



CARINE

SENIOR HIGH SCHOOL

Seeking Excellence in Education



Annual Report 2018

Winner

DAMIAN SHUTTLEWORTH

CARINE SENIOR HIGH SCHOOL

2018 Highlights

Principal, Damian Shuttleworth awarded WA Secondary Principal of the Year in WA Education Awards 2018

Science Head of Learning Area, Daniel Hugo awarded WA Secondary Teacher of the Year in the WA Education Awards 2018

12th Top Public School in WA

Top 50 ATAR school

Median ATAR of 83.2%

100% VET Achievement

98% Western Australian Certificate of Education (WACE)

**CARINE SENIOR
HIGH SCHOOL WINS
WA SECONDARY
PRINCIPAL AND WA
SECONDARY TEACHER
OF THE YEAR**



Message From The Principal

As our journey of improvement continues at Carine I am very excited to report that 2018 has been another exceptional year for students and staff. On the back of being recognised as the Secondary School of the Year in 2017, in 2018 Daniel Hugo our Head of Learning Area in Science was recognised as the WA Secondary Teacher of the Year and I was recognised as the WA Secondary Principal of the Year. Important to note that whilst Daniel and I are very humbled by this system level recognition, very clearly individuals alone do not win awards, communities do. The reason why Carine has been so well represented in the WA Education Awards over the past couple of years is because of our huge improvements in student results and our unwavering focus on ensuring students at Carine are provided every opportunity to learn in a safe, fun and engaging environment.

For the fourth consecutive year Carine has been ranked in the top 50 ATAR Schools and our median ATAR in 2018 has risen to 83.20 – the highest in our school’s history. Equally as significant 83% of our ATAR students received an ATAR of 70 or higher and 31% of our ATAR students achieved an ATAR of 90 or higher. For the second consecutive year Carine also featured as a Top Vet School with a 100% completion rate. Attainment at Carine has also been 100% for the past 3 years consecutively.

Whilst these results demonstrate ongoing improvement, Carine continuously works through a cycle of review and there certainly are areas in which Carine requires further improvement. One such area is in overall student behaviour. During 2017 and 2018 there has been a slight decline noticed in the behaviour of students generally. Much of this is a result of a growing school with student numbers increasing from 1134 at census in 2014 to 1561 at census in 2018 and predicted enrolments for 2019 to be around 1800 students. With this increase in student numbers has also come a significant increase in staff numbers resulting in over 70 new staff appointed between 2014-18 and an additional 31 staff appointed for 2019.

Recognising the slight decline in student behaviour the school has strategically developed a new student services structure which will be discussed in detail within this annual report. Other areas for further improvement include regular attendance and further improving the school’s median ATAR which is slightly below like schools. Each of these and other identified areas for improvement will be discussed within the report.

Carine will commence a Gifted and Talented Education program in 2020 whilst also opening the extensive building and refurbishment program. This exciting news has further revitalised the learning environment we are able to offer our community of students and staff and has further strengthened our focus ensuring our school is able to offer the very best public education to our community.

We are well along our journey of self-improvement. However, as suggested there is still much to be done and areas which still require improvement. This Annual Report interrogates our school data offering a transparent and honest reflection on not only what is working well, but even more importantly what still requires improvement with a description of how this improvement is planned.

Damian Shuttleworth
Principal

Progress On Identified Priorities

The 2018– 2020 Carine Senior High School Business Plan established a set of five school priorities.

Our School Priorities:

- 1. Focus on academic rigour that recognises achievement and effort.**
- 2. Raised expectations and standards for all.**
- 3. Whole school approach to STEAM with a focus on pedagogy which recognises effort, promotes student engagement, problem solving, critical thinking, creativity and independent learning.**
- 4. All staff and students having access to ICT and development of ICT capabilities.**
- 5. Improve building, work environment and facilities for staff and students.**



Focus on academic rigour that recognises achievement and effort.

What we know and how we intend to proceed:

The schools median ATAR continues to improve. We have had a shift in the number of students engaging in a full ATAR pathway. This shift is in part a result of the change to University entrance requirements and in part a result of a rigorous course counselling process ensuring that students are on appropriate pathways to achieve WACE and successful post school options including alternative university entrance. Our median ATAR is under that of like schools. Our ongoing goal is to be at or above like schools. Ongoing review processes driven by rigorous data analysis is the continued and ongoing focus for improved Senior School student performance.

A focus for 2019 is to motivate our University pathways students to achieve their very best at all times. Carine Senior High School has had limited course awards achieved however we believe that our students do have the capacity to achieve stronger individual results. We have engaged the universities to offer programs for our high achieving students whereby they can participate in a snapshot of university life for a day in the course of their choice. Our staff continue to offer course revision and tutorials before and after school on a weekly basis. We will once again be implementing a rigorous examination preparation program in the two weeks leading up to the WACE examinations. In 2018 we introduced this for the first time however the take up was low. This was in part due to the difficulties in rooming due to our building program and effective communication of the program including poor lead in notification. There is also a shift in culture required to ensure that students attend and work with staff to ensure that there is value in the program.

Our performance in ATAR English continues to be a cause for concern. The mean performance is 57.9 which is a slight improvement on the previous years and above state for two years in a row. In 2016 the mean of 54.9 was below both state schools and like schools. Our target is to be at or above like school performance. We will be offering additional support to Year 12 students achieving a 60% or below. Moderation processes continue to be a focus with an unwavering emphasis on ongoing task mark analyses in each course delivered in Year 11 and 12 ATAR in addition to a rigorous analysis of Year 12 course and examination performance.

We have increased opportunities for extension in Lower School classes and curriculum to facilitate increased ATAR selection and achievement in senior school. In regards to recognising achievement and effort we have relaunched year group assemblies as the platform to issue colours and honours certificates. In addition, there is a whole school focus on issuing students with Certificates of Excellence and Principal Awards. The culture at Carine has shifted where success is seen as a positive and students are proud to do well. As a result, we have significant student participation in competitions, exhibitions, festivals and performances. Once a year we have a student showcase assembly where students show case what they have learnt to our whole school community. This is very popular amongst our students.

During 2019 we intend to launch a new study skills program which provides practical advice to students regarding effective study techniques as feedback from staff, students and parents has been critical of our current study skills program utilised by the school.

Progress On Identified Priorities

Sustained improvements in Median ATAR results

2014	77.6%
2015	80.4%
2016	82.45%
2017	83.18%
2018	83.2%

Significant and sustained increase in the achievement of Certificate II or higher (VET Students)

2014	81.25%
2015	89.92%
2016	100%
2017	100%
2018	100%

Improved and sustained improvements in the Attainment rate

2014	69%
2015	94%
2016	100%
2017	100%
2018	100%

Substantial and sustained improvement in the tricile performance indicators

Top Tricile	
2014	26%
2015	31%
2016	34%
2017	32%
2018	38%
Bottom Tricile	
2014	38%
2015	26%
2016	19%
2017	21%
2018	22%

Significant reduction in the number of ATAR students receiving a final ATAR below 55

2014	12%
2015	2%
2016	2%
2017	less than 1%
2018	less than 2%

Dramatic and sustained improvement in the results of students studying ATAR English achieving English Competency for University eligible students

2014	76%
2015	84%
2016	85.5%
2017	87%
2018	93%

A reversal of the moderation differential experienced in ATAR English

2014	-8.62
2015	-2.38
2016	-1.7
2017	-2.23
2018	- 2.85

Continues improvement in the Average English scaled score

2014	49.9%	Below state and like schools
2015	54.89%	Below state and like schools
2016	57.11%	Below like schools Above state schools
2017	56.87%	Below like schools Above state schools
2018	57.9%	Below like schools Above state schools

A major improvement in the negative impact of moderation across all Senior School courses from 2014 to 2018

2014	Mean Moderated Difference for all courses = -3.9
2018	Mean Moderated Difference for all courses = 0.86

Raised expectations and standards for all.

What we know and how we intend to proceed:

The emphasis on raising standards and expectations in regards to overall student behaviour at Carine has remained a whole school priority in the new Business Plan 2018-2020. This was decided upon by whole staff during the formulation of the business plan. There has however been a slight slippage in overall behaviour generally across the student population during 2018. This is largely due to the increase in our student numbers from 2014 to 2018 where we had enrolled 1134 students in 2014, 1432, in 2015, 1409 in 2016, 1561 in 2017 and projected 1800 in 2019. With the increase in numbers the school has experienced 'growing pains' within the structure, particularly student services. In addition to increased student numbers, staff numbers have also increased and more than 100 new staff have been appointed to Carine in the past five years with over 60 in 2018-19.

With this growth in mind the following actions have been planned for 2019:

- Appointing a second HOLA to learning areas with large staff numbers. In 2019 this will be English, Mathematics, Science and Technologies.
- Appointing a full-time Year Manager to each year group. This will mean a significant financial commitment has been undertaken shifting from two full time Level 3 Program Coordinators to six Level 3 Program Coordinators. Within this restructure the Year Coordinator positions would no longer operate. In addition, a second Level 4 Associate Principal will be appointed in 2019 to the Student Services division of the school. The total financial commitment the school has made to this restructure of HOLA's and Student Services is over \$600,000 for 2019. These structures will be trialled in 2019 and tweaked in preparation for 2020 where we expect to have just under 2000 student enrolments.
- In 2019 there will be a whole school focus on behaviour which will be launched at the whole school assembly day one of the school year.

In raising our own professional expectations of each other, staff at Carine have established school wide beliefs regarding effective teaching.

Raised expectations and standards for all (continued).

In raising our own professional expectations of each other, staff at Carine have established school wide beliefs regarding effective teaching, evidenced by staff working together on quality shared resources and strategies. This is widespread both across and between Learning Areas. Teachers are seeking out other effective teachers for advice and peer mentoring in different areas. In addition, all assessments and programs are being regularly reflected on and reviewed to ensure grade related descriptors and achievement standards are embedded in practice. Reflection also allows these areas to be re-visited as required.

To assist this Lower and Senior School Assessment policies are in place and implemented by most teachers and there are procedures in place to work with teachers where understanding is still required.

Classroom Management Strategies, including instructional strategies, are a focus in classroom observation, instructional rounds and performance development across the school. A considerable budget (20 teachers) per year is allocated for CMS training. Five Student Services Managers are currently undertaking Conference Accreditation Training to further support the initiative of engagement.

Carine's regular attendance improved by 3.9% compared to 2017 however it is still a concern that the regular attendance rate is 3.8% lower than like schools. It is also important to note that whilst the overall student attendance increased in 2018 to 92%, this is still slightly lower than like schools and is also a concern. In 2018 the percentage of authorised absences vs unauthorised absences increased when compared to the previous year. This was a direct result of improved communication and follow up between parents and the school.

It is also predicted that the recent restructure of Student Services, including a renewed focus on attendance procedures, will further improve attendance, particularly in the regular and indicated categories. This action will also have a predicted positive effect on overall school attendance.



Whole school approach to STEAM with a focus on pedagogy which recognises effort, promotes student engagement, problem solving, critical thinking, creativity and independent learning.

What we know and how we intend to proceed:

This was a new priority established in 2018. Little whole school emphasis had been placed in this area prior to the establishment of the new business plan. There had been some consideration of STEAM in some departments, however now there is a concerted whole school commitment to this priority. The following occurred in 2018:

- A STEAM Coordinator was appointed 0.2FTE.
- Regular planning meetings with a strong STEAM Committee.
- Primary School Transition Network focus on STEAM.
- Year 6-7 Saturday camps to make robot bins for school yard.
- Integration of STEAM activities in Maths classes eg mini subs.
- Participation in competitions such as ICAS.
- Sustainability Forum established in the Carine Community.
- Inquiry learning and problem solving a focus in Learning Areas.

Continued focus will also include:

- Development of the General capabilities with particular emphasis on Critical and Creative Thinking.
- Sustainability Forums each term with action plans being the next focus.
- Continued development of Inquiry learning and problem solving a focus in Learning Areas.
- The opening of our STEM centre in 2020 will provide further opportunity to pursue a STEAM approach to learning across each of the curriculum areas.

All students and staff having access to ICT and the development of ICT capabilities.

What we know and how we intend to proceed:

- All Technologies classes have ICT embedded in all courses.
- There is improved access to ICT in all classes but an audit will be undertaken in 2019 to ascertain the level at which ICT is embedded in all courses, using the principles in the ICT General Capabilities.
- Many platforms for homework, revision, differentiated assessments, work completion and research are being utilized by teachers eg Quizlet, Education and Language Perfect, interactive whiteboards.
- Development of ICT skills required for NAPLAN Online and OLNA are continuing in various strategies.



Improve building, work environment and facilities for staff and students.

What we know and how we intend to proceed:

Carine is 46 years old, has significant maintenance requirements, has a growing population and an \$18.77 million dollar building and refurbishment program nearing completion. To ensure that the work environment and facilities for staff and students are catered for and improved in this context the following has been undertaken:

- The prioritisation of OSH through the appointment of an OSH representative with time provided.
- The ongoing membership of the Grounds & Buildings committee.
- A focus on improving staff office space through the innovative use of existing spaces around the school.
- The prioritisation of the Health and Physical Education learning area as this has been identified as an area of need.
- Launching a school locker system for students.

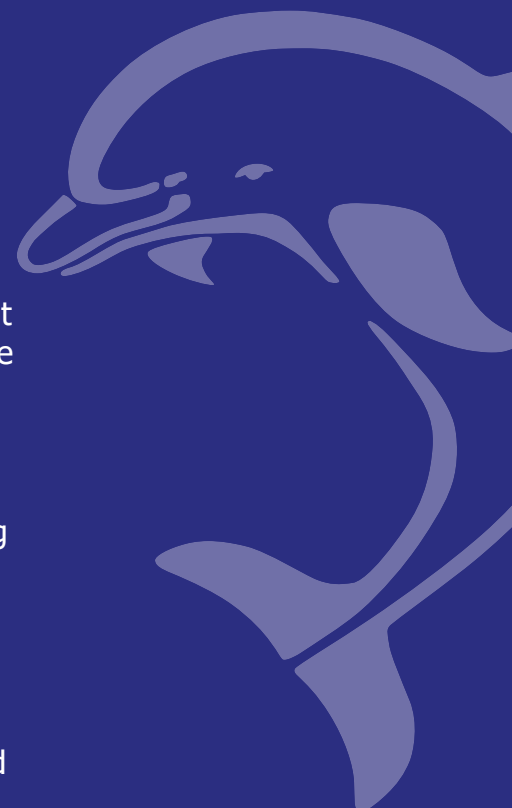
As the improvement of buildings and learning environment has been identified as a priority by all staff the following occurred in 2018:

- Synthetic lawn in the school quadrangle and pool area.
- Additional outdoor seating.
- A kiln room installed in the art block.
- Refrigerated air conditioners in over a dozen classrooms and offices.
- 30 Additional CCTV cameras.
- Drink fountains for the ovals.
- The P&C and school jointly funded the installation of the first two year groups of student lockers in response from continued student and parent feedback.
- The creation of an additional five offices around the school to accommodate the new student services structure and curriculum structures for 2019.



While there is much to celebrate at Carine there is still much to do. The 2018-2020 Business Plan was once again developed with whole staff input and this will set the direction for the next chapter in Carine Senior High School's long history. Recognising the specific contextual needs of the school for 2019 the school will be particularly focussed on the following:

- Improved student behaviour whole of school by:
 - o The restructuring of large curriculum areas as well as the student services division of the school, injecting over \$600,000 in FTE and trialling these models during 2019.
 - o A whole school focus launched on improving student behaviour aimed at empowering teaching staff through targeted strategies.
 - o The launch of the whole school focus on improved behaviour presented to the entire school community on day 1, period 1 at the whole school assembly.
 - o The prioritisation of our CMS classroom observation model with the aim of further developing our Classroom Focus model.
- Engaging deeply with the Aboriginal Cultural Standards Framework to ensure it is embedded within the school community.
- The review and improvement of the whole school attendance focus with particular attention paid to improving regular attendance.
- Appointing the very best teachers and support staff to new positions as they become available.
- The appointment of an outstanding STEM Coordinator to prepare staff and students for a focus on STEM ensuring that all students are able to benefit from the STEM Centre due to be opened in 2020.
- To continue our priority of improving the overall median ATAR to eventually be better than like schools by focusing teaching/learning programs, study programs, course counselling processes and academic performance monitoring.
- Research, implementation and trialling of a new study skills program.
- A focus on improving IT provision to best assist our students and teachers in their learning programs.
- Development of a very careful financial plan to ensure the school is able to place the required monies into reserves so that the planned improvements to the 2020 building program can be realised.
- Our curriculum/instruction focus for 2019-2021 is auditing current status and embedding authentically the General Capabilities and cross curricular priorities in our school planning and delivery. This year the focus is on Aboriginal & Torres Strait Islander histories and cultures, ICT Capability and Critical and creative thinking in preparation for the Gifted and Talented program commencing in 2020. Our Literacy Plan has been developed but now needs to be embedded. Successful practices for school wide buy in for these areas will be explored and shared.



Senior School Results

We have been listed in the top 50 Median ATAR score schools and 100% VET achievement tables from the SCSA for the previous three years. Once again our students continue to achieve 100% Attainment. WACE achievement is at 98%. For a comprehensive discussion of our Senior School results please refer to pages 3 to 5.

The school has encouraged all ATAR students to enrol in a Certificate II or higher as one of their courses as a safety net for attainment, hence the reduction in numbers shown in the Year 12 Pathways table.

While the median ATAR has improved at Carine, there is an emphasis on Carine being equal to or better than Like Schools over time.



Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2018	204	28 (13.7%)	76 (37.3%)	100 (49.0%)	3 (1.5%)	1 (0.5%)
2017	209	40 (19.1%)	64 (30.6%)	89 (42.6%)	16 (7.7%)	0 (0.0%)
2016	264	61 (23.1%)	60 (22.7%)	121 (45.8%)	22 (8.3%)	0 (0.0%)

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2016	238	97%
2017	185	98%
2018	201	98%

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I		Certificate II		Certificate III or Higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2018	0	0.0%	105	59.7%	71	40.3%
2017	0	0.0%	71	46.4%	82	53.6%
2016	0	0.0%	112	61.9%	69	38.1%

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2016	121	44	36%
2017	104	25	24%
2018	104	29	28%

Median Australian Tertiary Admissions Rank

	School	Like-Schools	WA Public Schools
2016	82.4	83.5	78.2
2017	83.1	84.8	78.7
2018	83.1	84.3	79.5

Senior School Results

There has been a significant improvement in tricile performance at Carine over the past three years.

State	ATAR Students					
	School			Like-Schools		
	2016	2017	2018	2016	2017	2018
Top 33%	34%	32%	38%	39%	42%	40%
Middle 33%	47%	47%	40%	35%	33%	33%
Bottom 33%	19%	21%	22%	26%	26%	27%

ATAR: Australian Tertiary Admissions Rank
 State is based on all students from both public and private schools.
 Like-Schools percentages are based on students in each school's 'like schools' grouping.
 Percentages are based on the student's ATAR.
 Percentages may not add to 100 due to rounding.
 There must be at least 10 Year 12 students acquiring an ATAR.



PATHWAY PERFORMANCE – VET (all qualifications achieved in Years 10-12)		
Qualification completion rate Year 12 students (source: RTP) count, % of enrolments		
CUA31115	Certificate III in Visual Arts	35 (100%)
CUA31015	Certificate III in Screen and Media	1 (100%)
MEM20413	Certificate II in Engineering Pathways	11 (92%)
SIS20213	Certificate II in Outdoor Recreation	51 (100%)
SIT20316	Certificate II in Hospitality	1 (100%)
1346451886	Certificate III in Hospitality	2 (100%)
BSB30115	Certificate III in Business	34 (94%)
AUR20716	Certificate II in Automotive Vocational Preparation	12 (100%)
1346451613	Certificate II in Applied Fashion Design and Technology	9 (100%)
BSB20115	Certificate II in Business	10 (100%)
SIS20115	Certificate II in Sport and Recreation	22 (100%)

	2018	2017	2016
Level of highest qualification achieved (of VET enrolled students)			
Certificate IV		2 (1%)	
Certificate III	69 (36%)	75 (47%)	69 (33%)
Certificate II	108 (56%)	72 (45%)	112 (54%)
Students with more than one qualification (% of VET enrolments)			
3+ quals	16 (8%)	20 (13%)	27 (13%)
2 quals	62 (32%)	62 (39%)	59 (29%)
Endorsed programs unit equivalents achieved			
Number	36	33	43
School Curriculum and Standards Authority School Performance Tables:			
First 50 WACE Acht	196 (98%)	181 (98%)	231 (97%)
First 50 Median ATAR*	83.2	83.2	82.45
*Note: TISC median ATAR only includes students eligible for an ATAR			
School Curriculum and Standards Authority Awards: Number			
Subj Certs of Excellence	1	1	2
Certs of Distinction	3	8	6
Certs of Merit	26	25	26
Total # students awarded	30	33	32
# students with 2+ award		1	2

Senior School Results

Student Performance – ATAR Courses

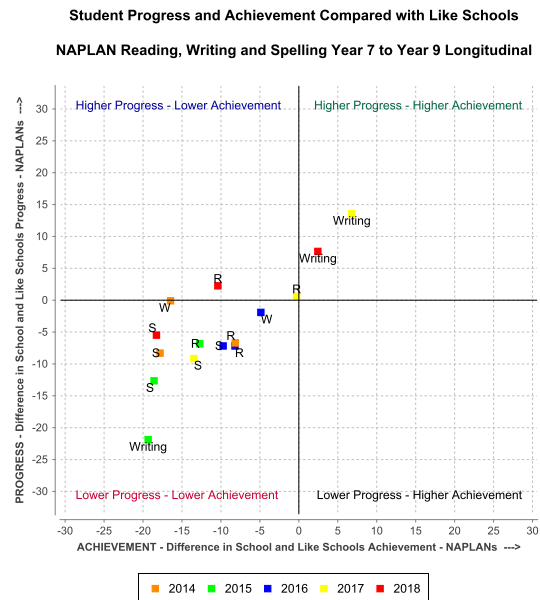
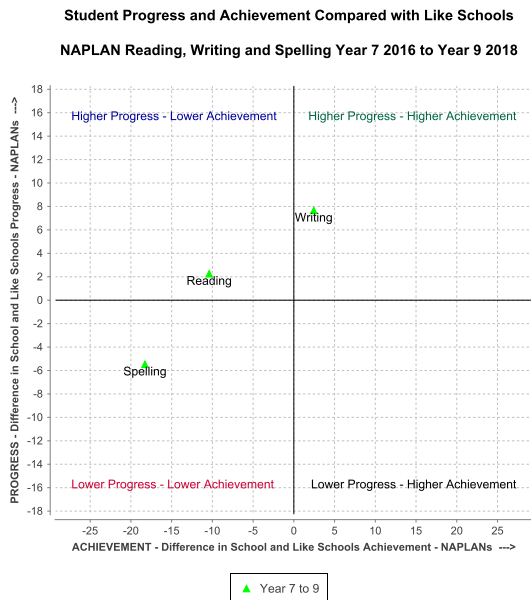
Course	Performance			Students		
	2016	2017	2018	2016	2017	2018
Accounting and Finance		3			15	
Biology	2	2	2	28	25	23
Chemistry	2	2	2	60	36	44
Drama	2	2	1	20	11	8
Economics	2	2	2	19	15	27
English	2	2	2	132	106	120
Geography	1	1	2	21	10	16
Human Biology	2	2	2	47	45	54
Literature	2	2	2	17	14	9
Mathematics Applications	2	2	2	89	86	97
Mathematics Methods	2	2	2	47	30	28
Mathematics Specialist	2	2	2	20	14	12
Modern History	2	1	2	22	23	22
Music		2			8	
Physical Education Studies	2	2	2	30	21	19
Physics	2	2	2	43	30	30
Visual Arts	2	2	1	19	14	11

NAPLAN Comparative Performance Summary

	Year 7			Year 9		
	2016	2017	2018	2016	2017	2018
Numeracy	0.8	0.6	0.5	0.2	-1.0	-0.5
Reading	-0.3	-0.1	0.0	-1.0	-0.2	-0.1
Writing	-0.2	0.2	0.1	0.1	0.7	0.3
Spelling	-0.2	-0.6	-0.2	-0.5	-0.9	-0.4
Grammar & Punctuation	-0.4	0.2	-0.6	-0.1	-0.4	-0.9

- Above Expected** - more than one standard deviation above the predicted school median
- Expected** - within one standard deviation of the predicted school median
- Below Expected** - more than one standard deviation below the predicted school median
- No data available or number of students is less than 10

With an ICSEA greater than 1050, it is most appropriate to compare the performance of Carine students to like schools rather than Australian Schools (comparative Progress and Achievement data all in Higher Progress-Higher Achievement) and set targets accordingly. Year 9 Writing has been a focus for three years. The longitudinal graph shows Writing in the Higher Progress-Higher Achievement section for 2017 and 2018 against like schools. Numeracy is a continued focus with strategies continuing to be trialled and implemented, including inquiry learning, engagement CMS strategies and problem solving/critical thinking skill development.



NAPLAN Comparative Performance Numbers*

(*Number is the score for each tested area)

	Year 7	Year 9
	2018	2018
Numeracy	587	627
Reading	565	611
Writing	544	591
Spelling	570	598
Grammar	574	604

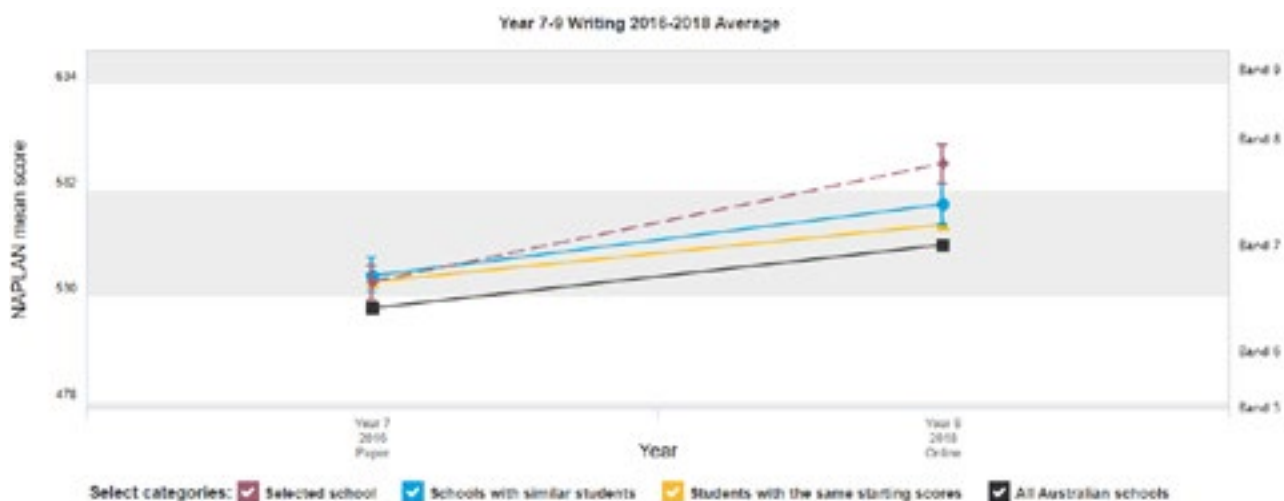
Substantially Above

Above

Close to

Below

Substantially Below



Source: www.myschool.edu.au

NAPLAN & OLN Results

OLNA - Current Student Standing Year 10 Students

In 2018, the percentage of Year 9 students who pre-qualified for OLN increased from 33.8% in 2017 to 41.5% in 2018. This increase has been attributed to the continued program and assessment rigor that Maths and English are undertaking, together with the explicit Numeracy and Literacy plan implementation made by HASS, Science and other Learning Areas. Carine undertook NAPLAN Online for the first time. Given our students are digital natives, the style of testing may have also attributed to increased achievement. Students with literacy disorders are more successfully able to demonstrate their mathematical ability rather than their reading ability because they can select for the Numeracy questions to be read aloud to them.

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2018	103	87	58
	41.5%	35.1%	23.4%
Like Schools	46.1%	30.7%	23.2%

NAPLAN Alignment to Grade Allocations

	2018 (1)				
	Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation*	NAPLAN Result is above the Grade Allocation*
Mathematics / Numeracy	276 (97%)	57% (10%)	63% (6% Above)	15%	22%
English / Reading	276 (99%)	59% (8%)	72% (13% Above)	19%	9%
English / Writing	276 (99%)	57% (9%)	59% (2% Above)	34%	7%

	2018 (2)				
	Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation*	NAPLAN Result is above the Grade Allocation*
Mathematics / Numeracy	285 (93%)	58% (11%)	63% (5% Above)	11%	26%
English / Reading	285 (95%)	58% (8%)	70% (12% Above)	17%	13%
English / Writing	285 (96%)	56% (10%)	63% (7% Above)	29%	8%

Further work is required to address the NAPLAN Alignment to grade allocations and also possible concerns in teacher judgements as compared to Like Schools in Lower School.

Secondary Attendance Rates

Carine's regular attendance improved by 3.9% compared to 2017 however it is still a concern that the regular attendance rate is 3.8% lower than like schools. It is also important to note that whilst the overall student attendance increased in 2018 to 92%, this is still slightly lower than like schools and is also a concern.

In 2018 the percentage of authorised absences vs unauthorised absences increased when compared to the previous year. This was a direct result of improved communication and follow up between parents and the school.

It is also predicted that the recent restructure of Student Services, including a renewed focus on attendance procedures, will further improve attendance, particularly in the regular and indicated categories. This action will also have a predicted positive effect on overall school attendance.

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	91.4%	93.4%	89.5%	88.4%	83.2%	67.4%	91.4%	93.3%	87.7%
2017	91.3%	93.7%	89.7%	77.5%	84.8%	66.6%	91.2%	93.6%	87.8%
2018	92.1%	93.2%	89.6%	81.3%	80%	66%	92%	93%	87.6%

Attendance Overall Secondary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	71.9%	19.0%	6.4%	2.5%
2017	70.8%	19.4%	6.9%	2.9%
2018	74.7%	16.3%	6.5%	2.4%
Like Schools 2018	78.5%	14.6%	5.0%	1.9%
WA Public Schools	62.0%	20.0%	11.0%	7.0%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2016	94%	92%	91%	90%	91%	91%
2017	93%	93%	88%	91%	91%	92%
2018	94%	91%	92%	90%	93%	92%
WA Public Schools 2018	91%	88%	87%	85%	87%	88%

% Authorised vs Unauthorised Absences

	Semester 1		Semester 2	
	Authorised	Unauthorised	Authorised	Unauthorised
2016	87.2%	12.8%	87.7%	12.3%
2017	84%	16%	83%	17%
2018	88%	12%	84%	16%

Extracurricular Highlights

Academic

- Academic Mentor and Mentee Program
- Before School and After School Homework and Study Club
- The Talented Young Writers' Program
- Directions Week Expo
- 90's ATAR Club
- Alliance Francaise Exams
- German DAS Exams
- SAGSE Student Exchange Program
- Language Perfect World Championships
- Year 7 Catapult Project Competition
- Year 7 and Year 8 Maths Talent Quest
- Year 8 Debating Team
- Year 10 Murdoch University STEM activities
- Day of STEAM primary school activities
- ICAS Mathematics
- ICAS English
- Have Sum Fun Maths Competition
- Have Sum Fun Online Competition
- Australian National Chemistry Quiz
- The Royal Australian Chemical Institute Titration Stakes
- Young Writers Conference
- Indigenous Student Tour to UWA
- Scribblers Festival
- Languages Week
- Science Week
- Subs in Schools Mini ROV (Remotely Operated Vehicle) Competition
- Make Your Own Picture Book Competition
- Write4Fun Poetry Competition
- Tim Winton Award for Young Writers Competition
- Year 8 and Year 9 Literature Fremantle Arts Centre
- Biology Camp to Mundaring
- Physics Day at Adventure World
- Years 7 to 12 Elevate Education Seminars
- Mock UN Security Council Debate
- Year 10 English Carine Primary School Book Tour
- Philosophy Club
- ASX Schools Share Market Game
- Perth Philosothon Competition
- Try-a-Trade Program
- National History Challenge
- Economics Chamber of Commerce Economic Student Forum
- Geography Forest Hills Discover Centre
- Cockburn Wetlands Education Centre and ALCOA mine site

- Urban Planning Tour
- Notre Dame Philosophy Symposium
- HASS Incursions including Water Corporation
- Murdoch University Outreach Program
- English Teachers Association of WA presentation
- Augmented Reality electric welding workshop



Artistic

- *Alice in Wonderland* school production
- *Rhinoceros* (Year 12 Drama)
- *Skate* (Year 11 Drama)
- *Alone* (Year 10 Drama)
- *Worst Breakups* (Year 10 Drama)
- *Chemo Girl* (Year 10 Drama)
- *Come Alive* Dance Concert
- Chevron Focus Environment Competition
- Year 12 Living Sculpture
- WASO Set Works Concert
- Art Exhibition, Photography & Fashion
- Art Gallery of WA Perspectives exhibition
- West Australian Quilt Show winners
- Primary School Music Tour
- Night of Carols
- Carine Fair Concert
- End of Year Concert
- Orchestra & Jazz Festival
- Year 12 Farewell Concert
- Year 11 and Year 12 Recital Nights
- Choral Festival
- Band Festival
- Classical Guitar Festival
- Mid-Year Music Concert
- Student School Photographers
- Lower School Dance Showcase



Cultural

- Australian Defence Force Long Tan Leadership Awards
- Rotary Youth Enrichment Program Year 10 Camp
- Fogarty Futures Leadership Conference
- North Beach Anzac Day Dawn Service
- Kings Park Flower Laying Service
- Dollars for Diggers Day
- ANZAC Assembly
- Sandakan Memorial Service
- World's Greatest Shave
- Hair with Heart
- Bush Tucker tour to Maalinup Aboriginal Gallery
- Paul Dillion talks for students and staff
- Lions Club Youth of Year finalist
- Conservation Volunteers Australia
- National Day of Action Against Bullying
- Student Representative Council
- Refugee Week Ration Challenge
- Greenbatch School Recycling Program
- 'Global Gossip – News, Views and Chews' Current Affairs Club
- Grip Student Leadership Conference
- Tech Crew Committee
- Student Sustainability Committee
- Student Well-Being Committee
- Origami Club
- Chess Club
- Myers Christmas Carols
- Solar Buddy International Community Project
- Garden Guardians Student Club
- View Club International Women's Day service
- Year 11 Urban Challenge community service
- Colours and Honours Awards for community, sporting and academic endeavour
- Student Showcase Assembly
- Big Cake Bake

Extracurricular Highlights

This list, while not exclusive, highlights the many extracurricular activities (academic, artistic, cultural, sporting and social) which extend beyond the classroom.



Social

- Mega Life Week
- The Colour Run
- Year 12 Ball
- Year 10 and Year 11 Antipodeans Expedition
- Year 9 Nanga Bush Camp
- Year 11 Urban Challenge
- Year 11 NZ Ski Trip
- Year 12 Paint Ball
- End of Year Fun Day
- Year 7 Pool Party
- Year 7 Movie Night
- Year 8 Social
- Year 8 Ice-skating
- Year 9 Laser Games
- Year 10 River Cruise
- Year 11 Dinner Dance
- Year 7/11 Mentor Program
- Year 8 and 9 Strength Program
- Stadium Youth Dodge ball
- EdConnect School Volunteer Program
- Student and staff Yoga Program
- Student and staff Mindfulness Program
- Carine SHS Fathering Project
- Carine SHS Parent Network



Sporting

- Interschool Athletics Carnival – A Division
- Interschool Swimming Carnival – A Division
- Pierre de Coubertin Award
- Before and after-school athletics and swimming training
- Metro Zone 1 Surf Champions
- Year 7 and Year 8 Swimming Carnivals
- Interschool sports competitions including rugby league, rugby union, netball, golf, cricket, tennis, swimming, AFL, basketball, triathlon, soccer, water polo, surfing
- House Athletics Carnival
- Outdoor Education Camps – Rottnest Island and Cape to Cape Track
- Year 7 to Year 10 Lightning Carnivals
- Student state and national team representation in wide range of sporting endeavours



Financial Summary

Carine's growing student population provided significant increases in funding in 2018, allowing for greater discretionary spending. Despite the availability of additional funds, all Cost Centre managers responsibly controlled expenditure, adhering to budgets and maximising residual funds available for whole-of-school priorities. The school increased expenditure across curriculum areas, above growth in student numbers, to ensure classrooms around the school are well resourced. In line with Carine's Priorities, the school invested heavily in Information and Technology infrastructure and peripherals (both purchasing and leasing) to allow for greater access for students and staff to stable, networked devices. The school's infrastructure has also been highlighted as a current priority and in 2018 a first round of priorities were addressed (detailed on page 8). The P&C and school jointly funded the installation of the first two year groups of student lockers and the school made the first substantial transfer to General Reserve account to fund the upgraded lecture theatre being delivered as part of the current build program.

Revenue as at 31 December 2018

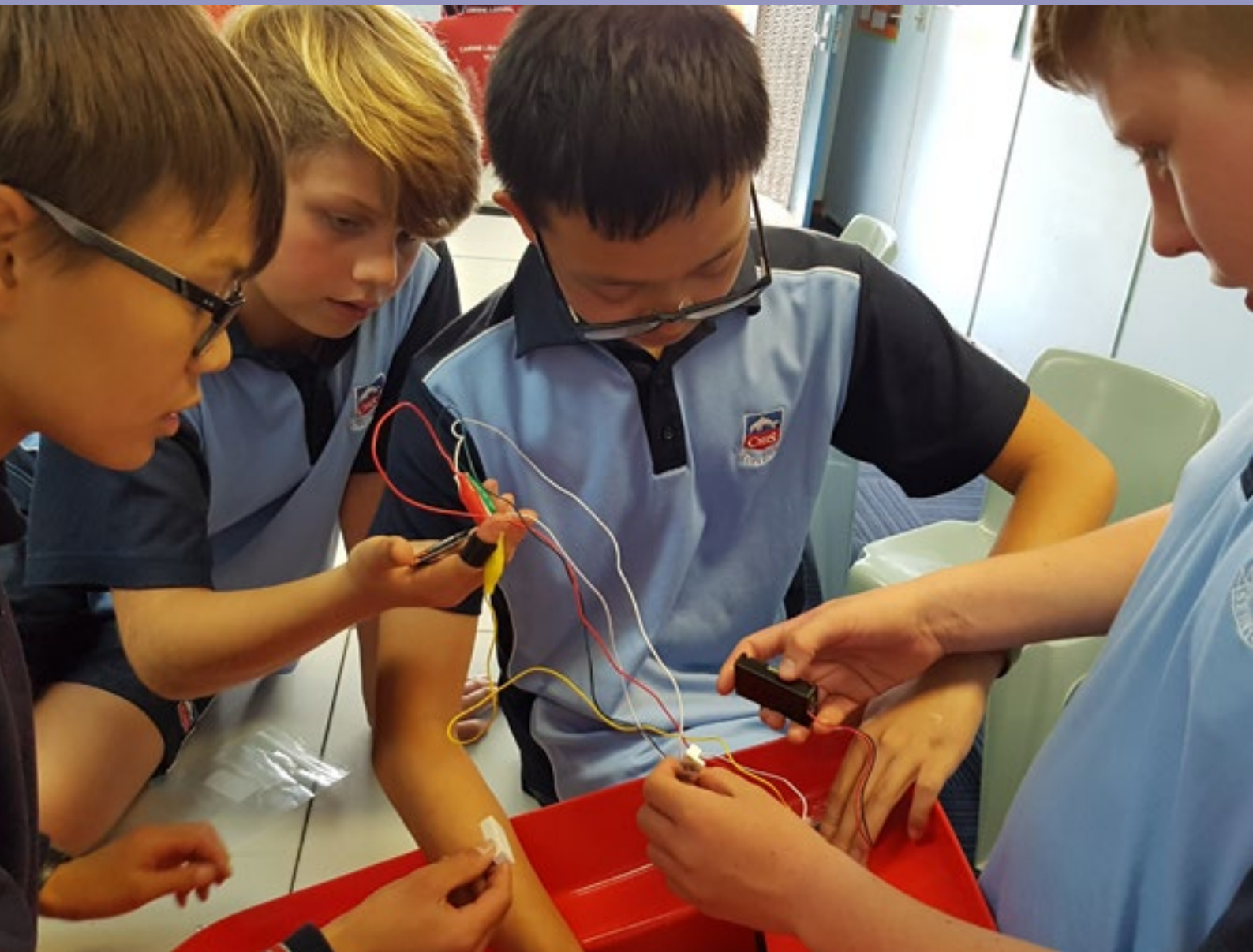
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$201,077.00	\$189,066.69
2	Charges and Fees	\$844,221.95	\$818,524.11
3	Fees from Facilities Hire	\$99,000.00	\$103,417.56
4	Fundraising/Donations/Sponsorships	\$217,045.00	\$193,637.94
7	Revenue from Co, Regional Office and Other Schools	\$	\$180.00
8	Other Revenues	\$109,990.47	\$88,253.15
9	Transfer from Reserve or DGR	\$5,650.18	\$5,650.18
	Total Locally Raised Funds	\$1,476,984.60	\$1,398,729.63
	Opening Balance	\$174,603.00	\$174,603.05
	Student Centred Funding	\$1,247,128.85	\$1,274,806.77
	Total Cash Funds Available	\$2,898,716.45	\$2,848,139.45
	Total Funds Available	\$2,898,716.45	\$2,848,139.45

Forward Focus

Carine is conscious of directing funds to ensure the same opportunities are provided to all students at Carine Senior High School as the school population grows into the future. After the major investment in the grounds and buildings at Carine in 2018, over the short term additional resourcing will be directed to the school's staffing profile in a concerted effort to address current school priorities. Over the medium term funds will continue to be directed to the General Reserve to finance the upgraded, new lecture theatre. Feedback from students and teachers will be utilised to prioritise and plan a second wave of infrastructure improvements around the school.

Improvements to Facilities, Equipment and Grounds

Building Fabric & Infrastructure	
Year 11 and 12 Lockers	\$62,000
Quadrangle Synthetic Lawn	\$60,000
Additional Outdoor Seating	\$40,000
Kiln Room & Kiln	\$30,000
Additional CCTV	\$46,500
Drinking Fountain - Oval	\$15,000



School Board 2018

CHAIR

Heather Csar

PARENT & COMMUNITY REPRESENTATIVES

Colleen Fisher
Alison Rasmussen
Tim Sercombe
Alison Winter

STUDENT REPRESENTATIVES

Tessa Gilson
Cooper Mason

STAFF REPRESENTATIVES

Damian Shuttleworth
Principal
Phillip Borger
Manager Corporate Services
Toni Lane
Marketing and Communications Manager
John Hackett
Teacher Mathematics






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