

Kalamunda Senior High School

An Independent Public School



Annual Report 2013

Learning - Respect - Resilience - Pride - Community



Principal's Report

I am proud to present to our school community the 2013 Annual Report.

As 2013 was our third year as an Independent Public School, Kalamunda underwent an extensive and searching external review. The Reviewers were in the school for three days and in addition to reviewing our plans, self assessment and achievement data they met with over 60 members of the school community. The final Review Report was an outstanding endorsement of the achievements of the school, especially in the past three years. Congratulations to the School Board, the staff, students and the wider school community on contributing to these excellent findings.

These achievements and the Commendations and Affirmations from the Review Report will provide a strong foundation as we develop our second Business Plan for 2014 – 2016. A summary of the Review findings is included in this Report.

The school renovation program was completed in 2013. A new roof has been welcome, as has the upgrade to the gymnasium. Over 1200 students are expected in 2015 (when the Year 7's enter high school) and it is disappointing Kalamunda was not on the list of schools to receive a building program. We are planning for these extra students and we will have between 6 and 8 transportable classrooms.

The year also had many highlights including our second intake of Performing Arts students, numerous awards in art, music, photography, mathematics, geography and science. Students have again broadened their learning experiences with trips to Japan, Italy, Germany, England and to the Eastern States. We continue to build links with our neighbouring primary schools as we develop shared learning experiences for students, joint professional learning for staff and an extensive transition program.

The successes the school enjoyed in 2013 and over the past three years are a reflection of the outstanding work and commitment of our staff in helping our students to achieve their potential. I extend my thanks and appreciation for their ongoing commitment to our school.

Kathy Ritchie
Principal



Message from the School Board Chair

On behalf of the School Board, I am proud to endorse 2013 Annual Report.

My role in the IPS Review allowed me an insight into the complexities of what is needed to successfully manage a school of Kalamunda's calibre. One of the Review consultants stated that he was 'blown away' with the outcomes that Kalamunda has achieved over the last three years. The findings documented substantial Commendations and Affirmations. Kathy Ritchie, her professional administration team and high calibre teaching staff should be congratulated for receiving an outstanding IPS Review Report.

The School Board is comprised of parents, community representatives and school staff. As Board meetings are open forums, parents are also encouraged to attend. One of the roles of the School Board is to lead school community conversations about key issues and challenges in education. If you would like to discuss issues please contact myself, or any other Board member.

The Board would like to congratulate the Year 12 Graduates on their achievements and wish them success in their future. We look forward to continuing to work with the dedicated staff in maintaining the school's high educational standards in 2014 and beyond.

Jennie Collins
School Board Chair



2013 Honour Roll

Dux of the School: Sarah Hopkins VET Dux: Adinda Hadden

Sportsperson Award	Gabrielle Moran
Citizenship Awards	Eric McGrechan, Katie Benfield, Naoimh Healy, Bill Todd
Caltex Best All-rounder	Kaitlin Stewart
Edith Cowan University Personal Excellence Award	Leanne Usher
The Law Society Award	Sarah Hopkins

ADF Leadership and Teamwork Award	Sarah Hopkins
Rotary Art Scholarship	Remy McKay
deRozario Prize for Music	Samantha Parker
Benchmark Award: 2013 Outstanding Staff Member	Mrs Justine McCann
Westscheme Division of the Australian Super VET Award	Taryn Broom

Learning Area - Dux

Applied Information Technology, Stage 3A/3B	Andrew Hind
Biological Sciences, Stage 3A/3B	Kaitlin Stewart
Career and Enterprise, Stage 1A/1B	Georgui Kazakov
Children, Family and Community, Independent Living, Stage 1C/1D	Hayley Thoms
Dance, Stage 1A/1B	Elizabeth Robinson
Design: Photography, Stage 1A/1B	Abbey Fisher, Correna Grenfell
Design: Technical Graphics, Stage 1C/1D	Connie Lei
Dimensional Design: Fashion, Stage 1C/1D	Ophelia Roberts
Drama, Stage 1A/1B	Jonathon Mubungo
English, Stage 1C/1D	Zoe Brandis
English, Stage 3A/3B	Leanne Usher
Geography, Stage 3A/3B	Sarah Hopkins
Human Biological Science, Stage 3A/3B	Sarah Wallace
Integrated Science, Stage 1A/1B	Georgui Kazakov
Literature, Stage 1A/1B	Taryn Broom
Literature, Stage 3A/3B	Sarah Hopkins
Materials, Design and Technology: Wood, Stage 1C/1D	Dylan King
Materials, Design and Technology: Metal, Stage 1A/1B	Dylan King

Mathematics, Stage 1D/1E	Rebecca Hood
Mathematics, Stage 2A/2B	Leanne Usher
Mathematics, Stage 2C/2D	April Tucker
Media Production and Analysis, Stage 1A/1B	Gabrielle Moran
Media Production and Analysis, Stage 1C/1D	Reba Grime
Media Production and Analysis, Stage 3A/3B	Huxley Dobson
Modern History, Stage 3A/3B	Sarah Wallace
Physical Education Studies, Stage 1A/1B	Wesley Bielawski
Physical Education Studies, Stage 1C/1D	Jonathon Mubungo
Politics and Law, Stage 3A/3B	Sarah Hopkins
Psychology, Stage 3A/3B	Kaitlin Stewart
Visual Arts, Stage 1C/1D	Emma Murray, Abby Salter
Visual Arts, Stage 3A/3B	Hayley Thoms

Learning Area -Top Student

Chemistry, Stage 3A/3B	Andrew Hind
Dance, Stage 3A/3B	Remy McKay
Drama, Stage 3A/3B	Georgia Ross
English, Stage 2C/2D	Dylan King
Mathematics Stage 3A/3B	Hayley Thoms
Mathematics Stage 3C/3D	Kaitlin Stewart
Outdoor Education, Stage 3A/3B	Thomas Murphey
Physics, Stage 3A/3B	Bill Todd

*Kalamunda Senior High School
Congratulates The Class of 2013*



Class of 2013

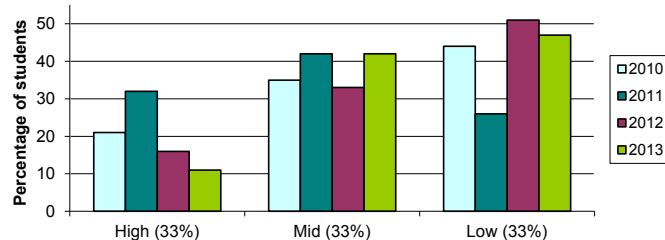
Outstanding Achievements

- Top 10 schools for Psychology 3A/3B
- 99.2% WACE graduation
- Certificate of Distinction (Geography)
- 2 students achieved an ATAR greater than 95
- 3 students achieved an ATAR between 90 and 95
- Median ATAR – 72.8 (of TISC applicants)
- 88% Attainment (ATAR ≥ 55 and/or Cert II or higher)
- 69% VET students achieved Certificate II or higher

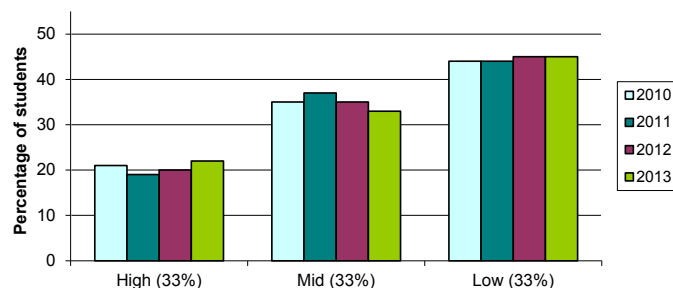
Areas for further focus in 2014

- Further increase Attainment Rate (ATAR ≥ 55 and/or Cert II or higher)
- Improve Median ATAR
- Reduce percentage of students in the bottom Tricile.

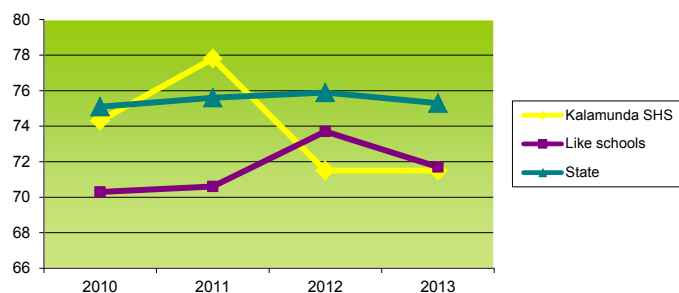
Triciles for ATAR Students (Kalamunda SHS)



Triciles for ATAR Students (like schools)

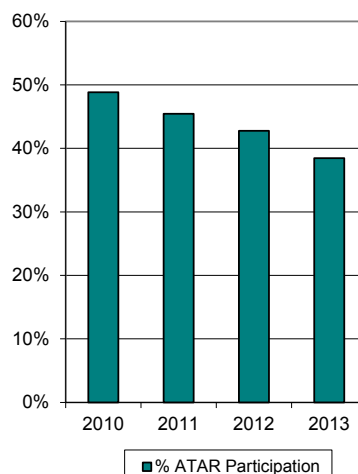
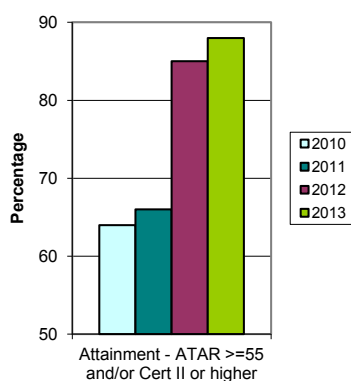
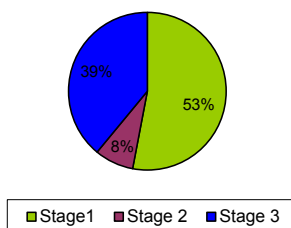


Median ATAR



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

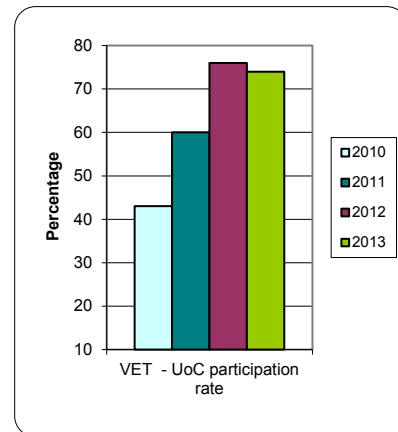
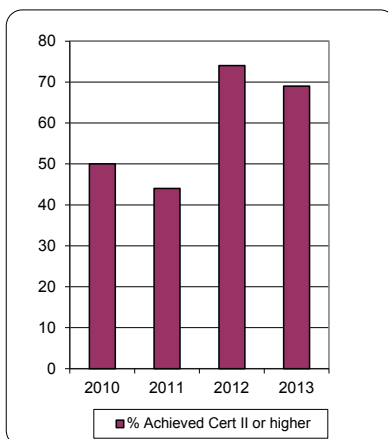
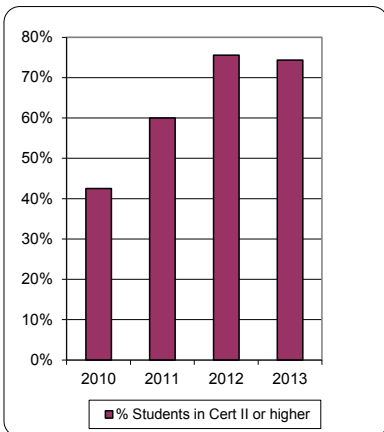
2013 WACE Courses



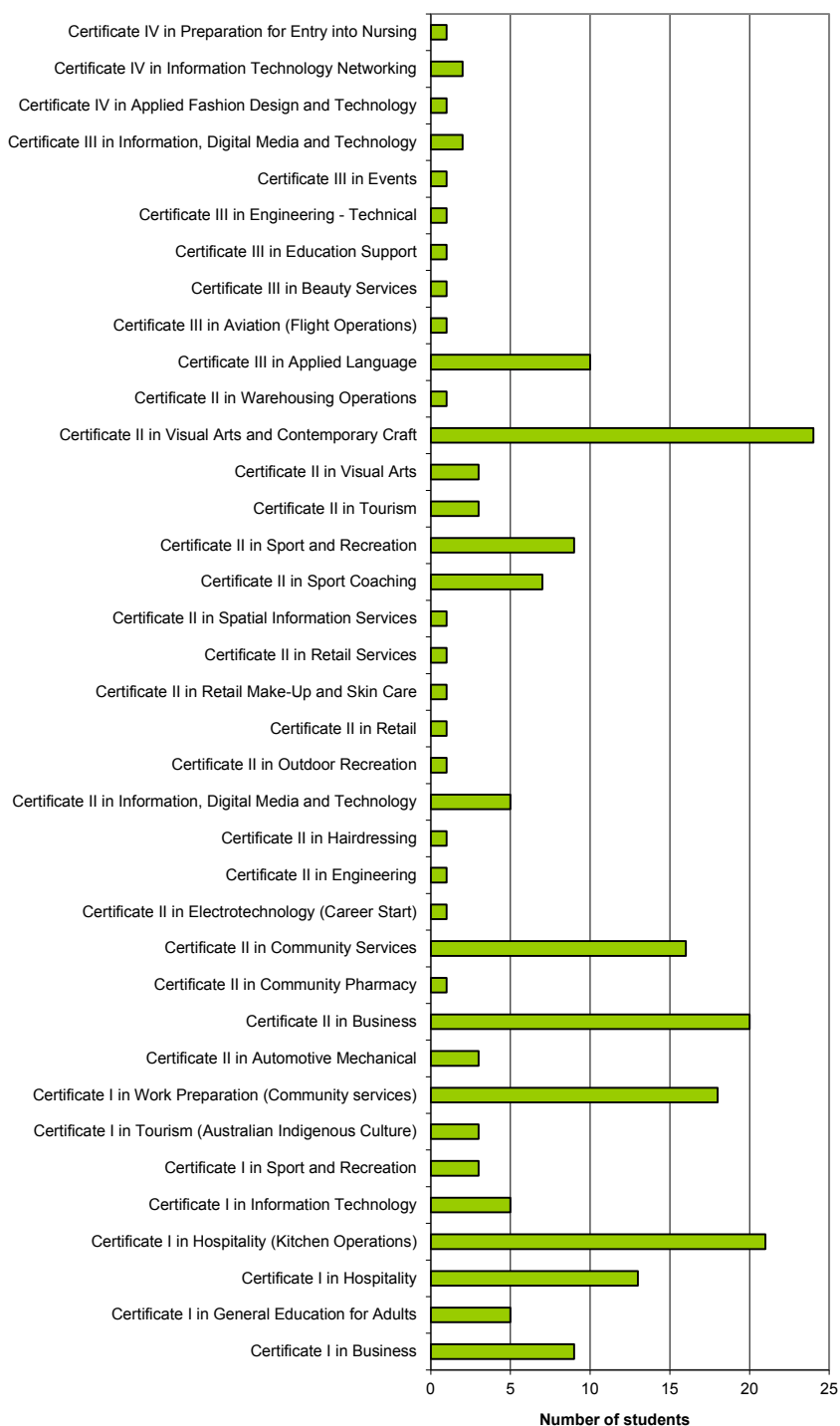
The school has continued to improve its Attainment Rate since 2010. In each year the Target has been exceeded with 88% in 2013.

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

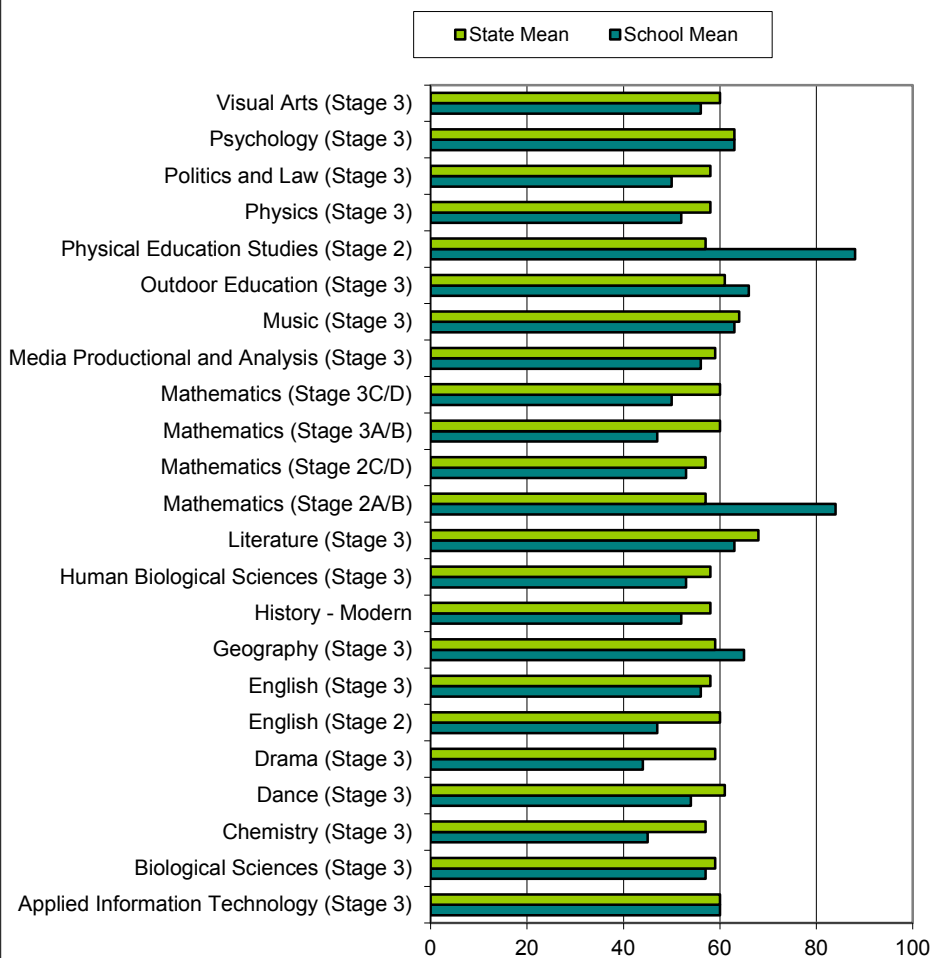




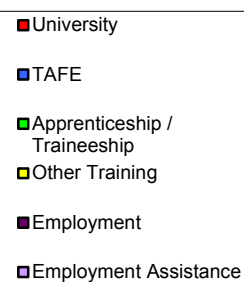
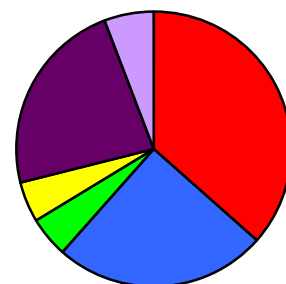
Range of VET Certificate Courses achieved by 2013 Year 12s (over years 10-12)



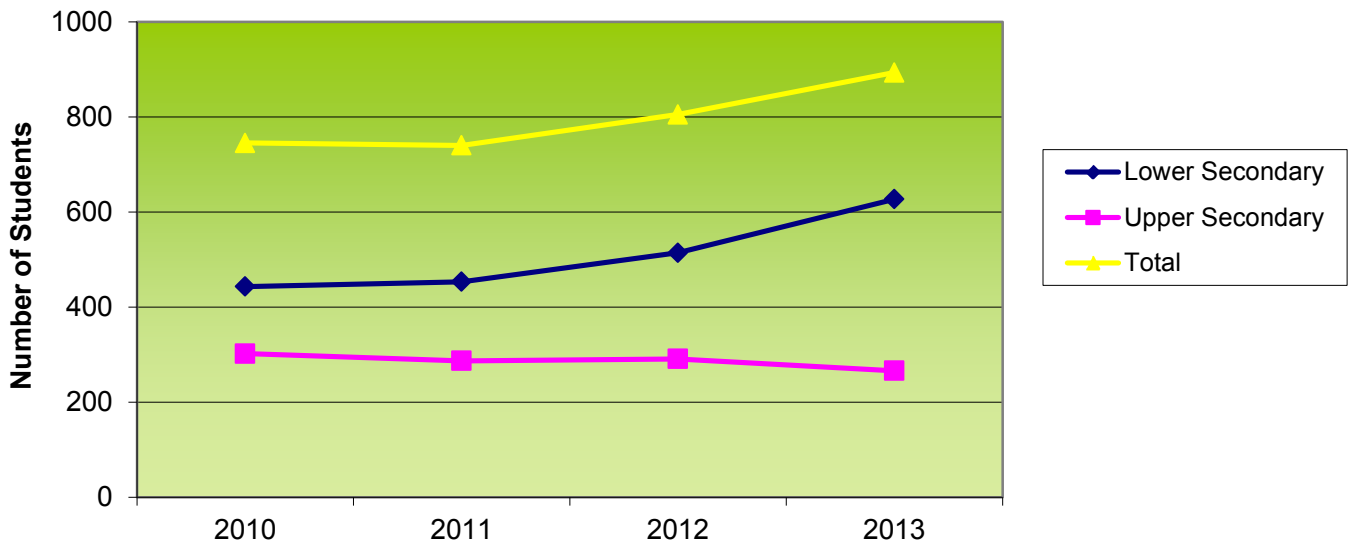
Average scaled scores 2013 - Kalamunda SHS and State



2013 Year 12 Destination

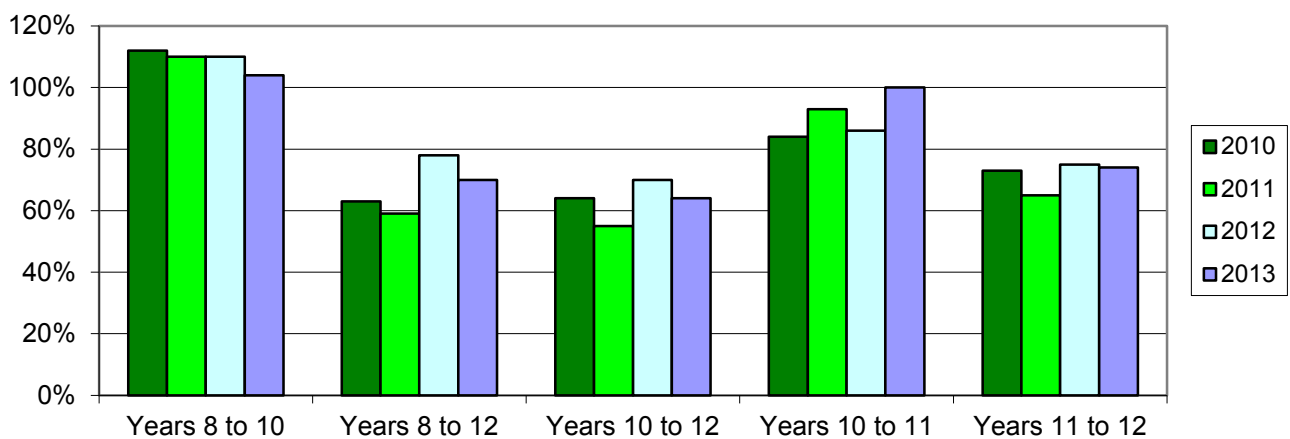


Enrolment Trends 2010 - 2013



Enrolments have increased since 2010, particularly in the lower year groups. Enrolments from outside the local boundary are now being limited in order to accommodate the Year 7s in 2015. With the departure of the half cohort in 2014 and a double cohort intake of Year 7 and Year 8 students in 2015, student numbers are expected to rise to around 1200.

Retention rates (%)



Physical Education and The Arts

Health, Outdoor and Physical Education

2013 was a year full of success from Tom Murphy's 2X Physical Education Studies results and the 3X Outdoor Education classes results, to meeting the Target of equal to or above Like Schools in A and B grades for both Health and Physical Education in Years 8 through to 10.

Particularly pleasing was a 100% achievement rate for students gaining their Certificate I and II in Outdoor Recreation.

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

Year 8 to 10 students also had the opportunity to participate in lightning carnivals for soccer, football and netball.

Kalamunda SHS for the 28th time entered the Blackwood Marathon with 3 teams. The top team winning the schools non equestrian division.

2013 also saw the running of the 13th Ski Trip to Falls Creek with 14 students and 4 staff attending.



The Arts

Visual Art

In 2013 Visual Arts students were successful in many exhibitions and competitions held in and around Perth including Armadale 'Outside the Frame', Darlington Arts Festival, 'Young Originals', St Georges Art Exhibition and 'Metamorphosis' held in Perth.

Year 11 and 12 Art, has been diverse and very contemporary. Some students chose the media of Performance Art and Digital Film images to make their artworks. Traditional painting, drawing and sculpture were also successfully explored resulting in large dynamic pieces.

Year 11 and 12 participated in Spark-Lab workshops at PICA Gallery in Northbridge. They worked with contemporary Artists to create artworks that were exhibited. This experience inspired and motivated them for the rest of the year resulting in amazing artwork.



GATE

During Saturday morning Art workshops GATE students work with a group of contemporary artists who willingly share their skills within their area of expertise. Students have had the opportunity to experience ceramics, oil painting, printmaking,



photography, life drawing, sculpture, Photoshop, jewellery making, spray painting and stencilling.

This year is the first year that Visual Art representatives have been elected, from the Year 9 Gate Art students. Eleisha Pirouet and Bailey Kermode have been elected to lead the GATE student body for 2014, congratulations to them both.

Dance, Drama and Kalamunda Performing Arts Program (KPA)

2013 Dance students were involved in both performing and viewing a varied collection of Dance and hybrid works. Spark_Lab provided an excellent opportunity to view 'Volumes' by Ross Manning and then partake in a series of workshops in February, March and April culminating in a performance at PICA underneath the artists inspirational Kinetic Light Sculptures.

'Bite Sized', our Semester One show, gave our students a chance to produce work's that served as a taster of larger concepts.



focus and effort. The Stage 3 students performed solos which were varied and challenging.

2013 has seen yet another busy year in the Drama Department! Our Semester 1 Show took a new approach with many students from all year groups performing their own group devised projects based on a social theme of their choice.

Our upper school Stage 2 and 3 students were kept busy with a performance of Caryl Churchill's "Vinegar Tom" a quirky play set around the time of the witch trials in the 1600's.

The Stage 1 students worked on the mammoth task of a 20 minute group devised YOH-Fest competition piece. This year our theme was "Lifestyles" and after a great deal of work we were all very proud of our achievements. We received an award for "Best array of Characters".

Most of our upper school students from both classes took part in our "2013 Showcase" where they performed aspects of their WACE performance exams, featuring Original Solo Productions and Monologues.

In Term 4, the Year 9 KPA production of "Peter Pan" was very successful as was the Lower School Extravaganza. The Year 8s staged "Auntie Madge and the Bushrangers" and our Year 10s explored Melodrama and applying it to some very early "Neighbours" scripts.

Music

Once again our ensembles shone in their performances throughout the year. Our String Ensemble entered into the Novice Division for the first time and received some very positive feedback. Well done to our young string ensemble and their



'Year 9 KPA students had an excursion to 'PICA' to view the Hatched exhibition. From the exhibition the students picked artworks and used them as inspiration to create choreography. Two of our students then returned to PICA and performed their dance as part of the student led tours.

'Threefold' was not only viewed by our Year 10 students at the State Theatre Complex, but also had Meagan Boniface a Year 9 student performing in the show.

'Giant' the Semester Two show featured 108 dancers who took to the stage and performed with exemplary



director, Mrs Tweddle. Mr Hind and our Concert Band were successful in the top result "Outstanding" in B Division once again and the Guitar Ensemble, led by Mrs Powell received an "Excellent" for their wonderful performance. Congratulations to all our talented musicians and directors!

Kalamunda SHS was represented at the Kalamunda Music Society's "Hills Spectacular". The KSHS Choir, directed by Miss Southern, and the KSHS Guitar Ensemble, directed by Mrs Powell, performed in a combined schools concert to showcase the musical talent in the hills area schools.

Out in the community our music students were invited to play at an open garden in Kalamunda. "Blakemere" garden was opened to the public as part of the Australian Open Garden Scheme. Our String and Guitar ensembles and the Concert Band provided entertainment for the 1000 guests who attended across the weekend in October. The organisers were thrilled with the student's musicianship and the students were very happy to be given the performance opportunity. Our Mid-Year and End of Year Concerts were a success with excellent performances from all of our students.

Our music support group, MusiKal, has continued to provide assistance throughout the year by contributing to camp expenses, Front of House organisation at concerts and purchasing a new set of stand banners for the department.

In the last five years, since the rebirth of the Kalamunda SHS concert band, our students have amassed an impressive collection of awards and achievements.

In August 2013 they added another OUTSTANDING award at the state festival to their trophy cabinet.

Also in 2013 eight band members performed at the Sydney Opera House and achieved a gold award at the Australian International Music Festival.

Media

Some amazing work has come out of the Media Department in 2013. We have been lucky to have two Pre Service Teachers who had great skills in Photography, Photoshop and Film making, and they shared their expertise with our students.

Highlights of the year include the fantastic short films made by the Year 12 Stage 3 class, as well as some Andy Warholesque photographs created with the help of Photoshop.

In an attempt to keep up with technology, the Media department is slowly phasing out traditional movie cameras and we are using DSLR cameras. The quality of the images is crisper and is allowing the students to have more creative control over their work.

Photography

During Term 1 in 2013 the upper school photography students had the opportunity to visit a photography exhibition 'Picturing New York': It included a tour of the exhibition - "140 works reveal the deeply symbiotic relationship between photography and the 'city that never sleeps' – New York". After viewing the exhibition students were able to take



their own city inspired photographs.

Year 9 students headed outside to take photographs using a pinhole camera (made from a recycled Milo can). Students learnt how to turn a negative print into a positive print using darkroom processes. Our next assignment 'paper photograms' inspired by Man Rays photograms —cameraless photography made by placing objects and other materials on photosensitive paper.

Talented and enthusiastic Year 12 students; April Tucker, Abbey Fisher, Cynthia Kyaw Sann, Chelsea Hackett, Danielle Gates, Zoe Brandis and Correna Grenfell participated in a community art project. This involved artists with disabilities, local artists, carers, The Shire of Kalamunda, Kalamunda Learning Centre, Nulsen Association and the wider community. Photographs taken by the students were on display at the 'Connecting Communities' art exhibition at the Kalamunda Zig Zag centre during Disability Awareness Week.

Kalamunda students had images entered in the Ilford National Photographic competition and came second over all. We also made it into the 'Top 6 School Positions' coming third over all in the Silver Halide Category, an excellent result.



Mathematics

Mathematics

Senior School

Improved counselling and grading procedures in Year 10 have seen students better positioned for success in their chosen mathematics course. Although the State-wide trend of students taking Stage 2 courses in preference to more demanding Stage 3 courses has been evidenced at this school, there has been a shift in 2012 and 2013 back to Stage 3 courses. Students recognise the benefits of the Stage 3 moderating procedures and the advantages of attempting “Desirable Pre-requisites” rather than the basic recommended entry course for university.

The Mathematics Department has maintained good assessment procedures with all course correlations ‘as expected’, apart from a dip to 0.69 in MAT 2CD, which has since been rectified. The course ATAR results have been at or above state means apart from MAT 3CD, MAS 3AB and MAT 3CD.

The department is well positioned for the Australian Curriculum when fully implemented in 2015. Staff have attended all available PD and information sessions, widely researching the ACARA Website and gathered examples of programming and assessments from other state and international websites. Entry points and pre-requisites for the new senior courses have been discussed and drafted with information being distributed to Year 10 students.

Middle School

The department has worked hard with grading procedures over the last three to four years. The discrepancies of 2010/2011 have been reduced and staff in general have a greater awareness of what constitutes an “A” grade as distinct from a “C” grade.

The department has gone from a 2-stream model in Years 9 and Year 10 to a 3-stream model Extended (Course 1), Intermediate (Course 2) and Fundamental (Course 3). This will better address issues of extension, confidence amongst students and focused remedial action for struggling students.

General Comments

Due to the professionalism of staff the effective use of “Reporting To Parents” has been fully adopted by teachers and is a valuable tool in communicating with students and parents on individual progress.

IT considerations such as Smart Boards, graphics calculators and on-line software continue to be incorporated into Senior and Middle School programs.

NAPLAN improvement is being pursued to include differentiated learning within Year 8 classes. This earlier intervention (rather than a streamed environment in Year 9) will hopefully address extension and remedial issues identified in the NAPLAN data.

The Hills Education Precinct continues to provide an avenue of running courses across the 3 hills schools and staff will receive further training in acquiring proficiency in delivering on-line learning programs.

Highlights

Progress has been made by staff in embedding new course structures, programs, methods of communication and recording of results into the efficient operation of the department.

Communication with parents has been a priority with teachers using telephone, email and SMS to send notifications about homework, programs and sundry information.

Staff have willingly given of their time during school hours and at after school sessions to assist students.

It has been pleasing to see many of our Year 10 students having the confidence to enrol in the more demanding Mathematics programs.

Entry into the Australian Mathematics Competition was again well subscribed with students gaining High Distinctions and prizes.



English and LOTE

English

We continued to enter novice, junior and senior teams in the WA Debating League competitions. Students spent lunchtimes and recesses researching and often met after school for further preparation. The teams debated topics as diverse as 'That Rap Music is a Force of Good' and 'That we Should Stop Uranium Mining'.

The English Learning Area was well represented on Kalamunda Day with sessions linking food and literature. There was a Mad Hatters Tea Party and the Romance Genre found its expression in chocolates and marshmallows to accompany the texts.

Teachers reported that 2013 was a challenging and engaging year for the students in their classes as we moved to full implementation of the Australian Curriculum.

Many students received external accolades for their success in English in 2013. Five students received Spellodrome Awards. Jessica Cottam's capacity to research and communicate was recognised through her nomination to be a Young Ambassador for the Perth International Arts Festival. Jessica was successful and represented the school in this international arts arena.

Year 11 student Fraser Holt had his poem 'Facets of Thought' published in *Primo Lux* which is a Western Australian anthology of student poetry.

Year 8 students performed well academically with more A and B grades than Like and Department schools. Year 8 students attended The Perth International Festival Writers Festival School Day to hear how fantasy writers create believable worlds and how non fiction writers represent identity. In semester two all students were involved in a multi-modal thematic unit of work titled, *Living with trash: How are our Lifestyles Shaping and Changing the Planet?*

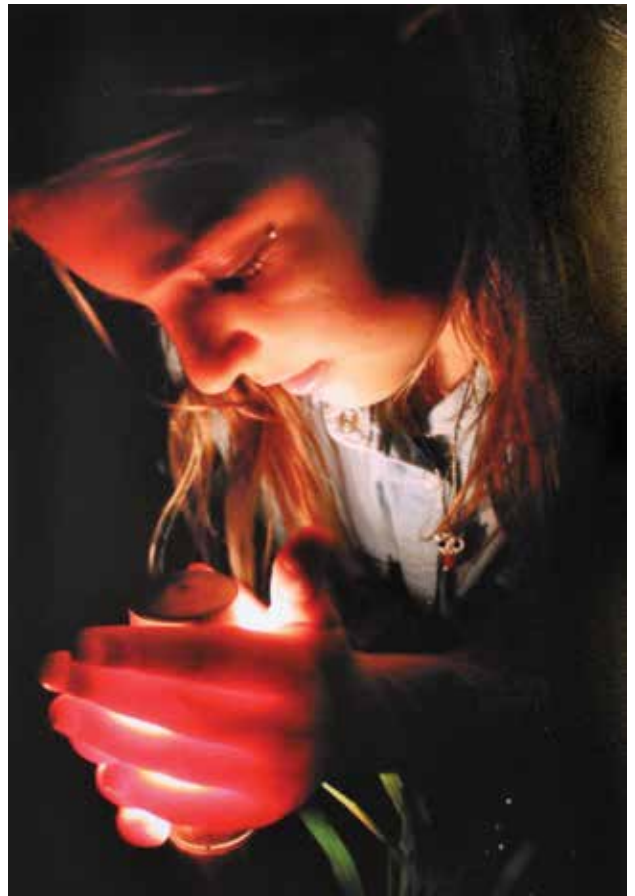
Year 9 academic performance placed students above Like and Department schools.

The Year 9 NAPLAN results also placed KSHS students above the Australian Schools Mean in Reading.

Thematically the Year 9 students were engaged with a multi-modal unit of work titled, *Seven Billion Stories: What Makes a Compelling Life Story?* During this time students absorbed some powerful concepts and ideals relating to their social view of themselves and others.

A group of Year 9 students read a memoir by Perth author and Holocaust survivor Hetty Verholme who came to the school to speak to students. The students listened attentively to her compelling life story and then had the opportunity to have their books signed.

Year 10 students outperformed Like Schools and Department schools in terms of percentages of A and B grades.





A group of Year 10 students went to the State Theatre to see the powerful one woman performance of *Goodbye Jamie Boyd*. This provocative text dealing with the often taboo subjects of mental illness and drug abuse was studied as a verse novel in class. Year 10 AE students attended a day long *Ethics and Morality* seminar presented by well known British Philosopher Peter Vardy where the students were challenged on many levels to consider their own ethical and moral perspectives which we were later able to refer to in the study of texts.

Thematically, Year 10 students were immersed in *Protest: The World as it is, the World as it Could be*.

Year 11 Stage 1 English considerably outperformed other schools in terms of A and B grade distribution.

Stage 2 English academic performance was very sound with combined A and B grade distributions above other schools.

Stage 3 English: for 64% of these students English 3AB was their best or second best mark.

To further their understandings and expressions of a text being studied, the Stage 3 English students attended the award winning theatrical adaptation of Kate Grenville's *The Secret River*.

Stage 3 Literature Students demonstrated the strongest ATAR course differentials at KSHS. Literature remained strong in terms of the students first or second best score. Here the trend is upwards from 67% in 2011 to 73% in 2012 and in 2013 for 83% of the students 3AB Literature was their best or second best score.

These students attended The State Theatre twice during the year firstly to see the avant-garde *Mission Drift* and later the canonical *Death of a Salesman*.

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



Languages (LOTE)

The school offers Indonesian, Italian and Japanese. It is compulsory to study a language in Years 8 and 9 and it is an elective in Year 10.

Year 10 students also study for the Certificate II course in Applied Language and all students who completed the course achieved that certificate in 2013. This course is registered through the Central Institute of Technology.

In the Senior School students study for Certificate III in Applied Language throughout Years 11 and 12. All students achieved their certificates in Indonesian.

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. Elijah Huege de Serville from Year 8 received Highly Commended for his essay. Presentations were made at a special ceremony at the office of the Japanese Consul General.



Asian Language Hub

This was the third year of the Asian Language Hub which consists of our school and four primary schools. We continue to look at ways to strengthen links with primary schools, 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.

All Year 10 students of Japanese and Indonesian were enrolled in the online learning programme Language Perfect. They were



encouraged to work on the language in their own time. Students competed against each other to see how many points they could obtain.

Highlights

- Japan trip: In January, 16 students and 5 leaders spent 2 weeks immersed in the Japanese culture and stayed with host families.
- Italy trip: In April, 25 students and 5 leaders explored famous sights in Italy and attended a language school in Florence.
- Japanese Exchange Programme: 26 students from Kobe visited for a day in March. It was a special reunion for some students who had been to Japan earlier in the year.
- Japanese Exchange Programme: 10 students from Kobe were hosted by our families in July.
- Motivational speaker: former Kalamunda Head Boy Ben Wholagan
- Australia-Japan national essay competition
- "Koume time" a special time where our Japanese Assistant Teacher presents items of Japanese culture that are special to her.
- Re-establishment of links with Oya Junior High school in Japan in the form of pen pal letters.



Department of Education Services: Independent Review of Independent Public Schools

Kalamunda Senior High School Review: 20 June, 1 - 2 July 2013

Purpose of the Review

The purpose of the independent review of Kalamunda Senior High School is to provide an assurance to the Minister for Education, the Director General of Education and the school community 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 improved the standards of student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes student learning
- how well the school is placed to sustain and improve its performance

Review Findings

Kalamunda Senior High School has responded effectively to contextual factors affecting student learning. Commitment to the school's vision and values is evident throughout its operations. Diverse specialist programs have been developed in response to student learning needs. The school has achieved a highly functioning Board, a team of expert staff, effective partnerships with parents and targeted use of resources.

Significant improvement in student learning outcomes is being achieved in the DPA period. Data-driven analysis underpins program development and review at Kalamunda Senior High School. Sophisticated target-setting and evidence-based review techniques are used effectively to build a culture of improvement across the school.

The positive reports across the school community affirm the manner in which the Principal, Board and staff work together in a supportive way with a strong sense of belonging, respect and approval of the school to ensure a supportive and successful learning environment. The leadership team, teachers and ancillary staff work together in a caring way to ensure a supportive and successful learning environment.

Overall, the school has established governance processes, systematic plans, policies and collaborative teams with distributed leadership; these have been built within a strong culture of collaboration and high expectations. School leadership actively oversees the performance of all teams and fine tunes as required.

The school is well-placed to sustain its significant drive to improve student and school performance.

The formation of the Hills Learning Precinct Cluster between Kalamunda Senior High School, Kalamunda Senior High School Education Support Centre and Lesmurdie Senior High School has proven to be a commendable initiative. It has achieved its aim of raising the profile of public education in the hills community. The loose configuration has also facilitated the expansion of curriculum access for students and the sharing of resources, particularly staff expertise. Kalamunda Senior High School has also benefitted from the professional development opportunities gained through cluster membership.



The following commendations support the school's claims of significant strengths and areas of improvement:

- sustained improvement related to NAPLAN (National Assessment Program- literacy and Numeracy) and non-academic (attendance and retention) learning targets
- addition of targets during the DPA period for emerging priority areas resulting in significant improvements in curriculum and student learning (for example, the improvements achieved in the Attainment Rate)
- the use and level of achievement of a complex array of targets covering the whole- curriculum and all students in each year to drive learning improvement across the school
- inclusion of targets based on school-wide assessment and grading that has contributed to the whole-school culture of improvement based on sophisticated analysis of results and review of programs by the school's curriculum leaders
- the identification of the needs of a diverse student population and the implementation of the range of inclusive learning and pastoral care programs to cater for them
- the range of and attention paid to the programs it has established to meet the learning needs of the students
- the collegiate 'tone' and commitment to a school-wide pedagogy and purposeful, successful learning
- the way in which the school has taken a broader view of self-assessment and in doing so has adopted an evidence-based framework that addresses operational strategies focused on teaching, learning environment, curriculum implementation, leadership, financial management, resources and infrastructure, relationships/partnerships, school culture and workforce
- the priority for developing closer collaboration with the Kalamunda Senior High School Education Support Centre as part of the Kalamunda Senior High School strategy for supporting the learning of the increasing number of 'borderline' students who do not qualify for ESC enrolment.
- the school's integration of performance management with planning and review processes
- the establishment and embedding of a school-wide expectations platform and the outcome of creating a common language across all participants focused on individual student growth as well as school improvement
- the expanded curriculum access, sharing of staff expertise and provision of professional development opportunities achieved through the formation of the Hills Learning Precinct Cluster.

The following affirmations support continued implementation of strategies and initiatives or areas for improvement identified by the school;

- the action taken to improve satisfaction rates with career counselling and preparedness for next-year and post-school goals
- the plan to maintain the five focus areas and strategies in the next Business Plan
- the priority for developing closer collaboration with the Kalamunda Senior High School Education Support Centre as part of the Kalamunda Senior High School strategy for supporting the learning of the increasing number of 'borderline' students who do not qualify for ESC enrolment.



The following recommendations are made to add value to the school's improvement and review processes:

- that future refinement of the current highly developed target-setting methodology takes account of factors such as predicted cohort variations.
- that in light of the school's vision statement of 'sharing our forest of possibilities' the Board assumes a role in surveying within the Hills community satisfaction levels with school identity and capacity to serve.
- that the Board explores ways in which the Hills Learning Precinct Cluster Profile may be further strengthened in order to enhance its sustainability.

Overview and Sustainability

With a powerful coherence in policy and practice, the school is well placed to sustain all of its commitments in the DPA. The school's self-assessment is a multi-layered cyclical process involving senior staff, teachers and the Board. The process included performance data analysis; a review of targets and associated strategies; a review of operational strategies; mid-year reviews for selected courses, strategies, targets; mapping school progress against the Business Plan, and the preparation of an annual report.

The 'Good Standing' procedures, the Learning Centre, 'Triage' approach to student services and a number of specialist learning programs are examples of quality planning and a school-wide evidence-based research culture.

The School leadership team, led by a highly competent and influential principal, ably supported by two associate principals and a business manager, assume collective end-of-line responsibilities whilst providing leadership for defined focus areas of the Business Plan. The leadership team of the school demonstrated tight administrative procedures, thorough documented plans/policies coupled with performance information. There is a free flow of information and a climate of approachability for inquiries.

To ensure school-wide coherency, Heads of Learning Areas (HOLAs) are encouraged to take a whole-school perspective. This is a key factor in the school reaching a consensus based on evidence and ensuring consistency.

The reviewers commend the school on establishing and embedding a school-wide expectations platform; and the outcome of creating a common language across all participants focused on individual student growth as well as school improvement. Further the reviewers affirm the school's plan to maintain the five focus areas and strategies in the next Business Plan.

Overall, the school has established governance processes, systematic plans/policies and collaborative teams with distributed leadership; these have been built within the strong culture of collaboration and high expectations. School leadership actively oversees the performance of all teams and fine tunes as required.

The School is well-placed to sustain its significant drive to improve student and school performance.



Achievement Targets 2013	Benchmark Targets 2011
WACE Graduation (at or above 99%)	Exceeded (100%)
Median ATAR >= Department of Education (DoE) schools and statistically similar schools	Achieved
ATAR triciles – reduce to 33% the number of students in the low tricile	Achieved
ATAR students with 1 or more scaled score of 75+ - maintain at 18% or above	Exceeded (22%)
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)
Full qualification achievement – Certificate II or higher – 75%	Progressing
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)
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
NAPLAN – Reading/Writing/Numeracy levels will be above Year 7 levels	Exceeded – all students made progress
NAPLAN – Reading/Writing/Numeracy mean will be above statistically similar schools and the State mean	Exceeded
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
NAPLAN – Numeracy – for boys above State mean, for girls at or above State mean	Achieved both
NAPLAN – Reduce percentage of students at or below national minimum standard from the 2010, 2011 and 2012 levels	Achieved for all
WAMSE – Student mean will above State mean and above statistically similar schools for at least 1 strand	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)
Attendance – above 91% overall	Achieved (91.2%)
Attendance – Year 9, 10 and 11 at or above 90%	Achieved
Retention – rates from Year 10 – 12 at or above 70%	Progressing



Interim Targets 2012	Achievement Targets 2013
Achieved (99.2%)	Achieved (99.2%)
Progressing	Progressing
Not Achieved	Progressing - improvement from 2012
Progressing (11%)	Progressing (16%)
Attainment rate - 85% Exceeded 2012 target (70%)	Attainment rate - 88% Exceeded 2013 target (85%)
Achieved (73%)	Progressing (70%)
Achieved for AIT(2AB), BIO(3AB), MAT(2AB,2CD,3CD), HIM(3AB), PAL(3AB), VAR(3AB)	Achieved for PSY(3AB), PES(2AB), OED(3AB), AIT(3AB), GEO(3AB), MATHS(2AB)
Achieved CFC, DAN, ENG, MAT(1DE), MPA, PES, VAR Progressing - DES, FST, ISC	Achieved - CFC, DES, MAT(1DE), MDT, MPA, VAR, Progressing - ENG, LIT, PES
Achieved - for 97% of students (only 5 students out of 191 did not show improvement)	Achieved - for 99% of students (2 students out of 229 did not show improvement in one or more areas)
Achieved for Reading and Writing Progressing - for Numeracy (1.6 points below)	Achieved for Reading Progressing for writing and numeracy
Reading - achieved for both Writing - achieved for girls Writing - progressing for boys	Reading - achieved for both Writing - achieved for girls Writing - progressing for boys
Achieved for boys Progressing for girls	Achieved for boys (>AUS mean) Progressing for girls
Achieved for Reading and Writing Progressing - Numeracy (1% below)	Achieved for writing Progressing for Numeracy and Reading
Achieved	Achieved
Achieved - English (all yrs), S&E (Yr 9, 10), Science (Yr 8,10) Progressing - Mathematics (all yrs), S&E (Yr 8), Science (Yr 9)	Achieved - English (all yrs), S&E (all yrs), Science (all yrs) Progressing Maths
Achieved (91.4%)	Achieved (91.6%)
Achieved - Year 9, Year 11	Achieved - all years
Achieved	Achieved

Future Directions for Achievement Targets:

The school has now completed the 3 year cycle of its Business Plan 2011 - 2013.

The Principal, Staff and School Board have used these results to determine future targets as set in the 2014 - 2016 Business Plan.

The school will continue to set Targets to improve student academic achievement as well as incorporating a new non-academic Target of monitoring student courtesy and respect. This new Target will be monitored through the attitude, behaviour and effort data collected through student reporting.

Many of the Targets over the next Business Plan cycle will incorporate three new system initiatives:

- The introduction of Year 7s into high school in 2015.
- The new Western Australian Certificate of Education in 2015-2016.
- The implementation of the Western Australian Curriculum.



Society and Environment

Society and Environment

In Year 8-10 students were provided with a diverse range of learning experiences and topics covering the major subjects of Economics, Geography, History, Politics & Law. Society and Environment students performed strongly with a number of standout students –

ATAR 90+

- Sarah Hopkins – 98.3 (3 S&E course) KSHS School Dux
- Kaity Stewart – 97.6 (2 S&E courses)
- Remy McKay – 94 (1 S&E course)
- Leanne Usher – 94 (3 S&E courses)
- Sarah Wallace – 93 (2 S&E courses)

The above ATARs were gained through the high results these students gained in Society & Environment.

- Katie Benfield Geography 79%
- Sarah Hopkins Geography 89%, Politics & Law – 85%, Psychology 81%
- Kaity Stewart Psychology 86%, Politics & Law 78%
- Remy McKay Psychology 84%
- Leanne Usher Modern History 67%, Politics & Law 68%
- Sarah Wallace Modern History 74%; Psychology 82%

Sarah Hopkins received a Certificate of Distinction (top 0.5% in the State) in Geography which is a reflection on the teaching by Ms Circosta.

Psychology 3A/3B was successful in achieving results which put it in the top 10 schools in the State. This is an excellent reflection on the delivery by Mrs Sturmer.



Middle School

A review of the Year 8-12 timeline of learning has taken place in response to the 2012 student achievement. This has led to curriculum and assessment procedures being scrutinised and changed to meet the ever changing requirements of the education system at a National and State level. It includes considering the need for students to have a meaningful and engaging curriculum throughout high school.

Across the board there are areas of success. Year 10 students have been successful in achieving above Like Schools in their results, however the lower end students are still of concern, particularly regarding engagement with the curriculum. Year 9 students did not achieve grades above Like Schools. This will require further investigation, however early signs point to inconsistent assessment and marking procedures which are being addressed in 2014.

Senior School

In Year 12 the ATAR Geography, Politics & Law and Psychology results were very pleasing. In Modern History not all students achieved to expected levels and lower ability students did not make the expected improvements over the academic year.

In Year 11 the results for Career & Enterprise, History, and Psychology were generally positive. Some areas of concern include ensuring that Year 11 students transition better into the chosen courses and that their skills are improved throughout the year with examination practice becoming a focus across the learning area.

Relationships within the school community and into the local community are broad. These range from organising events within the school such as the ANZAC Ceremony, to making regular contact with local politicians (local, state and federal), along with organised tours to various locations. The development of a Guest Speaker Program by Mr Parsonage is ongoing, along with the program of entrance by students in S&E competitions being coordinated by Miss Free. Collaboration with schools within the Bibbulmun Network (primary and secondary) took the form of HOLA meetings with Lesmurdie SHS and Darling Range SC. Involvement

in the Hills Education Precinct through the delivery of Geography and History enabled students to have access to Year 11 courses.

Other 2013 Highlights

- Australian Geography Competition – students in the top 5% of Australian students
- GIS in School Competition – winner of Innovation (School) and Coordinator Award (Richard Guthrie)
- Scholarship Winner for the Holocaust Centre (Ainsley Free)
- Politics & Law WACE Marker – Paul Parsonage
- A and B grade allocation is at or above Like Schools in Stage 1 Career & Enterprise and Psychology courses.
- A and B grade allocation is at or above Like Schools and DOE schools for the Year 8 and 10 cohorts are.



Science and Technology and Enterprise

Science

The Thinking Science program continued in 2013. The two year program is designed to enhance students' problem solving skills in science. All our Year 8, 9 and 10 students participated. The Year 10 students sat a post test in 2013 that will measure their progress since the pre-test they sat in 2011.

Middle School

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 exceeded the State, with 23% of our students in top band (20% state), matched the State in the middle band (60%) and had 17% in the lower band (20% state). Overall our WAMSE was 1.04% above State average.

Year 11

Integrated Science showed a marked improvement from 2012 with the A and B grades exceeding the state average. A continuing issue that needs to be addressed is the poor submission of extended tasks on time. This will be addressed in 2014 by breaking the tasks down into smaller parts and using alternative forms of communication, such as email, to encourage submission.

Human Biology results were very low, with a significant drop over previous years. We will be reviewing procedures in 2014 to address this.

Chemistry results were strong with a cohesive and hard working group of students excelling. We anticipate this will follow through into the Year 12 results in 2014.

Physics results exceeded Like Schools with, in the main, the same group of students as Chemistry. In 2014 we will be focussing on using more modelled exam style questions as exemplars of the higher level of work required in Physics.

Year 12

The Human Biology, Biology and Physics students performed well and showed good value adding in the differentials. These students performed above where they would have been expected to based on their other courses.

The Chemistry results showed some improvement in the downward moderation however overall performance was below the expected performance.

Highlights

Successfully delivered new Australian Curriculum in Year 10 and prepared programs and assessments for Australian Curriculum in both Year 8 and 9 to be delivered in 2014.

Rio Tinto Big Science Competition

5 High Distinctions

8 Distinctions

17 Credits

Kalamunda Day - Science staff complete spectacular science demonstrations yet again, appreciated by the crowd.



Technology and Enterprise

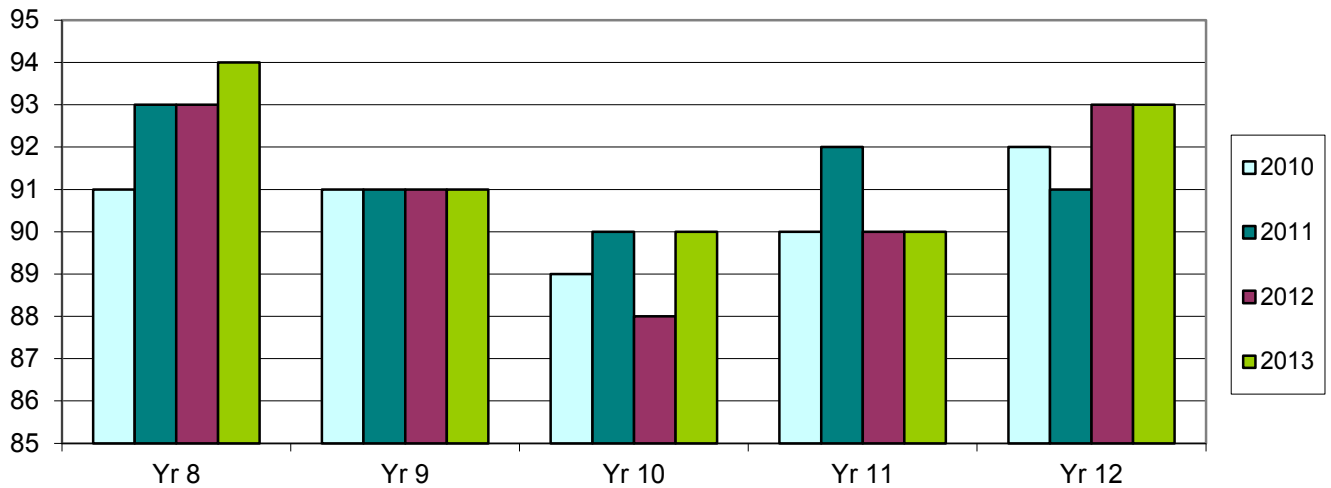
The Technology and Enterprise Learning Area had a successful year with strong performances in the achievement of students in a variety of year groups and across the departments (Design and Technology, Home Economics and Information Technology) including:

- The students in Year 8, 9 and 10 Home Economics and Information Technology achieved excellent results, above Like Schools.
- The results in Design and Technology matched those of Like Schools.
- In Stage 1C/D Children, Family and Community (Living Independently) 75% of students achieved a B grade or higher.
- In Certificate II in Community Services the achievement rate was 90%.
- In Certificate II in Tourism the achievement rate was 82%.
- In Stage 3A/B Applied Information Technology the mean was equal to the State Mean.
- In Certificate I in Hospitality and Certificate II in Tourism the achievement rates were 100%.
- In Certificate II in Business and Certificate II in Community Services the achievement rates were 95%.



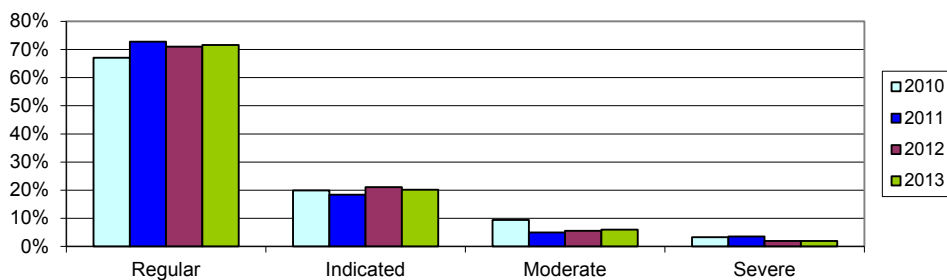
Non-Academic Data

Attendance trends 2010 - 2013 by year group

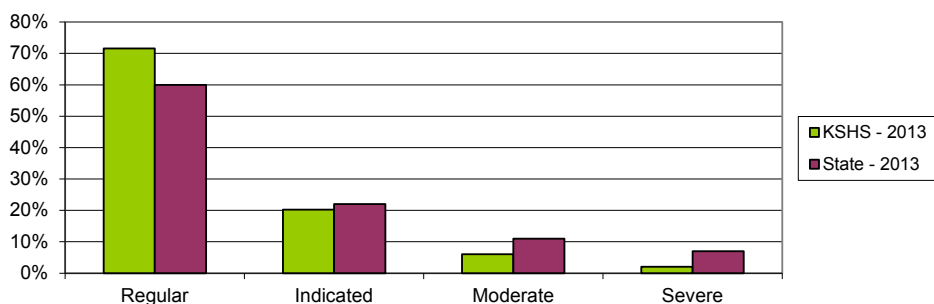


Attendance improved for the Year 8 and 10 cohorts in 2013. It is pleasing to note that the Worklinks program which targeted Year 10 students in 2013 has seen an improvement in this year group.

Analysis of KSHS Attendance - by category



Attendance category - 2013



Regular attendance is above State levels for all year groups and overall attendance has exceeded the 2013 Targets.



Student Services

2013 was the third year using a 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.

Pastoral Care Programs

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

- Good Standing Monitoring and Review
- Mentor Groups as a key support for students
- School Volunteer Program
- Bully Busters Anti-Bullying Program
- Act Belong Commit - Mentally Healthy Schools
- Hillside Farm
- Restorative Justice Intervention
- Youth Pathways Engagement Training
- Managing challenging behaviour and resiliency workshops
- Individual Behaviour and Risk Management Plans
- Parent Information Sessions
- Stride / Who's the man?
- Rainbows / Spectrum
- Armed for Life
- Asthma Friendly School
- Bibbulmun Challenge for Year 8 students
- Reward Excursions
- IGA and KSHS attendance Partnership
- Triple Challenge for Year 9 students
- Student Leadership Conference
- Leeuwin Sailing Trip
- Kalamunda Day celebrations to reinforce our school values
- Stepping Up - Year 10 Engagement Program



Academic Support Programs

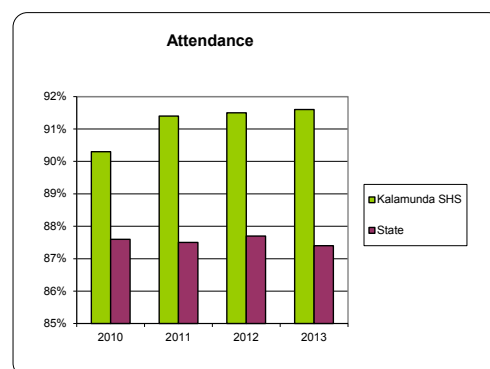
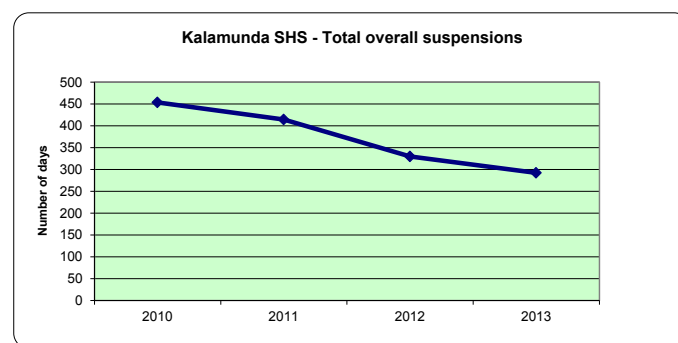
- Learning Centre
- Sound Way Literacy Program
- Transition program Year 10 - 11
- After school tutoring
- Curtin Coaching / Linkup
- Native Language Speakers
- Athletics / Manga high
- Thinking Science
- Primary Scholarship Program

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

Student Behaviour

Overall suspensions have continued to decline, even with increased enrolments.

Boys account for 80% of suspension overall, while boys in the middle years (8 to 10) account for 72% of all suspensions. Two boys in Year 8 accounted for 1/4 of all suspensions in 2013.



Student Attendance

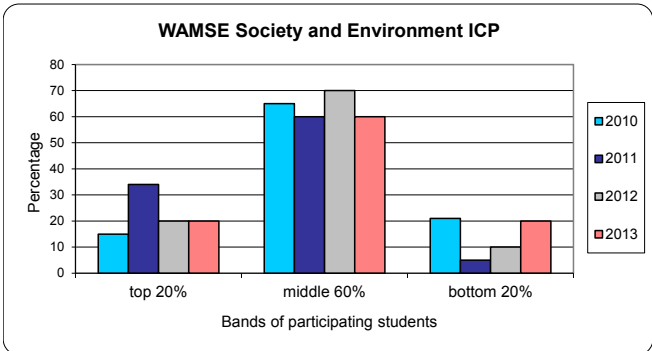
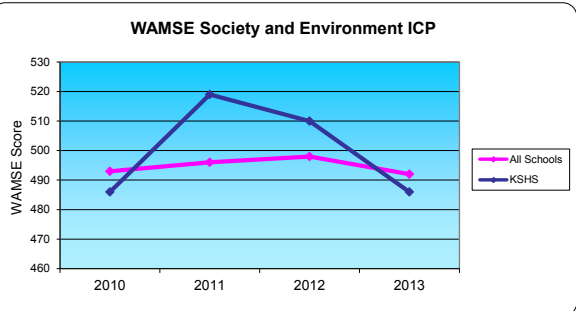
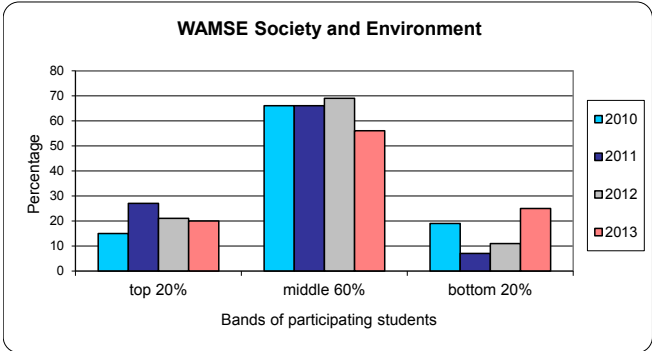
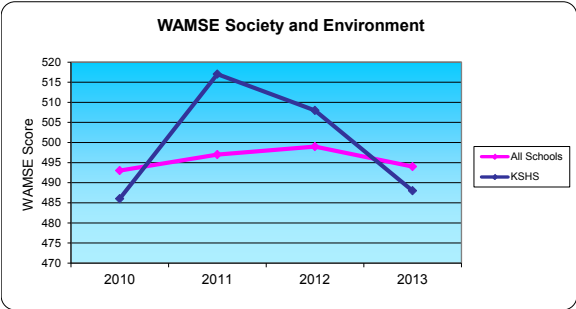
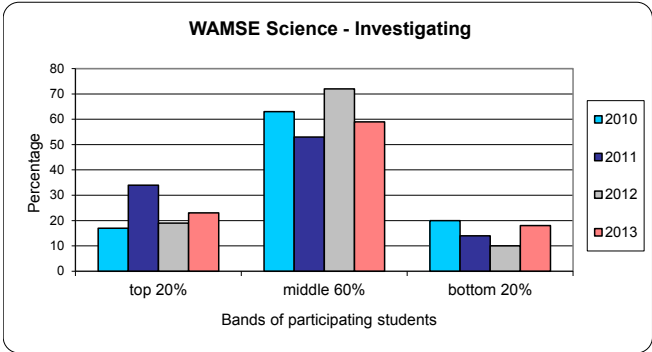
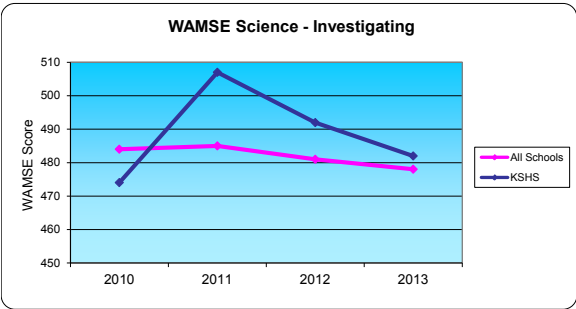
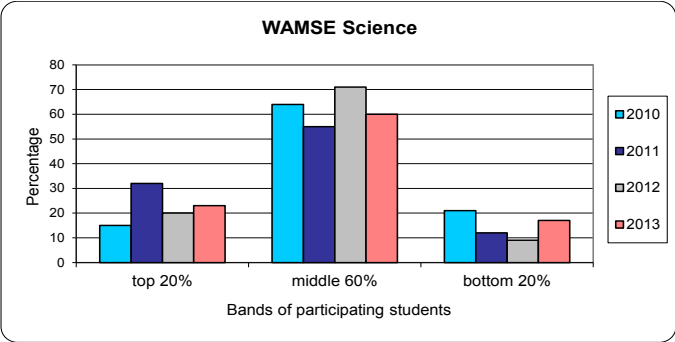
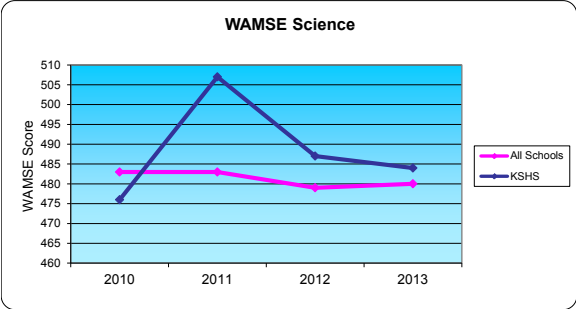
Attendance has continued to show improvement over the years and exceeded the Target of 90% attendance or above in 2013. The introduction of the Good Standing Policy has had a significant effect on improving attendance over this time. Early intervention and identification strategies and the brokering of support agencies will be implemented to continue to improve performance in these areas.





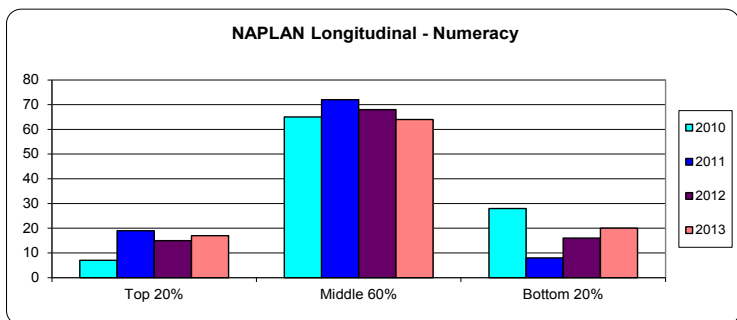
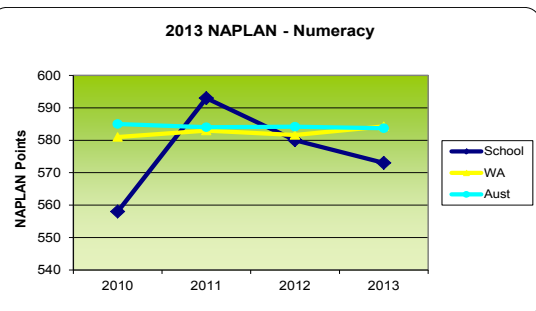
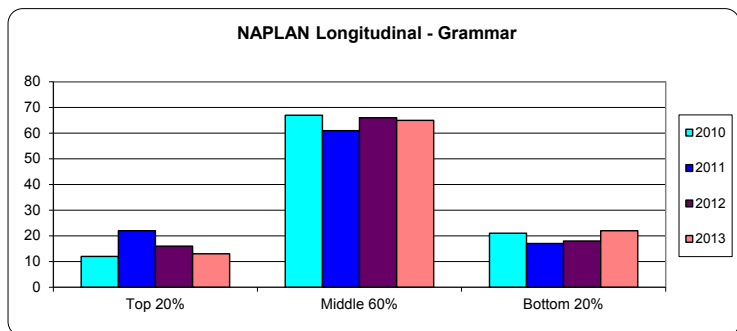
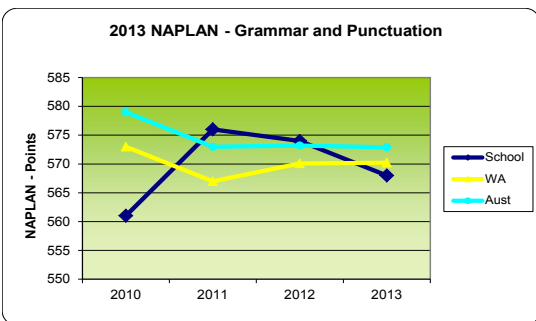
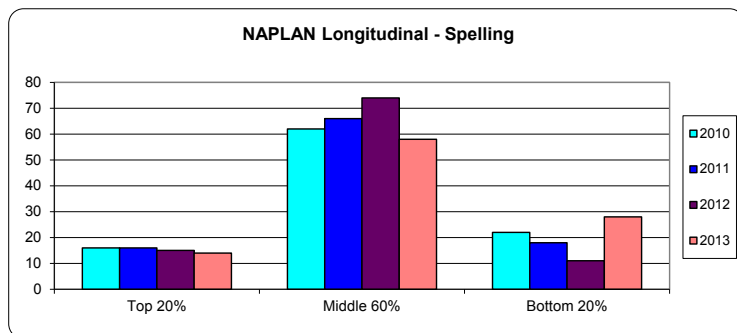
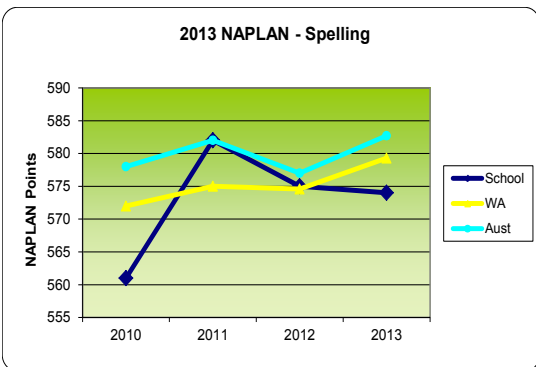
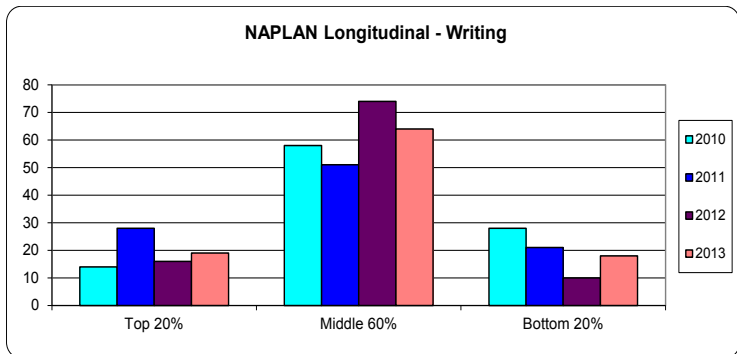
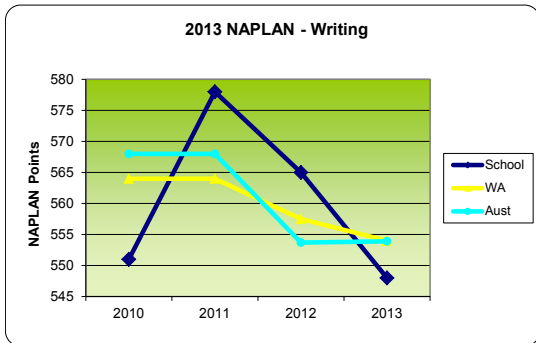
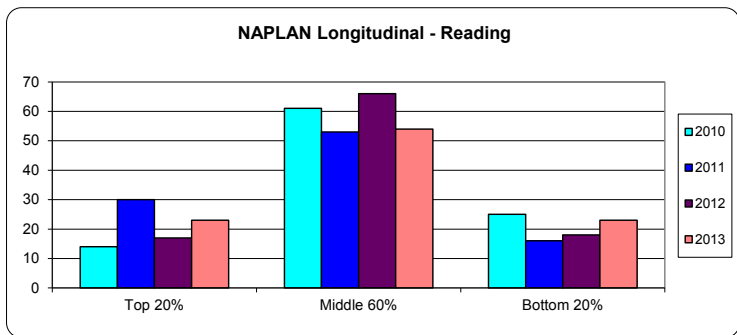
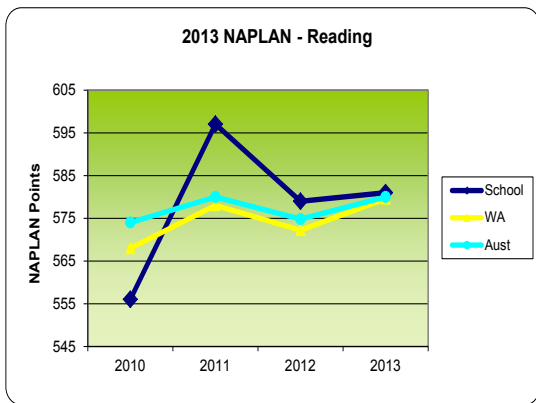
Year 9 NAPLAN and WAMSE Achievement

NAPLAN - National Assessment Program Literacy and Numeracy
WAMSE - Western Australian Monitoring Standards in Education.



Whilst results in Science are slightly less than in 2012, they remain above the State mean. Society and Environment exceeded the State in 2010, 2011, 2012 and in 2013 the mean was slightly below the State mean.





Students continued to perform strongly in Reading in comparison to the State and Australian means. Some students struggled with the Writing stimulus and this is reflected in the results. Further work is being done to improve results in Numeracy and Spelling through the Learning Centre and whole school strategies developed by the Literacy and Numeracy Committee.





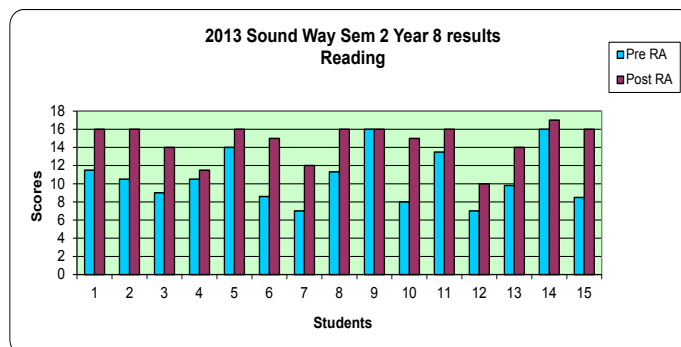
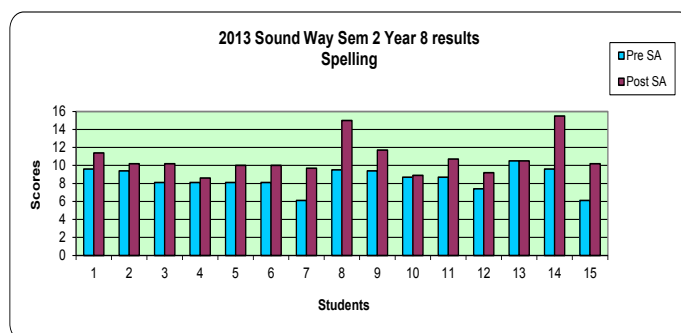
Learning Centre

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

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

Programs and Support

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



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

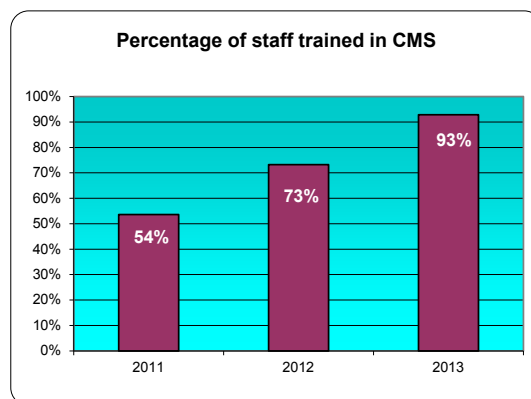
Through the IDEAS process, the school community developed a School-Wide Pedagogy. The key elements for teaching are Reflecting, Collaborating, Engaging and Relevance

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.

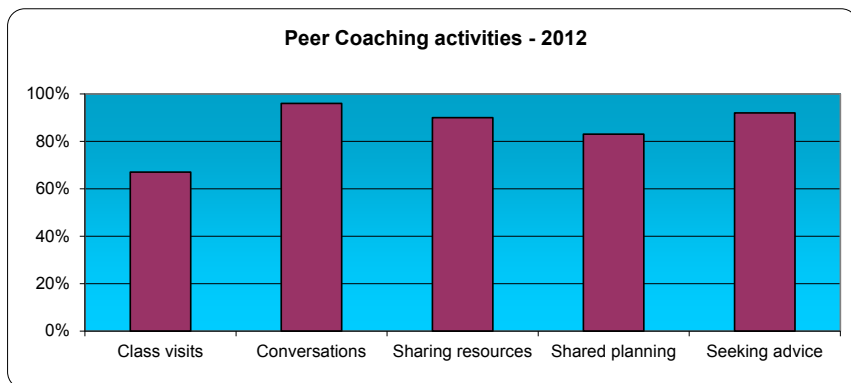
A focus for the school is to have all teachers trained in the Classroom Management Strategies. This enables a common language to be shared amongst teachers and students in turn are aware and familiar with these expectations and practices.

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

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



Over 90% of teaching staff are now trained in CMS, with 82% having completed the extension modules. In addition all Education Assistants have completed Modules 1 and 2 of the CMS EA modules.



100% of staff participated in peer coaching. These are the types of activities undertaken. 94% of staff use reflective practices regularly with 89% using a formal reflective journal.



Perceptions Of Our School

The school has a long history of surveying the school community, surveying parents, students and staff in 2000, 2001, 2003, 2005, 2007, 2010 and 2012. In 2013 the Department of Education advertised that a new online survey tool would be available and compulsory in 2014. It was decided that in light of the school community feedback obtained through the external IPS review process in 2013, the new mandated surveys would be initiated in 2014.

Previous satisfaction surveys show a positive perception of the school across parents, students and staff.

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.

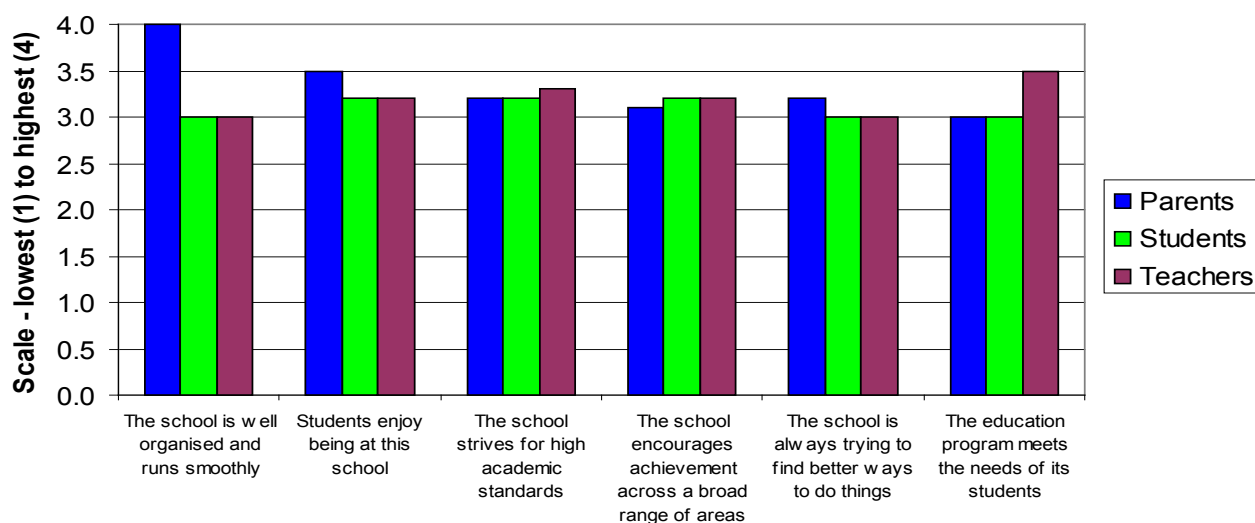
(72%) – The teachers work well together at my school.

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.

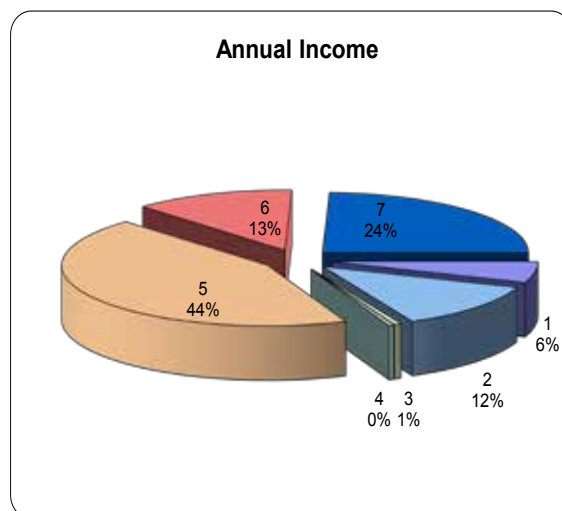
(30%) - There is a time during the day when I can relax or study.

School satisfaction survey results

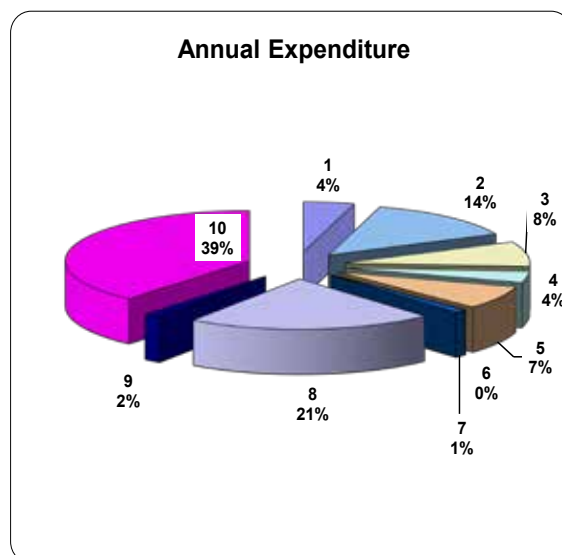


KALAMUNDA SENIOR HIGH SCHOOL SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2013

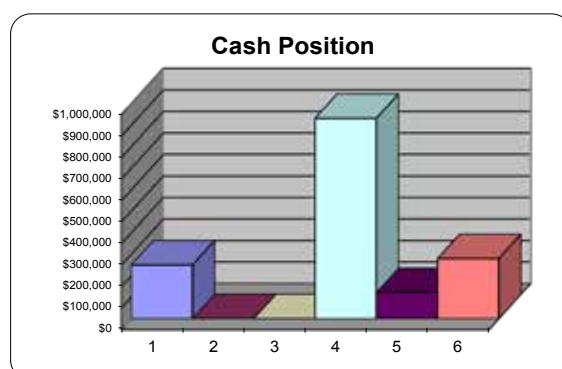
Annual Income			
		Budget	Actual
1	Voluntary Contributions	\$150,165	\$111,236
2	Charges and Fees	\$275,377	\$242,329
3	P&C Contributions	\$17,240	\$10,524
4	Donations	\$4,000	\$8,000
5	State Government Grants	\$870,189	\$870,189
6	Commonwealth Govt Grants	\$250,147	\$250,147
7	Miscellaneous	\$559,548	\$482,918
	Total Income	\$2,126,666	\$1,975,343
	Opening Balance	\$477,939	\$477,939
	Total Funds Available	\$2,604,605	\$2,453,282



Annual Expenditure			
		Budget	Actual
1	Administration	\$94,215	\$83,555
2	Utilities	\$266,865	\$253,768
3	Repairs/Maintenance/Grounds	\$226,850	\$149,953
4	Capital Works	\$70,000	\$66,892
5	Assets and Resources	\$225,000	\$138,433
6	NSSCF	\$250,147	\$0
7	Professional Development	\$25,000	\$19,165
8	Education Programs	\$449,111	\$401,435
9	Student Services	\$25,000	\$29,327
10	Miscellaneous	\$890,298	\$721,100
	Total Expenditure	\$2,522,486	\$1,863,628
	Transfer to Asset Reserves	\$37,287	\$37,287
	Total Funds Carried Forward	\$44,832	\$552,367



Cash Position as at: 31/12/2013	
Bank Balance	\$1,582,791
Made up of:	
1	Carry Over Grants (committed) \$250,147
2	Deductible Gift Funds \$0
3	Trust Funds \$0
4	Asset Replacement Reserves \$931,498
5	Suspense Accounts \$121,661
6	Uncommitted Funds \$279,485
Total Bank Balance	\$1,582,791



Other Financial Information 2013	
Voluntary Contributions Collection rate: 61.0%	Total Creditors as at 31/12/2013: \$14,952
Total bad debts written off: \$6,716	Total Debtors as at: 31/12/2013: \$35,179
Total assets/resources written off: n/a	Total value of new leases for the year: \$0
Voluntary Contributions and Charges collection rate improved to 81% in 2013. The focus for 2014 is to increase the collection rate to 85%.	





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