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**SHENTON COLLEGE ACKNOWLEDGES THAT OUR TREMENDOUS SUCCESS  
STEMS FROM THE PASSION AND COMMITMENT OF INDIVIDUALS  
ACROSS OUR LARGE AND DIVERSE COMMUNITY. AS A PROUD PUBLIC  
SCHOOL WE DEPEND ON OUR COMMUNITY TO EMBRACE OUR VALUES  
OF CARE, CURIOSITY, AND COLLABORATION AND TO BE PART OF  
THE BOLD PROJECT TO TRANSLATE THEM INTO SUSTAINABLE AND  
ENJOYABLE SCHOOL PROGRAMS, AND ULTIMATELY TEACHING AND  
LEARNING EXPERIENCES. WE WOULD LIKE TO ACKNOWLEDGE ALL OF  
OUR STUDENTS, STAFF, PARENTS AND CAREGIVERS, OUR ELECTED  
BOARD AND STUDENT COUNCIL, AND OUR P&C COMMUNITY, ALL OF  
WHOM SHARE A COMMITMENT TO EXCEPTIONAL PUBLIC EDUCATION.**



**Michael Morgan**  
Principal



**Mal Cooke**  
Shenton College School  
Board Chairperson

## **2020 BOARD MEMBERS**

### **Shenton College Board Chairperson**

Mr Mal Cooke

### **Principal**

Mr Michael Morgan

### **Student Representatives**

Ms Olivia Dodd

Mr Titus Klem

### **Elected Parent Representatives**

Ms Jenny Hart

Mr Mal Cooke

### **Elected Staff Members**

Ms Claire Burton

Mr Adam Pengelly

Ms Kristy Watson

### **Parents & Citizens Representative**

Ms Justine Oxley

### **UWA Representatives**

Professor Graham Brown,

Pro Vice-Chancellor Academic

### **Alumni Representatives**

Ms Pria Castle

Mr Tobias Chadband

### **Community Representatives**

Ms Kylie Van Der Sar

Mr Scott Bird



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# FROM THE PRINCIPAL

It is with pride that I present the Shenton College Annual Report. Our College's achievements continue to embody our shared values of Care, Curiosity, and Collaboration, and reflect the tremendous energy and excitement we all bring to our school. Of course, in 2020 our achievements were within the context of a global crisis influencing every level of our society. The COVID-19 pandemic had a profound impact on our whole community, and our wonderful school was certainly not immune.

While the actual disruptions due to the pandemic, simplistically reduced to days lost to lock-down, were relatively slight compared to other states and abroad, the actual impact transformed our daily practices and drastically impacted on the day-to-day workings of the college. The pandemic struck a blow against that which underpins our community – our freedom to interact, to meet together, to share new experiences. We lost the co-curricular activities that for many students contribute so greatly to their enjoyment of school; we lost the interstate and overseas travel that takes us every year to mathematics competitions, and to Canberra and the ski fields. For the first time for the great majority of us, we lived in the shadow of an ominous global threat. From the adversity, however, we did discover that working together, supporting each other, by being innovative and focused, we were more than equal to the threat of the virus. Our teachers met the challenge through their quick embrace of online learning and other measures; our students were strong and focused on finding success and enjoyment.

While the virus remains a threat in our community, I can write with real optimism that I have every confidence we will continue to meet the challenge it continues to pose.

Shenton College has always been a highly successful academic school, with a history of continuous academic success, across a broad range of performance measures. The disruption and uncertainty underlying the challenges of the COVID-19 pandemic impacted on all students across the State. NAPLAN was cancelled and the graduating Year 12's had to prepare for examinations with a very strong likelihood would not eventuate. Regardless of the uncertainty, the response of the Year 12 community, under the care and guidance of Ms White, their Year Leader, was nothing short of magnificent. They set the measure for all the students and should be warmly congratulated for how they met the challenge and delivered very fine results. While the College's NAPLAN results are consistently exceptional, in 2020 no NAPLAN testing occurred – a fact that was no doubt celebrated by some students!

Against the back-drop of the pandemic the College made great strides on many fronts. Guided by respected Whadjuk Noongar elder, Dr Noel Nannup, the College's Dandjoo Djena Koorliny Committee ('walking together for the future') was very active. The Committee worked to ensure our accepted special responsibility to ensure our culture and curriculum proudly reflect Australia's indigenous culture and recognises the complexity of Australian history and its impact on the present – one that seeks to be genuinely inclusive of our shared histories, joined cultures, and collective achievements. The broad aim is for all our students to feel connected to Australia's rich and deep history – through caring for each other, being curious about each other's cultures and languages, and working collaboratively for a better future. For the staff and students who attended the Wartem camp to Dwellingup it was a tremendous experience and a pointer of the direction we will take in the future – getting 'out on country'.





▲ Through the Portal – public art from our Shenton Stage 2 Program



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## 2020 WAS, ONCE AGAIN, A VERY SUCCESSFUL YEAR, WITH OUTSTANDING RESULTS ACROSS ALL ACADEMIC MEASURES AND ALL EXTERNAL TESTING.

This is the last Annual Report against the Shenton 2020 Business Plan. The direction and targets of Shenton 2020 were collaboratively developed by staff and endorsed by the College Board. They outlined a vision of a school at the forefront of education in Australia, delivering the highest quality education to our community, and aspiring to do even better. Shenton 2020 identified and embraced intellectual independence, creativity and curiosity, and a sense of responsibility towards others as underpinning our community and our direction for the future. Our efforts through the life of Shenton 2020 have been unwavering and we should savour our

success in enabling *Successful Students, Connected Teachers, Powerful Learners, and Engaged Leaders*.

I thank the staff, students, parents and the College Board, led by Board Chairperson, Mr. Mal Cooke, for their ongoing strategic and moral support.



Mr Michael Morgan  
Principal, Shenton College



► 2020 Mock Trials – all the way to the Supreme Court; and Middle School Debating – winners are grinners!



Above, clockwise from top: Students recognising the International Day Against Homophobia, Biphobia, Intersexism and Transphobia (IDAHOBIT); Year 12 Wellbeing – Donuts!; Curriculum enrichment at Royal Perth Hospital.



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# SHENTON 2020 TARGETS

## ACHIEVEMENT AGAINST THE PLAN

This is the last Annual Report framed by our *Shenton 2020 Business Plan* that was developed through staff, student and community consultation and endorsed by the Shenton College Board three years ago.

*Shenton 2020* delineated the planning context for the continued development and improvement of the College and established four key areas: Successful Students, Connected Teachers, Powerful Learners, and Engaged Leaders. Indicative of the continued importance of these key areas, the College's Shenton 2025 Business Plan will retain these focus areas.

The identified targeted areas are important indicators of the progress of our teaching and learning community and suggest the

intent of the community in delivering the very best outcomes for all of our students. For example our stated 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 specifically identified areas for growth within the strong, existing data sets. Our planning also has 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.

The COVID-19 pandemic had a significant impact on education everywhere in 2020. This Report does not report on several targeted areas (e.g. Naplan) because testing programs through which we derive data, were not carried out.

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



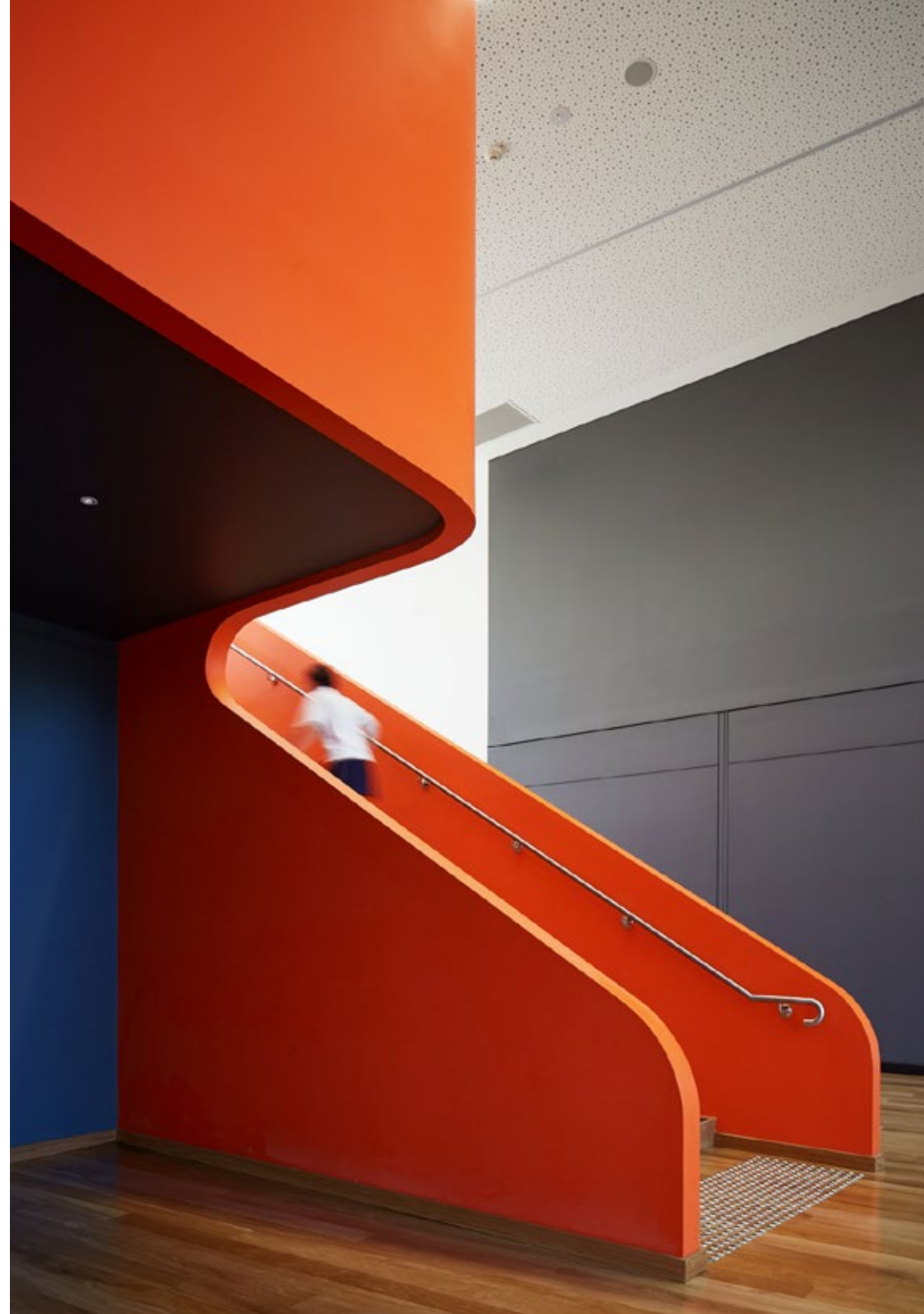
## 2020 NAPLAN

**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)

The 2020 NAPLAN testing programme was suspended as part of the governmental response to the COVID-19 Pandemic. As a result, the data required to demonstrate our achievements against this Target was not available.

**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)

The 2020 NAPLAN testing programme was suspended as part of the governmental response to the COVID-19 Pandemic. As a result, the data required to demonstrate our achievements against this Target was not available.



## 2020 WACE

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

#### Target 3 was achieved.

In 2020 the Year 12 cohort achieved 100% Attainment. There were 97 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 2020, 85% 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 (%)	CERT II OR ATAR ABOVE 55 ATTAINMENT (%)	MEDIAN ATAR – SCHOOL	ATAR STUDENTS
<b>SHENTON COLLEGE (HIGHEST RANKED LIKE SCHOOL)</b>	<b>98.7</b>	<b>100</b>	<b>88.60</b>	<b>246</b>
<b>SECOND RANKED LIKE SCHOOL (BY MEDIAN ATAR)</b>	98	99	88.30	274
<b>THIRD RANKED LIKE SCHOOL (BY MEDIAN ATAR)</b>	99	99	87.70	277

**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**

**Target 6 was achieved.**

GATE students achieved some outstanding results in the 2020 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 93.8.

### HIGH ACHIEVEMENT BY YEAR 12 GATE STUDENTS

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5.5% achieved an ATAR score of 99+

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45% achieved an ATAR score of 95+

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69% achieved an ATAR score of 90+

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### GENERAL AWARDS

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13 Certificates of Distinction  
(45% of school total)

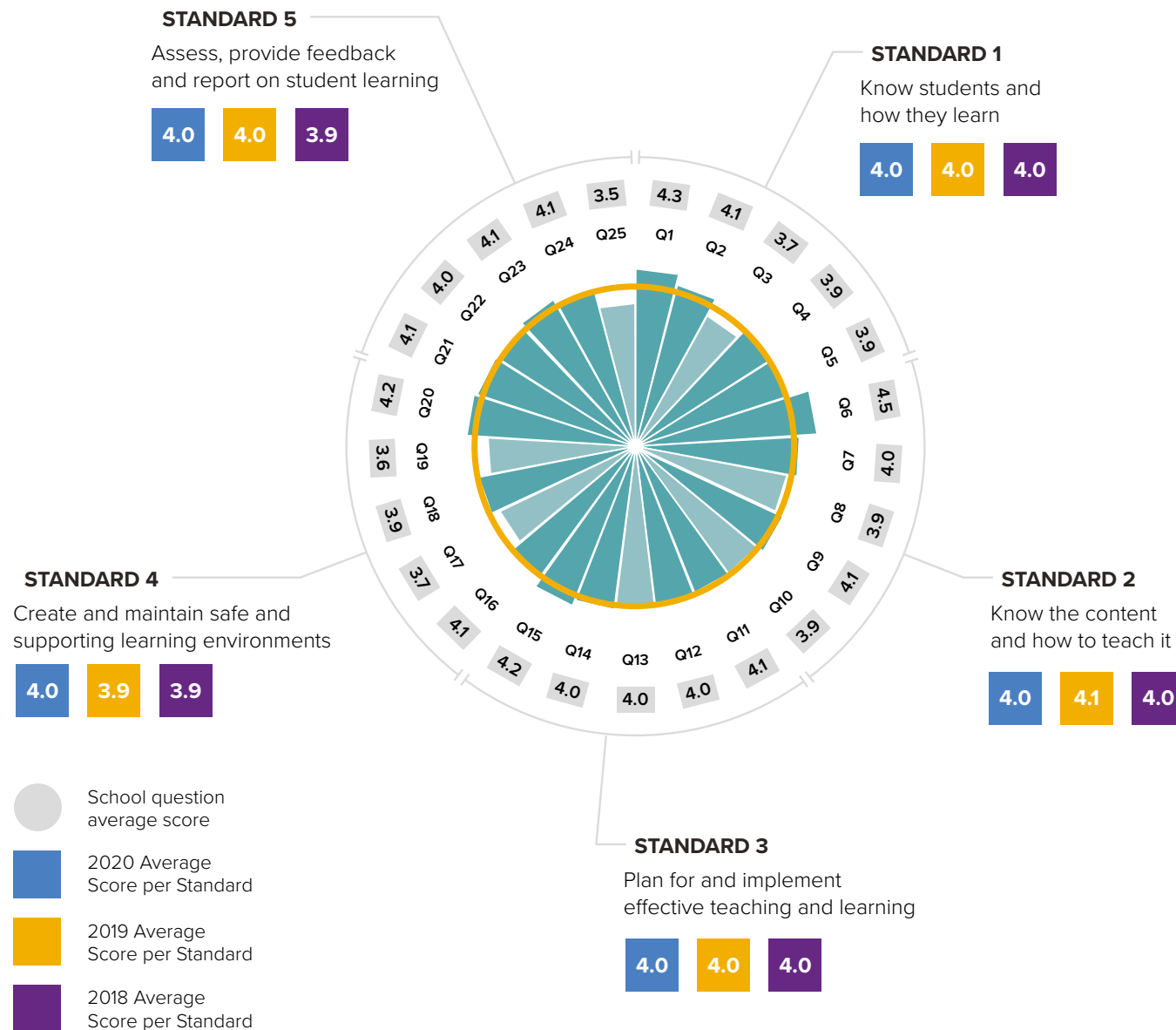
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15 Certificates of Merit  
(24% of school total)

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A large number of "Name not for Publication" students (16) influence these statistics.

## 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.**

**Target 7 was achieved.**

The teaching staff maintained high performance against the identified AITSL Teaching Standards, with a marginal (0.1) decline against Standard 2. This data was obtained from only one survey cycle because of the COVID-19 disruptions, compared to the two cycles in previous years. The Professional Learning Community program continues to be a

focus for staff and a context for reflective practice, collegiate support, and collective inquiry. The Head of Teacher Development drives our support for new and early career staff. Student response data remains 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

### Target 8 was achieved.

Over the life of the College's Shenton 2020 Business Plan, the school has explored different aspects of our culture, including student, community

and staff, as well as aspects of our organisational and leadership structure.

In 2020 our line of inquiry was through our graduating group, and more particularly, obtaining our parent group's opinions at the conclusion of their child's time at Shenton. The Parent Survey Data provided a remarkable picture of the overwhelmingly positive

perceptions our parent community has of the school. The data provides a ringing endorsement of our success in this last annual report against the Shenton 2020 Business Plan.

	STRONGLY AGREE / AGREE %
1. This school is generally well organised and runs smoothly.	99%
2. This school tries to encourage a sense of pride in achievement and a sense of self worth.	100%
3. This is a caring school.	97%
4. This school has clear goals and a positive school identity.	97%
5. This school has clear goals and a positive school identity.	97%
6. This school tries to maintain high standards of student behaviour.	95%
7. This school strives for high academic standards.	96%
8. My child received help from teachers when experiencing difficulty learning.	88%
9. Teachers at this school are generally committed and enthusiastic.	98%
10. Teachers at this school treat my child fairly.	97%
11. My child's teachers generally tried to provide a stimulating learning environment.	96%
12. My child was encouraged to achieve to the best of his/her ability.	91%
13. My child's teachers have a thorough understanding of what they teach.	96%
14. The teacher tries to ensure there is effective behaviour management in my child's classes	92%
15. Teachers at this school care about how my child is going.	95%
16. I receive helpful information about my child's progress and achievement levels.	90%

	STRONGLY AGREE / AGREE %
17. I feel well informed about the activities of this school and its students.	92%
18. I am informed promptly if my child has a problem.	89%
19. The school reports I receive about my child are informative and easy to understand.	98%
20. This school's staff are approachable and are willing to talk about my child's progress.	97%
21. Staff at this school take my child's concerns seriously.	93%
22. My child is given opportunities to have a say about this school.	87%
23. This school's goals are generally consistent with those I have for my child.	95%
24. This school tries to equip my child with understandings and skills he/she will need in the world beyond school.	90%
25. At this school my child is able to learn how to solve problems, to question and to make decisions.	94%
26. This school equips my child with personal and social skills.	90%
27. This school encourages achievement across a broad range of areas.	96%
28. This school is meeting the educational needs of my child.	94%
29. At this school, my child's interests and talents are being developed.	89%
30. Overall, I am generally satisfied with my child's educational progress at this school.	94%

[Source: Shenton College 2020 Year 12 - Parent Survey]



**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 2020 (Schools Online, Student Details, Student Attendance by Year Group)**

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. West Australian public schools have been advised that attendance data isn't to be included in 2020 annual School Reports.

	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		INDICATED	MODERATE	SEVERE
2018	75.5%	16.4%	5.1%	2.9%
2019	73.8%	16.3%	6.9%	3.0%
2020	Data unavailable due to COVID-19 pandemic			
WA PUBLIC SCHOOLS	60.0%	22.0%	11.0%	7.0%

► The western entrance to the Hub connects the College campus to the bushland beyond



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# OUR PANDEMIC YEAR

## COVID-19 RESPONSE

The College's response to the COVID-19 pandemic was comprehensive. In Term 1, when it appeared the likelihood of an extended lockdown was high, the staff did a tremendous amount of work to prepare for extended online learning. Our extensive experience with using our COMPASS learning management system meant that we had in place the IT infrastructure and teaching and learning culture to 'scale up' to a quality online provision very quickly. This demonstration of established capacity ensured that we could be confident regarding our planning for continuity in our teaching and learning programs. When the community – and College, faced a shortfall in hand sanitizer, the staff, led by support staff in science and student support, moved to produce our own supply – soon the College was spotted with hand sanitation stations!

## WARTEM EXPERIENCE

Directed through Shenton College's Danjo Djena Koorliny committee in 2020, Shenton College staff and students were offered the chance to participate in a three day cultural immersion camp on Noongar country in Dwellingup through the Wartem Experience. The learning focussed on building cross-cultural understanding of Aboriginal and non-Aboriginal Australian stories, both historical and present day. Participants were led through a series of reflective exercises designed by Kim Bridge (Shenton parent and Kija community leader), to build community, develop leadership and begin planning for the future. Walking on country with Noongar elder Dr Noel Nannup, participants broadened their understanding of Western Australian Aboriginal knowledge. As an outcome, students and staff returned and drafted plans to enhance Shenton College's commitment to 'walking together for the future'.

## STUDENT SUPPORT

As the College has increased in size it has responded proactively to the changing context. In recent years we moved to a 'three school' structure, with Middle, Lower Senior and Upper Senior communities led by Associate Principals. At the same time there has been a substantial improvement in our student capacity, with the new Learning Hub coming on stream, and in 2020, the landscaping of lawn and bank in front of the heritage buildings. One important aspect of our community that received substantial attention in 2020 was the area of Student Support and our capacity to respond to the needs of our most at risk students, while also building a resilient and optimistic whole school culture. We seek to build a community resilient and mindful of the importance of making healthy and good decisions around our personal and collective wellbeing.

In 2020 the College reinforced its commitment to community wellbeing by supporting the provision of three school psychologists – one in each of the three sub-schools. The College also created

two new full-time Student Support Officer positions. Our beautiful restored Lemnos House became the main focus of our provision in the two senior schools, with four teaching staff Year Leaders, a Chaplain, School Psychologist and School Nurse all locating in the building, with full-time administrative support. At the same time, we also have a School Psychologist in the Middle and Lower Senior offices, with additional Student Support staff also located across the whole school campus. Our model is to place the appropriate support staff close to where our students are in their classrooms.



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## CARE

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

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## CURIOSITY

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

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## COLLABORATION

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



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# GIFTED AND TALENTED ACADEMIC PROGRAM

The College has a well deserved reputation for providing rich and adapted educational experiences and for academic and co-curricular success.

All Shenton students learn through a curriculum that seeks to challenge and enrich their understanding of the world and help them to recognise and establish their role within it. Our nationally awarded Gifted and Talented Academic Program is directly funded by the Department of Education and continues to be one of the most successful and competitive academic programs in the State.

With a transformed landscape for co-curricular opportunities in 2020, the GATE team adapted to support our students' enrichment and extension in different ways in 2020. Some strong examples would include:

## BIG SCIENCE AND THE OLYMPIADS

Our students participated in an unprecedented number in the Big Science,

Junior Olympiad and Chemistry, Physics and Biology Olympiads in 2020. These are two-hour exams undertaken online using challenging problems in the Sciences. The results were outstanding with 17 students achieving a Credit result, 14 students achieving a Distinction, and 9 achieving a High Distinction.

## OTHER WAYS IN DEBATING

Debating provides an excellent cross-curricular, critical thinking teamwork challenge to enrich and extend our academically gifted students. As the WA Debating League was unable to run the usual Schools Debating Competition, our staff collaborated with neighbouring schools Perth Modern School and Bob Hawke College to run a short friendly debating competition for our youngest students. This enabled our newer debaters to develop new skills and practice working as a team. The students also made friends across the schools. The shorter British Parliamentary debating competition went ahead as planned at the end of the year, and our students were very successful, with Year 12s Jess Hill and Sophie Styles

progressing to the Grand Final held in the Moot Court at Edith Cowan University in Joondalup.

## DAY CAMPS IN GINGIN

With a focus on building peer connections and supporting students' transitions from Middle to Senior School and from Lower to Upper Senior School, the Year 8 and Year 10 students participated in Day Camps at the end of the year. Travelling first to AQWA and then to Gingin Discovery Centre, the students encountered underwater ecosystems and then learned about astronomy, staying into the evening to use the Discovery Centre telescopes for stargazing.

## ATAR EXPERIENCE

In a changed ATAR landscape our Year 12 GATE students achieved great successes in their academic results, with a strong median ATAR as a cohort. Many were successful in achieving early offers to universities under COVID-19 changes, and this enabled them to plan their transitions to university over the year.

## INTERDISCIPLINARY PROJECTS

The students in Year 7-10 participated in a range of interdisciplinary projects which were adapted to meet COVID-19 changes. Sharing their work with peers, scheduled parent audiences, or external experts, the students were able to respond to set challenges and present their work. One notable success came on the last day of Term 4, one Year 9 team who took their interdisciplinary challenge response further in the Game Changer Awards and won the competition, gaining a \$3,000 worth of scholarships for future courses undertaken at Curtin University.

## TERTIARY PARTNERSHIPS

Building on the many years of our very successful Learning Links Program with The University of Western Australia, in 2020 twelve of our staff became UWA Adjunct Teaching Fellows with key roles in supporting the UWA Graduate School of Education. They are expected to inspire and engage pre-service teachers and work with the academic staff. These



staff were identified as dynamic teachers with a demonstrated history of ability to differentiate learning for their students. In 2020 we also saw the reinvigoration of our work-experience program with a strong group of Year 10 students experiencing a broad range of opportunities on campus.

The College's 2019 pilot with Curtin University to enable students to complete a first year unit while at school grew in 2020 with students self-nominating for extension and an opportunity to experience the life of a 'uni-student'. Students chose from a solid list, ranging from astronomy and game design to psychology and journalism.

### **GATE TEACHING CONFERENCE**

A conference for teachers and leaders in Gifted and Talented education programs in WA was held in Term Four. Shenton College staff presented a session on supporting students' transitions into the final two years of schooling. A team of Shenton College teachers attended the range of sessions on offer to reflect on and further build the program.



# VOCATIONAL EDUCATION AND TRAINING (VET)

In 2020 we had a VET participation rate of 59% (i.e. of our WACE eligible Year 12 cohort 56% were enrolled in a VET qualification through their senior secondary years of schooling); 72% of our WACE eligible students also completed an ATAR pathway (our ATAR participation rate).

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 – 2020 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

VET CODE	CERTIFICATE	Completed	Enrolled full qualification*	Percent
CUA20715	CII in Visual Arts	27	27	100
CUA20615	CII in Music Industry	16	16	100
22075VIC	CII in Auslan	12	12	100
22077VIC	CIII in Auslan	12	12	100
PSP40818	CIV in Auslan	6	6	100
AUR20516	CII in Automotive Servicing Technology	3	3	100
BSB20215	CII in Customer Engagement	2	2	100
52700WA	CII in Plumbing	2	2	100
CHC30213	CIII in Education Support	2	2	100
CHC33015	CIII in Individual Support	2	2	100
ACM20117	CII in Animal Studies	1	1	100
MST20616	CII in Applied Fashion Design and Technology	1	1	100
AUR20716	CII in Automotive Vocational Preparation	1	1	85
CHC22015	CII in Community Services	1	1	100
HLT35115	CIII in Dental Laboratory Assisting	1	1	100
SHB30215	CIII in Make-Up	1	1	100
HLT36015	CIII in Population Health	1	1	100
SIS30115	CIII in Sport and Recreation	1	1	100

VET CODE	CERTIFICATE	Completed	Enrolled full qualification*	Percent
HLT43015	CIV in Allied Health Assistance	1	1	100
CHC40213	CIV in Education Support	1	1	100
52722WA	CIV in Health Science Foundations	22	23	95.65
BSB40215	CIV in Business	18	19	94.74
ICT20115	CII in Information, Digital Media and Technology	15	16	93.75
BSB20115	CII in Business	22	22	100
CUA20215	CII in Creative Industries	10	11	90.90
SIT20116	CII in Tourism	69	70	98.57
CUA30915	CIII in Music Industry	9	9	100
SIT20316	CII in Hospitality	25	25	100
SIS20115	CII in Sport and Recreation	25	25	100
UEE22011	CII in Electrotechnology (Career Start)	3	3	85
SIR20216	CII in Retail Services	3	3	100
TLI21616	CII in Warehousing Operations	3	3	100
CUA30313	CIII in Assistant Dance Teaching	2	2	100
CPC20211	CII in Construction Pathways	1	1	100
HLT33115	CIII in Health Services Assistance	0	1	0
ICT30118	CIII in Information, Digital Media and Technology	1	2	50

Qualifications completed by 2020 Year 12 cohort between 2018 – 2020.

Note: This table represents the Yr 12 students in 2020 who were enrolled in full qualification only. Students who withdrew from qualifications prior to their completion date have been removed.





▲ Our new landscaping was very well received!



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# CURRICULUM ENRICHMENT

## A DEEP BELIEF IN AND PASSIONATE COMMITMENT TO THE WHOLE CHILD

Even in this COVID-19 impacted year there were a myriad of enrichment opportunities made available to our students.

### MATHEMATICS

- Australian Mathematics Competition (AMC)
- AMOC Senior Competition
- IMAS Round 1 2020
- ICAS Mathematics
- Have Sum Fun
- Australian Intermediate Mathematics Olympiad
- Australian Junior Mathematics Olympiad
- Computational and Algorithmic Thinking
- Kangourou Sans Frontieres
- Australian Informatics Olympiad

### ENGLISH

- Write a Book in a Day
- Talented Young Writers

### SCIENCE

- Australian National Chemistry Quiz
- Big Science Competition
- SciTech Planetarium Domes
- Aqua Excursion
- Game Changer Awards
- SciTech Incursion: Robotics and Coding
- Australian Science Olympiad Exams
- Junior Olympiads.
- National Youth Science Forum
- Biology Camp
- Biology Zoo Observations
- Psychology Zoo Trip
- Australian Brain Bee Challenge
- Robotics Enrichment
- Girls in Engineering; Engineers without Borders
- HALE STEM Challenge
- UNSW Science and Engineering challenge
- Crazy Chemistry session

### HUMANITIES

- Debating
- Mock Trials
- Year 11 Geography: Bushfire Excursion; Biology Dieback Guest Speaker; Geography Winery Excursion
- Year 12 Geography Transport Planning Excursion
- Australian Geography Competition
- National History Competition
- Year 11 & 12 Geography Excursion - GIS at Notre Dame,
- Exam Review and Support from Steven Kemp (Economics) and Lisa Reynders (PAL)
- Eminent Speakers Program – US Consul General
- Year 12 Economics Conference at Curtin University
- Economics Podcast Interviews

### LANGUAGES

- 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 cooking incursions; Year 12 French dinner



## HEALTH & PHYSICAL EDUCATION

- McMahon Shield Runner-Up
- A Division Interschool Swimming Champions (4 years in succession)
- School Sport WA State School Diving Champion School (3 years in succession)
- 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.
- Lightning carnivals, with all students having an opportunity to pursue sport in a less competitive atmosphere
- Industry-based qualifications [First Aid and Sports Trainers certificates]

## THE ARTS

- Workshops: ECU workshops – fashion and drawing; Andy Quilty – Anatomy and Facial Features Life-Drawing Class; Ken Wadrop - Oil Painting; Lisa Paiget - Sculpture
- Visual Art Studio Night
- MS Middle Pulse and exhibition Arts Arena
- Lunchtime Art Club
- Darkroom Partnerships – Alumni and present students
- ATAR Music Recital Evenings
- Certificate II Music Performance evenings
- Victoria Music Festival (junior choir, junior strings, Wind 3, Wind 4) Online festival for groups around Australia unable to participate in the usual state based performances.
- Music performance evenings for all the junior groups: Junior strings, Junior choir, Junior guitars, Junior jazz, Wind Ensembles 2, 3 and 4
- James Ledger – composition talk to students Term 4 (students in Years 8 - 12 attended a talk by James as a lead in to workshops to be undertaken in Term 1 of 2021)
- Middle School Drama Club
- Rehearsal process - A Beautiful Life
- Student Performances: Year 10 Production – At 15 - original script; Year 12 presentation evening – Original Solo Performances; Year 10 Production - Hoods ; Middle Pulse
- Performance: Bambert's Book of Lost Stories – BSSTC
- Workshops: Accent - Christine Adams; Stagecombat – stage fighting and performance safety; Commedia Del 'arte – Into the Mask, Original Solo Production workshops – Whisky Boots Theatre Company and Jackson O'Keefe, Co3 - design for theatre
- Artist in residence – Media
- Devise Arts Concert
- Fusion Dance Concert
- Middle School Journalism Club
- Middle School TV/ Anime Club (Media)/(IT)

## TECHNOLOGIES

- Robotics Club and Junior WA Competition RoboCup Junior Competition
- Carnaby Cockatoo Project
- Chapters@Lemnos Café: open to staff and students
- Chapters 2 POP UP Café: open to staff and student
- Competitions: Pizza Challenge & Cup Cake Design Challenge
- Product Food Launch Event
- STEM Club after school across the year groups
- GO Program for Yr 6 GATE – Transition afternoon.

## 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 2020 transitioned from Provisionally Registered to Fully Registered and several were successful in achieving the advanced Level 3 Teacher classification.

In 2020, 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 2020 staff at the College have engaged in a range of Professional Learning opportunities, including, but not limited to:

- Faculty Professional Learning
- Induction training for new staff
- Professional Learning Communities
- GROWTH focused Leadership Colloquium
- Mental Health First Aid
- Gatekeeper Training
- Industry focused Conferences
- Harvard Education Progressional Learning
- Instructional Leadership Professional Learning
- Mentoring for Early Career Teachers

## STUDENT SUPPORT

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

- Middle School Clubs
- Eminent Speakers at assemblies
- RAC BStreetSmart excursion for all of the Year 10 cohort
- 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
- Christmas Charity Drive – CARAD, UnitingCare West, Give Write
- NAIDOC Week Celebration and Events
- Chaplaincy Program including; Boys Group (Strength) and Girls Group (Flourish)

- Workshops on Study Skills, Memory Training, Stress Management and Exam Preparation
- School Volunteer Program
- Educational Support Services: Therapy Focus Services, SSEN:D (School of Special Educational Needs: Disability) 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
- Guest Speaker: Jordan Foster ySafe (Australia's Leading Cyber Safety Educators)
- Transition to Year 11 Workshop
- Social Media Facebook Study Smarter Page
- 11 & 12 Interstate and local universities, industry and Private RTO's Industry Experience Programs
- Year Group Socials



- Get Growing: Year 7 & 9
- Fiona Young foundation – Meningococcal education Year 8
- PARTY program – RPH prevention of alcohol and risk related trauma in Youth











Above, clockwise from top  
 School Sports WA Athletics Carnival; Shenton Staff – UWA Adjunct Teaching Fellows; Boy's Hockey

# STUDENT OUTCOMES

## SENIOR SECONDARY OUTCOMES SCHOOL VERSUS STATE – YEAR 12 2020

### 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 2020.

#### 2020 ATAR SUBJECTS

Accounting and Finance  
Applied Information Technology  
Auslan  
Biology  
Chemistry  
Computer Science  
Chinese Second Language  
Design Photography  
Drama  
Economics  
Engineering Studies  
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

	2018	2019	2020
Number of Year 12 students	296	312	342
Percentage of students achieving WACE	99	99	98
Number of students with an ATAR	216	225	245
Percentage of students in the top third of state performance	50	56	51
Percentage of students in the bottom third of state performance	13	15	14

#### Median ATAR scores

<b>2020</b>	<b>Shenton College</b>	<b>88.6</b>
	Like Schools	86.58
	State	79.25
<b>2019</b>	<b>Shenton College</b>	<b>88.55</b>
	Like Schools	85.40
	State	78.20
<b>2018</b>	<b>Shenton College</b>	<b>88.23</b>
	Like Schools	85.53
	State	79.50

Source: Student Achievement  
Data WACE Report

## SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARDS 2020

General Exhibitions	0
Certificates of Excellence*	8
Certificates of Distinction	34
Certificates of Merit	73
<b>Total number of awards</b>	<b>108</b>

\* Including Special Certificates of Excellence  
Shenton College had 99% WACE achievement, 100% attainment.

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

Jayden Gong  
Ian Hiew Wei Han  
Eu (Shaun) Yap  
Caroline Blair  
Gihad Coorey  
Alan Zhao  
Lauren Griffiths

## ATAR SUBJECT

Certificates of Excellence is awarded to the eligible students in the top 0.5 percent of candidates based on the examination mark.

Salila Blache – English  
Aisha Logan – English  
Harry Fahrner – Human Biology  
Zak Groenewald-Sheild – Mathematics Applications  
Beatrice Quacquarelli – Media Production and Analysis

## VET CERTIFICATES

Certificates of Excellence is awarded to eligible students who complete an AQF VET Certificate II or higher in one or more of the nine industry areas. Selection is based on the evidence submitted at time of nomination and during the interview and will focus on the student's knowledge and experience in the specific industry area; ability to make clear links between on-the-job and off-the-job experiences and how these opportunities assist in shaping a career; ability to demonstrate Core Skills for Work and achieve in WACE courses (ATAR or General).

Isabella Wong – Business and Financial Services and Information and Communications Technology

Melissa rate – Community Services, Health and Education

## 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.

73 Students

## RECOGNISED AS HIGHEST PERFORMING STUDENTS IN A YEAR 12 ATAR COURSE

Accounting and Finance  
Ancient History  
Applied Information Technology  
Chinese Second Language  
Computer Science  
Economics  
Engineering Studies  
French Second Language  
Geography  
Human Biology  
Mathematics Methods  
Mathematics Specialist  
Media Production and Analysis  
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
2018	95	93	91	92	92	91
2019	94	92	89	90	91	91
WA Public Schools 2019	90	87	85	85	86	87
2020	Data unavailable due to COVID-19 pandemic					

## 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		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	53	44	NAPLAN Suspended COVID-19	43	44	NAPLAN Suspended COVID-19
Middle 60%	43	53		52	52	
Bottom 20%	3	3		5	5	

READING	SCHOOL			LIKE SCHOOL		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	46	59	NAPLAN Suspended COVID-19	39	40	NAPLAN Suspended COVID-19
Middle 60%	52	36		56	56	
Bottom 20%	3	5		5	5	

WRITING	SCHOOL			LIKE SCHOOL		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	54	56	NAPLAN Suspended COVID-19	43	37	NAPLAN Suspended COVID-19
Middle 60%	42	41		51	57	
Bottom 20%	5	4		6	6	

GRAMMAR & PUNCTUATION	SCHOOL			LIKE SCHOOL		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	49	40	NAPLAN Suspended COVID-19	42	39	NAPLAN Suspended COVID-19
Middle 60%	47	55		52	55	
Bottom 20%	4	4		6	6	

SPELLING	SCHOOL			LIKE SCHOOL		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	38	37	NAPLAN Suspended COVID-19	39	37	NAPLAN Suspended COVID-19
Middle 60%	58	58		55	57	
Bottom 20%	4	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		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	57	57	NAPLAN Suspended COVID-19	45	43	NAPLAN Suspended COVID-19
Middle 60%	42	41		50	53	
Bottom 20%	2	3		4	4	

READING	SCHOOL			LIKE SCHOOL		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	59	49	NAPLAN Suspended COVID-19	41	40	NAPLAN Suspended COVID-19
Middle 60%	38	48		54	55	
Bottom 20%	3	3		5	5	

WRITING	SCHOOL			LIKE SCHOOL		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	60	58	NAPLAN Suspended COVID-19	46	40	NAPLAN Suspended COVID-19
Middle 60%	36	40		49	55	
Bottom 20%	4	1		5	5	

GRAMMAR & PUNCTUATION	SCHOOL			LIKE SCHOOL		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	52	50	NAPLAN Suspended COVID-19	40	38	NAPLAN Suspended COVID-19
Middle 60%	45	46		55	57	
Bottom 20%	3	4		5	5	

SPELLING	SCHOOL			LIKE SCHOOL		
	2018	2019	2020	2018	2019	2020
WA Public Schools						
Top 20%	42	50	NAPLAN Suspended COVID-19	37	37	NAPLAN Suspended COVID-19
Middle 60%	54	44		57	57	
Bottom 20%	3	5		6	7	

# 2020 FINANCIAL SUMMARY

ONE LINE BUDGET DEC 2020	
	SUM (\$)
Carry Forward (Cash):	858,244
Carry Forward (Salary):	329,315
<b>INCOME</b>	
Student-Centred Funding:	23,613,397
Transfers and Adjustments:	65,847
Locally Raised Funds:	3,154,181
<b>Total Funds:</b>	<b>28,020,984</b>
<b>EXPENDITURE</b>	
Salaries:	21,772,232
Goods and Services (Cash):	5,047,762
<b>Total Expenditure:</b>	<b>26,819,994</b>
<b>VARIANCE</b>	<b>1,200,991</b>

INCOME	
	SUM (\$)
Carry Forward (Cash)	858,244
Carry Forward (Salary)	329,315
<b>STUDENT-CENTRED FUNDING</b>	
Per Student	21,049,438
School and Student Characteristics	1,043,497
Disability Adjustments	158,914
Targeted Initiatives	912,918
Operational Response Allocation	448,630
<b>Total Funds:</b>	<b>23,613,397</b>
<b>TRANSFERS AND ADJUSTMENTS</b>	
School Transfers – Cash	74,241
Department Adjustments	-8,394
<b>Total Funds:</b>	<b>65,847</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>	
Voluntary Contributions	280,984
Charges and Fees	1,082,735
Fees from Facilities Hire	108,185
Fundraising/Donations/Sponsorships	545,328
Other State Govt/Local Govt Revenues	-
Other Revenues	686,949
Transfer from Reserve or DGR	450,000
<b>Total Funds:</b>	<b>3,154,181</b>
<b>TOTAL</b>	<b>28,020,984</b>



EXPENDITURE	
	SUM (\$)
<b>SALARIES</b>	21,772,232
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>	
Administration	295,003
Lease Payments	15,900
Utilities, Facilities and Maintenance	962,558
Buildings, Property and Equipment	1,243,010
Curriculum and Student Services	1,507,123
Professional Development	83,911
Transfer to Reserve	429,228
Other Expenditure	499,854
Payment to CO, Regional Office and Other schools	11,175
<b>Total Funds:</b>	<b>5,047,762</b>
<b>TOTAL</b>	<b>26,819,994</b>



For further details please  
visit the College website  
**[www.shenton.wa.edu.au](http://www.shenton.wa.edu.au)**  
or Schools Online  
**[www.det.wa.edu.au/schoolsonline](http://www.det.wa.edu.au/schoolsonline)**

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Media on Mars SHENTON

▲ Free Apples on RUOK Day 2020