It is my pleasure to present to you the 2019 Duncraig Senior High School Annual Report.

I begin by acknowledging the amazing work of Mr Stephen Spice, Principal of Duncraig SHS from 2011 to June, 2019. Mr Spice has made a significant impact to the Duncraig school community and I wish him all the best in retirement. I would also like to thank all our staff for their contribution in making Duncraig so successful. Providing a caring, safe and engaging school environment that supports learning for every student continues to be our focus.

I am also extremely proud of the outstanding achievements of our Year 12 class of 2019, both in ATAR and Vocational studies. Duncraig has returned to the top 50 ATAR Schools with a median ATAR of 81.95, placing Duncraig 37th overall and 11th amongst public schools.

Duncraig again impressed with the depth of achievement. 26% of our ATAR students achieved an ATAR in the Top 10% of the State; 57% of our ATAR students were in the Top 20% and therefore eligible for direct entry into the University of Western Australia (UWA). We also achieved one General Exhibition, one Subject Exhibition, 10 Certificates of Distinction, 20 Certificates of Merit and 3 students joining the 99+ club.

With such fantastic results, we have quickly become the school of choice in our community. This is evident with a growing student population from 1300 in 2016, to 1515 in 2019. This trend is set to continue with 1640 students enrolled for 2020 and a forecast of 1750 in 2021. Having such a fast growing student population has meant an increase in the number of transportable classrooms as well as ongoing recruitment of additional staff. Our recruitment processes continue to be innovative and comprehensive with a focus on interpersonal skills and engaging classroom practices.

The school continued to undertake significant school-funded refurbishments of facilities in 2019, designed to create additional learning spaces and refresh a 40-year-old school. This included the upgrade of 8 student and staff bathrooms, upgrade of two ICT classrooms, installation of a new kiln in Art, creating a new dance studio and dedicated STEAM room, lighting upgrade to all walkways and new shade sails to the amphitheatre.

A new Business Plan was introduced in 2019 with three new focus areas:

- **High Quality Teaching and Learning**
- **Literacy and Numeracy**
- **Leadership**

These focus areas will assist us in meeting our targets. Underneath each focus sits an operational plan which provides the details and resourcing requirements. As a school, we have high expectations of our students and our staff. We continue to strive for excellence and as such, have set some ambitious targets of achievement.

My sincere thanks to all members of the School Board and the P&C who have provided fantastic support for our school. We will continue to work hard to provide the best possible learning environment and opportunities for our students, allowing them to achieve their best.
As the Duncraig Senior High School Board Chair, I am pleased to report on the work of the Board and celebrate the achievements of 2019.

Duncraig SHS has established a culture of success for all students. Our 2019 Leavers have demonstrated this success through outstanding results, both ATAR and VET, and on behalf of the Board, I would like to say congratulations.

It is exciting to see these results as evidence of a commitment to continuous improvement. I would like to acknowledge and thank the school’s staff and leadership team for their enormous contribution. Creating an environment for students to thrive takes a great deal of hard work and dedication. Our staff and students are also well supported by an active parent body that has contributed enormously to the success of the school.

2019 saw a change in school leadership with Mr Stephen Spice retiring after 9 years of dedicated services to Duncraig Senior High School. The Board would like to thank Mr Spice for the tireless work he has done to create a vibrant learning environment that provides opportunity and success for every student. The Board is pleased to welcome Mr Peter Lillywhite to Duncraig for Semester 2. Mr Lillywhite’s appointment brings a renewed focus on teaching and learning and we look forward to being a part of the journey.

During 2019, the school developed a new Business Plan (2019-2021) which identifies three key focus areas to drive improvement; High Quality Teaching and Learning, Literacy and Numeracy and Leadership. The Board has endorsed these focus areas along with the nine ambitious targets set to drive student performance. As a Board, we believe Duncraig SHS is well placed to enact the schools vision; provide a caring, engaging and supportive learning community, which fosters a culture of excellence to produce resilient, life-long learners in a rapidly changing world.

Every member of our Board desires to be of service and brings a range of expertise from their various backgrounds. What they all have in common is pride in the school and a willingness to contribute. I would like to thank the 2019 Board members for their commitment and invaluable insight and contribution throughout the year – Stephen Spice (Principal, Semester 1), Peter Lillywhite (Principal, Semester 2), Nicole Baker (Associate Principal), Sue Golding (Manager Corporate Services, Semester 1), Justine Avenell (Manager Corporate Services, Semester 2), Kate Walawski (Community), Neil Riches (Parent), Susan Harbers (Community), Louis Cheeseman (Staff), Sasha Brennan (Staff), Barbara Kamarudin (Staff), Helen Egeberg (Community) and Rebecca Newton (Parent).

I look forward to continuing to work with the Principal and Board over the coming 12 months to achieve our goals.
School Context

**Vision**

Duncraig Senior High School provides a caring, engaging and supportive learning community, which fosters a culture of excellence to produce resilient, life-long learners in a rapidly changing world.

The SCHOOL MOTTO ‘CARE – ENGAGE – EXCEL’ is recognised by the community and used as a common language in school signage and publications.

We believe:

**POSITIVE RELATIONSHIPS** are the key to success in
**INDIVIDUAL OWNERSHIP** of learning in striving for
**PERSONAL BEST** in the
**CELEBRATION OF EXCELLENCE**.

**Values**

Teaching and Learning within the school is based upon the following five (5) principles:

**RESPECT**

We value and care for all members of the community. Mutual and self-respect provide a secure environment that enhances learning.

**ACHIEVEMENT**

Successful people maximise their potential to achieve personal goals and enjoy the learning process. We strive for our personal best and celebrate success.

**COLLABORATION**

Working together provides the opportunity to share ideas and experiences and to benefit from the input of others. We learn together and from one another.

**ENGAGEMENT**

Engaged people are motivated to extend their horizons, take individual ownership of learning and seek excellence. They are likely to be more creative, enthusiastic, persistent and inclined to take risks.

**RELEVANCE**

Learning is enhanced when we connect what we are doing with life experiences. The learning process must also cater for the different ways in which people learn and acknowledge their current stage of development.
WACE Performance 2019

**Median ATAR of 81.95**
Ranked 37th Amongst All WA Schools

**98% Achievement Rate in VET**

**22 Students 90+ ATAR**

**Ranked 10**
Non-selective Public School by Median ATAR

**1 General Exhibition**
- Briana Jansen

**1 Subject Exhibition**
- Human Biology
  - Maia Knoblich

**10 Certificates of Excellence**
- Alysia Crane
- Aimme Gibson
- Shannon Hammond McKenzie
- Callum Innes
- Briana Jansen
- Maia Knoblich
- Josephine Mah
- Gabriel Merga
- Michael Nefiodovus
- Akhona Pahari

**2 Subject Certificate of Excellence**
- Human Biology
  - Alysia Crane
  - Maia Knoblich

[Source: www.DuncraigSHS.wa.edu.au]
WACE Performance in 2019

YEAR 12 | CLASS OF 2019 | RESULTS

83.55 median ATAR of University applicants
81.95 median ATAR
25% of students scored in the top 10% in WA
63% of students scored in the top 25% in WA

WACE Achievement Rate: count (% of eligible students)
Source: SCSA data files

- 98% 2017
- 95% 88%
- 97% 89%
- 96% 89%
- 97% 88%
- 96% 88%

Schools (WACE Eligible)  
Like Schools %  
Public schools %
Median ATAR Comparison between school, like schools and the State.

**Median ATAR (no. of students)**
Source: SCSA data files and department calculations

<table>
<thead>
<tr>
<th>Year</th>
<th>School Median ATAR</th>
<th>Like School Median ATAR</th>
<th>Public School Median ATAR</th>
<th>TISC Applicants Median ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>83.75</td>
<td>84.68</td>
<td>80.75</td>
<td>81.95</td>
</tr>
<tr>
<td>2018</td>
<td>84.75</td>
<td>83.97</td>
<td>81.68</td>
<td>83.75</td>
</tr>
<tr>
<td>2019</td>
<td>83.75</td>
<td>84.68</td>
<td>83.97</td>
<td>83.53</td>
</tr>
</tbody>
</table>

Percentage of students in the top, middle and bottom thirds in the state

**ATAR Triciles - High/Mid/Low: Count (%)**
Source: TISC for ATARs and cut-offs and Department calculations

<table>
<thead>
<tr>
<th>Year</th>
<th>High (%)</th>
<th>Mid (%)</th>
<th>Low (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>42%</td>
<td>37%</td>
<td>22%</td>
</tr>
<tr>
<td>2018</td>
<td>36%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>2019</td>
<td>40%</td>
<td>31%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Subjects identified by SCSA as having high performing ATAR students

- Applied Information Technology
- Computer Science
- French Second Language
NAPLAN

Year 7 National Testing Data

NAPLAN results are in the expected range. Due to the timing of the Year 7 NAPLAN testing students had only been at Duncraig SHS for just over a term and therefore limited testing preparation was completed within the High School context.

Teachers are using a variety of strategies in the classroom to prepare students for all assessments. Examinations are introduced in Semester Two of Year 8 to assist in the development of the skills that students require in their Senior School studies to maximise achievement.

The improvement in 2019 Year 7 results in Numeracy, Reading and Writing is very pleasing. Class structure, programs and teaching strategies have been modified to continually improve student performance.

Overall the Year 7 Results are well above WA State Schools and very close to our like schools. We acknowledge our like schools are all high performing schools but we are committed to continued improvement and aspire to outperform these like schools.
Year 9 National Testing Data

NAPLAN data results are in the expected performance range with students performing well. Teachers are using a variety of strategies in the classroom to prepare students for all assessments. Examinations are a focus in Year 9 & 10 to develop the skills that students require in their Senior School studies to maximise their achievement.

The improvement in 2019 Year 9 results in Writing was very pleasing. Class structure, programs and teaching strategies have been modified to continually improve student performance.

Year 9 Numeracy has shown a slight decline, however, a similar decline was also evident in like schools. Reading showed the largest decline after previously outperforming like schools in 2018.

Overall the Year 9 Results are well above WA State Schools and we are closing in on our like schools. We acknowledge our like schools are all high performing schools but we are committed to continued improvement and we aspire to outperform these like schools. We are also committed to increasing the percentage of students who achieve Band 8 and above in Numeracy, Reading and Writing. This will provide more students with choice and opportunity when selecting their Senior School courses in Year 10.
ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

The OLNA Administrator/Supervisor liaises with the Learning Support Coordinator in regards to guidelines for disability adjustments for timed assessments and students who are eligible for them, to ensure all Year 10, 11 and 12 OLNA students have the best opportunity to pass. The Administrator also liaises with the OLNA Literacy Coordinator and the Numeracy Coordinator in relation to the Year 10, 11 and especially Year 12 students they are working with to support the student’s successful administration and completion of the OLNA testing.

The OLNA testing time frame is 4 weeks (with a three-day testing window to access OLNA Writing), of which as scheduled is organised with Timetabling Coordinator. The Administrator/Supervisor accesses the Schools Information Records System (SIRS) Reports and OLNA Dashboard and schedules the testing of Year 10, 11 and 12 students over the 4-week period, addressing all supervising of the testing and reporting of absences, technical issues and withdrawals on the OLNA Dashboard.

The table below shows the OLNA data for 2019. 5 out of 183 students failed to meet the OLNA requirements at the end of the year. This still compares favourably to “like schools”, with a non-qualification of 3.3%.

<table>
<thead>
<tr>
<th>Year 12 Students – Qualified in</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Not Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>78</td>
<td>82</td>
<td>13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>42.6</td>
<td>44.8</td>
<td>7.1</td>
<td>2.7</td>
<td>2.7%</td>
</tr>
<tr>
<td>Like Schools</td>
<td>44.3%</td>
<td>40.5%</td>
<td>9.4%</td>
<td>2.5%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>
The Gifted and Talented (G&T) program provides a stimulating and challenging learning environment to meet the needs of students with exceptional academic ability. Students are provided with a differentiated curriculum, designed to provide them with opportunities to accelerate, extend and enrich their learning.

Gifted and Talented students participated in a range of events and competitions in 2019, designed to develop their critical and creative thinking skills and provide them with opportunities to engage with complicated and abstract ideas.

Year 12 Performance

A major indicator of the success of the Gifted and Talented Program is the exit results of our Year 12 students. The following provides some highlights of their performance in 2019:

- 11 Year 12 Gifted and Talented students received an ATAR of above 90.
- Briana Jansen, ATAR DUX, received an ATAR of 99.9.
- Gabriel Merga received an ATAR of 99.75.
- Josephine Mah received an ATAR of 99.35.
- 8 Year 12 Gifted and Talented students received a Certificate of Distinction.
- 4 Year 12 Gifted and Talented students received a Certificate of Merit.
- The median ATAR in 2019 was 85.7.

Competition Highlights

Duncraig SHS prides itself on the opportunities that are offered to our Gifted and Talented students to showcase their talent in a variety of situations and to a range of audiences. These events and competitions demonstrate the ability of students to apply theories, concepts and thinking skills in pressured environments. 2019 saw outstanding achievement in the following areas:

- State Team Finalists in Opti Minds Competition – Year 10 team (Science Engineering), Year 11 team (Science Engineering.)
- Tournament Honours Opti Minds Science Engineering – Year 11 team.
- Winner of State Final – Year 10 team (Science Engineering.)
- Honours at the National Final in Brisbane in October – Year 10 team (Science Engineering.)
- ICAS English Competition - 2 High Distinctions, 18 Distinctions, 71 Credit and 32 Merit Certificates awarded.
- HASS Australian History Competition Year 9 - 9 High Distinctions and 13 Distinctions.
- Australian Geography Competition – Marc Labouchardiere (Year 9) achieved in the top 1% in Australia.
- Australian Geography Competition – 22 High Distinctions, 27 Distinctions and 31 Credits awarded.
- Participation in the Student Economic Forum for High Performers – Year 12 students Maddy Dufall and Maxwell Friend.
- Participation in the Youth Leadership Forum – 10 Year 9 students.
- RACI National Chemistry Quiz - 2 High Distinctions Excellence, 18 High Distinctions, 44 Distinctions and 47 Credits.
- Rio Tinto Big Science Competitions - 25 High Distinctions, 40 Distinctions and 99 Credits.
- Petroleum Club Competition Year 10 – one group won the Vertech prize which will enable them to spend a day learning how to safely scale oil rigs with harnesses.
- RACI Titration Stakes Competition – six Year 12 students competed. One team finished in the top 30 of over 90 teams from various schools.
ICAS Science Competition - 1 High Distinction, 17 Distinctions, 53 Credits and 15 Merits.
Solar Car Challenge – Year 8 team of Cody McAllister, Ewan Lindsay and Pieter Liddle reached the State Final.
Brain Bee Challenge WA Finals at UWA – Emily Blaver came 4th out of a group of 81 students across WA in the Individual Challenge.
Australian Maths Competition – Sean Beckett Year 7 GATE student was awarded a prize. Only given to the top 1% of students.
Australian Maths Competition – 3 High Distinctions and 33 Distinctions awarded across Years 7-10.
ICAS Maths Competition – 26 Distinctions awarded across Years 7-10.
Maths in Motion World Final participation – Year 8 GATE students: Tobias Camille and Manesh Tan.
Numero Final – Year 9 Team came in 3rd place against all other schools.
Winner of Tim Winton Writing Competition – Gabriel Merga (Year 12.)

Other Significant Events

As well as outstanding achievement in a range of competitions, Gifted and Talented students were afforded opportunities to participate in a range of many other events to support, extend and challenge students beyond the walls of the classroom, to provide depth and breadth to their differentiated curriculum:

- Participation in the WA Debating League – 5 teams. (Years 7-11)
- Year 10 Graduation Afternoon to acknowledge student performance and participation in a Special Program.
- Partnership with SciTech who delivered workshops/presentations for Gifted & Talented/SBAE students.
- Participation in both Junior and Senior Gifted and Talented Conferences, run by Academy Conferences.

A range of incursions and excursions in all Learning Areas which were funded through the GATE program, to enrich understandings.
Triathlon

Duncraig Senior High School attracts outstanding athletes through the Triathlon program. Specialist coaching in the sport of Triathlon is provided at the School with a focus on skill development. The aim of the program is to improve individual performances and participation. The young triathletes do a large part of their training during school time, leaving more time after school for other interests. Duncraig SHS Triathlon students are well supported and consistently excel in their academic studies as allowance is made for their commitment to their sport.

Duncraig Triathlon Academy won the School Sports WA (SSWA) Schools Champion Individual School for the 15th consecutive year and also repeated its win in the Champion Teams School in the Schools Teams Event. Duncraig students also helped marshal at the Primary Schools event.

Eight students qualified to represent WA at the School Sport Australian Triathlon Championships to be held in Hervey Bay, Qld. They were Matthew May, Abbie Crew, Victoria Fourie, Indie Arbuckle, Maisy Redden, Zane Gartrell, Erin Driscoll & Bridie Crew

Each school term has a specific focus. Terms 1 and 4 have a strong race focus. Training time is specific to the events the athletes will be competing in and focuses on transition practice, running off the bike and being strong and efficient. Term 2 is the off-season and students spend time working on strength conditioning and Cross Country running. Term 3 is used to build each athlete’s aerobic engine to ensure they are technically ready in all disciplines.

Students commit to one early start and one late finish per week. Run training is completed during school hours and all students are expected to train after school and at weekends. This can vary from training specifically for Triathlons to training in other sports including Surf Lifesaving Club, Cricket, Netball, Soccer, AFL and Rugby.

All students must participate in four triathlons each year. The School Sport Championship, in November, is the primary focus of the school’s triathlon program. Students also participate in the local Triathlon series run by Triathlon Western Australia and TriEvents and compete in Interschool Athletics, Cross Country and Swimming for the school. Many students also compete in the State Open Water Swimming Series, Park Runs and Surf Lifesaving Club Carnivals.
The global economy is changing. Current jobs are disappearing due to automation and new jobs are emerging every day due to technological advances.

The continual advances in technology are changing the way students learn, connect and interact daily. Skills developed by students through STEAM provide them with the foundation to succeed at school and beyond.

Employer demand for STEAM qualifications and skills is high, and will continue to increase in the future. Currently, 75% of jobs in the fastest growing industries require workers with STEAM skills. To be competitive, the Australian workforce needs people who can adapt to a changing workplace. STEAM empowers individuals with the skills to succeed and adapt to this changing world.

By integrating STEAM activities across learning areas and year groups, students are given opportunities to develop the qualifications and skills needed to constantly adapt in a dynamic and evolving employment landscape.

In 2019 our students have been involved in STEAM based incursions, excursions and competitions. STEAM skills have been further developed in Learning Areas through the use of open-ended tasks which encourage students to use their higher-order thinking skills. We also developed links with STEAM professionals including Woodside, Rio Tinto and have further developed our links with UWA, Curtin, Murdoch and Edith Cowan University (ECU).

Commonwealth Scientific and Industrial Research Organisation (CSIRO) STEM Professionals in Schools

2019 is our second year in this program and we have two STEAM Professionals, Katie Sergentson, a Mining Engineer who works for Rio Tinto as a Development Supervisor, and Dian Wang, a Geotechnical Engineer working for Architecture, Engineering, Construction, Operations and Management (AECOM), on board. Katie worked with Year 9 G&T students whose challenge was to design a Holiday Destination on the Moon. The students worked on the challenge throughout the year and were judged in December by Rio Tinto. Marc Labouchardiere, Andrew Chan, Vithusayan Mokhanarajah, Matthew Ng and John Fletcher achieved the highest mark and will be visiting a Rio Tinto mine site in Term 2 2020. Dian worked with Year 7 SBAE/G&T students in Term 4 on mini Engineering Challenges. Both Katie and Dian will return to work with us in 2020.

STEAM WEEK

During Week 4 of Term 3 we held our inaugural STEAM WEEK. The students in Year 7 to 10 participated in Science Week/STEAM based activities during their lessons. There was also a selection of incursions/activities/guest speakers (ECU, UWA, Rio Tinto, BHP, Scitech, Portable Spectral Services and ESWA) for the Year 8 – 10 students to attend. The Year 5 and 6 students from Sorrento Primary School walked over to participate in 3 of our ESWA activities. Teachers offered many activities for the students to be involved in during form and at lunchtime.

Competitions 2019

Brain Bee Challenge at UWA
BHP Future Ready STEM Challenge
The Australian Computational and Linguistics Olympiad
Cadets

The Cadet Unit is funded by the Department of Communities and Local Government and supported by the Department of Biodiversity, Conservation and Attractions. These sources have facilitated the development of the Cadet programs, assets, facilities and initiatives. In addition, we are supported by Duncraig SHS staff, services and resources including accounting, administration and office services. The DSHS Bush Ranger W.A. Cadet Unit enjoys an envious position of being contributed to, and supported by the School Board, school community, school executive and staff in a positive and ongoing manner.

In 2019 the unit maintained approximately 99 cadets and 8 instructors including two full-time community volunteers. The instructor base consists of school staff, a teacher from another school and community members. Cadets and their instructors completed approximately 13,000 hours of training including attending weekly meetings, camps and excursions with a balance between leadership activities, personal challenges, teamwork, skills, environmental conservation activities and community service. Cadets also completed curriculum studies consisting of School Curriculum and Standards Authority (SCSA) Community Endorsed Programs in Years 8 -12 and Applying First Aid Training. In 2019, 34 cadets completed the unit developed Cadets Adventurer Training course for Year 7s, 27 cadets completed Level 1 Bush Rangers Western Australia (BRWA) Training, 17 Cadets completed Level 2 BRWA Training, 11 cadets completed Level 3 BRWA Training and 4 cadets completed Eco Leader 1 and 2 Training. In addition, the cadet unit instructors and leaders held four management meetings/planning workshops and attended a two-day leadership camp.

The unit maintained its lighthouse programs with the Tambellup Community, planting trees in salt affected areas, and with Modbury Senior High School (Adelaide) for the Pedal Prix cycle racing initiative. The Pedal Prix Challenge continues to be strongly supported by parents and cadets. This group competed in the six hour Busselton and the twenty-four hour Murray Bridge race in South Australia. Cadets are requesting more challenge and extension. Many are excelling in school programs and successfully demonstrate their strengths including winning the Junior and Senior School Long Tan Awards in 2019. Congratulations to Emily Blaver and Amy Pickering.

The Cadet Unit maintains its strong sense of social responsibility contributing to school culture positively through events including annual ANZAC ceremonies, supporting other programs within the school including Applying First Aid training (17 Senior Cadets and 2 staff), the athletics carnival, school year group activities and outdoor education programs.
**Targets**

**Target 1: The percentage of Year 12 Students achieving WACE to be 98% or above.**

<table>
<thead>
<tr>
<th>Year</th>
<th>WACE ACHIEVEMENT %</th>
<th>LIKE SCHOOLS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>2018</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>2019</td>
<td>97</td>
<td>96</td>
</tr>
</tbody>
</table>

We have maintained a consistent result for the past 2 years, outperforming like schools, however, we are still 1% below our target. The main cause of student's not achieving WACE continues to be not meeting the literacy and numeracy requirement (OLNA).

**Target 2: The Median ATAR to be 85 or above.**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MEDIAN ATAR</th>
<th>LIKE SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>83.75</td>
<td>84.75</td>
</tr>
<tr>
<td>2018</td>
<td>80.75</td>
<td>83.97</td>
</tr>
<tr>
<td>2019</td>
<td>81.95</td>
<td>83.75</td>
</tr>
</tbody>
</table>

We have set an ambitious target of raising our median ATAR to 85. This will require ongoing support from all staff and a commitment to achievement by our students. Our median ATAR for those who applied for University through Tertiary Institutions Service Centre (TISC) was 83.53, which is a pleasing result and provides motivation to build towards our target.

**Target 3: The Year 12 Gifted & Talented median ATAR to be 93 or above.**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MEDIAN ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>91.2</td>
</tr>
<tr>
<td>2018</td>
<td>91.3</td>
</tr>
<tr>
<td>2019</td>
<td>85.7</td>
</tr>
</tbody>
</table>

This will be a large focus in 2020. Additional resources will be allocated including an Associate Principal part-time role in charge of student excellence.
**Target 4: The percentage of Year 9 students achieving Band 8 or above to be the same or above like schools**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>READING %</th>
<th>WRITING %</th>
<th>NUMERACY %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL</td>
<td>LIKE</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>2017</td>
<td>70</td>
<td>73</td>
<td><strong>58</strong></td>
</tr>
<tr>
<td>2018</td>
<td><strong>73</strong></td>
<td>72</td>
<td>47</td>
</tr>
<tr>
<td>2019</td>
<td>67</td>
<td>73</td>
<td>58</td>
</tr>
</tbody>
</table>

We have seen a slight decline in reading, however, writing and numeracy has made some nice improvements. This target is critical to our ATAR population and rate of success and therefore, will remain a priority going forward. Combined initiatives with our feeder primary schools and a school-wide approach to Writing will hopefully see improved outcomes.

**Target 5: The mean progress from Year 7 to Year 9 in NAPLAN to be greater than that of like schools.**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>READING</th>
<th>WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL</td>
<td>LIKE</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>2016-2018</td>
<td>48</td>
<td>49</td>
<td>34</td>
</tr>
<tr>
<td>2017-2019</td>
<td><strong>48</strong></td>
<td>45</td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

The latest progress results indicate improved gains from the previous cohort. Please refer to NAPLAN analysis p8-10.

**Target 6: The percentage of Year 12 General courses with a mean EST score above the State Average to be 90% or above.**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>% OF COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>25</td>
</tr>
<tr>
<td>2018</td>
<td>62.5</td>
</tr>
<tr>
<td>2019</td>
<td>75</td>
</tr>
</tbody>
</table>

Steady improvements have been made each year. This is due to the cultural shift in our General students. Teachers have worked tirelessly to increase the academic rigour and set high expectations of achievement.
**Target 7:** The percentage of students achieving a Certificate II or higher will be maintained at or above 98%.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Cert II or higher achievement %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>94.5</td>
</tr>
<tr>
<td>2018</td>
<td>97</td>
</tr>
<tr>
<td>2019</td>
<td>98</td>
</tr>
</tbody>
</table>

This is a fantastic result! I congratulate the amazing job done by our Certificate course teachers and our VET coordinator. As with Target 6, this is due to increased expectations set on our senior students to achieve.

**Target 8:** The Year 12 student post compulsory Intentions and Destinations Pathways align with a percentage variation similar with that of the state

Data not available until later in the year.

**Target 9:** The regular attendance rate for all year groups to be at least 20% higher than the state’s regular attendance rate.

<table>
<thead>
<tr>
<th></th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sch</td>
<td>WA</td>
<td>Sch</td>
<td>WA</td>
<td>Sch</td>
<td>WA</td>
</tr>
<tr>
<td></td>
<td>Pub</td>
<td>Sch</td>
<td>Pub</td>
<td>Sch</td>
<td>Pub</td>
<td>Sch</td>
</tr>
<tr>
<td>2018</td>
<td>91%</td>
<td>72%</td>
<td>82%</td>
<td>63%</td>
<td>82%</td>
<td>61%</td>
</tr>
<tr>
<td>2019</td>
<td>85%</td>
<td>68%</td>
<td>79%</td>
<td>63%</td>
<td>71%</td>
<td>56%</td>
</tr>
</tbody>
</table>

The attendance has shown a slight decline from 2018, however, the Year 10 data is significantly better than in previous years. This will require ongoing attention targeted at disengaged students as well as those close to regular attendance.
High Quality Teaching and Learning

At Duncraig Senior High School, we strongly believe that teachers have the greatest impact on the student learning process and if we can continue to improve the quality of the interaction between teachers and students then we will improve the learning outcomes for our students. In 2019 we continued the development of the Teacher Growth Program (TGP). Growth Coaches worked with staff focusing on a variety of skills from Low Key Skills to Collaborative Skills for students. Teachers volunteer for this opportunity. During 2020 we will see the development of new strategies to increase the buy in of staff to become involved in the development and growth of their own teaching.

Advanced Instructional Course at Duncraig (AIC@D)

Ms Gilbert has continued delivering the 4-day Advanced Instructional Course at Duncraig (AIC@D) to a further 8 teachers in 2019. Embedded in the AIC@D program is the Department of Education’s highly commended 3-day Instructional Strategies for Engagement course. Each professional development day undertaken by a teacher is followed with a ‘conference’ where the teacher is observed implementing the strategies developed in the course and is given non-evaluative positive feedback from the trained observer. In essence, the teachers reflect on their practice and are encouraged to continue building their teaching and learning toolbox of strategies to improve student learning.

Integrating appropriate and relevant pedagogy using technology in the classroom is also supported at Duncraig SHS. With the assistance of Wade Norman (Head of Department Technologies) staff are able to access support to develop these skills. In particular, the use of the schools Learning Management System SEQTA and the increased use of Office 365 to enhance the use of technology in the classroom. In 2020 we will see the introduction of an Innovation and Technology Coordinator who will also work in this area.

The AIC@D programs will continue to be developed in 2020 with continued focus on the professional growth of teachers at Duncraig Senior High School. A new model of growth coaching is to be developed through with a committee formed to develop a model specific to Duncraig SHS.

Formative Feedback

Formative assessment provides evidence about a student’s achievement that can be used by teachers and students to make decisions about the next step in the learning journey. At Duncraig SHS, we have imbedded this practice into the classroom and will provide students and parents with detailed feedback throughout the Semester that will help identify gaps in knowledge and strategies to overcome them. This feedback has replaced the need for traditional reporting comments at the end of a semester, where any feedback at that point has no way of improving performance. In 2019, each teacher provided at least two pieces of formative feedback via SEQTA. In 2020, this strategy will continue together with a classroom focus to provide feedback throughout the lesson through quality instructional strategies developed in the AIC@D Program.
**Literacy and Numeracy**

The importance of focusing on implementing whole school literacy strategies was maintained in 2019.

The Year 7 and Year 9 cohorts undergo national testing (NAPLAN) in secondary school and the Year 7s will experience national testing soon after entering secondary schooling. Settling the Year 7s and helping them through the process is of importance to the teaching and pastoral teams.

The program continues to work on three levels.
1. Students at educational risk
2. Key literacy teaching practices to improve reading skills
3. Key literacy teaching practices to improve writing skills

**Students at Educational Risk (SEAR)**

The SAER team works with students identified as being at academic risk in the area of literacy. Students have overarching education plans which may be modified to suit individual circumstances. Students identified by the team work to individual learning plans and receive assistance from education assistants.

**Literacy Coordinator**

The Literacy Coordinator attended a number of professional development courses in 2019 to assist with OLNA and NAPLAN preparation and identify whole school literacy strategies that will benefit the majority of students. They participated in OLNA marking at SCSA as a team leader in Term 1 in order to keep improving their ability to assist the students at Duncraig. They designed lessons and collected resources that help address every aspect of the OLNA marking key.

The Literacy Homepage on SEQTA was updated in 2019 with resources that can be used across learning areas including Stepping Out Frameworks, essay and paragraph templates, notetaking frameworks and glossary templates to assist learning areas with these vital literacy teaching practices. More additions to the Literacy homepage are planned for 2020, including templates to improve vocabulary.

Literacy resources were purchased with money from the literacy budget to assist the English staff with their teaching of information texts and recounts. Other resources were purchased to assist with Year 7 and 9 NAPLAN preparations. Novels and text books were also purchased and used in teaching programs based on the coordinator’s recommendations.

**Year 8 Literacy Class**

A Year 8 Literacy class was developed in Term 4, 2019 to work with students who have the potential to improve their reading and writing skills. School data, NAPLAN results and teacher recommendations were used to compile a list of students who would be in a smaller Year 8 class in 2020 that is more conducive to learning. Strategies such as task modifications, scaffolding, modelling and other literacy strategies will be implemented to help support student learning and achievement.
**Reading Plus**

Reading Plus is a computer-based program aimed at improving the reading of participants and to help develop them into proficient readers and independent learners. In 2019 the updated program was used by the Year 7 cohort (and SAER students in other year groups). Students completed tasks on their laptops in their English classes and students also had the opportunity to complete some tasks during Form time.

Students are tested at the start of the year to gauge their reading efficiency, capacity and motivation. This determines the difficulty of the comprehension exercises that they complete. Students also completed activities to improve vocabulary in context and other activities to improve their reading rate. Skills-based writing prompts were also available for students to demonstrate their comprehension of the texts they have read. Progress in NAPLAN reading from Year 7 to Year 9 was higher than like schools in 2019 Year 9 NAPLAN. This result continues to attest to the success of this program.

**Literacy Planet**

The school implemented Literacy Planet as a trial in 2016 with Year 8 and 9 students. We used Literacy Planet with the Year 8 cohort in 2019 due to the marked improvements in Year 9 NAPLAN results in grammar and punctuation. The program is very engaging for students and has learning activities for reading comprehension, writing, spelling, grammar and punctuation. The program introduced new features in 2018 that focus on specific skills for NAPLAN. The content of the program is also linked to the Australian Curriculum and teachers can tailor activities to suit the literacy levels of specific students.

**The Library Resource Centre Lower School Reading Program**

Year 7 students had an intensive induction to the library in Term 1, followed by the introduction of independent reading. The use of Smartboards and ICT was highly effective in engaging the students during the induction program. The library promotes the love of reading through special events such as Book Week in August every year and meaningful displays designed to fit specifically with English programs and current events. The teacher librarian conducted sessions with Year 7 students through their HASS classes to write bibliographies and to learn referencing to meet school requirements.

**Online Literacy & Numeracy Assessment (OLNA)**

The Literacy Coordinator conducted lessons in 2019 with Year 10, 11 and 12 students who were required to complete the OLNA tests. Year 10 and 11 students attended workshops after school and during Flexitime. Year 12 students were tutored individually or in pairs in order to address individual requirements. Lessons focused on brainstorming ideas, planning, reading and writing strategies and providing model answers. Individual student diagnostic information was accessed on a regular basis in order to tailor lessons to individual needs.

Licences for OLNAWA were purchased this year for Year 10, 11 and 12 students. This program has been beneficial for students who can access a number of practice numeracy, reading and writing tests either at school or at home. This program is particularly valuable for providing model answers for writing and hints to assist students to answer questions in all tests.

The Literacy Coordinator visited all Year 9 English classes towards the end of Term 4 to deliver a presentation about the 2020 OLNA tests. Students were informed about the general format of the tests and had the opportunity to confirm which tests they needed to complete.
Whole School Literacy Strategies

The Sustained Silent Reading Program continued successfully in 2019. This program has become an integral part of the school culture since its implementation in 2012.

The Literacy Homepage on SEQTA will be updated on a regular basis in 2019/2020 with resources that can be used across learning areas to assist in engaging students in reading and writing strategies. These include Stepping Out Frameworks, essay and paragraph templates, notetaking frameworks, graphic organisers, effective summarising tips and glossary templates to assist learning areas with these vital literacy teaching practices.
Leadership

In 2019, Duncraig SHS began a new initiative in staff recruitment to ensure we were able to select new staff with outstanding interpersonal skills and the ability to build relationships with students. Student leaders were selected to be part of the recruitment process, participating in discussion panels with potential new recruits for the positions of Associate Principal and Manager of Student Services. Students ranged in age from Year 7 to Year 10 and created their own questions for the applicants, exploring their understanding of leadership, good teaching and the importance of connection and relationships.

Innovative recruitment strategies will continue to be a focus in 2020 to build a strong and connected workforce that understands the importance. Duncraig SHS is committed to innovation and the use of ICT to enhance learning. This is evident with a newly created position for 2020 of ICT & Innovations Coordinator that will work closely with teachers to provide innovation in the classroom that supports and enhances the learning of every student.

In 2019, three teachers attained their Level 3 Classroom Teacher status bringing the total number to achieve this honour, whilst teaching at Duncraig SHS, to 15. In addition, there are 29 Senior Teachers on staff creating an exceptional team of highly accomplished teachers.

Student Leadership Opportunities

The Junior Leadership team was consolidated in 2019 with a Leadership training day for the Year 7 & 8 students. They planned fundraising events, RACER assemblies and outlined the contribution to World Vision, which includes sponsoring a child from Africa.

We had 45 Year 10 Peer Support Leaders. These students applied at the end of Year 9 and were selected by staff to take on the valuable role of mentoring our new Year 7 students. The Peer Support Leaders received a full day of training with activities run by Matt Denholm, our School Chaplain, and external agencies. The Peer Support Leaders were heavily involved in the first three days of school (Transition Days) as well as the Orientation Day with the Year 7 students. The Peer Support Program continues throughout the year with activities being delivered during Form by the Peer Support Leaders. The focus of this program is to provide advice and guidance for our Year 7 students, to help them feel connected to the school and to help make positive decisions as they progress through adolescent life.

In Years 7 to 10, each Form class elect a Form Captain. This provides 56 students with an opportunity to take on a leadership role within the school. These students are elected by their peers and become the voice and representative for their Form for the whole year. They are involved in running reward activities and competitions for not only their Form but the entire cohort. The Form Captains are given responsibility, including collecting and handling money, as well as decision making for their cohort.

In Year 11, students have their first opportunity to be on the Student Council. We employ the Australian Electoral Commission to run our Student Council elections in both Year 11 and 12. Students go through a rigorous application process before staff and students vote for the 12 students to represent not only their year group but the whole school. These students had the responsibility of running the Year 12 Final assembly, assisting with the Presentation
Evening, running the Year 7 Welcome BBQ, and formed a part of student committee for implementing change to the school uniform. The Year 11 Council also ran activities for their cohort including reward activities, end of Rigorous Assessment Period (RAP) BBQ and the River Cruise.

The Year 11 Student Council were also responsible for the decisions based around the design for the Leavers Jacket. They would coordinate feedback from their cohort and come up with a design before meeting with the supplier to discuss their orders. A similar process would take place for the organisation of the School Ball. Students would plan and discuss ideas with their fellow students and meet on a regular basis with the Year Coordinator and the Student Services Manager.

In 2019 we had four House Captains and eight Sports Captains. These students take on the roles of representing their House at various activities throughout the year. The Sports Captains were involved in both the Athletics and Swimming carnivals, addressing the students at assemblies leading up to the events. The House Captains were not utilised as much as we would have liked, only playing a minor role in whole school activities. This included the ALIVE Festival and the school sports carnival. We have planned changes for this role in 2020, including increasing the number to eight.

Our Year 12 Student Council had a large responsibility within the school. They ran the major assemblies throughout the year, including the ANZAC Assembly, Achievement Assemblies and the Year 12 Final Assembly. Within this group we had our Head Boy and Head Girl. They met fortnightly with the Principal to discuss how the students are progressing and provide ideas to the Principal. These students were the face and voice of student leadership in the public arena. This included making a public address at the Year 7 Welcome BBQ, Presentation Evening, Year 12 Final Assembly and the School Ball. The role is a very prestigious one which follows a rigorous application progress followed by an interview in front of a panel including the Principal, Associate Principal, Student Services Manager and Year Coordinator. This process has proven to be effective and will continue next year.

In all student leadership roles, there needs to be a clear understanding what each group is responsible for. This was not the case in 2019 for some of the roles. Whilst we understand some roles are fluid in the activities and responsibilities, there needs to be set activities and roles, so the students know what they are required to do when applying for the role. This will be established for the 2020 year.
Learning Area **Highlights**

**THE ARTS**

*Chevron Focus Environment Competition*
First prize

*St George’s College Photography Competition*
First prize

*City of Joondalup Community Art Exhibition*
Winner of the Student Photography Prize

*ECU Young Originals Art Exhibition*
2 exhibitors

*Shaun Tan Award*
Submission

*Black Swan Award*
Submission
**MUSIC**

WA Guitar Ensemble Festival
Silver Guitars Awarded “Merit”

WA Guitar Ensemble Festival
Golden Guitars Awarded ‘Excellent’

WA Jazz Ensemble Festival
Jazz Band Awarded ‘Excellent’

WA Junior Concert Band & Orchestra Festival
Junior Band Awarded ‘Excellent’

WA Senior Concert Band & Orchestra Festival
Senior Band Awarded ‘Excellent’

**TECHNOLOGIES**

GROK Learning Coding Competition
ASX Share Market Competition
ESSI Money Market Competition
Bebras Computational Thinking Competition

**ENGLISH**

*International Competitions and Assessments for Schools (ICAS – English)*
2 High Distinction, 18 Distinctions, 71 Credits, 32 Merit certificates and 123 Participation Certificates

*Tim Winton Competition*
First place Winner

**HUMANITIES & SOCIAL SCIENCES**

*Humanities Championships 2019*
8th place in Australia
12th place globally
2nd for Geography out of 225 schools in their age group
10th overall in Geography out of 888 schools.
21st overall in History out of 867

*Australian History Competition 2019*
9 high distinctions and 13 distinctions

*Australian Geography Competition 2019*
22 high distinctions, 27 distinctions and 31 credits
1 students achieving in the top 1%
7 students achieving in the top 2%

*UNAAWA Global Goal Challenge*
Two groups chosen as finalists
LANGUAGES

Alliance Française Examinations
3 finalists
8 Felicitations
3 Très Bien
5 Bien
9 Assez Bien
12 Participations awards.

MATHEMATICS

Maths Talent Quest (MAWA State-wide competition)
2 distinctions
8 credits.

NUMERO Competition
Year 9 team 3rd in the State

Maths In Motion (World Championship)
2 Participants

Have Sum Fun
3rd in State (Years 7 & 8)

ICAS Maths Competition
26 distinctions

Australian Maths Competition
3 high distinctions and 33 distinctions

Thailand International Mathematical Olympiad
1 participated
PHYSICAL EDUCATION

Inter School Swimming Carnival 2019
Top of the leader board for 2019. Moved up to A division for 2020.

<table>
<thead>
<tr>
<th>Division B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duncraig</td>
<td>940</td>
</tr>
<tr>
<td>Mount Lawley</td>
<td>933</td>
</tr>
<tr>
<td>Melville</td>
<td>878</td>
</tr>
<tr>
<td>Ocean Reef</td>
<td>583</td>
</tr>
<tr>
<td>Como</td>
<td>495</td>
</tr>
<tr>
<td>Kalamunda</td>
<td>470</td>
</tr>
<tr>
<td>Comet Bay</td>
<td>370</td>
</tr>
<tr>
<td>Darling Range</td>
<td>320</td>
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</table>

Interschool Athletics Carnival

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Carine</td>
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</tr>
<tr>
<td>Churchlands</td>
<td>1570</td>
</tr>
<tr>
<td>Rossmoyne</td>
<td>1475</td>
</tr>
<tr>
<td>Kelmscott</td>
<td>1260</td>
</tr>
<tr>
<td>Shenton</td>
<td>1197</td>
</tr>
<tr>
<td>John Curtin</td>
<td>1111</td>
</tr>
<tr>
<td>Melville</td>
<td>1103</td>
</tr>
<tr>
<td>Duncraig</td>
<td>988</td>
</tr>
<tr>
<td>Willetton</td>
<td>943</td>
</tr>
</tbody>
</table>

Interhouse Champions

<table>
<thead>
<tr>
<th>Year</th>
<th>Swimming</th>
<th>Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>7</td>
<td>Daniel Kelly</td>
<td>Sarah Beiers</td>
</tr>
<tr>
<td>8</td>
<td>Toby Maxwell</td>
<td>Bianca Macfarlane</td>
</tr>
<tr>
<td>9</td>
<td>Luke May</td>
<td>Ayeesh Khan</td>
</tr>
<tr>
<td>10</td>
<td>Ben Snook</td>
<td>Samantha Macfarlane</td>
</tr>
<tr>
<td>11</td>
<td>Yuta Murray</td>
<td>Tayla Danby</td>
</tr>
<tr>
<td>12</td>
<td>Daniel Snook</td>
<td>Michaela Maynard</td>
</tr>
</tbody>
</table>
Inter School Sport Teams

**Netball** the Year 7/8 (Junior) and 9/10 (intermediate) teams were successful in progressing through to the Fremantle rounds.

**Soccer** Year 7/8 (Junior) 9/10 (Intermediate) and 11/12 (Senior) teams were all successful in progressing through the round robin / group stage into the knockout format. The intermediate team was able to make it all the way to the quarter final.
**SCIENCE**

*RACI National Chemistry Quiz*
- 2 High Distinction Excellence
- 18 High Distinctions
- 44 Distinctions
- 47 Credits

*Rio Tinto Big Science Competition*
- 25 High Distinctions
- 40 Distinctions
- 99 Credits

*Petroleum Club*
Winners of the Vertech prize.

*RACI Titration Stakes Competition*
Finished in the top thirty of over 90 teams from various schools.

*Year 8 Solar Car challenge*
Grand final participants
**Vocational Education & Training**

*External Certificate IV*
2 students received an external Certificate IV, one in Education Support and the other in Business.

*World Skill Regional VETiS Wall and Floor Tiling Demonstration competition*
Gold Medal winner

*SCSA VET awards*
3 nominations

*Get onto Recourses*
Attended by 200 students
1 student won a Trip to De Grussa Mine Site

*MPS*
1 student achieved a Certificate II in Plumbing CTF Scholarship

*Try A Trade*
Building and Construction – 16 Year 9 students attended a 3-day session
Electrical - 16 Year 9 students attended a 3-day session
Electrical - 16 Year 10 students attended a 3-day session
Plumbing - 16 Year 10 students attended a 3-day session

*Construction Futures* – attended by 45 Year 10 students
Indigenous Report

The Indigenous students and families at Duncraig are supported by the Student Service Managers working collaboratively with the school Chaplain and the Indigenous Student Support Teacher. Each student’s academic performance and attendance is tracked, and pastoral care and personal support provided where required. A highlight for our Indigenous students was completing a Certificate II Community Services and commencing school based traineeships.

Student Participation

- One Year 10 student participated in and completed a Certificate I in Leadership facilitated by SMYL Community Services.
- NAIDOC Week was recognised with a full school triptych painting facilitated by an Indigenous parent and presented to the school.
- Harmony Day recognised through various activities in classes.
- Lower school Indigenous students participated in a cultural cooking programme delivered by Bindi Bindi Dreaming.
- One student has engaged with the Follow the Dream Programme.
- Lower school students participated in regular meetings to design and produce a mosaic mural to convey to the wider community how important our multicultural school community is.
- Lower school students participated in regular meetings with teachers from the Arts Learning Area and an Indigenous parent to learn about the Noongar Six Seasons. They will design signage to be used in the Six Season Walkway Project.
- Students attended a cultural cooking incursion with Bindi-Bindi Dreaming.
- Senior students are participating in Aboriginal School Based Traineeships in the areas of Business, Automotive Tyre Vehicle Servicing and Retail.
- Two senior students completed Certificate I in Leadership.
- Senior students are currently completing Certificate II in Tourism and Community Services across Years 11 & 12.
- One student completed a Certificate II in Community Services.
- Senior students have completed over 700 hours of work placement to date.
- Diversity in school student leadership roles including Form Captain and Peer Support team.
- A senior school student leadership role received an award for her Leadership in the Cadet's programme.

Implemented Strategies

- Continued weekly monitoring by Student Services (School Chaplain) to track academic, behaviour and attendance statistics.
- Mentoring and goal sessions run by Student Services for students with identified attendance or academic concerns.
- Creation and implementation of plans where needed for Indigenous students.
- Modified curriculum in MESH and PLATE subjects for Indigenous students with weak literacy and numeracy skills.
- Breakfast and Lunch club continued to run to provide access to breakfast, recess and lunch for Indigenous students in need.
- Health monitoring undertaken by the school nurse for several Indigenous students.
- Provision of uniforms on a regular basis and school supplies each term for several Indigenous students across the year.
- Pastoral care has been provided by Student Services Managers and school chaplain.
### Student Numbers and Attendance

<table>
<thead>
<tr>
<th>Year Group (2019)</th>
<th>Whole Cohort (number of students)</th>
<th>Indigenous students (number of students)</th>
<th>% of Indigenous students in cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>313</td>
<td>6</td>
<td>1.91%</td>
</tr>
<tr>
<td>8</td>
<td>275</td>
<td>1</td>
<td>0.36%</td>
</tr>
<tr>
<td>9</td>
<td>303</td>
<td>3</td>
<td>0.99%</td>
</tr>
<tr>
<td>10</td>
<td>235</td>
<td>1</td>
<td>0.36%</td>
</tr>
<tr>
<td>11</td>
<td>201</td>
<td>3</td>
<td>1.49%</td>
</tr>
<tr>
<td>12</td>
<td>192</td>
<td>1</td>
<td>0.52%</td>
</tr>
</tbody>
</table>

**Percentage of Indigenous students in each cohort at Duncraig SHS 2018 (Yrs. 7-12)**

Figure 1.1 shows a larger percentage of Indigenous students in the Year 7 2019 cohort (1.91%) and the Year 11 cohort (21.49%). Indigenous attendance in each year group was lower than the non-Indigenous students, with Year Nine & Twelve cohorts above 80% average, and all other cohorts below 80%.
Duncraig Senior High School is a financially well-resourced school allowing for programs and projects to be completed throughout the year. The school expended 99% of available funds ($17 375 177) including 81% ($14 188 883) on salaries, 5% ($899 619) on the facility maintenance and upgrades and 6% ($998 274) on curriculum and student services. A further 2% was transferred to reserves to secure our future capacity to replace expensive plant and equipment and information technology items. Fixed costs such as utilities, maintenance and facilities expenses totalled $541 443 or 3% of total available budget.

The school currently maintains reserves of $956 744 to allow for future capital works projects, information technology and plant and equipment replacement. Total of all bank accounts as at 31 December 2019 is $1 306 176.

### Revenue - Cash & Salary Allocation

<table>
<thead>
<tr>
<th></th>
<th>Budget $</th>
<th>Actual $</th>
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<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>226,493</td>
<td>210,842</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>627,827</td>
<td>727,665</td>
</tr>
<tr>
<td>Fees from Facilities Hire</td>
<td>20,000</td>
<td>15,377</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>162,681</td>
<td>178,222</td>
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<tr>
<td>Commonwealth Govt Revenues</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other State Govt/Local Govt Revenues</td>
<td>57,190</td>
<td>57,190</td>
</tr>
<tr>
<td>Revenue from CO, Regional Office and Other Schools</td>
<td>0</td>
<td>2,053</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>102,871</td>
<td>104,400</td>
</tr>
<tr>
<td>Transfer from Reserve or DGR</td>
<td>550,178</td>
<td>550,178</td>
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<tr>
<td><strong>Total Locally Raised Funds</strong></td>
<td>1,747,241</td>
<td>1,845,928</td>
</tr>
<tr>
<td>Opening Balance</td>
<td>95,384</td>
<td>95,384</td>
</tr>
<tr>
<td><strong>Student Centred Funding</strong></td>
<td>1,445,555</td>
<td>1,446,561</td>
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<tr>
<td><strong>Total Cash Funds Available</strong></td>
<td>3,288,180</td>
<td>3,387,872</td>
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<tr>
<td>Total Salary Allocation</td>
<td>14,479,434</td>
<td>14,479,434</td>
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<tr>
<td><strong>Total Funds Available</strong></td>
<td>17,767,614</td>
<td>17,867,306</td>
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</tbody>
</table>

### Expenditure - Cash and Salary

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<thead>
<tr>
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<th>Budget $</th>
<th>Actual $</th>
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<tr>
<td>Administration</td>
<td>116,540</td>
<td>126,702</td>
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<td>Lease Payments</td>
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<tr>
<td>Utilities, Facilities and Maintenance</td>
<td>489,614</td>
<td>541,443</td>
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<tr>
<td>Buildings, Property and Equipment</td>
<td>920,872</td>
<td>899,619</td>
</tr>
<tr>
<td>Curriculum and Student Services</td>
<td>1,195,763</td>
<td>998,274</td>
</tr>
<tr>
<td>Professional Development</td>
<td>53,983</td>
<td>44,254</td>
</tr>
<tr>
<td>Transfer to Reserve</td>
<td>365,900</td>
<td>365,900</td>
</tr>
<tr>
<td>Other Expenditure</td>
<td>112,350</td>
<td>106,562</td>
</tr>
<tr>
<td>Payment to CO, Regional Office and Other Schools</td>
<td>1,273</td>
<td>1,292</td>
</tr>
<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>3,256,294</td>
<td>3,084,047</td>
</tr>
<tr>
<td><strong>Total Forecast Salary Expenditure</strong></td>
<td>14,118,883</td>
<td>14,118,883</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>17,375,177</td>
<td>17,202,930</td>
</tr>
<tr>
<td><strong>Cash Budget Variance</strong></td>
<td>31,886</td>
<td></td>
</tr>
</tbody>
</table>