



DARLING RANGE
— SPORTS COLLEGE —

2022
ANNUAL REPORT

Contents Page

From the Principal	3
College Vision Hub.....	4
Self Review Process	6
College Board Report	7
Our Vision.....	8
Our Standards.....	10
Key Objectives	12
Academic Performance	16
Improvement Targets	20
Senior School.....	22
Enrolments	26
Attendance	28
Staffing	30
Highlights and Achievements.....	31
State and National Sporting Representatives .	41
Specialist Sports Programs	42
Vocational Education & Training	46
Financial Summary	50



DARLING RANGE
— SPORTS COLLEGE —

117 Berkshire Road, Forrestfield WA 6058

Tel: 9453 0100

Fax: 9453 1464

www.darlingrangesc.wa.edu.au



FROM THE PRINCIPAL

It gives me great pleasure to present the annual report for Darling Range Sports College for 2022. In yet another year that was plagued by COVID, the College has continued to hold its head high and improve its standing in the WA educational community. The external review from 2019 confirmed that the College was heading in the right direction. We have continued to promote our vision for the College and have developed a four year business plan to see us from 2021 to 2024. Darling Range Sports College not only sees itself as a 'school of choice' for our area but a feature in our state as the only Sports College in Western Australia.

In 2022 the College again produced great NAPLAN results, value added OLN results and the year was highlighted by sound ATAR results. The College has continued to maintain its high ranking as an elite sporting performer with stellar achievements across the board. All sports had meritorious performances with many students being selected for state and national representation. This was evidenced by the College again taking out the McMahon Shield for meritorious performances against all schools on the basis of performance in over 30 different sports.

The Arts at Darling Range Sports College is undergoing a resurgence with strong performances on display in all areas of the Arts. The recent influx of \$12 million in funds into Stage 2 of the Building Program will see even more dramatic improvement in the Arts facilities on offer to our students. The new commercial kitchen, recently completed STEM buildings as well as the new engineering and automotive buildings bring a wealth of industry standard equipment and infrastructure to the quality teaching and learning already taking place in these areas.

Explicit Instruction remains the cornerstone of teaching and learning at the College. Going forward, the College has highlighted the desire to continue with our STEM impetus and has strengthened ties with our commercial partners in this area. Our new buildings will only serve to improve the quality of teaching and learning experiences in this area - one which is rapidly becoming a feature of Darling Range Sports College. The vast improvement in our ATAR results in 2021 was noted and additional resources have been allocated to sustain this in 2022. With a vibrant and enthusiastic Board, committed staff and a supportive community, the College is ideally placed for 2023.

I commend this report to the Darling Range Sports College community.

Rob Lawson
Principal

1 Pathways

Whole-school career education and planning

Provide meaningful pathways for all students.



Leave school as happy, confident and hardworking young adults.

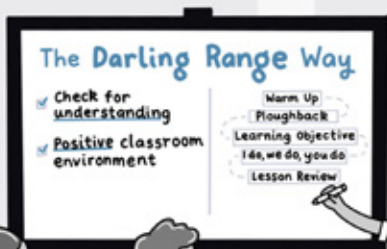
Committed to success for every child



2 To Provide Teaching and Learning Excellence in Every Classroom

Use restorative, trauma informed and resilience building language to maintain trusting relationships.

STEM
ACES
PACES



Classroom Management strategies

Explicit Instruction Teaching Model

Continued success in Literacy and Numeracy

Delivering high quality teaching and learning



DARLING

SPORTS

Business Pla

Dare to

Punctual
Productive

RANGE

COLLEGE

2021-2024

Dream

3 To Provide a Safe and Inclusive Learning Environment



4 To Provide Support for Staff Professional Growth and Wellbeing



SELF REVIEW PROCESS FROM 2019

The principal submitted a comprehensive school self-assessment for the School Review. The following aspects were confirmed by the panel:

- A willingness to seek and respond to feedback is a feature of the school's practice and provides collective insights that inform follow up planning.
- There was alignment between evidence, and observations and judgements about performance.
- Planning intentions described in the school's submission were enhanced during the validation phase.
- The staff and community engaged positively in the school review.
- During the validation visit, the leaders acknowledged the value of using the Electronic School Assessment Tool as a repository of information from which the senior leadership could reflect upon progress made against identified targets.

Relationships and Partnerships

The principal leads an emphasis on active engagement in building strong and sustainable relationships. A sense of positivity and pride in the college is emerging from this and parents consider themselves as valued partners in their children's education.

Learning Environment

Whole-school approaches, with clearly articulated expectations of what effective teachers do, results in a safe, orderly and inclusive learning environment. The Standards of the College PBS matrix – proud, polite, prepared, punctual, productive – set the standard expected of all.

Leadership

Staff state that they are reinvigorated by the executive team's promotion of a shared vision that is improvement focused. Ideas are welcomed and options explored as the college builds upon quality practices with increased confidence, rigour and structure.

Use of Resources

There is clear evidence of strategic deployment of resources – human, physical and financial. An informed budget is aligned to the key priorities of the business plan and targeted to meet identified needs of students.

Teaching Quality

School-wide beliefs about what constitutes effective teaching, as articulated through the 'Darling Range Way', are understood and accepted. Explicit instruction, using the gradual release model, is supported by a strong culture of CMS to allow a focus on quality pedagogy.

Student Achievement and Progress

A comprehensive data matrix is used to track student achievement and progress. Managed by the learning support coordinator, the matrix is reviewed by every teacher to inform differentiation strategies that provide opportunities for all students to succeed.

COLLEGE BOARD REPORT

2022 almost had us back to normality once again but, COVID remained an impression on our College scene. I would like to take this opportunity to congratulate our Principal, Associate Principals, Teachers and the School Officers that worked hard through this trying time within WA and our College. I was privy to other schools and their actions/responses during COVID and Darling Range Sports College remained a leader with our governance and proactive action concerning this matter.

Darling Range Sports College is building a culture of high performance which is openly demonstrated while utilising the College's specialty areas, (Technology and Enterprise, Hospitality and Mechatronics with their new facilities), in the student classrooms and within the student extra-curricular activities. The Board would like to acknowledge the time and effort the teachers contribute to each student and class. We had the pleasure of a few of these teachers coming to the Board to present content from within their specialty learning areas. It was very interesting and exciting.

Throughout the year, the College Board has focused on the endorsement of finances, College policies, the continued support of our industry partners and community members as well as the strategic direction of the College's Business Plan. We are on an upward trajectory for upskilling our Board members and looking at expanding. Moving forward, this will be a priority as we move towards our core focus of 'success for every child'.



Kellie Hewitt
College Board Chair

OUR VISION

Darling Range Sports College aims to develop a school community that encourages resilience and independence. Staff are fully committed to supporting students in their academic, sporting and career ambitions by maintaining the highest standards of teaching and learning.

Fundamental to the College is that students leave school as happy, confident and hardworking young adults.

Darling Range Sports College is a specialist sports high school with 9 high performance sport programs: Athletics, Australian Rules Football (AFL), Baseball, Basketball, Netball, Rugby League, Soccer (Football), Swimming and Triathlon. This unique context provides opportunities for talented athletes to successfully combine their academic studies and sporting commitments to pursue pathways to university, further training or employment. The College is widely recognised throughout the state as the leader in the development and innovation of sport education. Our students are provided with a rich school experience with a diverse range of teaching and learning activities, strengths and interest of learners.

Other programs offered include our Academic Challenge and Enrichment Studies (ACES) Program, a program of academic excellence which caters for academically talented students, as well as a Music Program that is offered through the Instrumental Music School Services (IMSS). The College also has successful Art, Drama, Performing Arts, Photography and Vocational Education and Training programs that extend beyond the classroom to provide opportunities for students to engage with new technologies and to connect with the wider community.

Darling Range Sports College is an active member of the Darling Range Learning Community (DRLC) and works in collaboration with local partner primary schools. The DRLC is proactive in developing teachers across the community to provide knowledge and skills to our students that will support them throughout their years of schooling.

Enrolments to Darling Range Sports College are not confined to our partner primary schools. It is a school of choice for those wanting access to elite sport coaching and facilities, plus a range of successful academic and vocational pathways. Every year Darling Range Sports College attracts students from primary schools across the state.

The College Business Plan 2021 - 2024 provides strategic direction for improvement and aligns with the Department of Education Strategic Plan for Western Australian Public Schools 2020 - 2024 and annual 'Focus' documentation for schools. The College acknowledges the need to be dynamic and responsive to the challenges of modern education and the needs of the community. The College has developed the four-year business plan (2021-2024) to coincide with the next School Review. However, the vision of 'success for every student' through providing a meaningful pathway for every child will remain the focal point.



OUR STANDARDS

Darling Range Sports College students are encouraged to follow their dreams, plan to succeed and persevere to attain their goals. Staff are committed to ensuring that teaching, learning and daily practices maintain high standards to support students in this endeavour.

We all form part of the Darling Range Sports College team, demonstrating respect, acknowledging the achievements of others and being accountable for our actions in ensuring we achieve the highest outcomes possible.

Darling Range Sports College is a Positive Behaviour Support school. Our standards were established by the entire College community and apply to all students, teachers, support staff and parents. These standards are our foundation to success.

As College Principal, I have the expectation that these standards will be met by myself, my staff, my students and the entire DRSC College community.



PREPARED

We expect all members of the DRSC Team to be ready and organised to ensure every opportunity for success.



PUNCTUAL

We expect all members of the DRSC Team to be present, on time and actively engaged to maximise opportunities for success.



POLITE

We expect all members of the DRSC Team to demonstrate appropriate behaviours to promote a positive and supportive learning environment.



PRODUCTIVE

We expect all members of the DRSC Team to work to the best of their ability at all times and continually strive for success.



PROUD

We expect all members of the DRSC Team to take pride in our College and to respect the people and the environment.



KEY OBJECTIVE

1

PATHWAYS

We are committed to success for every child. To achieve this success, we provide meaningful pathways for all students.

TARGETS

Achieving

Engage in early pathway planning in Years 7-10 to transition through education successfully.

Achieving

Build on STEM skills and the new 'Work Capabilities' to prepare students for their successful future.

Achieving

Every senior school student is enrolled in at least one STEM course.

Progressing

Every senior school student is enrolled in a nationally recognised qualification.

Progressing

Every Aboriginal student achieves WACE or successfully transitions to a meaningful alternative pathway.

STRATEGIES

- Number of partnerships to be maintained or expanded to maximise the support for student opportunities and/or aspirations.
- Timely use of data to match appropriate pathways in each year group.
- Sustainable ATAR program on offer for all students to choose from.
- Implementing career curriculum development into lower school.
- Continue to offer STEM electives and clear pathways to appropriate senior school subjects.
- Continue to implement targeted approaches to engage students at risk.

KEY OBJECTIVE

2

TO PROVIDE TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM

We are committed to, and accountable for, delivering quality teaching and learning programs to improve outcomes for our students.

TARGETS

Achieving	All students experience a consistent, high quality approach to classroom learning as measured by application of the Darling Range Way (EI) and use of Classroom Management Strategies (CMS).
Achieving	Develop a College wide Literacy and Numeracy Framework for inclusion into Learning Area Planning.
Progressing	High Progress High Achievement score for stable cohort in Year 9 NAPLAN.
Achieving	An annual average decline in OLN Category 1 and 2 students.
Achieving	The Grade Point Average measuring Year 7-10 achievement is higher than Like Schools.
Progressing	Median ATAR is higher than Like Schools.
Achieving	75% of Year 12 students who choose a University pathway are accepted into University.
Achieving	WACE achievement is higher than Like Schools.

STRATEGIES

- Minimum of 80% of teaching staff trained in CMS and at least one CAT trainer on staff.
- The Darling Range Way is evident in all classrooms and staff continue to share good practice at learning area and whole staff level.
- All teaching staff participate in moderation for Years 7-12.
- Staff will commit to Professional Learning opportunities targeting Teaching and Learning best practice.
- Establish a Literacy and Numeracy committee with a representative from all Learning Areas to facilitate a whole school approach to improving student literacy and numeracy.
- Use NCCD information to best resource classrooms to improve teaching and learning for all students.
- Aim to provide a Focus class in Year 7-10 to ensure success for every child.
- Establishment of a post school tracking tool to collect data on Year 12 students.

TO PROVIDE A SAFE AND INCLUSIVE LEARNING ENVIRONMENT

We will provide a safe, positive and inclusive school and learning environment where students are supported to achieve their goals.

TARGETS

- Achieving** Aboriginal students to feel a sense of belonging and connection as measured by majority of WHITS survey.
- Achieving** Aboriginal student attendance higher than Like Schools in the Regular category.
- Achieving** Whole school student attendance higher than Like Schools in the Regular category.
- Achieving** Continue to build cultural responsiveness as measured by an annual progression along the Aboriginal Cultural Standards Framework continuum.
- Achieving** Over 70% of students and parents/guardians communicate that students feel safe at this school as measured by the National Schools Opinion Survey.
- Achieving** College Standards are embedded across the College community.

STRATEGIES

- Culturally significant events, activities and programs promoted and presented throughout the year.
- Retain AIEO skilled staff.
- Annual use of SOCS/WHITS/NSOS of students, staff and parents.
- Measure progress of attendance figures.
- Measure progress along the PBS program journey.

KEY OBJECTIVE

4

TO PROVIDE SUPPORT FOR STAFF PROFESSIONAL GROWTH AND WELLBEING

We have a culture of planning, review, reflection and staff development to improve professional practice.

TARGETS

- Achieving** Staff wellbeing continues to be a priority and is measured annually by SOCS and staff surveys.
- Achieving** The College prioritises a model of reflective practice that maximises teacher impact on students learning and wellbeing.
- Achieving** The College pursues a whole school Leadership Development Plan that meets the needs of all College Staff.
- Achieving** College wide Performance Management processes to build the capacity of all staff to meet the needs of the College.
- Progressing** Continued resourcing of Just Entered Teaching (JET) position with specific focus and support for graduates and TFAs.

STRATEGIES

- Targeted professional learning for staff to enhance their capacity and effectiveness as identified in the Performance Management process.
- Collection of student feedback to support teacher reflective practice through student surveys.
- Senior Teacher roles and responsibilities aligned, document and shared.
- Future leader identification and development.

ACADEMIC PERFORMANCE

NAPLAN

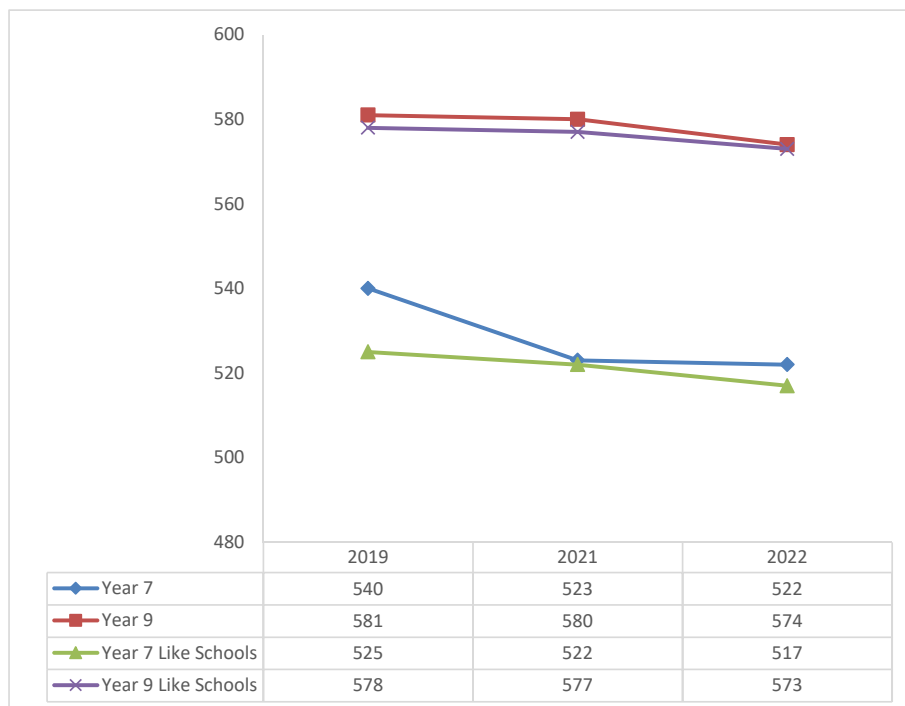
Year 7 NAPLAN Results

Whereas Year 7 results for Numeracy, Grammar & Punctuation have stabilised, there has been a downward trend for Reading and Writing results. Strategies that have contributed to the positive results for Spelling (very positive relative to previous school results as well as Like School comparison) are to be applied in these areas, which include application of a renewed Literacy and Numeracy Whole School Plan. This will guide increased small group tutoring, with students identified through data, and consistent application of whole school initiatives towards these areas of need.

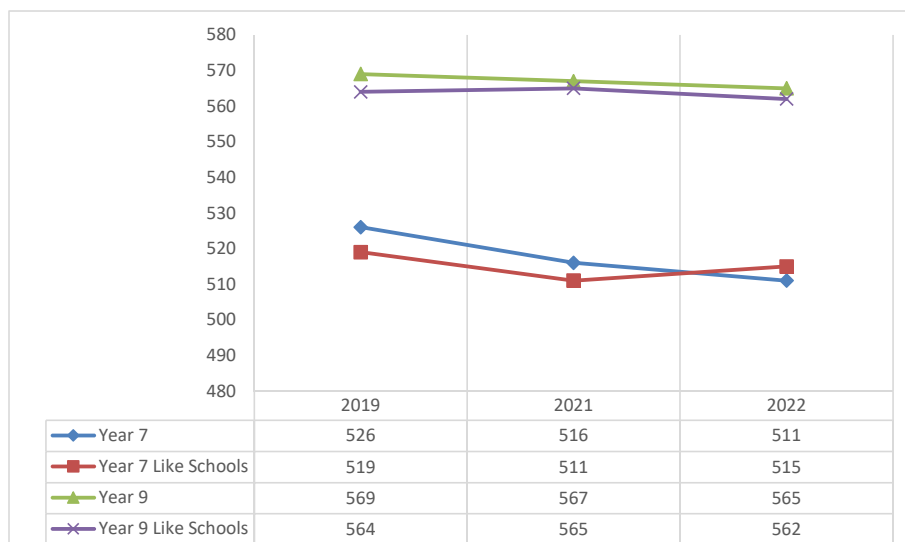
Year 9 NAPLAN Results

The trends experienced 2019 to 2022 at school level follow that closely of trends experienced by Like Schools. As with Year 7, the formation of the Literacy and Numeracy committee will specifically address targeted initiatives to address areas of concern.

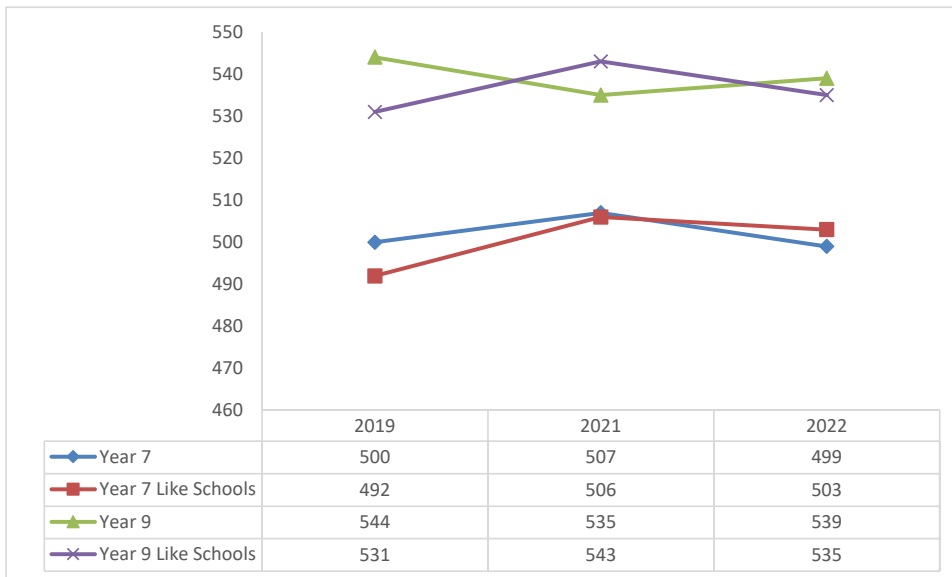
NUMERACY



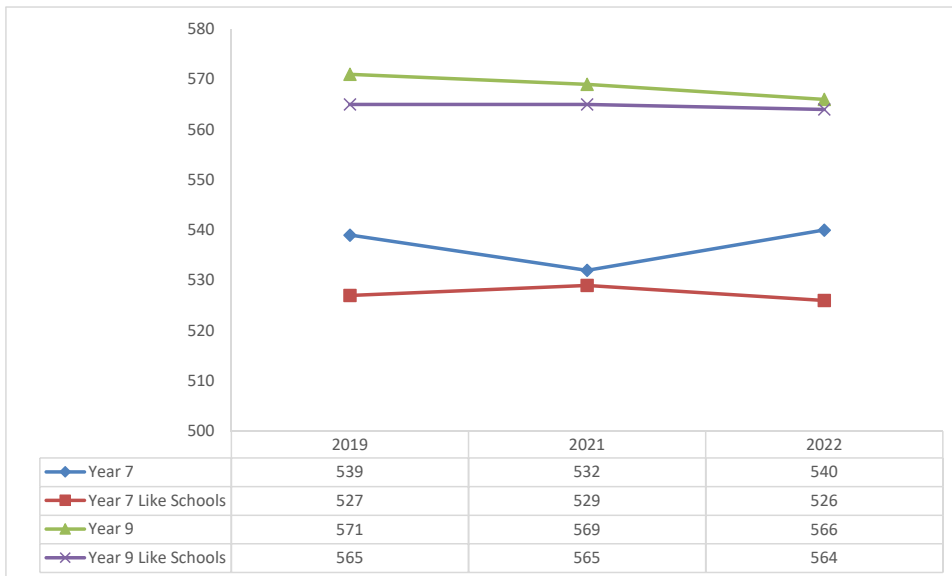
READING



WRITING



SPELLING



GRAMMAR & PUNCTATION



ACADEMIC PERFORMANCE

OLNA

The marked improvement in OLNA results at School level compared to Like Schools from Year 10 through to Year 12 demonstrates the schools strategies are having the desired effect. They include small group tuition, OLNA orientated English classes and communication with parents as to how best to support their child. Additionally, careful career advice and VET certificate qualifications has led to increased awareness of the importance and relevance to students pathways.

Year 10 Students - Qualified In			
	Year 9	Year 10	Not Qualified
2022	30	53	85
	17.90%	31.50%	50.60%
Like Schools	18.80%	35.60%	45.60%

Year 11 Students - Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2022	78	38	19	40
	44.60%	21.70%	10.90%	22.90%
Like Schools	27.70%	22.70%	12.80%	36.80%

Year 12 Students - Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	20	47	11	3	14
	21.10%	49.50%	11.60%	3.20%	14.70%
Like Schools	19.30%	35.00%	17.10%	8.20%	20.40%



IMPROVEMENT TARGETS

SENIOR SCHOOL ACADEMIC PERFORMANCE (YEARS 10, 11 AND 12)

Median ATAR is equal to or higher than Like Schools in Year 12

In 2022, there were 87 Year 12 students. Of these, 10 students studied four or more WACE ATAR examination courses. The cohort achieved a median ATAR of 64.95 which is on par with the previous year. This slight decrease is likely attributed to the large disruptions to schooling with large scale COVID related interruptions. It was an exceptionally small ATAR cohort to have meaningful median data for comparison with like schools.

At least 90% Student Attainment Rate (55+ ATAR and/or Certificate II) in Year 12

At an attainment rate of 94%, we have exceeded our target of 90% attainment and are still sitting significantly higher than Like Schools.

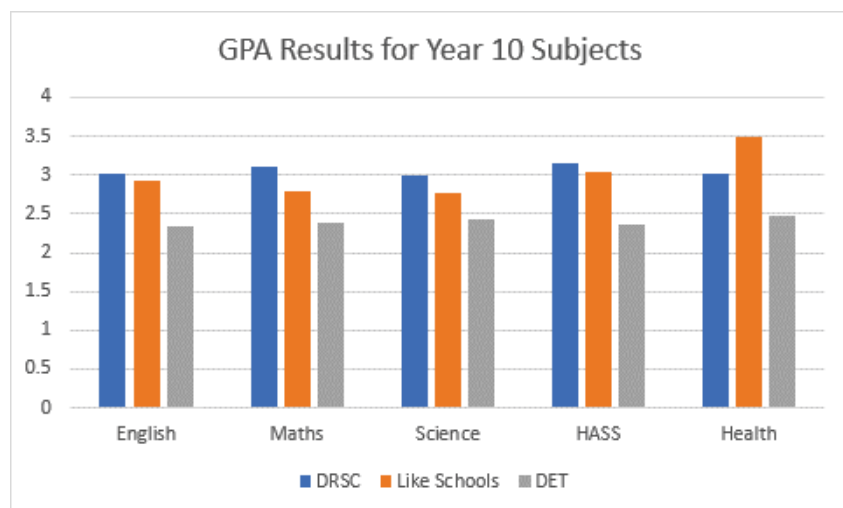
The Grade Point Average (GPA) for:

- Year 12 non-ATAR courses is equal to or higher than Like Schools

Results compare favourably with Like Schools, and most courses compare favourably to that of Department of Education state wide results.

- Year 10 Learning Area courses is equal to or higher than Like Schools

Results compare favourably with Like Schools for MESH subjects with a significant difference between Darling Range Sports College results and the Department of Education state wide results.



At least 90% of students achieve the OLNA WACE standard by the end of Year 12.

We exceeded our target of 90% OLNA WACE achievement standard again this year.

STUDENT ATTENDANCE

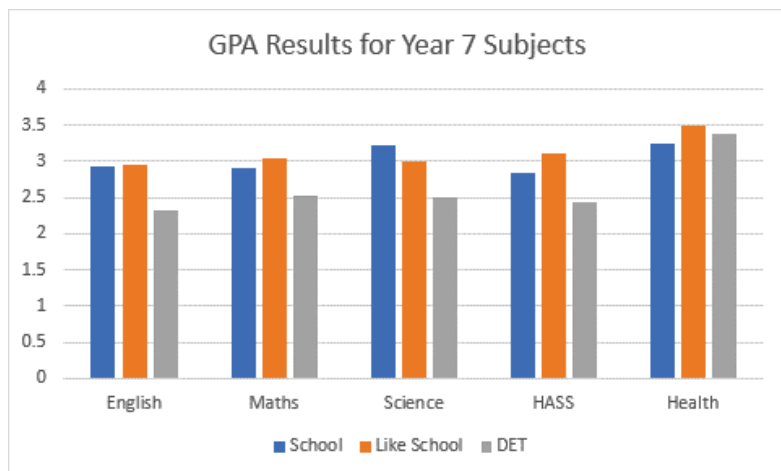
The regular attendance (90% plus) rate for all year groups is equal to or higher than 60%.

Percentage attendance breakdown for individual year groups at DRSC were above WA public schools in 2022 across the board

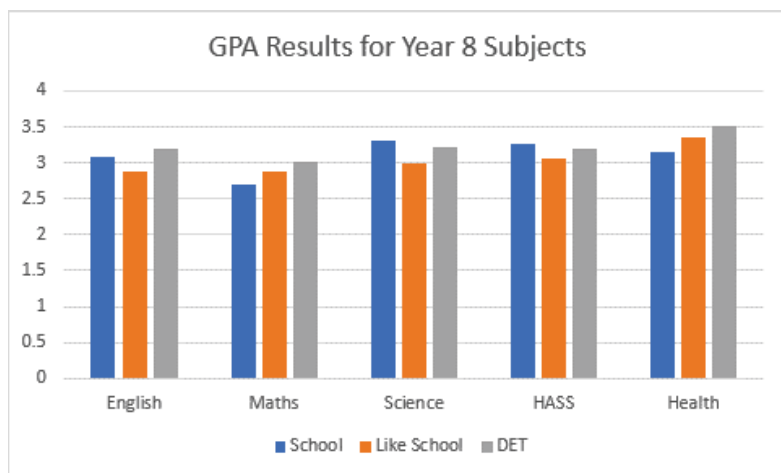
MIDDLE SCHOOL ACADEMIC PERFORMANCE (YEAR 7, 8 AND 9)

The Grade Point Average (GPA) for:

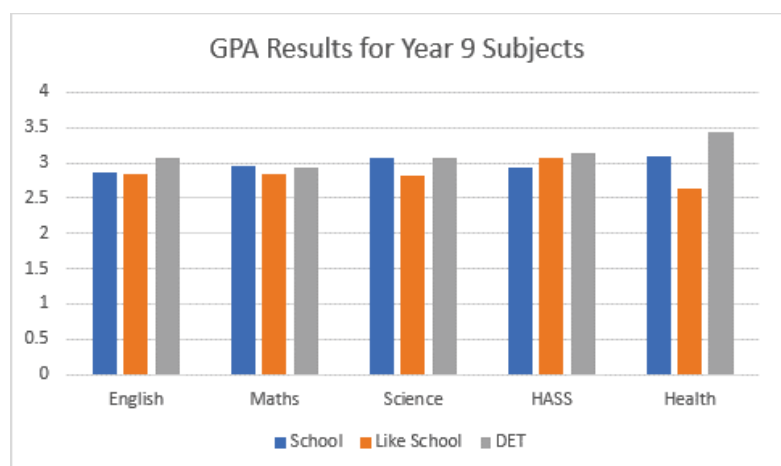
- Year 7 to 9 courses are equal to or higher than Like Schools



Year 7 GPA results are comparable to Like Schools for MESH subjects are higher than those of the Department of Education state wide results with Health results aligning with Like Schools and the Department of Education state wide results.



Year 8 GPA results show differences between Like Schools for MESH subjects however, they are consistent with the standard set by the Department of Education state wide results.



Year 9 GPA results are comparable across MESH subjects against Like Schools and the Department of Education state wide results.

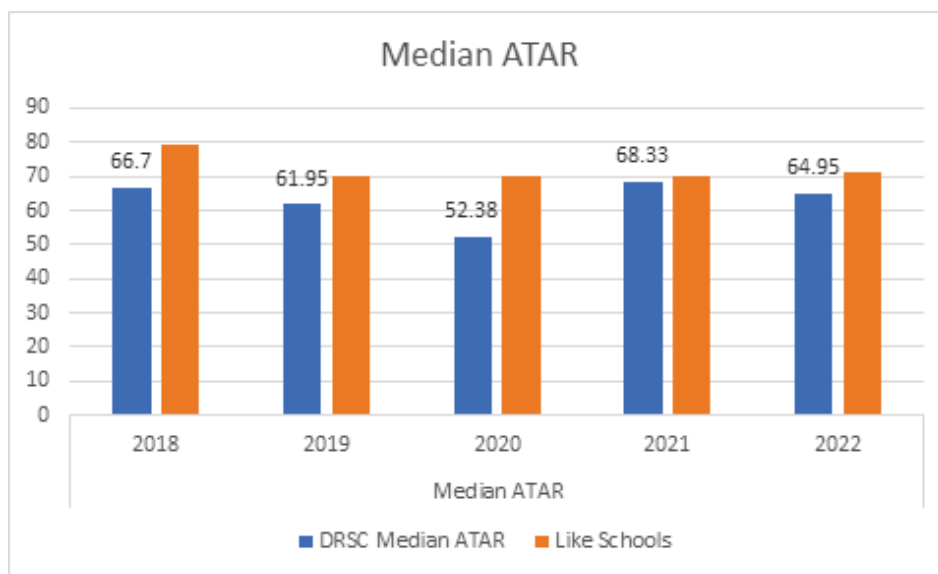
Health subject results show a significant increase compared with Like Schools.

Improve student progress and achievement (from Year 7 to Year 9) compared to Like Schools in Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

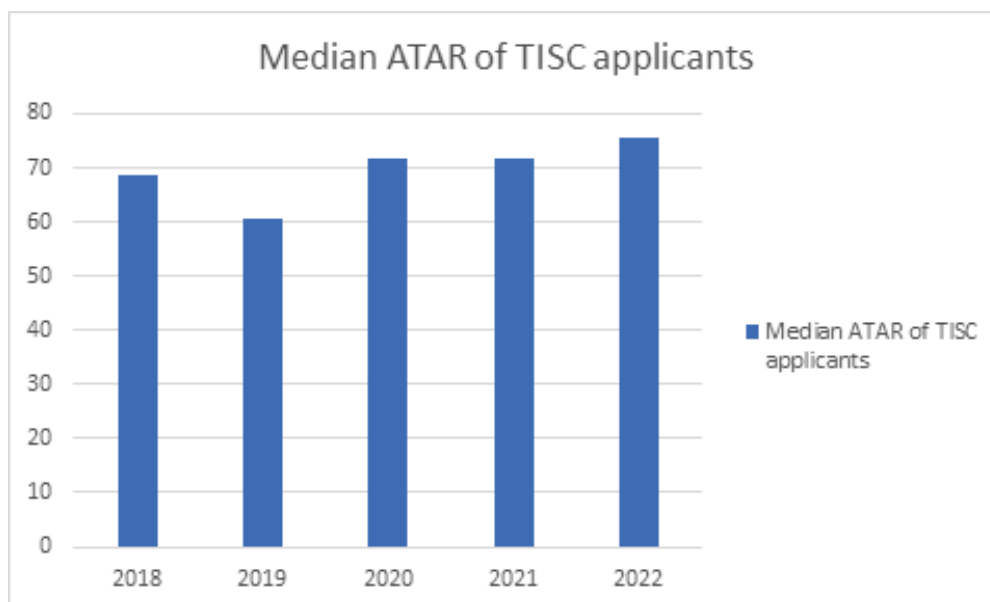
There was a slight decline in the Year 7 and 9 NAPLAN results for 2022 compared with Like Schools however, this could be attributed to these cohorts having a 4 year gap between testing due to NAPLAN testing not running in 2020 as a result of interruptions from COVID.

SENIOR SCHOOL

Target 1 - Median ATAR is equal to or higher than like Schools in Year 12



In 2022, there were 87 Year 12 students. Of these, 10 students studied four or more WACE ATAR examination courses. The cohort achieved a median ATAR of 64.95 which is on par with the previous year. This slight decrease is likely attributed to the large disruptions to schooling with large scale COVID related interruptions.

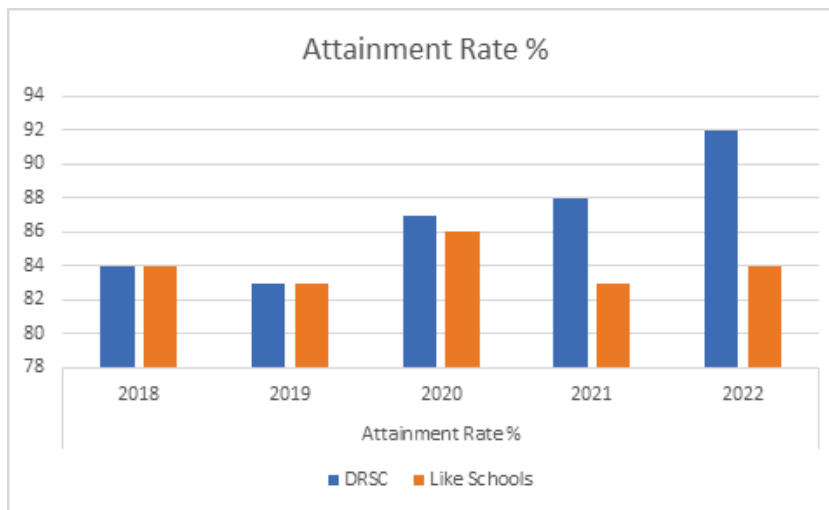


Of the 7 students that applied through TISC for direct entry into University the median was 75.6, which continues the upward trend seen in recent years. Some students were able to secure an early offer from a university that meant they did not need to put in a TISC application. The median ATAR of our TISC applicants is a better measure of our university bound ATAR students.

Strategies for continued improvement:

- Greater scrutiny at course counselling level in Year 10 as to meeting prerequisites of ATAR courses and suitability for an ATAR pathway.
- Continued targeted intervention will see staff working with individual student's specific needs.

Target 2 - At least 90% Student Attainment Rate (55+ ATAR and/or Certificate II) in Year 12



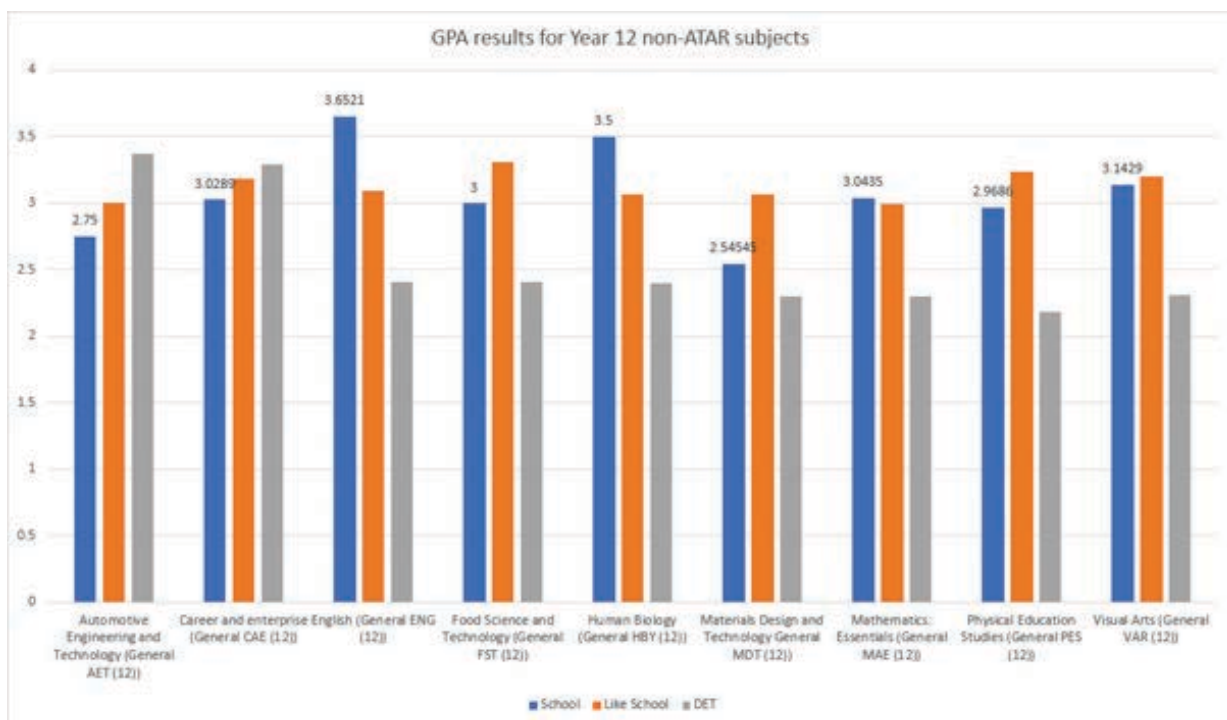
With an attainment rate of 94%, we have exceeded our target of 90% attainment and are still sitting significantly higher than Like Schools.

In 2022, Year 12 successes included a VET Exhibition award and VET Certificate of Excellence. Relative to previous years there was an increase in the number of certificates of merit awarded to our students. During 2023, we will continue to support students to choose relevant pathways for their own success.

Strategies for continued improvement:

- Early confirmation of appropriate pathways for students in Year 11

Target 3 - The Grade Point Average (GPA) for Year 12 non-ATAR courses is equal to or higher than Like Schools

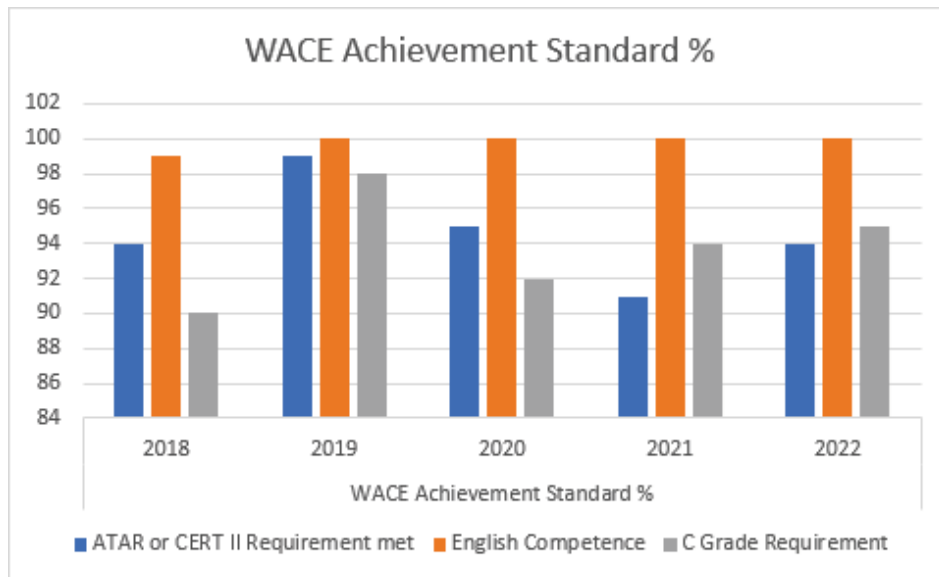


Grade point averages for General courses average place a numerical value on the grades awarded. Results compare favourably with Like Schools, and most courses compare favourably to that of Department of Education Statewide results.

Strategies for continued improvement:

- Continued development of rigor in courses to ensure they remain at standard as outlined by SCSA.
- Continued promotion of course availability to students
- Continued pathway planning for all students with opportunities to re-evaluate in Year 11.

Target 4 - At least 90% of students achieve the WACE standard by the end of Year 12



We have exceeded our target of 90% WACE achievement standard this year. We maintained literacy and numeracy requirements, and recorded a percentage increase in the ATAR or Certificate requirement and the C Grade requirement of Attainment.

Year 12 Students - Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	20	47	11	3	14
	21.1%	49.5%	11.6%	3.2%	14.7%
Like Schools	19.3%	35.0%	17.1%	8.2%	20.4%

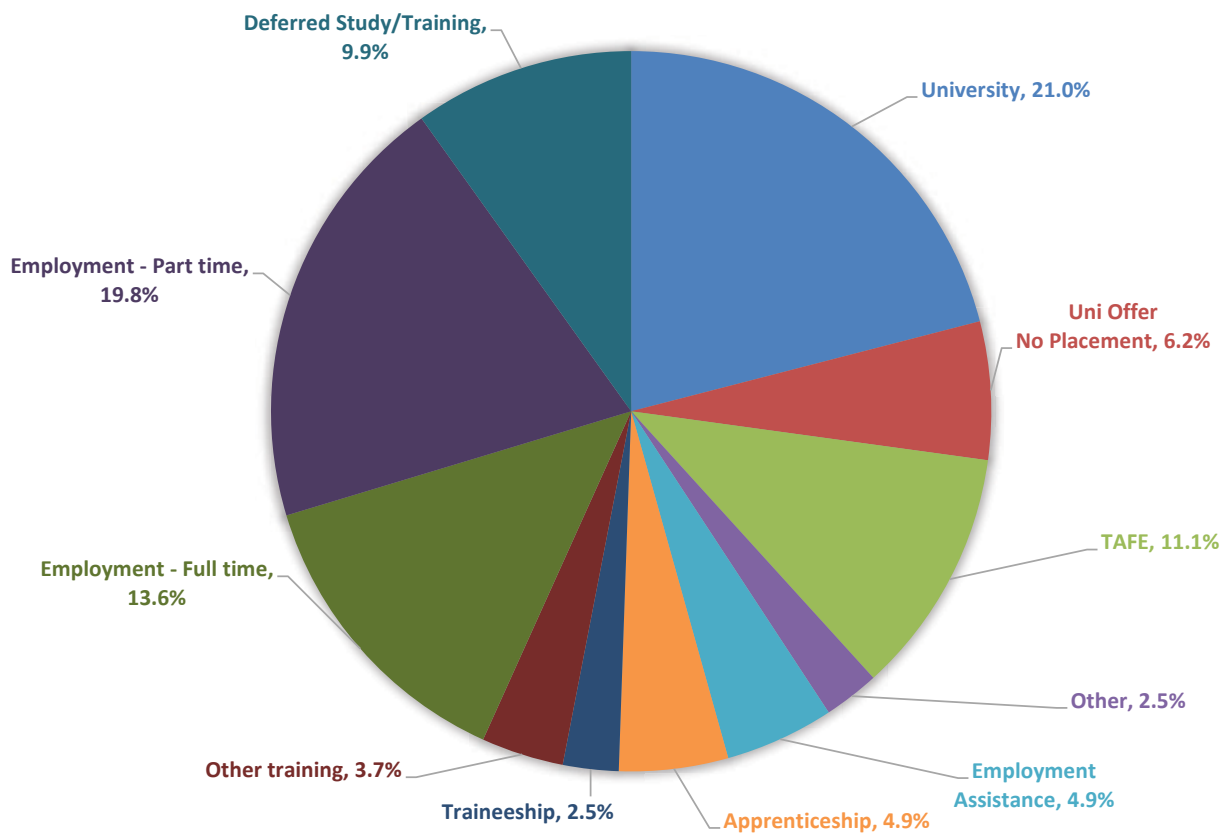
Although 2022 comparative results for Like Schools was significantly stronger, the goal of achieving 90% or greater was not realised.

Strategies for improvement on 2022 performance include:

- Increased small group work with identified students, with additional teaching resources being reallocated
- Improved focus on Whole School Literacy and Numeracy programs being offered



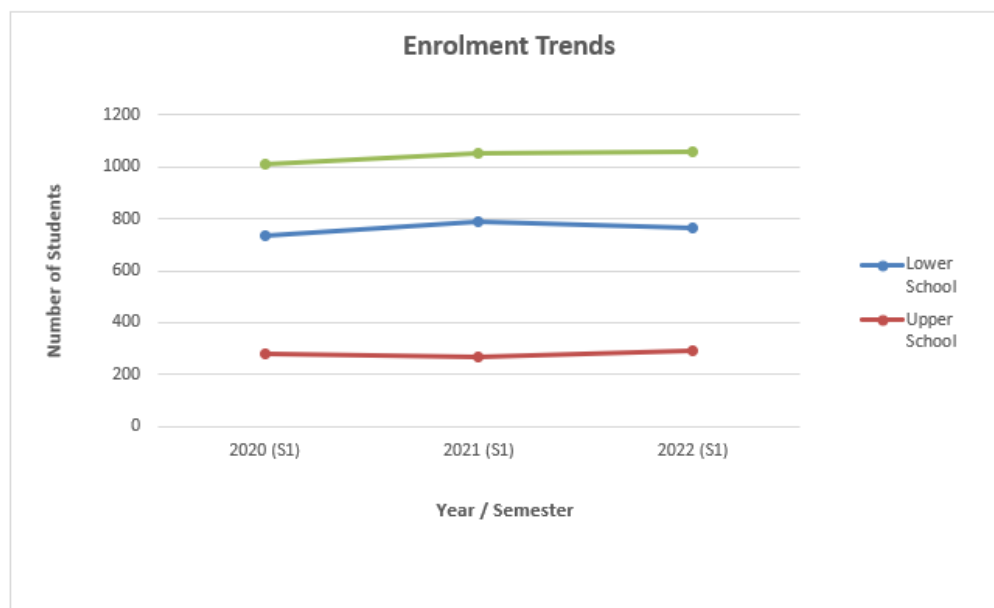
YEAR 12 DESTINATIONS



ENROLMENTS

Enrolment Trends

	2020 (S1)	2021 (S1)	2022 (S1)
Lower School	734	787	765
Upper School	278	268	291
Total	1012	1055	1056



Lower School includes students in years 7 to 10
Upper School includes students in years 11 to 12

Apparent Retention and Progression Rates

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2020	100%	67%	71%	91%	90%
2021	109%	57%	62%	84%	68%
2022	101%	53%	53%	81%	63%



ATTENDANCE

OVERALL ATTENDANCE

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	88.40%	87.70%	89.20%	77.70%	72.80%	65.90%	87.50%	86.60%	87.30%
2021	84.50%	84.20%	86.50%	67.60%	68.60%	62.60%	82.70%	83.00%	84.40%
2022	84.20%	81.40%	83.00%	71.10%	68.00%	55.20%	82.80%	80.40%	80.40%

The College has a comprehensive attendance policy, procedures and protocols. Daily text messages are sent to parents/guardians for non-attendance and a review of all attendance is conducted twice per term with official letters sent to parents/guardians. Enacted in 2019 and later refined in 2022, a Good Standing Assessment (GSA) was generated and provided to all students from Year 7-12, which previously was only generated for Senior School students. GSA opened conversations with parent/guardians as students were given a rating system and not automatic attendance to extracurricular activities without conversation with a Year Coordinator, Student Services Manager or Associate Principal.

The College Attendance Policy indicates that Form teachers are to contact students who have missed three days with unexplained absence. Year Coordinators follow up with students who continue to have unexplained absences or are referred on by Form teachers. These students from consultation are added to Student at Educational Risk (SAER) meetings which are conducted weekly. Contact is made home to families in a variety of ways in order to reengage students via text messages, emails, phone calls and home visits.

If attendance concerns remain with lack of engagement from student and families, a case conference is requested. Home visits are conducted on a fortnightly basis for severe non-attenders and this is often followed up with referrals to the Participation Team or Engagement Service. The Year Coordinators take the lead and develop individual attendance plans and support meetings with families. We also engage with the College Psychologist, Chaplains, Youth Workers, Learning Support Coordinator, Career Practitioner and AIEO. If no improvement has been made to the student's attendance, the matter escalates to the Student Services Manager (SSM) and Associate Principals (AP). At this point further case conferences are attempted and if needed, request from the Education Department, SSEN:BE and Child Protection are explored. However, we have had a lot of success referring students to alternative pathways, CARE schools, Training Organisations or TAFE. This is all encompassed in the case management of students who fall into the 'severe' attendance category.

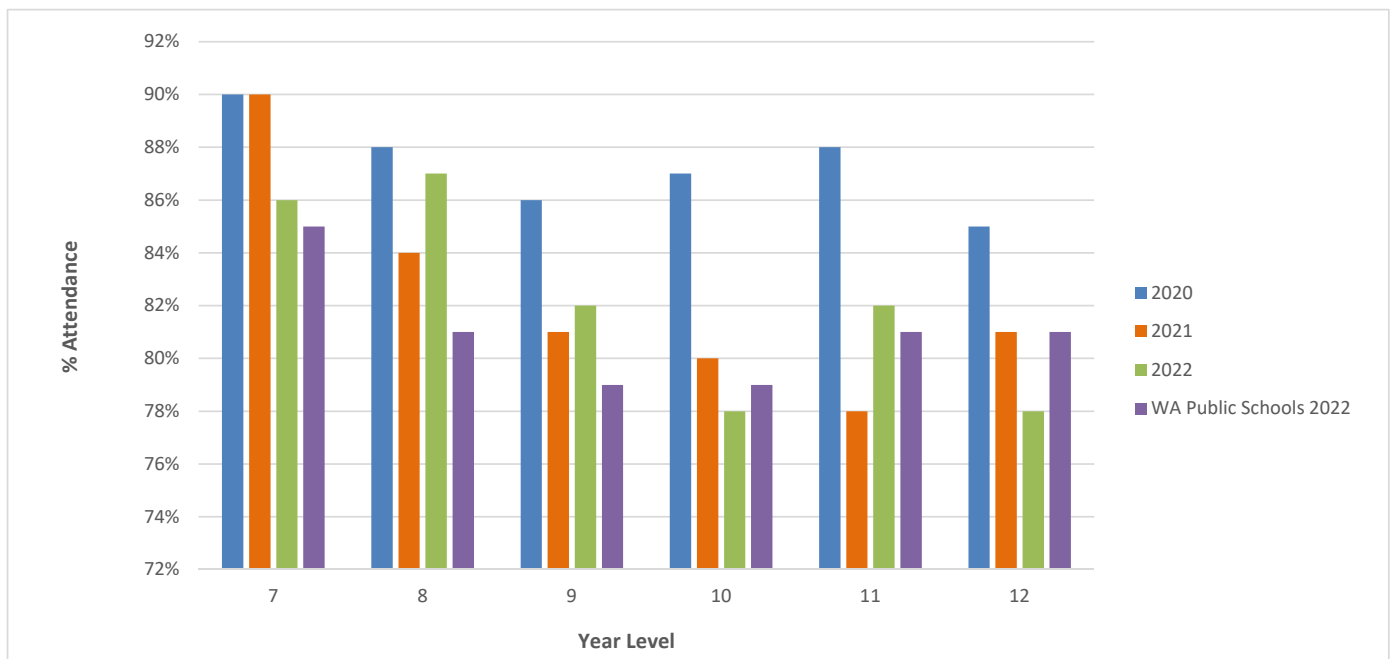
All students at this level can be engaged with the Career Practitioner, who actively pursues pathway options for them. They utilise the services of the Participation Team and Engagement Service to support a transition to meaningful pathways.

The impact of COVID has had some effect on our overall attendance from 2019 to 2021. This slight downward trend is reflected across schools in WA. DRSC overall attendance was higher than like schools and WA public schools, which was an improvement from 2021.

ATTENDANCE BY YEAR GROUP

	7	8	9	10	11	12
2020	90%	88%	86%	87%	88%	85%
2021	90%	84%	81%	80%	78%	81%
2022	86%	87%	82%	78%	82%	78%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

Percentage attendance breakdown for individual year groups at DRSC were above WA public schools in 2022 across the board apart from the Year 10 and 12s who were down by 2-3% from 2021. This will be refined, and the aim is to increase the trend across the board, with a close eye on Year 10 and 12 in 2023. Support and more involvement of the College's Career Practitioner and re structure of Student Services Manager's will support an individual focus on specific year groups management. The College has gone from one Student Services Manager in 2021/22 to two in 2023.



STAFFING

WORKFORCE COMPOSITION

	No	FTE	Ab'l
Administration Staff			
Principals	1	1	0
Associate/Deputy/Vice Principals	3	3	0
Heads of Departments and Learning Areas	8	8	0
Program Coordinators	2	2	0
Total Administration Staff	14	14	0
Teaching Staff			
Other Teaching Staff	69	63.6	1
Total Teaching Staff	69	63.6	1
Allied Professionals			
Clerical/Administrative	18	15.9	0
Gardening/Maintenance	3	2.6	0
Instructional	3	1.6	1
Other Allied Professionals	16	11.8	0
Total Allied Professionals	40	31.9	1
Total	123	109.5	2

- There was no change in staff numbers for the Principal or Associate Principals for 2022.
- The number of Heads of Department and Program Coordinators also remained the same in 2022 so the College again had a total of 14 Administration Staff.
- There was an increase in the number of teaching staff by three, with a corresponding increase in FTE of 3.6.
- Clerical / Administrative there was an FTE decrease of 0.3 from the previous year.
- Gardening maintenance FTE remained stable.
- Instructional tutors saw an FTE increase of 0.6 from the previous year.
- Other Allied Professionals there was an FTE increase of 0.2 from the previous year.

In total, the College had an increase in staff members from 118 in 2021 to 123 in 2022. The increase in total FTE was 4.1 from 2021.

This reflected greater support for teaching staff and students in the guise of classroom support, pastoral care support and IT support. The College carries out an annual workforce profile and a workforce audit then develops or refines its Workforce Policy document

HIGHLIGHTS AND ACHIEVEMENTS

ACADEMIC CHALLENGE & ENRICHMENT STUDIES

- Year 12 Curtin Ahead Visit (twice in the year)
- Year 11 Curtin Ahead Visit (twice in the year)
- Year 10 UWA visit from the Aspire team
- Minderoo Foundation (Flourishing Oceans) visit for Science students
- Year 6 CoGAT testing across 6 primary schools
- STEM - ABCn visits across 6 separate occasions
- Literature Centre visit (all day incursion per year group) with English focus
- Year 10 Graduation ceremony/afternoon tea (10.1 and 10.2) end of Term 2 with certificates presented by Exec, Year Co and ACES Coordinator
- University visits to UWA and Curtin
- Maths Megalodon and Science Biomimicry with UWA
- Education Perfect access for all .1 classes
- Rising Scholar Program (Curtin University Year 10 and 11 student enrolments)
- Memorandum of Agreement with UWA
- Empowering Maths Girls Day at Curtin (Term 4)
- HASS competition (Simpson Prize) - 2 incursions for Year 9 and Year 10
- HASS museum visit Term 3
- HASS Minderoo Foundation visit
- ACES Commendation awards/canteen vouchers

PRIMARY ACADEMIC CHALLENGE & ENRICHMENT STUDIES

- Year 6 Online Learning Program Sustainability Focus
- Final presentations in Term 2
- All students presented with certificates
- Year 5 3D printing using new printers purchased with PACES budget
- Year 4 designing playgrounds and making 3D models
- Year 4 exhibitions at the end of Term 4 with pin up displays, question cards, displayed work and interactive stations for parents
- Certificates presented to all students

HIGHLIGHTS AND ACHIEVEMENTS

ARTS

2022 was an engaging and rewarding year for the Arts Department, with many fun activities and enticing opportunities to learn in and out of the classroom.

Under the leadership of Sherree Gull, a select group of dance students were given the opportunity to hone their skills in the Darling Range Sports College Dance extension troupe. Students' hard work and dedication in dance resulted in a performance at the Annual Yoh-fest and the Starlight Festival of Dance. Dance and Drama numbers continue to grow and Michaela New took over the development of these subjects in Term 4.

In photography, Year 9 students had the opportunity to apply their camera and composition skills during walking tours of Araluen Botanical Park. Year 10 and 11 students explored Fremantle's historic and modern architecture, primarily focusing on the dynamic shapes, repetition and line of the Maritime Museum. Photos taken during these engaging activities were submitted to various photography competitions in the Perth region. Zachary Young and Jasmine Armstrong from the Year 11 Design General class had the honour of their work being selected for inclusion in the Young Originals Exhibition. In a rare occurrence, Zachary Young had 2 entries accepted for inclusion.

In another proud moment for the Arts Department, Certificate II Photography student Phoemela Mackay was awarded first prize in the 'Green Dreams' Photography competition run by the City of Kalamunda. Her image was of a tawny frogmouth owl which was seen in a tree on school grounds. Damien Lee was awarded 2nd place.

Drama numbers grew in 2022 with students exploring circus skills improvisations, realism and scripted performances. Students were able to work on their performances and present them to a live audience at Yoh Fest and the Dance and Drama Night.

Music is undergoing a revitalisation with a new dedicated music teacher. Students are to be commended for the dedication and perseverance they showed through the many rehearsal sessions they attended throughout the year. This resulted in amazing performances by Year 7-9 music students during the Darling Range Sports College Arts Night at the end of Term 3.

Media students explored an assortment of film genres, ranging from the persuasive techniques used in advertising, to the suspense techniques employed in horror movies. Students created their own media productions through contexts such as chase scenes, suspense scenes, comic books and A Current Affair segments. Year 11 Certificate II in Creative Industries students were given the opportunity apply their video skills by filming school events such as athletics carnival and robotics incursion. Productions that were created through the activities were subsequently shown at the Darling Range Sports College Arts Night in Term 3.

Visual art students explored a range of genres and applied the elements and principles of art to their own artwork. Students had the opportunity to experiment with a variety of mediums, such as sculpture (wire, clay and papier mache), charcoal drawing, acrylic painting, water colour painting, collage and some mixed media installation art. Much of this work was displayed at the Darling Range Sports College Arts Night at the end of Term 3.

Indigenous-inspired artworks created by Year 9 Visual Art students for NAIDOC week can be found around the community, such as at Midland Police Station, and one even placed second at the annual Yoh Fest. The incredible hard work shown by our Art teachers and students culminated in the Term 3 Arts Night and the Dance Drama night at the end of Term 4. The Arts Night exhibited the amazing artworks to an audience consisting of students, parents, guardians and dignitaries. Performing arts students performed a dedicated show at the Dance Drama Night at the Kalamunda Performing Arts centre.

CAREERS

2022 saw the introduction of a new Career Practitioner role to the College which is funded by the Education Department for an initial 3 years and is part of a state-wide initiative to bring career conversations back into schools.

With the introduction of the Career Practitioner, students were able to access a range of opportunities such as:

- the Armadale Industry Hub's Apprentifest - where students could participate in a speed interview process
- the Year 9 Career Taster Excursions - which gave students a chance to experience the type of work they might do in a variety of industries.
- more than 60 Year 11 and Year 12 students attended the Career and Jobs Expo - which consisted of over 100 stalls.
- more than 90 students attended practical job experience taster programs at a number of locations around Perth.

The Career Practitioner worked closely with our Year 10 cohort providing students and parents with information and counselling on the subject selection process as well as running a 2 week skills development program to give our ATAR bound students a complete edge before they started their Year 11 studies.

She worked closely with many students and their families to create resumes, find pathways and access training or apprenticeships opportunities. Through the Career Practitioner we have also seen the first Careers Week at the College, which hosted guest speakers via zoom, sharing their job pathways as well as students being able to engage in a virtual work experience.

The Career Practitioner is value adding to our exceptional VET and Student Services teams by providing our students with additional support, guidance and exposure to career pathways.



HIGHLIGHTS AND ACHIEVEMENTS

ENGLISH

It has been another exciting year for English students across all year groups. Reflecting back on 2022, students have demonstrated their hard-working, mature and innovative ideas both analytically and creatively. All English teachers are very proud of the thought provoking pieces submitted this year. The Year 7 students had several opportunities to showcase their creative sides along with speaking confidently to peers through oral presentations, literacy communication corners, poetry and advertising units of work this year. Their original ideas and understanding of text types showed a real flair for creativity and expression.

Year 8 students have explored a variety of topics ranging from myths and legend studies, film and advertisement analysis, novel studies and exploring poetry in its creative form. Their 3D creative poems were especially inspiring with students building, painting and creating scenes to accompany their written poems.

After working through a series of NAPLAN style assessments in Semester One, Year 9 students focussed on expanding their previous poetry, novel and documentary convention knowledge. They were given the opportunity to analyse a variety of text types, create their own poems along with presenting an oral presentation to the class about a character from a studied novel.

In preparation for Senior School, the Year 10s have harnessed their analytical abilities during their novel, short story, film and documentary studies. In Semester Two the Year 10s analysed a variety of protest songs and then were able to showcase their own creative sides by creating a protest poem or song of their own and display it in a creative way. This allowed students to innovatively convey an issue that they were passionate about.

Senior School students covered a vast range of tasks from panel discussions, novel studies, genre units, autobiographies and report writing to ESTs and ATAR examinations. Students have been exposed to showcased their creative, but also analytical abilities throughout the year. As we say goodbye and good luck to the Year 12 students, we must also acknowledge their hard work, dedication and perseverance towards all units of work this year. They set their sights on their goals and have not let anything stand in their way.

As a learning area in 2022, the Year 9 and 10 ACES students took part in an incursion with their English and HASS teachers working hard to submit an essay for the National Simpson Prize competition which focuses on the service of Australians in World War 1. This was a wonderful opportunity for students to work diligently in a short time frame to complete a detailed and referenced essay. We wish the students who submitted their work nationally, all the best in the competition.

This year we also saw the Set 1 ACES students using an online platform called 'Education Perfect' in some of their lessons. This program used world-class technology to inspire our students to be inquisitive and successful learners. The learning resources were personalised, adaptive and responsive to meet the needs of each individual student. The teachers involved found that the students enjoyed the online learning and ability to use their devices in class, particularly engaging. We are looking forward to expanding this program in 2023 to our Set 2 English classes.

During Term 3, the whole school took part in the Premier's Reading Competition which required students who wished to participate, to read 12 books. These included: novels, narratives, collections of stories, poetry books, graphic novels, autobiographies and biographies. Every student who completed the challenge received a certificate of completion. It was astounding to see the high level of engagement and we hope to see even more student and staff participation in 2023.

An annual event that the English department coordinates is Book Week. This is a tradition that has been running at Darling Range since 2016. Staff and students are encouraged to dress up as a book character and the best dressed student from each year group and entire department is awarded a prize. It is a fabulous opportunity for students and staff to engage in conversations about books reading and literary interests. This year's Book Week theme was 'dreaming with eyes open' and the costumes reflected that.



HIGHLIGHTS AND ACHIEVEMENTS

MATHS

This year in Mathematics, all classes focused on the three strands of: Number and Algebra, Measurement and Geometry and Statistics and Probability. We worked on developing the numeracy of each of our students to assist with preparations for NAPLAN and OLNA. The focus was on the use of digital technologies in Mathematics and these were incorporated into teaching and learning via online platforms, such as Mathletics and Education Perfect. Students used digital graphing programs, such as Desmos, and learned to code using Sphero balls which were used in class challenges, creating a fun classroom experience for all.

We have introduced Investigation style tasks into lower school to build student understanding and performance in this style of assessment, which leads on to the curriculum for both General and ATAR classes in Senior School. This gives students opportunities to investigate the “how” and “why” of Mathematics ensuring they can connect Mathematical concepts to real life and identify similar scenarios to use solutions from one problem to solve another.

In 2022, the Mathematics Department continued to build confident and creative users and communicators of Mathematics. We are building students ability to investigate, represent and interpret situations in their lives by developing an increasingly sophisticated understanding of the mathematics around us. We farewelled a number of long-standing staff in the Department and welcomed some new faces to staff too, who will continue to work with our students and provide opportunities for engagement in Mathematics.

SCIENCE

The science department at DRSC continues to go from strength to strength.

Our new learning objective focused curriculum documents were completed and rolled out to all students in Years 7 to 10, comprising of what we feel to be the most comprehensive programs that the Science learning area at the College has ever produced.

We now have three levels of science courses on offer:

- General Science - which caters for the majority of our students that may not necessarily be looking at a science pathway
- Focus Science - designed to allow students who may be at academic risk to shine and attain success in the subject.
- ACES (Academic and Enrichment Studies) Science - for those academically minded students who have a view to a science pathway beyond Year 10

Our ATAR and General courses for Year 11 and 12 students continues to grow with Physics, Chemistry, Human Biology and Earth and Environmental subjects being offered, and more students than ever enrolling.

Students have also enjoyed a myriad of both incursions and excursions, including Perth Zoological Gardens, Point Peron Nature Reserve, Forensic Quests, First Lego League, The Darling Scarp and STEM Expo.



HIGHLIGHTS AND ACHIEVEMENTS

STEM

STEM 2022 saw exciting projects in the STEM classes and at a school wide level.

STEM Classes

Overall STEM skills assessed and focused on included collaboration, problem solving and communication. Each project aimed to enhance these three key skills, while also highlighting skills listed below:

Year 8

- Design of a catapult aimed to focus on the STEM design and re-design process. Students were given targets to meet at each stage, that required them to keep improving their design.
- Students designed, built, and prepared for the Synergy Solar car challenge. Students were ready to participate in the event, but unfortunately it was cancelled due to covid restrictions.
- Students used their creative eye to develop a stop motion film using either a flip book method or plasticine.
- Basic programming skills were developed for Sphero robots in a fun and engaging manner. This aimed to set the foundation of Sphero programming for the year 10 obstacle and battle sphero robotics program.
- Students were required to drop a raw egg safely off a two-story balcony. They researched parachute designs and engineered a safe landing for their egg.
- Students researched the importance of transportation and food production and then designed their own cargo boats.

Year 9

- The year 9's developed their skills through participating projects including in a pneumatic lift design, a bottle rocket design, a parachute project, creating a working electrical switch, a trigger launcher and stop motion projects.
- Excel project: with a focus on IT and mathematics literacy, students used various functions to create 5 different types of excel spreadsheets. This included condition formatting, calculate percentage, tables and graphs.
- 3D printing: students were designed various different objects via Tinker Cad, that they could then use the 3D printer to bring them to life. The main task included the development of a key ring of a students' first letter of their name with ring attached. This required students to understand scale and programming.

Year 10

- Students researched energy and energy transfer to make Rube Goldberg machine; highlighting skills of creativity and lateral thinking.
- Semester one year 10 students learned how to engage with robotics and programming to work through a robotics Sphero obstacle course.
- Semester two students also mastered these skills and then went further to design and develop Sphero robotics battle bots. This focused on robotics programming, engineering, creativity, strategy, and gaming intelligence.

Year 12 Earth and Environmental program

- To enhance students understanding of rehabilitation, they designed a school revegetation program of an area of the oval. Students then carried out their program and revegetated the bare area.

School Wide

- STEM teamwork challenge for the year 10 ATAR students. Three activities included deciphering prior science knowledge clues to solve a riddle, investigate how a person could fit through an A4 piece of paper and then a role allocation Lego build. The three activities were designed to move from worked independently to successfully working as an effective team.
- Hillbilly cart challenge – select students helped to design and build a billy cart and then one key student participated in the Perth Hill Billy Cart challenge.
- First WARP basketball throwing robot build. A select group of students worked to build and code this large robot. They then competed in the WARP competition.
- The Robotics club – Thursday and Friday
- First Lego League – collaborated with Bendigo bank and Curtin university

First Lego League

The Robotics Club commenced in Term 3, on Thursdays and Fridays, to allow student to introduce themselves to the school robotics collection and begin to develop their robotics design, building and coding skills. This club consisted of students from year seven to nine. While students had access to different types of robotics, this club had an overarching goal of participating in the First Lego League competition. This competition has four different requirements: Values project, innovation project, robotics design and build, and participation in the robotics energy challenge. Five groups from Darling Range Sports college worked hard, with guidance from mentoring teachers, to achieve each requirement to a high standard.

Darling Range Sports College hosted the Forrestfield Regional First Lego League Competition. The school worked with industry members from Bendigo Bank and Curtin University to successfully host 23 teams in the competition. It aimed to engage students in critical thinking, communicate and collaborate with students from different schools and hold the key values that overarch the competition. This competition saw two teams win awards (Engineering Excellence Award and the Core values award), one of our teachers win the coaches award and one team win a place to go the National competition at Curtin University. At the National competition the Darling Range Team, The Little Ladies, won the Breakthrough Award.



HIGHLIGHTS AND ACHIEVEMENTS

TECHNOLOGY & ENTERPRISE

Digital Technology

- Digital Technology is compulsory in Years 7 and 8, where students use computational thinking and information systems to define, design and implement solutions.
- In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.
- Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Design & Technology

- The compulsory Years 7 and 8 Design & Technology subjects introduce students to the basic skills of metal and wood. 2022 students had opportunity to make wall mount clocks and wooden toys. It was fantastic to watch students develop their innovation and problem solving skills.
- Students in Years 9 and 10 will be able to enrol in classes that will lead them to either the Metals, Wood, Mechanical, or Engineering Pathways. Students will be introduced to developing solutions to issues through the design process and will develop the skills necessary to confidently take on courses in Years 11 and 12. We competed in the Hill Billy Kart races at Mount Hellena, but unfortunately missed out of competing in the annual e-vehicle, Pedal prix and Motor GP races against other metropolitan schools. Also group of talented Yr 10 students competed at the Curtin University Robot challenge.
- Students in Years 11 and 12 will be able to enrol in General Materials and Technology Wood or Metal, Automotive or Certificate II in Engineering. Students who chose these subjects would have preferably successfully completed similar workshop classes in Years 9 and 10, ensuring students have the desired skills and knowledge to achieve their best in Senior School. We are looking forward to introducing Certificate II in Automotive Pre-servicing in 2023.

Home Economics

- The compulsory Technology semester long subjects were successfully introduced to Year 7-10 students giving them a taste of the culinary world.
- Cert II Hospitality continued with the view to training students in the craft of barista coffee making, producing small dishes and working effectively with others as part of the certificate.
- The subject of Textiles is becoming very popular to Year 7 students (design and produce an environmentally friendly bag) with a view to extending the department courses and offering upper school Materials Design and Technology with a focus on Textiles.
- The newly constructed Food Technology building, which includes an industry standard commercial kitchen, provides opportunities for the Cert II Hospitality students to successfully complete their studies with industry standard materials. We introduced the naming of the Rangers Café and continue the increasingly popular functions.

STATE SPORTING REPRESENTATIVES



DARLING RANGE
— SPORTS COLLEGE —

AFLW

Katica Borsic
Brooklyn Gurbiel

Perth Football Academy
2022 SSWA U15's

ATHLETICS

Katica Borsic

2022 Australian Track and Field Championships
2022 Australian Winter Race Walk Championships

Leila Bevis

Alicia Coles

Paul Ehioghae

Wyatt Hill

2022 National Cross Country Championships
2022 Australian Little Athletics Championships
2022 State All Schools Championships
2022 Australian Track and Field Championships

BASEBALL

Kayne Richmann

Riley Hall

Xavier Fatai

Jesse Neretis

Campbell Froude

Maclin Berry

2021/2022 Softball Boys State Team U17's
2022 Baseball WA State team U16's
2022 Baseball WA State team U16's
2022 Baseball WA State team U16's
2022 Baseball WA State team U16's
2022 Baseball WA State team U16's

BASKETBALL

Brooklyn Gurbiel

Gemma Alligan

Alex Dlugi

Jorga Thowless

SSWA Championship team U16's
SSWA All Star Team
BWA State Team U16's
BWA High Performance Development Team U15's

NETBALL

Lila Pell

2022 SSWA State Netball team U12's

SOCCER

Faye Phillips

2022 SSWA Soccer Championship team U18's

FUTSAL

Steven Simorangkir

Kaelan Leonard

Jake Najafi

William Harrison

2022 SSWA Futsal Team U15's
2022 SSWA Futsal Team U13's
2022 SSWA Futsal Team U15's
2022 SSWA Futsal Team U15's

SWIMMING

Valentina Caminita

SSWA Swimming Championships

SPECIALIST SPORTS PROGRAMS

Darling Range Sports College was 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. Our programs provide the largest range of specialist sports in any WA school.

Each program has a dedicated coach who is highly qualified and liaises closely with the sports governing bodies. They provide invaluable training, support and guidance to enable students in the program to achieve their best.

AFL

- Visits from numerous high profile sporting guest speakers including Justin Langer, John Worsfold, Ben Cousins & Matt Priddis. All speakers complimented the schools values and encouraged students to be best versions of themselves.
- Sprint sessions, testing sessions, lightning carnivals, afterschool competitions, team dinners, visits to AFL matches, beach training and a Senior School camp down south. Some extra practice games against the likes of Guildford, Aquinas, Banksia Hill, Governor Stirling and Manjimup
- Year 8/9 Eagles cup boys' team were defeated in the Semi-final in a close match against eventual premiers, Warwick SHS.
- Senior schoolboys were edged out in a couple of close games and missed finals.
- AFLW sides in lower and upper school played in the lightning carnivals. The girls were outstanding this year, with both groups finishing runners up in the lightning carnivals.
- Year 7-9 Freo Dockers Cup afterschool competition was played against Emmanuel Catholic College whilst playing at the Fremantle Dockers training facility in front of the AFLW team itself. The girls went undefeated for the season and ground out a strong win in the decider.

ATHLETICS

- Senior School students made the most of their double period on a Wednesday morning travelling off-site and using the facilities at Ern Clark Athletics Track to train. Year 7 students and Senior School students enjoyed days at the Bickley Recreation Centre.
- A good turnout of Athletics students for the WA School Sport Cross Country in Term 2 held at the UWA Sports Park. Students competed in either 3km or 4km events running with strength and determination.
- Term 2 Year 8/9 students and Year 10/11/12 students attended camps in the Busselton and Margaret River region
- Term 3 Athletics students assisted with the running of the Darling Range Learning Community school and interschool athletics carnivals. A great opportunity for students to put in to practice their technical knowledge of the sport.

School Athletics Carnival results:

Cable was again announced this year's champion faction with a clear win of 2006 points!! 2nd place Elliott with 1502 points. 3rd place McIntosh with 1330 points and 4th place was Shelley with 978 points

DRSC went on to finish 2nd at the B Division Interschool Carnival, which results in a promotion to A Division for 2023.

There were some outstanding individual results with the following students awarded Champion athlete in their year group:

Year 8 Girls - Leila Bevis
Year 8 Boys - Wyatt Hill
Year 10 Boys - Cooper Shord
And Runner-Up Champion Boy:
Year 8 Boys - Paul Ehioghae

BASEBALL

- International: Quinn Fatai represent Australia on behalf of the Wanneroo Charter playing in the USA after winning the National Charter tournament.
- Graduates Maddux Stivey, BJ Cooke and Alex Hall represented Australia at the recent U23 World Cup. BJ Cooke signed a Professional Contract with the Oakland Athletics and joins the Perth Heat in the ABL this summer. Maddux also began his USA College career after signing with powerhouse San Jacinto.

Students representing State, Charter and Development programs:

- WA State 16's National Youth Championship (July): Fatai, Froude, Hall, Berry, Neretlis
- Futures High Performance Program: Fatai, Froude, Hall, Berry, Neretlis
- Barclay Cup Women's State Champs: Morawiec, Stone, Cleva
- WA State 16's NYC (Jan 2023): Q. Fatai (Haeusler- Train on)
- WA State 18's NYC (Jan 2024): Berry, Froude, Neretlis, Stivey, Z.Fatai
- Many students involved in respective Charters

The Baseball program continues to utilise Empire Ballpark, home of Baseball WA's high performance and the Perth Heat. During the course of the program students have access to: hack attack pitching machines, hitting tools such as plyoballs, axe bats and the new provelocity bat. Arm care includes plyoball throwing program, medball movement, bands and mound work. Technology is incorporated with Rapsodo testing to determine exit velocities and introducing ProPlay Ai which is a biomechanical video analysis. Year 7/8 students compete in the BWA schools competition and the upper school students began their USA coaching online accreditation.

BASKETBALL

- Senior boys competed and won the Hills District Lightning Carnival and progressed through to compete in the south finals.
- Senior girls won the Hills Division Lightning Carnival and qualified for the south finals, where they finished 4th.
- Year 8 Boys won the Hills Lightning Carnival.
- Year 8 boys and girls combined with the Year 9 cohort to play in the SSWA Junior competition.
- Year 7, A division boys were undefeated in the Hills Lightning Carnival.

Camps and Excursions

- Year 9/10/11 Girls had a Camp to Woodman's Point for team building and attended a Wildcat's training session.
- Year 9/10 Boys went on a day excursion to a Wildcats training session at Bendat Stadium
- Year 8 & 11 Boys attended a Wildcats game
- Year 9/10/11 Girls attended a Lynx game
- Year 7 group attended a Farm stay at Quindanning and had training sessions and games against Boddington and Narrogin
- Year 8 group attended a Basketball tournament in Busselton, playing games in Australind on the way down.

Student Achievements

- Alex Dlugi - selected in the WA U16 State team
- Alex Dlugi and Brooklyn Gurbiel played in the winning Cockburn Cougars U16 WABL Championship team
- Gemma Alligan - selected in the SSWA All Star team and played in the winning Cockburn Cougars championship U18 WABL team
- Jorga Thowless - selected in the U15 BWA High Performance Squad for 2023

HIGH PERFORMANCE SPORTS PROGRAMS

NETBALL

- Year 7 team building day, the inaugural Fast 5 House Cup, Netball WA Hub Day, matches against various other specialist schools, 11/12s playing against the Malaysian National Team and the High Schools Cup competition. We also had the Year 10 Southwest camp, as well as the Year 8 Point Peron Camp run this year. All students from year 7 – 12 have worked extremely hard in their classes and in extracurricular activities to improve their skills, fitness, and mental toughness.

High School Cup 2022:

- This year we had five out of seven of our teams reach the Elimination Carnival Day. We also had two boys' teams entered into the competition this year. All teams were challenged throughout the day and had the added factor of weather to contend with but displayed excellent skills and sportsmanship throughout the competition.

2022 WANL representatives:

- Kea Flood, Rangers Netball Club.
Underpinning Program: Scouts 2022 + played 1 game for Rangers 20U team.

RUGBY LEAGUE

- 7/8 students finishing 1st and 2nd at the NRLWA Northern 9 a side tournament.
- Yr. 9/10 students had multiple events cancelled on them throughout the year but eventually were able to compete in the NRLWA Northern 9 a side competition where they finished 3rd in the competition.
- Workshop run by NRLWA at Darling Range and the students had the opportunity to meet and train with former NRL player Clinton Toopi and current NRLW player.

SOCCER

- SSWA Pennants Schools soccer
- competition- Intermediate Boys' team won the South-East Regional competition for the second straight year with the Junior and Senior Boys' just missing out finishing second overall.
- Intermediate Boys' team were runners up in the SSWA Shield competition.
- Year 9 student Codie Rigby who was selected to represent the FootballWest Western
- Australia U/14's team in Coffs Harbour.
- William Harrison, Steven Simorangkir, Jake Najafi and Kaelan Leonard on their selection to the FutsalWA state teams.
- Year 7, 8 and 9 students were all extremely unlucky to lose the final of the FutsalWA championship, whilst the Year 11/12 combined team won the competition.

Value adding activities:

- Year 9 & 10 South west Camp to Busselton
- SSWA Futsal Competition & Futsal WA
- Competition at Lords Recreation Centre
- Inaugural SSWA futsal competition at Melville LeisureFit.
- SSWA after-school games

SWIMMING

- School swimming carnival had to be split into individual year group carnivals to be held in at school.
- McIntosh came out on top from all collated scores.
- Darling Range Sports College finished the interschool carnival with the Meritorious Award, and comfortably finished first overall in C Division.
- B Division for 2023, thanks to the efforts of all students who represented Darling Range Sports College.
- Valentina Caminita, Sienna Cordingley, Justin Djaffarsah and Aidan Burns all winning the Individual Champion Awards at Interschool Swimming

Value Adding activities:

- HBF Stadium for a day of water polo
- Royal Life Saving completing their Bronze Medallion

TRIATHLON

- Team building and training day in Term 1 at Kings Park & Cotteslow Beach.
- Term 2- Students participated in the School Sport WA Cross Country at McGillivray oval.
- Year 9 Alicia Coles made a Top 10 finish in the Girls 15yrs 4000m race.
- Term 4 students attended the SSWA Triathlon at Champion Lakes.
- Year 9 girls team of Sienna Cordingley (swim), Imogen Sell (cycle) and Alicia Coles (run) who placed 2nd. Alicia and Sienna had already competed earlier in the Intermediate race where they placed 13th and 15th respectively.
- Year 7 Triathlon Program student Riley Botha, who was selected in the Triathlon Western Australia Next Generation Squad for the 2022/23 season.



DARLING RANGE
— SPORTS COLLEGE —



VOCATIONAL EDUCATION & TRAINING

Vocational, Education and Training (VET) engages students in work-related learning, built on strategic partnerships between schools, training organisations, business, industry and the wider community. The successful completion of VET provides students with a national recognised VET qualification and forms an integral part of their WACE.

2022 was our most successful year ever for Darling Range Sports College VET students. Our students completed:

- 31 Certificate II courses
- 34 Certificate III courses
- 7 Certificate IV courses and
- 5 Diploma courses

Our students thrived at their training organisations. Whether it was TAFE or a Private Registered Training Organisation, success has been achieved by all.

Working in the areas of

- Fitness/Sport
- Legal Services
- Salon
- Health
- Building and Construction
- Community Services
- Screen and Media
- Auto
- Make-up
- Fashion
- Aquaculture
- Engineering
- Finance
- Sampling and Measurement
- Aviation
- Business Administration/Medical
- Early Childhood Education and Care
- Retail
- Events
- Civil Construction
- Hospitality
- Electrotechnology and
- Kitchen Operations

Our students have gained valuable qualifications, industry currency and tertiary experience, making for extremely employable young members of our community. We can confidently say that the students at Darling Range Sports College are thriving in a fast paced and ever-changing Vocational Education and Training world.

Below are our 2022 contributing external partners:

- 4WD Part Shop
- Activ Foundation
- Activ Property Care
- ADD Business Group
- ADR Engines
- AFT Construction
- Allbreeds K9 Bootcamp
- Allied Moving Services
- Altitudes Hair Design
- AMS Group
- Aquadepot Imports
- Armadale 4WD Service Centre
- Armadale Cafe
- Artistic Cabinets
- Aussie Crates Perth
- Australian Fire Doors
- Auto Masters High Wycombe
- Auto Response
- Azimuth Aviation
- Belmont F45
- Belmont Primary School
- Bertram Primary School
- Best & Less Belmont
- Best & Less Midland Gate
- Bird & Fish Place
- Blackout Data and Electrical
- BOUNCE Cannington
- Brad's Plumbing
- Bruce Rock Engineering
- Buggles Beckenham
- Buggles Forreestfield
- C T Hydraulics
- Caladenia Primary School
- Canning Vale Primary School
- CBH Group Wongan Hills
- Chucks Tender Meats
- Cloverdale Education Support Centre
- Cloverdale Primary School
- Coles Forreestfield
- Coles High Wycombe
- Cool Spark Auto Electrical
- Crazy Norm's Cabling
- Crown Equipment
- Custom Aluminium
- Darling Range Sports College
- Dawson Park Primary School
- Dawsons Garden World - Hale Road
- DCM Services
- Dedicated Construction
- Diamond Fitness
- Dianella Heights Primary School
- Diverse Project Group
- Dome Cafe Forreestfield
- Dome Cafe Kalamunda
- Domus Nursery
- Dreambuilders Care
- Drillmech Engineering and Hydraulic Services
- DSM Consulting Engineers
- DTC Construction
- Dynamic Plumbing and Gas
- East Kenwick Primary School
- East Maddington Primary School
- Easy Renovations
- Edney Primary School
- Effie's International Hair Unisex
- EMJC
- Epiroc
- Falls Road Primary School
- Feedman
- Fielders Choice
- Flag Motor Lodge
- Foothills St Martin's Uniting Church
- Forest Crescent Primary School
- Forreestfield Auto Electrics
- Forreestfield Dental Clinic
- Forreestfield Mechanical
- Forreestfield Pharmacy
- Forreestfield Primary School
- Forreestfield Public Library
- Frenken Electrical
- Front Cover for Hair
- Genesis Health and Fitness Belmont
- Geographe Drainage
- Georgiou Group
- GESHA Coffee Co - Fremantle Cafe
- Gibbs Street Primary School
- Glenmoy Medical Centre
- Gloria Jeans Midland
- Goodstart Early Learning Maida Vale
- Gosnells Golf Club
- Grace Removals Group
- Gracie's Cafe
- Great Beginnings Gosnells
- Green Leaves Early Learning Parkwood
- Greenmount Primary School
- Gwynne Park Primary School
- Hanssen PTY LTD
- Hartfield Park Recreation Centre
- Hawaiian
- Hay Street Legal
- High Wycombe Barber Shop
- High Wycombe Pharmacy
- High Wycombe Primary School
- Holistic Paws - Waggy Tails
- House of Melvan
- Integra Water Treatment Solutions
- Jackson Rock Carpentry & Joinery
- Jaycar Electronics
- Jesters Waikiki
- Jim Kidd Sports DFO
- JJJ Jewellers
- John Forrest Secondary College
- John Hall's Mowing & Maintenance
- K & M Support Services

VOCATIONAL EDUCATION & TRAINING

Below are our 2022 contributing external partners:

- Kalamunda Christian School
- Kalamunda Electrics
- Kalamunda Public Library
- Kalamunda Toyota
- Kanyana Wildlife Rehabilitation Centre
- Kardan Construction
- Kelmscott Primary School
- Kewdale Primary School
- Key Engineering Solutions
- KFC Belmont Forum
- Kids HQ Jacaranda
- Kosteras Tyre Service
- Leisure World
- Lesmurdie Motor Wreckers
- Lesmurdie Primary School
- Lil Miki's Before and After School Care
- Lindquist Electrical Services
- Little Beginnings Education Forrestfield
- Little Kids Club
- MacQueen Homes
- Maida Vale Primary School
- Masters Builders Association WA
- Maurice Meade Booragoon
- McDonald's Belmont
- McDonald's Forrestfield
- McInerney Ford Morley
- Med Halal & Honeywell Meats
- Metlabs Blast & Inspect
- Midvale Early Childhood and Parenting Centre
- Milestones Early Learning Swanview
- Mineral Resources
- Minitopia Midland
- Modern Lifestyle Electrical Services
- Mortgage Choice
- Multilec Engineering
- Mundaring Primary School
- MVLV Power Solutions
- Newhaven Electrical Services
- Nextra Paper Place News
- Ngala
- Nido Early School Canning Vale
- Nomadic Roofing Australia
- North Parmelia Primary School
- NRL WA
- OMC
- Ora 24/7 Gym Belmont
- Orrcon Steel
- P&M Automotive Services
- Patisserie 1900
- Paws Claws and Beaks Retreat
- Penske Australia
- Perth Rewind
- Perth Timber Co
- Pet Magic - Cannington
- PETstock Midland
- Pit n Portal
- Pl'aus Hair Salon
- Price Attack Gateway
- Priceline Pharmacy Forrestfield
- Progility Technologies
- Pronto Mechanics
- Rayco Plumbing
- Rebel Carousel
- Rebel Midland
- Red Dot Ellenbrook
- Red Dot Midland
- Red Rooster Kalamunda
- Reece Plumbing Midvale
- Refined Cabling Solutions
- Remote Plumbing, Gas & Civil
- Renew Energy
- Riva Primary School
- Robb's Craft Butchery
- Roleystone Community Chemist
- Royal Asphalt
- Sacred Heart Primary School
- Salon Express Armadale
- Salvos Stores Kenwick
- Salvos Stores Midland
- Salvos Stores Wattle Grove
- Shamrock Electrics
- Sinclair Plumbing
- SMYL Community Service
- Solutions Skin Fitness
- Sonas Child Care
- Southern Districts Netball Association
- Southside Volkswagen Service
- Sparrow Early Learning Thornlie
- Sparx Early Learning Centre
- Spill the Beans High Wycombe
- SRG Global
- St Jude's School
- St Muchin's Catholic School
- Star Dust Disco
- Stephen Price MLA
- Stewart & Heaton Clothing
- Stewart Masonry
- Sweetly Baked Perth
- Syd and Phyllis
- Symbion
- T J Signs & Vehicle Graphics
- Technology Assisting Disability WA
- Tempo's Heavy Diesel
- Terry White Pharmacy Rivervale

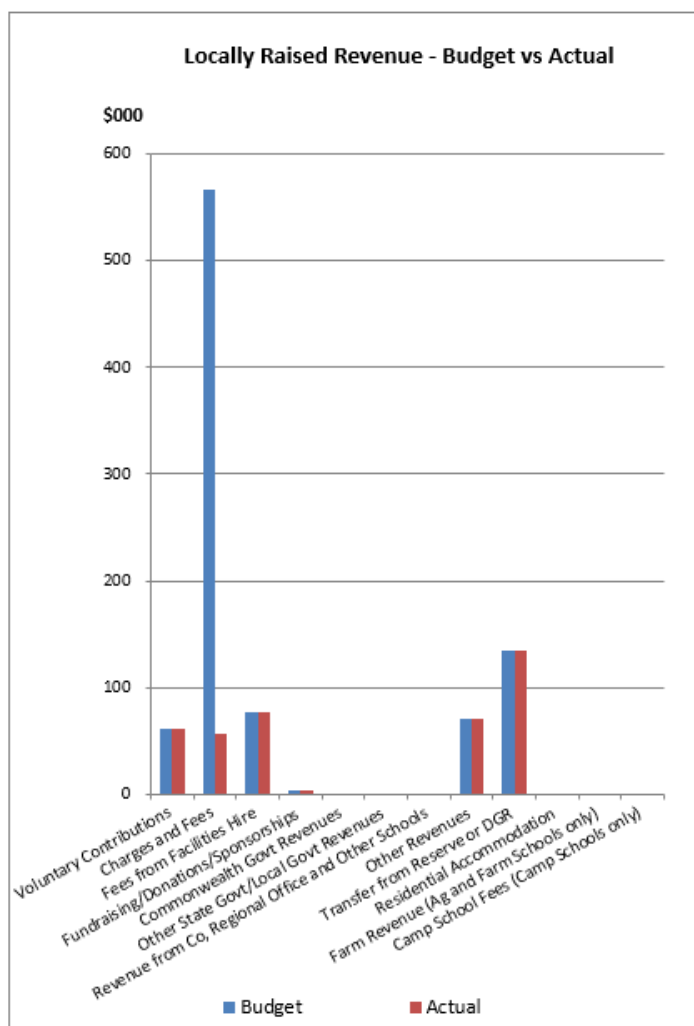
- The Best Drop Tavern
- The Coffee Club Armadale
- The Coffee Club Belmont
- The Coffee Club Kalamunda
- The Coffee Club Midland
- The Vision Group WA
- Todd Wrights Plumbing
- Transmin
- Tuart Rise Primary School
- United Fuel Injection
- Vellcam Motor Bodies
- Victoria Park Carlisle Bowling Club
- Vinnies Belmont
- Vinnies Kalamunda
- Vinnies Kenwick
- WA Gutter Guard
- Wade Fleet Maintenance
- Wattle Grove Primary School
- Wave Surfaces
- Wedstyle
- West Coast Mobile Mechanics
- White Springs
- Wild Cards & Gifts
- Williams Meats
- Wirrabirra Child Care and Early Learning Centre
- Wirrabirra Primary School
- Woodlupine Primary School
- Woolworths Forrestfield
- Woolworths Maddington
- Xtreme Motorbikes



FINANCIAL SUMMARY

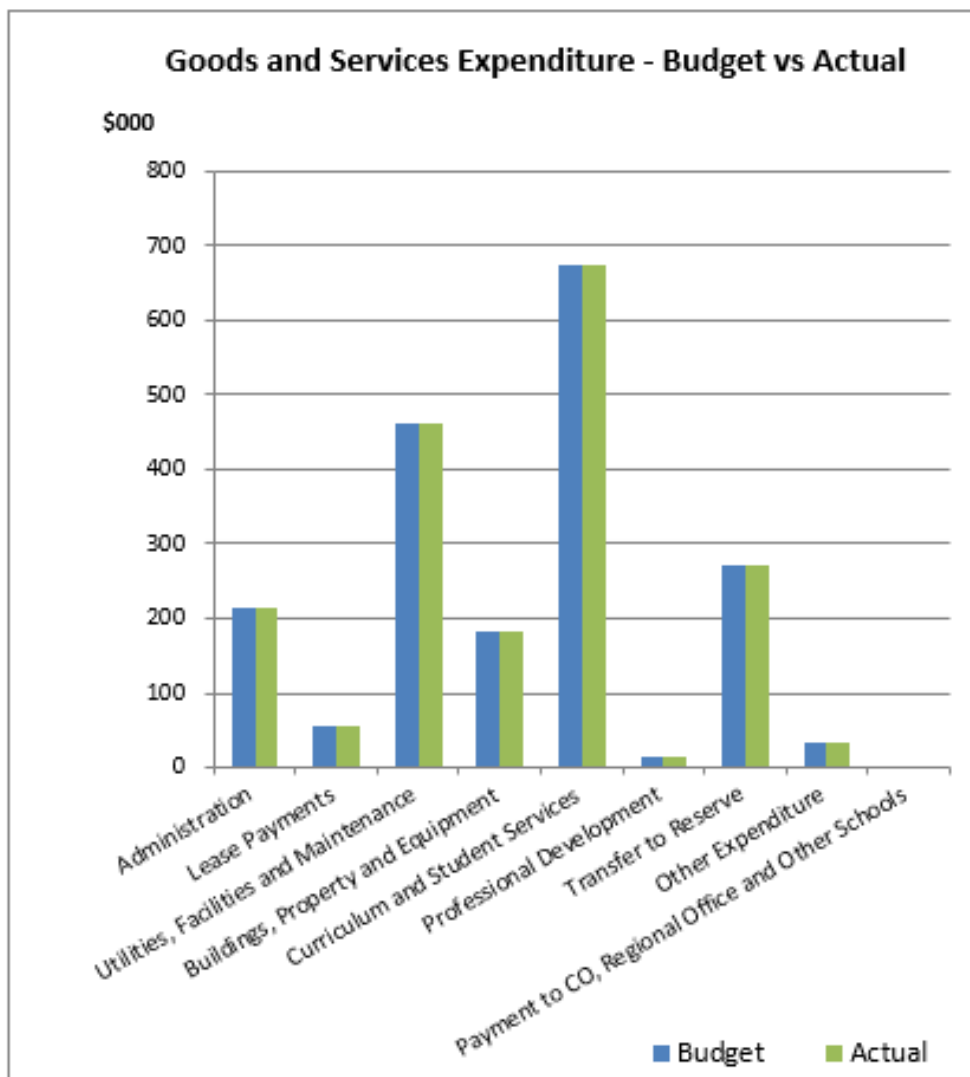
REVENUE

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 61,352.00	\$ 61,352.00
2	Charges and Fees	\$ 566,075.00	\$ 56,075.42
3	Fees from Facilities Hire	\$ 76,173.00	\$ 76,173.38
4	Fundraising/Donations/Sponsorships	\$ 3,739.00	\$ 3,739.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues		
7	Revenue from Co, Regional Office and Other Schools		
8	Other Revenues	\$ 70,556.00	\$ 70,556.72
9	Transfer from Reserve or DGR	\$ 135,000.00	\$ 135,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 912,895.00	\$ 402,896.52
	Opening Balance	\$ 248,167.00	\$ 248,167.00
	Student Centred Funding	\$ 1,151,422.00	\$ 1,151,421.81
	Total Cash Funds Available	\$ 2,312,484.00	\$ 2,312,487.67
	Total Salary Allocation	\$ 11,734,508.00	\$ 11,734,508.00
	Total Funds Available	\$ 14,046,992.00	\$ 14,046,995.67



EXPENDITURE

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 214,651.00	\$ 214,649.55
2	Lease Payments	\$ 56,075.00	\$ 56,074.96
3	Utilities, Facilities and Maintenance	\$ 462,665.00	\$ 462,666.82
4	Buildings, Property and Equipment	\$ 181,661.00	\$ 181,662.48
5	Curriculum and Student Services	\$ 674,483.00	\$ 674,483.03
6	Professional Development	\$ 14,903.00	\$ 14,903.00
7	Transfer to Reserve	\$ 270,000.00	\$ 270,000.00
8	Other Expenditure	\$ 33,978.00	\$ 33,978.56
9	Payment to CO, Regional Office and Other Schools	\$ 1,378.00	\$ 1,378.90
Total Goods and Services Expenditure		\$ 1,909,794.00	\$ 1,909,797.30
Total Forecast Salary Expenditure		\$ 11,386,894.00	\$ 11,386,894.00
Total Expenditure		\$ 13,296,688.00	\$ 13,296,691.30
Cash Budget Variance		\$ 402,690.00	





DARLING RANGE
— SPORTS COLLEGE —

117 Berkshire Road, Forrestfield WA
6058
9453 0100