



CARINE

SENIOR HIGH SCHOOL

Seeking Excellence in Education



Annual Report 2020

2020 Highlights

Overall school ranking across all schools – 47

Median ATAR 2020 – 82.35

WACE achievement – 98%

One Certificate of Excellence

Academic Selective Gifted and Talented Program commencement

6th non-selective public school by median ATAR

One of four STEM Pre-service Teacher Hub schools



Message From The Principal

As our journey of improvement continues at Carine SHS, I am very excited to report that 2020 has been another exceptional year for students and staff. For the sixth consecutive year Carine SHS has been ranked in the Top 50 ATAR Schools with our median ATAR maintained above 80.

Whilst these results demonstrate ongoing improvement, Carine SHS continuously works through a cycle of review and there certainly are areas in which Carine SHS requires further improvement. These areas will be highlighted within this annual report.

Carine SHS commenced an Academic Selective Gifted and Talented Program in 2020, whilst also opening the extensive building and refurbishment program. In addition to the \$17.7 million building and refurbishment program, an additional \$32 million building program will commence in 2021 to accommodate the expected increase in student population to approximately 2600 students by 2023. 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.

Our business plan comes to an end in 2020, therefore much planning and review work will be undertaken in 2021 to develop our new Business Plan 2021 – 2024 where all staff will be engaged in developing the whole school focus for the future of our students, staff and community. An important part of this work will involve a thorough interrogation of how we have performed against our whole school priorities during the life of our 2018 – 2020 Business Plan. The findings from this interrogation along with our new business plan and associated priorities will be reported on in the 2021 Annual Report.

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 improvement is planned for.

Damian Shuttleworth
Principal

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.**



1. Focus on academic rigour that recognises achievement and effort.

The school's median ATAR continues to be above 80. There is an ongoing shift in the number of students engaging in a direct university entry 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. Our process ensures that students are on appropriate pathways to achieve WACE. Successful post school options including alternative university entrance are well understood.

Review processes driven by rigorous data analysis is the continued and ongoing focus for improved Senior School student performance.

In 2020 our Year 12 students were impacted by COVID. However, the median ATAR was not significantly affected. As a result of universities making early offers based on Year 11 results, there was a noted reduction in the performance of some students. The overall performance of the more demanding ATAR courses was also impacted.

Our staff continue to offer course revision and tutorials before and after school on a weekly basis. We continue to implement a rigorous examination preparation program in the two weeks leading up to the WACE examinations.

There is additional work to be done with ATAR English. The mean performance is 53.98% which is below the previous five years, below Like Schools and below State Schools. Our target is to be at or above Like School performance. We will continue to offer additional support to Year 12 students achieving a 60% or below. We aim to improve the profile of English in our Senior School from a course that is required to a course that is desired. Experienced Year 12 ATAR English teachers have been recruited to help address this. It is likely that university changes to English competency criteria have also had an impact on student performance.

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.

There will be an increased focus on moderation practices in ATAR practical courses and general courses as there have been identified concerns. There continues to be moderation issues in our practical suite of ATAR courses. Strategies to address this are:

- Analysis of small group moderation partner data prior to sign off on partnerships
- Courses to run as stand-alone and not combined to reduced impact to school score
- Development of effective school partnerships providing professional learning to improve understanding of assessment practices.

Tricile results indicate a concern. There has been a decrease in the number of students achieving in the top and middle 33% of state ATAR scores, with an increase in the number of students in the bottom tricile. We have increased opportunities for extension in Lower School classes and curriculum to facilitate increased ATAR selection and achievement in Senior School.

Our evidence of how we are going: DATA

Sustained improvements in Median ATAR results	
2014	77.6
2015	80.4
2016	82.5
2017	83.2
2018	83.2
2019	82.9
2020	82.3

Significant and sustained increase in the achievement of Certificate II or higher (VET Students)	
2014	81%
2015	90%
2016	100%
2017	100%
2018	100%
2019	100%
2020	99%

Improved and sustained improvements in the Attainment rate	
2014	69%
2015	94%
2016	100%
2017	100%
2018	100%
2019	99%
2020	99%

Tricile Performance Indicators	
Top Tricile	
2014	26%
2015	31%
2016	34%
2017	32%
2018	38%
2019	35%
2020	33%

Percentage of ATAR students receiving a final ATAR below 55	
2014	12%
2015	2%
2016	2%
2017	less than 1%
2018	less than 2%
2019	less than 3%
2020	less than 7%

Bottom Tricile	
2014	38%
2015	26%
2016	19%
2017	21%
2018	22%
2019	25%
2020	33%

English Competency Achievement for university eligible students	
2014	76%
2015	84%
2016	86%
2017	89%
2018	96%
2019	92%
2020	79%

Moderation differential experienced in ATAR English	
2014	8.62
2015	2.38
2016	1.7
2017	2.23
2018	2.85
2019	3.26
2020	6.70

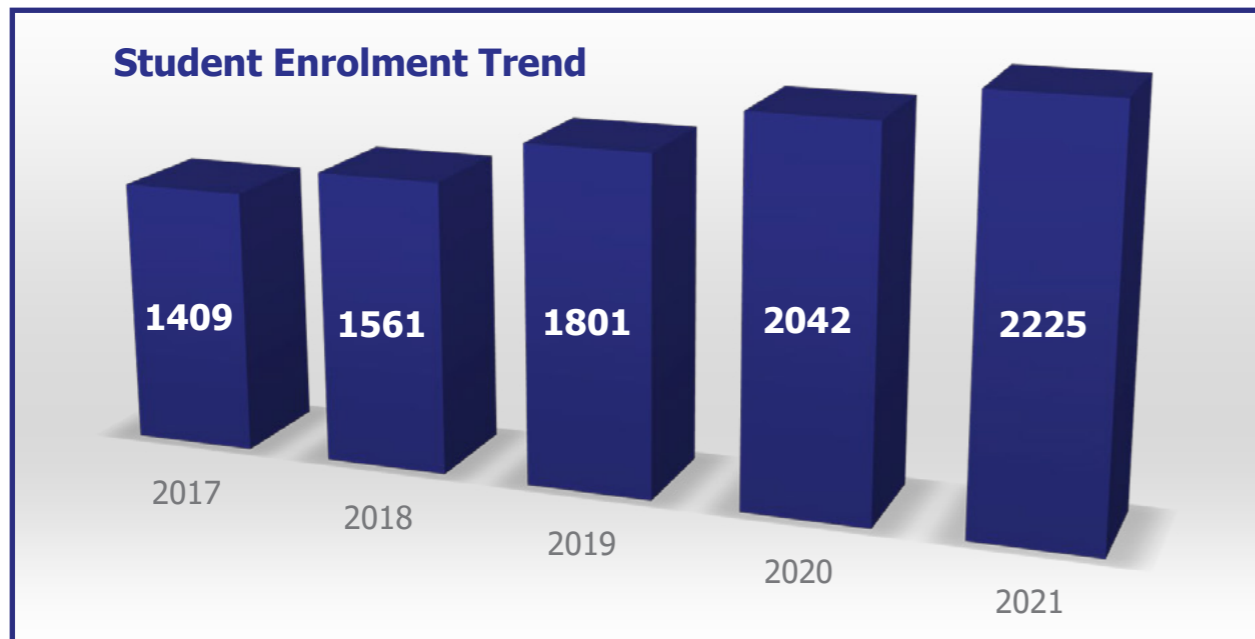
Average English scaled score		
2014	49.9%	Below state and like schools
2015	54.89%	Below state and like schools
2016	57.11%	Below state and like schools
2017	56.89%	Below state and like schools
2018	57.9%	Below state and like schools
2019	56.43%	Below state and like schools
2020	53.98%	Below state and like schools

A major improvement in the negative impact of moderation across all Senior School courses from 2014 to 2018.	
2014	-3.9%
2018	0.86%
2019	1.26%
2020	-0.8%



2. Raised expectations and standards for all.

The emphasis on raising standards and expectations with regards to overall student behaviour at Carine SHS remained a whole school priority in the Business Plan 2018-2020. This was decided upon by all staff during the formulation of the business plan. It was identified at the end of 2018 that there had been a slight reduction in expected behaviour generally across the student population throughout the year. This was possibly due to the increase in our student numbers from 2014 to 2018 where we had enrolled 1134 students in 2014, with an increase to 1561 in 2018. Furthermore, by 2020 our student numbers had increased to 2042 with a projected increase again in 2021 to 2220. It was identified in 2018 that these student number increases resulted in the school experiencing 'growing pains' within the structure, particularly student services. In addition to increased student numbers, staff numbers have also increased and more than 140 new staff have been appointed to Carine SHS in the past six years.



With this growth in mind, the following actions were undertaken in 2019:

- Appointing a second HOLA to learning areas with large staff numbers. This has resulted in increased opportunities for staff in large learning areas to access outstanding leadership focused on teaching and learning, assessment and feedback.
- The appointment of four additional full time Level 3 Student Services Managers (SSM) resulting in one for each year group. This significant financial commitment has been undertaken increasing from two to six Level 3 SSMs.
- The total financial commitment the school has made to this restructure of HOLAs, Student Services and Senior School was over \$600 000 for 2019. These structural changes were trialled in 2019 and confirmed in 2020.
- In addition to these structural changes, a Level 4 Associate Principal- Academic Performance Senior School was appointed to further assist our students entering the senior years at Carine SHS.

The change in the Student Services structure where each year group had a dedicated school leader to support students, resulted in an appropriate positive shift in behaviour across the entire school and restored the outstanding level of behaviour we expect of students at Carine SHS. Importantly, these new Student Services roles have played a significant and important part in offering a very high level of pastoral care to our students and their families.

In raising our own professional expectations, staff at Carine SHS 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 revisited as required.

To assist this, Lower and Senior School Assessment policies are in place and implemented by teachers. 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. The school is in the process of advertising for a new Level 3 Program Coordinator to take on the role of Classroom Management Strategies/pedagogical practices at a whole school level to further focus on teaching and learning. This permanent position should be filled in 2021.



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.

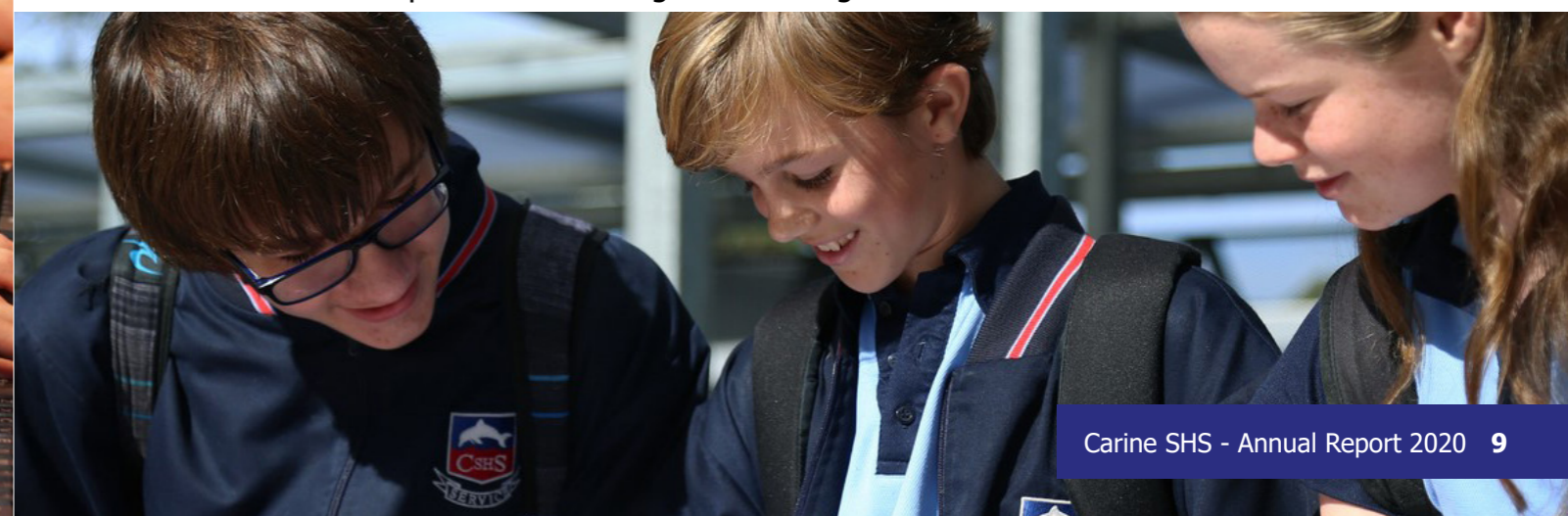
There have been significant achievements in this area, including:

- A school wide understanding of STEAM pedagogy
- The provision of equitable professional learning opportunities in STEAM
- Provision of shared DOTT for shared professional learning
- Increase in student enrolment in STEAM courses
- Overall improved whole school student performance across all learning areas over time.



There are a range of indicators that have enabled us to assess our successful implementation of this priority:

- A STEAM Committee was formed. An audit across the school was conducted in 2018-19. This ascertained that significant STEAM content coverage was embedded in learning areas and courses. In 2019-20 we created several new Lower School elective courses to further this priority: Forensic Science (four classes of 32 students), Psychology (four classes of 32 students), Computer Science, Cyber Safety, Music in a Digital World and Specialist Maths (two classes). Our Design Technology classes in the workshops, robotics labs, photography labs and food areas have also increased in numbers. Sustainability as an elective in Year 9 will be added for 2022. All classes are operating at capacity and many have wait lists.
- Our focus on STEAM pedagogy from 2019 has been well subscribed by learning areas. This is evidenced by professional learning (PL), classroom observation, innovative programming encompassing "Making Thinking Visible" routines, engagement/instructional strategies, differentiated routines for thinking and problem solving and text based reading action research groups. In 2020, 40 teachers joined in the first "Introduction to Differentiation" group, based on Carol Tomlinson's work. Three staff members completed a Harvard online course, "Differentiated Instruction Made Practical". We will put this reading group in place in 2021.
- There has been an increase in the number of competitions and clubs e.g. Have Sum Fun, Da Vinci Decathlon, Debating Club, Subs in Schools, Cyber-safety Club and AI competition, in particular with our gifted and talented and academic extension students/teachers. Our school and students have placed in many of the competitions state wide and nationwide.
- There is significant evidence of the use of pedagogical language embedded in performance development. The uptake of staff participating in school led PL is significant.
- The common time gained by the earlier finish by 8 minutes five days per week has created 40 minutes on a Wednesday afternoon. While this time is optional, it has been well utilised as a PL hub. Staff have presented a wide array of workshops for their colleagues.
- There are so many Science classes across each gridline from Year 7 to 12 that there is a significant issue and classrooms need to be shared and new ones created.
- Carine SHS is performing at or better than Like Schools for Lower School Science with regards to achievement standards. Strong, suitable pathways for students have been developed for all learning areas throughout Lower School.



4. All students and staff having access to Information Communication Technology (ICT) and the development of ICT capabilities.

While progress has been made in this area, an external audit is planned for 2021 to determine infrastructure requirements to support a 32 laptop/desktop computers per classroom environment, giving a functional 1:1 school funded and operated ratio across the school.

Indicators that enabled us to show progress include:

- An increased number of teachers and students using ICT effectively in teaching programs.
- The distribution of 18 trolleys of laptops into locations according to a deployment plan. An additional 800 laptops will be ordered in 2021 to give each classroom access to 32 laptops. An additional 50 laptops have also been purchased to replace any classroom laptops requiring repair. Two further 32 seat desk top computer labs were developed in E and O Blocks from existing space.
- All machines are fully operational and accessible to students currently. However, we do have significant bottlenecks in ageing network and server infrastructure to support the sheer volume of devices that are accessing the network. Our switching network is out of warranty and will be replaced in 2021. Substantial investment has been made into this area to support the load of a 32 laptop use in each classroom. All wireless access points will be replaced in 2021 and upgraded plus additional points installed. A new core switch will be installed in 2021.

There is an increase in staff ICT capabilities through professional learning and practice. This began with Senior Management and all staff through the General Capabilities delivered as whole school PL. This priority was shared by our primary schools and so became a focus in the primary school network over the course of 2019 and 2020. Education on the difference between ICT capabilities (all staff responsibility) and the digital technologies (specialist staff, compulsory in Year 7/8) is continuing.

There have been many workshops facilitated by colleagues in the ICT area in our optional PL program. These have been popular with staff who have then used them in their own teaching programs.

In 2020, as preparation for COVID, we audited the home computer access and internet access of our student population to allow remote learning. This resulted in 150 out-dated laptops being re-purposed for home use, thereby improving the capacity for students to work electronically from home.

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

Carine SHS is 47 years old; has significant maintenance requirements; has a growing population and has recently completed an \$18.77 million dollar building and refurbishment program. 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 occupational safety and health (OSH) through the appointment of an OSH representative with time provided
- The ongoing membership of the Grounds and 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.

As the improvement of buildings and learning environment has been identified as a priority by all staff the following occurred in 2020:

- Significant refurbishment of the Art classrooms
- The resurfacing of all school courts resulting in increased available teaching space for Physical Education
- Significant refurbishment of the Design and Technology teaching spaces creating more usable teaching facilities for a growing teaching area based on student interest
- Ongoing refurbishment of areas of the school as identified by staff, students and the Grounds and Buildings Committee.

In addition to these school funded improvements, Carine SHS will also commence a new \$32 million dollar building program in 2021. More information regarding this program will be reported on in the 2021 Annual Report



Carine SHS was listed equal 11th Public High School based on the school's median ATAR. We have been listed in the Top 50 Median ATAR score schools for six years. Once again our students continue to achieve 100% Attainment. WACE Achievement is at 98%.

We had 34 students achieve their Certificate IV in Business. This is our first cohort of students enrolled to complete this certificate as an alternate entry pathway to university.

The school's median ATAR remains consistently high. We continue to have had a shift in the number of students engaging in a direct university entry via ATAR score.

As referenced earlier, our performance in ATAR English continues to be a cause for concern. The mean performance is 53.98 which remains consistently below Like Schools and is below State Schools. This will be a significant focus for Carine Senior High School in 2021.


**MEDIAN
ATAR
82.4**

**RANKED
47TH
OVERALL**

21 students
with an
ATAR
of 90+

**6th Ranked
Non-Selective
Public School
By Median
ATAR**

2020



**99%
ACHIEVEMENT
IN VET**

**201
STUDENTS
ACHIEVING
WACE**

102 STUDENTS
ACHIEVING A
CERTIFICATE
3 OR HIGHER

Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2018	223	28 (12.6%)	76 (34.1%)	100 (44.8%)	18 (8.1%)	1 (0.4%)
2019	210	20 (9.5%)	71 (33.8%)	109 (51.9%)	9 (4.3%)	1 (0.5%)
2020	216	18 (8.3%)	67 (31.0%)	117 (54.2%)	13 (6.0%)	1 (0.5%)

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2018	196	98%
2019	199	100%
2020	196	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%
2019	0	0.0%	83	46.1%	97	53.9%
2020	0	0.0%	85	46.2%	99	53.8%

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+
2018	104	29	28%
2019	91	28	31%
2020	85	19	22%

Median Australian Tertiary Admissions Rank

	School	Like-Schools	WA Public Schools
2017	83.1	84.8	78.7
2018	83.1	84.3	79.5
2019	83.0	84.0	78.2
2020	82.35	84.5	79.3

Percentages of students in the top, middle and bottom thirds of the State

State	ATAR Students			
	2017	2018	2019	2020
Top 33%	32%	38%	35%	33%
Middle 33%	47%	40%	40%	34%
Bottom 33%	21%	22%	25%	33%

Improve performance in General Courses in Year 12 over time

General Course	2020 mean	2019 mean	2018 mean	2017 mean
Automotive Engineering	73.5%	n/a	n/a	n/a
Career & Enterprise	63.90%	n/a	66.10%	n/a
Children, Family & Community	74.70%	69.90%	69.20%	66%
Dance	62.8%	64.1%	n/a	69.30%
Drama	61.5%	63.7%	66.3%	68.80%
Engineering Studies	62.2%	60.5%	n/a	n/a
English	66%	66.6%	65.4%	68.60%
Food Science & Technology	72.8%	71.5%	69.3%	72.10%
Health	61.3%	68.8%	67%	64.80%
Human Biology	67.1%	59.5%	n/a	n/a
Maths Essentials	62.2%	61%	60.6%	58.30%
Materials, Design and Tech: Textiles	69.8%	72%	n/a	n/a
Materials, Design and Tech: Wood	62.4%	62.1%	61.1%	62.80%
Music	61%	72.4%	n/a	n/a
Physical Education Studies	63.8%	66.9%	66.1%	64.60%
Psychology	58.8%	67.2%	n/a	n/a
Visual Arts	70%	64%	66.1%	64.90%

	2020	2019	2018	2017	2016
Level of highest qualification achieved (of VET enrolled students)					
Diploma	1 (1%)				
Certificate IV	34 (17%)			2 (1%)	
Certificate III	63 (32%)	97 (51%)	69 (36%)	75 (47%)	69 (33%)
Certificate II	88 (44%)	81 (43%)	108 (56%)	72 (45%)	112 (54%)
Certificate I					
No certificate completed	13 (7%)	11 (6%)	15 (8%)	11 (7%)	26 (13%)

Students with more than one qualification (% of VET enrolments)					
3+ qualifications	13 (7%)	19 (10%)	16 (8%)	20 (13%)	27 (13%)
2 qualifications	56 (28%)	62 (33%)	62 (32%)	62 (39%)	59 (29%)

School Curriculum and Standards Authority School Performance Tables:					
WACE Achievement	196 (98%)	199 (100%)	196 (98%)	181 (98%)	231 (97%)
Median ATAR*	82.35	82.95	83.2	83.2	82.45

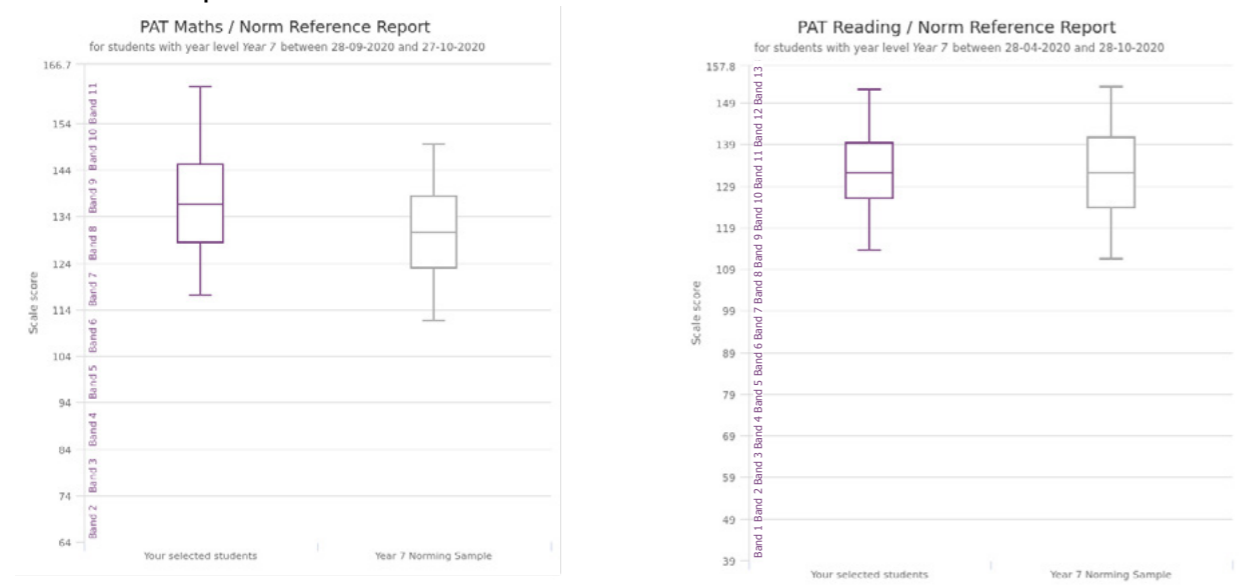
*Note: TISC median ATAR only includes students eligible for an ATAR

School Curriculum and Standards Authority Awards: Number					
Subj Certs of Excellence		2	1	1	2
VET Exhibitions					
VET Certs of Excellence	1				
Certs of Distinction	5	4	3	8	6
Certs of Merit	21	28	26	25	26
Total # students awarded	27	32	30	33	32
# students with 2+ award		2		1	2



In 2020, COVID prevented the administration of NAPLAN. As a consequence, Carine SHS explored further data sources. The ACER PAT – Reading and Maths assessments were completed by all Carine SHS Year 7 students. These tests are used nationally. We opted for Year 9 students to undertake OLNA.

According to the norm referenced report, Carine SHS Year 7s performed better than the norming sample by over more than one band in Maths. In Reading, students performed similarly to the norming sample, but a higher performance for our lower performing students than the sample.



Spelling, grammar and punctuation have been a continued focus in 2020. Strategies to improve these areas across the whole school are: Education Perfect (focused at individual student level according to pre-test); explicit teaching in English; development of vocabulary lists in all learning areas and whole school focus on fundamental punctuation in everyday writing including assisting students to make the transition from “text speak”. Regular achievement data will be summarised from Education Perfect to ascertain progress. In Year 9, opt in holiday quizzes have been set up to motivate students in this area.

In 2021, a whole school approach to differentiation and an ongoing focus on instructional strategies for student engagement will continue to be a focus to improve student progress in the literacy and numeracy areas. A Whole School Literacy Plan was implemented in 2019, with the draft of the Whole School Numeracy Plan created. Whole school Literacy and Numeracy Planning is currently being planned for 2021-2023.

Without NAPLAN, Year 9s undertook the OLNA. Like School data for each element is unavailable but over 90% of the cohort achieved CAT 3 in Reading and Writing.

OLNA

Without NAPLAN, Year 9s undertook the OLNA.

Year Group	Students Total	Read Pass	Read Pass %	Write Pass	Write Pass %	Num Pass	Num Pass %
9	377	341	90.5	340	90.2	321	85.1
10	284	270	95.1	264	93.0	258	90.8
11	280	276	98.6	274	97.9	268	95.7
12	204	204	100.0	204	100.0	198	97.1

(OLNA Report 2020 Round 2 – All students)

As a result of targeted explicit instruction by specialist teachers, Year 10 students achieving the required Category 3 was over 12% better than Like Schools with 2020 Year 12s who were not qualified 0.4% less than Like Schools.

OLNA - Current Student Standing

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2020	107	141	38
	37.4%	49.3%	13.3%
Like Schools	47.4%	36.9%	15.6%

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2020	138	103	25	14
	49.3%	36.8%	8.9%	5.0%
Like Schools	48.1%	34.9%	9.6%	7.4%

	Year 11 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2020	95	86	13	4	6
	46.6%	42.2%	6.4%	2.0%	2.9%
Like Schools	46.1%	37.7%	10.1%	2.8%	3.3%

Note:
OLNA qualifications are as at the 2nd round of testing in 2020
Students reported are as at 29th October, 2020



Principal Awards 2020 (Criteria: 6 A grades or more in semester report)

There was a significant increase in Principal Awards in the 2020 Year 7 group as compared to previous years (12-13%). It is the highest of any year group over the past four years at 19% of the cohort. This is a reflection of the students' results from the first Gifted and Talented intake in addition to the continual increase in high expectations.

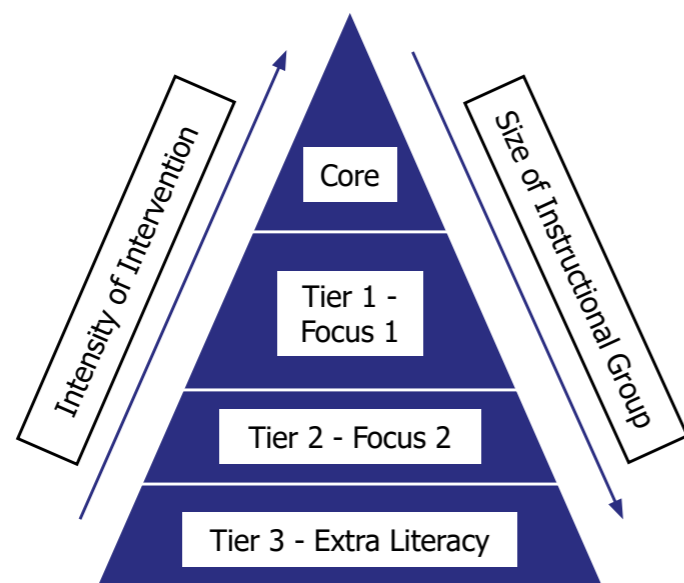
Gifted and Talented and Academic Extension Programs

We now have over 60 teachers who have undertaken specific training through consultant Kylie Bice from "Growing Up Greatness" in teaching students who are gifted and/or requiring extension. The strategies used by teachers have continued to increase the engagement and well-being felt by students in these innovative programs.

Literacy and Numeracy Intervention Programs

Carine SHS will initiate a new program, Focus, in 2021 for Year 7 and 8 to help provide every student with a pathway to a successful future. Students identified as being at literacy/ numeracy risk were offered a place in these Focus programs in late 2020. We have used student achievement data, NAPLAN, teacher judgement and standardized testing to group our students into "tiers" and have implemented appropriate interventions accordingly.

HASS, English and Science teachers in the Year 7 and 8 programs will have one period of non-teaching time while students have their direct instruction lesson (SRA Corrective Reading – Decoding), adding to the two hours taken from French. This devotes five additional hours to explicit literacy intervention. See the table below for description of tiers.



Focus Maths

Carine SHS Mathematics Department has become involved in the intervention project called Multiplicative Thinking. Two Carine SHS teachers have been trained in the administration of the data gathering instrument (Multiplicative Thinking Quiz - MTQ) that has been developed. In 2021, these two teachers will train four more Carine SHS Maths teachers to run the same program in our numeracy at risk classes. Teachers will then return to their classes and administer the MTQ and, with guidance, interpret the data generated from it. They will then use some of the tasks they have developed to target areas of weakness evident from the data. Sharing this program with the local area primary schools will occur in Term 4, 2021.

Secondary Attendance Rates

In comparison to 2019, Carine SHS's attendance rate in 2020 decreased across Years 8-10 and 12. The attendance rate for Year 11 remained the same when comparing 2020 to 2019. There was also a decrease in the percentage of students in the regular attendance category. It is expected that these decreases are due to the adverse effect of COVID, particularly at the beginning of the year.

In 2020 there was an overall increase in the percentage of authorised absences when compared to the previous year. This increase was due to a determined focus on communication and follow up between parents and the school during times affected directly by COVID. This focus continued throughout the year based on relationships formed between parents and the school at the beginning of the year.



Academic

- Whole school study skills program implementation “Study Hacks” by Dr Jane Genovese
- Mentor-Mentee Academic Tutoring Program
- Young Writers Program
- Creative Writing workshops
- Maths Olympiad
- Biology Camp
- AI for Good competition
- Geography competition
- Maths Have Sum Fun
- Keys for Life
- Da Vinci Decathlon



Artistic

- Band performances and workshops
- Orchestra workshops
- Drama performances
- Dance performances
- Senior Concert performance



Cultural

- Sustainability Week
- Waste Education Program
- World’s Greatest Shave
- National Day of Action Against Bullying
- Opening of New Buildings event
- Native Animal Rescue
- Dollar for Diggers
- MEGALIFE Week
- Directions Week
- Graduation Presentation Evening



Social

- Peer Mentoring
- Year 7 Pool Party
- Swimming Carnivals
- Grip Leadership Conference
- Year 9 Camp
- Inspiring Girls Forum
- Zero2hero Forum
- Reward Day
- River Cruise
- Year 12 Ball



Sporting

- Interschool Cricket
- Tennis Cup Competition
- Rottnest Camp
- Hockey Competition
- Golf Competition
- Surf Competitions
- Interschool Netball
- Athletics Carnival
- Netball Competition



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



The school commenced the year with very conservative financial expectations given the uncertainty created by the COVID pandemic. Once it became clearer that the financial impact on the school would be minimal, all efforts were made to minimise disruptions and administer the 2020 Funding Agreement like any other year. 2020 was the first full year with staff and students utilising the school's new buildings. This highlighted a few remaining equipment and furniture limitations in these new areas, and additional funds were promptly allocated to ensure they were resourced to the school's high standards. Major investment in ICT peripherals continued in line with the school's priorities to support growth in student and staff numbers. The largest single investment in classroom spaces by the school in recent times was made to fully refurbish and extend the school's outdoor courts. The school and local community now have access to eight striking, blue, full-sized basketball/netball or 4 tennis courts all with new fixtures and fencing. Growth in student numbers and popularity of Design and Technology (D&T) subjects created a critical need to make improvements in the area. Funds were invested to: repurpose current D&T rooms; enclose the workshop; upgrade equipment and substantially increase storage space for student projects. Other smaller projects of note included: upgrading all remaining evaporative air-conditioned classrooms to new split system refrigerated units; additional student lockers for larger student cohorts; improvements to our CCTV network and sea containers for storage to free up learning spaces in both the Physical Education and D&T areas.

Revenue as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 250,000.00	\$ 229,084.98
Charges and Fees	\$ 849,318.73	\$ 829,184.91
Fees from Facilities Hire	\$ 99,000.00	\$ 77,865.55
Fundraising/Donations/Sponsorships	\$ 284,274.19	\$ 230,862.73
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ -	\$ -
Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
Other Revenues	\$ 52,562.59	\$ 53,782.55
Transfer from Reserve or DGR	\$ -	\$ -
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 1,535,155.51	\$ 1,420,780.72
Opening Balance	\$ 139,949.74	\$ 139,949.74
Student Centred Funding	\$ 1,683,000.00	\$ 1,718,365.01
Total Cash Funds Available	\$ 3,358,105.25	\$3,279,095.47
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$3,358,105.25	\$3,279,095.47

2021 will be the first year of the school's latest business plan. Once new priorities are chosen by the school community for the following three years, planning will commence on how best to allocate funding to achieve the school's goals. In late 2021, the commencement of the second recent build program, while funded centrally by the Education Department, will create both financial challenges and opportunities across the build period. The school will work closely with all stakeholders and provide additional funds as required, to minimise short term interruptions, and capitalise on any synergies possible for infrastructure upgrades during the process.



School Board 2020

CHAIR

Tim Sercombe

PARENT & COMMUNITY REPRESENTATIVES

Adrian Armstrong
Heather Csar
Colleen Fisher
Alison Rasmussen
Sean Somerville
Alison Winter

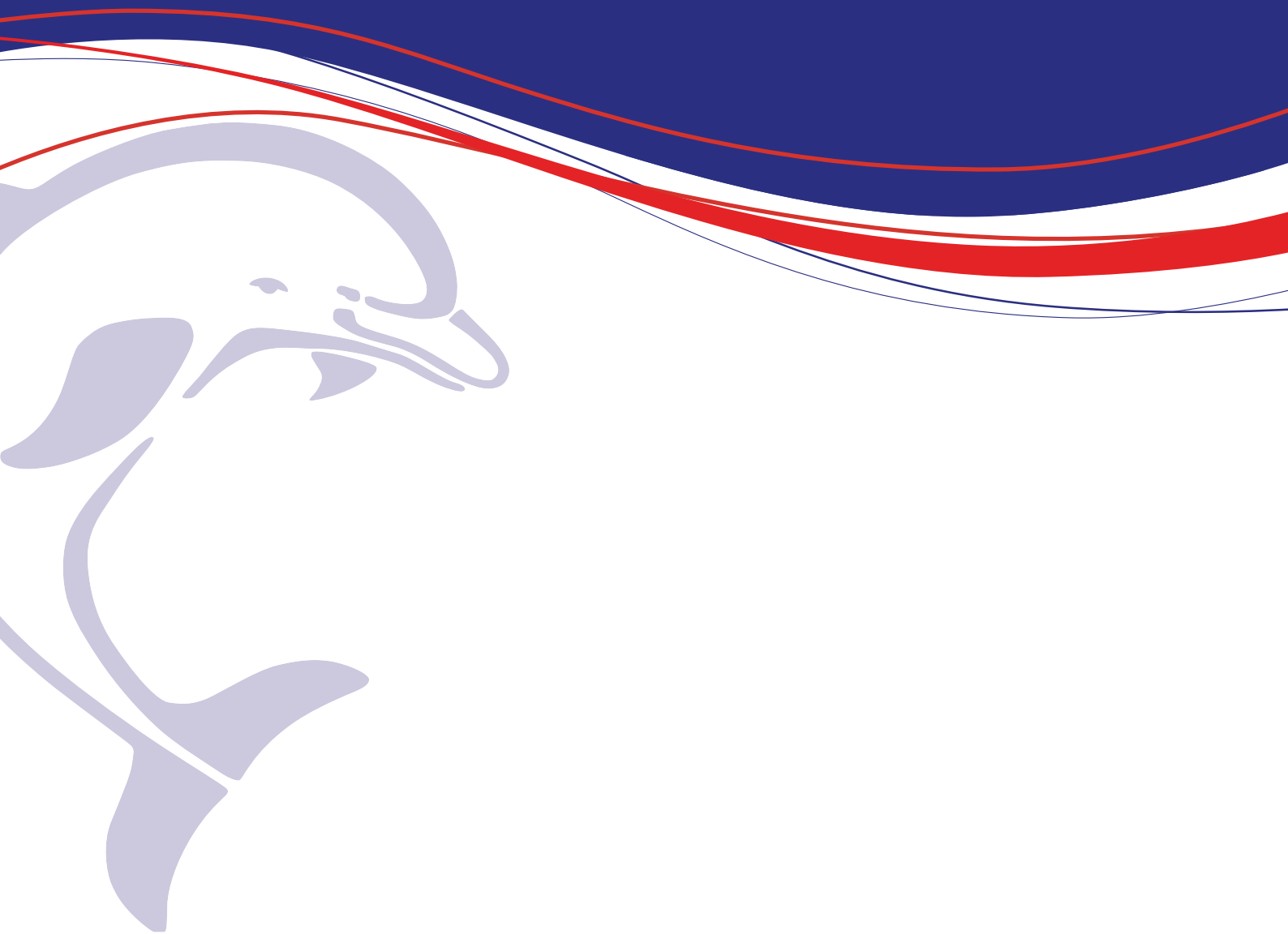
STUDENT REPRESENTATIVES

Kato Bosmans
Amisha Gahndi

STAFF REPRESENTATIVES

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Principal
Sue Somerville
Associate Principal
Phillip Borger
Manager Corporate Services
James Lorimer
Associate Principal
John Hackett
HOLA Mathematics





Everingham St, CARINE, WA 6020

Phone
Email

+61 8 6235 7500
carine.shs@education.wa.edu.au

Designed & Produced By

fotoworks
School Photography

