

Kalamunda Senior High School

An Independent Public School



Annual Report 2012

Learning - Respect - Resilience - Pride - Community

Principal's Report

I am proud to present to our school community the 2012 Annual Report.

2012 was our second year as an Independent Public School and we have continued to use the flexibilities available to us to improve all aspects of school life.

In 2011 we were delighted to have exceeded almost all of the 2013 Targets. While not reaching these heights in 2012 we still made improvements in a number of areas from our 2010 baseline year. Of particular note was the recognition, for the eighth consecutive year, of Kalamunda as a high performing Year 12 school. While our ATAR results were not as high as in previous years, our attainment rate was in the top 20 schools. The attainment rate is a measure of the percentage of students who achieve either an ATAR above 55 and/or who complete a Certificate II or III. Complementing this achievement was our high graduation rate, with only one student failing to graduate.

We were also very pleased with our NAPLAN, WAMSE and attendance achievements.

Parents and students have responded positively by recognising the need for students to be at school and therefore to maximise their chances of success. Our attendance rate, at over 91%, was amongst the highest in the state.

2012 was the inaugural year for the Performing Arts Program. The group, selected by audition, performed very well throughout the year and will no doubt form the core of the 2013 school production.

There is little doubt Kalamunda is building an enviable reputation throughout the hills and beyond. We are, unfortunately, unable to find places for all those wanting to come to the school, and we find ourselves with long Year 8 waiting lists. The announcement that Year 7's will move to high school in 2015 will be our next challenge as an Independent Public School. We will work to provide an appropriate and nurturing learning environment for these young students and this will be reflected in our Business Plan.

Each staff member, the School Board and our whole school community are to be congratulated and thanked for their outstanding contribution during 2012. In 2013, as we enter our third year as an Independent Public School, there is little doubt that Kalamunda will go from strength to strength and continue to explore Our Forest of Possibilities.

Kathy Ritchie
Principal

School Board Report

The members of the Board would like to extend their thanks to Mr David Brady, Principal 2012, for leading the school through the second year as an Independent Public School. 2012 has been a consolidation year, building on the initial plans and developing the role and responsibilities of the School Board. There is more work to be done and new targets to be set as part of the Education Department's review of Kalamunda Senior High School in 2013.

The Board would like to congratulate all students who achieved their goals in 2012 and wish the Class of 2013 all success in their chosen endeavours.

The Board looks forward to working with staff in 2013 to build on the close cooperation achieved in 2012.

Chris Gazey
School Chair



Director of Education Sharyn O'Neill and Peter Collier Minister of Education presenting Principal Kathy Ritchie with the award for Year 12 High Performing Schools in 2012.



2012 HONOUR ROLL

Dux of the School: Luca Trimboli

VET Dux: Kalle Boase

| | |
|--|---|
| Sportsperson Award - Michigan England | Rotary Art Scholarship - Christopher Hyland |
| Citizenship Awards - Daniel Hankinson, Rachael McCall, Robert Power and Belle Smithies | ADF Leadership and Teamwork Award - Conrad Jahn |
| Caltex Best All-Rounder - Angela Gazey | Benchmark Award: 2012 Outstanding Staff Member - Noelene Clarke |
| Edith Cowan University Personal Excellence Award - Simone Carameli | Westscheme Division of the Australian Super VET Award - Kalle Boase |
| The Law Society Award - Angela Gazey | The Gifted and Talented Art Award - Christopher Hyland |
| Engineers Australia Award - Luca Trimboli | deRozario Prize for Music - Peter Radovanovic |

| | |
|---|----------------------------------|
| Learning Area - Dux Awards | |
| Applied Information Technology, Stage 2A/2B | Lee Baglin |
| Biological Sciences, Stage 3A/3B | Angela Gazey |
| Career and Enterprise, Stage 1D/1E | Jacqueline Cooper |
| Chemistry, Stage 3A/3B | Luca Trimboli |
| Children, Family & Community, Independent Living, Stage 1A/1B | Jade Letts |
| Children, Family & Community, Independent Living, Stage 1C/1D | Christopher Hyland |
| Dance, Stage 1A/1B | Tasmin Lynch |
| Design: Photography, Stage 1C/1D | Lauren Clark and Daina Runeckles |
| Design – Technology, Stage 1A/1B | Lester Rios |
| English, Stage 1C/1D | Madison Lucy |
| English, Stage 3A/3B | Lauren Hickford |
| Food Science and Technology, Nutrition, Stage 1C/1D | Tasmin Lynch |
| Human Biological Science, Stage 3A/3B | Georgia Lim |
| Integrated Science, Stage 1C/1D | Kalle Boase |
| Literature, Stage 1A/1B | Victoria Markey |
| Literature, Stage 3A/3B | Angela Gazey |
| Materials, Design and Technology: Wood, Stage 1A/1B | Chayse Learmond |
| Mathematics, Stage 1B/1C | Shannon Hyslop |
| Mathematics, Stage 1D/1E | Kalle Boase |
| Mathematics, Stage 2A/2B | Chelsea Hose |
| Mathematics, Stage 3A/3B | Michigan England |
| Mathematics, Stage 3C/3D | Luca Trimboli |
| Mathematics Specialist, Stage 3C/3D | Luca Trimboli |
| Media Production and Analysis, Stage 1A/1B | Te Paea Tahu-Edwards |
| Media Production and Analysis, Stage 1C/1D | Caitlyn Kings |
| Physical Education Studies, Stage 1C/1D | Lester Rios |
| Physics, Stage 3A/3B | Luca Trimboli |
| Politics and Law, Stage 3A/3B | Angela Gazey |
| Psychology, Stage 3A/3B | Lauren Hickford |
| Visual Arts, Stage 1A/1B | Lauren Clark and Madeline Potter |
| Visual Arts, Stage 3A/3B | Kaitlyn Harris |
| Learning Area – Top Student | |
| Drama, Stage 3A/3B | Peter Radovanovic |
| English, Stage 2A/2B | Lauren Clark and Madison Carson |
| Mathematics, Stage 2C/2D | Hong (Howard) Eyo |
| Media Production and Analysis, Stage 3A/3B | Rachael Skehan |
| Modern History, Stage 3A/3B | Angela Gazey |
| Physical Education Studies, Stage 3A/3B | Adrian Morosan and Robert Power |
| Psychology, Stage 1A/1B | Jade Letts |



Class of 2012

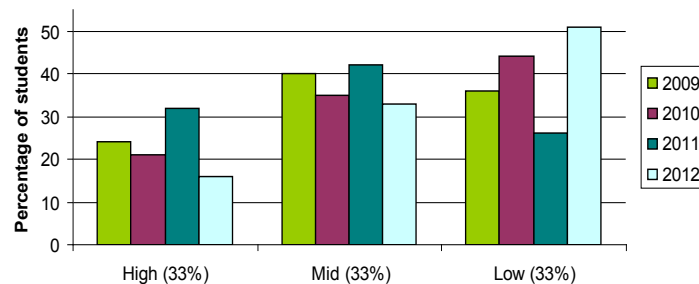
Outstanding Achievements

- 99.24% WACE graduation
- 3 Certificates of Commendation (Excellence)
- 2 students achieving an ATAR greater than 95
- 3 students achieving an ATAR between 90 and 95
- 73 students achieved at least one A grade
- Median ATAR – 73.3% (of TISC applicants)
- 85% Attainment (ATAR >55 and/or Cert II or higher)
- Rank 22 – Top 50 VET Schools (66.41 % completion of >200 nominal hours in Year 12)

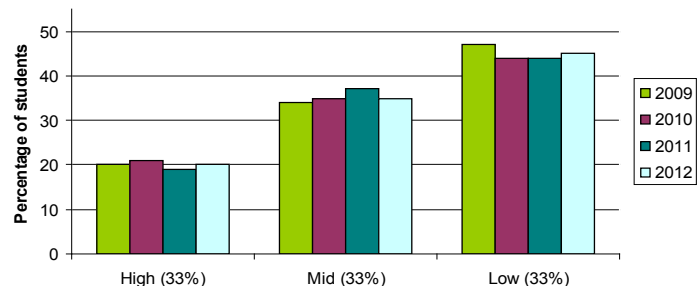
Areas for further focus in 2013

- Further increase percentage attainment (ATAR > 55 and/or Cert II or higher)
- Improve Median ATAR
- Reduce percentage of students in the bottom Tricile

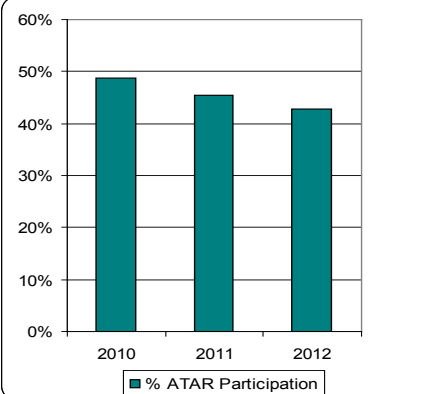
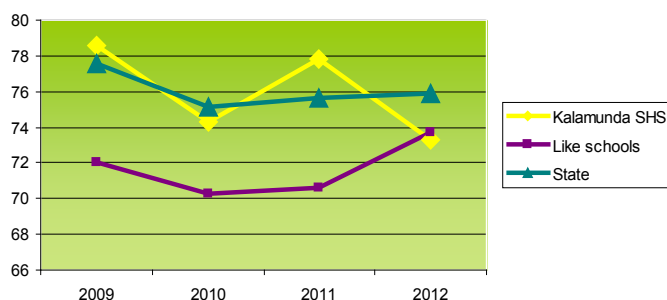
Triciles for ATAR Students (Kalamunda SHS)



Triciles for ATAR Students (like schools)



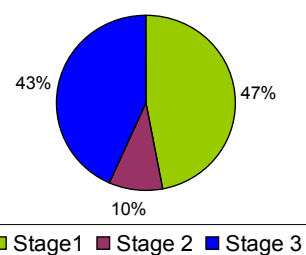
Median ATAR

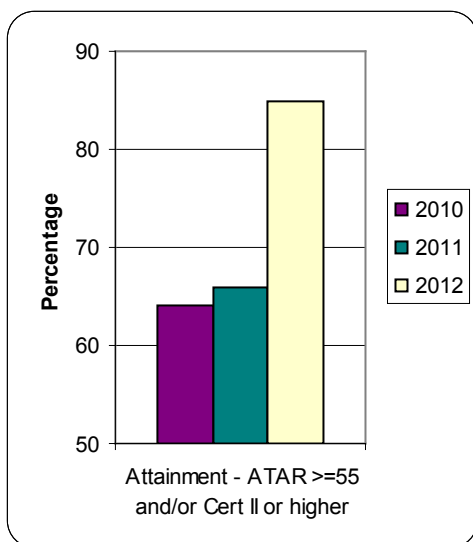


(ATAR students study 4 or more Stage 2 or Stage 3 courses.)

The median ATAR in 2012 was affected by a larger than expected group (37.5%) of students using one or more Stage 2 results. 78.6% of students with an ATAR <55 studied one or more Stage 2 courses.

2012 WACE Courses



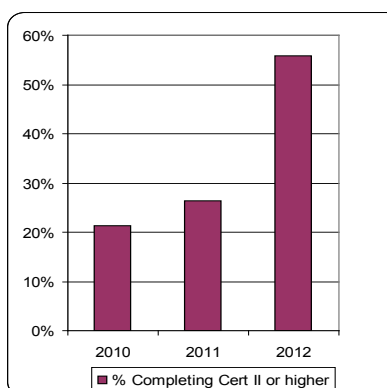
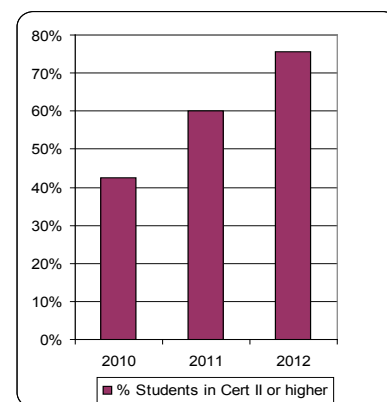
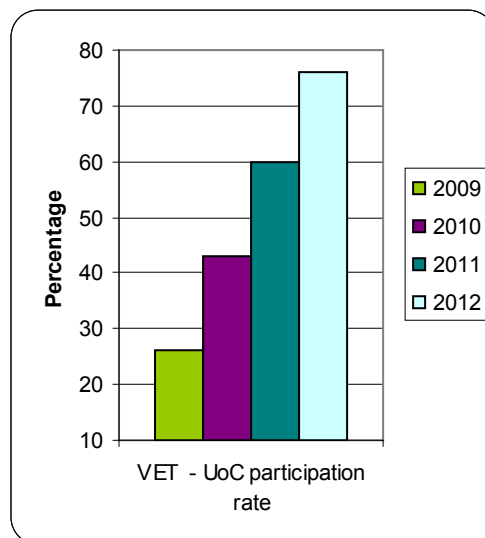
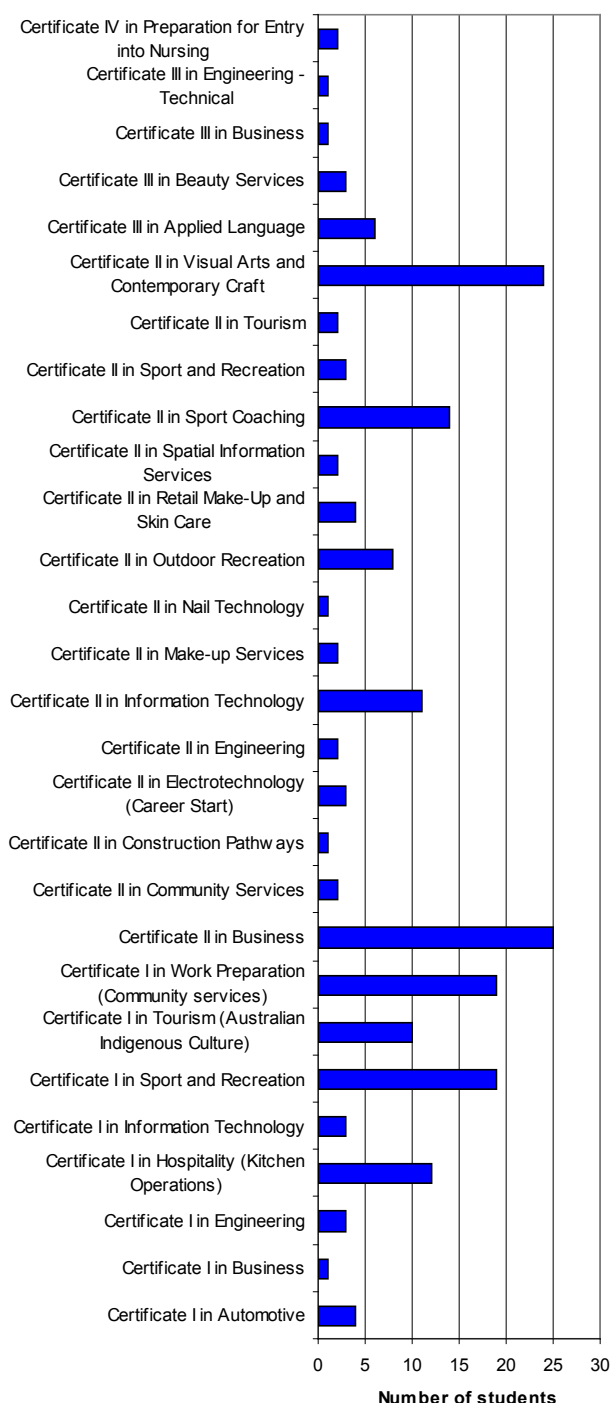


The school now boasts a strong VET program to complement the ATAR achievement. Many students complete both and the school has an impressive attainment rate. This is determined by the number of students achieving an ATAR greater than or equal to 55 and/or completion of a VET Certificate II or higher. This has been a focus over the last few years and it is encouraging to see these results.

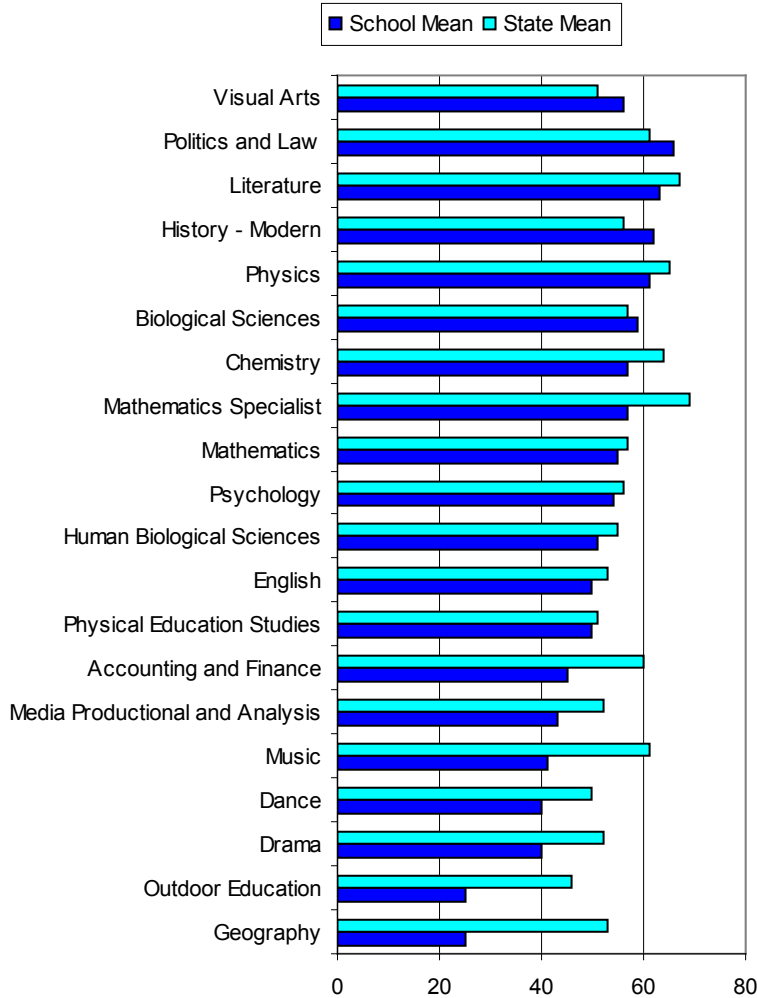
In 2012, the school delivered Certification I, II and III courses in a range of areas such as Business, Information Technology, Languages, Sport and Recreation, Fashion, Ceramics and Childcare. Students also participated in a variety of VET in Schools programs with Central TAFE, Polytechnic West and school based Worklinks and Apprenticeships.

The Target of 70% of raising the percentage of students completing a full qualification was exceeded (74%).

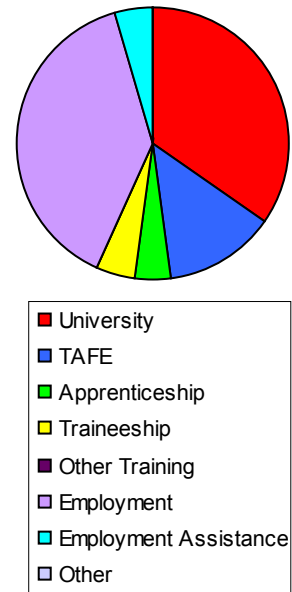
Range of VET Certificate Courses achieved by Year 12s (over years 10-12)



Average scaled scores 2012 - Kalamunda SHS and State

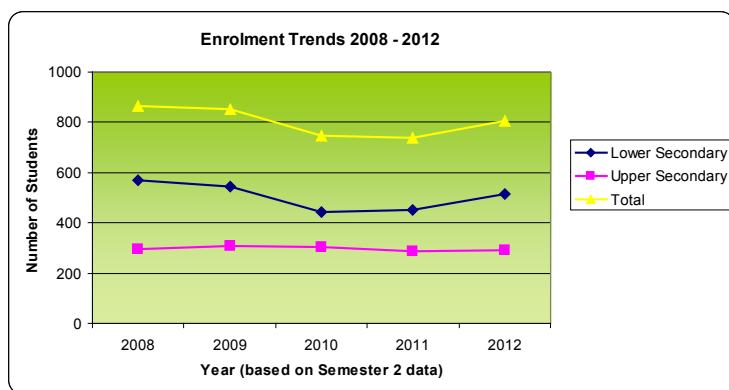


2012 Year 12 Destination



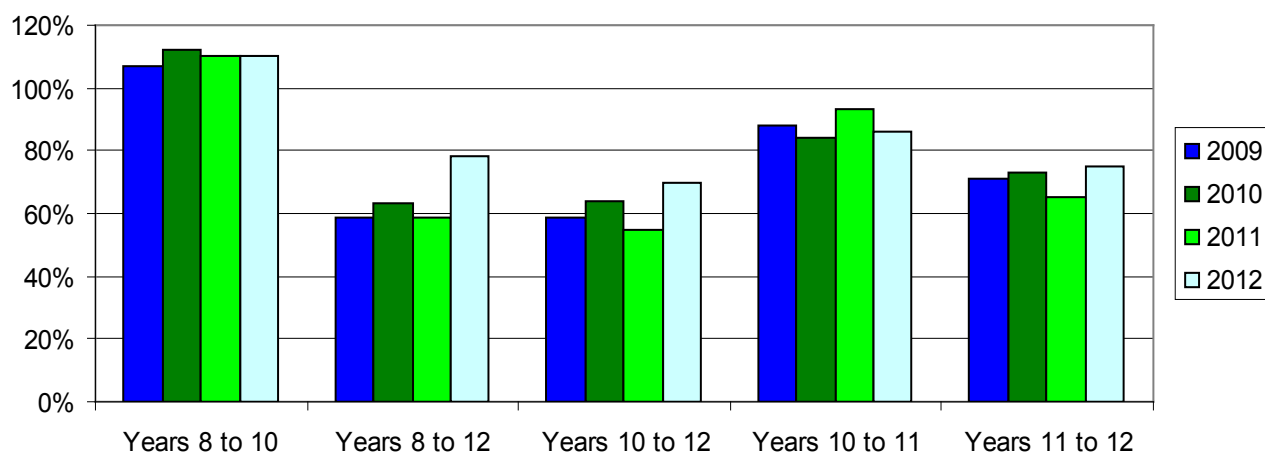
Kalamunda SHS students have shown similar patterns for post school intention and destination in 2012 as in previous years and when compared to the State. (It should be noted however that this year there was a particularly low return on survey results (21%) compared to the usual (99%) participation rate.)



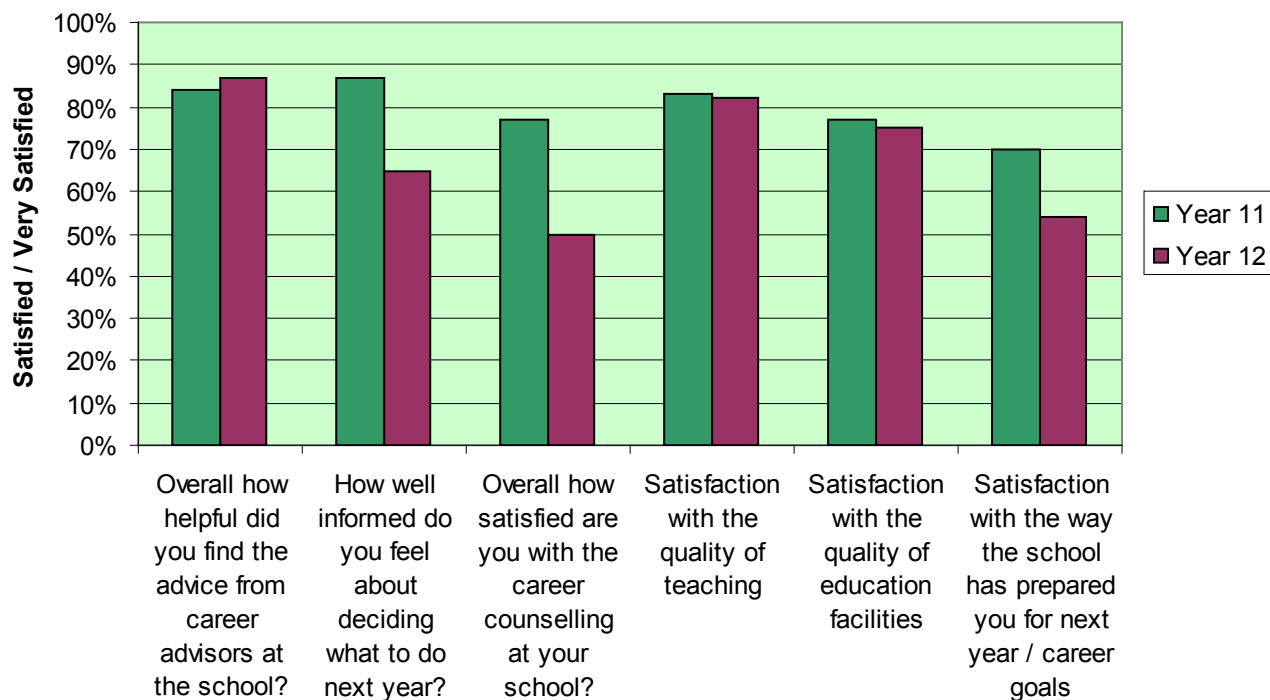


Enrolments have started to increase over the last few years, with a particularly large cohort coming through in Year 8. Enrolments from outside the local boundary are now being limited in order to accommodate the Year 7s in 2015. A double cohort with both intakes of Year 7 and Year 8 students will start in that year.

Retention rates (%)



Senior Student Satisfaction Survey



The Arts

The Arts

2012 was a busy and exciting year for the Arts Faculty. Many events and exhibitions were hosted and numerous competitions entered.

Visual Art

In 2012 our Gifted and Talented Art students and class art students attended and had their work displayed at many events and exhibitions throughout Perth.

- In February the Year 8 and 9 students were a part of the Festival of Perth and built and decorated many numerous dwellings that became 'No Place Like Home'. This was an installation set up in the Museum of Western Australia.
- Year 10, 11 and 12 students went to 'Sculpture by the Sea' in Cottesloe to view the artworks and discuss the works with the artists.
- Three works chosen for Perspectives in 2011 were displayed at the State Gallery in March.
- A Year 8 student was 'runner up' in the prestigious 'Shaun Tan' Art award
- Numerous prizes at 'Outside the Frame' run by Armadale City Council
- Works exhibited at Central TAFE as part of the 'Metamorphosis' exhibition.
- Young Originals Exhibition- 8 works chosen.
- Darlington Arts Festival- students performed in hand made costumes and many prizes were won.
- Banners in the Terrace – two students won the top prizes.
- St Georges Art Award- students' work chosen to exhibit.
- In a Partnership with Perth Institute of Contemporary Art, students attended and took part in workshops and were part of an art performance.



Kalamunda Performing Arts Program (KPA)

2012 saw the inaugural Year 8 class of the KPA program. We have a very talented class of students who were selected after an interview and audition. The students work in the three performing arts disciplines of Dance, Theatre and Music. Centred round musical theatre, the students were given opportunities to perform and see performances throughout the year.

Highlights

- Students and parents attended a performance of "The Red Tree" at Subiaco Arts Centre in February followed by a discussion with the cast.
- In September, the students watched a live theatre performance called "Be Careful What You Wish For" presented by the Fine Edge Theatre Company.
- During August, the KPA students were invited to attend an evening musical theatre performance "Into the Woods" at WAAPA. The professional production gave many students their first time viewing of a live theatre production.
- The KPA students have all been part of the KSHS choir for 2012. This gives the students an opportunity to develop their vocal skills as well as working in a team environment. The choir performed at several school events including ANZAC Day and Kalamunda Day, were part of the WA State Choral Festival and were invited to sing at the Shire of Kalamunda's "Morning Music" program. The students performed their 'Broadway' style singing selections from "Wicked – The Musical".

Dance

One of the major performances was Wrapped in May, which was a concise show that embodied a wealth of ideas, like a small sweet wrapped lolly. Dance highlights included a cloaked dance based on courage and a beautiful duet based on water.

Unwrapped in September explored concepts for dancers in more detail and metaphorically "unwrapped" every option for performance. This also showcased the Year 12 solo performances.

The Performing Arts students performed a collection of dance extracts from famous musicals in the Semester One Drama Show. These included sequences from Singin' in the Rain, South Pacific, My Fair Lady, Annie and Cats.

Drama

The first cohort of Kalamunda Performing Arts students brought the art of mime back to the Kalamunda Performing Arts Centre for the first time in years.

Year 8's staged productions of Nosedive Airlines and Hercules Has Some Fun. The Year 9's staged their own devised Commedia Dell Arte pieces complete with hand-made masks. Our Stage 1 upper school students competed in the 'Youth On Health' Festival (YOHFest) with a self-devised twisted fairytale called Down the Rabbit Hole winning an award for Best Comedic Script. They also staged a production of Dog's Hamlet a version of Shakespeare's Hamlet which is complete in twenty minutes!

The Stage 2/3 class had also been busy with their 2012 Showcase night held in September in which they performed aspects of their WACE performance exams, featuring their Original Solo Productions and Monologues. The Stage 2 students staged a production of Murder Malodorous. At the end of year the highlight was the Lower School Extravaganza which showcased Year 8, 9 and 10 student talent.

Music

The music department is an active and exciting department, with performances, concerts and a newly formed parent music support group, Musikal! This group provides additional support to the music students at KSHS by assisting at concerts and fundraising to purchase new equipment, music and bus trips to performances. Major fundraising projects in 2012 included the Woolworths "Earn & Learn" which provided some new guitars and percussion to the music department, GATE Art morning Teas and the Cancer Council Sunscreen fundraiser.

Highlights

- WA Country Week (Concert Band) – Under the direction of Mr Hind, WA School Sports invited the KSHS Concert

Band to open the WA Country Week Athletics Carnival at Challenge stadium.

- Morning Music for Kalamunda Shire (Choir) – The theme was "Broadway!" and our choir delighted audiences with a choral arrangement of "Wicked" highlights and the a Capella version of "Oh When The Saints".
- KSHS Brass Ensemble – Mr Hind has kept his lower school brass students busy with some performances across the hills including a Gooseberry Hill PS assembly, Stirk Fest and The KSHS Quiz Night.
- Music: Count Us In! (Concert Band) - KSHS has made up the instrumental group for this Australia wide event for 3 years running. Combining with the Police Commissioner's band, "The Filth" once again, they provided backing music for the hundreds of primary school students who took part in this national event in November.
- State Ensemble Festivals
- Once again our ensembles participated in the various state festivals in 2012. These are adjudicated performances and it is great to see we were again represented well.
- KSHS Concert Band – were awarded an "Excellent" in the "B" Division. .
- KSHS Choir - were awarded a "Merit" performance.
- KSHS Classical Guitar Ensemble - (led by Mr Bonini) were awarded a "Merit" performance at this year's State Guitar Festival.

Media

The school is fortunate to have such a well equipped department and Media is now being offered across all the year groups. Topics covered by Media students this year have included Traditional Media such as film and television and New Media which cover Social Media, gaming and the Internet. The equipment has been put to great use with productions being made including short films, music videos, documentaries, 'SuperHero' films, and of the course the Year 12 Leavers DVD.



Physical Education and Technology and Enterprise

Photography

Photography in lower school saw a group of enthusiastic students heading back to basics learning how to use pinhole cameras and make a photogram. This then progressed to the use of digital technology and concepts from an international contemporary photographer - to produce a series of photographers with the theme 'Art Clean Up.' The work was mounted and displayed in the library along side the upper school photography social issues posters. The upper school photography course included a variety of photographs planned, shot, printed, analysed and reflected on. Students enjoyed a variety of topics from portraits in natural light, to social issues posters and photography essays.



Highlights

- 3 students were finalists in the finals for the World Mental Health Day photo competition and one student won people's choice award.
- ILFORD National Photographic Competition – 5th place overall. Two students won merit certificates – 'Last Light' and 'Beyond Fear'. One student won the Silver Halide for Year 9-10. Two students won merit certificates for Year 11-12 Digital Inkjet category – 'Race Car' and 'Departing Innocence.'

Health, Outdoor and Physical Education

Kalamunda Senior High School's Health, Outdoor and Physical Education Learning Area has, over the past few years, developed into a dynamic and energetic team.

The main focus has been on the Accredited Specialist Program for Outdoor Education. There are over 140 students involved in the Year 8 to 10 Outdoor Adventure Program, Certificate I and II courses in Outdoor Recreation and Stage 2 and 3 courses in Outdoor Education in Years 11 and 12. The program has changed in recent years to be aimed at the more highly academic student with studies in environmental management, leadership, personal and group development, planning, logistics and risk assessment and management. This has lead to more effective preparation for senior school resulting in sustainability of a Stage 2 Outdoor Education pathway. Both Stage 2 and 3 will be running in 2013.

All Year 8, 9 and 10 Health and Physical Education courses met targets in both the Learning Area Plan and School Business Plan. Results in Stage 3 Physical Education studies and Certificate II Sport and Recreation were also pleasing.

Highlights

- Successful House Carnivals in Swimming, Cross Country and Track and Field were held, leading to team selection and participation in the corresponding Interschool Carnivals.
- Year 8 to 10 students also had the opportunity to participate in lightening carnivals for soccer, football and netball.
- Kalamunda SHS for the 27th time entered the Blackwood Marathon with 3 teams and 1 Iron Person and gained 2nd, 3rd, 4th and 5th in the schools non equestrian division.
- 2012 also saw the running of the 12th Ski Trip to Falls Creek with 12 students and 4 staff attending.
- Interschool Soccer Competition



Technology and Enterprise

During 2012 the Technology and Enterprise Learning Area had a successful year with the achievement levels of students in Year 8, 9 and 10 courses.

As a summary:

- The Year 8 results were similar to previous years with the majority of students in Computing and Business Education, Design and Technology and Home Economics achieved a C grade or higher.
- The Year 9 results were better than in previous years with the trend of a higher proportion of students achieving A and B grades in all three areas.
- Year 10 results were better in Design and Technology and Home Economics than in previous years with the majority of students achieving a C grade or higher. However, in Information Technology there was a noticeably higher allocation of D and E grades.

The Learning Area has always prided itself on the wide range of options it offers students in senior school. In 2012 this was extended further with the introduction of new certificate courses in Design and Technology and Home Economics. Whilst there are only small numbers of students in Stage 2 and 3 courses this helps to provide support for students attempting to gain an ATAR. Applied Information Technology had a relatively successful year with three out of five students achieving an exam result above the median score set by Department of Education schools.



Year 12 results in Accounting and Finance were disappointing with the average final scaled scores being lower than like schools and Department of Education schools.

However, the Year 12 Children Family and Community results were very pleasing with all students achieving a C grade or higher. This was also the case for Year 12 students studying Materials, Design and Technology. Both of these courses have been set up in a way that offers all students the skills and knowledge required to succeed in the tasks set.



Highlights

- Stage 1 Children Family and the Community (Years 11 and 12) and Materials Design and Technology (Years 11 and 12) both increasing the allocation of A – C grades from previous years.
- Applied Information Technology (Stage 2) improving in the exam results in 2012 when compared to 2010.
- The success of Certificate courses run in 2012:
 - Certificate I in Business Achievement Rate = 52%
 - Certificate II in Business Achievement Rate = 92%
 - Certificate II in Information Technology Achievement Rate = 83%
 - Certificate I in Hospitality (Kitchen Operations) Achievement Rate = 95%
 - Certificate I in Tourism Achievement Rate = 100%
 - Certificate II in Community Services Achievement Rate = 57%



English and LOTE

English

Results are pleasing overall in the English learning area. Year 8 Students performed well academically with 5.6% more A grades than statistically similar schools and 7.3% more A grades than DoE schools. Similarly B grade students also performed very soundly with comparable B grades to statistically similar schools and 2.7% more than DoE schools.

The Year 9's also achieved well in the Literacy components of the 2012 NAPLAN tests. Most NAPLAN targets were met with the Reading and Writing Mean above statistically similar schools and the State mean. Reading and Writing equivalence to, or in excess of, predicted achievement when students were tested as Year 7's was achieved for 97% of students. The Reading target of boys being at the State mean and girls above the state mean was reached and the same Writing target was achieved for girls.

An overall improvement in terms of academic performance is noted in the stable Year 9 cohort. Pleasingly at the top end percentages increased from 46.9% in terms of A and B in Semester 1 2011 to 55.7% at Semester 2 2012.

Year 10 students in 2012 considerably outperformed statistically like and State schools in terms of percentages of A and B grades.

Stage 2 English academic performance was very sound with combined A and B grade distributions at 40% for KSHS which is 5.7% higher than state and 9.5% higher than statistically similar schools.

Stage 2 Literature has a program in place which takes them out of the classroom to broaden their cultural and resources awareness. Their first visit in Term 1 was to the State Library. The students saw the Northbridge Cultural Precinct as a valuable Contextual Investigation resource for their Literature course. To complement this cultural focus, the Literature class attended a performance of Medea at the Subiaco Arts Centre.

The aim is for students to gain a lifelong appreciation of the theatre and also become a cohesive, goal-oriented academic group in 2013 in this subject.

As is our tradition, Stage 3 WACE English and Literature students attended Curtin University English and Literature conference to give them a flavour of University life via some intensive and lively revision lectures. After School

homework classes were made available to all students and were well attended.

Highlights

- Kalamunda Senior High School entered six teams in WA Debating League 2012 competitions. The teams debated at Perth College and acquitted themselves well against many fine teams from over 50 schools, government and private sectors.
- The Thursday lunchtime writers group produced various types of writing which were read to an attentive audience and many pieces were published in the school newsletter.
- The English Learning Area was well represented on Kalamunda Day with lively impromptu debating and a new innovation - Newspaper Blackout Poetry.
- Year 9 students wrote letters to the Kalamunda Shire citing the Fremantle City Council's ban on plastic bags and suggesting the Kalamunda might do the same. They also made suggestions about how Kalamunda could be made a more interesting place for teenagers. Their powers of persuasion were recognised and responded to by the Shire.
- 30 students entered the Cambridge University Press writing competition telling stories about what it is like to be a teenager in Australia in 2012. 8 students were successful in receiving prizes and will have their work published in The Cambridge University Press anthology titled Paper Pieces.



Languages (LOTE)

The school has a strong language program and offers Indonesian, Italian and Japanese. The program is compulsory in Year 8 and 9. Students interested in continuing a language may select this as an elective in Year 10 and beyond.

Year 10 students also study for the Certificate II course in Applied Language and all students passed that certificate in 2012.

In the senior school students can study for Certificate III in Applied Language throughout Years 11 and 12. All students achieved their certificates in Indonesian. These certificate courses are registered through the Central Institute of Technology. There were also 2 students who studied Stage 3 Japanese through SIDE.

Most students in the Indonesian and Italian classes have studied the language in primary school. For Japanese the students came from a number of schools and less than a quarter had studied the language previously.

In the Australia-Japan national essay competition our school was presented with an award for having the most number of high quality essays in Western Australia. This was presented at a special ceremony at the home of the Consul General of Japan Mr Ishikawa and Mrs Ishikawa.

In the Language Perfect Championships (computer-generated learning) our school was ranked 13th overall in W.A. out of 105 schools. Over the two weeks of the championships all students of Japanese and Italian in years 8 and 9 participated in order to encourage them in their vocabulary learning.

Asian Language Hub

This year was the second year of the Asian Language Hub which consists of our school and four primary schools. This Federal government funding has enabled us to establish the Primary School Scholarship Programmes, to promote an awareness of Asia in hub schools in a variety of ways and to have a Japanese Assistant teacher in the high school. We intend to continue to look at ways to strengthen links with universities and cultural centres, to motivate students to continue learning an Asian language and for all students and staff to have a greater appreciation of Asia.



Highlights

- Japanese Exchange Programme -10 girls from Kobe hosted by our families in July for 2 weeks
- Opening a Door into Asia-Murdoch University motivational day
- Language Perfect Championships
- Immersion "a day in Japan" at Hyogo Cultural Centre
- Motivational speakers- former Kalamunda students Isabelle Southern and Simon Tyler
- Primary School Scholarship Programmes in Japanese and Indonesian
- Indonesian Dance Workshop-for students studying Indonesian
- The Rhythm Hunters –Japanese taiko drumming for all Year 8 students.
- Japan trip in January 2013 -16 students will spend 2 weeks putting into practice what they have learnt at school.
- Japanese and Indonesian language assistants
- Japanese Kite Making workshop – as part of Kalamunda Day Celebrations.



Society and Environment

Society and Environment

Across the board there are areas of success. These areas include the results for Middle School students, particularly the WAMSE results. The school results were consistently above state means for S&E and contained some strong results for boys in particular. Year 10 results were consistently above state means, Year 9 results were near or above state means and Year 8 results were also close to or above state means.

In Senior School the WACE History and Politics results were very pleasing and reflected well on the delivery of these courses.

In Year 11 the results for Geography, History, Politics & Law and Psychology were generally positive with the stand out subject being 2X Psychology, with a solid performance by History and Politics & Law.

Modern History had a cohort of 14 students (state wide 2572 students studied this course) and KSHS student results were 2 percentage points above the state average with an excellent correlation between the standardised exam mark and the school mark.

Politics and Law had a cohort of 13 students (state wide 896 students studied this course) and the KSHS results were 2 points above the state average with an excellent correlation between the standardised exam mark and the school mark.

Geography 2A/B had a group of 5 students in Year 12 who studied 2A/B (state wide only 63 students studied this course in Year 12). Their achievement was poor with their scaled mean score being more than 10% under the state average. Correlation between the school mark and the standardised exam mark was poor.

Psychology consisted of a cohort of 16 students (state wide 823 students studied this course) and the KSHS results were 4 points below the state average with a sound correlation between the standardised exam mark and the school mark.

Some areas of concern include Year 11 Career & Enterprise which had a large variation in the results with a large percentage of B's, whilst 1A/B Psychology had a significant percentage of E's which will need to be rectified for 2013.

A complete review of the Year 8-12 timeline of learning taking place in S&E will be conducted in the 2013 academic year. Additionally, a review of the processes and procedures



throughout the S&E learning area will be required to ensure continued improvement in achievement at a senior school level.

Highlights

- 1 student selected to attend the Premier's ANZAC Student Tour
- Annual ANZAC Day Service
- Annual History Day event
- Tour to Canberra and Sydney (History and Politics and Law students)
- Australian Geography competition
- GIS Workshop
- Frances Burt Law Centre excursion
- Various guest speakers
- Shared professional development with local primary schools (Bibbulmun Network)
- GAWA John Forrest Award finalist



Science and Mathematics

Science

The Thinking Science program continued in 2012. The two year program is designed to enhance students' problem solving skills in science. All our Year 8 and 9 students participated. The Year 9 students will go on to sit a post program test in 2013 that will measure their progress.

Lower School Results

- Our year 8, 9 and 10 students performed in line with like schools and the state.
- Our results in the science component of the WAMSE continue to be strong. We matched the state for the top 20%, but had a significantly lower portion of students in the bottom 20% when compared to the state.

Year 11

- Integrated Science fell short of like schools and the state results. A significant contributor to this was student work ethic with submission of set work being poor. This will be addressed in 2013 by breaking the tasks down into smaller parts to encourage submission.
- Human Biology results are in line with like schools and the state showing our focus on memory strategies has been effective.
- Biology results were skewed towards lower grades and indicate more time needs to be spent on learning skills of the students in 2013.
- Chemistry results also showed skewing towards lower grades. There were a significant number of students who were unable to cope with the cognitive demands of the subject even though they met the prerequisites to do the course in 2011. We will be reviewing the rigour of our Year 10 grading for 2013.
- Physics results matched like school and the state across most grades but we had no A grades awarded. In 2013 we will be focussing on using more modelled exam style questions as exemplars of the higher level of work required in upper school physics.

Year 12

- The Biology and Physics students performed well against the state mean.
- The Chemistry results showed significant moderation downwards indicating a need to increase the rigour of the assessment profile. The Human Biology mean was significantly below the state and suggests the students underperformed against what would have been expected of them. More work will need to be done on learning skills in Year 12 to improve this.

Highlights

- Rio Tinto Big Science Competition
 - 3 High Distinctions
 - 11 Distinctions
 - 28 Credits
- Thinking Science Program continued with Year 8 and 9
- Kalamunda Day - Science staff presented spectacular science demonstrations.



Mathematics

Year 7

In 2012 a series of meetings took place between our local feeder schools and the department with a number of Year 8 mathematics teachers observing lessons in mathematics conducted by local year 7 primary teachers. The purpose was to see the classrooms set-up and teaching approaches in a primary environment, to assist staff to review their own practice, and with the aim of easing the Year 7 transition to high school. Follow up meetings were held with year 8 teachers, the year 7 primary colleagues and the departmental Head at which syllabus content and programs were exchanged and discussed. Transitional ideas were proposed and will be further reviewed in 2013.

Year 8 and 9

Progress has been made in achieving a more informative assessment profile for the students. A two course approach was adopted in 2012 for Year 9 and 10 (General and Extension Programs) based on the Australian Curriculum in its most recent form. The Australian Curriculum has been the cornerstone of the department's planning since 2010 with all staff now able to access the program with confidence and familiarity with its various links.

Work is ongoing in establishing standards, grading exemplars and item banks of assessments which reflect the scope and content of the new curriculum.

Whilst grading profiles do not yet fully reflect those of our statistically similar schools the trend has been to move closer to similar distributions.

NAPLAN

Although this year's NAPLAN results fell below the national mean, over the past 3 years there has been a considerably narrowing of the gap to within acceptable limits. Particularly pleasing is the strong performance of the boys in NAPLAN. The strategies mentioned in the Learning Plan remain ongoing with further purchase of commercial resources and programming of NAPLAN revision in the day-to-day classroom activities. Additionally Year 8 students sit the Year 9 NAPLAN test to provide data for the school to address individual weaknesses.

Year 10

In 2012 a full program of the Australian Curriculum Extension course was trialled in the hope that this would better prepare and subsequently lead to improved enrolments in Stage 2 and 3 courses. An alternative program of Mathematics 1A was offered in Semester 2 for students not pursuing tertiary studies. This was a positive move with students being more engaged in mathematics. As a result the gap in student knowledge between Year 10 and 11 has been reduced markedly.

Information technology

All staff have actively participated in professional development designed to increase their competency in the use and

understanding of technology particularly interactive software and the use of Netbooks. The on-line program 'Mathletics' continues to be used to provide students with alternative learning options from the traditional classroom teaching with another games based mathematics learning program being trialled in 2013.

Assessment

Staff have used the Education Department's "Reporting to Parents" program to provide regular updates on individual student marks and performance. A common assessment program across all classes allows for consistent grading across the year group. This has been particularly positive and students have a clearer understanding of the assessment process and appear more engaged in ensuring their own success.

Senior School

Although the participation rates in Stage 2 and 3 courses remain low there has been some improvement in Year 11 enrolments over previous years. Greater individual counselling of Year 10 students is required, particularly with regard to the downward moderation of Stage 2 Mathematics courses. Performance in all WACE exams except for MAT 3CD and MAS 3CD was above State means and is inline with stated targets.

The combined specialist program for 3AB and 3CD was discontinued at the end of 2012. In 2013 specialist programs will be delivered through either Flex-e-learn or other external options.

Significant progress has been made in the overall targets set by the school and department however work still needs to be done in clearly identifying what achievements are required for the various gradings.

Highlights

It has been very encouraging to see the significant increase in attendance across all years in the afterschool mathematics classes. Kalamunda SHS students also continued their involvement with the Australian Mathematics Competition and once again performed well. A total of 138 students took part with 1 prize winner, 10 distinction certificates, 54 Credit certificates and 46 proficiency certificates being awarded.



Student Services

2012 was the second year using a new 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 Student Services Manager, 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. The Attendance Officer's desk in Student Services has provided a more efficient tracking of attendance and improved the ability to act on attendance matters more promptly and effectively.

In 2012 achievement targets for improving non-academic performance have continued to improve. The ongoing work towards school wide standards of attendance, behaviour and academic achievement has resulted in the school achieving above the state standards in several key areas. Contributing to these excellent results is the Good Standing Policy and the underpinning procedures. In addition to this, identification and intervention strategies have proved successful in reducing the number of students at educational risk.

Through its support of the school community as a whole, Student Services continues to be effective in reflecting and reinforcing the School Values of Respect, Pride, Community, Resilience and Learning.

Pastoral Care Programs

Student Services addresses the priorities of improved academic and non academic achievement by a range of supporting programs. The delivery of these programs to targeted groups over time has lead to improvements in attendance and participation. Student Services will continue to measure the effectiveness of these programs and source, research and implement new programs where the need arises.

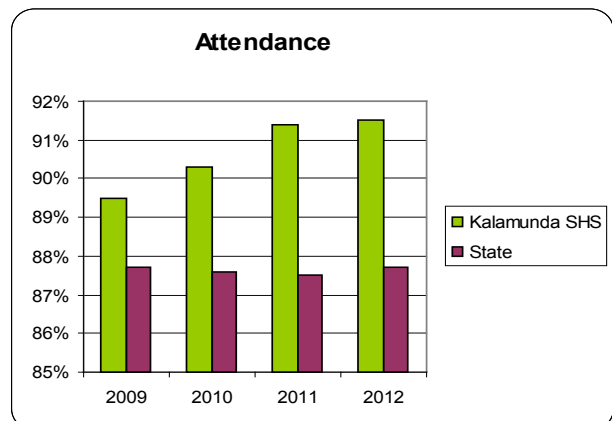
- Good Standing Maintenance and Review
- Mentor Groups (as a key support for students)
- School Volunteer Program
- Bully Busters Anti-Bullying Program
- Act Belong Commit - Mentally Healthy Schools Framework
- Hillside Farm
- Restorative Justice Intervention
- Youth Pathways Engagement Training
- Managing challenging behaviour and resiliency workshops

- Individual Behaviour and Risk Management Plans
- Parent Information Sessions
- Dr Yes
- Bibbulmun Challenge for Year 8 students
- Reward Excursions
- IGA and KSHS attendance Partnership
- Triple Challenge
- Impact Student Leadership Conference
- Program Community Service Program
- Leeuwin Sailing Trip
- Kalamunda Day celebrations to reinforce our school values

Academic Support Programs

- Learning Centre
- Sound Way Literacy Program
- Transition program Year 10 - 11
- Year 7-8 Transition Program
- Student Review Interviews
- Individual Education Plans
- Academic Excellence Program
- Curtin Link Up program (Yrs 8-12)
- Course counselling and selection Year 10 – 11 and Year 11 – 12
- Senior School Study skills Program
- University Information Seminars
- Worklinks
- GATE Art Program
- Outdoor Adventure Program
- Performing Arts program
- VET Certificate Program

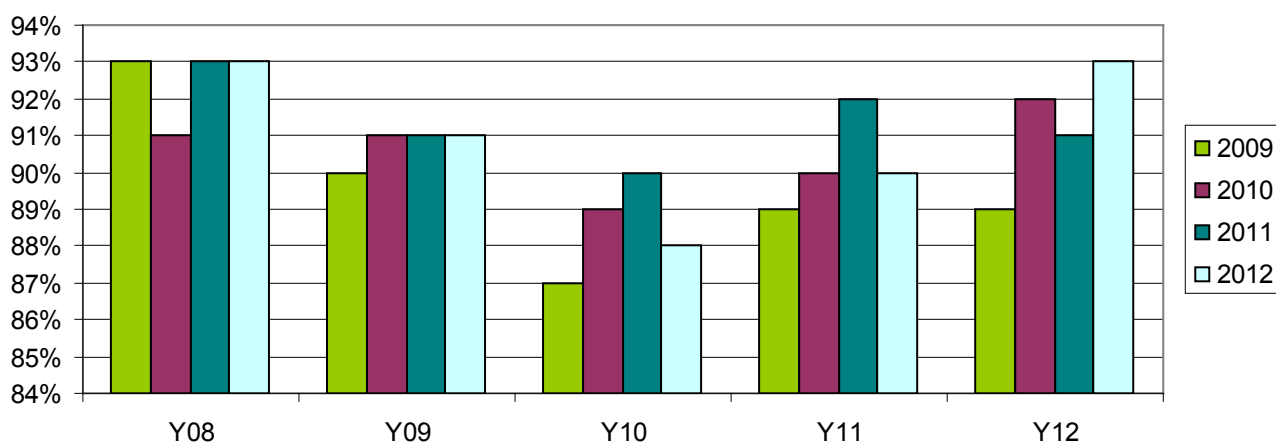
Participation in these programs has contributed to improved engagement, behaviour and participation of students across the school community.



Attendance has continued to show improvement over the years and has maintained its target of 90% attendance or above in 2012. Early intervention and identification strategies and the brokering of support agencies will be implemented to continue to improve performance in these areas.

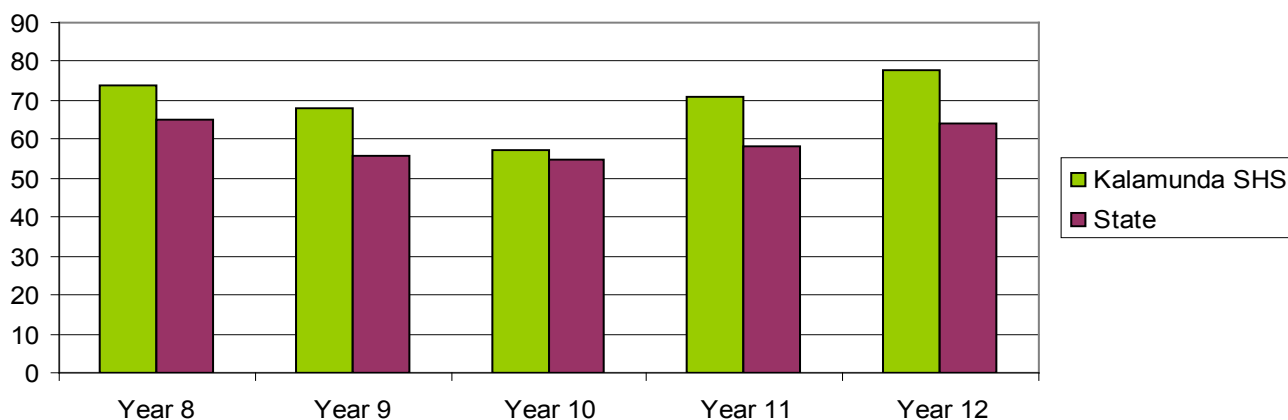
Non-Academic Data

Attendance trends 2009 - 2012



Attendance improved for the Year 12 cohort in 2012, while Years 10 and 11 showed a slight decline. To address this the school has initiated a Worklinks program for the Year 10 cohort for 2013.

Regular Attendance (>90%) in 2012

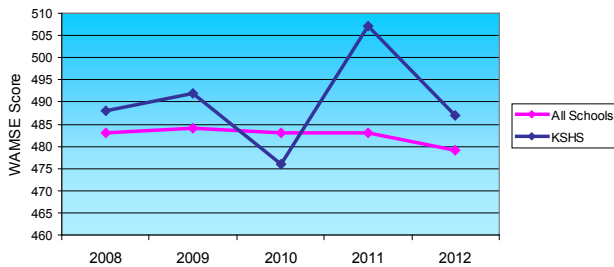


Regular attendance is significantly above state levels for all year groups.

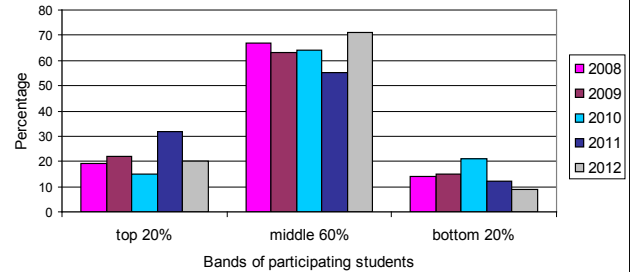


Year 9 NAPLAN and WAMSE Achievement

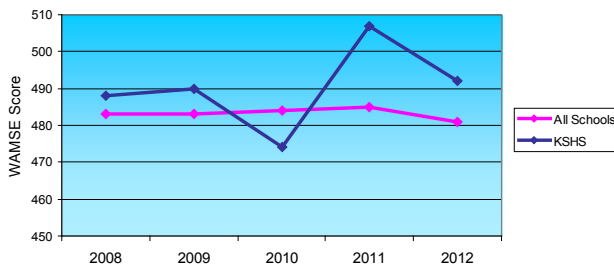
WAMSE Science



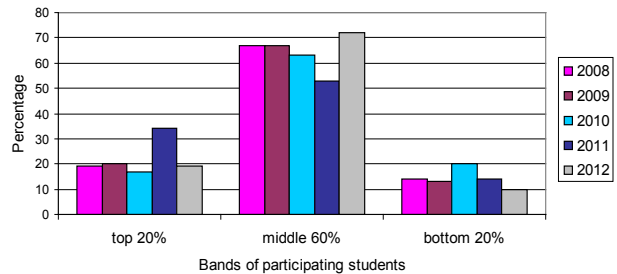
WAMSE Science



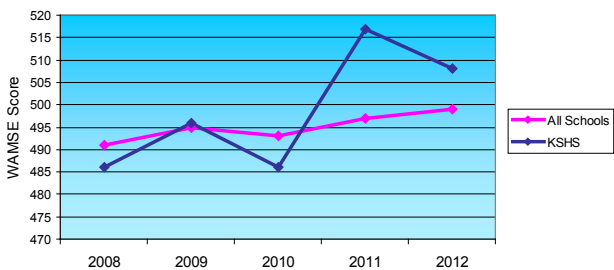
WAMSE Science - Investigating



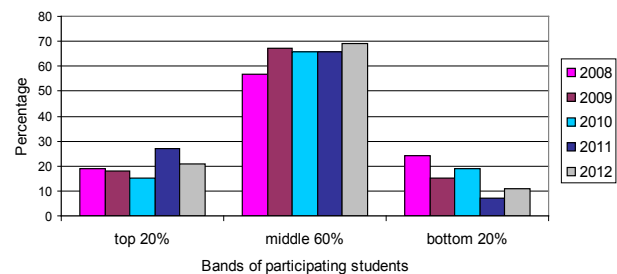
WAMSE Science - Investigating



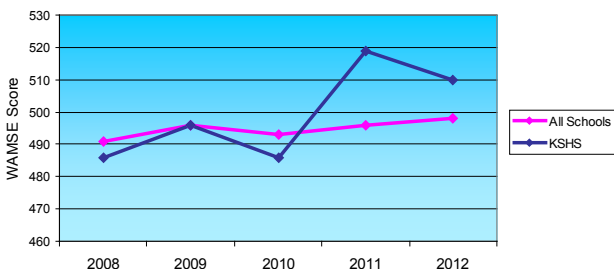
WAMSE Society and Environment



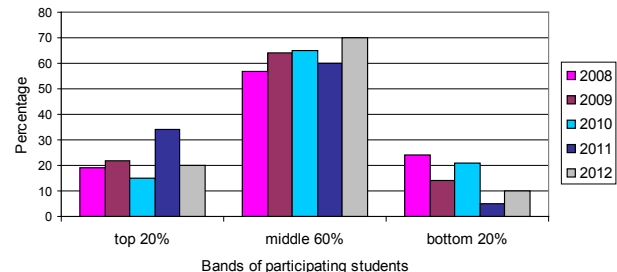
WAMSE Society and Environment



WAMSE Society and Environment ICP

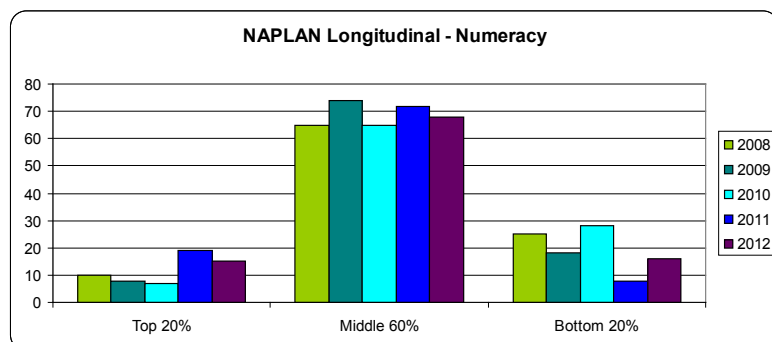
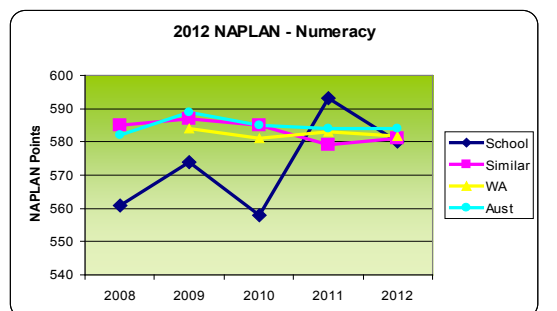
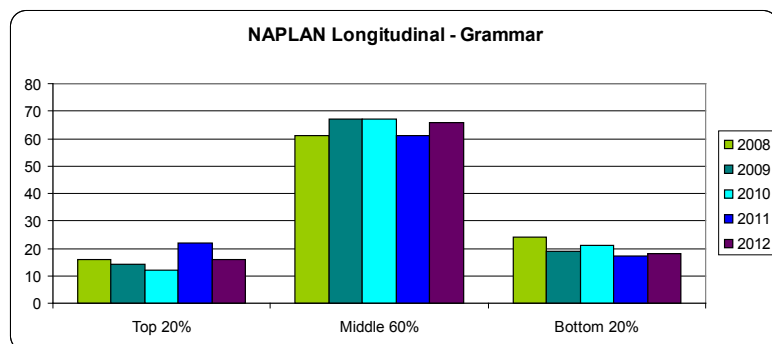
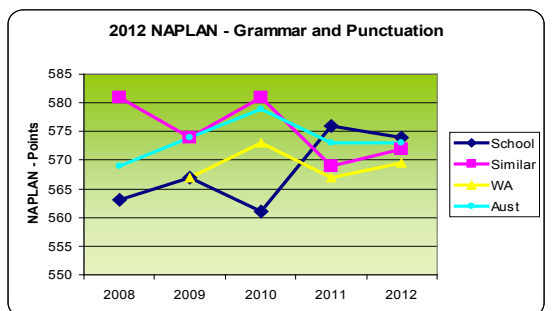
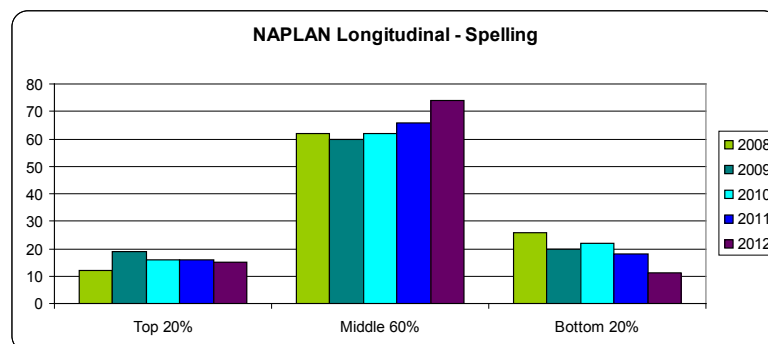
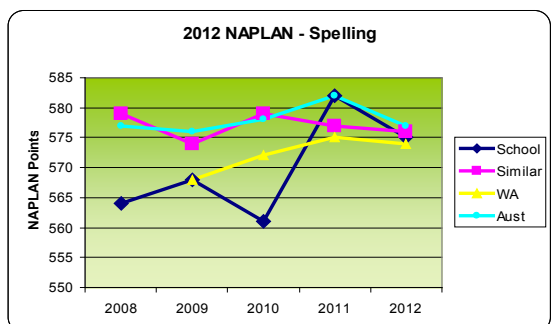
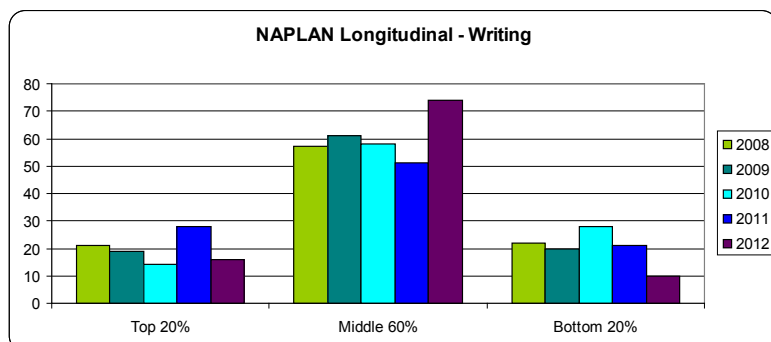
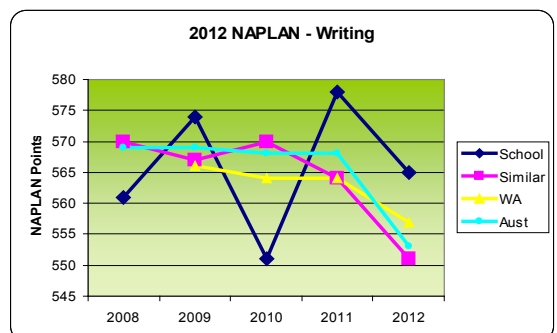
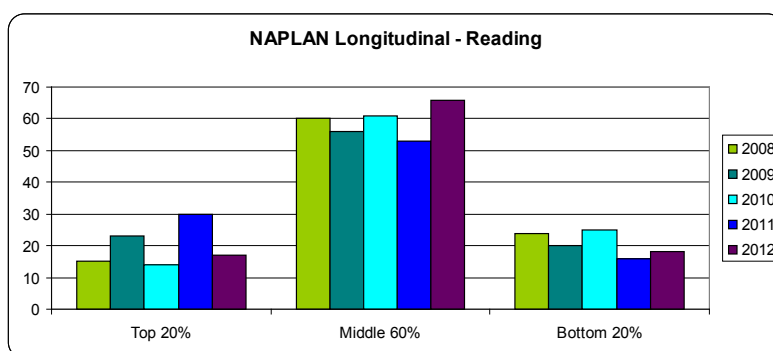
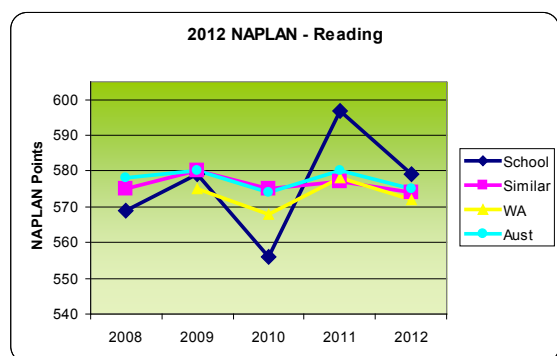


WAMSE Society and Environment ICP



Whilst results in both Science and Society and Environment are slightly less than in 2011, they remain above the state mean.

WAMSE - Western Australian Monitoring Standards in Education.



Again whilst these NAPLAN results are lower than 2011, it is to be recognised that the 2011 students were the half cohort. Of the 72 students who sat NAPLAN and WAMSE in 2011, 30 were from the Academic Excellence class. With the return of a "normal" cohort in 2012 it is pleasing to see that results were well above those of 2010 and either above or close to Australian, State and similar schools.

NAPLAN - National Assessment Program Literacy and Numeracy



Learning Centre

The centre provides literacy and numeracy support to all students across the school. Although the program focusses on identifying and working with students when they enter high school, support is offered across Years 8 - 10.

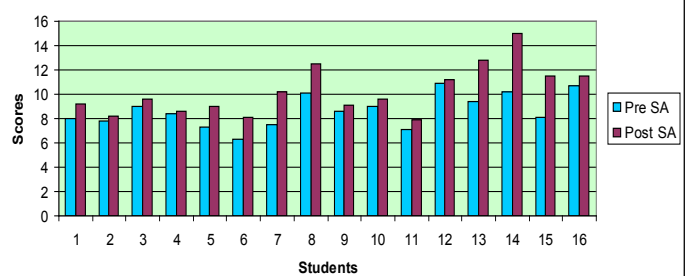
The centre is well resourced with a 1.8 full time staff allocation.

Staff work intensively with small groups of identified students, as well as supporting teachers in their classrooms. Through the Learning Centre, all staff are involved in improving student literacy with Learning Area representation.

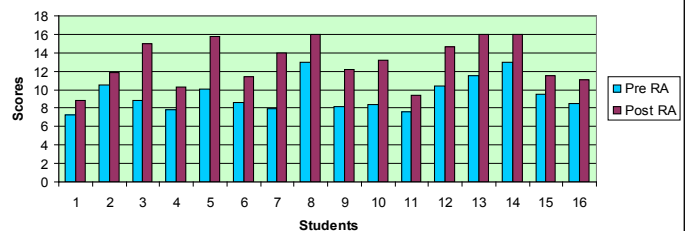
Programs and Support

- Sound Way (Reading / Spelling program)
- Mathematics
- 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)
- Asisting with learning adjustments
 - Professional development
 - Data analysis
 - NAPLAN strategy support

2012 Sound Way Year 8 results



2012 Sound Way Year 8 results



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. Reading results showed slightly higher improvement especially for those students in the program for both semesters.

Staffing

Staff Professional Learning

Through the IDEAS process, staff 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.

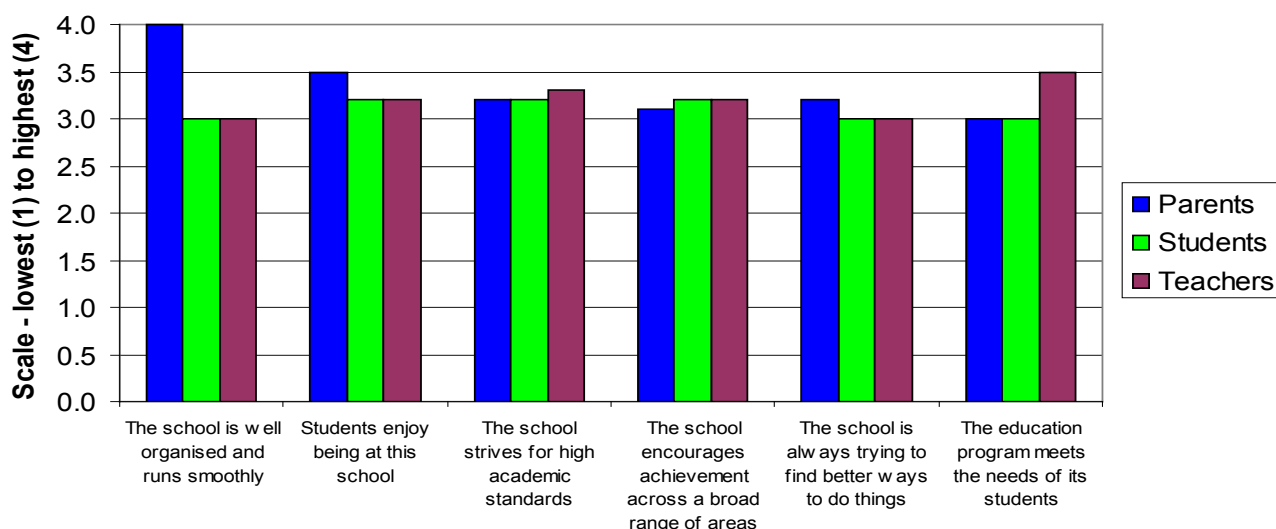
Teachers will be further immersed in the training by undertaking the extension modules in Instructional Strategies.

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, Whole school STEPS: Tactical Teaching Reading, leadership, Centra On-line training (to support the Flex-e-Learn), Certificate IV in teaching and assessment, the integration into teaching programs of ICT and Interactive Whiteboards.



Perceptions Of Our School

School satisfaction survey results (2010 - 2012)



Surveys across the school community (parents, students, teachers) were conducted in 2000, 2001, 2003, 2005, 2007, 2010 and 2012. These results show a positive perception of the school across these groups.

The following areas were all listed as positive by all three groups:

Good teachers/staff; Arts program: Academic Excellence Program; Year 8 program; Absentee SMS; School grounds; great students and supportive parents.

The following areas listed by 1 or more groups where improvement could occur include:

Behaviour of some (a minority) of students; students who have uniform variations; teachers not returning calls in a timely manner; more funding and resources for departments.

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

1. Good reputation
2. Close to home
3. Academic Excellence program
4. GATE Art program
5. Family links
6. Safe school community environment
7. Principal's leadership
8. Support staff helpful
9. Drama Performing Arts Program
10. Subject choices

Year 8 students were also surveyed about their perceptions of school and the educational opportunities provided for them.

There was a 90% response rate from the students and the following lists positive perceptions: (Percentage of students who said they agree or strongly agree with the following statement)

(87%) – I have an opportunity to learn the basic skills at my school (maths facts, reading, etc).

(85%) – I am happy with the enrichment opportunities my school is providing me (music, art, athletics, etc.).

(80%) - I am happy with the academic opportunities my school is providing me.

(76%) – I feel good about my non-academic classes.

(74%) – I feel safe at school.

(74%) – I enjoy the time spent in my home-group class.

(72%) – The teachers work well together at my school.

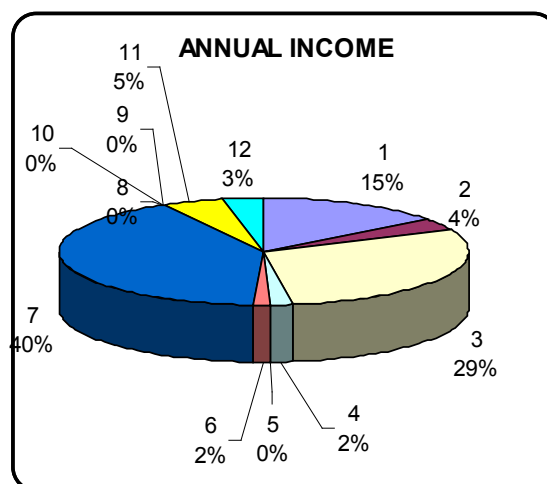
Areas for further improvement were highlighted by the following perceptions: (Percentage of students who said they disagree or strongly disagree with the following statement)

(24%) – Students behave well in class.

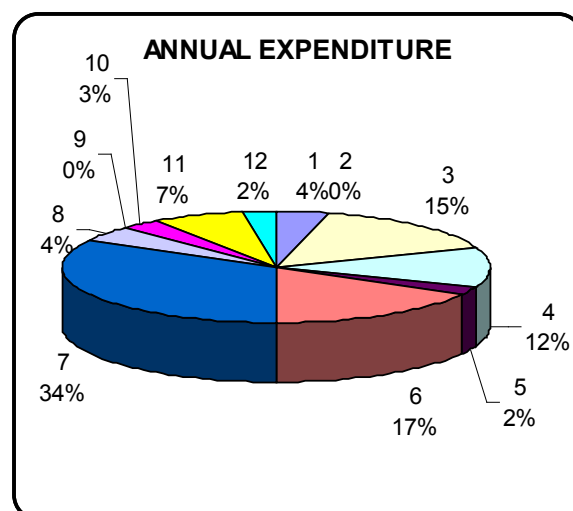
(30%) - There is a time during the day when I can relax or study.

KALAMUNDA SENIOR HIGH SCHOOL SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2012

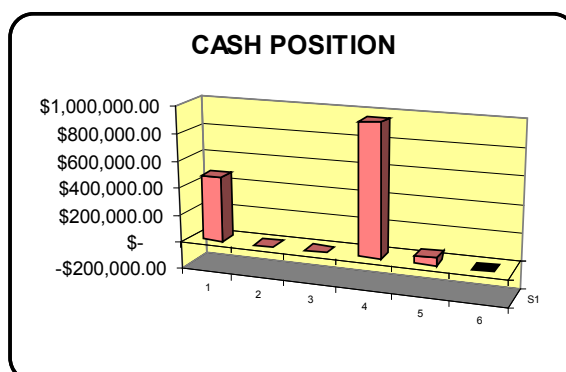
| Revenue - Cash | | Budget | Actual |
|-----------------------------------|------------------------------------|-----------------------|-----------------------|
| 1 | Opening Balance | \$300,145.00 | \$300,144.92 |
| 2 | Voluntary Contributions | \$123,610.00 | \$72,307.19 |
| 3 | Charges and Fees | \$531,446.00 | \$591,530.57 |
| 4 | Government Allowances | \$42,989.00 | \$33,449.00 |
| 5 | P&C Contributions | \$5,000.00 | \$- |
| 6 | Fundraising/Donations/Sponsorships | \$33,904.00 | \$31,877.80 |
| 7 | DoE Grants | \$820,723.00 | \$827,506.27 |
| 8 | Other State Govt Grants | \$- | \$- |
| 9 | Commonwealth Govt Grants | \$10,000.00 | \$- |
| 10 | Trading Activities | \$- | \$- |
| 11 | Other | \$90,452.00 | \$94,885.10 |
| 12 | Internal Transfers | \$80,778.00 | \$70,000.00 |
| Total Contingency Funds Available | | \$2,039,047.00 | \$2,021,700.85 |
| Total Funds Available | | \$2,039,047.00 | \$2,021,700.85 |



| Expenditure | | Budget | Actual |
|---------------------------------|--|-----------------------|-----------------------|
| 1 | Administration | \$49,350.00 | \$60,648.36 |
| 2 | Leases | \$- | \$- |
| 3 | Utilities | \$208,863.00 | \$233,479.55 |
| 4 | Repairs/Maintenance/Grounds | \$275,500.00 | \$182,345.61 |
| 5 | Capital Works | \$40,000.00 | \$36,479.90 |
| 6 | Assets and Resources | \$361,910.00 | \$260,338.24 |
| 7 | Education Services | \$565,346.00 | \$508,812.64 |
| 8 | Other Specific Programs | \$113,415.00 | \$66,635.52 |
| 9 | Trading Activities | \$- | \$- |
| 10 | Salary Pool Payments to Central Office | \$200,000.00 | \$47,617.00 |
| 11 | Other | \$105,332.00 | \$110,117.28 |
| 12 | Transfers to Reserves | \$37,288.00 | \$37,288.00 |
| Total Contingencies Expenditure | | \$1,957,004.00 | \$1,543,762.10 |
| Total Expenditure | | \$1,957,004.00 | \$1,543,762.10 |



| Cash Position as at:31/12/2012 | | | |
|--------------------------------|----------------------------|----------------|--|
| | Bank Balance | \$1,477,983.82 | |
| | Made up of: | \$- | |
| 1 | General Fund Balance | \$477,938.75 | |
| 2 | Deductible Gift Funds | \$- | |
| 3 | Trust Funds | \$- | |
| 4 | Asset Replacement Reserves | \$956,794.89 | |
| 5 | Suspense Accounts | \$52,670.18 | |
| 7 | Tax Position | -\$9,020.00 | |



| Other Financial Information | | | |
|---|--|---|--|
| Voluntary Contributions Collection rate: 79.12% | | Total Creditors as at 31/12/2012: \$523.64 | |
| Charges Collection rate: 83.44% | | Total Debtors as at: 31/12/2012: \$46634.00 | |



Progress on School Priorities

IDEAS

The IDEAS committee has continued to meet regularly to progress the vision and pedagogy devised in this process.

Hills Learning Precinct

The group of three secondary schools continued to work together to provide greater course options for senior school students. Technology issues were overcome to allow Economics to run effectively to the Year 12 cohort. The precinct is now set to deliver three courses via video conferencing in 2013, with Geography (hosted by Darling Range SC), Specialist Mathematics (hosted by Lesmurdie SHS) and Modern History (hosted by Kalamunda SHS)

Learning Technologies across the school

The school has continued to enhance Learning Technologies across the school through a range of projects. The Federal funds for computers was used to deliver Netbooks to all Year 10 and 12 students. These will then be distributed to Years 11 and 12 in 2013. Further installation of Interactive Whiteboards in a range of classrooms was completed.

The school also achieved its goal to be ready for SOE4 upgrade during the year. Whilst this changeover caused some considerable work for staff, the school is looking forward to a smoother operation in 2013.

Directions for 2013

In 2013 the school will undergo its first School Review as an Independent Public School. Following this, the school community will develop a new Business Plan for 2014 - 2016.

Current priority areas as outlined in the Business Plan 2011-2013 include:

- Improving student academic and non-academic performance
- Continue to develop and expand a variety of pathways for senior students through the Hills Learning Precinct
- Continue to develop realistic pathways for non-ATAR and vocational students
- Strengthen the support work for students sitting national testing
- Provide professional learning to staff to enhance the use of the student Netbooks
- Progress the development of the new Performing Arts program
- Development of a transition plan for the introduction of Year 7 students to the school for 2015



| SCHOOL BUSINESS PLAN 2011 - 2013 (Student Achievement Targets) | | |
|---|---|--|
| Achievement Targets 2013 | Benchmark Targets 2011 | Interim Targets 2012 |
| WACE Graduation (at or above 99%) | Exceeded (100%) | Achieved (99.2%) |
| 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 | Achieved | Not Achieved |
| ATAR students with 1 or more scaled score of 75+ - maintain at 18% or above | Exceeded | Progressing |
| Attainment Rate (ATAR >55 or Cert II or higher) - at 85% | Attainment rate - 70% (not included as a Target in the 2011-13 Business Plan) | Attainment rate - 85% Exceeded 2012 target (70%) |
| Full qualification achievement – Certificate II or higher – 75% | Progressing | Achieved (73%) |
| Year 12 Stage 2 and 3 course achievement – course means at or above State means | Achieved for ACF(2AB), ENG(3AB), GEO(3AB), HBS(3AB), HIM(3AB), LIT(3AB), MAT(2AB,2CD,3CD), MAS(3AB), PAL(3AB), PES(3AB), VAR(3AB) | Achieved for AIT(2AB), BIO(3AB), MAT(2AB,2CD,3CD), HIM(3AB), PAL(3AB), VAR(3AB) |
| Year 12 Stage 1 course achievement – A and B grade allocation is at or above State allocations | Achieved – CFC, DAN, DES, ENG, MAT, PSY, VAR Progressing – MPA, PES | Achieved CFC, DAN, ENG, MAT(1DE), MPA, PES, VAR Progressing - DES, FST, ISC |
| NAPLAN – Reading/Writing/Numeracy levels will be above Year 7 levels | Exceeded – all students made progress | Achieved - for 97% of students (only 5 students out of 191 did not show improvement) |
| NAPLAN – Reading/Writing/Numeracy mean will be above statistically similar schools and the State mean | Exceeded | Achieved for Reading and Writing Progressing - for Numeracy (1.6 points below) |
| NAPLAN – Reading/Writing – for girls above State mean, for boys at State mean | Reading – achieved for both Writing – achieved for girls Writing - progressing for boys | Reading - achieved for both Writing - achieved for girls Writing - progressing for boys |
| NAPLAN – Numeracy – for boys above State mean, for girls at or above State mean | Achieved both | Achieved for boys Progressing for girls |
| NAPLAN – Reduce percentage of students at or below national minimum standard from the 2010, 2011 and 2012 levels | Achieved for all | Achieved for Reading and Writing Progressing - Numeracy (1% below) |
| WAMSE – Student mean will above State mean and above statistically similar schools for at least 1 strand | Achieved | Achieved |
| Year 8, 9 and 10 course achievement – A and B grade allocation is above statistically similar schools and DoE schools | Achieved – English (Yr 9,10), S&E (Yr 8, 9), Science (Yr 8, 9) Progressing – Mathematics (all yrs), S&E (Yr 10), Science (Yr 10) | Achieved - English (all yrs), S&E (Yr 9, 10), Science (Yr 8,10) Progressing - Mathematics (all yrs), S&E (Yr 8), Science (Yr 9) |
| Attendance – above 91% overall | Achieved | Achieved |
| Attendance – Year 9, 10 and 11 at or above 90% | Achieved | Achieved - Year 9, Year 11 |
| Retention – rates from Year 10 – 12 at or above 70% | Progressing | Achieved |

In both 2011 and 2012 a number of 2013 Targets have already been achieved, as well as Achievement Targets specific to 2011 and 2012.



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