

2023 Annual Report

Darlington Point Public School



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Introduction

The Annual Report for 2023 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 students with 35 identifying as Aboriginal.

The school has a staffing entitlement of six 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 respond 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 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	Delivering
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 students 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

Socio-economic background

Professional learning

AP Curriculum & Instruction

Aboriginal background

Low level adjustment for disability

Location

QTSS release

Literacy and numeracy

Per capita

Summary of progress

The focus for 2023 was on cultivating a culture of high student expectations, implementing explicit teaching methods, and utilising data to inform practices, with a specific emphasis on enhancing reading and numeracy skills. A collaborative approach was employed to establish clear and consistent practices for collecting student academic assessment data, enabling teachers to effectively cater to the individual needs of all students.

Effective Classroom Practice

This involved the strengthening of the collaborative structure, fostering a sense of unity and shared goals among staff members. Additionally, the school dedicated time to unpacking assessment opportunities, ensuring a comprehensive understanding of various assessment methods and their implications for student learning.

In the realm of curriculum development, the team worked on mapping syllabus outcomes across new English and Maths units. This strategic effort aimed to align teaching objectives with the curriculum standards, enhancing the overall educational experience for students. A significant aspect of the school's reflective practice included analysing NAPLAN and other assessment data. This rigorous examination allowed teachers to gain valuable insights into student performance, identifying areas of strength and areas for improvement. Furthermore, teachers delved into the Numeracy guide, focusing specifically on Additive Thinking. Unpacking this guide enabled teachers to delve deeper into the intricacies of numeracy education, refining the approach to better meet the needs of the students. As part of the Mathematics Specialisation in Primary Initiative (MSPI), a noteworthy achievement was the implementation of a Building Thinking Classroom in Numeracy approach. This innovative strategy aimed to enhance mathematical thinking skills among students, aligning with the broader goals of the initiative and fostering a more dynamic learning environment. The focus on strengthening the collaborative structure played a pivotal role in fostering a positive and supportive working environment and this collective determination provided the best possible education for the students.

As a result of the school's collaborative initiatives in 2023, teachers at Darlington Point Public School experienced a notable improvement in their ability to address the academic abilities and learning needs of all students. The strengthened collaborative structure facilitated an exchange of information, enabling teachers to speak to their students' academic strengths and challenges with ease, accuracy, and confidence. Teacher feedback has highlighted the value of collaborative sessions, emphasising the importance of fostering a supportive environment for collegial discussions. The collaborative efforts not only enhanced the overall communication among the staff but also contributed to a more constructive and positive atmosphere. Teachers expressed confidence in the collaborative framework, and its impact on their professional growth and the quality of education provided to the students.

Through this collaborative approach of unpacking assessment opportunities, analysing NAPLAN and other data, looking closely at syllabus outcomes and expectations, and also working with the MSPI team, data was successfully analysed

and pinpointed student misunderstandings, enabling teachers to delve deeper into Additive Thinking. This comprehensive collaborative effort exemplifies the school's commitment to refining teaching practices and addressing the unique needs of each student at Darlington Point Public School. According to internal Essential Assessment data, the results speak to the success of these collaborative efforts. An impressive 97% of students have shown growth in Number and Algebra in 2023. Furthermore, the Stage 2 Check-In assessment data provides additional insights into students' achievements. In numeracy, the students are performing at a level only 4% lower than the state average. In reading, the Year 4 cohort is just 3% below the state average, while the Year 6 cohort has exceeded the state average by 4%. These results emphasise the positive impact of the educational initiatives, highlighting the students' proficiency across key academic areas.

In 2024, the emphasis will be on fostering a collaborative approach, where the executive team will actively support teachers in cultivating their reflective practices. A significant focus will be placed on enhancing teachers' content knowledge. Concurrently, there will be a deliberate effort to encourage reflection on student learning outcomes and the refinement of current teaching practices which will support further improvement towards ensuring that the needs of all students are met.

Assessment and Curriculum

This involved the enhancement of structures to address individual student needs, ensuring that all adjustments contributed to improved learning outcomes. It encompassed refining speech and language programs in collaboration with a speech therapist, optimising Personalised Learning Pathways (PLP), and fine-tuning Tier 2 intervention programs. As part of this activity, staff worked on contextualising the new English and Mathematics syllabus units of work, including mapping an overview of the content being covered to refine the Department's scope and sequence. To support the implementation of these enhanced programs, the Assistant Principal Curriculum and Instruction (APCI) collaborated closely with classroom teachers and school learning support officers. As a result, 39% of infant students have been diagnosed with a speech and language disorder. Among these students, 50% are currently meeting or exceeding stage-appropriate reading levels, while the remaining 50% are progressing towards expected levels and have demonstrated positive growth.

Building on the success observed in reading levels among primary-grade students, the Tier 2 intervention program utilised the assessment data collected during the check-In assessment. This data was used to refine the intervention program, specifically targeting areas such as vocabulary, fluency, making connections, locating information, and inference within small groups. As a result, 88% of Year 6 students exhibited growth in the Check-In assessment, while 86% of Year 4 students also demonstrated positive progress.

In 2024, the focus will shift from withdrawing students for interventions to supporting areas of need within the class. Factors that have led to this decision include formative assessment data showing that students are not transferring learned skills and strategies back into the mainstream classroom. It has also been noted that some students, who are withdrawn for several different areas of need are missing key concepts from the quality teaching and learning program. This will support further improvement towards adequate adjustments being made to the teaching and learning program, ensuring all students are challenged and all adjustments lead to improved learning.

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
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased.</p> <p>Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased.</p> <p>Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>

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

AP Curriculum & Instruction Professional learning

Summary of progress

Learning Culture

In 2023, the primary focus was on fostering high expectations throughout the entire school community by refining processes to cultivate genuine engagement between the school and the community. To accomplish this, the staff maintained a shared belief that every student can and will make progress. They enhanced data systems and routines to monitor student attendance, ensuring that staff engaged in consistent and ongoing analysis of attendance data and its impact on reading.

This initiative included the establishment of attendance goals for all students identified as 'at risk', and these goals were integrated into the Personalised Learning Pathways where applicable. To promote and celebrate improved attendance, a comprehensive whole-school reward structure was strengthened. To enhance student engagement at school, particular attention was given to teacher professional development in trauma-informed practice, incorporating the Berry Street Education Model. The school also actively engaged in promoting the academic development of all Aboriginal and Torres Strait Islander students by establishing and regularly reviewing individual learning goals. This commitment to goal setting aligns with the broader objective of enhancing adjustments to facilitate progress in both reading and numeracy for all students. As a result, the attendance data for the entire school in 2023 indicates a notable improvement, with a 20% increase in students attending school more than 90% of the time compared to 2022. The overall attendance for 2023 has risen to 90%, reflecting a 2% increase from the previous year.

In the initial implementation phase of strategies derived from the Berry Street Education Model, teachers have crafted comprehensive whole-class "Ready to Learn" plans. Individualised "Ready to Learn" plans have been developed for students requiring targeted behavioural support. Informed by teacher feedback and behavioural data, these plans have demonstrated a positive impact. The incidence of low-level behaviours during morning sessions has notably decreased, indicating a positive shift. Additionally, students have found the "Ready to Learn" plans valuable in re-engaging with their learning following instances of unproductive behaviour escalation. Consequently, all Aboriginal and Torres Strait Islander students had Personalised Learning Pathways (PLP) set and regularly reviewed. This approach supported the enhancement of adjustments to ensure continuous progress in reading and numeracy for all students. During the PLP review process, school data indicated that 90% of student goals showed evidence of improvement, enabling teachers to refine, or set new personalised goals based on individual learning needs. This reflects the commitment to tailoring education to each student's unique pathway and ensuring ongoing advancement in academic skills.

In 2024, the primary focus will centre on attendance, engagement, and academic growth. These three essential aspects will be at the forefront of the school community's efforts to enhance the overall educational experience for students. This comprehensive approach underscores the commitment to nurturing an environment where students not only attend regularly but are actively engaged in their learning experiences, ultimately leading to substantial academic advancement. The goal is to create a thriving educational community where every student can flourish, ensuring their consistent presence, active participation, and continuous progress in their academic journey.

Learning and Development

The focus for 2023 was on utilising the High Impact Professional Learning model to ensure that professional development aligns with the Strategic Improvement Plan. The aim was to systematically evaluate its impact on the quality of teaching and, consequently, enhance student learning outcomes. In the infants' classes, the collaboration

between the APCI and classroom teachers was a dynamic process. Together, they examined the new English and Mathematics syllabus, unpacking its components alongside the corresponding units of work. This joint effort aimed to go beyond surface-level understanding; rather, it sought to extract the essential elements, ensuring a comprehensive grasp of the curriculum. The ultimate objective was to contextualise this knowledge, tailoring it to suit the distinctive needs of the students in the infants. In the primary classes, the APCI closely collaborated with new teachers. This partnership was dedicated to building the educators' knowledge and understanding of the existing school scope and sequences in both English and Mathematics. This collaborative effort involved jointly designing teaching and learning opportunities based on a thorough understanding of the students' needs. The intention was not just to transmit information but to empower new teachers with the skills and insights necessary to create meaningful and tailored educational experiences that resonate with the diverse learning profiles within the primary classrooms.

This year, the introduction of Learning Sprints represents a significant stride in the school's educational approach. Learning Sprints provide the teachers with a structured framework that enables them to cultivate a clearer and more defined focus in their teaching practices. The structured nature of Learning Sprints empowers educators to delve into specific instructional strategies and content areas, fostering a more targeted and impactful teaching approach. This deliberate focus not only enhances teaching precision but also contributes to a more effective and tailored learning experience for the students. Through the implementation of Learning Sprints, the school aims to continuously refine and elevate the quality of education provided, ensuring sustained growth and achievement for both educators and students alike.

As a result, Check-In data for Year 3, 4, and 6 showed the school's success, surpassing the statistically similar school group (SSSG) in both reading and numeracy. Notably, Year 6 reading results exceeded state averages, while Year 4 numeracy results aligned with the state average. However, the Year 5 cohort performed below SSSG, and half of these students were already receiving Tier 3 interventions, a support they will continue to receive in 2024. In the infants' classes, the reading results are encouraging. In Stage 1, 80% of students were at the expected stage level, and 56% of them exceeded expectations by at least 6 levels. Early Stage 1 showed that 50% of the students met the stage-appropriate reading levels. For the half not meeting requirements, all received speech and language interventions, and plans for further interventions are flagged for 2024. The writing sprint conducted in K-2 has yielded significant improvements in the development of writing skills. All targeted students demonstrated growth in every aspect of the writing analysis tool, showcasing a 100% success rate. The analysis of writing samples in kindergarten has particularly highlighted substantial progress in students' writing abilities. This not only signifies an enhancement in their current skills but also provides valuable insights for teachers, offering a clearer direction on which specific skills and strategies require explicit teaching in upcoming lessons.

In 2024, the primary focus will centre on the APCI maintaining close collaboration with all teachers across K-6 to effectively implement the K-10 syllabus. Simultaneously, the school's aim is to refine school-based scope and sequences. A key emphasis will be on content-focused coaching, where the APCI will play a crucial role in assisting teachers. This assistance will involve defining clear learning goals, planning for the collection of evidence of learning, and evaluating teaching practices. Through this collaborative approach, we strive to enhance the overall quality of education and ensure a cohesive implementation of the curriculum.

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 school 90% of the time or more has increased by 18.7%
Increase the percentage of Aboriginal students achieving or exceeding identified goals as per their Personalised Learning Pathways.	The percentage of Aboriginal students achieving or exceeding their identified goals as per their Personalised Learning Pathway has increased by 5%

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$110,777.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Darlington Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Assessment & Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through collaborative meetings to support student learning • Additional staffing to implement intervention program to support identified students with additional needs. • Employment of external providers to support students with additional learning needs. • Professional development of staff with Speech Therapist to support student learning. <p>The allocation of this funding has resulted in the following impact: Demonstrable growth toward learning goals for all supported students, evidenced by pre/post test results, student work samples, teacher observations, and reports from speech therapists. Teachers are now adept at articulating the academic abilities and learning needs of all students, expressing confidence and accuracy. Feedback from teachers highlights the value of collaborative sessions, noting a significant improvement in the supportive nature of collegial discussions.</p> <p>After evaluation, the next steps to support our students will be: Incorporating student voices in the process of setting and evaluating learning goals, fostering stronger engagement and participation in their education. Strengthening teachers' proficiency in providing effective feedback to students, further supporting advancements in addressing individual student needs.</p>
<p>Aboriginal background</p> <p>\$79,284.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Darlington Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment & Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Every Aboriginal student received in-class support from Student Learning Support Officers, ensuring their progress towards Personalised Learning Pathway goals and providing access to all facets of the curriculum. Aboriginal students identified as requiring substantial support were afforded the chance to engage in daily one-on-one or small group sessions, offering tailored assistance for their specific learning needs.</p>

<p>Aboriginal background</p> <p>\$79,284.28</p>	<p>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.</p>
<p>Low level adjustment for disability</p> <p>\$75,730.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Darlington Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment & Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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. <p>The allocation of this funding has resulted in the following impact: 70% of the students at Darlington Point Public School received some form of differentiated learning support, which may have included support in the following way:</p> <ul style="list-style-type: none"> - In-class SLSO support - Intervention support for targeted area of need - Intervention support - PreLit, MiniLit, MultiLit or MacqLit - Access to speech therapy <p>According to internal Essential Assessment data, the results speak to the success of these collaborative efforts. An impressive 97% of students have shown growth in Number and Algebra in 2023. Furthermore, the Stage 2 Check-in assessment data provides additional insights into students' achievements. In numeracy, the students are performing at a level only 4% lower than the state average. In reading, the Year 4 cohort is just 3% below the state average, while the Year 6 cohort has exceeded the state average by 4%.</p> <p>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.</p>
<p>Location</p> <p>\$24,244.99</p>	<p>The location funding allocation is provided to Darlington Point Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment & Curriculum <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement • Employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Location</p> <p>\$24,244.99</p>	<p>All 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.</p> <p>Access to a wider range of activities and experiences which would otherwise not occur, including speech therapy.</p> <p>An upgrade of technology resources within the school.</p> <p>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. Continue to provide speech therapy for students</p>
<p>Professional learning</p> <p>\$11,373.70</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Darlington Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional development of staff through Berry Street Education Model to support student learning and wellbeing. • teacher relief for staff engaging in professional learning • increasing Assistant Principal Curriculum & Instruction allocation to unpack evidence-based approaches to teaching English and Mathematics. <p>The allocation of this funding has resulted in the following impact: 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. Increased the capacity of all teachers to embed effective practices in the explicit teaching of Mathematics and English, with a particular focus on Additive Strategies and Reading.</p> <p>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.</p>
<p>Literacy and numeracy</p> <p>\$32,598.76</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Darlington Point Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment & Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: At Darlington Point Public School, 63% of students have received intervention support in English and/or Mathematics. 97% of students have</p>

<p>Literacy and numeracy</p> <p>\$32,598.76</p>	<p>shown growth in Number and Algebra in Essential Assessment data. Furthermore, the Stage 2 Check-In assessment data provides additional insights into students' achievements. In numeracy, the students are performing at a level only 4% lower than the state average. In reading, the Year 4 cohort is just 3% below the state average, while the Year 6 cohort has exceeded the state average by 4%.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students in targeted area of need by employing additional staff to deliver the school-based intervention program.</p>
<p>QTSS release</p> <p>\$14,796.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Darlington Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment & Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Teachers and leaders have developed a deeper understanding of evidence-based teaching strategies tailored to diverse learning needs, leading to increased competence in delivering effective instruction. By modeling evidence-informed teaching strategies in real classroom settings, teachers gain firsthand experience and insight into effective instructional techniques for literacy and numeracy. This has led to the adoption of best practices that align with research-based methods. Furthermore, strategically planning for and engaging in professional conversations about teaching practices facilitate teacher growth, promote instructional effectiveness, and ultimately enhance literacy and numeracy instruction in classrooms.</p> <p>After evaluation, the next steps to support our students will be: Centred on the APCI maintaining close collaboration with all teachers across K-6 to effectively implement the K-10 syllabus. Simultaneously, the school's aim is to refine school-based scope and sequences. A key emphasis will be on content-focused coaching, where the APCI will play a crucial role in assisting teachers. This assistance will involve defining clear learning goals, planning for the collection of evidence of learning, and evaluating teaching practices. Through this collaborative approach, we strive to enhance the overall quality of education and ensure a cohesive implementation of the curriculum.</p>
<p>COVID ILSP</p> <p>\$37,171.13</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>COVID ILSP</p> <p>\$37,171.13</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: At Darlington Point Public School, 63% of students have received intervention support in English and/or Mathematics. , 97% of students have shown growth in Number and Algebra in Essential Assessment data. Furthermore, the Stage 2 Check-In assessment data provides additional insights into students' achievements. In numeracy, the students are performing at a level only 4% lower than the state average. In reading, the Year 4 cohort is just 3% below the state average, while the Year 6 cohort has exceeded the state average by 4%.</p> <p>After evaluation, the next steps to support our students will be: 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.</p>
<p>AP Curriculum & Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Learning Culture <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Check-in data for Year 3, 4, and 6 showed the school's success, surpassing the statistically similar school group (SSSG) in both reading and numeracy. Notably, Year 6 reading results exceeded state averages, while Year 4 numeracy results aligned with the state average. However, the Year 5 cohort performed below SSSG, and half of these students were already receiving Tier 3 interventions, a support they will continue to receive in 2024. In the infants' classes, the reading results are encouraging. In Stage 1, 80% of students were at the expected stage level, and 56% of them exceeded expectations by at least 6 levels. Early Stage 1 showed that 50% of the students met the stage-appropriate reading levels.</p> <p>After evaluation, the next steps to support our students will be: Centred on the APCI maintaining close collaboration with all teachers across K-6 to effectively implement the K-10 syllabus. Simultaneously, the school's aim is to refine school-based scope and sequences. A key emphasis will be on content-focused coaching, where the APCI will play a crucial role in assisting teachers. This assistance will involve defining clear learning goals, planning for the collection of evidence of learning, and evaluating teaching practices. Through this collaborative approach, we strive to enhance the overall quality of education and ensure a cohesive implementation of the curriculum.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	38	39	42	44
Girls	29	33	35	43

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.4	94.9	86.4	85.4
1	93.4	90.4	88.1	90.8
2	87.3	92.6	89.8	88.5
3	93.3	90.7	90.0	90.4
4	87.4	91.6	83.7	92.4
5	93.4	84.9	84.6	90.5
6	84.8	89.7	80.8	90.8
All Years	90.8	91.1	86.9	89.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.56
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.5

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	191,842.04
Revenue	1,560,277.39
Appropriation	1,526,126.53
Sale of Goods and Services	10,947.22
Grants and contributions	20,871.91
Investment income	1,896.73
Other revenue	435.00
Expenses	-1,584,289.74
Employee related	-1,346,031.71
Operating expenses	-238,258.03
Surplus / deficit for the year	-24,012.35
Closing Balance	167,829.69

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	265,793
Equity - Aboriginal	79,284
Equity - Socio-economic	110,778
Equity - Language	0
Equity - Disability	75,730
Base Total	993,691
Base - Per Capita	20,040
Base - Location	24,245
Base - Other	949,406
Other Total	98,245
Grand Total	1,357,728

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023. When asked whether parents feel welcome at school, the school received a mean score of 8.5 on a ten-point scale above the NSW Government norm of 7.4. Six (6) of the seven (7) measures from the survey which included, Parents feel welcome; Inclusive 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 it provides an inclusive environment for all its students.

In 2024, it has been identified by parents that safety at school requires improvement. The school's score fell one (1) point below the benchmark set by the NSW Government. This underscores the need for focused efforts to enhance safety protocols and practices within the school environment, ensuring the well-being and security of all students and staff members.

Students

When asked whether students feel proud of their school 86% of students agreed or strongly agreed. 91% of the students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

In 2024, our primary goal for our students will be fostering stronger peer relationships at school. This objective stems from insights gathered in the 2023 Tell Them From Me survey, which highlighted the need for improvement in this area. To achieve this, we will persist in integrating aspects of the Berry Street Education Model that emphasise building positive relationships.

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.

In 2024, we will continue to build explicit systems for collaboration and feedback to sustain quality teaching practice and identify, understand and implement evidence-informed inclusive teaching strategies across the staff.

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.