Darlington Primary School is situated in Seacombe Gardens 15 kilometres south of Adelaide in the Marion Council. It is part of the DECD Southern Adelaide Region. The original primary school was opened in 1953 and the junior primary in 1965. The schools amalgamated in 1986. It is identified as Category three school on the DECS Index of Disadvantage, and has an Index of Community Socio-Educational Advantage (ICSEA) value of 937. Since 2007 student enrolments have been relatively steady with an average of 226. In 2012 five Intensive English Language classes were established at Darlington School. This increased student numbers to over 300.

2015 saw Darlington continue its focus on contemporary practice and improvement planning. These priorities were enabled through regular and rigorous professional learning, performance development and processes of self review. In 2015, the analysis of valid data to inform both teaching practice and development of effective systems and processes across the school was crucial. Proudly, Darlington staff’s mission to Develop the Expert Learner (TfEL Domain 3) has become a regularly used term that staff and increasingly, students, understand refers to the strategies an independent and informed learner brings to the learning opportunities they access. This goal has been progressed through staff implementing the Explicit Teaching, or Gradual Release model, to teaching; putting student independence and ownership of their learning at the heart of our work. The resultant highlights of this approach to teaching at Darlington are:

- Consistent pedagogical approaches to teaching are embedded across all classes
- Students are able to identify criteria for successful learning and plan, monitor and assess their learning against these
- Learning is purposeful and more engaging of learners
- Students have opportunity to engage in higher order thinking
- Common language of learning is utilised by staff and students
- Students have access to strategic feedback regarding their learning

In 2014, staff reviewed their perception regarding the potential ALL students have to achieve and a school wide agreement was developed that we hold high expectations for all learners. In 2015, professional learning and performance development processes were aligned with progressing this agreement. Staff have analysed data at individual levels, triangulating trends and planning appropriate responses. A more differentiated approach has been embedded across the school, enabling students access to learning that is tailored to their understanding and style. Staff continue to implement and develop learning opportunities that meet the needs of our students.
To further embed and complement the school’s learning priorities, the following initiatives have been achieved or introduced:

- **Staff’s Performance Development is differentiated according to their needs**
- **Staff’s Professional Learning is active and contemporary**
- **Participation in the Transforming Tasks project has depended staff’s ability to design purposeful learning that stretches students’ thinking**
- **Instructional leadership sees leaders in class, modelling, engaging with students**
- **Comprehension strategies are consistently taught R – 7**
- **Implementation of the Australian Curriculum through collaborative planning using contemporary processes (Learning by Design)**
- **A comprehensive data schedule has been developed to ensure consistent collection of valid data that informs planning.**

To ensure students have every opportunity to **Develop as Expert Learners**, this year students from year one to seven have had opportunities to review the standards in the Australian Curriculum. They have examined what the standard requires them to do and to understand and consider how to meet or exceed that expectation, with regards to grades that they can achieve.

### NAPLAN DATA 2015

**Year three**

The report below shows us exciting and confirming information. It provides evidence that students who sat the NAPLAN test in year three have exceeded State outcomes, with 100% of students meeting National standards in Grammar and Spelling and 96% performing in the higher bands in Grammar and Writing. This data confirms that our pedagogical approaches introduced over the last three years are making a difference for our students, especially as at year three level, they have had access to this approach throughout most of their schooling.

<table>
<thead>
<tr>
<th>% Proficiency Band</th>
<th>Below National Minimum Standard (%)</th>
<th>At National Minimum Standard (%)</th>
<th>Above National Minimum Standard (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Band 1</td>
<td>Band 2</td>
<td>Band 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Band 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Band 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Band 6 and above</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darlington Primary School</td>
<td>0.0%</td>
<td>11.5%</td>
<td>19.2%</td>
</tr>
<tr>
<td>DECIS</td>
<td>3.2%</td>
<td>7.0%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Southern Adelaide</td>
<td>2.5%</td>
<td>4.5%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Index Of Disadvantage</td>
<td>3.2%</td>
<td>9.1%</td>
<td>20.8%</td>
</tr>
<tr>
<td>National</td>
<td>1.8%</td>
<td>3.8%</td>
<td>11.4%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darlington Primary School</td>
<td>0.0%</td>
<td>4.0%</td>
<td>16.0%</td>
</tr>
<tr>
<td>DECIS</td>
<td>3.3%</td>
<td>6.8%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Southern Adelaide</td>
<td>2.6%</td>
<td>5.4%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Index Of Disadvantage</td>
<td>3.2%</td>
<td>9.1%</td>
<td>9.3%</td>
</tr>
<tr>
<td>National</td>
<td>1.8%</td>
<td>3.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darlington Primary School</td>
<td>0.0%</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>DECIS</td>
<td>3.3%</td>
<td>4.2%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Southern Adelaide</td>
<td>2.6%</td>
<td>2.8%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Index Of Disadvantage</td>
<td>3.3%</td>
<td>4.7%</td>
<td>9.0%</td>
</tr>
<tr>
<td>National</td>
<td>1.9%</td>
<td>2.6%</td>
<td>4.8%</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darlington Primary School</td>
<td>0.0%</td>
<td>0.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>DECIS</td>
<td>3.3%</td>
<td>7.0%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Southern Adelaide</td>
<td>2.6%</td>
<td>5.4%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Index Of Disadvantage</td>
<td>3.3%</td>
<td>8.8%</td>
<td>12.0%</td>
</tr>
<tr>
<td>National</td>
<td>1.9%</td>
<td>3.6%</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darlington Primary School</td>
<td>0.0%</td>
<td>0.0%</td>
<td>17.4%</td>
</tr>
<tr>
<td>DECIS</td>
<td>3.3%</td>
<td>5.7%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Southern Adelaide</td>
<td>2.4%</td>
<td>3.7%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Index Of Disadvantage</td>
<td>3.3%</td>
<td>7.0%</td>
<td>17.3%</td>
</tr>
<tr>
<td>National</td>
<td>1.9%</td>
<td>5.0%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>
In 2015, more Year Three students who sat the NAPLAN test met the required National Standard than any in the past two years, in every aspect of the test.

In statistical terms, a ‘spike’ of more than 13 points is considered significant improvement. From 2014 to 2015 year threes and sevens Proficiency Band scores improved by the following amounts:

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Year Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy: 18 points</td>
<td>Numeracy : 29 Points</td>
</tr>
<tr>
<td>Reading: 39 points</td>
<td>Reading 35 Points</td>
</tr>
<tr>
<td>Writing: 57 points</td>
<td>Grammar: 7 Points</td>
</tr>
<tr>
<td>Grammar: 73 Points</td>
<td>Spelling: 9 points</td>
</tr>
<tr>
<td>Spelling: 47 Points</td>
<td></td>
</tr>
</tbody>
</table>

![Proficiency Band Scores 2013 - 2015](image)

![Mean scores over time](image)
Developing Expert Learners

The Year Five results in 2015 indicate a need to review reading practices, as decline has been evident across the last three years. As a staff in 2016, we will revisit the agreements we have in place regarding decoding and comprehension strategies and how these are taught in practice. A review of consistently enacted Guided Reading processes will contribute to this inquiry.

Interestingly, the PAT R test, which assesses student comprehension and indicates expected growth from one test to the next shows that 87% of Year Three and 73% of Year Fours met or exceeded expected Growth levels for 2014 to 2015.

**PAT-R 2015**

*Expected Growth at Year Three is nine points; this graph shows that over half of the students doubled the expected growth and some achieved five and six times the expected growth.*

![Year 3 PAT-R Growth](image-url)
Expected Growth at Year Four is eight points. This Graph shows that 73% of students exceeded this expectation, 55% having doubled the expectation and some by five and six times.

Expected Growth at Year Five is Six points. This Graph shows that 55% of students met or exceeded this expectation and 45% did not. This anomaly will be a source of Inquiry in 2016.
Year Two

The above graphs represent the achievement of our Early Years students towards Standards of Educational Achievement (SEA). The year Two graphs shows that 70% of students are on track to, or have already achieved, the expected standard. However there is a slight over representation of students at the lower level when compared to other Category Three schools.

Year One

Year One students are also overrepresented in the lower levels. The school’s recent External Review suggested that the manner of data collection regarding these standards may adversely affect the results and that students’ abilities may not be reflected accurately. In 2016, we will begin the year by reviewing our agreements regarding the regularity and process of the Running Record reading levels.

In addition to this, the opportunity students have to read regularly to an adult in 2016 has been increased through strategically designed partnerships with Uni SA and volunteers. These personnel will receive targeted training in how to listen to students read with a focus in
Developing Expert Learners

Comprehension. It is believed that this opportunity will support the improvement of many students who are not afforded this option at home.

**Intervention: Better Schools Funding**

*In 2015, the school’s Better School’s funds were used strategically to support the learning of students who do not qualify for additional support, and whose results showed room for improvement. An intensive intervention program was implemented in semester one focusing on comprehension and reading strategies and in semester two focused on mathematical strategies. Below are the results students participating achieved in Reading. You can see that 69% of students exceeded the target set, some by as much as six times, and that all students experienced growth compared with their baseline data.* (Names have been removed)

<table>
<thead>
<tr>
<th>SCALE SCORE 2014</th>
<th>SCALE SCORE END TERM 1</th>
<th>SCALE SCORE END TERM 2</th>
<th>TARGET SCALE SCORE</th>
<th>SCALE SCORE COMPARED TO TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.2</td>
<td>89.3</td>
<td>97.2</td>
<td>74.7</td>
<td>^ 22.5 scale points</td>
</tr>
<tr>
<td>66.8</td>
<td>82.7</td>
<td>89.3</td>
<td>71.3</td>
<td>^ 18</td>
</tr>
<tr>
<td>73.4 Not Receiving intervention</td>
<td>76.5</td>
<td>74.4</td>
<td>^ 2.1</td>
<td></td>
</tr>
<tr>
<td>79.8</td>
<td>108.4</td>
<td>119.5</td>
<td>82.8</td>
<td>^ 36.7</td>
</tr>
<tr>
<td>94.1</td>
<td>116.9</td>
<td>110.3</td>
<td>97.1</td>
<td>^ 13.2</td>
</tr>
<tr>
<td>87.1 Not Receiving intervention</td>
<td>100.7</td>
<td>91.1</td>
<td>^ 9.6</td>
<td></td>
</tr>
<tr>
<td>74.6</td>
<td>105.1</td>
<td>110.1</td>
<td>82.6</td>
<td>^ 27.5</td>
</tr>
<tr>
<td>80.4</td>
<td>82.8</td>
<td>94.9</td>
<td>84.4</td>
<td>^ 10.5</td>
</tr>
<tr>
<td>74.6</td>
<td>89.1</td>
<td>85</td>
<td>82.6</td>
<td>^ 2.4</td>
</tr>
<tr>
<td>106.7</td>
<td>100.4</td>
<td>108.4</td>
<td>108.7</td>
<td>^ 0.3</td>
</tr>
<tr>
<td>108.4</td>
<td>132.1</td>
<td>121.6</td>
<td>110.4</td>
<td>^ 11.2</td>
</tr>
</tbody>
</table>
Developing Expert Learners

### Table

<table>
<thead>
<tr>
<th>Score</th>
<th>Year</th>
<th>Percentile</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>101.5</td>
<td>2015</td>
<td>97.3</td>
<td>103.4</td>
</tr>
<tr>
<td>98.9</td>
<td>2015</td>
<td>NO TESTING DUE TO ATTENDANCE</td>
<td>NO TESTING DUE TO ATTENDANCE</td>
</tr>
<tr>
<td>92.1</td>
<td>T 1</td>
<td>Not Receiving intervention</td>
<td>103</td>
</tr>
<tr>
<td>111.7</td>
<td>2015</td>
<td>118.9</td>
<td>MOVED SCHOOLS</td>
</tr>
<tr>
<td>108.4</td>
<td>2015</td>
<td>102.7</td>
<td>110.1</td>
</tr>
</tbody>
</table>

### Annual Report 2015

Report compiled by Emily Roberts

Curriculum Coordinator

After reviewing data from 2014 and in consultation with staff, my focus areas for this year were Natural Maths implementation, Data Analysis and the Reading Assessment for learning.

Some teachers had previously engaged in professional development in the Natural Maths Mental Computation strategies, but many had not, so I ran many professional development sessions in the explicit teaching and application of these strategies. Teachers from year levels across the school, in both Mainstream and IELP classes attended these sessions, and consequently these strategies are being taught more consistently across the school.

The collection and analysis of data is important for monitoring student progress. This year, staffs have continued to reflect on the data collected and its value for teaching and differentiation. Further from this, I led staff through a process of deep analysis of PAT data to inform their teaching and differentiation, with a focus on individual students’ strengths and weaknesses. We have also had a focus on making data more accessible to all staff, and from this a whole school database has been developed to record student growth and important information regarding their learning. I am currently leading teachers through professional development in using the database, and am encouraging teachers to engage with their students’ data on a deeper level.

I have continued to work with both the Literacy and Numeracy Committees to develop and implement strategies to improve student learning in these areas.

Veronica Khalef (Coordinator of the Australian Curriculum for the Marion Coast Partnership) and I have met and planned together on several occasions, and from these sessions we developed processes for our teachers to be involved in moderation of a maths learning opportunity. This involved looking at the Australian Curriculum very closely and developing a deep understanding of the Achievement Standards, as well as the meaning of A-E grades. Veronica and I also led staff through peer observations. These provided staff with the opportunity to see a wider range of teaching methods, with a focus on high-order thinking, as well as give and receive feedback.
Developing Expert Learners

Annual Report for Intensive English Language Program

It has been an exciting year in the IEL program. All the IEL classes were part of a trial for the Jolly Phonics Extra Programme. Classes implemented this from February to September this year. The focus was to build on students understanding of phonological awareness, using a differentiated approach. Through this individual student learning needs were met. Teachers were able to collect student data to measure student’s growth in their learning of phonics. The initiative was supported by Jan Polkinghorne for SPELD and Chris Jolly CEO of Jolly phonics INC. This also linked into our ongoing site improvement plan of focusing on student’s comprehension abilities. Overall, we have had many beneficial experiences, enhancing our student’s willingness to build on their learning.

IMPROVEMENT AGENDA

In 2015, Darlington School underwent a process or External Review, conducted by Review Officer, Rob Harkin and Review Principal Helen Tunney. The process was extremely conforming as the review found that Darlington School has engaged in processes of rigorous self review and implemented consistent and contemporary approached to teaching and learning as well as teacher professional learning and planning.

Comments from the Report include:

Darlington Primary School is tracking very well. There is evidence of focused leadership of a highly coherent and aligned improvement agenda, sustained and consistent professional learning and development practices, and a significant focus on student learning.

The pedagogy that has been developed and implemented at Darlington Primary School is characterised by a number of practices: explicit teaching and a focus on differentiation, effective use of feedback, using assessment and data to inform teacher practice and student learning, and bringing increased rigour and stretch to the learning.

The expert learner agenda has been skilfully, strategically and incrementally developed, and is now embedded in the culture of the school, evidenced by the language used by leaders, teachers, support staff, students and parents. For example, students spoke about “doing lots of learning”, and that “they did lots of learning – not work – because learning is never finished”.

Staff and leaders at Darlington School are proud that their commitment to delivering effective and contemporary learning opportunities to our students was acknowledged at such a high level by the Review Team.
Site Improvement Plan 2015

As the Site Improvement Plan and Action Plans indicate, Comprehension is the priority across Literacy, Numeracy and Wellbeing.

Analysis of valid data (NAPLAN, PAT-R, PAT M, Running Records, Attendance & Client Opinion Surveys) made evident the Darlington School priority to progress Comprehension in three areas: Literacy, Numeracy and Wellbeing, as follows:

<table>
<thead>
<tr>
<th>Literacy: Students are taught strategies that allow them to independently engage with and make meaning of text and to apply their knowledge in varying contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy: Students are provided opportunities to apply their knowledge to solve problems and engage in higher order thinking that deepens numerical understanding.</td>
</tr>
<tr>
<td>Wellbeing: Our community develops an understanding of the significance of regular and prompt attendance through purposeful and consistent communication and practices.</td>
</tr>
</tbody>
</table>

**Improve: Literacy**

Increase the knowledge, understanding and application of the 9 comprehension strategies so that 98% of students in years one to seven achieve at or exceed PAT R growth expectations according to ACER standards when tested as Per the Darlington testing schedule.

Increase the knowledge, understanding and application of the 9 comprehension strategies so that 98% of students below level 30 will show growth commensurate with that expected in their Broadband Level when assessed according to Darlington’s Running Records Policy.

Running Record data captured in September showed 23% of year one students had exceeded the Standard of Educational Achievement expectations (broadband), and that 23% were at or approaching the standard. Year two students saw 41% scoring at Standard of Educational Achievement, and 31% approaching the standard.

The broad range of achievement apparent underscores the need to continue our focus on differentiated practice and effective Intervention & Support. Better Schools funding in 2016 will continue to target students who did not meet expected standards.

Analysis of PAT-R data in term 4 showed an average of 62% exceeded the expected growth according to ACER standards, including 82% of Year three and 73% of Year six students exceeding the standard. This is an improvement on 2014 achievement and reflective of the results consistent approaches and pedagogy are affording. Analysis of this data and NAPLAN data showed Reading questions requiring students to locate information were answered more accurately than those requiring students to infer, identify or interpret information. This data makes clear the imperative to continue to increase student capabilities in the areas of Comprehension. Including the strategies of:

- Making Inference
- Determining importance/value
- Making connections
- Visualising
Developing Expert Learners

**Improve: Numeracy**

The Numeracy Site Learning Improvement Target for 2015 was to: *Increase the knowledge, understanding and application of Numeracy strategies so that each student in years two to seven achieve at or above the standardized increase in scale score when assessed using the PAT M test in week 6 term four.*

**Numeracy.** Analysis of PAT M data in term 4 showed an average of 52% of students meeting or exceeding expected growth as determined by ACER standards. This is less than the target set in the Numeracy Action Plan but more than the 47% of 2014. Notably in Year seven, 70% of students had reached the expected standard. NAPLAN data made evident that students responded more accurately to questions requiring them to calculate and respond to simple computations than to solve complex problems or to apply knowledge. The data makes clear the imperative to continue to increase student capabilities in understanding how to *apply* their numerical knowledge in varying contexts through:

- Pedagogy based on natural maths approach
- Engagement with learning that requires and develops higher order thinking

The tables below show year one and two students’ PAT M achievement against ACER expected standards. It is evident that all students are progressing towards the Year Three expected Scale Score of 110 and that in both year levels, students have exceeded expectations significantly, some Year Ones performing at year four and five levels.
**Improve: Wellbeing**

The Wellbeing Site Learning Improvement Plan target for 2015 was to: *Increase mainstream parents’ understanding of the significance of attendance and to improve their capability to ensure their children attend regularly and promptly, thus achieving an attendance rate of 93% by the end of 2015.*

This aspirational target was not met, although improvement from semester one to semester two has been achieved.

In 2015 the following attendance data was recorded:
- Mainstream attendance average at 86.9%, below Region and DECD
- IELC attendance average at 96.4%, above Region and DECD
- ATSI attendance rate at 77.8% below DECD and Category of advantage

In 2015, a new approach to lateness was introduced. Rather than issuing Late notes and ending the inquiry there, each student who has not arrived at school or has been late three days in a row has their family contacted regularly and consistently. This has led to a sharp reduction in lateness and minimized lateness to a few more chronic families.

*In term one 2015, 1216 late events occurred and in term two this was reduced to 774.*

The graph below shows the decline in attendance since 2012. The “Primary Total” graph on the right represents the overall decrease in attendance. Analysis of this data and exemption forms makes evident that, since the introduction of Intensive English Language Program, the greater number of students seeking and securing exemptions from school to return to their home land for extended periods of time, has adversely affected the data. *A calculation generated without the vast number of exemptions for overseas travel sees the 2015 attendance data sit at 90.2, which would in fact be the highest rate in five years.*
In 2015 an extensive review of Behaviour Education policy was undertaken. During this process, it was apparent that previously established values did not reflect the school’s strong focus on developing learner expertise and the Play Is The Way approach implemented across the school. To better align values, inquiry was conducted with staff and students and the Values of Respect, Responsibility and Resilience were introduced. Respect: Interactions and Treatment of Others, Responsibility: Ownership of Learning, Resilience: Courage to Learn, Persist and take risks.

Review into the Behaviour Education Policy will continue in 2016.

SCHOOL COMMUNITY PARTNERSHIPS

In 2013 & 2014 systems and processes were introduced to enable the concept of connectedness to be strengthened and to focus the existing strong relationships apparent within the Darlington culture, on learning. In 2015, it is apparent that these introductions are embedded and driving a professional, equitable culture of collective decision making and improvement planning.

Staff

Initiatives to promote and ensure that a democratic, inclusive culture exists, saw the following concepts further embedded across the school:

- A collectively developed Decision Making policy that enables staff to raise suggestions, opinions and ideas in a safe and professional culture
- The continuation of management meeting processes that enable staff to influence staff agendas and school initiatives
- Curriculum Committees convened to analyse data collaboratively and in 2015, plan and implement strategies to achieve school targets
- The continuation of professional learning communities that access, discuss, trial and develop contemporary practice based on research
- The continuation of performance development processes differentiated to the staff member’s needs and aligned with school priorities

Client Opinion Surveys showed staff in full 100% agreement with 12 of the seventeen questions put, including:

- There is a consistent understanding of how we teach at DPS
  - Leadership is focused on learning
  - Decision making practices are in place to enable broad consultation and participation
Continuing to improve IT services across the school remains a priority for staff.

An opportunity to continue our learning and implementation of the Australian Curriculum is apparent, as only 85% of staff agree they have a deeper understanding of planning against this document, although it needs to be noted that IEL staff complete the survey and they do not plan against the Australian Curriculum. This question can be worded differently in 2016 surveys to clarify this anomaly.

Parents & Families

Staff have implemented strategic processes to strengthen the connection and understanding families have regarding how children learn, to increase compatibility between home and school and further deepen the partnership between us:

- The initiation of the Islamic Family Connection: a celebration and information sharing session where school staff and families share values, principles and priorities with each other through the use of translators.
- The continuation of Parent Workshops focused on how to support student reading in the home (Including sessions for Non English Speaking Parents)
- The continuation of Newsletter articles that enable parents to access information about how we teach and what we teach (Curriculum & Pedagogy)
- Continuing to offer Acquaintance Night that allows many families to learn about our mission to Develop the Expert Learner.
- Introducing Governing Council items that focus on contemporary practice and links with parenting
- Initiation of the Parent & Community Engagement strategy to encourage Aboriginal families to connect with school and student learning
- The implementation of two successful working bees

Client Opinion Surveys received few responses, but there was strong agreement that

- There is a strong focus on Learning at DPS
- There has been an improvement in the School Grounds in 2015

Parent comments included:
- ‘I really appreciate the school and the leaders and teachers for the hard work they do. They do the best for our teachers.’
- ‘I like the friendliness and the fun, my kids go to school happy.’
- ‘Teachers are attentive’.
- ‘More Science and Maths in the IEL Classes, please’.

Report from Governing Council

The election of Governing Council executive was held at the first meeting in term one. Simone Starr was elected as Chairperson and Clare Napoli took the role of secretary. Regular Executive meetings were continued, allowing the meeting agenda to be collaboratively planned and for members of the parent community to bring items to the forum for discussion.

During the year two meetings a term were held. At these meetings the school’s leadership team Kathryn Entwistle & JennieMarie Gorman reported to parents about the day to day events of the school including staffing matters, curriculum issues and budgets. Many Governing Council meetings included agenda items that informed parents about the Gradual Release model of learning and how this relates to parenting approaches in order to strengthen the compatibility between home and school. In term two, three and four, there was a strong focus on Grounds Development. Strengthened
Developing Expert Learners

Contributions of time from our valued volunteers saw play areas and gardens cleared and developed. Two Working Bees were well patronized and the school's image improved.

Students

- The strong existing student voice structures that operate at Darlington School continued in 2015. These provide the basis for us to further strengthen student influence over aspects of their learning, as we ensure the students are the active, expert learners we aspire to develop. Through Darlington's participation in the TfEL Pilot, students were provided opportunities to capture images of times when learning was engaging and stretching them. In 2016, staff from the Children's Centre and the Seaview High School will use this valuable data to plan further professional learning and design learning opportunities that ensure student engagement is maximised.

In 2015, Student Voice initiatives included:

- The collation of student feedback through Client Opinion Surveys and the ‘switch on when you’re switched on’ pilot
- The democratic and equitable election of SRC representatives
- Regular SRC meetings saw students making submissions to staff regarding facilities and to Council regarding school expectations of parent conduct
- Regular reporting to Staff Meeting from SRC
- The acknowledgement of achievement and effort through the Rising Star and Spirit Awards
- Connection with both Darlington Preschool and Seaview High School through projects to support learning and behaviour

This year, 99 students responded to the client opinion survey and showed that:

- 96% of students believe that ‘My teacher provides me with feedback so I can improve’
- 97% report that ‘I understand the importance of school and I attend regularly’

The lowest agreement interestingly confirmed our attendance data when:

- Only 75% of students surveyed agreed they ‘are at school on time’.

Students' positive comments focused on the improved IT systems, sporting resources and friendliness of the school. Many commented favourably about the teacher helping them and that they would not like to change a thing about the school.

In the TfEL video conducted end term three, it was evident from students' comments that the concept of developing the expert learner, and how this is enabled, is gradually having an impact. A number of students discussed how they plan and monitor their learning. The need for us to continue to use consistent language and to embed consistently high quality learning opportunities is apparent.
EFFECTIVE LEADERSHIP

As reported in the previous Domains, leaders at Darlington School in 2015 have continued to embed initiatives that ensure quality teaching practice and a connected culture exist at the school. The intent of leaders in 2015 was to provide an instructional leadership approach. This means that leaders focus their work on learning: it remains the singular purpose of all that they undertake and every decision made.

In 2015, leaders further embedded a distributive approach to leadership.

Given this, the following initiatives have been introduced or deepened in 2015

- **Staff representation and leadership across the Curriculum Committees to progress school action plans and achieve targets.**
- **Staff leading Professional Learning sessions at each staff meeting**
- **Staff taking the lead of Pupil Free Day outbreak session, sharing learning and strategy**
- **Staff sourcing and leading the introduction of whole school implementations eg: Reading Eggs & Partnership with Uni SA Preservice teachers**
- **Leaders in classrooms regularly: modelling, team teaching, observing**
- **Differentiated Performance Development process that are designed in consultation with staff and aligned with the school’s priorities. Focus of teacher practice is strongly informed by TfEL.**
- **Written feedback provided to staff regularly, detailing performance achievement and identifying future goals**
- **Consistent pedagogical and program initiation across the school: Gradual Release, Jolly Phonics, Child Protection Curriculum, Natural Maths, Comprehension Strategies.**

The External Review commented that:

‘During the course of the External Review, the panel formed a judgement that high quality and very effective instructional leadership practices are now in place’

And

‘Whilst staff and parents observed that change processes are fast paced and characterised by intensity, purposefulness and energy, it is also reported that leadership style is respectful, collaborative and ensures stakeholders are not ‘left behind’.’

At Darlington School in 2015, forty five teaching staff held a Bachelor of Education or Diploma of Teaching, four a Post Graduate Certificate and one a Diploma of Education.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>45</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non-Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>25.30</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>
Criminal History Screening
In alignment with DECD expectations, the screening of volunteers and employees at Darlington School was conducted rigorously. Kathryn Entwistle and Aris Ahlaldas managed this process. Appropriate personnel were provided with the DCSI documents to submit for clearance. Once the clearance was completed, the data was entered onto EDSAS, and hard copies of the document filed. An audit of this process conducted by DECD personnel in term one saw the documentation and processes highly commended.

HIGHLIGHTS 2015
Many special events and great achievements were enjoyed at Darlington in 2015.

- Student achievement in many aspects of NAPLAN at highest level in three years
- Student growth in PAT Maths assessment scoring at unprecedented standards
- The Intense Intervention Program students achieving up to six times more growth than is standard
- Outstanding External Review findings
- Festival of Music Performance
- Rising Star Awards
- Sports Day
- SAPSASA participation
- Numerous excursions and camps
- Fiesta Day
- Music is Fun Band
- End of year Christmas Holiday Concert
- Graduation

FINANCE REPORT 2014