



DPPS

Annual Report

2025



FROM THE PRINCIPAL- ALICIA JONES

Throughout 2025, our school continued its improvement journey, achieving many successes along the way. In the final year of implementing our 2023–2025 Business Plan, we were able to complete key strategies and meet our planned goals.

All staff completed training in our new evidence-based programs, including Heggerty Phonemic Awareness, Sounds-Write, and Talk for Writing. With this training in place, staff were able to confidently plan detailed and effective learning programs. We also continued to utilise structured, uninterrupted Literacy Blocks across the school, ensuring a consistent approach to teaching these programs across all year levels.

We reviewed and refined our reward systems to ensure they were regular and accessible, allowing all students the opportunity to achieve one or more rewards each term. These included faction token rewards, attendance recognition, and Advanced Standing rewards.

Building strong relationships remained a priority, both within our school community and the wider community. This was supported by inviting external agencies into the school to contribute to events and support our strategic directions, as well as through active participation in community initiatives. The P&C played a vital role by organising events such as a disco, colour run, sausage sizzles, Mother’s Day and Father’s Day stalls, and Book Week activities.

A review of our NAPLAN results shows clear progress, with evidence that we are closing the gap and improving outcomes for all students. Significant effort has gone into creating a culture of success, and I am extremely proud of what our staff have achieved. We look forward to building on this momentum in 2026 and to many more exciting achievements ahead.



2025 SCHOOL HIGHLIGHTS

BUSINESS PLAN DEVELOPMENT

Following the development of our Business Plan in 2023, it was important to reflect on our journey and analyse the progress made before creating our new plan. As a whole staff, we reviewed each of the five focus areas- Learning Environment, Relationships, Leadership, Teaching and Learning, and Use of Resources, to identify what had been achieved, what still required development, and which new areas needed attention. It was rewarding to see that, as a school, we had largely achieved our goals across all areas. This success was supported by evidence from the Tell Them From Me surveys, NAPLAN results, ongoing school data collection, and Public School Review feedback. We used this range of feedback and data to ensure all staff had a voice in shaping our future direction, contributing to a shared vision and the development of our new plan for 2026.



SPORTING EVENTS

We were very fortunate to welcome Mr Nathan Hughes to the DPPS team as our new Physical Education teacher. His passion for sport reinvigorated the program, which was enthusiastically received by our students. Throughout the year, students participated in a wide range of events, including the League Tag Carnival, Winter Sports, Lightning Carnival, Cross Country, Interschool Cross Country, Athletics Carnival, and Interschool Athletics Carnival. Runners Club was also established, operating three mornings a week, and all sporting teams were provided with brand new DPPS uniforms.

SCHOOL ENVIRONMENT UPGRADES

In addition to improving student outcomes, it has been important to enhance our learning environment. Through school resourcing, P&C donations, and grants such as the Streets Alive Program and the Labor Government election initiative, we have been able to upgrade and develop multiple areas across the school. All classrooms have now been equipped with new interactive boards, complementing previous upgrades to desks and chairs. An overgrown frog pond was transformed into an aerobic area, as voted for by the school community. We also installed new signage at the Boundary Road entrance and added a mural at the rear of the school to create a more welcoming and vibrant space. Looking ahead, equipment has been ordered for installation in 2026 to upgrade the oval play area. In addition, a new assembly area and stage have been developed to ensure greater comfort for students and staff during both hot and cold weather.



2025 LITERACY DATA

2025 PRIORITIES

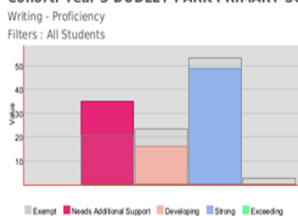
In 2025, a whole-school approach to literacy continued to be strengthened through the use of a clearly sequenced overview from K–PP to Year 6, supporting consistency in teaching and smooth progression of skills across all year levels. Students in Years 2–6 continued to participate *Spelling Mastery* sessions, and we implemented *Sounds-Write* across K–2, ensuring a consistent and evidence-based approach to early reading and spelling instruction. The *Talk for Writing* framework continued to underpin writing instruction across the school, with staff embedding and refining this approach within their classroom practice. Targeted literacy intervention was introduced in Years Kindy, PP, 1, 2 and 4 to support students requiring additional assistance. Teachers continued to use *Acadience* and *PAT-R* data to guide planning and instruction, regularly monitoring progress and refining their approach to maximise literacy outcomes across the school.

2025 STUDENT PERFORMANCE

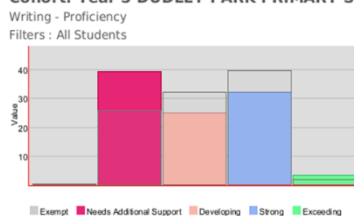
WRITING

In 2025, Year 3 writing results showed around 50% of students achieving in the *Strong* category. The consistent implementation of *Talk for Writing* and targeted intervention in Years 1, 2 and 4 has supported the development of writing skills across the school. Ongoing staff data analysis, including *NAPLAN*, *Acadience* and *PAT-R*, has enabled teachers to monitor progress and respond with targeted strategies. Encouragingly, Year 5 results show a more balanced distribution across achievement categories in 2025, including a small increase in students achieving in the *Exceeding* category. The number of students in the *Developing* category also showed a positive reduction of around 5%. This indicates that the school’s consistent, whole-school approach to writing is beginning to support improved outcomes as student’s progress through the year levels.

Cohort: Year 3 DUDLEY PARK PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03



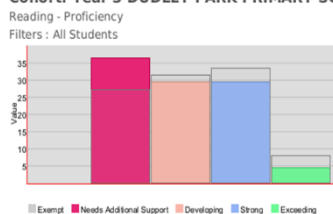
Cohort: Year 5 DUDLEY PARK PRIMARY SCHOOL Y05 2025 Reporting Period: 2025 Y05



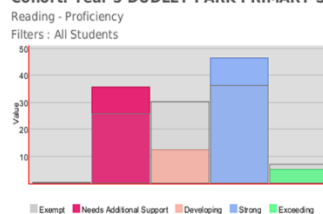
READING

In 2025, Year 3 NAPLAN Reading results indicated a shift in cohort performance with the proportion of students in the *Strong* and *Developing* categories remained relatively consistent, demonstrating a stable middle band of achievement. The Year 5 results showed positive growth, with a notable increase in students achieving in the *Strong* category and a reduction in those in the *Developing* category. These results reflect the impact of whole-school structured Literacy blocks, with a strong focus on reading and comprehension. The continued use of *Acadience* and *PAT-R* data has enabled staff to identify student needs early and implement targeted teaching strategies.

Cohort: Year 3 DUDLEY PARK PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03



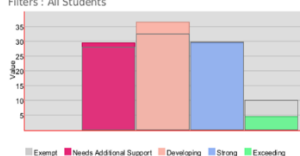
Cohort: Year 5 DUDLEY PARK PRIMARY SCHOOL Y05 2025 Reporting Period: 2025 Y05



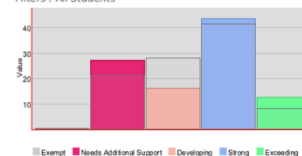
SPELLING

In 2025, Year 3 NAPLAN Spelling results remained steady. There was a slight increase in students achieving in the *Strong* category, indicating continued growth in students' spelling knowledge and application. Year 5 results show encouraging progress, with an increase in students achieving in the *Strong* category and a significant reduction in those in the *Developing* category. The consistent implementation of daily spelling warm-ups across Years 1–6 has continued to strengthen students' understanding of spelling patterns, rules and morphology. This has been further supported by the ongoing success of *Spelling Mastery*. In the early years, the *Heggerty* program has supported the development of phonemic awareness, while the continued delivery of the *Sounds-Write* program in Kindy to Year 2 has provided a strong foundation in phonics.

Cohort: Year 3 DUDLEY PARK PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03
Spelling - Proficiency
Filters: All Students



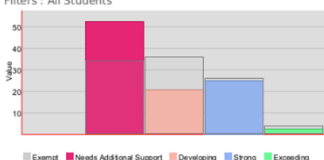
Cohort: Year 5 DUDLEY PARK PRIMARY SCHOOL Y05 2025 Reporting Period: 2025 Y05
Spelling - Proficiency
Filters: All Students



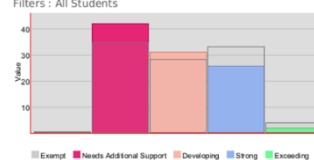
GRAMMAR & PUNCTUATION

In 2025, Year 3 NAPLAN Grammar results reflect a shift in cohort performance, with a greater number of students identified as needing additional support. Encouragingly, a consistent group of students continues to achieve in the *Strong* category, demonstrating that core grammar skills are being maintained across the cohort. Year 5 results indicate steady performance overall. The presence of students in the *Exceeding* category continues to reflect opportunities for extension and higher-level achievement. These results highlight the importance of ongoing focus on grammar development, with continued emphasis on building students' understanding of sentence structure, language conventions and accuracy in writing.

Cohort: Year 3 DUDLEY PARK PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03
Grammar - Proficiency
Filters: All Students



Cohort: Year 5 DUDLEY PARK PRIMARY SCHOOL Y05 2025 Reporting Period: 2025 Y05
Grammar - Proficiency
Filters: All Students



2026 PRIORITIES

1. Continue the delivery of *Spelling Mastery* across Years 1–6 to support explicit teaching of spelling. Targeted lessons in *Sounds-Write* for students requiring additional support.
2. Maintain the implementation of *Sounds-Write* and *Heggerty Phonemic Awareness* within Literacy blocks from Kindy to Year 2 to strengthen early reading foundations.
3. Continue to embed *Talk for Writing* Kindy to Year 6, focusing on consistent implementation.
4. Investigate and train in a whole school reading program such as Talk for Reading.
5. Implement *DIBELS* assessment (replacing *Acadience*) and use to implement targeted intervention.

2026 TARGETS

1. Achieve NAPLAN Literacy results within 10 points of WA public schools and like schools' means across all assessed areas, demonstrating continued improvement.
2. Use *DIBELS* and *On-Entry* data to provide timely, targeted intervention for students identified as performing below expected standards.
3. Maintain consistency in the delivery of Literacy warm-ups across all classrooms to support skill development and student engagement.

2025 NUMERACY DATA

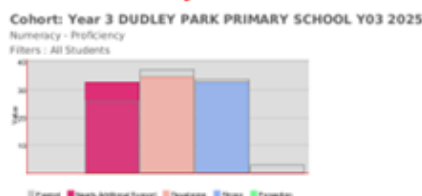
2025 PRIORITIES

In 2025, we implemented a new Mathematics program, Origo. The program has provided a structured and explicit approach to teaching Mathematics across all year levels, ensuring greater consistency in curriculum delivery and student learning experiences. With clear lesson sequences, targeted skill development, and regular opportunities for revision and assessment, students have been better supported to build confidence and understanding in key mathematical concepts. As a school, we have prioritised moderation, ensuring that teachers are working collaboratively to develop a shared understanding of achievement standards and are creating assessments that align with the WA syllabus and give students the opportunity to demonstrate achievement across the full range of grades.

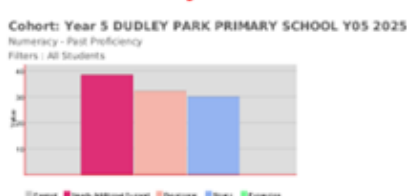
2025 STUDENT PERFORMANCE

In 2025, NAPLAN numeracy results demonstrated positive growth. The Year 3 Numeracy data shows positive results, with most students achieving in the Developing and Strong categories, meaning they are working at or above the expected standard. The smaller number of students requiring additional support is encouraging and shows that intervention strategies are supporting student progress. Overall, the data reflects steady growth and a strong foundation in Numeracy. The Year 5 Numeracy data shows positive growth compared to this cohort's Year 3 results in 2023. The number of students requiring additional support has decreased from approximately 39% to 33%, meaning fewer students are working below the expected standard. It is also positive to see students now achieving in the Exceeding category, showing improved high-level achievement. The Strong category has remained stable, showing consistent support for higher-achieving students.

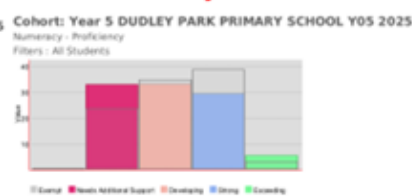
Year 3 Numeracy Results 2025



Year 3 Numeracy Results 2023



Year 5 Numeracy Results 2025



2026 PRIORITIES

1. Continue the implementation of Origo Maths across the school, with a stronger focus on extension opportunities in all year levels.
2. Strengthen whole-school data tracking to monitor student progress, identify learning gaps early, and plan for intervention and extension.
3. Strengthen staff data literacy using PAT Mathematics, Origo assessments, and moderation processes to inform teaching, target intervention, and plan for student extension.

2026 TARGETS

1. Ensure a minimum of 6 hours of Mathematics instruction weekly for all students across the school.
2. Reduce the percentage of Year 3 and Year 5 students requiring additional support to below 30%.
3. Increase the percentage of Year 3 and Year 5 students achieving in the Exceeding category to 8% or above.
4. Increase the percentage of Year 3 and Year 5 students achieving in the Strong and Exceeding categories combined to 40% or above.

2025 ATTENDANCE DATA

In 2025, the school continued to implement an updated rewards system and consistent follow up with families, including case conferences and home visits, to support improved attendance across all year levels. These targeted strategies resulted in an increase in authorised absences and a decrease in unauthorised absences, with the most notable improvements seen in the early and middle years.

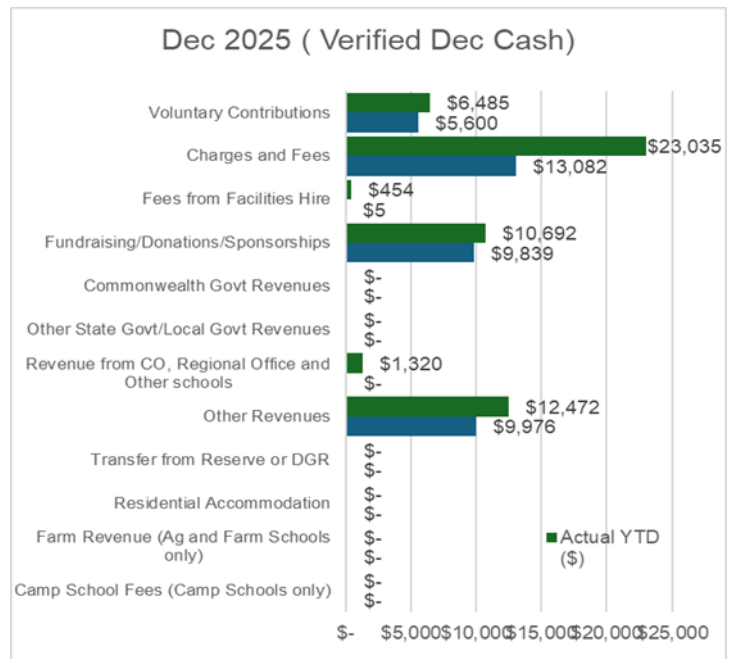
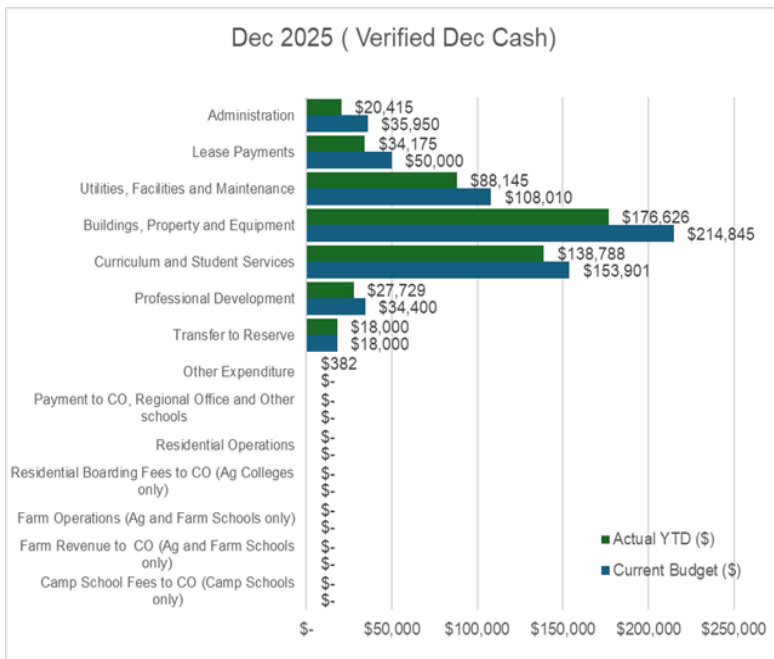
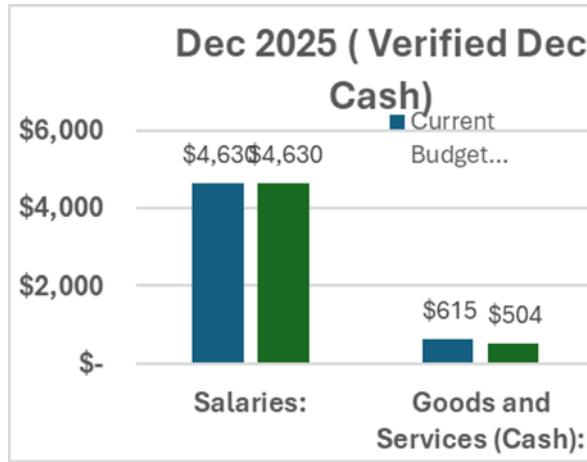
Marked improvements were seen from Kindergarten to Year 3, with Kindy/Pre Primary increasing authorised absences by 25% and Year 3 by 12%. Unauthorised absences decreased across these cohorts, reflecting stronger engagement with families and clear processes.

| Authorised Absences | | | | | Unauthorised Absences | | | | |
|---------------------|-----|--------|-----|--------|-----------------------|-----|--------|-----|--------|
| 2024 | | 2025 | | Impr % | 2024 | | 2025 | | Impr % |
| Kindy | 39% | PP | 64% | 25% | Kindy | 61% | PP | 36% | 25% |
| PP | 51% | Year 1 | 54% | 3% | PP | 49% | Year 1 | 46% | 3% |
| Year 1 | 47% | Year 2 | 49% | 2% | Year 1 | 53% | Year 2 | 51% | 2% |
| Year 2 | 55% | Year 3 | 67% | 12% | Year 2 | 45% | Year 3 | 33% | 12% |
| Year 3 | 64% | Year 4 | 64% | 0 | Year 3 | 36% | Year 4 | 36% | 0 |
| Year 4 | 55% | Year 5 | 58% | 3% | Year 4 | 45% | Year 5 | 42% | 3% |
| Year 5 | 51% | Year 6 | 55% | 4% | Year 5 | 49% | Year 6 | 45% | 4% |
| Year 6 | 73% | | | | Year 6 | 27% | | | |



2025 FINANCIAL DATA

| ONE LINE BUDGET - Dec 2025 (Verified Dec Cash) | | |
|--|---------------------|------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (Cash): | 48,656 | 48,656 |
| Carry Forward (Salary): | 336,320 | 336,320 |
| INCOME | | |
| Student-Centred Funding (including Transfers & Adjustments): | 5,275,931 | 5,275,931 |
| Locally Raised Funds: | 38,502 | 54,457 |
| Total Funds: | 5,699,409 | 5,715,364 |
| EXPENDITURE | | |
| Salaries: | 4,630,284 | 4,630,284 |
| Goods and Services (Cash): | 615,107 | 504,260 |
| Total Expenditure: | 5,245,390 | 5,134,544 |
| VARIANCE: | 454,018 | 580,820 |



2025 STUDENT AND STAFF DATA

Seeking feedback from our school community helps provide valuable insights to inform planning and identify areas for school improvement. The following results reflect information gathered through these processes.

| | Students | Staff |
|-----------------------|---|--|
| Areas of Strength | <ul style="list-style-type: none"> - Students have friends at school they can trust and who encourage them to make positive choices - Students believe that schooling is useful in their everyday life - Students try hard to succeed in their learning | <ul style="list-style-type: none"> - Staff in the school have a positive sense of collaboration - Staff in the school are satisfied with communication at this school - Staff at this school experience support |
| Highlights | <ul style="list-style-type: none"> - Students believe that school staff emphasise academic skills and hold high expectations for all - Students feel safe coming to school. - Students feel that teachers, parents and students at DPPS work together to achieve | <ul style="list-style-type: none"> - Staff have clear role expectations - Staff have a positive sense of belonging at this school - Staff have reported to be thriving at school |
| Areas for Improvement | <ul style="list-style-type: none"> - 52% of students are interested in their learning - 62% of students believe they have the ability to consciously control their emotions and behaviours - 50% of students feel they have someone at school who provides encouragement and can be turned to for advice | <ul style="list-style-type: none"> - Staff would like a better work-life balance - Some staff have experienced bullying by parents this school year - Some staff feel their job affects their mental, physical, or overall general health |

FOCUS FOR 2026

| Relationships | Learning Environment |
|--|---|
| <ul style="list-style-type: none"> - DPPS will continue to use surveys to give the school community a voice as well as through the School Board and P&C - Continued communication of school updates on Compass/ good news through Facebook - Staff will continue to have time prioritised for collaborative conversations and planning | <ul style="list-style-type: none"> - Staff will continue to use a consistent approach to expected behaviours across the whole school - Staff will strengthen the consistent implementation of differentiated lessons across all learning areas to support student achievement |
| Teaching | Resources |
| <ul style="list-style-type: none"> - Dudley Park Primary School will support Professional Learning opportunities for staff through the provision of allocated funds - Teachers will have the opportunity to strengthen lesson delivery through regular performance development - Teachers will be provided with additional time to ensure high quality explicit and engaging lessons are created consistently | <ul style="list-style-type: none"> - Dudley Park Primary School will continue to provide resources for behaviour and attendance engagement - Funding will be allocated to support Professional Learning for focus areas - Additional funding will be allocated for the update of ICT resources across the school |

