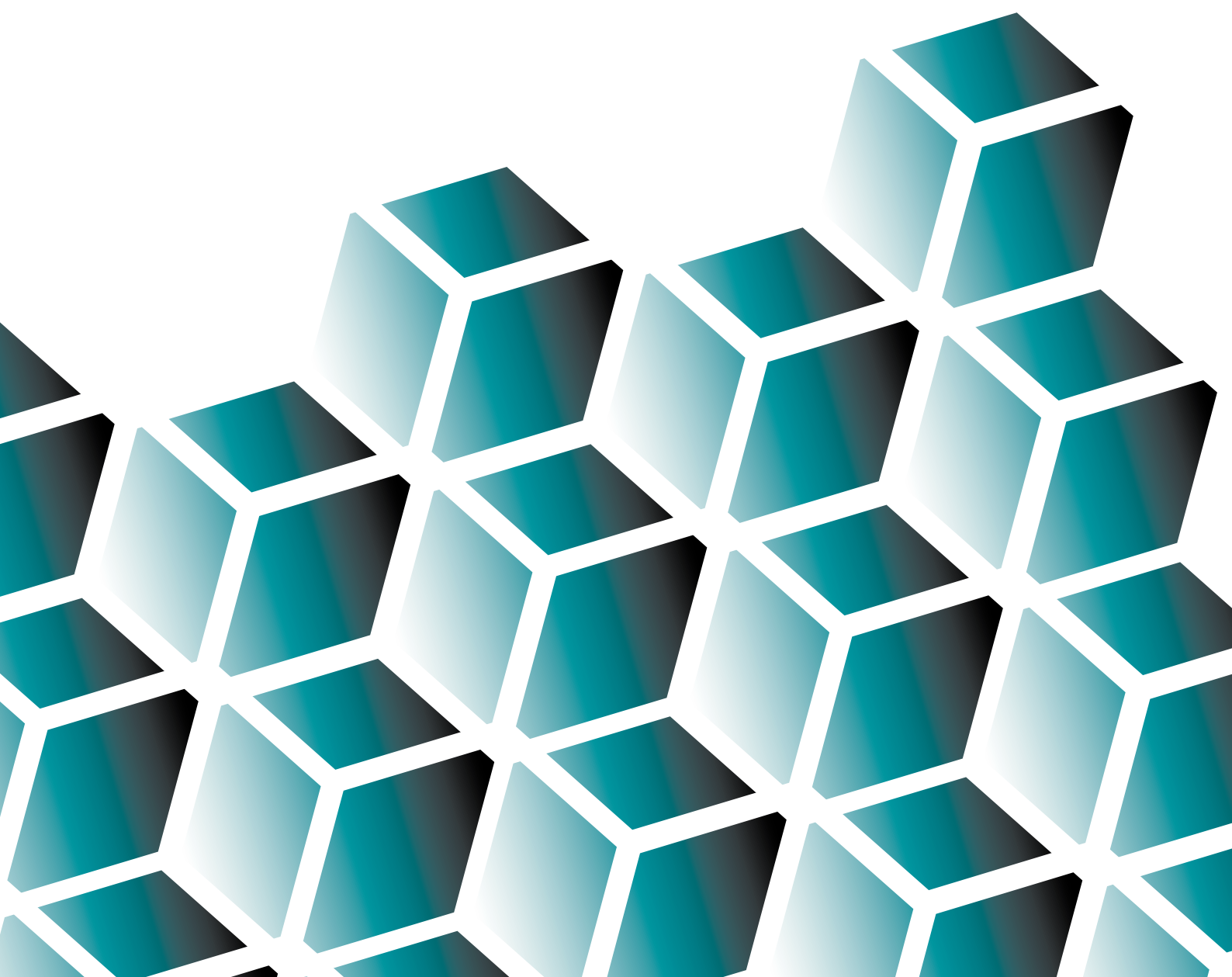




**CHURCHLANDS**  
SENIOR HIGH SCHOOL

# Annual Report 2019







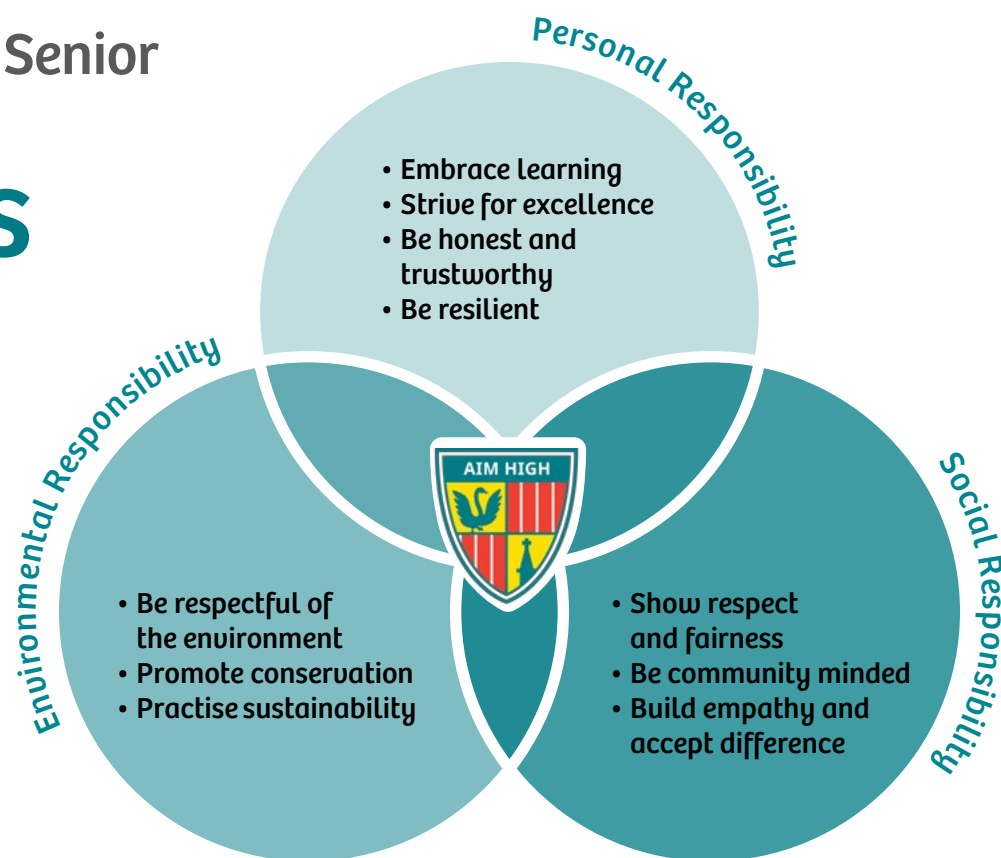
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# VISION STATEMENT

## Churchlands Senior High School values



**Churchlands** aims to develop a school community which encourages commitment to personal, social and environmental responsibilities. The school provides a caring and supportive environment that challenges members to pursue personal excellence in all endeavours and to be active citizens of the local and global community. GATE Music excellence continues to be a school priority.

Churchlands Senior High School empowers every member of our community to be the best person they can be and to contribute to the wellbeing of self and others.

# THE CONTEXT

Churchlands Senior High School 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 organization whose aim is to ensure that the financial future of the school is secured.

The school's western suburbs location, less than two kilometres from the ocean and 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 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.

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 SHS 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 18 months to swim the English Channel, Churchlands Senior High School 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 public 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 Western Australia. 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 2019 the student population grew to 2878 with similar enrolment numbers anticipated in 2020 and 2021, from which point enrolments should gradually decrease 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 2019, the most disruptive of these included the resurfacing of our swimming pool and the conversion of a food room to a commercial kitchen. The addition of 400 kilowatts of solar panel energy commenced early in 2020.

## PRINCIPAL



A year of consolidation would be an apt description of the 2019 academic year. Without doubt the occupation of new facilities at the commencement of 2019 was considered the year's ultimate excitement for both staff and students. Together with the removal of 12 transportable classrooms (ongoing) Churchlands SHS grounds and buildings are now approaching that which will see the school well into the next decade.

Our student enrolment has stabilized at a little under 2900 and will remain that high into 2020 and 2021 before it begins to decrease by around 100 students per year. A long term projection into this and the next decade suggests a constant enrolment of 2400 to 2500 students which would mean the removal of all transportable buildings.

The school continued with its minor capital works programs during the year due to the availability of reserves that had been previously allocated to the building of a new pool. As you may recall this project became non-viable due to the changes in the one-line budget funding model which lost the school \$2

million dollars per annum from its budget as previously projected. These projects included total resurfacing of the existing school pool and developing a tender for the upgrade of the pool change rooms, pool plant room and the conversion from gas heating to more reliable electrical heating due for completion in the first half of 2020. Students also have brand new Home Economics facilities with the conversion of two rooms to a state of the art commercial kitchen and a new textiles studio. At the start of 2020 over 1600 solar panels have been lifted on to the roofs of four major buildings as our solar panel project gets underway.

Churchlands students have been provided with international travel opportunities over many years. During 2019 students had a range of opportunities to travel including language tours to France, Japan and China, an ancient history tour to Greece, a basketball tour to USA, a ski tour to New Zealand, and World Challenge trips to three different locations in India.

Churchlands continued to experience academic, sporting and cultural achievements throughout 2019. In the recent ATAR results our top academic students won three General Exhibitions the equal most from all Government schools outside of Perth Modern School. Our A grade athletics and swimming teams were just pipped for the championship. We are also proud to announce that our first Duke of Edinburgh's International Gold Award has been achieved. We now have over 50 students engaged in this project as they develop from bronze to silver to gold.

*Neil Hunt*

## SCHOOL BOARD CHAIR



2019 saw the results of the past few years of growth in student numbers and the expansion of the campus settle into a productive and happy school that functions well for staff and students alike.

Enrolments at the beginning of 2019 were 2880. Of those, there were 530 Year 7s who have adapted well to secondary school, thanks to the caring staff who have made the students' transition from primary to secondary so seamless.

The outstanding WACE and VET results reflect well on our students' diligence and enthusiasm for learning and are a credit to their teachers who have always gone above and beyond what is expected of them. I take this opportunity to thank the staff on behalf of the Board and to acknowledge the strong leadership Neil Hunt has provided to ensure his staff feel supported and recognised for their efforts. Our students' 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. I also congratulate the Class of 2019 on their outstanding achievements not only academically, but also for their leadership and role modelling throughout 2019. Their success has enhanced Churchlands Senior High School's reputation within both the education and wider communities.

The preparation of the school's budget for 2019 was diligently undertaken by the Principal and his Executive and that budget was unanimously approved by the School Board. The changes to the per student funding announced in late 2017 by the Minister for Education continue to impact the bottom line, but all credit to the Executive team for ensuring that the effect on all areas of the school has been minimised. For Churchlands, the per-student allocation was between \$7871 and \$9693 for every student enrolled at the February 2019 student census.

During the year, the School hosted a "Back to School" event to celebrate the 50th Anniversary of the Class of 1969. This is the third 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 Gralton and Helena Francis for arranging the event.

The Churchlands Senior High School Foundation (Inc) "Solar Power for Scholarships" project to install 400kW of solar power comprising over 1,000 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 continue to be extremely disappointed and embarrassed to report that Building Maintenance and Works (BMW) only managed to put the project out to tender in the second half of 2019 and that the Project is not due for completion until May 2020 – some 42 months after the School and the Foundation first engaged with BMW. 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 government bureaucracy, red tape, management and accountability involved in this project.

Since its inception, the Foundation has awarded eight Music Scholarships of \$4,500 each and in 2019 the scholarships were awarded to Gabriel Krzak and Myra Lee.

The School is a broad community whose success and reputation is dependent on cooperation between and on 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 in no small way, the staff and the students.

In particular, I would like to thank the Principal Mr Neil Hunt for his outstanding leadership and who, along with his Executive team, has achieved exceptional outcomes for the school. The Board congratulates the Executive team on the planning, implementation and execution of the various strategies set out in the school's Business Plan. As a Board, we have strategic oversight of the school's achievement targets, finance and overall direction and throughout we have worked in positive accord with the school administration. During 2019, the School Board focused its efforts in the following areas:

*(cont'd)*



- 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 thank the Board members for their time and the diligence with which they have worked through the many issues facing a school such as Churchlands. In particular, I thank the Head Girl Bethany Smith and Head Boy Ethan Blume for their considered input into Board discussions.

I also acknowledge and thank the following Board members for their efforts and dedication: Tracey Gralton (Alumni Representative), Chris Porteous (P&C Representative), Grant Brinklow, Justin Forbes and Katherine Sturley (Elected Parent Representatives), Jane Hegarty and Steve Galvin (Staff Members) whom generously gave their time and expertise during 2019.

It has been my privilege to serve on the School Board since 2012. As announced to the Board at the end of 2019, I intend to stand down from the Board during 2020, on completion of the Solar Project. I will continue my involvement with the school as Chairman of the CSHS Foundation.

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*  
jmgillon@iinet.net.au

## 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 2019.

### ACADEMIC PERFORMANCE SENIOR SCHOOL ACADEMIC PERFORMANCE

Year	2015	2016	2017	2018	2019
<b>Rank in the State</b>	28	28	23	29	25

Churchlands SHS was ranked 25th in the state in the Median ATAR League Table and 6th highest government school. This is an improvement on 2018 and the best ranking in the last five years. 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 five years compared to previous years.

- Churchlands ranked third best school in the state based on the number of SCSA awards won.
- WACE Achievement rate was 96% versus a state average of 88%.
- Forty-three students were awarded Certificates of Distinction.
- Seventy-eight students were awarded Certificates of Merit.
- Three students were awarded a General Exhibition (Paige Reeves, Sreyam Das and Mark Woods).
- Four students received a Certificate of Excellence: Mark Woods – Economics, Logan Howe – English, Rick Yi – Human Biology, Emma He – Politics & Law).
- Six Churchlands students received ATARs of 99 or above.
- Churchlands was listed amongst the top performing schools in twelve ATAR Courses.
- Our ATAR Dux, Paige Reeves, achieved an ATAR of 99.9.
- The median ATAR was 84.85.
- Two hundred and fifty of the 251 VET students (99.6%) 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 three years which in turn was the equal highest level we had achieved since this measure began.

The 2019 cohort produced a number of strong individual performances in many subjects. The overall results were slightly better than those of 2018. Sixty seven percent of Year 12 students undertook four or more ATAR subjects and this is in keeping with the recent few years. Rigorous interrogation of data and counselling continues to occur to ensure students maximize their results. The VET completion rate of nearly 100% 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 changed once again in 2016 data where the main table publicized was based on the median ATAR in each school. Churchlands SHS saw some good performances in 2019 though the median was slightly down on 2018. 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 mid-80s mark. The 2019 figure of 84.85 was higher than in both 2015 and 2016 but slightly lower than the last two years.

#### League Table Ranks

Year	2015	2016	2017	2018	2019
<b>Median ATAR</b>	83.0	84.7	86.6	85.1	84.85

##### 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 2019 results were an improvement on 2018 and similar to 2015.

Year	Low %	Middle %	High %
<b>2015</b>	24	37	39
<b>2016</b>	24	35	41
<b>2017</b>	17	37	46
<b>2018</b>	25	35	40
<b>2019</b>	22	40	39

3. Percentage of students with a scaled score over 75

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

Year	2015	2016	2017	2018	2019
Percentage	35	44	39	37	33

Outstanding Course Performances

Churchlands SHS has been acknowledged as being amongst the top performing schools in the state in 12 ATAR courses: Biology, Chemistry, Computer Science, Earth and Environmental Science, Economics, English as Another Language/Dialect (EALD), French Second Language, Health Studies, Maths Specialist, Modern History, Music, and Politics and Law. Churchlands SHS also scored better than the “State” and “like schools” in 17 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 Chemistry, Health Studies, Modern History, Human Biology, Phys Ed Studies, and Visual Arts.

Year 12 Summary Statistics 2015-2019

Year	2015		2016**		2017		2018		2019	
Year 12 Students	297		349		340		355		397	
Eligible to Graduate (Female) (Male)	297 (166) (131)		349 (162) (187)		340 (184) (156)		355 (177) (178)		397 (218) (179)	
Graduated	294	(99%)	340	(97%)	329	(97%)	340	(97%)	381	(96%)
Number of ATAR Students	229	(77%)	278	(80%)	231	(68%)	278	(80%)	265	(67%)
Number completing a Unit of Competence	122	(41%)	151	(43%)	122	(41%)	227	(64%)	251	(63%)
Number completing Certificate II or higher	118	(97%)	151	(100%)	118	(97%)	220	(97%)	250	(99.6%)
Attainment Rate*	288	(97%)	342	(98%)	288	(97%)	334	(98%)	390	(98%)

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

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

Destination Data

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 2018” is reflected in the “2019” column and this corresponds with a 72% return on the surveys.

Destination	2013	2014	2015	2016	2017	2018	2019
Returned to School	0%	No data	No data	0%	1.3%	0%	0%
Apprenticeship/ Traineeship	2.5%			4.2%	2.9%	1.7%	1%
TAFE	9.4%			9.6%	4.6%	15.4%	5.6%
University	66.2%			77%	51.1%	62.1%	67%
Employment	9%			0.4%	18.4%	7.2%	4.9%
Other Training	0.7%			0.4%	2%	0%	1%
Employment Assistance	0.4%			0%	7.2%	1.4%	2.8%
Other	11.9%			0.4%	4.6%	3.7%	5.9%
Deferred	-			8%	7.9%	8.5%	11.8%
	100%			100%	100%	100%	100%

Below is a table that provides further information on the University offers through TISC to the four public universities – UWA, Curtin, Murdoch and ECU. From the “Class of 2019”

- 235 students with an ATAR applied for a Western Australian Public University.
- 255 students had a first preference.
- 174 students or 68% were offered their first preference. (State = 67%)
- 234 students or 92% were offered one of their preferences. (State = 93%)

• Of the remaining 8% a number of these students were offered places at Notre Dame, interstate universities or overseas universities. Offers to the four WA Universities were as follows:

University	Curtin	ECU	Murdoch	UWA	Total
No of students	94	32	15	93	234

STATEWIDE TESTING NAPLAN

NB: It was the first year that a larger group of schools nationally with most WA schools sitting NAPLAN online. There were significant issues with the NAPLAN online platform.

A large number of Churchlands SHS students had to re-sit the NAPLAN test on paper for Year 7 Writing and Year 9 Numeracy due to technical issues. The true impact to achievement data is unknown.

Year 7 NAPLAN Online 2019

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	558	596	37%	56%	7%	3%	2%
Reading	546	546	576	35%	56%	9%	6%	2%
Writing	513	535	550	40%	53%	7%	9%	2%
Spelling	546	547	567	27%	64%	9%	5%	2%
Grammar & Punctuation	542	542	573	35%	55%	10%	4%	6%

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

Year 7 NAPLAN Performance (Top 20%)

NAPLAN	2016	2017	2018	2019 (online)
Numeracy	40%	36%	36%	37%
Reading	33%	35%	40%	35%
Writing	31%	37%	30%	40%
Spelling	34%	26%	33%	27%
Grammar & Punctuation	33%	34%	33%	35%

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

Students demonstrate well above both the Australian Mean and WA Public School Mean and are within a satisfactory range when compared to Like Schools except for in Writing.

The programs to extend the learning of high achieving students correspond to the NAPLAN data for these groups. The quality of the curriculum, learning programs and teacher effectiveness ensures that student’s progress and have opportunity to achieve at a high level and, as a whole this is evident through the 2019 NAPLAN data.

Where student achievement indicates remedial teaching and learning is required, the Literacy and Numeracy support programs provide opportunity for students to improve their ability to achieve OLNA and, subject to meeting Year 11 and Year 12 course requirements, achieve WACE requirements. A small number of students require further support to achieve “At Standard” or above. 30 students were identified as “Below Standard” in one or more of the 2019 NAPLAN tests and it is a credit to our Learning Support Team that only a small number of those students are not currently receiving remedial support and/or classroom differentiation. Having only 30 students out of 535 students who sat the test are ‘Below the Benchmark’ is a very pleasing result.

The school’s focus on preparing students for NAPLAN has facilitated achievement above WA Schools and the Australian mean. To excel when compared against Like Schools there is a need to continue to research and implement teaching and learning strategies to improve Writing.

In preparing to set targets for the next cycle of Business Plan and Operational Plans, Churchlands SHS can consider maintaining the current levels of achievement in Reading, Writing, Numeracy and Grammar and Punctuation.

(cont’d)



The English Faculty should be acknowledged for their focus in 2019 in the area of Writing lifting the number in the top 20% to 40% of the students compared with 2018 with 30% in the top 20%. 2019 was the best Year 7 result in Writing in the top 20% with 37% being the previous best.

The high targets set in the Junior and Middle Secondary Operational Plans were met:

- NAPLAN data is equal to or better than like schools. ACHIEVED
- NAPLAN achievement data is comparable to or better than ‘Like’ schools. ACHIEVED
- Maintain or improve on Year 5 NAPLAN data for all areas of testing. ACHIEVED

- Numeracy target of 35% in the top 20% and less than 4% in the bottom 10%. ACHIEVED
- Literacy target of more than 35% in the top 20% in Writing, more than 35% in the top 20% in Reading and less than 5% below national minimum standard in both areas. ACHIEVED
- The gap between Aboriginal and non-Aboriginal achievement in NAPLAN and OLNA is reduced over the life of the plan. PROGRESS MADE (*A pleasing result for 11 Year 7 Aboriginal students. Year 9 Aboriginal students’ attendance during the NAPLAN test period meant only 1 out of 5 Aboriginal students sat all five tests.*)

The programs to extend the learning of high achieving students correspond to the NAPLAN data for these groups. The quality of the curriculum, learning programs and teacher effectiveness ensures that student’s progress and have opportunity to achieve at a high level and, as a whole this is evident through the 2019 NAPLAN data.

The school’s focus on preparing students for NAPLAN has facilitated achievement above WA Schools and the Australian mean. To excel when compared against Like Schools there is a need to continue to research and implement teaching and learning strategies to improve Writing.

The comparison of results from Year 7 to Year 9 with fundamentally the same students is extremely impressive with every area displaying improvement and Numeracy an impressive 13% increase in the top 20% of students nationally. These results are a credit to the school’s hard working teaching staff and systems put in place to establish a positive working environment.

Year 9 NAPLAN Online 2019

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	592	602	644	49%	47%	4%	2%	0%
Reading	580	589	623	40%	57%	3%	2%	1%
Writing	549	558	597	43%	52%	5%	11%	3%
Spelling	582	587	611	32%	62%	6%	5%	1%
Grammar & Punctuation	573	579	614	41%	53%	6%	4%	2%

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

Year 9 NAPLAN Performance (Top 20%)

NAPLAN	2015	2016	2017	2018	2019 (online)
Numeracy	49%	48%	44%	44%	49%
Reading	35%	46%	34%	40%	40%
Writing	43%	39%	34%	26%	43%
Spelling	33%	36%	36%	35%	32%
Grammar & Punctuation	36%	39%	32%	43%	41%

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

Adding Value  
Percentage of students in the top 20% of the state

% in top 20%	Year 7 2017 (Paper)	Year 9 2019 (Online)	Difference
Numeracy	35%	40%	↑ 5%
Reading	37%	43%	↑ 6%
Writing	26%	32%	↑ 6%
Spelling	34%	41%	↑ 7%
Grammar & Punctuation	36%	49%	↑ 13%

Percentage of students in the bottom 20% of the state

% in top 20%	Year 7 2017 (Paper)	Year 9 2019 (Online)	Difference
Numeracy	7%	3%	↓ 4%
Reading	6%	5%	↓ 1%
Writing	10%	6%	↓ 4%
Spelling	7%	6%	↓ 1%
Grammar & Punctuation	6%	4%	↓ 2%

The analysis allows the school to ensure we can cater for students identified as “Below the Benchmark” and arrange Individual Education Plans for those students who have not previously been identified.

The performance of students in the Academic Extension Program and Gifted and Talented Music Program in general are performing at a very high level and there is no surprise that the vast majority of Music students achieve well above average results in all NAPLAN areas - the link of Music and Academic performance has been noted in various studies.

Students demonstrate well above both the Australian Mean and WA Public School Mean and are within a satisfactory range when compared to Like Schools except for in Writing.

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.

Substantial support is provided to students who have demonstrated literacy or numeracy needs through a range of classes and sessions. We identify a cohort of year 10,11 and 12 students in semester one to have supported classes, we provide dedicated OLNA preparation sessions for all OLNA students as well as in class supports.

	2016		2017		2018		2019	
	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	388	49	445	50	424	55	480	46
Year 11	371	25	425	20	382	22	440	18
Year 12	353	6	359	4	341	9	425	8

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

ABORIGINAL EDUCATION

In Terms 1 to 3, the Supporting Aboriginal Students Committee continued to implement strategies from the 2017 – 2019 Aboriginal Education Plan. In November, the Committee met and completed a progress self-assessment on the Plan, which showed the school as being between ‘emerging’ and ‘developing’ in most standards on the Aboriginal Cultural Standards Framework.

In 2019, there were numerous achievements in Aboriginal education, such as:

- A music performance of ‘Why the Kookaburra Laughs’ by Churchlands Orchestra Music students, coordinated by Kristel Hawksworth, with artwork by Jade Dolman (Noongar Artist), and Richard Walley (Didgeridoo player). We also acknowledge the assistance of Nai Nai Bird and Ronda Kirby, elders of the Butchulla Nation for giving permission for the legend “Why the Kookaburra Laughs” as retold by Auntie Olga Miller, the last matriarch of the Butchulla Nation, to be used as the basis for creating this original composition by Stephen Chin.

- Opportunities for Aboriginal students such as Alya Hunter to speak at whole school events to share their stories and culture.
- Continuing involvement in the Follow the Dream program.
- Involvement in all AIME (Australian Indigenous Mentoring Experience) activities, including Tutor Squad and University Days at Curtin University.
- Welcome to Country performed by Rochelle Coleman, a Noongar staff member, at Staff Conferences.
- Acknowledgment of Country by students at school assemblies and other appropriate school events.
- Staff conference presentation on ‘Supporting Indigenous Students’ by Rochelle Coleman.
- Performance by Noongar Dancers – Binjarad Middars – at lunchtime during multi-cultural week.
- Aboriginal Students experienced two Cultural Excursion with Nyungar Elder – Neville Collard to significant cultural sites around Perth and Perth region.

(cont’d)

- 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.
- Completion of Outdoor Classroom Project - Development and use of Abbeybrook Reserve as Aboriginal Education resource in consultation with Nyungar Elder, Neville Collard and City of Stirling.
- Creation of online Aboriginal Education teacher resources to be used in Outdoor Classroom Project.
- Two Professional Learning sessions with teachers to introduce them to the use of Abbeybrook Reserve as a classroom resource in Aboriginal Education.
- Acknowledgement and/or Welcome to Country by Aboriginal Students at Assemblies now embedded practice.

The end of 2019 saw a change in focus for the Supporting Aboriginal Students Committee. A Noongar staff member, Rochelle Coleman, was appointed as Chair and the Committee's name was changed to the Reconciliation Committee. This name change reflected a broadening of the Committee's focus to embedding Aboriginal ways of knowing, doing, and being for all Aboriginal and non-Aboriginal students and staff, thus improving educational outcomes and cultural responsiveness for all students. Going forward, the strategies in the new Aboriginal Education Plan 2020 – 2022 are intended to change the culture of the school to reflect the focus areas in the Aboriginal Cultural Standards Framework (ACSF). The new plan also ensures that the school addresses relevant Australian Institute for Teaching and School Leadership (AITSL) standards, cross-curriculum priorities, and the Department's goals outlined in Focus 2020.

### 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".

The role of the AEP Teaching and Learning Coordinator has widened to include facilitating support for underachieving students within the Academic Extension Program. This has included the development of procedure that will be used to manage the students. The procedure will ensure that issues affecting the performance of underachieving students are identified and managed. The expectation is that no students will be removed from AEP until the procedure has been completed and underachievement remains.

Existing enrichment activities for AEP students have been maintained. Following the success in the previous year, the Interdisciplinary Learning Activity "Truth" was held again for Year 9 AEP students. Excursions, including the Coral Bay camp, also continued as in previous years.

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

The general performance of our AEP group continues to be outstanding and compares favourably with the Perth Modern cohort medians over the past two years as shown below. A total of 104 students in Year 12 2019 were in the Academic Extension classes in Year 10 with many of these in both English/Humanities stream and the Mathematics/Science stream.

ATAR Bands	Percentage of AEP Group			
	2016	2017	2018	2019
<b>Above 99.00</b>	6%	4%	5%	6%
<b>95.00 - 98.95</b>	23%	36%	35%	26%
<b>90.00 - 94.95</b>	37%	27%	26%	18%
<b>Below 90</b>	34%	33%	40%	50%

	2017	2018	2019
<b>Mean ATAR for AEP group</b>	93.10	93.0	90.0
<b>Median for Churchlands SHS</b>	86.60	85.1	84.85
<b>Median for Perth Modern School</b>	95.90	97.0	96.75

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.

### SCIENCE, TECHNOLOGIES, ENGINEERING AND MATHEMATICS (STEM)

The Churchlands Senior High School STEM program has been operating successfully for four years. Through the leadership of the STEM Coordinator the school has continued to increase the opportunities for Junior and Middle school students to engage with STEM.

Student numbers in existing activities have increased with the breadth of activities being enhanced through partnerships with other organisations. External activities include the Pedal Prix camp and race in Busselton, Rotary Science and Engineering Challenge, Synergy Solar Car Challenge, Aurecon Bridge Building Challenge, BHP STEM challenge and the Australian STEM Video Game Challenge. At the end of the year, Churchlands launched an internal Video Game Design challenge for judging in 2020, with several teams already entered and working on their projects.

Students participating in the after-school STEM Program has increased to between 50-60 students attending each session. Each weekly session has a dedicated, guided activity for students as well as allowing for students to work on individualised projects. For the first time, experienced Year 11 and 12 STEM students are acting as mentors for younger students. At the end of the year, an internal multidisciplinary STEM Challenge was run within the school which attracted students from Year 7-10.

(cont'd)

The dedicated STEM room receives new pieces of equipment funded by a variety of sources including interdepartmental cooperation, grants, student contributions and prizes from events. In 2019, the STEM room acquired a new 3D printer (bringing the total to 4), drop-down power outlets, a desktop laser cutter, high-end PC, drone and two portable VR sets for development.

Student enrolment in the Year 9 and Year 10 optional courses have remained stable for 2020. Feedback from the students continues to drive the success of the course which allows students to choose their own learning path. The STEM Course sees many students choosing projects which would otherwise not be possible in a regular school environment, attracting some students who choose the subject for both semesters of both years.

## 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 the five years of schooling including Year 7 students from their first intake in 2015. Following a period of significant growth the school enrolment has now reached its maximum and we now expect the Department's establishment of Bob Hawke College to gradually reduce enrolment pressure at Churchlands SHS. The school's size has also shown a significant decrease in the percentage of enrolments coming from our feeder primary schools with an average of a 9% decrease over the past three years. 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
<b>2015</b>	421	412	364	373	390	309	2269
<b>2016</b>	464	435	434	398	386	368	2485
<b>2017</b>	506	468	433	434	387	354	2582
<b>2018</b>	498	500	473	446	433	376	2718
<b>2019</b>	530	506	510	480	440	415	2880

### STUDENT RETENTION

This refers to the proportion of Year students retained to Year 12 or Year 10s/11s 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 although the 2019 figures are the lowest in the past eight years. Retention rates between Years 10 to 12 and Year 11 to 12 are results which are significantly above state averages. Of note when considering the 2019 figures together is that the data is generally below that of previous years.

Years	2015	2016	2017	2018	2019
<b>8-12</b>	105.1%	102.5%	102.0%	106.8%	100.7%
<b>10-12</b>	99.4%	102.2%	94.7%	94.7%	95.6%
<b>11-12</b>	93.6%	94.6%	91.7%	97.4%	95.8%

### ATTENDANCE INFORMATION

This refers to the proportion of Year students retained to Year 12 or Year 10s/11s 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 although the 2019 figures are the lowest in the past eight years. Retention rates between Years 10 to 12 and Year 11 to 12 are results which are significantly above state averages. Of note when considering the 2019 figures together is that the data is generally below that of previous years.

DET at Risk Attendance Categories	2015	2016	2017	2018	2019
<b>Regular (90 - 100%)</b>	79%	77%	78%	78%	73%
<b>Slight (80 - 89%)</b>	14%	15%	14%	15%	18%
<b>Moderate (60 - 79%)</b>	5%	5%	5%	5%	7%
<b>Severe (0 - 59%)</b>	2%	3%	3%	2%	2%

The targets set are linked to the Schools' Operational Plan 2019 and strategies are put in place in an attempt to improve student outcomes: The school had the following foci:

- Churchlands students will attend more than 92% of the time. This means on average for the whole school population of approximately 2874 students they attend 92% or more of the time. NOT ACHIEVED 91.4%
- 90% or above of all absences are resolved. – i.e. reason given for absence by parent/guardian. ACHIEVED (93% of absences were resolved – an excellent result).
- The overall attendance of all Aboriginal students is 80% or better. NOT ACHIEVED 67% (17 out of 31 students achieved 80%+). All Aboriginal students have an Attendance Improvement Plan and where attendance is a concern, all students are case managed.

Student attendance is supported by our sub-school structure with each year group having a Head of Year and four House Coordinators. Student Services and Support staff promote good attendance and action improvement processes when attendance is a concern for individual students.

The pleasing data for this period of review is that attendance of the school population (2874 for this review) continues to be strong. This is following an increase of 106 students from 2018 and indicates highly effective teachers, an engaging learning environment and successful pastoral care structures.

The school has maintained the resourcing and employment of a Student Support Officer to support the attendance and engagement primarily for Aboriginal students and for students that are disengaged with schooling.



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
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%
2019	77%	74%	60%	65%	82%	83%

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 3.6% of the total student population were suspended throughout 2019. Only 2.7% of the student population were suspended more than once with a total of 78 students and these students account for a large number of the overall suspensions. The school expects high standards of behaviour and ensures students have an appropriate consequence for any behaviour that is 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	-	(1) 2 days	(2) 10 days	-	-	-
2. Verbal abuse of staff	(6) 11 days	(4) 8 days	(11) 37 days	(9) 20 days	-	-
3. Physical assault of student	(14) 28 days	(3) 8 days	(8) 22 days	(15) 60 days	(1) 2 days	-
4. Verbal assault of student	(1) 2 days	-	(8) 27 days	(2) 5 days	-	-
5. Offence against property	(4) 9 days	(2) 5 days	(5) 16 days	(1) 1 day	-	(1) 2 days
6. Violation of BMIS classroom or school rules	(15) 29 days	(8) 16 days	(19) 47 days	(11) 23 days	(3) 6 days	-
7. Substance misuse	-	(4) 9 days	(4) 8 days	-	(3) 11 days	-
8. Illegal substance offence	-	(7) 18 days	-	-	(2) 5 days	-
9. Other	(1) 2 days	(4) 8 days	-	-	(1) 2 days	(2) 4 days
No. of students	21	17	53	21	7	3
Number of offences	41	33	57	38	10	3
Number of days, suspension	81	74	167	109	26	6

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 2015 to 2019.

	2015	2016	2017	2018	2019
STUDENT POPULATION	2254	2539	2718	2780	2874
Number of students involved	94	84	112	131	104
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 successful year in 2019. Festival performances continued to be at a high standard and Churchlands continues to host the ABODA IMSS State Band and Orchestra Festivals. Each concert season successfully showcased the talent of our students.

We continue to explore 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. In the early part of Term 2 we held a GATE music camp over two days at the Ern Halliday campsite, involving all of the Year 8 and 9 GATE Music students. They heard from specialists in performance and managing anxiety as well as performance and team-building activities. It was a very positive and enjoyable experience and helped to develop music performance skills as well as their sense of group identity.

Towards the end of 2019, we ran a series of initiatives aimed at increasing the number of applicants and the retention of Year 6 GATE students who accepted places at Churchlands SHS. Each year there is a number of students who have accepted places but then enrolled elsewhere as they have received scholarship offers from other schools, or have enrolled at their local high school due to the anxiety they may feel moving to such a large school/program.

We titled one initiative “Accelerando into Churchlands” and it was supported by the school, classroom and instrumental teaching staff, and music students. Over the term it included participation by students and in many cases by their parents in the following:

- Chamber Ensemble Concert
- Classical Guitarist workshop
- Chamber Orchestra open rehearsal
- Voice Students open rehearsal
- Wind Orchestra #2 open rehearsal
- Language Immersion (Thanks to Rick Johnston) and BBQ
- Musicianship/Concert Practice Workshop
- Christmas Concert

We surveyed the parents after the series of events and the feedback was without exception extremely positive and enthusiastic. They reported it had allayed their children’s fears and anxieties about moving to high school, and enabled them to make friends with peers before school started.

We would like to acknowledge the music staff who generously gave their time, and also thanks to Junior Administration who supported these events.

The second initiative (ongoing), is running special workshops aimed specifically at Instrumental Music School Services (IMSS) primary school brass students to try and increase the proportion of these students attending. These have run from the start of Term 4. Approximately 22 students from about 10 primary schools are participating in this project every week. We will be able to gauge the impact of that early in Term 2 2020.

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 nine consecutive years – longer than any other subject taught at Churchlands.
- In terms of the differential (a measure of how students performed in the music course compared to other courses) ATAR music was ranked second in the school.
- 53% of our Year 12 ATAR Music students counted music as one of their top two scores contributing to their final ATAR result.
- 7 CSHS ATAR Music students received ATAR Certificates of Distinction despite the tour and their musical commitments.
- 12 CSHS ATAR Music students received ATAR Certificates of Merit.
- Churchlands provided over 12.5% of the state Stage 3 Music students 36 out of 288.
- Percentage of students whose scaled scores are at or more than the state mean: Churchlands GATE 63%, Like Schools: 49%, State 51%.
- Except for one student, every Stage 3 Music student scored 51% or better in their final scaled score.
- 9 students (25%) scored above 75%.
- 94% CSHS Music A/B grades. State Average 68% 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.

This table shows the number of applications to GATE Music over recent years. At the end of 2019, there were 266 Year 5 applicants to be tested this year.

Years	2014	2015	2016	2017	2018	2019	2020
Number of Year 6 GATE MUSIC applicants	250	281	281	289	250	233	266
Applicants who met the standard and enrolled the following year	47 (8) 45 (7)	49	48	47	52	45	49
Total number of GATE applicants to ALL programs				3600	4200	4500	4676

GATE applications, in general, are steadily increasing although the number of applicants to arts programs are decreasing in total preference count (and first preference), due to increasing interest in John Curtin College of the Arts.

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 join the program at any stage from Year 8 to Year 10.

We have continued to run off-grid classes for the year 9 GATE students. They have proven to be very popular and effective in providing students with flexibility in taking on additional electives or using the time for study periods. In 2020 we have extended that to the Year 10 GATE students and 25% of them have taken it up. We hope this flexibility continues to improve retention rates.

## THE SCHOOL OF OPPORTUNITY

### SPORTING HIGHLIGHTS

#### Team Performances

Some outstanding Team results from Churchlands in 2019 include: -

- Runner Up in the School Sport Western Australia 'A' Grade Athletics Carnival.
- Runner Up in the School Sport Western Australia 'A' Grade Swimming Carnival.
- Netball – High School Cup Finalists. The Year 8 and 9 teams compete regularly against other specialist netball schools with plenty of success.
- Basketball – Senior Boys Basketball State Semi Finalists
- Senior Boys Footy Barry Cable Cup Premiers

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

#### AFL Program

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

#### 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.

The Jazz stream had a change of staff at the end of 2019 following the departure of the Jazz Specialist teacher. Despite that, it continues with good energy with a new Jazz Specialist teacher. The Jazz classes by necessity remain smaller than the Western Art classes and more vulnerable to trends of student motivation. 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 in this context.

The certificate course continues to be successful although it is very time-intensive for the teachers running it. That needs to be monitored, and consideration given to the availability of other suitably qualified teachers to maintain balance for the teachers. Having three CERT IV qualified teachers leave the department in three years has placed a lot of pressure on maintaining our currency to teach, and for another staff member to complete the training in a very short time frame.

- 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.
- 60 swimmers competed in the Rottnest Swim Thru – winning “Largest Team Prize”.

#### 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 2019, 12 students made the crossing with several winning their age group categories.

#### Churchlands Chargers Tour

A Senior Boys Basketball tour travelled to the USA (Texas and Los Angeles) visiting and playing against local schools.

#### Individual Sports Performers

The following students have been identified as Elite Athletes, many have been identified by the Western Australian Institute of Sport (WAIS) and were heavily engaged in Interschool, State, National and International competitions throughout 2019.

#### Gymnastics

Sam Powell, Brooke Missen, Hannah Tarzan were members of the WA under 14 years team that competed at the Australian National Gymnastics Championships. Brooke Missen won gold as individual champion, while Sam Powell won silver on bars, with both girls being identified in the “Future Internationals” squad. Hannah Tarzan achieved fourth place on vault and finished in the top eight overall.

#### Diving

Chelsea Bosch travelled to Germany and Norway as part of the Junior Australian Diving team that was highly competitive and experienced some valuable international competition.

## EXTRA CURRICULA CLUBS

We also run extra curricula sessions for kids to come and try – these are free and anyone can attend whenever it suits them. These clubs operate all year round.

- Indoor Soccer Club
- Badminton Club
- Swim Squad Training
- Athletics
- Running Club
- Rugby/Touch
- Basketball Open Gym

## TOURS

#### Ski Tour

The annual New Zealand Ski Tour is integral to the opportunities offered to Churchlands students and it continues to be one of the most popular tours offered. In 2019, seven staff accompanied 67 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. Students experienced the Christchurch City Tram Tour, taking in all cultural aspects of the city and a visit to the newly revamped Christchurch Quake Centre.

An inclusion this year was the Willowbank Wildlife Reserve where the students were involved in Ko Tāne - an interactive Māori cultural experience that gave them a look into New Zealand's history from the past to the present day in a fun and informative way. Willowbank is home of the Big 5 - kea (the cheeky mountain parrot, tuatara (living dinosaur), takahe (previously thought extinct), kaka (rare bush parrot) and New Zealand's iconic bird - Kiwi. 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. One parent noted the following “This kind of trip and opportunity helps with the kids leaving their “issues” behind. Awesome”. 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.

## USA Basketball Tour

The inaugural Churchlands SHS USA Basketball tourists travelled to California to spend 15 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 Disney land 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 firsthand 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 12th to the 28th of April 2019, 28 Churchlands students and three teachers were away in Greece for the third Ancient History tour run by Churchlands SHS. This was a remarkable increase to nearly double the number of students from the trip in 2017. Both the students and teachers enjoyed an unforgettable experience as we travelled throughout Greece, seeing important archaeological sites such as the Acropolis in Athens and the Minoan Palace of Knossos in Crete. Seeing first-hand the artefacts and archaeological sites that the students study from Year 10 through to Year 12 history has greatly assisted their understanding and helped them gain an admiration for the past.

## INTERNATIONAL EXCHANGE PROGRAMS

#### Akashi Nishi Senior High School Exchange Inbound

The annual Akashi Nishi Senior High School Exchange saw Churchlands Senior High School students host a group of 20 Japanese students and two staff over a 2-week period at the beginning of August. The students enjoyed a range of activities, from Japanese calligraphy, to zip lining and canoeing at Bickley Camp, forming lasting friendships along the way.

The Akashi Nishi students also had the opportunity to visit Kapinara PS and attend classes at Churchlands SHS, with several staff volunteering to take the group for art, science, 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.



### Sasserno Senior High School Inbound

From 12 February to 26 February 2019 Sasserno Senior High School, the sister school of Churchlands in France, visited Churchlands Senior High School. Thirty students and three teachers eagerly arrived excited to meet their Australian host families and begin their Aussie experience.

During their stay, Sasserno teachers and students participated in a variety of activities including a day in the life of a CSHS student, as well as participating in activities outside of the school such as a surfing lesson at Scarborough beach and a bike ride around the Swan River. They had a wonderful time visiting various local spots around Perth and although they did not manage to achieve a quokka selfie, they were still excited to meet the beloved animals of Rottnest Island.

At the end of the two weeks both the CSHS and Sasserno students were sad to leave one another but each had invaluable memories to look back on from their stay in Perth. It was a pleasure to have the Sasserno students in our French classes, our school and our local community and we look forward to seeing them again in Nice.

### French Tour

The French Tour was held from 12 April until 30 April 2019. There were 24 female students, two male students (one Year 12 student, 12 Year 11 students and 13 Year 10 students) and three accompanying staff, including one French teacher as the Tour Leader. The first part of the trip was in Paris, where we stayed in a hostel accommodation for nine days. The daily touring organised by a travel agent included excursions to the Notre Dame Cathedral, the Louvre Museum, the Orsay Museum, the Versailles Palace and the Sacré Coeur Basilica, which were highlights of the trip.

After this, the group travelled to Nice and stayed with host families from our sister school, Sasserno Senior High School in Nice for seven days. The group participated in the activities planned by the school and were able to experience 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. Overall the trip was a success and received positive feedback from both the students and accompanying staff.

### Japan Tour

In April 2019, during the famous cherry blossom season, thirty five students from Years 10 to 12 and four staff travelled Japan for a total of 17 days. Over this period, students travelled from Tokyo to Kyoto and Osaka before being hosted by families from our sister school Akashi Nishi Senior High School in Akashi, Hyogo Prefecture. It was a jam-packed tour with many different experiences, including travelling on a bullet train, staying in a traditional Japanese inn, seeing the picturesque Mt Fuji and braving roller coasters at Universal Studios – not to mention sampling many culinary delights! Students also attended classes and experienced a typical Japanese school day with their host students in Akashi Nishi. They all returned home with many memories, new found international friendships and a much deeper understanding of the Japanese language, way of life and culture.

## CULTURAL HIGHLIGHTS

### Multicultural Week

Churchlands held another amazing Multicultural Week to celebrate cultural diversity in our community at the end of Semester 1. It was so great to see everyone getting involved with activities in classrooms, using daily greetings in a different language and participating in lunchtime performances. The week began with an incredible Symphony Orchestra Performance by the Churchlands SHS Music students accompanied by a digeridoo performance and artwork by Nyoongar Artist, Jade Dolman.

The Chinese Lion Dancing continued the festivities and students were also entertained throughout the week with Japanese Taiko Drumming, live French mime and accordion music and Indigenous Aboriginal dancing and face painting through AIME with staff also holding a multicultural morning tea with dishes from around the world.

A huge thank you to all of the departments who got involved, with special thanks to the maths classes for working on the cultural statistics of the Churchlands population and to HASS for putting on an incredible Multicultural Week display.

### School Production: Wicked

The Churchlands Senior High School 2019 Production of 'Wicked' was a popular choice and a resounding success, playing to sell out houses. Numbers at auditions were (as always) high; making casting a challenge but we were delighted with our cast and chorus who worked with enthusiasm to master the task of combining singing with acting and dancing. As the two major female roles were sizable we decided to cast two sets of leads and all of these outstanding singers rose to the occasion and gave truly memorable performances.

Special mention should be made of the excellent orchestral accompaniment this year and, as always, the performers on stage were supported by others who helped with publicity, makeup, props and costumes; worked as stage hands behind the scenes and ushered front of house. All were ably assisted by a core group of staff and parents who gave of their time and expertise to ensure the success of our show. The school production provides all participants, both on stage, in the orchestra pit and back stage with an experience that has, in some cases, influenced their future career choices.

### MaDD 2019

On August 20, 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 could include more than one character and 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

Student engagement in community service continues to grow; we are pleased to report our graduating Year 12s in 2019 achieved a total of 28 124 hours of community service over three years. Our Year 11s reached 17 862 to date and our Year 10s reached 9 325 hours of community service. This has been an incredible year for all our wonderful community service students with a total of 55 313 hours of community service between the three year groups.

We have continued to concentrate on fostering volunteering and participation, focusing on linking community service experiences more directly with learning. This year our students once again served the school community as well as their local communities. This is an important feature of civic engagement developing a sense of social responsibility and community in our wider world. Our students have benefited from the experience by developing skills and understanding of their responsibility in our school and it has given those students opportunities to develop many leadership skills.

Areas of engagement include but are not limited to Cancer Foundation, Relay for Life (students raised a fantastic \$22 956). World Vision 40-hour famine, City to Surf, HBF Fun Run, Triathlon Pink, Woodlands Netball, City Beach Football, City Beach T-Ball, Youth Care BBQs, Rotary Club, P & C Quiz, Yuluma Primary School, Scarborough Sharks, Wembley Downs District Fair, Woodlands Primary School, Salvation Army, City Beach Cricket Club, Kapinara Primary School, etc.

### Duke of Edinburgh

This seems to be driving itself with 400% growth last year. The success of our Duke of Edinburgh's International Award is built on the efforts of our students and their dedication to committing to the goals they have set.

We came in the top 10 performing Award Centres for registrations in 2019 and we are 11th in the WA ranking of the top performing Award Centres for completions in 2019.

The highlight was watching our first Gold Award recipient Kimberly Clifton receiving her very prestigious award at the formal ceremony. Not forgetting our silver award recipient and the 14 Bronze to have all successful completed hours over differing lengths of time for skill, service, and physical activity also completing practice and qualifying adventurous journeys. This coming year we have four students attempting their Gold Award, five attempting their silver and 46 starting their Bronze so it is going to be a very busy year ahead.

### World Challenge 2019

Another very successful world challenge trip this time to Nepal. With eight of the top 10 tallest mountains in the world Nepal was an ideal destination for our teams looking for the thrill of adventure. Four teams consisting of 58 students, six teachers and four World Challenge leaders departed on the 27th November and all safely returned on the 20th December over three and a half weeks later.

Our students trekked into the foothills of the Annapurna region home to the spectacular peaks of Machapuchare. The expeditions had the ethos of Challenge, Participation and Environment, to help open the minds and broaden the experience of our students. Whilst on world challenge our students had the opportunity to participate in community engagement projects.

Team 4 went to Shree Secondary School Chitrasari in Chitwan. Their project involved concreting a path and they also painted the school buildings. Fundraising that was held at our school gave them the funds to purchase more paint, along with exercise books, pencils and sanitary products.

Team 3 project was helping in a small village outside Kathmandu. It was hard work but very rewarding and the smiles of the mothers, the children and our students were very wide.

Team 1 World Challenge Team 1 Community Project was through the Mother and Daughter Community Engagement project that has teamed us up with Panchadeep Basic School that is a government primary school in the region of Chitwan. Students laid the foundations for a wall, cleaned and painted the internal walls of one of the classrooms.

STAFF INFORMATION

TEACHING STAFF PROFILE

Recruitments

In 2019 we recruited 14 new staff for purposes of filling three full time teacher positions due to increase in student numbers. These staff were also needed to cover other staff who had either taken long service leave or leave without pay.

The 12 recruited graduates from previous years completed their modules and got their registrations completed. This process was undertaken by HR and learning Area Heads and staff mentors

The staffing numbers were constant and grew to 178.8 FTE (full time equivalent) teachers.

There were working groups or committees to help staff to apply for Level 3 status and also graduate teachers to complete their modules.

Budgetary restrictions meant the classes were to their maximum numbers. Teaching and administrative staff adopted technologies and training was part of the priorities at departmental level.

Professional Development

All teachers participated in professional learning activities during 2019. Activities included:

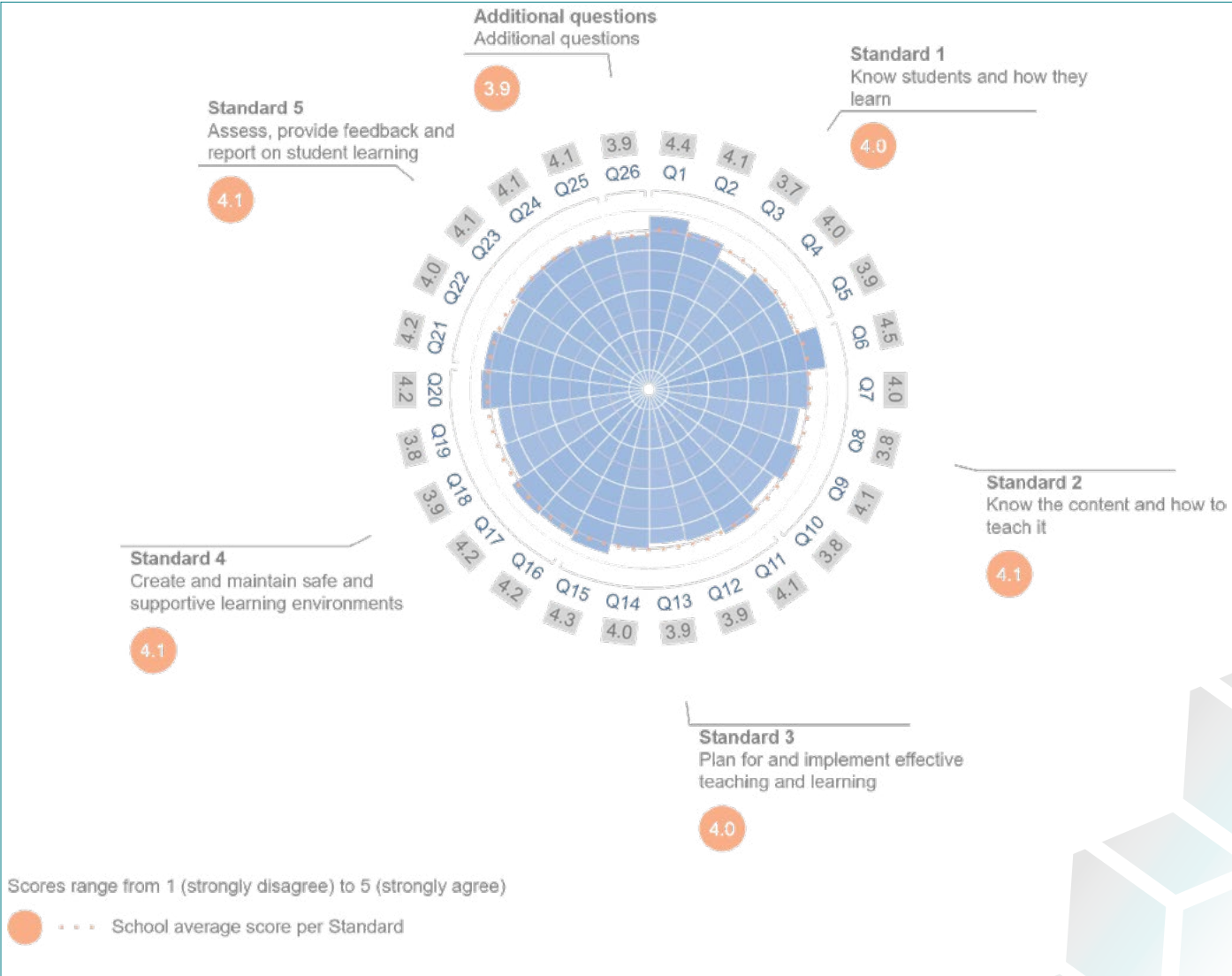
- Churchlands Art of Teaching on Instructional Strategies
- ChArT IDEAS trial program and first intake
- Conferencing by observing classes
- Faculty based Professional Development
- CMS (Managing Student behaviour)
- Leadership coaching through the Leadership Centre
- ICT training

Staff effectiveness through PIVOT

The school used PIVOT a valid online survey tool. The evidence-based survey approach helped teachers to understand their individual professional strengths and development opportunities and enabled them to better tailor and target their teaching approaches in their different classes to drive student engagement and improve student learning outcomes.

Individual teacher results reports were confidential to them, however, they were encouraged to share these results reports with trusted colleagues/mentors/ coaches to support their professional growth.

The survey was also used to inform the development of focus areas in our annual improvement plan. The survey provides as shown below a “heat map” as a school report on the AITSL standards. The maximum score is five.



Areas of strength		Standard 5 (as per chart) Assess provide feedback and report on student learning
Highest Individual Question Scores		
1st	Q6	This teacher is knowledgeable about the topics in the subject
2nd	Q1	This teacher treats me with respect
3rd	Q15	I know what I am supposed to do in this class

Type of Leave

In 2019 sick leave, carer's leave and long service leave were the major categories of leave staff requested.

The leave was managed by having relief teachers and internally through teachers volunteering for it.

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 Carer's 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
Worker's Compensation	65.30	1.98
Worker's Compensation Rehabilitation	93.00	2.82
TOTALS	3299.55	100.00



# SCHOOL FINANCIAL REPORT

INCOME	2017	2018	2019
Opening Balance	320 908	84 032	805 579
Voluntary Contributions	263 042	283 164	288 936
Charges and Fees	732 009	726 619	787 052
Government Allowances	100 123	96 575	117 205
Approved Charges/Options/Donations	319 683	308 661	308 974
Incursions/Excursions	1 104 047	1 192 215	1 820 846
DoE Grant	77 369	67 413	60 513
Music Tour Charges*	412 121	293 082	
P&C Donations	104 165	23 407	166 888
International Fee Paying Students	965		5 313
Miscellaneous/Other	220 781	285 683	292 538
Facility Hire	158 902	283 371	322 852
Internal Transfers	620 949	1 964 516	903 890
Cash transfer - DoE to School	2 509 226	1 559 139	2 443 525
Student Centred Funding	25 661 852	25 266 994	27 423 015
	32 606 142	32 434 870	35 747 127
EXPENDITURE			
Other Specific Programs/Curriculum	219 837	383 120	310 842
Student Services	61 402	75 063	76 046
Administration	1 021 064	665 980	745 173
Physical Resources/Repairs/Maintenance/Grounds	401 059	476 232	355 128
Capital Works	399 457	227 243	726 546
ITC	330 236	370 482	375 735
Staff/Professional Development	115 687	51 649	83 169
Utilities	526 011	491 362	557 109
Student Functions/Activities	1 295 399	1 041 547	1 022 954
Faculties	1 265 324	1 647 074	1 708 482
Other - Refunds/Enterprise	11 769	48 475	52 054
Transfers to Reserves	1 029 960	884 069	1 308 112
Surplus/Carried Forward	84 032	805 579	1 002 763
Salaries - Teaching and Non Teaching Staff	23 768 009	23 736 751	24 767 814
	30 529 246	30 904 627	33 091 926
* Included in Incursions/Excursions			
P&C Collection	90 188	92 118	103 410
SPECIAL PROJECTS			
Swimming Pool		27 017	397 448
Office Renovations/Blinds		105 640	
Student Toilets			83 885
Fence along Lucca St & Hale Road			
Carpets		2 718	
Airconditioning		7 500	
Lockers	21 917		
Keyless Entry			4 768
Netball Courts Resurfacing		21 120	
E-Boards	21 525		
Plant & Equipment	20 827	41 767	
Photocopiers	20 845	47 022	
Fazioli Concert Grand Piano/Piano	11 364		
Seating		15 000	
Security Cameras/Card Access Lock Down Feature		6 099	
Curtains/Blinds		16 318	
Aura Sports Floor Carpet	87 852		
LED Big Screen TVs Sports Hall	95 255		
Bike Racks/Fence around Bike Rack/Boundary	76 878	48 190	172 248
Long Jump Track			23 003
Music Portico	29 713		
TOTAL	386 176	338 391	681 352