



**Duncraig**  
Senior High School



**Annual Report**  
**2023**



# Acknowledgement of Country

***Kaya, Wanjoo***

***Hello, Welcome***

***We respect and honour the traditional owners of the land on which we are able to live, learn and thrive on, 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 – Nicole Baker

It is my pleasure to present the 2023 Duncraig Senior High School Annual Report.

2023 saw work begin in earnest on our school's new building program and the two new double story classroom blocks begin to be constructed to the north of our current buildings, along Sullivan Road. These buildings reflect the significant growth that has been happening at Duncraig SHS since 2013-2014 when our last building program was taking place. Our current building program still has an estimated 2025 completion date.

We have continued our focus on High Quality Teaching and Learning with additional resourcing in our Teaching and Learning Team and the finalisation of both a Teaching and Learning Model and a Whole School Instructional Framework that will be used throughout the school. This Team also finalised and launched our school developed, bespoke professional learning course to support the development of staff. This was rolled out, beginning with all new staff, in 2023.

I am also pleased with the achievements of our Year 12 class of 2023, in both ATAR and Vocational studies (VET). Our WACE achievement rate for the year was 99.5%. This represents our highest WACE rate since the new WACE was established in 2016. Our ATAR performance was strong this year with a median ATAR of 84.4. One of our students achieved a General Exhibition, one a VET Certificate of Excellence, 11 achieved Certificates of Distinction, 27 achieved Certificates of Merit and 2 of our students joined the 99+ ATAR club.

We continue to be a school of choice in our community. This is evident with a growing student population from 1300 in 2016, to 1812 in 2023. This trend is set to continue with 1888 students enrolled for 2024. Having such a fast-growing student population has meant an increase in ongoing recruitment of additional staff. Our recruitment processes continue to be comprehensive with a focus on interpersonal skills and high-quality teaching and learning practices in the classroom.

My sincere thanks to all members of the School Board and the P&C who have provided fantastic support for our school. With their ongoing support we will continue to work hard to provide the best possible learning environment and opportunities for our students, allowing them to achieve their best.

I would like to publicly thank Vicky Botha, the President of our P&C for her leadership of this group and the excellent work they did offering support to our school throughout 2023. A huge thank you must also go to Hannah Von Ahlefeld, our School Board Chair, for her help securing our current Building Project. Hannah has also demonstrated a willingness and enthusiasm to actively support our students and staff throughout the year through her support for the Climate Crew and many other programs and initiatives across the school.



# School Board Report – Hannah Von Ahlefeld

After the last few turbulent years, 2023 was a positive, transformative year for our school with the commencement of Stage 1 of our long-awaited School Building Project, due for completion in 2025.

Our Year 12s did brilliantly in 2023 with a record WACE achievement for our school of 99.5%, with strong VET and ATAR results, including a VET Certificate of Excellence and General Exhibition. On behalf of the Board, I'd like to congratulate our graduating students and their families, and our hard-working Senior School team led by Associate Principal Caroline Crosbie.



2023 was the first year of our School Business Plan, with its 4 focus areas: High-quality teaching and learning, whole school literacy and numeracy, Leadership and Wellbeing. The Board welcomed staff to its meetings each term to discuss progress in these areas, most proudly the development of a Literacy and Numeracy Vision Statement to frame our team's exemplary work in this critical area; an Instructional Framework for High-quality Teaching and Learning; and updates from Student Service Managers on a range of issues, from primary school transition to negative bystander behaviour and traffic safety. I was pleased to arrange a professional learning tour to Singapore for Peter Lillywhite in August 2023 to support the school's significant efforts to build a culture of high-quality classroom practice. The Board welcomed the implementation of a Staff Wellbeing Survey in 2023, initial results of which were presented to the Board at its October meeting. The Board also applauded the work of the Staff Social Committee, which arranged many events for staff over the year.

The School Board, in co-operation with staff and community, is committed to nurturing student agency in all students, most visibly through our student leadership work. Student agency is the principle that "students have the ability and the will to positively influence their own lives and the world around them" (OECD Learning Compass, 2019). Each term, we welcomed student leaders to our meetings, including Student Councillors and Junior Leadership Team, to present their developing portfolios on Student Voice, Student Culture, Canteen, Sustainability, Diversity, Media and Promotion, and Alumni. The Board would like to acknowledge the invaluable contributions of Head Girl Hannah Wallace to many of our meetings in 2023.

After more than a year of careful planning by the Student Services team, we were thrilled to see the launch of new House names in 2023 with a consolidated student recognition program designed around the school's Care Engage Excel values and House points. Congratulations to all those students who were recognised for their efforts.

This year, the School Board provided regular progress reports on its three Working Groups formed in 2022:

- **School Buildings and Grounds.** With the construction phase in full swing from Term 3, the Board, in close collaboration with the school and possible partners, is already working to articulate Stage 2 of the School Building Project.
- **Engagement and Alumni.** The school's Events, Marketing and Media team is continuing to build up the school's Alumni by providing regular opportunities for networking; in 2023, the school organised school tours and drinks for the Classes of 1993 and 1983.

- **Student Opportunities.** In Term 4, the School Board hosted a Combined Meeting with Heads of Learning Areas to explore how to best harness the School Board's expertise and networks with a view to providing more strategic support to the school as part of its Operational Plans.

I would like to thank the 2023 Board members for their contributions throughout the year: Peter Lillywhite (Principal), Justine Avenell and Tracey-Anne Mutua-Muasya (Managers Corporate Services), Sasha Brennan (Staff), Louis Cheeseman (Staff), Bianca Galipo (Parent), Aaron Gibson (Staff), Barbara Kamarudin (Staff), Jason O'Meara (Community), Mick Quirk (Parent), Vilko Poznovia (Community), Brendan Everett (Parent), Martin Flaig (Parent), Rebecca Newton (Parent) and Paul Stone (Parent). I would also like to acknowledge the outstanding work of Jane Street, Executive Support and Projects Coordinator, to the Board and our school.



## School Context

Dun Craig 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. Dun Craig has set aspirational targets that highlight our commitment to student learning.

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

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

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

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

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

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

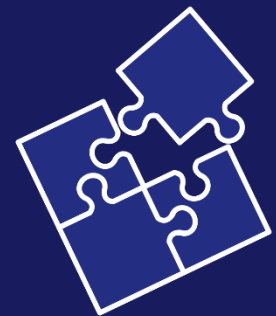
Dun Craig has recently developed a Teaching and Learning Team that has created a world-class bespoke model for learning at Dun Craig as well as a 5-day Professional Learning Program for staff that supports best practice, based on international research.

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

# Care Engage Excel



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



## Care

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



## Engage

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



## Excel

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



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



# Student Achievement



**99.5%**

Students  
Achieved  
WACE

**95.76%**

Achievement  
Rate in VET



**2 Students**

**99 +**  
ATAR

- Leuca Patmore
- Tobias Camille



**1** General  
Exhibition

- Leuca Patmore



**27** Students  
**90 +**  
ATAR

- Anya Baillie
- Kyla Ballard-Tremeer
- Olivia Barnett
- Sean Blaver
- Tobias Camille
- Hayzel Coertse
- Zak Fynn
- Charlotte Garepo
- Kayla Gibson
- Jake Hannent
- Emily Hinscliff
- Stephanie Hollick
- Hayden Ivins
- Gunmeet Kour
- Pieter Liddle
- Bianca Macfarlane
- Steven Manoharan
- Liam McCarthy
- Aryan Patel
- Leuca Patmore
- Courtney Ridgewell
- Lukas Rohwer
- Tiya Sewpal
- Manesh Tan
- Kimon Theophilopoulos
- Jakob Vinum
- Peter Walters

# 11 Certificates of Distinctions



- Sean Blaver
- Tobias Camille
- Charlotte Garepo
- Kayla Gibson
- Emily Hinscliff
- Aryan Patel
- Leuca Patmore
- Lukas Rohwer
- Tiya Sewpal
- Manesh Tan
- Peter Walters



## 84.4

Median ATAR



# 1 VET Certificate of Excellence

- Lily Jacobson -  
Community Services,  
Health and Education

## 27

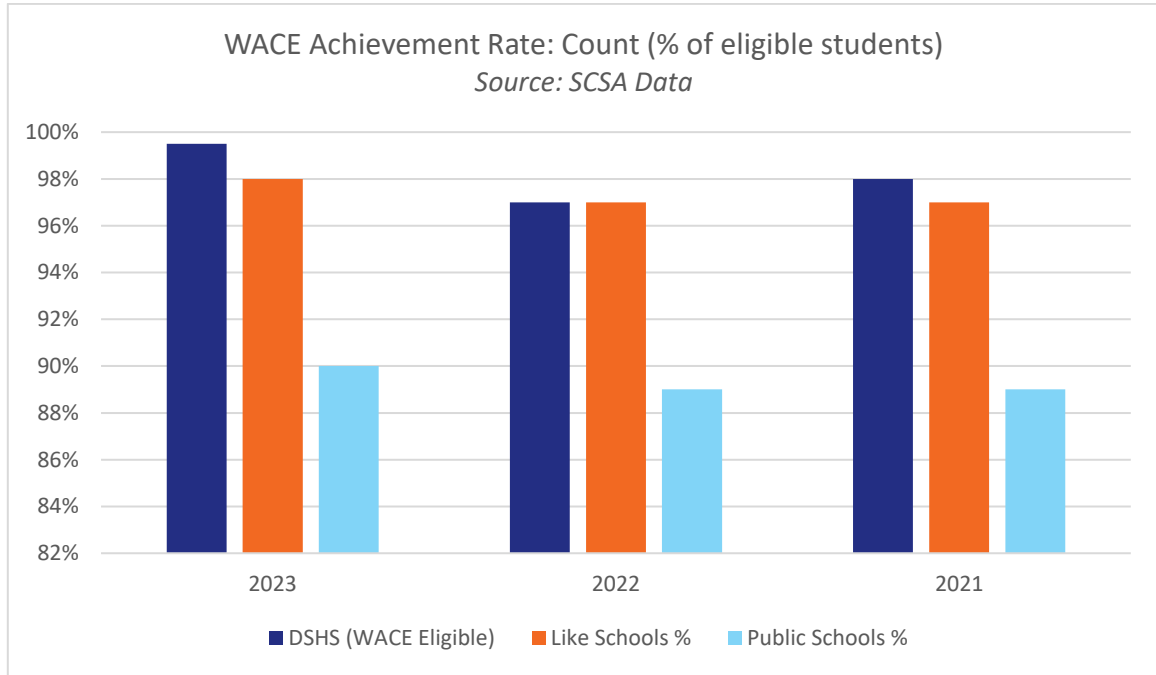


### Certificates of Merit

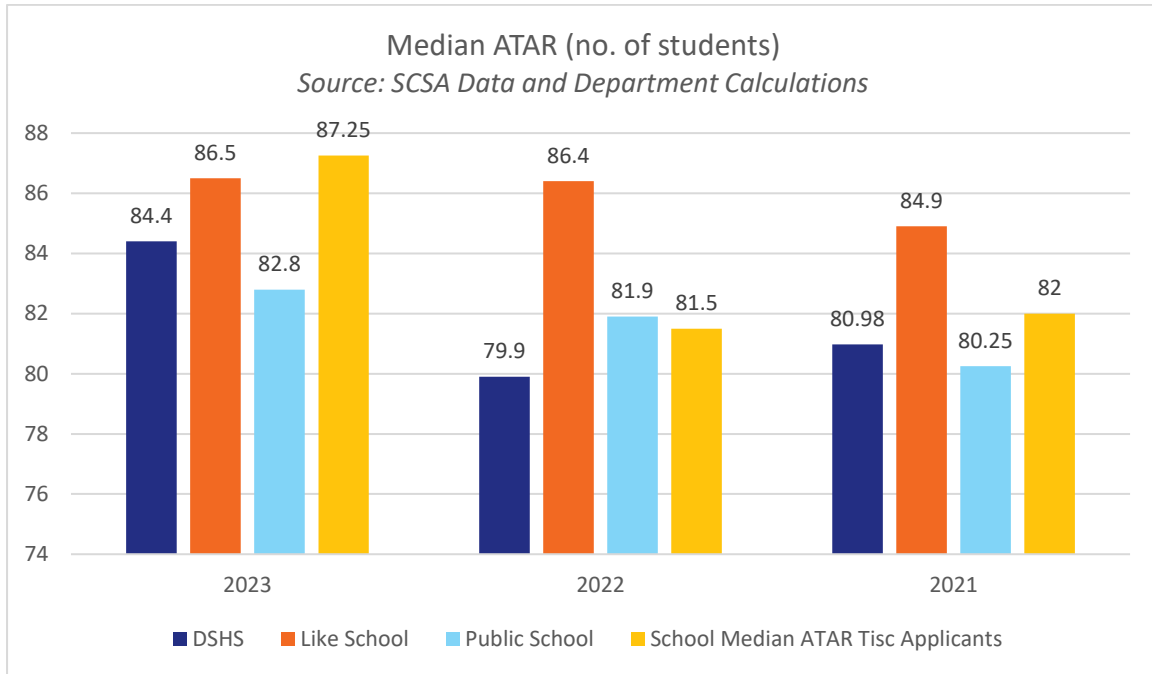
- Anya Baillie
- Kyla Ballard-Tremeer
- Hayzel Coertse
- Ben Ellis-Williams
- Zak Fynn
- Lily Gilsenan
- Mitchell Gorton
- Georgie Griffin
- Jake Hannent
- Lauren Hemphill
- Molly Knight
- Gunmeet Kour
- Anya Larchet
- Pieter Liddle
- Ethan Lillywhite
- Bianca Macfarlane
- Kira Malcolm-Smith
- Steven Manoharan
- Liam McCarthy
- Zoe Nefiodovas
- Courtney Ridgewell
- Kimon Theophilopoulos
- Aimee Vague
- Tayne Verrall
- Jakob Vinum
- Hannah Wallace
- Bea Wallwork

## WACE Performance in 2023

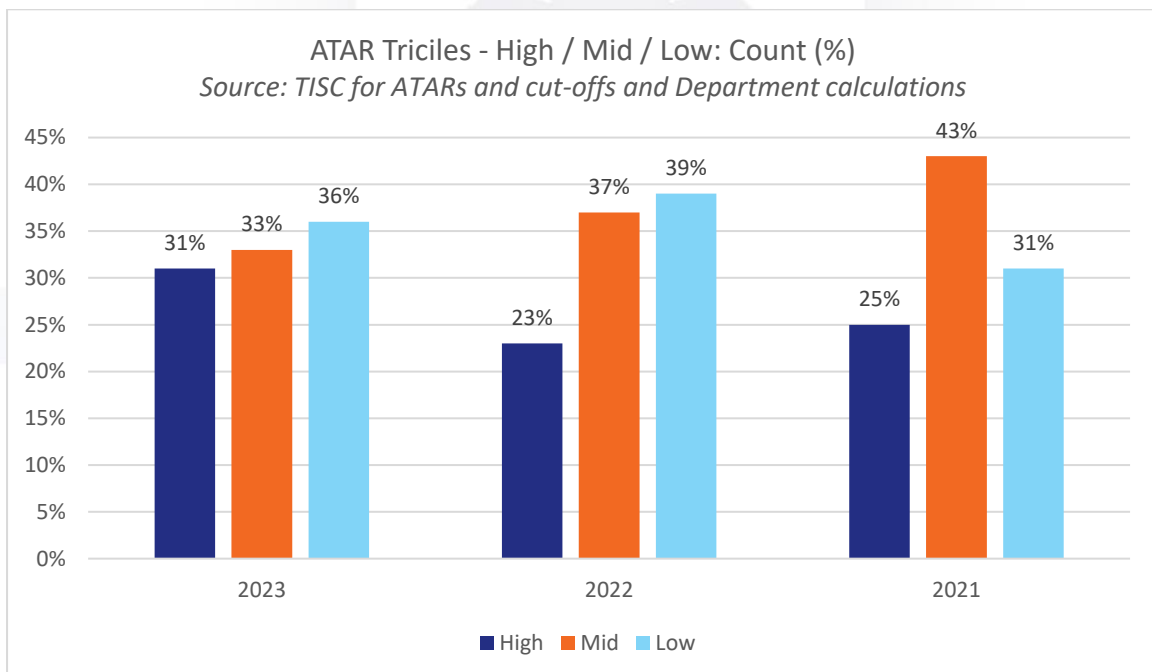
### WACE ACHIEVEMENT RATE COMPARISON BETWEEN SCHOOL, LIKE SCHOOLS AND THE STATE



### MEDIAN ATAR COMPARISON BETWEEN SCHOOL, LIKE SCHOOLS AND THE STATE



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



## Vocational Education & Training (VET)

Congratulations to Lily Jacobson for receiving a VET Excellence Award. Students receiving this award undergo an extensive selection process that includes an interview. Lily found her passion in caring for others through her year 10 work experience, leading her to a School Based Traineeship in Certificate III in Health Services Assistance, working in aged care. Lily will continue her studies in a Diploma of Nursing with AMA.



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

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

Dun Craig SHS delivers Certificate II in Community Services, Sport and Recreation, Music, Tourism, Certificate II in Workplace Skills and Certificate III in Business. These programs have nearly 100% completion rate which indicates the high success rates for student outcomes.



Students selecting the external VET programs have a wide range of qualifications available to choose from, many of these are fully funded by the government or students may opt for a fee for service arrangement. In 2023, 96 students attended TAFE or private training institutions one day per week.

Pre-apprenticeships are paired with Workplace Learning so that students can consolidate their training in the workplace, allowing them to gain experience and skills within their chosen industry. This is a very

successful career pathway for many of our students gaining an opportunity to continue their education through an apprenticeship. Many students choose a qualification in an area of interest to provide a basis for ongoing study. The more popular choices for Dun Craig SHS students include:

### Certificate IV

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

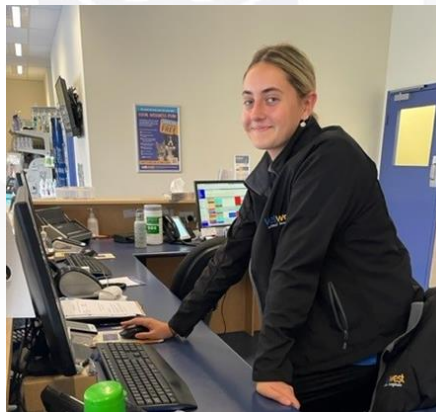


### Certificate III

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

### Certificate II

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



We have developed strong partnerships with North and South Metro TAFE, MPA Skills, ITWS, The College of Electrical Training, Health Science Hub, Fremantle Group Training, WAAPA, Mt Pleasant College and FEC to ensure DunCraig students have access to the best opportunities for success in their chosen VET qualification.

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

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

Often VET and Careers is thought of as Year 11 & 12, however our team provide opportunities for Year 9 and 10 students to learn and explore various careers.

Throughout the year some students participated in Try a Trade courses by MPA Skills for Plumbing and Painting and Decorating, North Metropolitan TAFE for a selection of Building and Construction Trades. These hands-on programs give students an insight into what these trades would be like – allowing many students to make informed decisions about future subject/career choices.



Students also had the opportunities to participate in career taster programs; the REEL thing allowed students to explore live working television and film studio. North Metro TAFE offers Screen and Media, Animation, Film & TV, Games Design, Radio Broadcast and Visual Effects and has engaging facilities in which students will be able to participate in small projects using state of the art equipment. Fashion and graphics introduced students to the art of screen printing to create fabulous fashion tote bags. With a palette of vibrant colours at our fingertips, we unleashed our creativity, adding mesmerising textures and patterns on a take-home tote bag (just in time for Christmas!!!).

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

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

Senior School Extension Tutorial is used for presentations for Year 11 students including visits from the universities and North Metro TAFE. VET lunches are held throughout the year for Year 12 students with guest speakers invited to inform students about their options after school. Past speakers have included Nicole Hughes from MEGT, Mason Burton, past student and Jared Stone, Apprentice of the Year award winner.

At the end of 2023 we farewelled Peter Gasson a long-term employee of Duncraig Senior High School, this resulted in a shuffle of roles within the team. We welcomed Richard Gibson to Workplace Learning

and Maree Marcon has moved to the Workplace Learning Coordinator role. We appointed a new VET and Workplace Learning Manager, Karen Clark to begin in 2024. Kate Hewitt continues in her Career Counselling role and continues to provide one-on-one session to our students.

***Total Investment - \$685,821***



# Specialist Programs

## *Gifted and Talented Secondary Selective Entrance Program*

The Gifted and Talented (G&T) program provides a stimulating and challenging learning environment to meet the needs of students with exceptional academic ability. Students are provided with a differentiated curriculum, designed to provide them with opportunities to accelerate, extend and enrich their learning.

G&T students were able to participate in some competitions, excursions and other events in 2023, as well as taking advantage of specialised opportunities to enrich and enhance the performance of this unique group of students. All Learning Areas support the program through the provision of experiences that enable these students to reach their exceptional academic potential.

### *Year 12 Performance*

A major indicator of the success of the G&T Program is the exit results of our Year 12 students. The following provides some highlights of their performance in 2023:

- 15 students received an ATAR of above 90 (many of these students were Breakfast Club students).
- The following Gifted & Talented students attained an ATAR of greater than or equal to 95:
  - Leuca Patmore (99.85)
  - Tobias Camille. (99.4)
  - Aryan Patel (98.85)
  - Lukas Rowher (98.85)
  - Courtney Ridgewell (98.7)
  - Manesh Tan (98.45)
  - Emily Hinscliff (97.45)
  - Kayla Gibson (97.4)
  - Steven Manoharan (95.8)
- The following Gifted & Talented student received a General Exhibition Award:
  - Leuca Patmore
- The following six Gifted & Talented students received a Certificate of Distinction:
  - Tobias Camille
  - Kayla Gibson
  - Aryan Patel
  - Leuca Patmore
  - Lukas Rowher
  - Manesh Tan
- Five Gifted & Talented students received a Certificate of Merit:
  - Zak Fynn



## Specialist Programs

- Anya Larchet
  - Steven Manoharan
  - Liam McCarthy
  - Courtney Ridgewell
- The median ATAR for Gifted & Talented students in 2023 was 92.4.

### *Initiatives*

Duncraig SHS prides itself on the opportunities that are offered to our G&T students to showcase their talent in a variety of situations and to a range of audiences. These activities demonstrate the ability of students to apply theories, concepts and thinking skills in pressured environments. 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 G&T students and is an important strategy to further support our academic students in Senior School. Students meet for breakfast twice per term to hear from various guest speakers covering topics such as university courses, personal pathways in careers, motivation and guidance on study and learning techniques. These meetings also remind the students that as members of the Breakfast Club they are eligible for extra subsidies for a variety of training and educational opportunities.





Year 10 G&T students were offered exam preparation courses in Semester One. These consisted of a generic Exam Technique Seminar, followed by subsequent subject specific revision seminars for all Maths, English, Science and Humanities and Social Sciences courses. These exam preparation courses included trial exam papers for students to complete as part of their revision. The exam papers were also made available to teachers and SBAE students. All Year 10 G&T students and SBAE students now have access, through SEQTA, to a series of trial exam papers in each subject, from Semester 2 2020, as well as from both Semester 1 and Semester 2 2021, Semester 1 and Semester 2 2022, and Semester 1 2023. This initiative is in a process of review and plans continue to provide exam preparation support for our Year 10 G&T students in a format that is of most benefit to them.



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.

Professional learning was conducted with all 16 Gifted & Talented teachers in Term One 2023, around our Teaching & Learning Model, with Kylie Bice from “Growing Up Greatness.” The focus of the PL was on Higher Order Thinking skills and questioning, as well as exploring a range of reflection tools for both teachers and students. Teachers were given time for planning and practical applications of good practice in teaching Gifted & Talented students.

#### *Other Events*

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

- Year 10 Graduation Afternoon to acknowledge student performance and participation in a special program.
- Partnership with SciTech who delivered workshops/presentations for G&T and SBAE students.
- UWA Girls in Engineering Program which involved girls in the Year 9 G&T class.
- Students participated in the Western Australian Debating League Competition, with a total of five teams, ranging from Years 7 – 9.
- Students participated in OptiMinds at Curtin University and one team of Year 7 G&T students won the State Final in the Science Engineering category for Years 7-10, which was a phenomenal achievement given it was their first year competing in the competition.
- Incursions and excursions in all learning areas are funded through the G&T program, to enrich understandings.

#### *Appendix*

- The video below was produced during 2020 and is still relevant in the promotion of the G&T program at Duncraig Senior High School.
- [Gifted & Talented Video \(Short Version\)](#)



**Total Investment - \$372,761**

## ***Triathlon***

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

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

Our specialist coaching in the sport of Triathlon is provided at the school with a focus on skill development and fundamentals of the sport. The aim of the program is to improve individual performances and participation. The young triathletes do a large part of their training during school time, leaving more time after school for other interests. Duncraig SHS Triathlon students are well supported and consistently excel in their academic studies.

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

Students commit to one early start and one late finish per week for cycling and swimming. Run training is completed during school hours. Most students complete sports training outside school hours; this can vary from training specifically for Triathlons to training in other sports including Surf Lifesaving, Cricket, Netball, Soccer, AFL and Rugby.

All students participate in four triathlons each year. The School Sport Championship in November is the primary focus of the School's Triathlon Program. Students also participate in the local Triathlon series run by Triathlon Western Australia and, State School Cross Country Championship, Swimming, and Interschool Athletics. Many students also compete in the State Open Water Swimming Series, Park Runs and Surf Lifesaving Club Carnivals as well as track and road cycling.

DTA won the 2023 School Sports WA (SSWA) Schools Champion Individual School for the 19th consecutive year and repeated its win in the Champion Teams School in the Schools Teams Event, 7 years in a row. 2023 saw the largest team yet from Duncraig SHS, a total of 119 students participated in the event. Nine students qualified to represent WA at the School Sport Australian Triathlon Championships that will be held in Rockingham in March. We also have 10 students in the WA High Performance Triathlon Pathway.

2023 saw a record number of applications (over 60) 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 that were interested and those who displayed sporting talent. The promotional video was also displayed through the schools' social media pages. Both the video and primary school visits have led to the rise in numbers applying for the program.



2023 saw an expansion of the program with double cohorts now running in Year 7, 8 and 9. This saw an expansion of our bike fleet and storage facilities. An application to the P&C saw funds going towards new cycling jerseys. These jerseys look incredibly smart and with the bright colours, keep our students visible whilst riding in the community.

We have continued a good relationship with Xspeed and the Athlete Talent Identification Program. Xspeed visit DSHS annually and again this year offered scholarships in track cycling. Several of our athletes went on to win medals at the State cycling track event. We also continue to work with West Swim to accommodate our students that wish to improve their swimming capabilities.

Our teaching staff continue to participate in professional development to improve their knowledge and expertise in the sport of Triathlon. A new member of staff joined the triathlon academy this year due to the growth of the program. She brings a wealth of knowledge and enthusiasm. One of our teaching staff will be completing her Triathlon Performance Coach qualification in 2024. Two of our staff members were selected as state team coaches and will accompany the state team to the National Championships in March. They have personal experience in competing with success in Triathlon at national and international level and bring a wealth of understanding and skill in relation to the sport. Both teachers hold current Triathlon Australia coaching accreditations. All staff still actively compete at local and state level, successfully placing in their age categories, with one staff member going to the World 70.3 Championships this year as a competitor.



**Total Investment - \$303,354**

## Cadets

The Cadet Unit is funded by the Department of Communities and Local Government and coordinated by the Department of Biodiversity, Conservation and Attractions. These agencies have facilitated the school developing a successful program that is well resourced, highly respected, and very well patronised. The Unit is supported enthusiastically by the school Executive, staff, the wider school community, students, and families.

Often Year 7 students join the Unit in their first year of high school and remain until they graduate in 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 award. It provides effective leadership training, knowledge growth, personal and skill development through conservation actions and enriched environmental training. In 2023, the Unit focused on cadet skill development including first aid training. Wildlife incursions included birds, reptiles, worms, snakes, rehabilitation/recycling and native vegetation. Cadets also worked in local habitats practising conservation skills. In 2023 the cadet HPV cycling team also competed in South Australia. Cadets achieve awards including Long Tan Scholarships. There are currently three cadets who have returned as instructors.



At the end of 2023 the Unit maintained nine Instructors including community members and ex cadets, and 76 Cadets. It was also supported by four-part time volunteer instructors. Cadets completed more than 4,000 hours of training, up from 3,000 hours in 2022. Training included weekly meetings, camps, incursions, applying first aid training and leadership training.

In 2023, 23 Year 7's completed the DSHS Adventurers Course, 12 cadets completed Level 1 Bush Rangers WA (BRWA) modules, 10 completed Level 2, and 16 completed Level 3. Whilst there were 15 Year 11, and 12 Year 12 cadets who completed Community Endorsed Units developed by the Unit and accredited by SCSA. There were also 12 cadets who completed their Applying First Aid qualification. In 2023 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 assist with operations, materials, maintenance of assets, preparation of training resources and technical advice.



**Total Investment - \$62,648**



## *Indigenous Program*



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

Sorry Day and National Reconciliation Week were observed and celebrated with a range of form quizzes and displays in the school library.

ATSI students worked again with Ms Edwards, to design another staff NAIDOC shirt. The design incorporated the mural which was unveiled in 2022. The students also started the design process for the interschool shirts for students.



NAIDOC celebrations were held at the end of Term 2, in conjunction with ALIVE week for the first time since COVID. We had the privilege of Dr Noel Nannup conducting the Welcome to Country and Smoking Ceremony. The students were engaged in listening to Dr Noel's amazing stories.

As part of the NAIDOC celebrations, we welcomed back Noongar Hip Hop artist, Flewnt who performed for interested students during lunch and provided a motivational speech to selected classes.



The students designed a sand mural for the first time which met the theme of NAIDOC week “for our elders”. This was visible for the entire week and whilst it was predominantly created by our ATSI students, they were able to invite a close friend from another culture to help participate.



Other activities throughout the week also included a silent disco, face-painting, form quizzes and a NAIDOC event was held for staff too.

Follow the Dream has continued to run in the school Library once a week after school on Mondays and this was the first year we invited our own DSHS teachers to participate as tutors to help support our ATSI students. This was a great initiative which allowed students to build closer relationships with our teachers and in turn feel supported at school and feel like they can achieve their dreams.



Students in this program have been on cultural excursions to Yanchep and the Swan River with Dr Noel Nannup, whilst other students went on university visits and received careers support. Some of our students also had the privilege to attend the Fallen Soldiers memorial which has now led to an ongoing

project with the seven other outreach schools to identify and research other fallen soldiers who have yet to be acknowledged.

The end of year celebration saw our students being recognised and awarded for their participation in FTD and academic results for the 2023 school year. A former student, Maria Balzarelli, graduated from the FTD program and completed her first year as an apprentice electrician. Jayda Key was one of ATIS students elected to travel to Melbourne for a university camp. She has also been elected to be our first ATSI Captain for 2024.

Yarning Circle continues to thrive with more and more ATSI students wanting to participate. This is an inclusive activity with a lot of interest from non-ATSI students.

Another key achievement was the roll out of our new house names. Students were able to vote on which Aboriginal name they thought best represented their faction. The new house names are:

Maali

Kwilena

Yonga

Kooyar

The initial planning stages for an inclusive Bush Tucker garden also commenced in 2023, with initial preparation due to commence in 2024. This will be an amazing resource to all our students at Duncraig SHS, not only from a cultural perspective, but a safe space for our students to access to assist in their wellbeing.

The school has acknowledged the need for an AIEO to work alongside our ATSI students, with their role being predominantly to support them in their classroom needs, social and emotional wellbeing and be another support person available at the school for them.

The RAP committee will continue to plan events and professional learning that enable our school community to learn about and engage with ATSI culture and to support our staff to imbed Aboriginal and Torres Strait Islander perspectives, histories and cultures in our education of our student body.

***Total Investment - \$25,145***



## *Climate Crew*

Founded in 2021, Climate Crew has grown to more than 20 core students from Years 7 to 12. The group is led by Jenny Bibard (Sustainability Coordinator) with Student Councillors (Sustainability Portfolio), Mission Leaders, Junior and Senior Team leaders and volunteers, Ms Reynolds (HaSS teacher) and Ms von Ahlefeld (School Board Chair). The Crew meet in the library during recess and form on Mondays and Fridays to collaborate on a range of projects across the school.

In 2023, the Climate Crew worked hard to consolidate 4 missions, with a view to creating a more sustainable school environment by “engaging, informing and acting for our future”.

### **Mission 1. Keeping our School Beautiful**

The Climate Crew organises school clean ups at least once per term and continues to manage 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 school has also implemented paper and stationery recycling boxes in every classroom, Terracycle boxes and recycling in the staff room. In 2023, staff were asked to make rubbish collection by students as part of yard duty, and cleaners kindly agreed to empty paper recycling boxes.



### **Mission 2. School Garden**

Climate Crew and Bushranger Cadets are committed to caring for country, supporting biodiversity and creating green spaces for learning, health and happiness. In 2023, 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 area has been selected, gardeners have agreed to support the project, and Climate Crew has organised garden beds, plants and fencing. In Term 4, 2023, Climate Crew also visited the Miyawaki Forest Outreach Program at South Padbury Primary School, led by Dr Grey Coupland from Harry Butler Institute at Murdoch University.



### **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. In 2023, the 4F Program expanded to include Year 7 and 8 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, Repair Challenge, E-Waste Collection, Waste-Free Lunch Challenge, Recycling Challenge, Present Wrapping following the Japanese art of Furoshiki using unwanted fabric and more! Every year, this program will expand to cover more year levels, encouraging a schoolwide approach to sustainability.

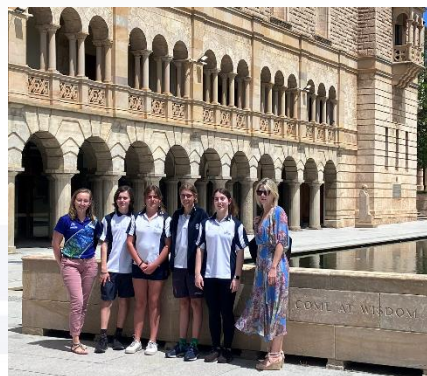
### **Mission 4. Outreach**

To honour the UN Oceans Decade, in Term 3, Climate Crew organised its second film fundraiser in collaboration with Mindaroo Foundation for Blueback, based on the Tim Winton novella. More than 160 people attended, enjoying treats and stalls from Em's Ocean Photo Exhibition, Bottle Top Hill, One World Centre, Australian Association for Environmental Education, Fisheries Education and Sea Shepherd. Climate Crew ran another fundraiser for World Oceans' Day, raising \$250 for ocean charity Take 3 for the Sea.

Climate Crew is proud to collaborate with other sustainability-driven groups in the school such as Bushranger Cadets, Year 12 Sustainability Portfolio Student Councillors Megan Reyes and Georgie Griffin, Year 11 Future Female Leader Award Winner Allura Predovnik and Year 10 G&T students completing the UN SDG Global Citizenship and Sustainability Program.

The Climate Crew Outreach Team has been busy writing a script, interviewing, and filming for a new Climate Crew video and designing a Climate Crew web page, to be released in early 2024.

We're looking forward to building on these green foundations to create a healthier, more sustainable world in 2024!



**Total Investment - \$30,246**



# Improvement Targets

Notarised by Nicole Baker

| Targets   | Progressing | Achieved |
|---|-------------|----------|
| The percentage of Year 12 Students achieving WACE to be 98% or above  |             | ✓        |
| 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 Band 8 or above in NAPLAN Reading, Writing and Numeracy to be same or above that of like schools              | ✓           |          |
| The mean progress from Year 7 to Year 9 in NAPLAN Reading, Writing and Numeracy to be greater than 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

*TEACHING, LIKE ANY COMPLEX COGNITIVE SKILL, MUST BE PRACTISED TO BE IMPROVED*  
(DANIEL WILLINGHAM)

At Dun Craig 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 2023, this was supported by continued implementation of the Teaching and Learning Model in classrooms, the provision of ongoing Professional Learning through the 5-day QTIP course, the sharing of best practice amongst our staff and engaging in a cycle of implementation, feedback, reflection and change.

## *Instructional Framework*

In 2023, the Teaching & Learning Manager delivered a series of six consultation workshops, designed to facilitate the development of our school wide Instructional Framework. The workshops were conducted with our Senior Staff and Executive teams. Invitations were also made to 2IC's and TIC's to attend these workshops so that the views of teaching staff would be better represented in the drafting of the framework. These workshops built on the work done by the Framework Committee to design a framework which provides a vision for High Quality Teaching & Learning at Dun Craig, organised by three key areas; *Teach, Reflect & Grow*.

The drafting of the framework was conducted through a series of practical, collaborative activities that allowed all members of our school leadership team to have input and ownership over the final document and positioned them as leading the development of a shared approach to instructional practice. Through ongoing revision and refinement of the framework, we arrived at an agreed set of responsibilities for individual teaching staff, learning area teams and the school leadership in the building of 'a culture of high-quality teaching and learning in every classroom'.

As the framework took shape, drafts of the document were then shared at two whole staff workshops, where feedback was sought on the framework and all staff were given an opportunity to give feedback on the final document. Staff fed into a list of key concepts, essential to the success of Teach, Reflect and Grow. Staff input also led to the inclusion of a set of values and attitudes seen as critical to developing a whole of school approach. Positive Relationships, Collaboration, Growth Mindset and Celebrating Success were identified as underpinning the success of our framework.

Following this whole staff consultation process, our school wide Instructional Framework was then finalised late in 2023, delivering on the commitment made in the school's Teaching & Learning focus area. In 2024, we will begin implementing key aspects of the framework by creating the conditions that will support staff to share and refine their practice.



# INSTRUCTIONAL FRAMEWORK

**TEACHER**  
I will...

**LEARNING AREA**  
We will...

**SCHOOL LEADERSHIP**  
We will...

## TEACH

We are committed to a culture of high-quality teaching and learning in every classroom. This is achieved through a shared approach to instructional practice which improves outcomes for every student.

## REFLECT

High-quality teaching and learning practices are identified and refined through ongoing reflection. We routinely evaluate our impact on student outcomes.

## GROW

We build our capacity to deliver high-quality teaching by embracing relevant professional learning and sharing our practice in a high trust, collaborative environment.

Get to know my students and build positive relationships with them.

Hold high expectations for all students. Employ the Teaching & Learning Model in my classroom to engage every student in their learning.

Maintain my standards of professional knowledge and practice.

Collaborate to design programs that effectively align the Western Australian Curriculum with school and system priorities.

Work collaboratively to embed the Teaching and Learning Model in classrooms; sharing the knowledge, practices and resources that support a common approach.

Work as a learning area team in shared planning, assessment and moderation processes.

Engage in classroom observation to build shared understanding of quality practice.

Prioritise the development of a whole school culture of high-quality teaching and learning.

Provide the professional support and resources required to embed the Teaching and Learning Model in all classrooms.

Provide opportunities for staff to work within and across learning areas in the development of a common approach to teaching and learning.

Regularly review student achievement and engagement to refine my practice.

Collect feedback from students to inform reflection on my teaching practice.

Commit to ongoing self-reflection that informs my personal teaching and learning practice and improves student outcomes.

Analyse data to identify areas of success and for development in our teaching practice.

Collaborate with colleagues to reflect on teaching practice through classroom observation.

Cater for the needs of all students by reflecting on data to inform planning of teaching and learning programs.

Provide time, tools and resources to support ongoing reflection processes across the school.

Analyse whole school data to identify supports required to ensure high quality teaching and learning.

Consider feedback from key stakeholder groups which informs strategic planning related to teaching and learning practice.

Identify areas for development and set relevant goals for my professional growth.

Undertake evidence-based professional learning, including programs delivered by the school.

Develop my teaching practice and support others through sharing knowledge, strategies, and resources with my colleagues.

Include specific teaching and learning-related targets in operational planning.

Develop a high trust, collaborative environment where staff share, observe and adapt teaching practice.

Utilise evidence-based professional learning to develop our learning area knowledge and practice.

Plan whole school professional learning programs which cater for the collective growth of staff and target identified areas of need.

Establish processes and policies which support an environment of high trust and collaboration between colleagues.

Maximise the provision of time and resources to support the ongoing development of staff, including a school wide program of classroom observation.

< POSITIVE RELATIONSHIPS - COLLABORATION - GROWTH MINDSET - CELEBRATING SUCCESS >

### *QTIP 5 Day Course*

2023 saw the running of the first QTIP (Quality Teaching and Innovative Practice) Course for Duncraig SHS. This is bespoke, professional learning that, over the course of the year, gives staff the time and opportunity to reflect on their classroom practice, talk with colleagues about shared challenges and solutions and engage with the learnings delivered by the T+L team.

Due to staffing arrangements, the course was run for new staff only. The focus of each day is below:

Day 1: The Teaching + Learning Model

Day 2: Student Engagement (including classroom visits)

Day 3: Differentiation

Day 4: Cooperative Learning Strategies (Including classroom visits)

Day 5: Technology in the classroom

The course compiled of professional presentations, handbooks, online collaboration spaces, two occasions of observations of staff implementing in classrooms (T+L and video), reflections, time to plan and implement and feedback on the course (both each day and overall). This data will be used to modify for 2024.

### *School Observation*

#### **Learning Area Walks**

In 2023, the Teaching and Learning team continued to develop an observational culture at Duncraig Senior High School through the implementation of a Learning Area walk format for classroom visits. The findings of these will form an integral part of the self-reflection and growth component of our shared vision for high quality Teaching and Learning.

Learning Area walks were conducted in collaboration with HOLAs and learning area staff in English, Science, HASS and HPE. The focus of the walks was on establishing how successfully our students could identify the Learning Outcome and Success Criteria of a given lesson, creating baseline data regarding the effectiveness of the rollout of the TLM and the extent to which its language is being shared with students. The feedback of HOLAs and staff who participated in the Learning Area walks will be used to refine observation process and protocols for development in 2024, strengthening our culture of observation and feedback.

### *Other Highlights*

In 2023, Duncraig SHS continued to support highly effective teaching practice in every classroom through:

- Funding of a well-resourced Teaching and Learning team, led by a 1.0 FTE Level 3 Teaching and Learning Manager (0.2 teaching FTE) and a 1.0 FTE Quality and Innovation Teacher (0.2 teaching). **Total T+L FTE 2023 - Term 1: 2.6 (extra 1.0 Quality and Innovations teacher for Term 1 only). Terms 2 – 4: 1.6.**
- Writing and preparing high-quality PL for all staff, delivered in after school EBA sessions and on whole staff PL Days across the year. In 2023, PL was focused on key areas of the TLM



(Model/Practice, Reflect, Check for Understanding, Student Engagement) and creating the Instructional Framework.

- Maintaining a library of T&L related resources available for loan by staff.
- Providing teaching aids and making them available for loan by staff seeking to trial innovate practice such as whiteboards, and technical resources for filming teacher practice.
- Provision of one-to-one support for staff, including aspirant Level 3 Classroom Teachers and those on limited authority to teach.

***Total Investment - \$327,255***



## ***Whole school Literacy and Numeracy***

Our focus on implementing whole school literacy and numeracy strategies was maintained and developed in 2023. 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 2023 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 2023 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.

Our program for a Year 7 class that focused on improving literacy and numeracy skills across all MESH subjects was maintained in 2023. This program is reviewed at the end of each year and has been maintained since 2021 due to its positive outcomes. The program's aim is 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 invested in a pilot trial of two programs, PAT testing for Year 8 students and a New Group Reading Test for Year 7 students to utilise as a Universal Screener for all incoming Year 7 students. We also developed a bespoke Multi-Tiered Systems of Support model that would implement an intensive Direct Instruction literacy support program for struggling literacy learners by training relevant educational staff on the implementation of this program for that particular Year 7 class and any students identified as struggling literacy learners in 2024.

### ***Online Literacy (OLNA)***

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

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

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

With NAPLAN moved to Term 1 in 2023, OLNA maintained the new test window for Year 9 students in Term 4 of 2023. Testing was completed in weeks 3 and 4 for all Year 9 students who were required to complete OLNA testing. Subsequent planning between the Associate Principal, Literacy and Numeracy Coordinator, and the OLNA Coordinators for OLNA occurred with the advent of more OLNA testing windows being mandated in 2023 which we strategically utilised to advantage students requiring more time for intervention and support to pass OLNA.

### *Online Numeracy (OLNA)*

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

To further maximise student success and to generate practice tests, subscriptions for OLNAWA were purchased for students completing OLNA Numeracy in 2023. This allowed students to access various numeracy, reading and writing resources at both school and home. The program contains topic modules and practice assessments, to develop students' skills and understanding and provides feedback through model answers at students' points of error. This online program was supplemented with various strategies and resources to maximise student outcomes.

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

### *NAPLAN (English)*

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

The NAPLAN Coordinator worked with several small group of students from Year 8 who were identified as underperforming based on class data, teacher input and previous NAPLAN data. Throughout 2023, 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 Coordinator 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.

### *NAPLAN (Maths)*

The NAPLAN Coordinator 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 Coordinator 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 2023, the NAPLAN co-ordinator devised targeted weekly sessions to improve student understanding and application of strategic areas in number and algebra.

To support classroom teachers, the NAPLAN Coordinator 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 tool of Smarter Maths. The online resource is very similar to the real NAPLAN assessment, in that it is adaptive in which students working on this program from the end of Year 8 and Year 9 to prepare.

Throughout 2023 the NAPLAN Coordinator worked with a core group of Year 9 students during their maths lesson to improve their numeracy skills. During 2023 in Thursday's Form time, we worked with a core group of students on their numeracy NAPLAN skills.

***Total Investment - \$221,370***



# Leadership

Developing the capacity of our current leaders to focus on impacting student learning has remained a priority since 2020. Our Teaching and Learning Team (TLT) were able to establish our Teaching and Learning Model in 2021 through great support and sharing of ideas from all staff. This foundational work was continued in 2022-2023 with the TLT developing a whole school Instructional Framework that involved ongoing and detailed contributions from; the school's Senior Staff Team through an ongoing and detailed workshop process in 2023, the Instructional Framework Committee through their regular meetings in 2022 and various whole of staff feedback and input sessions throughout 2023.

A continued focus on developing effective teams was maintained in 2022 to support our leaders to build a strategic intent and better support a performance and development culture in our learning areas. Those leaders new to Duncraig SHS completed the Leadership and Leading Team course tailor-made for our context. This was followed with mentoring and coaching by two highly experienced, retired Principals during a 6-month period.

From 2021 through to 2023 we have continued to provide increased leadership opportunities to staff including the following new roles:

- Level 3 Teaching and Learning Manager
- Level 3 Learning Support Manager
- Quality & Innovation Teacher roles within the Teaching and Learning Team
- OLNA and NAPLAN support teacher positions based within English and Maths
- Level 3 Timetable and Operations Manager
- Whole School Literacy & Numeracy Coordinator

In 2023, another teacher at Duncraig attained their Level 3 Classroom Teacher status, which carries the total number achieving this honour whilst teaching at Duncraig to 15. In addition, we have 46 Senior Teachers on staff. This combination creates an exceptional team of highly accomplished teachers at our school.



**Total Investment \$7,741**

# Student Leadership

The school year of 2023 went relatively smoothly. Our student leaders continued to develop their leadership skills.

Our annual Student Leadership camp was held in Term 4, 2023 and was a great opportunity for our Student Council and Junior Leadership Team (JLT) to meet and learn about their new roles as well as aligning themselves with the portfolios in which they will be working in throughout the year.

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

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

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

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

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

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

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

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

## Junior Leadership Team (JLT)

Year 7 – six students (these students will be elected in Semester 2)

Year 8 – 6 students

Year 9 – 6 Students

Year 10 – 6 Students

## Student Council

Year 11 – 12 students

Year 12 – 12 students (2 students from this group are our Head boy/Head girl)

## House Captains

Year 12 – 2 students per house group



Other student leadership opportunities within the school include:

**Peer Support** – 44 Year 10 students were selected to carry out the Peer Support Program for 2023. The selected Peer Support Leaders (PSL) provide support and a connection to the school as well as developing their own leadership skills. The PSL received training sessions with activities run by school staff. This training upskilled the student leaders to be able to run activities for the Year 6 Transition Day, Year 7 Orientation and give them the skillset required to facilitate their fortnightly Peer Support Form sessions. The programs focus is to provide advice, support, and guidance for our Year 7 students, to help them feel connected to the school and to help make positive decisions as they progress through adolescent life.

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

### ***Key events***

The School Ball was held at the Joondalup Resort, led by the Year 12 Coordinator. The Student Leadership team played an integral role in helping make this a successful night. The Year 11 River Cruise was also a huge highlight of the year, a credit to the students and their leadership group.

ALIVE and NAIDOC Week combined for the first time in Week 10, Term 2. The PSL and Student leadership group assisted Student Services staff in running the week. Activities included a Smoking Ceremony held by Dr Noel Nannup, sand mural creation, food trucks, inflatables plus a range of other engaging activities for all to participate in. The week was a huge success and planning for 2024 has begun.

The Year 6 Transition Day was a huge success led by our Year 7/8 Student Services team. The Year 7 Junior Leadership Team (JLT) and Year 9 Peer Support Leaders (PSL) were an integral part of the day running activities, leading the Year 6s around the school and being all-round excellent role models, demonstrating our school motto 'Care, Engage, Excel'.

A wide range of other school events could not have been run without the support of our Student leadership group. Events ran were:

- Year 7 Welcome BBQ
- Inter-house swimming carnival
- Inter-school swimming carnival
- Lightning carnivals
- Inter-house athletics carnival
- Inter-school athletics carnival
- Wear it Purple Day
- Climate Crew activities ran throughout the year.

***Total Investment \$240,299***

# Learning Area Highlights



## Humanities & Social Science

Australian Geography Competition  
National History Competition  
Mock Trials Endorsed Competition  
United Nations Sustainable Development Project and Symposium completed by Year 10 SBAE and GATE classes  
UN Youth State Conference Participant: Michelle Botha  
Women in Leadership interns: Matilda Griffiths and Hannah Wallace  
The Premiers Anzac Day Tour competition finalist: Bec Tregaskis



## The Arts

### DRAMA HIGHLIGHTS:

Drama Camp

Year 11 Production - Oh What a Lovely War

Year 12 Production - When the Rain Stops Falling

Courtney Ridgewell - Written Exam Excellence (Good Answer Guide)

Lavender Meek - WAAPA Diploma

Lavender Meek - Fringe Original Award Winner 2023

WAAPA Acting Workshops - Sam Warrington, Leonard Van Den Berg, Daria Kargashova, Isaac

McAuley, Brodie Gollegde, Lawson Maxted

### VISUAL ARTS HIGHLIGHTS:

Annual Visual Art Exhibition

Sonia Sewpal's work displayed in Perspectives 2023

Charlotte McFarland, Sandy Yu and Aveline Kopp's work was exhibited at Young Originals

### MEDIA HIGHLIGHTS:

Annual Media Night

Best Film: Sam Warrington & Nicholas Sheehan

Audience Award: Tim Wilson

Media Club Award: Kane Gabelich

3 Films directed by Kaylen Anderson & Luke Dewar screened at Perspectives 2023.

Assessment: Impossible directed by Sam Warrington & Nicholas Sheehan was awarded Best Junior Film at the Synthesis Film Festival

### DANCE HIGHLIGHTS:

Annual Dance Showcase

Winners of 3 trophies at the Schools to Stage Dance Competition

Upper School Choreography Night

Lower School Choreography Night



## Music

Winter Concert

DSHS Senior Band - WA schools Concert Band Festival

DSHS Intermediate Band - WA Schools Concert Band Festival

DSHS Junior Band - WA Schools Concert Band Festival

DSHS Jazz Band - WA Schools Jazz Ensemble Festival

DSHS Silver and Golden Guitars - WA Schools Guitar Ensemble Festival

Gala Concert

Summer Concert



## Technologies

UWA Solar Car Challenge - UWA - Year 9 Robotics students - Made it to final stages but didn't place.

ASX Sharemarket Game Competition - Year 10 Financial Matters - Griffin Gillow 4th place in Western Australia

Suncorp ESSI Money Challenge Competition - Year 10 Financial Matters - Certificate of completion

Annual Year 10 Digital Technologies Breakfast



## Physical Education



### SSWA TRACK AND FIELD

Secondary Champion Schools Track and Field - B Division Champions

Year 9 Boys - Individual Champion

Year 9 Girls - Individual Champion

### SSWA SWIMMING

Secondary Champion Schools Swimming - B Division Champions

Year 7 Boys - Individual Champion

Year 8 Boys - Individual Champion

Year 8 Girls - Runner-Up Individual Champion

Year 9 Boys - Individual Champion

Year 9 Girls - Runner-Up Individual Champion

Year 10 Boys - Individual Champion

Year 11 Girls - Runner-Up Individual Champion

Year 12 Girls - Individual Champion

### SSWA TRIATHLON - TEAMS

Champion School Team - First Place

Year 7 Boys - Second Place

Year 7 Girls - Third Place

Year 8 Boys - First and Third Place

Year 8 Girls - Third Place

Year 9 Boys - First Place

Year 9 Girls - Second Place

Year 10 Boys - First Place

Year 11 Girls - First and Second Place

### SSWA TRIATHLON - INDIVIDUAL

Champion School Individual - First Place

Junior Boys - First Place

Junior Girls - Second and Third Place

Intermediate Boys - First and Third Place

Senior Girls - First and Second Place

### SSWA CROSS COUNTRY - TEAMS

Secondary Champion School Overall - Third Place

13 Year Old Boys Category - First Place

### SSWA CROSS COUNTRY - INDIVIDUAL

13 Year Old Boys - First Place

15 Year Old Boys - Second Place

### SSWA NETBALL

Lower School Team - First in North Coast division

### SSWA SOCCER

Intermediate Team - North West Champions

### SURFING

Junior Boys - State Finalists



## Languages

### FRENCH

French crepe incursion with Who gives a crepe

French lunch from Jean-Claude

French Senior School dinners at Chez Pierre and Mistelle

### INDONESIAN

Suara Indonesia dance workshops

Indonesian lunch from Totally Rendang

Indonesian dinner at Manise Cafe

## Tourism & Hospitality



Visit to Fremantle and the Fremantle prison

Tour of the city of Perth

Upgrade to our Barista room

100% completion rate of the Certificate II in Tourism



## Science

### RIO TINTO BIG SCIENCE COMPETITION

23 High Distinctions

41 Distinctions

124 Credits

### DEPARTMENT INITIATIVES, EVENTS AND ACTIVITIES:

Einsteinium Physics Professional Development

Year 10 ATAR Course preparation

STEM in schools

Year 6 Duncraig Primary School STEM initiative

Science Week - "Innovation, Powering Future Industries"



## Mathematics

### AUSTRALIAN MATHEMATICS COMPETITION (AMC)

1 Best in School

2 High Distinctions

52 Distinctions

Número Competition - 1 team in the final, finishing in 3rd place

Yr7-12 Have Sum Fun Competition - 48 Students Participated

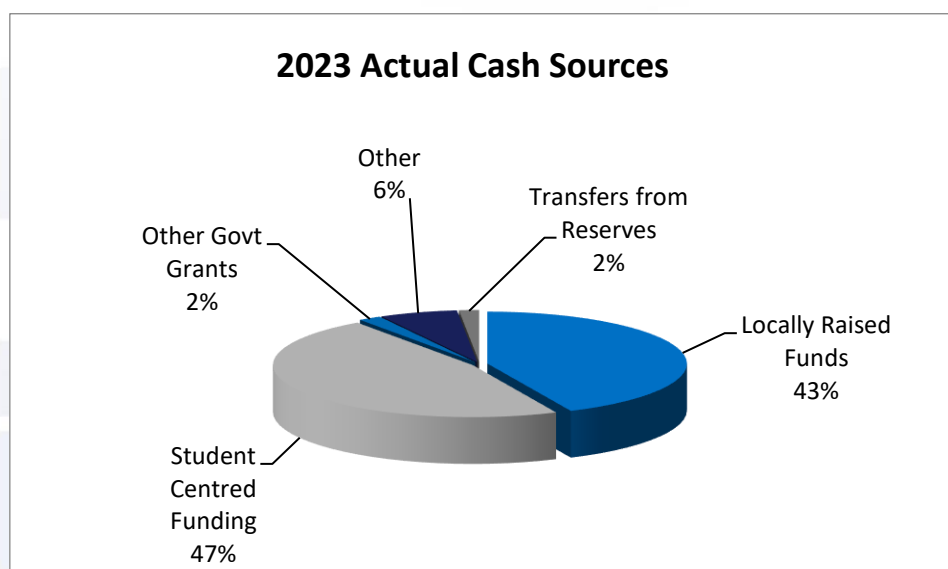
## Finance 2023

The 2023 budget surplus was conservative compared to previous years with \$544 988 in salaries and \$570 505 in cash, however, this includes \$274 740 in committed funds to 2024 initiatives.

The impact on the 'cost of living' was seen across the school with several budgets being unexpectedly overspent. Price rises across all goods and services have been making a steady impact on the expenditure of the school. While we strive to maintain lower subject costs as long as possible, with financial pressure on all areas including utilities, maintenance and building works, equipment and student resource, we may be forced to increase our annual charges as well.

Plans for our reserve funds are being reviewed as well as planned expenditure to finalise the fit out of the new classrooms beyond the basic furniture and fittings included as part of the build. Of particular financial strain is the replacement of the extensive ICT across the school. With all Wireless Access Points (WAP) close to the end of their useful life, negotiations have commenced with the Department of Education to source a more financially viable supplier.

| Revenue - Cash and Salary                          | Budget \$         | Actual \$         |
|--|-------------------|-------------------|
| Voluntary Contributions                            | 170 000           | 170 632           |
| Charges and Fees                                   | 724 807           | 788 953           |
| Fees from Facilities Hire                          | 15 000            | 16 921            |
| Fundraising/Donations/Sponsorships                 | 168 876           | 188 559           |
| Other State Govt/Local Govt Revenues               | 48 072            | 46 572            |
| Revenue from Co, Regional Office and Other Schools | 3 338             | 3 338             |
| Other Revenues                                     | 151 296           | 171 570           |
| <b>Total Locally Raised Funds</b>                  | <b>1 389 813</b>  | <b>1 430 221</b>  |
| Opening Balance                                    | 522 604           | 552 604           |
| Student Centred Funding                            | 1 209 784         | 1 270 237         |
| <b>Total Cash Funds Available</b>                  | <b>3 122 201</b>  | <b>3 223 062</b>  |
| Total Salary Allocation                            | 20 127 927        | 20 127 927        |
| <b>Total Funds Available</b>                       | <b>23 250 128</b> | <b>23 350 989</b> |



| <b>Expenditure - Cash and Salary</b>  | <b>Budget \$</b> | <b>Actual \$</b> |
|---------------------------------------|------------------|------------------|
| Administration                        | 134 018          | 139 103          |
| Lease Payments                        | 30 600           | 29 941           |
| Utilities, Facilities and Maintenance | 509 542          | 432 182          |
| Buildings, Property and Equipment     | 251 245          | 284 850          |
| Curriculum and Student Services       | 1 444 539        | 1 387 341        |
| Professional Development              | 59 000           | 57 713           |
| Transfer to Reserve                   | 270 935          | 96 195           |
| Other Expenditure                     | 110 575          | 113 802          |
| Total Goods and Services Expenditure  | 2 810 454        | 2 541 127        |
| Total Forecast Salary Expenditure     | 19 582 938       | 19 582 938       |
| Total Expenditure                     | 22 393 392       | 22 124 065       |

