



CARINE

SENIOR HIGH SCHOOL

Seeking Excellence in Education



Annual Report 2022

Carine Senior High School acknowledges and respects the Traditional Custodians of the land on which our students live and are educated.

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 artwork was proudly produced in collaboration with North Beach Primary School and Carine Senior High School Follow the Dream (FTD) students. It represents the relationship we have with our feeder primary schools. Dandjoo Koorliny means 'walking together'.

This report respectfully uses the term 'Aboriginal' to refer to Aboriginal peoples and Torres Strait Islanders.

Follow the Dream supports the aspirations of Aboriginal students to successfully complete their secondary schooling and is supported by the Polly Farmer Foundation.

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COVID-19 brought many disruptions to our 2022 school year. However, it also offered us some important lessons. During the pandemic it became more evident that our school has a rich scaffold of wellbeing supports and events. Due to the limitations of COVID-19, staff worked hard to deliver our Mega-Life Week, camps, Directions Week, excursions, and other diversity and inclusivity days, in different and modified ways in the second half of the year.

Wellbeing continued to be our priority which resulted in the recruitment of additional school psychologists along with the expansion of our Student Support Space. Our approach to wellbeing was further reinforced through our holistic consultation process in Senior School. This process continues to centralise wellbeing in the pursuit of guiding students to the most suitable and personalised pathway. In Lower School, we diversified our learning tiers to provide more scope for differentiation to all students. Our strategic focus is to provide all students with a pathway that is personalised with opportunities for success targeted at their capabilities and aspirations.

In 2022, we employed a Career Leadership and Academic Performance Coordinator who implemented our University Preparation Program (UniPrep) and planned for the Certificate IV in Preparation for Health and Nursing Studies qualification. We are planning for the future of this position with a recruitment process to be held in 2023 for a permanent careers practitioner. Our focus is on diversifying our pathway offerings; seeking to use a range of metrics for success for our Year 12 students which extends beyond only Australian Tertiary Admissions Rank (ATAR) results.

In terms of staff wellbeing, we were in a strong position through COVID-19; staff were provided with clear and intentional supports. Our growth in staff numbers meant the consultation process began for finding a new collaborative staff space in the school. It is important staff can collectively learn and reflect on their teaching practices; the space will provide this in combination with being a place that builds a sense of community amongst our team. Our \$32 million building program is on track and we look forward to welcoming the use of the new facilities in 2023.

Carine continues to take a purposeful and planned approach to our Reconciliation Action Plan (RAP). We facilitated informative professional learning for our staff and a rich National Aborigines and Islanders Day Observance Committee (NAIDOC) week. This endorses the everyday practices we have at the school which include a range of staff supporting Follow the Dream programs (FTD). It was with great pride that I attended North Beach Primary School to receive a collaborative artwork from Carine's FTD program and each North Beach year group. Actions like these are how we grow awareness on the importance of inclusivity, diversity and purposeful reconciliation. In 2023, we look to educate ourselves and our students further.

Our school has a rich and long standing tradition of excellence in education. We want to acknowledge that this extends to all our students, not only those on an ATAR pathway. However, acknowledgment is due to these students for the rigorous work ethic required to achieve their results. In 2022 we achieved a median ATAR over 80 for the eighth year in a row, testament to the sound course counselling practices we undertake. Our teaching staff again excelled, with Subject Certificates of Excellence awarded to a range of subjects. Our dedicated Academic Performance Managers provided opportunities and our students rose to the challenge, achieving a 100% Online Literacy and Numeracy Assessment (OLNA) rate for our graduating students. We also increased Certificate IV qualifications, and we look forward to continuing to strive for high results in whatever pathway our students choose.

Damian Shuttleworth
PRINCIPAL

2022 HIGHLIGHTS

87.1 Median Australian Tertiary Admission Ranking (ATAR)
100% attainment of Western Australian Certificate of Education (WACE)
100% OLNA Requirements met
27 students achieved an ATAR over 90 with two attaining over 99
1 Subject Certificate of Excellence-English
5 Certificates of Distinction
15 Certificates of Merit
Rated in the schools with the highest performing students for Year 12 – Economics
High performing results in Geography

EXECUTIVE TEAM 2022



DAMIAN SHUTTLEWORTH
Principal



SUE SOMERVILLE
Associate Principal
Strategic Operations & Planning



CARLY KEAY
Associate Principal
Senior School



RAYA SARA
Associate Principal
Lower School



CRAIG GREER
Associate Principal
Student Services



TINA MAGATELLI
Manager
Corporate Services

Progress On Business Plan Priorities

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

PROGRESS AGAINST PRIORITY FOR 2022

- Relaunch of student activities after COVID-19 including reward days, NAIDOC celebrations, Mega-Life Week and Directions Week.
- Student acknowledgement assemblies recommenced for Colours and Honours Program.
- Commitment from staff to convert the gym to a whole-staff collaborative space. Planning commenced with staff consultation.
- Continuation of our holistic consultation process for families guiding subject selection.
- Employing additional Program Coordinator: Careers, Pathways and Transitions.
- Employment process completed for school psychologists and process for expansion of our Student Support Space.
- Revision of our Colours and Honours programs started.
- A continued focus on building a sense of belonging for all students through their understanding and awareness of Aboriginal and Torres Strait Islander cultures including:
 - Continuation of Follow the Dream Program (FTD).
 - Growth in our community connections through FTD and North Beach Primary School, including an Aboriginal Reconciliation art project completed jointly with Carine Senior High School students and North Beach Primary students.
- Integration of Welcome to Country and Acknowledgement of Country processes in all meetings and events.
- Aboriginal and Torres Strait Islander cultural awareness course initiated for all Board members to complete.
- Continued revision and integration of Aboriginal Cultural Standards Framework into curriculum areas.
- Noongar seasons integrated into school notices and assemblies.
- Professional Learning (PL) for staff held by Marissa Verma of Bindi Bindi Dreaming to facilitate staff's cultural learning journey.



PLANNED ACTIONS FOR 2023

- Growth in our NAIDOC celebrations and continued integration of key mental health messages for students in Mega-Life Week.
- Rebooking of Paul Dillon for 2023, supported by our Parents & Citizens (P&C) Association. Paul provides Drug and Alcohol lectures.
- Planning started for gym renovations for collaborative staff space.
- Creation of a permanent Level 3 role for Career Leadership to continue our holistic focus on student wellbeing in pathway selection.
- School psychologists commenced employment and Student Support Space staff.
- Complete the revision of Colours and Honours and communicate to students and families. State acknowledgement process reviewed and Carine Honour Boards reinstated in new builds.
- Formalisation of the Aboriginal Cultures and Histories Lead Teacher position with an allocated FTE and Job Description Form created.
- Building capacity and understanding about culturally safe practices for Executive staff with a view to integrate these actions into teaching practices.



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

PROGRESS AGAINST PRIORITY FOR 2022

- Continued development of ICT Teacher Champions through collaborative learning in learning areas.
- Increased focus on building teacher capabilities in using Microsoft OneNote and Teams to provide integrated and differentiated learning.
- Ongoing use of Education Perfect for students.
- Infrastructure improvements:

1) Student & Classroom improvements:

- 1224 student laptops deployed to classrooms, expanding fleet and replacing aging laptops.
- 32 new desktop computers deployed in the library, replacing aging desktops.
- 24 new desktop computers deployed in the photography lab, replacing aging desktops.
- 4 new projectors in classrooms.

2) Administration & whole-school focused:

- Replaced 2 school managed server infrastructure.
- Replaced 2 school managed backup infrastructure.
- 35 new desktop computers for staff.



PLANNED ACTIONS FOR 2023

- Fit out of new build with latest ICT infrastructure.
- Continued review of school systems and applications.

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

PROGRESS AGAINST PRIORITY FOR 2022

- Year 9 Camp and leadership day camps held later in the year due to COVID-19.
- Continued relationship with FTD to provide holistic support for Aboriginal students.
- Planning commenced for 2023 Arts Tour.
- Continuation of our Study Hacks program with a move to online flexible delivery. This allowed teachers opportunities to target Study Hacks lessons at differentiated student needs.
- Growth of Carine Senior High School's focus on Sustainability. Angela Hawryluk, Science Teacher, continued her work in leading students in the Sustainability Club. This included integrating the United Nations Sustainable Development Goals into projects. She coordinated a fundraiser for students held at Poynter Markets as well as the purchasing of equipment to launch a plastic recycling machine. Angela facilitated Carine's Sustainability Student Leaders to host Duncraig High School's Climate Crew for the first annual Climate Summit. Students explored the UN sustainable goals, heard from United Nations Association of Australia WA Division Youth Environment Leader, Natalie Muhl. Both schools collaborated on their sustainability journeys. This was supported by Waste Wise Schools and the City of Stirling's Living Green Program.

PLANNED ACTIONS FOR 2023

- Ongoing review of Year 7 induction program with considered addition of a camp.
- Confirmed planning for international school tours and ongoing leadership development programs.
- Review of camps with revised focuses for social and emotional skill building.
- Continued focus on Sustainability where Carine Senior High School will be featured in a case study of our initiatives. The plastic recycling hub will commence, and student leaders will continue to collaborate with surrounding schools to build their knowledge and ideas for sustainable practices within a school environment.



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

PROGRESS AGAINST PRIORITY FOR 2022

- Carine Senior High School achieved its eighth year in a row with a median ATAR over 80 with a result of 87.1 alongside 100% WACE achievement compared to the Department average of 89%. This was in addition to 100% OLNAs being met. Further Senior School improvements include:
 - An increase in Certificate IV qualifications achieved, from 0% in 2019 (as programs not offered) to approximately 25% in 2022.
 - One Subject Certificate of Excellence awarded to a student for English, five Certificates of Distinction and fifteen Certificates of Merit.
 - Rating in the schools with the highest performing students for Year 12 Economics. Also achieving over 1 standard deviation better than expected in our Geography results; the second year in a row that Humanities has received outstanding results across subjects.
 - 27 students achieving an ATAR over 90 with two attaining over 99.
 - Certificate of Commendation from the Director General of Education.
- Continued focus on meaningful pathways for all Carine Senior High School students including:
 - Research and planned launch of UniPrep and Certificate IV in Preparation for Health and Nursing Studies.
- Increased support programs based on data analysis.
 - Increased amount of Focus classes in Years 9 and 10.
- Extra-Curricular activities relaunched and strengthened after COVID-19 including Academic Mentoring Programs, before and after school tutoring and special interest clubs, and the growth of the Student Representative Council.

PLANNED ACTIONS FOR 2023

- Consider the use of new senior secondary metrics to strengthen pathway planning for students.
- Creation of additional FTE for an Academic Performance (AE) Manager for Numeracy to complement the existing AE positions.
- Successful completion of first cohort of UniPrep and Certificate IV in Health and Nursing Studies cohorts.
- Continued success in attainment of high results for pathways.



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

PROGRESS AGAINST PRIORITY FOR 2022

- Extensive and engaging program of Professional Learning offered to teachers including a specific program to build skills of Pre-Service Teachers. Courses included:
 - Differentiation using OneNote, Classroom Management Strategies, Assignments using Microsoft Teams, Making Thinking Visible, Education Perfect upskilling and others.
- State champions and second place winners of the Science, Technology, Engineering and Maths (STEM) Subs in Schools Competition organised by the Marine Industry Pathways Program. Awarded to Year 7 students who completed sea trials with mini submarines, a display booth and verbal presentations.
- Education Perfect subscription extended to provide online, at home learning opportunities for students. Targeted use of Education Perfect in Online Literacy and Numeracy Assessment (OLNA) and National Assessment Program – Literacy and Numeracy (NAPLAN) preparation.
- Angela Hawryluk was the recipient of the Australian Council for Educational Leaders (ACEL) WA Teacher Award for Excellence. This was given to Angela for her work in engaging students through her innovative sustainability programs.



PLANNED ACTIONS FOR 2023

- Review and implementation of the Quality Teaching Strategy.
- Ongoing reviews of school leadership structure to suit the changing needs of our cohort numbers.



Below: Clockwise from top left: Year 12 Challenge, staff versus students Rugby, Dance Concert, Library NAIDOC display.



Left: Angela Hawryluk was the recipient of the Australian Council for Educational Leaders (ACEL) WA Teacher Award for Excellence. This was given to Angela for her work in engaging students through her innovative sustainability programs.



Above: Student Prefects (from left to right): Tyson Wright, Sophie Shuttleworth, Arav Patel, Anja Rehbock, Tea Heathcote-Marks, Damian Shuttleworth (Principal), Erica Powrie, Kai Marchetto, Dakota Hinch-Woods, Jennifer Robb. Absent: Indianna Hay, Neva van Geffen, Janine Kho.

ATTENDANCE

Carine Senior High School’s attendance rate is as expected. Parents tended to take a precautionary approach during COVID-19 which resulted in higher absences; trends that continued throughout the year. Government mandated quarantine periods for close contacts and positive COVID-19 cases contributed to the 2022 results along with high influenza outbreaks (ACARA 2023). We sit above average attendance when compared to WA public schools and match trends statewide.

Student Services continued to provide targeted support to families and students. Through a dedicated team of managers, with one per year group, non-attendance patterns were monitored and interventions applied in a timely manner. The expansion of support staff and the Student Support Space in 2022 also offered wider tiers of care for students in addressing non-attendance and other pastoral concerns.

School Attendance Rates		
	School	WA Public Schools
2020	92.0%	87.3%
2021	87.4%	84.4%
2022	85.4%	80.4%

Source: Schools Online Attendance

SENIOR SCHOOL RESULTS

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

The school's median ATAR continues on a trajectory of improvement with sustained shifts to the high 80s for 2021 and 2022. Our median ATAR is above that of Like Schools.

There is an ongoing movement in the number of students engaging in a full ATAR pathway. This shift is in part a result of the change to university entrance requirements and in part a result of a rigorous course counselling process. Carine undertakes this to ensure that students are on appropriate pathways to achieve WACE and successful post-school options including alternative university entrance. In 2022, a review of pathways identified opportunities for students to complete UniPrep. In 2023, three Year 11 classes will commence as well as two Year 12 classes. The Certificate IV in Preparation for Health and Nursing Studies for Year 11 students was also planned in 2022 with first classes commencing in 2023.

The moderation impact on student school scores was positive for the second year running. 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. This is combined with 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 2022. There does, however, continue to be moderation issues through 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 running 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.

In 2021, a strategic focus was placed on ATAR English with a resulting positive moderation score for the first time. The continued focus in 2022 on improving the moderation and standard of achievement in ATAR English, once again resulted in improved student performance with the mean result at 58.62, above State School and within 1.75% of Like Schools. The moderated difference was near perfect at 0.74. This result exceeded both Like Schools and State Schools.

COVID-19 and the mandated government responses had some operational impact on the start of 2022. Carine ensured that additional staff were available to support Senior School students and staff. Pleasingly, our results reflected minimal impact from the pandemic.

WACE Achievement Rate: Count (% of eligible students)

	2022	2021	2020	2019	2018	2017
School (WACE eligible)	231 (100%)	252 (99%)	196 (98%)	198 (100%)	196 (98%)	180 (98%)
Like Schools (%)	97%	97%	97%	96%	97%	95%
Public Schools (%)	89%	89%	89%	89%	89%	88%

Met Literacy and numeracy requirement

	2022	2021	2020	2019	2018	2017
School (WACE eligible)	232 (100%)	252 (99%)	196 (98%)	198 (100%)	196 (98%)	182 (99%)
School (Semester 2 census)	233 (100%)	260 (99%)	197 (98%)	199 (99%)	198 (97%)	183 (96%)

Subject Certificates of Excellence (1)	Certificates of Merit (15)
Dakota Hinch-Woods (English)	Jai Barber
	Chloe Chester
	Eva Coulter
Certificates of Distinction (5)	Caitlin Daly
Kyle Formilan	Kane Hardman
Dakota Hinch-Woods	Janine Kho
Max Lumpkin	Taylor Monaghan
Galina (Naomi) Neumann	Chloe Osborn
Anja Rehbock	Sonia Raisi
	Max Rule
	Trent Smith
	Tesia Truslove
	Lola Tuite
	Anja Vojinovic
	Student name withheld

99+ ATAR

Lumpkin Max Andrew	99.6
Rule Max Fiorentino	99.05

95+ ATAR

Formilan Kyle Piero	98.95
Hinch-Woods Dakota Rose	98.85
Neumann Galina Naomi	98.05
Hardman Kane Tasman	97.95
Rehbock Anja Tanushri	97.9
Osborn Chloe Louise	97.8
Coulter Eva Rose	97.1
Truslove Tesia Sofia	95.25
Kho Janine Ning Ern	95.1
Matson Thomas Glen	95.05

90+ ATAR

Aksonsiri Nitchakul	94.75
Prakkadan Joseph Mathew	94.25
Smith Trent Angel	93.45
Barber Jai Mitchell	93.4
Vojinovic Anja	93.15
Dunne Amalia Taylor	93
Raisi Sonia	92.65
Wright Tyson Cabe	92.45
Brown William James	92.25
Mohd Rozlan Muhammad Rafiuddin	92.2
Monaghan Taylor Marie	92.15
Bauer Matthew Karl	91.55
Bakker Jordan Taj	90.55
Fortune Tomson Gregory	90.45
Robb Jennifer Zhan	90.05

Senior School Results

ATAR Performance - Count of students (% of ATAR students)

99+	2 (3%)	2 (2%)		2 (2%)		4 (4%)
90-98.95	25 (32%)	43 (39%)	21 (25%)	21 (23%)	32 (31%)	25 (24%)
80-89.95	31 (40%)	42 (38%)	28 (33%)	32 (35%)	35 (34%)	35 (34%)
70-79.95	9 (12%)	14 (13%)	17 (20%)	20 (22%)	19 (18%)	23 (22%)
55-69.95	9 (12%)	7 (6%)	13 (15%)	13 (14%)	16 (15%)	15 (14%)
<55		2 (2%)	6 (7%)	3 (3%)	2 (2%)	2 (2%)
University English Language Competency (FSS 50+)	77 (100%)	101 (92%)	67 (79%)	84 (92%)	100 (96%)	93 (89%)

ATAR Triciles - High/Mid/Low: Count (%)

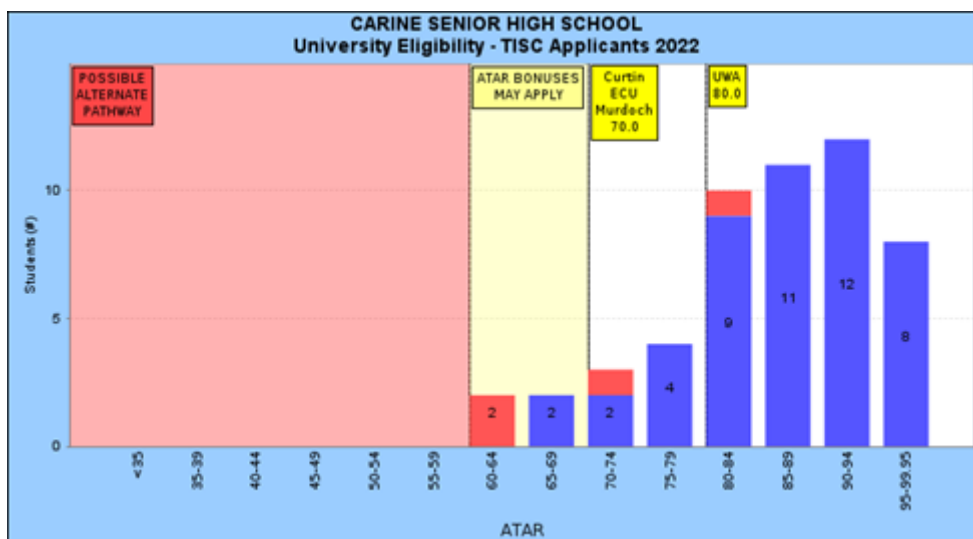
Source: TISC for ATARs and cut-offs and Department calculations

High	29 (38%)	51 (46%)	28 (33%)	32 (35%)	39 (38%)	33 (32%)
Mid	33 (43%)	46 (42%)	29 (34%)	36 (40%)	42 (40%)	49 (47%)
Low	14 (18%)	13 (12%)	28 (33%)	23 (25%)	23 (22%)	22 (21%)

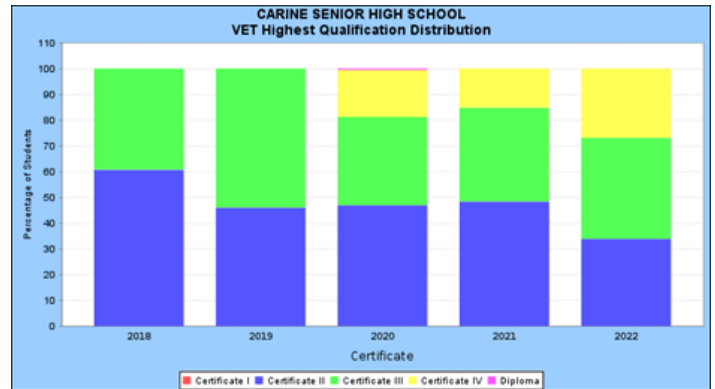
Median ATAR (no. of students)

Source: SCSA data files and Department calculations

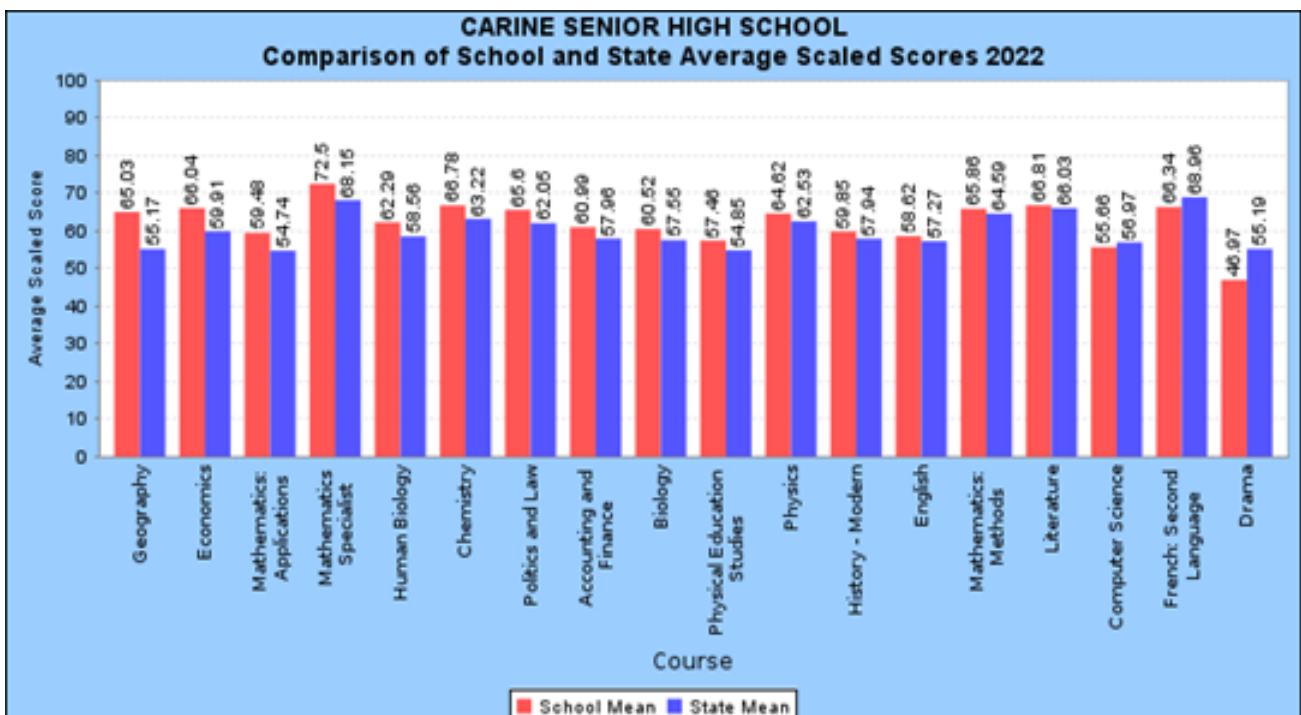
	2022	2021	2020	2019	2018	2017
School	87.1	87.85	82.35	82.95	83.2	83.18
Expected performance	0.18	0.69	0.12	0.3	0.23	0.28
Like Schools	86.42	84.55	84.5	84	84.35	84.9
Public schools	81.9	80.25	79.25	78.25	79.5	78.55
School median ATAR TISC applicants	87.75	90.15	84.55	84.85	83.7	83.7



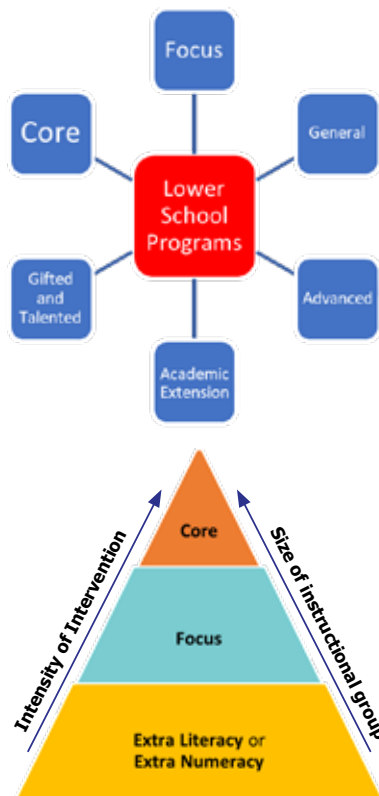
Senior School Results



VET Qualification Code	VET Qualification	Completed	Enrolled	Percent
BSB30120	CIII in Business	36	36	100.00
CUA20620	CII in Music	6	6	100.00
52824WA	CII in Building and Construction (Pathway - Trades)	1	1	100.00
UEE22011	CII in Electrotechnology (Career Start)	1	1	100.00
SIR20216	CII in Retail Services	1	1	100.00
FNS30317	CIII in Accounts Administration	1	1	100.00
BSB40120	CIV in Business	24	26	92.31
SIS20419	CII in Outdoor Recreation	18	20	90.00



LOWER SCHOOL SPECIALIST PROGRAMS



Carine offers a variety of academic programs and has structural interventions in timetabling to cater for all learners.

Students who have high literacy or numeracy needs are supported by literacy and numeracy intervention programs. Those who are academically advanced and not part of our Gifted and Talented Program (GATE) are in Academic Extension (AE) courses or Advanced courses. The GATE students are selected by state testing and remain together for all Maths, English, Science, Humanities and Social Sciences ASS (MESH) subjects.

Literacy and Numeracy Intervention Programs

Our Year 7 and 8 literacy and numeracy interventions ensure a supportive and encouraging environment for students to engage in positive experiences within the school. Our intervention programs are an invitation-only initiative and a unique opportunity for students to receive intensive support in all areas of literacy and numeracy.

Literacy Intervention Programs		
Class	Ratios	Components of Intervention
Focus	Max 24 Students 1 Teacher + 1 EA DI 1:6 or 1:8 Small group instruction	Focus classes - Science, English and HASS (3 hours per week, per course) Direct Instruction (DI) - 3 hours per week (Corrective Reading - Decoding) Small group instruction 1:6 or 1:8
Extra Literacy	Max 20 Students 1 Teacher + 1 or 2 Eas	Extra Literacy (elective) - 2 hours per week (replaces French) Focusing on all aspects of Literacy

Numeracy Intervention Programs		
Class	Ratios	Components of Intervention
Core	Max 16 Students 1 Teacher + 1 EA	Core Maths - 4 hours per week Engagement and learning styles
Focus	Max 24 Students 1 Teacher + 1 EA	Focus Maths - 4 hours per week Differentiated with high numeracy support
Extra Numeracy	Max 20 Students 1 Teacher + 1 or 2 EAs	Extra Numeracy (elective) - 2 hours per week (replaces French) Focusing on all aspects of Numeracy

A flexible and slower-paced curriculum means our students can focus on fewer concepts, providing opportunities to practise and master important skills.

Year 9 and 10 Extra Literacy and Extra Numeracy continues to provide an opportunity for those students who need additional support to receive it in a structured lesson environment.

The Academic Extension Program

The Academic Extension Program at Carine Senior High School operates in Year 7 and 8 in the areas of French, English, Mathematics, Science and Humanities and Social Sciences (HASS) and in Year 9 in the MESH areas. In Year 10, students are placed in appropriate pathway programs to prepare for Senior School. Students may be offered one and up to five of the Academic Extension Programs depending on their individual academic performance.

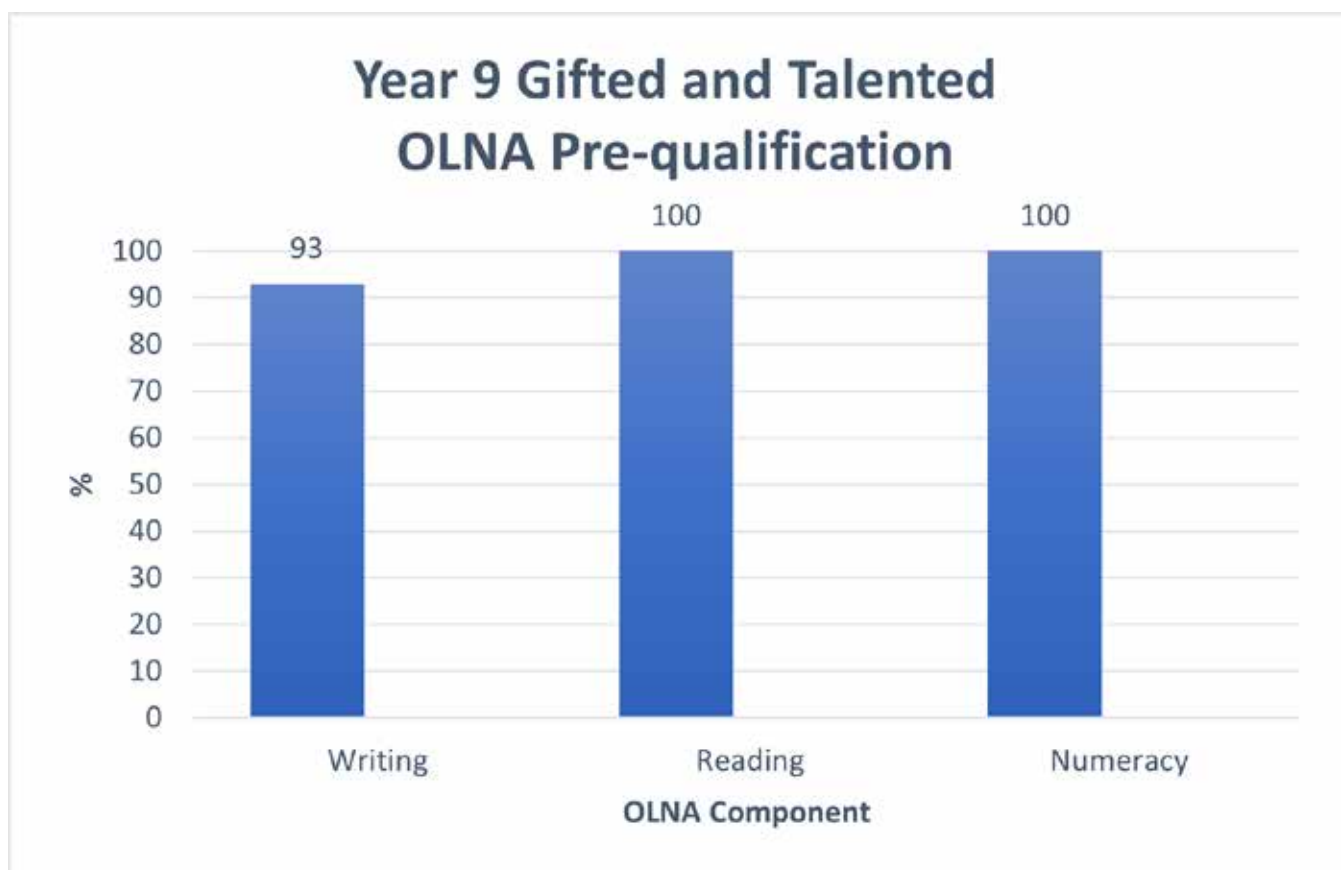
The Academic Extension Programs focus on teaching the WA Curriculum, assessing and reporting as per year group planning and programming in accordance with the School Curriculum and Standards Authority (SCSA) Teaching, Assessment and Reporting Policy and the Department of Education (DoE) Curriculum, Assessment and Reporting Policy.

Students benefit from being exposed to a differentiated curriculum designed to stimulate and develop the individual's skills in inquiry, analytical and critical thinking, communication and creativity.

Gifted and Talented Program (GATE)

This academically focused learning environment is intellectually challenging. It is designed to motivate students to extend their knowledge, understanding and application, and to enhance their learning skills in preparation for Senior School and for a lifetime of personal progress.

In 2023, the initial cohort of students are entering their final year of Lower School. The first Year 9 NAPLAN results that impact on OLN pre-qualification for this group are shown below.



Source: Schools Online Report - NAPLAN

LOWER SCHOOL RESULTS

Whole-school literacy and numeracy planning is embedded in the school's operations. Aspirant Teacher Leaders, Academic Performance Managers, HOLAs and Teachers work together to develop Disciplinary Literacy within Learning Areas. Staff are involved in Professional Learning Communities (PLC), such as the Literacy Coordinators Network, which connects literacy specialists across the state to share best practice. To promote the importance of literacy and numeracy outside of school, Year 7 parents receive literacy and numeracy support guidance with activities for families to engage with at home.

NAPLAN Student Progress

In 2022 the school has continued to achieve expected results in all areas - within one standard deviation of the predicted school mean.

2022 NAPLAN Relative Assessment Performance Results

Year7	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Numeracy	2	2	2	2	2	246	337	412	409	414
Reading	2	2	2	2	2	246	342	418	420	412
Writing	2	2	2	2	2	246	343	410	414	417
Spelling	2	2	2	2	2	246	340	415	411	368
Grammar and Punctuation	2	2	2	2	2	246	340	415	411	368

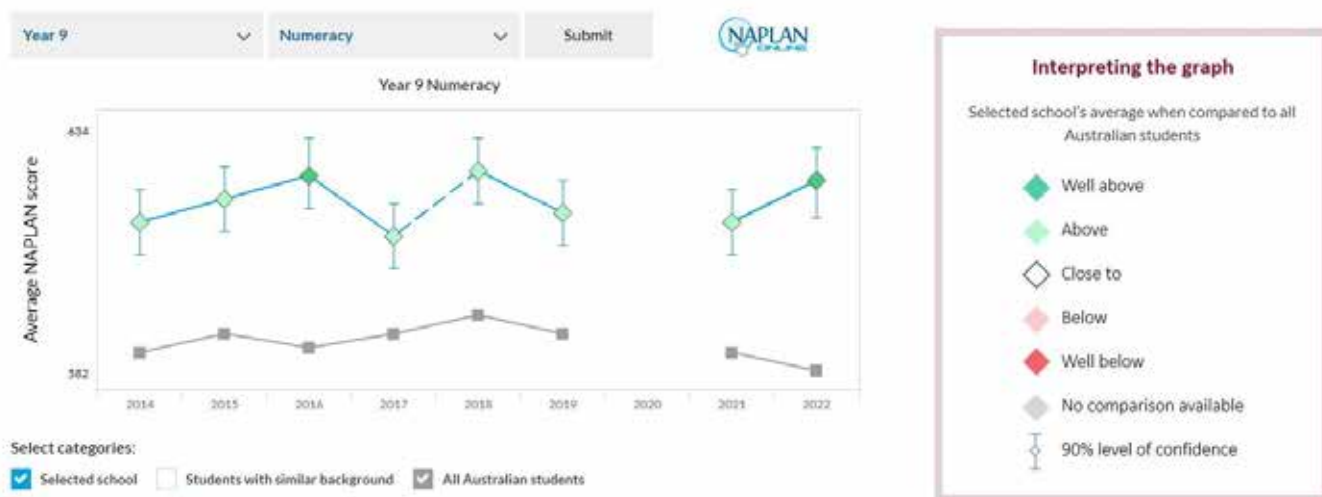
Year9	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Numeracy	2	2	3	2	2	229	271	271	407	401
Reading	2	2	2	2	2	230	276	274	412	418
Writing	2	2	2	2	2	232	277	266	426	418
Spelling	2	2	2	2	2	232	274	272	415	390
Grammar and Punctuation	2	2	3	2	2	232	274	272	415	390

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean

Source: Schools Online Report - NAPLAN
Source: Student Progress | My School

Numeracy

In the 2021 Annual Report, it was noted that an Academic Performance Manager (APM) had been appointed to address student achievement. An additional APM was engaged in 2022 with expertise in Numeracy to counteract the slight downward trend of 2019. Subsequently, our NAPLAN Numeracy results have continued to improve. We are now tracking above national levels compared to the nation's downward trend. A significant surge in Year 9 results can be evidenced in the Year 9 Numeracy graph.



Source: Student Results over time | My School

Continued implementation of initiatives and strategies to support and improve Numeracy results include:

- Solidification of teaching methods and content in Extra Numeracy classes.
- Introduction of Numero® Card Club to develop mathematical problem-solving skills.
- Increased participation in state and national Mathematics competitions.
- Academic Peer Mentoring in mathematical concepts.
- Mathematics teachers volunteering for Homework Club, before and after school, to further support students.
- Maths Active School 2021-2022 Award by the Mathematical Association of Western Australia (MAWA) for actively extending students and teachers.
- Mathematics teachers participating in various Professional Learning opportunities presented by Kylie Bice (Growing up Greatness).
- Differentiated Instruction Made Practical professional learning (Harvard University) presented to many Mathematics teachers.
- Differentiation strategies further incorporated in classes, extending students, and closing identified gaps.

Literacy

Carine takes a proactive approach to literacy to ensure results are in line with predicted expectations. When compared to Like Schools across Australia, Year 7 Literacy results indicate areas for improvement, see graph below. There is a need to carefully consider actions for students who are below their peers, to ensure growth targets are met for when they are Year 9 students. Strategies that target specific literacy needs will ensure that Year 9 students (2024) will show significant improvement.

Lower School Results

2022	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Compared to students with similar backgrounds					
YEAR 7	562	556	564	554	580
YEAR 9	606	592	598	611	625

KEY	Well above	Above	Close to	Below	Well below
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Source: Student Results | My School

The literacy interventions, all stated above (and showing visually in the triangle diagram), will be the safety net for those students who are not performing as they should. The intensity of intervention will depend on the data collected by the school i.e., transition testing in primary school and regular progress testing.

For the Reading component, Direct Instruction maps the progress of both the child and the at-risk group. Further differentiation can be employed, if the results show progress that is different to preceding years; that is, worse than previous years. Generically, for the cohort, we have purchased Reading Progressive Achievement Testing (PAT) testing. Most of our local area primary schools also use this testing. This means we can be proactive if this group of students fail to flourish. We will have a map of their reading scores from primary through to current that is more comprehensive than NAPLAN data that is one test, every two years.

Similarly, for the Spelling and Grammar and Punctuation components, Education Perfect is available for skill building, repetition and identification of key areas of difficulty. The school has a culture of holiday and interclass competitions that can be utilised within platform. Differentiated homework can also be set to build skills.

OLNA (Lower School and Senior School)

Students in Year 10, 11 and 12 continue to attain OLNA components above their peers in Like Schools. Further improvement in 2022 saw 100% of Year 12 students achieve OLNA. This can be attributed to:

- Continuation of personalised support for Year 11 and 12 students using literacy and numeracy expertise within the school as well as flexi-time sessions on Tuesdays.
- Before and after school support sessions for Year 10 students.
- Use of new Year 9 testing window in Term 4, following announced changes to OLNA from SCSA.
- Year 10 Extra Literacy and Extra Numeracy continuing to provide opportunities for those students needing additional support, to receive it in a structured lesson environment.
- Targeted, in-class, support for Workplace Learning students and Core English students.

OLNA – Current Student Standing

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2022	187	168	55
	45.6%	41.0%	13.4%
Like Schools	47.2%	37.9%	14.9%

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2022	251	62	22	7
	73.4%	18.1%	6.4%	2.0%
Like Schools	73.5%	15.9%	5.6%	5.1%

	Year 11 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	102	117	15	4	0
	42.9%	49.2%	6.3%	1.7%	0%
Like Schools	52.1%	35.3%	7.6%	2.5%	2.5%

Source: Schools Online School Report.

Note:
OLNA qualifications are as at the 2nd round of testing in 2022

DEPARTMENT HIGHLIGHTS

English

- Anja Rehbock (Year 12) – Published work in the Poetry Writing Competition 'Primo Lux'.
- Lara Simpson, Year 10, submitted work that she had created in the Creative Writing elective to the KSP Writers' Centre spooky story competition. She won first prize in the Youth category.
- Although we didn't take out a prize in the Tim Winton award this year, Year 8 Gifted & Talented student Ciara Leech was awarded a Highly Commended in the Lower Secondary category in the Tim Winton Award for Young Writers competition (one of only 7 students to achieve this).
- Lily Mairata, Kaia Sharp and Joshua Porteus competed in the 'Rotary 4 Way Test' and Joshua made it through to the District Final.

Mathematics

- Achieved recognition by the Mathematics Association of WA as a Gold Level Maths Active School.
- Hosted Interschool Numero® Competition and Maths Talent Quest Presentation Evening.
- Years 7 to 9 Extension and GATE Mathematics students participated in the Maths Talent Quest resulting in two certificates of Credit, two Certificates of Distinction, one Certificate of High Distinction. State Distinctions: Year 8 (Bella Nguyen, Kaitlyn Porteous, Emily Tran) with their project 'If the Earth is the Same Size as the Sun'; Year 9 (Ashaank Moravineni, Tirth Patel) with their project 'Space Wrap Time'. State High Distinction: Year 8 (Ava Coppolina) with her project 'Design a Firework to see from the Moon'.
- Years 7 to 9 Extension and GATE Mathematics participated in the Have Sum Fun Online and groups of Years 7 to 10 students participated in the Have Sum Fun Face to Face Competition.
- GATE students participated in the Bebras Computational Thinking Challenge.

Languages

- Alliance Française Statewide Poem Competition 2022, Nina Kratochvil, Year 8 came 2nd.
- Year 10 French students went on a Big Day Out to UWA, a French café and a French school 'L'Alliance Française de Perth'.
- Year 11 and 12 French students went to 'French Accent' and they were able to practise their ordering skills at an interactive French restaurant.

Humanities

- Recognised by SCSA as a top performing school for ATAR Economics.

Competitions

- Australian Geography Competition:
 - Year 7 - 10 High Distinctions
 - Year 8 - 6 High Distinction
 - Year 9 - 7 High Distinctions
 - Year 10 - 1 High Distinction
 - Year 11 Geography - 1 High Distinction
- Spread of students who participated in the Australian Schools Share Market Game
- Perth Philosothon – Years 7 to 9
- Guest speakers:
 - Year 8 Gifted and Talented Dr Renae Barker - Democracy
 - Year 12 Geography webinar- ALCOA Rehabilitation Practices

Excursions

- Year 7 - Liveability walks
- Year 9 Focus – Law Courts
- Year 9 Gifted and Talented - AQWA
- Year 11/12 Geography - Rottneest excursion, Perth City excursion, Meckering fieldtrip, Sustainable cities, Optus Stadium, Coastal planning excursion
- Year 11/12 History – Holocaust centre
- Year 11/12 Politics & Law - Law Courts and Parliament House

Science

- Year 8 Academic Extension and Year 8 GATE students participated in the Synergy Solar Car Challenge.
- Incursion: Australian Earth Science Education - Year 8 Academic Extension students
- Camps and excursions
- Sustainability initiatives and clubs

Design & Technology

- Design & Technology Department staff began investigating the possibility of recycling plastics on site. A collaboration and a proposal was developed with sustainability leaders in the school.
- Funding secured to purchase a shredder, extruder and an injector which enables the Carine 'Precious Plastic' community to collect and upcycle this waste into precious products that can then be distributed by our students back into our community.

The Arts

Music

- Year 7 Choir performance at the Mass Choir Festival in front of the Director General of Education Perth Concert Hall
- Service band/choir performance at the Sandakan Memorial Service
- Intermediate Band and Chamber Choir Workshop
- Year 12 Graduation Music Performance
- Classical Guitar Ensemble Festival
- Contemporary Music Festival
- Primary Schools Music Tour
- End of Year Music Concert
- Carols by Candlelight
- Mid-Year Concert
- Recital evenings
- Year 12 Farewell Concert
- Junior Concert Bands Festival
- Junior Orchestra Festival
- Year 11 Recital Night
- Jazz Band Festival

Drama

- Year 11/12 excursion to see 'The Glass Menagerie' by Black Swan Theatre Company
- Year 10/11 excursion to see 'Barracking for the Umpire' by Black Swan Theatre Company
- Year 10/11/12 Theatre performance
- Drama Club performance
- Year 12 Drama Original Solo Production Performances
- Year 11 General Drama Production
- Year 10 Drama: Yohfest
- Year 8 Drama Club performance

Dance

- Dance Concert
- Year 10 Dance Excursion
- Year 12 Dance excursion
- Year 11/12 Drama and Dance excursion

Art

- Art Exhibition
- Year 12 Arts Excursion

Health & Physical Education

- Interschool Cricket and Football
- Year 9 Outdoor Education Rottneest excursion
- Year 12 Outdoor Recreation Rottneest excursion
- Outdoor Education Camps and lessons
- School Sport WA Triathlon 2022
- Carine SHS won the School Sport WA A Division Athletics Competition 2022
- Interschool Netball
- Athletics Carnival
- Year 11 Outdoor Education clean-up at the MAAC
- Year 11 surfing lessons
- Staff v. Student Rugby match
- Junior Boys AFL team won the Interschool competition
- Milly Kok (Year 8), Maya Price (Year 8), Jesse Povey (Year 10) and Sam Parker (Year 10) competed in the SunSmart WA School Surfing Titles
- Junior and Intermediate Boys Soccer teams competed in the Interschool Competition
- Year 9-12 Hockey Team competed Buchanan Cup Final at the Perth Hockey Stadium
- Year 7 AFL Victory Cup mixed team competed in the Grand Final
- Junior Girls Basketball team competed in the Interschool competition
- Year 7/8 and Year 9/10 Girls AFL teams competed in the Lightning Carnival
- Year 7/8 Girls Water Polo came 5th out of 9 in the Interschool competition
- Year 7/8 Boys Water Polo team competed in the Champion Schools competition

FINANCIAL SUMMARY - 31 December 2022

As always, we are grateful for the ongoing support from our parent community through the revenue received from voluntary contributions, elective course charges, other optional extras, and donations.

The percentage of revenue collected remained in a healthy position at 82.64% for 2022 in comparison to 82.62% in 2021 and 74.66% in 2020.

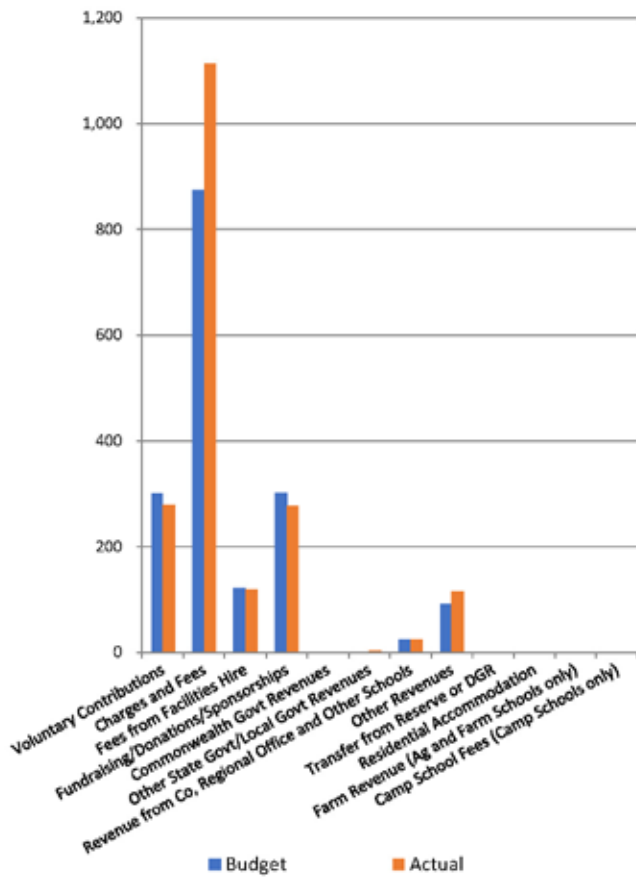
With this revenue the school was able to increase the availability of ICT for students by means of leasing computing equipment, AV projectors, and photocopiers. Our annual lease for 2022 totalled \$991,744.05. With growing student numbers, we expect this to increase in 2023.

Every year the P&C Association funds projects to benefit our students. In 2022 they funded the refurbishment of the student ablution blocks. This was a major project at a cost of \$84,745. The P&C Association also contributed to the annual Arts Award and Mega-Life Week presenter, Paul Dillon. Thank you once again to our P&C Association for their ongoing support.

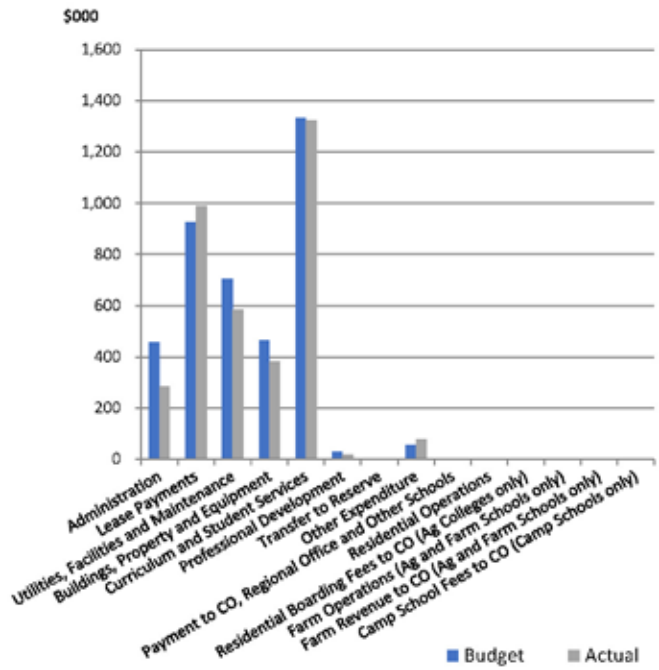
REVENUE - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$300,000.00	\$278,906.07
Charges and Fees	\$873,757.50	\$1,113,713.27
Fees from Facilities Hire	\$120,909.08	\$119,410.84
Fundraising/Donations/Sponsorships	\$302,025.35	\$277,225.12
Other State Govt/Local Govt Revenues	-	\$3150.00
Revenue from Co, Regional Office and Other Schools	\$25,113.95	\$25,114.25
Other Revenues	\$91,148.86	\$115,929.92
Total Locally Raised Funds	\$1,712,954.74	\$1,933,449.47
Opening Balance	\$484,994.34	\$484,994.34
Student Centred Funding	\$1,811,680.00	\$1,859,136.93
Total Cash Funds Available	\$4009,629.08	\$4,277,580.74
Total Salary Allocation	-	-
TOTAL FUNDS AVAILABLE	\$4009,629.08	\$4,277,580.74

EXPENDITURE	Budget	Actual
Administration	\$455,734.04	\$282,538.44
Lease Payments	\$927,499.62	\$991,744.05
Utilities, Facilities and Maintenance	\$705,043.04	\$585,165.82
Buildings, Property and Equipment	\$465,240.00	\$382,353.54
Curriculum and Student Services	\$1,334,084.86	\$1,322,811.39
Professional Development	\$30,360.00	\$17,364.41
Other Expenditure	\$57,010.00	\$77,987.52
Total Goods and Services Expenditure	\$3,974,971.56	\$3,659,965.17
Total Forecast Salary Expenditure	-	-
TOTAL EXPENDITURE	\$3,974,971.56	\$3,659,965.17
Cash Budget Variance	\$34,657.52	

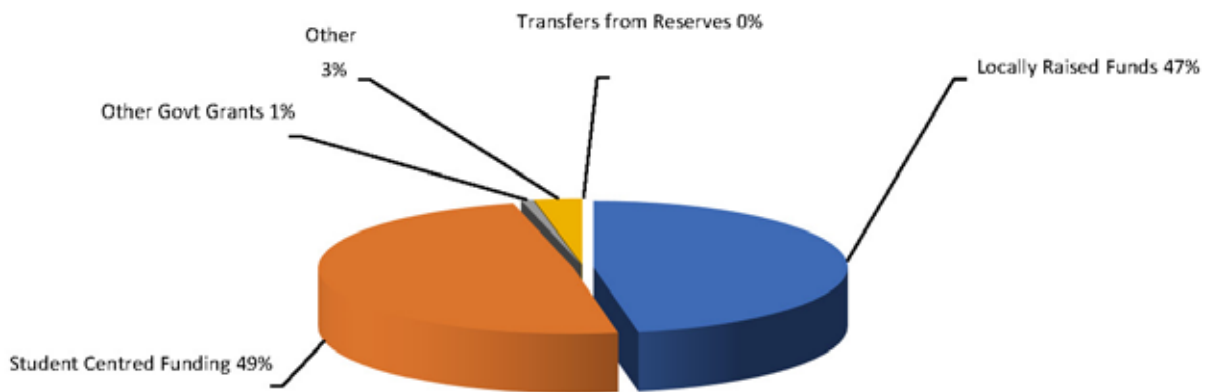
Locally Raised Revenue Budget v Actual



Goods and Services Expenditure Budget v Actual



Actual year to Date by funding sources





SCHOOL BOARD 2022

**Thank you to the School Board of 2022
for their continued support.**

PRINCIPAL: Damian Shuttleworth

BOARD CHAIR: Sean Somerville

BOARD SECRETARY: Marcia Shaw

PARENT MEMBERS: Heather Csar, Adrian Armstrong
and Sarah Malu

COMMUNITY MEMBERS: Conrad Liveris

SCHOOL REPRESENTATIVES: Tina Magatelli
(Manager of Corporate Services), John Hackett (Head
of Learning Area – Mathematics) and Kerri Drage
(Communications, Marketing and Events Coordinator)

STUDENT REPRESENTATIVES HEAD PREFECTS:
Sophie Shuttleworth, Indianna Hay and Tyson Wright

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