

SCHOOL CONTEXT STATEMENT

Updated: March 2023

School number: 0666

School name: Darlington Primary School

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.

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.

The core values of the school are respect, responsibility and resilience which form a strong foundation to promote success for all.

General information

School Principal: Linda Fox

Deputy Principal: Lisa Sims

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 Program commenced in 2012.

Postal Address: 9-11 White Crescent Seacombe Gardens SA 5047

Location Address: 9-11 White Crescent Seacombe Gardens SA 5047

DECD Partnership: Marion Coast

Geographical location: 15km south of Adelaide

Telephone number: (08) 8296 3318

Fax Number: (08) 8298 3672

School website address: www.darlingtonps.sa.edu.au

School email address: dl.0666.info@schools.sa.edu.au

Kindergarten or Child Parent Centre (CPC) Facilities on site: Darlington Children's Centre is located on site. The leadership teams from the Children's Centre and the Primary School have been working on a shared and collaborative leadership focused on promoting high quality teaching and learning in partnership with families and the wider community.

Out of School Hours Care (OSHC) service:

Students attending Darlington Primary School (5 years +) have access to after school care run by Camp Australia at Stella Maris Parish School which is located at the rear of the school.

February FTE student enrolment:

Year	R	1	2	3	4	5	6	7	Detain	IEL	Total
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
2022	19	24	30	22	23	25	24	0	0	92	259

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 have steadily increased since 2018 due to urban renewal around Seacombe Gardens and the school catchment area. The last 2 years has seen a variation in IELC numbers due to COVID international boarder restrictions and relaxing of restrictions.

Staffing numbers (as at February census):

FTE comprising:
Principal 1.0
Deputy Principal 1.0 includes Intensive English Language Program Leader (for 2021/2022/2023)
Student Wellbeing Leader 1.0
Mainstream Teachers 8.0
AET/Aboriginal student intervention 1.0
Special Education 0.5
EALD Techer 0.7
Mainstream Non-Instruction Teachers - The Arts, Spanish and Physical Education 2.0
Intensive English Language Program Teachers 7.0
Intensive English Language Program Non-Instruction Teachers- Visual Arts and Physical Education 1.0

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 Officers 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.

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 organised minibuses.

Student Management

Wellbeing for learning is a strong focus and is supported by the school values of Respect, Resilience and Responsibility. Behaviour Education is 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 3-6 were invited to apply through application to be selected for one of the teams.

In 2019 the Sports Leaders role was taken over by the PE teacher. In 2019 the School Image Leaders was re-named to the School Pride Leaders.

In 2022, due to COVID restrictions participation in the Partnership Student Voice in Learning program ceased as did the leaders group.

The teams in 2023 are: Student Wellbeing Leaders, Garden Leaders, and School Pride 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 6. The ideas are used to improve our school in that focus area in the school.

School Ambassadors

Year 6 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 and the Deputy Principal.

Breakfast Club

Is run twice a week (supported by students and the Deputy Principal, Wellbeing Leader and Pastoral Care Worker) 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 Centers 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 organised 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.

Key School Policies

Site Improvement Plan includes:

Goal 1: Increase the number of students meeting the Standard of Educational.

Challenge of practice: If we provide students with learning intentions and success criteria and explicitly teach the Big Six components of reading, then we will increase the number of students reading at SEA.

Key Pedagogical Practices

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

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.

Darlington School offers specialist programs in:

Spanish, The Performing Arts and Health and Physical Education

Intensive English Language Program offers specialist programs in:

Visual Arts and 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 specialised support is provided to these students and their families:

School Wellbeing Leader

Assistant Principal Intensive English Language Program

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 and PAT-M test, Acadience, NAPLAN and Literacy

Guarantee Unit phonics teaching cycle 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 Primary 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.

Sporting Activities

Annual Sports Day

SAPSASA events

Physical Education lessons

Specialist coaching throughout the year.

Other Co-Curricular Activities

End of Year Concert, String Ensemble and Instrumental Music Lessons, School Choir, Festival of Music, School Garden, Annual musical, and Lunch time clubs.

In 2022 we started Lunch time clubs which are run by staff who volunteer their lunch times to support students to participate in learning a new skill. Clubs are developed based on student interest. They include yoga and dance, performing arts, karaoke/singing, card making, Tom Boy, Latch Hook and Cards/Warhammer.

Staff (and their welfare)

Staff profile

13 permanent teaching and leadership staff (full and part time) & 11 contract teachers (full and part time).

Ancillary staff comprises 8 permanent & 1 contract SSO, 2 permanent BBSO's & 2 temporary BSSO's, 1 ACEO, 19 hours Grounds person.

IT Services are outsourced.

Leadership structure

Principal

Deputy Principal/ Intensive English Language Program manager
Wellbeing Leader

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, Psychology, Attendance Officer & Curriculum consultants.

Performance Management

Staff develop a personal development plan in line with the SIP and 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.

Incentives, support, and award conditions for staff.

N/A

School Facilities

Buildings and grounds

Classrooms are situated in 3 buildings.

A 2-story building containing 5 classrooms with flexible teaching options & art/cooking facilities, STEM room (under development), Wellbeing Leaders office, learning support room, Visual Arts classroom, Performing Arts classroom, Resource Centre, Community room, Administration offices & staff room.

An open space unit containing 6 classrooms with flexible teaching options & art/cooking facilities, STEM room (under development) & staff preparation and learning support room.

A single-story building refurbished to accommodate 5 classrooms (including Spanish and Health), STEM room (under development), a Nunga room, 2 offices, art/cooking facilities & staff area.

Other buildings include a Canteen, Hall & Darlington Kindergarten. 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 teacher resource room & meeting room.

3 STEM rooms are under development and a well resourced Performing Arts room and Visual Arts room.

Interactive TVs are all classrooms & specialist rooms. There are 3 kitchen & art areas that are accessible to all classrooms.

PE equipment & Hall.

Student facilities

Staff operated Canteen open every day for recess.

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 & public train used for excursions.

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

Other

Hall and oval are hired by a variety of community groups.

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 twice a term or as required.

Staff meetings are weekly. Training component is weekly and comprises of a blend of learning sessions.

Regular publications

Newsletter published twice a term via Sway. Link sent to all families and staff via ClassDojo.

ClassDojo for communication from staff to parents weekly or as required.

Staff handbook along with Sentral (Learner Management System) for daily information and emails as required.

Other communication

Enrolment Information packs and TRT Information folders

School financial position

The school is in a sound financial position.

Special funding

Category 2 funding

Local Community

General characteristics

A diverse cultural & socio-economic community comprising both rented & owner-occupied housing. Work is available in a number of local industries including many families connected to Flinders University.

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 / Child Care Centers 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 local Child Care Centers
Cultural Centre & Library

Commercial/industrial and shopping facilities

Westfield Marion

Other local facilities

Range of sporting facilities available including the Aquatics Centre
Flinders Medical Centre & the Marion Domain

Availability of staff housing

N/A

Accessibility

Bus & train available

Local Government body

Marion City Council