



SCHOOL CONTEXT STATEMENT

Updated: February 2021

School number: 0666

School name: DARLINGTON PRIMARY SCHOOL AND INTENSIVE ENGLISH LANGUAGE PROGRAM

School Profile

Darlington School is a rich and diverse educational community. Contemporary practice continues to be implemented to provide a supportive, purposeful learning community. High expectations and quality learning opportunities ensure the development of expert learners.

The school works in close partnership with families and the wider community to create opportunities for our students to develop the skills and knowledge they need to meet the challenges of the 21st Century.

Instrumental Music and the Arts have a strong tradition within the school with a high percentage of students learning a musical instrument.

An Intensive English Language Program is an integral part of the school. The program provides intensive English language help for students who are from a language and cultural background other than English. These students are either newly arrived in Australia, or come from remote Indigenous communities.

Darlington is a Play is the Way School. PLAY IS THE WAY® is a practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language.

As an educational community we value: respect, responsibility and resilience which form a strong foundation to promote success for all.

1. General information

- **School Principal:** Claire Loades
- **Deputy Principal / Intensive English Language Program:** Lisa Sims
- **Wellbeing Leader:** Pip Tragaras

- **Year of opening**

Darlington School was opened in 1953

Darlington Junior Primary was later opened in 1965

The Primary and Junior Primary Schools amalgamated in 1986

Intensive English Language Programme commenced in 2012

- **Postal Address and Location Address:**
9-11 White Crescent, Seacombe Gardens
5047
- **DECD Partnership:** Marion Coast
- **Geographical location** – 15km south of Adelaide
- **Telephone number:** 0882963318
- **Fax Number:** 0882983672
- **School website address:** www.darlngtnps.sa.edu.au
- **School e-mail address:** dl.0666.info@schools.sa.edu.au

- **Kindergarten or CPC Facilities on site.**

Darlington Children’s Centre is on site. The leadership teams from the Children’s Centre and the Primary School have a long history of shared and collaborative leadership focused on promoting high quality teaching and learning in partnership with families and the wider community. The Kindergarten offers families flexible kindergarten sessions and occasional care.

- **March FTE student enrolment:**

| Year | R | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Detain | IEL | Total |
|------|----|----|----|----|----|----|----|----|--------|-----|-------|
| 2014 | 29 | 30 | 34 | 28 | 28 | 35 | 30 | 32 | 13 | 51 | 310 |
| 2015 | 23 | 46 | 33 | 32 | 29 | 29 | 30 | 33 | 0 | 81 | 330 |
| 2016 | 29 | 19 | 40 | 31 | 30 | 25 | 25 | 30 | 0 | 61 | 290 |
| 2017 | 19 | 27 | 27 | 22 | 27 | 24 | 19 | 24 | 0 | 57 | 243 |
| 2018 | 17 | 14 | 24 | 19 | 23 | 17 | 23 | 18 | 0 | 41 | 196 |
| 2019 | 17 | 19 | 16 | 25 | 20 | 24 | 16 | 26 | 0 | 46 | 213 |
| 2020 | 22 | 21 | 23 | 24 | 21 | 19 | 24 | 16 | 0 | 56 | 226 |
| 2021 | 25 | 21 | 23 | 20 | 25 | 25 | 22 | 25 | 0 | 48 | 234 |

- **Student Population Groups**

Aboriginal Students: 13%

Non English Speaking Background: 53.4%

Students in Care: 2.5%

Students with Disabilities: 7.2%

School Card: 56%

- **Student enrolment trends:**

Enrolments started a decline since the increase in 2014, particularly as families with students in the IEL program seek housing in other areas of the city. Urban renewal around Seacombe Gardens and the school catchment area have also impacted on enrolments. There has been a very gradual upturn in enrolments since 2018. We are still unsure of the impact of the 500 Visa students who with their parents will return to their home countries after completion of their studies and the impact of the reduction in IEL numbers.

- **Staffing numbers (as at February census):**

FTE comprising:

- Principal 1.0
- Deputy Principal 1.0 includes Intensive English Language Program Leader (for 2021)
- Student Wellbeing Leader 1.0
- Mainstream Classroom Teachers 9.0 FTE
- Intensive English Language Program Teachers 4.0 FTE
- Mainstream Non Instruction Teachers – The Arts, Spanish and Physical Education 1.9 FTE
- IEL Non Instruction Teachers – The Arts and Physical Education 0.8 FTE
- Teacher Librarian 1.0 FTE
- Special Education 0.5
- EALD Teacher 0.7

Ancillary staff includes

- Finance Officer 37.5 hours
- Front Office Staff 30 hours
- ACEO's 25 hours
- Classroom and Individual Student Support Officer 62.5 permanent hours with additional hours provided on a termly basis according to need
- Grounds person 19 hours
- Bilingual Student Support Officer 40.5

The school is funded for a Pastoral Support Worker, who is employed through the School Ministry Group

- **Public transport access:**

Buses access the City & Westfield Marion. Oaklands Railway Station is also accessible.

- **Partnership:**

Darlington is a member of the Marion Coast Partnership which includes; Darlington Children's Centre, Hallett Cove Karrara Kindergarten, Hallett Cove Preschool, Trott Park Kindergarten, Woodend Children's Centre, Seaview Downs Kindergarten, Hallett Cove East Primary School, Hallett Cove South Primary School, Seacliff Primary School, Seaview Downs Primary School, Sheidow Park Primary School, Woodend Primary School, Hallett Cove School & Seaview High School

2. Students (and their welfare)

General Characteristics

Darlington School has a diverse and rich culture. Students come from an 8km radius and from a variety of socio-economic and cultural backgrounds. Students in the IEL program come from further afield and most come by specially organized mini-buses.

- **Student Management:**

Well-being for learning is a strong focus and is supported by the school values of Respect, Resilience and Responsibility. Behaviour Education and Bullying – No Way Policies have undergone major revitalization in 2016 and are now heavily supported by the Restorative Justice Framework and Play is the Way philosophies. An interagency case management model is used where appropriate. Mediation supports students to reflect on their behaviour and accept responsibility for their decisions.

- **Student Governance**

In 2018 a new Student Leadership/Governance structure was introduced called S.W.A.T Teams (Students Working Actively Together) to increase the number of students actively involved in decision making and driving change at Darlington. Students from year 3-7 were invited to apply through application to be selected for one of the teams. They are:

- Student Voice in Learning Leaders
- Student Wellbeing Leaders
- Sports Leaders
- Garden Leaders
- School Image Leaders

Each team (with between 8-10 members) meets with a member of the leadership team once a fortnight to work through actions and to review feedback and ideas feeding in from class meetings Reception to year 7. The ideas are used to improve our school in that focus area in the school.

Student Executive Team

Two students are peer selected from each S.W.A.T team to form a Student Executive Team. The Student Executive Team meet every even fortnight with the Student Wellbeing Leader to:

- Analyze issues raised from Class Meetings and decide which SWAT team the issue goes to for consideration.
- Formalize proposals for actions to Staff, Students or Governing Council
- Support with organizing whole school events.

School Ambassadors

Eight year 6 and 7 students are elected to become Ambassadors for the school. Their role is to

- Represent the school at whole school events (e.g. Welcome guests to the school, MC at School Concert etc.).
- Represent the school at Community Events (ANZAC Day, Remembrance Day etc)
- Provide leadership in the Student Executive Meetings.
- Attend Governing Council meetings
- Co-ordinate Special assemblies and events
- Welcome new students to the school on their first day.

Special Programs:

Play is the Way is

- a unique program of physically interactive games
- key concepts to guide students through life and learning
 - Treat others as you would like to be treated
 - Pursue your personal best no matter who you work with
 - Be brave – participate to progress
 - Have reasons for the things you say and do
- a specific and empowering language to help attain self-mastery
- a philosophy of behaviour education and student self-regulation that fosters independent, self-motivated, empathetic, life-long learners.

Community Garden

- all classes have the opportunity to be involved in the community garden
- the community garden is managed by the Garden Leaders and coordinated by community volunteers

Breakfast Club

- Is run twice a week by volunteers on a Tuesday and a Thursday
- All families are invited to attend
- The breakfast program is supported by Kickstart for Kids

Instrumental Music

- The school has a large number of students involved in the instrumental music program
- Instrumental music is run one day per week

Intensive English Language Program

- Intensive English Language Program and New Arrival Program Centres provide intensive English language help for students who are from a language and cultural background other than English. These students are newly arrived in Australia, or come from remote Indigenous communities.
- Newly arrived students of primary school age are catered for in small classes within designated mainstream schools. Of which Darlington is one. Classes are organized by age, and enrolment may take place from a learners fifth birthday at any time during the school year.
- Classes are staffed by specially training English as an additional language or dialect (EALD) teachers and students are taught all areas of study in English, in order to prepare them for exit to mainstream classes appropriate to their age and ability. Whilst in the program, continuous assessment is undertaken and the mainstream teacher and school receives an exit report for each child.
- Students who have been in Australia for less than 12 months (18 months for students in reception and year one) are eligible to enrol in the Intensive English Language/New Arrivals Program. It is strongly recommended that eligible new arrivals attend an IELP/NAP

- The COVID19 pandemic has resulted in a reduction of the program, including the redeployment of staff. Once the borders have re-opened it is expected that there will be a growth in the program.

3. Key School Policies

Site Improvement Plan includes:

- If teachers adopt a consistent approach to the teaching of synthetic phonics all students will develop their reading skills to a level that is at or above the Standard of Educational Achievement.
- If teachers develop all students' inferential and evaluative thinking through explicit instruction and the gradual release model and apply comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase.
- If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to participate in non-routine tasks then the number of students achieving numeracy scores in the higher bands will increase.

Key Pedagogical Practices

- Creating challenging and clear learning goals and intentions that progress learning guide instructional decisions and develop positive learning dispositions
- Success criteria is clear, known and students can judge their work against it
- Feedback to students
- Differentiation of task, entry points, exit points
- Use the gradual release model that includes explicit teaching

Other Policies

- Attendance Policy
- Student Behaviour Education

4. Curriculum

Subject Offerings

From a curriculum perspective planning, programming, assessment and reporting are informed through the learning outcomes and standards within the Australian Curriculum.

Site improvement in this area has focused on the implementation of all areas of the Australian Curriculum. In a 21st Century context high quality teaching and learning has been facilitated across the site through the use of DECD Learning Design Framework and TfEL.

Darlington School offers specialist programs in:

- Spanish,
- The Performing Arts
- Physical Education.

Intensive English Language Program offers specialist programs in

- Visual Arts
- Health and Physical Education

Special Needs

Extensive valid data collection and analysis informs and monitors all students across the site including those students with specific learning needs.

Individual planning and differentiation of curriculum support the scaffolding of students through to success. Interagency case management of these students informs and supports individual planning.

The following staffing ensures leadership and specialized support is provided to these students and their families;

- School Counsellor
- Assistant Principal Intensive English Language Programme
- Specialised Intensive English Language Teaching Staff and Bilingual School Support Officers
- School Support Officers
- EALD Teacher
- Aboriginal Community Education Officers
- Aboriginal Education Teacher

Teaching methodology:

At Darlington School, we use the *gradual release* model to implement a consistent pedagogical approach across the school.

Teachers :

- Make the purpose of the learning known
- Provide intensive instruction
- Model the use of the skill or strategy

Students then:

- Experiment with the learning, whilst provided with strong feedback from the teacher

Before they are able to :

- Apply their learning independently in varying contexts

- **Student assessment procedures and reporting**

A data schedule determines which assessments implemented by teachers and when. Assessments include the PAT-R comprehension test and PAT-M numeracy test, Running Records, NAPLAN and Jolly Phonics & Grammar assessments. Data gathered informs teaching plans and the differentiation of learning opportunities. Parent-Teacher interviews are held at the end of term 1. Written reports are generated in term 2 & 4.

- **Joint programs:**

A transition program supports students moving from Darlington Children's Centre to Darlington School.

A transition program is also in place for the successful transition of students from Darlington School to Seaview High School as well as other High Schools.

5. Sport Activity

Annual Sports Day
SAPSASA
Physical Education lessons
Specialist coaching throughout the year

6. Other Co-Curricular Activities

End of Year Concert
School Band, String Ensemble and Instrumental Music Lessons
School Choir
Festival of Music
School Garden

7. Staff (and their welfare)

• Staff profile

20 permanent teaching and leadership staff (full and part time) & 11 contract teachers (full and part time). Ancillary staff comprises 6 permanent & 2 temporary SSO's, 2 permanent BBSO's 1 temporary BSSO, 1 ACEO, 19 hours Groundsperson.
IT Services are outsourced.

• Leadership structure

- Principal
- Deputy Principal / Intensive English Language Programme manager
- School Counsellor

• Staff Support Systems

Pastoral Support Worker, Instrumental Music teachers, Aboriginal Education Teacher, EALD teacher, Intervention & Support teacher.

Regional support personnel – Special Education, Speech, Behaviour Coach, Attendance Officer & Curriculum consultants.

• Performance Management

- Staff develop a personal development plan in line with department policy.
- Staff meet at least once per term with their line manager to discuss their progress against their performance development goals and their programs
- Staff provide a copy of their program to their line manager each term and receive written feedback on the plan.

8. Incentives, support and award conditions for Staff.

N/A

9. School Facilities

• Buildings and grounds

Classrooms are situated in 3 buildings

1. A 2 storey building containing 5 classrooms with flexible teaching options & art/cooking facilities, Computer room, Counsellor's office, Learning support room, Spanish room, Performing Arts room, Resource Centre, OSHC, Administration offices & staff room.

2. An open space unit containing 6 classrooms with flexible teaching options & art/cooking facilities, Computer room & staff preparation and learning support room. All rooms are carpeted. Other buildings include a Canteen, Hall & Darlington Kindergarten.

3. A single storey building refurbished to accommodate 5 classrooms, small performance space, 2 offices, art/cooking facilities & staff area.

All classrooms have been refurbished through BER funding.

A Child Development Centre opened in 2014.

• Heating and cooling

Wall-hung reverse cycle units in most classrooms

• Specialist facilities and equipment

Resource Centre equipped with 12 computers, teacher resource room & meeting room, 3 computer rooms with 26-30 computers per room, Spanish room with 8 computers, well-resourced Performing Arts Room.

Interactive whiteboards are in all classrooms & specialist rooms. 3 kitchen & art areas are accessible to all classrooms. PE equipment & Hall.

• Student facilities

Staff operated Canteen open every day for recess. Lunch orders provided by Roryst School lunches Thursday and Friday.

• Staff facilities

Staffroom, 4 staff preparation areas & Resource room attached to the Resource Centre.

• Access for students and staff with disabilities

Wheelchair access to all buildings, toilet & shower facilities for disabled & lift in main building

• Access to bus transport

Private buses & train used for excursions.

Intensive English Language Program has buses to bring children from an area extending from Port Noarlunga to Somerton.

• Other

Hall is hired by a variety of community groups.

10. School Operations

• Decision making structures

Governing Council meets twice a term.

Management Committee comprising the Leadership and the Finance Officer meet every week to coordinate our initiatives.

PAC meets as required.

SRC meets weekly.

Staff meetings weekly.

- Training component is weekly and compresses a blend of Programming and planning groups, Professional Learning Community, SIP Review and New Learning sessions.

- **Regular publications**

Newsletter published twice a term

Intranet for daily information for staff

Emails as required

- **Other communication**

Enrolment Information packs.

TRT Information Folders

- **School financial position**

The school is in a sound financial position.

- **Special funding**

Category 3 funding

11. Local Community

- **General characteristics**

A diverse cultural & socio-economic community comprising both rented & owner occupied housing.

Work available in a number of local industries.

- **Parent and community involvement:**

Community involvement through a range of school activities & Governing Council.

- **Feeder or destination schools**

Most children come to school from Darlington Children's Centre with a small number coming from other pre-schools in the district. On transition to High School most children move to Seaview High.

- **Other local care and educational facilities**

Flinders University

Darlington Children's Centre & several Child Care Centres

Flinders Medical Centre & the Marion Domain

Cultural Centre & Library

- **Commercial/industrial and shopping facilities**

Westfield Marion

- **Other local facilities**

Range of sporting facilities available including the Aquatics Centre

- **Availability of staff housing**

N/A

- **Accessibility**

Bus & train available

- **Local Government body**

Marion City Council