



Annual Report

2025

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.

School Overview

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 2025, 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

Regards
Andrew Newhouse
DARLINGTON PRIMARY SCHOOL
Principal



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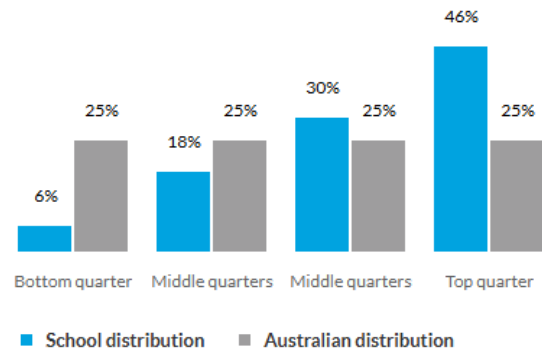


Educational Advantage

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1117
Average ICSEA value	1000
School ICSEA percentile	89

Distribution of Socio-Educational Advantage (SEA)



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 is on the 89th percentile nationally.

The school has students who need extra support, but the tail is short. Teachers also cater for students every day in their classrooms by adjusting lessons and making use of Education Assistants. The school has a Literacy intervention program, (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 small 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 is 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.

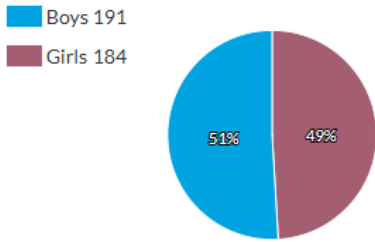
Students

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

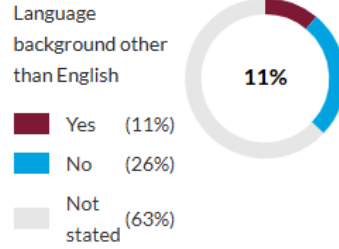
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(23)	41	50	50	48	43	58	39	352
Part Time	46								

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

Total enrolments: 375



Full-time equivalent enrolments: 356.6



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 2025 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	24	18.6	0
Total Teaching Staff	24	18.6	0
Allied Professionals			
Clerical / Administrative	4	2.1	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	16	11.5	1
Total Allied Professionals	21	14.2	1
Total	48	35.8	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.

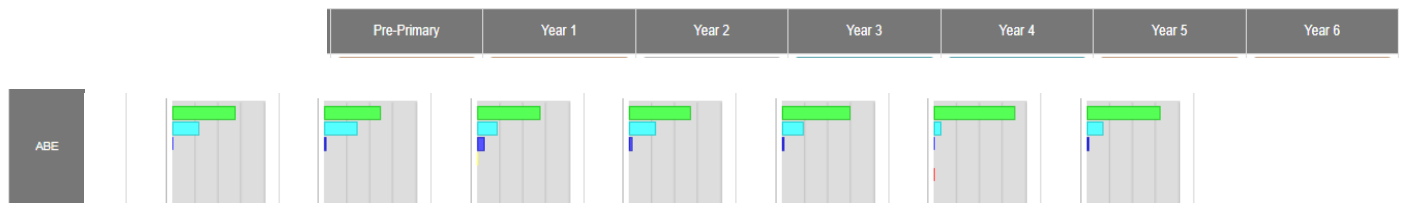
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	91%	92%	92%	93%	93%	94%	93%
2024	94%	94%	94%	93%	94%	93%	93%
2025	93%	95%	94%	95%	93%	93%	94%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

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 2025, remains 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 50 students nominated for this award. Aussie of the Month program is also used to acknowledge students demonstrating the Australian values of Fair go, Mateship, Respect and Inclusion. One student per month is selected.



Student Academic Achievement

On-Entry Assessment Pre-primary 2025

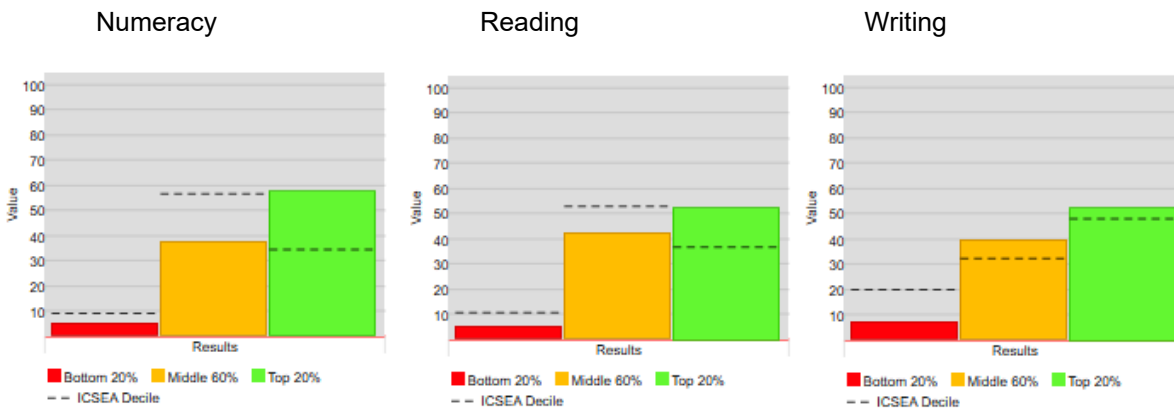
Median	Reading	2024	2023	2022
Darlington	490	484	470	478
Like Schools	473	473	467	478
Public Schools	450	450	450	456

Median	Writing	2024	2023	2022
Darlington	242	210	210	242
Like Schools	210	210	210	242
Public Schools	210	210	176	210

Median	Numeracy	2024	2023	2022
Darlington	486	471	464	486
Like Schools	456	456	456	464
Public Schools	429	429	435	435

*Department thresholds: Reading 375 Numeracy 350

One student did not meet threshold for Reading. 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, Reading and Writing.

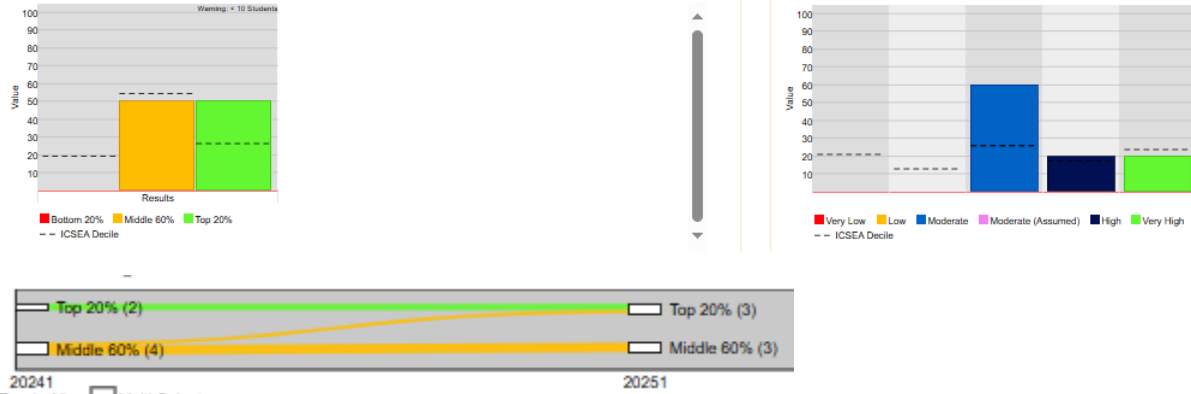


On-Entry Assessment Year 1 2025

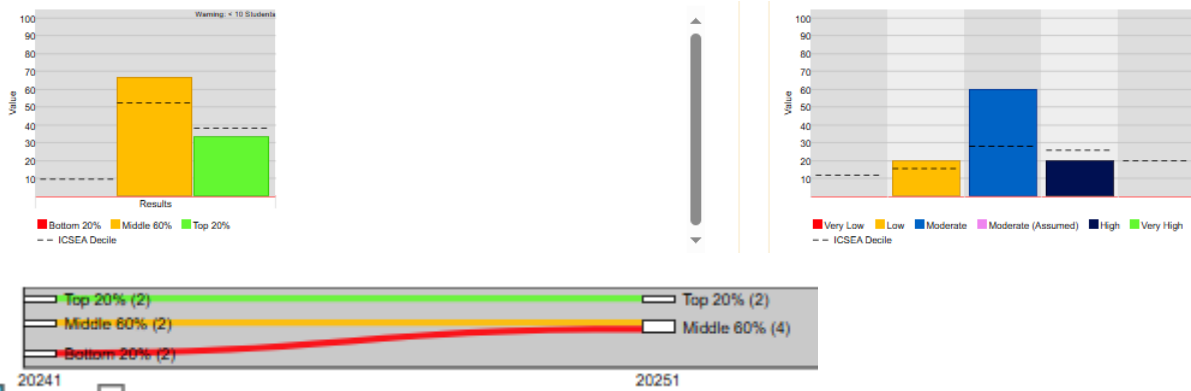
Median	Read*	2024	2023	Writing	2024	2023	2022	Num	2023	2022
Darlington	543	517	550	440	507	524	572	520	572	555
Like Schools	515	545	541	507	507	507	524	544	550	539
Public Schools	502	510	510	430	450	450	469	503	503	503

*only 6 students tested (2 high, 2 middle, 2 low)

Reading



Writing



Numeracy

Not tested in 2025



NAPLAN Comparative Performance Summary

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

2024 Cohorts

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	427	430	425	437	419
Year 5	524	500	525	556	507

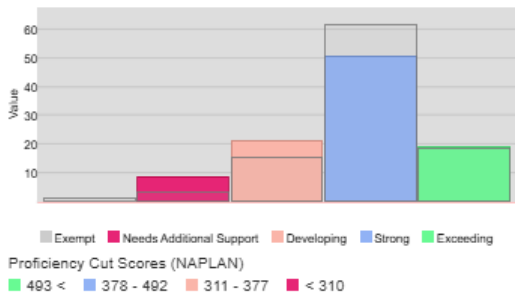
2025 Cohorts

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

Year 3

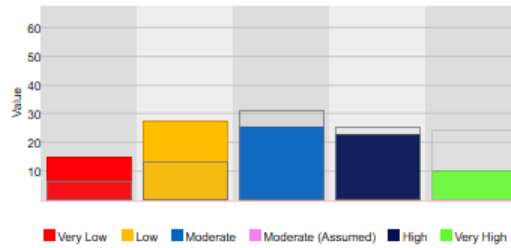
Numeracy - Proficiency

Filters : All Students



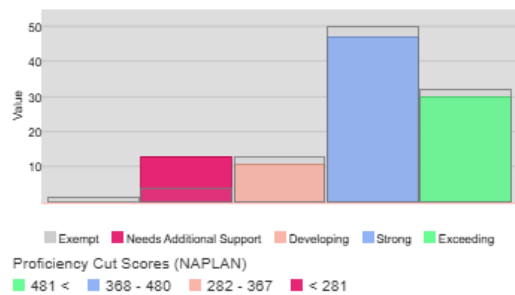
Numeracy - Progress

Filters : All Students



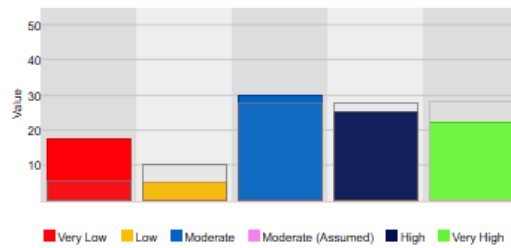
Reading - Proficiency

Filters : All Students



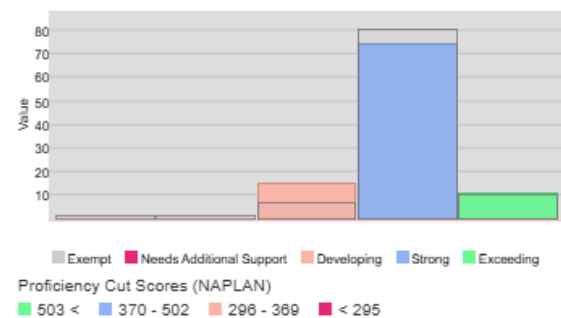
Reading - Progress

Filters : All Students



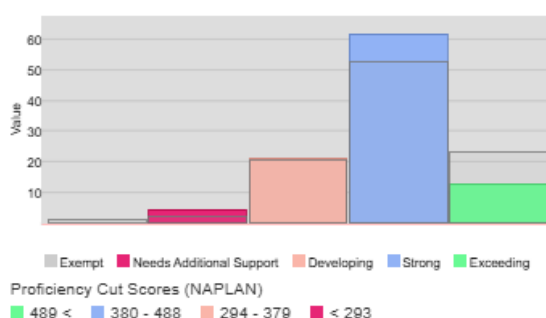
Writing - Proficiency

Filters : All Students



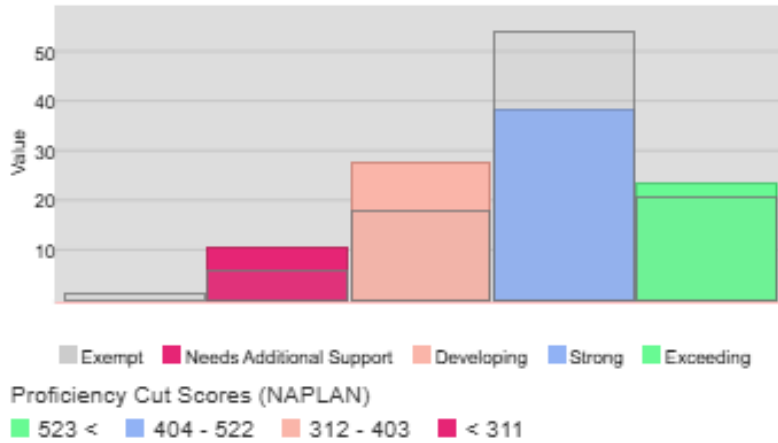
Spelling - Proficiency

Filters : All Students



Grammar - Proficiency

Filters : All Students



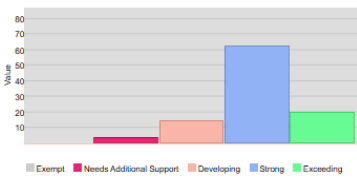
The Year 3 cohort performed strongly across all assessments. The top end of the cohort is not performing as strongly as like-schools. This is an area for the school on which to continue to have focus. The school had a focus on Reading in 2025. This should have a positive impact on Reading outcomes from 2026. The school has put in place a focus on Mathematics in 2026.

Year 5

Reporting Period: 2023 Y03

Numeracy - Past Proficiency

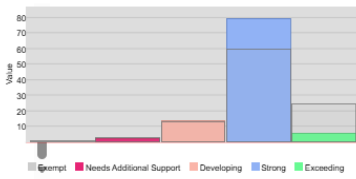
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Reporting Period: 2025 Y05

Numeracy - Proficiency

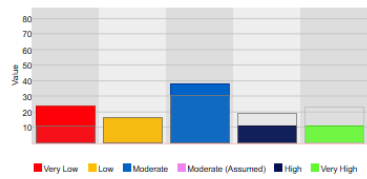
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Reporting Period: 2025 Y05

Numeracy - Progress

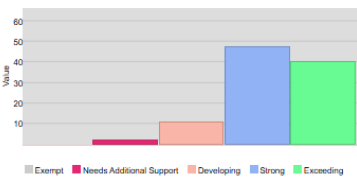
Filters : All Students



Reporting Period: 2023 Y03

Reading - Past Proficiency

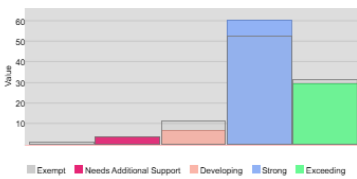
Filters : All Students



Reporting Period: 2025 Y05

Reading - Proficiency

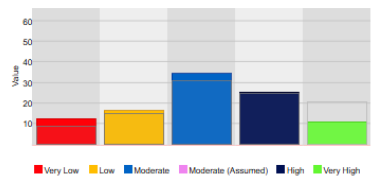
Filters : All Students



Reporting Period: 2025 Y05

Reading - Progress

Filters : All Students

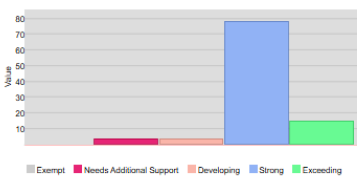


Year 5 DARLINGTON PRIMARY SCHOOL Y05 2025

Reporting Period: 2023 Y03

Writing - Past Proficiency

Filters : All Students

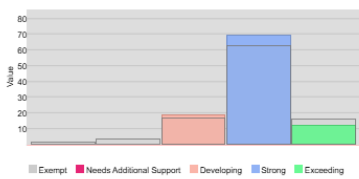


Year 5 DARLINGTON PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Proficiency

Filters : All Students

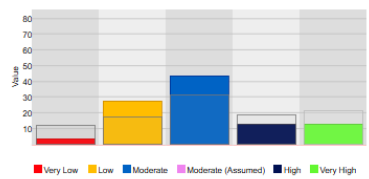


Year 5 DARLINGTON PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Progress

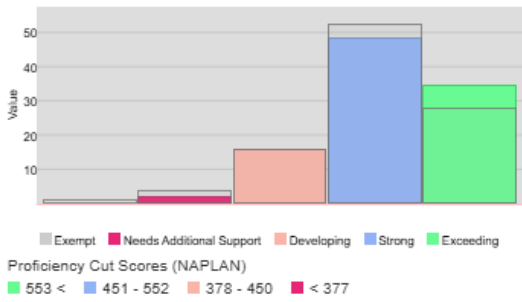
Filters : All Students



Reporting Period: 2025 Y05

Spelling - Proficiency

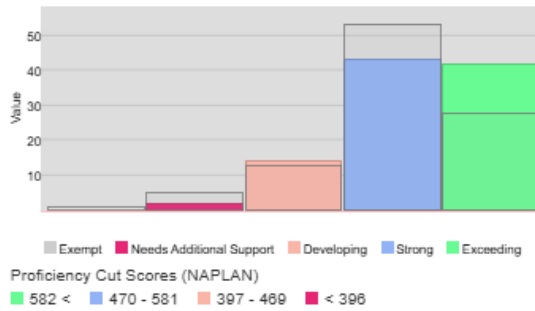
Filters : All Students



Reporting Period: 2025 Y05

Grammar - Proficiency

Filters : All Students



The NAPLAN results for Numeracy indicate a reduction in the number of students Exceeding. Many students have Very Low progress. Reading remains strong but with varying progress made. Writing has a strong outcome, with no student rated as Needs Additional Support, but progress is varied. Spelling and grammar were both strong, with the number of students rated as Exceeding was higher than like schools.

The school had a focus on Reading in 2025. This should have a positive impact on Reading outcomes from 2026. The school has put in place a focus on Mathematics in 2026.



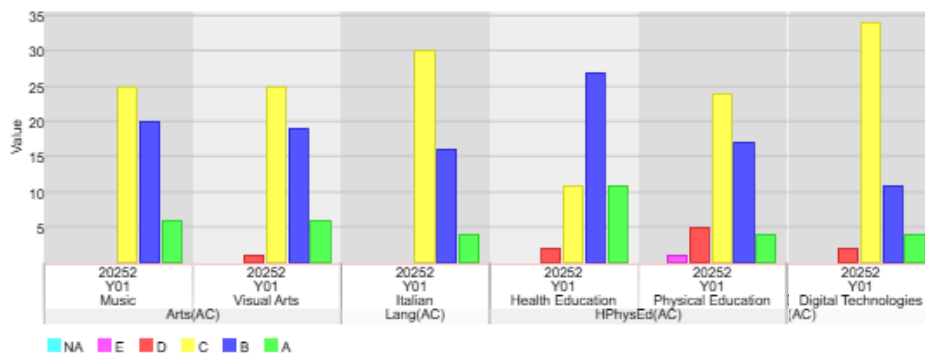
Student Semester 2 Reports



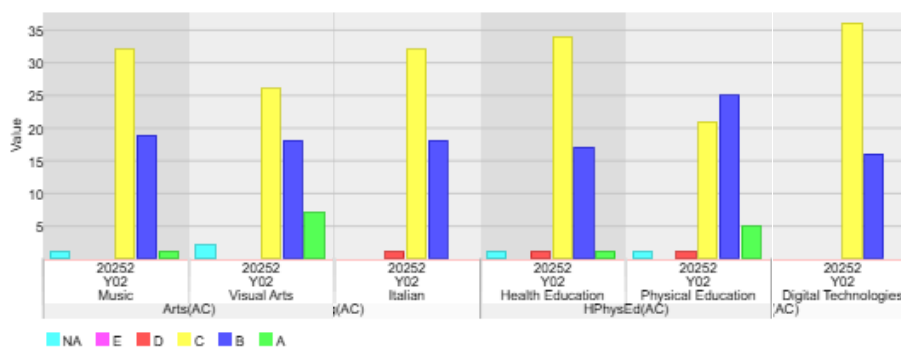
The data above gives a summary of student performance across the year levels in the four core Learning Areas of Maths, English, Science and HASS. The arrows indicate whether the school performance is above or below that of like schools. The shaded bars indicate the comparative performance of like-schools. This data shows the strength of Science and the strong Year 1 and 3 cohorts.

Specialist Grades 2025

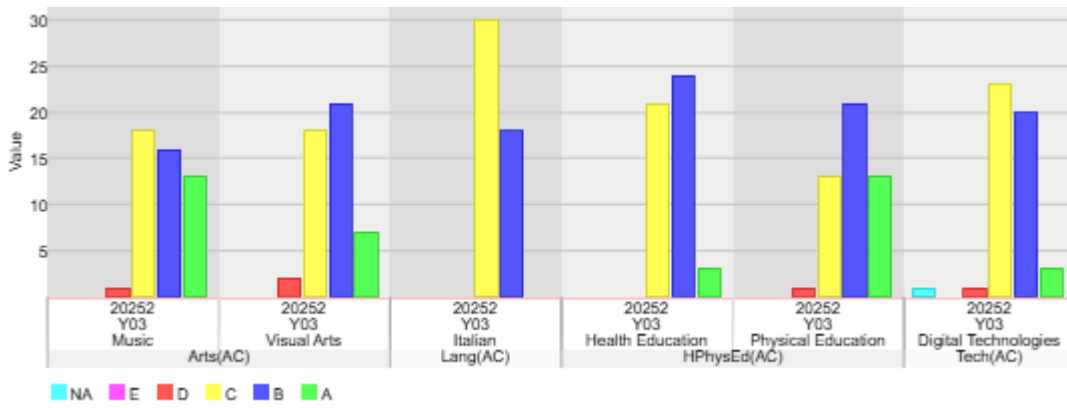
Year 1



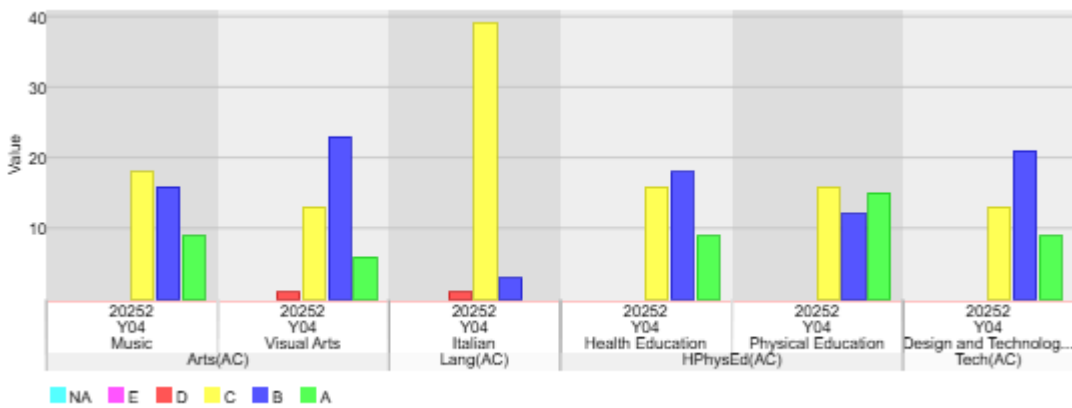
Year 2



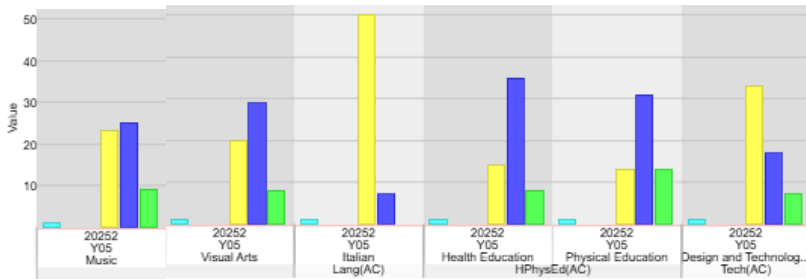
Year 3



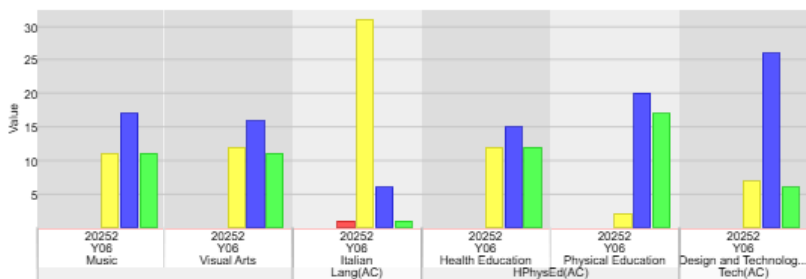
Year 4



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.

Richness of the Darlington Program

The following events occurred in 2025 to enhance the learning opportunities at Darlington Primary School:

- Edudance lessons and concert
- Faction swimming carnival
- Interschool and school spelling bee
- Swimming lessons
- Coding club
- Kalamunda Historic Village
- Mother's Day stall
- Public speaking competition national simultaneous story time
- World's biggest morning tea
- P&C disco
- Learning journey
- Lightning carnival
- Italian day
- Cross country carnival
- Sean Choolbara performance
- Primary proms concert Eastern Hills SHS
- First aid incursion
- Kaboom incursion
- Student Council fundraiser oceans theme
- Treasure hunt book incursion
- National Science week
- ANA airline visit
- Massed choir
- Athletics carnival
- ELC Father's Day walk
- Eastern Hills junior band
- Shrek: Kalamunda High School performing arts
- Bully Zero incursion
- Whiteman Park
- Planting at the Pines
- Year 6 camp
- Colour run
- Jeans for genes day
- Year 1 olden days
- Kings Park
- Perth cultural centre
- ELC Christmas concert
- Rock band concert
- Singing club and choir

OFFICIAL

- Arts festival performances
- Scitech
- Grip Leadership conference
- Cubby building



Business Plan 2023 – 2025

The Business Plan milestones for 2025 were mostly or partially achieved.

1 Leadership

Classroom Planning:

By the end of 2025, HASS Operational Plan will be written by committee with staff input.

This is mostly achieved with more work to be done in 2026.

By the end of 2025, Digital Technologies Operational Plan will be written by committee with staff input.

A project and team commenced in 2025. This is to be done in 2026.

2 Teaching Quality

Whole school scope and sequence documents are created for Design & Technology and HASS

This is mostly achieved with more work to be done in 2026.

Whole school pedagogies and scope and sequence documents are created for Digital Technologies

A project and team commenced in 2025. This is to be done in 2026.

By the end of 2025, a Darlington PS 'playbook' will be developed to document whole school pedagogical practices and expectations including a common assessment schedule for moderation.

The school has finished a 12-month project working with Julie Scali from Literacy Impact. The Playbook has been achieved.

Professional learning plan created by administration and curriculum leaders in priority areas.

By the end of 2025, whole school professional learning occurs for areas identified by data and in line with the 2-year professional learning plan.

The school has a PL plan in place. PL is responsive to data analysis.

3 Learning Environment

By the end of 2025, staff survey results for culture and well-being are 3.5 points or above.

Achieved.

By the end of 2025, PAT assessment data shows growth for all students.

Achieved.

At the beginning of 2025, an annual SAER induction will be made available to all staff through the PL timetable.

Achieved.

By the end of 2025, DPS school values and supporting behaviours are linked to good standing policy and dibbler awards.

Achieved.

4 Relationships and Partnerships

By the end of 2025, staff survey results for communication are 3.5 points or higher.

Achieved.

By the end of 2025, community and parent survey results for communication are 3.5 points or higher.

Achieved.

5 Use of Resources

By the end of 2025, 90% of staff participate in creating curriculum budgets aligned to school plans.

Mostly achieved – teachers are invited to participate in this process and have input into school budget and cost centres.

6 Student Achievement and Progress

By the end of 2025, staff will have written the specific differentiated practice required for identified students in all curriculum areas.

Achieved – teachers create IEPs, group intervention plans and differentiated plans for their classes.

By the end of 2025, staff will have a comprehensive bank of data in the tracking/monitoring tool.

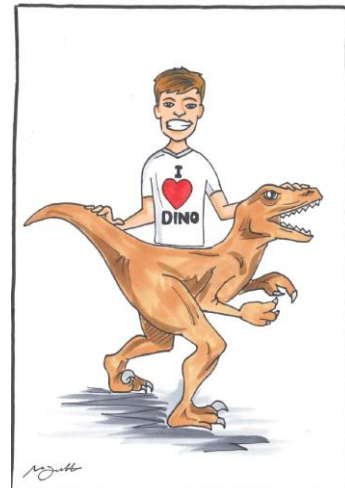
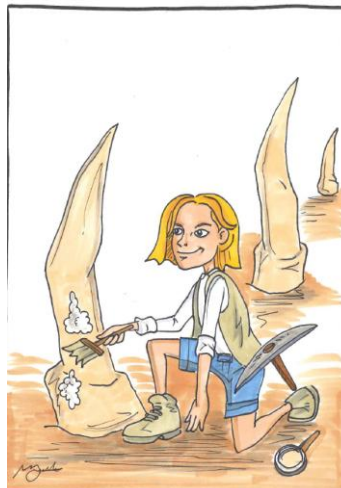
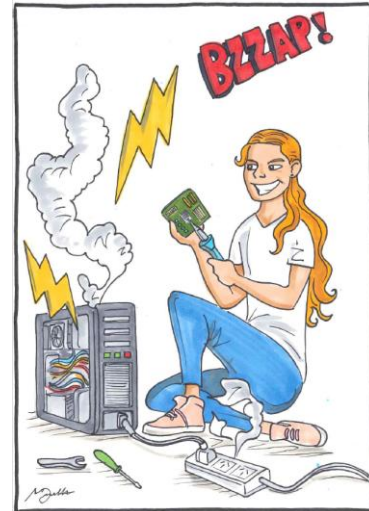
Mostly achieved – teachers make use of school-wide data, Elastik analysis and handover-over data to track student progress.

By the end of 2025, staff will have consistency in grade allocations for English and Maths compared to NAPLAN and Brightpath scores.

Achieved.

Post-Primary School Destination

SCHOOL	NUMBER OF STUDENTS
Kalamunda SHS	18
Mundaring Christian College	5
Swan Christian	4
Guildford Grammar	3
Helena College	2
Tree Tops	2
Mazenod	2
Tree Tops	2
La Salle	1
Woodvale	1
Total	39

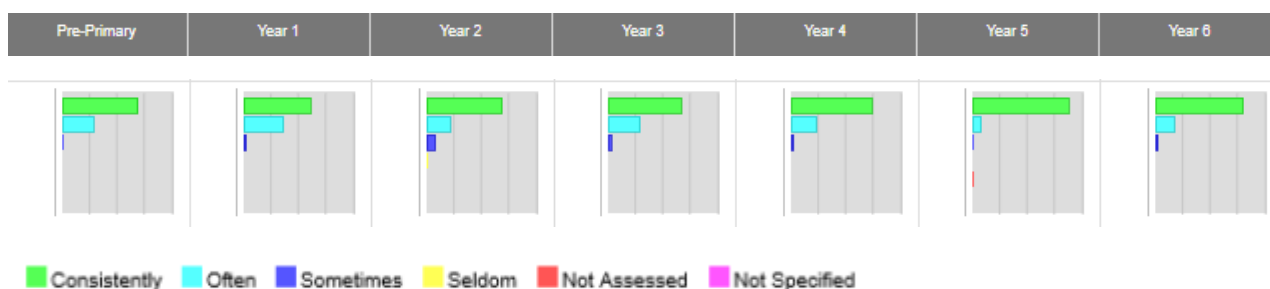


Satisfaction with the school

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 are 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

Parents and students were surveyed in May 2025 using the Department of Education survey tool.

1 Results of the Parent survey:

	2021	2023	2025	Variance
Number of Respondents	100	61	94	+33
Item No				
1 Expect the best	4.2	4.3	4.37	+0.1
2 Useful Feedback	3.8	3.8	3.8	0
3 Treat students fairly	4.0	3.9	3.93	0
4 School is Maintained	4.2	4.1	3.88	-0.2
5 Child feels safe	4.4	4.3	4.41	+0.1
6 I can talk to the teacher	4.4	4.1	4.49	+0.4
7 Well managed behaviour	4.0	3.5	3.78	+0.2
8 Child likes school	4.4	4.3	4.39	+0.1
9 School improve	4.1	3.8	3.66	-0.1
10 Parent feedback	4.0	3.6	3.55	0
11 Child motivated to learn	4.1	4.0	4.13	+0.1
12 Making Progress	4.1	4.0	4.10	+0.1
13 Learning needs met	3.9	3.9	3.85	0
14 Works with parents	3.9	3.9	3.82	-0.1
15 Community Relationships	4.2	4.0	4.12	+0.1
16 Well led	4.1	3.8	3.43	-0.4
17 Standard of Education	4.0	4.0	3.93	-0.1
18 Recommend School	4.2	4.0	4.33	+0.3
19 Good teachers	4.3	4.1	4.34	+0.2
20 Teachers care	4.3	4.1	4.30	+0.2
21 Recommend School			4.27	
22 Comms from School			3.81	
23 Comms from Teacher			4.21	
24 Academic needs			3.93	
25 Supports wellbeing			3.98	
				Overall +0.7

High Scores:

- I can talk to the teacher.
- My child likes school.

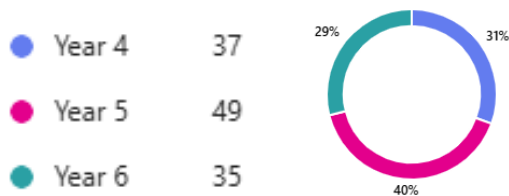
Low Scores:

- School takes parent opinions seriously.
- School is well led.

Summary:

Parents would like the school to consider the needs of Neuro-divergent students and to pastorally care for students. They would like the school to continue to cater for our very able learners while not forgetting to cater for those who need extra support.

2 Results of the Student Survey:



Question Number	Average Score 2023	Average Score 2025	Variation
1	4.4	4.496	-
2	4.2	4.057	down
3	4.0	4.174	Up
4	4.0	4.242	Up
5	4.2	4.429	Up
6	3.7	3.718	-
7	3.7	3.837	Up
8	4.2	4.209	Down
9	4.2	4.143	Down
10	3.7	3.749	-
11	4.3	4.119	Down
12	4.2	4.115	Down
13	4.6 (new question)	4.481	Down
14	4.4 (new question)	4.348	-



2023 data Year 5 and 6 students (Class Teacher administered)

2025 data Year 4 – 6 students (Deputy administered in library)

Question 1, 5 and 13 had high scores.

Students have a good teacher who expect them to do their best. They feel safe at school.

Question 6, 7 and 10 had lower scores:

Question 6 I can talk to my teachers about my concerns.

Question 7 Student behaviour is well managed at this school.

Question 10 My school takes students' opinions seriously.

Summary of Feedback:




- Students like the school, teachers, experiences and recess/lunchtime play. They feel safe.
- Students would like the school to manage behaviour well. They would like diversity in subjects as well as lunchtime activities. They would like a focus on improving computers and their access to them.

School Financial Summary

The school's sound budgeting processes and expenditure has achieved the required 96% minimum spend in 2025 while appropriately resourcing and staffing the school. The carryover amount is similar to that in 2024.

Previous Year Closing Balance	\$46,035
Revenue	\$667,367
Total Funds Available	\$713,402
Total Expenditure	\$659,395
Total percentage spend	98.8% (exceeds the minimum spend of 96%)



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