



Darlington Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Darlington Primary School Number: 666

Partnership: Marion Coast

Name of School Principal:

Kathryn Entwistle

Name of Governing Council Chair:

Rebecca Baird

Date of Endorsement:

1 March 2017

School Context and Highlights

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 will ensure the development of expert learners. We work 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. As an educational community we value: respect, responsibility and resilience forming a strong foundation on which to promote success for all. Darlington Primary School has a current enrolment of approximately 300 students. Enrolments have been rising over time and have been particularly impacted by the establishment of five Intensive English Language (IEL) classes in 2012. The school has an ICSEA score of 933, and is classified as Category 3 on the DECD Index of Educational Disadvantage.

The school population includes 20% Aboriginal students, 10% Students with Disabilities, 3% of Students in Care, 47% of students with English as an Additional Language or Dialect (EALD) and approximately 40% of families eligible for School Card assistance.

The school leadership team consists of a Principal, Deputy Principal, Counsellor, Coordinator of Pedagogy and Curriculum Development, and a leader with responsibility for the Intensive English Language program.

Many highlights were enjoyed by the learning community in 2016. These include, but are not restricted to:

- * Student Learning Rounds, where students provided feedback to teachers regarding effective practice
- * Sports Day and SAPSASA Competition
- * Music Festival and the Darling Choir
- * Dairy Board Competition State Winners
- * Camps
- * Increased achievement in Running Record Reading assessments from 2015 - 2016
- * Increased achievement across all aspects of NAPLAN assessment at Year 5 level
- * 100% of Year 7 students achieving NM Standard in Reading and Numeracy
- * Teaching practice that stretches thinking and develops learner expertise further embedded in classroom across the school

Governing Council Report

Governing Council was active in driving fundraising initiatives including sausage sizzles and cake stalls at Sports Day. This year saw a working bee convened and the opportunity to smarten up the grounds was offered. The vegetable Garden remains a place of learning and pride, with particular appreciation to the De Sylva and Asenstorfer families.

This year saw Governing Council responsible to make decisions regarding the continuation of the OSH service. Council voted twice throughout the year to keep the service open and on the second vote chose to increase fees to attempt to cover previous shortfalls.

In term four, Council hosted a thank you dinner for the staff who will quite possibly be leaving at the end of 2016.

Improvement Planning and Outcomes

Site Improvement Plans:

Literacy Targets

95% of students in Years 1-7 will achieve or exceed PAT-R growth expectations according to DECD SEA standards when tested as per the DPS testing schedule.

OUTCOME: 78% of students achieved DECD growth standards, and over 50% achieved four times the expectations.

95% of students below level 30 will show growth commensurate with that expected in their Broadband level when assessed according to DPS Running Record Policy 2.

OUTCOME: Of the 189 students who have had Running Record assessments recorded, 173 experienced growth or had achieved level 26; 91.5%. Of the 16 students who did not achieve growth, many are chronic non-attenders.

94.5% (18/19) of Year One students demonstrated Medium or Upper Growth.

Numeracy Targets

Increase the knowledge, understanding and application of Numeracy strategies, so that students in year 1-7 achieve the standardised increase in scale score when assessed using the PAT-M as per DPS data schedule

OUTCOME: 58% of students demonstrated SEA expected growth 3-7, however in years 3,4, 6 & 7, more than 50% of students experienced double expected growth and in some instances, students demonstrated 4 -8 times expected growth. Interestingly, NAPLAN results for year 5 Numeracy showed a 29 point increase in Mean Scores from 2015 - 2016.

Wellbeing Targets

To be at or above 93% attendance for the whole school by Dec 2016.

Reduction of 5-10% lateness and unexplained absences.

OUTCOME: attendance in 2016 sits at 86.6% (See attendance section for more detail)

Intensive English Language

IELP students to be able to decode and comprehend when reading as identified by an increase of X levels using running record data after X months at school.

Language Students – 12 months

Years R – 3

Target: 4 – 8 levels (1-2 per term)

OUTCOME: 6 levels per year average

Years 4 – 7

Target: 12 levels (3 per term)

OUTCOME: 8 levels average

Literacy students – 18 months

Years R-3

Target: 4 – 8 levels (.6 – 1.3 per term)

OUTCOME: 2 levels average

Years 4-7

Target: 12 levels (2 per term)

OUTCOME 6 levels average

Language-temp

Target: R-3 1 level per term

OUTCOME: 2.4 level average

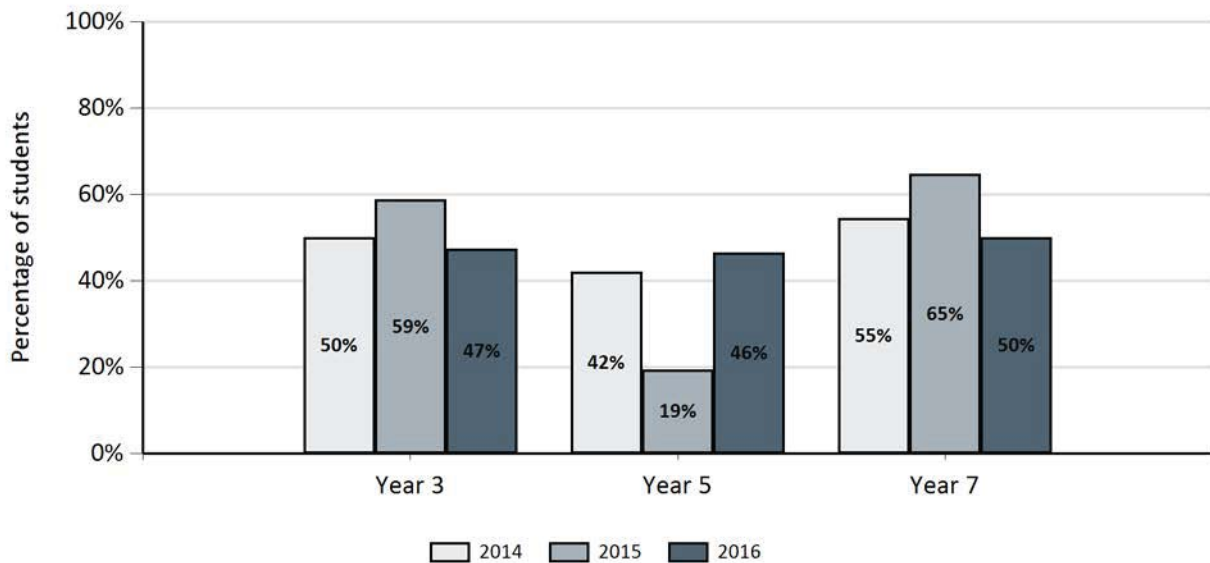
4-7 2 levels per term N/A

Performance Summary

NAPLAN Proficiency

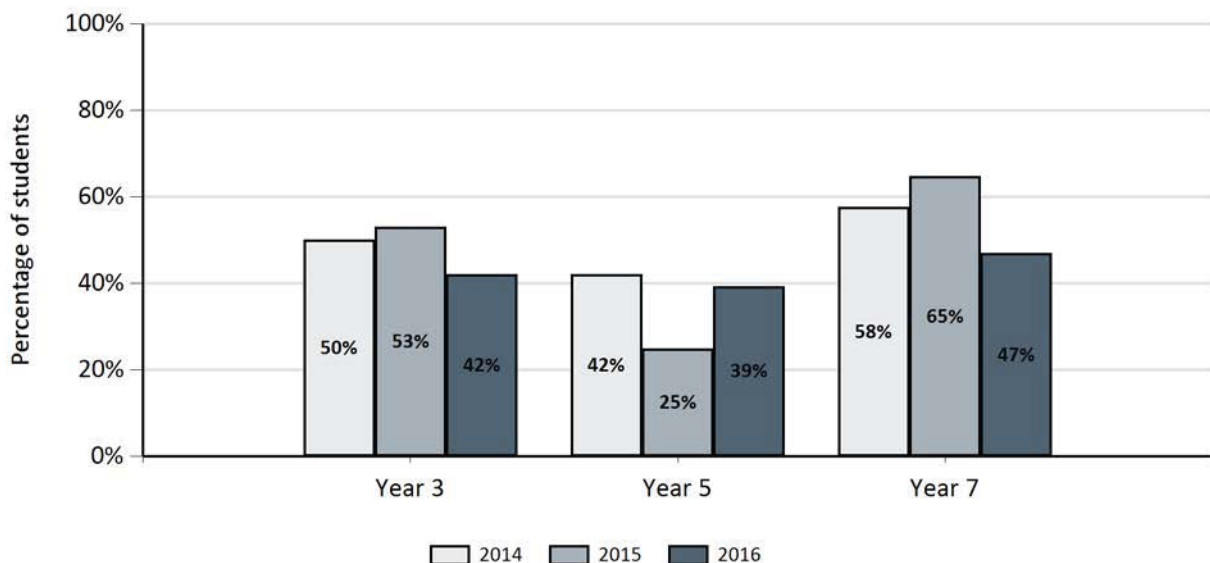
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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) |
|-----------------------|----------|----------|-----------------|
| Lower progress group | 38% | 33% | 25% |
| Middle progress group | 38% | 56% | 50% |
| Upper progress group | 23% | 11% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Lower progress group | 42% | 17% | 25% |
| Middle progress group | 58% | 67% | 50% |
| Upper progress group | 0% | 17% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016 | 38 | 38 | 6 | 4 | 16% | 11% |
| Year 3 2014-16 Average | 34.7 | 34.7 | 7.0 | 5.0 | 20% | 14% |
| Year 5 2016 | 28 | 28 | 4 | 2 | 14% | 7% |
| Year 5 2014-16 Average | 34.0 | 34.0 | 4.0 | 3.0 | 12% | 9% |
| Year 7 2016 | 32 | 32 | 3 | 1 | 9% | 3% |
| Year 7 2014-16 Average | 33.0 | 33.0 | 3.7 | 1.7 | 11% | 5% |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

IT IS OF THE UTMOST IMPORTANCE THAT PERSONS READING THIS REPORT NOTE THAT THE ABOVE DATA, SOURCED BY BUSINESS INTELLIGENCE UNIT, IS NOT AN ACCURATE REPRESENTATION OF ACHIEVEMENT AT DARLINGTON SCHOOL. THIS DATA INCLUDES THE INTENSIVE ENGLISH LANGUAGE STUDENTS IN THE CALCULATION. THESE STUDENTS DO NOT SIT THE TEST, BUT THEIR NON-PARTICIPATION IS SHOWN AS HAVING NOT MET STANDARD. THE FOLLOWING DATA IS AN ACCURATE REFLECTION OF ACHIEVEMENT AT YEARS 3, 5 AND 7, IN NAPLAN AND OTHER YEAR LEVELS IN PAT AND RUNNING RECORD ASSESSMENTS.

NAPLAN

In 2016, 100% of Year 3 students met expected National standards in Reading and Writing and 92% in Numeracy.

In 2016, Year 5 achievement in Reading and Numeracy is at a three year high, with 85% of students meeting Reading Standards and 95% of students meeting Numeracy standards.

Year 7 Writing achievement in 2016 was at a three year high and 93% of students met Reading standards whilst 96% of students met Numeracy standards.

PAT Maths

In 2016, an average of 51% of students across Years 1-7 met DECD SEA in PAT Maths, with the highest achievement being 76% at Year 4 and the lowest, 35% at Year 6. However, 78% of students achieved Growth at the DECD expected standard and of those, over 50% doubled or higher, their expected Growth.

QuickSmart Maths

The Intervention Program conducted with students saw unprecedented achievement, with all students involved experiencing the highest level of growth possible. This project was funded by the Better Schools (Gonski) funding. Students developed automaticity regarding computations and now independently apply these understandings in problematised situations.

PAT Reading

On average from year 1 - 7, 76% of students are at DECD SEA when assessed using the PAT R tool. Highest achievement is at year 4 level, where 92% of students are at SEA and lowest is Year 1, with 60% of students achieving the School agreed standard. Regarding SEA expected Growth, 45 % of Year 4, 53% of Year 5, 58% of Year 6 and 32% of Year 7 exceeded standards, respectively.

Running Records: with Comprehension

Of the 189 students who have had Running Record assessments recorded, 173 experienced growth or had achieved level 26; 91.5%. Of the 16 students who did not achieve growth, many are chronic non-attenders.

*Standards= National Minimum Standards

Attendance

| Year level | 2014 | 2015 | 2016 |
|---------------|-------|-------|--------|
| Reception | 83.3% | 81.7% | 87.0% |
| Year 01 | 82.0% | 81.0% | 86.3% |
| Year 02 | 86.9% | 83.3% | 83.1% |
| Year 03 | 85.5% | 83.8% | 83.4% |
| Year 04 | 91.1% | 86.1% | 87.5% |
| Year 05 | 88.1% | 86.4% | 82.0% |
| Year 06 | 91.7% | 84.6% | 87.8% |
| Year 07 | 92.6% | 88.6% | 79.5% |
| Primary Other | 90.4% | 88.3% | 89.5% |
| Year 08 | | | 100.0% |
| Total | 88.0% | 84.9% | 86.6% |

Data Source: Student Data Warehouse, Semester 1 Attendance.

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

Attendance Comment

Attendance remains a concern at Darlington. Numerous strategies and investments exist to provide rigorous and targeted responses to this. These include automated texts to families of absentees, one hour a day SSO time to document responses and contact families and Comprehension regarding regular and prompt attendance on the Wellbeing plan. It is planned that correlation of attendance data and achievement data will be tabled to relevant families at the start of 2017 in an attempt to raise awareness of the significance of the issues and affect on learning.

Behaviour Management Comment

A cause for celebration in 2016 is the finalization of the Behavior Education Policy. This document strengthens consistent responses to behavioral issues and makes clear the expected escalation of consequences along the 'Catastrophe Scale'. Teachers and students report that responses are fair and transparent. A small number of students continue to experience behavioural episodes. Ongoing Counselling, intervention from appropriate agencies and partnerships with families are initiated to bring about change. In some instances, suspension or in one case, exclusion have been implemented. Suspensions are decreasing as students display more appropriate behaviours and teachers implement consistent responses.

Client Opinion Summary

STAFF: Teaching and ancillary staff responded to a survey designed to reflect their role in the school. Surveys focused on the four domains of school efficacy: Teaching and Student Learning, Partnerships, Leadership and Improvement. Full agreement was apparent in 10 of the 17 questions asked of teachers. These included: expectations of consistent pedagogy, understanding of data to inform planning and the agreement that Leaders are Focused on Learning.

Ancillary staff responses were indicative of the Internal Review findings, that opportunities for these staff members to have access to and influence over school direction is apparent. 100% of these staff members agreed they would welcome Performance Development processes and more structured opportunities to offer ideas and opinions.

PARENT responses were overwhelmingly positive, with 100% of respondees agreeing that there is a strong focus on learning at Darlington School and that staff have high expectations of students' learning potential. Areas for further development include clear and regular communication from classrooms and continued improvement of the grounds. Communication through varying modes is also recommended by parents. It has already been agreed by staff in 2016 that next year the 'SENTRAL' program will be adopted to allow regular teacher- family contact and group texts and emails.

STUDENT responses were very positive regarding their understanding of how to check progress against criteria, and teacher provision of feedback, with 100% agreement in these areas. Areas students responded slightly less favourably to were those concerning the opportunity to be involved in different activities at school and influence over class decisions.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 36 | 23.7% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 14 | 9.2% |
| Transfer to SA Govt School | 101 | 66.4% |
| Unknown | 1 | 0.7% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All volunteers have a current Police History Check on file at the school and processes operate to source this and other appropriate documents before a volunteer commences at the school.

Teacher Qualifications 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 | 39 |
| Post Graduate Qualifications | 3 |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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 | 25.9 | 1.7 | 9.3 |
| Persons | 0 | 32 | 2 | 16 |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | 4103904 |
| Grants: Commonwealth | 3618 |
| Parent Contributions | 105839.31 |
| Fund Raising | 3061.55 |
| Other | 71947.28 |

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress towards these outcomes |
|--|--|--|--|
| Targeted Funding for Individual Students | Improved Behaviour Management and Engagement | School wide implementation of Play Is The Way. Staff learning and school resourcing. | Adjustment of school values and consistent behaviour education across DPS |
| | Improved Outcomes for Students with an Additional Language or Dialect | Salary to employ a 0.3 FTE teacher. Learning Plans designed to target students' needs. Students at Lang and Lit levels 1-3 accessed support, focused on fluency and grammar in English. | Students applying and utilising strategies in written and verbal communication. |
| | Improved Outcomes for Students with Disabilities | Salary used to employ a 0.5 FTE teacher. NEP designed with targets appropriate to student. Teacher implemented learning opportunities to develop stated learning strategies. | Students experienced growth against relevant outcomes. |
| Targeted Funding for Groups of Students | Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant | Every ATSI learner has a thorough and detailed Learning Plan generated that is based on diagnostic analysis of achievement and wellbeing data. This includes strategies that will be implemented by Intervention providers at Wave 2 and class teachers at Wave 1. Targets are determined and shared with the student. On-going monitoring is conducted throughout the year. Additional ATSI funding has employed 2 x SSOs to conduct the Mini-Lit and Multi-Lit literacy programs. | Outcomes from these interventions have seen students R-4 experiencing growth in fluency that supports access to problem solving and comprehension. |
| Program Funding for all Students | Australian Curriculum | Funds used to release two teachers to access professional learning in Numeracy and to implement school wide professional learning to improve numeracy teaching and learning. | |
| | Aboriginal Languages Programs Initiatives | | |
| | Better Schools Funding | Salary used to appoint 0.5 FTE teacher. Students not at SEA and not on Learning Plan accessed intense intervention in Literacy (Comprehension) and Numeracy (QuickSmart). | Outstanding growth in numeracy achievement. Students applying Lit/Num strategies |
| Other Discretionary Funding | Specialist School Reporting (as required) | | |
| | Improved Outcomes for Gifted Students | | |
| | Primary School Counsellor (if applicable) | 1.0 allocation. Focus on Behaviour Education, PITW implementation, attendance policy, coordination of volunteers, home visits and response to the Wellbeing Action Plan. | Staff and students supported to be safe at school and follow agreed processes. |