

20

**SHENTON  
COLLEGE  
ANNUAL  
REPORT**

22



# School Report | Shenton College

**It is with great pleasure that we present to you our Annual Report for 2022. In this year our College received formal recognition through our nomination as finalists in two categories at the WA Education Awards – Excellence in Teaching and Learning (Secondary) and Excellence in School Leadership. We were the winners of this latter category, a welcome celebration of the culture of agency and empowered leadership that permeates the various cohorts across the College - students, teachers and those in more formalised leadership roles.**

This report, using the new format recommended by the Department of Education, reflects on our progress in the identified areas central to our Business Plan 2025, and provides our community with visualisations of the key data points that encapsulate the performance and progress of our students' learning and engagement. Academic metrics obviously figure highly in the report, but true to our focus on 'Much More Than Marks; Learning For Life', our non-academic measures of community engagement, extra-curricular activities, wellbeing and cultural satisfaction are also present in this report.

In 2022 the COVID-19 pandemic continued to have a profound impact on our whole community, including our College, and this is reflected in a number of areas in this report where data is either absent or impacted by the effects of the global pandemic.

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.

# School Overview and Context

(Source: Schools Online)

**At Shenton College we strive to ignite curiosity and foster a lifelong love of learning. Our unique approach focuses on delivering an educational experience that's about much more than marks – we aim to help each of our students develop their dreams and achieve their goals.**

Located in Perth's western suburbs, the College has earned a reputation of high academic and sporting achievements. The College was 2013 WA Secondary School of the Year in the WA Education Awards, and in the same year was also awarded WA Secondary Principal of the Year. Shenton College has also been the top performing comprehensive school in Australia.

Our ambition at Shenton College is to deliver a comprehensive and inspiring education experience for our students. We are a frontrunner in gifted and talented education through our well-known and awarded Gifted and Talented program, and we are consistently successful in a wide range of sporting, cultural, and community based co-curricular events at State, national and international levels.

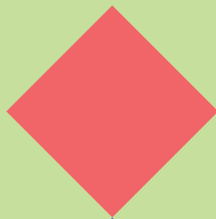
The campus is divided into a Middle School for Years 7 to 8, Lower Senior School for Years 9 to 10 and an Upper Senior School for Years 11 to 12.

In Middle School, the College aims to address the emotional, social and intellectual needs specific to young teenagers. The environment promotes in students a feeling of self-worth and confidence while also giving them a quality educational experience.

Lower Senior School provides students with rich learning opportunities and focuses on maximising future destinations and pathways to success.

In Upper Senior School, students work with a greater sense of autonomy and independence to pursue individual goals. All students in Senior Schools are assigned a mentor - a staff member who guides and monitors their academic, social and pastoral care needs.

Shenton College has a number of specialist support staff available to work with students and staff, including Student Support Officers, chaplains, community health nurses, psychologists, learning support advisors, year leaders and mentors, course and careers advisors and support teachers.





## Contents

### Identified School Priorities

NAPLAN	8
WACE	10
Specialist Programs	13
School Climate	14
Attendance	18
Community Engagement	19

### Centralised Data Sources

Student Numbers and Characteristics	21
Apparent Retention and Progression %	22
Workforce Composition	23
School Attendance Data	24
Student Achievement and Progress	26



## **Identified School Priorities**

**The Shenton College Annual Report highlights the outcomes achieved during the 2022 school year against the performance targets expressed in the College Business Plan.**

**This report presents information under each target, noting progress against our Business Plan priorities and major planned actions:**





### **NAPLAN**

#### **TARGET ONE**

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)

#### **PROGRESS**

##### **MEASURES UNAVAILABLE.**

There is no data available to assess progress on this target from Year 7-9 for 2022 as NAPLAN testing in Year 7 was cancelled for this cohort in 2020 due to nation-wide impacts of COVID-19.

#### **PLANNED ACTIONS**

We will continue to offer support for students to develop their literacy and numeracy skills through targeted initiatives and school-wide programs.



# 2

## **TARGET TWO**

Our Student Gain measurement will be above those of 'Students with Same Starting Scores' in NAPLAN 7-9 for matched students.

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

## **PROGRESS MEASURES UNAVAILABLE.**

There is no data available to assess progress on this target from Year 7-9 for 2022 as NAPLAN testing in Year 7 was cancelled for this cohort in 2020 due to nation-wide impacts of COVID-19.

## **PLANNED ACTIONS**

We will continue to offer support for students to develop their literacy and numeracy skills through targeted initiatives and school-wide programs.

# 3

## WACE

### TARGET THREE

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.

(Source: Schools Online)

### PROGRESS

#### TARGET ACHIEVED.

In 2022 99% (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.

### PLANNED ACTIONS

We will continue to monitor student progress and achievement through our Academic Pathways tracking processes and implement appropriate supports and interventions where required to enable student success in this area.

# 4

## **TARGET FOUR**

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.

(Source: Schools Online/SAIS WACE report)

## **PROGRESS TARGET ACHIEVED.**

In 2022 85% of the WACE eligible Year 12 cohort attained an ATAR score or a Certificate II or higher. 93% of students achieved an ATAR of 70 or above. 35% of students enrolled in a VET qualification achieved at a Certificate III or IV AQF level.

## **PLANNED ACTIONS**

We will continue to monitor student progress and achievement through our Academic Pathways tracking processes and implement appropriate supports and interventions where required to enable student success in this area.

# 5

### **TARGET FIVE**

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.

(Source: SAIS School Performance Report/Schools Online)

### **PROGRESS TARGET ACHIEVED.**

Our Y12 median ATAR in 2022 was 90.8, Like Schools median ATAR was 87.7, and the median for all Public Schools was 81.9. The School Curriculum and Standards Authority no longer publishes a ranked list of schools based on ATAR, so we are unable to determine the top public comprehensive school using this measure.

### **PLANNED ACTIONS**

With comparative data on the median ATAR scores for public schools no longer being published by the Department/SCSA, we can no longer accurately assess this ambitious target. Shenton was well represented in SCSA awards and overall achievement. It would be worth reconsidering this aspect of the wording of Target Five.

# 6

## Specialist Programs

### TARGET SIX

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

(Source: SAIS Dashboard)

### PROGRESS

**TARGET ACHIEVED.**

The Gifted and Talented student median ATAR was 94.28 against the overall Shenton College median ATAR of 90.9.

### PLANNED ACTIONS

We will sustain supports for students to develop and demonstrate their academic talents through strong curriculum offerings, extension and enrichment activities.

# 7

## School Climate

### TARGET SEVEN

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

(Source: PIVOT and internal tools)

### PROGRESS

#### TARGET ACHIEVED.

The PIVOT survey tool allows students to reflect on their classroom experiences and report via questions mapped across the AITSL Teaching Standards. The 2022 data shows continued strong student satisfaction across the Standards.

### PLANNED ACTIONS

Continued support for staff to deliver the Pivot survey tool and reflect on shared and individual data. Within the school, professional development opportunities reflect the 'Areas for Conversation' highlighted by the PIVOT data to support the professional practice of our staff.

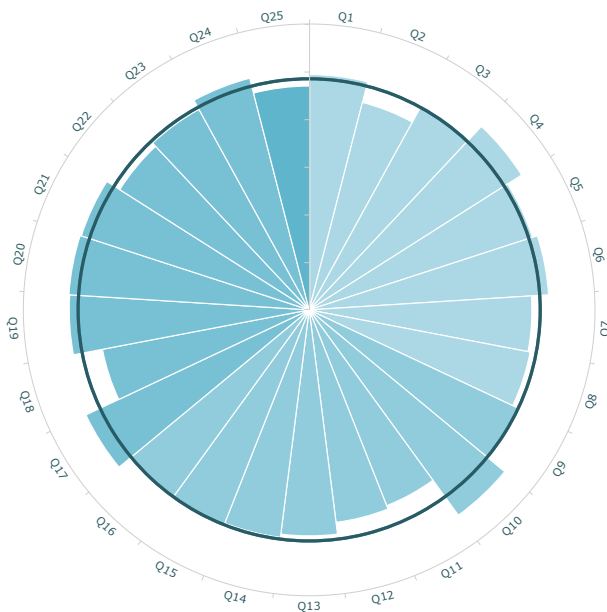
## PIVOT VISUALISATION

### AREAS FOR CELEBRATION

**5.33** This teacher knows a lot about the topics in this class

**5.28** I know how I am supposed to behave in class

**5.18** This teacher respects me for who I am



### AITSL STANDARD

1 - Know students and how they learn

2 - Know the content and how to teach it

3 - Plan for and implement effective teaching and learning

4 - Create and maintain safe learning environments

5 - Assess, provide feedback and report on student learning

### AVERAGE (MAX SCORE OF 6)

4.87

4.94

4.72

54

4.81

# 8

### **TARGET EIGHT**

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

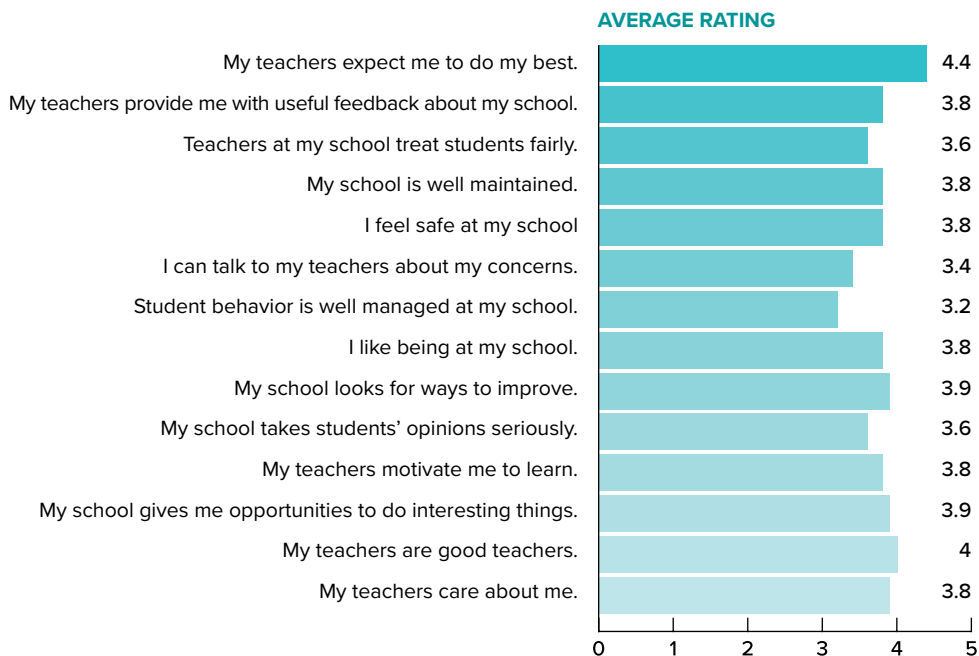
(Source: PIVOT, National School Opinion Survey, and internal tools)

### **PROGRESS**

#### **TARGET ACHIEVED.**

In 2022 we surveyed our incoming Y7 cohort and our outgoing 12s with a survey from the National Schools Survey platform. Alongside the usual questions around perceptions of school culture and organisation we also asked students to provide three things they most liked about Shenton and would like to see sustained in the future.





Overwhelmingly the questions about the three things students liked/would like to see sustained into the future elicited responses that highlighted the support from teachers in learning and personal growth; the culture of inclusivity communities in the school; and the broad range of opportunities that accompany the wide definition of success that underpins our approach to student outcomes.

## PLANNED ACTIONS

As we continue to grow in numbers as a school and encounter the challenges and opportunities that scale presents to us it is important to remind ourselves of the key touchstones of success as a learning community from our students' perspective. Connectivity, a welcoming culture that celebrates diversity and the commitment to developing all aspects of our learners, not just their academic selves, are the central pillars of our school culture that most satisfy our students. Whatever structures, processes or approaches we develop as we grow, we need to ensure that we keep these items forefront in our thinking.

# 9

## Attendance

### TARGET NINE

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

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

### PROGRESS

**TARGET PARTIALLY ACHIEVED.**

Attendance in 2022 was lower than in previous years. This can be explained by a number of COVID-19 disruptions: families following health advice and isolating/quarantining/shielding; families making a decision to keep their child home in an attempt to limit disruption to their learning, reassured by strong provision of e-Learning resources on Compass; the opening of borders allowing families who had been unable to visit relatives overseas to travel, often for long periods of time that impacted term time attendance.

### PLANNED ACTIONS

It is timely for us to review expectations and monitoring strategies for remote vs. face-to-face engagement in light of health advisory notices (re. COVID-19 and other infectious diseases) and e-learning environments. We will continue to support students as they return to face-to-face learning after illness/absence through school-based communication strategies. A renewed focus on attendance monitoring and ongoing conversations with students and parents to emphasise the importance of regular attendance.

### OVERALL ATTENDANCE

	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2020	92.1%	93.5%	87.3%
2021	90.2%	91.3%	84.4%
2022	87.4%	89%	80.4%

# 10

## Community Engagement

### TARGET TEN

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

(Source: COMPASS Events)

### PROGRESS

#### TARGET ACHIEVED.

Through the use of social media, Shenton Highlights, broader media and communications the College recognised citizenship and community leadership by students and staff, including Shenton College's award for Excellence in School Leadership.

### PLANNED ACTIONS

We will continue to support avenues for student and staff community leadership and citizenship, and will promote and recognise this in public communications.

### EVENTS ORGANISED IN SHENTON COLLEGE FOR THE YEAR 2022

ROW LABELS	NO OF EVENTS 2022	2022 EVENT %	2021	2021 %
Civic	76	15	35	7
Curricular Enrichment	220	44	273	52
Sport	150	30	159	30
Wellbeing	54	11	59	11
Grand Total	500	100	526	100



## **Centralised Data Sources**

**Key data points that encapsulate the performance and progress of our school and students.**

## STUDENT NUMBERS AND CHARACTERISTICS

(Source: Schools Online)

SEMESTER 2	2018	2019	2020	2021	2022
LOWER SECONDARY (YS7-10)	1440	1556	1691	1843	1922
UPPER SECONDARY (YS11-12)	619	658	713	739	771
TOTAL	2059	2214	2404	2582	2693

**Comments:** Our school numbers have increased over the past 5 years by nearly 700 students, with growth being stronger in lower secondary. The College is highly sought after by local families as the school of choice in the area. The continued increase in student numbers may be attributed to near completion of new high density living in close proximity to the College. The school is a 'local intake area school' and due to classroom availability and playground space, applications from out of area families are rarely accepted.

## Centralised Data Sources

### APPARENT RETENTION AND PROGRESSION %

(Source: Schools Online)

	YEARS 8-10	YEARS 8-12	YEARS 10-12	YEARS 10-11	YEARS 11-12
2020	113%	95%	95%	101%	99%
2021	111%	103%	100%	97%	99%
2022	108%	104%	92%	99%	95%

**Comments:** Shenton College has seen continued growth over the past 3 years. Continued positive retention rates indicate the need for planning to cater for growth throughout the year. The disruption of COVID-19 to the timelines of families' relocating (border closures/openings etc.) caused enrolment patterns to be harder to predict and this was reflected in spasmodic enrolments that were not always at the beginning of the traditional school year or even terms. We experienced increases that were greater than predicted by Department of Education calculations. Shenton College welcomes the Education Minister's announcement of a \$15 million budget for a two storey, modular build due for completion for the 2024 school year.

## WORKFORCE COMPOSITION

(Source: Schools Online)

	NO	FTE	AB'L
<b>ADMINISTRATION STAFF</b>			
Principals	1	1	0
Associate / Deputy / Vice Principals	6	6	0
Heads of Departments and Learning Areas	6	5.4	0
Program Coordinators	14	14	0
Total Administration Staff	27	26.4	0
<b>TEACHING STAFF</b>			
Level 3 Teachers	19	16.5	0
Other Teaching Staff	152	140.9	1
Total Teaching Staff	171	157.4	1
<b>ALLIED PROFESSIONALS</b>			
Clerical / Administrative	34	29.3	0
Gardening / Maintenance	5	5	0
Instructional	1	0.4	1
Other Allied Professionals	40	31.8	0
Total Allied Professionals	80	66.4	1
Total	278	250.2	2

**Comments:** Our dedicated and professional workforce comprises 282 staff across all of the areas of operation of the College. A comprehensive workforce plan will ensure that we attract, train and retain a highly competent, professional and dedicated staff. Shenton College has welcomed a number of new staff including graduate teachers as we acknowledge the experience and contribution of a number of retiring teachers and middle management. In 2022 we commenced a new strategy to attract and recruit new staff which included information sessions and a video highlighting the school and featuring interviews with current staff. The short film is accessible via a link in all new job advertisements as well as via the school webpage.

## Centralised Data Sources

### SCHOOL ATTENDANCE DATA

(Source: Schools Online)

#### SECONDARY ATTENDANCE RATES - OVERALL

	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2020	92.1%	93.5%	87.3%
2021	90.2%	91.3%	84.4%
2022	87.4%	89%	80.4%

#### ATTENDANCE BY YEAR LEVEL

	Y07	Y08	Y09	Y10	Y11	Y12
2020	95%	93%	91%	91%	93%	90%
2021	94%	91%	89%	88%	90%	89%
2022	91%	88%	85%	87%	87%	86%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%



## ATTENDANCE BY TYPE

	ATTENDANCE CATEGORY			
	REGULAR	Indicated	Moderate	Severe
2020	76.2%	13.9%	6.4%	3.5%
2021	70.4%	18%	8%	3.6%
2022	57.7%	25.6%	11.3%	5.4%
Like Schools 2022	59.6%	27.5%	9.8%	3.1%
WA Public Schools 2022	40%	29%	19%	12%

**Comments:** Regular attendance at Shenton College in 2022 was 57.7% compared with like schools at 59.6% and the state at 40%. Overall attendance at Shenton College in 2022 was 87.4%, slightly below Like Schools (89%) and compared to 80.4% for the state.

The experience of COVID-19 had a significant impact on normal school operations in 2020, 2021 and again in 2022. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to COVID-19. Higher rates of sensitivity to illness and risk amongst families were also evident in the post-COVID world. It is interesting to note that the drop in attendance rates is apparent across all year groups, indicative of a community-wide pattern, rather than a specific concern in a year group or cohort. This would seem to support the reading of this data as being impacted by a broader response to the opening of borders and the result of the hybrid model of curriculum delivery being seen to offer flexibilities at times when families' sensitivity to risk and illness is heightened.

Attendance continues to be a focus of our work. In 2022 we appointed a dedicated Attendance School Officer to monitor and support regular attendance amongst our community. As a face to face College, we will continue with ongoing conversations with students and parents to emphasise the importance of regular attendance.

## Centralised Data Sources

# Student Achievement and Progress

(Source: Schools Online)

### NAPLAN DATA

#### NUMERACY - LONGITUDINAL SUMMARY OF AVERAGE SCORES, COMPARISON TO WA LIKE SCHOOLS

YEAR	Y07		Y09	
	School	Like Schools	School	Like Schools
2017	615	597	644	637
2018	615	594	658	646
2019	624	604	644	640
2021	620	601	651	647
2022	617	602	641	641

#### READING - LONGITUDINAL SUMMARY OF AVERAGE SCORES, COMPARISON TO WA LIKE SCHOOLS

YEAR	Y07		Y09	
	School	Like Schools	School	Like Schools
2017	600	577	629	616
2018	601	578	632	621
2019	600	580	638	620
2021	588	583	639	629
2022	593	581	633	630

## WRITING - LONGITUDINAL SUMMARY OF AVERAGE SCORES, COMPARISON TO WA LIKE SCHOOLS

YEAR	Y07		Y09	
	School	Like Schools	School	Like Schools
2017	556	547	605	593
2018	569	543	609	591
2019	578	550	627	597
2021	571	570	608	607
2022	580	567	607	611

**Comments:** The progress and achievement in NAPLAN remains a priority for the College. The Literacy/Numeracy Coordinator and team, continue to support group and individual interventions. It is important to note that due to the impact of COVID-19, the NAPLAN tests were cancelled in 2020 therefore we have no baseline data for the 2022 Year 9 cohort from Year 7 to assess school impact on progress and provide analysis of student progress in NAPLAN Year 7-9.

Our 2022 Year 7 results are better than the state and like schools, and better than our 2019 writing result. Year 9 results are better than the state and like schools for reading and numeracy but slightly lower than like schools for writing.

## Centralised Data Sources

### Y12 OUTCOMES INCLUDING VET DATA

#### YEAR 12 PATHWAYS

	Y12 STUDENTS	ATAR ONLY	ATAR & CERT II OR HIGHER	VET CERT II OR HIGHER	OTHER	
					VERIFIED	UNVERIFIED
2020	356	139 (39%)	107 (30.1%)	98 (27.5%)	12 (3.4%)	0 (0%)
2021	369	153 (41.5%)	99 (26.8%)	96 (26%)	20 (5.4%)	1 (0.3%)
2022	373	157 (42.1%)	82 (22%)	93 (24.9%)	41 (11%)	0 (0%)

#### YEAR 12 STUDENTS COMPLETING A VET CERTIFICATE (DURING YEARS 10 TO 12)

	CERTIFICATE I		CERTIFICATE II		CERTIFICATE III OR HIGHER	
	Number	Percentage	Number	Percentage	Number	Percentage
2020	0	0%	138	67.3%	67	32.7%
2021	0	0%	130	66.7%	65	33.3%
2022	0	0%	107	61.1%	68	38.9%

**Comments:** In 2022, 60% of the Year 12 cohort completed an ATAR pathway with 50% of this cohort undertaking one or more qualifications through their senior secondary years of schooling.

The Department prioritises a proportion of WACE eligible students enrolled in two or more STEM courses and/or STEM related VET qualifications and has a target set at 85%. In 2022, 79% of WACE eligible Shenton College students undertook STEM related Courses/VET qualifications.

35% of students enrolled in a VET qualification achieved at a Certificate III or IV AQF level. A 6% increase when compared to 2021 data. 29% of VET students achieved two or more qualifications over their senior secondary years, an increase of 7% from 2021. Students are selecting a challenging pathway aligned to post school options which provide opportunities for higher education and training and possibly employment pathways in some industry areas.

2022 saw the establishment of the Futures Program available to students' undertaking qualifications and/or workplace learning where two days out of school was required. Many of these opportunities were at a Certificate III or higher level in industry areas such as Business, Education Support, Biological Sciences, Information Technology, Languages – Auslan, Health and Screen and Media.

Students in the Futures program had the opportunity of undertaking ATAR courses in English and Math Applications or General courses in English and Math Essentials. All students completed the Career and Enterprise General Course. One of the students in this program took out a VET Industry Exhibition in Community Services, Health and Education.

## Centralised Data Sources

### MEDIAN AUSTRALIAN TERTIARY ADMISSION RANK

	SCHOOL	LIKE-SCHOOLS	WA PUBLIC SCHOOLS
2020	88.6	86.3	79.3
2021	86.9	85.3	80.3
2022	90.8	87.7	81.9

Like-Schools calculations are the average median ATAR for all schools in each school's 'like schools' grouping. WA Public Schools calculations are the median ATAR for all public students. There must be at least 10 Year 12 students acquiring an ATAR.

### PERCENTAGES OF STUDENTS IN THE TOP, MIDDLE AND BOTTOM THIRDS OF THE STATE.

STATE	ATAR STUDENTS					
	SCHOOL			LIKE-SCHOOLS		
	2020	2021	2022	2020	2021	2022
Top 33%	51%	43%	54%	44%	42%	45%
Middle 33%	35%	35%	33%	35%	33%	33%
Bottom 33%	14%	21%	14%	21%	25%	22%

**Comments:** The majority of Shenton College students achieved their desired destination. We continue to prioritise career and pathway counselling to support students in choosing the most appropriate pathway to a successful future - indeed our restructure of executive roles in 2022 allowed for the formalisation of the Pathways role as a portfolio of one of our Level 5 Associate Principals. Strategic planning and oversight in this area will look to ensure that our current students are all supported in their decision-making and that our future course opportunities will ensure that all students have opportunities to find success in their learning.

89 students won a total of 106 School Curriculum and Standards Authority (SCSA) Awards for Excellence in what was an outstanding year of performance by our Year 12 cohort.

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11 students achieved an ATAR of 99+ representing 5% of the cohort

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113 students achieved an ATAR of 90-98.95 representing 47% of the cohort

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63 students achieved an ATAR of 80-89.95 representing 26% of the cohort

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35 students achieved an ATAR of 70-79.95 representing 15% of the cohort

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Shenton College was listed as a high performing school in 17 different courses, reflecting the depth and range of excellence across our community.

## Centralised Data Sources

### POST-SCHOOL DESTINATION DATA

(Source: Schools Online)

	INTENTION 2021 SCHOOL	INTENTION 2021 STATE	DESTINATION 2022 SCHOOL	DESTINATION 2022 STATE	VARIATION SCHOOL	VARIATION STATE
Return To School		0.3%		0.1%		-0.2%
Univeristy	87.6%	50.5%	54.7%	35.6%	-32.9%	-15%
Uni Offer - No Placement		0%	19.5%	6.8%		6.8%
TAFE	3.9%	17.9%	3.9%	11.7%	0%	-6.2%
Apprenticeship	1.7%	11.3%	0.8%	3.5%	-0.9%	-7.8%
Traineeship		2.6%	0.4%	1.8%		-0.8%
Other Training	0.9%	2.9%	0.4%	1.1%	-0.5%	-1.7%
Employment - Full-time	4.7%	9.2%	2%	7.8%	-2.8%	-1.4%
Employment - Part-time		1.3%	5.5%	14.2%		12.9%
Employment						
Employment Assistance		0%	1.6%	4.2%		4.2%
Other	1.3%	3.9%		1.8%		-2.1%
Deferred Study/ Training		0%	11.3%	11.4%		11.4%
Total	100%	100%	100%	100%		
% of students responding	66%	0%	72%	0%		

**Comments:** There is a clear drop in students who have headed directly to university, and an increase in those who have chosen to defer their study or training. It would seem likely that this is a result of the opening of borders and the renewed opportunity for young adults to travel, after a significant period of time when borders were closed.



## SPECIALIST PROGRAMS

### GIFTED AND TALENTED PROGRAM DATA

#### HIGH ACHIEVEMENT BY YEAR 12 GATE ATAR STUDENTS

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10.7% achieved an ATAR of 99+

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42.8% achieved an ATAR of 95+

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67.8% achieved an ATAR of 90+

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**Comments:** Students in the Gifted and Talented Program engaged with a range of extension and enrichment activities to broaden their learning and connect them with opportunities relevant to their academic aspirations across Years 7-12. GATE students were recognised for their achievement in ATAR courses in 2022 via SCSA awards, including 2 GATE students who achieved Subject Exhibitions (100% of Shenton College Subject Exhibitions), 6 GATE students who achieved Subject Certificates of Excellence (46% of Shenton College Certificates of Excellence), 15 GATE students who achieved Certificates of Distinction (43% of Shenton College Certificates of Distinction) and 13 GATE students who achieved Certificates of Merit (27% of Shenton College Certificates of Distinction)

The graduating class of 2022 saw outstanding results in the ATAR exams, notably a Median ATAR of 94.28.

## Centralised Data Sources

### SCHOOL INCOME BY FUNDING SOURCE DATA

(Source: Schools Resourcing System)

<b>INCOME</b>	<b>SUM (\$)</b>
Carry forward (cash)	1,158,622
Carry forward (salary)	777,739
<b>STUDENT-CENTRED FUNDING</b>	
Per student	24,118,088
School and student characteristics	1,875,486
Disability adjustment	59,865
Targeted initiatives	1,026,538
Operational response allocation	266,206
<b>Total funds</b>	<b>27,346,183</b>
<b>TRANSFERS AND ADJUSTMENTS</b>	
School transfers - cash	-66,431
Department adjustments	-16,246
<b>Total funds:</b>	<b>-82,677</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>	
Voluntary contributions	325,380
Charges and fees	1,309,214
Fees from facilities hire	175,850
Fundraising/Donations/Sponsorships	675,490
Other State Govt/Local Govt Revenues	-
Other revenues	547,101
Transfer from reserve or DGR	500,000
<b>Total funds</b>	<b>3,533,035</b>
<b>TOTAL</b>	<b>32,865,767</b>

<b>EXPENDITURE</b>	<b>SUM (\$)</b>
Salaries	26,003,776
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>	
Administration	273,368
Lease payments	55,00
Utilities, facilities and maintenance	1,208,808
Buildings, property and equipment	1,022,243
Curriculum and student services	1,865,468
Professional development	94,633
Transfer to reserve	55,288
Other expenditure	557,559
Payment to CO, regional office and other schools	3,955
<b>Total Funds</b>	<b>5,136,322</b>
<b>TOTAL</b>	<b>31,140,098</b>

<b>ONE LINE BUDGET 2022</b>	<b>SUM (\$)</b>
Carry forward (cash)	1,158,622
Carry forward (salary)	777,739
<b>INCOME</b>	
Student-centred funding	27,346,183
Transfers and adjustments	-82,677
Locally raised funds	3,533,035
<b>Total funds</b>	<b>32,865,767</b>
<b>EXPENDITURE</b>	
Salaries	26,003,777
Goods and services (cash)	5,136,322
<b>Total expenditure</b>	<b>31,140,099</b>
<b>VARIANCE</b>	<b>1,725,669</b>

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