



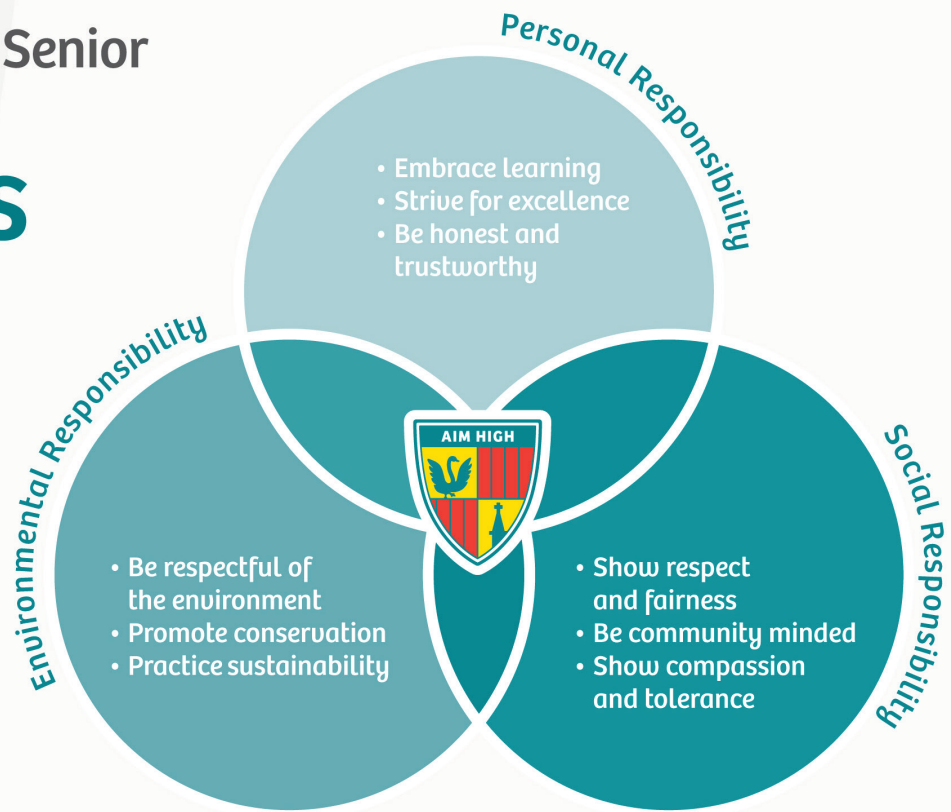
**CHURCHLANDS**  
SENIOR HIGH SCHOOL

# Annual Report

# 2016

# OUR VISION FOR CHURCHLANDS SENIOR HIGH SCHOOL

## Churchlands Senior High School values



Churchlands aims to develop a school community which encourages personal, social and environmental responsibilities.

The school is committed to providing a caring and supportive environment that challenges students to achieve personal excellence in all endeavours and to be active citizens of the local and global community.

# THE CONTEXT

Churchlands is a co-educational school currently catering for almost 2600 students from Years 7 to 12. Since its foundation in 1962, the school has established a tradition of excellence built on the outstanding academic, cultural and sporting achievements of our students.

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

The school's western suburbs location, less than two kilometres from the ocean and 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 seventy five percent of Year 12 students study at the Tertiary Entrance level, while the remaining students are now engaged in Certificate II courses.

The school has a tradition of outstanding achievement in all areas including special programs, such as the Gifted and Talented Music Program and Academic Extension Program plus sporting, social and extra-curricular academic pursuits. Churchlands SHS continues to develop new programs to meet the needs of the school community, to complement programs such as an elite swimming program, school based netball and football programs.

International tours have become a centre piece of student opportunity. Language tours to France, Japan and China are either annual or biannual with reciprocating hosting of students from these countries. Wonderful touring opportunities are also included in the music program which conducts an extensive world tour every three years. The annual New Zealand Ski Tour remains extremely popular, every two years we send two teams to the United Kingdom to swim the English Channel and intra and interstate tours are regularly held. For the first time in 2015 an ancient tour to Greece was held and planning is in chain to repeat this in 2017.

Despite the anticipated significant growth in enrolment numbers caused by a number of different factors, the school has remained at the forefront of public education in WA. The planning and strategies developed in advance to accommodate such a large number of students have proven successful in ensuring the school has maintained its reputation of excellence and performance. In 2016 the student population grew to 2485 with an expectation that around 3000 students will complete the 2019 enrolment numbers.

In 2016 the school has seen significant construction activity at the school site following the State Government's allocation of \$38.9 million to support the school's enrolment growth. Despite the evident benefits the construction program will generate for the school in the future, the construction has created some challenges in the school's current day to day operation. The three separate building sites on the school grounds together with the allocation of a further eleven transportable classrooms, have placed pressure on staff and student movement around the school. Nonetheless, a number of initiatives have been put in place to alleviate these pressures and to ensure the safety of our community. Parking pressures and traffic congestion should be alleviated when all building programs are completed, which is expected to be in time for the 2018 academic year.

# FROM THE PRINCIPAL

The purpose of the 2016 Annual Report is to highlight the school's academic performance as well as the contribution by students to the wider social, sporting and cultural aims and values of the school. I am confident that after reading this report, you also will share the view of staff and parents when we characterise Churchlands SHS as "A School of Opportunity" and our students do "Aim High".

2016 continued the remarkably consistent run of Churchlands Year 12 students' academic performance. More remarkably however, this group averaged in excess of sixty hours of community service per student. We also achieved, for the sixth consecutive year, the 'sporting double' winning both the "A" Grade Athletics and "A" Grade Swimming Carnivals.

2016 was the second year of Year 7 students commencing high school with our Year 7 enrolments totaling 464 and contributing to a total school enrolment of almost 2500 making Churchlands SHS the largest school the state has ever seen. Complementing this has been the commencement of a significant construction program, the commencement of reprofiling the school's management team and the continuing employment of new teaching and non-teaching staff.

Our preparation and planning enabled an exceptionally smooth transition from 2015 to 2016. This was mainly due to very accurate forecasting of student enrolment early in 2015 ensuring we were adequately staffed from the beginning of the year. I would also acknowledge my Executive Team who have all shown the knowledge, skill and dedication necessary to ensure that our school continues to run like a well oiled machine.

A major challenge this and other schools faced in 2016 was the management of Long Service Leave to meet new Public Sector directives. As a consequence, over one hundred Churchlands staff were required to clear all outstanding

Annual and Long Service Leave – an amount well above our normal expectations and planning. The appointment of a Deputy Principal, Human Resources to commence in January 2016 proved to be an effective strategy in managing this and other HR tasks.

The planning and development for the \$38.9 million-dollar building upgrade required significant administration and faculty input throughout the year with construction on all new buildings commencing mid-year. The new Sports Hall was handed over for use mid-February 2017 with the new Mathematics and Science/Arts blocks due to be handed over by the end of July 2017. The original gymnasium is due for demolition by mid-April with the new Technology Centre to be constructed on its site. This is due for completion by the end of 2017.

The Laptop Program has continued to be supported by parents with over 95% of parents providing a laptop for their child. Parents were provided with two options in 2016, the full-service model as in previous years, but parents could also choose a "go it alone" (BYOD) option. We have found that a significant majority of parents choose the full-service option, ensuring three years of trouble free ITC access at the school.

I would take this opportunity to commend the outstanding staff at Churchlands SHS who contribute to make this an outstanding educational institution. I would also acknowledge the parent body through the P&C and its sub committees and the School Board whose assistance and dedication to a range of causes continues to ensure excellent educational opportunities are available to our students.

**Neil Hunt**  
**Principal**

# FROM THE SCHOOL BOARD CHAIR

Enrolments at Churchlands Senior High School grew to 2,486 in 2016, making Churchlands the biggest high school in Western Australia. The School has grown by almost fifty percent since 2014. Enrolments for 2017 are 2,575, including over 500 new Year 7 students. This has led to increased numbers of staff and even more pressure on the existing infrastructure. The current \$39 million building program will be completed for the start of the 2018 school year and will go some way towards accommodating the requirements of further enrolments, which are projected to reach 3,000 by 2019.

It is hoped that the new Labor Government will move quickly to finalise a strategy and implement plans to relieve future enrolment pressures on Churchlands and Shenton College.

In addressing the issues associated with the increasing size of the School, the Principal and the Board are determined that the high academic standards and good culture within the School should be maintained. Sound forward planning has ensured that the School is well prepared to address the challenges of growth and is well positioned to develop and implement its Business Plan for 2017 to 2019.

The Board congratulates the graduating class of 2016 and it was a pleasure to attend the well organised graduation ceremony in November. Their achievements are a great testament, not only to the students and their families, but also to the principal, teachers, support staff and school management as a whole. This success has enhanced Churchlands' Senior High School's reputation within both the education and general communities.

The success and reputation of the School depend on cooperation between and hard work and dedication of: the leadership of the Principal and his executive and administrative team, an active School Board, P&C, Alumni and Foundation, and of course, the staff and the students.

In particular, I would like to thank the Principal, Mr Neil Hunt, for his leadership and him and his executive team for their application and dedication to achieving the best

outcome for the School. The Board has been very satisfied with the planning, implementation and execution of the various strategies set out in the School's Business Plan. The members of the Board have strategic oversight of the School's achievement targets, finance and overall direction and have worked in positive unison with the School administration.

During 2016 the School Board focused its efforts in the following areas:

- Review of the reports by the Principal on the progress of the Business Plan.
- Endorsement of the Annual School Report, school budget and student performance targets and achievements.
- Endorsement of the financial arrangements necessary to fund the school objectives, priorities and directions.
- Review and endorsement of current and future building programs.
- Support and promotion of the Board, the P&C, the Churchlands Foundation and the Alumni in the School and the community.

Serving on a School Board is a privileged opportunity to contribute and create better outcomes for the School, students, staff, parents and community. Tracey Gralton (Alumni Representative), Chris Porteous (P&C Representative), Grant Brinklow, Adrian O'Brien and Janet Pettigrew (Elected Parent Representatives), Jane Hegarty and Kim Hudson (Staff Members), Grace Sobey (Head Girl) and Flynn Dormer (Head Boy) all generously gave their time during 2016 as Board Members and I thank them for their efforts and dedication.

The Board welcomes your input and encourages your feedback.

**John Gillon**  
**Chairman**  
**Churchlands Senior High School Board**  
**[jmgillon@iinet.net.au](mailto:jmgillon@iinet.net.au)**

# CHURCHLANDS A SCHOOL OF OPPORTUNITY AND ACHIEVEMENT

Students' academic progress is without doubt the most important measure of success of an individual, program and school. However, we also believe that our school offers students opportunities across a range of endeavors, that significantly contribute to their physical, social and emotional development and enhances their educational experience. This report will focus on achievements across all aspects of schooling during 2016.

## ACADEMIC PERFORMANCE

### SENIOR SCHOOL ACADEMIC PERFORMANCE

Year	2012	2013	2014	2015	2016
Rank in the State	14	14	16	28	28

Churchlands SHS was ranked 28th in the state in the Median ATAR League Table and 7th highest government school.

- Forty seven students were awarded Certificates of Distinction.
- Sixty three students were awarded Certificates of Merit.
- Six Churchlands students received ATARs of 99 or above.
- Churchlands was listed amongst the top performing schools in four ATAR Courses.
- Our Dux, Elisa Menegazzo, achieved an ATAR of 99.9 as well as a General Exhibition and Certificate of Excellence in Human Biology.
- Nikki Starlife achieved a Certificate of Excellence in Earth and Environmental Science.
- The median ATAR was 84.7, an increase compared to the previous year.
- 151 VET students (100%) completed a full Certificate II or higher qualification which is the best result we have had.
- Our "attainment rate" (ATAR 55+ and/or completion of minimum Certificate II) was 98% which is the highest level we have achieved since this measure began.

The 2016 cohort produced a number of strong individual performances and generally performed solidly, though the overall results were down a little on expectations. The overall ATAR performance was an improvement on the 2015 results but down a little on the previous four years. This was not expected as NAPLAN data and ATAR predictions indicated that overall results would be stronger. Eighty percent of Year 12 students undertook four or more ATAR subjects and this is felt to be too high, thus affecting results. Rigorous interrogation of data and counselling has occurred in light of these results. The VET completion rate of 100% was a highlight, given this rate was 66% back in 2011 and 2012. This rate resulted in a further increase of the Attainment Rate.

### League Table Ranks

#### 1. Publicly Listed League Table

This is provided annually in the press to publicize school rankings. The statistics used by the School Curriculum and Standards Authority to produce these tables have varied in the past few years and this occurred again for 2016 data where the main table publicized was based on the median ATAR in each school. Churchlands SHS saw some good performances and an improvement over 2015 but slightly below the previous four years. The exception was the percentage of students achieving a scaled score of 75% or more. Our figure of 44% was the second highest in the last six years. The following tables show these results for Churchlands SHS over a number of years and provides a measure of the school's consistently high performance.

#### 2. Median Australian Tertiary Admissions Rank

The school consistently ranks around the 85/86 mark.

Year	2012	2013	2014	2015	2016
Median ATAR	85.5	86.4	86.7	83.0	84.7

#### 3. Percentage of students in each third of the state population (Triciles)

School achievement data is based on students' average scaled mark. It shows the percentage of ATAR students in the low, mid and high third ATAR students in the state. In an average school, 33% of the ATAR students could be expected to fall into each category.

Year	Low %	Middle %	High %
2012	16	36	48
2013	15	35	50
2014	15	34	51
2015	24	37	39
2016	24	35	41

#### 4. Percentage of students with a scaled score over 75

This shows the percentage of students who received a scaled score above 75%. This was a big improvement in 2016 and the second highest result in the last six years.

Year	2011	2012	2013	2014	2015	2016
Percentage	42	42	42	46	35	44

### Year 12 Summary Statistics 2012-2016

#### Outstanding Course Performances

Churchlands SHS has been acknowledged as being amongst the top performing schools in the state in four ATAR courses and Churchlands SHS scored better than the "State" and "like schools" in eight ATAR courses when measuring "the percentage of students scoring at or above the state average". This is a little down on previous years and will be a renewed focus in 2017.

YEAR	2012	2013	2014	2015	2016
Year 12 Students	308	286	141	297	349
Eligible to Graduate (Female) (Male)	308 (159) (149)	286 (149) (137)	141 (76) (65)	297 (166) (131)	349 (162) (187)
Graduated	304 (99%)	277 (97%)	140 (99%)	294 (99%)	340 (97%)**
Number of ATAR Students	240 (78%)	218 (76%)	110 (78%)	229 (77%)	278 (80%)
Number completing a Unit of Competence	143 (46%)	126 (44%)	55 (39%)	122 (41%)	151 (43%)
Number completing Certificate II or higher	95 (66%)	100 (79%)	49 (89%)	118 (97%)	151 (100%)
Attainment Rate*	275 (89%)	260 (91%)	134 (95%)	288 (97%)	342 (98%)

\*\* Denotes new rules used to establish Graduation.

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

## Destination Data

Destination	2010	2011	2012	2013	2014	2015	2016
Returned to School	0.4%	0.8%	0%	0%	No data	No data	0%
Apprenticeship/ Traineeship	5.6%	6.3%	2.2%	2.5%			4.2%
TAFE	12.5%	9.7%	11.6%	9.4%			9.6%
University	58.6%	62.9%	70.2%	66.2%			77%
Employment	15.9%	14.8%	11.3%	9%			0.4%
Other Training	3%	1.3%	0.9%	0.7%			0.4%
Employment Assistance	2.6%	3.4%	3.1%	0.4%			0%
Other	1.3%	0.8%	0.6%	11.9%			0.4%
Deferred							8%
Total	100%	100%	100%	100%	100%		

After a gap in information from the Department of Training and Workforce Development we were able to finally see the destination data from the "Class of 2015" and where their destinations were for 2016. This shows an increase in the number of students going to university. Below this table we provide further information on the University offers through TISC to the four public universities – UWA, Curtin, Murdoch and ECU.

- 249 students with an ATAR applied for a Western Australian University.
- 254 students had a first preference.
- 176 students or 69% were offered their first preference. (State = 67%)
- 236 students or 93% were offered one of their preferences. (State = 91%)
- Of the remaining 7%, a number of these students were offered places at Notre Dame, interstate universities or overseas universities. Offers to the four WA Universities were as follows:

University	Curtin	ECU	Murdoch	UWA	Total
# Students	100	40	6	90	236

## STATEWIDE TESTING

### Year 7 NAPLAN 2016

The table on page 6 compares Churchlands SHS with the Australian and WA means.

Churchlands has achieved excellent results in Year 7 NAPLAN 2016. The high targets set in the Operational Plan - 2016 were met or close to the target, these were:

- Maintain results from all areas of Year 5 NAPLAN data. As this is the second year of Year 7 students into high school we have limited base line data to compare past cohorts: *ACHIEVED (Above 2015 results except for Grammar & Punctuation)*
- Numeracy Target: 40% in top 20% and Lower than 5% in Bottom 10%: *ACHIEVED*
- Literacy Target: 35% in top 20% Reading and 30% in top 20% in Writing: NOT ACHIEVED in Reading 33% *ACHIEVED in Writing*

NAPLAN 2016	AUST. MEAN	WA MEAN	CSHS MEAN	CHURCHLANDS SENIOR HIGH SCHOOL				
				Percentage in top 20%	Percentage in middle 60%	Percentage in bottom 20%	At National Min Standard	Below National Min Standard
Numeracy 450 Students	550	548	594	40%	54%	6%	5%	1%
Reading 450 Students	541	537	571	33%	60%	8%	6%	1%
Writing 454 Students	515	512	539	31%	60%	10%	11%	2%
Spelling 454 Students	543	540	568	34%	57%	9%	8%	2%
Grammar & Punctuation 454 Students	540	537	566	33%	54%	13%	10%	2%

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

### Year 7 NAPLAN Performance (Top 20%)

NAPLAN	2015	2016
Numeracy	40%	40%
Reading	33%	33%
Writing	27%	31%
Spelling	32%	34%
Grammar & Punctuation	36%	33%

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

The school only has data for the past two years for Year 7s as they entered high school for the first time in 2015. The students are only in high school for just over two months prior to sitting NAPLAN in early May. With the rigorous and well planned teaching and learning programs targeting specific groups and with specialist teachers the school would expect to value add to students' performances in NAPLAN in 2018.

### Year 9 NAPLAN 2016

NAPLAN 2015	AUST. MEAN	WA MEAN	CSHS MEAN	CHURCHLANDS SENIOR HIGH SCHOOL				
				Percentage in top 20%	Percentage in middle 60%	Percentage in bottom 20%	At National Min Standard	Below National Min Standard
Numeracy 428 Students	589	594	643	48%	49%	3%	2%	0%
Reading 428 Students	581	585	622	46%	50%	4%	5%	1%
Writing 428 Students	548	554	591	39%	55%	5%	12%	4%
Spelling 428 Students	580	583	616	36%	58%	6%	8%	2%
Grammar & Punctuation 428 Students	570	573	614	39%	55%	6%	7%	2%

The table below compares Churchlands SHS with the Australian and WA means.

Churchlands has achieved outstanding results in Year 9 NAPLAN 2016. The high targets set by the Middle Secondary team were met or close to the target, these were:

- Achieve higher than the National and WA Government School average for "like" schools in NAPLAN testing for each of the areas: *ACHIEVED above like schools for Reading and Numeracy. Below like schools for Writing.*

- In Literacy, achieve 30% or higher in the top 20% of all areas tested and less than 6% in the bottom 20%: *ACHIEVED*
- In Reading achieve 40% in the top 20%: *ACHIEVED*
- In Numeracy achieve 45% or higher in the top 20% and less than 5% in the bottom 20%: *ACHIEVED*



Assessment Area	YEAR (Students in Year 9)							
	2009	2010	2011	2012	2013	2014	2015	2016
Numeracy	41%	32%	43%	33%	51%	47%	49%	48%
Reading	40%	39%	33%	30%	39%	37%	35%	46%
Writing	32%	34%	27%	36%	32%	37%	43%	39%
Spelling	34%	31%	25%	30%	32%	43%	33%	36%
Punctuation & Grammar	31%	40%	33%	33%	34%	42%	36%	39%

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

The School consistently experiences high achievement of students. The data has shown us that against 'like schools' the school could place a greater focus on high progression. In 2017, the school will be focusing on high progression, which is a measure of student achievement growth over a period of time.

The consistently high performance in NAPLAN can be attributed to the excellent effort of our students and also the extensive preparation for NAPLAN conducted by teaching staff and the ongoing support of the Literacy and Numeracy Specialists for targeted groups of students.

## Online Literacy and Numeracy Assessment (OLNA)

Students need to demonstrate a standard of literacy and numeracy to meet Western Australian Certificate of Education (WACE) achievement requirements. This can be achieved by receiving Band 8 or above in NAPLAN and pre-qualifying for OLNA or by sitting the required Online Literacy and Numeracy Assessment (OLNA) in March and September of each year in Year 10, 11 and 12, until the standard has been met. There are three tests: Numeracy, Reading and Writing.

This table shows the number of students who sat for OLNA

Current Year 12 2016	Numeracy	Reading	Writing	Total Students 1 or more test
Pre-March 2014	86	112	171	206
Post-March 2014	43	34	54	81
Post-Sept 2014	35	32	45	45
Post-March 2015	23	22	25	33
Post-Sept 2015	17	15	21	26
Post-March 2016	7	7	10	11
Post-Sept 2016	1	2	6	6

Current Year 11 2016	Numeracy	Reading	Writing	Total Students 1 or more test
Pre-March 2015	96	115	154	192
Post-March 2015	46	39	59	93
Post-Sept 2015	27	15	26	46
Post-March 2016	23	13	24	40
Post-Sept 2016	15	9	16	25

Current Year 10 2016	Numeracy	Reading	Writing	Total Students 1 or more test
Pre-March 2016	81	139	156	203
Post-March 2016	37	38	46	87
Post-Sept 2016	29	22	25	49

Year 10 students were encouraged to attend before and after school workshops in preparation for OLNA testing. The Literacy and Numeracy Specialists found that there was a strong correlation between students that attended the workshops and them meeting OLNA standard.

Senior School students received more targeted and specific support in the lead up to both assessment cycles through workshops before and after school and in-class preparation and class teacher support. Only six Year 12 students, less than 2% of the student body did not meet standard by the end of Year 12 2016, these students still have the opportunity to sit OLNA post-school.

## Aboriginal Education

The school formed a Supporting Aboriginal Students Committee with the purpose of becoming familiar with the Aboriginal Cultural Standards Framework and to continue to build relationships with families and increase opportunities for Aboriginal Students.

The Committee through a consultative process with different staff teams and local Aboriginal community members created an Aboriginal Education Plan 2017-2019. The school also completed a self-assessment process against the Aboriginal Cultural Standards Framework continuum.

In 2016, there have been numerous achievements such as:

- 95% student attendance at all AIME (Australian Indigenous Mentoring Experience) activities;
- Local Elder attending a whole staff conference for story-telling and Welcome to Country;
- Welcome to Country being given by Aboriginal students at key school events;
- Year 9 student accepted into the Outreach Follow the Dream Program for 2017;
- Year 12 student offered provisional entry to UWA through the School of Indigenous Studies;
- Successful PALS Funding Application that supported the family event at Herdsman Wildlife Centre;
- Students attended different Reconciliation and Sorry Day events in Perth; and
- Teachers in English, The Arts and Technologies invited local Aboriginal Community members to work in their classrooms to provide authentic cultural experiences for students.

## Academic Extension Program (AEP)

Under the leadership of the Academic Extension Program Teaching and Learning Coordinator there was a renewed focus on staff professional development in the area of gifted and talented education. Twenty-five staff completed the two-day Mini Certificate of Gifted Education and two staff attended the National Gifted and Talented Conference in Sydney. There has been an increase in collaboration between AEP teachers from across Learning Areas. This has led to the creation of AEP Lead Teachers for 2017 who will lead cross-curricular learning experiences for Year 7-10 AEP students.

AEP students continued to be exposed to a variety of extension and extra-curricular opportunities, such as the Sydney and Canberra Tour, Oil and Gas Conference and Exhibition and Coral Bay Sustainability Camp.

The following table represents a snapshot of our AEP students' ATAR performance in 2016.

ATAR Bands	Number of Students	Percentage of the AEP Group
Above 99.00	6	6%
95.00 - 99.00	23	23%
90.00 - 95.00	37	37%
Below 90.00	35	34%

The general performance of our AEP group was excellent and the school caters exceptionally well for our gifted and talented students.

Mean ATAR for AEP group:	88.31
Median ATAR for AEP group:	92.7
Median for CSHS:	84.7
Median for Perth Modern School:	95.55

It is worth noting that in recent years Churchlands SHS has lost many top performing students who were in the schools catchment area who went to Perth Modern School. Taking this into account the results of the AEP students at Churchlands SHS was exceptional.

## Visible Thinking

The development of a thinking culture occupied conversations across different teams in the school in 2016. A focus on Visible Thinking is aligned with the Western Australian Curriculum General Capabilities – Critical and Creative Thinking. Research has shown that a culture of thinking in schools can support improved outcomes for students. In supporting this, the school invested in a day with Mr Mark Church from Harvard University's Education Faculty – Project Zero to work with thirty staff members. Staff members were from English, HASS, Languages and Science. The other Learning Areas will have an opportunity to take part in a day with Mr Mark Church in 2017. The staff that have attended the day have actively shared their professional knowledge and thinking strategies to other team members from their area. Student feedback regarding the use of thinking strategies in the classroom has been very positive.

# STUDENT INFORMATION

## Enrolment Trends

The following table shows enrolment patterns by year group as of the February census from 2012 to 2017. This period involves the six years of schooling including Year 7 students for the third time. Following a relatively stable whole school population we are now in a period of significant growth until the Education Department provides an alternative solution. This is the result of significantly increased enrolments now appearing in our feeder primary schools. These enrolments show continued growth in primary year groups until levelling out with equally large enrolments between Year 5 and Pre-school.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2012	-	360	302	139	324	328	1453
2013	-	347	367	311	155	301	1481
2014	-	353	361	377	330	145	1566
2015	421	412	364	374	390	309	2270
2016	464	435	434	398	386	369	2485
2017	505	468	433	434	387	354	2583

## Student Retention

This refers to the proportion of Year 8 students retained to Year 12 as shown in the following table. It is evident that Churchlands SHS exceeds the retention rate of the rest of the state. Retention rates exceed 100% each year due to new students moving into the Churchlands' local intake area. Retention rates between Years 10 to 12 and Year 11 to 12 are also shown which also indicate our results are significantly above state averages.

Years	2013	2014	2015	2016	2017
8 - 12	107.9%	101.0%	119.8%	105.1%	102.0%
10 - 12	101.9%	96.5%	104.3%	99.4%	94.7%
11 - 12	92.1%	92.9%	93.5%	93.6%	91.7%

## Attendance Information

DET at Risk Attendance Categories	2011	2012	2013	2014	2015	2016
Regular (90 - 100%)	85%	86%	81.2%	73%	79%	77.1%
Slight (80 - 89%)	12%	10%	13.6%	18.6%	14.2%	14.8%
Moderate (60 - 79%)	3%	3%	4%	6%	5%	5.3%
Severe (0 - 59%)	1%	1%	2%	2%	2%	2.8%

## Attendance Information

The targets set are linked to the schools **Operational Plan 2016** and strategies are put in place in an attempt to improve student outcomes. The school had the following foci:

- Maintain our overall "Regular" school attendance from 80% or above: *NOT ACHIEVED (77.1%)*
- Overall school attendance is above 92%: *ACHIEVED (93.2%)*
- The overall attendance of all aboriginal students is 80% or better: *NOT ACHIEVED (15 out of 23 Students Achieved. Where attendance is a concern, all students are provided an Attendance Improvement Plan)*
- The school has an "Overall" attendance rate of 92.8% meaning on average for the whole school population of approximately 2 500 students they attend 92.8% of the time-an outstanding result.

There continues to be strong development of the sub-school structures, including four House Coordinators and shared support staff to promote good attendance and action improvement processes when attendance is a concern for individual students. As the school population continues to grow, alignment of the sub-schools and attendance management will continue to be important.

The pleasing data for this period of review is that attendance of the school population (2485 for this review) continues to be strong. This is following an increase of 158 students from 2015 and indicates highly effective teachers, an engaging learning environment and sound pastoral care structures. There has been no significant increase in absenteeism.

The decision by the school to resource and employ a Student Support Officer has resulted in two significant outcomes in the area of attendance:

- Ensured that positive engagement strategies are initiated to support Aboriginal students to engage to their fullest capacity in the education provided at Churchlands SHS, therefore promoting high attendance.
- All students identified at-risk due to low attendance are supported by the school to improve their attendance through formal attendance improvement processes.

The amount of unexplained absence needs attention in order to reduce this category. This will be included in the next review cycle of the Business Plan.

The following table shows the percentage of students displaying regular attendance (90% and above) patterns by year group.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	-	90%	90%	78%	85%	89%
2012	-	92%	77%	83%	86%	89%
2013	-	88%	80%	71%	85%	81%
2014	-	82%	69%	66%	71%	74%
2015	83%	86%	80%	74%	76%	73%
2016	86%	78%	82%	73%	77%	80%

## Behaviour

Anecdotal evidence from Heads of Learning Area and House Coordinators suggests the number of low-level referrals has significantly decreased. This supports teacher perception and feedback that behaviour in and out of class has improved considerably since we introduced the House System.

Suspension data shown reflects on the very small number of the more difficult students who will continue to make up a small proportion of enrolments but who are extremely well managed at Churchlands SHS.

Only 3.78% of the total student population were suspended throughout 2016. Only twenty two students (0.86% of the student population) were suspended more than once. The school expects high standards of behaviour and ensures students have an appropriate consequence for any behaviours that are considered serious. The Student Services team ensure consistent and fair consequences are given to students and a support network and strategies are put in place to assist students on their return from Suspension.

Reason	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1. Physical assault of staff				(1) 10 days		
2. Verbal abuse of staff	(1) 4 days	(5) 12 days	(6) 18 days	(2) 4 days	(7) 23 days	(2) 2 days
3. Physical assault of student	(7) 18 days	(10) 29 days	(5) 10 days	(4) 20 days	(2) 4 days	
4. Verbal assault of student		(6) 10 days		(3) 6 days	(1) 5 days	
5. Offence against property	(1) 2 days	(2) 4 days	(1) 2 days		(3) 7 days	
6. Violation of BMIS classroom or school rules	(5) 10 days	(5) 9 days	(7) 19 days	(4) 13 days	(5) 10 days	(2) 8 days
7. Substance misuse	(1) 1 day	(4) 11 days	(3) 6 days	(1) 2 days	(1) 2 days	
8. Illegal substance offence	(2) 4 days	(2) 5 days		(2) 4 days		
9. Other	(1) 2 days		(1) 2 days		(1) 2 days	(1) 6 days
<b>No. of students</b>	<b>18</b>	<b>26</b>	<b>19</b>	<b>14</b>	<b>14</b>	<b>5</b>
<b>Number of offences</b>	<b>21</b>	<b>39</b>	<b>28</b>	<b>21</b>	<b>24</b>	<b>5</b>
<b>Number of days, suspension</b>	<b>41</b>	<b>80</b>	<b>57</b>	<b>59</b>	<b>53</b>	<b>16</b>

*Note: Numbers in brackets refer to the number of students for each category, while the days refers to the total number of days suspension by all students. A student may have committed an offence in a number of categories.*

The following summarises total numbers of students, offences and days suspended over the period 2011 to 2016.

	2011	2012	2013	2014	2015	2016
<b>STUDENT POPULATION</b>	1436	1450	1481	1522	2254	2539
<b>Number of students involved</b>	48	51	34	53	94	96
<b>Number of different offences</b>	88	62	59	89	195	138
<b>Number of days suspension</b>	211	209	163	218	420	306

## GIFTED AND TALENTED MUSIC EDUCATION (GATE)

Churchlands SHS music program had a highly successful year once again in 2016. Festival performances maintained their continuous high standards with performances rated outstanding on most occasions. Similarly, the concert seasons during the year were outstanding successes, showcasing the talent of our students. We have had to expand the number of ensembles to cope with the overall increase in music enrolments and are experimenting with different concert formats to balance the level of the ensembles with the length of the concerts.

We are also looking at additional ways to further differentiate between opportunities provided to the GATE Music students and the General Music students.

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 provided almost 12% of the state Stage 3 music students 41 out of 355.
- 34% of our students scored 75% or better in their ATAR
- Their average mark was 69.51% which was 4.94% above like schools and 7.44% above state average, an excellent result for such a large group.
- With the exception of one student, every Stage 3 music student scored 53% or better in their final scaled score.

Churchlands aims to attract the best possible music students to its program and endeavours to retain the bulk of them through to Year 12. Such data provides inherent testimony to the quality of the program. The following tables show the interest in applying to the program, the number of gifted students selected to do the program and the retention of these students through to Year 12.

Year of Application	2012	2013	2014	2015	2016	2017
Number of Year 6 Applicants	297	250	281	281	289	250

*This table shows the number of applications to music GATE over the past six years.*

Intake Year	2012	2013	2014	2015	2016
GATE Enrolments	56	49	47 (Year 8) 45 (Year 7)	49	48

*This table shows the number of Year 6 GATE applicants who met the standard and enrolled.*

Churchlands SHS is currently funded to select up to 64 GATE students to enter Year 7 each year. This number changed for the 2010 and the school maintains a standard all GATE Music students must meet, often resulting in some positions remaining vacant. This has advantages as future GATE students join the program at any stage from Year 8 to Year 10.

## Retention Date

Year 8 Intake Year	Final or Current Year	Retention
2010	Year 12 2014	78% in 5 years
2011	Year 12 2015	65% in 5 years
2012	Year 12 2016	85% in 5 years
2013	Year 12 2017	67% in 5 years
2014	Year 11 2017	87% in 4 years
2014	Year 10 2017	90% in 3 years
2015	Year 09 2017	93% in 2 years
2016	Year 08 2017	100% in 1 year
2017	Year 07 2017	100% in 1 year

The retention target (70% 8 to 10 and 90% 11 to 12) generalises into 63% from Year 8 to completing Year 12 Stage 3 Music. From the table above it can be seen that Churchlands typically meets this target. With the increased cohort from 2010 it may well be that we revise this target upwards. The average retention rate from 7 to 12 over the last three years is 76%.

## THE SCHOOL OF OPPORTUNITY

### STEM PROGRAM

In 2016, Churchlands SHS prioritised a series of strategies to increase engagement in Science Technology, Engineering and Mathematics (STEM). This endeavour came in response to positive student responses to dynamic, inquiry-based learning and the growing emphasis on the importance of STEM careers in the community. A major school-wide initiative included the provision of an afterschool STEM Club which provides cross-curricular and interest-based opportunities for students in Years 7-9. The school invested in new educational technology including robotics, electronics, software and 3D printers specifically for the club. In 2016 STEM Club averaged fifty students per session. Students are provided with a flexible learning space where they can pursue projects of their choice under supervision and with the support of their peers and Churchlands SHS teachers.

Churchlands SHS participated in several local STEM initiatives in 2016 including the Hale School STEM Challenge, STEAMovate and competitions run within the afterschool STEM Club. Most notably, four students used STEM Club time to develop their own video game, winning the National STEM Video Game Challenge. The students attended the awards ceremony at the Melbourne Convention and Exhibition Centre, as part of PAX Australia, meeting significant figures in the video game development industry.

The evolving STEM program at Churchlands SHS has received positive feedback from parents, teachers and third parties including staff from SciTech Discovery Centre. In addition to increasing the STEM Club intake to include Year 10 students in 2017, a new optional STEM Course was launched for Years 9-10 students, with two full classes for each year group enrolled for 2017.

## **SPORTING HIGHLIGHTS**

### **Team Performances**

Some outstanding Team results from Churchlands in 2016 include:-

- Winning the School Sport Western Australia 'A' Grade swimming carnival.
- Winning the School Sport Western Australia 'A' Grade athletics carnival.
- Netball - The Year 8 and 9 teams compete regularly and enjoy plenty of success against surrounding and country schools.
- Water Polo – School Sport WA Boys Champions.
- Basketball – Senior Boys Basketball State Finalists.

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

### **AFL Program**

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

### **Swimming Program**

Our Swimming Program continues to thrive and provides the backbone for our carnival success. We have a successful relationship with Cadets WA that continues to blossom. Students engaged in the program had the following opportunities:-

- All students have completed their Community Surf Rescue Certificate with Surf Life Saving WA.
- Open water swimming was popular with students, most entering the Open Water Series of swims held at a number of Perth beaches over the summer.
- Sustainability Coral Bay Camp for Year 9 and 10 Cadets.
- Water polo teams competed at a high level at the SSWA cup.

### **Rottnest Channel Swimmers**

Many of our swimmers also complete the Rottnest Channel Swim each year. We have solo swimmers, teams or as part of a duo. In 2016, twelve students made the crossing with several winning their age groups categories. Megan Stephens swam the crossing solo and was the third overall female. Megan went on to perform a solo crossing of the English Channel a few months later.

### **Individual Sports Performers**

The following students have been identified as Elite Athletes. Many have been identified by the Western Australian Institute of Sport (WAIS) and were heavily engaged in Interschool, State, National and International competition throughout 2016.

### **Water Polo**

Tim Putt represented Australia as Captain of Australian Under 18 Water Polo Team. The World Youth Championships were hosted by Montenegro and Tim was part of the eighth placed team that lost in the quarter finals to the eventual winners Croatia.

### **Gymnastics**

In gymnastics, at Nationals the WA International Level 10 team consisting of Grace Barry, Sasha King, Sophie Mahoney, Sophie Prince, Sidney Stephens and Madeleine Verdon won Gold. These strong performances earned the girls trips to a number of International Competitions in Russia, France and Malta where they won a range of medals. Niamh Collins had a year recovering from injuries. Joseph Spellacy performed well as a member of the Australian Under 18 years Gymnastics team that placed fourth at an international competition in Austria.

### **Cycling**

Matthew Richardson competed for WA at the International Track Series in Melbourne. Competing in the Under 19 years competition Matt ranked highly to finish fourth in the scratch race and won the Points Snowball event sixteen points ahead of his nearest rival. In the Team Sprint Matt recorded a time of 18.3 seconds which will beat his own WA State Under 19 record time. He lead his team into third place in the Kieran, just a second behind the Australian and New Zealand teams, while also finishing in second place in the Sprint finals.

## **CULTURAL ACTIVITIES**

### **International Exchange Programs**

#### ***Sainte Mairie Belfort French Exchange***

Students and teachers from Institution Sainte Mairie in Belfort, France came to Churchlands SHS for a two week exchange from Monday September 19th to Monday October 3rd 2016. There were two female French teachers accompanying nineteen female French students. The students were all billeted to host families (the same students who went on the French Study Tour to Belfort in April 2016). Highlights of their stay here were the excursions the French students went on during the day. The students were also here during one week of the September holidays, which benefited the students getting to know one another, however it did put more strain on the host families and teachers. Overall, it was a great stay, there were no incidents during their time here and feedback from the students, teachers and host families was very positive.

#### ***Japan Tour***

In April 2016, twenty two students (six males and sixteen females) and two staff undertook a two-week study tour of Japan. The group travelled to the important Japanese cities of Tokyo, Kyoto, Osaka, Nara and Hiroshima and experienced home stay and Japanese school life at our sister school, Akashi Nishi SHS.

The students were also able to participate in many cultural experiences whilst in Japan, including travelling on a bullet train, seeing the famous cherry blossoms as well as visiting places of cultural and historical significance, including the Hiroshima Peace Museum, Mt Fuji and the Golden Pavilion temple in Kyoto. The study tour not only allowed students to further develop their linguistic skills and cultural understanding but also establish networking and communication opportunities with high school students in Japan. The tour was a great success, with the students returning to Churchlands with many memories, new found friendships and a deeper understanding of Japanese language and culture.

### **French Tour**

In April 2016 an all-female group of nineteen students and two teachers participated in a French exchange trip. After flying to Zurich in Switzerland, the group was transported by bus to Belfort, France, where they spent twelve days staying with host families. They were able to experience daily life in a French school and visit places of interest in and around the town. Excursions included visits to the town of Colmar, the nearby Castle of Haut Koenigsbourg and Monkey Mountain.

After sad farewells to their hosts, the group travelled by high-speed train to Paris, France for a further six days. Highlights there included the well-known monuments, such as the Eiffel Tower, Arc de Triomphe, Notre Dame Cathedral, Sacré Coeur Basilica, the castle of Versailles, the Louvre and Cité des Sciences museums. The night-time bus tour was an outstanding occasion to see the city monuments lit up and the visit to Parc Astérix was great fun. Souvenir shopping was also a priority.

For some students, it was their first overseas trip, so the experience was very exciting. All students learnt life-skills such as adaptability to new and different experiences, and self-management. They gained friendships, improved their confidence in understanding and speaking French, whilst developing a greater understanding of French culture and history. It was an amazing, unforgettable trip of a life-time.

### **Akashi Nishi SHS Exchange Inbound**

In August 2016, a group of thirty two students (twenty eight females and four males) and three staff from Akashi Nishi Senior High School in Hyogo Prefecture, Japan participated in a two-week exchange at Churchlands Senior High School. The students from Japan were hosted by students of Japanese in Years 8 to 12 at Churchlands SHS, with the three staff also hosted by Churchlands SHS staff for part of their stay.

2016 marked the 30th anniversary of the sister school relationship between Churchlands SHS and Akashi Nishi SHS. This is the longest sister school relationship in Western Australia. To commemorate this important milestone the Principal of Akashi Nishi Senior High School, Mr Hajimu Uekawa and Mr Neil Hunt, Principal of Churchlands SHS planted a Japanese tree next to the tree that commemorates the 20th anniversary of the sister school relationship.

The thirty two students from Akashi Nishi SHS participated in a variety of activities during their stay, including trips to Fremantle, Caversham Wildlife Park and a two-night camp with their host students at Bickley Recreation Camp. While at the camp students had the opportunity to try canoeing, orienteering, high ropes and the flying fox. It was also a great opportunity for the students of the two schools to get to know each other while developing their communication skills in English and Japanese.

The Akashi Nishi students also had the opportunity to attend classes at Churchlands SHS, with several staff volunteering to take the group for art, mathematics, home economics, French and physical education lessons. The willingness of the staff at Churchlands SHS to lend their support to the exchange program is one of the reasons for its continued success.

The exchange concluded successfully with many Churchlands students forming close bonds and friendships with the Akashi Nishi students which will last well into the future.

### **Canberra/Sydney HASS Tour**

In September of 2016, a group of thirty four Churchlands SHS Year 9 and 10 AEP students travelled to Canberra and then onto Sydney as part of a 'value adding' experience presented by the Humanities & Social Sciences Learning Area. Students were given the opportunity to participate in a variety of educational programs with a focus on Australia's history, culture, heritage and democracy.

Students visited Parliament House, the Museum of Australian Democracy, the National Portrait Gallery, the Australian War Memorial, the National Archives, the National Gallery, Questacon and enjoyed a tour of Government House amongst other enriching experiences. They completed a reflective booklet whilst in Canberra, before moving on to Sydney to enjoy the sights on offer including a tour of the Sydney Opera House, a photo opportunity at the Sydney Harbour Bridge, a relaxing cruise on the harbour and a quick shop at Paddy's market to mention just a few activities.

This positive educational event is one that the HASS Learning Area offers to students every second year and the 2016 group represented the school and their families with distinction.

### **Ski Tour**

The annual New Zealand Ski Tour is now well ingrained into the school calendar and it continues to be one of the most popular tours offered to students. In 2016, fifty four Year 10 and 11 students were accompanied by six staff on the trip of a lifetime. The ten days of travel to the 'adrenaline capital' of the world was action packed from start to finish. Students were tested with the many physical activities, including five days of skiing, and participated in many cultural activities, namely kiwi haka, puzzling world and the Christchurch Earthquake Centre. The tour around the South Island took in spectacular scenery and gave the students the opportunity to experience new food and pick up the odd new phrase. It created new friendships and increased the students' independence and autonomy. We received numerous compliments on the politeness, friendliness and enthusiasm of our students, and as they mixed it with the locals, they were fine ambassadors for our school and country. Their parents commented that "they have grown" and not in physical height. While the tour produced many highlights and memories, the impromptu tour of the Cardboard Cathedral by one of the local guides, highlighted the community spirit in the face of adversity. His interesting and colourful description of the events surrounding the earthquake were littered with poor jokes about the Wallabies, which were mostly lost on his audience. We will be sure to include this tour in future itineraries.

## **Drama Tour**

During the first week of the Term 1 holidays a group of thirteen Churchlands Drama students, accompanied by their Drama teacher, flew to Melbourne to participate in a week's worth of voice, movement and play building workshops as part of the VCA Drama Tour 2016.

Working with teaching artists at the Victorian College of the Arts, by day, students were actors honing their skills; by night, as audience, they were treated to a range of performances that were sometimes thought-provoking, moving or comedic. At the end of the week they presented a showcase of their work to an audience that included their teachers and some teaching staff and department heads from the College. As always, a valuable learning experience for all who attended and an opportunity to work in what could possibly be the tertiary arts environment of their choice in the future.

## **MaDD Night**

On August 22 and 23, the Performing & Visual Arts Department staged their annual MaDD night in the school's Concert Hall. This is an opportunity for Year 12 students from the ATAR Drama, Dance and Media courses to showcase their talents and perform the practical pieces that they have created as part of the requirements for their WACE performance examinations.

In Dance, students had to choreograph an original solo piece that explored a concept of their own choosing. Each dance ran between one and a half and three minutes.

Drama students had to research, write, produce and perform an original solo production that ran for between four and six minutes. Each piece had to include more than one character and had to make minimum use of costume, props and lighting.

The Media Production & Analysis students were required to submit up to five minutes of a paired or individual film production. This could have been an entire production or edited extracts. The films that were shown reflected an expressionist style of film-making.

The large and appreciative audience who attended were treated to two evenings of very strong performances across all three Arts areas that reflected a high degree of talent, skill, creativity and hard work.

## **School Production - Sweet Charity**

The Churchlands Senior High School 2016 season of *Sweet Charity* was outstanding. This flashback to the 60s enabled students to perform in a challenging and entertaining show that was very well received by a succession of appreciative audiences. Numbers at auditions were high, so the chorus in 'The Rhythm of Life' filled every corner of the stage. There was even a cameo appearance by the orchestra's brass section reinforcing the collaborative nature of the school production. The role of the backstage crew was enhanced as scene changes were many and achieved with a minimum of fuss. As always, the community spirit of the school production was sustained by the assistance of staff, parents and students who worked behind the scenes and ushered front of house.

# **VALUES IN THE COMMUNITY**

## **Sustainability**

Churchlands SHS continues to make progress in implementing positive changes that adhere to our Values and Vision, which incorporate the principles of sustainability and personal achievement. A poster symbolising our Values and Vision is clearly on display in all teaching classrooms. Every learning area is required to implement learning opportunities that weave environmental and social sustainability themes into existing programs in all lower school years.

Environmental Sustainability is the major theme of the Year 8 Accelerated Education Program in the extended, cross curricular, action learning Coral Bay camp. This is an opportunity for students to be immersed in pristine ecosystems and apply what they have learned in the classroom to real life competing interests.

Our Social Sustainability values are exhibited by the following activities and programs.

## **Community Service**

Churchlands has a long tradition of organising and participating in projects that develop a sense of social responsibility and community in the wider world. Churchlands students volunteer in a wide range of ways to help out at school as well as with groups and organisations in our local area and Perth wide. Our Year 12s in 2016, averaged a healthy sixty four hours of service on graduation, which continues to show that our students are aware of the need for assistance across a range of events and organisations.

Students have volunteered as Form Representatives, joined the Student Council, trained as peer mentors to assist the new Year 7 students, taught primary school students, coached netball teams, joined the back stage crew of the production, were hosts and helpers at a range of school events such as the Year 7 and 8 Welcome BBQ's and at the annual Community Art Exhibition, as well as volunteering yet again as marshals for the City to Surf Race (sixty five students), HBF Run For A Reason, Pink Triathlon and a large number participated in the 40-hour Famine and Relay for Life, yet again, raising a considerable sum of money for both. We assisted again with the setting up of infrastructure for the Wembley Downs Fair and others volunteered at the fertilizer fundraiser (Good2Grow) for the P&C, while a dedicated group of students coached cross country running at Yuluma Primary School throughout the year.



## World Vision

For a second year, the student run V Gen Group organised a Christmas collection for World Vision. Each form class decided what they wanted to buy (anything from chickens to a llama) and then brought the money in to pay for the item(s). Over \$3500 was spent on gifts to go to disadvantaged villages, which is an amazing effort.

Our exciting new initiative for 2016 was to begin sponsoring four children through World Vision. The students from Brighton House are sponsoring Huoy Y, a four-year old girl from Cambodia, Floreat House are sponsoring Mebrhit, an eight-year old boy from Ethiopia, Scarborough are sponsoring Laxmmi, a two-year old girl from India and Trigg are sponsoring six-year old Solomon from Uganda. Through the clothing bins and a couple of fundraisers, enough money has been raised for the first nine months, giving each house group three terms to raise the \$576-00 needed each year to continue the sponsorship for the following year. We hope that this will continue until each child is no longer in need of assistance and we may even take on new children to continue our involvement.

## World Challenge

World Challenge 2017, to Kerala in Southern India, was launched in April 2016, with talks to the Year 10 and 11 students, followed by a parent information evening. As a result, sixty students signed up and paid deposits, which means that we have three teams and six staff members travelling at the end of 2017. It is anticipated that a small number of students may pull out, but they will be replaced if possible. Midway through 2016, each team had a chance to choose the trek they are keen to do – the treks are based in the Cardamom Hills amongst tea and spice plantations, hiking to as high as 2500 metres. Students have begun to do team building activities as well as some fundraising at school, the proceeds of which will be spent in the village where they will undertake an allocated project. The projects and final itineraries will be revealed in 2017.

## STAFF INFORMATION

### Excellence in Teaching

Research indicates that it is the quality of teaching that has the single greatest impact on student learning. Since the commencement of the Churchlands Art of Teaching Program in 2008, in excess of one hundred teachers have completed this five-day intensive program. This complements the use of technology as we ensure the sustainability of the laptop program.

Much of the latest research has a focus on classroom observation as a vehicle for teacher development and improved capacity. In conjunction with the National Standards of Teaching we are focusing on blending our ChArT program with this dimension within the construct of a “Professional Learning Team” model.

With a further twenty five new teachers commencing at Churchlands in 2016 (added to the fifty staff who commenced in 2015) we have a significant backfill of training to be undertaken, which is our current focus. Significant among this group is twenty five graduate teachers commencing 2015/16 and a further twelve graduate teachers recruited to commence in 2017, all of whom require mentoring and significant induction training.

## Teaching Staff Profile

Year	Teaching Staff Numbers	Senior Exec Staff	Level 3 Admin	Level 3 Teacher	Senior Teacher Status	Level 2 Teacher
2010	122	4	12	7 (5.7%)	55 (45.1%)	44 (36%)
2011	121	3	12	9 (7.4%)	54 (44.6%)	43 (35%)
2012	117	3	12	10 (8.5%)	58 (49.6%)	34 (29%)
2013	128	3	12	14 (11%)	63 (50.0%)	36 (28%)
2014	120	3	12	12 (11.7%)	58 (48.3%)	35 (29.2%)
2015	152	5	13	10 (7.9%)	56 (36.8%)	66 (43.4%)
2016	159.7	6	13	14 (11.4%)	58 (27.5%)	68.7 (61%)

We were successful in meeting main recruiting targets, including recruiting one more female into a level 4 position. Senior executive staff now have a balance of three male and three female, as per our target. Eight out of thirteen second in charge staff are female. Eleven out of twenty four staff in house coordinator roles are female. Of the three new program coordinators positions advertised one appointee was female.

During 2016 high quality staff were recruited for the 2017 year. A number of staff from engineering backgrounds were recruited into Mathematics. Staff with backgrounds in leadership roles such as former Deputy Principals and former HOLAs were recruited into teaching roles. Two new staff have doctorates and at least seven have masters or a fifth year of study. In total the school now has five staff with Doctoral level degrees.

The average age of staff in 2016 is 45.8 years down from over 48 in past years.

### Staff Retention

	Total permanent teaching staff	Total Retained 2016-2017 year
2016	138	100%

*This table shows the number and percentage of staff who remain at Churchlands from year to year.*

In 2016 two permanent teaching staff members left due to winning promotional positions at other schools. No permanent teaching staff members have left in two years to at-level positions at other schools. Four staff retired, and several staff commenced or have continued maternity leave.

### Teaching Staff Attendance Rates and Patterns

In 2016 Churchlands SHS employed 159.7 full time equivalent (fte) teachers who are expected to be on site for 200 days per year. The following table outlines the leave type accessed by all staff during 2016. With the Department directive for all staff to clear 2014 and prior accrued long service leave (LSL) by the close of 2016 we had almost 100 staff with a back log of leave to take. All staff have now cleared their accrued LSL, with the following years expected to be back to normal LSL levels.

Leave Type	Total days - all awards	% of Total Days
Bereavement leave	45	1%
Parental partner leave	10	0%
Parental leave	53	1%
Maternity leave	105	3%
Family carers leave	160	4%
Leave without pay	329	8%
Long service leave	1963	49%
Short leave	79	2%
Sick leave with evidence	639	16%
Sick leave without evidence	273	7%
Worker compensation	77	2%
Personal leave with evidence	119	3%
Personal leave without evidence	177	4%
<b>TOTAL</b>	<b>4029</b>	<b>100%</b>

### Teacher qualifications

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Western Australian College of Teaching. All have current "Working with Children Checks" (WWCCs). Four staff in 2016 transitioned from Provisionally Registered to Fully Registered. No staff member had to be removed from site due to not paying or keeping up their registration with the TRB during the 2016 calendar year.

### Expenditure and teacher participation in professional learning

All teachers participated in professional learning activities during 2016. Activities included:

- Churchlands Art of Teaching on Instructional Strategies
- ChArT IDEAS trial program and first intake
- Conferences
- Faculty based PD
- Qualifications Upgrades
- Course of Study Professional Development.

# SCHOOL FINANCIAL REPORT

INCOME	2014	2015	2016
Opening Balance	1,121,555	726,727	1,342,359
Voluntary Contributions	174,856	257,227	260,960
Charges and Fees	593,518	713,307	719,594
Government Allowances	54,050	69,090	107,934
Approved Charges/Options/Donations	683,765	338,247	344,088
Incursions/Excursions	298,259	854,799	967,118
DoE Grant	1,387,164	51,598	76,033
Music Tour Charges	961,402	604,187	480
P&C Donations	33,500	48,200	14,700
International Fee Paying Students	107,183	100,910	19,305
Miscellaneous/Other	396,807	204,949	255,827
Facility Hire	128,675	209,550	151,167
Internal Transfers	298,894	662,351	392,617
Cash transfer - DoE to School		2,820,227	2,823,726
SFSA	14,096,395		
Student Centred Funding	-	18,721,703	21306841
<b>Total</b>	<b>20,336,023</b>	<b>26,383,073</b>	<b>28,782,749</b>
EXPENDITURE			
Other Specific Programs/Curriculum	120,855	118,344	297,691
Student Services	13,805	53,000	57,116
Administration	778,076	848,057	866,775
Physical Resources/Repairs/Maintenance/Grounds	208,876	227,485	246,792
Capital Works	144,140	481,937	707,987
ITC	607,080	512,432	553,163
Staff/Professional Development	98,983	104,642	157,490
Salary Pool	616,309	-	-
Utilities	381,793	393,710	398,191
Student Functions/Activities	1,312,198	1,484,539	946,648
Faculties	850,649	1,264,414	1,002,330
Other - Refunds/Enterprise	12,256	14,421	19,947
Transfers to Reserves	364,735	816,031	1,900,870
Surplus/Carried Forward	726,727	1,342,359	320,908
SFSA	14,099,542		
Salaries - Teaching and Non Teaching Staff		18,370,201	21,035,046
<b>Total</b>	<b>20,336,023</b>	<b>26,031,571</b>	<b>28,510,954</b>
P&C Collection	74,341	109,787	109,899
SPECIAL PROJECTS			
Art Work	14,000	-	-
CCH - Automatic Door & Scissor Lift	35,655	-	-
Carpets	23,720	50,015	
Air-conditioning	21,900	68,890	
Lockers	-	108,577	33,058
Keyless Entry	-	-	301,974
Churchlands - Signage	15,652	-	-
E-Boards	-	-	56,260
Toro Groundmaster 7200 - Ride on Lawn Mower	-	-	29,343
Green Room Refurbishment	-		
Photocopiers	75,058	27,955	24,153
Fazioli Concert Grand Piano	-	97,515	-
E1 & E2 Refurbishment & Ceramics	-	-	59,806
Covered Walkway - D Block to F & G Block / H Rooms	-	56,237	50,860
Cable Gates	-	40,108	11,560
Seating	-	64,736	10,945
Security Cameras	-	12,624	-
Curtains/Blinds	-	14,527	16,994
Electrical	-	19,321	7,436
Music Portico	-	-	2,500
Cantaport	-	-	19,423
Concrete/Landscaping	-	-	70,281
<b>Total</b>	<b>185,985</b>	<b>560,505</b>	<b>694,593</b>



# CHURCHLANDS SENIOR HIGH SCHOOL

*An Independent Public School*

20 Lucca Street Churchlands WA 6018

**T** +61 8 9441 1700

**F** +61 8 9441 1701

**W** [churchlands.wa.edu.au](http://churchlands.wa.edu.au)