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Purpose of the Annual Report

The Annual report provides parents, caregivers and members of the community an overview of Dalyellup College's performance over the past year. It provides information about student attendance, academic performance, school programs and staff development. This report is a small component of the total reporting the college does, and should be read in conjunction with 2013 to 2015 Business Plan, the 2013 Operational Plan, student reports, newsletters, Dalyellup College Board minutes, P & C minutes. These documents provide more detail about college's priorities, future directions and ethos.

College Overview

Dalyellup College became one school across 2 sites at the commencement of the 2009 school year. The college educated children from Kindergarten to Year 11 in 2012, with Kindergarten to Year 6 students working from the Hartog Road campus and Year 5 to Year 11 students working from the Wake Drive campus. A year of study has been added annually at Dalyellup College, in 2013 we became 3 separate entities. A Year 7 to 12 secondary school, Dalyellup College and 2 primary Schools, Dalyellup Primary School and the new Tuart Forest Primary School both housing Kindergarten to Year 6. Construction of the Stage 2 Dalyellup College building program commenced at the end of 2012, Building 3 (design and technology) was completed at the end of Semester 2 2013. Building 1 (maths and science) was completed for the start of the 2014 school year and Building 2 will be completed for the start of Term 2 2014. With these additional learning areas we have seen our transportables removed and the start of the landscaping to these areas.

During 2013 Dalyellup College had it’s first year as an Independent Public School. With this comes a great deal of planning and preparation. The college developed a business plan and operational plans to guide our future directions and priorities into 2015. The process was a collaborative effort from administration, staff and the school board.

The newly finished buildings and the autonomy we have as an IPS has seen a great deal of enthusiasm for the future and what we can achieve within staff and students.
This has been an exciting and important year for the college where we have completed a number of new initiatives including our first year as a separate secondary school facility. In 2013 Dalyellup College also became an Independent Public School as part of the Dalyellup Cluster of schools providing greater control over decisions about the allocation of finances and resources including the employment of staff. The college also commenced the year with our first group of Year 7 students as part of the secondary program and our first cohort of Year 12 students completed their WACE exams and assessments. The other major change for the college was the start of the Stage 2 Building Program in January. As an Independent Public School we are now able to advertise and select our own staff and commenced this process in Term 4, 2012 allowing the college to merit select all staff, for the school year in 2013 and beyond. With the college increasing student enrolments over the next few years this has been an important process for selecting staff to meet the needs of the students and the college as a whole. As an example we have introduced the Positive Behaviour Support initiative during 2013 with the three key expectations for student behaviour – “Be Responsible, Be Respectful and “Be Your Best”. When selecting new staff we consider their capacity to use this approach in their teaching and learning strategies.

With the college separating from the primary school to become a Year 7 to 12 secondary facility we had to design a new brand, logo, college ethos and business plan. This involved over twelve months of planning with staff, students, parents and various stakeholders. The new brand and logo was incorporated into the new college uniforms throughout the year and is now part of the college environment. The college brand icon is represented by multiple elements that combine to portray the values, vision, aspiration and sense of community of Dalyellup College. The use of the motto “dream – believe – achieve” encompasses the vision of the school to provide the learning and support ensuring students have the confidence to dream for the future, believe in that dream and then achieve it.

The college had a small cohort of Year 12 students who completed their WACE in 2013. Unfortunately we will have two years where our student numbers in Year 12 will be very low making it difficult to provide meaningful whole school data analysis. The majority of our students performed well in their exams last year and achieved a very good ATAR score. Those students who followed our advice and studied hard and were well prepared for their exams achieved some very good results and in some cases improved on their school based assessment. At the end of January we had information that indicated that 16 of the 18 students who applied for university were offered a position. Eight of these students had enrolled at that stage and a further five had deferred their enrolment.

One of the most exciting events during the year was the completion of some of the buildings from the Stage 2 Building Program. This has been a major project costing 30 million dollars and will provide all the secondary facilities to cater for up to 1200 students when finally completed. By the beginning of 2014 we will have access to Building 3, the design and technology facilities, and Building 1 which provides classrooms for science, mathematics, LOTE and the senior school engagement program. We will then look forward to Term 2 when Building 2 and the fit-out of the old classrooms will be completed and the enclosure of the undercover area to become our gymnasium. This will make Dalyellup College the newest school in the Bunbury region with the latest state-of-the-art facilities.

The annual report provides a summary of information for our results in a variety of areas including NAPLAN and our first year of senior school Year 12 results. It should be noted though that the small number of students completing their ATAR this year means that the data is not a reliable indicator of overall progress. The first cohort of Year 12 students to have enough numbers to provide this reliability will be in 2015.
2013 saw a year of firsts for the College. From our first Year 12 graduating class to our first overseas cricket touring party, made for a very exciting year for staff and students. With this comes long hours of planning and preparation for all involved. The staff at Dalyellup College excelled at providing first class events and planning for students, that inspired and left them with memories they will cherish forever.

Highlights
Dalyellup College became an Independent Public School.

Start of the Stage 2 Building program.

Development of the new College Brand.

Development of the 2013 to 2015 Dalyellup College Business Plan and Operational Plans.

The establishment of the first Dalyellup College Board and P&C.

The inaugural Twenty/20 Bunbury Big Bash.

The first Year 12 College Ball.

Senior School Country week.

Performing Arts Department production of Alice in Wonderland.

B grade Secondary Inter-school Athletics champions.

Sri Lanka Cricket Tour.

Dalyellup College first Year 12 graduation.
All staff have been critical in the continued development of a positive culture at Dalyellup College, where student needs are paramount and where positive relationships form the basis of our daily operations. All teaching staff at Dalyellup College meet the requirements to teach in Western Australian schools and are registered with the Teacher Registration Board.

**Staff Numbers**

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
<td>10</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>45.3</td>
</tr>
<tr>
<td>School Support staff</td>
<td>73.6</td>
</tr>
</tbody>
</table>

Attendance by staff at Dalyellup College is excellent, with a relatively low level of absence being recorded. Illness is unavoidable (particularly when working with so many young children) however absences from work were kept to a low level.

Professional Development – Dalyellup College administration and staff highly value professional development opportunities. This ensures that classroom operations and strategies offered to children are of the highest order. During 2013 all staff at Dalyellup College engaged in a minimum of 8 days professional learning. Outside of school development days professional learning occurred during the 2013 school year with school funds being spent on training courses, as well as expended on wages to free staff up to undertake the professional learning. Staff have also undertaken professional learning in their own time and at their own expense with outside providers as well as utilising the extensive expertise of their peers. Many out of hours mentoring sessions occur regularly where ideas and skills are shared between teachers.

**Professional Learning during 2013:**
- Real Justice - restorative practices
- Australian Curriculum (whole school)
  - Secondary Mathematics.
  - History.
  - Geography
- WA Positive Behaviour Support Team Training.
- History network.
- Graduate teacher program.
- Curriculum Authority training and moderation.
- Senior First Aid.
- Positive School 2013 Conference.
- White card.
- Student information management system.
- CMS Training.
- Cert 4 Training and Assessment.
- Autism The whole child conference.
- Careers Guidance and Counselling.
- Technologies in T&E.
- Active a better life.
- MAWA state conference.
- Community work Centres.
- SAER policy and procedures.
- Autism - SW Training.
- Career Development and Youth mentoring.
- Celebrate reading national conference.
- VET attainment Moving Forward.
- IPS introduction.
- Tony Ryan's Thinking keys.
- RAMS training.
- Teaching Inference.
Attendance

Enrolment
From the table below you can see the Year 8 and 9 cohorts of 2011 have decreased over the years. With the completion of the Stage two Building program we would hope our ability to retain students through to Senior school will improve.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>2011</td>
<td>93.00%</td>
</tr>
<tr>
<td>2012</td>
<td>91.80%</td>
</tr>
<tr>
<td>2013</td>
<td>92.40%</td>
</tr>
</tbody>
</table>

Other cohort numbers have steadily increased, in Year 8 in 2011 has grown from 120 students to 134 students in 2013 and the 2012 Year 8 cohort has grown from 150 students to 169 students in 2014. We are still seeing our Year 11 cohorts drop as can be seen in the 2013 Year 10 cohort drop from 134 to 95.

Student Attendance
Regular attendance is a necessity for academic success and Dalyellup College works hard to support parents in ensuring that school attendance by their children is at an acceptable level. The College has fallen below the state average for attendance during 2012 and 2013.

<table>
<thead>
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<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
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<tr>
<td>2011</td>
<td>93.00%</td>
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<tr>
<td>2012</td>
<td>91.80%</td>
</tr>
<tr>
<td>2013</td>
<td>92.40%</td>
</tr>
</tbody>
</table>

Strategies to improve student attendance
- Development of an Attendance Plan.
- Staff Professional development.
- Positive rewards systems.
- Involvement with other agencies and stake holders.
Lower School Achievement

Student performance data is collected across all learning areas and is used to analyse programs and plan intervention strategies at 3 levels – student, class/year level and whole school. The following graphs show the comparison between Dalyellup College and all State schools to students performing above and below the bench mark. Driving the literacy strategies across the whole school is our literacy committee. They are involved in data analysis, professional development of staff and the formation for the Whole School Literacy Plan. Focus areas based on data analysis from 2012 to 2013 have shown a marked improvement.

Year 7 Naplan overview
The Year 7 cohort has achieved better than other state schools in most areas. Areas of concern are the writing and reading component of NAPLAN. While we strive to improve in all areas, writing will become a key focus for 2014. A major component of improvement for Year 7 students will be the continued strong relationships with our contributory schools. Strong hand over data based on results and teacher judgements will continue to allow us to cater for individual student needs.

Year 7 NAPLAN - Grammar and Punctuation

Year 7 NAPLAN - Spelling

Year 7 NAPLAN - Reading

Year 7 NAPLAN - Writing
Literacy Strategies for Improvement.
- Support Teacher role to work with targeted students.
- Focus on key elements identified for each year’s NAPLAN test such as persuasive writing for 2014 NAPLAN tests.
- Focus for Year 7, 8 & 9 students on spelling, reading and writing.
- Identify specific common approach for spelling across Year 7 and lower secondary English classes.
- Whole school approach to spelling by providing strategies to be used across learning areas.
- All teaching staff are skilled in assessment literacy, ATAR, WACE, NAPLAN, SAIS, GPA and moderation.
- Provide professional learning on EALD.
- Staff use the EALD progress maps.

Year 9 NAPLAN Overview
The area for concern in the Year 9 cohort continues to be the writing section of NAPLAN. Continued focus needs to be placed on this area. Results for spelling have improved significantly, the concerted effort of the whole school approach to spelling and the work of the English Department must be credited with this result.
Numeracy strategies for Improvement.
- All students to have daily access to Mathletics by 2014. Staff to use Mathletics as a teaching tool to enhance individual student performance.
- Use collaborative planning time to develop and implement best practice teaching and assessment strategies across Years 7 to 10.
- Use data analysis to identify student strengths and weaknesses in numeracy. Include NAPLAN, SAIS, school based assessments and Best Performance data.
- Focus on key elements identified for each year's NAPLAN test.
- Focus for Year 7, 8 & 9 students on numeracy.
- Investigate the potential for a First Steps Numeracy specialist teacher to work across the Dalyellup IPS Cluster.
- Provide professional development opportunities.
- Staff share their use of latest assessment and best practice curriculum strategies at combined planning meetings, learning area meetings and informal discussions.

This graph shows achievement and progress for a cohort of students over time (e.g. from Yr 5 to Yr 7) compared to other WA public schools. (Left of the chart is low achievement and right of the chart is high achievement and below the line is low progress and above the line is high progress).

The school is aiming to have all results in the top right corner which shows high achievement and high progress. The Year 7 cohort although on the left hand side of the graph for writing shows low achieving students who have made progress. While Year 9 numeracy and writing are of concern as is numeracy for year 7. The strategies listed on the previous pages are aimed to address this.
WAMSE results continue to be quite good across Year 7 and 9. Compared to like schools we are performing at expected level. Development of the curriculum and data is being used to focus future directions and priorities in both areas.

**Strategies for Improvement:**
- Implementation of the Australian Curriculum.
- Common curriculum and assessment procedures.
- Moderation and planning within departments.
- Implementing the whole school approach to literacy strategies.
- Sharing best practice.
The data below highlights the achievements of the Year 12, 2013 cohort in Australian Tertiary Admissions Rank (ATAR) and Vocational Education and Training (VET).

Forty Seven students were eligible for WACE. The WACE achievement rate was 98%, resulting in only one student failing to achieve WACE.

Vocational Full Qualification Achievement Rate (Percentage of VET Certificate II qualifications completed over the course of Year 11 and 12) was 59% which is misleading as VET Certificate I qualifications completed in Year 11 are included in this percentage and consequently have lowered this Vocational Full Qualification Achievement Rate percentage.

The performance of ATAR students in 2013 was as expected from a school in the first year of WACE and the small number of students studying ATAR can make whole school data unreliable. The Median ATAR score of Dalyellup College students was 60.80% compared to 69.80% for like schools.

Analysis of ATAR data shows that Dalyellup College did not achieve at the standard of like schools in the breakdown of top, middle and lower thirds. With a number of students not performing as expected in some WACE examinations and the impact of small ATAR numbers making whole school data unreliable, the lower third Tricile is well above Like Schools and emphasises the need for all ATAR learning areas to place a greater emphasis on exam preparation activities in 2014.
Overall, Dalyellup College student performance in Stage One courses is on par or better than state average performance in like courses when looking at the breakdown percentage of students achieving A – E grades. This performance is reflected in the overall high WACE achievement of the cohort.

Stage 1 Courses Student Performance Grade Distribution

<table>
<thead>
<tr>
<th>Course</th>
<th>School Percentages</th>
<th>State Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Design</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>19</td>
<td>50</td>
</tr>
</tbody>
</table>

VET continues to grow at Dalyellup College and 79% of the Year 12, 2013 cohort were engaged in vocational education.

The table highlights the range of certificate courses completed and the corresponding number of students who have completed that certificate. The data does not include information on course that are incomplete.

2014 University Application Statistics:
Eighteen students applied for university entry of which sixteen students were offered places in the first round of offerings. Of these sixteen places, 56% of students were offered their first course preference.

Strategies for Improvement
- Continued mentoring of individual students.
- Greater focus on across school moderation over and above the required small school moderation processes.
- Links to other secondary schools to look at assessment outlines, course content and using common assessment tasks.
- Emphasis on providing training and support for students with studying, note taking and exam preparation.
- Using data analysis of previous years results.
- Greater use of past exams in assessments as part of teaching and learning.
Financial Summary

Current Year Revenue Sources

The majority of our funding from Department of Education grants received in two main payments, in February and July. The One Line Budget is derived from student enrolment figures and incorporates both staff funding allocations and cash revenue. Locally generated revenue includes voluntary contributions, subject charges and charges for optional activities paid by parents.

Revenue – Budget vs Actual

Revenue received for 2013 was in line with forecast figures. The overall 2013 Contributions and Charges collection rates were:

Voluntary Contributions: Year 7 60.86% Year 8-10 56.35%

Combined Charges: Year 7-10 92.32% Year 11-12 91.18%

Incentives were offered to parents to maximise revenue in this area.
Contingencies Expenditure

In 2013 actual expenditure fell short of budgeted figures due to a significant grant for National Secondary Schools Computer Fund received in November. The school still has a carry-over of unspent Establishment Grant funds which will be used to set up the new buildings as required throughout the year.

Cash Position

The building program at Dalyellup College will be completed early in 2014. While the new buildings will be fitted out with furniture and equipment, it is anticipated that the remaining establishment grant funds will be expended on set up costs to allow the school to offer a wider range of courses. Reserve funds are set aside in line with the Asset and Resource Replacement Plan as the budget permits.
Our Purpose Statement

Dalyellup College ensures a safe and harmonious working relationship with students, parents, teachers and the wider school community to deliver quality educational programs and services.

Our college promotes excellence and provides opportunities for students to develop their skills, knowledge and values by building their capacity for respect, responsibility and resilience; empowering them to make informed life choices in a changing society.