



DALE
CHRISTIAN
COLLEGE

ANNUAL REPORT

2023



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COLLEGE VISION

VISION

Our Vision at Dale is to offer affordable, quality education within the framework of a Christ-centred biblical world view as we strive to equip our students with skills and strong values that encourage them to pursue excellence in all areas

MISSION

Every student at Dale Christian College will clearly hear the claims of Christ on their life through management, curriculum and teaching practices and see the love of God at work in the college community.

CORE VALUES

*Honouring God, Respect, Stewardship, Justice and Mercy,
Pursuing Excellence*

COLLEGE PROFILE

Dale Christian College opened in July 1983, utilising the hall and Manse of the old Armadale Congregational Church with two classes totaling 21 students. The College rapidly outgrew the original site and in late 1985 the Church purchased the former Dale Drive-In located on Forrest Road. In 2002 we saw the commencement of Dale’s Middle College with 38 students in Years 7 & 8. At the beginning of 2015, we moved into the new secondary College, where we are today. The Dale Christian College Board believes that God’s grace and love have built the College to all that it is today and we look forward to what God has planned for it in the future.

<i>Sector</i>	Independent
<i>Co-educational</i>	Yes
<i>No. of Campuses</i>	1
<i>Year levels offered</i>	K-12
<i>Registration period</i>	1st July 2020 to 30th June 2025
<i>Student population</i>	635
<i>International students</i>	0
<i>Staff Population</i>	43 Full Time, 44 Part Time
<i>ABN</i>	60 654 705 610
<i>Motto</i>	Faith Hope Love

Leadership & Management

<i>Board Chair</i>	Ian Prangnell
<i>Principal</i>	Fourie Jordaan
<i>Deputy Secondary Principal</i>	Karin Cowie
<i>Deputy Primary Principal</i>	Gary Mewhor
<i>Business Manager</i>	Natalia Awardi

BOARD REPORT



2023 has been a year of celebration, as we have looked back over the 40 years since being established in July 1983. We thank God for all His blessings over the years and in growing the College to its current enrolment of more than six hundred students. The Board would like to thank the Staff, Parents and Church for the support and encouragement given to us throughout the year.

Our Principal and Deputies: Mr Fourie Jordaan (Principal), Mrs Karin Cowie (High College Deputy Principal) and Mr Gary Mewhor (Primary College Acting Deputy Principal) have continued in their leadership of the College for another year. We are very grateful for their extraordinary teamwork and effort throughout the year.

The maintenance staff, cleaners, education assistants, admin staff, teachers, and senior staff etc are all integral parts of the Dale team. We thank them for their skills, dedication, and sacrifice. Many have also volunteered valuable hours of their own time to organise and coach students in a variety of sports and other activities.

Parent support is very important for the success of the College. This includes encouraging your children to do their best, listening to reading, etc, as well as volunteering in the canteen, for excursions, sporting events, helping in the classroom, etc as you are able. The P&F (Parents and Friends) has recommenced this year, and they hope many more parents will join them in 2024.

The current Board members are Charmaine Lamprecht (Secretary), Kevin Ryan (Treasurer), Jon Younger, Keith Newby, Daniel Steadman, Chas Cameron, Richard Butcher, and myself. Charmaine, Chas, and Richard joined the Board this year. The Board members have a wide range of experience and qualifications to help us as we provide Governance for the College.

The Board is made up of members of the Armadale Congregational Church plus other specialists and community members who all give up their time to voluntarily serve in this manner. We have regular monthly meetings as well as other 'sub-committee' meetings where we meet to work on specific issues within our College. Board members also continue to attend various seminars throughout the year to increase their knowledge of Board and College matters.

Recently we announced that from the start of 2024, we are changing the school name to Dale Christian College. Although the logo and motto will remain the same, the new name better represents who we are. We thank God for all He has done for us over the last forty years and look forward to His ongoing enabling and guidance as the College continues to grow and have an influence in our community.

I speak on behalf of the Board when I say we are looking forward to the new year. We know that no year ever goes by without its own challenges, but we feel privileged to be able to be part of a wider team who are all here to work towards achieving the College Vision - to offer affordable, quality education within the framework of a Christ-Centred Biblical World View as we strive to equip our students with skills and strong values that encourage them to pursue excellence in all areas.

Thank you for your involvement as part of the community at Dale Christian College

Yours in His service,

Ian Prangnell

Board Chair

For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.

Jeremiah 29:11

PRINCIPAL'S REPORT



As we close on this significant year, it is genuinely heartening to reflect upon our journey. Celebrating our 40th anniversary, we witness God's unwavering provision and love. Recounting our College's history has been an exercise in nostalgia and testimony to His divine guidance.

Our College has experienced impressive growth this year, increasing numbers by 10%. We are diligently forging ahead with the development of a master plan for College improvement, with particular attention being given to the modernisation of our kindergarten and pre-primary classrooms. This year, we also marked a monumental decision that pays homage to our evolving identity – the transition from Dale Christian School to Dale Christian College, which will be official on January 1st, 2024.

This renaming is a testament to the seamless collaboration between the Primary and Secondary School, evident in the numerous joint events such as Open Night, Book Week shared reading, and collaborative staff support. We pride ourselves on being more than just an educational institution; we are a family College that emphasises building community, ensuring that our students feel a profound sense of belonging.

I would be remiss if I did not acknowledge the commendable efforts of Mr. Mewhor and Mrs. Cowie in their respective roles as deputies. Their contributions, coupled with the glowing findings from our review by Christian Colleges Australia, affirm the direction in which we are steering our beloved College. At this juncture, I must express my profound gratitude for the unparalleled dedication of our staff. Their unwavering commitment and tireless efforts have been pivotal in shaping our institution, continuously going above and beyond for the betterment of our students and community.

The addition of new members to our College Board has further augmented our expertise in HR, Strategic Planning, and College Leadership. This year also saw us reflect upon and redefine our College's values, emphasising our commitment to Honour God and the Bible as a source of truth, Respect for others and Ourselves, Stewardship and Responsibility, Justice and Mercy, and Pursuing Excellence.

Our Secondary School commenced with a slew of events showcasing the unparalleled talents of our students, with a pronounced culture of celebrating achievement and participation. The testimonies from our former students and current parents are a testament to our unwavering commitment to excellence. The Primary School continues to foster an environment of harmony, which was poignantly observed during Year 6 Albany Camp.

I am endlessly proud of our students' enthusiasm, willingness to volunteer, and their commendable representation of our values. The vibrant celebrations of our 40th anniversary, coupled with the unwavering support shown during our inter-school carnival, underscore our shared College pride.

Furthermore, a significant milestone this year was the independent review undertaken by Christian Colleges Australia (C.S.A.). Key findings from the review underscored Dale Christian College's unwavering commitment to our Christian ethos is observable throughout our community and in the deep-seated relationships between our staff, leadership, and students. Our leadership has been lauded for its vision and relational strengths. The positive feedback regarding our staff's Induction/Onboarding/Mentoring process highlights the College's commitment to professional development. Moreover, our nurturing environment, robust service-learning programs, and students' appreciation for non-ATAR pathways in the senior school all attest to the holistic excellence Dale Christian College strives for.

In conclusion, the positive atmosphere that radiates across both our Primary and Secondary school campuses is palpable, and it fills me with immense gratitude to be at the helm of such a vibrant College community.

May God's blessings continue to guide and nurture our community.

Principal

Jordaan Fourie

The Lord bless you and keep you; the Lord make his face shine on you and be gracious to you; the Lord turn his face toward you and give you peace.

Numbers 6:24-26

STUDENT POPULATION & ATTENDANCE

Management Of Attendance

Dale Christian College acknowledges its obligations under Part 2, Division 3 of the School Education Act 1999 relating to student attendance requirements, and a Student Attendance and Policy is maintained to enable us to meet these obligations.

2023 STATS Attendance Percentage

% Attendance

Year 1	91.84%
Year 2	92.97%
Year 3	90.14%
Year 4	91.12%
Year 5	94.19%
Year 6	92.32%
Year 7	89.96%
Year 8	86.99%
Year 9	83.70%
Year 10	89.76%



STAFF WORKFORCE COMPOSITION & STANDARDS

Dale Christian College staff are committed to educational excellence and invest significant time in professional learning and associations to retain currency of relevant information and to maintain ongoing learning and compliance. The College's teachers come from diverse educational backgrounds and bring a wealth of professional experience to enhance the learning experiences. A wide range of expertise enables the provision of quality and challenging programs across all learning areas. The majority of teaching staff have more than ten years of relevant teaching experience. To enhance learning support at Dale Christian College, the College has invested in support staff and to provide opportunities for training.

Workforce Composition

- 47 Teaching staff
- 38 Non-teaching staff
- 15 Admin Staff

Staff Standards

All teaching staff meet the requirements for registration with the Teacher Registration Board of Western Australia (TRBWA). To qualify for full registration, teachers must:

- hold a teaching qualification from an accredited Initial Teacher Education (ITE) program or a teaching qualification recognised by the TRBWA as equivalent.
- demonstrate proficiency to the prescribed standard in English, both oral and written.
- All teaching and non-teaching staff are required to hold a valid Working with Children Check at all times, and to provide a National Police History Check

Qualifications Snapshot

<i>Masters</i>	8
<i>Bachelor's degree</i>	47
<i>Diploma</i>	13

PROFESIONAL DEVELOPMENT

- On Entry Assessment Program
- Child Abuse Reporting including Mandatory Reporting
- EYLF V20 Fundamentals
- CSA State Conference
- Anaphylaxis e-training
- WHS & Medical refresher PD
- Diabetes in Colleges Levels 1-3
- Safety Solutions WA
- TASS training – area specific
- DSF Talk for Writing
- Introduction to Differentiation
- Effective Questioning
- Cognitive Load in the Classroom
- Retrieval Practice in Action
- Introduction to Questioning
- National Quality Standards for Principals and Leaders
- Critical Reflection through a Growth Mindset
- Powerful Learners Project
- FLAME – Understanding and Managing the Mental Load
- FLAME – Mastering Applications and Acing interviews
- Supporting EAL/D Learners in the classroom
- Department network meetings
- Epilepsy Learning
- Powerful Learners Project
- Whole College approach to Problem-Solving in Maths



VALUE ADDED ACTIVITIES

Academic

- NAPLAN & OLNA
- Math Tutoring
- English Tutoring
- HASS Tutoring
- Vocational Program

Assemblies

- ANZAC
- Easter
- Multicultural
- Primary & Secondary College Assemblies

Camps

- River Rangers & Bush Rangers
- Yr. 6 Albany Camp

Community

- Scholastic/Koorong Book Fair
- Book Week
- Yrs K & P Mothers/Father's Day Tea
- Boys Brigade
- Yrs K & PP Graduation
- Yrs K-2 Concert
- Yrs 3-6 Concert
- Yr. 6 Graduation Dinner
- Yrs 7-10 Awards Night
- Yrs 11 & 12 Graduation & Awards Night
- Senior School Ball
- Yr. 12 Graduation Lunch
- Kindy Orientation
- Pre-Primary Orientation
- Parent Teacher Information Evenings

- DCS Iron Challenge
- Leadership Conference
- Tech-Buddies
- Dale Open Night
- Prefects Luncheon
- M.A.D Night
- Instrumental Night

Excursions & Incursions

- Adventure World Physics
- Armadale History House
- ATAR Exam Preparation Author Visit
- Kindy Bible Society
- Masterclass
- Bowling
- Brownes Dairy Excursion
- Bush Rangers Camp
- Careers at VET Expo
- City of Armadale Library Visit - Better Beginnings
- Constable Care Safety
- College Constitution Centre
- Construction Futures Centre
- FESA Heritage Centre
- Fremantle Prison
- Geography Natural Hazards Field Trip
- Gravity Discovery Centre
- Hospital Familiarisation Program Incursion
- Electoral Education Centre
- First Aid St John
- Indigenous Elders Incursion
- Indonesian Music Workshop
- Kings Park - Rio Tinto Nature Scape
- Look At our Urban Environment
- North Metro TAFE Open Day
- PARTY - Prevention of Alcohol and risk
- Perth Zoo
- Police Incursion
- RAC Road Safety Incursion
- Ready Steady Go
- Remida

- RSPCA WA
- SciTech
- Sculpture by the Sea
- Shipwreck Museum
- Canning River System Incursion
- Swan Valley Cuddly Farm
- Urban Landscape Walk
- WA Army Museum
- Extra-Curricular Chess Tournament

After School Sports

- Bush Rangers River Rangers
- Athletics
- Jumps & Throws
- Inter School Cross Country
- Swimming Carnival
- DCS Iron Challenge

Mission Outreach

- Mission Support Jewels Future
- New Hope International
- Music & Arts
- MAD Night
- Chapel Band One Big Voice



The Duke of Edinburgh’s International Award – Australia (WA)

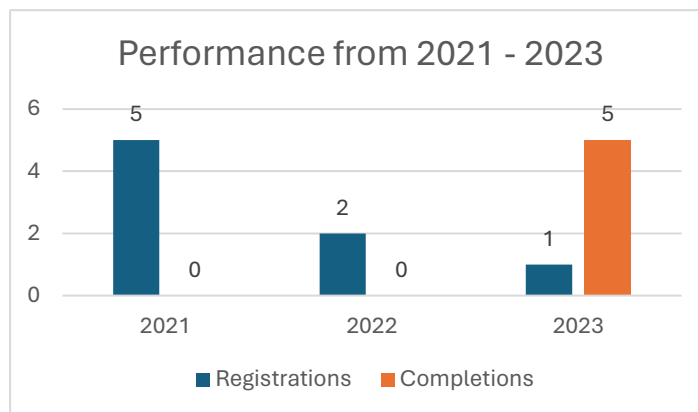
In 2023, Dale Christian College proudly celebrated the achievement of five students completing the Duke of Edinburgh’s International Award. This program invites young people to set and accomplish personal goals in skill development, physical recreation, voluntary service, and adventurous journeys.

Our students embarked on a transformative journey that not only challenged them to develop new skills and enhance their physical capabilities but also deepened their commitment to their communities through dedicated service. This journey was a testament to their growth and development as they tailored their activities to reflect their interests and long-term aspirations, showcasing their unique talents and dedication.

The Adventurous Journey section of the award was a highlight, where students demonstrated resilience, teamwork, and leadership as they navigated through challenging terrains and worked collaboratively to overcome obstacles. This experience was instrumental in fostering a sense of adventure and self-discovery among the participants.

The completion of this award by our students is a testament to their hard work, perseverance, and the supportive environment provided by the school community. Dale Christian College remains steadfast in its commitment to encouraging our students to pursue excellence, develop leadership skills, and contribute positively to their communities. We congratulate these young leaders on their outstanding achievements and reaffirm our support for the Duke of Edinburgh’s Award in the years to come.

In 2023, Dale Christian College had one registration and five completions.



NAPLAN

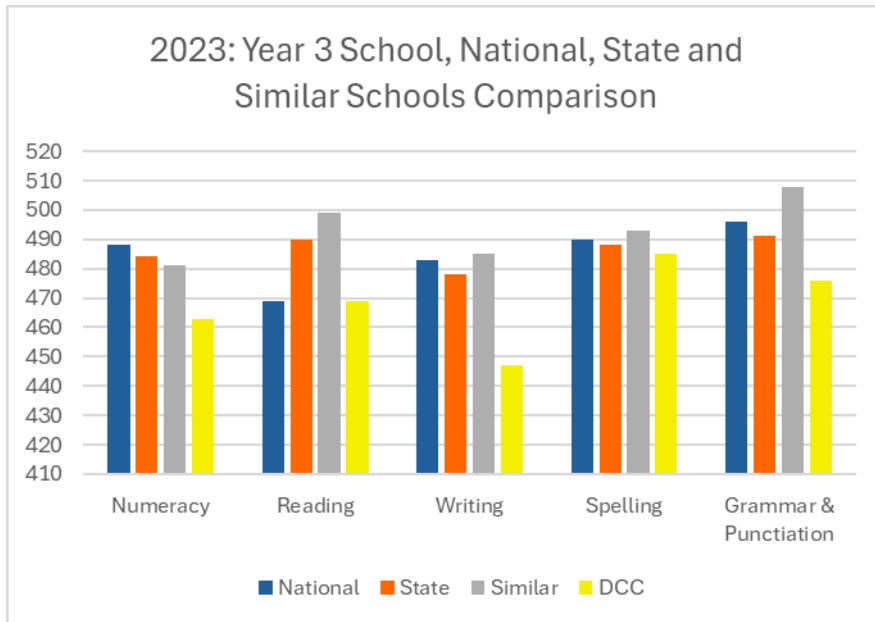
NAPLAN is a one-off test with many variables. It can be admiring and depreciative at the same time; therefore, at Dale Christian College, data gathering has been implemented to inform planning and teaching over the last three years to help drive improvement in all areas.

Over the past three years, individual students were mapped to monitor growth on all angles in core subject areas with these strategies in place:

Meetings with every teacher discussing the whole class and every student individually.

Action plan for improvement with the staff and the whole school.

Comparing school, national state, and similar schools means Year 3



For the Year 3 cohort at DCS in 2023, the summarised data across various subjects reveals insights into how our youngest students perform compared to National, State, and Similar school averages.

In Numeracy, the cohort achieved an average score of 380, 26 points below the National average, 21 points below the State average, and 30 points below the Similar school average. This indicates a significant area for focused improvement in our mathematics curriculum to support our students' foundational numeracy skills better.

Reading skills within the Year 3 cohort present a similar challenge, with an average score of 375. This places our students 29 points below the National average, 19 points below the State average, and 26 points below the Similar school average. Enhancing our literacy programs will close these gaps and foster stronger reading competencies.

In Writing, our students scored an average of 394, falling 23 points behind the National average, 17 points behind the State average, and 33 points behind the Similar school average. This suggests a need for targeted interventions to improve writing skills, emphasising creative and structured expression.

Spelling is another area requiring attention, with the cohort's average score of 374. This is 30 points below the National average, 25 points below the State average, and 23 points below the Similar school average. Developing engaging and effective spelling strategies will be crucial to enhancing our students' spelling proficiency.

The 2023 data for our Year 3 cohort highlights critical areas for development, particularly in Numeracy, Reading, and Writing, where our students lag behind their peers nationally and at similar schools. Addressing these gaps through targeted teaching methods and resources is essential for laying a solid educational foundation for our students. Despite these challenges, we are committed to implementing strategies to support and enhance our students' learning outcomes in these critical areas.

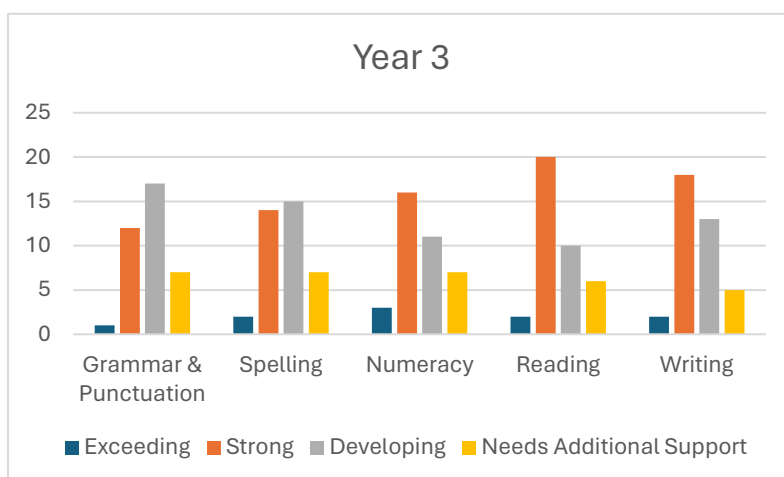
NAPLAN 2023 Student and School Summary

We are pleased to present a detailed perspective on the proficiency levels of our Year 3 students in key learning areas, as outlined in our Student and School Summary Report (SSSR). This assessment, based on the recent National Assessment Program - Literacy and Numeracy (NAPLAN) results, is designed to provide insights into the educational development of our students.

Year 3 Student and School Summary

Grammar & Punctuation Proficiency

- Exceeding: 1 student
- Strong: 12 students
- Developing: 17 students
- Needs additional support: 7 students



One student exceeds expectations in grammar and punctuation, a testament to their mastery of language mechanics beyond their year level. Twelve students perform strongly, demonstrating a solid understanding of grammar and punctuation rules. Seventeen students are developing well and showing promising progress in this area. However, we recognise that seven of our students need additional support, and we are committed to providing tailored assistance to enhance their learning outcomes.

Spelling Proficiency

- Exceeding: 2 students
- Strong: 14 students
- Developing: 15 students
- Needs additional support: 7 students.

Spelling is a strength for our students, with two students exceeding the expected proficiency level, indicating an advanced grasp of orthography. Fourteen students are classified as solid spellers, while fifteen are still developing their skills. We acknowledge the seven students who require further support and are actively working to bolster their spelling abilities through targeted interventions.

Numeracy Proficiency

- Exceeding: 3 students
- Strong: 16 students
- Developing: 11 students
- Needs additional support: 7 students.

Numeracy is a critical skill, and we are encouraged to see three students exceeding the expected level, displaying an exceptional understanding of mathematical concepts. Sixteen students show strong numeracy skills and are ready for more challenging material. Eleven students are in the developing stage, and we are closely monitoring their progress. Seven students need additional support, and we will ensure they receive the necessary resources to thrive in mathematics.

Reading Proficiency

- Exceeding: 2 students
- Strong: 20 students
- Developing: 10 students
- Needs additional support: 6 students.

Reading is fundamental to student success across all subjects. Our data indicates two students exceed proficiency levels, showcasing an excellent command of reading comprehension. A significant portion of our cohort, twenty students, performs strongly, indicating robust reading abilities. Ten students are still developing their reading skills, and we remain focused on nurturing their growth. Six students need additional support, and we are dedicated to enhancing their reading proficiency through various literacy programs.

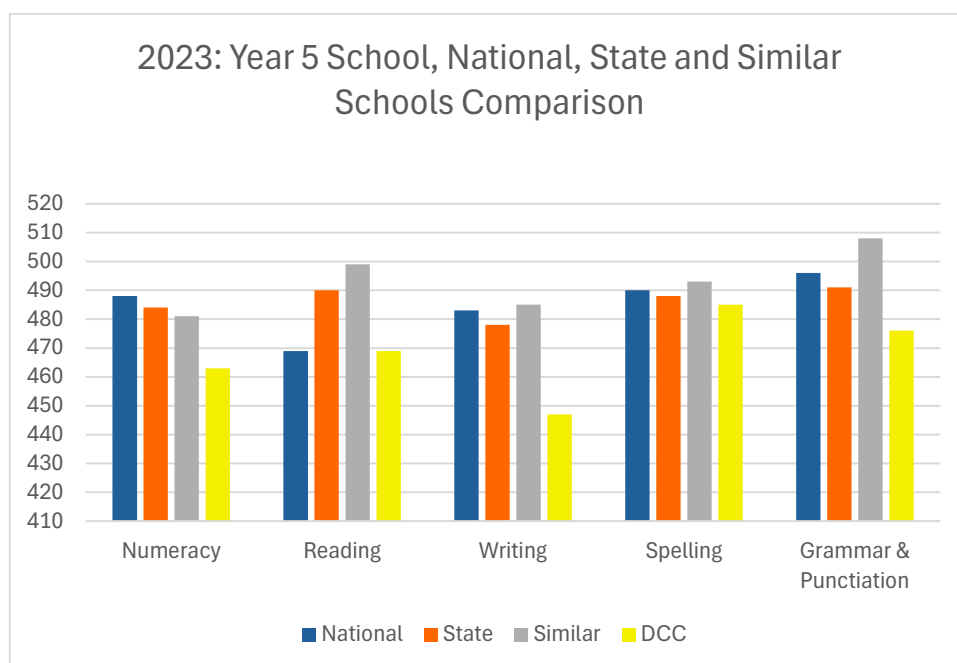
Writing Proficiency

- Exceeding: 2 students
- Strong: 18 students
- Developing: 13 students
- Needs additional support: 5 students.

Writing is another area where our students excel, with two students exceeding the proficiency standards, reflecting their ability to express ideas clearly and creatively. Eighteen students are identified as strong writers, while thirteen are developing their writing skills. For the five students who need additional support, we are implementing strategies to improve their writing, from grammar to structure and style.

These proficiency levels highlight the diverse talents and areas for growth within our Year 3 cohort. Our educators are devoted to recognising each child's needs and providing a nurturing environment where every student can excel. We celebrate the achievements and look forward to fostering a community of learners who support and inspire one another on their educational journey.

Comparing school, national state, and similar schools means Year 5



In 2023, our Year 5 cohort at DCS faced various challenges and successes, as evidenced by their performance compared to National, State, and Similar school averages. In Numeracy, we saw our students achieve a school average of 463, which, while commendable, was below the National, State, and Similar school means by 25, 21, and 18 points, respectively. This suggests a need for targeted improvements in our mathematics curriculum.

Reading proficiency among our Year 5 students aligned precisely with the National average, indicating a solid literacy foundation. However, it fell short of State and Similar school averages by 21 and 30 points, respectively, highlighting an area where further enrichment could be beneficial.

In Writing, our students faced the most significant challenge, with their average of 447 trailing the National, State, and Similar school averages by 36, 31, and 38 points. This underscores an urgent call for interventions to strengthen writing skills.

Conversely, Spelling stands out as a relative strength, with our students scoring only 5, 3, and 8 points below National, State, and Similar school benchmarks. This is an area of academic proficiency that we can build upon.

Finally, in Grammar & Punctuation, our cohort scored 476, 20, 15, and 32 points behind National, State, and Similar school averages. This suggests room for improvement in understanding and applying grammatical rules.

These insights will be instrumental in refining our teaching approaches and providing targeted support where necessary to uplift our students' educational outcomes across these key areas of learning.

Year 5 Student and School Summary

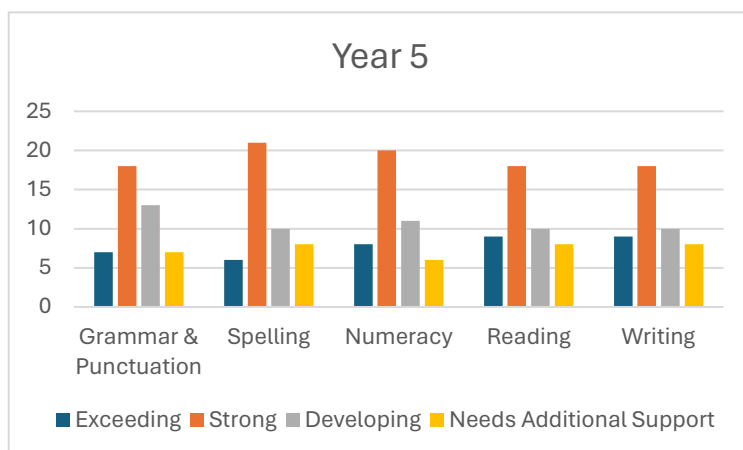
Our Year 5 group has witnessed commendable performances across several domains as per our Student and School Summary Report (SSSR) based on the NAPLAN assessments. This report illuminates the progress and proficiency of our students in areas critical to their educational journey.

Grammar & Punctuation Proficiency:

- Exceeding: 7
- Strong: 18
- Developing: 13
- Needs additional support: 7

Grammar and punctuation, the building blocks of effective communication, are areas where our students shine. Seven students exceed proficiency expectations, indicating a superior command of language structures.

Eighteen students have a firm grasp of grammar and punctuation, while thirteen are developing their skills and understanding. Seven students will be receiving additional support to ensure they gain a comprehensive understanding of grammatical conventions.



Spelling Proficiency:

- Exceeding: 6
- Strong: 21
- Developing: 10
- Needs additional support: 8 Students.

Spelling is a forte for many in this cohort, with six students exceeding the proficiency benchmark, showcasing their exceptional linguistic abilities. Twenty-one students demonstrate strong spelling capabilities, indicating a solid foundation for literacy. Ten students are developing in this area, with continuous improvement evident. Our commitment to the eight students who need additional support is unwavering, with plans to implement tailored spelling strategies.

Numeracy Proficiency:

- Exceeding: 8
- Strong: 20
- Developing: 11
- Needs additional support: 6 Students.

Numeracy skills are crucial for problem-solving and logical reasoning. Eight students have exceeded proficiency levels in this area, displaying impressive mathematical aptitude. Twenty students are strong in numeracy skills and prepared to take on more complex concepts. Eleven students are developing, and we are focused on providing them with engaging mathematical challenges. Six students will be given additional support to strengthen their numeracy skills.

Reading Proficiency:

- Exceeding: 9
- Strong: 18
- Developing: 10
- Needs additional support: 8 Students.

Reading proficiency is vital for learning across all subjects. Our results show nine students exceeding proficiency, which is a testament to their advanced comprehension skills. Eighteen students read intensely, and ten develop their abilities further. We recognise the eight students who need additional support and are dedicated to enhancing their reading skills through targeted literacy programs.

Writing Proficiency:

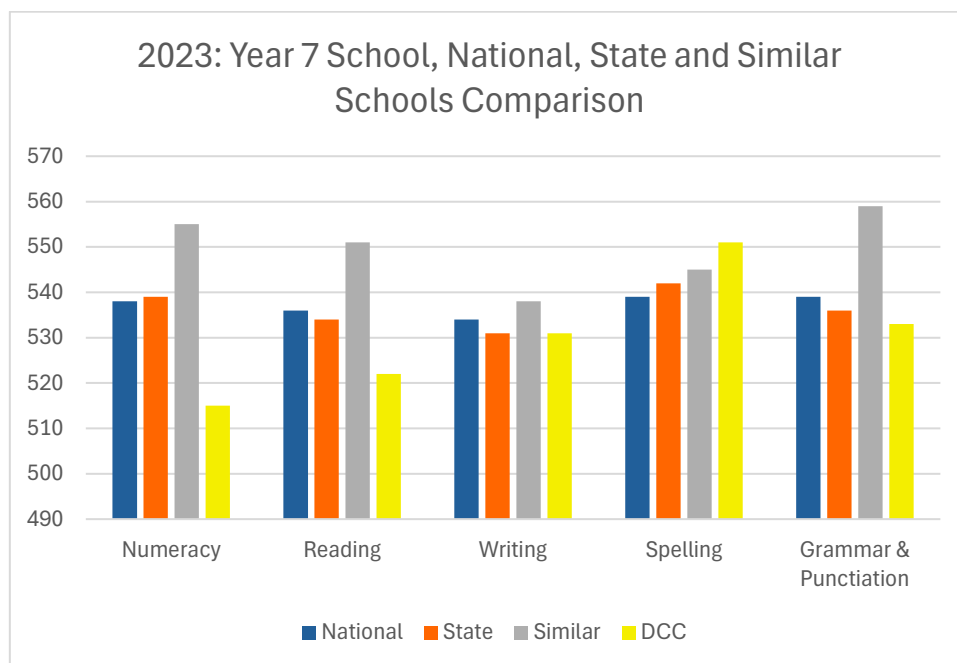
- Exceeding: 9
- Strong: 18
- Developing: 10
- Needs additional support: 8 Students.

Writing allows for self-expression and knowledge synthesis, and here, nine of our Year 5 students are exceeding proficiency levels, demonstrating advanced writing skills. Eighteen students are strong writers, able to convey their thoughts effectively. Ten are developing their writing skills, and we are committed to nurturing their expressive abilities. We also provide specialised support for the eight students who need assistance, helping them to develop their writing skills more fully.

The breadth of talent within our Year 5 cohort is inspiring. Our faculty is dedicated to fostering an environment that recognises individual strengths and provides the scaffolding necessary for every student to succeed.

We are proud of our student's progress and are excited to continue supporting them in their educational endeavours.

Comparing school, national state, and similar schools means Year 7



In 2023, our Year 7 cohort at DCS demonstrated a range of performances across different subject areas compared to National, State, and Similar school averages. In Numeracy, our students achieved an average score of 463. This performance is below the National, State, and Similar school averages by 25, 21, and 18 points, respectively, indicating a significant area for targeted educational strategies and improvement.

For Reading, our students matched the National average with a score of 469, a testament to their literacy skills. However, this score falls short of the State and Similar school averages by 21 and 30 points, respectively, suggesting that while our students perform well nationally, there's room for enhancement to reach the benchmarks set by closer peers.

In Writing, our students faced more challenges, with an average score of 447. This places them 36, 31, and 38 points behind the National, State, and Similar school averages, respectively, marking it as the subject requiring the most urgent attention and intervention to boost their writing proficiency.

Spelling, on the other hand, emerges as a relative strength within the cohort. With an average score of 485, our students are only 5, 3, and 8 points behind the National, State, and Similar school benchmarks. This closer alignment indicates a solid foundation in spelling that we can continue to build upon.

Lastly, in Grammar & Punctuation, our students scored an average of 476, lagging by 20, 15, and 32 points behind the National, State, and Similar school averages. This gap underscores the need for focused grammatical education to enhance students' understanding and application of language rules.

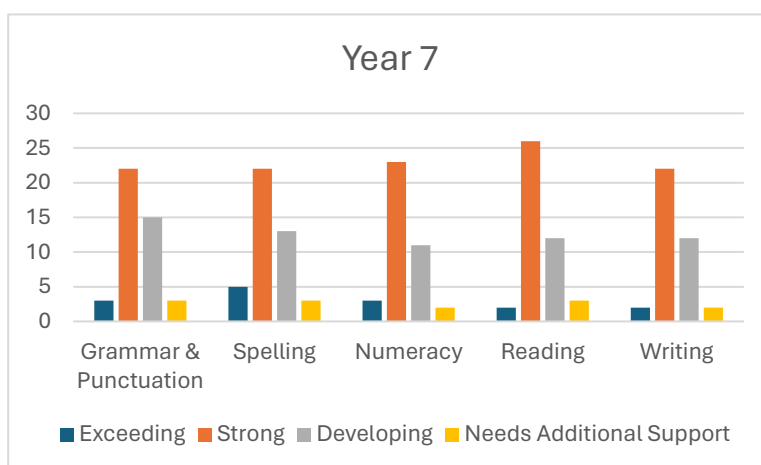
This overview highlights the diverse academic strengths and challenges faced by our Year 7 cohort. It underscores the importance of continued support and tailored educational approaches to ensure that all students can achieve their full potential across all areas of learning.

Year 7 Student and School Summary

As we present the academic accomplishments of our Year 7 cohort in the Student and School Summary Report (SSSR), based on their performances in the NAPLAN assessments, we are mindful of the role this analysis plays in enhancing our educational programs.

Grammar & Punctuation Proficiency:

- Exceeding: 3
- Strong: 22
- Developing: 15
- Needs additional support: 3 Students.



In Grammar & Punctuation, a cornerstone of literacy, three students have exceeded proficiency levels, showing exceptional understanding. A robust group of twenty-two students are performing strongly, with fifteen continuing to develop their skills. Only three students require additional support, and we are poised to provide them with the focused guidance needed to improve.

Spelling Proficiency:

- Exceeding: 5
- Strong: 22
- Developing: 13
- Needs additional support: 3 Students.

Spelling proficiency in Year 7 is quite strong, with five students exceeding the expected standards, demonstrating their adeptness with complex language rules. Twenty-two students are strong spellers, and thirteen are in the process of developing their skills. We are committed to assisting the three students who need additional support to enhance their spelling proficiency.

Numeracy Proficiency:

- Exceeding: 3
- Strong: 23
- Developing: 11
- Needs additional support: 2 Students.

Numeracy, critical for logical thinking and problem-solving, sees three students exceeding expectations and displaying exceptional mathematical ability. Twenty-three students are strong in their numeracy skills, and eleven are developing, which speaks to the potential for further growth. Our two students who need additional support will benefit from tailored interventions aimed at building their confidence and capability in mathematics.

Reading Proficiency:

- Exceeding: 2
- Strong: 26
- Developing: 12
- Needs additional support: 3 Students.

Reading is essential for academic success, and our cohort has two students exceeding proficiency, reflecting their advanced interpretive skills. Twenty-six students are strong readers, indicating a solid foundation for continued academic achievement. Twelve students are developing their reading skills, and we will ensure the three students who need additional support receive it, enhancing their ability to understand and analyse texts.

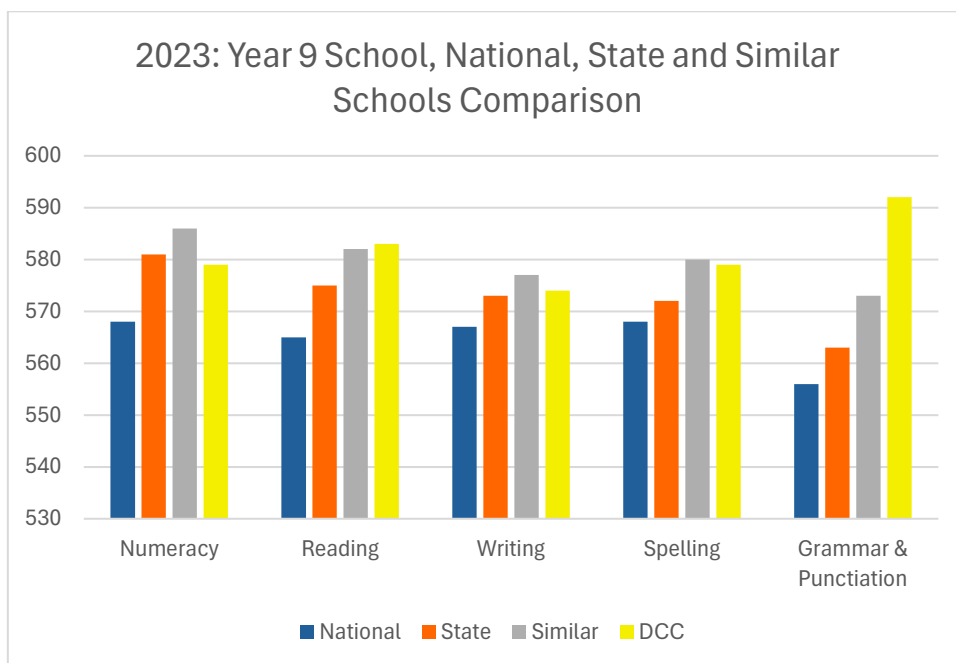
Writing Proficiency:

- Exceeding: 2
- Strong: 22
- Developing: 12
- Needs additional support: 2 Students.

Writing proficiency is fundamental for clear expression and knowledge construction. Two students exceed proficiency levels, highlighting their articulate and creative expression capacity. Twenty-two students are strong writers, and twelve are developing and working on refining their writing abilities. For the two students needing additional support, we will provide specialised assistance to strengthen their writing skills.

The Year 7 results demonstrate a promising distribution of skill levels, with most students performing at or above the developing stage across all subjects. Our dedicated educators are committed to building on these strengths while addressing the specific needs of those who require additional support. We continue to be inspired by our students' achievements and remain dedicated to providing a nurturing and effective learning environment for all.

Comparing school, national state, and similar schools means Year 9



For the Year 9 cohort at DCS in 2023, the performance data across various subjects provides a comprehensive view of our students' achievements compared to National, State, and Similar school averages.

In Numeracy, our students posted an impressive average score of 579, surpassing the National average by 11 points. However, this score is slightly below the State and Similar school averages by 2

and 7 points, respectively. This indicates a strong foundation in mathematics, with a small gap to bridge compared to state and similar institutions.

Reading proficiency among our Year 9 students is a notable highlight, with an average score of 583. This places them 18 points above the National average and ahead of both State and Similar school averages by 8 and 1 point, showcasing exceptional literacy skills within this cohort.

Writing achievements for our students are also commendable, with an average score of 574. This score is 7 points above the National average and closely aligns with the State average, outperforming the Similar school average by 3 points. This reflects well on our students' ability to express themselves clearly and effectively.

In Spelling, our students achieved an average score of 579, exceeding the National average by 11 points, the State average by 7 points, and nearly matching the Similar school average. This strong performance indicates a high proficiency in spelling among our Year 9 students.

Grammar and punctuation stand out as an extraordinary area of achievement, with our students scoring an average of 592. This exceptional score is 36 points above the National average, 29 points above the State average, and 19 points above the Similar school average. Such a significant lead in Grammar and punctuation underscores our students' exemplary understanding and application of language conventions.

The 2023 performance data for our Year 9 cohort underscore their outstanding achievements and areas of excellence across the board. With particular strengths in Reading and Grammar and punctuation, our students demonstrate remarkable competencies that bode well for their future academic endeavours.

Year 9 Student and School Summary

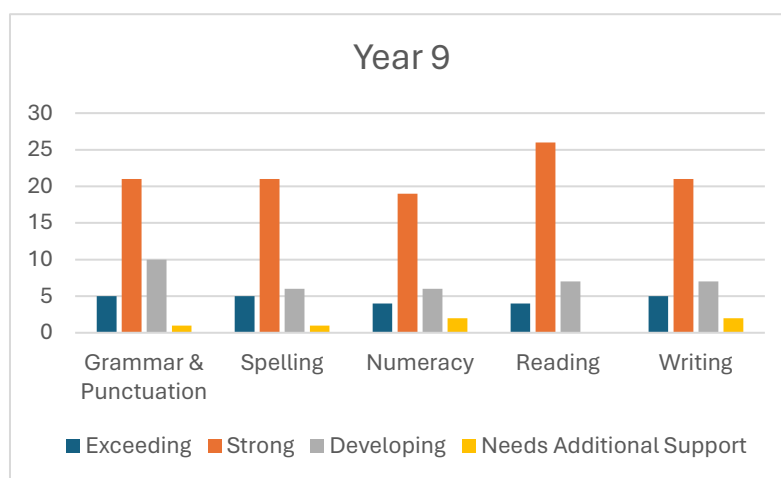
Our Year 9 Student and School Summary Report (SSSR) showcases the performance of our students in the recent NAPLAN assessments, reflecting our commitment to academic excellence and student development.

Grammar & Punctuation Proficiency:

- Exceeding: 5
- Strong: 21
- Developing: 10
- Needs additional support: 1 Student.

The mastery of Grammar & Punctuation is evident, with five students exceeding proficiency

expectations, illustrating an exceptional grasp of the language. Twenty-one students demonstrate strong skills in this domain, and ten are in the developing stage, honing their understanding of grammatical structure. Only one student requires additional support, and we are prepared to provide the necessary resources to facilitate their growth.



Spelling Proficiency:

- Exceeding: 5
- Strong: 21
- Developing: 6
- Needs additional support: 1 Students.

Spelling remains a strong suit for Year 9, with five students excelling beyond the standard expectations, indicative of their linguistic capabilities. Twenty-one strong performers, sustain the proficiency and six students are developing, all showing potential for further improvement. One student will receive focused assistance to elevate their spelling proficiency to match their peers.

Numeracy Proficiency:

- Exceeding: 4
- Strong: 19
- Developing: 6
- Needs additional support: 2 Students.

Numeracy is a fundamental skill for future success, and in this area, four students have exceeded the proficiency mark, showcasing their aptitude for mathematical concepts. Nineteen students display strong numeracy skills, indicating readiness for more advanced material. Six students are currently developing their numeracy skills, with two requiring additional support, which will be provided through specialised programs.

Reading Proficiency:

- Exceeding: 4
- Strong: 26
- Developing: 7
- Needs additional support: 0 Students.

Reading proficiency is critical for lifelong learning, and our students have performed admirably. Four students exceeded proficiency levels and demonstrated superior comprehension. Twenty-six students are strong readers, showcasing a solid base for future academic pursuits. Seven students are developing, and notably, no students require additional reading support, reflecting the effectiveness of our literacy initiatives.

Writing Proficiency:

- Exceeding: 5
- Strong: 21
- Developing: 7
- Needs additional support: 2 Students.

Writing allows students to express themselves and their understanding of the world. In Year 9, five students exceeded proficiency levels and exhibited advanced writing skills. Twenty-one students are strong in their writing capabilities, while seven are developing and working on enhancing their expressive ability. We are dedicated to providing two students with the support needed to improve their writing skills.

Our Year 9 results reveal a cohort thriving in many critical academic areas. As educators, we celebrate these successes and recognise the journey of continuous improvement. Our tailored support programs are designed to ensure that every student is provided with the opportunities to reach their full potential. We are proud of our students' resilience and dedication to their studies and look forward to their future accomplishments.

OLNA 2023 Summary

Students requiring a re-sit in 2024:

Year	Numeracy	Reading	Writing
10	7	7	8
11	11	1	5
Total	18	8	13

Accumulative achievement results 2023

Year	Numeracy		Reading		Writing	
Round	1	2	1	2	1	2
10	62%	72%	80%	88%	85%	88%
11	78%	86%	89%	97%	89%	89%
12	94%	97%	97%	100%	100%	100%

Percentage of year 9 students who achieved OLNA requirements in NAPLAN 2023 compared to 2022.

Subject	2022	2023
Writing	40%	30%
Reading	50%	57%
Numeracy	52%	54%

OLNA 2021, 2022, and 2023 round 2 Result review

OLNA results, as seen from the table below, represent the total number of students achieving band 3 in each year level from 2020 to 2023.

	2020 Numeracy	2021 Numeracy	2022 Numeracy	2023 Numeracy
10	70%	89%	82%	72%
11	86%	88%	94%	86%
12	100%	94%	96%	97%

Reading

	2020 Reading	2021 Reading	2022 Reading	2023 Reading
10	93%	100%	82%	88%
11	94%	96%	94%	97%
12	98%	100%	100%	100%

Writing

	2020 Writing	2021 Writing	2022 Writing	2023 Writing
10	88%	92%	79%	88%
11	94%	96%	100%	89%
12	100%	97%	92%	100%

Senior School Outcomes

The 2023 Year 12 Overall outcomes

WACE:

80.65% of students achieved their WACE certificate.

Five Students did not achieve their WACE:

Reasons:

- 3 students failed to achieve sufficient C grades in year 12.
- 1 student was marked “incomplete” for not attending their WACE Exam
- 1 student was not successful in their OLN (Writing)

Two students received certificates of merit from SCSA (for above-average results in Years 10-12).

University Applications via TISC

University Offers

Number of students that applied (including ECU Bridging course students)	16
Number of students offered a place	14
Number of students who have enrolled	13

Students have enrolled in the following university courses.

- Science
- Urban Design
- Interior and Environmental Design
- Nursing
- Business and Management
- Studies in Human Society
- Graphic Arts and Design Studies
- Education
- Computer Science
- Paramedics
- Biomedical Science
- Creative Arts

ATAR Summary

Median ATAR 59.25

Highest ATAR 93.90

Lowest ATAR 37.05

Table: 2023 ATAR Rankings

Ranking	Number of students	Percentage
30-50	4	27%
50-70	6	40%
70-80	2	13%
80-90	2	13%
90-100	1	7%

One student was ineligible for ATAR due to not having the required 4 subjects.

40% of ATAR students were eligible for direct entry into university.

20% of ATAR students would be eligible via an Alternative pathway.

ECU Uni-Prep

This course offers an entry pathway into selected undergraduate bachelor's degrees at ECU. It prepares students for university-level study by teaching them the required skills for academic success, with an emphasis on the student becoming an independent learner.

ECU Bridging course – 10 students completed.

Vocational Education Training – VET

Certificate III Music	9 students
Certificate II Music	8 students
Certificate II Electrical	1 student
Certificate III Information Technology (Cyber-Security)	1 student
Certificate II Automotive	3 students
Certificate III Sport & Recreation	7 students
Certificate II Electrotechnology (Pre-Apprenticeship)	1 student
Certificate II Retail	1 student

GRADUATE OUTCOMES

2023 Year 12 Graduates Outcomes



- 1 Bachelor of Arts - UWA
- 1 Bachelor of Applied Science - Curtin
- 2 Bachelor of Biomedical Science - UWA
- 1 Bachelor of Science (Paramedicine) UWA
- 2 Bachelor in Nursing - Murdoch
- 1 Bachelor of Commerce - Curtin
- 1 Bachelor of Urban and Regional Planning - Curtin
- 1 Bachelor of Computer Science - ECU
- 1 Training for Police Excillary Program
- 1 Pre-Apprenticeship: Electro Technology
- 1 Bridging Course for University
- 1 Army Service in Iceland

EXTERNAL REVIEW

ASIT REPORT

In our annual report, we are proud to present the outcomes of the external review conducted by the ASIT team on 20 June 2023. This review has offered commendations for our current practices and recommendations to guide our future endeavours, underpinning our continuous commitment to improvement and excellence at Dale Christian College (DCC).

Affirmations / Commendations:

The review team highlighted our strong Christian ethos, which permeates all aspects of DCC and is evident in the relationships among staff, leadership, and students.

The leadership under the Principal received overwhelming affirmation for being highly relational and inspiring, fostering a compelling vision for the future of DCC.

Positive feedback was received on our staff induction, onboarding, and mentoring processes, showcasing their effectiveness.

DCC was recognised for creating a safe, supportive, and nurturing environment for all students and for its vibrant service-learning program, which is highly regarded.

Students expressed high satisfaction with the diverse 'non-ATAR' pathways available, illustrating the college's commitment to catering to varied student needs and aspirations.

Recommendations:

Culture: Initiatives to reimagine DCC's identity and core purpose for 2025 and beyond, including refining the college's values to a concise set that resonates across the community. Additionally, the college is encouraged to enhance communication structures and establish a feedback culture based on shared learning and teaching vocabulary.

Curriculum: A call to foster and celebrate a culture of excellence, encouraging every student to utilise their God-given talents across all subject areas.

Leadership: Recommendations include identifying and nurturing the professional development of emerging middle leaders using CSA's leadership development tools.

Pedagogy: Developing or implementing a pedagogical framework anchored in a biblical worldview is advised. This framework should detail effective teaching and learning strategies linked directly to improving student outcomes and support the development of a feedback culture.

These outcomes from the external review reflect DCC’s ongoing dedication to a high standard of Christian education, characterised by continuous improvement and an unwavering commitment to our students’ holistic development. We are grateful for the ASIT review team's insights and are motivated to embrace these recommendations, ensuring DCC remains a beacon of Christian education excellence.

EXTERNAL REVIEWER ASIT REPORT

SCHOOL: Dale Christian College

DATE: 20 June 2023

AFFIRMATIONS / COMMENDATIONS

1. A distinctive Christian ethos is clearly evident across every aspect of the Dale Christian College (DCC) community, and is actively apparent across both staff and students.
2. There is a thriving Christian community demonstrated by authenticity of relationship between staff, leadership and students.
3. The leadership of the Principal was affirmed overwhelmingly by staff and students. He is highly relational, reflective and inspiring in others a compelling vision for the future.
4. Recent staff appointments provided excellent feedback on the Induction/Onboarding/Mentoring process.
5. DCC is clearly cultivating a safe, supportive, caring and nurturing environment for students across both primary and secondary schools.
6. An active and vibrant service-learning program is clearly evident and is highly regarded by staff and students.
7. Students provided excellent feedback in relation to the ‘non-ATAR’ pathways that are available and well utilised in the senior school.

The following are recommendations that have been identified from the review process. The recommendations are framed by ASIT framework component statements.

RECOMMENDATIONS

Culture

1. That the College engages in a facilitated process of reimagining the identity and core purpose for DCC 2025+ (who are we?). OC2, LT7
2. That the college undertakes a review of the current set of stated values, with the view to condense these values down to no more than 5 that can be widely communicated and remembered across the entire college community. OC2
3. That there are more timely, explicit and clearly defined structures and processes for the communication of procedural and operational matters across the college.
4. That the college seeks to actively cultivate a staff feedback culture that is established around common vocabulary, principles of learning and teaching, purpose and professional learning. OC5, OC6,

Curriculum

5. The college seeks to actively promote and celebrate a culture of excellence (every student using their God-given talents to the best of their ability across every subject area). CO3

Leadership

6. That the college leadership seeks to intentionally identify and develop the professional skills and capacities of emerging middle leaders at DCC. We would highly recommend the CSA suite of leadership development tools. LT1, LT2, LT3, LP6

Pedagogy

7. The college develops and/or implements a pedagogical framework that is framed by a biblical worldview, captures the specifics of effective teaching and learning, and is directly linked to improvement in student learning outcomes. This framework will also powerfully inform the development of the feedback culture cycle identified above. PT1

Reflective Insights from External Review: Affirming Our Path of Excellence and Faith at

Dale Christian College

In our annual report, we are also privileged to share reflections from two members of the external review panel, whose insights further illuminate Dale Christian College's strengths and spirit.

One panel member tasked with engaging our staff expressed heartfelt appreciation for the enriching discussions held during their visit. They observed the deep commitment of our staff to Christian education and noted how God has blessed our college with individuals who embody this dedication in every aspect of their work. The reviewer's parting words, "Every blessing in your journey of improvement at Dale Christian College! Blessings all round," underscore the positive impact of our community's faith and commitment to the review process.

Similarly, another panelist who focused on student interviews highlighted the profound experience of witnessing the impact of God's work at our College through "wise, relational, and highly intentional leadership." All 42 students interviewed spoke admiring the kindness, relational capacity, and quality of interactions they've experienced, which is a testament to the robust and servant-led community we've fostered. The panelist's message to the college leader, "May God provide for your every need in this exciting next season," and the invocation of Ephesians 3:20, reflect a shared vision of growth and faithfulness in our college's mission.

These reflections from the review panel affirm the positive trajectory of Dale Christian College and celebrate the contributions of every member of our college community—staff, students, and leadership alike. As we move forward, these messages of encouragement and faith will continue to guide us in our commitment to excellence in Christian education.

FINANCIAL SUMMARY

Net Recurrent Income 2023	Total	Per Student
Australian Government Recurrent Funding	\$7,486,903	\$11,790
State Government Recurrent funding	\$1,612,657	\$2,540
Fees, Charges and Parent Contributions	\$1,487,997	\$2,343
Other Private Sources	\$372,794	\$587
Total Gross Income (excl. income from Government Capital Grants)	\$10,960,351	\$17,260

Capital Expenditure	Total
Australian Government Capital Expenditure	\$0
State Government Capital Expenditure	\$0
Income Allowed to Current Capital Projects	\$0
Other	\$126,786
Total Capital Expenditure	\$126,786

