as we traditionally would, including NAIDOC celebrations, with the inclusion of community members.

We look forward to 2021 and an opportunity to reconnect with our school community in an effort to strengthen and maintain student awareness, tolerance and understandings for a wide range of cultures.