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**ANNUAL
REPORT**
2021

SHENTON COLLEGE ACKNOWLEDGES

As a proud public school we depend on our community to embrace our values of care, curiosity, and collaboration and to wholeheartedly participate in transforming them into sustainable school programs and opportunities, and ultimately engaging teaching and learning experiences. Every day, and every year, teaching and learning is shaped by the passion and commitment of supporters across our large and diverse community. We would like to acknowledge 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: the successful outcomes summarised in this report could not have been achieved without them.



Michael Morgan
Principal



Mal Cooke
Shenton College School
Board Chairperson

2021 BOARD MEMBERS

Shenton College Board Chairperson

Mr Mal Cooke

Principal

Mr Michael Morgan

Student Representatives

Oliver O’Keeffe

Bianca Fewings

Elected Parent Representative

Ms Jenny Hart

Elected Staff Members

Ms Claire Burton

Mr Adam Pengelly

Ms Chantal Simpson

Parents & Citizens Representative

Ms Justine Oxley

UWA Representatives

Professor Graham Brown

Pro Vice-Chancellor Academic

Alumni Representative

Mr Tobias Chadband

Community Representatives

Dr Noel Nannup

Mr Scott Bird

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FROM THE PRINCIPAL

I present to our community the Shenton College Annual Report. 2021 again embodied the College's shared values of Care, Curiosity and Collaboration. This year saw numerous disruptions due to the SARS-COV-2 pandemic's presence. Fortunately, the impact on us was not as profound when compared to other states of Australia; however, it was still significant and continued to influence how we operated.

Events like the pandemic prompt me to reflect on the importance of schooling and schools as social, learning institutions. Whilst all schools, including Shenton College, must remain focussed on the curriculum, I believe that educational institutions miss something if they do not fulfil their responsibility to enrich, enable and socialise. Our Shenton motto – *"Much more than marks; Learning for life"* is as important during a pandemic as it is at any other time. If a global epidemic teaches us anything it is that we, individually and collectively, must consciously focus on building and developing our character.

This Annual Report encapsulates not only our academic metrics but those equally important non-academic measures. Marks, grades and standardised tests have their place in schools, but so too does participation in extracurricular activities that broaden the mind and enrich the soul. Of particular note this year:

- Excellent performance in external examinations – particularly NAPLAN and those required for WACE Graduation
- Champion School A Division Swimming
- McMahon Shield – strong recognition by School Sport WA of our excellence in participation
- State Junior Champions – West Australian Debating League
- Whole School Reconciliation Artwork
- Operation Carnababy

While our community has been constrained by the pandemic, the year was not short of some tremendous opportunities for our students to excel and enjoy in – opportunities that reflect the rich culture of participation that is embedded in the College. Operation Carnababy continues to receive community interest and appreciation: a wonderful story of a single student, Eva Czulowski, who became aware of a critical local issue, and committed

to make a difference in the fight to save the Carnaby Cockatoos, and then galvanised the support of Shenton staff, students and parents to join the Operation Carnababy team. This continues to be a great example of the importance of active citizenship and the positive outcomes we achieve when we engage with the community to do good work. Another great example of the community coming together was the Whole School Reconciliation Artwork – where the community literally did come together – to draw a composition of symbols to represent their family trees and produce a community symbol of our commitment to Reconciliation. In recent years we have seen a strong surge of participation in sport, led by our popular and enthusiastic Physical Education staff, and comprehensively supported by our volunteer coaching staff. In 2021 this was recognised when we received the McMahon Shield which is awarded to the school with the broadest participation in School Sport WA opportunities.



Operation Carnababy

Participation in Shenton teams, whether it be in sport or debating or in any of the many other opportunities on offer, is a tangible sign of student engagement with school community, and a strong foundation for positive wellbeing and scholastic success.

The academic and non-academic opportunities and successes outlined throughout this Annual Report celebrate the moments our students challenge themselves. Here they operate less as remote islands and more as an archipelago of interconnectedness, working together and supporting each other during a time of increased isolation and distancing.

Overall this has been another highly successful year. Across all of the metrics, our school community of students, staff and parents have enthusiastically engaged to achieve measurable success. I wish to thank our staff, both teaching and non-

teaching, students, parents, College Board and P&C Association for supporting our College through the challenges of 2021.

These results, whilst strong with clear areas of achievement, also highlight where improvement and growth is needed. Improvements will take time; however, they can be achieved by maintaining a shared vision and unified purpose. For the College to continue to thrive, for each and every child, we need to ensure we sustain our deep belief in, and passionate commitment to, the whole child and embed a school and community-wide culture of care and support for all.



Mr Michael Morgan
Principal, Shenton College

► Food Science; Lemnos House Support Staff



▲ The Birdcage Cafe; String Orchestra; Humanities Lesson

SHENTON 2021 TARGETS

This 2021 Annual Report is the first time we have reported within the framework of the *Shenton 2025 Business Plan*. Our new plan builds and refines the strategic directions of the *Shenton 2020* plan while ensuring our continuing resolve to remain a boldly ambitious and proud public school, committed to delivering the highest quality education to every student in our care.

In our *Shenton 2025 Business Plan* there is a progression of the central tenets of the previous plan, with some important refinements, including a more pronounced delineation of our values: Care, Curiosity and Collaboration. These remain a transparent and forthright articulation of what defines us as a community and what motivates our teaching and learning culture.

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 2025 delineates the planning context for the continued development and improvement of the College and refines the established four focus areas:

Successful Students, Connected Teachers, Powerful Learners, and Engaged Leaders. These identified targeted areas are important indicators of the progress of our teaching and learning community and confirms our intent to deliver the very best outcomes for all of our students. Our NAPLAN and WACE results are consistently outstanding, but instead of resting on these, we specifically identify areas for growth: our NAPLAN target remains focused 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 retained our ATAR target of being in the Top 5 of our Like School Group, but have also identified the OLN qualification requirements as worthy of focus. *Shenton 2025* has also important established non-academic Targets that require us to investigate the levels of student and staff satisfaction in school culture, leadership

ENSURING OUR CONTINUING RESOLVE TO REMAIN A BOLDLY AMBITIOUS AND PROUD PUBLIC SCHOOL

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. *Shenton 2025* incorporates a new Target 10, which seeks to develop and report on the progress we make in community participation and citizenship.

The COVID-19 pandemic has had a continuing and significant impact on education everywhere in 2021. As a West Australian school, the overt impact of community lockdowns has been less than in the rest of Australia and overseas, but the impact of the pandemic has been great nonetheless, significantly restricting learning opportunities beyond the classroom. These are opportunities that have always been a fundamental aspect of our teaching and learning culture, and were sorely missed.

► Middle School Lunch



2021 NAPLAN

Target 1: In each year of the Business Plan, we see a positive trend in those students achieving ‘Limited’ and ‘Satisfactory’ performance in Y7 NAPLAN, achieving ‘Moderate’ or better progress in Y9, across Reading, Writing, and Numeracy.

(Source: Stable Cohort; First Cut – EARS Assessment data)

The Target relates to those children who achieved ‘Limited’ or ‘Satisfactory’ performance in their 2019 NAPLAN and focuses on what ‘progress’ they have achieved as measured by their 2021 NAPLAN outcomes. In Numeracy and Reading we saw strong performance for the cohorts with more than 80% of identified students meeting the targets,

indeed every child ‘Moderate’ or better progress. In Writing we saw a different picture, with only 71% of the cohort meeting the Target. The small cohorts involved could have certainly played a part in those scores (there were only 10 students in the ‘Limited’ performance cohort).

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. In 2021 there has not been uniform achievement across all the domains.

The Target was achieved in two of the three domains.

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

NAPLAN PROGRESS: STUDENTS WITH LIMITED OR SATISFACTORY ACHIEVEMENT IN 2019 NAPLAN

NUMERACY YR 9

| | ACHIEVEMENT YR 7 2019 | PROGRESS | | | % ACHIEVING TARGET 2021 |
|--------------------|--------------------------|----------|------|-----------|----------------------------|
| | LIMITED | MODERATE | HIGH | VERY HIGH | % |
| Number of students | 11 | 2 | 4 | 3 | 82 |

| | ACHIEVEMENT YR 7 2019 | PROGRESS | | | % ACHIEVING TARGET 2021 |
|--------------------|--------------------------|----------|------|-----------|----------------------------|
| | SATISFACTORY | MODERATE | HIGH | VERY HIGH | % |
| Number of students | 93 | 24 | 27 | 26 | 83 |

READING YR 9

| | ACHIEVEMENT YR 7 2019 | PROGRESS | | | % ACHIEVING TARGET 2021 |
|--------------------|--------------------------|----------|------|-----------|----------------------------|
| | LIMITED | MODERATE | HIGH | VERY HIGH | % |
| Number of students | 8 | 0 | 4 | 4 | 100 |

| | ACHIEVEMENT YR 7 2019 | PROGRESS | | | % ACHIEVING TARGET 2021 |
|--------------------|--------------------------|----------|------|-----------|----------------------------|
| | SATISFACTORY | MODERATE | HIGH | VERY HIGH | % |
| Number of students | 146 | 42 | 41 | 36 | 82 |

WRITING YR 9

| | ACHIEVEMENT YR 7 2019 | PROGRESS | | | % ACHIEVING TARGET 2021 |
|--------------------|--------------------------|----------|------|-----------|----------------------------|
| | LIMITED | MODERATE | HIGH | VERY HIGH | % |
| Number of students | 10 | 3 | 3 | 0 | 60 |

| | ACHIEVEMENT YR 7 2019 | PROGRESS | | | % ACHIEVING TARGET 2021 |
|--------------------|--------------------------|----------|------|-----------|----------------------------|
| | SATISFACTORY | MODERATE | HIGH | VERY HIGH | % |
| Number of students | 173 | 74 | 34 | 14 | 71 |

Target 2: Our Student Gain measurement will be above those of ‘Students with Same Starting Scores’ in NAPLAN 7-9 for matched students.

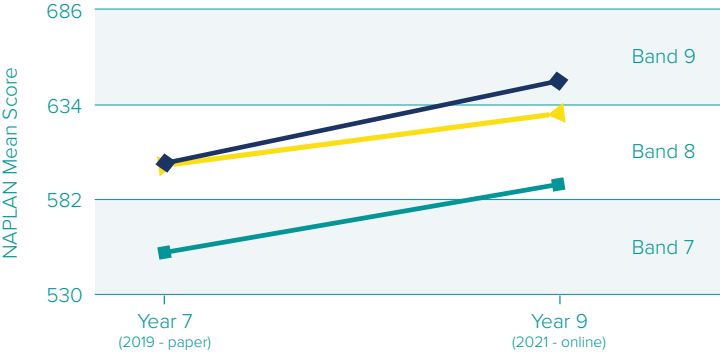
(Stable Cohort; MySchool website; NAPLAN, Student Gain)

Shenton College students achieved greater student gain than students with the same starting scores in all other public or private schools – including greater gains against schools with similar students. This continues the solid performance from last year and validates the College’s interventions in support of all students, no matter what their ability level.

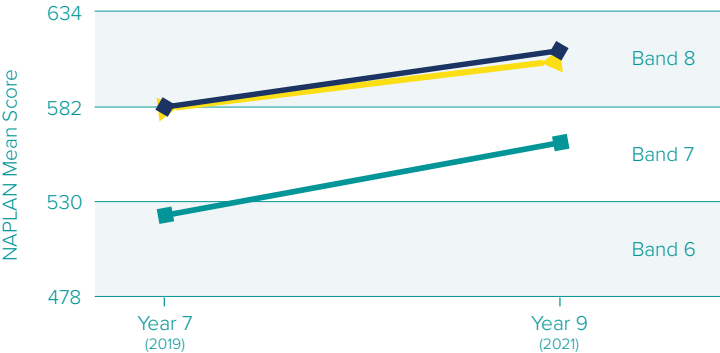
The Target was achieved.

- Shenton
- Students with same starting scores
- All Australian schools public & private

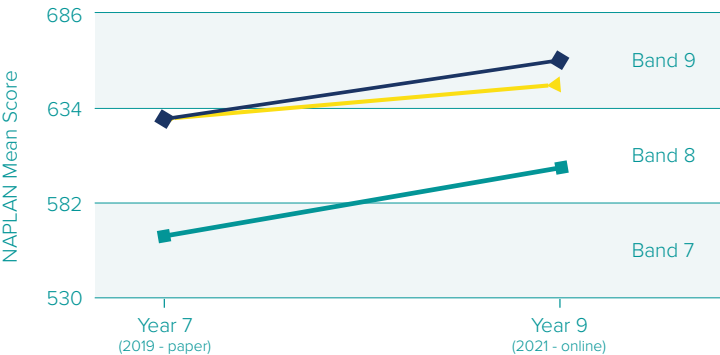
READING 2021



WRITING 2021



NUMERACY 2021



VALIDATES THE COLLEGE’S INTERVENTIONS IN SUPPORT OF ALL STUDENTS, NO MATTER WHAT THEIR ABILITY LEVEL

Additional reporting – ‘Above average school progress’ – My School Summary

The College remains focused on ensuring a teaching and learning context that supports student growth – and particularly in core skill areas like reading, writing and numeracy. The national My School Website now publishes data comparing Shenton students to students from similar backgrounds across Australia. The table describes the strong performance of the College.

PERCENTAGE OF STUDENTS MAKING ABOVE AVERAGE PROGRESS

| | 2015-2017 | 2016-2018 | 2017-2019 | 2019-2021 |
|----------|-----------|-----------|-----------|-----------|
| Reading | 52 | 53 | 57 | 61 |
| Writing | 48 | 62 | 70 | 51 |
| Numeracy | 55 | 60 | 49 | 59 |

This table shows the percentage of students at the school who achieved above average progress compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

- Well above
- Above
- Close to

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION – WACE

Target 3: 98% of students eligible for a WACE pathway will demonstrate the minimum standard of Literacy and Numeracy competency in OLNA by the end of Year 12.

(Schools Online)

In 2021 98% (341 students) of the WACE eligible Year 12 cohort demonstrated the minimum standard of Literacy and Numeracy in OLNA by the end of Year 12.

The Target was achieved.

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)

In 2021 89% of students achieved an ATAR of 55 or above and/or a Certificate II or higher.

The Target was achieved.

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)

Shenton College achieved the third highest ranked median ATAR within the Like Schools group in Western Australia and was the fourth-highest public school overall. The table below shows Shenton College's ATAR performance against other top-ranked schools.

Target 5 was achieved.

Target 4

| ATAR OR CERTIFICATE III OR HIGHER ACHIEVEMENT | | |
|---|------|------|
| Data obtained from SAIS report | 2020 | 2021 |
| WACE Eligible | 338 | 347 |
| Level of highest qualification III/IV | 66 | 60 |
| ATAR participation | 245 | 245 |
| % of students who achieved | 92% | 89% |

Target 5

| SCHOOL | MEDIAN ATAR |
|-----------------------------|-------------|
| Top Ranked Public | 88.75 |
| Second ranked Public School | 88.65 |
| Shenton College | 86.95 |
| Fourth Ranked Public School | 86.8 |
| Fifth Ranked Public School | 80.8 |
| Like Schools | 85.3 |
| WA Public | 80.3 |

SPECIALIST PROGRAMS: GATE

Target 6: Continued strong median ATAR results for students in funded specialist programs in comparison to other cohorts in the College.

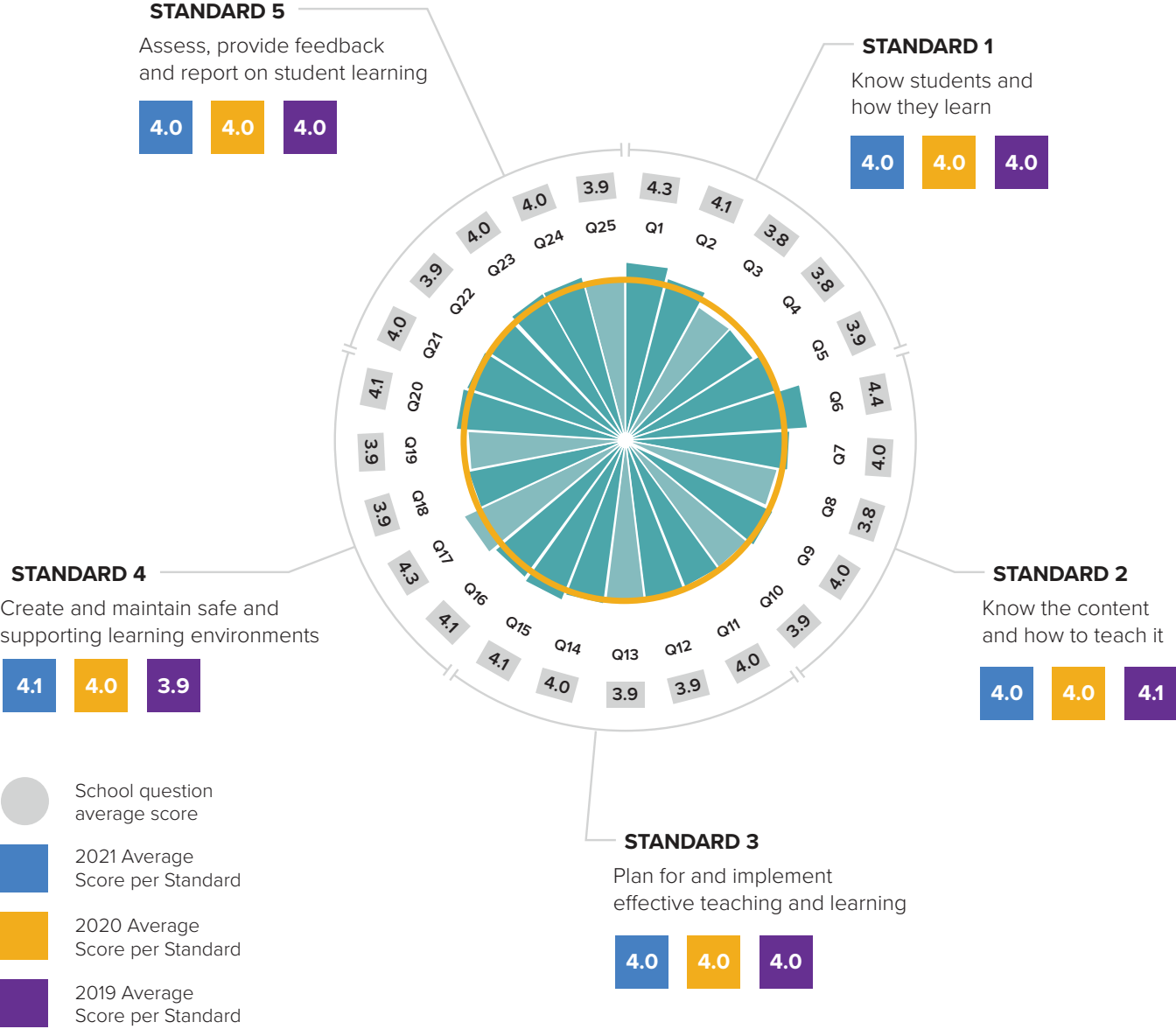
GATE students achieved some outstanding results in the 2021 WACE, with the majority of GATE students recognised with Certificates of Distinction or Merit. Shenton's GATE students achieved very strong ATAR results with a median ATAR of 94.5 compared to the school ATAR of 86.95. GATE students received 13 Certificates of Distinction (52% of the school total) and 22 Certificates of Merit (38% of the school total). Henry Freegard received the College's only General Exhibition, while Thomas Nguyen obtained the 'Perfect Score' ATAR of 99.95.

The Target was achieved.

| HIGH ACHIEVEMENT BY YEAR 12 GATE STUDENTS |
|--|
| 18.6% of our GATE cohort achieved an ATAR score of 99+ |
| 49.1% of our GATE cohort achieved an ATAR score of 95+ |
| 74.6% of our GATE cohort achieved an ATAR score of 90+ |



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 CLIMATE

Target 7: Established classroom survey datasets indicate positive outcomes across all five of the identified AITSL Teaching Standards.

(PIVOT and internal tools)

The teaching staff maintained excellent performance against the identified AITSL Teaching Standards, maintaining levels against all the Standards and with a 0.1 increase in Standard 4: Create and maintain safe and supportive learning environments. In 2021 the data was obtained from two survey cycles compared to the single cycle of 2020. The Professional Learning Community (PLC) 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 as well as initiating excellent professional learning opportunities for the broader staff. Student response data remains at the core of the reflective practices in the school and teachers embrace it as an important aspect of feedback.

The Target was achieved.

Target 8: Surveys demonstrate strong levels of satisfaction in school culture, leadership, and organisation.

(PIVOT, National School Opinion Survey, and internal tools)

The parent community (represented by the President of the P&C with our Shenton College Board Chair) nominated the Principal, Mr Michael Morgan for the Principal of the Year Award in the annual WA Education Awards. At the same time the Associate Principal Mr Chris Hill was nominated for the Associate Principal of the Year Award.

Both the Shenton leadership candidates were successful in becoming Finalists in these prestigious industry awards (Mike had previously been a winner of this Award, and Chris had been a previous winner of the Teacher of the Year award). The success of two members of our leadership team in these prestigious industry awards, and their secondment by the Director General to Perth Modern School at the close of 2021 to provide interim leadership and direction indicates strong levels of support and satisfaction in the Shenton leadership team.

National Opinion Data is collected every 3 years. It will be collected in 2022.

The Target was achieved.

ATTENDANCE

Target 9: Regular and Overall Attendance measures are equal to Like Schools and significantly better than WA Public Schools.

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

COVID 19 has had a tangible impact on families and provided many unwanted complexities impacting on school attendance. This, in turn, has affected the school based strategies to improve attendance. The College remains committed to supporting at-risk students to find ways to re-engage with schooling.

In 2021 the College placed more Student Support Officers as part of our engagement team monitoring student attendance. While our Overall Attendance compares well to all WA public schools, we still have room for improvement – as the comparison to Like Schools indicates.

The Target was not fully achieved.

| | OVERALL ATTENDANCE | | |
|------|---|--------------|-------------------|
| | SHENTON | LIKE SCHOOLS | WA PUBLIC SCHOOLS |
| 2019 | 91.4% | 92.6 | 86.8% |
| 2020 | Data unavailable due to COVID-19 pandemic | | |
| 2021 | 90.2% | 91.3 | 84.4% |

| | REGULAR | ATTENDANCE CATEGORY | | |
|-------------------|---------|---------------------|----------|--------|
| | | INDICATED | MODERATE | SEVERE |
| SHENTON COLLEGE | 70.4% | 18.0% | 8.0% | 3.6% |
| LIKE SCHOOLS | 71.1% | 20.0% | 6.2% | 2.2% |
| WA PUBLIC SCHOOLS | 60.0% | 22.0% | 11.0% | 7.0% |



▲ Engineering; Woodwork; Science



COMMUNITY ENGAGEMENT

Target 10: Through the establishment of a range of measurement tools, recognise progress in participation, and contribution to, community and citizenship activities across our learning community.

(Measures to be established)

Participation and contribution to community and citizenship activities was impeded by the response to the COVID 19 pandemic, with community based opportunities restricted and largely not available to school students. Not withstanding these limitations, the staff responded by developing school-based initiatives, ensuring that there was a rich supply of incursions to develop curriculum and civic engagement, as well as active participation in sports.

The table captures our 2021 data for all events that were administered through COMPASS – these were not compulsory i.e. students elected to be involved – and categorises them into Civic; Curricular Enrichment; Sport; and Wellbeing.

There were 526 unique events with a total of 29,739 students participating (of course, some individuals would have attended multiple events).

Target progress has been achieved with new measurement instruments.

| PARTICIPATORY OPPORTUNITIES - SHENTON COLLEGE, YEAR 2021 | TOTAL NUMBER OF EVENTS | % |
|--|------------------------|-----|
| Civic | 35 | 7 |
| Curricular Enrichment | 273 | 52 |
| Sport | 159 | 30 |
| Wellbeing | 59 | 11 |
| Total | 526 | 100 |

CLUBS & ACTION GROUPS – CONTEXTS FOR STUDENT ENGAGEMENT AND PARTICIPATION

There was continuing enthusiastic engagement with Middle School Clubs, which were a major forum for student participation and engagement before and after school, and during recess and lunchtime. The Middle School Clubs each have a volunteer staff member to facilitate them and their focus ranged from shared enthusiasm for KPop and Anime, to curriculum enrichment and social action. All require the student to actively engage and provide a platform for social connection and engagement.

MIDDLE SCHOOL CLUBS

MAD (Make a Difference), Zonta Service Club, Computer Club Room, French Club Room, D&D and Board Games, The Relegation Zone, Anime Club, Woodwork Club, Kpop Club, Robotics Club, Philosophy Café, Taylor Swift Fan Club, Sustainability Club, Journalism Club, Chess Club, Origami Club, Art Club, Creative Writing Club, Build a Nation Club

In the Lower Senior School the Clubs mainly make way for Student Action Groups that function with no staff facilitator, and are almost wholly led by students. To be 'credentialed' as a SAC the group needs leadership, regular meetings – and minute taking is generally required. There also needs to be an acceptance that the SAC should contribute back to the community in some way. The emphasis in SAC's is active participation and leadership, some are interest orientated, others have strong progressive social objectives.

LOWER SENIOR STUDENT ACTION GROUPS

Drama Club Action Group, Zonta Action Group, KPop Action Group, Carnaby Action Group, Hoodies for Mental Health Action Group, Queer and Marginalised Minorities Action Group

THE STORY OF 2021

COVID-19 RESPONSE

The College's response to the COVID-19 pandemic was comprehensive and consolidated the response of 2020.

Staff received ongoing support to develop their expertise in the development of online learning opportunities, in anticipation of lockdowns. Our expertise with the COMPASS learning management system was extended as was our expectations for staff utilisation of the modules supporting teaching and learning. The College also had some staff complete Harvard Graduate School of Education professional learning on how to create a learning community online. Alongside the engagement of the teaching staff, we maintained a steady supply of our locally produced hand sanitizer and there was significant expenditure on cleaning and sanitising to ensure teaching and office spaces were clean.

DANJOO DJENA KOORLINY

The year started with a Welcome to Country and Smoking Ceremony conducted by Noongar Elder Dr Noel Nannup also a Shenton Board member.

Through a process of consultation with Dr Nannup, the Aboriginal and Torres Strait Islander students at Shenton crafted the following Acknowledgement of Country statement: *Kaya. Nidja Whadjak Noongar boodja. Hello. This place is Whadjak Noongar country. We are thankful for the opportunity to come together and learn on this beautiful land. We would like to acknowledge the traditional custodians of these lands, past, present and emerging.*

The College students and staff, facilitated by our Aboriginal students and supported by Arts teacher Lisa Pigniatello, collaborated to produce a 5-metre long Whole School Reconciliation Artwork – a powerful composition of symbols

representing their family trees. It now proudly hangs in the foyer of the Arts Arena as our commitment to Reconciliation.

It was a strong year for our Follow the Dream program, which receives funding from the Polly Farmer Foundation and which directly supports the aspirations of our Aboriginal students. Alongside weekly individualised tutoring with university mentors, the students were involved in empowering cultural experiences. St Catherine's College UWA Dandjoo Darbalung building was also visited by Shenton students to experience first-hand what university life is like and make glass message sticks with the mentors. They also went on an immersive cultural experience to Yanchep National Park where they learnt weaving (girls), didgeridoo playing (boys), tool making, storytelling and yarning.

STUDENT SUPPORT

In 2021, the College continued to reinforce 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, bringing our team to four. Our beautifully restored Lemnos House became the main focus of our provision in the two senior schools, with four teaching staff Year Leaders, a Chaplin, School Psychologist and School nurse all located 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.

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.





▲ Art; Media; Woodwork



Lacrosse

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.

EXTENDING LEARNING IN THE CLASSROOM

Students engaged in a range of differentiated learning activities with their classmates, including externally-run competitions and curated Shenton College projects designed to enrich and extend learning, and connect students' learning to broader contexts.

Our Year 7 and 8 students tackled our interdisciplinary concept-based teaching and learning framework – Big Questions – designed to foster students' critical and creative thinking. Our Year 9s undertook a longer-term research project to design, develop, refine and present their learning around an individualised topic.

External competitions are a wonderful focus for GATE students – in 2021 students applied their Science learning to new contexts in the Big Science Competition; Year 9s tested their source analysis skills in the exam-style Australian History Competition in HASS. While all GATE Year 10s completed research and wrote an essay responding to the

theme of 'Significance' in History through the National History Challenge. These competitions challenged the whole GATE cohort in contexts beyond their school, and allowed different individuals to shine.

TACKLING COMPETITIONS AND CHALLENGES

GATE students competed individually or with their peer's teams in a range of competitions and challenges outside the classroom, to great success. In 2021 a group of Year 10 students were selected to represent the College at UWA for the Brain Bee competition and top students in Year 11 Science undertook the challenging Australian Olympiad exams. Our Year 7s, 8s and 9s demonstrated their broad thinking and teamwork in the Da Vinci Decathlon events. Outstanding performance in the UN Youth WA Evatt Trophy competition saw teams progress as far as the Nationals. Maintaining very strong traditions in debating – our top achieving Year 9 team won the WA Debating League Junior Championship.

CONNECTING WITH PEERS IN GROUP ACTIVITIES

GATE students participated in excursions and activities across the year. Our Year 8 students visited WA Museum Boola Bardip in connection with their research on interdisciplinary projects. Linking with their research investigations, the GATE Year 9s visited Scitech and the Resources Technology Showcase at the Perth Convention and Exhibition Centre. With a focus on the transition to Upper Senior School, our Year 10s participated in a Day Camp where they completed challenges, collected clues and worked together to solve a problem under time pressure. Our Year 7 students completed in a series of creative thinking challenges on campus. Our incoming GATE students in Year 6 were welcomed to Shenton College and were able to meet their peers and Shenton College teachers in a range of transition activities across Term 4.

LINKING WITH UNIVERSITIES

Year 9s explored career pathways from forensic science to game design with a series of seminars led by visiting lecturers from Murdoch University. Year 10s attended a Philosophy immersion excursion at UWA, engaging with leading lecturers and sampling life on campus in connection with our Learning Links partnership. Students in Years 10 and 11 were able to complete first-year university units at Curtin University through the Innovative Schools partnership.

STAFF ACTION GROUP

In 2021 staff from across the College joined focused 'action groups' which provided excellent opportunities for staff engagement and participation. The Action Groups had mandates to bring about positive change within our community. Groups included were:

- Danjoo Djen Koorliny – Curriculum Enrichment
- Danjoo Djen Koorliny – Symbols, Artefacts Active Citizenship
- Student Leadership

- Industry Partnerships
- Classroom Management – Positive Behaviour
- Instructional Intelligence
- Tertiary Partnerships

LEADING WA TEACHER DEVELOPMENT

Recognising the expertise of our GATE coordinators and the quality of our program, the College was appointed as a Teacher Development School, reflecting our leadership in the professional development of teachers and school leaders in Gifted and Talented education. Our staff collaborated to deliver teacher development opportunities focusing on Maths, English, Sciences, Humanities and Social Sciences; and innovative pedagogical approaches to engage students and enrich their learning. Shenton College staff showcased their work with GATE cohorts, learned from colleagues and swapped ideas with teachers from schools across the state.

CONNECTED TEACHERS – DEVELOPING TEACHERS

In 2021 the development of our professional learning capacity continued under the leadership of our Head of Teacher Development, Elizabeth Hutt:

- A team of our Level 3 administrators completed Instructional Intelligence Facilitator Training with Professor Barrie Bennett and we followed up with two Shenton developed professional learning programs: Instructional Intelligence (19 participants supported with an individual coach) and Building Cultures of Learning (29 participants).
- Interested staff also participated in online Harvard Graduate School of Education courses – *Differentiation Made Practical*; *Cultures of Thinking*; *Visible Thinking*, and *How To Create a Learning Community Online*.

- A feature of our School Development Days in 2021 was dedicated time for sharing innovation and successful practice. The Instructional Intelligence staff action group trialled strategies in their classrooms for inclusion in a Shenton College Instructional handbook.
- Peer Teacher observations related to individual goals was available to interested staff.
- Graduate support through mentoring and peer networking was available.

VOCATIONAL EDUCATION AND TRAINING (VET)

Shenton College has continued to explore Certificate III and IV options available for students to complete. Most of these options are available through a fee for service model due to the compliance requirements around resourcing, delivery and assessment and industry experience and qualifications of trainers. Students

select a challenging pathway aligned to post school options which provide opportunities for higher education and training and possibly employment pathways in some industry areas. In 2021 54% of this cohort undertook a VET qualification pathway through their senior

secondary years of schooling, with 64% of the Year 12 cohort also completing 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 Department of Education continues to prioritise STEM and in particular identifies a target of 85% of students enrolled in two or more STEM courses and/or STEM related VET qualifications. In 2021 83% of WACE eligible Shenton College students undertook STEM related Courses/VET qualifications.

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

| VET CODE | VET QUALIFICATIONS | Completed | Enrolled | Percent* |
|----------|---|-----------|----------|----------|
| CUA20215 | CII in Creative Industries | 10 | 10 | 100.00 |
| CUA30313 | CIII in Assistant Dance Teaching | 5 | 5 | 100.00 |
| BSB40215 | CIV in Business | 5 | 5 | 100.00 |
| CPC20211 | CII in Construction Pathways | 4 | 4 | 100.00 |
| PSP20218 | CII in Auslan | 3 | 3 | 100.00 |
| UEE22011 | CII in Electrotechnology (Career Start) | 3 | 3 | 100.00 |
| PSP30218 | CIII in Auslan | 3 | 3 | 100.00 |
| CUA30915 | CIII in Music Industry | 3 | 3 | 100.00 |
| AUR20716 | CII in Automotive Vocational Preparation | 2 | 2 | 100.00 |
| TLI20419 | CII in Warehousing Operations | 2 | 2 | 100.00 |
| MEM30505 | CIII in Engineering – Technical | 2 | 2 | 100.00 |
| SIT30516 | CIII in Events | 2 | 2 | 100.00 |
| PSP40818 | CIV in Auslan | 2 | 2 | 100.00 |
| 52824WA | CII in Building and Construction (Pathway – Trades) | 1 | 1 | 100.00 |
| SIT20416 | CII in Kitchen Operations | 1 | 1 | 100.00 |

*The % completion based on students who remained in the qualification for the full duration and therefore completed the training and assessment requirements. The number of students may differ from the enrolled number due to students withdrawing, leaving school, changing courses or coming in from other schools where we have been unable to offer them the qualification they had commenced before moving to Shenton College.

| VET CODE | VET QUALIFICATIONS | Completed | Enrolled | Percent* |
|----------|---|-----------|----------|----------|
| SHB20116 | CII in Retail Cosmetics | 1 | 1 | 100.00 |
| SHB30115 | CIII in Beauty Services | 1 | 1 | 100.00 |
| HLT36015 | CIII in Population Health | 1 | 1 | 100.00 |
| SIR30216 | CIII in Retail | 1 | 1 | 100.00 |
| CHC42015 | CIV in Community Services | 1 | 1 | 100.00 |
| CUA20715 | CII in Visual Arts | 21 | 22 | 100.00 |
| SIT20116 | CII in Tourism | 62 | 65 | 100.00 |
| SIS20115 | CII in Sport and Recreation | 16 | 18 | 100.00 |
| 52831WA | CIV in Preparation for Health and Nursing Studies | 37 | 42 | 95.23 |
| SIS20319 | CII in Sport Coaching | 12 | 15 | 100.00 |
| SIT20316 | CII in Hospitality | 29 | 38 | 84.21 |
| FSK20119 | CII in Skills for Work and Vocational Pathways | 3 | 4 | 100.00 |
| CHC30213 | CIII in Education Support | 1 | 2 | 100.00 |
| SHB20216 | CII in Salon Assistant | 0 | 2 | 100.00 |
| CUA20615 | CII in Music Industry | 9 | 10 | 100.00 |



String Orchestra Rehearsal

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.

ENGLISH

- Write a Book in a Day
- Talented Young Writers
- The Tempest
- Young Leaders Symposium
- Young Writers Collective

MATHEMATICS

- Australian Mathematics Competition (AMC)
- AMOC Senior Competition
- IMAS Round 1 2021
- ICAS Mathematics
- Have Sum Fun Face to Face and Online
- Australian Intermediate Mathematics Olympiad
- Australian Junior Mathematics Olympiad
- Computational and Algorithmic Thinking
- Kangourou Sans Frontières
- Australian Informatics Olympiad
- WA Junior Mathematics Olympiad (WAJO)
- MAWA – Empowering Girls Day
- Oxford University Computing Challenge (OUCC)
- Mathematics Enrichment Series – Competition studies and Pure Maths

SCIENCE

- Australian National Chemistry Quiz
- Big Science Competition
- SciTech Planetarium Domes
- Australian Science Olympiad Exams
- Junior Olympiads
- Biology Day Excursions
- Biology Zoo Observations
- Psychology Zoo Trip
- Australian Brain Bee Challenge
- Robotics Enrichment (GATE)
- Girls in Engineering; Engineers without Borders
- Human Biology Zoo Trip
- Chemistry Titrations Competition
- National Science Week Activities
- Interdisciplinary Projects
- Guest Speakers in Mining Engineering
- UWA Chemistry Excursion (All Yr. 12's)
- UWA Science Café
- Da Vinci Year 10 GATE Activity Day (cross-curricular opportunities, team building, and challenging students to work collaboratively)

HUMANITIES

- Eminent Speakers Program – David Gainer, US Consul General; Katrina Stratton, Member for Nedlands and Ian Temby (Retired Director of Commonwealth DPP)
- Year 12 Parliament House excursion
- Guest Speaker at PLEAWA Student Revision Seminar, US Election Seminar and Exam Revision Seminar (all of which have either been attended by students or aided students later)
- Australian History Competition
- National History Challenge
- Year 11 Inter-Mentor Quiz (not a HASS activity)
- Year 10 Remembrance Day Service (not a HASS activity)
- Year 10 Government House Excursion
- Australian Geography Excursion
- Geography Excursions – Hills Discovery Centre (Bushfires) and Swan Valley (Viticulture) Perth (Planning Sustainable Cities)
- Economics Experts Visiting Speakers
- Curtin University Economics Enrichment
- Economics Masterclasses

LANGUAGES

- Japanese Cultural Activities and Food tasting initiative Year 9, 10 and 11
- Japanese Anime Movie Nights Years 7-10
- Chinese Day celebration
- Chinese Cultural activities and food tasting Years 7, 11 and 12
- Year 11 and 12 Chinese dinner
- Year 12 French dinner
- Year 7-10 French cooking incursions
- Year 12 French Cinema outing
- Year 10 French Theatre incursion

HEALTH & PHYSICAL EDUCATION

- McMahon Shield Winner: best performing school across the SSWA secondary 'Champion Schools' endorsed sport programs
- A Division Interschool Swimming Champions (5 years in succession)
- A Division Interschool Athletics 3rd Place
- SSWA Junior Boys, Senior Boys and Senior Girls 'All Schools Division' Basketball Champions
- Ultimate Frisbee High School Championship Cup Year 7/8 Division Champions
- David Bell Cup Senior Boys Hockey Champions
- Junior and Senior Boys Soccer Inter School Champions

- 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, Ultimate Frisbee, Triathlon, Cross Country, Orienteering, Badminton, Volleyball, Golf and Rowing
- Year 7-10 Lightning Carnivals, with all students having an opportunity to pursue sport in a less competitive atmosphere
- Year 10 Sport and Recreation and Year 11 and 12 VET Certificate II Sport Coaching students lead, coach and mentor at all the Lightning Carnivals
- Industry-based qualifications (First Aid certificates, Skippers Ticket)
- Outdoor Education Camps & Expeditions: Seatrek Swan River, 1 Day Hike Mt Cuthbert & Mt Vincent, Dwellingup Canoeing and Kyaking Expedition, Rottnest Island Snorkelling Day Trips

- Middle School House Games implemented for second year
- Learning Links maintained with UWA for the Exercise & Sports Science students
- Links maintained with the Rugby WA: afterschool rugby club, staff professional learning
- UWA Rowing program built into the syllabus for all Year 8 students in Term 4
- West Australian Institute of Sport Talent Search: 20 students invited
- Multiple MS sporting clubs occurring before and after school, and during break times: table tennis, basketball, rugby
- Staff versus Student Sport Games
- Friday Night Lights Basketball Competition Tri-tournament: Shenton, Churchlands SHS, Newman College

THE ARTS

- Whole School Production – Peter Pan and Wendy
- 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 Arts Arena Exhibition
- Lunchtime Art Club
- Darkroom Partnerships – students & Alumni
- 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
- Middle School Drama Club
- Year 12 Drama Camp
- Student Performances: Year 10 Production – Ruby Moon; Year 12 presentation evening – Original Solo Performances; Year 11/12 Scripted Monologue evening; Year 10 Production – Hoods; Middle Pulse; Performathon – Year 9 and 10 sharing
- Performance: York – BSSTC
- The Tempest – BSSTC
- Animal Farm – BSSTC
- Minneapolis – BSSTC
- Can I Live – Complitie
- Workshops: Stage Combat – stage fighting and performance safety; Commedia Del 'arte – Into the Mask, Original Solo Production workshops – Whisky Boots Theatre Company and Jackson O'Keefe; Auditioning for a Shakespeare Play; Rehearsal intensive – Twelfth Night

- Artist in Residence – Media
- Devise Arts Concert
- On Air Media Showcase
- Fusion Dance Concert
- Middle School Journalism Club (The Middle School Times)
- Lunchtime concerts
- Year 9 Music 2021 Camp clinicians visited discussing improvisation and ran workshop artist Rupert Guenther, Director of Australian Navy Band and Maestro's with a mission Matt Klohs ran a workshop sharing his experiences as a professional musician
- Music – Artist in Residence
- Year 12 ATAR Recital
- Perspectives Exhibition
- Shenton Christmas Concert

TECHNOLOGIES

- Lunchtime Coding Club
- Junior Robotics Club
- Computational Algorithmic Thinking (CAT) Competition
- Gamechanger Awards – Year 10 STEM Winners
- Worlds Greatest Morning Tea (Year 11)
- Chapters @Lemnos Café (Year 11 and 12)
- Chapters 2 Pop up Café (Year 11)
- Foodbank Excursions
- Product Food Launch (Year 12 AFST)
- Food Preservation Grazing Lunch
- Human Powered Vehicle (HPV)
- Operation Carnababy

TEACHER QUALIFICATIONS & DEVELOPMENT

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 2021 transitioned from Provisionally Registered to Fully Registered and several were successful in achieving the advanced Level 3 Teacher classification.

In 2021, five teachers undertook the TAE40116 – Certificate IV in Training and Assessment. A number of teachers were required to complete additional vocational competency and currency requirements due to the release of a number of updated qualifications offered for 2022. All our current trainers maintained their currency and competency requirements. This ensured compliance under the Standards for RTOs 2015 whilst they were training and assessing through the various Third Party Arrangements we have with a variety of Registered Training Organisations.

During 2021 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 Professional Learning
- Instructional Leadership Professional Learning
- Mentoring for Early Career Teachers
- Industry and Vocational currency and competency
- First Aid Training

STUDENT SUPPORT

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

- Middle School Clubs – Lower Senior Student Action Groups
- Lower Senior motivation workshop with David Castelanelli
- 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
- 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

- Pride Month
- QMGC Fundraiser for Minus 18
- 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
- Year Group Socials
- PARTY program – RPH prevention of alcohol and risk related trauma in Youth
- Drumbeat
- Change Champions
- Defence Liaison



Twelfth Night Rehearsals



▲ Engineering; Textiles; Media



STUDENT OUTCOMES

SENIOR SECONDARY OUTCOMES SCHOOL VERSUS STATE – YEAR 12 2021

BACKGROUND

This information presents a summary of Year 12 student achievement data for students at Shenton College in 2021.

2021 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

| | 2019 | 2020 | 2021 |
|---|------|------|------|
| Number of Year 12 students | 312 | 342 | 369 |
| Percentage of students achieving WACE | 99 | 98 | 97 |
| Number of students with an ATAR | 225 | 245 | 252 |
| Percentage of students in the top third of state performance | 56 | 51 | 43 |
| Percentage of students in the bottom third of state performance | 15 | 14 | 21 |

Median ATAR scores

| 2021 | Shenton College | 86.9 |
|------|-----------------|-------|
| | Like Schools | 85.3 |
| | State | 80.3 |
| 2020 | Shenton College | 88.6 |
| | Like Schools | 86.58 |
| | State | 79.25 |
| 2019 | Shenton College | 88.55 |
| | Like Schools | 85.40 |
| | State | 78.20 |

SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARDS 2021

| | |
|-------------------------------|-----------|
| General Exhibitions | 1 |
| Certificates of Excellence | 6 |
| Certificates of Distinction | 25 |
| Certificates of Merit | 58 |
| Total number of awards | 90 |

Shenton College had 99% WACE achievement, 100% attainment.

99+ CLUB

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

Thomas Nguyen
Henry Freegard
Sean Palm
Edward Truong
Michael Millar
Myat Phyu
Neha Soji
Cameron Hart
Angelina Kearney
Evan Zhao
Joshua Davies
Mia Fraser
Yuen Man Isabelle Tam

ATAR SUBJECT

General Exhibition
Henry Freegard

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

Hannah Finucane
English
Bianca Fewings
Human Biology
Ryder Turkich
Mathematics Applications
Thomas Nguyen
Mathematics Methods
Thomas Nguyen
Mathematics Specialist
Thomas Nguyen
Physics

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).

Quinn Weatherhead
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.

25 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.

58 Students

RECOGNISED AS HIGHEST PERFORMING STUDENTS IN A YEAR 12 ATAR COURSE

Applied Information Technology
Computer Science
Engineering Studies
Food Science and Technology
French Second Language
Mathematics Methods
Visual Arts
Mathematics Specialist

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 | | |
|-------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 44 | NAPLAN Suspended COVID-19 | 50 | 43 | NAPLAN Suspended COVID-19 | 48 |
| Middle 60% | 53 | | 47 | 52 | | 47 |
| Bottom 20% | 3 | | 4 | 5 | | 4 |

| READING | SCHOOL | | | LIKE SCHOOL | | |
|-------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 59 | NAPLAN Suspended COVID-19 | 46 | 40 | NAPLAN Suspended COVID-19 | 43 |
| Middle 60% | 36 | | 51 | 56 | | 53 |
| Bottom 20% | 5 | | 3 | 5 | | 4 |

| WRITING | SCHOOL | | | LIKE SCHOOL | | |
|-------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 56 | NAPLAN Suspended COVID-19 | 39 | 37 | NAPLAN Suspended COVID-19 | 37 |
| Middle 60% | 41 | | 54 | 57 | | 58 |
| Bottom 20% | 4 | | 6 | 6 | | 5 |

| GRAMMAR & PUNCTUATION | SCHOOL | | | LIKE SCHOOL | | |
|-----------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 40 | NAPLAN Suspended COVID-19 | 47 | 36 | NAPLAN Suspended COVID-19 | 43 |
| Middle 60% | 55 | | 49 | 58 | | 53 |
| Bottom 20% | 5 | | 4 | 6 | | 4 |

| SPELLING | SCHOOL | | | LIKE SCHOOL | | |
|-------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 37 | NAPLAN Suspended COVID-19 | 44 | 37 | NAPLAN Suspended COVID-19 | 42 |
| Middle 60% | 58 | | 51 | 57 | | 53 |
| Bottom 20% | 5 | | 5 | 7 | | 5 |

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 | | |
|-------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 57 | NAPLAN Suspended COVID-19 | 56 | 43 | NAPLAN Suspended COVID-19 | 43 |
| Middle 60% | 41 | | 40 | 53 | | 54 |
| Bottom 20% | 3 | | 5 | 4 | | 3 |

| READING | SCHOOL | | | LIKE SCHOOL | | |
|-------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 49 | NAPLAN Suspended COVID-19 | 49 | 40 | NAPLAN Suspended COVID-19 | 43 |
| Middle 60% | 48 | | 46 | 55 | | 53 |
| Bottom 20% | 3 | | 4 | 5 | | 4 |

| WRITING | SCHOOL | | | LIKE SCHOOL | | |
|-------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 58 | NAPLAN Suspended COVID-19 | 48 | 40 | NAPLAN Suspended COVID-19 | 47 |
| Middle 60% | 40 | | 49 | 55 | | 50 |
| Bottom 20% | 1 | | 3 | 5 | | 3 |

| GRAMMAR & PUNCTUATION | SCHOOL | | | LIKE SCHOOL | | |
|-----------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 50 | NAPLAN Suspended COVID-19 | 47 | 37 | NAPLAN Suspended COVID-19 | 42 |
| Middle 60% | 46 | | 49 | 58 | | 54 |
| Bottom 20% | 4 | | 4 | 5 | | 4 |

| SPELLING | SCHOOL | | | LIKE SCHOOL | | |
|-------------------|--------|---------------------------------|------|-------------|---------------------------------|------|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| WA Public Schools | | | | | | |
| Top 20% | 50 | NAPLAN Suspended COVID-19 | 37 | 37 | NAPLAN Suspended COVID-19 | 40 |
| Middle 60% | 44 | | 57 | 57 | | 54 |
| Bottom 20% | 5 | | 6 | 7 | | 6 |



2021 FINANCIAL SUMMARY

| ONE LINE BUDGET DEC 2021 | |
|----------------------------|-------------------|
| | SUM (\$) |
| Carry Forward (Cash): | 1,176,555 |
| Carry Forward (Salary): | 500,885 |
| INCOME | |
| Student-Centred Funding: | 26,104,875 |
| Transfers and Adjustments: | -34,320 |
| Locally Raised Funds: | 3,382,580 |
| Total Funds: | 31,130,575 |
| EXPENDITURE | |
| Salaries: | 23,592,695 |
| Goods and Services (Cash): | 6,638,138 |
| Total Expenditure: | 30,230,833 |
| VARIANCE | 899,743 |

| INCOME | |
|---------------------------------------|-------------------|
| | SUM (\$) |
| Carry Forward (Cash) | 1,176,555 |
| Carry Forward (Salary) | 500,885 |
| STUDENT-CENTRED FUNDING | |
| Per Student | 22,815,956 |
| School and Student Characteristics | 1,697,964 |
| Disability Adjustments | 180,252 |
| Targeted Initiatives | 1,051,705 |
| Operational Response Allocation | 358,998 |
| Total Funds: | 26,104,875 |
| TRANSFERS AND ADJUSTMENTS | |
| School Transfers – Cash | -4,899 |
| Department Adjustments | -29,420 |
| Total Funds: | -34,320 |
| LOCALLY RAISED FUNDS (REVENUE) | |
| Voluntary Contributions | 306,698 |
| Charges and Fees | 1,332,618 |
| Fees from Facilities Hire | 182,099 |
| Fundraising/Donations/Sponsorships | 583,480 |
| Other State Govt/Local Govt Revenues | - |
| Other Revenues | 688,806 |
| Transfer from Reserve or DGR | 288,879 |
| Total Funds: | 3,382,580 |
| TOTAL | 31,130,575 |

| EXPENDITURE | |
|--|-------------------|
| | SUM (\$) |
| SALARIES | 23,592,695 |
| GOODS AND SERVICES (CASH EXPENDITURE) | |
| Administration | 298,740 |
| Lease Payments | 45,000 |
| Utilities, Facilities and Maintenance | 1,142,948 |
| Buildings, Property and Equipment | 1,319,215 |
| Curriculum and Student Services | 1,820,498 |
| Professional Development | 90,594 |
| Transfer to Reserve | 1,352,688 |
| Other Expenditure | 560,095 |
| Payment to CO, Regional Office and Other schools | 8,360 |
| Total Funds: | 6,638,138 |
| TOTAL | 30,230,833 |



For further details please
visit the College website
www.shenton.wa.edu.au

or Schools Online
www.det.wa.edu.au/schoolsonline

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▲ Lacrosse warm up