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**SHENTON
COLLEGE
ANNUAL
REPORT**

23



School Report | Shenton College

We are delighted to be able to present to you our Annual Report for 2023, and a celebration of the success achieved by our school community. In 2023, we continued to demonstrate our commitment to system leadership in our role of a Lead School in the Education Department’s Quality Teaching Strategy – utilising the associated Teaching For Impact Framework not only as a springboard for discussions about effective practice, but also by delivering professional learning and support to other schools and network clusters around the state.

This annual report uses the Department's recommended format for recording 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.


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.

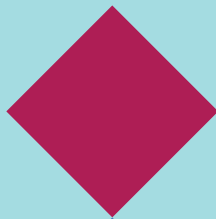
The campus is divided into a Middle School for Years 7 to 8, Lower Senior School for Years 9 to 10 and an Upper Senior School for Years 11 to 12.

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 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 2023 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

In 2023 the NAPLAN assessments were re-scaled meaning that the results for 2023 are being considered nationally as the commencement of a new data time series. As such no NAPLAN-to-NAPLAN progress or previous proficiency levels are likely to be reported and available for analysis until 2025.

PLANNED ACTIONS

We will continue to offer support for students to develop their literacy and numeracy skills through targeted initiatives and school-wide programs. The intent of this target was to measure the impact of initiatives (such as Literacy/Numeracy support classes, IESPs, school-wide approaches to skill development) on a targeted group of students. We will endeavour to find other metrics to assess impact in these areas and will consider the development of a new targets for the next cycle of Business Planning and Reporting.

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

As with Target One, this target has been compromised by the national move to rescale the testing cycle for NAPLAN. In 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means we cannot measure NAPLAN progress for 2021–2023. The next time NAPLAN progress will be reported on My School is for 2023–2025 years.

PLANNED ACTIONS

We will continue to offer support for students to develop their literacy and numeracy skills through targeted initiatives and school-wide programs. For the next cycle of Business Planning and Reporting we will consider the need to refocus this target with stable datasets available to us – cognisant of the intent of this target which was to locate our impact against schools at a national level, rather than WA Like Schools, where our historically strong performance can sometimes make it difficult to demonstrate progress and impact.

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: SAIS WACE Report)

PROGRESS

TARGET ACHIEVED

In 2023 99% (387 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 2023 91% of the WACE eligible Year 12 cohort attained an ATAR score or a Certificate II or higher – in comparison to 89% for WA Like Schools. 91% of students achieved an ATAR of 70 or above. 39% of students enrolled in a VET qualification achieved at Diploma, Certificate IV or Certificate III 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. Our systems leadership in the area of Planning For Post-School Pathways to Success will inform our strategic response to the profiles of courses and offerings available to students in the future.

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 2023 was 90, Like Schools median ATAR was 88.8, and the median for all Public Schools was 82.7. 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 are unable to accurately assess this ambitious target. Shenton was well represented in SCSA awards and overall achievement. For the next cycle of our Business Planning and Reporting the school community will reflect on our own criteria for success in Senior Secondary schooling, given the system-wide movement away from focusing narrowly on ATAR performance as a metric of impact. We will consider the role the Department's New Senior Secondary Metrics for WA Public schools may play in that space.

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)

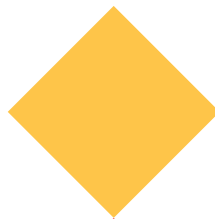
PROGRESS

TARGET ACHIEVED

The Gifted and Talented student median ATAR in 2023 was 95.55 against the overall Shenton College median ATAR of 90.

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 2023 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.

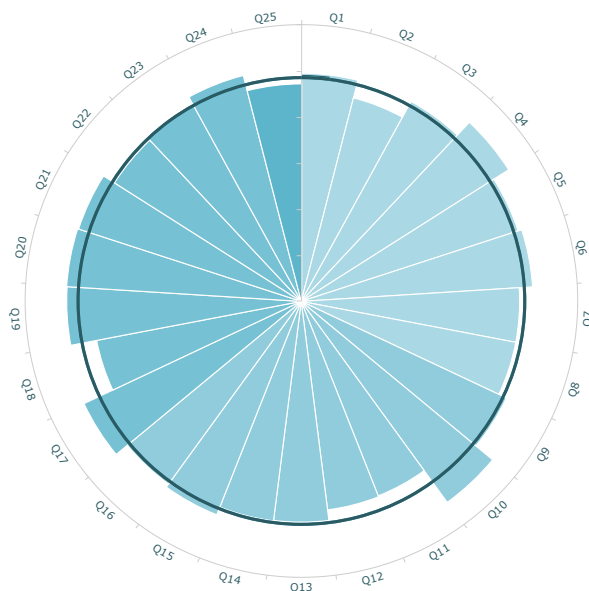
PIVOT VISUALISATION

AREAS FOR CELEBRATION

5.38 This teacher knows a lot about the topics in this class

5.32 I know how I am supposed to behave in class

5.20 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)

4.89

4.95

4.84

4.99

4.77

8

TARGET EIGHT

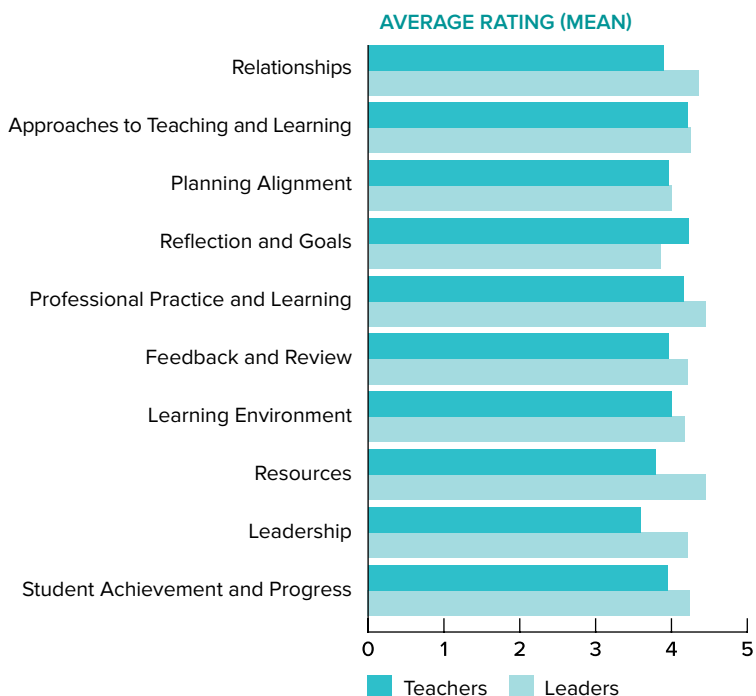
Surveys demonstrate strong levels of satisfaction in school culture, leadership, and organisation.

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

PROGRESS

TARGET ACHIEVED

In 2023, as part of our commitments as being a Teaching for Impact Lead School, we ran the DoE's new School Culture Survey with both our teachers and leadership team. Across the board there were strong, positive scores that indicate a high level of connection and satisfaction to the school's values, structures and cultural norms. Some lines of enquiry are evident which is to be expected and welcomed.



PLANNED ACTIONS

Our scale and complexity as a learning community provides with us with significant opportunities, but equally can bring challenges around connection, belonging and shared purpose when it comes to our staff. Being conscious of these challenges is the first step, developing practices, processes and structures that respond to that knowledge is the work that continues. The scores above identify the area of staff agency and involvement in decision making; knowledge and understanding of the strategic alignment of the school and cross school communication and connectivity as areas for development.

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 2023 showed some improvement from 2022, both in terms of overall attendance (see below) and regular attendance which moved from 52.2% in 2022 to 61.2% in 2023. Both markers, however, were below Like Schools data but considerably above WA Public Schools, hence the target being partially achieved. (Like Schools Regular Attendance was 69.1%; WA Public Schools was 47%).

PLANNED ACTIONS

The stubborn resistance for attendance data to move significantly is a line of enquiry for the school and a point of reflection. Engagement initiatives in the Senior School are having positive impacts, and planning is underway for a changed approach to supporting transition from Middle School to Year 9, but impact here remains an area of focus.

OVERALL ATTENDANCE

	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2021	90.2%	91.3%	84.4%
2022	87.4%	89%	80.4%
2023	88.6%	90.9%	82.5%

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

With the step away from the some of the restrictions experienced in recent years at the height of the global pandemic, it has been affirming to see the increase in community engagement opportunities across all metrics. The significant growth in Civic and Wellbeing opportunities, activities focused on improving students' sense of self and connection, is of particular note given the trends being experienced in youth demographics across Australia. We continue to recognise and celebrate the citizenship and community leadership of our students and staff through the use of social media, Shenton Highlights, our website and broader media opportunities.

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.

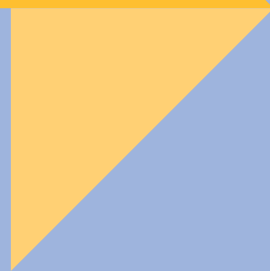


EVENTS ORGANISED AT SHENTON COLLEGE

YEARS	2023		2022		2021	
	Number	%	Number	%	Number	%
EVENTS						
Civic	116	17	76	15	35	7
Curricular Enrichment	291	42	220	44	273	52
Sport	160	23	150	30	159	30
Wellbeing	125	18	54	11	59	11
GRAND TOTAL	692	100	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	2019	2020	2021	2022	2023
LOWER SECONDARY (YS7-10)	1556	1691	1843	1922	1893
UPPER SECONDARY (YS11-12)	658	713	739	771	907
TOTAL	2214	2404	2582	2693	2800

Comments: Our school numbers have increased over the past 4 years by nearly 600 students, our largest cohort (512) being in Y11 in 2023. 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, playground and amenity 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
2021	111%	103%	100%	97%	99%
2022	108%	104%	92%	99%	95%
2023	106%	104%	94%	100%	95%

Comments: Continued positive retention rates across the school are indicative of the satisfaction our community have with the experiences and opportunities their children have at the College.

WORKFORCE COMPOSITION

(Source: Schools Online)

	NO	FTE	AB'L
ADMINISTRATION STAFF			
Principals	1	1	0
Associate / Deputy / Vice Principals	7	7	0
Heads of Departments and Learning Areas	6	6	0
Program Coordinators	16	15.8	0
Total Administration Staff	30	29.8	0
TEACHING STAFF			
Level 3 Teachers	18	15.8	0
Other Teaching Staff	170	156.4	1
Total Teaching Staff	188	172.2	1
ALLIED PROFESSIONALS			
Clerical / Administrative	37	30.5	0
Gardening / Maintenance	5	5	0
Instructional	2	1.4	1
Other Allied Professionals	42	32.3	0
Total Allied Professionals	86	69.2	1
Total	304	271.2	2

Comments: In total, our workforce now includes 304 different staff members spread across a 14-hectare site. In the context of a national teacher shortage, our capacity to attract, recruit and retain staff remains a high strategic focus for the leadership team of the school. Our comprehensive workforce plan plays a role in identifying areas of future need, be that in terms of planned leave, retirement or change in student cohort numbers. Our recent developments in attracting staff to the school – information sessions and short films – continues to be impactful in ensuring that staff are aligned to the culture and values of the school from their very first connection with us as a potential employer.

Centralised Data Sources

SCHOOL ATTENDANCE DATA

(Source: Schools Online)

SECONDARY ATTENDANCE RATES – OVERALL

	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2021	90.2%	91.3%	84.4%
2022	87.4%	89%	80.4%
2023	88.6%	90.9%	82.5%

ATTENDANCE BY YEAR LEVEL

	Y07	Y08	Y09	Y10	Y11	Y12
2021	94%	91%	89%	88%	90%	89%
2022	91%	88%	85%	87%	87%	86%
2023	93%	90%	88%	86%	88%	87%
WA Public Schools 2023	87%	83%	81%	80%	82%	83%

ATTENDANCE BY TYPE

	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		Indicated	Moderate	Severe
2021	70.4%	18%	8%	3.6%
2022	57.7%	25.6%	11.3%	5.4%
2023	61.2%	23.7%	9.9%	5.1%
Like Schools 2023	69.1%	21.2%	7.3%	2.4%
WA Public Schools 2023	47%	26%	16%	11%

Comments: Regular attendance at Shenton College in 2023 was 61.2% (up 3.5% from 2022) compared with like schools at 69.1% (up 9.5%) and the state at 47% (up 7%). Overall attendance at Shenton College in 2022 was 88.6%, slightly below Like Schools (90.9%) and compared to 82.5% for the state.

We are yet to see a return to pre-COVID levels of attendance, and it seems significant that Regular Attendance is particularly lagging when compared to Like Schools. Our community is one that generally has the desire and capacity to reconnect with travel opportunities and family beyond the state borders and we have continued to see families make the decision to take unauthorised vacations during term time. Whilst we understand the wider benefits these opportunities can have for families; we remain conscious of the importance of encouraging regular attendance at school as a protective measure for successful student outcomes.

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
2018	615	594	658	646
2019	624	604	644	640
2021	620	601	651	647
2022	617	602	641	641
2023	602	593	641	633

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

YEAR	Y07		Y09	
	School	Like Schools	School	Like Schools
2018	601	578	632	621
2019	600	580	638	620
2021	588	583	639	629
2022	593	581	633	630
2023	594	580	620	618

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

YEAR	Y07		Y09	
	School	Like Schools	School	Like Schools
2018	569	543	609	591
2019	578	550	627	597
2021	571	570	608	607
2022	580	567	607	611
2023	578	578	627	621

Comments: In 2023, NAPLAN testing was re-scaled from May to March, meaning that across the nation 2023 datasets are being considered as the commencement of a new data time series, and that any longitudinal analysis is flawed. Caution should be taken therefore, in drawing direct comparisons and conclusions between year cohorts, from the tables above and therefore student performance data here can be considered as a new baseline dataset for future progress measures.

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
2021	369	153 (41.5%)	99 (26.68%)	96 (26%)	20 (5.4%)	1 (0.3%)
2022	373	157 (42.1%)	82 (22%)	93 (24.9%)	41 (11%)	0 (0%)
2023	397	195 (49.1%)	68 (17.1%)	98 (24.7%)	35 (8.8%)	1 (0.3%)

Year 12 Pathways: Year 12 students are those full-time students enrolled at the school.

Other – Verified: Either didn't achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons – notice of arrangement, post compulsory age of 18, private schooling, moved interstate or overseas etc.

Other – Unverified: Unverified reason for leaving school early.

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
2021	0	0%	130	66.7%	65	33.3%
2022	0	0%	107	61.1%	68	38.9%
2023	0	0%	93	56%	73	44%

WACE ACHIEVEMENT

Eligible Year 12 students are those full-time students eligible to graduate at the end of the year.

	ELIGIBLE YEAR 12 STUDENTS	PERCENTAGE ACHIEVING WACE
2021	356	97%
2022	347	98%
2023	391	99%

Comments: In 2023, 61% of the Year 12 cohort completed an ATAR pathway with 42% 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 2023, 76% of WACE eligible Shenton College students undertook STEM related Courses/VET qualifications.

VET enrolments in 2023 increased slightly by 5%. Notably, the enrolments and achievements per AQF level increased in Certificate III, Certificate IV and Diploma qualifications with a corresponding decrease in Certificate II. Students are using their VET studies to open pathways from post-secondary education to include university pathways by achieving at Certificate IV and Diploma levels, as well as ensuring the development of appropriate skill sets for entry into TAFE or employment. 24% of student achievement was facilitated by third-party agreement arrangements using the expertise of Shenton College trainers. The bulk of achievement was delivered by external registered training organisations through Profile or Fee for Service arrangements. This is a testament to the excellent partnerships Shenton College has formed and maintained with the VET community. The VET achievement gained through School Based Traineeships also highlights the important learning students gain while in the workplace and the value of supportive and collaborative employers in the greater community.

The Futures Program, established in 2022 continued to enable students to undertake 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 Certificate of Excellence Community Services, Health and Education.

Centralised Data Sources

PERCENTAGE OF STUDENTS ACQUIRING AN ATAR ACHIEVING ONE OR MORE SCALED SCORES OF 75 OR MORE

	NUMBER ACQUIRING AN ATAR	NUMBER ACHIEVING ONE OR MORE SCALED SCORES OF 75+	PERCENTAGE ACHIEVING ONE OR MORE SCALED SCORES OF 75+
2021	252	87	35%
2022	239	107	45%
2023	263	125	48%

MEDIAN AUSTRALIAN TERTIARY ADMISSION RANK

	SCHOOL	LIKE-SCHOOLS	WA PUBLIC SCHOOLS
2021	86.9	85.3	80.3
2022	90.8	87.7	81.9
2023	90	88.8	82.7

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

STATE	ATAR STUDENTS					
	SCHOOL			LIKE-SCHOOLS		
	2021	2022	2023	2021	2022	2023
Top 33%	43%	54%	50%	42%	45%	46%
Middle 33%	35%	33%	34%	33%	33%	34%
Bottom 33%	21%	14%	16%	25%	22%	20%

ATAR: Australian Tertiary Admissions Rank

State is based on all students from both public and private schools.

Like-Schools percentages are based on students in each school's 'like schools' grouping.

Percentages are based on the student's ATAR.

Percentages may not add to 100 due to rounding.

There must be at least 10 Year 12 students acquiring an ATAR.

Comments: We continue to prioritise career and pathway counselling to support students in choosing the most appropriate pathway to a successful future. Our understanding and expertise in this area of Senior Secondary schooling was both recognised and strengthened by the year's secondment of our Principal, Mr Michael Morgan, as part of a Ministerial Taskforce – Expert Review team, to provide the Minister of Education with recommendations that could enhance pathways to success for all senior secondary students across the state of WA.

90 students won a total of 95 School Curriculum and Standards Authority (SCSA) Awards for Excellence in what was an outstanding year of performance by our Year 12 cohort.

19 students achieved an ATAR of 99+ representing 7% of the cohort

114 students achieved an ATAR of 90-98.95 representing 44% of the cohort

64 students achieved an ATAR of 80-89.95 representing 24% of the cohort

42 students achieved an ATAR of 70-79.95 representing 16% of the cohort

Shenton College was listed as a high performing school in 15 different courses, reflecting the depth and range of excellence across our community.

Centralised Data Sources

POST-SCHOOL DESTINATION DATA

(Source: Schools Online)

	INTENTION 2022 SCHOOL	INTENTION 2022 STATE	DESTINATION 2023 SCHOOL	DESTINATION 2023 STATE	VARIATION SCHOOL	VARIATION STATE
Return To School	0.4%	0.4%		0%		-0.4%
University	85.3%	51%	50%	38.3%	-35.3%	-12.7%
Uni Offer – No Placement		0%	28%	7.5%		7.5%
TAFE	3.7%	16%	5.3%	11.5%	1.6%	-4.5%
Apprenticeship	3.3%	11.7%	0.8%	3.4%	-2.5%	-8.4%
Traineeship		2.5%	0.4%	2%		-0.5%
Other Training	0.7%	2.9%		1.5%		-1.4%
Employment – Full-time	1.1%	9.5%	1.6%	6.2%	0.5%	-3.3%
Employment – Part-time	0.7%	1.3%	4.9%	13.9%	4.1%	12.6%
Employment						
Employment Assistance		0%		4.8%		4.8%
Other	4.8%	4.7%	0.4%	1.4%	-4.4%	-3.4%
Deferred Study/ Training		0%	8.5%	9.6%		9.6%
Total	100%	100%	100%	100%	–	–
% of students responding	69%	0%	62%	0%	–	–

Percentages may not add to 100 due to rounding.

Comments: Shenton College continues to have high numbers of students gaining University Entrance and going directly from School to University, with a lower percentage than the state deferring further study or training. We had a high number of students who, at the point of data collection, had a university offer but had not accepted a place. This is likely explained by students applying to both WA and interstate universities, or students waiting on alternative offers.

SPECIALIST PROGRAMS GIFTED AND TALENTED PROGRAM DATA

HIGH ACHIEVEMENT BY YEAR 12 GATE ATAR STUDENTS

23.1% achieved an ATAR of 99+

57.7% achieved an ATAR of 95+

73.1% achieved an ATAR of 90+

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. Final year GATE students were recognised for their achievement in ATAR courses in 2023 via SCSA awards, including 1 GATE student who achieved a Subject Exhibition (100% of Shenton College Subject Exhibitions), 3 GATE students who achieved Subject Certificates of Excellence (60% of Shenton College Certificates of Excellence), 16 GATE students who achieved Certificates of Distinction (46% of Shenton College Certificates of Distinction) and 14 GATE students who achieved Certificates of Merit (26% of Shenton College Certificates of Distinction).

The graduating class of 2023 saw outstanding results in the ATAR exams, notably a Median ATAR of 95.55.



Centralised Data Sources

SCHOOL INCOME BY FUNDING SOURCE DATA

(Source: Schools Resourcing System)

INCOME	SUM (\$)
Carry forward (cash)	1,574,979
Carry forward (salary)	811,591
STUDENT-CENTRED FUNDING	
Per student	26,622,332
School and student characteristics	1,799,077
Disability adjustment	226,688
Targeted initiatives	1,172,483
Operational response allocation	36,940
Total funds	29,857,520
TRANSFERS AND ADJUSTMENTS	
School transfers – cash	669,294
School transfer – salary	-200,631
Department adjustments	-31,403
Total funds	437,260
LOCALLY RAISED FUNDS (REVENUE)	
Voluntary contributions	326,888
Charges and fees	1,972,988
Fees from facilities hire	181,708
Fundraising/Donations/Sponsorships	584,399
Other State Govt/Local Govt Revenues	–
Other revenues	761,242
Transfer from reserve or DGR	730,597
Total funds	4,557,822
TOTAL	37,239,172

EXPENDITURE	SUM (\$)
Salaries	29,801,923
GOODS AND SERVICES (CASH EXPENDITURE)	
Administration	246,036
Lease payments	53,620
Utilities, facilities and maintenance	1,073,372
Buildings, property and equipment	1,045,659
Curriculum and student services	2,185,506
Professional development	115,169
Transfer to reserve	0
Other expenditure	458,250
Payment to CO, regional office and other schools	503,725
Total funds	5,681,337
TOTAL	35,483,260

ONE LINE BUDGET 2022	SUM (\$)
Carry forward (cash)	1,574,979
Carry forward (salary)	811,591
INCOME	
Student-centred funding	29,857,520
Transfers and adjustments	437,260
Locally raised funds	4,557,822
Total funds	37,239,172
EXPENDITURE	
Salaries	29,801,923
Goods and services (cash)	5,681,337
Total expenditure	35,483,260
VARIANCE	1,755,912

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