

2024 Annual Report

Darlington Point Public School



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Introduction

The Annual Report for 2024 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 school 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 background

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 comprises 77 students, with 31 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.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2024 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 growth and performance	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

An evidence-informed approach to quality teaching, curriculum planning, implementation and assessment ensures learning growth of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Explicit Teaching
- Whole school monitoring of student learning

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Integration funding support
Aboriginal background
Low level adjustment for disability
QTSS release

Summary of progress

The focus for 2024 was on establishing a consistent, school-wide approach to explicit teaching in both literacy and numeracy, guiding teachers in their understanding and delivery across all curriculum areas. Embedded evaluative practices allow us to utilise data on student progress and achievement to gauge teaching impact. Additionally, the school employs systematic and dependable assessment practices to track and assess student learning over time, implementing instructional adjustments that foster measurable improvements.

This involved a focused approach to enhancing assessment, planning, and evaluative practices school-wide. Key activities included:

1. **Scheduling and Assessment in Additive Thinking** - We finalised and implemented a schedule for assessing additive thinking in mathematics, supported by additional planning time. Collaborative analysis of this data was ongoing, with the executive team assisting classroom teachers (CT) to identify learning gaps and plan future instruction. The process was effective in fostering deeper understanding of student needs.
2. **Strengthening the Teaching and Learning Cycle** - Staff professional learning (PL) sessions in Terms 1 and 2 helped re-establish the Teaching and Learning Cycle, focusing on essential questions of student progress and next steps. Ongoing revisions to teacher programming expectations have added non-negotiables, and collaborative planning encouraged the integration of clear learning goals. These steps were successful in guiding teachers to prioritise objectives before task selection, though more refinement in program documentation could enhance continuity.
3. **Evaluative Practices and Learning Sprints** - A structured approach to evaluation was introduced, focusing on learning sprints and the purpose of evidence collection. Success criteria for additive thinking were developed collaboratively to strengthen collective efficacy, and staff engaged regularly in evaluating progress and celebrating successes. This has fostered a strong culture of shared responsibility for student growth.
4. **Assessment Scheduling and Data Analysis** - The executive team established consistent assessment practices with tools based on IfSR-AT, with all students recorded in PLAN2 as a baseline. Whole-school data were systematically analysed to enable targeted cohort analysis with CT. These assessments proved valuable in creating a clear picture of student abilities, enabling data-driven instructional adjustments.
5. **Mapping Professional Learning in Mathematics** - A structured pathway for professional learning in Mathematics was created, with Term 1 finalised and a year-long draft outlined. PLAN2 was integrated to track progress and evaluate teaching effectiveness, providing a cohesive framework for ongoing staff development.
6. **Centralising Evidence Collection** - A central area for evidence collection was established to support consistent evaluation. This initiative streamlined access to resources, though expanding it further could improve ease of use.

As a result, several key outcomes have emerged from the initiatives and evaluative processes within Strategic Direction 1:

1. **Data-Driven Instruction and Planning:** Teachers are now regularly using PLAN2 data to guide instructional planning, especially in Mathematics. Collaborative analysis, supported by the Guttman chart, has allowed teachers to identify trends and pinpoint specific student needs. This consistent data use has informed lesson planning and refined formative assessments, aligning teaching with students' current progress and target skills.
2. **Enhanced Teaching Practices through Professional Learning:** Professional learning sessions in targeted,

evidence-informed teaching have equipped teachers with essential skills to apply explicit teaching strategies in the classroom. Coaching and mentoring have improved teachers' confidence in using Learning Progressions, particularly in Additive Thinking, to plan precise, student-centred lessons. The structured use of learning intentions, success criteria, and feedback practices has contributed to a clearer focus in lessons, fostering a more effective learning environment.

3. **Positive Student Outcomes from Explicit Teaching:** The integration of explicit teaching practices has shown early benefits for student engagement and comprehension in Mathematics. Formative assessment data indicates that students are developing a stronger understanding of mathematical concepts, demonstrated by their improved ability to apply these concepts in various contexts. Teachers have observed that students engage more confidently with structured, targeted instruction, suggesting that explicit teaching is effectively addressing learning gaps.
4. **Strengthened Evaluative Practices:** Evaluation practices across the school have been reinforced through systematic formative assessments and a centralised approach to data collection. The re-established Teaching and Learning Cycle has improved teachers' capacity to assess student progress, enabling timely adjustments to instruction. Regularly reviewing and celebrating achievements through structured learning sprints has cultivated a culture of collective efficacy, fostering shared responsibility for student growth and consistent application of evaluative tools.
5. **Strategic Use of the Collaborative Support for Unique Settings (CSUS) Team:** The CSUS team's involvement in analysing PLAN2 data and the Guttman chart has further strengthened the monitoring of whole-school progress. Their support has built staff capabilities in data literacy and has aligned school-wide data use with strategic goals, contributing to a cohesive approach to tracking and promoting student learning.

These outcomes demonstrate significant progress towards embedding a data-informed culture, enhancing the quality of teaching, and ensuring that evaluation practices support strategic priorities for student learning.

In 2025, the focus will be on further capacity building to strengthen teachers' skills in data literacy and explicit teaching practices, alongside the continuation and extension of collaborative planning processes across literacy and numeracy. Emphasis will be placed on embedding new strategies from professional learning into consistent classroom practice, particularly within the Teaching and Learning Cycle. Additionally, a review of assessment and evaluative processes will aim to standardise systems for tracking and analysing student progress, ensuring that the data is both meaningful and actionable.

These efforts will support further improvement towards achieving a school-wide approach that empowers teachers to explicitly teach literacy and numeracy through the curriculum. They will also enhance systematic assessment practices to measure impact and adapt instruction, promoting measurable improvement in student learning outcomes.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved reading outcomes An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	The Check-in Assessment mean scaled score in reading has increased by 31.7 points in Year 3 and 36.8 points in Year 5. This significant improvement reflects the impact of our targeted literacy initiatives, including explicit reading instruction, data-informed teaching practices, and targeted interventions. Moving forward, we will continue refining our literacy programs to sustain and further enhance student achievement.
Improved numeracy outcomes An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	The Check-in Assessment mean scaled score in numeracy has increased by 2.1 points in Year 3 and 39.9 points in Year 5. While the Year 5 results indicate strong growth, the marginal increase in Year 3 suggests a need to refine early numeracy interventions. Moving forward, we will focus on strengthening foundational numeracy skills in the early years while continuing to build on the success seen in Year 5.

Strategic Direction 2: High Expectations Culture

Purpose

The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and wellbeing, resulting in sustained and measurable whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- High impact professional learning
- Wellbeing

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

Socio-economic background

Location

Low level adjustment for disability

Summary of progress

The focus for 2024 was on enhancing high-impact professional learning through well-defined frameworks for collaboration and feedback. These systems are designed to maintain high standards of teaching while embracing evidence-based, inclusive instructional strategies. Additionally, the school has prioritised creating a culture centred on both learning and wellbeing. This approach aims to inspire educational goals and strengthen school-wide practices through a deliberate, coordinated strategy.

This involved engaging in professional learning to build staff capacity to apply the principles of explicit teaching in mathematics, aiming to elevate students' learning experiences and outcomes. Key activities included:

1. **Explicit Teaching:** Teachers participated in professional development on the eight principles of explicit teaching, with significant sessions during Staff Development Days (SDD) to establish shared understandings at Darlington Point Public School. Through CSUS and Mathematics Specialisation in Primary Schools Initiative (MSPI) initiatives, teachers explored strategies like Sharing Learning Intentions, Success Criteria, and the Gradual Release of Responsibility. This was generally well-received, with teachers increasingly confident in implementing these strategies, though there is room to strengthen consistency.
2. **Leading Evaluation Evidence Data (LEED) Program:** We conducted student focus groups to assess understanding of Learning Intentions and Success Criteria (LISC) in mathematics. Teacher observations also highlighted the integration of LISC and feedback in the classroom, with LISC visible across teaching programs. While this approach fostered greater student engagement, continual refinement of feedback practices remains an area for growth.
3. **Assistant Principal Curriculum & Instruction (APCI) Support:** Teachers collaborated with APCI to design lessons that effectively use LISC, ensuring alignment with the syllabus and student-friendly language. In-class support and demonstration lessons further reinforced this approach, which was effective in promoting active engagement. Observations allowed for constructive feedback, although ensuring consistent use of co-constructed success criteria proved challenging at times.

In wellbeing, the focus was on fostering students' independence, motivation, empathy, and aspirations. Key actions included:

1. **Berry Street Education Model (BSEM):** Staff engaged in professional learning, although sessions were limited due to scheduling constraints with the provider. Nonetheless, the initiative has started to inspire classroom strategies shared among staff.
2. **Behaviour and Regulation:** Partnering with Occupational Therapist, Dagney Hopp, staff participated in sessions focused on behavioural regulation strategies, receiving support through coaching. Early feedback indicates that these strategies have potential to enhance student engagement, though further follow-up is planned to gauge sustained impact.
3. **Play is the Way:** Resources were purchased to evaluate the suitability of the 'Play is the Way' program, though further review is ongoing to confirm alignment with school needs.

Overall, collaborative efforts fostered professional growth and enriched teaching practices, yet additional focus on feedback consistency and embedding wellbeing practices will enhance impact.

As a result of these initiatives, teachers have increasingly used data analysis from various sources-such as Professional Learning exit surveys, classroom observations, and student focus groups-to refine their mathematics instruction. Coaching and mentoring from the APCI have proven instrumental, enhancing teachers' ability to implement and sustain the eight principles of explicit teaching in mathematics. This has helped teachers align Learning Intentions and Success Criteria (LISC) more closely with student needs, though student focus group feedback highlighted a gap between teachers' understanding and effective classroom application of these elements.

Professional Learning Effectiveness in Mathematics Instruction:

The professional learning program has effectively supported teachers in building their understanding of explicit teaching principles. However, exit survey results indicate that additional, targeted support is needed for the practical application of these strategies. Observations and teaching program reviews reveal that while teachers are incorporating LISC, its impact on student understanding and engagement could be strengthened, particularly in providing consistent feedback.

Student Outcomes and Engagement:

Student focus groups and classroom observations suggest that while students benefit from the clearer structure provided by LISC, they continue to experience some confusion about the learning goals and success criteria in mathematics. This disconnect has led the executive team to consider further classroom observations and program analyses to identify areas for improvement in LISC implementation.

Wellbeing and Behavioural Impacts:

Professional learning targeting student wellbeing has shown promising signs. While initial sessions with the Berry Street Education Model and OT Dagney Hopp have faced scheduling and implementation challenges, early staff feedback indicates that these strategies are beginning to influence classroom management positively, with students showing improved behavioural regulation. Observations suggest a gradual increase in engagement, though full impact on educational aspirations will be more accurately gauged with the next TTFM survey.

In 2025, the focus will be on further capacity building and implementing strategies to embed new practices in explicit teaching and student wellbeing. This will include:

- **Building collective expertise** in the eight principles of explicit teaching, with a focus on refining Learning Intentions, Success Criteria, and feedback practices to ensure clarity and consistency across all classrooms.
- **Reviewing and strengthening systems** for monitoring and analysing student progress, using data to guide teaching decisions and align instruction more closely with students' diverse learning needs.
- **Extending coaching and in-class support** from instructional leaders to sustain high-quality teaching practices, with targeted feedback and demonstration lessons to support consistent application of explicit teaching principles.
- **Expanding professional learning in wellbeing strategies**, equipping staff with tools to enhance student self-regulation, empathy, and engagement, fostering an inclusive and supportive learning environment.

These priorities will support further improvement towards achieving high-impact, evidence-informed teaching and learning practices and creating an inclusive school culture that encourages all students to strive for success.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance The school community celebrates regular and improved attendance.	In 2024, our school's focus on improving attendance has led to a rise in the overall attendance rate from 89.9% in 2023 to 91.3% in 2024. Additionally, the percentage of students attending 90% or more of the time increased from 61.5% to 62.1%. While these improvements are incremental, they reflect the effectiveness of our targeted attendance strategies and community engagement initiatives. Key successes in improving attendance include the implementation of recognition and rewards, such as certificates, lucky dip draws, and excursions for students with high attendance. Early intervention and support strategies, including proactive engagement with families of students below 85% attendance, have helped address underlying barriers. Additionally, strong community and parental engagement through regular communication and collaboration has contributed to fostering a positive attendance culture. These initiatives have collectively supported the increase in overall attendance rates and the number of students attending 90% or more of the time.

Funding sources	Impact achieved this year
Integration funding support \$30,782.00	Integration funding support (IFS) allocations support eligible students at Darlington Point Public School in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Explicit Teaching Overview of activities partially or fully funded with this targeted funding include: • employment of staff to provide additional support for students who have high-level learning needs The allocation of this funding has resulted in the following impact: Students with high-level learning needs have benefitted from increased support through the employment of additional staff, enabling more tailored, one-on-one interventions and small group support sessions. This additional resourcing has fostered an environment where these students can engage more fully in learning, enhancing their confidence, participation, and overall learning outcomes. Furthermore, the presence of dedicated support staff has allowed classroom teachers to focus on whole-class instruction, knowing that students requiring specialised support are receiving the necessary attention to address their individual learning goals. After evaluation, the next steps to support our students will be: Continuing to assess the evolving needs of students with high-level learning needs and refining support strategies to ensure their progress remains on track. This may include ongoing professional learning for support staff, collaboration with external specialists for targeted interventions, and exploring additional funding avenues to sustain or expand this support. Additionally, we will seek regular feedback from teachers and parents to inform further adjustments, ensuring the integration funding is utilised for maximum impact on student engagement and achievement.
Socio-economic background \$143,963.25	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 Excellence Plan including: • Explicit Teaching • Whole school monitoring of student learning • Wellbeing Overview of activities partially or fully funded with this equity loading include: • professional development of staff through collaborative meetings to support student learning • additional staffing to implement intervention programs to support identified students with additional needs • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services The allocation of this funding has resulted in the following impact: Professional development opportunities through collaborative meetings have equipped staff with enhanced strategies and knowledge to better support student learning, promoting a more cohesive and informed approach to addressing diverse student needs. The addition of staff for targeted intervention programs has allowed us to implement structured support for students with identified additional needs, fostering more individualised learning opportunities and enabling these students to make meaningful progress. Engaging external providers has brought specialised expertise to our school, addressing specific learning challenges for students

Socio-economic background \$143,963.25	and further enriching our support system. Finally, the purchase of new devices has ensured equitable access to technology, achieving a 1:1 device ratio, which empowers all students to participate fully in digital learning experiences and supports their individual learning goals. After evaluation, the next steps to support our students will be: Continuing to build staff capacity through targeted professional development and collaborative practices. We will assess the impact of current intervention programs and explore additional or refined approaches to enhance student outcomes. Where possible, we will seek ongoing partnerships with external providers to offer specialised support, ensuring it aligns with student needs. Additionally, we will monitor the usage and effectiveness of technology resources, ensuring all students can maximise their learning opportunities through equitable access to high-quality digital tools and platforms.
Aboriginal background \$73,733.68	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 Excellence Plan including: • Explicit Teaching • Whole school monitoring of student learning Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways The allocation of this funding has resulted in the following impact: The employment of additional staff has enabled more personalised support for Aboriginal students, fostering a culturally inclusive environment and supporting their unique learning needs and aspirations. This targeted support has strengthened student engagement and contributed to improved academic outcomes by building strong, trusting relationships and providing consistent guidance. Additionally, the allocation of staffing release time has been instrumental in the development and implementation of Personalised Learning Pathways (PLPs), allowing teachers to collaborate effectively and create tailored learning plans that reflect each student's strengths, goals, and cultural background. These PLPs have provided a clear and individualised framework to support the growth and achievement of our Aboriginal students. After evaluation, the next steps to support our students will be: Continuing to refine and enhance the Personalised Learning Pathways, based on regular feedback from students, families, and staff, to ensure they remain relevant and impactful. We will also pursue additional opportunities for professional development for staff to deepen their understanding of culturally responsive teaching practices. Furthermore, we will work to strengthen partnerships with the local Aboriginal community to enrich our school environment and ensure that students feel valued, supported, and connected to their cultural heritage. This will support our goal of creating an even more inclusive learning environment that honours the identity and aspirations of every Aboriginal student.
Low level adjustment for disability \$52,533.94	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 Excellence Plan including: • Explicit Teaching

Low level adjustment for disability \$52,533.94	• Wellbeing Overview of activities partially or fully funded with this equity loading include: • Employment of SLSO to improve the development of students by implementing speech and occupational therapy programs developed by specialists. • 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 intervention [program name] to increase learning outcomes • 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: 75% 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 targeted SLSO support - Intervention support for targeted area of need - Intervention support - PreLit, MiniLit, MultiLit or MacqLit - Access to speech therapy 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 \$26,938.23	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 enabling initiatives in the School Excellence Plan including: • Wellbeing Overview of activities partially or fully funded with this operational funding include: • 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. The allocation of this funding has resulted in the following impact: 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. Access to a wider range of activities and experiences which would otherwise not occur, including speech therapy. An upgrade of technology resources within the school means that the school can now boast a 1:1 device to student ratio, for iPads and computers. After evaluation, the next steps to support our students will be: We will continue to subsidise both excursions and incursions to ensure all students have access to a broader range of learning experiences, regardless of financial constraints. These activities will provide valuable, real-world learning opportunities that support and enhance the curriculum. Additionally, we will maintain speech therapy services for students who require support. This ongoing provision will assist in improving communication skills, which are essential for their overall academic progress and social development.
Professional learning \$11,400.24	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 procedures at Darlington Point Public School.

Professional learning \$11,400.24	Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • High impact professional learning • Wellbeing Overview of activities partially or fully funded with this initiative funding include: • 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. • Professional development for staff provided by Occupational Therapist regarding regulation and behaviour The allocation of this funding has resulted in the following impact: We provided strategies that helped teachers enhance engagement for students with complex, unmet learning needs and effectively improve students' self-regulation, relationships, wellbeing, growth, and academic achievement. We also strengthened the capacity of all teachers to implement effective practices in the explicit teaching of Mathematics, with a specific focus on Additive Strategies. After evaluation, the next steps to support our students will be: Providing personalised and targeted professional learning through mentoring and co-teaching to more effectively differentiate learning for all students. Continuing the current structure of collaborative meetings to strengthen collaboration between executive and teaching staff and deepen collegial discussions on using data effectively to drive student growth. Ensure all teaching and support staff implement aspects of developing regulation into their classroom routines
QTSS release \$18,817.38	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 Excellence Plan including: • Whole school monitoring of student learning Overview of activities partially or fully funded with this initiative funding include: • 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 • additional staffing to support staff collaboration in the implementation of high-quality curriculum The allocation of this funding has resulted in the following impact: A notable improvement in staff confidence and teaching practice. Teachers are now more confident in their approach, regularly using learning intentions and success criteria to clearly guide students' learning. They have developed a stronger focus on formative assessment, enabling them to better monitor student progress and make timely adjustments to their teaching strategies. The successful integration of evidence-based, high-impact teaching strategies across classrooms. Teachers have embraced and embedded practices that are proven to enhance student outcomes, ensuring that their teaching methods are not only aligned with best practices but also have a direct, positive impact on student engagement and achievement. These

QTSS release \$18,817.38	strategies are now a consistent part of the daily learning environment, fostering more effective and responsive teaching. After evaluation, the next steps to support our students will be: Continuing to build staff capacity through ongoing professional learning, focusing on refining teaching practices and further embedding evidence-based, high-impact strategies. Strengthening the use of formative assessment to inform differentiated instruction, ensuring that all students' needs are effectively met. Maintaining a strong emphasis on the use of learning intentions and success criteria to clarify learning goals and expectations for students.
Small group tuition (SGT) \$13,023.00	These funds have been used to support improved outcomes and the achievements of staff and students at Darlington Point Public School Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Other funded activities Overview of activities partially or fully funded with this targeted funding include: • employment of 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: The program led to positive literacy growth for most students, as evidenced by pre- and post-program assessments. Notable improvements were observed in reading fluency and comprehension, which were key focus areas for the Tier 2 intervention. By the end of the program, 75% of participating students achieved their literacy targets, demonstrating the program's success in meeting specific goals. After evaluation, the next steps to support our students will be: Implementing a more differentiated approach within the small group setting to address the needs of students who showed slower progress. This may involve tailoring strategies or providing additional support to ensure all students benefit from the intervention. Continuing the small group tuition program with a focus on refining literacy targets and adjusting teaching methods based on individual progress and needs.

Student information

Student enrolment profile

	Enrolments			
Students	2021	2022	2023	2024
Boys	39	42	44	40
Girls	33	35	43	42

Student attendance profile

School				
Year	2021	2022	2023	2024
K	94.9	86.4	85.4	93.7
1	90.4	88.1	90.8	89.5
2	92.6	89.8	88.5	92.4
3	90.7	90.0	90.4	93.6
4	91.6	83.7	92.4	92.2
5	-	84.6	90.5	94.0
6	89.7	-	90.8	92.9
All Years	91.1	86.9	89.9	92.5
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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)	4.58
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	167,829.69
Revenue	1,531,154.82
Appropriation	1,484,966.73
Sale of Goods and Services	1,383.50
Grants and contributions	42,409.63
Investment income	2,394.96
Expenses	-1,617,368.74
Employee related	-1,353,840.15
Operating expenses	-263,528.59
Surplus / deficit for the year	-86,213.92
Closing Balance	81,615.77

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.

	2024 SBAR Adjustments (\$)
Targeted Total	17,486
Equity Total	270,231
Equity - Aboriginal	73,734
Equity - Socio-economic	143,963
Equity - Language	0
Equity - Disability	52,534
Base Total	1,072,991
Base - Per Capita	14,944
Base - Location	26,938
Base - Other	1,031,109
Other Total	131,279
Grand Total	1,491,988

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 and caregivers expressed high levels of satisfaction with the school's support for student learning and development. Key strengths identified include individualised learning support, with parents recognising the school's efforts in identifying educational needs and providing targeted interventions. Additionally, parents appreciated the school's supportive environment, the dedication and passion of teachers, and the positive impact on student well-being, as reflected in improved academic performance and overall happiness at school. Some parents suggested clearer communication about learning difficulties and more personalised feedback, while others felt the school was already doing an excellent job.

Student Feedback

Student survey results highlight a strong sense of belonging and positive behaviour, with 87% of students feeling accepted and valued by their peers and 87% reporting positive behaviour at school. The school also scored above NSW Government norms in explicit teaching practices (8.0 vs. 7.4) and high expectations for success (8.7 vs. 8.1). Additionally, advocacy at school (8.1 vs. 7.6) suggests students feel supported by staff.

Teacher Satisfaction

Teachers at our school report high levels of job satisfaction and professional commitment. Staff acknowledge the positive school culture, strong leadership, and collaborative environment, which support their ability to implement effective teaching practices and student-centred learning. Ongoing professional development and opportunities for collaboration contribute to maintaining a high standard of teaching and engagement.

The combined feedback from parents, students, and teachers reflects a thriving school community committed to academic excellence, student wellbeing, and strong family-school partnerships.

In 2025 there will be a continued focus on fostering high expectations, student wellbeing and student centred learning.

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.