

2021 Annual Report

Darlington Point Public School



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Introduction

The Annual Report for 2021 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 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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School vision

At Darlington Point Public School we strive 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.

Evidence-based effective teaching practices and differentiated learning ensure 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 school is comprised of 66 student with 24 identifying as Aboriginal.

The school has a staffing entitlement of 6 teachers, including a teaching Principal who 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.

A situational analysis has been conducted which included consultation and analysis that involved staff, students and the community. From this the school has identified the need to prioritise staff professional learning to enhance their capacity to deliver explicit evidence-based teaching strategies that response to the individual learning needs of students. This together with a focus on enhancing the partnerships with parents and community will be central to delivering improvement for all students. Ongoing analysis will occur regularly to monitor our progress and will be reported annually to the school 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 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will employ explicit evidence-based teaching strategies and embed consistent school-wide practices for assessment that ensures that the needs of all student are met.

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.

- Effective Classroom Practice
- Assessment & Curriculum

Resources allocated to this strategic direction

Low level adjustment for disability: \$76,412.85

Aboriginal background: \$43,019.49

Socio-economic background: \$125,053.80

Literacy and numeracy intervention: \$23,544.78

QTSS release: \$12,669.33

Literacy and numeracy: \$2,141.37

Early Action for Success (EaFS): \$68,605.00

Summary of progress

Our focus in 2021 was on developing a culture of high student expectation, explicit teaching and the use of data to inform practice with a focus on improving reading. Professional learning centred around the NSW Department of Education's Effective Reading resources to ensure teachers had a deep knowledge of the components of teaching reading. A whole school approach was developed to establish clear and consistent practices of collecting student academic assessment data. Using the data and evidence-based explicit teaching methods the Instructional Leader was able to work collaboratively with classroom teachers to plan learning tasks that supported the individual needs of all students.

Upon reflection at executive meetings, a change was made to the original Professional Learning plan to allow for teachers to develop a deep knowledge and understanding of how reading is taught based on the latest research. The response from teachers was positive as they were able to use the "Learn a little, Try a Little" model to embed the new learning in their practice. In regard to the use of data to inform practice, the development of an assessment spreadsheet became a valuable resource for the executive team to monitor the progression of the students. It provided teachers with a clear overview of their students achievement levels and their areas of need. Further support is required for this to be effectively utilised by teachers.

Next year in this Strategic Direction staff will be supported by the executive team to consolidate and embed new knowledge of teaching reading into practice in a more reflective, teacher focused way. To facilitate this change, collaborative meetings will be scheduled weekly to allow staff to analyse data, share ideas, design lessons and reflect on practice.

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
NAPLAN Top 2 Bands The percentage of students achieving in the top 2 bands in reading increases by 6%	25% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
The percentage of students achieving in the top 2 bands in numeracy increases by 5%	17% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure.

Strategic Direction 2: SD 2 - Quality Teaching and High Expectations

Purpose

In order to enhance quality teacher practice focused on learning for every student, we will embed a system of collaboration and feedback and a commitment to high expectations by all members of the school community.

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.

- Learning Culture
- Learning and Development

Resources allocated to this strategic direction

Location: \$20,353.85

Professional learning: \$11,021.90

Summary of progress

Our focus in 2021 was partnerships with the whole school community that were aimed at developing aspirational expectations of learning, this included a strong promotion of the importance of regular school attendance. The school executive team was able to conduct a review of our current practices for monitoring student attendance and discovered that the current practices required more consistency across the school. Professional learning was undertaken and more effective systems were initiated that have led to improvements in attendance data.

The school engaged with Griffith AECG where the School Improvement Plan (SIP) activities that involved building a stronger relationship with local Aboriginal community were shared. The Personalised Learning Pathways (PLP) including the need to strengthen the learning goals and partnership between school and home were also discussed, the school plans to review these plans in 2022 in partnership with the AECG.

In 2022 we will complete the Attendance self-assessment to identify areas of need for continued improvement. Due to current COVID-19 restrictions activities that involve engaging the community have been put on hold. These will be a focus during term 1 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
The percentage of students attending more than 90% of the time increases by 2%	The number of students attending greater than 90% of the time or more has increased by 2.4%
There will be an uplift in the number of students obtaining expected growth in NAPLAN reading and numeracy	The proportion of Year 5 students achieving expected growth in NAPLAN Reading has increased and decreased in NAPLAN Numeracy. Individual student progress is reported directly to parents and carers throughout the year.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$125,053.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Darlington Point 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement intervention program to support identified students with additional needs • employment of external providers to support students with additional learning needs • professional development of staff with Speech Therapist to support student learning <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The review of Individual Learning Plans (ILP) that shows that all students have shown growth/progress in their targeted areas of need. • The students on speech programs are showing improvement in their targeted areas of need. • Student work samples and Intervention teacher note/observations showing growth in the students who are on the intervention program. • A structured approach to the allocation of School Learning Support Officers (SLSOs) to ensure targeted students' needs are supported in the classroom. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • To continue to employ both additional staff and a qualified Speech Therapist to further support the individual needs of all the students at Darlington Point Public School. • To continue to strengthen teachers capability to support students with high needs through utilising external providers for professional learning. • To continue to strengthen the ILP process to ensure an effective approach to the evaluation of learning goals is being achieved.
<p>Aboriginal background</p> <p>\$43,019.49</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Darlington Point 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>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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The employment of additional staff to support our Aboriginal students has seen an increase in attendance rate and also an increase in the average NAPLAN scores from 2019. • The engagement of a certified speech therapist has resulted in 32% of our

<p>Aboriginal background</p> <p>\$43,019.49</p>	<p>Aboriginal students being assessed and supported in the areas of speech and language, which has led to differentiated learning programs being created for these students.</p> <ul style="list-style-type: none"> • The formulation of Personalised Learning Pathways for all Aboriginal students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The executive team will update the PLP template to be more focused on relevant learning goals whilst still having a focus on the cultural aspects of the plan. This will help the review process to be specific to the students needs at school.</p>
<p>Low level adjustment for disability</p> <p>\$76,412.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Darlington Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of SLSOs • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of SLSOs to improve the development of students by implementing speech and OT programs developed by specialists • 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:</p> <p>63% of the students at Darlington Point Public School receiving some form of differentiated learning support, which may have included support in the following way:</p> <ul style="list-style-type: none"> • In-class SLSO support • Intervention support for targeted area of need • Intervention support - MiniLit or MultiLit • Access to speech therapy <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>A continuation of current practices with an ongoing review of the structure to streamline and strengthen processes.</p>
<p>Location</p> <p>\$20,353.85</p>	<p>The location funding allocation is provided to Darlington Point Public School to address school needs associated with remoteness and/or isolation.</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"> • Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • An increase in the use of technology both at school and during remote learning to enhance student engagement and access to learning experiences. • An improvement in the monitoring and analysis of attendance data to ensure that students who need additional support are identified.

<p>Location</p> <p>\$20,353.85</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • To establish a reward system that supports the attainment of attendance targets • To upgrade a component of the schools ICT resources to ensure students have adequate access to current technologies.
<p>Professional learning</p> <p>\$11,021.90</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Darlington Point 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"> • Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, which has resulted in 75% of students exceeding reading benchmark levels. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Personalised and targeted professional learning in the form of mentoring and co-teaching in order to more effectively differentiate learning for all students. A structure of collaborative meetings will also be established to better develop the collaboration between executive and teaching staff and deepen the collegial conversations surrounding effective data use to drive student growth.
<p>Literacy and numeracy</p> <p>\$2,141.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Darlington Point 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"> • Effective Classroom Practice <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 <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • teachers effectively utilising the resources available to consolidate new learning through interaction with technology <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • The school will no longer receive these funds from the beginning of 2022.
<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Darlington Point Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Effective Classroom Practice

<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • an increase in the percentage of students in the top bands in reading from 25% to 30%, this included 2 students achieving band 7 results. • an increase in the percentage of students in the top 2 bands in numeracy by 20%. • All staff participated in individual professional learning sessions with the Instructional Leader weekly. These sessions focused on High expectations and implications on teaching, Explicit teaching, developing an effective guided/modelled/independent reading structure, Reading and the NSW English Syllabus. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • the school will no longer receive these funds from the beginning of 2022. Teachers and students will be supported in literacy and numeracy by utilising the Assistant Principal Curriculum and Instruction.
<p>QTSS release</p> <p>\$12,669.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Darlington Point 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of quality teaching rounds to strengthen teaching practices in Years 3 - 6 • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • An opportunity for staff members to collaborate with other networks resulting in an increase in reflective practices being utilised. • Additional time for the Instructional Leader to develop the capacity of teachers in the primary grades, as previously all IL time had been dedicated to building capacity in K-2. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to increase Assistant Principal Curriculum & Instruction allocation to consolidate and build support across the entire school.
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Darlington Point 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"> • Effective Classroom Practice

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The intervention program continuing to provide additional learning opportunities for the students identified as needing support. • Student work samples and Intervention teacher note/observations showing growth in the students who are on the intervention program. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • The school will no longer receive these funds from the beginning of 2022.
<p>COVID ILSP</p> <p>\$59,983.22</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> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • An increased number of students being above the minimum standard in Reading and Writing. • All students involved in this program made significant progress to achieving their personal learning goals as recorded by the Interventionist teacher. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	42	32	38	39
Girls	36	27	29	33

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.4	94.7	93.4	94.9
1	93.5	87.6	93.4	90.4
2	88.2	88.9	87.3	92.6
3	92.8	82.9	93.3	90.7
4	93.5	91.5	87.4	91.6
5	92.6	91.6	93.4	84.9
6	93.4	91.2	84.8	89.7
All Years	92.7	90.3	90.8	91.1
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
Classroom Teacher(s)	4.55
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 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	215,449
Revenue	1,438,317
Appropriation	1,389,611
Sale of Goods and Services	2,953
Grants and contributions	35,692
Investment income	62
Other revenue	10,000
Expenses	-1,395,700
Employee related	-1,222,415
Operating expenses	-173,285
Surplus / deficit for the year	42,618
Closing Balance	258,067

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	0
Equity Total	244,897
Equity - Aboriginal	43,019
Equity - Socio-economic	125,054
Equity - Language	0
Equity - Disability	76,823
Base Total	907,097
Base - Per Capita	16,517
Base - Location	20,354
Base - Other	870,227
Other Total	175,929
Grand Total	1,327,923

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

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 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.

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.