School context

Darcy Road Public School is a suburban Sydney school with a student enrolment of over 500. More than 80% of our students come from Language Backgrounds Other Than English.

Principal’s message

Our school has grown rapidly in recent years and our student enrolment has now exceeded 500. Students, parents and staff have coped very well with the pace of change and we have maintained a vibrant learning community with a strong commitment to supporting the learning needs of every student. We emphasise the importance of strong social support and we endeavour to enhance the social and emotional development of our students.

All members of our school community – students, teachers, parents and interested supporters – have worked together throughout 2013 to foster strong student learning. Our school is a happy place of learning and we acknowledge the support and hard work of all community members in helping to maintain this positive culture with a focus on student outcomes.

The Annual School Report is a key accountability document, enabling the school to report to the community on the achievements of the past year, as well as identifying targets for improved performance over the coming year.

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 and/or School Council 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 informative function, and an ongoing commitment to improve 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 2013, in association with parents, citizens, teachers, staff and students, our activities in the various above areas have included the following:

Fundraising

Throughout the year the P&C organized several events such as Trivia night, Fun run, Easter Raffle, Pet Barn BBQs Christmas Carols, Election cupcake and coffee stall 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:

- Interactive White Board: $7,000
- World Book Web Subscription: $2,000
- Maths Resources: $2,400
- 10 iPads: $3,700
- Mathletics Program: $2,500
- Data Projector: $4,500
- Gift Vouchers for Fun Run Winners: $175.00
- Swimming Caps with School Logo: $338.00

Stage 3 students in Parliament House, Canberra
Community building
This year we held our annual Diwali Festival, other multicultural festivals and Christmas Carols night organized by our wonderful committee members, parents and teacher representative 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. The P&C, with the overwhelming support of many parents and students, has raised money for very important charities including the McGrath Foundation and RSPCA.

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 Kanapathippillai
President
Darcy Road P S P&C

Student representatives’ message
We are honoured to have obtained the significant roles of school leaders and it has been a delight in fulfilling jobs at the best school in Australia. Before we go on we would like to acknowledge the other school leaders Itasjiah, Randy, Lydia, Bilal, Dhruvi and Nikhil, who have helped the school in so many ways and served as inspirational leaders and role models for all Darcy Road students.

We would also like to thank our friends and classmates, who have lightened our load in doing our duties. We hope we have done a good job in assemblies, special occasions and helping other students. We also have raised funds for the Year 6 present and honour boards by doing a sausage sizzle and cake stalls.

We would like to thank Mrs Rich and Miss Adams for being supportive, optimistic and encouraging throughout the year. Since this is our last year at school it is upsetting to leave our fellow students, teachers and the school community. We will take our pleasurable memories of the cake stall, Year 6 Fun day, camp, Kindergarten Orientation and the sports carnivals with us into the future. We will also take our essential life skills that we have learnt at Darcy Road Public school with us too. We also wish the future school leaders best of luck and we are sure they will do a great job.

Lara Dwyer                                           Karthik Pande

Exploring the rock pool at Sydney Aquarium
Student information

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

Student enrolment profile

Darcy Road PS students are 21st century learners being taught processes enabling them to take more responsibility for their learning. The school enrolment of 476 students is comprised of 251 boys and 225 girls. There has been a gradual increase in enrolments due to larger intakes in Kindergarten each year. It is anticipated that this trend will continue.

Student enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
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<td>Male</td>
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<td>210</td>
<td>231</td>
<td>233</td>
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<tr>
<td>Female</td>
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<td>161</td>
<td>163</td>
<td>184</td>
<td>187</td>
<td>225</td>
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Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>22</td>
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</tr>
<tr>
<td>KS</td>
<td>K</td>
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</tr>
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<td>1A</td>
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<td>24</td>
</tr>
<tr>
<td>1B</td>
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</tr>
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<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>23</td>
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<td>3J</td>
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<td>26</td>
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<tr>
<td>4W</td>
<td>4</td>
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</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>31</td>
<td>31</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.3</td>
<td>93.6</td>
<td>94.8</td>
<td>93.6</td>
<td>94.2</td>
</tr>
<tr>
<td>1</td>
<td>94.1</td>
<td>94.1</td>
<td>95.5</td>
<td>94.0</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>
<td>95.0</td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>94.9</td>
<td>94.2</td>
<td>93.7</td>
<td>95.3</td>
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<td>4</td>
<td>92.9</td>
<td>94.3</td>
<td>97.0</td>
<td>92.0</td>
<td>95.1</td>
</tr>
<tr>
<td>5</td>
<td>94.7</td>
<td>94.9</td>
<td>96.2</td>
<td>95.5</td>
<td>92.0</td>
</tr>
<tr>
<td>6</td>
<td>94.9</td>
<td>95.1</td>
<td>93.7</td>
<td>93.8</td>
<td>96.0</td>
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<tr>
<td>Total</td>
<td>93.9</td>
<td>94.4</td>
<td>95.2</td>
<td>93.8</td>
<td>94.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

At Darcy Road, we value good school attendance. Class rolls are regularly checked by executive staff with concerns being referred to the Home School Liaison Officer. Parents are informed in our biannual student reports of their children’s absence and partial absence rates.
Workforce information

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

The staff at Darcy Road has a wide range of teaching experience and teaching years, providing the school with an excellent and well balanced mix.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>20.98</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>34.18</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. One member of staff in 2013 is of Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. 100% of teaching staff at Darcy Road Public School have a degree or diploma in teaching.

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>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>122979.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>115624.78</td>
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<tr>
<td>Interest</td>
<td>3217.72</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11474.55</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>536738.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>38673.52</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>6807.22</td>
</tr>
<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>51382.96</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>15196.36</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>466584.25</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>70154.24</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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.

Celebrating Harmony Day
School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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 and enter the school name in Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

Our Year 3 students achieved improved scores in all aspects of literacy compared with 2012. In Reading the percentage of students in the top band was double that of the previous year.

NAPLAN Year 3 - Numeracy

The percentage of Year 3 students in the top two bands for numeracy was significantly higher than that of the previous year.

NAPLAN Year 5 - Literacy

Our Year 5 students achieved scores comparable to previous years in all aspects of literacy except Writing. Year 5 boys scored significantly below the state average in writing. We will need to consider ways to improve this result in our school planning.

NAPLAN Year 5 – Numeracy

Our Year 5 boys scored close to the state average in Numeracy, with 16% achieving the top band. Our girls, however, scored somewhat below the state average and none achieved the top band.

Other achievements

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 2 to 12. Each ICAS test is designed to assess students’ academic ability in aspects of Computer Skills, English, Mathematics, Science, Spelling and Writing.

74 students at the school sat for the Mathematics Competition in 2013. Twenty students received Credit Certificates and eight received a Distinction. In English 66 students participated with 9 Credit Certificates and 6 Distinction being presented. In Computer Skills 58 students participated, with 15 Credit passes and 3 Distinction and 2 High Distinction achievements received. In Spelling 58 students sat the test with 22 students receiving Credit passes, 8 Distinction and 4 High Distinction passes. In Science 38 students participated with 12 Credit certificates and 3 Distinction certificates received. Writing was the final competition test sat by our
students. Of the 50 students who participated, 14 Credit certificates, 11 Distinction certificates and 1 High Distinction were presented.

Maths Olympiad

In 2013 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 28,263 students across all of Australia and Asia. We had 9 students placed in the top 25%.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are integrated across many Key Learning Areas to raise student awareness of Aboriginal culture and heritage to promote mutual respect and understanding. At Darcy Road PS we observe the protocol of acknowledging country at each assembly and all special occasions.

Personalised Learning Plans (PLPs) are completed for all Aboriginal students to support their educational outcomes and set goals for their learning.

Multicultural education

In 2013 a staff member was assigned to be the Community Liaison for the school. This staff member worked with parents and the school community to celebrate three festivals which are a part of the school community’s cultures.

We quietly recognised Chinese New Year in February and are excited to celebrate the Chinese Moon Festival next year.

For the first time at this school, we recognised Eid after Ramadan. The children dressed in national costumes; they had assemblies to explain the significance of Eid, and to share artwork and food from the many different cultures who celebrate Eid.

For the second year in 2013, we celebrated Diwali. Again the children dressed in national dress, assemblies were held to discuss Diwali traditions, and food was given to the children for them to sample.

As well, the P & C arranges each year for Christmas carols to be held at the school. Families come to sing songs, eat international food and see Santa Claus.

The Arts

2013 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 2013 at the Parramatta Riverside theatre.

The Musica Viva program continued in 2013 with an inspiring performance by ‘Zeeko’, a musical group who prove that music is everywhere and anywhere, you just need to find it! Their performance used original compositions to explore the natural environment and how different cultures interact with it. Students were able to interact with Zeeko to create soundscapes of the natural environment. Zeeko performed music that had a strong eco message and also showed the connections between music and the natural world around us.
Darcy Road PS was extremely fortunate in 2013 to be selected as part of the Australian Business and Community Network Arts Access grant. Selected students were privileged to be able to attend performances at the Riverside Theatre in Parramatta to see a live performance of ‘Gran’s Bag’ and also at the Monkey Baa Theatre at Darling Quarters to see ‘Milly Jack and the Dancing Cat’ in the city. The students thoroughly enjoyed these two performances. Many more students from Year 1 to 6 were able to take part in the Monkey Baa Theatre drama workshops held at our school as part of the Arts Access grant.

Library
In 2013 the school library continued to increase the general collection by 10%, with a focus on junior fiction titles. At the same time out of date and damaged stock was culled and, where appropriate, possible popular titles were replaced. 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 is still a very popular area with borrowing increasing by 25%. As our enrolment grew in 2013 new languages were identified and resources sought to fill this need. 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 was part of the school celebrations of special events including Book Week, Dawai, NAIDOC, Roald Dahl Day and National Literacy Week.

Looking to the future, the library will be painted and recarpeted early in 2014. This will cause some restriction on the use of the library by both students and staff during the last two weeks of term 4, but will contribute to our goal of making the physical environment of the library more exciting and welcoming.

In 2013 ten (10) ipads were purchased to be used in the library. These are utilised by teachers during classes and for research in library sessions. The ipads are also available for student recreation at lunchtimes. The integration of this technology is supporting the school library in keeping up with current changes in the way society accesses texts both for reading enjoyment and information. The Teacher Librarian attended training in the use of ebooks now available from World Book and these will be included in the multimedia library in 2014. In 2014 ebooks will be trialled in the school library. This was planned for 2013 but due to unforeseen circumstances this has needed to be postponed until 2014.

During 2014 the library will continue to review and cull the collection while at the same time planning to meet the reading interests of all students.

Sport
Students participated in the Wentworthville/Seven Hills PSSA sporting carnivals and competitions. Representatives from our school participated at district swimming, athletics and cross country
as well as regional athletics and cross country. Teams participated in Newcombe Ball, AFL, Softball and Cricket during PSSA summer competition. Football (soccer), Girls’ Football (soccer), Netball and Oz Tag teams participated in PSSA winter competition. Congratulations to all our teams for their good sportsmanship throughout the year.

In Term 4 110 students in Years 2 to 6 successfully participated in a two week program of swimming lessons provided by the Department of Education at Wentworthville Swimming Pool. All students showed significant gains in swimming ability and awareness of water safety.

School Swimming Scheme at Wentworthville Pool

The school bike track has been in regular use by students with each year group having 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.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school evaluated the effectiveness of leadership in the school as well as the teaching and learning of Science and Technology. The processes used include:

- Student, teacher and parent surveys, both hard copy and online
- ‘Parent Café’ – a discussion forum for parents to participate in the evaluation process
- Individual, small group and whole staff reflections and discussions

Program evaluations
Science and Technology

Background

Educational research suggests that a significant proportion of primary school teachers do not feel confident or comfortable teaching Science. With the imminent introduction of the new NSW K-10 Science Syllabus aligned with Australian Curriculum, the importance of Science in the education of 21st Century learners is underscored. The school conducted a series of online surveys in 2013 to evaluate the teaching of Science and to identify areas for improving teaching and learning of this KLA in an era of rapid change in education.

Findings and conclusions

From a representative sample of 80 school families, there were 29 respondents to the online survey “Learning Science at Darcy Road PS (Parent Survey)”. More than 80% of parent respondents selected ‘Strongly Agree’ or ‘Agree’ for the statement *The Science activities my child’s teacher uses help them to learn Science*. More than 60% reported that their child’s teacher planned interesting and engaging activities in Science. A number of respondents commented that they would like to know more about what their child was learning in Science. This suggests that we as a school could improve the level of communication to parents and caregivers about the content of Science programs.

The online student survey “Learning Science at Darcy Road PS” was emailed via Survey Monkey to 180 students from Stages 1 to 3. 106 students responded. More than 70% responded that the activities planned by teachers are engaging and help children to learn science. Over 60% said that
the school has good Science resources which their teachers use in class. Almost 60% of students who responded felt that there was a good balance between hands-on activities and teacher-led discussion in their Science lessons, and a number of students left comments that they would like to have more hands-on learning.

An online survey ("Teaching Science at DRPS") sent to all teaching staff via Survey Monkey received 18 responses. The majority of respondents reported that they enjoyed teaching Science and felt confident in their ability to teach the subject. There was significant dissatisfaction, however, with the current school Scope and Sequence for Science teaching, as well as with the quality and quantity of resources available to support Science teaching and learning.

**Future Directions**

- Professional learning for all staff to build familiarity with the new NSW Science Syllabus K-10 and development of new Science scope and sequence
- Increased investment in quality Science resources, leading to higher levels of practical, hands-on activities in teaching and learning programs

**Key findings**

- 95% of staff and parents believe that school leaders are open to new ideas
- 95% of staff and parents agree that the school is always looking for ways to improve what it does
- 95% of staff and 97% parents believe that school leaders value the contribution of individuals and groups

**Future directions**

The school executive will continue to build the capacity of staff in the area of leadership development by establishing a leadership team consisting of current executive and aspiring school leaders.

Further information can be found in the “Parent, Student and Teacher Satisfaction” section of this report.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Outcomes from 2012–2014**

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

**Evidence of progress towards outcomes in 2013:**

- All teaching staff have successfully completed “Focus on Reading” professional learning. Skills and knowledge gained from this program are consistently integrated with teaching and learning programs in literacy
- The percentage of students in the NAPLAN bottom band for Reading has decreased for both Year 3 (4.2% in 2013, down from 7.5% in 2012) and Year 5 (2.4% in 2013, compared with 10.6% in 2012). The percentage of students in the
top band for Reading has doubled for Year 3 students (31% in 2013, compared with 15.1% in 2012).

- The new NSW English Syllabus, aligned with the National Curriculum, is being consistently implemented in literacy teaching and learning programs

**School priority 2**

**Outcomes from 2012–2014**

Improved outcomes in numeracy for all students with a specific focus on problem solving.

**Evidence of progress towards outcomes in 2013:**

- Implementation of Focus on Reading program K-6 and application of comprehension strategies applied to problem solving.
- 100% of K-2 teachers using the Numeracy Continuum to assess, program and evaluate student progress.
- Maintain the number of students in Year 3 achieving at proficiency in NAPLAN numeracy.
- Increase the number of girls in Year 5 achieving at proficiency in NAPLAN numeracy.

**Strategies to achieve these outcomes in 2014:**

- Professional learning provided to 100% of staff in the area of the new NSW Mathematics syllabus K-10.
- Development of assessment rubrics for ongoing teacher dialogue and consistency of teacher judgement (CTJ) in alignment with the Numeracy continuum and new NSW Mathematics syllabus.
- 100% of K-6 teachers using the Numeracy Continuum to assess, program and evaluate student progress.
- Continue to 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
- 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

School priority 3

**Outcomes from 2012–2014**

Increased student engagement and attainment throughout the school.

**Evidence of progress towards outcomes in 2013:**

- Students, staff and parent surveys to indicate increased engagement of students in their learning.
- Increase the integration of technology in classroom practice utilising elements of the Quality Teaching Framework with 100% of classrooms equipped with Interactive Whiteboards.

**Strategies to achieve these outcomes in 2014:**

- Teacher professional learning in the use of technology in supporting students and adult learning.
- School values to be revised and whole school program to be developed and explicitly taught K-6.
• Increased opportunities for all students to participate in extra-curricular activities through the formation of ‘lunchtime clubs’, including dance groups, choirs, art clubs, gardening clubs and the re-establishment of the school band.

**Professional learning**

All staff members completed mandatory DEC training in the implementation of the new English syllabus for NSW, aligned with the Australian Curriculum. Two general modules exploring the ideology and key concepts underlying the Australian Curriculum were also completed by all staff.

Three staff members completed training as school leaders for the program “Focus on Reading”, which aims to enhance student learning outcomes in comprehension by introducing staff to new teaching strategies and by improving existing approaches to teaching and assessing comprehension. The school leaders for Focus on Reading then provided ongoing, intensive training for all teachers in the school, leading to a strengthened, shared understanding of an effective, whole-school approach to the teaching of reading comprehension.

Two Assistant Principals, Miss Maraga and Mr McLoughlin, successfully completed a leadership training program entitled “The Art of Leadership”. The skills and knowledge gained by both participants will be of value to the school leadership team and support the drive for continual improvement in a wide range of aspects of school life.

Whole-staff professional learning meetings were held on Tuesdays after school. Stage meetings were held on a weekly basis on Wednesday afternoons. Both staff and stage meetings form important elements of staff professional learning at the school.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

More than 60 parents and caregivers participated in our ‘Parent Café’, where they had an opportunity to provide written feedback to the school while enjoying a hot drink in the school hall on the day of our Book Fair. The feedback was positive in general, with many respondents citing the positive atmosphere in the school, the children’s enthusiasm for learning and the mutual respect evident between staff and students as strengths of the school. A number of respondents suggested that they would like to see more extra-curricular activities available for students, particularly dance groups, choirs and a school band. The school will strive to improve in this regard from 2014 with the introduction of ‘lunchtime clubs’, incorporating many of the activities suggested by parents in their feedback.

Some anxiety was expressed from parents about the possibility that a child (particularly at Kindergarten level) might be able to leave the school grounds at recess or lunchtime without being seen by teachers. The school has addressed this concern by installing a higher fence around the kindergarten classrooms and playground area which cannot be opened by younger children.
Three classes of students (Years 2, 4 and 6) were given a pencil and paper questionnaire to help them evaluate the quality of school life from a student perspective.

100% of the students surveyed selected the responses “Almost Always” or “Usually” for the statements ‘The students are the school’s main concern’ and ‘The school encourages everyone to learn’. More than 90% selected “Almost Always” or “Usually” for ‘New students are made welcome’ and ‘I am proud of my school’.

Approximately 20% of respondents chose “Sometimes” or “Rarely” for the statement ‘The school is continually finding ways to improve what it does’, suggesting that there is some scope to increase student awareness of our efforts as a school to continually improve.

Teachers attending a staff development day had an opportunity to reflect on their level of satisfaction with the school while completing a pen and paper survey. Completed surveys were collected from all 25 staff members in attendance. The survey related to the new core values agreed upon by staff - safety, respect and learning, encapsulated in the phrase ‘safe, respectful learners’.

88% of teaching staff reported that they almost always or usually feel safe (both physically and emotionally) in the school as a workplace and respected by colleagues and school leaders. The fact that 12% of teaching staff reported not feeling emotionally safe in the school was echoed in stage group and leadership team discussions around the Grattan Institute report “Turning Schools Around”. Some staff members felt that the school could improve the degree to which it promotes a positive culture where all members of staff feel valued and safe. This is an important area for the school to focus on in our drive for continual improvement.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:


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