

# ANNUAL REPORT 2024

DALE CHRISTIAN COLLEGE

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## 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.

Setor	Independent
Co-educational	Yes
No. of Campuses	1
Year levels offered	K-12
Registration period	1st July 2020 - 30th June 2025
Student Population	660
Staff Population	45 Full Time 48 Part Time
ABN	60 654 705 610
Leadership and Management	
Board Chair	Ian Prangnell
Principal	Fourie Jordaan
Deputy Secondary Principal	Karin Cowie
Deputy Primary Principal	Gary Mewhor
Business Manager	Natalia Awardi

# BOARD REPORT



2024 has been a busy year for us all. We thank God for all His blessings over the years and in growing the college to its current enrolment. 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 School Deputy Principal) and Mr. Gary Mewhor (Primary School Acting Deputy Principal) have continued in their leadership of the college for another year. We are very fortunate to have such experienced and passionate professionals leading our college.

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

Our 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. Two of our members are parents of students in the college and one is a grandparent. 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 in Board and College matters.

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 College community at Dale.

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 verse 11 (NIVUK)*

# 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 Schools, 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

Fourie Jordaan

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.

2024 STATS Attendance Percentage	
Year 1	88.99%
Year 2	94.00%
Year 3	91.44%
Year 4	93.35%
Year 5	92.29%
Year 6	92.74%
Year 7	93.65%
Year 8	93.14%
Year 9	86.25%
Year 10	87.51%
Year 11	
Year 12	



# 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

- 52 Teaching staff
- 20 Non-teaching staff
- 21 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	
Master	13
Bachelor’s Degree	62
Diploma	15

# Professional Development:



- Anaphylaxis Certificate of Completion
- Anaphylaxis ETraining
- ASCIA Anaphylaxis WA Schools certificate
- Aust Wide PD Fair Work Issues
- Aust Wide PD Termination Pay Issues
- Child Abuse Reporting and Mandatory Reporting
- Creating a Culture of Leadership
- Critical Reflection through a Growth Mindset
- CSA Leadership in Unchartered Territory #4
- CSA State Conference
- Diabetes in School Level 2 Intermediate Training
- Diabetes in School Level 2 refresher
- Education Assistant Professional Learning Day
- Fire Safety Awareness Certificate
- Food Safety Supervision
- Government returns SCSA setup and processing - TASS
- Integrating Digital Technology Tools and AI in the Language Classroom
- Intermediate Diabetes in School Level 2
- Leading with the National Quality Standard
- Literacy Bites - Story Books
- Literature ATAR and English ATAR network day
- Module 2 Diabetes Intermediate Certificate
- Powerful Learners Project
- Relational Pedagogies and Restorative Practices in the Early Years and beyond
- Secondary English Network Day
- Special Education Supplementary Per Capita Funding for Beginners
- Supporting EALD Learners in the Classroom

- 
- TASS - Learning support
  - Taxation and Payroll Webinar
  - Tools and tips for assessing student performance
  - Using the EALD Writing Progress Map
  - WHS and Medical Refresher PD
  - Youth Mental Health First Aid
  - Youth Mental Health First Aid Course

# 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





- Kindy Orientation
- Pre-Primary Orientation
- Parent Teacher Information Evenings
- Leadership Conference
- Tech-Buddies
- Dale Open Night
- Prefects Luncheon
- M.A.D Night
- Instrumental Night

## **Excursions & Incursions**

- Amy Museum
- Apprenticeship Workshop
- Armadale History House
- Art Gallery and Street Art Walk
- ATAR English Curtin University
- Bible Society Masterclass
- Book in a day Incursion
- Brain House Incursion
- Bull Creek Aviation Museum
- Bushrangers Camp – Rottnest
- Constable Care Safety School
- Elevate Seminars
- First Nations Culture Incursion
- Geography Field Trip
- Geography Field Trip to Perth Discovery Centre
- Grip Leader Conference
- Guildford Historical Site
- Harry Perkins Institute
- Jorgensen Park Kalamunda
- Jungle Gym
- Kalamunda History Village
- Life of a UNI Student – Murdoch University
- Maritime Museum
- Mission Service Trip to Collie
- Money Talk Workshop
- PARTY Program - Prevention of Alcohol and Risk
- Perth Zoo
- RAC B-Street Smart
- RAC Solar Cars Incursion
- Science Alive Incursion
- SciTech

- Scribbler's Fest
- Sculptures by the Sea
- Sewing Incursion
- Sheridan University Incursion
- St John First Aid Incursion
- STEM Conference
- Swimming Lessons & Carnival
- The University of WA Incursion
- TISC Incursion
- WA Shipwreck Museum
- WACE ATAR to Southern Hills Christian College
- Water Corp Incursion
- Western Force Rugby Incursion
- Year 7 & 12 Activity Day

## **After School Sports**

- Bush Rangers River Rangers
- Athletics
- Jumps & Throws
- Inter-school cross Country
- Swimming Carnival

## **Mission Outreach**

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



# NAPLAN:

## Dale Christian College Annual Report 2024 - NAPLAN Years 3, 5, 7 & 9

At Dale Christian College, we believe in the journey of growth, not just the destination. Our NAPLAN results provide a snapshot of student progress at key stages, allowing us to reflect on achievements and identify areas for continued improvement. Over the past three years, we have implemented a range of strategies to support student development, and this report highlights the progress made from Year 3 through to Year 9.

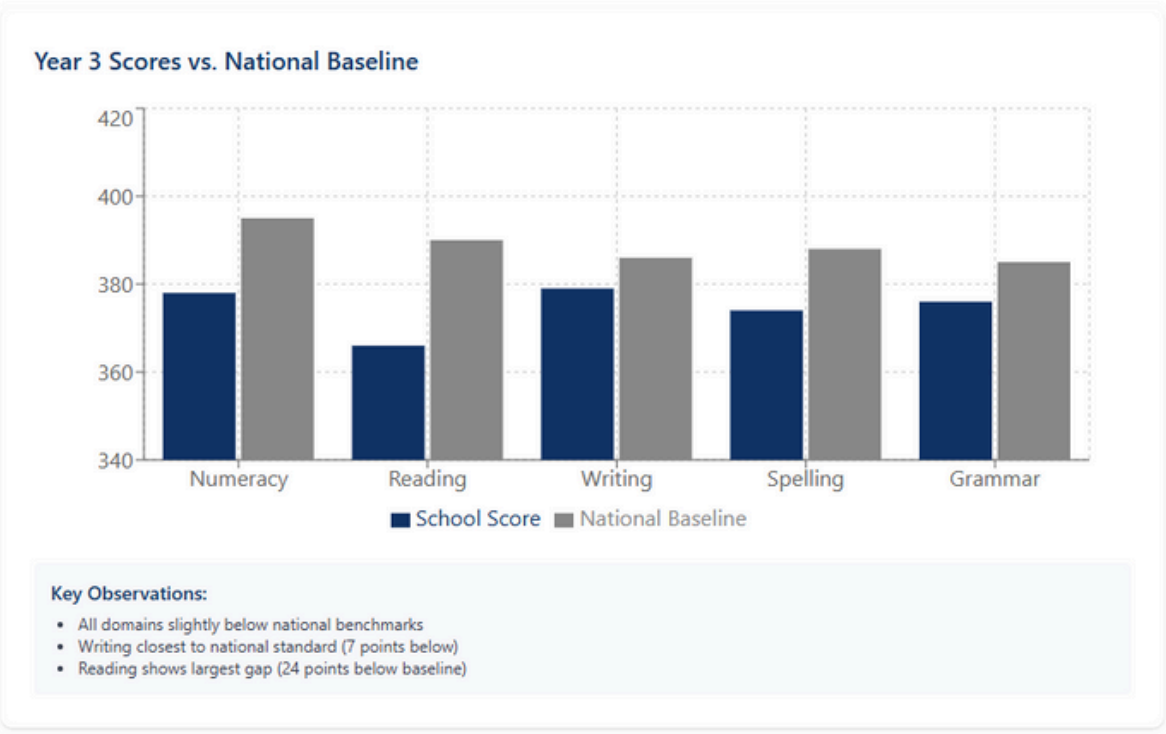
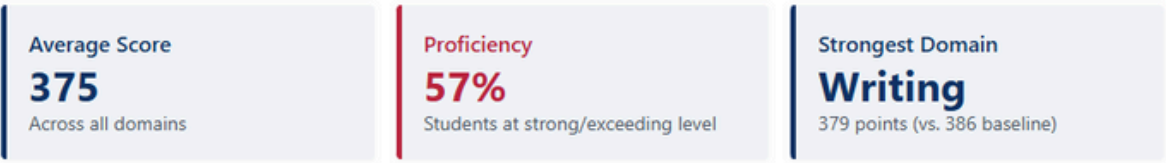
### Supporting Student Growth

We are committed to supporting every student through:

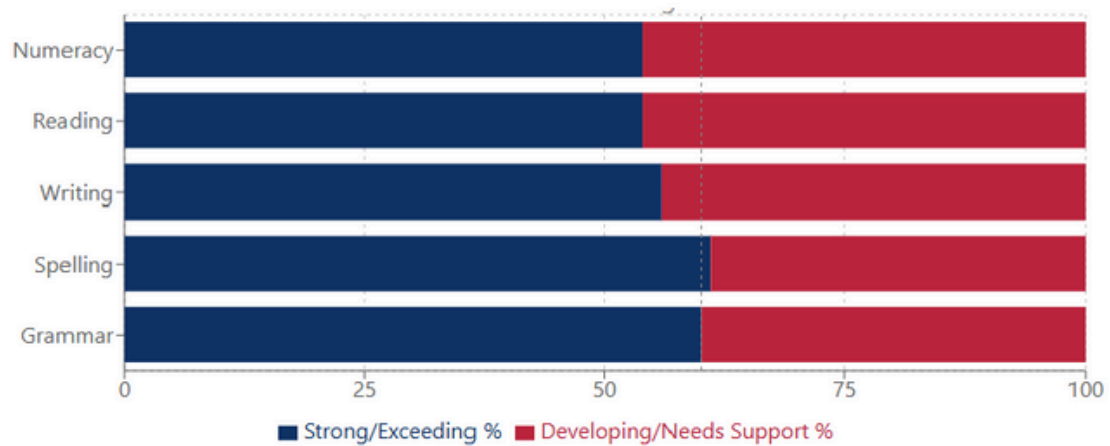
- **Regular Teacher Meetings** to discuss individual and class progress.
- **Action Plans for Improvement** focused on targeted interventions and best practices.
- **Whole-School Literacy and Numeracy Programs** to ensure consistent learning experiences.
- **Student Support and Extension Programs** to cater to diverse learning needs.

### Dale Christian College - Year 3 NAPLAN Performance

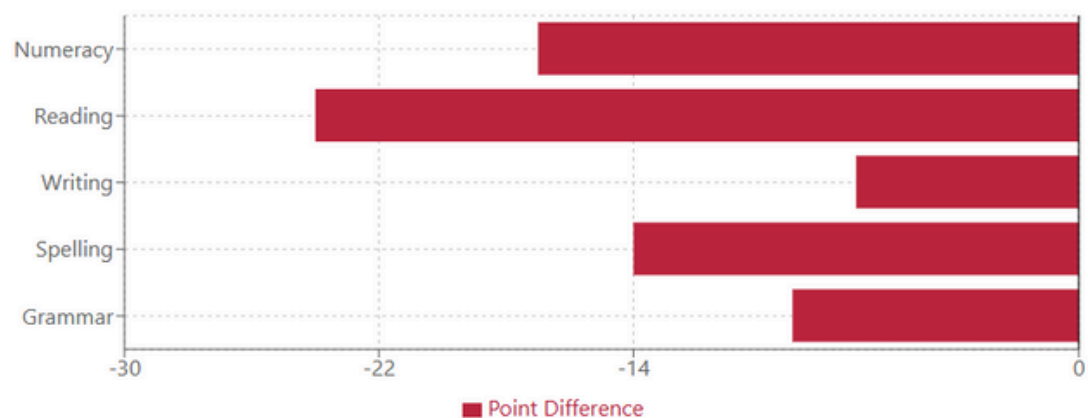
Building Strong Foundations: Analysis of Year 3 students' first NAPLAN assessment



### Year 3 Proficiency Distribution



### Difference from National Baseline

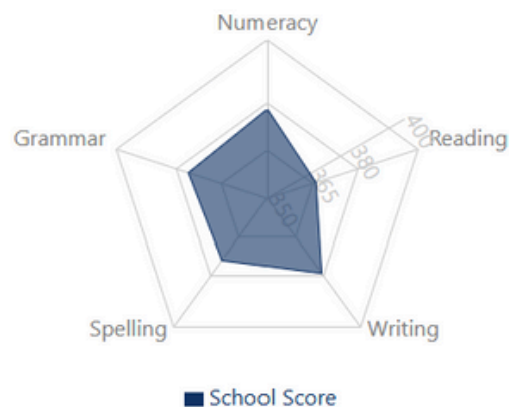


#### Gap Analysis:

- Average gap of 14.2 points below national standards
- Reading shows widest gap at 24 points below baseline
- Grammar shows narrowest gap at 9 points below baseline



## Domain Balance Analysis



### Balance Assessment:

- Relatively balanced performance across all domains
- Writing (379) shows the strongest result
- Reading (366) shows the most opportunity for improvement

## Year 3 Summary & Recommendations

### Key Findings

- All domains show performance slightly below national and state benchmarks
- Writing (379) demonstrates the strongest performance relative to national standards
- Reading (366) shows the largest gap and requires focused intervention
- Spelling (61%) and Grammar (60%) show strongest proficiency levels
- Approximately 43% of students are in the "Developing or Needing Support" category

### Recommended Actions

- Implement targeted reading intervention programs focusing on comprehension strategies
- Continue structured literacy approaches that support spelling and grammar development
- Strengthen foundational numeracy programs to close the gap with national standards
- Provide additional support for the 43% of students in the developing category
- Monitor individual student progress through regular formative assessments

### Overall Proficiency Distribution

Strong or Exceeding: 57%



Developing or Needing Support: 43%

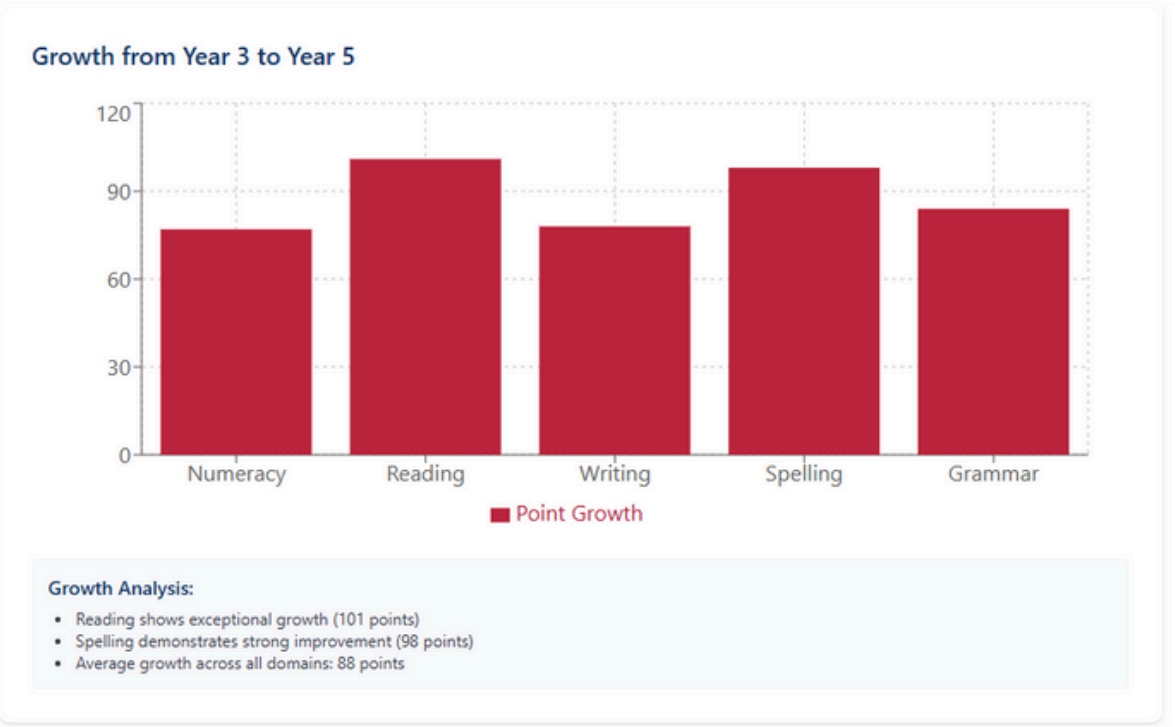
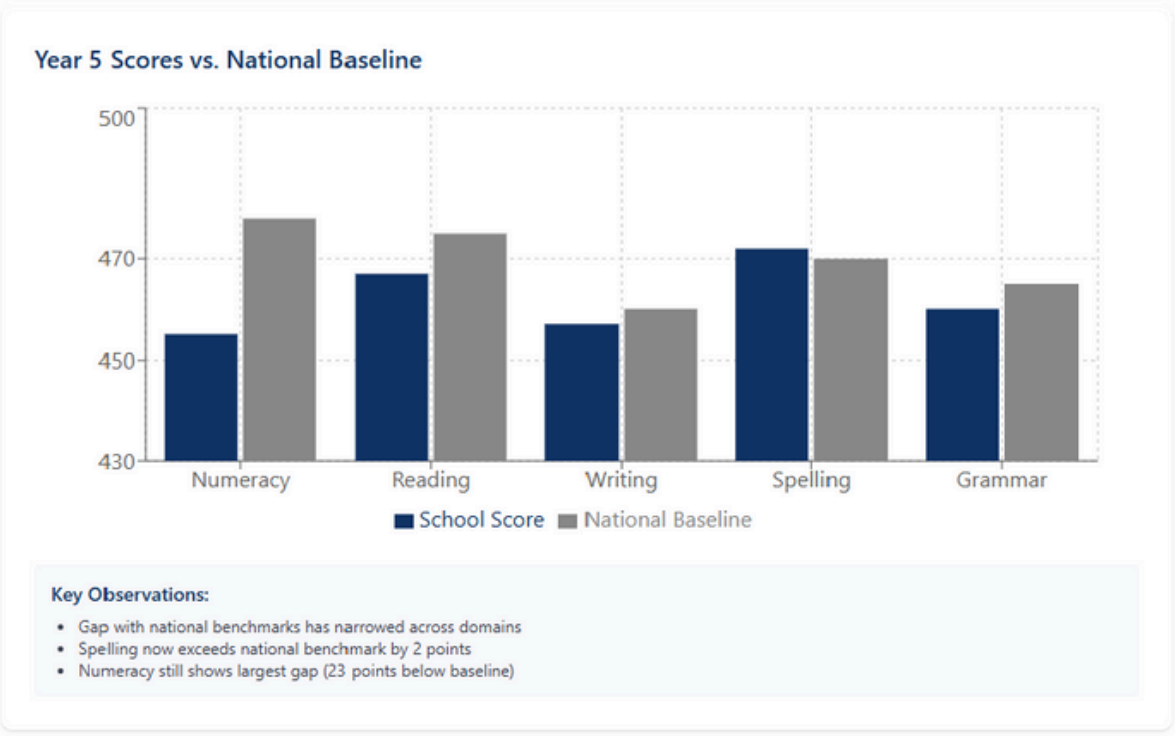
# Dale Christian College - Year 5 NAPLAN Performance

Strengthening Skills: Analysis of Year 5 students building on early foundations

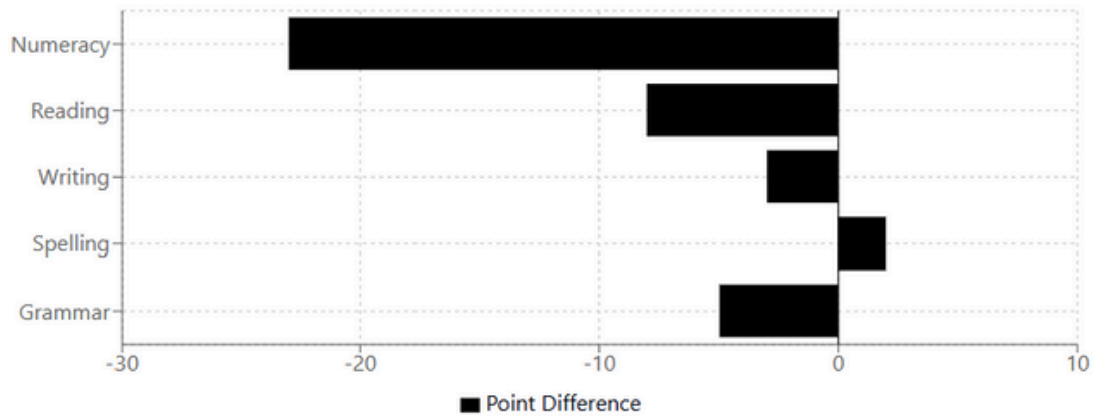
**Average Score**  
**462**  
Across all domains

**Growth Since Year 3**  
**88**  
Average points improvement

**Strongest Domain**  
**Spelling**  
472 points (above baseline)



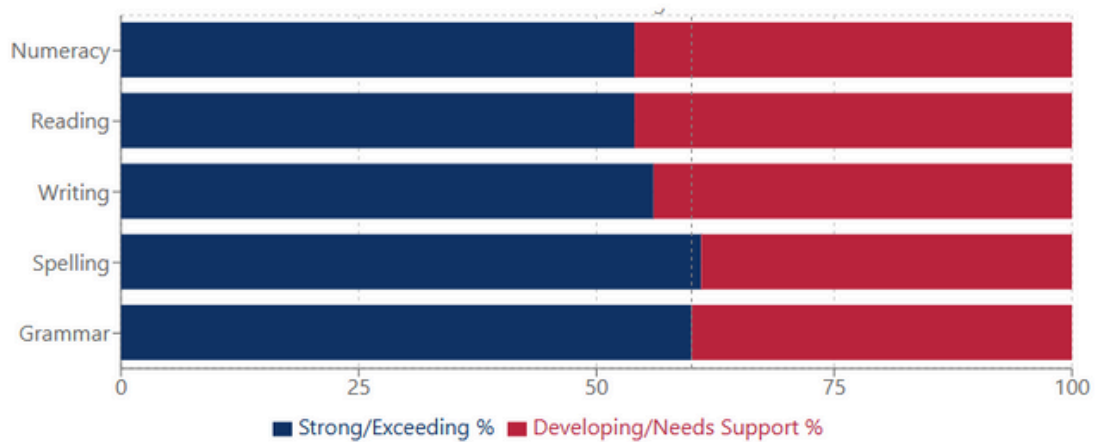
### Difference from National Baseline



#### Gap Analysis:

- Average gap reduced to 7.4 points below national standards
- Spelling now above national baseline by 2 points
- Writing gap reduced to just 3 points below baseline

### Year 5 Proficiency Distribution



## Year 5 Summary & Recommendations

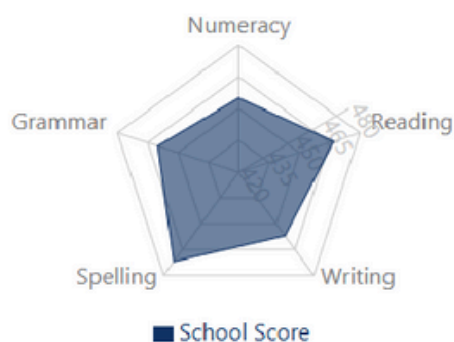
### Key Findings

- Significant improvement across all domains from Year 3, with an average growth of 88 points
- Reading shows the most dramatic improvement (101 points), substantially closing the gap with national standards
- Spelling (472) now exceeds the national baseline, showing strong development in word knowledge
- Writing has improved significantly, with the gap reduced to just 3 points below national standards
- Numeracy remains the area with the greatest opportunity for improvement (23 points below benchmark)
- Proficiency levels remain consistent with Year 3, indicating stable development across domains

### Recommended Actions

- Intensify focus on numeracy development to address the continuing gap with national standards
- Continue successful reading intervention strategies that have shown exceptional results
- Build on spelling strengths by integrating advanced vocabulary into the curriculum
- Maintain structured writing programs that have effectively narrowed the performance gap
- Consider tailored support for the 43% of students still in the developing category
- Develop cross-curricular approaches to reinforce numeracy concepts in various contexts

### Domain Balance Analysis



Spelling shows the strongest relative performance

### Overall Proficiency

Strong or Exceeding: 57%



Developing or Needing Support: 43%



# Dale Christian College - Year 7 NAPLAN Performance

Expanding Academic Growth: Analysis of Year 7 students transitioning to secondary education

Average Score

524

Across all domains

Growth Since Year 5

61

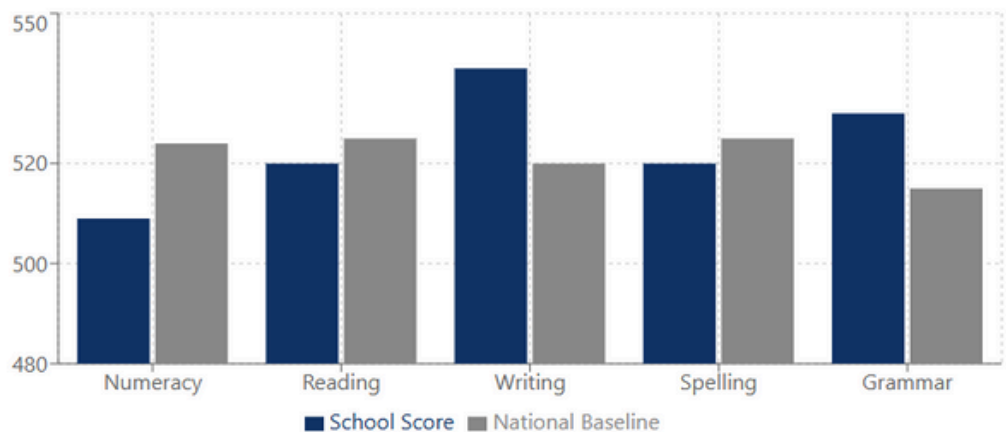
Average points improvement

Strongest Domain

Writing

539 points (19 above baseline)

Year 7 Scores vs. National Baseline



Key Observations:

- Writing exceeds national benchmark by 19 points
- Grammar exceeds national benchmark by 15 points
- Numeracy shows largest gap (15 points below baseline)

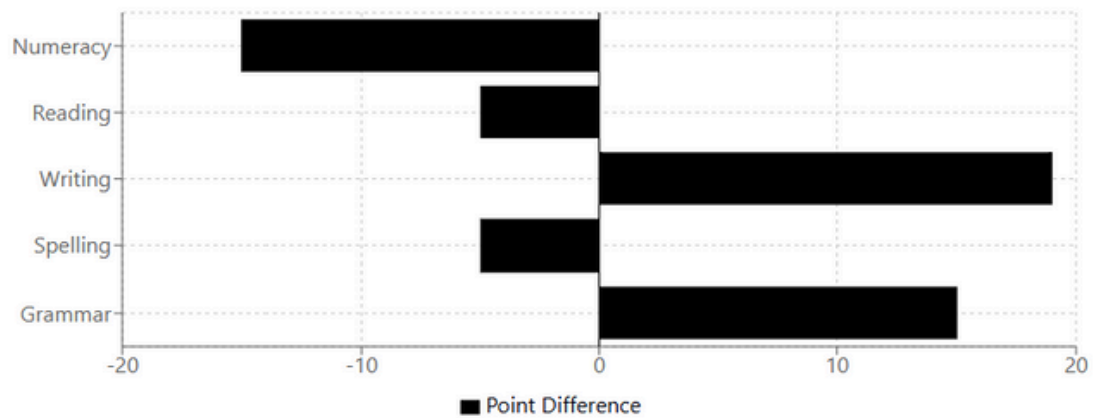
Growth from Year 5 to Year 7



Growth Analysis:

- Writing shows exceptional growth (82 points)
- Grammar demonstrates strong improvement (70 points)
- Average growth across all domains: 61 points

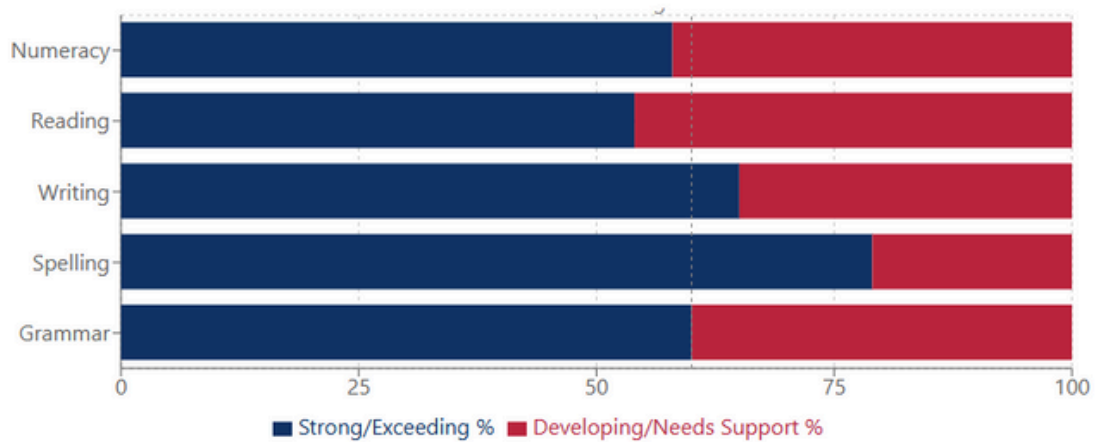
### Difference from National Baseline



#### Gap Analysis:

- Two domains now exceed national standards
- Writing shows strongest positive difference (+19 points)
- Reading and Spelling narrowing to just 5 points below benchmark

### Year 7 Proficiency Distribution



## Year 7 Summary & Recommendations

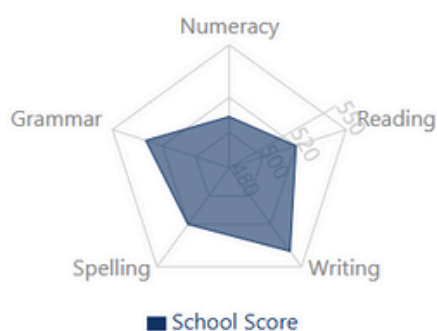
### Key Findings

- Continued strong growth across all domains, with an average improvement of 61 points from Year 5
- Writing (539) shows exceptional development, now 19 points above the national baseline
- Grammar & Punctuation (530) exceeds national standards by 15 points
- Spelling proficiency has increased dramatically to 79% of students at strong/exceeding levels
- Writing proficiency has improved to 65%, showing strong development in expressive skills
- Numeracy (509) remains 15 points below the national baseline, indicating an ongoing area for development
- Reading proficiency (54%) shows consistent performance but has not increased from previous years

### Recommended Actions

- Intensify numeracy focus across curriculum areas to address the persistent gap
- Continue successful writing and grammar programs that are yielding above-baseline results
- Develop targeted reading comprehension strategies to boost proficiency levels
- Maintain effective spelling instruction approaches that have achieved high proficiency
- Consider differentiated learning approaches for the 37% of students still requiring support
- Implement cross-curricular numeracy initiatives to reinforce mathematical concepts
- Examine how successful teaching approaches in writing and spelling can be transferred to numeracy instruction

### Domain Balance Analysis



Writing shows the strongest relative performance

### Overall Proficiency

Strong or Exceeding: 63%



Developing or Needing Support: 37%

# Dale Christian College - Year 9 NAPLAN Performance

Reaching for Excellence: Analysis of Year 9 students' culmination of learning and preparation for senior schooling

Average Score

574

Across all domains

Total Growth Y3-Y9

199

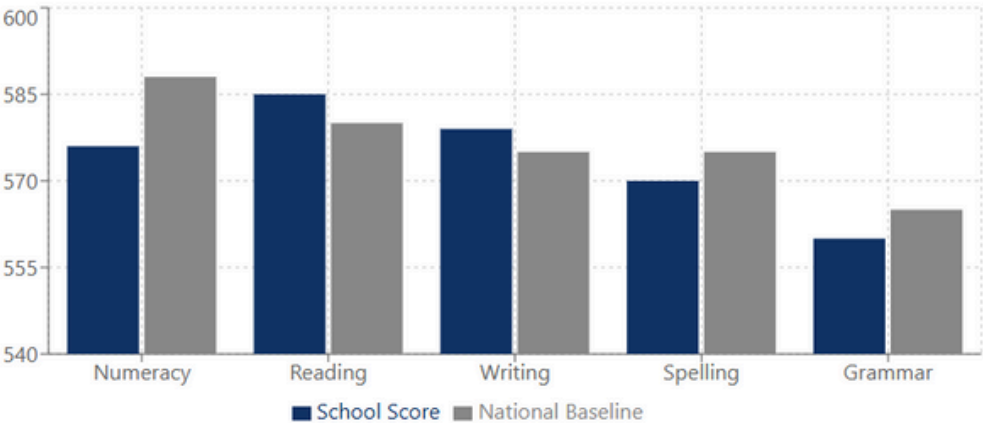
Average points improvement

Strongest Domain

Reading

585 points (5 above baseline)

Year 9 Scores vs. National Baseline



Key Observations:

- Reading exceeds national benchmark by 5 points
- Writing exceeds national benchmark by 4 points
- Numeracy shows largest gap (12 points below baseline)
- Overall scores now very close to national standards

### Growth from Year 7 to Year 9



#### Growth Analysis:

- Numeracy shows strongest growth from Year 7 (67 points)
- Reading maintains strong growth trajectory (65 points)
- Grammar shows more modest growth (30 points)
- Average growth across all domains: 50 points

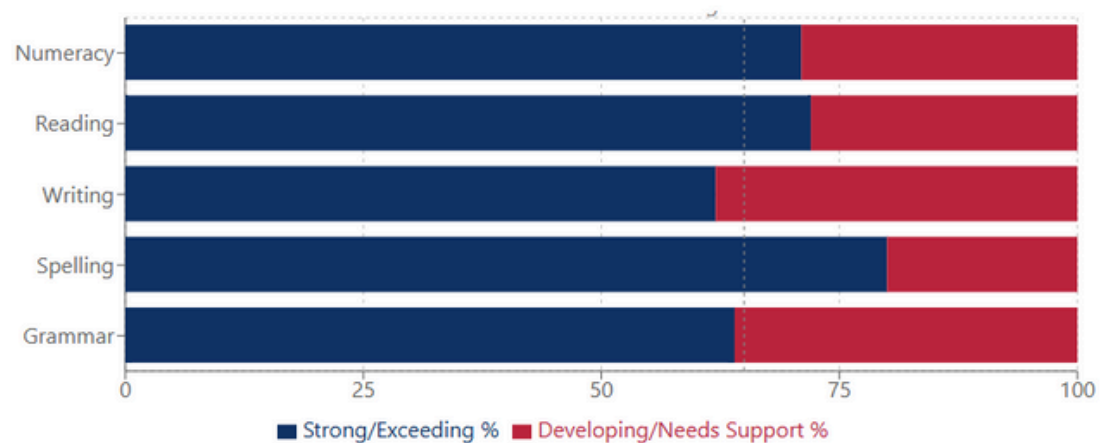
### Total Growth from Year 3 to Year 9



#### Six-Year Growth Analysis:

- Reading shows exceptional total growth (219 points)
- Writing demonstrates substantial progress (200 points)
- All domains show at least 184 points of growth
- Average six-year growth: 199 points

## Year 9 Proficiency Distribution



### Proficiency Analysis:

- All domains exceed national proficiency averages
- Spelling shows highest proficiency (80%)
- Reading and Numeracy show significant improvement from Year 7
- Average proficiency now at 70% (strong/exceeding)

## Year 9 Summary & Recommendations

### Key Achievements

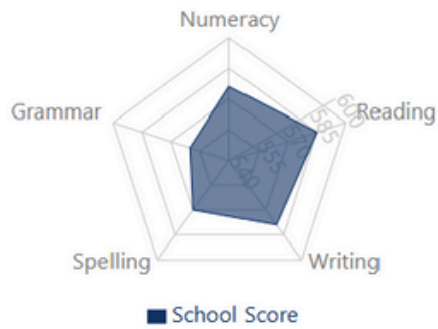
- Exceptional total growth across all domains from Year 3 to Year 9, averaging 199 points
- Reading (585) and Writing (579) now exceed national benchmarks, highlighting the success of literacy programs
- Reading shows the most dramatic transformation, from 24 points below baseline in Year 3 to 5 points above in Year 9
- Proficiency levels have increased substantially, with 70% of students now at strong/exceeding levels
- Spelling proficiency has reached an outstanding 80%, reflecting consistent strength in this domain
- Numeracy has shown accelerated growth in Years 7-9, substantially closing the gap with national standards
- Reading proficiency has improved dramatically to 72%, compared to 54% in earlier years

### Recommendations for Future Growth

- Continue focused numeracy development to address the remaining 12-point gap with national benchmarks
- Maintain successful literacy programs that have yielded above-baseline results in Reading and Writing
- Implement targeted support for the 30% of students still requiring additional assistance
- Build on strong spelling proficiency by integrating more advanced vocabulary work across all subjects
- Consider applying successful teaching strategies from Reading and Spelling to further enhance Numeracy outcomes
- Develop strategies to maintain strong literacy and numeracy skills into senior secondary years
- Create transition plans that leverage these NAPLAN strengths for success in Year 10-12 curriculum



### Domain Balance Analysis



Reading shows the strongest performance

### Overall Proficiency

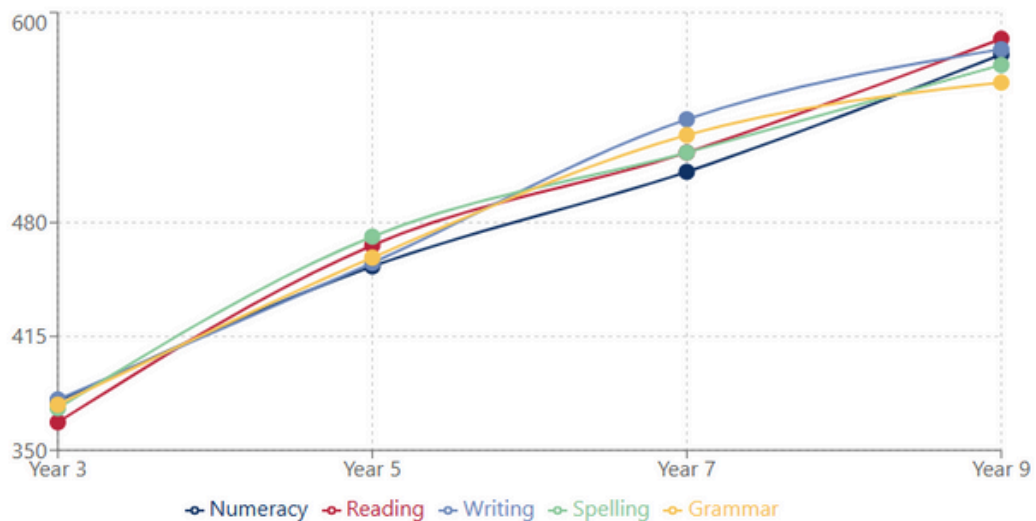
Strong or Exceeding: 70%



Developing or Needing Support: 30%

Significant improvement from Year 7

### Complete Growth Journey: Year 3 to Year 9



#### Growth Pattern Insights:

- Consistent upward trajectory across all domains throughout the six-year period
- Reading has overtaken all other domains by Year 9 despite starting as lowest in Year 3
- Writing showed accelerated growth between Years 5-7, then moderated in Years 7-9
- Numeracy maintained steady growth throughout, with accelerated progress in Years 7-9
- All domains show convergence at Year 9, indicating balanced skill development

# OLNA:

## OLNA Summary Report 2024

The Online Literacy and Numeracy Assessment (OLNA) is designed to enable students to successfully demonstrate the minimum standard of literacy and numeracy required for the Western Australian Certificate of Education (WACE). This report provides a comprehensive analysis of Dale Christian College's OLNA performance for 2024.

### Students Requiring Re-sits in 2025

Year Level	Numeracy	Reading	Writing
10	8	4	1
11	10	3	2
Total	18	7	3

Total Students Needing Support

28

across all components

Component with Most Re-sits

18

Numeracy

Component with Least Re-sits

3

Writing

### Achievement Results 2024

Year Level	Numeracy	Reading	Writing
10	78%	84%	98%
11	81%	91%	94%
12	95%	97%	97%

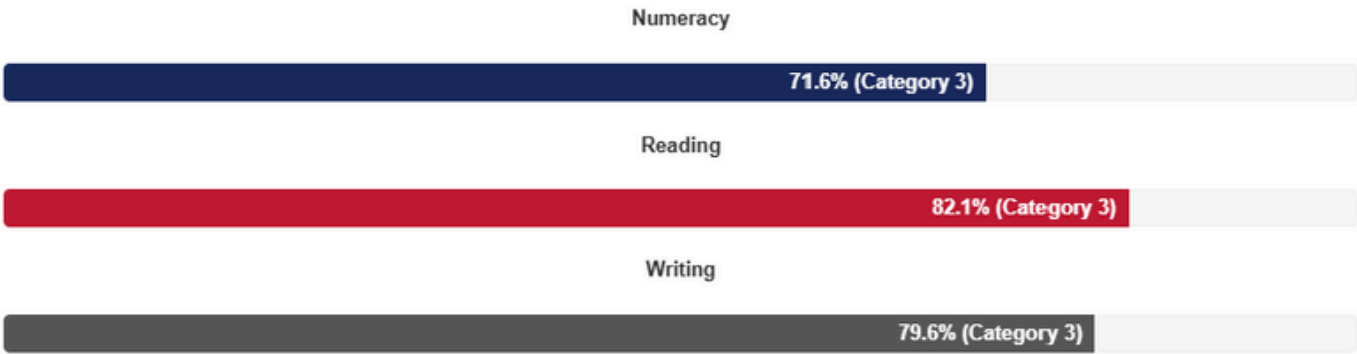
2024 OLNA Achievement by Year Level



Category Distribution

Category	Numeracy	Reading	Writing
Category 1	1	1	1
Category 2	17	6	2
Category 3	116	133	129
NSA	28	22	30

OLNA Category Distribution 2024



## Comparative Analysis

Year Level	Numeracy	Reading	Writing
2023			
10	72%	88%	88%
11	86%	97%	89%
12	94%	97%	97%
2024			
10	78% (+6%)	84% (-4%)	98% (+10%)
11	81% (-5%)	91% (-6%)	94% (+5%)
12	95% (+1%)	97% (no change)	97% (no change)

## Key Findings

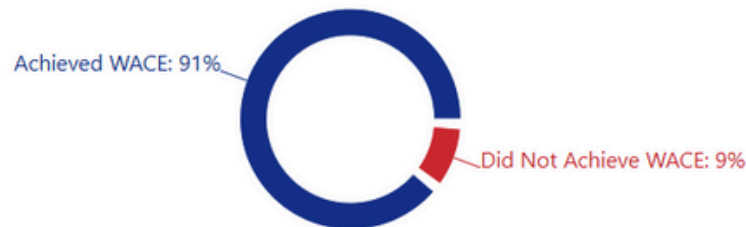
- Writing shows the strongest performance across all year levels, with Year 10 showing a significant improvement of 10% from 2023.
- Numeracy remains the area with the most students requiring additional support, with 18 students needing re-sits.
- Year 12 students have achieved 97% success rate in both Reading and Writing components, and 95% in Numeracy.
- Year 11 shows a concerning decline in both Numeracy (-5%) and Reading (-6%) compared to 2023.
- Year 10 has shown improvement in both Numeracy and Writing components compared to 2023 data.
- Overall, 71.6% of students have achieved Category 3 in Numeracy, 82.1% in Reading, and 79.6% in Writing.

# YEAR 12 RESULT ANALYSIS:

Performance analysis across ATAR, General subjects, and post-school pathways

## WACE Achievement

91% of students achieved WACE



31 of 34 students successfully achieved WACE certification

## VET Qualifications

84% of students completed a VET course



## Key Achievements and Insights

### WACE & Pathway Success

31 out of 34 students (91%) achieved their WACE certification, demonstrating strong performance across both ATAR and VET pathways. The high completion rate of VET qualifications (84%) shows effective alternative pathways.

### University Placements

All 8 ATAR pathway students gained university entry with an impressive average ATAR of 83.74. 75% of university applicants received their first preference, with Curtin University being the most popular destination.

### Areas for Development

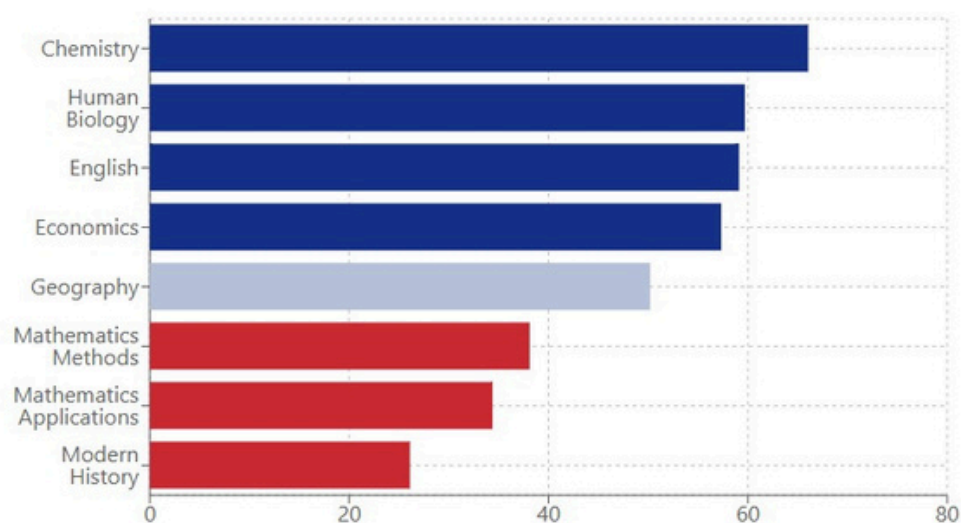
Mathematics performance requires attention with both Applications (34.38) and Methods (38.11) showing concerning results. Modern History (26.1) had the lowest combined score of all subjects.

## Executive Summary

- Dale Christian College achieved a strong 91% WACE attainment rate across 34 Year 12 students
- All 8 ATAR pathway students successfully gained university entry, with an average ATAR of 83.74
- Alternative pathways were successful, with 84% of students completing VET qualifications
- Key areas for improvement include ATAR Mathematics (both Methods and Applications) and Modern History
- 87.5% of university applicants received one of their preferences, showing strong pathway planning

## ATAR Subject Performance

Standardized Combined Marks



## ATAR Performance Insights

### ATAR Achievements

The highest ATAR achieved was 96.65, with an impressive average of 83.74 among those using ATAR for university entry. Four students achieved ATARs above 80, with two scoring above 90.

### Strong Subject Areas

Chemistry (66.05) and Human Biology (59.7) were the top performing subjects, followed closely by English (59.11) and Economics (57.33).

### Areas Requiring Intervention

Mathematics Applications (34.38), Mathematics Methods (38.11), and Modern History (26.1) showed significantly lower performance and require curriculum review and teaching strategy adjustments.

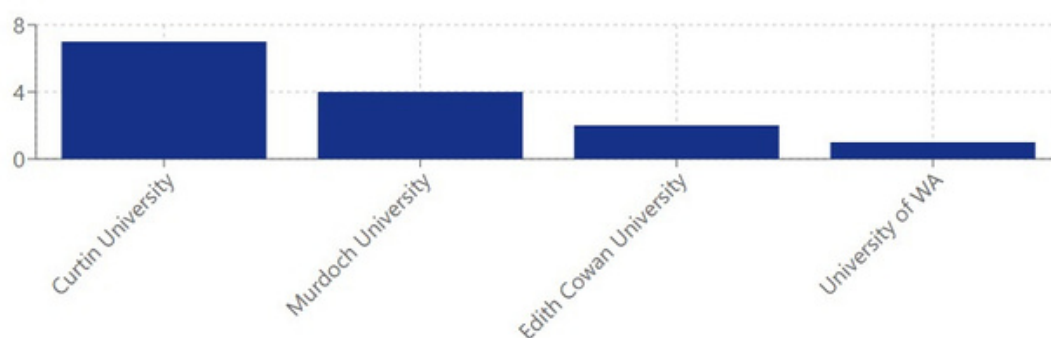


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## University Distribution

Student enrollment by institution



## University & Pathway Insights

### University Preferences

Of the 16 students who applied for university, 12 received their first preference (75%) and 14 received one of their preferences (87.5%). This indicates excellent pathway planning and student preparation for university entrance.

### University Destinations

Curtin University was the most popular destination with 7 students enrolled, followed by Murdoch (4), ECU (2), and UWA (1). The distribution reflects strong partnerships with local universities.

### Course Selection

Health-related courses were most popular with 6 students (Medical Sciences, Health Sciences, Nursing, Speech Pathology, Paramedics, Pharmacy), reflecting student interests and job market demands in healthcare fields.

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# Financial Summary

Net Recurrent Income 2024	Total	Per Student
Australian Government Recurrent Funding	\$8,276,007	\$12,539
State Government Recurrent Funding	\$1,763,198	\$2,672
Fees, Charges and Parent Contributions	\$1,642,386	\$2,488
Other Private Sources	\$283,151	\$429
Total Gross Income (excluding Income from Government Capital Grants)	\$11,964,742	\$18,128

Capital Expenditure	Total
Australian Government Capital Expenditure	
State Government Capital Expenditure	
Income Allowed to Current Capital Project	
Other	\$121,314
Total Capital Expenditure	\$121,314

# Contact Us



08 94971444



[dale@dalecc.wa.edu.au](mailto:dale@dalecc.wa.edu.au)



<https://dalecc.wa.edu.au>



150 Forrest Road, Armadale , 6112

