



CHURCHLANDS
SENIOR HIGH SCHOOL

Annual Report 2020



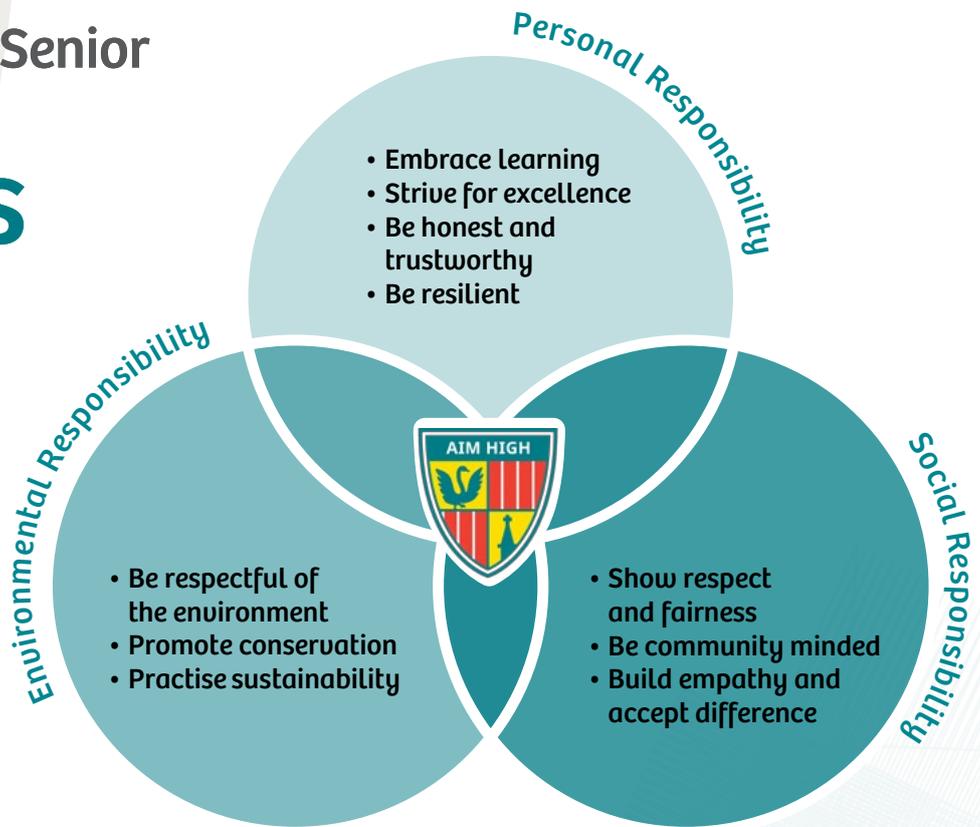
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VISION STATEMENT

Churchlands Senior High School values



Churchlands aims to develop a school community which encourages commitment to personal, social and environmental responsibilities. The school provides a caring and supportive environment that challenges members to pursue personal excellence in all endeavours and to be active citizens of the local and global community. GATE Music excellence continues to be a school priority.

Churchlands Senior High School empowers every member of our community to be the best person they can be and to contribute to the wellbeing of self and others.

THE CONTEXT

Churchlands is a co-educational school currently catering for approximately 2800 students from Years 7 to 12. Since its foundation in 1962, the school has established a tradition of excellence built on the outstanding academic, cultural and sporting achievements of our students.

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

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

The comprehensiveness of the school's curriculum reflects the wishes and career aspirations of the community, embracing tertiary entrance as well as preparation for TAFE and the workforce. Regularly 65% of Year 12 students study at the Tertiary Entrance level, while the remaining students are now engaged in a minimum of Certificate II level courses.

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

Churchlands is considered a school of opportunity by both our parents and our students. National and international tours are made possible due to the size of the student population with almost all tour proposals receiving sufficient student interest to ensure they are economically viable. Similarly, there are a range of sporting opportunities for our students to engage in. Whether it is representing the school in basketball, girls' football, rugby union etc. or training for up to 18 months to swim the English Channel, Churchlands appears to be able to provide for all interests. Similarly, there is a wide range of opportunities in the cultural and academic fields, while our Community Service programs are so extensive that they are not available in any other Government school.

The school's community focus has seen a significant growth of the Alumni Association as well as the establishment of the school Foundation. This has generated significant opportunities for current and former students such as: scholarships, events, reunions and a sense of belonging to the community. The aim is to encourage lifelong connections between the school and its students, parents and staff.

Churchlands SHS has remained at the forefront of public education in Western Australia. The proactive planning and strategies developed have proven successful in ensuring the school has maintained its reputation of excellence and performance. In 2020 the student population was 2878 with similar enrolment numbers anticipated in 2021. Enrolments should gradually decrease in 2022 and beyond to around 2450.

With the completion of all major construction at the end of 2017 students were able to enjoy outstanding new facilities. A range of projects were undertaken during 2020, the most significant of these included the addition of 400 kilowatts of solar panel energy. We continue to renovate and renew our classrooms and facilities so that students can experience an effective learning environment.

PRINCIPAL



2020 was a year unlike any other year in the history of Churchlands SHS. The COVID-19 pandemic significantly affected the school and its operations. Despite this, the school functioned very well and finished the year strongly.

Student enrolments were 2842 which was a slight decrease on the 2880 enrolments in 2019. Enrolments for 2021 are expected to be slightly lower again. This signifies that the school is tracking towards a longer-term stable enrolment of between 2400 to 2500 students.

The school continued with its minor capital works program to ensure that the campus continued the ongoing cycle of renovation. The main program completed this year was the solar panel project. This project was undertaken by the Churchlands SHS Foundation and the school is very grateful for the generous donations made to the Foundation for this project.

The COVID-19 virus was very disruptive during Term 1. Student attendance began to decrease from Week 5 where very few students attended to Week 9. For Week 10, the staff worked to deliver online learning for Term 2. Over the Term 1 vacation, the situation with the virus improved significantly and it was decided to start Term 2 where students could choose to attend. The first day of the term allowed schools to get organised with the key

difference being that the school was cleaned constantly throughout the day. Hand sanitizer and cleaning equipment was available throughout the school. Students returned in high numbers. From Week 4, school was again compulsory and student attendance returned to the near normal rates. We ran Semester 1 exams in Term 2 as usual. Semester 1 reports were only issued for Years 10,11 and 12. Year 7, 8 and 9 students received a comment. Semester 2 ran closely to usual with the main restrictions being around social distancing with adults.

At the end of Semester 1, the Principal, Neil Hunt was seconded to work at the Department of Education Central Office in the ICT directorate, an appointment for two years. Mr Paul Housley was appointed as Principal for Semester 2 whilst Regional Office ran the process to determine the replacement of Neil Hunt.

Due to COVID-19, the school needed to cancel all interstate and overseas travel for student groups. All funds collected were refunded. This was very disappointing but given the situation this was the right decision. When it is safe to travel again the school will continue to plan for student trips.

In December, the school was reviewed using the Electronic School Assessment Tool. Mr Paul Housley led this process with the school community. The school provided evidence of its performance in the six key domains of Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement and Progress. The school was reviewed by Ms Vicki McKeown (Director) and Mr Mitchell Mackay (Principal John Curtin of the Arts). The review has 33 commendations across all six domains.

James Kent

SCHOOL BOARD CHAIR



The performance of Churchlands Senior High School in 2020 is commendable on many counts. The extraordinary demands of the year were met with acumen and diligence by the executive team, and with dedication and flexibility by all staff. Students adapted and stayed focused and in particular the Class of 2020 are to be congratulated on achieving highly satisfactory results despite interruptions to classes, curtailment of activities and deep uncertainty.

The 2020 School Review delivered a very positive assessment, which is due to the excellence of the teachers, the strong and capable leadership team, the receptive and keen students and the support from the community. The school is in a position to look ahead with confidence.

Schools are a microcosm - a mini real world - inextricably connected to wider society, and must often face difficulties and disappointments. I would like to acknowledge the integrity and grace of staff and students in facing a year that began and continued with very difficult events and situations. In particular, I pay tribute to the Head Boy, Thomas, and Head Girl, Zara, who led their student community with strength and articulated the values of our school bravely and clearly.

2020 was a year of significant change in governance for Churchlands with the resignation of the board chair, John Gillon, and the secondment of the principal, Neil Hunt. The contribution of both John and Neil over many years cannot be understated.

John has turned a vision for the ongoing enhancement of education at Churchlands into reality, with the development of the Alumni Association and the establishment of the unique and visionary Churchlands Foundation. The effects are already apparent in a richer school culture through Alumni connections and the completion of the amazing solar panel project. The financial flexibility this creates will support ongoing opportunities for students and staff. As board chair, John supported the strong and effective leadership of our longest serving Principal, Neil Hunt.

Neil had an ambitious vision for the school, which was matched with the drive and ability to achieve outcomes. His shrewd foresight ensured that the school was prepared for the challenges of massive growth. He procured sufficient purpose-designed capacity in facilities and amenities, of which some examples are the concert hall, the sports hall, the science block, the D&T wing, ICT capability and facilities management. All the while, he remained focused on the core business of a school and was an explicit proponent of good pedagogy, recruiting competent and passionate staff and building an executive team that he trusted to lead and innovate. He sought to build and strengthen community networks through his unflinching support of the P&C, his attendance at school and community events and his acknowledgement of the integral role of parent volunteers. He sought to harness the expertise of parents and Alumni to enhance school systems and programs.

Neil has left an impressive legacy at Churchlands and he will be long-remembered as an outstanding Principal.

I would like to pay tribute to Paul Housley, whose steady hand, deep knowledge of the school and concern for its best interests characterised his time as Churchlands principal in 2020. During a tumultuous year, his leadership was constructive and much appreciated by the board.

We congratulate and welcome Dr James Kent to Churchlands as its tenth Principal. He brings experience and enthusiasm to the role and is already furthering some long-standing school goals and initiating new and exciting developments. As a board, we are committed to supporting James as he leads the continued development of the school.

In 2020, the board carried out its functions of monitoring and endorsing the progress of the school business plan, and approving the budget and school contributions and charges as well as participating in the Principal selection process. With the election of Katherine Sturley as board chair for 2021, the focus is now on future visions for Churchlands as a leading public school.

My term on the board has now concluded and I would like to thank members for their enthusiasm, collegiality and commitment. 2020 was very challenging and I believe we did our best to ensure that Churchlands would prosper.

It has been an honour to serve on the board of this fine school, to which I owe my own excellent secondary education.

Tracey Gralton

A SCHOOL OF OPPORTUNITY AND ACHIEVEMENT

Students' academic progress is without doubt the most important measure of success of an individual, program and school. However, we also believe that our school offers students opportunities across a range of endeavours, that significantly contribute to their physical, social and emotional development and enhances their educational experience. 2020 was a very different year to normal and our staff and students handled the uncertain times due to COVID-19 very well. This is evidenced by the various data and information contained in the following report.

ACADEMIC PERFORMANCE SENIOR SCHOOL ACADEMIC PERFORMANCE

Year	2016	2017	2018	2019	2020
Rank in the State	28	23	29	25	22

Churchlands SHS was ranked 22nd in the state in the Median ATAR League Table and 6th highest government school. This is an improvement on 2019 and the best ranking since 2014. The success of the academically selective Perth Modern School continues to impact on the enrolment of students at the very top end and could distort comparisons with some measures over the last six years compared to previous years.

- Churchlands ranked fourth best school in the state based on the number of SCSA awards won.
- WACE Achievement rate was 96% versus a state average of 89%.
- Thirty-six students were awarded Certificates of Distinction.
- Seventy-six students were awarded Certificates of Merit.
- Eight students received a Certificate of Excellence: Emily Chappell – Chemistry, Sinan Wehrli – English, Erica Jones – Mathematics Applications, Edana Ritchie – Mathematics Applications, Isobel Vaughan – Mathematics Applications, Nicholas Sadovnikov – Mathematics Methods, Kaleb Doygun – Philosophy and Ethics, Samantha Mayes – Psychology.
- Five Churchlands students received ATARs of 99 or above.
- Churchlands was listed amongst the top performing schools in six ATAR Courses.
- Our top ATAR was 99.85, achieved by Nick Sadovnikov.
- The median ATAR was 85.9.
- Two hundred and sixty three of the 264 VET students (99.6%) completed a full Certificate II or higher qualification.
- Our "attainment rate" (ATAR 55+ and/or completion of minimum Certificate II) was 99% which is higher than the 98% achieved in the previous four years and the highest level we had achieved since this measure began.

The 2020 cohort produced a number of strong individual performances in many subjects. The overall results were slightly better than the last couple of years. Sixty three percent of Year 12 students undertook four or more ATAR subjects and this is in keeping with the recent few years. Rigorous interrogation of data and counselling continues to occur to ensure students maximize their results. The ATAR "tail" was much shorter than previous years. Ten students obtained an ATAR below 60 compared with 26 students in 2019. The VET completion rate of nearly 100% was an excellent achievement and compares favourably to a few years ago when the rate was 66% in 2011 and 2012.

League Table Ranks

1. Publicly Listed League Table

This is provided annually in the press to publicise 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 changed once again in 2016 data where the main table publicised was based on the median ATAR in each school. As mentioned, Churchlands SHS saw some strong performances in 2020 and the median was the highest since 2017. 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 mid-80s mark. The 2020 figure of 85.9 was the second highest in the last six years.

League Table Ranks

Year	2015	2016	2017	2018	2019	2020
Median ATAR	83.0	84.7	86.6	85.1	84.85	85.9

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

School achievement data is based on students' scaled marks which in turn contribute to the ATAR. This table shows the percentage of ATAR students in the low, mid and high third ATAR students in the state. In an average school, 33% of the ATAR students could be expected to fall into each category. The 2020 results were again the second highest in the last six years.

Year	Low %	Middle %	High %
2015	24	37	39
2016	24	35	41
2017	17	37	46
2018	25	35	40
2019	22	40	39
2020	17	40	43

4. Percentage of students with a scaled score over 75

This table shows the percentage of students who received a scaled score above 75%.

Year	2016	2017	2018	2019	2020
Percentage	44	39	37	33	34

Outstanding Course Performances

Churchlands SHS has been acknowledged as being amongst the top performing schools in the state in six ATAR courses: Earth and Environmental Science, English as Another Language/Dialect (EALD), Geography, Health Studies, Music, and Philosophy and Ethics. Churchlands SHS also scored better than the "State" and "like schools" in 12 ATAR courses when measuring "the percentage of students scoring at or above the state average".

Particularly noteworthy were the outstanding results achieved by the students in Biology, Geography, Health Studies, Human Biology, Maths Applications, Music and Physical Education Studies.

Year 12 Summary Statistics 2016-2020

Year	2016**		2017		2018		2019		2020	
Year 12 Students	349		340		355		397		419	
Eligible to Graduate (Female) (Male)	349 (162) (187)		340 (184) (156)		355 (177) (178)		397 (218) (179)		419 (204) (215)	
Graduated	340	(97%)	329	(97%)	340	(97%)	381	(96%)	403	(96%)
Number of ATAR Students	278	(80%)	231	(68%)	278	(80%)	265	(67%)	263	(63%)
Number completing a Unit of Competence	151	(43%)	122	(41%)	227	(64%)	251	(63%)	264	(63%)
Number completing Certificate II or higher	151	(100%)	118	(97%)	220	(97%)	250	(99.6%)	263	(99.6%)
Attainment Rate*	342	(98%)	288	(97%)	334	(98%)	390	(98%)	416	(99%)

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

** Denotes new rules used to establish WACE Achievement (Graduation) from this year.

Destination Data

The table below attempts to show where students from a particular Year 12 cohort went the following year. The data itself has been put together from a number of sources including phone calls to students and the data reflects the proportions from those that answered the survey.

The data for the "Class of 2019" is reflected in the "2020" column and this corresponds with a 72% return on the surveys.

Destination	2016	2017	2018	2019	2020
Returned to School	0%	1.3%	0%	0%	0%
Apprenticeship / Traineeship	4.2%	2.9%	1.7%	1%	1.3%
TAFE	9.6%	4.6%	15.4%	5.6%	5.6%
University	77%	51.1%	62.1%	67%	70.9%
Employment	0.4%	18.4%	7.2%	4.9%	5.6%
Other Training	0.4%	2%	0%	1%	0.3%
Employment Assistance	0%	7.2%	1.4%	2.8%	2%
Other	0.4%	4.6%	3.7%	5.9%	1.7%
Deferred	8%	7.9%	8.5%	11.8%	12.6%
	100%	100%	100%	100%	100%

Below is a table that provides further information on the University offers through TISC to the four public universities – UWA, Curtin, Murdoch and ECU.

From the “Class of 2020”

- 151 students with an ATAR applied for a Western Australian Public University.
- 167 students had a first preference.
- 98 students or 59% were offered their first preference. (State = 68%)
- 152 students or 91% were offered one of their preferences. (State = 91%)

This does not count any students offered places at Notre Dame, interstate universities, overseas universities or the many students who received an early offer from UWA.

Because of Covid-19, all the universities developed and advertised an early offer program with different conditions. UWA went first and they made their offers unconditional and based on Year 11 or Year 12 Semester 1 ATAR predictions. Successful students here did not then need to apply for TISC if they didn't want to. This explains the lower number of TISC applications and offers compared to last year.

- Offers to the four WA Universities were as follows:

University	Curtin	ECU	Murdoch	UWA	Total
No. of students	79	15	4	52	152

STATEWIDE TESTING NAPLAN

NAPLAN was cancelled for the 2020 school year as a result of COVID-19. Churchlands SHS remained confident in its reliable sources of academic achievement and progress data to support curriculum development, student placement and support in classes.

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.

Substantial support is provided to students who have demonstrated literacy or numeracy needs through a range of classes and sessions. We identify a cohort of Year 10,11 and 12 students in semester one to have supported classes, we provide dedicated OLNA preparation sessions for all OLNA students as well as in class support.

Due to NAPLAN being cancelled in 2020, Year 9 students were given the opportunity to prequalify for Year 10 OLNA either through Year 7 NAPLAN results or by sitting the OLNA in Year 9. The data is included in the Table below

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

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

ABORIGINAL EDUCATION

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

Principal Advisor, Kevin O’Keefe presented on two occasions to staff, providing contextual background to Aboriginal students and a deeper understanding of how our young people learn. Rochelle Coleman, the chair of the Reconciliation Committee also presented to staff. A key achievement of the committee is the development the “Dardybase” which is a collation of Indigenous teaching and learning resources for each Learning Area. A significant increase of indigenous resources has also been made available in the school library for staff and students.

With the onset of the COVID-19 pandemic several planned excursions were cancelled, which was disappointing for both staff and students. We did continue working with AIME and the tutor squad when restrictions were lifted. As a school we continued “Yarn Club” each week to continue to foster the connection between students and the school.

In Term 3, Rochelle Coleman hosted a two-day forum for the Aboriginal Leaders of Churchlands. Throughout the forum, the students were given a voice about what they would like to see at Churchlands and a number of initiatives were adopted. Firstly, the leaders identified how they wanted to see NAIDOC week celebrated. This saw the biggest NAIDOC week ever celebrated at Churchlands with events such as a Smoking Ceremony, AFL exhibition match with the players wearing brand new Indigenous jerseys, quizzes, face painting, friendship bracelet craft, badge making, storytelling incursion and a free dress day. Each day staff were emailed “Did you know” information to spread further understanding of Aboriginal history and the canteen sold bespoke food using traditional Aboriginal ingredients.

In addition to the NAIDOC week plan, the students also suggested that the front office and each sub school have a “Welcome to Country” Plaque. These unique plaques were created and placed in the offices during NAIDOC week by the students of the Aboriginal Leadership Group. With the inception of the Aboriginal Leadership Group, it was determined that students want to continue working within the school and outside agencies as a group. The University of Western Australia has offered their support through “Bilya Marlee” to work with our young people to provide guidance for those considering tertiary pathways into the future.

Throughout 2020, we continued with a number of positive steps in reconciliation at a school level. We continue to invite our Aboriginal students to make the Welcome to Country for all assemblies and Rochelle Coleman also completes this at our Staff Conferences. In consultation with Rochelle, Alya Hunter was approached to create the design for the 2021 school diary. Her artwork now proudly sits on the front cover of each and every student’s diary. Also to acknowledge the continued contribution of Rochelle Coleman, she was appointed the inaugural Aboriginal Education Officer. The FTE that has been provided will also support Rochelle to continue leading the Reconciliation Committee, further develop positive relationships between the school and the Indigenous community and also continuing to provide support to teaching staff on how to best meet the needs of our students.

ACADEMIC EXTENSION PROGRAM

The Academic Extension Program (AEP) Teaching and Learning Coordinator role incorporates the ongoing professional learning of the AEP staff, such as completing the UNSW Mini-Certificate of Gifted Education, and participation in online PL provided by Kylie Bice a consultant from "Growing up Greatness". In addition, the Coordinator facilitates the development of new initiatives and leads the reflection and re-implementation of these initiatives utilising an action learning cycle based on the model of "Appreciative Inquiry".

The role of the AEP Teaching and Learning Coordinator has widened to include facilitating support for underachieving students within the Academic Extension Program. This has included the development of policy and procedures that will be used to support students. The procedure will ensure that issues affecting the performance of underachieving students are identified and managed. The expectation is that no students will be removed from AEP until the procedure has been completed and underachievement continues.

Existing enrichment activities for AEP students have been maintained and new initiatives for 2021 are being supported. Following the success in the previous years, the Inter-Disciplinary Learning Conceptual Framework of "Truth" was held again for Year 9 students.

The Year 10 extracurricular Biotechnology 10 week program at the Harry Perkins Institute continues to be part-funded with full participation. Year 7 AEP students were exposed to Project Based Learning in Science. COVID-19 disruption meant some usual extracurricular experiences such as the Year 8 Coral Bay Camp could not occur.

Collaboration between AEP teachers across Learning Areas sharing best practice and innovation has continued through regular meetings as part of the staff initiated and led Professional Learning. In Term 4 planning collaborative sessions were undertaken for possible cross curricular initiatives in Year 7 and 10 in 2021.

The general performance of our AEP group continues to be outstanding and compares favourably with the Perth Modern cohort medians as shown below. A total of 112 students in Year 12 2020 were in the Academic Extension classes in Year 10 with many of these in both English/Humanities stream and the Mathematics/Science stream.

ATAR Bands	Percentage of AEP Group				
	2016	2017	2018	2019	2020
Above 99.00	6%	4%	5%	6%	3%
95.00 - 98.95	23%	36%	35%	26%	32%
90.00 - 94.95	37%	27%	26%	18%	27%
Below 90	34%	33%	40%	50%	38%

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

SCIENCE, TECHNOLOGIES, ENGINEERING AND MATHEMATICS (STEM)

The Churchlands Senior High School STEM program has been operating successfully for over five years.

Through the leadership of the STEM Coordinator, the school has continued to increase the opportunities for Junior and Middle school students to engage with STEM. Student numbers in existing activities have increased with the breadth of activities being enhanced through partnerships with other organisations.

In response to the COVID-19 shutdown and subsequent cancellation of several external events, Churchlands SHS held a number of internal STEM competitions including Bridge Building, Solar Car Races and interdisciplinary STEM skills challenges. The Pedal Prix team continued to train and work on their vehicles. A significant new event launch was the Churchlands Video Game Design Challenge, attracting several teams of students with prizes sponsored by external partners.

Students participating in the after-school STEM Program has increased to between 50-60 students attending each session. Each weekly session has a dedicated, guided activity for students as well as allowing 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.

The dedicated STEM room receives new pieces of equipment funded by a variety of sources including interdepartmental cooperation, grants, student contributions and prizes from events.

Student enrolment in the Year 9 and Year 10 optional courses have remained stable for 2021. Feedback from the students continues to drive the success of the course that allows students to choose their own learning path. The STEM Course sees many students choosing projects that would otherwise not be possible in a regular school environment, attracting some students who choose the subject for both semesters of both years.

STUDENT INFORMATION

ENROLMENT TRENDS

The following table shows enrolment patterns by year group as of the February census from 2016, to 2020. Following a period of significant growth the school enrolment has now reached its maximum and we now expect the Department's establishment of Bob Hawke College to gradually reduce enrolment pressure at Churchlands SHS.

The school's size has also shown a significant decrease in the percentage of enrolments coming from our feeder primary schools with an average of a 9% decrease over the past three years. This is an indication that there is now concern in the community about the size of the school and a number of parents are exercising alternative options.

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

STUDENT RETENTION

This refers to the proportion of Year students retained to Year 12 or Year 10s/11s to 12 as shown in the following table. It is evident that Churchlands SHS exceeds the retention rate of the rest of the state.

It has been common for retention rates to exceed 100% for the Year 8 to Year 12 cohort although the 2019 figures are the lowest in the past eight years and the 2020 data is under 100% for the first time. Retention rates between Years 10 to 12 and Years 11 to 12 are results which are significantly above state averages. Of note when considering the 2020 figures together is that the data shows a generally high retention rate.

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

ATTENDANCE INFORMATION

Attendance is a vital statistic in student performance. The higher the attendance rate, the greater the opportunity for students to achieve to their full potential. Attendance data is divided into four categories so that schools can address specific strategies for specific attendance issues. Regular attendance is categorised as over 90% attendance but it is important to note that a student can achieve this category whilst missing one day of school each fortnight.

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

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

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

The targets set are linked to the School's Operational Plan 2020 and strategies are put in place in an attempt to improve student outcomes: The school had the following foci:

- Churchlands students will attend more than 92% of the time. This means on average for the whole school population of approximately 2842 students they attend 92% or more of the time. ACHIEVED 95.2% (This data is skewed due to COVID-19)
- 90% or above of all absences are resolved. – i.e. reason given for absence by parent/guardian. ACHIEVED (93% of absences were resolved – an excellent result).
- The overall attendance of all Aboriginal students is 80% or better. ACHIEVED 84.6% (This data is skewed due to COVID-19) (20 out of 26 students achieved 80%+). All Aboriginal students have an Attendance Improvement Plan and where attendance is a concern, all students are case managed.

Student attendance is supported by our sub-school structure with each year group having a Head of Year and four House Coordinators. Student Services and Support staff promote good attendance and action improvement processes when attendance is a concern for individual students.

The pleasing data for this period of review is that attendance of the school population (2842 for this review) continues to be strong. This indicates highly effective teachers, an engaging learning environment and successful pastoral care structures.

The school has maintained the resourcing and employment of a Student Support Officer to support the attendance and engagement primarily for Aboriginal students and for students that are disengaged with schooling.

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

	Year					
	7	8	9	10	11	12
2015	83%	86%	80%	74%	76%	73%
2016	85%	77%	79%	71%	73%	76%
2017	85%	80%	75%	74%	81%	71%
2018	86%	78%	76%	72%	80%	75%
2019	77%	74%	60%	65%	82%	83%
2020	94%	89%	89%	86%	84%	77%

(This data is skewed due to COVID-19)

BEHAVIOUR

Suspension data shown reflects on the very small number of the more difficult students who will continue to make up a small proportion of enrolments but who are extremely well managed at Churchlands SHS. Only 4.3% of the total student population were suspended throughout 2020. Only 2.7% of the student population were suspended more than once with a total of 78 students and these students account for a large number of the overall suspensions. The school expects high standards of behaviour and ensures students have an appropriate consequence for any behaviour that is considered serious. The Student Services team ensure consistent and fair consequences are given to students and a support network and strategies are put in place, including Behaviour Management Plans, to assist students on their return from suspension.

Reason	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1. Physical assault of staff	-	-	(2) 10 days	-	(3) 26 days	-
2. Verbal abuse of staff	(4) 6 days	(9) 21 days	(25) 71 days	(19) 43 days	(7) 22 days	(1) 2 days
3. Physical assault of student	(7) 13 days	(16) 44 days	(8) 23 days	(12) 39 days	(7) 38 days	(1) 10 days
4. Verbal assault of student	(1) 2 days	(1) 2 days	(2) 5 days	(3) 6 days	(3) 15 days	-
5. Offence against property	(2) 3 days	-	-	(2) 4 days	(4) 9 days	-
6. Violation of BMIS classroom or school rules	(13) 22 days	(40) 81 days	(10) 31 days	(21) 53 days	(7) 39 days	(1) 2 days
7. Substance misuse	-	(5) 10 days	(4) 8 days	-	(1) 2 days	(1) 2 days
8. Illegal substance offence	(3) 7 days	(12) 37 days	(6) 16 days	(10) (24)	(2) 10 days	-
9. Other	(4) 5 days	(1) 4 days	(4) 17 days	(7) (34)	(1) 2 days	(4) 8 days
No. of students	12	28	27	34	18	7
Number of offences	33	84	55	74	35	8
Number of days, suspension	56	199	163	203	163	24
Cohort	421	551	516	498	490	431

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

The following summarises total numbers of students, offences and days suspended over the period 2016 to 2020.

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

GIFTED AND TALENTED MUSIC EDUCATION

I want to acknowledge our parents, students and teachers alike for their perseverance in 2020 as they dealt with job losses, anxiety about loved ones and the stress of how disrupted schooling would affect their children.

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

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

The greatest impact was the cancelled tour to Europe. One hundred excited young musicians, plus parent chaperones and teaching staff, would have visited musical instrument factories and museums, performed in German concert halls and Austrian palaces, and strolled through the markets in Budapest. In many cases, these students have anticipated this event for the last six or more years. They and their parents had worked hard for the previous 18 months and did everything asked of them. I would like to acknowledge the emotional and financial impact on those families.

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

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

Despite their disappointment due to the Music Tour cancellation, our Year 12 students did themselves proud with their post-concert skit and general enthusiasm at the senior concert. Our Junior, Intermediate and Senior concerts were all at an excellent standard. While we did not have our regular band and orchestra festivals, we were still very busy this term. It was interesting to note that all ensembles were a little more anxious on stage as these were the first live public performances in twelve months for most of them.

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

We ran our successful "Accelerando into Churchlands" program for the second time, and again, it was supported by the school, classroom and instrumental teaching staff and music students. Over the term, it included participation by students and in many cases by their parents in the following:

- Chamber Ensemble Concert,
- Classical Guitarist workshop,
- Chamber Orchestra open rehearsal,
- Voice Students open rehearsal,
- Wind Orchestra #2 open rehearsal,
- Language Immersion (Thanks to Rick Johnston) and BBQ,
- Musicianship/Concert Practice Workshop,
- Christmas Concert.

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

A major indicator of the success of our program is the exit results of our Year 12 students. The following provides the highlights of their performances:

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

Churchlands aims to attract the best possible music students to its program and retain the bulk of them through to Year 12. Such data provides inherent testimony to the quality of the program.

This table shows the number of applications to GATE Music over recent years. At the end of 2019, there were 266 Year 5 applicants for entry into Year 7 in 2021.

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

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

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

The Jazz stream had a change of staff at the end of 2019 following the departure of the jazz specialist teacher. Despite that, it continues with good energy with a new Jazz specialist teacher who started in the

second half of Term 1. The Jazz classes by necessity remain smaller than the Western Art classes and more vulnerable to student motivation. This continues to be a popular course with many students. There is a perception held by some students that jazz is an easier option, and this influences the type of student enrolling in this context.

The certificate course continues to be successful, although it is very time-intensive for the teachers running it. That needs to be monitored, and consideration given to the availability of other suitably qualified teachers to maintain balance for the teachers. Having three CERT IV qualified teachers leave the department in three years has placed a lot of pressure on maintaining our currency to teach and for another staff member to complete the training in a very short time frame. We currently have two CERT IV qualified teachers and a third one completing her training.

THE SCHOOL OF OPPORTUNITY

SPORTING HIGHLIGHTS

Team Performances

Whilst many of our interschool competitions were cancelled for 2020, we still maintained some outstanding Team results from Churchlands in 2020:

- Third Place in the School Sport Western Australia 'A' Grade Athletics Carnival.
- School Sport Western Australia 'A' Grade Swimming Carnival – cancelled.
- Netball – Upper School High School Cup Finalists. The Year 8 and 9 teams compete regularly against other specialist netball schools with plenty of success. Launched and held a domestic Year 8 netball tournament played at Churchlands SHS.
- Senior Boys Footy Barry Cable Cup Premiers in 2019. In 2020 played two friendly games against Newman and Hale – winning both.

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

AFL Program

Special AFL has continued to be a popular program, with many Year 6s trying out each year. Led by Mr Chris Tan who has now been joined by ex WAFL players David Bongiascia and Tim Morton. They have been implementing many of the strategies, training techniques and tactics they garnered as successful WAFL players.

Swimming Program

The Swimming Program continues to thrive and provides the backbone for our carnival success. We have established successful and ongoing relationships with Cadets WA, Surf Life Saving WA and Royal Life Saving. 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.
- 60 Churchlands Swim Program swimmers competed in the Rottneest Swim Thru – winning "Largest Team Prize".

Rottneest Channel Swimmers

Many of our swimmers also complete the Rottneest Channel Swim each year. We have solo swimmers, teams or as part of a duo. In 2020, 16 students made the crossing as solos, duos or teams.

Individual Sports Performers

The following students have been identified as elite athletes and are members of the West Australian High Performance Gymnastic and Diving programs.

In 2020 the athletes continued to train up to 30 hours per week when COVID-19 regulations permitted them to do so. Opportunities to engage in interschool, state, national and international competitions were very limited throughout 2020 but they continued to compete in a limited number of club meets that helped provide valuable experience for when they return to a full competition schedule.

Gymnastics

Sam Powell, Hannah Tarzan, Chloe Stump and Ursula Sadlo.

Diving

Chelsea Bosch, Brooke Missen and Maddison Potter.

EXTRA CURRICULA CLUBS

We also run extra curricula sessions for kids to come and try – these are free and anyone can attend whenever it suits them. These clubs operate all year round.

- Indoor Soccer Club
- Badminton Club
- Swim Squad Training
- Athletics
- Running Club
- Rugby/Touch
- Basketball Open Gym

TOURS

Due to COVID-19 all Tours were cancelled for 2020.

INTERNATIONAL EXCHANGE PROGRAMS

Due to the COVID-19 pandemic, we were unable to participate in our usual international exchange programs. While we were not due to visit our sister schools in 2020, planning was underway for the annual visit from our Japanese sister school, Akashi Nishi SHS. Whilst they unfortunately had to cancel their trip, we are looking at ways for our students to engage with our sister schools in 2021 through virtual means. We will continue to provide students with opportunities to engage in ways to build their linguistic ability and cultural understanding outside of the classroom, despite the current challenges. We hope to be able to welcome our sister school's students back in the not too distant future.

CULTURAL HIGHLIGHTS

Multicultural Week

Multicultural Week is an important part of the Churchlands calendar, where we celebrate diversity and difference, with the aim of increasing awareness and knowledge of various cultures and communities.

The week looked a little different in 2020, as we needed to factor in COVID restrictions around incursions and gatherings, but was a successful celebration of culture and difference.

It was lovely to see everyone getting involved in small activities both within and outside of their subject areas.

Each day of Multicultural Week began with a greeting from a different culture along with a cultural fact that often took us by surprise! Throughout the week of celebrations, we were fortunate to have several talented Churchlands SHS music students play over the PA during form and lunch. A big thank you to all students who performed, it was simply lovely to hear an Irish piece on the Violin or a Hungarian Dance on the Clarinet as we walked through the corridors of the school. Students were also entertained with Nyungar Digeridoo player Theo Kearing, who performed various musical pieces on the Digeridoo.

To add to the excitement, in the Library there was a jar filled with various international treats, with students guessing how many were in the jar! Several students also entered a competition, creating a piece of work that represents their cultural identity/background or explaining what multicultural means to them. Thank you to all staff who got involved, and a special thanks to the music department for their support in making this such a wonderful week. We would also like to thank the entire canteen team for the wonderful multicultural dishes they provided staff and students throughout the week. Planning is well underway for Multicultural Week 2021!

School Production: The Farndale Avenue Housing Estate Townswomen's Guild Dramatic Society Production of Macbeth

The Churchlands Senior High School 2020 production of 'The Farndale Avenue Housing Estate Townswomen's Guild Dramatic Society Production of Macbeth' attracted a large number of budding actors to auditions. Rehearsals for this comedy were well in progress when COVID-19 forced the cancellation of the show. For the first time in 17 years there was no school production at Churchlands. However, in Term 4, it was great to see so many of our 2020 cast return to undertake the lengthy auditioning process for the 2021 school production of 'Mamma Mia'.

MaDD 2020

On August 24th, Year 12 students studying Performing Arts, staged their annual Dance and Drama night in the school's Concert Hall. This is an opportunity for students from the ATAR Dance and Drama 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.

(cont'd)

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

As a footnote: It was pleasing to see that three of our students, one dance and two drama, were invited to audition for the Performing Arts Perspectives showcase for 2021. The highest scoring students in the WACE practical exams are invited to audition. From these few, exceptional performers are chosen by a panel made up of representatives from the relevant professional arts area and education sectors to perform at the Perspectives showcase.

VALUES IN THE COMMUNITY

Community Service

This has been an incredible year with over a thousand students registered for community service even with the COVID-19 restrictions. The students who have participated in community service have learned to enjoy a number of benefits, both in their personal and school life. We have found that students who are engaged in helping others tend to perform better in their school subjects and complete their school year with less stress. I have also found that community service enhances students' problem solving skills and improves their ability to work within a team and enable them to plan more effectively.

With the constraints of the COVID-19 worldwide, many of our usual events were cancelled however; our students continued to increase a sense of social responsibility in our communities and a willingness to give back by helping others. Our graduating Year 12 students for 2020 still managed to accumulate 27,162.4 community service hours which is only just over a thousand hours less than last year - incredible considering the restrictions.

As I was looking for new and innovative ways to keep students engaged with Community Service during the restrictions, I started the community partnership program with the Salvation Army. We knitted a total of 2433 squares and made 162 blankets for the homeless and people in crisis, as well as scarves, hats and trauma teddy bears. Students needed to feel part of something and feel a real sense of achievement. The knitting group provided them with opportunities to experience all of this and allowed them to continue to grow, build confidence and self-worth, by making friends. Over 200 students joined the knitting club.

In 2020, we also had rosters of 16 students at a time doing four different shifts at the Rotary Club Farmers Markets every Sunday. We as always had our big Christmas appeal, which was a great success. We also had many students doing our usual in school form reps, peer mentors, Library helpers, Lightning carnivals managers and umpires, Parent Night and Art Exhibition ushers and music activities like Carols By Candlelight. The list goes on with all our wonderful volunteers. Many students are looking forward to getting back out in the community to continue their volunteering for 2021 without the COVID-19 restrictions, as am I

Duke of Edinburgh

Through 2020, more students signed up for this prestigious Award. We had to learn to be very creative to keep their community service hours up especially for the students who have to do at least an hour every week. For their service component we had them write letters to the elderly and hospitalised, shop for the isolated and elderly after school and on weekends, transcribe old documents, make pouches for injured animals, tutoring and mentoring younger students. I had to come up with things the students could still do but at home. They learnt new skills, and most kept up the physical aspect at home.

I am happy to report 31 students passed their bronze, nine passed their Silver and four passed their Gold - 44 students in total. This is an endorsed program with the Department of Education.

The Award experience is different for all students but some things are guaranteed that they will be challenged, step outside their comfort zone, have adventures and learn about new passions, help others, build confidence, resilience and employability skills, and most of all, discover that they are capable of things they did not dream were possible.

STAFF INFORMATION

TEACHING STAFF PROFILE

Recruitments

The objective of recruiting, maintaining and training staff was to address the school business plan within the budget. In 2020 we appointed in total 32 staff for permanent and fixed term contracts for purposes of filling staffing positions throughout the year. These staff were also needed to cover teaching staff who had either taken long service leave or leave without pay.

The seven recruited graduates from previous years completed their modules and got their registrations completed. This process was undertaken by HR and learning Area Heads and staff mentors.

The teaching staff numbers were constant and at about to 176 (FTE) Full Time Equivalent teachers.

There were working groups or committees to help staff to apply for Level 3 status graduate teachers and three new staff achieved this.

Professional Development

All teachers participated in professional learning activities during 2020. Activities included:

- Churchlands Art of Teaching on Instructional Strategies.
- ChArT IDEAS trial program and first intake.
- Conferencing by observing classes.
- Faculty based Professional Development.
- CMS (Managing Student behaviour).
- Leadership coaching through the Leadership Centre.
- ICT training.
- Professional development of L3 and L4 staff through the Leadership Centre.

Statistics for workforce at Churchlands SHS for 2020

Table 1 FTE and headcount of staff for occupation groups.

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	7	7.0	1	1.0	8	8.0
HOLA/Coordinator	19	19.0	0	0.0	19	19.0
Teacher	173	154.1	11	9.0	184	163.1
Education Support EAs	10	8.4	1	0.6	11	9.0
Admin	24	21.5	2	1.9	26	23.4
Cleaner	21	13.6	0	0.0	21	13.6
Gardener	3	2.0	0	0.0	3	2.0
Other	22	18.1	0	0.0	22	18.1
Grand Total	279	243.7	15	12.5	294	256.2

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

Students and Staff Trend

Table 2 presents the student and staff numbers (teaching and support) for each year since 2016.

Students and Staff Trend				
Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2016	247	179	68	2483
2017	277	204	73	2581
2018	277	199	78	2718
2019	289	207	82	2880
2020	302	215	87	2842

Major categories of Leave from 2016 to 2020

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

Table 3 Sick and Family Carers Leave for Teaching Staff.

Sick and Family Carers Leave for Teaching Staff				
Year	Leave with evidence	Leave without evidence	Unpaid Leave	Average Sick/Family Carers leave per Teaching Staff FTE
2016	791.4	527.3	4.0	8.0
2017	693.7	667.1	37.3	7.6
2018	859.3	630.1	184.0	9.2
2019	809.3	784.9	362.8	10.2
2020	368.9	201.9	167.4	3.9

Workforce Planning 2020 and into the future

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

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

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

Table 4 Workforce Census Summary.

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

SCHOOL FINANCIAL REPORT

INCOME	2017	2018	2019	2020
Opening Balance	320,908	84,032	805,579	1,002,763
Voluntary Contributions	263,042	283,164	288,936	263,733
Charges	732,009	726,619	787,052	758,506
Government Allowances	100,123	96,575	117,205	110,775
Approved Charges/Options/Donations	319,683	308,661	308,974	294,491
Incursions/Excursions	1,104,047	1,192,215	1,820,846	780,393
DoE Grant/Other Grant	77,369	67,413	60,513	59,402
Music Tour Charges*	412,121	293,082		
P&C Donations	104,165	23,407	166,888	239,467
International Fee Paying Students	965		5,313	7,686
Miscellaneous/Other	220,781	285,683	292,538	1,028,467
Facility Hire	158,902	283,371	322,852	146,466
Internal Transfers	620,949	1,964,516	903,890	1,721,335
Cash Transfers - DoE to School	2,509,226	1,559,139	2,443,525	2,562,178
Student Centred Funding	25,661,852	25,266,994	27,423,015	27,968,404
	32,606,142	32,434,870	35,747,127	36,944,067
EXPENDITURE				
Other Specific Programs/Curriculum	219,837	383,120	310,842	268,110
Student Services	61,402	75,063	76,046	70,841
Administration	1,021,064	665,980	745,173	673,230
Physical Resources/Repairs/Maintenance/Grounds	401,059	476,232	355,128	337,774
Capital Works	399,457	227,243	726,546	1,848,455
ITC	330,236	370,482	375,735	265,698
Staff/Professional Development	115,687	51,649	83,169	67,200
Utilities	526,011	491,362	557,109	427,455
Student Functions/Activities	1,295,399	1,041,547	1,022,954	94,650
Faculties	1,265,324	1,647,074	1,708,482	1,155,734
Other - Refunds/Enterprise	11,769	48,475	52,054	1,316,104
Transfers to Reserves	1,029,960	884,069	1,308,112	833,206
Surplus/Carried Forward	84,032	805,579	1,002,763	1,617,206
Salaries - Teaching & Non Teaching Staff	23,768,009	23,736,751	24,767,814	25,261,399
	30,529,246	30,904,627	33,091,926	34,237,062
* Included in Incursions/Excursions				
P&C Collection	90,188	92,118	103,410	90,645
SPECIAL PROJECTS				
Swimming Pool		27,017	397,448	467,160
Office Renovations/Blinds		105,640		
Student Toilets			83,885	
Photovoltaic Solar System 400 kW				686,249
Carpets		2,718		
Commercial Kitchen/Textiles Room				634,585
Airconditioning		7,500		
Lockers	21,917			
Keyless Entry			4,768	
Netball Courts Resurfacing		21,120		
E-Boards	21,525			
Plant & Equipment	20,827	41,767		
Photocopiers	20,845	47,022		
Fazioli Concert Grand Piano/Piano	11,364			
Seating		15,000		
Security Cameras/Card Access Lock Down Feature		6,099		
Curtains/Blinds		16,318		
Aura Sports Floor Carpet	87,852			
LED Big Screen TVs Sports Hall	95,255			
Bike Racks/Fence around Bike Rack/Boundary	76,878	48,190	172,248	
Long Jump Track			23,003	
MUSIC PORTICO	29,713			
	386,176	338,391	681,352	1,787,994