



Ellenbrook  
CHRISTIAN COLLEGE

# 2023

## Annual Report



Swan Christian  
EDUCATION ASSOCIATION



Beechboro  
Christian School



Ellenbrook  
CHRISTIAN COLLEGE



Kalamunda  
CHRISTIAN SCHOOL



Mundaring  
CHRISTIAN COLLEGE



Northshore  
Christian Grammar School



SOUTHERN HILLS  
Christian College



Swan  
Christian College

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# Our College

## Vision

Building character, fostering commitment and embracing community.

## Mission

We are a Christian community dedicated to sharing God's love for the world through an exceptional educational experience. We value the uniqueness of every child and understand the crucial place educators have in assisting them to reach their full potential.

## Values

The College has a well-developed, biblically grounded and Christ-centred education philosophy, built on the pillars of Character, Commitment and Community. These values are woven into every aspect of our educational offering. They are on display in our classrooms, in how we greet you in reception, in how we talk to one another and in how we nurture and support our students. They are in everything we do, and this all stems from our faith.

## Our Graduates

We aspire to exhibit a highly developed moral compass, displaying integrity, humility, and purpose, and leading by example. Our graduates possess an awareness of the global community, inspired by a genuine Christian foundation that fuels a desire to contribute positively to society. They view challenges as opportunities to achieve personal excellence and possess skills and passion to pursue lifelong learning.

## Our Community

Ellenbrook Christian College enjoys a diverse and vibrant community of families from over 40 different nations around the globe. We embrace diversity and value the synergy of interculturality as we grow together. We look for opportunities to gather and unify our community through connections such as Coffee Connected, Parent Prayer Group, Parents in Partnership and whole College events such as Carols on the Green.

Relationships with local churches, Christian organisations and SCEA schools continue to be explored and grown. Pastors and leaders from around the area have been invited to share a devotional with staff at ECC and explore over time where we can mutually benefit each other in our ministries.



# Principal's Report

Ellenbrook Christian College continued to embrace change in 2023. Following a year of Covid impacted teaching and learning in 2022, new Heads of Primary and Secondary were appointed: Mrs. Michelle Cockrell and Mr. Matthew Dufty respectively. Our College Principal, Mr. Mike Pitman retired early in the year and was farewelled by our whole school community in June. Mr. Pitman was celebrated as a remarkable individual who has made a significant impact not only on Ellenbrook Christian College but also on the broader SCEA community. Throughout his dedicated years of service, he has consistently poured his heart and soul into shaping the lives of students, staff, and parents alike. Mrs. Cockrell stepped into the role of Acting Principal for Term Two, followed by Mrs. Gigi Thiele being appointed as Principal and commencing at Ellenbrook at the beginning of Term Three.



## Highlights of the year include:

**Metronet/Melconnx:** with the ongoing works for the Morley-Ellenbrook Trainline, the underpass was officially opened by the Hon. Rita Saffioti MLA on Friday, 10 March 2023.

**Reading Academy:** Both Secondary and Primary school students participate in this program. It is designed to help Primary students increase their sound (phonetic) and word knowledge through repeated exposure and reading. These students partner up with a high school student, teacher or education assistant to practice their reading skills and build confidence in reading.

**Reading Mentors from Local Retirement Centre:** members of our local retirement centre have taken on the role of reading mentors for our Pre-Primary students. This remarkable partnership between generations highlights the power of community and the immeasurable value of shared knowledge and time. These dedicated volunteers, all of whom have undergone a thorough induction process, generously devote their time to our Pre-Primary (PP) students, engaging in one-on-one reading sessions. The focus of this initiative couldn't be more crucial, as these early years are the foundation upon which a lifelong love for reading is built. In these individual sessions, the mentors patiently guide, encourage, and inspire our young learners as they navigate the magical world of words. It's not just about teaching reading; it's about fostering a connection, nurturing confidence, and creating precious memories that will last a lifetime.

**Maths & English after-school tutoring:** Subject specialists give their time after school to assist students with upcoming assessments or extra tuition on topics currently being covered in class. These sessions are student-led, and we are proud of our staff who continue to support our students. Notably, students in Years 10 to Year 12 who have yet to pass any component of the OLNA are highly encouraged to attend, and during these sessions, they are provided with additional OLNA support materials and practice. This support links back to our Strategic Plan of Quality Teaching and Learning.

**River Rangers:** this after-school club continued to flourish, with 25 enrolled students attending, as well as our 72 class students in Year 5 and Year 6. We explored our college bushland, collecting specimens of interest and trying to learn the story they tell. From kangaroo droppings to cockatoo feathers! Students learnt about developing pockets of bushland that create a corridor for wildlife to move around the landscape; they also researched ways to propagate native plants and make and care for their own plants for the multiplication and diversification of species in our college bushland habitat.

**Bugsy Malone:** The Secondary students planned, rehearsed and presented the show Bugsy Malone over three evenings. It was well attended by the ECC Community, and our students embraced the experience with some stunning performances.

**Bush Rangers Cadets:** this program is run after school and engages students from Year 7 to Year 12. A great follow-on program from River Rangers, this program develops potential future College Leaders and further endorses and develops the skills students have learnt in the River Rangers program. We thank our Dean of PHE Sport and Experiential Learning, Mr. Stefan Grove, for his leadership of and involvement in this program.

**Duke of Edinburgh International Award 2023:** this program was reintroduced to the College in 2022, and the engagement was accelerated in 2023 with several students receiving awards. Bronze: 6, Silver: 1 Gold, 1 (staff). Student involvement and enthusiasm for this program are increasing, and we thank Mrs. Kerry Martin for her ongoing commitment to seeing this program grow and impact students.

**Positive Lifestyle Program (PLP):** linked to the Culture, Faith and Wellbeing goal of our Strategic Plan, PLP is an integral component of the Christian Living program, specifically designed for our Year 8 students, centred around activity-based learning and reflective pedagogy, empowering young individuals to enhance their self-awareness and develop essential life skills. By incorporating engaging activities and thoughtful reflection, we have created an interactive and dynamic learning experience for our Year 8 students. This program holds the promise of fostering personal growth and equipping students with invaluable skills that will positively impact their lives beyond the classroom. In addition, a review of our Christian Living Program, completed by Mr. Lewis McKerney, led to staff working together to enhance our program.

**Wellbeing:** In the latter part of the year, ECC applied for and was successful in gaining a grant from the Association of Independent Schools of WA (AISWA) for developing and implementing a Wellbeing Program. Our Wellbeing Coordinator was appointed, Mrs. Michelle Welsby, and she leads a team of teachers who are developing lessons drawn from the Christ-centred framework developed by an external provider, which assists our students in understanding self and others and developing strategies for de-escalation and self-regulation. This focus links back to our College Strategic Plan and School Improvement Plan of Culture, Faith and Wellbeing.

**Early Years grant:** Our Early Years team achieved a significant milestone by securing an AISWA grant. This grant, totalling \$2,000, will be instrumental in transforming a space into a vibrant and culturally responsive environment that aligns with the EYLF principle of Aboriginal and Torres Strait Islander perspectives. This project will involve a complete makeover of a stage and seating area, including the repainting of the space and the integration of Indigenous-designed seating options. Additionally, as a part of this endeavour, we will introduce elements of bush tucker to enrich the overall experience.

While our college is a busy place, we are all called here on purpose, for purpose. We are anchored with the hope of the gospel that Romans 15 verse 13 be revealed: May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope by the power of the Holy Spirit.

Mrs Gigi Thiele  
**Principal**

# Christian Education

## General Culture

The Christian Living class at Ellenbrook Christian College continues to be a place where students are invited to see the bigger picture of humanity, and a better way of living through Jesus Christ.

We have been reminded that God has purposefully placed each teacher at ECC and it is He who empowers us through His Spirit to:

- Engage students with the Good News about Jesus through our courses and activities based on the Biblical narrative.
- Create spaces of safety and meaningful relationships where the Gospel message is seen and experienced using the teacher's unique gifts.
- Highlight how the Gospel Message invites everyone to be a part of God's family and how students can live it out both at school and home.

## Christian Living Program

In the classroom, students at Ellenbrook Christian College are guided through units of work that progressively explore Biblical topics and themes based on the Biblical Foundations Framework. Each unit of work not only helps students develop their academic skills but explores how their learning fits into the wider context of the world.

A group of students have taken the initiative to start a lunchtime Bible study where they meet weekly under the guidance of Mr McKerney. During these Bible Studies, students share passages, encourage each other, pray for each other, and worship together.

During 2023, a school-wide audit was conducted by Mr McKerney of existing practices across the College. Based on the outcomes of this report and recommendations for the 2023 Validation visit, Mr McKerney and the Head of Secondary constructed a Secondary Christian Living Scope and Sequence, following a concept-based approach to teaching and learning.

Learning within the secondary school is within five strands:

1. Biblical literacy
2. Person of Jesus Christ
3. Engaging with issues
4. Worldviews and apologetics
5. Christian response

The Christian Living team endorsed this framework in November 2023 for implementation in 2024.





# Staff Professional Learning

The College utilised a combination of outsourced and insourced solutions for Staff Professional Learning.

To support the growth of Vocational Education and Training programs in the Secondary school, there was an urgent need to build expertise beyond one teacher (Mr John Taylor). Therefore, Mr Stefan Grove and Mr Lewis McKerney completed their Certificate IV training in 2023,

Wellbeing became a major School-wide priority mid-year in 2023 for school-wide development. An external service provider was sourced and delivered sessions on a framework that aligns with the Australian Student Wellbeing framework.

To support Experiential Education and Outdoor education, investments were made with Truck Licenses and Surf Lifesaving compliance training.

Differentiation, coupled with the use of qualitative and quantitative evidence, formed a major strategic initiative in 2023. This included the College's priority to develop the numeracy and literacy capacities of all students across the College at various developmental stages. Two middle leaders were sent to Differentiation-centered training in English and mathematics.

In addition, the Primary School invested in specific Primary literacy training.

## In House Professional Learning

The Middle Leaders committee put together the April whole school training day for 2023. A full day program was developed based on the core Strategic Priority.

"Using evidence to know learners so that targeted and effective interventions can be made"

The Head of Learning Support and Head of Secondary provided the Keynote session on using Blooms' Taxonomy as a Lens for Differentiated Learning. Breakout sessions included workshops on Cognitive Load Theory, Formative Assessment and the work of Dylan Wiliam, Collecting Evidence for Differentiation, the Five Dimensions of Differentiation, Differentiation in the Primary Classroom, Using NAPLAN, PAT, Brightpath and School-based data available on TASS to know each student.

During Middle Leaders and Secondary meetings, collaborative discussions led to teacher-requested areas for further professional learning, including interactive tools and flipped learning. As a result of these initiatives, further action research pilots have taken place, and some teachers have commenced utilising flipped learning strategies to assist differentiated learning.

Staff were led through navigating and interrogating NAPLAN data with a view to forming individualised differentiation plans.



# Our Students

## Number of Enrolments

Year Level	Females	Males	Students with Disability	Indigenous	Permanent Resident Visa or 457 Visa	Total	Streams
Pre-Kindergarten	16	11	0	0	3	27	2
Kindergarten	24	19	0	0	5	43	3
Pre-Primary	27	19	16	0	5	46	2
Year 1	19	28	15	0	1	47	2
Year 2	22	14	10	0	3	36	2
Year 3	21	21	8	0	6	42	1.5
Year 4	22	17	9	0	2	39	1.5
Year 5	8	19	6	0	6	27	1
Year 6	24	27	13	0	3	51	2
Year 7	35	24	7	0	9	59	2
Year 8	34	29	6	0	6	63	2
Year 9	24	23	10	0	9	47	2
Year 10	28	23	10	0	4	51	2
Year 11	26	23	4	2	9	49	2
Year 12	20	15	4	0	3	35	2
<b>Total</b>	<b>310</b>	<b>282</b>	<b>118</b>	<b>2</b>	<b>66</b>	<b>592</b>	<b>24</b>

## Student Country of Birth

Country of Birth	Number of Students	Country of Birth	Number of Students
Australia	539	Colombia	2
South Africa	25	Netherlands	1
India	16	Qatar	1
Zimbabwe	13	United Arab Emirates	1
New Zealand	12	Aruba	1
Phillippines	9	Indonesia	1
England	7	Nigeria	1
United Kingdom, Channels Islands and Isle of Man, nfd	6	Scotland	1
Canada	3	Sierra Leone	1
Kenya	3	Hong Kong (SAR of China)	1
Mauritius	2	Guinea	1
Thailand	2	Iraq	1
China (excludes SARs and Taiwan Province)	2	Brazil	1
Botswana	2	Kuwait	1
Ghana	2	Malaysia	1
Singapore	2	United States of America	1
<b>Total 592</b>			

## Attendance Rate of Each Year Cohort

Enrolment by year group	Total in year group	Average class size	Average student attendance %
Pre-Kindergarten	27	14	94.15%
Kindergarten	43	14	91.54%
Pre-Primary	46	23	90.83%
Year 1	47	24	92.29%
Year 2	36	18	93.12%
Year 3	42	28	91.85%
Year 4	39	26	89.83%
Year 5	27	27	92.26%
Year 6	51	26	92.78%
Year 7	59	30	93.38%
Year 8	63	32	90.33%
Year 9	47	24	85.42%
Year 10	51	26	94.12%
Year 11	49	25	91.14%
Year 12	35	18	91.92%
<b>Total</b>	<b>592</b>	<b>323</b>	<b>91.66%</b>

## How Attendance is Managed

In Primary School, daily absentees were entered directly into Teachers Kiosk live, at the commencement of the day and after lunch, by classroom teachers. In Secondary School, daily absentees were entered directly into Teachers Kiosk live, at the commencement of the day and each period, by teaching staff.

Students were only recorded as "parent contact" or "medical" by Student Services staff if they were confident that the contact was made by the parent. Physically sighting parents where the message was given, a signed note, verbally or by text from a recorded phone number or email from a recorded email address were taken as acceptable parent contact. All recorded absentees remained as 'unresolved' until contact with a parent / guardian explaining the absentee was received, as stated above.





# Our Staff

## Executive Staff

The 2023 College Executive Team consisted of the following staff:

Name	Position
Mrs Gigi Thiele	Principal
Mrs Kylie Smith	Business Manager
Mr Matthew Dufty	Head of Secondary
Mrs Michelle Cockrell	Head of Primary

## College Staff Profile

Staff	Support Staff (not including Education Assistants)	Teaching Staff	Education Assistants	School Leaders	Total
Male	5	10	1	1	17
Female	15	39	17	3	74
Indigenous	-	-	-	-	-
<b>Total</b>	<b>20</b>	<b>49</b>	<b>18</b>	<b>4</b>	<b>91</b>

## Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	6
Master's degree	30
Bachelor's Degree	1
Graduate Diploma	14
Diploma	1
<b>Total</b>	<b>52</b>

## Staff Attendance and Retention Rate

### Staff Attendance

In 2023 the average daily staff attendance was 97%.

### Staff Retention

The proportion of Primary and Secondary School teaching staff retained from 2022 to 2023 was 90%.

## TRBWA Registration for Teachers and Leaders

All teaching staff have current registration with the Teachers' Registration Board of Western Australia (TRBWA).

# Our Care

## Pastoral Care and Behaviour Management

From the conclusion of 2022 into 2023, Ellenbrook Christian College enjoyed considerable growth in Secondary enrolments, increasing from 283 students to 326. In addition to this considerable growth, the student community was transitioning from the COVID-19 response to more typical social situations, which placed some challenges for some students. Considerable work was invested by the Pastoral Team in establishing a positive culture and expectations of community participation for the youngest of this year level.

While our focus is on promoting positive behaviour, as with all schools, there are occasions when individuals require intervention, and this is managed with grace and fairness. In the younger years, students are afforded a 'walk and talk' session with a pastoral care team member, where the student is assisted with de-escalation and self-regulation. As negative behaviours escalate, so does the support by staff and involvement with parents. Our goal is to support the students in making good choices and to remain part of the community.

At Ellenbrook, we maintain a zero-tolerance against any physical contact or physical intimidation or bullying, whether face-to-face or cyber. Parents are involved quickly, and when required, suspensions are issued and followed by reconciliation and restoration of relationships. Staff are strong with the process, and an emphasis is placed on taking time to investigate and ensure all accounts are cross-examined and verified before any decisions are made. Dealing with these incidents appropriately has allowed our community to see that we take a strong stance against violence and intimidation and our processes are fair and just.

The aim of the College is always to provide a safe environment, both physical and online, for all students. To support our students in managing issues online, the College invited 'Ysafe' to speak to all students in Year 5 to Year 10 about the dangers of communicating online and what are the possible ramifications of engaging in threatening or anti-social behaviour online.

Our Pastoral Care Team includes our College Counsellor, College Chaplain, and Deans of Pastoral Care in Primary and Secondary.

## Student Wellbeing

In Primary, during Term Two of 2023, we implemented a restructuring of our Deans of Wellbeing, dividing their roles to better cater to the specific needs of our students. This change resulted in the creation of a Year One – Three Dean of Wellbeing and a Year Four – Six Dean of Wellbeing. The decision stemmed from a recognised necessity to ensure support for students and equip them with the necessary strategies for success.

Our staff remain dedicated to walking alongside students, particularly those facing friendship difficulties, offering daily conversations focused on implementing effective strategies for happiness and success. Teachers serve as the primary point of contact for student and parent concerns, providing initial support and guidance. When necessary, the Deans engage in one-on-one discussions with students, offering strategy suggestions and facilitating communication between teachers and parents.

In August, students in Year Four – Six participated in the annual Wellbeing and Engagement Census, provided valuable data to identify areas where adjustments could be made to better serve the needs of the Primary students. This resulted in key stakeholders to identify programmes and resources which would be taught weekly from Pre-primary to Year Six in 2024.

Data from our annual Wellbeing and Engagement Census (WEC) below describe students' self-reports of medium to high levels of wellbeing in the following areas.

Indicator	Percentage of Ellenbrook Students	Percentage of South Australia Schools
Emotional happiness	88%	86%
Optimism	85%	81%
Satisfied with life	74%	77%
Resilience	78%	65%
Absence of distress	98%	91%
Connected to an adult at school	85%	89%
Perseverance	91%	96%
Expectation of success	86%	87%

In essence, our students' wellbeing in these indicators is on par with schools in South Australia, and stronger in reliance and absence of distress than other schools.

# Our Priorities

## School Improvement Plan 2023

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
1. Culture, Faith, and Wellbeing	<ul style="list-style-type: none"> <li>Establish an intentional/explicitly taught PC program for each year group.</li> <li>Raise the profile of the Cadets/Bush Cadets and River Rangers afterschool clubs.</li> <li>Create an understanding of culture and languages at the College.</li> <li>Developing international mindedness and multi-lingual awareness across all facets of the ECC community – staff, students and families</li> </ul>	Y Y Y Y
2. Community Partnerships	<ul style="list-style-type: none"> <li>Parents in Partnership meet once per term to develop a unified vision.</li> <li>Christian Life Committee to focus on support through prayer and assisting with faith-based activities and events.</li> <li>Form a monthly 'Connected' group, to engage families with the College.</li> <li>Welcome and induct volunteers consistently.</li> </ul>	N N Y Y
3. Effective Operations	<ul style="list-style-type: none"> <li>Successfully incorporating the new sports pavilion and play areas impacted by new train line.</li> <li>Embark on upgrading of Food Science room, and newly developed Engineering classroom in Primary.</li> <li>Ensure the electrical requirements for a growing site are met.</li> <li>Design and restructure Senior and Junior parking areas to increase flow of traffic and safety of students.</li> <li>Interim measures in place to improve Traffic flow, safe and efficient.</li> <li>Staff are trained in managing their own budgets.</li> <li>- Review ATAR and General pathways provided by the College.</li> <li>- Conduct a longitudinal review of academic data (WACE, NAPLAN)</li> </ul>	N Y N N Y Y Y Y
4. Quality Teaching and Learning:	<ul style="list-style-type: none"> <li>Developing effective differentiation within the classroom for all students.</li> <li>Student academic achievement is improved by the analysis and adjustment of school curriculum based upon school-wide, externally sourced and classroom-based assessment data.</li> <li>Increase the use of data in assessing and addressing student needs of classes, groups and for individual students.</li> <li>Implement the use of BrightPath Y 3-9 as a measure for triangulating assessment data for student development</li> <li>Attend internal and external professional development and provide follow-up support of implementation in deeper learning strategies.</li> <li>Increase student achievement growth in NAPLAN Mathematics in Years 3, 5, 7, 9.</li> <li>Increase student achievement growth in NAPLAN strands in Years 3, 5, 7, 9 using longitudinal data.</li> </ul>	Ongoing see report      Y (Yr 9 NAPLAN results; Yr 7 see commentary below)
5. Staff Development	<ul style="list-style-type: none"> <li>100 % completion rate for all PSA documentation</li> </ul>	Y
Effective Professional Support Accountability		



# Student Achievements

## NAPLAN (National Assessment Plan Literacy and Numeracy)

Through diagnostic assessments and data analysis, teachers tailor instruction to address individual strengths and weaknesses. This approach aims to provide every student with the targeted support to excel academically. Students in Primary are provided with intense one-on-one or small group support with a focus on developing Literacy skills and strategies, using UFLI and other researched programs.

In a departure from tradition, the administration of NAPLAN in 2023 marked a shift from the May schedule to March. This adjustment aimed to facilitate the availability of results, providing educators with insights to enhance learning and teaching strategies.

Analysing the distribution of students across the top 20%, middle 60%, and bottom 20% provides valuable insights into teaching focus areas and highlights the effectiveness of academic differentiation within the school.

In Year 3, the cohort has consistently outperformed the State and National averages in Writing, Spelling, Grammar, and Numeracy. Remarkably low percentages of students fall within the bottom 20% nationally across five areas, indicating strong teaching and support initiatives in those domains.

Conversely, in Year 5, the school's average falls below the National average in Numeracy, Reading, and Writing. However, there are notable successes in Spelling, with one-third of students ranking in the top 20% and only one-fifth placed in the bottom 20%.

### Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	406	404	417	404	409
State Mean (Average)	401	394	411	399	400
College Mean (Average)	410	399	427	422	430
% of College students above the National Minimum Standard	86 %	89 %	92 %	92 %	86 %

### Year 5

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	488	496	483	490	496
State Mean (Average)	484	490	478	488	491
College Mean (Average)	476	490	463	514	503
% of College students above the National Minimum Standard	81 %	73 %	65 %	89 %	81 %

## Year 7

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	538	536	534	539	534
State Mean (Average)	539	534	531	542	536
College Mean (Average)	524	523	517	556	517
% of College students above the National Minimum Standard	71.4%	71.4%	68.3%	87.3%	68.3%

## Year 9

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	565	565	567	568	556
State Mean (Average)	581	575	573	572	563
College Mean (Average)	600	589	594	592	587
% of College students above the National Minimum Standard	92%	92%	80%	86%	88%

The Year 9 cohort results were excellent compared with competitor schools across the state and the country. These results may indicate that progress has been made as a result of the literacy/numeracy priorities found in the 2022-2023 School Improvement initiatives.

## Year 12 Results

Our Year 12 cohort is growing each year, and with that growth, the students' performance in ATAR exams and gaining of WACE and VET Certificates. We congratulate our graduating class of 2023.

### WACE results

97% of Year 12 students gained a WACE in 2023. Of these, 50% of students completed a VET Certificate, contributing to their WACE. 35% of students completed a Certificate II level, and 35% completed a Certificate III. 56% of students studied four or more ATAR courses, with 41% of students studying General courses.

### Certificates

A Certificate of Merit or a Certificate of Distinction is awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates a number of points.

To earn a certificate of Distinction, a student must accumulate 190 – 200 points. One student from Ellenbrook Christian was awarded this certificate.

To earn a certificate of Distinction, a student must accumulate 150 – 189 points. Two students received a Certificate of Merit.

### ATAR Results

We congratulate our students who completed four or more ATAR courses. 56% of students who gained a WACE in 2023 completed an ATAR pathway. Our top ATAR score was 97.15

Summary of Results	2021	2022	2023
Number of Year 12 students	47	45	34
Number of students achieving WACE	45	38	32
Number of Students with an ATAR	11	18	19
Percentage of students in the top third of state performance	81.9%	50%	63.12%

2023 ATAR Subjects Offered	
Chemistry	Maths Methods
Drama W	Modern History
Drama P	PE Studies W
Engineering	PE Studies P
English	Physics
Human Biology	Politics and Law
Maths Applications	Psychology

### Median ATAR Scores

2018	2019	2020	2021	2022	2023
63.16	72.5	75.65	81.75	69.96	76.25

### VET Qualifications Attained

VET Course	
Certificate III Business	Certificate III in Community Services
Certificate III Hospitality	Certificate III in Make-up
Certificate III in Information Technology	Certificate II in Automotive Voc. Prep
Certificate III in Health Services Certificate III in Education Support Assistance	Certificate II Building and Construction
Certificate III in Population Health	Certificate II Electrotechnology
Certificate III in Early Childhood Education and Care	Certificate II Engineering
Certificate III in Events Certificate III in Legal Services	Certificate II in Workplace Skills

## Post-secondary Pathways

	Curtin	ECU	Murdoch	NDU	UWA	TOTAL
Number of students with a 1st preference (includes students without an ATAR) .	7	8	1	0	4	4
Number of students offered their 1st preference.	5	6	1	0	4	4
Number of students offered any of their preferences.	7	7	1	0	4	4
Number of students who have enrolled.	7	5	1	0	3	3
Number of students who have deferred.	0	0	0	0	0	0



# Satisfaction Surveys

	Parent	Staff	Student
<b>Number and % of Responses</b>	<b>66 (14.3%)</b>	<b>83 (87.4%)</b>	<b>342 (68%)</b>
<b>Satisfaction with the College Overall</b>	<b>75% of parents</b> were 'likely' or 'very likely' to recommend the school.	<b>87% of staff</b> were 'likely' or 'very likely' to recommend the school.	<b>45% of students</b> were 'likely' or 'very likely' to recommend the school.
<b>Christian Ethos / Christian Education</b>	<b>55% of parents</b> were 'satisfied' or 'very satisfied' with the emphasis on Christian Education.	<b>65% of staff 'agreed' or 'strongly agreed'</b> that the workplace culture is what they would expect of a Christian working environment.	<b>60% of students 'agreed' or 'strongly agreed'</b> that Christian Values are embedded in all aspects of learning and school life.
<b>College Leaders and Support Provided</b>	<b>59% of parents 'agreed' or 'strongly agreed'</b> that leaders are accessible and interested in their concerns.	<b>55% of staff 'agreed' or 'strongly agreed'</b> that Senior leaders respond effectively to feedback and suggestions.	Only <b>6% of students</b> claim to not be challenged by teachers
<b>Staff Behaviours</b>	<b>84% of parents 'agreed' or 'strongly agreed'</b> that Southern Hills staff are always helpful and professional.	<b>86% of staff 'agreed' or 'strongly agreed'</b> that staff at Southern Hills are competent, treat each other with respect, and have a strong sense of teamwork and collaboration.	<b>64% of students 'agreed' or 'strongly agreed'</b> that their teachers work hard to support their learning.
<b>College Safety</b>	<b>67% of parents</b> surveyed 'agreed' or 'strongly agreed' that their children feel safe at school.	<b>88% of staff</b> surveyed 'agreed' or 'strongly agreed' that they work in a safe environment.	Only <b>8% of students</b> report any feelings of being unsafe at school.

# College Income

For additional financial information please visit the My School website ([www.myschool.edu.au](http://www.myschool.edu.au))

## School Net Recurrent Income

Net Income 2023	\$ Total	Per Student
Australian Government	\$6,850,450	\$10,805.1
State Government	\$1,845,961	\$2,911.6
Fees, charges and parent contributions	\$ 4,093,265	\$6,456.3
Other private sources (Enrolment Fee, Computer Rental & SDF Fees)	\$1,175,400	\$1,853.9
<b>Total gross income</b> (Excluding income from government capital grants)	<b>\$13,965,076</b>	<b>\$22,027</b>

School Income by Funding Source

