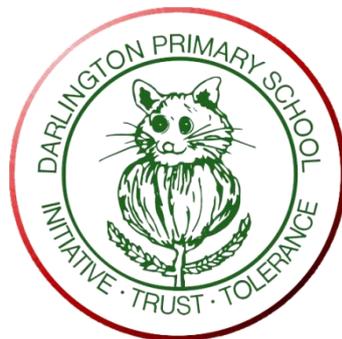




# Annual School Report

# 2019



## The Annual School Report

This Annual School Report is intended to give parents and other members of the community a clear sense of how students at Darlington Primary School progressed throughout 2019 and what plans and strategies were implemented in an endeavour to maximise student achievement.

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Section 1:	Principal's Reflection
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## 1. Principal's Perspective

Darlington Primary School continues its long tradition of providing generations of students with high quality education, in keeping with its rich heritage and enduring customs. Established in 1912, the school is a valued focal point in the local community. Its unique environment is characterised by strong links with the wonderful natural setting of its grounds and the surrounding area, and a deep seated sense of community. This ethos is reflected in the culture, operation and learning programs of the school and is one of the reasons why the majority of local parents, many of whom attended the school as students, chose the school for their children's primary education. Enrolments have remained stable as has staff retention.

The school strives to maximise each student's academic, personal and social skills to prepare them for further education and the achievement of their full potential as caring and contributing members of society. To achieve these aims, it maintains a safe, secure and open environment, working in collaboration with families and the wider community.

The learning and teaching program is aligned with the Kindergarten to Year 10 Western Australian Curriculum, with a heavy focus on the core areas of literacy and numeracy. Students from Year 1 to 6 participated in specialist programs in Visual Arts, Music and Physical Education. In 2019, the school continued the transition its Language program from French to Italian. In 2019, Year 5 and 6 students learnt French while other classes learnt Italian.

Whole school programs have become embedded in regular classroom practice and this rigorous common approach is now bearing fruit. These programs include: Explicit Teaching Strategies; 7 Steps to Writing Success; Stars and Cars reading comprehension strategies; Letters and Sounds (Pre-primary to Year 2); Sound Waves (Years 3 to 6); and enVision maths.

A change in leadership took place in 2019 with the long-serving Principal, Mrs Woodley, retiring at the end of Term 1. Mrs Woodley has left the school with much stability, as staff and students are well versed in the traditions of the school. I have been warmly welcomed by students, staff and parents as I respect the culture established and learn the uniqueness of Darlington and its school. Getting to know the school community through developing a new strategic direction has been a very positive experience.

The school and its students benefit from the wonderful efforts of numerous committed groups within its community. I acknowledge their good work over the last year, especially:

- All the members of the staff who plan and deliver high quality learning programs and special events.
- The members of the School Council who, with their varied backgrounds and expertise, provide valuable insights and perspectives to assist school planning and decision making.
- The Parents and Citizens Association who manage the Canteen and Uniform Shop as well as making fantastic contributions, both physical and financial, to enrich the education experience for our students.
- The fantastic students whose enthusiasm, engagement and achievements are a constant source of amazement and pride.

This Annual Report is presented to give you a broad perspective of Darlington Primary School and its achievements in 2019. Some data is in the form of words, some as tables, and some as photographs. I commend this report to you.

*Andrew Newhouse*  
Principal



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## 2 Progress on Priorities

School priorities are established in consultation with the School Council and following a rigorous cycle that involves: review of data; planning and reporting.

The core areas of Literacy and Numeracy underpin all aspects of the education program and will always retain priority status, with various aspects being identified as specific focus areas, as indicated by student achievement data.

The priorities for 2019 were:

1. Success for all students
2. High quality teaching
3. Effective leadership
4. Strong governance



### Targets for 2019

#### Attendance:

- Maintain consistently high levels of student attendance.
- 94% of students maintain 90% attendance
- Reduce, by 15%, the number of students who arrive late to school compared to 2017 data

#### Achievement:

- At least 25% of students in Years 3 and 5, achieve in the top 20% or above national standards in NAPLAN against “like schools”.
- At least 80% of students make expected progress in literacy and numeracy between Pre-primary and Year 2 based on On-entry assessment, and Year 3 and 5 NAPLAN.
- Selected and system level assessments across all year levels to demonstrate a positive trend.
- Improve levels of high achievement and progress with mean results to be equal to or exceed that of like schools.
- Individual students with limited progress will be case managed to achieve improved progress.
- PAT Data for Numeracy and Literacy will demonstrate improved trends.

#### Behaviour

- ABE data will be maintained at current levels

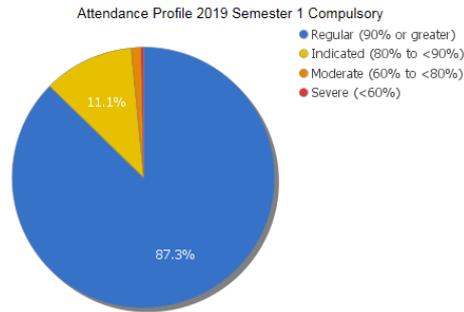


### 3 Achievement

#### 1.1 Attendance

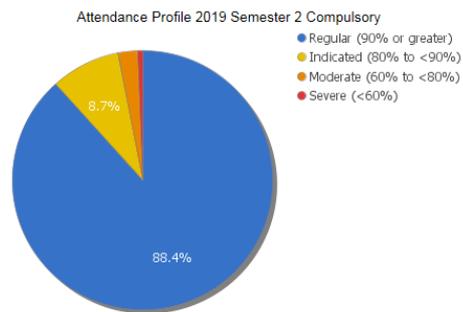
##### Semester 1 Attendance Rates

Breakdown	Attendance Rate %
KIN	95.0%
PPR	93.5%
Y01	95.2%
Y02	94.9%
Y03	94.4%
Y04	95.1%
Y05	95.0%
Y06	95.1%
<b>Compulsory</b>	<b>94.7%</b>



##### Semester 2 Attendance Rates

Breakdown	Attendance Rate %
KIN	93.5%
PPR	94.0%
Y01	94.6%
Y02	94.5%
Y03	94.9%
Y04	94.5%
Y05	95.3%
Y06	96.6%
<b>Compulsory</b>	<b>94.9%</b>



##### Summary

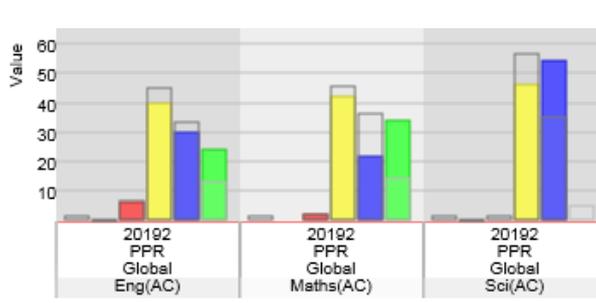
The school had a focus on attendance in the last 18 months. Data regarding attendance is positive and shows that the majority of students have a strong attendance record.



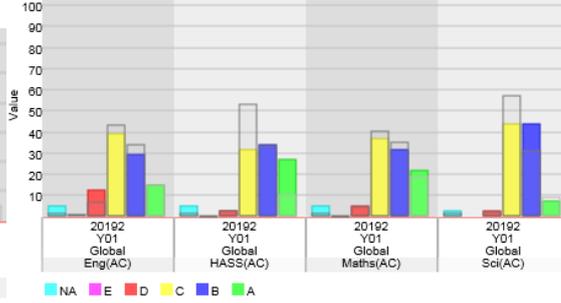
# 1.2 Academic Achievement

## Semester 2 Student Reports

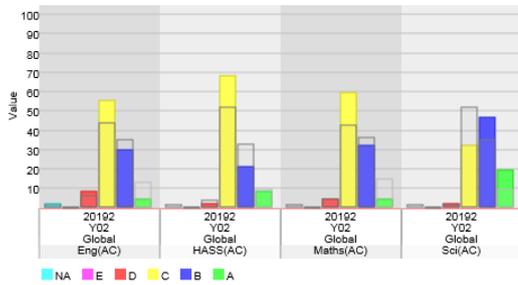
### Preprimary Achievement



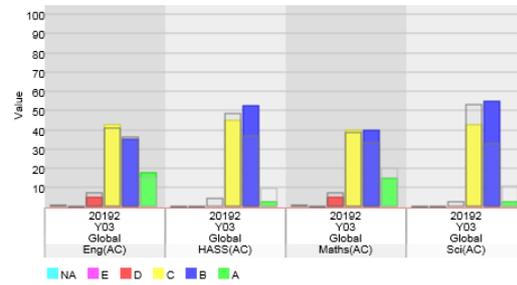
### Year 1 Achievement



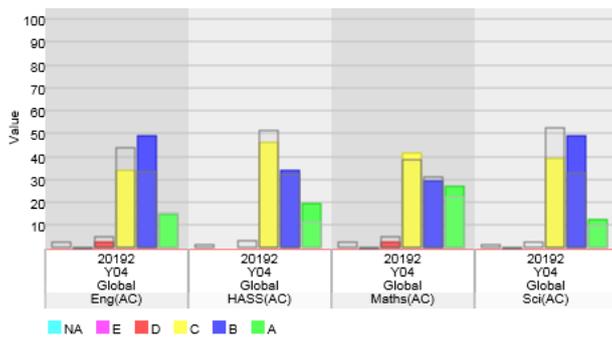
### Year 2 Achievement



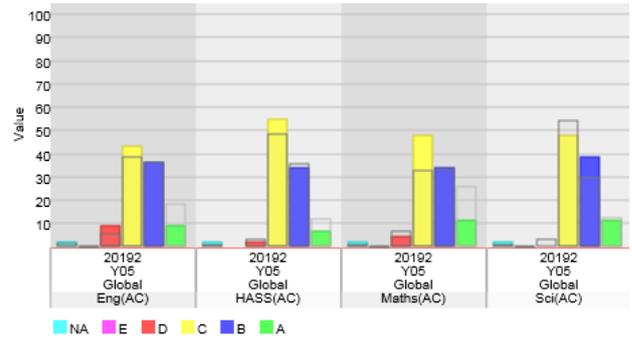
### Year 3 Achievement



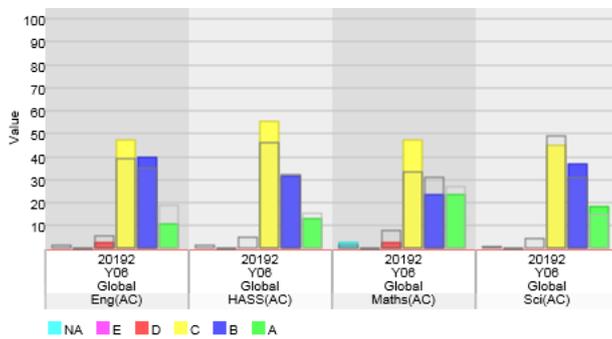
### Year 4 Achievement



### Year 5 Achievement



### Year 6 Achievement



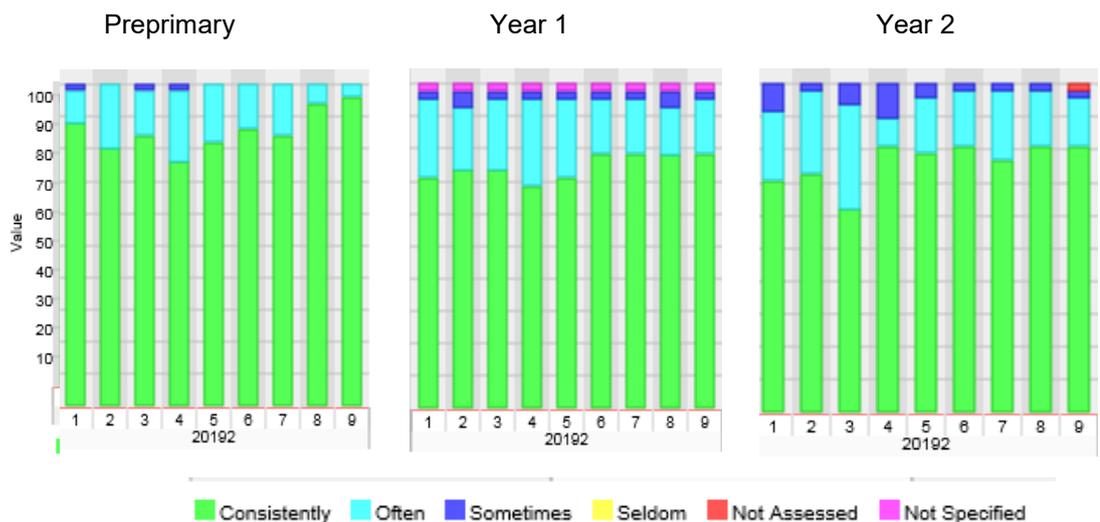
Please note: the outlined bars compare schools considered as "like-schools" to our school.

### Summary

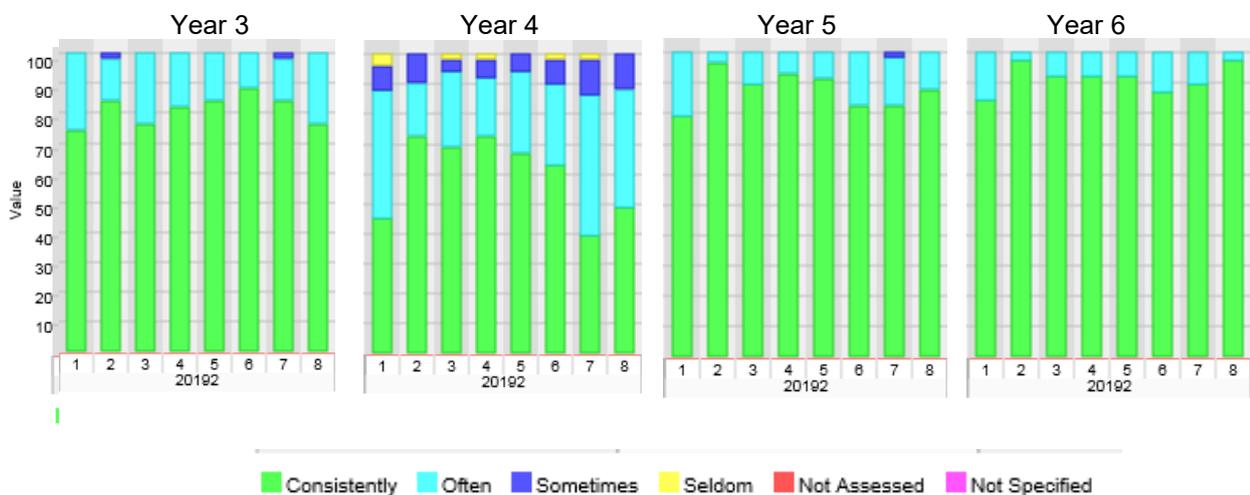
Students at Darlington Primary School continue to progress well and achieve well. The significantly large percentage of students working above year level standard (A and B rating) continues as a positive attribute of the school.

### 1.3 Social and Emotional Outcomes (Attitude, Behaviour & Effort)

as reported on Semester 2 Student Reports



- 1 Displays Independence
- 2 Makes positive choices with confidence
- 3 Reflects on and talks about own learning
- 4 Displays perseverance
- 5 Expresses emotions appropriately
- 6 Respects the ideas, feelings and needs of others
- 7 Resolves conflict in a positive manner
- 8 Interacts with peers and adults in acceptable ways
- 9 Collaborates in group activities



- 1 Works to the best of his/her ability
- 2 Shows self respect and care
- 3 Shows courtesy and respect for the rights of others
- 4 Participates responsibly in social and civic activities
- 5 Cooperates productively and builds positive relationships with others
- 6 Is enthusiastically about learning
- 7 Sets goals and works towards them with perseverance
- 8 Shows confidence in making positive choices and decisions

#### Summary

Report data indicates that students at Darlington Primary are well behaved, try hard and place priority on their school engagement. The school will need to place some focus in 2020 on the Year 5 cohort and assist a minority of students to improve in this area.



## 4 Staff at Darlington Primary School

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	0	0.0	3	3.0
Teacher	21	17.5	3	2.8	24	20.3
Mainstream EAs	8	4.5	0	0.0	8	4.5
Education Support EAs	5	3.3	0	0.0	5	3.3
Admin	3	1.9	0	0.0	3	1.9
Cleaner	3	2.0	0	0.0	3	2.0
Gardener	2	0.7	0	0.0	2	0.7
Other	1	0.6	0	0.0	1	0.6
<b>Total</b>	<b>46</b>	<b>33.5</b>	<b>3</b>	<b>2.8</b>	<b>49</b>	<b>36.3</b>

Table 1 FTE and Headcount of Staff for Occupation Groups

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2016	52	30	22	395
2017	51	29	22	383
2018	50	28	22	386
2019	49	27	22	375

Table 2 Trend in Staff and Student Numbers

Sick/Personal Carers Leave	Average Sick/Carers leave per Teaching Staff FTE	Average Sick/Carers leave per School Support Staff FTE
2016	8.9	9.6
2017	14.0	10.5
2018	10.7	18.0
2019	16.0	10.9

Table 3 Trend in Staff Leave

Year	Headcount	
	Permanent	Fixed-Term
2016	22	8
2017	18	11
2018	22	6
2019	24	3

Table 4 Trend in Employment Class – Teaching Staff

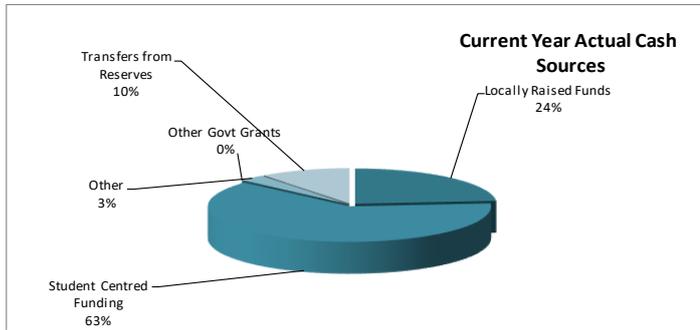
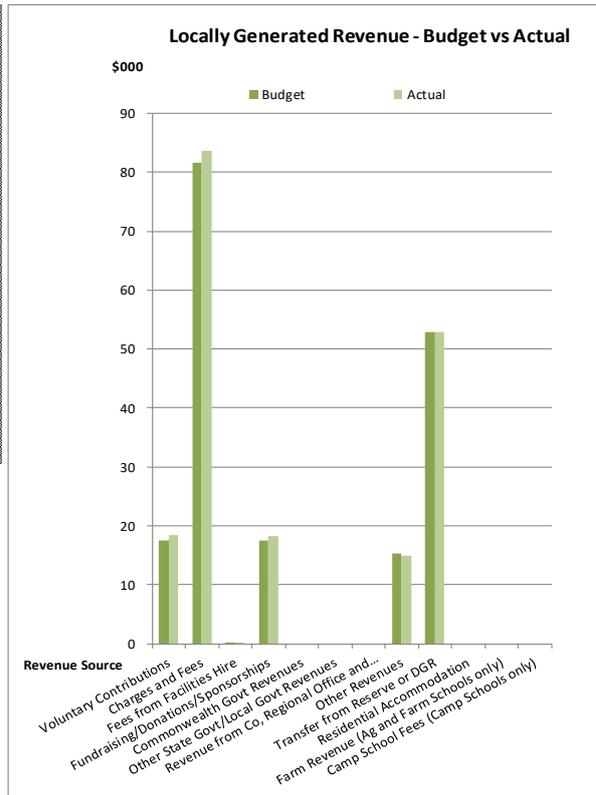
Year	Headcount	
	Permanent	Fixed-Term
2016	20	2
2017	21	1
2018	19	2
2019	20	1

Table 5 Trend in Employment Class – Teaching Staff

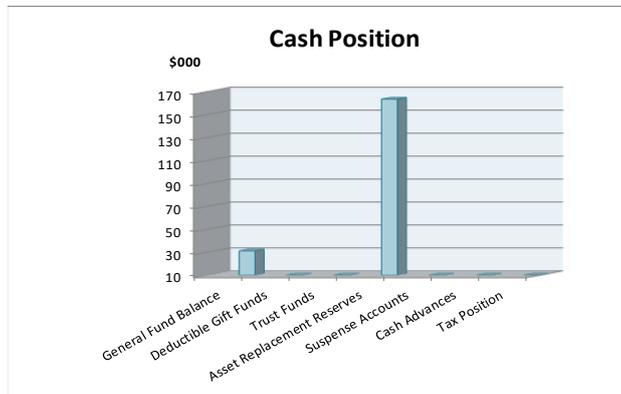
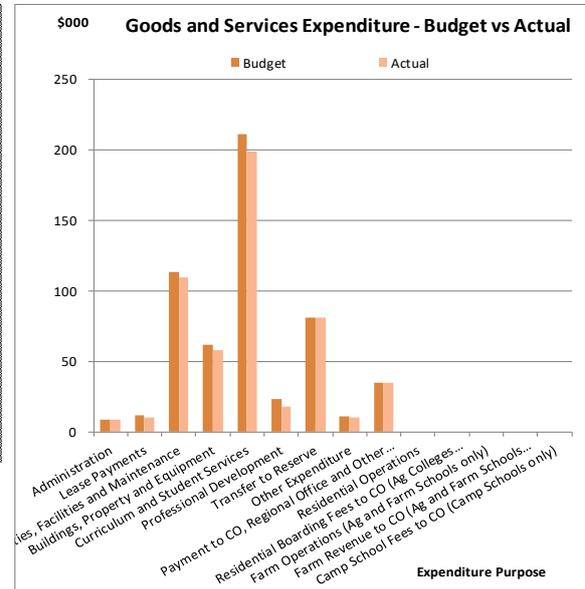
# 5 Financial Report

## Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 17,580.00	\$ 18,408.55
2	Charges and Fees	\$ 81,625.00	\$ 83,559.46
3	Fees from Facilities Hire	\$ 227.00	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 17,617.00	\$ 18,311.86
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 15,314.00	\$ 15,021.72
9	Transfer from Reserve or DGR	\$ 52,850.00	\$ 52,849.69
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 185,213.00</b>	<b>\$ 188,378.55</b>
<b>Opening Balance</b>		<b>\$ 47,946.26</b>	<b>\$ 47,946.26</b>
<b>Student Centred Funding</b>		<b>\$ 321,354.00</b>	<b>\$ 321,353.76</b>
<b>Total Cash Funds Available</b>		<b>\$ 554,513.26</b>	<b>\$ 557,678.57</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 554,513.26</b>	<b>\$ 557,678.57</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 8,420.00	\$ 8,484.66
2	Lease Payments	\$ 11,500.00	\$ 10,037.36
3	Utilities, Facilities and Maintenance	\$ 112,940.00	\$ 109,076.67
4	Buildings, Property and Equipment	\$ 61,549.00	\$ 57,754.32
5	Curriculum and Student Services	\$ 210,812.69	\$ 198,372.70
6	Professional Development	\$ 23,000.00	\$ 17,390.60
7	Transfer to Reserve	\$ 80,448.00	\$ 80,448.00
8	Other Expenditure	\$ 10,406.00	\$ 10,111.04
9	Payment to CO, Regional Office and Other Schools	\$ 34,838.00	\$ 34,838.18
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 553,913.69</b>	<b>\$ 526,513.53</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 553,913.69</b>	<b>\$ 526,513.53</b>
<b>Cash Budget Variance</b>		<b>\$ 599.57</b>	



Cash Position as at:	
Bank Balance	\$ 198,968.06
Made up of:	\$ -
1 General Fund Balance	\$ 31,165.04
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 163,426.33
5 Suspense Accounts	\$ 9,868.69
6 Cash Advances	\$ -
7 Tax Position	\$ (5,492.00)
<b>Total Bank Balance</b>	<b>\$ 198,968.06</b>

## 6 Community Survey

Parents were surveyed mid-year regarding their views about various educational issues. In particular, some YouTube clips were used as the prompt for feedback about the direction of Darlington Primary School.

### Aspirational comments made:

- "be open to new ways of education that have the child's happiness and life skills at the centre of its model and creating a school environment that does not just maintain status quo traditional approach"
- grow Music and Art
- value play
- have individualised learning plans
- encourage creativity, individuality, courage, wisdom, love for fellow man, civics and community spirit
- teach sign language
- have a kitchen garden
- have a safe school program that doesn't endorse LGBT propaganda
- have the confidence to innovate and introduce new ways of teaching and learning
- Holistic approach to the curriculum, incorporating and allowing the interests of the students to form part of the learning while also studying the bigger issues for society, such as multiculturalism (including aboriginal Australians), acceptance of difference and environmental sustainability.
- Develop Creative and critical thinkers. "I value ICT and wish to see it's inclusion grow, but also want it balanced with hands-on, real world learning, including the allocation for and acceptance of play and self-exploration."
- Encourage parental involvement and inclusion
- Teach financial literacy
- Having a garden for canteen
- build confidence in students, help them learn about the real world
- update the school motto
- Embrace the talents of the community
- Develop mindfulness and wellbeing
- "internet licence" demonstrating application of cyber safety knowledge
- problem solving, critical thinking, ICT, emotional intelligence and social justice
- waste wise and aware of practices that help sustain our natural environment
- regularly give back to the community, less privileged people and or charity groups.

### Constructive Criticism

- Way too much screen exposure.
- Kids have looked up google earth on computer at school and looked up other kids addresses.
- inappropriate movies on the bus and finishing days - ie scary PG movies
- YouTube ADVERTISING This seems to be teachers not being prepared for various Advertising that is attached to YouTube and just letting it play.
- Less academic push down to early years.
- Art and Music need to grow
- Better communication would be great during the year. I have found it very hard to get a teachers time for a few minutes chat about my children as mornings are busy and get hustled out. You do not necessarily hear about anything until it is very far gone.
- The fun has disappeared with many staff, repeating work, only a few are engaging and add spice to their lessons to make the curriculum the best it is given what they have to learn
- Some teachers seem to lack basic social skills and are unable to form any positive relationships with the children.
- The school laptop program was a very poor initiative and seemed to be focused more on supplementing the schools lack of ICT resourcing rather than any desire to improve student outcomes.
- DPS should focus more on academic achievement and extending kids with potential.
- There is too much focus on sport and winning at carnivals.
- More play based learning.
- We need single stream classes.
- Teachers need to know the curriculum and teach it. No recycling of learning programs and adapt to what is relevant to your class and what is happening in real world.
- STEM should be a talking point. This is the future.
- Reports need to provide effective feedback. Less generic comments and more constructive feedback.
- What are the statistics to show the benefit of students using more technology at schools? Class computers need to be updated so they are all usable.
- Many long term teachers have lost their passion & commitment - impacting students learning and wellbeing, and the school's reputation.
- there seems to be a lot of "silent reading"
- The fashion of ICT emphasis in primary schools is unfounded and destructive.
- At DPS there has been a strong focus on literacy and numeracy which obviously is important, but the absence of fun learning and the monotony of desk / paperwork even for year 1s is just counterproductive in a lot of cases.
- DPS does sport really well, but education in the arts has been in a terrible state.
- Consistency of learning, homework and fun within year groups is important.