



CARINE

SENIOR HIGH SCHOOL

Seeking Excellence in Education



Annual Report 2024

CONGRATULATIONS TO CLASS OF 2024

Acknowledgement of Country

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, present and emerging.



Artwork completed by Noongar artist Mariah Yarran. It represents the three main lakes surrounding our school – Carine, Karrinyup and Star Swamp. The Kangaroo Paw and White Gum flowers are native to the area and in bloom during the season of Kambarrang - the season where we celebrate our Year 12 students graduating, and our new Year 7s preparing for their journey into High School.

Cover photo by Fotoworks School Photography of our 2024 Graduates.

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EXECUTIVE TEAM 2024



DAMIAN SHUTTLEWORTH
Principal



SUE SOMERVILLE
Associate Principal
Whole School



CARLY KEAY
Associate Principal
Senior School



RAYA SARA
Associate Principal
Lower School



KERRI DRAGE
Associate Principal
*Communication, Events
and Marketing*



MATTHEW SCANLON
Associate Principal
Student Services



CRAIG GREER
Associate Principal
Student Services



JAMES LORIMER
Associate Principal
*Operations and
Engagement*



TINA MAGATELLI
Manager Corporate
Services

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MESSAGE FROM THE PRINCIPAL



In 2024, Carine Senior High School commenced a new cycle of strategic planning, following the successful completion of our previous Business Plan. This year, staff have engaged in meaningful reflection and collaboration to shape our next set of priorities, ensuring we continue to build on the strong foundation we've established.

We were proud to receive an 'exceptional' rating in the Department of Education's Public School Review, affirming the quality of our work across all priority areas. This recognition reflects the dedication of our staff and the strength of our strategic direction.

Key achievements included strengthened wellbeing support for staff and students, with the continued expansion of Mega-Life Week, additional school psychologists, and the formation of a Health and Wellbeing Committee. The completion of our \$32 million facility added 26 digitally equipped classrooms, enhancing learning and enabling a 1:1 student device ratio.

We continued to embed comprehensive social and emotional learning programs and presentations across all years and enhanced student transitions with the phased program of Year 7–9 camps. Academic excellence remained strong with a 98% WACE achievement rate, high ATAR results and continued increases for Certificate IV completions.

We also advanced quality teaching through the implementation of the Quality Teaching Strategy, expanded associate leadership roles, and continued to provide targeted professional learning.

As we look ahead, our focus remains on fostering a safe, inclusive and high-performing environment where every student can achieve excellence in education.

Damian Shuttleworth
Principal

2024 PREFECT GROUP



Left to right: Lily Mairata, Nicole Radford, Chloe Stevens-Situmorang, Caine Rice, Ruby Edward, Shannon Barnes, Ayush Pande, Damian Shuttleworth (Principal), Benji Richardson, Mahaan Gandhi, Selina Wilson, Cassiana Papadoulis, Ella Trew, Ella Scott, Emily Guard.

Carine Senior High School is an Independent Public School and a school of choice in Perth's northern suburbs. Since becoming independent in 2015, Carine has led academic performance from Years 7–12 through the recruitment and development of highly effective program coordinators, teachers and support staff.

Our vision is to seek excellence in education. High academic results are maintained through individualised student pathways, which are regularly reviewed and adapted to ensure the best outcomes for all students. Carine consults with families, universities and vocational training providers to support successful post-school pathways.

We offer a suite of tailored learning programs to meet individual needs. Carine is a Department of Education Gifted and Talented Secondary Selective Entrance School. Students outside the local intake area may attend, and Academic Extension programs are also offered. A dedicated Learning Support and Inclusion team supports students with diverse learning needs.

Our community is welcoming and inclusive, with wellbeing as a school-wide priority. A team of specialist professionals provides holistic support for student social and emotional wellbeing, with a focus on resilience. This includes student services managers, community health nurses, psychologists, academic support managers and support teachers.

Parents are encouraged to be involved in their children's education, and we promote open, honest, and supportive communication between home and school. Support dogs, Leo and Noodles, are popular among students. Student Services also coordinates regular reward and extracurricular events.

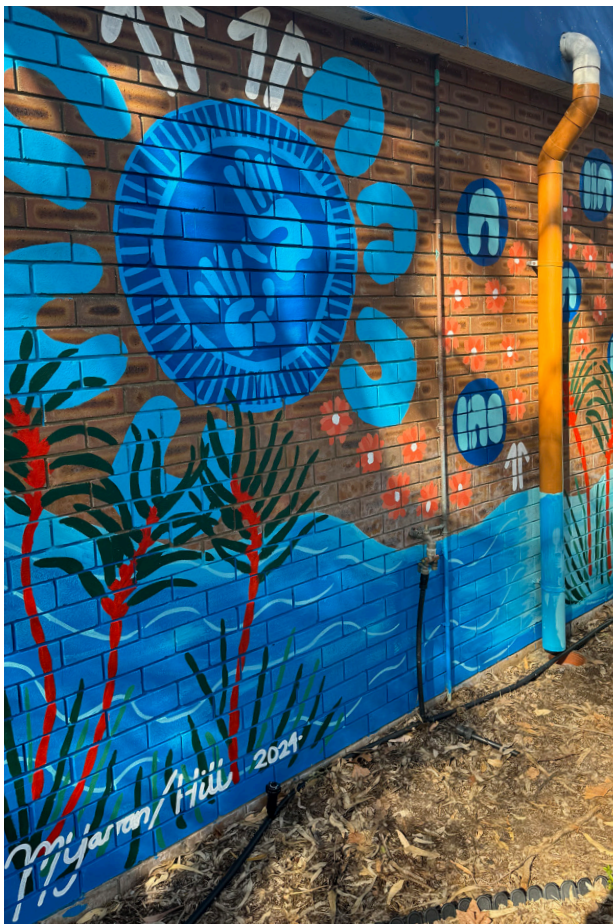
We proudly acknowledge the traditional custodians of the land and make this visible through both learning and our physical environment. A mural created through community collaboration and the Follow the Dream program is displayed in the foyer. The six seasons

garden with Indigenous plantings is flourishing outside the library. Artwork by Noongar artist Mariah Yarran features on our library building, student diaries and staff shirts, representing the three main lakes surrounding our school and native flora that blooms during Kambarang. This season aligns with Year 12 graduation and the welcome of incoming Year 7s.

Sustainability is embedded in our daily operations. A dedicated Sustainability Week promotes environmental awareness and action.

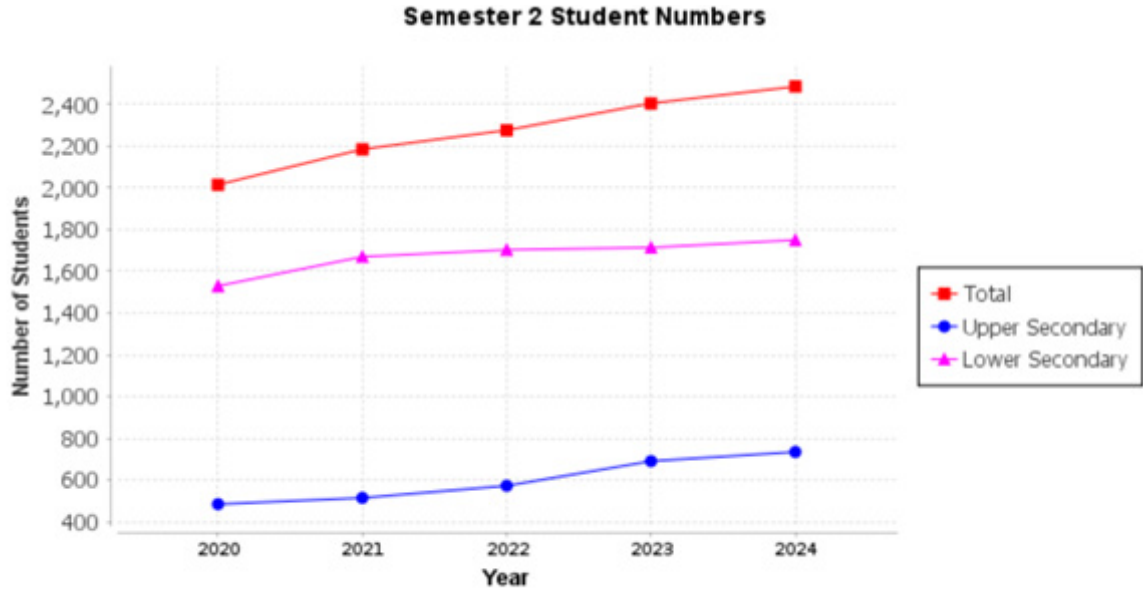
Carine has a strong tradition of service to local, national, and international communities. Students are encouraged to excel in academic, performing arts, sporting, leadership, and service programs. We are proud of our achievements in these areas and our ongoing facility upgrades. The latest \$32 million building project provides modern and enjoyable learning spaces.

Carine was awarded a Certificate of Commendation for excellence in Year 12 outcomes in 2021, 2022 and 2023.



STUDENT NUMBERS AND CHARACTERISTICS

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	465	434	445	406	374	361		2485



Semester 2	2020	2021	2022	2023	2024
Lower Secondary	1530	1670	1703	1714	1750
Upper Secondary	485	515	573	691	735
Total	2015	2185	2276	2405	2485

Note

The graph and table include only full-time students.
Lower Secondary includes Year 7 to Year 10 students.

(Source: Schools Online School Report)

Student numbers at Carine SHS have risen significantly, increasing by almost 19% overall from 2020 to 2024. The school has experienced considerable enrolment growth as the large lower school cohorts from 2020 onwards have transitioned into the upper secondary years (13% growth in lower school and 34% growth in upper secondary from 2020 to 2024). We expect to reach capacity within the next year or two.

Planning and preparation for this substantial growth include our \$32 million building program, the employment of an increased number of quality teaching and support staff, and necessary adjustments to school systems and processes. This has been integral in sustaining our success in academic performance, student learning and wellbeing support, and in ensuring the best possible opportunities for students.



Staff Information	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	7	6.8	0
Heads of Departments and Learning Areas	11	11.0	0
Program Coordinators	12	9.4	0
Total Administration Staff	31	28.2	0
Teaching Staff			
Level 3 Teachers	10	9.5	0
Other Teaching Staff	129	119.4	0
Total Teaching Staff	139	128.9	0
Allied Professionals			
Clerical / Administrative	39	33.0	2
Gardening / Maintenance	5	4.4	0
Other Allied Professionals	34	23.9	0
Total Allied Professionals	78	61.3	3
Total	248	218.4	3

(Source: Schools Online School Report)

Recruitment and retention of high-quality teaching staff continue to be a key focus for Carine Senior High School, in line with the growth in student numbers.



To maintain the effectiveness of school systems during this period of growth, Carine SHS has invested in additional support administration staff. These staff ensure a strong focus on student behaviour and pathway planning is maintained, while also supporting the broader needs of staff and students.

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	85.5%	88%	83%	63.9%	70.8%	55.2%	85.4%	87.8%	80.4%
2023	88.2%	89.2%	84.9%	77%	71.7%	59.2%	88.1%	89%	82.5%
2024	88.5%	89.5%	84.7%	79.1%	69%	57.6%	88.5%	89.1%	82.2%

(Source: Schools Online School Report)

Impact of evidence

Carine Senior High School's attendance rate showed a slight increase in 2024, aligning with the upward averages of Like Schools. While Carine's overall attendance has been slightly less than Like Schools over the past three years, the percentage gap has decreased year on year. Overall attendance remains a key focus for the school. We continue to track an upward trajectory by maintaining a proactive approach to attendance management. All unexplained absences are followed up promptly, and targeted strategies are implemented to support students experiencing challenges in maintaining regular attendance. A dedicated Student Support Officer works closely with Year Managers to engage students at risk of disengagement and support their reintegration into consistent school attendance. Attendance rates for our Aboriginal students have increased in recent years, due in part to the success of the "Follow the Dream" program and a whole-school focus on cultural responsiveness.

Non-attendance management

Carine Senior High School employs a dedicated Level 3 Year Manager for each year group. These staff members are responsible for the case management of all students identified as being at academic or educational risk. In collaboration with the Attendance Officer, they monitor and follow up on all unexplained absences and implement targeted interventions to support students struggling to maintain regular attendance. These strategies include Individual Attendance Plans (IAPs), positive reinforcement and reward systems, course and pathway counselling, and access to mental health support services. A Student Support Officer (SSO) works in partnership with the Year Managers to reengage highly disengaged students, particularly those requiring Tier 3 interventions. The SSO plays a critical role in supporting complex cases by participating in case conferences, conducting home visits, and facilitating referrals to external support agencies. To promote a positive attendance culture, students who achieve 100% attendance are acknowledged and rewarded throughout the year.

NAPLAN

NAPLAN Relative Assessment

		Perform.		Students	
		Year 7	Year 9	Year 7	Year 9
Numeracy	2019	2	3	412	271
	2021	2	2	409	407
	2022			414	401
	2023	2	2	407	408
	2024	2	2	434	419
Reading	2019	2	2	418	274
	2021	2	2	420	412
	2022			412	418
	2023	2	2	406	409
	2024	2	2	448	427
Writing	2019	2	2	410	266
	2021	2	2	414	426
	2022			417	418
	2023	2	2	423	417
	2024	2	2	449	431
Spelling	2019	2	2	415	272
	2021	2	2	411	415
	2022			368	390
	2023	2	2	403	390
	2024	2	2	435	407
Grammar & Punctuation	2019	2	3	415	272
	2021	2	2	411	415
	2022			368	390
	2023	2	2	403	390
	2024	2	2	435	407

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
	No data available or number of students is less than 6

(Source: Schools Online School Report)

(Table – NAPLAN Relative Performance. Source: Schools Online Report p3)

Carine Senior High School NAPLAN 2024 Performance Summary

- Carine SHS students are consistently achieving within the expected performance range across all NAPLAN domains.
- No areas were below expectations.
- Results are stable and consistent across all assessed areas, ensuring students are progressing as expected in their literacy and numeracy skills.
- Year 9 Numeracy results have remained strong over the past two years.



OLNA – Current Student Standing

	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
2024	191	157	58
	47.0%	38.7%	14.3%
Like Schools	45.7%	36.7%	17.6%

	Year 11 Students – Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2024	167	162	30	17
	44.4%	43.1%	8.0%	4.5%
Like Schools	49.9%	35.5%	8.6%	6.0%

	Year 12 Students – Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2024	174	148	25	9	8
	47.8%	40.7%	6.9%	2.5%	2.2%
Like Schools	53.1%	34.8%	6.8%	3.0%	2.3%

Note:

OLNA qualifications are as at the October round of testing in 2024

(Source: Schools Online School Report)

(Table – OLNA Current Student Standing. Source: Schools Online Report p4)

Carine Senior High School OLNA 2024 Performance Summary

- Carine SHS students are demonstrating strong progress in OLNA qualifications, with a higher percentage qualifying in Year 10 compared to Like Schools.
- The vast majority of students qualify well before Year 12, showcasing consistent achievement and readiness.
- By Year 12, only 2.2% of students remain unqualified, aligning closely with Like Schools and reflecting strong overall success.
- Carine SHS students are making steady and impressive gains across all year levels, particularly in Year 10, where their qualification rate exceeds that of Like Schools.
- These results highlight the effective teaching, support, and dedication of both students and staff in preparing for OLNA success.

YEAR 12 OUTCOMES INCLUDING VET

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
	2024	2023	2022	2021	2020	2019
School (WACE eligible)	352 (98%)	313 (99%)	231 (100%)	252 (99%)	196 (98%)	197 (99%)
Like Schools (%)	98%	98%	97%	97%	97%	96%
Public Schools (%)	90%	90%	89%	89%	89%	89%
School (Cohort)	352 (91%)	313 (88%)	231 (81%)	252 (87%)	196 (79%)	197 (81%)

SECONDARY METRICS	
Source: Student Achievement Data WACE Report	
Year 9 NAPLAN highest band	2024
10	67 (56.7%)
9	119 (42%)
High band 8	75 (44%)
8	67 (47.8%)
7	39 (69.2%)
6	9 (55.6%)
Band 5 or exempt	2
Incomplete/No NAPLAN score	7
Grand total	385 (49.2%)

Secondary Metrics: Progress and achievement for Year 12 student cohort

Source: Student Achievement Data WACE Report

NAPLAN Band	WACE Achieved								No WACE						Grand Total	Met threshold numerator	Denominator	% met threshold
	01. WACE & ATAR 85+	02. WACE & ATAR 70+	03. WACE & Diploma	04. WACE & ATAR	05. WACE & VET CERT IV	06. WACE & VET CERT III	07. WACE & VET CERT II	08. WACE	09. ATAR (no WACE)	10. VET CERT II+ (no WACE)	11. 1+ general courses (no WACE)	12. VET CERT I or NOA	13. Prelim or Foundation courses	14. NO OUTCOME				
10	38	10		2	4	1	2	8		1	1				67	38	67	56.7
9	29	21	9	20	7	19	12							2	119	50	119	42.0
HIGH BAND 8	6	9		2	16	9	17	15						1	75	33	75	44.0
8				2	14	16	17	9		3		4		2	67	32	67	47.8
7				1	2	15	9	4		3		5			39	27	39	69.2
6						3				2	1	3			9	5	9	55.6
Band 5- or Exempt										1		1			2			
Incomplete/No NAPLAN score	1	1				2				1		1		1	7			
Grand Total	74	41	0	16	56	53	64	48	0	11	2	14	0	6	385	185	376	49.2

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)						
	2024	2023	2022	2021	2020	2019
ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations						
High	45 (34%)	39 (37%)	29 (38%)	51 (46%)	28 (33%)	32 (35%)
Mid	58 (44%)	47 (45%)	33 (43%)	46 (42%)	29 (34%)	36 (40%)
Low	28 (21%)	19 (18%)	14 (18%)	13 (12%)	28 (33%)	23 (25%)
ATAR performance – count of students (% of ATAR students)						
99+	3 (2%)		2 (3%)	2 (2%)		2 (2%)
90-98.95	44 (34%)	39 (37%)	25 (32%)	43 (39%)	21 (25%)	21 (23%)
80-89.95	49 (37%)	39 (37%)	31 (40%)	42 (38%)	28 (33%)	32 (35%)
70-79.95	19 (15%)	13 (12%)	9 (12%)	14 (13%)	17 (20%)	20 (22%)
55-69.95	10 (8%)	10 (10%)	9 (12%)	7 (6%)	13 (15%)	13 (14%)
<55	6 (5%)	4 (4%)		2 (2%)	6 (7%)	3 (3%)
University English Language Competency (FSS 50+)	117 (89%)	79 (75%)	77 (100%)	101 (92%)	67 (79%)	84 (92%)

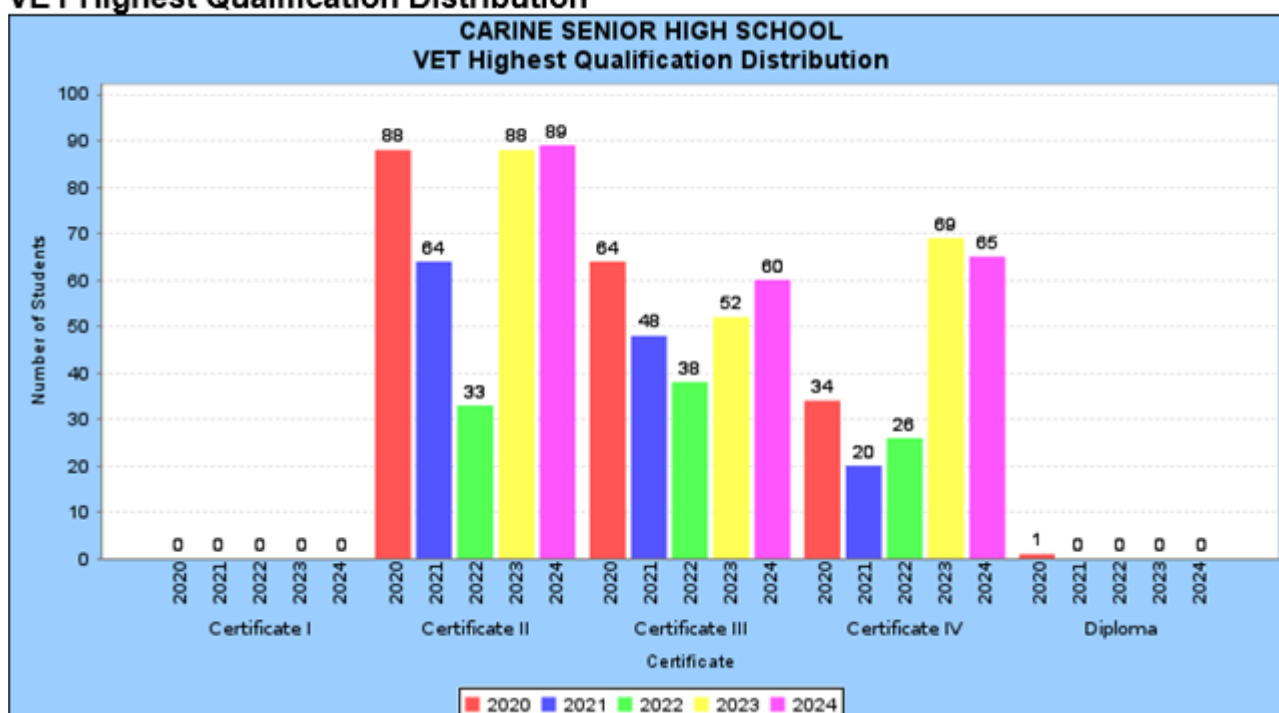
SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA)

School Curriculum and Standards Authority Awards: number

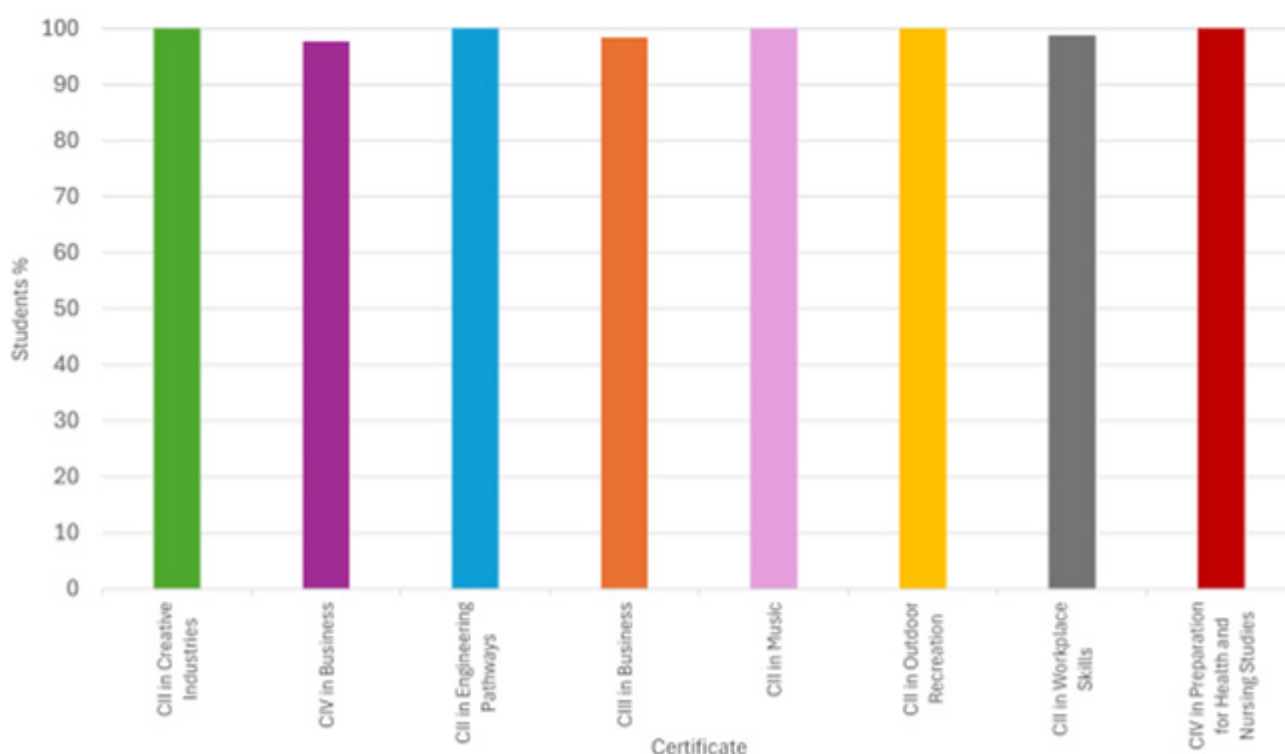
	2024	2023	2022	2021	2020	2019
Beazley Medals						
General Exhibitions	1					
Subject Exhibitions				1		
Subj Certs of Excellence	6		1	2		2
VET Exhibitions						
VET Certs of Excellence					1	
Certs of Distinction	8	7	5	4	5	4
Certs of Merit	31	26	15	24	21	28
Total # students awarded	39	33	20	29	27	32
# students with 2+ award	7		1	2		2

Award	Student
General Exhibition	Anna Ford
Subject Certificate of Excellence: Chemistry	Callum Riches
Subject Certificate of Excellence: Maths Applications	Esther Crisan, Charlie Trew
Subject Certificate of Excellence: Maths Methods	Yuvraj Khatri, Paranj Patel
Certificate of Distinction	Zac Demarte, Anna Ford, Ashleigh Glover, Brock Hodgkinson, Logan Mihovilovich, Paranj Patel, Jeel Thumar, Selina Wilson

VET Highest Qualification Distribution



CARINE SENIOR HIGH SCHOOL VET Qualification Completion 2024



(Source: SAIS WACE Report)

The performance of Year 12 students is now measured against new secondary metrics. This measures the percentage of students reaching aspirational achievement thresholds (such as completion of a Certificate IV or an ATAR score) at the end of Year 12 based on their Year 9 NAPLAN results. The secondary metrics for WA public schools apply a benchmark of 30% of total students meeting the relevant threshold. Carine Senior High School exceeded this benchmark in 2024, with 49.2% of students achieving the threshold.

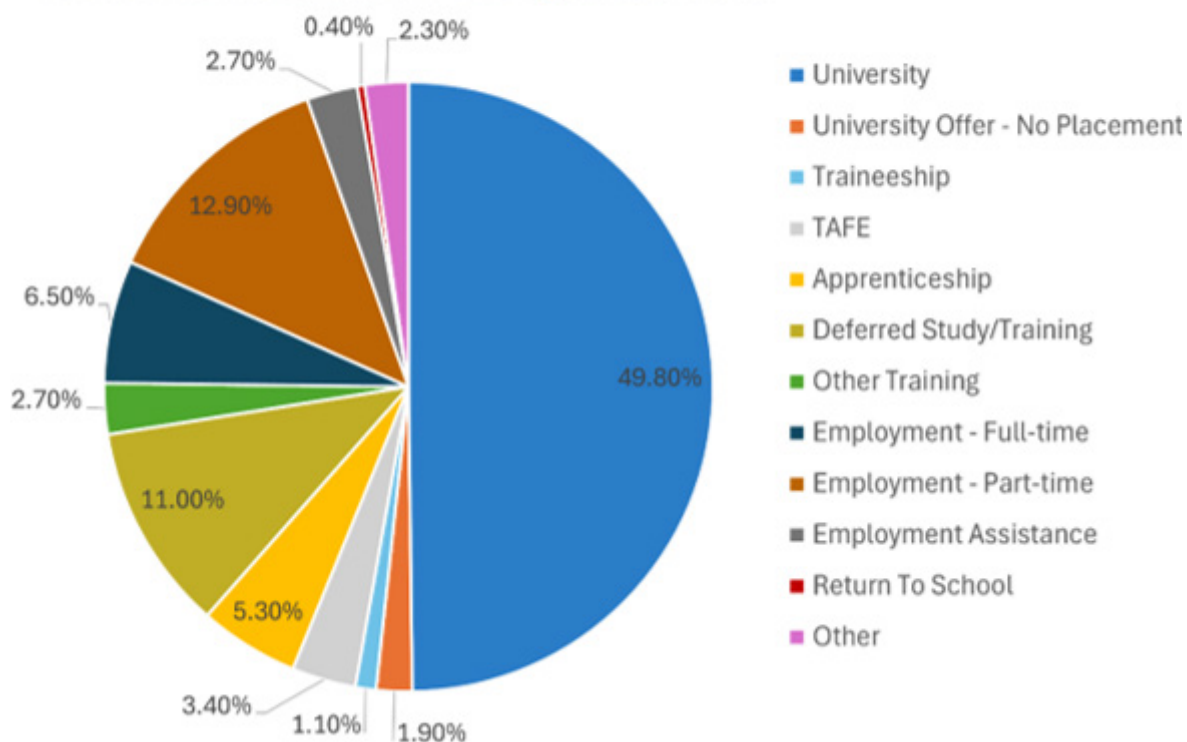
The school has implemented various strategies to increase the number of students meeting the threshold, including:

- The appointment of a Program Coordinator – Careers, Pathways and Transitions, in 2023, to implement a whole school approach to pathway planning and careers guidance, with a particular focus on Year 10-12. This has resulted in a more comprehensive strategy, including the introduction of school events (e.g. Careers in Health and Trades expos) and targeted intervention to support pathway planning for individual students.
- An ongoing trend of an increased number of students gaining a Certificate II, III or IV qualification.
- A rigorous and individualised course counselling process for Year 10 students, ensuring senior school selections target achievement thresholds.
- Targeted support for senior school Gifted and Talented (GaT) students, such as study strategies presentations.
- An academic review process that encourages students in an ATAR pathway to attempt it for at least one full semester prior to considering course changes.
- As the school embeds the implementation of the metrics measurement in 2025, we continue to monitor progress and apply strategies to support students to achieve their academic potential. A new study skills program, for example, is being trialled in 2025 to support academic improvement.

The metrics do not currently include university enabling programs, so it is relevant to note that the measurement does not capture students who successfully completed Edith Cowan University's UniPrep program to gain university admission. In 2024, 67 Year 12 students completed UniPrep.

Year 12 Destinations

Post-school destinations - 2024 year 12 cohort



(Source: Schools Online School Report)

The post-school destinations data is based on student responses and may therefore not accurately capture all destinations.

Almost half of Carine Senior High School graduates gained university admission, reflecting the various pathways the school has on offer to enable university admission, including ATAR, Certificate IV qualifications and UniPrep programs.



In response to community feedback, the school has implemented various strategies to support more students to gain apprenticeships and industry-specific employment post-school. The Vocational Education and Training (VET) Coordinator and Program Coordinator- Careers, Pathways and Transitions have developed a targeted strategy to identify suitable students to participate in external VET programs that may lead to apprenticeship opportunities for students. The Workplace Learning program continues, with identified students participating in work placements to develop work readiness.

PARENT, STUDENT AND TEACHER SATISFACTION

(Source: National School Opinion Survey and/or school-based data)

National School Opinion Survey (NSOS)

The National School Opinion Survey (NSOS) is conducted biennially. In 2023, 157 staff, 839 students, and 177 parents completed the survey. Carine SHS continues to use this data alongside many other sources to inform improvements in student experience, staff development, and parent engagement. We look to increase engagement in the next iteration of surveying.

Student Safety and Wellbeing

During 2023, 61% of students reported feeling safe at school. In addition to this, 74% agreed or strongly agreed that there is a culture of supporting the wellbeing and mental health of students at Carine SHS. Staff perceptions of student safety rose from 84% in 2021 to 91% in 2023, with ongoing efforts to create a supportive and secure learning environment a priority.

School Environment and Maintenance

Carine SHS continues to be recognised for its facilities and upkeep. In 2021, 92% of staff and 88% of parents agreed the school was well maintained. In 2023, responses remained strong, with 84% of staff and 83% of parents expressing agreement. Ongoing improvements in IT infrastructure and learning spaces underpin this sustained confidence.

Teaching and Learning

High expectations remain a consistent strength. In 2023, 83% of parents believed teachers expected students to do their best, closely aligned with 84% of students who felt the same. Parent satisfaction with the feedback and support for student learning declined slightly from 69% in 2021 to 63% in 2023. This will be a line of inquiry in 2025.

Student Engagement and Opportunity

Student feedback continues to highlight the breadth of opportunities available at Carine SHS. In 2021, 67% of students agreed the school gave them opportunities to do interesting things, totalling 64% in 2023. Carine SHS offers diverse subject selections among WA public schools, complemented by a range of co-curricular programs across sport, the arts, academic enrichment, leadership, and service.

Culture of Improvement and Behaviour Support

Staff endorsement of the school's improvement culture rose from 84% in 2021 to 94% in 2023. Our focus on high expectations is supported by a robust Attitude, Behaviour and Effort (ABE) reporting framework. This system helps embed positive behaviour and provides clear feedback to students and families on expectations and progress.

(Source: National School Opinion Survey)



SCHOOL INCOME AND FINANCIAL SUMMARY

Carine Senior High School continues to prioritise finances, focusing on our students by providing the highest level of support. Funding is received through the Department of Education based on student numbers. This, added to money received through locally raised funds, makes up our annual income. For 2024, funds received totalled \$32,792,770. Throughout the 2024 school year, these funds were allocated to salaries and goods & services with a total spend of \$31,557,960. We are pleased to report the school achieved the minimum expenditure of 96% for the year, ensuring our commitment that funds received in the current year are spent on the students in this year.

We continue to be 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 of 85.24%, up from 83.81% in 2023. The school was able to continue to increase the availability of ICT for students by means of leasing computing equipment, AV projectors and photocopiers. Our total annual lease increased from \$1,131,118.10 in 2023 to \$1,339,053.76 during the 2024 school year. With growing student numbers, we expect this to increase again in 2025.

The Parents & Citizens Association (P&C) have once again contributed to supporting the school and students. In 2024 the P&C funded carpet tiles for the new Sports Hall. At a cost of \$72,990 this was a significant contribution and well received by students who now have carpet for assemblies, presentations and events. The P&C continued to contribute to the Arts Award and Graduation Dux Award. Thank you to the P&C for their ongoing support of the students at Carine Senior High School.



Online Budget - 2024			
Total Funds 2024	Carry Forward	\$1,526,289.50	\$32,792,770.46
	Student-Centered Funding	\$27,927,812.43	
	Locally Raised Fundes (Cash Budget)	\$ 3,338,669.53	
Expenditure	Salaries	\$26,078,600.59	\$31,557,960.44
	Goods & Services (Cash Budget)	\$5,479,360.85	
Variance			\$1,234,810.02
Minimum Expenditure of *96%			
*This is 96% of the Current Budget that is required to be spent this year on salaries and goods and services.			

Cash Budget - 2024			
Income from Locally Raised Funds	Voluntary Contributions	\$296,359.09	\$3,338,669.53
	Charges & Fees	\$2,146,567.14	
	Fees & Facilities Hire	\$122,888.86	
	Fundraising, Donations & Sponsorships	\$375,720.59	
	Other Revenue & Transfers	\$397,132.85	
	Administration Consumables	\$391,055.82	
	Lease Payments	\$1,339,053.76	
	Utilities, Facilities & Maintenance	\$650,628.36	
Expenditure - Goods & Services	Building, Property & Equipment	\$791,718.98	\$5,479,359.85
	Curriculum and Student Services	\$2,152,353.61	
	Professional Development	\$25,920.23	
	Other Expenditure	\$128,629.09	

PROGRESS AGAINST PRIORITIES

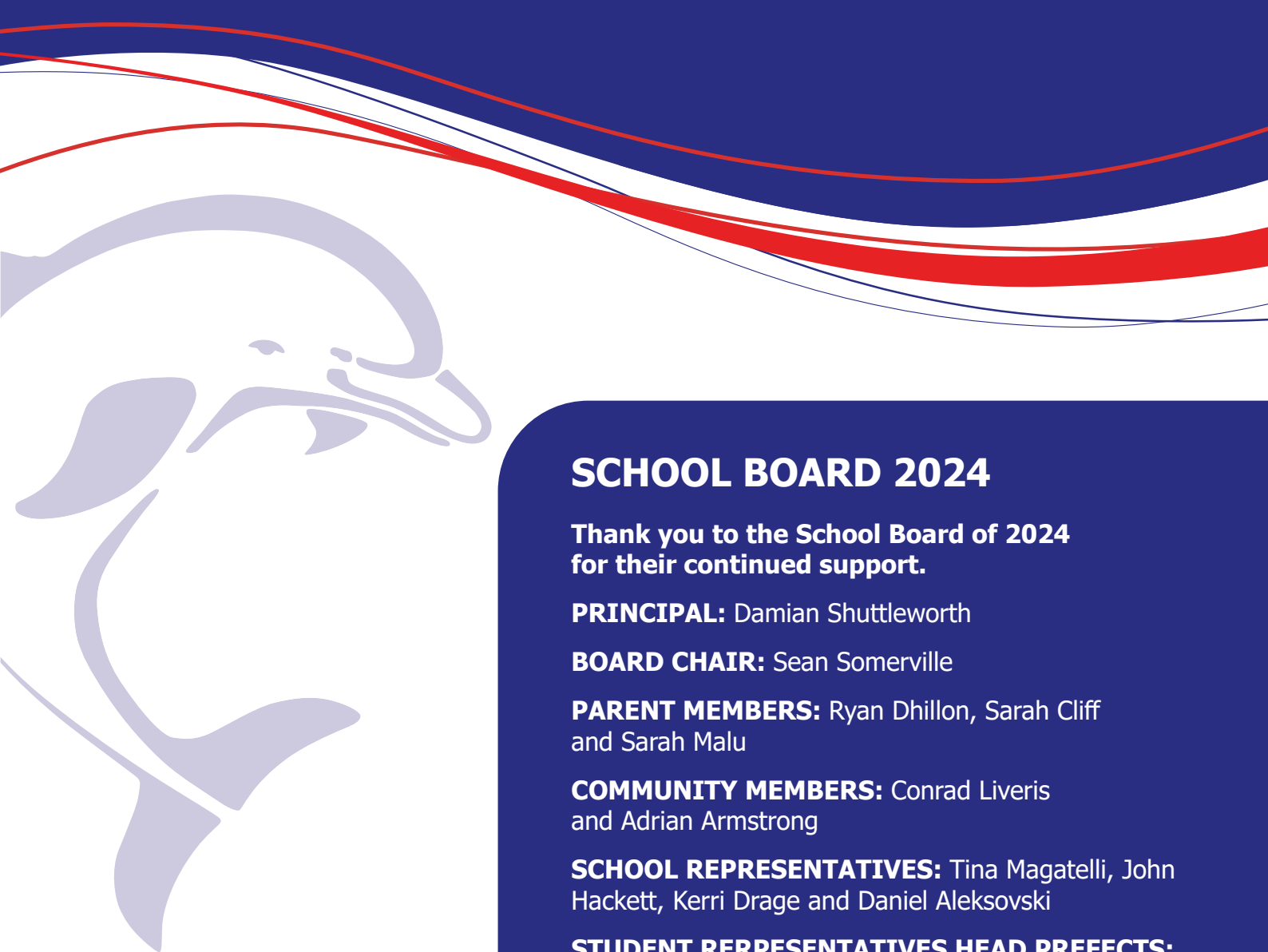
2024 marks the final year of our current school priorities. Throughout the year, Carine SHS will undertake an extensive planning process involving all staff. This process will shape the school's direction from 2025 to 2027, culminating in the development of a new set of priorities and strategies. As part of this process, staff will be asked to consider three key questions: What is working well at Carine? What could we do even better? And how could we do it?

The current Business Plan priorities have been addressed exceptionally well, as demonstrated in our last three annual reports and validated by the Department of Education during its 2024 Public School Review process. Carine was pleased to be rated as 'exceptional' and we valued the areas to continue to strive for success. Within the 2023 Annual Report, I identified specific focus areas for 2024 aligned to each priority. These are outlined below.

While there is always more to be done in pursuit of continuous improvement, the priorities that have guided us in recent years remain relevant. As we develop new priorities for 2025, our staff will continue to reflect on and build upon the progress we have made.

BUSINESS PLAN PRIORITIES	FOCUS AND ACHIEVEMENTS FOR 2024
Focus on the wellbeing of staff and students, cultivating a sense of belonging and encouraging positive mental health	<ul style="list-style-type: none">• Significant expansion of student and staff support systems, including the appointment of three school psychologists and the growth of wellbeing programs such as Mega-Life Week.• Introduction of family-friendly staffing policies and flexible planning practices to support staff wellbeing.• Professional learning was provided to build a culturally safe and capable staff.• A strategic review of the critical incident framework was completed, with further development of key staff capacity.• Establishment of a Health and Wellbeing Committee to lead thoughtful development of wellbeing initiatives.• Completion of new collaborative staff facilities capable of accommodating all staff.• Survey data indicated improved perceptions of safety and support.
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	<ul style="list-style-type: none">• Completion of a \$32 million facility with 26 digitally equipped classrooms, achieving a 1:1 student device ratio. Enhanced staff capabilities through targeted ICT training and integration of AI in classrooms.• Improved infrastructure support through a streamlined ticketing system.• Fully operational technology fleet was provided for online testing.• Online enrolment process was initiated in 2024.

Foster well-developed social and emotional skills in students to build resilient, 21st Century, lifelong learners	<ul style="list-style-type: none"> • A range of developmental social and emotional learning programs and presentations was embedded across all year groups. • Events such as Mega-Life Week and use of the ABE framework promoted student resilience and social responsibility. • Participation increased in inclusive, culturally safe, and emotionally supportive learning experiences. • A new transition program was initiated, ensuring that by 2026 all students in Years 7 to 9 will have attended a school camp. • Continued development of the Year 7 Camp program was undertaken ready for the 2026 cohort.
Strive for academic rigour appropriate to aspirations and abilities of students	<ul style="list-style-type: none"> • Sustained strong academic outcomes, including a 98% WACE achievement rate and a median ATAR in the high 80s. • Record completions of Certificate IV qualifications and an expanded range of university and VET pathways. • Personalised academic support provided through strategic course counselling processes. • Achievement data reviewed against the new Senior School metrics with positive outcomes. • Appointment of a dedicated staff member to lead the Quality Teaching Strategy (QTS), focused on identifying strengths, addressing gaps, and planning targeted professional learning. • Delivery of meaningful professional learning, including access for pre-service teachers. • Refinement of Education Perfect to ensure accessibility and consistent use for curriculum consolidation and skill review.
Engage in innovative, relevant and creative teaching practices that meet the needs of every student	<ul style="list-style-type: none"> • Expansion of CMS (Classroom Management Strategies) and ISE (Instructional Strategies for Engagement) training programs. • Implementation of the Quality Teaching Strategy (QTS) to guide pedagogical improvement. • Recognition of staff and student achievements through local and state-level awards. • Expansion of the Academic Performance Manager role and enhancement of the associate leadership structure to further support quality teaching and learning.



SCHOOL BOARD 2024

**Thank you to the School Board of 2024
for their continued support.**

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