



Darlington Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Darlington Primary School Number: 666

Partnership: Marion Coast

Name of school principal:

Claire Loades

Name of governing council chairperson:

Michael Van Dyk

Date of endorsement:

4th March 2020

School context and highlights

Darlington Primary School is a culturally rich and diverse school incorporating mainstream classes and an Intensive English Language Program. We recognize that schooling has a major impact on the life of a child outside of their family. Developing expert learners through high expectations across all learning areas, through providing purposeful opportunities within a supportive learning community develops students who are resilient and confident to take risks with their learning.

Our schools values are Respect, Responsibility and Resilience. These are demonstrated by staff and students alike. We incorporate Play Is The Way (PITW) as the major vehicle for social emotional learning incorporating this within all students learning.

Darlington Primary School has a strong music program both internally and through the Instrumental Music Program of the Department for Education. The school encourages students to participate in the Instrumental Music Program. This program allows students to explore and express themselves through music and performing arts. Once again in term 4 a musical production was undertaken by Ms White and Mrs Forde's and Mrs Vlachos Year 3 / 4 class. These productions add to the richness of the school program.

2019 has seen a strengthening of our Physical Education program with a greater proportion of students participating in inter-school SAPSASA competitions. Thank you to Mr Ritchie for his enthusiasm and work in this area. We look forward to moving this work forward in 2020.

The Student Voice in Learning group are one of four student leader groups in the school. This year they have worked on developing students knowledge of the learning pit and strategies and ways students can move out of the pit into deeper learning. These have been placed on the schools Facebook page to share the skills and strategies widely.

Our students are active participants in the Premiers Reading Challenge. In November 2 students and staff members were invited to a statewide celebration in recognition of our work. Congratulations to all students.

At Darlington Primary School we aim for a holistic approach for all children and their families promoting a sense of belonging within our school community. Each term we have whole school celebrations where students showcase their learning and the school community celebrates their achievements. This year we have celebrated: Harmony Day, NAIDOC Week, Book Week and a celebration of Spanish language and culture.



Governing council report

In 2019 the school had its three yearly External School Review performed by the Department of Education. Governing Council members along with parents and students meet with the reviewers to provide our opinions on the school. Overall the review was a successful one and a copy of this report can be found on the school web page.

A highlight of this year has been the addition of the mosaic walls near the school entrance on the Children's Centre side. This was partially funded by a grant from the City of Marion and involved many families in the school designing and then making a small mosaic that represented something significant to them. Many feature cultural references based on the family's heritage and background.

For the first time that anyone can recall Darlington was chosen as a polling booth in the federal election. This provided a great fundraiser for the school with a sausage sizzle and cake stall set up for the day. It also provided an opportunity to promote awareness of our school within the local community. Thanks to all the parents and DPS staff for helping out on the day.

The updated school web site finally went live late in the year. It has a nice modern look and feel to it and is a great representation of our school community.

The Governing Council looks forward to 2020 and the opportunity to work with leadership to continue improving the school's facilities in the future.

Improvement planning - review and evaluate

Goal 1: Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary

Target: Increase the number of Year 1 and 2 students reading at the SEA by 3

Phonics Screen – achieved, 2018:11% at SEA 2019:29.2% at SEA

Running Records - not achieved Year 1: 42% target "33% achieved" Year 2: 47% target "23% achieved"

Goal 2: Increase the number of primary students achieving in the higher bands in NAPLAN Reading for years 3,5,and 7 and in the above average stanine levels of the PAT R for all year levels

Target: Increase the average number of students in the higher bands for NAPLAN by 2

NAPLAN High Bands Maintained: Year 3: 33% to 33%, Year 5: 7% to 29.5%, Year 7 15% to 21%

PAT R students working Year 3: 6.5 to 8 student, Year 5: 3.7 to 5 students Year 7 +11

Goal 3: Increase the number of primary students achieving in the higher bands Maths for Years 3,5, and 7 and in the above average stanine levels of the PAT M for all year levels.

Target: Increase the average number of students in the higher bands for NAPLAN by 2

2019 NAPLAN Higher Bands: Numeracy Yr3: 28% - 21% Yr 5 7% - 29%, Yr 7 8% - 14%

2019 Numeracy: Year 3: +3 Year 4: -5 , Year 5: +5, Year 6: -7, Year 7: +11

Comprehension skills are taught across the school and this is evident in the students being able to articulate what they are learning. Targeted intervention through GR is implemented and needs to be embedded.

Challenge of practice needs to focus on phonics in EY, rather than the broad focus currently.

Our SIP strategies need to be more explicit and not so broad.

WE need to identify a range of data sources to correlate and triangulate.

A number of adjustments will be made to the school improvement plan including narrowing our challenge of practice in the early years to have a focus on synthetic phonics. PLC's will be introduced as the vehicle to drive literacy and numeracy improvement that is inclusive of all staff.

Our goal 2 and 3 targets need to be developed with teachers to identify students that teachers predict will remain within or enter the Higher Bands.

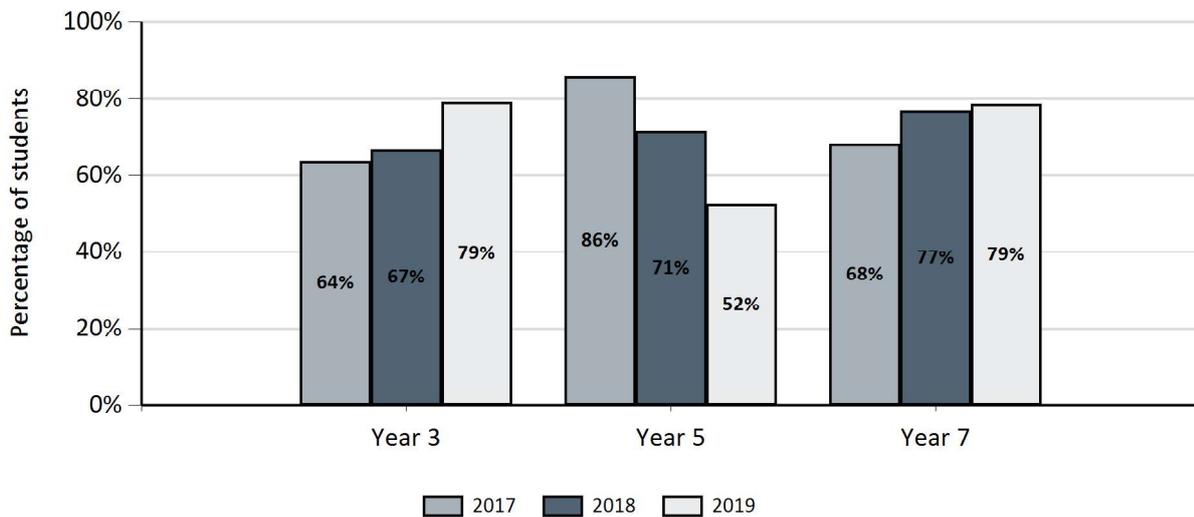
Student Voice group has been active in the school with a focus on being in the learning pit. In 2020 we need to move the focus of student voice to co-designing success criteria. The worked has started with one class and will continue to additional classes in 2020.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

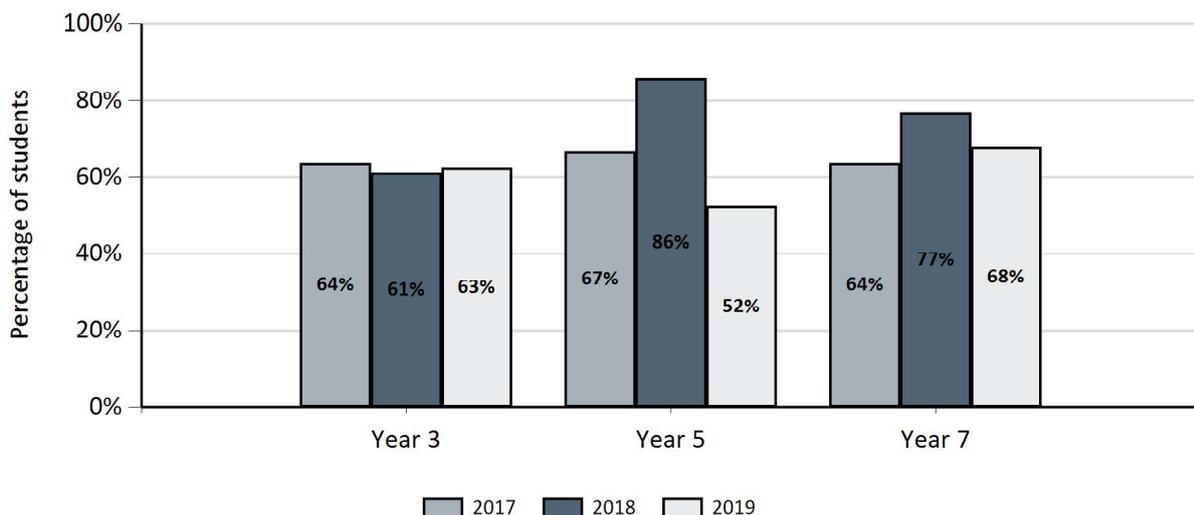
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	24%	26%	25%
Middle progress group	41%	53%	50%
Lower progress group	35%	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	21%	35%	25%
Middle progress group	43%	41%	50%
Lower progress group	36%	24%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	24	24	8	5	33%	21%
Year 3 2017-19 average	21.3	21.3	7.0	5.7	33%	27%
Year 5 2019	21	21	6	6	29%	29%
Year 5 2017-19 average	18.7	18.7	4.3	3.0	23%	16%
Year 7 2019	28	28	6	4	21%	14%
Year 7 2017-19 average	21.0	21.0	3.3	2.0	16%	10%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

The school has continued to improve and show growth. Our Year 5 NAPLAN results were not as good as they could have been, although the % of students in the higher bands was above historical averages.

Early Years Literacy results continue to be the area of slowest growth. In 2019 we have worked with a literacy coach to strengthen the teaching of phonological awareness and phonics. We saw improvement in the Phonics Screen data for 2019. In 2020 phonics will be explicitly and systematically taught in all early years classes, as well as 15 minutes of phonological awareness. The school has purchased a number of resources to support staff to implement the program. We will continue to be supported by an early years literacy coach.

The focus for the primary years continues to be on reading to learn. Students are all familiar with the different comprehension strategies that they can use and when they need to apply them. Applying these strategies across curriculum areas is the next stage of development for the students. The use of "Close Reading" will support this development in 2020.

The school was externally reviewed in May 2019. The outcomes of the review highlighted the need to ensure that we have a consistent understanding of what high expectations, engagement and challenge mean for effective teaching and student learning. The agreed pedagogical practices of the school help staff to differentiate teaching and learning strategies, to use the gradual release model and to slow the learning down. We now need to make sure that we apply these practices across the school consistently.

The review along with our NAPLAN data indicate that we are moving in the right direction and have students achieving in the higher bands above the historical average for the school. To maintain this growth and continual improvement we need to continue to implement the strategies as identified by the staff and the review team and ensure that we have a consistency of practice across the school.

Attendance

Year level	2016	2017	2018	2019
Reception	87.0%	76.4%	76.6%	84.7%
Year 1	86.3%	81.9%	77.1%	81.1%
Year 2	83.1%	83.3%	85.8%	82.5%
Year 3	83.4%	83.7%	79.6%	87.9%
Year 4	87.5%	76.1%	80.2%	80.4%
Year 5	82.0%	86.1%	77.0%	74.6%
Year 6	87.8%	80.0%	84.6%	78.9%
Year 7	79.5%	85.4%	75.6%	84.0%
Primary other	89.5%	85.2%	87.1%	85.8%
Year 8	100.0%			
Total	85.6%	82.7%	81.7%	82.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance continues to be an issue. There are a number of chronic non-attendees that have impacted on our attendance.

Links with other agencies has continued to occur throughout 2019, although at times this has minimal impact. Home visits, inter-agency visits and involvement of attendance for some families has minimal impact.

Occasionally we have a success as students develop relationships with teachers and school becomes a priority. We have one student who decided the school was where he needed to be after working with a volunteer. He has attended school regularly in the last two terms.

Behaviour support comment

This year we have seen an increase in behaviour incidents. The majority were for non-compliance with reasonable instructions. The consequences for the behaviour included: timeout admin, take home and suspensions depending on the severity of the incident.

We had one reported incident of Cyber bullying, a few incidents of harassment. Students were counseled and also given take homes or suspensions. Less than 5% of incidents were classified as bullying. All incidents were treated seriously as bullying is not condoned in the school, parents were contacted in these incidents.

In 2019 the staff have worked on developing a Behaviour Response Guide to be shared with families and students so that everyone has the same understanding about what consequence.

Client opinion summary

The client opinion survey was undertaken using forms a limited response was received from families. The need for paper surveys continues to be highlighted from the number of returns. The average for the responses are as follows:

Teachers at this school expect my child to do his or her best: 4.5

Teachers at this school provide my child with useful feedback about his or her school work: 4

Teachers at this school treat students fairly: 3.9

This school is well maintained: 3.9

My child feels safe at this school: 4.3

I can talk to my child's teacher about my concerns: 4.5

Student behaviour is well managed at this school: 3.9

My child likes being at this school: 4.1

This school looks for ways to improve: 3.9

The school takes parents' opinions seriously: 4

Teachers at this school motivate my child to learn: 4.3

My child is making good progress at this school: 4.4

My child's learning needs are being met at this school: 4.3

The school works with me to support my child's learning: 4.2

The Student Wellbeing survey provides us with the data to review how student respond to schooling. Two aspects of the Engagement with School and Learning Readiness provide us with the data we need. Of concern is that we continue to have a large proportion of students who do not have a significant adult at the school to support them. Although this is contradicted by the number of students who have a high sense of belonging and connectedness to their teacher. Over the past 4 years students sense of their own ability to persevere with their work has increased.

As part of the School Review staff were interviewed by the reviewer. This highlighted that many of the tensions around workload has decreased from 2018 and that the work undertaken with the mediator had helped to develop a clearer understanding about workload and school procedures resulting in a positive climate within the school. The introduction of PLC's in 2020 are seen as another way to continue the sharing our individual expertise amongst the team.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	30	19.6%
Other	2	1.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	35	22.9%
Transfer to SA Govt School	86	56.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

All volunteers have been retrained in 2019. They screening checks have been undertaken.

One staff member was-off site until her clearance came through, she was then allowed back on site.

All teaching staff undertaking registration for Jan 2020 have undertaken the Working with Children Check and the department has been informed.

HR Module is used to monitor certificate requirements

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	38
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.7	1.5	8.7
Persons	0	24	2	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	3,287,306.15
Grants: Commonwealth	12,400.00
Parent Contributions	62,538.75
Fund Raising	5,193.10
Other	35,359.74

Data Source: Education Department School Administration System (EDSAS).

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Additional funds provided to support students: - in the yard - curriculum support in the classroom	Students improving. Individual student growth is evident.
	Improved outcomes for students with an additional language or dialect	0.2 funding was used to support students with additional language and dialects for 2018. Small group work was undertaken 0.2 small groups of students moving into the primary school form IELP were supported with a teacher	EALD students show growth in Language and Literacy levels and Running Records.
	Improved outcomes for students with disabilities	Funding for students with a disability has included: 1:1 lessons with teacher 1:1 support for students - curriculum support, speech and language programs	Students have experienced growth against their individual goals
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	APAS funding has been used along with additional funding to support intervention programs for students including: - Read Up, which has a focus on sight word recognition, early reading and comprehension - Quicksmart, to improve students numeracy skills	When students are regular attendees in the Read Up program then growth has been good. This is the same for students doing Quicksmart.
Program funding for all students	Australian Curriculum	Staff participated in Marion Coast Partnership LDAM training through school closure days and shared staff meetings.	Staff continue to develop their skills and also share their practice with LDAM
	Aboriginal languages programs initiatives	Not applicable	
	Better schools funding	Fund SSO support in 7 Guided Reading sessions 4 time per week Supplement smaller class sizes - under 25 for all classes at the start of the school year.	Running records and PAT R results continue to show growth.
Other discretionary funding	Specialist school reporting (as required)	Not applicable	
	Improved outcomes for gifted students	Not applicable	
	Primary school counsellor (if applicable)	Focus on social emotional learning and BeYou was undertaken. Students are clear on expectations about class participation to achieve SEA outcomes Work with DCP has intensified with growth in students in care.	Complexity of the school has continued to grow as evident by the change of IED