



Dalyellup
COLLEGE

ANNUAL REPORT
2020 - 2021



dream • believe • achieve

Principal's Message

The year 2020 was unprecedented in many ways. Whilst COVID-19 generated complexities for all, it was with great pride that I witnessed our staff selflessly respond to ensure continuation of a high-quality education for our students.

Not only did they rise to this challenge, but they also engaged in rigorous and demanding pedagogical development based upon contemporary educational research aligned with our strategic improvement plan. Through this, I have seen a transformation of classrooms about the college as we strive to make Dalyellup College the very best it can be for all students. The dedication and professionalism demonstrated by teachers and leadership staff is to be truly acknowledged. The improvements in student outcomes observed in this annual school report reflects the collective beliefs and commitment captured in our moral purpose: We believe our students have great potential and we ensure they thrive in a rich and nurturing environment.

Earlier, during the 2019 school year, the school improvement team developed an ambitious strategic improvement plan in partnership with the school community and our educational partner: Fogarty Edvance. The plan was informed by our student performance data, community surveys, and what research informs us is best practice. The context of the college at that time was considered and the improvement initiatives were selected based upon what were the 'highest impact levers' for improved student outcomes. The resultant strategic improvement plan formed the basis for the College Business Plan. Towards the end of the year, some initiatives had commenced but the plan really took effect in 2020.

And we immediately saw transformational impact! In individual classrooms, students reported that they understood and remembered more of what was being taught. This was evident in their performance

on tasks and assessments – more students achieved higher results, contributing to an overall rise in median class results. We commenced a MacqLit program for our students requiring additional literacy support and between 25-50% gains were evidenced on their previous reading ability within a 10-week period. There was a significant improvement in the percentage of A, B and C grades awarded to students across the college. We saw improvements in student behaviours and far fewer students were suspended.

Our Year 12 data was impressive. Our median ATAR score of 73.1 was the highest median ATAR score in the history of our college. For the first time too, we outperformed our like schools and by a total of 6 points. This achievement makes Dalyellup College highly competitive within the region, especially when value-adding data is considered. The percentage



of our students who achieved a Western Australian Certificate of Education (92%) was also higher than like schools (85%) and WA schools (89%). A total of 93.8% of our Year 12 students also achieved OLN A qualification, compared with 82.2% in like-schools. Truly remarkable achievements!

Late in 2020, our school went through the school review process. I am pleased to share that the Review Report was extremely positive and affirmed the strategic direction we have set ourselves and the improvements in student results that we have observed. Some of the observations made by the reviewers included: teaching quality is central to the college improvement agenda; strategic planning to improve student performance is central to the overall operations of the college; and Dalyellup College identifies 'getting the right conditions for learning' as imperative to improved student outcomes.

I would like to acknowledge the parents and community members who have contributed to shaping the College success. The School Board has

been integral to the school improvement journey as the 'voice' of our school community. Their input and feedback have ensured the planned strategic initiatives were responsive to our community. The Parents and Citizen's Association have also worked tirelessly to ensure that our student needs are supported. A key component of their role has been the operation of the school canteen, which is providing a valuable service within our school and broader community.

Finally, I would like to conclude by acknowledging the individual achievements of some of our students. Angus Apanah is our 2020 ATAR DUX recipient with an excellent score of 92.85. George Culvert followed closely with a score of 89.5. These achievements are impressive and reflect the mature and committed approach by both young men. Congratulations. The Dalyellup College Vocational Education Training Dux is Keegan Williams, who successfully completed a Certificate II in Building and Construction, Construction, Sports Coaching and Electrotechnology. There were many personal bests and achievements throughout the year, and I wish our 2020 leavers all the very best in their futures.

This report provides information relevant to the improvement targets set within the 2020-2024 Business Plan. The annual fine-grained performance indicators, as detailed in the Dalyellup College Strategic Improvement Plan (DCSIP) 2020-2024, are utilised to describe our progress towards these targets. The DCSIP 2020-2024 is available from the college upon request. I commend this report to you and look forward to building upon the successes of 2020 as we work together to ensure our students achieve their great potential.

Kolin van der Wal
Principal

Our Vision and Values

The following key words and statements capture our vision for our students to realise their aspirational pathways of choice.

We set high expectations for our students to develop contemporary skills, knowledge, and the personal and social attributes for positive wellbeing; be challenged and inspired with lifelong curiosity for learning; and become equipped with the agility and resilience needed for success in unfolding career opportunities. In the context of our nurturing environment, we actively support our students to develop values as responsible, respectful and exemplary citizens in our broader Australian community.

Our motto
Dream, Believe, Achieve.

Our moral purpose
We believe our students have great potential and we ensure they thrive in a rich and nurturing environment.

Our values
Respect, Responsibility, Personal Best.

Our school has a positive feel and the teachers are welcoming and take an interest in the student's learning. All of the teachers that our son has have been approachable and have a genuine interest in teaching.

Parent,
Tell Them From Me survey

Key Performance Indicator Progress

Our NAPLAN performance will be one standard deviation above expected performance in all dimensions.

Given that NAPLAN was not conducted during 2020 due to COVID-19, this measure of school performance is unable to be reported.

The College commenced standardised PAT testing during 2020 to ensure consistent tracking of student performance.

The following initiatives supported student improvement in literacy and numeracy during 2020:

- > Whole school literacy procedures and interventions were developed.
- > Literacy intervention programs selected and implemented for students at educational risk.

> A consistent school data set was established to inform interventions, classroom practices, and whole school tracking of literacy.

> Evidence-based strategies to improve numeracy progress and achievement were investigated.



The school mean for social and emotional outcomes of our students will be at or above the international norm (as measured by the TTFM-S).

A range of whole school pastoral care structures and processes were implemented to more effectively support the whole school community, informed by student social and emotional data obtained through the *Tell Them From Me* (TTFM) survey. The survey is conducted during term 1.

The following table provides student responses in 2019 and 2020

Social-Emotional Outcome	2019	TTFM Norm	2020	TTFM Norm
Student participation in school sports	43%	48%	38%	48%
Student participation in extracurricular activities	15%	42%	15%	42%
Students with a positive sense of belonging	53%	71%	48%	71%
Students with positive relationships	76%	76%	76%	76%
Students that value schooling outcomes	60%	73%	66%	73%
Students that regularly truant	11%	27%	8%	27%
Students with positive homework behaviours	47%	60%	37%	60%
Students with positive behaviour at school	89%	88%	86%	88%
Intellectual engagement composite	49%	49%	48%	50%
Students who are interested and motivated	29%	30%	29%	30%
Effort	63%	69%	61%	69%
Students with moderate or high levels of anxiety	27%	18%	38%	18%
Students with moderate or high levels of depression	35%	18%	37%	18%
Students with a positive self esteem	58%	77%	55%	77%

The number of our students who consistently choose to be respectful and responsible, and striving to achieve their personal best will improve from 57.5% to 70%.

The interim measure to achieve this goal was 60.5%. During 2020, a slight decline to 55.7% was observed.

Our coordination and control, strategic clarity, role clarity, personal ownership, and competitive insights will be in the second quartile of organisations internationally (as measured by the OHI).

Across all domains of organisational health, significant growth was observed resulting from our investment in the following strategic initiatives:

- > Build the capacity of the leadership team to ‘deliver’ relevant strategic improvement priorities.
- > The college strategic improvement plan for the future of the college is communicated and meaningful to all staff.
- > Role statements and objectives are reviewed and revised to ensure role clarity, understood by all.
- > Strengthen structures and processes to effectively build accountability and personal ownership.
- > Review, align and develop partnership to support college improvements.

The following table reports performance in 2020 compared with our baseline performance measure in 2019. Also included is the interim target set to achieve our 2022 target.

OHI Domain	2019	Interim target 2020	2020
Coordination and Control	32	65	64
Strategic Clarity	31	45	67
Role Clarity	44	55	54
Personal Ownership	28	35	34
Competitive Insights	40	50	54



The quality of our leadership and direction will be in the top quartile of organisations internationally (as measured by the OHI).

The quality of our leadership and direction improved substantially. Our overall performance improved from bottom quartile (global benchmark) to second quartile. Detailed analysis of college performance demonstrates stronger observable growth for teaching staff than non-teaching staff, which is reflective of the strategic focus.

The following table reports performance in 2020 compared with our baseline performance measure in 2019. Also included is the 2020 interim target that was set in order to achieve our 2022 target.

OHI Domain	2019	Interim target 2020	2020
Leadership	54	64	74
Direction	48	60	71

OHI Domain	2019 Teaching Role	2019 Non-Teaching Role	2020 Teaching Role	2020 Non-Teaching Role
Leadership	55	53	80	58
Direction	52	48	75	65

The number of students who attend regularly will be above that of like schools.

Student attendance during 2020 was severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. Our interim target of 56.2% for regular attendance was thus not met. Excluding Term 1 Weeks 7-10, the regular attendance rate for 2020 was 23.6%. Like school data is not available for comparison.

The number of students who achieve OLNA requirements by Semester 1, Year 11 will be 76% and those achieving WACE upon school completion will be above 94%.

The interim OLNA target was not achieved. A total of 41.5% students achieved OLNA qualification in the first round of testing. This significantly improved to 63% in the second testing round.

The interim target set for WACE achievement was 92%. This was achieved.

Our school mean in the dimensions of classroom and school practices hailed as effective teaching will improve from 66% to 75%.

The college committed to a whole school approach to effective teaching for 2020. Teachers had completed the first two days of a rigorous five-day professional learning program based upon contemporary research prior to engaging in the review of classroom and school practices.

The following table reports college performance compared with our baseline performance measure in 2019. Also included is the 2020 interim target that was set in order to achieve our 2022 target.

Dimensions of classroom and school practices	2019	Interim target 2020	2020
Challenging and visible goals	6.8	7.0	6.7
Planned learning opportunities	6.7	6.9	6.8
Quality feedback	6.4	6.6	6.5
Overcoming obstacles to learning	6.9	7.1	6.8

These results reflect that teachers were developing in understanding of contemporary research about cognitive science and high impact instructional practices.

I think the school was right to invest heavily in improving student results by investing in teaching pedagogy. Having most staff teaching explicitly has improved outcomes for students and we are more data driven because of it.

Teacher,
Tell Them From Me survey



The top quadrant of our students who feel challenged and confident in English, Maths and Science and feel confident of their skills in these subjects will improve from 31% to 60%.

During 2020, all Mathematics, English, Science, and Humanities and Social Sciences teachers accessed rigorous professional development in contemporary, evidence-based high impact instructional strategies.

Student responses in the Tell Them from Me survey indicated that 29% of students scored in the desirable quadrant of skills-challenge performance. A further 12% were confident of their skills but did not find classes challenging, whilst 49% of students were not confident of their skills and found English, Maths or Science challenging. The remaining 10% of students lacked confidence in their skills and did not feel they were challenged. These results are displayed graphically below.



My school is great. I love the teachers and they teach their classes really well.

I feel like I am learning way more than in my previous school.

Student,
Tell Them From Me survey

The progress of our students in NAPLAN performance will be above that of like schools in all dimensions.

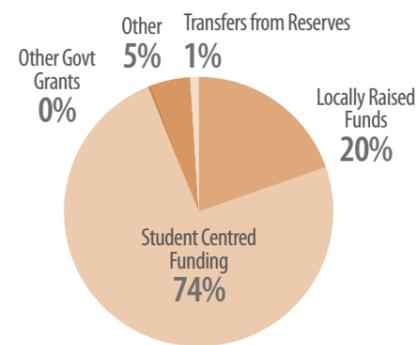
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Revenue

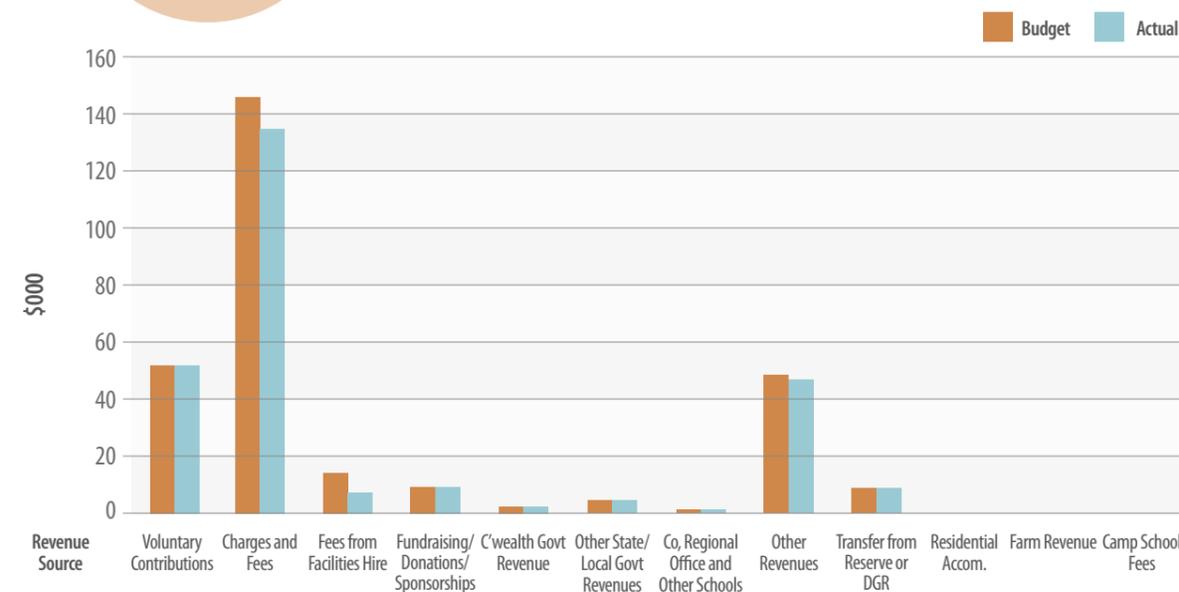
Cash & Salary Allocation

	Budget	Actual
1 Voluntary Contributions	\$50,793.00	\$50,792.54
2 Charges and Fees	\$142,670.00	\$135,065.31
3 Fees from Facilities Hire	\$15,000.00	\$8,211.36
4 Fundraising/Donations/Sponsorships	\$9,092.00	\$9,091.52
5 Commonwealth Govt Revenues	\$1,125.00	\$1,125.00
6 Other State Govt/Local Govt Revenues	\$3,735.00	\$3,735.00
7 Revenue from Co, Regional Office and Other Schools	\$630.00	\$630.00
8 Other Revenues	\$47,625.00	\$47,175.86
9 Transfer from Reserve or DGR	\$10,030.00	\$10,030.00
10 Residential Accommodation	\$-	\$-
11 Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12 Camp School Fees (Camp Schools only)	\$-	\$-
Total Locally Raised Funds	\$280,700.00	\$265,856.59
Opening Balance	\$182,988.00	\$182,987.42
Student Centred Funding	\$771,758.00	\$771,758.16
Total Cash Funds Available	\$1,235,446.00	\$1,220,602.17
Total Salary Allocation	\$9,258,299.00	\$9,258,299.00
Total Funds Available	\$10,493,745.00	\$10,478,901.17

Actual Cash Sources



Locally Generated Revenue - Budget vs Actual

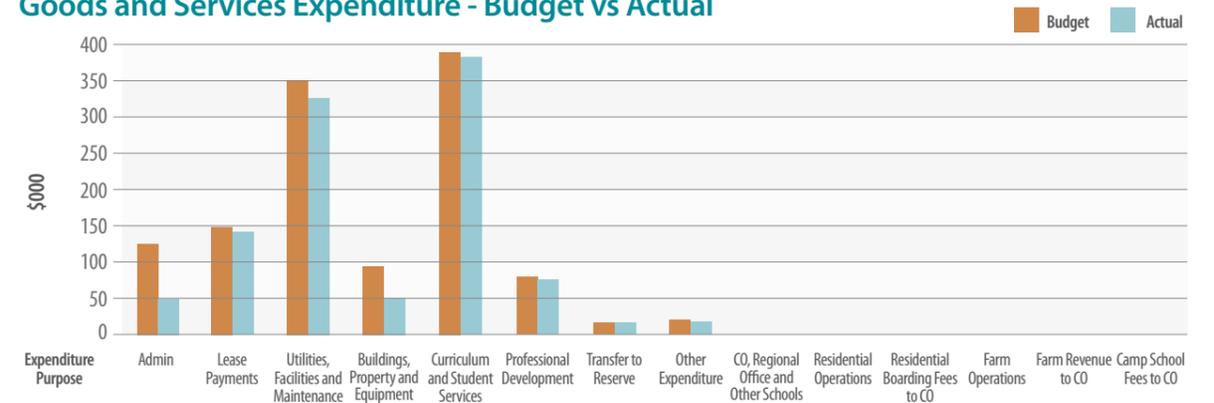


Expenditure

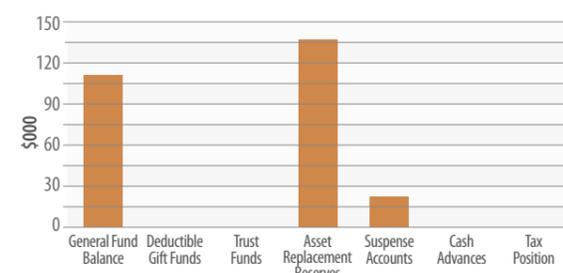
Goods and Services

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$127,309.00	\$50,482.77
2 Lease Payments	\$149,944.00	\$142,622.61
3 Utilities, Facilities and Maintenance	\$352,918.00	\$328,489.97
4 Buildings, Property and Equipment	\$95,109.00	\$87,433.59
5 Curriculum and Student Services	\$390,774.00	\$384,838.85
6 Professional Development	\$81,193.00	\$77,907.46
7 Transfer to Reserve	\$17,641.00	\$17,641.00
8 Other Expenditure	\$20,558.00	\$19,216.96
9 Payment to CO, Regional Office and Other Schools	\$-	\$-
10 Residential Operations	\$-	\$-
11 Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
12 Farm Operations (Ag and Farm Schools only)	\$-	\$-
13 Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
14 Camp School Fees to CO (Camp Schools only)	\$-	\$-
Total Goods and Services Expenditure	\$1,235,446.00	\$1,108,633.21
Total Forecast Salary Expenditure	\$9,246,003.00	\$9,246,003.00
Total Expenditure	\$10,481,449.00	\$10,354,636.21
Cash Budget Variance	\$-	\$-

Goods and Services Expenditure - Budget vs Actual



Cash Position



Bank Balance	\$262,590.79
1 General Fund Balance	\$111,968.96
2 Deductible Gift Funds	\$-
3 Trust Funds	\$-
4 Asset Replacement Reserves	\$135,632.48
5 Suspense Accounts	\$22,450.35
6 Cash Advances	\$-
7 Tax Position	\$(7,461.00)
Total Bank Balance	\$262,590.79

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