



Annual Report

2023

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 new 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 Lindsay Earnshaw effectively led the School Council during 2023. He was thanked for his valuable contribution to the school as he retired from the Council.

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



Resilience Integrity Initiative Care

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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 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 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 MiniLit program.

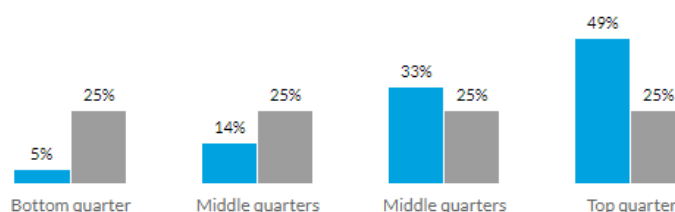
MacqLit, the Macquarie Literacy Program is an explicit and systematic reading intervention program for small groups of older (Year 3 - high school) low progress readers. It is particularly suited to those students who have not mastered the alphabetic code, lack reading fluency and require systematic 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.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1124
Average ICSEA value	1000
School ICSEA percentile	90

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Student Numbers

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	(24)	46	43	37	58	47	37	46	338
Part Time	47								

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

	Kin	PPR	Pri	Sec	Total
Male	29	27	134		190
Female	18	19	134		171
Total	47	46	268		361

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 2023 included Literacy development, Friendly Schools and School Improvement (including School review preparation).

	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	23	16.3	0
Total Teaching Staff	23	16.3	0
Allied Professionals			
Clerical / Administrative	3	1.9	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	15	9.7	1
Total Allied Professionals	19	12.2	1
Total	45	31.5	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

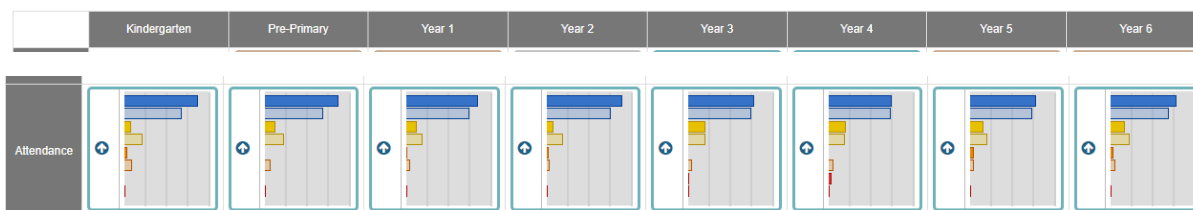
Attendance percentages for each category (Regular, Indicated, Moderate, Severe) compared to Like Schools. The school exceeds the attendance rate in every year level compared to Like Schools.

Attendance remains strong, with a small increase in the last year. Students 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 Principal, who manages 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 Rate	
	School	WA Public Schools
2021	94.5%	91.0%
2022	89.8%	86.6%
2023	92.7%	88.9%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	96%	95%	95%	95%	95%	94%	93%
2022	92%	91%	91%	89%	91%	89%	87%
2023	91%	92%	92%	93%	93%	94%	93%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

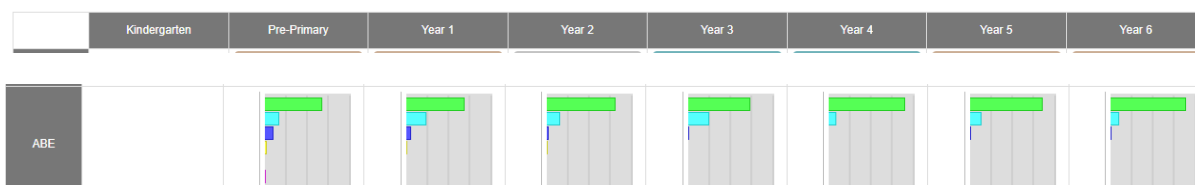


Student Achievement and Progress

Student Non-Academic Achievement

Attitude Behaviour Effort Summary

The ABE (Attitude, Behaviour and Effort) 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 2023, 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.



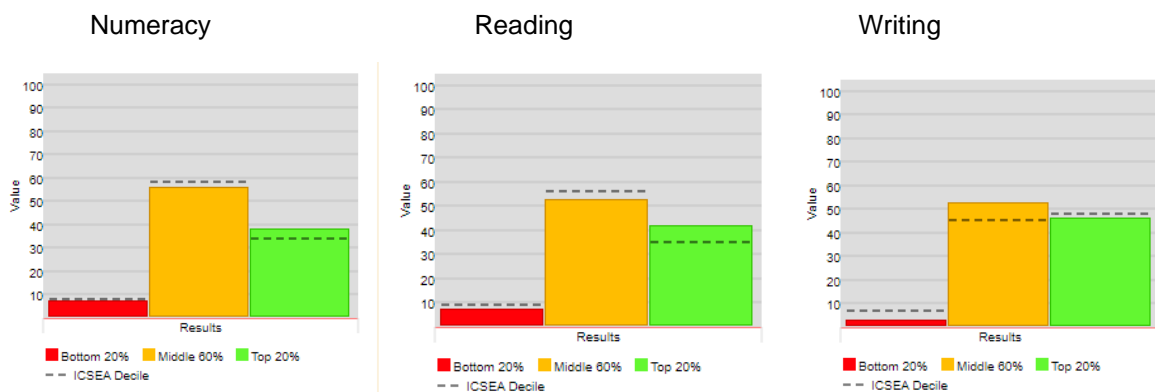
Student Academic Achievement

On-Entry Testing Preprimary 2023

Two students did not meet threshold for Numeracy and one student in Reading. The school continued to perform well compared to like schools, but this cohort did not perform as strongly as last year's cohort.

Median	Reading	2022	Writing	2022	Numeracy	2022
Darlington	470	(478)	210	(242)	464	(486)
Like Schools	467	(478)	210	(242)	456	(464)
Public Schools	450	(456)	176	(210)	435	(435)

*Department thresholds: Reading 375 Numeracy 350



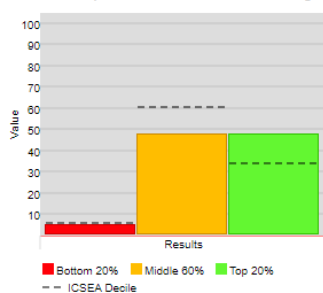
On-Entry Testing Year 1 2023

Median	Reading	2022	Writing	2022	Numeracy	2022
Darlington	559	-	524	(572)	572	(555)
Like Schools	541	-	507	(524)	550	(539)
Public Schools	510	-	450	(469)	503	(503)

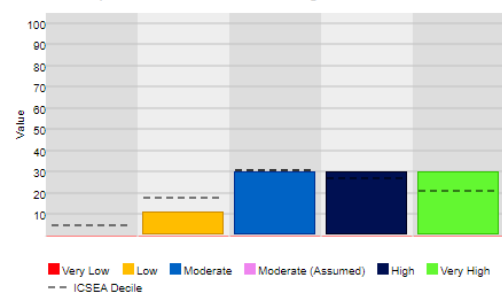
Reading

Reading attainment and progress was high, with many students moving from the middle 60% last year to the top 10% this year. Two students moved from the bottom 20% to the middle 60%. The cohort progressed and attained a higher result than like schools.

On-Entry - Reading
Results compared to ICSEA Decile including data from other schools

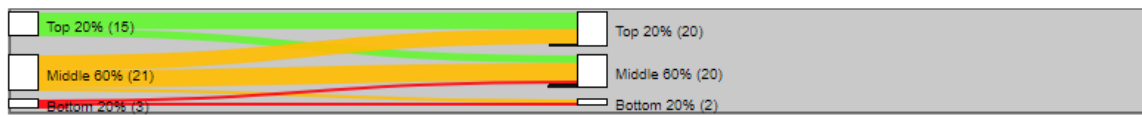


On-Entry - Reading
Results compared to ICSEA Decile including data from other schools



On Entry - Reading

Results including data from other schools

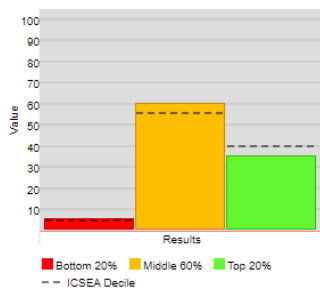


Writing

Writing data shows that while the school has maintained performance and progress slightly better than like schools, performance of this cohort is lower than last year's cohort. Of concern is the number of students who have moved from the top 20% to the middle 60%.

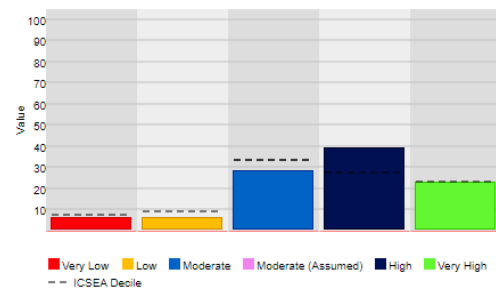
On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



On Entry - Writing

Results including data from other schools

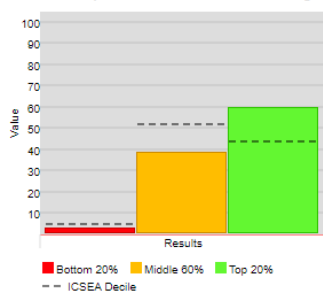


Numeracy

Progress and attainment in Numeracy has been strong, outperforming like schools. Top performing students have remained in the top 20%. One student has moved from the bottom 20% to the middle 60%.

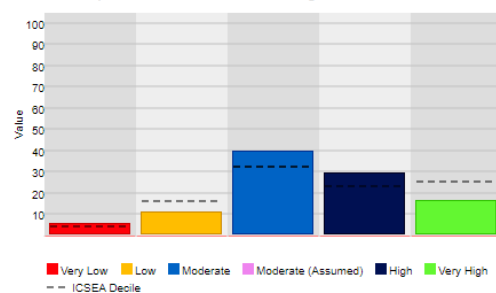
On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



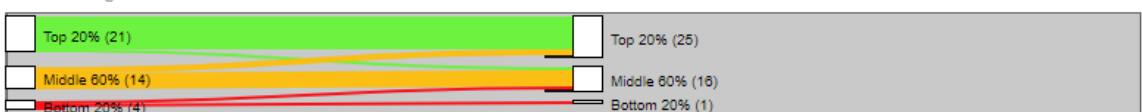
On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



On Entry - Numeracy

Results including data from other schools



NAPLAN Comparative Performance Summary

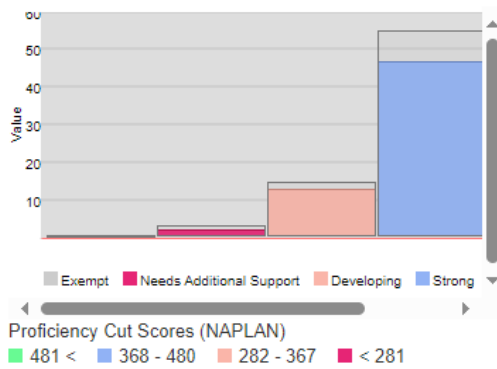
- NAPLAN 2023 was administered through an earlier test window commencing in week 7 of Term 1.
- The 2023 NAPLAN assessments have been re-scaled. Results for 2023 will be the commencement of a new data time series.
- No NAPLAN to NAPLAN progress or previous proficiency levels will be reported until 2025.
- Graphs and tables will include the four proficiency levels (Needs additional support, Developing, Strong, Exceeding)

Year 3

The Year 3 cohort did not achieve quite as strongly as the Like Schools cohort in Reading but exceeded them in Writing (a school focus for a number of years). The Year 3 cohort scored similarly to the Like Schools cohort in Mathematics.

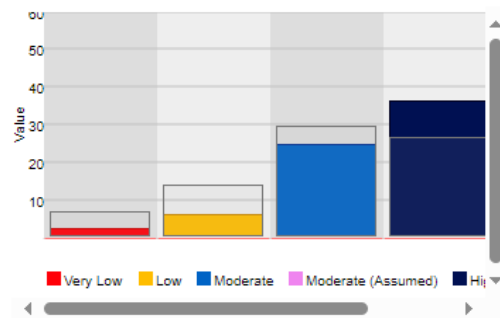
Reading - Proficiency

Filters : All Students



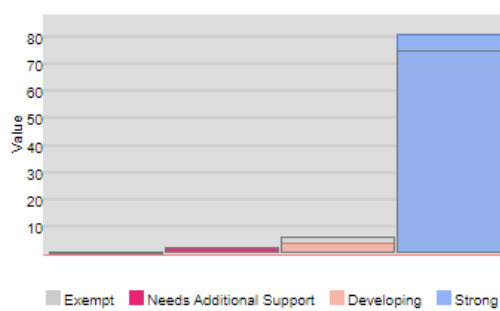
Reading - Progress

Filters : All Students



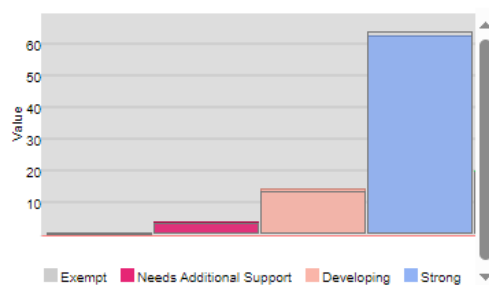
Writing - Proficiency

Filters : All Students



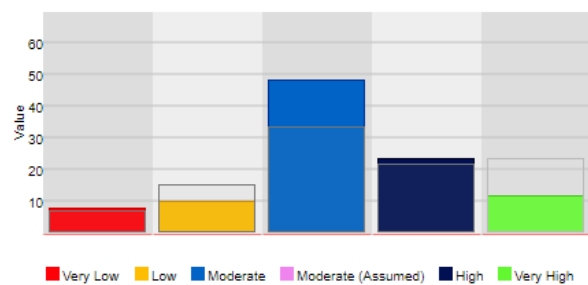
Numeracy - Proficiency

Filters : All Students



Numeracy - Progress

Filters : All Students

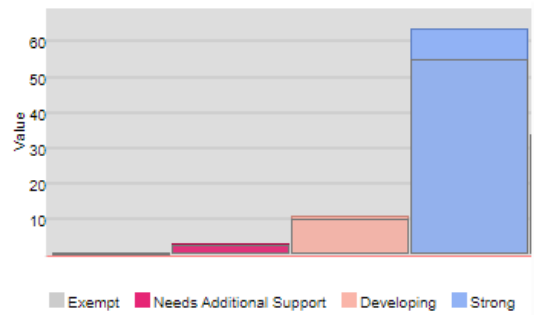


Year 5

The Year 5 cohort achieved higher than the Like Schools cohort in Reading, Writing (a school focus for several years) and Maths.

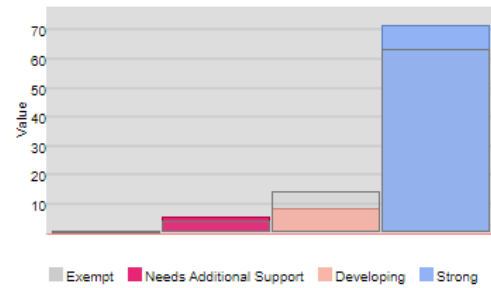
Reading - Proficiency

Filters : All Students



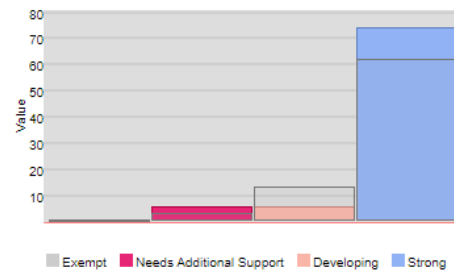
Writing - Proficiency

Filters : All Students



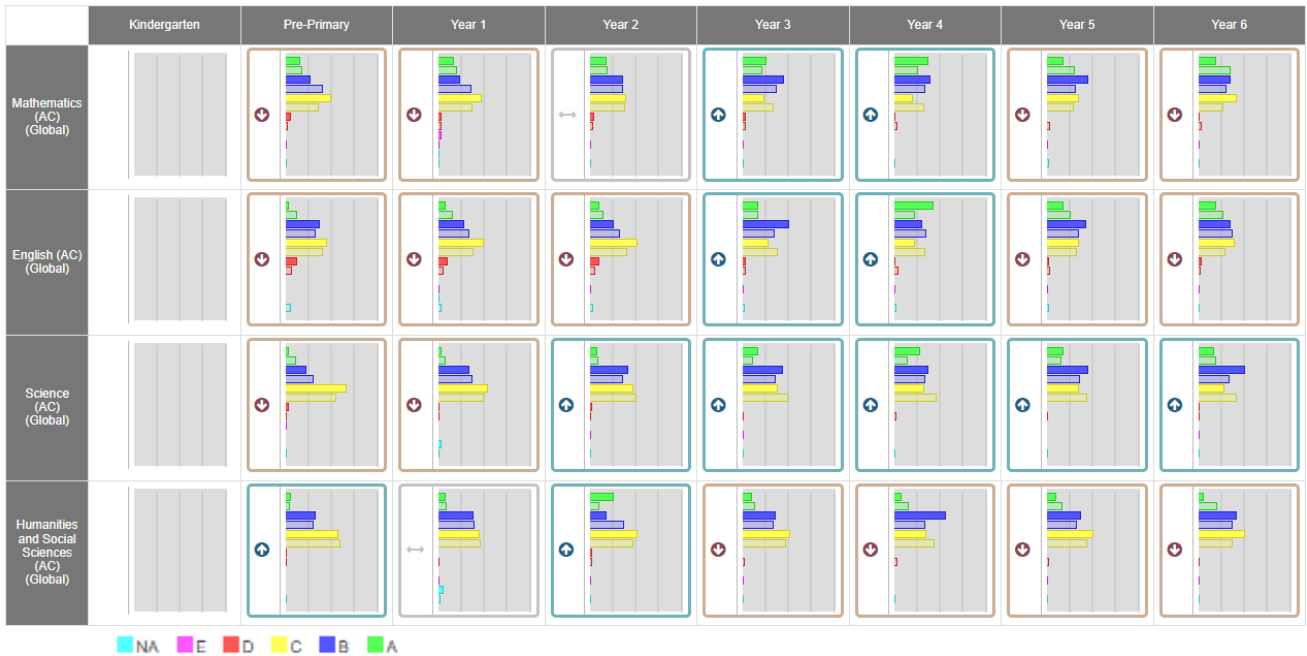
Numeracy - Proficiency

Filters : All Students



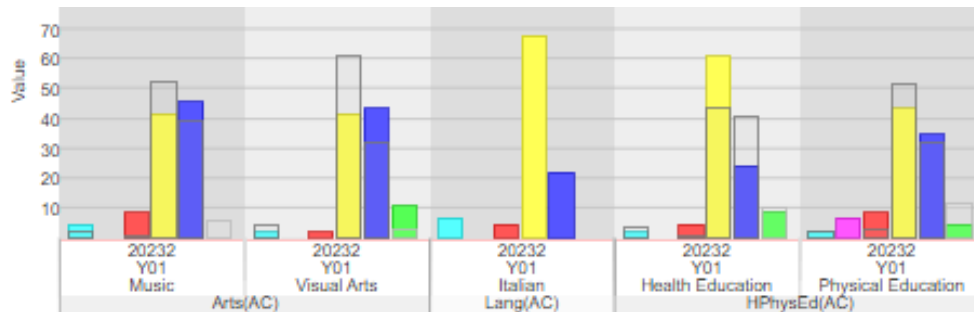
Student Semester 2 Reports

The data below 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.

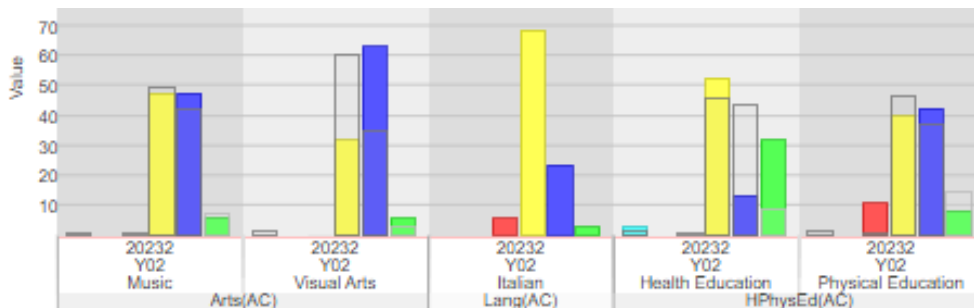


Specialist Grades 2023

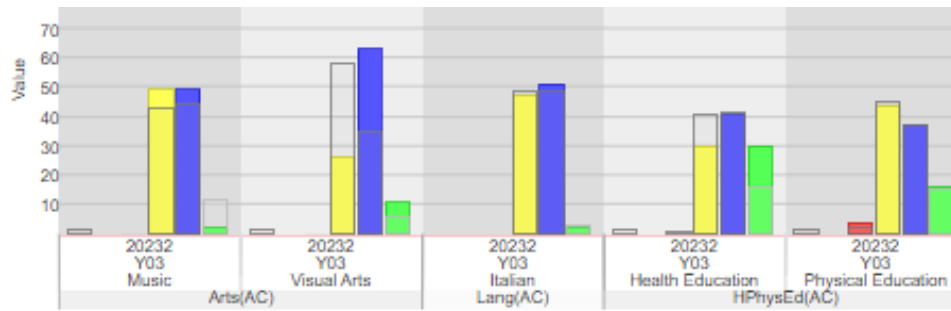
Year 1



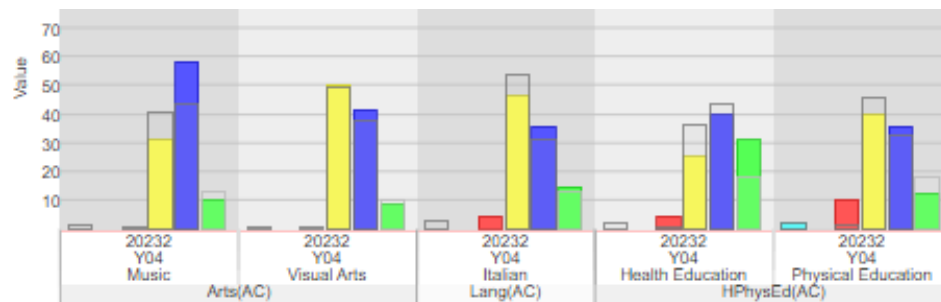
Year 2



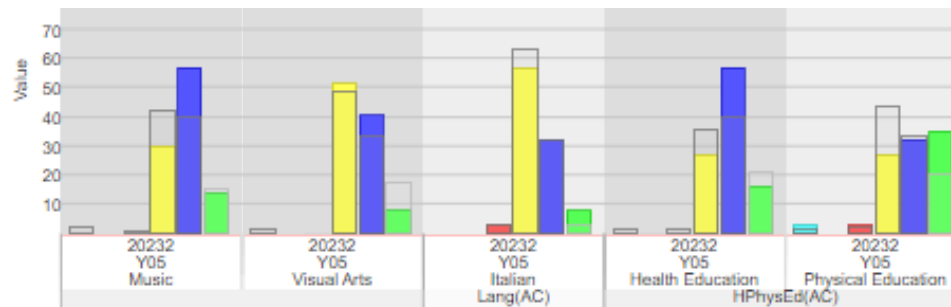
Year 3



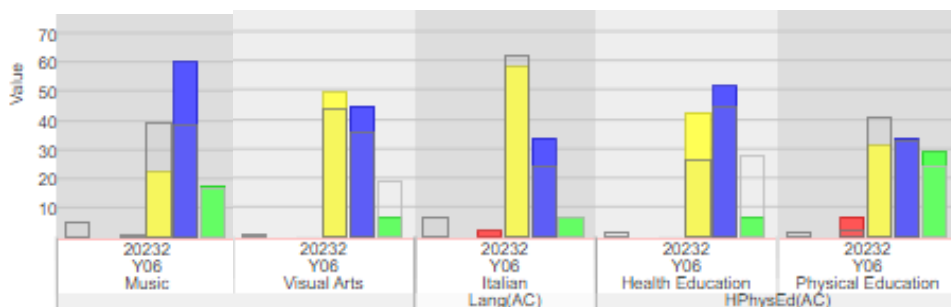
Year 4



Year 5



Year 6



NA E D C B A

Business Plan 2023 – 2025

The Business Plan milestones for 2023 were mostly or partially achieved. The Maths Operational plan is in Draft form and the English Plan is mostly achieved. This work will be achieved in 2024. The common assessment tasks have not yet been created. This is also work for 2024.

Curriculum leaders have participated in Leadership PI and two staff members engaged with the Future Leaders Framework.

Whole school practices for writing has been achieved and spelling is being developed.

Staff are utilising a whole school assessment schedule, but this is being reviewed every year.

Staff meeting and PL timetables did not meet the expectation of the milestone.

The school is using an evidence-based program (Friendly Schools) to teach social and emotional skills to students across the school.

PAT data is used by most teachers, along with class data, to inform the creation of IEPs. A tracking document for Students at Educational Risk is in place and used by all teachers.

A behaviour and values matrix was created by needs to be developed by the Health team to become operational. The milestones for staff and community survey results were achieved.

Curriculum leaders have had involvement in creating a budget to be included in the school budget.

Data analysis through the Department of Education dashboard was achieved by teachers but has not been actioned with regard to differentiated practice.

Teachers have been involved in some moderation with a colleague. This requires more development in 2024. Teachers have moderated Writing using the Brightpath ladder with both a colleague and other teachers in the Hills network.



Post-Primary School Destination

SCHOOL	NUMBER OF STUDENTS
Kalamunda SHS	10
Mundaring Christian College	9
Mazenod	10
La Salle	3
Helena College	4
Guilford Grammar	4
Helena River Steiner School	1
Steiner School	1
Swan Christian College	1
St Brigid's	2
Applecross SHS	1
Treetops	1
Home-school	1



Satisfaction with the school

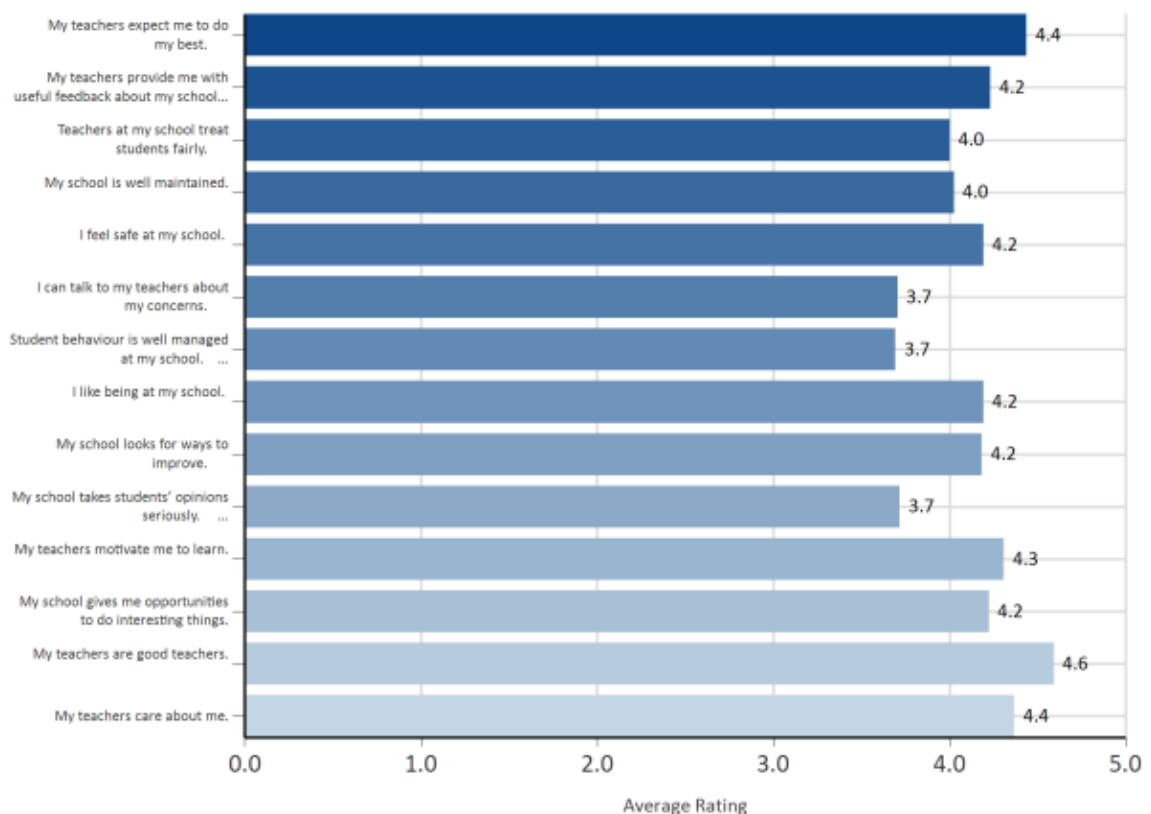
Students

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.



Students in Years 5 and 6 were surveyed in May using the National Schools Survey Tool.



Comparative Data 2018 with 2023

Question Number	Average Score 2018	Average Score 2023	Variation
1	4.45	4.4	-
2	4.13	4.2	Up
3	3.85	4.0	Up
4	4.01	4.0	-
5	4.34	4.2	Down
6	3.98	3.7	Down
7	3.86	3.7	Down
8	4.58	4.2	Down
9	4.07	4.2	Up
10	4.03	3.7	Down
11	4.18	4.3	Up
12	4.32 (same question different order)	4.2	Down
13	4.28 (different question)	4.6 (new question)	-
14	-	4.4 (new question)	-

The question with the most positive variance is Q3 Teachers treat students fairly.

Parents

Parents will be surveyed in the next 12 months using the Nation Schools Survey as a formal measure of their satisfaction with the school. However, the school continues to receive much anecdotal positive feedback from parents indicating their high level of satisfaction with the school.

National School Parent Opinion Survey 2023

There was a spread of responses with most from parents of students in Year 3 (25%) and least from parents of students in Year 5 (8%).

	2021	2023	Variance
N of Respondents	100	61	
Item No			
1 Expect the best	4.2	4.3	+0.1
2 Useful Feedback	3.8	3.8	0
3 Treat students fairly	4.0	3.9	-0.1
4 School is Maintained	4.2	4.1	-0.1
5 Child feels safe	4.4	4.3	-0.1
6 I can talk to the teacher	4.4	4.1	-0.3
7 Well managed behaviour	4.0	3.5	-0.5
8 Child likes school	4.4	4.3	-0.2
9 School improve	4.1	3.8	-0.3
10 Parent feedback	4.0	3.6	-0.4
11 Parent Feedback	4.1	4.0	-0.1
12 Child motivated to learn	4.1	4.0	-0.1
13 Making Progress	3.9	3.9	0
14 Learning needs met	3.9	3.9	0
15 Works with parents	4.2	4.0	-0.2
16 Community Relationships	4.1	3.8	-0.3
17 Well led	4.0	4.0	0
18 Standard of Education	4.2	4.0	-0.2
19 Good teachers	4.3	4.1	-0.2
20 Teachers care	4.3	4.1	-0.2

The data is similar to the 2021 data, with an overall decline of 0.1 or more in 75% of questions. The perception that student behaviour is well-managed, that parent opinions are taken seriously, that the school has a strong relationship with the community and looks for ways to improve has decreased. The highest rated items were that teachers expect students to do their best and that children feel safe at school.

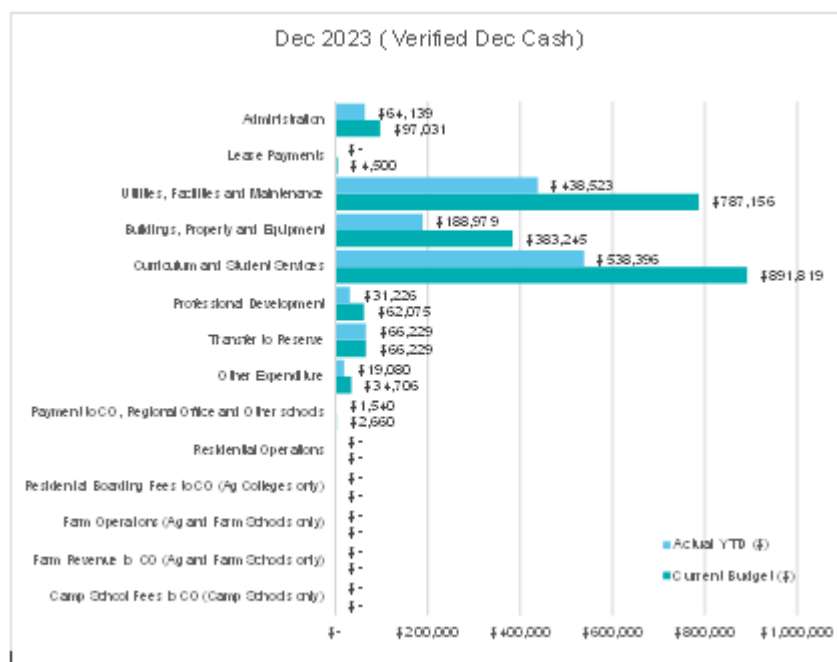
77% of parents made a positive comment and 75% of parents made a comment about a concern or improvement. Commendations included school culture, staff, the Early Learning team and some specialist programs. Comments about concerns and improvements had a significant focus on neurodiversity. Other issues included some staff, some programs, inconsistent communication between classes via Connect.

School Financial Summary




The school's sound budgeting processes and expenditure has achieved the required 96% minimum spend in 2023 while appropriately resourcing and staffing the school. The carryover amount is similar to 2022.

INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	688,679	688,679
Carry Forward (Salary)	642,619	642,619
STUDENT-CENTRED FUNDING		
Per Student	8,861,523	8,861,523
School and Student Characteristics	1,590,431	1,590,431
Disability Adjustments	60,686	60,686
Targeted Initiatives	1,051,850	1,048,441
Operational Respon se Allocation	28,568	28,568
Total Funds:	11,593,058	11,593,058
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	9,590	9,590
Transition Adjustment	0	0
School Transfers – Salary	(896,936)	(896,936)
School Transfers - Cash	896,936	896,936
Department Adjustments	(76,362)	(76,362)
Total Funds:	(66,772)	(66,772)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	67,498	67,498
Charges and Fees	282,170	282,171
Fees from Facilities Hire	2,000	218
Fundraising/Donations/Sponsorships	74,313	54,313
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	6,871	6,871
Revenue from CO, Regional Office and Other scho	5,747	5,747
Other Revenues	56,469	63,546
Transfer from Reserve or DGR	245,678	245,678
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	740,746	726,042
TOTAL	13,598,330	13,580,217

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	9,696,267	6,294,348
New Appointments	138,092	0
Casual Payments	567,071	461,388
Other Salary Expenditure	143,621	83,621
Total Funds:	10,544,051	6,839,357
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	97,031	64,139
Lease Payments	4,500	0
Utilities, Facilities and Maintenance	787,156	438,523
Buildings, Property and Equipment	383,245	188,979
Curriculum and Student Services	891,819	538,396
Professional Development	62,075	31,226
Transfer to Reserve	66,229	66,229
Other Expenditure	34,706	19,080
Payment to CO, Regional Office and Other schools	2,660	1,540
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	2,329,421	1,348,112
TOTAL	12,873,472	8,187,469





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