

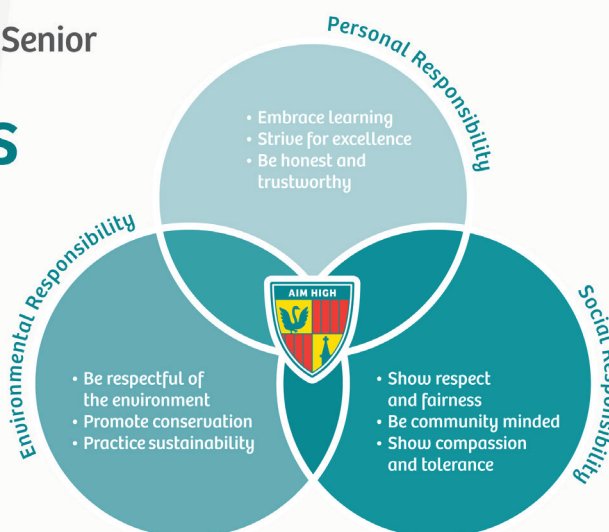


CHURCHLANDS
SENIOR HIGH SCHOOL

Annual Report 2018

CHURCHLANDS SENIOR HIGH SCHOOL

Churchlands Senior High School values



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 approximately 2900 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 10 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 60 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.

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, 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 to 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 18 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, while 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 2018 the student population grew to 2718 and around 2900 students will complete the 2019 enrolment numbers, from which point enrolments should stabilise before gradually decreasing in 2022 and beyond.

With the completion of all major construction at the end of 2017 students were able to enjoy outstanding new facilities from the commencement of 2019. A range of smaller projects were undertaken during 2018, the most disruptive of these included the improvements required for the bottom oval and the resurfacing of our swimming pool.

FROM THE PRINCIPAL

The purpose of the 2018 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".

This was also the year when seven years of continuous construction on our school site ceased, classes returned to normal and movement around the school became unrestricted. Commencing in 2010 with the construction of the Concert Hall, this followed in quick succession with the new canteen and the Year 7 build. The final and major project was the largest of all with a \$38.7 million building program resulting in new sports hall, mathematics wing, science and arts building and technology classrooms. A number of smaller projects were completed in 2018 and will continue in 2019. The most impressive of these is the installation of 400kW of solar panels on new and existing roof structures.

At a state level, education like all other services came under funding pressure from Government. The student centred funding model introduced several years ago into Independent Public Schools has had one adjustment made in September 2017, which given its timing cost the school significantly in terms of reserves. Working within those new parameters we have been able to maintain our existing programs and complete several minor works projects around the school, however the excess funds planned for a new swimming pool now no longer exist. Much promise has been made federally by both sides of politics with respect to additional "Gonski" funding, however it remains to be seen whether or not the State Government will use these funds to top up schools' existing funding or whether they will use such funds to draw down debt.

In planning for 2019, the school needed to accurately forecast enrolments, subject enrolment numbers and staff movements, using this information employ the correct number of teachers within each subject area. Our eventual numbers were 15 short on predictions however, the loss of \$120 000 income was relatively minor in terms of a \$30 million budget. Consequently, we have employed an additional 20 staff on a variety of contracts across all faculties, many of these for periods of 6 or 12 months due to a large number of

staff on maternity leave. I am pleased to say that each of these new teachers bring additional instructional and management skills to the school and all have made productive starts.

This is the final year of our current Business Plan and initial work has commenced in establishing the next iteration Business Plan 2020-2022. However, with the appointment of a new Director General to the Education Department we will not fully progress this until her new focus is relayed to schools.

Once again there was a sense of high achievement by Churchlands students during 2018. The school was represented on numerous overseas tours. These included our triennial Music Tour, Language tours to France, Japan and China, the inaugural Year 10 AEP Maths/Science tour to Europe and our annual New Zealand Ski Tour. In sports our school continued its outstanding performances in interschool swimming and athletics also winning the All Schools Basketball competition for the first time. Our cultural events included numerous music concerts, dance and drama performances and art exhibitions.

The P&C continues to provide a sense of community for our school by sponsoring and coordinating the Art Exhibition, the Good2Grow event and an extremely well attended Quiz Night. While these events do raise some money for the P&C, their primary purpose is to provide opportunities for our parents to engage with the school. My thanks go to all of these volunteers for the work they undertake in supporting our school.

The following report endeavours to provide summaries (supported by relevant data) of the school's performance in 2018. On behalf of Churchlands SHS and the School Board I commend this report to you.

Neil Hunt
Principal
Churchlands Senior High School

FROM THE SCHOOL BOARD CHAIR

After a rapid and significant growth phase in recent years, the school this year moved to a much welcomed consolidation and peak enrolments phase. Enrolments grew from 1566 in 2013 to 2720 in 2018. Enrolments at the beginning of 2019 are 2880. With the opening of the new college located adjacent to the old Subiaco Football Ground and based on Year 6 student indications from our feeder schools, it is estimated that Year 7 enrolments in 2020 will be between 380 and 420. The school has had to plan, implement and manage the associated increases in staff numbers and infrastructure.

As usual, during 2017 the Principal and his executive team diligently prepared the school's budget for 2018 and that budget was unanimously approved by the School Board. In late 2017 the Minister for Education announced that the school's per-student funding would be significantly changed, commencing in January 2018.

For schools like Churchlands, with enrolments of more than 1200, the per-student funding for 2018 was reduced by \$1145 for each student above 1200 students. For students in Years 7 to 10 in a school with fewer than 1200 enrolments, the per-student allocation was \$9016, while for those schools with more than 1200 students it was \$7871. For students in Years 11 and 12, in a school with fewer than 1200 enrolments, the per-student allocation was \$9693, while for those schools with more than 1200 students it was \$8548. For Churchlands, the per-student allocation was between \$7871 and \$9693 for every student enrolled at the February 2018 student census.

Based on the Department's enrolment projections for 2018 of 2760, the school's per-student allocation was \$1 786 200 lower (\$23 644 299 rather than \$25 430 499) due to the lower per-student allocation for students above the 1200 thresholds.

It is a great credit to the Principal, Mr Neil Hunt, and his executive team, that they were able to restructure the school's budget at very short notice to deal with a reduction of \$2 million in funding. This, however, could only be achieved by severely depleting the school's Reserve Funds which the Board had assiduously accumulated over many years for major long term projects, such as a new swimming pool. The Board has reluctantly come to the conclusion that the pool and other projects are now not capable of being funded by the school.

The benefits of an Independent Public School like Churchlands being able to plan and budget the allocation of its one line funding budget, in the most efficient and effective manner, in the best interests of and in accordance with the school's priorities as determined by the Board (especially longer term projects) are quashed and nullified by a government policy which results in reserves allocated for longer term projects being depleted to meet day to day operating expenses.

With the completion in late 2017 of the Year 7 building, science/arts block, mathematics block, technology centre and gymnasium, I am sure that all students and staff were pleased that the school no longer resembled a construction site during 2018.

The School Board has again confirmed that the optimal size of the school is no more than 2500 students. The aim is to remove all demountables and reclaim the playing fields.

In October 2018, the school hosted a "Back to School" event to celebrate the 50th anniversary of the Class of 1968 (my year – I still cannot believe that it is 50 years since I graduated from Churchlands). This is the second cohort of students to achieve their 50th and become members of the "Churchlands Gold Class". This has now become an annual event for successive graduating years. Thanks go to Tracey Galton and Nawal Kurson for arranging the event.

The Churchlands Senior High School Foundation (Inc) "Solar Power for Scholarships" project to install 400kW of solar power comprising over 1000 panels was established in late 2016. With the hard work of the Foundation Board, the very generous donations of donors large and small and the support of the P&C, the Foundation was in a position to fund the project in its entirety by early 2017. I am extremely disappointed and embarrassed to report that Building Maintenance and Works only managed to put the project out to tender in January 2019, two years after the Foundation had sufficient funds to complete the project. Due to this delay, the school has not been able to realise and take advantage of the significant saving from the generation of free solar power for two years. It is an understatement to say that I am not impressed with the government bureaucracy and red tape involved in this project.

The Board congratulates the graduating class of 2018 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.

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 2018, 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 Tracey 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), Shrushti Jethva (Head Girl) and Ethan

Blume (Head Boy) all of whom generously gave their time during 2018 as Board Members and I thank them for their efforts and dedication.

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

The Board welcomes your input and encourages your feedback.

John Gillon
Chair
Churchlands Senior High School Board
jmgillon@iinet.net.au

March 2019

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 2018.

ACADEMIC PERFORMANCE

SENIOR SCHOOL ACADEMIC PERFORMANCE

Year	2014	2015	2016	2017	2018
Rank in the State	16	28	28	23	29

Churchlands SHS was ranked 29th in the state in the Median ATAR League Table and 7th highest government school. This is a slight drop on 2017 but similar to 2015 and 2016. 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 over the last four years compared to previous years.

- Churchlands ranked 4th best public school based on the number of SCSA awards won (and 5th in the state).
- WACE Achievement rate was 98% versus a state average of 89%.
- 37 students were awarded Certificates of Distinction.
- 76 students were awarded Certificates of Merit.
- Four Churchlands students received ATARs of 99 or above.
- Churchlands was listed amongst the top performing schools in nine ATAR Courses.
- Our ATAR Dux, Jordan Morrison, achieved an ATAR of 99.85.
- Harrison Kneeshaw achieved a Certificate of Excellence (top 0.5%) for Mathematics Applications.
- The median ATAR was 85.1, a slight drop from 2017 but an increase on 2016.
- 220 of the 227 VET students (97%) 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 two years which in turn was the equal highest level we had achieved since this measure began.

The 2018 cohort produced a number of strong individual performances in many subjects. While the overall results were slightly down on those of

2017, generally they were a little better than in 2016. 71% percent of Year 12 students undertook four or more ATAR subjects and this is in keeping with the percentage from 2017 and more realistic than in the previous few years. Rigorous interrogation of data and counselling continues to occur to ensure students maximise their results. The VET completion rate of 97% 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 publicise 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 changed once again in 2016 data where the main table publicised was based on the median ATAR in each school. Churchlands SHS saw some good performances in 2018 though the median was slightly down on 2017. 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 2018 figure of 85.1 was higher than in both 2015 and 2016.

League Table Ranks

Year	2014	2015	2016	2017	2018
Median ATAR	86.7	83.0	84.7	86.6	85.1

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 %
2014	15	34	51
2015	24	37	39
2016	24	35	41
2017	17	37	46
2018	25	35	40

4. Percentage of students with a scaled score over 75

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

Year	2014	2015	2016	2017	2018
Percentage	46	35	44	39	37

Year 12 Summary Statistics 2014-2018

YEAR	2014		2015		2016**		2017		2018	
Year 12 Students	141		297		349		340		355	
Eligible to Graduate (Female) (Male)	141 (76) (65)		297 (166) (131)		349 (162) (187)		340 (184) (156)		355 (177) (178)	
Graduated	140	(99%)	294	(99%)	340	(97%)	329	(97%)	348	(98%)
Number of ATAR Students	110	(78%)	229	(77%)	278	(80%)	231	(68%)	253	(71%)
Number completing a Unit of Competence	55	(39%)	122	(41%)	151	(43%)	212	(62%)	227	(64%)
Number completing Certificate II or higher	49	(89%)	118	(97%)	151	(100%)	208	(98%)	220	(97%)
Attainment Rate*	134	(95%)	288	(97%)	342	(98%)	334	(98%)	348	(98%)

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

** Denotes new rules used to establish WACE Achievement (Graduation) from this year.

Destination Data

Destination	2012	2013	2014	2015	2016	2017	2018
Returned to School	0%	0%	No data	No data	0%	1.3%	0%
Apprenticeship/ Traineeship	2.2%	2.5%			4.2%	2.9%	1.7%
TAFE	11.6%	9.4%			9.6%	4.6%	15.4%
University	70.2%	66.2%			77%	51.1%	62.1%
Employment	11.3%	9%			0.4%	18.4%	7.2%
Other Training	0.9%	0.7%			0.4%	2%	0%
Employment Assistance	3.1%	0.4%			0%	7.2%	1.4%
Other	0.6%	11.9%			0.4%	4.6%	3.7%
Deferred	-	-			8%	7.9%	8.5%
	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 2017" is reflected in the "2018" column and this corresponds with an 85% 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.

Outstanding Course Performances

Churchlands SHS has been acknowledged as being amongst the top performing schools in the state in nine ATAR courses: Earth and Environmental Science, Economics, EALD, French SL, Health Studies, Japanese SL, Media Production and Analysis, Music and Politics and Law. Churchlands SHS also scored better than the "State" and "like schools" in 12 ATAR courses when measuring "the percentage of students scoring at or above the state average". Particularly noteworthy were the outstanding results achieved by the students in Economics, Music, Maths Specialist, Physical Education Studies and Modern History.

From the "Class of 2018"

- 226 students with an ATAR applied for admission to a Western Australian public university.
- 246 students had a first preference.
- 182 students or 74% were offered their first preference. (State = 69%)
- 230 students or 93% were offered one of their preferences. (State = 93%)
- Of the remaining 7% a number of these students were offered places at Notre Dame, interstate or overseas universities. Offers to the four WA Universities were as follows:

University	Curtin	ECU	Murdoch	UWA	Total
no. students	94	31	25	80	230

STATEWIDE TESTING
Year 7 NAPLAN 2018

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	548	549	589	36%	58%	6%	3%	0%
Reading	542	539	578	40%	52%	7%	5%	1%
Writing	505	505	531	30%	60%	9%	19%	3%
Spelling	545	545	570	33%	56%	10%	6%	1%
Grammar & Punctuation	544	542	583	33%	60%	7%	7%	2%

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

Churchlands has achieved excellent results in Year 7 NAPLAN 2018. The high targets set in the Operational Plan were either met or close to the target.

- NAPLAN data is equal to or better than like schools: **ACHIEVED**
- 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 40% **NOT ACHIEVED** in Writing 30%

Year 7 NAPLAN Performance (Top 20%)

NAPLAN	2016	2017	2018
Numeracy	40%	36%	36%
Reading	33%	35%	40%
Writing	31%	37%	30%
Spelling	34%	26%	33%
Grammar & Punctuation	33%	34%	33%

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

The school only has data for the past four 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 2020 when they are in Year 9.

Year 9 NAPLAN 2018

Churchlands has achieved commendable results in Year 9 NAPLAN 2018.

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 and Reading. (Writing results were not available due to the difference in results between students who sat online compared to paper and pencil.)
- 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 that approximately 12% of students have 'topped' out in Reading and 24% have 'topped' out in Numeracy.
- Student achievement progression from Year 7 to

Year 9 'above expected' in all areas tested compared to like schools. **ACHIEVED** above like schools for Numeracy 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 OLN is reduced over the life of the plan. **ACHIEVED** the gap between Aboriginal and non-Aboriginal achievement is reduced for Numeracy and Reading. One Aboriginal student topped out in Reading. **ACHIEVED** all three Aboriginal and Torres Strait Islander (ATSI) students who sat the assessment performed at or above the benchmark for Numeracy and Reading. Two of the three were above the benchmark for Writing. One student did not sit NAPLAN.

(Cont'd - table on the next page)

YEAR 9 NAPLAN (465 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	596	602	643	44%	51%	5%	3%	1%
Reading	584	589	621	40%	54%	6%	5%	1%
Writing	542	552	573	26%	65%	8%	15%	8%
Spelling	583	586	609	35%	55%	10%	6%	4%
Grammar & Punctuation	580	585	615	43%	47%	10%	8%	2%

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 2018, 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. For Numeracy, the school had greater progression in the high progression category but was below like schools for very high progression. There was acknowledgement by the national organisers of NAPLAN that results in Writing varied depending on whether schools conducted testing online or using paper and pencil. As a consequence, comparisons with like schools are not valid. This was further substantiated by the fact that students who were just below Band 8 in Writing were not required to sit OLNA.

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	2014	2015	2016	2017	2018
Numeracy	47%	49%	48%	44%	44%
Reading	37%	35%	46%	34%	40%
Writing	37%	43%	39%	34%	26%
Spelling	43%	33%	36%	36%	35%
Punctuation & Grammar	42%	36%	39%	32%	43%

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

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)

	2015		2016		2017		2018	
	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	373	46	388	49	424	55	445	50
Year 11	390	26	371	25	382	22	425	20
Year 12			353	6	341	9	359	4

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

OLNA Testing 2018

The targets set for OLNA in 2018 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. **ACHIEVED** 98.8% of students have met OLNA standard.
- 80% of Year 10 students post-September OLNA testing have met standard. **ACHIEVED** 88.7% 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 attending the workshops and 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 four Year 12 students, less than 2% of the student body did not meet standard by the end of Year 12 2018. These students still have the opportunity to sit OLNA post-school.

Aboriginal Education

The Department's Aboriginal Cultural Standards Framework (2015) highlighted the need for schools to be Culturally Responsive. The Supporting Aboriginal Students Committee continues to address the Department's Aboriginal Cultural Standards Framework through the Aboriginal Education Plan 2017-2019. In December 2018, 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 continued to move from the initial assessment in 2016 that placed the school in "emerging" and "developing" in all standards to a position of "developing" and "capable" in all standards of cultural responsiveness. The highlights of achievements in 2018 are summarised as follows:

- Ongoing participation of Aboriginal Students at YARN club, meeting weekly at lunchtimes.
- Involvement of Aboriginal students in all AIME

(Australian Indigenous Mentoring Experience) activities, including Tutor Squad and University Days.

- Student Leadership – Follow the Dream & Senior School students mentoring Middle School students.
- Duane Smith – Aboriginal Trainee employed as student leadership mentor.
- Aboriginal students experienced Cultural Excursion with Nyungar Elder – Neville Collard.
- Two successful PALS Funding Applications to support School Mural and Aboriginal Artist Workshops.
- Marie Taylor and Neville Collard recognised Wadjuk Nyungar Leaders – consultation and endorsement of SAS initiatives.
- Engagement with school through Welcome to Country Ceremonies and Cultural Excursions.
- Leadership of Aboriginal Students in HASS Wall Mural Project – Integration with other students.
- Leadership of Aboriginal Students in Aboriginal Jersey and Logo Design.
- Initiation of Outdoor Classroom Project. Development and use of Abbeybrook Reserve as Aboriginal Education resource.
- Acknowledgement and/or Welcome to Country by Aboriginal students at assemblies now embedded practice.
- Whole Staff PD: Reconciliation and Stolen Generation.
- Over 30 teaching staff participated in eight – Ways Aboriginal Teaching Pedagogy. an AITSL exemplar model.

Academic Extension Program

The Academic Extension Program (AEP) Teaching and Learning Coordinator role incorporates the ongoing professional learning of the AEP staff, such as completing the Mini-certificate of Gifted Education. In addition the coordinator facilitates the development of new initiatives and leads the reflection and re-implementation of these initiatives utilising an action learning cycle based on the model of "Appreciative Inquiry".

Through the leadership of this team, the AEP enriches the learning opportunities for students through greater program differentiation that supports higher order thinking skills. For example the Interdisciplinary

(cont'd)

Learning activity "Truth". Students explored the concept of 'truth' and the question; "To what extent does truth matter?". They developed their own questions using high order Blooms Taxonomy and created a presentation and board. To enable this we collapsed the timetable for Year 9 AEP students, allowing them to work collaboratively to engage creative and critical thinking skills, fulfilling a key General Capability. Parents and community members were invited to participate in the students' presentation, where they asked a variety of prepared questions which were designed to stimulate higher order thinking and engage accountability.

Collaboration of expertise between AEP teachers across Learning Areas has continued through regular meetings as part of the staff initiated and led Professional Learning.

A total of 106 students in Year 12 2018 were in the Academic Extension classes in Year 10 with many of these in both the English/Humanities stream and the Mathematics/Science stream.

ATAR Bands			
	2016	2017	2018
Above 99.00	6%	4%	5%
95.00 - 98.95	23%	36%	35%
90.00 - 94.95	37%	27%	26%
Below 90	34%	33%	40%

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

	2017	2018
Mean ATAR for AEP group	91.08	89.67
Median ATAR for AEP group	93.10	93.0
Median for Churchlands SHS	86.60	85.1
Median for Perth Modern School	95.90	97.0

AEP students continued to be exposed to a variety of extension and extra-curricular opportunities, such as the Sydney and Canberra Tour, biotechnology program "Perkins Profs" at the Harry Perkins Institute, guest speaker programs, and Coral Bay Sustainability Camp.

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.

Student numbers in existing activities has increased with the breadth of activities being enhanced through partnerships with other organisations. These include participation in the Pedal Prix event in Busselton and two successful entries in the national STEM Video

Game Challenge, which saw students travelling to Melbourne to receive their prize.

The number of students participating in the after-school STEM Program has remained stable with between 40 to 50 attending each session. For the first time this year, Year 10 students took on a mentorship role for younger students. At the end of the year, a STEM Challenge was run within the school which attracted students from Year 7 to 9.

Student enrolment in the Year 9 and Year 10 optional courses have remained stable with four full Year 9 classes and two full Year 10 classes. Projects this year have involved collaborations with Science and Design and Technology, with plans being made to collaborate with Arts in Term 2 2019. The STEM course sees many students choosing projects which would otherwise not be possible in a regular school environment, attracting some students who chose the subject for both semesters of both years.

The school has seen increased exposure in the media due to increased engagement in extra-curricular activities. News publications featuring Churchlands students have been a result of participation in events including the Synergy Solar Car Challenge and STEM Video Game Challenge.

The end of this year saw an orientation activity released to incoming Year 7 students using Minecraft. This successful venture saw additional media coverage and provided students with an alternative way to explore Churchlands before the school year started. Parent feedback was overwhelmingly positive.

STUDENT INFORMATION

Enrolment Trends

The following table shows enrolment patterns by year group as of the February census from 2015 to 2019. This period involves five years of schooling since Year 7 students enrolled in high school. Though it appears that we are now in a period of significant growth it is anticipated that this will now stabilise as the Education Department's alternative solution has impact. Of note is that in 2018 and again in 2019, Year 7 enrolment projections were significantly over estimated with both years showing approximately a 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.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2015	421	412	634	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
2019	530	506	509	580	440	414	2879

Student Retention

This refers to the proportion of Year 8 students retained to Year 12, or Year 10/11 to 12 as shown in the following table. It is evident that Churchlands SHS exceeds the retention rate of the rest of the state. Each year retention rates, exceed 100% for the Year 8 to Year 12 cohort. Retention rates between Years 10 to 11 and Year 11 to 12 are also shown which also indicate our results are significantly above state averages.

Years	2015	2016	2017	2018	2019
7 to 12	105.1%	102.5%	102.0%	106.8%	100.5%
10 to 12	99.4%	102.2%	94.7%	94.7%	95.4%
11 to 12	93.6%	94.6%	91.7%	97.4%	96.1%

Attendance Information

DET at Risk Attendance Categories	2014	2015	2016	2017	2018
Regular (90 - 100%)	74%	79%	77%	78%	78%
Slight (80 - 89%)	18%	14%	15%	14%	15%
Moderate (60 - 79%)	6%	5%	5%	5%	5%
Severe (0 - 59%)	2%	2%	3%	3%	2%

The targets set are linked to the **Schools' Operational Plan 2018** 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 2581 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% of student cohort attended 90% or more).
- The overall attendance of all Aboriginal students is 80% or better: NOT ACHIEVED (18 out of 27 students Achieved 80%+) Where attendance is a concern, all students are provided with an Attendance Improvement Plan.
- 90% or above of all absences are resolved - i.e. reason given for absence by parent/guardian: ACHIEVED (97% of absences were resolved – an excellent result).

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 (2768 for this review) continues to be strong. This is following

an increase of 187 students from 2017 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
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%
2018	86%	78%	76%	72%	80%	75%

Behaviour

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 4.7% of the total student population were suspended throughout 2018. Only 1.6% of the student population were suspended more than once with a total of 46 students and these students account for a large number of the overall suspensions. The school expects high standards of behaviour and ensure 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		-	-	-	-	-
2. Verbal abuse of staff	(2) 9 days	(6) 35 days	(7) 22 days	(10) 66 days	(2) 6 days	(2)- 4 days
3. Physical assault of student	(9) 21 days	(11) 40 days	(10) 26 days	(14) 39 days	(4) 19 days	(2) 5 days
4. Verbal assault of student		(1) 3 days	(1) 2 days	(5) 16 days	(1) 2 days	
5. Offence against property		(4) 8 days	(6)- 12 days	-	(2) 4 days	(3) 14 days
6. Violation of BMIS classroom or school rules	(6) 18 days	(4) 25 days	(4) 12 days	(9) 38 days	(13) 51 days	
7. Substance misuse	(4) 9 days	(3) 8 days	(5) 13 days	(1) 2 days		(5) 11 days
8. Illegal substance offence	(1) 2 days		(6) 15 days	(6) 14 days	(1) 3 days	(1) 3 days
9. Other	(6) 16 days	(2) 5 days			(2) 4 days	
No. of students	20	23	27	27	21	13
Number of offences	35	54	48	71	32	14
Number of days suspension	75	124	102	170	86	34 39 days

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	1522	2254	2539	2718	2780
Number of students involved	53	94	84	112	131
Number of different offences	89	195	115	202	253
Number of days suspension	218	420	243	506	595

Student Survey

During 2018 the school conducted sampled surveys of parents and students as required. This information is eventually displayed on the MySchool website. The survey was randomly conducted with 154 student responses across all year levels. Students were asked to rank statements from 1 meaning strongly disagree to 5 meaning strongly agree. An average is considered 2.5 with results above that showing varying degrees of support. The full report is too bulky to display however, the following statements show either the strongest or least support.

Student Responses

The following statements were strongly supported by students:

- My teachers expect me to do my best (4.3)
- My teachers are good teachers (3.9)
- My school gives me opportunities to do interesting things (3.9)

The following statements have been identified as least supported by students but still average above 3 out of 5.

- Student behaviour is well managed at this school (2.9)
- My school takes student opinions seriously (3.0)
- My school is well maintained (3.3)

Parent responses have been categorised into Junior, Middle and Senior Secondary.

Junior Secondary parent responses (a total of 64) were all between 3.9 and 4.3 with teacher expectation again at the top. The following statements all attracted 4.2 out of 5.

- My child feels safe at this school
- My child likes being at this school
- This school looks for ways to improve
- I would recommend this school to others
- I am satisfied with the overall standard of education achieved at this school
- This school is well maintained

Middle Secondary parent responses (a total of 49) were slightly down but were all within 3.7 to 4.1 with teacher expectation and the statement "My child likes being at this school" rated highest.

Senior Secondary parents (a response total of 48) rated all statements between 3.7 and 4.3 with the following five statements all scoring at 4.3 out of 5:

- Teachers at this school expect my child to do their best
- My child feels safe at this school
- My child likes being at this school
- This school looks for ways to improve
- This school is well led

Due to increasing societal concerns surrounding student well-being, the school independently surveyed staff and students to gauge the level of concern among our students. Almost 1800 students responded with a very small portion of Year 12 students responding as they had finished schooling but were still given the opportunity to contribute. We have analysed against the 5 point scale as above however students were given the opportunity to comment and we believe these comments will provide vital information once they have been statistically themed. This process is ongoing. The initial question was "How do you generally feel in yourself? Both physical health and your mood". (1 star = very poor/5 stars = excellent). 82% of students rated themselves between 3 and 5 stars.

Other data that stood out showed the following:

- 71% of students know who to talk to if they have a problem yet 33% would not talk to someone at school if they had a problem
- 60% of students would like changes to be made at this school that would help increase their well being
- 16% would not recommend this school to others
- 17% don't like being at this school
- 18% don't feel they are supported by staff at this school.
- 65% of students either agree or strongly agree that students get bullied

2019 is a new school planning year for Churchlands as we develop our 2020-2022 Business Plan. Data such as this will have a significant influence on strategies we develop and targets we will set within that plan.

GIFTED and TALENTED MUSIC EDUCATION

Churchlands SHS Music Program had a highly successful year once again in 2018. Festival performances maintained their 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 are continuing to experiment 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 ATAR Music has been listed as one of the top schools in the state for more than eight consecutive years – longer than any other subject taught at Churchlands.
- 81% of our Year 12 ATAR Music students counted music as one of their top two scores contributing to their final ATAR result.
- 30% of CSHS ATAR Music students scored above 75%.
- Nine CSHS ATAR Music students received ATAR Certificates of Distinction despite the tour and their musical commitments.
- Fourteen CSHS ATAR Music students received ATAR Certificates of Merit.
- Churchlands provided over 12% of the states' Stage 3 music students 27 out of 328. This is a smaller ATAR cohort than previous years and is balanced by the higher non-ATAR certificate classes.
- Percentage of students whose scaled scores are at or more than the state mean: Churchlands GATE 84.6%, Like Schools: 53.5%, State 54.6%.
- Except for one student, every Stage 3 music student scored 51% or better in their final scaled score.
- Nine students (33%) scored above 75%.
- 85% CSHS Music A/B grades. State Average 62% A/B grades.

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	2014	2015	2016	2017	2018
Number of Year 6 Applicants	281	281	289	250	233

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

The new academic select high school opening in 2020 is a possible factor in the decline in applications. Problems with the distribution of application forms and information at the primary school level may also contribute to the decline. Applications, in general, are steadily increasing across all types of state GATE programs - total Year 6s in 2017 was 3600, 2018 was 4200 and in 2019 was 4500. A number of programs are decreasing in total preference count (and first preference) due to increasing interest in John Curtin College of the Arts; Music and Visual Arts are examples of this trend.

Intake Year	2014	2015	2016	2017	2018
Gifted and Talented Enrolments	47 (8) 45 (7)	49	48	47	52

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

Note: In 2015, Year 7s became part of high school. The table shows the intake for Year 8 and Year 7 in the previous year.

Churchlands SHS is currently funded to select up to 64 GATE students to enter Year 7 each year. The school maintains a standard all GATE Music students must meet, often resulting in some positions remaining vacant. This has advantages as future GATE students can join the program at any stage from Year 8 to Year 10.

Students who accept places in the program to cross boundaries but choose not to support the program once enrolled, continue to have an impact on student retention and program stability. Until the program is meaningfully supported by the Department through policy or legislation this will continue to be a problem.

The restriction on the number of electives that students can engage with are limited due to music enrolment. In Year 9, due to the compulsory language requirement, there are no elective positions available to GATE music students. As a consequence, we chose to trial an off-grid option for Year 9 GATE music students to enable them to select a non-music elective. Forty-six students selected the off grid class and five chose to remain on grid and not have an extra elective. This will hopefully lead to improved retention rates.

The new Jazz stream had a change of staff mid-year following the departure of the Jazz specialist teacher and continued with good energy and focus. The Jazz classes by necessity remain smaller than the Western Art classes and more vulnerable to trends of student motivation.

More work was done by the Instrumental Music School Services (IMSS) staff in the development of specific Instrumental Curriculum/Assessment documents applicable to their teaching specifically at Churchlands SHS, supported through the service agreement between IMSS and Churchlands SHS, supporting both the GATE and General Music programs equally (Focus Areas 2 & 3). This process should be completed in 2019 and will result in an instrumental curriculum specific to our students and program. This continues to be a popular course with many students. There is a perception held by some students that Jazz is an easier option and this influences the type of student enrolling into this context.

The certificate course has been successful although has been very time intensive for the two Certificate IV qualified teachers running it. This needs to be monitored and consideration needs to be given to the availability of other suitably qualified teachers to prevent burn out.

THE SCHOOL OF OPPORTUNITY

SPORTING HIGHLIGHTS

Team Performances

Some outstanding team results from Churchlands in 2018 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.
- Basketball – Senior Boys Basketball won the “All Schools Championship”.
- The Senior Boys AFL Football team were semi-finalists and finished fourth in the Barry Cable division (top division). Churchlands SHS were the highest ranked public school in the state.

State Representatives

In 2018 Churchlands SHS had 39 students representing either Australia or Western Australia in various sporting fields. These students are recognised on the honour board in the Sports Hall foyer, and have joined some famous names of previous students. Some standout Australian Representatives in 2018 were Matthew Oberman (Water Polo), Chloe Green (Swimming), Tristan Schoolkate (Tennis) and Lucas Koczwara (Lacrosse).

Interschool Sport

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. Specialist 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 First Aid Certificate, and Community Surf Rescue Certificate with Surf Life Saving WA.
- Many students entered the Open Water Swimming Series 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.

Rottneest Channel Swimmers

Many of our swimmers also complete the Rottneest Channel Swim each year. We have solo swimmers, teams or as part of a duo. In 2018, 16 students made the crossing with several winning their age group categories.

Gymnastics

Grace Barry, Sophie Mahoney, Sophie Prince and Sidney Stephens were in the WA Junior team that placed fourth at the Australian National Gymnastics Championships.

Sidney Stephens competed for Australia at the Pacific Rim Games in Colombia and was part of the team who won a Bronze Medal.

(cont'd)

Grace Barry was nominated at the National Gymnastics Championships to represent Australia at a competition in New Zealand. Grace Barry and Sophie Mahoney competed and gained valuable experience at the Australian Classic Competition on the Gold Coast in September.

Sidney Stephens, Grace Barry, Sophie Mahoney, Hannah Tarzan and Sam Powell represented Australia as part of the National Centre for Excellence in Gymnastics Team which competed in Boston USA and produced some strong performances and gained valuable international experience.

CULTURAL ACTIVITIES

Tours

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 2018, seven staff accompanied 63 Year 9, 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 the Christchurch City Tram Tour, taking in all cultural aspects of the city and 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 newfound confidence in themselves and their ability to tackle difficult and challenging experiences. The 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. One parent noted the following " My son has experienced significant mental health issues and we were hesitant to allow him to go on the 2018 trip. He returned with a new confidence in himself that was immediately noticeable. He also consolidated some healthy friendships during this opportunity, and as a combined result of these factors has been enjoying school a lot more this term.

The ski tour and sense of belonging it provided for him, has been a major transitional point for him this year". The ski tour 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 individuals.

International Exchange Programs

Akashi Nishi SHS Exchange Inbound 2018

In August 2018, a group of 29 students (22 female and seven male) and three staff, including the Principal from Akashi Nishi Senior High School in Hyogo Prefecture, Japan participated in a two-week exchange at Churchlands SHS. The students from Japan were hosted by students of Japanese in Years 9 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 Perth city, Fremantle Prison, an overnight stay in Busselton 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. These experiences encouraged 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 visit Kapinara Primary School and attend classes at Churchlands SHS, with several staff volunteering to take the group for art, mathematics, music, 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.

Xia Yan Senior High School Exchange Inbound 2018

In July 2018, Xia Yan Senior High School, our sister school in Hangzhou, visited Churchlands SHS on a five day exchange program. There were 19 students (nine females and 10 males) led by two staff, including the Vice Principal. The students from China were hosted by students studying Chinese in Years 7 to 12 at Churchlands SHS.

The students from Xia Yan SHS participated in a range of classes, including Chinese, mathematics, music and science offered voluntarily by Churchlands SHS staff. Thanks to the support of Churchlands staff, the Chinese students enjoyed authentic and fun Australian classes. Students also had the opportunity to pay a visit to West Leederville Primary School and participate in an excursion to Fremantle with their host students. Students from both schools had unforgettable learning experiences and developed international friendships during the exchange.

China Study Tour 2018

In Term 4 2018, 10 students (seven females, three males) and two staff participated in a tour of Chengdu, China. Students enjoyed their stay in China and experienced staying with host families. As Chengdu is not as internationalised as big cities (such as Beijing or Shanghai), students had even more opportunities to practise speaking the target language. Students stayed in Chengdu for one week with the main purpose being to attend their host school where they participated in classes and a student spoke at the school's sports meet. They also experienced the Chengdu Research Base of Giant Panda Breeding and the Jinsha Museum. It was a successful tour with students gaining valuable intercultural understanding as well as having the opportunity to meet Chinese students and further develop their Chinese language skills in an authentic setting.

Multi-Cultural Week 2018

Permission was sought and given for an inaugural Multi-Cultural Week in the final week of Term 1, 2018. Planning began in earnest during Term 4, 2017 with the set-up of a committee represented by staff members from across the school. The week involved performances at recess and lunch times with Indigenous Aboriginal dancing, belly dancing, Taiko drumming, Indigenous painting, Dolphin reveal, Chinese dragons, quizzes, movie clubs, staff morning tea, food stalls and inclass activities. Whole school teaching and learning programs as well as extra-curricular programs were also involved. In 2019, further whole school promotion at Learning Area meetings and Staff Conferences will ensure it is further known as a whole school initiative to celebrate multiculturalism. There was positive feedback from the school and we are looking forward to continuing the initiative in 2019.

Performance

School Production: *The Servant of Two Masters*

The Churchlands SHS 2018 production of *The Servant of Two Masters* was a fast paced comedy that entertained Churchlands audiences. Numbers at auditions were healthy and our hard-working cast took ownership of the production working as a supportive ensemble to create multiple moments of comic delight. They were supported by an excellent stage crew who were an integral part of the show. Thanks should also go to the parents, staff and students who offered assistance backstage and front of house. As always the production was a wonderful example of the Churchlands community working together.

MaDD Night at Churchlands Senior High School once again showcased the works in progress of the Stage 3 Media, Dance and Drama students. This opportunity to present their original works for their parents, friends and staff provides them with timely feedback prior to the WACE examinations.

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 Academic Extension 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

We have had 1219 students registered for community service this year, and the students have learned to enjoy a number of benefits, both in their personal and school life. We have found that students are more civically engaged tend to perform better in their school subjects and complete their school year with less stress. We have also found that community service enhances students' problem solving skills and improves their ability to work within a team and enable them to plan more effectively.

In 2018 we particularly focused on our Year 12 students. We are pleased to report we managed to get 80% of the Year 12s achieve 20+ hours, 69% of students 100+ hours, 13% of students 200+ hours of community service, with an average of 66 hours overall. Our Year 12s achieved 23 437 community service hours over three years.

With the new structure of student leadership in our Community Service Program, our students are far more likely to remain engaged in their community service when they can see that their participation is effecting change, this helps them to realise that they are able to make useful contributions to their community through service and social action. This year we have seen students who participated in community service improve in self-confidence and gain important life experiences.

Our students have volunteered in so many areas of our school life from Student Council and Form representatives to assisting the Year 7 students. Students who have engaged in community service have had many opportunities for personal growth. Whether they have helped at the local primary school, volunteered in the library or Trees for Survival group, they have been exposed to people and experiences that broaden awareness and understanding of the world around them. Most students have learned new skills in these situations and work with people of diverse backgrounds and lifestyles. Often this is the first time some of them have worked for a boss, and it is helpful in learning how to follow orders in the workforce.

Duke of Edinburgh International Awards

We are very pleased to report this is an area which is growing faster than any other with over 100% growth. We have doubled our participation of students in the last six months, with our first student attempting Gold. The Duke of Edinburgh International Award is a global non-formal education framework. The award challenges young people aged 14 to 24 to develop the character, skills and confidence they will need to improve themselves and their communities, by encouraging them to step outside their comfort zone and build positive habits, which they will take with them for the rest of their lives.

In 2019, 11 of our Duke of Edinburgh students will be doing their adventurous journey on the World Challenge trip to Nepal. These students will be setting their own challenges and goals before starting their residential project. Achievement of this award is assessed by looking at the participant's journey to achieving their goal in each of their sections.

World Vision

Our World Vision Day and free dress day was a great success again, and enough money was raised to continue our sponsorship of our four children for another 12 months. We hope this will continue for many years.

The Student Council organised all the activities and fundraising for the World Vision Day, and each year group within the Student Council took on a different area of fundraising. There were many stalls and activities. Pizza was a favourite sold by the Year 12 Councillors and of course, throwing wet sponges at our teacher volunteers was a lot of fun and laughter.

World Vision is an international partnership working with the poor and oppressed to promote human transformation, and seek justice.

Salvation Army.

The Salvation Army "beyond the Classroom" workshop was very effective. Our students who engaged in this workshop benefited from the experience in many ways, they have developed a good work ethic, and learned a number of new skills. All who attended enjoyed engaging in conversation with people of different ages and diverse lifestyles. Those involved also found that after serving the community for an extended period, they have an advantage in real-world experience.

Our Salvos Christmas Appeal was a huge success and many families in need helped, this was all planned and executed mainly by students and the Salvos Student Leadership team.

Our future plans are to encourage the students to gain the most from their community service projects, by volunteering their time to help people that they may never have interacted with before. This direct contact allows people to see life from a different perspective and re-evaluate their opinions of others. Many young people who become involved in community service come out with a better-rounded worldview.

STAFF INFORMATION

With a further 14 new teachers commencing at Churchlands in 2018 (added to the 42 starting in 2017, 16 in 2016 and 50 staff who commenced in 2015) recruitment was a busy and exciting process. Significant among this group of new staff were two highly ranked graduate teachers and three staff from country schools. A new comprehensive induction process was undertaken which 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 Western Australian teaching standards, early career teacher well-being, policy and process, industrial rights and portfolio for Teachers' Registration Board WA 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. A level three classroom teacher aspirant program ran for the first time in 2018 and will continue in 2019.

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%)
2018	172.45	6	17	16 (9.3%)	57 (33.0%)	76.45 (44.3%)

This table shows the change in total staff numbers and the proportion engaged in various promotional roles

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 Science and Humanities learning areas. This was part of our Workforce Plan and succession planning to ensure we have highly capable teachers able to teach Science and Humanities in ATAR areas. The overall number of staff dropped slightly compared to 2017 due to budgetary restrictions, even though student numbers grew. We also dropped a number of non-teaching roles that staff undertook, and these staff therefore increased their teaching loads in 2018.

Staff Retention

Year	Total permanent teaching staff	Total retained
2018	168	100%

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

In 2018, no permanent staff left to like positions. A number of staff commenced maternity leave, and one permanent staff was offered a three year secondment to Statewide Services based on her excellent ATAR results which started in Term 4. Mid way through the year one permanent teaching staff member retired, and one level three Program Coordinator retired. At the end of the year one permanent teacher retired.

Teaching Staff Attendance Rates and Patterns

In 2018, Churchlands SHS employed 172.45 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 2018. One staff member had been on extended sick leave starting early in the 2018 year and was absent the whole year, and this has skewed the results.

Leave Type	Days	Percentage
Bereavement Leave	41.50	1.26
Deferred Salary Scheme	109.00	3.30
Early Access Pro Rata	86.60	2.62
Family Carers Leave	170.85	5.18
Jury Service	2.00	0.06
Leave without Pay	338.80	10.27
Leave without Pay Parental	96.00	2.91
Long Service Leave	763.8	22.99
Maternity / Parental Partner Leave	226.00	6.85
Short Leave	116.90	3.54
Sick with Evidence	848.85	25.73
Sick without Evidence	345.63	10.4
Sick/Family Carers Leave	135.00	4.09
Workers Compensation	65.30	1.98
Workers Comp Rehabilitation	93.00	2.82
TOTALS	3299.55	100.00

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 2018 transitioned from Provisionally Registered to Fully Registered. Two staff were successful in 2018 of gaining level three teacher status.

Expenditure and teacher participation in professional learning

All teachers participated in professional learning activities during 2018. 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	2016	2017	2018
Opening Balance	1,342,359	320,908	84,032
Voluntary Contributions	260,960	263,042	283,164
Charges and Fees	719,594	732,009	726,619
Government Allowances	107,934	100,123	96,575
Approved Charges/Options/Donations	344,088	319,683	308,661
Incursions/Excursions	967,118	1,104,047	1,192,215
DoE Grant	76,033	77,369	67,413
Music Tour Charges	480	412,121	293,082
P&C Donations	14,700	104,165	23,407
International Fee Paying Students	19,305	965	
Miscellaneous/Other	255,827	220,781	285,683
Facility Hire	151,167	158,902	283,371
Internal Transfers	392,617	620,949	1,964,516
Cash transfer - DoE to School	2,823,726	2,509,226	1,559,139
Student Centred Funding	21306841	25,661,852	25,266,994
Total	28,782,749	31,774,010	32,434,870
EXPENDITURE			
Other Specific Programs/Curriculum	297,691	219,837	383,120
Student Services	57,116	61,402	75,063
Administration	866,775	1,021,064	665,980
Physical Resources/Repairs/Maintenance/Grounds	246,792	401,059	476,232
Capital Works	707,987	399,457	227,243
ITC	553,163	330,236	370,482
Staff/Professional Development	157,490	115,687	51,649
Utilities	398,191	526,011	491,362
Student Functions/Activities	946,648	1,295,399	1,041,547
Faculties	1,002,330	1,265,324	1,647,074
Other - Refunds/Enterprise	19,947	11,769	48,475
Transfers to Reserves	1,900,870	1,029,960	884,069
Surplus/Carried Forward	320,908	84,032	805,579
Salaries - Teaching and Non Teaching Staff	21,035,046	23,768,009	23,736,751
Total	28,510,954	30,529,246	30,904,627
P&C Collection	109,899	90,188	92,118
SPECIAL PROJECTS			
Carpets			2,718
Air-conditioning			7,500
Lockers	33,058	21,917	
Keyless Entry	301,974		
E-Boards	56,260	21,525	
Toro Groundmaster 7200 - Ride on Lawn Mower	29,343	20,827	
Photocopiers	24,153	20,845	47,022
Netball Courts Resurfacing			21,120
Fazioli Concert Grand Piano		11,364	
E1 & E2 Refurbishment & Ceramics	59,806		
Covered Walkway - D Block to F & G Block / H Rooms	50,860		
Cable Gates	11,560		
Seating	10,945		15,000
Security Cameras / Card Access Lock Down Feature			6,099
Curtains/Blinds	16,994		16,318
Aura Spors Floor Carpet		87,852	
LED Big Screen TVs Sports Hall		95,255	
Bike Racks/Fence around Bike Rack/Boundary		76,878	48,190
Electrical	7,436		
Music Portico	2,500	29,713	
Furniture			56,535
Cantaport	19,423		
Plant & Equipment			41,767
Office Renovations/Blinds			105,640
Swimming Pool			27,017
Concrete/Landscaping	70,281		
Total	694,593	386,176	394,926