



Duncraig
Senior High School



Annual Report
2022

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 refer to Aboriginal and Torres Strait Islander people respectfully and inclusively.



Principal's Report - **Peter Lillywhite**

It is my pleasure to present the 2022 Duncraig Senior High School Annual Report.

2022 will be remembered for the outbreak of COVID in schools. Duncraig SHS recorded more than 1200 cases throughout the year which created a lot of disruption to our programs in Semester 1. However, with the change in isolation rules, we were still able to participate in most of our major events and opportunities. I was proud of our staff in maintaining meaningful education throughout this time. I was also impressed with the way our school community remained connected to the school and engaged in learning.



Despite the challenging year, we were able to continue the focus on High Quality Teaching and Learning with additional resourcing in our Teaching and Learning Team and the finalisation of a Teaching and Learning Model used throughout the school. The Team also finalised the development of our bespoke professional learning course to support the development of staff. This will be rolled out, beginning with new staff, in 2023.

I am also pleased with the achievements of our Year 12 class of 2022, in both ATAR and Vocational studies. Although our ATAR performance was not as high as previous years, over 70% of our ATAR students scored above 70 and were therefore eligible for direct entry into university. Students also achieved two Subject Certificates of Excellence, one VET Certificate of Excellence, 12 Certificates of Distinction, 21 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 1788 in 2022. This trend is set to continue with 1812 students enrolled for 2023. 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 2022, we were able to complete the architectural planning for our building project. However, initial construction has been delayed due to inflationary cost pressure and a revisit of the project scope. Hopefully we will start part of the construction phase very soon with a completion date now 2025.

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 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

2022 was a tough year for everyone as COVID-19 continued to disrupt our lives at work, school, and holidays. I would like to applaud the amazing resilience and empathy of all our staff and students, supported by families and carers, over the last two years. Louis Cheeseman and the Student Support Team, with our Corporate Services Team, deserve special mention for their tireless efforts to keep our students safe, especially in early 2022.



This is my second year as School Board Chair, and I am still enjoying getting to know and learning from our inspirational staff, students, fellow Board members and families. I love engaging in the life of our school, and I am deeply grateful to Peter Lillywhite and his inspiring staff for affording me this privilege. This year, I had the pleasure of working closely with the P&C's Family Engagement Committee on a number of initiatives, including Treat the Teachers, and with the inspiring Climate Crew, who give us all hope for the future.

Despite COVID-19 and many students receiving early offers to enter university, our Year 12s continued to shine, with a record number of students attaining over 90 ATAR and outstanding VET completion rates. On behalf of the Board, I would like to express my gratitude to our staff, especially Heads of Learning Areas and our Literacy and Numeracy, Quality Teaching and Learning, Student Support and SAER teams, who provide exceptional support to students as they transition from primary school to Year 7, through to upper school.

The School Board is passionate about whole-school approaches to nurturing voice and agency in all our students. Each term, the Board looks forward to chatting with our Year 11 and 12 student counsellors – and sometimes the Junior Leadership Team – about the development of their Student Leadership Portfolios: School Culture, Sustainability and Student Voice. In 2021 and 2022, students also reported on the health and well-being of their peers during COVID-19. This year, we were proud to celebrate the appointment of Hannah Wallace, Year 11 Student Counsellor, to the new WA Student Council; the recognition of Meghan Reyes and Jasmina Nikolovski as Future Female Leaders; and the success of our Mock Trials team, who achieved 2nd place in the State.

This year, in an effort to maximise the knowledge and expertise of School Board members, three Board working groups were formed: School Buildings and Grounds, Engagement and Alumni, and Student Opportunities. Despite our inspiring collaboration with architects on the design of our new school buildings in 2021 and early 2022 – and on the Percent for Art Project as part of this build – inflated costs have stalled our precious project. Considerable progress was made this year by the school to develop our Alumni, including marketing, data collection and hosting of the first Alumni event for the Class of 2002, although we are still searching for a high-profile Alumnus to champion a new Duncraig SHS Foundation. With borders opening, in 2023, the School Board will develop a strategy with senior leadership on student opportunities.

I would like to thank the 2022 Board members for their contributions throughout the year: Peter Lillywhite (Principal), Justine Avenell (Manager Corporate Services), Sasha Brennan (Staff), Louis Cheeseman (Staff), Aaron Gibson (Staff), Barbara Kamarudin (Staff), Jason O'Meara (Community), Vilko Poznovia (Community), Brendan Everett (Parent), Martin Flaig (Parent), Rebecca Newton (Parent), Kristian Ravn (Parent) and Paul Stone (Parent). I would also like to acknowledge the outstanding work of Jane Street, Executive Support and Projects Coordinator, to the Board and our school.

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. It continues to have a strong focus on Teaching and Learning, whilst identifying Wellbeing as a critical area of emphasis into the future. Duncraig has set aspirational targets that highlight our commitment to student learning.

Duncraig continues to be well known within the community for being an inclusive and caring educational institution with students coming from a diverse range of backgrounds and parents are very supportive of the school with a very active Parents and Citizen Association.

Our Year 7 students undertake a special transition program that ensures that all students see the school as a safe space and students and parents meet with the large support team that caters for the well-being of all students. We boast a dedicated Student Service Centre as the hub of the school. In this impressively appointed and well-run building, every Duncraig student can find guidance with any problem they face.

There has been a substantial investment in the improving of the school buildings, grounds, and facilities which along with our staff provide a welcoming environment throughout the school.

Our specialist programs include the Gifted and Talented Secondary Selective Program (G&T) for students in the top 5% of the State and the Triathlon Academy for gifted athletes.

The G&T program provides a stimulating, challenging and enriched educational environment and is available for students outside our local intake boundaries. A School Based Academic Extension Program (SBAE) for academically able students is also an integral part of the school and runs parallel to the G&T program.

The Specialist Duncraig Triathlon Academy accepts up to 24 in-area, high performing athletes into the sports program each year. The school has developed an excellent partnership with Triathlon WA. The Duncraig Triathlon Academy has gone from strength to strength and is at the forefront of State and National competitions.

Duncraig has recently developed a Teaching and Learning Team that has created a world-class bespoke model for learning at Duncraig as well as a 5-day Professional Learning Program for staff that supports best practice, based on international research.

Duncraig has invested heavily into creating the best conditions possible for students to achieve. As the school grows past 1800 students and with an additional building program, we will continue to create an environment that fosters innovation and inclusivity.

Care Engage Excel



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.



Care

At Duncraig, we value respect for our self and others, show empathy, are inclusive and build positive relationships.



Engage

At Duncraig, we learn through connection, participation, contribution, and self-reflection.



Excel

At Duncraig, we set goals, maintain high expectations and embrace challenges that allow us to be the best version of ourselves.



The school motto 'CARE ENGAGE EXCEL' is recognised by the community and used as a common language across the school.

Student Achievement



97.1%

Students
Achieved
WACE

94%

Achievement
Rate in VET



3 Students

99 +

ATAR

- Dantee McGee
- Marc Labouchardiere
- Mathew Ng



2 Subject Certificates of Excellence

- Dantee McGee - Chemistry
- Joshua Rogers - Mathematics Applications



29 Students

90 +

ATAR

- | | | |
|--------------------------|-----------------------|---------------------------|
| • Kathryna Bedico | • Kathrine Gregorio | • Vithusayan Mokhanarajah |
| • Ffion Bishop | • Alec Hassell | • Harley Muller |
| • Luci Breen | • Jess Hosking | • Matthew Ng |
| • Jarrod Ceccato | • Aidan Hutchison | • Jasmina Nikolovski |
| • Amelia Ching | • Holly Irwin | • Ryley O'Neill |
| • Caitlin Courtie | • Archer Key | • Joshua Rogers |
| • Leah Crew | • Gurpreet Kour | • Sonia Sewpal |
| • Laura Davies-Smith | • Marc Labouchardiere | • Ethan Tsapazi |
| • Emilia Fairholme-Mills | • James Manley | • Isabel Upson |
| | • Dante McGee | • Lewei Xu |

12 Certificates of Distinctions

- *Luci Breen*
- *Caitlin Courtie*
- *Katherin Gregorio*
- *Aiden Hutchison*
- *Archer Key*
- *Gurpreet Kour*
- *Marc Labouchardiere*
- *Dante McGee*
- *Matthew Ng*
- *Ethan Tsapazi*
- *Isabel Upson*
- *Lewei Xu*



80

Median ATAR



3

High Performing ATAR Subjects

- *Maths Specialist*
- *Computer Science*
- *Psychology*



1 VET Certificate of Excellence

- *Caylei Dear - Retail and Personal Services*

21

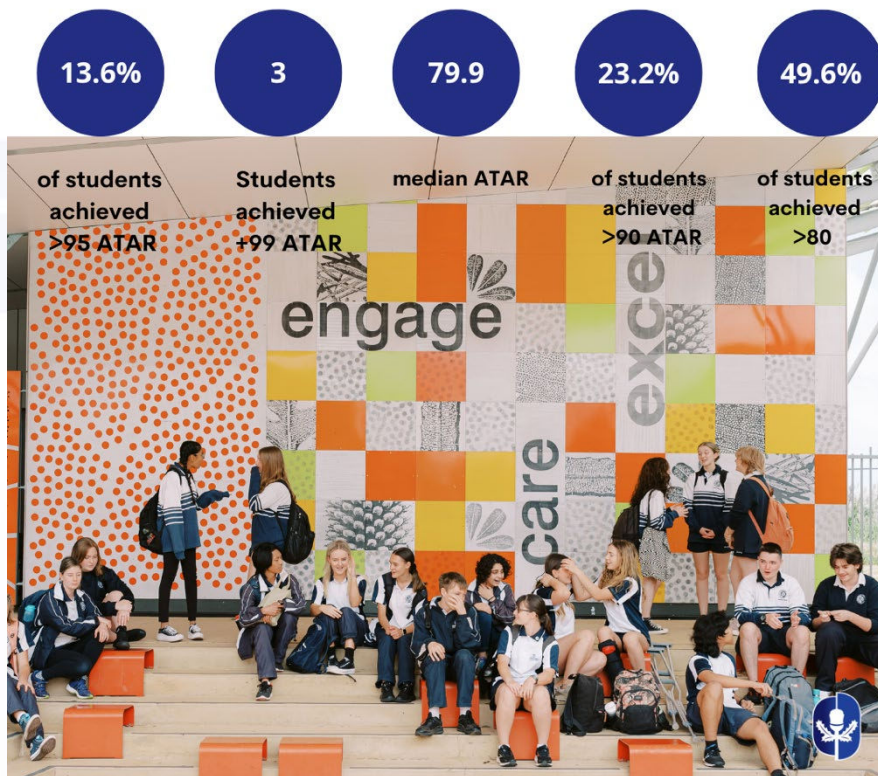


Certificates of Merit

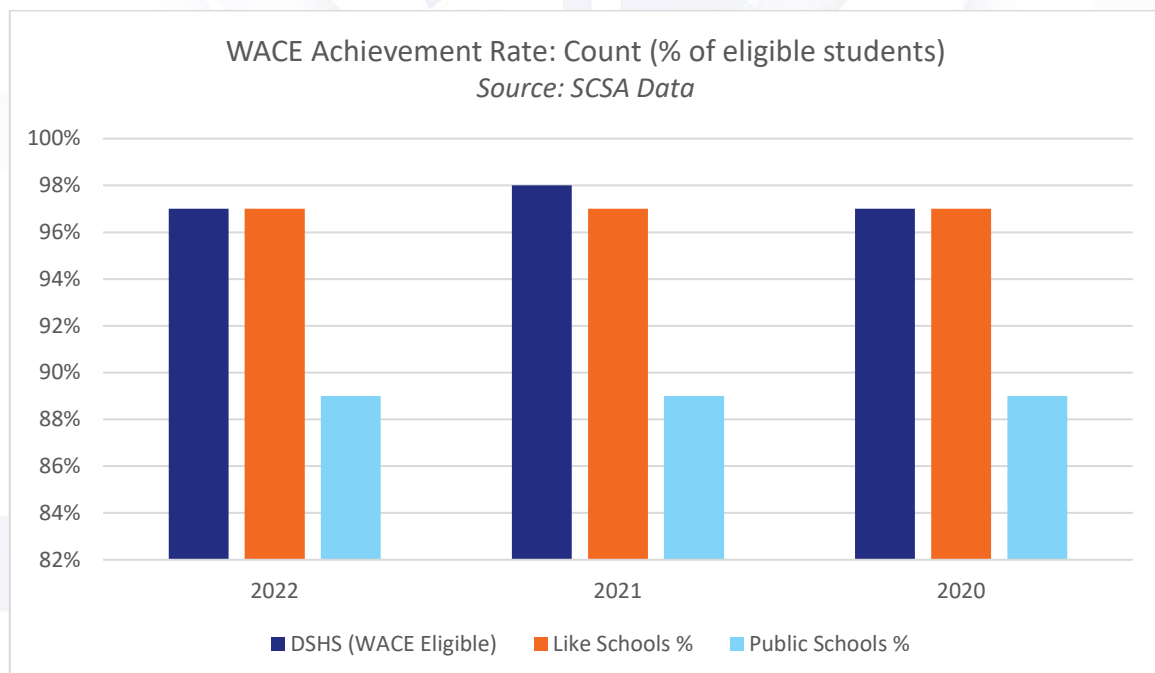
- *Kaylen Anderson*
- *Kathryna Bedico*
- *Jarrold Ceccato*
- *Amelia Ching*
- *Madeleine Clark*
- *Leah Crew*
- *Caylei Dear*
- *Emilia Fairholme-Mills*
- *Courtney Fishwick*
- *Jasmine Gerard*
- *Alec Hassell*
- *Jess Hosking*
- *Holly Irwin*
- *Patrick Jackson*
- *James Manley*
- *Vithusayan Mokhanarajah*
- *Holly Muller*
- *Jasmina Nikolovski*
- *Ryley O'Neill*
- *Joshua Rogers*
- *Juliette Sturrock Green*

WACE Performance in 2022

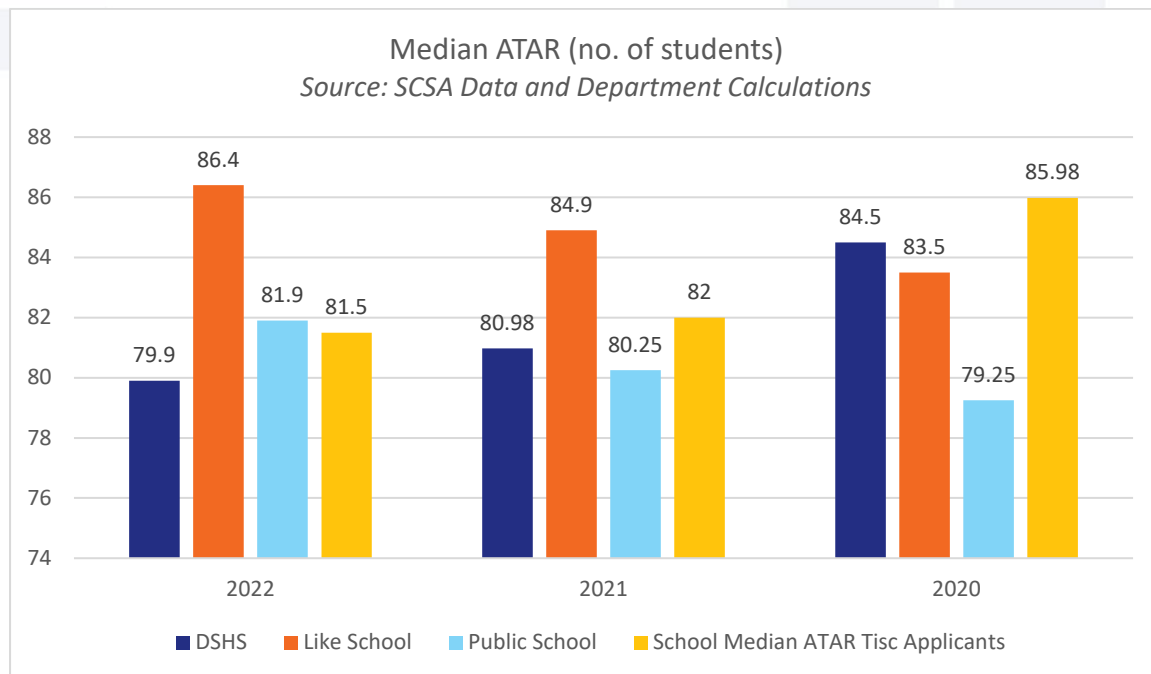
YEAR 12 | CLASS OF 2022 | RESULTS



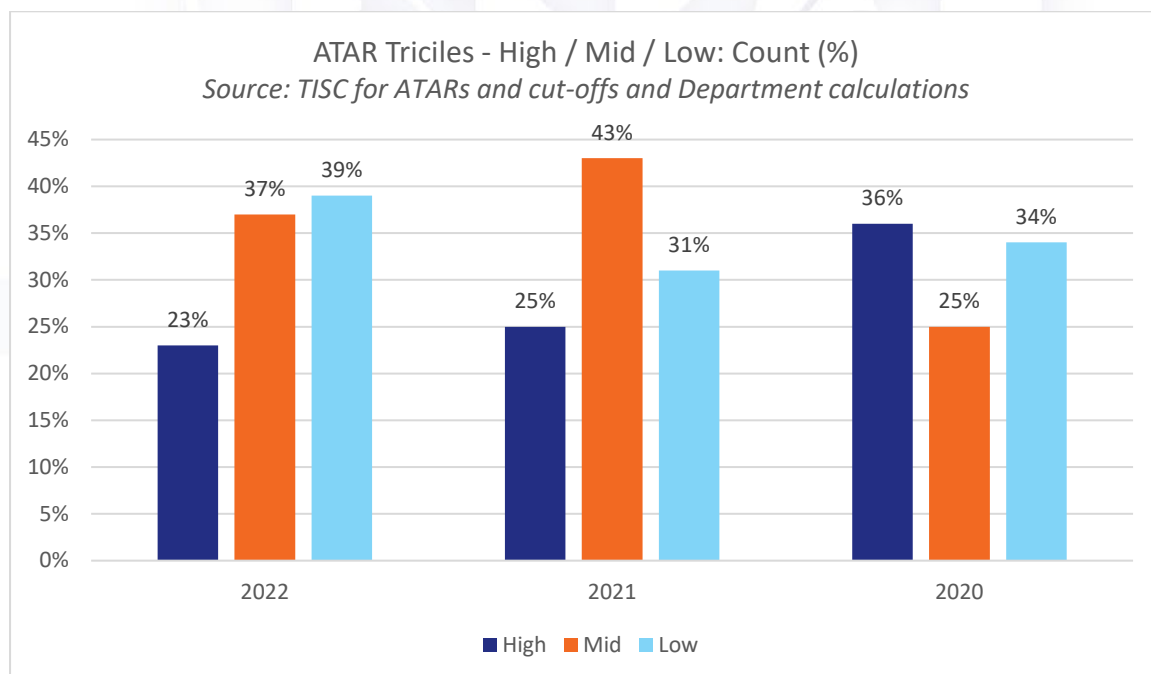
WACE ACHIEVEMENT RATE COMPARISON BETWEEN SCHOOL, LIKE SCHOOLS AND THE STATE



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:

Psychology
Computer Science
Maths Specialist

Vocational Education & Training (VET)

This year we welcomed Kate Hewitt to the Careers and VET Team. Kate has been working with Duncraig SHS students over the past 6 years in a counselling role doing one to one sessions on career pathways for our general/VET students. Sally Topley has been working with ATAR students in this role. Kate is now also working one day per week focusing on the year 10 transition program and individual pathway planning.

There are many career pathways available to students through our Duncraig 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. Duncraig 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), and The College of Sound and Music (COSAMP).

Duncraig SHS delivers Certificate II in Community Services, Sport and Recreation, Music, Tourism, Certificate II in Workplace Skills and Certificate 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 2022, 96 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 Duncraig SHS students include:

Certificate IV

- Preparation for Health and Nursing Studies
- Education Support
- Business
- Community Services
- Live Production

Certificate III

- | | |
|---|------------------------|
| • Population Health and Health Services | • Sport and Recreation |
| • Aviation (Drones) | • Retail |
| • Education Support | • Make-up |
| • Community Services | • Animal Studies |
| • Fitness | • Jewellery |
| • Events | • Screen and Media |
| • IT and Technical Engineering | |

Certificate II

- | | |
|----------------------------|-----------------------------|
| • Kitchen Operations | • Beauty Services |
| • Robotics Control Systems | • Building and Construction |

- Automotive
- Applied Fashion Design
- IT – Robotics
- Electronics
- Data and Voice Communication
- Surveying
- Aquaculture
- Retail Makeup

- Furniture Making
- Plumbing
- Painting and Decorating
- Electro technology
- Automotive
- Metals and Engineering
- Salon Assistant (hairdressing)

We have developed strong partnerships with North and South Metro TAFE, Skillhire, MPA Skills, ITWS, The College of Electrical Training, Health Science Hub, Fremantle Group Training, WAAPA, Mt Pleasant College 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 DTWD, The Water Corporation, AMA, 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. 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 career 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 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 a 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.

Flexitime is used for presentations for Year 11 students including visits from the universities and North Metro TAFE. 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 - \$638 972

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 able to participate in some competitions, excursions and other events in 2022, as well as taking advantage of specialised opportunities to enrich and enhance the performance of this unique group of students. All Learning Areas support the program through the provision of experiences that enable these students to reach their exceptional academic potential.

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 2022:

- 16 students received an ATAR of above 90 (many of these students were Breakfast Club students).
- The following Gifted & Talented students attained an ATAR of greater than or equal to 95:
 - Dante McGee (99.75)
 - Marc Labouchardiere (99.55)
 - Matthew Ng (99.1)
 - Lewei Xu (98.7)
 - Kathrine Gregorio (97.45)
 - Joshua Rogers (97.35)
 - Holly Muller (97.15)
 - Jasmina Nikolovski (96.55)
 - Emilia Fairholme-Mills (96)
 - Aidan Hutchison (95.85)
 - Amelia Ching (95.35)
- The following five Gifted & Talented students received a Certificate of Distinction:
 - Kathrine Gregorio
 - Marc Labouchardiere
 - Dante McGee
 - Matthew Ng
 - Lewei Xu
- Six Gifted & Talented students received a Certificate of Merit:
 - Kathryn Bedico
 - Emilia Fairholme-Mills
 - Vithusayan Mokhanarajah
 - Joshua Rodgers
 - Juliette Sturrock-Green
 - Holly Muller

- The median ATAR for Gifted & Talented students in 2022 was 92.45

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. The Study Skills Program, run by Academic Task Force, was run for all Year 7 and 8 G&T and School Based Academic Extension (SBAE) students in March of 2022. These Study Skills sessions ran over three weeks, with students completing one session per 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 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 Senior School students 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. These ran in a limited capacity in the first half of the year, due to COVID-19 restrictions, but resumed normally thereafter.

Year 10 G&T students were offered both Semester 1 and Semester 2 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 2 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 2 2020, as well as for both Semester 1 and Semester 2 2021, and for Semester 1 and Semester 2 2022. This initiative will continue in 2023, and the trial exam archive will continue to grow creating an invaluable resource for these students.



Gifted Education, Research, Resource and Information Centre (GERRIC) training was offered to any new teachers who taught Gifted & Talented classes. 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.

Three teachers new to teaching G&T classes completed a two-day course in November 2022, which included all aspects of the entry-level Gifted and Talented Professional Learning Modules developed by GERRIC, with a focus on practical planning.

Professional learning was conducted with all 16 Gifted & Talented teachers in Term One 2022, around our Teaching & Learning Model, with Kylie Bice from "Growing Up Greatness." The focus of the PL was exploring how the phases of the model should be adapted for the needs of Gifted & Talented students, in conjunction with a differentiated learning program.

In 2023 all teachers of Gifted & Talented classes will be provided with continued Professional Learning to further support the needs of these students, particularly around the area of formative and summative assessments, and reporting.

Other Events

As well as outstanding achievement in competitions, G&T students were afforded opportunities to participate in other events to provide enrichment and support for these students:

- 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.
- Students participated in the Western Australian Debating League Competition, with one team participating in the Finals Series and receiving a Finals Pennant. Due to COVID 19 the debating season was conducted virtually.

- Students participated in OptiMinds at Curtin University and one team received 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 - \$633 547

Triathlon

The Duncraig Triathlon Academy promotes the pursuit of excellence in sporting endeavours and all areas of school performance. The Duncraig Triathlon Academy (DTA) is aimed at young people who are dedicated to improving their sports performance and keen to compete in Triathlon.

- Young people who are currently involved in the sport of Triathlon.
- Young athletes who are currently involved in swimming, cycling, or running but may not have thought of competing as a Triathlete.
- High performing team sport players who want to use Triathlon to enhance their fitness.

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



Duncraig Triathlon Academy won the 2022 School Sports WA (SSWA) Schools Champion Individual School for the 18th consecutive year and repeated its win in the Champion Teams School in the Schools Teams Event, six years in a row. 2022 saw the largest team yet from Duncraig SHS, a total of 104 students participated in the event.

Nine students qualified to represent WA at the School Sport Australian Triathlon Championships that will be held in Tasmania. We also have 10 students in the WA High Performance Triathlon Pathway.

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, Cross Country running and gaining confidence in the open water through surfing. 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 for cycling and swimming. Run training is completed during school hours. Most students' complete sports training outside school hours, this

can vary from training specifically for Triathlons to training in other sports including Surf Lifesaving, Cricket, Netball, Soccer, AFL and Rugby.

All students 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, State School Cross Country Championship, Swimming, and Interschool Athletics. Many students also compete in the State Open Water Swimming Series, Park Runs and Surf Lifesaving Club Carnivals as well as track and road cycling.

We have continued a good relationship with WAIS and the Athlete Talent Identification Program. WAIS visit DSHS annually and again this year offered scholarships in track Cycling, Rowing, and Kayaking to several of our athletes.

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

- Two students competing in National Running Competitions
- Two students competing in State Running Competitions
- Two students competing in State level Cycling Competitions.



Our teaching staff continue to participate in professional development to improve their knowledge and expertise in the sport of Triathlon. They 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. Both teachers hold current Triathlon Australia coaching accreditations. All staff still actively compete at local and state level successfully placing in their age categories.

Total Investment - \$279 183

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.



Girls in STEAM

- Wise Women Showcase at Murdoch University – 32 students attended this multi-school event for female students in Year 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.
- MAWA Empowering Maths at Curtin University – Our top 10 Year 9 girls attended this activity day. They learned all about careers in Maths and about the pathways that Upper School ATAR Maths courses can lead to.
- Girls in Engineering at UWA – a group of 35 Year 7 girls and 35 Year 8 girls attended the Discovery Day at UWA. Duncraig SHS is now in a partnership with UWA for this program and our girls will participate in incursions and excursions throughout 2023.

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.



Competitions 2022

- Brain Bee Challenge - students attended UWA for a day full of activities and visits to the Neuroscience Labs.
- 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.



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.

Total Investment - \$26 729

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, staff, the school community, and families. It provides effective leadership training, knowledge growth, personal and skill development through conservation actions and enriched environmental training. In 2022, the Unit focused on cadet engagement through Leadership and Environmental Conservation.

Often Year 7 students join the Unit in their first year of high school and graduate in Year 12. There have been six cadets who have also returned as instructors. The Unit attracts students seeking to develop through personal growth, leadership and environmental engagement. Cadets complete Community Endorsed Units, Applying First Aid and the Duke of Edinburgh award. Wildlife incursions included birds, reptiles, worms, snakes, rehabilitation/recycling and native vegetation. Cadets also worked in local habitats practising conservation skills. Cadets achieve many awards including Long Tan Scholarships. Also in 2022 the Chief Instructor, Mr Darryl Deacon, and Senior Instructor, Mr Alex Black, were awarded Excellence Awards by Cadets WA.



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, camps, incursions, applying first aid training and leadership training. Cadets also completed community endorsed programs with the School's Curriculum and Standards Authority.

In 2022, 20 Year 7's completed the DSHS 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 developed by the Unit and accredited by SCSA. In 2022 our Unit evaluation data remained very positive and exhibited a high level of appreciation and engagement. Success indicators include overwhelming involvement in the annual school ANZAC service, school events, nominations for leadership positions and the engagement of cadet parents and families. The strong support of parents has been integral to the success of the cadet Pedal Prix cycle racing teams. Parents assist with operations, materials and technical advice.



Total Investment - \$65 638

Indigenous Program



Once again, it has been a busy year with many achievements and celebrations. The Duncraig SHS Reconciliation Action Plan was audited, modified and approved by Reconciliation Australia. The plan continues to be instrumental in guiding activities around the school and will become part of the school business plan to help inform practise.

Sorry Day and National Reconciliation Week were observed and celebrated with a range of form quizzes, displays in the school library, and culminated with the unveiling of the Duncraig Senior High School Reconciliation mural. Staff, students, Follow the Dream coordinators and board members were invited to the morning tea hosted in the school library where the mural was displayed. The reconciliation mural will remain in the library for the full school community to enjoy and be proud of.



During Term 2, the ATSI students worked with art teacher, Ms Edwards, to design a staff NAIDOC shirt. All students involved in the process, have their work on the shirt, and the result is quite spectacular, with so many staff proudly wearing the shirt on a regular basis.



NAIDOC celebrations were held at the end of Term 2, and we were privileged to welcome back Noongar *Yorga*, Ms Robyn Collard, from the Wadjuk and Balladong groups, to open the celebrations with a Welcome to Country and Smoking Ceremony. Ms Collard engaged the audience with the story of Lake Joondalup, also explained the importance of the areas around our school and to being a good friend to your peers. During Ms Collard's story telling family friend Toby assisted with the smoking ceremony and her grandson Tryce performed the didgeridoo with great skill.



As part of the NAIDOC celebrations, we welcomed back Noongar Hip Hop artist, Flewnt and his performing partner Scott Griffiths to run a hip hop writing workshop in the school library. Participating students were educated about Flewnt's experience of being a Noongar man and how this inspires his lyrics. Students were encouraged to write lyrics and perform them for each other and use hip hop as a medium to express themselves and tell their stories and perspectives. During lunch time, the school community was able to attend a performance from Flewnt and Scott in the Performing Arts room.



Marissa Verma from Bindi-Bindi Dreaming ran a bush foods cooking lesson where students were educated on the health benefits of some foods and then had the opportunity to prepare foods using these ingredients and enjoy feasting on them together. Prepared dishes included fruit salad, dips, and lemon myrtle cake. The consensus was that the food was delicious, and Marissa demonstrated how easy it is to incorporate native foods into our everyday dishes.



Follow the Dream has continued to run in the school Library once a week after school and we are seeing the benefit of such programmes with all our Aboriginal and Torres Straits Islander students in Year 12 achieving WACE. Students in this programme have been on cultural excursions to Yanchep and the Swan River with Dr Noel Nannup, whilst other students went on university visits and received careers support. Added to this, we are very proud of Year 12 student, Archer Key, who achieved the ATSI Dux of Western Australia and is the recipient of the Rob Riley award for 2022. Archer intends to study software engineering at UWA. Our younger students joined with fellow Follow the Dream students from other schools on a tour of Star Swamp, where emerging Noongar leader and Follow the Dream alumni, Shania, explained how many of the plants were traditionally used. We collaborated

further with other outreach schools, and we hosted the Ballajura Community College Didgeridoo Band who performed at the opening of the school Athletics carnival.



To further support our Aboriginal and Torres Strait Islands students, the Yarning Circle was established and runs once a week during Form time. It is an opportunity for students to gather, yarn, seek support, as well as support each other. The programme has been successful and is growing in popularity amongst the students.



Future for the RAP Committee include continuing to plan events and professional learning that enable our school community to learn about and engage with ATSI culture and to support our staff to imbed Aboriginal and Torres Strait Islander perspectives, histories and cultures in our education of our student body.

Total Investment - \$24 766

Climate Crew

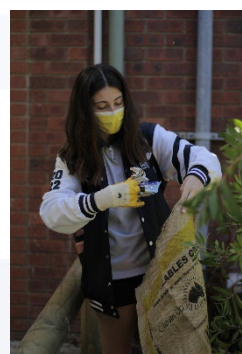
In 2022, the **Duncraig SHS Climate Crew**, a group of 30 students in Years 7-12 and Sustainability Coordinator Jenny Bibard met twice a week to develop their mission to “create a more sustainable school environment by engaging, informing and acting, for our future”. Despite COVID-19, it was a productive year with many exciting collaborative projects and partnerships.



The Climate Crew’s work was organised around five focus areas.

Focus Area 1. Keeping Our School Beautiful

This year, every second Friday during Form, all Year 7 students participated in “**Friday Forms For the Future**” (**4F Program**), which was funded by a **UWA Grand Challenges Grant** and inspired by Greta Thunberg’s Fridays for the Future movement. Climate Crew members led a group of Year 7 Forms on a variety of fun projects to help **embed sustainability into the school culture**. With so many students involved, we could successfully run **school clean-ups** to encourage better practices around waste and reduce littering at school, in addition to creating posters for paper recycling boxes, sorting out stationery donations and more.



Focus Area 2. 4Rs (Refuse, Reduce, Reuse, Recycle)

The Climate Crew continued to manage a Recycling Station in the library through partnering with organisations such as **Give Write** (stationery donations), **Officeworks** (stationery recycling) and

Bunnings (batteries, mobile phones). **Paper recycling** was also improved as the Climate Crew students led a collaborative project between teachers, Year 7 Form students and a group of Year 10 G&T HASS students. The Climate Crew also worked with Ms Edwards and Year 7s to create **stunning mosaics** made of bottle caps representing native flora and fauna to encourage re-purposing items that often end up in landfill.

Focus Area 3. Measuring and Minimising the School's Carbon Footprint

Thanks to the support of our P&C we were able to collaborate with **Climate Clever** to monitor our carbon footprint. We have tracked our bills and put strategies in place to reduce them such as, display Water-Wise posters in toilets and organise a poster competition to encourage staff to turn off the lights in their classrooms.

Focus Area 4. Education (Sustainability as a Whole-School Approach)

Our Year 12 leaders, Jasmina Nikolowski and Jarrad Jacques, worked with our School Board Chair to develop a **School Sustainability Policy**. We are hoping to present this document to the Board in 2023.

Focus Area 5. Outreach

Students engaged with members of our community such as parent **Sonya Elek** to learn about Climate Change; Canteen Manager **Simone** to discuss the Plan for Plastics WA; **With_Architecture Studio**, who are designing the new school build, to discuss sustainability in architecture and design"; the **Sustainability Unit** at the Department of Education to discuss the "Caring for Country together – Sustainability Framework"; and **Em Charleston from Bottle Top Hill** to talk about plastics, bottle tops and the 12Rs program. Larger events were also organised, such as the **2040 Movie Night Fundraiser**, where over 80 members of our Duncraig community gathered to watch a solution-focused Australian documentary about climate change, and the first **Northern Suburbs Climate Summit at Carine SHS**, where students were able to share ideas and projects with their peers.



Total Investment - \$3 292

Targets

Notarised by Peter Lillywhite

Year 12 ATAR Results Targets	Limited Progress	Good Progress	Achieved
The percentage of Year 12 Students achieving WACE to be 98% or above		✓	
The Median ATAR to be 85 or above		✓	
The Year 12 Gifted and Talented median ATAR to be 93 or above		✓	

NAPLAN Results Targets	Limited Progress	Good Progress	Achieved
The percentage of Year 9 students achieving Band 8 or above to be the same or above like schools		✓	
The mean progress from Year 7 to Year 9 in NAPLAN to be greater than that of like schools			

* 2020 Data unavailable. NAPLAN testing was cancelled due to COVID-19

Year 12 VET Results Targets	Limited Progress	Good Progress	Achieved
The percentage of Year 12 General courses with a mean EST score above the State Average to be 90% or above		✓	
The percentage of students achieving a Certificate II or higher will be maintained at or above 98%		✓	
The Year 12 student post compulsory Intentions and Destinations Pathways align with a percentage variation similar with that of the state			✓

Attendance Rate Target

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

Limited Progress

Good Progress

Achieved



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. In 2022, this was supported by embedding of the Teaching and Learning Model in classrooms, the provision of ongoing Professional Learning and the sharing of best practice amongst our staff.

Teaching & Learning Model

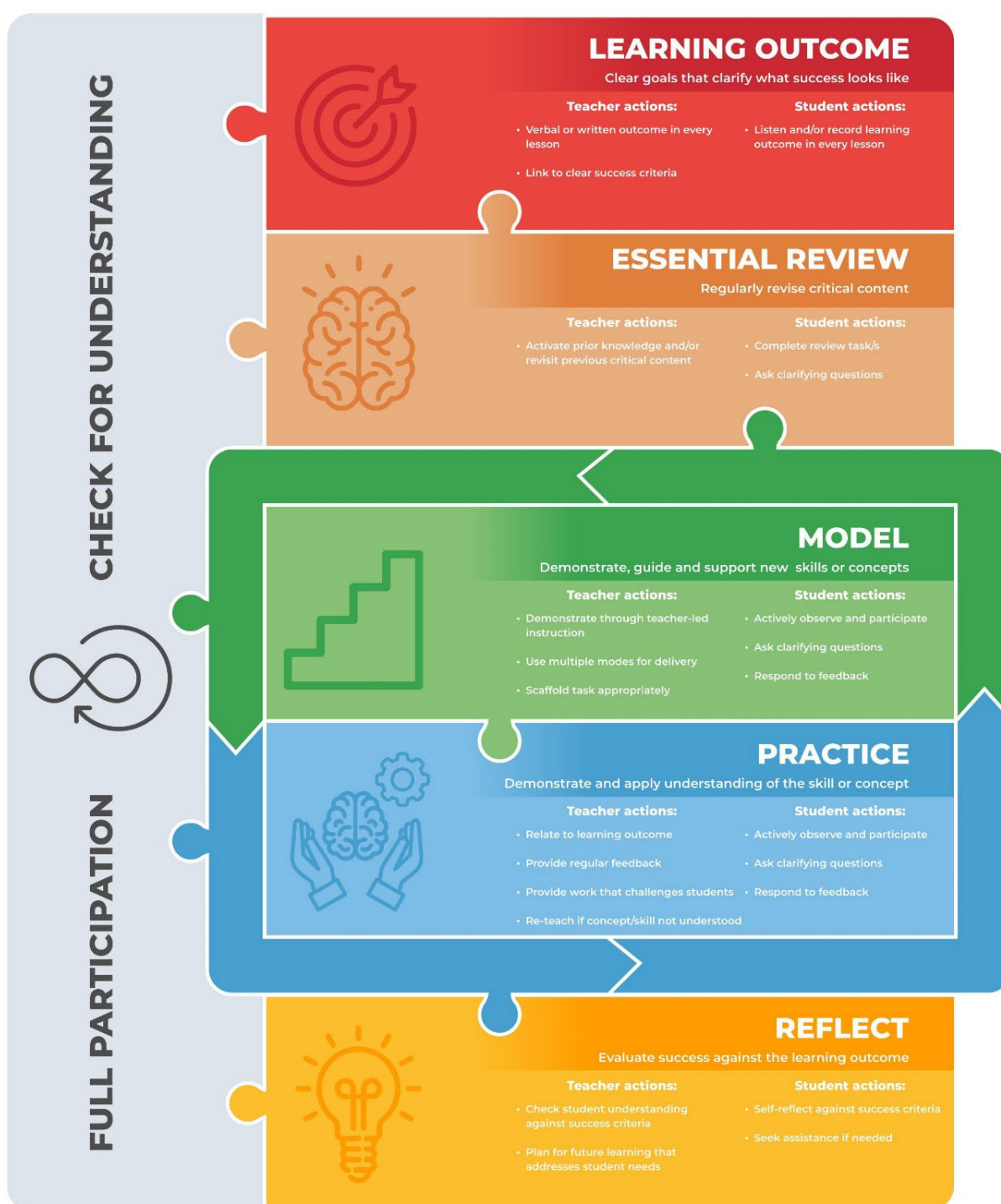
Through 2020-21, the Teaching and Learning team led the development of the school's Teaching and Learning Model (TLM), through a process of research, consultation and refinement conducted in collaboration with an Instructional Framework Committee comprising of 22 staff representing all learning areas. This culminated in 2021 with the presentation of the model to all staff and stakeholders, and the beginning of a staged roll out of the resources and knowledge required for staff to utilise the model.

In 2022, the focus of the Teaching & Learning team shifted to developing and delivering supports for staff to effectively implement the TLM in their classrooms. 10 hours of high-quality PL has been delivered to staff across the year, supporting shared understanding of quality teaching and the application of the model in the Duncraig SHS context. This was in part facilitated by one hour per term of the school's EBA meeting time being reserved for furthering Teaching and Learning. Opportunities were created in this space for staff to work collaboratively in their learning areas on the application of elements the TLM that best suited their area of need.

In addition to these sessions, significant time and resources have been invested in 2022 into the writing of the Quality Teaching and Innovative Practice (QTIP) course, which will be delivered to new Duncraig SHS staff in 2023 and beyond. The course will summarise and extend the Teaching and Learning PL that has been delivered to staff to date, sustaining the rollout of the TLM through the next business plan.

The Instructional Framework Committee members were acknowledged for their contribution to the development of the TLM at a final meeting late in the year. In addition to recognising their role in representing learning area staffs' views in the formulation of the TLM, some initial work was done in this meeting on drafting components of the school's Teaching and Learning Framework. Development of this Framework will continue in 2023.

TEACHING AND LEARNING MODEL



Leading Observation in Schools

Learning Area walks

In 2022, the Teaching and Learning team has contributed to the development of an observational culture at Duncraig Senior High School through the implementation of a Learning Area walk format for classroom visits. The findings of these will form an integral part of the self-reflection and growth component of our shared vision for high quality Teaching and Learning.

Learning Area walks were conducted in collaboration with HOLAs and learning area staff in The Arts, Maths, Technologies, and Languages. The focus of the walks was on establishing how successfully our students could identify the Learning Outcome and Success Criteria of a given lesson, creating baseline data regarding the effectiveness of the rollout of the TLM and the extent to which its language is being shared with students. The feedback of HOLAs and staff who participated in the Learning Area walks will be used to refine the structure of this process as it continues in 2023, strengthening our culture of observation and feedback.

Other Highlights

In 2022, Duncraig SHS continued to support highly effective teaching practice in every classroom through:

- Funding of a well-resourced Teaching and Learning team, led by a 0.6 FTE Level 3 Teaching and Learning Coordinator and a total of 1.1 FTE across two, Teaching and Learning Teachers (total 2023 FTE = 1.7).
- Writing and preparing 10 hours of high-quality PL for all staff, delivered in after school EBA sessions and on whole staff PL Days across the year. In 2022, PL was focused on key areas of the TLM (Learning Outcome, Success Criteria, Essential Review, Model/Practice) and supporting Differentiation.
- Providing resources supporting the rollout of the TLM including posters for classrooms and A5 cards for teacher planning.
- Creating a library of T&L related resources available for loan by staff.
- Providing teaching aids and making them available for loan by staff seeking to trial innovate practice such as whiteboards, and technical resources for filming teacher practice.
- Provision of one-to-one support for staff, including aspirant Level 3 Classroom Teachers and those on limited authority to teach.

Total Investment - \$143 415

Literacy and Numeracy

Whole school Literacy and Numeracy

Our focus on implementing whole school literacy and numeracy strategies was maintained in 2022. The whole school Literacy and Numeracy coordinator worked with literacy and numeracy specialists to manage the existing programs. In 2022 a Literacy and Numeracy Committee was formed in Term 3 with representatives from each Learning Area. The Committee's aim in 2022 was to develop the whole school literacy and numeracy vision statement along with initial literacy and numeracy support resources for staff and students.

In 2021 a pilot program for a Year 7 class that focused on improving literacy and numeracy skills across all MESH subjects was established and implemented. This program was reviewed at the end of 2021 and due to its positive outcomes was maintained in 2022. The program's aim is to improve students' 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 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 that measures improvement.

With the announcement that NAPLAN was moving to Term 1 in 2023, OLNA opened a new test window for Year 9 students in Term 4 of 2022. Testing was completed in weeks 3 and 4 for all Year 9 students who were required to complete OLNA testing. Subsequent planning between the Associate Principal, Literacy and Numeracy Coordinator, and the OLNA Coordinators for OLNA occurred with the advent of more OLNA testing windows being mandated in 2023.

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 2022. 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.

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NAPLAN (English)

The English NAPLAN co-ordinator analysed Year 9 student achievement and NAPLAN data to identify and target specific skills in writing. Vocabulary, sentence structure and paragraph structure were identified as key skills. The 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.

With the announcement of NAPLAN 2023 moving forward to Term 1, a new targeted strategic plan will be designed to support students post NAPLAN results.

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 2022 the NAPLAN Coordinator worked with a core group of Year 9 students during their Maths lesson to improve their Numeracy skills. During 2022 in Thursday's Form time, we worked with

a core group of students on their numeracy NAPLAN skills. Looking forward to 2023, we would like to utilise more Form time for this targeted approach.

Total Investment - \$121 563



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 maintained in 2022 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 with 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 English and Maths
- Level 3 Timetable and Operations Manager

In 2022, another teacher at Duncraig attained their Level 3 Classroom Teacher status, which carries the total number achieving this honour whilst teaching at Duncraig to 14. In addition, we have 29 Senior Teachers on staff, this combination creates an exceptional team of highly accomplished teachers at our school.



Total Investment \$13 723

Student Leadership

The school year of 2022 had several interruptions and challenges due to COVID-19. Our student leaders took this in their stride and continued to develop their leadership skills.

As we could not hold our annual Student Leadership Camp, our Student Council and Junior Leadership Team (JLT) set about making some big changes and learning their new roles as well as aligning themselves with the portfolios in which they will be working in throughout the year.

The students, together with staff support, decided to consolidate the following portfolios.

Student Voice – to provide a medium for students to have a voice on things which impact them at the school. This is done through a process involving students, staff, the Executive team, and the School Board.

School Culture (Events & Activities) – aims to build a culture of engaging teams, groups and events within the school and taking pride in being a part of these activities.

Promotion/Media – to provide a dedicated team of students to help identify and celebrate positive things within the school. This creates a link between the students and the school in identifying achievements and promoting upcoming events.

Canteen – to support and provide a connection between the students and our Canteen staff. The aim is to help provide a healthy and high-quality service to our school.

Sustainability – to provide opportunities to participate in and promote positive sustainability actions both in the school and the wider community. This portfolio helps provide education staff and students and allows for them to engage in sustainable practices.

Diversity – to recognise and support students from all backgrounds and groups and provide an inclusive environment for all students to learn.

All the above portfolios are student driven and focus on the students having a positive influence on the school and the wider community. This involves our student leaders, which comprises of the following:

Junior Leadership Team (JLT)

Year 7 – Four Students (these students will carry over to the following year)

Year 8 – Four Students

Year 9 – Four Students

Year 10 – Four Students

Student Council

Year 11 – Twelve students

Year 12 – Twelve students (two students from this group will be our Head boy/Head girl)

House Captains

Year 12 – One or two students per House group

Sports Captains

Year 12 – Two students per House group

Other student leadership opportunities within the school include:



Peer Support – 42 Year 9 students were selected to carry out the Peer Support Program for 2022. The selected Peer Support Leaders (PSL) provide support and a connection to the school as well as developing their own leadership skills. The PSL role includes guiding the 2023 Year 7 students to help facilitate a smooth transition into High School. The PSL received training sessions during and after school over multiple weeks with activities run by Mia Zivillca (Youth Support Officer), Narelle Clark (School Chaplain) and Danielle Edwards (Year Coordinator). This training upskilled the student leaders to be able to run activities for the Year 6 Transition Day, Year 7 Orientation and give them the skillset required to facilitate their fortnightly Peer Support Form sessions. The programs focus is to provide advice, support, 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.

Cadet Leaders – Duncraig SHS runs a Bush Rangers Cadet program which encourages students to develop leadership skills and work their way up the ranks during their time within the Cadet program. Each Tuesday, our Cadets, led by Darryl Deacon, meet to actively engage in projects and activities throughout the school. These students plan, prepare and participate camps and community events. Cadet Leaders are key to the success of these camps and events and allow them to develop and practice their leadership skills.

Key events

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 held at the Joondalup Resort, led by Year 12 Coordinator Laetitia Riches. 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, a credit to the students and their leadership group. These two events were major highlights in a year where so many events were interrupted.

The Year 6 Orientation Plus day was a huge success led by Connor Humm (2023 Year Coordinator), Pamela Konijn (Student Services Manager) and Mia Zivillca (Youth Support Officer). The Year 7 Junior Leadership Team (JLT) and Year 9 Peer Support Leaders (PSL) were an integral part of the day running activities, leading the Year 6s around the school and being all round excellent role models, demonstrating our school motto ‘Care, Engage, Excel’.

Leaders spent time sharing stories of their experiences in Year 7 and putting the Year 6 students at ease for the big transition to high school. The Year 9 PSL and Head Girls Hannah Wallace and Hazel Coertse, addressed and welcomed the students into the school, greeting our future families, and kindly assisting Year 6s walk from the kiss n ride to the amphitheatre.

Total Investment \$202 552

Learning Area Highlights



Mathematics

Australian Mathematics Competition (AMC)
10 High Distinction
65 Distinction

Numero Competition - 2 teams in the final
Australian Intermediate Mathematics Olympiad (AIMO) - 1 student qualified
Specialist Mathematics - Course Leader ATAR
SCSA Awards - Subject Certificate of Excellence - Mathematics Applications
Year 11/12 Have Sum Fun Competition Winners



The Arts

DRAMA HIGHLIGHTS:

Whole School Production of 'Annie'

Lavender Meek: WA Youth Theatre Company - Ensemble Member

Xav Gerard: WAAPA Course Participant (Acting Up)

Leonard Van Den Berg (Acting Up & Screenplay)

Sophia Amsha: Black Swan State Theatre Centre (Work Experience)

Ava Sperring: Black Swan State Theatre Centre (Work Experience)

VISUAL ARTS HIGHLIGHTS:

Annual Visual Art Exhibition

- Sonia Sewpal - Artwork accepted to The West Australian Pulse Perspective - Art Gallery of WA

MEDIA HIGHLIGHTS:

Annual Media Night

- Best Film: Kaylen Anderson
- Audience Award: Luke Dewar
- Media Club Award: Everlie Giles



Technologies

DANCE HIGHLIGHTS:

Annual Dance Showcase

- Winners of 4 trophies at the Schools to Stage Dance Competition

Course leader ATAR: Computer Science
Small Business Enterprise - with the Salvation Army
Small Business - Realmark Estate Agents Incursion
Financial Matters - RAC Incursion
UWA Solar Car Challenge - DSHS 6th overall (D&T)
Coding and Information Technology Clubs
Innovation with Drones
Bebras Challenge
Upgrade to Home Economics facilities



Music

Winter Concert

Duncraig SHS Senior Band (Excellent) - WA Schools Concert Band Festival

Duncraig SHS Intermediate Band (Excellent) - WA Schools Concert Band Festival

Duncraig SHS Junior Band (Excellent) - WA Schools Concert Band Festival

Duncraig SHS Jazz Band (Excellent) - WA Schools Jazz Ensemble Festival

Duncraig SHS Silver Guitars (Excellent) - WA Schools Guitar Ensemble Festival

Duncraig SHS Golden Guitars (Excellent) - WA Schools Guitar Ensemble Festival

Gala Concert

Summer Concert



Humanities & Social Science

Mock Trials (Year 10 - Runner Up Team in WA)
UN Sustainable Development Project Symposium
National Geography Competition
National History Competition
UN Youth Parliament representative- Matilda Griffiths



Physical Education

SSWA Cross Country

Year 8 Boys 3000m First place

SSWA Champion School Triathlon - Individual

Champion School Individual	First place
Junior Boys	First and third place
Intermediate Boys	Second place
Senior Girls	First and second place

SSWA Champion School Triathlon - Teams

Champion School Team	First place
Year 7 Boys	First place
Year 7 Girls	First place
Year 8 Boys	First place
Year 8 Girls	First and third place
Year 9 Boys	First and second place
Year 10 Girls	First place
Year 11 Girls	First and third place

SSWA Basketball

Junior Girls	Equal first in North Coast division
Junior Boys	Second in North Coast division

Schools Surfing Championships

Junior Boys	Second place in Metropolitan division
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Languages

Multicultural Week Term 1 Week 10 2022



English

*International Competitions and Assessments
for Schools (ICAS - English)*

Top 1% of students receive a High Distinction
The next 10% of students receive a Distinction
The following 25% of students receive a Credit
The next 10% of students receive a Merit Certificate

2 High Distinction
17 Distinctions
43 Credits
17 Merits



Science

Rio Tinto Big Science Competition

21 High Distinctions
32 Distinctions
131 Credits

ICAS Science Competition (G&T students Y 7-10 only)

8 Distinctions
34 Credits
13 Merits

RACI Titration Stakes Competition

One team finished 2nd out of 70
teams

Student Excellence in Chemistry Award (ATAR)

Finance 2022

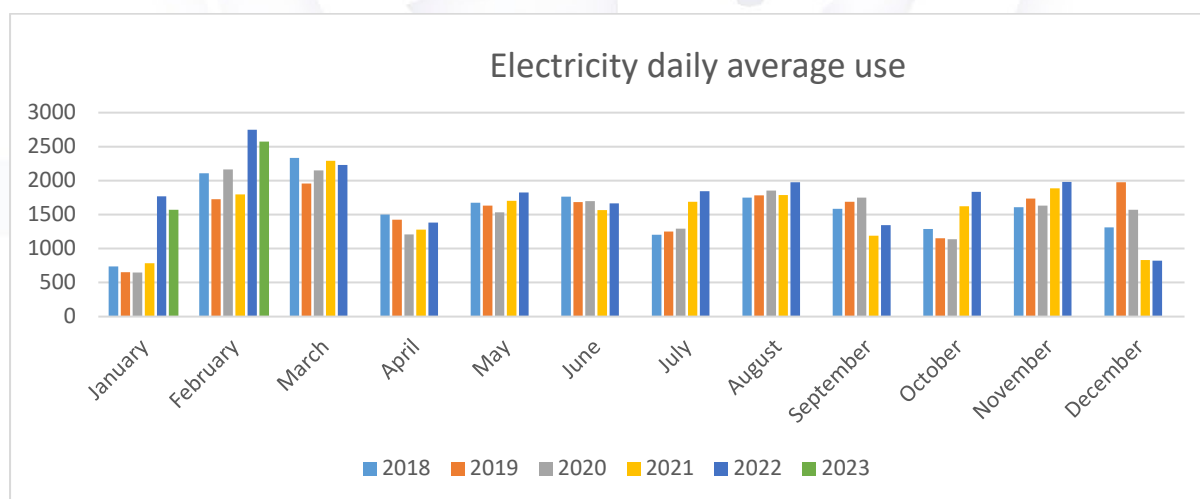
With state and international borders due to open early in 2022 we faced the unknown in so far as staff availability and student attendance. With 2 previous years' experience of schooling during Covid, we were prepared financially for 2022.

Opportunities for students and staff to attend activities and professional learning continued to be somewhat restricted during 2022. Additionally, relief staff were very difficult to secure so often staff were not able to be replaced, resulting in an underspend in staffing. This has reflected in our final 2022 balance, bought forward into 2023 being very high at \$1.4 million.

Salary expenditure was \$18 044 762 of \$20 697 097 of Student-centered Funding. A total of \$2.6m was expended from the bank account in 2022 including \$118 028 being moved into reserves to cover future purchases such as Bus, Photocopiers, and ICT. Government funding of \$1 071 725 contributed to cash revenue.

Expenditure on salaries accounted for 93% of our overall budget. Of our available cash, 42% was expended on student related expenses and \$567 146 on updating equipment and building works. Utilities expenditure has increased to 16% of total cash budget from 7.5% in 2021. This is partly due to the larger student population however heating and cooling costs have risen due to our requirement to keep windows and doors open for ventilation in classrooms and office spaces.

Our safety net 'reserves' for high end expenditure is \$878 672 (movement up by \$12 386) which is moderate for a school of our size.



Finance 2022

Revenue - Cash and Salary	Budget \$	Actual \$
Voluntary Contributions	170 049	171 313
Charges and Fees	728 809	724 112
Fees from Facilities Hire	15 692	15 692
Fundraising/Donations/Sponsorships	200 482	201 878
Other State Govt/Local Govt Revenues	56 307	56 307
Revenue from Co, Regional Office, and Other Schools	3 252	3 252
Other Revenues	166 520	168 111
Total Locally Raised Funds	1 446 750	1 446 304
Opening Balance	609 007	609 007
Student Centred Funding	1,209,784	1 130 445
Total Cash Funds Available	3 265 541	3 185 756
Total Salary Allocation	18 957 644	18 957 644
Total Funds Available	22 223 185	22 143 400

Expenditure - Cash and Salary	Budget \$	Actual \$
Administration	142 929	102 095
Lease Payments	30,600	29,941
Utilities, Facilities and Maintenance	466 620	423 604
Buildings, Property and Equipment	567 146	549 389
Curriculum and Student Services	1 491 782	1 271 920
Professional Development	87 300	41 422
Transfer to Reserve	118 028	118 028
Other Expenditure	138 387	104 882
Total Goods and Services Expenditure	3 042 792	2 641 279
Total Forecast Salary Expenditure	18 044 762	18 044 762
Total Expenditure	21 087 554	20 686 041