



# Darlington Primary School

## 2022 annual report to the community

Darlington Primary School Number: 0666

Partnership: Marion Coast

Signature

School principal:

Mrs Linda Fox

Governing council chair:

N/A

Date of endorsement:

INSERT DATE



Government  
of South Australia

Department for Education

# Context and highlights

Darlington Primary School is an R-6 category 2 school in the inner southern suburbs of Adelaide. We are a growing school community which is rich in many different cultures – there are over 42 different languages spoken amongst our children. In 2022 there were 167 students in 7 classes. 94 students are the beneficiary of school card, 12 students present with a learning disability/difficulty, 21 ATSI students and 89 EALD students.

Darlington has a strong sense of community and is a place where students, families, staff and volunteers work together in the best interest of all. This was evident at the commencement of this year with many students learning from home due to COVID-19 and we were well supported by our families who assisted their children to engage with their teacher and classmates through a variety of online platforms.

Learning programs, teaching strategies and assessment tools are designed to extend children in their learning. Current priorities include Literacy and Numeracy across the curriculum. The school engaged Margarita Breed to work with staff (including small groups and pupil free day) to increase knowledge and implementation of the Big Ideas in Number. Specialist areas of Health and Physical Education, Spanish and The Arts are taught from Reception to Year 6. Extra-curricular activities reflect changing community interests and needs, these included netball, Festival of Music choir and instrumental music.

This year has seen significant expenditure on technology with most classrooms receiving interactive TVs with the remainder to be installed in January 2023. The school grounds also benefited from an upgrade of machinery and significant work to the school oval.

Highlights for the year included:

- The Reception - Year 2 team introducing the systematic synthetic phonics program and their work with the Literacy Coaches supported by the Literacy Guarantee Unit.
- Teaching staff participating in professional development in Acadience (reading assessment) and trialing in their classrooms.
- The remarkable participation in school-based sport and the co-curricular activities that saw students representing across a range of sports at SAPSASA. An After School Sport program offering netball strongly supported by parent volunteers.
- Being able to welcome our school community back on site and involving them in school events such as Sports Days, Colour Fun Run, Reconciliation week, Harmony Day, Book Week, and many more. I want to acknowledge the exceptional work of our staff for their commitment in planning and providing these events to support the engagement and wellbeing of our students.

# Governing council report



# Quality improvement planning

## Site Improvement Plan:

GOAL 1: Increase the number of students meeting the Standard of Educational Achievement in NAPLAN Reading

GOAL 2: Increase the number of students achieving in the higher bands in NAPLAN Numeracy

## External School Review directions:

1. Critically evaluate the SIP actions, success criteria and timelines with all staff to ensure absolute clarity, ownership, commitment and accountability for their successful implementation in the teaching and learning process.
2. Ensure the effective implementation of the school's pedagogical agreement. All classrooms and collaboratively develop implement a consistent understanding of what high expectations, engagement and challenge mean for effective teaching and student learning.
3. Collaboratively develop a whole-school professional development and learning program that caters for the specific learning needs of staff, builds teacher capacity and ensures transference of newly acquired skills to improve classroom practice and student learning.

A review of the staff meeting structure involving teachers working within Professional Learning Communities (PLC) and documenting their learning and thinking within PLC shared books. This built teacher collaboration and accountability. To develop teacher capacity and a consistent understanding of the Science of Reading and formulate a draft whole school Literacy Agreement, professional learning was systematically facilitated throughout the year. This professional learning program was supported by the school's Principal, the Literacy Guarantee Unit (LGU) and the Local Education Team (LET).

Building data literacy was an ongoing focus of 2022. All teachers received explicit instruction on how to access Power BI and how to utilise the Achievement Profiles application to know their learners, to use data to support targeted programming and differentiation for all learners. Student data was an aspect of ongoing performance development discussions.

With the Department for Education no longer supporting the use of running records a site-based decision was made to expose staff to the Acadience resources and protocols. Staff undertook professional learning to commence using these resources to assist with assessing student reading achievement and learning needs. In 2023 teachers will be provided further professional learning to continue using the Acadience resources.

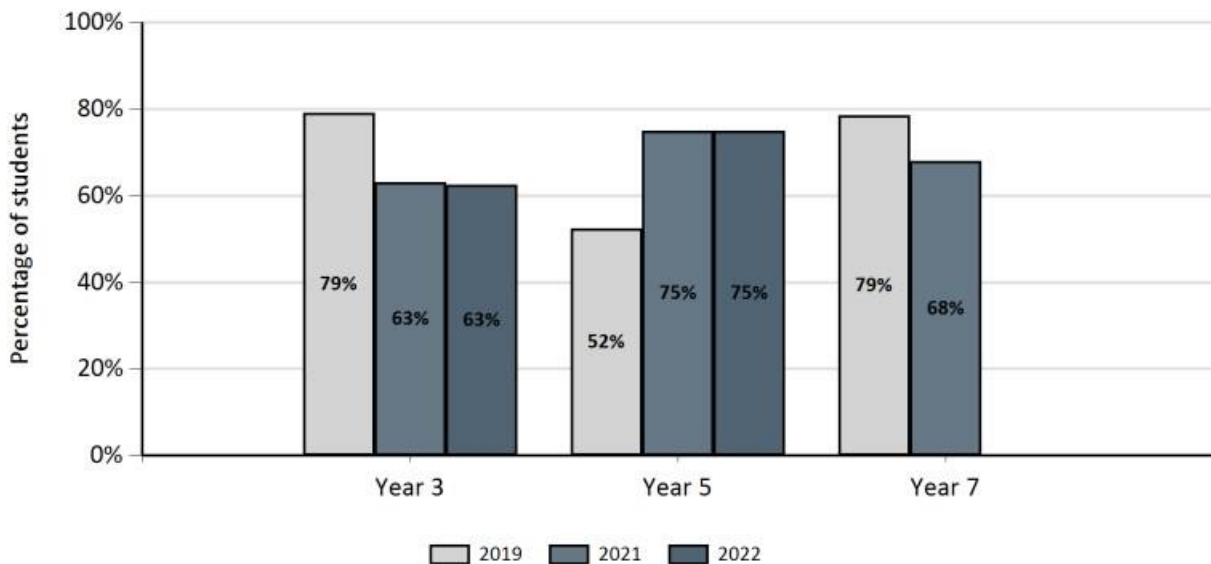
Scheduled reviews for monitoring actions progress i.e., SIP step 4 & 5; Next steps in learning. Both of these actions were common across the SIP. The 'next steps' in learning was progressively reviewed and refined during the year to improve its effectiveness through efficiency. Our structured process of SIP review was highly successful in terms of embedding these elements as part of our whole school practice. Next steps are to couple this with a formal student learning data review each term to enable a clear connection between actions and outcomes to be created.

# 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

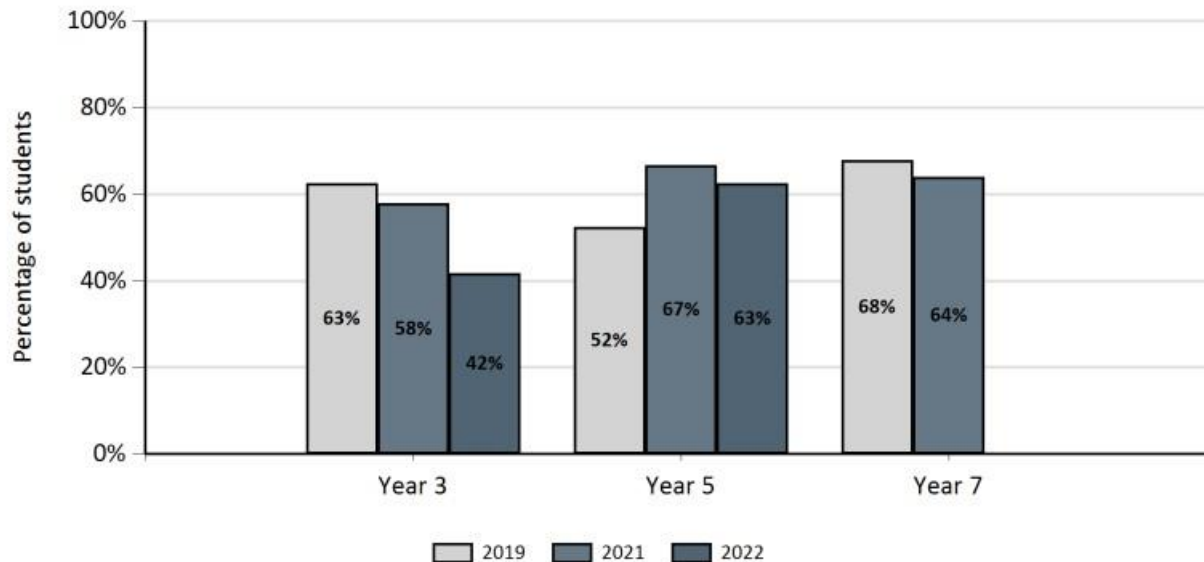


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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## 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	24	24	7	2	29%	8%
Year 03 2021-2022 Average	21.5	21.5	6.0	3.0	28%	14%
Year 05 2022	24	24	7	2	29%	8%
Year 05 2021-2022 Average	24.0	24.0	7.0	1.5	29%	6%
Year 07 2021-2022 Average	25.0	25.0	5.0	9.0	20%	36%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

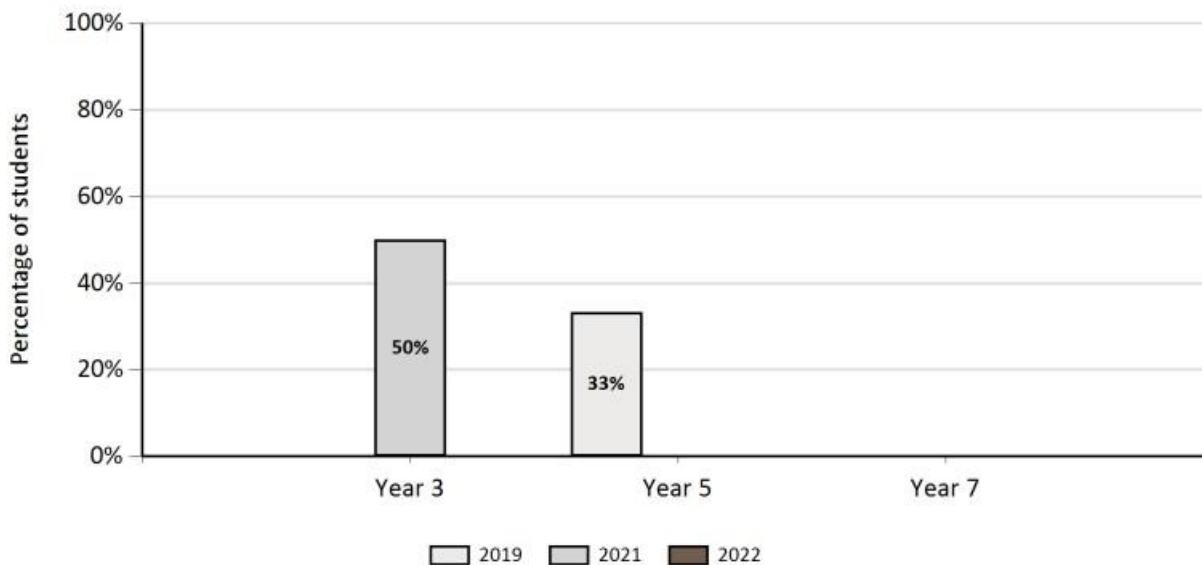
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



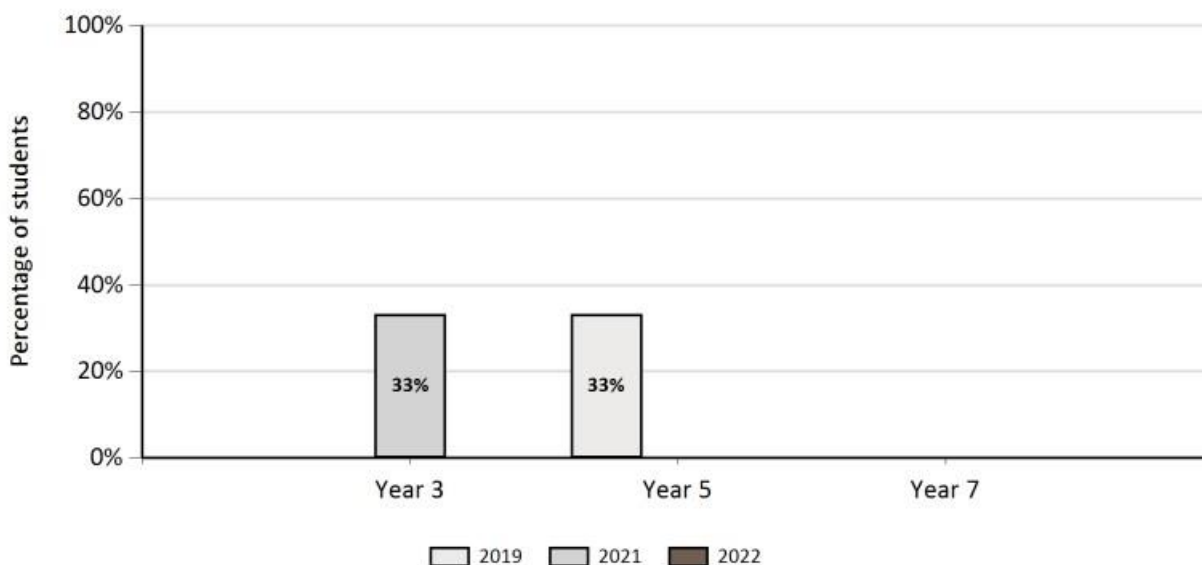
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Linking the SIP with Aboriginal learner achievement priorities ensured a commitment to action in relationship to learner literacy and numeracy improvement. Whole class literacy instruction and everyday intentional literacy intervention always focused on the learner's needs and involved explicit teaching with opportunities for learners to apply their learning authentically. A team around the child approach guided all interventions and supported the child and their families with school engagement.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Engaging families as partners in learning enabled improvement in school attendance for some of our learners. It was agreed that greater connection with families regarding attendance would occur weekly and more face-to-face opportunities for families provided at the school. This link supported great conversations with families where the primary focus of school is always to build competent learners who progress socially, emotionally, and academically. Families were frequently updated about their child's learning.

# School performance comment

A focus on reading skills and explicit instruction in phonics over the past 3 years has shown the results remain stable in reading achievement in Year 3s at 65% SEA and Year 5s at 75% SEA (standard of educational achievement).

In 2022 we exceeded our Year 3 reading SEA target, while in Year 5 reading we exceeded our SEA target by 15%. The 2022 targets in Year 3 maths was 72% to reach SEA and our Year 5 maths was 73.6% to meet SEA. We didn't meet these targets, as 42% of Year 3s and 63% if Year 5s met SEA.

As a small site, Darlington Primary School has less than 25 students eligible to sit NAPLAN in each year level, so small changes in the number of our students can affect our improvement planning outcomes and can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. If we did not meet our target, the data indicates that it was missed by only 1 student.

The school Leadership team have set new targets for our 2023 SIP based on data collected through PAT-M and PAT-R testing, Phonics Screen Test Results and NAPLAN results. Students just below achievement have been identified with the aim of providing them with a learning program that promotes greater challenge and stretch to support them to move into the High Bands. Intervention programs, QuickSmart will also be provided to students identified in need of additional support in maths



# Attendance

Year level	2019	2020	2021	2022
Reception	84.5%	77.6%	83.0%	83.2%
Year 1	81.3%	75.3%	88.7%	82.4%
Year 2	82.4%	83.3%	79.0%	82.0%
Year 3	87.7%	81.0%	75.0%	79.1%
Year 4	80.7%	89.0%	85.6%	75.9%
Year 5	76.0%	78.7%	89.7%	79.5%
Year 6	79.1%	82.4%	86.8%	89.4%
Year 7	83.9%	81.9%	81.5%	N/A
Primary Other	84.9%	82.2%	91.1%	86.5%
Total	82.7%	81.5%	84.5%	83.1%

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

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

## Attendance comment

Darlington Primary school data attendance does appear to be consistent with years prior but an increase in 2021 and 2022 reflects two identifying factors. 1: the impact of positive COVID cases across the school during the 2021-2022 school year and 2: the steady increase of the cohort of chronic and habitual non-attenders. Several initiatives have been trialed to impact on this data, including monitored attendance data by the Wellbeing Leader, ACEO and AET. Attendance data is recorded daily by the class teacher using Sentral. Students are marked according to the department guidelines regarding, early departures, part-time attendance etc. When a student has unexplained absence for either 3 consecutive days or 3 days within a week, the class teacher will follow up with the family or pass this information onto the Wellbeing leader.

## Behaviour support comment

The majority of Darlington Primary School children engage successfully with others. Regardless of this we all still need support with conflict as it arises. Schools have a high volume of people in one area with each of us bringing with us our own thoughts, values, beliefs, and family structures.

Darlington Primary School has Behaviour Education processes with an emphasis on relationships, education, positive and logical consequences, and responsibility. Classes have strategies in place to support students to regulate and to help redirect dysregulated behaviour. Leadership staff support staff and students with wellbeing for learning and coregulation across the school.

Department suspension and exclusion processes are followed where necessary. Communication with families is an important part of our behaviour education processes.

# Parent opinion survey summary

The Parent feedback indicates that parents strongly agree and agree that people treat each other with respect, their child is important to the school, and the school communication channels are generally effective.

Parent feedback also indicated that they know what standard of work the school expects and teachers provide useful feedback to students, while the feedback for useful discussions with the school about their child's learning is still an area to develop.

Emails is the most effective communication channel with text, phone calls or ClassDojo posts also effective.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	11	18.0%
NS – LEFT SA FOR NSW	2	3.3%
NT – LEFT SA FOR NT	1	1.6%
OV – LEFT SA FOR OVERSEAS	10	16.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	32	52.5%
U - UNKNOWN	3	4.9%
VI - LEFT SA FOR VIC	2	3.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Darlington Primary School screening processes have been updated to ensure that all their party and NDIS providers are carefully screened prior to them commencing work on site, and thorough checking processes are in place to ensure that all employees, pre-service teachers, contractors, and volunteers are compliant with Department for Education 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	42
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	17.1	0.9	8.8
Persons	0	22	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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