



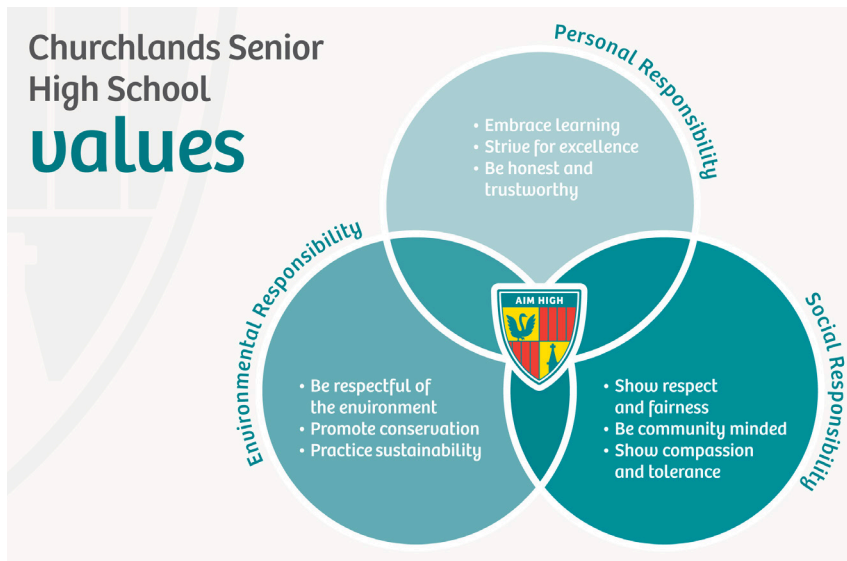
CHURCHLANDS
SENIOR HIGH SCHOOL

Annual

Report

2017

CHURCHLANDS SENIOR HIGH SCHOOL



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, such as an elite swimming program and school based netball, football and basketball programs.

Churchlands is considered a school of opportunity by both our parents and our students. National and international tours are made possible due the size of the student population with almost all tour proposals receiving sufficient student interest to ensure they are economically viable. Similarly there are a range of sporting opportunities for our students to engage in. Whether it is representing the school in basketball, girls' football, rugby union etc. or training for up to eighteen months to swim the English Channel, Churchlands appears to be able to provide for all interests. Similarly there is a wide range of opportunities in the cultural and academic fields. Our Community Service programs are so extensive that they are not available in any other Government school.

The school's community focus has seen a significant growth of the Alumni Association as well as the establishment of the School Foundation. This has generated significant opportunities for current and former students such as; scholarships, events, reunions and a sense of belonging to the community. The aim is to encourage lifelong connections between the school and its students, parents and staff.

Despite the anticipated significant growth in enrolment numbers caused by a number of different factors, the school has remained at the forefront of public education in WA. The planning and strategies developed in advance to accommodate such a large number of students have proven successful in ensuring the school has maintained its reputation of excellence and performance. In 2017 the student population grew to 2581 with an expectation that around 3000 students will complete the 2019/20 enrolment numbers.

2017 saw the completion of significant construction activity as a result of the State Government's \$38.9 million investment in new buildings and facilities to support the school's enrolment growth. Despite the evident benefits the construction program will generate for the school in the future, the 2017 construction period created significant challenges in the school's current day to day operation. In particular, the pressure this placed on staff and student movement around the school during this time. However the end result has been outstanding, with state of the art buildings and facilities and we look forward to 2018 as we prepare to make full use of these wonderful resources.

OUR VISION

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 over 2700 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 organisation 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 70% of Year 12 students study at the Tertiary Entrance level, while the remaining students are now engaged in a minimum of Certificate II level courses.

FROM THE PRINCIPAL

Without doubt the excitement of the completion of new facilities in 2017 was considered the year's ultimate achievement for both staff and students. Together with the removal of twelve transportable classrooms (ongoing) Churchlands SHS grounds and buildings are now approaching that which will see the school well into the next decade.

Clearly the new buildings which include a sports hall, mathematics faculty and technology and science/arts additions are the foci of the \$38.9 million facilities development, however we have been successful in achieving much more than this. Additional facilities include

- Increased parking for staff.
- Additional student shelter.
- External courts and landscaped paving/seating areas.
- An office upgrade to the administration building creating a new senior secondary reception, offices and new conference/training room.
- Expansion of the junior secondary admin to include a Head of Year 7 office and a House Coordinator's office.
- A new health centre with attached community service office, VET Coordinator's office and teacher relief coordinator's office.
- Conversion of a utility room in F block to dance/drama room with a sprung floor.
- A secured bus parking compound.
- To add value to these new facilities the school also:
 - Purchased mechanical roll on carpets to protect the floors and installed two five meter video walls in the sports hall.
 - Installed 75 inch smart TVs in each of the nineteen state of the art mathematics rooms.
 - Installed new data projectors in all other classrooms.

Churchlands students have been provided with international travel opportunities over many years. This year the number and variety of tours made available to our students has surpassed those of any previous year. Opportunities included language tours to France, Japan and China, an ancient history tour to Greece, a basketball tour to USA, a ski tour to New Zealand, the English Channel swim challenge and World Challenge trips to three different locations in India.

Churchlands continued to experience academic, sporting and cultural achievements throughout 2017. Individually one of our students swam the English Channel solo, a Year 12 student was selected pick 19 in the AFL draft and one of our recent ex-students won a world title in diving, our top academic student won a General Exhibition and our top music student won the Subject Exhibition. Our A grade athletics team once again were champions while our A grade swimming team were just pipped for the championship.

As 2017 unfolded a number of challenges now confront Churchlands SHS as we move into the future.

The first of these was a cut to our budget bottom line of \$2 million which has created significant challenge for the future. Despite significantly cutting staffing and reducing administration budgets the school will unlikely be able to meet costs without either transferring from reserves or Education Department support.

Our other major challenge, which the budget cuts have also affected, is the building of a new swimming pool. This is considered a necessity as our current pool is not only unreliable but concrete penetration testing suggests it is entering the final stages of its life. Recently, BMW contracted quantity surveyors who estimated the cost to undertake this to be well in excess of \$6 million, a figure well out of the school's reach. However by going straight to pool builders, an estimate closer to \$3.5 million was evidenced, but only if the school is allowed to proceed to a design and construct tender model. I am working with the department and hope I can negotiate with BMW to allow such a tender model to proceed.

*Neil Hunt
Principal*

FROM THE SCHOOL BOARD CHAIR

In recent years the School has undergone a rapid and significant growth phase. Enrolments have grown from 1,566 in 2013 to 2,720 in 2018. This has meant that the School has had to plan, implement and manage the associated increases in staff numbers and infrastructure.

It is a great credit to the Principal, Mr Neil Hunt, and his executive team, that this critical growth phase has been successfully handled so efficiently and effectively, while at the same time improving the high academic standards and maintaining the values and culture within the School.

With the completion of the Year 7 Wing, science/arts block, mathematics block, technology centre and gymnasium, the intense building program should abate and stabilize.

The School Board is of the unanimous view that the School has reached its optimal size and capacity. The aim is to reduce enrolments to 2,500 to facilitate the removal of all demountables and reclaim the playing fields.

However, the School's enrolment pressures will not be alleviated unless and until:

- Local intake area boundaries are altered and made compulsory
- The optional area between Churchlands SHS and Carine SHS is designated to Carine SHS – a major discrepancy exists in that between 2013 and 2017 Churchlands enrolments grew by 74%, whereas Carine enrolments grew by only 16%

On 31 July 2017, Tracy Galton and I, together with the Chair of Shenton College, met with the Hon. Sue Ellery, Minister for Education, to express our concerns regarding the rising enrolments at our respective schools. The P&C has also made similar representations to the Minister on this matter. The Minister took on board our views and advised that the new school adjacent to Perth Modern School would help alleviate the problem. As this new school is not due to open until 2020, and then only with a Year 7 intake, this new school will have a minimal effect on enrolments at Churchlands, even in the long term.

Furthermore, in response to a submission from the Board, the Minister advised in November 2017 that "With regard to the changes in per-student funding, economies of scale are evident as student numbers increase, which means larger schools have significant amounts of discretionary funding after they have met their general operating costs."

To this end, the Minister announced that from 2018 schools having more than 1,200 students would have their per-student funding reduced by \$1,145 for each student over 1,200. With 2,720 students in 2018, along with other reductions, this has meant that Churchlands has had its 2018 budget reduced by about \$2 million, virtually overnight. The Principal and the Executive are endeavouring to accommodate and manage the required budgetary changes, but it will inevitably and regrettably mean a reduction in some services and facilities.

On a brighter note, in October 2017, the School hosted a "Back to School" event to celebrate the 50th anniversary of the Class of 1967. This is the first cohort of students to achieve their 50th and become the inaugural members of the "Churchlands Gold Class". This will now be an annual event for successive graduating years. Thanks go to Tracy Galton and Nawal Kurson for arranging the event. I still cannot believe that I graduated from Churchlands fifty years ago in 1968.

The Churchlands Senior High School Foundation (Inc) "Solar Power for Scholarships" project is now progressing with the solar panels planned for installation by the end of 2018. Along with the donors to the Foundation, I would like to acknowledge and thank the P&C for their generous contribution and commitment to the project. Thanks to the generosity of the Alumni, the P&C and past and present parents, over \$800,000 has been raised towards this exciting and innovative project.

The Board congratulates the graduating class of 2017 and it was a pleasure to again attend the well organised graduation ceremony in November. Their achievements 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 Churchlands Senior High School's reputation within both the education and wider communities.

The success and reputation of the School depend on cooperation between and the hard work and dedication of: the leadership of the Principal and his executive and administrative team, an active School Board, P&C, Alumni and Foundation, and of course, the staff and the students.

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In particular, I would like to thank the Principal, Mr Neil Hunt, for his leadership and along with his Executive team for their application and dedication to achieving the best outcome for the School. The Board has been very pleased 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 accord with the School administration.

During 2017, the School Board 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.

I acknowledge Tracy Gralton (Alumni Representative), Chris Porteous (P&C Representative), Grant Brinklow, Adrian O'Brien and Janet Pettigrew (Elected Parent Representatives), Jane Hegarty and Kim Hudson (Staff Members), Pinithi Siriwardana (Head Girl) and Liam Birch (Head Boy) all of whom generously gave their time during 2017 as Board Members and I thank them for their efforts and dedication.

The Board appointed former student Allira Winmar as Community member at the end of 2017 and I look forward to her contribution in our School in 2018.

For your information, copies of the Minutes of all Board meetings are published on the School's website <https://www.churchlands.wa.edu.au> shortly after each meeting.

The Board welcomes your input and encourages your feedback.

*John Gillon
Chairman
Churchlands Senior High School Board
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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 aspects of schooling during 2017.

ACADEMIC PERFORMANCE

SENIOR SCHOOL ACADEMIC PERFORMANCE

Year	2013	2014	2015	2016	2017
Rank in the State	14	16	28	28	23

Churchlands SHS was ranked 23rd in the state in the Median ATAR League Table and 6th highest government school. This is an improvement on the previous year. The success of the academically selective Perth Modern School has impacted on the enrolment of students at the very top end and could distort comparisons with some measures from three or four years ago.

- Churchlands ranked 4th best public school based on the number of SCSA awards won.
- WACE Achievement rate was 97% versus a state average of 88%.
- Forty-seven students were awarded Certificates of Distinction.
- Sixty-six students were awarded Certificates of Merit.
- Five Churchlands students received ATARs of 99 or above.
- Churchlands was listed amongst the top performing schools in nine ATAR Courses.
- Our DUX, Marsha Chin, achieved an ATAR of 99.8 as well as a General Exhibition (awarded to the top 50 students in the state).
- Ariel Tan achieved the Subject Exhibition for Music.
- India Sadd achieved a Certificate of Excellence (top 0.5%) for Earth and Environmental Science, Ariel Tan for Music, Jasmine Cebastian for English, Luke Inamac and Brian Khoo both for Mathematics Applications.
- The median ATAR was 86.6, an increase of 1.9 compared to the previous year.
- 208 of the 212 VET students (98%) completed a full Certificate II or higher qualification.
- Our "attainment rate" (ATAR 55+ and/or completion of minimum Certificate II) was 98% which is the same as the previous year which in turn was the highest level we had achieved since this measure began.

The 2017 cohort produced a number of strong individual performances and overall showed an improvement over the previous year. The top end of the ATAR results, in particular, exceeded predictions which is an indicator of strong WACE exam preparation and performance. 68% of Year 12 students undertook four or more ATAR subjects and this is a much more reasonable percentage compared to the previous few years, in keeping with like schools. Rigorous interrogation of data and counselling continues to occur to ensure students maximize their results. The VET completion rate of 98% was an excellent achievement and compares favourably to a few years ago when the rate was 66% in 2011 and 2012.

League Table Ranks

1. Publicly Listed League Table

This is provided annually in the press to publicize school rankings. The statistics used by the School Curriculum and Standards Authority to produce these tables have varied in the past few years and this occurred again for 2016 data where the main table publicized was based on the median ATAR in each school. Churchlands SHS saw some good performances and an improvement over 2015 but slightly below the previous four years. The exception was the percentage of students achieving a scaled score of 75% or more. Our figure of 44% was the second highest in the last six years. The following tables show these results 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. The 2017 figure of 86.6 was the second highest median over the last seven years.

Year	2013	2014	2015	2016	2017
Median ATAR	86.4	86.7	83.0	84.7	86.6

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

School achievement data is based on students' scaled marks which in turn contribute to the ATAR. This table shows the percentage of ATAR students in the low, mid and high third ATAR students in the state. In an average school, 33% of the ATAR students could be expected to fall into each category. The 2017 results are the best on this measure since 2014.

Year	Low %	Middle %	High %
2013	15	35	50
2014	15	34	51
2015	24	37	39
2016	24	35	41
2017	17	37	46

4. Percentage of students with a scaled score over 75

This shows the percentage of students who received a scaled score above 75%.

Year	2013	2014	2015	2016	2017
Percentage	42	46	35	44	39

Outstanding Course Performances

Churchlands SHS has been acknowledged as being amongst the top performing schools in the state in nine ATAR courses and Churchlands SHS scored better than the "State" and "like schools" in eighteen ATAR courses when measuring "the percentage of students scoring at or above the state average". This is significantly better than the previous years. Particularly noteworthy were the outstanding results achieved by the students in Physical Education Studies and Modern History.

Year 12 Summary Statistics 2013-2017

YEAR	2013		2014		2015		2016		2017	
Year 12 Students	286		141		297		349		340	
Eligible to Graduate (Female) (Male)	286 (149) (137)		141 (76) (65)		297 (166) (131)		349 (162) (187)		340 (184) (156)	
Graduated	277	(97%)	140	(99%)	294	(99%)	340	(97%)	329	(97%)
Number of ATAR Students	218	(76%)	110	(78%)	229	(77%)	278	(80%)	231	(68%)
Number completing a Unit of Competence	126	(44%)	55	(39%)	122	(41%)	151	(43%)	212	(62%) A big increase!
Number completing Certificate II or higher	100	(79%)	49	(89%)	118	(97%)	151	(100%)	208	(98%)
Attainment Rate*	260	(91%)	134	(95%)	288	(97%)	342	(98%)	334	(98%)

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

Destination Data

Destination	2011	2012	2013	2014	2015	2016	2017
Returned to School	0.8%	0%	0%	No data	No data	0%	1.3%
Apprenticeship/ Traineeship	6.3%	2.2%	2.5%			4.2%	2.9%
TAFE	9.7%	11.6%	9.4%			9.6%	4.6%
University	62.9%	70.2%	66.2%			77%	51.1%
Employment	14.8%	11.3%	9%			0.4%	18.4%
Other Training	1.3%	0.9%	0.7%			0.4%	2%
Employment Assistance	3.4%	3.1%	0.4%			0%	7.2%
Other	0.8%	0.6%	11.9%			0.4%	4.6%
Deferred	-	-	-			8%	7.9%
Total	100%	100%	100%	100%	100%		

The table above attempts to show where students from a particular Year 12 cohort went the following year. The data itself has been put together from a number of sources including phone calls to students and the data reflects the proportions from those that answered the survey. The data for the "Class of 2016" is reflected in the "2017" column and this corresponds with an 86% return on the surveys. Below this table we provide further information on the University offers through TISC to the four public universities - UWA, Curtin, Murdoch and ECU.

From the "Class of 2017"

- 204 students with an ATAR applied for a Western Australian Public University.
- 213 students had a first preference.
- 150 students or 70% were offered their first preference. (State = 68%)
- 204 students or 96% were offered one of their preferences. (State = 93%)
- Of the remaining 4%, a number of these students were offered places at Notre Dame, interstate universities or overseas universities. Offers to the 4 WA Universities were as follows:

University	Curtin	ECU	Murdoch	UWA	Total
# Students	75	28	11	90	204

STATEWIDE TESTING Year 7 NAPLAN 2017

NAPLAN (497 students)	AUST. MEAN	WA MEAN	CSHS MEAN	CHURCHLANDS SENIOR HIGH SCHOOL				
				In Top 20%	In Middle 60%	In Bottom 20%	At National Min Standard	Below National Min Standard
Numeracy	554	551	592	36%	58%	6%	4%	0%
Reading	545	539	576	35%	59%	7%	3%	1%
Writing	513	509	553	37%	57%	6%	10%	3%
Spelling	550	547	577	26%	64%	10%	5%	1%
Grammar & Punctuation	542	537	578	34%	59%	7%	5%	2%

This table compares Churchlands SHS with the Australian and WA means.

Churchlands has achieved excellent results in Year 7 NAPLAN 2017. The high targets set in the Operational Plan - 2017 were met or were close to the target. These were:

- Maintain results from all areas of Year 5 NAPLAN data. As this is the third year of Year 7 students into high school we have limited base line data to compare past cohorts: *ACHIEVED (Above 2015/2016 results except for Spelling and Numeracy)*
- Numeracy Target: 40% in top 20% and Lower than 5% in Bottom 10%: *NOT ACHIEVED as 36% were in top 20%*
- Literacy Target: 35% in top 20% Reading and 30% in top 20% in Writing: *ACHIEVED in Reading 35% ACHIEVED in Writing 37%*

Year 7 NAPLAN Performance (Top 20%)

NAPLAN	2015	2016	2017
Numeracy	40%	40%	36%
Reading	33%	33%	35%
Writing	27%	31%	37%
Spelling	32%	34%	26%
Grammar & Punctuation	36%	33%	34%

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

The school only has data for the past three years for Year 7s as they entered high school for the first time in 2015. The students are only in high school for just over two months prior to sitting NAPLAN in early May. With the rigorous and well planned teaching and learning programs targeting specific groups and with specialist teachers the school would expect to value add to students' performances in NAPLAN in 2019 when they are in Year 9.

Year 9 NAPLAN 2017

Churchlands has achieved commendable results in Year 9 NAPLAN 2017.

The high targets set by Middle Secondary have been met or are close to the target, these were:

- NAPLAN data is equal to or better than like schools. *ACHIEVED above like schools for Numeracy, Reading and Writing.*
- Establish a trend of high progress for the top end students from Year 7 to Year 9 students in the high and very high categories of achievement progression for NAPLAN. *ACHIEVED it is believed though that 18% of students have 'topped' out.*

- Student achievement progression from Year 7 to Year 9 'above expected' in all areas tested compared to like schools. *ACHIEVED above like schools for Writing and similar to like schools for Reading in terms of progression. PROGRESSING below like schools for Numeracy in terms of progression.*
- The gap between Aboriginal and non-Aboriginal achievement in NAPLAN and OLNA is reduced over the life of the plan. *ACHIEVED the gap between Aboriginal and non-Aboriginal achievement is reduced for Numeracy and Reading. PROGRESSING three out of four ATSI students performed below the benchmark for Writing.*

(Cont'd - table on the next page)

YEAR 9 NAPLAN (427 Students)	AUST. MEAN	WA MEAN	CSHS MEAN	CHURCHLANDS SENIOR HIGH SCHOOL				
				In Top 20%	In Middle 60%	In Bottom 20%	At National Min Standard	Below National Min Standard
Numeracy	592	595	637	44%	51%	5%	3%	0%
Reading	581	583	615	34%	59%	6%	8%	1%
Writing	552	556	592	34%	60%	6%	10%	6%
Spelling	582	583	611	36%	56%	8%	6%	3%
Grammar & Punctuation	574	572	607	32%	61%	8%	7%	3%

This table compares Churchlands SHS with the Australian and WA means.

Year 9 NAPLAN Performance (Top 20%)

The School consistently experiences high achievement in NAPLAN. In 2017, the school placed an increased focus on high progression, which is a measure of student achievement growth over time. In comparison to 'like' schools, the school has achieved above like schools for very high or high progression for Reading and Writing. For Numeracy, the school had greater progression in the high progression category but was below like schools for very high progression.

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.

NAPLAN	2013	2014	2015	2016	2017
Numeracy	51%	47%	49%	48%	44%
Reading	39%	37%	35%	46%	34%
Writing	32%	37%	43%	39%	34%
Spelling	32%	43%	33%	36%	36%
Punctuation & Grammar	34%	42%	36%	39%	32%

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

NAPLAN Value Adding

Year 7, 2015 to Year 9, 2017

It is pleasing to note that in four of the five domains Churchlands results show an improvement by Year 9 in NAPLAN data. Punctuation and grammar is now a focal issue for the English Department to work on. Equally pleasing is the fact that in all domains we have either less or equal numbers of students in the bottom 20% of the state. This indicates a clear value adding in the education of children at this school by these measures.

Percentage of students in the top 20% of the state	Year 7 2015	Year 9 2017	Difference
Reading	33%	34%	↑ 1%
Writing	27%	34%	↑ 7%
Spelling	32%	36%	↑ 4%
Punctuation & Grammar	36%	32%	↓ 4%
Numeracy	40%	44%	↑ 4%

Percentage of students in the bottom 20% of the state	Year 7 2015	Year 9 2017	Difference
Reading	7%	6%	↓ 1%
Writing	11%	6%	↓ 5%
Spelling	11%	8%	↓ 3%
Punctuation & Grammar	11%	8%	↓ 3%
Numeracy	5%	5%	Same

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.

(Cont'd - table on the next page)

	2014		2015		2016		2017	
	Cohort size	Students that have not met OLNA standard	Cohort size	Students that have not met OLNA standard	Cohort size	Students that have not met OLNA standard	Cohort size	Students that have not met OLNA standard
Year 10	378	45	373	46	388	49	424	55
Year 11			390	26	371	25	382	22
Year 12					353	6	341	9

Please note the cohort size is correct at the time of the OLNA analysis in September of each school year.

OLNA Testing 2017

The targets set for OLNA in 2017 were met or the school is progressing towards the achievement of the target within the current Business Plan Cycle:

- The gap between Aboriginal and non-Aboriginal achievement in NAPLAN and OLNA is reduced. *ACHIEVED. The gap between Aboriginal and non-Aboriginal achievement in NAPLAN and OLNA has reduced.*
- 98% or more students meet OLNA targets by the end of Year 12. *PROGRESSING 97.3% of students have met OLNA standard.*
- 80% of Year 10 students post-September OLNA testing have met standard. *ACHIEVED 87% of Year 10 students have met OLNA standard post-September testing.*

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.

Senior School students received more targeted and specific support in the lead up to both assessment cycles through workshops held before and after school, in-class preparation and class teacher support. Only nine Year 12 students, less than 3% of the student body did not meet standard by the end of Year 12 2017, these students still have the opportunity to sit OLNA post-school.

Aboriginal Education

The Supporting Aboriginal Students Committee appointed a teaching staff member to lead the Team.

In October, the Committee completed a progress self-assessment on the Aboriginal Education Plan 2017-2019 against the Aboriginal Cultural Standards Framework continuum which showed that the school has moved to “developing” and “capable” in all standards. A move from the initial assessment in 2016 that placed the school in the “emerging” and “developing” categories.

In 2017, there have been numerous achievements such as:

- The development of a student club, Yarn Club that meets weekly at lunchtime and a weekly Breakfast Club.

- Involvement at all AIME (Australian Indigenous Mentoring Experience) activities, including Tutor Squad and University Days;
- Year 10 student being selected to take part in the National AIME Anthem in NSW;
- Local Elder attending a whole staff conference for story-telling and Welcome to Country;
- Welcome to Country being given by Aboriginal students at key school events;
- Successful PALS Funding Application that supported various school events and activities such as Aboriginal Artist onsite, Reconciliation Day and NAIDOC;
- Students attended different Reconciliation and Sorry Day events in Perth; and
- Involvement in the Big Splash Program and completion of a dolphin as part of a project that linked in with the Act, Belong, Commit Committee.

Academic Extension Program

The Academic Extension Program (AEP) Teaching and Learning Coordinator line managed the development of newly created roles, AEP Leader Teachers, who led cross-curricular learning experiences for Year 7-10 AEP students. Through the leadership from this team the Academic Extension Program enriched the learning opportunities for students through greater program differentiation that supported higher order thinking skills. An example of one of the learning experiences is the Interdisciplinary Learning, where the school collapsed the timetable for AEP students and invited parents and community members to participate by asking a variety of questions to stimulate student thought. Students explored the concept of ‘truth’ and the question ‘To what extent does truth matter?’ by developing their own questions using Blooms Taxonomy and creating a presentation and board. A further group of twenty-five staff members completed the two-day Mini Certificate of Gifted Education. Collaboration of expertise between AEP teachers across Learning Areas has continued through regular meetings and small groups sharing knowledge with other schools. The following data indicates how successful the program is;

A total of ninety-eight students from this year’s cohort were in the Academic Extension classes in Year 10 with many of these in both the English/Humanities stream and the Mathematics/Science stream. This group provided nine of the top ten ranked students and forty-four of the top fifty ranked students.

(cont’d)

ATAR Bands	Number of Students		Percentage of AEP Group	
	2016	2017	2016	2017
Above 99.00	6	4	6%	4%
95.00 - 98.95	23	35	23%	36%
90.00 - 94.95	37	26	37%	27%
Below 90	35	33	34%	33%

The general performance of our AEP group continues to be outstanding and compares favourably to the Perth Modern cohort medians over the past two years as shown below.

	2016	2017
Mean ATAR for AEP group	88.31	91.08
Median ATAR for AEP group	92.70	93.10
Median for Churchlands SHS	84.70	86.60
Median for Perth Modern School	95.55	95.90

AEP students continued to be exposed to a variety of extension and extra-curricular opportunities, such as the Sydney and Canberra Tour, Oil and Gas Conference and Exhibition and Coral Bay Sustainability Camp.

Visible Thinking

A focus on Visible Thinking is aligned with the Western Australian Curriculum General Capabilities – Critical and Creative Thinking. Research has shown that a culture of thinking in schools can support improved outcomes for students. A thinking culture has become more embedded in classroom practices and faculty plans. It continues to be a focus of Professional Learning opportunities for staff through school delivered workshops during and after school hours and on professional learning days.

The school invested in a further day in 2017 with Mr. Mark Church from Harvard University's Education Faculty – Project Zero to work with a second cohort of thirty staff members. Staff members were from Health & Physical Education, Mathematics, Music, The Arts and Technologies Learning Areas. The school now has staff across all Learning Areas including key members from the Student Services Team that have participated in a full day on Visible Thinking.

The staff who completed the Professional Learning with Mark Church have contributed to a 'live' OneNote resource that all staff members can access to receive information on visible thinking strategies, application in the classroom and teacher/student reflections. The Instructional Practices Team have also identified staff experts that have played leading roles in their areas and in 2018, these staff will be involved in facilitating professional conversations and delivering various concurrent sessions.

Student feedback regarding the use of thinking strategies in the classroom has continued to be very positive.

Science, Technologies, Engineering and Mathematics (STEM)

Through the leadership demonstrated by the STEM Coordinator the school has been able to increase the opportunities for junior and middle school students to engage in STEM.

This year, students participated in several additional STEM related extra-curricular competitions and activities at various locations including Curtin University, UWA and Scitech. Student numbers in existing activities has increased from 2016.

Students participating in the after school STEM Program has increased from an average of about forty-five students to fifty-five students per session.

Student enrolment in the Year 9 STEM elective has remained stable, with four classes. The Year 10 STEM elective enrolment has halved; this is thought to be due to students wishing to try other elective courses.

Staff that had volunteered their time throughout the year for the after school STEM Program took part in a Professional Learning Day led by the STEM Coordinator, providing them with the opportunity to become more familiar with the latest gadgets and programs.

STUDENT INFORMATION

Enrolment Trends

The following table shows enrolment patterns by year group as of the February census from 2012 to 2018. This period involves the six years of schooling including Year 7 students for the fourth time.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
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
2017	505	468	433	434	387	354	2583
2018	496	499	471	444	431	377	2718

Following a relatively stable whole school population we are now in a period of significant growth until the Education Department's alternative solution has impact. This is the result of significantly increased enrolments now appearing in our feeder primary schools. However projections for 2018 were significantly over-estimated with approximately 9% decrease in enrolments from our local primary schools. This is an indication that there is now concern in the community about the size of the school and a number of parents are exercising alternative options.

Student Retention

This refers to the proportion of Year 8 students retained to Year 12 as shown in the following table. It is 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. Retention rates between Years 10 to 12 and Year 11 to 12 are also shown which also indicate our results are significantly above state averages.

Years	2014	2015	2016	2017	2018
8 to 12	119.8%	105.1%	102.5%	102.0%	106.8%
10 to 12	104.3%	99.4%	102.2%	94.7%	94.7%
11 to 12	93.5%	93.6%	94.6%	91.7%	97.4%

Attendance Information

DET at Risk Attendance Categories	2013	2014	2015	2016	2017
Regular (90 - 100%)	81%	74%	79%	77%	78%
Slight (80 - 89%)	14%	18%	14%	15%	14%
Moderate (60 - 79%)	5%	6%	5%	5%	5%
Severe (0 - 59%)	2%	2%	2%	3%	3%

The targets set are linked to the **Schools Operational Plan 2017** and strategies are put in place in an attempt to improve student outcomes. The school had the following foci:

- The school has an "Overall" attendance rate of 92%. This means on average for the whole school population of approximately 2 581 students they attend 92% or more of the time.
ACHIEVED (93% "Overall" attendance)
- Maintain our overall "Regular" (90% or above attendance) school attendance for 80% of the student cohort or above.
NOT ACHIEVED (78.2% of student cohort attended 90% or more)
- The overall attendance of all aboriginal students is 85% or better:
NOT ACHIEVED (13 out of 28 Students Achieved (23 out of 28 students had attendance 80% or better). Where attendance is a concern, all students are provided an Attendance Improvement Plan)
- 90% or above of all absences are resolved - i.e. reason given for absence by parent/guardian.
ACHIEVED (94.2% of absences were resolved - great improvement from 2016 where 82.6% of absences were resolved)

There continues to be strong development of the sub-school structures, including four House Coordinators and shared support staff to promote good attendance and action improvement processes when attendance is a concern for individual students. As the school population continues to grow, alignment of the sub-schools and attendance management will continue to be important.

The pleasing data for this period of review is that attendance of the school population (2,581 for this review) continues to be strong. This is following an increase of ninety eight students from 2016 and indicates highly effective teachers, an engaging learning environment and sound pastoral care structures. There has been no significant increase in absenteeism.

The decision by the school to resource and employ a Student Support Officer has resulted in two significant outcomes in the area of attendance:

- Ensured that positive engagement strategies are initiated to support Aboriginal students to engage to their fullest capacity in the education provided at Churchlands SHS, therefore promoting high attendance.
- All students identified at-risk due to low attendance are supported by the school to improve their attendance through formal attendance improvement processes.

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

	Year					
	7	8	9	10	11	12
2013		88%	80%	71%	85%	81%
2014		82%	69%	66%	71%	74%
2015	83%	86%	80%	74%	76%	73%
2016	85%	77%	79%	71%	73%	76%
2017	85%	80%	75%	74%	81%	71%

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 4.1% of the total student population were suspended throughout 2017.

In 2017 there was a slight spike in the number of students suspended more than once - fifty-three students. This is most unusual and there does not seem to be a definitive reason for this. Only 2.2% 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, including Behaviour Management Plans, 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	(3) 24 days	-	-	-	-	-
2. Verbal abuse of staff	(4) 14 days	(2) 14 days	(1) 27 days	(12) 27 days	(3) 11 days	-
3. Physical assault of student	(15) 33 days	(7) 13 days	(8) 19 days	(6) 18 days	(1) 2 days	-
4. Verbal assault of student	(1) 2 days	-	-	(1) 2 days	-	(1) 10 days
5. Offence against property	(4) 8 days	(6) 12 days	-	-	(2) 4 days	-
6. Violation of BMIS classroom or school rules	(15) 30 days	(12) 24 days	(21) 4 days	(4) 9 days	(23) 46 days	(4) 24 days
7. Substance misuse	(1) 2 days	-	-	(2) 4 days	(1) 2 days	-
8. Illegal substance offence	(2) 2 days	(5) 14 days		(10) 24 days	(7) 29 days	-
9. Other	(2) 5 days	-	-	-	-	(1) 6 days
No. of students	19	24	22	21	25	1
Number of offences	46	33	45	36	37	5
Number of days, suspension	120	67	105	86	94	34

Note: Numbers in brackets refer to the number of students for each category, while the days refers to the total number of days suspension by all students. A student may have committed an offence in a number of categories.

The following summarises total numbers of students, offences and days suspended over the period 2014 to 2018.

	2014	2015	2016	2017	2018
STUDENT POPULATION	1481	1522	2254	2539	2718
Number of students involved	34	53	94	84	112
Number of different offences	59	89	195	115	202
Number of days suspension	163	218	420	243	506

GIFTED and TALENTED MUSIC EDUCATION

Churchlands SHS music program had a highly successful year once again in 2017. 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. We have had to expand the number of ensembles to cope with the overall increase in music enrolments and are experimenting with different concert formats to balance the level of the ensembles with the length of the concerts.

We continue to look at additional ways to differentiate between the opportunities provided to the GATE Music students and the General Music students. GATE specific workshops and presentations are a part of this focus.

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 8% of the state Stage 3 music students twenty-six out of 361. This is a smaller ATAR cohort than previous years and is balanced by the higher non-ATAR Certificate class.
- 38% of our students scored 75% or better in their ATAR
- Percentage of students whose scaled scores are at or more than the state mean: Churchlands GATE 78.3%, Like Schools: 53.8%, State 51.8%.
- Except for one student, every Stage 3 music student scored 55% or better in their final scaled score.
- Six students (23%) scored above 80%.
- Ariel Tan – Music Exhibition.
- Of the five CSHS students with ATARs over 99 three were music students
- 91% CSHS Music A/B grades. State Average 58% A/B grades.
- 61% of music students counted music as their first or second best ATAR Mark.

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	2013	2014	2015	2016	2017
Number of Year 6 Applicants	250	281	281	289	250

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

Intake Year	2013	2014	2015	2016	2017
Gifted and Talented Enrolments	49	47 (8) 45 (7)	49	48	47

This table shows the number of Year 6/7 GATE applicants who met the standard and enrolled.

Note: In 2014 Year 7s became part of high school. The table shows the intake for Year 8 and Year 7 in the same year.

Retention Date

Intake Year	Final or Current Year	Retention
2010	Year 12 2014	78% in 5 years
2011	Year 12 2015	65% in 5 years
2012	Year 12 2016	85% in 5 years
2013	Year 12 2017	67% in 5 years
2014	Year 11 2017	87% in 4 years
2014	Year 10 2017	90% in 3 years
2015	Year 09 2017	93% in 2 years
2016	Year 08 2017	100% in 1 year
2017	Year 07 2017	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 Churchlands typically meets this target. With the increased cohort from 2010 it may well be that we revise this target upwards. The average retention rate from 7 to 12 over the last three years is 76%.

Initiatives in 2017 included the introduction of a Jazz stream to the program. That has proven to be a popular course with many students and has prompted a doubling in the number of jazz ensembles offered in response to student demand.

We replaced the Upper School General Music Course with a VET Certificate in Music Industry Skills II/III and this has attracted a small number of the GATE students who are not suited to the ATAR course.

THE SCHOOL OF OPPORTUNITY

SPORTING HIGHLIGHTS

Team Performances

Some outstanding Team results from Churchlands in 2017 include: -

- Winning the School Sport Western Australia 'A' Grade athletics carnival.
- Runner Up in the School Sport Western Australia 'A' grade swimming carnival.
- Netball - The Year 8 and 9 teams compete regularly and enjoy plenty of success against surrounding and country schools.
- Water Polo - School Sport WA Girls Champions.
- Basketball - Senior Boys Basketball State Finalists.
- Senior Boys Footy Glenn Jakovich Cup Premiers.

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

Swimming Program

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 2017, fourteen students made the crossing with several winning their age groups categories. Cyrus Milne and Rebecca Deck completed the crossing solo as two of the youngest in the field at fifteen years old.

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 competition throughout 2018.

Soccer

Callum Timmons (Year 12) debuted for the Perth Glory and remains on their list.

AFL

Students Wil Powell (Gold Coast Suns) and Matt Guelfi (Essendon) were drafted into the AFL at the 2017 AFL Draft.

Archery

Daniel Drieberg was part of both the WA Open and the Junior State Archery teams that competed at Nationals. He won gold as a WA Junior Match play team member, also winning two silver and a bronze medal. He became one of thirty-two athletes in the world to be sponsored by a French bow company "Uukka".

Golf

Fred Lee was part of the Golf WA Boys' team that was crowned Team Champions of Australia. After strong performances he was selected in the Junior International Presidents Cups team and qualified for International tournaments based on his strong World Amateur Golf Ranking. He also gained a Scholarship to Stanford University in 2018 based on his outstanding performances in 2017.

Gymnastics

Grace Barry, Sophie Mahoney, Sophie Prince, Sidney and Madeleine Verdon were in the WA under 14 years team that placed third at the Australian National Gymnastics Championships. Sophie Prince was selected for the Australian Junior Gymnastics team and attended three training camps while Madeleine Verdon attended two National training camps. Sidney Stephens was the first all-round junior at the Australian Classic Competition and earned a place at an international camp in Japan. Niamh Collins was WAG Senior International Champion 2017 and competed as part of the Senior WA Gymnastics team at Nationals for the first time, contributing to the team winning silver.

Water Polo

Tim Putt represented Australia as Captain of Australian U18 Water Polo Team and was also nominated for WAIS Junior Athlete of the Year.

CULTURAL ACTIVITIES

Tours

USA Basketball Tour

The inaugural Churchlands SHS USA Basketball tourists travelled to California to spend fifteen days exploring the sights of Los Angeles, San Diego, Pismo Beach and San Francisco, whilst competing in two highly regarded Varsity Basketball tournaments and a number of exhibition games. The first of these was held in Los Angeles and was comprised of a number of nationally ranked High School teams. Pleasingly the team managed to come away with three victories. Trips to Disneyland and Universal Studios were highlights, while students also toured a number of world class universities such as UCLA, the University of San Diego and San Diego State University.

Further opportunities included watching a NFL game and two NBA games followed by a competition in San Francisco. This is where our players witnessed first hand the High School sporting culture that the USA is so widely known for. Following this students competed in the Red Brown Classic Basketball Tournament and enjoyed further touring around the "City of Angels".

Ancient History Tour

From the 6th of April to the 24th of April fifteen Churchlands students and two teachers embarked on a tour through Greece, along with a group of students and teachers from Shenton SHS, to assist their studies of Ancient History. The students were lucky enough to come close to the very same artefacts and archaeological sites that they study throughout Year 10, 11 and 12, such as the Minoan Palace at Knossos at Greece and the various ancient remains of sites throughout Athens, the birthplace of democracy. They also experienced a different culture by interacting with local peoples and by observing Greek Orthodox Easter.

Drama Tour

The Victorian College of the Arts (VCA) Drama Tour 2017 once again provided an opportunity for WACE students to immerse themselves in Drama. In the first week of the Term 1 holidays, three upper school Drama students, accompanied by their Drama teacher, undertook a week's worth of drama skills workshops under the guidance of professional tutors from the VCA. The intensive workshoping process and exposure to a number of different styles of performance and performance venues really assists the Year 11 and 12 students with their WACE preparation.

New Zealand Ski Tour

The annual New Zealand Ski Tour is well ingrained into the school calendar and it continues to be one of the most popular tours offered to students. In 2017, seven staff accompanied sixty Year 10 and 11 students, on the trip of a lifetime.

The tour aims to broaden the education of students by providing them with meaningful, real-world contexts, including current events and issues. Students are learning outside the classroom through exposure to authentic experiences and making connections with local and wider communities. An inclusion this year was a visit to the newly revamped Christchurch Quake Centre. Students experience a different culture, and learn specific physical sport skills through activities not available in Western Australia. The tour incorporates and fosters the development of Churchlands SHS Values as well as all learning areas of the Western Australian Curriculum. In particular, there are strong links to Health and Physical Education Curriculum, Humanities and Social Sciences and the General Capabilities.

Students experience international travel and the lessons it can teach. The benefits of participating in a Ski Tour to New Zealand are numerous; students build a new found confidence in themselves and their ability to tackle difficult and challenging experiences. This improvement in skills, self-esteem and confidence all contribute to the development of well-rounded students that reflects the values of Churchlands students. Feedback from parents and students is always positive, as it is a significant life experience for many students. It is one of the programs offered to students that imparts the school values, ensuring that they leave school as active members of the local and global community – Personally, Socially and Environmentally responsible

International Exchange Programs

Sasserno (Nice) French Exchange 2017

From February 14th to February 27th our new sister school "Sasserno" from Nice visited Churchlands SHS. Twenty-five students (twenty-two female and three male) and three teachers (two female and one male) from Sasserno participated in the inaugural exchange program between our schools. They had a great time visiting Perth and its surroundings. The students were blown away by the beautiful landscapes and the diverse wildlife, as well as having opportunities to enjoy activities such as surfing and AFL. Staff and students at Churchlands were able to participate in French lessons and were generous as hosts. Our French visitors returned to France with invaluable memories and are looking forward to seeing their Australian exchange students again soon in Nice. Vive l'Australie!

Akashi Nishi SHS Exchange Inbound 2017

In August 2017, a group of twenty-seven students (twenty-two female and five male) and three staff from Akashi Nishi Senior High School in Hyogo Prefecture, Japan participated in a two-week exchange at Churchlands Senior High School. The students from Japan were hosted by students of Japanese in Years 10 to 12 at Churchlands SHS, with the three staff also hosted by Churchlands SHS staff for part of their stay. The students from Akashi Nishi SHS participated in a variety of activities during their stay, including trips to Fremantle Prison, Caversham Wildlife Park and a two-night camp with their host students at Bickley Recreation Camp. While at the camp students had the opportunity to try canoeing, orienteering, high ropes and the flying fox. It was also a great opportunity for the students of the two schools to get to know each other while developing their communication skills in English and Japanese.

The Akashi Nishi students also had the opportunity to attend classes at Churchlands SHS, with several staff volunteering to take the group for art, home economics, French, Chinese and physical education lessons. The willingness of the staff at Churchlands SHS to lend their support to the exchange program is one of the reasons for its continued success. The exchange concluded successfully with many Churchlands students forming close bonds and friendships with the Akashi Nishi students which will last well into the future.

China Study Tour 2017

The China 2017 Study Tour (1st – 14th April) was undertaken by seventeen students from Years 9 to 11, accompanied by two staff members (one male and one female, one Chinese teacher) from 1 April to 14 April 2017. The tour covered cultural tours in Shanghai, Suzhou and Beijing and a visit to our sister school, Xia Yan in Hangzhou. Students visited historic sites such as the Forbidden City, the Great Wall and the Summer Palace.

Students also experienced Chinese life and culture through their participation in activities such as dumpling making, paper art and Chinese classes. Students were hosted by Chinese families and this enabled them to further develop their understanding

of both Chinese language and culture.

Japan Study Tour 2017

In April 2017, thirty-eight students (Years 10-12) and four staff members (three female and one male, including one Japanese teacher) undertook a two-week study tour of Japan. The group travelled to the important Japanese cities of Tokyo, Kyoto, Osaka, Nara and Hiroshima and experienced home stay and Japanese school life at our sister school, Akashi Nishi SHS. The students participated in many cultural experiences as well as visiting places of cultural and historical significance, including the Hiroshima Peace Museum, Mt Fuji and the Golden Pavilion temple in Kyoto. The study tour not only allowed students to further develop their linguistic skills and cultural understanding but also establish networking and communication opportunities with high school students in Japan. The tour was a great success, with the students returning to Churchlands with many memories, new friendships and a deeper understanding of Japanese language and culture.

French Study Tour 2017

The French Tour was held from March 30th until April 18th 2017. There were fifteen female students, one male student (all Year 10 students) and three accompanying chaperones. The group stayed with host families in Nice for ten days and participated in the activities planned by the school experiencing the culture and cuisine of the region. Students' immersion in the language gave them further opportunity to develop their conversation skills and lifetime friendships were formed. The second part of the trip was in Paris, where we stayed in a hostel accommodation. The daily touring organised by a travel agent included excursions to the Eiffel Tower, the Notre Dame cathedral, the Louvre museum, the Versailles palace and the Sacré Coeur Basilica which were highlights of the trip. Overall the trip was a great success and received positive feedback from the students and accompanying staff.

Performance

School Production - The Sound of Music

The Churchlands Senior High School 2017 production of *The Sound of Music* was a popular favourite with Churchlands audiences. Numbers at auditions continue to swell making casting a challenge but we were thrilled with our delightful cast and chorus who rose to the ever-challenging task of combining singing with acting AND dancing. Our soloists recreated the iconic roles of Mother Abbess, Maria, the Captain and the Von Trapp children, "Uncle" Max and the Baroness beautifully and the rest of the cast joined enthusiastically in the very popular and recognisable choral numbers.

Special mention should be made of the excellent orchestral accompaniment this year and, as always, the performers on stage were assisted by others who helped with makeup, worked as stage hands behind the scenes and ushered front of house. All were ably assisted by a core group of staff and the music parents who gave of their time and expertise to ensure the success of our show.

MaDD Night

On August 23, Year 12 students studying Performing & Visual Arts, staged their annual MaDD night in the school's Concert Hall. This is an opportunity for students from the ATAR 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 four and six minutes. Each piece had to include more than one character and had to make minimum use of costume, props and lighting.

The Media Production & Analysis students were required to submit up to five minutes of a paired 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

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

Community Service

The students of Churchlands SHS have continued to respond favourably to requests for volunteer assistance from within the school, from our feeder primary schools and from the wider community through large scale events such as Relay for Life, raising funds for the Cancer Council, or the City to Surf and HBF Run For A Reason, for both of which we provided marshalling or finish line assistance.

Each year, we are approached by more groups for assistance, and although we always attempt to find volunteers, unfortunately we cannot accept all requests for financial sponsorship.

The school is committed to the Cancer Council through Relay, to World Vision through the 40-Hour Famine, our child sponsorship program and the Christmas Gift Campaign, to the Salvos and to PCYC, Lions and Rotary.

For the latter three groups we hold a fundraiser each year to pay for tickets to three different shows, for young people living within our school boundaries who may be long term hospital residents, in foster care or have other disadvantages. Each year there are also a number of smaller groups we assist through the initiative of students, who present their suggestions to the Student Council for selection and approval.

Every graduating year group is different, but generally we continue to have a respectable average of sixty hours or more and the 2017 Year 12 cohort were no different. Individually we had some students with impressive totals accrued through such things as volunteer fire fighting, St John's Ambulance Event First Aiding, surf patrols, coaching club sports teams or gymnastics, working with the disabled and through conservation groups

World Vision

The biggest initiative of 2017 was our "World Vision Day" held at the end of Term 2. This day of activities and fundraisers was organised by the members of the Student Council. Each year group within the Student Council, organised a fundraiser which was held at lunchtime, including such things as a Lucky dip, "can skittles" and even throwing wet sponges at a couple of brave teacher volunteers. Pizza slices were sold by the Year 12 Councillors and to add to the festivities, the World Challenge students held a sausage sizzle, the English Channel Swimmers had a cake stall, we had a display by the Duke of Edinburgh's Award, one for World Vision and we also used the day to launch the fact that Churchlands SHS has signed up to "Act, Belong, Commit". Combined with a "non-uniform" day, enough was raised to pay for all four sponsor children for twelve months, including a little extra towards birthdays and Christmas. In addition, the sausage sizzle and cake stall proceeds went to their respective groups. A debrief was held after the event and the student councillors are determined to make it bigger and better in 2018.

The Duke of Edinburgh's International Award

Through 2017 we attracted more students to sign up to this prestigious Award by having presentations at year group assemblies. Two students completed and were presented with Bronze Level Awards at Assemblies, one of whom graduated at the end of the year, while the other has begun on the Silver Award.

We now have fifteen students working on the Bronze Award and five on the Silver Award through our school's Award Unit. Students can enrol directly to the Silver or Gold Award levels if they are old enough, but do have an extra time requirement to meet if they have not completed the Bronze level.

Participants must complete hours over differing lengths of time for a Skill, Service/volunteering, a Physical or Recreational Activity and they must complete Practice and Qualifying Adventurous Journeys, along with providing proof of preparation for these. Many of our students have joined groups walking on stretches of the Bibbulum Track to complete this phase of the Award, while some of our students are using the trekking phase of World Challenge to meet this requirement.

World Challenge 2017

On the 29th November, fifty-one Year 11 and 12 students, accompanied by six teachers and three World Challenge Expedition Leaders flew out from Perth, bound for Kerala, India. Over the course of the following twenty-one days, they all completed a six day trek through the Western Ghats which is the range of hills on the border between Kerala and Tamil Nadu, they worked for five or six days on classroom renovations, or assisting with the construction of kitchen and toilet facilities and enjoyed periods of Rest and Relaxation between the other phases, at beach resorts or cruising on the famous Keralan backwaters. The students worked to a budget and had to find accommodation, transport and meals which were on or under the budgeted amount. All three teams made significant savings and were able to reward themselves with a higher class of accommodation towards the end of the expedition.

A World Challenge expedition makes our students aware of the advantages they have living in a developed country and also provides a whole range of life skills which equip them for adulthood. They are also now much more able to assess the level of risk associated with the backpacking type of travel and can take steps to minimise those risks.

STAFF INFORMATION

With a further forty-four new teachers commencing at Churchlands in 2017 (added to the fifty staff who commenced in 2015, and sixteen in 2016) we have a significant backfill of training to be undertaken, which is our current focus. Significant among this group, twelve graduate teachers were recruited to commence in 2017, all of whom required mentoring and induction training. This was completed successfully as indicated by follow up survey results. Graduates participated in a new in house support program held at lunch times and were partnered with a highly qualified and experienced mentor. Graduates attended sessions on the teaching standards, early career teacher wellbeing, policy and process, industrial rights and portfolio for TRB registration. These sessions ran over three terms. All Graduate teachers were provided with their Graduate release days and attended the Graduate module program run by the Institute for Professional Learning.

The final stage of implementation of our Performance Development process occurred in 2017 such that all staff development now focused on their specific JDF or the teaching/ leadership standards. Induction protocols for new staff continue to be refined and improved, with the model receiving positive feedback from new staff.

Teacher Staff Profile

Year	Teaching Staff	Senior Exec	Level 3 Admin	Level 3 Teacher	Senior Teacher	Level 2 Teacher
2013	128	3	12	14 (11%)	63 (50%)	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	159.7	6	13	14 (11.4%)	58 (27.5%)	68.7 (61%)
2017	175.7	6	16	14 (7.9%)	58 (33%)	103 (59%)

During 2017, we were fortunate to recruit high quality staff for the 2018 year including one new staff member with a doctorate; in total, the school now has six staff with Doctoral level degrees. Graduates were hired in the Mathematics learning area, all with high-level academic qualifications. Many came with 5-year degrees and had previous experience in the engineering industry. This was part of our workforce plan and succession planning to ensure we have highly capable teachers able to teach mathematics to the highest level in Year 12.

We were also successful in recruiting a highly qualified ICT engineer who has added significantly to the school's knowledge base.

Staff Retention

Year	Total permanent teaching staff	Total retained
2017	168	99%

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

In 2017, only two permanent teaching staff members left to like positions, one to a private school, and other to a similar school type, closer to where she lived. Four staff retired, and several staff commenced or have continued maternity leave

Teaching Staff Attendance Rates and Patterns

In 2017, Churchlands SHS employed 175.7 full time equivalent (FTE) teachers who are employed to be on site for 200 days per year.

The following table outlines the leave type accessed by all staff during 2017.

Leave Type	Days	Percentage
Absent without leave	12	0.361
Bereavement	38.1	1.147
Defence Force	15	0.452
Family Carers Leave	189.7	5.71
Jury Service	1	0.03
Long Service Leave	763.8	22.99
Early Access Pro Rata	17.4	0.524
Leave without Pay	534.75	16.1
Maternity Leave	375	11.29
Misc Paid Leave	2.2	0.066
Parental Leave	21	0.632
Parental Partner Leave	5	0.151
Workers Comp Rehab	9	0.271
Sick with Evidence	668.65	20.13
Sick without Evidence	345.63	10.4
Short Leave	119.08	3.584
Sick/Family Carers Leave	7.8	0.235
Sporting Leave (Unpaid)	5	0.151
Trade Union Business	5	0.151
Other	143	2.3
Workers Compensation	44.1	1.327
TOTALS	3322.21	100

Teacher qualifications

All teaching staff meet the professional requirements to teach in Western Australian public schools and are listed on the public register of teachers of the Western Australian College of Teaching. All have current "Working with Children Checks" (WWCCs). A number of staff in 2017 transitioned from Provisionally Registered to Fully Registered, two in their first year.

Expenditure and teacher participation in professional learning

All teachers participated in professional learning activities during 2017. Activities included:

- Churchlands Art of Teaching on Instructional Strategies
- ChArT IDEAS trial program and first intake
- Conferences
- Faculty based PD
- CMS
- Conferencing
- Leadership coaching
- Leadership training
- Training for mentors of graduate teachers
- Pick and mix instructional training or new staff

SCHOOL FINANCIAL REPORT

INCOME	2015	2016	2017
Opening Balance	726,727	1,342,359	320,908
Voluntary Contributions	257,227	260,960	263,042
Charges and Fees	713,307	719,594	-
Government Allowances	69,090	107,934	-
Approved Charges/Options/Donations	338,247	344,088	319,683
Incursions/Excursions	854,799	967,118	1,104,047
DoE Grant	51,598	76,033	77,369
Music Tour Charges	604,187	480	412,121
P&C Donations	48,200	14,700	104,165
International Fee Paying Students	100,910	19,305	965
Miscellaneous/Other	204,949	255,827	220,781
Facility Hire	209,550	151,167	158,902
Internal Transfers	662,351	392,617	620,949
Cash transfer - DoE to School	2,820,227	2,823,726	2,509,226
Student Centred Funding	18,721,703	21306841	25,661,852
Total	26,383,073	28,782,749	31,774,010
EXPENDITURE			
Other Specific Programs/Curriculum	118,344	297,691	219,837
Student Services	53,000	57,116	61,402
Administration	848,057	866,775	1,021,064
Physical Resources/Repairs/Maintenance/Grounds	227,485	246,792	401,059
Capital Works	481,937	707,987	399,457
ITC	512,432	553,163	330,236
Staff/Professional Development	104,642	157,490	115,687
Utilities	393,710	398,191	526,011
Student Functions/Activities	1,484,539	946,648	1,295,399
Faculties	1,264,414	1,002,330	1,265,324
Other - Refunds/Enterprise	14,421	19,947	11,769
Transfers to Reserves	816,031	1,900,870	1,029,960
Surplus/Carried Forward	1,342,359	320,908	84,032
Salaries - Teaching and Non Teaching Staff	18,370,201	21,035,046	23,768,009
Total	26,031,571	28,510,954	30,529,246
P&C Collection	109,787	109,899	90,188
SPECIAL PROJECTS			
Carpets	50,015	-	-
Air-conditioning	68,890	-	-
Lockers	108,577	33,058	21,917
Keyless Entry	-	301,974	-
Churchlands - Signage	-	-	-
E-Boards	-	56,260	21,525
Toro Groundmaster 7200 - Ride on Lawn Mover	-	29,343	20,827
Photocopiers	27,955	24,153	20,845
Fazioli Concert Grand Piano	97,515	-	11,364
E1 & E2 Refurbishment & Ceramics	-	59,806	-
Covered Walkway - D Block to F & G Block / H Rooms	56,237	50,860	-
Cable Gates	40,108	11,560	-
Seating	64,736	10,945	-
Security Cameras	12,624	-	-
Curtains/Blinds	14,527	16,994	-
Aura Spors Floor Carpet			87,852
LED Big Screen TVs Sports Hall			95,255
Bike Racks			76,878
Electrical	19,321	7,436	-
Music Portico	-	2,500	29,713
Cantaport	-	19,423	-
Concrete/Landscaping	-	70,281	-
Total	560,505	694,593	386,176