

2024



# DARLINGTON PRIMARY SCHOOL ANNUAL REPORT



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We acknowledge the traditional owners and custodians of the land, the Whadjuk people of the Noongar nation. We respect their enduring culture and acknowledge their elders-past, present and emerging.

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# SCHOOL OVERVIEW

Our school motto of 'Resilience, Initiative, Integrity and Care' is regularly demonstrated in the actions of our students who achieve well both academically and socially.

Photographed at our  
Emma Hogan gate

Darlington Primary School has a long tradition of providing a quality education to students from Kindergarten to Year 6. Key features of our school include the early learning centre for students in Kindergarten and Pre-primary; our magnificent amphitheatre; and our classroom and lunch shed which is recognised by the National Trust as having historical significance. Our school motto of 'Resilience, Initiative, Integrity and Care' is regularly demonstrated in the actions of our students who achieve well both academically and socially.

Our staff are experienced and dedicated and collaborate and focus on student improvement through the use of evidence-based, reflective practices and an informed and targeted approach to learning. Our support staff and pastoral care programs support our students' academic, social and emotional needs. We work with students identified as at risk through a team approach that involves our school, families and outside agencies, as required.

Our specialist programs in Science, Music, Visual Art, Italian and Physical Education ensure our students receive a well-rounded education.

Excelling students are identified and supported and take part in programs such as EYE, PEAC, the Kalamunda

Extension Program and the School of Instrumental Music. We enjoy partnerships with other schools in the community working together to provide academic and sporting opportunities. Students participate in a variety of supplementary programs including interschool sport carnivals, science and spelling competitions, public speaking and arts exhibitions.

Many students have followed their parents and grandparents in attending our school. Students come from families where learning and education are highly valued and there is strong community feel. All staff work closely with our parents, who volunteer and assist in a range of activities throughout the year. The school enjoys the support and involvement of a well-informed and pro-active School Council and a committed P&C.

Mr Brett Stapleton ably led the School Council during 2024, with several new members joining the Council in March. The staff, students and community continue to work together to witness great results achieved across the board by our students. This includes academic, non-academic, and sporting pursuits.

I commend this report to you.

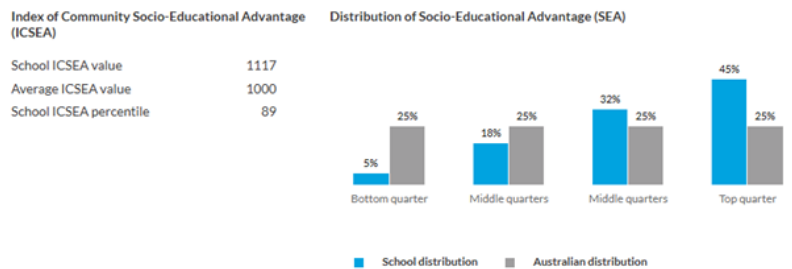
**Andrew Newhouse**  
Principal



## EDUCATIONAL ADVANTAGE

Darlington Primary School serves an educationally advantaged school, with just under half our students performing in the top quartile. All class teachers cater for this talent every day, constructing lessons which have challenge for their students. The school Index of Community Socio-Educational Advantage has dropped slightly from last year (1124 to 1117) and is now on the 89<sup>th</sup> percentile nationally.

The school has students who need extra support, but the tail is short. Teachers also cater for students everyday in their classrooms by adjusting lessons and making use of Education Assistants. The school has a Literacy intervention program, (MacqLit and MiniLit), delivered by trained staff which has good results.



**MinLit** is a specialised program offered at DPS designed for Years 1 and 2 students who are struggling to learn to read. Its instruction is explicit and systematic, and the program comes with its own materials. Sessions are frequent (need to be) running 3 times a week in smalls groups (Maximum of 4 students), for 50 minutes. The program includes phonemic awareness, phonics, fluency, vocabulary, and text comprehension. MiniLit is based on Positive Teaching and managed in a way to shape behaviours so that students are on-task and actively engage in the learning process.

Assessment procedures and tools to identify students who have fallen substantially behind their classmates in the mechanics of learning to read, along with those to monitor progress are included. These being the MiniLit Placement Test and WARL (High Frequency Words). Intervention is then offered as soon as it identified that the student has ongoing difficulties that cannot be addressed by the regular classroom instruction.

When considering the success rate of running this program, and based on no formal diagnosed learning difficulty, the most significant and rapid student results in MiniLit at DPS over the past three years have been where MiniLit, in conjunction with classroom AND home (reading and sight words) instruction have taken place. Those that do not read regularly at home or cover High Frequency Words in the classroom do generally take longer completing the MinLit program.

**MacqLit**, the Macquarie Literacy Program is an explicit and systematic reading intervention program for small groups of older (Year 3 - high school) low progress readers. It is particularly suited to those students who have not mastered the alphabetic code, lack reading fluency and require systematic and structured intervention to catch up with their peers. MacqLit follows a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension with the main focus on learning and applying the alphabetic code. Accurate and fluent word recognition is taught along with reading practice in sentence and story reading. The primary focus of MacqLit is teaching students the alphabetic code so that they can access grade-appropriate text.

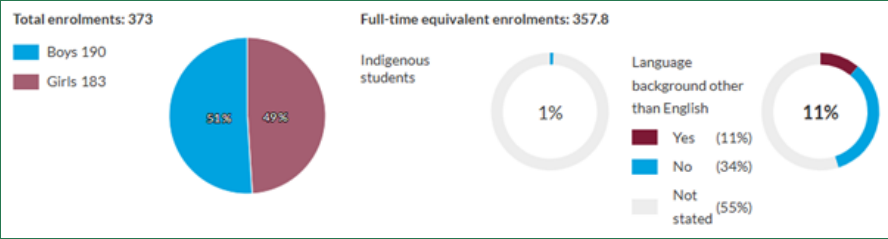


# STUDENTS

Student numbers have remained stable, with only a small number of students relocating throughout the year.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(19)	52	50	50	41	57	49	36	354
Part Time	38								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students



# STAFF

Teaching Staff at Darlington Primary School are all registered with the Teacher Registration Board and all staff have a current Working with Children Check. Audits are completed regularly to ensure compliance with the Education department’s requirements with Professional Learning regarding Child Protection, Ethical Decision Making, Record Keeping and Asbestos Awareness Training. Staff at Darlington Primary School had access to and participated in school-based Professional Learning as well as Learning offered by the Education Department and third-party providers. Professional Learning in 2024 included Literacy development, Neurodiversity, and School Business Plan implementation.

## Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	25	18.5	0
Total Teaching Staff	25	18.5	0
Allied Professionals			
Clerical / Administrative	4	2.1	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	15	9.5	1
Total Allied Professionals	20	12.2	1
Total	48	33.7	1

The retention of staff remains high as Darlington Primary School remains a school of choice for staff. The school staffs five specialist programs (Music, Italian, Physical Education, Art and Science).

# STUDENT ATTENDANCE

Attendance remains strong, with an increase from last year. Students continue to like attending school and have supportive parents and carers. Some families have taken family vacations during the school term. Non-attendance is managed by the classroom teacher in monitoring unauthorised absences. This is also monitored by the Deputy Principals, who manage individual cases. Where multiple issues need to be addressed, the Student Services team (School Psychologist and Chaplain) are proactively included in the intervention strategies.

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	92%	91%	91%	89%	91%	89%	87%
2023	91%	92%	92%	93%	93%	94%	93%
2024	94%	94%	94%	93%	94%	93%	93%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%







# STUDENT ACHIEVEMENT AND PROGRESS

## STUDENT NON-ACADEMIC ACHIEVEMENT

### ATTITUDE BEHAVIOUR EFFORT SUMMARY

The Attitude, Behaviour and Effort (ABE) attributes are reported on each semester and closely link to the established School Vision Statement and Values. It is during the early years that these attributes are established and then built upon as the students move through the school. It is challenging for our younger students to set goals and work towards achieving them. The degree, to which teacher judgements deem these attributes to have been achieved in Semester 2 2024, is extremely high. This reflects the personal qualities exhibited by students throughout the year and is an indication that they have a responsibility to set themselves high standards in the areas of attitude, behaviour and effort if they are to reach their potential.



The school continues to participate in the sponsored Student spirit award, which recognises students exhibiting the School Values. There have been about 60 students nominated for this award.

# STUDENT ACADEMIC ACHIEVEMENT

## ON-ENTRY ASSESSMENT PRE-PRIMARY 2024

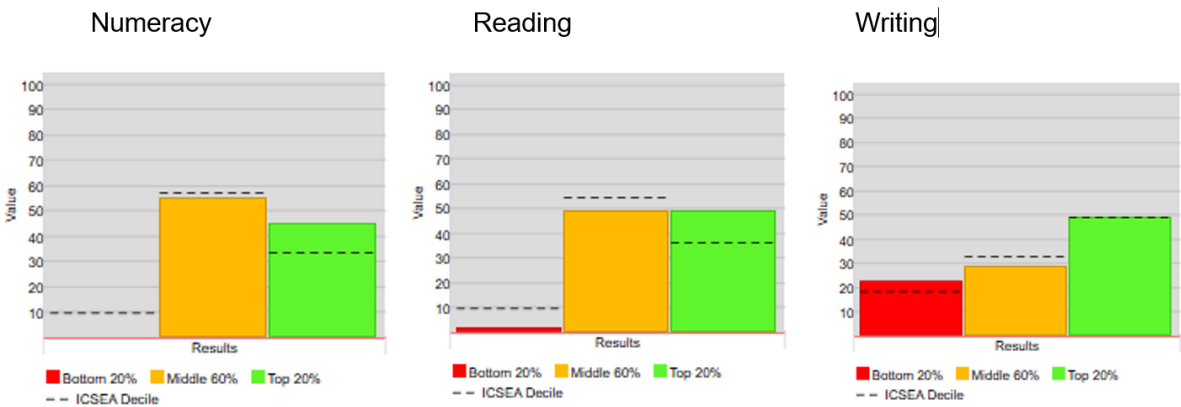
Median	Reading	2023	2022
Darlington	484	470	478
Like Schools	473	467	478
Public Schools	450	450	456

Median	Writing	2023	2022
Darlington	210	210	242
Like Schools	210	210	242
Public Schools	210	176	210

Median	Numeracy	2023	2022
Darlington	471	464	486
Like Schools	456	456	464
Public Schools	429	435	435

\*Department thresholds: Reading 375   Numeracy 350

One student did not meet threshold for Numeracy. The school continued to perform well compared to like schools. This cohort performed more strongly compared to last year's last year's cohort.



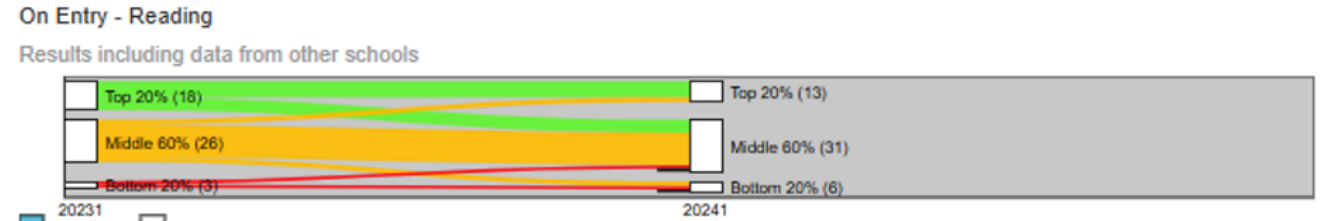
This cohort performed more strongly than like-schools in Numeracy and Reading.



# ON ENTRY ASSESSMENT - YEAR 1 2024

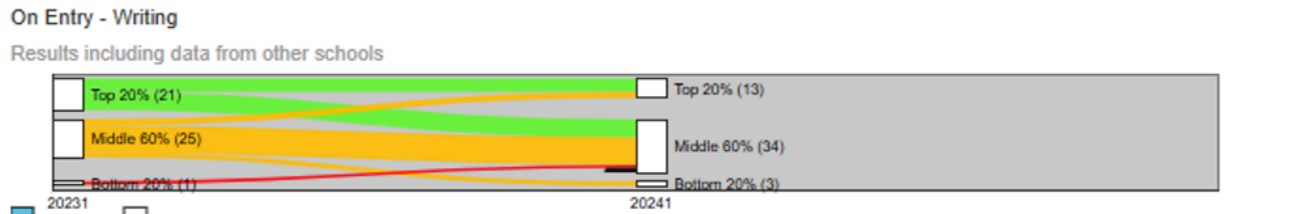
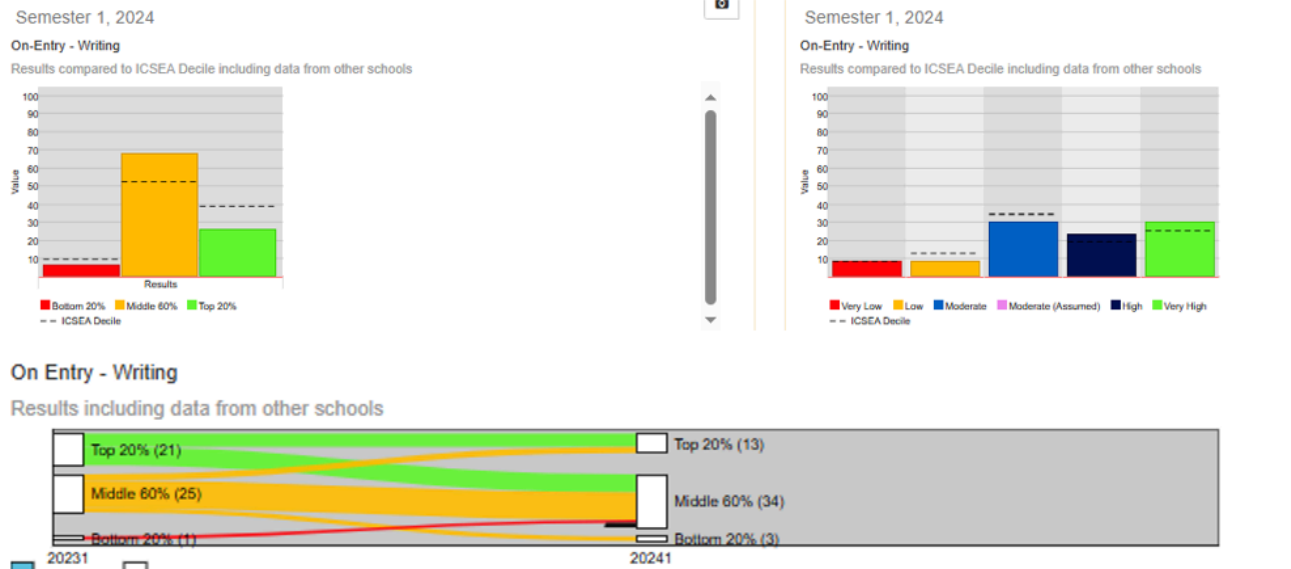
Median	Reading	2023	Writing	2023	2022	Numeracy	2023	2022
Darlington	517	550	507	524	572	520	572	555
Like Schools	545	541	507	507	524	544	550	539
Public Schools	510	510	450	450	469	503	503	503

## Reading



Reading attainment and progress was lower than expected for this cohort. It was well below that of like-schools. Several students moved from being in the top 20% in Preprimary to the middle 60%. The school has changed its phonics and reading programs for 2025. It is hoped that this will see improved progress.

## Writing



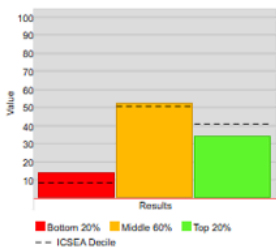
Writing data shows that this cohort has performed lower than last year. Of interest is that they made better progress than like schools. It remains a concern that some students performing in the top 20% in Preprimary in 2023 are now in the middle 60%. The goal of the school is to keep all students who are in the top band in Preprimary remaining in the top 20%.

## Numeracy

Semester 1, 2024

On-Entry - Numeracy

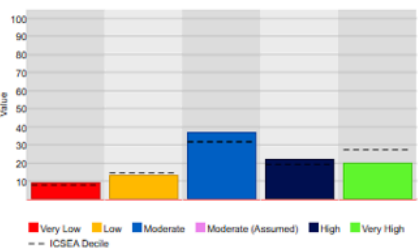
Results compared to ICSEA Decile including data from other schools



Semester 1, 2024

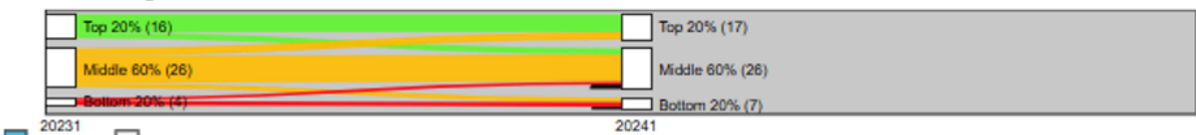
On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



On Entry - Numeracy

Results including data from other schools



Progress and attainment in Numeracy has been limited. Most top performing students have remained in the top 20%, and progress has exceeded like schools. It is a concern that some students performing in the top 20% in Preprimary in 2023 are now in the middle 60%. The goal of the school is to keep all students who are in the top band in Preprimary remaining in the top 20%.

## NAPLAN Comparative Performance Summary

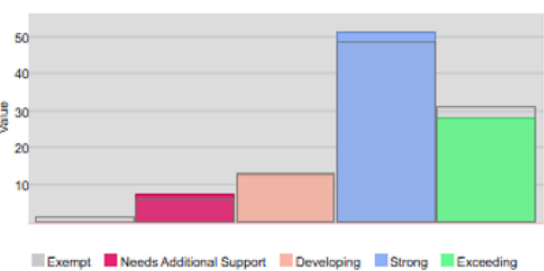
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	425	416	423	435	420
Year 5	554	529	537	548	525

Compared to the Australian population, our students attained above or well above other students, except for Writing in Year 3. Our students performed similarly to like schools.

## Year 3

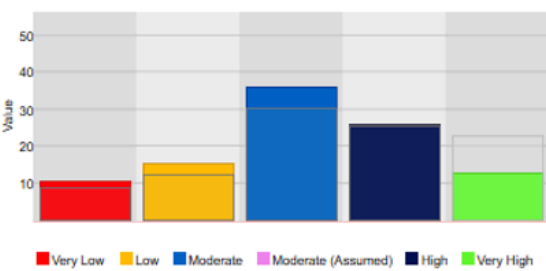
Reading - Proficiency

Filters : All Students



Reading - Progress

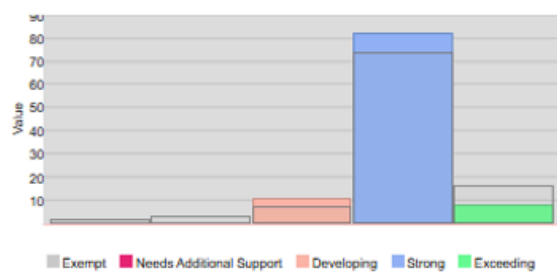
Filters : All Students





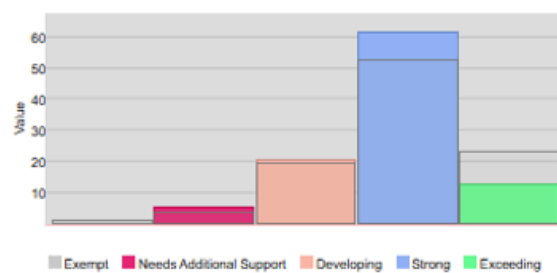
### Writing - Proficiency

Filters : All Students



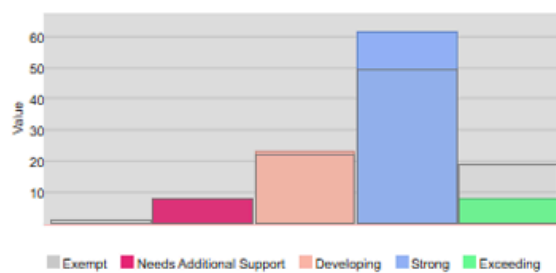
### Spelling - Proficiency

Filters : All Students



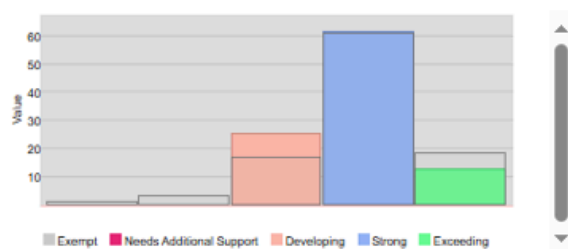
### Grammar - Proficiency

Filters : All Students



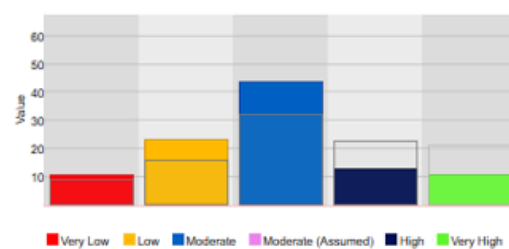
### Numeracy - Proficiency

Filters : All Students



### Numeracy - Progress

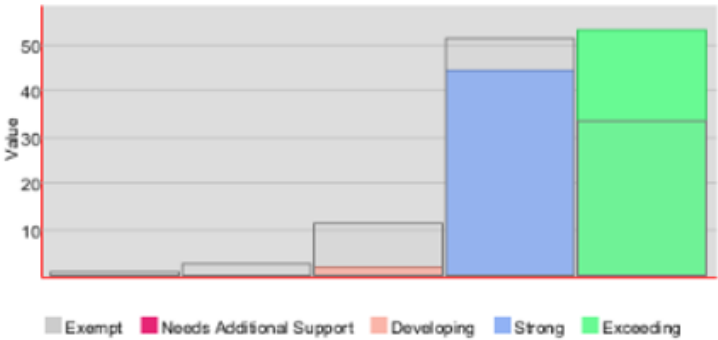
Filters : All Students



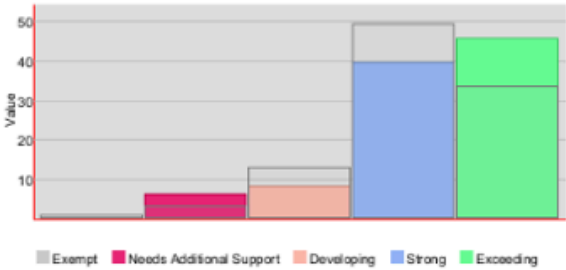
The Year 3 cohort performed strongly across all assessments. The top end of the cohort is not performing as strongly as like-schools. This is an area for the school on which to continue to have focus.

# Year 5

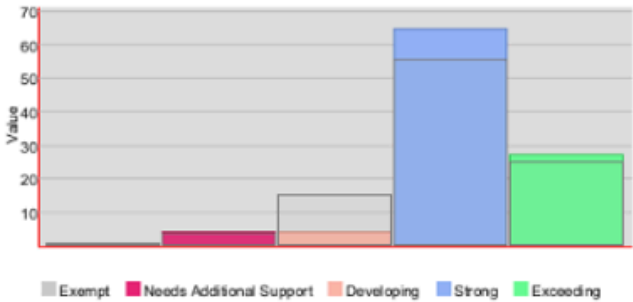
Reading - Proficiency  
Filters : All Students



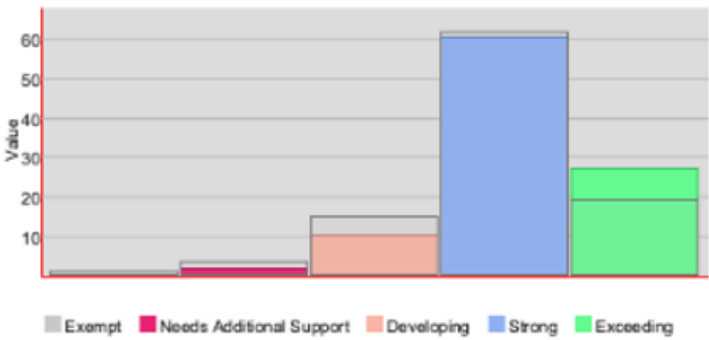
Spelling - Proficiency  
Filters : All Students



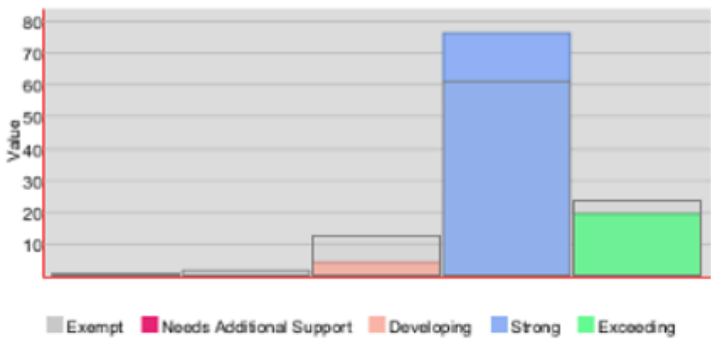
Grammar - Proficiency  
Filters : All Students



Writing - Proficiency  
Filters : All Students



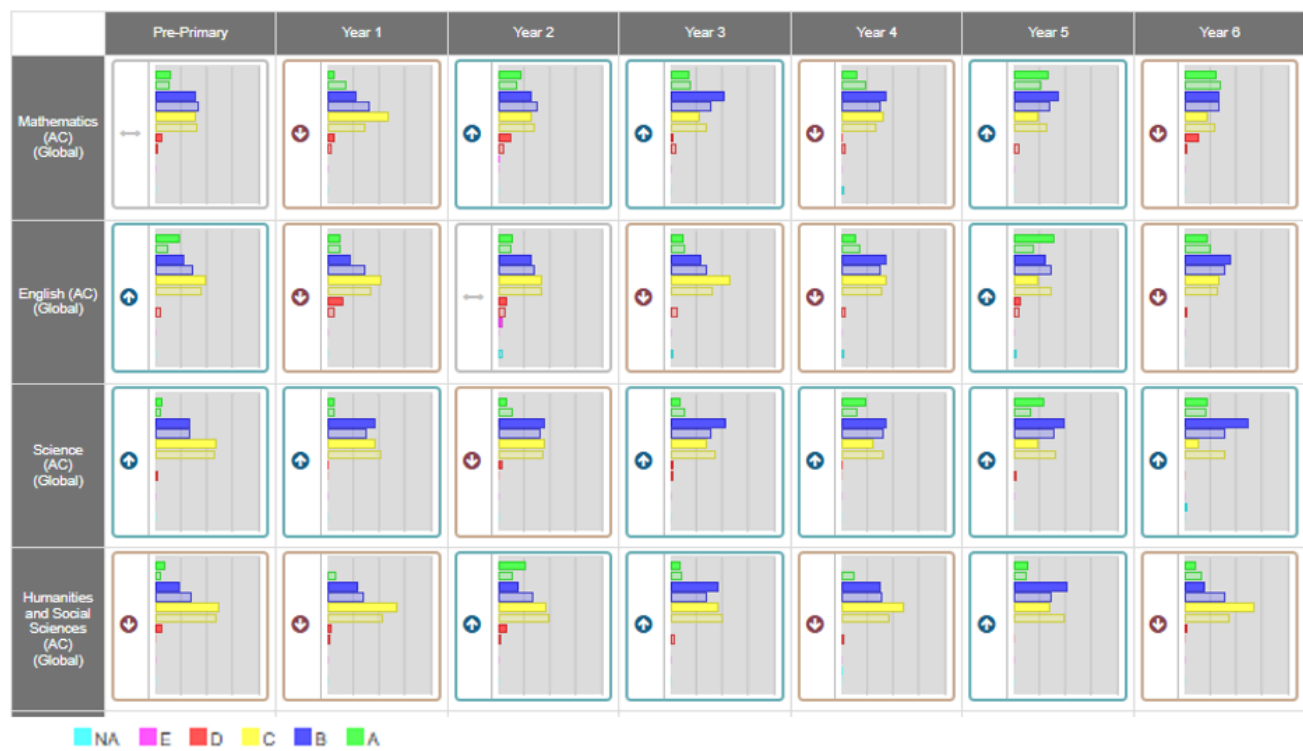
Numeracy - Proficiency  
Filters : All Students



A very strong cohort with results to match. This cohort continues to perform strongly as they have done throughout their journey at this school.



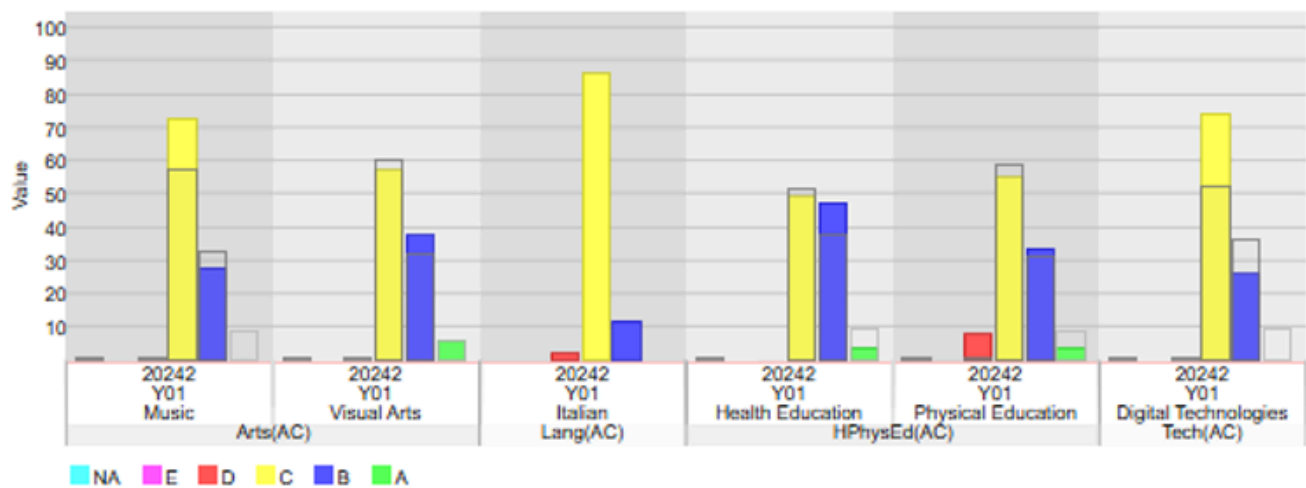
# Student Semester 2 Reports



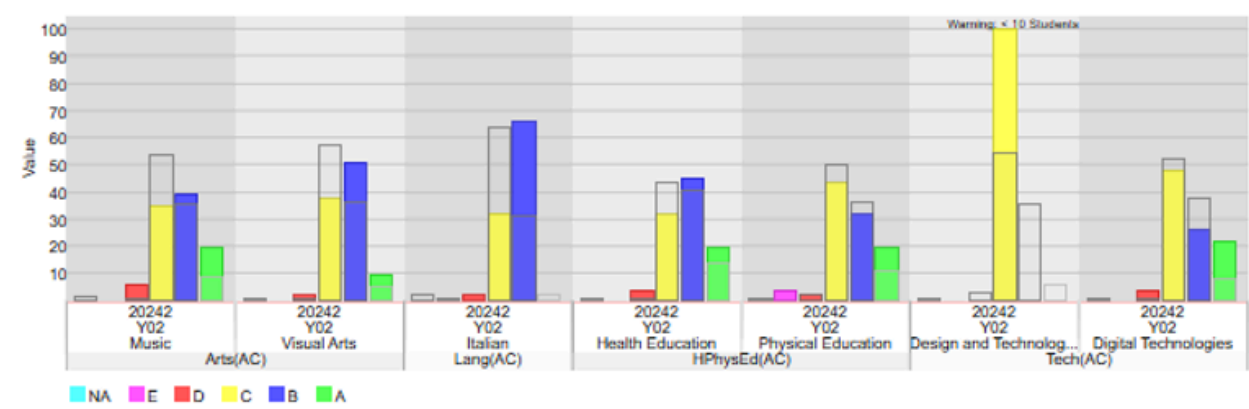
The data above gives a summary of student performance across the year levels in the four core Learning Areas of Maths, English, Science and HASS. The arrows indicate whether the school performance is above or below that of like schools. The shaded bars indicate the comparative performance of like-schools. This data shows the strength of Science and also the strong Year 5 cohort.

## Specialist Grades 2024

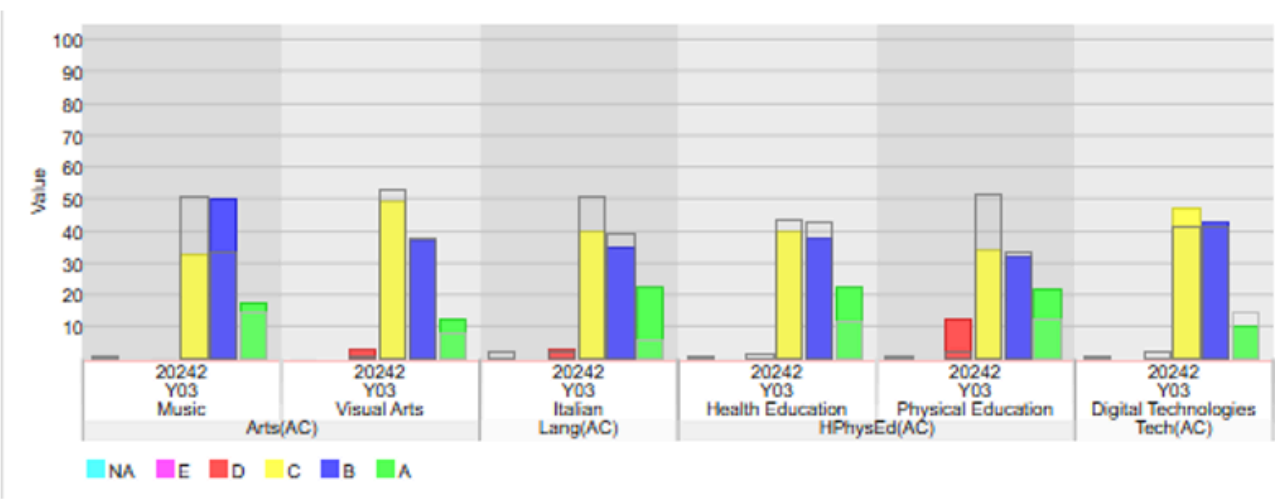
Year 1



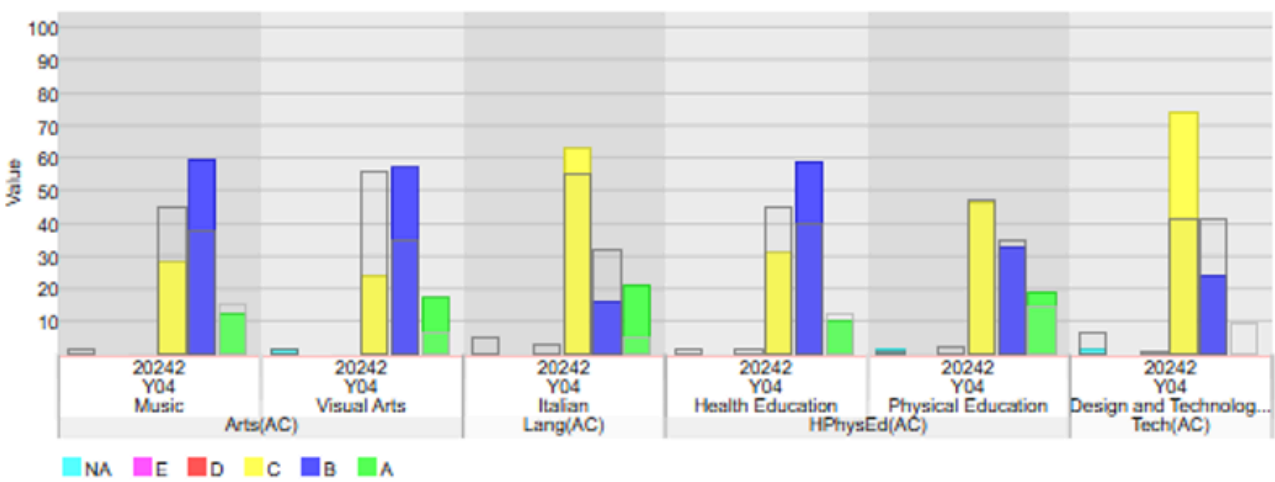
Year 2



Year 3

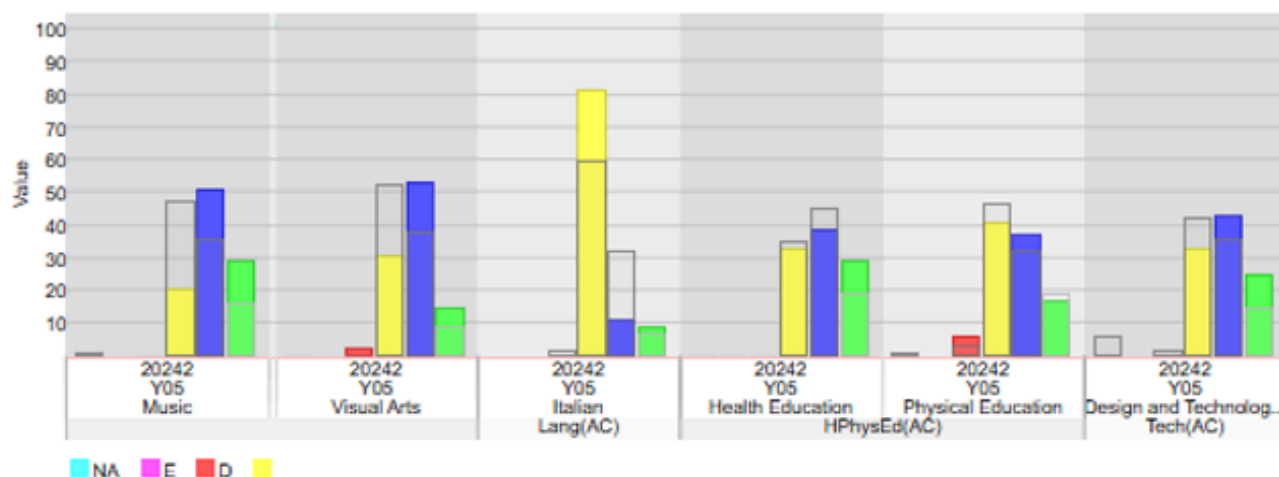


Year 4

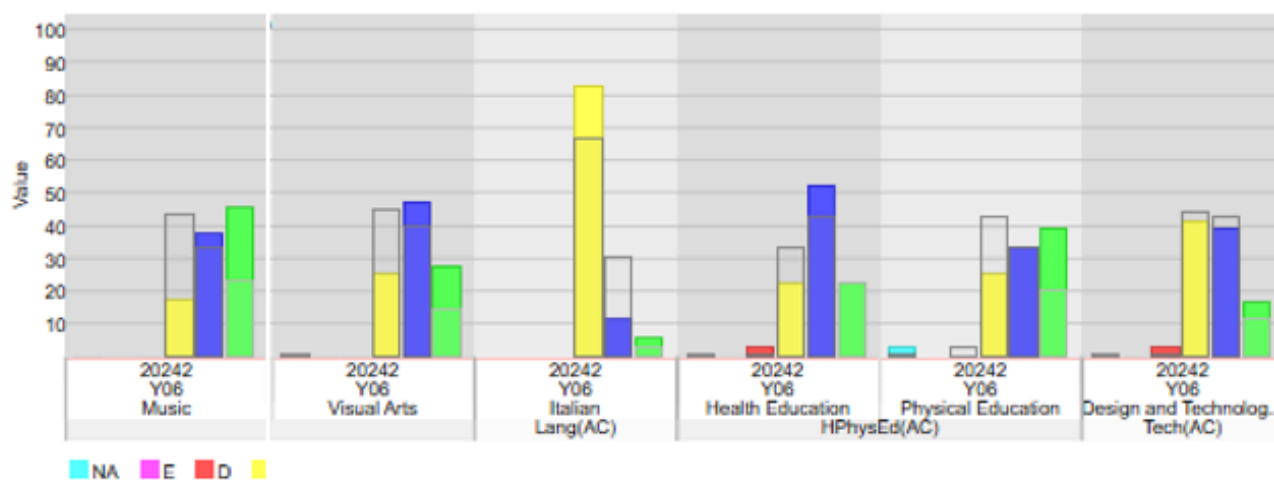




## Year 5



## Year 6



This data is showing a strength across the school in Art, Music and Physical Education. Students are consistently rated higher than like-schools. Italian has strength in Year 3 and 4.





# BUSINESS PLAN 2023 - 2025



## Measured through:

Leadership  
Teaching Quality  
Learning Environment  
Use of Resources  
Student Achievement and Progress





# The Business Plan milestones for 2024 were mostly or partially achieved.

## 1 Leadership

Classroom Planning:

Health Operational Plan is in place and used by teaching staff to deliver the school's health program.

Instructional Leadership:

Whole school pedagogies and Scope and Sequence documents created for English, Health and commenced for Mathematics.

## 2 Teaching Quality

Pedagogy and Evidenced-based practice:

Whole school Problem solving and Mental computation scope and Sequenced not achieved. This will be achieved in 2025.

Planning

Staff are utilising PAT, Brightpath, NAPLAN and student profiles to plan effective differentiated learning plans.

## 3 Learning Environment

Health and Wellbeing:

Performance Development processes are refined to value individual voice, self-reflection and growth.

A collection tool for collecting data on student social and emotional status is being implemented Term 2 2025.

Students at Educational Risk:

PAT assessment data shows growth for students, but not particularly in the tops 25% of students.

SAER documentation for staff for identifying and tracking students is available.

Behaviour and Attendance:

Whole school language used for behavioural expectations is developing but not in place. This will occur in Term 1 2025.

## 4 Use of Resources

Staff participate in creating curriculum budgets by involvement with budget requests, working with their team leader and by leading cost centres.

## 5 Student Achievement and Progress

Data informed planning:

Teachers have written the differentiated practice required for identified students in Maths and English.

## Whole School and Student Performance:

Teachers have developed a data tracking tool which is used for planning and targeted teaching as well as handover from one year to the next.

## Grade alignment:

Some moderation activities take place for English and Mathematics to determine moderated grades. This will continue to develop throughout 2025.



# Post-Primary School Destination

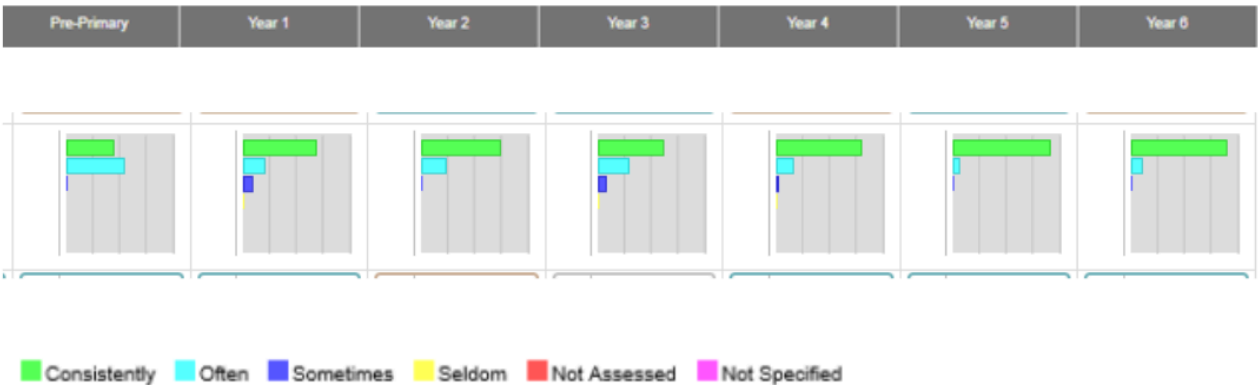
SCHOOL	NUMBER OF STUDENTS
Kalamunda SHS	11
Guildford Grammar	6
Mazenod	3
La Salle	3
Helena College	3
Mundaring Christian College	2
John Curtin College of the Arts	2
Chisholm College	1
Silver Tree Steiner	1
St Mary McKillop College	1
St Mary's Anglican Girls School	1
Tree Tops	1
Total	35

## Satisfaction with the school

### Students

Students generally display a happy disposition while at school. Students smile, skip and show kindness to each other. They are engaged in their learning and are eager to please their teachers. Students generally make positive decisions and show great connection and satisfaction with their school.

Below is the Semester 2 Student Report data from the Attitude, Behaviour and Effort ratings, which imply a positive connection with school and a high level of satisfaction. Anecdotal feedback from parents and students indicates a high level of satisfaction with school and staff.



### National School Parent Opinion Survey

This survey did not occur in 2024 as it is administered every two years.



# School Financial Summary

## Students

The school’s sound budgeting processes and expenditure has achieved the required 96% minimum spend in 2024 while appropriately resourcing and staffing the school. The carryover amount is slightly lower than in 2023.

ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	59,062	59,062
Carry Forward (Salary):	72,232	72,232
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,942,818	3,942,818
Locally Raised Funds:	201,803	203,730
Total Funds:	4,275,915	4,277,842
EXPENDITURE		
Salaries:	3,691,709	3,691,709
Goods and Services (Cash):	483,905	473,334
Total Expenditure:	4,175,614	4,165,043
VARIANCE:	100,300	112,799

# **Darlington Primary School**

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Darlington 6070

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