



CARINE

SENIOR HIGH SCHOOL

*Seeking Excellence
in Education*



Annual Report 2025

CONGRATULATIONS TO CLASS OF 2025

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 Kambarang - the season where we celebrate our Year 12 students graduating, and our new Year 7s preparing for their journey into High School.

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Cover photo by Fotoworks School Photography of our 2025 Graduates.



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Message from the Principal

Carine Senior High School continues to demonstrate what is possible when high expectations, strong relationships and strategic planning align.

In 2025, our enrolments grew to 2545 students, reinforcing Carine's standing as a school of choice within Perth's northern corridor. This sustained growth reflects high levels of community confidence in the quality of teaching, student support and opportunities available at Carine. I am proud that alongside this growth, our attendance, academic performance and student wellbeing indicators continue to strengthen.

While overall attendance remains slightly below Like Schools, Carine demonstrated strong progress in 2025, with increased rates of regular attendance and a reduction in students at risk. Notably, attendance for Aboriginal students continues to significantly exceed Like Schools, reflecting the impact of targeted and sustained support strategies.

Academically, our students continue to perform at a high level. In 2025, 51.9% of Year 12 students met the aspirational benchmark under the new Secondary Metrics framework, significantly exceeding the 30% state benchmark. Online Literacy and Numeracy Assessment (OLNA) qualification rates strengthened across Years 11 and 12, and National Assessment Program-Literacy and Numeracy (NAPLAN) performance remained stable across all domains, with no assessed areas below expectations. These results are not accidental; they are the outcome of deliberate pathway planning, rigorous course counselling and a relentless focus on instructional quality.

Importantly, 2025 was also a year of strategic renewal. Carine continued a comprehensive and highly engaged Business Planning process to shape the 2025–2028 cycle. Staff participation was high, with more than 85% of staff reporting that they valued the opportunity to contribute to the direction of the school and over 80% confirming clarity and inclusion in our strategic priorities. This level of engagement speaks to a high-trust professional culture where improvement is collective, not imposed.

Our Business Plan priorities - a focus on manners, respect and inclusivity; wellbeing; consistent behaviour expectations; academic rigour; cultural responsiveness; staff wellbeing; and responsible use of Information and Communication Technology (ICT) and Artificial Intelligence (AI) - are not standalone initiatives. They are interconnected pillars supporting a cohesive school environment. The strength of our Year Manager model, Student Services structures, mentoring programs and active behaviour approaches ensure that high standards are matched with high levels of care.

We also remain deeply committed to cultural responsiveness and reconciliation. Aboriginal perspectives and partnerships are embedded visibly and meaningfully across our curriculum, professional learning and physical environment. This work continues to evolve with authenticity and intention.

Staff wellbeing remains a cornerstone of our success. Through structured professional learning, leadership development pathways, administrative streamlining and a dedicated wellbeing calendar, we continue to invest in the people who make excellence possible.

Our most recent Public School Review recognised Carine as "Exceptional". While we are proud of this affirmation, our focus remains forward-looking. Sustaining excellence requires continual reflection, responsiveness to evidence and collective ownership of improvement.

Carine Senior High School is a community built on service, respect and high expectations. As we move through the next Business Plan cycle, we do so with confidence, clarity and a shared commitment to Seeking Excellence in Education.

I thank our staff, students, families, School Board and P&C for their ongoing partnership and dedication to our school.

DAMIAN SHUTTLEWORTH
PRINCIPAL



2025 Prefect Group



Names left to right: Sacha Blackwell, Aoibhe Barrett, Orla Gardiner, Imogen Curtis, Ethan Hassett, Charlotte Dawe, Kerri Sutcliffe, Liam Worth, Sean Smuts, Damian Shuttleworth, Roan Jijo, Lana Cleasby, Cody Quinn, Jaime MacLeod, Daisy Laginha, Letisia Hoe, Brenda Caetano

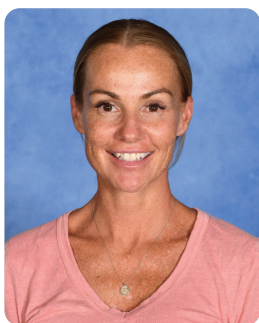
Executive Team 2025



SUE SOMERVILLE
Associate Principal
Whole School



CARLY KEAY
Associate Principal
Senior School



RAYA SARA
Associate Principal
Lower School



KERRI SUTCLIFFE
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

School Overview

Carine Senior High School is a high-performing Independent Public School and a school of choice in Perth's northern suburbs. With sustained enrolment and academic growth, Carine is recognised for delivering excellence across Years 7–12.

Our vision, *Seeking Excellence in Education*, reflects our commitment to high expectations, strong relationships and strategic innovation. In our most recent Department of Education Public School Review, Carine was awarded an 'Exceptional' rating, affirming the strength of our leadership, teaching quality and whole-school improvement processes.

Carine consistently achieves outstanding senior school outcomes, including high median Australian Tertiary Admission Rank (ATAR) results and strong Western Australian Certificate of Education (WACE) achievement rates. Students are supported through clearly defined and individualised pathways including Academic Extension, Gifted and Talented (GaT) programs, University Preparation, Certificate qualifications and a broad range of ATAR and General courses. Our structured pathway planning ensures students are supported to achieve success aligned with their aspirations.

Wellbeing is embedded in our systems. A comprehensive Student Services model includes dedicated Year Managers for every cohort, expanded school psychology provision, a Student Support Space and specialist allied professionals. Whole-school initiatives such as Mega-Life Week, peer mentoring and structured transition programs foster belonging, resilience and leadership across all year groups.

Significant investment in infrastructure has enhanced our learning environment. Our last upgrade included a \$32 million state-of-the-art facility which included 26 digitally equipped classrooms, specialist science and technology spaces, a double-court sports hall and modern collaborative areas, supporting a 1:1 student device ratio and contemporary teaching practice.

Carine is committed to cultural responsiveness and inclusivity. We proudly acknowledge the Wadjak Noongar people and make this visible through curriculum, leadership development and our physical environment. Our Reconciliation initiatives and partnerships reflect a genuine commitment to respect, service and community.

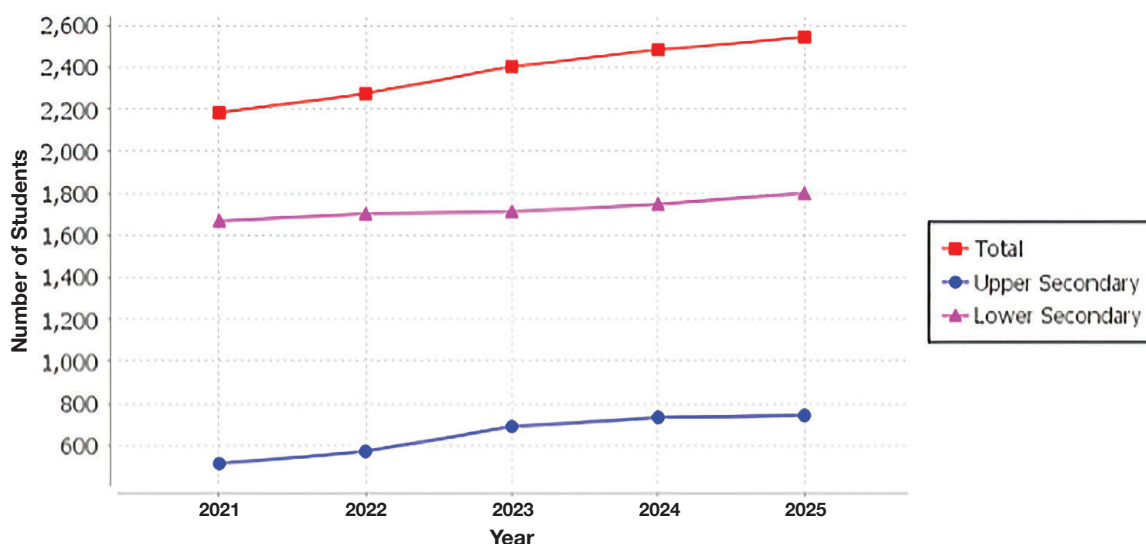
Students at Carine are encouraged to excel across academic, sporting, performing arts, leadership and service programs. We value strong partnerships with families, our School Board and Parents & Citizens Association, ensuring a collaborative and future-focused learning community.

Carine Senior High School continues to evolve strategically while maintaining a clear focus on excellence, innovation and care.

Student Numbers and Characteristics

Semester 2	2021	2022	2023	2024	2025
Lower Secondary	1670	1703	1714	1750	1801
Upper Secondary	515	573	691	735	744
Total	2185	2276	2405	2485	2545

Semester 2 Student Numbers



Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	460	468	428	445	384	360		2545

(Source: Schools Online School Report)

Carine Senior High School continues to experience sustained enrolment growth, with full-time student numbers increasing to **2545 in Semester 2, 2025**. This represents growth of 360 students since 2021, reinforcing Carine's position as a high-demand Independent Public School within Perth's northern corridor.

Lower Secondary enrolments (Years 7–10) have increased steadily to 1801 students, reflecting ongoing strong intakes in Years 7 and 8. Upper Secondary enrolments (Years 11–12) have stabilised at 744 students, demonstrating successful retention of large lower school cohorts as they transition into senior pathways. Year after year, Carine continues to enrol more local intake students who may previously have enrolled in non-public schools.

The sustained growth across both lower and upper secondary has required careful strategic planning to maintain academic excellence and high levels of student wellbeing. Investment in staffing, systems refinement and the recent completion of the \$32 million building project has ensured that facilities, learning environments and support structures continue to meet the needs of our expanding student population.





Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	7	7.0	0
Heads of Departments and Learning Areas	12	11.8	0
Program Coordinators	13	11.4	0
Total Administration Staff	33	31.2	0
Teaching Staff			
Level 3 Teachers	9	8.8	0
Other Teaching Staff	135	121.5	0
Total Teaching Staff	144	130.3	0
Allied Professionals			
Clerical / Administrative	41	33.9	2
Gardening / Maintenance	3	2.4	0
Other Allied Professionals	30	23.7	1
Total Allied Professionals	74	60.0	3
Total	251	221.5	3

(Source: Schools Online)

Recruitment and retention of high-quality staff continues to be a key focus for Carine Senior High School. We have seen an increase in teaching staff in line with student growth. We have also had an increase in program coordinators to ensure our strong focus on behaviour, pathway planning and support is maintained.

An increase in Level 3 classroom teachers over the past 4 years shows our support of the aspirations of experienced and high-quality teaching staff which supports greater retention.

Student Attendance

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2025	89.5%	90.5%	84.5%	78.5%	67.7%	55.6%	89.4%	90.2%	81.7%

Impact of Evidence

Carine Senior High School's overall attendance rate continued its upward trend in 2025, increasing from 88.5% in 2024 to 89.4% in 2025. While the school's overall attendance remains slightly below that of Like Schools (90.2% in 2025), it continues to sit well above the WA Public Schools average of 81.7%, reflecting strong overall engagement.

Attendance rates for Aboriginal students are a strength for the school, with 78.5% attendance in 2025, which is notably higher than both Like Schools (67.7%) and WA Public Schools (55.6%), continuing the strong outcomes observed in recent years.

Overall attendance data indicate improvement in Regular Attendance patterns. The proportion of students classified as 'regular attenders' increased from 57.2% in 2023 to 61.4% in 2025, while the proportion of students in the moderate and severe risk categories declined over the same period. The proportion of regular attenders remains below Like Schools (67.9%), however the proportion of students at severe risk (3.4%) is below Like Schools (3.5%). This indicates we are supporting our most at-risk students adequately, while continuing to focus more on those students at indicated risk to move them into the Regular Attendance bracket.

Overall, these patterns indicate continued improvement in student attendance and engagement, reflecting the school's sustained focus on proactive attendance monitoring, early intervention and targeted support strategies.

Non-attendance management

Carine Senior High School maintains a comprehensive and structured approach to non-attendance management, underpinned by a dedicated Level 3 Year Manager for each year group. Year Managers are responsible for the case management of students identified as being at academic or educational risk and work closely with the Attendance Officer to monitor, follow up, and respond to unexplained absences in a timely manner.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	57.2%	27.3%	11.6%	3.9%
2024	59%	26.8%	10.4%	3.9%
2025	61.4%	26.5%	8.6%	3.4%
Like Schools 2025	67.9%	20.9%	7.7%	3.5%
WA Public Schools	48%	24%	15%	13%

(Attendance Data 2025 Source: Schools Online)

The effectiveness of this approach is reflected in improved attendance outcomes in 2025. Targeted interventions are implemented for students experiencing difficulties in maintaining regular attendance, including Individual Attendance Plans (IAPs), positive reinforcement and reward structures, course and pathway counselling, and access to mental health and wellbeing support services. These strategies are personalised, regularly reviewed, and adjusted to support sustained re-engagement.

A Student Support Officer (SSO) works in partnership with Year Managers to support students with complex needs and high levels of disengagement, particularly those requiring Tier 3 interventions. The SSO plays a key role in coordinating case conferences, conducting home visits, and facilitating referrals to external agencies, strengthening continuity of support for vulnerable students.

To reinforce a positive attendance culture, the school continues to recognise and celebrate students who demonstrate excellent attendance, including those achieving 100% attendance throughout the year. This whole-school focus on accountability, early intervention, and targeted support has contributed to improved engagement and attendance outcomes across all year levels in 2025.

NAPLAN

Carine Senior High School NAPLAN 2025 Performance Summary

Carine Senior High School students continue to achieve within the expected performance range across all NAPLAN domains in both Year 7 and Year 9. There were no assessed areas identified as below expected performance in 2025.

Results remain stable and consistent across all literacy and numeracy domains, indicating that students are progressing as expected in their development of essential skills. This consistency reflects the strength of whole-school teaching and learning practices.

Student participation in NAPLAN remains strong, with large cohort sizes across all domains, particularly in Year 7. Despite these increasing student numbers, the school has maintained consistent performance outcomes, highlighting the capacity of staff to support student learning at scale.

Year 9 Numeracy continues to be a sustained area of strength, with results remaining strong over multiple years, reinforcing this as a consistent trend rather than a cohort-specific outcome.

		NAPLAN Relative Assessment			
		Perform.		Students	
		Year 7	Year 9	Year 7	Year 9
Numeracy	2021	2	2	409	407
	2022			414	401
	2023	2	2	407	408
	2024	2	2	434	419
	2025	2	2	448	413
Reading	2021	2	2	420	412
	2022			412	418
	2023	2	2	406	409
	2024	2	2	448	427
	2025	2	2	441	412
Writing	2021	2	2	414	426
	2022			417	418
	2023	2	2	423	417
	2024	2	2	449	431
	2025	2	2	455	420
Spelling	2021	2	2	411	415
	2022			368	390
	2023	2	2	403	390
	2024	2	2	435	407
	2025	2	2	446	406
Grammar & Punctuation	2021	2	2	411	415
	2022			368	390
	2023	2	2	403	390
	2024	2	2	435	407
	2025	2	2	446	406

(Source: Schools Online)

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



Student Achievement and Progress

OLNA

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2025	185	163	100
	41.3%	36.4%	22.3%
Like Schools	51.9%	26.8%	21.3%



	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2025	187	144	25	31
	48.3%	37.2%	6.5%	8%
Like Schools	46.7%	35.8%	8.4%	9.1%

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2025	166	156	29	8	10
	45%	42.3%	7.9%	2.2%	2.7%
Like Schools	50.8%	35.3%	8%	2.1%	3.8%

Note: OLNA qualifications are current as at the June round of testing in 2025 and may not capture most recent testing windows.

(Source: Schools Online)



Carine Senior High School OLNA 2025 Performance Summary

As at the June 2025 OLNA testing round, Carine Senior High School students have demonstrated strong progress in achieving the literacy and numeracy requirements of the Western Australian Certificate of Education (WACE).

By Year 10, 77.7% of students had met the OLNA standard, increasing to 92.0% by Year 11 and 97.3% by Year 12. While Year 10 outcomes are broadly comparable to Like Schools, Year 11 and Year 12 qualification rates are stronger than those of Like Schools, reflecting effective support as students progress through the senior years.

These outcomes reflect the school's comprehensive approach to student support, including in-class assistance, targeted intervention programs, and individualised one-to-one OLNA literacy and numeracy support for Year 11 and Year 12 students. This ensures students are well supported to meet WACE requirements.

(Source: Student Achievement Data WACE Report)

Year 12 Outcomes Including VET

	WACE Achievement Rate: count (% of eligible students)					
	2020	2021	2022	2023	2024	2025
School (WACE eligible)	196 (98%)	252 (99%)	231 (100%)	313 (99%)	352 (98%)	349 (98%)
Like Schools (%)	97%	97%	97%	98%	98%	97%
State - DOE	89%	89%	89%	90%	90%	90%

Secondary Metrics		
Progress and achievement - Students per NAPLAN band (% meeting the achievement threshold)		
NAPLAN BAND	2024	2025
10	67 (56.7%)	90 (51.1%)
9	119 (42%)	110 (44.5%)
High band 8	75 (44%)	59 (49.2%)
8	67 (47.8%)	65 (63.1%)
7	39 (69.2%)	46 (65.2%)
6	9 (55.6%)	8 (12.5%)
Band 5 or exempt	2	2
Incomplete / No NAPLAN score	7	20
Grand total	385 (49.2%)	400 (51.9%)



NAPLAN Band	WACE Achieved								No WACE						Total	Met threshold	Denominator	% met threshold	Met pre-threshold	Denominator	% in pre-threshold
	01. ATAR 85+	02. ATAR 70+	03. Diploma	04. ATAR	05. CERT IV	06. CERT III	07. CERT II	08. General	09. ATAR	10. CERT II+	11. General	12. CERT I or NOA	13. Prelim or Foundation	14. No outcome							
10	46	15		9	4	9	4	1				2			90	46	90	51.1	15	90	16.7
9	28	21		10	18	12	9	8		1		2		1	110	49	110	44.5	10	110	9.1
High band 8	4	6		5	14	18	4	5				3			59	29	59	49.2	18	59	30.5
8				3	20	18	12	3			5	3		1	65	41	65	63.1	12	65	18.5
7										5	1	8			46	30	46	65.2	2	46	4.3
6					2	24	4	2			1	5		2	8	1	8	12.5			
Band 5- or Exempt										1		1			2						
Incomplete/ No NAPLAN	1	2		1	2	4		1				3		5	20						
Grand Total	79	44	0	28	60	85	33	20	0	14	1	27	0	9	400	196	378	51.9	57	370	15.4

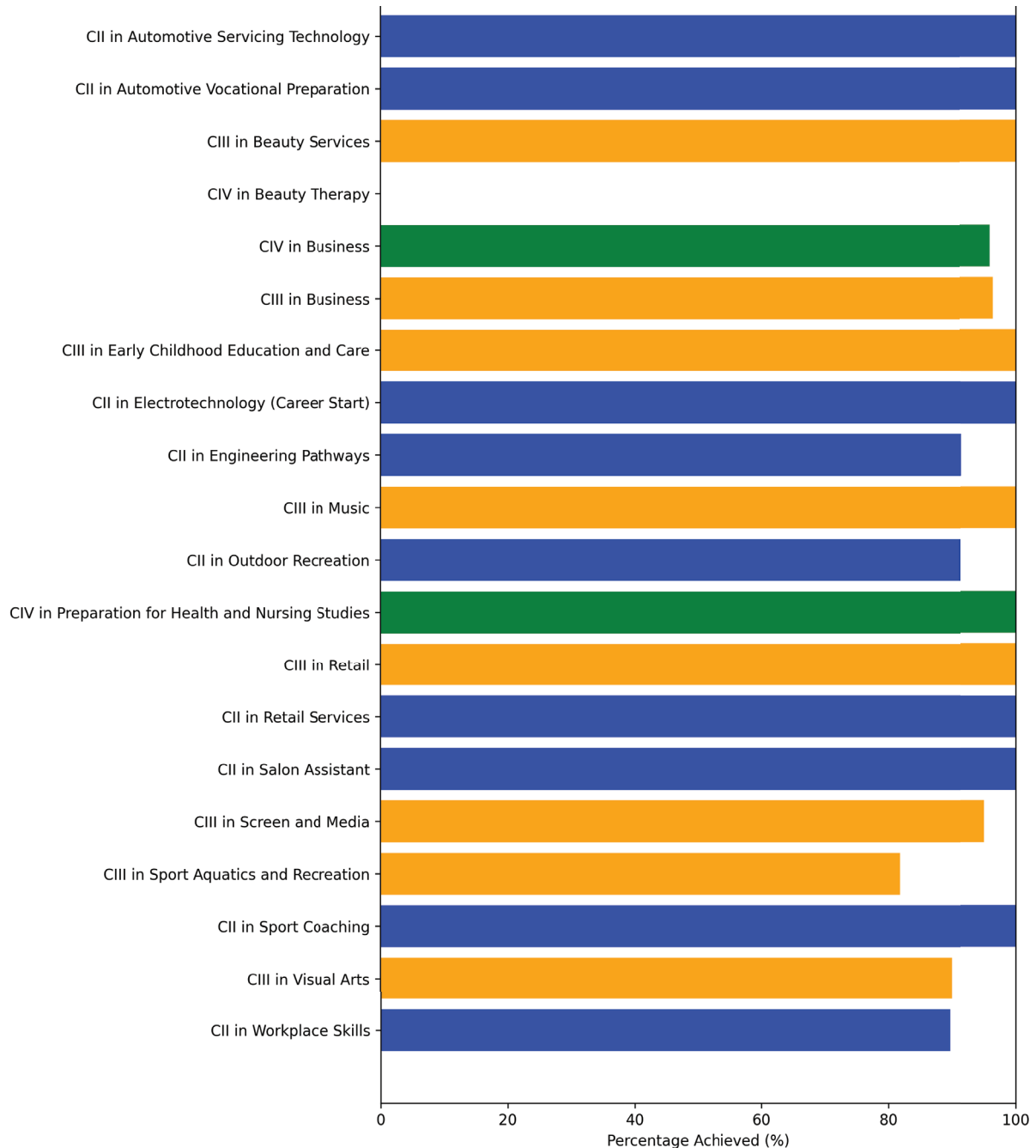
Australian Tertiary Admissions Rank (ATAR)						
	2020	2021	2022	2023	2024	2025
ATAR performance: count (% of ATAR students)						
99+		2 (2%)	2 (3%)		3 (2%)	4 (3%)
99-98.95	21 (25%)	43 (39%)	25 (32%)	39 (37%)	44 (34%)	53 (35%)
80-89.95	28 (33%)	42 (38%)	31 (40%)	39 (37%)	49 (37%)	36 (24%)
70-79.95	17 (20%)	14 (13%)	9 (12%)	13 (12%)	19 (15%)	30 (20%)
55-69.95	13 (15%)	7 (6%)	9 (12%)	10 (10%)	10 (8%)	19 (13%)
<55	6 (7%)	2 (2%)		4 (4%)	6 (5%)	9 (6%)
English scaled score 50+	67 (79%)	101 (92%)	77 (100%)	79 (75%)	117 (89%)	124 (82%)
ATAR performance (triles): count (% of ATAR students)						
High	28 (33%)	51 (46%)	29 (38%)	39 (37%)	45 (34%)	55 (36%)
Mid	29 (34%)	46 (42%)	33 (43%)	47 (45%)	58 (44%)	48 (32%)
Low	28 (33%)	13 (12%)	14 (18%)	19 (18%)	28 (21%)	48 (32%)

Year 12 Outcomes

(Source: Student Achievement Data WACE Report)

SCSA exhibitions and awards						
AWARD	2020	2021	2022	2023	2024	2025
Beazley Medal						
General Exhibition					1	
Subject Exhibition		1				2
Subject Certificate of Excellence		2	1		6	5
VET Exhibition						
VET Certificate of Excellence	1					
Certificates of Distinction	5	4	5	7	8	10
Certificates of Merit	21	24	15	26	31	32
Students with awards	27	29	20	33	39	43
Students with 2+ awards		2	1		7	4

VET Qualification Achievement Rates



(Source: SAIS WACE Report)

The performance of Year 12 students in WA public schools is assessed against the new secondary metrics, which measure the percentage of students reaching aspirational achievement thresholds (such as completion of a Certificate IV or attainment of an ATAR) at the end of Year 12, based on their Year 9 NAPLAN results.

The secondary metrics apply a benchmark of 30% of total students meeting the relevant threshold. Carine Senior High School exceeded this benchmark in 2025, with 51.9% of students achieving the threshold. The school has implemented various strategies to address the new performance measure and increase the number of students meeting the threshold, including:

- Strengthening the whole-school approach to pathway planning through the leadership of the Program Coordinator – Careers, Pathways and Transitions, 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.
- Sustained growth in students attaining Certificate II, III and IV qualifications, including an increased uptake of externally delivered programs. The Vocational Education and Training (VET) Coordinator, in collaboration with the Program Coordinator – Careers, Pathways and Transitions, have implemented a comprehensive process to ensure that quality VET programs are accessed in line with student goals and interests.

- 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, particularly in the context of the WACE achievement standard update for ATAR courses in 2025.
- As the school further embeds the implementation of the metrics measurement in 2026, we continue to monitor progress and apply strategies to support students to achieve their academic potential.

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 Schools program to gain university admission. In 2025, 59 Year 12 students completed UniPrep Schools.



Survey Results



School Satisfaction Data

In 2025, Carine undertook a comprehensive staff consultation process to inform the next Business Plan cycle. Feedback demonstrated high levels of engagement and alignment, with over 85% of staff valuing their involvement in shaping school direction and more than 80% reporting clarity and inclusion in strategic planning. This confirms a cohesive, high-trust professional culture underpinning our improvement agenda.

The National School Opinion Survey (NSOS) is conducted biennially. Due to a transition in the Department's licensed survey tool, the next survey will be conducted in 2026.



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, combined with locally raised funds, makes up our annual income. For 2025, funds received totalled \$34,082,824. Throughout the 2025 school year, these funds were allocated to salaries and goods & services with a total spend of \$32,320,093. 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 91.14%, up from 85.24% in 2024.

The school continued to increase the availability of ICT for students by means of leasing computing equipment, audiovisual projectors and photocopiers. Our total lease for the 2025 school year was \$1,181,522.53. With growing student numbers, we expect this cost to increase in 2026. The Parents & Citizens Association (P&C) continues to contribute to the school towards a range of initiatives e.g., Arts Awards, Paul Dillon Presentations and Graduation Dux Awards. In 2026 the P&C have committed to supporting the school with expanding our CCTV coverage throughout the school. Thank you to the P&C for their ongoing support of the students at Carine Senior High School.

(Source: Schools Resourcing System)

One Line Budget - 2025			
Total Funds	Carry Forward	\$1,234,809	\$34,082,824
	Student-Centred Funding	\$29,794,501	
	Locally Raised Funds (Cash Budget)	\$3,053,514	
Expenditure	Salaries	\$27,406,460	\$32,320,093
	Goods & Services (Cash)	\$4,913,633	

Cash Budget - 2025			
Income	Voluntary Contributions	\$318,485.07	\$3,053,513.97
	Charges & Fees	\$2,060,110.73	
	Fees & Facilities Hire	\$133,799.83	
	Fundraising, Donations & Sponsorships	\$347,529.27	
	Other State Govt/Local Govt Revenue	\$5,000.00	
	Other Revenues	\$188,589.07	
Expenditure	Administration	\$323,043.20	\$4,913,633.55
	Lease Payments	\$1,181,522.53	
	Utilities	\$675,755.80	
	Building, Property & Equipment	\$457,125.64	
	Curriculum & Student Services	\$2,137,749.33	
	Professional Development	\$43,879.17	
	Other Expenditure	\$88,707.88	
	Payment to CO & Other Schools	\$5,850.00	

Note: The difference between locally raised cash income and cash expenditure reflects SRS reporting, carry-forward, and allocated funding. This does not represent a deficit in locally raised funds.

Progress Against Priorities



Priority 1: A focus on manners, respect, integrity and inclusivity.

PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
<ul style="list-style-type: none"> • Behaviour data across 2025 continued to reflect low levels of suspension and strong positive acknowledgement trends, with positive entries outweighing negative behavioural incidents. • Participation in recognition systems (Honours, Colours, Principal Awards, Attitude Behaviour & Effort (ABE) and House Points) remained high, with most students receiving at least one form of positive acknowledgement across the year. • Mega-Life Week, Harmony Day and service-learning partnerships (Rotary, City of Stirling) continued to operate at scale, reinforcing whole-school values. • Attendance improved to 89.4% in 2025, indicating strong student engagement and connection to school culture. • Staff consultation data during the 2025 Business Planning process confirmed high alignment around school values and expectations with a planned focus for consistency. 	<p>Principal is recognised as visibly leading this priority by staff, students and community as this priority is recognised as a crucial enabler of each of the other priorities in the Business Plan.</p> <p>Carine's core values and expected behaviours consistently promoted through visible signage, assemblies, staff modelling and communication platforms (Connect/Compass, newsletters).</p> <p>Respectful behaviours regularly recognised and celebrated across pastoral care programs and in classrooms.</p> <p>Mentoring and peer-leadership programs (Prefects, Student Leaders, Peer Support, Follow the Dream) are operating and accessible across all year levels.</p> <p>House and reward systems actively celebrate kindness, service and integrity (Colours, Honours, ABE, Principal Awards).</p> <p>Whole-school wellbeing education is embedded and reviewed annually (e.g. Mega-Life Week, Motivational speakers such as Paul Dillon sessions, Harmony Day and Health Expos).</p> <p>Active partnerships with external organisations (Rotary, City of Stirling, local businesses) provide authentic service-learning opportunities.</p> <p>The Code of Conduct is co-developed and visible in all learning areas and online platforms, and referenced regularly in class discussions.</p> <p>Annual nominations for Education Awards are submitted that recognise wellbeing and inclusivity initiatives.</p>

Priority 2: Educate our students to understand and be culturally responsive to Aboriginal cultures and histories.


PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
<ul style="list-style-type: none"> • All new staff completed mandatory Aboriginal Cultural Standards Framework induction. • NAIDOC Week and Reconciliation Week events were successfully co-led with student voice and community involvement. • Aboriginal cultural visibility was strengthened through permanent signage, the Yarning Circle and curriculum integration across learning areas. • Student Services and leadership programs continued to support Aboriginal students through initiatives including Follow the Dream. • Cultural responsiveness remained embedded as a standing expectation in professional learning schedules. 	<p>Staff PD schedule includes regular, high-quality sessions on Aboriginal histories, cultures and culturally responsive practice.</p> <p>Mandatory induction module on the ACSF completed by all new staff.</p> <p>Aboriginal visibility is strengthened through Yarning Circle, dual-language signage, Noongar seasons artwork and local acknowledgements.</p> <p>Co-designed curriculum elements and partnerships implemented with Aboriginal-led organisations (e.g. Follow the Dream).</p> <p>Annual NAIDOC and Reconciliation Week events co-led by students and community representatives.</p> <p>Aboriginal art and cultural knowledge embedded in staff uniforms, new building murals and outdoor spaces.</p> <p>Staff utilise annual reflection tools to self-assess cultural competence and set goals for improvement.</p>



Progress Against Priorities




Priority 3: A focus on a consistent approach to whole-school behaviour, expectations, policies and procedures.

PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
<ul style="list-style-type: none"> • The Year Manager and Student Support Officer model operated consistently across all year groups, strengthening case management and early intervention. • Attendance improved across multiple year levels (notably Years 9, 10 and 12), indicating increased engagement and procedural consistency. • Whole-school behaviour expectations were reinforced through targeted assemblies and recalibration campaigns. • SIS/Compass and ABE data were used each term to inform responsive adjustments. • Staff feedback in 2025 confirmed clarity and consistency in expectations and processes. 	<p>Development and implementation of Learning Centre and Student Services support for behaviour and engagement.</p> <p>Whole-school Positive Behaviour Framework integrating restorative practices and Classroom Management Strategies (CMS) principles documented and shared.</p> <p>Code of Conduct and references to House Point systems visible in all learning environments.</p> <p>Regular staff PD (CMS, Instructional Strategies for Engagement (ISE), Restorative Practice, classroom management refreshers) embedded in the Professional Learning calendar.</p> <p>Staff induction and Behaviour Handbook used for all new and returning staff to ensure procedural consistency.</p> <p>Recognition systems (Honours, Colours, Principal Awards) clearly aligned to school values.</p> <p>Data-informed reflection cycles using Compass, SIS and ABE each term to identify trends and plan responses.</p> <p>Student Services and Learning Centre collaboration meetings scheduled for early intervention.</p> <p>Year Manager and Student Support Officer model fully implemented and understood by staff, students and families.</p> <p>Targeted behaviour “blitz” campaigns and assemblies used to recalibrate expectations across the school.</p>



Priority 4: A focus on academic rigour, applicable to the diverse aspirations and abilities of all students.

PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
<ul style="list-style-type: none"> • 51.9% of Year 12 students met the new Secondary Metrics aspirational benchmark, exceeding the 30% state benchmark. • 97.3% of Year 12 students met OLNA requirements by Year 12. • 59 students successfully completed ECU UniPrep Schools, expanding post-school pathway access (not captured in metrics). • NAPLAN results remained stable across all domains with no areas below expected performance. • ATAR participation remained strong while maintaining appropriate pathway counselling and retention into Year 12. • Certificate II, III and IV completions continued to grow, strengthening VET pathways. 	<p>Differentiated curriculum delivery evident across faculties (programs, assessments, adjustments).</p> <p>Positive reward systems (house points, awards) explicitly linked to academic achievement and effort.</p> <p>Regular celebration of success at year and whole-school assemblies (e.g. 90s Club, growth awards).</p> <p>Expert staff employed and retained in key learning areas and specialist programs.</p> <p>Review of school structure, resource allocation and processes to increase engagement and achievement.</p> <p>Targeted parent information sessions (academic pathways, ATAR/VET, study skills) scheduled and reviewed each year.</p> <p>Strong parent involvement supported by effective communication systems (Connect/Compass, newsletters, information evenings).</p> <p>Ongoing P&C and Board engagement with academic targets and progress.</p> <p>Regular use of student progress data (NAPLAN, OLNA, ATAR analytics, semester reports) to inform differentiated teaching.</p> <p>Data literacy professional learning for staff and ongoing moderation/cross-faculty analysis of assessment and feedback.</p> <p>Targeted academic support and enrichment (Learning Centre, tutoring, UniPrep, extension programs) established and reviewed.</p> <p>Careers and Pathways team coordinating VET, Try-a-Trade, university and industry pathways.</p> <p>Peer observation and instructional coaching to support high-impact teaching.</p> <p>Timetables and structures regularly reviewed to maximise collaboration and student success.</p>

Progress Against Priorities


Priority 5: A focus on staff wellbeing.

PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
<ul style="list-style-type: none"> • Staff consultation in 2025 demonstrated strong perceptions of inclusion and clarity in strategic direction (over 80% alignment in key measures). • The Staff Wellbeing Committee delivered a full annual calendar of initiatives aligned to the Department's five wellbeing pillars. • Administrative streamlining (relief processes, reporting templates and communication systems) reduced duplication and improved operational clarity. • Staff retention remained strong despite sector-wide workforce pressures. • Peer coaching, aspirant leadership programs and Graduate Teacher Induction continued at scale. 	<p>Alignment of wellbeing initiatives to Department of Education's five wellbeing pillars: Culture and Leadership, Connections and Partnerships, Learning and Development, Supportive Systems, Safe Environments.</p> <p>Active Staff Wellbeing Committee implementing initiatives aligned to the five pillars.</p> <p>Dedicated staff wellbeing calendar including fitness, mindfulness, social events and sundowners.</p> <p>Social Committee coordinating regular staff events.</p> <p>Peer coaching and aspirant programs (Graduate Teacher Induction, Emerging Leaders, Level 3 Coaching) actively running.</p> <p>Annual Wellbeing Week and recognition awards (Carine Commendations and tokens of appreciation).</p> <p>Improved staffroom facilities and shared workspaces to support collegial connection.</p> <p>Streamlined administrative processes (relief forms, reporting templates, communication clarity) documented and implemented.</p> <p>Leadership modelling healthy workload boundaries and fair task allocation.</p> <p>Union and Employee Assistance Program (EAP) engagement highlighted during induction and professional learning.</p>





Priority 6: Ethical and Responsible Use of ICT and AI.

PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
<ul style="list-style-type: none"> • AI and digital ethics professional learning was delivered to staff and embedded in subject-specific contexts. • ICT ticketing and device monitoring systems supported proactive management of damage and inappropriate use. • Digital citizenship education was embedded across Years 7–12, including cyber safety and ethical AI use modules. • No significant increases in device misuse or digital incidents were recorded in 2025. • Student device access remained supported through expanded ICT infrastructure following recent capital works. 	<p>Annual review of Department of Education guidelines and other best-practice documents used to update local policy for AI and ICT.</p> <p>“AI in Education” staff professional learning delivered and updated annually to build digital and ethical literacy.</p> <p>ICT champions in each department identified to model and support best practice.</p> <p>Curriculum integration of digital ethics, privacy and cyber safety (Years 7–12) documented in learning area plans.</p> <p>AI and technology modules embedded in Pathways, English and HASS courses to develop critical use skills.</p> <p>Digital monitoring and safe-use signage visible across the campus.</p> <p>Expanded ICT support full-time equivalent (FTE), along with an efficient ticketing system, enables proactive troubleshooting.</p> <p>Regular student workshops on online safety and responsible technology use.</p> <p>Microsoft Teams and OneNote integrated for communication, collaboration and learning.</p> <p>Bank of ICT resources developed and available to staff.</p> <p>Data-informed reviews of damage reports and inappropriate use undertaken each semester to guide prevention strategies.</p>

Congratulations



Carine Senior High School

Class of 2025



School Board 2025

Thank you to the School Board of 2025
for their continued support.

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Damian Shuttleworth

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Sean Somerville

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Kerri Sutcliffe and Daniel Aleksovski

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