

CHURCHLANDS SENIOR HIGH SCHOOL



ANNUAL REPORT 2025



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VISION STATEMENT

Our Values

We are dedicated to fostering an inclusive and respectful community where relationships, wellbeing, and cultural understanding are prioritised. We cultivate innovation, creativity, and lifelong learning by empowering individuals to reflect, grow, and persist through challenges. Our commitment to valuing diversity, resilience, and embedding Aboriginal and Torres Strait Islander perspectives ensures that every member of our community is equipped to achieve educational, personal and shared success.



Relationships & Inclusivity

We feel valued and connected in a respectful, inclusive environment.



Wellbeing & Support

We are supported and equipped for success in a safe environment.



Innovation & Creativity

We embrace opportunities that drive progress and change.



Curiosity & Reflection

We become lifelong learners through personal growth and educational achievement.



Resilience & Growth

We persist through challenges seeing them as opportunities to grow.



Cultural Understanding

We nurture appreciation of diverse cultures by listening, learning and fostering respect.

THE CONTEXT

Churchlands Senior High School is a co-educational school which catered for approximately 2255 students from Years 7 to 12 in 2025. 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 extremely proud to present the Churchlands Senior High School Annual Report for 2025. This report captures a year of outstanding achievement, strong community engagement and continued commitment to excellence across all aspects of school life. Most importantly, it reflects the dedication, resilience and aspiration of our students, supported by highly committed staff and a deeply engaged school community.

I am pleased to report that the 2025 Year 12 exit data have maintained the high standard established over the previous two years, with the cohort achieving a median ATAR of an outstanding 88. This result, generated by more than 200 students, is a testament to the consistent academic culture at Churchlands and the sustained efforts of both students and teachers. Highlights include one student achieving a General Exhibition, with a further eight students attaining an ATAR above 99. In addition, 20 Certificates of Distinction, four Certificates of Excellence and 55 Certificates of Merit were awarded, reflecting breadth as well as excellence in achievement. 74 students received individual awards. Our WACE achievement rate for 2025 was 98.1% up from 95.3% in 2024.

A particularly significant highlight of 2025 was the remarkable achievement of Seinna McClaren, who was awarded the Rob Riley Award as the top Indigenous ATAR student in a state school. This is the first time a Churchlands student has received this prestigious award, and it stands as a moment of immense pride for our entire community.

The Science Faculty enjoyed notable success in 2025, with three courses of study achieving results placing them in the top 15 per cent of schools statewide. This outcome reflects high-quality teaching practice, strong curriculum design and a clear focus on student learning outcomes.

Our standard operational programs, including NAPLAN and OLNA, were successfully managed, with results indicating that the school continues to achieve outcomes comparable to, or exceeding, those of like schools. Importantly, analysis of cohort data shows that students continue to make stronger academic gains between Year 7 and Year 9 when compared with similar schools, reinforcing the positive impact of our teaching and learning practices.

Within our Quality Teaching and Learning Framework (QT&LF), the focus during 2025 continued to centre on formative assessment. As we look ahead to 2026, planning reflects a shift toward the broader concepts articulated in our newly developed Quality Teaching and Learning Framework, ensuring clarity, consistency and continued improvement in classroom practice.

Community engagement remains a cornerstone of Churchlands Senior High School. Through the work of our Community Services Coordinator, three students achieved their Gold Duke of Edinburgh Awards late in 2025, with many more attaining Silver and Bronze awards. Our Year 12 students also continue to demonstrate a strong commitment to service, averaging more than 60 hours of registered community service on their WAIS certificates — an exceptional outcome.

The School Board and Parents & Citizens' Association play a vital role in connecting the school with the wider community. The P&C Community Art Exhibition was once again a resounding success, while the Year 7 Welcome BBQ attracted more than 600 parents and family members, reinforcing the strong sense of belonging within our school. The Board's engagement with alumni, including representation on the Board and close collaboration with the Foundation to manage scholarships, further strengthens these connections.

It was wonderful to see the AKASHI NISHI exchange program return to pre-COVID levels, with Churchlands hosting Japanese students and our own students travelling to Japan. In 2025 we also began preparations for the re-launch of our French exchange program with Saint-Exupéry High School. Following a shortened International Music Tour in 2023, planning has commenced for a full European tour in 2026.

In 2026, the school will place a renewed focus on student and staff wellbeing, recognising that wellbeing underpins engagement, achievement and success. We will also introduce a new Year 12 School Leaders Program, designed to strengthen student voice, leadership capability and connection across the senior school.

I would like to sincerely thank the members of the P&C, the School Board, the Foundation and all volunteers whose time, expertise and commitment contribute so greatly to the success of our school. I also extend my deep appreciation to all teaching and non-teaching staff for their professionalism, dedication and care throughout 2025.

I commend this report to you as a reflection of our key programs, events and achievements. It clearly demonstrates that our students continue to truly Aim High.

Kate Grayson
Principal

SCHOOL BOARD CHAIR



It brings me great joy to share the 2025 Churchlands Senior High School (CSHS) Annual Chair Report. I start by acknowledging the 'best ever' ATAR results, since the current WACE was introduced in 2016, for the cohort that graduated at the end of 2024. With a mean ATAR of 87.85, General Exhibition (1), Subject Exhibitions (2), Subject Certificates of Excellence (5), Certificates of Distinction (30) and Merit Certificates (49). More pleasing is that 95% of our Year 12s achieved their WACE.

Such exceptional results in Year 12 are in part due to students hard work and having exceptional teachers with strong content knowledge, rigorous assessment practices along with understandings of the moderation, standardisation and scaling processes that impact individual and overall school results. The Year 12 results would not be possible without thoughtfully developed and skilfully delivered programs across Years 7-10 which allow students to identify their areas of passion and strengths as well as providing extension opportunities beyond the stipulated curriculum that help prepare students for the 'big jump' into Year 11 and 12.

I would also like to acknowledge the generous contributions from the Churchlands Foundation which provide professional development opportunities for staff, and support for students via scholarships, that are above and beyond what would normally be possible in a public school. NAPLAN data for 2025 was released at the end of the school year and showed that compared to like schools across Australia, CSHS 'punched above its weight' by value-adding more than expected. This means that the targeted learning programs and individualised education plans are helping our students make bigger gains in literacy and numeracy than students at like schools, as measured from Year 7 NAPLAN to Year 9 NAPLAN results. The group with the biggest gains were those mid-range achieving students in Year 7.

2025 has been a particularly exciting year regarding student engagement with initiatives led by the School Captains and the broader student leadership team. Paige and Sienna set themselves ambitious goals of increasing connection and belonging within and across year groups, as well as increasing mental health awareness. Student councillors visited form groups within their cohort and across year levels to promote leadership, fundraising and connection activities such as:

The Push Up Challenge which raised a massive \$15,550, and the largest amount raised by a public school; the World's Greatest Shave; lunch time sporting and cultural activities like 'Battle of the Bands', cakes stalls and free dress day celebrations. These activities add richness to the culture of the School, alongside activities hosted by the P & C such as the welcome barbeque and morning tea and Art Exhibition. Other activities led by subject also provide important opportunities for engagement such as the Year 7 day camps, inter-house and interschool sporting competitions, music concerts, camp and tour, the School Production of 'Alice in Wonderland', the visit from our sister school in Japan (Akashi Nishi High), the Coral Bay trips for AEP students and Swim team, Canberra and Sydney tour, and celebrations for Harmony Week and NAIDOC week.

Further, the end of 2025 saw the introduction of additional student leadership positions for 2026 to increase leadership opportunities for student voice across the School. In addition, all interested students across Years 7-10 were invited to analyse the student wellbeing survey data for their year group and present possible solutions to the School Board. Student led initiatives presented for implementation and consideration across 2026 included: suggestions to enhance teacher feedback to students; bathroom lock upgrades; pathways to success; input to classroom seating and furniture arrangement; a centralised assessment calendar; shade sail replacement, and ways to increase student voice opportunities. Student input will also be sought for inclusion into the next School Business Plan.

Governance is an important role of any Board. Across 2025 we upskilled ourselves by participating in training provided by the Department of Education on Accountable and Ethical Decision Making and Aboriginal and Torres Strait Islander Cultural Awareness. We are fortunate to have highly capable and experienced board members who led a session on good governance, risk and decision making specific to the needs of our Board. We reviewed and endorsed school policies including:

- The Annual Report
- The School Budget (after endorsement from the Finance Committee), Funding Agreement and Statement of Expectations
- The Prospectus

- Assessment Policy (Years 7-10, including provisions for students absent for assessments whilst on family holidays)
- Assessment Policy (Years 11-12)
- Mobile Phone and Electronic Device Use (at school and during school events)
- Learning Support Policy

Board members continue to promote the School by attending school functions which also provide opportunities for us to have conversations with parents, staff and students about issues of interest. We continue to advocate for the School on important issues by building relationships with local members of state and federal parliament, the Department of Education in Western Australia, along with local intake primary schools and their Principals. The aim is always to provide the richest and broadest opportunities for all our students.

I would like to take this opportunity to thank previous MLA for Churchlands, Christine Tonkin for her unwavering support for CSHS which resulted in a significant amount of money becoming available to develop the Student Services Hub which includes a quiet and safe space that students can access as needed.

At the beginning of 2025 we thanked outgoing Board Members Louise Williams and Hagop Boyadjian for their valued contributions before welcoming new members Associate Professor Elaine Wong, Dean Healy and Jamie Long. I would also like to thank the many parent volunteers who generously contribute to a myriad of school committees and events who provide the Board with valued feedback that help us to make inclusive and informed decisions.

Genevieve McSpornan
Board Chair



HIGH QUALITY TEACHING

QUALITY TEACHING AND LEARNING FRAMEWORK

At Churchlands Senior High School, we recognise that high-quality teaching is the most significant school-controlled factor influencing student learning, engagement and wellbeing. In 2025, we continued to strengthen a shared, evidence-informed approach to teaching and learning, aligned with our 2023–2026 School Business Plan and grounded in collective responsibility for student success.

The Quality Teaching and Learning Framework (QT&LF) continued to represent our vision for best practice. The framework brings together the Engagement Indicators and the Teaching for Impact Cycle, providing a coherent and consistent model for high-quality teaching across the school.

Throughout 2025, we strengthened our implementation of the Engagement Indicators, behavioural, cognitive and emotional, to ensure a clear and shared understanding of what engagement in every classroom looks like. This work reinforced our commitment to building accountable and safe learning environments where students are active participants in their own learning. By explicitly identifying the behaviours, thinking processes and emotional dispositions that support engagement,

staff were better equipped to foster learner agency and shared responsibility for achievement.

Alongside this, staff were introduced to and supported in implementing the Teaching for Impact Cycle as a common language for lesson design, reflection and professional dialogue. The cycle provided a practical structure to guide engagement, build student capacity, support practice and application, elicit evidence of learning, provide feedback for growth, and create opportunities for reflection. Importantly, it was positioned not as a checklist, but as a framework that supports thoughtful, responsive and evidence-informed teaching.

In 2025, we developed and implemented our Instructional Rounds model, aligned with the QT&LF and the Teaching for Impact Cycle. The initial rounds focused on formative assessment practices as a lens for observing engagement and feedback in action. This process strengthened professional dialogue, collective efficacy and reflective practice, reinforcing our belief that improving teaching is a shared responsibility. Instructional Rounds now provide an ongoing mechanism for evaluating, refining and continuing to innovate within the QT&LF, ensuring that our framework remains dynamic, responsive and grounded in classroom practice.



Churchlands Teaching for Impact Cycle

We also commenced development of the wellbeing component of the QT&LF. Recognising that engagement, achievement and wellbeing are deeply interconnected. This work ensures our framework reflects not only strong instructional practice, but also the conditions that enable students and staff to feel supported, connected and able to thrive. Strengthening this dimension reinforces our commitment to educating the whole child and sustaining a positive and inclusive school culture.

While formative assessment continued to underpin effective classroom practice, 2025 marked an important evolution in our approach. We moved from a singular whole-school focus on formative assessment to embedding it within the broader Teaching for Impact Cycle. This shift ensures formative assessment and self-regulated learning are positioned as key strategies within a coherent instructional model that supports engagement, metacognition and learner agency.

Think Tank

Our Think Tank professional learning model continued to flourish in 2025. This teacher-led, choice-based approach provided structured time for collaboration, implementation and reflection. The range of courses expanded to include Self-Regulated Learning, which aligns strongly with and supports the QT&LF; Making Thinking Visible; ADHD in the Classroom and Beyond; and AI in Action. These additions reflect our commitment to responsive, evidence-informed professional learning that strengthens teacher practice and directly enhances student engagement and learning outcomes. Staff participation and feedback across these courses were overwhelmingly positive, reinforcing the strength of our professional learning culture and the value staff place on collaborative growth.

In addition to Think Tanks, we delivered targeted internal professional learning sessions throughout the year to support implementation of the QT&LF. These sessions provided practical strategies, shared exemplars of effective practice, and created space

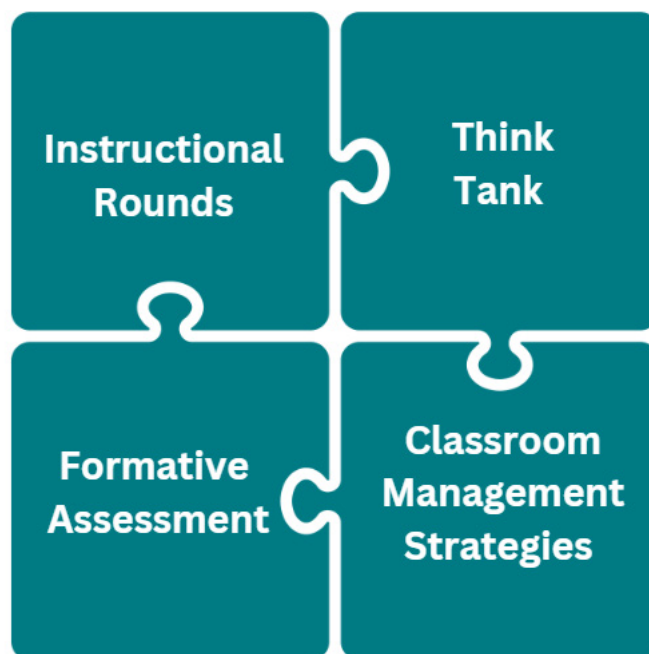
for collaborative reflection, ensuring the framework was actively embedded in classrooms rather than remaining conceptual.

Maintaining parent and student involvement in teaching and learning remained a priority. Throughout the year, we shared accessible flyers and information with students and parents to build understanding of engagement, feedback and self-regulated learning. Teaching and learning updates were regularly communicated through the fortnightly Bytes and the term newsletter. We also ran information sessions during Parent-Teacher Interview days to explain our instructional approach and provide practical strategies to support learning at home, strengthening partnerships across our school community.

We continued to encourage staff participation in Classroom Management Strategies (CMS) courses and other targeted professional learning aligned with our framework and Department system initiatives. These initiatives supported consistency in behavioural expectations, strengthened staff capability, and contributed to accountable and safe learning environments across the school. By engaging with system-supported professional learning, we ensured our practice remained aligned with broader Department priorities while responsive to the needs of our Churchlands community.

Improving teaching practice remains a collective responsibility between teachers, support staff and leaders. In 2025, we strengthened our shared language, deepened reflective practice and built sustainable structures for continuous improvement.

As we move forward, our focus will remain on refining and embedding the QT&LF, strengthening collective efficacy through Instructional Rounds, and continuing to create the conditions that allow every teacher to grow and every student to thrive. High-quality teaching is not an initiative, it is our ongoing commitment to excellence and the foundation of student success at Churchlands.



A SCHOOL OF OPPORTUNITY AND ACHIEVEMENT

RESULTS SUMMARY

This report summarises Year 12 student achievement information for CHURCHLANDS SENIOR HIGH SCHOOL for 2025. The data provides information around the performance and achievement of Year 12 students to assist the school to reflect on the effectiveness of strategies and to consider future

targets. The results should be considered alongside the school's context and additional reports or datasets, which are not outlined in this report.

Student Pathways and Achievements

The table indicates both the ATAR Pathway

| Table 1. Student pathways ATAR | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| ATAR | | | | | | |
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
| ATAR participation rate: count (% of cohort) | | | | | | |
| School | 269 (59%) | 312 (59%) | 274 (56%) | 249 (53%) | 247 (47%) | 207 (49%) |
| WACE eligible | 62% | 65% | 63% | 59% | 53% | 55% |
| Year 12 ATAR enrolments: count (% of ATAR students) | | | | | | |
| 6+ ATAR courses | 29 (6%) | 41 (8%) | 32 (7%) | 18 (4%) | 11 (2%) | 18 (4%) |
| 4-5 ATAR courses | 240 (52%) | 271 (51%) | 242 (50%) | 231 (50%) | 236 (44%) | 189 (44%) |
| ATAR performance: count (% of ATAR students) | | | | | | |
| 99+ | 6 (2%) | 8 (3%) | 13 (5%) | 8 (3%) | 5 (2%) | 8 (4%) |
| 90-98.95 | 98 (36%) | 92 (29%) | 101 (37%) | 103 (41%) | 92 (37%) | 80 (39%) |
| 80-89.95 | 80 (30%) | 95 (30%) | 78 (28%) | 72 (29%) | 86 (35%) | 52 (25%) |
| 70-79.95 | 52 (19%) | 60 (19%) | 46 (17%) | 37 (15%) | 34 (14%) | 37 (18%) |
| 55-69.95 | 27 (10%) | 39 (13%) | 29 (11%) | 19 (8%) | 24 (10%) | 23 (11%) |
| <55 | 5 (2%) | 18 (6%) | 7 (3%) | 10 (4%) | 6 (2%) | 7 (3%) |
| English scaled score 50+ | 232 (86%) | 265 (85%) | 249 (91%) | 221 (89%) | 218 (88%) | 180 (87%) |
| ATAR performance (tricles): count (% of ATAR students) | | | | | | |
| High | 115 (43%) | 118 (38%) | 115 (42%) | 111 (45%) | 94 (38%) | 88 (43%) |
| Mid | 107 (40%) | 112 (36%) | 104 (38%) | 89 (36%) | 109 (44%) | 72 (35%) |
| Low | 46 (17%) | 82 (26%) | 55 (20%) | 49 (20%) | 44 (18%) | 47 (23%) |

OVERALL TRENDS (2020–2025)

ATAR Participation & Eligibility

- Participation rate declined overall:
 - From 59% (2020–21) □ 47% (2024) □ slight recovery to 49% (2025)
- WACE eligibility also declined:
 - From 65% (2021 peak) □ 53% (2024) □ small lift to 55% (2025)

Fewer students are choosing or qualifying for ATAR pathways over time, though 2025 shows early signs of stabilisation.

Top-end (99+)

- Improved from 2% (2020) □ 5% (2022 peak)
- Stabilises around 2–4%, ending at 4% (2025)

Mid-range (80–89.95)

- Variable but trending down in 2025:
 - 35% (2024) □ 25% (2025)

Lower bands (<70)

- Generally stable but slightly increasing in 2025:
 - Combined lower bands ≈ 20–26%, with 2025 showing a small rise

Interpretation:

- Performance has become more polarised:
 - Strong high achiever recovery in 2025
 - But mid-band shrinkage and slight growth in lower band

Commentary on 2025 Results

Positives

- High ATAR performance improved
- 90+ = 43% (up from 37% in 2024)
- 99+ increased to 4%
- High tricile strong (43%)
- Participation and WACE eligibility stabilised after decline

- Slight recovery in 6+ course enrolments

Indicates strong top-end academic outcomes and possible effective targeting of high-achieving students.

2025 reflects a shift from broad-based performance to a more stratified model:

- Excellence at the top is sustained or improving
- But equity and consistency across the cohort may be weakening

VET AND GENERAL PATHWAY

Table 6. Student pathways VET

| VET | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
| VET participation rate: count (% of cohort) | | | | | | |
| School VET enrolments | 264 (58%) | 270 (51%) | 262 (54%) | 204 (44%) | 232 (44%) | 218 (51%) |
| Funded VET students | 40% | 36% | 36% | 36% | 42% | 40% |
| Level of highest qualification achieved: count (% of VET enrolled students) | | | | | | |
| Diploma | | | | | | |
| Certificate IV | 7 (3%) | 44 (16%) | 31 (12%) | 30 (15%) | 39 (17%) | 40 (18%) |
| Certificate III | 53 (20%) | 53 (20%) | 36 (14%) | 27 (13%) | 27 (12%) | 27 (12%) |
| Certificate II | 203 (77%) | 169 (63%) | 175 (67%) | 121 (59%) | 132 (57%) | 122 (56%) |
| Certificate I | | | | | | |
| No certificate completed | 1 (<1%) | 4 (1%) | 20 (8%) | 26 (13%) | 34 (15%) | 29 (13%) |
| Students with more than one qualification: count (% of VET enrolments) | | | | | | |
| 3+ qualifications | 56 (21%) | 37 (14%) | 18 (7%) | 6 (3%) | 11 (5%) | 6 (3%) |
| 2 qualifications | 95 (36%) | 92 (34%) | 87 (33%) | 53 (26%) | 59 (25%) | 50 (23%) |
| Endorsed programs | | | | | | |
| Unit achievement: count (% of cohort) | | | | | | |
| All endorsed programs | 214 | 134 | 148 | 235 | 648 | 344 |
| General | | | | | | |
| <4 ATAR and no VET participation rate: count (% of cohort) | | | | | | |
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
| 1-3 ATAR and General | 1 (<1%) | 12 (2%) | 17 (4%) | 26 (6%) | 23 (4%) | 18 (4%) |
| General only | 2 (<1%) | 11 (2%) | 6 (1%) | 26 (6%) | 43 (8%) | 17 (4%) |
| Foundation, General and/or Preliminary | | 1 (<1%) | | | | |
| Preliminary only | | | | | | |

VET Participation

- Participation declined, then recovered:
- 58% (2020) □ 44% (2023–24 low point) □ 51% (2025)
- Funded VET students:
- Stable around 36–40%, slight peak at 42% (2024)

Interpretation:

VET experienced a dip mid-period, but strong recovery in 2025, returning close to earlier levels

Qualification Levels (Quality of Outcomes)

Higher-level qualifications improving

- Certificate IV:
- Significant growth: 3% (2020) □ 18% (2025)
- Certificate III:
- Declining: 20% (2020–21) □ 12% (2025)

Interpretation:

There is a clear upward shift in qualification level, with more students achieving higher-level VET outcomes (Cert IV).

COMMENTARY ON 2025 RESULTS

Participation Recovery

- Increased to 51%, up from 44% (2023–24)
- Indicates renewed engagement in VET pathways

2025 represents a positive shift in participation and qualification level, but with a trade-off:

- Higher-quality outcomes (Cert IV growth)
- Reduced completion rates and breadth

ATAR Results for 2025

- 207 students with an ATAR
- 1 Subject Exhibition
- 1 General Exhibition
- 4 Certificates of Excellence
- 55 Certificates of Merit
- 8 students with an ATAR of 99+
- Top ATAR 99.9

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 2025 there were 345 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 | Pre 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 | 257 (74.4%) | 45 (13%) | 23 (6.6%) | 4 (1.1%) | 12 (3.5%) |
| Writing | 203 (58.8%) | 82 (24.6%) | 42 (12.1%) | 1 | 13 (3.7%) |
| Numeracy | 259 (75%) | 23 (6.6%) | 37 (10.7%) | 9 (2.6%) | 13 (3.7%) |

Points to note:

- *About 75% of Year 10 students have met the standard of literacy and numeracy for the Western Australian Certificate of Education (WACE) achievement requirements.*
- *23 or 6.7% of 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 during school to prepare for OLNA. Curriculum embedded strategies in Year 9 and 10 English classes for Literacy.*

SUMMARY 2025 INCLUDES ALL STUDENT DATA FROM YEAR 10 TO YEAR 12.

| Totals | | | |
|--------------|----------|---------|---------|
| | Numeracy | Reading | Writing |
| Category 1 | 10 | 5 | 5 |
| Category 2 | 71 | 33 | 61 |
| Category 3 | 973 | 1017 | 989 |
| Category NSA | 24 | 23 | 23 |

Note that although 97% of students have achieved the standards by the end of Year 12. Of the 3% who didn't, 3 students had left the school or were engaged in an alternate pathway.

| | | 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 | 81 | 81 | | | | |
| | Year 11 | 86 | 92 | 92 | 92 | | |
| | Year 12 | 87 | 93 | 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 | 87 | 87 | | | | |
| | Year 11 | 94 | 97 | 97 | 97 | | |
| | Year 12 | 91 | 96 | 98 | 99 | 99 | 99 |
| | | 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 | 82 | 82 | | | | |
| | Year 11 | 91 | 94 | 94 | 94 | | |
| | Year 12 | 91 | 94 | 98 | 99 | 99 | 99 |

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

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

STRATEGIES AND STUDENT SUPPORT

Given the large cohorts at Churchlands SHS, logistical planning is essential for the effective administration and implementation of NAPLAN. In 2025, online testing took place in the Mathematics building which ensured all students sat the tests in proximity with comprehensive ICT support. Both cohorts experienced minimal disruption having access to specialised staff, backup devices and extra time (if eligible). The network bandwidth again proved capable of handling upwards of 400 students undertaking testing at the same time. Testing and planning for even larger cohorts in 2026 is underway.

The tables below show the number of students undertaking NAPLAN testing in each category since 2023.

| NAPLAN | Writing | | | | | |
|--------------------|---------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Number of Students | 336 | 391 | 375 | 353 | 385 | 329 |

| NAPLAN | Reading | | | | | |
|--------------------|---------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Number of Students | 334 | 389 | 374 | 353 | 385 | 329 |

| NAPLAN | Spelling | | | | | |
|--------------------|----------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Number of Students | 334 | 389 | 373 | 352 | 385 | 329 |

| NAPLAN | Grammar and Punctuation | | | | | |
|--------------------|-------------------------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Number of Students | 334 | 389 | 373 | 352 | 385 | 329 |

| NAPLAN | Numeracy | | | | | |
|--------------------|----------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Number of Students | 336 | 391 | 370 | 349 | 385 | 328 |

At Churchlands SHS, leading up to testing in mid-March, students are supported and prepared for NAPLAN through the delivery of sequenced learning programmes in the English and Mathematics learning areas with a focus on Literacy and Numeracy skills. Both learning areas analyse student data from Year 5 testing and specialist Literacy and Numeracy develop

activities created to target areas of weakness and upskill students.

This preparation includes undertaking of practice tests to ensure students are familiar with the testing platform and how to answer questions in a timely and efficient manner, and revision material completed both in class and at home.

The tables below show average test scores in each category of NAPLAN testing and a comparison with the WA State School average since 2023.

| Average Test Score | Writing | | | | | |
|--------------------------------|---------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| NAPLAN | | | | | | |
| School Average Score | 560 | 610 | 563 | 629 | 569 | 616 |
| WA Public School Average Score | 518 | 558 | 527 | 569 | 523 | 568 |

| Average Test Score | Reading | | | | | |
|--------------------------------|---------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| NAPLAN | | | | | | |
| School Average Score | 569 | 615 | 562 | 622 | 573 | 613 |
| WA Public School Average Score | 520 | 562 | 517 | 566 | 519 | 565 |

| Average Test Score | Spelling | | | | | |
|--------------------------------|----------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| NAPLAN | | | | | | |
| School Average Score | 562 | 597 | 562 | 593 | 572 | 589 |
| WA Public School Average Score | 533 | 563 | 535 | 565 | 536 | 566 |

| Average Test Score | Grammar and Punctuation | | | | | |
|--------------------------------|-------------------------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| NAPLAN | | | | | | |
| School Average Score | 568 | 601 | 559 | 606 | 575 | 601 |
| WA Public School Average Score | 526 | 551 | 524 | 550 | 521 | 551 |

| Average Test Score | Numeracy | | | | | |
|--------------------------------|----------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| NAPLAN | | | | | | |
| School Average Score | 571 | 622 | 570 | 618 | 582 | 619 |
| WA Public School Average Score | 526 | 565 | 526 | 565 | 529 | 569 |

Churchlands SHS (including historically) continues to exceed WA State school averages in all categories of testing.

A strong focus on student wellbeing throughout the testing period is supported by Student Services staff, the Learning Support team as well as the Psychology and Pastoral Care staff. Students that require adjustments due to disability or other diagnosis' receive special testing arrangements which enables them to undertake testing in a fair and equitable manner.

Since the introduction of the updated NAPLAN Proficiency Levels in 2023 to better align with OLNA, data shows trends across the four levels of achievement being: Exceeding; Strong; Developing; and Needs Additional Support. This data assists in identifying areas of focus, students in need of extra support and for planning of testing in the following years.

The tables below show Proficiency Levels of students by percentage in each category since 2023.

Percentages of Students - Proficiency Levels (Schools)

| NAPLAN | Writing | | | | | |
|--------------------------|---------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Exceeding | 17 | 28 | 20 | 43 | 24 | 35 |
| Strong | 59 | 53 | 56 | 42 | 54 | 47 |
| Developing | 20 | 16 | 21 | 13 | 18 | 16 |
| Needs Additional Support | 4 | 2 | 3 | 2 | 3 | 2 |

Percentages of Students - Proficiency Levels (Schools)

| NAPLAN | Reading | | | | | |
|--------------------------|---------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Exceeding | 34 | 34 | 30 | 41 | 35 | 35 |
| Strong | 49 | 56 | 51 | 48 | 50 | 54 |
| Developing | 13 | 10 | 14 | 9 | 11 | 9 |
| Needs Additional Support | 3 | 1 | 4 | 1 | 4 | 2 |

Percentages of Students - Proficiency Levels (Schools)

| NAPLAN | Spelling | | | | | |
|--------------------------|----------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Exceeding | 34 | 29 | 31 | 27 | 42 | 28 |
| Strong | 54 | 59 | 51 | 60 | 44 | 56 |
| Developing | 9 | 10 | 16 | 12 | 10 | 14 |
| Needs Additional Support | 4 | 2 | 2 | 1 | 3 | 3 |

Percentages of Students - Proficiency Levels (Schools)

| NAPLAN | Grammar and Punctuation | | | | | |
|--------------------------|-------------------------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Exceeding | 25 | 28 | 23 | 27 | 28 | 29 |
| Strong | 56 | 51 | 51 | 51 | 50 | 45 |
| Developing | 14 | 19 | 21 | 19 | 15 | 21 |
| Needs Additional Support | 5 | 2 | 5 | 3 | 6 | 5 |

Percentages of Students - Proficiency Levels (Schools)

| NAPLAN | Numeracy | | | | | |
|--------------------------|----------|--------|--------|--------|--------|--------|
| | 2023 | | 2024 | | 2025 | |
| | Year 7 | Year 9 | Year 7 | Year 9 | Year 7 | Year 9 |
| Exceeding | 21 | 23 | 22 | 18 | 28 | 24 |
| Strong | 64 | 67 | 61 | 72 | 58 | 62 |
| Developing | 13 | 9 | 13 | 8 | 10 | 12 |
| Needs Additional Support | 3 | 1 | 5 | 1 | 4 | 2 |

ABORIGINAL EDUCATION

ABORIGINAL EDUCATION AND CULTURAL INITIATIVES 2025

Welcome and Academic Support

The school commenced the year with a special afternoon tea, welcoming Indigenous students and families. During this event, students were introduced to the Polly Farmer Foundation's Follow the Dream program, which provides academic support to aspirational 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

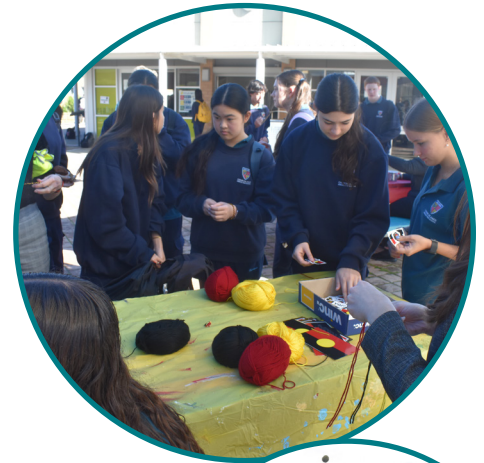
NAIDOC Week was a highlight of Term 2, beginning with a Noongar language Welcome to Country delivered over the PA system by Wirlomin Noongar teacher, Ms Rochelle Coleman. The week commenced with a whole-school assembly for Years 7–10, followed by a VIP morning tea for invited guests. Throughout the week, daily PA announcements kept students informed and engaged, while a range of whole-school activities ran, including a library display, a colouring-in competition, and the creation of a collaborative "Sea of Hands" reconciliation display. A staff competition and a student form competition also ran across the week, with winners announced on Friday.

Students had the opportunity to engage in a variety of cultural experiences and performances. Aliwah performers visited the school, delivering a traditional dance performance and workshops. Aboriginal students also participated in a Kevin Bynder art workshop. On Wednesday, students enjoyed an AFL exhibition match, and later in the week the school community came together for a vibrant "Market Day" in the Quad. Activities included friendship bracelet making, badge making, rock painting, face painting, and card making, alongside fundraising through slap band sales. A highlight for Year 8 students was a concert by Aboriginal musicians Gina Williams and Guy Ghouse.

UNIVERSITY ENGAGEMENT AND LEADERSHIP PROGRAMS

In October, Follow the Dream students attended a cultural day camp at Yanchep National Park, focused on reconciliation and cultural learning. Guided by Noongar Elder Dr Noel Nannup, Follow the Dream alumni, and program leader Tina Deegan, students deepened their understanding of culture and history to share with their families, friends, and schools.

Year 8 students attended UWA's Discovery Day and Year 9s the Djinanginy 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.



ACADEMIC EXTENSION PROGRAM

AEP PROGRAM

The Academic Extension Program (AEP) continues to run 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 demonstrated ability, and AEP teaching staff are selected for their expertise, experience, and commitment to high-impact teaching practices.

Under the leadership of the AEP Teaching and Learning Coordinator there has been a strong focus on consolidating collaborative practice across learning areas. The coordinator continues to lead the development and implementation of cross-curricular and interdisciplinary projects, while facilitating targeted professional learning in contemporary gifted education pedagogy, including approaches informed by Gifted Education Research, Resource and Information Centre (GERRIC) at the University of New South Wales.

The revised AEP policy, approved by the school board in 2023, remains in effect and continues to guide transparent entry and exit processes. In 2025, emphasis was placed on strengthening monitoring processes and early intervention strategies to better support underachieving students within the program.

The two AEP streams, Science and Mathematics, and English and HASS, remain firmly embedded. Students continue to participate in one or both streams according to their strengths and learning profiles, ensuring both challenge and appropriate academic support.

Enrichment opportunities for AEP students have been sustained, with an ongoing focus in 2026 on building staff capacity and ensuring alignment of extension practices across year levels. The cross-curricular projects introduced for Year 7 and 8 students are now embedded within the program and explicitly scaffold the development of critical and creative thinking skills. These projects provide a structured foundation for the Year 10 Interdisciplinary Learning (IDL) project, strengthening students' capacity to apply higher-order thinking across subject areas and enhancing overall academic achievement within the program.



SCIENCE, TECHNOLOGIES, ENGINEERING AND MATHEMATICS (STEM)

STEM PROGRAM

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 grew again in 2025 with a 4th WA event at Yanchep. A group of Year 8 students participated in the Synergy Solar Car Challenge and our Year 10 STEM cohort represented the school in the annual Science and Engineering Challenge held at Claremont Showgrounds.

A partnership with Curtin University starting in early 2024 has enable our middle school students to participate in the BinarX Space program. This program involved incursions from Curtin staff and three visits to Curtin University in 2025, where our students developed a Cube Satellite payload. The payload handover was completed in late 2025, with launch scheduled for 2026. A satellite receiver station was built on top of the Science building roof in preparation.

Students participating in the after-school STEM Club continues to grow with well over 60 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 2026.

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 new STEM Building continues to be a popular home for many students, with students spending time on STEM projects out of class, after school and during breaks where available. This year should see further utilisation of the space for other groups including Science classes and cross-curricular endeavours.

VALUES IN THE COMMUNITY

COMMUNITY SERVICE

I am pleased to present this report on the continued success and growth of our Community Service Programme.

This year, our Year 12 cohort has demonstrated an exceptional commitment to service. 250 students achieved 20 or more hours of community service, reflecting strong participation and a deeply embedded culture of contribution within our school. Notably, 59 students completed more than 100 hours of service, and 16 students surpassed the remarkable milestone of 200 hours, 3 over 300 hours, 2 over 500, 3 over 600 hours. Across the cohort, students achieved an impressive result.

Over the three years of their senior schooling, our current Year 12 students collectively contributed an outstanding total of 23,317.2 hours of community service. This extraordinary figure represents thousands of hours dedicated to supporting schools, community organisations, charities, environmental initiatives, and local groups. The scale of this contribution highlights the character, integrity, and civic responsibility of our students.

PROGRAM DEVELOPMENT AND STUDENT LEADERSHIP

With the student leadership structure within the Community Service Programme, we have observed a significant strengthening of student engagement. When students can see that their efforts are contributing to meaningful and visible change, they are far more likely to remain committed to service. This structure has empowered students to take ownership of initiatives and recognise their capacity to effect positive change through service and social action.

By fostering leadership within the programme, students develop a clearer understanding that their contributions are valued and impactful. This sense of agency not only sustains participation but also reinforces the broader values of responsibility, empathy, and active citizenship.

Personal Growth and Professional Development

The benefits of community service extend well beyond the accumulation of hours. Students have had valuable opportunities to build connections with a wide range of organisations, schools, and community groups. These relationships provide meaningful real-world experiences and exposure to environments beyond the classroom.

Employers increasingly recognise voluntary service as evidence of initiative, reliability, and social responsibility. Volunteering experience on a résumé often distinguishes applicants from their peers and demonstrates a willingness to contribute beyond personal gain. Through networking with professionals and community leaders, students gain insights and experiences that can open pathways to future employment and career opportunities.

Throughout the year, it has been particularly encouraging to witness growth in students' self-confidence and maturity. Participation in service activities provides authentic life experiences that

foster independence, resilience, and interpersonal skills. Many students report a strong sense of personal satisfaction in knowing they are making a tangible difference in the lives of others. Service also promotes self-reflection, helping students to better understand their strengths, interests, and values while forming new friendships and strengthening their connection to the wider community.

AREAS OF SERVICE AND SKILL DEVELOPMENT

Our students have contributed across many aspects of school and community life. Within the school, they have undertaken leadership roles such as Student Council members and Form Representatives, while others have mentored and supported Year 7 students. Beyond the school gates, students have volunteered at local primary schools, assisted in the library, and participated in environmental initiatives such as the Rotary Markets and Fair.

Through many diverse experiences, students have broadened their awareness and deepened their understanding of different communities and perspectives. They have developed essential skills including communication, teamwork, organisation, leadership, and adaptability. For some students, community service has provided their first experience working under supervision in a professional setting, offering valuable lessons in responsibility, accountability, and workplace expectations.

Overall, the Community Service Programme continues to play a vital role in shaping well-rounded, socially responsible young adults. The dedication demonstrated by our students in 2025 is commendable, and their collective contribution of 48,033.6 hours stands as a powerful testament to the values of service and citizenship within our school community.

DUKE OF EDINBURGH

The Duke of Edinburgh's International Award provides a structured yet flexible program that equips participants with essential life skills, resilience, and a strong sense of social responsibility.

The Award challenges young people to step beyond their comfort zones and engage in purposeful activities that foster personal growth and community engagement. Through participation, individuals cultivate key attributes such as perseverance, leadership, self-discipline, teamwork, and empathy.

The Award encourages sustained commitment in areas such as skills development, physical recreation, voluntary service, and adventurous journeys. These components are carefully designed to promote balanced growth, intellectually, physically, and socially, while nurturing independence and a sense of achievement.

Beyond personal advancement, the Award emphasizes meaningful contribution to communities. Participants are encouraged to engage in service initiatives that address local needs, thereby fostering civic awareness and active citizenship. In doing so, they not only enhance their own capabilities but also create positive and lasting impacts within their communities.

Through its internationally recognized structure and emphasis on self-improvement, perseverance, and service, The Duke of Edinburgh's International Award continues to inspire generations of young people worldwide to become confident, responsible, and

engaged members of society.

At the heart of the Award is the principle of **challenge and personal growth**. Participants are consistently encouraged to step beyond their familiar boundaries and confront situations that test their physical, emotional, and intellectual limits. By engaging in activities outside of their comfort zones, participants cultivate resilience, adaptability, and the capacity to navigate uncertainty—qualities that are essential for lifelong success. The Award often involves undertaking **adventurous experiences**, which may range from physically demanding expeditions to collaborative projects in unfamiliar environments. These experiences not only encourage courage and perseverance but also inspire a sense of curiosity and a willingness to embrace the unknown.

Duke of Edinburgh's International Award ensures that each participant experiences profound personal transformation while cultivating the qualities necessary for success and fulfillment in both personal and professional spheres.

Through these varied experiences, students have been exposed to diverse people, perspectives, and environments that broaden their awareness and deepen their understanding of the world around them. Many have developed new skills, including communication, teamwork, organisation, and leadership. For some, community service has provided their first experience of working under supervision in a professional setting, offering valuable lessons in responsibility, accountability, and workplace expectations.

Overall, the Community Service Programme continues to play a significant role in shaping well-rounded, socially responsible young adults who are prepared to contribute positively to society both now and in the future.

In the year 2025, a total of 109 students achieved significant milestones in their award programs. Specifically, 47 students successfully attained their Bronze Award, 19 students were awarded the Silver Award, and 4 students reached the esteemed Gold Award level. Collectively, these accomplishments contributed to the accumulation of 101 WACE units, reflecting the dedication, skill, and consistent effort demonstrated by the student body throughout the academic year.

| Community Service Data 2025 | | | |
|-----------------------------|----------------|-------------|-------------|
| | Hours | Students | Average |
| Year 10 | 7389 | 366 | 20.1 |
| Year 11 | 17326.6 | 380 | 45.6 |
| Year 12 | 23317.2 | 376 | 62.6 |
| Total | 48033.6 | 1124 | 42.7 |

| Student Participation - Year Comparison | | | | |
|---|------------|-----------------|-----------------|-------|
| | | Hours completed | Student numbers | % |
| 2023 | Year 12 | 22,823.50 | 425 | 53.7 |
| | Year 10-12 | 46,234.00 | 1342 | 34.45 |
| 2024 | Year 12 | 26540.30 | 474 | 56 |
| | Year 10-12 | 49043.20 | 1268 | 38.7 |
| 2025 | Year 12 | 23,317.20 | 376 | 62.6 |
| | Year 10-12 | 48,033.60 | 1124 | 42.7 |

STUDENT INFORMATION

ENROLMENT TRENDS

The following table shows enrolment patterns by year group as of the February census from 2021 to 2026. 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 predicted downward appeared to cease in 2024 with Year 7 enrolments approaching 400 demonstrating that Churchlands SHS continues to be a school of choice for local families. We expect that the total number of enrolments will continue to sit between 2200 and 2300 for 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 enrol 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 |
|------|--------|--------|--------|---------|---------|---------|-------|
| 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 | 332 | 335 | 360 | 403 | 395 | 482 | 2357 |
| 2025 | 387 | 384 | 337 | 366 | 378 | 381 | 2233 |
| 2026 | 396 | 383 | 378 | 343 | 349 | 366 | 2215 |

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.

Prior to Covid it was common for retention rates to exceed 100% in Year 7/8 to Year 12. It is pleasing to see that Churchlands has maintained stable retention rates across year groups, and that retention from Year 11-12 is slowly climbing back towards 100%.

| Years | 2020 % | 2021 % | 2022 % | 2023 % | 2024 % | 2025 % |
|-------|--------|--------|--------|--------|--------|--------|
| 7-12 | 98.4 | 97.6 | 90.3 | 85.1 | 90.1 | 89% |
| 10-12 | 96.0 | 93.5 | 94.2 | 87.2 | 94.1 | 95% |
| 11-12 | 97.3 | 94.1 | 96.4 | 93.2 | 97.2 | 98% |

ATTENDANCE INFORMATION

Attendance is a vital statistic in student performance. The higher the attendance rate, the greater the opportunity for students to engage positively both academically and socially. 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 which was achieved in 2025. The data shows an excellent improvement in regular attendance, jumping 10%. This improvement is also 7% greater than Like Schools and 25% above WA Public Schools. It is worth noting that attendance rates in all categories were better than Like Schools.

| DOE at Risk Attendance Categories | 2021 (*) | 2022 | 2023 | 2024 | 2025 |
|-----------------------------------|----------|------|------|------|------|
| Regular (90 - 100%) | 66% | 60% | 67% | 63% | 73% |
| Indicated (80 - 89%) | 21% | 26% | 21% | 25% | 17% |
| Moderate (60 - 79%) | 8% | 9% | 8% | 9% | 6% |
| Severe (0 - 59%) | 4% | 5% | 4% | 3% | 3% |

In 2025 the percentage of students achieving 80% or above at attendance is 90% which is indicative of attendance rates pre-covid.

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. The final table below demonstrates improvement in attendance in each year group.

This indicates highly effective teachers, an engaging learning environment and successful pastoral care structures.

The school has funded a Youth Support Officer to support Aboriginal students which has positively improved the attendance rates of Aboriginal students (not for this review).

Aboriginal student attendance has increased from 67% in 2024 to 73% in 2025.

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Aboriginal student attendance has increased from 67% in 2024 to 73% in 2025.

The following table shows the attendance rate of each year group over the last five years.

| | Year | | | | | |
|-------------|------|------|------|------|------|------|
| | 7 | 8 | 9 | 10 | 11 | 12 |
| 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 |
| 2025 | 94 | 90 | 90 | 89 | 92 | 93 |

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 students who require additional behaviour support at Churchlands SHS.

4.7% of the student population were suspended in 2025, which is a slight increase from 2024 (4.2%). The highest suspension categories for 2025 were: Violation of School Code and Conduct, Physical aggression towards students and Negative-Behaviour/other.

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 case management approach is applied to support students both before and after 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 2021 to 2025. 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.

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|-----------------------------|------|------|------|------|------|
| STUDENT POPULATION | 2765 | 2669 | 2539 | 2480 | 2309 |
| Number of students involved | 163 | 121 | 173 | 103 | 108 |
| Number of days suspension | 975 | 591 | 966 | 560 | 586 |



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 2025.

STAFFING

The continued decline in student enrolments resulted in a further reduction in total teaching staff FTE in 2025. During the year, four staff members retired and eight resigned. Twenty-four staff remained on extended leave or secondment, requiring the school to appoint fixed-term teachers to maintain coverage. At year's end, 79% of teaching staff were permanent and 21% were employed on fixed-term contracts. Among school support staff, 85% were permanent and 15% were fixed-term.

Staffing remained challenging due to the ongoing statewide teacher shortage and the predominantly short-term nature of vacancies available at Churchlands SHS. Despite these pressures, all positions were successfully filled with qualified teachers in the relevant learning areas, ensuring continuity of learning programs for students.

The school continued to prioritise career progression for staff, particularly through support for Senior Teacher and Level 3 Classroom Teacher (L3CT) pathways. Nine additional teachers attained Senior Teacher status during the year, and one staff member successfully achieved L3CT status. A further five staff are currently working toward this classification. Support for these pathways is provided through the Churchlands Network and individual mentoring.

Overall, 67% of teachers now hold Senior Teacher status, and 8% are Level 3 Classroom Teachers.

Across the year, the school's average staffing level was 212 FTE, comprising 146.8 FTE teaching staff and 66 FTE school support staff.

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 CMS Instructional Strategies for Engagement and associated conferencing
- Teacher representatives working on development of the Churchlands SHS Quality Teaching and Learning Framework and Teacher Belief statements

Workforce Statistics 2025

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 | 1 | 1.0 | 7 | 7.0 |
| HoLA/PC | 18 | 18.0 | 2 | 2.0 | 20 | 20.0 |
| Teacher | 142 | 119.5 | 19 | 17.0 | 161 | 136.50 |
| Education Support EAs | 19 | 14.4 | 1 | 1.0 | 20 | 15.4 |
| Admin | 30 | 25.9 | 1 | 1.0 | 31 | 26.9 |
| Cleaner | 22 | 11.1 | 0 | 0 | 22 | 11.1 |
| Gardener | 1 | 1.0 | 0 | 0.0 | 1 | 1.0 |
| Other | 18 | 14.7 | 1 | 0.6 | 19 | 15.3 |
| Grand Total | 256 | 210.6 | 25 | 22.6 | 281 | 232.2 |

STUDENTS AND STAFF TRENDS

Table 2 outlines student enrolments alongside teaching and school support staff numbers from 2022 to 2025. The data shows a clear downward trend in student numbers over this period, accompanied by a corresponding reduction in total staff FTE.

STUDENTS AND STAFF TRENDS

Table 2:

| Student and Staff Trend | | | | |
|-------------------------|---------------------------|--------------------------|-------------------------|----------|
| Year | Total Staff Headcount FTE | Teaching Staff Headcount | Support Staff Headcount | Students |
| 2022 | 288 (234.97FTE) | 195 (170.4FTE) | 93 (64.57FTE) | 2624 |
| 2023 | 268 (223.7FTE) | 175 (155.4FTE) | 93 (68.3FTE) | 2427 |
| 2024 | 258 (214.93FTE) | 172 (151.1FTE) | 86 (63.83FTE) | 2357 |
| 2025 | 259 (212FTE) | 170 (146.0FTE) | 89 (65.97FTE) | 2233 |

The continued decline in student enrolments has directly influenced staffing requirements, particularly within the teaching workforce. Teaching staff FTE has decreased steadily in line with enrolment reductions, reinforcing the need for careful workforce planning when making permanent appointments across both teaching and support roles.

A notable trend within the staffing profile is the increase in part-time employment. Currently, 48% of teachers are employed part-time, up from 37% in 2021. This shift reflects a range of factors, including return-to-work arrangements following parental leave, transition-to-retirement planning, and staff

Major categories of Leave from 2022 to 2025

Personal leave remained the predominant category of leave requested between 2022 and 2025. Management of personal leave occurs at the local level through the Associate Principal HR and the Human Resource Officer. Overall leave volumes have been stable across the period, with a slight increase recorded in 2025.

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 |
| 2022 | 1505 | 734 | 140 | 14.5 |
| 2023 | 1266 | 917.5 | 34.2 | 12.7 |
| 2024 | 834 | 1001 | 46 | 10.9 |
| 2025 | 771 | 1066 | 21 | 11.4 |

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

seeking reduced FTE to support work-life balance. This trend aligns with broader workforce patterns across the education sector and highlights the importance of flexible staffing models to maintain stability and continuity of learning.

The data also shows that while total staff FTE has decreased, the overall headcount has remained relatively stable. There has been an increase in part-time roles, which may offer benefits in terms of staff retention and wellbeing but also requires careful timetabling and resource management to ensure operational efficiency.

An Enterprise Bargaining Agreement (EBA) change implemented at the beginning of 2023 reduced the evidentiary requirements for personal leave. Evidence is now only required for absences exceeding two consecutive workdays. This adjustment accounts for the increase in leave taken without evidence from 2023 onwards.

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 | 4.7 | 95.7 | 4.3 |
| HoLA/PC | 18 | 100 | 0 | 12.6 | 92.1 | 7.9 |
| Teacher | 161 | 52 | 48 | 75.1 | 73.9 | 26.2 |
| Education Support EAs | 20 | 45 | 55 | 19.1 | 51.3 | 49.2 |
| Admin | 31 | 63 | 38 | 19.5 | 58.5 | 43.6 |
| Cleaner | 22 | 14 | 86 | 11.8 | 21.2 | 80.5 |
| Gardener | 1 | 100 | 0 | 2.2 | 59.1 | 40.9 |
| Other | 18 | 50 | 50 | 12.1 | 43.8 | 57.0 |
| Grand Total | 280 | 54 | 46 | 157.1 | 71.6 | 28.8 |

Churchlands SHS is well resourced compared with Like Schools, with larger staffing levels and a flexible mix of full time and part time roles that support broad curriculum delivery and strong student services. While this scale brings added complexity—particularly with higher part time teacher proportions and larger leadership and administrative structures—it also

provides a solid foundation for managing future enrolment declines through natural attrition, targeted succession planning, and thoughtful adjustments. Moving forward, reviewing school structures will be important to ensure the workforce remains sustainable, efficient, and aligned with the school's evolving needs.

GIFTED AND TALENTED MUSIC EDUCATION

OVERVIEW

The Churchlands SHS Music program enjoyed an exciting and successful year in 2025. Churchlands continued to host the ABODA IMSS State Band and Orchestra Festivals, where all ensembles upheld a high standard of performance. Each concert season effectively showcased our students' talents.

Staff members André Bourgault du Coudray and Claire Chesney further developed their expertise, with the school's two jazz specialists attending both the Band Directors Academy and the Mid-West Band Clinic in New York and an improvisation camp in Foxborough, Massachusetts, in the United States. They worked with international clinicians and leading jazz educators, focusing on practical, hands on approaches to teaching jazz and improving outcomes for our students. This opportunity was made possible through the generosity of the Churchlands Foundation.

Throughout the year, staff from local tertiary institutions, including WAAPA, visited the School of Music to work with students across various ensembles. Chorale, the school's audition only choir, was invited to perform Karl Jenkins' *Armed Man: A Mass for Peace* with the UWA Symphony Orchestra and Symphonic Chorus, Hale School, and Methodist Ladies' College in May, Churchlands was the only public school included in the project.

Our junior female choristers were invited to perform with the Perth Symphony Orchestra as part of its WA Series celebrating Edith Dircksey Cowan at Hackett Hall, WA Museum Boola Bardip, in July. The program featured works by female composers and highlighted Cowan's legacy in advancing women's rights, education, and justice.

We actively explore ways to differentiate between GATE and General Music students, particularly in the lower school years. During the year WAAPA brass and woodwind staff presented workshops with our Year 9 students and brought a group of students studying in the contemporary course at WAAPA to perform for our Year 10 students. Lindsay Vickery (academic coordinator of composition at WAAPA) brought out some composition students who presented to Year 10 GATE students. Jazz bassist Nick Abbey ran a session with our double bass students and Ashley Smith from UWA spoke to our Year 11 GATE students about their options should they choose to study at UWA as well as working with our clarinet students. Our younger GATE students had the opportunity to hear about

performance anxiety from Fiona Sinclair at the Year 8 & 9 GATE camp.

Community involvement saw an increasing focus with 2025 with students performing at many official commemorative services throughout the year, including ANZAC and Remembrance Day services at several RSLs and local primary schools. Our students performed at local aged care facilities, the Telethon breakfast and several SCSA events just to name a few.

The 2025 Year 12 Music Captains, Elsie Bourgault du Coudray and Sam Scott, introduced a successful new initiative: the Year 12 Primary Schools Tour. Many Year 12 music students participated, visiting primary schools to promote the Churchlands music program.

GATE MUSIC APPLICATIONS

Churchlands aims to attract the strongest music students in the state and retain them through to Year 12. Application data reflects the program's quality.

Churchlands SHS is funded to select up to 64 GATE students for Year 7 each year. The school maintains a required musical standard and ensures instrumental balance, which can result in some positions remaining unfilled. This approach allows the program to audition and accept students into GATE from Years 8-10.

This year continues a welcome upturn in applicants (268). 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.

Although overall preference counts for arts programs have declined in recent years, GATE Music preferences at Churchlands in 2026 were slightly stronger than in 2025. Contributing factors may include the requirement for applicants to select from all Department of Education GATE programs, as well as the expansion and promotion of GATE programs in areas near Churchlands, giving families more options.

Each year, some students who receive GATE offers ultimately enrol elsewhere, often due to scholarship opportunities at other schools or concerns about leaving primary school friendship groups.



| | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|------|------|------|------|------|------|
| Number of Year 6 GATE MUSIC applicants | 266 | 221 | 205 | 246 | 255 | 268 |
| Applicants who met the standard and enrolled the following year | 49 | 53 | 42 | 54 | 50 | N/A |

PRIMARY SCHOOL-AGED ENSEMBLES

The Windjammers concert band, established in 2022, continued to grow in 2025, with 49 students from 12 primary schools participating, including 20 Year 6 students. Rehearsals, staffed by Churchlands SHS music teachers, were held at a local primary school. The program continues to strengthen connections between Churchlands SHS, feeder schools, and IMSS and classroom music staff.

In its third Year, 9 of the 20 Year 6 Windjammers students from 2025 enrolled in Music at Churchlands for 2026, with 5 accepted into GATE Music. Monitoring these progression figures remains a key focus of the Primary Outreach Group.

A major highlight was the inaugural Primary Schools Band Camp, led by Samuel Parry and Danika Malone. Several parents reported choosing Churchlands for Year 7 as a direct result of their child's positive camp experience. The final number of students that attended was 94.

Tapestry Strings, another primary aged ensemble directed by a CSHS music teacher, saw 2 of its 6 eligible 2025 students enrol in Music at Churchlands, both as GATE students. The 2025 Brasshoppers ensemble, directed by a CSHS IMSS teacher, has 7 students enrolled in Year 7 2025, including 6 GATE students. These outcomes strongly suggest that early ensemble participation at CSHS encourages students to apply for GATE Music.

In August, CSHS hosted a Primary School Outreach Concert for Year 5 students, teachers, and parents across the metro area. The event featured intermediate and advanced woodwind, brass, string, and vocal ensembles, aiming to showcase the School of Music and share information about the AEP. Feedback was highly 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 the top school in the state for Music in 2025 and one of the top schools in the state for more than 11 consecutive years, longer than any other subject taught at Churchlands.
- 47% of our Year 12 ATAR Music students counted music as one of their top two scores contributing to their final ATAR result.
- 2 CSHS ATAR Music students received Subject Certificates of Excellence (Music and English)
- 7 CSHS ATAR Music students received ATAR Certificates of Distinction.
- 9 CSHS ATAR Music students and 6 VET (Certificate III Music) Music students received ATAR Certificates of Merit.
- Churchlands provided 22% of the DoE schools ATAR Music students, and 13% of the state ATAR Music students, with 40 out of 310.
- 62.5% of Churchlands ATAR Music students

scored above the state mean (25 of 40).

- 90% of Churchlands ATAR Music students scored 50% or better in their final scaled score.
- 13 students (32.5%) 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 Music: Sophie Lenz
- Certificate of Excellence for English: Lula Richter
- Certificate of Distinction: Lula Richter, Samuel Scott, Tomasz Sobkowiak, Dewald Steyn, Tara Tricker, Michal Varhol and Mira Vickery Lie Jle
- Certificate of Merit: Sophia Bell, Elsie Bourgault du Coudray, Poppy Breen, Siella de Wit, Sarah Grigsby, Nathan Hart, Tamir Kalabrino, Kimberely Koh, Mathuri Koneswaran, Sophie Lenz, Alex Mackay, Aysha Reid, Bethany Rix, Willem Stack and Holly Turnbull

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. In 2025 students in Year 11 were offered the General Music course and students in Year 12 were the last cohort to complete Certificate III Music.



LEARNING SUPPORT

ACHIEVE WACE

100% of students with an Individual Disability Allocation (IDA) achieved their WACE in 2025.

HUB

Number of students who accessed the Hub each term in 2025.

BUDGET

| Year | Income |
|------|------------|
| 2024 | \$1708,864 |
| 2025 | 2,091,587 |

EXPENDITURE 2025

| | Area | Amount |
|-------------|------------------------------|-------------|
| Salaries | Teaching staff | \$514,537 |
| | Psychologist | \$83,058 |
| | Youth Support Officer | \$76,611 |
| | Clerical Ministerial Officer | \$33,673 |
| | Education Assistants | \$1,074,973 |
| Expenditure | Professional Learning | \$59,000 |
| | Resources / consumables | \$30,000 |
| | Learning Support relief days | \$19,200 |
| | IEP completion | \$7,000 |
| | Year 12 Farewell | \$242 |
| | Pre-transition lunch | \$800 |
| | Professional Memberships | \$3,000 |
| | Student survey relief | \$4,900 |

2025 NUMBER OF STUDENTS WITH AN INDIVIDUAL DISABILITY ALLOCATION (IDA) IN DECEMBER

| Year Group | Number |
|--------------|-----------|
| 7 | 21 |
| 8 | 12 |
| 9 | 15 |
| 10 | 11 |
| 11 | 15 |
| 12 | 11 |
| TOTAL | 85 |

| Term | Number of students | % of IDA students |
|------|--------------------|-------------------|
| 1 | 21 | 23% |
| 2 | 32 | 36% |
| 3 | 40 | 44% |
| 4 | 39 | 43% |

HUMAN RESOURCES

| | 2024 FTE | 2025 FTE |
|-----------------------|----------|----------|
| Teaching Staff | 2.4 | 3.7 |
| Education Assistants | 14.2 | 14.8 |
| School Psychologist | 0.0 | 0.8 |
| Youth Support Officer | 0.79 | 0.79 |
| Clerical Support | 0.0 | 0.4 |

TARGETED SUPPORT PROGRAMS

- Macqlit. Delivered across terms 2-4 by a literacy teacher, to a small group of Year 7 students.

| Student | Initial reading test (words correctly read per minute) | End of Year 7 test (words correctly read per minute) |
|---------|--|--|
| A | 88 | 131 |
| B | 90 | 121 |
| C | 53 | 78 |
| D | 109 | 154 |
| E | 102 | 120 |
| F | 107 (Semester 2 only) | 115 |

To add further benefit to the Macqlit program, Reinforced Reading was completed during term 4 by Education Assistants. Students would read aloud to an Education Assistant two or three times a week, to consolidate their reading and comprehension from the Macqlit program. Informal feedback was requested from the students on the initiative.

| What's been good? | What's not been good? | What would make it better? |
|---------------------------------------|---|---|
| Feels like it is helping a little bit | The books are too long / big - forgetting what the story is | Giving the students a choice of what to read next would be good |
| | Not sure how much it is helping | |

- Youth Support Officer. Focus shifted from in-class and one-on-one support to the delivery of programs, to allow a greater number of students to engage with support. Risk Management Phone (RMP) processes were reviewed to increase availability of the Youth Support Officer to plan, prepare and deliver a variety of programs across multiple year groups.

| Program | Number of Students | Year Group | Focus |
|------------------------------|--------------------|------------|--|
| Mercycare Transition Program | 17 | 7 | Transition to High School |
| Seasons for Growth | 5 | 9/10 | Responding to change, loss and grief |
| Love Bites | 6 | 8 girls | Respectful Relationships |
| Seasons for Growth | 7 | 7 | Responding to change, loss and grief |
| Seasons for Growth | 4 | 8 | Responding to change, loss and grief |
| Love Bites | 5 | 9 Girls | Respectful Relationships |
| Love Bites | 5 | 9 Boys | Respectful Relationships |
| Reach Out Schools Trial | 8 | 7 | Girls and Boys transition to High School |
| TOTAL | 64 | | |

INDIVIDUAL EDUCATION PLANS

Teachers who wrote over three IEPs were paid an hour of relief for their time to creating a meaningful document. The cost of this was \$7000.

All year groups, except year 11, showed an average improvement in goals achieved between semesters. Year 7 students did not have an IEP in semester 1, primary school IEPs were used.

| | Year 7 | Year 8 | Year 9 |
|------------|---------|---------|---------|
| Semester 1 | n/a | 22% | 34% |
| Semester 2 | 58% | 41% | 47% |
| | Year 10 | Year 11 | Year 12 |
| Semester 1 | 54% | 64% | 67% |
| Semester 2 | 59% | 60% | 82% |

PROFESSIONAL LEARNING

The number of students with diverse learning needs, complex behaviours and diagnosed conditions has rapidly increased. The Learning Support team invested in providing opportunity for staff to gain professional knowledge through increasing professional learning, both onsite and external providers.

| | 2024 | 2025 |
|---|------|------|
| Supporting Students with Diverse Learning needs | 14 | n/a |
| ADHD in the classroom | n/a | 30 |
| Engaging the Tail End / Universal Design for Learning | n/a | 15 |

In addition to Think Tanks, CSHS provides staff with the opportunity to attend professional learning delivered by external providers. Including.

- Epilepsy WA (approx. 20 staff)
- Neurodiverse Professional Learning (SENED facilitated) (approx. 14 staff)
- Positive Handling and Deescalation Training (31 staff)
- ADHD WA (approx. 12 staff)

The team of Education Assistants also benefited from one and a half days of team building activities throughout the year. The focus of this was to break down barriers and provide opportunity for staff communication and group cohesion to develop. After the team building days the education assistant team, lead by the Program Coordinator Learning Support, created a team values document which underpins team daily team operations. The cohesiveness of the education assistant team has improved greatly because of these opportunities and alignment of values.

PATHWAY

Year 10 to ATAR Pathway Transition

It was identified students with an Individual Disability Allocation (IDA) who achieve academically struggled with some aspects of the transition from Year 10 to Year 11 ATAR pathway. We approached the Autism Association to create a program which specifically focuses on study skills, exam techniques, executive functions and supports. This program gave three students the opportunity to work in a small group with an Occupational Therapist to build their skills in these areas. During the next exam period these students reported and observed by staff to feel better prepared and supported.

ASDAN – YEAR 10

There are several Year 9 students who were unable to access mainstream curriculum in Year 8. To support their engagement and value add to their education we implemented an ASDAN program, delivered by a class teacher and supported by an educational assistant, across their MESH classes. The ASDAN program provided project based learning and real-life learning to develop their knowledge and understanding of the world around them.

Students would plan an excursion, using public transport, to a local business and complete activities linked to their learning task. Excursions included Bunnings, Westfield Innaloo, Perth City Farm, Mirrabooka Police Station and WA Museum. Students also made pizzas, held a morning tea for their parent and ran a pizza café for staff. These excursions provided opportunities for the students to engage in new activities and experiences, value adding to their education.

COMMUNITY

A parent session on ADHD was held in term 4 for the network primary schools at Churchlands SHS. ADHD with Me presented to over 250 parents from CSHS and local primary schools on strategies and ideas to support the parents with children who are diagnosed with or present with characteristics of ADHD.

Parents provided positive feedback on the quality of the presentation.

SCHOOL FINANCIAL REPORT

| SCHOOL FINANCIAL REPORT | | | |
|--|-----------------|-----------------|--------------------|
| | 2023 | 2024 | 2025 |
| INCOME | | | |
| Opening Balance | 649902 | 1115520 | 1039230.3 |
| Voluntary Contributions | 194090 | 183575 | 143371.01 |
| Charges | 702186 | 718,747.68 | 569,927.68 |
| Government Allowances | 54436 | 58,791.25 | 48,660.00 |
| Approved Charges/Options/Donations | 257558 | 217,347.17 | 168599.8 |
| Incursions/Excursions | 1490235 | 879,422.87 | 1603325.79 |
| DoE Grant/Other Grant | 55647 | 57,045.00 | 57045 |
| P&C Donations | 137900 | 142,043.26 | 85,237.48 |
| International Fee-Paying Students | 4042 | 2713 | 6254 |
| Miscellaneous/Other | 309590 | 394,155.14 | 344648.79 |
| Facility Hire | 322051 | 386,824.56 | 407563.46 |
| Internal Transfers | 508155 | 801702 | 792309.64 |
| Cash Transfers - DoE to School | 2406479 | 1,698,675.14 | 1741253.22 |
| Student Centred Funding | 26492698 | 26841965 | 27090359 |
| Totals | 33584967 | 33498527 | 5968195.87 |
| EXPENDITURE | | | |
| Other Specific Programs/Curriculum | 346487 | 433460 | 444858.01 |
| Student Services - Chaplaincy | 85615 | 82201 | 97303.61 |
| Administration | 913576 | 863511 | 1124302.35 |
| Physical Resources/Repairs/Maintenance/Grounds | 179331 | 228452 | 240,626.28 |
| Capital Works | 78267 | 146939 | 176044.34 |
| ITC | 431970 | 593588 | 605089.87 |
| Staff/Professional Development | 107915 | 120172 | 42155.9 |
| Utilities | 437455 | 448641 | 562582.65 |
| Student Functions/Activities | 354248 | 327305 | 185990.95 |
| Faculties | 2499682 | 1325267 | 2152068.03 |
| Other - Refunds/Enterprise | 183096 | 92971 | 99150.13 |
| Transfers to Reserves | 359106 | 856365 | 316959 |
| Surplus/Carried Forward | 1115520 | 1039230 | 960295.05 |
| Salaries - Teaching & Non-Teaching Staff | 24994505 | 25193699 | 25048784 |
| Totals | 32086773 | 31751801 | 32056210.17 |
| *Included in Incursions/Excursions | | | |
| P&C Collection | 84934 | 75199 | 58071 |
| SPECIAL PROJECTS | | | |
| Fencing (P&C Funded) | | 32429 | |
| Airconditioning- 2024/2025 (P&C Funded) | | 151260 | 55555 |
| TFCH Ticketing Bar/Kiosk/Furn (P&C Funded) | | | 9715 |
| TFCH - Lighting Console | | | 15642 |
| AV BenQ IA Panels | | | 151845 |