



CARINE

SENIOR HIGH SCHOOL

Seeking Excellence in Education



Annual Report 2021

2021 HIGHLIGHTS

Certificate of Commendation for Excellence in Year 12 Outcomes from the Director General

Overall school ranking across all schools - 47th in 2020 to 18th in 2021

4th Ranked public school by median ATAR

Median ATAR 2021- 87.9

Seventh year in a row ATAR above 80

WACE achievement - 990/o

46 students who achieved an ATAR over 900/o

Year 12 ATAR course combined scores in the top 150/o of the state:

Geography, Politics & Law and French: Second Language.

1 Subject Exhibition for ATAR Geography

2 Subject Certificates of Excellence - English and Geography

1 Special Subject Certificate of Excellence - Human Biology

5 Certificates of Distinction

24 Certificates of Merit



Carine Senior High School (SHS) has continued its tradition of achieving excellence in education in 2021. I am thrilled that through our collaborative, inclusive and supportive environment, we have achieved our seventh consecutive year of being ranked in the top 50 ATAR Schools with a median ATAR maintained above 80. We have proudly received a Certificate of Commendation for Excellence in Year 12 Outcomes from the Director General and the Minister for Education. This acknowledgement is testament to our teaching and support staff, in combination with our collaborative and pointed focus on relationships with families.

2021 provided an opportunity for us to develop and then reflect on our 2021 - 2024 Business Plan priorities. Focus areas needed to build and align with work that had already been done and provide the foundation for future growth. The Annual Report highlights the areas we have excelled at but importantly, our plans for growth to ensure that we are providing the highest quality learning opportunities for our students. In both Senior and Lower School, we continue to build on the Department of Education's Strategic Directions to provide every student with a pathway to a successful future. Our Year 12 results are testament to our continued focus in Senior School. In Lower School, the creation of our FOCUS program for lower year 7-9 classes offers more support for more students. Our vision for the program is being realised as students are progressing at accelerated rates in their literacy and numeracy development. We commenced our new \$32 million building program to accommodate our growing student and staff body. The new facilities will ensure we can meet the needs of our predicted student population which will be approximately 2600 students by 2024. Other works have been conducted in the school to provide interim environmental changes.

As we grow, we have continued to review our Student Services model to meet the demands and needs of students. This work continues into 2022. COVID-19 continued to have an impact on our school environment and much loved traditions. Many events were cancelled and the year was impacted but our staff and students responded with resilience. Our attendance rates and overall student results are testament to this. At the end of 2021, Tracy Griffiths left to take an Acting Position as Principal at Hampton Senior High School. Tracy laid the foundations for many of the strong programs we have at our school including our CORE and FOCUS Lower School programs along with a dedicated plan for integrating Aboriginal and Torres Strait Islander culture and heritage at the school. Her presence is missed but her leadership set the foundation for our future leaders. Her contribution to the Carine community is acknowledged. We have worked hard to make Carine an inclusive environment and have undertaken audits on our curriculum to understand the integration opportunities for Aboriginal and Torres Strait Islander culture, traditions and histories. We look forward to developing our Reconciliation Action Plan. In total, we are providing students with the foundations of being global citizens.

We have had a strong year in 2021 and our new Business Plan gives structure to our attention to student and staff wellbeing. Our processes will continue to be strengthened for continued academic successes. Importantly, as we do every year, we seek to ask tough questions of ourselves, our data and our processes to ensure they are rigorous and hold up to our Carine approach of excellence in behaviour and attitudes to learning. We have detailed this progress in this report.

Finally, I would like to acknowledge our entire school community, students, families and staff for their commitment to ensuring that Carine Senior High School remains a secondary Public school of choice where our young people are able to flourish.

All the best.

Damian Shuttleworth
PRINCIPAL

Acknowledgement of Country:

We acknowledge and respect the Wadjak Noongar people, the traditional custodians of the boodja (land) on which we work and live. We recognise their continuing connection to the boodja, bilya (rivers), ngamma (waterholes) and karda (hills) and we pay our respects to their Elders past and present and emerging.



This 2021 project was led by Indigenous students at Dandjoo Darbalung, with the assistance of Follow the Dream students at Carine SHS. The canvas proudly hangs in the foyer of our administration building and depicts the six Noongar seasons. It is a reconciliation piece that involved the whole Carine SHS community. Staff and students at our school were invited to draw a composition of symbols representing their family tree on the canvas as a symbol of our connectedness and dedication to take action toward reconciliation.



We are so proud of the artwork and the message of reconciliation that the design was used for 2022 staff shirts.

Progress On Identified Priorities

Business Plan Priorities 2021 - 2024

Whole School Priorities:

- 1. Focus on the wellbeing of staff and students, cultivating a sense of belonging and encouraging positive mental health.**
- 2. Prioritise whole school, cross-curricular development of Information Communication Technologies (ICT) involving functional infrastructure; ongoing support of teacher development and capabilities; and learning opportunities that embed student knowledge and understanding.**
- 3. Foster well developed social and emotional skills in students to build resilient, 21st Century, lifelong learners.**
- 4. Strive for academic rigour appropriate to aspirations and abilities of students.**
- 5. Engage in innovative, relevant and creative teaching practices that meet the needs of every student.**

1. Focus on the wellbeing of staff and students, cultivating a sense of belonging and encouraging positive mental health.

The conclusion of 2021 saw our regular reward days for students held. These continue to integrate Carine's Act, Belong, Commit message while rewarding students for a year of hard work. A Wellbeing Committee was established to integrate the Act, Belong, Commit message into existing activities and information and signage has been organised for use at school events to highlight positive mental health strategies. Another important project completed in 2021 was the redesign of our school uniform with new options added for 2022 orders. Students were involved in the design process which cultivated a sense of ownership and belonging to the uniform.

A staple on the Carine calendar is our dedicated 'weeks' of events for students. Sustainability Week and subject area



Progress On Identified Priorities

weeks offer points of connections for students to engage in activities. Megalife Week in Term Three continues to grow. This is a week dedicated to mental health and resiliency strategies where students attend a range of workshops and incursions from agencies and youth support service providers. Compulsory and elective sessions are offered to students. Directions Week is another highlight in Term Four and provides students with an opportunity to explore future pathways in career, training and life beyond school. There are visits from industry and community specialists to provide students with a range of future focused experiences to consider. These week long events are in addition to our regular scheduled events of Harmony Week and NAIDOC Week to ensure that multiculturalism and cultural understandings are developed to engage student's understanding of place and belonging.





Carine's Aspirant Teacher program was launched in 2021 to support this focus. Aspirant teachers proposed programs aligned with our priorities with the overall focus to increase belonging and wellbeing of staff and students through initiatives run by teachers. In turn, this gives teachers leadership opportunities to contribute to their development as Level 3 Teachers. Staff were required to align their programs to the 2021-2024 Business Plan priorities.

One of these projects is the Community Service Program, initiated to provide students with opportunities to embody the Carine SHS motto of "Service". The program targets Year 10 students where they will have the opportunity to participate in community service programs outside of school hours. The hours are then logged in the Reporting to Parents (RTP) system and is included on their Western Australian Certificate of Education (WACE). The program is targeted at Year 10 students in 2021/2022 and then will expand to Year 11 and 12 students from 2023. This is a separate program to our colours and honours award system that also recognises students who participate in additional activities.

Another group of Aspirant Leaders have created a program which aims to build inter-departmental relationships for staff. In 2021, staff were surveyed with the purpose to understand the perceptions, beliefs and needs for wellbeing within faculties and across the school. From this, the aspirant leaders have established the Carine Commendation wall where staff are invited to post commendations about the great team work they experience. This team are planning department morning teas and want to have a focus on providing small changes to enable increased wellbeing. This is in combination with our regular department run activities. A highlight is the Breast Cancer Morning Tea, coordinated by our Science Department, which invites whole staff participation. COVID hindered the progress of these activities at the end of 2021 and into 2022. Work is underway to investigate how Carine SHS can have a common place where all staff can meet as our existing staff room is now too small to accommodate our 270 plus staff.

Further evidence of how we are progressing against this priority comes from our National School Opinion Survey:

82% of staff feel the school is well led and 84% agree or strongly agree that the school looks for ways to improve. At the end of 2021, before our Aspirant teacher program launched, 66% of staff agree or strongly agree that they feel well supported, this is a focus area where we expect to see improvement in 2022. Students reported that 73% agree or strongly agree that they feel safe at school. Our areas for growth in 2022 are to engage with ways to capture student voice and continue to grow our Health and Wellbeing curriculum by targeting youth social issues such as vaping, drug and alcohol awareness and youth safety on social media platforms. More development can be done on student and community survey tools to continue to identify and meet the socioemotional needs of our cohorts.

2. Prioritise whole school, cross-curricular development of ICT involving functional infrastructure; ongoing support of teacher development and capabilities; and learning opportunities that embed student knowledge and understanding.

Our focus for 2021 was teacher development through the capabilities of Information Communication Technologies (ICT). The outcome was the increased utilisation of technology in learning areas and integration of digital literacy skills in teaching and learning programs. To achieve this, James Lorimer-Program Coordinator of Engagement, facilitated a program where a representative from each learning area formed a lead group of ICT Teacher Champions. With the exception of Visual Arts, each learning area now has a specialist. This team will support staff to integrate digital literacy in a meaningful way into their programs. They are also auditing programs for possible inclusions of ICT resources. For example, English has begun using MS Teams and OneNote Class regularly with students and within the department. Professional development was delivered to all staff on how to integrate these into assessments. COVID necessitated updated Connect class pages with resources accessible to students. More work will be done to develop a cross curricular ICT plan by Teacher Champions and continued audits from the team will keep skills and technologies relevant for learning areas.

ICT Department update:

Accountability and planning processes in the leadership and structure of the ICT team was identified as a growth area for 2021, building on our previous Business Plan priorities.

Indicators that enabled us to show progress include:

- 1376 new student laptops purchased, setting up the school to meet the 1:1 goal for the start of 2022.
- 150 new desktop computers distributed to school computer labs.
- 130 new Wireless Access Points installed to replace aging infrastructure and improve wireless coverage to support 32 laptops per classroom.

To address this, the following initiatives were implemented:

- 3 new appointments in the team to reflect school growth and technology update projects.
- New information technology ticketing system with the goal of improved support response times and greater accountability.
- Implemented new management and audit processes for student laptops to streamline their tracking, maintenance, and repair.
- The student laptop replacement schedule was revised to ensure student laptop technology stayed relevant and performant for the lifetime of the device.

Growth areas for the ICT department are modernisation of aging ICT devices and services, and developing new and improved processes for managing infrastructure and devices. Improvement in these areas will result in faster and more reliable services and software delivery, improved helpdesk response times, and increased reliability of staff and student devices.



3. Foster well developed social and emotional skills in students to build resilient, 21st Century, lifelong learners.

Our approach to this priority is informed by the seven General Capabilities that complements the WA curriculum. The General Capabilities were developed to assist students to be confident, effective communicators allowing them to live and work successfully in the 21st Century. In 2021, we incorporated the Literacy and Numeracy Strands into our whole school Literacy and Numeracy plan. This is being reviewed and updated in 2022.

Carine has focused on real world experiences to build these capabilities. An example of a program that aims to support students' personal and social capabilities is our Year 9 Peer Mentoring program. Students apply at the end of Year 9 to attend a peer mentoring leadership development day camp. This develops their skills which they utilise when going into Year 10. Using their skills, they lead a group of Year 6s on orientation day. This creates connections for the incoming students in the following year where the Year 9, now Year 10, students take the same groups as part of Year 7 transition activities. Through the year, the 10s are rostered to run an activity with the Year 7s each term during a designated lunch time. In total 78 students participated in 2021 and the feedback from Year 7s was that it made the transition to high school smoother.



Progress On Identified Priorities

Another key General Capability is the development of intercultural understanding. The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008)¹ recognises the fundamental role that education plays in building a society that is 'cohesive and culturally diverse, and that values Australia's Indigenous cultures' (MCEETYA, p. 4). Carine has focused heavily on this in alignment with the Department's Aboriginal Cultural Standards Framework. In 2019 and 2021 an audit occurred of how we align with this Cultural Framework.

Some key achievements were:

- Level 3 role established to continue to develop respectful working relationships with Aboriginal and Torres Strait Islander students.
- Introduction of Acknowledgement of Country at assemblies being read, at times, by an Aboriginal and Torres Strait Islander student.
- Aboriginal and Torres Strait Islander families invited in for morning tea to celebrate NAIDOC Week every year.
- Relationship developed with Meekatharra District High School (DHS) where First Nation students and non-Aboriginal students have the opportunity to fundraise and donate as part of a Christmas project. Our students learn about other student contexts to widen their world view.
- Specific classes engaged with Aboriginal and Torres Strait Islander community on projects. Some examples are the yr 11 Childhood Studies class making Yamadjti dolls for Meekatharra DHS and where the Science Head of Learning Area (HOLA) liaised with an Aboriginal Elder before incorporating skin groups into yr 10 Genetics.
- Noongar Six Seasons garden created at entrance to school and Noongar Seasons displayed on daily notices.
- Hanging of Indigenous Australian art and implements in the lecture theatre.
- Year 7 and 8 students participated in an important Aboriginal custom, a smoking ceremony, believed to have cleansing properties. This was performed by Walter McGuire of Go Aboriginal Tours and Experiences. Students enjoyed Walter's stories and traditional songs.
- Redesign of our school sports uniform to include Indigenous art (see page 3).



Reference 1: The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008)



Next steps are:

- Strengthening relationships with our First Nation community and families.
- Continuing to audit and build on our existing resources and embedding this into curriculum.
- Developing the Level 3 role into a committee or working group. Call out to interested staff members.

The school recognises the capability of Indigenous Staff to lead innovative approaches. Elisha Yarran-Roper's expertise in the area has been acknowledged through formalisation of the role and provision of 0.1 FTE. Staff support the coordination of the Follow the Dream tutoring program. The audit identified the ways in which teachers incorporate Aboriginal and Torres Strait Islander histories, cultures and languages into learning activities.

In 2022-2023 teachers, through processes put in place by the Leadership Team, will gather background information on Aboriginal and Torres Strait Islander students in order to apply the most culturally responsive and effective strategies for students. Carine Senior High School will begin work on extending their audit to creating a Reconciliation Action Plan. A further audit to occur in 2023 to see how we continue to align against the framework and plan for the next steps in our continuum of development.

Further evidence of our ability to foster well developed, future focused students come from our National School Opinion Survey data:

- 78% of parents agree or strongly agree that they are satisfied with the overall standard of education achieved at this school.
- 84% of parents agree or strongly agree that their child feels safe at school.
- 84% of parents agree or strongly agree that Teachers at this school expect my child to do their best.
- 76% of parents agree or strongly agree that the school looks for ways to improve.

Strong reviews will occur regarding our Student Services model to ensure it supports the growing student body. Emphasis will be on our Year 7 induction program to ensure students are aligned with Carine's culture of excellence, setting them up for future successes academically and emotionally.

4. Strive for academic rigour appropriate to aspirations and abilities of students.

Survey data indicates that we have a strong culture of high expectations through academic rigour for all students. Evident in survey data that details 93% of students agree or strongly agree that "Teachers at this school expect me to do my best".

In 2021 in Senior School, Carine Senior High School achieved its seventh year in a row of a median ATAR over 80 with a result of 87.9. We have been ranked 4th top Public School and rose from 47th in 2020 to 18th in 2021 in the overall school rankings. Our WACE achievement was 99% and we had 46 students achieve an ATAR over 90%. This was in addition to a range of subject specialist awards including 3 ATAR courses where student performed in the top 15% of the state. This reflects our approach of highly effective programs and the individualised support of a dedicated Associate Principal to guide results. Carine Senior High School was featured in The West Australian newspaper for our student results.

Carine Senior High School Year 12 graduates, left to right: Jenny Tran, Lily Crocombe, Monique Formilan and Oliver Price
Credit: Nic Ellis/The West Australian Newspapers



Review processes driven by rigorous data analysis is the continued and ongoing focus for improved Senior School student performance. In 2021 our Year 12 students were impacted by COVID. In spite of this, the median ATAR improved significantly over the previous years; to a record high. Our staff continue to offer course revision and tutorials before and after school on a weekly basis. We also implement a rigorous examination preparation program in the two weeks leading up to the WACE examinations.

Please turn to the Senior School Results section for a further breakdown of results.

Within Lower School, Carine SHS initiated an additional Literacy and Numeracy program

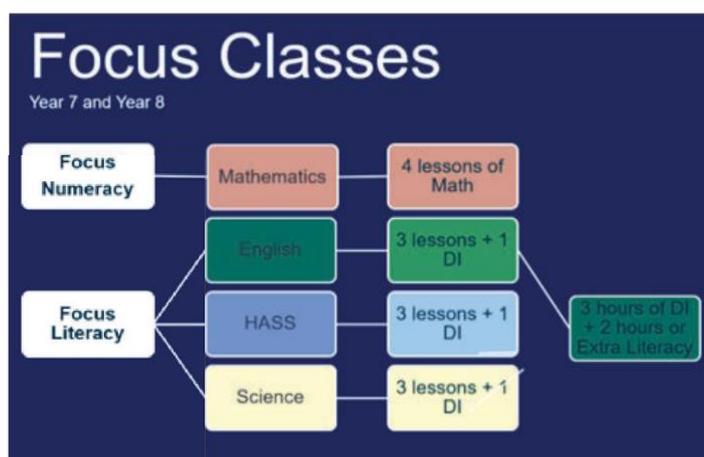
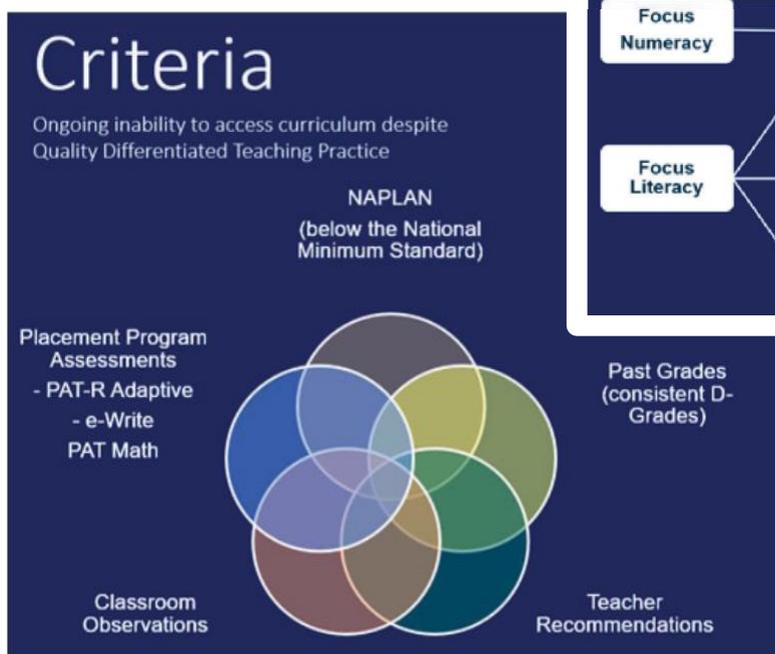
in 2020 with the first cohort starting in 2021. The FOCUS program endeavors to provide every student with a pathway to a successful future by offering students at literacy and numeracy risk a supportive and encouraging environment. The FOCUS literacy and numeracy program is an invitation-only initiative. The Literacy aspect is a unique opportunity for students to receive intensive support across the English (Extra Literacy), Science and Humanities learning areas for their specific educational needs. The FOCUS numeracy program allows students to receive numeracy support through their Mathematics class and Extra Numeracy. A flexible and slower paced curriculum means our students can focus on fewer concepts, and this provides more opportunities to practise and master important skills.



FOCUS Literacy is delivered alongside Direct Instruction (DI} which focuses on corrective reading.

Why Direct Instruction?

- Main concept - teach to Mastery - introducing only 10-15% of new material at any one time.
- During a DI program students display positive behaviour (positive self-management) due to several key factors; fast paced, high rate of success, homogeneous, high rate of student responses and familiar structure.
- The DI has a student reward system embedded in each program which improves the student self-esteem and motivation.
- Map student progress and analyse student performance.
- Approved intervention which will benefit students with a provisional specific learning disability diagnosis.



ABOVE: Focus classes for Years 7 & 8.

LEFT: Criteria for intervention programs.

RESULTS: See table over the page.

DIRECT INSTRUCTION RESULTS 2021: WORDS PER MINUTE GROWTH FROM PRE AND POST PROGRAM TESTING

YEAR GROUP	STUDENT NUMBERS	PRE-PROGRAM WORDS PER MINUTE TESTED IN FEB 2021	POST-PROGRAM WORDS PER MINUTE TESTED IN DEC 2021	GROWTH IN WORDS PER MINUTE
7	45	122	249	127
8	43	140	248	118

Considerations for the FOCUS program:

1. SEN reporting would provide finer grained feedback to parents and will be explored in 2022-2023.
2. Teacher training and support to strengthen our differentiated instruction practice.
3. Teacher workshopping for big questions: How do we build rigour into our student progress and achievement data?

Further initiatives that continue at Carine SHS to achieve a wide range of pathways for all students:

- Academic extension classes.
- Gifted and Talented program continuation.
- Professional Development program offered to teachers on Differentiated Instruction and Visible Learning strategies.
- A wide-range of additional study sessions offered for students.
- Study hacks program continued.

5. Engage in innovative, relevant and creative teaching practices that meet the needs of every student.

	NO	FTE	ABL
ADMINISTRATION STAFF			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	4.0	0
Head of Departements and Learning Areas	12	11.8	0
Program Coordinators	13	12.1	0
Total Administration Staff	30	28.9	0
TEACHING STAFF			
Level 3 Teachers	6	5.8	1
Other Teaching Staff	113	104.2	0
Total Teaching Staff	119	110.0	1
SCHOOL SUPPORT STAFF			
Clerical / Administrative	38	30.3	1
Gardening / Maintenance	6	5.0	0
Other Non-Teaching Staff	33	28.0	1
Total School Support Staff	77	63.3	2
TOTAL	226	202.2	3

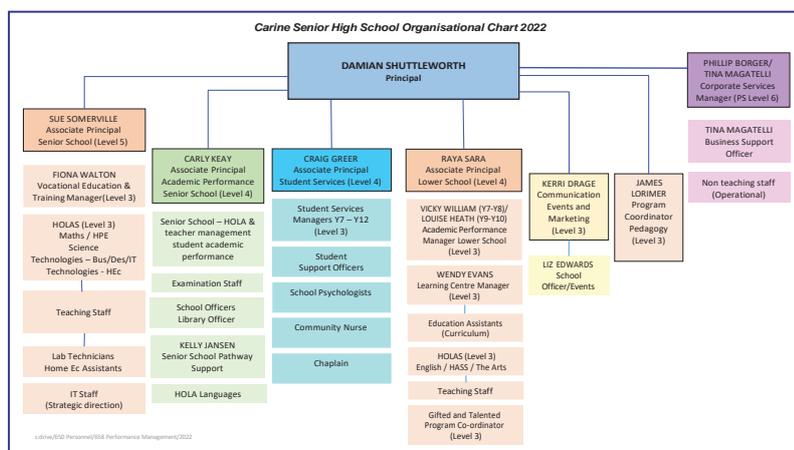
Carine SHS has a dedicated focus to achieving excellence in education through innovative teaching practices. One ongoing tradition is our mentor/mentee program. Lev Vygotsky's theory of learning and development describes the Zone of Proximal Development; the distance between what a learner is capable of doing without assistance and what a learner can do in collaboration with more capable peers. We have harnessed this potential in our mentor and mentee program which matches accomplished students in subject areas to tutor students who have requested support. The program has grown from 71 students in 2020 to 88 participating in 2021. Growth in 2022

Progress On Identified Priorities

has been delayed due to COVID but will commence towards the end of Semester One.

Throughout the discussions for the business plan in Term 2 2021, a number of queries were raised about the opportunity for teachers to be involved in whole school processes. Subsequently, the Aspirant Teacher Leader Program was launched to provide further leadership opportunities for teachers.

Ongoing reviews of our school leadership structure have occurred to ensure appropriate resources are focussed on achieving targets. In 2021, we changed our organisational structure to target some key areas. The position of Associate Principal Level 4 for Communications was removed and changed to two Level 3 positions. One for marketing, communications and events and the other as Program Coordinator of Engagement.



The Program Coordinator position of Engagement ensures that we have a program for our graduate teachers and continues the work on our Classroom Management Strategies (CMS) series from Beginner to Advanced.

Research based, best practice instructional strategy sessions continue to be offered to our staff. All staff employed up to

the end of 2021 have gone through our CMS Professional Development program and this will continue into 2022. Groups of teachers completed the Harvard School of Education in Differentiated Instruction course. This was then offered as study group professional learning where staff led professional development for a wider cohort. Making Thinking Visible along with a range of ICT and teacher strategy sessions were on offer. Our professional learning calendar continues to be informed by the latest research, staff need and interest, and is offered predominantly by staff to internal teachers and external network schools.

Data shows our success in providing high quality teaching. National School Opinion Survey results demonstrate that 93% of students agree or strongly agree that their teachers want them to do their best, only 66% feel teachers provide them with useful feedback. There is work to do in this area. Additionally, 67% of students feel their teachers are good teachers and we look to grow these figures in the next review cycle. Further development and changes will occur to our Student Services team to customise our response to school numbers and the engagement of students in creative teaching practices.



SENIOR SCHOOL RESULTS

There has been work done with both the moderation and performance of students in ATAR English. The mean performance in 2020 was 53.98% which is below the previous five years, below Like Schools and below State Schools. Our target was to be at or above Like School performance. We offered additional support to Year 12 students achieving a 60% or below. We aimed 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 to address this. In 2021 Carine Students achieved a mean scaled score of 62.58 well above both State and Like Schools. The moderation impact on student school scores was positive for the first time.

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.

As a result of an increased focus on moderation practices in ATAR practical courses and general courses there have been some improvements in 2021. There does however continue to be moderation issues some of our practical suite of ATAR courses.

Ongoing strategies to address this are:

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

Tricile results improved significantly. There has been a decrease in the number of students in the lowest tricicle. The attainment rate dropped substantially due to the change in WACE requirements regarding the criteria for general pathway students having to complete a Certificate II or higher. Attainment figures are based on achievement of a 55 ATAR score or completion of a Certificate II. There has also been a reduction in the number of students enrolling in a certificate as a result of the change to WACE achievement criteria.

Some external agency excursions were cancelled due to COVID-19. Our Associate Principal for Senior School Academic Support was able to organise an excursion to Murdoch University for ATAR extension students. We look forward to resuming visits to all the universities in 2022. A review of pathways identified opportunities for students to complete University Preparation programs and this will be initiated in 2022.

Recognition of our Senior School achievements came in the form of a Certificate of Commendation for Excellence in Year 12 outcomes in 2021 from the Director General.

ATAR performance - number of students (0/o of ATAR students}

	99+	90-98.95	80-89.95	70-79.95	55-69.95	<55
2016	1 (1%)	31 (26%)	40 (33%)	30 (25%)	15 (12%)	4 (3%)
2017	4 (4%)	25 (24%)	35 (34%)	23 (22%)	15 (14%)	2 (2%)
2018		32 (31%)	35 (34%)	19 (18%)	16 (15%)	2 (2%)
2019	2 (2%)	21 (23%)	32 (35%)	20 (22%)	13 (14%)	3 (3%)
2020		21 (25%)	28 (33%)	17 (20%)	13 (15%)	6 (7%)
2021	2 (2%)	43 (39%)	42 (38%)	14 (13%)	7 (6%)	2 (2%)

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
2021	87.9

Improved and sustained improvements in the Attainment rate	
2014	69%
2015	94%
2016	100%
2017	100%
2018	100%
2019	99%
2020	99%
2021	81%

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%
2021	less than 2%

Number and Percentage a ATAR students with 75+ course scaled score

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2019	91	28	31%
2020	85	19	22%
2021	111	39	35%

Tricile Performance Indicators	
Top Tricile	
2014	26%
2015	31%
2016	34%
2017	32%
2018	38%
2019	35%
2020	33%
2021	46%
Bottom Tricile	
2014	38%
2015	26%
2016	19%
2017	21%
2018	22%
2019	25%
2020	33%
2021	12%

English Competency Achievement for university eligible students	
2014	76%
2015	84%
2016	86%
2017	89%
2018	96%
2019	92%
2020	79%
2021	85%

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
2021	62.58%	Below state and like schools

Moderation differential experienced in ATAR English			
2014	- 8.62	2018	- 2.85
2015	- 2.38	2019	- 3.26
2016	- 1.7	2020	- 6.70
2017	- 2.23	2021	+ 4.43

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
2019	0	0.0%	83	46.1%	97	53.9%
2020	0	0.0%	85	46.2%	99	53.8%
2021	0	0.0%	63	47.7%	69	52.3%

	2021	2020	2019	2018	2017	2016
School Curriculum & Standards Authority School Performance Tables:**						
WACE Achievement	252 (99%)	196 (98%)	199 (100%)	196 (98%)	181 (98%)	231 (97%)
Median ATAR*	87.9	82.35	82.95	83.2	83.2	82.45

Note: *TISC median ATAR only includes students eligible for an ATAR. **Green flag = Top 50 Schools.

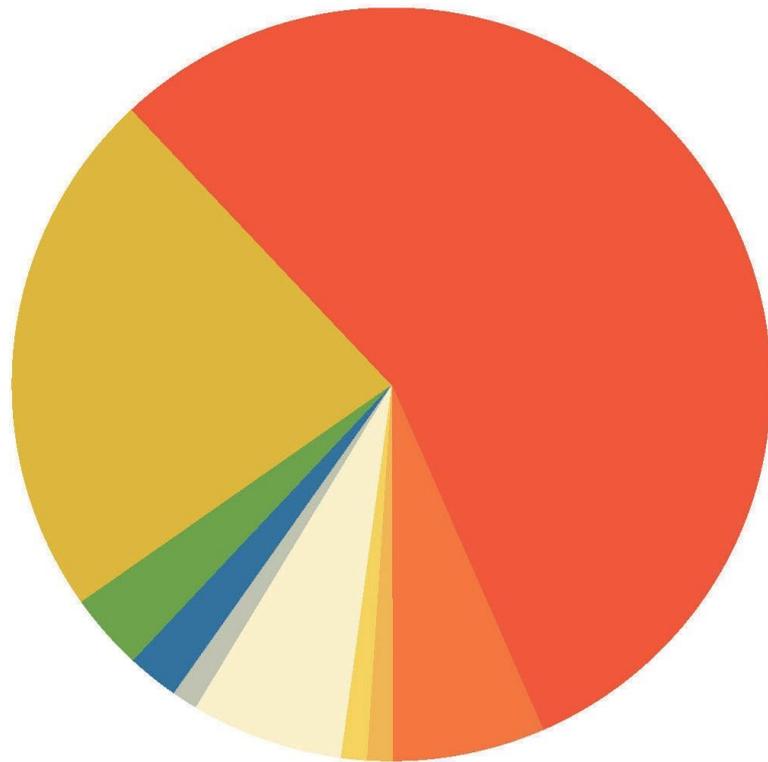
School Curriculum and Standards Authority Awards: Number						
Beazley Medals						
General Exhibitions						
Subject Exhibitions	1					
Subj Certs of Excellence	2		2	1	1	2
VET Exhibitions						
VET Certs of Excellence		1				
Certs of Distinction	4	5	4	3	8	6
Certs of Merit	24	21	28	26	25	26
Total # students awarded	29	27	32	30	33	32
# students with 2+ award	2		2		1	2

The majority of our year 12 students (79.50/o} either attend University, TAFE or Training post year 12 in 2022. A further 18.50/o deferred University/TAFE or Training. Only 6.50/o of students gained employment.



Destination 2021

EMPLOYMENT PART TIME 6.5%
 EMPLOYEE ASSISTANCE - 1.1%
 OTHER - 1.1%
 DEFERRED STUDY / TRAINING
 UNIVERSITY - 43.5%
 UNI OFFER - NO PLACEMENT - 12.0%
 TAFE - 22.8%
 APPRENTICESHIP - 3.3%
 TRAINEESHIP - 2.2%
 OTHER TRAINING 1.1%



UNIVERSITY DEFERRED STUDY / TRAINING OTHER EMPLOYEE ASSISTANCE EMPLOYMENT PART TIME
 OTHER TRAINING TRAINEESHIP APPRENTICESHIP TAFE UNI OFFER - NO PLACEMENT

4th Ranked
 Public School
 by Median ATAR

46 STUDENTS
 WITH AN ATAR
 OVER 90%

**Median
 ATAR
 87.9
 Ranked
 18th
 OVERALL**

2021



99%
WACE
 ACHIEVEMENT

Certificate of
 Commendation
 for Excellence
 in Year 12 Outcomes

100%
 School based
 VET attainment



LOWER SCHOOL RESULTS

Lower school results are more detailed in this report, in comparison to 2020, as 2021 saw a return to NAPLAN testing.

As in last year's report, whole school literacy and numeracy planning is in place. The plan is scrutinised and adjustments made each year. This is the 2021-2024 cycle for the plan. All learning areas are involved in the generation of the plan and the enactment of the contents in their specific areas.

Longitudinal NAPLAN results

Carine SHS has undergone a period of significant student growth from 2015 to 2021. In 2015 there were around 230 students who completed Year 9 NAPLAN. In 2021 There were approximately 430. In a school where a whole year group are not being added each year (as happens in a new school), this is unprecedented growth.

The table below shows that approximately 270 students sat the tests in 2019 when the the school performed below expected in several areas. 2019 was a year where significant student population growth started. Growth of this magnitude calls for problems to be identified and solutions to be enacted.

The 2021 results show improvement in expected performance in every area. This is noteworthy given the continual growth and COVID-19 disruptions. Over 400 students sat the tests in 2021.

Comparative Performance for Year 9

Year 9	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	-0.4	0.2	-1.0	-0.5	-1.2	-0.3	234	212	229	271	271	407
Reading	-0.1	-0.0	-0.2	-0.1	-0.7	-0.8	233	216	230	276	274	412
Writing	-1.1	0.1	0.7	0.3	-0.7	0.5	235	215	232	277	266	426
Spelling	-1.2	-0.5	-0.9	-0.4	-0.4	0.1	235	215	232	274	272	415
Grammar & Punctuation	-0.6	-0.1	-0.4	-0.9	-1.0	0.0	235	215	232	274	272	415

Copy Options 

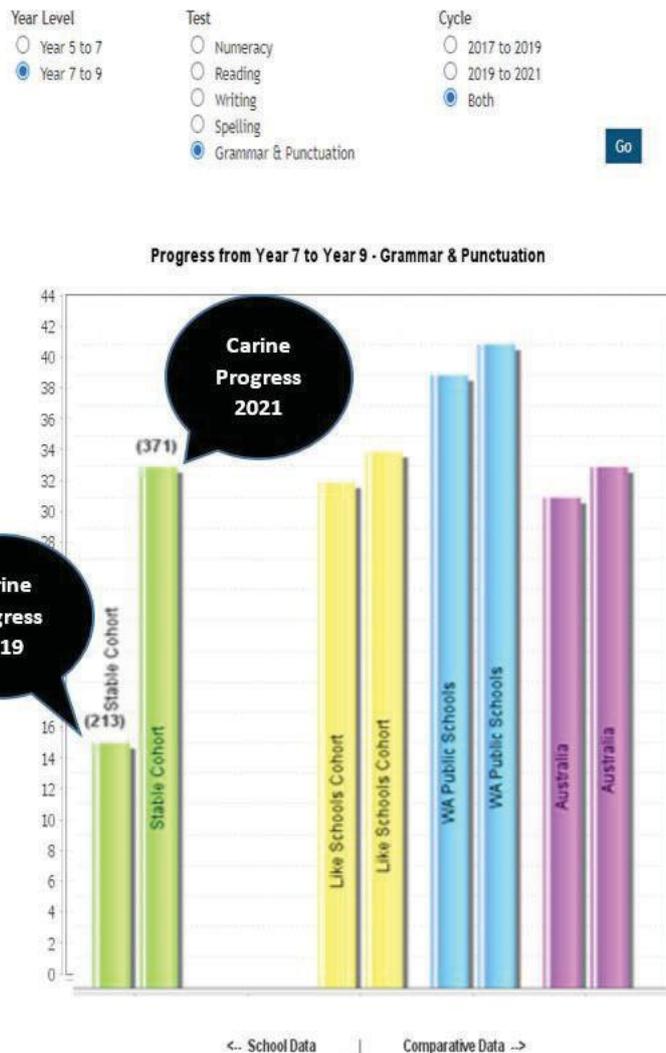
	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Numeracy

In 2019, the previous NAPLAN results indicated a below expected result (-1.2) in Mathematics. In 2020 students did not sit NAPLAN. In 2021, this result improved. Carine SHS students are again similar to Like Schools. In 2021 there were no students below National Minimum Standards for Numeracy in Year 9. To continue to address students' performance and to explicitly target those in need in Mathematics, an Academic Performance Manager Numeracy has been appointed .2 for 2022.

Grammar and Punctuation

In Grammar and Punctuation, the 2019 results were below expected when compared to Like Schools. English teachers and the Academic Performance Manager analysed the data and created specific programs, particularly for Year 9 students. The graph below shows considerable progress in this area. When there were 272 students in the cohort the progress was substantially lower than Like, WA Public and Australian schools. It is similar to Like Schools in the cohort of 415 students in 2021.



Current achievement

As expected, because of our ICSEA index, 1090 Carine's performance should be above all Australian schools and this is the case. It also shows our participation rates in NAPLAN. See the table below from the My School website.

The My School website has changed how it reports for 2021 data. One aspect that it wishes to highlight is how much progress students make when their starting score is the same. In every area that data is available: Reading, Numeracy and Writing, CSHS students made greater progress than their peers, Australia wide, who had the same starting score and the same ICSEA index. This is the growth in NAPLAN points for the two years, 7-9.

Writing shows the best progress. An online writing program from ACER has been implemented to assist English teachers and students. It helps them become more familiar with the marking rubrics. The tables for each area are shown on the graphs on the next page.

Source: My School.

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

	2016	2017	2018	2019	2020	2021
Compare to	Students with similar background		All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 7	566	556	565	563	579	
Year 9	604	592	598	600	616	

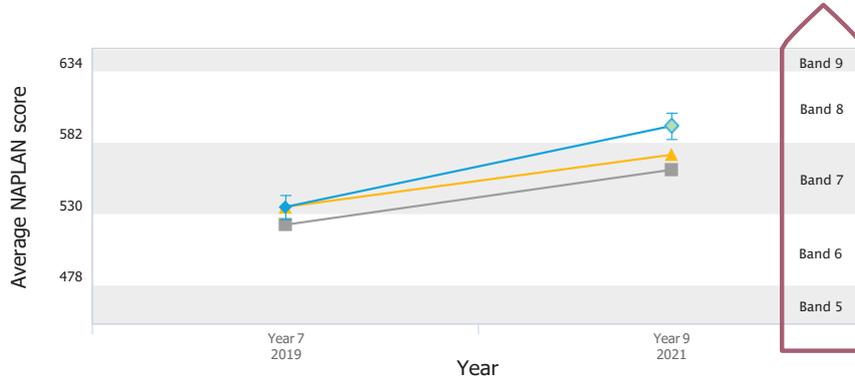
NAPLAN participation for this school is 99%
 NAPLAN participation for all Australian students is 95%

Lower School Results

The NAPLAN Online logo shows schools that participated in NAPLAN Online. The dotted line is shown for those schools that transitioned from NAPLAN Paper to NAPLAN Online.



Year 7-9 Writing 2019-2021



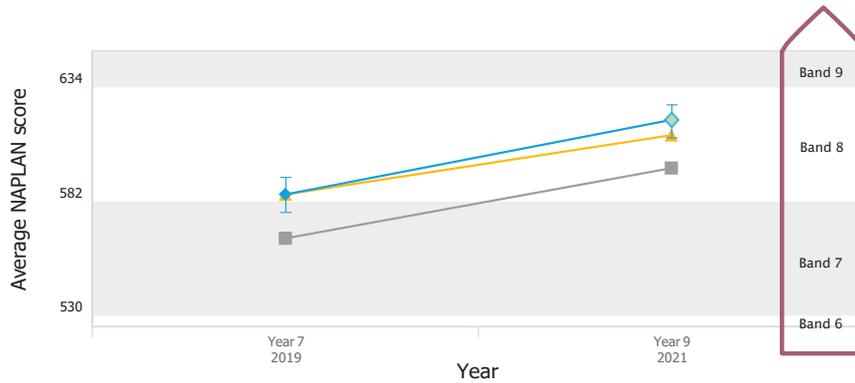
Select categories:

- Selected school
 Students with the same starting score and similar background (i)
 All Australian students

The NAPLAN Online logo shows schools that participated in NAPLAN Online. The dotted line is shown for those schools that transitioned from NAPLAN Paper to NAPLAN Online.



Year 7-9 Numeracy 2019-2021



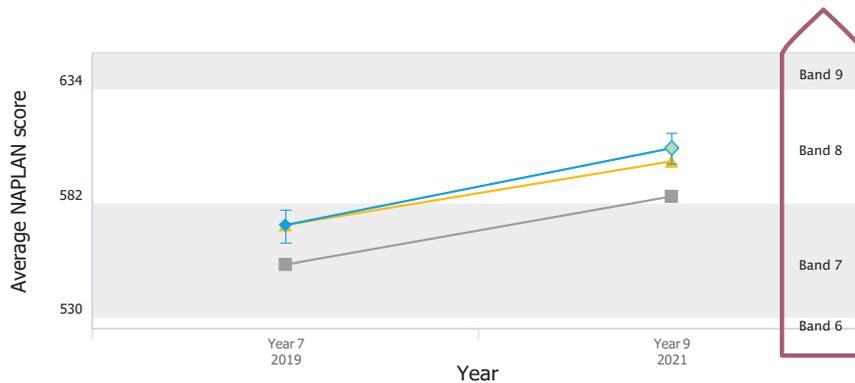
Select categories:

- Selected school
 Students with the same starting score and similar background (i)
 All Australian students

The NAPLAN Online logo shows schools that participated in NAPLAN Online. The dotted line is shown for those schools that transitioned from NAPLAN Paper to NAPLAN Online.



Year 7-9 Reading 2019-2021



Select categories:

- Selected school
 Students with the same starting score and similar background (i)
 All Australian students

OLNA

In each year: 10, 11 and 12, at Carine SHS more students attained their OLNA components than their peers in Like Schools. In 2020 when compared to Like Schools Carine had .4% less than Like Schools who had not qualified in 2020. There was a further improvement in 2021 with our cohort having 2% fewer than Like Schools who had not attained all three components. In Reading and Writing there was 100% attainment in Year 12, i.e. all 263. These results are due to interventions to support students to attain their OLNA components. Targeted explicit instruction delivered by specialist teachers helps achieve these results.

OLNA - Current Student Standing

Source: Schools Online.

YEAR 10 STUDENTS - QUALIFIED IN			
	Year 9	Year 10	Not Qualified
2021	276	78	26
	72.6%	20.5%	6.8%
Like Schools	74.0%	16.5%	9.5%

YEAR 11 STUDENTS - QUALIFIED IN				
	Year 9	Year 10	Year 11	Not Qualified
2021	103	122	19	7
	41.0%	48.6%	7.6%	2.8%
Like Schools	50.4%	35.7%	8.1%	5.8%

YEAR 12 STUDENTS - QUALIFIED IN					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2021	138	96	21	6	3
	52.3%	36.4%	8.0%	2.3%	1.1%
Like Schools	51.9%	35.0%	7.3%	2.7%	3.1%

OLNA Intervention Strategies

Intervention Stage	Year Level	Description of a range of Interventions available	0/o of students who have achieved OLNA 2021 Round 2
1	7 8 9	<ul style="list-style-type: none"> Literacy and numeracy difficulties identified from entry testing; primary school data and information. Direct instruction class enrolment. Extra Literacy or Numeracy classes instead of French in Year 7 and 8. Year 9 they can elect to enrol in Extra Literacy. All of these classes occur twice a week. When NAPLAN results are available those with Band 7 or below (not in Extra Literacy classes) may be offered before school classes in Writing in Term 4 of Year 9. 	
2	10	<ul style="list-style-type: none"> General support in curriculum areas. Cross-curricular priorities identified and shared across learning areas. Before school preparatory classes in Writing. Students strongly encouraged to enrol in Extra Literacy or Numeracy for Year 10. Specialist assistance in understanding the marking rubrics of the OLNA. Semester 2 feedback from the first round of testing individualised for student programs. Further diagnostic testing and targeted intervention may occur. 	93%
3	11	<ul style="list-style-type: none"> OLNA WA website subscription to achieve CAT 3 in Reading or Numeracy. eWrite with individual teacher support for Writing CAT 3. Diagnostics and a range of practice tests. Inclusion in intensive intervention with year 12s at student request. 	97%
4	12	<ul style="list-style-type: none"> Intensive support. First round of testing - Kickstart style program. Second round - individualised, intensive support (offered in consultation with parents). Individual accommodation for testing may be made. Subscriptions to OLNA WA and/or eWrite websites. 	99%

Secondary Attendance Rates

In 2021 whole school attendance rates remained strong despite the impact of COVID-19. The attendance rate at Carine SHS is greater than the State Average across all year groups. This result is a product of building positive relationships and the regular communication with students and families by teaching and support staff, as well as the pastoral care programs offered by the extensive Student Services Team at the school.

Non-attendance has been managed by a continual focus on communication and relationship building which will continue at Carine SHS in 2022. Student Services Managers have a targeted approach where they use SEQTA reporting to identify students with attendance anomalies. If patterns are identified, or students are habitually non-attending, managers will collaborate with the student and/or parents. If required internal and external pastoral support agencies will be engaged. Documented attendance plans will be formulated if appropriate and this ensures that incremental targets are planned for and reviewed. Student Services also collaborated with our Learning Centre in 2021 with the establishment of support spaces and staff available to help students with self-regulation strategies. There will be a continued focus in 2022 on student wellbeing, resilience and collaboration with our support providers.

SECONDARY ATTENDANCE RATES

	Attendance Rate	
	School	WA Public Schools
2019	91.3%	86.8%
2020	92.0%	87.3%
2021	87.4%	84.4%

ATTENDANCE 0/o - SECONDARY YEAR LEVELS

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2019	93%	92%	89%	91%	90%	91%
2020	94%	92%	92%	90%	92%	90%
2021	91%	88%	86%	85%	87%	86%
WA Public Schools 2021	88%	85%	83%	82%	83%	84%

NOTE:

The 2020 attendance rates have excluded Week 7-10 of Term 1.

Non-attendance is subject to a departmental policy which states:

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues

This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.

CAUTION

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile. Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

EXTRACURRICULAR HIGHLIGHTS

English

- Oliver Price won the Poetry Writing Competition 'Primo Lux'.
- Matilda Menna, Jessica Lakic and Dylan Anderson - Published works.
- Geneva Dunlop wrote a short story 'Water' which placed second in the Lower Secondary Category in the 'Tim Winton Award' run by Subiaco Library. This competition attracted more than 1,500 entries from public and private schools across the state.
- Sam Thrush - Participated in the 'CBCA WA 2021 Make Your Own Story Book Competition' and won first prize in the Year 7-8 picture book awards for 'I am a cat'.
- Pippa Foskett - Participated in the 'CBCA WA 2021 Make Your Own Story Book Competition' and won second prize in the year 7-8 picture book awards for 'Storm'.

Mathematics

- Recognition by the Mathematics Association of WA as a Gold level Maths Active School.
- Year 7 and 8 participated in the Maths Olympiad this year. In Year 7, Carine SHS ranked 46th out of 795 teams and had 10 students scoring in the top 25% of individual scores, with Jaden Hunyh scoring in the top 10% of individual scores. In Year 8, Carine SHS ranked 38th out of 795 teams, had 11 students scoring in the top 25% of individual scores with Aum (Um) Patni, Jake D'Andrea, Riley Parry and Liam Worth scoring in the top 10% of individual scores.
- Participated in the Maths Talent Quest. Students investigated real life situations of their choice and explored the maths involved in these situations. 6 groups received a credit, however 3 students all achieved a high distinction for their excellent and thorough presentation on car aerodynamics. These students were Tirth Patel, Aum (Um) Patni and Ashaank Moravineni. They were awarded at a state presentation ceremony.
- Liam Worth, Riley Parry, Aidan Stead and Kush Jani - Winners of an online Maths competition called 'Have sum fun online'.
- Anastasia Podolin - Winner of the Year 9 ESSI Money competition, an online game that helps students understand the earning, saving, spending and investing of money.
- Natalie Dowd (Mathematics Teacher) - Started CSHS first Numero Club and entered in the school' first Numero Competition.

Languages

- French: Second Language in the top 15% of ATAR scores.

Debating / Speaking

- Amelia Mason - Won the final and became the state champion for the 'Rotary 4 Way Test'.
- Joshua Porteus, Logan Mihovilovich and Mikayla Axford represented Carine SHS in the junior debating team and made it to the octo finals of the WADL competition.

Humanities

- Recognised by SCSA as a top performing school for ATAR Politics and Law and ATAR Geography.
- Subject exhibition for ATAR Geography.
- Australian Geography Competition - Year 8 - 5 High Distinctions, Year 9 Students - 6 High Distinctions, Yr 11 Geography - 2 High Distinctions.
- Australian History Competition - Year 9 - 6 students achieving High Distinction, 4 Distinctions, 7 Credit.
- National History Challenge - 4 x Green Historians and 6 x Bronze Historians.
- Simpson History Prize - 2 entries.
- Guest speakers:
 - Year 12 Politics & Law - Senator Michealia Cash.
 - Year 12 Geography Dr Scott Thompson - Ecologist.
 - Year 9 AE Caroline - Martyn Plummer.

Excursions

- Year 8 Philosophy -Dr Renae Barker.
- Year 8 GATE - Yanchep Cave Tour.
- Mock Trials - involving year 10, 11, 12 students.
- Yr 12 Geography - Investigating Land Cover Change and Urban Planning.
- Year 7 GATE - Liveability.
- Year 9 Focus - Law Courts.

Science

- Two teams of Year 12 Chemistry students competed in the Titration Stakes Competition, coming 8th and 25th out of about 70 teams.
- Camps and excursions.

Health & Physical Education

- Interschool Cricket and football
- Rottnest Camp
- Outdoor Education camps and lessons
- Interschool Netball
- Athletics Carnival
- 3rd on McMahon Shield
- Cross Country Senior Boys winner 2021
- Athletics A Division Winner 2021
- A Division Swimming 3rd place 2021

The Arts

- Successful completion of the annual Art Exhibition.
- Year 12 Drama performance of "Our Town" by Thornton Wilder.
- Year 11 Drama performance of "The Girl Who Cried Wolf" by Angela Betzien.
- Yohfest where Carine SHS was awarded "Most Engaging Narrative".
- Drama club performance of "When Bad Things Happen to Good Actors".
- Participation in the Combined Schools Drama Camp in Bicton.
- The Intermediate Band and Junior Guitar Ensemble undertook their annual Primary School Tour of Lake Gwelup, North Beach and Carine Primary Schools.
- The Junior and Intermediate Bands performed at the Junior and Intermediate Band Festival at Churchlands SHS.
- The Senior Band and Full Orchestra performed at the Senior Band and Orchestra Festival at Churchlands Senior High School.
- The Chamber Choir performed at the 2021 Choir Festival at Churchlands SHS.
- Both Junior and Senior Classical Guitar Ensembles performed at the Classical Guitar Festival at Carine SHS Performing Arts Centre.
- The Jazz Band performed at the WA Jazz Band Festival at WAAPA, Mt Lawley.
- Performed annual "A Night of Carols" for the local community.
- Performed annual Dance Concert at Carine SHS Performing Arts Centre.

Academics

- Study Hacks
- Young writers program
- Urban Challenge
- Keys for life
- Creative writing workshops

Artistic

- Senior band performances
- Orchestra workshops
- Senior concert performance
- Drama performances and clubs
- Band workshops

Cultural

- Sustainability week
- Waste education program
- Dollar for diggers
- Directions week
- MEGALIFE week
- Graduation evening
- Smoking Ceremony

Social

- Peer mentoring
- Swimming Carnivals
- River Cruise
- Year 12 Ball
- Year 9 camp
- Reward Day
- Grip Leadership Conference

Sporting

- Interschool cricket
- Rottneest camp
- Golf competition
- Interschool netball
- Netball competition
- Tennis cup competition
- Hockey competition
- Surf competitions
- Athletics Carnival

Extracurricular Highlights

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



FINANCIAL SUMMARY - 31 December 2021

As always we are grateful for the ongoing support from our parent community through Contributions, Charges and Donations. With this support the school's collection rate improved from 2020. Although revenue was expected to be lower with families continuing to be affected by the financial hardship of COVID-19, our 2021 rate increased to 82.62% in comparison to 74.66% for the same time in 2020. With this support the school was able to increase ICT availability to students with the purchase of 800 new laptops, 2 photocopiers and 3 portable TV units.

In keeping with Carine SHS commitment to ensure students have the best possible resources, equipment, learning environment and facilities funding was spread across these areas. With funds received from our parent community and including other revenue, for example, Hire of the School's Facilities (where we received \$155,456.30 extra funding). The school was able to complete building upgrades to Design Technology and Visual Arts classrooms as well as purchase new furniture for Visual Arts, Photography, Science and the Library.

With parent collected funds through the P&C, the P&C Committee supported the school with funding to purchase additional lockers. With these funds 562 student lockers were purchased at a cost of \$79,348.94. This purchase benefits all students to assist with good physical health, helping to avoid injuries associated with carrying heavy loads and having a safe place to store their personal items.

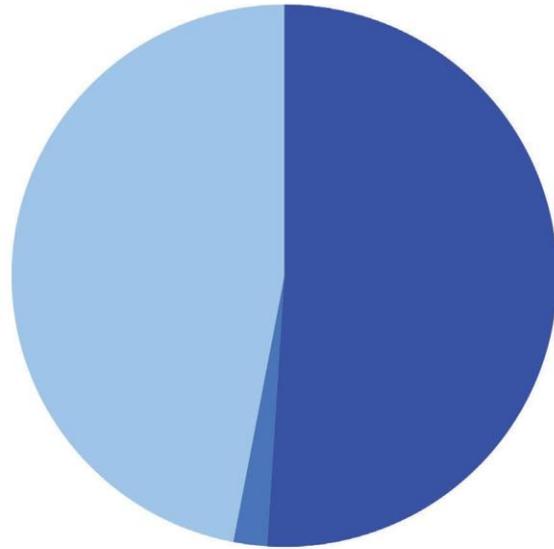
REVENUE - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$272,000.00	\$275,152.51
Charges and Fees	\$1,044,705.15	\$1,057,371.21
Fees from Facilities Hire	\$150,000.00	\$155,456.30
Fundraising/Donations/Sponsorships	\$239,367.60	\$222,172.37
Other Revenues	\$58,386.13	\$63,144.23
Total Locally Raised Funds	\$1,764,458.88	\$1,773,296.62
Opening Balance	\$243,612.52	\$243,612.52
Student Centred Funding	\$1,818,095.89	\$1,834,891.63
Total Cash Funds Available	\$3,826,167.29	\$3,851,800.77
TOTAL FUNDS AVAILABLE	\$3,826,167.29	\$3,851,800.77

EXPENDITURE	Budget	Actual
Administration	\$299,921.38	\$316,658.07
Lease Payments	\$686,284.58	\$604,124.67
Utilities, Facilities and Maintenance	\$589,330.70	\$542,466.10
Buildings, Property and Equipment	\$529,145.00	\$532,518.26
Curriculum and Student Services	\$1,360,000.36	\$1,269,135.04
Professional Development	\$25,000.00	\$24,736.41
Other Expenditure	\$44,467.00	\$77,167.88
Total Goods and Services Expenditure	\$3,534,149.02	\$3,366,806.43
TOTAL EXPENDITURE	\$3,534,149.02	\$3,366,806.43
Cash Budget Variance	\$292,018.27	

Current Year Actual Cash Sources

STUDENT CENTRED FUNDING 51%
OTHER - 2%
LOCALLY RAISED FUNDS - 47%
OTHER GOVERNMENT GRANTS - 0%
TRANSFERS FROM RESERVES - 0%

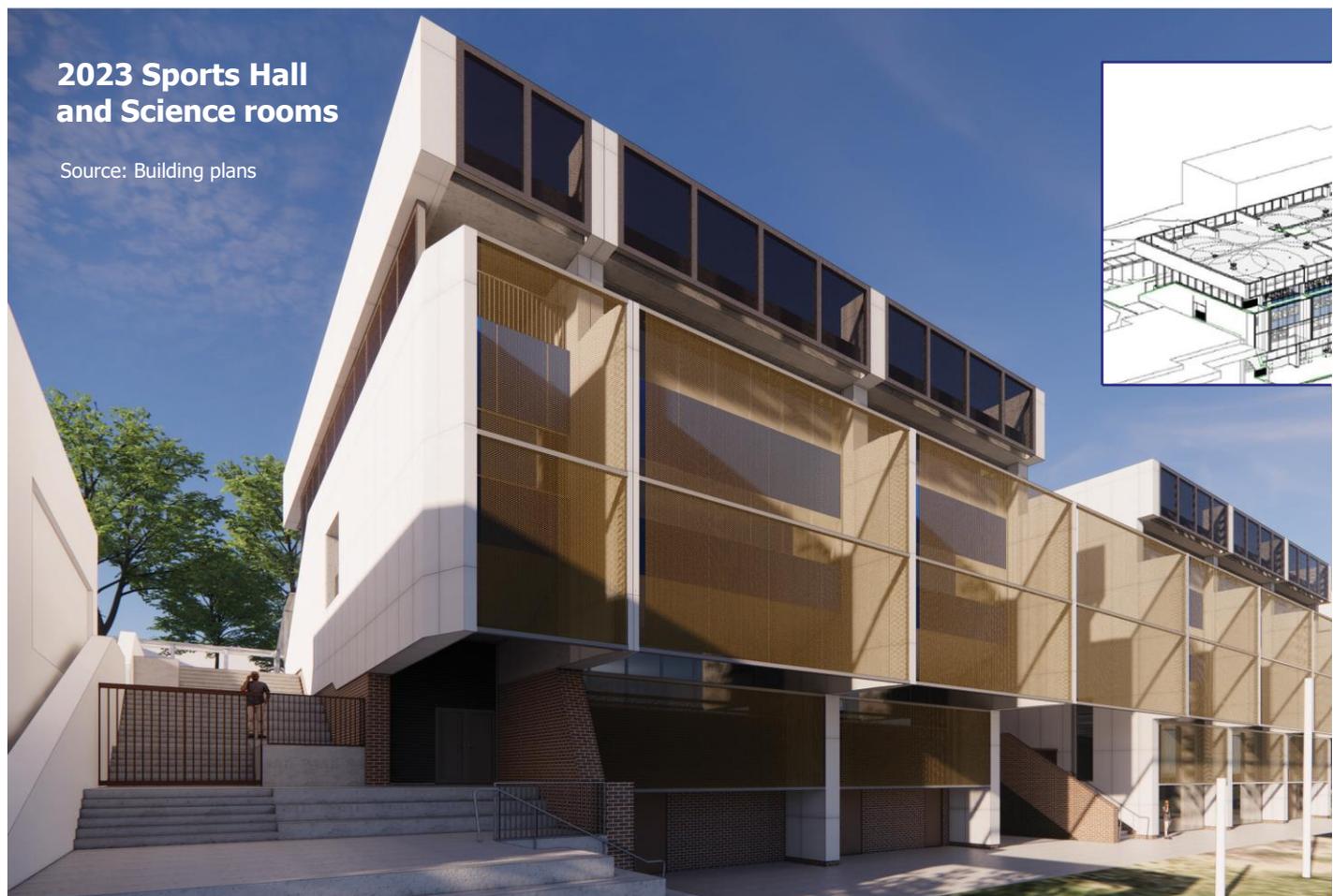
- STUDENT CENTRED FUNDING
- LOCALLY RAISED FUNDS
- OTHER



Finance Forward Focus

2022 will see further upgrades to our canteen with school funds and \$80,000 approved funding from the Department of Education. The funds will include a new larger cool room, freezer room, service stations and storeroom. We hope for the work to be completed before Term 2, 2022.

Improve building, work environment and facilities for staff



Carine continued its commitment to make sure staff and students have the best possible facilities. Brought on by the rapidly increasing student numbers, the necessity to create new offices to accommodate additional Student Services staff was identified. These offices, along with a refurbished Attendance Office, were completed.

Continuing this priority saw the completion of an extensive refurbishment of the Visual Art classrooms. This included expanding one of the classrooms to be able to accommodate more students due to the increased interest in this learning area. Part of the refurbishment included new ceilings, linoleum, display boards and furniture.

With the increased interest in students purchasing meals from our onsite canteen, it became evident that without a major upgrade serving all students would be difficult. A plan was put in action at the commencement of 2021. In the short term we were able to convert a room adjacent to the canteen. This room was previously used as a uniform shop. With our uniform sales now outsourced we were able to utilise this space. The room was converted increasing the canteen floor plan giving a flow through service area to be able to distribute pre ordered meals reducing the overflow previously experienced.

Building commenced on our new \$32 million WA Government funded facility. The state of the art facility will include new classrooms, a sports hall and additional facilities for science and technologies. This project is expected to be completed mid to late 2023.

and students.



>>> FORWARD FOCUS

With the increasing student numbers and popularity of our School Canteen, a Capital Works project has commenced to improve the facilities. With a total cost of \$168,630.44 this project is due for completion early in 2022. This project was able to go ahead with the continued funds supported by our parent community as well as an \$80,000 funding approval through The Department of Education.

SCHOOL BOARD 2021

CHAIR

Tim Sercombe

PARENT & COMMUNITY REPRESENTATIVES

Adrian Armstrong
Heather Csar
Colleen Fisher
Alison Rasmussen
Sean Somerville

STUDENT REPRESENTATIVES

Monique Formilan
Oliver Price

STAFF REPRESENTATIVES

Damian Shuttleworth
Principal

Sue Somerville
Associate Principal

Tina Magatelli
Manager Corporate Services

John Hackett
HOLA Mathematics

Marcia Shaw
Executive Assistant





Designed & Produced by

fotoworks
School Photography

Everingham St, CARINE, WA 6020

Phone
Email

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

