

2021 Annual Report

Darlington Public School



1735

Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

2021 was a year like no other in the history of Darlington Public School.....once again. At times it started to feel like 2020 all over again.

The team at Darlington Public School, like teams in all public schools across New South Wales and the world, worked harder, longer and smarter than ever before during 2021, supporting students, families and members of the community as they dealt with the impacts of the COVID-19 pandemic once again.

Our students made us all very proud. Whether from the way they supported one another, the way they showed their resilience as the year unfolded and the usual activities that punctuate school life were cancelled or adjusted to learning from home, every step of the way the Darlington spirit was evident.

We managed to get quite a few events into our calendar.

Highlights included:

- Our school swimming and cross-country carnivals
- School community breakfast followed by the Easter Hat parade
- Our first school disco
- Reconciliation Week
- Gymnastics
- NAIDOC week and our annual Koori Cup
- Our first whole school excursion to the new Sydney Zoo in Bungarribee
- We had online lessons, online trivia, online hip hop, online mindfulness, online fitness, online assembly….you name it, we had it online during Term 3
- Our term 4 inaugural basketball tournament
- The Colour Run
- End of year virtual Presentation Day

We enjoy a wonderful rich relationship with our school community and I acknowledge the support of the P&C, the parent body and wider school community in supporting student learning and our whole school throughout 2021.

In acknowledging the learning undertaken at Darlington in 2021, I must also recognise our amazing students and their achievements. We support our students to achieve academic and personal excellence and it was a highlight to see so many of them engage in high quality learning, and experience outstanding personal success in 2021. Every day, they turned up and displayed tenacity, flexibility, creativity, kindness, and resilience. During a time when it would have been easy for our students to lack enthusiasm, to switch off, to give up and to make excuses, they were engaged, they were thirsty for knowledge, and they were eager to navigate the new and different ways of accessing their learning. These behaviours and their dogged resilience, are truly what our school vision encompasses.

Finally, I am exceptionally proud of the efforts, energy, professionalism and comradery demonstrated by our support staff and teachers, during what was one of the most profoundly challenging years any of them have professionally experienced. I thank them for ensuring the students, their colleagues, and the families of Darlington Public School experienced a successful year of learning and growth in 2021.

In 2022 we will continue to maintain a relentless focus on student growth and attainment. We will strive to improve every student, every teacher and every leader, every year. We recognise the value and the critical importance of student well-being in all that we do. We welcome the opportunity to learn and grow together with a high expectations culture.

We look forward to 2022, and the years that follow, as we strive for continued and ongoing school improvement, success, enjoyment, and a love for learning.

Michelle McCormack

Principal

Message from the school community

2021 was yet another year in which we faced the challenges of Covid restrictions. Once again our capacity to meet in person, fundraise and community build through events was severely impacted. Once again our tenacious P&C volunteers proved that not even a pandemic is going to stop them supporting the school we love so well.

The 2021 March AGM was our first meeting on site in a year and things were looking up for our school community. Our Easter raffle was held in April and the previously postponed student disco Bop Til you Drop was held in the hall in May.

However by July we would be back on zoom for our meetings and our 90's Night was postponed due to the Delta outbreak. It was a long Term 3 and our zoom meetings during that time were brief. We were, and remain, so grateful to our school staff for the excellent job they did running online learning as well as looking after the children of essential workers at school. As a P&C we were pleased to be able to purchase thank you gifts for the teachers after the lockdown finally ended.

In term 4, our fundraising and community building activities slowly picked up and we held a number of events modified for Covid-safety. Our students loved participating in the Colour Run in December. We managed to hold a significant Election Day polling booth fundraiser at the local government elections on 4th December complete with BBQ, cake stall, coffee stall and raffle. Thank you to all the parent and staff volunteers for donating their time and expertise, and local businesses for donating prizes. Our successful Mango fundraiser also went ahead in December - always a highlight on the Darlo P&C calendar.

We continue to raise income from our ongoing return & earn program and regular secondhand uniform sales. These activities always take a lot of effort on behalf of those office bearers who conduct them and the regular funds raised do add up, and along with the larger fundraising efforts enable us to support the school in many ways. Highlights for 2021 include the purchase of Reading Eggs subscriptions, end of year thank you gifts for school staff and teachers, end of school year treats for students (a pizza and sushi lunch), 50% of the costs of the Year 6 additional shirts (as their actual ones were delayed by Covid), and 50% of the costs of the Year 6 farewell - a disco and a ride in a hummer no less, which P&C office bearers and volunteers also organised and supervised, giving Year 6 a night to remember after a few Covid- related disappointments in their final year at Darlington.

I 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, led by our incredible Principal Michelle McCormack. I would like to thank our wonderful P&C Office Bearers, and core committee members, the group who are at every single meeting and put their hand up to help out every single time. I would also like to thank every parent who has given their time in 2021 to our kids' school, be it via the P&C or in some other way.

Amy Hardingham

P&C President

Message from the students

In February 2021, as we bustled excitedly through the corridors of school, we had no idea what was coming.

The year started as normal. We had our swimming carnival and Pemulwuy didn't win. There were plans for a musical, the choir tried out for Schools Spectacular, we were looking forward to camps and excursions.

Then we went off on winter holidays in June and I don't think any of us knew it would be four months until we'd see our school again.

Before that, many of us probably dreamed about staying at home all day, getting to play with our toys or our games. But after a few weeks, lockdown really wasn't so much fun.

Home learning was kind of funny to start with, we played with the sunglasses filter on Zoom and it was good to see our friends and teachers again. The teachers were very patient and did their best to make it interesting for us. We all looked forward to Hip Hop lessons over Zoom and sometimes watched school assemblies in our pyjamas.

But after a while, it was pretty boring and I think we all missed real school a lot. I don't think our parents liked it much either, they were all pretty excited in November…but not as excited as we were! It was so good to run about in a playground filled with noisy kids again.

Some of us were a bit scared to go back to school after such a long break. But we all looked after each other and the teachers made it feel very normal and safe. I think we should all be proud of ourselves for getting through it.

The last few weeks of the year, we packed in so much excitement it almost made up for the months at home. We all loved the Colour Run, we organised surprise parties for our teachers to say 'thank you' and it was great.

But I think we all hope not to have to do that ever again. School is much better in person.

Ada Pettafor

Student

School vision

At Darlington Public School, we provide a safe learning environment with a welcoming atmosphere which creates a sense of belonging amongst our close knit community of students, their families and school staff. We maintain an inclusive school culture which acknowledges and respects children from diverse family and cultural backgrounds.

Excellence in teaching, and high expectations in learning, is fostered, supported and celebrated.

Our vision is to work in collaboration with our school community to build a positive, respectful and nurturing environment focused on optimising each child's sense of wellbeing, and the cultivation of skills to become life long, future-focused learners.

School context

Darlington is a small school located on the fringe of the city of Sydney near Redfern and vibrant and cosmopolitan Newtown.

As well as a strong academic focus, our school offers a range of extra-curricular opportunities in sport, science, technology, and creative and performing arts.

Currently the school is undergoing redevelopment and a rebuild of the school site, resulting in the transition from traditional classrooms to learning hubs designed for sixty to ninety students in 2022. This has a significant bearing on our strategic directions.

Our purpose is to value and nurture each student as an individual and to develop the whole child in a learning environment that is both supportive and challenging.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional learning
- Data driven teaching and learning
- Personalised Learning

Resources allocated to this strategic direction

Socio-economic background: \$8,000.00

Professional learning: \$18,197.00

Low level adjustment for disability: \$97,734.00

QTSS release: \$33,299.00

Aboriginal background: \$86,061.00

English language proficiency: \$32,327.00

Integration funding support: \$135,989.00

Summary of progress

Our focus for 2021 was to maximise learning outcomes in literacy and numeracy for every student. We focussed on data informed, effective classroom practices, through the differentiation of teaching to target the needs of all students.

Focusing on High Impact Professional Learning, whole staff were guided through collaborative classroom practices, and how to effectively modify teaching and learning programs to improve student outcomes. Classroom teachers examined a variety of collaborative practice options in their classrooms, and then reflected on this during further professional learning.

Teachers met regularly during data meetings to analyse student data and collaboratively plan and modify teaching programs reflecting this. Data was collected to differentiate classroom curriculum, which not only led to individualise student learning goals but also assisted in forming small focus groups using the COVID ILSP funds.

Due to COVID and a period of home learning, our upskilling of staff and tracking of student progression was greatly affected. However, upon return to school in Term 4, students were assessed in reading and mathematics and differentiated programs were implemented to meet the needs of all students.

Next year, in this initiative we will work with staff to provide further professional learning in reading and mathematics. We will implement a revised English and Mathematics scope & sequences reflecting the new K-2 syllabus.

Regular stage data meetings will continue with a focus on refining our assessment and data collection practices.

A focus will be on implementing the High Potential Gifted Education policy led by an identified staff member. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of students achieving at or above expected growth in NAPLAN numeracy to be above the system negotiated target of 43%	80% of students in Year 5 achieved at or above expected growth in Numeracy exceeding the system negotiated target by 37%

<p>The percentage of students achieving at or above expected growth in NAPLAN reading to be above the system negotiated target of 53%</p>	<p>84% of students in Year 5 achieved at or above expected growth in Reading exceeding the system negotiated target by 31%</p>
<p>The percentage of the students the top two bands in Reading to meet or exceed the system negotiated target of 50%</p>	<p>61% of students in Year 5 achieved in the top two bands in Reading exceeding the system negotiated target by 11%</p> <p>77% of students in Year 3 achieved in the top two bands in Reading exceeding the system negotiated target by 27%</p>
<p>The percentage of the students the top two bands in Numeracy to meet or exceed the system negotiated target of 36.9%</p>	<p>41% of students in Year 5 achieved the top two bands in Numeracy exceeding the system negotiated target of 36.9%</p> <p>50% of students in Year 3 achieved the top two bands in Numeracy exceeding the system negotiated target by 13.1%</p>

Strategic Direction 2: Quality professional collaboration

Purpose

The school situational analysis and moving into the new school learning spaces, identified the need for greater professional collaboration.

All staff will develop a practical understanding of collaborative structures that improve teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration
- Collaborative partnerships

Resources allocated to this strategic direction

Literacy and numeracy: \$8,140.00

Literacy and numeracy intervention: \$35,317.00

Summary of progress

Collaborative practice partnerships

As we move into the new school, our focus is on Collaborative Teaching and the utilisation of PLAN2, specifically how to create an area of focus and work towards staff triangulating data using ALAN.

Each class teacher assessed each of their students against the Numeracy Progressions and submitted their data to a whole school file. The plan was to review this collectively, teach a topic specifically for five weeks and reassess, in both instances using PLAN2. As Remote Learning started again at the beginning of term 3, this task has been rescheduled to term 1, 2022.

Remote Learning required innovative and collaborative practice as it was often co-teaching involving teachers working from home and in separate locations, teachers working from school, and with the parents at home.

Stage teachers co-constructed teaching and learning programs successfully for remote learning and the relatively smooth transition to onsite learning.

In 2022, we will focus on our study and incorporation of the collaborative model, as we move into co-teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School assessment in the School Excellence Framework (SEF) shows 'Delivering' in the following themes: <ul style="list-style-type: none">o Collaborative practice and feedback;o Professional learning;o High expectations culture.	<p>Introduction to Collaborative Teaching, PLAN 2, specifically how to create an Area of focus and working towards staff triangulating data using ALAN.</p> <p>All teachers focused on student attendance on all zooms during Lock-down, and also that students worked on set tasks and submitted the final products for assessment and feedback.</p> <p>Teachers at our school have high expectations of student behaviour - particularly toward each other.</p> <p>In the Tell Them From Me teacher survey the question "I set high expectations", the norm for DPS was 8.4 while the NSW govt norm was 8.0.</p> <p>Focus areas for 2022 , "Are my expectations high enough for each student</p>

<p>School assessment in the School Excellence Framework (SEF) shows 'Delivering' in the following themes:</p> <ul style="list-style-type: none"> o Collaborative practice and feedback; o Professional learning; o High expectations culture. 	<p>in my class? Am I moving their individual outcomes higher than before? Could this be an area where a change is required to improve learning for the student?</p>
<p>All teachers use the learning progressions for multiplicative strategies.</p>	<p>All teachers have begun using the learning progressions for multiplicative strategies by using collaborative assessment practices and collaborative and consistent teacher judgement and then plotting students.</p> <p>Each class teacher assessed each of their students against the Numeracy Progressions and submitted their data to a whole school file. The plan was to review this collectively, teach this topic specifically for five weeks and reassess, in both instances using PLAN2.</p> <p>As Remote Learning began beginning of term 3, this task has been rescheduled to term 2, 2022.</p>



Weekly assembly.

Strategic Direction 3: Positive well-being and engagement

Purpose

To maintain and improve a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive wellbeing
- Positive engagement

Resources allocated to this strategic direction

Socio-economic background: \$3,820.00

School support allocation (principal support): \$13,604.00

Per capita: \$41,994.00

Summary of progress

After research and consultation with staff, it was decided to implement Life Skills Go in Term 4 2021 and into 2022. Life Skills GO is an innovative online blended learning space for primary school children (K-6) that prepares students to learn and helps educators and parents monitor their wellbeing in areas such as self-awareness, self-management, resilience, growth mindset, respect for the physical body, and communication. Staff have been inserviced and participated in professional learning for this program.

Staff have spent Term 4 trialling implementation of Life Skills Go with their current classes.

Life Skills Go will be implemented school wide in 2022

Based on self-assessment data analysis, staff to engage in professional learning with Learning and Well-being advisor on Emotional and Social Well-being domains leading into trauma Informed positive education professional learning. Due to COVID this will be moved to 2022

Parent workshops on their childrens emotional and social well-being. Due to COVID this will be moved to 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
82% of students attend school, on average, more than nine days per fortnight The proportion of Aboriginal students attending greater than 90% of the time, to be above to 84% in 2021	81.9 % of students are attending 90% of the time in Term 3. Term 4 data incomplete Sentral data for Aboriginal students inaccurate due to online learning in Term 3 and Term 4 2021
75% of students report high expectations for success, advocacy and sense of belonging in the Tell Them From Me surveys.	Tell Them From Me data shows an improvement with 78% of girls and 86% of boys reported positive well-being, including a 0.3% increase in advocacy at school, 4% increase in sense of belonging and 0.1% increase in expectations of success.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$135,989.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Darlington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employed additional staff to support student curriculum access • small group targeted tuition • regular parent meetings to build capacity of parents to assist with learning at home • IFS is used to employ SLSO's to target those students with integration funding <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$11,820.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Darlington Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional learning • Personalised Learning • Positive wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Flexible and additional funds are used to ensure all students have access to the full curriculum e.g camps, excursions and uniforms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Provide further professional learning for both teaching staff and SLSO's to allow for more specific allocation of time and expertise.</p>
<p>Aboriginal background</p> <p>\$86,061.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Darlington Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$86,061.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Data driven teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: 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>After evaluation, the next steps to support our students with this funding will be: The responsibility for enacting the Aboriginal Education Policy rests with all staff, supported strongly by the school executive and the AEO. It is our aim that the policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings. We will also continue focussing on establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.</p>
<p>English language proficiency</p> <p>\$32,327.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Darlington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: English Language Proficiency Funding was used to employ a teacher who provided in-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.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide EAL/D Progression levelling PL to staff. Provide additional teacher time to provide targeted support for EAL/D students and for development of programs.</p>
<p>Low level adjustment for disability</p> <p>\$97,734.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Darlington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$97,734.00</p>	<p>their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional learning • Data driven teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: Funding 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> <p>After evaluation, the next steps to support our students with this funding will be: Employ additional School Learning Support Officers to provide targeted support. Provide class teacher additional time and resourcing to allow time for analysis of school assessment data and target individualised support.</p>
<p>Literacy and numeracy</p> <p>\$8,140.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Darlington Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Provision of in-class support and small group withdrawal of children has resulted in targeted support in both Numeracy and Literacy. Reading Eggs and Mini Lit are examples of programs utilised by Learning and Support staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ SLSO to support school wide Literacy and Numeracy intervention. Engage an SLSO in Mini Lit/ Multi Lit training, which will then allow for greater numbers of students to receive targeted support.</p>
<p>QTSS release</p> <p>\$33,299.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Darlington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional learning

<p>QTSS release</p> <p>\$33,299.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Executive release for AP's to support classroom teachers implement formative assessment strategies in their classrooms. Release provided school leaders working collaboratively with their stage to build capability. This led to improving student outcomes through the building of teacher capacity in best practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support executive to work directly with their teams in formulating school wide consistency in assessment practices focussing on data collection.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Darlington Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Intensive intervention programs MultiLit and MiniLit were provided to support students requiring support in literacy - resulting in improved outcomes for these students. Intensive intervention support provided by teacher targetting students requiring support in Numeracy - resulting in improved outcomes for these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning and training for SLSO's in Multi/mini lit programs to expand number of small groups receiving intensive support. Continue stage based groups for numeracy Yrs 1-6.</p>
<p>COVID ILSP</p> <p>\$56,059.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

COVID ILSP

\$56,059.00

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data of students targetted
- providing targeted, explicit instruction for student groups in K-6 numeracy
- Releasing AP to coordinate the program

The allocation of this funding has resulted in:

Small group targeted intervention in students from Kindergarten to Year 6 identified as achieving below stage expectations.

Small group targeted interventiion in students from Years 3-6 identified as potentially HPGE students in specific areas.

After evaluation, the next steps to support our students with this funding will be:

COVID ILSP continued to support and facilitate small group targetted intervention continuing for students identified as achieving below stage expected outcomes.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	115	108	86	73
Girls	113	98	77	63

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	92.5	89.4	94.3
1	91.7	92.1	88.6	92.6
2	94.8	91.7	92.1	94.1
3	93	89.4	91.6	92.3
4	92	92.8	91.5	91.6
5	92.4	92.3	94.8	91.8
6	91.7	89.3	92.3	93.2
All Years	92.9	91.5	91.3	92.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	3
Classroom Teacher(s)	6.02
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	5.01

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	296,665
Revenue	2,666,374
Appropriation	2,620,970
Sale of Goods and Services	13,218
Grants and contributions	31,759
Investment income	326
Other revenue	100
Expenses	-2,416,919
Employee related	-2,217,928
Operating expenses	-198,991
Surplus / deficit for the year	249,454
Closing Balance	546,119

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.

	2021 SBAR Adjustments (\$)
Targeted Total	135,989
Equity Total	228,447
Equity - Aboriginal	86,061
Equity - Socio-economic	12,322
Equity - Language	32,328
Equity - Disability	97,736
Base Total	1,364,619
Base - Per Capita	41,994
Base - Location	0
Base - Other	1,322,625
Other Total	637,345
Grand Total	2,366,401

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.

Parent/caregiver, student, teacher satisfaction

In 2021 our whole school community were able to participate in the 'Tell Them From Me Survey'. Due to COVID-19, these surveys were a shortened form.

We will be using the information gathered to drive our future directions.

An overview of the results are included below:

Students:

Students in Years 4-6 completed the 'Tell Them From Me' survey during Term 1 and Term 4 in 2021. 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 86% of Year 6 students believe they feel accepted and valued by their peers and by others at their school. This exceeded the State average which was 81%
- * Them From Me Student data indicated that 88% of all 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 89% of Year 6 students indicated that they set challenging goals for themselves in their schoolwork and aim to do their best.
- * 98% of all students surveyed indicated that they feel proud of their school

Teachers:

Teaching staff completed the 'Tell Them From Me Survey' during Term 4 of 2021.

- * Teachers surveyed believe that we have an inclusive school with a school mean of 8.9 compared with a NSW Govt norm of 8.1.
- * 95% of teachers surveyed agreed that they collaborate well to share strategies that increase student engagement.
- * 100% of teachers agree or strongly agree that school leaders clearly communicate their strategic vision and values for our school.

Parents:

In the 'Tell Them From Me Survey' respondents indicated:

- * 96% parents agree or strongly agree that they would recommend our school to other parents.
- * Parents indicated they feel welcome when they visit the school, and that they were well informed about school activities. Both of these areas scored a school mean 9.5 compared with the NSW Govt norm of 7.4
- * Parents surveyed believe that our school is an inclusive school. Our school mean was 8.2 compared with the NSW Govt norm of 6.7
- * Parents surveyed indicated that they believe there is a high level of communication, and they feel informed. Our school mean was 8.4 compared with the NSW Govt norm of 6.7.



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.

Aboriginal Education - School statement

Darlington Public School remains committed to improving the educational outcomes and well-being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

Darlington Public School promotes respect for the authentic inclusion of Aboriginal Education in the following ways:

- the employment of an Aboriginal Education Officer to support staff, students and community;
- respectfully integrating the Acknowledgement of Country into all school events;
- ensuring that all Aboriginal students have a Personalised Learning Pathway (PLP) in place;
- ongoing monitoring of academic performance in line with departmental benchmarks and standards;
- including knowledge and understanding of histories, cultures and experiences in syllabus implementation and delivery through cross-curricular priorities;
- valuing and acknowledging the identities of Aboriginal students through participation in events such as Sorry Day, Reconciliation Week and NAIDOC Week and Close the Gap Day;
- maintaining high expectations and encouraging Aboriginal students to pursue personal excellence, including a commitment to learning, through quality teaching and assessment practices and using resources that are culturally inclusive.

Anti-Racism Policy

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

Anti-Racism - School statement

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 are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

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 2022 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.