

# 2022 Annual Report

## Darlington Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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I acknowledge the Gadigal people of the Eora Nation, as the traditional custodians of the country our school is on. I recognise their unique cultural and spiritual connection to the land and waters, and thank them for protecting this coastline and its ecosystems, since time immemorial.

2022 has been another year of significant growth and achievement for Darlington Public School. In response to the challenges of educating 160 individual children and ensuring the wellbeing of our entire school community; our staff, students and parents alike, as always harnessed incredible fortitude, flexibility, compassion, patience and resilience.

Through delivery of a broad range of learning programs and a focus on learning excellence, our school worked to ensure our students achieved their personal best, were self-directed learners and fostered critical thinking skills. A consistent focus on improving literacy and numeracy outcomes was supported by excellent classroom practice, a focus on personalised learning, and ongoing teacher professional learning.

We built on innovative initiatives such as the updating of IT resources throughout the school, literacy and numeracy support programs, a whole school music/guitar weekly specialist program, and transition to high school workshops.

A focus on positive mental health for the whole school saw the continued implementation of an explicit wellbeing program called 'Lifeskills Go', that successfully focused on self awareness, emotional regulation strategies, and practices for developing strong mental health.

Our dedicated and highly accomplished teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for the learning of the children in their care. They are well supported by an equally committed team of administrative and support staff.

A strong partnership exists within the school between school staff and the parent community. We are extremely appreciative of this ongoing support which is always provided so readily and in a multitude of ways. I extend this heartfelt thanks to our parents, extended families, and to our fabulously hard-working P&C.

Transformational progress is a priority for us at Darlington, as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, our students will maximise their learning potential, and reflect deeply on that learning.

As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching, and advances in technology all impact on the important work teachers undertake in classrooms.

In Term 4 of 2022 our whole school produced *Seussical the Musical*. All students had the opportunity to participate within the framework of a collaborative, fun and engaging experience. Not only did our students have the possibility of developing friendships and developing their confidence, they have had the chance to work on a project from start to end, and to experience meaningful success. This was enormously positive. Given shared experiences of the past few years living through a global pandemic, our school community was forced to stay apart. However, *Seussical* allowed for a celebration for our entire community where students, staff, families packed out the Seymour Centre. We came together to celebrate our wonderful school, and the hard work of the students and staff. It was a night of immense pride in our school. It was quite simply an amazing evening and has provided memories for a lifetime.

As we head into 2023, the school will continue to develop and refine our 2021 - 2024 Strategic Improvement Plan. This will give us ongoing clarity about our overall vision, goals and future directions, ensuring those directions are both aspirational and rigorous.

While it is impossible to capture the diversity of learning and achievement in any one document, this annual report captures a snapshot of our achievements throughout the school year. It highlights the strengths of our school community, identifies our future directions, and serves as an opportunity for the school to capture this cycle of change.

It is a privilege and honour to lead the community of Darlington Public School. It is with a great sense of optimism and pride, that I ask you to celebrate our successes and reflect on our future goals, as we look forward to 2023 and beyond.

**Michelle McCormack**

**Principal**



## 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.

All members of our school community are empowered to reach their potential as learners and global citizens.

Our learners will think deeply, have a strong sense of purpose and self-worth and embrace every opportunity. They will live the qualities of creativity, curiosity and resilience, and foster high levels of emotional intelligence within a learning climate of possibility, imagination, innovation and ethical integrity.

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 vibrant, 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 2023. This has a significant bearing on our strategic directions.

All learning in our school is guided by a clear vision for learning that establishes the learning capabilities of resilience, curiosity, creativity, reflection, collaboration, and persistence as core to our educational practice.

We actively work to develop ethical, resilient, adaptive and emotionally intelligent students, and teachers, who play an active role in their own learning, strive for high levels of intellectual quality, embrace opportunities and have a strong sense of purpose.

It is important that our students feel empowered and are equipped with thinking frameworks, and open minded perspectives, to understand their responsibilities as global citizens and be driven to affect positive change.

Our goal is that our children will experience a strong sense of belonging, thrive with high levels of well-being, and authentically live the attributes of empathy, compassion, integrity and respect.

There is a trust across the school community that our daily practice is part of working for far greater goals that will set our students on a clear path to life long self-worth, accomplishment and the ability to reach their potential. The school aims to achieve these goals with a strong focus on teacher quality and professional improvement, research informed practice, dynamic learning and well-being programs, and a broad array of enrichment opportunities, enabling students to pursue their passions.

We create a nurturing, safe and supportive learning environment that encourages our students and teachers to take risks and challenge themselves. We work with other schools locally and more broadly on curriculum development, best pedagogical practice, well-being and building leadership capacity.

Darlington values, and actively fosters, our strong partnerships with parents, local community, professional industries and the wider community.

We strive 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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

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**Professional learning:** \$10,397.00

**QTSS release:** \$30,224.00

**Integration funding support:** \$110,541.00

**Literacy and numeracy intervention:** \$36,226.00

**Low level adjustment for disability:** \$93,756.00

**Literacy and numeracy:** \$6,640.00

**Aboriginal background:** \$86,403.00

**English language proficiency:** \$18,922.00

### Summary of progress

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Our continued area of focus for 2022 was to maximise learning outcomes in literacy and numeracy for every student. Similar to 2021 we expanded on our use of data informed, effective classroom practices, informing the differentiation of teaching to target the needs of all students.

As we moved into the new school in June 2022, we also moved into collaborative teaching and learning 'hub' which housed two (60 students) or three (90 students) traditional classes. For the past three years the whole staff have been undertaking professional learning and guided through collaborative classroom practices, and how to effectively modify teaching and learning programs to improve student outcomes. Classroom teachers have now trialed a small variety of collaborative practice options in their classrooms, and then reflected on this during feedback and self reflection. Moving into 2023, we will be providing further professional learning, and moving further into the timetabling and sharing of learning spaces within each hub.

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 individualised student learning goals but also assisted in forming small focus groups using the COVID ILSP funds. Teachers shared this data three times a term and class teachers provided information and updated students required strategies and skills to all staff regarding each student's ILP in Week 4 of each term.

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. We will also provide further staff professional learning to become familiar with and trial the new 3-6 syllabuses reading for their implementation in 2024.

Stage meetings have occurred throughout 2022 with specific professional learning provided by the PSL on data collection and interpretation of that data. Data focus meetings will continue with an intent on refining our assessment and data collection practices, including streamlining our whole school assessment schedule for 2023.

An identified area for 2022 was to implement the High Potential Gifted Education policy. Due to constant staff shortages due to COVID, this policy was not implemented fully across the school and has been identified as a priority for 2023. This will allow us to further cater for student's individual learning needs and will also support further improvement in teaching practices across the school.

### Progress towards achieving improvement measures

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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 45%	Student growth cannot be calculated in 2022 as the NAPLAN test was not run in 2020 due to COVID
The percentage of the students achieving at the top two bands in Reading to meet or exceed the system negotiated target of 53%	65% of students in Year 3 achieved in the top two bands in Reading exceeding the system negotiated target by 12%  53.68% of students in Years 3 and 5 combined to achieve the top two bands in Reading.
The percentage of students achieving at or above expected growth in NAPLAN reading to be above the system negotiated target of 55%	Student growth cannot be calculated in 2022 as the NAPLAN test was not run in 2020 due to COVID
The percentage of the students achieving at the top two bands in Numeracy to meet or exceed the system negotiated target of 38.9%	60% of students in Year 3 achieved in the top two bands in Numeracy exceeding the system negotiated target by 21.1%  46.5% of students in Years 3 and 5 combined to achieve the top two bands in Numeracy exceeding the system negotiated target by 13%.



## 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:** \$1,500.00

### Summary of progress

The focus for 2022 and moving into our new school was professional learning and support to facilitate the move from traditional silo classrooms into innovative practice in a new collaborative setting. This involved trialing co-teaching, and timetabling of spaces within learning hubs.

Stage teachers co-constructed teaching and learning timetables to successfully make use of the space within each learning hub and maximise the learning potential for all students.

Stage teachers have been implementing stage based student groupings for Literacy and Numeracy classes, allowing for greater differentiation for all students.

In 2023 we will expand on our collaborative teaching practices and co-teaching in the two class and three class learning hubs.

### 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
<p>School assessment in the School Excellence Framework (SEF) shows moving from Delivering to Sustaining and Growing in the elements of <b>Learning Culture</b> and <b>Learning and Development</b>, focusing on the following themes:</p> <ul style="list-style-type: none"><li>o Collaborative practice and feedback;</li><li>o Professional learning;</li><li>o High expectations culture.</li></ul>	<p>Staff engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. In 2022 a particular focus has been targeted professional learning around collaborative teaching and learning. We have also had a concentrated professional learning focus on data literacy - how to collect data and then how to use it to inform best practice. We are beginning to have teachers share their learning with other staff in the school.</p> <p>Meetings (whole staff, stage, team) have been scheduled and used to review the curriculum, collect and discuss data, inform consistent teacher judgement, and to revise teaching practices and learning programs to meet the needs of all students, based on evidence of data collected and collated showing student progress and achievement. Executive staff have trialed observation of classroom teaching practice in term 4 of 2022.</p> <p>A major area of need and this focus for 2022 was, and will be for 2023, for the school leadership team to ensure that the teacher performance and development was facilitated, promoted and embedded in all practices within an overarching culture of high expectations for every staff member. Particular areas of focus were professional writing (student reports and professional interactions), professional conduct, dignity and respect in the</p>

<p>School assessment in the School Excellence Framework (SEF) shows moving from Delivering to Sustaining and Growing in the elements of <b>Learning Culture</b> and <b>Learning and Development</b>, focusing on the following themes:</p> <ul style="list-style-type: none"> <li>o Collaborative practice and feedback;</li> <li>o Professional learning;</li> <li>o High expectations culture.</li> </ul>	<p>workplace and supporting colleagues, and staff are, and will continue to be encouraged to proactively monitor and review own teaching practices to enact consistent improvement. In the Tell Them from Me survey staff responded that "School leaders have helped me establish challenging and visible learning goals for students" and "School leaders have provided me with useful feedback about my teaching.". The school mean for these were 8.0 and 8.8, whereas the state norm was 7.2. This indicated that staff believed that school leadership create a high expectations culture.</p>
<p>All teachers use the learning progressions for numeracy in multiplicative strategies.</p>	<p>Teachers have begun using the learning progressions for both creating texts and multiplicative strategies by using collaborative assessment practices and collaborative and consistent teacher judgement and then plotting students on the progressions.</p> <p>Each class teacher, together with the Learning and Support teachers have assessed each of their students against the Numeracy Progressions in collaboration with executive staff. This will be reviewed collaboratively, using PLAN2.</p>

## 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

**Professional learning:** \$7,139.00

**Low level adjustment for disability:** \$2,000.00

**Socio-economic background:** \$11,011.00

### Summary of progress

Life Skills Go was implemented in 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.

Life Skills Go will be continue to be implemented school wide in 2023.

Based on self-ssessment data analysis, staff to engage in further professional learning on Emotional and Social Well-being domains leading into trauma Informed positive education professional learning.

Due to frequent COVID outbreaks, Parent workshops on their children's emotional and social well-being, scheduled for 2022 will be facilitated in 2023.

In Term 3 a school wide guitar/music program from Kindergarten to Year 6 was started at Darlington. All classes had weekly guitar and music lessons taught by expert music teachers. Class teachers also engaged in these lessons with their classes, and at the same time having the access to incidental professional development in this area. Students in Years 3-6 each got their own guitar which they take home each week and use to practise the skills learned in the weekly lesson. Students in Years K-2 have the use of a class set of guitars which are kept at the school. This program will continue into 2023.

### 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
84.4% of students attend school, on average, more than nine days per fortnight..	83.6 % of students are attending 90% of the time. Some data is incomplete due to migration from Sentral school management system to the Compass system.
80% of students report high expectations for success, advocacy and sense of belonging in the Tell Them From Me surveys.	84% of students surveyed in the TTFM survey indicated that they feel accepted and valued by their peers and others at school.  We recorded a school mean of 8.0 for students who feel they have someone at school who consistently provides encouragement and can be turned to for advice. This is compared with the NSW Govt Norm of 7.5.  85% of students surveyed in the TTFM survey indicated that they are likely or highly likely to recommend their school to others.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$110,541.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• intensive learning and behaviour support for funded students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> Throughout the year the allocation of integration funding will be reviewed and adjusted 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>\$11,011.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support music/guitar program implementation.</li> <li>• resourcing to increase equitability of resources and services.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Flexible and additional funds are used to ensure all students have access to the full curriculum e.g guitar program, camps, excursions and uniforms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide further professional learning for both teaching staff and SLSO's to allow for more specific allocation of funding, time and expertise.</p>
<p>Aboriginal background</p> <p>\$86,403.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning</li> <li>• Data driven teaching and learning</li> </ul>

<p>Aboriginal background</p> <p>\$86,403.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level.</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal background flexible 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><b>After evaluation, the next steps to support our students will be:</b> 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>\$18,922.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> In 2023, Provide further 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>\$95,756.00</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 their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning</li> <li>• Data driven teaching and learning</li> <li>• Positive wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build</li> </ul>

<p>Low level adjustment for disability</p> <p>\$95,756.00</p>	<p>capability in meeting the literacy needs of identified students.</p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• employment of LaST and interventionist teacher.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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. Target LaST time in 2023 to provide targeted support.</p>
<p>Professional learning</p> <p>\$17,536.00</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 Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning</li> <li>• Positive wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning and familiarisation with the new syllabus documents.</li> <li>• Revised and updated scope and sequences for each KLA to be implemented from the beginning of term 4, 2022.</li> <li>• Professional learning provided by curriculum adviser to targeted staff (S1 teachers and AP).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff becoming more familiar with the new syllabus documents. All scope and sequences updated and ready for implementation Term 1 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evaluate and revise scope and sequence documents if necessary. Further professional learning on new syllabuses into 2023.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy.</li> <li>• staff training and support in literacy and numeracy.</li> <li>• employment of an additional Learning and Support intervention teacher.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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</p>

<p>Literacy and numeracy</p> <p>\$8,140.00</p>	<p>and Support staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Employ SLSO to support school wide Literacy and Numeracy intervention.  Employ AP C&amp;I to support school wide Literacy and Numeracy intervention.  Engage SLSO's 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>\$30,224.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  As a part of the Accelerated Adopter program, executive release for AP's to support classroom teachers trial new K-2 syllabuses in classrooms.  Release provided school leaders working collaboratively to build capability to engage with the new syllabuses Yrs 3-6.  Staff aware of and familiar with the contents of the new syllabuses and aware of timelines for trial and then implementation.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Executive to continue to work directly with their teams in formulating school wide consistency in assessment practices focussing on data collection.  Formulate a consistent assessment and data collection schedule for 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,226.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs.</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy.</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Executive release for AP's to support classroom teachers to 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 intensive targeted support.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$36,226.00</p>	<p>Continue to support executive to work directly with their teams in formulating school wide consistency in assessment practices focusing on data collection.</p> <p>Continue to support executive to work directly with their teams in professional learning for the new syllabus implementation in 2023 and 2024.</p>
<p>COVID ILSP</p> <p>\$43,266.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition in Literacy and Mathematics.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in K-6 literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Small group targeted intervention in students from Kindergarten to Year 6 identified as achieving below stage expectations in spelling and working mathematically.</p> <p>Small group targeted intervention in students from Years 3-6 identified as potentially HPGE students in specific areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>COVID ILSP continued, albeit with a smaller budget funded, to support and facilitate small group targeted intervention continuing for students identified as achieving below stage expected outcomes.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	108	86	73	75
Girls	98	77	63	62

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	89.4	94.3	83.2
1	92.1	88.6	92.6	86.7
2	91.7	92.1	94.1	86.3
3	89.4	91.6	92.3	84.2
4	92.8	91.5	91.6	84.2
5	92.3	94.8	91.8	86.0
6	89.3	92.3	93.2	84.9
All Years	91.5	91.3	92.7	85.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	1
Classroom Teacher(s)	7.98
Literacy and Numeracy Intervent	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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	412,256
<b>Revenue</b>	3,093,614
Appropriation	2,958,475
Sale of Goods and Services	16,942
Grants and contributions	110,885
Investment income	6,912
Other revenue	400
<b>Expenses</b>	-2,568,414
Employee related	-2,105,414
Operating expenses	-463,000
<b>Surplus / deficit for the year</b>	525,200
<b>Closing Balance</b>	937,456

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	110,541
<b>Equity Total</b>	212,095
Equity - Aboriginal	86,403
Equity - Socio-economic	11,012
Equity - Language	18,923
Equity - Disability	95,758
<b>Base Total</b>	1,310,946
Base - Per Capita	36,007
Base - Location	0
Base - Other	1,274,939
<b>Other Total</b>	686,546
<b>Grand Total</b>	2,320,127

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Feedback and the opinions of all members of the school community was sought throughout 2022 through TTFM surveys, P&C meetings, focus groups, written feedback and surveys.

The Tell Them from Me (TTFM) Student Survey was implemented in semester one 2022 and semester two in 2022 and provided data from 150 students.

The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement.

On measures of social-emotional outcomes, school responses were strong in all areas.

Results were well above NSW Government norms on measures of positive sense of belonging, positive relationships and valuing of schooling outcomes.

Results were above NSW Government norms on measures of positive behaviour, motivation, and effort.

Student perseverance levels were significantly higher than state norms across all year levels.

Analysis of drivers of student outcomes indicated that results were commensurate with NSW Government norms on measures of effective learning time, academic rigour and positive student-teacher relationships.

Results were well above NSW Government norms on measures of learning relevance, advocacy at school, positive learning climate and expectations for success.

Our students continue to enjoy a high rate of participation in extracurricular activities such as sport art, drama and music groups which is well above the NSW Government Norm.

92% of our students indicated that they feel proud of their school.

100% of Aboriginal students said they feel good about their culture when at school.

90% of Aboriginal students said they agree or strongly agree that their teachers have a good understanding of their culture.

Student focus groups indicate high levels of overall satisfaction with school life.

Staff focus groups identify collaboration, high expectations, comprehensive curriculum implementation and enrichment, as areas of strength. Staff also highlighted wellbeing and exploration of innovative curriculum implementation as future focus areas..

Teacher satisfaction levels continued to be high across the school. Strengths highlighted by staff included high levels of support from school leaders, high level of collaboration amongst colleagues, access to quality professional learning, and a positive school culture.

Parent survey results highlight strengths related to communication from the school, strength in school leadership, teacher quality, the range of opportunities offered to their children and the academic expectations the school sets.

Areas for development include scheduling parent activities at times they can attend, and greater consistency in teacher practice across the school, and the need for consultation in regard to a school wide homework plan for 2023.

Overall feedback indicated strong levels of community support, school leadership, teacher quality. Innovation and high expectations were other areas highlighted as areas of strength.

94% of parents feel welcome when they visit the school, and 95% of parents would recommend our school to other parents.



# Policy requirements

## Aboriginal Education Policy

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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

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Darlington Public School remains committed to improving the academic and well-being outcomes of Aboriginal and Torres Strait Islander students.

We promote the authentic inclusion of Aboriginal Education in the following forms:

- \* 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;
- \* including knowledge and understanding of histories, cultures and experiences in syllabus implementation and delivery through cross-curricular priorities;
- \* consultative and collaborative decision making with parents and community members on student progress and well-being;
- \* working in partnership with the Aboriginal Education Team in order to deliver best practice through formal and informal teacher professional learning;
- \* valuing and acknowledging the identities of Aboriginal students through participation in events such as Sorry Day 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

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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

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The school ensures that the Anti Racism Contact person is trained annually, and is supported to work with identified students as required.

The school community is linguistically and culturally diverse; all staff are highly aware and responsive to any indication of racism within both the adult and the student cohorts; parents and carers are responsive and communicate awareness of

issues outside of the school for the school to follow up;

Darlington Public School promotes Anti racism by reviewing and implementing school policies (Anti-Bullying and Student Wellbeing) to maintain high standards and expectation from all stakeholders.

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 Education Policy

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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

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Darlington Public School has a diverse group of children from different language backgrounds.

In 2022, 24.1% of our students have a language background other than English.

Our English as an Additional Language or Dialect (EAL/D) program provides explicit language support to students from language backgrounds other than English, so that they can fully participate in schooling and achieve equitable educational outcomes.

The EAL/D teacher advises and supports classroom teachers to plan and implement programs suitable for EAL/D students in their class.

All teachers are responsible for establishing a class environment that values cultural diversity and promotes differentiated learning.

Each year, the school community of Darlington Public School celebrates Harmony Day which focuses on the diversity of cultures and family backgrounds. In 2022, Harmony Day celebrations involved an orange mufti day and a school assembly. Teaching and learning activities were planned across the school prior to Harmony Day to raise awareness of acceptance and to highlight the message of belonging and community inclusion.

The school has a significant percentage of students from culturally diverse backgrounds. To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities.

## Other School Programs (optional)

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### Italian Language Program

The school implements an Italian language learning program for all students in Years K-6. These weekly lessons provide students with learning experiences in Italian, an appreciation of the importance of learning other languages, and strengthened multicultural awareness.

### Guitar/music Program

In 2022 we initiated the Years K-6 weekly Guitar/Music Program facilitated by Ricky Riots.

All student have the opportunity to participate in weekly music tuition and students in Years 3-6 have been provided with their own guitar to take home. Students in Years K-2 have the use of a guitar in class each week, and we aim to extend the take home program to Year 2 in 2023.

The benefits of music education are immense and highly beneficial to students. Music positively impacts a child's academic performance, assists in developing social skills, and provides an outlet for creativity that is crucial to a child's development.

Music transcends the limits of language. Music has no language barrier. It is something that brings people together regardless of ethnicity or background. Music also transcends academic barriers as well. All learners can be successful in music.

Music education catapults a child's learning to new heights, and because of this, it should always be considered a pivotal part of a child's educational process.

### **Whole School Musical - Seussical**

In Term 4 of 2022 our whole school produced Seussical the Musical Junior.

All students had the opportunity to participate within the framework of a collaborative, fun and engaging experience. Not only did our students have the possibility of developing friendships and developing their confidence, they have had the chance to work on a project from start to end, and to experience meaningful success. This was enormously positive.

Given shared experiences of the past few years living through a global pandemic, our school community was forced to stay apart. However, Seussical allowed for a celebration for our entire community - students, staff, families packed out the Seymour Centre and we all celebrated the hard work of the students and staff. It was a night of immense pride in our school. It was quite simply an amazing evening and has provided memories for a lifetime.