



Dalwallinu District High School



Annual Report 2022





Welcome

Hello and welcome to the 2022 Annual Report for Dalwallinu District High School. Our Annual Report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year.

At Dalwallinu District High School, we continue to work towards the attainment of a highly effective school growing out of a committed, united, positive, dedicated community. A school that allows our learners to flourish; to thrive. As the adults who support our learners, we work to consciously develop the growing conditions. The learning environment, the nutrients, the attributes of a quality education for life. A partnership between the school and families gives our young people the very best opportunity to flourish. We want our students to come to school and leave each day with their eyes shining bright. With a curiosity and willingness to embark on challenges and to ensure they are all demonstrating progress and achieving both academic and social goals. As we reflect on the 2022 school year, I feel a warmth in our school community. A commitment and a willingness to share and trust.

The school's Annual Report provides our community with an overview of student performance during each academic year. It is aligned to the Strategic Plan 2021 – 2024, and outlines academic achievement, attendance and captures some of the year's highlights. Student achievement and wellbeing at Dalwallinu District High School is always at the heart of what we do.

Petrina Bean



Principal

Petrina Bean – Principal Dalwallinu DHS

Nathanael Wallis – School Council Chair
Dalwallinu DHS

Understanding the Annual Report

The Annual Report provides parents, caregivers and members of the community an overview of Dalwallinu District High School's performance over the previous year. It provides information about progress on school priorities from our business plan, student achievement and budget information. This report is a small component of the total reporting process that our school undertakes. As a Government school, Dalwallinu District High School has developed a Strategic Plan 2021 – 2024. This Plan has been endorsed by the School Council. The 2022 Annual Report reflects the school's Priorities and Targets, as outlined in the 2021 - 2024 Strategic Plan.

These documents should be read in conjunction with student reports, newsletters and other school publications to gain a clear understanding of the school operations and performance.

SCHOOL INFORMATION

School Code: 4070

Principal: Mrs Petrina Bean

Board Chair: Mr Nathaniel Wallis

School ICSEA: 965

Mindfulness Organisation Respect Excellence





Highlights of 2022

Academic

- Embedding of Heggerty, Talk4Reading, Letters & Sounds, Support for Spelling
- Four student services awards – SIDE
- Five students graduating Year 12
- School Based Apprenticeship and Traineeship Award – Year 12 student
- Year 12 student recognition of Vocational DUX SIDE
- Year 12 students receiving the School Based Student Services Award
- ILN Student Leadership Day
- Transition Day – across all years
- Work Experience – Year 10
- Kindy Readiness
- Lease 50 laptop computers for student use
- Secondary Mathematics Homework Classes
- National Simultaneous Storytime
- Year 10,11 & 12 participation in Work Experience, Cert IV, Vocational education
- STEM Elective program
- Careers Programs

Camps, Incursions/Excursions

- Yr 5/6 Camp – Perth
- ILN Maths Day
- ILN Leadership Day
- Secondary Careers Expo
- Year 10 Work Experience – Local
- NAIDOC/RUOK day celebrations
- Assemblies
- Year 10 Graduation Dinner
- Book Fair
- National Outdoor Play Day
- Participation in World Maths Day
- Harmony Day Activities
- Yr 11 & 12 SIDE Immersion Camp
- Yr 11 & 12 RAC Driver presentation
- Book Week – Parade
- Year 10/11/12 Careers Expo - Perth

School Community

- Parent Workshops – In school parent evenings
- End of Year Presentation Evening
- P&C Meet & Greet – Richardson Park
- Involvement in Community Well-being group
- Anzac Day Service
- Jeans for Genes
- Dalwallinu Show
- Remembrance Day Ceremony
- ILN Teacher Awards – Excellence in Education – Peer nominated
- Identification of ‘Lighthouse Teachers’ to support initiatives across the Network
- Participation in the trial of the District High School Program in Literacy and Numeracy at a Network level
- Grand Parents Day
- Easter Hat Parade
- Outdoor Classroom Day
- Parent Information Sessions
- K-10 Transition Day
- Year 10 Graduation Ceremony
- Year 6 Transition Morning Tea

Sporting

- Primary & Secondary Interm Swimming lessons
- Country Week – Basketball Boys B Division Champions
- Country Week – Netball – Sportsmanship Award. Basketball – Sportsmanship Award
- Participation in Faction Athletics and Swimming
- Hosted Interschool Athletics Carnival– Primary & Secondary
- T20 Cricket clinics
- T20 combined schools Gala Day
- Participation in combined school lightning carnivals
- Successful participation in the Cross-Country carnival
- Morning Fitness
- AFL Football clinic
- Hockey WA Clinic
- Tennis WA Coaching

Buildings and Infrastructure

- Replacement and upgrade of Interactive Panels to 4 classrooms
- Expansion of the Laptop program – total of 50 laptops available for student use
- Doors and windows replaced in Admin block
- Doors replaced to Northern side of Library
- Limestone garden edging and synthetic turf installed
- Extra shaded seating provided for Secondary students
- Installation of Zip Trak Blinds in ECE
- Zip-Trak blinds installed to Secondary



MORE EXPECTATIONS

M

- We move around the school/classroom quietly.
- We are mindful of other's needs, feelings & opinions.

O

- We have everything we need for our lessons.
- We fill drink bottles & use the bathroom during break times.
- Our belongings/work are presented & stored neatly.
- We have a hat for outdoor activities and breaks.
- We are prompt when moving between classes & activities.

R

- We display whole body listening when others speak.
- We use our manners (please & thank you)
- We follow instructions for our own safety.
- We respect ourselves, others & the environment.

E

- We always have a go.
- We try our best.
- We set goals & challenge ourselves.
- We ask for help when we need it.



DALWALLINU DISTRICT
HIGH SCHOOL



Student Information

CURRENT

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(14)	20	20	12	20	22	17	17	142
Part Time	23								

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

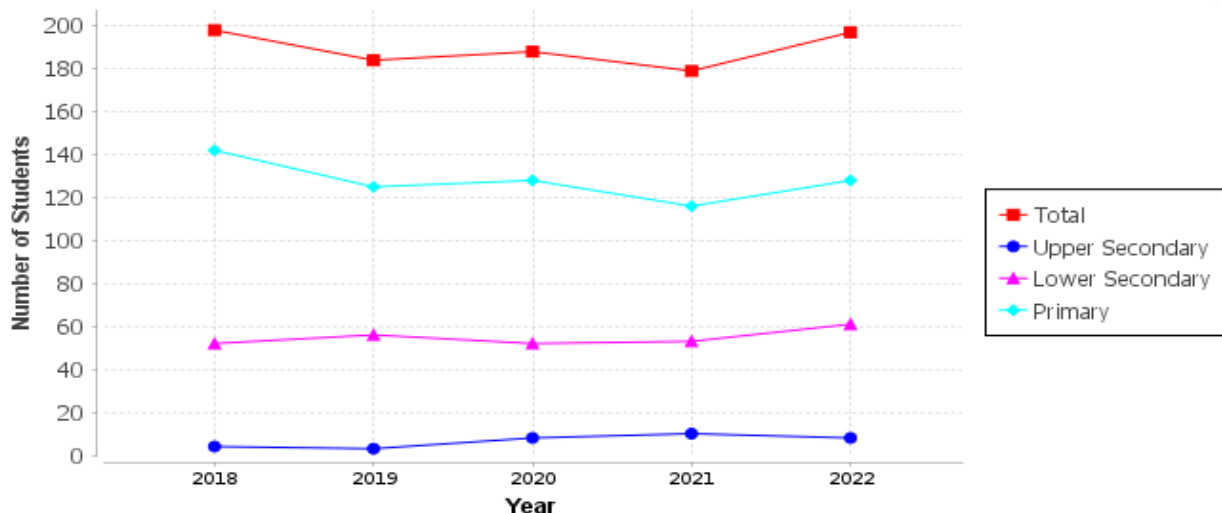
Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	20	17	11	13	2	6		69

School	Total	
Full Time	197	
Part Time	23	(14)
Total	220	(211)

TRENDS

Semester 2	2018	2019	2020	2021	2022
Primary (Excluding Kin)	142	125	128	116	128
Lower Secondary	52	56	52	53	61
Upper Secondary	4	3	8	10	8
Total	198	184	188	179	197

Semester 2 Student Numbers





Staff Information

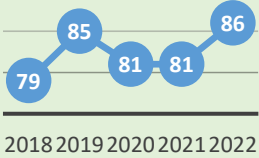
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	0.2	0
Other Teaching Staff	20	14.6	0
Total Teaching Staff	21	14.9	0
Allied Professionals			
Clerical / Administrative	1	1.0	0
Gardening / Maintenance	2	1.0	0
Instructional	1	1.0	1
Other Allied Professionals	6	3.7	0
Total Allied Professionals	10	6.7	1
Total	34	24.6	1





Strategic Plan Targets

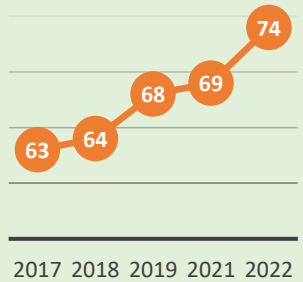
Increase % of students gaining 'Consistently' or 'Often' in ABE reporting



Behaviour & Engagement

Personal responsibility for learning through a positive behaviour focus.

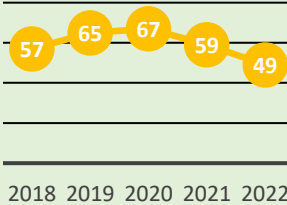
Increase % of students achieving above NMS



Health & Wellbeing

A sense of belonging and well-being through an inclusive environment

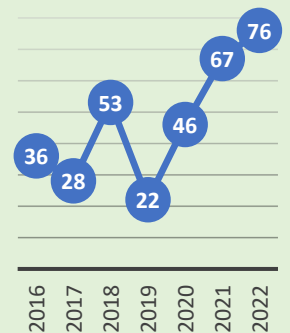
% of students regularly attending



Attendance

Increase the proportion of students in the 'Regular' attendance category

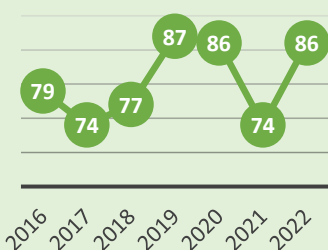
Increase % of students attaining OLNA



Cultural Knowledge & Awareness

Embedded in our learning programs

% of Students receiving a C grade or better

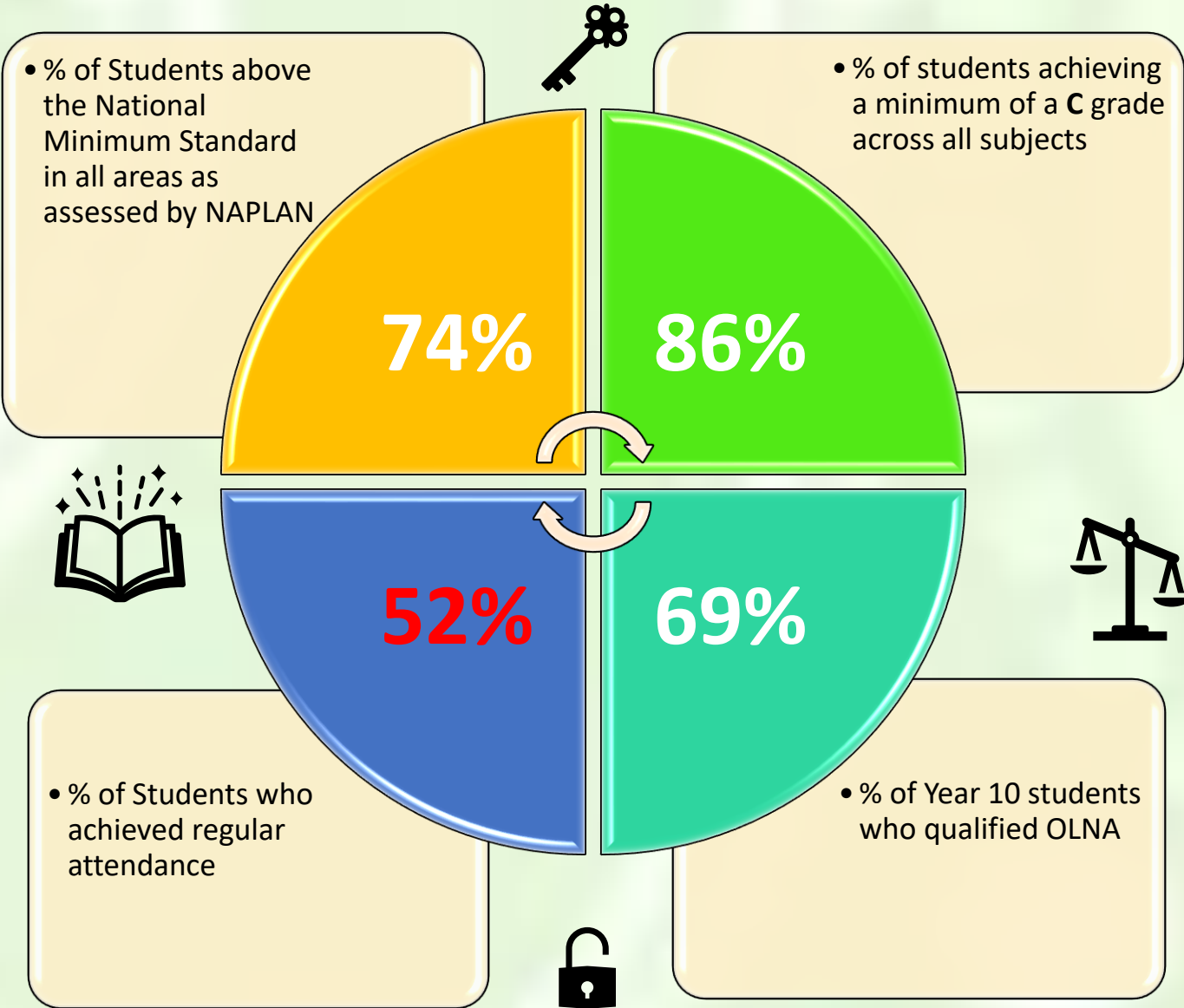


Student Achievement

High expectations which will culminate in high achievement



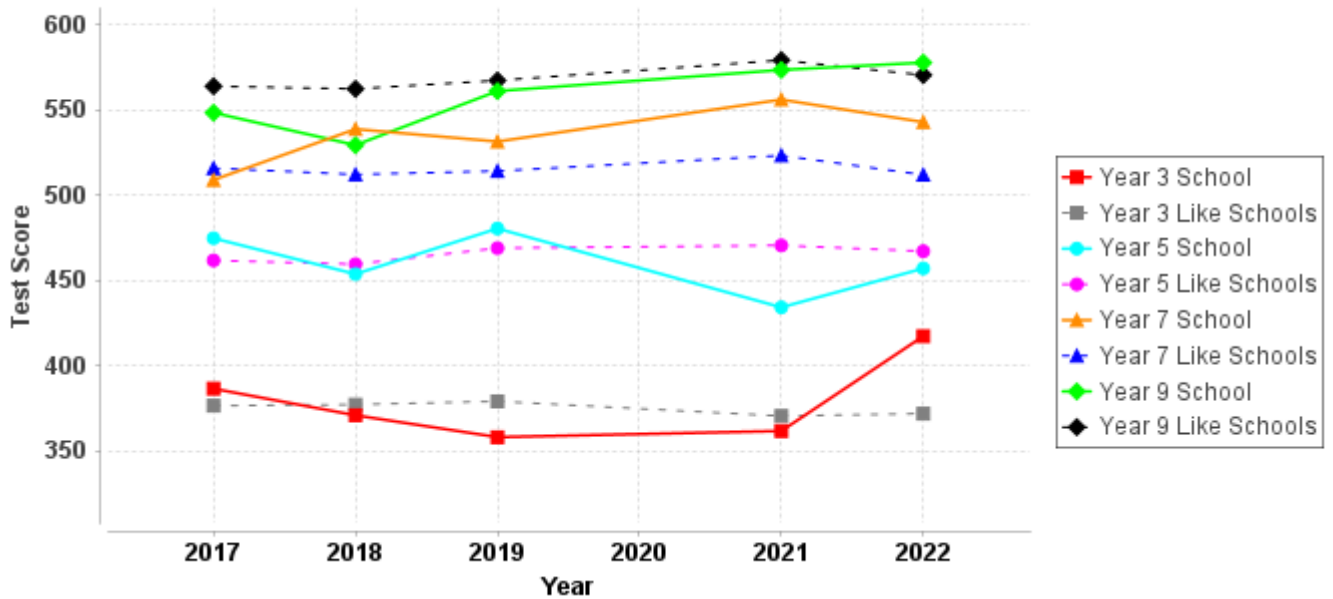
Progress against our key targets



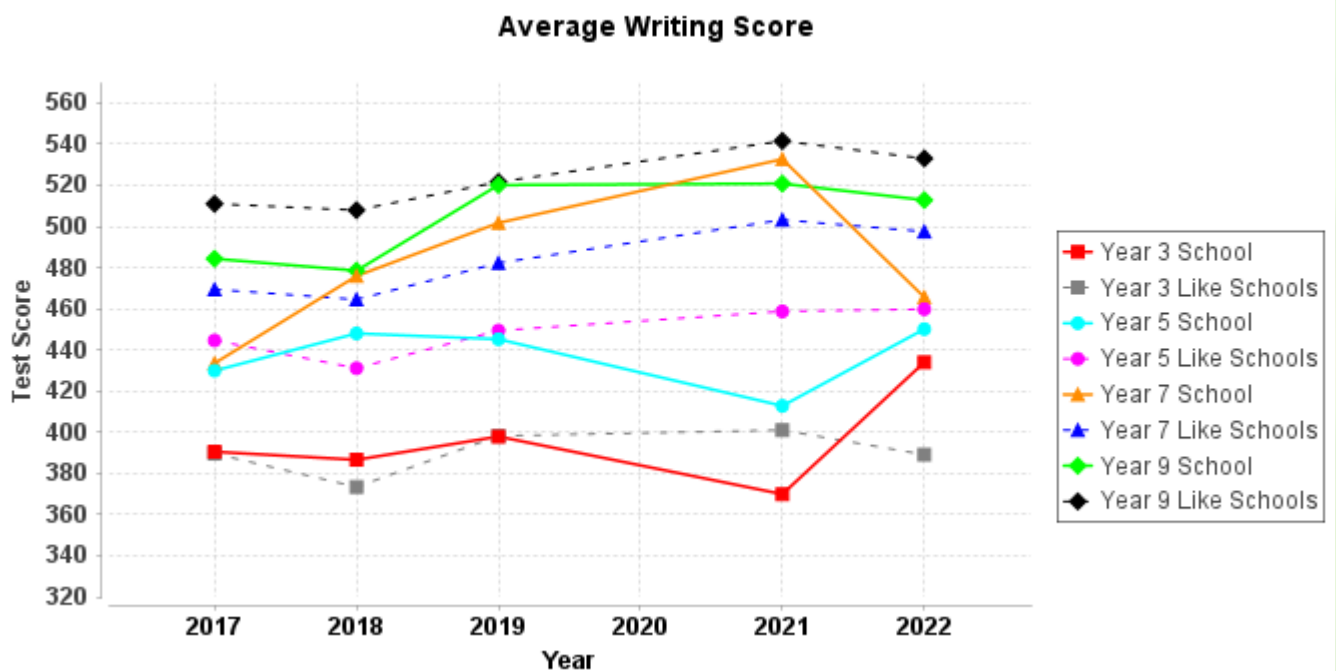


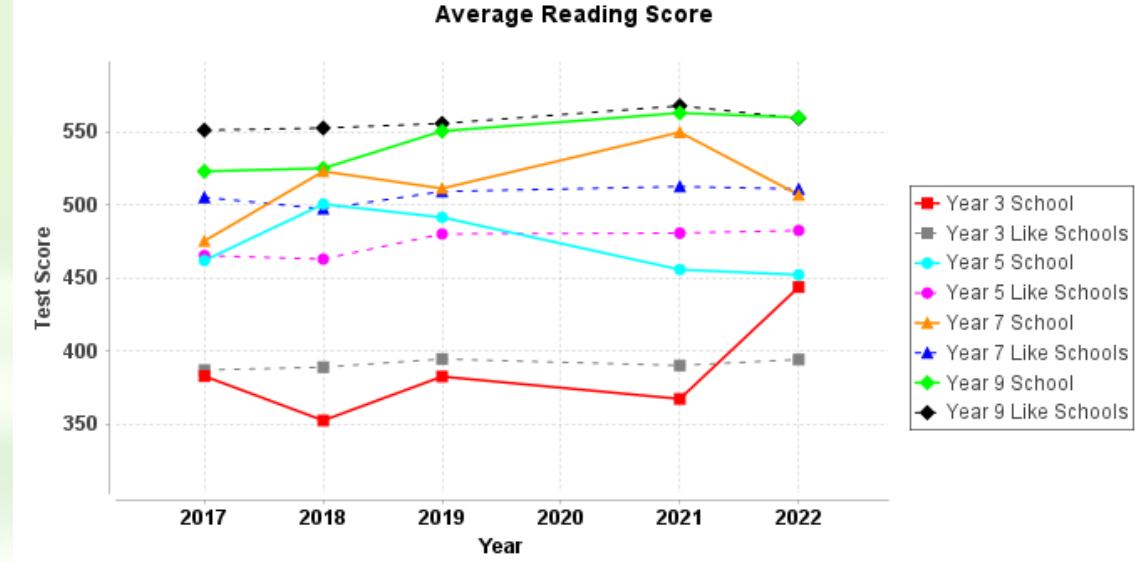
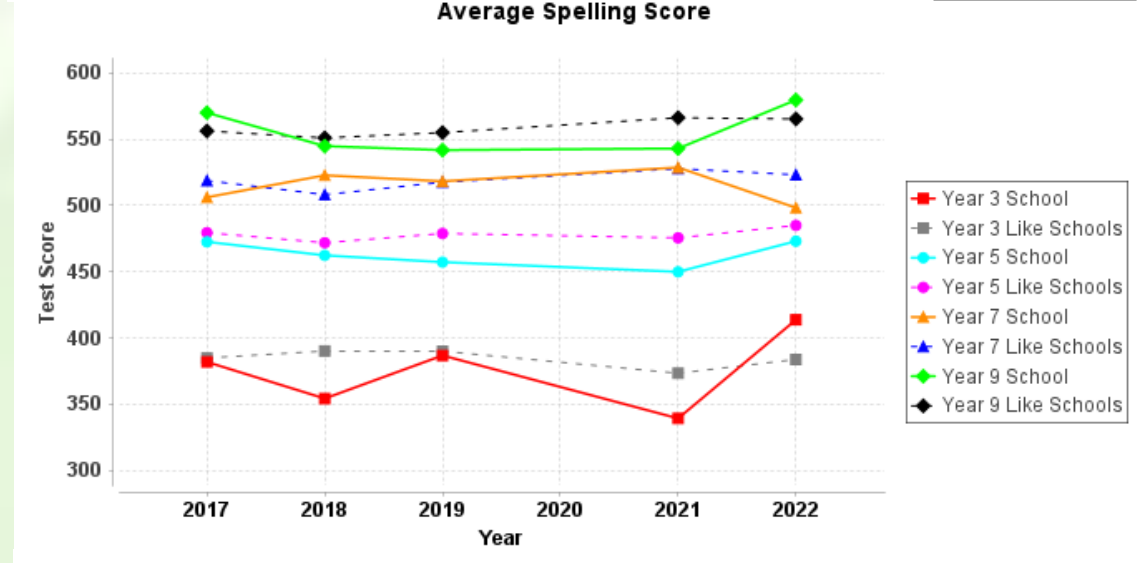
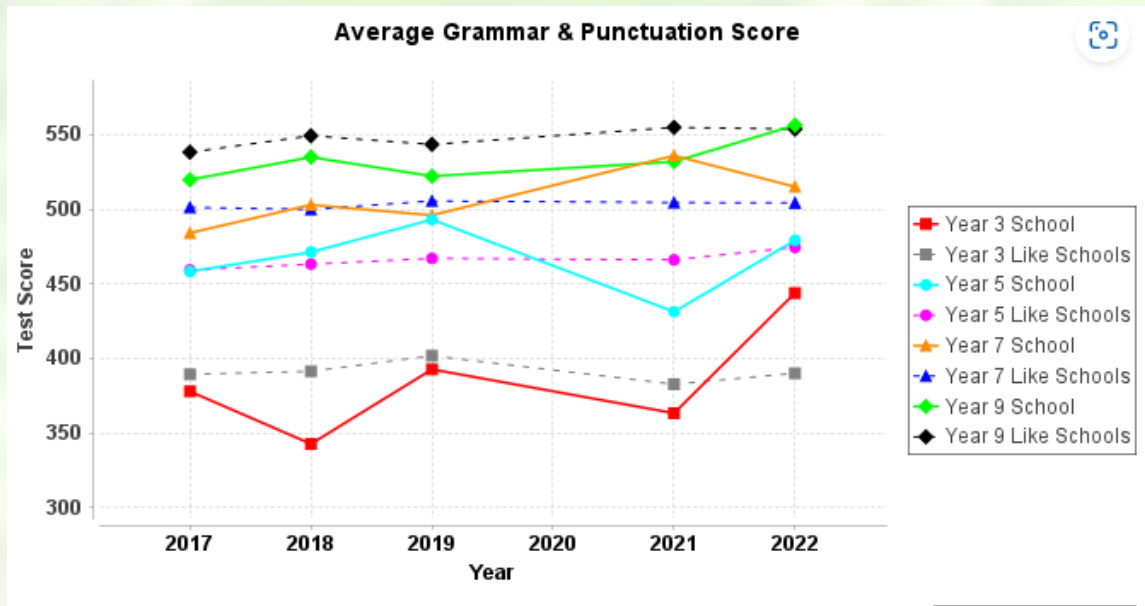
Longitudinal NAPLAN Results

Average Numeracy Score



Average Writing Score





Attendance Data

Whole of School Data

	Secondary Attendance		Primary Attendance	
	School 7 - 10	WA Public Schools	School K-6	WA Public Schools
2016	85.2%	87.7%	89.8%	92.6%
2017	88.4%	87.8%	91.4%	92.7%
2018	88.7%	87.6%	90.7%	92.6%
2019	85.7%	86.8%	90.1%	91.6%
2020	The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.			
2021	84.5%	84.4%	90.9%	91.0%
2022	84.3%	80.4%	84.8%	86.6%

Aboriginal Data

Aboriginal Attendance - Primary			
	School	Like Schools	WA Public Schools
2016	75.9%	83.9%	80.7%
2017	83.0%	84.1%	81.2%
2018	79.1%	83.2%	80.8%
2019	81.1%	80.5%	79.5%
2020	The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.		
2021	80.8%	77.7%	76.8%
2022	67.1%	73.1%	69.5%

Aboriginal Attendance - Secondary			
	School	Like Schools	WA Public Schools
2016	48.9%	72.8%	67.4%
2017	67.7%	70.6%	66.6%
2018	63.8%	69.7%	66.0%
2019	60.2%	69.9%	65.8%
2020	The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.		
2021	64.1%	64.5%	62.6%
2022	63.6%	64.6%	55.2%

Retention Data

Retention Rates					
	Yr 6 -Yr 7	Yr 8 - 10	Yr 10 - 11	Yr 11-12	Response
2016		83%	18%		Retention rates were as expected due to prior knowledge of students leaving.ie: planned private schooling and relocation. Due to the offers of apprenticeships, we had 4 Year 10 students enter into an apprenticeship instead of going on to do Year 11. All of these students had previously been offered places at WACOA – Cunderdin.
2017	100%	100%	40%		
2018	90%	97.5%	20%		
2019	100%	95%	50%	0%	
2020	90%	87%	42%	200%	
2021	72%	62%	46%	200%	
2022	83%	69%	23%	66%	

Transiency Rates		
Year	% of students who leave DDHS to attend other schools	Response
2015	19.1%	Students transitioning to other schools has slowly declined. Feedback from parents is positive in they have confidence to keep their children at Dalwallinu for longer. It must be remembered; however, these figures include Year 11 & 12 students who traditionally go to schools who offer face-to-face senior schooling, and Year 10 students choosing a pathway in Agriculture and transferring to Agricultural Colleges. Plymouth Brethren children also transition to their own school between Year 2 and 3. (Yr 12 leavers are not counted)
2016	20.3%	
2017	19.2%	
2018	17.7%	
2019	13.9%	
2020	9.2%	
2021	14.1%	
2022	8.2%	

Destination of our Students - 2022		
Destination Schools	Year 6	Year 10
Dalwallinu DHS	14	3
WACOA (Ag College)		2
Other Public School	0	4
Private or Independent Schools	3	
Apprenticeships		4



Progress against our Priorities

At or Above Target	
Near Target; On Track; and/or implementation Plan Commenced	
Below Target	
Data Not Yet Available; Plan Not Yet Commenced	

Strategic Plan 2021 – 2024

Strategic Plan Targets 2021 - 2024

<i>Priority 1: Provide every student with a pathway to a successful future By the end of 2024, you will see</i>		
	Strengthened links between education, training, and work to promote pathways for transition	Yr 9 Careers Taster Program Liaison with Transitions Officer Northam SHS CRT TAFE SIDE Careers Yr 10 WPL Links with Universities Provision of SIDE coordinator (only DHS to do so) Apprenticeship board
	Embedded evidence-based social and emotional programs to enhance student well-being	Zones of Regulation Smiling Minds RUOK Day CHAT Committee SEW Project/survey Protective Behaviours Safe4Kids w/shop Vaping Toolkit Challenges & Choices Circle of Courage
	Improved attendance, achievement, and retention of all students with a focus on Aboriginal students.	AIEO Home Visits Icy Pole Rewards Increased involvement of classroom teachers to make contact Designated Attendance Officer
	Students deemed as 'at-risk' being supported with actioned referrals	SAER Co-ordinator – teachers to make referrals to School Nurse, Communities, OT, Speech, Regular visits by school Psych
	High expectations being modelled, recognised, and celebrated	Expectations in clear view in classroom, Class Dojos, classroom rewards, Clubs, camps Merit Awards utilise MORE language/values

Priority 2: Strengthen support for teaching and learning excellence in every classroom
By the end of 2024, you will see

	<p>Staff who have sufficient capacity, resources and support to deliver effective programs for school and system wide priorities</p>	<p>PL requests rarely refused Teachers direct purchasing of own resources in line with the Op Plan Teachers provided with information on available PL when it becomes available All staff provided training for Network initiatives eg Talk4Writing</p>
	<p>Teachers collecting data that is relevant to their teaching, and reflecting on this data using disciplined dialogue and moderation practices</p>	<p>Brightpath, Elastik (formerly Best Performance) PAT, DIBELS, NAPLAN All teachers have been provided log in details for the above – many have not accessed?????? Spelling Mastery – teams ILN Moderation sessions</p>
	<p>The embedding of a clear school assessment policy, outlining expectations and support for making fair and valid judgments</p>	<p>Assessment Policy developed and disseminated – also a Schedule A that lines up with the ILN and a Self Assessment Schedule for teachers to follow</p>
	<p>Professional learning opportunities for school leadership teams, teachers and allied professionals</p>	<p>PL rarely refused – teachers are responsible for their own PL and can request at any time. Anything that aligns with the Strategic Plan that comes through Admin is forwarded on to staff. All staff are upskilled in the Network priorities eg Talk4Writing</p>
	<p>Aboriginal Islander Education Officers (AIEO’s) working alongside families to support student well-being and achievement</p>	<p>AIEO strong Presence</p>
	<p>The sharing and celebration of successful outcomes between schools and across the region</p>	<p>Network sharing occurs termly. ILN Awards Night, Interschool Carnivals</p>
	<p>Respectful relationships between students, parents and staff</p>	



Priority 3: Build the capability of our principals, our teachers and our allied professionals By the end of 2024, you will see		
	Teachers actively using the Australian Institute for Teaching and School Leadership (AITSL) standards to reflect, evaluate and improve their practice so they can meet the learning needs of their students	Performance Review Meetings/Planning
	School leaders employing a continuous performance management cycle targeting school initiatives and personal development	PM cycle in place - embedded
	Collaborative processes in place to support staff planning and assessment practices	Whole day DOTT timetabled for Primary Staff for collaboration – Secondary meetings - fortnightly
	Increased distributed leadership opportunities for all staff at a school and network level	Lighthouse Teachers, Curriculum leaders, Finance Committee, CHAT, School Council, Cost Centre Management, HOLA interaction
	Development and implement a Reconciliation Action Plan (RAP)	WERO developing
	Attraction and retention of high-quality staff	Jobs WA, links directly with Universities, Promoting of rural education on social media outlets, providing opportunities for offers, paying for accommodation for prospective teachers to visit the school, Practicum teachers encouraged, sharing of CV's resumes etc with other schools, Principal on various boards eg APPP, DHS to ensure quality of teachers is maintained
	Opportunities created for staff to deliver Professional Learning (PL) and chair meetings	Staff have the opportunity to present back to the group (whole of staff or POLT's) on their return from PL
	Mentor teachers provided when/where necessary	Deputies provide mentoring opportunities, Lighthouse teachers make themselves available for support, whole day collaboration (Primary), HOLA's provided for Secondary, Links with ILN teachers across the network have been ongoing,



*Priority 4: Support increased school autonomy within a connected and unified public school system
By the end of 2024, you will see*

	School Council represents the diversity of the community	Continue to try to get Filipino representation – will never get Brethren due to having their own school. Indigenous represented, balance of primary/secondary parents
	A comprehensive adoption of the school review process with a focus on responses to findings	Completed School Review (PSR) in 2021 – very intensive process with exemplary findings
	Continued interaction between network schools for moderation, networking, professional learning, collegiate discussions, data analysis	Ongoing – Lighthouse Teachers have driven this. Combined ILN SDD in Term 2, HOLA support, cross school interactions with HPE, Maths, English, ECE, 3-7, Moderation, Elastik and PATS is a network initiative
	Continued student interaction and strengthening of relationships between the community and the school e.g. Shire, Liebe group, local businesses, volunteer organisations	Shire awards – invited to nominate students, ANZAC Day, Work place learning, DFES, Shire representation for a youth/student, Dally Show, Harmony Day
	Surveys canvassing the community and parent groups to strengthen cohesive relationships	Biannual Surveys conducted through NSOS – other surveys that have taken place Car Park, Online Policy, Options, Nominations for Council, student movement, School Development Day decisions, many COVID related surveys to direct planning, Carnival decisions, camps etc





Priority 5: Partner with families, communities and agencies to support the educational engagement of every student
By the end of 2024, you will see

	Enhanced interagency partnerships to support students and their families, whilst focusing on early intervention	Dept of communities – WAPOL –attendance and Cyber Safety, School Nurse –Local visiting Clin Psych – Transitions and engagement officers – Northam SHS, Aboriginal Wheatbelt Health, CAMHS
	Evidence of clear, available and responsive communication between the school, parents and community on a variety of platforms	Skoolbag, Facebook Pages, Emails, SMS when needed,
	A stronger understanding within our community regarding the importance of regular attendance to improve learning outcomes	Working with community/businesses – no school – no entry Dissemination of regular ‘flyers’ etc in newsletters on FB
	Effective use of the Aboriginal Cultural Standards Framework to develop and implement a strategic plan that promotes community awareness and belonging	Harmony Day, NAIDOC Day, AIEO interactions with Badimaya Corporation,
	Increased capacity of the School Council to support school self-assessment and planning	Twice termly meetings (double the expected) 5to review policies, interpret data with input into planning provided at every meeting.
	Increased partnerships with Aboriginal Elders to ensure they are involved in the planning of activities	AIEO – working alongside Badimaya Corp when planning events. Also interactions with Aboriginal Wheatbelt Health to support families





<i>Priority 6: Use evidence to drive decision-making at all levels of the system</i> <i>By the end of 2024, you will see</i>		
	An increased student voice	Student Council meet regularly, classroom meeting conducted, student opinion surveys conducted, PIVOT surveys undertaken
	Decision making having a strong, evidential basis	All staff involved in the decision making process
	A positive trend in the National School Opinion Survey (NSOS) for parents, students & staff	Impacted by COVID – only 12 respondents to the 2022 survey
	A consistent approach to explicit teaching strategies and programs	Instructional Framework being developed. I Do, We Do, You Do embedded
	Moderation occurring between teachers and between networks	Across year levels, classes, network
	A whole school assessment schedule that aligns with the Inland Lighthouse Network	Schedule A developed
	Whole school interrogation of data to inform future planning and practise	Data analysis occurs across POLTs and whole of staff – Disciplined dialogue approach Elastik has been introduced to enhance data collection and analysis at a network level. NAPLAN data reviewed at a network level annually



National Schools Opinion Survey

Only 12 people resonded to this survey. 8% represents one respdent

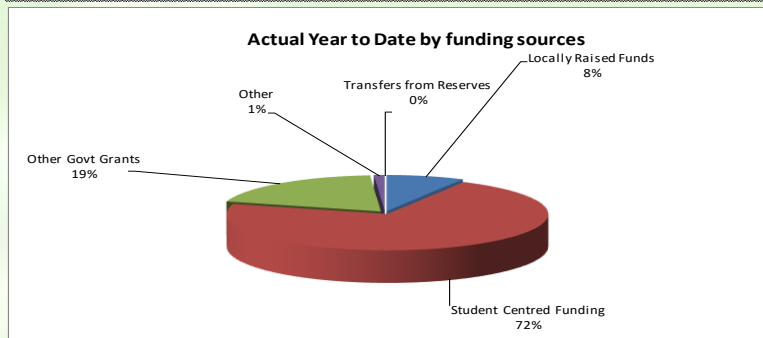
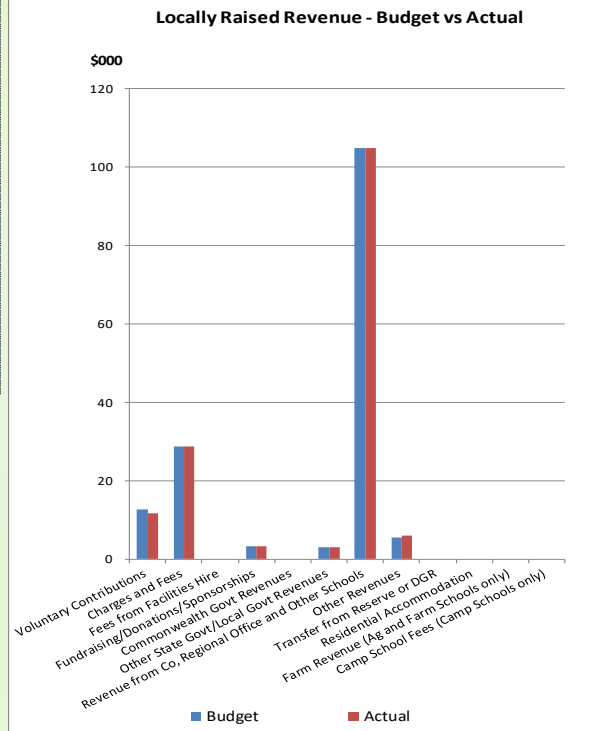
Survey Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Teachers at this school expect my child to do their best.			17%	58%	25%
Teachers at this school provide my child with useful feedback about their school work.	8%	8%	25%	50%	8%
Teachers at this school treat students fairly		17%	17%	50%	8%
This school is well maintained.	8%	8%		75%	8%
My child feels safe at this school.	25%			50%	25%
I can talk to my child's teachers about my concerns.	8%		8%	58%	25%
Student behaviour is well managed at this school.	8%	17%	25%	42%	8%
My child likes being at this school.	8%	17%		58%	17%
This school looks for ways to improve.		17%	50%	25%	8%
This school takes parents' opinions seriously.	17%	33%	17%	33%	
Teachers at this school motivate my child to learn.				100%	
My child is making good progress at this school.			42%	58%	
My child's learning needs are being met at this school.		17%	25%	58%	
This school works with me to support my child's learning.	8%	17%	25%	33%	17%
This school has a strong relationship with the local community.		8%	25%	42%	25%
This school is well led.	17%	25%	25%	17%	17%
I am satisfied with the overall standard of education achieved at this school		25%	33%	42%	
I would recommend this school to others.	8%	25%	25%	33%	8%
My child's teachers are good teachers.			17%	67%	17%
Teachers at this school care about my child.		17%	8%	42%	33%



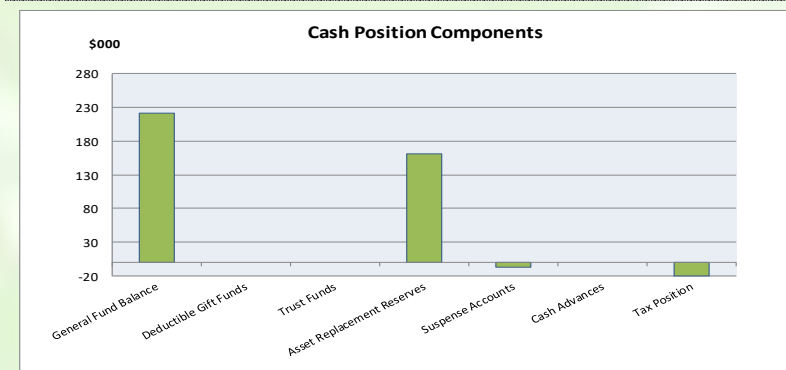
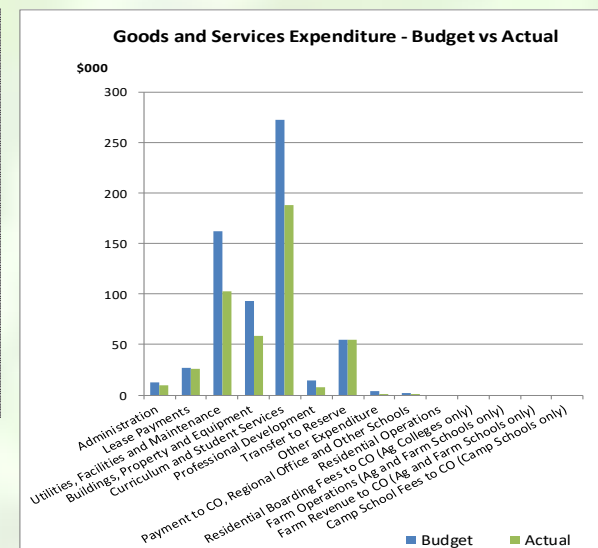


Dalwallinu District High School Financial Summary as at 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,734.00	\$ 11,699.00
2 Charges and Fees	\$ 28,728.00	\$ 28,727.88
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 3,157.00	\$ 3,157.20
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 104,847.80	\$ 104,847.80
8 Other Revenues	\$ 5,467.00	\$ 6,014.28
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 157,933.80	\$ 157,446.16
Opening Balance	\$ 117,352.00	\$ 117,352.06
Student Centred Funding	\$ 376,679.99	\$ 396,679.99
Total Cash Funds Available	\$ 651,965.79	\$ 671,478.21
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 651,965.79	\$ 671,478.21



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 12,792.00	\$ 9,376.93
2 Lease Payments	\$ 26,901.00	\$ 25,551.18
3 Utilities, Facilities and Maintenance	\$ 161,878.55	\$ 102,485.03
4 Buildings, Property and Equipment	\$ 93,117.00	\$ 58,930.16
5 Curriculum and Student Services	\$ 271,868.80	\$ 188,293.73
6 Professional Development	\$ 14,526.35	\$ 8,259.28
7 Transfer to Reserve	\$ 55,000.00	\$ 55,000.00
8 Other Expenditure	\$ 3,755.09	\$ 1,476.23
9 Payment to CO, Regional Office and Other Schools	\$ 2,127.00	\$ 888.73
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	\$ 641,965.79	\$ 450,261.27
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 641,965.79	\$ 450,261.27
Cash Budget Variance	\$ 10,000.00	\$ -



Cash Position Components	
Bank Balance	\$ 355,672.03
Made up of:	
1 General Fund Balance	\$ 221,216.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 160,879.91
5 Suspense Accounts	\$ (6,256.82)
6 Cash Advances	\$ -
7 Tax Position	\$ (20,168.00)
Total Bank Balance	\$ 355,672.03

