

OFFICIAL

Dalyellup  
COLLEGE



# 2025 Annual Report

dream • believe • achieve



# School overview

Dalyellup College is a public secondary school serving the Dalyellup and Capel communities in the Southwest of Western Australia. The college provides education for students from Year 7 to Year 12 and supports approximately 600 students.

Our school direction is informed by our school moral purpose: we believe our students have great potential and we ensure they thrive in a rich and nurturing environment. Our school motto, Dream. Believe. Achieve., reflects our commitment to helping every student develop the confidence, capability and aspiration to succeed.

The college offers a broad and balanced secondary curriculum supported by contemporary facilities for science, digital technologies, design and technology, home economics and general learning areas. These learning environments support both academic and practical learning across all stages of secondary schooling.

High quality teaching sits at the centre of our work. Staff collaborate to design structured and engaging learning experiences that support participation, build understanding and help students take ownership of their learning. Teachers work together to reflect on practice, use evidence to inform improvement and strengthen the impact of teaching on student outcomes.

The college offers a range of senior secondary pathways designed to support students beyond school. Students can pursue university pathways through ATAR courses, vocational education and training programs, school-based traineeships and apprenticeships, and programs that support entry into further training or employment.

Students are explicitly taught and supported to meet the college expectations of Be Respectful, Be Responsible and Be Your Best, which guide behaviour in classrooms and across the school community. Student wellbeing and engagement are supported through a coordinated pastoral care structure led by a dedicated student services team. Through early support and targeted interventions, the college works to ensure every student feels connected, supported and able to succeed.

Dalyellup College also provides specialist and extension opportunities that allow students to pursue their interests and develop their talents. These include the Physical Education Extension (PEX) program, the AMPT Music Extension class, and the Studio Art program, which provide opportunities for students to develop advanced skills and engage in authentic learning experiences in sport, music and the visual arts.

Leadership is developed at all levels of the college. Staff work collaboratively to strengthen teaching practice, support one another's growth and contribute to the ongoing improvement of the school.

Dalyellup College is committed to supporting every student to thrive.

# Student Numbers and Characteristics

## Student number

Year Level	Full Time	Part Time	Total
Year 7	120	0	120
Year 8	111	0	111
Year 9	109	0	109
Year 10	102	1	103
Year 11	69	2	71
Year 12	60	2	62
Total	571	5	576

## Student's Gender

Gender	Number
Male	297
Female	278
Total	576

## Aboriginality

Aboriginal Status	Number
Aboriginal	41
Non-Aboriginal	535
Total	576

## Student number trends Semester 2

Year	Lower Secondary	Upper Secondary	Total
2021	557	181	738
2022	491	167	658
2023	442	179	621
2024	439	169	608
2025	442	129	571

As at the 2025 Semester 2 Census, Dalyellup College has 576 students enrolled in Years 7 to 12, including 571 full time students and 5 part time students. The largest cohorts are in Years 7 to 10, ranging from 103 to 120 students, indicating that the college is entering a growth phase. Enrolments decrease in the senior years, with 71 students in Year 11 and 62 students in Year 12. The student population includes 297 male students and 278 female students, with a relatively balanced gender distribution in Years 7 to 10 and greater variation evident in the senior years.

A total of 41 students identify as Aboriginal, representing approximately 7 per cent of the student population. Enrolment trends show different patterns across the school. Lower secondary enrolments declined between 2021 and 2024 but increased slightly in 2025, suggesting early signs of stabilisation. In contrast, upper secondary enrolments have declined over the same period, reflecting the progression of smaller cohorts through the school rather than a recent decrease in retention.

The college has prioritised strengthening community partnerships and engagement with families, contributing to increased enrolments in Years 7 to 10. Alongside continued development and innovation in senior secondary programs and pathways, this work is expected to support improved retention through Years 10 to 12 as larger cohorts enter the senior school. Overall, the data reflects a transition period for the college, with improving lower secondary enrolments expected to support future growth in the senior years.

## Workforce Composition

Staff Category	No	FTE	Aboriginal
Principal	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Departments and Learning Areas	6	6.0	0
Program Coordinators	2	2.0	0
Total Administration Staff	11	11.0	0
Teachers	38	35.8	0
Total Teaching Staff	38	35.8	0
Clerical / Administrative	11	9.4	0
Gardening / Maintenance	5	3.6	0
Other Allied Professionals	15	12.0	0
Total Allied Professionals	31	25.0	0
<b>Total</b>	<b>80</b>	<b>71.8</b>	<b>0</b>

Dalyellup College employs a total of 80 staff, representing 71.8 full time equivalent positions.

The leadership structure includes the Principal, two Deputy Principals, six Heads of Learning Area and two program coordinators. This structure supports distributed leadership across curriculum, teaching practice and student support.

The teaching workforce consists of 38 teachers (35.8 FTE) who deliver the secondary curriculum across Years 7 to 12 and support a range of academic and vocational pathways.

Allied professionals form an important component of the workforce, with 31 staff (25.0 FTE) providing administrative, operational and student support services. This includes clerical and administrative staff, gardening and maintenance staff, and other allied professionals who support the day-to-day functioning of the school and assist teachers to meet the needs of students.

The workforce composition reflects the staffing requirements of a comprehensive secondary school and supports the delivery of teaching programs, student wellbeing and school operations.

# Student Numbers and Characteristics

## Attendance Rates – Overall Secondary

Group	2023 School	2023 Like Schools	2023 WA Public	2024 School	2024 Like Schools	2024 WA Public	2025 School	2025 Like Schools	2025 WA Public
Non-Aboriginal	77.6%	81.1%	84.9%	76.9%	80.0%	82.5%	78.8%	81.3%	84.5%
Aboriginal	60.1%	66.0%	59.2%	64.7%	60.2%	57.6%	62.4%	61.9%	55.6%
<b>Total</b>	<b>76.4%</b>	<b>80.0%</b>	<b>82.5%</b>	<b>75.9%</b>	<b>79.5%</b>	<b>82.2%</b>	<b>77.5%</b>	<b>79.6%</b>	<b>81.7%</b>

## Attendance Profile by Year Level (2025 Semester 2)

Year Level	Attendance Rate	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Authorised %	Unauthorised %
Year 7	77.4%	40	31	35	20	74%	26%
Year 8	74.5%	27	31	33	27	66%	34%
Year 9	72.7%	19	35	33	26	74%	26%
Year 10	73.9%	27	34	30	27	60%	40%
Year 11	75.8%	14	19	20	18	78%	22%
Year 12	65.6%	15	13	15	18	91%	9%
<b>Total</b>	<b>74.3%</b>	<b>142</b>	<b>163</b>	<b>166</b>	<b>136</b>	<b>71%</b>	<b>29%</b>

Attendance at Dalyellup College remained relatively stable between 2023 and 2025, with a modest improvement in 2025. Overall attendance increased from 75.9 per cent in 2024 to 77.5 per cent in 2025; however, attendance continues to sit below like schools and the WA public school average. Aboriginal student attendance improved from 2023 to 2024 and remained broadly aligned with like schools in 2025, though an equity gap remains. Non-Aboriginal attendance showed a small improvement in 2025 but also remained below comparative benchmarks.

Year-level analysis highlights a high proportion of students in the moderate and severe risk categories, particularly in Years 8 to 10, identifying these years as a key focus for improvement. Unauthorised absences remain a concern, with 29 per cent of absences unexplained across compulsory year levels, most evident in Years 8 and 10. This analysis has informed a clear Business Plan focus on improving attendance through strengthened engagement, consistent expectations, and targeted intervention. Attendance improvement is closely linked to the college's focus on calm, kind and consistent practice and the explicit teaching of the school expectations of Be Respectful, Be Responsible and Be Your Best.

In response to 2025 data, changes to the Year 11 timetable were implemented for 2026 to improve engagement and retention. Increased flexibility for vocational and applied learning pathways is expected to support improved attendance, with impact monitored throughout 2026.

### Management of Non-Attendance

Dalyellup College manages non-attendance through a tiered approach involving monitoring, early intervention and targeted support coordinated by Student Services.

Year Coordinators work closely with families to address attendance concerns in Years 7 to 10, supported by wellbeing services, chaplaincy and external agencies where required. Students with persistent and complex attendance needs in Years 10 and 11 were supported through the Dalyellup Youth Support Program (DYSP) in 2025, providing targeted case management and pathway planning. Referrals are coordinated by the Deputy Principal responsible for attendance, ensuring a consistent, structured response aligned with the school's broader attendance and engagement strategy.

# NAPLAN

## NAPLAN – Relative Performance

Learning Area	Year	2023	2024	2025
Numeracy	Year 7	Expected	Expected	Expected
Numeracy	Year 9	Expected	Expected	Expected
Reading	Year 7	Expected	Expected	Expected
Reading	Year 9	Expected	Expected	Above Expected
Writing	Year 7	Expected	Expected	Below Expected
Writing	Year 9	Below Expected	Expected	Above Expected
Spelling	Year 7	Expected	Expected	Expected
Spelling	Year 9	Expected	Expected	Expected
Grammar & Punctuation	Year 7	Expected	Expected	Expected
Grammar & Punctuation	Year 9	Expected	Expected	Expected

Relative performance categories

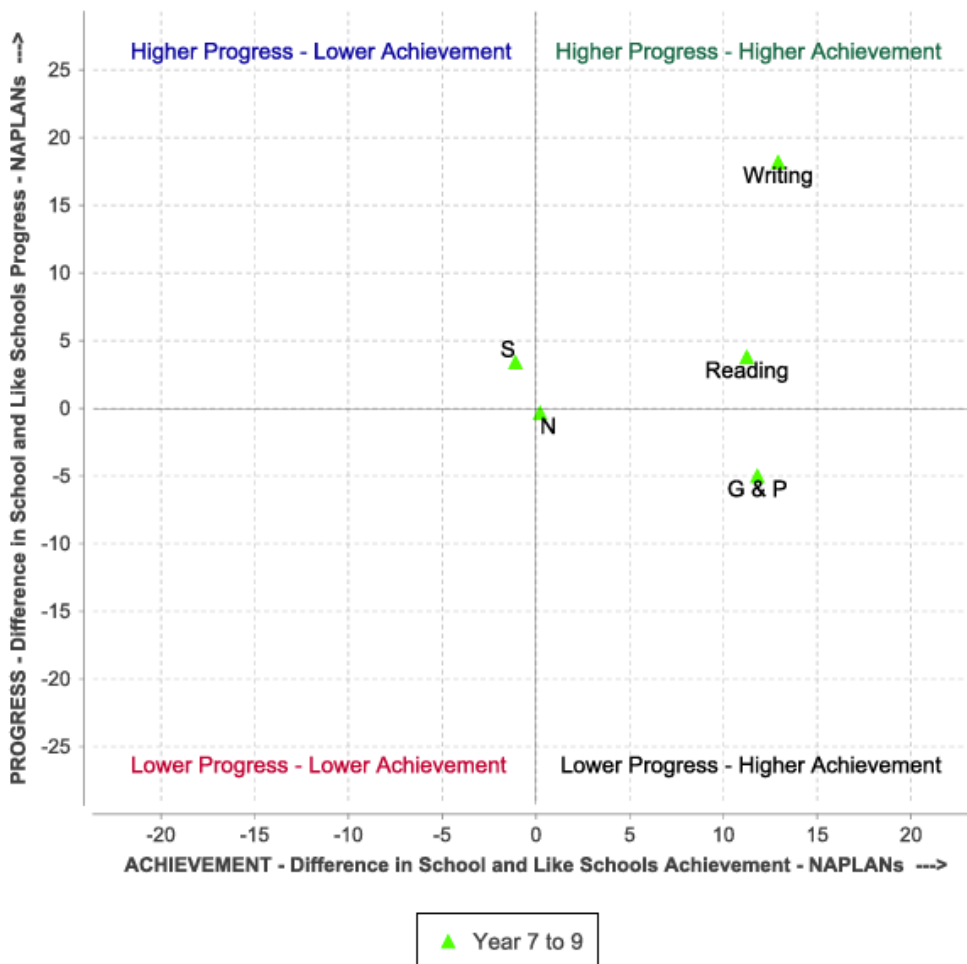
1 Above Expected – more than one standard deviation above predicted school mean

2 Expected – within one standard deviation of predicted school mean

3 Below Expected – more than one standard deviation below predicted school mean

### Student Progress and Achievement Compared with Like Schools

#### NAPLAN (2023 to 2025)



# NAPLAN

Analysis of NAPLAN results from 2023 to 2025 indicates that Dalyellup College is performing within the expected range across most learning areas when compared with the predicted school mean. Numeracy, spelling and grammar and punctuation results for both Year 7 and Year 9 have remained consistently within the expected range across the reporting period, indicating stable performance in these areas. Reading results have also generally remained within the expected range, although the Year 9 cohort in 2025 performed below the expected range. Writing results show greater variation across cohorts, with performance fluctuating between expected and below expected levels. This indicates that writing remains an area for continued development across the school.

Analysis of the progress data comparing achievement and growth between Year 7 and Year 9 relative to like schools provides additional insight into student learning. Reading and writing sit in the higher progress and higher achievement quadrant, indicating that Dalyellup College students are demonstrating both stronger achievement and greater learning growth than similar schools in these areas. Spelling sits in the higher progress and lower achievement quadrant, indicating that while students are making strong learning gains, overall achievement levels remain slightly below those of like schools. Numeracy sits close to the centre of the chart, indicating that both achievement and progress are broadly comparable with similar schools. Grammar and punctuation sits in the lower progress and higher achievement quadrant, suggesting that while achievement levels are relatively strong, the rate of progress between Year 7 and Year 9 is slightly lower than that of like schools.

Taken together, the evidence suggests that Dalyellup College students are making positive learning growth across the secondary years, particularly in literacy. The data highlights opportunities to further strengthen achievement in writing and spelling and to accelerate progress in grammar and punctuation and numeracy. This analysis continues to inform the school's focus on strengthening teaching practice and student engagement to support improved literacy and numeracy outcomes.

# Year 12 outcomes

## WACE Exam Participation

Year	Eligible Year 12 Students	ATAR Students	% ATAR Students
2023	77	16	21%
2024	62	10	16%
2025	51	6	12%

## WACE Achievement

Measure	2023	2024	2025
WACE eligible students (school cohort)	76 (59%)	61 (49%)	49 (50%)
WACE achievement rate – school cohort	67 (52%)	54 (43%)	41 (42%)
WACE achievement rate – WACE eligible students	67 (88%)	54 (89%)	41 (84%)
C grade achievement standard	93%	95%	96%
OLNA literacy and numeracy achieved	91%	90%	90%

Analysis of Year 12 outcomes indicates that Dalyellup College continues to provide a range of pathways that support students to achieve successful post school outcomes. The proportion of students eligible to achieve WACE has declined over recent years, reducing from 59 per cent of the cohort in 2023 to 50 per cent in 2025. This reflects the diverse pathways undertaken by students, including vocational and employment-based pathways such as the VPP program.

For students who were WACE eligible, achievement rates remain strong. In 2025, 84 per cent of WACE eligible students achieved WACE. The C grade achievement standard reached 96 per cent, the highest level recorded since 2020, indicating strong course completion and achievement among students undertaking WACE courses.

OLNA results also indicate strong literacy outcomes, with all WACE eligible students achieving the reading standard and 98 per cent achieving writing competency. Numeracy achievement was slightly lower at 92 per cent, with two students unable to meet the numeracy requirement required for WACE graduation. This highlights numeracy as an area for continued focus, particularly through earlier identification of students requiring support and the implementation of targeted intervention programs.

Participation in ATAR courses remains small and has declined over recent years. ATAR participation reduced from 21 per cent of the eligible cohort in 2023 to 12 per cent in 2025. In 2025, six students were eligible to receive an ATAR, with two students achieving results above 80 and two achieving results in the 70s. Analysis of the data also highlights attrition between Year 11 and Year 12 ATAR courses.

In response, the school has strengthened support structures for the 2026 cohort. This includes increased staffing support, a dedicated study program and access to SIDE courses where required. The leadership team is also implementing individualised support for each ATAR student to improve retention and achievement.

# Year 12 outcomes

FlexiTrack High participation was lower in 2025, with three students completing the program. This is fewer than in 2024 and will require greater attention in course counselling to ensure students and families understand the pathway requirements, particularly the requirement to complete an ATAR subject. Enrolments for 2026 have increased to seven students.

VET in Schools continues to provide strong pathway opportunities for students. Sixty eight per cent of students achieved a Certificate II or III qualification as part of their senior secondary program. Completion rates in most courses remain strong, with many achieving 100 per cent completion. However, 32 per cent of students did not complete a certificate qualification, which will remain a focus area for improvement in 2026.

The quality of vocational learning pathways is also reflected in individual student success. One student achieved a SCSA VET Certificate of Excellence and subsequently achieved a gold medal at the WorldSkills Championships, demonstrating the strength of vocational pathways available to Dalyellup College students.





# Parent/student/teacher satisfaction with the school

Tell Them From Me Survey Results



## Teacher Survey

Domain	2019	2020	2021	2022	2023	2024	2025
Leadership	5.7	5.5	5.9	6.0	6.2	6.9	6.4
Collaboration	7.2	7.0	7.0	7.0	7.1	7.5	7.1
Learning Culture	7.4	7.4	7.6	7.3	7.6	7.5	7.6
Data Informs Practice	7.6	7.4	7.6	7.4	7.8	7.5	7.7
Teaching Strategies	7.2	7.2	7.4	7.3	7.4	7.7	7.6
Technology	5.7	5.5	6.0	5.3	6.0	6.3	6.1
Inclusive School	7.2	7.4	7.6	7.7	8.0	8.1	8.2
Parent Involvement	5.8	5.4	6.1	5.9	5.9	6.5	5.8
Challenging & Visible Goals	6.8	6.7	6.9	6.8	7.0	7.2	7.0
Planned Learning Opportunities	6.7	6.8	7.2	6.8	7.3	7.3	7.1
Quality Feedback	6.4	6.2	6.5	6.4	6.5	6.9	6.7
Overcoming Obstacles to Learning	6.9	6.8	7.1	7.0	7.2	7.6	7.4

Teacher Tell Them From Me results show that staff report generally positive views about teaching and learning across the school. Scores for learning culture, collaboration, inclusive practices, use of data, teaching strategies and planning have remained steady or improved since 2022. This indicates that staff see improvements in how teaching is planned, how teams work together and how learning needs are addressed. Scores for leadership, technology and parent involvement have been less consistent over time, showing that improvement has not been even across all areas. The teacher survey data shows strong and improving conditions for teaching and learning, particularly in learning culture, collaboration and inclusive practices. The data also highlights the need to consolidate recent gains in leadership by a focus on feedback and observation of teaching practice, ensuring improvements are sustained.

## Parent Survey

Domain	2019	2020	2021	2022	2023	2024	2025
Parents feel welcome	5.7	6.1	6.4	6.7	7.2	6.8	6.0
Parents feel informed	4.9	5.4	6.9	6.6	7.4	6.8	5.9
Parents support learning at home	6.5	6.9	6.4	6.9	6.0	5.9	5.6
School supports learning	6.0	6.4	6.5	6.6	7.4	6.4	6.2
School supports positive behaviour	6.0	6.3	6.2	6.0	7.3	6.8	5.8
Safety at school	6.0	6.0	6.3	6.3	6.5	6.6	5.5
Inclusive school	5.3	5.5	5.8	5.2	6.6	5.9	5.3

Parent Tell Them From Me results show that parents report generally positive perceptions of the school, particularly in feeling welcome and in the clarity of school communication. Scores for parents feeling welcome, informed, and supported improved steadily from 2019 to a high point in 2023, before declining in 2024 and more noticeably in 2025. This suggests that earlier improvements in communication and engagement were not sustained consistently. Ratings related to safety, inclusion and behaviour support also softened in 2025, indicating a need to rebuild parent confidence and strengthen consistent communication and engagement moving forward.



# Student Survey

Domain	2019	2020	2021	2022	2023	2024	2025
Feel accepted and valued by their peers and by others at their school.	53%	48%	41%	38%	35%	30%	36%
Have friends at school they can trust and who encourage them to make positive choices.	76%	76%	70%	53%	72%	67%	72%
Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.	60%	66%	50%	18%	44%	40%	48%
Students are intellectually engaged and find learning interesting, enjoyable, and relevant.	49%	48%	34%	20%	29%	25%	29%
Students try hard to succeed in their learning.	63%	61%	51%	51%	39%	35%	42%
Students with moderate or high levels of anxiety	27%	38%	34%	41%	37%	40%	39%
Students with moderate or high levels of depression	35%	37%	37%	40%	39%	41%	38%
Students find classroom instruction relevant to their everyday lives.	5.6	5.8	5.2	5.2	4.8	4.6	5
Students understand there are clear rules and expectations for classroom behaviour	5.6	5.7	5.1	4.9	4.8	4.4	4.9
School staff hold high expectations for all students to succeed	6.8	6.8	6.3	6	5.9	5.7	6

Student Tell Them From Me results show a sustained decline in student engagement, wellbeing and connection to school since 2019, with only partial recovery by 2025. While positive peer relationships have improved since the low point in 2022, student sense of belonging, engagement in learning and effort remain low and consistently below TTFM norms. Students continue to report low levels of intellectual engagement and relevance of learning, alongside elevated levels of anxiety and depression over time. Although expectations for success remain relatively stable, student perceptions of safety, classroom climate and motivation indicate ongoing challenges. The student survey data highlights the need for a continued focus on improving student engagement, wellbeing, belonging and perceptions of safety as key conditions for learning.



## Teaching & Learning

Identified school priority	Progress against priority	Planned actions
<b>High impact teaching strategies</b>	A shared pedagogical direction based on Explicit Instruction and Teaching for Impact has been established. Staff professional learning engagement is high and teacher survey data confirms improved learning culture and teaching strategies. Classroom practice is improving, however consistency across learning areas remains variable and instructional expectations are not yet fully calibrated.	Formalise instructional expectations with the development of a school wide refreshed framework based on Teaching for Impact.
<b>Whole-school literacy and numeracy strategies</b>	Student achievement data shows stable performance overall, with stronger growth in reading and writing relative to like schools. Numeracy achievement and progress remain comparable but not accelerated. Writing continues to show variability across cohorts. A Literacy Committee was established and a literacy plan developed.	Strengthen whole-school reading and writing focus through consistent instructional approaches and earlier targeted intervention. Development of a targeted numeracy improvement plan
<b>Coaching and observation</b>	Coaching and observation processes were introduced through CMS and ISE conferencing, supported by CAT-trained staff. These processes remain trial-based and uneven, not yet embedded as a formal college-wide model.	Formalise coaching and feedback processes to strengthen consistency of practice.
<b>Intervention programs</b>	Literacy interventions, particularly MacqLit, are established and supported by improved student profiling. Impact is clearer in literacy than numeracy, and differentiation within mainstream classrooms remains inconsistent. Vocational Pathway Program and DYSP are fully implemented and demonstrate strong engagement outcomes for targeted students. These programs provide credible alternatives for students at risk of disengagement.	Identify Numeracy intervention program to support numeracy. Investigate opportunities to develop school based DYSP related program
<b>Career development and work exposure</b>	Career development has been strengthened, including an embedded Year 9 work exposure program. Industry and community links support pathways, though career capabilities are not yet embedded as common instructional language across all learning areas.	Strengthen early pathway counselling and retention strategies between Years 10 and 12.

## High Performance

Identified school priority	Progress against priority	Planned actions
Roles and responsibilities	Roles and responsibilities have been documented and consolidated into a staff handbook. Role clarity, particularly for middle leaders, has improved and is now embedded.	Refine and sustain operational procedures by embedding regular review cycles and strengthening induction processes to manage staffing change.
Performance development processes	Performance management processes are established and functioning. Leadership reflection and review feedback confirm improved focus on staff development. Instructional feedback, however, is not yet consistently embedded through observation and coaching.	Strengthen feedback loops to connect professional learning, performance development and observed classroom impact to professional learning
Professional learning framework	A school-wide professional learning plan aligned to strategic priorities is in place. Staff survey data reflects improved collaboration and learning culture. Evaluation of impact on classroom practice remains inconsistent.	Strengthen evaluation of professional learning to ensure alignment between professional learning, classroom practice and student outcomes.
Staff wellbeing	Staff wellbeing actions exist through OHS planning and survey use. These actions are fragmented and do not yet form a coherent, data-driven wellbeing framework.	Develop an integrated staff wellbeing framework informed by survey data and workload realities.
Celebration of staff achievement	Systems for recognising staff contributions are established and visible through assemblies, leadership processes and communications. This initiative is effectively embedded.	Consolidate existing wellbeing actions into a coherent, data-informed staff wellbeing framework that supports sustainability and workload management.

## School Conditions

Identified school priority	Progress against priority (end of 2025 cycle)	Planned actions
<b>Positive Behaviour Support</b>	The school engaged with SSEN:BE to develop school wide behaviour matrix.	Complete the transition to a coherent Tier 1 behaviour approach by embedding Houses and MTSS principles to strengthen consistency and student belonging.
<b>CMS implementation</b>	CMS is a strength. Staff access and confidence are high, supported by CAT training and coaching.	
<b>Attendance</b>	Attendance improved marginally in 2025 but remains below like schools. Middle-years attendance and unexplained absences remain a significant concern.	Implement a sustained tiered attendance strategy with targeted interventions for Years 8–10, focusing on reducing moderate and severe risk attendance.
<b>Community partnerships</b>	Compass implementation strengthened communication with families. Broader partnerships exist but are not yet formalised or consistent.	Formalise key community and family partnerships to strengthen engagement, communication and shared responsibility for student outcomes.
<b>Student wellbeing</b>	Wellbeing initiatives and SEL development are in place; however, student survey data continues to show low engagement and belonging, with elevated anxiety.	Embed an evidence-based, whole-school wellbeing framework that integrates curriculum, pastoral care and student voice.
<b>Cultural standards framework</b>	Community engagement and cultural initiatives have strengthened. Monitoring of Aboriginal student outcomes requires consolidation.	Strengthen monitoring of Aboriginal student outcomes through consistent data review and culturally responsive teaching practices.
<b>Student Services structure.</b>	Student Services review and restructuring is complete. Systems are established but still bedding down after staffing changes	

## Student Centred Funding and Other Revenue

Dalyellup College received the majority of its 2025 funding through the student centred funding model. This funding provides for the education of each student enrolled at Dalyellup College, based on year levels and individual student needs.

Other sources of funding were provided by targeted initiatives, including VET in schools program, Independent Learning Coordinator (ILC), Career practitioner, Student Well-being and Chaplaincy programs.

Dalyellup College continues to support families in maximising our collection rates for Charges and Contributions by offering payment plans and flexible payment options and regular communication to families.

<b>INCOME - Dec 2025</b>		
	<b>Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>\$537,122.00</b>	<b>\$537,122.00</b>
<b>Carry Forward (Salary)</b>	<b>\$667,463.00</b>	<b>\$667,463.00</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	\$6,407,825.00	\$6,407,825.00
School and Student Characteristics	\$2,373,569.00	\$2,373,569.00
Disability Adjustments	\$144,270.00	\$144,270.00
Targeted Initiatives	\$1,005,616.00	\$1,005,616.00
Operational Response Allocation	\$58,868.00	\$58,868.00
<b>Total Funds:</b>	<b>\$9,990,148.00</b>	<b>\$9,990,148.00</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	\$10,500.00	\$10,500.00
School Transfers – Salary	(\$774,250.00)	(\$774,250.00)
School Transfers - Cash	\$789,214.00	\$789,214.00
Department Adjustments	(\$51,474.00)	(\$51,474.00)
<b>Total Funds:</b>	<b>(\$26,010.00)</b>	<b>(\$26,010.00)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	\$36,395.00	\$36,395.00
Charges and Fees	\$175,229.00	\$175,229.00
Fees from Facilities Hire	\$55,022.00	\$55,022.00
Fundraising/Donations/Sponsorships	\$14,945.00	\$14,945.00
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	\$307,922.00	\$307,918.00
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>\$589,513.00</b>	<b>\$589,509.00</b>
<b>TOTAL</b>	<b>\$11,758,236.00</b>	<b>\$11,758,232.00</b>

## Expenditure

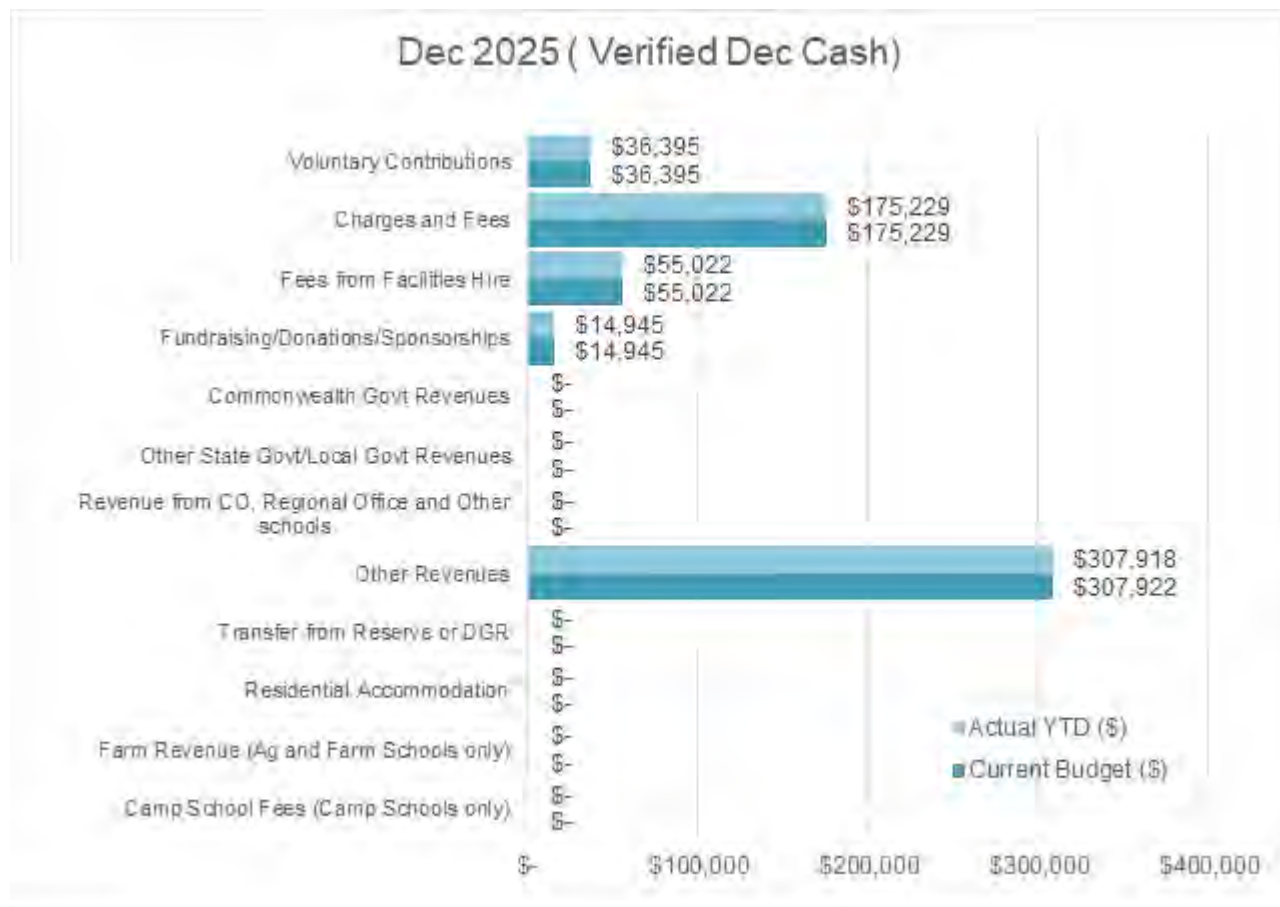
The majority of the school's expenditure is made up of staff salaries. These salaries include our support staff, supporting our teachers and student wellbeing, such as our School Psychologist, Chaplain, Program Coordinators and School Support Officers.

Dalyellup College funds curriculum and student services in line with our Business Plan targets by providing well maintained grounds, classrooms and equipment. Using whole school approaches prioritising support for quality, high impact teaching and learning in every classroom.

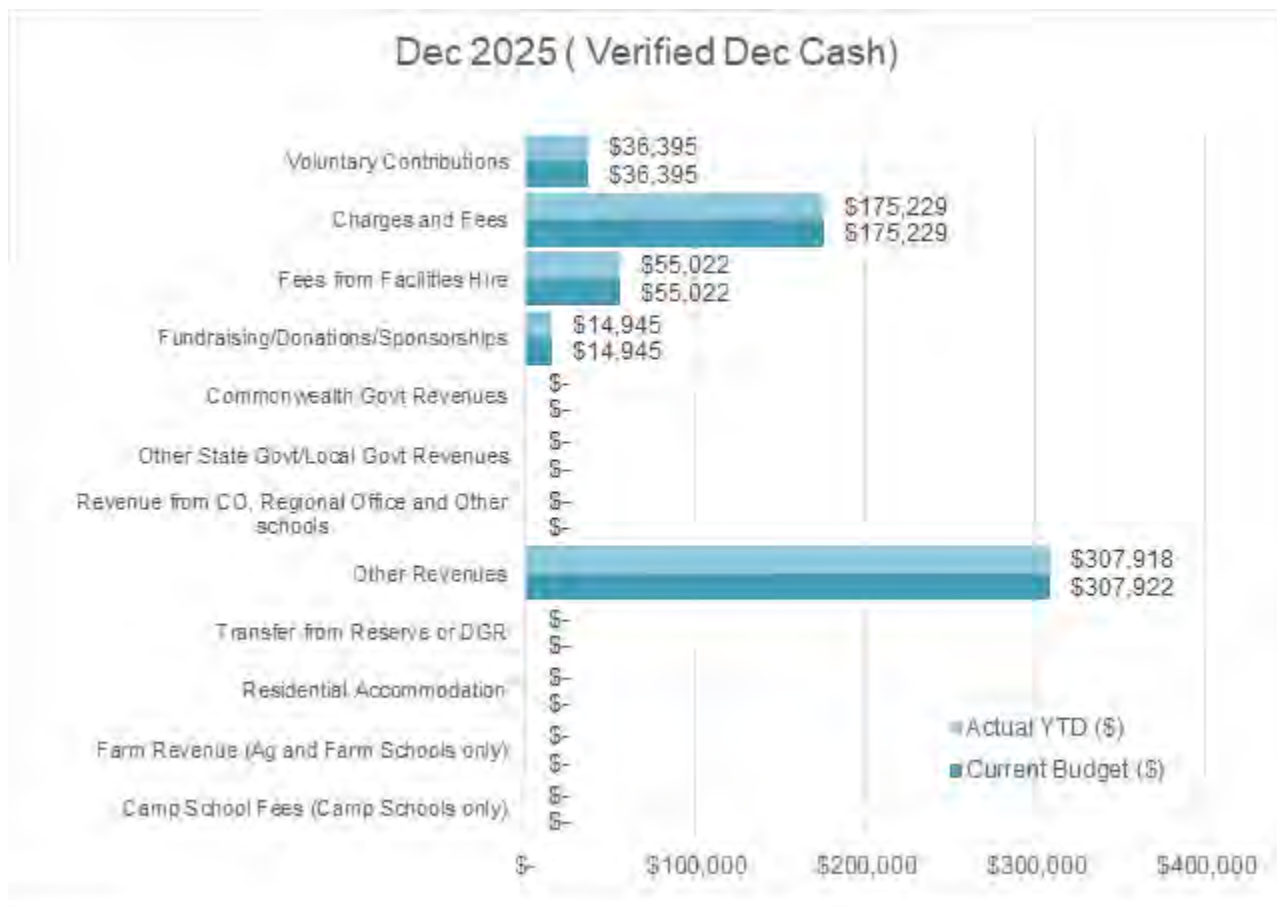
We continue to fund upgrades in technology and facilities to ensure our students have access to a high standard of equipment and technology.

<b>EXPENDITURE - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>SALARIES</b>		
Appointed Staff	\$7,918,450.00	\$7,918,450.00
New Appointments	\$0.00	\$0.00
Casual Payments	\$458,956.00	\$458,956.00
Other Salary Expenditure	\$49,115.00	\$49,115.00
<b>Total Funds:</b>	<b>\$8,426,521.00</b>	<b>\$8,426,521.00</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	\$76,601.00	\$65,701.00
Lease Payments	\$196,425.00	\$164,083.00
Utilities, Facilities and Maintenance	\$337,200.00	\$312,887.00
Buildings, Property and Equipment	\$251,168.00	\$157,702.00
Curriculum and Student Services	\$599,999.00	\$473,154.00
Professional Development	\$28,430.00	\$21,092.00
Transfer to Reserve	\$199,824.00	\$199,824.00
Other Expenditure	\$254,639.00	\$146,151.00
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00
Residential Operations	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00
<b>Total Funds:</b>	<b>\$1,944,286.00</b>	<b>\$1,540,594.00</b>
<b>TOTAL</b>	<b>\$10,370,807.00</b>	<b>\$9,967,115.00</b>

# Income / Revenue



# Expenditure





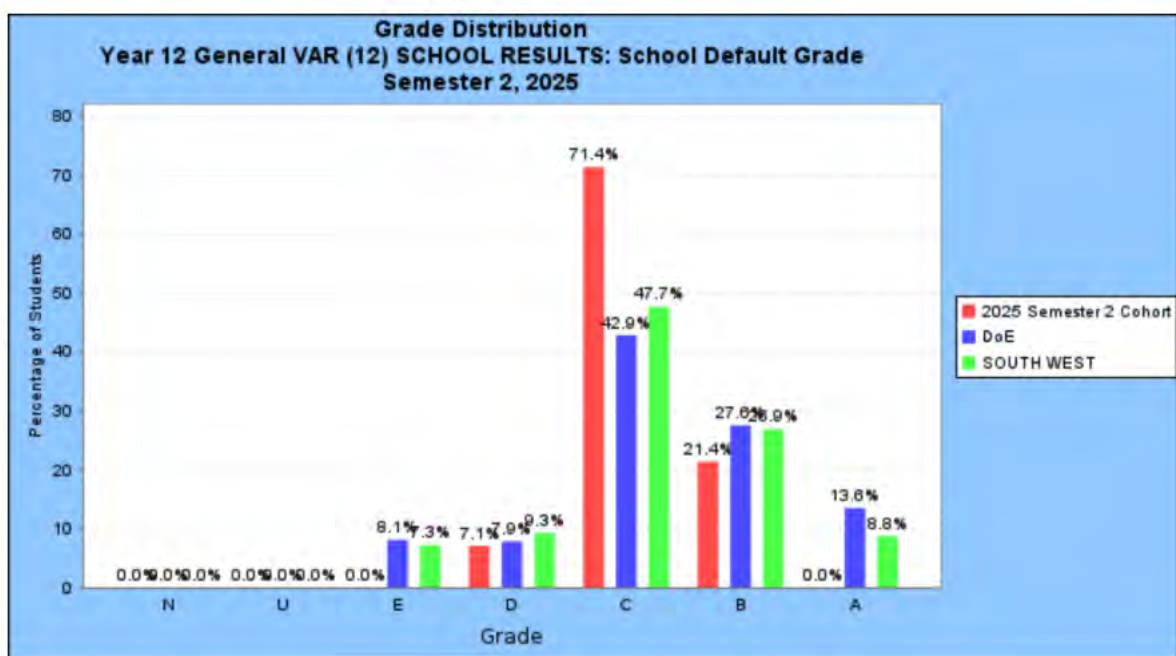
# Learning Area Reports



# Arts Report

The Arts learning area achieved strong outcomes across Music, Visual Art and Drama in 2025, with positive results in student achievement, engagement and authentic learning opportunities. In Music, 100 per cent of students enrolled in Certificate III in Music (Performance) successfully achieved their qualification, with one student accepted into the Western Australian Academy of Performing Arts (WAAPA) for 2026. The department also completed its first collaboration with North Metropolitan Senior High School at the 2025 WA Band Festival, earning an Excellent adjudication.

In Visual Art, all students successfully achieved the General Visual Art course. Demand for the specialist Studio Visual Art program continues to grow, with the Year 7 Studio class for 2026 fully subscribed and a student waitlist established. In Drama, students participated in the department's first pantomime production and, for the first time, performed for the Bunbury Regional Hospital community, expanding authentic performance contexts beyond the school setting.



Achievement data indicates consistent performance across cohorts, with the majority of students attaining satisfactory results and no failing grades recorded. This reflects effective baseline teaching and strong student support. Results are clustered primarily at the C grade level, with an absence of A grades, indicating a need to strengthen extension and challenge for higher-performing students.

## Key Focus for 2026:

- General Visual Art
  - Increase differentiation for extension (target B to A progression. )
  - Provide clearer exemplars and criteria for A grade performance.
  - Include assessment opportunities that reward sophistication, creativity, refinement and independence.
  - Track students currently achieving high C or low B grades – our likely growth group.
- Continue to engage in CMS and improving positive classrooms.
- Creation of Year 9 STUDIO classes for 2027
- Creation of General Drama Course for year 11 2027

# English Report

## Key Achievements:

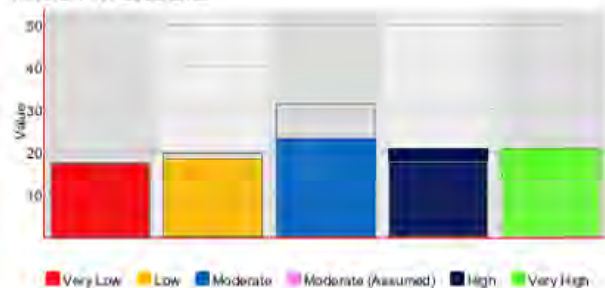
- 100% of WACE eligible students passed their OLNA Reading and 98% of WACE eligible students passed their OLNA Writing
- For Year 12 ATAR English, the school's average scaled score (58.24%) was higher than the state's mean scaled score (57.82%)
- As a part of Book Week and the Write a Book in a Day competition, students successfully fundraised \$1,600 for the Kids' Cancer Project
- Student progress in NAPLAN from Year 7 to 9 (2023 – 2025) was above Like Schools for both Reading and Writing

From 2023 to 2025, students have demonstrated an increase in their progress from their previous NAPLAN scores, achieving higher than Like Schools.

### Cohort: Year 9 DALYELLUP COLLEGE Y09 2025 Reporting Period: 2025 Y09

Reading - Progress

Filters: All Students

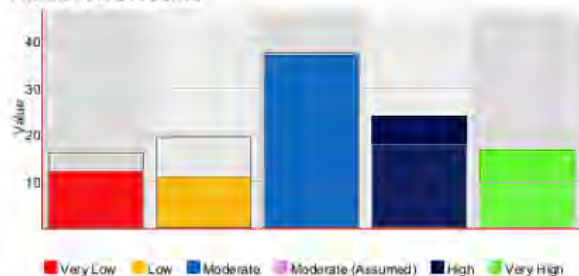


When comparing the progress of students in 2023 Year 7 NAPLAN Reading to 2025 Year 9 NAPLAN Reading, there was a decrease in students who were Moderate, and an increase in students who were High and Very High.

### Cohort: Year 9 DALYELLUP COLLEGE Y09 2025 Reporting Period: 2025 Y09

Writing - Progress

Filters: All Students



When comparing the progress of students in 2023 Year 7 NAPLAN Writing to 2025 Year 9 NAPLAN Writing, there was a decrease in students who were Moderate, and an increase in students who were High and Very High.

Over the years we have been focusing on moderating EST scripts with accuracy, especially through developing a consensus on the marking key. This year saw our teachers marking with accuracy, with only one script being out of tolerance.

## Key Focus for 2026:

- continue to aim for 100% OLNA pass rate for Reading and Writing
- continue to aim for an ATAR English scaled score higher than the state average
- continue to push the progress in Year 7 NAPLAN to Year 9 NAPLAN for all students
- continue to use data to inform intervention for students who are low-progress readers

# Humanities & Social Sciences Report

## KEY ACHIEVEMENTS

- In 2024, the Humanities and Social Sciences Department began preparing for curriculum changes. Programs reflecting these were updated and rewritten, with some tweaking of delivery, in 2025. This resulted in changes to programs and some assessments in 2025. These changes are intended to improve differentiation, engagement and rigour, and retention of students choosing a Humanities pathway in senior school.
- In particular, teaching and assessment became deeper and richer in 2025. Students engaged in situational learning and practical assessments, often with integrated learning relevant to STEM.
- Feedback from parents and students to these changes has been positive.
- Based on course selections made at the end of 2025 and commencements in 2026, students choosing Humanities courses in senior school shows healthy improvement, particularly in ATAR History and Geography. In lower school, overall grade distributions trend toward "like schools" which indicates that Dalyellup College performs comparably to similar schools in Western Australia.

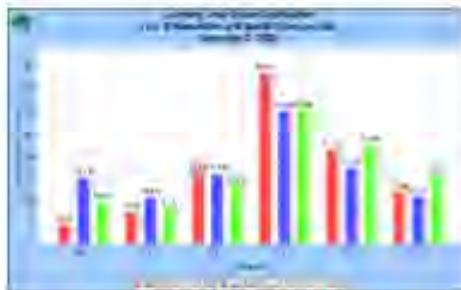
## DATA SNAPSHOT AND SUMMARIES

### Year group summaries

	GRADE					
	NA	E	D	C	B	A
2023 Semester 2	1.9% (2)	1.9% (2)	15.1% (16)	34% (36)	28.3% (30)	18.9% (20)
2024 Semester 2	3.9% (4)	2.9% (3)	13.6% (14)	35.9% (37)	26.2% (27)	17.5% (18)
2025 Semester 2	4.3% (5)	2.6% (3)	19% (22)	34.5% (40)	29.3% (34)	16.3% (12)

Many students begin Year 7 with a significant deficit in their Humanities skills and knowledge. Our aim is to quickly engage Year 7 students and help them to make rapid gains in knowledge and skills.

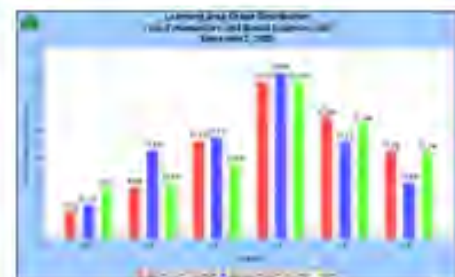
The table demonstrates the effect of change over time. Our assessment strategies are becoming better at differentiating progress in the Year 7 program. Though not demonstrated is that grades are still comfortably above "like schools"



Results for Year 8 indicate that the Year 8 program is matured and well-developed, and produces good results with an overall level of rigour.

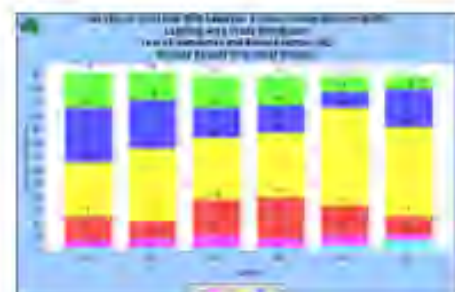
The combined number of A and B grades, and the combined number of D and E grades are above like schools though still below DoE. Some newer assessments still need time to be refined in this program, particularly with curriculum changes and a focus on written text types.

Students with special needs receive considerable support.



Dalyellup College awarded a higher percentage of its students an A or a B in Humanities in 2025 than both like schools and DoE. This indicates very pleasing progress and will need to be scrutinised carefully for amendments that can be made to the years 7, 8 and 10 programs and or the year 9 program.

Overall, the Year 9 programme is engaging, stable, and well-developed.



The Year 10 programme is designed to prepare students for ATAR studies and general studies courses, notably in history and geography.

Overall, the data for Year 10 shows a balance between producing well-prepared senior students and support for educational needs.

Note the cautious tendency toward fewer B grades and more C grades. It is likely more could be done to move C grade students upwards. This is an area for attention. The decrease in students achieving D&E grades is pleasing.

## Senior summary

Five curriculum courses are offered to senior students: Modern History, Geography, Business Management and Enterprise, Careers and Employability, and Ancient History. Additionally, the Humanities department offers one Uni-Ready program connected to Murdoch University: Flexitrack High.

- The numbers of students choosing a Humanities course remained steady in Year 11 courses in 2025.
- All but one student who enrolled in Flexitrack in 2025 completed the course successfully and qualified for entrance to Murdoch University. The importance of Flexitrack is likely to continue to increase as Uni-Ready courses become more widespread in schools and more students opt for this pathway, with a 100% increase in the number of students enrolling for 2026.
- All students passed ATAR Modern History in Year 12, 2025 with 67% of students achieving their best or second best mark in the course.
- Exempting students who left early, discontinued their studies, or disengaged from school, students in Career and Enterprise (now Career and Employability) performed above their counterparts in similar schools and DoE.
- Numbers of disengaged students who undertook Ancient History in 2025 were very low in comparison to similar schools. Greater than 80% of students successfully engaged in this course, which demonstrates the value of engaging teaching strategies and a supportive, positive learning environment.

## KEY FOCUS FOR 2026

The Humanities learning area has two focus areas for 2026:

**KEY FOCUS 1:** Refine teaching and assessment strategies in line with Teaching for Impact to enable a greater level of curriculum differentiation, especially in Year 7-10.

**KEY FOCUS 2:** A major focus for the Humanities learning area – begun in 2024 – is the implementation of the substantial curriculum updates that SCSA has directed for 2026. Teachers have systematically reviewed these changes in 2024-25 and revised programs. This is a major update and the process and implementation will need to be evaluated this year.

This focus will be achieved when all programs, course outlines and assessment outlines are consistent with SCSA directives for 2026.

# Literacy Report

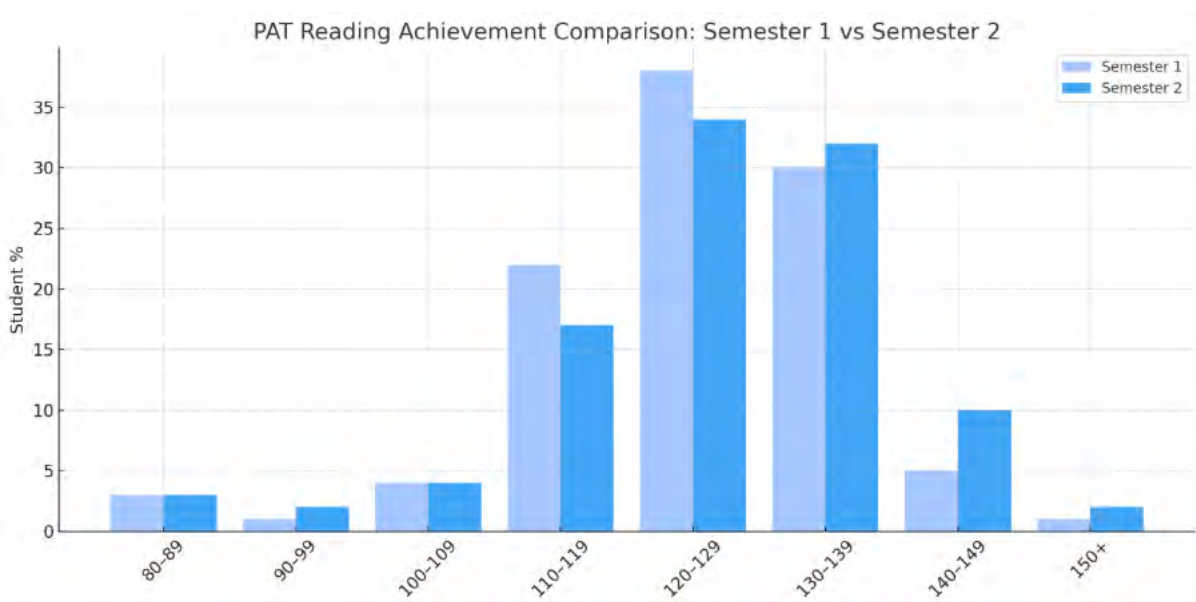
## Key achievements:

Our PAT Reading data indicates clear and positive growth across the Year 7 cohort from Semester 1 to Semester 2. A greater proportion of students have progressed into the middle and higher achievement bands, highlighting the effectiveness of our sustained literacy focus and the targeted support strategies implemented within classrooms. This improvement reflects the meaningful impact of staff expertise and the collective commitment to strengthening students' reading proficiency and comprehension skills.

There is clear evidence that our Year 8 students are quite capable. We have 7 students in the 150+ band and 11 in the 140-149 bands, clearly indicating that at least 18 of our cohort are performing above the expected mean for Year 8s.

## Data snapshots:

Comparison table of Year 7 Semester 1 to Semester 2 achievement and Year 7 progress from Sem 1-Sem 2



4 Semester 2

2025 Semester 1

2025 Semester 2



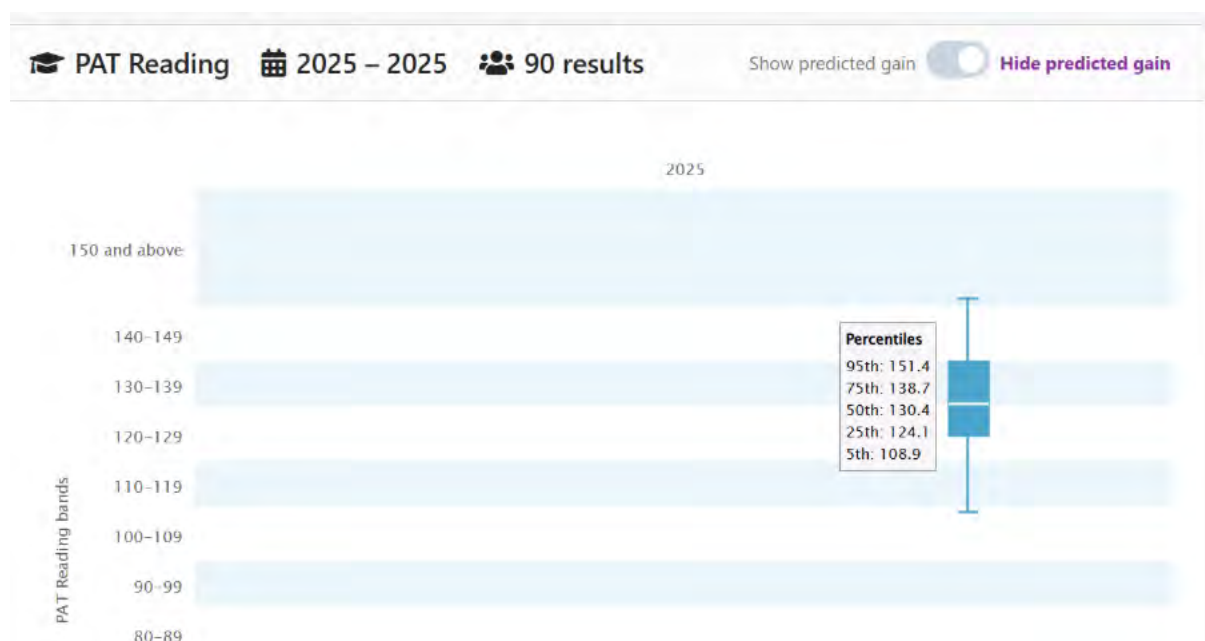
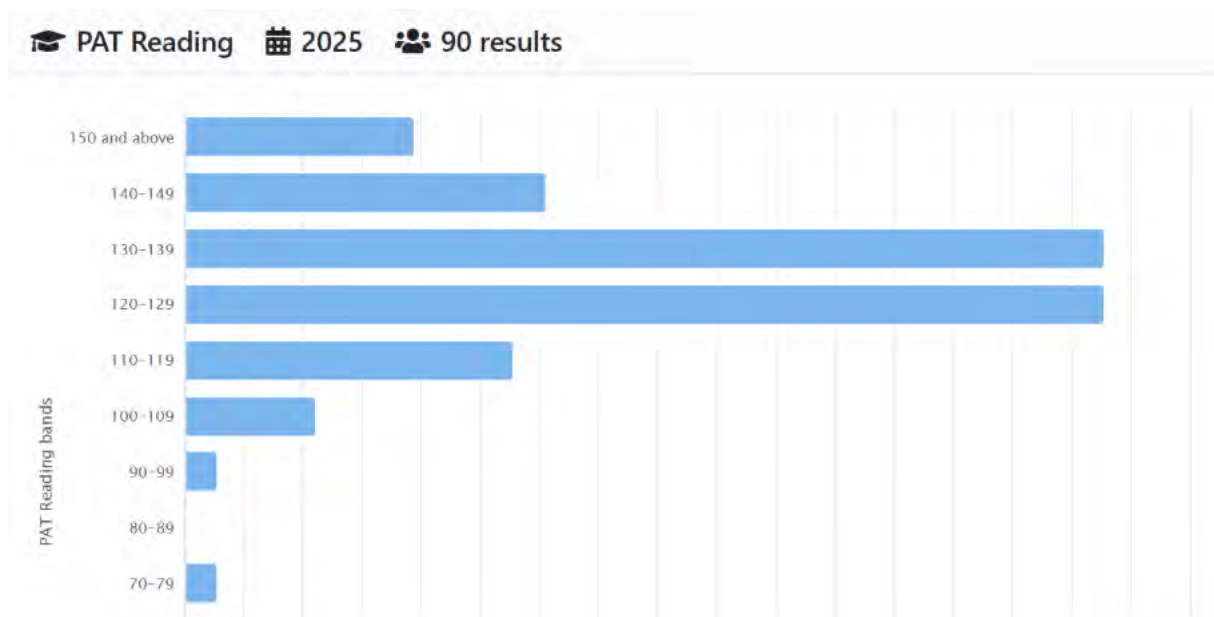
**Percentiles**  
 95th: 139.5  
 75th: 133.5  
 50th: 125.8  
 25th: 119.3  
 5th: 109.9



**Percentiles**  
 95th: 144.9  
 75th: 134.9  
 50th: 127.8  
 25th: 121.3  
 5th: 102.6



## Year 8 PATR data: achievement and progress reports.



### Key focus suggestions:

Continue to prioritise explicit vocabulary teaching and model comprehension strategies, particularly for students still sitting in the lower bands. Monitoring progress closely through PATR data will help ensure that all students continue to shift upwards in the bands.

Sharing high-impact literacy practices across learning areas will also support ongoing whole-school improvement.

# Science Report

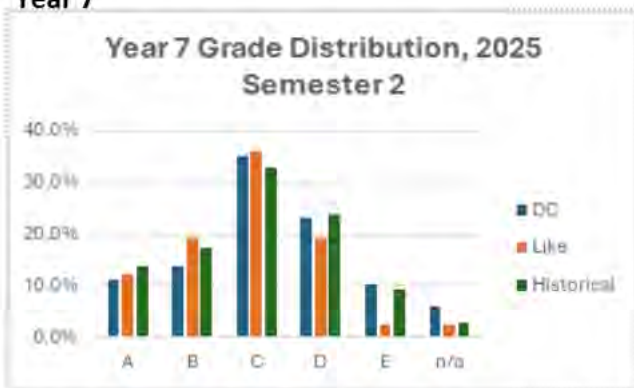
## Key Achievements:

During 2025, Science staff worked for many hours outside of the normal day to day hours to plan for the implementation of the revised WA Curriculum changes. In the Science learning area, these changes are extensive with much of the existing curriculum redistributed to other years and the inclusion of new content that has not been taught since the Unit Curriculum. As a staff we dissected the changes, wrote new lesson objectives and developed new teaching programs. The changes will require the planning of new lesson content and assessments, which is part of our key focus for 2026.

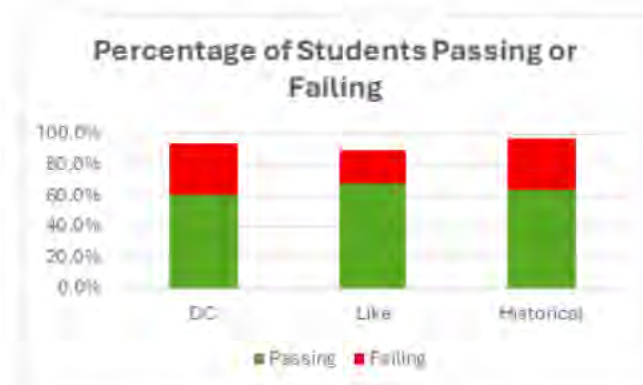
At the end of 2024, the restructuring of the Year 10 course was discussed. It was noted in Year 10 there was a large percentage of disengaged students with poor attendance rates who achieved D or E grades. It was decided, together with HASS, that we would “stream” the Year 10s, creating a “General” half and an “ATAR” half. In Science, we created an alternative curriculum with a focus on project-based learning. Student achievement would be based on the completion of weekly projects or blocks of work. As discussed in the next section, this resulted in improved student results.

During 2025, the majority of teaching staff participated in the “Year 8 Project”. This program was designed to give teachers time to discuss the needs of the Year 8 cohort, undergo targeted professional learning and plan and adopt a consistent approach to managing student behaviour. The project resulted in the reduction of negative student behaviour reported across the school. Going into 2026, the project also drove the agreed upon whole school student expectations.

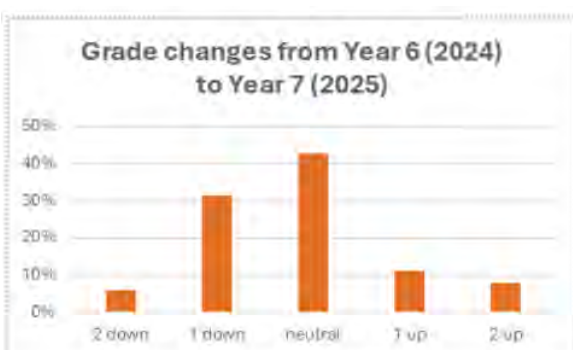
## Year 7



Grade distribution in Year 7 Science shows less A, B and C grades than that of Like schools. The D and E grades are higher than that of Like schools.



The difference between passing grades (A, B and C) grades with that of failing grades (D, E and n/a) reflect the above grade distributions. 60.3% of students at Dalyellup College passed Year 7 Science compared to 68% of students in Like schools.



Comparing students' historical data shows that 62% of students maintained or improved on their grade from Year 6. For 43% of students there was no change (neutral) while only 19% of students improved on their grade. 38% of students at Dalyellup College “went backwards” from Year 6 to Year 7.

# Science Report

## Key Achievements:

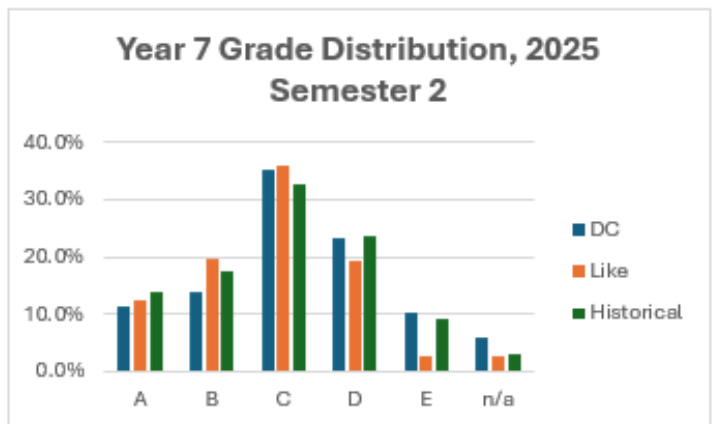
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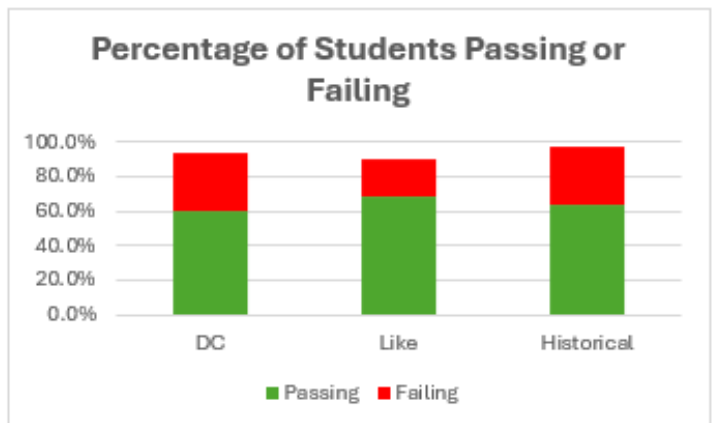
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## Year 7

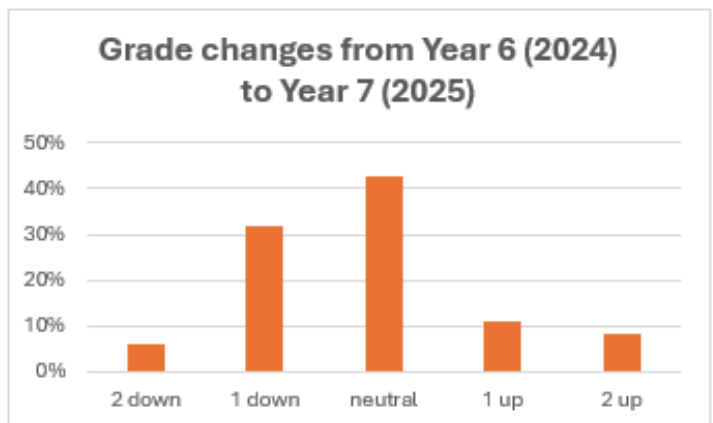
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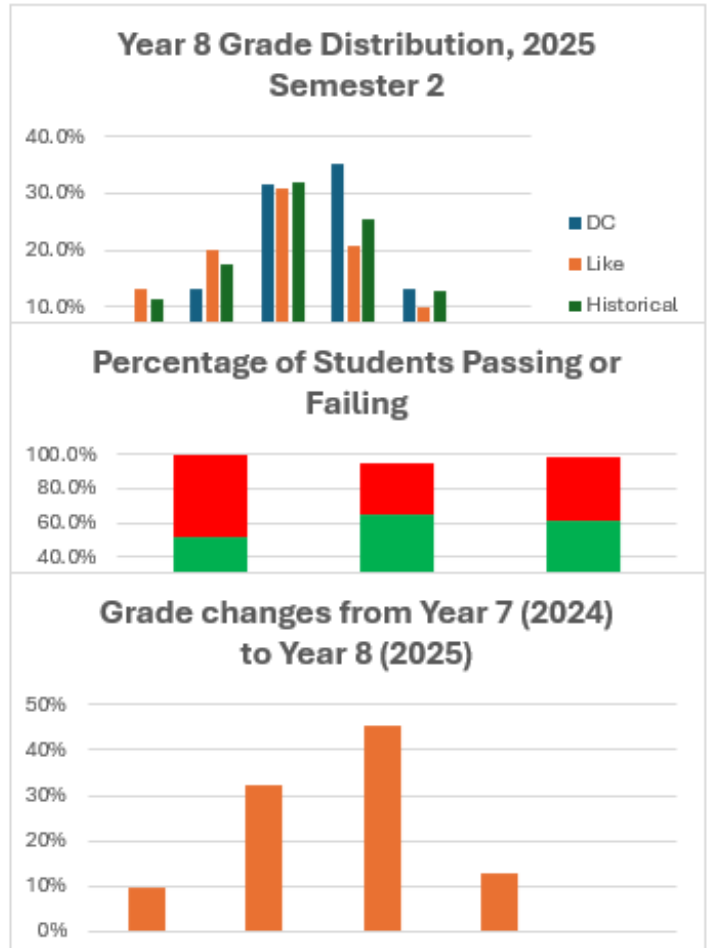
# Science Report

## Year 8

Grade distribution in Year 8 Science shows less A and B grades than that of Like schools. The percentage of students achieving a C grade is better than that of Like schools, comparable to the historical mean. Students achieving a D grade was the largest group, the large spike of D grades is almost 15% more than that of Like schools.

The above data is reflected in the proportion of students passing in Year 8. 51.4% of students passed in Year 8, down from the historical mean of 60.8%. Recognising that the Year 8 cohort presented some challenges for staff in 2025 has directed our focus for 2026.

An analysis of grade data in Year 7 and Year 8 shows that 58% of students maintained or improved their grades from the previous year. Of the 42% of students who “went backwards”, 32% had a drop of one grade.

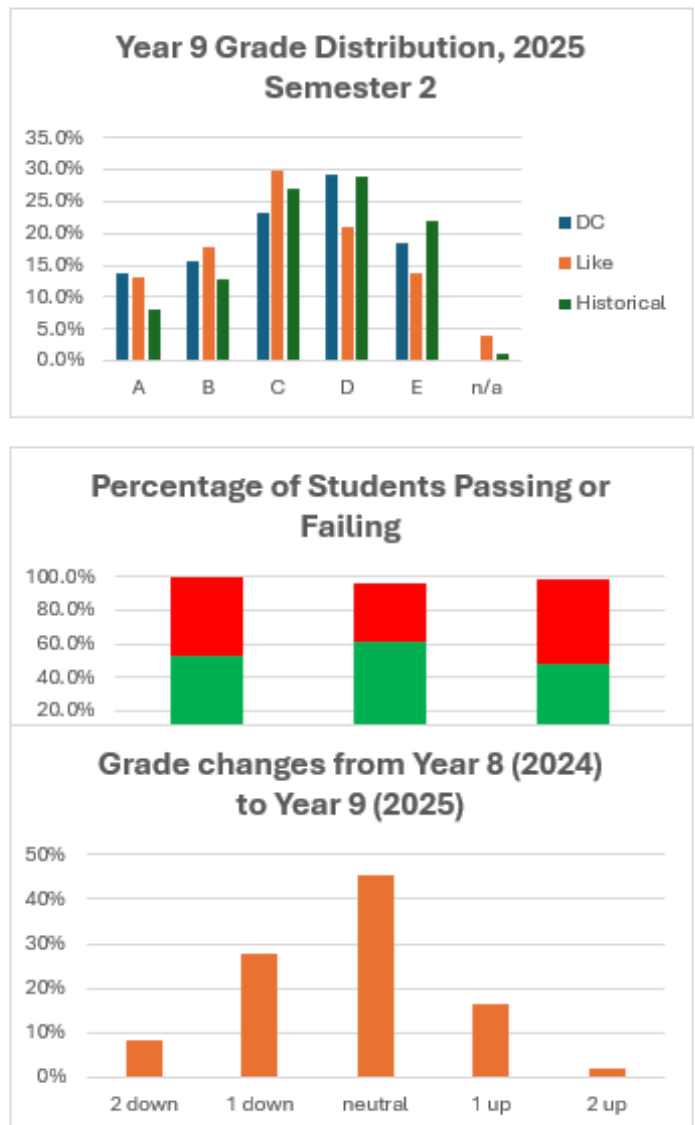


## Year 9

While A and B grades were lower than that of Like Schools, the percentages were higher than the historical means. There was two times increase in A grades compared to the historical mean. Both D and E grades were notably higher than that of Like schools but comparable, or fewer to the historical mean.

The percentage of students passing in 2025 was 4.5% better than that of the historical data, 47.9% [2024] compared to 52.4% [2025]. While this is still lower than that of Like schools [60.9%] it is still an improvement

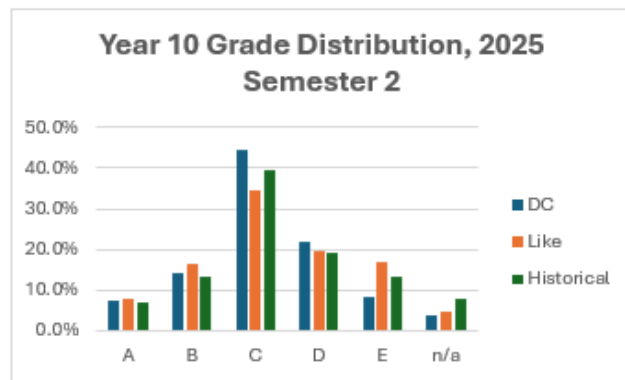
In Year 9, 2025, 63% of students maintained or improved on their grades in Year 8. This important to note as it has been demonstrated that the Year 9 curriculum has proven to be a challenge for students. This is also reflected in the previous fail – pass data.



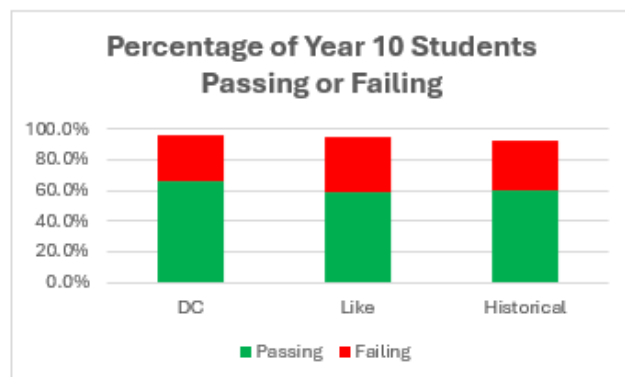
## Year 10

Year 10 data show an improvement in 2025. The proportion of students achieving an A [7.5%] and B grade [14.2%] is comparable to that of Like schools [8% and 16.3% respectively] and an improvement from the historical means [6.9% and 13.4%].

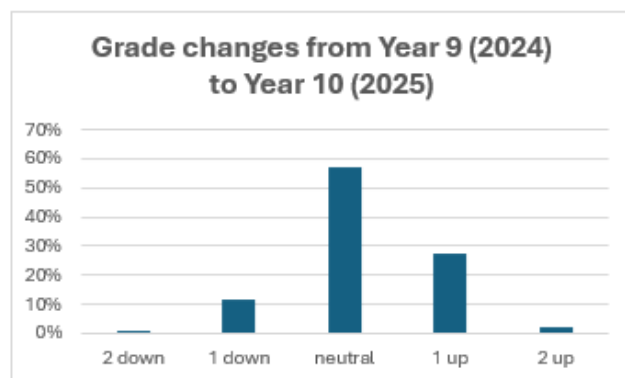
Whilst the proportion of D grades is slightly higher, there is a significant decrease in E grades. In 2025, 8.5% of students achieved an E compared to 16.7% in Like schools.



In 2025 66% of students achieved a passing grade. This is higher than the 58.9% in Like schools and the 59.7% historical mean.



In contrast to that of Year 7 to 9 data, 87% of students achieved a comparable or improved grade in Year 10 when compared to their Year 9 results. Almost a third of students [30%] improved their grade.



## Senior School

In 2025, Year 11 Chemistry, Human Biology and Psychology were offered, with enrolments commencing at 10 students per course. Achievement outcomes varied, with a small number of students achieving passing results and others requiring additional support to meet course expectations. Across all three subjects, a consistent pattern emerged where only a minority of students achieved satisfactory outcomes.

In Year 12, Chemistry, Physics and Psychology were delivered as ATAR courses alongside a General Psychology course. Student performance was broadly aligned with pathway intentions, with stronger outcomes evident for students actively working towards ATAR or WACE completion requirements. An area for review was identified in Year 12 Physics, where examination moderation showed significant variation across the cohort and will inform future teaching and assessment practices.

Results from Year 12 ATAR Psychology and General Psychology indicate that students with clear pathway goals, maintained engagement and performance across the year. This highlights the importance of early pathway clarity and targeted support to sustain student effort and achievement in the senior secondary years.

### Key Focus for 2026:

- Refine teaching and assessment strategies in line with Teaching for Impact to enable a greater level of curriculum differentiation, especially in Year 7-10.
- Implementation of the substantial curriculum updates that SCSA has directed for 2026. Before this year, staff systematically reviewed curriculum and revised current programs. During 2026 new course materials and assessments will need to be developed to reflect this curriculum change. This focus will be achieved when all programs, course outlines and assessment outlines are consistent with SCSA directives for 2026.

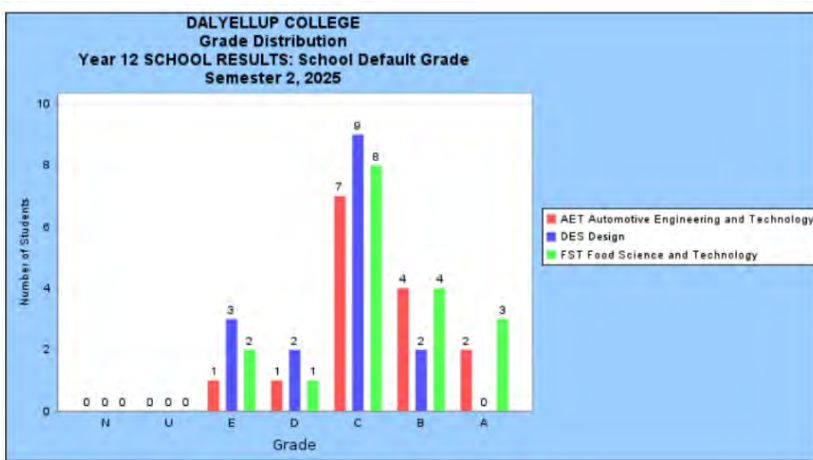
# Technologies Report

## Key Achievements:

All students enrolled in Cert II Engineering achieved qualification Staff have been regularly celebrated in Leadership meetings and subsequently made mention in school publications. Staff have applied for, and been successful, in a small group Literacy focus initiative and a year coordinator position. 2025 saw continued positive student satisfaction survey results.

## 2. Data Snapshot & Impact:

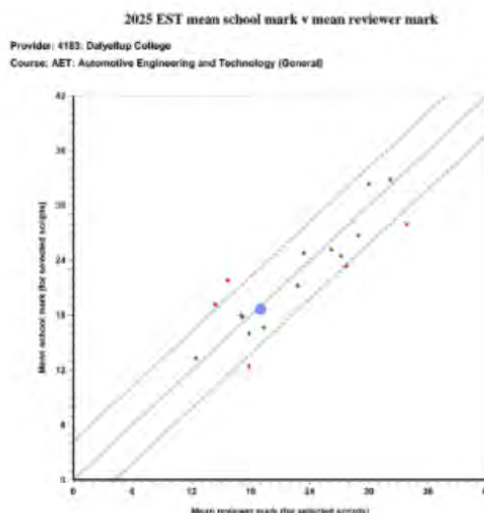
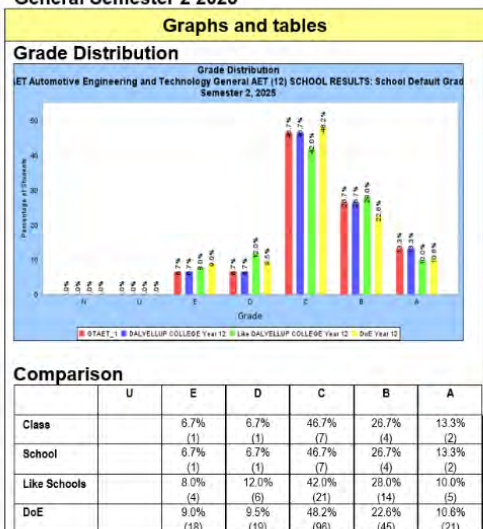
Combined 2025 year 12 results across 3 Technologies classes.



Year 12 classes: A's 5, B's 10, C' 24, D's 4, and E's 6 (shown above). Year 11 classes: A's 7, B's 14, C's 23, D's 5 and E's 7 (not shown)

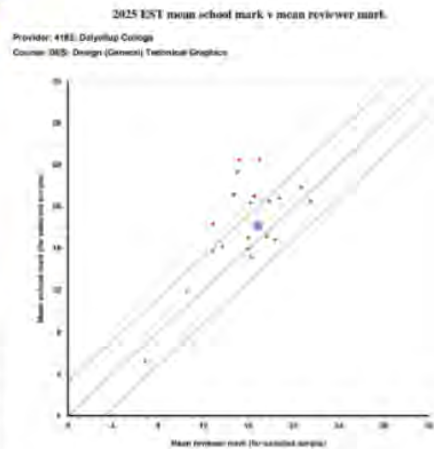
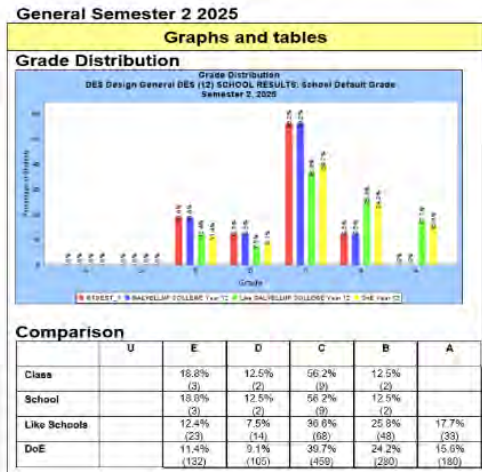
Both 11 and 12 data sets show a relatively high number of D and E graded students in FST and DEST. Further investigation shows that the many of the same students were represented in both classes in this category. Many of these students did not have success in year 11 either. This highlights the continued need for early intervention in attendance and academic feedback as well as student support. This also highlights the need to further establish and provide alternative pathways for underachieving students, so they achieve a positive outcome. This is a key focus. DATA also shows room for growth in the A and B grades in DEST.

### General Semester 2 2025



The number of A grades awarded at DC is higher than both DOE and Like Schools, yet the EST results indicate that DC was toward the bottom in these results. This is something to investigate further.

Grade distribution aligns to like schools- EST



No A grades, low b grades and high numbers of c grades. EST results are mid range and this may indicate that A grades could have been awarded.

Student OLN and NAPLAN data at the start of Semester was reviewed and staff made necessary adjustments where appropriate. Identified the need to continue to embed literacy in Technologies to support school priorities.

Student satisfaction surveys will be conducted and teacher reflection done prior to the end of the year-ongoing. This will give staff reflective considerations and a focus in future PM meetings.

In response to behaviour data- 3 staff attending the Year 8 cohort meetings and are applying the principles learnt.

In response to data, Staff have been involved in CMS conferencing to improve student outcomes and has been well received.

**Key Focus for 2026:**

1. Early intervention in attendance and academic progress. This will a focus in 2026 in our LA plan by ensuring we have early and regular parent feedback both in RTP and by compass phone call contact for our upper school students.
2. Consider seeking alternative pathways for identified students early in year 11. Eg a VPP class integrated into Technologies as separate classes.
3. Renew push for student satisfaction surveys, staff and LA reflection on the results
4. Continue to engage in CMS and improving positive classrooms instruction.