



Inspire Create Achieve

# School Report 2022

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## SCHOOL OVERVIEW

'Inspire Create Achieve', it is these three key words that guides and motivates Dianella Secondary College to be a school that is innovative and dynamic. With a real focus on relationships, our professional staff are committed to ensure that exceptional learning opportunities exist for our students.

Dianella Secondary College, situated in Perth's northern suburbs, is a rich and vibrant multi-cultural environment that has a long history of producing successful and committed community members. Our students have access to a varied curriculum that provides them the opportunity to explore and develop their own individual talents and passions. We provide engaging courses across all Learning Areas from Years 7-12 in the Arts, Health & Physical Education, Technology & Enterprise, Maths, Science, English and the Humanities. Dianella Secondary College also offers an extensive music program where students can join instrumental ensembles and singing groups.

Proudly partnered with Edith Cowan University our STEM academy is an innovative enrichment program combining key elements of Science, Technology, Engineering and Maths. It is offered to students to engage them in a collaborative manner and address the needs of 21st century skills and employment opportunities. Students are immersed in a creative environment, whereby they are encouraged and motivated to find solutions to real problems both locally and globally, while simultaneously addressing the requirements of the WA and Australian curriculum.

In Years 11 and 12 in preparation for further studies or employment, our students have access to a wide range of ATAR courses, Vocational Education and Training courses at Certificate II and III level. Our students also have access to School-based Traineeships and are able to access courses at TAFE or a private provider as part of their studies.

As a further opportunity to support student success we have developed the New North Education Initiative, a wonderful partnership with four other schools that allows Senior School students to access a wider breadth of courses with specialist teachers across five different campuses.

We have strong connections with our community and developed alliances with various educational institutions including, Edith Cowan University and the University of Western Australia; we have also forged partnerships with industry organisations, such as Royal Surf Life Saving WA, The Matilda Bay Rotary Club and The Smith Family. These relationships are developed for the benefit of our students, to aid their learning and provide them with the greatest opportunity to reach their full potential.

In conjunction with ECU's School of Education and Engagement Unit we have launched the University Pathway Scholarship for Dianella Secondary College students. This unique scholarship offers support to students throughout their high school journey, from Year 7, to assist them both academically and financially, to obtain university entrance after Year 12. It is a powerful way for us to ensure your child is achieving excellent results throughout their schooling.

There is a real belief among our staff that the learning journey is a team effort between our students, parents, teachers and community partners and it is this relationship that contributes to our on-going success. We are proud of the relationships we have developed and value the contributions that are made in supporting our school and students.

## STUDENT NUMBERS AND CHARACTERISTICS

Student Numbers (as at 2022 Semester 2)

Secondary	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Total
Full Time	89	96	102	95	93	62	537

	Total
Male	297
Female	240
Total	537

## COMMENTS

Our rich and culturally diverse population is reflected with our student body of 66% of language background other than English representing 27 religions. We are a school committed to working in partnership with our community to ensure our shared commitment to successful outcomes for our students.

Our indigenous students receive focused support from our dedicated Aboriginal Education Coordinator. Students are able to access the Follow the Dream Program and engage in wider community events and on country experiences.

Our school constantly reviews programs for all students including those from diverse and disadvantaged backgrounds. Our dedicated Careers Advisor is accessible to students throughout their learning journey to further guide and shape aspirational pathways for all. Our Learning Support Coordinator is in place to map provision for students in need. Our aim is to ensure that students know how they are going, where they are going and how we can work together to get them to where they want to be.

## WORKFORCE COMPOSITION

### Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy Vice Principals	2	2.0	0
Heads of Departments and Learning Areas	4	4.0	0
Program Coordinators	2	2.0	0
<b>Total Administration Staff</b>	<b>9</b>	<b>9.0</b>	<b>0</b>

	No	FTE	AB'L
<b>Teaching Staff</b>			
Other Teaching Staff	37	34.8	1
<b>Total Teaching Staff</b>	<b>37</b>	<b>34.8</b>	<b>1</b>

	No	FTE	AB'L
<b>Allied Professionals</b>			
Clerical / Administrative	16	14.2	0
Gardening / Maintenance	2	2.0	0
Other Allied Professional	10	7.0	0
<b>Total Allied Professionals</b>	<b>28</b>	<b>23.2</b>	<b>0</b>

<b>Total</b>	<b>74</b>	<b>66.9</b>	<b>1</b>
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## COMMENTS

To facilitate consistency for family communication Heads of House were implemented in 2022. This approach ensures that families have the same person as point of contact regardless of their student's year group. Our students have access to school psychology, Nurse, chaplaincy and a Student Engagement Officer all of which support the needs of students beyond the classroom.

The school continues to align staffing and resourcing to support the best outcomes for students.

## STUDENT ATTENDANCE

Attendance rates remain comparably to WA Public Schools and are above like schools. The school is committed to ensuring student attendance remains at its highest levels from Year 7 all the way through to Year 12.

The Student Services team consists of a range of staff who are committed to supporting all young people attend school regularly. This support can incorporate a range of strategies that include regular monitor and review of individual student attendance percentages, daily communication to parents and guardians, dedicated staff who can develop individual attendance plans.

The school also offers the opportunity for students to engage in programs such as Personal Best School Challenge, Breakfast Club and leadership opportunities through House leaders and Student Councils. All of these resources are in place to encourage and support students to regularly attend and engage in their educational journey.

### Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2020	87.0%	87.3%
2021	83.2%	84.4%
2022	78.2%	80.4%

### Attendance % - Secondary Year Levels

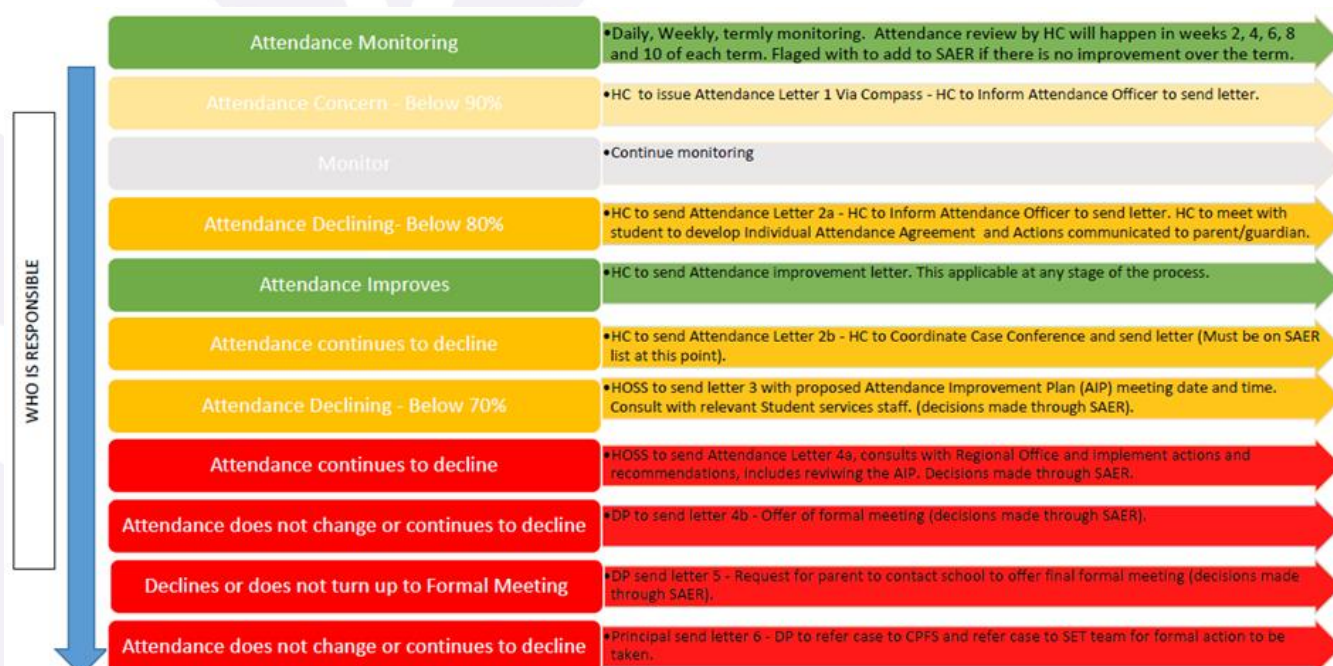
	Attendance Rate					
	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
2020	91%	88%	86%	85%	84%	88%
2021	87%	87%	84%	81%	76%	82%
2022	83%	74%	79%	77%	79%	76%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

## STUDENT NON-ATTENDANCE

Regular attendance and non-attendance is managed daily using Compass which allows for systematic monitoring of all individual student attendance. Through Compass, MGM and staff interactions, daily messages are sent to parents/carers in inform of student absences. Student Services staff review students' attendance on a regular basis. Students who are identified as "at risk" are identified and for further support and intervention. This includes a range of structured and tiered forms of parent/carer correspondence, including, phone calls, emails, letters, meetings, and case conferences. If required in collaboration the school will engage in outside agencies that may include the Transition and Engagement team, Student Engagement Team (SET), Mercy Care and or the Family Support Network.

Dianella SC regularly celebrates the large number of students who do attend regularly with in school events and school wide recognition.

### Attendance Process Flowchart



# STUDENT ACHIEVEMENT AND PROGRESS

## NAPLAN

Number of students with a Test Score

NAPLAN	NAPLAN - Numeracy					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Number of Students</b>	103	71	106	92	91	104

Average Test Score

NAPLAN	NAPLAN - Numeracy					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Average Score</b>	512	573	503	572	514	577

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Above NMS</b>	66%	76%	63%	74%	70%	80%
<b>At NMS</b>	26%	23%	23%	21%	15%	18%
<b>Below NMS</b>	8%	1%	14%	5%	14%	2%

Percentages may not add up to 100% due to rounding.

Number of students with a Test Score

NAPLAN	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Number of Students</b>	104	73	107	93	91	106

Average Test Score

NAPLAN	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Average Score</b>	500	560	492	562	510	568

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Above NMS</b>	66%	70%	59%	68%	77%	76%
<b>At NMS</b>	17%	16%	30%	24%	14%	13%
<b>Below NMS</b>	16%	14%	11%	9%	9%	10%

Percentages may not add up to 100% due to rounding.



## Number of students with a Test Score

NAPLAN	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Number of Students</b>	80	67	104	91	92	105

## Average Test Score

NAPLAN	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Average Score</b>	469	537	487	547	498	548

## Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Above NMS</b>	45%	48%	64%	62%	61%	65%
<b>At NMS</b>	24%	30%	23%	20%	25%	19%
<b>Below NMS</b>	31%	22%	13%	19%	14%	16%

Percentages may not add up to 100% due to rounding.

## Number of students with a Test Score

NAPLAN	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Number of Students</b>	100	73	106	93	91	105

## Average Test Score

NAPLAN	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Average Score</b>	529	580	520	577	534	580

## Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Above NMS</b>	80%	75%	74%	78%	79%	77%
<b>At NMS</b>	10%	18%	14%	15%	15%	14%
<b>Below NMS</b>	10%	7%	12%	6%	5%	9%

Percentages may not add up to 100% due to rounding.

## Number of students with a Test Score

NAPLAN	NAPLAN - Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Number of Students</b>	100	73	106	93	91	105

## Average Test Score

NAPLAN	NAPLAN – Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Average Score</b>	492	558	476	545	504	556

## Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN – Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>Above NMS</b>	55%	63%	52%	57%	62%	66%
<b>At NMS</b>	23%	21%	24%	18%	22%	19%
<b>Below NMS</b>	22%	16%	25%	25%	16%	15%

Percentages may not add up to 100% due to rounding.

Cohort tracking has been a system-wide challenge for these cohorts as NAPLAN was cancelled in 2020, therefore student and school progress is difficult to determine.

Average Numeracy scores are trending upward, and continued success in the interventions and supports provided from Years 7 to Year 9 significant reduction the proportion of students Below the NMS. The school continues to perform well at Expected and Above Expected performance. This is attributed a whole school approach in using P-10 Analysis where students' historical literacy and numeracy levels are identified. Within the Mathematics Learning Area, students participate in a NAPLAN targeted diagnostic test that validates, or challenges data provided by P-10 Analysis. Students are grouped into classes according to levels of competency. Within the classroom, teachers facilitate a Weekly Review using Learning Goals with differentiated Success Criteria for each respective strand. In measuring progress from Year 7 to Year 9 SAIS-First Cut data is accessed and used to measure school-based progress for individual students. Remedial support is provided in a discrete, safe and inclusive manner to provide support to all students, particularly targeted towards students Below the NMS.

Average Writing scores continue to trend upward. Over 86% are At or Above the NMS, with a significant proportion of students below the National Minimum Standard indicating that this will be continued focus moving forward. The school continues to perform at Expected and Above Expected performance. Whole school literacy strategies are embedded with staff during Professional Learning. Additionally, SAIS-First Cut data is used to set both individual and class targets explicitly towards NAPLAN progress.

Average Reading scores continue to trend upward. Approximately 90% of students are at or above the National Minimum Standards in Reading. The school continues to perform at Expected and Above Expected performance.

Over 90% of students at or above the National Minimum Standards in Spelling, significant progress from Years 7 to 9 indicated with the proportion of these students moving beyond the National Minimum Standard between testing years. The school continues to perform at Expected and Above Expected performance. Much of this success can be attributed to a range of learning strategies and vocabulary lists that have been adopted and used in the classroom. Spelling remains a particular strength of all cohorts, which have a steady and high percentage of students Above the NMS.

Average scores for Grammar and Punctuation have started to trend upward with comparably higher average test scores in the indicated three-year test period. Significant improvement in the number of students below the National Minimum Standard is noted and remains a targeted intervention and support focus for these students moving forward. The school continues to perform at Expected and Above Expected performance.





**DIANELLA**  
SECONDARY COLLEGE

Inspire Create Achieve

## YEAR 12 OUTCOMES

### 2022 SENIOR SECONDARY STUDENT ACADEMIC ACHIEVEMENT IMPROVEMENT TARGETS

CATEGORY	TARGET	Target	Current Data	Progress
OLNA	The percentage of WACE students qualifying OLNAs by the end of Year12 is increased	98%	90%	Not met
	The percentage of students qualifying for OLNAs by the end of Year 10 is increased	42%		
		Reading	66%	Met
		Writing	67%	Met
		Numeracy	60%	Met
WACE	The percentage of students successfully achieving a WACE increases	92%	88%	Not met
YEAR 12	Increase percentage of students attaining a Cert II or 55 ATAR	95%	78%	Not met
	The percentage of students in General Courses who achieve at least a C grade is increased	96%	98%	Not met
ATAR	Year 12 median ATAR increases to	70%	66%	Not met
	The percentage of ATAR students with one or more scaled scores 75+	20%	6%	Not met
VET Certificates	% of students achieving a Cert II or higher	75%	70%	Not met
	The number of students achieving a Cert III is increased	5	0	Met

## YEAR 12 PATHWAYS

					Other	
	Yr12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Verified	Unverified
2020	73	2 (2.7%)	12 (16.4%)	45 (61.6%)	14 (19.2%)	0 (0.00%)
2021	89	5 (5.6%)	12 (13.5%)	54 (60.7%)	18 (20.2%)	0 (0.00%)
2022	72	7 (9.7%)	3 (4.2%)	38 (52.8%)	23 (31.9%)	1 (1.4%)

### Year 12 Students Completing a VET Certificate (During Years 10 – 12)

	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2020	0	0.00%	53	93.0%	4	7.0%
2021	0	0.00%	61	92.4%	5	7.6%
2022	0	0.0%	41	100.0%	0	0.0%

## WACE ACHIEVEMENT

	Eligible Year 12 Students	Percentage achieving WACE
2020	70	67%
2021	80	79%
2022	61	89%

## Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 76 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2020	14	2	14%
2021	17	1	6%
2022	10	0	0%

The cohort number is small, however, two students from the cohort achieved a Certificate of Merit.

	No Students Eligible for WACE	Breadth and Depth	C Grade requirement met	English requirement met	ATAR or Cert II	Attainment (ATAR $\geq$ 55 and/or Cert II or higher)	Literacy and Numeracy requirement met
2019	52 (64%)	49 (94%)	49 (94%)	52 (100%)	47 (90%)	47 (90%)	51 (98%)
2020	70 (69%)	67 (96%)	54 (77%)	70 (100%)	62 (89%)	60 (86%)	59 (84%)
2021	80 (79%)	78 (98%)	74 (93%)	79 (99%)	66 (83%)	64 (80%)	68 (85%)
2022	60 (67%)	60 (100%)	59 (98%)	60 (100%)	47 (78%)	47 (78%)	53 (88%)

The percentage of students eligible for WACE is above Like Schools and the State. Course counselling processes are reviewed each year to maximize opportunities provided to each cohort. Backward mapping of courses offered in Senior School to Lower School courses, with a focus on rigor and seamless transition of course expectations. The school continues to focus on students achieving their OLNA, which will support them in achieving their WACE. Strategies include the introduction of targeted literacy and numeracy programs for students in Lower School using explicit teaching, providing students access to after-school homework classes and raising parent and student awareness of the OLNA individual student diagnostics.

### ATAR Course Enrolments

ATAR	Enrolment	Median ATAR TISC	99+	90 – 98.95	80 – 89.95	70 – 79.95	55 – 69.95	<55	University English Language Competency (FSS 50+)	ATAR Triciles		
										High	Mid	Low
2019	13 (13%)	68.6		1 (8%)	1 (8%)	3 (21%)	6 (46%)	2 (15%)	12 (92%)	1 (8%)	3 (23%)	9 (69%)
2020	14 (14%)	64.2		2 (14%)	1 (7%)	3 (21%)	3 (21%)	5 (36%)	7 (50%)	2 (14%)	1 (7%)	11 (79%)
2021	16 (16%)	69.55		1 (6%)	4 (25%)	3 (19%)	5 (31%)	4 (25%)	12 (75%)	1 (6%)	5 (31%)	11 (69%)
2022	10 (11%)	66.33	0	0	3 (30%)	1 (10%)	4 (40%)	2 (28%)	7 (70%)	0	4 (40%)	6 (60%)

### Percentage of Students acquiring an ATAR achieving one or more scaled scores of 75 or more

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2019	13	2	15%
2020	14	2	14%
2021	17	1	6%
2022	10	4	40%

The school has a small but select ATAR cohort. Assessment cycles and feedback have been reviewed to increase the Median ATAR and the number of students in the high and mid Triciles. To raise the achievement standard, a review has also been undertaken of course counselling processes for ATAR courses, the strengthening of NNEI course offerings, development of study skills, time management and exam techniques.

### Year 12 Students Completing a VET Certificate

	VET Enrolment	Certificate 1	Certificate II	Certificate III or Higher
2019	71 (88%)	0	47 (66%)	1 (1%)
2020	90 (88%)	0	55 (61%)	4 (4%)
2021	88 (87%)	0	57 (65%)	4 (5%)
2022	60 (67%)	0	40 (67%)	0 (0%)

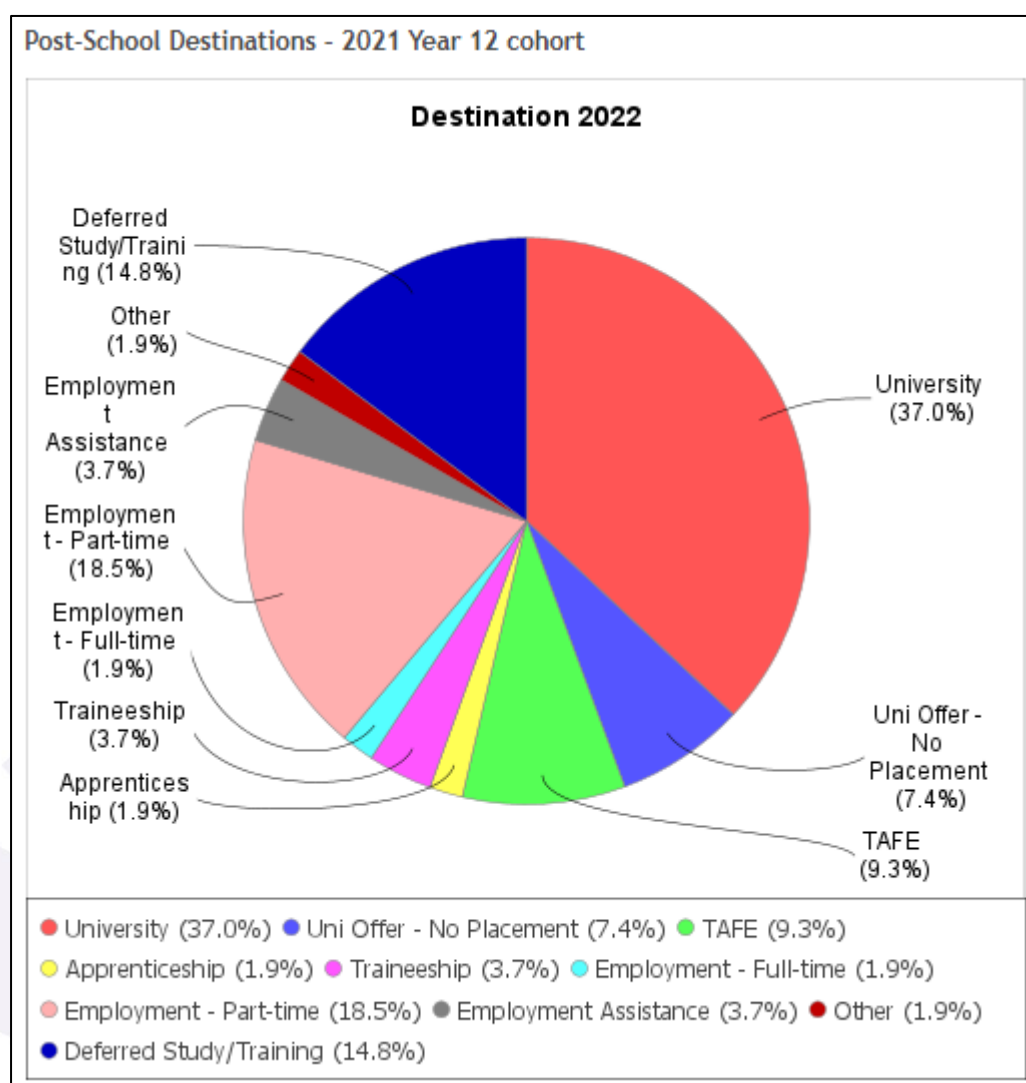
In 2022 there was a decline in the number of students who elected to enrol in a VET Certificate course. A review of course selection processes for 2023 now allows all students to select, at a minimum, a VET Certificate II course.

EXTERNAL COURSES COMPLETED BY THE END OF 2022 (School Based Traineeship, TAFE, other private RTOs)					
Qualification Code	Qualification Name	Student Enrolment at commencement of course 2021	Number of students at the end of 2022	Number of students achieved full qualification	% Achieved full qualification
AUR20516	Certificate 11 in Automotive Servicing Technology	1	0	0	0%
PSP20116	Certificated II in Government	4	3	2	50%
CHC30213	Certificate III Education Support	1	1	1	100%
TLI20420	Certificate 11 Supply Chain Operations	3	3	3	100%
INTERNAL COURSES COMPLETED IN 2022					
Qualification Code	Qualification Name	Student Enrolment at commencement of course 2021	Number of students at the end of 2022	Number of students achieved full qualification	% Achieved full qualification
BSB20120	Certificate II in Workplace Skills	19	18	17	89%
SIS20319	Certificate II Sport and Coaching	15	14	14	93%
AIT20416	Certificate II in Kitchen Operations	12	8	6	50%
MEM20413	Certificate II in Engineering Pathways	8	6	6	75%
ICT20120	Certificate II in Applied Digital Technologies	6	6	6	100%

The school continues to offer VET courses to target individual student interests via external and internal course providers. Over a two-year period, the completion rate varies as a result of students accessing alternative pathways. Course counselling processes for entry into VET courses are under review. VET offerings of a Certificate I course for Year 10 students is being explored. This would expose students to the concept of competency-based assessment processes, which will support them in Year 11 and 12 when completing more challenging certificate courses.

A greater percentage of students who enrolled in external courses completed the courses over the two-year period compared to students enrolled in the internal courses offered at the school. There is a need to review the courses offered internally in relation to post-school pathway opportunities. The number of Certificate III courses on offer also needs to be considered. The school should review the external courses offered and consider how the courses are marketed to students and parents with a view to increase participation.

## POST SCHOOL DESTINATION



The largest percentage (37.9%) of students who responded to the post-school destination survey have entered a university course. Approximately 14% of students are studying at TAFE. The school is reviewing VET course offerings so that they align with areas that the State has identified as priority occupations to maximise employment opportunities for students.

## PARENT/STUDENT/TEACHER SATISFACTION WITH THE SCHOOL

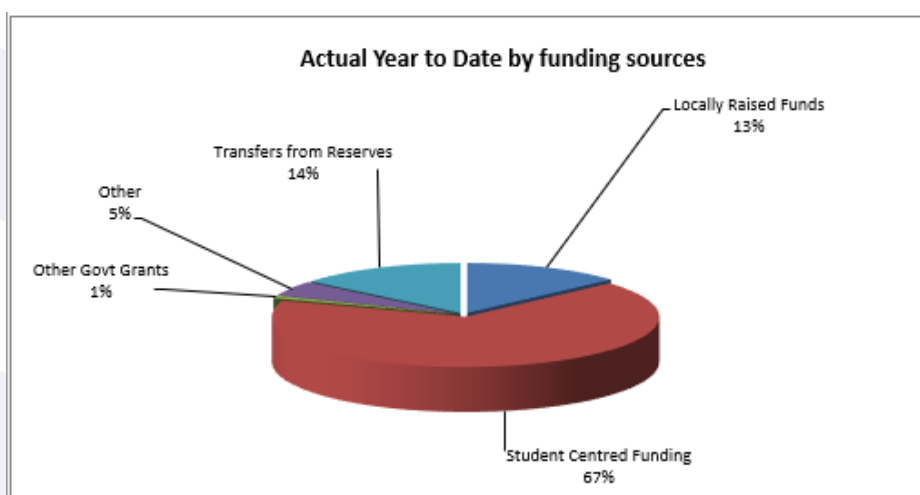
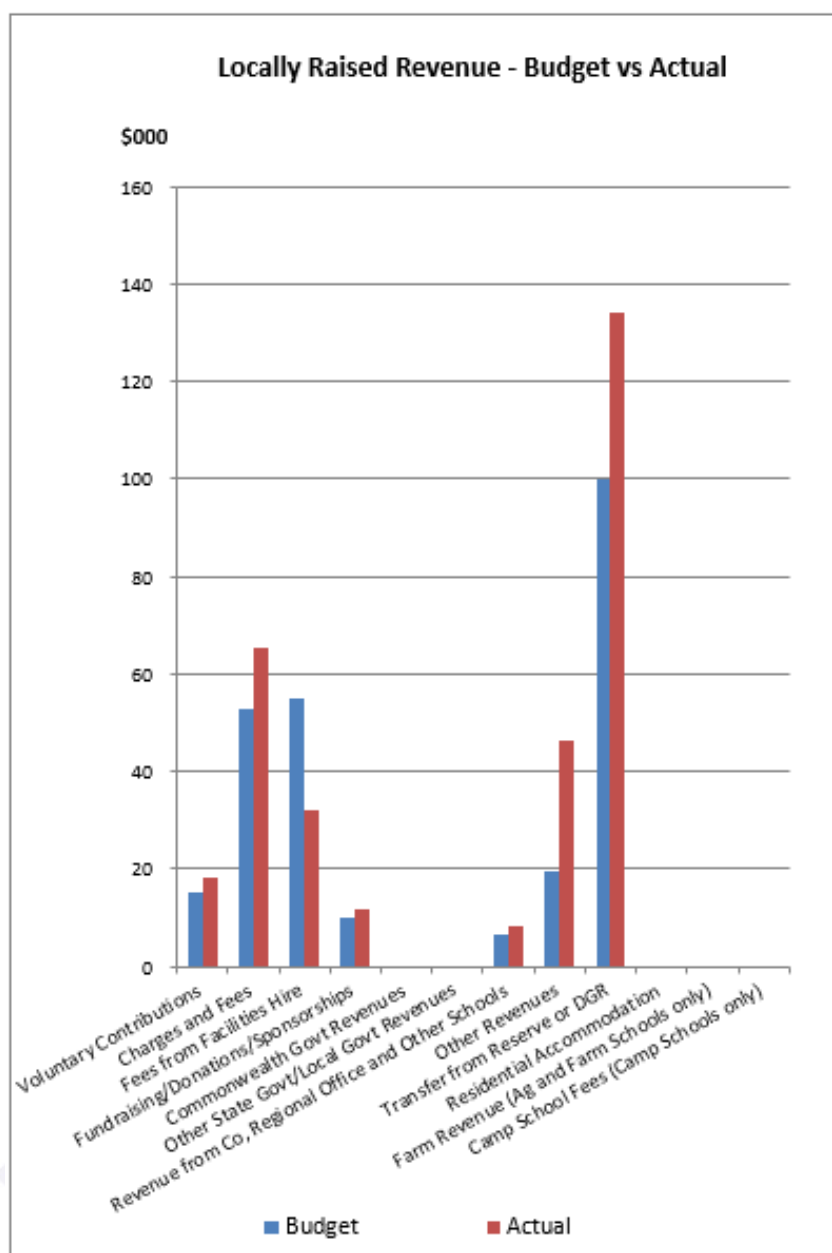
National school opinion survey data is due to be undertaken in 2023 which will further inform practice and approach.

## SCHOOL INCOME BY FUNDING SOURCE

Dianella Secondary College Financial Summary as at 31/12/2022

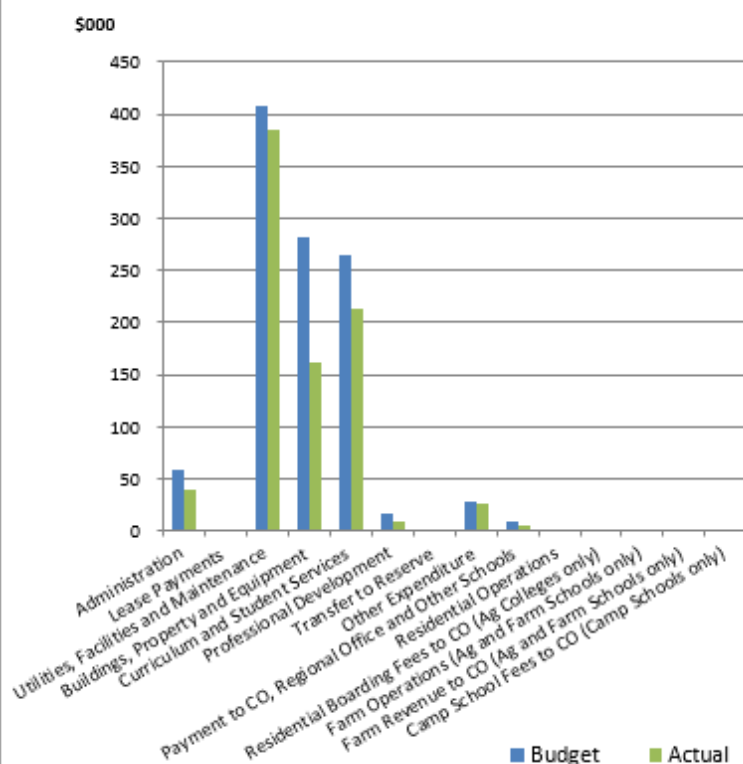
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 15,160.00	\$ 18,118.80
2	Charges and Fees	\$ 53,036.00	\$ 65,284.45
3	Fees from Facilities Hire	\$ 55,110.00	\$ 32,069.79
4	Fundraising/Donations/Sponsorships	\$ 10,214.00	\$ 11,805.10
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 6,517.00	\$ 8,292.26
8	Other Revenues	\$ 19,599.00	\$ 46,304.42
9	Transfer from Reserve or DGR	\$ 100,000.00	\$ 134,340.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 259,636.00	\$ 316,214.82
	<b>Opening Balance</b>	\$ 356,026.00	\$ 356,026.66
	<b>Student Centred Funding</b>	\$ 685,190.00	\$ 638,222.86
	<b>Total Cash Funds Available</b>	\$ 1,300,852.00	\$ 1,310,464.34
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 1,300,852.00	\$ 1,310,464.34

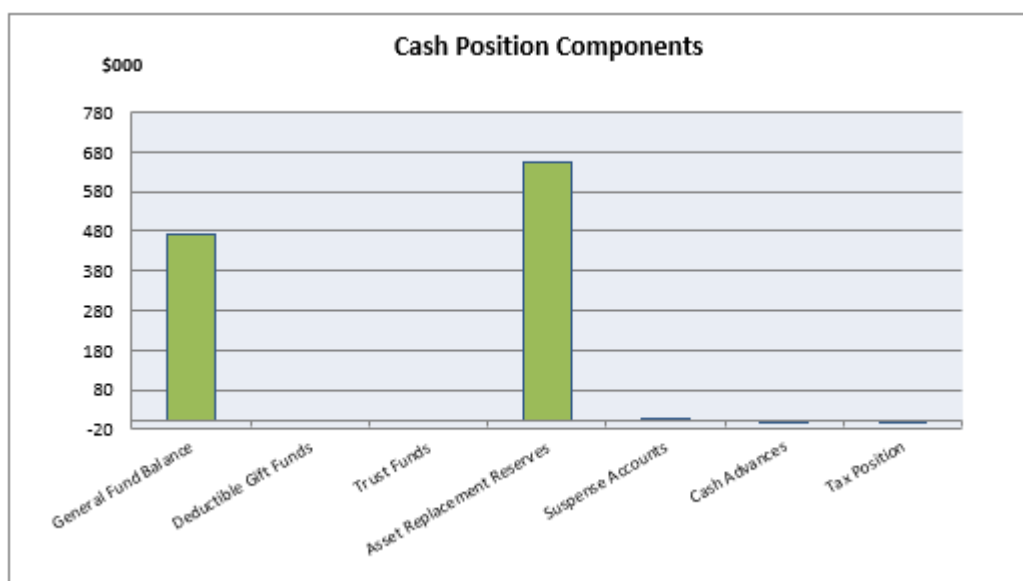




	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 58,053.16	\$ 39,749.40
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 407,754.08	\$ 383,938.24
4	Buildings, Property and Equipment	\$ 281,885.00	\$ 162,430.52
5	Curriculum and Student Services	\$ 264,044.72	\$ 212,677.33
6	Professional Development	\$ 16,786.00	\$ 8,380.85
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 28,799.00	\$ 26,647.83
9	Payment to CO, Regional Office and Other Schools	\$ 8,200.00	\$ 5,140.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,065,521.96</b>	<b>\$ 838,964.17</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 1,065,521.96</b>	<b>\$ 838,964.17</b>
	<b>Cash Budget Variance</b>	<b>\$ 235,330.04</b>	

**Goods and Services Expenditure - Budget vs Actual**





Cash Position Components	
Bank Balance	\$ 1,122,811.24
Made up of:	
1 General Fund Balance	\$ 471,500.17
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 652,151.77
5 Suspense Accounts	\$ 5,203.30
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (5,544.00)
<b>Total Bank Balance</b>	<b>\$ 1,122,811.24</b>

In 2022 the school collected 52.71% Year 7-10 and 77.23 % - Year 11-12 of all requested voluntary contributions, optional extra and courses of study charges from parents. This is a significant support to resourcing and delivery of programs. The Dianella Secondary College budget is monitored regularly by the College Board, Executive team members and the Finance Committee which ensures financial accountability and effective planning for all initiatives and future projects.

Identified school priority	Progress against priority	Planned actions
Priority 1 Teaching and Learning Focus Area 1.1 Teacher Quality	On Target Whole School Pedagogy framework has been introduced and developed in collaboration with staff.	<ul style="list-style-type: none"> <li>- Consolidation of the DSC Pedagogy framework across all learning areas</li> </ul> Embedded implementation of the teaching and learning timeline.
Priority 1 Teaching and Learning Focus Area 1.2 Student Achievement and Progress	On Target Review of VET, ATAR and general offerings as appropriate based on student has resulted in pathway courses informed from student and system data and approach. Resulting in: <ul style="list-style-type: none"> <li>- appointment of designated Careers Councilor</li> <li>- appointment of Senior School Student Services Manager</li> <li>- Allocation of time and appointed position of Aboriginal Education Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- Review of NNEI course offerings</li> <li>- Careers Expo Evening</li> </ul> Earlier Course Councillng, with focused approach of student knowing where they want to go, how they are going and how they can get there.
Priority 1 Teaching and Learning Focus Area 1.3 Learning Environment	On Target In development of student voice <ul style="list-style-type: none"> <li>- School Leadership Council established</li> <li>- House Captains lead house events in support of sense of belonging.</li> </ul> Fortnightly meeting with school captains in collaboration around student voice	<ul style="list-style-type: none"> <li>- Implementation of personal best program in collaboration with Prof Chris Brook Curtin University</li> </ul> Calendared events for house activities to promote health and wellbeing and sense of belonging.
Priority 2 A Distinctive and Responsive Organisation Focus Area 2.1 Leadership	On Target House Captains are well embedded across the school	Consolidation of school leaders model with representation reflective of diversity of school context.
Priority 2 A Distinctive and Responsive Organisation Focus Area 2.2 Relationships and Partnerships	On Target: In development of transition planning: Transition calendar, events and activities mapped and planned in collaboration with partner primary schools.	<ul style="list-style-type: none"> <li>- Open evening held in 2022</li> </ul> Open Evenings held in each Semester in 2023 to showcase our school including STEM partnership with ECU