

# Kalamunda Senior High School

*An Independent Public School*



## Annual Report 2016

*Learning - Respect - Resilience - Pride - Community*

# Principal's Report

I am proud to present to the school community the 2016 Annual Report.

In 2016 we welcomed our second intake of Year 7 students. The Year 7 team of teachers continues to do an excellent job in helping our youngest students make the transition to high school.

In June we had our second Independent Public School Review. The Reviewers met with the School Board and over 80 parents, staff and students during their two days in the school. The Review Report awarded commendations across a wide range of areas of the school's operation. It is a wonderful endorsement of the commitment, hard work and sense of community we associate with Kalamunda.

2016 was the final year of our second Business Plan. We achieved the majority of Targets set in 2014. Progress against the Targets is shown in the middle pages of this Report. During the three years of the Plan we excelled in a number of areas and others still provide a challenge. In 2017 we will develop our third Plan, building on the successes of the first two Plans and setting challenges for 2017-2019.

At the end of Term 1 2017, I will be leaving Kalamunda. This is not a decision made in haste and I believe that after 18 years as Principal, it is the right time for the school. The school has come a long way over those years. Our achievements include the introduction of a full school uniform, the development of our 5 school values, the upgrade to our grounds, redeveloped ovals and the building of the cafeteria, the move to an Independent Public School, the appointment of our first School Patron, the growth in demand for places, the introduction of the Specialist Programs in Outdoor Adventure, Academic Excellence and Kalamunda Performing Arts to complement our highly valued Gifted and Talented Art program. All of these achievements have enhanced our reputation as a school of first choice for many families.

It has been a pleasure to see so many wonderful students and families move through the school and continue its growth and build our traditions. Kalamunda is in a strong position to provide an excellent education for our current and the fourth generation of students into the future.

It has been my privilege to lead Kalamunda over such a long period and I thank our amazing staff, parents and students for their ongoing support of myself and our school community.

Kathy Ritchie  
Principal



## Message from the School Board Chair

As an Independent Public School Kalamunda undergoes an independent review every 3 years. Our second review took place in 2016. The IPS reviewers were extremely complimentary of all aspects of Kalamunda. I would like to acknowledge Kathy Ritchie's leadership and the dedication of all staff in providing excellent opportunities to help our students grow and develop.

The Class of 2016 achieved some outstanding results with a number of excellent personal achievements. Congratulations to the Class of 2016 and we wish them every success in their future endeavours. While we farewelled them they will always remain part of the school community.

This ongoing relationship is best exemplified by the School's Patron, Dr John Owen AM. John's latest contribution to Kalamunda was the design, construction and gift of the wonderful sculpture (pictured on the back page) to the school. The work, entitled 'Elements of Life' incorporating the School's values, is a magnificent piece and a very generous gesture from our Patron.

Maurice Cammack  
School Board Chair



# 2016 Honour Roll

**Dux of the School: Allira Payne**  
**VET Dux: Ellen Hepworth**

ADF Long Tan Leadership and Teamwork Award	AJ Nash
Benchmark Award: 2016 Outstanding Staff Member	Mrs Christine Wingate
Caltex Best All-Rounder	Amy Stewart
Citizenship Awards	Emma Benfield Sophia Davies Elli Swanson Hope Tucker
de Rozario Award for Music	Brody Honey
Edith Cowan University Excellence Award	Laura Goodlet
Engineers Australia Award	Allira Payne
Graham Watson Sportsperson Medallion	Amy Stewart
Kalamunda Rotary Art Scholarship	Eleisha Pirouet
Westscheme Division of the Australian Super VET Award	Ellen Hepworth

English GENERAL	AJ Nash
Food Science and Technology GENERAL	Aimee Capizzi
Geography ATAR	Rihana Orr
Health Studies GENERAL	Rhian Capon
Human Biology ATAR	Rihana Orr
Human Biology GENERAL	Victoria Thompson-Mitchell
Literature ATAR	Lara Del Bianco
Materials, Design and Technology: Wood GENERAL	Bailey Kermode
Mathematics: Essential GENERAL	Jasmine Laubsch
Mathematics: Methods ATAR	Allira Payne
Mathematics: Specialist ATAR	Allira Payne
Modern History ATAR	Lara Del Bianco
Physical Education Studies ATAR	Lachlan Casey
Physical Education Studies GENERAL	Brayden Grossman
Physics ATAR	Allira Payne
Politics and Law ATAR	Lara Del Bianco
Psychology ATAR	Lara Del Bianco
Visual Arts ATAR	Amberley Bradley
Visual Arts GENERAL	Olivia Davison

## Learning Area - Dux

Biology ATAR	Amy Stewart
Career and Enterprise GENERAL	Caitlin Shier
Chemistry ATAR	Allira Payne
Children, Family and Community GENERAL	Ellen Hepworth
Dance GENERAL	Kahlee Thomason and Danielle Whillier
Design: Dimensional Design GENERAL	Charlotte Sym
Design: Photography GENERAL	Rachel Kirkman
Drama ATAR	Laura Goodlet
English ATAR	Allira Payne and Annabelle Jenkins

## Learning Area - Top Student

Applied Information Technology ATAR	Flynn Sharp
Applied Information Technology GENERAL	Zoe Hillan
Design: Technical Graphics GENERAL	Nathan Ogden
Materials, Design and Technology: Metals GENERAL	Aiden Pitt
Mathematics: Applications ATAR	Gabrielle O'Hara
Media Production and Analysis ATAR	Sophia Davies

*Kalamunda Senior High School  
 Congratulates the Class of 2016*





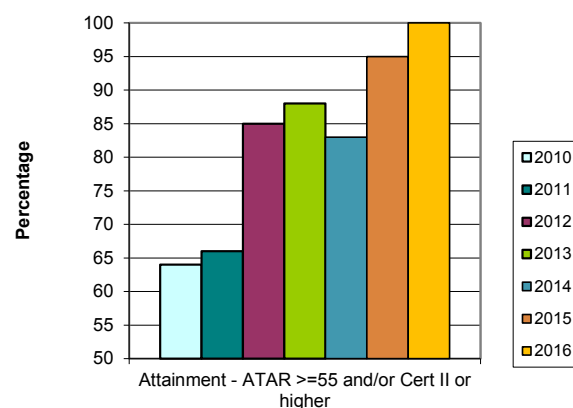
# Class of 2016

## Outstanding Achievements

- 20% students achieved an ATAR  $\geq 85$
- 4 students achieved an ATAR greater than 95
- 2 students received subject Certificates of Excellence (top 0.5% of students in their courses statewide) for English and Psychology
- 5 students received Certificates of Distinction
- 6 students awarded a Certificate of Merit
- 2 subjects (Politics and Law, and Visual Arts) were outstanding being in the top 5% of schools
- A further 10 students performed well above their predicted ATAR
- 91% WACE graduation (87% like schools)
- 100% Attainment (94% like schools) (ATAR  $\geq 55$  and/or Cert II or higher)
- Median ATAR - 71.2
- 90% of students achieved a Certificate II
- 48% of students achieved 2 certificate qualifications and 28% received 3 or more

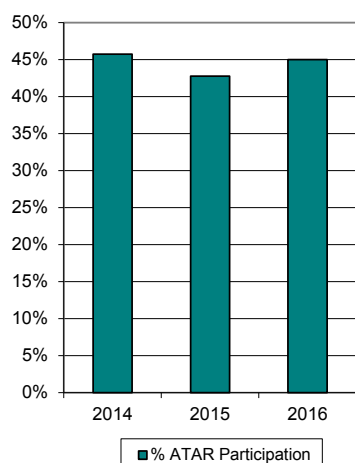
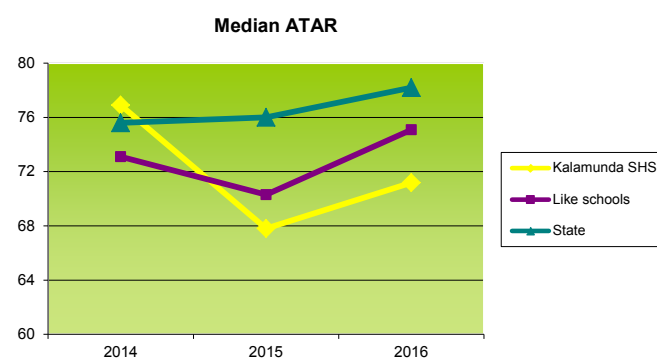
## Areas for further focus in 2017

- Further increase the Median ATAR
- Continue support for students not achieving OLN to improve WACE graduation rate
- Reduce the percentage of students in the bottom Tricile and with an ATAR  $\leq 55$
- Offer higher level certificates to capable students.

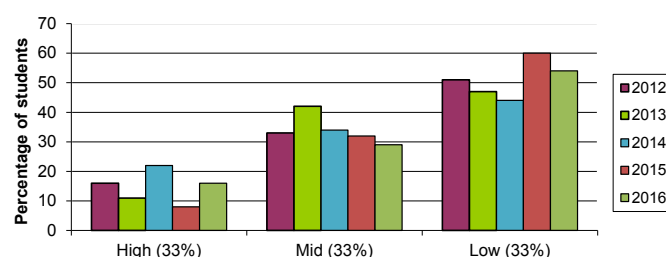


The school has continued to focus on improving its Attainment Rate and has made significant progress in 2016, reaching the highest ever rate of 100%.

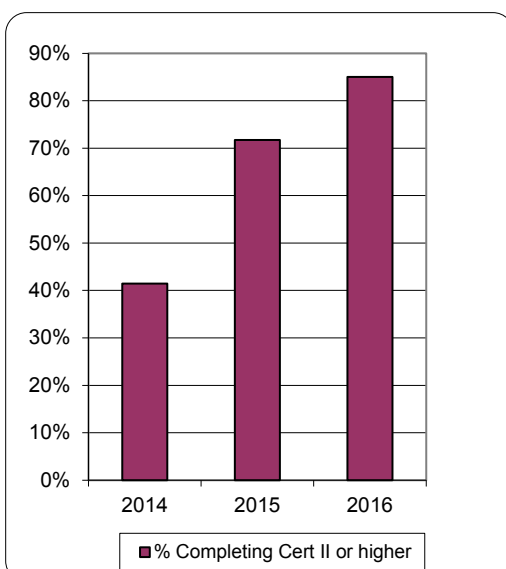
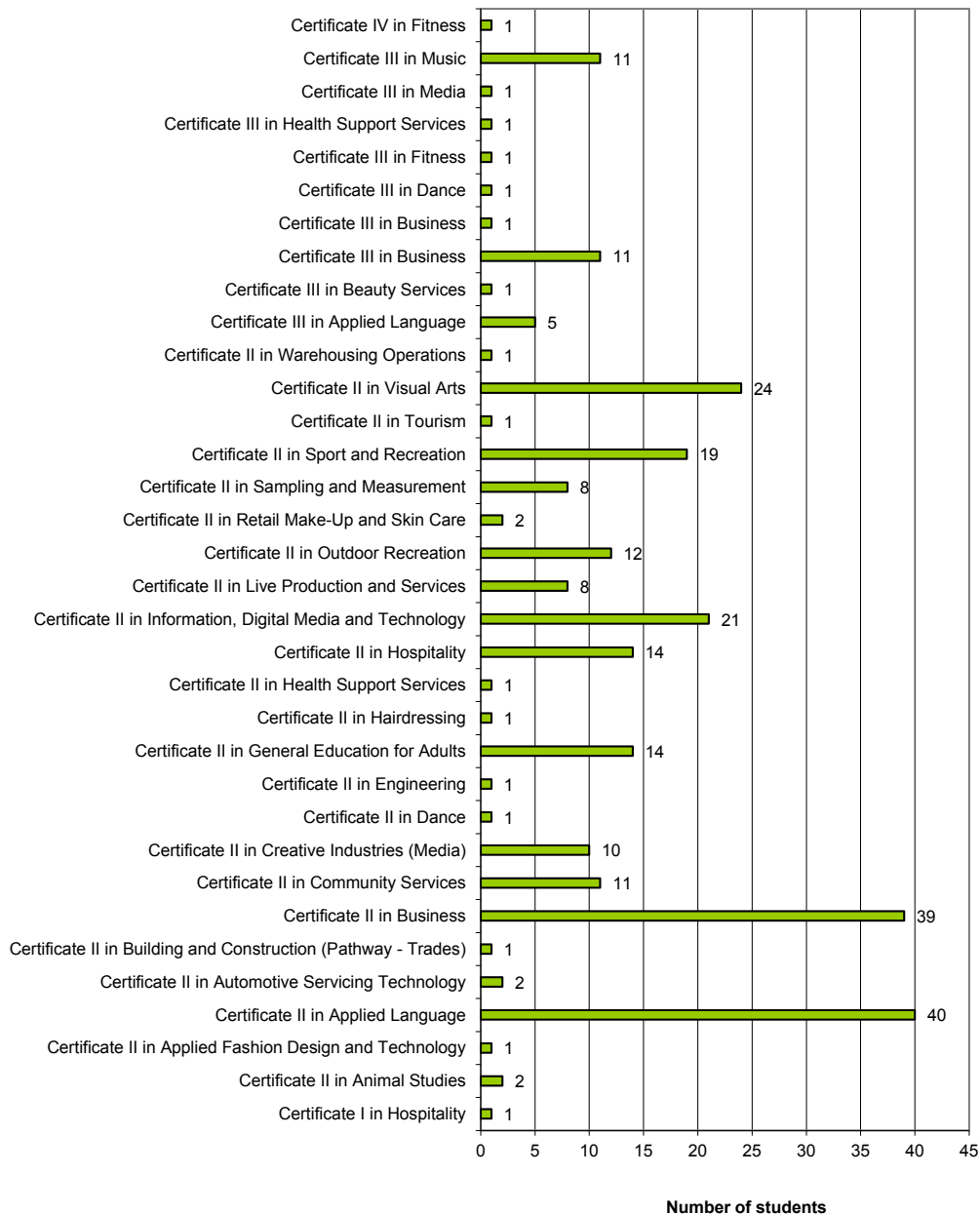
The Attainment Rate is determined by the number of students achieving an ATAR  $\geq 55$  and/or completing a VET Certificate II or higher.



## Triciles for ATAR Students (Kalamunda SHS)



Range of VET Certificate Courses achieved by 2016 Year 12s (over Years 10-12)



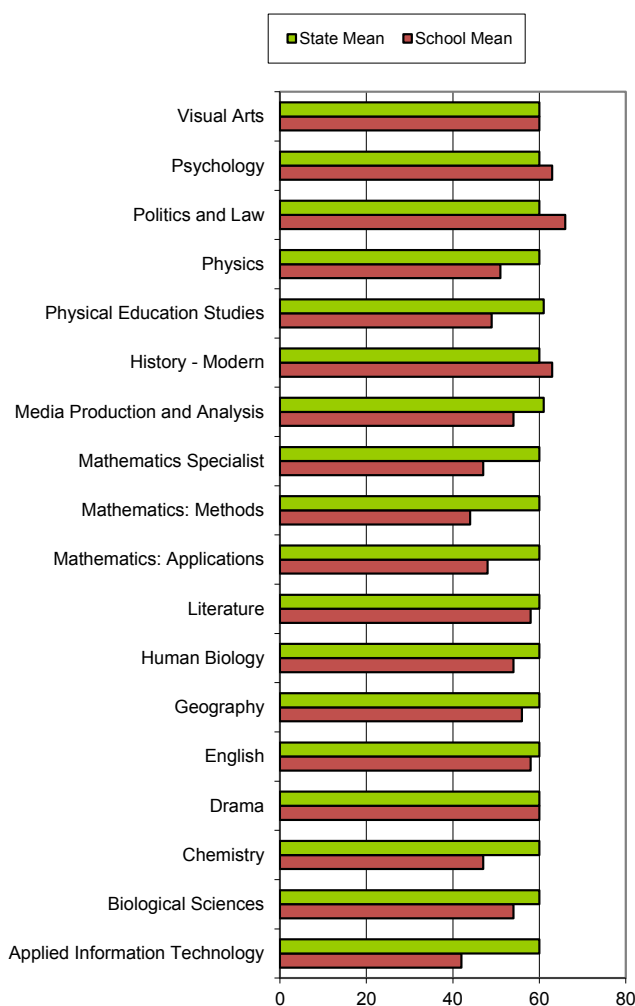
The school has continued to focus on improving its VET program. Further work has occurred in investigating higher level qualifications and on improving the completion rates of certificates started. In most cases certificates are completed over Years 11 and 12.

Further analysis of VET indicates that 100% of non ATAR students completed a VET Certificate II or higher.

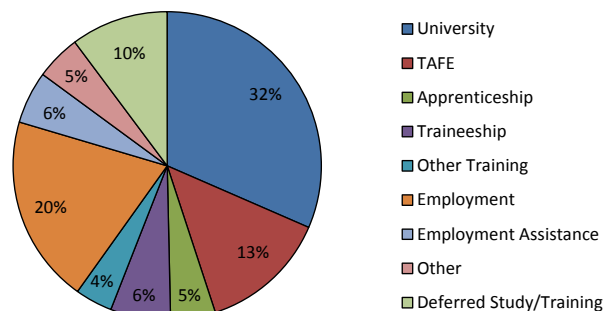
90% of Year 12 students completed a VET Certificate II or higher across Years 10 to 12.



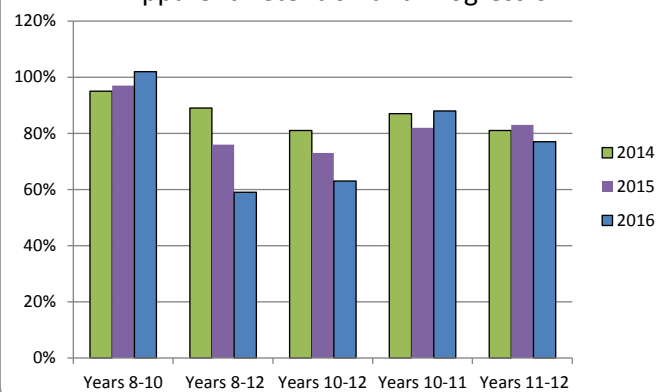
**Average scaled scores 2016 - Kalamunda SHS and State**



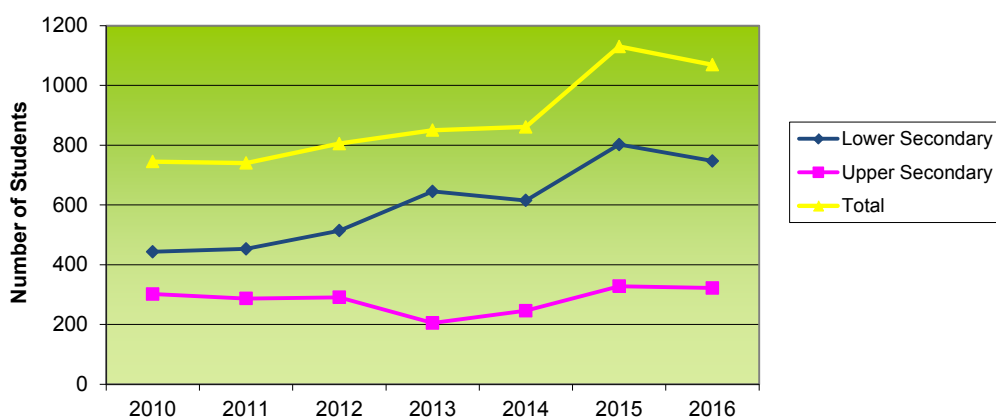
**2016 Year 12 Destination**



**Apparent Retention and Progression**



**Enrolment Trends 2010 - 2016**



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 continues to have limited capacity to accommodate enrolments outside the local area intake.



# Health, Outdoor and Physical Education

2016 was an extremely busy and productive year for the Health, Outdoor and Physical Education Learning Area. After gaining stability in our senior school courses and certificates it was time to face the challenge of the introduction of the Western Australian Curriculum in 2017. In Health lead by the Health Coordinator Miss O'Malley and assisted by Mrs Smith we introduced a very successful trial of the new curriculum through the entire middle school program. In Physical Education lead by Mr Stott and Mrs Phillips planning and preparation also took place for the implementation in 2017. Not only have these teachers been leaders in our learning area but also worked with SCSA to help lead other schools in their preparation.

After a year off Kalamunda SHS hit the slopes of Falls Creek again with 16 students and 3 teachers heading over East in search of some snow.



The Outdoor Adventure Program students had some awesome experiences abseiling at Statham's Quarry and the amphitheatre in Albany, mountain biking from Kalamunda to Dwellingup, hiking on the Bibbulmun track. They also gained knowledge and experience in leadership, decision making, conflict resolution and how to appreciate and protect our precious environment and vast biodiversity.

The Year 7-10 results saw another strong performance with most years meeting their targets. Since the last Business Plan we have addressed the Health Program and have seen a continuation of improvement in student results.

The Kalamunda SHS HOPE team once again provided the middle school students with the opportunity to participate in lightning carnivals for soccer, basketball and netball and this year the focus for the Year 10 students was in officiating and coaching.





# The Arts

## DANCE

This year has been an exciting year in the Dance department. The dancers have performed in two shows and enjoyed watching the work of others in classes.

On 31 March all the dancers performed in the Semester One dance show. The Year 8's through to 12's performed a varied collection of dances. The Year 11's and 12's performed a contemporary piece about the ocean. The Year 8 to 10 classes showcased a refreshing mix of alternative and mainstream dances.

The second semester show was Elemental. Once again dancers from Year 8 to 12 performed. The Year 11's and 12's performed an eerie contemporary piece called 'Circus'. They organised the choreography, costumes and lighting set the scene for a dark and mysterious performance. The senior school class also performed a group dance. The Year 11's had to perform an 'Advert' and the Year 12's a 'Popular Culture' dance. The Year 8 to 10 classes performed a mix of Contemporary and Jazz dances, the performances were bright and colourful with plenty of lighting effects.



## DRAMA

2016 has seen some incredibly talented students pass through the Drama Department – congratulations to our graduating Year 12's, whose performance exam pieces were of a particularly high standard. They were ably matched by some wonderfully talented up-and-coming Year 11 ATAR students in our third KADS Theatre Annual Showcase "A Night of Tall Tales and True".

We also enjoyed a trip to the State Theatre in Northbridge to take in the colourful and unusual spectacle of Bertolt Brecht's "Caucasian Chalk Circle".



The Semester One show consisted of great fun plays staged by the Year 10's. Congratulations go to my first group of Year 12 students, who have successfully attained their Certificate II in Live Production, having completed a two



year course. Part of the course this year included staging a live production, with the eclectic performance of "Urbs Urbis" an exploration of how modern cities evolved, from when man first learned to pick up a tool and work together for the tribe. On 12 December the Drama department and Kalamunda Performing Arts students joined forces to stage our end of year concert. We had a variety of performances lined up. There was two short staged plays "The Cowpokes of Calico" by Year 8 Drama students and "Macbeth Inc." by Year 10 Drama students. A short group-devised play by Year 9's using the style of Epic theatre and a wide variety of monologues, songs and dances were performed by the talented KPA crew.

### KALAMUNDA PERFORMING ARTS (KPA)

Kalamunda Performing Arts is a specialist performing arts course, exclusive to Kalamunda SHS.

This year students enjoyed an equal focus on dance, music and drama. Drama assessments included some fantastic and stirring monologues from the graduating Year 10 class, some brilliant devised Epic Theatre pieces from the Year 9s, and some hilarious two and three-hander skits from the Year 7s and 8s.

In music the focus has been on singing and developing vocal technique. I must commend the students (some of which were rather reluctant to be singing in front of the class at the beginning!) for their enthusiasm throughout this assessment. It was a joy to see all students proudly singing by the end of the unit (and hearing the songs we learnt being belted out around the school at recess and lunch!).

In dance the focus has been on developing technique, choreography and storytelling through dance. As with every activity or assessment, all of the KPA students have



enthusiastically embraced the dance and movement element of the course.

In Semester One all KPA students took part in a massive production of Charlie and the Chocolate Factory (With a Twist!). Audiences were entertained and captivated and left the theatre in awe of the students' hard work and dedication (and not to mention talent!). As a whole the production was something that students of the KPA program were immensely proud of. KPA students described the production as "an incredible bonding experience" and "a great way to put the skills we learn during class time into practice".



The end of year production was an eclectic mix of Drama, Music, Singing and Dance that focussed on creating a unique and interactive experience for the audience. The students had to maintain a high level of focus, energy, commitment and professionalism at all times.

Students worked as a united community during the performance giving them a sense of belonging within the group. A memorable and magnificent performance!

### PHOTOGRAPHY

It is always a busy time in Photography and this year has been no exception.

In the first semester Year 11 students went on a field trip to the newly opened Elizabeth Quay which extended up into Kings Park. This visit happened to coincide with the 2016 UCI Gran Fondo World Series cycling event and students were thrilled to find themselves photographing world famous cyclists from around the globe competing on the Elizabeth Quay sections of the course. Year 12 students ventured down to Fremantle for their field trip. They were given a photographic brief of capturing heritage buildings and historical landmarks, landscapes, people and anything else they found particularly interesting.

In Term Three, Year 11 students were mentored by members of the Gem Camera Club (Kalamunda) and special guests Michael Phillips (Nikon) and photographer Daniel Wilkins - who has worked for Rolling Stone magazine and the Sunday times. On a walking tour through Kalamunda, students captured well known landmarks, flora and fauna as well as each other, under the assistance and guidance of our special guests and members of GEM CC.

In Term Four the student photography exhibition "FOCUS 2016" showcased the outstanding imagery produced by



students from all year groups. Opening night was attended by parents, students, staff and members of parliament (Hon. John Day) – all of whom were generous with their praise of the efforts of the talented students at Kalamunda Senior High School.

### MEDIA

Every year I am more and more amazed by the quality of work that is being produced by Media students. When I first took over the department in 2004 we only had one camera and one computer that could only hold one production on it at a time.

The Media department is now home to a fabulous supply of equipment. We have digital cameras, SD camera and the department also has Apple iMacs and iBooks which have allowed work of such a high standard to be produced.

Media is being taught from Years 9- Year 12 this year, and we reintroduced the Certificate II in Creative Industries. As a subject we are incorporating many new elements in the Media industry including New Media which focuses on social media and the positive ways it can be used.



### MUSIC

2016 has been a very exciting and musical year featuring many performances and showcases of our very talented music students.

Some of these highlights include the Kalamunda Show, Stirk Festival and Zig zag festival.

This year the Certificate III of music students organised and facilitated the



youth stage at the Zig Zag festival and also collaborated with Junkadelic culminating in several compositions, arrangements and performances being released on a CD recording 'Stirk Island'.

The music festivals once again saw our music students perform brilliantly receiving accolades of outstanding and excellence across the board. The senior concert band received excellent in 'A' division, the Choir received excellent and the guitars were graded outstanding.



Music continues to grow in numbers and we now have two concert bands, guitar ensemble, choir, acapella choir, percussion ensemble, string orchestra plus numerous contemporary rock bands and solo artists.

Over 2016 we have had several visiting artists and music workshops including industry professionals Sandip Burman, Kaboom Percussion and Charlie Mcgee.

Music camp is always fun and was once again held at Eagle's nest in Gidgegannup.

The Twilight concert is certainly becoming the biggest musical event of the year. This year showcased every music student in the various ensembles and bands with two alternating stages.



2016 has also seen the first year that Year 12 students completed the Certificate III in Music over two years. This challenging course has proven to be an effective music course providing students with excellent pathways into the music industry. Two students have continued study at the SAE institute in audio production and others are continuing performing in the Hills and Wheat Belt concert band



and rock bands. The course provides students with areas of specialisation and the opportunity to further study music and prepare them for the ever-changing landscape that is the music industry whether it is at WAAPA, SAE or other musical endeavors.

Lastly I would like to thank all the wonderful music staff that I work with each week and Musikal our parent support group for making music at KSHS what it is today.

## VISUAL ART/ GIFTED & TALENTED ARTS PROGRAM

The Gifted and Talented Visual Art Program began at Kalamunda Senior High School in 1981. For more than 35 years students have enjoyed expressing their creativity through art. Artists from the community are employed at tutors for Saturday morning art classes, thus providing students with a unique opportunity to gain an understanding of how their art making fits into the larger community. During the week, students participate in GATE Visual Art classes as part of their regular timetable. Each student has the opportunity to pursue their own interests and strengths thereby developing a personal style of art practice.



Participation in Gifted and Talented Visual Art gives students considerable preparation for creative pursuits when they leave school. Whether they wish to continue their art studies or go straight into the workforce, an extended education in Visual Arts prepares students to think creatively and dynamically. Many students have gone on to have successful careers in the arts, while others have applied their skills to other occupations.

Art students produced many varied works and showed their talent in all Visual Art subjects featuring 2D and 3D art.

Work was displayed in the library and front office throughout the year. The Year 11 and 12 ATAR and General classes have been especially productive with works displayed at exhibitions. This year we have worked in ceramics, textiles, printmaking, painting, fashion design and painting.





The Year 12 ATAR class produced varied and exciting artworks for their final pieces.

### Achievements and Awards

**Year 12 Perspectives Award:** *Rise 2016* by Amberley Bradley

**HyperVision:** Sierra Zonta Albillos (Year 8) Ashleigh Motteram (Year 10) Sarah Hoey (Year 8) Kirra Kermode (Year 10) Hayley Kerr (Year 7) – Up and coming Young Artist and People's Choice Award Lydia Sherry (Year 10) – Fashion award winner Haylee Houston (Year 10) – Fashion award winner

**St George's Art Award:** Grace Fowler (Year 11) Amberley Bradley (Year 12) – People's Choice Award Eleisha Pirouet (Year 12)

**Young Originals:** Olivia Trimbolli (Year 9) Ami Webb (Year 9) Ashleigh Motteram (Year 10) Olivia Davison (Year 12) Lara Del Bianco (Year 12) Isabella Gentle (Year 8)

**Outside the Frame:** Eleisha Pirouet (Year 12) Annabelle Jenkins (Year 12) Bailey Kermode (Year 12) – Excellence in Sculpture Award Jazmin Welsh (Year 11)

**Black Swan Prize:** Grace Fowler (Year 11) Haylee Houston (Year 10)

**Worn Out Worn Art:** (Darlington Arts Festival) Kirra Kermode (Year 10) Stephanie Clements (Year 10) Gem Vassallo (Year 10) Sarah Hoey (Year 8)



Rise 2016

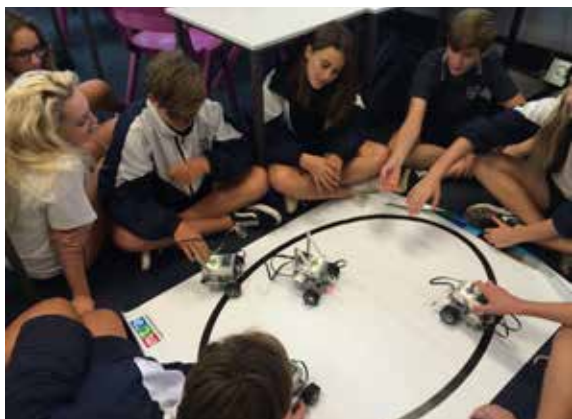




# Mathematics

The Mathematics department said farewell to its longest serving member - Kim West. Kim was HOLA and had been at Kalamunda SHS for more than 30 years. We are sad to see him go but wish him a long and happy retirement.

The new upper school WACE courses continue to be challenging for both students and teachers. The Mathematics Method course in Year 11 has one of the largest content volume of all WACE courses. Students struggle to meet the exacting standard of the course as well as complete all tasks. This is continued into Year 12. Results are not at the levels expected from our students and the department continues to find ways to better deliver this course.



Mathematics Applications has seemed to offer a more acceptable challenge but still remains at a higher standard than previous Stage 1 and 2 courses. This has encouraged some students into the course who ultimately found it too exacting. We will look to refine our entry requirements and continuation requirements for all ATAR courses.

The Year 11 and 12 Essential Mathematics courses offer a broad range of useful skills to those not attempting ATAR. The courses are well subscribed and results are consistent with expected grades and levels. The courses allow teachers to expand the style of mathematics used to encourage more reasoned thinking and problem solving.

This has challenged many but has grown in popularity as students begin to feel what working like a mathematician can be like.

Year 10 courses continue to offer pathways into ATAR and non-ATAR courses. Results are consistent with previous standards. OLN remains a challenge for many and the department is looking to find systems to better support students in Year 10 who will face this challenge.

Grading distributions in Years 7 to 10 have met expected targets and are consistent with like schools. Initiatives such as Reframing Mathematical Futures and the use of Rich Tasks have started students on the path of reasoning and problem solving to help build an understanding of the richness of mathematics as a subject and to place it into a real world context.

The use of Growth Mindset support materials and the use of improvement strategies has been trialled this year with encouraging results. The department has agreed to expand on this and it now forms part of the professional development for all mathematics teachers. The online course offered through Stanford University has been interesting and thought provoking.

Mathematics staff have continued to work and develop new and challenging materials at all year levels. The use of rich tasks requires many, many hours of preparation and refinement before being used in class. Their hard work and dedication is to be commended.

In summary, the Mathematics department has continued to embrace the changes of research based instruction, targeted teaching and using materials which encourage thinking and reasoning rather than repetitive skills based instruction. We are well positioned to accept the future challenges of curricula and help students achieve their full potential in our subject.





# Science

The continued implementation of the Western Australian Curriculum and the new WACE Courses resulted in a busy year for the Science Learning Area. Science staff have worked hard to ensure the curriculum changes have been incorporated seamlessly into teaching/learning programs. Support for student learning in the form of voluntary after school tutorial sessions was expanded in 2016 and made available to both Middle School and Senior School students.

## Senior School

With the implementation of course changes in Senior School in 2015, adjustments have been made to teaching and learning programs. The 2016 Senior School results have given us a first look at the impact of these changes and highlighted areas that need to be reviewed.

Human Biology has continued to be a popular course for both General and ATAR students in Senior School. The Year 12 ATAR students performed well, with results in line with similar schools. Year 11 ATAR students performed above expectations achieving above both like schools and DOE. General Human Biology in both Year 11 and 12 did not perform as well as expected and some changes will be made in 2017.

The Biology Year 12 results showed an improvement when compared to 2015 although, there are still improvements that need to be made. There was a significant improvement in the Year 11 results.

Chemistry achieved below expected results in Year 12, although the Year 11 cohort was strong and achieved solid grades.

The Year 11 and 12 Physics results were disappointing. The Year 12 group performing below both like schools and the State. Although the Year 11 results show that the number of A/B grades are below like schools significant improvements have been made when compared to 2014/15.

The Certificate II in Sampling and Measurement implemented in 2014 continues to provide those students interested in a career in the sciences with an alternative practical course that provides workplace aligned experience. Between 80-90% of Year 12 students enrolled in the Course in 2015/16 have achieved the Certificate.

Year 10 students performed above both like schools and the state in 2016. Programs continue to be improved in order to better prepare students for Senior School courses.

## Middle School

Year 7-9 results show that our students performed in line with like schools and the State. Programs and assessments will continue to be reviewed particularly with Western Australian Curriculum changes recently introduced, in order to maintain our positive results.



## Highlights from Science 2016

- Kalamunda Day and Science Week provided great opportunities for some hands on science and awesome demonstrations. Students had an opportunity to see 'science in action' including thermite reactions, dry ice, liquid nitrogen and exploding hydrogen balloons.
- 84 students from Years 8-10 participated in the Big Science competition, which included 48,000 students from across the Australian region. Our students performed well, with 4 achieving High Distinctions (top 5%), 6 achieving Distinctions (top 15%) and a further 26 students achieving Credit certificates.
- Excursions and incursions
- Physics Day at Adventure World
- Biology field trip to Perth Zoo to study classification and animal adaptations
- Alcoa Bauxite mine, Canning River Eco Education Centre and the Chem centre WA provided real world applications for students studying the Certificate II in Sampling and Measurement.
- Human Biology classes attended the Harry Perkins Institute to study mutations and Biotechnology





# Humanities

## Middle School

With the introduction of the Australian Curriculum the Humanities Learning Area was in a state of significant change. As a learning area at KSHS we were of the view that the introduction of all elements of the Australian Curriculum Humanities and Social Sciences was going to be impossible based on the time allocation of 4 hours per week for Year 7-10. Decisions made in 2012 set up a process of curriculum delivery that ensured that all 4 key areas of the learning area were given adequate time to provide students with the essentials in terms of knowledge and skills.

A four year curriculum cycle was initially implemented from 2012, 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 & Business is now taught in the same semester as Geography, whilst Civics & Citizenship is taught during the same semester as History. As 2016 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. Also the development of assessments will lead to students demonstrating better understanding of content and skills across the Learning Area. The process of moving towards implementation of the Western Australian Curriculum has taken a significant amount of time. The Learning Area is determined to ensure that our curriculum and assessment processes and procedures are efficient and workable. 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 2017 and beyond.



## Senior School

In Senior School students were exposed to the new courses in Year 12 and teachers worked hard to implement these throughout 2016, along with consolidating the Year 11 courses which were being delivered for only the second time. A number of the course at a Year 11 and 12 level have changed significantly, whilst others have required minimal modification. Generally though, there has been a need to completely revamp assessments, particularly in relation to the development of marking keys in a style recommended by SCSA. This is an ongoing challenge and some development of these occurred throughout 2016. .



Analysis of student achievement across the Humanities and Social Science Year 12 student cohort indicates that 55% who chose Geography, Modern History or Politics and Law, studied 2 or more Humanities courses. Many of these students were very successful. Approximately 60% of students who studied Psychology were also studying at one or more Humanities courses.





## **Department of Education Services: Independent Review of Independent Public Schools**

### **Kalamunda Senior High School Review: 20 and 21 June 2016**

#### **Purpose of the Review**

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.

#### **Review Findings**

Kalamunda Senior High School provides a comprehensive education program to support the aspirations of a diverse group of students. The scope of its programs, which include a specialist visual arts program, outdoor adventure, the performing arts, Asian languages and academic excellence streams create a rich learning environment. This is supported by the Learning Centre which oversees the delivery of teaching and learning programs and, where necessary, their modification to suit the needs of students at educational risk.

The school has continued to make effective use of the opportunities available to independent public schools. It was evident throughout the review that the Business Plan is the basis for all aspects of the school's operation. The continuous cycle of reflection, review and adjustment of targets is central to the development of programs to enhance student learning and hence to resource allocation.

The school's values of love of learning, respect, resilience, pride and community are fundamental to the relationship between all sectors of the school community resulting in a common sense of purpose which enhances the education it provides.



The following areas are commended:

- the continuous cycle of reflection, review and adjustment that is embedded in school practice
- the range and number of VET courses made available to students through partnering arrangements and the high percentage of students who successfully complete a Certificate II (or above) course
- the establishment of the Learning Centre to support the consistent implementation of targeted teaching and learning programs throughout the school, together with innovative programs and modifications to programs
- to suit the needs of students at educational risk
- the communication strategies employed to inform parents of the academic and non-academic progress of their children at school and any concerns arising
- the identification of students at educational risk and implementation of a variety of programs and strategies to improve their learning outcomes
- the introduction of the Board Communiqué to inform the school community of its role and activities.

The following areas for improvement are identified:

- address the significant increase in the percentage of ATAR students in the bottom tricile in 2015
- develop a focus for the Hills Cluster that supports collaborative practice between member schools, supported by planning and monitoring to formalise the objectives of the cluster.

### **How well placed is the school to sustain and improve it's performance?**

It was evident in discussions with teaching and support staff that the Business Plan is central to the development of annual teaching and learning plans. It is considered to be a document that provides the basis for all aspects of the school's operation and hence guides resource allocation. The cyclical review of the Business Plan has been embedded in school practice and involves the leadership team, senior staff, teachers and the Board. The reviewers commend the school on the continuous cycle of reflection, review and adjustment that is embedded in school practice.

The cyclical nature of the review has empowered staff to contribute to program review and development in their learning areas. It is a model that provides opportunities for staff to contribute to both identification of targets and their review. In doing so it encourages teachers to focus on their own pedagogy and its impact on student learning. This model of staff engagement fosters a focus on continuous improvement and is supported by a well-constructed professional learning program. The program encourages staff to continue to develop understanding of the pedagogy associated with their learning area and to continue their personal growth as educators by engaging in cross-faculty focus groups led by the school's Learning Leaders.



The Innovative Design for Enhancing Achievement in Schools (IDEAS) framework which focuses on vision, values and pedagogy continues to underpin school practice. The values adopted by the school—Love of Learning, Respect, Resilience, Pride and Community—appear on all publications and from discussions with staff, students and parents it was evident that they are embedded in the life of the school. During these discussions it was explicitly stated that the school is perceived to be a community in which all students are supported in their learning and offered opportunities to develop their skills and talents. This reflects the school's stated purpose 'to develop life-long learners using the school-wide pedagogy and school values to nurture young men and women who can realise their full potential'.

The Workforce Plan for 2014–2016 includes targets and strategies to address the ageing teacher workforce and the need to encourage teachers to pursue leadership roles particularly those which focus on enhancing classroom expertise. School finances and resources are effectively managed and are directed to support the teaching and learning programs identified in the Business Plan. The Board is engaged in the review of financial statements and in the approval of the annual budget.

The School Board, the Principal and staff all contribute to ensuring that the values and direction are sustained through the reflective processes used to review the performance of the school. Minutes of meetings confirm that the Board implements the functions required by the DPA. The reviewers verify the level of engagement of Board members and their understanding of their role in monitoring progress against the targets of the Business Plan and endorsing adjustments made as an outcome of the cyclical review.

The school enjoys the strong support of parents and the local community. The results from the most recent School Satisfaction Survey (2014) indicate that parents rate the school's performance positively. The items 'teachers expect students to do their best', 'students feel at school', 'students like being at school' and 'I would recommend this school to others' all rate above four on the five point scale. These views were confirmed during discussions with parents who also expressed appreciation of the quality and level of communication and the effective mechanisms for addressing parental concerns. One parent summarised this by stating 'the school models its values'.

The full Review Report is available on the school website [www.kalamundashs.wa.edu.au](http://www.kalamundashs.wa.edu.au)





Achievement Targets 2016
WACE 99% (2014-15) 95% (2016)
Median ATAR >= Department of Education (DoE) schools and Like Schools
ATAR triciles – reduce to 33% the number of students in the low tricile
ATAR students with 1 or more scaled score of 75+ - 10% or above
Year 12 General Course Achievement
Year 12 Stage 2 and 3 course achievement (2014-2015) Year 12 ATAR Course Achievement (2016)– course means at or above State means
Attainment Rate (ATAR >55 or Cert II or higher) - at 90%
Full qualification achievement – Certificate II or higher – 85%
Year 11 ATAR course achievement - % A and B grades >= Department of Education (DoE) schools and Like Schools
Year 11 General Course Achievement -
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)
NAPLAN (Year 9) – Writing/Numeracy - reduce the % < National Minimum Standard
NAPLAN – Reading - mean - above State and Australian means 50% >= Band 8
NAPLAN – Writing - mean - above State and at Australian mean 50% >= Band 8
NAPLAN – Reading/Writing – for girls at Australian mean, for boys at State mean
NAPLAN – Numeracy – for boys at Australian mean, for girls at State mean
NAPLAN - Spelling - school mean at DoE mean
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
Attendance – above State mean and >= 92%
Attendance – Year 10 at or above 90% (2014), 91% (2015)
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> .



Interim Targets 2014	Interim Targets 2015	Achievement Targets 2016
Progressing (96%)	Progressing (94%)	Progressing (91%)
Achieved	Progressing	Achieved for Like Schools Progressing for DOE Schools
Progressing (44%)	Progressing (60%)	Progressing (54%)
Exceeded (25%)	Progressing (8%)	Achieved (13%)
NA	NA	Achieved for CFC, Design, Health, Maths Ess, Visual Arts
Achieved for CHE(3AB), MAT(3CD), MAS(3CD), OED(3AB), PES(3AB), PHY(3AB)	Achieved for OED(3AB), HBS(3AB), MAT(2AB)	Achieved for Visual Arts and Political & Legal Studies (top 10 Schools) Drama, Psychology, Modern History
Progressing (83%)	Exceeded (95%)	Exceeded (100%)
Progressing (59%)	Exceeded (90%)	Exceeded (90%)
Achieved for ENG(2AB), BIO(2AB), OED(2AB), VAR(2AB), HBS(2AB)	Achieved for LIT, MPS, MAP	Achieved for Vis Arts, MPA, OED, MAS, Human Biol
NA	Achieved for Dance, Media, Design (AIT)	Achieved for Eng, Design, Maths Ess, Dance, Health, CFC, MPA, Vis Arts
Progressing: Reading (86%), Writing (75%) Numeracy (73%)	Year 10 - Achieved for writing Year 11 - Exceeded for all areas	Year 10 - Achieved Year 11 - Achieved Year 12 - Progressing
Achieved for Writing	Achieved for Numeracy	Achieved for Numeracy
Achieved	Achieved	Achieved
Achieved	Progressing	Achieved Progressing
Writing – achieved for girls Writing - progressing for boys	Writing – achieved for girls Writing - progressing for boys	Writing - achieved for girls Writing - progressing for boys
Progressing for both	Achieved for boys Exceeded for girls	Achieved
Exceeded	Exceeded	Exceeded
Achieved – Year 9 Progressing - Year 10	Achieved for Mathematics / English Progressing - Science / HaSS	Achieved English/Maths Progressing Science/HaSS
Achieved partially (above state / 91%)	Achieved (92%)	Achieved >State Progressing (91.6%)
Achieved	Progressing (90%)	Achieved (91.8%)
Exceeded for all year group targets	Exceeded for Years 10,11,12 Progressing for Years 7,8,9	Exceeded Year 9 and 10 Progressing Years 7, 8, 11, 12



# English

Overall, 2016 was a year of improvement, particularly in the 12 ATAR English and 12 General courses. They showed a significant decrease in moderation scaling (-1.10) for 12 ATAR English and a decrease in D and E grades for the 12 General cohort compared to like schools. Targets were met, once again, for Year 11 ATAR English and Year 11 General English students achieved fewer D and E grades compared to like schools.

This year Kalamunda SHS continued with our proud tradition of involvement with the Western Australian Debating League (WADL) Competition. This is a state-wide competition and the largest high school debating competition in Western Australia. Kalamunda entered two teams – comprised of Year 7 and 8 students - in the Novice category. As a result of strong preparation and performance, Kalamunda 1 were the top team in their division.

Our Year 7 students this year studied cross-curricular concepts associated with identity, consumer culture, myths, legends and poetry. In Term 3, Year 7 Kalamunda SHS's version of the Great Australian Spelling Bee was held.

As part of the 2016 Book Week Program, Kalamunda SHS participated in the Write-A-Book-In-A-Day Competition. The Kids' Cancer Project runs the competition, with all completed books donated to Princess Margaret Hospital. It is an effective way of building teamwork, writing, editing, publishing and time management skills with the students moving from planning to publishing their very own book within a time frame of only 12 hours! This year over 600 hundred schools participated in the competition from all over Australia. Kalamunda entered three teams, comprised of students in Years 7, 8 and 9.

Year 8 student results improved from 2015, with an overall 3% increase in A/B grades from Semester 2 Year 7. There was also a significant decrease in E grades and steady increase in B grades from the end of Year 7 to the end of Year 8. In February, 50 Year 8 students spent the day at Perth International Writer's Festival where they attended lectures and workshops on writing, illustrating and song writing. During break times, students had the opportunity to become involved in Activation Sessions and book signings.

Year 9 students achieved highly in NAPLAN, exceeding the stretch target of 55% Band 8 or higher (56%). The whole cohort was above Australian and WA mean in

Reading, Writing, Spelling and Grammar. Year 9 Academic Excellence students were invited to attend The Talented Young Writers' Program, run by The Literature Centre in Fremantle. This is an opportunity for students to come together with some of Australia's top authors for writing workshops. The workshops are an opportunity to extend our top-end writing students given the increased focus on creative writing in the new ATAR WACE course. In 2016, 3 students participated in this program. The Year 9 Academic Extension in its entirety also engaged in a writing workshop with renowned West Australian author, Julia Lawrinson.



In 2016 The Rite Journey Program took place again within the context of subject English. A group of Year 9 boys were taken on a powerful journey throughout the year, which not only nurtured, guided and affirmed them, but also extended and challenged them. In 2016, 23 boys were involved in this program. The initial challenges and ceremony was held at the Zig Zag, the following challenge involved completing a 20 kilometre pack hike and the final Abyss challenge took the boys away from civilisation for three nights.

Year 10 English continued effectively in the second year of the new programme, with academic performance targets exceeded for the second year running. Our annual exhibition, of the best Year 10 Shakespeare in the 21st Century posters, was once again displayed in the Year 7 area. This year there were three prizes: the English Award, Principal's Award and Year 7 People's Choice Award.





OLNA targets were met or exceeded in both Reading and Writing for the Year 10 and 11 cohorts. Strategies to support students embedded in curriculum and differentiation provided for students requiring support by both the classroom teacher, one on one conferencing and access to literacy support through the Learning Centre. Up-skilling in requirements of the Writing assessment was provided to teachers and targeted strategies for improving results in this section provided to all teachers. The Regional Executive Director specifically acknowledged Year 12 achievement in terms of the percentage of students with OLNA data meeting the standard in Reading above the expected.

In March, all English classes participated in World Poetry Day, which is a celebration of poetry, literature and free speech. Students selected poems, which were placed in bottles and transferred and shared between classes to provoke discussion.

Three well-attended options were offered by the English Learning Area on Kalamunda Day: A creative writing workshop, a Word Art workshop and a screening of the worst film ever made (according to The Golden Turkey Awards) - Plan 9 from Outer Space.



Differently Wired - the school poetry blog - continued to run this year with a wide variety of entries from students, former students, and staff-members.

Literature students, and some Year 10 students, attended evening theatre excursions to Picnic at Hanging Rock and A View from the Bridge. As is our tradition, all Year 12 ATAR English and Literature students attend Curtin University English and Literature Conference.

Year 11 Literature students attended a three-day retreat in October at New Norcia where the students immersed themselves in the study and reflection of art, architecture, music and writing. Students also learned about the local indigenous cultures and the religious and spiritual essence of the town.



In collaboration with the Learning Centre and with support from our TDS, Cyril Jackson, and small group moderation partners, ATAR EAL/D was offered for the first time. This is an alternative ATAR entry pathway for eligible students with university aspirations who were unlikely to meet the demands of the ATAR English course due to the fact that English is not their first language. The two students achieved highly with one A and one B grade awarded. The offering of this course, alongside ATAR English in Year 11 and General English in Year 12, works towards the operational target of the Learning Centre providing programs for students identified as LBOTE. To support this pathway, a census of LBOTE students was taken at the end of 2016 with a view to offer differentiation for students in mainstream English classes in 2017.

Weekly after school homework classes continued to be made available to students at each year level.



# Languages

Languages at Kalamunda Senior High School has experienced an overall positive transformation this year. Promoting bilingualism and cultural understanding within the school community has been a major focus this year. Students were encouraged to gain a broader perspective about the uniqueness, beauty and academic benefits of learning a second language and accomplishing an intercultural capability and understanding of the role of language and culture in human communication.

In the Western Australian Curriculum, the Languages learning area encircles six key subjects. At Kalamunda Senior High School, we deliver three of these areas- Italian, Indonesian and Japanese. This year was a turning point for the Languages Curriculum, having implemented a new syllabus and Scope and Sequence. It is compulsory for students in Years 7 and 8 to learn Italian, Indonesian or Japanese. It is then an elective in Years 9 and 10. Certificate II in Applied Languages can be completed in Year 10 for all three languages with a strong emphasis on the essential communication skills for personal, social and employment opportunities. This year, there were three Year 9 classes which is a step forward in order to gain continuity in future years.

As Language teachers, we have worked productively to engage students by creating exciting and relevant learning experiences. We have done this through developing teaching and learning programs which draw on students' personal interests and real life experiences. We have used a current and diverse range of authentic texts in the target language, including new technologies and APPS. Enrichment opportunities are a prerequisite for enhancing student participation and engagement. This year, we have achieved this by organising excursions, competitions, International Food Day, Guest Speakers and Cultural incursions, in particular- traditional dance. These opportunities are created for students to speak in the target language in the outside world and develop their knowledge of the Italian, Indonesian and Japanese cultural norms and practices essential for effective communication.

## Italian

The Year 7 Italian students were encouraged in creative thinking, independent research, and participating in realistic dialogues in the target language.

The representation of Culture was a major focus. Students demonstrated their understanding of modern and traditional Italian culture by researching and creating 3D representations.



Examples of these models included, Roman Gladiators, Venetian apartments and car badges. All students demonstrated higher order thinking skills and became experts of their chosen cultural representation. Students also tried Chinotto and various other foods for the first time because they were inspired to try new things and open their minds to cultural diversity. This year was a turning point for Year 7s combatting new routines and settings. However, throughout each Italian lesson, each student understood the dynamics of a language lesson, the organisational skills needed how the school values- respect, pride, resilience, love of learning and community are all interconnected to Italian language and culture.

The Year 8 Italian students were given a relevant and meaningful focus this year. Students discovered the ways in which people implement eco- friendly ways in their homes and community. The Year 8 students showed great innovation and language competency in designing an eco- friendly home and in applying the language learnt in class. Fashion was also a topic enjoyed by students, looking at how Italian and Australian teenagers express themselves. The tasks given to students aimed to engage, encourage collaboration, portray relevance and meaning and spark reflection.





The Year 9 Italian students achieved extensive learning about various topics, increasing their vocabulary, knowledge and grammatical structures and expressions. It was an inventive and highbrowed year. Students achieved excellent results for their Italian radio shows, weather reports and film reviews. All students remarkably participated in Italian dancing in collaboration with the International Dance Company and learnt about the significance of the tarantella. In Term 4, students visited Il Gelato Ice cream Factory for an exclusive tour and taste testing. This was followed by an authentic pizza and pasta lunch at Siena's Leederville.

### Japanese

The highlight for Japanese language learning this year was the visit from students from Kobe Gakuin, our sister school in Japan. These Japanese students were hosted by Kalamunda Senior High School families. Every year, this experience allows Japanese students at Kalamunda to immerse themselves in the Japanese culture, first hand, establish friendships amongst students and positively promote Japanese and multiculturalism within the whole Kalamunda community. We want our students to be interconnected to the world.



This year, Year 7 Japanese students in particular, learnt Hirigana script and many Kanji characters. Vocabulary, grammar, sentence structure and symbolism are fundamental targets in learning all forms of Japanese texts. The Year 9 Japanese students had the opportunity in Terms 3 and 4 to work closely with Nori Hyodo, a native speaker. Students gained confidence and were able to practice their language skills in real life situations.

### Indonesian

Indonesian students applied their communicative and cultural competencies through a range of practical and appealing tasks, using cognitive skills and an approach to fluency development. Year 8 students this year scripted role plays and performed them using the correct interview process. Students researched a well-known personality



and collated all their information to create questions and responses in the target language. Year 9 students focused on proper Indonesian etiquette and the appropriate ways to behave when travelling abroad to Indonesia. These tasks encouraged students to communicate effectively, also developing and enhancing understanding of grammar and structure within the English language.

The Suara Indonesia Group visited Indonesian students, bringing liveliness, originality and an engaging performance. All students were fascinated to experience this Acehese traditional dance. Students also had the opportunity to converse with the artist and immerse themselves through the movements, gestures, colourful costumes and traditional instruments.



# Technologies

In 2016 the Technology and Enterprise learning area became the Technologies Learning Area, in line with the new Western Australian Curriculum being implemented for 2018. The Technologies Department is pleased with the progress made in 2016 with many challenges and successes being experienced.

In line with our name change, the Technologies Department began to analyse, assess and change the existing curriculum in lower school to reflect the requirements of the new WA curriculum. With an increased focus on Digital Technologies and design processes, the staff began to map their existing curriculum against the new one, identifying areas for change and improvement. As the 2017 school year begins, all the new Year 10 courses, developed for the introduction of the year-long course structure, were rewritten under the new curriculum. Many subject areas then went on to rewrite other lower school courses with the new curriculum, one year ahead of schedule. This was a rewarding process for the team and it is pleasing to see trialling and implementation ahead of the 2018 deadline for staff.

As part of the General Year 12 courses, an Externally Set Task was also introduced on a state wide basis. Students completed these for each General course studied in Year 12. Aimed at increasing comparability between schools across the state, this was an important assessment task for students in Year 12. Teachers worked very hard to prepare our students for the EST and it was pleasing to see that most subject areas performed at an expected or above expected level. Marking moderation was also a focus, and again it was pleasing that staff were within the range of expected deviation, however this is a focus for 2017 so that our marking processes aim at even better comparability with other schools.



With the focus on the STEAM priority across the State, KSHS developed a new Year 10 course that directly addresses this priority. We also invested heavily in new resources including robotics and electronics equipment, new software and professional development for staff in order that we are fully prepared to meet the challenges of this focus area. A KSHS STEAM committee was established as a cross curricular priority and the Technologies Department is excited to be part of this initiative. In lower school a renewed approach to curriculum development in the IT area in general has seen students' engagement and enthusiasm grow and results improve.





Along with the new Year 10 STEAM course, the Department also introduced a new Certificate course for Year 10 students – Certificate I in Vehicle Preparation (AUTO). The introduction of this course is an exciting development for the D&T area and significant resources were allocated for the implementation of the Auto Certificate. We have also added a Certificate I/II in Business, and Certificate II in Applied Fashion. It is anticipated that students will then follow through into Year 11 and hopefully be able to complete a Certificate III by the end of Year 12. This will extend our existing VET Certificate completion for our students to a much higher standard.

Other highlights and achievements for this Department include the maintenance of extremely high rates of completion of Certificate II or higher across the learning area – Certificate II in Fashion, Information Technology, Hospitality and Community Service all achieving a 95% achievement or better. A Certificate III in Business was also introduced and many students managed to achieve this higher level Certificate within a year. The Certificate courses continue to be a strength of the Department overall. General courses of note where students achieved at a high level included Children, Family and Community (Year 11 and 12) and Design Technical Graphics (Year 11).



Noteworthy deeds included a continuation of the Helping the Homeless program in Children Family and Community Year 11. The Year 11's 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 heart-warming 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. These same students also built, planted and maintained a herb garden that keeps the Home Economics department self-sufficient in fresh herbs for their classes.



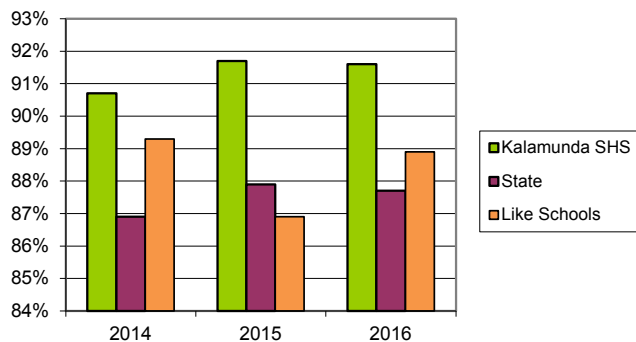
In the Certificate in Community Services course, students wrote, prepared and performed for students at Kalamunda Primary School. Students' performances were very much appreciated by the students.

Another busy but productive year in the Technologies Department at KSHS. Thanks to all staff and support staff who make it all happen.

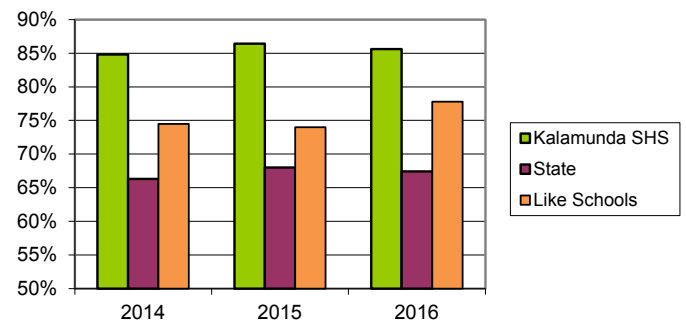


# Non-Academic Data

**Attendance**

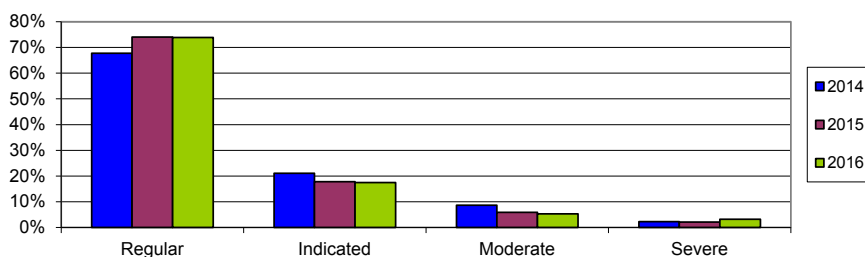


**Aboriginal Attendance**



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

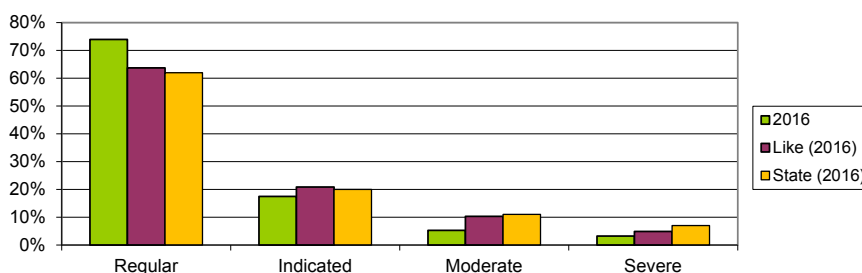
**Longitudinal KSHS Attendance - by category**



Regular attendance continues to improve on the previous years and overall attendance for 2016 was above the state mean and at 91.6% was close to the target of 92%.

Regular monitoring by the Student Services team, along with Mentor Teachers, has been a factor in this improvement.

**Comparative Attendance 2016 - by category**

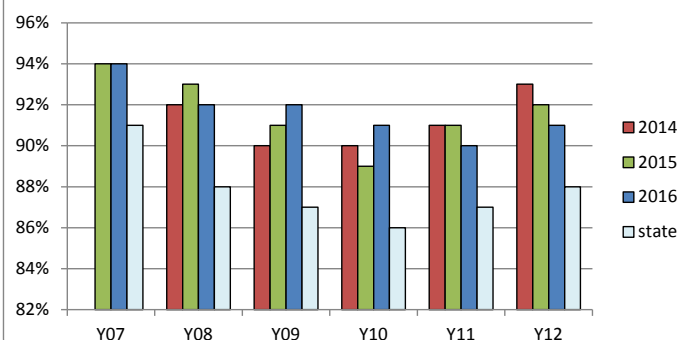


The Good Standing Policy is used to set high standards for attendance and students must maintain attendance of no less than 90% to maintain their good standing.

While all year groups have attendance rates above the state average, it is clear that attendance drops off during the middle years of secondary school.

The strategy to move to a new Middle School / Senior School structure for 2017 has been largely to address disengagement of students, including a decrease in attendance.

**Attendance Trends - by year group**



## Student Services

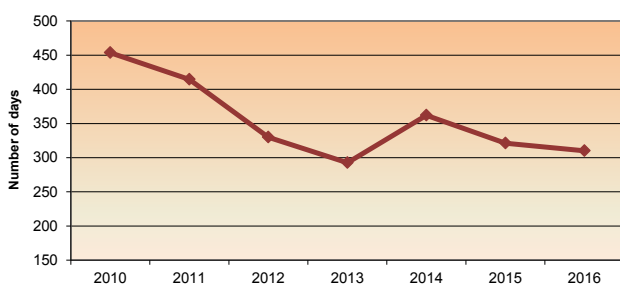
2016 saw the continuation of using the service delivery model. This includes a fulltime Attendance Officer and a Duty Officer to triage incidents that occur that day. The duty team consists of both Associate Principals, the Manager of Student Services, Head of Middle School and the Head of Senior School who act as duty officers 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 critical incidents in the school.

Pastoral care programs 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.

- Good Standing monitoring and Review
- Mentor Groups as a key support for students
- The Rite Journey
- The Learning Centre
- Youth Focus talks- Year 9
- Year 7 SenseAbility Program
- Mental Health week and Expo
- School Volunteer Program
- Bully Busters anti-bullying program
- Armed for Life
- Act Belong Commit - Mentally Healthy Schools
- Hillside Farm

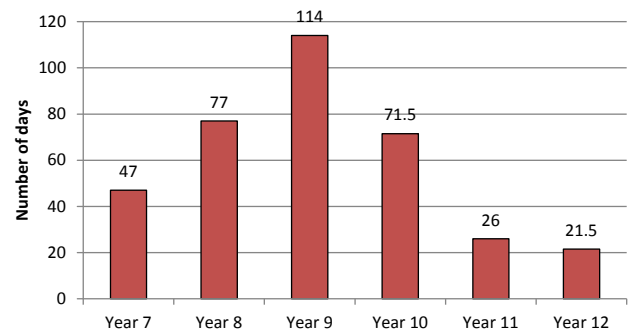
- Restorative Justice Intervention
- Healthy Relationships
- Drumbeat
- Managing challenging behaviour and resiliency workshops
- Individual Behaviour and Risk Management Plans
- Parent Information Sessions
- Stride / Who's the Man?
- Asthma Friendly School
- Bibbulmun Challenge for Year 8 students
- House reward system and Kala credits
- Reward Excursions
- Year 7 Values Camp
- IGA and KSHS attendance Partnership
- Triple Challenge for Year 9 students
- Student Leadership workshops
- Kalamunda Day celebrations to reinforce our
- School Values
- Stepping Up - Year 10 Engagement Program
- Course Counselling
- Dr Yes
- Curtin link up
- Student Edge
- Careers Expo
- WOW
- Transition Taster
- Motivation and Engagement survey and follow up
- Keys for Life
- About Youth Health Expo
- Elevate Year 11 and year 12 Program

Kalamunda SHS - Total overall suspensions



The overall number of days of suspension has continued a trend downwards since the school became IPS in 2011. 81% of the suspensions are boys, with the majority in Years 7,8 and 9. Only 6% of suspension are for Aboriginal students.

2016 Analysis of Suspensions



Following a high number of Year 7 suspensions in 2015, the suspensions have returned to a more regular pattern of the greatest number of days suspension being in the middle years.





## Learning Centre

The Learning Centre provides a range of supports for teachers and students across the school. This includes literacy and numeracy support to all students as well as support for students with learning disabilities.

Although the centre focuses on identifying and working with students when they enter high school, support is offered across Years 8 - 12.

Data is collected from the primary school during transition and on orientation. This is then used to provide targeted intervention through the SoundWay program offered in Year 7. Results shown below indicate that this has a significant impact on improving student Reading and Spelling levels.

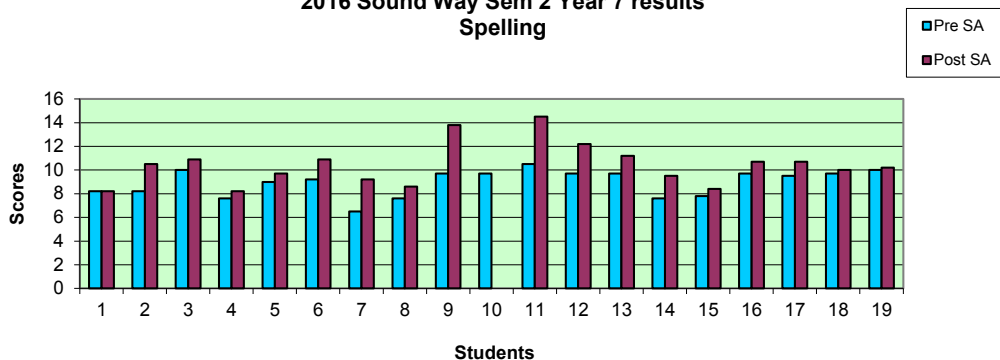
The Centre is well resourced with a 2.8 full time staff allocation in 2016.



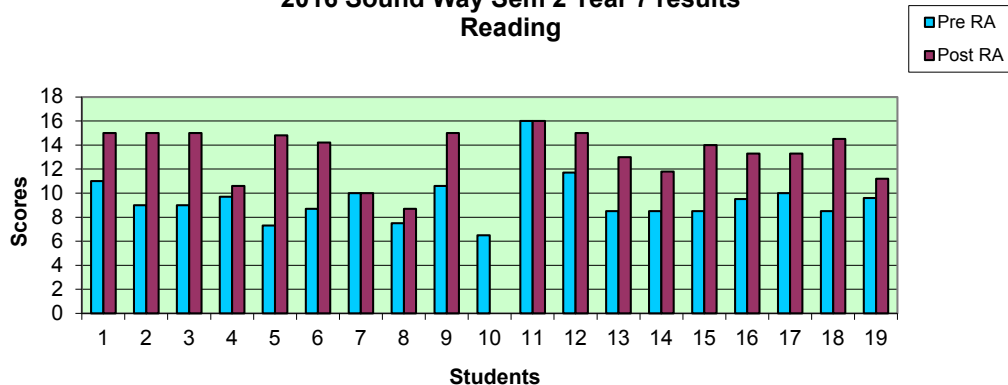
## Programs and Support

- Sound Way (Reading / Spelling program)
- Year 8 Literacy and Numeracy classes
- Reading and writing strategy development
- Developing differentiated plans for students with learning difficulties (eg dyslexia, dysgraphia, dyspraxia, CAPA, autism)
- Developing alternative reporting for students on individual learning plans
- Future planning for students with autism (ComPASS)
- Assisting with learning adjustments
- Professional development for staff
- Data analysis to inform future planning
- NAPLAN strategy support
- OLN Support
- Assisting Language Background other than English (LBOTE) students to improve their English.

**2016 Sound Way Sem 2 Year 7 results  
Spelling**



**2016 Sound Way Sem 2 Year 7 results  
Reading**



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.

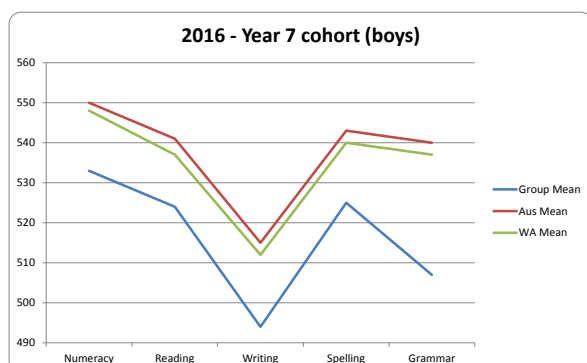
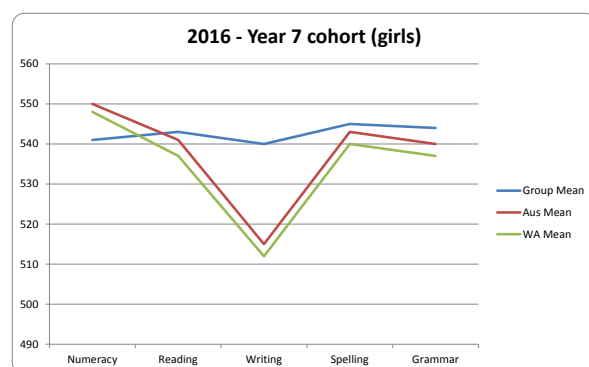
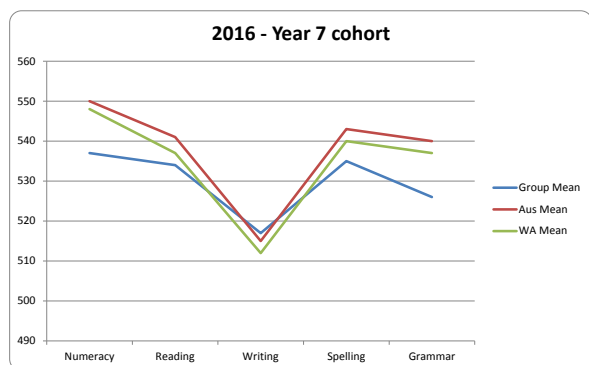


# Year 7 and 9 NAPLAN Achievement

## Year 7 NAPLAN - In a Nut Shell

This is the second year with Year 7s sitting NAPLAN in secondary schools and we now have two years of data for comparison. The data shows that this second group of students is generally weaker overall, except for writing, however of more importance will be how they track through to Year 9 in subsequent years. Targets will be set to address improving overall achievement for boys and Numeracy for girls.

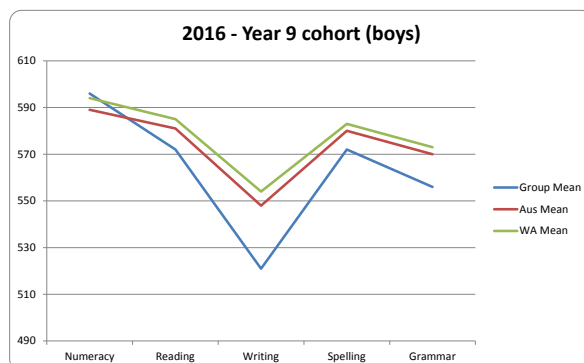
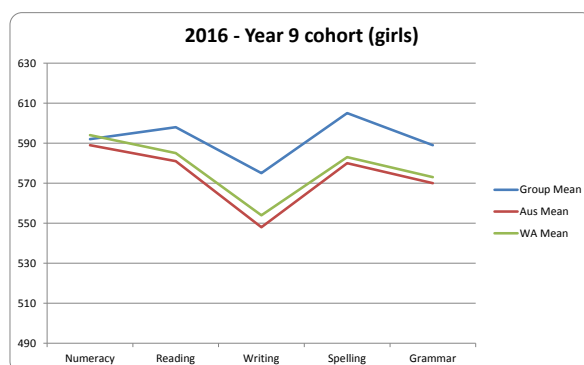
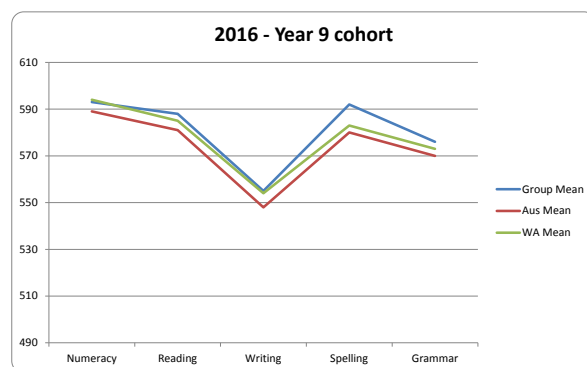
The school has used and will continue with a Year 7 team approach to support the learning for this cohort of students. This structure combines the benefits of both the primary and secondary school setting using teachers with specialist subject knowledge and an understanding of the needs of this age of students. Students stay together with their Mentor Group 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.



## Year 9 NAPLAN - In a Nut Shell

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. Positive results can be seen in Numeracy, with improvement seen across the board for both boys and girls.

Reading also saw an improvement, moving above both standard Australian means, along with Writing, Spelling and Grammar. The work of the Learning Centre staff, along with English staff and the whole school Literacy and Numeracy committee has been a significant factor in the improvement.

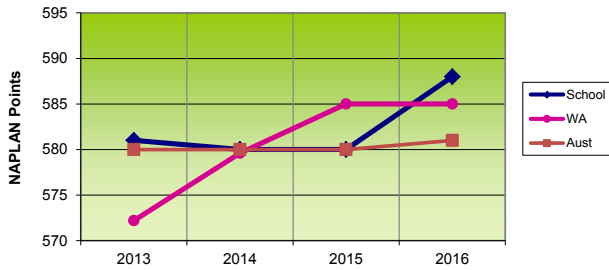


NAPLAN - National Assessment Program Literacy and Numeracy

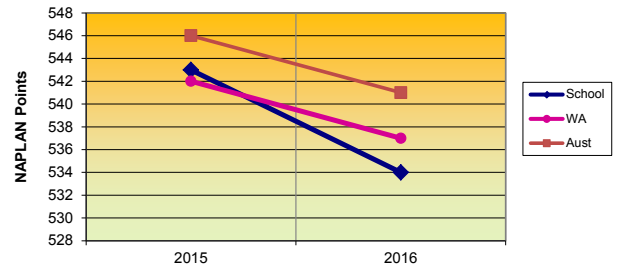


## Longitudinal Year 7 and 9 NAPLAN

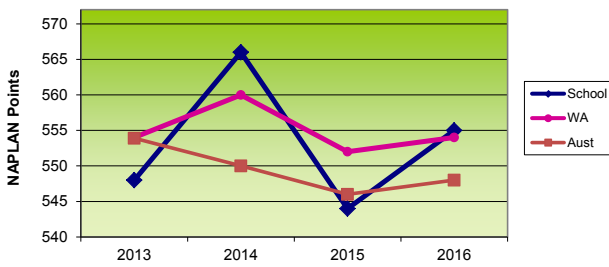
Yr 9 NAPLAN - Reading



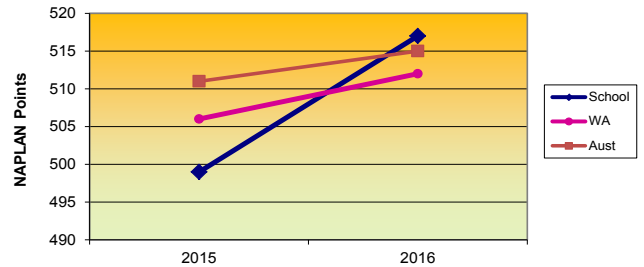
Yr 7 NAPLAN - Reading



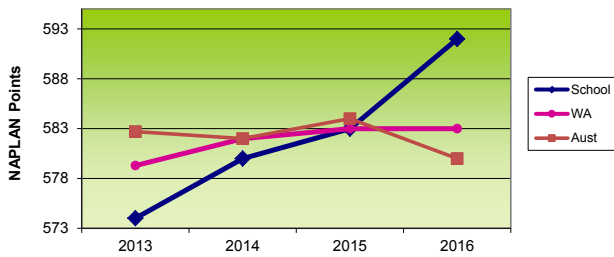
Yr 9 NAPLAN - Writing



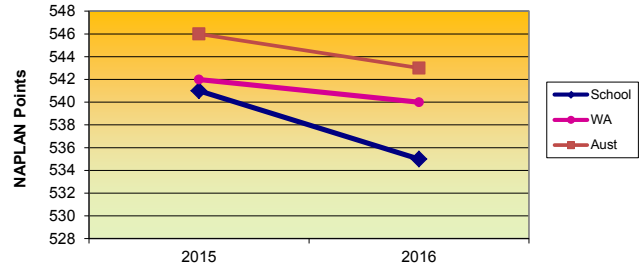
Yr 7 NAPLAN - Writing



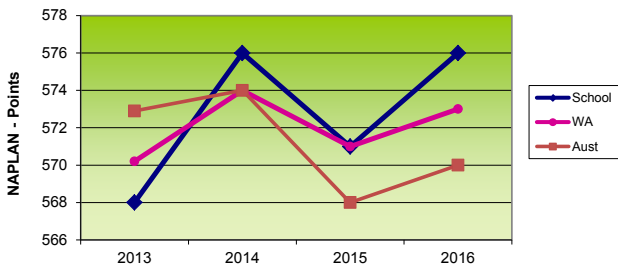
Yr 9 NAPLAN - Spelling



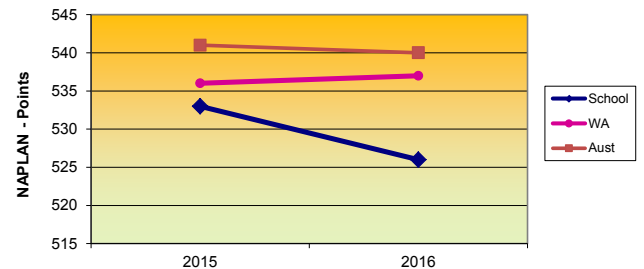
Yr 7 NAPLAN - Spelling



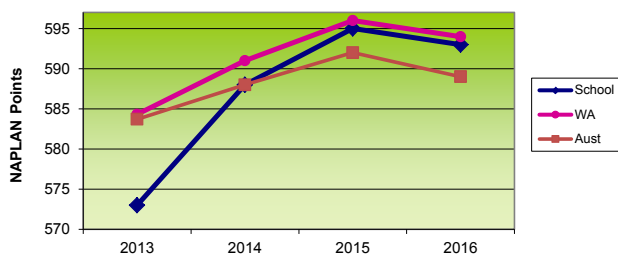
Yr 9 NAPLAN - Grammar and Punctuation



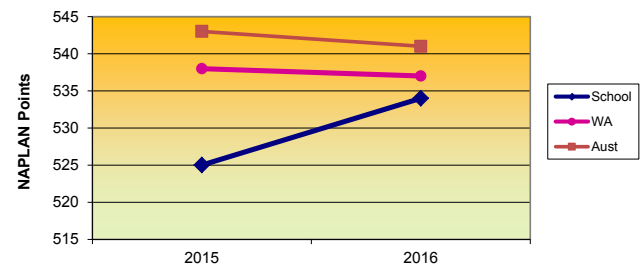
Yr 7 NAPLAN - Grammar and Punctuation



Yr 9 NAPLAN - Numeracy



Yr 7 NAPLAN - Numeracy



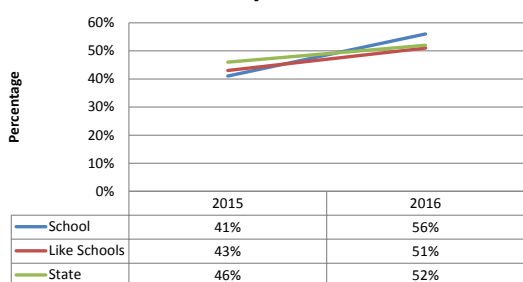


## Year 7 and 9 NAPLAN Achievement (continued)

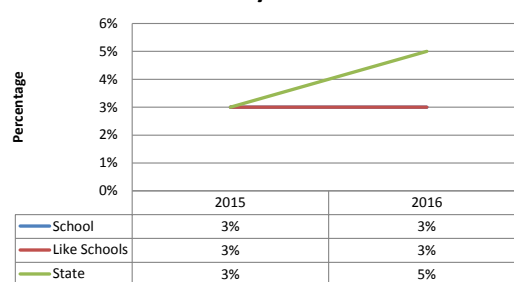
Considering more finer analysis, we have made significant progress at both the top and bottom ends of achievement over the last 3 years. Both our Academic Excellence Program and our Learning Centre provide teaching and learning targeted to students in these bands. It is pleasing to see this having an affect.

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.

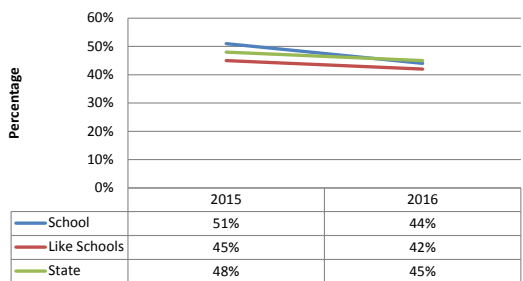
**Yr 7 - Numeracy - Above Band 8**



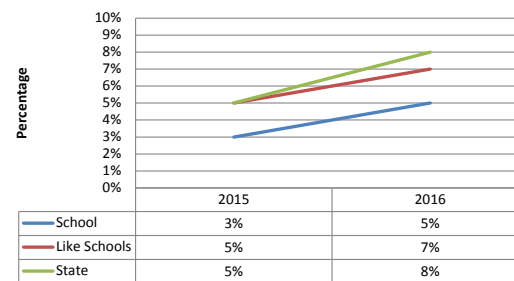
**Yr 7 - Numeracy - Below Band 6**



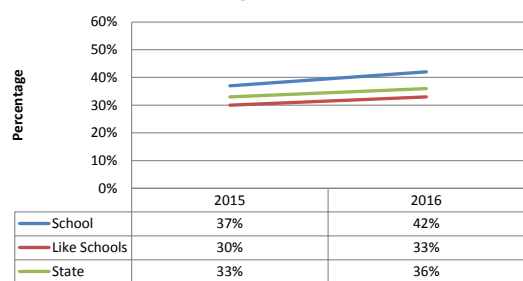
**Yr 7 - Reading - Above Band 8**



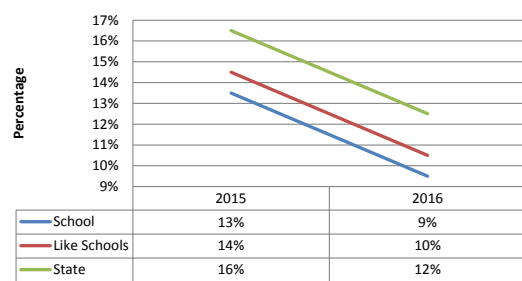
**Yr 7 - Reading - Below Band 6**



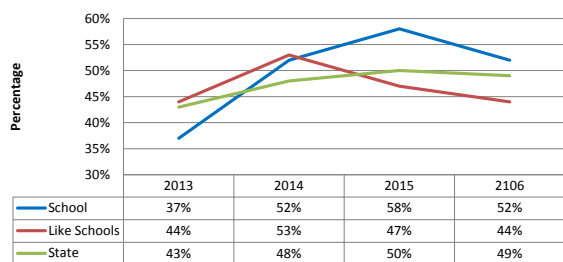
**Yr 7 - Writing - Above Band 8**



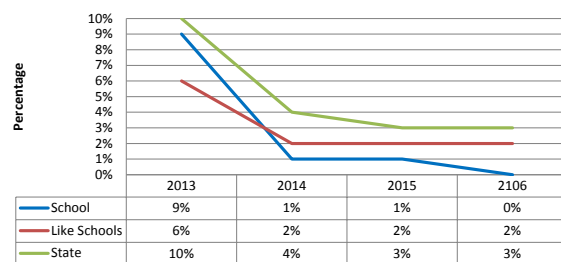
**Yr 7 - Writing - Below Band 6**



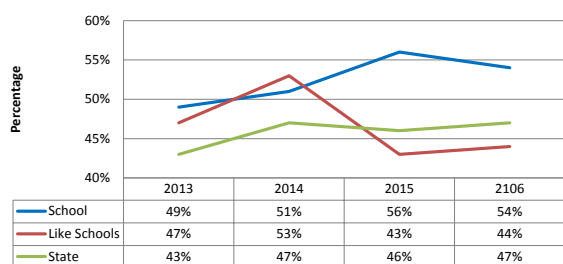
**Yr 9 - Numeracy - Above Band 8**



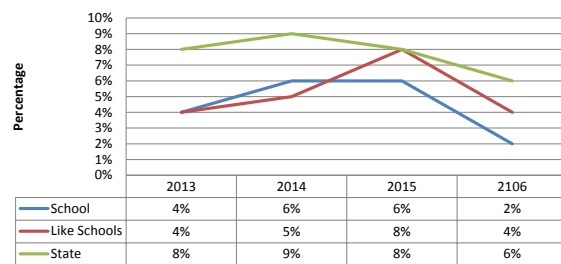
**Yr 9 - Numeracy - Below Band 6**



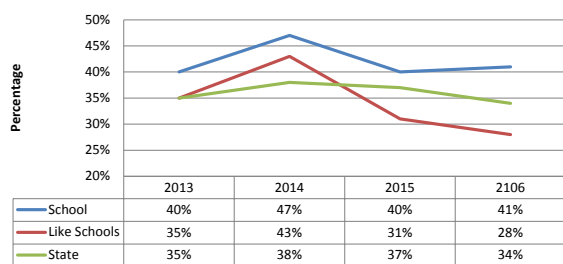
**Yr 9 - Reading - Above Band 8**



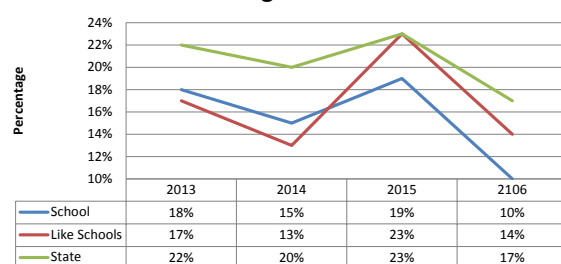
**Yr 9 - Reading - Below Band 6**



**Yr 9 - Writing - Above Band 8**



**Yr 9 - Writing - Below Band 6**



# Staffing

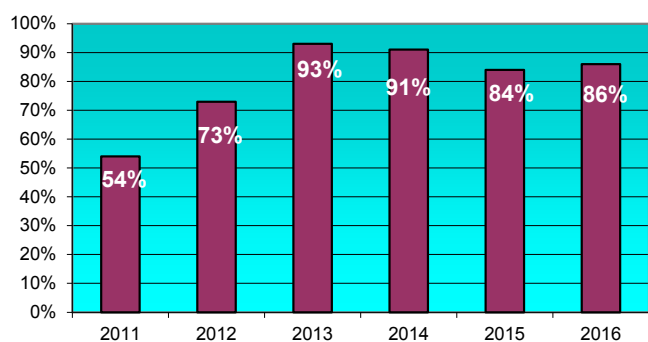
## Staff Professional Learning

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



While the aim is to have all staff trained in CMS, this has been difficult to achieve over the last two years, with unusually high turn overs in staff. This has been due to an increase in staff to accommodate the Year 7s entering secondary school in 2015 and a number of staff leaving or retiring in 2016.

The school will continue to work towards this target as opportunities become available for further training. The school also trained a second staff member in Conference Accreditation Training, which allows for school based conferencing in CMS training.

Teachers will be further immersed in the training by

undertaking the extension modules in Instructional Strategies and a further staff member will undergo CAT training in 2017.

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 2016, 77% of staff participated in classroom visits and 93% 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 continuation of the support provided to aspiring Level 3 Classroom Teachers saw a further successful applicants in 2016, taking the overall number to 6.



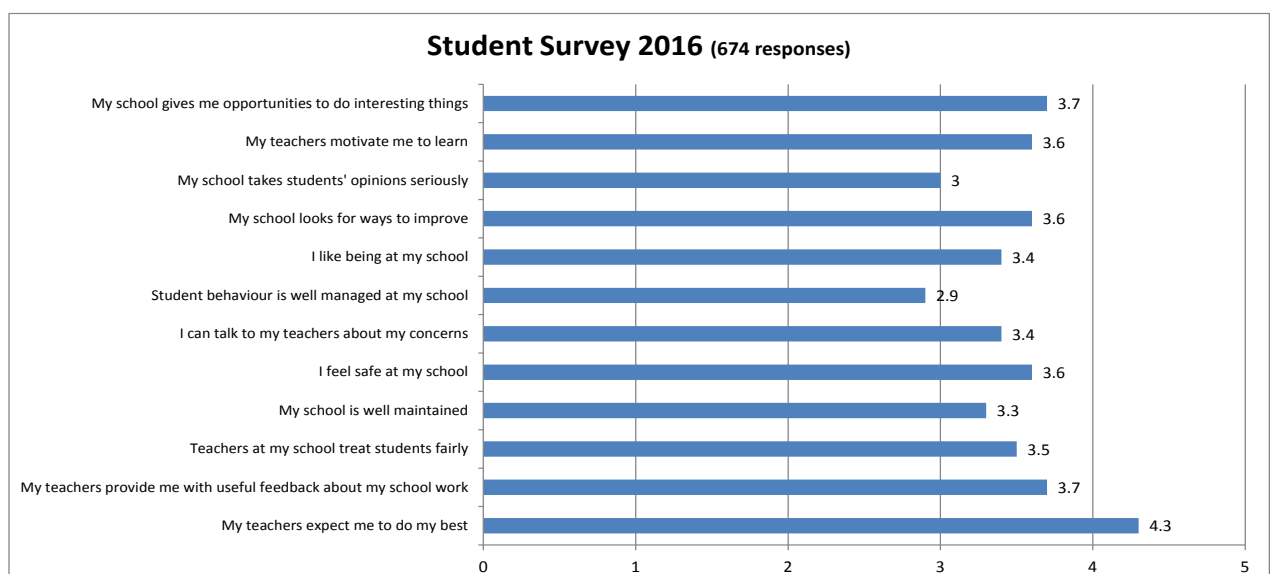
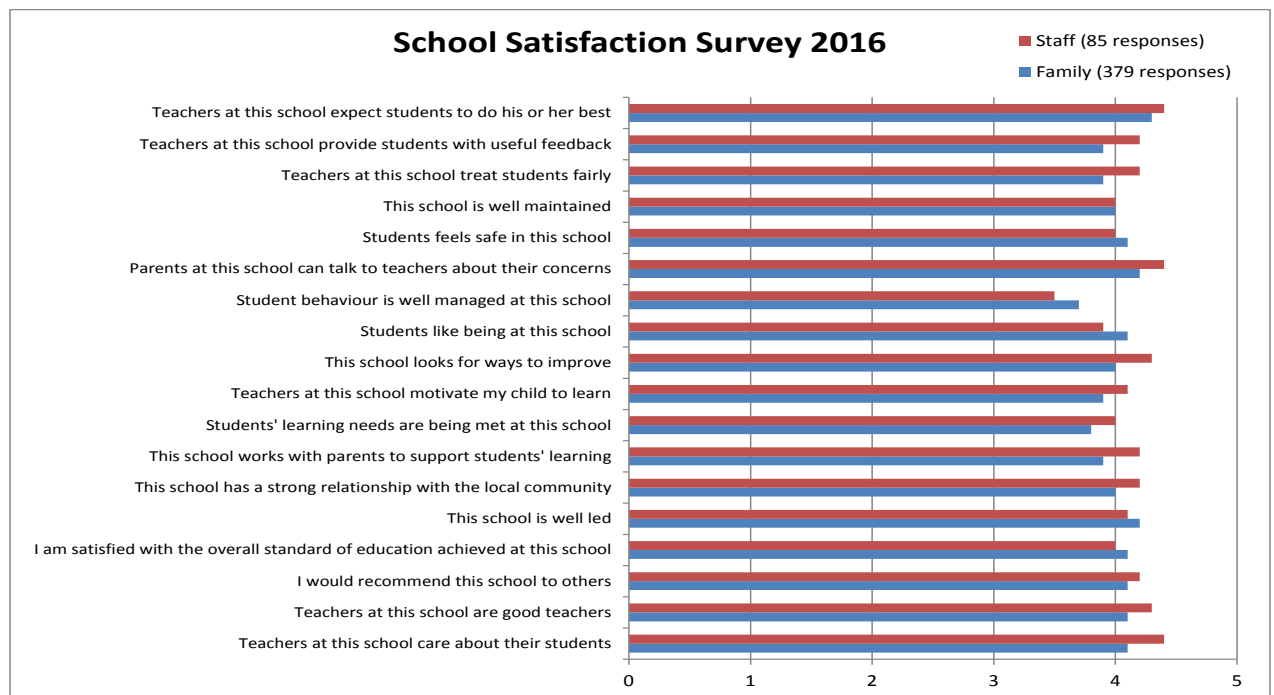


# Perceptions Of Our School

The school has a long history of surveying the school community stretching back to 2000. From 2014 all Australian Schools are required to use a common on-line survey tool every two years. Below are the survey results from 2016. 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.

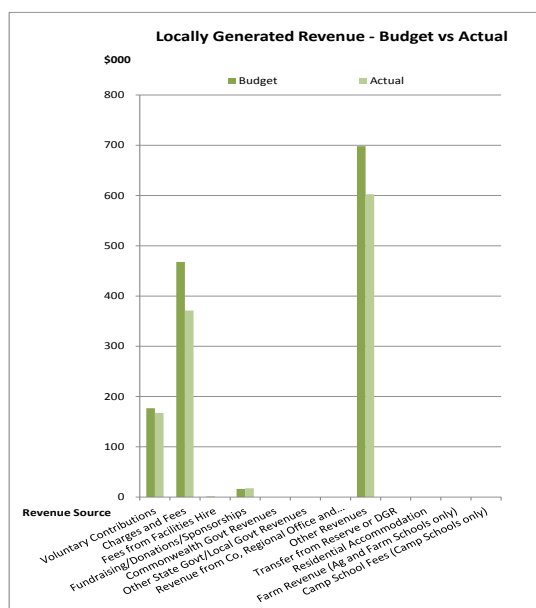
The survey asked parents why they chose to send their children to Kalamunda. The top 10 responses were:

1. Local School/Location
2. Specialist Programs
3. Reputation
4. Friends/siblings/parents attending the school
5. Friendly/nice feel about the school
6. Recommended
7. Academic achievement
8. Subject choice
9. Uniform/discipline/standards
10. Assistance for students with learning difficulties

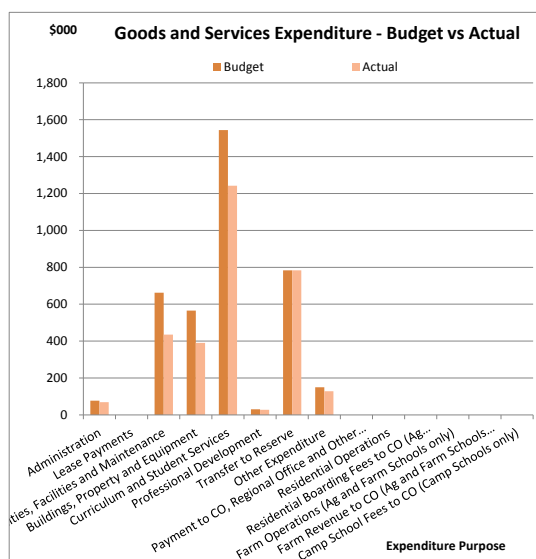


# SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2016

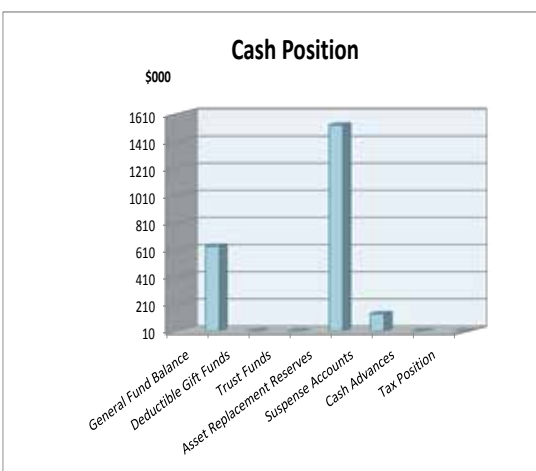
Annual Income			
	Budget	Actual	
1	Voluntary Contributions	\$176,896	\$167,548
2	Charges and Fees	\$467,773	\$371,069
3	Fees from Facilities Hire	\$1,000	\$0
4	Fundraising and Donations	\$16,000	\$17,430
5	Commonwealth Govt Revenues	\$0	\$0
6	Other State Govt/Local Govt Revenues	\$0	\$0
7	Revenue from Co, Regional Office and other Schools	\$0	\$0
8	Other Revenues	\$698,111	\$602,619
9	Transfer from Reserves	\$0	\$0
	<b>Total Income</b>	<b>\$1,359,780</b>	<b>\$1,158,666</b>
	Opening Balance	\$645,856	\$645,856
	Student Centred Funding	\$1,908,465	\$1,908,465
	<b>Total Funds Available</b>	<b>\$3,914,101</b>	<b>\$3,712,987</b>



Annual Expenditure			
	Budget	Actual	
1	Administration	\$76,926	\$69,249
3	Utilities/Facilities/Maintenance	\$662,034	\$435,288
4	Buildings/Property/Equipment	\$565,500	\$389,889
5	Curriculum and Student Services	\$1,543,929	\$1,242,538
6	Professional Development	\$30,000	\$27,640
7	Transfer to Reserves	\$783,100	\$783,100
8	Other Expenditure	\$150,000	\$128,636
9	Unallocated	\$0	\$0
	<b>Total Expenditure</b>	<b>\$3,811,489</b>	<b>\$3,076,340</b>
	Transfer to Asset Reserves	\$0	\$0
	<b>Total Funds Carried Forward</b>	<b>\$3,811,489</b>	<b>\$3,076,340</b>



Cash Position as at: 31/12/2016	
<b>Bank Balance</b>	<b>\$2,303,852</b>
<b>Made up of:</b>	
1 General Fund Balance	\$636,647
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$1,528,907
5 Suspense Accounts	\$138,698
6 Cash Advances	\$400
7 Tax Position	\$19,460
<b>Total Bank Balance</b>	<b>\$2,284,392</b>



Other Financial Information	
<b>Voluntary Contributions Collection rate:</b> 92.7%	<b>Total Creditors as at 31/12/2016:</b> \$0
<b>Total bad debts written off:</b> n/a	<b>Total Debtors as at: 31/12/2016:</b> \$0
<b>Total assets/resources written off:</b> n/a	
Overall charges and contributions collection rate 94.11%.	







Pride  
Respect  
Learning  
Resilience  
Community

*'ELEMENTS of LIFE'*

© 2015  
All Rights Reserved  
Page 1 of 1  
Version 1.0