



ANNUAL
REPORT
2019

SHENTON COLLEGE RECOGNISES THAT THE SUCCESSFUL OUTCOMES SUMMARISED IN THIS REPORT ARE NOT ACHIEVED IN ISOLATION. OUR STUDENTS ARE INCREDIBLY FORTUNATE TO HAVE THE WONDERFUL SUPPORT OF OUR WIDER COMMUNITY WHO SHARE OUR VALUES OF CARE, CURIOSITY, AND COLLABORATION. WE WOULD LIKE TO ACKNOWLEDGE THE CONTRIBUTIONS MADE TO OUR SCHOOL BY THE VARIOUS INDIVIDUALS AND GROUPS WHO HELP TO MAKE US THE VIBRANT LEARNING COMMUNITY WE ARE - THE STUDENTS; STAFF; PARENTS AND CAREGIVERS; ELECTED BOARD AND P&C MEMBERS; STUDENT COUNCILLORS AND THE VARIOUS COMMUNITY ORGANISATIONS WHO ALL SHARE OUR COMMITMENT TO EXCEPTIONAL PUBLIC EDUCATION.

WE ARE VERY PROUD TO BE A SCHOOL OF, AND FOR, OUR COMMUNITY.



Michael Morgan
Principal



Mal Cooke
Shenton College School
Board Chairperson

2019 BOARD MEMBERS

Shenton College Board Chairperson

Mr Mal Cooke

Principal

Mr Michael Morgan

Student Representatives

Ms Bahira Farrag

Mr Jackson O'Keefe

Elected Parent Representatives

Ms Helen Anderson

Dr Christine Pascott

Elected Staff Members

Ms Barbara Goldflam

Ms Bree Hansen

Mr Adam Pengelly

Ms Kristy Watson

Parents & Citizens Representative

Ms Jenny Hart

Tertiary Representative

Professor Peter Dean,

Pro Vice-Chancellor

(Education)



▲ National Book Week celebrations in Middle School

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FROM THE PRINCIPAL

It is with great pleasure that I present to you the Shenton College Annual Report for 2019. Once again, our College's achievements embody our shared values: those of Care, Curiosity, and Collaboration.

This year's ongoing focus on the 'whole child' has resulted in a range of opportunities that extend learning and engagement far beyond the four walls of the classroom. Shenton College's holistic educational focus strives to develop both the academic and non-academic traits of a child. The consistent message that we look to communicate through all our touch points with our community, including this Annual Report, is that whilst academic progress is important, it remains only one part of a child's development. Our "Much More Than Marks, Learning for Life" motto is borne out of a College that seeks to develop more than just the academic citizen.

At Shenton College, we strive to prepare our students for social responsibility, in a truly democratic society, by developing inquiring, curious, collaborative, caring and active citizens. It is for this reason that our Annual Report focuses on academic, non-academic,

interdisciplinary and extra-curricular targets. The Annual Report of 2019 showcases how the year has built student agency, involvement, and confidence. By focusing our teaching, learning, and reporting on more than marks, we allow students to develop a greater sense of belonging, and a deeper connection with their community.

Furthermore, this Annual Report attempts to comment on our proudly public, proudly excellent and proudly inclusive, College philosophy. At Shenton College, we celebrate that we are a co-educational college and that we cater for all. We are delighted that children come from a range of socio-economic backgrounds and with a broad range of beliefs. We take pride in the fact that we are about unity, but not about uniformity. We continue to define excellence as the Ancient Greeks did: more than just academic performance but also sporting, artistic, cultural virtues and moral progress.

Shenton College has always been a highly successful academic school, with a history of continuous academic success, across a broad range of performance measures. 2019 was, once again, a very successful year, with outstanding results across all academic measures and all external testing. Few would argue against the importance of measuring a school's performance on improving students' academic achievement; this report, however, rightfully places significant value on measuring success against non-academic metrics.

Our Shenton 2020 Business Plan targets were collaboratively developed by staff and fully endorsed by the College Board. Shenton 2020 outlines a vision of a school at the forefront of education in Australia, delivering the highest quality education to our community. A school that embraces intellectual independence, creativity and curiosity, and a sense of responsibility towards others. The Business Plan sets out a planning



**2019 WAS, ONCE AGAIN, A
VERY SUCCESSFUL YEAR, WITH
OUTSTANDING RESULTS ACROSS
ALL ACADEMIC MEASURES AND ALL
EXTERNAL TESTING.**

context for assessing and reporting success, as well as, how the College develops and improves against four key areas: Successful Students, Connected Teachers, Powerful Learners, and Engaged Leaders.

This 2019 Annual Report captures our performance and progress for the year. Whilst our results are strong, they also highlight clear areas for potential development. Reporting is important; more important though is the ownership and mindful analysis of our data, to ensure growth and greater progress for each and every child.

I thank the staff, students, parents and the College Board, led by Board Chairperson, Mr. Mal Cooke, for their ongoing strategic and moral support. I hope you enjoy reading this report.



Mr Michael Morgan
Principal, Shenton College



Images clockwise from top left:
Curtin Innovative Schools Scholars Program; Ben Wyatt visits for the NAIDOC Address; signing of the Japanese Sister School MOU; Jasmine Pearson wins a Tuckwell Scholarship; our Ross Meadow's Trophy winning Hockey squad; Sue Ellery, Minister for Education, visits the College; Noel Nannup with students from our Djandjoo Djena Koorliny group

SHENTON 2020 TARGETS

ACHIEVEMENT AGAINST THE PLAN

Our Shenton 2020 Business Plan was developed through staff, student and community consultation and endorsed by the Shenton College Board. It describes the planning context for the continued development and improvement of the College and establishes four key areas: Successful Students, Connected Teachers, Powerful Learners, and Engaged Leaders.

Shenton 2020 identified targeted areas that were considered important indicators of the progress of our teaching and learning community. While we will strive to meet or exceed established targets, perhaps as important is the nature of the targets

themselves. For example, the College consistently achieves some of the best NAPLAN Test outcomes of any school in WA, and is regularly at the top nationally, against like schools, but our NAPLAN target focuses on the students with Limited or Satisfactory performance in Year 7 and how much of a positive improvement we can achieve by Year 9.

We have also established non-academic Targets that require us to investigate the levels of student and staff satisfaction in school culture, leadership and organisation, through establishing benchmark data from new data collection instruments. The Targets are overtly ambitious and are written to encourage improvement and growth in current areas of identified need, as well as sustainable consolidation in areas of strength.

2019 NAPLAN

Target 1: In each year of the Business Plan, we see a positive trend in students (stable cohort) achieving at the ‘Limited’ and ‘Satisfactory’ performance in Y7 NAPLAN, having ‘Moderate’ or better progress in Y9, across Reading, Writing and Numeracy (Source: DEO First Cut – EARS Assessment Data, 2019)

This Target was achieved in some, but not all, areas of performance. The Target relates to those students who achieved ‘Limited’ or ‘Satisfactory’ performance in their 2017 NAPLAN and focuses on what ‘progress’ they have

THE COLLEGE CONSISTENTLY ACHIEVES SOME OF THE BEST NAPLAN TEST OUTCOMES OF ANY SCHOOL IN WA

achieved as measured by their 2019 NAPLAN outcomes. In Writing there was a significant improvement, Reading was relatively stable, whereas in Numeracy the school performance was under Target.

It is important to note that the College made the decision to move from online testing to paper when it became apparent that the issues with the online environment were adversely impacting students and their performance. It is impossible to know what impact, if any, this change had on student achievement in 2019.

Whilst our progress towards achieving Targets was mixed, the College considers the performance has many positive factors – for example, 100% of students who demonstrated Limited achievement in the Numeracy and Reading components in Year 7 made Moderate or better progress in Year 9. Given that we did not achieve the Target in Writing in 2018, it is pleasing to see that 36% of students made Very High progress in 2019 and 34% made High progress. We have disaggregated the Numeracy data and have identified and implemented a number of strategies to support student progress.

The trend data required by the Target aspires for linear positive progress, however with very strong baseline data, and the variability of student cohorts, this is not always possible and has not been uniformly achieved across all the domains.

NUMERACY YR 9

	ACHIEVEMENT YR 7 2017	PROGRESS			% ACHIEVING TARGET 2019
	LIMITED	MODERATE	HIGH	VERY HIGH	%
Number of students	5	2	1	2	100

	ACHIEVEMENT YR 7 2017	PROGRESS			% ACHIEVING TARGET 2019
	SATISFACTORY	MODERATE	HIGH	VERY HIGH	%
Number of students	68	21	8	12	60.3

READING YR 9

	ACHIEVEMENT YR 7 2017	PROGRESS			% ACHIEVING TARGET 2019
	LIMITED	MODERATE	HIGH	VERY HIGH	%
Number of students	6	2	4	-	100

	ACHIEVEMENT YR 7 2017	PROGRESS			% ACHIEVING TARGET 2019
	SATISFACTORY	MODERATE	HIGH	VERY HIGH	%
Number of students	109	39	19	30	80.7

WRITING YR 9

	ACHIEVEMENT YR 7 2017	PROGRESS			% ACHIEVING TARGET 2019
	LIMITED	MODERATE	HIGH	VERY HIGH	%
Number of students	35	8	8	14	85.7

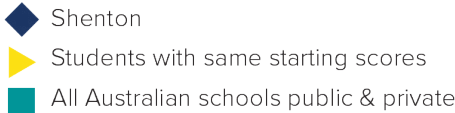
	ACHIEVEMENT YR 7 2017	PROGRESS			% ACHIEVING TARGET 2019
	SATISFACTORY	MODERATE	HIGH	VERY HIGH	%
Number of students	149	32	54	52	92.6

NAPLAN PROGRESS: STUDENTS WITH LIMITED OR SATISFACTORY ACHIEVEMENT IN 2017 NAPLAN

Target 2: Our Student Gain measurement will be above those of ‘Students with Same Starting Scores’ in NAPLAN 7–9 for matched students (stable cohort) (MySchool website; NAPLAN, Student Gain)

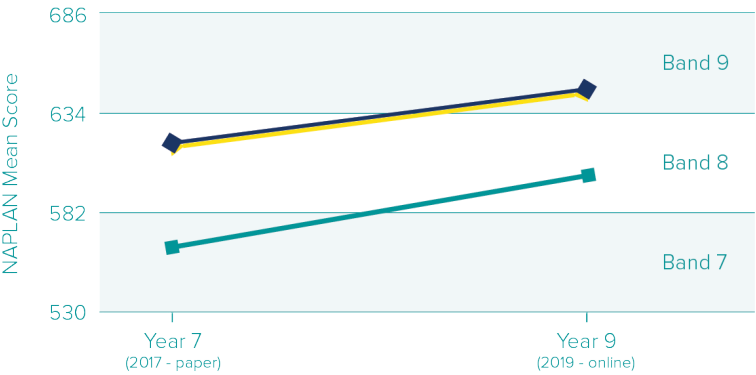
This Target was achieved. Shenton College students achieved greater student gain than students with the same starting scores in other public or private schools – including greater gains against schools with similar students. (Source: MySchools, 2019 NAPLAN data)

There was significant gain demonstrated by our students in the Writing section of NAPLAN. This data continues the strong performance from last year and reinforces the fact that the College has implemented effective strategies to support all students in their learning.

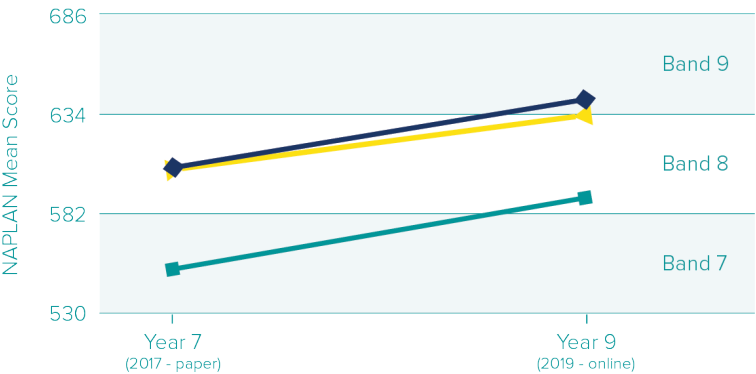


Student Gain – My School Website 2019
Yr7 – Yr 9 Data

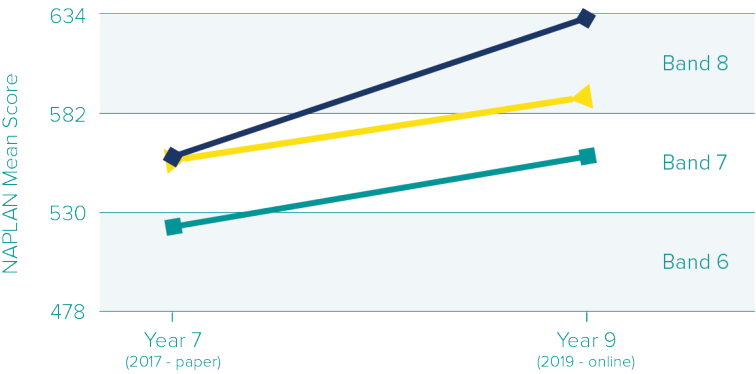
NUMERACY 2019



READING 2019



WRITING 2019



MUCH MORE THAN
MARKS, LEARNING
FOR LIFE

2019 WACE

Target 3: All students on a WACE pathway will achieve a 55+ ATAR or a Certificate II or higher

The Target was achieved.
In 2019 the Year 12 cohort achieved 100% Attainment. There were 87 eligible students with 3 or less ATAR courses and who were enrolled in a full qualification and all of these students successfully completed a Certificate II or higher. These students selected a challenging pathway, aligned to post-school options which provided opportunities for further study, training and/or employment:

- Portfolio application to University
- Bridging course application to University
- TAFE application
- Application for courses offered through private Registered Training Organisation
- Employment

Target 4: In each year of the Business Plan, 80% or more of our students will attain an ATAR score or a Certificate III or higher, with an ambitious target of 85% by the end of the Business Plan cycle (Schools Online/SAIS WACE report)

Target 4 was achieved.
In 2019, 92% of students attained an ATAR score or a Certificate III or higher. There has been an increase in the number of higher qualification pathways offered to students over the last two years.

The number of higher qualification pathways offered to students has increased as a result of opportunities offered through third party agreement.

Target 5: The median Year 12 ATAR performance will rank in the Top 5 of the Like Schools group, with an ambitious target of being the top public comprehensive school (SAIS School Performance Report/ Schools Online)

Target 5 was achieved. Shenton College achieved the highest ranked median ATAR within the Like Schools group in Western Australia and was the second-highest public school overall.

The table below shows Shenton College's ATAR performance against other top-ranked like schools.

	WACE ACHIEVEMENT (%)	ATTAINMENT (%)	MEDIAN ATAR – SCHOOL	ATAR STUDENTS
SHENTON COLLEGE (HIGHEST RANKED LIKE SCHOOL)	98.7	100	88.55	225
SECOND RANKED LIKE SCHOOL	96.4	99.7	88.05	241
THIRD RANKED LIKE SCHOOL	96.2	99.7	87.55	257

SHENTON COLLEGE
ACHIEVED THE
HIGHEST RANKED
MEDIAN ATAR
WITHIN THE LIKE
SCHOOLS GROUP
IN WESTERN
AUSTRALIA

SPECIALIST PROGRAMS: GATE

Target 6: Continued positive trends in median ATAR results for students in the selective academic GATE Program in comparison to the other cohorts in the College

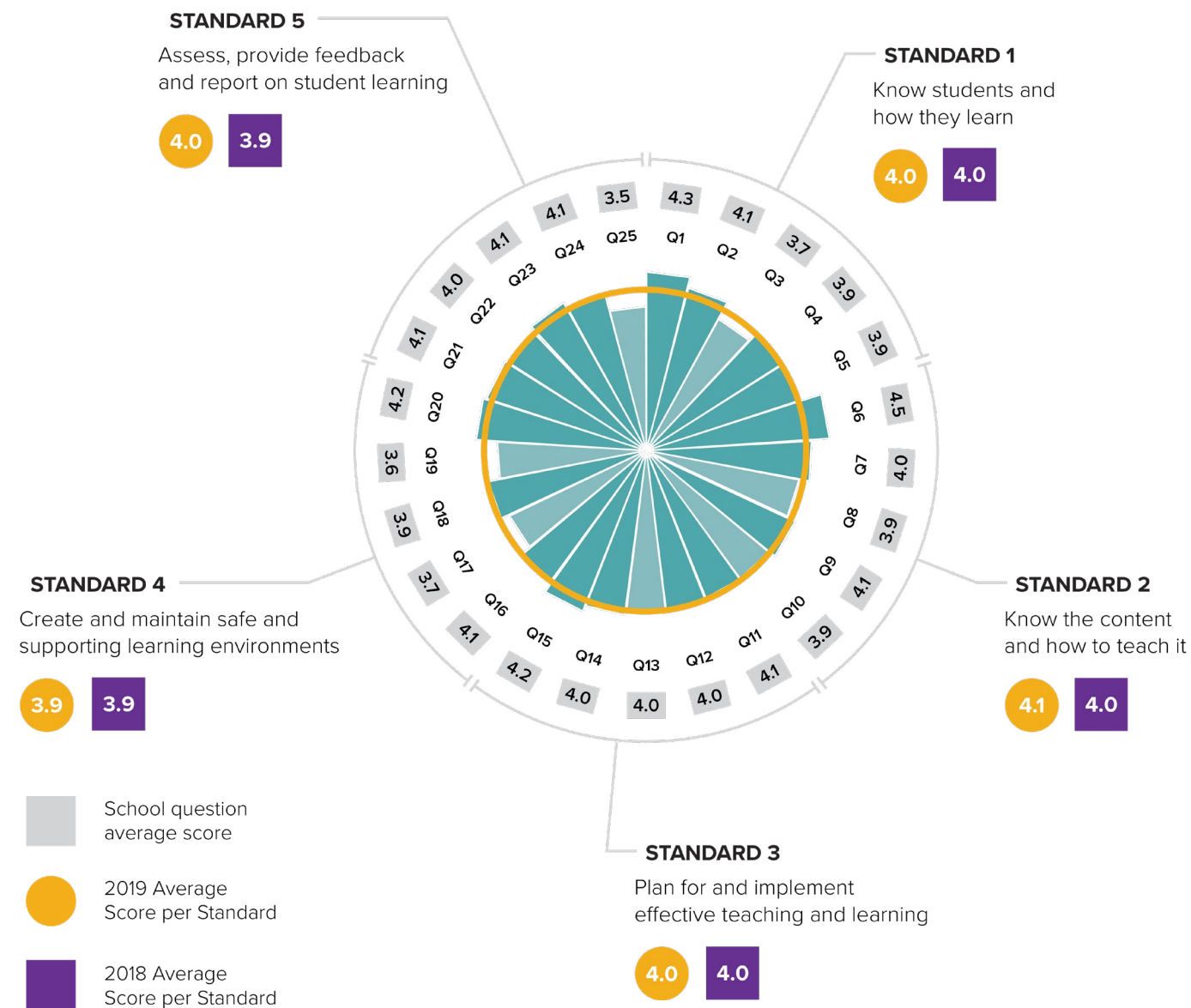
This Target was achieved. GATE students achieved some outstanding results in the 2019 WACE, with the majority of GATE students recognised with Certificates of Distinction or Merit. GATE students achieved very strong ATAR results with a median ATAR of 95.45.

GATE Median ATAR of 95.45

HIGH ACHIEVEMENT BY YEAR 12 GATE STUDENTS
14% achieved an ATAR score of 99+
50% achieved an ATAR score of 95+
74% achieved an ATAR score of 90+
Two-thirds of our GATE cohort achieved certificates recognising their high achievement

GENERAL AWARDS
19 GATE students achieved Certificates of Excellence
17 GATE students achieved Certificates of Merit
62% of the GATE ATAR cohort achieved certificates recognising their high achievement

SHENTON COLLEGE HEAT MAP (TARGET 7)



THE SIX DOMAINS OF HIGHLY EFFECTIVE PRINCIPALS:

Leading the Moral Purpose

Building Productive Relationships

Creating Enabling Conditions

Promoting Improved Teaching

Driving Data-Informed Practice

Leading Strategic Change

(Principal Performance Improvement Tool, ACER)

NON-ACADEMIC TARGETS

Target 7: Established classroom survey data indicates positive trends across all 5 of the identified AITSL (Australian Institute for Teaching and School Leadership) Teaching Standards

This Target was achieved, with either maintained high performance or positive progression recorded against each of the identified AITSL Teaching Standards. Our Professional Learning Community program is now embedded as an important context for reflective practice, collegiate support, and collective inquiry.

Student response data lies at the core of the reflective practices in the school and teachers see value in the student voice as an important means of feedback.

Target 8: School-wide surveys demonstrate strong levels of satisfaction in school culture, leadership and organisation

This Target was achieved. Over the life of the College's Shenton 2020 Business Plan, the school intends to explore different aspects of our culture, including student, community and staff, as well as aspects of our organisational and leadership structure.

In 2019 our focus was on the leadership in the school and the areas of strength and development that exist across our current cohort. Members of the Executive team, Principal and Associate Principals, used tools such as the PPIT (Principal Performance Improvement Tool) and Pivot 360, to triangulate feedback on their performance in relation to the six domains of highly

effective practice for school leaders. Feedback was sought from teaching staff, school leaders, student leaders and members of the School Board. The positive data returned from these tools demonstrated strong endorsement of the leadership team's performance, specifically in the domains of 'Leading the Moral Purpose', 'Building Productive Relationships' and 'Leading Strategic Change'.

Student Survey Data also reinforced stable levels of satisfaction in key areas. (875 respondents, from Y7-10)

	STRONGLY AGREE / AGREE
Teachers at this school expect me to do my best.	91%
Teachers at this school provide me with useful feedback about my school work.	72%
My school is well maintained.	71%
I feel safe at my school.	74%
I like being at my school.	71%
This school looks for ways to improve.	71%
My school gives me opportunities to do interesting things.	77%

Target 9: Positive incremental changes in regular student attendance in all year groups, with an ambitious target of 85% or higher for the whole school by 2019 (Schools Online, Student Details, Student Attendance by Year Group)

This ambitious target was not achieved. The College continues to develop strategic responses to the challenge of improving student regular attendance across the whole school cohort. We remain committed to supporting at-risk students to find ways to re-engage with schooling.

While regular attendance for the College sits at 73.8%, and compares favourably with a State figure at 60%, there remains room for improvement.

	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		INDICATED	MODERATE	SEVERE
2017	74.9%	19.0%	4.6%	1.4%
2018	75.5%	16.4%	5.1%	2.9%
2019	73.8%	16.3%	6.9%	3.0%
WA PUBLIC SCHOOLS	60.0%	22.0%	11.0%	7.0%



THE STORY OF 2019

COMMUNITY BUILDINGS

Undoubtedly one of the biggest physical changes that took place this year was the opening of our new Hub building. After gaining full access to the building in the final days of the Summer holidays, it was remarkable to see how quickly the new surroundings became a naturalised part of the everyday life of our community. The building, part of a \$50 million contract to extend our built capacity, provides our students and teachers with a genuine 21st century learning environment. Including more than twenty flexible teaching classrooms on the upper floor, open-plan social learning spaces in corridors and balconies, specialised classrooms on the lower floor, including Science laboratories, Arts studios, a commercial kitchen and a Food Science classroom, pop-up restaurant space, Textiles room, IT and Media labs and a new auditorium, the Hub building provides a distinct learning space for our senior school students.

Alongside the Hub building itself, the gymnasium was more than doubled in size, a new suite of Technology

classrooms (including Metalwork, Woodwork, STEM classroom and Mechatronics lab) was opened, and our outdoor courts were completely modernised and extended.

Built with our independent, mature learners in mind, there is now a clear architectural progression across our 14 hectare site, that responds to the developmental needs of the communities that inhabit those buildings – from the nature playscape and communal courtyards of our Middle School, through the more traditional limestone buildings of the existing senior school, the heritage buildings that talk to the history of our site, and now completed by the almost university-campus feel of our Hub and TechSpace buildings.

Throughout our existence as a College we have worked to build and maintain excellence in our teaching and learning practices. We feel sure that the buildings opened this year will both reflect and encourage that continued focus on delivering the highest quality educational opportunities for our students.

BUILDING COMMUNITIES

A school is never just buildings alone. Whilst providing a first-class educational context is important, the real work comes in making sure that your school is in good health, in terms of culture and community. Our College business plan, Shenton 2020, identified the need for us to clarify and communicate our values as a community. 'The Shenton Difference' is a very real idea in our school, and many people know what it looks or sounds like, but describing it and capturing the essence of what makes our school community such a powerfully positive force isn't easy. Over the course of a consultative process that involved reviewing all major school strategic documents since our inception, workshopping core values and practices with staff and students, and engaging in some deep reflective conversations with the wider school community, we distilled our beliefs down to the three core values of Care, Curiosity and Collaboration. The speed with which these values have been taken up by our community, since articulated, speaks to the idea that the community recognises themselves in these

words. They are not new concepts, not an artificial structure developed to manipulate behaviour, but a clear reflection of what we hold dear; an articulation of the why and the how of our school culture.

The Student Council portfolios have aligned themselves to the three values, they have taken on a prominent role in assemblies and rewards, they have refocused the College's mentor program, and, perhaps more significantly, they have provided a framework for heartfelt conversations around teaching and learning practices, curriculum development and pedagogical approaches in our classrooms.

COMMUNITY CULTURE

Within our community there were some significant developments in 2019, including the formation of the Dandjoo Djena Koorliny steering committee that is leading our school along the journey of fully recognising and celebrating the importance of our Aboriginal community. This group of students, staff and community members, having reached out to local elders Noel Nannup and

Kim Bridge, are working to ensure we develop fair, just and even responses to curriculum representation, cultural learning for all students and our staff, and moving forward together to embrace Aboriginal histories, cultures, languages and knowledge.

Treasurer Ben Wyatt MLA was one of our notable guests in 2019, when he attended the College as our inaugural NAIDOC Week Guest Speaker - he spoke of the importance of the theme of Voice: Treaty: Truth, as well as discussing with our Senior School students, the significance of NAIDOC Week celebrations.

We continued to excel in the sporting realm, taking out the Division A Interschool Swimming Championship for the third year in a row, and we also went back-to-back in Hockey with our Y7-9 team again winning the Ross Meadows Shield. With a strong Shenton representation at state and national level across a number of sports, our students continue to demonstrate a commitment to excellence in their sporting endeavours.

CARE

With a generosity of spirit, we look after ourselves, each other and our environment.

CURIOSITY

We are adventurous in our learning, courageous in our questioning, and intelligent in our risk-taking.

COLLABORATION

We labour together, discover together, and succeed together. This College functions best as a team.



SHENTON GATE PROGRAM YEARS 7–12

GATE INTERDISCIPLINARY

With a focus on critical and creative thinking, our GATE students in Years 7 to 10 participated in integrated projects spanning their Maths, English, Science, Humanities and Social Sciences subjects. This allowed them to connect and extend their understanding of big concepts and questions that reach across disciplines. The Year 7 GATE students' Water Project encouraged reflection on the inter-agency collaboration required to solve present and future challenges. Year 7s and 8s together examined systems, including transport and infrastructure, in our local community and across Perth. Students presented their work to the Shenton community proposing new ways to make College systems more sustainable. The Year 9 'Impact' interdisciplinary project in which students researched and queried the 'Closing the Gap' policy, culminating in students' proposals to enact local changes within Shenton College. These have been presented to the College and will inform the College's response to the Aboriginal Cultural Standards Framework.

Year 10 students completed a mini-unit on

Philosophy which included attendance at First Year lectures at the University of Western Australia. Students chose to attend a range of lectures on a range of philosophical questions from ethics to aesthetics.

Students in Year 10 also participated in a series of leadership sessions at Edith Cowan University in which they learned about unconscious biases and their impact on aspirations. The students interviewed leaders within Edith Cowan University who shared their experiences of aspiring to and attaining positions of leadership in their communities.

Students in Upper Senior School and Year 10 were invited to apply for a scholarship to undertake First Year units in a range of courses at Curtin University in Semester Two. Eight Shenton College students completed their units and achieved outstanding results including High Distinctions.

Two Year 12 GATE students were successful in achieving highly prestigious scholarships. James Barton was awarded a Fogarty Scholarship to UWA and Jasmine Pearson was awarded a Tuckwell Scholarship to

ANU. Both students were recognised for their academic excellence as well as their leadership in the community.

Camps in Years 8 and 10 focussed on strengthening collaboration and resilience in readiness for academic transitions from Year 8 to 9 and Year 10 to 11. The Year 8 camp at Bickley provided an opportunity for Year 8 students to work in groups with their new classmates and meet their Senior School teachers. The Year 10 Camp at Ern Halliday campsite included an immersive simulation run by United Nations Youth WA. This encouraged students to broaden their global perspective and consider leadership processes at the international level.

Co-curricular activities that focussed on cross-curricular engagement and teamwork skills were offered in a range of contexts through the year. 2019 saw continued success in the World Scholar's Cup, an interdisciplinary team-based challenge involving collaborative writing, quiz, bowl and debate components. Students participated at the State and National levels by qualifying in each round.

GATE HUMANITIES AND ENGLISH

Students' learning and understandings in English and Humanities were extended and enriched through their participation in a range of co-curricular activities. Highlights included:

- WA Debating League Schools Debating Competition
- British Parliamentary Debating
- Humanities Championships
- Australian Geography Competition
- Australian History Competition
- United Nations Youth WA student leadership events
- Write a Book in a Day competition
- The Woylie project at Paper Bird

GATE MATHS AND SCIENCE

Students' learning and understandings in Maths and the Sciences were extended and enriched through their participation in a range of co-curricular activities. Highlights included:

- Australian Olympiads for Biology, Chemistry and Physics
- Australian Maths Competition
- MAWA Have Sum Fun
- Australian Mathematics Olympiads
- Conoco Phillips Science Experience
- Choose Maths Mentor Program
- ICAS Maths Competition
- AMT Maths Enrichment Program
- Australian National Chemistry Quiz
- Australian Brain Bee Competition (Neuroscience)



VOCATIONAL EDUCATION AND TRAINING (VET)

In 2019, 56% of the Year 12 cohort undertook a qualification pathway through their senior secondary years of schooling and 76% of WACE eligible students also completed an ATAR pathway.

Students and parents are recognising the value of leaving school with qualifications that may assist in part-time and casual

work whilst undertaking full-time study or further training and/or employment. The table below represents the qualifications undertaken by the Year 12 cohort between 2017 – 2019 and their completion rates. The data represents students who enrolled in a qualification and continued until the specified end date.

COMPLETION RATE (%) OF CERTIFICATES UNDERTAKEN BY YEAR 12 STUDENTS

Certificate II in Auslan	100
Certificate III in Auslan	80
Certificate IV in Auslan	100
Certificate II in Automotive Vocational Preparation	100
Certificate II in Plumbing	100
Certificate IV in Health Science Foundations	100
Certificate II in Building and Construction (Pathway - Trades)	100
Certificate II in Building and Construction (Pathway - Para Professional)	100
Certificate II in Business	92
Certificate III in Business	100
Certificate IV in Business	100
Certificate II in Creative Industries	100
Certificate II in Visual Arts	100
Certificate II in Dance	85
Certificate III in Assistant Dance Teaching	100
Certificate II in Music Industry	100
Certificate III in Music Industry	100
Certificate III in Screen and Media	100

Certificate III in Health Services Assistance	100
Certificate III in Population Health	100
Certificate II in Information, Digital Media and Technology	100
Certificate II in Retail Cosmetics	100
Certificate II in Retail Services	100
Certificate III in Retail	100
Certificate II in Sport and Recreation	98
Certificate III in Sport and Recreation	100
Diploma of Sport Development	100
Certificate II in Tourism	100
Certificate II in Hospitality	100
Certificate II in Kitchen Operations	100
Certificate III in Hospitality	100
Certificate III in Commercial Cookery	Ongoing
Certificate II in Warehousing Operations	100
Certificate II in Data and Voice Communications	100
Certificate II in Electrotechnology (Career Start)	100
Total Number of Student Enrolments:	339



CURRICULUM ENRICHMENT

A DEEP BELIEF IN AND PASSIONATE COMMITMENT TO THE WHOLE CHILD

MATHEMATICS

- Australian Mathematics Competition (AMC)
- CAS Mathematics
- Australian Intermediate Mathematical Olympiad
- Have Sum Fun Competition
- IMAS Round 1 2019
- International Mathematics Competition – IMC South Africa
- Choose Maths Mentor Program for Girls
- Computational and Algorithmic Thinking
- Kangourou Sans Frontières
- Australian Informatics Olympiad
- AMOC Senior Contest

ENGLISH

- Curtin University English Conference Year 12 ATAR & Lit students
- The Taming of the Shrew Theatre excursion, Years 10 to 12
- Barking Gecko Theatre Incursion Year 11 Lit students, Year 10 GATE
- Woylie Project excursion, Year 10

- GATE to Fremantle Arts Centre for Reconciliation Week
- Write a Book in a Day
- Talented Young Writers
- ECU Bias Busting and Leadership Excursion
- UWA Philosophy Lecture
- Tim Winton Award for Creative Writing (City of Subiaco): Darci Wallis (Year 12 Student) for 2019 Highly Commended Senior Secondary Category

SCIENCE

- Australian National Chemistry Quiz
- RACI Titration Stakes competition
- Robotics
- Aqua Excursion
- Scitech Planetarium Domes onsite
- Big Science Competitions
- Australian Brain Bee Challenge; Australian Science Olympiad Exams
- Astrophysics guest speaker – Dr. Chris Power (ICRAR)
- National Youth Science Forum

- Biology Camp
- Girls in Engineering; Engineers without Borders
- HALE STEM Challenge
- UNSW Science and Engineering challenge
- Crazy Chemistry session
- Human Biology Zoo Observations
- Won UNAAWA award - 3 STEM students
- Illuminate NextGen challenge
- WACE endorsed Global Sustainability and Citizenship course
- WA Waterwise challenge
- Olympiads
- STS awards
- Various excursions, camps, and visits

HUMANITIES

- Debating; British Parliamentary Debating Competition
- UNAA Youth Leadership Program at Parliament House; UN Youth Voice Public Speaking Competition
- Year 11 Geography: Bushfire Excursion; Biology Dieback Guest Speaker;
- Geography Winery excursion
- Year 12 Geography Transport Planning excursion
- Australian Geography Competition
- Excursion - Year 12 Guest Speaker – Climate change, Urban processes in transit-oriented developments; urban processes in CBD
- Year 11 & 12 Excursion - GIS at Notre Dame,
- Year 11 Politics and Law: Parliament and Constitutional Centre excursion
- Year 10 Constitution Centre Incursion – High Court
- Years 7–12 Humanities Championships – Education Perfect
- Year 10 HASS Red Cross Incursions: Refugees and People Seeking Asylum; Climate and Disaster Induced Migration
- Exam Review and support from Steven Kemp (Economics) and Lisa Reynders (PAL)
- Eminent Speakers Program – Hon. Sue Ellery, Chief Justice Quinlan, Dr. Michael Gannon
- Shenton SOUP
- Year 12 Economics Conference at

Curtin University July 2019. Speakers included Craig James (Chief Economist from Comm Sec), Steven Kemp, James Palmer (Treasury) and RBA.

- Year 10 GATE indigenous culture excursion
- Year 10 Access Swan Coastal Plain excursion
- Year 9 and 10 Illuminate Challenge

LANGUAGES

- Japanese exchange programs every year with Kashiwa Municipal SHS and Komazawa University Senior High School (Japanese Tours Years 9–11 students)
- Japanese cooking incursions for Years 7–12
- Year 9–11 Japanese Dinners
- Department of Education Hyogo Prefecture Japanese teacher exchange program
- Anime Movie Nights Years 7–10
- Chinese Day celebration; Chinese cooking incursions; Year 10 Chinese dinner
- French Cultural Tour
- French cooking incursions; Year 12 French dinner

HEALTH & PHYSICAL EDUCATION

- McMahon Shield Runner-Up; A Division Interschool Swimming Champions 3 years

in a row; School Sport WA State School Diving Champion School 3 years in a row

- School Sport WA competitions in both Senior School and Middle School: AFL, Basketball, Squash, Hockey, Swimming, Water Polo, Golf, Triathlon, Netball Tennis, Football, Cricket, Surfing, Sailing and Rowing; Numerous students representing WA at National events; Annual Shenton Ski Tour

- Lightning carnivals, with all students having an opportunity to pursue sport in a less competitive atmosphere
- Certificate courses provide students with valuable industry-based qualifications, like First Aid and Sports Trainers certificates, leaving our students well placed for further education and employment pursuits
- ATAR Physical Education studies was recognised as a top 10 school for the second time in 4 years.
- A vibrant Outdoor Education program including camps and outdoor experiences.

THE ARTS

- Art Tour to Hobart and Melbourne; AGWA and PICA Excursion
- Workshops: ECU workshops – fashion and drawing; Andy Quilty – Anatomy

- and Facial Features Life-Drawing Class; Ken Wadrop - Oil Painting
- Visit to Gotham Studios – with artist Andrew Nicholls
- Mel McVee artist talk to MS students
- MS Community boards created by Year 8 students with artist Mel McVee “Melski” - images used for other faculty areas and on College docs
- Ping pong tables – ongoing
- MS Middle Pulse and exhibition Arts Arena
- Lunchtime Art club twice a week
- Student representation in multiple local Art Exhibitions & Awards: Metamorphosis Exhibition; St Georges Cathedral; Sean Tan Award; Perspectives; AGWA Black Swan Youth Portraiture; HyperVision Award and Young Originals; Perspectives
- Urban Art Mural created by Year 10 students with Artist Chris Nixon for the Montario Estate with Landcorp
- Darkroom Partnerships – Alumni and present students
- WA Government Schools Festivals
- Workshops: Rob McWilliams (Yamaha Australia) Visiting Artist workshops and masterclasses
- Ashley Smith (UWA) ATAR performance sessions for Year 12s

- Dr. Paul DeCinque (UWA) understanding the marks process for Year 12 ATAR performance
- Concerts and performances: Junior Concert, Intermediate Concert; Senior concerts; Certificate II/III performance evenings, Chamber Music Night; Christmas Concert
- ABODA Band, Orchestra, Classical Guitar, Jazz Ensemble, Choral, and Solo Vocal Festivals
- NEXUS – The Dance Alliance Concert
- Fusion Arts Evening
- Schools Tour to the National Institute of Dramatic Arts – Sydney
- Middle School Drama Club
- Year 9/10 Drama Club
- Student Performances: Year 12 Production – Betweenity; Year 12 presentation evening – Beginning Original Solo Performances; Year 11 Scripted Monologue Presentation; Year 12 Drama presentation evening – Scripted Monologues; Middle Pulse & Impulse
- Performance: Performing Arts Perspectives; Medea – BSSTC; The Torrents – BSSTC; Our Town – BSSTC;
- Fully Sikh – BSSTC, The Resistible Rise of Arturo Ui – Curtin University; The Resistible Rise of Arturo Ui – Midnite Youth Theatre Company

- Workshops: Libby Klyz – scripted monologue refinement; Stagecombat – stage fighting and performance safety; Clowning – Hardy McMurrick, Original Solo Production workshops – Gap Switch Productions
- Artist in residence – Leese Padget
- Year 11/12 Media Workshops: Sound Workshop by Colin Balshaw Editing; Film writing workshop by John Rapsey, Pitching and Development 101 by Brad McAfee, Special Effects Makeup by Alistair Arkwright, Sound recording by Ben Morton; Short film and documentary film making techniques by Michael Sergi

TECHNOLOGIES

- Robotics Junior WA Competition
- Robotics Junior Nationals – Melbourne
- Perth Wood Show - Out of the Woods Competition
- Chapters@Lemnos Café: open to staff and students
- Australia's Biggest Morning Tea in May of 2019, Career Expo in June, Board Dinner in September, Masterclass

- Dinners in September as part of the GO Program, Y12 Parent Dinners and Grazing Table function in June, Board and P and C Cocktail Functions, Board Grazing Table function and Pop Up Breakfast event in March.
- Competitions: Pizza Challenge in Y10
- Excursions: FoodBank; Harvey Food Tour;
- Product Food Launch Event.
- Visits and workshops from the City of Subiaco and ECU.
- MBots in Year 7
- Digital Divas Lunch Club
- Design Logos for events in the school Year 10 Databases.
- STEM Kitten Kinetics Club Y7/8
- STEM Futures Workshop/speakers
- Excursion to Perth Technology Showcase
- STEM Club afterschool across the year groups.

STUDENT SERVICES

At Shenton College a child's schooling experience is more than an outstanding academic result.

- Co-ordinated Mentor Program
- Middle School Clubs
- Eminent Speakers at assemblies
- RAC BStreetSmart excursion (whole of Year 10)
- Mentally Healthy Week
- RUOK Day
- Student Council Podcast series
- Wellbeing Focus/Stress and Study Help Packs – Year 12
- Student Council Camp/Workshop
- International Women's Day
- Harmony Week
- Supervised Fitness Centre sessions
- Helping Hands Service Learning project
- Christmas Charity Drive - CARAD, UnitingCare West, Give Write
- NAIDOC Week events - with inaugural NAIDOC speaker, Ben Wyatt MLA
- Inspiring Male Role Models - excursion Y10-12
- Chaplaincy Program including: Boys Group (Strength) and Girls Group (Flourish)
- Party Program – Year 10

- Illuminate:NextGen Sustainability challenge
- Workshops on Study Skills, Memory Training, Stress Management and Exam Preparation
- School Volunteer Program
- Educational Support Services – Therapy Focus Services, SENDS (Special Educational Needs Disability Services) Teacher Support, Assistive Technology services, Autism Intervention Team services, Support through Braille, alternative employment agencies and STP Disabilities courses, Differentiated Curriculum ASDAN, supported workplace experience
- Year 10 Careers EXPO
- Transition to Year 11 Workshop
- Wolfpack Self-development program
- Social Media presence – Studysmarter
- EXPO – Year 10, 11 & 12 Interstate and local universities, industry and Private RTO's
- Industry Experience Programs – GREaT Nursing Program; Ramsay Health Care; Try-A-Trade

- CAP Community "Service Project" – Bikes for Humanities
- Year Group Social functions – e.g. Year 10 Social; Year 11 Dinner Dance ; Year 12 College Ball; Year 12 Breakfast

TEACHER QUALIFICATIONS

All teaching staff meet the professional requirements to teach in Western Australian public schools and are listed on the Western Australian College of Teaching's public register.

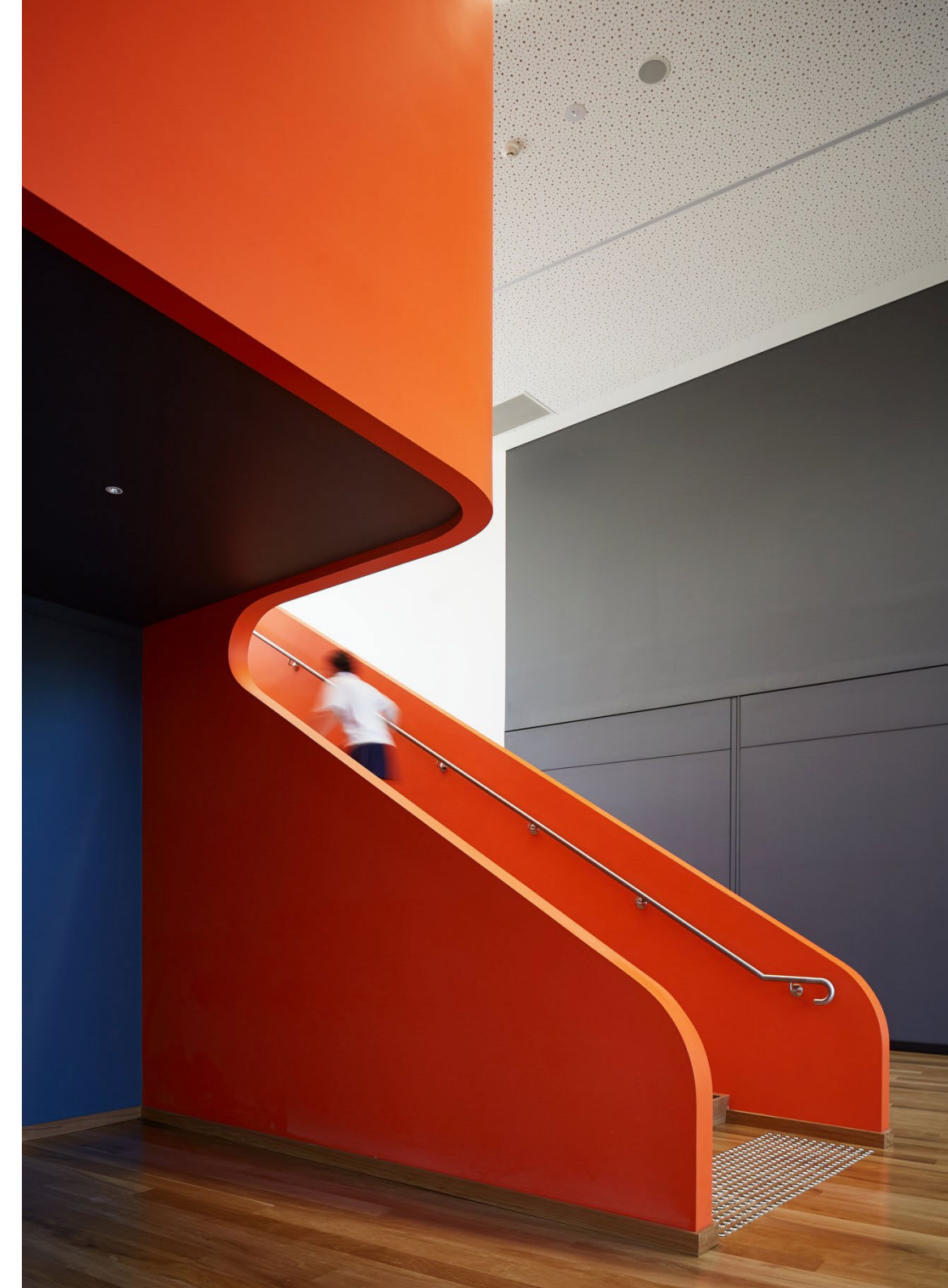
All have current 'Working with Children Checks' (WWCCs). A number of staff in 2019 transitioned from Provisionally Registered to Fully Registered and several were successful in achieving the advanced Level 3 Teacher classification.

In 2019, one teacher undertook the TAE40116 – Certificate IV in Training and Assessment. All our current trainers maintained their currency and competency requirements. This ensured their compliance under the

Standards for RTOs whilst they were training and assessing through the various Third Party Arrangements we have with a variety of Registered Training Organisations.

During 2019 staff at the College have engaged in a range of Professional Learning opportunities, including, but not limited to:

- Faculty based Professional Learning
- Induction training for new staff
- Professional Learning Communities
- GROWTH focused Leadership colloquium
- Mental Health First Aid
- Gatekeeper Training
- Industry based conferences
- Instructional Leadership Professional Learning
- Mentoring for Early Career Teachers





▲ An aerial view of our new Learning Hub



Above, clockwise from top
Students on the Ancient History Tour; Service learning creating Helping
Hands; Nexus Dance group

STUDENT OUTCOMES

SENIOR SECONDARY OUTCOMES SCHOOL VERSUS STATE – YEAR 12 2019

Summary of results from the Standards Authority report

BACKGROUND

This information presents a summary of Year 12 student achievement data for students at Shenton College in 2019. Shenton College had 99% WACE achievement, 100% attainment.

2019 ATAR SUBJECTS

- Accounting and Finance

Applied Information Technology

Auslan

Biology

Chemistry

Computer Science

Design Photography

Drama

Economics

English

English as an Additional Language / Dialect

Food Science and Technology

French Second Language

Geography

Ancient History
- Modern History

Human Biology

Japanese Second Language

Literature

Mathematics Specialist

Mathematics Applications

Mathematics Methods

Media Production & Analysis

Music

Physical Education Studies

Physics

Politics & Law

Psychology

Visual Arts

	2017	2018	2019
Number of Year 12 students	299	296	312
Percentage of students achieving WACE	97	99	99
Number of students with an ATAR	218	216	225
Percentage of students in the top third of state performance	54	50	56
Percentage of students in the bottom third of state performance	13	13	15

MEDIAN ATAR SCORES

2019	Shenton College	88.55
	Like Schools	85.40
	State	78.20
2018	Shenton College	88.23
	Like Schools	85.53
	State	79.50
2017	Shenton College	89.10
	Like Schools	86.00
	State	78.55

Source: Student Achievement
Data WACE Report

SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARDS

General Exhibitions	0
Certificates of Excellence*	8
Certificates of Distinction	34
Certificates of Merit	52
Total number of awards	94

* Including Special Certificates of Excellence

99+ CLUB Top 1% of the state (students who scored 99+ ATAR)

Hongshu Wang
Daniel Tan
Ruby Hamilton
Rachel Chew
Xiao Hui Meng
Paul Tan
Laura Grimminck
Jae Rong Chong
Syeda Gilani
Tarrant Reimers
James Barton

ATAR SUBJECT CERTIFICATES OF EXCELLENCE

Awarded to the eligible students in the top 0.5 percent of candidates based on the examination mark

Ashley Setterfield
Biology
Laura Grimminck
Economics
Justin Mathews
Geography
Ruby Hamilton
Human Biology
Sam Samuels
Mathematics Applications
Daniel Tan
Music

SPECIAL SUBJECT CERTIFICATE OF EXCELLENCE

Hongshu Wang
Chemistry and Mathematics Methods
Dylan Howarth
VET Hospitality and Tourism

CERTIFICATES OF DISTINCTION

Awarded to student who in their last three consecutive years achieved 190 – 200 points. The points are accrued from 20 Year 11 and Year 12 units of which 10 are Year 12 units or equivalents.

34 Students

CERTIFICATES OF MERIT

Awarded to students who in their last three consecutive years achieved 150 – 189 points. The points are accrued from twenty Year 11 and Year 12 units of which ten are Year 12 units or equivalents.

52 Students

RECOGNISED AS HIGHEST PERFORMING STUDENTS IN A YEAR 12 ATAR COURSE

Accounting and Finance
Ancient History
Chemistry
Drama
Economics
English as an Additional Language or Dialect
Human Biology
Mathematics Applications
Mathematics Specialist
Media Production and Analysis
Music
Physical Education Studies
Politics and Law
Psychology

AVERAGE OVERALL ATTENDANCE BY YEAR LEVEL SECONDARY YEAR LEVELS

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
2017	95	94	92	92	93	90
2018	95	93	91	92	92	91
2019	94	92	89	90	91	91
WA Public Schools 2019	90	87	85	85	86	87

STUDENT OUTCOMES SHENTON COLLEGE

YEAR 9 NAPLAN PERFORMANCE

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

NUMERACY	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	49	53	44	46	43	44
Middle 60%	49	43	53	52	52	52
Bottom 20%	2	3	3	3	5	5

READING	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	57	46	59	43	39	40
Middle 60%	40	52	36	53	56	56
Bottom 20%	4	3	5	4	5	5

WRITING	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	45	54	56	40	43	37
Middle 60%	51	42	41	56	51	57
Bottom 20%	4	5	4	4	6	6

GRAMMAR & PUNCTUATION	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	51	49	40	46	42	39
Middle 60%	45	47	55	49	52	55
Bottom 20%	4	4	4	5	6	6

SPELLING	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	41	38	37	39	39	37
Middle 60%	56	58	58	57	55	57
Bottom 20%	3	4	5	5	6	7

YEAR 7 NAPLAN PERFORMANCE

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

NUMERACY	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	60	57	57	48	45	43
Middle 60%	36	42	41	49	50	53
Bottom 20%	4	2	3	4	4	4

READING	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	58	59	49	44	41	40
Middle 60%	38	38	48	52	54	55
Bottom 20%	3	3	3	4	5	5

WRITING	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	51	60	58	48	46	40
Middle 60%	47	36	40	48	49	55
Bottom 20%	3	4	1	4	5	5

GRAMMAR & PUNCTUATION	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	53	52	50	46	40	38
Middle 60%	43	45	46	49	55	57
Bottom 20%	4	3	4	4	5	5

SPELLING	SCHOOL			LIKE SCHOOL		
	2017	2018	2019	2017	2018	2019
Top 20%	44	42	50	40	37	37
Middle 60%	52	54	44	55	57	57
Bottom 20%	3	3	5	5	6	7

2019 FINANCIAL SUMMARY

ONE LINE BUDGET DEC 2019	
	SUM (\$)
Carry Forward (Cash):	773,803
Carry Forward (Salary):	461,442
INCOME	
Student-Centred Funding:	21,613,741
Transfers and Adjustments:	87,561
Locally Raised Funds:	3,621,498
Total Funds:	26,558,045
EXPENDITURE	
Salaries:	20,314,479
Goods and Services (Cash):	5,056,005
Total Expenditure:	25,370,485
VARIANCE	1,187,560

INCOME	
	SUM (\$)
Carry Forward (Cash)	773,803
Carry Forward (Salary)	461,442
STUDENT-CENTRED FUNDING	
Per Student	19,628,473
School and Student Characteristics	883,993
Disability Adjustments	109,692
Targeted Initiatives	880,191
Operational Response Allocation	127,805
Census Audit Budget Adjustment	-16,413
Total Funds:	21,613,741
TRANSFERS AND ADJUSTMENTS	
School Transfers – Cash	95,868
Department Adjustments	-8,307
Total Funds:	87,561
LOCALLY RAISED FUNDS (REVENUE)	
Voluntary Contributions	260,403
Charges and Fees	1,588,713
Fees from Facilities Hire	142,155
Fundraising/Donations/Sponsorships	460,781
Other State Govt/Local Govt Revenues	-
Other Revenues	669,443
Transfer from Reserve or DGR	500,003
Total Funds:	3,621,498
TOTAL	26,558,045

EXPENDITURE	
	SUM (\$)
SALARIES	20,314,479
GOODS AND SERVICES (CASH EXPENDITURE)	
Administration	293,332
Lease Payments	7,838
Utilities, Facilities and Maintenance	894,269
Buildings, Property and Equipment	644,354
Curriculum and Student Services	1,787,458
Professional Development	68,992
Transfer to Reserve	746,144
Other Expenditure	605,919
Payment to CO, Regional Office and Other schools	7,700
Total Funds:	5,056,006
TOTAL	25,370,485



For further details please
visit the College website
www.shenton.wa.edu.au
or Schools Online
www.det.wa.edu.au/schoolsonline

SHENTON COLLEGE

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Media on Mars SHE0833

▲ Aboriginal art workshop during NAIDOC Week