



CHURCHLANDS SENIOR HIGH SCHOOL

ANNUAL REPORT 2023



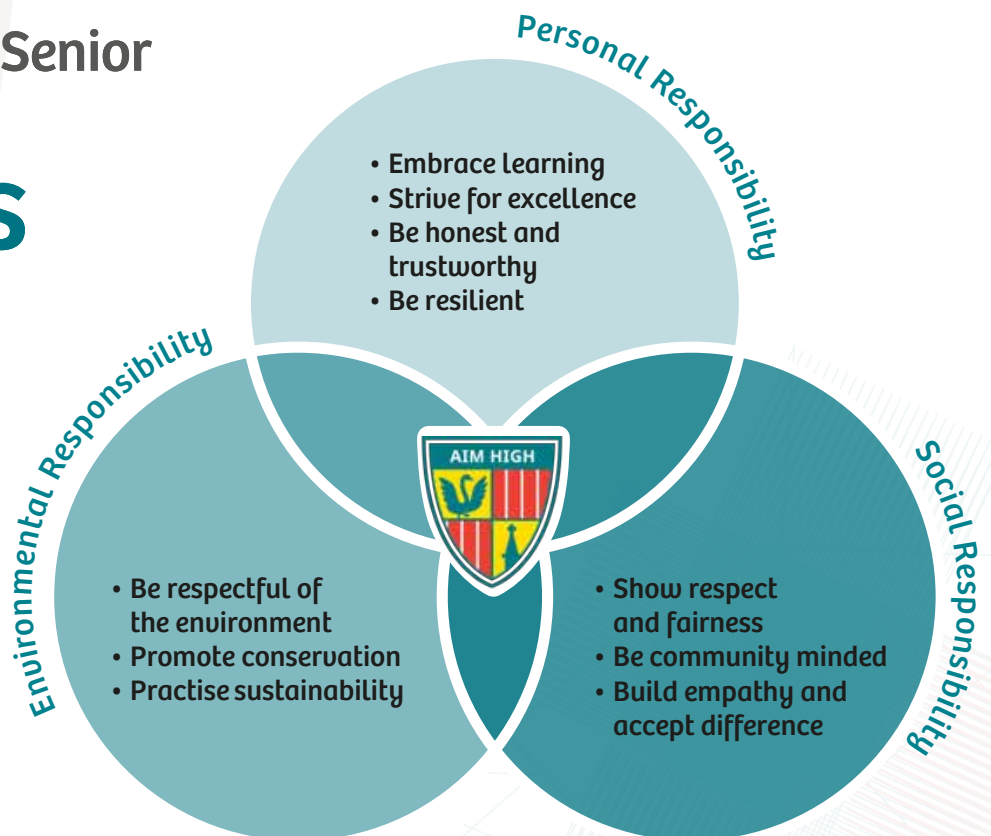
Aim High

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VISION STATEMENT

Churchlands Senior High School values



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

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

THE CONTEXT

Churchlands Senior High School is a co-educational school which catered for approximately 2450 students from Years 7 to 12 in 2023. Since its foundation in 1962, the school has established a tradition of excellence built on the outstanding academic, cultural and sporting achievements of our students.

In 2011 Churchlands SHS became an Independent Public School and undertook flexibilities and opportunities that this presented. The establishment of a School Board containing business expertise and harnessing community passion was the first outcome this delivered. 2014 saw the launch of the Churchlands Foundation, an organisation whose aim is to ensure that the financial future of the school is secured. Through this group Churchlands has built a 400Kw solar powered system which manages around 40% of the school's energy needs.

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

The comprehensiveness of the school's curriculum reflects the wishes and career aspirations of the community, embracing tertiary entrance as well as preparation for TAFE and the workforce. Regularly 60% of Year 12 students study at the Tertiary Entrance level while the remaining students are engaged in a minimum of Certificate II level courses.

The school has a tradition of outstanding achievement in all areas including special programs such as the Gifted and Talented Music Program and Academic Extension Program plus sporting, social and extra-curricular pursuits.

Churchlands SHS continues to develop new programs to meet the needs of the school community, such as an elite swimming program, school-based netball,

football, and basketball programs. Recent innovations in STEM programs and the impending STEM building have engaged the interests of many students with teacher capacity able to meet this need.

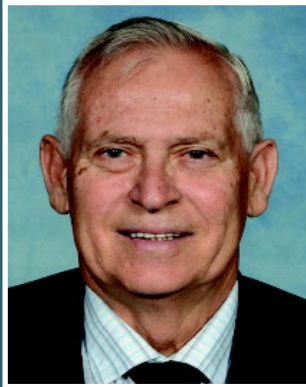
Similarly, there is a wide range of opportunities in the cultural and academic fields, while our extensive Community Service Program is unique among Government schools.

Churchlands is considered a school of opportunity by both our parents and our students. National and international tours are made possible due to the size of the student population with almost all tour proposals receiving sufficient student interest to ensure they are economically viable. Churchlands appears to be able to provide for all interests by offering a huge range of courses/subjects that appeal to our students.

The school's community focus has seen a significant growth of the Alumni Association as well as the establishment of the school Foundation. This has generated significant opportunities for current and former students such as: scholarships, events, reunions and a sense of belonging to the community. The aim is to encourage lifelong connections between the school and its students, parents and staff. A well-established program which supports the 50th year reunion for students who graduated in the late sixties and early seventies is now an entrenched part of the school's alumni.

Churchlands SHS has remained at the forefront of public education in Western Australia. The proactive planning and strategies developed have proven successful in ensuring the school has maintained its reputation of excellence and performance. In 2023 the student population was 2432 with enrolment numbers decreasing since the opening of Bob Hawke College. It is anticipated that enrolments will stabilise from 2025 onwards to be between 2250 and 2300.

PRINCIPAL



The year started on a more positive note, particularly as the worst of the COVID pandemic appeared to be behind us. This enabled Churchlands to start operating in a pre-COVID mode. Our Music students went International visiting Japan as the first Western Australian cohort to get approval for an overseas tour. By the end of 2023 our first language tour was also given the approval to proceed, and our students will visit Japan mid-2024 to renew our long association with Akashi Nishi High School. No more meetings on Teams and/or Zoom, it was great to meet everyone face to face after two years of caution. A negative of this has been the impact, particularly on the P&C, as we have lost members from some critical committees, a pandemic outcome that I hope quickly resolves itself.

Last year, I was able to report that our ATAR results had improved following a few not so good years, and now were at the level that we have grown to expect since the turn of the century. I am pleased to say the 2023 data is a further improvement on the previous year with the cohort's median ATAR reaching a fantastic 88.5. This is an outstanding result generated by over 220 students. In all we had 65 students with ATAR results above 95, one General Exhibition and subject Exhibition winners in Music and Geography. There were 28 subjects elected by students to study in 2023. It is worth noting that all of these recorded a median result above state average, which is a first in my time at Churchlands SHS. A full coverage of the Year 12 exit data is provided later in this report.

The ebb and flow of enrolments at Churchlands brings with it some unique challenges but also opportunities. The school reached its peak enrolment in 2019, the year before Bob Hawke College opened and has been in steady decline ever since. Enrolments for 2023 settled around the 2450 mark as projected with the decline of a further 100 students in each of 2024 and 2025 at which time student numbers should approximate 2250 into the foreseeable future. Given the school has permanent accommodation for 2500 students the school can look forward to comfortable room management. Last year the school reclaimed

access to all of our oval spaces for the first time in ten years which was highly valued by both students and staff.

Many of our standard operational activities such as the management NAPLAN and OLNAs were successfully undertaken with results showing the school continues to achieve similar results to like schools. Within our Quality Teaching and Learning Framework (QT&LF) our focus in 2023 continued to be formative assessment. Planning for 2024 which was undertaken in the latter half of the year has determined that "strategies for engagement" will be the new direction as the school strives to implement our QT&LF.

Community engagement continues to be a focus within the school. The work of our Community Services Coordinator resulted in 11 of our students late last year, receiving their Gold Duke of Edinburgh Awards, with many more Silver and Bronze Certificate awards made. Further, our year 12 students received on average over 60 hours of Community Service registered on their WAIS certificates which is a fantastic outcome. The School Board and the P&C are all avenues that bring the community into the school. The P&C Community Art Exhibition was once again a resound success, as was the combined P&C and Music parents quiz night. The Board engages with alumni as representatives on the Board and works closely with the Foundation as we establish the scholarship program that they have established.

I would like to take this opportunity to thank members of the P&C, the School Board, the Foundation and all volunteers whose efforts contribute greatly to the success of this wonderful school. It would be remiss of me not to also thank all of my teachers and non-teaching staff for their contribution to a very successful 2023. I commend this report to you as it summarises our key programs, events, and achievements. It shows that our students truly do "Aim High".

Neil Hunt
Principal

SCHOOL BOARD CHAIR



It is a privilege to share the 2023 School Board Report with the Churchlands Senior High School community. We start by congratulating the class of 2023 for their outstanding results. 178 students completed VET (Vocational Education Training) certificates either internally or externally with Registered Training Organisations. The 2023 leavers achieved the highest median ATAR (88.5) at the school since the commencement of the new WACE in 2016. Of course, the value of a school is much more than its results, however, these results would not have been possible without the hard work, dedication and commitment of teachers and administrators who have been focusing on a number of school wide teaching, learning and assessment strategies.

I would also like to thank our first School Captains Nicola Archibald and Ava Nasiri Zahed for their thoughtful contributions to board discussions after carefully considering a range of views from the wider student group. The Push-up Challenge was a highlight of the year which surpassed everyone's expectations in terms of participation and overall funds raised.

As a board we are accountable and report to the Churchlands community and Department of Education. In general terms, we promote respectful partnerships, clear and honest communication, transparent processes, democratic and informed decision-making, as well as personal and professional integrity. To represent all groups within our school community we regularly seek broad views and opinions from across the school. Various school committees regularly share updates via representation or reports to the Board, for example, the P&C, Finance, School Council (students), Alumni, Foundation, as well as sub-committees such as the Uniform Committee and Music Parents. There are also a number of surveys that gather data from student, staff, parents that we evaluate.

Across 2023, the Board:

- Endorsed the Annual Report 2022.
- Reviewed and endorsed the 2023-2026 School Business Plan.
- Ratified the school's budget after endorsement from the Finance Committee.
- Farewelled outgoing and welcomed new board members.
- Reviewed and endorsed policies including:
 - Student Behaviour and Good Standing
 - Drug and Prohibited Substances
 - Anti-Bullying
 - Mobile Phone/Electronic Devices
 - Workplace Learning Policies.
- Welcomed guest presenters who spoke to:
 - WA Student Council, Formative Assessment, OLNA, NAPLAN and WACE results, and IT structures.
- Participated in a handover meeting between out-going and in-coming Board Chair, Director from North Metropolitan Regional Office and Principal.
- Advocated for the GATE academic proposal to the Senior Policy Advisor to the Minister for Education and staff from the Department's GATE team.

It has been a pleasure to promote the school in the community through articles in the Churchlands Bytes, attending various school functions such as NAIDOC week assembly, various music concerts, Year 12 Presentation Ceremony, the Community Arts Exhibition and P&C sponsored events. Furthermore, it has been a joy to support student initiated fundraising events including: Containers for Change, the Push-up Challenge to support mental health, and free dress days. We are delighted to continue supporting the work of the Churchlands Foundation by endorsing scholarships and grants for students and staff that further promote the vision and values of the school. School improvement projects across the year included upgrading the top oval, and the yet to be rejuvenation of the entrance and lit pathway from Memory Place to Taryn Fiebig Concert Hall.

Genevieve McSpornan
Board Chair

HIGH QUALITY TEACHING

THE CHURCHLANDS ART OF TEACHING

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

With a focus on student engagement, the Quality Teaching and Learning Framework (QT&LF) represents our vision for best practice in our classrooms. A comprehensive implementation plan has been developed to embed the QT&LF into classroom practice. Using a variety of collaborative forums, including discussions with different small groups and a whole staff survey, our teachers have provided extensive feedback which will further inform our directions moving forward. A thorough interrogation of this data towards the end of the year has provided the impetus to completely overhaul the Teaching and Learning professional learning structures across the school to better meet the needs of our staff. This work will inform our practice and planning in 2024.

As a result of targeted time allocation in Learning Areas and the continued development of Teacher Leaders within each one, our journey with Formative Assessment continued throughout the year. Teachers were provided with the opportunity to increase their understanding of formative assessment, and more importantly, to refine their skills for the implementation in their classrooms. The work that started with the Year 7 2022 cohort, continued into Year 8 in 2023 and the planning for Year 9 2024 also began. Teachers now regularly provide opportunities for formative assessment to encourage students to reflect and use feedback to determine the next step in their learning.

In addition, a parent working party was established to develop resources and opportunities to foster a deeper understanding of the formative assessment process within our school community. Our goal was to empower parents to actively support their children’s educational journey and embrace assessment as a tool for growth and improvement rather than solely for evaluation. This work is ongoing and will help facilitate a cultural shift in their assessment mindset, encouraging a greater emphasis on formative over summative assessment.

Our approach to professional development for teachers, colloquially referred to as the Think Tank on our PD days, continues to thrive. Our staff curate and lead a series of four workshops tailored to our school’s context, ensuring that the knowledge and skills shared are directly applicable to the classroom

setting. Teachers greatly appreciate the opportunity to select areas for skill enhancement based on their interests and needs. This collaborative effort across Learning Areas strengthens the school community and fosters meaningful discussions on teaching and learning.

The range of topics provided each year is broad, with many staff members expressing a desire to attend more than one workshop. Our recent emphasis on various aspects of teaching and learning within the Think Tank has led to a significant increase in staff engagement. This collaborative effort across different initiatives has enhanced our teachers’ skills and practices in the classroom.

The Churchlands Art of Teaching (ChArT) has provided the foundation for the work we undertake to develop high quality teachers. This whole-school approach to teaching and learning has been a focus for more than 15 years and is constantly evolving to support teachers to implement contemporary evidence-based practices which improve student learning outcomes. Our goal is to ensure that our teachers have a repertoire of strategies, from which they can select, to best promote student learning. Our teaching practices maximise engagement, build a common language and promote teacher reflection.

Another feature of our work has been the CMS Conference Accreditation Training, and the subsequent quality assurance to ensure that this continues to be a vehicle for classroom observation, reflection and conversation around teaching and learning at all stages of career development.

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

*Quality Teaching
and Learning
Framework*

*Formative
Assessment*

Think Tank

*Churchlands Art
of Teaching
ChArT*

A SCHOOL OF OPPORTUNITY AND ACHIEVEMENT

ACADEMIC PERFORMANCE

Student's academic progress and achievement is a key measure of success of an individual, program and school. However, at Churchlands SHS we believe that our school offers students opportunities to engage in a range of endeavours that significantly contributes to their physical, social and emotional development and enhances their education experience.

The following points outline some key achievement and success indicators of the 2023 cohort

WACE achievement rate was 97% which is an improvement from 2022 and slightly lower than like schools (98%), however significantly above public schools (90%).

James Small received a General Exhibition award for achieving a WACE score in the top 50 students in the state with an ATAR 99.95.

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

Ewan Cowell – Geography

Harry Hopwood - Music

Certificate of Distinction - 34

Certificates of Merit – 61

Subject Certificates of Excellence - 7

8 students achieved an ATAR of 99 or above

The following courses were acknowledged as having the highest performing students based on the percentage of students at Churchlands who had a combined score in the top 15 per cent of all students in that course; Accounting and Finance, Computer Science, Design, Earth and Environmental Science, Economics, Geography, Health Studies, Literature, Music, Mathematics Specialist, Philosophy and Ethics, Physical Education Studies, Politics and Law, Physics, Psychology

Median ATAR 88.5

There were 204 VET students enrolled in a Certificate II or higher with 87% completion rate

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

MEDIAN AUSTRALIAN TERTIARY ADMISSION RANK

The median ATAR for 2023 was 88.5 which is the highest since the commencement of the new WACE in 2016 and was above both state and like schools. This was a very pleasing result and a considerable improvement from 2022.

Year	2016	2017	2018	2019	2020	2021
Median ATAR	84.7	86.6	85.1	84.45	85.9	84.5
Year	2022	2023				
Median ATAR	87.9	88.5				

PERCENTAGE OF STUDENTS IN EACH THIRD OF THE STATE POPULATION (TRICILES)

School achievement data is based on students' scaled marks which in turn contribute to the ATAR. This table shows the percentage of ATAR students in the low, mid and high third of ATAR student in the state. In an average school 33% of the ATAR students could be expected to fall into each category. In 2023 there was a reduction of the percentage in the lower third which was pleasing to note.

Year	Low %	Middle %	High %
2016	24	35	41
2017	17	37	46
2018	25	35	40
2019	22	40	39
2020	17	40	43
2021	26	36	38
2022	20	38	42
2023	20	35	45

PERCENTAGE OF STUDENTS WITH A SCALED SCORE OVER 70

70 is the minimum ATAR required for entry into most universities and would be the minimum target for ATAR students. It is positive to see an improvement from a slight improvement from 2022 and that the percentage of students achieving this minimum is in the high eighties.

Year	2016	2017	2018	2019	2020	2021
%	81	88	83	83	87	81
Year	2022	2023				
%	87	88				

OUTSTANDING COURSE PERFORMANCES

There was a strong performance in all courses for 2023 with Churchlands SHS achieving higher than the state mean in all courses. Churchlands SHS had 15 ATAR courses perform better than 'like' and 'state' school when comparing mean final scaled score, which was an improvement from 2022. Particularly noteworthy were the outstanding results achieved by Accounting and Finance, Economics, Literature, Physical Education Studies.

YEAR 12 SUMMARY STATISTICS 2019-2023

Year	2019		2020		2021		2022		2023	
Year 12 Students eligible for WACE	397		429		476		435		420	
WACE Achievement	381	(96%)	412	(96%)	451	(95%)	419	(96%)	407	(98%)
Number of ATAR Students	265	(63%)	263	(59%)	312	(59%)	274	(56%)	249	(53%)
Number completing Certificate II or higher	250		263		266		242		178	

DESTINATION DATA

The table below attempts to show where students from a particular Year 12 cohort went the following year. The data itself has been put together from a number of sources and the data reflects the proportions from those that answered the survey. The data for the Class of 2023 corresponds with a % return on the survey.

Destination	2018	2019	2020	2021	2022	2023
Apprenticeship / Traineeship	2.9%	1.7%	1%	1.3%	0.8%	1.7%
TAFE	4.6%	15.4%	5.6%	5.6%	7.2%	5.5%
University	51.1%	62.1%	67%	70.9%	57.2%	53.9%
Employment	18.4%	7.2%	4.9%	5.6%	8%	7.8%
Other Training	2%	0%	1%	0.3%	0%	0.3%
Employment Assistance	7.2%	1.4%	2.8%	2%	2%	1%
Other	4.6%	3.7%	5.9%	1.7%	0.8%	0.3%
Deferred	7.9%	8.5%	11.8%	12.6%	9.4%	9.9%

OLNA

ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

Students need to demonstrate a standard of literacy and numeracy to meet Western Australian Certificate of Education (WACE) achievement requirements.

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

- Exceeding
- Strong
- Developing
- Needs additional support.

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

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

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

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

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

In 2023 there were 412 students in Year 9 who should have set NAPLAN. The table and data below provide a snapshot of last year's results showing how our students performed in meeting the Numeracy and Literacy requirements.

Category	Pe Qualified by NAPLAN performance	Student has demonstrated standards through OLNA (Category 2)	Student has not demonstrated standards through OLNA but expected to by Y12	Student has not demonstrated standards through NAPLAN and not sat OLNA	Student has not demonstrated standards through NAPLAN and OLNA
Reading	297 (72.6%)	53 (13%)	35 (8.6%)	22 (5.4%)	1
Writing	245 (60%)	98 (24%)	17 (4.1%)	46 (11.2%)	3 (0.7%)
Numeracy	305 (74.5%)	29 (7.1%)	36 (8.8%)	31 (7.1%)	8 (2%)

Points to note:

- About 80% of Year 10 students have met the standard of literacy and numeracy for the Western Australian Certificate of Education (WACE) achievement requirements.
- 33 or 8% students in Year 10 must sit OLNA for all three categories.

TOTALS			
	Numeracy	Reading	Writing
CATEGORY 1	17	5	9
CATEGORY 2	86	53	53
CATEGORY 3	1162	1200	1188
CATEGORY NSA	49	56	64

The school supports students in several ways. Specifically, through Numeracy and Literacy coordinators.

Numeracy:

Sessions leading to OLNA before and after school sessions by the Numeracy coordinator.

Literacy:

Timetabled classes for Y11 and 12 students for Literacy offered after school. Curriculum embedded strategies in Year 9 and 10 English classes for Literacy.

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

ACHIEVING STANDARDS

Note: 95% of students attending Churchlands SHS meet the standards for achieving the standards for Numeracy and Literacy required by the School Curriculum Standards Authority (SCSA) for graduating high school in Year 12. The 5% indicated in the table refers to students who have chosen to not graduate high school but opt for other pathways to pursue a career or employment.

Achievement Categories

Category 3 - How to interpret? The Category 3 achievement indicates students who have demonstrated the standards required for graduating through OLNA testing. They have 6 possible attempts from Year 9 onward. The 3* category indicates students who have had achieved the standards required in Year 9 through NAPLAN testing so did not need to sit OLNA.

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

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

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

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

	Academic Year	Numeracy								Reading								Writing							
		Y9		Year 10		Year 11		Year 12		Y9		Year 10		Year 11		Year 12		Y9		Year 10		Year 11		Year 12	
		Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2		
% who have demonstrated the standard	Year 10	82%	82%							86%	86%							84%	84%						
	Year 11	85%	89%	89%	89%					88%	92%	92%	92%					87%	92%	92%	92%				
	Year 12	85%	89%	92%	94%	94%	94%			90%	91%	95%	96%	96%	96%			88%	89%	93%	95%	95%	95%		

STATEWIDE TESTING NAPLAN

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

In 2023 it was announced that there would be a significant shift in NAPLAN testing dates and NAPLAN scoring. Significant resources were used to ensure NAPLAN ran smoothly, including IT support, student services support and a NAPLAN coordinator.

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

NAPLAN SUPPORT - YEAR 7 AND 9

All students are supported to prepare through their regular classes by sequencing the delivery of the syllabus (Writing) and through access to Reading Plus (on-line reading comprehension resource). In Year 7 the Writing genre is Narrative. There is an expectation the teachers in the Primary Schools will have done a lot of work with students since Year 5 and a belief that the focus of Year 7 should be on students' making a successful transition to high school. In Year 9 all classes follow a set program of lessons teaching Persuasive and Narrative Writing.

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

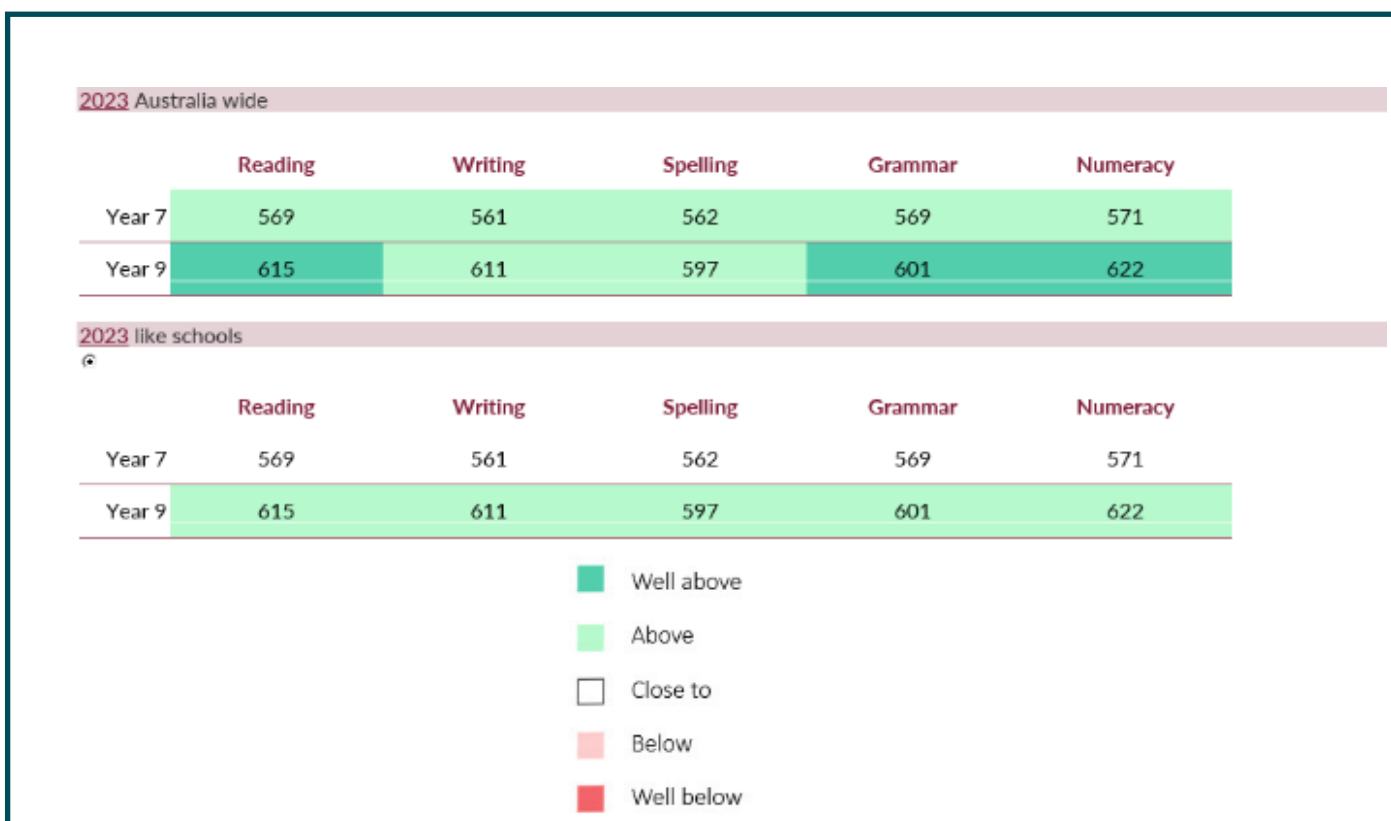
SUMMARY OF STRATEGIES

In 2023 testing was completed in the Mathematics Building with an online environment and comprehensive IT support. The administration of the test was relatively smooth with students having access to additional laptops and extra time if required. Adequate infrastructure existed so that connections were established and maintained. The School also took the opportunity to trial a change of school times for lessons.

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you can't compare NAPLAN achievement prior to 2023 to that from 2023 onwards.

As per the diagram below

Overall our 2023 NAPLAN results show that our incoming Year 7 cohort are performing similarly to like schools and our Year 9 cohort performed above or well above like schools.



ABORIGINAL EDUCATION

ABORIGINAL EDUCATION

The now well established Aboriginal Education team of Rochelle Coleman (Noongar staff member), Kate Grayson (Associate Principal, Junior School) and Katherine Mosele (Youth support coordinator), continued to implement strategies from the 2020 - 2023 Aboriginal Education Plan.

In 2023, there were numerous achievements in Aboriginal education:

- Rochelle Coleman attended the indigenous leadership summit funded through the foundation
- Opportunities for Aboriginal students to speak at whole school events to share their stories and culture.
- Continuing involvement in the Follow the Dream program.
- Welcome to Country performed by Rochelle Coleman, a Noongar staff member, at Staff Conferences.
- Acknowledgment of Country by students at school assemblies and other appropriate school events.
- An expanded NAIDOC Week celebration that included the following:
 - Welcome to Country in Noongar language over the PA.
 - An AFL exhibition match at lunch where one team wore the footy guernsey designed for the school by our students with Noongar artist, Jade Dolman.
- The Aboriginal flag painted on our school oval prior to the match.
- Our school's second NAIDOC Week assembly. The assembly was hosted by the Indigenous students and attended by students in Years 7 to 10, as well as special guests from the community, the P&C and the School Board.
- A VIP morning tea for the parents and families of our Indigenous students.
- Free Dress Day to raise money for the Indigenous Literacy Foundation.
- Lanyards and lapel pins provided for staff
- A concert by Gina Williams and Guy Ghouse for year 8 students and GATE music students
- Canteen special menu items
- Staff engagement in the staff quiz
- Staff morning tea of food with native ingredients
- Sea of hands display
- Library display

- A "market day" Churchlands Indigenous students running some amazing activities for staff and students to celebrate Indigenous cultures. They painted Noongar symbols on river rocks and flowerpots, made badges from images designed by our Indigenous students, plaited friendship bracelets, contributed messages of reconciliation to our "Sea of Hands", and had their faces painted. This was attended by visiting Local Member, Mr Stuart Albury.

- All-Indigenous music played during lunch by the "Friday Beats" group.

- RUOK day well-being program, including meditation, conversation bingo, stronger life wheel activity and video on how to support mob

- Galup VR experience for select Aboriginal students and HASS staff - Galup VR Experience explores the transformative impact of truth-telling and brings viewers together for connection and healing.

Students are given an opportunity to sit by a virtual fire with Nan Doolann to hear about one of the first colonial massacres of Noongar people. Nan Doolann is joined by Noongar artist Ian Wilkes and his son Calven as they gently guide the audience towards an immersive understanding of Noongar culture, the impact of settler colonialism and the importance of sharing this history.

- Follow the Dream students attended a cultural day camp at Yanchep National Park. The day was focused on celebrating reconciliation by bringing together the next generation of Aboriginal students. Follow the Dream students learnt about their culture and history and gained a new-found knowledge to share with their families, friends, and schools. The cultural journey was facilitated by Tina Deegan from Follow the Dream and conducted by Noongar Elder, Dr Noel Nannup and Follow the Dream alumni.

- In November, Year 8 students were invited to the UWA Discovery Day and Year 9 and 10 students to the UWA Djinanginy Day (meaning "looking" or "seeing" in Noongar language). These days are designed for Aboriginal high school students to get a taste of university life. They help Indigenous students understand what the university environment is like through lecture style activities as well as hands-on activities from a number of different study areas on campus.

ACADEMIC EXTENSION PROGRAM

AEP PROGRAM

The Academic Extension Program (AEP) spans Years 7 to 10. It utilizes both extension and acceleration of curriculum across the four MESH learning areas. Students are grouped based on their gifted and talented abilities. The AEP teaching staff are selected based on their experience, expertise and passion for teaching.

The school appointed a new AEP Teaching and Learning Coordinator for 2024. The coordinator has a major role in facilitating and leading collaboration for staff in the development and implementation of cross-curricular and interdisciplinary projects. Part of this role requires sourcing and provision of ongoing PL for the latest pedagogy such as GERRIC offered by University of New South Wales.

In 2023 the AEP policy was revised and approved by the school board. The policy includes entry and exit processes for students into AEP but in addition, the role of the AEP Teaching and Learning Coordinator

facilitation of support for underachieving students within the Academic Extension Program.

One major reconfiguration was the re-enforcement of the two streams in AEP. Students would be in both Science and Mathematics or English and HASS streams or both streams.

Existing enrichment activities for AEP students have been maintained and new initiatives for 2024 are being supported especially staff development. These include a new cross-curricular project for Year 9 AEP students. This will introduce some of the skills that form part of the Year 10 AEP project, thus providing a useful stepping-stone towards higher achieving in these skill areas.

The results below indicate the historical percentage of the performance of our ATAR students who have been in AEP.

Note:

- *All students in the above 99 ATAR were from our AEP program.*
- *The below 90 ATAR is 48% but the vast majority of these students were in the 80 to 90 rankings.*

ATAR Bands	Percentage of AEP Group						
	2017	2018	2019	2020	2021	2022	2023
Above 99.00	4%	5%	6%	3%	2%	9%	9%
95.00 - 98.95	36%	35%	26%	32%	32%	29%	28%
90.00 - 94.95	27%	26%	18%	27%	19%	33%	15%
Below 90	33%	40%	50%	38%	47%	29%	48%

VALUES IN THE COMMUNITY

COMMUNITY SERVICE

The students of Churchlands SHS have enjoyed putting values into action, learning new skills, and exploring a range of career opportunities. The goal for the community service programmes this year was to equip students with educational advancement as well as motivate students to take an active role as leaders in their communities. The students have achieved this with 46,234.6 hours of community service in 2023. A benefit of community service – learning is that young people remain engaged when they can see that their participation is effecting change. This helps them to realize that they can make useful contributions to society through service and social action. It has also helped students to cultivate connections between various organizations, schools, and community groups, which can prove to be very useful later in life.

This year we continued to send 18 students every week to help the Rotary club with their farmers Markets, we sent 12 students every week to help Waste Warriors in waging a war against waste through education and action. Sixty-two students volunteered their time during the school holidays at the royal Agricultural Society of WA over 8 days, shifts were 3 hours in length, the volunteer role was exciting, busy and a great experience while at the same time supporting our Agricultural and RASWA community. Thirty-Four students signed up to be Race Marshals at the City to surf. Thirteen students signed up for the Tri-Pink Marshalling event.

We have continued with many projects within and outside school with each new community service project, our students have gained insightful experience in a variety of areas, and simply doing community service is valuable to our students however they also have found it beneficial to reflect on how they are changing society for the better. Students have helped again the Lions Club, Salvation Army, Cancer Council WA, Red Cross, Charity shops, Primary schools, Age Care homes, Churches teaching Sunday School, WA Charity Orchestra, Cadets, Girl Guides, and coaching at local sports clubs to name just a few.

Our World Vision Day and free dress day was a great success again this year and enough money was raised to add another sponsorship we now have two children for another 12 months we hope this will continue. The Student Council organised all the activities and fundraising for the World vision day, and each year group within the Student Council took on a different area of fundraising, there were many stalls and activities A favourite of course was throwing wet sponges at our brave teacher volunteers, it was a big hit again.

DUKE OF EDINBURGH'S INTERNATIONAL AWARD

The Duke of Edinburgh's International Award is a wonderful initiative for encouraging leadership development in our students. The Award recognises talented young students who have shown and outstanding commitment to developing themselves and giving service.

The standard of excellence required to receive such an Award is well recognised. It shows that the person to be reliable, motivated, and enthusiastic, and highlights special leadership qualities.

The community service department coordinates, develops and encourages our students to begin the

Award experience and celebrate in their achievements. We are willing to support our students to thrive and to lead productive and rewarding lives.

Out of the 61 Gold Award winners in WA 2023, 10 were from Churchlands SHS. They received their awards from His Excellency the Governor of Western Australia, at Government House in Perth.

Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement of this challenging journey of self-discovery.

We have in 2023, 87 students working on Bronze, Silver and Gold through our school's Award unit. Participants must complete hours over differing lengths of time for a Skill, Service/volunteering, a Physical or Recreational Activity and they must complete Practice and Qualifying Adventurous Journeys, along with providing proof of preparation for these. Many of our students have joined groups walking on stretches of the Bibbulmun Track to complete this phase of the Award, while some of our students are using the trekking phase of World Challenge to meet this requirement.

WORLD CHALLENGE

14 students and two brave teachers took on a challenge of mammoth proportions and leapt into the unknown on an expedition to Vietnam and Cambodia at the end of 2023. After four years of setbacks due to COVID-19 We Finally were able to restart the World Challenge project. Essentially, the expedition is organised into four phases, acclimatisation, challenge, project, and R&R. During the expedition we had the opportunities to contribute to a community initiative and a 3 Day hike through the Kulen Mountains in Cambodia, camping along the way. Our volunteering consisted of putting up a total of 16 solar-powered lights in rural Vietnam. We also provided 14 bikes and health insurance for children in a poverty-stricken community. This initiative was mostly funded by our sausage sizzle at school and Bunnings. Summary of student hours completed.

Community Service Data 2023			
	Hours	Students	Average
Year 10	6,295.80	415	15.1
Year 11	17,115.3	502	34
Year 12	22,823.50	425	53.70
Total	46, 234.06	1342	34.45

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

STUDENT INFORMATION

ENROLMENT TRENDS

The following table shows enrolment patterns by year group as of the February census from 2016 to 2024. Following a period of significant growth, the school enrolment reached its maximum in 2019 and, with the establishment of Bob Hawke College, enrolment pressure at Churchlands SHS continues to ease. If current trends continue the school's enrolment will settle to be between 2250 and 2300 from 2025 as the final large enrolment cohort of year 12 students complete their secondary schooling.

It is also worth noting that associated with the school's population growth there has been a noticeable decrease in the percentage of enrolments coming from our feeder primary schools. However, this is now stabilising and is consistently between 55 and 58. Churchlands may experience an upturn over the next several years as parents will feel more comfortable with the school's size.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2018	498	500	473	446	433	376	2718
2019	530	506	510	480	440	415	2880
2020	421	531	500	485	477	428	2842
2021	407	416	531	486	474	451	2765
2022	377	404	419	512	455	457	2624
2023	338	368	405	403	496	424	2432
2024	382	335	360	403	395	482	2357

STUDENT RETENTION

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

Prior to the significant growth in the student enrolments Churchlands regularly had year 7 to 12 retention rates above 100%. As can be seen from the table below that is no longer the case, however this year we have seen a first return to improved attendance rates. An inference can be made that this is due to the size of Churchlands diminishing since enrolments peaked in 2019. The fact that our neighbouring schools now have enrolments greater than Churchlands is also likely to be playing a part in this turn around.

Years	2019 %	2020 %	2021 %	2022 %	2023 %	2024 %
7-12	100.7	98.4	97.6	90.3	85.1	90.1
10-12	95.6	96.0	93.5	94.2	87.2	94.1
11-12	95.8	97.3	94.1	96.4	93.2	97.2

ATTENDANCE INFORMATION

Attendance is a vital statistic in student performance. The higher the attendance rate, the greater the opportunity for students to achieve to their full potential. Attendance data is divided into four

categories so that schools can address specific strategies for specific attendance issues. Regular attendance is categorised as over 90% attendance.

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

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

DOE at Risk Attendance Categories	2019	2020 (*)	2021 (*)	2022 (*)	2023
Regular (90 - 100%)	73%	87%	66%	60%	67
Indicated (80 - 89%)	18%	9%	21%	26%	21
Moderate (60 - 79%)	7%	3%	8%	9%	8
Severe (0 - 59%)	2%	2%	4%	5%	4%

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

In 2023 the percentage of students achieving 80% or above attendance is slightly below 90% but moving towards pre-COVID rates.

86.3% of Churchlands students attended 80% or above, the pre COVID-19 goal was 93%.

66.5% of Churchlands students achieved 90% or above attendance. The pre COVID-19 goal was to achieve 80% of students achieving this.

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

The pleasing data for this period of review is that attendance of the school population (2765 for this review) continues to be strong. This indicates highly effective teachers, an engaging learning environment and successful pastoral care structures.

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

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

	Year					
	7	8	9	10	11	12
2019	93.9	92.6	90.4	90.5	92.9	92.1
* 2020	85.8	84.7	83.8	84	85.3	86.4
*2021	92.2	91	89.4	88.3	91.7	90.4
*2022	88.4	85.8	85.3	83	87.6	85.2
2023	91.5	89.2	87.3	89.2	88.9	90.1

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

BEHAVIOUR

Suspension data shown reflects on the very small number of the more difficult students who will continue to make up a small proportion of enrolments but who whose management is a key focus of staff.

6.8% of the total student population were suspended throughout 2023. 1.7 % 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 behaviour that is considered serious. The Student Services team ensures consistent and fair consequences are given to students and a support network and strategies are put in place, including Individual Behaviour Support Plans to assist students on their return from suspension.

Reason	Number	Total Days
1. Physical aggression toward staff	7	41
2. Abuse, threats, harassment or intimidation of staff	20	58
3. Physical aggression toward students	35	133
4. Abuse, threats, harassment or intimidation of students	12	27
5. Damage to or theft of property	13	43
6. Violation of Code of Conduct or school rules	61	165
7. Possession , use or supply of substances with restricted sale	8	22
8. Possession , use or supply of illegal substances or objects	13	36
9. Negative behaviour/other	8	24

The following provides a five year historical overview of the number of students suspended and the total number of days suspended. summarizes total numbers of students, offences and days suspended over the period 2019 to 2023. The increase in the number of students suspended and the number of days reflects the whole school approach to increase the expected standard of behaviour and consistently apply consequences when these expectations are not met.

	2019	2020	2021	2022	2023
STUDENT POPULATION	2874	2912	2765	2669	2539
Number of students involved	104	126	163	121	173
Number of days suspension	506	808	975	591	966

STAFF INFORMATION

TEACHING STAFF PROFILE

The objective of recruiting, maintaining, training, and developing staff within the context of a reducing student population was the primary focus of the Associate Principal Human Resources in 2023

STAFFING

We continued to reduce in student numbers, resulting in a corresponding reduction in staffing FTE. There were seven resignations and seven retirements over the year. We continued to appoint a number of staff on Fixed Term contracts to cover permanent staff on leave.

The lack of qualified teachers in the market and offers of permanency by other schools to fill their staffing shortages was a challenge throughout 2023.

We continued our focus for staff to apply for Senior Teacher status. As a result, 15 teaching staff attained this. An area of improvement identified for 2024 is an increase in the number of staff achieving Level 3 Classroom Teacher, which has decreased over the past two years.

For the whole school on average the staffing at was at 224.36FTE. The teaching staff numbers were constant and at about to 157 (FTE) Full Time Equivalent teachers.

PROFESSIONAL DEVELOPMENT

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

- Formative assessment with Teacher Leaders
- Think Tank sessions on our whole school PL days.
- Conferencing by observing classes.
- Faculty based Professional Development.
- CMS Foundation and CMS Instructional Strategies for Engagement

WORKFORCE STATISTICS 2023

Table 1: FTE and headcount of staff for occupation groups.

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	6	6.0	0	0	6	6
HOLA/Coordinator	17	17	1	1	19	17.8
Teacher	170	149.3	9	8.5	179	157.8
Education Support EAs	17	13.6	1	1	15	12.4
Admin	29	24.3	3	3	32	27.3
Cleaner	22	11.3	0	0	22	11.3
Gardener	3	2.6	0	0	3	2.6
Other	21	17.1	5	4.0	26	21.1
Grand Total	284	239.0	19	17.5	303	256.5

STUDENTS AND STAFF TREND

Table 2: Presents the student and staff numbers (teaching and support) for each year since 2019.

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

Students and Staff Trend				
Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2019	289	207	82	2880
2020	302	215	88	2842
2021	290	205	85	2765
2022	301	203	98	2624
2023	288	194	94	2427

MAJOR CATEGORIES OF LEAVE FROM 2019 TO 2023

Sick leave and carers leave were the major categories of leave staff requested. These are managed at a local level. There was a reduction in average sick/family carers leave for 2023, which is likely explained by the reduction in COVID.

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

Sick and Family Carers Leave for Teaching Staff (Number of Days)				
Year	Leave with evidence	Leave without evidence	Unpaid Leave	Average Sick/Family Carers leave per Teaching Staff FTE
2019	809.3	784.9	362.8	10.2
2020	368.9	201.9	167.4	3.9
2021	1023	772.9	75.6	10.3
2022	1505	734	140	14.5
2023	1266	917.5	34.2	12.7

WORKFORCE PLANNING 2024 AND INTO THE FUTURE

Workforce planning is a process of identifying the workforce capacity and capability. To address the school business plan and DoE business-plan. We expect transfers, retirements and resignations and careful planning in hiring of staff to maintain adequate staffing as our student population decreases further. It is important to undertake carefully succession planning and management to ensure minimal impact on student outcomes and operational requirements.

Table 4: Comparison data of Churchlands SHS against Like Schools

Comparison Data of Churchlands SHS against Like Schools						
Churchlands Senior High School (4012)				Like Schools		
Occupation Group	Headcount	% Full Time	% Part Time	Headcount	% Full Time	% Part Time
Leadership	6	100	0	4.5	95.6	6.7
HOLA/Coordinator	17	84	16	11.9	92.4	7.6
Teacher	168	56	44	73	74.6	25.5
Education Support EAs	19	47	53	15.9	50.3	50.3
Admin	31	61	39	17.5	58.3	44.6
Cleaner	22	14	86	11.7	19.7	81.2
Gardener	1	100	0	2.1	57.1	42.9
Other	21	52	48	11.8	44.1	56.8
Grand Total	288	56	44	148.4	72.4	28

GIFTED AND TALENTED MUSIC EDUCATION

The Churchlands SHS Music program had an exciting and successful year in 2023, with a notable highlight being a return to international touring—visiting Japan for the first time. Churchlands consistently hosts the ABODA IMSS State Band and Orchestra Festivals, during which all CSHS ensembles maintain a high standard of performance. Each concert season effectively showcased the talent of our students.

We are actively exploring ways to differentiate between GATE and General Music students, particularly in the lower school years. In 2023, this initiative included organizing a camp for GATE music students in Years 8 and 9. Furthermore, we continue to attract highly regarded international clinicians to conduct workshops for our students, in addition to specialists from local tertiary institutions and interstate.

GATE MUSIC APPLICATIONS

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

This table shows the number of applications to GATE Music over recent years. *See diagram 1 below*

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

GATE Music applications, in general, have been decreasing since 2017. However, this year indicates a welcome upturn in applicants (246). While it is too early to say conclusively, this could be attributed to strategies employed by our Primary Outreach Group during 2022 and 2023, targeting students in our feeder primary schools and beyond.

The total preference count for applicants to arts programs is decreasing, including first preferences. One factor impacting the number of applicants to arts programs may be that the GATE application process requires students to select from all Department of Education GATE programs. Additionally, GATE programs and their promotion have increased in

recent years, particularly in areas local to Churchlands, providing more options for families.

Each year, several students accept GATE positions but ultimately enrol elsewhere. This may be due to receiving scholarship offers from other schools or experiencing anxiety about moving to what is perceived as a large school, away from primary school peers.

RETENTION OF GATE MUSIC STUDENTS

The Windjammer Band, established in late 2022, continued to grow throughout 2023. Approximately 20 students from five primary schools participated in this band, which was staffed with Churchlands SHS music teachers and rehearsed at a local primary school. This initiative continues to strengthen relationships between Churchlands SHS Music, our feeder primary schools, and the IMSS and classroom music teachers working there.

A highlight of 2023 was a collaboration between GATE Music students from CSHS and the primary school band students. This session had the specific aim of increasing GATE applications.

Data from the first year of the Windjammers Band indicates that 14 of the 20 members from 2023 are enrolled in Music at Churchlands in 2024, with four successfully applying to become GATE music students. One of the aims of the Primary Outreach Group is to monitor this and ensure the numbers remain consistent and/or increase. Anecdotally, six of the 2024 Windjammers (37%) have applied for GATE Music.

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

Late in 2023, music staff prepared material for an article featuring the music program for the 'Top Schools' series in The West Australian newspaper. This was another way to promote the program to a wider audience, advertising the success of our program and recognizing the outstanding achievements of recent alumni.

In 2023, a proposal to install a GATE Academic program at CSHS was developed and presented to representatives of the Director General and Education Minister. The outcome of this approach is unclear.

	2019	2020	2021	2022	2023
NUMBER OF YEAR 6 GATE MUSIC APPLICANTS	233	266	221	205	246
APPLICANTS WHO MET THE STANDARD AND ENROLLED THE FOLLOWING YEAR.	45	49	53	42	NA

diagram 1

YEAR 12 ATAR RESULTS

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

- In 2023 a CSHS Music students received the Subject Exhibition for ATAR Music.
- Churchlands ATAR Music was listed as one of the top schools in the state for more than ten consecutive years – longer than any other subject taught at Churchlands.
- 62% of our Year 12 ATAR Music students counted music as one of their top two scores contributing to their final ATAR result.
- 8 CSHS ATAR Music students received ATAR Certificates of Distinction despite their musical commitments
- 6 CSHS ATAR Music students received ATAR Certificates of Merit.
- Churchlands provided 12% of the state ATAR Music students, with 37 out of 298, an increase of 2% from 2022.
- 70% of Churchlands ATAR Music students scored above the state mean (26 of 37).
- Except for 1 student, every Year 12 ATAR Music student scored 50% or better in their final scaled score.
- 11 students (30%) scored above 75%.

CERTIFICATE COURSES

The certificate course continues to be successful, with 100% pass rates in Cert II and III. However, it is very time-intensive for the teachers running it. For that reason, over the next few years, we will phase out the Certificate course and replace it with the new General Music course.

YEAR 12 AWARDS

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

- Subject Exhibition - Music: Harry Hopwood
- Certificate of Excellence for English: Harry Hopwood
- Certificate of Distinction: Nicky Archibald, Lucian Coates, Kiana Giltrow, Rasta Karami, Rhianna Keating, Noah Lim, Alastair Woolfitt.
- Certificate of Merit: Darcy Johnson, Sotirious Katsarkis, Sara McElliot, Shreeya Naroth, Zach Resnik, Amy Turner & Robert Robinson
- UWA Fogarty Foundation Scholarship 2023: Shreeya Naroth
- Murdoch University Ngala Kwop Bididi Brighter Futures Scholarship 2023: Madita Groescho

SCHOOL FINANCIAL REPORT

INCOME	2021	2022	2023
Opening Balance	1617206	773807	649902
Voluntary Contributions	252135	233634	194090
Charges	780348	746054	702186
Government Allowances	110964	62305	54436
Approved Charges/Options/Donations	298212	296261	257558
Incursions/Excursions	673168	1007593	1490235
DoE Grant/Other Grant	64106	53506	55647
Music Tour Charges*			
P&C Donations	60919	100553	137900
International Fee-Paying Students		34026	4042
Miscellaneous/Other	235938	276016	309590
Facility Hire	279290	294162	322051
Internal Transfers	288163	879783	508155
Cash Transfers - DoE to School	1687525	1227682	2406479
Student Centred Funding	27853826	26579517	26492698
Totals	34201800	32564899	33584967
EXPENDITURE			
Other Specific Programs/Curriculum	288521	405480	346487
Student Services	83567	102613	85615
Administration	861935	843536	913576
Physical Resources/Repairs/Maintenance/Grounds	209019	170531	179331
Capital Works	298956	833706	78267
ITC	480084	353848	431970
Staff/Professional Development	168359	64621	107915
Utilities	396367	392998	437455
Student Functions/Activities	149699	244831	354248
Faculties	1357998	1399760	2499682
Other - Refunds/Enterprise	278621	102202	183096
Transfers to Reserves	1001041	421351	359106
Surplus/Carried Forward	773807	649902	1115520
Salaries - Teaching & Non-Teaching Staff	25763995	25414015	24994505
Totals	32111969	31399394	32086773
*Included in Incursions/Excursions			
P&C Collection	96201	94009	84934
SPECIAL PROJECTS			
Office Renovations/Blinds	82842		
Photovoltaic Solar System 400 kW	26932		
Keycard Access/Electrical Work			78267
Airconditioning	10110		
Shade Sails (P&C Funded)		28661	
Security Cameras	65935	50247	
Landscaping/Signage	11520	14780	
Totals	197,339.00	93688	78267