Darling Range Sports College offers students an educational environment where all students are encouraged to maximise their achievement. This goal is encapsulated in the College Vision, Key Objectives and Special Programs.

VISION

Students are encouraged to take responsibility for their learning. Students work in partnership with their teachers to identify appropriate goals and to plan strategies to maximise success. Pride, perseverance, ambition and leadership are celebrated and nurtured.

VALUES

Respect  Pride  Ambition  Perseverance  Leadership

KEY OBJECTIVES

The first three Key Objectives (KO) have been developed and implemented since 2012. The fourth Key Objective was developed towards the end of 2013 for implementation in 2014 and beyond.

KO1: To provide quality teaching and learning
KO2: To provide a safe and supportive learning environment for students
KO3: To provide support for the professional growth and well being of staff
KO4: To provide a distinctive and responsive organisation
HIGHLIGHTS AND ACHIEVEMENTS

Academic Challenge & Enrichment Studies
Academic Challenge Day for Years 7 – 10
Study Skills for Years 8 - 12
University Discovery excursions for Years8 – 10

The Arts
Arts On Show – including primary school students in two plays
“Aladdin” – whole school production
Art/Photographic Exhibitions of student work which was also for sale

Citizenship
“Senator Glenn Sterle ANZAC Leadership tour” to France & Belgium for 21 students, 3 teachers and 6 accompanying adults

English
Writer’s Festival

Science
Primary school classes visited to use laboratories for experiments
Rio Tinto Big Science competition
Revegetation program, Perth Airport
STAWA online Science competition
Recycling program

Mathematics
Australian Mathematics Olympiads
Enrichment classes with Dr Greg Gamble, Curtin University
Have Sum Fun On-line
University of NSW Mathematics competition

Technology & Enterprise
Automotive Expo excursion, Joondalup (Years 9 – 11)
Sustainability Garden established (Year 8 Home Economics students)

VET
Try a Trade – Bricklaying (Years 9 – 11); leading to an invitation from Polytechnic West for students to enrol in a Certificate II in Building & Construction for 2014
Participation in nationally accredited certificate in Workplace Learning (23 Year 11 students and 55 Year 12 students)
104 students studying nationally accredited certificates; 84 students achieved full completion

General
NAIDOC Week
Indigenous Awards Night
Sports Star Awards Night
Whole School Fun Run: fundraising event
School Volunteer Program
College Ball
College Year Book
Student Tours: intrastate, interstate & international

Society & Environment
Australian Geography Competition – 24 High Distinctions, 6 Distinctions and 25 credits across all three divisions
High Performance Sports Programs
Darling Range Sports College is the state’s first and only sports high school, offering quality individual sporting programs which have been developed in conjunction with relevant peak sporting bodies. The specialist programs provide the largest range of Specialist Sports programs in any W.A. school.

2013 Highlights included:

**AFL**
SSWA Year 10 State Champions
WAFC School Boys Cup Year 8/9 Runners up
Year 8, 9 and 10 Zone Champions

**Baseball**
Australian High School Champions
Year 8/9 Division State Champions
Open Division Runner up State Champions

**Athletics**
Schools Knockout Junior Champions
Schools Knockout Intermediate Runners up

**Cricket**
3rd Southern Skies International Tournament - Brisbane
Undefeated Narrogin Year 8 carnival
Undefeated Rockingham Year 9 carnival

**Netball**
State Champions High School Cup Open Division
Runners up State Champions High School Cup Middle School Division
Semi-finalists High School Cup Lower Division
Sports Ready Cup Year 10 Champions
Year 8, 9 and 10 Zone Champions
High Performance team played against Singapore and Malaysian National Teams

**Soccer**
Mark Barnett invited into Glory squad
Stephanie Cain - State Team
Ellie La Monte – MPC Womens Reserve League; State Team,
Player of the Year, Top goal scorer.

**Softball**
SSWA State Champions
Australian Sporting Representatives

Australian Representatives

Jessica Anstiss   Netball
Caydyn Hancock   Baseball
Maddison Inglis   Tennis

West Australian Representatives

Jessica Anstiss   Netball
Curtis Bacon     Baseball
James Bereyne    AFL
Joshua Broughton-Sparks   Rugby Union
Stephanie Cain   Soccer
Alec Campbell    Rugby League
Tyson Cosgrove   Baseball
Taylavie Frost-Kelemete    Basketball
Jesse Hackett    Baseball
Alex Hall        Baseball
Caydyn Hancock   Baseball
Emma Hargrave    Swimming
Tayla Hoycard    Netball
Maddison Inglis  Tennis
Julian Jeakings  Boxing
Ellie La Monte    Soccer
John Levien      AFL
Conor Millar     Netball
Morgan Millar    Netball
Courtney Muggridge   Softball
Shae Muggridge   Softball
Jason Nicholls   Rugby League
Kye Ortin       Baseball
Chelsea Rayner   Softball
Jared Spencer    Rugby League
Macey Simpkins   Touch Rugby
Mason Talbot    Baseball
Connor Walsh     Baseball
Brenton Williams Cricket
Alexandra Worth  Baseball
The above graph and tables show the trend in student numbers over the last five years. Overall, the numbers in Lower Secondary remained relatively constant from 2010 to 2012 when the half cohort entered year 8 and moved through to year 10. The increase in numbers in 2013 is due to a “full” cohort entering year 8 in 2013. A similar pattern is seen in the Upper Secondary numbers being relatively consistent from 2010 to 2012, with a consequent fall in 2013 as the half-cohort moved into year 11 in 2013.
From the above graph and tables, it can be seen that overall attendance in each year group is similar to that of Like Schools, with Aboriginal attendance at Darling Range Sports College being slightly above that of Like Schools.

“Regular” attendance at the College has decreased slightly over the past three years and was below that of all Public schools in 2013. The percentage of students at slight (“Indicated”) risk decreased in 2013 with a corresponding increase in the percentage of students at “Moderate” and “Severe” risk.
Attendance is monitored on a continuous basis with SMS messages to parents when their child is recorded as absent or arriving late without prior notification by parents. Letters are sent home to parents informing them of their child’s percentage of attendance and interviews are held with parents and students where attendance is of considerable concern.

Attendance of at least 90% is also one of the criteria for an invitation to participate in reward activities such as end of term reward excursions for Middle School students and Senior School events such as the river cruise and the College Ball. Participation by Aboriginal students in the fortnightly reward Basketball program is also dependent on maintaining a satisfactory level of attendance.

Where there is little support or effort from home to improve a child’s attendance, a referral is made to Regional Office for assistance, and senior students are referred to Participation Coordinators for assistance to find an alternative educational pathway.
From the above graphs, it can be seen that, in general, the trend pattern over the last five years has been similar to that of Like Schools with Darling Range Sports College mean score being slightly above that of Like Schools in all areas except Spelling. DRSC mean scores in Reading and Writing have shown the most dramatic improvement in 2013 with the Writing mean score being considerably higher than Like Schools.

Gains by students in Progress and Achievement from their Year 7 to Year 9 NAPLAN results can also be seen in the graphs on the following page. Over the last three years in general, students’ mean scores have improved in both progress and achievement in all areas except Spelling, indicating the value-adding for DRSC students compared to students in Like Schools. This, in part, can be attributed to a whole school literacy plan which has been implemented since 2011 for students in years 8 & 9, and which has focussed on areas of concern based on students’ year 7 NAPLAN results. Mathematics teachers have also analysed year 7 NAPLAN Numeracy results and similarly identified areas to target.
Progress and Achievement

2011

Student Progress and Achievement Compared with Like Schools
NAPLAN Year 7 2009 to Year 9 2011 - Darling Range Sports College

2012

Student Progress and Achievement Compared with Like Schools
NAPLAN Year 7 2010 to Year 9 2012 - Darling Range Sports College

2013

Student Progress and Achievement Compared with Like Schools
NAPLAN Year 7 2011 to Year 9 2013 - Darling Range Sports College
**Senior School**

**ACADEMIC PERFORMANCE DATA**

**Year 12 Participation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligible Year 12 Students</th>
<th>Number acquiring an ATAR</th>
<th>VET – No of students in a Cert ll or higher</th>
<th>VET – No of students completing a Cert ll or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>111</td>
<td>34</td>
<td>45</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31%</td>
<td>41%</td>
<td>14%</td>
</tr>
<tr>
<td>2012</td>
<td>128</td>
<td>34</td>
<td>57</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27%</td>
<td>45%</td>
<td>28%</td>
</tr>
<tr>
<td>2013</td>
<td>127</td>
<td>28</td>
<td>98</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22%</td>
<td>77%</td>
<td>66%</td>
</tr>
</tbody>
</table>

**Percentage of Students Acquiring an ATAR**

**Achieving One or More Scaled Scores of 75 or more**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number acquiring an ATAR</th>
<th>Number achieving one or more scaled scores of 75+</th>
<th>Percentage achieving one or more scaled scores of 75+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>34</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>(31%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>40</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>(31%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>28</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>(22%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** ATAR: Australian Tertiary Admissions Rank; VET: Vocational Education & Training; Year 12 students are those full time students eligible to graduate at the end of the year. Information is only available for schools with 20 or more full time eligible students in Year 12 in the year.

**Median ATAR, expected performance, Median ATAR of TISC applicants (number of students)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Median ATAR</th>
<th>Expected Performance</th>
<th>Median ATAR of TISC applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>55.2 (34)</td>
<td>-1.5</td>
<td>N/A</td>
</tr>
<tr>
<td>2012</td>
<td>58.8 (40)</td>
<td>-1.6</td>
<td>63.8 (34)</td>
</tr>
<tr>
<td>2013</td>
<td>67.9 (28)</td>
<td>0.1</td>
<td>68.5 (24)</td>
</tr>
</tbody>
</table>

**Full Qualification Achievement – Cert 11 or higher**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number completing Full Qualification</th>
<th>% of VET Students</th>
<th>% of Eligible Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>16</td>
<td>36</td>
<td>14</td>
</tr>
<tr>
<td>2012</td>
<td>36</td>
<td>63</td>
<td>28</td>
</tr>
<tr>
<td>2013</td>
<td>84</td>
<td>86</td>
<td>66</td>
</tr>
</tbody>
</table>

**Attainment Rate – ATAR>= 55 and/or Cert 11 or higher of eligible students (number of students)**

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31% (34)</td>
<td>45% (58)</td>
<td>80% (102)</td>
</tr>
</tbody>
</table>
WACE Achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligible Year 12 Students</th>
<th>Percentage Achieving WACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>111</td>
<td>99%</td>
</tr>
<tr>
<td>2012</td>
<td>128</td>
<td>99%</td>
</tr>
<tr>
<td>2013</td>
<td>124</td>
<td>98%</td>
</tr>
</tbody>
</table>

The above tables indicate an improvement in 2013 results overall compared to the previous two years.

While the Participation rate indicates that slightly less students undertook ATAR studies in 2013, the Median ATAR table shows that the median ATAR of students has improved steadily over the last three years, both in general as well as for those ATAR students who applied to enter university. Similarly, the tables show that student participation in Certificate 11 (or higher) courses increased significantly in 2013, with a corresponding improvement in the number of students completing a Certificate course. Both these sets of data demonstrate the significant improvement in the Attainment rate, where 80% of Year 12 students left the College at the end of 2013 with either an ATAR sufficiently high enough to gain entry into a university, or a Certificate 11 or higher – or in some cases both qualifications were achieved.
Staff Information – Staff Numbers

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>No</th>
<th>FTE</th>
<th>ATSI No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
<td>2.0</td>
<td>0</td>
</tr>
<tr>
<td>Program Coordinators</td>
<td>3</td>
<td>2.8</td>
<td>0</td>
</tr>
<tr>
<td>Total Administration Staff</td>
<td>6</td>
<td>5.8</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3 Teachers</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td>Other Teaching Staff</td>
<td>56</td>
<td>52.2</td>
<td>0</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
<td>57</td>
<td>53.2</td>
<td>0</td>
</tr>
<tr>
<td>School Support Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Administrative</td>
<td>10</td>
<td>7.9</td>
<td>0</td>
</tr>
<tr>
<td>Gardening/Maintenance</td>
<td>3</td>
<td>2.4</td>
<td>0</td>
</tr>
<tr>
<td>Instructional</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td>Other Non-Teaching Staff</td>
<td>12</td>
<td>8.4</td>
<td>0</td>
</tr>
<tr>
<td>Total Support Staff</td>
<td>26</td>
<td>19.7</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>78.7</td>
<td>1</td>
</tr>
</tbody>
</table>

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

STAFF COMMITMENT

College staff regularly commit to extra-curricular, social, enrichment and pastoral care activities and events that expand the opportunities and maximise the learning outcomes and personal growth of students. Some of these activities include:

- Arts On Show
- Breakfast Club
- Excursions & competitions
- Fun Run fund raising
- River Cruise
- Sporting teams engaging in competitions and training camps
- Artistic performances during the year
- College Ball
- Extra (out of hours) class tuition
- Interstate & International tours
- Year Book production
- Peer Mentoring
VALUE ADDING

Staff at Darling Range Sports College regularly offer school-based programs which add to the academic, social, health and behavioural aspects of school life for our students. Some of these programs include:

The Academic Challenge & Enrichment Studies Program (ACES)

The ACES program provides the opportunity for high achieving students to maximise their educational potential through an emphasis on problem solving, analytical ability and creativity. ACES students participate in a variety of national, subject-based competitions as well as the College-run Academic Challenge Day (Years 6 – 10). The students participate in joint programs with university faculties and are offered the opportunity to research future university study opportunities through a program of university excursions.

The program is also offered to Year 6 & 7 students in our partner primary schools (PACES) where identified students attend the College for 2 hours each week to be extended, particularly in their Science/Mathematics learning, with a teacher from the College. In 2013, Year 7 students discovered Chemistry through a project revolving around Forensic Science, while Year 6 students investigated principles of Physics through “Crash Test Dummies”. Both groups of PACES students presented the results of their learning to parents at a celebratory parent morning.

Darling Range Learning Community (DRLC)

In addition to the PACES program, staff involvement in the DRLC has led to improved learning opportunities for students through several initiatives, including:

- A focus on Explicit Teaching by all schools in the community to provide a consistent and seamless progression in learning from K-12 over time. Three staff filmed themselves demonstrating Explicit Teaching in their classes; these videos were shown to staff on School Development Days and made available to upload onto the DRLC website.
- Visits by Teaching & Learning Committee members to observe teachers in other schools using Explicit Teaching in different year groups.
- The establishment and implementation of networks in Literacy, Numeracy, History, Science and Physical Education has started to see teachers across the Learning Community meeting to discuss curriculum, pedagogy and assessment to ensure comparability across the Learning Community as well as a seamless progression of learning from one developmental phase to the next. The History hub is led by DRSC teachers and DRSC is a Teacher Developmental School for Physical Education.

Middle School Transition Program

The College works closely with partner primary schools to improve ease of entry by students into Year 8 through activities during Year 7 such as the PACES program, the DRSC Writers’ Festival and College students umpiring and coaching primary school teams in their interschool carnivals.

Towards the end of 2013, 18 year 10 students were trained as peer support leaders; these students led the primary school students on their Orientation Day in term 4 and will continue as leaders with the year 8 students throughout 2014 on the year 8 Transition and Sports Carnival days, form and assemblies.

A strong pastoral support program also assists students to cope with a range of school, emotional, social and behavioural problems during transition to high school, as well as throughout the student’s time at DRSC.

Specialist Sports Programs

Many students travel considerable distance to attend the Specialist Sports programs offered by the College – in 2013 students enrolled into Year 8 from 52 different primary schools. The sports programs provide improved self-esteem and engagement in students, as well as opportunities for leadership roles and healthier lifestyles. They also enable students to combine their sporting talents with their academic program.
Vocational & Educational Training (VET)

Vocational & Educational training is available to students in dedicated VET classes as well as increased opportunities for students to complete a Certificate I, II or III by the end of year 12, thus improving their chances of entry to TAFE or employment. In 2013, the availability of completing a Certificate II or III increased for students in mainstream classes, with 23 students in Year 11 and 55 students in Year 12 who studied a nationally accredited certificate through Workplace Learning 1. In total, there were 104 students studying nationally accredited certificates, 84 of whom achieved full completion.

Vocational training was also offered to Year 9 – 11 students through the Try a Trade (Bricklaying) program where students participated in 2 sets of 2 day workshops in April and December. Participation in this program resulted in and invitation from Polytechnic West for Year 11 & 12 students to participate in a Certificate II in Building & Construction in 2014.

The Arts Programs

A range of performance opportunities in the Arts have enhanced the cultural and social life of students and many students from across the College performed in the production “Aladdin” in 2013. Many students also participated in the annual “Arts On Show” performances which included primary students from the Darling Range Learning Community; the primary students performed in two plays directed by one of the College’s Drama teachers. The College also held an Art and Photographic Exhibition, showcasing the work of senior school students with many of the work available for sale.

Community Partnerships

Groups and individuals committed to support Darling Range Sports College and its students include:

Baseball WA
Curtin University Engineering Faculty
Darling Range Learning Community; Dawson Park, Edney, Wycombe, Maida Vale, Wattle Grove, Woodlupine Primary Schools
Darling Range Netball Association
ECU (Sports Science)
Football West
Forrestfield Community Bank (Bendigo Bank)
Hills Callisthenics Association
Hillside Church
Kalamunda & Districts Basketball Club
Kalamunda & Districts Swimming Club
Mead St Physiotherapy
Netball WA
Rugby WA
Senator Glenn Sterle
Slater Gartrell Sports
Softball WA
Springburn Foundation
Swift Print
WACA
WA Football Commission
Darling Range Sports College
Financial Summary as at 31st December 2013

### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$62,469.00</td>
<td>$62,469.15</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$588,489.46</td>
<td>$588,489.62</td>
</tr>
<tr>
<td>3 Government Allowances</td>
<td>$34,156.00</td>
<td>$34,156.00</td>
</tr>
<tr>
<td>4 P&amp;C Contributions</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$17,395.00</td>
<td>$17,395.00</td>
</tr>
<tr>
<td>6 DoE Grants</td>
<td>$1,014,397.61</td>
<td>$1,014,397.05</td>
</tr>
<tr>
<td>7 Other State Govt Grants</td>
<td>$10,656.00</td>
<td>$10,656.20</td>
</tr>
<tr>
<td>8 Commonwealth Govt Grants</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$117,002.00</td>
<td>$117,002.02</td>
</tr>
<tr>
<td>10 Other</td>
<td>$54,881.00</td>
<td>$54,882.12</td>
</tr>
<tr>
<td>11 Internal Transfers</td>
<td>$34,821.38</td>
<td>$34,821.38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,934,267.45</td>
<td>$1,934,268.54</td>
</tr>
</tbody>
</table>

### Opening Balance

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$2,481,052.45</td>
<td>$2,481,053.54</td>
</tr>
</tbody>
</table>

### Current Year Actual Revenue Sources

- **Locally Generated Revenue**: 41%
- **DoE Grants**: 53%
- **Other Grants**: 2%
- **Transfers**: 3%
- **Other**: 3%

### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$130,962.38</td>
<td>$131,416.97</td>
</tr>
<tr>
<td>2 Utilities</td>
<td>$46,394.00</td>
<td>$46,393.97</td>
</tr>
<tr>
<td>3 Repairs/Maintenance/Grounds</td>
<td>$77,704.60</td>
<td>$77,704.90</td>
</tr>
<tr>
<td>4 Building Fabric and Infrastructure</td>
<td>$75,949.00</td>
<td>$75,949.12</td>
</tr>
<tr>
<td>5 Assets and Resources</td>
<td>$78,704.00</td>
<td>$78,528.71</td>
</tr>
<tr>
<td>6 Education Services</td>
<td>$793,335.13</td>
<td>$791,062.67</td>
</tr>
<tr>
<td>7 Other Specific Programs</td>
<td>$137,062.00</td>
<td>$137,060.81</td>
</tr>
<tr>
<td>8 Trading Activities</td>
<td>$140,065.00</td>
<td>$140,064.60</td>
</tr>
<tr>
<td>9 Salary Pool Payments to Central Office</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>10 Other</td>
<td>$62,683.73</td>
<td>$62,949.79</td>
</tr>
<tr>
<td>11 Transfers to Reserves</td>
<td>$72,000.00</td>
<td>$72,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,936,258.55</td>
<td>$1,936,252.57</td>
</tr>
</tbody>
</table>

### Cash Position

- **General Fund Balance**: $882,393.87
- **Deductible Gift Funds**: $38,792.83
- **Reserves**: $450.00
- **Suspense Accounts**: $229,466.08
- **Cash Advances**: $9,763.00
- **Total Bank Balance**: $882,393.87

---

**Note:** The tables and charts provide a detailed breakdown of revenue, expenses, and cash positions, reflecting the financial status of Darling Range Sports College as of December 31, 2013.