



Duncraig
Senior High School



Annual Report 2021

Acknowledgement to Country



We acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated.

We acknowledge and understand that Elders, parents, families and communities are the first educators of their children and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom.

Aboriginal people have a long tradition of teaching and learning through sharing their connections with Country, community, language and culture, and through their oral histories, stories and lived experiences that are passed from generation to generation.

We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom. This report uses the term 'Aboriginal' to respectfully and inclusively refer to Aboriginal and Torres Strait Islander people.

Principal's Report - Peter Lillywhite

It is my pleasure to present the 2021 Dun Craig Senior High School Annual Report.

Apart from the school closure at the beginning of the year, 2021 was largely uninterrupted. Many of the events that were cancelled in 2020 were able to proceed in 2021 providing our students with lots of enrichment and opportunity.

We were also able to focus on High Quality Teaching and Learning with the introduction of a new Teaching and Learning Team that has begun the work of developing a Teaching and Learning Model used throughout the school. The team has also begun developing our own professional learning framework to support the development of staff. This work will continue into the future to further enhance good teaching across the school.



I am proud of the great achievements of our Year 12 class of 2021, both in ATAR and Vocational studies. Dun Craig has ranked 7th amongst public schools for WACE. Although our ATAR performance was not as high as the amazing results in 2020, we still had 55% of our ATAR students score above 80 and therefore eligible for direct entry into every university. We also achieved one VET Certificate of Merit, 8 Certificates of Distinction, 25 Certificates of Merit and 3 students joining the 99+ club.

We continue to be a school of choice in our community. This is evident with a growing student population from 1300 in 2016, to 1702 in 2021. This trend is set to continue with 1821 students enrolled for 2022. 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.

During this year Dun Craig SHS was able to secure a \$32M commitment from the State Government for a much needed building project. We have been working closely with the architects to design a state of the art Science and English blocks as well as repurposing several of the old blocks to accommodate our larger student population. This is very exciting and we look forward to its completion in 2024

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. A huge thanks to Mrs Hannah Von Ahlefeld, our Board Chair for the tireless work she has done to help secure this Building Project. Hannah has also shown great passion and enthusiasm in supporting the Climate Crew and many other programs in the school.

School Board Report – Hannah Von Ahlefeld

It has been such an honour to take on this role in 2021 from David Ford – and to spend the year getting to know and learning from our inspirational staff, students and fellow Board members. I'd like to thank everyone, especially Peter Lillywhite, for warmly welcoming me to the school.

Community is so important, especially in tough times. With COVID-19 casting its long shadow over us throughout 2021, our school community continued to demonstrate extraordinary resilience. I would like to applaud Pete, his Executive Team and all staff for their professionalism and commitment to keeping our kids safe. We will all get through this!



In 2021, I enjoyed discovering the rich opportunities provided by our school for all its students – and the deep commitment of our staff to finding the best fit for each and every child. For our future global citizens, nothing could be more important. Our Year 12 students just keep shining, especially in WACE where our school ranked 7th among public schools in WA, with solid performances in ATAR and VET certification. I would like to express my gratitude to our staff, who do their utmost to support students in their chosen pathway.

I have appreciated every opportunity to be present and active in our school in the past year – and to support strategic, collaborative and consensus-driven ways of working. My journey started with a successful meeting on transition support involving all of our partner primary schools, followed by a series of workshops with other Board members, staff and students to develop a new School Business Plan. With confirmation of the long-awaited commitment to Phase 1 of the School Building Project early in 2021, the Board was thrilled to work with staff, students and the P&C to develop the design vision for our school in collaboration with the architects and Department of Education. The Board has also lent its full support to the exemplary work of the Reconciliation Action Plan Committee and Act, Belong, Commit. As someone who is highly committed to developing student voice, especially around global citizenship, climate change and the UN Sustainable Development Goals, I have treasured my time working with our student leadership teams and passionate Climate Crew as they bring awareness and action to one of the most urgent global issues of our time.

I would like to thank the 2021 Board members for their contributions throughout the year: Peter Lillywhite (Principal), Justine Avenell (Manager Corporate Services), Louis Cheeseman (Staff), Sasha Brennan (Staff), Barbara Kamarudin (Staff), Hon. Mayor Albert Jacob (Community), Dr Helen Egeberg (Community), Kristian Ravn (Parent), Vilko Poznovia (Parent), Martin Flaig (Parent), Rebecca Newton (Parent) and Paul Stone (Parent). I'm looking forward to developing the School Board's working groups on Community Engagement and Alumni, and Opportunities for Students in 2022.

School Context

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.

Branding Strategy 2021

During 2020, we reviewed our marketing and brand strategy and looked to the future position of the school on the academic and achievement stage in Western Australia.

It was agreed to modernise the school logo (see below) with the formal introduction in 2021 on some school publications, letterhead and email footer.

During the year, we have updated the logo in our online platforms such as SEQTA portals, social media and our website.

As we created continuity in our publications for external and internal use, our style guide included coversheets for staff use and to ensure our branding is adhered to. We again contracted a professional photographer to capture images of our students and school for use in these publications and online.

We have also commenced updating some of the signage around the school including the Administration building.

To date, we have received positive feedback on our branding from our staff and community along with commentary from the Department of Education Media Unit commending our use of brand and visibility on social media platforms being one of the best they have seen.

Plans for 2022 include continuation of rolling out the brand as we replace school signage, website and new stock of school uniforms.



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.

RACER
School Values:
Teaching and Learning within the school is based up the five (5) principles.

Resilience

We build capacity in our students to overcome challenging situations in life. Resilient people develop mental strength and confidence to tackle problems head on and learn from previous experiences

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.

Student Performance



81

Median ATAR

3 Students

99 +

ATAR

- Dev Lohar
- Samantha MacFarlane
- Fredrick Williams

96%

Achievement Rate in VET



1 VET Certificate of Merit

- Tegan Scott



97.9%

Students Achieved WACE



8 Certificates of Distinctions

- Richard Chin
- Freya Larchet
- Holly Lindsay
- Dev Lohar
- Samantha MacFarlane
- Owen Stewart
- Yasmyn Ware
- Fredrick Williams



- Ella Chater
- Richard Chin
- Devmini Fernando
- Sean Ferris
- Matei Hepcal
- Kirra Hosking
- Freya Larchet
- Aminath Latheef
- Holly Lindsay
- Dev Lohar
- Samantha MacFarlane
- Andrea Mitic
- Vladimir Papis-Mikhalev

20 Students

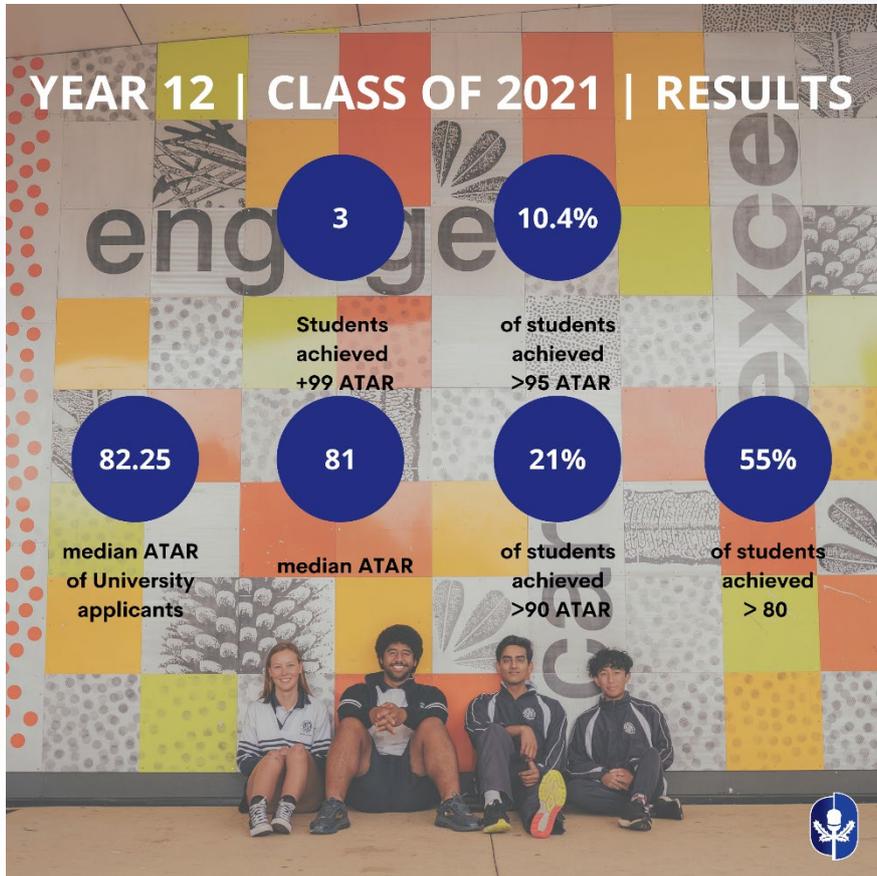
90 +

ATAR

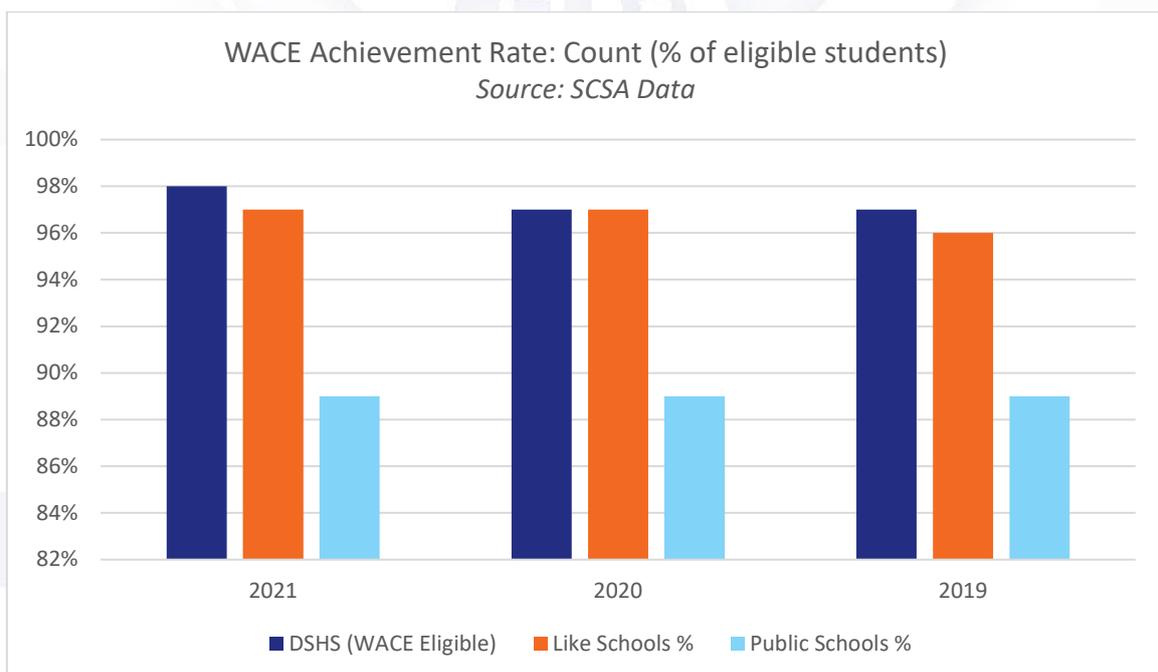
- Delphine Roose
- Sarah Rushton
- Owen Stewart
- Cameron Storey
- Sarah Walter
- Yasmyn Ware
- Freddy Williams

Student Achievement

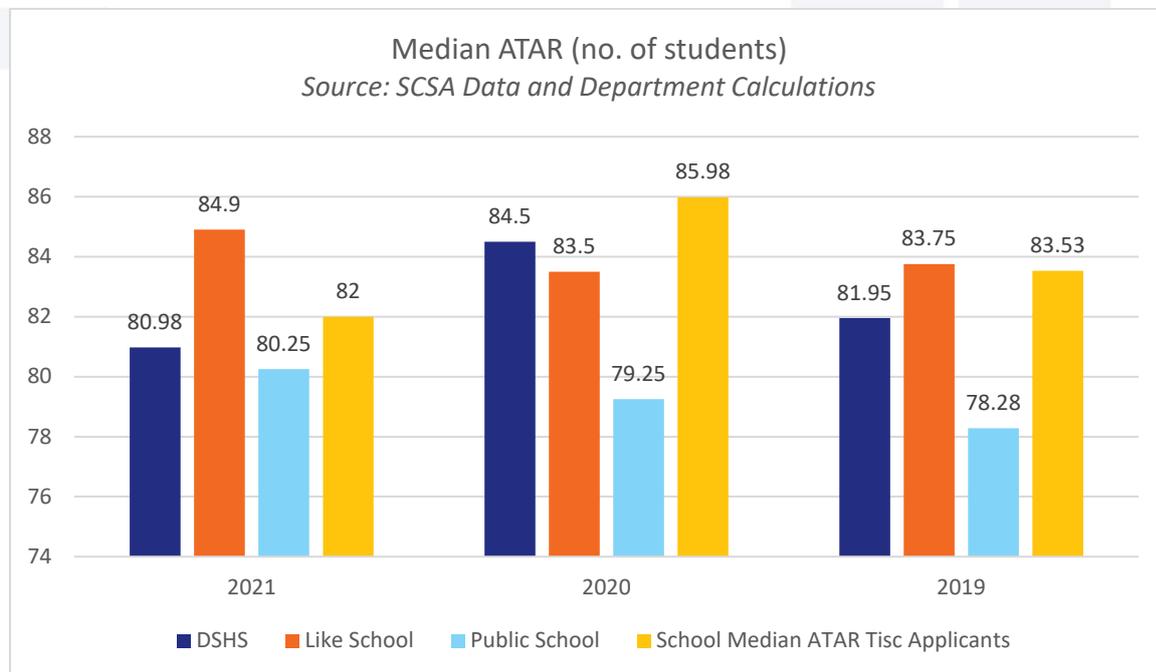
WACE Performance in 2021



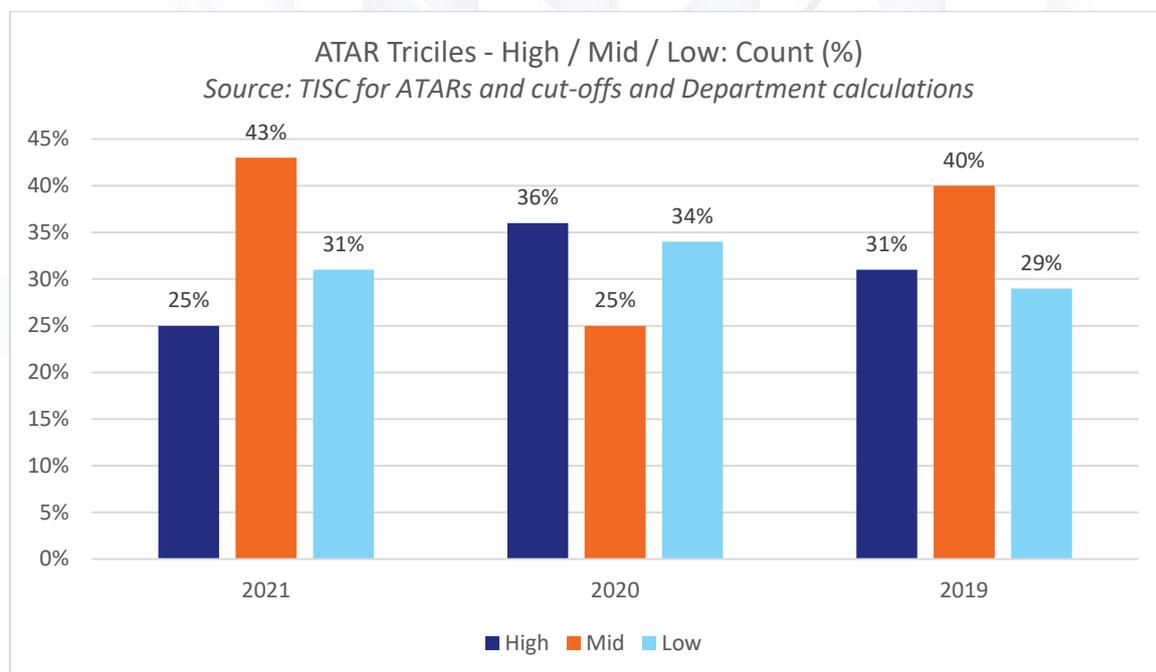
WACE ACHIEVEMENT RATE COMPARISON BETWEEN SCHOOL, LIKE SCHOOLS AND THE STATE



MEDIAN ATAR COMPARISON BETWEEN SCHOOL, LIKE SCHOOLS AND THE STATE



PERCENTAGE OF STUDENTS IN THE TOP, MIDDLE AND BOTTOM THIRDS IN THE STATE



Subjects identified by SCSA as having high performing ATAR students:

- Accounting & Finance
- Computer Science
- Maths Specialist

Vocational Education & Training (VET)

There are many career pathways available to students through our Dun Craig Senior High School VET program. These qualifications add value to a students' education, allowing them to pursue programs that may lead to further studies at Universities, TAFE or private training providers, Traineeships and Apprenticeships or fulltime work opportunities. Approximately 50% of our students choose a non ATAR pathway. These students may then opt to select VET programs as part



of their school timetable having the courses delivered on site at the school or access via approved external courses. Dun Craig SHS has developed strong community partnerships with the following Registered Training Organisations (RTO's) to deliver these courses in the school – IVET, Australian Institute of Education and Training (AIET), The Automotive Institute of Training (AIT), North Metropolitan TAFE and The College of Sound and Music (COSAMP).



Dun Craig SHS delivers Certificate II in Community Services, Sport and Recreation, Music, Tourism, Automotive, Media and Certificate II and III in Business. Many of these programs have a 100% completion rate which indicates the high success rates for student outcomes.

Students selecting the external VET programs have a wide range of qualifications available to choose from, many of these are fully funded by the government or students may opt for a fee for service arrangement. In 2021, 86 students attended TAFE or private training institutions one day per week.

Pre-apprenticeships are paired with Workplace Learning so that students can consolidate their training in the workplace, allowing them to gain experience and network within their chosen industry. This is a very successful career pathway for many of our students who have the opportunity to gain an apprenticeship through their work placement contacts. Many students choose a qualification in an area of interest to provide a basis for ongoing study. The more popular choices for Dun Craig SHS students include:

Certificate IV

- Preparation for Health and Nursing Studies
- Education Support
- Business

Certificate III

- Population Health
- Aviation (Drones)
- Education Support
- Business Admin (Medical)
- Fitness
- Events
- IT and Technical Engineering
- Sport and Recreation
- Retail
- Make up

Certificate II

- Hospitality
- Robotics Control Systems
- Automotive
- Electronics
- Data and Voice Communication
- Applied Fashion Design
- Surveying
- Aquaculture
- Retail Makeup
- Beauty Services
- Building and Construction
- Furniture Making
- Plumbing
- Painting and Decorating
- Electro technology
- Automotive
- Metals and Engineering
- Salon Assistant (hairdressing)
- Business Admin – Medical

We have developed strong partnerships with North and South Metro TAFE, Skillhire, MPA Skills, MTAWA, ITWS, The College of Electrical Training, Fremantle Group Training and FEC to ensure Duncraig students have access to the best opportunities for success in their chosen VET qualification.

Students also have the opportunity to complete a School Based Traineeship (SBT), which involves on the job experience at paid employment one day per week while they complete a qualification at a Certificate II or III level. Employers such as Boost Juice, Coffee Club, McDonalds and City Beach are some of the popular choices. Most of these programs run for at least 18 months and require students to apply to the position and complete an interview as part of the selection process. Qualifications in this area include Retail, Hospitality, Business and Government.

Workplace Learning is an important VET subject which is offered to Year 11 and 12 students. Many students practice the skills they have learnt while studying VET qualifications while other students explore a variety of work placements which help them establish their career pathways. Students who use their work placement effectively, can gain opportunities such as apprenticeships, part-time and full-time work. Duncraig has established excellent partnerships with local employers who host our students in a variety of industry placements. We also have a strong working relationship with Western Workplace Learning who are employed to place most of the students ensuring all duty of care process documentation is completed.



Year 9 and 10 students have many opportunities to Try a-Trade during the year including courses run by MP Skills for Plumbing and Painting and Decorating; North Metropolitan TAFE for a selection of Building and Construction Trades; Electrical and Refrigeration at the College of Electrical Training and Civil Construction. These hands-on programs give students an insight into what these trades would be like – allowing many students to make informed decisions about future subject/career choices.





Other VET opportunities include the ‘Get into Resources’ Year 10 event held at North Metro TAFE which is run in conjunction with UWA and Murdoch Universities. This is a full day program where students are exposed to 10 different career pathways based in the resource sector – but not exclusive to it. Both ATAR and VET students experience valuable activities designed to stimulate and

educate students to possible career options.

We have also established a partnership with the Chamber of Minerals and Energy who run the Inspiring Girls’ initiative. Five of our Year 11 and five Year 10 girls are sponsored by nominated mining company each year to attend a half day activity/expo where they meet and work with highly successful and motivated women in engineering related careers.



North Metropolitan TAFE developed a “Girls in STEM” event to inspire girls in Years 9 and 10 to explore a future career in a STEM related industry. Throughout the day, students heard inspiring stories from women working in STEM while participating in hands-on activities from a range of career pathways including robotics, cyber security, 2D/3D animation, dental technology, laboratory operations, horticulture, surveying, and renewable energy.

The Careers Expo runs each year prior to the Year 10 Parent Night. This is extremely popular with parents and students as they have the opportunity to speak one on one with representatives from all Universities, Training Institutions such as North Metro TAFE, and Private Training providers and Industry representatives.



VET lunches are held throughout the year for Year 12 students with guest speakers invited to inform students about their options after school. Past speakers have included Nicole Hughes from MEGT, Mason Burton, past Student and Jared Stone, Apprentice of the Year award winner.



Total Investment - \$623 260

Specialist Programs

Gifted and Talented Secondary Selective Entrance Program

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.

G&T students were fortunate enough to participate in a range of events and competitions in 2021, some of which were modified, due to COVID-19, and the year saw the implementation of a range of initiatives that were developed in 2020, to further extend student enrichment and performance for this group.

Year 12 Performance

A major indicator of the success of the G&T Program is the exit results of our Year 12 students. The following provides some highlights of their performance in 2021:

- 20 students received an ATAR of above 90 (19 students of these students were Breakfast Club students).
- The following five Breakfast Club students attained an ATAR of greater than or equal to 95
 - Samantha Macfarlane (99.7)
 - Frederick Williams (99.65)
 - Dev Lohar (99.45)
 - Sear Ferris (97.25)
 - Matei Hepcal (96.6)
- The following eight Breakfast Club students received a Certificate of Distinction
 - Richard Chin
 - Freya Larchet
 - Holly Lindsay
 - Dev Lohar
 - Samantha Macfarlane
 - Owen Stewart
 - Yasmin Ware
 - Fredrick Williams
- The median ATAR for Breakfast Club students was 87.2

Initiatives

Duncraig SHS prides itself on the opportunities that are offered to our G&T students to showcase their talent in a variety of situations and to a range of audiences. These activities demonstrate the ability of students to apply theories, concepts and thinking skills in pressured environments. Due to COVID-19, unfortunately there were limited scope for our students to participate in the usual range of competitions, incursions and excursions in 2020, but the planning that took place for a range of initiatives were implemented in 2021.

The Study Skills Program, run by Academic Task Force, that was trialed in 2020, was rolled out to all Year 7 and 8 G&T and School Based Academic Extension (SBAE) students in March of 2021. These Study Skills sessions ran over three weeks, with students completing two sessions in each week. The skills and strategies that were introduced to students were further supported by their classroom teachers, who made use of these strategies in their programs, to reinforce these concepts.



The Year 9 G&T and SBAE students participated in two, one hour sessions, run by Academic Task Force, focusing on effective study strategies in the lead up to the semester one exams, a new initiative in 2021. The plan is to develop this program for the Year 9 group for 2022, in both semester one and two.

The Breakfast Club is inclusive of all year 11 and 12 G&T students and is an important strategy to further support our academic students in Senior School. Students meet for breakfast twice per term to provide opportunities to hear from various guest speakers covering topics such as university courses, personal pathways in careers, motivation and guidance on study and learning techniques. These meetings also remind the students that as members of the Breakfast Club they are eligible for extra subsidies for a variety of training and educational opportunities. A [podcast](#) is produced for the Breakfast Club website so that students can return to the information.



Master Classes run by Academic Task Force, were offered to Year 11 students in both semester one and two for selected courses. Master Classes are conducted to enable students to gain a sophisticated mastery of a subject that they are already demonstrating proficiency in.

Year 10 G&T students were offered semester one and semester two exam preparation courses. These consisted of a generic Exam Technique Seminar, followed by subsequent subject specific revision seminars for all Maths, English, Science and Humanities and Social Sciences courses. These exam preparation courses included trial exam papers for students to complete as part of their revision. The exam papers were also made available to teachers and SBAE students. The semester two exam preparation courses ran for 90 minutes, in order to give students more time working through trial

exam papers. All Year 10 G&T students and SBAE students now have access, through SEQTA, to a series of trial exam papers in each subject, for semester two 2020, as well as for both semester one and semester two 2021. This initiative will continue in 2022, and the trial exam archive will continue to grow creating an invaluable resource for these students.

Lunch Club was introduced in semester two for G&T and SBAE students, who had to complete an Expression of Interest to attend. Current Year 11 G&T students spoke to the group regarding effective study strategies, selecting Senior School courses and tips for transitioning to Year 11. A [podcast](#) was prepared of the event and sent out for all students to access.



Gifted Education, Research, Resource and Information Centre (GERRIC) training for all G&T teachers was sourced through a partnership with Bob Hawke College. GERRIC is based at the University of NSW, and is devoted to Gifted Education research, professional development of educators, programs for gifted students, and is only one of about 10 centres worldwide. They have produced a series of modules for teachers of gifted students, giving them an understanding of the nature of gifted students, and how to create differentiated programs etc.

All 16 teachers of G&T classes completed a two-day course in March 2021, which included all aspects of the entry-level Gifted and Talented Professional Learning Modules developed by GERRIC, with a focus on practical planning. The two-day course covered:

DAY ONE:

- What do we mean by G&T and what are the characteristics of these students?
- How G&T students are selected and the impact of this on G&T classes and teaching strategies.
- Underachievement (including twice-exceptional) and strategies to identify and manage this.

DAY TWO

- Designing challenging learning experiences for G&T students, including questioning, differentiation, higher order thinking, and assessment (pre, formative and off-level.)
- Designing program options for gifted and talented students, including grouping, acceleration options, and compacting, mentoring and alternative options.

This professional learning was conducted in conjunction with teachers from Bob Hawke College. In 2022 this course will be offered to teachers who aspire to teach within the G&T program in the future, to give a fundamental understanding of the needs of students in the Gifted classroom.

In 2022 all G&T teachers will be involved in professional learning exploring Duncraig SHS's Teaching and Learning Framework, within the context of the G&T classroom.

Other Events

As well as outstanding achievement in competitions, and the development of key initiatives which were implemented in 2020, G&T students were afforded opportunities to participate in other events to support, extend and challenge students beyond the walls of the classroom, to provide depth and breadth to their differentiated curriculum:

Year 10 Graduation Afternoon to acknowledge student performance and participation in a Special Program.

- Partnership with SciTech who delivered workshops/presentations for G&T and SBAE students. Due to COVID-19 some presentations were delivered through video-link in the classroom.
- Students participated in the Western Australian Debating League Competition, with two teams participating in the Finals Series and received a WA Debating League pennant.
- Students participated in OptiMinds and a Year 8 team advanced to the state final of the event and were awarded Tournament Honours.
- Incursions and excursions in all learning areas are funded through the G&T program, to enrich understandings.

Appendix

The video below was produced during 2020 and is still relevant in the promotion of the G&T program at Duncraig Senior High School.

[Gifted & Talented Video \(Short Version\)](#)



Total Investment - \$525 083

Triathlon

Duncraig Senior High School attracts outstanding athletes through the Triathlon program. Our teaching staff have personal experience in competing with success in Triathlon at national and international level and bring a wealth of understanding and skill in relation to the sport to Duncraig SHS. All staff still actively compete at local level and continue to successfully place in their age categories. Staff have also achieved coaching success and have worked at the highest level in Australia, being selected as part of the Australian Elite Triathlon Team.

The Duncraig Triathlon Academy (DTA) is aimed at young people who currently, or have in the past, competed in triathlons or the events within Triathlon.

- Young athletes who currently compete in swimming, cycling or running but may not have thought of competing as a triathlete.
- Other interested individuals who are keen to develop their performance in triathlon.



Duncraig Triathlon Academy won the 2021 School Sports WA (SSWA) Schools Champion Individual School for the 17th consecutive year and also repeated its win in the Champion Teams School in the Schools Teams Event, five years in a row. Duncraig students also helped marshal at the Primary Schools event.

Eight students qualified to represent WA at the School Sport Australian Triathlon Championships that were to be held in Hervey Bay, Queensland.

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. COVID-19 made for some interesting challenges to the Triathlon program. COVID-19 restricted the movement of the classes and as such the program adapted. In 2021 we introduced some virtual group rides, so students could simulate outdoor rides all over the world from the safety of our school gym. COVID-19 meant that events like Cross Country

Our specialist coaching in the sport of Triathlon is provided at the School with a focus on skill development and 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.



were again not able to go ahead. We adapted and moved into a digital world. Inside this new world Duncraig was able to win Champion School at the School Sport WA Virtual Cross-Country Championships.

We also redeveloped and strengthened our relationship with ECU working alongside their Bachelor of Sport Science, Strength and Conditioning students and incorporated gym sessions for all students once per week. These changes were made as we lost the opportunity to continue racing throughout the year. Taking the program back to a base phase allowed the students to develop core fundamental movement skills and helped develop all round general body strength, making our athletes strong holistic athletes.

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 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.

Some of our student pathways post Triathlon program have been very successful:

- Two students competing in National Competitions
- One student competing in State Competitions
- Offers of Scholarship for Running – US Colleges x 3
- Offers of Soccer Scholarship – US College



Total Investment - \$278 445

Other Programs

Science, Technology, Engineering, Arts, Mathematics (STEAM)

STEAM at Duncraig stands for Science, Technology, Engineering, Arts and Mathematics. It isn't just a grouping of different subjects, it is a campaign to develop the deep scientific, mathematics and problem-solving skills that our students are going to need to be competitive in the workforce.

By introducing this way of thinking from Year 7, we are laying the foundation for our future leaders. The students we are teaching today are going to be joining a very different workforce. The inclusion of STEAM based learning processes in our student's education is a fantastic place to start.

Preparing our students for the technology-focused world is one of the integral aspects of our jobs as educators. Integrating STEAM based skills through our curriculum can show students the importance of inquiry and research, while also providing experience with creating and using their STEAM skills in all aspects of their education. When our students eventually enter the job force, many of them will have been inspired to pursue a career in a STEAM field.

What does this look like in our classrooms?

- Students working together to solve a problem.
- Inquiry-driven lessons that spark student curiosity.
- Less direct instruction and more inquiry-based learning.
- Engaged students who are buzzing with excitement.
- There are multiple solutions to a problem and students are encouraged to understand that failure is a part of learning.



In 2021, due to COVID-19 some of our incursions, excursions and activities were cancelled or postponed until 2022. A few of the activities went ahead and some were online events instead of face-to-face.

Excursions and Incursions

- Two groups of Year 10 Powering Careers in Engineering (PCiEP) students participated in a yearlong program run by Chevron which culminated in the Liquefied Natural Gas (LNG) Exploration Day held at the Perth Convention Centre. Students from all over Western Australia who had participated in this course attended the day together.
- Scitech Science Café at UWA – our top eight Year 10 students attended an interactive 'Careers in Science' day where they interacted with other students and science professionals.
- Labrats at ECU – 64 of our Year 9 and 10 students visited the SuperLab at ECU for a day of Science activities and an Amazing Race around the campus. They participated in activities about Ecology, Marine life, Freshwater life, Chemistry and Cyber Security.

- Science Week – Earth Science WA came to school for the day with food based activities including making ice cream, learning about how Bees are involved in the world around us, how to ferment and make Hot Sauce with Kai Von Ahlefeld.

Girls in STEAM

- Wise Women Showcase at Murdoch University – 32 students attended this multi-school event for female students in Years 8, demonstrating how STEAM can provide them with a platform of skills from which they can launch successful careers in research, education, business, industry, leadership and entrepreneurship. The students engaged in practical, hands-on STEAM workshops in disciplines including forensic science, mathematics, chemistry, biology, veterinary science and more.
- She Can Code – Youth Workshop at SpaceCubed in Perth - 6 of our female students attended this day provided by Murdoch University where they learned all about coding.
- MAWA Empowering Maths at Curtin University – Out top 10 Year 9 girls attending this activity day. They learned all about careers in Maths and about the pathways that Upper School ATAR Maths courses can lead to.
- North Metro TAFE – Girls in STEAM – 10 Year 9 and 10 girls attended this showcase and spent the day finding out about STEM careers that are available now and in the future.
- Girls in Engineering at UWA – a group of 35 of our Year 8 girls attended the Discovery Day at UWA. Duncraig SHS now in a partnership with UWA for this program and our girls will participate in incursions and excursions throughout 2022.

Extra-Curricular STEAM Activities

Duncraig Primary School Year 6 students were once again invited to participate in Science, Maths Problem Solving or Information Technology sessions during Term 4.

STEAM Week 2021

Our students completed in various STEAM based activities. Murdoch University brought their Forensic Breakout Boxes to the school and all of our girls in Year 7-10 took part in a 1-hour Engineering based activity presented by our partners from the UWA Girls in Engineering Program. Kai Von Ahlefeld supported our Junior Leadership team to do a Live feed of our Smoking Ceremony and Welcome to Country for our NAIDOC Week Celebrations.



Competitions 2021

- Brain Bee Challenge - Manesh Tan, Erin Driscoll, Emily Hinscliff and Naynika Sanoj attended UWA for a day full of activities and visits to the Neuroscience Labs.
- Bebras Challenge with IT Class and IT club
- Science and Engineering Challenge at Claremont Showgrounds is a day-long competition designed to provide Year 10 students with a positive experience of science and engineering. 32 of our students competed in 8 teams of 4 against students from other schools. Students were awarded points for each activity and the school with the most cumulative points at the end of the day is declared the winner.

Our students won the competition on the day and were very proud of themselves for working together to achieve their trophy and certificate.



Total Investment - \$34 156

Cadets

The Cadet Unit is funded by the Department of Communities and Local Government and coordinated by the Department of Biodiversity, Conservation and Attractions. These agencies have facilitated the school developing a successful program that is well resourced, highly respected and very well patronised. The Unit is supported enthusiastically by the school Executive, Duncraig SHS staff, the school community, students and families. It has evolved into a platform offering effective leadership training, knowledge growth, personal and skill development through conservation actions and enriched environmental training.

Often Year 6/7 students join the Unit and graduate in Year 12 and are awarded Long Tan Scholarships and school Colour awards. The Unit attracts students seeking an identity and a belonging, an opportunity to bond and form relationships and leaders who wish to rise to the challenges and demands of the program. Cadets may also complete Community Endorsed Units and other qualifications including Applying First Aid and the Duke of Edinburgh award.



In 2021 the Unit's operations were once again impacted by COVID-19 with some camps and ceremonies being cancelled. Cancellations included the South Australian cycling competition and another race at Busselton. Despite these disappointments, the annual "Cadet Survey and Review" of all measures of performance returned very positive evaluations.



At the end of 2021 the Unit maintained nine Instructors including community members and ex cadets, and 95 Cadets. It was also supported by four-part time instructors from the school staff. Cadets completed 4,200 hours of training, up from 3,000 hours in 2020. Training included weekly meetings, a camp, incursions, applying first aid training and leadership training. Cadets completed community endorsed programs with the School's Curriculum and Standards Authority. In 2021, 20 Year 7's completed the school's developed Adventurers Course, 30 cadets completed Level 1 Bush Rangers WA (BRWA) modules, 13 completed Level 2, and 13 completed Level 3. Whilst there were 9 Year 11 and 12 Year 12 cadets who completed Community Endorsed Units.

Due to COVID-19 restrictions, the Unit focused on cadet engagement with our core goals – Leadership, Conservation, and Environment. Workshops with presenters on wildlife were scheduled including birds, reptiles, worms, snakes, rehabilitation and native vegetation. Although COVID-19 curtailed some activities across the school, our review evaluations, nominations for 2021 Leadership positions

and 2021 new cadet applications indicate a strong level of engagement and interest in the programs and opportunities. The Unit is an evolving entity and well supported by School Executive.



Total Investment - \$69 149

Indigenous Program

It has been a busy year with plenty of achievements and celebrations during 2021 with the drafting of the DunCraig SHS Reconciliation Action Plan (RAP) and it was approved by Reconciliation Australia in March. The plan has been instrumental in guiding activities around the school and will become part of the school business plan to help inform practise.

Although COVID-19 conditions put a slight dampener on our NAIDOC celebrations, we were fortunate to be able to run a few activities as planned, and then postponed celebrations until later in the year.

In July, as part of our NAIDOC celebrations we ran the Reconciliation Mural Project, in conjunction with St Catherine's College at UWA, which included hundreds of our students using Noongar symbols to tell their family's story. The canvas will be proudly displayed in the school library as a symbol of the diversity, yet cohesiveness, of our school community, and our commitment to reconciliation.

We are grateful to the DunCraig SHS P&C who generously funded the project.





We had the pleasure of welcoming Noongar Hip Hop artist, Flewnt to perform for our students in the school Performing Arts. Flewnt entertained our students, and staff, about his experiences as an Aboriginal man and the importance of understanding of Aboriginal and Torres Strait Island histories and perspectives and having respect for their cultures. Students who attended the performance really enjoyed themselves and Flewnt is considered for an encore in 2022.



Towards the end of the year we were able to hold our NAIDOC Smoking Ceremony and Welcome to Country. We were privileged to have Ms Robyn Collard, and her grandson, perform the ceremony and Welcome to Country. Ms Collard spoke to our Year Eight cohort about the significance of the land our school is built on, how Noongar people lived on and utilised the land, and the importance of being a kind person. Ms Collard also explained the significance of the use of leaves and shavings of the balga tree (grass tree) in the smoking ceremony to purify the area and prepare for a new beginning.



Dun Craig SHS continues to participate in the Follow the Dream outreach program. The program runs on Mondays after school and offers our ATSI students tutoring, wellbeing support, cultural activities, careers support and fitness. Participating students were able to attend cultural day camps with Elders, university information days and exam preparation courses.

Future plans for the RAP Committee include liaising with the architects for the new build for a Six Seasons outdoor classroom, continuing events that enable our school community to learn about and engage with ATSI culture and to support our staff to embed Aboriginal and Torres Strait Islander perspectives, histories and cultures in our education of our student body.



Programs such as Follow the Dream and reconciliation activities are aimed at supporting our ATSI students. We are proud of their success, how they contribute to the school community and the resulting high achievement of students.

We are proud to say that our year 12 student graduated and has moved onto some exciting post high school opportunities, and our current students continue to succeed in both their schooling and school-based traineeships and student leadership programs.

www.noongarculture.org.au



Total Investment - \$22 959

Targets

Notarised by Peter Lillywhite

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

YEAR	WACE ACHIEVEMENT %	LIKE SCHOOLS %
2021	98	97
2020	97	97
2019	97	96

Target achieved. I am extremely pleased with the work done over the past three years to support this result. Our Senior School Team has provided a range of initiatives to support students to achieve WACE.

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

YEAR	MEDIAN ATAR	LIKE SCHOOLS
2021	81	84.9
2020	84.5	83.5
2019	81.95	83.75

This result is slightly disappointing after the success of 2020. However, it is still consistent with previous performances. Many factors, such as early offers have contributed to this result but we will continue to remain committed to improvement and consistency in ATAR performance.

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

YEAR	MEDIAN ATAR
2021	86.6
2020	90.35
2019	86.00

Unfortunately, we have seen a regression in this result from 2020 despite the work being done to support this cohort. An Associate Principal part-time role in charge of Academic Excellence began in 2020. We will continue to review past and present data to better understand ways in which we can add value to this cohort. These students will continue to attend Breakfast Club meetings and work closely with the G&T Coordinator for support.

Target 4: The percentage of Year 9 students achieving Band 8 or above to be the same or above like schools

YEAR	READING %		WRITING %		NUMERACY %	
	SCHOOL	LIKE	SCHOOL	LIKE	SCHOOL	LIKE
2021	72	69	56	59	73	76
2020(OLNA)	89		87		80	
2019	67	73	58	60	75	77

NAPLAN results for 2021 remain consistent and in line with previous performance. A Literacy and Numeracy Coordinator has been established for 2022 to develop a whole school response to NAPLAN. We will continue to find ways to improve in this space.

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

YEAR	READING		WRITING		NUMERACY	
	SCHOOL	LIKE	SCHOOL	LIKE	SCHOOL	LIKE
2019-2021	41	42	41	52	26	35
2018-2020-OLNA	NA	NA	NA	NA	NA	NA
2017-2019	48	45	54	52	43	43

With such disruption over the past 2 years, our NAPLAN progress has been limited. We are aware this needs further resources and a continued focus in the next Business Plan.

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

YEAR	% OF COURSES
2021	75
2020	36
2019	75

This improved result is due to the work done by class teachers to prepare students for this assessment.

Target 7: The percentage of students achieving a Certificate II or higher will be maintained at or above 98%.

YEAR	Cert II or higher achievement %
2021	96
2020	97
2019	98

The reduction does not truly reflect the amazing work done by our teachers and the VET team. With a reduction in the number of students completing a Certificate Course the 4% represents only a few students. The majority of the courses had 100% of student achieve their certificate.

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

	Intention 2020 School	Intention 2020 State	Actual Destination 2021 School	Destination 2021 State	Variation School	Variation State
University	64%	51.3%	50%	35.5%	-14%	-15.7%
Uni Offer- No Placement		0.0%	11.6%	5%		5%
TAFE	14.7%	17.9%	20.5%	13.9%	5.9%	-4%
Apprenticeship	9.3%	11.7%	2.7%	4.2%	-6.7%	-7.5%
Traineeship	1.3%	2%	0.9%	2.1%	-0.4%	0.2%
Other training	4%	2.6%		1.9%		-0.7%
Employment Full Time	6%	9.2%	2.7%	5.6%	-3.3%	-3.6%
Employment Part Time		1.3%	1.8%	13.9%		12.6%
Employment Assistance		0.0%	1.8%	6.7%		6.7%
Deferred Study/Training		0.0%	1.8%	6.7%		6.7%

This data represents the 2020 cohort and their destination in 2021. Our pathways align to the state except in TAFE where actual destination was higher than intended. This balances with the reduction of students at University that intended.

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

	Y7		Y8		Y9		Y10		Y11		Y12	
	Sch	State										
2021*	70	61	63	53	55	49	53	46	60	49	59	46
2020	87	69	80	63	81	60	76	58	81	62	79	60
2019	85	68	79	63	71	56	76	57	82	59	75	57

With school closures at the start of the year and families being encouraged to keep students at home with flu symptoms, our regular attendance rate has dropped significantly. This will be a major focus in 2022 and beyond.



High Quality Teaching and Learning

"IF WE CREATE A CULTURE WHERE EVERY TEACHER BELIEVES THEY NEED TO IMPROVE, NOT BECAUSE THEY ARE NOT GOOD ENOUGH BUT BECAUSE THEY CAN BE EVEN BETTER, THERE IS NO LIMIT TO WHAT WE CAN ACHIEVE"

- DYLAN WILIAM

At Duncraig Senior High School, we strongly believe that exceptional teachers have the greatest impact on students' learning outcomes. This is reflected in our continued commitment to identifying opportunities for progress through global school data and relevant educational research, reviewing current understanding and practices, and implementing high quality teaching and learning pedagogy in all classrooms. As a Focus Area in the school Business Plan, it is integral that there is a shared vision between all staff to work towards creating a culture where collaboration, self - reflection, constructive feedback and celebration of success are keystones in supporting staff to innovate, explore and enhance their practice.

Teaching & Learning Model

The Duncraig Senior High School's Teaching and Learning Model (TLM) is the culmination of a shared staff vision throughout 2021. Growing the Instructional Framework Committee from 2020 to include 22 members across all Learning Areas allowed for a true representation of staff specific needs and challenges. The committee met regularly, analysing staff and student data (NAPLAN, Report Data, surveys) to identify where areas of improvement and/or opportunity were. Establishing a common language became evident as the key driver in creating the TLM, so our school community were able to communicate effectively on what constitutes good quality practice. Through readings on current educational practice, conversations with their Learning Areas and robust collaboration between committee members, we created the TLM to reflect what our staff vision of high quality teaching and learning in every classroom is. The TLM is being rolled out in stages to upskill all staff with the knowledge and resources they need to implement effectively in their classrooms.

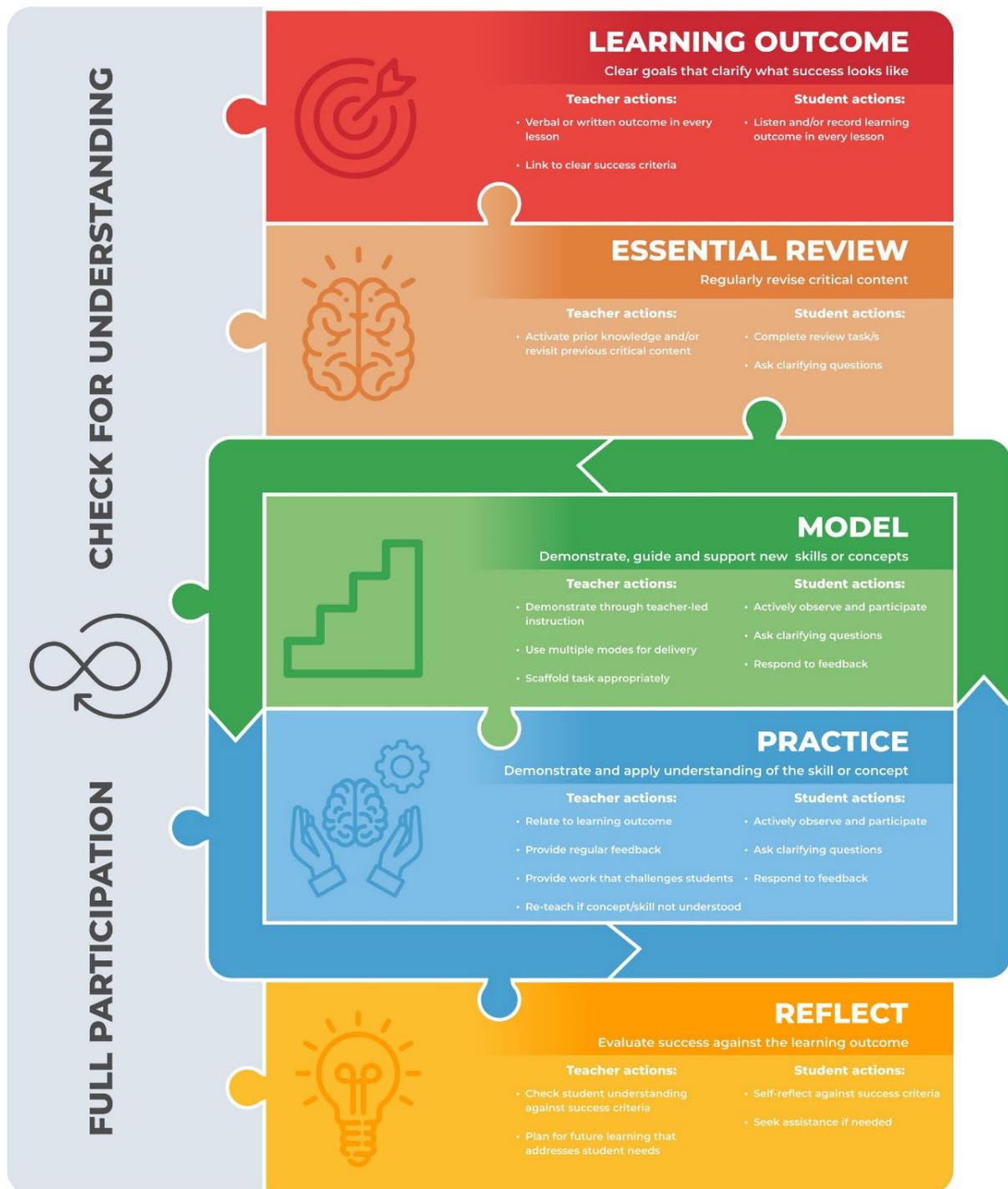
Advanced Instructional Course @ Duncraig (2021)

We continued delivering the 4-day Advanced Instructional Course at Duncraig (AIC@D) in 2021. 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.

TeachWell Cohorts 17 & 18

A further two cohorts of 18 staff (+ 1 admin) went through the TeachWell Masterclass course in 2021. This gave us the opportunity to see the impact on a much wider range of staff, in varying classroom environments. The educational research behind the course, their focus on full participation and check for understanding strategies, as well as providing some useful templates, has allowed our staff to engage with some of the course content. TeachWell has enabled us to better understand our school context and professional learning needs and in 2022, we will use this knowledge to adapt and re-shape our current, school-based professional development courses.

TEACHING AND LEARNING MODEL



Leading Observation in Schools

Creating an observational culture at Duncraig Senior High School is an integral part of the self-reflection and growth component of our shared vision. This allows the Teaching and Learning (T&L) team to help support teachers in several ways, such as providing effective strategies that improve practice and innovations that enhance practice in the ICT space.

After extensive research and attendance at PL, an observational model was created by the T&L team for review and comment by the school's executive and leadership teams. A unique combination of Instructional Rounds and Learning Walks, our Duncraig hybrid allowed for the focus to be on the identified need of the staff – that is, a common language in the classroom. This is to be rolled out over the course of 2022, creating baseline data regarding the effectiveness of the T&L model.

Other Highlights

2021 was our inaugural year as a department and during this creation phase, we have also been able to:

- Appoint a 0.6 Level 3 T&L Coordinator and 1.0 (0.2 teaching) T&L Teacher
- Celebrated World Teacher's Day – the focus of the day was on staff well-being. The School Board Chair and P&C thanked staff for their on-going hard work and contribution to the school on behalf of the wider community
- Provide Professional Learning Meetings opportunities and support – staff can collaborate in small teams on research, discussion and application of ideas that relate to the T&L model
- Run School Development Days (SDD) and Staff Meetings – creating and facilitating multiple sessions on these days, including running concurrent, opt-in Professional Learning (PL). All 2021 PL was focused around the key areas of **educational research, data analysis, cognitive modelling, high quality teaching and learning** and the TLM (including **full participation, check for understanding** and **learning outcomes**)

Total Investment - \$183 445

Literacy and Numeracy

Whole school Literacy and Numeracy

Our focus on implementing whole school literacy strategies was maintained in 2021. A whole school Literacy and Numeracy coordinator was appointed in Term 4 2021 and has been working with literacy and numeracy specialists to manage the existing programs.

In 2021 a pilot program for a Year 7 class that focuses on improving literacy and numeracy skills across all MESH subjects was established and implemented in 2022. The aim is to improve student's literacy and numeracy skills and provide scaffolded support for their transition to secondary school education.

Online Literacy (OLNA)

The OLNA Literacy Coordinator supported students in Years 10, 11 and 12 who had to complete the OLNA reading and writing tests during the year. All students were enrolled in Education Perfect and OLNAWA to have access to practice tests at school and at home.

Classes for OLNA reading and writing strategies were held for Year 10s on Monday and Tuesday afternoons in the weeks before the tests. Year 11s were supported during Flexitime and in small groups during class time. Year 12s were tutored individually or in pairs. OLNA diagnostics were used to pinpoint individual student needs and plan lessons to address specific reading and writing skills.

The school has maintained a consistently high percentage of students passing the OLNA reading and writing tests and achieving WACE at the end of Year 12. Education Perfect proved to be a valuable tool for improving student outcomes in the OLNA reading and writing tests. The program has OLNA pre-tests that serve as a diagnostic tool to gauge areas of student weakness. Remedial tasks are automatically assigned based on the results of the pre-tests. Students complete these tasks and then complete a post-test which measures improvement.

Online Numeracy (OLNA)

The OLNA Numeracy Coordinator worked with Year 10 and upper school students and supported Year 10 teachers to further develop conceptual understanding and skills students require to succeed in OLNA Numeracy. To address student requirements, individual diagnostic information was accessed initially, and then on a regular basis, to tailor lessons to individual needs. Year 12 students attended workshops during Flexitime, in addition to being tutored individually/in pairs during timetabled Mathematics lessons and during LET periods. Year 11 students attended workshops before and after school. Year 10 students in General Mathematics classes were withdrawn from class for individualised support and the OLNA Numeracy Coordinator supported the Year 10 Foundation Mathematics teacher providing resources and team teaching leading up to OLNA assessments.

To further maximise student success and to generate practice tests, subscriptions for OLNAWA were purchased for students completing OLNA Numeracy in 2021. This allowed students to access various numeracy, reading and writing resources at both school and home. The program contains topic modules and practice assessments, to develop students' skills and understanding and provides feedback through model answers at students' points of error. This online program was supplemented with various strategies and resources to maximise student outcomes.

Communication with parents/caregivers provided information relating to upcoming OLNA assessments, resources, workshops, and individual/small group lessons and encouraged support for student practice at home. Working collaboratively with OLNA personnel and other staff enabled clear communication across the school campus.

NAPLAN (English)

The English NAPLAN co-ordinator analysed Year 9 student achievement and NAPLAN data to identify and target specific skills in writing. The main skills identified were sentence structure, paragraph structure, and vocabulary. This data was shared with teachers to help support lesson plans that outlined clear learning objectives and success criteria specifically linked to students' skills in writing.

In support of classroom teachers, the NAPLAN coordinator utilised Education Perfect to create lessons specifically targeted at student writing skills. Students were further supported with whole class lessons and practice tests to improve performance in the three key areas.

In Semester 2 the NAPLAN coordinator set and supported teachers in running a diagnostic assessment to identify weaknesses in writing skills. This data was used alongside semester one report data to identify several year 8 students who required additional support, the identified students were invited to join small group tutoring sessions with the NAPLAN coordinator.

NAPLAN (Maths)

The NAPLAN co-ordinator has been analysing data and trends of cohorts to identify specific areas to target, with the main area being Number and Algebra. This has been combined with identifying students who are underperforming in NAPLAN compared to their class grade. This information has been shared with relevant classroom teachers to adapt teaching practices.

To support classroom teachers, the NAPLAN Coordinator has created several online and offline resources. Offline resources have been organised into lower and higher band difficulty levels and broken up into separate subtopics. These resources have been shared on SEQTA and with classroom teachers. Supplementing the offline resources is the online tool of Smarter Maths The online resource is very similar to the real NAPLAN assessment, in that it is adaptive in which students working on this program from the end of Year 8 and Year 9 to prepare.

Throughout 2021 the NAPLAN Coordinator worked with a core group of Year 9 students during their Maths lesson to improve their Numeracy skills. Looking to 2022 this would involve working with a core group of students during form time on a Thursday.

Leadership

Developing the capacity of our current leaders to focus on impacting student learning has been a priority since 2020. Our Teaching and Learning Team were able to establish our Teaching and Learning Model in 2021 through great support and sharing of ideas from all staff.

A continued focus on developing effective teams was also maintained in 2021 to support our leaders to build a strategic intent and better support a performance and development culture in our learning areas. Those leaders new to Duncraig SHS completed the Leadership and Leading Team course tailor-made for our context. This was followed up with some Mentoring and Coaching by two highly experienced, retired Principals during a 6 month period.

In 2021 we continued to provide leadership opportunities to staff including the following roles;

- Level 3 Teaching and Learning Coordinator
- Teaching and Learning expert teachers
- OLNA and NAPLAN support in both English and Maths
- Level 3 Timetable and Operations Manager

In 2021, one teacher attained their Level 3 Classroom Teacher status bringing the total number to achieve this honour whilst teaching at Duncraig to 14. In addition, there are 29 Senior Teachers on staff creating an exceptional team of highly accomplished teachers.



Total Investment \$17 094

Student Leadership

The school year of 2021 started out in such a positive way despite being delayed by a week due to COVID-19. All Student Leadership positions were allocated and organised. This was the year we continued to develop our young leaders and provide meaningful opportunities for them.

Early in Term 1 we engaged our students in a Leadership Camp at Ern Halliday. The focus was to develop new skills, establish clearly defined roles, plan for future events and to integrate all year levels in leadership activities. We employed a Guest Speaker Matthew Harvey who was a former student and Head Boy of Duncraig SHS to present a Workshop for our students. He was amazing and the students certainly benefitted from this. The camp involved our 16 Junior Leadership Team (JLT) members, 8 House Captains, 8 Sports Captains and 24 Student Councillors.

A number of key initiatives were identified by the students, including the creation of student portfolios. This would allow student leaders to work within an area of interest and a need for the school.

Following a very successful Leadership Camp in Term 1, opportunities for students to implement initiatives and activities throughout the year were limited due to the impact of COVID-19, as such student leaders had reduced opportunities to carry out their role. The focus for 2022 will be to create as many opportunities as possible to enable 'student influence' and to create 'student voice'. Students will be accountable for a portfolio for which they will be assigned particular roles and responsibilities. These portfolios have been presented to the School Board in 2021 and students will be given the opportunity to update the Board on their progress.

Despite the setbacks, our JLT were able to successfully run a "Food Drive" in Term 4 to support many families in need. This involved the entire school and the wider community to donate non-perishable food items which were then organised and packaged and presented to the Salvation Army. This was a very successful event which will continue each year.

The School Ball was again held at the Joondalup Resort. The Student Leadership Team played an integral role in helping make this a successful night. The Year 11 River Cruise was also a huge highlight of the year which was a credit to the Students and their Leadership group. These two events were major highlights in a year where so many events were cancelled.

The Year 7 Junior Leadership Team assisted 2022 Year Coordinator Rebekkah Clarkson as positive role models, leading Year 6 students in their Transition Plus Orientation. The JLT led students in small groups around the school, explaining the different buildings, sharing their stories of Year 7, and putting the Year 6 students at ease for the big transition to high school. On Year 6 Orientation Day, the Year 7 JLT assisted Year 9 Peer Support Leaders and the Head Boy and Girl, as they greeted the wave of younger students into the school. The student leaders demonstrated the school motto 'Care, Engage, Excel' as they greeted our future families, kindly assisting Year 6's from the kiss n ride, and walking them into the Year 7 amphitheatre.

2021 saw the student leadership team take over the responsibility of caring for and setting up the school flags. Form Captains and Junior Leaderships have shared this responsibility, working in pairs to put the flags up and take them down every day. This has taught students flag protocol and allowed them to demonstrate responsibility and independence.

We would like to integrate all student Leaders in school activities on a more regular basis. Students will work with the Student Council and House Captains to implement new initiatives in 2022 and beyond. The JLT will continue to play an active role in running assemblies and reward activities and we aim to increase their influence in the decisions being made which drive our school.

Peer Support

In 2021 we had 56 Year 10 Peer Support Leaders. Students who 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 Martin Heffer, our School Chaplain, and external agencies. The Peer Support Leaders were involved in the first three days of school (Transition Days) which was interrupted due to a one-week delay in the start of Term 1. This created a quick adjustment to the program which was facilitated by the wonderful Pamela Konijn. The focus of this program was 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.



Total Investment \$149 936

Learning Area Highlights



The Arts

Whole School Production of 'Grease'

Visual Arts and Photography Exhibition

Dance Showcase

Media Night

Black Swan State Theatre Student Ambassador - Kaylen Anderson

LimeLight Theatre Production Internship - Ffion Bishop

IONA Presentation College Production Internship - Jack Dorward

Mural with artist Peter Ryan at Hillary's Boat Harbour - Juliette Green and Lachlan Gilchrist

Technologies



Course Leader ATAR: Accounting and Finance

Course Leader ATAR: Computer Science

Bebras Computational Thinking Competition



Music

Senior Band Festival Churchlands SHS

Senior Band (Peter Smith director) Excellent in A grade. This is the first time we have had a band in A grade.

Intermediate Band (Kieran Toye director) Excellent in B grade. This is the first year we have had an Intermediate Band.

Jazz Band Festival at WAAPA.

DSHS Jazz Band (Lauren Reece director). - Excellent.

Guitar Ensemble Festival Carine SHS.

(Sabina Ibrahimbegovic director.)

Golden Guitars Excellent.

Silver Guitars Excellent.

Junior Band Festival Churchlands SHS.

DSHS Junior Band (Claire Nankivell director). - Merit in C grade.

Carols by Candle Light

Junior Band (Director Claire Nankivell) Combined Carols with Duncraig /Glengarry PS.



Languages

Alliance Française Exam

3 Mention « Très bien » - Very good

9 Mention « Bien » - Good

16 Mention « Assez Bien » - Quite Good

Mathematics



Computational and Algorithmic Thinking (CAT) Mathematics Competition

2 High Distinction
5 Distinction

Australian Mathematics Competition (AMA)

2 High Distinctions
39 Distinctions



English

International Competitions and Assessments for Schools (ICAS – English)

1 High Distinction
24 Distinctions
50 Credits
14 Merits.

Humanities & Social Science



Mock Trials

National Geography Competition - 1 student in top 1%, 10 High Distinctions, 15 Distinctions

National History Competition - 10 High Distinctions

Global Goals Challenge Workshops

United Nations Global Goals Symposium



Physical Education



SSWA Cross Country

Year 7	Boys 3000m	First place
Year 12	Boys 6000m	First place



Science

High Distinctions
Year 7 (14% of students sitting)
Year 8 (5%)
Year 9 (7%)
Year 10 (12%)

SSWA Champion School Triathlon - Individual

Intermediate Girls	First, second and third place
Junior Boys	First place

Distinctions

Year 7 (22%)
Year 8 (24%)
Year 9 (27%)
Year 10 (19%)

SSWA Champion School Triathlon – Teams

Year 7 Boys	First and third place
Year 7 Girls	First and second place
Year 8 Boys	First and third place
Year 9 Girls	First place
Year 10 Girls	Second place

Credits

Year 7 (37%)
Year 8 (39%)
Year 9 (27%)
Year 10 (33%)

Other competitions

A Division Champions Track and Field (Athletics)

New record Year 10 and over boys 1500m record 3.57.64

Finance 2021

The 2021 school year bought a sense of optimism as our state was safe from the restrictions due to the continued COVID-19 pandemic being experienced in other Australian states, and across the world. Our opportunity to run business as usual was not lost on us and we took advantage while we could.

Students and staff attended excursions, interschool competitions and training opportunities, however only within our metropolitan area or online.

Despite a more normal year for the school in 2021, our unspent funds were higher than historically with \$1.3m being bought forward to 2022. Some high expense cash items were not expended in 2021 and will be cleared in 2022. Additionally, a cautious approach to staffing school growth is applied as to not over commit our funds on unsustainable staff FTE. This will continue to be reviewed in the future during our growth phase and once the student population plateaus.

Expenditure on salaries accounted for 95% of our overall budget. Of our available cash, 38% was expended on student related expenses and \$710 833 on updating equipment and building works. Utilities expenditure is reduced to 7.5% of total cash budget from 11% in 2020 due to an improvement in our negotiated electricity contract.

Our safety net 'reserves' for high end expenditure is \$866 286 which is moderate for a school of our size.

Revenue - Cash and Salary	Budget \$	Actual \$
Voluntary Contributions	168 795	166 602
Charges and Fees	687 395	711 791
Fees from Facilities Hire	10 000	10 865
Fundraising/Donations/Sponsorships	188 262	193 336
Other State Govt/Local Govt Revenues	56 373	56 372
Revenue from Co, Regional Office and Other Schools	3 077	3 077
Other Revenues	78 215	80 476
Total Locally Raised Funds	1 353 100	1 278 010
Opening Balance	497 086	497 086
Student Centred Funding	1,209,784	1 262 568
Total Cash Funds Available	3 059 970	3 037 664
Total Salary Allocation	17 499 785	17 499 785
Total Funds Available	20 559 755	20 537 449

Expenditure - Cash and Salary	Budget \$	Actual \$
Administration	137 963	117 624
Lease Payments	30,600	29,941
Utilities, Facilities and Maintenance	460 289	399 249
Buildings, Property and Equipment	710 833	438 565
Curriculum and Student Services	1 326 647	1 166 586
Professional Development	134 000	95 013
Transfer to Reserve	76 000	76 000
Other Expenditure	102 804	105 547
Total Goods and Services Expenditure	2 979 537	2 428 657
Total Forecast Salary Expenditure	16 780 611	16 780 611
Total Expenditure	19 760 148	19 209 268