Duncraig
Senior High School

Annual Report 2025

Kaya, Wanjoo

Hello, Welcome

We respect and honour the traditional owners of the land on which we are able to live, learn and thrive, the Whadjuk Noongar people. We pay our respects to Elders past and present.

We acknowledge the histories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples and commit to building a brighter future together.

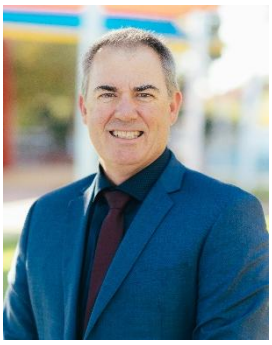
Written: Nguny djurapin, nguny koort djurapin wanganiny noonakoort.

Phonetic: Nung jer-pin Nung court jer-pin wanggang-inny noon-a-court

English: We are happy, our heart is happy to be speaking with you all.

Principal's Report – **Myles Draper**

Dear Duncraig SHS Community



It is with great pleasure I present the 2026 Duncraig Senior High School Annual Report.

2025 gave us much to celebrate. The students and staff have been thoroughly enjoying the new facilities in science, English, Business, IT and Visual Arts. The refurbishment gave an opportunity to expand our music facilities to accommodate our new instruments, Electric guitar, Bass and Vocals to accompany our already comprehensive selection of classical instruments for students to choose from. It is pleasing to see so many students engaged in the program with our new larger ensemble room, practice rooms and new instruments kindly purchased by our P&C. (Get photo of new instruments and room with students practicing)

Our new Business Plan was created at the end of 2025 with three distinct priority areas: Student Experience, Staff Expertise and School Eco System. The sections of the new plan are designed to create the conditions for students and staff to flourish. Our core values of Care, Engage, Excel have had elaborations created so they can be explicitly taught in classrooms and in the form program to provide a well-rounded educational experience for all students.

Our 2025 Year 12 students followed up our outstanding results from last year once again taking out many of the School Curriculum Standards Authorities top awards in General Exhibitions, Certificates of Excellence and a raft of Certificates of Distinction, Certificates of Merit and Vocational Education and Training Awards. Our WACE and VET achievement is equally impressive with 98% achieving their WACE in 2025 and an amazing array of nationally recognised certificates completed by our students. Our ATAR students were exceptional with 79% of those students gaining direct entry into university. We again had a record number of students with an ATAR above 90 and 99, including one student with the perfect ranking score of 99.95. The second time in Duncraig's history. I recognise the hard work and perseverance exhibited by our students, staff and parents to achieve these excellent academic results.

Our extensive extra-curricular activities ensure that our students have access to many and varied opportunities that allow students to explore, find common interests and share their passion for learning new things with others. There are so many clubs, programs, tours, camps, career days, sporting activities and academic competitions that there literally is something to suite every students interest and future pathway. These activities help facilitate student friendship groups and relationship building skills which are all part of the high school experience.

I would like to thank our amazing School Board and P&C who have provided fantastic support for our school. The board have put in a wonderful effort to support the creation of our new business plan that will drive the work of the school executive over the next three years to make our school even better. Our P&C work so hard to support our school community, from running the school canteen who services Duncraig SHS and surrounding primary schools, to providing funding for technology and musical instruments to support our students.

I hope you enjoy reading through the pages of our annual report and sharing in the celebrations of the 2025 school year.

School Board Report – **Hannah von Ahlefeld**

2025 was a year of transition and new beginnings for our school community.

In term 1, we bid *adieu* to our outstanding school principal, Peter Lillywhite, and welcomed Myles Draper formerly of Fremantle College into the fold. Our best ATAR and VET results ever, the completion mid-year of the Stage 1 Redevelopment of our school, and the school's implementation of the Compass Learning Management System marked three significant milestones for our school in 2025. For the Board, it was another year of unrelenting advocacy to secure unfinished elements of the Stage 1 Redevelopment and a promise for Stage 2.

Our Year 12s surpassed our highest expectations in 2025, with a mean ATAR of 85.8; 46 of our ATAR students scoring over 90; and 49 students awarded Cert III or IV. On behalf of the Board, we'd like to congratulate our graduating students and their families, and our hard-working Senior School team led by Associate Principal Caroline Crosbie, with Year Coordinator, Anthony Salpietro, Student Services Manager Adam Taylor and VET and Careers Team led by Karen Clark, and our principal Myles Draper.

In 2025, the Board focused on co-creating the next School Business Plan in collaboration with the school leadership, staff and students. Led by Associate Principal Nicole Baker, this important process, founded on our new House System and school motto "Care, Engage, Excel", shines a light on the "Duncraig Difference". We look forward to continuing to contribute to a school culture that "fosters respect, curiosity, and resilience, empowering students to thrive both academically and personally in a rapidly changing world" (School Business Plan 2026-28, forthcoming).

The Board is always seeking to empower our students by providing them with opportunities to engage authentically in school governance. Although we have often welcomed student leaders to the Board to present their leadership portfolios, this year we changed the Board's Terms of Reference to include our Head Students. A huge thanks to Jun Matsuda and Piper Allison for their contributions as the first Student Board Members. We also enjoyed providing feedback on students' proposals for Duncraig SHS rain jackets and shirts for staff and Follow the Dream students and learning about the work of the Sustainability Student portfolio, including the School Uniform Upcycling Project.

The Board continued to promote the proposal for the Stage 2 Redevelopment, Shared use Performing Arts, Sports and Fitness Centre. Thanks to the students and families who have been supporting our campaign, especially our Activate the Arts event in February 2025, which was also attended by local, state and federal politicians. We strongly advocated to the Government, including the Premier, for the completion of elements removed from Stage 1, notably the Design and Technologies Block and covered walkway linking the old and new buildings. This culminated in a Grievance to Parliament by Liam Staltari, MLA, Member for Carine on 25 June 2025. By the end of 2025, the school had received a Schedule of Accommodation for a Master Plan for the Stage 2 Development of Duncraig SHS, a positive development. In addition, the Minister approved the covered walkway, which is currently under construction. On 15 December 2025, Caitlin Collins, MLA, Member for Hillarys, on behalf of the Minister for Education officially opened the new Stage 1 buildings.

The School Board and Parents & Citizens Association enjoy working in partnership for our school community. For several years, for example, we have been working together to celebrate our amazing staff with the Treat the Teachers Fundraiser and Staff Appreciation Day Morning Tea. We have also been advocating for a traffic crossing with the principal and schools' inspiring Corporate Services Officer, Natasha Williams. In 2025, this request was finally granted, pending securing a traffic warden. Let's hope that we can make this happen in 2026!

School Board Report – **Hannah von Ahlefeld**

We would like to thank the 2025 Board members for their contributions over the course the year: Myles Draper (Principal), Peter Lillywhite (Former Principal) and Nicole Baker (Acting Principal); Manager Corporate Services, Sophie Norman; Student Members, Jun Matsuda and Piper Allison; Parent members, Aileen Eiszele, Brendan Everett, Martin Flaig, Courtney Howarth, Rebecca Newton, Vinh Nguyen and Jake Wilkins; Staff Members, Renay Down, Aaron Gibson, Martina Gilligan, Barbara Kamarudin and Kellie Ketteringham; Community Members, Cameron Everett, Jason O'Meara and Vilko Poznovia; and Co-opted Members, Bianca Galipo and Mick Quirk. We would also like to acknowledge the outstanding work of Rennae Young, Executive Support, to the Board.

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. Parents are very supportive of the school with an active Parents and Citizen's Association.

Our Year 7 students undertake a special transition program which ensures that all students see the school as a safe space, and students and parents meet with the large support team which caters for the wellbeing of all students. We boast a dedicated Student Services 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 improvement 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 for students in the top 5% of the State and the Triathlon Academy for gifted athletes.

The Gifted and Talented 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.

The Specialist Duncraig Triathlon Academy accepts up to 38 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 who have 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 to create the best conditions possible to enable students to achieve. As the school grows past 1800 students and with the Stage 1 Building Program works completed, we will continue to create an environment that fosters innovation and inclusivity.

Care Engage Excel

Care Engage Excel

Our motto — CARE • ENGAGE • EXCEL — is the shared language of our school. The values it represents informs our decisions, shapes our culture, and reflects the aspirations we hold for every member of our community.

Care

At Duncraig, We foster a culture where respect is the foundation of every interaction. Our commitment to wellbeing ensures every individual is supported in their growth — academically and personally. Guided by responsibility and integrity, kindness, empathy, and fairness are not just spoken ideals but everyday practice.

Engage

At Duncraig, we embrace innovation and spark curiosity and creativity in every classroom and learning space. Through collaboration, clear communication, and strong community connections, we create real-world learning experiences that inspire students and staff to actively contribute and make a difference.

Excel

At Duncraig, we set high expectations and embrace challenges with resilience and a growth mindset. Every achievement is purposeful, strengthening both the individual and the wider school community.

Student **Achievement**

98%
Students Achieved WACE

97.02%
Achievement Rate in VET

5 Students
99+ ATAR

- *Patrick Wang*
- *James Manoharan*
- *Chelsea Owens*
- *Tim Williams*
- *Ryan Thomas*

1 General Exhibition

- *Patrick Wang*

99.95
Perfect ATAR Score

- *Patrick Wang*

10 Certificates of Distinctions

- *Arissa Bryers*
- *Xander Camille*
- *Georgina Harris*
- *Lewis Laden-Wearne*
- *James Manoharan*
- *Chelsea Owens*
- *Ryan Thomas*
- *Zack Wall*
- *Patrick Wang*
- *Tim Williams*

Student **Achievement**

11 Subject Certificate of Excellence

- *Patrick Wang - Accounting & Finance; Mathematics Methods*
- *James Manoharan - Biology; Chemistry; English; Mathematics Methods; Physics*
- *Chelsea Owens - English; Human Biology*
- *Amelia Warden - Biology*
- *Xander Camille - English*

85.8

Median ATAR

32

Certificates of Merit

1

Subject Exhibition: Biology

- *James Manoharan*

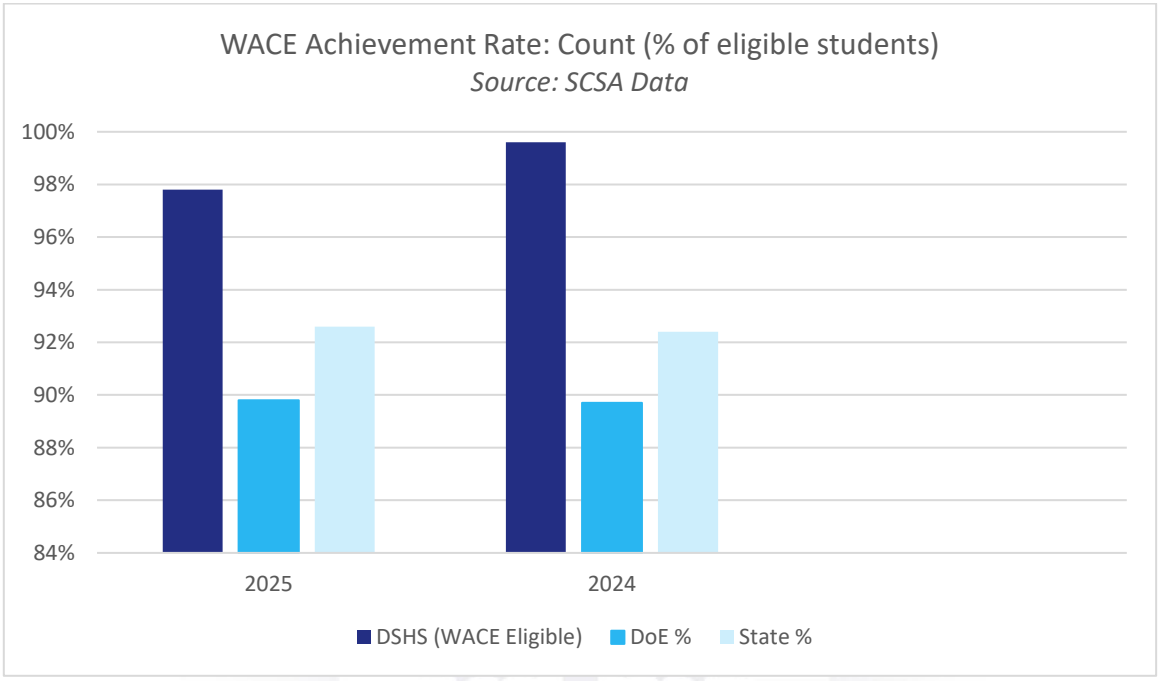
46 *Students* 90+ ATAR

- *Felix Alberto*
- *Piper Allison*
- *Sayge Arkley*
- *Griffin Beckett*
- *Matilda Bellu*
- *Michelle Botha*
- *Samuel Bradford*
- *Arissa Bryers*
- *Xander Camille*
- *Georgie Carpenter*
- *Tahlia Corboy*
- *Monique Corboy*
- *Sophia Dar*
- *Adil Dianat*
- *Lani Dunbar*
- *Jacob Earl*
- *Alexander Elzohdy*
- *Isla Everett*
- *Dea Gjorgjioska*
- *Jasmine Gregory*
- *Harriet-Marie Haines*
- *Georgina Harris*
- *Denzell Harvey*
- *Indi Howe*
- *Estelle Jensen-Marshall*
- *Oliver Jensen-Marshall*
- *James Kroger*
- *Lewis Laden-Wearne*
- *Thomas Lane*
- *Niamh Larchet*
- *Archie Lawrence*
- *Matthew Linton*
- *James Manoharan*
- *Jun Matsuda*
- *Asha Mollett*
- *Chelsea Owens*
- *Jasmine Patmore*
- *Adam Radwan*
- *Punah Sharma*
- *Nicholas Sheehan*
- *Ryan Thomas*
- *Zack Wall*
- *Patrick Wang*
- *Amelia Warden*
- *Samuel Warrington*
- *Tim Williams*

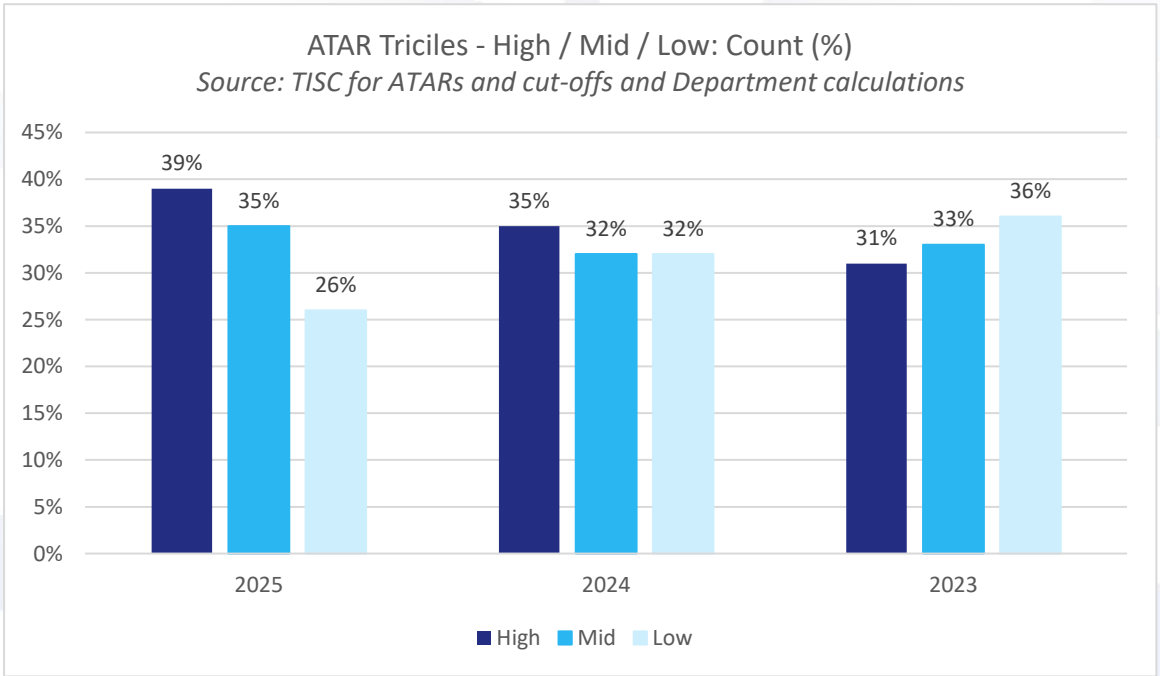
Student **Achievement**

WACE Performance in 2025

WACE ACHIEVEMENT RATE COMPARISON BETWEEN SCHOOL, DEPARTMENT OF EDUCATION AND THE STATE



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



Vocational Education & Training **(VET)**

Congratulations to the class of 2025, many of whom gained employment or are following a pathway to further education. Their success reflects not only their hard work and determination, but also the strength of the outstanding Vocational Education and Training (VET) and Careers programs at Duncraig SHS.

At Duncraig SHS, we are committed to providing diverse and meaningful career pathways that support every student to thrive beyond secondary school. Through our comprehensive VET programs and strong partnerships with external stakeholders, we ensure students are equipped with the skills, knowledge and confidence to succeed in their chosen pathways.

Students can undertake VET qualifications on campus as part of their senior school timetable, with many also choosing to complete an off-campus program one day per week through approved training partners. Balancing school studies with external qualifications requires dedication and resilience, and our students consistently rise to the challenge. Their achievements are made possible through a strong partnership between school, families and industry providers, all working together to support each student's journey.

Approximately 50% of our Senior School students complete a VET qualification, demonstrating the significant value our community places on practical, career-focused learning. Duncraig SHS proudly delivers on-site Certificate II courses in Community Services, Sports Coaching, Music, Tourism and Workplace Skills, as well as Certificate III in Business through industry partnerships. Our dedicated teachers undertake additional training and industry engagement to ensure students receive current, high-quality, industry-aligned learning experiences.

Duncraig SHS further strengthened its commitment to innovative pathways by establishing a strong partnership with Woodvale Secondary College. This collaboration allows our students to undertake a Certificate II in Electrotechnology (Pre-Apprenticeship) one day per week at Woodvale SC, while also offering a Certificate IV in Nursing Preparation delivered at Duncraig SHS one day per week. These two programs directly respond to the growing workforce demands in both the electrical and healthcare industries, creating valuable opportunities for students to transition into high-need sectors with confidence and relevant qualifications.

Pre-apprenticeships, combined with Workplace Learning, provide students with authentic industry exposure, enabling them to consolidate their skills in real workplace settings. This pathway continues to deliver exceptional outcomes, with many students progressing into apprenticeships and long-term employment.

Our School Based Traineeships (SBTs) and School Based Apprenticeships (SBAs) offer students the opportunity to gain paid employment one day per week while completing a nationally recognised qualification. Students successfully apply for positions with respected employers including Water Corporation, Australian Medical Association, My Car, Boost Juice, Coffee Club and City Beach. These highly sought-after programs run over 18 months and involve a competitive application and interview process, further preparing students for the workforce.

Workplace Learning remains a cornerstone of our VET program for Year 11 and 12 students. This subject allows students to explore industries, build employability skills and develop professional networks. Many students apply the skills gained through their VET studies directly within the workplace, strengthening both their confidence and career clarity. We are proud to offer these services in-house, supported by a passionate and proactive team continually building new industry partnerships to expand opportunities for our students.

Student **Achievement**

Our experienced Careers Counselling team provides personalised support to students and families from Year 9 through to Year 12. Parents and students are encouraged to access individual appointments throughout the year to receive tailored guidance and explore the many opportunities available.

Career exploration begins early at Duncraig SHS. Our Year 9 students participate in structured career development programs, including the introduction of “My Future” during form last year. Throughout the year, students engage in hands-on experiences such as Try a Trade and career taster programs, empowering them to make informed subject and career decisions.

The Year 10 ‘Get into Resources’ event is a standout initiative, immersing students in the diverse opportunities within the resources sector. Delivered in partnership with industry and in conjunction with North Metro TAFE, UWA and Murdoch University, this full-day experience benefits both ATAR and VET-bound students. We were thrilled that our student, Brand Pawle, won the “Get into Resources” site visit — an all-expenses-paid trip to a mine site for him and a friend.

Year 9 students also participated in a two-day immersive experience with Murdoch University, engaging in hands-on learning across multiple industries and hearing directly from presenters about the varied pathways that led them to their careers. These authentic insights are invaluable in broadening students’ understanding of future possibilities.

Our annual Careers Expo continues to be a flagship event, held prior to the Year 10 Parent Night. It is consistently well attended, with students and parents engaging directly with representatives from a wide range of industries, TAFE and all five WA universities. The Alternative Entry Expo further supports students seeking non-ATAR pathways to university, and from 2026 this event will be combined with the Careers Expo to maximise access to information and opportunity across year groups.

Throughout the year, our team works closely with Student Services to deliver targeted presentations for Year 11 and 12 students. Guest speakers include representatives from universities, North Metro TAFE, MEGT, TISC and a range of industry professionals, ensuring students receive current and relevant advice.

None of this would be possible without our exceptional 2025 Careers and VET team. Nadine Freeman (Workplace Learning Officer), Maree Marcon and Kate Hewitt (Career Counsellors), Richard Gibson (Workplace Learning Teacher), Karen Clark (VET and Workplace Learning Manager) and Tiffany Annetts (VET Administration Officer) demonstrate unwavering dedication to supporting Duncraig SHS students. Their expertise, commitment and passion are instrumental in delivering innovative programs, building industry connections and guiding students towards successful futures.

Duncraig SHS is proud to offer a comprehensive, student-centred Careers and VET program that empowers young people to confidently step into employment, apprenticeships or further education. The strength of our team and the breadth of opportunities available ensure that every student has a pathway to success.

Specialist **Programs**

Gifted and Talented (GAT) Secondary Selective Entrance Program

The GAT 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.

GAT students were able to participate in a variety of competitions, excursions and other events in 2025, 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.

During 2025, the program went through some exciting redevelopments which included a focus on the redevelopment of teaching programs to better cater for our GAT students. Whilst still a work-in-progress, these programs now specifically include opportunities for enrichment and the development of critical and creative thinking skills. We also worked closely with our GAT teachers to provide specialised professional learning, and opportunities to come together and work as a team to coordinate programs to encourage cross-curricular applications.

Year 12 Performance

A significant indicator of the success of our GAT Program is the exit results of our Year 12 students. The following provides some highlights of their performance in 2025:

- 10 students received an ATAR of above 95, with one student, Patrick Wang, achieving 99.95 - the highest possible ATAR score;
    - **Patrick Wang (99.95)**
    - **James Manoharan (99.85)**
    - **Chelsea Owens (99.55)**
    - **Tim Williams (99.3)**
    - **Ryan Thomas (99.2)**
    - **Xander Camille (98.65)**
    - **Arissa Bryers (97.85)**
    - **Jun Matsuda (96.75)**
    - **Samuel Warrington (95.75)**
    - **Griffin Beckett (95.5)**
- One student, Patrick Wang, achieved a General Exhibition award.
- One student, James Manoharan, achieved a Subject Exhibition award for Biology.
- Ten students achieved Subject Certificates of Excellence for various subject areas:
    - **Accounting and Finance - Patrick Wang**
    - **Biology - James Manoharan**
    - **Chemistry - James Manoharan**
    - **Human Biology - Chelsea Owens**
    - **Physics - James Manoharan**
    - **English - Xander Camille, James Manoharan, Chelsea Owens**
    - **Mathematics Methods - James Manoharan, Patrick Wang**

Specialist **Programs**

- Eight students received Certificates of Distinction:
    - **Arissa Bryers**
    - **Xander Camille**
    - **Lewis Laden-Wearne**
    - **James Manoharan**
    - **Chelsea Owens**
    - **Ryan Thomas**
    - **Patrick Wang**
    - **Tim Williams**

- Eight students received Certificates of Merit:
    - **Felix Alberto**
    - **Piper Allison**
    - **Georgie Carpenter**
    - **James Kroger**
    - **Jun Matsuda**
    - **Kaylee McAndrew**
    - **Asha Mollet**
    - **Samuel Warrington**

- The median ATAR for GAT students in 2025 was 93.05.

GAT Initiatives

Duncraig SHS prides itself on the opportunities that are offered to our GAT 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. Students are involved in excursions and incursions in each Learning Area which extend students' thinking and application to real world scenarios.

The Breakfast Club is inclusive of all Year 11 and 12 GAT students and is an important strategy to further support our academic students in Senior School. Students meet for breakfast twice per term with 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.

Whilst our GAT students follow their own individual pathways in Senior School, they are afforded with a range of opportunities to develop academically and social-emotionally. In 2025, our Senior School students were provided with $2468.45 worth of academic subsidies which were put towards Masterclasses, ATAR Revision Courses and various study and revision tools. Senior School students also participated in a series of workshops, designed and delivered by our school psychologists, which aimed to reduce stress and provide better coping strategies for our GAT students during their exam periods. These workshops taught students practical strategies on how simple mindfulness techniques can significantly reduce stress during exam periods. As a follow-on from this, and to continue our work with developing the whole person, we hosted a professional sound meditation workshop for both the Year 11s and Year 12s, giving our GAT students yet another opportunity to develop additional mindful strategies for coping during their senior school years.

Specialist **Programs**

Our Year 10 GAT students participated in a mentoring program, in the lead up to Senior School subject selections in the second half of the year. Each student had an individual counselling session with the GAT Coordinator or the Associate Principal for Curriculum & Engagement to discuss their desired Senior School Pathway and assisted them in making the right decision for them. Our Year 10s also participated in a series of four workshops during Semester 2, designed and delivered by our school psychologists, to address their social and emotional needs as they enter their senior years of schooling. These workshops highlighted the impact of stress on the brain and the body and looked at practical strategies to prevent high-stress and burnout. Our Year 10s developed skills in self-regulation and resilience, effective approaches to exam preparation, time management skills and how to cope during tests and/or exams.

An important part of the Gifted & Talented program is providing opportunities for teachers to engage in Professional Learning in Gifted Education so that we can ensure the delivery of high-quality teaching and learning programs for this unique group of students. A focus for 2025 was in upskilling our Gifted and Talented teachers, as well as interrogating our programs, to ensure they are catering not just for the academic needs of our students but also developing key critical and creative thinking skills and providing appropriate enrichment opportunities. Therefore, each term, the GAT teachers met together for half-day workshops, with a focus on redesigning our programs to focus on academic rigor, building in the General Capabilities and opportunities for cross-curricular connections. Kylie Bice, from Growing Up Greatness, worked with both the Year 7 and 8 teams, as well as the Year 9 and 10 teams, focusing on assessment, in particular, tiering activities, and the application of Passow's rule when designing learning tasks. Teachers had the opportunity to work together, under the guidance of Kylie to interrogate their existing learning tasks and/or assessments and make consider small adaptations to better cater for our GAT students.

In the latter half of 2025, we introduced applications to become a Duncraig 'Approved GAT Teacher'. This involved interested teachers submitting a short, written application as well as asking one of their (GAT – if applicable) classes to complete a questionnaire to gain feedback from a students' perspective. In total, 24 staff across the MESH learning areas were approved to become GAT teachers.

Specialist **Programs**

Following on from these appointments, GAT teachers completed the two-day Mini-COGE course delivered by a representative from the University of New South Wales. This course provided practical professional development and allowed staff to feel confident in differentiating curriculum to meet the needs of this cohort of students, implement effective ability grouping and/or acceleration practices, and understand current research and best practice in Gifted Education. Over the duration of the course, teachers designed a unit of work applying the strategies learnt, which directly meets the differentiated needs of a Gifted and Talented classroom

Cohort Special Team-Building Events

Year 7s: Point Walter Reserve – a day-long team building activity aimed at creating important early social connections with our newest GAT cohort.

Year 8s and 9s: Escape Room – half day team building opportunity for each cohort.

Year 10s: Celebration dinner – a night together for our GAT students to celebrate coming to the end of their Lower School journey. Students were presented with Peer Appreciation certificates they had written for each other.

Year 12: Celebration dinner – a night for students and their families to celebrate the end of their schooling journey within the GAT program. Students were presented with certificates for participating in the GAT program and Peer Appreciations certificates written for each other.

Other Events

As well as outstanding achievement in competitions, GAT students were afforded opportunities to participate in other events to provide enrichment and support:

- Year 9-11s visited the WA Swan Theatre Group outside of school hours to watch the production 'Blue' by Thomas Weatherall, a life-affirming deep dive into a young person's journey through life, long, mental wellbeing and early adulthood.
- A group of our Year 7 female students participated in the UWA Girls in Engineering Program
- Our Year 8 female students attended the WISE Women conference at Murdoch University
- A group of our Year 9 female students attended the MAWA Empowering Girls at Curtin University
- A group of our Year 10 female students attended the GET Forum at Curtin University in preparation to study Mathematics Methods in Senior School
- Five teams from the Year 7, 8 and 9 cohorts participated in the Western Australian Debating League Competition, coached by our Gifted and Talented Coordinator, Leonie Hunter.
- Students across Years 7 – 10 participated in the Creative Edge Challenge at Curtin University

Subject teachers also run a range of enriching incursions and excursions for their GAT classes. These additional opportunities are funded through the GAT program.

Specialist **Programs**

Triathlon

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

- 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.

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. 2025 saw the year 10 cohort have access to specialist strength and conditioning sessions provided by Dimond Fitness. Term 2 sees our students take part in surfing lessons to increase their confidence in open water and promote participation across multidiscipline sports during off season. 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.

Duncraig Triathlon Academy won the 2025 School Sports WA (SSWA) Schools Champion Individual School for the 20th consecutive year and repeated its win in the Champion Teams School in the Schools Teams Event, for the 8th year in a row. 2025 saw the largest team yet from Duncraig SHS, a total of 162 students participate in the event. 7 students qualified to represent WA at the School Sport Australian Triathlon Championships to be held in Queensland during April 2026. We also have 12 students in the WA High Performance Triathlon Pathway. Our Triathlon students claimed the first ever win of the SSWA Cross Country title for Duncraig Senior High School. This significant event was the first time a state school had won the event in over 20 years, and the first time Duncraig SHS have won the event.

2025 saw a record number of applications (over 82) to the program due to our close work with feeder primary schools. All our intake area schools were visited by a triathlon staff member in Term 2. The

students at feeder primary schools were shown the triathlon promotional video and took part in a fun "triathlon lesson". Flyers were given to all students who were interested and those who displayed sporting talent. The promotional video was also displayed through the school's social media,

Specialist **Programs**

Instagram and Facebook page. Both the success of the program, the video and primary school visits have led to the rise in numbers applying for the program.

2025 double cohorts running through years 7-10. This saw another expansion of our bike fleet. 2026 will again see a student cohort of 44 for the incoming year 7. We now have two multiclass athletes within the program that will be representing the school in SSWA multiclass inter school events including the Cross Country, Swim Carnival and Triathlon.

Our fleet of volunteers have grown over 2025, with close links to North Coast Triathlon Club and many cycling parent volunteers. This has enabled lessons to be accompanied safely off site.

Our teaching staff continue to participate in professional development to improve their knowledge and expertise in the sport of Triathlon. Our triathlon staff have competed in triathlon with success at national and international level throughout 2025.

Specialist **Programs**

Cadets

The Cadet Unit is funded by the Department of Communities and Local Government and coordinated by the Department of Biodiversity, Conservation and Attractions. The school has developed an engaging and successful program which is well-resourced, highly respected and very well patronised. The Unit is supported enthusiastically by the school Executive, the school community, students, and families.

Cadets often join in Year 7 and remain until Year 12. The Unit attracts students seeking to develop through personal growth, leadership, and environmental engagement. Cadets may complete Community Endorsed SCSA Units, Applying First Aid and the Duke of Edinburgh awards. Cadets also achieve other awards including Long Tan Scholarships. Cadets provides effective leadership training, personal growth and skill development through conservation actions and enriched environmental training. In 2025, the Unit focused on cadet skill development first aid training and wildlife incursions including birds, reptiles and snakes. As well as rehabilitation, recycling and native ecosystems. Cadets also worked in local habitats, practising conservation skills including tree planting and exotic plant eradication. Over the years we have planted 27,000 trees in the Tambellup area. In 2025 the cadet HPV cycling team competed in Perth, Bunbury, Busselton and South Australia and remains an engaging and challenging initiative.

At the end of 2025 the Unit maintained seven instructors (including staff, community members, ex cadets) and 67 cadets. Cadets completed approximately 3,000 hours of training, which included weekly meetings, camps, incursions, applying first aid training and leadership training.

In 2025, 25 Year 7s completed the DSHS Adventurers Course, 10 cadets completed Level 1 Bush Rangers WA (BRWA) modules, 10 completed Level 2 and 7 completed Level 3. Additionally, there were 7 Year 11, and 8 Year 12 cadets who completed Community Endorsed Units developed by the Unit and accredited by SCSA. There were also 10 cadets who completed their Applying First Aid qualification. In 2025 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 also assisted with operations, materials, maintenance of assets, preparation of training resources and technical advice.

Specialist **Programs**

Aboriginal and Torres Strait Islander Program

Leadership opportunities

Clayton regularly conducted the Acknowledgement of Country at whole school events as well as mentoring and working with our Aboriginal and Torres Strait Islander students. Eve and Soraiya were nominated as members of the Junior Leadership Team with Eve conducting the Acknowledgment to Country at year assemblies and Orientation Week.

Follow the Dream (FTD) program

FTD was a huge success with the growth in numbers and for the third year, having Duncraig SHS teachers come along to help support and tutor our students. This was a great initiative which allowed students to build closer relationships with our teachers and in turn feel supported at school and believe they can achieve their dreams. Jayda, Year 12, 2024 also came back to help tutor our students. Students were given many opportunities with Rive, Clayton and Rah attending the Yanchep Cultural Day camp, Eve and Havana attended the Year 7 Cultural River Cruise with Mr Dean and Delilah represented Duncraig SHS in the Gnalla Kaartidjin, Gnalla Bidee (Our Knowledge, Our Path) Student Voice Forum at UWA. Delilah also had an opportunity to attend ECU with the Follow the Dream Coordinator.

After-school tuition sessions were on Thursdays with an increased number in attendance for our Year 7 – 10 students. Our senior school students attended one-on-one tuition sessions with an external tutor focusing on specific ATAR subjects. Our after-school sessions focused on revision for up-coming assessments, NAPLAN and OLNA practise, completing homework and career planning. Ryder and Delilah had an opportunity to attend the Academic Task Force school holiday tutoring which was funded by the Polly Farmer Foundation.

FTD has a key focus on culture where students not only go on excursions and camps but also participate in cultural activities and projects. This year, students worked together to finalise the research for a Fallen Indigenous soldier and wrote a biography which was presented at Kings Park to their family. This was held during Reconciliation Week.

The end of year celebration was a highlight with all our students being recognised for their participation in the program and acknowledging Delilah graduating from the program.

Specialist **Programs**

Yarning Circle

This year we continued our Yarning Circle on Tuesdays where students had a safe and welcoming space to bring a friend along and share stories with each other. The FTD Coordinator attended throughout the year, making connections with our students and their friends. This has now been fully embedded into our school schedule and will continue into the foreseeable future.

Year 7 BBQ

At the beginning of each year, we welcome the new Year 7 students and their families along to a BBQ where they can mingle and meet teachers, other families and support staff. This year we invited Mr Vaugn McGuire to conduct a Welcome to Country.

Sorry Day and National Reconciliation Week

Sorry Day and National Reconciliation Week were observed and celebrated with a range of form quizzes and displays in the school library. The RAP committee initiated a whole school hand mural, representing our cultures uniting in one community.

NAIDOC week

NAIDOC celebrations were held at the end of Term 2, in conjunction with ALIVE week for the third year. We had the privilege of Jayden Boundry, conducting the Welcome to Country and Smoking Ceremony. Mr Boundry and his associates, Mirliny had the attention of the whole school with their informative stories, song, dance and didgeridoo. As part of the NAIDOC celebrations, Mirliny met with our Aboriginal and Torres Strait Islander students and their friends for a special NAIDOC morning tea to then share stories about country and culture. This year, our students designed a wall mural which met the theme of NAIDOC week "The Next Generation: Strength, Vision and Legacy".

This was visible for the entire week and whilst it was predominantly created by our Aboriginal and Torres Strait Islander students, they were able to invite a close friend from another culture to help participate.

Other activities throughout the week included a spear throwing competition during form and traditional face-painting.

Specialist **Programs**

RAP committee

The RAP committee will continue to plan events and professional learning which enable our school community to learn about and engage with Aboriginal and Torres Strait Islander culture. They are also there to support our staff to imbed Aboriginal and Torres Strait Islanders' perspectives, histories and cultures in the education of our student body. Our focus for 2026 will be to continue to raise cultural awareness and responsiveness as outlined in our RAP action plan.

Climate Crew

Founded in 2021, Climate Crew has grown to more than 30 core students from Years 7 to 12. The group is led by Kelly Reynolds (Sustainability Coordinator) with Mission Leaders, Junior and Senior Team leaders and Ms von Ahlefeld (School Board Chair). The Crew meet in the library during recess and form on Tuesdays and Thursdays to collaborate on a range of projects across the school.

The Climate Crew works to help our students grow into leaders and collaborators. We do this through having a leader for each of our missions who collaborate with the other members of their teams to get their missions accomplished.

In 2025, the Climate Crew worked hard to consolidate four missions, with a view to creating a more sustainable school environment by "engaging, informing and acting for our future".

Mission 1. Recycling

The Climate Crew manages a large Recycling Station in the Library through partnering with organisations such as Bottle Top Hill (bottle tops, bread tags), Give Write (stationery), Officeworks (batteries), Bunnings (mobile phones) and many others. The Climate Crew also set up a recycling station at Alive week and the 2025 school carnival to collect cans in support of Containers for Change. The Climate crew is also working on creating recycling bins for every classroom.

Mission 2. School Garden

Specialist **Programs**

In 2024, Climate Crew launched its first Garden Project with Ms Reynolds. The aim of the garden is to supply the canteen and Home Economics with herbs. The grand opening ceremony was held in 2025 with a cutting of the ribbon and since then many herbs and vegetables have been successfully grown for the home economics department to use for cooking classes.

Mission 3. Friday Forms for the Future (4F) Program with BTH 12R's™

Inspired by Greta Thunberg's Fridays for the Future movement, Climate Crew's "Friday Forms for the Future" (4F Program) was launched in 2022 and has been funded by the UWA Grand Challenges Program. Every second Friday during Form, Climate Crew leaders organise environmental-related tasks, games and competitions for students in Year 7. Since then, we have added a year group every year and in 2025, the 4F Program expanded to include Year 7, 8, 9 and 10 students. In addition, 4F started to follow the monthly themes of Bottle Top Hill's (BTH) 12R's™ sustainability framework. This includes energy saving campaigns, Swap Market, bottle top collecting competition, RSPCA collecting competition, Waste-Free Lunch Challenge, Recycling Challenge and more. Every year, this program will expand to cover more year levels, encouraging a school-wide approach to sustainability.

Improvement **Targets**

Notarised by Myles Draper

Targets	Progressing	Achieved
The percentage of Year 12 Students achieving WACE to be 98% or above.		✓
The percentage of Year 12 students who achieve an ATAR score higher than the minimum entrance requirement for university in WA (70 ATAR) to be 75% or greater.		✓
The Year 12 Gifted and Talented Cohort will show, on a three-year moving average, an increase in median ATAR.		✓
The percentage of Year 9 students achieving the NAPLAN categories of Strong and Exceeding in NAPLAN Reading, Writing and Numeracy to be same or above that of like schools.	✓	
The regular attendance rate for all year groups to be at least 20% higher than the State's regular attendance rate.	✓	
Positive school survey data around perception of the level of connectedness, the supportive nature of the school community and the sense of being valued.	✓	

Teaching **and Learning**

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 2025, we focused on celebrating staff success and the sharing of innovative practice through a range of forums. We continued to upskill staff with the delivery of our bespoke professional learning courses. We broadened our scope of professional learning to the SWAN team and Senior Leaders. Excitingly, we paved the way for how Teaching and Learning at Duncraig can evolve to maximise service delivery to staff and have the greatest impact on our students' learning outcomes.

Quality Teaching and Innovative Practice (QTIP)

2025 was the third year Duncraig Senior High School has delivered our bespoke professional learning course, QTIP. Working with 14 staff, across all Learning Areas of the school, they explored, trialled and reflected upon a range of highly impactful strategies designed to engage their learners and push them to show growth across the breadth and depth of their learning. Based upon feedback from previous years, the course underwent slight adjustments to better reflect teacher need and maintain currency for practice (particularly for the focus on technology to enhance practice).

The focus for each day was as follows:

- Day 1 – Engagement and Cooperative Learning
- Day 2 – Differentiation
- Day 3 – Feedback, Assessment and Questioning
- Day 4 – Technology including Artificial Intelligence to enhance teaching and learning

Between each day, teachers participated in a round of peer-observation and feedback on a focus area from the day prior. This gave them the opportunity to see how different strategies can be applied across learning areas. They also developed skills in the art of giving useful feedback, utilising strategies, such as the 'feedback bridge' from GROWTH coaching.

Delivered through the lens of Differentiation, this cohort of participants are now champions across the school for understanding, showcasing and working with others in their learning area to create differentiated learning environments suiting the skills, interests and abilities of all learners.

Feedback from this year's course highlighted:

- 90% of participants stated the course provided 'significant' opportunities to engage in meaningful conversations about pedagogy with colleagues
- 100% of participants have contributed to pedagogical discussions with their learning area because of the course. These discussions centred around a range of focus areas including
    - use of Essential Reviews to increase engagement and retention
    - differentiation of content to suit mixed ability classes
    - restructuring written assessments for Senior School classes
- Participants noted that their confidence to lead others was enhanced by the opportunities afforded to them in the QTIP course such as; time to collaborate with others, observing their colleagues and debriefing, and built in opportunities to practice the strategies themselves.

Teaching **and Learning**

Testimonials:

"QTIP was a great opportunity to build on my teaching and learning practice, providing a wide variety of tools and strategies that are practical and engaging"

"Amazing. Being able to observe peers in practice was invaluable"

"Peer observations were fantastic – no pressure, very inclusive and helpful"

Teaching Essentials and Classroom Habits (TEACH)

Duncraig SHS had a large cohort of new staff join our team in 2025. As a result, the 1-day TEACH induction programme was delivered twice (Term 1, and Term 3) to a total of 22 teaching staff. This course is an essential component of Duncraig's new staff onboarding, particularly for our Graduate Teachers. Across the day, staff are provided with Duncraig-specific strategies for engaging learners positively in the classroom, the science behind the design of our Teaching and Learning Model and opportunities to observe existing Duncraig teachers in action. Participants are provided with opportunities throughout the day to practically apply their knowledge and skills to a 'Focus teaching' class and are observed shortly afterwards on a selected area of their practice. These observation-reflection cycles are crucial to building a culture of continuous growth, collaboration and trust for our school.

Whole-school Pedagogical Impacts

In 2025, the Teaching and Learning team worked in collaboration with teaching staff, education assistants, and senior leadership to provide opportunities throughout the year for professional learning, and the opportunity to share practice, collaborate and celebrate the successes of highly impactful strategies.

<u>Termly Staff Meetings</u>

We continued to meet with teaching staff in a formal capacity by way of termly staff meetings. These formed part of our agreed 'EBA meeting times'. The focus of each meeting is below:

Term 1	**Term 3**
1. Sharing of Practice Staff were asked to share strategies across two focus questions: a. How do you plan lessons using the TLM, and write effective learning intentions and success criteria? b. How do you embed reviews daily? What do you do to check students' understanding and make them participate each lesson? **2. Gathering Data** Staff completed the annual teaching and learning survey	**1. Sharing of Feedback** Staff were shown the feedback from the teaching and learning survey around 'what works well' and the T&L services they would like to see improved and/or developed. **2. Data Analysis and Impact Planning** Staff moved to breakout groups and, facilitated by the Senior Leadership team, completed individual and group reflections on the teacher and student survey data, and selected one priority area with which to focus on for whole-school pedagogical practices.

Teaching **and Learning**

Note that, due to the school's commitment to integrating Reporting to Parents, and the LMS changeover to Compass, only two 'Teaching and Learning' staff meetings ran.

Professional Learning Workshops for Education Assistants

Given our commitment to high-quality teaching and learning in every classroom, we identified a need to provide bespoke professional learning opportunities for our education assistants, who too, support both our teachers and students with additional needs to meet required learning outcomes. In conjunction with the Learning Support Manager, two workshops were designed and delivered to the SWAN team in their regular before-school meeting times:

Workshop 1	**Workshop 2**
Learning intention: To understand the science behind how students think, and how this is supported through Duncraig's TLM. During this workshop, we explained the Information Processing Model, recognising how this might look different for students with additional needs. The structure of the TLM was explained, highlighting that while the design elements work for all, they particularly support our students with additional needs. Finally, we provided other learning strategies education assistants might use with their students (or assist the classroom teacher to use) such as multi-modal teaching, and organisational strategies.	*Learning intention:* To understand the complexities of twice exceptional students and have a bank of strategies that best support their learning in the classroom. During this workshop we defined 2E students and discussed their strengths and challenges in line with the latest educational research from Australia and well as abroad. We then codified what education assistants can do in the classroom by providing learning environment adaptations, social-emotional supports and advocating for differentiated instruction.

In the Loop

Our weekly circular, In the Loop, was again utilised as an on-going platform to provide staff with the opportunity to upskill themselves in areas of practice related to the Quality Teaching Strategy and/or Teaching and Learning Model. We shifted our focus however, to the sharing and celebration of practice, and many of the articles were an opportunity to showcase commonly utilised strategies or examples of high-quality practice.

Senior Leadership

To support the implementation of the Teaching and Learning team's existing and future goals, we recognised that our current Senior Leadership team needed to be provided with professional learning with the goal of enhancing their capacity as instructional leaders in the school. We also wanted them to be able to refine their existing skills in supporting their staff to grow and develop as teaching professionals. Therefore, we organised for all senior leaders to complete Growth Coaching Internationals, Introduction to Leadership Coaching, two-day course, here at the school.

After completing the course, leaders reflected on their key insights and learnings that came from the program. The top three themes identified were:

Coaching Frameworks, models and tools (such as GROWTH, ACE, 100-point scale, feedback frameworks)

Teaching **and Learning**

Power of Language and Questioning (shifting to an inquiry approach, rather than a solution-based approach)

Active Listening and Awareness of Listening Styles (recognising how conscious, active listening enhances understanding, connection and the effectiveness of coaching conversations).

Since then, we have met together as a team to continue practicing these new skills and set goals around how we will embed these further as instructional leaders.

Other Notable Points

Ideas for 2025 annual report:

- Due to staffing requirements across the school and budgetary constraints, the Teaching and Learning team operated at a 0.8FTE with an Acting Teaching and Learning Manager for the duration of the year.
- This had an impact on our ability to provide as many services to teaching staff as what had previously been offered.
- We continued to maintain our Teaching and Learning library of resources available for staff to borrow
- We continued to support our Graduate Teachers within the capacity of the team
- Most notably, the role of the Teaching and Learning Manager concluded at the end of 2025, with a new Level 3 Program Coordinator role 'Head of Pedagogy and Gifted Education' appointed from the start of 2026. This new role begins at the start of the next Business Plan and will maximise the delivery of services to staff to have the greatest impact on student outcomes.

Whole school **Literacy and Numeracy**

Our focus on implementing whole school literacy and numeracy strategies was maintained and developed in 2025. The whole school Literacy and Numeracy Coordinator worked with literacy and numeracy specialists to manage the existing programs and develop strategies and resources for implementing across all Learning Areas. The Literacy & Numeracy Committee's focus in 2025 was to support the Whole School Literacy and Numeracy vision statement and Business Plan Foci along with further developing our literacy and numeracy support resources for staff and students. In 2025 the Literacy and Numeracy Committee supported a whole school disciplinary literacy focus by facilitating targeted vocabulary instruction strategies for Tier 2 and Tier 3 vocabulary words across all Learning Areas and re-engaging the PEEL paragraph structure and resources. Examples of PEEL and Vocabulary strategies, developed by staff, were shared collegiately throughout the year.

Our program for Year 7 classes that focused on improving literacy and numeracy skills across all MESH subjects was maintained in 2025. This program is reviewed at the end of each year and has been maintained since 2021 due to its positive outcomes. The program aims to improve students' literacy and numeracy skills and provide scaffolded support for their transition to secondary school education. To improve on identifying students with gaps in their literacy and numeracy development, we utilised the New Group Reading Test for Year 6 Feeder School students as a Universal Screener for all incoming Year 7 students in 2026. We also further developed a bespoke Multi-Tiered Systems of Support Model that would implement an intensive Direct Instruction literacy support program (MacqLit) for struggling literacy learners by training relevant educational staff on the implementation of this program for that Year 7 class and any students identified as struggling literacy learners in 2024. Due to the success of this program, we requested to extend Year 7 Engage into Year 8 Engage for 2025 and it was successfully embedded into the Year 8 programme during 2025.

Online Literacy (OLNA)

The OLNA Literacy Support Teacher 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 NAPLAN moving to Term 1, OLNA maintained the new test window for Year 9 students in Term 4 of 2025. 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 Testing Coordinator for OLNA occurred with the advent of more OLNA testing windows being mandated, which we strategically utilise to advantage students requiring more time for intervention and support to pass OLNA.

Online Numeracy (OLNA)

Whole school **Literacy and Numeracy**

The OLNA Numeracy Support Teacher worked with upper school students and supported Year 10 teachers to further develop conceptual understanding and skills the 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. A Year 11 Foundation Mathematics course was created to support students. Year 11 students also attended workshops during Flexitime and after school. Year 12 students were tutored individually/in pairs during form, timetabled mathematics lessons and LET periods, in addition to students attending workshops after school.

To further maximise student success and to generate practice tests, subscriptions for OLNAWA and OLNA support were purchased for students completing OLNA Numeracy in 2025. This allowed students to access various resources, both at school and at home. These programs contain topic modules and practice assessments to develop students' skills and understanding and provide worked answers with explanations to support students at points of error. These online programs were supplemented with various strategies and resources in individual/paired/small group sessions/workshops 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.

Table 2. WACE

WACE eligible students: count (%)						
	2020	**2021**	**2022**	**2023**	**2024**	**2025**
School – cohort	189 (89%)	193 (82%)	276 (90%)	208 (86%)	268 (88%)	270 (86%)
Like Schools	86%	87%	84%	89%	89%	89%
State - DOE	70%	70%	64%	68%	69%	71%
WACE achievement rate: count (%)						
School – cohort	183 (86%)	189 (80%)	268 (88%)	207 (86%)	267 (88%)	264 (84%)
School – WACE eligible	183 (97%)	189 (98%)	268 (97%)	207 (100%)	267 (100%)	264 (98%)
Like Schools (%)	97%	97%	97%	98%	97%	97%
State – DOE	89%	89%	89%	90%	90%	90%
WACE requirements met*: count(%)						
Breadth and depth	187 (99%)	191 (99%)	271 (98%)	208 (100%)	267 (100%)	270 (100%)
C grade (Achievement standard)	187 (99%)	190 (98%)	274 (99%)	207 (100%)	267 (100%)	265 (98%)
English completion	189 (100%)	192 (99%)	274 (99%)	208 (100%)	268 (100%)	270 (100%)
Literacy and numeracy	185 (98%)	192 (99%)	274 (99%)	208 (100%)	268 (100%)	269 (100%)

Whole school **Literacy and Numeracy**

Table 3. OLNA						
Number of students who met the standard: count (%)						
	2020	**2021**	**2022**	**2023**	**2024**	**2025**
Reading						
School (Cohort)	193 (91%)	202 (86%)	278 (91%)	215 (89%)	276 (91%)	276 (88%)
School (WACE eligible)	187 (99%)	193 (100%)	274 (99%)	208 (100%)	268 (100%)	269 (100%)
Writing						
School (Cohort)	194 (91%)	202 (86%)	278 (91%)	215 (89%)	278 (91%)	278 (89%)
School (WACE eligible)	188 (99%)	192 (99%)	276 (100%)	208 (100%)	268 (100%)	269 (100%)
Numeracy						
School (Cohort)	192 (90%)	203 (86%)	279 (91%)	215 (89%)	278 (91%)	275 (88%)
School (WACE eligible)	187 (99%)	193 (100%)	275 (100%)	208 (100%)	268 (100%)	269 (100%)

NAPLAN (English)

The English NAPLAN Support Teacher 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 which outlined clear learning objectives and success criteria specifically linked to students' skills in writing.

The NAPLAN Support Teacher worked with several small groups of students from Year 8 who were identified as underperforming based on class data, teacher input and previous NAPLAN data. Throughout 2025, the NAPLAN co-ordinator devised targeted weekly sessions to improve student understanding and application of strategic areas of vocabulary improvement, grammar, and sentence construction. Students were exposed to a variety of text types and activities to develop their skills and confidence in each of the identified areas.

Being a school-wide initiative, communication with parents/carers, classroom teachers and HOLAs of other Learning Areas was maintained throughout the year. To minimise impact on other Learning Areas, the weekly sessions were also rotated each term.

In support of classroom teachers, the NAPLAN Support Teacher created and shared additional resources that specifically targeted key NAPLAN skills. Students were further supported with whole class lessons and practice tests to improve performance in the three key areas. Year 9 students no longer have access to Education Perfect in English due to an increase in costs. This has been reviewed throughout 2025, and the decision has been made to invest in Education Perfect in 2026.

NAPLAN (Maths)

The NAPLAN Support Teacher has been analysing data and trends of cohorts to identify specific areas to target, with the main areas 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.

The NAPLAN Support Teacher worked with several small groups of students from Year 8 who were identified as underperforming based on class data, teacher input and previous NAPLAN data. Throughout 2025, the NAPLAN coordinator devised targeted weekly sessions to improve student understanding and application of strategic areas in number and algebra.

Whole school **Literacy and Numeracy**

To support classroom teachers, the NAPLAN Support Teacher created several online and offline resources. Offline resources have been organised into lower and higher band difficulty levels and broken up into separate sub-topics. These resources have been shared on SEQTA and with classroom teachers. Supplementing the offline resources is the online Numeracy tools. The online resources are 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 2025 the NAPLAN Support Teacher worked with a core group of Year 9 students during their mathematics lessons to improve their numeracy skills.

Leadership

Priority 1: Student Experience

We are committed to delivering high-quality teaching and learning in every classroom and ensuring that every student develops the skills, confidence, and curiosity to thrive. Our learning environments are engaging, inclusive, and designed to inspire a sense of belonging, growth and offer opportunities that extend beyond the classroom. Through tailored programs, specialist pathways, and a strong focus on success for every student, we prepare students for life beyond school — equipping them with the knowledge, capabilities, and personal resilience to excel in their chosen futures.

Priority 2: Staff Expertise

Our staff are the foundation of student success, and we prioritise their continuous development through targeted professional learning, mentorship, and collaborative practice. We foster high-functioning teams that share expertise, embrace innovation, and are accountable through ongoing reflection and improvement. Through purposeful investment in the professional growth of our staff, we ensure that every learner benefits from expert teaching and a school-wide culture of high expectations.

Priority 3: School Eco-system

We nurture a thriving school community built on strong partnerships with families, organisations, industry, and tertiary education providers. Our focus on significant transition points ensures that students are supported at every stage of their journey. Wellbeing is central to our approach, creating a safe and connected environment where everyone can thrive. Through cohesive whole school practises, supports and authentic community engagement, we create a dynamic school ecosystem that enriches learning and opens doors to future opportunities.

In 2025, our focus was on refining job descriptions, streamlining many of our business processes, providing the tools for success and building the capacity of our middle leaders to ensure that they can spend more time leading rather than dealing with day-to-day management tasks. Part of this capacity building work in 2025 included all middle and senior leaders undergoing a two-day Introduction to Leadership Growth Coaching course delivered onsite specifically for our staff by Growth Coaching International.

We supported our aspirant Level 3 Classroom Teachers (L3CT) to engage in the centralised communication and support offered through the Teaching and Learning Team and looked at reviewing the roles and impact that our current L3 CT are having on promoting our pedagogical model and supporting teaching and learning across our school.

Our Aspirant Leaders' Program created by the Duncraig network of schools supports development of our potential leaders in each of the network schools. The program runs over an 18-month period and develops leadership understanding and capacity through a variety of workshops and action learning projects.

It is important for us to maintain opportunities for our experienced and high performing staff through a range of Internal leadership opportunities These opportunities help develop the skills of our staff, support our students and prepare for the future.

Our leadership opportunities from within include Teaching and Learning and Gifted and Talented Education, School Based Academic Extension (SBAE) Coordinator, Sustainability Coordinator,

Leadership

NAPLAN support, OLNA support, Literacy & Numeracy Coordinator, Equitable Access Adjustments Coordinator and Triathlon Coordinator.

Short and long-term promotional opportunities in 2025 included Year Coordinators, VET Manager, HOLA, Student Services Manager, ICT Manager, Manager of Corporate Services, Associate Principal and Principal.

Student **Leadership**

At Duncraig SHS, student leadership thrives through clear, accessible pathways that nurture confidence, capability, and a genuine commitment to representing the voice of our student cohort.

Our Student Leadership Day at Ern Halliday, in Term 4 2024, marked the first time all newly elected student leaders came together as a united leadership group. The day provided a valuable opportunity for team building, collaboration, and shared reflection as students reviewed the successes and challenges of 2024 and began shaping their collective priorities for 2025. Through a series of leadership activities, students deepened their understanding of their portfolio responsibilities and strengthened connections across year groups. Bringing together the Student Council and Junior Leadership Team (JLT) in this way laid a strong foundation for a cohesive, forward focused leadership team for the year ahead.

Student leadership portfolios for 2025

Student voice
The Student Voice portfolio continued to strengthen opportunities for students to share ideas and concerns through the anonymous feedback portal. Awareness was increased through daily notices, Vivi screens, and form class visits, ensuring all students knew how to access and use the platform. This work supports a culture where student perspectives guide ongoing school improvement.

Sustainability
The Sustainability portfolio worked closely with school leadership to promote environmentally responsible practices. The Uniform Upcycling Collection Program remained a key initiative, reducing textile waste by collecting and recycling donated uniforms. A senior school book sale also supported families while reinforcing the school's commitment to sustainability and community.

School culture and events
This portfolio played an active role in building a positive and inclusive school environment. Student leaders promoted House activities, encouraged involvement in clubs, and contributed to major events including Harmony Day, RUOK Day, and NAIDOC Week, helping strengthen school spirit and connection.

House portfolio
The House portfolio continued to foster pride and belonging through regular competitions, reward activities, and student led assemblies. House Captains played a central role in planning and running events, modelling enthusiasm and unity. Following the recent relaunch of House names, mascots, and logos, Captains helped embed the new identities by proudly wearing House shirts on Fridays and badges throughout the week.

Canteen portfolio
The Canteen portfolio gathered student feedback to help shape menu options and purchasing decisions, ensuring the canteen reflects student preferences while supporting health and wellbeing. Canteen staff also contributed to seasonal menu updates, offering fresh and appealing choices throughout the year.

Promotion/Media portfolio
The Promotion/Media portfolio focused on ensuring all students feel represented and supported within the school community. The team contributed to initiatives such as feminine hygiene support, religious inclusivity and gender-neutral bathroom solutions. Their work continues in partnership with senior leadership and the School Board.

Student **Leadership**

All the above portfolios are student driven and focus on students having a positive influence on the school and wider community. This year we expanded our student leadership team in response to an exceptional number of exemplary students nominating for positions, reflecting the strong culture of initiative, service, and student voice across our school. Our teams comprise of the following:

Junior Leadership Team (JLT)

Year 7 - 7 students
Year 8 - 6 students
Year 9 - 8 Students
Year 10 - 6 Students

Student Council

Year 11 - 12 students
Year 12 - 12 students (2 students from this group are our Head Students)

House Captains

Year 12 - 2 students per House group
Year 9 Junior House Captains – 2 students per house group

Key events

In 2025, 45 Year 10 students were selected to serve as Peer Support Leaders (PSLs), continuing the important work of supporting the transition of younger students into high school. These leaders play a key role in building connection, confidence, and a sense of belonging for incoming Year 7 students while developing their own leadership capabilities.

Peer Support Leaders took part in targeted training sessions led by staff, preparing them to run activities for the Year 6 Transition Day, support Year 7 Orientation week, and facilitate fortnightly Peer Support Form sessions. Through these experiences, they provide guidance, encouragement, and positive role modelling, helping Year 7 students navigate the early stages of high school and make strong, informed choices as they settle into their new environment.

Student Councillors made a valuable contribution to both the Year 12 Ball and the Year 11 River Cruise. They assisted with development of student committees, themes, music, communication, and creating an inclusive, celebratory atmosphere. Their professionalism and enthusiasm helped make both events memorable highlights of the school year, while also giving leaders meaningful opportunities to demonstrate teamwork, responsibility, and school pride.

Student leaders played a central role in supporting the combined ALIVE Week and NAIDOC Week celebrations in Week 10 of Term 2, helping create a vibrant, inclusive, and culturally respectful program for the whole school.

Student **Leadership**

Our Year 7 – 11 student leaders attended the annual Zero2Hero conference in August. Here they listened to several keynote speakers and attended master classes they selected to gain greater knowledge around student wellbeing. Moving forward, they will use their knowledges and understanding to promote mental health and wellbeing amongst their peers.

The Year 6 Transition Day, coordinated by the Year 7/8 Student Services Team, was once again a standout event in our transition program. Our Year 7 Junior Leadership Team (JLT) and Year 9 Peer Support Leaders played an important role throughout the day, welcoming incoming students, leading activities, guiding tours, and modelling the positive behaviours and values we expect at Duncraig SHS. Their leadership helped create a supportive and engaging environment for students beginning their high school journey.

Student leaders also played an important role in the organisation and delivery of our student recognition assemblies, contributing both behind the scenes and on stage. They assisted with set-up, coordinated transitions, welcomed families, and ensured each ceremony ran smoothly. Several leaders took on MC responsibilities, gaining valuable experience in public speaking, audience engagement, and event management. Their professionalism and confidence helped create a polished and celebratory atmosphere that highlighted the achievements of their peers.

As students look ahead to 2026, student leadership reflection and feedback have highlighted the need for a refreshed approach to how our leaders contribute to school life. Rather than continuing with a strictly portfolio-based model, students have expressed a strong preference for leadership opportunities centred on campaigns, projects, and impact driven initiatives. This shift represents an exciting pivot toward more flexible, collaborative, and student led ways of working. The proposed model will be explored in depth during our Leadership Day in Term 4, 2025, guiding planning and shaping a leadership structure that best supports the needs and aspirations of our 2026 student cohort.

Learning Area **Highlights**

Humanities & Social Science

- Australian History Competition- State Champion Winner
- National Geography Competition- Equal first place in WA
- Year 10 GATE United Nations Sustainable Development Project and Symposium
- Year 11 Geography Excursion to Mundaring Weir and Caversham Wildlife Park
- Year 12 Economics Guest speaker- Chief Economist for the Department of Foreign Affairs and Trade (DFAT)
- Uni-Prep Schools Programme- on site experience at ECU
- Year 8 Guest Speaker- NAIDOC speaker into First Nations innovation and entrepreneurship

The Arts

- School Production – The Addams Family.
- Georgina Harris – Winner of the Instrumental Music School Services Combined Course Award
- Sandy Yu and Callie Breeden – Finalists, ECU 'Young Originals' art prize
- 'Rabbit Hill' - film directed by Mackenzie Munnik, selected for Media Perspectives screening.
- 'Dying of Boredom' – film directed by Samuel Warrington, selected for WA Made Film Festival screening.
- Schools To Stage Dance Competition
- Senior School Choreography Night
- Rottnest Media & Photography Camp
- Combined schools Drama Camp

DUNCRAIG SENIOR HIGH SCHOOL ARTS WEEK:

- Visual Arts & Photography Exhibition
- Media Night
- Music Gala Concert
- Dance Showcase

Music

- Duncraig SHS Senior Band – WA Schools Concert Band Festival
- Duncraig SHS Intermediate Band – WA Schools Concert Band Festival
- Duncraig SHS Junior Band – WA Schools Concert Band Festival
- Duncraig SHS Jazz Band – WA Schools Jazz Ensemble Festival
- Duncraig SHS Classical Guitar Ensemble – WA Schools Guitar Festival
- Duncraig SHS Summer and Winter Concerts

Technologies

- Certificate of Excellence – Patrick Wang – Accounting and Finance
- ASX Sharemarket Game Competition – Certificate of Completion
- Suncorp ESSI Money Challenge – Certificate of Completion
- GROK Learning Academy – Achievement Certificates (various coding modules)
- Duncraig Arcade Day
- Local entrepreneur Incursion – Cakes, Classes and More
- Kara Ged Drone Innovations – Mastering Drones – Incursion Year 9 and 10 IT
- Day in the Life of an Accountant – Curtin University Symposium – Year 11 and 12 ATAR ACF
- Nido Early Learning Centre, Duncraig Community Kindy, Trinity Aged Care, Westcoast Education Centre – Cert II Community Services
- Local Fashion Designer – Karen Elizabeth Young – Incursion Year 11 Textiles
- Big Day in Perth – ECU – Year 9 IT
- Resources Technology Showcase – Year 11 General Computer Science

Learning Area **Highlights**

Physical Education

SSWA TRACK AND FIELD DIVISION 1
Year 7 Boys – Individual Champion Second Place
Year 11 Boys – Individual Champion Second Place
Year 11 Girls – Individual Champion Second Place

SSWA SWIMMING DIVISION 1
Year 7 Boys – Individual Champion Third Place
Year 9 Boys – Individual Champion First Place
Year 11 Boys – Individual Champion Second Place
Year 11 Girls – Individual Champion Third Place

SSWA TRIATHLON - TEAMS
Champion School – First Place
Year 7 Boys – First Place and Third Place
Year 7 Girls – Second and Third Places
Year 8 Boys – First Place
Year 8 Girls – Second Place
Year 9 Boys – First and Third Places
Year 9 Girls – Second Place
Year 10 Boys – Second Place
Year 10 Girls – Third Place
Year 11+ Boys – First Place

SSWA TRIATHLON - INDIVIDUAL
Champion School – First Place
Year 7 Boys – Second and Third Places
Year 7 Girls – First and Third Places
Year 8 Boys – Second Place
Year 8 Girls – First, Second and Third Places
Year 9 Boys – First, Second and Third Places
Year 9 Girls – First and Second Places
Year 10 Boys – First and Third Places
Year 10 Girls – Second and Third Places

SSWA CROSS COUNTRY
Girls 14 – Second Place
Relay Boys Team – First Place

SSWA VOLLEYBALL DIVISION 2
Junior Girls Team – First Place
Junior Boys Team – First Place
Senior Girls Team – Second Place

Science

- Member of the Order of Australia Professor Igor Bray incursion regarding quantum physics and the future of Science endeavours
- Year 7 Perth Zoo excursion for Biological Science
- Year 8 Solar Car Challenge excursion
- Years 7 - 10 Big Science quiz
  - 5 students received a mark in the top 5% of all participants in Australia and obtained a High Distinction
- 2 students applied for and were accepted into the Focus on Mining Program.
- Year 12 Chemistry students participated in the Titration Stakes
  - 2 students received a High Distinction
- Year 12 Chemistry had an incursion regarding Carbon Dioxide Conversion presented by Magdelena Wajrak
- GAT incursion from the Perth Reptile Company regarding adaptations
- Year 11 Biology excursion to Bold Park for sampling techniques
- Year 11 Human Biology Harry Perkins Institute of Medical Research excursion regarding biomedical research
- Year 12 Biology excursion to the Perth Zoo for Homeostasis

Mathematics

- *Australian Mathematics Competition (AMC):* 3 High Distinctions and 27 Distinctions
- *CAT MATHS COMPETITION:* 5 Distinctions
- *KSF COMPETITION:* 6 High Distinctions and 21 Distinctions

Learning Area **Highlights**

Tourism & Hospitality

- 100% completion rate for Yr 12s
- Annual excursions to Fremantle and Perth City
- Harmony Day activities - cross curricular, multi-year and full school activities designed and run by Yr 12 students
- Debut of new Duncraig Café space in G07 and raising $2,000 in sales, reinvested directly into the course for equipment and upgrades and supporting staff and school through Aths carnival, ALIVE, Pride morning tea etc
- Staff member presented at ReadCloudVET Professional Learning session to showcase excellence in the VET Tourism/Hospitality sector

Languages

FRENCH

- ATAR French listed amongst schools with highest performing students in Year 12 ATAR courses by SCSA
- Food incursions from Who gives a crepe, Little Brittany and Eiffel Eclairs
- Cooking incursions including Swiss raclette and Christmas logs, breakfast tartines and traditional crêpes
- Senior school dinner at Chez Pierre and movie excursion at the Alliance Française festival (Count of Monte Cristo)
- Year 10 excursion to Something French
- 6 students participated in the WA student exchange with Reunion Island (FR)
- One student was a finalist at the Alliance Française Poem Competition
- International school friendship project with a French school in Lille ('My weekend' videos) and Cartes postales (international pen-pal project) with school in Nice

INDONESIAN

- Incursions such as cooking nasi goreng, bubur sagu and mask making
- Angklung workshop (Traditional musical instrument)
- Yr 10 student excursion to UWA
- One student received the Award for Excellence at the Bahasa Indonesian Student Award held at the Indonesian consulate
- ILLA Ambassadors visit to DSHS in Term 3 and 4
- Indonesia comes to school
- Suara Indonesia Dance workship incursion
- International school friendship project with our sister school in Atam bua
- Batik and Wayang kulit in-class cultural activities

English

- Poetry in Action –English Extension Students in Years 7–10 participated in a Poetry in Action incursion, where targeted performances aligned to curriculum priorities in poetry, context and oracy, supporting Year 10 students' oral poetry assessment through Riots and Revolutions and enhancing Year 8 SBAE/GAT students' study of Shakespeare and spoken language through Muse it or Lose It.
- Year 8 GAT Showcase – High-performing Year 8 student work was selected for the GAT Showcase, demonstrating strong literacy skills and effective responses to unseen writing stimuli.
- ETAWA Good Answers Book – Student writing was selected for publication in the ETAWA Good Answers book, recognising exceptional achievement in analytical and creative English writing at a state level.
- ATAR Subject Certificate of Excellence: English - Xander Camille, James Manoharan, Chelsea Owens

Finance & Assets – **Sophie Norman**

Assets & Facilities

At the start of 2025 we celebrated the opening of the new English and Science blocks which provide valuable new assets for the school. These buildings were fit out by the Department of Education and provided an exciting upgrade and new look to the northwest corner of the campus.

Refurbishments were undertaken in the Technologies, Arts and Languages buildings, with new classrooms, furniture and fit out provided by the Department of Education. The improvement in these facilities allows for greater flexibility in teaching and learning styles with break out spaces, interactivity and more open space. Gallery space on the hallway walls in Arts encourages displays of student work and the new studio spaces provide open, bright classrooms for student creativity.

Locally, the School undertook minor works in the Music wing, changing the configuration and allocations of classroom and rehearsal spaces, as well as providing additional soundproofing. This work will continue into 2026 as needed. With the move of Visual Arts to their new space, we created a new jewellery and overflow classroom in D&T, as well as a new staff and Textile space in Home Economics.

Towards the end of 2025, we returned 3 demountable classrooms to the Department, which continues to put a squeeze on our available teaching space and makes timetabling challenging, especially during wet times for Phys Ed.

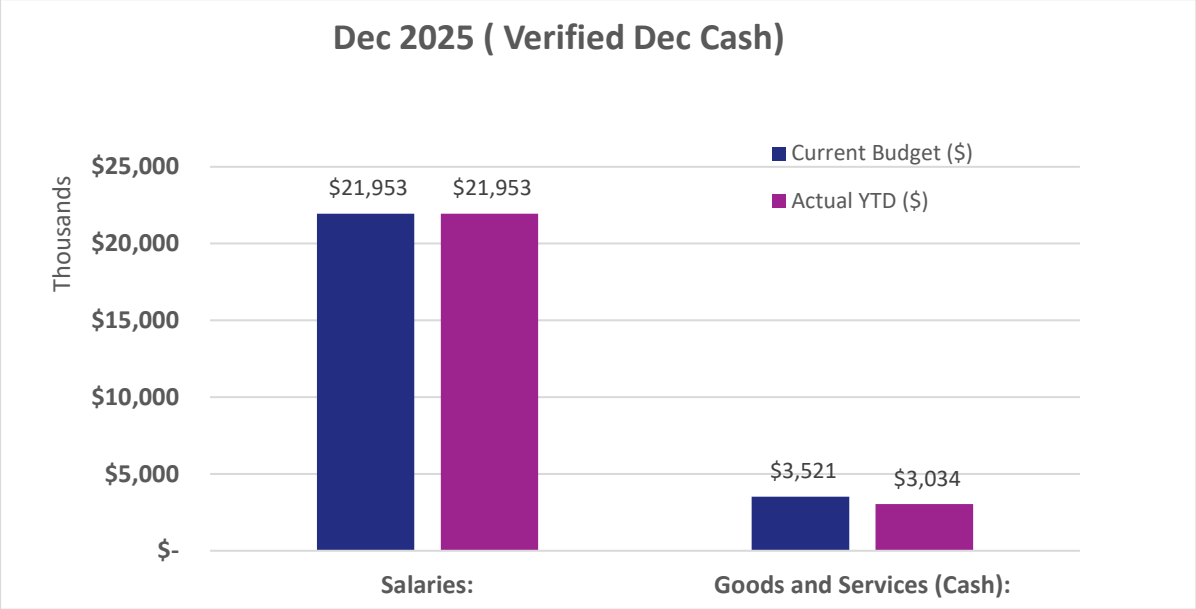
Finance

Through careful budget and staffing management – we ended 2025 with a healthy surplus to carry forward to 2026. Summary is below:

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget ($)	**Actual YTD ($)**
Carry Forward (Cash):	**645,942**	**645,942**
Carry Forward (Salary):	**867,262**	**867,262**
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	23,091,867	23,091,867
Locally Raised Funds:	1,647,892	1,749,349
Total Funds:	**26,252,962**	**26,354,420**
EXPENDITURE		
Salaries:	21,953,267	21,953,267
Goods and Services (Cash):	3,520,500	3,034,202
Total Expenditure:	**25,473,767**	**24,987,468**
VARIANCE:	**779,196**	**1,366,951**

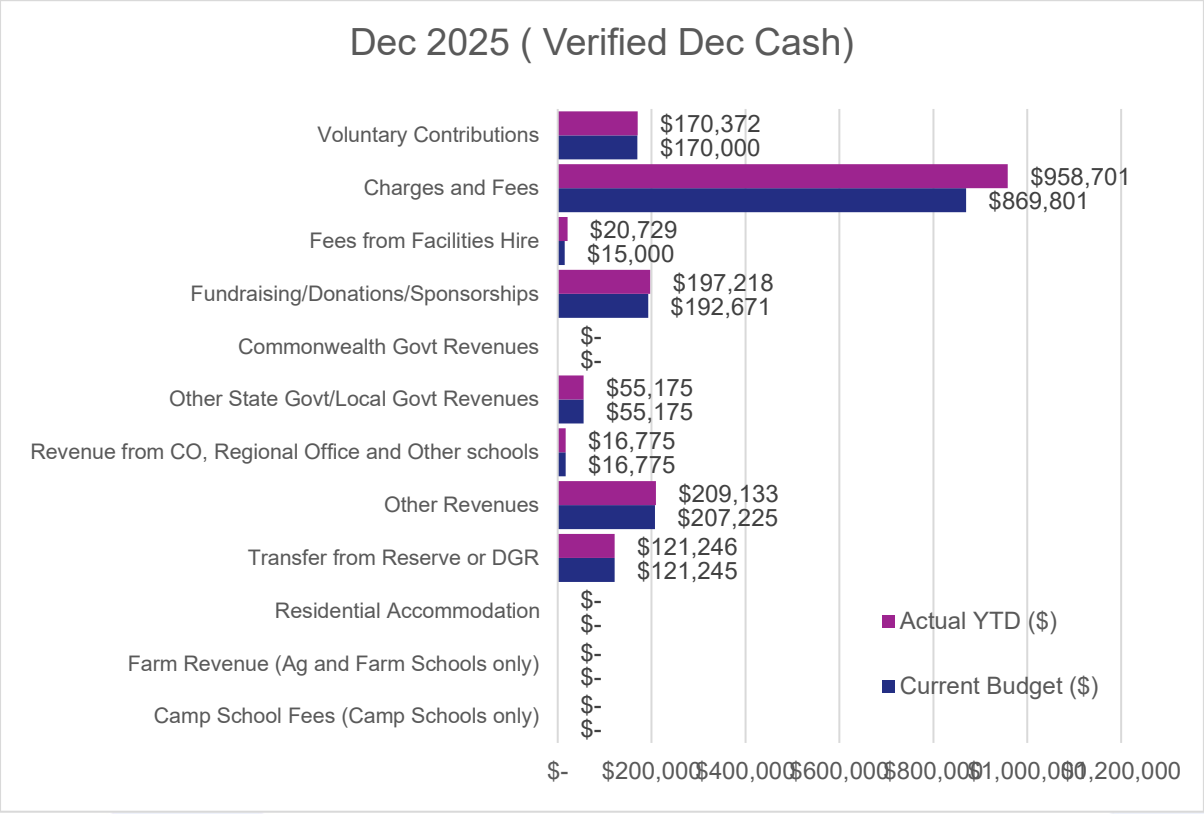
Finance & Assets – **Sophie Norman**

Goods & Services vs Salary Expenditure



Our income (below) tracked as expected, with our Fees & Charges payments (predominantly years 9-12) resulting above expectations given the financial pressures most communities and families are currently experiencing. Many of our families continue to take up the offer of payment plans which spreads the costs over an agreed period of time.

Locally Generated Revenue – Budget vs Actual

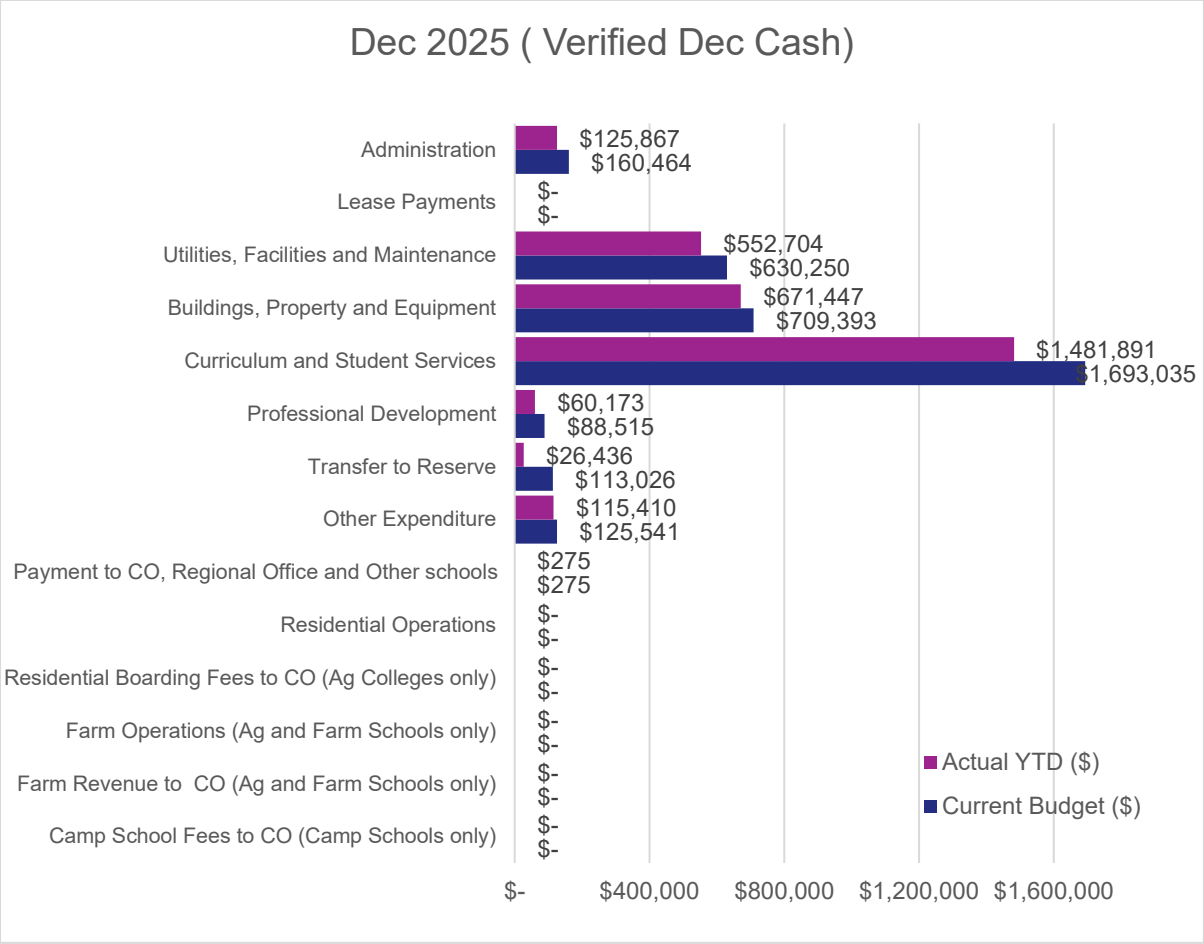


Finance & Assets – **Sophie Norman**

Our expenditure continues to track close to budget expectations and is a testament to the thorough budget planning set up by Justine Avenell (previous MCS).

School reserves are healthy and Asset Replacement Plans will continue to be revised and invested in across the next few years. Major replacement purchases (such as the buses) are scheduled for 2026.

Goods and Services Expenditure – Budget vs Actual



Other notes:

The introduction of Compass and CompassPay in June 2025 offers the potential to streamline our processes around excursions, consent and payments. While the charges associated with using CompassPay are considerably higher than other systems like QKR (2.5% transaction fee on CompassPay vs 0.7% on QKR), the benefits to parents and our stakeholders of only operating on one platform are significant. It is expected that once TechOne is introduced in 2027, the full benefits of using CompassPay can be realised as increased functionality around split billing, payments of contributions and charges and ad hoc payments are realised.