



**CHURCHLANDS**  
SENIOR HIGH SCHOOL

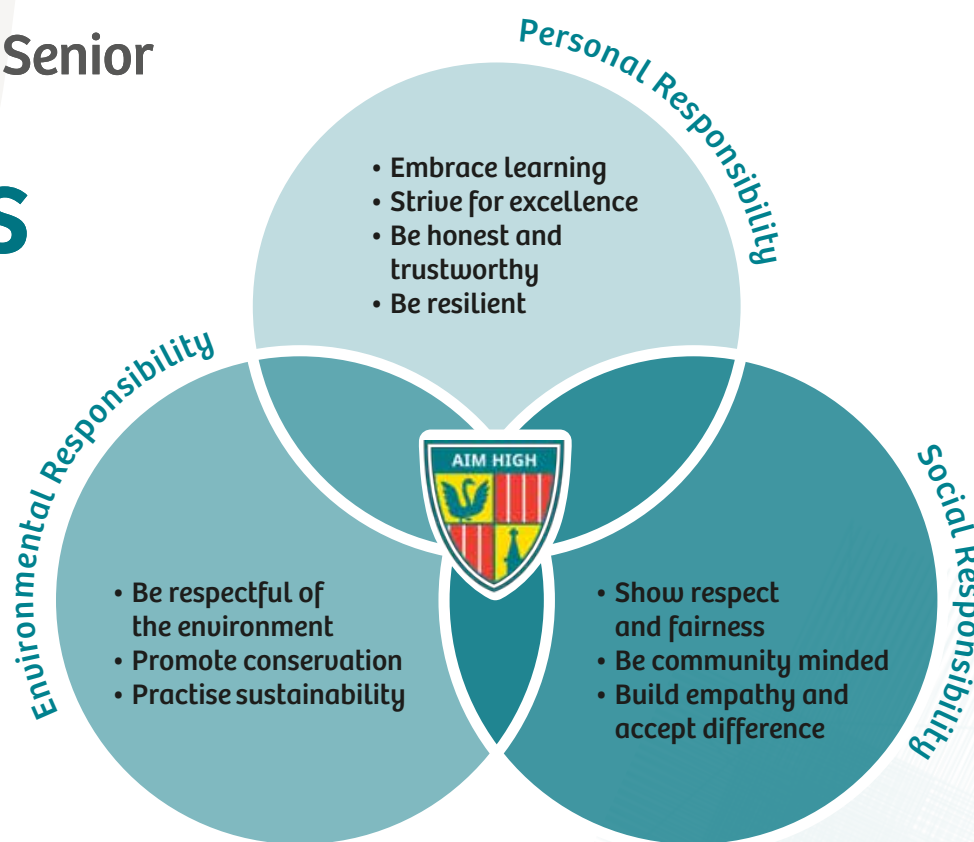
# **ANNUAL REPORT 2022**

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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 which catered for approximately 2600 students from Years 7 to 12 in 2022. 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 60% 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. Recent innovations in the area of STEM programs and the impending STEM building have engaged the interests of many students with teacher capacity able to meet this need. Similarly, there is a wide range of opportunities in the cultural and academic fields, while our extensive Community Service Program is unique among Government schools.

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. Churchlands appears to be able to provide for all interests by offering a huge range of courses/subjects that appeal to our students.

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. A well established program which supports the 50th year reunion for students who graduated in the late sixties and early seventies is now an entrenched part of the school's alumni.

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 2022 the student population was 2624 with enrolment numbers decreasing due to the opening of Bob Hawke College. It is anticipated that enrolments will stabilise from 2025 onwards to be between 2150 and 2250.



# PRINCIPAL



The 2022 academic year opened with numerous challenges for the school. COVID-19 was sweeping Perth, masks were mandated, double vaccination for all staff was required and Industrial directives were in place. Gatherings took place on Teams or Zoom, excursions were not allowed and assemblies were cancelled. This resulted in significant absenteeism rates for students and staff during Term 1, but we coped and school returned to some form of normality by the beginning of Semester 2.

Amongst all of this, remarkably a return to multiple successes in our ATAR results was a feature. Churchland's performance in a range of outcomes both from the press and within our internal measures indicated substantial improvement from the past three years. A significantly higher median ATAR, two students receiving General Exhibitions and two students receiving Subject Exhibitions were the highlights of the school's performance.

With the growth of Bob Hawke College student enrolments continued their gradual decline, down by 140 to 2624 students. This trend should continue for the next three years followed by a period of stability. A pleasing feature of this is the school's football oval will be fully cleared of demountable classrooms for the commencement of 2023. By the end of Term 1 2023 it is expected that the oval will be handed back to the school and fully functional.

Churchland's teachers commenced the development of the 2023 – 2026 Business Plan early in 2022. Following feedback from all stakeholders, this was endorsed by the School Board and now sets our school's directions for the next four years.

The 2022 academic program continued as planned. OLNA testing in Years 10 to 12 and NAPLAN testing in Years 7 and 9 was completed with the school continuing to receive pleasing results. As a school we have developed a Quality Teaching and Learning Framework which in many ways is a synopsis of the school's pedagogical directions for the last 15 years. This along with an emphasis on formative assessment will form the pillars of our staff development over the period of our Business Plan.

The Churchland's School of Music under the direction of Mr Glenn Robinson continues to set the standard for music education in Western Australia. The concert series showcasing the ensembles Senior, Intermediate and Junior students continued to perform at an outstanding level. Our music students continued to undertake community support with numerous performances with the ANZAC and Remembrance Day services being amongst the most memorable.

Our focus on Community Service continues with Churchlands students graduating with an average of 50 plus hours of accredited Community Service. The number of students undertaking the Duke of Edinburgh continues to grow with over 20 completing the Silver level in 2022.

Our Arts community continues to hold key events throughout the year. Student art exhibitions and the P&C Creating Communities Arts Exhibition have been very successful and popular with all. The school production of the musical *Annie* was again an outstanding event and was well supported by our community. Special acknowledgement here as the cast and production team had to rehearse and produce this event with COVID-19 restrictions in place.

Again I would also acknowledge our Physical Education teachers who continue to provide amazing opportunities for our students both in and out of school.

Finally I commend this report to you as it details our summary of key programs, events and performances. Our motto of "Aim High" and the school's personal, social and environmental values are an undercurrent throughout the report.

*Neil Hunt*



# SCHOOL BOARD CHAIR



It is a pleasure to bring you the board report for 2022.

Navigating the complexities of the COVID-19 pandemic challenged the school community once again. The board applauds the resilience of staff and students as they dealt with these difficulties. To maintain schedules and keep classes running smoothly with record low

staff numbers at the height of the pandemic, and to sustain high levels of performance is commendable and speaks volumes to the strength and spirit of Churchlands SHS. The production of the musical, Annie, is but one memorable example.

The highly skilled and engaged board members brought their personal connections and passion for the school and education to their board duties. These qualities combined with an exceptional level of collaboration and professional diversity helped the board in performing their role to the school community at the highest level. For details of board and members roles visit <https://www.churchlands.wa.edu.au/our-community/school-board>.

The board reviewed the School's Business Plan, ensuring alignment with Education Department protocols. Encouraged by the positive outcome of the 2020 external School Review, we worked to ensure the school maintains a strong emphasis on the four focus areas of the current 2020-2022 Business Plan: Active Citizenship, Effective Leadership, High Quality Teaching, and Success for all Students.

I would like to congratulate Sienna Rawson and Julian Tearney on behalf of the board for their inclusive leadership during 2022 and thank them for the energy and commitment they brought to capture and communicate the student voice at board level. Sienna and Julian worked tirelessly to implement initiatives centred around the school values of personal, social, and environmental responsibility such as emphasising wellbeing to offer support and mental health initiatives, setting up an Instagram page for greater communication, and the implementation of recycle bins for increased sustainability. They also successfully worked through the complex process of policy change being instrumental in adjusting the school uniform policy. The board greatly appreciates their input.

The board supports and assists the Churchlands Foundation in expanding its scholarship program to incorporate academic, environment, leadership and other programs including languages, sports, and Indigenous and disability studies. We will continue to monitor the processes and outcomes.

Finally, 2022 was an exciting time to be part of the Churchlands SHS community celebrating 50 years of the incredible music program, and 60 years since the school began. The Circle of Life extravaganza was a phenomenal concert of monumental effort to celebrate these milestones; the board acknowledges the efforts of all those involved and marvels at the talents of current and past students. We can all reflect on these achievements with a huge sense of pride.

*Katherine Sturley*



# HIGH QUALITY TEACHING - THE CHURCHLANDS ART OF TEACHING

At Churchlands SHS we believe that “teachers are among the most powerful influences of learning” (Hattie, 2008). Educators know, that of all the factors that impact student learning, the most powerful factor that we can control is the quality of teaching. If we are to boost the achievement and wellbeing of our students, we need to support every one of our teachers to maximise their impact on learning for each individual student. As a school, we have prioritised the continued development of high quality teaching and learning with a shared ownership to support the successful learning of all students.

The Quality Teaching and Learning Framework has been developed over the last two years and represents our vision for best practice in our classrooms. Throughout the development phase, consultation and collaboration has been extensive. These conversations, combined with the collective intelligence regarding teaching practices that we are fortunate to have available at the school, have produced an exceptionally high quality and forward-thinking document.

Formative Assessment “This powerful learning process enhances the learning of those who are already excelling, jump-starts and sustains learners who are smoldering with potential, and increases achievement for all students. What’s more, formative assessment raises teacher quality and forges learning partnerships between students and teachers that make a huge difference in what happens every minute in each lesson” (Moss and Brookhart, 2019). According to research there is nothing that teachers can develop in their practice that will have a bigger benefit for their students than making more use of classroom formative assessment. There can be no question that the whole-school focus on formative assessment is well-grounded in research and deserving of the time allocated to it. In 2022, we developed the capacity of a group of teachers to lead their Learning Areas as they embrace these practices. On each PD day, time was allocated for this purpose and the format was one of an action learning cycle, with time provided to plan, implement and reflect on the outcomes. This was a critical element in our success. Simultaneously, the programs for Year 7 and 8 courses were adapted to allow time for teachers to utilise formative assessment practices. For 2023, we will work increasingly with our students and parents to ensure that they embrace the opportunities presented.

Our model for teacher’s professional learning on our PD days, colloquially known as the Think Tank, continues to go from strength to strength. Since our own staff develop and facilitate a sequence of four workshops for their colleagues, the knowledge and skills presented reflect our unique context and can be readily transferred to the classroom. For teachers, the opportunity to choose an area on which they would like to focus and develop their skills is highly valued. The collaboration across Learning Areas improves the connections across the school and the conversations around teaching and learning are rich and meaningful. The list of topics offered each

year is extensive and most staff would have liked the opportunity to select more than one. With our recent focus on formative assessment across the school there has been a corresponding suite of workshops developed on this topic within the Think Tank offerings and the uptake by staff has been significant. The partnership between these two initiatives has only served to enhance the development of our teachers in the formative assessment practices they employ.

The Churchlands Art of Teaching (ChArT) has provided the foundation for all of the work we undertake to develop high quality teachers. This whole-school approach to teaching and learning has been a focus for more than 15 years and is constantly evolving to support teachers to implement contemporary evidence-based practices which improve student learning outcomes. Our goal is to ensure that our teachers have a repertoire of strategies from which they can select to best promote student learning. Our teaching practices maximise engagement, build a common language and promote teacher reflection. Over the last two years we have been developing and trialling a new course called “Thinking” which will be further refined before it is offered in the future. Another feature of our work has been the CMS Conference Accreditation Training, and the subsequent quality assurance to ensure that this continues to be a vehicle for classroom observation, reflection and conversation around teaching and learning at all stages of career development. It must be acknowledged that COVID-19 impacted the provision of this school-based professional learning in 2022 but we are working to address this in 2023.

At the end of 2022 an audit of current staff completion of ChArT PL was undertaken to inform our future planning and the results are summarised below:

ChArt Professional Learning	Course Completion (% current staff)
Classroom management - Foundation	40
Instructional strategies for engagement	50
IDEAS - ICT, differentiation & formative assessment	37
Thinking	6
Conference Accreditation Training	11
Conference Accreditation Training quality assured	8

Improving teaching practice is a responsibility shared between teachers, support staff and school leaders. Our clear intention is to create the conditions for teachers to continue to improve their practice and perform at their best.



# A SCHOOL OF OPPORTUNITY AND ACHIEVEMENT

Student's academic progress and ultimately achievement is without doubt the most important measure of success of an individual, program and school. However, at Churchlands SHS we believe that our school offers students opportunities to engage in a range of endeavours that significantly contributes to their physical, social and emotional development and enhances their education experience.

The following points outline some key achievement and success indicators of the 2022 cohort.

WACE achievement rate was 96% which was slightly lower than like schools (98%), however significantly above public schools (89%).

Janvier Valmiki and Henry Lee received a General Exhibition award for achieving a WACE score in the top 50 students in the state.

The following students received a Subject Exhibition award for achieving the highest examination score in an ATAR course:

- Max McDonald – Politics and Law
- Ella Colmer - Psychology
- Certificate of Distinction - 31
- Certificates of Merit – 79, the highest since the commencement of the new WACE in 2016
- Certificates of Excellence - 7

13 students achieved an ATAR of 99 or above, the highest number since the commencement on the new Wace in 2016.

The following courses were acknowledged as having the highest performing students based on the percentage of students at Churchlands who had a combined score in the top 15 percent of all students in that course; Finance, Chinese as a Second Language, Earth and Environmental Science, English as an Additional Language/Dialect, French as a Second Language, Geography, Health Studies, Mathematics Specialist, Music, Physical Education Studies, Politics and Law.

Our top ATAR scores were awarded to Daniel Tyers and Janvier Valmiki with 99.8.

Our Median ATAR was 87.9.

262 VET students with 93 percent completing a Certificate II or higher completion.

The rigorous interrogation of achievement data to drive improvement in teaching, learning and assessment, along with strong counselling processes is reflected in some key improvements in the achievement data for 2022. There was a decrease in students with an ATAR less than 60 and a decrease in the percentage of students in the bottom trile in comparison to 2021.

## Median Australian Tertiary Admissions Rank

The median ATAR for 2022 was 87.9 which is the highest since the commencement of the new WACE in 2016 and was above both and like schools. This was a very pleasing result and a considerable improvement from 2021.

Year	2017	2018	2019	2020	2021	2022
<b>Median ATAR</b>	86.6	85.1	84.85	85.9	84.5	87.9

## 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 of ATAR student in the state. In an average school 33% of the ATAR students could be expected to fall into each category. In 2022 there was a reduction of the percentage in the lower third which is was pleasing to note.

Year	Low %	Middle %	High %
<b>2017</b>	17	37	46
<b>2018</b>	25	35	40
<b>2019</b>	22	40	39
<b>2020</b>	17	40	43
<b>2021</b>	26	36	38
<b>2022</b>	20	38	42

## Percentage of students with a scaled score over 70

70 is the minimum ATAR required for entry into most universities and would be the minimum target for ATAR students. It is positive to see an improvement from 2021 and that the percentage of students achieving this minimum is in the high eighties.

Year	2017	2018	2019	2020	2021	2022
<b>%</b>	88	83	83	87	81	87

## Outstanding Course Performances

Churchlands SHS had 12 ATAR courses perform better than 'like' and 'state' school when comparing mean final scaled score. Particularly noteworthy were the outstanding results achieved by Accounting and Finance, Politics and Law, Mathematics Specialist, Physical Education Studies and Health Studies.



### Year 12 Summary Statistics 2018-2022

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	2018		2019		2020		2021		2022	
<b>Year 12 Students eligible for WACE</b>	355		397		419		476		435	
<b>WACE Achievement</b>	340	(97%)	381	(96%)	403	(96%)	406	(95%)	419	(96%)
<b>Number of ATAR Students</b>	278	(80%)	265	(67%)	263	(63%)	312	(59%)	274	(56%)
<b>Number completing a Unit of Competence</b>	227	(64%)	251	(63%)	264	(63%)	270	(51%)	262	(54%)
<b>Number completing Certificate II or higher</b>	220	(97%)	250	(99.6%)	263	(99.6%)	266	(98.6%)	242	(92.4%)
<b>Attainment Rate*</b>	334	(98%)	390	(98%)	416	(99%)	402	(93%)	401	(92%)

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

## STATEWIDE TESTING

### NAPLAN

NAPLAN is an annual assessment in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

Churchlands SHS recognises that NAPLAN is a key tool in assessing student performance as it is a national benchmark test.

### 2020 – 2022 CSHS BUSINESS PLAN TARGET AREA:

Exceed current achievements against required DOE system performance standards.

**Target 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					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	94%	98%	97%	94%	89%	95%
At NMS	3%	2%	2%	4%	9%	4%
Below NMS	2%	0%	1%	1%	2%	1%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	92%	97%	96%	92%	94%	95%
At NMS	6%	3%	3%	5%	4%	4%
Below NMS	2%	1%	1%	2%	2%	1%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	89%	86%	90%	85%	89%	85%
At NMS	9%	11%	7%	10%	9%	11%
Below NMS	2%	3%	2%	5%	2%	4%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	92%	93%	94%	90%	93%	91%
At NMS	5%	6%	4%	8%	5%	7%
Below NMS	2%	1%	2%	2%	2%	2%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	90%	89%	91%	88%	91%	87%
At NMS	6%	10%	5%	8%	7%	10%
Below NMS	4%	2%	3%	4%	2%	3%

**Target 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					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	596	644	591	629	556	632

NAPLAN	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	576	623	577	615	579	621

NAPLAN	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	550	597	558	586	556	594

NAPLAN	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	566	610	576	603	578	602

NAPLAN	NAPLAN - Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	572	613	575	602	573	614

Churchlands has maintained its outcomes with respect to both targets as the tables show minor changes over past years which is to be expected with cohort changes.

Writing results continue to be outperformed by other measures and we can also note a small increase in the number/percentage of students who are below the National Minimum Standard. This will be a focus for the English Department in 2023.

## Summary of Strategies

In 2022 testing was completed in the Mathematics Building with an online environment and comprehensive IT support. The administration of the test was relatively smooth with students having access to additional laptops and extra time if required. Adequate infrastructure existed so that connections were established and maintained. The School also took the opportunity to trial a change of school times for lessons.

### 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 (on-line reading comprehension resource). In Year 7 the Writing genre is Narrative. There is an expectation the teachers in the Primary Schools will have done a lot of work with students since Year 5 and a belief that the focus of Year 7 should be on students' making a successful transition to high school. In Year 9 all classes follow a set program of lessons teaching Persuasive and Narrative Writing.

Both year groups have a week of targeted preparation around test literacy in class – resources and guidance supplied HOLA, 2IC Lower School and Year 7 & 9 Course Coordinators.

OLNA support is provided to students by their classroom teachers in Years 9 and 10.

Small-group, targeted literacy support is provided to students in Year 7 and 8 by the 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 are required to demonstrate a minimum standard of literacy and numeracy to meet WACE requirements. This can be done by achieving Band 8 or above in Year 9 NAPLAN or achieving category 3 in each of the online assessments; Reading, Writing and Numeracy. Students have six opportunities to achieve the standard in each assessment before the completion of Year 12.

Support is provided to students who demonstrated literacy and numeracy needs through a range of classes and sessions. Students who have yet to demonstrate the standard are provided with dedicated OLNA preparation classes as well as in class support. Time is allocated to a Literacy and Numeracy specialists to provide targeted sessions towards OLNA achievement.

OLNA completion remains relatively high with the percentage of students not meeting one or more components by the end of Year 12 lower than like schools.

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
<b>2022</b>	243	164	19	14	8
	54.2%	36.6%	4.2%	3.1%	1.8%
<b>Like Schools</b>	54.7%	33.0%	7.3%	2.6%	2.3%

## ABORIGINAL EDUCATION

The newly formed Aboriginal Education team of Rochelle Coleman (Noongar staff member), Kate Grayson (Associate Principal, Junior School) and Katherine Mosele (Student Support Officer), continued to implement strategies from the 2020 - 2022 Aboriginal Education Plan.

In 2022, there were numerous achievements in Aboriginal education:

- 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.
- 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.
- The installation of a new flagpole and Torres Strait Islander flag, to be flown alongside the other flags at the school.
- An expanded NAIDOC Week celebration that included the following:
  - Welcome to Country in Noongar language over the PA.
  - The raising of our brand-new Torres Strait Islander flag in a welcome ceremony at the front of the school and invited past Torres Strait Islander student, Sianah Larkin, to accept the flag on behalf of her community.
  - An AFL exhibition match at lunch where one team wore the footy guernsey designed for the school by our students with Noongar artist, Jade Dolman.
  - The Aboriginal flag painted on our school oval prior to the match.
  - Our school's first NAIDOC Week assembly. The assembly was hosted by the Indigenous students and attended by students in Years 7 to 10, as well as special guests from the community, the P&C and the School Board. We heard speeches from Principal, Mr Neil Hunt and Ms Christine Tonkin, MLA for Churchlands.
  - A VIP morning tea for the parents and families of our Indigenous students.
- Free Dress Day to raise money for the Indigenous Literacy Foundation.
- A visit and smoking ceremony from Noongar Elder, Neville Collard who spoke to students about his culture and told some traditional stories.
- A "market day" Churchlands Indigenous students running some amazing activities for staff and students to celebrate Indigenous cultures. They painted Noongar symbols on river rocks and flowerpots, made badges from images designed by our Indigenous students, plaited friendship bracelets, contributed messages of reconciliation to our "Sea of Hands", and had their faces painted. This was attended by visiting Local Member, Mr Stuart Albury.
- All-Indigenous music played during lunch by the "Friday Beats" group.
- Follow the Dream students attended a cultural day camp at Yanchep National Park. The day was focused on celebrating reconciliation by bringing together the next generation of Aboriginal students. Follow the Dream students learnt about their culture and history and gained a newfound knowledge to share with their families, friends, and schools. The cultural journey was facilitated by Tina Deegan from Follow the Dream and conducted by Noongar Elder, Dr Noel Nannup and Follow the Dream alumni.
- In November, Year 8 students were invited to the UWA Discovery Day and Year 9 and 10 students to the UWA Djinanginy Day (meaning "looking" or "seeing" in Noongar language). These days are designed for Aboriginal high school students to get a taste of university life. They help Indigenous students understand what the university environment is like through lecture style activities as well as hands-on activities from a number of different study areas on campus.



## 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. 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. Despite COVID-19 disruption, some usual extracurricular experiences such as the Year 8 Coral Bay Camp was delayed and ran later in the year.

Existing enrichment activities for AEP students have been maintained and new initiatives for 2023 are being supported. These include a new cross-curricular project for Year 9 AEP students. This will introduce some of the skills that form part of the Year 10 AEP project, thus providing a useful stepping-stone towards higher achieving in these skill areas. Year 7 AEP students will be introduced to both Project-Based Learning and the cross-curricular nature of the AEP program. Teachers will work collaboratively to devise activities that will facilitate this.

ATAR Bands	Percentage of AEP Group					
	2017	2018	2019	2020	2021	2022
<b>Above 99.00</b>	4%	5%	6%	3%	2%	9%
<b>95.00 - 98.95</b>	36%	35%	26%	32%	32%	29%
<b>90.00 - 94.95</b>	27%	26%	18%	27%	19%	33%
<b>Below 90</b>	33%	40%	50%	38%	47%	29%

	2017	2018	2019	2020	2021	2022
<b>Median ATAR for AEP group</b>	93.1	93.0	90.0	90.0	92.4	94.1
<b>Median for Churchlands SHS</b>	86.6	85.1	84.85	85.9	84.5	87.9
<b>Median for Perth Modern School</b>	95.9	97.0	96.75	97.55	96.45	N/A

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

The Churchlands Senior High School STEM program has been operating successfully for several 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 restrictions and subsequent cancellation of several external events early in the year, Churchlands SHS held a number of internal STEM competitions including Bridge Building, Solar Car Races and interdisciplinary STEM skills challenges.

The STEM Pedal Prix team continued to train and work on their vehicles and were able to race at all three WA events in 2022 once restrictions were lifted. The Year 10 cohort were also able to participate in the Science and Engineering challenge held at Claremont Showgrounds. Support from the Churchlands Foundation allowed five upper school STEM students to participate in the Swinburne Space Challenge, where they worked with industry leaders to design an experiment for the international space station.

Students participating in the after-school STEM Club continues to grow with well over 50 students in attendance. Each weekly STEM Club 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 2023. 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 Year 10 optional courses have also increased for 2023, indicating the continuing popularity of the subject. 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 2023 will continue to provide unique opportunities for students and seek out additional enrichment activities. The announcement of a new STEM facility is an exciting development, and the school is working closely with the department to make this an inspiring resource for students across the school.

# STUDENT INFORMATION

## ENROLMENT TRENDS

The following table shows enrolment patterns by year group as of the February census from 2016 to 2022. 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. If current trends continue the school's enrolment will be close to 2200 by 2025 as the remaining large enrolment cohorts complete their secondary schooling.

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. However, this is now stabilising and is consistently between 55 and 58. The school may experience an upturn over the next several years as parents will feel more comfortable with the school's size.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
<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
<b>2020</b>	421	531	500	485	477	428	2842
<b>2021</b>	407	416	531	486	474	451	2765
<b>2022</b>	377	404	419	512	455	457	2624

## STUDENT RETENTION

This refers to the proportion of Year 7 and/or 8 students retained to Year 12, Year 10s to 12 and Year 11s to Year 12 as shown in the following table.

Over the past decade it had been common for retention rates to exceed 100% for the Year 7/8 to Year 12 cohort. There is a noticeable trend that over the past three 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. Retention rates between Years 10 to 12 and Years 11 to 12 remain significantly above state averages and are relatively stable.

Years	2018 %	2019 %	2020 %	2021 %	2022 %
<b>7-12</b>	106.8	100.7	98.4	97.6	90.3
<b>10-12</b>	94.7	95.6	96.0	93.5	94.2
<b>11-12</b>	97.4	95.8	97.3	94.1	96.4

## 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.

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	2017	2018	2019	2020 (*)	2021 (*)	2022 (*)
<b>Regular (90 - 100%)</b>	78%	78%	73%	87%	66%	60%
<b>Slight (80 - 89%)</b>	14%	15%	18%	9%	21%	26%
<b>Moderate (60 - 79%)</b>	5%	5%	7%	3%	8%	9%
<b>Severe (0 - 59%)</b>	3%	2%	2%	2%	4%	5%

(\* This data is skewed due to COVID-19)

The targets set in the Business Plan were developed prior to COVID-19.

a) Percentage of students achieving 80% or above attendance is maintained at 93%.

In 2022, 86.3% of Churchlands students attended 80% or above attendance. The pre COVID-19 goal was 93%.

b) Percentage of students achieving 90% or above attendance rises from 78% to 80%.

In 2022, 60.2% of Churchlands students achieved 90% or above attendance. The pre COVID-19 goal was to achieve 80% of students achieving this.

For 2023, we should see an improvement in our overall student attendance rates.

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
<b>2017</b>	85%	80%	75%	74%	81%	71%
<b>2018</b>	86%	78%	76%	72%	80%	75%
<b>2019</b>	77%	74%	60%	65%	82%	83%
<b>*2020</b>	94%	89%	89%	86%	84%	77%
<b>*2021</b>	92%	91%	89%	88%	92%	90%
<b>*2022</b>	99%	87%	87%	86%	90%	92%

(\* This data has been impacted by 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
<b>1. Physical assault of staff</b>	(1) 4 days	-	-	-	(1) 19 days	-
<b>2. Verbal abuse of staff</b>	(5) 16 days	(8) 20 days	(9) 45 days	(6) 37 days	(4) 29 days	(1) 1 days
<b>3. Physical assault of student</b>	(11) 42 days	(9) 52 days	(17) 65 days	(4) 16 days	(4) 49 days	(2) 5 days
<b>4. Verbal assault of student</b>	(8) 15 days	(7) 44 days	(6) 44 days	(2) 2 days	(3) 12 days	-
<b>5. Offence against property</b>	(3) 4 days	(4) 18 days	(4) 12 days	(4) 12 days	-	-
<b>6. Violation of BMIS classroom or school rules</b>	(5) 12 days	(10) 77 days	(19) 87 days	(6) 27 days	(7) 26 days	(6) 14 days
<b>7. Substance misuse</b>	-	(13) 25 days	(12) 34 days	(4) 11 days	(7) 15 days	-
<b>8. Illegal substance offence</b>	-	(6) 12 days	(3) 13 days	(1) 2 days	(2) 7 days	-
<b>9. Other</b>	(1) 2 days	(5) 19 days	(4) 16 days	(1) 4 days	(1) 2 days	(1) 3 days
<b>No. of students</b>	27	32	44	24	26	10
<b>Number of offences</b>	45	99	107	36	41	10
<b>Number of days, suspension</b>	99	267	316	111	159	23
<b>Cohort</b>	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 2017 to 2022.

	2017	2018	2019	2020	2021	2022	
						S1	S2
<b>STUDENT POPULATION</b>	2718	2780	2874	2912	2765	2669	2640
<b>Number of students involved</b>	112	131	104	126	163	121	97
<b>Number of different offences</b>	195	115	202	289	338	216	160
<b>Number of days suspension</b>	420	243	506	808	975	594	464



# GIFTED AND TALENTED MUSIC EDUCATION

Churchlands SHS Music program had a successful year in 2022. Despite the many restrictions affecting our program, particularly in the first half of the year, we celebrated the 50th anniversary of the GATE Music program with a spectacular night of performances by current students and alumni at the Perth Concert Hall. Festival performances remain 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 GATE and the General Music students. GATE-specific workshops are a part of this focus and include presentations by highly regarded clinicians from local tertiary institutions and interstate. In addition, we facilitated ensemble workshops with international artists via Zoom.

## RESPONSES

Towards the end of 2022, we ran a series of strategies to increase the number of applicants and the retention of Year 6 GATE students who accepted places at Churchlands. Each year several students accept positions but ultimately enrol elsewhere as they receive 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 strategy “Accelerando into Churchlands”, supported by the school, classroom and instrumental teaching staff, and music students. Over the term, it included participation by students and, in some cases, by their parents in the following:

- Chamber Ensemble Concert,
- Classical Guitarist workshop,
- Chamber Orchestra open rehearsal,
- Wind Orchestra #2 open rehearsal,
- Musicianship/Concert Practice Workshop,
- Christmas Concert.

In general, the ‘Accelerando’ events were less well attended than in previous years, which we attribute to the unpredictability of many events during 2022 due to COVID-19 restrictions. However, I would like to acknowledge the music staff who generously gave their time and thank the Junior School Administration for supporting these events.

The second strategy (ongoing) is our ‘Primary School Outreach Group’ aimed at examining enrolment trends, meeting with key stakeholders, and implementing strategies to promote Churchlands SHS Music Department in feeder primary schools and beyond.

One of the initiatives that has continued to flourish is an ensemble for IMSS brass students. We have also established a concert band for IMSS students from our local feeder primary schools.

Approximately 30 students from five primary schools are rehearsing in this band, staffed with Churchlands SHS music teachers, and rehearsing at a feeder primary school. This initiative has already strengthened relationships between Churchlands SHS Music, our feeder primary schools, and the IMSS and classroom music teachers working there. We can gauge the band’s impact in early Term 1, 2024.

Additionally, the Primary Outreach Group through IMSS was able to resource extra instrumental lessons in several schools where the balance of instruments was lacking.

## YEAR 12 ATAR RESULTS

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 was listed as one of the top schools in the state for more than 10 consecutive years – longer than any other subject taught at Churchlands.
- Regarding the differential (measuring students’ performance in music compared to other courses), ATAR Music was ranked in the top five in the school.
- 50% of our Year 12 ATAR Music students counted music as one of their top two scores contributing to their final ATAR result.
- Eight CSHS ATAR Music students received ATAR Certificates of Distinction despite their musical commitments.
- Fourteen CSHS ATAR Music students received ATAR Certificates of Merit.
- Churchlands provided over 10.4% of the state ATAR Music students, with 29 out of 280.
- The percentage of students with scaled scores at or above the state mean: Churchlands GATE 78% (22 out of 29).
- Except for one student, every Year 12 ATAR Music student scored 50% or better in their final scaled score.
- Four ATAR Music students achieved +99 ATAR.
- Ten students (34%) scored above 75%.

## OFF-GRID CLASSES

In 2022 we stopped offering off-grid classes for Year 9 and 10 GATE students. These classes were initially popular with students, allowing GATE students to take additional electives. A compromise was reached with Languages no longer compulsory for GATE Music students, which negated the need for off-grid music classes. We have seen the benefits of more flexibility for the department rehearsal schedule and music students having less of their mornings/afternoons dedicated to music activities, leaving them more time for other pastimes, leading to greater retention in the music program.



## JAZZ STREAM

The Jazz stream continues to be a popular course with many students, steadily increasing its profile in the school. Our annual Jazz Camp did not run due to COVID-19 restrictions. Instead, it took place as an incursion. We were visited by 'Trisk', a trio of local jazz musicians, and Gemma Farrell, who runs a 'Women in Jazz' program in Perth.

The Jazz classes, by necessity, remain smaller than the Western Art classes and more vulnerable to trends of student motivation. Traditionally there was a view held by some students that jazz was an easier option which sometimes influenced the type of student enrolling in this context. The current enrolments in this course reflect a shift in perception of the course.

## CERTIFICATE COURSES

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. A longer-term plan was established to ensure sufficient staff have completed training; however, workload remains a concern, and the provider continues to inefficient and time intensive administration and data management protocols.

Ultimately, 2022 was an incredibly successful year, and a celebration of our legacy. Our program was a role model for other schools at a time that COVID-19 guidelines had stopped music performance at all other schools.

## GATE MUSIC APPLICATIONS AND RETENTION

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. There will be 205 Year 5 applicants tested in 2023.

Years	2018	2019	2020	2021	2022
<b>Number of Year 6 GATE MUSIC applicants</b>	237	233	266	257	221
<b>Applicants who met the standard and enrolled the following year</b>	52	45	49	59	53

GATE Music applications have, in general, been decreasing since 2017. The number of applicants to arts programs is decreasing in total preference count (and first preference), which may be partly due to increasing interest in John Curtin CotA. Also, the GATE application process requires students to select from all GATE programs, impacting the number of applicants to arts programs. GATE programs have increased in recent years, providing more options for families. A GATE Academic program at CSHS would attract more music students and is currently being investigated.

Churchlands SHS is funded to select up to 64 GATE students to enter Year 7 each year. The school maintains a musical 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.

# VALUES IN THE COMMUNITY

## Community Service

Community Service aims at engaging as many students as possible in organised activities that contribute to the benefit of Churchlands SHS and the local community. Students have the opportunity to be able to make a positive contribution to society and therefore contribute to their overall education.

In 2022, on average, 16 students attended the weekly Rotary Club Farmers Market to assist in the setup and pack down of the market and market stalls. There was a regular group of six students involved in the Waste Warriors program at the Scarborough Markets, diverting as much as possible from landfill into compost and containers for change. The Royal Agricultural Society saw 47 students volunteer during their school holidays at the Perth Royal Show. These are just three examples of the support and assistance our students give to their community, many others are assisting within our school volunteering such as:- Form Representatives, Peer Mentors, Departmental Stocktakes, Seedling and Tree Planting, Library helpers, Lightning Carnivals (managers and umpires), Production and stage hand roles for drama's, musicals and choreography nights, Parent Night and Art Exhibition Ushers, Music activities, and fundraising through Fun Runs, 40 Hour Famine, Destiny Rescue, Rotary and Lions Club.

Below are the number of hours students have done in volunteer work this year and the comparison with previous years. The Year 12 cohort for 2022 have done an exceptional job considering they have had three years of COVID-19 restrictions and they achieved 32,074.8 hours, the highest for Year 12 to date.

Community Service Data 2022			
	Hours	Students	Average
<b>Year 10</b>	7574	516	14.7
<b>Year 11</b>	14 747	436	33.82
<b>Year 12</b>	32 074.8	443	72.4
<b>TOTAL</b>	<b>54 395.8</b>	<b>1395</b>	<b>38.99</b>

## Duke of Edinburgh

2022 we had 86 students participating in the Duke of Edinburgh with 40 Awards given out. 2 Gold, 12 Silver and 26 Bronze, others are continuing their commitment to achieve the Award. Achieving the Award requires goal setting, commitment, persistence, organisation, and personal responsibility - all important life skills for the future. The Award recognises what students are already doing through an official certification. The Duke of Edinburgh can contribute towards WACE achievement as well as assist towards university applications.

Meeting the demands of their Award broadens student's experience of life and enables them to make choices as a responsible citizen. The Award helps to develop critical and creative thinking, problem solving and time management skills which contribute to their ability to thrive in their upper school years.

The Duke of Edinburgh Award empowers our students to explore their full potential and undertake great life changing adventures.

Student Participation - Year Comparison				
Year	Year Group	Number of hours completed	Student Numbers	Average hours of community service
2020	Year 12	27162.4	426	63.76
	Year 10-12	49437.0	1348	36.67
2021	Year 12	25600.0	433	59.12
	Year 10-12	51191.0	1345	38.06
2022	Year 12	32074.0	443	72.4
	Year 10-12	54395.8	1395	38.99

# STAFF INFORMATION

## TEACHING STAFF PROFILE

The objective of recruiting, maintaining, training and overseeing reduction of staff numbers for last year due to decline of student population all through the school budget was the primary focus of the HR Associate Principal.

### Recruitments

In 2022 one of the major hurdles was to address classroom teacher relief due to staff COVID-19 absences. There were five resignations and eight retirements over the year whilst some further movement occurred during the summer break of 2022. We appointed many staff on Fixed Term contracts to cover staff on Permanent and Fixed Term contracts.

The lack of qualified teachers in the market and offers of permanency by other schools to fill their staffing shortages was a challenge throughout 2022. New staff were also needed to cover teaching staff who had either taken long service leave or leave without pay.

We had a push for staff to apply for Senior Teacher status. As a result, 13 teaching staff attained this. One teacher achieved a Level 3 status.

For the whole school on average the staffing at was at 256 FTE. The teaching staff numbers were constant and at about to 175 (FTE) Full Time Equivalent teachers. We managed to reduce this staffing load to 158 FTE for 2023 mostly through natural attrition such as retirement/resignations and also not hiring further permanent or extending fixed term contracts.

### Professional Development

All teachers participated in professional learning activities during the year however due to COVID-19 restrictions, this was reduced this year. 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).
- ICT training.

## Statistics for workforce at Churchlands SHS for 2022

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 change in the next two years as a large cohort of students have moved from Middle Secondary to Senior Secondary, and will be graduating in 2023 and 2024.

## Students and Staff Trend

Table 2: Presents the student and staff numbers (teaching and support) for each year since 2018.

Students and Staff Trend				
Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	277	199	78	2718
2019	289	207	82	2880
2020	302	215	87	2842
2021	290	205	85	2765
2022	301	203	98	2624

Given the school's funding is based on student numbers the number of employees is unsustainable. Specifically in 2020: 2842 students funded 302 staff members whereas in 2022: 220 less students funded an almost identical number of staff.

## Major categories of Leave from 2018 to 2022

Sick leave and carers leave were the major categories of leave staff requested. These are managed at a local level. COVID-19 leave, in various categories, was paid for by the Department of Education and as such staff did not lose accumulated sick leave. It also implied that funding stayed within the school in the tune of approximately \$500 000 hence improving our budget bottom line.

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

Sick and Family Carers Leave for Teaching Staff (Number of Days)				
Year	Leave with evidence	Leave without evidence	Unpaid Leave	Average Sick/Family Carers leave per Teaching Staff FTE
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	1023	772.9	75.6	10.3
2022	1505	734	140	14.5

## Workforce Planning 2023 and into the future

Workforce planning is a process of identifying the workforce capability and capacity to address the school business plan and DoE business-plan. We expect transfers, retirements and resignations and careful planning in hiring of staff to maintain adequate staffing as our student population decreases further.

Table 4: Comparison data of Churchlands Senior High School against the average of Senior High Schools.

Comparison Data of Churchlands SHS against Like Schools						
Churchlands Senior High School (4012)				Like Schools		
Occupation Group	Headcount	% Full Time	% Part Time	Headcount	% Full Time	% Part Time
Leadership	7	86	14	4.3	97.7	2.3
HOLA/Coordinator	19	84	16	11.1	92.8	8.1
Teacher	179	62	38	74.1	74.2	25.9
Education Support EAs	15	53	47	15.2	47.4	52.6
Admin	32	61	39	16.2	59.3	43.8
Cleaner	22	18	82	12.2	20.5	81.1
Gardener	3	67	33	2.1	57.1	42.9
Other	26	48	52	11.0	45.5	55.5
Grand Total	301	59	41	146.2	71.9	28.3

*The data indicates a very similar spread when comparing the percentages of full and part time employment of the various categories or Occupation groups*



# SCHOOL FINANCIAL REPORT

INCOME	2020	2021	2022
Opening Balance	1,002,763	1,617,206	773,807
Voluntary Contributions	263,733	252,135	233,634
Charges	758,506	780,348	746,054
Government Allowances	110,775	110,964	62,305
Approved Charges/Options/Donations	294,491	298,212	296,261
Incursions/Excursions	780,393	673,168	1,007,593
DoE Grant/Other Grant	59,402	64,106	53,506
Music Tour Charges*			
P&C Donations	239,467	60,919	100,553
International Fee Paying Students	7,686		34,026
Miscellaneous/Other	1,028,467	235,938	276,016
Facility Hire	146,466	279,290	294,162
Internal Transfers	1,721,335	288,163	879,783
Cash Transfers - DoE to School	2,562,178	1,687,525	1,227,682
Student Centred Funding	27,968,404	27,853,826	26,579,517
<b>TOTAL</b>	<b>36,944,067</b>	<b>34,201,800</b>	<b>32,564,899</b>
EXPENDITURE			
Other Specific Programs/Curriculum	268,110	288,521	405,480
Student Services	70,841	83,567	102,613
Administration	673,230	861,935	843,536
Physical Resources/Repairs/Maintenance/Grounds	337,774	209,019	170,531
Capital Works	1,848,455	298,956	833,706
ITC	265,698	480,084	353,848
Staff/Professional Development	67,200	168,359	64,621
Utilities	427,455	396,367	392,998
Student Functions/Activities	94,650	149,699	244,831
Faculties	1,155,734	1,357,998	1,399,760
Other - Refunds/Enterprise	1,316,104	278,621	102,202
Transfers to Reserves	833,206	1,001,041	421,351
Surplus/Carried Forward	1,617,206	773,807	649,902
Salaries - Teaching & Non Teaching Staff	25,261,399	25,763,995	25,414,015.00
<b>TOTAL</b>	<b>34,237,062</b>	<b>32,111,969</b>	<b>31,399,394</b>
* Included in Incursions/Excursions			
P&C Collection	90,645	96,201	94,009
SPECIAL PROJECTS			
Swimming Pool	467,160		
Office Renovations/Blinds		82,842	
Photovoltaic Solar System 400 kW	686,249	26,932	
Commercial Kitchen/Textiles Room	634,585		
Airconditioning		10,110	
Security Cameras/Card Access Lock Down Feature		65,935	50,247
Shade Sails (P&C Funded)			28,661
Landscaping		11,520	14,780
<b>TOTAL</b>	<b>1,787,994</b>	<b>197,339</b>	<b>93,688</b>