



Annual Report 2025

Dalwallinu District High School



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Welcome

Welcome to the 2025 Annual Report for Dalwallinu District High School. This report provides an opportunity to acknowledge and celebrate the progress, achievements and growth of our school community over the past year.

At Dalwallinu District High School, we are committed to ongoing improvement and to supporting every student to reach their full potential. We value strong, collaborative partnerships with families and believe a positive, inclusive school culture is fundamental to student success.

As we reflect on 2025, I am proud of what we have accomplished and optimistic about the future direction of our school. This report outlines our student performance in alignment with our Strategic Plan 2025–2027, showcasing academic outcomes, attendance data and significant milestones from the year.

Student achievement and wellbeing continue to guide our work, remaining central to all that we do at Dalwallinu District High School.

Justin Burt
Principal

Michael Pearse
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 2025 – 2027. This Plan has been endorsed by the School Council. The 2025 Annual Report reflects the school's Priorities and Targets, as outlined in the 2025 - 2027 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 Michael Pearse
School ICSEA: 984



Highlights

This year has been rich with opportunity, accomplishment, and moments that have brought our school community together. We are proud to reflect on several key events that have shaped a rewarding and memorable year for our students.

Book Week

Book Week once again brought colour, imagination, and energy into our classrooms. Students enthusiastically embraced the theme, participating in dress-ups, reading activities, and engaging literacy experiences. The celebrations highlighted the importance of reading in developing creativity and critical thinking, and it was wonderful to see such excitement around books across all year levels.

Interschool Swimming and Athletics Carnivals

Our participation in the Interschool Swimming and Athletics Carnivals was a standout moment in the sporting calendar. Students demonstrated determination and school spirit as they competed against neighbouring schools. Many achieved personal bests, and all should be commended for their effort and teamwork. These events reinforced the value of perseverance, participation, and healthy competition.

Grandparents' Day

Grandparents' Day was a special occasion that strengthened the connection between generations. Students proudly shared their learning and enjoyed spending time with their grandparents and special guests. The warmth and joy throughout the day reflected the strong sense of family and community that defines our school.



Year 10 Work Experience

A major feature of the year was our Year 10 Work Experience program. Students stepped beyond the classroom and into real workplaces, gaining firsthand insight into a range of industries. These placements allowed them to build practical skills, develop confidence, and begin thinking seriously about future career pathways. The feedback from employers and students has been overwhelmingly positive, and it has been pleasing to see our students represent the school so well in the wider community.

Country Week

Country Week was a fantastic display of talent, determination, and school pride. Our students competed with enthusiasm and represented our school with integrity. While there were many impressive performances, what stood out most was the teamwork, encouragement, and sportsmanship shown throughout the week. It was a true celebration of both competition and character.



Year 5/6 Camp

Our Year 5/6 Camp provided students with an exciting and meaningful outdoor learning experience. Through team challenges and shared adventures, students strengthened their resilience, communication skills, and independence. Most importantly, the camp fostered deeper friendships and a stronger sense of belonging—connections that will continue well beyond their primary years.

Presentation Evening

Presentation Evening was a fitting way to recognise the dedication and progress of our students. The night celebrated academic success, personal improvement, leadership, and contribution to school life. It was a wonderful opportunity for families and staff to come together and acknowledge the effort and persistence shown by our students throughout the year.

Each of these experiences has played an important role in developing confident, capable young people while further strengthening our school community. We look forward to building on this momentum in the year ahead.



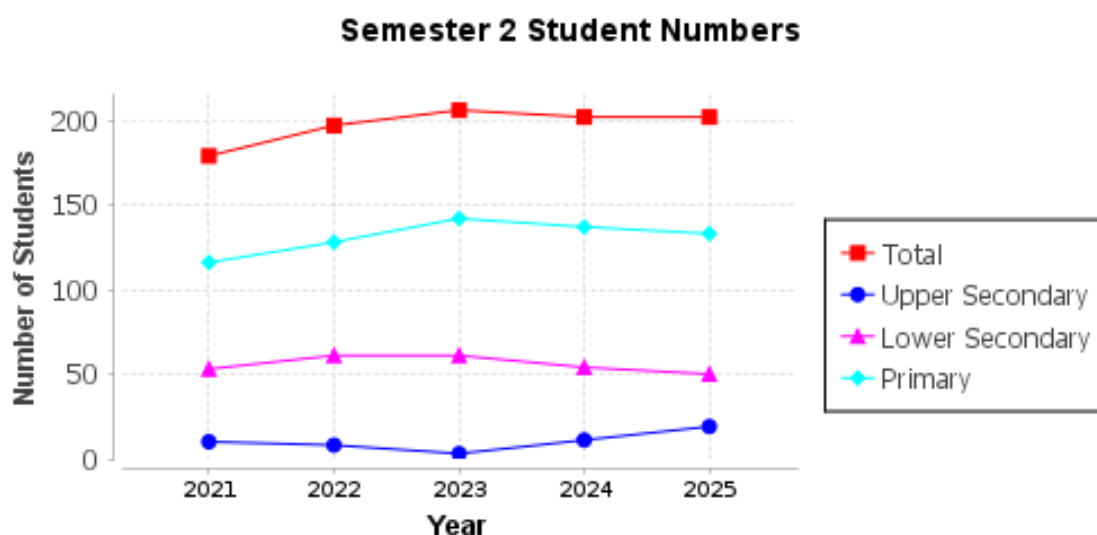
Enrolment Information

Student numbers have remained steady across both primary and secondary school. The majority of the 2025 Year 10 cohort have been retained to continue their studies through SIDE in 2026.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	25	18	22	18	18	12	20	144
Part Time	19								

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	15	15	12	8	10	9		69

School	Total	
Full Time	202	
Part Time	19	(11)
Total	221	(213)



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
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%
2025	92.5%	89.4%	90.7%	79.9%	78.8%	73.2%	91.5%	88.2%	89.1%

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
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%
2025	90.4%	81.1%	84.5%	68%	58.3%	55.6%	87.6%	78.7%	81.7%

Apparent Retention and Progression

	Years 8-10		Years 8-12		Years 10-12		Years 10-11		Years 11-12	
	2022	77%	40%			46%	25%	100%		
2023	140%	15%			25%	8%	100%			
2024	59%	6%			8%	71%	100%			



Staff information

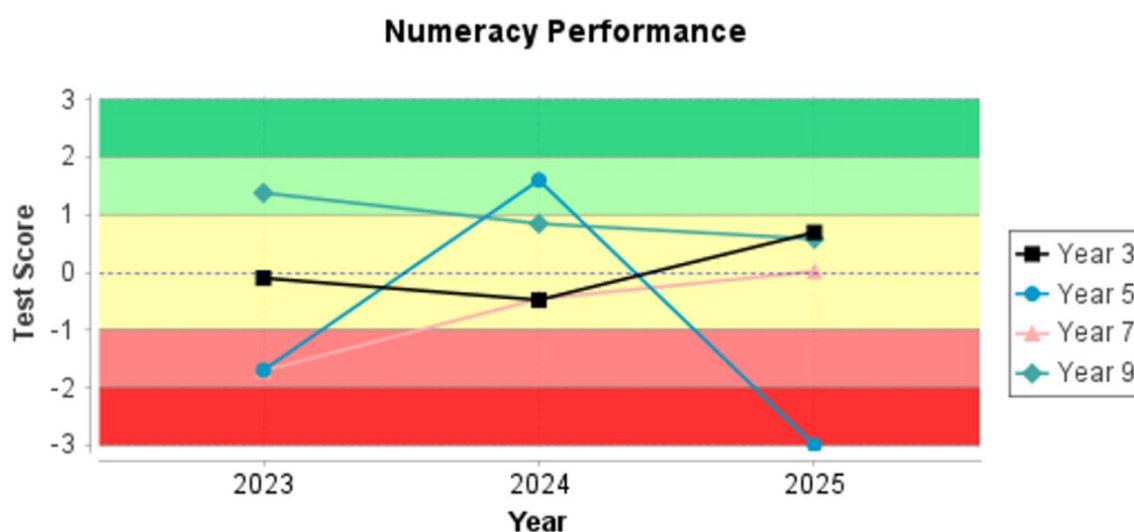
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Program Coordinators	1	0.6	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	22	17.6	0
Total Teaching Staff	22	17.6	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	2	1.0	0
Other Allied Professionals	6	4.6	0
Total School Support Staff	10	7.5	0
Total	36	28.8	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 2025 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



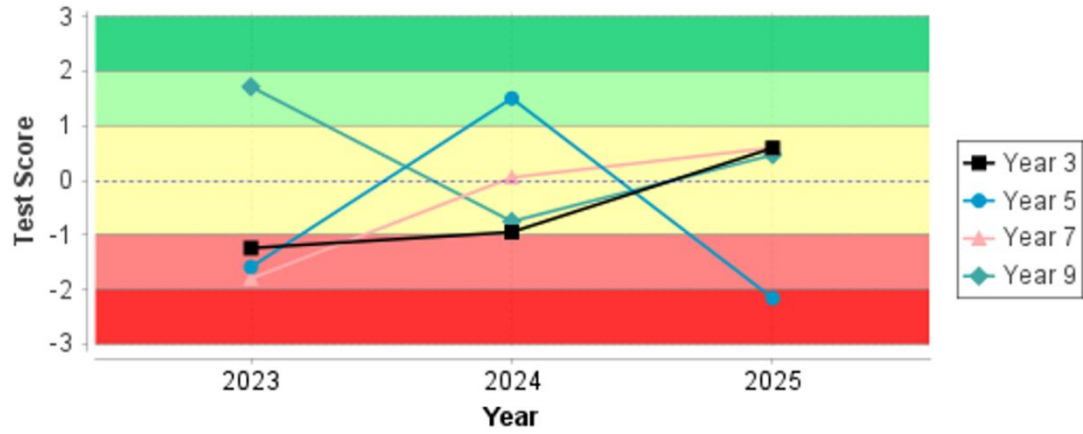
NAPLAN Comparative Performance for Numeracy

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.1	-0.5	0.7	10	17	17
Year 5	-1.7	1.6	-3.1	22	22	12
Year 7	-1.7	-0.5	0.0	18	16	14
Year 9	1.4	0.8	0.6	14	9	12

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Reading

Reading Performance

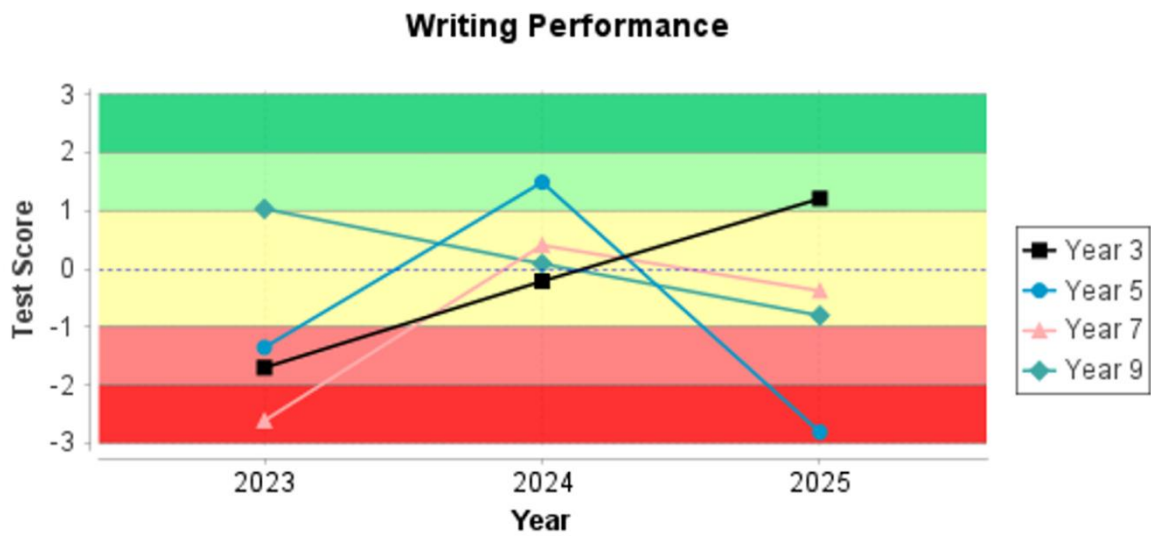


NAPLAN Comparative Performance for Reading

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-1.2	-0.9	0.6	10	17	16
Year 5	-1.6	1.5	-2.2	22	22	12
Year 7	-1.8	0.1	0.6	18	16	14
Year 9	1.7	-0.8	0.5	14	9	12

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Writing



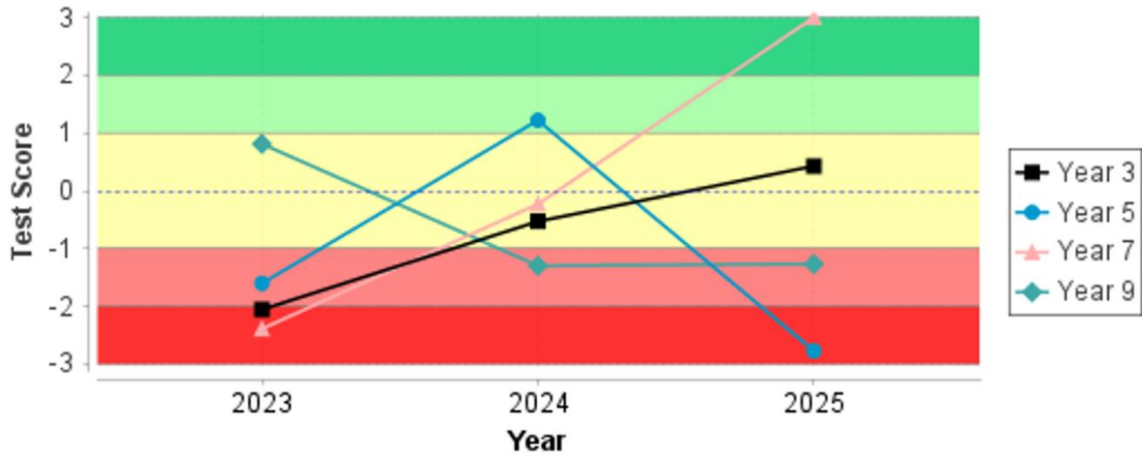
NAPLAN Comparative Performance for Writing

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-1.7	-0.2	1.2	10	17	15
Year 5	-1.4	1.5	-2.8	21	20	10
Year 7	-2.6	0.4	-0.4	18	16	14
Year 9	1.0	0.1	-0.8	14	8	11

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Spelling

Spelling Performance

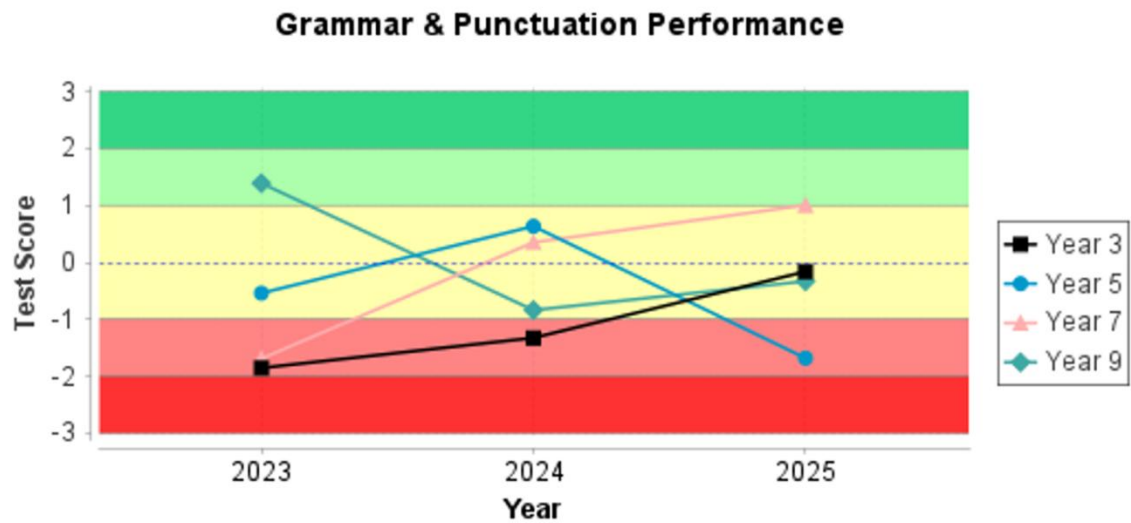


NAPLAN Comparative Performance for Spelling

Spelling	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-2.1	-0.5	0.4	10	17	17
Year 5	-1.6	1.2	-2.8	22	22	12
Year 7	-2.4	-0.2	3.7	17	16	14
Year 9	0.8	-1.3	-1.3	13	9	11

1	Above Expected - more than one standard deviation above the predicted school
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Grammar and Punctuation

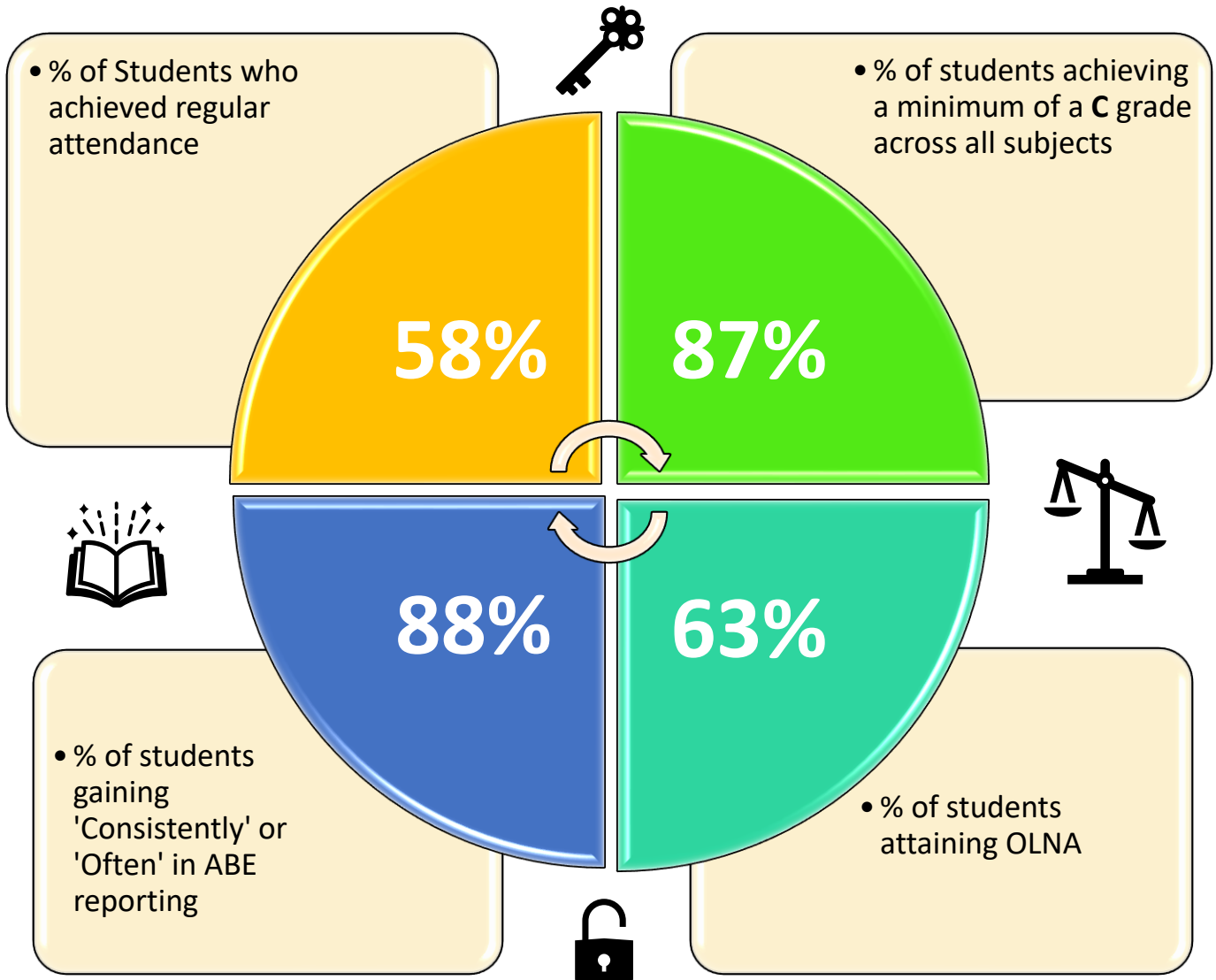


NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-1.9	-1.3	-0.2	10	17	17
Year 5	-0.5	0.6	-1.7	22	22	12
Year 7	-1.7	0.4	1.0	17	16	14
Year 9	1.4	-0.8	-0.3	13	9	11

1	Above Expected - more than one standard deviation above the predicted school
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Key Strategic Targets



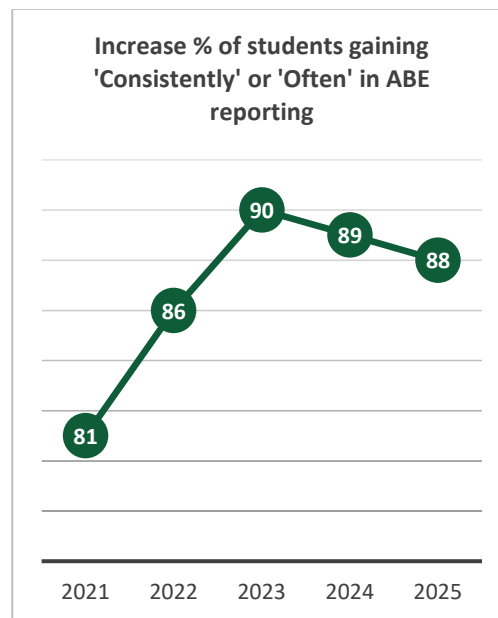
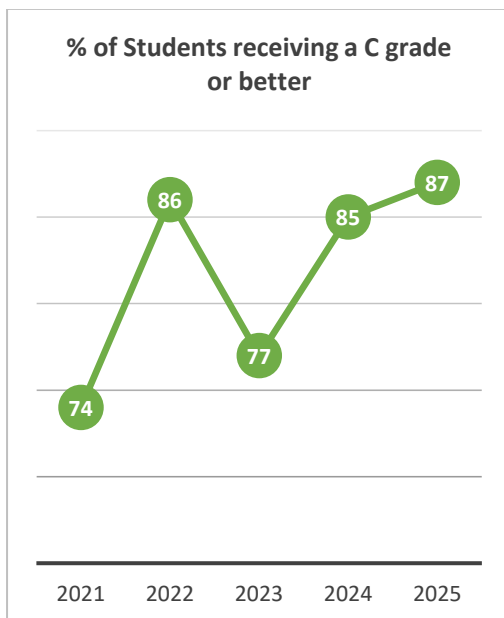
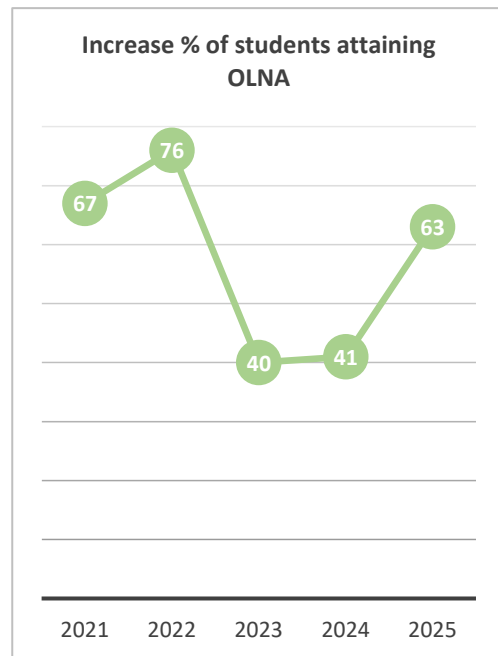
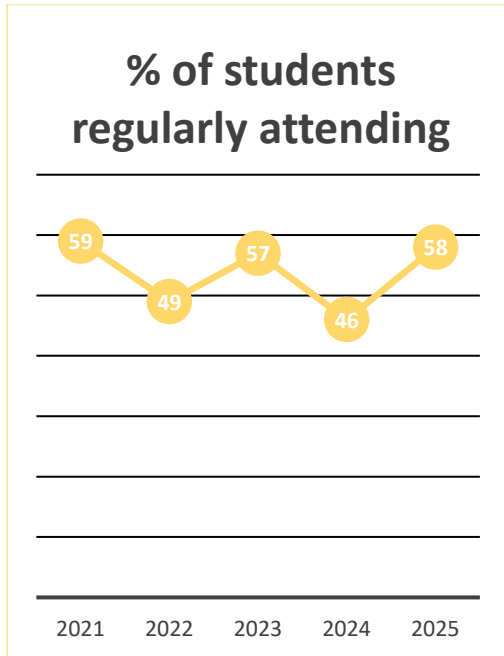
NAPLAN – National Assessment Program for Literacy and Numeracy

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



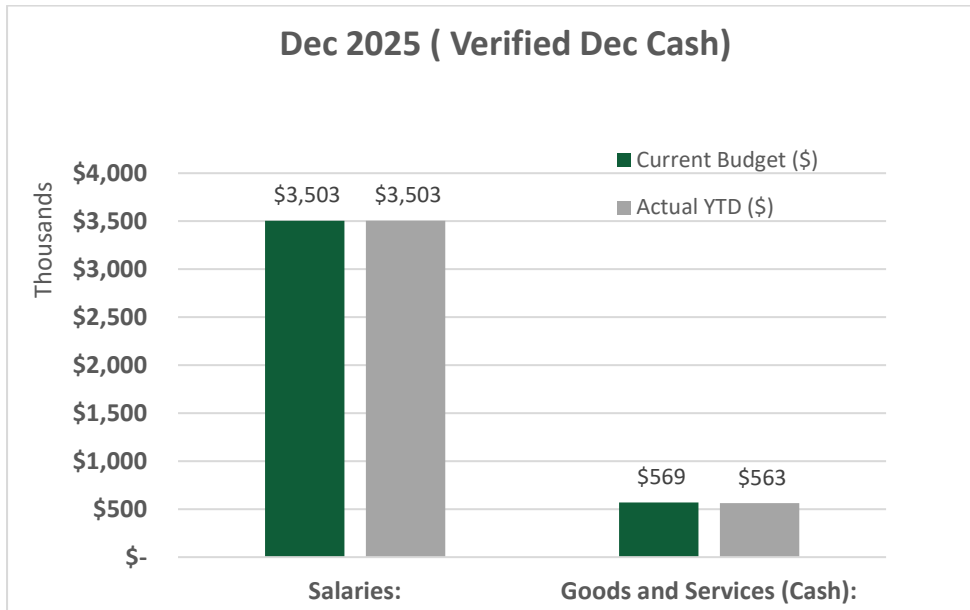
Destinations

Destination of our Students - 2025		
Destination Schools	Year 6	Year 10
Dalwallinu DHS	15	7
WACOA (Ag College)	0	1
Other Public School	2	0
Private or Independent Schools	6	0
Apprenticeships	0	1

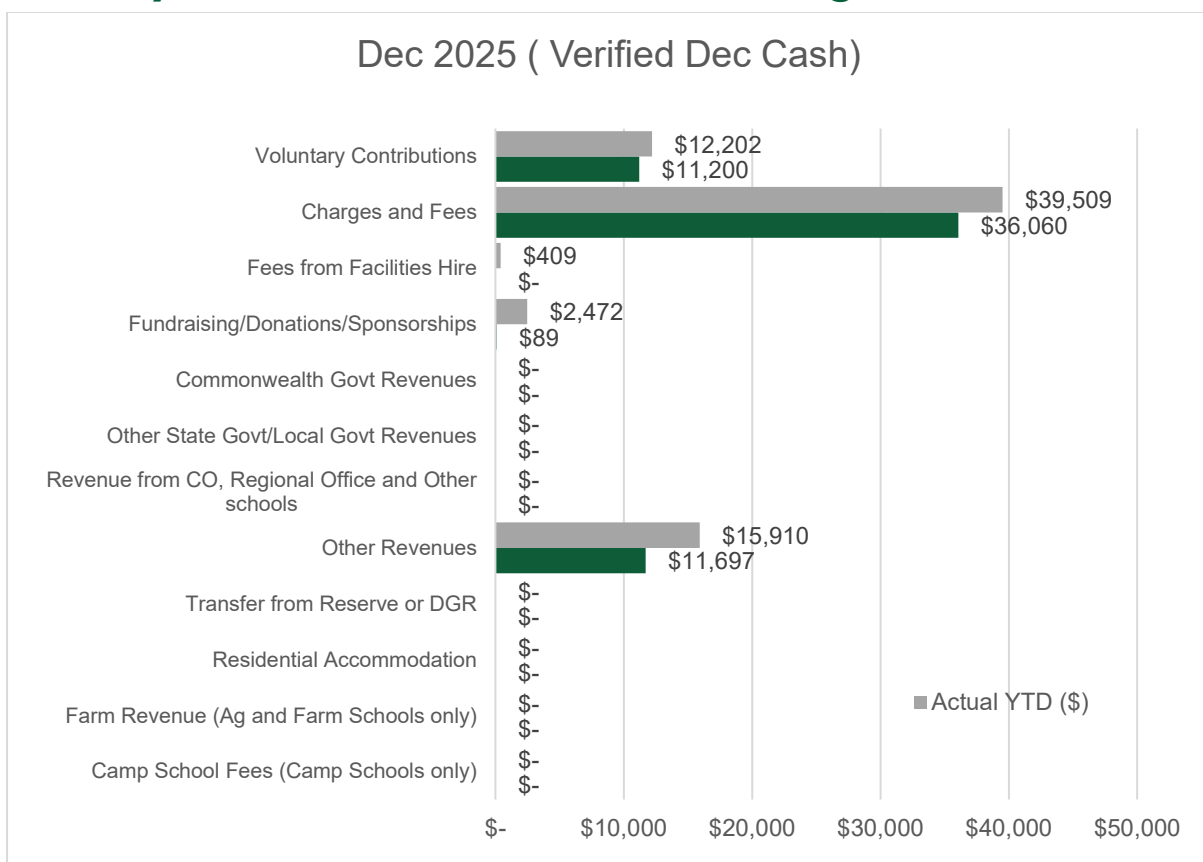
Financial Summary

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	125,491	125,490
Carry Forward (Salary):	739,989	739,989
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,902,411	3,902,411
Locally Raised Funds:	59,046	70,502
Total Funds:	4,826,936	4,838,392
EXPENDITURE		
Salaries:	3,503,449	3,503,449
Goods and Services (Cash):	569,173	563,124
Total Expenditure:	4,072,622	4,066,572
VARIANCE:	754,315	771,818

Goods and Services vs Salary expenditure

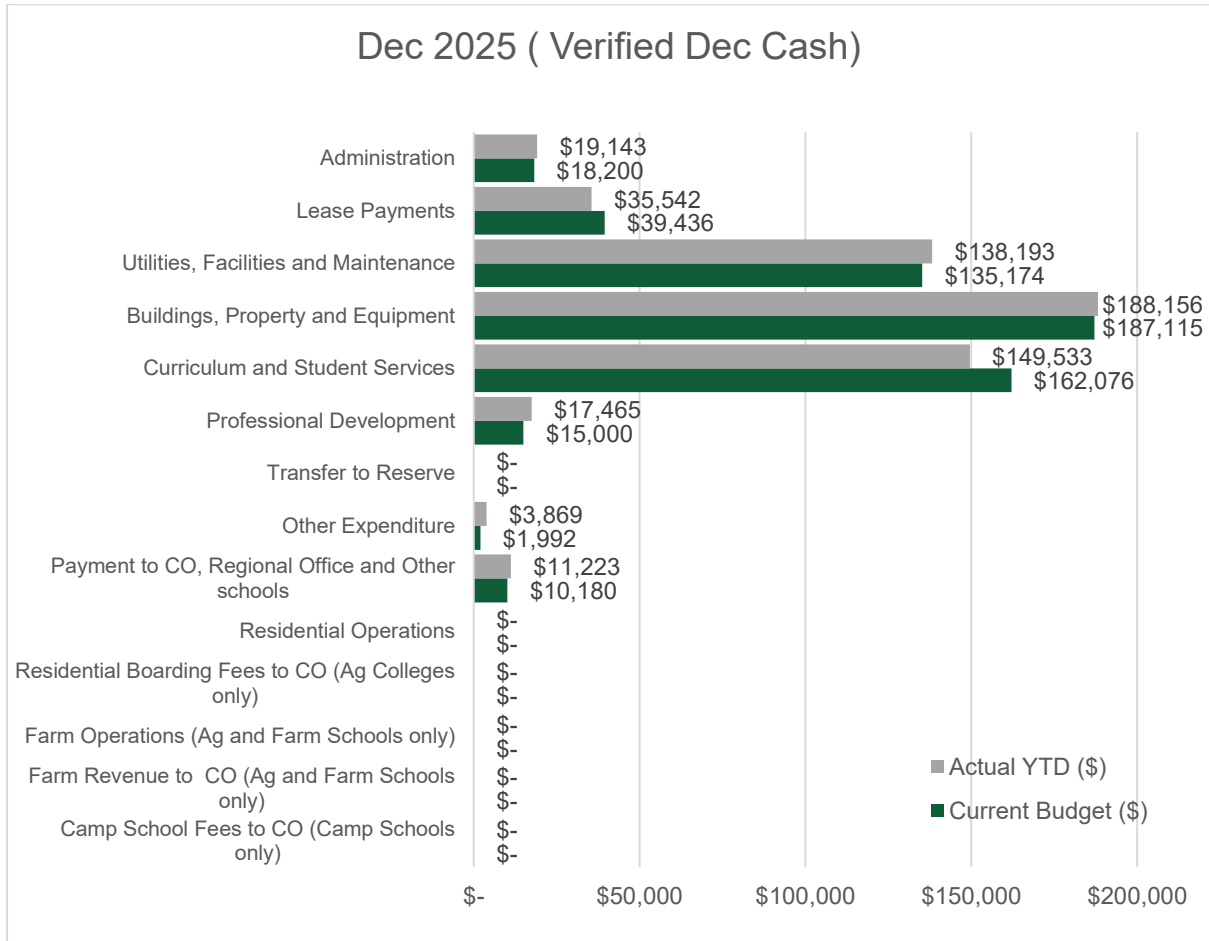


Locally Generated Revenue – Budget vs Actual



Goods and Services Expenditure

Budget vs Actual



Strategic Plan 2025 – 2027

Recommendations	School Wide Strategies	Actions	Progress tracker		
			2025 T2	T3	T4
<p>Maintain a focus on the development of data literacy skills, within a consistent disciplined dialogue, to focus teaching on improved student achievement and progress.</p>	Differentiation in the secondary classroom.	Secondary staff to visit QTS partnership school (Narembeen DHS) to view expert teachers in practice.			
	Intervention.	Intervention timetabled for secondary students.			
	Regular whole school meeting to review data.	Admin to attend NAPLAN data analysis PL (Burt/Harms 2 September 25).			
	Develop NAPLAN data analysis skills.	Secondary staff analysis Year 9 NAPLAN/OLNA data to analyse student deficits.			
	Secondary staff collaboratively review Year 9 NAPLAN and OLNA data.	A nine-week QTS plan to improve Year 9 achievement outcomes across all OLNA Domains to progress OLNA attainment.			
	Review 2025 Year 3,5 & 9 NAPLAN data Writing, Reading and Numeracy.	Staff SDD session to interpret school data using the ESAT exemplar model, focusing on 'Evidence & Analysis' and 'Planned Action' statements to support school improvement planning.			
	Analyse On-Entry Data to identify strengths and areas for improvement in writing focusing on QTS and student achievement/progress.	Applying Year 1 data to guide explicit reteaching through the Ochre Education Grammar Project Foundation and Talk4Writing lessons strengthened key writing fundamentals and improved student progress.			
	Students in PP, Year 1, and Year 2 complete WARN and WARL tests.	WARN and WARL data utilised to focus on QTS to support students reading.			
<p>Maintain the recent upward trend in tested areas of NAPLAN through targeted intervention and consistent implementation of whole-school, evidence-based approaches and High Impact Teaching Strategies.</p>	Explicit Direction Instruction Workshop PL Differentiated learning/Collaborative learning.	Whole Staff PL on 4 Feb 2025 run by data works.			
	Instructional Lead fellowship program.	School Visits, staff meetings.			
	Review the upward trend in tested areas of NAPLAN through targeted strategies since 2023 on the Year 3 cohort 2025.	Staff to attend TeachWell training			
		Timetabled "Learning Support Coordinator" for secondary students.			

	<p>Comparison of OED and 2025 NAPLAN progress data and intervention for Reading and Numeracy Year 3.</p> <p>Secondary intervention strategies.</p>	<p>Secondary students identified and strategies shared with staff.</p> <p>Staff to attend QTS/TFI schools (Narembeen & Morawa DHS) –focus on whole school strategies.</p> <p>High Impact Teaching practices of Talk4Writing, Daily Reviews, Brightpath and Ochre Education Grammar Project Foundation during the Early Childhood Phase of learning on Year 3 Writing.</p> <p>Review trends of targeted intervention and consistent implementation of whole-school QTS for Reading and Numeracy K-Year 3.</p> <p>Case management plans focusing on context; identified areas to improve; and strategies.</p>	Red	Green	Green
<p>Continue to use the Quality Teaching Strategy and Teaching for Impact resources to build, document and embed shared beliefs and instructional approaches.</p>	<p>Deliver flexible curriculum to suit all students' needs from K-10.</p> <p>Ensure learning is visible and there is a culture that expects and supports improved teaching practices.</p> <p>Quality Teaching Strategy & TFI partnership with Narembeen and Morawa DHS.</p> <p>Teach for Impact resource used to embed shared beliefs.</p> <p>Teach for Impact resource used to improve instructional approaches.</p> <p>Ensure that Instructional Strategies are supported by evidence and how students best learn.</p> <p>Implementation of a school-wide, documented Instructional Model that articulates a shared pedagogical vision and is formally communicated in writing to all staff.</p>	<p>Staff to build resource bank of daily reviews.</p> <p>Classroom observations focused on Teach Well strategies.</p> <p>Level 2 Intervention groups timetabled.</p> <p>Level 3 Intervention timetabled.</p> <p>Staff to visit QTS and other lead schools to view Teach for Impact focus areas.</p> <p>Whole school "Shared Beliefs" workshop facilitated by admin (7 May 25).</p> <p>Whole school workshops on school wide focus areas 2025 – Learning Intentions and Success Criteria (Primary), Differentiation in the classroom (Secondary).</p> <p>Staff readily engage in PL around teaching pedagogy and practice.</p> <p>Staff to take ownership of desired PD.</p> <p>Whole school documented 'Instructional Model' conveying a shared pedagogical vision – 'The Dalwallinu Way'.</p>	Red	Red	Yellow
	<p>Peer Observation model implemented according to the AITSL principles.</p>	<p>Peer Observation template trial implemented – focus on the TFI agreement.</p>	Red	Red	Yellow

	A whole-school review of the TFI overview document.	Through the Quality Teaching Strategy (QTS), staff select two Domains of Teaching (DoT) and work collaboratively with peers to reflect on current practice, share strategies, and enhance overall teaching effectiveness. All staff sign a TFI-Teacher Focus Agreement (21/5/25).	Red	Yellow	Yellow
Ensure that instructional strategies are supported by evidence about how students best learn and are implemented strategically and consistently with the guidance of an instructional coach.	Implement intervention programs for students at education risk (SAER) Staff enrolled in Teach Well PL and given opportunity to present to staff at whole school meetings. Implementation of a Administration Classroom Visit template-instructional coaching tool trial to support staff teaching practice.	Review programs for literacy implementation Year 7-10. Regular SAER meetings. Review of SAER policy. Students at risk identified through data collection. Administration Classroom Visits – Instructional Coaching template trial implemented.	Red	Red	Red
		Secondary staff to view expert teachers in the classroom.	Red	Red	Green
Investigate and implement effective methods to provide intervention and differentiation in the secondary setting	Secondary staff to investigate methods to differentiate curriculum in the classroom. Secondary curriculum reviews for English, Maths, Science and HASS. Secondary English curriculum review. Secondary Science curriculum review. Secondary Maths curriculum review. Provide extension programs for students who are working above expected level.	Secondary staff to view expert teachers in the classroom. Admin staff to invite expert teachers to Dalwallinu to demonstrate differentiation in the classroom with Dalwallinu students. HASS teacher to attend PL with SCSA/visiting HOLA. Math's teacher to attend PL with SCSA/visiting HOLA. English teacher to attend PL with SCSA/visiting HOLA. Science teacher to attend PL with SCSA/visiting HOLA. Admin to organize training and support from visiting teachers through SSEN:D and statewide services.	Red	Red	Yellow
			Red	Green	Green
			Red	Yellow	Green
			Red	Yellow	Yellow
			Red	Green	Green
			Green	Green	Green



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