



CHURCHLANDS
SENIOR HIGH SCHOOL

ANNUAL REPORT 2024



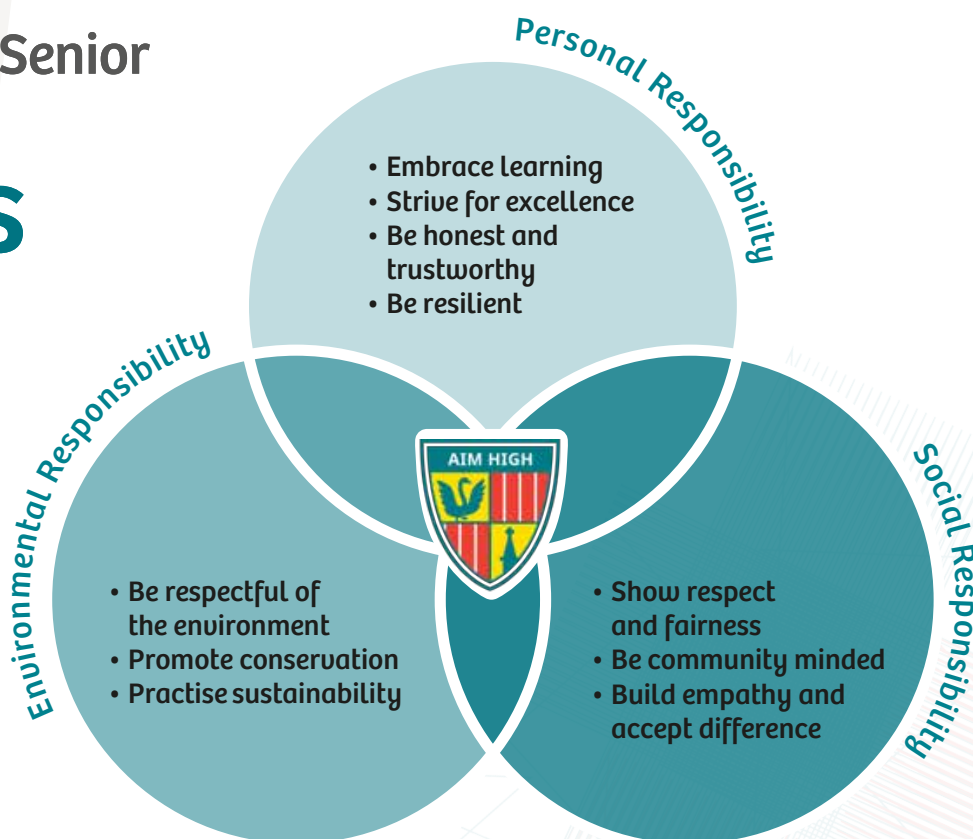
Aim High

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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 well-being of self and others.

THE CONTEXT

Churchlands Senior High School is a co-educational school which catered for approximately 2350 students from Years 7 to 12 in 2024. 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 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. Through this group Churchlands has built a 400Kw solar powered system which manages around 40% of the school's energy needs.

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, 55% of Year 12 students study at the Tertiary Entrance level while the remaining students are 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 STEM programs and the new 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 2024 the student population was 2357 with enrolment numbers decreasing since the opening of Bob Hawke College. It is anticipated that enrolments will stabilise from 2025 onwards to be between 2250 and 2300.



PRINCIPAL



I am pleased to say the 2024 Year 12 exit data has maintained the standard set over the previous two years with the cohort's median ATAR reaching a fantastic 88.8. This is an outstanding result generated by almost 250 students. With one student gaining a General Exhibition and 97 students with an ATAR over 90 and 50 students gaining ATAR above 95 their achievements were outstanding. It is worth noting that all but two of these recorded a median result above state average with the unsuccessful two only just below the cutoff.

Particular mention goes to the Humanities faculty who enjoyed wonderful success in 2024. With six of their seven courses of study achieving results placing them in the top 15% of schools statewide. Achieving Subject Exhibition winners in Philosophy and Ethics and Business Management and Enterprise their teachers are to be congratulated. There were 28 subjects selected by students to study in 2024 and an in-depth coverage of the Year 12 exit data is provided later in this report.

The ebb and flow of enrolments at Churchlands brings with it some unique challenges but also opportunities. The school reached its peak enrolment in 2019, the year before Bob Hawke College opened and has been in steady decline ever since. Enrolments for 2024 reached 2357 as projected with the decline of a further 100 students. This will be repeated in 2025 at which time student numbers should approximate 2230 and remain close to that number into the foreseeable future. This is a perfect size for the school as we now have permanent classroom accommodation for 2500 students which enables comfortable room management. Following 2024 reclamation of all of our oval spaces for the first time in ten years the school, with support from the P&C, embarked on an oval management program to bring the playing surfaces up to standard. This has been highly valued by both students and Phys Ed staff.

Many of our standard operational activities such as the management NAPLAN and OLNA were successfully undertaken with results showing the school continues to achieve similar results to like

schools. Within our Quality Teaching and Learning Framework (QT&LF) our focus in 2024 continued to be formative assessment. Planning for 2025 shows a reduced emphasis on Formative Assessment and a move more towards the concepts outlined in our newly developed Quality Teaching and Learning Framework.

Community engagement continues to be a focus within the school. The work of our Community Services Coordinator resulted in three of our students late last year, receiving their Gold Duke of Edinburgh Awards, with many more Silver and Bronze Certificate awards. Further, our Year 12 students continue to achieve on average over 60 hours of Community Service registered on their WAIS certificates, which is a fantastic outcome. The School Board and the P&C are all avenues that bring the community into the school. The P&C Community Art Exhibition was once again a resounding success, and our Year 7 welcome BBQ attracted over 500 parents and their families. The Board engages with alumni which has representatives on the Board and works closely with the Foundation as to manage the scholarship program.

It was wonderful to see the AKASHI NISHI exchange program return to pre-COVID levels with Churchlands hosting Japanese students and our students in turn visiting Japan. Planning for 2025 is well underway to maintain this link. After a shortened International Music Tour in 2023, planning has also commenced for a "back to normal" tour to Europe in 2026.

I would like to take this opportunity to thank members of the P&C, the School Board, the Foundation and all volunteers whose efforts contribute greatly to the success of this wonderful school. It would be remiss of me not to also thank all of my teachers and non-teaching staff for their contribution to a very successful 2024. I also would single out Kate Grayson who successfully managed the school in Semester one when I was on leave. I commend this report to you as it summarises our key programs, events, and achievements. It shows that our students truly do "Aim High".

Neil Hunt
Principal

SCHOOL BOARD CHAIR



It is with pleasure that I share the 2024 Churchlands Senior High School Annual Board Report. Our role is to serve the CSHS community so that all students have opportunities to flourish and be their best selves. We promote respectful partnerships within and beyond the School grounds through clear and honest communication, transparent processes, democratic and informed decision-making, as well as personal and professional integrity. We continue to work with local members of parliament to promote issues of significance for CSHS to the Minister of Education, for example, the GATE Academic Proposal and school funding.

In the interests of being inclusive we have a structured rolling membership profile to maintain a balance between diversity and stability. Students vote for two school captains each calendar year, whilst staff vote for two staff representatives every other year, and parents vote for three parent representatives every third year.

In addition, community members are engaged for three-year terms to provide insights and skills relevant to key areas such as local council, architecture, business and finance, law and the university sector. In addition, we seek broad input through face-to-face presentations or reports from stakeholder groups via various school committees, for example from the P&C (and its subcommittees which include the Uniform Committee and Music Parents Committee), the Finance Committee, Student Council, the Alumni, and Churchlands Foundation. Guest presentations have been warmly received from teachers regarding OLNA, NAPLAN and WACE results, a review of processes and procedures for formative assessments and the Academic Extension Program.

With the support of the Principal, the Board sought additional student survey data where it was felt the sample size was small and there was some ambiguity in the wording of some questions. Results from the follow up survey with a larger data set were more positive than the original results from the standardised Pulse surveys. More importantly the additional data allowed the Board to make

recommendations with confidence. With current staff and parent representatives nearing the end of their terms, the end of 2024 was an opportune time to review the existing School Business Plan to begin informing the next plan.

Looking back across 2024, governance duties of the Board included ratifying the School's budget, farewelling outgoing and welcoming new Board members, thanking and farewelling the 2024 School Captains, reviewing and endorsing the Workplace Learning Policy, Mobile Phone Policy, Anti-Bullying Policy, Student Behaviour Policy, Health Food and Drink Policy and Learning Support Policy. We continued supporting student initiatives such as the Environmental Club's recycling bins and Containers for Change, the Push-up Challenge fundraiser to support for mental health, and free dress days, as well as the return of school tours such as the Music Tour to Japan and the AEP Sydney-Canberra Tour. There is ongoing commitment to School improvement projects which has resulted in the removal of demountable classrooms and further upgrading of the top oval, plus the completion and opening of the STEM building. The front of the school landscaping project is yet to commence and will require some modifications due to the current building climate.

Board members continue to enjoy promoting the School in the broader community by attending various school functions such as the School Musical 'Charlie and the Chocolate Factory', the Community Arts Exhibition, various music concerts and P&C sponsored events, School Assemblies, as well as the Year 12 Presentation Ceremony.

I would like to acknowledge and thank current Board members for their meaningful contributions across 2024. It truly has been a privilege to serve the community with you.

Genevieve McSporran
Board Chair



HIGH QUALITY TEACHING

THE CHURCHLANDS ART OF TEACHING

At Churchlands SHS, we recognise that high-quality teaching is the most significant school-controlled factor impacting student learning. As Hattie (2008) states, “teachers are among the most powerful influences on learning.” To enhance both student achievement and wellbeing, we prioritise ongoing professional growth and shared accountability for teaching excellence across our school community.

With a strategic focus on student engagement, the Quality Teaching and Learning Framework (QT&LF) represents our vision for best practice. In 2024, we conducted a comprehensive review of the framework, involving extensive consultation with teachers across all Learning Areas. Their feedback informed refinements to ensure the framework remains a practical, accessible tool for all teachers. Our goal is to provide staff with a repertoire of evidence-based strategies that maximise engagement, establish a common language, and encourage reflective practice.

As part of our whole-school approach to formative assessment, targeted Learning Area time and Teacher Leader development have strengthened our implementation. Teachers have deepened their understanding and application of formative assessment strategies, ensuring students actively engage with feedback to improve their learning. The initiative, which began with Year 7 in 2022, continued into Year 8 (2023) and Year 9 (2024), with plans for Year 10 in 2025. This staged approach has fostered consistency and progression in student engagement with feedback across year levels.

To extend this work beyond the classroom, we established a parent working party aimed at fostering greater awareness and understanding of formative assessment within the broader school community. Our goal is to empower parents to support their children’s learning by shifting the focus from assessment as evaluation to assessment as a tool for growth.

Recognising the importance of student agency in this process, we also formed a student working group to explore how best to educate students on the benefits of formative assessment and why it matters. This group has played a key role in developing strategies and resources to ensure students understand how to effectively use feedback to guide their learning. Their insights and contributions will continue to shape our approach, reinforcing a culture where formative assessment is valued and utilized across all year levels.

This initiative is ongoing and will contribute to a cultural shift in how assessment is perceived and utilised.

Our Think Tank professional development model continues to flourish, offering staff the opportunity to engage in teacher-led workshops tailored to our

school’s context. The model allows teachers to self-select areas of interest, ensuring relevance and immediate classroom application. This collaborative, choice-driven approach has strengthened staff engagement, encouraged cross-Learning Area collaboration, and enriched pedagogical discussions.

Each year, the range of Think Tank topics has expanded, with many staff expressing a strong interest in attending multiple workshops. This reflects a growing culture of professional curiosity and shared expertise, reinforcing our commitment to continual improvement in teaching and learning.

Improving teaching practice is a collective responsibility between teachers, support staff, and school leaders. At Churchlands SHS, we are committed to creating the conditions that enable every teacher to refine their practice, collaborate effectively, and enhance student outcomes. Moving forward, we will continue refining the QT&LF, embedding formative assessment practices, and expanding professional learning opportunities to ensure sustained impact in every classroom.

*Quality Teaching
and Learning
Framework*

*Formative
Assessment*

Think Tank

*Churchlands Art
of Teaching
ChArT*



A SCHOOL OF OPPORTUNITY AND ACHIEVEMENT

ACADEMIC PERFORMANCE

Student's academic progress and achievement is a key 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 2024 cohort. It is important to take into consideration the size of the Year 12 cohort which commenced Semester 2 with 470 students.

WACE achievement rate was 95% which is a slight decrease from 2023, taking into consideration the size of the cohort this is a pleasing outcome.

Cate Bellamy received a General Exhibition award for achieving a WACE score in the top 50 students in the state with an ATAR 99.25.

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

Christopher Chang – Business Management and Enterprise

Cassie Bouwer - Philosophy and Ethics

Certificate of Distinction - 30

Certificates of Merit – 49

Subject Certificates of Excellence - eight

Four students achieved an ATAR of 99 or above

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 per cent of all students in that course; Accounting and Finance, Business Management and Enterprise, Computer Science, Earth and Environmental Science, Economics, Health Studies, Literature, Music, Philosophy and Ethics, Politics and Law.

There were 232 VET students enrolled in a Certificate II or higher with 86% completion rate.

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 2024. 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 2023.

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 2024 there was a reduction of the percentage in the lower third which is was pleasing to note.

Year	Low %	Middle %	High %
2020	17	40	43
2021	26	36	38
2022	20	38	42
2023	20	35	45
2024	18	44	38

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 ongoing strong achievement with the 2024 cohort.

Year	2020	2021	2022	2023	2024
%	87	81	87	88	88

OUTSTANDING COURSE PERFORMANCES

There was a strong performance in all courses for 2024 with Churchlands SHS achieving higher than the state mean in all but two courses. Churchlands SHS had 15 ATAR courses perform better than 'like' and 'state' school when comparing mean final scaled score. Particularly noteworthy were the outstanding results achieved by Health Studies, Modern History and Politics and Law.

YEAR 12 SUMMARY STATISTICS 2020-2024

Year	2020		2021		2022		2023		2024	
Year 12 Students eligible for WACE	429		476		435		420		470	
WACE Achievement	412	(96%)	451	(95%)	419	(96%)	407	(98%)	448	(95%)
Number of ATAR Students	263	(59%)	312	(59%)	274	(56%)	249	(53%)	247	(47%)
Number completing Certificate II or higher	263		266		242		178		198	

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 and the data reflects the proportions from those that answered the survey.

Destination	2019	2020	2021	2022	2023	2024
Apprenticeship/Traineeship	1.7%	1%	1.3%	0.8%	1.7%	2.3%
TAFE	15.4%	5.6%	5.6%	7.2%	5.5%	6.1%
University	62.1%	67%	70.9%	57.2%	53.9%	60.7%
Employment	7.2%	4.9%	5.6%	8%	7.8%	12.9%
Other Training	0%	1%	0.3%	0%	0.3%	2.4%
Employment Assistance	1.4%	2.8%	2%	2%	1%	1.1%
Other	3.7%	5.9%	1.7%	0.8%	0.3%	0.5%
Deferred	8.5%	11.8%	12.6%	9.4%	9.9%	11.8%



OLNA

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 could have been achieved by receiving Band 8 or above in Year 9 NAPLAN and pre-qualifying for OLNA. As of 2023 the numerical NAPLAN bands and the national minimum standard were replaced by the following 4 levels of achievement:

- Exceeding
- Strong
- Developing
- Needs additional support.

Currently the NAPLAN scores can be retrieved by the school but not the parents and students.

Students who achieve in the Exceeding category do not need to sit OLNA.

- **Some** students who achieve strong pre-qualify and do not need to sit OLNA.

- All students who achieve in the Developing or Needs additional support must sit OLNA.

Students have 6 opportunities whilst at school until Year 12 to demonstrate minimum standards through OLNA.

In 2024 there were 367 students in Year 9 who should have set NAPLAN. The table and data below provide a snapshot of last year's results showing how our students performed in meeting the Numeracy and Literacy requirements.

Category	Pe Qualified by NAPLAN performance (Category 3*)	Student has demonstrated standards through OLNA (Category 3)	Student has not demonstrated standards through OLNA (Category 2)	Student has not demonstrated standards through OLNA (Category 1)	Student has not demonstrated standards through NAPLAN and not sat OLNA
Reading	283 (77.1%)	54 (14.7%)	15 (4.1%)	0	15 (4.1%)
Writing	235 (64.0%)	88 (24.0%)	20 (5.4%)	3 (0.8%)	18 (4.9%)
Numeracy	269 (73.3%)	0	0	0	98 (26.7%)

Points to note:

- About 80% of Year 10 students have met the standard of literacy and numeracy for the Western Australian Certificate of Education (WACE) achievement requirements.
- 19 or 5% students in Year 10 must sit OLNA for all three categories.
- The school supports students in several ways. Specifically, through Numeracy and Literacy coordinators.
- **Numeracy**
- Sessions leading to OLNA before and after school sessions by the Numeracy coordinator.
- **Literacy**
- Timetabled classes for Y11 and 12 students for Literacy offered after school. Curriculum embedded strategies in Year 9 and 10 English classes for Literacy.

Summary 2024 includes all student data from Year 10 to Y12.

Totals			
	Numeracy	Reading	Writing
Category 1	16	0	4
Category 2	57	43	42
Category 3	1079	1108	1095
Category NSA	30	31	41

Note that although 97% of students have achieved the standards by the end of Year 12. The 3% that did not represents students who have followed other pathways and left school.

		Year 9 & 10		Year 11		Year 12	
% who demonstrated the standard	Numeracy	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2
	Year 9 & 10	84	84				
	Year 11	86	92	92	92		
	Year 12	87	91	96	97	97	97
		Year 9 & 10		Year 11		Year 12	
% who demonstrated the standard	Reading	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2
	Year 9 & 10	92	92				
	Year 11	91	95	95	95		
	Year 12	90	93	97	97	97	97
		Year 9 & 10		Year 11		Year 12	
% who demonstrated the standard	Writing	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2
	Year 9 & 10	89					
	Year 11	90	92	92	92		
	Year 12	93	97	98	98	98	98
		Year 9 & 10		Year 11		Year 12	

ACHIEVEMENT CATEGORIES

Category 3 - Students who have demonstrated the standard through the OLNA. (3* - students who have demonstrated the standard through their performance in NAPLAN.)

Category 2 - Students who have not yet demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standard and may require specific learning interventions. Individual

student's feedback (LAN005) identifies some of the skills students have yet to demonstrate in this component.

Category 1 - Students who have not demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standard and require specific learning interventions. Individual student's feedback (LAN005) identifies some of the skills students have yet to demonstrate in this component.

Category NSA - Students who did not sit the assessment or assessment result not available.

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.

In 2022 it was announced that there would be a significant shift in NAPLAN testing dates and NAPLAN scoring. Significant resources were used to ensure NAPLAN ran smoothly, including IT support, student services support and a NAPLAN coordinator.

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

SUMMARY OF STRATEGIES

In 2024 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.

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.

As per the diagram below

Overall our 2024 NAPLAN results show that our incoming Year 7 cohort are performing lower than like schools and our Year 9 cohort performed above or well above like schools.

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 OLNAs 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 OLNAs resources.

'Our school Our NAPLAN' team comprises of the Associate Principals of Junior and Middle School, Heads of Year, Director IT and House Coordinators. Together, they collaborate to ensure students are well prepared for NAPLAN. Class visits are coordinated to ensure students have the correct browser, English and Mathematics teachers conduct practice tests in classes, we also run year assemblies and a weekly parent email with updates. Together these activities ensure that students are well prepared for NAPLAN.

Our school Psychology team work alongside our Chaplains to produce a range of mental health and wellbeing communications, providing students with research based proven strategies for test preparation, study skills and managing wellbeing during exams and tests.

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background	<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	562	562	562	559	569
Year 9	622	629	593	606	618

Percentages of Students - Proficiency Levels (School)

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	25	28	23	27
Strong	56	51	51	51
Developing	14	19	21	19
Needs Additional Support	5	2	5	3

Our individual tests data (see tables on page 13) shows that we have a high number of students in the exceeding and strong category, and a very small number of students in the needs additional support category. Results in each category are remaining mostly steady across 2023 and 2024.

Percentages of Students - Proficiency Levels (School)

NAPLAN	Numeracy			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	21	23	22	18
Strong	64	67	61	72
Developing	13	9	13	8
Needs Additional Support	3	1	5	1

Percentages of Students - Proficiency Levels (School)

NAPLAN	Spelling			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	34	29	31	27
Strong	54	59	51	60
Developing	9	10	16	12
Needs Additional Support	4	2	2	1

Percentages of Students - Proficiency Levels (School)

NAPLAN	Writing			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	17	28	20	43
Strong	59	53	56	42
Developing	20	16	21	13
Needs Additional Support	4	2	3	2

ABORIGINAL EDUCATION

WELCOME AND ACADEMIC SUPPORT

The school commenced the year with a special afternoon tea, welcoming Indigenous students and families. This was followed by a Welcome to Country ceremony conducted by Noongar Elder Neville Collard. During this event, students were introduced to the Polly Farmer Foundation's Follow the Dream program, which provides academic support to high-achieving Aboriginal students, assisting them in pursuing further education and career pathways. Throughout the year, weekly tutoring sessions were held, along with participation in academic and cultural events such as university visits and camps.

NAIDOC WEEK CELEBRATIONS

NAIDOC Week was a highlight of Term 2, beginning with a Noongar language Welcome to Country delivered over the PA system by Wirlomin Noongar teacher, Ms. Rochelle Coleman. The week featured a student-led assembly attended by Years 7–10 students, staff, and community representatives. Associate Principal Mrs. Kate Grayson delivered a speech on reconciliation and the importance of cultural understanding. The assembly was followed by a VIP morning tea for special guests and Indigenous students.

The celebrations continued with an AFL exhibition match on a field decorated with the Aboriginal flag. Teams wore specially designed guernseys created by Indigenous students in collaboration with Noongar artist Jade Dolman. Throughout the week, Indigenous students led various activities, including rock painting with Noongar symbols, badge-making, friendship bracelet plaiting, and contributing to a Sea of Hands reconciliation display. A free dress day raised funds for the Indigenous Literacy Foundation.

Additionally, all Year 8 students attended a concert by Aboriginal musicians Gina Williams and Guy Ghouse, where they learned Noongar words through song. The duo also conducted workshops for GATE and ATAR Music students. Yirra Yaakin Theatre Company visited the school to perform *Sista Girl*, a play exploring themes of reconciliation, identity, and family, encouraging students to reflect on cultural perceptions.

UNIVERSITY ENGAGEMENT AND LEADERSHIP PROGRAMS

In August and September, Indigenous students participated in Murdoch University's Deadly Dreaming program, which encourages students in Years 7–12 to explore higher education opportunities. The program included school-based workshops and a campus visit, where students engaged in a forensic science lecture, met university students and staff, and explored pathways to scholarships and post-school support.

Year 8 students attended UWA's Discovery Day in November, gaining insight into university life through hands-on activities across various disciplines. Students participated in experiences ranging from forensic science experiments to legal simulations in a moot court.

A key leadership experience for Aboriginal and Torres Strait Islander students was a Term 3 camp to Francois Peron National Park, facilitated by Wula Gura Nyinda Eco Cultural Adventures and sponsored by the Churchlands' Foundation. The camp focused on the five values of leadership, teamwork, safety, communication, and respect. Students engaged in activities such as kayaking, hiking, and bush survival skills, culminating in a wildlife cruise at Monkey Mia where they observed dolphins and dugongs.



ACADEMIC EXTENSION PROGRAM

AEP PROGRAM

The Academic Extension Program (AEP) runs from Years 7 to 10, offering both curriculum extension and acceleration across the four MESH learning areas. Students are placed in the program based on their abilities, and the AEP teaching staff are carefully selected for their expertise, experience, and passion for teaching.

In 2024, the school appointed a new AEP Teaching and Learning Coordinator, responsible for leading staff collaboration in the development and implementation of cross-curricular and interdisciplinary projects. A key part of this role includes sourcing and providing ongoing professional learning in the latest pedagogical approaches, such as GERRIC, offered by the University of New South Wales.

The AEP policy was revised in 2023 and approved by the school board. This updated policy outlines entry and exit processes for students, as well as the expanded role of the AEP Teaching and Learning Coordinator, including supporting underachieving students within the program.

A significant structural change was the reinforcement of two AEP streams. Students now participate in either Science and Mathematics, English and HASS, or both streams.

Existing enrichment activities for AEP students have been maintained, with new initiatives for 2025 focused on staff development. One key addition is new cross-curricular projects for Year 7 and 8 AEP students, designed to introduce foundational critical thinking skills that will later be developed in the Year 10 IDL (Interdisciplinary learning) project. This initiative serves as a stepping stone to enhance students' achievement in these skill areas.

ATAR Bands	Percentage of AEP Group			
	2021	2022	2023	2024
Above 99.00	2%	9%	9%	5%
95.00 - 98.95	32%	29%	28%	34%
90.00 - 94.95	19%	33%	15%	11%

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.

The long-running STEM Pedal Prix team extended into a 4th event in 2025, successfully attending the 24-hour Murray Bridge event in South Australia, with support from the Churchlands Foundation. A group of Year 8 students participated in the Synergy Solar Car Challenge and our Year 10 STEM cohort were also able to win their category for the annual Science and Engineering Challenge held at Claremont Show grounds.

A partnership with Curtin University starting in early 2024 has enable our middle school students to participate in the BinarX Space program. This program involves incursions from Curtin staff and two visits to Curtin University in 2024. New esports equipment funding by the school executive is also being put to use, allowing students to collaborate in a casual video gaming environment.

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 2025.

Student enrolment in the Year 9 and Year 10 optional courses remains steady for 2025, 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 successful year came to an end with as the new STEM Facility was opened by Education Minister Dr Tony Buti, with the Churchlands Foundation arranging an inspiring speech from Nobel Laureate Professor Barry Marshall. A number of dignitaries were in attendance for the unveiling of the new building, boasting new facilities and purpose-built rooms.

VALUES IN THE COMMUNITY

COMMUNITY SERVICE

Our community service program fosters an ethos of service in young people and in this way contribute to their overall education. It is also an excellent way to enhance students learning and leadership skills. Students, who volunteer can gain important life experiences and meet new people. When volunteering our students enjoy a sense of personal satisfaction, knowing that they are making a difference in other people's lives. It also teaches them more about themselves and they gain a sense of connection to their community.

Once again, our students accepted the challenge and successfully " helped our school make a difference". Volunteering at so many community groups and organisations, this year's graduating Year 12 students have accumulated 26,540 community service hours over their Years 10, 11 and 12. The total for years 10 – 12 students are 40,043 hours for 2024.

We continued to support the Wembley Downs District Fair, The Cancer Council, Triathlon Pink. This is in addition to our students who support the weekly Rotary Club Stirling Markets every Sunday morning and Waste Warriors every Thursday night. Many more volunteered for all the in-school events.

Our students have supported the Sharks Basketball Club with coaches, the parent teachers' interview evenings, ushers for music events as well as helping with the P & C Year 7 parents BBQ. The list is endless.

It is fantastic that these students are prepared to give up their own time to help so many Charity and Community Events, which cannot happen without volunteer support. Many of our students gave up their Labour Day 3 day weekend to help the Rotary Club of North Perth at the Hyde Park Festival, forty-one students in total over 3 days doing multiple shifts, volunteered at the Fair.

The same for the Agricultural Society with the Royal Show 53 students volunteered over eight days covering 163 shifts totalling 1000 plus hours of volunteering. We have the most amazing students and I am proud to collaborate with them.

Community Service Data 2024			
	Hours	Students	Average
Year 10	7907.2	405	20%
Year 11	14595.7	389	38%
Year 12	26540.3	474	56%
Total	49043.2	1268	38.7%

DUKE OF EDINBURGH'S INTERNATIONAL AWARD

34 of our wonderful students have passed a Duke of Edinburgh Award this year. Three students passed their Gold, seven passed their Silver, and 24 have passed their Bronze. The Duke of Edinburgh is an education department endorsed program so this amounted to 50 WACE units being achieved.

Currently we have 107 students undertaking the

Student Participation - Year Comparison				
		Hours completed	Student numbers	%
2022	Year 12	32,074	443	72.4%
	Year 10-12	54,395	1395	38.99%
2023	Year 12	22,823	425	53.7%
	Year 10-12	46,234	1342	34.45%
2024	Year 12	26540	474	56%
	Year 10-12	49043	1268	38.7%

Duke of Edinburgh Awards at various levels. All are continuing their journey to achieve their goals. We will see this number grow significantly by the end of semester one.

WORLD CHALLENGE

We believe in the power of extraordinary experiences. They allow us to see ourselves, others, and the world differently, and develop our confidence, independence, and resilience. 12 months of planning culminated in 24 Year 10 and 11 students, four teachers and two World Challenge leaders travelling on a 13 night expedition to Borneo. They tackled the Pahu Trail trek, contributed to a gibbon rehabilitation initiative and met orangutans in the wild. With their teams tackling fresh challenges each day, this once-in-a-lifetime experience proved just how much our students are capable of. It changed the way they see the world forever.

EDUCATIONAL OUTCOMES

Students gain a greater understanding of how to act for a more sustainable future, at both local and global levels.

Students are empowered to build on their self-care strategies, enhancing their physical and mental wellbeing. Students are immersed in diverse cultures and experiences, growing to understand their role within our global community.

Students experienced and reflected on the power of being pushed outside of their comfort zone, allowing the development of initiative, confidence, and resilience.

Students were challenged to think critically about topical issues that affect our past, present, and future around the world. Students will build a deeper connection to their own identity and personal values, developing their independence and sense of self.

WORLD VISION

We continue to sponsor our two children and they are doing very well. Sreyroth Hoeurn is now 12 years old now, she lives in Cambodia with her parents and speaks Khmer Central. She is in Year 4 school grade and her favorite subject is Maths.

Mukesh is nine years old; He is currently also in grade four and has received school supplies to help with his education and personal development.

With feedback from community members, and due to the school's generosity, the work for children is as effective as possible. The goal is to empower local groups to start their own small projects to improve children's lives.

STUDENT INFORMATION

ENROLMENT TRENDS

The following table shows enrolment patterns by year group as of the February census from 2020 to 2025. 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. The current downward trend will cease as of 2025 with stable enrolments of around 380 per year group. The current Year 9 enrolment figure is the one slight outlier to this. I now expect the total school enrolment stabilise to be between 2250 and 2300 into the foreseeable future.

It is also worth noting that during the years spanning Churchlands' significant population growth there was a noticeable decrease in the percentage of students from our feeder primary schools choosing to enroll at Churchlands SHS. However, it is pleasing to note that this has now stabilised, and enrolment patterns have returned to previous levels.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2020	421	531	500	485	477	428	2842
2021	407	416	531	486	474	451	2765
2022	377	404	419	512	455	457	2624
2023	338	368	405	403	496	424	2432
2024	382	335	360	403	395	482	2357
2025	387	384	337	366	378	381	2233

STUDENT RETENTION

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

Prior to the significant growth in the student enrolments Churchlands regularly had Year 7 to 12 retention rates above 100%. As can be seen from the table below four years of decreasing retention rates were evident up until 2023. That is no longer the case, and 2025 retention rates indicate consolidation from the previous year. An inference can be made that this is due to the size of Churchlands diminishing since enrolments peaked in 2019. The fact that our neighbouring schools now have enrolments greater than Churchland is also likely to be playing a part in this turn around.

Years	2020 %	2021 %	2022 %	2023 %	2024 %	2025 %
7-12	98.4	97.6	90.3	85.1	90.1	90.5
10-12	96.0	93.5	94.2	87.2	94.1	94.5
11-12	97.3	94.1	96.4	93.2	97.2	96.5

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% which has skewed the data.

DOE at Risk Attendance Categories	2020 (*)	2021	2022	2023	2024
Regular (90 - 100%)	87%	66%	60%	67%	63%
Indicated (80 - 89%)	9%	21%	26%	21%	25%
Moderate (60 - 79%)	3%	8%	9%	8%	9%
Severe (0 - 59%)	2%	4%	5%	4%	3%

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

In 2024 the percentage of students achieving 80% or above attendance is slightly below 90% but moving towards pre-COVID rates.

87.7% of Churchlands students attended 80% or above, a slight improvement from 2023

63.3% of Churchlands students achieved 90% or above attendance.

Student attendance is supported by our sub-school structure with each year group having a Head of Year and two House Coordinators. Student Services and Support staff who 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 (2256 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 attendance rate of each year group over the last five years.

	Year					
	7	8	9	10	11	12
* 2020	85.8	84.7	83.8	84	85.3	86.4
*2021	92.2	91	89.4	88.3	91.7	90.4
*2022	88.4	85.8	85.3	83	87.6	85.2
2023	91.5	89.2	87.3	89.2	88.9	90.1
2024	91	88.5	87.8	85.7	91	90.7

(* This data has been impacted by COVID-19)

BEHAVIOUR

Churchlands SHS encourages students to embrace the core values of Social, Personal and Environmental responsibility. The school has a strong reward system in place which acknowledges students’ positive behaviour in and outside the classroom. Teacher awarded house points contribute to Student of the month and Form of the month across each year group. Individual students who achieved the most house points are acknowledged at the end of each semester.

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.

4.2% of the total student population were suspended throughout 2024, which is a decrease of 2.6% from 2023.

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.

The following provides a five year historical overview of the number of students suspended and the total number of days suspended. It summarizes total numbers of students, offences and days suspended over the period 2020 to 2024. Our Behaviour Management Policy was reviewed to from our Student Behavior and Good Standing policy implemented in 2023. This created consistent expectations and processes over Years 7 to 12 and after the initial year of implementation can be attributed to the decrease in both the number of students suspended and the number of days suspension.

	2020	2021	2022	2023	2024
STUDENT POPULATION	2912	2765	2669	2539	2480
Number of students involved	126	163	121	173	103
Number of days suspension	808	975	591	966	560



STAFF INFORMATION

TEACHING STAFF PROFILE

The objective of recruiting, maintaining, training, and developing staff within the context of a reducing student population was the primary focus of the Associate Principal Human Resources in 2024.

STAFFING

The continuing reduction in student numbers resulted in a further decrease in the total teaching staff FTE in 2024. There were seven retirements and seven resignations. We continued to have 15 staff on extended leave or secondment, resulting in the school requiring fixed term teachers to replace them. 77% of teaching staff are permanent, with 23% on fixed term contracts. 85% of school support staff are permanent, with 13% on fixed term contracts.

The ongoing teacher shortage and the mostly short, fixed term nature of vacancies on offer at Churchlands SHS made staffing challenging. However, all vacancies were filled with qualified teachers in the subject, allowing continuity of learning for our students.

We continued our focus for staff to apply for Senior Teacher status. As a result, 10 further teaching staff attained this classification. We had one staff member successfully attain Level 3 Classroom Teacher (L3CT) status and currently have over five staff working toward attaining this. The school will continue to provide support and guidance for interested staff

to attain L3CT status, both through the Churchlands Network and individual mentoring. Churchlands SHS currently has 47% of staff with Senior Teacher status (attained after 10 years of service and application process). 7.7% of staff are Level 3 Classroom Teachers.

For the whole school on average the staffing was 242.8FTE. The teaching staff numbers were 153.5FTE with school support staff total of 89.3FTE.

PROFESSIONAL DEVELOPMENT

All teachers participated in professional learning activities during the year with a continued focus on formative assessment, classroom management and strategies for engagement through the Department's CMS program and our own professional learning programs. Activities included:

- Formative assessment with Teacher Leaders
- Think Tank sessions on our whole school PL days.
- Faculty based Professional Development.
- CMS Foundation and associated conferencing
- Teacher representatives working on development of the Churchlands SHS Quality Teaching and Learning Framework and Teacher Belief statements

Workforce Statistics 2024

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	6	6.0	0	0.0	6	6.0
HOLA/PC	18	17.2	4	4.0	22	21.2
Teacher	147	126.1	25	21.0	172	147.1
Education Support EAs	19	15.6	0	0.0	19	15.6
Admin	27	22.6	3	2.2	30	24.8
Cleaner	22	10.8	1	0.5	23	11.3
Gardener	2	2.0	0	0.0	2	2.0
Other	20	16.2	2	2.0	22	18.2
Grand Total	261	216.5	35	29.7	296	246.2

Students and Staff Trend

Table 2: Presents the student and staff numbers (teaching and support) for each year since 2022.

Students and Staff Trend				
Year	Total Staff Headcount (FTE)	Teaching Staff Headcount	School Support Staff Headcount	Students
2022	288 (234.97FTE)	195 (170.4FTE)	93 (64.57FTE)	2624
2023	268 (223.7FTE)	175 (155.4 FTE)	93 (68.3FTE)	2427
2024	258 (214.93FTE)	172 (151.1FTE)	86 (63.83FTE)	2357

The reduction in the number of students has resulted in a reduction in the teaching staff FTE. It is important that the school continues to plan effectively for a reduction when making appointments, especially those of a permanent nature in both teaching and school support staff. Of note with this data is the increase in the number of part-time employees. Currently, 47% of teachers are part-time, an increase from 37% in 2021. This can be attributed to a variety of reasons, including return to work after parental leave, transition to retirement and reducing FTE for work-life balance.

MAJOR CATEGORIES OF LEAVE FROM 2021 to 2024

Personal leave was the major category of leave requested. This is managed at a local level by the Associate Principal HR and Human Resource Officer. There was a reduction in average personal leave for 2024, which is likely explained by the further reduction in COVID infections and a less stringent requirement for return to work. A change to the EBA, effective at the beginning of 2023 was the reduction in need of evidence. Evidence is now only required for absences of more than two consecutive workdays, which is the reason for the higher number of days without evidence.

Table 3: Personal Leave for Teaching Staff.

Personal Leave for Teaching Staff				
Year	Leave with evidence	Leave without evidence	Unpaid Leave	Average Personal Leave days per Teaching Staff FTE
2021	1023	772.9	75.6	10.3
2022	1505	734	140	14.5
2023	1266	917.5	34.2	12.7
2024	834	1001	46	10.9

WORKFORCE PLANNING 2025 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. We expect transfers, retirements and resignations and careful planning in hiring of staff to maintain adequate staffing as our student population decreases further. It is important to undertake carefully succession planning and management to ensure minimal impact on student outcomes and operational requirements.

Table 4: Comparison data of Churchlands SHS against the average of Like 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	6	100	0	4.5	95.6	6.7
HOLA/Coordinator	17	84	16	11.9	92.4	7.6
Teacher	168	56	44	73.0	74.6	25.5
Education Support EAs	19	47	53	15.9	50.3	50.3
Admin	31	61	39	17.5	58.3	44.6
Cleaner	22	14	86	11.7	19.7	81.2
Gardener	1	100	0	2.1	57.1	42.9
Other	21	52	48	11.8	44.1	56.8
Grand Total	288	56	44	148.4	72.4	28

GIFTED AND TALENTED MUSIC EDUCATION

OVERVIEW

The Churchlands SHS Music program had an exciting and successful year in 2024. Churchlands consistently hosts the ABODA IMSS State Band and Orchestra Festivals, during which all CSHS ensembles maintain a high standard of performance. Each concert season effectively showcased our students' talents.

We continue to attract highly regarded international clinicians to conduct workshops for our students. In 2024 this included Bethany Robinson, a jazz specialist from Purdue University, Indiana, working with our jazz students prior to the Jazz Festival. Staff from local tertiary institutions such as WAAPA visited the School of Music many times throughout the year, conducting chamber music and jazz bass workshops with our students and working with students in a variety of ensembles from choirs to wind orchestras, jazz bands and orchestras.

We actively explore ways to differentiate between GATE and General Music students, particularly in the lower school years. During the year, WAAPA brass and percussion students performed for the Year 9 GATE students, and the Coordinator of Classical Music at WAAPA, Tim White, presented a talk on performance skills to our Year 10 GATE students. A camp for GATE Music students in Years 8 and 9 has been planned for early in Term 1, 2025 where they will hear from specialists in performance skills, as well as join in performance and team-building activities.

Community involvement has become an increasing focus post-Covid, during which many of our performances in the wider community became restricted. In 2024 students performed at a large number of official commemorative services throughout the year, as well as ANZAC and Remembrance Day services at several RSLs and local primary schools. We also performed concerts at a local aged care facility and at Perth Children's Hospital. The School of Music was represented at the closing of the conference for the Western Australian Council of State School Organisations, at which Year 12 student Chelita Fontana performed.

GATE MUSIC APPLICATIONS

Churchlands aims to attract the best music students in the state to its program and endeavours to retain most of them through to Year 12. Such data inherently testifies to the quality of the program.

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

Churchlands SHS is funded to select up to 64 GATE students to enter Year 7 each year. The school maintains a musical standard that all GATE Music students must meet and ensures instrumental balance, which can result in some positions remaining vacant. This approach has advantages, as it allows the program to audition and accept students into the GATE program at any stage from Year 8 to Year 10.

This year continues a welcome upturn in applicants (255). While it is too early to say conclusively, this could be attributed to strategies employed by our Primary Outreach Group, targeting students in our feeder primary schools and beyond, as well as our increasing involvement in community music post-Covid.

The total preference count for applicants to arts programs has decreased over a number of years, although the preference count for GATE Music at CSHS in 2025 indicated slightly stronger numbers than in 2024. One factor impacting the number of applicants to arts programs may be that the GATE application process requires students to select from all Department of Education GATE programs. Additionally, GATE programs and their promotion have increased in recent years, particularly in areas local to Churchlands, providing more options for families.

Each year, several students accept GATE positions but ultimately enrol elsewhere. This may be due to receiving scholarship offers from other schools or experiencing anxiety about moving away from primary school friendship groups.



	2021	2022	2023	2024	2025
Number of Year 6 GATE MUSIC applicants	266	221	205	246	255
Applicants who met the standard and enrolled the following year	49	53	42	54	N/A

PRIMARY SCHOOL-AGED ENSEMBLES

The Windjammers concert band, established in late 2022, continued to grow throughout 2024. Approximately 20 students from six primary schools participated in this band, which was staffed with Churchlands SHS music teachers and rehearsed at a local primary school. This initiative continues to strengthen relationships between Churchlands SHS Music, our feeder primary schools, and the IMSS and classroom music teachers working there. A highlight of 2024 was a collaboration between GATE Music students from CSHS and the primary school band students. This session had the specific aim of increasing GATE applications.

Data from the second year of the Windjammers band indicates that 12 of the 17 members from 2024 are enrolled in Music at Churchlands in 2025, with one successfully applying to become a GATE music students. One of the Primary Outreach Group aims is to monitor these figures and ensure the numbers remain consistent and/or increase. The 2024 numbers suggest that more (11) of the Windjammers students are enrolling in General Music, but were either unsuccessful in applying for GATE Music or chose not to apply. There was a reduction from three to two GATE Music students.

Tapestry Strings, another primary-aged ensemble based at CSHS School of Music and directed by a CSHS music teacher, had five students from 2024 enrol in music at CSHS in 2025, with four becoming GATE Music students. Our 2024 Brasshoppers ensemble, directed by a CSHS IMSS teacher, also has five students enrolled in Year 7 2025, including three GATE music students. These are strong indicators to suggest that the opportunity to participate in an ensemble at CSHS, working with CSHS staff encourages students to apply for GATE Music.

In August, CSHS hosted a Primary School Outreach concert, inviting Year 5 students, teachers, and parents from across the metro area. The concert featured intermediate/advanced ensembles comprising woodwind, brass, string and vocal students. The aim was to attract students to the School of Music through musical performances and provide an opportunity to share information about the AEP currently offered at CSHS. The feedback from this concert was very positive.

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 ten consecutive years – longer than any other subject taught at Churchlands.
- 66% of our Year 12 ATAR Music students counted music as one of their top two scores contributing to their final ATAR result.
- 4 CSHS ATAR Music students received ATAR Certificates of Distinction.
- 8 CSHS ATAR Music students received ATAR Certificates of Merit.

- Churchlands provided 25% of the DoE schools ATAR Music students, and 12% of the state ATAR Music students, with 38 out of 303.
- 84% of Churchlands ATAR Music students scored above the state mean (32 of 38).
- 95% of Churchlands ATAR Music students scored 50% or better in their final scaled score.
- 9 students (24%) scored above 75%.

YEAR 12 AWARDS

The following music students received recognition and awards. It indicates that while busy, most music students are not prevented from finding success in a broad range of other courses.

- Certificate of Excellence for English: Matilda Cronin
- Certificate of Distinction: Angela Hong, Chantelle Lai, Myra Lee, Lily Mostert
- Certificate of Merit: Ethan Turnbull, Josiah Chong, Amelie Hayles-Stenhouse, Matilda Cronin, Hanano Asaka, Leia Ang, Lauren Korzec, Jay Jethva

CERTIFICATE COURSES

The certificate course continued to be successful, with 100% pass rates in Cert II and III. However, it is very time-intensive for the teachers running it, and has a significant impact on School of Music timetabling and staffing. From 2025 students in Year 11 will be offered the General Music course.



SCHOOL FINANCIAL REPORT

SCHOOL FINANCIAL REPORT			
INCOME	2022	2023	2024
Opening Balance	773807	649902	1115520
Voluntary Contributions	233634	194090	183575
Charges	746054	702186	718,747.68
Government Allowances	62305	54436	58,791.25
Approved Chrgs/Options/Donations	296261	257558	217,347.17
Incursions/Excursions	1007593	1490235	879,422.87
DoE Grant/Other Grant	53506	55647	57,045.00
Music Tour Charges*			
P&C Donations	100553	137900	142,043.26
International Fee Paying Students	34026	4042	2713
Miscellaneous/Other	276016	309590	394,155.14
Facility Hire	294162	322051	386,824.56
Internal Transfers	879783	508155	801702
Cash Transfers - DoE to School	1227682	2406479	1,698,675.14
Student Centred Funding	26579517	26492698	26841965
Totals	32564899	33584967	33498527
EXPENDITURE			
Other Specific Programs/Curriculum	405480	346487	433460
Student Services	102613	85615	82201
Administration	843536	913576	863511
Physical Resources/Repairs/Maintenance/Gro	170531	179331	228452
Capital Works	833706	78267	146939
ITC	353848	431970	593588
Staff/Professional Development	64621	107915	120172
Utilities	392998	437455	448641
Student Functions/Activities	244831	354248	327305
Faculties	1399760	2499682	1325267
Other - Refunds/Enterprise	102202	183096	92971
Transfers to Reserves	421351	359106	856365
Surplus/Carried Forward	649902	1115520	1039230
Salaries - Teaching & Non Teaching Staff	25414015	24994505	25193699
Totals	31399394	32086773	31751801
*Included in Incursions/Excursions			
P&C Collection	94009	84934	75199
SPECIAL PROJECTS			
Fencing (P&C Funded)			32429
Office Renovations/Blinds			
Photovoltaic Solar System 400 k/w			
Keycard Access/Electrical Work		78267	
Airconditioning- 2024/2025			151260
Shade Sails (P&C Funded)	28661		
Security Cameras	50247		
Landscape/Signage	14780		
Totals	93688	78267	183689