

# Kalamunda Senior High School

*An Independent Public School*



## Annual Report 2015

*Learning - Respect - Resilience - Pride - Community*



# Principal's Report

For the 16th year I am proud and delighted to present to the school community the 2015 Annual Report. 2015 has been an historic year both for our school and for education in Western Australia, as Year 7 students moved to high school. We welcomed 220 Year 7's and with the half cohort leaving, our student numbers exceeded 1100.

Planning for these extra students and for the Year 7's began in 2013. Staff and parents worked together across number of areas. We established Year 7 Learning Teams in which a small group of teachers work closely to develop appropriate programs to provide an effective transition for our youngest students.

Also a first, Year 7 and 8 students brought their own computer devices to school. We believe this can only enhance the learning experience in a constantly changing technological world.

The increased numbers also required nine new transportable classrooms and the English faculty has made excellent use of these rooms.

We are delighted that after many years of planning the school ovals have been incorporated into Koster Oval to make a joint school-Shire of Kalamunda facility. It will be ready for 2016 and will provide our students and the local community with first class playing fields.

Although our ATAR results did not match those of preceding years, the significant improvement in our Attainment Rate and the Certificate completion for year 12 students were noteworthy achievements.

Overall 2015 has been another successful year during which we continue to improve the learning outcomes and learning environment for our students. I am indebted to and acknowledge and thank all those who work with our students and their families to make Kalamunda Senior High a special place.

Kathy Ritchie  
Principal



## Message from the School Board Chair

We congratulate the Class of 2015 on their achievements and wish them success in 2016 and beyond. As former students they will continue to flourish, and in the future they can share their successes with the Kalamunda community.

The School Board is comprised of parents, community representatives and school staff. The Board strives to work with Mrs Ritchie and staff to focus on the school values of Learning, Respect, Resilience Pride and Community.

We look forward to working together in 2016 to achieve the Targets set out in the Business Plan.

Angela Trimboli  
School Board Chair



# 2015 Honour Roll

## Dux of the School: Juliet Williams VET Dux: Shenay Scholte

Graham Watson Sportperson Medallion	Ryan Harris
de Rozario Award for Music	Bethany Hickson
Caltex Best All-Rounder	Renee Fleming
Edith Cowan University Personal Excellence Award	Teegan Grimson
ADF Leadership and Teamwork Award	Danniele Whitburn

Kalamunda Rotary Art Scholarship	Amelia Millard
Westscheme Division of the Australian Super VET Award	Shannon Benns
Benchmark Award: 2014 Outstanding Staff Member	Mrs Kuldeep Kaler
Citizenship Awards	Mitchell Cutler Rebekah Deaman Amie Rovacsek Juliet Williams

## Learning Area - Dux

Applied Information Technology, Stage 3A/3B	James Bray
Children, Family and the Community - Living Independently, Stage 1C/1D	Amy Reid
Design - Photography, Stage 1C/1D	Reece Zoutman
Design - Technical Graphics, Stage 1C/1D	Rafael Carino
Food Science and Technology, Stage 3A/3B	Juliet Williams
English, Stage 3A/3B	Jessica Chisholm
English Literature, Stage 1A/1B	Mitchell Cutler
Human Biological Science, Stage 3A/3B	Juliet Williams

Mathematics, Stage 1D/1E	Jeremy Dalglish
Mathematics, Stage 2A/2B	Jeremy Dalglish
Mathematics, Stage 2C/2D	Jazmin Theaker
Mathematics, Stage 3A/3B	Juliet Williams
Media Production and Analysis, Stage 1A/1B	Reece Zoutman
Modern History, Stage 3A/3B	Danniele Whitburn
Outdoor Education, Stage 3A/3B	Jamie Turner
Physical Education Studies, Stage 1C/1D	Kyle Bentley
Politics and Law, Stage 3A/3B	Jessica Chisholm
Visual Arts, Stage 1C/1D	Hayley Campbell

## Learning Area - Top Student

Biology, Stage 3A/3B	Wayne Dreyer
Chemistry, Stage 3A/3B	Shaun Moeller Zhen Dong Zhong
Dance, Stage 1A/1B	Rachael Quathamier Jazmin Theaker
Dance, Stage 3A/3B	Amelia Millard
Drama, Stage 3A/3B	Patricia Cainap
Materials, Design and Technology: Wood, Stage 1C/1D	Cameron McCall

Mathematics Specialist, Stage 3C/3D	Zhen Dong Zhong
Mathematics, Stage 3C/3D	Zhen Dong Zhong
Media Production and Analysis, Stage 3A/3B	Misha Hoelscher
Physical Education Studies, Stage 3A/3B	Jamie Turner
Physics, Stage 3A/3B	Shaun Moeller
Visual Arts, Stage 3A/3B	Emily Vitetta Annie Zhuang

*Kalamunda Senior High School  
Congratulates The Class of 2015*



# Class of 2015

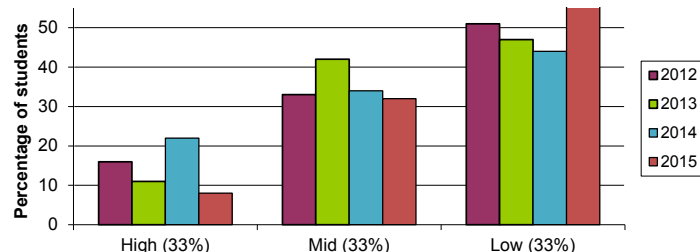
## Outstanding Achievements

- 5% students with an ATAR  $\geq 75+$
- 2 students achieved an ATAR greater than 90
- Median ATAR – 67.8 (71.6 of TISC applicants)
- 94% WACE graduation
- 95% Attainment (ATAR  $\geq 55$  and/or Cert II or higher)
- 90% VET students achieved Certificate II or higher

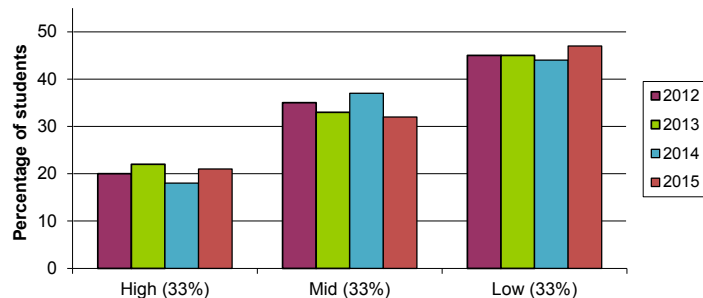
## Areas for further focus in 2016

- Further increase Attainment Rate (ATAR  $\geq 55$  and/or Cert II or higher)
- Continue the improvement in Certificate completion
- Reduce the percentage of students in the bottom Tricile.

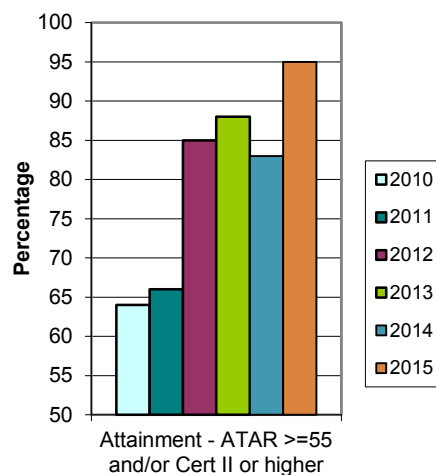
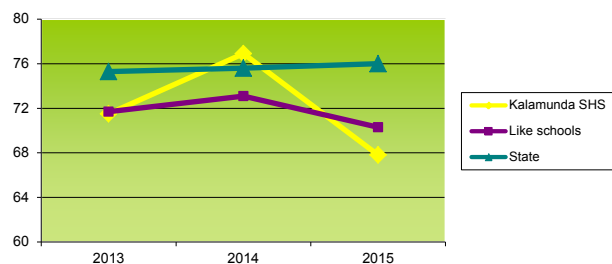
Triciles for ATAR Students (Kalamunda SHS)



Triciles for ATAR Students (like schools)



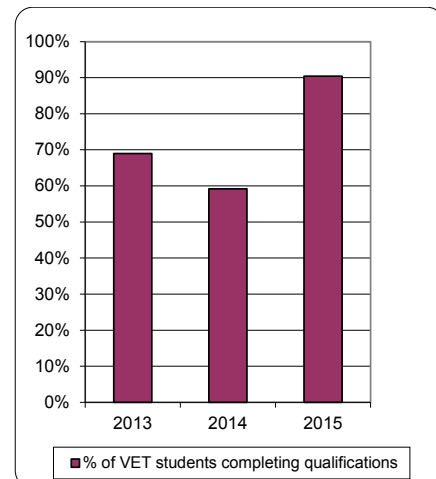
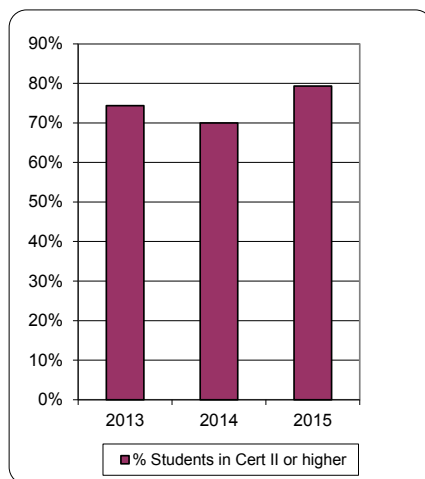
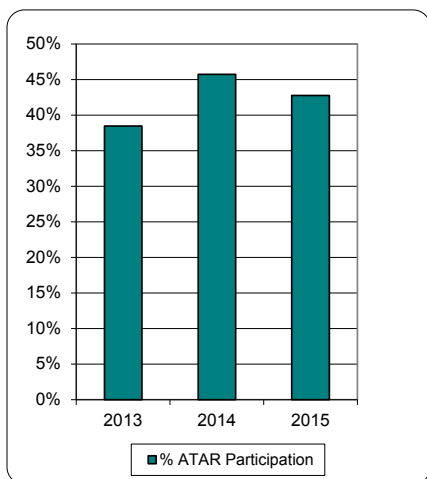
Median ATAR



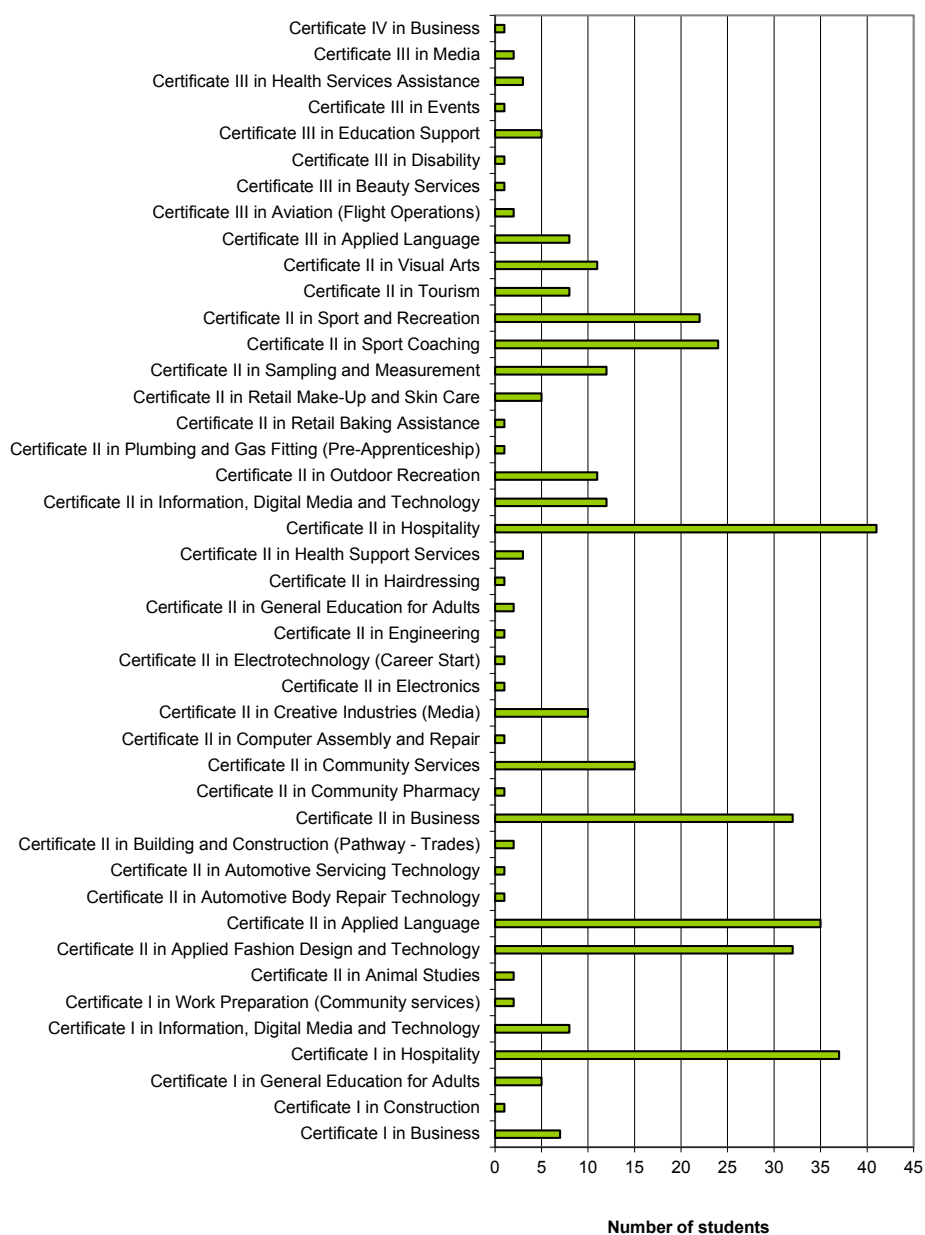
The school has continued to focus on improving its Attainment Rate and has made significant progress in 2015, reaching the highest ever rate of 95%.

The Attainment Rate is determined by the number of students achieving an ATAR  $\geq 55$  and/or completing a VET Certificate II or higher.



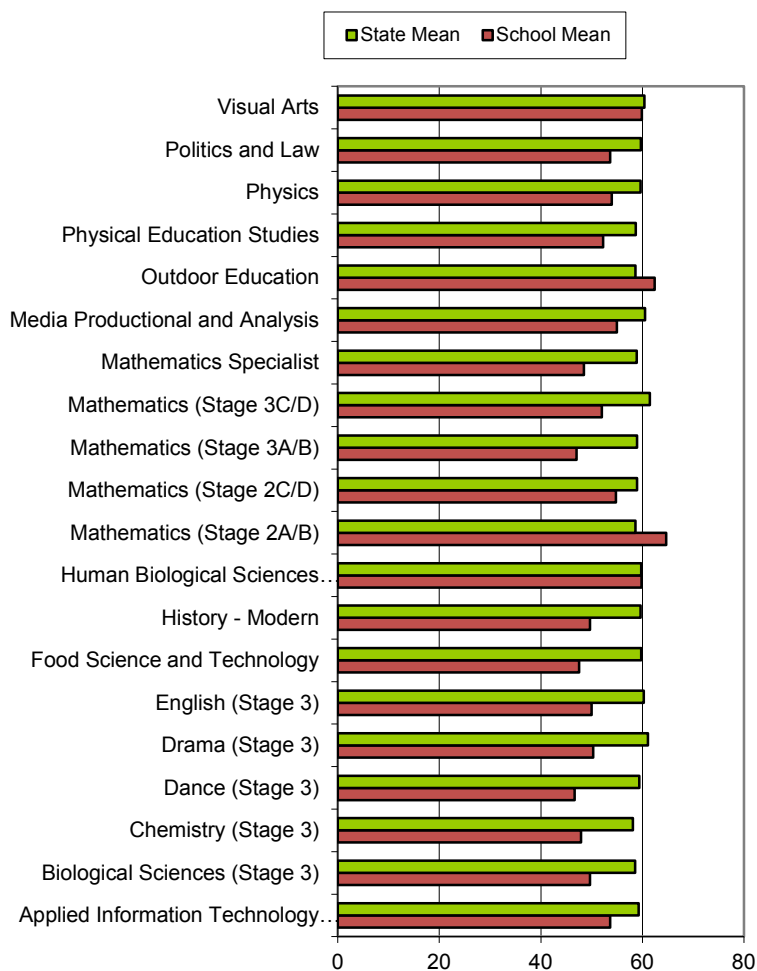


Range of VET Certificate Courses achieved by 2015 Year 12s (over Years 10-12)

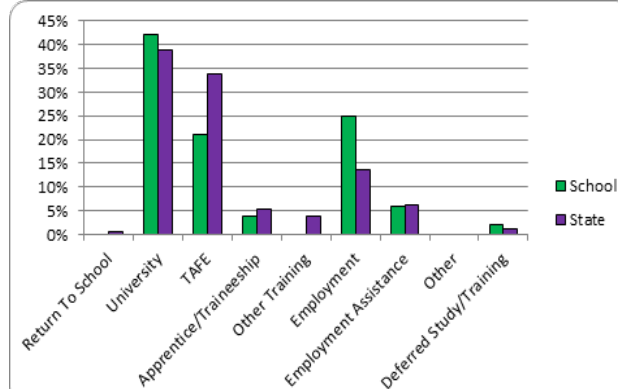
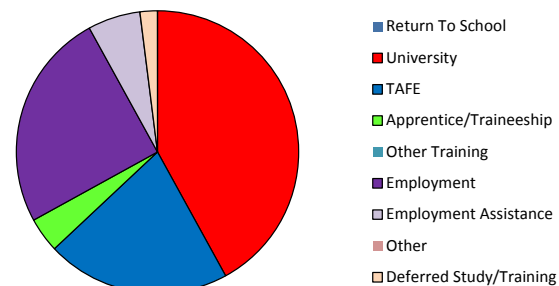




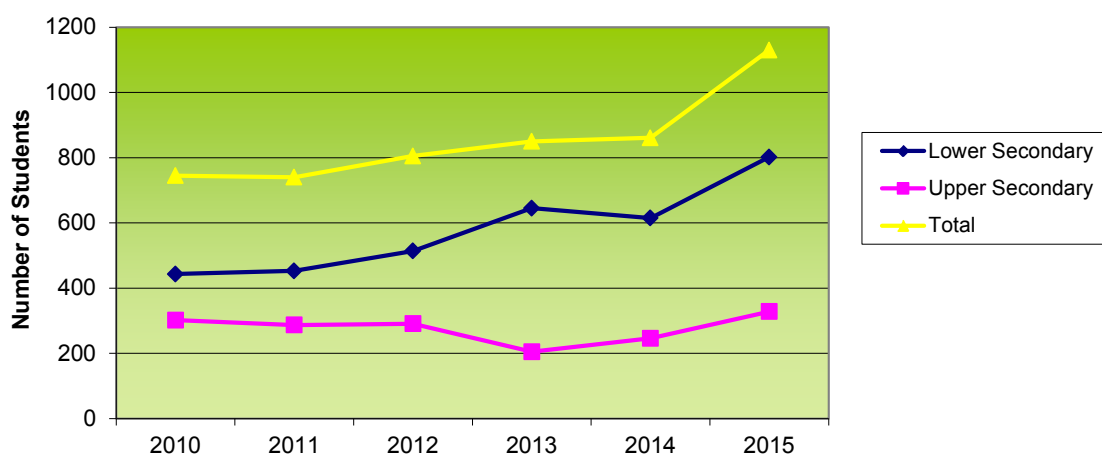
**Average scaled scores 2015 - Kalamunda SHS and State**



**Year 12 Destination**



**Enrolment Trends 2010 - 2015**



Enrolments have increased steadily since 2010, particularly in the lower year groups. The rapid increase in 2015 was due to the transition of Year 7s to high school and the half cohort leaving Year 12. The school has limited capacity to accommodate enrolments outside the local area intake.



# Physical Education

## Health, Outdoor and Physical Education

The Health, Outdoor and Physical Education learning area produced some very pleasing results for 2015. Stage 3 Outdoor Education course achievements was above the State mean and for all students in the course this results was in their top two results.

The Year 7 to 10 results were also pleasing with the Learning Area achieving more of its Targets than in the past 2 years and dramatically improving the Year 9 and 10 Health results.

Staff used target setting with their classes to focus on improving student achievement.

The department also held successful house carnivals in swimming, cross country and track and field which led to team selection and participation in the corresponding Inter School Carnivals.

Year 7 to 10 students also had the opportunity to participate in lightning carnivals for soccer, football and netball.

Kalamunda SHS for the 30th time entered the Blackwood Marathon with 2 student teams, 1 student iron man, 1 ex-student team and 2 staff teams.

## Outdoor Education

It has been a busy year for our Outdoor Adventure students with all year groups abseiling at Statham's quarry.



Bushwalking started the expedition season with the Year 8s on the Bibbulmun Track. The Year 9s and 10s made their way to the Leeuwin-Naturaliste coastline and set out on expeditions along the Cape to Cape track. The Year 12 students impressively walked the entire cape to cape all 135km of it in 4 days.

The Year 8, 9 and 11s jumped on their mountain bikes and were able to explore tracks around Kalamunda and then use their skills on the Munda Biddi trail and Kalamunda Circuit.



## Highlights

- Stage 3 ATAR results for Outdoor Education
- 100% of students gaining their Certificate II in Sport and Recreation
- 37th running of the Blackwood marathon (Kalamunda SHS's 30th year participating)
- Yuval Berman was the youngest competitor in the ironman, finishing 4th in his category
- David Lewis was the fastest student cyclist and 3rd overall out of 186
- The two school teams were placed 4th and 5th while the staff team finished 7th





# The Arts

## The Arts

### DRAMA

2015 has been another wonderfully busy year in the Drama Department. The seniors have had an action filled year with a number of excursions to: His Majesty's Theatre to see the top performing Arts students of 2014. This was followed by the one-man show "Absolutely" at the Kalamunda PAC, students then had the opportunity to participate in a writing workshop with the star Allan Girod. Later in the year we saw Noel Coward's "Blythe Spirit" at the Perth State Theatre. A real thrill for this year was being invited along with current Year 10 students as VIP guests of Constable Care's "Isolation". This is a production that was borne out of a collaboration between students of Kalamunda SHS, Eastern Hills and Lesmurdie SHS and Constable Care's Theatrical Response Group. This collaboration was a success and the program has now been rolled out to several other metropolitan schools this year.

The performance at the end of Semester One involved Year 8 and 10 students performing clowning routines and an hilarious Melodrama "A Fruity Melodrama (Trouble At Mill)".



ushered and served refreshments over the four week season of "The Rainmaker". It was wonderful to see students working alongside and being mentored by members of our community. The feedback received was that our students were delightful to work with and KADS are keen for this to be an annual program.

August saw the production of Jack Starkey's hilarious "The Creature Creeps", receiving rave reviews from the audience. This was followed soon after by a weekend of performances at KADS Theatre for our annual "Showcase". Two nights of highly enjoyable story-telling in an intimate space, as senior students performed their exam pieces; scripted monologues



and their Original Solo Productions. This is the second year the Showcase has run and it is a great opportunity for students to showcase their talents to local directors. The results of these showcases so far has been that three ex-students of KSHS have become involved with KADS; one has been running Youth Group classes, another is working as a stage manager and a third made her acting debut in "Picasso at the Lapin Agile".

### DANCE

This year had been a productive and exciting year in the Dance Department. The dancers performed in a collection of shows and enjoyed watching the work of others both in class and during excursions to the Theatre. Some of the highlights from the year include:

*Swish* was the Semester One dance show. In this show the Year 8s through to 12s performed a varied collection of choreographies, from the lyrical Year 10 dance *Lighthouse* through to *Pulse* an up beat sequence showcasing the senior school dancers speed and versatility. The Year 12 ATAR solos were also showcases.

A new initiative with KADS Theatre involved KSHS Certificate II students gaining Front of House experience. The students ran the box office,





Students participated in a number of excursions, including going to see *Embraceable You* by WA Ballet at His Majestys Theatre, giving the dancers a chance to see some classic Balanchine works live.

In June we went to see *Be Yourself* by ADT at The State Theatre Complex, which linked neatly into the senior students exam studies of *G* and *Birdbrain*. A collection of other works were also viewed including works by *Bangarra*.



During Term Two the Year 8s participated in a series of after school Tap workshops, taken by a guest teacher Samantha Italiano from the USA. Some of the students continued to attend classes in term three that allowed them to re-work what they had learnt into a routine for the Semester 2 dance show. After school classes and workshops were also offered for ATAR students.

Our Semester Two show *Wish* was named by one of the students. In keeping with the theme of the show they could dance as they wished, including a colourful Bollywood number and a Charleston amongst many other creative ideas. This show also farewelled our Year 12 students.

This year the Dance department has also seen the addition of Year 7 classes, in fact over 160 Year 7 students would have participated in a dance course this year, and we have had fantastic fun getting fit and creative in class.

## PERFORMING ARTS PROGRAM

Our exceptionally talented bunch of Kalamunda Performing Arts (KPA) students have had another exciting, busy and productive year enriched with creativity and opportunity. Students in the program specialise in Drama, Dance and Music (singing). KPA is a unique, dynamic, innovative and diverse program which infuses all three art forms within a supportive and creatively integrated environment.

Through this program students learn a variety of Performing Arts skills as well as building confidence and self-esteem, they learn to work collaboratively as a team and individually for their performances. The end of year production 'SHOWBIZ' was an eclectic mix of Drama, Music, Singing and Dance that focussed on creating a unique and interactive experience for the audience.

The performance took the audience into the world of 'Showbiz' through sustained characters and imagination.

They were greeted by actors playing security guards, paparazzi, fans and news crews. As they walked the red carpet to this premier even they were transporting into the life of a celebrity.

The annual Youth on Health Festival (YOH FEST) held at the Subiaco Arts Centre was once again a big highlight this year for the KPA students. YOH Fest is West Australia's biggest youth performing arts event; it gives high school students throughout the State the opportunity to take part in an innovative and revolutionary approach to health education. This year we explored the theme of 'Equality'.

It was a truly remarkable experience for the KPA students at Kalamunda Senior High School and they showed a strong sense of dedication and commitment towards YOH Fest and its important Act, Belong, Commit message.

The students once again performed to a level of excellence and received the following YOH Fest awards:

1. Most well sustained and defined characters
2. Most disciplined small troupe performance
3. Most evocative presentation.

In August KPA students attended 'High School Musical', presented by APAN (Australian Performing Arts Network) at the Regal Theatre in Subiaco. This was a particularly exciting performance as lots of our KPA students were performing in the show.

Disney's 'High School Musical' live on stage was an infectious celebration of both individualism and togetherness with a story that says: 'You don't have to change to be accepted, you just have to be yourself.' This phenomenally talented and highly energetic all West Australian cast provided a musical experience we will never forget!



Students were fortunate to have the director and co-choreographer of the show to work with them on their finale performance for our KPA Production. The students embraced the opportunity and together everyone worked as a team to produce a memorable Musical Theatre finale.

Year 10 KPA students attended a show from the International Arts Festival called Beyond. The students sat in awe at the Regal Theatre watching “Circa” an exceptionally talented group of acrobatic performers deliver a bold new vision of contemporary circus.



*Beyond* is warm, surreal and unexpectedly moving, blending dynamic circus acts like trapeze and Chinese pole with cheeky feats of strength and multiple bunny heads. Set to a bewitching mix of show tunes, ballads and electronica, this creation delights and enchants. Beyond is set on multiple stages within stages – small red-curtained worlds that offer a glimpse of this rich and empathetic world. Over the course of Beyond we meet the artists, marvel at their skills, enter their personalities and emerge into a strangely beautiful and curiously tender world.

The next day the Year 10 KPA students participated in a workshop. Our school was the only Perth school to be given a circus workshop by the performers. The students were so excited to meet the artists and learn new circus skills. As part of their assessment the students were asked to write a review on Beyond, so they were delighted to have the opportunity to ask the artists a series of questions at the end of their workshop to help them with their task.

Overall we have had a fantastic year filled with great success, laughter, co-operation, collaboration and hard work! Congratulations to all KPA students for their dedication, creativity and commitment. The students continue to flourish in performing arts as they extend themselves and take chances to participate in exciting opportunities. They have grown as performers and individuals but most of all as a group of mature young people.



## PHOTOGRAPHY

What a busy year it has been in Photography as we welcomed our Year 7 students to the course, entered competitions, went on field trips, used the newly refurbished Photography studio for the first time and participated in the end of year extravaganza, the 2015 Photography Showcase Exhibition.

Competition Winners (Certificate of Merit) – 2015

Year 11-12 Ollie Broussen – *Angus by Ollie*

Year 11-12 Eleisha Pirouet – *Forever*

Students in Year 11 and 12 were given the opportunity to take a field trip into Perth city to photograph a multiple of images throughout the day – meeting specific criteria. Students had a fantastic time and the images brought back were creative, diverse and captivating.

The transformation of an unused darkroom into a large industry-based studio space provided all students, including our Certificate course students with the opportunity to create work in an authentic photography studio environment. The photography department purchased new studio lighting, backdrops and other lighting and camera apparatus to add even greater depth and relevancy to the course and the end results have been amazing.

The work completed by students this year has elevated to new heights and it has truly been an exciting time. The diversity of ideas and thus creative imagery that has been produced has been inspiring. The culmination of these efforts was seen in the 2015 Photography Showcase Exhibition. Over 250 individual works were displayed and the exhibition opening night had more than 130 attendees over the space of a few short hours.

Exhibition Awards - 2015

Teacher's Encouragement Award - Nadine Powell (Year 12)

People's Choice Award - Phoebe Minnett (Year 11)







## MUSIC

2015 has been a very rewarding and productive year for our very talented music staff and students. A Junior Concert Band was started catering for the double intake of Year 7 and 8 students. In a very short space of time they managed not only to get to performance level but also managed to feature in the Zig Zag festival and collaborated with Junkadelic in a street march and other performances. The students have worked positively and productively all year and are forming excellent foundations for our senior concert band in future.

A new acapella choir catering for higher level singers was also started and they have represented the school on several occasions by performing at Falls Rd Primary School and the annual Stirk Fest collective.

Music camp is always one of the highlights of the year. It is a great time to have some fun and get some work done in preparation for the festivals. The talent night is one of those nights that sees the fighting spirit come out but is always full of laughs. Once again we were stationed at Eagle's Nest where the views go forever down the valley and hills inspiration surrounded us.

This year has seen a surge in student numbers across the music program from Years 7 to 11 and the introduction of an upper school music program encompassing performance, composition, technology and developing stage craft skills resulting in a Certificate III qualification.

Over the years many former students have entered the music industry on various levels and we have been very privileged to ask some of these former students to come back and share their stories. This year the amazing X Factor star Reigan Derry dropped in for a workshop with some of our music students. She talked extensively about the industry, gave some excellent advice to some of our more ambitious students, answered many questions and performed several songs. Reigan also talked about how she writes songs and

collectively mapped out a song with the group. All present were really so impressed with Reigan's incredible vocal abilities and the workshop has really inspired this next generation of K Factors!

Music festival time forwarded some brilliant results with the Concert band, Choir and Guitar ensembles receiving accolades of excellence and outstanding. The mid year concert sold out and was so successful that we decided to try something a bit different for the next concert by creating a more community semi formal performance space which resulted in the Twilight Concert. Both concerts were a wonderful showcase of the musical talent that we have here at KSHS and was well supported by Musikal parents, staff, parents and students.



## SENIOR CONCERT BAND TOUR 2015

In Monday July 26th nine Kalamunda SHS music students and one ex-student returned home from a life changing five week tour of the European Battlefields of World War 1 and 2 with the Perth Hills and Wheatbelt Band.

They performed at many iconic places from Australia's military past including Gallipoli and The Western Front.

The tour, entitled Australians at War, saw the band perform in various forms a total of 45 times in 35 days. Many of these were Last Post ceremonies to honour fallen Australian defence personnel in cemeteries, on battlefields, at memorials and on beaches.

These ranged from solo bugle calls, official formal events, a full marching band, a 1940s swing band to flash mobbing bridges, beaches and footpaths.

The band also had the honour of marching through the Menin Gate in Ypres playing Waltzing Matilda at the conclusion of the 29,999th performance of the Last Post Ceremony as well as playing National Anthems and the wreath laying music.

At Fromelles, the band participated in the official ceremony marking the 99th anniversary of the conflict where they provided the ceremonial music for the service, marched the official party to and from the service with a marching



band and provided a free public concert at the public reception afterwards.

The Last Post ceremonies were moving and everywhere the band went their professionalism, maturity and commitment to engaging with the historical significance of the location was commented on. They truly were great ambassadors for their country.

In Armentieres the band played Mademoiselle From Armentieres in the foyer of the hotel where it was composed and the Granddaughter of the original Mademoiselle from



Armentieres came and sang with the band. Afterwards they played to a packed house in the town hall and became the first Australian band to play the French National Anthem there since 1918.

The tour was one on the longest ever mounted from WA and was very successful. In 2018 the Perth Hills and Wheatbelt Band will tour USA including performances in New York, Washington and Los Angeles and Kalamunda SHS will again be well represented in the touring party.

## VISUAL ARTS

Students in Years 10-12 attended Art Camp this year in a different spot, Camp Leschenaultia. They all had a wonderful time, participating in 'plein air' workshops, building natural sculptures, bush drawing, night time drawing and even a special effects make up workshop for a horror themed photo shoot! There was a large outdoor area where a pit fire was built each night and everyone toasted marshmallows. Some exceptional artwork was created on camp and the



students picked up some excellent skills that they can apply to their art studies.

Students were very busy, engaging in a range of workshops on the Saturday mornings. They have participated in Oil and Acrylic Painting, Water Colour, Drawing, Printmaking, Sculpture, Ceramics, Textiles, Jewellery, Digital Media and Photography classes this year. We also entered a number of competitions and had a number of successes. Some of these achievements are listed below.

### HYPERVISION

Emily Vitetta (Year 12) 2nd Place for Sculpture  
Kirra Kermode (Year 9) 1st Place for Sculpture  
Grace Todd (Year 9) Overall Winner – Up and Coming Young Artist Award

### SHAUN TAN AWARD

Eleisha Pirouet – Exhibited

### BANNERS ON THE TERRACE

Briony Bray (Year 9) 1st Place  
Sian Crossman (Year 9) 2nd Place  
Mackenzie Walker (Year 8) 3rd Place

### METAMORPHOSIS AT CENTRAL TAFE

Gareth Weston (Year 12) 1st Place – Digital Design

### ST GEORGES ART AWARD

Emily Vitetta (Year 12)  
Eleisha Pirouet (Year 11)  
Luke Grey (Year 12)

### BLACK SWAN PORTRAIT PRIZE

Amy Stewart (Year 11)  
Melanie Macon (Year 11)  
Teagan Brandis (Year 12)







Congratulations to all the fabulous students who have achieved such wonderful results. Commendations also go to our Year 12 students who finished they year having produced some very thought provoking artwork, demonstrating a high level of skill. This work was displayed at our annual Visual Arts Exhibition in the Gwen Russell Gallery space. The Fashion students have also produced excellent work and many of their creations were seen on stage at the Darlington Arts festival this year.



#### YOUNG ORIGINALS

Amberley Bradley (Year 11)

Bethany Hickson (Year 12)

Gareth Weston (year 12)

Natalie Halse (Year 11)

Sarah Hoey (Year 7)

#### ZIG ZAG GALLERY YOUTH ARTS FEST

Ashleigh Motteram (Year 9) 1st Place

Briony Bray (Year 9) Highly Commended

Eleisha Pirouet (Year 11) 1st Place

Dylan Terranova (Year 9) Highly Commended

Amelia Millard (year 12) Highly Commended

Azmara Summers (Year 12) Overall Best Interpretation of the Theme "It Starts with Us"

#### PSYCHOLOGISTS FOR PEACE AWARD

Eleisha Pirouet (Year 11) People's Choice Award

Annabelle Jenkins (Year 11) 1st Place



# Mathematics

## Mathematics

### Year 12

This year saw the final group of students study the Stage 2 and 3 courses. For Kalamunda Senior High School the results were disappointing. The only course to achieve a mean above the State was Mathematics 2AB.

The statistical measures reflect a high correlation between school and examination performance. The differentials for Mathematics were positive or neutral suggesting students performed better or no worse in Mathematics than in other areas courses.

### Year 11

The new courses of study have proven to be more rigorous than those they have replaced. With the introduction of mandated assessments for Essential Mathematics and a denser syllabus than Stage 1, it significantly raises the academic bar for students. A sharper focus on moderation issues across the state in this course should improve the validity of grading both at the school and State level.

Mathematics Applications appears to be accepted as a good course with content and standards appropriate. The grade distribution was above that of Like Schools. The entry level of a B grade appears to be the correct threshold for students to access the curriculum.

Mathematics Methods is a very demanding replacement for Mathematics 3AB requiring higher levels of competency across all strands so an entry level of A grade is seen as appropriate and has been initiated for Year 11's for 2016.

Mathematics Specialist is delivered through the flexi-learn initiative. Although the teachers have faced some technological and geographical issues the program has been successful but grades distributions for A and B are below those of Like Schools.

### Year 10

The Extension Course has been focused on the high level skills in 2015 with a greater emphasis on algebraic manipulation and the processes of factorisation and equation solving. This appears to have addressed a shortfall in those skills required in Mathematics Methods and Mathematics Specialist.

In 2016 a new textbook in the Cambridge Essentials Series with interactive opportunities using Hot Mathematics will be introduced into the Extension program which will sharpen further

the focus on skills upgrade with a broader approach to problem solving and better demonstrating understanding of concepts.

### Year 9

The course results and structures appear to be satisfactory with the targets being met and assessments aligning with Like Schools, NAPLAN and DoE.



### Year 8

The course results and structures appear to be satisfactory with the targets being met and assessments aligning with Like Schools, NAPLAN and DoE. The Mathematics Department has used BYODs within its instructional framework for homework, the submission of class and homework and submitting assessment pieces.





## Year 7

This group has had results that have varied from NAPLAN and Like Schools. Moderation and consistent assessment frameworks will need to be emphasised.



## RMF (Reframing Mathematics)

In 2015 this initiative was introduced into the Term 1 program. In 2016 the program will be incorporated within the programming with Year 8 having 5 weeks of exposure in the latter part of Term 1 whilst Year 7 and 9 students will have 5 weeks incorporated into their studies in Term 2 and 3.

A staff member has been given time to coordinate this program and a new initiative on trialling Algebra Learning Frameworks is being undertaken in 2016.

## NAPLAN/OLNA

With 58% of the current Year 9 cohort at or above Band 8 there are fewer students than in Year 10 – 12 cohorts required to sit OLNA. It is hoped that a timetabled approach to addressing the needs of students sitting OLNA and such dedicated programs as those incorporated in Mathletics will lead to an improved success rate earlier for those students.

## Achievements and Highlights of 2015

The biggest challenges facing the Mathematics Department in 2015 were the entry of Year 7 students into a high school environment and the adoption of the new WACE Mathematics Courses in Year 11.

A highlight was the continued improvement of the NAPLAN numeracy result in Year 9. Particularly pleasing was the improvement of the girls, who exceeded the Australian mean for the first time.

Such initiatives as RMF, Formative Assessments and diversified pedagogy have continued and been enhanced with the acquisition of more concrete learning aids.

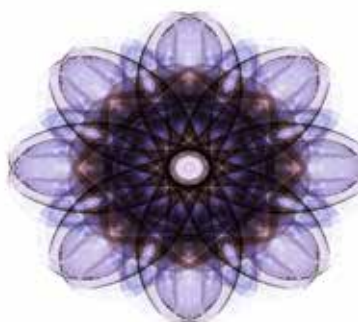
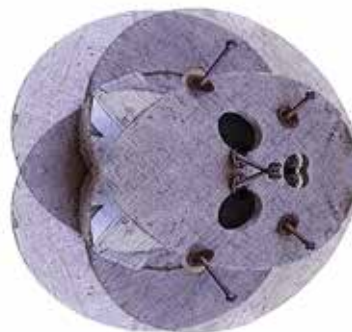
The adoption of BYOD's has been embraced by the department with the posting of more learning materials on Connect for students. Communication with students and

parents has also improved through the use of facilities in Connect.

Mathematics staff have had professional development on developing instructional videos clips for lessons and making them available online for students to use for revision and catch up.

Mathletics has been re-introduced across the school and it is hoped that new material for senior courses and dedicated instruction in NAPLAN and OLNA will support classroom initiatives for improved student outcomes.

In summary the Mathematics Department has embraced the change initiated across the school in 2015 and is well positioned to consolidate and progress on those efforts in 2016.



# English

## English

2015 was a year of significant change. To mark this change and make space for the Year 7 students the English Area found a new home near the upgraded oval at the rear of the school. This area continues to develop and become a space where learning experiences can extend to outdoor areas under colourful shade cover.

In their first year of high school the Year 7 English students participated in cross-curricular learning to incorporate aspects of Humanities and Social Science where they learned about consumer culture, identity, myths, legends, historical narratives and much more. Year 7 Academic Excellence students visited the WA Museum to research indigenous culture and history to enrich their novel study. All Year 7 students also had the opportunity to participate in a day of Greek Olympics to bring to life the texts they had been studying in class. All Year 7s were also the authentic audience for Year 10 work on the life of Shakespeare. Year 7 Master classes began in Term 3 to focus on Literacy.

2015 was also the first year of high school for Year 8 students who took part in multiple thematic units of work one being Sustainability. At the start of the year Year 8 students were offered the opportunity to attend The Perth Writer's Festival for a day of enriched writing experiences and the opportunity to meet some of their favourite authors. Having been enthused by The Great Australian Spelling Bee on television the Year 8's under the guidance of Ms Cox- Flory began a Spell-Off which saw them learn, and be tested on, 20 new words each fortnight. Year 8 Students transitioned well into the school and into their English classes.

For the second year in a row Mr Sijka ran the Rite Journey which is a successful guided rite of passage program for a group of Year 9 boys. This program is embedded in the English curriculum and involves outdoor adventures and cultural experiences. The successful Year 9 program was consolidated and further developed in 2015 and the students responded well and met both sets of academic performance targets.





Year 10 English took a new turn with the implementation of a program designed to develop the student's wonderment about the world. The Year 10s created and displayed social media style posters in the Year 7 common area to celebrate all that they had learned about William Shakespeare and his influence. This display formed a point of reference for Year 7 students. The final term saw the creative art of spoken word and performance poetry brought to life and the students attended a performance by an acclaimed spoken word poet and then went on to create their own poems for possible publication in the school blog *Differently Wired*. Students responded well to this program and both sets of academic performance targets were met for this cohort.



In upper school five courses were offered as we transitioned from Courses of study into ATAR and General English courses. Stage 1 Literature and Stage 3 English were taught for the last time to be replaced by Year 12 ATAR and General courses in 2016.

Year 11 ATAR was introduced in 2015 and the students successfully transitioned into this course and met both sets of academic targets.

In 2015 Literature was reintroduced and twenty students entered the Year 11 ATAR Literature course at the start of 2015 and the student academic performance targets in respect to numbers of A and B grades were solidly met. During the year this group of students studied and made multimodal responses to some challenging texts. They also travelled to New Norcia and were immersed in the culture of this unique monastic town. There they learned about Aboriginal culture, visited the museum and art gallery, completed a cemetery study and took part in poetry and creative writing workshops.

In 2015 21 ATAR courses ran at KSHS of those 21 courses Stage 3 English was the 1st or 2nd best score for 46% of the students.

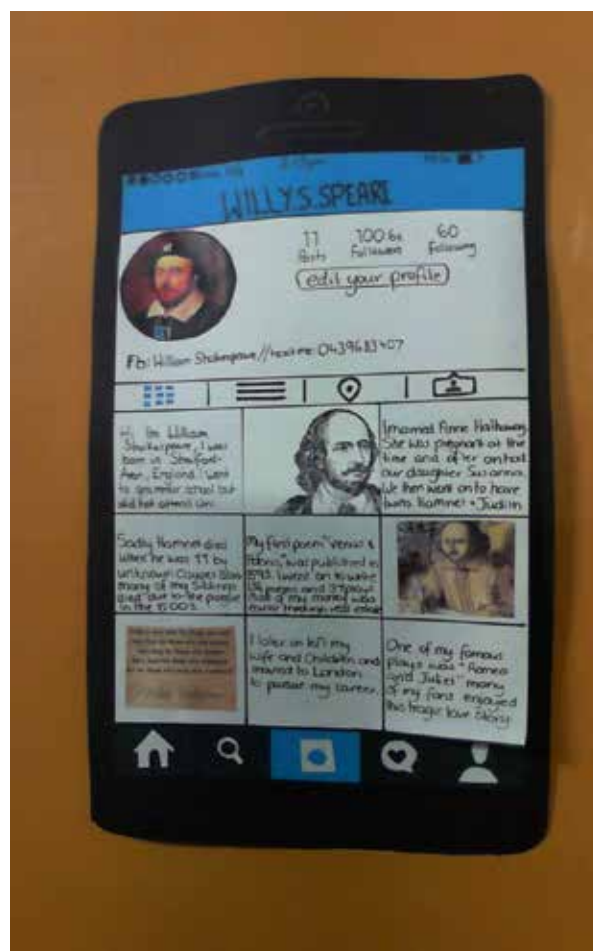
The top mark for 3AB English which across the 21 courses on offer across the school was only eclipsed by Mathematics 2AB/2CD, Human Biological Science 3AB and Modern History 3AB.

Stage 3 English students were all offered the opportunity to attend Curtin Conference in July to give them a taste of the University Experience to which they all aspire. The conference was targeted at the main course concepts and examination techniques.

The long tradition of KSHS Debating continued in 2015 and congratulations must be offered to the Year 7 Novice Debating Team for their efforts in the West Australian Schools Debating League competition. Under the careful guidance of Ms Karen Stuart this group showed consistent dedication and enthusiasm and progressed from being inexperienced in competitive debating to winning their last two debates in Round 4 and Round 5 against All Saints and Shenton College respectively.

The writer's blog 'Differently Wired' was developed as both a lunchtime space for writers and a school based poetry blog which can be found on the school website. It is managed and edited by Ms Alex Geneve. The blog is named after Eminem's song "Legacy" which is a cry for understanding and acceptance from a young person doing it tough for being 'differently wired.'

After school homework classes were made available to all students throughout 2015 and it was pleasing to see Year 7 students taking regular advantage of this opportunity.



# LANGUAGES

## Languages

### Asian Language Hub

#### Japanese

This year the Japanese classes at Kalamunda have been incredibly busy! We were fortunate to have Japanese exchange teacher Yuki Osuki work with our students to strengthen the school's ties with Japan, and practise communicating with a native Japanese speaker. She taught the students many things including giving us a demonstration of the traditional Japanese sport of Kendo. We were all very sad to see her return to Japan at the beginning of Term 2.

During Term 2 we had an in depth look at Japanese food and tried many different things. We tried sushi, osenbei, misoshiru, green tea and onigiri. The majority of students enjoyed the opportunity to try many different foods.



Term 3 saw Kalamunda SHS host Japanese exchange students from our sister school Kobe University High School, from 25 July to 7 August. These students were aged from 15-17 and stayed here for 2 weeks with host families from the school. The students enjoyed many new and different opportunities including ringing the bells at the Perth Bell Tower. Their stay within our school community culminated in a Sayoonara Party where we

were all entertained with some Japanese songs.

Term Four ended on a high note as we were lucky enough to have a traditional Taiko (drum) and flute performance duo entertain us.

#### Indonesian

##### Suara Indonesian Dance Incursion

About 70 students studying the Indonesian language participated in this dance incursion on the 10 November 2015, to experience a hands-on interactive workshop of Acehnese dance demonstration.



This is a Dance Group who use dance to preserve the beauty and diversity of Indonesian arts. The Dance Group is a fusion of rhythm using sound and dance from various parts of Indonesian to enrich the students with their learning and cultural awareness of the Indonesian language. It is a holistic learning experience for the students. They were awestruck as the dances



performed the most intricate movements and gestures seem effortless.

The students took turns to dress in traditional clothing and dance creating rhythmic patterns together and learning basic pencat silat (martial arts) movements.

#### Italian

One of the great joys of learning Italian is understanding and appreciating the uniqueness and beauty of its culture. At Kalamunda SHS students are encouraged to use their language skills in class and within the community. Our very own community consists of many Italian families and businesses. It is important that we acknowledge and embrace this. All students are taught a variety of communication skills which include speaking, reading, writing and viewing about a variety of amusing topics.



In 2015, the Year 7s began their journey at Kalamunda Senior High School. In Italian, they have reflected on their primary school Italian lessons and have now progressed to more complex language learning and exciting new topics. In Term 3, Year 7s were successful in achieving amazing results when they created a 3D model of something that represented the Italian culture. Students collaborated with their parents and friends to build and research something magical! Gondole (gondolas), un appartamento di Venezia (a Venetian apartment), il Colosseo (the Colosseum), un teatro (a theatre), Romolo e Remo (Romulus and Remus) and Il Pantheon (the Pantheon) were some of the magnificent creations accomplished. The Year 7s have also taken part in Italian interviews and a variety of role playing, virtual tours through Italian museums and meeting Otzi the Italian Ice man! Che divertimento! What fun!

Languages over a two year period. A second language can provide many options and opportunities for one's future. Buon lavoro to all the Italian students of 2015 and as Leonardo Da Vinci said "Imparare non esaurisce mai la mente (Learning never exhausts the mind)".



The Year 8s are an impressive group of language students. In 2015 they have demonstrated an excellent command of the language by creating video presentations of their own fashion shows. The students had to create a range of clothing, model the outfits and narrate the fashion show in Italian. Fare una bella figura (To make a good impression) is an important Italian motto. And this is exactly what the Year 8s achieved this year!



Lastly, the Year 10 Italian students displayed great dedication by completing their Certificate II in Applied Languages in collaboration with Central TAFE. These students have become experts in the fields of Social Purposes and Workplace Communication. Students were taught relevant skills in the target language in order to be able to communicate effectively in a variety of social situations and also within the workplace. Students were able to create their CVs in Italian, search and apply for a job in Italy and conduct realistic interviews. In 2016, Year 9 students will be able to complete a Certificate II in Applied



# Humanities and Social Sciences

## Middle School Summary

With the introduction of the Australian Curriculum the Humanities Learning Area was in a state of significant change.

We were of the view that the introduction of all elements of the Australian Curriculum in Humanities and Social Sciences was going to be difficult based on the time allocation of 4 hours per week. In 2012 we set up a process of curriculum delivery that ensured that all 4 key areas of the learning area were given adequate time. However with the introduction of the Western Australian Curriculum adjustments to this plan resulted in a 2 year cycle, giving more time to History and Geography. Economics and Business is now taught in the same semester as Geography, whilst Civics and Citizenship is taught during the same semester as History.

As 2015 was a trial year for this new cycle, adjustments will continue to be made that best suit the delivery of the program and assessments. The direction from SCSA regarding the Western Australian curriculum has provided a basis for the development of more streamlined delivery of the curriculum and the development of assessments. This will lead to students demonstrating better understanding of content and skills across the learning area. Teachers have worked extremely hard as individuals and a team to develop realistic, interesting, engaging and worthwhile programs and assessments. The outcomes of this fantastic work will be seen in 2016 and beyond.

## Senior School Summary

In Senior School students were exposed to the new courses in Year 11 and teachers worked hard to implement these throughout 2015.

A number of the courses at a Year 11 level have changed significantly, whilst others have required minimal modification. Generally there has been a need to revamp assessments, particularly in relation to the development of marking keys in a style recommended by SCSA. This is an ongoing challenge.

The final year of the 3A/3B courses were completed by Year 12 students. The final delivery of 3A / 3B course in Modern History and Politics and Law resulted in very mixed results which were disappointing.

A significant effort on the part of all the teachers of Year 11 and 12 to ensure students were provided with effective lessons, revision opportunities and

individual support was received well by Year 11 students, but with muted enthusiasm by some Year 12s.

## Competitions

Students in Humanities are provided with the opportunity to participate in many curriculum based competitions. We encourage all students to participate in these competitions to improve their skills and knowledge in Humanities.



The Premiers ANZAC Tour is a competition which promotes opportunities for outstanding young ambassadors to represent Western Australia on a history and commemorative study tour overseas. AJ Nash was successful in his application and was lucky enough to win a place on the 2015 tour. The focus of which was the Centenary of the Gallipoli landings. Congratulations to AJ for his achievements. Of course without the support of teachers students would not be as successful in these competitions and Ms Free is to be congratulated for the part she played in AJ's success. Ms Free was also successful in gaining a place on the tour as a teaching supervisor and was able to further her historical knowledge through this opportunity. For the 2016 competition William Powell was successful in gaining an interview - well done to William.

The Australian Geography Competition is a contest for Australian secondary school students, assessing their





geographical knowledge and skills. The competition aims to encourage student interest in Geography and to reward student excellence. This year a large number of students entered and the following students were very successful in a competition that attracts 80 000 entries across Australia, gaining a high distinction:

Sian Crossman, Hannah Croysdill, Ewan Fraser-Easton, Danyon Gosstray, Kayden Hughes, Rachel Bayley, Yuval Berman, Corey Ireland, Calum Mcleod, Declan O'Hanlon, Daniel Motteram

The Parliament of Western Australia Statewide Student Parliament is held every year and provides students with the opportunity to learn about the parliamentary process. The students take on a specific role within the parliament and are provided with the opportunity to develop their skills of presentation and negotiation amongst students from around the state. Brittany Isaia was successful in applying to be a representative and was allocated the role of Senator for Eastern Hills.

### **Excursions / Camps / Incursions**

This year a number of excursions were organised to reinforce the learning that was taking place in the classroom.

Year 11 Geography students were provided with two opportunities to learn outside in the classroom. Early Term 1 as part of their study of Atmospheric Hazards students were taken to the Hills Forest Discovery Centre to learn about the dynamics of fire in the Australian bush and then a tour of the recent fire that took place two years ago in Parkerville. This day presented students with a unique opportunity to apply what they had been learning about in their Geography class and see first-hand the impact of a bushfire.

Later in the year students travelled to the Collie region to investigate the mining of coal and its importance and impact on the local area. The students spent two nights away from school conducting fieldwork activities and spending a brief time reviewing their study of bushfires when visiting the Boddington area on the way home.

Year 10 (AE – Psychology) students had the opportunity to visit Curitn University to have a psychological experience

with members of the Psychology Department. This excursion was designed to introduce students to the subject of Psychology which many Year 10 students choose when making decisions about the courses they want to study in Year 11. Year 10 students also had the opportunity to hear from a guest speaker regarding their financial future. This was a most valuable way to ensure that our students get a sound financial literacy as they head into the years when they begin to start working.

Year 9 (AE – Geography) students were given the opportunity to investigate their city on the ground in a visit to the CBD and surrounds. The students learned about the concept of a more liveable city along with a look at Perth from a historical perspective.

As part of their study of Geography, Year 7 students visited the South East Regional Centre for Urban Landcare (SERCUL) and spent the day investigating wetlands. This was an entirely hands on experience which reinforced the learning completed in class. During Term 4 History Day took place on Maide Vale reserve. They were very busy applying their knowledge of the Ancient Civilisation of Greece to their day of hands on activities.



# Science

## Science

This year has been another busy year. The Science staff have all been working hard to bed down the new Australian Curriculum across Years 7-11. The Science staff have continued to deliver a strong Science program at all year levels.

During 2015 the Science students at Kalamunda SHS engaged in a variety of competitions, excursions and extension exercises all designed to enhance their learning. A small selection of the highlights were:

### Big Science Competition

87 students from Years 8 to 10 competed against 46,500 students across the Australasian region. This year we had 5 students achieve high distinctions (in the top 5%) and 11 students achieve distinctions (in the top 15%). We also had 40 students achieve credits. Congratulations to all of those students.

### Physics Day at Adventure World

For the ninth time our Year 11 Physics students attended this day at Adventure World. Physics students from schools all over the state came to complete activities based on the Physics involved in the various rides, watch demonstrations of Physics in action and learn about the wide range of careers in the Physics area.

### Catapults and Bridges

Once again this year our Year 12 Physics students competed to build a catapult to project an egg the furthest distance



without breaking it. As always the designs were varied ranging from the traditional through to the more unique.

In another challenge these students were also required to construct a bridge using only spaghetti and glue. The bridge had to span a gap of 42 centimetres and support at least 25 times its own weight.





### Zoo Trip

Students from the Year 9 Academic Extension Program tackled issues of endangered species and conservation at Perth Zoo. A specialist at the Zoo led them through the issues and stories of species protection including digital voting by the class to form a group consensus on how to assess and manage case studies presented, followed by visits to the enclosures.



Also visiting the Zoo were our combined Year 12 Human Biology students with the Biology 11 group.

For students of Human Biology it was a chance to get up close and personal with members of the Primate family as part of their work on Human Evolution.



### Kalamunda Day

Each year the Science staff use Kalamunda Day, coinciding closely with the National Science Week, as an opportunity to celebrate the role and importance of Science in our daily lives. This meant great demonstrations and the chance to get hands on. Staff dazzled us with displays such as the Frozen Show using liquid nitrogen to shatter flowers and bananas, and shrink balloons before restoring them to full size, Elephant's Toothpaste, Smoking Gun Show and Human Reaction Time.

### Darlington Primary School Visit

As part of National Science Week, Darlington Primary School held a Science day in which the whole school ran activities focussing on Chemical Sciences. Kalamunda SHS staff and some former Darlington PS students gave a science demonstration for the school assembly. The morning was off and smoking with a vortex cannon, blowing over cups and sending smoke rings into the crowd. This was followed up by dry ice experiments, heat and cold packs and an explosive finale with flaming hydrogen balloons.



### Forensics Incursion

Our Year 11 and Year 12 Cert II in Sampling and Measurement students had an opportunity to engage with one of Australia's leading forensics scientists Hayden Greed. After dispelling any myths or falsehoods television shows create, the students were given evidence and taught skills to solve a crime. Students were required to analysis the evidence to narrow the field of suspects.



# Technology and Enterprise

## Technology and Enterprise

2015 was a year of introduction, consolidation and refinement for the T&E Department. The new General courses in Children, Family and the Community, Materials, Design and Technology, Applied Information Technology and Technical Drawing were implemented. The Department continued the development of its range of Certificate Courses, staff having committed to a process of reflection and refinement. This saw an improved completion rate in the Certificate Courses in T&E. The high success rate for students studying Certificate II's has significantly contributed to the overall Attainment Rate for students at Kalamunda SHS.

Success stories for the year included Albert Jalipot – Young Designer of the Year Australia. Albert is a very talented designer and sewer, who took out the WA Apex Awards for Daywear and Evening Wear. As the WA finalist, he had the opportunity to then compete in the Australian Finals and went on to win the Australian Young Designer of the Year Award.



Albert Jalipot with Jamie Brae (model) – Winner of Young Designer of the Year Apex Fashion Awards 2015.

The new Food Science and Technology course, both ATAR and General, continue to be a growth areas for the Department. For the first time, students sat the ATAR exams in Food Science. During the year students visited Foodbank, and found the facilities and programs offered to be very interesting.

In Children Family and Community, the Year 11s were involved in a program that required them to design, collect and produce care packages for the homeless in Perth. Student response to this project was heartwarming to see, and the packages handed over before the start of winter (which included handmade ponchos, beanies, rugs, pillows, gloves, food items, personal hygiene products and thoughtful messages of support) were accepted by the Salvation Army and distributed immediately. These students made a real difference in the lives of others last winter.



Another area in which a great deal of effort and planning have seen change and improvement is in the Information Technology courses for our lower school students. A continuous program of reflection and revision has seen the development of more engaging and relevant IT courses that offer students the chance to participate in activities that are relevant to this rapidly changing world of technology.

## 2015 Highlights and Main Achievements

During 2015 the Technology and Enterprise Learning Area had successes with the achievement levels of students in a variety of year groups and across the departments (Design and Technology, Home Economics and Information Technology).





In KSHS Upper School there were some areas of improvement or maintenance of high achievement. These include:

Attainment of targets from the school business plan:

- Excellent rate of achieved qualifications in Certificate II Business, Applied Fashion, and Information Technology. (Above 90%)

Improved or good progress towards targets from the school business plan:

- Certificate II Hospitality (High Year 12 attainment given that they managed to complete in one year)
- Improved results for students at academic risk in Design (Tech Graphics) and AIT General (significant improvement from 2014)



that have not been formally moderated for many years. In particular, staff are gaining confidence and experience in delivering the Certificate Courses, and this continues to be a strength of this department. 2016 should see some exploration of the reinstatement of a Certificate Course in the D&T area, as a Cert II in this area would be of interest and use to our clientele.

Staff in the department are enthusiastic regarding the development of year long courses for 2017, which will start to happen mid year and will coincide with an increased and more formalised focus on the implementation of the WA Australian Curriculum. The Department will to examine our role and possible future responsibility for STEM focus at KSHS. These innovations in the may provide a vehicle for change in approach and curriculum.

However, there were also some areas of concern that will need to be reviewed and improved upon during 2016 including:

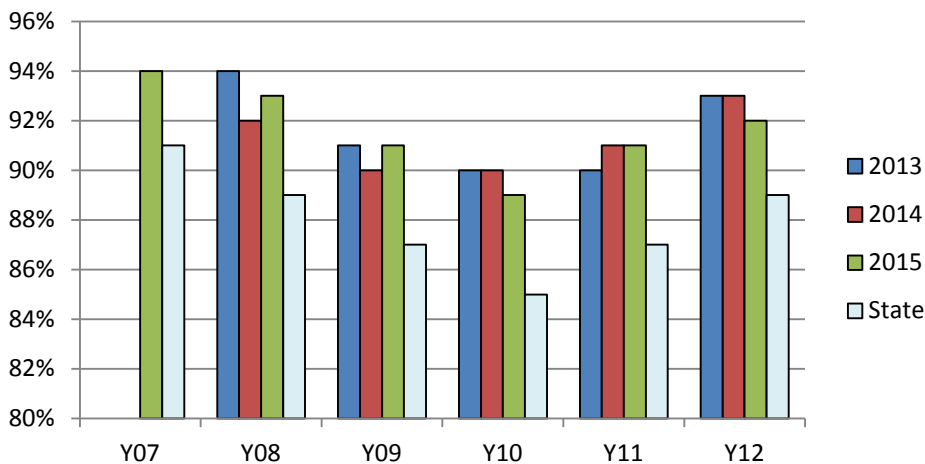
- Reflection on Year 12 ATAR results and scaling data for those courses
- Reflection and development of strategies to address students who are at risk of not achieving a C grade, particularly in KSHS Upper School courses.
- Moderation of marking between teachers and schools
- Ongoing development of courses to better reflect the needs and interests of our students to improve student engagement and motivation.

Overall, the Technology and Enterprise Department experienced some of the trends shared by other Departments in the school in examining our results from 2015. However, a willingness amongst the teachers in this learning area to look at practices for 2016 is encouraging. The data that will be gained from the Year 12 Externally Set Tasks will be invaluable for courses



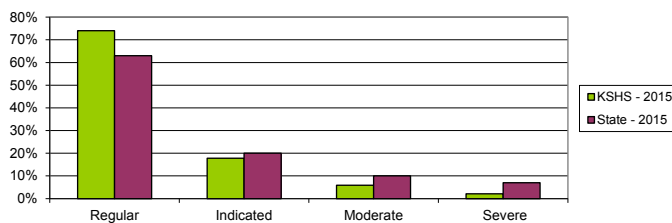
# Non-Academic Data

## Attendance Trends - by year group

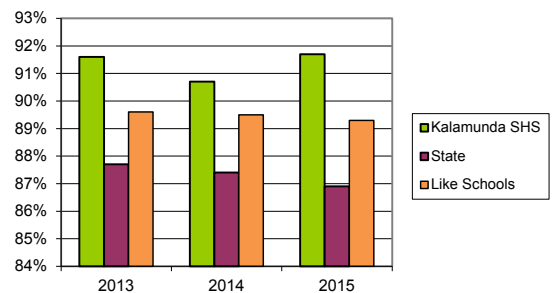


Attendance is above the State for all year groups and has shown improvement in Years 8 and 9 from last year. Year 10 attendance is an area of concern and slipped from the excellent result in 2014.

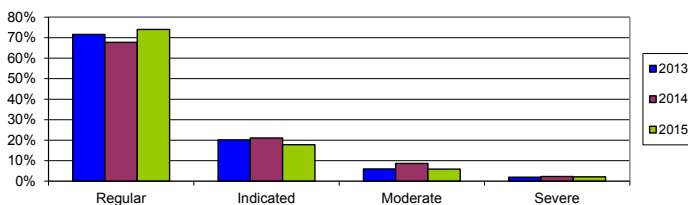
## Attendance category - 2015



## Attendance

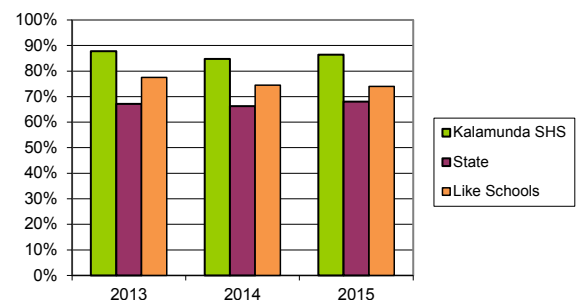


## Analysis of KSHS Attendance - by category



Regular attendance has improved on the previous years and overall attendance for 2015 reached the target of 92%.

## Aboriginal Attendance



Attendance is above the state and like schools for all students including Aboriginal students.



## Student Services

Student Services has a model, which includes a fulltime Attendance Officer and a Duty Officer to triage incidents. The duty team consists of both Associate Principals, the Student Services Manager, Head of Middle School and the Head of Senior School who are rostered for the day to ensure that a senior member of the executive team is available at all times. This strategy has been highly successful in ensuring continuity of service and an improvement in response time for incidents in the school.

## Pastoral Care Programs

Student Services address the priorities of improved academic and non-academic achievement through a range of support programs. The delivery of these programs to targeted groups has led to improvements in attendance, a drop in suspensions and in participation. Student Services continues to measure the effectiveness of these programs and implement new programs where the need arises.

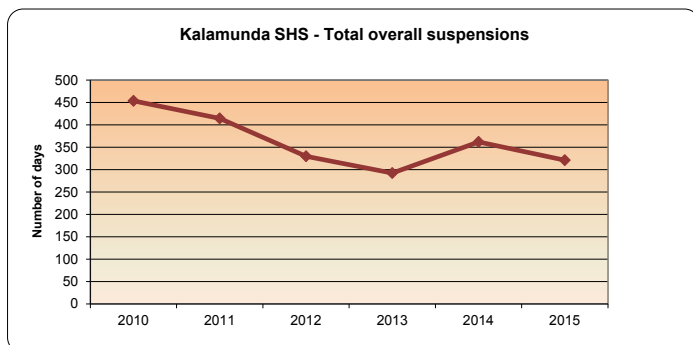
2015 Program included:

- Good Standing Monitoring and Review
- Mentor Groups as a key support for students
- The Learning Centre
- Act Belong Commit - Mentally Healthy Schools
- School Volunteer Program
- Bully Busters Anti-Bullying Program
- Reward Excursions
- Hillside Farm
- Restorative Justice Intervention
- Healthy Relationships
- Drumbeat
- Managing challenging behaviour and resiliency workshops
- Individual Behaviour and Risk Management Plans
- Parent Information Sessions
- Armed for Life

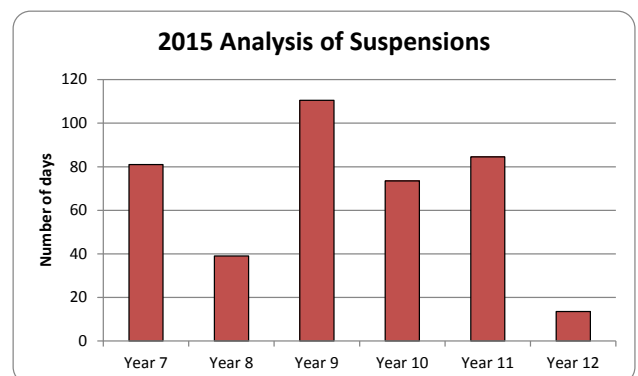
- Asthma Friendly School
- Year 7 Values Camp for Year 7 students
- Bibbulmun Challenge for Year 8 students
- Triple Challenge for Year 9 students
- The Rite Journey for Year 9 boys
- Stride program for Year 9 girls



- IGA and KSHS attendance Partnership
- Student Leadership workshops
- Kalamunda Day celebrations to reinforce our School values
- Stepping Up - Year 10 Engagement Program
- Course Counselling
- Dr Yes
- Curtin Ahead
- Careers Expo
- WOW
- Transition Taster
- Motivation and Engagement survey and follow up
- Keys for Life
- About Youth Health Expo



Despite having 300 extra students, the suspension rate has continued the downward trend since 2010.



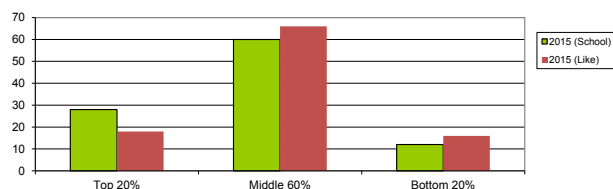
Whilst there was an unexpected high number of suspensions in Year 7, the highest number of days is Year 9, mainly boys.



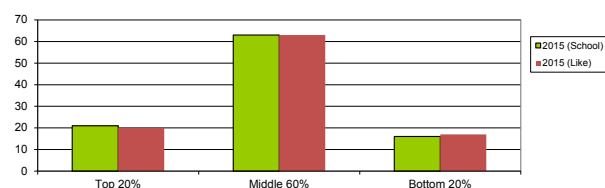


# Year 7 and 9 NAPLAN Achievement

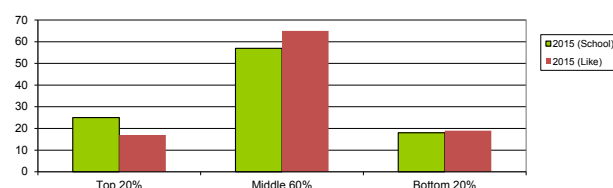
Yr 7 NAPLAN Longitudinal - Reading



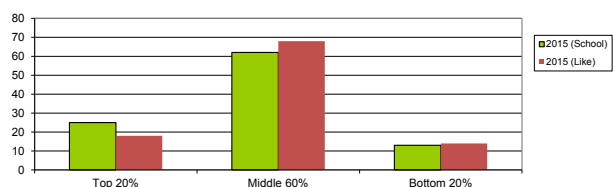
Yr 7 NAPLAN Longitudinal - Writing



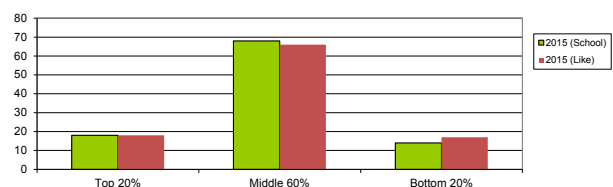
Yr 7 NAPLAN Longitudinal - Spelling



Yr 7 NAPLAN Longitudinal - Grammar



Yr 7 NAPLAN Longitudinal - Numeracy



This year was the first time that Year 7 students sat NAPLAN in secondary schools. The data shows that our students performed well except in numeracy. However of more importance will be how they track through to Year 9 in subsequent years.

The school has used a Year 7 team approach to support the learning for this cohort of students. This structure was constructed to blend the benefits of both the primary and secondary school setting. Students stay together for their Mentor Group and for Maths, English, Science and Humanities. The same teacher teaches them English and Humanities and another teacher has the same classes for Mathematics and Science. Teachers were chosen, as subject specialists, but with a knowledge of the particular needs of this age of students. A combination of primary teachers who had completed the Switch program, along with specialist middle school secondary teachers were chosen to be part of this team. A Year 7 Coordinator was also appointed to lead the team.

All results have tracked similarly to both state and Australian trends. Numeracy has remained a focus for the school, with the participation in the Reframing Mathematics research project based at RMIT in Melbourne being used to identify and support students with difficulties in Mathematics understandings.

Reading has remained in line with the Australian mean but writing has dipped below both State and Australian means and a re-invigoration of previous programs is needed.

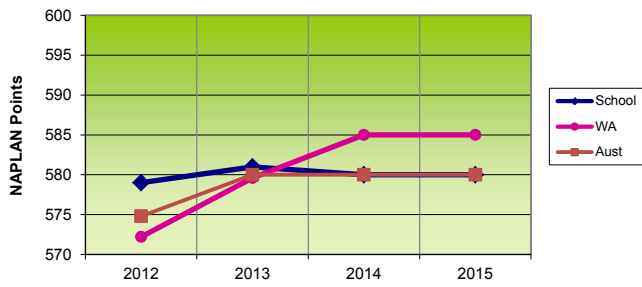
Considering more finer analysis, we have made significant progress at both the top and bottom ends of achievement over the last 3 years.

Staff have used a range of strategies to improve academic performance for students. Strategies such as Formative Assessment, Assessment for Learning, Thinking skills, Learning Centre, Masterclasses, soft streaming, the Literacy and Numeracy Committee and the Reframing Mathematics research project have been effective supports for this improvement.

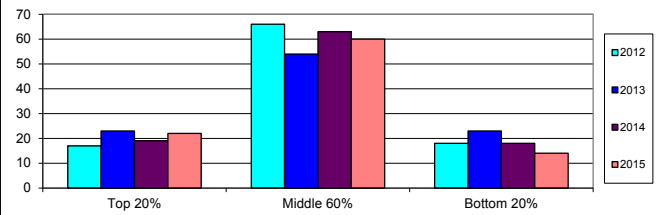


## Year 9 NAPLAN - National Assessment Program Literacy and Numeracy

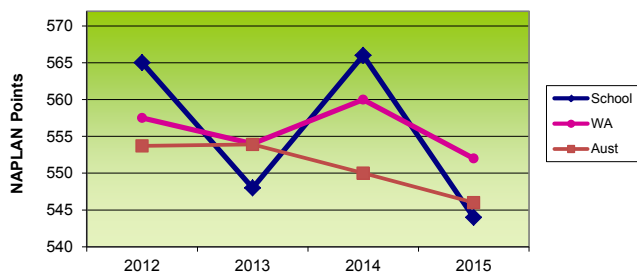
2015 NAPLAN - Reading



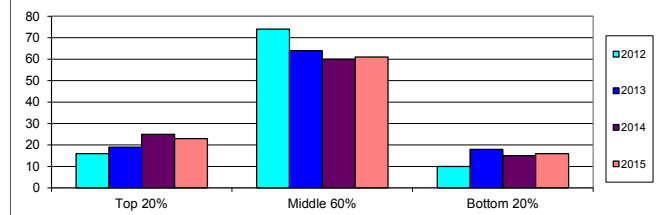
NAPLAN Longitudinal - Reading



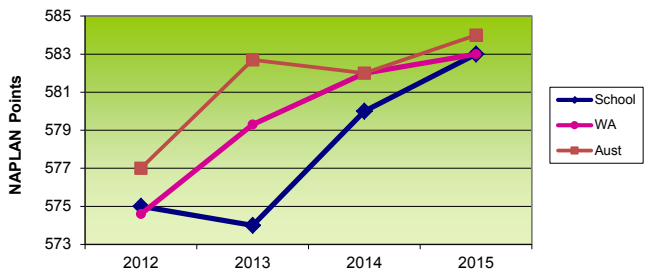
2015 NAPLAN - Writing



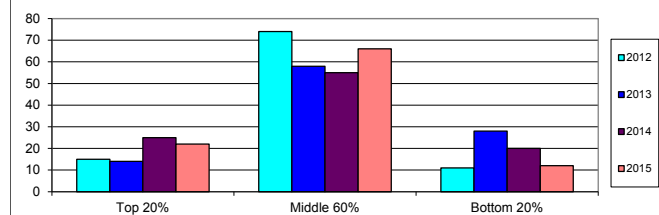
NAPLAN Longitudinal - Writing



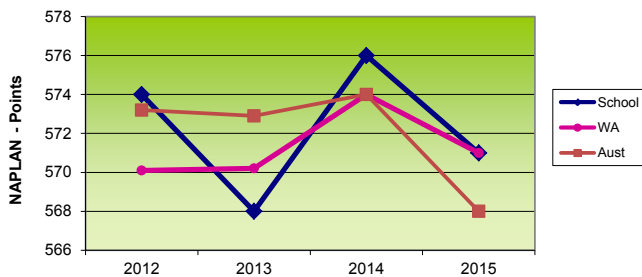
2015 NAPLAN - Spelling



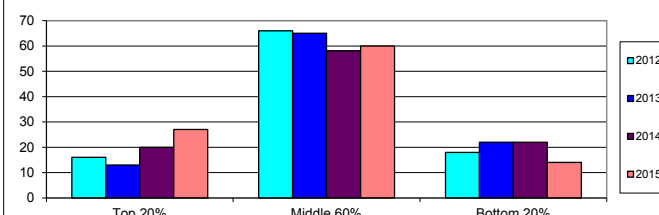
NAPLAN Longitudinal - Spelling



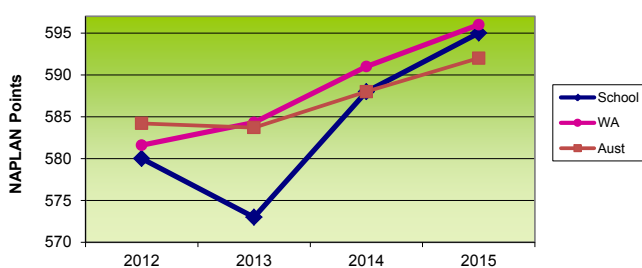
2015 NAPLAN - Grammar and Punctuation



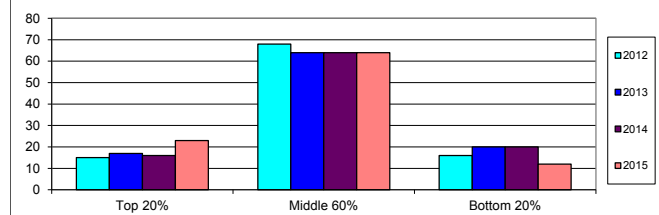
NAPLAN Longitudinal - Grammar



2015 NAPLAN - Numeracy

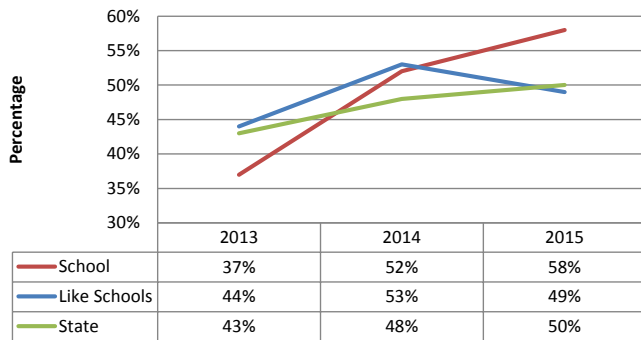


NAPLAN Longitudinal - Numeracy

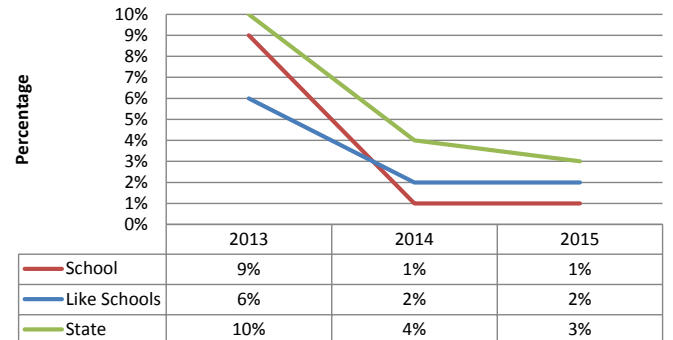


# Year 9 NAPLAN Achievement (continued)

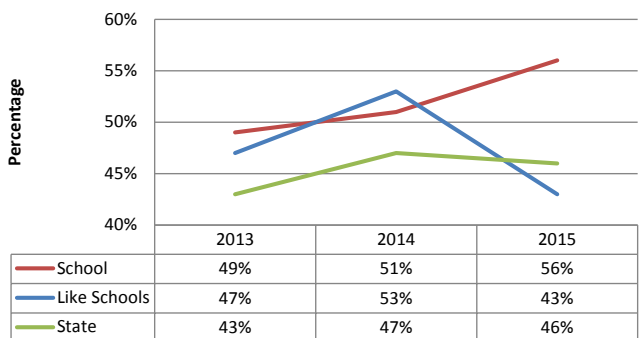
## Yr 9 - Numeracy - Above Band 8



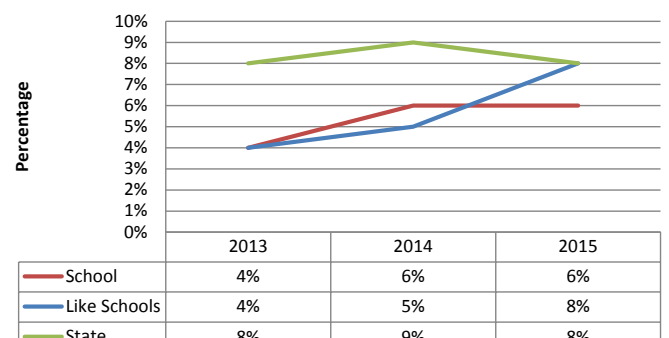
## Yr 9 - Numeracy - Below Band 6



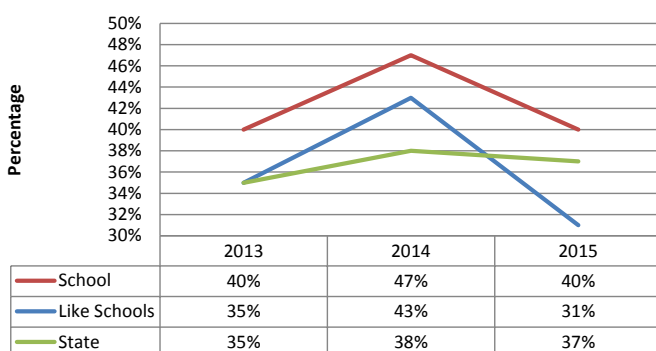
## Yr 9 - Reading - Above Band 8



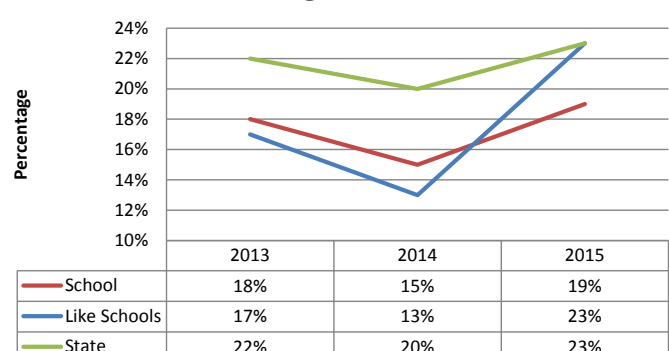
## Yr 9 - Reading - Below Band 6



## Yr 9 - Writing - Above Band 8



## Yr 9 - Writing - Below Band 6



Considering more finer analysis, we have made significant progress at both the top and bottom ends of achievement over the last 3 years.

Staff have used a range of strategies to improve academic performance for students. Strategies such as Formative Assessment, Assessment for Learning, Thinking skills, Learning Centre, Masterclasses, soft streaming, the Literacy and Numeracy Committee and the Reframing Mathematics research project have been effective supports for this improvement.





## Learning Centre

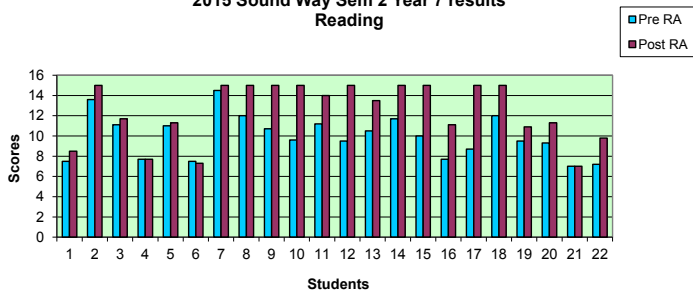
The Learning Centre provides literacy and numeracy support to all students. Although the program focuses on identifying and working with students when they enter high school, support is offered across Years 8 - 12.

The Centre is well resourced with a 2.75 full time staff allocation.

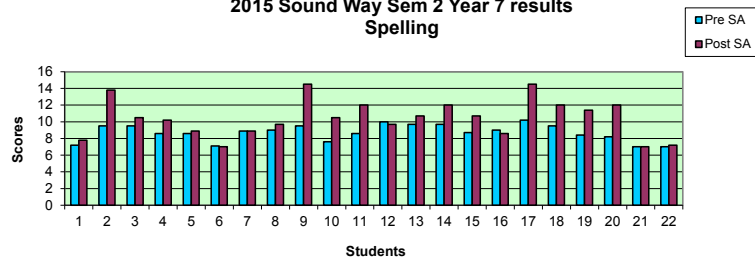
## Programs and Support

- Sound Way (Reading / Spelling program)
- Athletics
- Spelladrome
- Steps: Tactical Teaching Reading (staff professional learning)
- Year 9 Literacy and Numeracy classes
- Reading and writing strategy development
- Developing differentiated plans for students with learning difficulties (eg dyslexia, dysgraphia, dyspraxia, CAPA, autism)
- Assisting with learning adjustments
- Professional development
- Data analysis to inform future planning
- NAPLAN strategy support
- ONLA Support
- Assisting Language Background other than English (LBOTE) students to improve their English.

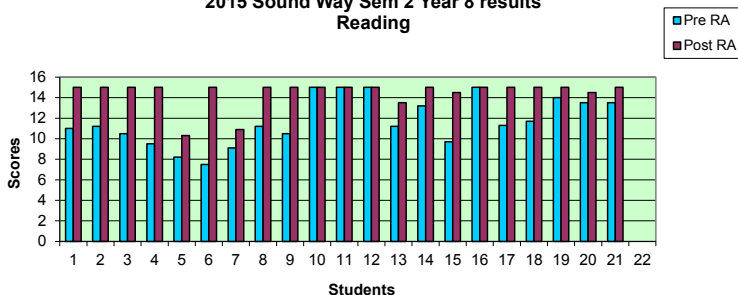
2015 Sound Way Sem 2 Year 7 results  
Reading



2015 Sound Way Sem 2 Year 7 results  
Spelling

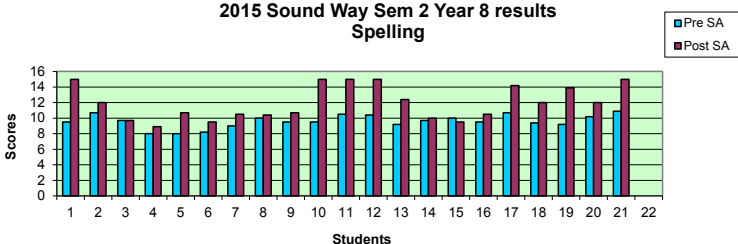


2015 Sound Way Sem 2 Year 8 results  
Reading



With a double cohort of students in 2015, the Soundway program was run in both Years 7 and 8. These graphs show improvement in both Reading Age (RA) and Spelling Age (SA) for students involved in the Learning Centre program. They were tested on entry and again after the completion of the program. All students showed improvement, with slightly higher improvement in Reading.

2015 Sound Way Sem 2 Year 8 results  
Spelling



# Staffing

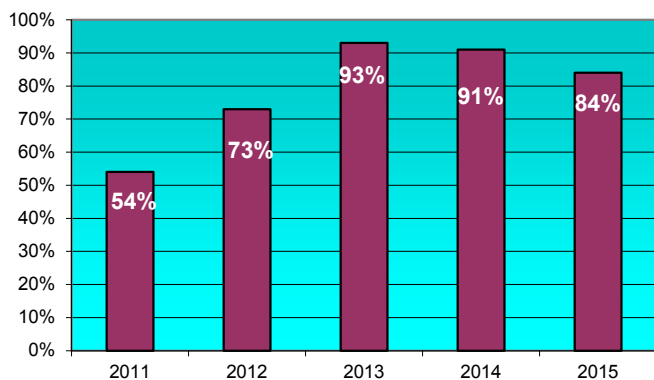
## Staff Professional Learning

Through the IDEAS process, the school community developed a School-Wide Pedagogy. The key elements for teaching are Reflecting, Collaborating, Engaging and Relevance.

Staff are continually supported and encouraged to develop professionally through a range of strategies. These include whole school development programs, individual professional learning guided by performance management and the use of a reflective journal. The journal is designed to encourage staff to reflect on their teaching practice with the aim of identifying areas for improvement and enhancing areas of success. This in conjunction with a Peer Coaching program encourages staff to continually improve.

A focus for the school is to have all teachers trained in the Classroom Management Strategies. This enables a common language to be shared amongst teachers and students in turn are aware and familiar with these expectations and practices.

**Percentage of staff trained in CMS**



With a significant increase in the number of staff in 2015, due to the introduction of Years 7 and the half cohort leaving, the proportion of staff with CMS training decreased in 2015. As opportunities for training become available, the school will work to achieve the target of 100% training as outlined in the School Business Plan.

Teachers will be further immersed in the training by undertaking the extension modules in Instructional Strategies.

Individuals and groups of staff have also been involved in a range of other professional learning in areas such as: motivating and engaging students, Australian Curriculum, assisting student with learning difficulties, formative assessment, Classroom Management (CMS), leadership, Science and Technologies (STEM), Certificate IV in Teaching and Assessment, the integration into teaching programs of ICT, Connect and Interactive Whiteboards.

Data shows that 96% of staff were actively involved in professional learning activities in 2015 and 94% of teachers analyse student achievement data to inform their practice.

## Peer Coaching

Quality teaching is a high priority in the school and is a Focus Area in the Business Plan. Peer coaching remains a key strategy to improve teaching practice and effectiveness. Peer Coaching has been in place at the school since 2012.

During 2015, 93% of staff participated in Peer Coaching. This involves teachers working with a colleague to plan and commit to an area of improvement, meet regularly with their coach, using the Growth Coaching framework and to undergo classroom observation.

## Learning Leaders

This strategy has been in operation in the school since 2014. It involves a leader working with others to facilitate learning, trial strategies and discuss student achievement in a Professional Learning Group. These groups are divided into areas of interest, aligned to the school Business Plan, to provide choice and differentiation for staff professional growth.

## Developing Leadership

The school is committed to growing and developing leaders in the school. Staff involved in the Learning Leaders strategy meet together to support each other and have been involved in professional learning to develop their leadership skills.

A three day leadership program was run during 2015 to develop leadership skills, understanding working with and managing others, giving feedback and coaching using the Growth Coaching model.

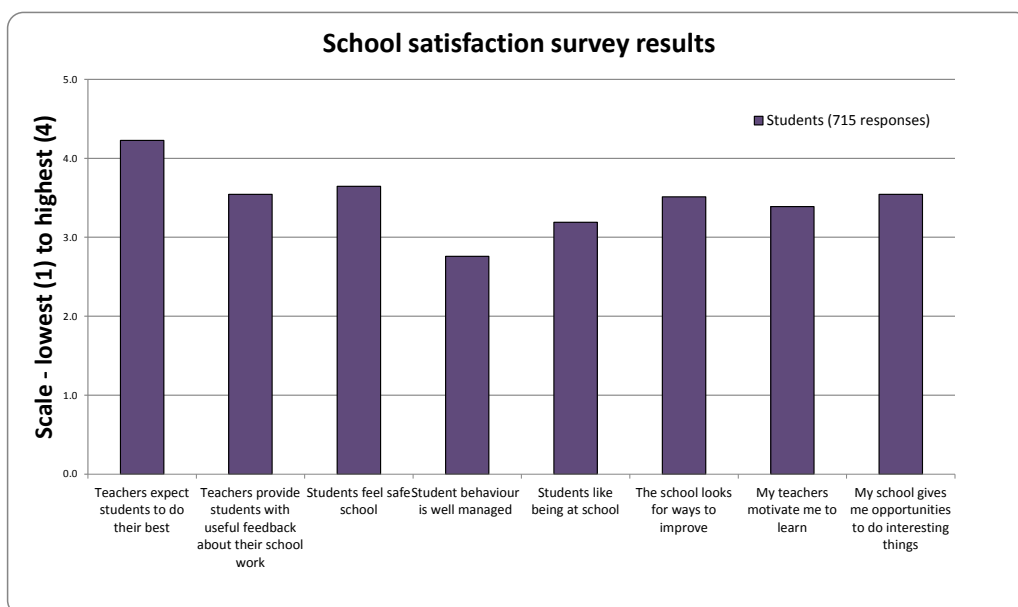
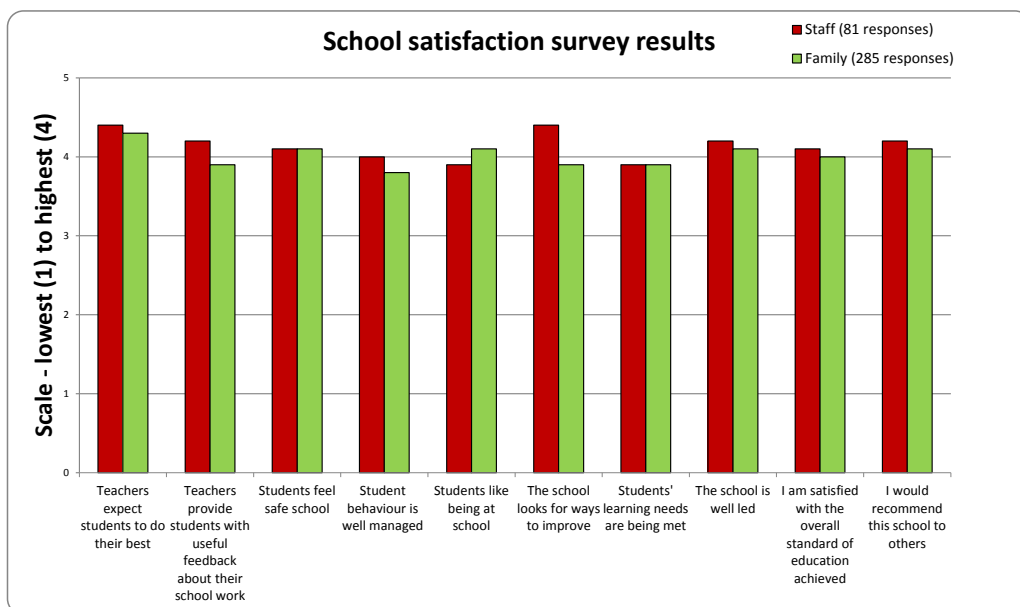
A continuation of the support provided to aspiring Level 3 Classroom Teachers saw a further two successful applicants in 2015, taking the overall number to 5.



# Perceptions Of Our School

The school has a long history of surveying the school community stretching back to 2000. In 2014 all Australian Schools were required to use a new on-line survey tool. As the survey items are different from past years it is difficult to compare therefore we have only included the results from the 2014 survey. We have, and will continue to use, the survey results to improve our school at all levels. This includes the student learning physical environment, resources, student seating, communication with families and technology links across the school. The survey also asked parents why they chose to send their children to Kalamunda. The top 10 responses were:

1. Specialist programs
2. Excellent reputation
3. Location
4. Friends/siblings/parents attending the school
5. Subject choice
6. Quality of teachers
7. Academic achievement
8. Strong discipline/rule/uniform/high standards
9. Friendly/nice feel about the school
10. Principal/strong leadership





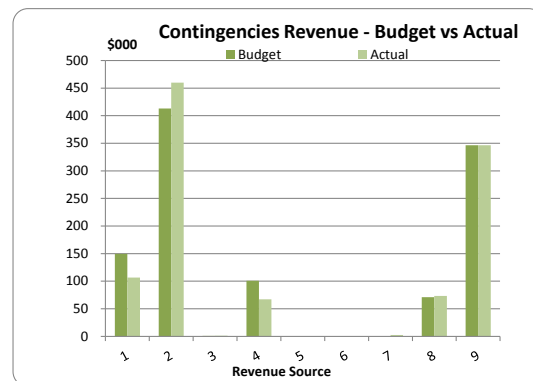
# Progress on School Priorities

Achievement Targets 2016	Interim Targets 2014	Interim Targets 2015
WACE Graduation (at or above 99%)	Progressing (96%)	Progressing (94%)
Median ATAR >= Department of Education (DoE) schools and statistically similar schools	Achieved	Progressing
ATAR triles – reduce to 33% the number of students in the low trile	Progressing (44%)	Progressing (60%)
ATAR students with 1 or more scaled score of 75+ - maintain at 15% (2014) / 10% (2015) or above	Exceeded (25%)	Progressing (8%)
Year 12 Stage 2 and 3 course achievement – course means at or above State means	Achieved for CHE(3AB), MAT(3CD), MAS(3CD), OED(3AB), PES(3AB), PHY(3AB)	Achieved for OED(3AB), HBS(3AB), MAT(2AB)
Attainment Rate (ATAR >55 or Cert II or higher) - at 90%	Progressing (83%)	Exceeded (95%)
Full qualification achievement – Certificate II or higher – 85%	Progressing (59%)	Exceeded (90%)
Year 11 ATAR course achievement - % A and B grades >= Department of Education (DoE) schools and statistically similar schools	Achieved for ENG(2AB), BIO(2AB), OED(2AB), VAR(2AB), HBS(2AB)	Achieved for LIT, MPS, MAP
Year 11 General Course Achievement -	NA	Achieved for Dance, Media, Design (AIT)
WACE Literacy and Numeracy Requirements (OLNA) - 90% Year 10 / 2015 Year 10 - 85% (R), 75% (W), 75% (N) Year 11 - 90% (R), 80% (W), 80% (N)	Progressing: Reading (86%), Writing (75%) Numeracy (73%)	Year 10 - Achieved for writing Year 11 - Exceeded for all areas
NAPLAN (Year 9) – Writing/Numeracy - reduce the % < National Minimum Standard	Achieved for Writing	Achieved for Numeracy
NAPLAN – Reading - mean - above State and Australian means (2014) / 2015 50% >= Band 8	Achieved	Achieved
NAPLAN – Writing - mean - above State and at Australian mean (2014) / 2015 50% >= Band 8	Achieved	Progressing
NAPLAN – Reading/Writing – for girls at Australian mean, for boys at State mean	Writing – achieved for girls Writing - progressing for boys	Writing – achieved for girls Writing - progressing for boys
NAPLAN – Numeracy – for boys at Australian mean, for girls at State mean	Progressing for both	Achieved for boys Exceeded for girls
NAPLAN - Spelling - school mean at DoE mean	Exceeded	Exceeded
Year 8, 9 and 10 course achievement– Percentage of A and B grade allocations align with Year 9 NAPLAN results (2014) / 2015 - Year 9 grades align with NAPLAN	Achieved – Year 9 Progressing - Year 10	Achieved for Mathematics / English Progressing - Science / HaSS
Attendance – above State mean and >= 92%	Achieved partially (above state / 91%)	Achieved (92%)
Attendance – Year 10 at or above 90% (2014), 91% (2015)	Achieved	Progressing (90%)
Courtesy and Respect (ABE from school reports) 90% of Year 8,11,12 students, 94% Years 7,8,11,12(2015) and 85% of Year 9,10, 90% (2015) consistently /often demonstrate <i>courtesy and respect</i> .	Exceeded for all year group targets	Exceeded for Years 10,11,12 Progressing for Years 7,8,9

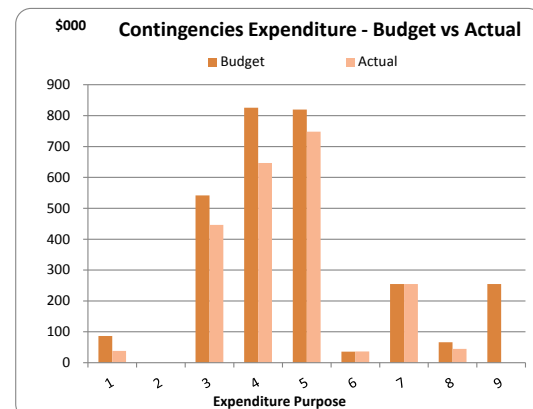


# KALAMUNDA SENIOR HIGH SCHOOL SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2015

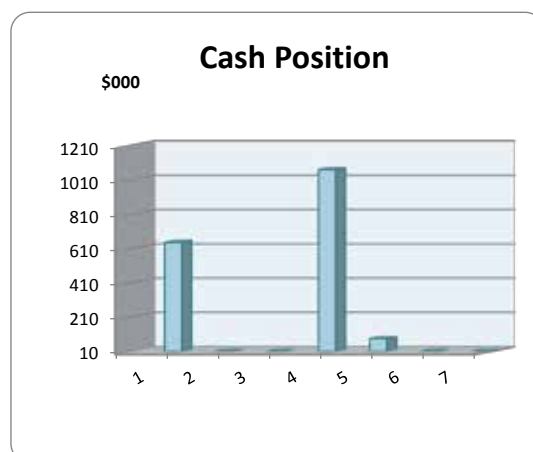
Annual Income			
		Budget	Actual
1	Voluntary Contributions	\$149,460	\$106,532
2	Charges and Fees	\$413,072	\$460,017
3	Fees from Facilities Hire	\$782	\$1,236
4	Fundraising and Donations	\$100,807	\$66,969
5	Commonwealth Govt Revenues	\$0	\$0
6	Other State Govt/Local Govt Revenues	\$0	\$0
7	Revenue from Co, Regional Office and other Schools	\$0	\$ 2,626
8	Other Revenues	\$70,950	\$73,232
9	Transfer from Reserves	\$346,507	\$346,507
<b>Total Income</b>		<b>\$1,081,578</b>	<b>\$1,057,121</b>
Opening Balance		\$257,576	\$257,576
Student Centred Funding		\$1,546,345	\$1,546,345
<b>Total Funds Available</b>		<b>\$2,885,499</b>	<b>\$2,861,043</b>



Annual Expenditure			
		Budget	Actual
1	Administration	\$86,300	\$38,108
3	Utilities/Facilities/Maintenance	\$541,950	\$446,541
4	Buildings/Property/Equipment	\$825,362	\$646,496
5	Curriculum and Student Services	\$819,575	\$747,817
6	Professional Development	\$35,929	\$36,296
7	Transfer to Reserves	\$255,000	\$255,000
8	Other Expenditure	\$66,469	\$44,925
9	Unallocated	\$254,914	\$0
<b>Total Expenditure</b>		<b>\$2,885,499</b>	<b>\$2,215,187</b>
Transfer to Asset Reserves		\$0	\$0
<b>Total Funds Carried Forward</b>		<b>\$2,885,499</b>	<b>\$2,215,187</b>



Cash Position as at: 31/12/2015		
	<b>Bank Balance</b>	<b>\$1,786,584</b>
	<b>Made up of:</b>	
1	General Fund Balance	\$645,856
2	Deductible Gift Funds	\$0
3	Trust Funds	\$0
4	Asset Replacement Reserves	\$1,070,806
5	Suspense Accounts	\$84,952
6	Cash Advances	\$400
7	Tax Position	\$14,631
	<b>Total Bank Balance</b>	<b>\$1,786,584</b>



Other Financial Information 2015	
<b>Voluntary Contributions Collection rate:</b> 81.83%	<b>Total Creditors as at 31/12/2015:</b> \$3,193
<b>Total bad debts written off:</b> n/a	<b>Total Debtors as at: 31/12/2015:</b> \$22,417
<b>Total assets/resources written off:</b> n/a	
Overall charges and contributions collection rate 89.58%.	







Kalamunda Senior High School  
12 Cotherstone Road  
Kalamunda WA 6076  
P: 9293 6400 F: 9293 4448  
E: [kalamunda.shs@education.wa.edu.au](mailto:kalamunda.shs@education.wa.edu.au)  
W: [kalamundashs.wa.edu.au](http://kalamundashs.wa.edu.au)