



Annual Report 2024

Dalwallinu District High School



Table of Contents

Welcome.....	3
Understanding the Annual Report	3
School Information	3
Highlights	4
Enrolment Information	7
Attendance Data	8
Staff Information	9
NAPLAN data.....	10
Progress against our Priorities	15
Key Strategic Targets.....	18
Progress Against Key Targets.....	19
Destinations.....	20
Financial Summary	20

Welcome

Welcome to Dalwallinu District High School's 2024 Annual Report. This report offers a chance to reflect on, recognise, and celebrate the successes of our school over the past year.

At Dalwallinu District High School, we are dedicated to continuously improving both our school and our students. We believe that strong partnerships with families and fostering a supportive environment for all members of our school community are essential to achieving our goals. As we look back on the 2024 school year, I am excited about the direction our school is taking.

This Annual Report provides an overview of student performance, aligned with the Strategic Plan 2021–2024, highlighting academic achievements, attendance, and key moments from the year. At Dalwallinu District High School, student achievement and wellbeing remain at the heart of everything we do.

Justin Burt
Principal

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 2024 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 Justin Burt

School Council Chair: Mr Nathaniel Wallis

School ICSEA: 970



Highlights

This year has been filled with exceptional experiences, achievements, and memories for our students, and we are proud to highlight some of the key moments that truly defined our school year.

Year 10 Work Experience

One of the standout programs this year was the Year 10 Work Experience initiative. Our students had the opportunity to gain real-world skills and explore potential career paths by working in a variety of industries. This invaluable experience not only provided a deeper understanding of the workforce but also helped foster a sense of responsibility and independence in our students. We are thrilled with the positive feedback from both students and employers and look forward to seeing how these experiences shape their future career decisions.

Year 5/6 Camp

The Year 5/6 Camp was an unforgettable adventure, filled with team-building activities, outdoor challenges, and lasting memories. Students participated in a range of activities designed to build resilience, foster teamwork, and promote a strong sense of community. The camp experience provided students with a unique opportunity to connect with their peers in a way that extends beyond the classroom, creating bonds that will last for years to come.

Book Week

Our Book Week celebrations were a true highlight, as students embraced the theme with creativity and enthusiasm. From dressing up as their favourite characters to engaging in storytelling sessions, the week was filled with the joy of reading. It was a wonderful reminder of the power of books to ignite imaginations and encourage lifelong learning. Our Book Week activities, including author visits and book fairs, sparked a love for reading across the entire school community.

Country Week

Country Week was an exciting time for our students to showcase their athletic talents and school spirit. Students competed in a variety of sports, representing our school with pride and determination. The week not only focused on sporting excellence but also emphasized teamwork, camaraderie, and good sportsmanship. It was an inspiring week, with many memorable moments both on and off the field.

Presentation Evening

The Presentation Evening was a truly special event, celebrating the outstanding achievements of our students. From academic excellence to personal growth, the evening was a testament to the hard work, dedication, and perseverance of our students throughout the year. Families, staff, and the wider school community came together to honour the accomplishments of our students, with many awards and accolades presented. It was a proud moment for all involved, reflecting the values and spirit of our school.

Interschool Swimming and Athletics Carnivals

Our students shone brightly in the Interschool Swimming and Athletics Carnivals, where they competed against schools from across the region. The events provided a platform for students to demonstrate their sporting talents, with many athletes setting personal bests and contributing to the overall success of our teams. Beyond the competition, these carnivals were an opportunity to celebrate school spirit, perseverance, and the importance of a healthy, active lifestyle.

Grandparents' Day

Grandparents' Day was a heartwarming event that brought together students, families, and grandparents to celebrate the special role that grandparents play in the lives of our students. It was a day filled with stories, activities, and memories, with students proudly showcasing their work and spending quality time with their grandparents. The smiles and joy shared throughout the day created an unforgettable atmosphere of love and connection.



Open Classroom Day

Open Classroom Day provided a unique opportunity for parents and guardians to visit their children's classrooms and see firsthand the engaging learning experiences taking place. Parents had the chance to interact with teachers, observe classroom activities, and gain a deeper understanding of their child's education. It was a wonderful way to strengthen the connection between home and school, and we are grateful for the support and involvement of our parent community.



Each of these events has not only contributed to the growth and development of our students but has also strengthened the sense of community within our school. We look forward to another year filled with such inspiring and enriching experiences.



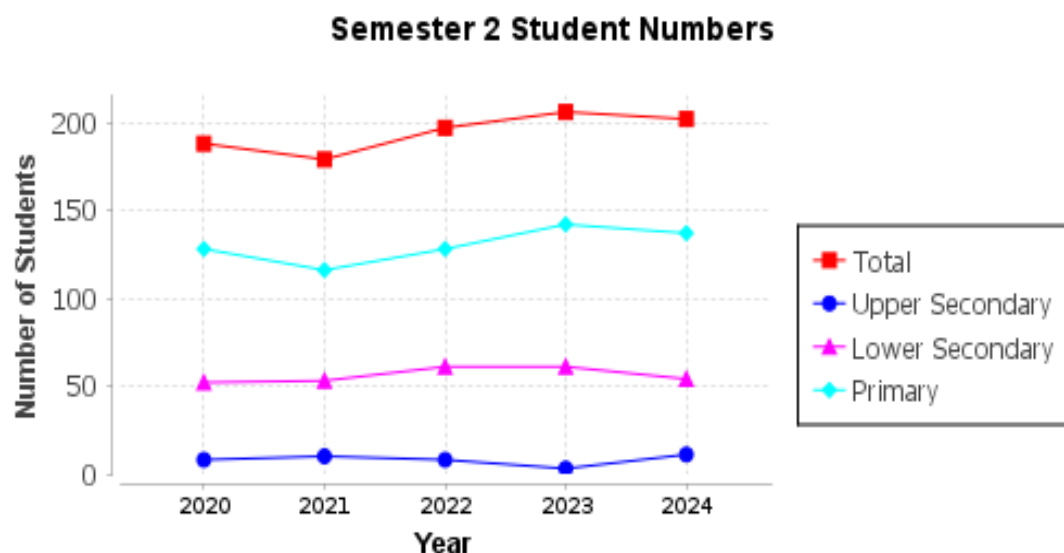
Enrolment Information

Student numbers have continued to increase, especially in the primary school. The majority of the 2024 Year 10 cohort have been retained to continue their studies through SIDE in 2025.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(16)	15	24	24	18	10	22	24	153
Part Time	26								

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	16	17	11	10	10	1		65

School	Total	
Full Time	202	
Part Time	26	(16)
Total	228	(218)



Attendance data

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

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	89%	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%	88.8%	88.9%
2024	90.9%	89.7%	91%	64.8%	80.4%	74.3%	87.3%	88.8%	89.4%

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	88.1%	81.3%	83%	63.6%	64.6%	55.2%	84.3%	79.6%	80.4%
2023	88.5%	82.6%	84.9%	67.5%	64%	59.2%	84.4%	80.7%	82.5%
2024	89.3%	81.8%	84.7%	59.8%	61.1%	57.6%	85.4%	79.7%	82.2%

Apparent Retention and Progression

Apparent retention and progression rates (%) – secondary

	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%



Staff information

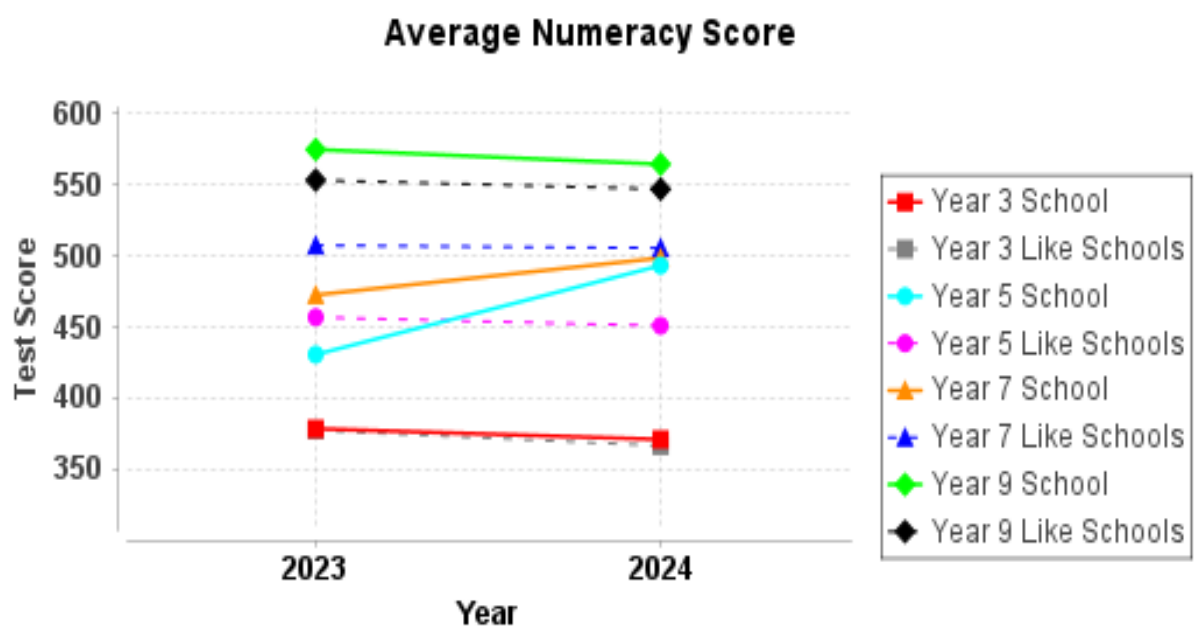
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	21	16.9	0
Total Teaching Staff	21	16.9	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	2	1.0	0
Other Allied Professionals	8	5.7	0
Total School Support Staff	12	8.7	0
Total	36	28.6	0

NAPLAN data

NAPLAN is the National Assessment Program for Literacy and Numeracy. It is an annual assessment for students in year 3,5,7 and 9 and is the only nationwide assessment that all Australian children undertake.

In 2024 we completed On Entry testing for Pre-Primary, Year 1 and Year 2 to monitor the progress of students prior to Year 3 NAPLAN. We also timetabled intervention classes to run all week for students identified in standardised testing as requiring support.

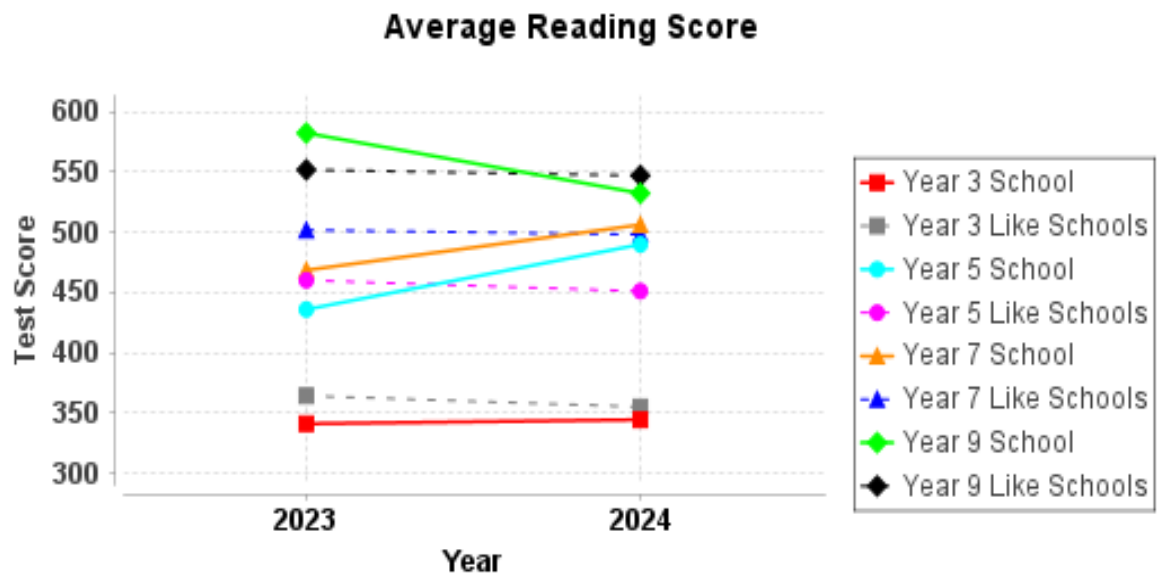
Numeracy



Average Numeracy Score

Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2023	379	378	431	457	473	508	575	553
2024	371	367	493	451	499	506	565	547

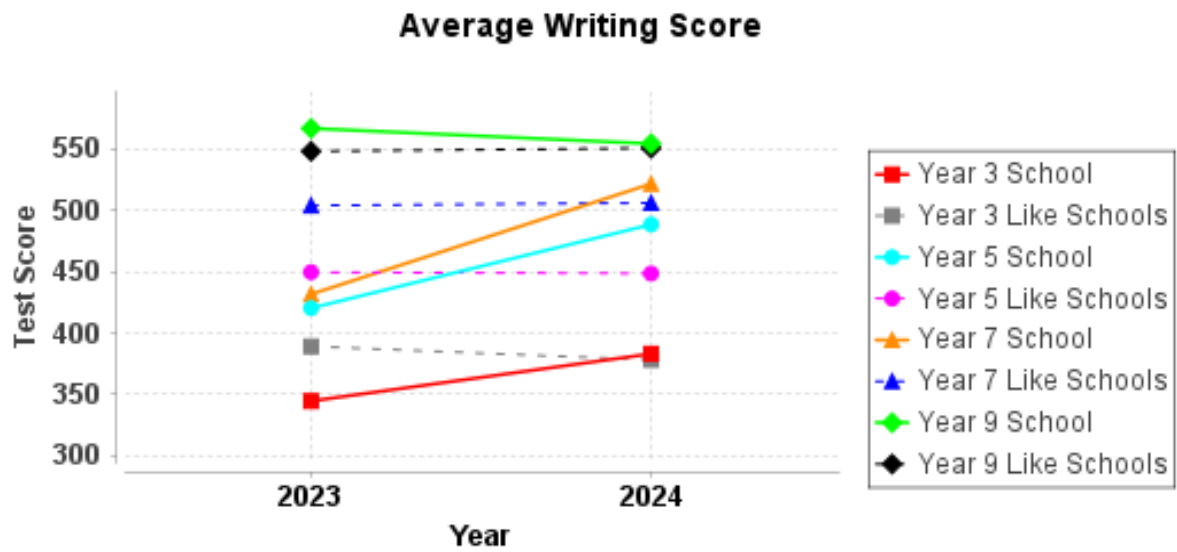
Reading



Average Reading Score

Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2023	341	364	436	460	468	502	582	552
2024	344	355	490	451	506	498	532	547

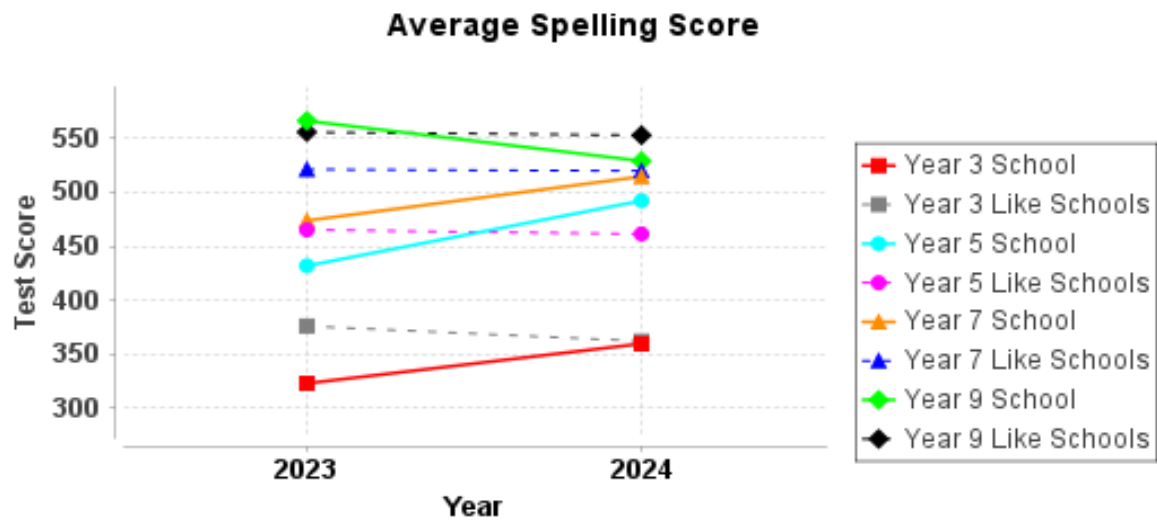
Writing



Average Writing Score

Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2023	345	389	421	450	432	504	567	549
2024	383	378	489	449	522	506	555	551

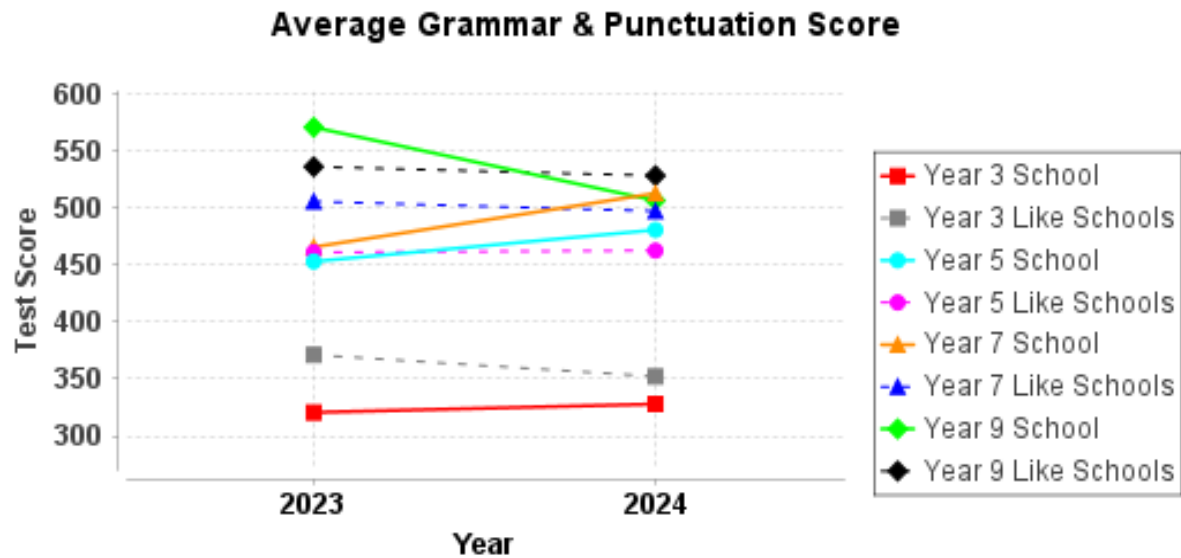
Spelling



Average Spelling Score

Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2023	323	376	432	465	474	521	566	556
2024	360	362	492	461	515	520	529	553

Grammar and Punctuation



Average Grammar & Punctuation Score

Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2023	321	371	453	461	466	506	571	536
2024	328	352	481	463	513	497	507	528

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	

Priority 1: Provide every student with a pathway to a successful future

By the end of 2024, you will see

	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

	Staff who have sufficient capacity, resources and support to deliver effective programs for school and system wide priorities	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
	Teachers collecting data that is relevant to their teaching, and reflecting on this data using disciplined dialogue and moderation practices	Brightpath, Elastik (formerly Best Performance) PAT, DIBELS, NAPLAN All teachers have been provided log in details– PL on use and whole school analysis

	The embedding of a clear school assessment policy, outlining expectations and support for making fair and valid judgments	Assessment Policy developed and disseminated – also a Schedule A that lines up with the ILN and a Self-Assessment Schedule for teachers to follow
	Professional learning opportunities for school leadership teams, teachers and allied professionals	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
	Aboriginal Islander Education Officers (AIEO's) working alongside families to support student well-being and achievement	AIEO strong presence though AIEO relocating for 2024 and replacement efforts unsuccessful so far
	The sharing and celebration of successful outcomes between schools and across the region	Network sharing occurs termly. ILN Awards Night, Interschool Carnivals
	Respectful relationships between students, parents and staff	Staff focus on building and sustaining positive relationships with all members of the school community

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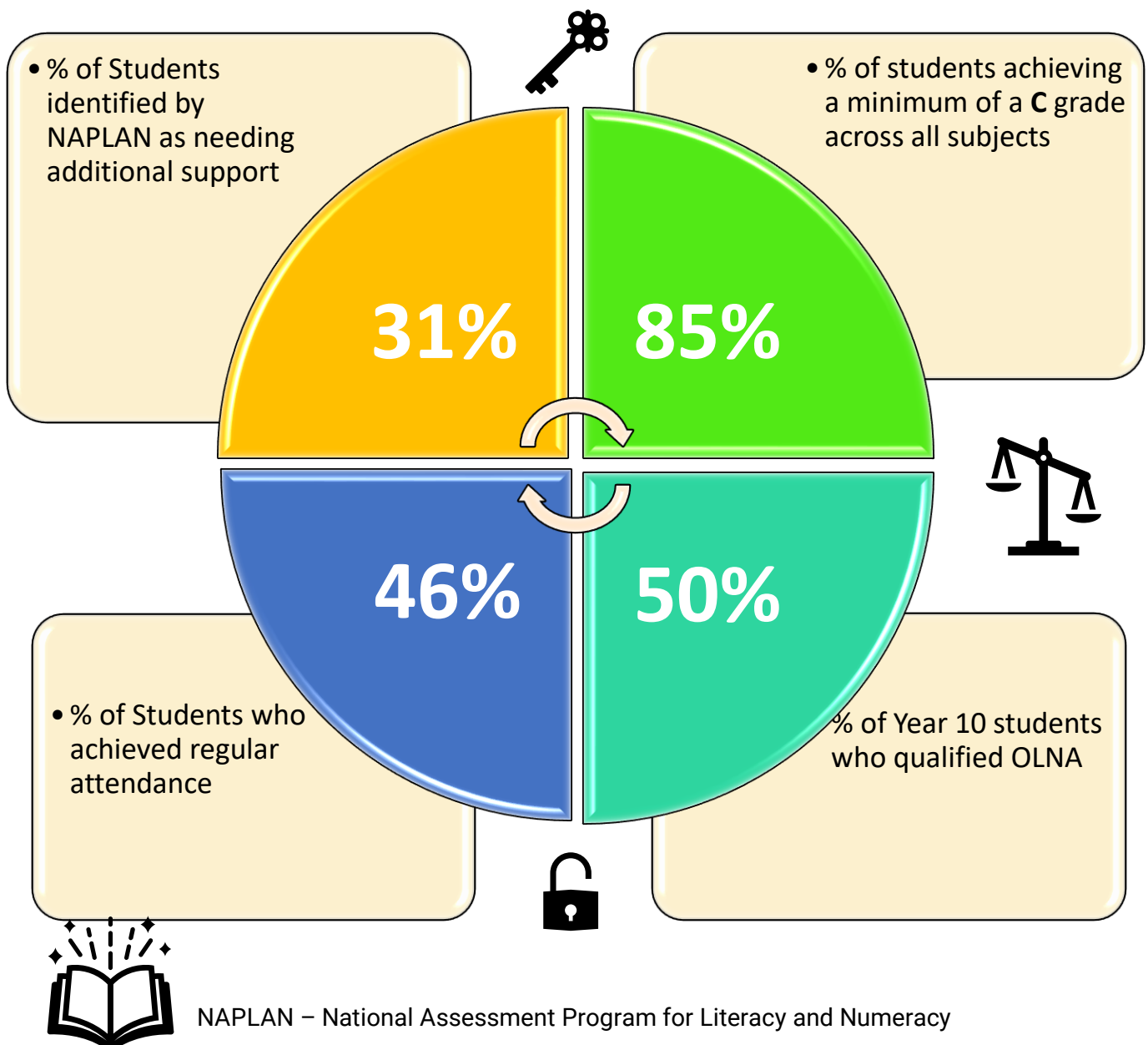
Priority 4: Support increased school autonomy within a connected and unified public school system
By the end of 2024, you will see

	School Council represents the diversity of the community	Continue to try to get Filipino representation. 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 2025
	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

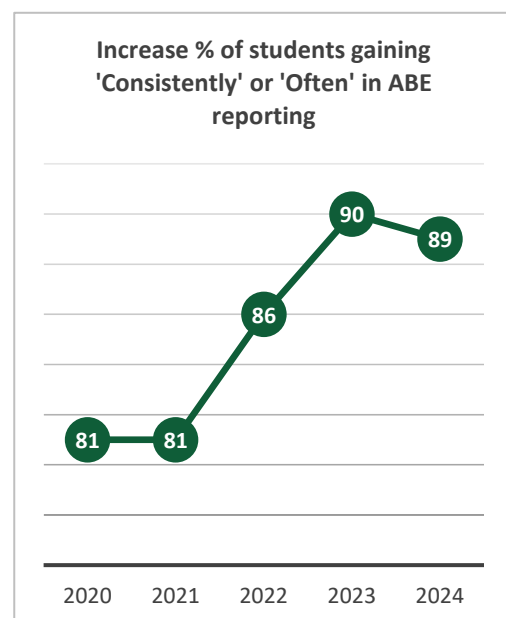
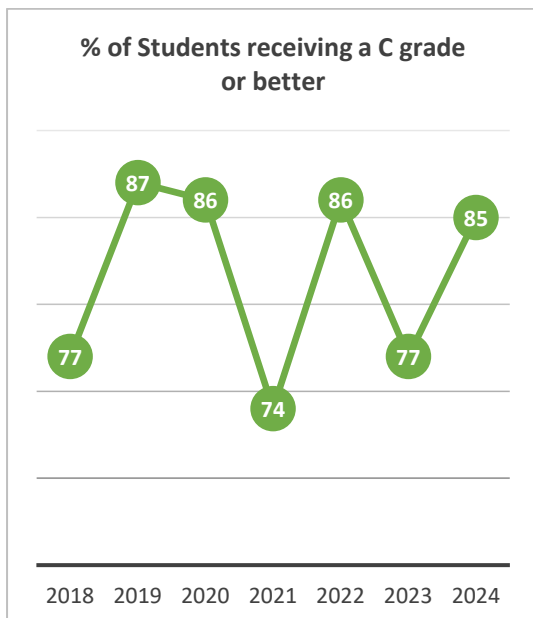
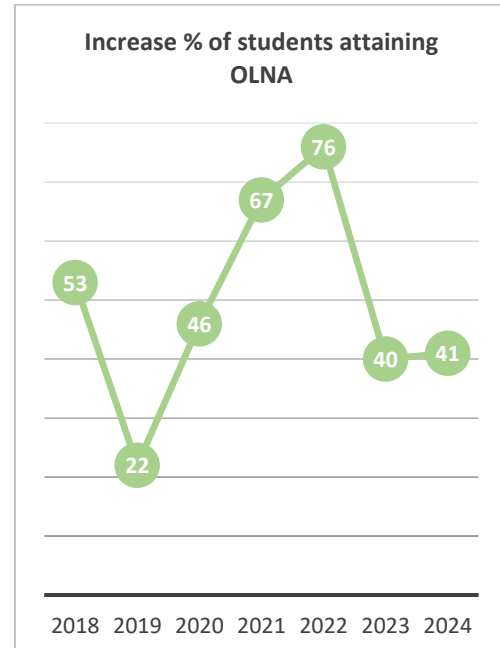
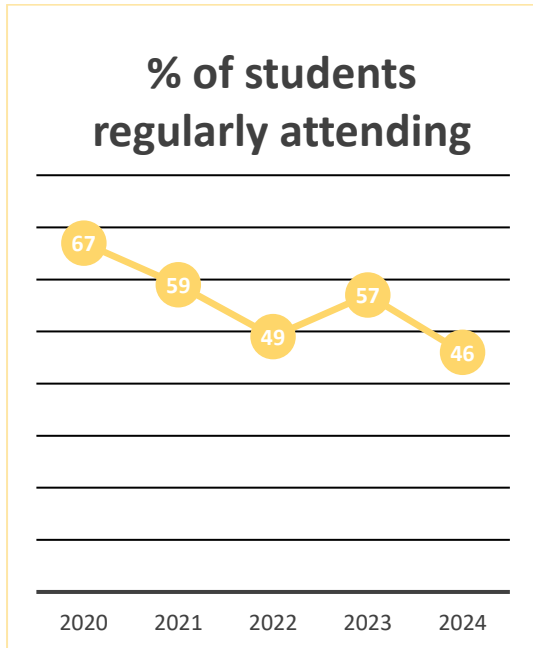


C Grade – Student has met the basic learning objectives and can apply their knowledge in familiar contexts

Regular Attendance – Attendance of 90% or higher

OLNA – Online Literacy and Numeracy Assessment

Progress Against Key Targets



ABE – Stands for attitude, behaviour and effort

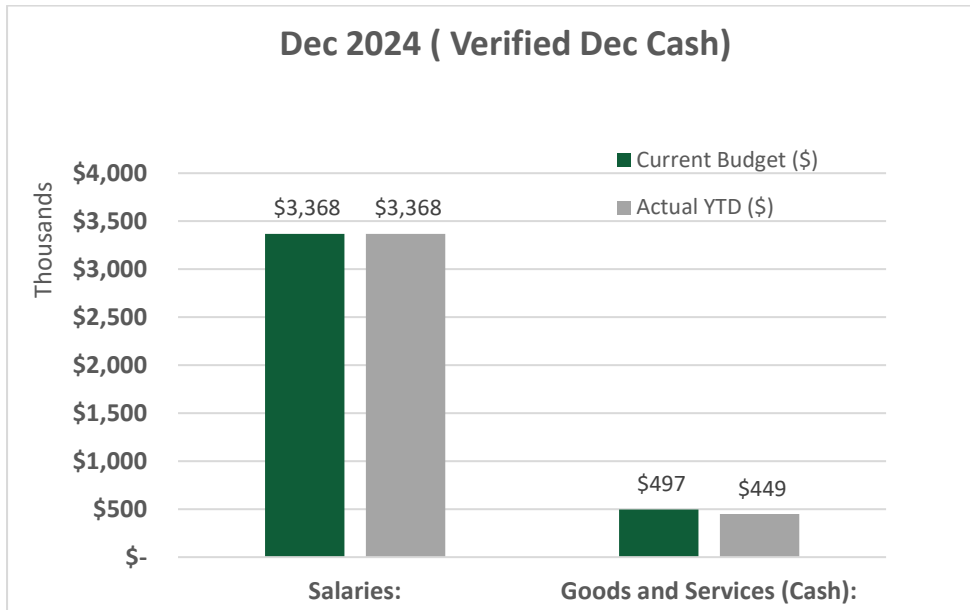
Destinations

Destination of our Students - 2024		
Destination Schools	Year 6	Year 10
Dalwallinu DHS	15	11
WACOA (Ag College)	0	0
Other Public School	0	2
Private or Independent Schools	4	0
Apprenticeships	0	2

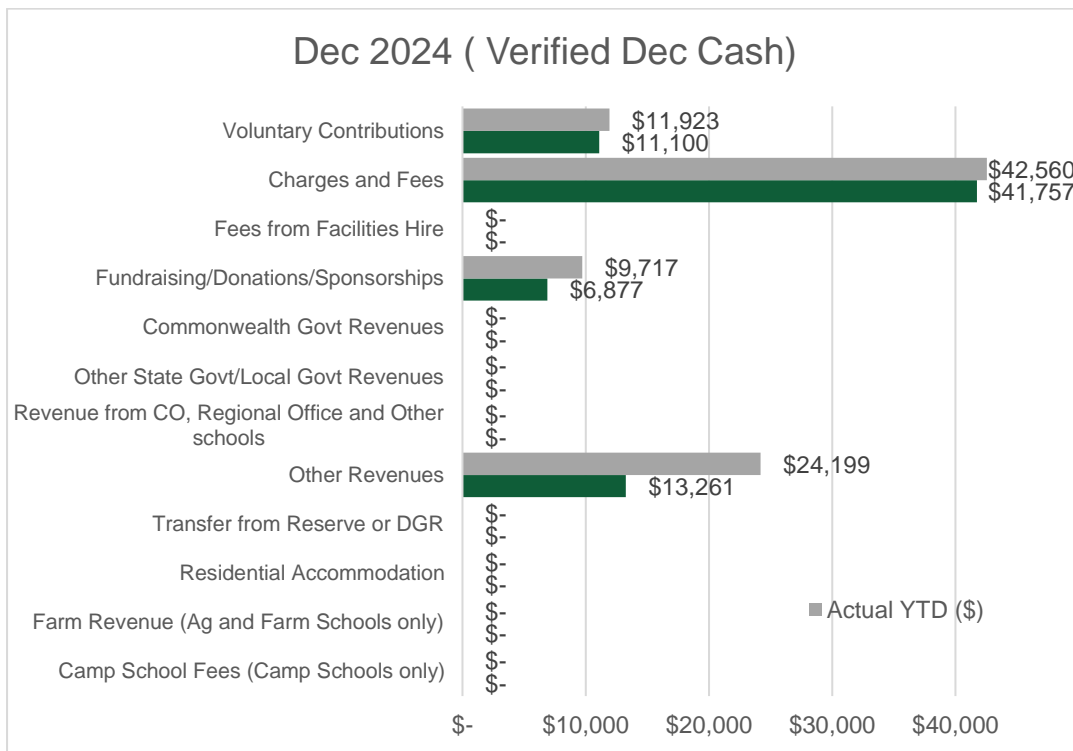
Financial Summary

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	156,000	156,000
Carry Forward (Salary):	648,783	648,783
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,789,334	3,789,334
Locally Raised Funds:	72,995	88,399
Total Funds:	4,667,112	4,682,515
EXPENDITURE		
Salaries:	3,368,451	3,368,451
Goods and Services (Cash):	496,754	448,585
Total Expenditure:	3,865,206	3,817,036
VARIANCE:	801,907	865,479

Goods and Services vs Salary expenditure

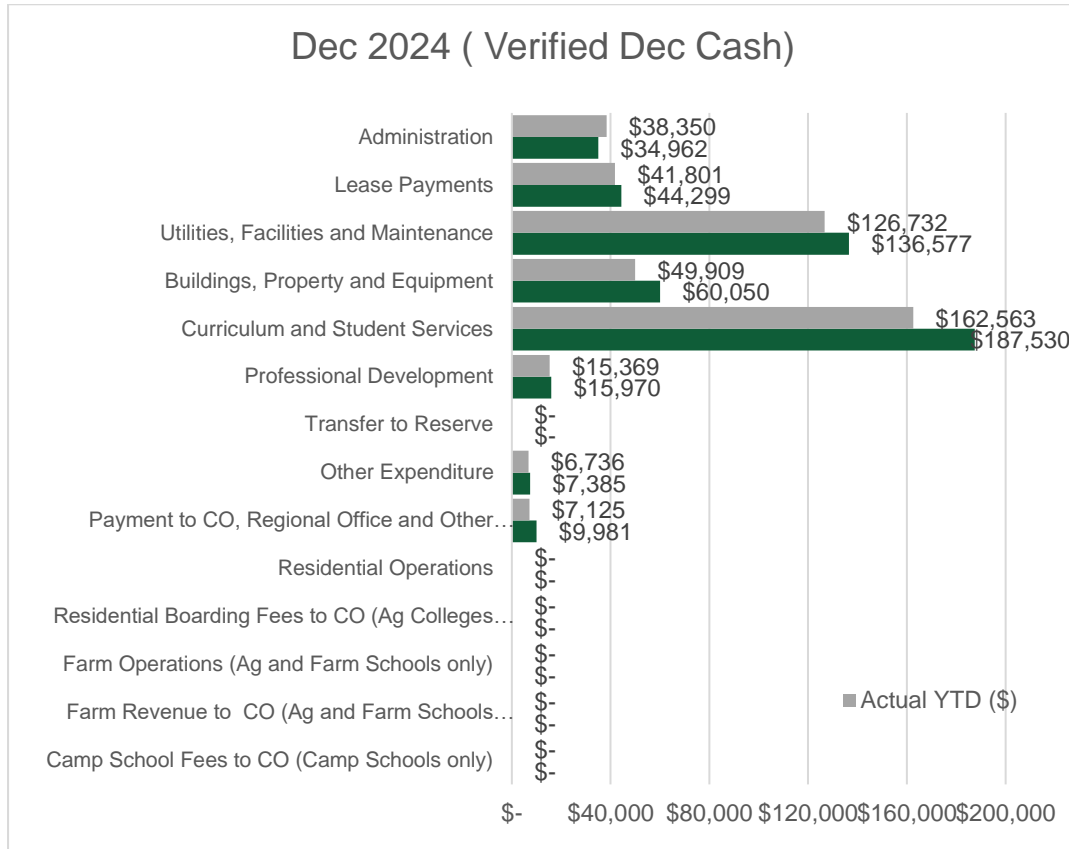


Locally Generated Revenue – Budget vs Actual



Goods and Services Expenditure

Budget vs Actual



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