



2025 ANNUAL REPORT DALE CHRISTIAN COLLEGE

VALUES

Honouring God
Respect
Stewardship
Justice & Mercy
Pursuing Excellence

OUR VISION

To offer affordable, quality education
Within the framework of a Christ-centered
Biblical world view as we strive to equip
our students with skills and strong values
that encourage them to pursue excellence
in all areas.

OUR 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
in the college community.



A photograph of a modern school building with blue and white accents, partially obscured by vibrant autumn leaves in shades of red, orange, and yellow. The text 'COLLEGE REPORT 2025' is overlaid in white on the left side of the image.

COLLEGE REPORT 2025

In 2025, Dale Christian College continued to provide a Christ-centered education for students from Kindergarten to Year 12, with a strong focus on learning, character formation, student wellbeing and community. Throughout the year, the College remained committed to its mission of supporting each student to grow in faith, knowledge, service and personal responsibility within a caring and purposeful school environment.

A key area of development in 2025 was the continued strengthening of Christian formation across the College. The introduction of the Peace Wise program from Pre-Primary to Year 10 provided students with a practical, biblically grounded framework for conflict resolution, restoration and healthy relationships.

Student learning remained a central priority. NAPLAN results showed encouraging progress across several areas, with spelling continuing as a consistent strength and writing demonstrating student growth over time. Students showed sound development in literacy and numeracy foundations, including comprehension, paragraph structure, character development, number operations and geometry.

In the Secondary School, pathways were further broadened through new WACE online and Certificate III course offerings, while the introduction of Chinese in Year 9 reflected a commitment to preparing students for an increasingly interconnected world. Positive OLNA outcomes and continued pathway development supported senior students as they planned for further study, training and future employment.

Beyond the classroom, students were provided with a range of opportunities for participation, leadership and community connection. Highlights across the year included Book Week activities, Multicultural Day, MAD Night, and the ANZAC Day Service. Programs such as Character Quest in Primary and CRU provided further opportunities for students to develop confidence, service, faith and personal responsibility.

Sport was a particular strength in 2025, with excellent participation and achievement across both Primary and Secondary year levels. Primary students performed strongly at interschool carnivals, including a fifth-place finish at the WACSSA Inter-school Athletics Carnival, while several basketball, netball, soccer and volleyball teams achieved outstanding results in division-based competitions. Secondary students also experienced success, including first place in the SEAS Senior Males Basketball Carnival and strong results in soccer and volleyball. Partnerships such as Volleyball WA, supported through Sporting Schools funding, further enriched student opportunities and skills development.

The College also benefited from important facility and resource improvements during the year. Grant-supported LED lighting upgrades in the gym, new shade sails, and sound system improvements enhanced the learning environment and supported student wellbeing. These developments, together with the faithful service of teaching, support, administration and maintenance staff, contributed significantly to the smooth operation and positive culture of the College.

As the College celebrated student achievement and milestones throughout the year, including Graduation, Futures planning and career development opportunities, 2025 reflected a year of steady growth, strong community, and purposeful Christian education.

Dale Christian College gives thanks for the many opportunities, achievements and signs of growth experienced throughout 2025. As the College looks ahead, it remains committed to partnering with families to provide a Christ-centered education that equips each student to grow in faith, character, learning and purpose.

COLLEGE BOARD

Dale Christian College is governed by the College Board, which is responsible for the strategic oversight of the College as a ministry of Armadale Congregational Church.

In accordance with its governance responsibilities, the Board provides leadership in relation to the College's vision, values and long-term strategic direction, ensuring that these remain aligned with the College's primary purpose of providing affordable, high-quality education within a Christ-centred Biblical framework.

The Board is charged with overseeing the proper stewardship of public and government funds, appointing the principal, and monitoring the standard of education and care provided to students. In undertaking these responsibilities, the Board operates at a governance level and does not engage in the day-to-day management of the College. Operational leadership and the administration of the College are delegated to the principal, college executive team and staff.

Throughout the reporting year, the Board continued to discharge its responsibilities with a commitment to sound governance, prudent oversight and the ongoing support of the College's mission and strategic development.

College Board Members

Chair: Mr Mike Smith

Treasurer: Mr Kevin Ryan

Secretary: Mr Chris Chapman

Board Member: Mr John Younger

Board Member: Mrs Maryann Malzer

WORKFORCE COMPOSITION

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. Many teaching staff have more than ten years of relevant teaching experience.

Role	Total
Teaching	52
Non-Teaching	20
Administration	21
Total	93

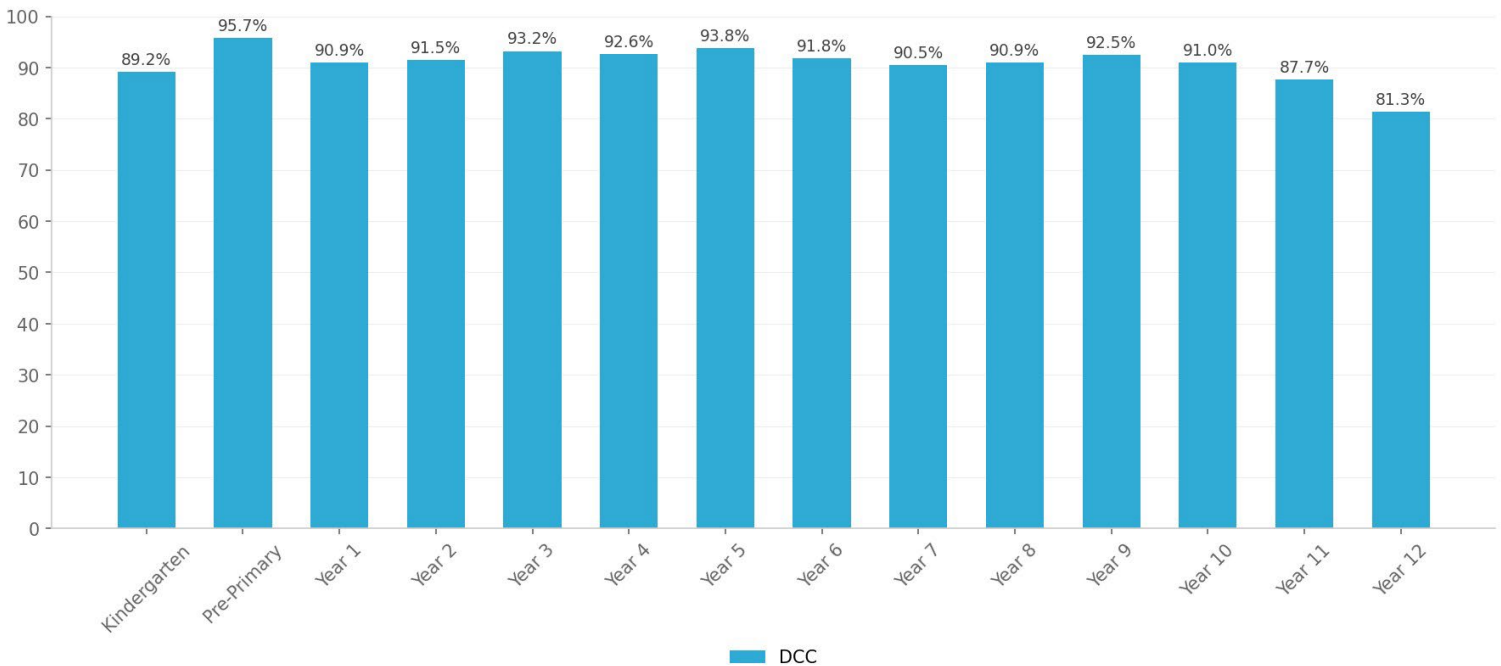
Qualification	No. of Staff
Bachelor	62
Grad Dip	15
Master	13
Total	90



STUDENT ATTENDANCE

Dale Christian College acknowledges its obligations under the School Education Act 1999 (WA) in relation to student attendance. In accordance with these requirements, the College maintains an Attendance and Absences Policy and supporting procedures to monitor attendance, follow up unexplained absences, and support regular student engagement in learning.

Student Attendance Percentage for 2025



STUDENT NON - ATTENDANCE

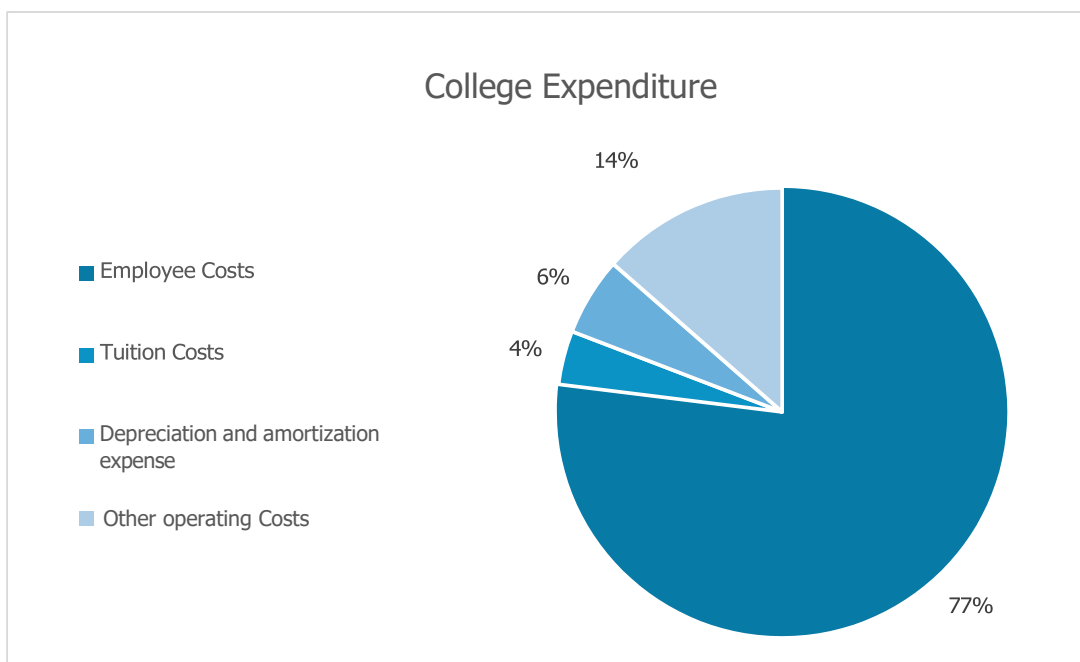
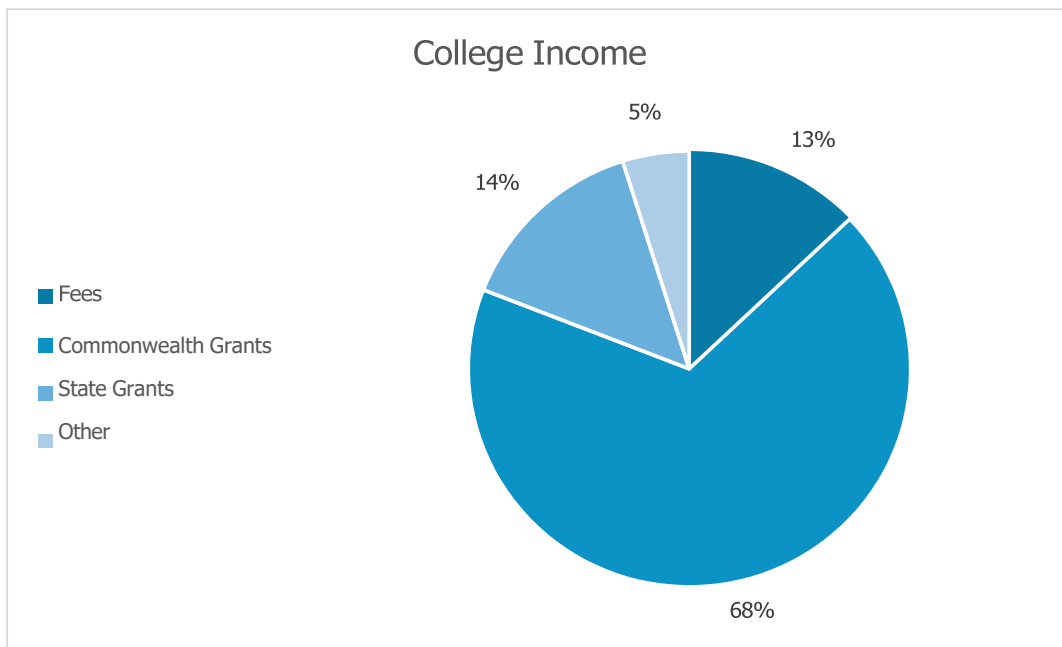
The college monitors student attendance carefully and follows clear procedures to ensure absences are explained promptly and appropriately. Parents and guardians are required to notify the college of any full-day or part-day absence, ideally by 8:30am, through approved communication channels including the Parent Orbit App, SMS, email or phone.

Where a student is marked absent without explanation, the college issues a same-day notification through the Parent Orbit App or SMS messaging service, requesting the reason for the absence. Unresolved absences are followed-up by Student Services, and where concerns remain regarding repeated, ongoing or unexplained non-attendance, further contact may occur by phone, email or letter. In cases of extended unexplained absence or ongoing non-response, the matter may be escalated to college leadership and, where required, referred to the relevant authorities in accordance with college procedure and legislative requirements.

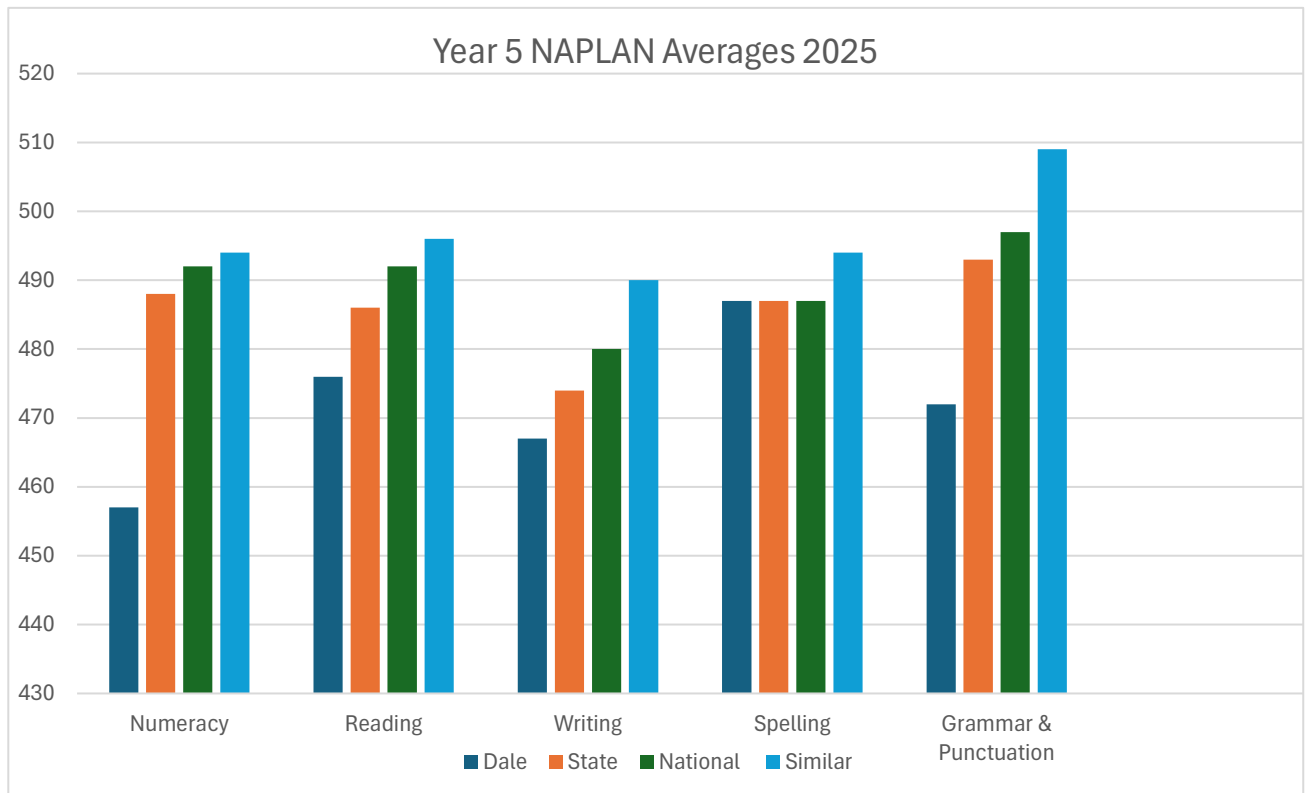
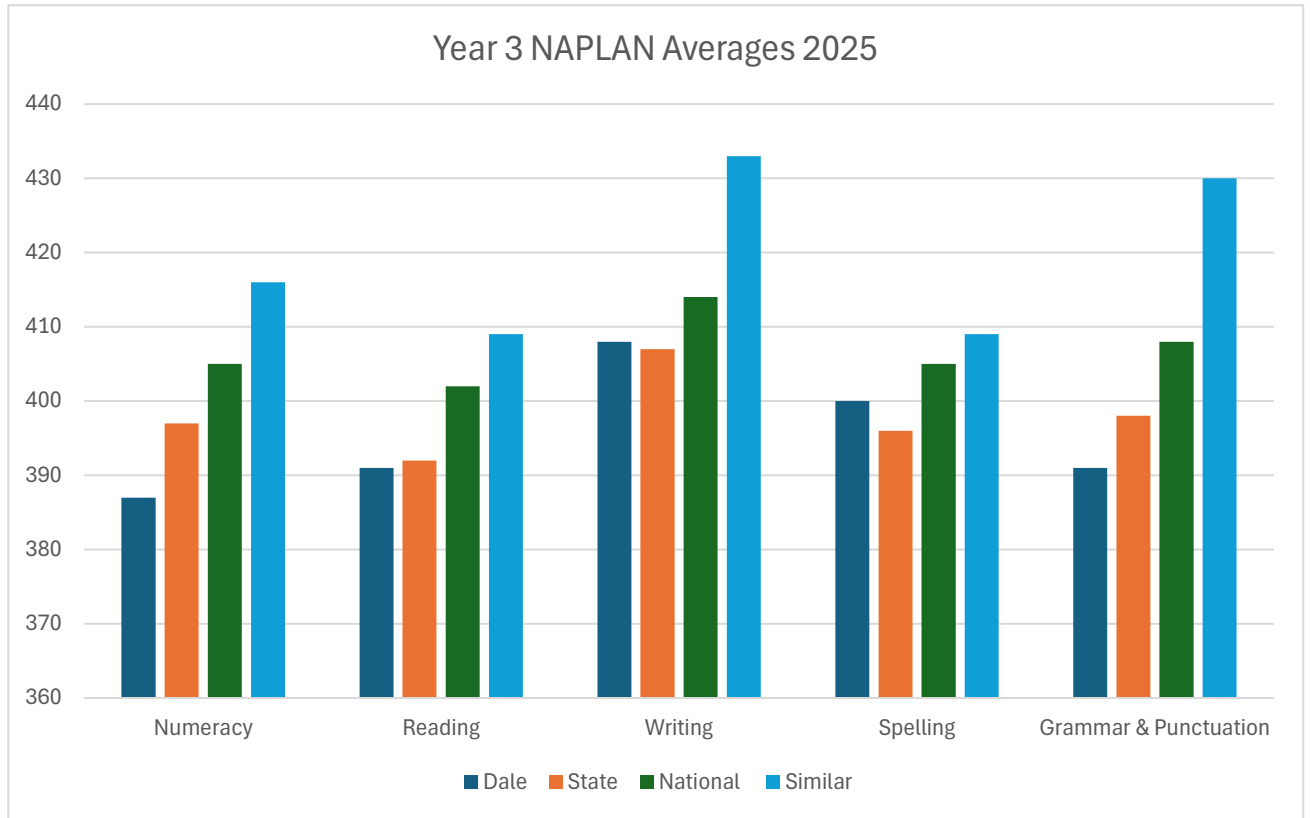
The college acknowledges that regular attendance is essential to student learning, wellbeing and engagement, and works in partnership with families to support consistent attendance.

INCOME & EXPENDITURE

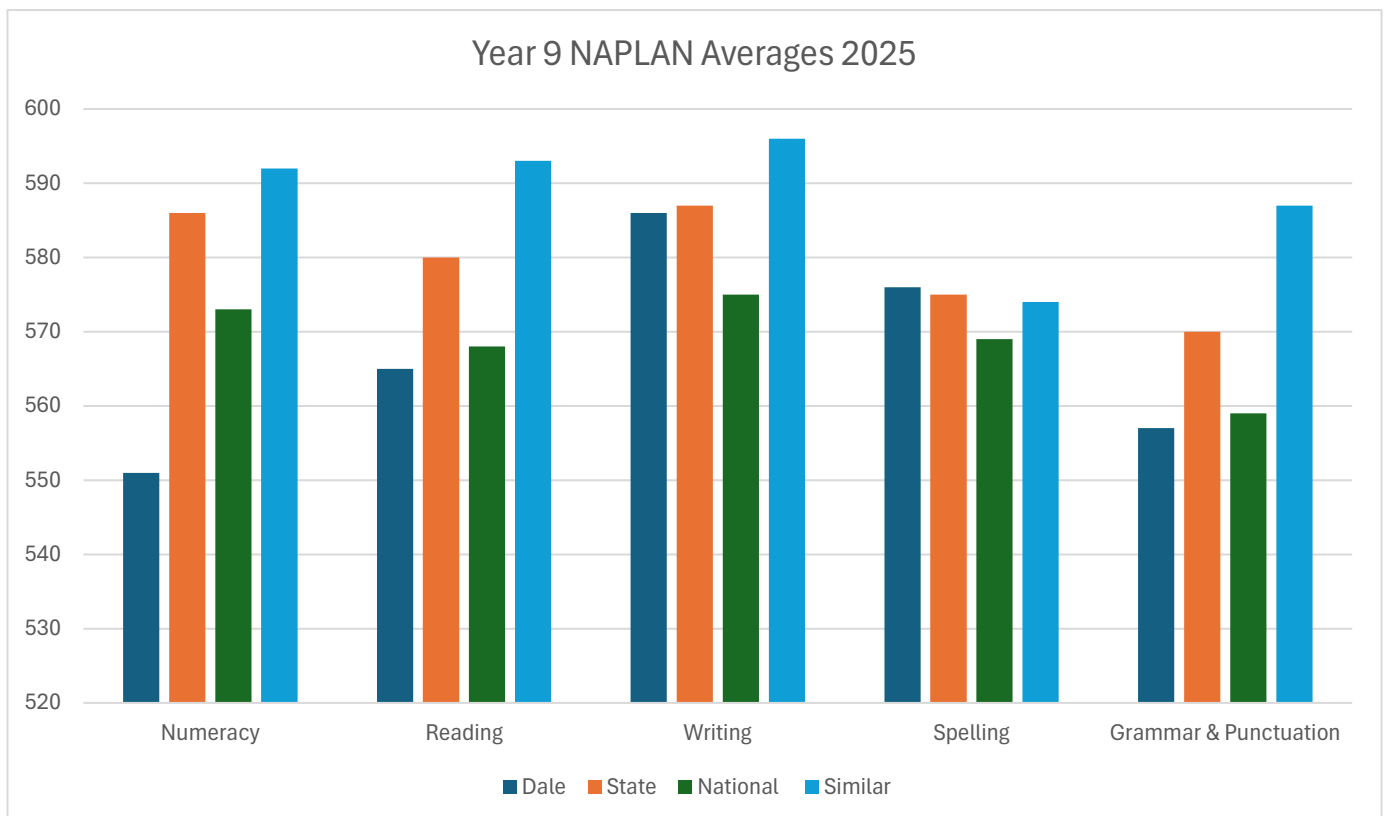
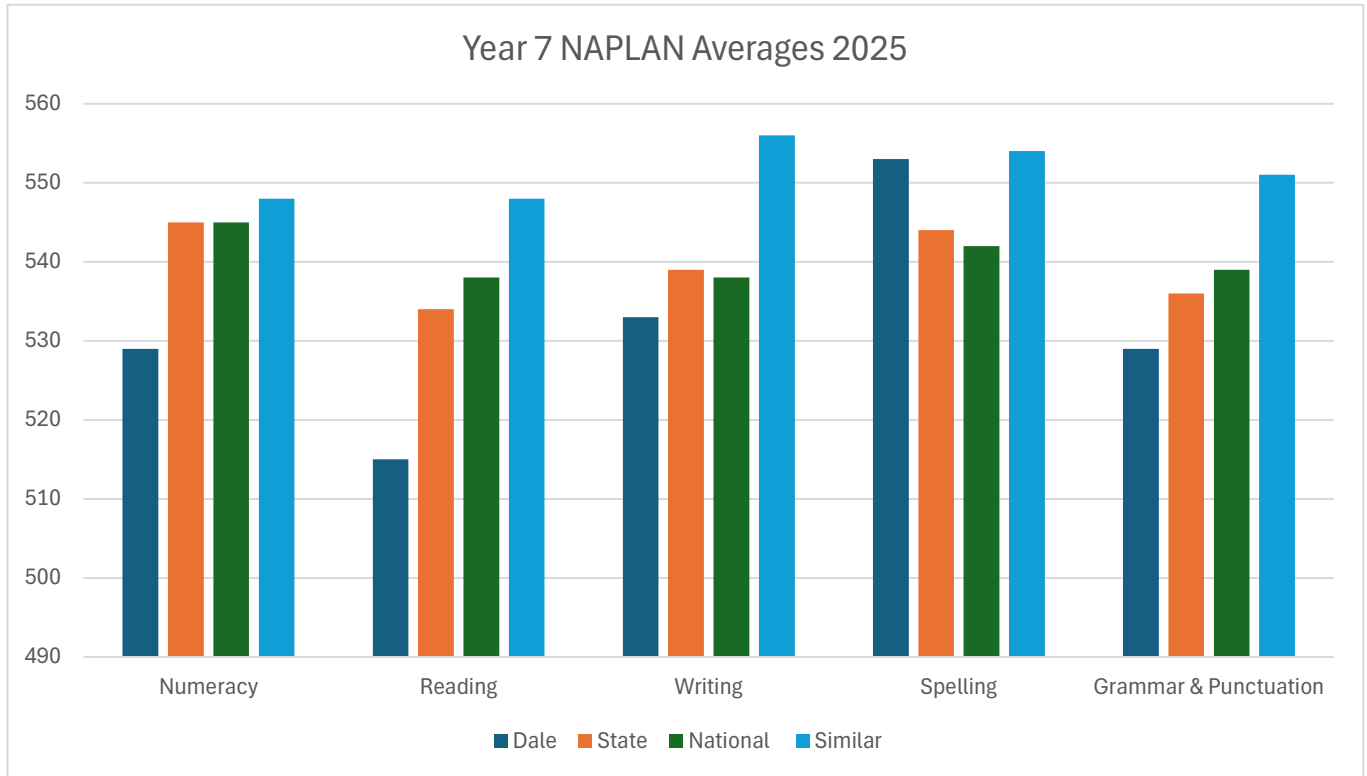
DALE CHRISTIAN COLLEGE 2025



NAPLAN RESULTS



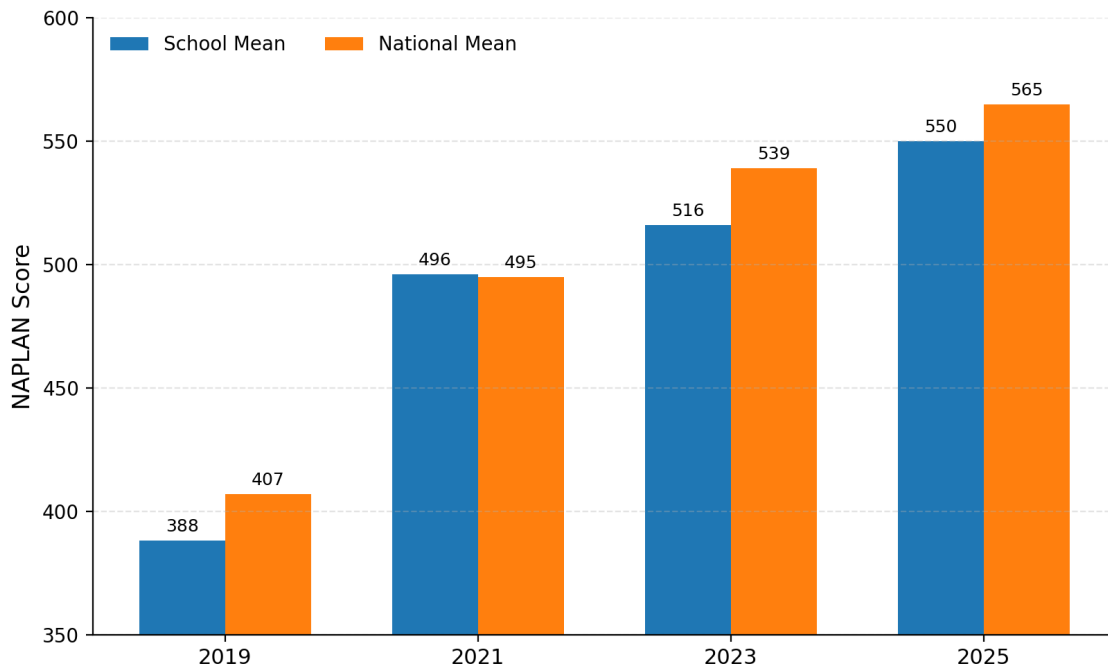
NAPLAN RESULTS



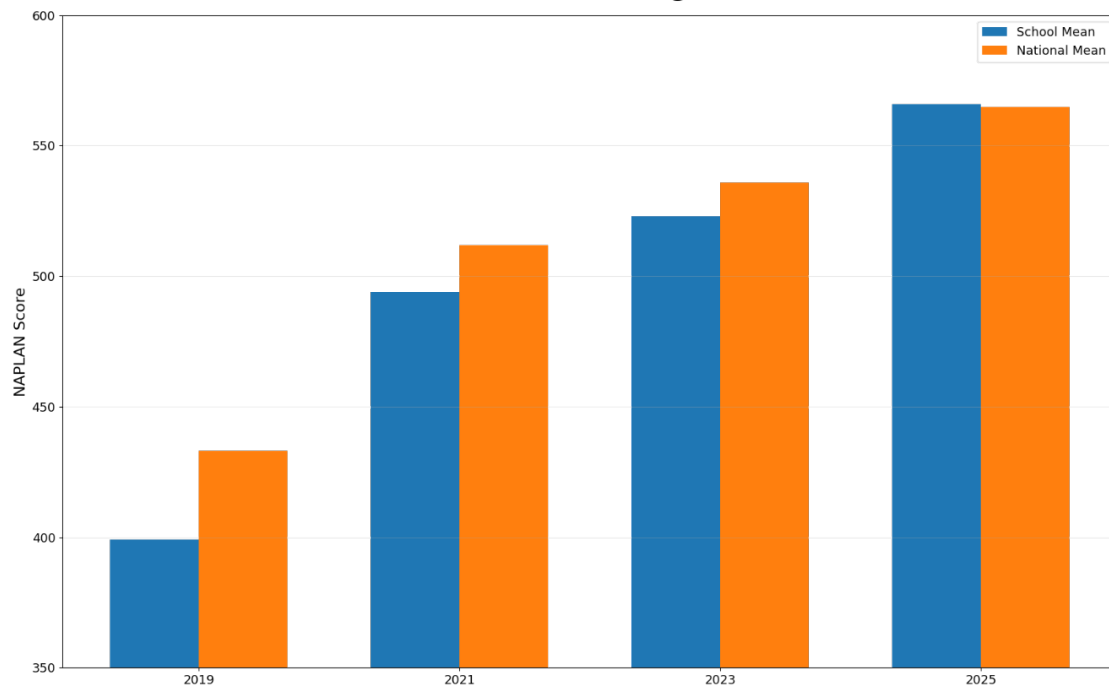
NAPLAN RESULTS

The following tables show the current Year 9 student cohorts' growth over time in the 5 current NAPLAN subject areas from Year 3 to 9:

Year 9 Numeracy

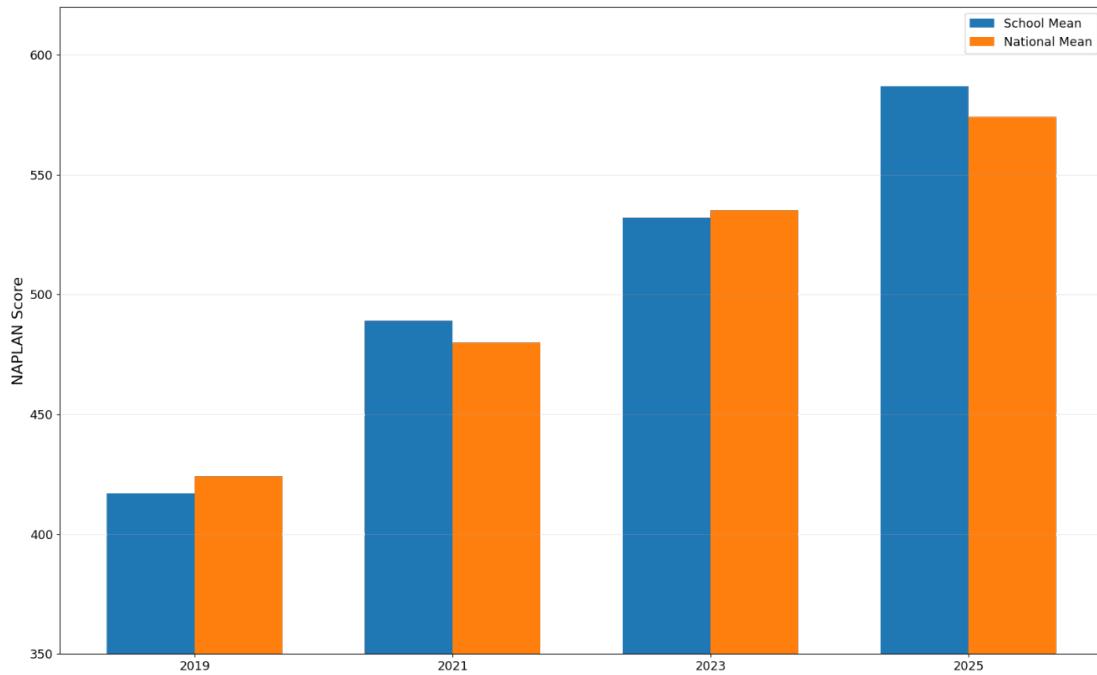


Year 9 Reading

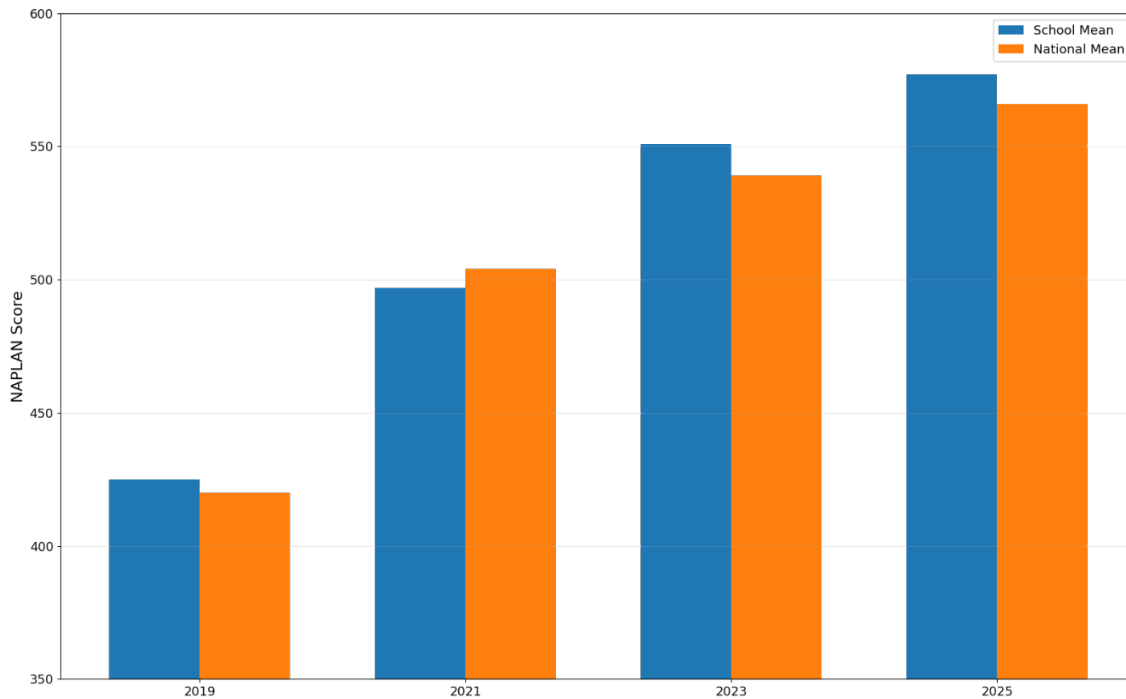


NAPLAN RESULTS

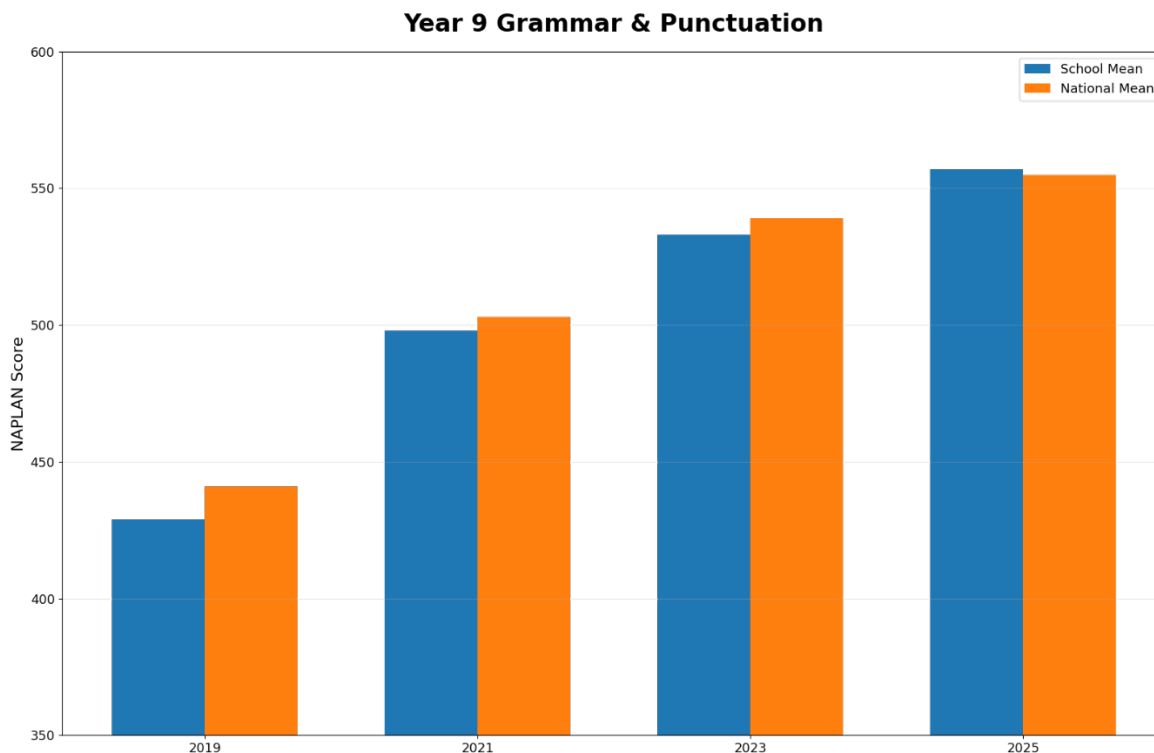
Year 9 Writing



Year 9 Spelling



NAPLAN RESULTS



The College’s 2025 Year 9 NAPLAN results provide evidence of steady cohort achievement across the assessed domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Consideration of the college’s high intake of students with LBOTE (close to 60% of the student population) along with the analysis of the cohort’s results over time, a pattern of consistent growth is seen over the years, with 2025 performance broadly comparable with national results and, in some domains, slightly above.

These outcomes suggest that students have continued to develop the literacy and numeracy skills expected through their years of schooling and are demonstrating sound levels of attainment by Year 9. The results also reflect the College’s ongoing emphasis on quality teaching, the monitoring of student achievement data, and the implementation of targeted support and intervention where required. Overall, the 2025 cohorts’ data present a positive and balanced picture of sound progress and provides evidence of sustained academic development over time.

OLNA RESULTS

The Online Literacy and Numeracy Assessment (OLNA) is designed to enable students to successfully demonstrate the minimum standard for literacy and numeracy required for the West Australian Certificate of Education (WACE). This report provides data regarding Dale Christian College's OLNA Performance for 2025.

Students Achieving OLNA Competency - 2025			
Year Level	Numeracy	Reading	Writing
10	79%	87%	89%
11	90%	94%	97%
12	91%	97.5%	97.5%

Year 9 NAPLAN / OLNA - Prequalification			
Year	Numeracy	Reading	Writing
2023	58%	43%	41%
2024	49%	58%	46%
2025	56%	57%	52%



YEAR 12 RESULTS

2025	No.	%
Full-time WACE-eligible Year 12 students.	39	100%
Number of full-time eligible students who achieved a grade in either Year 12 ATAR and/or Year 12 General Courses	39	100%
Full-time WACE-eligible Year 12 students who achieved the WACE.	36	92.31%
Number of full-time students who demonstrated the literacy and numeracy standard	36	92.31%
Number of full-time eligible students who achieved 1+ qualification at Certificate II or higher (in Year 10, Year 11 or Year 12) Percentage refers to the total number of possible certificates.	33	87.76%
Full-time WACE-eligible Year 12 students who completed four or more Year 12 ATAR courses.	8	20.51%
Number of full-time eligible students with grades in 5+ Year 12 General courses or appropriate combination of General and ATAR courses or equivalent	9	23.07%
Number of Certificate III or higher completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 students. Percentage refers to the total number of certificates issued.	29	55.10%
Number of full-time eligible students who achieved 1+ qualification at Cert. II or higher. Percentage refers to the total number of WACE-eligible students.	33	67.35%
Number of students earning 1 or more-unit equivalents as endorsed programs. Percentage refers to the total number of students.	14	35.89%



ATAR RESULTS

WACE Achievement

90% → **35** out of **39** students eligible to achieve WACE in 2025 did so

ATAR

ATAR Cohort Size



There were **8 ATAR** students in **2025**

Highest ATAR Score for 2025



98.30
Was the highest ranking achieved by an ATAR student at Dale Christian College

Dale Christian College Median ATAR 2025



84.98



87.5% Of students achieved an ATAR of **70 or above**

Summary of Post Graduation Destinations



UNIVERSITY

22 Students were accepted for a university pathway



TAFE /Apprenticeship/ Online Diploma

9 Students entered TAFE an Apprenticeship or an online course



Workforce

5 students moved into the workforce or are looking for work

*At the time of publication 3 students post-School destinations were unknown

University Destinations

Curtin
12 students

Murdoch
3 students

ECU
3 students

UWA
4 students

