Darcy Road Public School
Annual School Report

2012
Our school at a glance

Students

Our student enrolment of 431 in January 2012 grew to 453 by the end of the year. We expect to have almost 500 students at the start of 2013 due to our very strong Kindergarten enrolment of 103 children. 85% of our students come from language backgrounds other than English. Over 40 different countries of origin are represented in our school community.

Staff

The staff at Darcy Road PS in 2012 comprised 17 classroom teachers, 7 support teachers, 5 administrative and support staff and the Principal, Mr Harry Berwick.

Significant programs and initiatives

At Darcy Road PS students are offered a comprehensive range of engaging and challenging activities and learning experiences, which allows all of our students to achieve to their maximum potential.

In 2012 these programs included:

- School choir participating in Celebrating the Arts
- School band providing music education and regular performance experience for more than 40 students from years 2 - 6
- Participation in Winter and Summer PSSA
- Record participation in School Swimming Scheme
- ‘Robogals’ program for Stage 2 girls using Lego Robotics
- Enthusiastic participation in Premier’s Reading Challenge, Premier’s Spelling Bee and Multicultural Perspectives Public Speaking Competition
- Drama club
- Diwali celebrations

Student achievement in 2012

Our Year 3 students performed well in the Persuasive Writing section of NAPLAN in 2012, achieving a school average score significantly above the state average. % of our students scored in the top band in this domain.

The school average scores in Spelling and in Grammar and Punctuation for both Years 3 and 5 were also above state average. Girls in Year 5 demonstrated strength in the Numeracy test, with 33% achieving the top band. School scores in reading were similar to the state average scores with the exception of Year 3 girls, who scored lower than the state average. This result is of concern to the school and we will be one key aspect of our whole-staff investigation of and reflection on 2012 NAPLAN performance.

Messages

Principal’s message

2012 has been another wonderful year at Darcy Road Public School. All of our students have made sound progress in their learning and have enjoyed a wide range of engaging activities. Student results in both internal and external assessments have been impressive. Our new hall is in constant use, our bike track is always busy and the school band has grown to over forty members. Visitors to the school always remark on the positive and happy atmosphere and the enthusiasm of our students.

This has been my sixth year and I have always been impressed by the dedication and professionalism of the staff, the enthusiasm and commitment to learning of the students and the positive and supportive feeling among the parent body and in the community in general.

As Principal at the school I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Harry Berwick
P & C message

The Parents and Citizens Association (the P&C) serves as a focus for parents’ participation in the life of the school, providing a social and information function, and an ongoing commitment to improving the school environment through the provision of financial, material and social support. The P&C supports public education and a tolerant, liberal and pluralist school community. It seeks to assist in providing opportunities to all Darcy Road Public School students and endorses their pursuit of excellence in the academic, cultural and sporting fields.

The aim of the P&C is to support the school community through:

- Community building - information sessions, school committees
- Student services - uniform shop, catering, sports and cultural activities
- Fundraising and social events
- Parent Support - information exchange, membership and advocacy

During 2012, in association with parents, citizens, teachers, staff and students, our activities have included the following:

Fundraising
Throughout the year the P&C organised several events such as a Trivia night, Olympathon, Easter Raffle and Mothers & Father’s Day stalls to raise money for the school to give additional support to create a better learning environment for all of our students. With the help of parents and the wonderful volunteers, we were able to contribute over $20,000 in funds to the school for the following resources:

- 2 Interactive White Boards: $15,000
- World Book Web Subscription: $2,000
- Mathletics Program: $5,500
- Tap and Bubbler System for Native Plants: $500
- 10 School Blazers

Community building
This year we held our first ever Diwali Festival and 3rd Christmas Carols night organized by our wonderful committee members and teacher representative (Ms. Yelland), which brought our school and community together. The P & C is hoping that these and many more multicultural events will become annual events. As in previous years, the P & C has been involved this year with the Kindergarten Orientation to support new parents with their children’s transition to school.

Diwali celebrations

Parent Support
We have tried to be available as much as possible to represent parents’ special interests. We have met with the school executive on many occasions to discuss a variety of issues that have impacted on the students’ education and wellbeing. We have encouraged parents to become more involved in the school through P&C meetings and our email communication base.

Finally, as current President of the P&C, I would like to thank my executive committee members, other sub-committee members, our Principal, Assistant Principals, all the teachers and staff and, of course, the many parents for their support and assistance over the year.

Kowsala Kanopathippillai.
President
Darcy Road P S P&C

Student representative’s message

We are very privileged to have gained the significant role of school leader and it has been our pleasure in fulfilling our duties at this brilliant school. We thank the other leaders Alexandra, Nivetha, Samiksha, Liam, William and Hoshang for supporting us in doing our duties. We have taken on many jobs such as flags, canteen duty, assemblies and assisting with Kindergarten Orientation. We hope that we have also been great role models for the younger students and we were honoured to have the opportunity to do so.

We have participated in many different school events and helped out a lot. We would like to thank our Year 6 teachers Mrs Singh, Mrs
Buckham and Mr Hall for being supportive, optimistic and encouraging throughout this year.

Since this is our last year at primary school it is very sad to leave our fellow students and our teachers. We will take our pleasurable memories and essential life skills into our future. We also wish the best of luck to the future school leaders.

Angeleena Chandy
Young-Jae Kim

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>153</td>
<td>173</td>
<td>210</td>
<td>231</td>
<td>233</td>
<td>225</td>
</tr>
<tr>
<td>Female</td>
<td>132</td>
<td>150</td>
<td>161</td>
<td>163</td>
<td>184</td>
<td>187</td>
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Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. In 2012 we had 17 mainstream classes at Darcy Road PS. The table above shows our class sizes as reported at the 2012 Class Size Audit conducted on Monday 20 March 2012.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>93.3</td>
<td>93.6</td>
<td>94.8</td>
<td>93.6</td>
</tr>
<tr>
<td>1</td>
<td>94.1</td>
<td>94.1</td>
<td>95.5</td>
<td>94.0</td>
</tr>
<tr>
<td>2</td>
<td>93.6</td>
<td>94.8</td>
<td>95.4</td>
<td>93.7</td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>94.9</td>
<td>94.2</td>
<td>93.7</td>
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<tr>
<td>4</td>
<td>92.9</td>
<td>94.3</td>
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<tr>
<td>5</td>
<td>94.7</td>
<td>94.9</td>
<td>96.2</td>
<td>95.5</td>
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<tr>
<td>6</td>
<td>94.9</td>
<td>95.1</td>
<td>93.7</td>
<td>93.8</td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>93.9</td>
<td>94.4</td>
<td>95.2</td>
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</table>

Management of non-attendance

At Darcy Road PS we are keenly aware of the impact of strong attendance rates on student
learning outcomes. We closely monitor attendance and punctuality. In 2012 we have introduced an electronic attendance register using 'Sentral' software. This system allows staff readily to access accurate and up to date attendance records for individual students as well as for groups of students and whole classes. Unexplained absences are followed up in accordance with DEC policies, and ongoing concerns are referred to the Home - School Liaison Officer. Parents are informed in our biannual student reports of their children’s absence and partial absence rates.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30.72</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There were no indigenous staff members at Darcy Road PS during 2012.

**Staff retention**

Increasing enrolments led to the appointment of two new classroom teachers at the school, Mr Andrew Beard and Ms Claire Rich. Mr Hall resigned his position at the school to accept a position with Smart Technologies. Mr Michael Leverett returned to the school from his role as Relieving Deputy Principal at Coonamble PS. Our fourth Assistant Principal, Miss Larissa Maraga, commenced duties at the start of 2012.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>43685.21</td>
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<tr>
<td>Global funds</td>
<td>240537.55</td>
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<tr>
<td>Tied funds</td>
<td>91432.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>116376.52</td>
</tr>
<tr>
<td>Interest</td>
<td>3941.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27036.09</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>523009.34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>34446.03</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>26935.56</td>
</tr>
<tr>
<td>Library</td>
<td>6232.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1209.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>87583.47</td>
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<tr>
<td>Casual relief teachers</td>
<td>42956.88</td>
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<tr>
<td>Administration &amp; office</td>
<td>50303.44</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>41120.16</td>
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<tr>
<td>Maintenance</td>
<td>54031.81</td>
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<tr>
<td>Trust accounts</td>
<td>22062.59</td>
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<tr>
<td>Capital programs</td>
<td>59107.15</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>448023.23</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>74986.11</td>
</tr>
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</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

2012 was an exciting year for the Choir as they continued to develop their love of music, learning the concepts in the art of singing whilst enjoying different styles of music. The Choir consists of students from Years 3 to 6. The choir has enthusiastically rehearsed well throughout the year, practising once a week. They have had the opportunity to show their talents and perform with pride as a part of the massed choir for Celebrating the Arts 2012 at the Parramatta Riverside theatre.

School choir 2012

The Musica Viva program continued in 2012 with an engaging performance by ‘The World According to James’, a jazz group who took the students of Darcy Road from the rainforests of Australia to the streets of Buenos Aires, exploring every style from free jazz to modern tango along the way.

A Drama Club was established in the school to provide performance opportunities for children with interest and ability in this area. Miss South and Ms Yelland ran workshops and rehearsals during lunchtimes once each week for the more than twenty students who joined the group. The children performed plays on several occasions for school assemblies and for parent groups. The school hosted the Toongabbie Learning Community Drama Festival, which saw students from several local schools performing plays and short dramatic pieces in the school hall for an appreciative audience of students, parents and teachers from a range of local schools.

Sports

Over 120 students in Years 2 - 6 participated successfully in the School Swimming Scheme. Students and teachers walked to and from Wentworthville Swimming Pool for ten swimming lessons, resulting in all students showing significant gains in swimming ability and awareness of water safety.

School Swimming Scheme

The school was represented in Summer PSSA by our junior and senior cricket, Newcombeball and softball teams. For Winter PSSA we had teams for junior and senior netball, Oz-tag, boys’ soccer and mixed soccer. None of teams won their leagues or progressed to finals but all members of all teams played with great spirit, developed their sporting and team skills and did their school proud.

The school bike track was completed in 2011 and has been in regular use by students since then. Each year group has a designated day to enjoy riding on the track at lunchtime.

The track is used by community members after school hours, on weekends and during school holidays. This use strengthens the position of the

Artworks by four of our students were submitted for Operation Art, an initiative of Westmead Children’s Hospital and the Department to exhibit student visual artworks in children’s hospitals. One of our talented students, Anya Maclure, had her artwork from Operation Art 2012 selected to be presented to Mr Greg Prior, Deputy Director-General, Schools, as a thank you for opening Operation Art 2012.
school in the local community and helps to maintain a welcoming atmosphere in the school as a local institution.

All students who ride to school are issued with a bike licence at the beginning of the school year. The licence program has helped to instill a sense of pride and to promote responsible behaviour in the students. Riding in an unsafe manner leads to demerit points and repeat offenders could forfeit their licences for a period. Anecdotal evidence suggests a significant reduction in the incidence of inappropriate or unsafe behavior while riding to and from school.

**Academic**

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**University of NSW Competitions**

Students from the school have again achieved outstanding results when they participated in ICAS (International Competitions and Assessments for Schools) this year. Those students whose achievements were outstanding were rewarded with Certificates of Credit, Distinction and High Distinction.

ICAS are held annually for students in Years 3 to 12. Each ICAS test is designed to assess students’ academic ability in aspects of Computer Skills, English, Mathematics, Science, Spelling and Writing.

In 2012, 60 students sat for the Mathematics Competition. Eighteen students received Credit Certificates, 8 Distinction and 1 High Distinction. In English 52 students participated with 13 Credit Certificates and 2 Distinction being presented. In Computer Skills 42 students participated, with 4 Credit passes and 11 Distinction and 1 High Distinction achievements received. In Spelling 45 students sat the test with 20 students receiving Credit passes and 4, Distinction passes. In Science 44 students participated with 11 Credit certificates and 5 Distinction certificates received. Writing was the final competition test sat by our students. Of the 40 students who participated, 8 Credit certificates and 4 Distinction certificates were presented.

**Maths Olympiad**

In 2012 thirty students participated in the Australasian Problem Solving Mathematical Olympiad (APSMO). Darcy Road students had excellent results. Our team was made up of Year 4, 5 and 6 students who competed against 27 940 students across all of Australia and Asia. We had 8 students placed in the top 25%, and of this group four students were placed in the top 10%.

**Significant programs and initiatives**

**Live Life Well**

Miss Ackland and Mrs Blatch introduced the “Live Life Well at School” program to the school. All teaching staff completed professional learning in the running of this valuable health education program. During 2013 students will participate in lessons and activities raising awareness of a healthy lifestyle, including appropriate diet, regular exercise, personal hygiene and managing stress and anxiety. They will also study the effects of soft drinks on health and learned of the benefits of making water their main drink. “The Live Life Well at School” program provides a valuable framework for existing health-related
activities in the school, such as Crunch and Sip, Run for Your Life and our bicycle education programs.

Run for Your Life

Every Tuesday and Thursday morning in Term 3 and Term 4 a group of students and teachers ran three laps of our school bike track before beginning formal lessons. On most of these mornings more than 40 students ran, accompanied by two or more teachers (and, occasionally, parents) a distance of 1.2km in less than 10 minutes. This activity is inspired by the lectures of educator Dylan Williams, who argues that children learn much more efficiently after a short period of vigorous physical activity in the morning.

Bicycle Education

Our 400-metre school bicycle track continues to be used every day at lunchtime by students K-6. Each year group has a designated day for riding on the track and many students cycle to and from school on their designated day to ensure that they can ride at lunchtime. The bike track is also used by community members after school hours and on weekends, increasing positive attitudes among community members to the school as a valued community resource.

Robogals

Two full-day workshops in Lego Robotics were held at University of New South Wales for our Stage 2 students. Fifty students participated in this program, which aims to increase interest among girls in studying engineering. The children constructed Lego robots, decorated them, then programmed them using Robolab software to follow a sequence of dance steps. The free workshops are run by volunteer engineering students from the university. In addition to the benefits of learning robotics, all students were excited to experience a day in a Sydney university.

Stage 2 Camps

Stage 2 classes in the school participated in an overnight camp at Brewongle Environmental Education Centre. Students enjoyed a range of outdoor activities which supported student learning across all KLAS. Students also developed greater self-confidence and self-reliance on what was for most children their first night away from their families.

Aboriginal sand painting at Brewongle

Aboriginal education

Darcy Road Public School teachers continued to include an Aboriginal perspective in their classroom programs and across all curriculum areas throughout 2012. Acknowledgement of Country is part of all school gatherings and functions including our weekly assemblies, visiting performances, inter-school debating, public speaking and formal ceremonies such as Anzac Day and our school Presentation Day. NAIDOC Week was celebrated with a performance by Ryka Ali and his family, in which children learned songs and dances from far north Queensland.

Acknowledgment of Indigenous culture formed part of our Harmony and Multicultural Day Activities. The culture and history of Australia's indigenous people is especially studied as part of HSIE and forms the inspiration for Literacy Units for all Stages. The library collection is continually expanding its resources to reflect the role of Australia’s Indigenous people in today's society and their cultural history.

Multicultural education

Our first whole-school Diwali celebrations were held in 2012. Parents prepared and presented a range of Indian and Sri Lankan foods appropriate to the festival. Children designed and made diya (decorative pots holding tea light candles), which were lit and displayed in the school grounds to represent the cultural practice of welcoming the goddess Lakshmi to the premises. Students enjoyed traditional stories and a Bollywood
dance performance by some of our Stage 2 and Stage 3 students.

Other programs

Technology

Our Computer Lab continued to operate with each class spending one hour per week with their classroom teacher improving their digital skills. The hardware in the Lab has been upgraded and all computers are now the most recent model, running Windows 7.

The Connected Classrooms equipment was in regular use throughout the year, with several teachers conducting frequent video conference sessions with classes in partner schools.

Class blogs formed a valuable link between home and school, allowing students to share their learning with family members at home and overseas and providing strong opportunities for students to continue and to build on their learning outside the classroom.

Money Smart

Darcy Road became the first school in Western Sydney to introduce the financial literacy program ‘Money Smart’, created by the Australian Securities and Investments Commission (ASIC) with support from federal government departments. Two of our teachers completed two days of training in Adelaide before presenting workshops to all teaching staff and to parents and interested community members. The resources and activities included in the program were investigated by ten classes as part of our role as a ‘trial’ school. The program is highly engaging and teaches children about money through hands-on activities such as selling pancakes to raise money for charity and using a class budget to prepare a breakfast for the students in a Kindergarten class. Feedback has been very positive so far and the trial will continue in 2013.

The Library

In 2012 the school library increased its general collection by 10%, with a focus on fiction titles. Once again the students were invited to be actively involved in the selection process so that the collection meets their needs and reflects their reading interests.

The multicultural library has become very popular since access was opened to students as well as staff, and many parents are encouraging their children to borrow books in their home language to share with the family.

The P & C once again supported our subscription to World Book online and this has become an essential element of sourcing up to date information for research, especially for the senior students.

Throughout the year the library celebrated several special events including Book Week, Diwali, NAIDOC, Roald Dahl Day and National Literacy Week.

Looking to the future, the layout of the library will be improved early in 2013 when one wall will be removed giving more space and easier access to the collection. This will also increase the area available for student use. The library office has been relocated to allow this to occur.

We are also looking to digitise part of the collection in 2013 through the purchase and use of iPads and ebooks. This will enable the school library to keep up with current changes in the
way society accesses texts both for reading enjoyment and information. Therefore a primary focus for 2013 will be the review and establishment of an eBook collection.

During 2013 the library will continue to review and cull the non-fiction collection as well as continue to maintain and build both the Junior and Senior fiction collection.

Target 2
Outcome for 2012–2014
Improved outcomes in numeracy for all students.

Our achievements include:
- Consistent programming and assessment framework in place throughout the school, aligned with School Plan
- Analyse, reflect on and discuss results of external and internal assessments; ensure that these analyses inform teaching and learning in numeracy
- School subscription purchased to [www.mathletics.com.au](http://www.mathletics.com.au) for all students, K-6; professional learning sessions conducted for all teachers in effective use of ‘Mathletics’; students in all classes enjoying regular use of Mathletics.
- Increased use of video conferencing combined with ‘Bridgit’ application for sharing computer desktops with video conference partners.

Target 3
Outcome for 2012–2014
Increased student engagement and attainment throughout the school.

Our achievements include:
- Modified merit awards system to ensure that student achievement and appropriate behavior are acknowledged and celebrated
- Increased student voice in school programs and activities
- Increased consistency across whole school in all school programs and
activities, in line with School Plan and targets

- Increased effective implementation of the Quality Teaching Framework in all school programs and activities
- Provided two days of intensive Quality Teaching Framework professional learning for all teaching staff presented by Lane Clark

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Learning in our school and of the Key Learning Area 'Mathematics'.

Background

The school plan included the introduction this year of a number of measures to improve numeracy outcomes for all students. The programming and assessment framework in Mathematics was reviewed and improved by the numeracy committee and assessment team. We purchased a subscription to the Mathletics online program to support the learning of all students in school and at home. The school participated in a trial implementation of the Money Smart financial literacy program.

In order to monitor progress and evaluate the effectiveness of these measures, students, parents and teachers completed surveys in hard copy and online using zoomerang.com. Interviews and focus group discussions provided further data for our consideration.

Findings and conclusions

All teaching staff reported that the revised numeracy assessment schedules and procedures and more closely targeted planning had led to improved consistency across the school in the teaching and assessment of Mathematics. In particular, the introduction of the Sentral system of recording student achievement and the increased teacher awareness of the K-6 Numeracy Continuum were identified as key factors leading to this improvement in consistency.

Students, parents and teachers all reported a high level of satisfaction with the Mathletics program. Parents in particular reported increased student motivation in Mathematics and more time spent by students at home engaged in Mathematics concepts and skills covered in class. Some parents commented that teachers could be more consistent with assigning tasks, particularly for students of higher ability.

100% of teachers and parents surveyed and more than 95% of students believed that the Money Smart program was a valuable addition to numeracy learning at the school. Parents commented that children have little experience of dealing with money in today’s almost cashless society and that the hands-on, real-life activities of the program provided much-needed practice in financial literacy. Teachers suggested modifications to many of the units and lessons, and this feedback was passed on to the program co-ordinators.

Future directions

Consistent planning and professional learning in Mathematics for teachers will focus on building familiarity with the new NSW curriculum throughout 2013. The school will continue to use Sentral to ensure that student achievement is clearly documented and that student results are available to teachers to inform the planning and teaching of Mathematics.

We will continue to use Mathletics in 2013 and further professional learning will be structured to support teachers in assigning appropriate tasks for all students.

The Money Smart program trial ends in June 2013 and many of the units will be incorporated into school Scope and Sequence documents. When the program has been completed we are
committed to having each year level complete one unit per year.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

More than 95% of parents responded that their child always or usually enjoyed school. 90% of parents, 95% of teachers and 90% of students said that what children learned in class was always or usually relevant and useful.

100% of parents, 100% of parents and 90% of student surveyed recognized that teachers at our school always or usually upgrade their teaching skills through professional learning.

A number of parent respondents requested that the school provide more regular and detailed information for parents about what children are learning in school. One strategy to address this issue will be to encourage all teachers to create and maintain class blogs in 2013.

Professional learning

All teaching staff participated in a two-day professional learning activity led by education expert Lane Clark. This course provided teachers with valuable insights into the nature of Quality Teaching and with practical resources to support the implementation of the Quality Teaching framework in all classrooms and learning spaces.

Staff completed mandatory training in Child Protection, Cardio-Pulmonary Resuscitation, managing Anaphylaxis, and Occupational Health and Safety.

Two staff members completed courses on the NSW New Syllabus documents in English. These staff members presented the introductory session to all teaching staff, increasing familiarity with the new English Curriculum to support implementation on a trial basis in the school during 2013.

Professional learning activities conducted in the school have been listed in MyPL@DET so that teachers may include them in the accreditation record at the NSW Institute of Teachers.

Stage meetings were conducted on a weekly basis in 2012.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

- School Targets: 2012 - 2014

School priority 1

Outcome for 2012–2014

Improved outcomes in literacy for all students with a specific focus on comprehension.

2012 Targets to achieve this outcome include:
• NAPLAN - No students in bottom band, more than 30% in top two bands for Reading and Writing, Years 3 and 5

• Best Start/K-6 Literacy Continuum - All students progress by at least two bands by year’s end

**Strategies to achieve these targets include:**

- Provide professional learning for all teachers in “Focus On Reading”.
- Ensure that school-based assessments in literacy are used effectively to inform teaching and learning programs so that student needs are consistently addressed.
- Reflect on analyses of external assessment data on literacy (NAPLAN and ACER) to ensure that all students are challenged and supported in their literacy learning according to their needs and abilities.
- Promote effective use of 21st century learning technologies in all classes – blogs, video conferencing, interactive whiteboards, ipads, netbooks, online and school server-based digital resources.
- Continue to highlight the Quality Teaching Framework, which should become embedded in teaching and learning programs, assessments and evaluations.
- Learning Support Team and LaST to target those students at greatest risk in Years 3 and 5 to provide specific support to ensure that no student is in bottom band. LST/LAST to provide additional support/direction for class teachers to differentiate the curriculum to meet the needs of targeted students.

• NAPLAN – No students in bottom band, more than 30% in top two bands for both Years 3 and 5

• Best Start Numeracy Continuum – All students progress by at least two bands by year’s end

• Consistent programming and assessment framework in place throughout the school, aligned with School Plan

**Strategies to achieve these targets include:**

- Provide professional learning for all teachers in “Focus On Reading”.
- Analyse, reflect on and discuss results of external and internal assessments; ensure that these analyses inform teaching and learning in numeracy.
- Purchase a further year’s subscription to www.mathletics.com.au for all students, K-6; conduct professional learning sessions for all teachers in effective use of ‘Mathletics’; give priority in staff and stage meetings to effective and consistent use of this suite of resources.
- Promote increased use of technology to develop problem-solving skills of all students.
- Learning Support Team and LaST to target those students at greatest risk in Years 3 and 5, providing specific support to ensure that no student is in bottom band. LaST/LAST to provide additional support/direction for class teacher to differentiate the curriculum to meet the needs of targeted students.

**School priority 2**

**Outcome for 2012–2014**

Improved outcomes in numeracy for all students with a specific focus on Problem Solving.

**2012 Targets to achieve this outcome include:**

- Continue to modify merit awards system to ensure that student achievement and appropriate behavior are acknowledged and celebrated.

**School priority 3**

**Outcome for 2012–2014**

Increased student engagement and attainment throughout the school.

**2012 Targets to achieve this outcome include:**

- Continue to modify merit awards system to ensure that student achievement and appropriate behavior are acknowledged and celebrated.
• Provide for increased student voice in school programs and activities (eg. SRC, three way interviews, student based surveys to teachers)

• Increase consistency across whole school in all school programs and activities, in line with school plan and targets (more consistent supervision and support of all staff)

• Increase effective implementation of the Quality Teaching Framework in all school programs and activities (via Focus On Reading, new curriculum training, Supervision Policy)

Strategies to achieve these targets include:

• ‘Engagement and Attainment’ team to continue to lead teachers, students and parent body to reflect on and improve school merit award system

• Promote use of student surveys to increase student feedback to teachers on lessons, units of work, teaching and learning programs and teaching styles. Online surveys such as ‘zoomerang’ sent to students’ email accounts will be used in addition to pen and paper surveys

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: