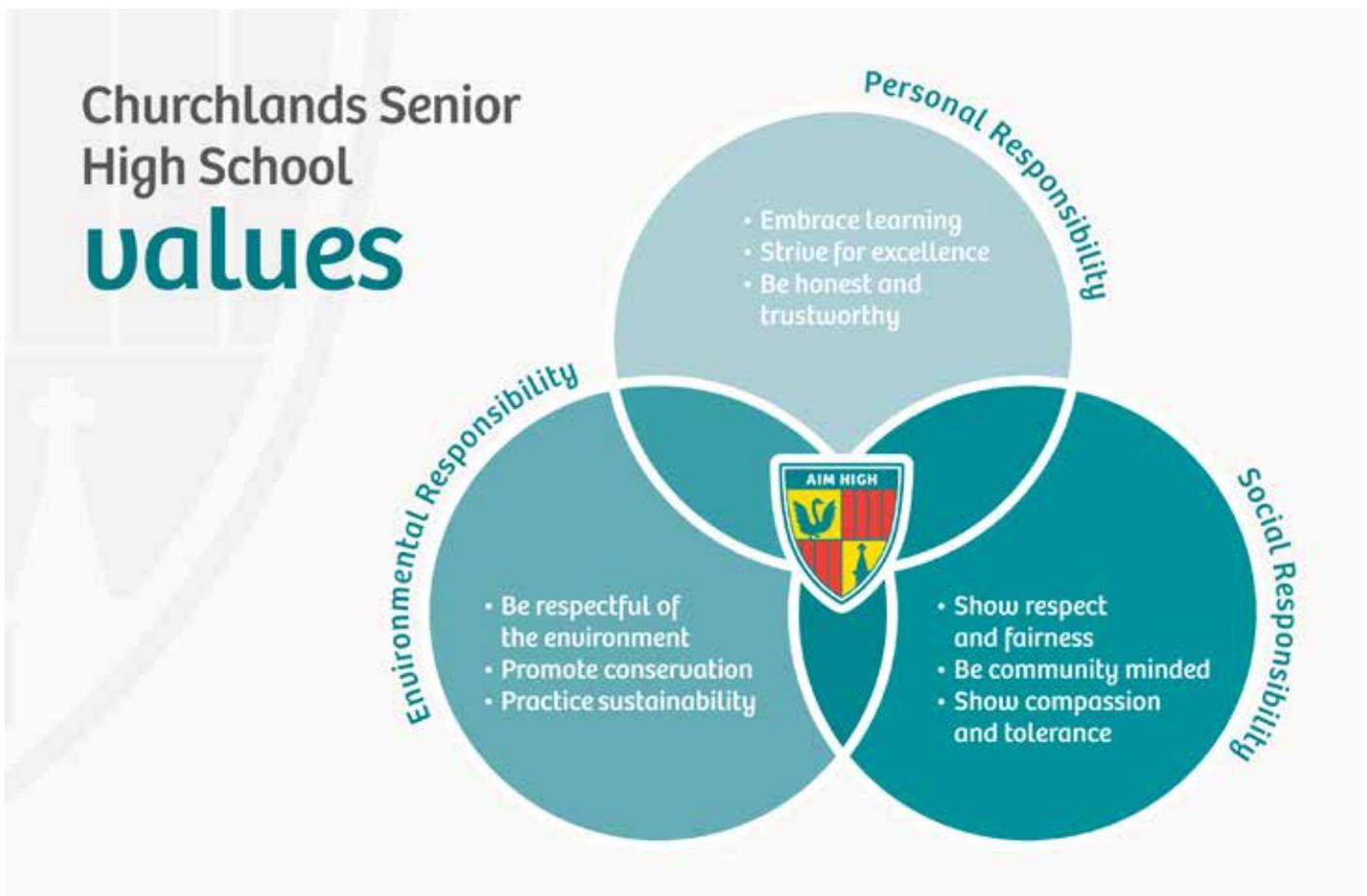




CHURCHLANDS
SENIOR HIGH SCHOOL

Annual Report 2015

OUR VISION FOR CHURCHLANDS SENIOR HIGH SCHOOL



Churchlands aims to develop a school community which encourages personal, social and environmental responsibilities.

The school is committed to providing a caring and supportive environment that challenges students to achieve personal excellence in all endeavours and to be active citizens of the local and global community.

THE CONTEXT

Churchlands is a co-educational school currently catering for almost 2500 students from Years 7 to 12. Since its foundation in 1962, the school has established a tradition of excellence built on the outstanding academic, cultural and sporting achievements of our students.

In 2011 Churchlands SHS became an Independent Public School and undertook a number of flexibilities and opportunities that this presented. The establishment of a School Board containing business expertise and harnessing community passion was the first outcome this delivered. 2014 saw the launch of the Churchlands Foundation, an organization whose aim is to ensure that the financial future of the school is secured.

The school's western suburbs location, less than two kilometres from the ocean and ten kilometres from the Perth city centre, is easily accessed through public transport and special school buses. The school community, traditionally based in business and the professions, has become increasingly diverse in recent years. The student body is significantly multi-cultural with approximately sixty different nationalities and cultures represented.

The comprehensiveness of the school's curriculum reflects the wishes and career aspirations of the community, embracing tertiary entrance as well as preparation for TAFE and the workforce. Regularly 75% of Year 12 students study at Tertiary Entrance level, while the remaining students engage in Certificate II courses. The school has a tradition of outstanding achievement in all areas including special programs, such as the Gifted and Talented Music Program and Academic Extension Program plus sporting, social and extra-curricular academic pursuits. Churchlands SHS continues to develop new programs to meet the needs of the school community and complementary programs such as an elite swimming program, school based netball and football programs.

International tours have become a centre piece of student opportunity. Language tours to France, Japan and China are either annual or biannual with reciprocating hosting of students from these countries. Wonderful touring opportunities are also included in the music program which conducts an extensive world tour every three years. The annual New Zealand Ski Tour remains extremely popular.

Every two years we send two teams to the United Kingdom to swim the English Channel and intra and interstate tours are regularly held. For the first time in 2015 an ancient tour to Greece was held.

It became evident several years ago that Churchlands SHS would come under significant enrolment pressure due to a combination of factors. The first was that the exiting 2014 class would be half the size of traditional year groups as it was known as the half cohort. Compounding this, Government determined that Year 7 students would move to high school in 2015. For Churchlands this also coincided with the start of a large growth in the student population within our surrounding primary schools. The consequence was an increase of over 700 students from 2014 to 2015 and a further 220 students in 2016. The expectation is that from 2018/19 the Churchlands SHS population will stabilize around 3000 students.

The State Government has been quick to recognise this and has provided significant support culminating in an announcement from the Minister of Education that \$38.9 million will be spent on a major upgrade at Churchlands.

FROM THE PRINCIPAL

The purpose of the 2015 Annual Report is to highlight the school's academic performance as well as the contribution made by students to the wider social, sporting and cultural aims and values of the school. I am confident that after reading this report, you also will share the view of staff and parents when we characterise Churchlands SHS as "A School of Opportunity" and our students do "Aim High".

2015 continued the remarkably consistent run of Churchlands Year 12 students' academic performance. More remarkably however, this group averaged in excess of eighty one hours of community service per student. We also achieved, for the fifth consecutive year, the sporting double, winning both the "A" Grade Athletics and "A" Grade Swimming Carnivals.

This year's music tour involved 159 students with twenty teachers and chaperones visiting Europe performing in such cities as Munich, Vienna, Salzburg, Budapest, Prague and Bratislava. Over sixty students participated in the annual ski tour to New Zealand and our English Channel team is in training now. In 2015 the inaugural Ancient History tour to Greece was undertaken with thirty two students and three staff.

2015 was also a year of introducing 427 Year 7 students into Churchlands Senior High School. At the same time this was coupled with a massive increase in enrolments. To support this the school employed over fifty new teachers to either commence at the start of the year or at some point during the year.

Our preparation and planning enabled an exceptionally smooth transition from 2014 to 2015. This was mainly due to very accurate forecasting of student enrolments early in 2014. On this basis we commenced 2015 with sufficient rooms and quality teaching and non-teaching staff.

Planning throughout 2015 for 2016 and beyond continued to be a major focus as we anticipate growth of a further 200 students per year until a new High School is built. Our 2016 enrolment, based on the February census, is 2483, slightly down on our prediction of 2490.

The planning and development for the \$38.9 million building upgrade required significant administration and faculty input throughout the year. Besides new buildings and additional parking, improved oval spaces and new courts will also be provided. Late 2015 extra transportables were situated on the school oval and existing science transportables were relocated. This will ensure that all proposed building sites have been cleared for the commencement of construction in 2016.

The major aims of the Work Force plan were to ensure we could recruit appropriately trained teachers, increase women in leadership roles and reduce the average age of teaching staff. I am pleased to say that we have met each of these requirements and I am particularly pleased with the exceptional quality of the seventeen new graduates who commenced their teaching careers at Churchlands SHS at the commencement of 2015. I have added a further leadership role to 2016 recruiting another female executive to my team as Deputy Principal Human Resources.

The Laptop Program continued in its current vein with over 95% of parents providing a laptop for their child. Mid-year we commenced a variation to the program – full BYOD option trial which forty five students took up. Our review of this indicated that we needed to provide parents with two options in 2016. That is a full service model as in previous years, but also provide parents with a "go it alone" option. We further anticipate that we will be able to support Macintosh from 2017, though this has yet to be trialed and confirmed.

I would take this opportunity to commend the outstanding staff at Churchlands SHS who contribute to make this an outstanding educational institution. I would also acknowledge the parent body through the P&C and its sub committees and the School Board whose assistance and dedication to a range of causes continues to ensure excellent educational opportunities are available to our students.

Neil Hunt
Principal

FROM THE SCHOOL BOARD CHAIR

It is with pleasure that I present the 2015 Churchlands Senior High School Board Annual Report and reflect on the activities of the Board over the last twelve months.

The Board congratulates the graduating class of 2015 and it was a pleasure to attend the graduation ceremony in November and see 299 Year 12 students graduate. Their performance in academic and non-academic programs was outstanding. Their results are a great testament, not only to the students and their families, but also to the principal, teachers, support staff and school management as a whole. This success has enhanced Churchland's Senior High School's reputation within both the education and general communities.

In many regards, 2015 was a year of incorporating and consolidating the first full Year 7 cohorts into the new Year 7 and 8 buildings and finalising major planning to accommodate future increases in the School's student and staff population. In 2016 Churchlands has nearly 2,500 students and 175 staff. Student numbers are projected to increase significantly to over 3,000 within a few years. This number of students can make it crowded and uncomfortable for students and put considerable stress on the School's staff, resources and infrastructure such as traffic and parking.

It is hoped that the Government will finally make a decision on the location of the proposed new high school in the City Beach area and quickly implement that decision so as to relieve some of the pressure on Churchlands and Shenton College as soon as possible.

Extensive consultation and planning for the \$39 million building program for new classrooms and facilities has now been completed and building works will commence in the second half of 2016 and be completed by the end of 2017. In particular, I would like to thank the Principal, Mr Neil Hunt, for his leadership and him and his executive team for their application and dedication to achieving the best outcome for the School.

The Board has been very satisfied with the planning, implementation and execution of the various strategies set out in the School's Business Plan. The members of the Board have strategic oversight of the School's achievement targets, finance and overall direction and have worked in positive unison with the School administration.

During the year the School Board has focused its efforts in the following areas:

- Review of the reports by the Principal on the progress of the Business Plan.
- Endorsement of the annual school report, school budget and student performance targets and achievements.
- Endorsement of the financial arrangements necessary to fund the school objectives, priorities and directions.
- Review and endorsement of current and future building programs.
- Support and promotion of the Board, the P&C, the Churchlands Foundation and the Alumni in the School and the community.

Serving on a School Board is a privileged opportunity to contribute and create better outcomes for the School, students, staff, parents and community. Members of the Board generously give their time and I thank them for their efforts and dedication. Many thanks to recently retiring Board members Prof. Ian Puddey, Kim Doepel, Nicole Duselli and Anne Paton.

The Board welcomes your input and encourages your feedback.

John Gillon
Chairman
Churchlands Senior High School Board
jmgillon@inet.net.au

CHURCHLANDS A SCHOOL OF OPPORTUNITY AND ACHIEVEMENT

Students' academic progress is without doubt the most important measure of success of an individual program and school. However, we also believe that our school offers students opportunities across a range of endeavours that significantly contribute to their physical, social and emotional development and enhances their educational experience. This report will focus on achievements across all endeavours during 2015 from the outstanding academic achievements to the other key areas of values, culture and sport.

ACADEMIC PERFORMANCE

SENIOR SCHOOL ACADEMIC PERFORMANCE

Year	2011	2012	2013	2014	2015
Rank in the State	11	14	14	16	28

Churchlands SHS was ranked 28th in the state in the ATAR League Tables.

- Nineteen students were awarded Certificates of Commendation.
- Seven Churchlands students received ATARs of 99 or above.
- Churchlands was listed amongst the top performing schools in seven Stage 3 Courses.
- Our Dux, Samson Ting, achieved the perfect ATAR of 99.95 as well as a Special General Exhibition and three Special Certificates of Distinction in Chemistry, Physics and Mathematics Specialist.
- Laura McDuff achieved a Course Exhibition in Literature and Irene Mateo-Arriero a Course Exhibition in English as an Additional Language/Dialect.
- Five Certificates of Distinction.
- The median ATAR was 83, a drop compared to the previous four years.
- One hundred and eighteen students of the 122 VET students (97%) completed a full Certificate II or higher qualification which is the best result we have had.
- Our "attainment rate" (ATAR 55+ and/or completion of minimum Certificate II) was 97% which is the highest level we have achieved since this measure began.

The 2015 cohort produced a number of strong individual performances and generally performed solidly, however the overall ATAR performance was down a little in comparison to the previous four years. This was not unexpected after analysis of their results in Year 9 NAPLAN. The VET completion rate of 97% was a highlight, given this rate was 66% back in 2011 and 2012. This rate resulted in a further increase of the Attainment Rate.

League Table Ranks

1. Publicly Listed League Table

This is provided annually in the press to publicise school rankings. The statistics used by the School Curriculum and Standards Authority to produce these tables have varied in the past few years. Churchlands saw some good performances but by most measures we showed a dip compared to recent years. The three most common measures to determine league table positions have been to consider (i) medians, (ii) the distribution into high, middle and lower thirds and (iii) the percentage of students with a score above 75%. The following tables show this distribution for Churchlands SHS over a number of years and provides a measure of the school's consistently high performance.

2. Median Australian Tertiary Admissions Rank

The school consistently ranks around the 85/86 mark.

Year	2011	2012	2013	2014	2015
Median ATAR	85.2	85.5	86.4	86.7	83.0

3. Percentage of students in each third of the state population (Triciles)

School achievement data is based on students' average scaled mark. It shows the percentage of ATAR students in the low, mid and high third of all ATAR students in the state. In an average school, 33% of the ATAR students could be expected to fall into each category.

Year	Low %	Middle %	High %
2011	20	32	47
2012	16	36	48
2013	15	35	50
2014	15	34	51
2015	24	37	39

4. Percentage of students with a scaled score over 75

This shows the percentage of students who received a scaled score above 75%. While a good result compared to many schools, this does show a drop compared to the last four years.

Year	2011	2012	2013	2014	2015
Percentage	42	42	42	46	35

Outstanding Course Performances

YEAR	2011	2012	2013	2014	2015
Year 12 Students	344	308	286	141	297
Eligible to Graduate (Female) (Male)	344 (194) (150)	308 (159) (149)	286 (149) (137)	141 (76) (65)	297 (166) (131)
Graduated	344 (100%)	304 (99%)	277 (97%)	140 (99%)	294 (99%)
Number of ATAR Students	257 (75%)	240 (78%)	218 (76%)	110 (78%)	229 (77%)
Number completing a Unit of Competence	140 (41%)	143 (46%)	126 (44%)	55 (39%)	122 (41%)
Number completing Certificate II or higher	93 (66%)	95 (66%)	100 (79%)	49 (89%)	118 (97%)
Attainment Rate	294 (85%)	275 (89%)	260 (91%)	134 (95%)	288 (97%)

Please note: Attainment Rate is defined as the percentage of students who attain a minimum ATAR of 55 and/or a Cert II or higher.

Year 12 Summary Statistics 2011-2015

Outstanding Course Performances

Churchlands SHS has been acknowledged as being amongst the top performing schools in the state in seven Stage 3 Courses and Churchlands SHS scored better than the "State" and "like schools" in thirteen Stage 3 Courses when measuring "the percentage of students scoring at or above the state average".

Destination Data

Unfortunately, the Department of Training and Workforce Development did not canvas students in Western Australia last year so we are unable to determine the various destinations for our students. However, we are able to provide information on the University offers through TISC to the four public universities – UWA, Curtin, Murdoch and ECU.

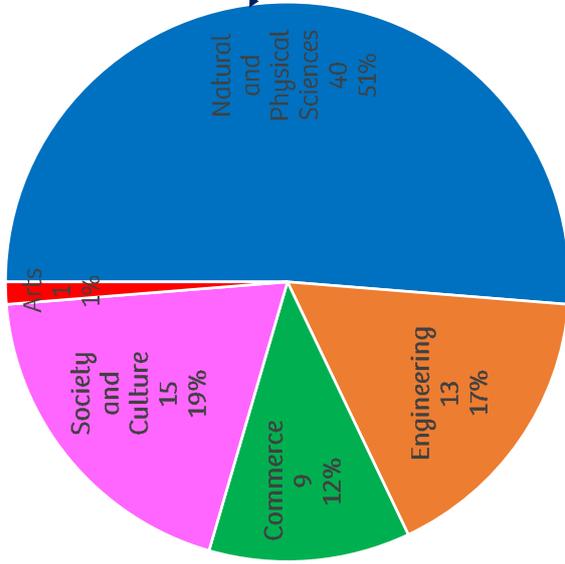
- 208 students with an ATAR applied for a Western Australian University.
- 214 students had a first preference.
- 156 students or 73% were offered their first preference. (State = 70%)
- 201 students or 94% were offered one of their preferences. (State = 70%)

Of the remaining 6%, a number of these students were offered places at Notre Dame, interstate universities or overseas universities. Offers to the four WA Universities were as follows:

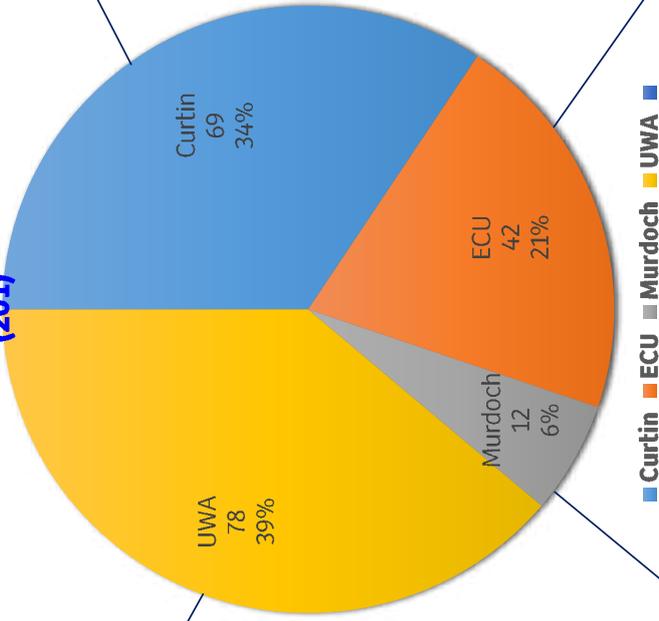
University	Curtin	ECU	Murdoch	UWA	Total
# Students	69	42	12	78	201

CHURCHLANDS SHS 2015 UNIVERSITY OFFERS AND COURSES

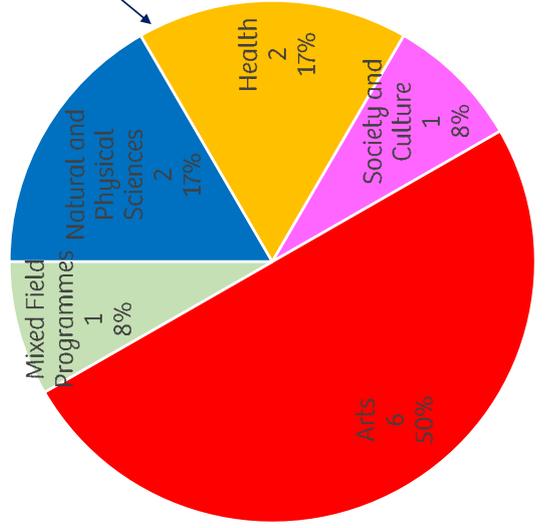
University of Western Australia
78



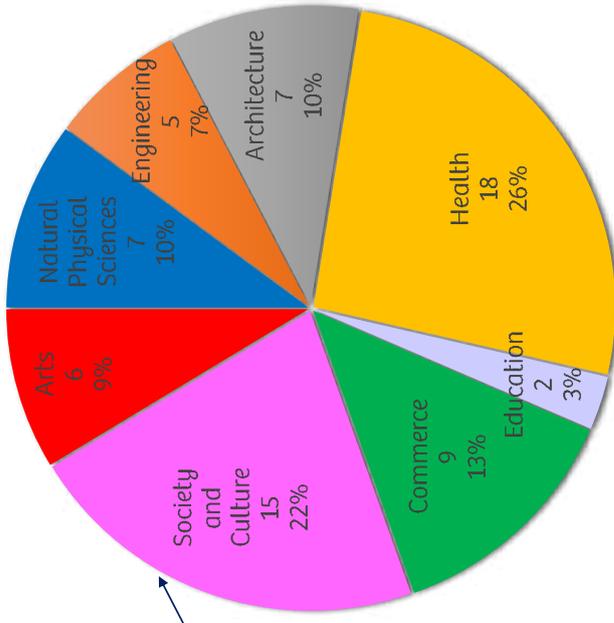
YEAR 12 WA UNIVERSITY APPLICANTS (2011)



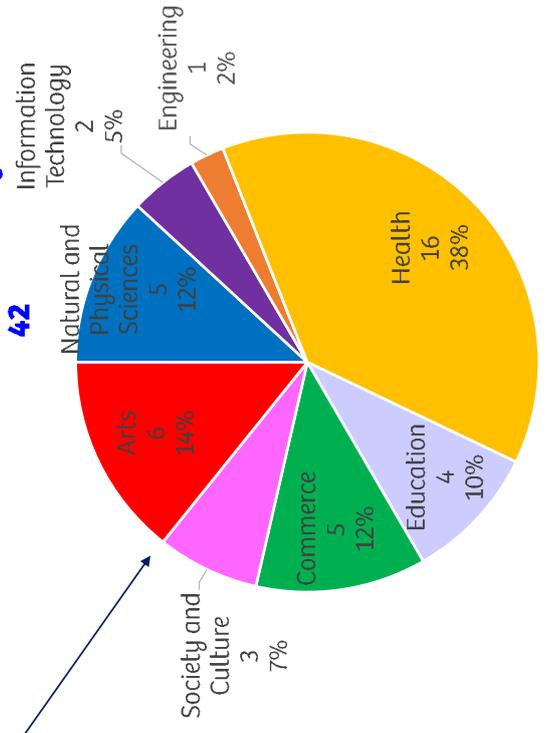
Murdoch University
12



Curtin University
69



Edith Cowan University
42



YEAR 7 AND 9 NAPLAN PERFORMANCE

Year 7 NAPLAN 2015

NAPLAN 2015	AUST. MEAN	WA MEAN	CHURCHLANDS SENIOR HIGH SCHOOL					
			Mean	Percentage in top 20%	Percentage in middle 60%	Percentage in bottom 20%	At National Min Standard	Below National Min Standard
Reading 423 Students	546	542	573	33%	59%	7%	6%	0%
Writing 421 Students	511	506	534	27%	62%	11%	16%	5%
Spelling 421 Students	541	536	578	32%	57%	11%	6%	4%
Grammar & Punctuation 421 Students	568	571	603	36%	57%	11%	5%	2%
Numeracy 420 Students	543	538	588	40%	55%	5%	4%	0%

The table above shows the performance of students in Year 7 who sat NAPLAN in 2015.

2015 was the first year all Year 7s entered government high schools in Western Australia and as a result schools do not have consistent cohort based historical data to compare the groups as has been the case with the Year 9 students.

When analysing NAPLAN data for Year 7s one needs to take into account that Year 7 students:

- Have only been in high schools for twelve weeks prior to sitting NAPLAN and as a result do not have an extended period with specialist teachers prior to sitting the tests.

- The transition for students from Year 6 to Year 7 in a large secondary school is a significant change for many students and it takes time for them to settle into their new environment.

This is not to disregard the Year 7 NAPLAN data but to suggest a better measure of performance may be to look at the Year 7 to Year 9 progress of students once they have been at high school with specialist teachers for an extended period of time.

The table below shows the percentage of existing Year 7 students enrolled (in grey) at Churchlands who achieved in the top 20% of NAPLAN this year compared with previous primary school Year 7 data.

Assessment Area	YEAR IN YEAR 7							
	2008	2009	2010	2011	2012	2013	2014	2015
Numeracy	39%	43%	42%	60%	44%	45%	44%	40%
Reading	38%	33%	35%	47%	30%	34%	33%	33%
Writing	38%	38%	38%	39%	35%	35%	39%	27%
Spelling	28%	28%	35%	39%	36%	35%	34%	32%
Punctuation & Grammar	29%	38%	41%	40%	38%	38%	43%	36%

This table shows the percentage of our students in the top 20% of testing Australia wide.

Year 9 NAPLAN 2015

The table below compares Churchlands SHS with the Australian and WA means.

NAPLAN 2015	AUST. MEAN	WA MEAN	CHURCHLANDS SENIOR HIGH SCHOOL					
			Mean	Percentage in top 20%	Percentage in middle 60%	Percentage in bottom 20%	At National Min Standard	Below National Min Standard
Reading 367 Students	580	585	617	35%	58%	7%	7%	2%
Writing 368 Students	546	552	600	43%	50%	7%	7%	7%
Spelling 367 Students	583	584	620	33%	57%	10%	7%	3%
Grammar & Punctuation 367 Students	568	571	603	36%	57%	7%	11%	3%
Numeracy 345 Students	592	596	643	49%	45%	6%	4%	2%

NAPLAN 2015. The targets set by the Middle Secondary Committee were met or close to the target, these were:

- Achieve higher than the National and WA Government School average for “like” schools in NAPLAN testing for each of the areas: ACHIEVED
- In Numeracy achieve 42% or higher in the top 20%. This was based on Year 7 performance and comparing to historical Year 9 performance of an unstable cohort: ACHIEVED. There were 49% of students in the top 20%.
- Improvement in Writing from 37% to 43% of students in the top 20% - ACHIEVED.

- In Numeracy have less than 5% of students in the bottom 20%. There were 6% in the bottom 20% for Numeracy.
- In Reading achieve 40% into the top 20% in Reading. We achieved 35% of students in the top 20% for Reading.

The consistently high performance in NAPLAN can be attributed to the excellent effort of our students and also the extensive preparation for NAPLAN conducted by teaching staff and the ongoing support of the Literacy and Numeracy Specialists for targeted groups of students.

Assessment Area	YEAR (Students in Year 9)							
	2008	2009	2010	2011	2012	2013	2014	2015
Numeracy	26%	41%	32%	43%	33%	51%	47%	49%
Reading	31%	40%	39%	33%	30%	39%	37%	35%
Writing	32%	32%	34%	27%	36%	32%	37%	43%
Spelling	21%	34%	31%	25%	30%	32%	43%	33%
Punctuation & Grammar	31%	31%	40%	33%	33%	34%	42%	36%

This table shows the percentage of our students in the top 20% of testing Australia wide.

Online Literacy and Numeracy Assessment (OLNA)

Students need to demonstrate a standard of literacy and numeracy to meet Western Australian Certificate of Education (WACE) achievement requirements. This can be achieved by receiving Band 8 or Above in NAPLAN and pre-qualifying for OLNA or by sitting the required Online Literacy and Numeracy Assessment (OLNA) in March and September of each year in Year 10, 11 and 12, until the standard has been met. There are three tests: Numeracy, Reading and Writing.

Year 10 students were encouraged to attend before and after school workshops in preparation for OLNA testing. The Literacy and Numeracy Specialists found that there was a strong correlation between students that attended the workshops and them meeting OLNA standard.

Year 11 students received more targeted and specific support in the lead up to both assessment cycles through workshops before and after school and in-class preparation and class teacher support.

Current Year 11 2015 390 students	Numeracy	Reading	Writing	Total Students 1 or more test
Pre-March 2014	86	112	171	206
Post-March 2014	43	34	54	81
Post-Sept 2014	35	32	45	45
Post-March 2015	23	22	25	33
Post-Sept 2015	17	15	21	26

Current Year 10 2015 374 students	Numeracy	Reading	Writing	Total Students 1 or more test
Pre-March 2015	96	115	154	192
Post-March 2015	46	39	59	93
Post-Sept 2015	27	15	26	46

This table shows the number of students who sat for OLNA

Aboriginal Education

In 2015, there were twenty three Aboriginal students enrolled at the school an increase from below ten students in previous years.

The school focussed on developing links with External Programs and Organisations that support Aboriginal students in schools. The new position created in 2015, Student Support Officer, owned by Ms Kristy Woolley, played an integral role in developing these links.

This led to a working relationship with AIME Mentoring Program, with a group of Aboriginal students attending a series of AIME Mentoring Days at Edith Cowan University throughout the year.

“AIME is an educational program that is proven to support Indigenous students through high school and into university, employment or further education at the same rate as all Australian students. AIME gives Indigenous students the skills, opportunities, belief and confidence to grow and succeed.”

The school has also developed a relationship with the Wirrpanda Foundation and Follow The Dream and plans on continuing to build and maintain these relationships to increase the support and opportunities for Aboriginal students.

Our Junior Secondary students participated in City of Stirling Reconciliation Week Activities, and our Middle Secondary Students attended Dreaming at ECU; an event designed to raise the aspirations of Indigenous students.

Academic Extension Program (AEP)

A total of one hundred were involved in the Academic Extension Program. Students who were in AEP in Year 10, 2013 define this AEP cohort. These students were either in the Mathematics/Science stream or the English/Humanities stream, while some were in both streams. Exit data provides the most reliable indicator of student progress of this program. The following table represents a snapshot of our AEP students' ATAR performance in 2015.

ATAR Bands	Number of Students	Percentage of the AEP Group
Above 99.00	5	5%
95.00 - 99.00	27	27%
90.00 - 95.00	23	23%
Below 90.00	45	45%

The general performance of our AEP group was below past years as was the case with the overall performance of the 2015 Year 12 group, however, the school caters exceptionally well for our gifted and talented students.

Mean ATAR for AEP group:	86.9
Median ATAR for AEP group:	91.2
Median for CSHS:	83.0
Median for Perth Modern School:	96.1

Clearly the needs of gifted students are being addressed at Churchlands comparably to a fully resourced GATE school which is an exceptional performance by our teachers.

STUDENT INFORMATION

Enrolment Trends

The following table shows enrolment patterns by year group as of the February census from 2011 to 2016. This period involves the six years of schooling including Year 7 students for the second time. Following a relatively stable whole school population we are now in a period of significant growth until the Education Department provides an alternative solution. This is the result of significantly increased enrolments now appearing in our feeder primary schools. These enrolments show continued growth in primary year groups until levelling out with equally large enrolments between Year 4 and Pre-school.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2011	-	294	128	301	356	361	1436
2012	-	360	302	139	324	328	1453
2013	-	347	367	311	155	301	1481
2014	-	353	361	377	330	145	1566
2015	421	412	364	374	390	309	2270
2016	464	435	434	398	386	369	2485

Student Retention

This refers to the proportion of Year 8 students retained to Year 12 as shown in the following table. It is clearly evident that Churchlands SHS exceeds the retention rate of the rest of the state. Retention rates, exceed 100% each year due to new students moving into the Churchlands' local intake area. Churchlands results are significantly above state averages. Retention rates between 10 to 12 and 11 to 12 are also shown.

Years	2011	2012	2013	2014	2015
8 - 12	101.1%	107.9%	101.0%	119.8%	105.1%
10 - 12	93.8%	101.9%	96.5%	104.3%	99.4%
11 - 12	92.8%	92.1%	92.9%	93.5%	93.6%

Attendance Information

DET at Risk Attendance Categories	2010	2011	2012	2013	2014	2015
Regular (90 - 100%)	72%	85%	86%	81.2%	73%	79%
Slight (80 - 89%)	20%	12%	10%	13.6%	18.6%	14.2%
Moderate (60 - 79%)	6%	3%	3%	4%	6%	5%
Severe (0 - 59%)	2%	1%	1%	2%	2%	2%

The targets set are linked to the schools Operational Plan 2015 and strategies are put in place in an attempt to improve student outcomes. The school had the following foci:-

- Maintain our overall "Regular" school attendance from 80% or above.
- Overall school attendance is above 92%.
- The overall attendance of all aboriginal students is 80% or better.

The attendance improvement across all year levels in 2015 was most pleasing. A 6.3% increase in the number of students attending school 90% or more is significant and 341 (14.5%) of these students had 100% attendance not missing a day at school. Another pleasing result was there were only 39 students in the "Severe" category of attendance below 60% compared with thirty five students in 2014. Whilst an increase one must consider there was an increase of 650 students at the school due to the entry of Year 7s. Seventeen of the thirty nine students never attended school, left soon after the start of the year or have left during the year and are considered "Former Students" yet still count in the overall analysis.

The school has an "Overall" attendance rate of 93.2% meaning on average for the whole school population of approximately 2300 students they attend 93.2% of the time- an outstanding result.

The following table shows the percentage of students displaying regular attendance (90% and above) patterns by year group.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	-	83%	67%	64%	75%	85%
2011	-	90%	90%	78%	85%	89%
2012	-	92%	77%	83%	86%	89%
2013	-	88%	80%	71%	85%	81%
2014	-	82%	69%	66%	71%	74%
2015	83%	86%	80%	74%	76%	73%

Behaviour

Anecdotal evidence from Heads of Learning Area and House Coordinators suggests the number of low-level referrals has significantly decreased. This supports teacher perception and feedback that behaviour in and out of class has improved considerably since we introduced the House System.

Suspension data shown reflects on the very small number of the more difficult students who will continue to make up a small proportion of enrolments but who are extremely well managed at Churchlands SHS. Only 4.17% of the total student population were suspended throughout 2015. Thirty three of the ninety four students suspended were suspended more than once and six student accounted for 144 days of Suspension due to continued poor behavior at school. Only 1.46% of the student population were suspended more than once. The school expects high standards of behaviour and ensures students have an appropriate consequence for any behaviours that are considered serious. The Student Services team ensure consistent and fair consequences are given to students and a support network and strategies are put in place to assist students on their return from Suspension.

Reason	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1. Physical assault of staff	(1) 2 days	(1) 2 days	-	-	-	-
2. Verbal abuse of staff	(3) 9 days	(5) 22 days	(3) 6 days	(8) 29 days	(3) 6 days	-
3. Physical assault of student	(14) 39 days	(8) 15 days	(5) 34 days	(11) 22 days	(4) 11 days	-
4. Verbal assault of student	(3) 9 days					-
5. Offence against property	(2) 7 days			(1) 2 days		-
6. Violation of BMIS classroom or school rules	(4) 13 days	(8) 28 days	(5) 32 days	(3) 6 days	(7) 22 days	-
7. Substance misuse			(3) 8 days	(3) 6 days		-
8. Illegal substance offence	(2) 10 days	(7) 21 days		(2) 4 days	(1) 3 days	-
9. Other	(1) 7 days	(2) 6 days	(2) 10 days	(4) 10 days	(3) 12 days	(1) 2 days
No. of students	21	21	16	23	12	1
Number of offences	44	49	36	39	25	1
Number of days, suspension	96	94	95	79	54	2

Note: Numbers in brackets refer to the number of students, while the days refer to the total number of days suspension by all students.

The following summarises total numbers of students, offences and days suspended over the period 2011 to 2015.

	2011	2012	2013	2014	2015
STUDENT POPULATION	1436	1450	1481	1522	2254
Number of students involved	48	51	34	53	94
Number of different offences	88	62	59	89	195
Number of days suspension	211	209	163	218	420

Year 7 Transition

In March 2012 the Western Australian Government announced that Year 7s would be attending high school in 2015.

Once the announcement was made the Executive Team at Churchlands SHS started to discuss planning for what was going to be a significant student population increase.

At the end of 2014 the "half cohort" finished Year 12 which had 150 students and the predicted intake in Year 7 was over 400 students and Year 8 also over 400 students meaning a student population increase of 650+ students. With an economic mining boom resulting in a significant population increase in WA, along with urban infill Churchlands SHS has had significant enrolment pressures.

Working with the Department of Education and other relevant bodies the school and department ensured adequate facilities were available to students including an impressive \$10 million Year 7 building and 14 new demountable buildings which had to be placed on the school football oval.

The Western Australian Council of State School Organisations (WACSSO) put out a report "Report on the parent survey of the relocation of Year 7 students to secondary schools" in June 2012. This document gave the school some important survey information from parents and some key recommendations from WACSSO. Much of the schools planning was based on this report. These key recommendations were:

- Strong focus on pastoral care.
- Regular communication with parents.
- Quality ongoing PD with teachers.
- Establish links with primary school in consideration of "designated areas" for 7s!
- Schools recognise crucial role of the Year 7 Coordinator and give judicious consideration to the selection of the appropriate person.

Considering there were over 860 students in Year 7 and 8 in 2015 Churchlands SHS have been very satisfied that the transition of Year 7s into high school has been very successful and anecdotally the feedback from all stakeholders has been very positive. The results of the parent, student and staff 'Satisfaction Survey' completed at the end of 2015 by 162 Year 7 parents, 219 Year 7 students and 72 staff indicated very positive feedback on the transition from primary to high school at Churchlands SHS.

In the 2012 WACSSO survey the question "Is moving students to high school a positive initiative?" only 19% of parents Strongly Agreed or Agreed. At the end of year in 2015 Churchlands 'Satisfaction Survey' asked the exact same question and this resulted in 83.34% of parents responding with Strongly Agree or Agreed – a remarkable turn-around. Amongst other questions the 'Satisfaction Survey' also asked the question, "My child has been happy at Churchlands SHS whilst in Year 7". 92.59% of parents Strongly Agreed or Agreed indicating a very positive experience at the school for their children.

GIFTED AND TALENTED MUSIC EDUCATION (GATE)

Churchlands SHS music program had a highly successful year once again in 2015. Festival performances maintained their continuous high standards with performances rated outstanding on most occasions. Similarly the concert seasons during the year were outstanding successes, showcasing the talent of our students.

A major indicator of the success of our program is the exit results of our Year 12 students. The following provides the highlights of their performances.

- Churchlands provided almost 7% of the state Stage 3 music students (29 out of 402).
- 17% of our students scored 75% or better in their ATAR.
- Their average mark was 66.86% which was 1.9% above like schools and 5.1% above state average, an excellent result for such a large group.
- With the exception of one student, every stage 3 music student scored 52% or better in their final scaled score.

Churchlands aims to attract the best possible music students to its program and endeavours to retain the bulk of them through to Year 12. Such data provides inherent testimony to the quality of the program.

The following tables show the interest in applying to the program, the number of gifted students selected to do the program and the retention of these students through to Year 12.

Year of Application	2011	2012	2013	2014	2015	2016
Number of Applications	241	297	250	281	281	289

This table shows the number of applications to music GATE over the past five years.

Intake Year	2011	2012	2013	2014	2015
GATE Enrolments	51	56	49	47 (Year 8) 45 (Year 7)	49

This table shows the number of GATE applicants who met the standard and enrolled.

Churchlands SHS is currently funded to select up to 64 GATE students to enter Year 8 each year. This number changed for the 2010 intake as can be seen from the table above when previous intakes were limited to thirty two. The school maintains a standard which all students must meet, often resulting in not all positions filled. However this has advantages as future GATE students join the program at any stage from Year 9 to Year 12.

Retention Date

Year 8 Intake Year	Final or Current Year	Retention
2009	Year 12 2013	70% in 5 years
2010	Year 12 2014	78% in 5 years
2011	Year 12 2015	65% in 5 years
2012	Year 11 2015	86% in 4 years
2013	Year 10 2015	86% in 3 years
2014	Year 09 2015	100% in 2 years
2015	Year 08 2015 Year 07 2015	100% in 1 year 100% in 1 year

The retention target (70% 8 to 10 and 90% 11 to 12) generalises into 63% from year 8 to completing Year 12 Stage 3 Music. From the table above it can be seen that, except for last year's intake, Churchlands meets this target. With the increased cohort from 2010 it may well be that we revise this target upwards. The average retention rate from 8 to 12 over the last three years is 72%.

THE SCHOOL OF OPPORTUNITY

Churchlands SHS music program had a highly successful year once again in 2015. Festival performances maintained their continuous high standards with performances rated outstanding on most occasions. Similarly the concert seasons during the year were outstanding successes, showcasing the talent of our students.

PUBLIC SPEAKING AND DEBATING

Debating was once again successful with one novice and two junior team making it through to final rounds. Due to the number of teams entered in the Juniors Division, this is exceptional.

In Public Speaking three of our students made it through to the semi-finals of Rostrum, Voice Speaks Out, with Kieren Daly reaching the State Finals narrowly missing out on the National Final.

SPORTING HIGHLIGHTS

Some outstanding Team results from Churchlands in 2015 include:-

- Winning the School Sport Western Australia 'A' Grade swimming carnival.
- Winning the School Sport Western Australia 'A' Grade athletics carnival.
- Netball - The Year 8 and 9 teams compete regularly and enjoy plenty of success against surrounding and country schools.
- Surfing - Churchlands made it through to the finals in both junior and senior competitions.
- Water Polo – School Sport WA Junior Boys Champions.

The school entered teams in various other competitions with varying degrees of success. These include cricket, football boys and girls, basketball, water polo, volleyball, soccer boys and girls, tennis, rugby and squash.

AFL Program

Special AFL has continued to be a popular program, with many Year 6s trying out each year. Mr. Chris Tan has now been joined by David Bongiascia who has taken on the Year 10s and uses many of the strategies and tactics he has garnered as a successful WAFL player.

Our **Swimming Program** continues to thrive and provides the backbone for our carnival success. We have a successful relationship with Cadets WA that continues to blossom. Students engaged in the program had the following opportunities:-

- All students have completed their Community Surf Rescue Certificate with Surf Life Saving WA.
- Open water swimming was popular with students, most entering the Open Water Series of swims held at a number of Perth beaches over the summer.
- Sustainability Coral Bay Camp for Year 9 and 10 Cadets.
- Water polo teams competed at a high level at the SSWA cup.

Rottnest Channel Swimmers

Many of our swimmers also complete the Rottnest Channel Swim each year. We have solo swimmers, teams or as part of a duo. In 2015, twelve students made the crossing with several winning their age group categories.

Individual Sports Performers

The following students have been identified as Elite Athletes. Many have been identified by the Western Australian Institute of Sport (WAIS) and were heavily engaged in Interschool, State, National and International competitions throughout 2015.

Gymnastics

In gymnastics, Sidney Stephens, Madeleine Verdon, Dayna Sulaiman all medaled at the Australian Gymnastics Championships in their various divisions. Joshua Di Nucci and Joseph Spellacy represented WA in Under 17 years at the Australian Gymnastic Championships, with Joshua being second overall in his division.

Cycling

Matthew Richardson competed successfully as part of the WA team, medaling in a number of events.

Trampolining

Andrew Sumner performed well in 2015. At Australian Championships he won U17 Double mini-tramp and second in trampolining. At National clubs he gained first place in the same events.

CULTURAL ACTIVITIES

Akashi Nishi Visit

We once again welcomed twenty students from Akashi Nishi High School to Churchlands Senior High School, July 29 – August 11 for a two week exchange. The tour was organised by staff at Churchlands SHS and provided many wonderful learning opportunities for our students. In particular, students engaged in cultural and language immersion during a camp held at Bickley. Many students have maintained contact since the exchange and we have noticed the positive impact of social media in providing a variety of avenues for students to communicate. It was a highly successful exchange.

Ski Tour

The annual New Zealand Ski Tour is now well ingrained into the school calendar and it continues to be one of the most popular tours offered to students. In 2015 the numbers swelled to sixty eight Year 10 and 11 students, accompanied by eight staff.

The ten days of travel to the 'adrenaline capital' of the world was action packed from start to finish. Students were tested with the many physical activities, including five days of skiing, and participated in many cultural activities, namely kiwi haka and puzzling world as well as mixing with the locals. The tour around the South Island takes in spectacular scenery, creates new friendships and increases the students' independence and autonomy. We received numerous compliments on the politeness, friendliness and enthusiasm of our students, and they were all fine ambassadors for our school. The parents commented that "they have grown", and not in physical height. While the tour produced many highlights and memories, the West Coast Eagles getting smashed in the Grand Final was surely one of the most forgettable.

Drama Tour

During the first week of the Term 1 holidays a group of eleven Churchlands Drama students, accompanied by their Drama teacher, flew to Melbourne to participate in a week's worth of voice, movement and play building workshops as part of the VCA Drama Tour 2015.

This year's tour saw a change of venue as the Victorian College of the Arts has taken over the organization and delivery of workshops. Working with teaching artists at the Victorian College of the Arts, by day, students were actors honing their skills; by night, as audience, they were treated to a range of performances that were sometimes thought-provoking, moving or comedic. At the end of the week they presented a showcase of their work to an audience that included some parents, ex-students, teaching staff and department heads from the College. As always, a valuable learning experience for all who attended and now an opportunity to work in what could possibly be the tertiary arts environment of their choice in the future.

School Production - *The 39 Steps*

The Churchlands Senior High School 2015 season of *The 39 Steps* was outstanding. This tongue-in-cheek adaptation of John Buchan's novel and Alfred Hitchcock's film enabled students to perform in a challenging and entertaining play that was very well received by a succession of appreciative audiences. Numbers at auditions were high, so the usual cast of four was expanded to include a total of twenty two performers. An enthusiastic group of music students were a welcome addition as they volunteered to play incidental music throughout the play, highlighting the creative and collaborative nature of the school production. The role of the backstage crew was enhanced as well...with many scene changes being very deliberately visible to the audience. As always the community spirit of the school production was sustained by the assistance of staff, parents and students who worked behind the scenes and ushered front of house.

MaDD Night

On August 25th and 27th, the Performing and Visual Arts Department staged their annual MaDD night in the school's Concert Hall. This is an opportunity for students from the Stage 3 WACE Drama, Dance and Media courses to showcase their talents and perform the practical pieces that they have created as part of the requirements for their WACE performance examinations.

In Dance, students had to choreograph an original solo piece that explored a concept of their own choosing. Each dance ran between one and a half and three minutes.

Drama students had to research, write, produce and perform an original solo production that ran for between five and seven minutes. Each piece had to include more than one character and had to make minimum use of costume, props and lighting.

The Media Production and Analysis students were required to submit up to five minutes of a group or individual film production. This could have been an entire production or edited extracts. The films that were shown reflected an expressionist style of film-making.

The large and appreciative audience were treated to two evenings of very strong performances across all three Arts areas that reflected a high degree of talent, skill, creativity and hard work.

VALUES IN THE COMMUNITY

Sustainability

Churchlands SHS continues to make progress in implementing positive changes that adhere to our Values and Vision, which incorporate the principles of sustainability and personal achievement. A poster symbolising our Values and Vision is clearly on display in all teaching classrooms. Every learning area is required to implement learning opportunities that weave environmental and social sustainability themes into existing programs in all lower school years.

Environmental Sustainability is the major theme of the Year 8 Accelerated Education Program in the extended, cross-curricular, action learning Coral Bay camp. This is an opportunity for students to be immersed in pristine ecosystems and apply what they have learned in the classroom to real life competing interests.

Out of the classroom, as extracurricular activities, students are involved in a variety of environmental programs such as the long standing, UN award winning 'Trees for Survival' project. Other programs include; paper recycling, an organic herb garden for Home Economics and the "Environmental Leaders" student activist group. Students are actively involved in initiating and running awareness raising and energy conservation projects that aim to improve traffic congestion, reduce greenhouse gas emissions and promote environmental conservation.

Our Social Sustainability values are exhibited by the following activities and programs.

Community Service

Churchlands has a long tradition of organising and participating in projects that develop a sense of social responsibility and community in the wider world. Churchlands students volunteer in a wide range of ways to help out at school as well as with groups and organisations in our local area and Perth wide.

Our Year 12s in 2015, averaged approximately 86 hours of service on graduation, which is exceptional, showing that they are aware of the need for assistance across a range of events and organisations. Students have volunteered as Form Representatives, joined the Student Council, trained as peer mentors to assist the new Year 7 and 8 students, raised and lowered school flags, locked and unlocked the bike sheds, run a school wide footy tipping competition, run a Year 7 and 8 Disco as a fundraiser, taught primary school students, coached netball teams, joined the back stage crew of the production, were hosts and helpers at a range of school events such as parent report nights, the Year 7 and 8 Welcome BBQs and at the annual Community Art Exhibition, as well as volunteering yet again as marshals for the City to Surf Race (70 students), HBF Run For A Reason, Tadpole and Pink Triathlons and a record number participated in the 40 Hour Famine raising more than \$10,000. Several students assisted again with the setting up of infrastructure for the Wembley Downs Fair and others volunteered at the fertiliser fundraiser (Good 2 Grow) for the P&C, while a dedicated group of students coached cross country running at Yuluma Primary School throughout the year.

Our Relay for Life team was pipped again for highest fundraising school by Wesley, with a creditable \$16,000 collected by 170 students. More than thirty staff were involved for spells of an hour to the full twenty four hours (three staff). The marquee was donated kindly by Scarborough Rotary once again was very welcome as it provided us with shelter from the sun and low temperatures at night. During the event, Churchlands students also volunteered to man one of the two track crossings for the entire time – this was to keep runners safe from pedestrians crossing the track. A new initiative this year saw the student run V Gen Group, organising a Christmas collection for World Vision. Each form class decided what they wanted to buy (anything from chickens to a llama) and then brought the money in to pay for the item(s). Over \$4000 was spent on gifts to go to disadvantaged villages which is an amazing effort.

World Challenge

Eighteen months of planning culminated in forty six students, six teachers and three World Challenge Expedition Leaders travelling through Uttarakhand in Northern India for three weeks at the end of 2015. The students planned and negotiated their own itineraries from a range of choices and during the expedition, were responsible for organising and paying for transport, accommodation and food. All three teams flew into New Delhi together and then parted company. Two teams headed to Nainital and the other team headed to Mussoorie. The teams acclimatised to the altitude before heading off to their treks or projects. Team One trekked part of the Kuari Pass, Team Two completed the Khunjakarak Temple Trek and Team Three trekked to Pindari Glacier. Two project villages were near to Nainital and Team One travelled down to Rajasthan to the amazing city of Jaipur, to do their project.

All three teams were involved in construction and renovation projects, installing guttering and downpipes to "harvest" water, building incinerators, digging foundations for new classrooms and painting existing school buildings – a very rewarding phase of the expedition. R and R time saw some students choosing to participate in yoga classes, watching religious ceremonies at sunset on the banks of the Ganges River and of course visiting the iconic Taj Mahal! An amazing trip with remarkably few problems barring minor stomach complaints and one missed train due to scheduling issues rather than student errors! In 2017 we are heading to India again, but to the south this time!

COMMUNITY ENGAGEMENT

Engaging with its community continues to be a priority for Churchlands SHS with communication a major focus. The fortnightly Churchlands BYTES together with a major newsletter at the end of each term are the planned communiques, however we try to ensure parents stay informed through the constant use of email to complement this. The Pe&C has also adopted additional measures to engage parents and the community with the school. Notably were a highly successful and well attended Quiz Night, the Good2Grow fertilizer program, the Year 7 family BBQ and the welcome sundowner at the start of the year.

Surveys were again conducted as a requirement of the Department for the MySchool website. Parents, students and teachers were asked similar questions in the surveys with responses ranging from strongly disagree (1) to strongly agree (5). Parent and staff surveys produced response averages greater than four which indicates strong support for the school. Student responses were slightly under four.

Parent Survey

All parent responses (117 out of a sample of 340) were in significant positive territory affirming their positive perception of Churchlands SHS. The strongest positive responses were for "My child likes being at this school" and "Teachers at this school expect my child to do his/her best". A very important indicator of parent satisfaction was that most would strongly recommend this school to others.

Staff Survey

Staff responses of greatest strengths occurred in questions "Students like being at this school", "This school looks for ways to improve" and "Teachers at this school expect students to do their best". Staff had the strongest positive responses of the three cohorts, and almost all strongly agreed that they would recommend this school to others.

Student Survey

As expected the student responses were slightly less favorable than parents and teachers however they were still all in the positive. The lowest scores remain being listened to and taken seriously together with management of behaviour. Highest scores were again about teachers expecting students to do their best and feeling safe at this school. Students also strongly responded that this school has good teachers.

STAFF INFORMATION

Excellence in Teaching

Research indicates that it is the quality of teaching that has the single greatest impact on student learning. Since the commencement of the Churchlands Art of Teaching Program in 2008 in excess of 100 teachers have completed this five day intensive program. This complements the use of technology as we move to ensure the sustainability of the laptop program. In response to parent concerns 2016 will see a trial of a BYOD program.

Much of the latest research has a focus on classroom observation as a vehicle for teacher development and improved capacity. In conjunction with the National Standards of Teaching we are focusing on blending our ChArT program with this dimension within the construct of a "Professional Learning Team" model.

With fifty new teachers commencing at Churchlands in 2015 we have a significant backfill of training to be undertaken, which is our current challenge. Significant among this group is seventeen first year graduate teachers who require mentoring and significant induction training.

Staff Profile Base

This table shows a continuing growth in the percentage and number of teachers who upgrade from Level 2 status to Senior Teacher or Level 3 Teacher status. In particular the growth in Level 3 teachers and Senior Teachers over this period is most encouraging.

Year	Teaching Staff Numbers	Senior Exec Staff	Level 3 Admin	Level 3 Teacher	Senior Teacher Status	Level 2 Teacher
2011	121	3	12	9 (7.4%)	54 (44.6%)	43 (35%)
2012	117	3	12	10 (8.5%)	58 (49.6%)	34 (29%)
2013	128	3	12	14 (11%)	63 (50.0%)	36 (28%)
2014	120	3	12	12 (11.7%)	58 (48.3%)	35 (29.2%)
2015	152	5	13	10 (7.9%)	56 (36.8%)	66 (43.4%)
2016	159	6	13	13 (8.7%)	47 (29%)	80 (50%)

WORK FORCE PLAN REPORT

Focus Area 1: Workforce Size and Recruitment

Apply a gender affirmative action policy when selecting senior promotional staff, when two applicants are equal.

Senior executive staff have a balance of three male and three female, as per target. Eight out of thirteen second in charge staff are female, eleven out of twenty four staff in house coordinator roles are female.

Recruitment strategies that are cognisant of advance planning to access the most appropriate staff: High quality staff were recruited for the 2016 year, including three from overseas. Staff with backgrounds in leadership roles such as former deputy principals and former HOLAs were recruited into teaching roles (two staff have previously held HOLA positions, one held a long standing deputy role) .Two new staff are level three classroom teachers. One new staff member holds a doctorate. Several staff have come from private schools, or have been recruited internationally.

Consider recruitment strategies that are cognisant of advance planning to access the most appropriate staff. In particular new graduate recruitment should be a focus to address an aging teaching population: The average age of staff as of February 2016 is 45.7, down from fifty in 2014. The standard deviation is 12. The percentage of staff over 55 has dropped from 27% to 10%, the number of staff over 50 is 100, making it 40% of the staffing body.

Staff Retention

This table shows the number and percentage of staff who remain at Churchlands for year to year.

	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016
Total teaching staff (including part-time)	128	122	120	152
Teaching staff retained	121	116	112	144.1
Staff Retention Rate	94.5%	94.2%	93.3%	94%

In 2015 two permanent teaching staff members left due to winning promotional positions as level 3 HOLA at other schools. Four staff have returned from maternity leave and there were two retirements. Our goal of less than 3% of teaching staff seek a transfer in any one year has thus been achieved, with no transfers in the 2015-2016 year.

Teaching Staff Attendance Rates and Patterns

In 2015 Churchlands SHS employed 144 full time equivalent (FTE) teachers who are expected to be on site for 200 days per year; a total of 28,800 days staff are onsite. The following table outlines the leave type accessed by staff during 2015 for a total number of 3752.83 absences. This equated to 13.03% of all days compared to 12.6% for 2014. This is up due to the ongoing need for staff to clear their long service leave.

Type of Leave	Number of Days	Percentage of Days
Bereavement Leave	34.73	0.93%
Family Carers Leave	156	4.16%
Long Service Leave	2020	53.83%
Leave without Pay	306	8.15%
Maternity Leave	361.2 <ul style="list-style-type: none"> • 96 maternity leave • 192.2 parental leave • 23 partner leave • 50 leave without pay - parental 	9.62%
Sick Leave	700	18.65%
Short Leave	121.9	3.25%
Other Leave	53	1.41%
Total days leave taken 2015	3752.83	100%

Year	2011	2012	2013	2014	2015
Teacher in Attendance	96.6%	94.8%	96.4%	95.9%	96.4%

Teacher qualifications

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Western Australian College of Teaching. All have current "Working with Children Checks" (WWCCs).

BUSINESS PLAN 2014 - 2016 TARGETS AND MILESTONES

TARGET	OUTCOME
Achieve higher than or close to the National and WA Government School average for "like" schools in NAPLAN testing	Achieved
In Literacy achieve 30% or higher in the top 20% of all areas tested and less than 6% in the bottom 20% in each of the years 2014/15/16	Achieved Not Achieved 7%
In Numeracy achieve 40% or higher in the top 20% of all areas tested and less than 5% in the bottom 20% in each of the years 2014/15/16	Achieved Not Achieved
In First Cut Data there is evidence of value adding in the "Stable Cohort"	Achieved
Consistent graduation rate above state average	Achieved
Consistent placement in the top five government schools and top fifteen WA schools for ATAR results	Achieved in two of three years
A minimum of ten courses ranked in top ten in state	Achieved in one of last three years.
Establish trend of increasing % of students with ATAR 95+	Achieved
Establish trend of decreasing % students with ATAR below 70	Ongoing
Minimum Attainment Rate of 90% aspiring to 95%+	Achieved
Minimum 95% of applicants receive a University offer	Achieved
Destination data shows minimum 95% students in further training, education or employment	Ongoing as destination data not published
Year 7 NAPLAN data will be above like schools in 2015 and 2016	Achieved
Maintain attendance at 80% or above in the "Regular" category (90-100%)	Not Achieved (79%)
The "Overall" attendance at the school is above 92%	Achieved
Comparable or better than "Like School" in all areas of attendance	Achieved
Aboriginal students have an attendance of 80% or better	Not Achieved
Anecdotal evidence will affirm student behaviour is of an exceptional standard	Achieved
More than 65% of students have volunteered for community service and completed a minimum of 20 hours by the end of Year 12	Achieved
At the end of Year 12 the average number of community service hours completed per student is at least 50	Achieved
85% GeT retention from years 8 - 11, and 95% from 11 - 12	Achieved
Year 12 students achieve a minimum of 40% A Grades in Stage 1 music	Not Achieved
Stage 3 music results place the program in the top three school results	Achieved
GeT music results: ATAR MEAN is maintained at least 10% above like schools	Not Achieved
Maintain a graduation target of 100% from within the music course	Achieved
An expectation of 100% participation by student performers in festivals	Not Achieved (97%)

SCHOOL FINANCIAL REPORT

INCOME	2013	2014	2015
Opening Balance	784,506	1,121,555	726,727
Voluntary Contributions	164,646	174,856	257,227
Charges and Fees	488,466	593,518	713,307
Government Allowances	40,185	54,050	69,090
Approved Charges/Options/Donations	211,554	683,765	338,247
Incursions/Excursions	808,559	298,259	854,799
DoE Grant	1,674,976	1,387,164	51,598
Music Tour Charges	-	961,402	604,187
P&C Donations	110,900	33,500	48,200
International Fee Paying Students	185,115	107,183	100,910
Miscellaneous/Other	496,613	396,807	204,949
Facility Hire	164,384	128,675	209,550
Internal Transfers	499,187	298,894	662,351
SFSA	13,276,578	14,096,395	2,820,227
Student Centred Funding	-	-	18,721,703
Total	18,905,669	20,336,023	26,383,073
EXPENDITURE			
Other Specific Programs/Curriculum	103,203	120,855	118,344
Student Services	12,725	13,805	53,000
Administration	608,197	778,076	848,057
Physical Resources/Repairs/Maintenance/Grounds	199,679	208,876	227,485
Capital Works	275,016	144,140	481,937
ITC	356,902	607,080	512,432
Staff/Professional Development	42,357	98,983	104,642
Salary Pool	529,803	616,309	-
Utilities	352,869	381,793	393,710
Student Functions/Activities	677,448	1,312,198	1,484,539
Faculties	863,387	850,649	1,264,414
Other - Refunds/Enterprise	6,720	12,256	14,421
Transfers to Reserves	479,208	364,735	816,031
Surplus/Carried Forward	1,160,655	726,727	1,342,359
SFSA	13,237,500	14,099,542	18,370,201
Total	18,905,669	20,336,023	26,031,571
P&C Collection	67,452	74,341	109,787
SPECIAL PROJECTS			
Art Work	-	14,000	-
CCH - Automatic Door & Scissor Lift	-	35,655	-
Carpets	-	23,720	50,015
Air-conditioning	-	21,900	68,890
Lockers / Locker Locks	14,128	-	108,577
Refurbishments - Dance Technology	2,850	-	
Churchlands - Signage	12,601	15,652	
Canteen Upgrade	100,000	-	
Green Room Refurbishment	15,492	-	
Photocopiers	39,794	75,058	27,955
Fazioli Concert Grand Piano	-	-	97,515
Covered Walkway - D Block to F & G Block	-	-	56,237
Cable Gates	-	-	40,108
Seating	-	-	64,736
Security Cameras	-	-	12,624
Curtains/Blinds	-	-	14,527
Electrical	-	-	19,321
Total	183,805	185,985	185,985