2022 Annual Report

Darlington Point Public School

1736

Introduction

The Annual Report for 2022 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 88 student with 35 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

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

Literacy and numeracy: $43,465.01
Low level adjustment for disability: $75,730.31
English language proficiency: $2,400.00
Aboriginal background: $51,482.18
Socio-economic background: $105,785.44
QTSS release: $12,641.31
AP Curriculum & Instruction: $30,114.20
Professional learning: $4,421.30

Summary of progress

The school's focus in 2022 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 and numeracy. A whole school approach was developed to establish clear and consistent practices of collecting student academic assessment data to enable teachers to effectively cater for the individual needs of all students.

Effective Classroom Practice

This involved developing structures to address individual student needs by ensuring that all adjustments have led to improved learning. This included developing speech and language programs in collaboration with a speech therapist, Personalised Learning Pathways (PLP) and Tier 2 intervention programs. To support the implementation of these programs, the Assistant Principal: Curriculum and Instruction (APCI) has worked closely with classroom teachers and school learning support officers. A home reading structure was established to ensure all students have access to the quality resources to enhance their engagement in reading outside of school.

As a result, all Aboriginal and Torres Strait Islander, Tier 2 and 3 students had learning goals set and were regularly reviewed, which supported the enhancement of adjustments to ensure all students progressed in reading and numeracy. During the PLP review process, school data indicted that 90% of student goals showed evidence of improvement where teachers were able to refine or set new goals for students. Students on Tier 2 and 3 programs continued to progress in reading, with 65% of students exceeding expected instructional reading levels. The home reading structure enhanced student engagement in reading within the home environment and parent feedback has shown an 82% increase in their children's willingness to read, a 77% increase in their enjoyment of reading and a 91% increase in their ability to read with less mistakes.

Next year the school focus will be on enhancing the processes established this year by having a student voice when setting and evaluating learning goals to build stronger engagement and participation in their education.

Assessment and Curriculum

This involved the establishment of weekly collaborative meetings between the executive staff and classroom teachers with a strong curriculum focus with the aim of building a collegial space where teachers can learn from each other. An important role of the executive was to analyse data to identify trends in student growth and facilitate teacher professional learning, within these targeted areas, which supported the enhancement of teaching ability to effectively plan adjustments for individual student needs.

As a result, teachers were able to speak to the academic ability and learning needs of all their students easily, accurately and confidently. Teacher feedback has stated that the collaborative sessions have been worthwhile with a noticeable

improvement on the supportive nature of the collegial discussions.

Next year the school focus will be enhancing teachers' ability to give effective feedback to students which support further improvements towards addressing individual student needs.

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 8%	42% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
NAPLAN Top 2 Bands The percentage of students achieving in the top 2 bands in numeracy increases by 7%	2022 NAPLAN data indicates 13% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.

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

Professional learning: $7,359.41
Location: $22,095.90
Socio-economic background: $8,115.72

Summary of progress

Learning Culture

The focus in 2022 was on developing high expectations within the whole school community by enhancing processes to develop authentic engagement between the school and community. To achieve this, staff established a shared belief that all students can and will improve, established data systems and routines to monitor student attendance and ensured staff engaged in regular and ongoing analysis of attendance data and the impact it has on reading.

This involved developing attendance goals for all students identified as being 'at risk', these goals were included in the Personalised Learning Pathways where applicable. To encourage and celebrate improved attendance, a whole school reward structure was implemented. To support the increased engagement of students at school, there was a focus on teacher professional learning on Trauma Informed Practice. This involved utilising a Psychotherapist (Counsellor) to deliver staff development on trauma and the neurobiology of the brain in children as well as committing to the Berry Street Education Model over the next 2 years.

As a result, whole school attendance data for term 4 showed students attending school more than 95% of the time increased by 20%. Of the targeted group 90% showed improved attendance with 70% achieving the goal of above 90% attendance and 20% attended school 100% of the time. During the initial implementation of strategies developed through the Berry Street Education Model, 88% of students agreed that they enjoyed the yarning circle with 72% indicating that it helped them get ready to learn. 71% of students stated that having regular Brain Breaks helped them focus on their classwork. 100% of teacher feedback was positive regarding the professional learning staff had undertaken in 2022.

Next year the focus will be on enhancing the processes established this year by continuing both targeted school attendance strategies and the Berry Street Education Model.

Learning and Development

The focus in 2022 was to embed explicit systems that facilitated professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. To achieve this, resources were allocated to support the development of collaborative structures across the whole school.

This involved the Assistant Principal Curriculum & Instruction (APCI) working closely with all staff (teaching & non-teaching) to ensure all students were engaged in their learning and making progress. Following a model of co-plan, co-teach and co-reflect, the APCI was able to model best practice in all classrooms, with an aim to build the capacity of teachers to teach reading, writing qand numeracy effectively. Collaborative meetings were established to allow the executive staff and teachers across both the infants and primary to work collegially, sharing best practice in the targeted areas.

As a result, 42% of Year 3 and 5 students achieved top 2 bands in NAPLAN reading, exceeding the school's system negotiated targets upper bound by 14%, with no students being placed in the bottom 2 bands for reading. School-based

data showed that 65% of students exceeded reading expectations, with kindergarten phonological awareness diagnostic results showing all students have progressed with this fundamental skill.

Next year the focus will be on enhancing the processes established in 2022. Staff feedback showed that 100% of the collaborative sessions were worthwhile and beneficial in enhancing their current practices to best improve the results for all students. There will be a greater focus on timely and specific feedback to continue to build the capacity of all teachers to effectively reflect on their own practice and initiate changes where needed.

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 4%	The number of students attending greater than 90% of the time or more has decreased by 10.28%
NAPLAN Expected Growth There will be an uplift in the number of students obtaining expected growth in NAPLAN reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Expected Growth There will be an uplift in the number of students obtaining expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Funding sources	Impact achieved this year
Socio-economic background $113,901.16	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Learning Culture • Assessment & Curriculum **Overview of activities partially or fully funded with this equity loading include:** • Professional development of staff through collaboraive meetings to support student learning. • Additional staffing to implement intervention program to support identified students with addtional needs. • Employment of external providers to support students with additional learning needs. • Professional development of staff with Speech Therapist to support student learning. **The allocation of this funding has resulted in the following impact:** • All students who received support showed growth towards their learning goals as a direct result of the intervention programs. Evidence of this is seen in pre/post test results, student work samples, teacher observational notes and speech therapist reports. • Teachers are able to speak to the academic ability and learning needs of all their students easily, accurately and confidently. Teacher feedback has stated the collaborative session were worthwhile with a noticeable improvement on the supportive nature of the collegial discussions. **After evaluation, the next steps to support our students will be:** • To have a student voice when setting and evaluating learning goals to build stronger engagement and participation in their education. • Enhancing teachers' ability to give effective feedback to students which will support further improvement towards addressing individual student needs.
Aboriginal background $51,482.18	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this equity loading include:** • Employment of School Learning Support Officer (SLSO) to support Aboriginal students. **The allocation of this funding has resulted in the following impact:** • All Aboriginal students were supported within the classroom by Student Learning Support Officers to ensure they worked towards achieving their Personalised Learning Pathway goals and had access to all aspects of the curriculum. • All Aboriginal students that had been identified as needing substantial support were given the opportunity to work in daily one-on-one or small group sessions, to further support targeted learning needs.

Aboriginal background $51,482.18	**After evaluation, the next steps to support our students will be:** • To continue a similar model of support for all Aboriginal students, including offering access to speech therapy.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Darlington Point Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to support delivery of targeted initiatives. **The allocation of this funding has resulted in the following impact:** • EAL/D students are more confident with their language use, as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** • Although this funding will not continue, EAL/D students will continue to be supported in the classroom as needed.
Low level adjustment for disability $75,730.31	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this equity loading include:** • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO). • Targeted students are provided with an evidence-based interventions to increase learning outcomes. • Employment of SLSO to improve the development of students by implementing speech and occupational therapy programs developed by specialists. • Employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. **The allocation of this funding has resulted in the following impact:** 62% of the students at Darlington Point Public School received some form of differentiated learning support, which may have included support in the following way: - In-class SLSO support - Intervention support for targeted area of need - Intervention support - PreLit, MiniLit, MultiLit or MacqLit - Access to speech therapy - 42% of year 3 & 5 students achieved top 2 bands in NAPLAN reading exceeding out system negotiated targets upper bound by 14%, with no student being placed in the bottom 2 bands for reading. **After evaluation, the next steps to support our students will be:** A continuation of current practices with an ongoing review of the structure to streamline and strengthen processes.
Location $22,095.90	The location funding allocation is provided to Darlington Point Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students**

Location	**enabling initiatives in the school's strategic improvement plan including:** • Learning Culture **Overview of activities partially or fully funded with this operational funding include:** • Subsidising student excursions to enable all students to participate. • Technology resources to increase student engagement. • Incursion expenses. **The allocation of this funding has resulted in the following impact:** • Bi-annual excursions were subsidised to ensure that all students, regardless of financial situation, were able to attend. This gave them the opportunity to consolidate curriculum learning through hands-on experiences. • Access to a wider range of activities and experiences which would otherwise not occur. • An upgrade of technology resources within the school. **After evaluation, the next steps to support our students will be:** • Continue to subsidise both excursions and incursion to allow all students access to a wider range of learning experiences
$22,095.90	
Professional learning $11,780.71	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Learning Culture **Overview of activities partially or fully funded with this initiative funding include:** • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. • Professional development of staff through Berry Street Education Model to support student learning and wellbeing. **The allocation of this funding has resulted in the following impact:** • Increased the capacity of all teachers to embed effective practices in the explicit teaching of reading, which has resulted in 42% of students in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure. • Provided strategies that enabled teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. **After evaluation, the next steps to support our students will be:** • Personalised and targeted professional learning in the form of mentoring and co-teaching in order to more effectively differentiate learning for all students. The current structure of collaborative meetings will be continued to further the development of collaboration between executive and teaching staff and deepen the collegial conversations surrounding effective data use to drive student growth. • To have all teaching and support staff complete the Berry Street Education Model and integrate strategies into the daily classroom routine.
Literacy and numeracy $43,465.01	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Literacy and numeracy $43,465.01	**including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • Develop a home reader structure that will ensure all students have access to quality reading material within the home environment. **The allocation of this funding has resulted in the following impact:** • The home reading structure has enhanced student engagement in reading within the home environment and parent feedback has shown an 82% increase in their children's willingness to read, a 77% increase in their enjoyment of reading and a 91% increase in their ability to read with less mistakes. **After evaluation, the next steps to support our students will be:** • Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.
QTSS release $12,641.31	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Darlington Point Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • Additional teaching staff to implement quality teaching initiatives and support staff collaboration in the implementaiton of high-quality curriculum. **The allocation of this funding has resulted in the following impact:** • Teachers were able to speak to the academic ability and learning needs of all their students easily, accurately and confidently. Teacher feedback stated that the Assistant Principal Curriculum and Instruction sessions were worthwhile with a noticeable improvement on the supportive nature of the collegial discussions. **After evaluation, the next steps to support our students will be:** • Enhancing teachers' ability to give effective feedback to students which support further improvements towards addressing individual student needs.
COVID ILSP $47,986.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy and numeracy **The allocation of this funding has resulted in the following impact:** • All students involved in this program made significant progress in achieving their personal learning goals as recorded by the Interventionist teacher. • 42% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure. **After evaluation, the next steps to support our students will be:**

| COVID ILSP

$47,986.00	• 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			
	2019	2020	2021	2022
Boys	32	38	39	42
Girls	27	29	33	35

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	93.4	94.9	86.4
1	87.6	93.4	90.4	88.1
2	88.9	87.3	92.6	89.8
3	82.9	93.3	90.7	90.0
4	91.5	87.4	91.6	83.7
5	91.6	93.4	84.9	84.6
6	91.2	84.8	89.7	80.8
All Years	90.3	90.8	91.1	86.9
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

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)	0.2
Classroom Teacher(s)	4.55
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.5

*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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	214,381
Revenue	1,575,991
Appropriation	1,535,766
Sale of Goods and Services	760
Grants and contributions	38,953
Investment income	512
Expenses	-1,598,529
Employee related	-1,335,412
Operating expenses	-263,117
Surplus / deficit for the year	-22,539
Closing Balance	191,842

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	243,514
Equity - Aboriginal	51,482
Equity - Socio-economic	113,901
Equity - Language	2,400
Equity - Disability	75,730
Base Total	974,853
Base - Per Capita	18,193
Base - Location	22,096
Base - Other	934,565
Other Total	238,406
Grand Total	1,456,773

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 Tell Them From Me parent survey was conducted in 2022. When asked whether parents feel welcome at school, the school received a mean score of 8.5 which is 1.1 above the NSW Government norms. All seven (7) measures from the survey which included:

- Parents feel welcome;
- Inclusive school;
- Safety at school;
- School supports positive behaviour;
- School supports learning;
- Parents support learning at home; and
- Parents are informed scored higher than that of the NSW Government norms.

When asked to share some things they like about the school, all parents that commented were extremely positive, it was mentioned how welcoming the school is and how over time it has continued to develop and offer new opportunities for learning for both students and teachers.

Students

When asked whether students feel proud of their school

- 89% of students agreed or strongly agreed.
- 94% of the students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

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 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, Learning Culture 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.