



CHURCHLANDS
SENIOR HIGH SCHOOL

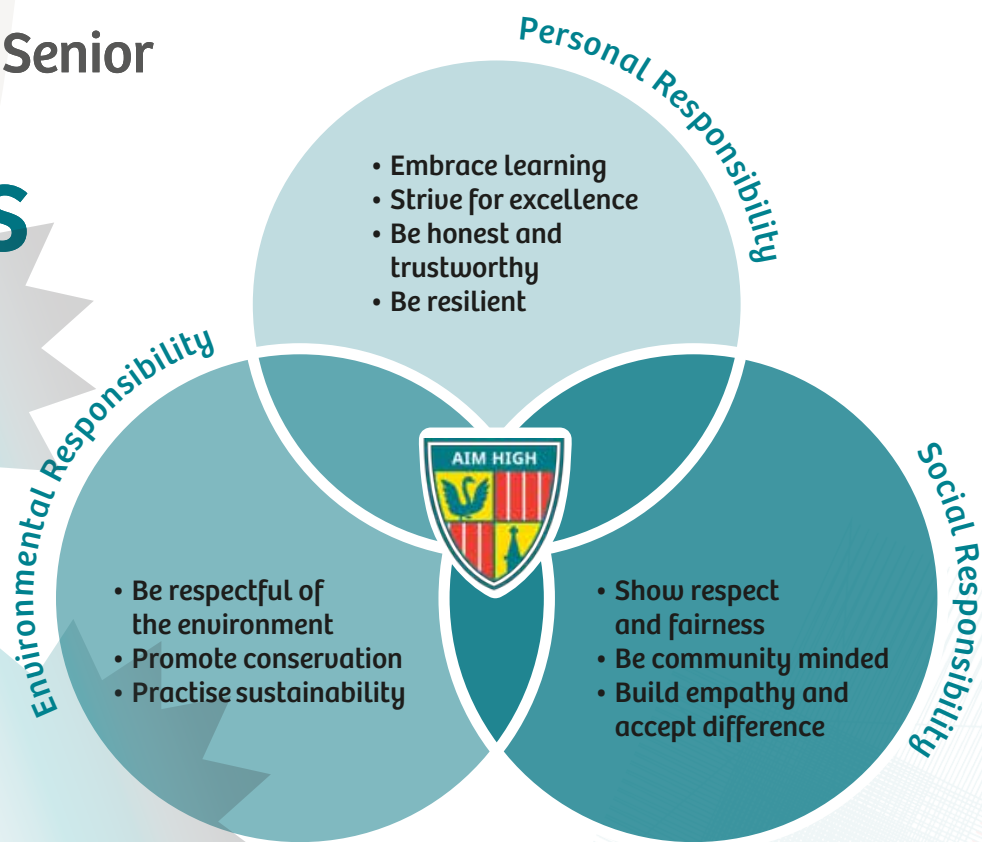
Annual Report 2021

TABLE OF CONTENTS

Vision Statement	3
The Context	4
Principal's Note	5
School Board Chair's Note	6
School Alumni Chair's Note	6
Academic Performance	7
Student Information	13
Gifted and Talented Music Education	15
Values in the Community	17
Staff Information	18
Financial Report	20

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 2700 students from Years 7 to 12. Since its foundation in 1962, the school has established a tradition of excellence built on the outstanding academic, cultural and sporting achievements of our students.

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

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

The comprehensiveness of the school's curriculum reflects the wishes and career aspirations of the community, embracing tertiary entrance as well as preparation for TAFE and the workforce. Regularly 65% 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 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.

Churchlands SHS has remained at the forefront of public education in Western Australia. The proactive planning and strategies developed have proven successful in ensuring the school has maintained its reputation of excellence and performance. In 2021 the student population was 2752 with similar enrolment numbers anticipated in 2022. Enrolments should gradually decrease in 2023 and beyond to around 2450.

With the completion of all major construction at the end of 2017 students were able to enjoy outstanding new facilities. A range of projects were undertaken during 2021 with a focus on student areas. We continue to renovate and renew our classrooms and facilities so that students can experience an effective learning environment.



PRINCIPAL



2021 was a very successful year for Churchlands SHS. The COVID-19 pandemic continued to affect the school and its operations with a one week lock down at the start of the year and two weeks where students were required to wear masks to school. Despite this, the school functioned very well. We were able to run nearly all of our planned events, excursions and camps which was fantastic for our students.

Student enrolments were 2752 which was a slight decrease on the 2842 enrolments in 2020. Enrolments for 2022 are expected to be slightly lower again at around 2690. This confirms that the school is tracking towards a longer-term stable enrolment of between 2400 to 2500 students.

The school continued with its minor capital works program to ensure that the campus continued the ongoing cycle of renovation. The main program completed this year was the regeneration of student areas on campus. This included student seating areas around the campus and the F-block garden project.

Academically, the school ran all of its programs. In Terms 1 and 3 we ran the OLNA testing for Year 10, 11 and 12 students and in Term 2 the full online NAPLAN for Year 7 and 9 students. We completed our full reporting cycle in both semesters with exams running in most years. Our Year 12 ATAR program was also completed in full. The summary of our academic results are in the report.

Our Music Program had another exceptional year with our students performing to an extremely high standard. We ran our usual concert series of Senior, Intermediate and Junior ensembles and performed at the Opus Concert, school ANZAC service and the Kings Park Remembrance Service. The music school ran a number of student camps and excursions and our strong relationship with the Instrumental Music School continues to grow. My gratitude and thanks to Mr Glenn Robinson and the Music staff for the exceptional work they do with our students.

Our Health and Physical Education department had another huge year with students participating in a wide range of interschool carnivals and year group lightning carnivals. We came second in both the A-Grade swimming and A-Grade athletics carnivals.

Our Arts community held several key events throughout the year including the Community Art Exhibition, the production of Mamma Mia and several visual and performing arts showcases. Our students have excelled in The Arts this year thanks to the efforts of the dedicated Arts Department.

Our focus on Community Service has continued with a large number of students volunteering their time to help in our local community. In addition, the Duke of Edinburgh Awards continue to be popular with our students.

2021 has been a very successful year for Churchlands SHS. The following report details our summary of key programs and initiatives which shows the work that the school continues to do to ensure that we 'Aim High' and support the school values of Personal, Social and Environmental Responsibility.

Neil Hunt

(for James Kent, Principal 2021)



SCHOOL BOARD CHAIR



A key focus of the board this year was on reviewing target areas of the School Business Plan 2020-2022, promoting the school in the community, and supporting the stability of leadership in the school. Given there were numerous disruptions throughout the year as the State experienced ongoing lockdowns due to the COVID pandemic,

we commend all students and staff for working hard to minimise the impacts to school programs and activities.

At the end of 2020, the school received outstanding results in the Churchlands SHS Public School Review report December 2020. The board supported the review process and congratulates the staff and community members involved for achieving a high standing with exemplary comments.

We acknowledge the student leaders for 2021, Jessica Hazeldine and Luke Armstrong. The board thanks

them for their service and valuable input. Their voice on the board to represent the student body is an important contribution to helping the school achieve its target outcomes.

Throughout 2021, the board grew its visibility by increasing its profile in the community.

The 'Board Profiles' in the Churchlands Bytes provided an opportunity to get to know individual board members on a more personal level. In addition, we attended various school productions and initiatives such as Mamma Mia, the Community Arts Exhibition, and the Blue Tree Project promoting mental health awareness.

The board focussed on fulfilling its purpose and obligation to the school in maintaining strong governance and leadership. Drawing on the professional expertise and the collaborative efforts of all board members, we worked to help ensure the leadership transition occurred smoothly with the best interests of the school community in mind. Churchlands SHS continues to be at the forefront of educational outcomes, and we are excited to see what the future holds.

Katherine Sturley

SCHOOL ALUMNI CHAIR



2021 was a productive year for the Alumni Committee, largely spent delivering on the tried and true events of: a 50th Anniversary Morning Tea for the graduates from that year; a Year 13 Sundowner; support to the Art Show and various reunions; archiving; Past Blast reminiscing; celebration of Churchlands Champions

with new nominees and awardees; and finally, preparation for the upcoming year.

The Class of '71 celebrated its 50th Anniversary in October, the morning tea and school tour again proving popular. John Davis, the Head Boy, was integral in organising the event, and alumnus from that year, Distinguished Emeritus Professor Kevin Hewison, was recognised as a worthy champion for his work in social and political science.

The Class of '81 celebrated with a 40th Anniversary, held at Doubleview Bowling Club, an old stomping

ground for many of the 90 attendees. The event also recognised the induction of previous dux, Professor Lyndon D'Cruz, famed international Eye Surgeon, as a worthy Churchlands Champion. In 2020 he was recognised as the Australian of the Year (UK).

The Class of 2020 Year 13 Sundowner was held on 26 November with some 50 attendees. It was nice for the teachers that attended to catch up on the progress of their former students.

Planning and support continued toward the 60th Anniversary of CSHS in 2022 with a focus deliberately on the 50th Anniversary of the Music Department.

The final school assembly saw the induction of 5 Churchlands Olympians into the Churchlands Champions Hall of Fame, with one in person speaking at the event and the others sending video messages to entertain and hopefully inspire the audience.

As always, ex staff and students are welcome to attend the committee meetings and even to nominate for a position in this friendly, collegiate and positive way to support the school.

Steve Reynolds

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.

There are several key indicators of academic performance in relation to Senior Secondary. The 2021 cohort performed strongly in several of these areas, in some measures the cohort achieved the best results since the implementation of the new WACE in 2016. This is evidenced by the various data and information contained in the following report.

- 65% of Churchlands students undertook four or more ATAR, which is greater than 'Like' schools
- WACE achievement rate was 95%, while this was significantly higher than public schools (89%), it was slightly lower than Like schools (98%). 48 students achieved a Certificate of Distinction, the highest number of Churchlands SHS students since the commencement of the new WACE in 2016
- Certificates of Merit - 77
- Certificates of Excellence - 6
- 8 students achieved an ATAR of 99 or above, the highest number since commencement of the new WACE in 2016
- Top performing courses – Design, Earth and Environmental Science, English as an Additional Language or Dialect, Geography, Health Studies, Modern History, Music, Physical Education Studies, Politics and Law
- Top ATAR - 99.8 Justin Su
- Median ATAR - 84.5
- 270 VET students, with 99% completing a Certificate II or higher

Rigorous counselling and interrogation of data continues to occur to ensure students maximise their results. The data suggests some refinement to the counselling processes prior to Year 12 would be beneficial. This is reflected in an increase in the number of students achieving an ATAR below 60 and the increase in the percentage of students in the bottom tricile. 26 students obtained an ATAR below 60 compared with 10 students in 2020.

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.

Median Australian Tertiary Admissions Rank

The school consistently ranks around the mid-80s mark. The 2021 figure of 84.5 was slightly below expected and below Like schools.

Year	2016	2017	2018	2019	2020	2021
Median ATAR	84.7	86.6	85.1	84.85	85.9	84.5

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 increase in the bottom 33% is a concern and indicates the need to refine counselling processes and investigate other strategies for improvement and support.

Year	Low %	Middle %	High %
2016	24	35	41
2017	17	37	46
2018	25	35	40
2019	22	40	39
2020	17	40	43
2021	26	36	38

Percentage of students with a scaled score over 70

This table shows the percentage of ATAR students who received a scaled score above 70. This is the minimum ATAR required entry into most Universities. A decrease in this performance indicator reflects the need to investigate strategies for improvement.

Year	2016	2017	2018	2019	2020	2021
%	81	88	83	83	87	81

Outstanding Course Performances

Churchlands SHS has been acknowledged as being amongst the top performing schools in the state in 9 ATAR courses. This is a very pleasing result Design, Earth and Environmental, English as an Additional Language or Dialect, Geography, Health Studies, Modern History, Music, Physical Education Studies, Politics and Law.

Churchlands SHS also scored better than the "State" and "like schools" in 9 ATAR courses when measuring the average final scaled score for each course. Particularly noteworthy were the outstanding results achieved by the students in Politics and Law, Geography and Music.

Year 12 Summary Statistics 2016-2021

Year	2017		2018		2019		2020		2021	
Year 12 Students	340		355		397		419		476	
Eligible to Graduate (Female) (Male)	340 (184) (156)		355 (177) (178)		397 (218) (179)		419 (204) (215)		476	
Graduated	329	(97%)	340	(97%)	381	(96%)	403	(96%)	406	(95%)
Number of ATAR Students	231	(68%)	278	(80%)	265	(67%)	263	(63%)	312	(59%)
Number completing a Unit of Competence	122	(41%)	227	(64%)	251	(63%)	264	(63%)	270	(51%)
Number completing Certificate II or higher	118	(97%)	220	(97%)	250	(99.6%)	263	(99.6%)	266	(98.6%)
Attainment Rate*	288	(97%)	334	(98%)	390	(98%)	416	(99%)	402	(93%)

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

Destination Data

The table below 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 2021" is reflected in the "2021" column and this corresponds with a 58% return on the surveys.

Destination	2017	2018	2019	2020	2021
Returned to School	1.3%	0%	0%	0%	0%
Apprenticeship / Traineeship	2.9%	1.7%	1%	1.3%	0.8%
TAFE	4.6%	15.4%	5.6%	5.6%	7.2%
University	51.1%	62.1%	67%	70.9%	57.2%
Employment	18.4%	7.2%	4.9%	5.6%	8%
Other Training	2%	0%	1%	0.3%	0%
Employment Assistance	7.2%	1.4%	2.8%	2%	2%
Other	4.6%	3.7%	5.9%	1.7%	0.8%
Deferred	7.9%	8.5%	11.8%	12.6%	9.4%

STATEWIDE TESTING

NAPLAN

In all measures Year 9 NAPLAN fell slightly below expectation. The school considers two significant factors have contributed to this. Clearly disruption to the learning program due to COVID-19 and managing the support structures to a cohort of students in excess of 540 during COVID-19 are the major contributors.

2020 – 2022 CSHS BUSINESS PLAN TARGET AREA:

Exceed current achievements against required DOE system performance standards.

Strategy 1: Percentages of Churchlands SHS students in Years 7 and 9 at or below national minimum standards in NAPLAN is reduced (measured against the previous four-year averages).

Tables reflect percentages of students Above, At and Below National Minimum Standard Levels.

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	97%	96%	94%	98%	97%	94%
At NMS	3%	3%	3%	2%	2%	4%
Below NMS	0%	1%	2%	0%	1%	1%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	95%	94%	92%	97%	96%	92%
At NMS	5%	5%	6%	3%	3%	5%
Below NMS	1%	1%	2%	1%	1%	2%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	78%	76%	89%	86%	90%	85%
At NMS	19%	15%	9%	11%	7%	10%
Below NMS	3%	8%	2%	3%	2%	5%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	93%	90%	92%	93%	94%	90%
At NMS	6%	6%	5%	6%	4%	8%
Below NMS	1%	4%	2%	1%	2%	2%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	93%	90%	90%	89%	91%	88%
At NMS	5%	7%	6%	10%	5%	8%
Below NMS	2%	2%	4%	2%	3%	4%

Strategy 2: Maintain or improve the Churchlands SHS mean scaled scores of students above the National Mean scaled scores in Years 7 and 9 NAPLAN.

NAPLAN	NAPLAN - Numeracy					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	589	642	596	644	591	629

NAPLAN	NAPLAN - Reading					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	579	620	576	623	577	615

NAPLAN	NAPLAN - Writing					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	531	572	550	597	558	586

NAPLAN	NAPLAN - Spelling					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	570	609	566	610	576	603

NAPLAN	NAPLAN - Grammar & Punctuation					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	583	614	572	613	575	602

A comprehensive review will be undertaken in 2022, with the following issues to be investigated:

- Staff training and adequate compensation for time taken to administer tests.
- A longer period of time allowed to ensure all students are logged on and ready to do the test – at least 30 minutes added to each test.
- Staff breaks.
- Timetabling models and tests times – investigate if periods 3 and 4 can be combined and a change made to the whole school timetable for the week.
- Parent and student communication models – ensuring the student laptops have the required Locked Down Browsers – potentially through Form visits.

NAPLAN Support - Year 7 and 9

All students are supported to prepare through their regular classes by sequencing the delivery of the syllabus (Writing) and through access to Reading Plus (Years 7-10).

1-2 weeks of targeted preparation around test literacy in class – resources and guidance supplied by Literacy Specialist (Year 9/10).

Small group, targeted literacy support is provided to students in Year 7 and 8 by Literacy and Numeracy Specialists and the Learning Support Teacher.

The Mathematics Department supports students in preparation of NAPLAN through both the provision of revision activities and support of IT implementation. Both years receive revision material that cater for NAPLAN and this is completed both at school and at home. This work includes previous NAPLAN tests and other support material. The same processes occur for OLNA with students identified through their NAPLAN results.

The Numeracy Specialist teacher is an additional source for students and they attend both before and after school classes to target specific content weaknesses. This small class environment provides a great opportunity for students to receive the assistance they need.

Targeted students also have access to OneNote that provides a large databank of content they can access both at school and at home. Parents are also educated so they can assist students in the access to these NAPLAN and OLNA resources.

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 Year 9 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 1 to have supported classes, we provide dedicated OLNA preparation sessions for all OLNA students as well as in class support.

	2017		2018		2019		2020		2021	
	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	Cohort size	Students that have not met OLNA standard
Year 9							499	106	519	
Year 10	445	50	424	55	480	46	465	43	486	53
Year 11	425	20	382	22	440	18	453	21	461	26
Year 12	359	4	341	9	425	8	429	8	432	10

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

Churchlands OLNA results have remained steady, with a very high percentage of students having OLNA by the end of Year 12.

OLNA Support Year 10 – One period revision program delivered across all classes by classroom teacher.

Literacy Specialist creates Reading Plus classes for weakest students to monitor engagement.

After school revision classes offered to approximately 80 weakest Year 10 students (by NAPLAN band).

Timetabled classes delivered by Literacy Specialists for Year 11 and 12 students.

ABORIGINAL EDUCATION

2021 saw the continued support of staff to build upon the work that commenced with the 2017–2019 Aboriginal Education Plan. There was evidence of a school-wide shift to embed the targets of the Aboriginal Cultural Standards Framework in teaching and learning. The Reconciliation Committee formulated a new Aboriginal Education Plan for 2020–2022 which will build upon the achievements of the previous plan and set new targets as we move into the future. A focus for the new plan was to continue with whole of staff professional learning in supporting our Aboriginal and Torres Strait Islander students.

A key achievement of the committee was the development of the collaborative reconciliation artwork produced alongside St Catherine's College and Follow the Dream. The artwork was over six meters long and included Indigenous students' artwork which depicted symbols of their families. Other students and staff were invited to participate and add symbols to represent their own families, resulting in a truly collaborative piece that represents many of the families of those in our school community. The artwork has now been professionally hung in the library.

With the onset of the COVID-19 pandemic several planned excursions and events were cancelled, which was disappointing for both staff and students. However, before the changes were announced, we managed to have Noongar Elder, Neville Collard, run some storytelling sessions with students, continuing his long-standing relationship with our school.

Part of NAIDOC Week celebrations had to be delayed until national Aboriginal and Torres Strait Islander Children's Day and Indigenous Literacy Day; this included quizzes, face painting, friendship bracelet craft, badge making, storytelling incursion and a Free Dress day. Each day staff were emailed "Did you know?" information to spread further understanding of Aboriginal history and improve staff's cultural competence. Posters with traditional Noongar uses of plants were created and placed around the school.

Our partnership with Follow the Dream led to some valuable cultural experiences for our students. A Year 12 student was invited to attend a camp at Coral Bay with Noongar Elder, Dr Noel Nannup, and senior Aboriginal students from other schools in the region. Year 10 students were also invited to a cultural camp. Younger students had the opportunity to attend a cultural "day camp" at Yanchep National Park where they engaged in a number of different cultural activities.

In late 2021 we created a photo book, which charted the history of celebrating the events and activities held over the past six years. In this photo book we included excursions, guest speakers, incursions, previous NAIDOC Week activities, Follow the Dream and AIME events.

A parent afternoon tea was held for the parents of Follow the Dream students, where we spoke to them about the aims of Follow the Dream, students shared their projects and parents had the opportunity to talk to tutors about their child's progress and achievements.

In December the team put together a display for "Churchlands Day" this included: a photobook display, a video of a musical performance, our school's Indigenous football guernsey and displays of work from Year 8 students who were studying Indigenous stories as part of their English course. We also had displays of our colouring-in competition winners, a bracelet making activity, and rock painting. Visitors were provided with a take-home food pack which included damper, native spice mixes and native preserves.

To finish the year, we hosted a special reward excursion to a specialist café and catering company in Inglewood that specialised in native food and is Indigenous-owned. This was attended by the Follow the Dream Coordinator and tutors, students were awarded prizes, and planning took place for 2022.

Throughout 2021, we continued with a number of positive steps in reconciliation at a school level. We continue to invite our Aboriginal students to make an Acknowledgement of Country for all assemblies and Rochelle Coleman completes a Welcome to Country at our Staff Conferences. The 2022 student diary used the NAIDOC Week reconciliation artwork. Also, to acknowledge the continued contribution of Rochelle Coleman, she has continued as the inaugural Aboriginal Education Officer. The FTE that has been provided will also support Rochelle to continue leading the Reconciliation Committee, further develop positive relationships between the school and the Indigenous community and continuing to provide support to teaching staff on how to best meet the academic, social and cultural needs of our Indigenous students.

ACADEMIC EXTENSION PROGRAM

The Academic Extension Program (AEP) spans Years 7 to 10. It utilises extension and acceleration of curriculum across the four MESH learning areas. Students are grouped based on their gifted and talented abilities, as research clearly indicates that gifted students thrive and excel when they collaborate with like students. The AEP teaching staff are selected based on their experience, expertise and passion for teaching.

The AEP Teaching and Learning Coordinator has a major role in facilitating and leading collaboration for staff in the development and implementation of cross-curricular and interdisciplinary projects. Part of this role requires sourcing and provision of ongoing PL for the latest pedagogy, specific to gifted and talented students. Using this shared knowledge and understandings, the AEP T&L 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".

In addition, the role of the AEP Teaching and Learning Coordinator includes the facilitation of support for underachieving students within the Academic Extension Program. This has included the development of policy and procedures which 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 supportive procedures have been completed and underachievement continues.

Existing enrichment activities for AEP students have been maintained and new initiatives for 2022 are being supported. Following the success in the previous years, the Inter-Disciplinary Learning Conceptual Framework of "Change" was expanded and improved, including a trial assessment of the General Capabilities, and subsequent reporting of the IDL achievements in the Schools Semester Two report.

The Year 10 extracurricular Biotechnology 10 week program at the Harry Perkins Institute continues to be part-funded with full participation. Year 7s will be introduced to Project Based Learning with linked cross-curricular activities with Maths and Science in Term 4. Despite COVID-19 disruption, some usual extracurricular experiences such as the Year 8 Coral Bay Camp was delayed and ran later in the year. In 2022, planning is underway for our Year 9 AEP students to undertake cross curricular project at a camp to Albany.

The general performance of our AEP group continues to be outstanding and compares favourably with the Perth Modern cohort medians as shown below. A total of 106 students in Year 12 2021 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	2020	2021
Above 99.00	6%	4%	5%	6%	3%	2%
95.00 - 98.95	23%	36%	35%	26%	32%	32%
90.00 - 94.95	37%	27%	26%	18%	27%	19%
Below 90	34%	33%	40%	50%	38%	47%

	2017	2018	2019	2020	2021
Mean ATAR for AEP group	93.10	93.0	90.0	90.0	88.4
Median for Churchlands SHS	86.60	85.1	84.85	85.9	84.5
Median for Perth Modern School	95.90	97.0	96.75	97.55	96.45

SCIENCE, TECHNOLOGIES, ENGINEERING AND MATHEMATICS (STEM)

The Churchlands Senior High School STEM program has been operating successfully for over six 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. In response to the COVID-19 shutdown and subsequent cancellation of several external events, Churchlands SHS held a number of internal STEM competitions including Bridge Building, Solar Car Races and interdisciplinary STEM skills challenges. The Pedal Prix team continued to train and work on their vehicles. This year the STEM cohort for the Science and Engineering Challenge won the state competition and were invited to nationals in Bendigo. Unfortunately, the COVID-19 outbreak in the second half of the year prevented this from going ahead.

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. Experienced Year 11 and 12 STEM students often act as mentors for younger students, building a more inclusive environment for all students. Last year saw the return of a number of alumni to help mentor STEM students during specific sessions – a relationship which continues in 2022.

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.

Student enrolment in the Year 9 and 10 optional courses have remained stable when considering lower enrolment numbers overall in Year 9. Feedback from 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.

The STEM Program in 2022 will continue to provide unique opportunities for students and seek out additional enrichment activities. This year sees the participation in the Swinburne Space Challenge for upper school students, and, in response to student feedback, the STEM Program will be investigating ways to create general upper school course for students who thrive on project-based learning.

STUDENT INFORMATION

ENROLMENT TRENDS

The following table shows enrolment patterns by year group as of the February census from 2016 to 2021. Following a period of significant growth, the school enrolment reached its maximum in 2019 and, with the establishment of Bob Hawke College, enrolment pressure at Churchlands SHS continues to ease.

It is also worth noting that associated with the school's population growth there has been a noticeable decrease in the percentage of enrolments coming from our feeder primary schools. With a 9% decrease over the past three years a number of parents are exercising alternative options for their child's schooling. As enrolments stabilise it is hoped this trend reverses.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2016	464	435	434	398	386	368	2485
2017	506	468	433	434	387	354	2582
2018	498	500	473	446	433	376	2718
2019	530	506	510	480	440	415	2880
2020	421	531	500	485	477	428	2842
2021	407	416	531	486	474	451	2765

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 has been common for retention rates to exceed 100% for the Year 8 to Year 12 cohort although the 2020 and 2021 data is under 100% for the first time in 15 years. Retention rates between Years 10 to 12 and Years 11 to 12 are results which are significantly above state averages. There is a noticeable trend that over the past two years Churchlands has seen retention dropping below 100% for the first time. It may be assumed that school size has had an impact, though this cannot be substantiated.

Years	2016 %	2017 %	2018 %	2019 %	2020 %	2021 %
8-12	102.5	102.0	106.8	100.7	98.4	97.6
10-12	102.2	94.7	94.7	95.6	96.0	93.5
11-12	94.6	91.7	97.4	95.8	97.3	94.1

ATTENDANCE INFORMATION

Attendance is a vital statistic in student performance. The higher the attendance rate, the greater the opportunity for students to achieve to their full potential. Attendance data is divided into four categories so that schools can address specific strategies for specific attendance issues.

Regular attendance is categorised as over 90% attendance but it is important to note that a student can achieve this category whilst missing one day of school each fortnight.

The table below shows the categories over a five year period. The school would be looking for a steady improvement in regular attendance and a decline in the other three categories.

The 2020 data is significantly different to the previous data. This is due to COVID-19 and that students studied from home for at least four weeks and up to seven weeks. Over this period, students were all marked as being involved in online learning (learning from home) and so the attendance rates for this period were 100%. This has skewed our data.

DOE at Risk Attendance Categories	2015	2016	2017	2018	2019	2020
Regular (90 - 100%)	79%	77%	78%	78%	73%	87%
Slight (80 - 89%)	14%	15%	14%	15%	18%	9%
Moderate (60 - 79%)	5%	5%	5%	5%	7%	3%
Severe (0 - 59%)	2%	3%	3%	2%	2%	2%

The targets set are linked to the School's Operational Plan 2020 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 2842 students they attend 92% or more of the time.
ACHIEVED 95.2% (This data is skewed due to COVID-19)
- 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.
ACHIEVED 84.6% (This data is skewed due to COVID-19) (20 out of 26 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 (2765 for this review) continues to be strong. This 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
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%
2020	94%	89%	89%	86%	84%	77%
2021	92%	91%	89%	88%	92%	90%

(This data is skewed due to COVID-19)

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 5.9% of the total student population were suspended throughout 2021. Only 2% of the student population were suspended more than once with a total of 163 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 ensures consistent and fair consequences are given to students and a support network and strategies are put in place, including Individual Behaviour Support 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) 4 days	-	-	-	(1) 19 days	-
2. Verbal abuse of staff	(5) 16 days	(8) 20 days	(9) 45 days	(6) 37 days	(4) 29 days	(1) 1 days
3. Physical assault of student	(11) 42 days	(9) 52 days	(17) 65 days	(4) 16 days	(4) 49 days	(2) 5 days
4. Verbal assault of student	(8) 15 days	(7) 44 days	(6) 44 days	(2) 2 days	(3) 12 days	-
5. Offence against property	(3) 4 days	(4) 18 days	(4) 12 days	(4) 12 days	-	-
6. Violation of BMIS classroom or school rules	(5) 12 days	(10) 77 days	(19) 87 days	(6) 27 days	(7) 26 days	(6) 14 days
7. Substance misuse	-	(13) 25 days	(12) 34 days	(4) 11 days	(7) 15 days	-
8. Illegal substance offence	-	(6) 12 days	(3) 13 days	(1) 2 days	(2) 7 days	-
9. Other	(1) 2 days	(5) 19 days	(4) 16 days	(1) 4 days	(1) 2 days	(1) 3 days
No. of students	27	32	44	24	26	10
Number of offences	45	99	107	36	41	10
Number of days, suspension	99	267	316	111	159	23
Cohort	407	416	531	486	474	451

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 2016 to 2021.

	2016	2017	2018	2019	2020	2021
STUDENT POPULATION	2539	2718	2780	2874	2912	2765
Number of students involved	84	112	131	104	126	163
Number of different offences	89	195	115	202	289	338
Number of days suspension	218	420	243	506	808	975

GIFTED AND TALENTED MUSIC EDUCATION

Our music teachers embraced remote teaching and socially distanced musical activities and exhibited an impressive level of ingenuity in preparing materials for online delivery.

Many of our teachers and students participated in ANZAC Day services on their driveways, which provided a moment of peace and reflection for their communities.

With COVID-19 restrictions cancelling performances, one of the positives is the return to Perth of International Jazz performers. So we were able to engage with them to provide master classes and workshops for our students.

By Term 3, we had returned to regular rehearsals and concerts (with ticket limitations) as we were in one of the few places on the planet where safe participation in group music-making was possible. The positive contribution that rehearsals and group activities played in supporting our students' mental health cannot be overestimated, and parents' feedback emphasised this.

Our Year 12 students overcame an interrupted Semester 1 to produce wonderful performances in their ATAR recitals. It is always a privilege to hear them perform at the pinnacle of their high school training. Hearing the top five performers at our Presentation Evening is an absolute delight for the students, parents and teachers alike.

We ran our successful "Accelerando into Churchlands" program for the second time, and again, 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.

In addition to this, we ran workshops and performances targeting primary school music specialists to increase their confidence by providing training and advice on musical matters and increasing their familiarity, knowledge and understanding of the music opportunities available at Churchlands and our expectations.

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 10 consecutive years – longer than any other subject taught at Churchlands.
- ATAR music was ranked first in terms of the differential (a measure of how students performed in the music course compared to other courses).
- 50% of our Year 12 ATAR Music students counted music as one of their top two scores, contributing to their final ATAR result.
- 2 of the 8 (25%) Certificate of Excellence students also studies ATAR Music.
- 9 CSHS ATAR Music students received ATAR Certificates of Distinction despite their additional non-ATAR musical commitments.
- 14 CSHS ATAR Music students received ATAR Certificates of Merit.
- Churchlands provided over 7.6% of the state Stage 3 music students 23 out of 302.
- Percentage of students whose scaled scores are at or more than the state mean: Churchlands ATAR Music 78%, Like Schools: 58%, State 53%.
- 8 students (35%) scored above 75%.
- 74% CSHS Music A/B grades. State Average 61% A/B grades.

This table shows the number of applications to GATE Music over recent years.

Years	2017	2018	2019	2020	2021
Number of Year 6 GATE MUSIC applicants for the following year (CSHS 1st Preference)	250 (88)	237 (80)	233 (78)	266 (92)	257 (94)
Applicants who met the standard and enrolled the following year	-	52	45	49	59
Total number of GATE applicants to ALL programs	3600	4200	4500	4676	4847
Gifted and Talented Music application numbers are steady, although the number of applicants to the Music program decreases in total preference count due to increasing interest in the Music Program at John Curtin College of the Arts.					

Churchlands SHS is funded for 64 GATE Music students to enter Year 7 each year. The school maintains a high standard all GATE Music applicants must meet, meaning that not all 64 places are initially filled. This has advantages as aspirant GATE Music students may apply to join the program in Years 8 to 10.

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

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. We currently have two CERT IV qualified teachers and a third one completing her training.

VALUES IN THE COMMUNITY

Community Service

The Community Service program once again provided opportunities for Year 10, 11 and 12 students to develop the values, skills and understandings needed to contribute to civic wellbeing.

Involvement in community service connects students to their communities and develops an ethos of service. Our program allowed students to put values into action, learn new skills and explore a range of career opportunities. Students participating in the Community Service program gained a better understanding of people and the issues affecting their wellbeing. They developed an understanding that they can make a difference to their communities in which they live through their actions.

Our Community Service program is active, both in and out of school hours. These hours are done individually as well as collaboratively and through multiple activities over a period of three years. Activities introduced by the community service department often provide a service in an area of need within the school and local environment. We are always community-orientated, providing a service in an area of need within the broader community.

Our graduating Year 12 students this year, despite the COVID-19 restrictions, accumulated 25,600 community service hours at the end of 2021. These hours show students' engagement in community service continues to grow and that Churchlands SHS has established new networks with our local community.

This year we placed many Year 12 students in leadership positions at events supervising other younger students. These students worked together to develop team work, and social care for each other, making new friends as well as giving support for people who need it. Our objective in community service is compassionate caring for each other and our world. Many student leaders took on the responsibility of different areas within the community service department.

- Working with peers across the school as well as supporting the school within as student councillors, peer mentors, coaching, fundraising, recycling, gardening and the breakfast program.
- Within their local communities for aged care, animal welfare, childcare, culture, education, care of the environment, health, disability services, refugee support, WA Cadets, Youth groups, sporting, cultural and service clubs, religious groups, charity fun runs.

Our students have been back in the community continuing volunteering throughout 2021 even though there were still a few restrictions.

Duke of Edinburgh

We again made the Top 10 list for both registration and completions. In 2021, we achieved 64 new registrations and 26 completions, ranking 10th for Registrations and 9th for Completions across 108 schools in WA.

This program is endorsed with the Department of Education and is based on enduring principles and a robust methodology, but it is flexible enough to be used by any young person whatever their needs.

The Award focuses not only on external and universal standards, but also on self-directed learning, based on their individual goals. All students can take part and achieve their Award, whatever their starting point is. The Award has played a vital role in providing opportunities for our students to develop essential life skills, complementing their formal education. The program enables students to grow in many areas and in their ability to contribute positively in our communities. 2021 saw Churchlands SHS students achieve 42 C grade equivalents towards WACE points with the Duke of Edinburgh Award.

STAFF INFORMATION

TEACHING STAFF PROFILE

Recruitments

The objective of recruiting, maintaining and training staff was to address the school business plan within the budget. 2021 presented challenges due to COVID-19.

Staffing was stable with only six retirements and five resignations, representing a rate of 1.9% and 1.7% respectively. As a result, very few permanent appointments were made. Maternity leave and Long Service Leave cover was challenging to fill.

- The school had 254 permanent teaching and non-teaching staff and 50 fixed-term staff.
- 81% of teachers were permanent.
- 38% of teaching staff were senior teachers.
- There were 21 Level 3 teachers on staff.
- 60% of staff were full-time and 40% as part-time.
- Male to Female ratio for teaching staff was stable at 40% to 60%.
- Number of female staff in leadership was constant over the last five years.

Professional Development

All teachers participated in professional learning activities during 2021, . Due to COVID-19 restrictions, some of these were delayed. 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.
- Professional development of L3 and L4 staff through the Leadership Centre.

Statistics for workforce at Churchlands SHS for 2021

Table 1: FTE and headcount of staff for occupation groups.

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	7	6.2	0	0.0	7	6.2
HOLA/Coordinator	18	16.8	1	1.0	19	17.8
Teacher	170	149.3	9	8.5	179	157.8
Education Support EAs	14	11.4	1	1.0	15	12.4
Admin	29	24.3	3	3.0	32	27.3
Cleaner	22	11.3	0	0.0	22	11.3
Gardener	3	2.6	0	0.0	3	2.6
Other	21	17.1	5	4.0	26	21.1
Grand Total	284	239.0	19	17.5	303	256.5

The above numbers are expected to be stable for the next two years as a large cohort of students move from Middle Secondary to Senior Secondary.

Students and Staff Trend

Table 2: Student and staff numbers (teaching and support) for each year since 2017.

Students and Staff Trend				
Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2017	277	204	73	2581
2018	277	199	78	2718
2019	289	207	82	2880
2020	302	215	87	2842
2021	290	205	85	2765

Staffing levels have remained constant, but support staff numbers have increased. Student numbers have, as predicted, declined due to Bob Hawke College.

Major categories of Leave from 2017 to 2021

Sick leave and carers leave were the major categories of leave staff requested. These are managed at a local level.

Table 3: Sick and Family Carers Leave for Teaching Staff.

Sick and Family Carers Leave for Teaching Staff				
Year	Leave with evidence	Leave without evidence	Unpaid Leave	Average Sick/Family Carers leave per Teaching Staff FTE
2017	693.7	667.1	37.3	7.6
2018	859.3	630.1	184.0	9.2
2019	809.3	784.9	362.8	10.2
2020	368.9	201.9	167.4	3.9
2021	246.3	264.5	239.9	10.9

*The average sick/family carers leave has spiked to 10.9 per staff. Mainly due to COVID-19 leave.
The massive rise in unpaid leave is due to staff taking unpaid leave during COVID-19.*

Workforce Planning 2020 and into the future

Workforce planning is a process of identifying the workforce capacity and capability. To address the school business plan and DoE business-plan a digital census of all staff at Churchlands SHS was carried out.

This census was based on the Australian Federal public sector census. The census questions were grouped into 12 categories. As an example, one of the categories was that of Engagement. The Engagement category measures the emotional connection and commitment staff have with Churchlands SHS. This category is connected to the Effective Leadership in our plan and concurrently to the DoE Focus of Evidence driven decision making.

The following table provides an insight of the census results. Overwhelmingly positive results but the Neutrals need to be examined carefully.

Table 4: Workforce Census Summary.

Workforce Census Summary			
Category (Index)	% Positive	% Neutral	% Negative
1 Employee Engagement	76	14	10
2 Wellbeing	61	22	13
3 Inclusion and diversity	76	21	3
4 Executive leadership	55	26	19
5 Leadership group	52	33	15
6 Line Managers	77	15	8
7 Workplace culture	71	23	6
8 Workplace condition	71	17	12
9 Workgroup performance	89	7	4
10 Performance management	67	20	13
11 Capability	90	8	2
12 Career intentions	90	6	4

SCHOOL FINANCIAL REPORT

INCOME	2017	2018	2019	2020	2021
Opening Balance	320,908	84,032	805,579	1,002,763	1,617,206
Voluntary Contributions	263,042	283,164	288,936	263,733	252,135
Charges	732,009	726,619	787,052	758,506	780,348
Government Allowances	100,123	96,575	117,205	110,775	110,964
Approved Charges/Options/Donations	319,683	308,661	308,974	294,491	298,212
Incursions/Excursions	1,104,047	1,192,215	1,820,846	780,393	673,168
DoE Grant/Other Grant	77,369	67,413	60,513	59,402	64,106
Music Tour Charges*	412,121	293,082			
P&C Donations	104,165	23,407	166,888	239,467	60,919
International Fee Paying Students	965		5,313	7,686	
Miscellaneous/Other	220,781	285,683	292,538	1,028,467	235,938
Facility Hire	158,902	283,371	322,852	146,466	279,290
Internal Transfers	620,949	1,964,516	903,890	1,721,335	288,163
Cash Transfers - DoE to School	2,509,226	1,559,139	2,443,525	2,562,178	1,687,525
Student Centred Funding	25,661,852	25,266,994	27,423,015	27,968,404	27,853,826
	32,606,142	32,434,870	35,747,127	36,944,067	34,201,800
EXPENDITURE					
Other Specific Programs/Curriculum	219,837	383,120	310,842	268,110	288,521
Student Services	61,402	75,063	76,046	70,841	83,567
Administration	1,021,064	665,980	745,173	673,230	861,935
Physical Resources/Repairs/Maintenance/Grounds	401,059	476,232	355,128	337,774	209,019
Capital Works	399,457	227,243	726,546	1,848,455	298,956
ITC	330,236	370,482	375,735	265,698	480,084
Staff/Professional Development	115,687	51,649	83,169	67,200	168,359
Utilities	526,011	491,362	557,109	427,455	396,367
Student Functions/Activities	1,295,399	1,041,547	1,022,954	94,650	149,699
Faculties	1,265,324	1,647,074	1,708,482	1,155,734	1,357,998
Other - Refunds/Enterprise	11,769	48,475	52,054	1,316,104	278,621
Transfers to Reserves	1,029,960	884,069	1,308,112	833,206	1,001,041
Surplus/Carried Forward	84,032	805,579	1,002,763	1,617,206	773,807
Salaries - Teaching & Non Teaching Staff	23,768,009	23,736,751	24,767,814	25,261,399	25,763,995
	30,529,246	30,904,627	33,091,926	34,237,062	32,111,969
* Included in Incursions/Excursions					
P&C Collection	90,188	92,118	103,410	90,645	96,201
SPECIAL PROJECTS					
Swimming Pool		27,017	397,448	467,160	
Office Renovations/Blinds		105,640			82,842
Student Toilets			83,885		
Photovoltaic Solar System 400 kW				686,249	26,932
Carpets		2,718			
Commercial Kitchen/Textiles Room				634,585	
Airconditioning		7,500			10,110
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			65,935
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		
Landscaping					11,520
	386,176	338,391	681,352	1,787,994	197,339