



# Annual Report 2023

Dalwallinu District High School



Contact details or other info relevant to report here.

## Welcome

Welcome to the 2023 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 focus on the continual improvement of our school and our students. Building partnerships with our families and supporting all members of our school community to thrive are vital to the achievement of our goals. As we reflect on the 2023 school year, I am excited about the direction that our school is headed. 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.

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Jon Attwell

Principal

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Nathaniel Wallis

School Council Chair

## 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 2023 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: Mr Jon Attwell

School Council Chair: Mr Nathaniel Wallis

School ICSEA: 973



# Highlights of 2023


## Academic

- Two students graduating Year 12
- Strong Year 9 NAPLAN performance
- ILN Student Leadership Day
- Transition Day – across all years
- Work Experience – Year 10
- Kindy Readiness
- Careers Programs

## Camps, Incursions/Excursions

- Yr 5/6 Camp – Perth
- Canberra Camp
- ILN Leadership Day
- Year 10 Work Experience – Local
- NAIDOC/RUOK day celebrations
- Year 10 Graduation Dinner
- Book Fair
- National Outdoor Play Day
- Harmony Day Activities
- Yr 11 & 12 SIDE Immersion Camp
- Book Week – Parade
- Country Week

## School Community

- Parent Workshops – In school parent evenings
  - End of Year Presentation Evening
  - P&C Meet & Greet – Richardson Park
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- Anzac Day Service
- Dalwallinu Show
- Remembrance Day Ceremony and Numeracy at a Network level
- Grand Parents Day
- Easter Hat Parade
- Outdoor Classroom Day
- Parent Information Sessions
- Year 10 Graduation Ceremony
- Year 6 Transition Morning Tea

### **Sporting**

- Primary & Secondary In-term Swimming lessons
  - Country Week – Badminton B Division Champions
  - Country Week – Badminton/Basketball – Sportsmanship Award.
  - Participation in Faction Athletics and Swimming
  - Interschool Athletics Carnival– Primary & Secondary
  - T20 Cricket clinics
  - T20 combined schools Gala Day
  - Cross-Country carnival
  - Morning Fitness
  - AFL Football clinic
  - Hockey WA Clinic
  - Tennis WA Coaching
  - Whealtbelt High School Cup
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## Enrolment Information

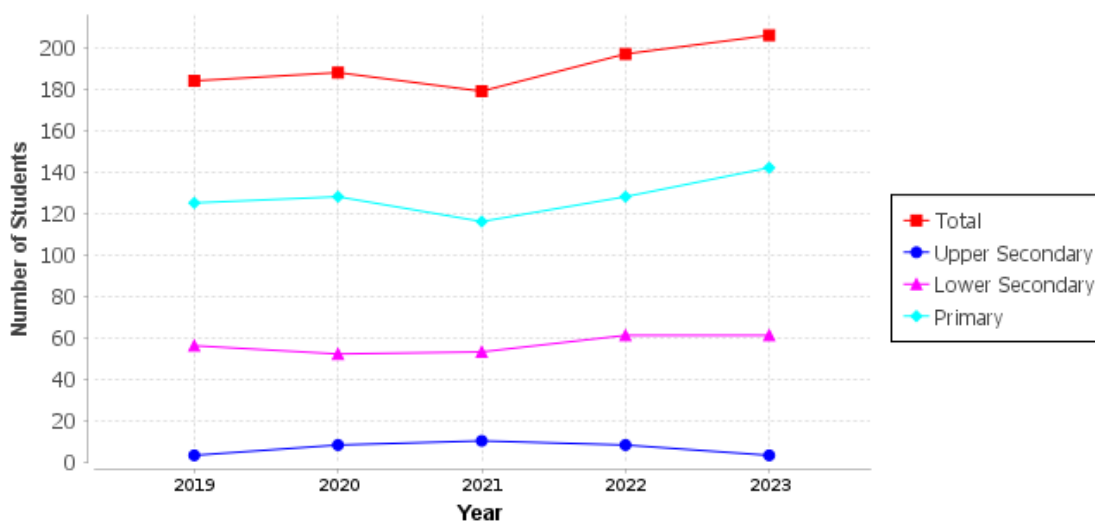
Student numbers have continued to increase, especially in the primary school. The majority of the 2023 Year 10 cohort have been retained to continue their studies through SIDE in 2024. Kindy enrolments for the 2024 school year are up considerably.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	23	22	21	11	22	24	19	152
Part Time	16								

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	19	13	15	14	1	2		64

School	Total	
Full Time	206	
Part Time	16	(10)
Total	222	(216)

Semester 2 Student Numbers



## Staff information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	1	0.2	0
Other Teaching Staff	21	16.8	0
<b>Total Teaching Staff</b>	<b>22</b>	<b>17.0</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	3	1.4	0
Other Allied Professionals	6	3.7	0
<b>Total Allied Professionals</b>	<b>11</b>	<b>7.1</b>	<b>0</b>
<b>Total</b>	<b>36</b>	<b>27.1</b>	<b>0</b>



## Progress against our Priorities

### Strategic Plan 2021 – 2024

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

<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 Yr10 WPL Links with Universities Provision of SIDE coordinator
	Embedded evidence-based social and emotional programs to enhance student well-being	Zones of Regulation CHAT Committee SEW Project/survey Vaping Toolkit Challenges & Choices Circle of Courage
	Improved attendance, achievement, and retention of all students with a focus on Aboriginal students.	AIEO Home Visits involvement of classroom teachers to make contact. Weekly absence follow ups
	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

*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>Staff regularly attending PL,          Teachers direct purchasing of own resources in line with the Op Plan          Teachers provided with information on available PL          All staff provided training for Network initiatives eg Elastik</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  <b>All</b> teachers have been provided log in details– PL on use and whole school analysis</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>Teachers are responsible for their own PL.          Anything that aligns with the Strategic Plan that comes through Admin is forwarded on to staff. All staff are upskilled in the Network priorities</p>
	<p>Aboriginal Islander Education Officers (AIEO's) working alongside families to support student well-being and achievement</p>	<p>AIEO strong presence though AEIO relocating for 2024 and replacement efforts unsuccessful so far</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>	<p>Staff focus on building and sustaining positive relationships with all members of the school community</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
	Opportunities created for staff to deliver Professional Learning (PL) and chair meetings	It is an expectation that staff who attend PL have the opportunity to present back to the group on their return
	Mentor teachers provided when/where necessary	Both deputies provide mentoring opportunities, Lighthouse teachers make themselves available for support, whole day collaboration provided for this purpose (Primary), HOLA's provided for Secondary, Links with ILN teachers across the network have been ongoing,

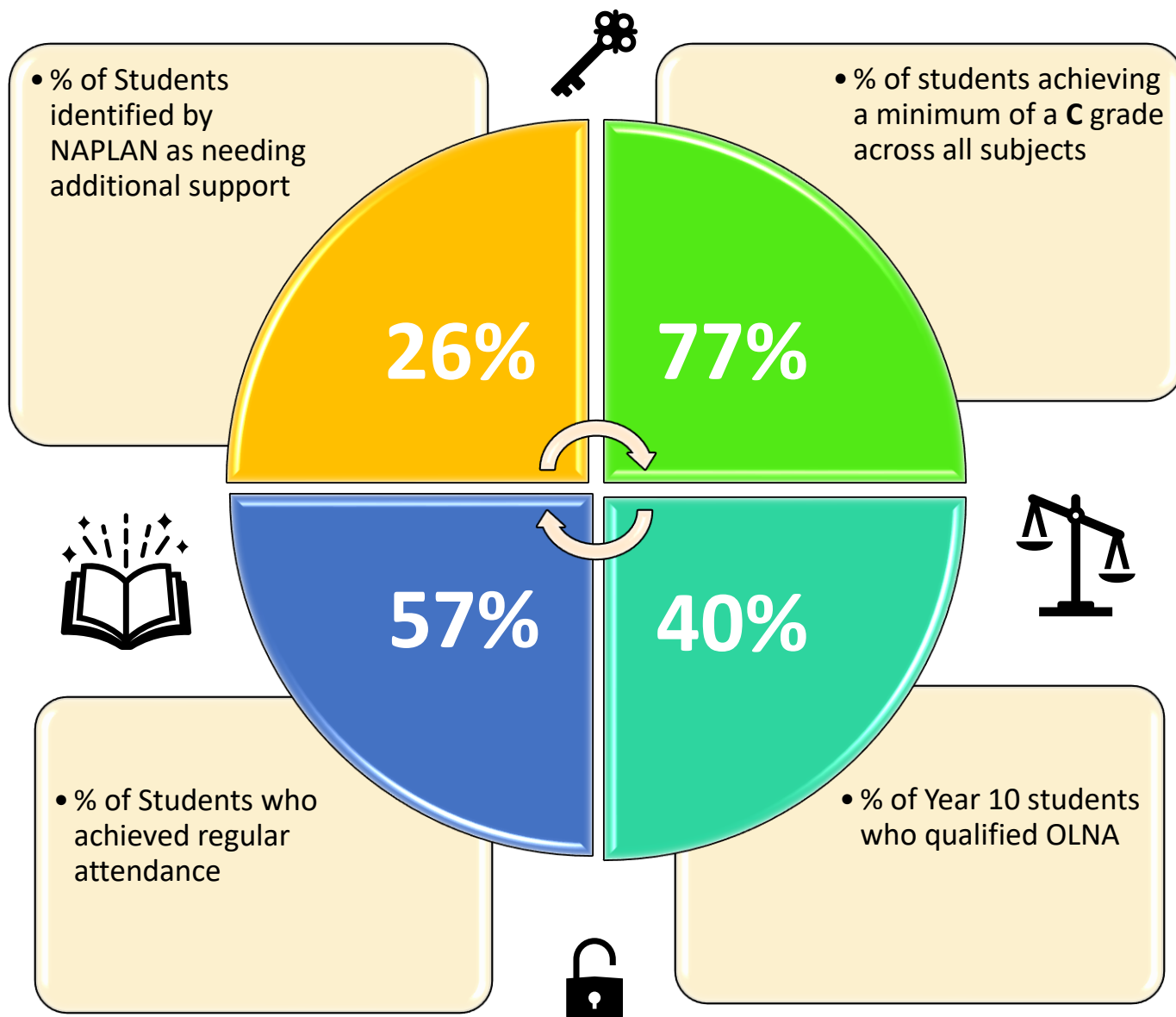
*Priority 4: Support increased school autonomy within a connected and unified public school system  
By the end of 2024, you will see .....*

	School Council represents the diversity of the community	Continue to try to get Filipino representation, Brethren will be challenging 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	Public School review expected in late 2024
	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, local businesses, volunteer organisations	Shire awards – invited to nominate students, ANZAC Day, Workplace learning, DFES, Shire representation for a youth/student, Dally Show,
	Surveys canvassing the community and parent groups to strengthen cohesive relationships	Biannual Surveys conducted through NSOS

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

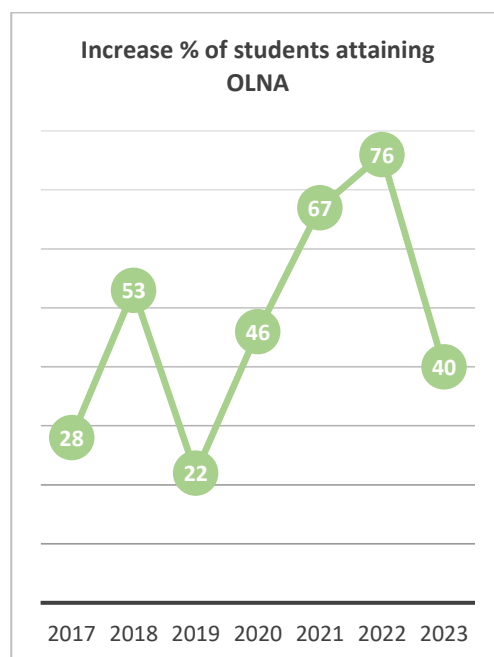
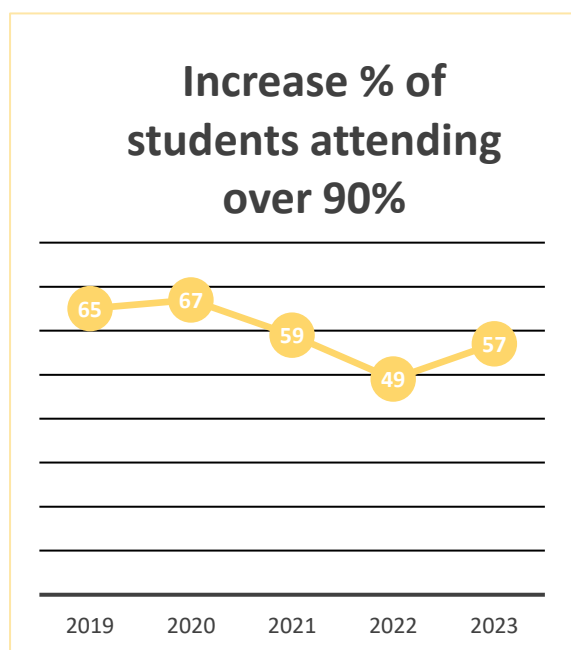
	Enhanced interagency partnerships to support students and their families, whilst focusing on early intervention	Dept of communities – WAPOL –attendance and Cyber Safety, School Nurse –Local visiting Clin Psych – Transitions and engagement officers – Northam SHS, Aboriginal Wheatbelt Health, CAMHS
	Evidence of clear, available and responsive communication between the school, parents and community on a variety of platforms	Audiri app, 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, continued efforts to embed across curriculum areas
	Increased capacity of the School Council to support school self-assessment and planning	Twice termly meetings (double the expected) 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.

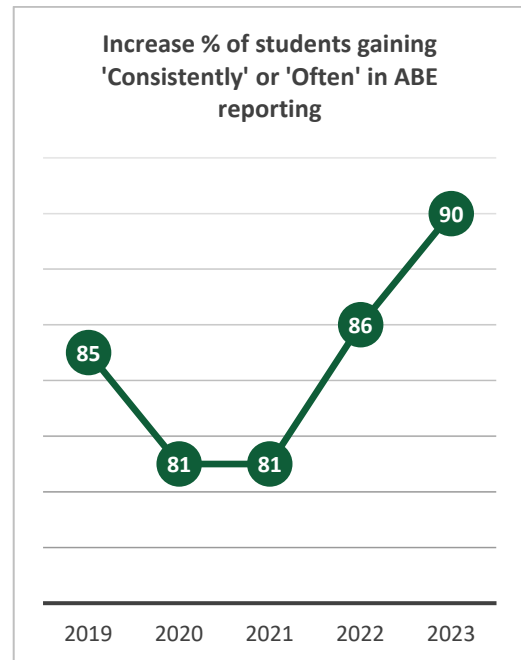
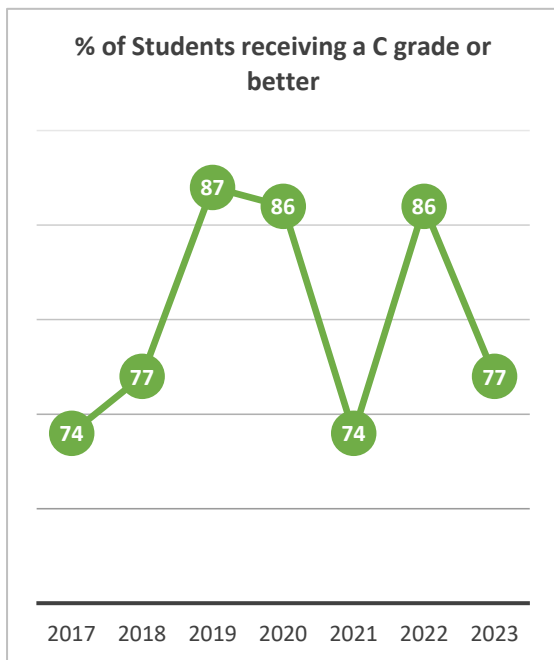
## Key Strategic Targets



## Progress Against Key Targets

In previous years, the school has measured the percentage of students identified by NAPLAN as being below the national minimum standard. From 2023, this data was no longer provided to schools and results were compared by proficiency levels – Exceeding, Strong, Developing and Needing Additional Support. For 2023 and beyond we will focus on identifying and decreasing the amount of students needing additional support. Our percentage of students attending school over 90% increased in 2023, though improving Aboriginal attendance remains a priority. Across 2023, we had 77% of our students achieving at a 'C' grade level or better, while this is down on 2022, this is still an excellent result. Students achieving below a 'C' grade average have been identified for further support in 2024. A large group of our 2023 Y10s did not attain their OLNA, which was due to a variety of reasons including language backgrounds other than English and attendance. These students will receive support to reattempt OLNA in 2024.

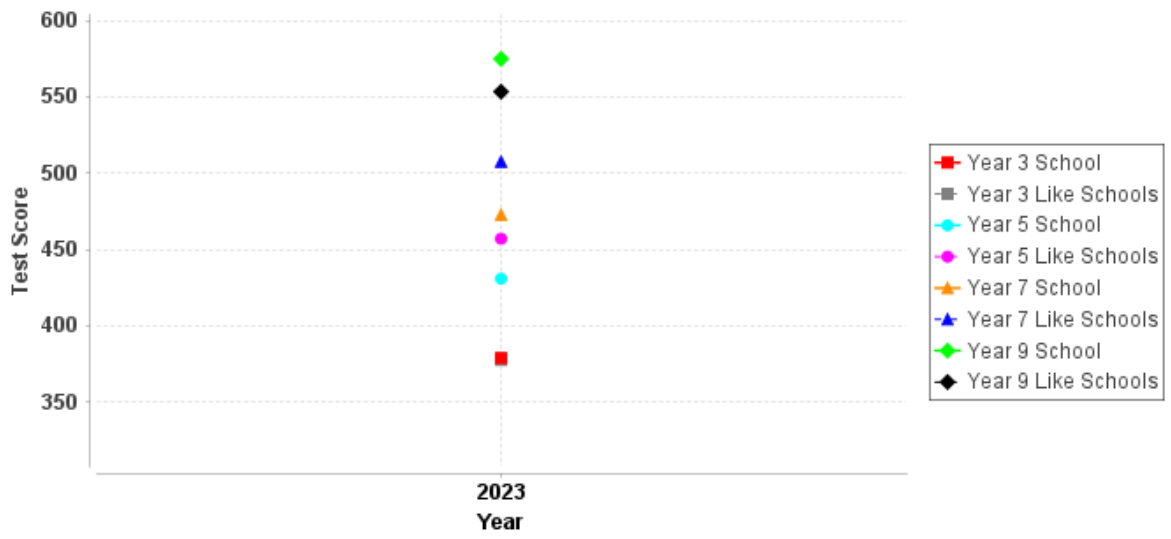




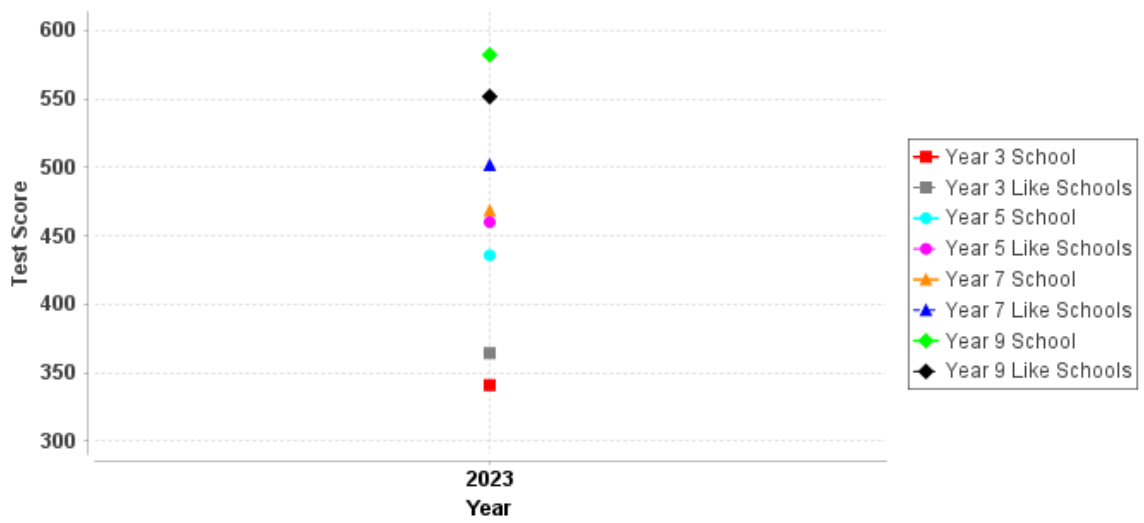
## Longitudinal NAPLAN data

Due to NAPLAN test administration occurring in Term 1 instead of Term 2, average test scores from previous years cannot be compared. Future annual reports will compare average test scores from Term 1 test administration. Year 3, 5 & 7 students have been outperformed by like schools across all areas. Year 9 students were strong, outperforming like schools. Year 3 data is of particular concern as there are significant gaps between like schools and ours. 2024 will see On Entry testing done Pre Primary, Year 1 and Year 2 to monitor the progress of students prior to Year 3 NAPLAN. 2024 will also see a timetabled intervention classes running all week for students identified in standardised testing as requiring support.

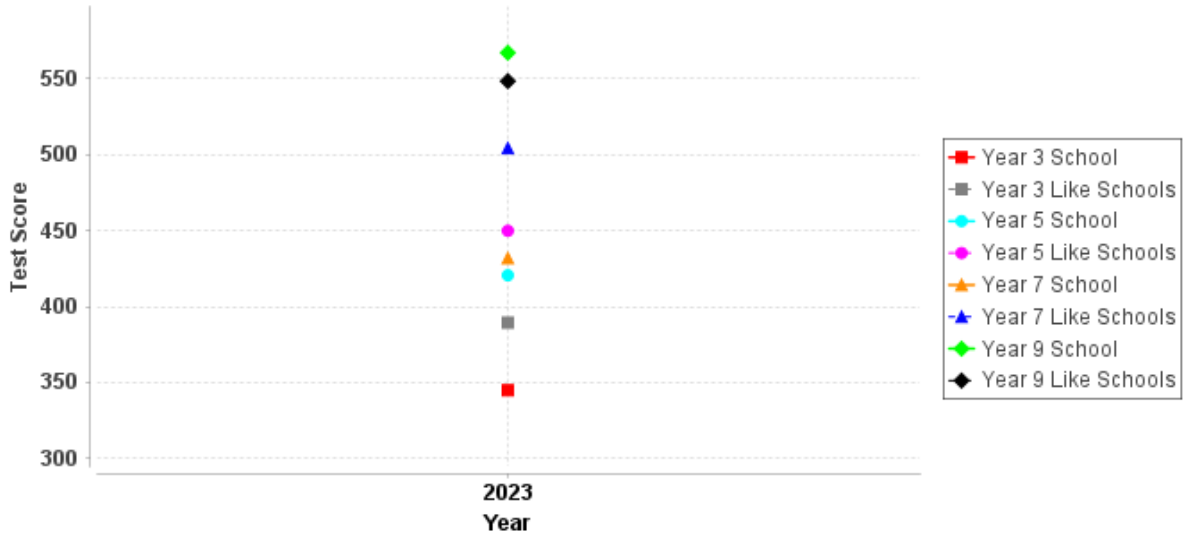
### Average Numeracy Score



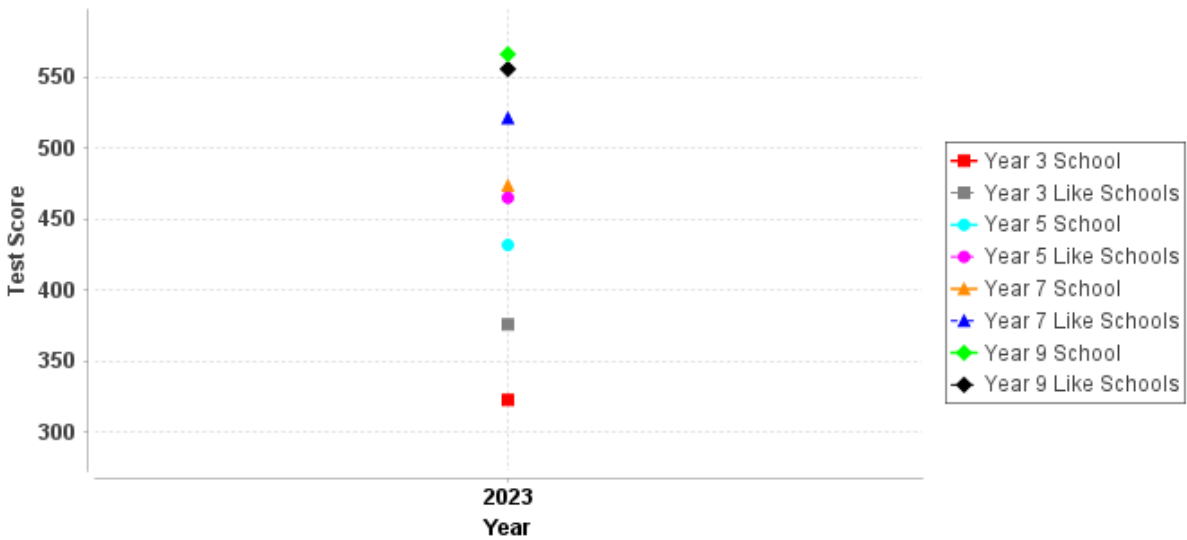
### Average Reading Score



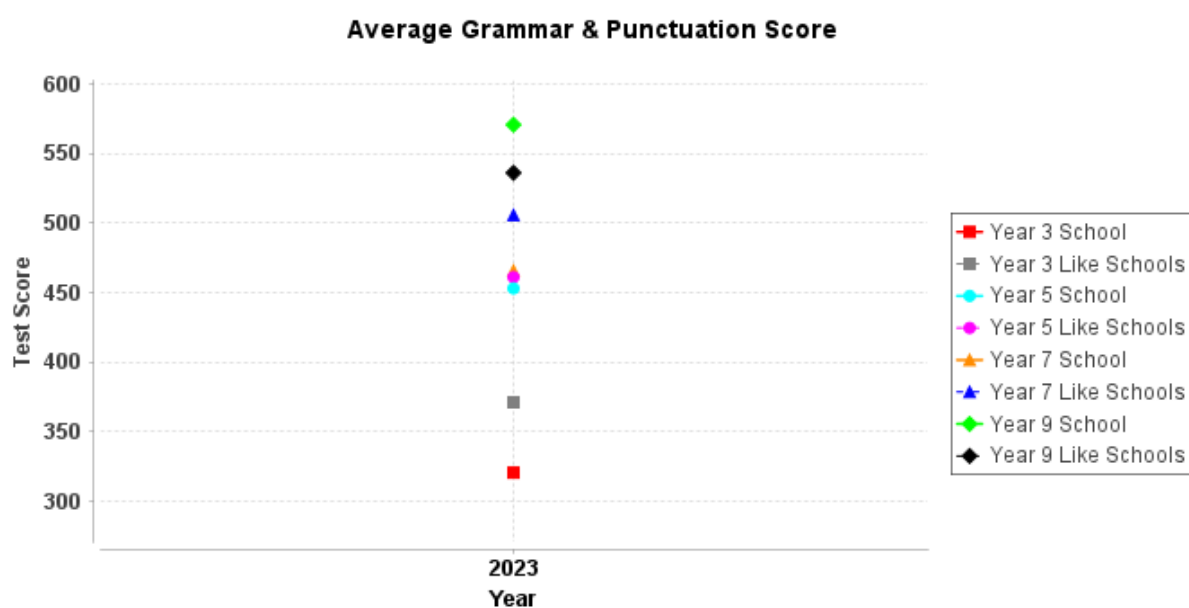
### Average Writing Score



### Average Spelling Score







## Attendance data

Attendance across the school is comparable to like schools. Aboriginal attendance is an area requiring further attention in order to support improvement.

### Primary students

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	93.9%	91.0%	92.4%	80.8%	77.7%	76.8%	90.9%	89.5%	91.0%
2022	89.0%	86.7%	88.3%	67.1%	73.1%	69.5%	84.8%	85.4%	86.6%
2023	88.5%	89.3%	90.3%	77.5%	82.7%	74.3%	87.0%	88.8%	88.9%

### Secondary students

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	87.1%	84.7%	86.5%	64.1%	64.5%	62.6%	84.5%	82.5%	84.4%
2022	88.1%	81.3%	83.0%	63.6%	64.6%	55.2%	84.3%	79.6%	80.4%
2023	88.5%	82.6%	84.9%	67.5%	64.0%	59.2%	84.4%	80.7%	82.5%

## Retention data

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2021	62%	50%	57%	46%	200%
2022	77%	40%	46%	25%	100%
2023	140%	15%	25%	8%	100%

## Transiency and Destinations

Transiency Rates		
Year	% of students who leave DDHS to attend other schools	Response
2015	19.1%	Students transiency 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. Some students also transition to boarding schools from Year 7. Plymouth Brethren children also transition to their own school between Year 2 and 3.
2016	20.3%	
2017	19.2%	
2018	17.7%	
2019	13.9%	
2020	9.2%	
2021	14.1%	
2022	8.2%	
2023	16.6%	

Destination of our Students - 2023		
Destination Schools	Year 6	Year 10
Dalwallinu DHS	10	2
WACOA (Ag College)	0	0
Other Public School	1	4
Private or Independent Schools	6	0
Apprenticeships		7

# National Schools Opinion Survey

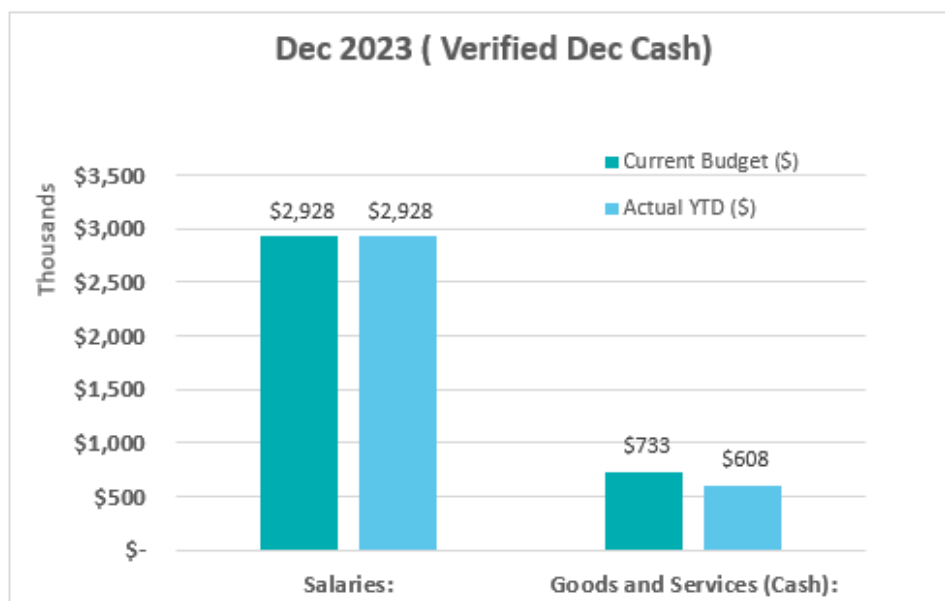
88 parent responses, up from 12 in 2022.

Survey Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Teachers at this school expect my child to do their best.		3%	16%	51%	30%
Teachers at this school provide my child with useful feedback about their school work.		13%	18%	48%	22%
Teachers at this school treat students fairly	3%	3%	18%	49%	26%
This school is well maintained.		1%	10%	64%	25%
My child feels safe at this school.	2%	3%	10%	50%	34%
I can talk to my child's teachers about my concerns.		5%	10%	45%	40%
Student behaviour is well managed at this school.	3%	7%	24%	53%	13%
My child likes being at this school.	5%	6%	13%	40%	38%
This school looks for ways to improve.	1%	7%	28%	43%	20%
This school takes parents' opinions seriously.	1%	11%	28%	42%	17%
Teachers at this school motivate my child to learn.		8%	20%	49%	23%
My child is making good progress at this school.	1%	13%	19%	44%	23%
My child's learning needs are being met at this school.	5%	14%	14%	49%	19%
This school works with me to support my child's learning.	1%	8%	20%	52%	18%
This school has a strong relationship with the local community.		3%	16%	55%	26%
This school is well led.	1%	2%	28%	51%	17%
I am satisfied with the overall standard of education achieved at this school	5%	9%	24%	48%	15%
I would recommend this school to others.	2%	7%	30%	47%	14%
My child's teachers are good teachers.		6%	9%	47%	39%
Teachers at this school care about my child.		5%	9%	45%	41%

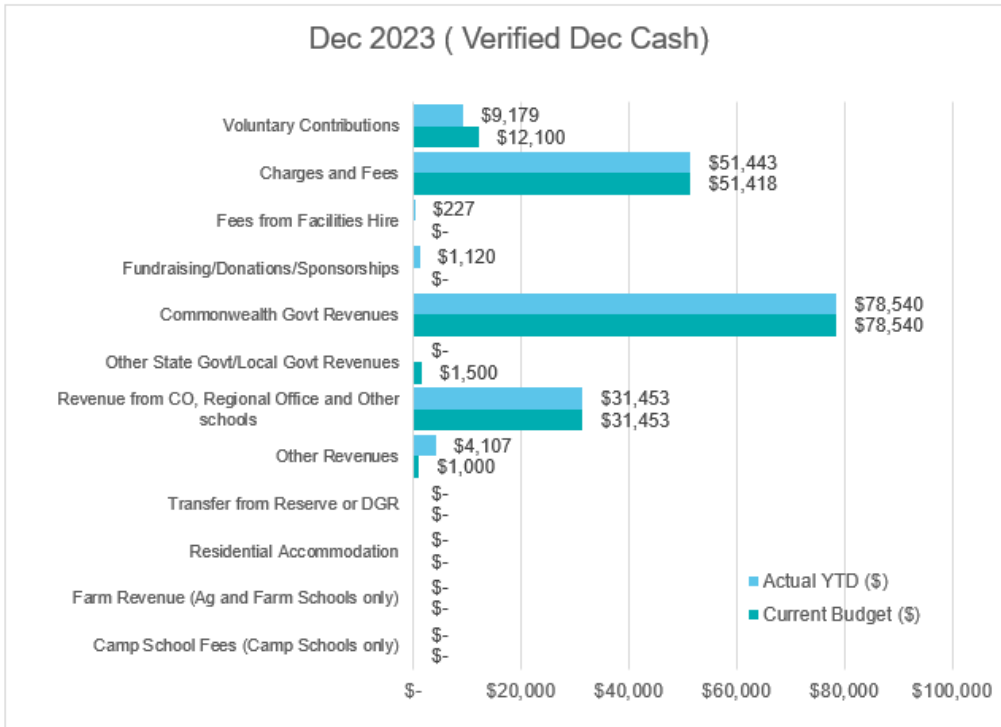
## Dalwallinu DHS Financial Summary – Dec 2023

ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	221,218	221,217
Carry Forward (Salary):	343,553	343,553
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	3,599,444	3,599,444
Locally Raised Funds:	176,011	176,069
<b>Total Funds:</b>	<b>4,340,225</b>	<b>4,340,283</b>
<b>EXPENDITURE</b>		
Salaries:	2,927,621	2,927,621
Goods and Services (Cash):	732,522	607,878
<b>Total Expenditure:</b>	<b>3,660,142</b>	<b>3,535,499</b>
<b>VARIANCE:</b>	<b>680,083</b>	<b>804,783</b>

### Goods and Services vs Salary expenditure



## Locally Generated Revenue - Budget vs Actual



## Goods and Services Expenditure - Budget vs Actual

