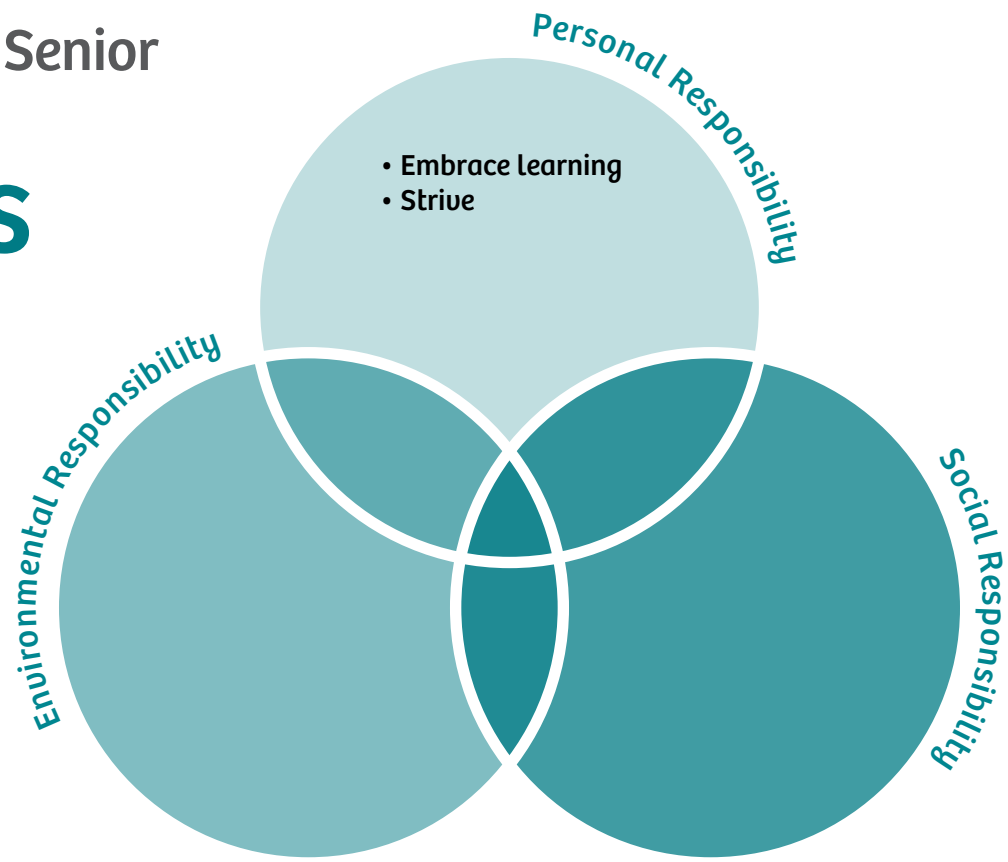
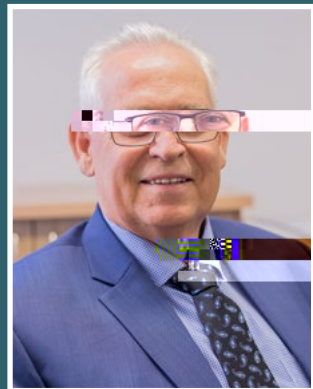


Churchlands Senior
High School
values



PRINCIPAL



A year of consolidation would be an apt description of the 2019 academic year. Without doubt the occupation of new facilities at the commencement of 2019 was considered

and students. Together with the removal of 12 transportable classrooms (ongoing) Churchlands SHS grounds and buildings are now approaching that which will see the school well into the next decade.

Our student enrolment has stabilized at a little under 2900 and will remain that high into 2020 and 2021 before it begins to decrease by around 100 students per year. A long term projection into this and the next decade suggests a constant enrolment of 2400 to 2500 students which would mean the removal of all transportable buildings.

The school continued with its minor capital works programs during the year due to the availability of reserves that had been previously allocated to the building of a new pool. As you may recall this project became non-viable due to the changes in the one-line budget funding model which lost the school \$2

million dollars per annum from its budget as previously projected. These projects included total resurfacing of the existing school pool and developing a tender for the upgrade of the pool change rooms, pool plant room and the conversion from gas heating to more reliable electrical heating due for completion

brand new Home Economics facilities with the conversion of two rooms to a state of the art commercial kitchen and a new textiles studio. At the start of 2020 over 1600 solar panels have been lifted on to the roofs of four major buildings as our solar panel project gets underway.

Churchlands students have been provided with international travel opportunities over many years. During 2019 students had a range of opportunities to travel including language tours to France, Japan and China, an ancient history tour to Greece, a basketball tour to USA, a ski tour to New Zealand, and World

India.

Churchlands continued to experience academic, sporting and cultural achievements throughout 2019. In the recent ATAR results our top academic students won three General Exhibitions the equal most from all Government schools outside of Perth Modern School. Our A grade athletics and swimming teams were just pipped for the championship. We are also proud to announce that our

Award has been achieved. We now have over 50 students engaged in this project as they develop from bronze to silver to gold.

Neil Hunt

School" event to celebrate the 50th Anniversary

2019 saw the results of the past few years of growth in student numbers and the expansion of the campus settle into a productive and

students alike.

Enrolments at the beginning of 2019 were 2880. Of those, there were 530 Year 7s who have adapted well to secondary school, thanks

transition from primary to secondary so seamless.

well on our students' diligence and enthusiasm for learning and are a credit to their teachers who have always gone above and beyond what is expected of them. I take this opportunity

to acknowledge the strong leadership Neil

Our students' achievements are a great testament, not only to the students and their families, but also to the Principal, teachers,

whole. I also congratulate the Class of 2019 on their outstanding achievements not only academically, but also for their leadership and role modelling throughout 2019. Their success has enhanced Churchlands Senior High School's reputation within both the education and wider communities

The preparation of the school's budget for 2019 was diligently undertaken by the Principal and his Executive and that budget was unanimously

to the per student funding announced in late 2017 by the Minister for Education continue to impact the bottom line, but all credit to the

all areas of the school has been minimised. For Churchlands, the per-student allocation was between \$7871 and \$9693 for every student enrolled at the February 2019 student census.

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

I also acknowledge and thank the
 and dedication: Tracey Gralton (Alumni Representative), Chris Porteous (P&C
 P&C, the Chury have worked thre mansn5700030

opportunity to contribute and create better

members for their time and the diligence with which they have worked through the many issues facing a school such as Churchlands. In

2016

Year 9 NAPLAN Performance (Top 20%)



- Marie Taylor and Neville Collard recognised Wadjuk Nyungar Leaders – consultation and endorsement of SAS initiatives. Engagement with school through Welcome to Country Ceremonies and Cultural Excursions.
- Completion of Outdoor Classroom Project - Development and use of Abbeybrook Reserve as Aboriginal Education resource in consultation with Nyungar Elder, Neville Collard and City of Stirling.
- Creation of online Aboriginal Education teacher resources to be used in Outdoor Classroom Project.
- Two Professional Learning sessions with teachers to introduce them to the use of Abbeybrook Reserve as a classroom resource in Aboriginal Education.
- Acknowledgement and/or Welcome to Country by Aboriginal Students at Assemblies now embedded practice.

GATE applications, in general, are steadily increasing although the number of applicants to arts programs are decreasing in total preference count (and first preference), due to increasing interest in John Curtin College of the Arts.

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

We have continued to run off-grid classes for the year 9 GATE students. They have proven to be very popular and effective in providing students with flexibility in taking on additional electives or using the time for study periods. In 2020 we have extended that to the Year 10 GATE students and 25% of them have taken 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. The Jazz classes by necessity remain smaller than the Western Art classes and more vulnerable to trends of 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.

THE SCHOOL OF OPPORTUNITY

SPORTING HIGHLIGHTS

Sasserno Senior High School Inbound

From 12 February to 26 February 2019 Sasserno Senior High School, the sister school of Churchlands in France, visited Churchlands Senior High School. Thirty students and three teachers eagerly arrived excited to meet their Australian host families and begin their Aussie experience.

During their stay, Sasserno teachers and students participated in a variety of activities including a day in the life of a CSHS student, as well as participating in activities outside of the school such as a surfing lesson at Scarborough beach and a bike ride around the Swan River. They had a wonderful time visiting various local spots around Perth and although they did not manage to achieve a quokka selfie, they were still excited to meet the beloved animals of Rottnest Island.

At the end of the two weeks both the CSHS and Sasserno students were sad to leave one another but each had invaluable memories to look back on from their stay in Perth. It was a pleasure to have the Sasserno students in our French classes, our school and our local community and we look forward to seeing them again in Nice.

French Tour

The French Tour was held from 12 April until 30 April 2019. There were 24 female students, two male students (one Year 12 student, 12 Year 11 students and 13 Year 10 students) and three accompanying staff, including one French teacher as the Tour Leader. The first part of the trip was in Paris, where we stayed in a hostel accommodation for nine days. The daily touring organised by a travel agent included excursions to the Notre Dame Cathedral, the Louvre Museum, the Orsay Museum, the Versailles Palace and the Sacré Coeur Basilica, which were highlights of the trip.

After this, the group travelled to Nice and stayed with host families from our sister school, Sasserno Senior High School in Nice for seven days. The group participated in the activities planned by the school and were able to experience the culture and cuisine of the region. Students' immersion in the language gave them further opportunity to develop their conversation skills and lifetime friendships were formed. Overall the trip was a success and received positive feedback from both the students and accompanying staff.

Japan Tour

In April 2019, during the famous cherry blossom season, thirty five students from Years 10 to 12 and four staff travelled Japan for a total of 17 days. Over this period, students travelled from Tokyo to Kyoto and Osaka before being hosted by families from our sister school Akashi Nishi Senior High School in Akashi, Hyogo Prefecture. It was a jam-packed tour with many different experiences, including travelling on a bullet train, staying in a traditional Japanese inn, seeing the picturesque Mt Fuji and braving roller coasters at Universal Studios – not to mention sampling many culinary delights! Students also attended classes and experienced a typical Japanese school day with their host students in Akashi Nishi. They all returned home with many memories, new found international friendships and a much deeper understanding of the Japanese language, way of life and culture.

STAFF INFORMATION

TEACHING STAFF PROFILE

Recruitments

In 2019 we recruited 14 new staff for purposes of filling three full time teacher positions due to increase in student numbers. These staff were also needed to cover other staff who had either taken long service leave or leave without pay.

The 12 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 staffing numbers were constant and grew to 178.8 FTE (full time equivalent) teachers.

There were working groups or committees to help staff to apply for Level 3 status and also graduate teachers to complete their modules.

Budgetary restrictions meant the classes were to their maximum numbers. Teaching and administrative staff adopted technologies and training was part of the priorities at departmental level.

Professional Development

All teachers participated in professional learning activities during 2019. Activities included:

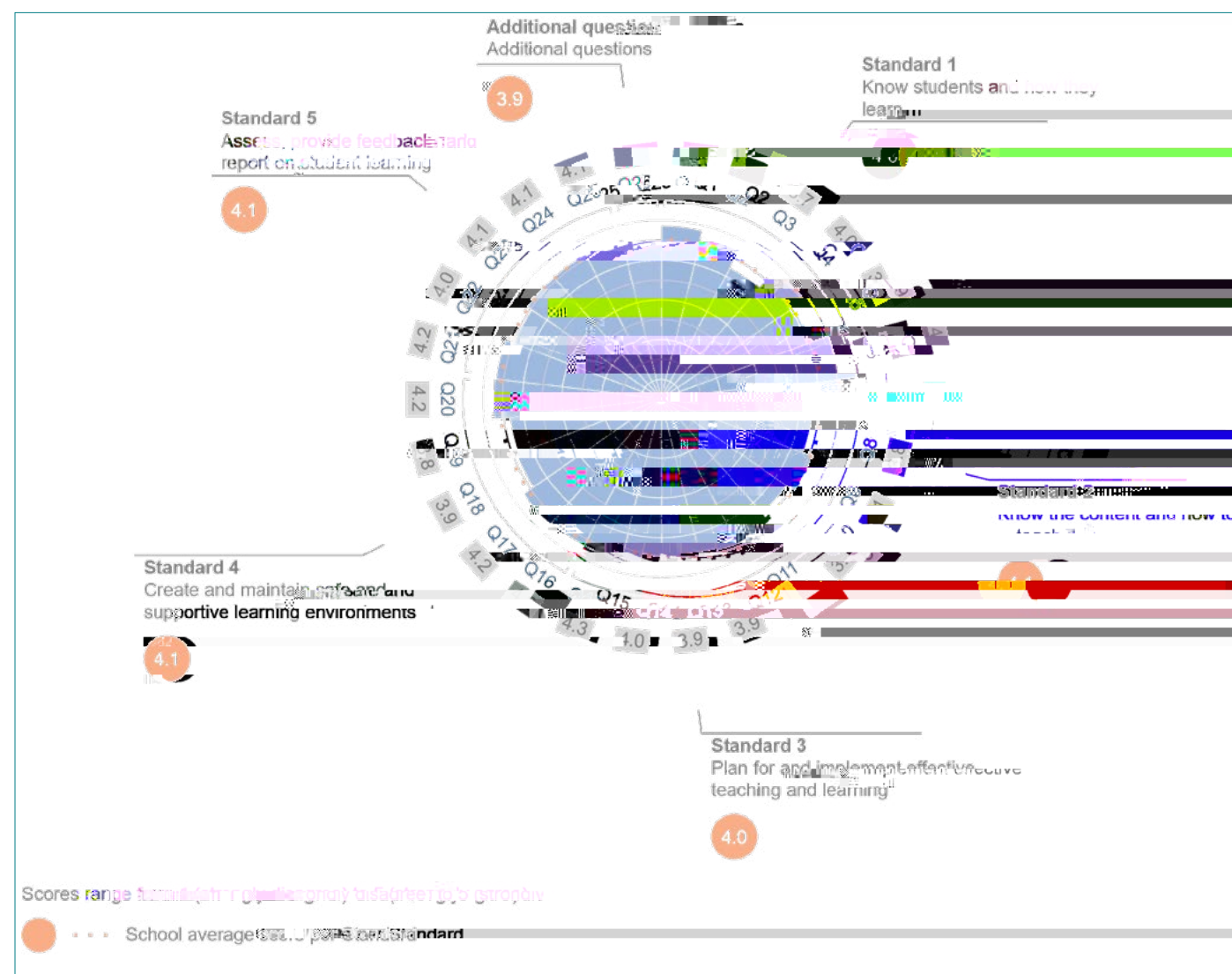
- Churchlands Art of Teaching on Instructional Strategies
- ChArT IDEAS trial program and first intake
- Conferencing by observing classes
- Faculty based Professional Development
- CMS (Managing Student behaviour)
- Leadership coaching through the Leadership Centre
- ICT training

Staff effectiveness through PIVOT

The school used PIVOT a valid online survey tool. The evidence-based survey approach helped teachers to understand their individual professional strengths and development opportunities and enabled them to better tailor and target their teaching approaches in their different classes to drive student engagement and improve student learning outcomes.

Individual teacher results reports were confidential to them, however, they were encouraged to share these results reports with trusted colleagues/mentors/coaches to support their professional growth.

The survey was also used to inform the development of focus areas in our annual improvement plan. The survey provides as shown below a "heat map" as a school report on the AITSL standards. The maximum score is five.



Areas of strength		Standard 5	Assess provide feedback and report on student learning
Highest Individual Question Scores			
1st	Q6	This teacher is knowledgeable about the topics in the subject	
2nd	Q1	This teacher treats me with respect	
3rd	Q15	I know what I am supposed to do in this class	

Type of Leave

In 2019 sick leave, carer's leave and long service leave were the major categories of leave staff requested.

The leave was managed by having relief teachers and internally through teachers volunteering for it.

Leave Type	Days	Percentage
Bereavement Leave	41.50	1.26
Deferred Salary Scheme	109.00	3.30
Early Access Pro Rata	86.60	2.62
Family Carer's Leave	170.85	5.18
Jury Service	2.00	0.06
Leave without Pay	338.80	10.27
Leave without Pay Parental	96.00	2.91
Long Service Leave	763.8	22.99
Maternity / Parental Partner Leave	226.00	6.85
Short Leave	116.90	3.54
Sick with Evidence	848.85	25.73
Sick without Evidence	345.63	10.4
Sick/Family Carers Leave	135.00	4.09
Worker's Compensation	65.30	1.98
Worker's Compensation Rehabilitation	93.00	2.82
TOTALS	3299.55	100.00

SCHOOL FINANCIAL REPORT

