



Dalyellup
COLLEGE

SCHOOL REPORT

2021-2022



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Dalyellup College School Report

School Overview

Dalyellup College is the one of the newest secondary facilities in the Bunbury/Capel region. Dalyellup College became an Independent Public School in 2013 and its \$30 million Stage 2 Building Program was completed by 2015. This program included the creation of two large two storey buildings to accommodate science, information technology, student services, senior school and generalist classrooms, seventy-five seat lecture theatre and staff facilities as well as a new building to host design and technology and home economics. The total building program provides for our current student population and room for future growth within the area.

Over the years the staff, students and parents have worked together to create a safe and harmonious school environment where our students can receive quality educational programs and services. We have developed a strong and committed student services team and pastoral care process to assist students with their academic and social well-being during their time at Dalyellup College. The college has introduced the Positive Behaviour Support initiative with the core values and expectations of 'Be Responsible, Be Respectful and Be Your Best'.

Over the past three years 2019-2021 the college followed a careful plan for significant school improvement. This began with the development of our school moral purpose:

we believe our students have great potential and will thrive in a rich and nurturing environment. The development of the moral purpose was the prelude to the improvement plan enactment. Our staff embraced the direction of the school and have worked exceptionally hard to improve the outcomes of their students. Our improvement agenda focused upon increasing the consistency of high-quality teaching in every classroom and on ensuring that every lesson is viewed as is critical to improved student outcomes. We use data to continually inform and monitor school improvement. Finally, we recognise how important it is to continue the focus on the conditions for learning and this has ensured we review our student services structures and focus on creating a sense of belonging for our students and an emphasis on PBS and Classroom Management

Dalyellup College's teachers and support staff are committed to the personal and professional growth of our students through the delivery of positive and quality educational programs and experiences.

Student Numbers and Characteristics

Data from Semester 2 of each year

	2017	2018	2019	2020	2021
Lower Secondary	607	611	627	574	557
Upper Secondary	175	169	159	180	181
Total	782	780	786	754	738

The student population has remained relatively stable since 2017 and is currently declining. Although the location of Dalyellup is in a growth mode, this is not reflected in student numbers at the school. This can be attributed to the younger population moving into new housing and an older population that is already established. Dalyellup College draws the majority of students from just three primary schools, two of which are also in decline.

Workforce Composition

Administration Staff	No.	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Heads of Departments and Learning Areas	6	6.0	0
Program Coordinators	1	1.0	0
Total Administration Staff	10	10.0	0
Teaching Staff			
Other Teaching Staff	46	40.6	0
Total Teaching Staff	46	40.6	0
School Support Staff			
Clerical / Administrative	12	8.6	0
Gardening / Maintenance	4	3.0	0
Instructional	1	0.6	1
Other Non-Teaching Staff	15	10.6	0
Total School Support Staff	32	22.8	1
Total	88	73.4	1

Student Attendance

	Attendance Rate	
	School	WA Public Schools
2019	84.0%	86.8%
2020	83.7%	87.3%
2021	84.3%	84.4%

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2019	88%	84%	82%	82%	87%	83%
2020	87%	83%	82%	84%	82%	85%
2021	87%	86%	80%	85%	84%	84%
WA Public Schools 2021	88%	85%	83%	82%	83%	84%

Note: The 2020 attendance rates have excluded Week 7-10 of Term 1.

Analysis and impact of evidence

The 2021 attendance rates show some highlights. The Year 9 cohort have had lower attendance overall throughout. There is some good attendance in the other years compared to public school.

How non-attendance is managed by the school

There is a process of intervention from the school which includes follow up and home visits. The addition of a career practitioner will support the school in working on a plan to find engagement options for non-attenders.

In 2022 the school has appointed an attendance officer to track and monitor attendance and instigate appropriate responses from case workers.

Student Achievement and Progress

NAPLAN

Percentage of students Above, At and Below National Minimum Standard

NAPLAN Numeracy												
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
	Above NMS			79%	76%			72%	80%			78%
At NMS			20%	18%			19%	18%			16%	17%
Below NMS			1%	6%			9%	2%			6%	5%

NAPLAN Reading												
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
	Above NMS			67%	83%			69%	79%			60%
At NMS			21%	13%			21%	11%			19%	19%
Below NMS			12%	4%			10%	9%			12%	9%

NAPLAN Writing												
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
	Above NMS			51%	51%			63%	67%			62%
At NMS			30%	20%			29%	21%			25%	29%
Below NMS			19%	29%			9%	12%			12%	13%

Analysis and impact of evidence

An overview of the NAPLAN data highlights some areas for improvement and some area of celebration.

There is a clear indication that the number of students below the national minimum standard has remained relatively stable except for with regard to writing where in the Year 9 cohort there is significantly less students below the NMS than in 2018.

In all three areas there can be seen to be improvements in the same cohort (Year 7 in 2018 and Year 9 in 2019) in reading and writing and with increases in the number above NMS and stability in the at NMS and decline in below NMS. There is strong improvement in writing for students. Numeracy did not see the same patterns, with a 4% increase in the numeracy below the National Minimum Standard, a 3% decrease in numeracy of students at National Minimum Standard and the percentage above National Minimum Standard stayed the same. This indicates the move is with the students at minimum standard into the below minimum standard. There is clearly success in ensuring the higher achieving students continue to achieve.

Year 12 Outcomes

WACE Achievement

Celebrations

It is important to celebrate that we continue to achieve over 90% our student achieving the C grade requirement of WACE. This is the direct result of the hard work and commitment of our teachers who recognise the importance of WACE attainment for our community and students.

We are retaining more of our students across into Year 12. The increase has been steady since the introduction of a dedicated Senior school Coordinator whose focus is the monitoring of student achievement and social and emotional wellbeing.

Analysis of Impact

From a low point in 2017, WACE achievement rose above both like and DoE schools to 93% through 18, 19 and 20. However in 2021 there was significant drop to 84%. This put us below like and state schools.

There was a slight drop in the number of Year 12 students meeting the C grade requirements. However this is not a significant number when viewed with the historical results in this area (2021 93% compared to 97%, 92%, 97%, 94%, 96%). In 2021 87% of students met the literacy and numeracy requirements which is the lowest since 2017. The most noticeable drop was in writing and numeracy whereas reading has remained stable at 97%.

Evidence

6 YEAR SUMMARY TABLE School: DALYELLUP COLLEGE (4183)						
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
	2021	2020	2019	2018	2017	2016
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	80 (84%)	57 (92%)	69 (90%)	64 (93%)	59 (83%)	72 (88%)
Like Schools (%)	85%	85%	85%	84%	85%	87%
Public Schools (%)	89%	89%	89%	89%	88%	90%
School (Semester 2 Census)	80 (82%)	57 (90%)	69 (85%)	64 (88%)	59 (80%)	
School (Cohort)	80 (58%)	57 (56%)	69 (60%)	64 (56%)	59 (53%)	
WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	94 (99%)	62 (100%)	76 (99%)	68 (99%)	69 (97%)	81 (99%)
WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	88 (93%)	60 (97%)	71 (92%)	67 (97%)	67 (94%)	79 (96%)
English requirement met WACE Eligible	95 (100%)	62 (100%)	77 (100%)	69 (100%)	71 (100%)	82 (100%)
ATAR Or Cert II requirement met WACE Eligible	54 (57%)	61 (98%)	74 (96%)	66 (96%)	68 (96%)	82 (100%)
ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						

Number of students who met the standard: count (%) Source: SCSA data files						
	2021	2020	2019	2018	2017	2016
Reading						
School (WACE eligible)	92 (97%)	61 (98%)	76 (99%)	69 (100%)	71 (100%)	
School (Semester 2 census)	93 (96%)	62 (98%)	78 (96%)	72 (99%)	73 (99%)	
School (Cohort)	108 (78%)	72 (71%)	85 (74%)	76 (66%)	86 (77%)	
Writing						
School (WACE eligible)	88 (93%)	60 (97%)	76 (99%)	68 (99%)	67 (94%)	
School (Semester 2 census)	88 (91%)	61 (97%)	77 (95%)	70 (96%)	69 (93%)	
School (Cohort)	102 (73%)	69 (68%)	85 (74%)	74 (64%)	83 (75%)	
Numeracy						
School (WACE eligible)	90 (95%)	60 (97%)	76 (99%)	68 (99%)	65 (92%)	
School (Semester 2 census)	91 (94%)	61 (97%)	78 (96%)	70 (96%)	67 (91%)	
School (Cohort)	103 (74%)	70 (69%)	88 (77%)	74 (64%)	80 (72%)	
Met literacy and numeracy requirement						
School (WACE eligible)	83 (87%)	58 (94%)	75 (97%)	67 (97%)	62 (87%)	
School (Semester 2 census)	83 (86%)	59 (94%)	76 (94%)	69 (95%)	64 (86%)	
School (Cohort)	93 (67%)	66 (65%)	79 (69%)	71 (62%)	72 (65%)	

Planned Actions

1. Emphasis on OLNA preparation in Year 10 and 11.
2. Literacy committee to conduct analysis into OLNA outcomes for students

OLNA

Celebrations

Dalyellup College continues to make a significant difference to our students with regard to literacy and numeracy. A significant proportion of our students do not pre-qualify for their OLNA, however by the end of year 12 this number has reached almost 90%. The graph illustrates this significant impact which our school is very proud of.

Analysis of Impact

Significant drop from the previous year of number of students meeting the literacy and numeracy requirement. 87% of students met the literacy and numeracy requirements.

Students across the school are generally improving their performance between successive tests.

There is a core group of students sitting at the bottom of band 6 who then continue on to not sit the assessment.

The students in band 6 is the minority and these students primarily stay in CAT 2, gradually improving across their opportunities to sit their OLNA. There are a significant number of students who remain in CAT 2 having been in band 1 or band 2 when they sat OLNA at the beginning who never move from CAT 2. Interestingly that they achieve CAT 2 and there is an expectation that they will achieve their OLNA across the course of year 10 -12.

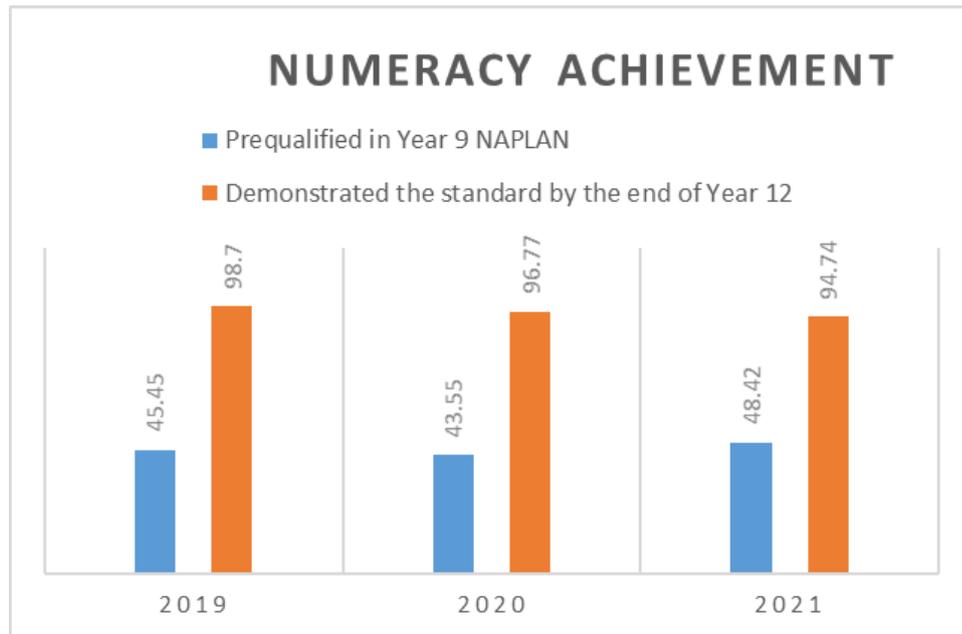
The most significant achievement is in year 10 when students sit in the first and second rounds.

The very last window shows the least improvement and anecdotally this is the experience of students. There is little impact on the students in CAT 1 moving into CAT 2, which shows there perhaps is not the opportunity within that achievement level to improve.

There is small evidence of a downward trend in the first round of Year 10 which potentially indicates some difficulties for students in interpreting the question and meeting the requirements of the assessment. There is more movement in the first round of Year 11 than with reading. There is a smaller core group of CAT 1 students but there are more that achieve an improvement to CAT 2 from CAT 1. There is a decline in achievement in the first round of Year 10 for writing. Numeracy shows a significant improvement across every testing window with the only drop noted in the first testing window. There is a stronger CAT 2 group that seems to be less mobile however.

Evidence

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
Number of students who met the standard: count (%) Source: SCSA data files						
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Numeracy						
School (WACE eligible)	90 (95%)	60 (97%)	76 (99%)	68 (99%)	65 (92%)	
School (Semester 2 census)	91 (94%)	61 (97%)	78 (96%)	70 (96%)	67 (91%)	
School (Cohort)	103 (74%)	70 (69%)	88 (77%)	74 (64%)	80 (72%)	
Met literacy and numeracy requirement						
School (WACE eligible)	83 (87%)	58 (94%)	75 (97%)	67 (97%)	62 (87%)	
School (Semester 2 census)	83 (86%)	59 (94%)	76 (94%)	69 (95%)	64 (86%)	
School (Cohort)	93 (67%)	66 (65%)	79 (69%)	71 (62%)	72 (65%)	



Planned Actions

Literacy Committee to investigate the specific areas of OLNA that student needs support in and look for opportunities to support Year 10 and 11 teachers across the school to build student skills in these identified areas

ATAR

Celebrations

In 2021 16 students obtained a final ATAR score at the conclusion of their year 12 studies. Of those 16 students 3 students achieved a score over 80 with one student achieving a score of 89.6.

Analysis of Impact

Students who were in Band 9 & 10 achieved ATAR's above 55 but only a small percent achieved higher than 75. The majority of students who achieve an ATAR of higher than 75 were students in band 8. Students who understood ATAR from band 7 tended to drop ATAR in year 11 semester 1.

A proportion of students in band 7 tended to achieve poorer outcomes with a number achieving no results.

The majority of the students who had band 6 or below did not undertake ATAR but did not also pick a certificate and this resulted in no attainment at the end of year 12.

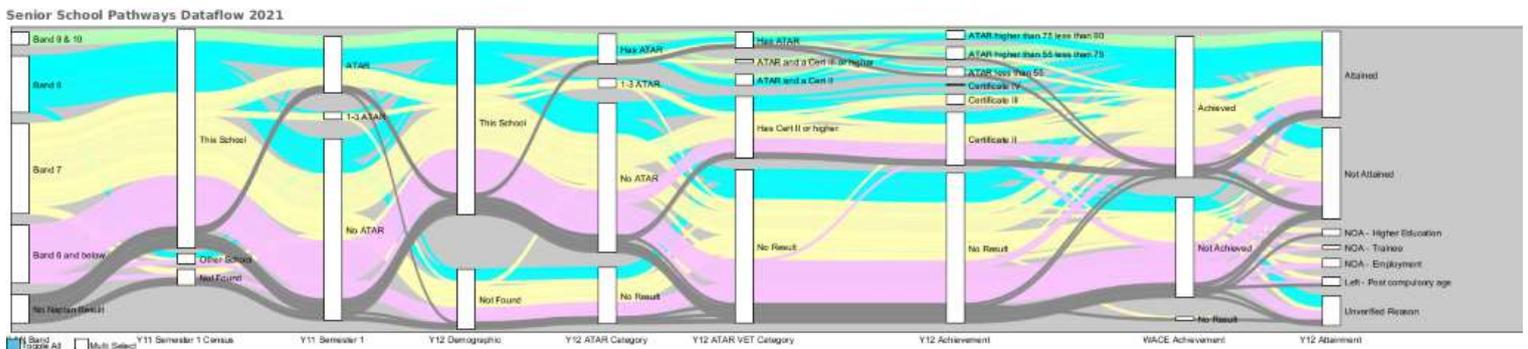
There is a strong match between our data flow and the state data flows.

No students achieved their ATAR score but without a scaled score of 50 in English. A significant number of students applying for TISC university entry missed out on a place (5 students), whereas 9 students for a place at university. 3 students did not apply for University at all. Possibility of these students opting for university entry via Murdoch Flexitrack High.

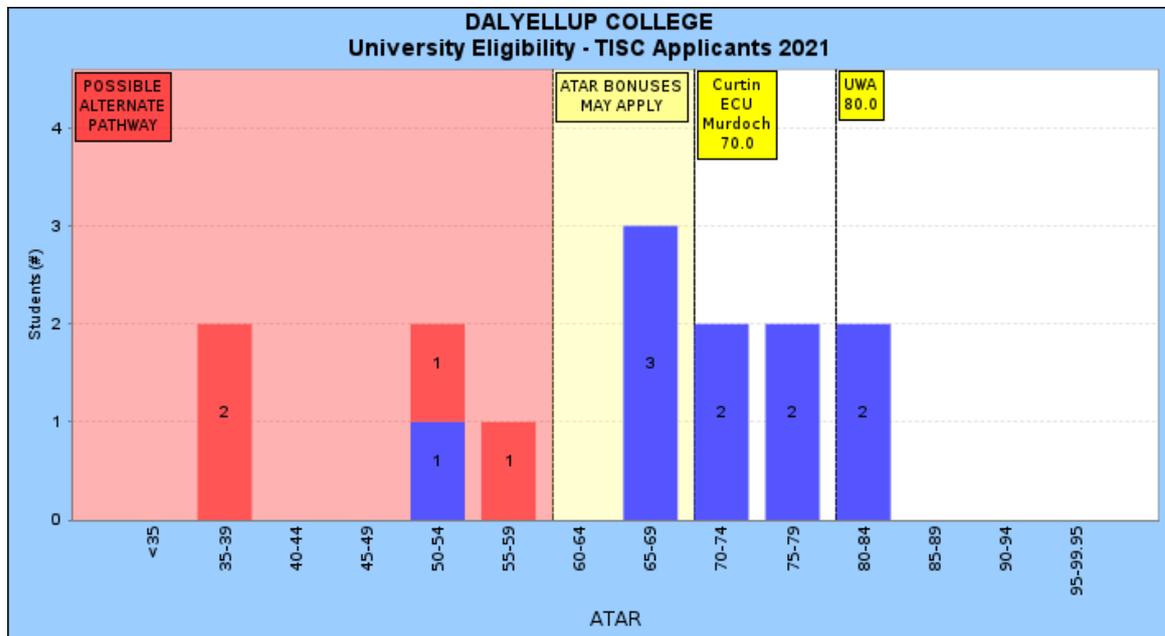
The majority of our courses have a mean scaled score within 1 standard deviation above or below the expected mean. Maths Application has had course mean scaled score more than 1 standard deviation below the expected mean to of the three years detailed in the table. Two of our courses had a course mean scaled score more than 1 standard deviation below the expected mean

Strongly performing subjects at the school are Geography, Drama and English. There is a significant celebration for English as this course has the greatest numbers. There has been significant focus in the English courses on skill development and skills and scaffolding student revision and preparation for exams. Lowest performing courses are Mathematics Methods, Dance and Economics.

State Pathways



TISC Applicants



Planned Actions

- Course counselling needs to reflect the evidence that many band 8 students outperform students in band 9 and 10. Students in band 8 could be supported to undertake an ATAR pathway.
- Students in band 7 might respond well to a VET certificate or option.
- Review of all the subjects with the comparison of state and school average scaled scores. Historical data to be used for the comparison also. Questions regarding how these teachers will be provided with opportunity to work with other teachers of the same subject.

Flexitrack

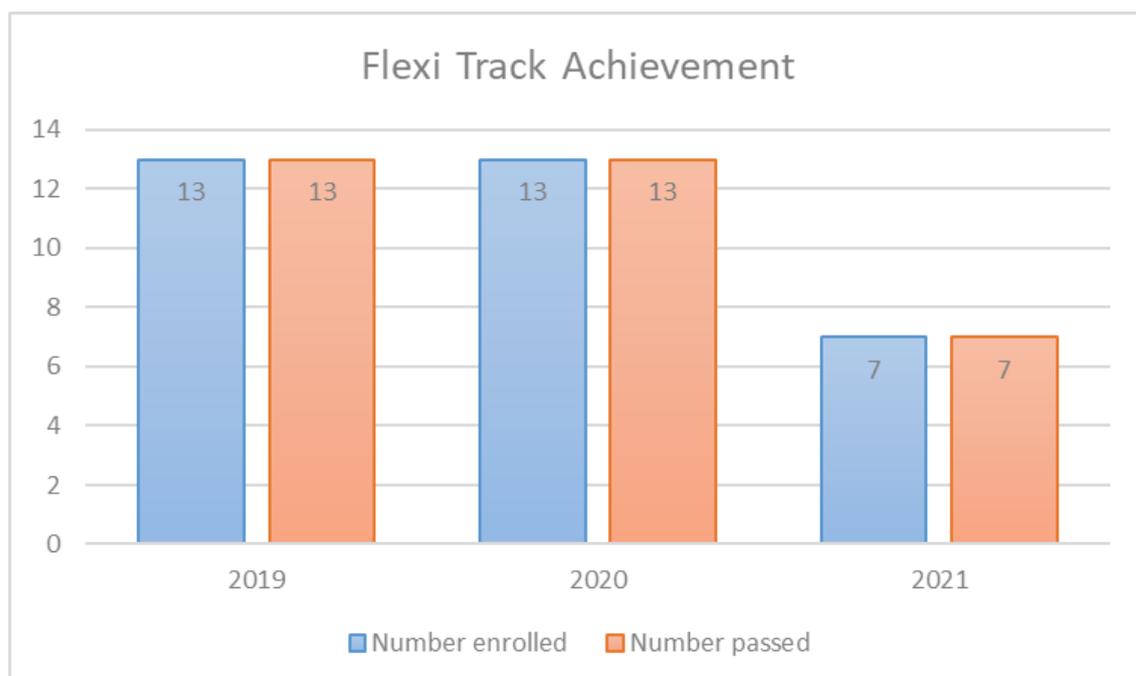
Celebrations

2021 proved to be another successful year for the Flexitrack enabling course. Students within the course were all successful in meeting the rigorous requirements of the course and they were all able to complete the course and gain the opportunity to enrol at Murdoch University.

Analysis of Impact

Over the course of 3 years 33 students have passed Flexitrack allowing them to go to university without achieving an ATAR score. The students involved have included a significant number of students which challenging backgrounds as well as significant sporting and extracurricular commitments that have impacted on their capacity to meet the rigours of ATAR. As this is an endorsed program students are able to use to contribute to their C grade requirement for WACE.

Evidence



Planned Actions

- Identification of students early in Year 11 and information discussed with parents early on to ensure that students achieve the best possible general English score to enable them to participate.
- Publicise the results more widely.

VET

Celebrations

2021 saw the introduction of health industry related certificates and a partnership with Health Science Hub which has given our students another pathway to build their industry skills.

Analysis of Impact

VET qualifications:

The range of certificates on offer has become more focused over the years to reflect teacher training and student interest:

- Cert II Music Industry
- Cert III Music Industry
- Cert II Community Services
- Cert II Construction Pathways
- Cert II Engineering Pathways
- Cert II Workplace Skills which is in a state of flux as our business certificate has left our school
- Cert II Sports Coaching
- Cert II FSK

VET qualifications online:

- Cert IV in Nursing Prep
- Cert III Health Services
- Cert II Workplace Skills

2021 Results

The number of students undertaking a VET certificate has dropped by 13%. This is reflective of the change from the requirements for students to undertake a certificate to achieve WACE, however, is also perhaps reflective of the certificate choices available to students. 60% of students studied a VET certificate, however of that 15% of students undertook more than 2 qualifications.

Several students undertook a school-based traineeship. The school-based traineeship is greatly beneficial for our students because the enable them to gain training that is specific to the industry they are interested in as well as building their confidence and independence by enabling them to begin working.

Number of students enrolled at TAFE and BRTCC

We have increased the number of students achieving a higher-level certificate which has obviously benefitted several our students.

Evidence

VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2021	2020	2019	2018	2017	2016
School VET enrolments	84 (60%)	74 (73%)	90 (78%)	73 (63%)	87 (78%)	113
Funded VET students	81%	82%	77%	80%	78%	77%
Level of highest qualification achieved (of VET enrolled students)						
Diploma						
Certificate IV	1 (1%)		1 (1%)			
Certificate III	8 (10%)	4 (5%)	8 (9%)	3 (4%)	1 (1%)	3 (3%)
Certificate II	36 (43%)	49 (66%)	58 (64%)	55 (75%)	71 (82%)	83 (73%)
Certificate I						
No certificate completed	39 (46%)	21 (28%)	23 (26%)	15 (21%)	15 (17%)	27 (24%)
Students with more than one qualification (% of VET enrolments)						
3+ qualifications		2 (3%)	2 (2%)	4 (5%)	5 (6%)	5 (4%)
2 qualifications	13 (15%)	10 (14%)	14 (16%)	20 (27%)	22 (25%)	28 (25%)
Endorsed programs unit equivalents achieved						
Number		55	74	62	44	38

Planned Actions

- Investigate certificates students are interested in (revisit subject selections forms to see how many students are hoping to study a VET certificate)
- Support more students to access a TAFE or BRTCC Trade Pathway.
- Instigate more opportunities for students in Year 10 to learn about VET pathways
- Ensure that a breadth of pathways is available to students across a range of sectors e.g., hospitality/ health care

Humanities and Social Sciences

2021 was a successful year for the HASS Learning Area. There were a number of excellent achievements and the area continued to engage students in their learning.

A big congratulations and thankyou to Kate Barker for the great work she did stepping into the HOLA position, particularly managing several relief staff throughout Semester 2.

Year 7 - 10 Highlights

The H&SS week celebrations continue to grow; particularly the well-attended Not The Pub Quiz which runs through the week and Rachel's dress ups for the week.

Ten participants are selected as ambassadors of Western Australia through the Premiers ANZAC tour and will attend a tour of major sites of military significance in Western Australia later this year and share their experiences with their school community when they return.

The Minister for Education and Training, Hon Sue Ellery has announced that based on her essay and then interview, Matilda Lawson is one of those final ten.

Max Troy made it to the second round of the Premier’s ANZAC Tour competition based on his essay.

Our students performed particularly well in the 2021 Australian geography Competition with 4 students achieving a distinction and 12 students achieving a credit.

Reflections

Year 7	Reflections
<p>Learning Area Grade Distribution Year 7 Humanities and Social Sciences (AC) Semester 2, 2021</p>	<p>Students are achieving well above like and state schools at all grades.</p>
Year 8	Reflections
<p>DALVELLUP COLLEGE 2021 Semester 2 Cohort Stable 2021:1 to 2021:2 Learning Area Grade Distribution Year 8 Humanities and Social Sciences (AC) Exclude Results from Other Schools</p>	<p>The number of students achieving D&E grades remained comparable to like and DoE schools. However there was a number of students who went from an A to B and B to C grade between first and second semester. There were a number of factors which could have influenced this including changes of teacher during the year, however it will need further monitoring and investigation in 2022</p>
Year 9	Reflections
<p>Learning Area Grade Distribution Year 9 Humanities and Social Sciences (AC) Semester 2, 2021</p>	<p>Students are continuing to perform above both like and DoE schools.</p>
Year 10	Reflections
<p>Learning Area Grade Distribution Year 10 Humanities and Social Sciences (AC) Semester 2, 2021</p>	<p>Year 10 students achieved more A&B grades than like schools and similarly to DoE schools. There were also less failing grades compared to both like and DoE schools</p>

Senior School

Celebrations

BME and Geography students enjoyed a day experiencing and researching tourism activities in the South West. The aim for the BME students was to come up with their own unique tourism business idea for the area and for Geography students, investigate WA's oldest tourist attraction and how technology has changed over time. The morning started with a tour of Ngilgi Cave followed by Caves house and the town of Yallingup to explore what is on offer. They also completed a street survey of businesses in Dunsborough.

The Geography camp allowed students to practice different methods of data collection, in particular measuring the liveability of different parts of Perth and develop a greater understanding of the challenges faced in cities. Our students were highly engaged and enjoyed exploring and assessing our state capital.

Matilda Miller and Max Troy were selected as finalists for the Premier's ANZAC Student Tour. After a number of destination changes and a yearlong postponement Max Simmons finally got to attend the Premiers ANZAC tour.

100% of students have passed Flexitrack over the past 3 years which is an excellent achievement for these students.

Reflections

Group	Data	Reflections																																																								
Ancient History		The year 12 students achieved above like schools and comparably to state-wide in achieving A&B grades. There were also less students achieving failing grades than either state-wide or like schools.																																																								
BME	<table border="1"> <thead> <tr> <th>Year 11</th> <th>U</th> <th>E</th> <th>D</th> <th>C</th> <th>B</th> <th>A</th> </tr> </thead> <tbody> <tr> <td>School</td> <td></td> <td>5.9% (1)</td> <td></td> <td>58.8% (10)</td> <td>23.5% (4)</td> <td>11.8% (2)</td> </tr> <tr> <td>Like Schools</td> <td></td> <td>7.4% (7)</td> <td>8.5% (8)</td> <td>33.0% (31)</td> <td>27.7% (26)</td> <td>23.4% (22)</td> </tr> <tr> <td>DoE</td> <td>0.3% (2)</td> <td>8.7% (54)</td> <td>8.7% (54)</td> <td>35.3% (220)</td> <td>30.8% (192)</td> <td>16.2% (101)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 12</th> <th>U</th> <th>E</th> <th>D</th> <th>C</th> <th>B</th> <th>A</th> </tr> </thead> <tbody> <tr> <td>School</td> <td></td> <td></td> <td></td> <td>80.0% (8)</td> <td>20.0% (2)</td> <td></td> </tr> <tr> <td>Like Schools</td> <td></td> <td>3.2% (3)</td> <td>6.3% (6)</td> <td>43.2% (41)</td> <td>33.7% (32)</td> <td>13.7% (13)</td> </tr> <tr> <td>DoE</td> <td></td> <td>6.2% (36)</td> <td>6.0% (35)</td> <td>45.0% (263)</td> <td>27.7% (162)</td> <td>15.1% (88)</td> </tr> </tbody> </table>	Year 11	U	E	D	C	B	A	School		5.9% (1)		58.8% (10)	23.5% (4)	11.8% (2)	Like Schools		7.4% (7)	8.5% (8)	33.0% (31)	27.7% (26)	23.4% (22)	DoE	0.3% (2)	8.7% (54)	8.7% (54)	35.3% (220)	30.8% (192)	16.2% (101)	Year 12	U	E	D	C	B	A	School				80.0% (8)	20.0% (2)		Like Schools		3.2% (3)	6.3% (6)	43.2% (41)	33.7% (32)	13.7% (13)	DoE		6.2% (36)	6.0% (35)	45.0% (263)	27.7% (162)	15.1% (88)	<p>Whilst it was disappointing to not have more students achieve higher grades, it was pleasing that all year 12 students and all but 1 year 11 student achieved a C grade or better.</p> <p>In year 12 both the mean and percentage of students who achieved A/B grades was above DoE schools. Additionally, all students achieved higher results in geography than their other subjects.</p>
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School		5.9% (1)		58.8% (10)	23.5% (4)	11.8% (2)																																																				
Like Schools		7.4% (7)	8.5% (8)	33.0% (31)	27.7% (26)	23.4% (22)																																																				
DoE	0.3% (2)	8.7% (54)	8.7% (54)	35.3% (220)	30.8% (192)	16.2% (101)																																																				
Year 12	U	E	D	C	B	A																																																				
School				80.0% (8)	20.0% (2)																																																					
Like Schools		3.2% (3)	6.3% (6)	43.2% (41)	33.7% (32)	13.7% (13)																																																				
DoE		6.2% (36)	6.0% (35)	45.0% (263)	27.7% (162)	15.1% (88)																																																				

Group	Data	Reflections																												
Geography	<p>Comparison</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Course</th> <th>Exam</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td rowspan="2">School</td> <td>Mean</td> <td>61.2</td> <td>55.6</td> <td>5.6</td> </tr> <tr> <td>Std Dev</td> <td>11.2</td> <td>10.9</td> <td>0.3</td> </tr> <tr> <td rowspan="2">DoE</td> <td>Mean</td> <td>59.9</td> <td>56.6</td> <td>3.3</td> </tr> <tr> <td>Std Dev</td> <td>11.5</td> <td>14.3</td> <td>-2.9</td> </tr> </tbody> </table>			Course	Exam	Diff	School	Mean	61.2	55.6	5.6	Std Dev	11.2	10.9	0.3	DoE	Mean	59.9	56.6	3.3	Std Dev	11.5	14.3	-2.9	<p>Year 11 results were disappointing, and measures have been put in place for improvement. Early results from 2022 suggest an improvement of 15% in students' results.</p>					
		Course	Exam	Diff																										
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C&E	<table border="1"> <caption>Grade Distribution Data (Approximate)</caption> <thead> <tr> <th>Grade</th> <th>Dalvellup College (%)</th> <th>Like Dalvellup College (%)</th> <th>DoE (%)</th> </tr> </thead> <tbody> <tr><td>A</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> <tr><td>B</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> <tr><td>C</td><td>51.0</td><td>44.2</td><td>38.2</td></tr> <tr><td>D</td><td>21.7</td><td>28.1</td><td>24.2</td></tr> <tr><td>E</td><td>10.2</td><td>13.1</td><td>11.1</td></tr> <tr><td>F</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </tbody> </table>	Grade	Dalvellup College (%)	Like Dalvellup College (%)	DoE (%)	A	0.0	0.0	0.0	B	0.0	0.0	0.0	C	51.0	44.2	38.2	D	21.7	28.1	24.2	E	10.2	13.1	11.1	F	0.0	0.0	0.0	<p>In Year 11 the mean was above DoE and Like schools. Pleasingly there were very low numbers of students achieving failing grades, particularly compared to like and DoE schools</p> <p>Year 12 saw a disappointing year with an increase in students achieving D&E grades, particularly for students with high absenteeism</p> <p>Many C grades were in the 55-63% range, not just scraping in, but it would be nice to see these move up into achieving a B grade</p>
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Economics		<p>Despite a positive differential, 12 results were disappointing, in part due to a number of students whose efforts were a concern across their classes, but also due to some disappointing exam results.</p> <p>It was pleasing that in Year 11 the ratio of A:B grades was 2:1 and that all students achieved a C grade or better with the mean above both DoE and like schools</p>																												

Group	Data						Reflections
Modern History		U	E	D	C	B	A
	School		16.7 %	16.7 %	33.3%	16.7%	16.7%
	Like Schools		5.0%	10.1 %	52.2%	24.5%	8.2%
	DoE		4.0%	10.7 %	49.7%	24.2%	11.4%
Flexitrack	100%						Despite some hard work to get there, all students passed Flexitrack

The Arts

Return of an Arts stalwart

Our longest serving Arts teacher, Linda Guinness, returned from 18 months on leave. Linda had the whole of 2020 off on Long Service Leave and managed to travel for a short while before COVID hit and put all her travel plans on hold. She was then to return at the beginning of 2021 but had an accident and was out for another semester in recovery. We are so happy to have her back and working her magic with the students and they are glad to have her expertise, having missed her positivity and talents for so long.

iPads and Digital Art

Kateyln Versluis and our IT specialist, Scott Butson, worked together over 2020 to purchase a class set of iPads for the beginnings of a Digital Art Program and in 2021, classes were offered to students. These classes were so popular that each class was completely full and had students waiting for spaces to become available. This is a very successful program that continues this year. There were many samples that were shown in our Capel Makers Trail display. Some work samples from the students have been added below.

Capel Makers Trail

The Arts Department was invited to exhibit at the Capel Makers Trail 2021 at the Dalyellup Community Hall from the 21st to the 23rd of May. Thursday the 20th saw the Production Crew pack all the art and musical equipment and set it up down at the Hall. There were displays of year 11 and 12 oil paintings, digital art, media work, skateboards from year 9's, clay work and music buskers performed all three days. The concert bands were to play over the weekend, but the inclement weather cancelled plans for the four performances. Instead, duets, solos and impromptu performances were held, adding atmosphere to the whole weekend. Buskers even earned a few coins for their efforts. Although the weather was not the best, it did not dampen the spirits of the students, teachers and parents who volunteered to supervise the work throughout the weekend.



Staff Changes

There were many staff changes in 2021. Our Drama teacher, Taneeka Grant was on maternity leave in 2021, adding a second daughter to her family in the middle of the year. During her year off, two teachers taught drama in her stead. Miss Wendy McMullen started the year, after job sharing with Taneeka in 2020, but found work at another school for semester 2. To take over classes, Ms Alex Pallett taught for the remainder of the year, teaching Drama, Design and Tech and Music. She did an admirable job, working across 3 different areas but ultimately found a Design job at another High School closer to her home.

Tiina Gibbs, our master of all trades, left Dalyellup College, after many years of part time study, to take up a School Psychologist position around the South West. During her time at DC she taught HASS, Music, Art, Media and Drama. She was also TIC of Arts while Chris Darlington was on leave, recovering from a knee operation. She has been sorely missed.

At the very end of the year, Taneeka Grant informed us that she was moving to Perth to take up a position as Drama teacher at Applecross Senior High School for a 1 year contract that will hopefully for her, be a permanent position. Taneeka had been at Daylellup College for 10 years, started the Drama department and built it into a thriving, audition-based company with specialist classes from Year 8 through to ATAR Year 11 and 12. She initiated the musical theatre history in the school and set a high standard of performance. We wished her good luck in her new position as she was moving to be closer to family now that she has a young family of her own.

Katelyn Versluis also left at the end of the year to go back to her family in Perth. She won a full-time art position at Corpus Christi College for the year and was very excited to be moving back to her family. Unfortunately, we lost an amazing and innovative teacher who had fantastic connections with students and brilliant ideas that students loved. She has been sorely missed by staff and students alike.

Primary School Music Tour

June every year, sees the AMPt program travel to our local primary schools to perform for our highly anticipated Music Tour. It is a highlight for both the AMPt and primary students. This year, we took our largest contingent of students from Year 7 through to Year 12. Our newly formed Production Crew were on hand to bump in and bump out to Dalyellup, Tuart Forest and Capel Primary Schools and by the final performance, the crew had the bump in time down to 15 minutes - quite an achievement! If you check out the Dalyellup College Facebook page, you will see a time-lapse of just a small part of the set up required to perform at each venue. Thank you to all the AMPt students for your dedication in rehearsals, your energy in bump in and out and your excellence in performance throughout the day. A big thanks must also go to the IMMS teachers, Mr Malcolm Toft and Mr Arwel Jenkins as well as our own Ms Gibbs, for their work with the students. A special thank you to Mrs Massara, for her support vehicle and company throughout the day.



Queen's Cup 2021

In August every year, the Queen's Cup is held to give the Concert and Brass bands of the Southwest a friendly and positive competition experiences. In 2019, Dalyellup College hosted their first Queen's Cup and it was an amazing success. 2020 saw the Queen's Cup cancelled due to COVID and in 2021, Dalyellup College was the venue of the Cup. It was hosted by Busselton Brass and organised by Mrs Nicky Hair, who kindly conducted both the Dalyellup College's Junior and Senior Bands in the Cup due to Christina Darlington being out on leave recovering from a knee operation. Both bands performed exceptionally well and if it wasn't for Mrs Hair, would not have had the opportunity to perform at all.

Seven Tours and Eight Years in the DC Music Program

Congratulations and thank you to Fern Hughes and Ben Massara, who have completed seven performances with the DC Concert Band at the annual Primary School Music Tour. Both Fern and Ben first performed at our inaugural tour when they were in their first year of IMMS lesson, learning flute and trombone respectively. They joined the band as we performed at their school (DPS) when they were in year 5. This is a huge achievement as they have both gone on to be mentors and leaders of the Senior Concert Band and will be sorely missed in 2022. By the end of this year, they will have completed nearly eight years of dedicated performance with the band, an amazing achievement. Thank you to you both, for your expertise and mentoring throughout your final Tour and performances.



Production Crew

A new initiative was started in 2021 with a music Production Crew. This group of students, as part of their Certificate II in Music studies, is asked to set up and pack up at all music performances, assemblies, and our annual Primary School Music Tour. The yr 10 -12 students plan, compile lists of equipment and bump in and out, making teacher's tasks of running the assemblies and performances much easier. They are led by Certificate III in Music students who complete a leadership/mentorship unit while working with the younger students. These students are identified by a black t-shirt so that while they go about their business, the school community know that they are working in an official capacity for that time. In their first year, the Production Crew worked on The Capel Makers Trail, Primary Music Tour, Mid Winter Concert, Arts Week Performance, Yr 12 Final Assembly, Queen's Cup, Presentation Evening and Music Presentation Evening.



Christmas Performance

Our annual Dalyellup Carols performance was a great success. This year, there were a few firsts for the Music Department. This was the first year that we performed with our joint Junior and Senior bands without our past mentors, the South West Wind and Jazz Orchestra (SWWJO). We also had our own singers from DC, instead of working with singers from other schools. Isabella Dyer and Caitlyn Burton sang one Christmas Carol each. Neither of the students had ever sung in front of so many people and although they were nervous, they performed beautifully and did themselves and Dalyellup College proud.

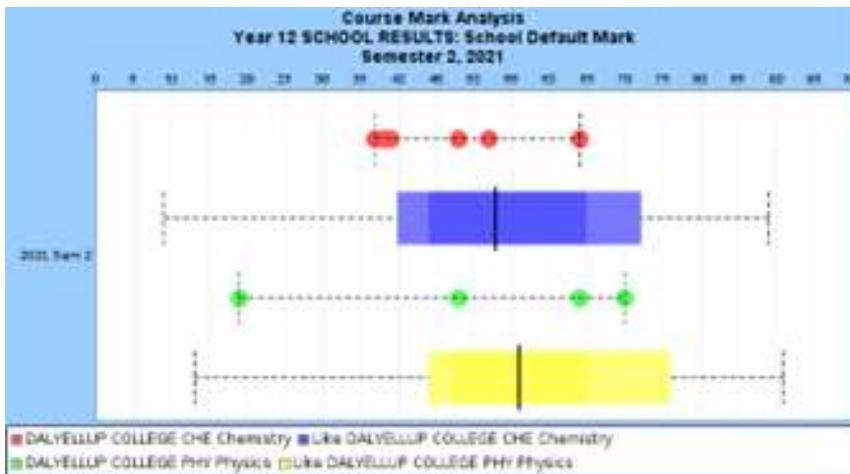
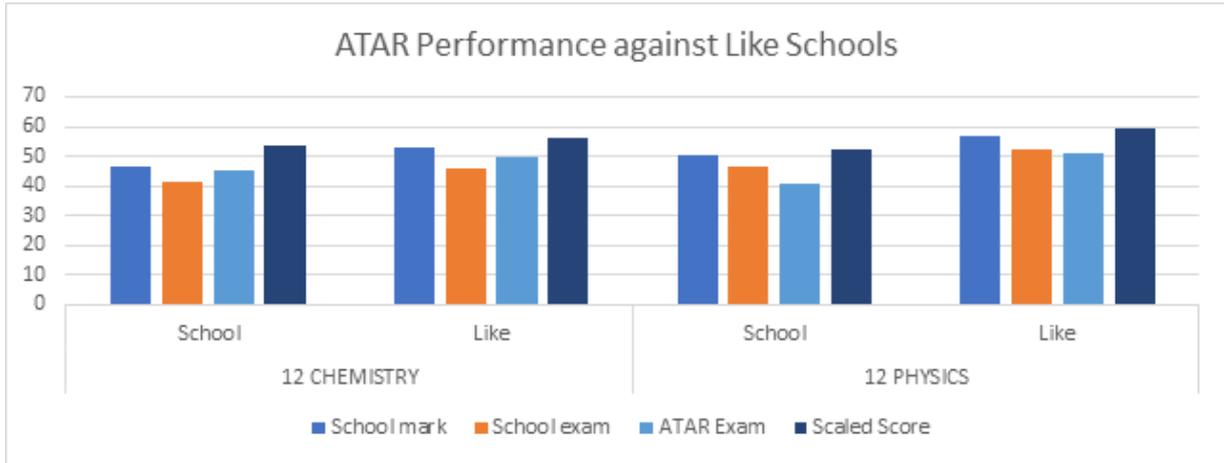


Science

Academic Achievement

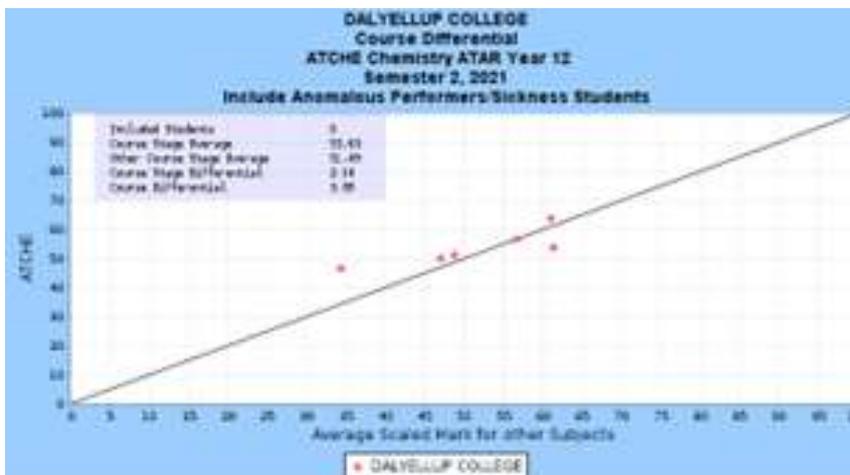
Year 12

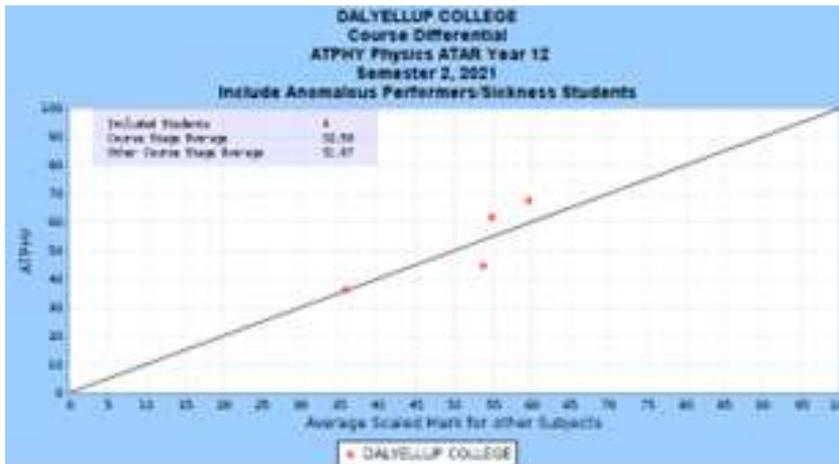
Three courses were taught face-to-face to Year 12 students at Dalyellup College in 2021: ATAR Chemistry; ATAR Physics; General Psychology. In Year 12 ATAR Chemistry, students achieved results in ATAR exams that were statistically consistent with Like Schools. The difference between school mark and exam was less than the average for both like schools (shown below) and State schools, and Dalyellup College students performed relatively better in the ATAR exam than comparative schools. Dalyellup College students also (on average) received a relatively better scaling than others. In ATAR Physics, the moderated difference was not less than that of comparative data, but the scaling of Dalyellup College students was.



Distribution of student scores show similarities to Like schools (graph right).

Course differentials (shown below) for ATAR Chemistry and Physics show that, on the whole, students performed better in these courses than their others.





General Psychology was run for the first time at Dalyellup College in 2021. The results achieved were comparable to Like Schools, although there was a slightly higher proportion of D and E grades. The results obtained from the Externally Set Tasks were commensurate with the students' skills and abilities.

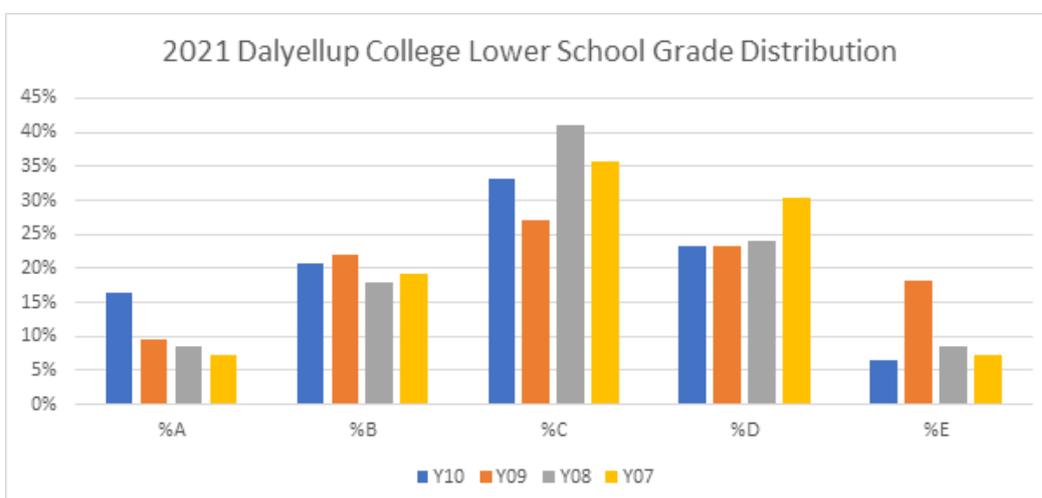
Year 11 Subjects

Five courses were taught in Year 11: ATAR Biology; ATAR Chemistry; ATAR Physics; ATAR Psychology; General Psychology. In all ATAR classes, grades distributions did not compare favourably to like schools however exam performance (as opposed to school mark) did. In General Psychology the pattern of grade distribution was repeated but the average score was comparable to other schools. In all Year 11 courses, average course marks improved in Semester 2.

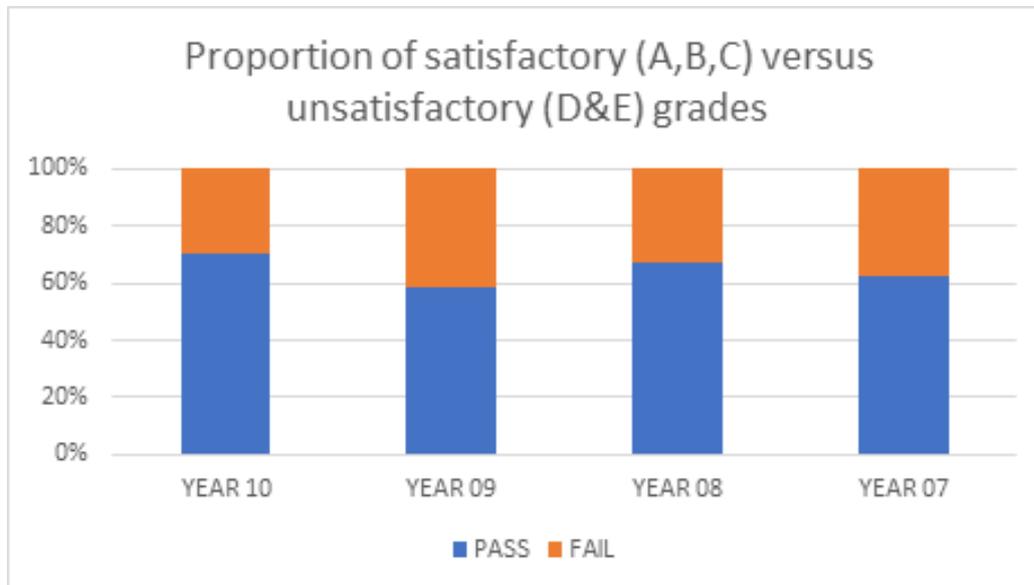
Years 7 - 10

Year 10 marks were significantly better than other year groups, with all outcomes in 60%. This may be artificial as the Year 10 students had a modified program where they were streamed in the second semester and all students were required to sit end of semester examinations. When these scores were included, the mean student mark in Science in Year 10 was 56%.

On a whole, grade distribution appear normal. On closer inspection, grades are skewed to the right, with a large proportion of D grades across all years. Year 9 results appear to be quite affected, with a large proportion of E grades.



This trend is highlighted in the graph below, with a higher number of students not achieving at a satisfactory level in Year 9. This is also seen, to a slightly lesser extent, in the Year 7 cohort.



Learning Area Highlights

Focus of Achievement

2021 was a fruitful year for the Science learning area. Building on professional learning from the previous year, all courses from Year 7 to 10 were re-written. The scope and sequence of our delivered curriculum was analyzed using various resources. Year 8 to 10 Science courses were redesigned to follow the 5E's approach. This used provided a framework for a developmental approach to be used. Students draw on their prior knowledge, pose questions, participate in hands-on experiences, and conduct exploratory and formal investigations, to develop their own explanations about scientific phenomena.

In addition to course redesigns, a bank of curriculum resources, carefully aligned to high impact teaching for all lower school classes was developed. This was done to ensure the delivery of a variance curriculum. These shared resources were developed by the teachers of the year group, with a team leader overseeing. Shared resources provided a smooth start for 2022, with all resources available via the Education Department's OneDrive.

Extra Curricular Activities

In May a group of Year 9 and 10 students chose to participate in the South-West Science & Engineering Challenge and Discovery Day's. The Challenge is an interschool competition for Year 10 students that is designed to encourage the students to take the requisite subject selections in high school to be able to pursue a career in a technological field. The high-school competition saw 16 schools participate over two days.

Dalyellup College students performed admirably, winning three of the challenges. On the day, Dalyellup College came in 4th place. Of the 57 schools that participated in the state, Dalyellup College was in 29th place.



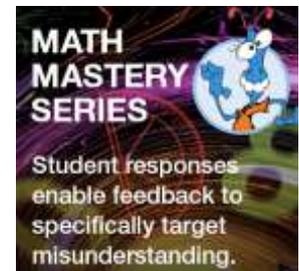
Teacher Achievement

Teacher upskilling continued in 2021 with Denika Kelsall completing the Teach-Well professional learning course. This means that by the end of 2021, all Science teaching staff had successfully completed the training and were proficient in delivering lessons using high impact instruction. Denika completed this course in her first full year of teaching. As a graduate this had a major impact on her workload. She should be congratulated for this amazing effort.

Mathematics

Maths Intervention Program 2021

After extensive research into evidence-based Numeracy interventions during 2020, a intervention program was implemented for the first time in 2021. The program chosen was Australia's very own Direct Instruction (DI) model, the Math Mastery Series (MMS). The program targeted Year 8 students who were unable to make significant progress on the Year 7 curriculum in the previous year.



The students were divided into two groups and were assigned to either complete the JEMM or the JEMM+ program. The scripted lessons were delivered to students with the assistance of a remarkable education assistant Yvonne Walker. Over the course of the year students completed the program of 120 lessons. Students' results were collected weekly, and lessons repeated if student scores dropped below 80%.

Maths Mate - Homework

For the first time in 2021 Dalyellup College book listed the Mates Mate homework book for Years 7 and 8. In some classes over two thirds of students purchased the book and far more regularly completed the homework. The homework book was introduced to assist students with "interleaved" practice and regularly reviewing key concepts. 24 Year 7 students received a perfect score for homework completion.

Student Success

For the first time in the college history, Danial Basir achieved a perfect 100% in all assessments throughout the year, a remarkable achievement. A special mention also goes to Gabby Morris (Year 10) who only lost 2 marks all year and only 1 mark in the end of year exam.

Isaiah Brown and Tyson Cameron achieved their Numeracy OLNA and successfully passed the Foundation Mathematics course.

PAT Testing and Year 10 Exam 85% plus students.

Year 7	Year 8	Year 9	Year 10
Lukhan Van Der Wal	Joelian Ashe	Danial Basir	Gabrielle Morris
Abbey Pover	Carys Robinson	Aamos Peltonen	Charlie Parnell
Tayla Murphy	Tristan Ingram	Amy Barron	Thomas Yazdani
Lukas Macanas-Sheasby	Isabella Chattillon-Cook	Liam Seaward	Verity Heath
Caitlyn Keegan	Cam Betham	Deacon Malatesta	Jessica Gray
Campbell Eason	Kyzer Tan		Sophie Wilson
Zakiyah Reely	Jack Crews		Emily Bryan
Daniel Hitge			Tyler Ashe
Emmaline Thorp			
Lauchlan King			
Jackson Ardille			
Jake Ursino			
Nathan Hymers			
Jasmine Dyer			
Bella Kauhanen			
Kai Claydon			

English

Academic Achievement

Year 12 ATAR English

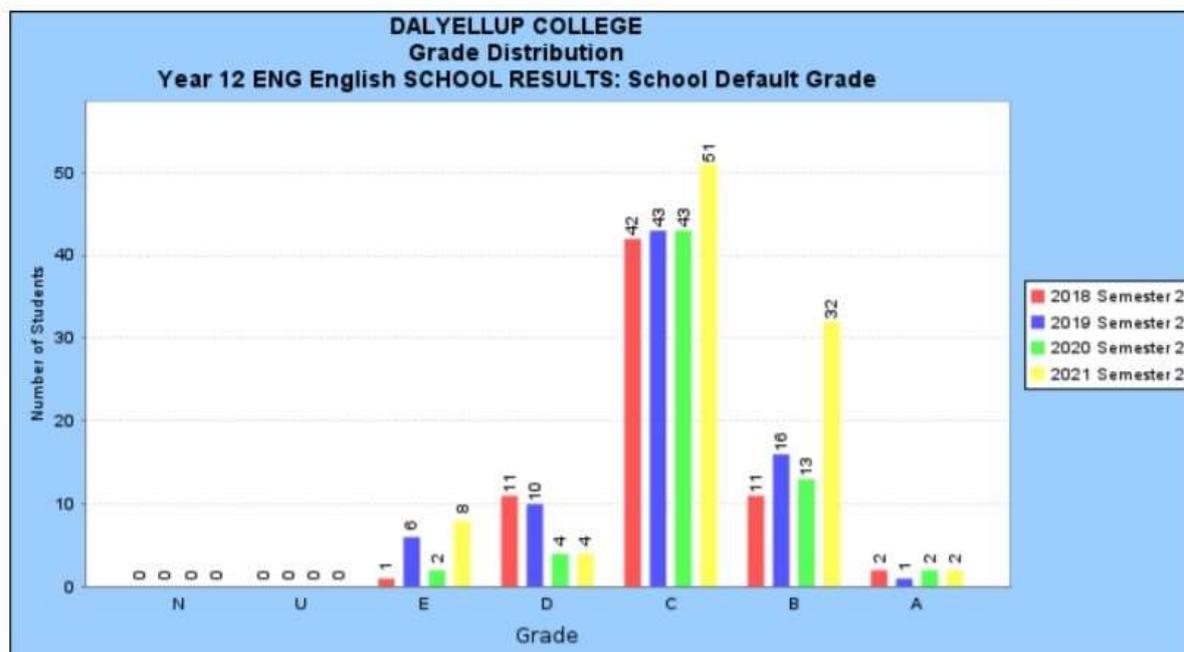
Year	Semester 2	
	School Exam Mark	State Exam Mark
2018	52.7	57.9
2019	52.9	56.7
2020	56.2	57.5
2021	58.9	57.6

Over the past four years in Year 12 ATAR English the mean (average) School Exam mark has increased. The mean Exam mark shifted from 52.7% in Semester 2 2018 to 58.9% in Semester 2 2021; this score is higher than the state's mean of 57.6%.

Year 11 ATAR English

Year	Semester 1		Semester 2	
	School Mark	Exam Mark	School Mark	Exam Mark
2019	46.6	42.5	48.6	44.5
2020	43.6	43.6	49.2	52.3
2021	50.9	46.7	52.6	51.7

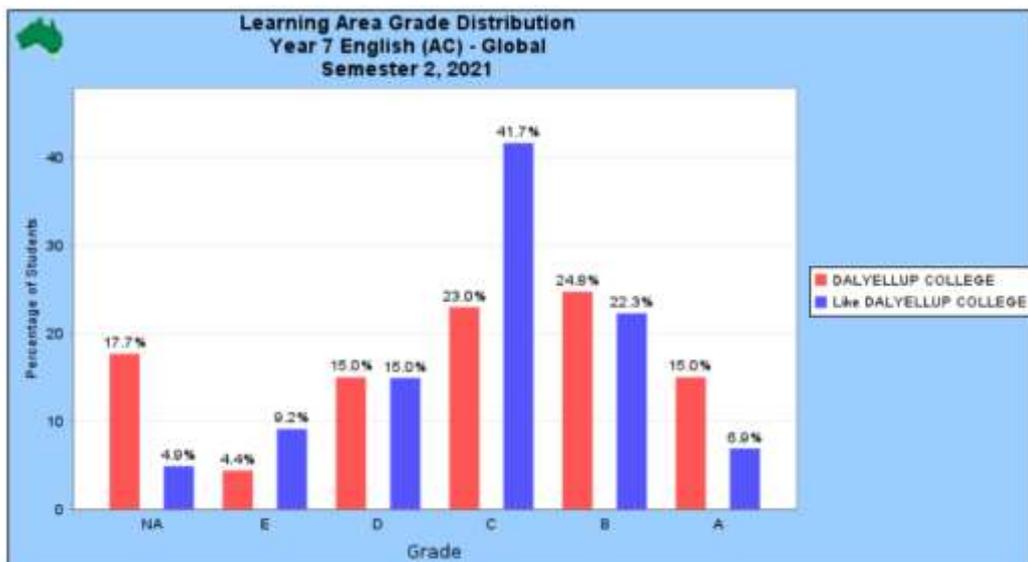
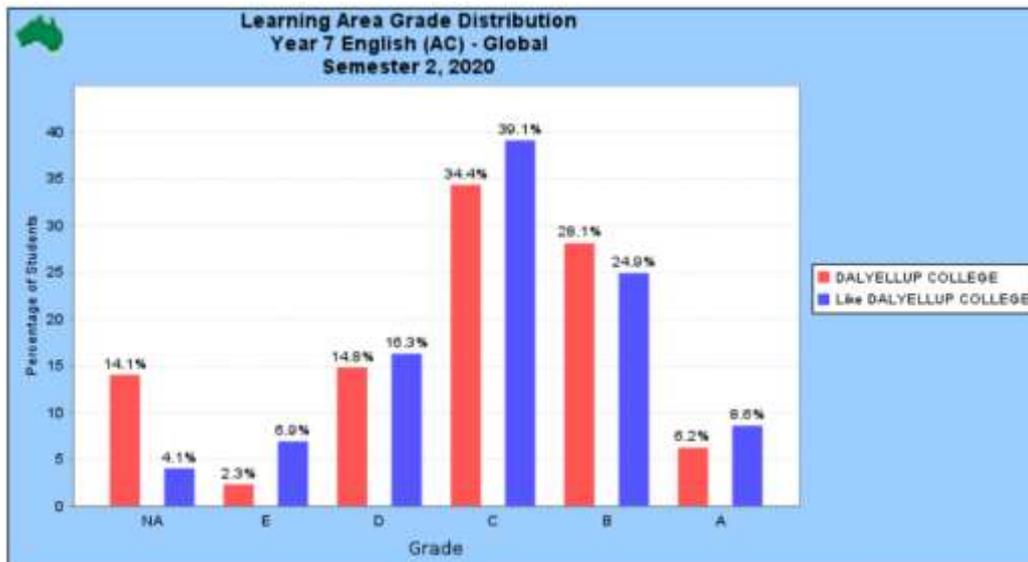
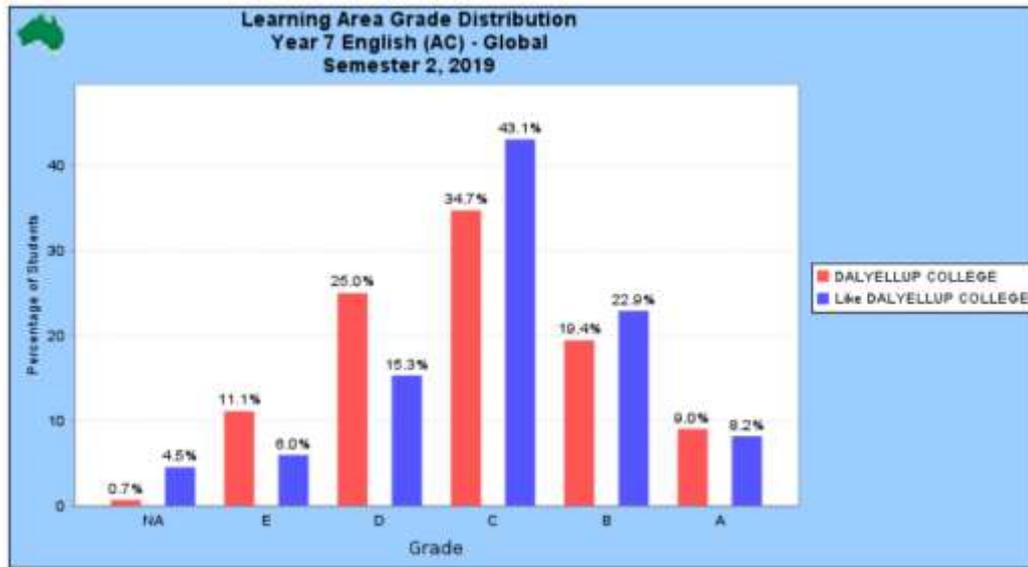
Over the past three years in Year 11 ATAR English both the School Mark and Exam Mark have increased. The mean Exam Mark shifted from 44.5% in Semester 2 2019 to 51.7% in Semester 2 2021. This is reflective of a huge undertaking that has occurred with the Year 11 ATAR curriculum where the content and delivery align to the syllabus more strongly, with a greater focus placed on the selection of text types taught and studied.



Year 12 General English

Over the past 4 years, Year 12 General English has seen an increase in the allocation of B and C grades, with a decrease in D grades. This is partially attributed to the increased focus on engagement, with students being assessed in a wider range of contexts including presenting persuasive speeches, creating their own narratives and creating their own magazine article.

Year 7 English



Over the course of 3 years, the Year 7 English students have seen an increase in the allocation of A and B grades, outperforming Like schools. The higher grades can be attributed to greater focus of explicit direct instruction in all lower school classes. The 17.7% of NA grades is representative of students who have undertaken the MacqLit Reading Tutor Program and as such were reported differently.

Learning Area Highlights

Year 12 Community Awareness Project

Year 12 General students undertook a term-long community awareness project which focused on teaching students about social issues that impact our local communities in the South West. Students paired up and selected, contacted and researched a local charity/organisation to then create a persuasive presentation on the importance of donations to a panel of guest judges.

- Amber Pierre and Indiana Percival (winners)
- Rylee Jewell, Shari Fairhead, Charlotte Homden (runners up)



MacqLit Reading Tutor Program

At Dalyellup College we believe that for every student to thrive and have success in all the different learning areas, they need to have a high level of literacy, especially in reading.

We are assisting and supporting our students who have some difficulties in reading to become the best they can be through the participation in the MacqLit program, which we have been running for three years now.

The MacqLit program (the Macquarie Literacy Program for small group instruction) is a program for students who need some help with their reading. The aim of MacqLit is to help those struggling with their reading catch up with their classmates as quickly as possible. The key elements of MacqLit are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Student Testimonials

“In HASS and Science there’s a lot of writing, so it’s getting easier and easier for me now that I’ve been doing MacqLit”

“As a result [of the program], in HASS I’ve been happy to read aloud in front of the class.”

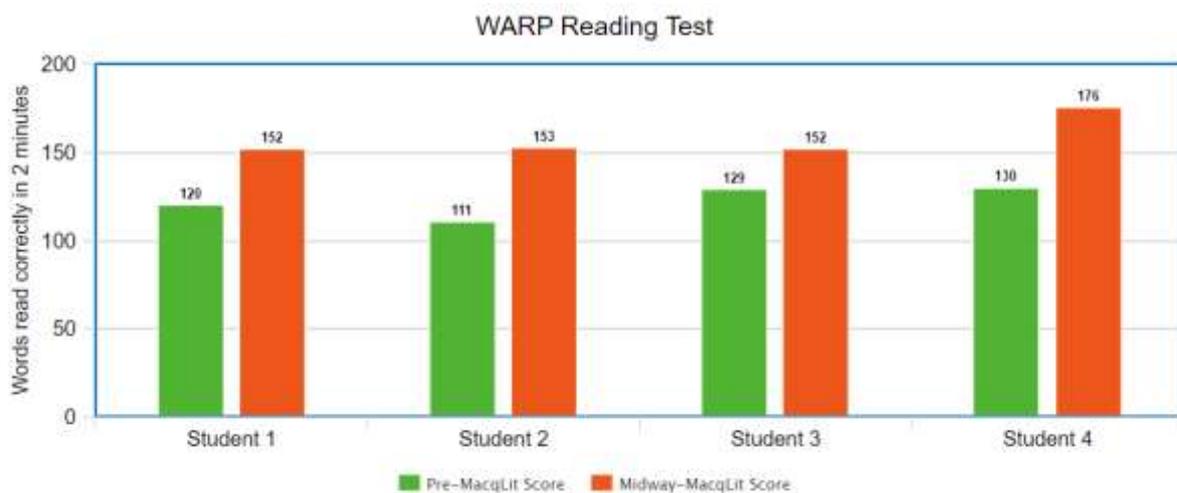
“I enjoy it because I read a lot better and understand more in classes now.”

“MacqLit doesn’t feel like a lot of work, it’s really fun”

“[My tutor] makes it fun and so it’s nice to be in that class; you’re learning in a fun way. I get along with everyone”

“Before I found classes pretty hard, I didn’t really understand and read so well, but when I’m in MacqLit it feels better. I feel more comfortable and ready for other classes.”

MacqLit Reading Improvement Over Time



The graph shows the progress of students’ reading accuracy (number of words read correctly in 2 minutes) from the pre-MacqLit test (green) to a test taken mid-way through the program (orange).

Learning Support

The Learning Support team at Dalyellup College tailor learning needs for individual children, in collaboration with classroom teachers, parents, on-campus services and external agencies.

Our lower school offers targeted evidence-based literacy and numeracy programs, learning support staff to enhance classroom teacher programs and school psychologist services.

Our upper school offers additional support for course selection, learning support staff to enhance on and off-campus learning, including vocational education and training activities and extra pastoral care support.

In 2021 the school teamed up with the Shire of Collie to support the Containers For Change initiative. A Year 11 student, supported by an Education Assistant, took responsibility for the program across the school. All funds, hundreds of dollars, were donated to South West Autism Network and Bunbury Animal Rescue Rehome Care.



A need for student support during break times became evident at the start of 2021. A low sensory games room was established for students requiring additional social support. Staffed by Education Assistants, students were able to access a quiet indoor space where they could play card and board games, whilst inadvertently developing social skills. The success of the room was evident when the games were no longer accessed by the students, instead choosing to socialise through casual conversations with one another.



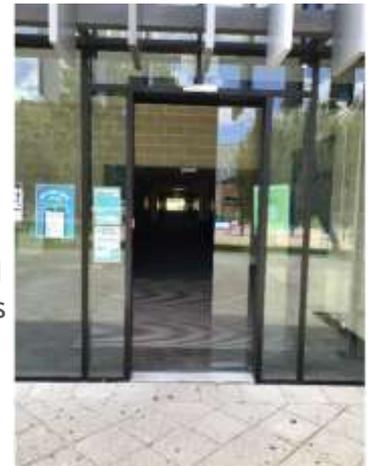
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A small group of students in Year 8 were identified as requiring significant adjustments in Numeracy. Research undertaken by both the learning support team and the Head of Mathematics determined that the evidence-based program JEMM Numeracy Mastery program would be an excellent resource to cater for these students. A small group of students were offered the program, delivered by an Education Assistant in the Mathematics Department. Numeracy improvement is documented in the Mathematics learning area report.

The evidence-based literacy program, Macquarie Literacy Program (MacqLit) continued to provide literacy remediation to Year 7 & 8 students in 2021. Thirty-two Year 7 & 8 students were given the opportunity to participate in the program. All MacqLit groups were run by trained Education Assistants, who expertly delivered the program in well-resourced rooms in the English Department. Literacy improvement is documented in the English learning area report.

With the assistance of the School of Special Educational Needs: Disability, Dalyellup College was successful in 2021 in improving access for our students with reduced mobility. Our application to Minor Works for sliding automated external doors into learning area blocks was successful. \$65,000 funding was allocated and automated door were fitted during the 2021/22 summer holidays. Many students with reduced mobility will benefit from this alteration.



Dalyellup College teamed up with Forrest Personnel, a not-for-profit organisation committed to helping job seekers with disability, find sustainable work. A Forrest Personnel representative attended all Year 10-12 Special Educational Needs (SEN) Case Conferences, to offer parents information on how to access School Leaver's Employment Support (SLES) funding through their child's National Disability Insurance Scheme (NDIS) plan. This empowered parents to seek funding to assist their child's transition to the workforce.

In 2021, Education Assistants continued to support SEN senior school students whilst on work placement in the community. Students with Autism were supported to undertake work placements at the Bunbury Regional Art Gallery and Baker's Delight. Increasing work ready skills and exposure to work environments of their choice, gives children with Autism increasing opportunities to transition into fulltime employment when they complete compulsory schooling.

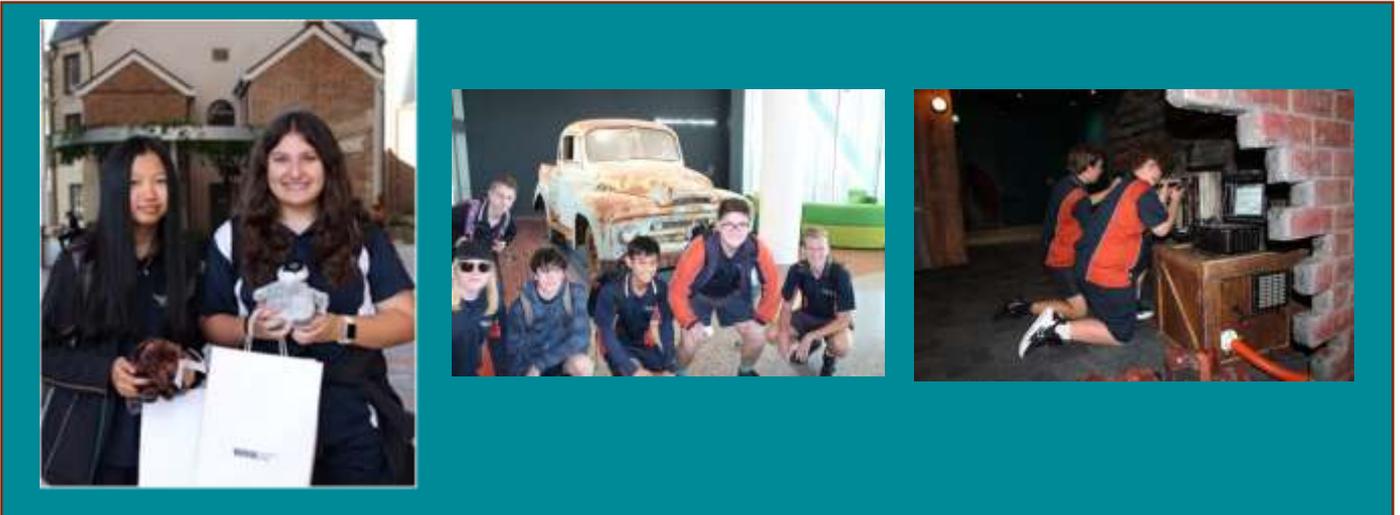
Education Assistants added two new groups to the DC Clubs initiative in 2021. One club offered weekly relaxation and meditation sessions to all students during break times. The Club was popular and offered valuable relaxation techniques. The second club created Boomerang Bags, made with donated material from the Dalyellup community. The Club members met weekly for one and a half hours on a Monday after school. They created small reusable carry bags that will be placed for use around the community, for free. Members included Education Assistants, teachers and students. The Club is still going strong in 2022.



Technologies

Celebrations

In 2021, the Technologies Learning Area introduced the new TechX courses to Years 7, 8, 9 & 10 students in addition to the existing Design & Technology and Digital Technology courses. Each TechX class enjoyed the opportunity to attend a TechX excursions offered for the first time. Year 7 & 8 students visited SciTech and participated in the Forensic Investigation & Problem Solving hands-on activity, while the Year 9 & 10 students visited the new WA Museum Boolar Bardip. Their focus for the visit was a 'Design Thinking' activity along with a visit to the Design Gallery where they were introduced to many WA innovations such as the driverless bus.

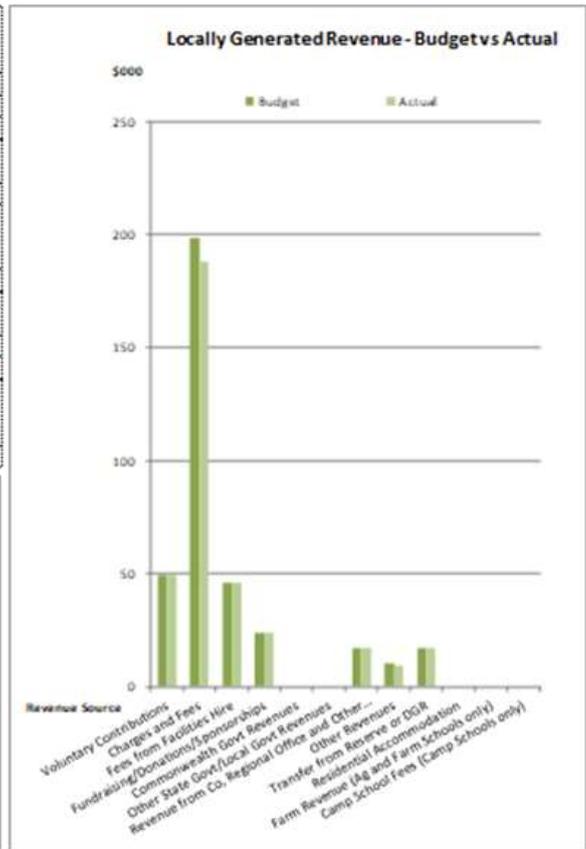


School Income by Funding Source

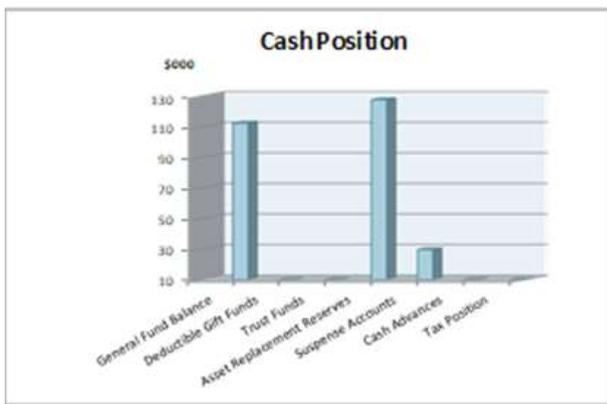
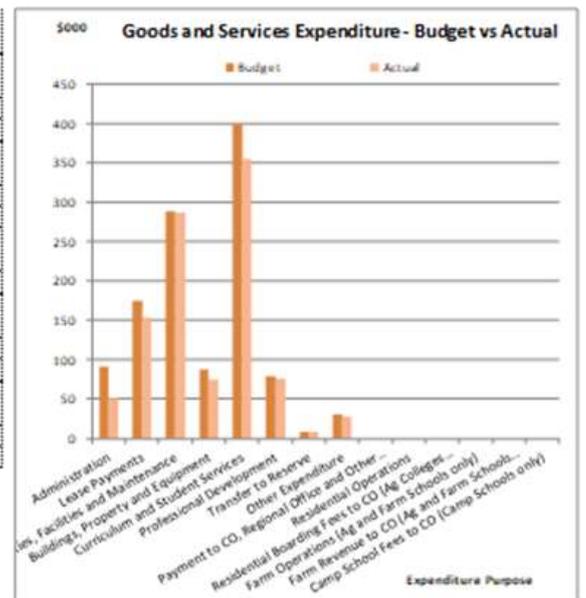
There were some small gains in terms of spending less than the budgeted allocation, this indicates some more refining could be done on the budgeting process to ensure greater accuracy there. Facility hire is a substantial portion of the budget and ensures there is extra funds in the school. The professional development budget has been significant, and this has been linked to the teacher training in explicit instruction. There will not be the same level of funding for this professional development in the future.

Dalyellup College
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 49,386.00	\$ 49,386.28
2 Charges and Fees	\$ 198,317.00	\$ 188,057.78
3 Fees from Facilities Hire	\$ 45,875.00	\$ 45,874.97
4 Fundraising/Donations/Sponsorships	\$ 23,530.00	\$ 23,529.91
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 16,968.00	\$ 16,968.94
8 Other Revenues	\$ 10,036.00	\$ 9,380.79
9 Transfer from Reserve or DGR	\$ 16,910.00	\$ 16,910.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 361,022.00	\$ 350,108.67
Opening Balance	\$ 111,969.00	\$ 111,968.96
Student Centred Funding	\$ 684,591.00	\$ 684,591.35
Total Cash Funds Available	\$ 1,157,582.00	\$ 1,146,668.98
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,157,582.00	\$ 1,146,668.98



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 91,304.00	\$ 51,564.73
2 Lease Payments	\$ 174,876.00	\$ 153,591.34
3 Utilities, Facilities and Maintenance	\$ 288,265.00	\$ 287,079.92
4 Buildings, Property and Equipment	\$ 87,102.00	\$ 75,276.56
5 Curriculum and Student Services	\$ 398,239.00	\$ 354,396.57
6 Professional Development	\$ 79,093.00	\$ 75,548.68
7 Transfer to Reserve	\$ 8,815.00	\$ 8,815.00
8 Other Expenditure	\$ 29,888.00	\$ 28,108.28
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	\$ 1,157,582.00	\$ 1,034,381.08
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,157,582.00	\$ 1,034,381.08
Cash Budget Variance	\$ -	\$ -



Cash Position as at	
Bank Balance	\$ 262,996.04
Made up of:	
1 General Fund Balance	\$ 112,287.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 127,537.48
5 Suspense Accounts	\$ 29,527.66
6 Cash Advances	\$ -
7 Tax Position	\$ (6,357.00)
Total Bank Balance	\$ 262,996.04

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Dalvellup