



Darlington Primary School

2020 annual report to the community

Darlington Primary School Number: 666

Partnership: Marion Coast

Signature

School principal:

Ms Claire Loades

Governing council chair:

Michael Van Dyk

Date of endorsement:

2 February 2021



Government
of South Australia
Department for Education

Context and highlights

Darlington Primary School is a culturally rich and diverse school incorporating mainstream classes and an Intensive English Language Program. We recognize that schooling has a major impact on the life of a child outside of their family. Developing expert learners through high expectations across all learning areas, through providing purposeful opportunities within a supportive learning community develops students who are resilient and confident to take risks with their learning.

Darlington Primary school is a category 2 school in the southern suburbs of Adelaide. In 2020 we had 235 students in 7 mainstream classes and 5 Intensive English Language Program classes. The student population includes approximately:

- 38% school card holders
- 60% students with English as an Additional Language and Dialect
- 8% students with disabilities
- 14% Aboriginal students

Our schools values are Respect, Responsibility and Resilience. These are demonstrated by staff and students alike. We incorporate Play Is The Way (PITW) as the major vehicle for social emotional learning incorporating this within all students learning.

Darlington Primary School has a strong music program both internally and through the Instrumental Music Program of the Department for Education. A high proportion of students participate in the Instrumental Music Program. allowing students to explore and express themselves through music and the performing arts.

The students from MU05 produced and performed "High School Musical" for the students and undertook an evening performance for parents only in this new COVID world of ours. The production has been videoed and will be available to families once it is available. The school has worked with a production company in 2020 to produce a number of videos to all access to families during 2020 including a virtual tour and the End of year Celebration.

The school updated both the IT infrastructure and devices through out the year. The use of devices in the teaching and learning program is now a more common sight with the purchase of iPads and laptops for use in classrooms. The use of technology for communicating with families has been a positive outcome of the pandemic ensuring that we have fast and reliable systems in place.

It has pleasing to see the number of students who took part in both the Premiers Reading Challenge and Premiers Be Active Challenge in a year when many outside activities and school events have been restriction due to the advice of the SA Health Department. Staff at Darlington school have continued to develop a sense of belonging within our school community either face to face or on-line.

Governing council report

2020 has not been the year any of us expected. Instead of planning and discussing the future for the school, much time was spent talking about COVID plans, social distancing, Zoom meetings and how to keep the school community involved in the school in these unusual times.

One upside of shutdown was the need for the school to rapidly bring its use of technology and IT systems up to speed. This has resulted in a greater use of apps and programs to communicate with parents and students and a large-scale upgrade of IT infrastructure within the school. The use of electronic communications with parents has helped to keep them engaged and involved with the school.

The transition of Year 7 to high school in 2021 has been on the agenda of many meetings. During the year several students were appointed to a Year6/7 transition committee to provide student voice to this process. It has been a challenge to balance the needs of the year 6 and year 7 students while still providing the rite of passage that is the final year of primary school.

With the border restrictions, the IEL program at the school will be significantly impacted for much of the 2021 year due to an anticipated significant drop in enrolments. Hopefully the borders can re-open at some stage to allow student numbers to return.

The Governing Council looks forward to next year and the opportunity to work with leadership to continue improving the school.

Quality improvement planning

Our school improvement journey has continued with a focus on:

- the adoption of a consistent approach to the teaching of synthetic phonics in the early years
- the development of inferential and evaluative thinking to develop students comprehension skills
- the explicit teaching of mathematical thinking and reasoning skills for students

The junior primary classes introduced the Heggerty Phonological Awareness program, this has been successful in supporting students to develop the skills to sound out, blend and create CVC words, blend and segment words, decode and read familiar words. The pre and post test data of the PASM demonstrates the success of the program. A more systemic focus on phonics has led to an improvement in the tail being smaller for the Year One Phonics Screen in 2020 compared to 2021, but has highlighted the need for the school to implement the synthetic phonics program using the Literacy Guarantee Unit's sequence of sounds and the lesson components for phonics lessons to be used across the junior primary.

Students at Darlington primary school have a positive view of themselves as readers and learners in the school. They are able to articulate the comprehension strategies that they have been taught and when and how they need to use them. Staff used the development of the Close Reading process to further develop students comprehension skills. The is still in its infancy and further work needs to be undertaken with staff to consolidate their skills and for Close Reading to become a common teaching and learning strategy. The Progressive Achievement (PAT R) test results for Reading demonstrate that improvement in students comprehension improves with age, with the greatest increase happening in year 7. Over 50% of the student cohort have the potential to score in the higher bands at Darlington primary school, for this to occur staff need to provide stretch for students and to use the diagnostic tools of the PAT R tests to ensure development of the skills that students require.

Staff worked through the professional learning community to develop their understanding on non-routine math tasks, through training, the sharing of tasks, book audits and observations of each other. It is evident that further work is needed to develop teachers skills to stretch students thinking and reasoning in Math. Students can articulate the strategies that they use for problem solving but are not as confident in this area as literacy. Achievement for Math is slower than for Reading and when we compare the number of students who have the potential to achieve in the higher bands in Math with reading than we can see it is much lower. A greater focus on Math and mathematical investigations needs to be undertaken at the school level.

Central to our improvement journey is the need for greater consistency between classes. We need to develop a consistency of practice across the school for: phonics teaching, comprehension teaching through close reading strategies, problem solving and reasoning in Maths. In 2021 several process will be implemented to support this including:

- use of the Math and English scope and sequence to develop programs
- undertaking regular book audits
- teachers observing teachers to determine opportunities provided to students to develop their fluency and fluency plus skills, stretch thinking in both English and Math lessons for students

Improvement: Aboriginal learners

Tracking and monitoring growth and achievement for Aboriginal Learners has been the focus of the school for 2020. The school collects literacy and numeracy data. all year one students have participated in the Phonics Screen and students identified for additional interventions in 2021. Students requiring additional literacy support are identified and monitored through Running Records data that is collected each term, informing which students are involved in the Read Up program. This has ensured that Aboriginal students access intervention programs when necessary.

All Aboriginal students have had their written English assessed against the LEAP (language and literacy levels) this informs teachers planning on the language structures and features that need to be taught in the writing component of the English language curriculum. Students who have been identified as eligible for support, have received small group support from the English as Additional Language and Dialect specialist teacher.

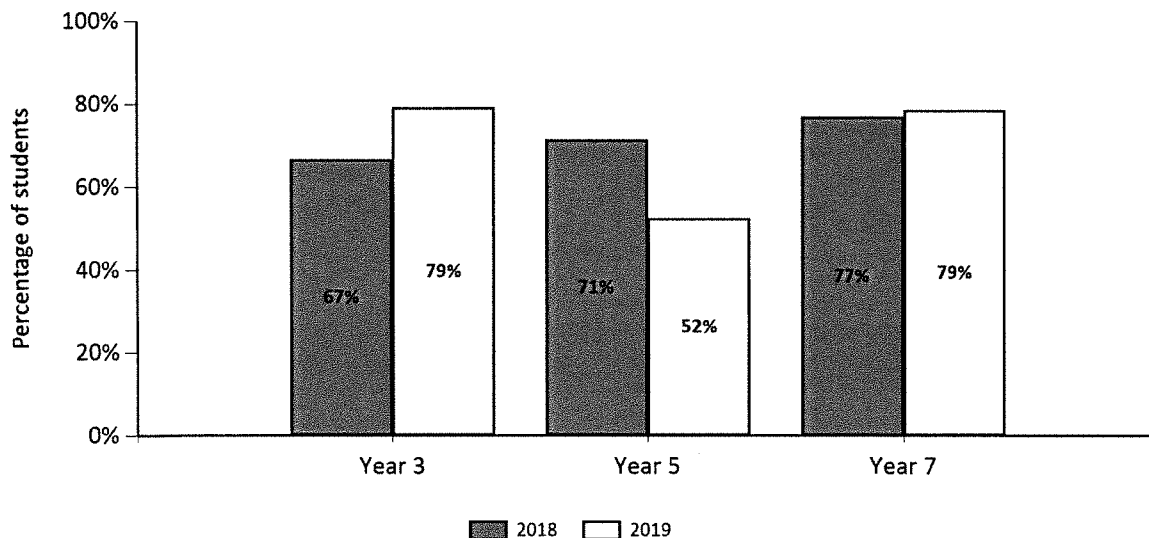
The school introduced One Plan's in 2020 and all Aboriginal students enrolled at Darlington had a one plan developed. Individual learning goals were identified for students from the tracking and monitoring data undertaken through out the year.

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

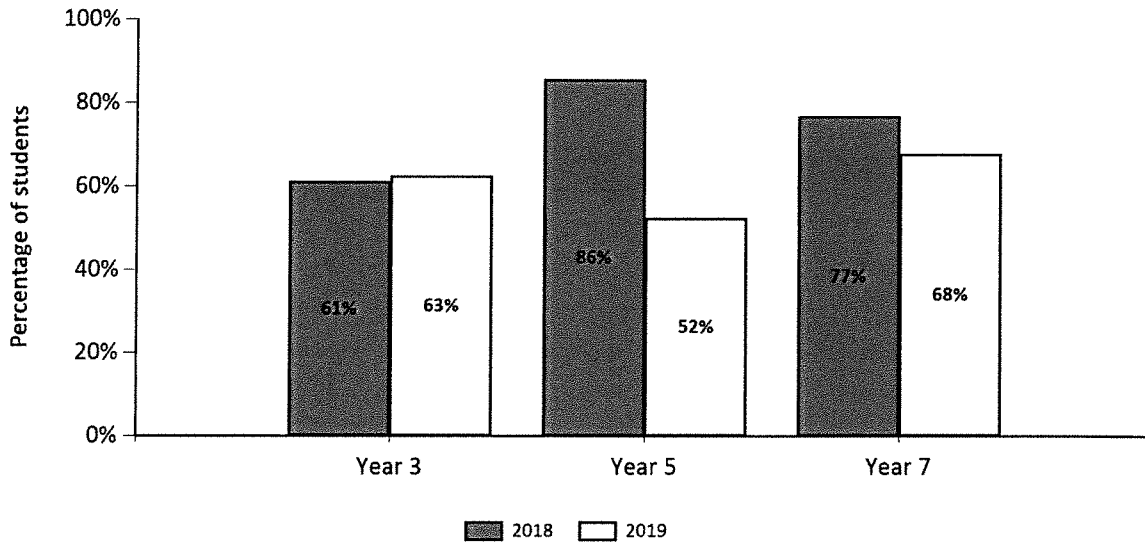


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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)
Upper progress group	*	*	25%
Middle progress group	41%	53%	50%
Lower progress group	35%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	35%	25%
Middle progress group	43%	41%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	24	24	8	5	33%	21%
Year 3 2017-2019 Average	21.3	21.3	7.0	5.7	33%	27%
Year 5 2019	21	21	6	6	29%	29%
Year 5 2017-2019 Average	18.7	18.7	4.3	3.0	23%	16%
Year 7 2019	28	28	6	4	21%	14%
Year 7 2017-2019 Average	21.0	21.0	3.3	2.0	16%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

The Year 1 Phonic Screen has a improvement of 17% meeting the SEA. While this was an improvement the majority of students did not meet the SEA. we were successful in reducing the long tail that we had in 2019./ The work undertaken with the Phonics training and the introduction of Heggerty Phonological Awareness program across the Junior Primary.

We are not able to measure our growth against the NAPLAN data for 2020 as this was cancelled as a result of the pandemic. All students from Year3 upwards undertook the Progressive Achievement Test for Math and Reading. All students working in Stanine 4,5 and 6 are within the norm. The Standard for Educational Achievement is set by the department. Percentage of students who are not on One Plans at the standard for educational achievement for

PAT Reading

Year 3 52%
Year 4 73.90%
Year 5 88%
Year 6 80%
Year 7 100%

PAT Math

Year 3 63%
Year 4 73.90%
Year 5 72%
Year 6 70%
Year 7 93%

Students do better at Reading than at Math. Improvement continues throughout the students schooling and by the end of primary school most students have caught up and are operating at the standard for educational achievement as defined by the Education Department.

Our data indicates that we are moving in the right direction and have students who continue to work in the higher bands or are just outside. we need to focus on moving this group of students. To maintain and grow further we need to develop consistency of practice across the school: phonics teaching, comprehension teaching through close reading strategies, problem solving and reasoning in Math.

Be systematic with the teaching of Synthetic Phonics in the Early Years and ensure we are explicitly teaching in Math and reading to develop students skills. The introduction of the Scope and Sequence of the Australian Curriculum should support the development of a consistency of practice.

Attendance

Year level	2017	2018	2019	2020
Reception	76.4%	76.6%	84.7%	77.6%
Year 1	81.9%	77.1%	81.1%	75.3%
Year 2	83.3%	85.8%	82.5%	83.4%
Year 3	83.7%	79.6%	87.9%	81.1%
Year 4	76.1%	80.2%	80.4%	89.0%
Year 5	86.1%	77.0%	74.6%	78.7%
Year 6	80.0%	84.6%	78.9%	82.8%
Year 7	85.4%	75.6%	84.0%	81.7%
Primary Other	85.2%	87.1%	85.8%	82.1%
Total	82.7%	81.7%	82.7%	81.5%

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

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

Attendance comment

Attendance continues to be an issue. Links with other agencies has continued to occur throughout 2020, which often has minimal impact. Home visits, inter-agency visits and involvement of truancy officers are some of the strategies that have been used.

The pandemic had the greatest impact on attendance, when the first wave hit students who were chronic or habitual non attendees took the opportunity to become stay at home learners and did not return to school early. for some of the students this meant students who had started to attend found staying home a better option. A number of students did not return from Saudi Arabia and were granted additional exemption then made left due to the closure of the boarders.

Attendance has been the focus of the One Plans where necessary.

Behaviour support comment

The number of student behaviour incidents reduced by one fifth in 2020 from 2019. The number of yard incidents has decreased, which would be due to the introduction of activities run by the Well Being SWAT team at lunchtime. We need to continue with the program as well as investigate whether a shortened lunch break would also reduce the yard issues.

Less than 5% incidents would be classified as bullying. If and when bullying occurs there is counseling and restorative process undertaken with a take home or suspension. Unfortunately the pandemic meant that our Bullying No Way celebration was not held, we will use the grant monies that we received in 2020 for 2021.

With the introduction of TEAMS students were reminded of the issue of Cyber Bullying and cyber safety, they have practiced strong skills while using the community chat rooms.

Client opinion summary

Eighty three parents completed the Parent Survey. This was more parents and families than we have ever had an a good percentage of the total school population.

The majority of the parents felt that:

- teachers and student treat each other with respect
- their child is important to the school
- they receive enough information from the school.
- families prefer email and text messaging as the preferred method for communication with the school.

Parents at Darlington are engaged with the school and with their child's learning. They often talk to their child about what happens at school.

Areas for growth for the school include:

- providing more opportunities for families to have input into and about their child's learning
- providing more support to families to help them address their child's needs
- providing more information and tips on how to help students learn at home.

The Parent Survey provides a good understanding of our families and has identified some areas of growth for the school, so that we can continue to develop the school parent partnership.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	25	20.0%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	8.8%
Transfer to SA Govt School	82	65.6%
Unknown	6	4.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All teaching staff undertaking registration for Jan 2021 have undertaken the Working with Children Check and the department has been informed.

The screening guide is used to determine the volunteers who will require a Working with Children Check. The Well Being Leader maintains a file of all the volunteers who work in the school and ensures that all their checks are current.

All teaching staff provide a copy of their registration to be kept on file. All staff have a current Working with Children Check on file.

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	48
Post Graduate Qualifications	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	20.4	1.5	9.6
Persons	0	25	2	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,674,589
Grants: Commonwealth	\$9,473
Parent Contributions	\$63,207
Fund Raising	\$1,937
Other	\$50,912

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Wellbeing and engagement funds have been used to: 2. purchase additional resources for lunchtime activities 3. support and maintain the breakfast program 4. support Harmony Day and Bullying No Way	Social emotional learning of students supported and shows growth.
	Improved outcomes for students with an additional language or dialect	The employment of 0.7 EALD Teacher, students are groups based on their needs identified with the LEAP with a focus on writing genre and English grammar.	Students demonstrate growth against the LEAP Levels and mastery of English.
	Inclusive Education Support Program	Funding for students with a disability has included: 1:1 lessons with teacher 1:1 support for students - curriculum support, speech and language programs 1:1 yard duty monitoring and supervision	Growth made by students doing speech and language and What the Buzz programs
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	APAS funding has been used along with additional funding to support intervention programs for students including: - Read Up, which has a focus on sight word recognition, early reading and comprehension - Quicksmart, to improve students numeracy skills - phonics based programs	Both Quicksmart and Read Up programs have continued to show student growth and progress against literacy and numeracy goals
Program funding for all students	Australian Curriculum	Staff participated in Marion Coast Partnership LDAM training through school closure days and shared staff meetings. Some staff participated in STEM training.	Learning Design used and non-routine Math tasks have been implemented.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Fund SSO support in 7 Guided Reading sessions 4 time per week Supplement smaller class sizes - under 25 for all classes at the start of the school year. Literacy and Numeracy funding has been used to release early years	Greater % of students meet the SEA for Reading Phonics requires more work.
	Specialist school reporting (as required)	Not applicable	not applicable

	Improved outcomes for gifted students	Not applicable	Not applicable
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