

2020 Annual Report

Darlington Point Public School



1736

Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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>In 2020, teachers have accessed a broader range of sub-elements within the Literacy and Numeracy progressions, based on individual student needs. Teachers have followed the assessment schedule to inform and differentiate their teaching and learning practices.</p> <p>The school executive team continued the development of a whole school assessment schedule for the consistent collection and analysis of data.</p> <p>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 - recording and using formative assessment data</p> <p>As a result, students growth can be accurately measured as per learning progressions data which can be used to further analyse student performance. The access to internal data has become more streamlined and therefore more usable, this has resulted in teachers being more effective in their use of student data, and how they can best adjust their practice to drive improvement for all students.</p>	<p>Additional Instructional Leader time (FTE 0.2)</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>In 2020, students have actively engaged with their learning that has been personalised to their particular needs as identified by the classroom teacher in consultation with the student.</p>	<p>Additional Interventionist teacher (FTE 0.6)</p>

Progress towards achieving improvement measures

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 know 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.

As a result, movement along the targeted sub-elements of the Learning Progression is evident.

Additional Instructional Leader time
(FTE 0.2)

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)
In 2020, 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. 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.	Additional Instructional Leader time Additional Relief from face-to-face teaching time for classroom teachers

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)
In 2020, all teaching staff participated in professional learning to strengthen their capacity to develop students fluency, comprehension and phonological awareness. Staff have also participated in professional learning to develop their knowledge and understanding of additive strategies and quantifying numbers. All staff have been involved in a professional learning model that has included opportunities to practice and provide feedback and reflect on their own learning whilst working closely with executive staff.	Additional Teacher Professional Learning Incentive Days (3 per teacher) used to facilitate learning

Strategic Direction 3

Wellbeing

Purpose

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

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)
In 2020, Darlington Point Public School continued to use their current policy which has a strong focus on promoting positive behaviour whilst developing student internal locus of control. The school is working towards eliminating external rewards especially those rewards that involve food (sweets). Lessons will continue especially in the early years that explicitly teach behaviour and the school core values of Respect, Responsibility and Cooperation. As a result, negative behaviour incidents recorded in Sentral have decreased.	

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)
In 2020, the Learning and Support Team were very proactive in identifying students needs and developing independent plans for those students to allow them full access to all learning opportunities, for example referring student to the speech therapist that is engaged at Darlington Point Public School (FTE 0.1). The Learning and Support Teams success can be measured by the reduction of recorded negative incidents by targeted students in Sentral.	

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>Personalised Learning Pathways 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			
	2017	2018	2019	2020
Boys	48	42	32	38
Girls	36	36	27	29

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	92.4	94.7	93.4
1	91.4	93.5	87.6	93.4
2	96.3	88.2	88.9	87.3
3	97.4	92.8	82.9	93.3
4	94.9	93.5	91.5	87.4
5	92.8	92.6	91.6	93.4
6	91.2	93.4	91.2	84.8
All Years	93.9	92.7	90.3	90.8
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
Classroom Teacher(s)	4.54
Literacy and Numeracy Intervention	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, 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	220,819
Revenue	1,361,274
Appropriation	1,331,298
Sale of Goods and Services	4,614
Grants and contributions	25,133
Investment income	129
Other revenue	100
Expenses	-1,366,644
Employee related	-1,164,958
Operating expenses	-201,686
Surplus / deficit for the year	-5,370
Closing Balance	215,449

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	0
Equity Total	234,426
Equity - Aboriginal	45,517
Equity - Socio-economic	113,452
Equity - Language	0
Equity - Disability	75,456
Base Total	894,705
Base - Per Capita	14,190
Base - Location	19,594
Base - Other	860,921
Other Total	155,324
Grand Total	1,284,456

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

Parents

A parent feedback survey was conducted. 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 before and after school care would be beneficial to the school.

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.

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.