

Kalamunda Senior High School

An Independent Public School



Annual Report 2014

Learning - Respect - Resilience - Pride - Community

Principal's Report

I am proud to present to the school community the 2014 Annual Report.

In 2014 we developed our second Business Plan that will guide the school across 2014-2016. In setting the Targets we are able to build on the excellent progress made from 2011-2013.

One of the key areas for 2014 was in planning for the significant increase in student numbers. This increase resulted from the move of Year 7 students to high school and the departure of the Year 12 half cohort. In 2015 our anticipated numbers are 1150 up from 870. Unfortunately the school did not receive a Year 7 building program so we were given an additional eight transportable classrooms. The work done by the Transition Committee in planning not only for the Year 7s but also for the double intake of Year 7 and 8 was very thorough and appreciated by our new families.

The school was delighted with the outstanding results of a number of our Year 12 students, this included Kalamunda being ranked in the top 50 schools for ATAR, two students achieving an ATAR of greater than 99.5 and three students being awarded Certificates of Commendation.

The year had many highlights including the third intake of Performing Art students and local, State and National awards in photography, music, art, mathematics and science.

The continued successes Kalamunda enjoyed in 2014 built on those of the past decade. These successes come as a result of the ongoing commitment and work of our staff and the support of our families.

I would like to extend my appreciation and thanks to all members of the school community.

Kathy Ritchie
Principal



Message from the School Board Chair

The members of the School Board would like to congratulate Mrs Ritchie, as well as the staff of Kalamunda Senior High School on the successes of 2014. Kalamunda Senior High School was named one of the top 50 WACE schools for 2014. The board wishes to congratulate the class of 2014 and wish them all the best for their future endeavours.

The Board looks forward to working with staff in 2015 to maintain the school's high educational standards and achieve the targets set for 2015.

Angela Trimboli
School Board Chair



2014 Honour Roll

Dux of the School: Daniel Todd
VET Dux: Tegan Allum

Graham Watson Sportperson Medallion	Benjamin Donetta
Citizenship Awards	Brooke Ablett, Natasha Bunn, Sarah Greening, Daniel Todd
Caltex Best All-Rounder	Adele Kelley
Edith Cowan University Personal Excellence Award	Tiesha O'Brien (Lee)
ADF Leadership and Teamwork Award	Jessica Cottam

Kalamunda Rotary Art Scholarship	Jessica Cottam
Westscheme Division of the Australian Super VET Award	Tegan Allum
Benchmark Award: 2014 Outstanding Staff Member	Mrs Lee Sharp
Institution of Engineers Awards	Benjamin Donetta, Daniel Todd, Marco Trimboli, Benjamin Watters

Learning Area - Dux

Career and Enterprise, Stage 1C/1D	Cassandra Fraser
Chemistry, Stage 3A/3B	Daniel Todd
Children, Family and the Community - Living Independently, Stage 1C/1D	Tegan Allum
Design - Photography, Stage 1C/1D	Amanda Shaw
Design - Dimensional Design (Fashion), Stage 1A/1B	Natasha Bunn
English, Stage 1A/1B	Jasmine Lindley
English, Stage 1C/1D	Jessica Arkosi
English, Stage 3A/3B	Denzel Holt
Human Biological Science, Stage 3A/3B	Denzel Holt

Integrated Science, Stage 1C/1D	Tiesha O'Brien (Lee)
Mathematics, Stage 1D/1E	Monique Hunter
Mathematics, Stage 2C/2D	Shannon Pass
Mathematics, Stage 3A/3B	Marco Trimboli
Mathematics Specialist, Stage 3C/3D	Daniel Todd
Outdoor Education, Stage 3A/3B	Sarah Greening
Physical Education Studies, Stage 2A/2B	Daniel Todd
Physics, Stage 3A/3B	Daniel Todd
Visual Arts, Stage 1A/1B	Natasha Bunn
Visual Arts, Stage 3A/3B	Jessica Cottam

Learning Area - Top Student

English, Stage 2	Tegan Allum
Dance, Stage 3A/3B	Louise Fox (George)
Design - Technical Graphics, Stage 1A/1B	Shannon Pass
Materials, Design and Technology: Metal, Stage 1C/1D	Harvey Riturban
Materials, Design and Technology: Wood, Stage 1A/1B	Dillon Quinn
Media Production and Analysis, Stage 1C/1D	Serena Anderson
Media Production and Analysis, Stage 3A/3B	Erin Riordan Pena
Modern History, Stage 3A/3B	Jessica Cottam
Physical Education Studies, Stage 3A/3B	Denzel Holt
Psychology, Stage 3A/3B	Benjamin Watters

Kalamunda Senior High School
Congratulates The Class of 2014



Class of 2014

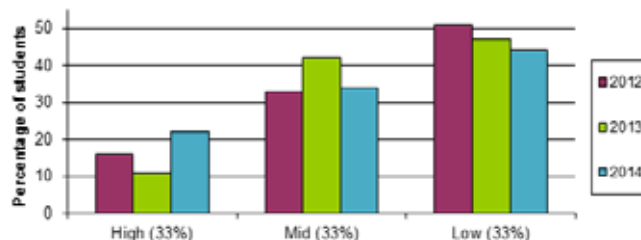
Outstanding Achievements

- Listed in the top 50 schools (46)
- 25% students with an ATAR $\geq 75+$
- 2 Certificates of Distinction (Mathematics)
- 3 Certificates of Commendation
- 2 students achieved an ATAR greater than 99.5
- 5 students achieved an ATAR greater than 90
- Median ATAR – 77
- 96% WACE graduation
- 83% Attainment (ATAR ≥ 55 and/or Cert II or higher)
- 59% VET students achieved Certificate II or higher

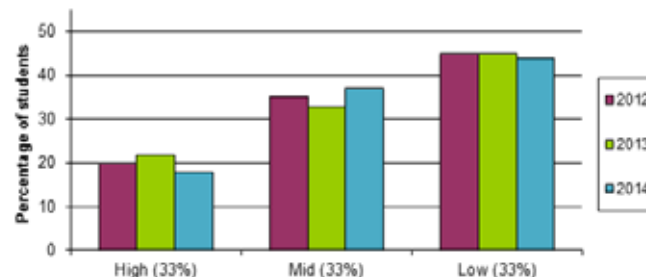
Areas for further focus in 2014

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

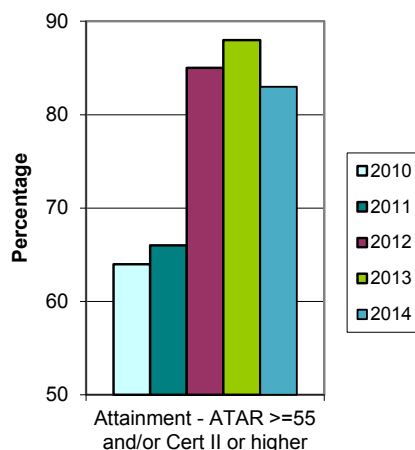
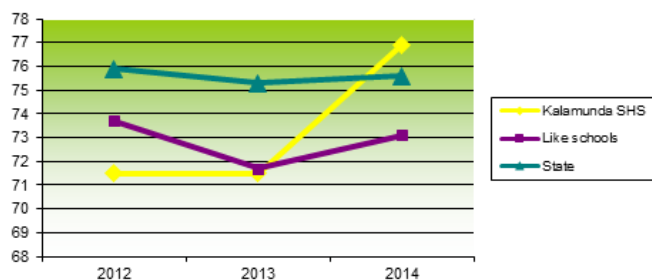
Triciles for ATAR Students (Kalamunda SHS)



Triciles for ATAR Students (like schools)



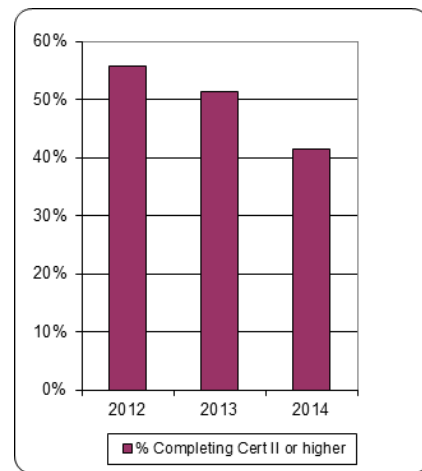
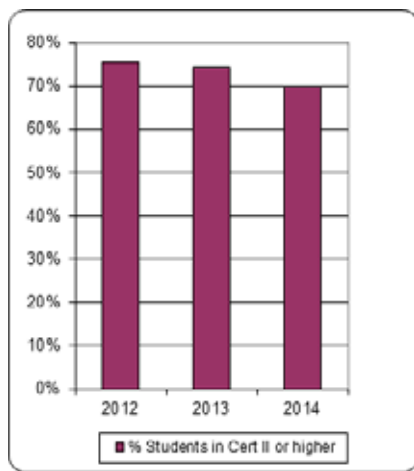
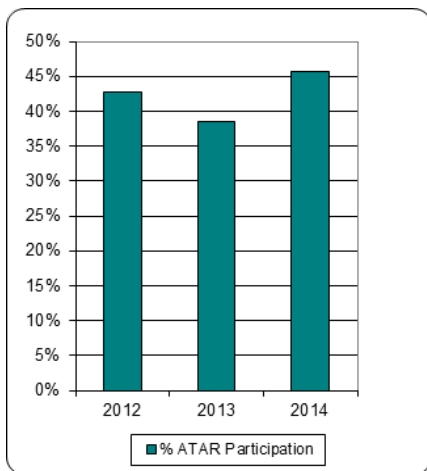
Median ATAR



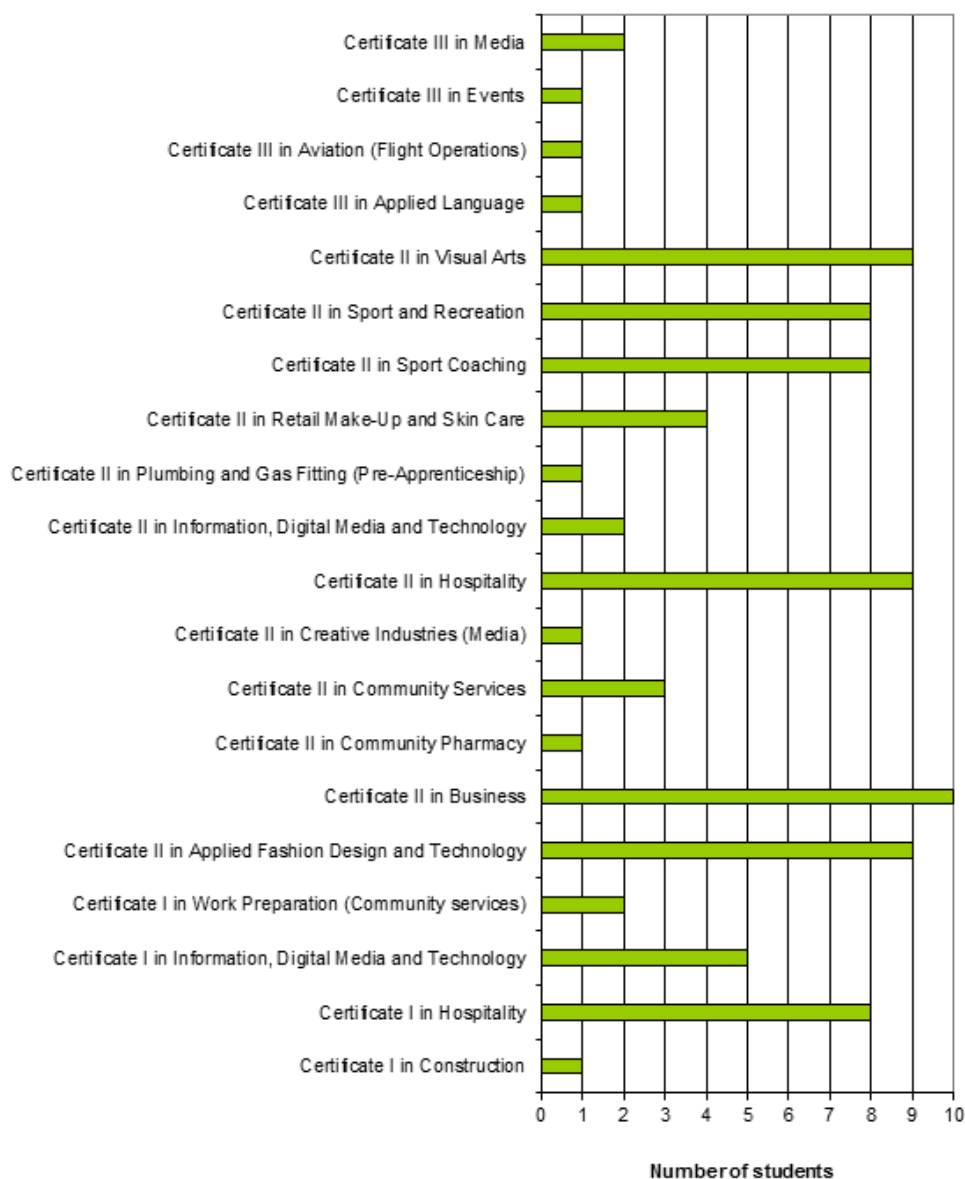
The school has continued to focus on improving its Attainment Rate since 2010. In 2014, this slipped slightly as a result of fewer students completing certificate courses and a larger than predicted number of students (7) achieving an ATAR below 55. This will be reviewed for 2015.

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

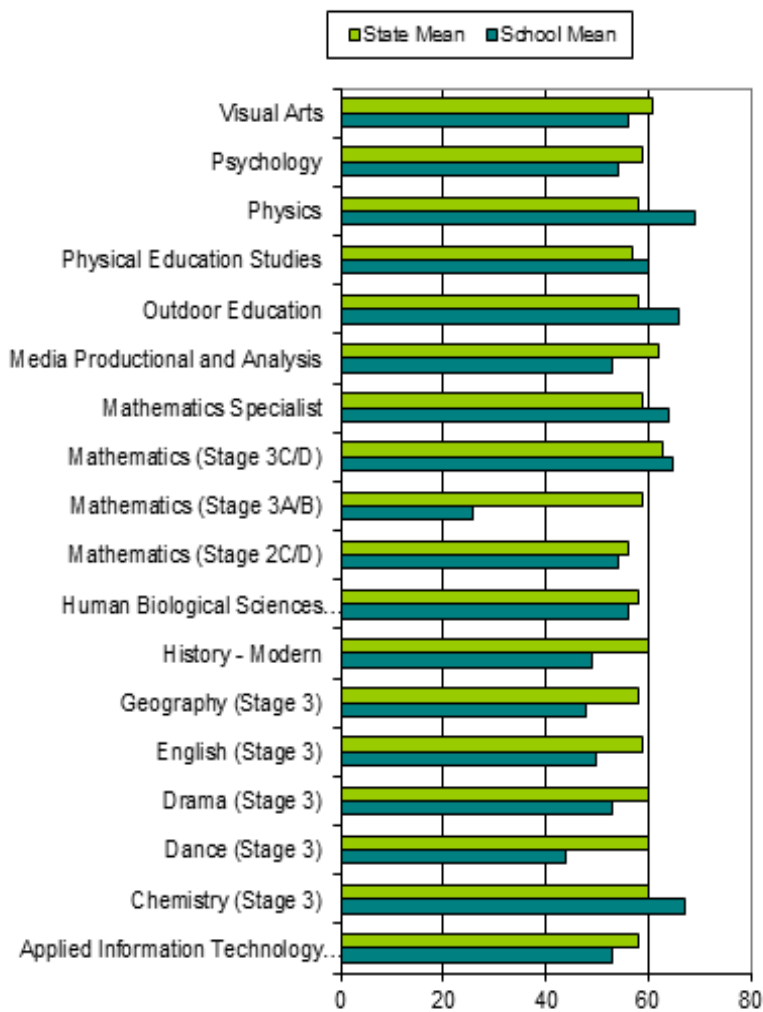




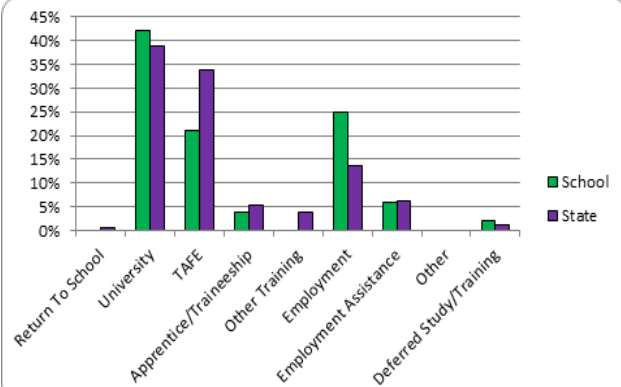
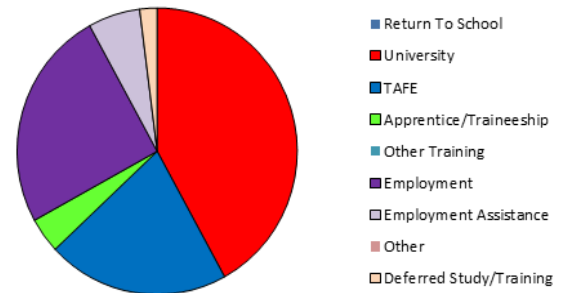
Range of VET Certificate Courses achieved by 2014 Year 12s (over years 10-12)



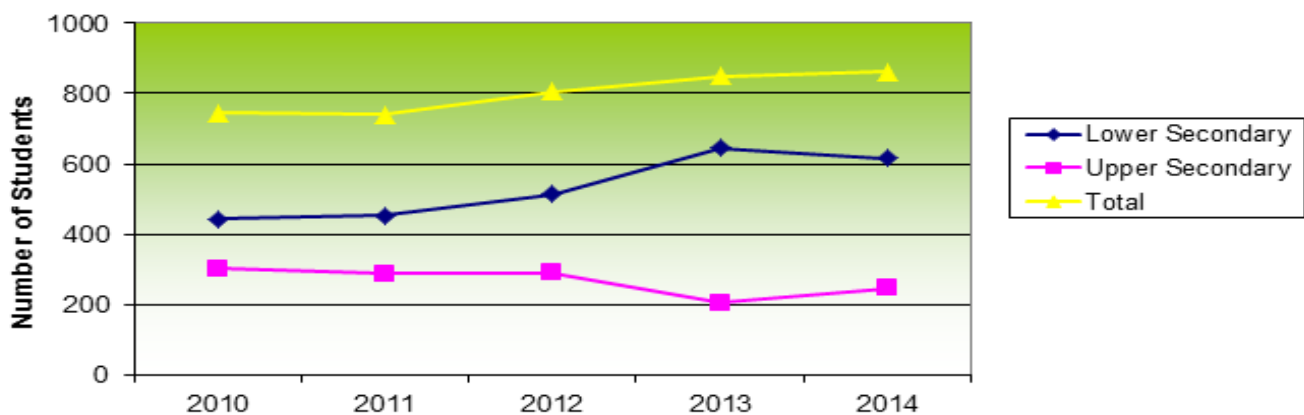
Average scaled scores 2014 - Kalamunda SHS and State



2014 Year 12 Destination



Enrolment Trends 2010 - 2014



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 Year 7s in high school.



Physical Education

Health, Outdoor and Physical Education

The Health, Outdoor and Physical Education learning area produced some outstanding results for 2014 with both 3X Outdoor education and Physical Education course achievements being above the state mean as well as 50% of OED and 40% of PES students falling in the excellent or high achievement bands.

The Year 8 to 10 results were also very pleasing with the learning area achieving more of its targets than in 2014.

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 lightening carnivals for soccer, football and netball.

Kalamunda SHS for the 29th time entered the Blackwood Marathon with 4 student teams, 1 student iron man, 1 ex-student team and 2 staff teams.

Highlights

- Stage 3 ATAR results for both Outdoor Education and Physical Education
- The 14th Falls Creek Ski trip
- 29th Blackwood Marathon
- 100% of students gaining their Certificate II in Sport and Recreation and Outdoor Recreation.



The Arts

The Arts

DANCE

Dancers have had a creative and inspiring year in 2014. They have performed in a collection of shows and attended excursions to a varied cross section of performances.

Semester One show 'Eclectic' showcased a refreshing mix of alternative and mainstream dances. This show included the Stage 3 Year 12 solos, these proved to have innovation and creativity in their conception.

The first excursion of the year was to see Fights and Flights by Steps Youth Dance Company. An inspiring and thought provoking dance work, featured Meagan Boniface from Year 10. It was a real bonus for our Year 10, 11 and 12 students to see her in action.

The 11 and 12 students went to see 'Giselle' by West Australian Ballet at His Majesty's Theatre.

'2 one Another' by Sydney Dance Company was a delight to behold and our upper school students savoured every minute of seeing this work.

We were lucky enough to see 'Patyegarang' the new work by Bangarra. This work gave the students both a historical and modern context to contemporary Aboriginal and Torres Strait Island culture and dance. Semester Two show entitled 'Electric' featured works to electronic music and music that would have been played on a 50s juke box.

philosophical ponderings about the meaning of life from Tom Stoppards' 'Rosencrantz and Guildenstern Are Dead'.

Also in Semester One our Year 9 students participated in a show called 'Bully'. This was a collaboration between Eastern Hills SHS, Lesmurdie SHS and actors from the Constable Care TRG ('Theatrical Response Group'). What resulted was an interesting dialogue with students and their parents about bullying and exploring different ways of handling an issue that is very prevalent. The students also made an appearance on Telethon with Constable Care.



Students performed on the stage of our local theatre KADS (Kalamunda Dramatic Society) in 'Showcase 2014'. Over two nights, the seniors performed their group devised entry into the YOH Fest competition 'Down in the Dumps, the tragedy of Depression' and their exam pieces. These performances included some very rich characters from their 'original solo productions' as well as the scripted monologues. In the final show for the year Year 8s performed numerous clowning skits, Year 9s performed short comedy duologues (two handed scripts) and Year 10 students performed Absurdist scripts, exploring the style of Non-Realism. It was a successful and well received night.

DRAMA

Semester One Drama Extravaganza was a chance for the senior students to strut their stuff at the PAC. They performed excerpts from an Australian play 'Ruby Moon' by Matt Cameron, several key scenes from 'Away' by Michael Gow and finished off with some

PERFORMING ARTS

Kalamunda Performing Arts students had a productive and enriching year in 2014, filled with creativity. Performance is an important aspect of the program and the students had the opportunity to perform in their own production of 'The Majik Tree' within a professional theatre at the Performing Arts Centre. They all shined and displayed their vast range of



talents from acting, to dance and musical theatre.

YOH Fest was a big highlight this year and after receiving the 'Most Artistic Vision' award at the annual YOH Fest at the Subiaco Arts Centre, the students were ecstatic to be selected out of over 300 entries for the Grand Final. It was a truly remarkable experience for the KPA students and they showed a strong sense of dedication and commitment towards YOH Fest and the Act, Belong, Commit message. At the grand final KSHS won the 'Most Highly Emotive' award!

Earlier in the year the KPA students enjoyed the Perth Festival shows and workshops. 'I Think I Can', 'Sacrilege' and 'Bianco' 'I think I Can' was based on a city 'Perthville' and students became characters in the story which involved manipulating tiny figures around the landscape which included a massive train set.

Sacrilege was a 'bouncy castle' down in Supreme Court Gardens based on Stonehenge – this provided an enjoyable and invigorating end to a fun day out.

The Year 10 KPA students attended 'Bianco' in the evening: an acrobatic circus show held in a tent on Perth's foreshore. The next day we were the only Perth school selected to be given a workshop by the performers, where students improved their circus skills.

Students also went to see '1507' – a Barking Gecko production at the State Theatre. One of the lead performers Yilin from STEPS Dance Company then came and did several workshops with the students.

Overall we had a fabulous year filled with great success! The students continue to develop excellence across the performing arts areas. The Students have not only grown as performers but also individuals.



MEDIA

2014 saw the introduction of the Certificate II in Creative Industries, a great course for students who are thinking about a career in the Media. It is very much production based and students gained a good understanding of how to create a production from start to finish.

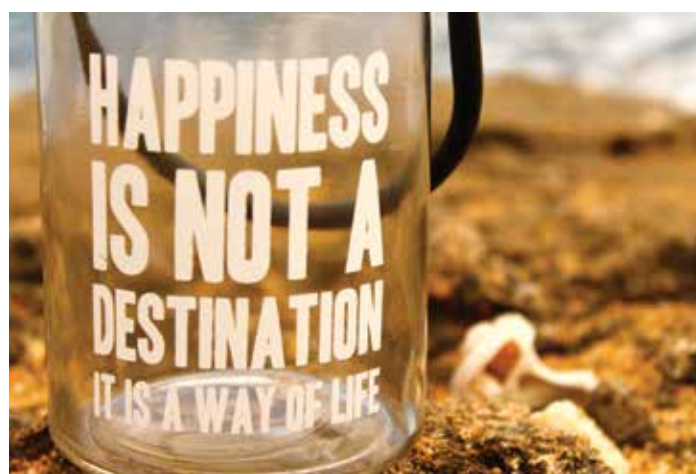
We have also run Stage 1, 2 and 3 Media as well as lower school classes. The level of work that has been

produced by all years has been impressive, especially the Year 10's modern day adaptations of Frozen.

The Year 11 Stage 2 Media Students along with the Fashion Students also spent an enjoyable day at the Art Gallery viewing the beautiful work of the Iconic Photographer Richard Avedon. The students followed up with a few hours in the City taking their own photographs.

PHOTOGRAPHY

Students had the opportunity to work in the photography studio, the darkroom, computer labs as well as outdoors. This resulted in an exciting variety of works being produced including fashion and character portraits and powerful, creative digital manipulations and social/environmental works which made comment on a social issue of the students' own choosing.



Senior students concluded their year with a Showcase Photographic Exhibition display at the Kalamunda Public Library in October. The exhibition provided links with the local community and provided students an opportunity to participate in the local art scene in real and tangible ways. It was a great success.

New studio lighting equipment enhanced the learning experience for students, bringing much-needed industry relevance to the course. As a consequence, students were able to capture professional looking studio portrait images which were recognised and commended at a National Competition level. Multiple division state winners in the Ilford National Student photography competition throughout the year including a National Term Award for Best Digital Print.

Commencement of second photography studio refurbishment aimed at providing additional studio space to students with large moveable timber backdrops (with green screens) and macro booths.

Also in 2014:

- An increase in student engagement with the subject resulted in high growth of student enrolment numbers for 2015 in both classes offered and class



sizes indicating an increasing student appetite for photography. This resulted in significant growth within the learning area.

- Purchase of a high quality photographic printer.
- Acquired Cert IV in Training and Assessment with the view to deliver Cert II in Visual Arts (Photography), 2015.

MUSIC

There have been many outstanding performances over the year and our musicians have travelled near and far to celebrate one of our key values here at Kalamunda Senior High School; community.

Many musicians from Kalamunda have performed over the year in other schools and have been involved in various community events. Ken Allan from "All we need is right here" has been invaluable, enabling many of our students to collaborate and workshop with artists, such as Charlie Mcgee, and has provided performance opportunities for Kalamunda students through the Kalamunda Shire at the annual Youth Fest, the Zig Zag Festival and In the Mix. Many of our talented contemporary musicians have been showcased in the community and recently Estrella Luna performed at the Fly By Night club in Fremantle. Nahdarin Yahya also recently performed solo at the annual Stirk Fest in Lesmurdie.

The Senior classical guitar trio has performed several times over the year including outstanding performances at Falls Road Primary School, Stirk Fest and the annual Classical Guitar Ensemble Festival. The Classical Guitar Ensemble, featuring students from Year 8 to 10, also performed at the Classical Guitar Ensemble Festival and several times within the school at assemblies and school concerts.



The K.S.H.S Choir continues to dazzle, impress and expand in numbers with an accolade of excellence from this year's Choir Festival. They performed several times again at school concerts, events and attended the music camp for the first time this year.

Music camp was an extremely fun and rewarding experience for

both staff and students. This year we adventured out to Eagle's nest in Gidgegannup where the views and inspiration of nature set the scene for intensive, rehearsing and marching practice. Some highlights include the talent show, Mr Hind's amazing cooking, the views, and singing songs around the bonfire. The Choir, Guitar Ensemble and Concert Band were



fortunate enough to be invited to perform at the annual Avon Descent opening festival, which was an excellent way to round off the camp!

To round off the year we were extremely fortunate to do some workshops and performances with the amazing Jae Laffer from the Aria award winning band, The Panics. Jae is an ex-Kalamunda student and participated in collaborative mentorship work with some of our music students. The Year 9 and 10 classes learnt several of Jae's songs and work-shopped with him elements of style and interpretation.

2014 has been another outstanding year for the concert band. We were awarded 'OUTSTANDING' in the state festival in August which gives us a record of 4 'Outstandings' and 2 'Excellents' in the last 6 years. This is a testimony to the commitment of the students, their diligent pursuit of excellence and attention to fine detail, all attributes that were noted by the international adjudicator who presided over the festival.

August also saw the band on camp where some very productive time was spent preparing for the state festival and also for new venture – our first marching band gig.

On August 1st the band went up to Northam where it combined with the Northam Area Schools Band to lead the Avon Descent Street Parade. It is a challenging experience to perform as a marching band and this is an event that will most likely be repeated in future years.

Ten of our members are currently preparing to travel with the Perth Hills and Wheatbelt Band to Europe in 2015 to participate in a music tour of World War 1 and World War 2 battlefields.

This will involve 20 performances in six countries including the 30,000th performance of the Last Post Ceremony at the Menin Gate and a dedication service



in ANZAC Cove at Gallipoli.

Five of our brass players had the opportunity to perform the 1812 Overture with the Western Australian Symphony Orchestra this year as part of the Wesfarmers Centenary Community Concert in Northam.

The band has also enjoyed its role supporting school events and gave excellent performances at both Kalamunda Day and the school's ANZAC Day assembly

School bands are unique in that they involve students from all year levels including some from our neighbouring primary schools and I was impressed with the teamwork, interdependence and willingness to play a support role that the band students exhibit where sometimes Years 11 and 12 students take an accompaniment back seat to allow Years 8 and 9 to shine.



created by the GATE students. We said thankyou and goodbye to the 2014 Visual Art GATE leader Bailey Kermode and Eliesha Pirout and welcomed James Falzon and Caitlyn Palumbo to lead in representing the Program throughout 2015.

2015 will see Year 7 and 8 students joining the program on Saturday mornings as the program continues to grow into the future

Throughout the year the students have enjoyed a diverse variety of professional artists workshops. In 2014 there were new workshops in Jewellery making, resin pouring miniature sculpture, stop motion media, water colour painting and community Art.

The first community art projects were completed by Year 8 student with Gordon Mitchell as a mentor. They completed a huge mural for Lesmurdie Club that reflects the Orchardists that are unique to The hills. The other being a photographic display for the Honourable Helen Morton and students created 8 large photos that reflected the different areas of her ministerial portfolio. The artwork will be a permanent fixture in the parliament offices near Kings Park.



VISUAL ARTS

A year of highlights and awards would be the best way to describe 2014.

Visual Art students have had their work displayed at many venues in and around Perth, including 'Perspectives' at the Art Gallery of Western Australia and 'Metamorphosis' at Central TAFE Gallery. Flooding local and regional exhibitions with outstanding artwork, student consistently won awards, prizes and accolades. At the Armadale 'Outside the Frame' Exhibition, Kalamunda won \$1000 prize for 'school with the highest quality of artwork'.

A midyear Art camp for Years 10,11 and 12 Visual Art GATE students was a highlight with Environmental sculptures, Spray-painting workshop, body painting and other fun activities. The weather was typically winter but it didn't dampen the spirits of the GATE students who created great art and enjoyed the camp as a reward for giving up their Saturdays for Art.

The Annual Exhibition was a success with long time artist and friend of the school Gordon Mitchell opening the exhibition and endorsing the outstanding artwork



Mathematics

Mathematics

Year 12

The Year 12 results were very satisfactory with the overall combined performance of students in the ATAR Mathematics courses being 0.3 standard deviations above expected.

Mathematics 3C/3D and Mathematics Specialist 3C/3D were above both Like Schools and Department of Education (DoE) means and Mathematics 2C/2D was within 2% of the State Mean.

Some significant grade deviations still exist particularly in Mathematics 2C/2D when compared to Proficiency Bands but the variations over the longer period appear to be diminishing. It would appear the departmental strategies of developing networks for moderation amongst staff and other collegiate groups for marking and sharing of assessments has been effective.

Year 11

There has been a shift away from students doing an easier Stage 1 unit however that has also seen the grade distributions vary more widely than previous years as students respond in different ways to the increased challenges. There have been some courses where the proportion of A/B grades have equalled or surpassed those of Like Schools and DoE however as a counter to that there have been big increases in D/E proportions suggesting either some students were not suitable for the program and/or they did not respond to the demands of the course.

Focus must be maintained on counselling students in Year 10 into programs for which they are prepared and have a reasonable chance of success.

The means for the courses in Year 11 were generally below those of Like Schools however more investigation of this trend is required as there are no common assessments and no formal moderation.

The intention is to maintain current moderation procedures within the courses and continue to develop collegiate networks to further enhance the process. This will be particularly important for the introduction of the new courses in 2015.

Year 10

In 2014 there was a disappointing decrease in the correlation of the school's grade distribution with Like Schools and DoE.

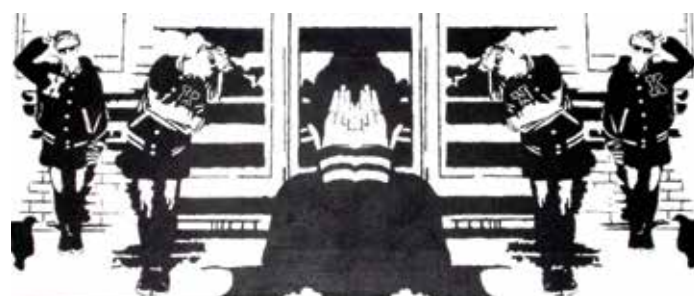
The revised grading model is still being developed and understanding amongst staff is a work in progress.

The decision not to purchase a textbook at the start of the year may have been an influence and it is anticipated that the use of a standardised text (Dwyer) in 2015 will address the issue.

The senior school results indicate there is still a need to further extend the higher ability students in Year 10; whilst some of the material in the Year 10 syllabus is again covered in the new Year 11 courses, from the minimal time allocated in the suggested programs, the underlying assumption is that students entering the Year 11 courses will have a significant understanding of the material already with little new learning required.

The large number of students required to complete the OLN test in 2014 was unexpected and the re-sits during 2014 still meant a significant number will again need to sit the OLN in 2015. This influenced the delivery of the curriculum in the less able courses and will continue to inform the learning for students in 2015 in Year 10; it is hoped formative assessment and a focus on the weaknesses highlighted in OLN results summaries will address some of the difficulties of students.

Year 9



The final distribution of grades in Semester 2 when compared to those suggested by the NAPLAN proficiency levels is of concern but as noted in the Learning Area report this is not typical when compared to DOE and Like Schools.

Further investigation is needed as the Reframing Mathematics Framework (RMF) zone results of students are not directly aligning with NAPLAN.

The use of formative assessment as a means to measure student learning; providing earlier intervention to correct misunderstandings and a standardised text should address some of the disparity.



The success of achieving the NAPLAN targets was encouraging but there are still areas of concern, for example the lower levels of high and excellent progress achieves at Kalamunda when compared to Like Schools.

Year 8

The teacher team structure remained in place in 2014 with all but the Academic Excellence group being unstreamed. The grades achieved by students at the end of Year 8 were comparable with Like Schools and DoE.

Achievements and Highlights of 2014

Two of our Year 12 students obtaining Certificates of Distinction in Mathematics 3C/3D, two Stage 3 units with mean scaled scores above state means and the ATAR scores overall achieving a performance rating of 0.30 deviations above expectation.

Although mindful that certain weaknesses still need to be addressed the large discrepancies between the performances of the school against those of the State and Like Schools have been eliminated.



The school's participation in the Australian Mathematics Competition was again a feature with a significant number of students gaining Certificates of High Distinction and Distinction.

The NAPLAN results were at target levels and reflected the efforts of students and teachers to better prepare for the assessment.

With the advent of OLNA testing in Year 10 in 2014 the increasing importance on NAPLAN performance will be a major influence on learning strategies in Year 9.

For the staff 2014 was an era of many challenges and opportunities.

With the online use of Reporting to Parents software and the Connect website, exciting opportunities for communication and pedagogy have been presented and many staff have been engaged in up skilling to make to most of the challenge.

The introduction of the new mathematics courses in Year 11 and the change in assessment protocols have

been additional challenges faced by staff in 2014 and whilst it is early days in 2015 the high level of preparedness is a testimony to the professionalism of the teachers.

The challenge of having Year 7 students introduced into high school in 2015 has meant many staff being involved in developing suitable programs and materials. Again teachers have embraced the challenges in a conscientious manner.

A notable but subtle achievement within the department has been the recognition of the importance of formative assessment in guiding instruction and much effort has been given to the task of understanding how to use the data to inform the learning strategies employed. Assessment items have been developed and recording protocols established.

A major acquisition of concrete learning aids has been instigated and with more support from I.T. it is hoped a more engaging learning environment will challenge the students.

Along with the Reframing Mathematics Framework program in 2015 as part of a research project run by RMIT, it is hoped this strategy will lead to better outcomes for students.

Indeed, formative assessment is now seen as an important tool across all year groups in 2015.

The department is fortunate to have a cooperative spirit among staff. With some staff members leaving and new members arriving one of the most significant achievements has been level of respect and support each teacher gives to their colleagues. Existing staff guide the newcomers through the day to day operations whilst they in return provide fresh insight into tackling the range of challenges that teaching presents.





English

English

In 2014 we consolidated our previous work on the Australian Curriculum and prepared for the entry of Year 7 students and the new WACE courses in 2015. English staff vacated offices and classrooms at the end of 2014 to make way for the Year 7 staff and students and moved into transportables at the start of 2015.

Kalamunda Senior High School Debating entered one novice team in the Western Australian Debating League schools debating competition. Team members worked very well together to prepare and participate in the competitions with most students having no prior debating experience. The students conducted themselves superbly at each debate and showed great pride in representing the school.

The English Learning Area was well represented on Kalamunda Day with sessions linking literature to the film genres.

A writing platform was established within the school for students in the form of a blog called Differently Wired and submissions have begun to roll in.

Year 8

Our academic target in terms of A and B grades being equal to or greater than Like schools was met in 2014. A and B grades are comparable to like schools across 3 years. Our academic target of D and E grades being equal to or less than Like schools in 2014 was not met with KSHS D and E grades being 4% more than Like schools.

The Year 8 students attended The Perth International Festival Writers Festival School Day at the University of WA to hear a range of authors who write for a young adult audience discuss how they generate ideas and how they work through the writing process. In semester two all students were involved in a multi-modal, hands-on unit of work based around the theme of Sustainability.

Year 9

Our academic target was met in terms of A and B grades but not D and E grades.

NAPLAN: The overall Writing result was excellent 47% of students were equal to or above Band 8 in Writing.

KSHS students (566) were above State (560) and National Mean (550) scores. Girls excelled with a mean of 587 while the boys are of concern with a mean of 543 and they comprise the majority of the 34% of students at or below National Minimum Standard.

The overall Reading result saw 47% of students achieving at or above Band 8 with and overall school mean of 580 which places us equal to the Australian mean and five points below the State mean. The girls outperformed the boys by 15 points.

Improvements have been seen in Spelling with 8% less students at the National Minimum Standard in 2014 when compared to 2013. The KSHS mean was 2 points below the State and Australian mean. Girls outperformed boys by 38 points.

The overall literacy of the boys remains a focus. After NAPLAN preparation and testing the students applied themselves to the study of gothic texts and the biographies of comedians, refugees and everyday Australians.

The Rite Journey is a specialised program which began in 2014 and which operates within the context of the English Learning Area. This is an all-boys group led by Mr Sijka. The aim of this program is to teach the boys to be well rounded responsible young men. The nature of the course allows the students to challenge themselves physically and emotionally. Some of these challenges involved a hike along the Zig Zag and a 25 kilometre march where they were asked to play out a number of emergency scenarios. All challenges were completed with positive results.

Year 10

In 2014 outperformed Like Schools and DoE in terms of percentages of A and B grades. However, our D and E grades were slightly higher than expected and fell short of our target.

OLNA: 2014 was the first year of OLN testing. 86% of students achieved requirements in Reading and 75% in Writing.

The Year 10 Academic Extension class attended a camp at Orchard Glory Farm Resort during which time they attended an English workshop. This workshop involved putting a hip hop slant on the study of Macbeth and participation in a debating game.



Literature

There were no stage 1, 2 or 3 Literature classes in 2014.

Stage 1 English

Outperformed Like and DoE schools in terms of A and B grade distributions.

These students focussed on articulating mature ideas about life through the construction of personal belief statements. They also researched Urban Legends and found evidence in order to convince an audience of peers as to their claims.

Stage 2 English

Academic performance was sound with combined A and B grade distributions above Like and DoE. In term 2 the students augmented their study of Craig Silvey's novel Jasper Jones by a visit to the theatre to see the live performance.

Stage 3 English

KSHS mean for 2014 was lower than expected. We did not reach our target to be at or above State mean. This cohort of students performed well in the 2011 NAPLAN and their predicted results based on Y11 data were higher than this. There was no obvious weakness in any section of the exam. Therefore consideration is to be given to overall below par performance.

There were some students who performed exceptionally well but personal issues (health, bereavement, state wide sporting commitments) emerged for many of these students in Year 12 which were not present in previous years. Four of the lowest performers were counselled out of the course but did not leave. All of these things had a significant impact on results. The level of academic rigour required, in order to be successful in this subject, is often underestimated. Each of these key areas will be closely addressed in 2015.

The course mean scaled score was within one standard deviation of the expected mean. School assessment was deemed valid.

After School homework classes were made available to all students and some regular attendees were able to improve their understanding of skills and concepts as well as improve their grades.

English Learning Area Highlights

In 2014 we consolidated our previous work on the Australian Curriculum and prepared for the entry of Year 7 students and the new WACE courses in 2015

We continued entering novice, junior and senior teams in WA Debating League 2014 competitions.

The English Learning Area was well represented on Kalamunda Day with sessions linking film and literature. A writing platform was established within the school for students in the form of a blog called Differently Wired and submissions have begun to roll in.

Year 8 Students performed well academically with A and B grades on a par with Like Schools.

The Year 9's KSHS combined A and B grades were 5% higher than Like schools.

In the NAPLAN all areas showed improvement on 2013 results except Reading which remained the same. The overall Writing result was excellent with KSHS students above State and National Mean scores. The overall Reading result places us equal to the Australian mean and five points below the State mean. Improvements were seen in Spelling with 8% less students at the National Minimum Standard in 2014 when compared to 2013. The KSHS mean was 2 points below the State and Australian mean.

The Rite Journey is a specialised program which began in 2014 and which operates within the context of the English Learning Area. This is an all-boys group established with the aim to teach the boys to be well rounded responsible young men. The nature of the course allows the students to challenge themselves physically and emotionally. All challenges were completed with positive results.

Year 10 students in 2014 outperformed Like schools by 5% in terms of percentages of A and B grades. In the OLNA 86% of students achieved requirements in Reading and 75% in Writing.

Year 11 Stage 1 and 2 English outperformed Like and DoE schools in terms of A and B grade distributions.

Year 12 Stage 3 English Students-17% of these students achieved an Excellent (above 75) or High (65-75) result.

Our aim for 2015 will be to reduce the number of students in the Limited and Inadequate proficiency bands

The course mean scaled score was within one standard deviation of the expected mean. School assessment was deemed valid.

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



LOTE

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 and onwards.

Year 10 students also study for the Certificate II course in Applied Language and most students who completed the course achieved that certificate in 2014. This course is registered through the Central Institute of Technology.

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.

Most students in the Indonesian and Italian classes have studied the language in Primary school. As Japanese is not taught in any of the feeder Primary schools, nearly all of the students of Japanese are beginners.

Asian Language Hub

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. At the beginning of the year the Hyogo Cultural Centre Deputy Director Melissa Luyke and the Japanese Language Advisor to the Education Department Yuko Fujimitsu ran an entertaining and fun-filled learning experience in the form of a Japanese Immersion “obento” Workshop for our students and those in our feeder Primary schools.

Japanese Exchange Programme

Sister school relationships were maintained with Kobe Gakuin University High School through a one day visit in March and a 2 week visit in July/August when students were hosted by our students. A group of students from Saitama also visited for a day through the Rotary club and with a former student Ben Wholagan.



Languagegenut

All language students were enrolled in the online learning programme Languagegenut. This provided interactive language learning. This licence continues in to 2015.

Highlights

- Japanese Immersion Workshop- Primary schools invited
 - Japanese Assistant teachers Koume Ikushima and Yuki Osuki
 - Japanese Exchange Programme- 28 students from Kobe visited for a day in March and 8 students from Saitama visited with former student Ben Wholagan
 - Japanese Exchange Programme -10 students from Kobe hosted by our families in July for 2 weeks.
 - Kendo demonstration for Kalamunda Day
 - Japanese Film Festival
 - Koalas for Kobe Project for 20th anniversary of Hanshin Awaji Earthquake
 - Indonesian film review
- Asian Language Hub- related activities:
 - Japanese Immersion obento Workshop- run by the Hyogo Cultural Centre Deputy Director Melissa Luyke and the Japanese Language Advisor to the Education Department Yuko Fujimitsu. This was an entertaining language experience for our students and those in our feeder schools.
 - Japanese Assistant Teacher Koume Ikushima has endeared herself to the students through her “Koume Time” sessions where she has presented to the students items of Japanese culture that are special to her. Yuki Osuki arrived at the beginning of term three and has been a delight to have in the Japanese classes.
 - Kendo demonstration for Kalamunda Day. We were privileged to have a Japanese teacher and kendo instructor Mr Chiharu Fukumoto come and share his skills in the art of kendo (Japanese fencing)
 - Japanese Film Festival- year 9 and 10 students attended the movie Time Trip App which was very popular with the students as it was about samurai.
 - Koalas for Kobe project- students made origami koalas to support this project on the 20th anniversary of the Hanshin Awaji earthquake. The koalas were sent to the Hyogo Cultural Centre to be forwarded along with those from other schools to honour the 6,434 people who died in the earthquake.
 - Indonesian film reviews- Year 9 students presented film reviews as a culmination of their learning.

Language Department Highlights

- Japanese Exchange Programme - 28 students from our sister school Kobe Gakuin University High School visited for a day of activities in March and another ten students were guests of our school for 2 weeks in July. Students who hosted the Japanese students formed close friendships with their Japanese friends. 8 students also visited from Saitama through the Rotary club and a former Kalamunda SHS student Ben Wholagan.



Humanities and Social Sciences

Humanities and Social Sciences

In Year 8-10 students were provided with a diverse range of learning experiences and topics covering the major subject of Civics & Citizenship, Economics and Business, Geography and History. These courses are all in the process of transitioning to the Australian Curriculum.

Society and Environment students performed strongly in this particular cohort with a number of standout students:

Middle School Summary

A complete review of the Year 8-12 timeline of learning has taken place in response to the 2014 report about 2013 achievement. This review is now occurring for the Year 7 cohort. This has led to curriculum and assessment procedures being scrutinised and changed to meet the need for students to have a meaningful and engaging curriculum throughout high school. A review of the processes and procedures throughout the Society and Environment learning area continues and is designed to ensure improvement in achievement at a senior school level.

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. This will require some thought to be put into structure of curriculum for Year 10. Year 9 students did not achieve grades above Like Schools. This will require further investigation into the moderation processes and use of Australian Curriculum materials along with analysis of the NAPLAN results for staff to identify areas of student needs.

Senior School Summary

In Year 12 the ATAR Psychology results were pleasing and reflected extremely well on the delivery of this course. In Modern History not all students achieved to expected levels and lower ability students did not make the expected improvements over the academic year. This is something that will need further consideration and action early in 2015.

In Year 11 the results for Career and Enterprise, History and Political and Legal Studies 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.

Actions to be taken to address the academic achievement of Kalamunda Senior High School students:

- Review the programs and assessments delivered by Society and Environment
- Ensure that Senior School courses follow the requirements of SCSA.
- Continue the process of developing a common assessment structure that provides negotiated common assessments, along with some scope for creativity by teachers to develop individual teacher set assessments.
- Review, plan and implement the Australian Curriculum (Middle and Senior School) with guidance from the Department of Education.

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 politicians (local, state and federal), along with organised tours to various locations. The development of a Guest Speaker Program is ongoing, along with the program of entrance by students in Society and Environment competitions being coordinated by Miss Free. Collaboration with schools within the Bibbulmun Network (primary and secondary) took the form of HOLA meetings with Lesmurdie and Darling Range Sports College on a term basis. Involvement in the Hills Education Precinct through the delivery



of Geography and History enabled students to have access to Year 11 courses that they may not otherwise have had access to.

Student Achievement

- Benjamin Watters – ATAR 94.35 – Psychology (65%)
- Sarah Greening – ATAR 86.5 – Psychology (62%, first year in course)
- WACE subjects – students achieved as expected (except Year 12 Modern History)
- Career and Enterprise results reflected improvement in the delivery of the course
- Improvement in A/B grades in Year 10 (following concerns in Year 9)
- Significantly positive results in Year 8 cohort

Business Plan

- A and B grade allocation is at or above statistically similar schools in Stage 1 Career and Enterprise.
- A and B grade allocation is at or above statistically similar schools and DOE schools for Year 8 and 10 cohorts.

Learning Area Achievements

- Middle School Common Assessment program finalised
- Implementation of AC History course
- Planning and trialling of AC Geography course
- Planning and trialling AC Economics and Business and Civics and Citizenship course

Other Highlights and Achievements

- Australian Geography Competition – students in the top 5% of Australian students
- Premier's ANZAC Tour Winner – Teacher Ms Ainsley Free
- Premier's ANZAC Tour Winner – Student AJ Nash
- Politics and Law WACE Marker – Mr Paul Parsonage



Science and Technology and Enterprise

Science

The Thinking Science program continued in 2014. 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 sat a post test in 2014 that will measure their progress since the pre-test they sat in 2013. In 2015 we will be investigating the possibility of starting the program with Year 7 students in 2016.

Lower School Results

Our Year 8, 9 and 10 students performed in line with like schools and the state.

This was the first year that Year 8 and 9 classes used the Australian Curriculum and second year for Year 10. While A and B grades for the lower school are on par with Like Schools our percentage of D and E grades are higher – particularly with the Year 9's. Much of 2015 will involve refinement of Australian Curriculum programs and assessment tasks in order to improve on this.

Year 11

Integrated Science continued to improve with A and B grades exceeding the average from Like Schools and no students receiving a D or E grade. A fantastic finish for the course as it will be replaced in 2015 by General Human Biology and the certificate course Sampling and Measurement.

The Certificate 2 course Sampling and Measurement enters its second year in 2015. As this is a 2 year course results will be available at the end of 2015.

Biology results were much improved on 2012 – the course did not run in 2013.

A and B grades improved from 22.3% to 47.6% in keeping with Like Schools while there were no D or E grades.

Human Biology results were much improved on previous years with A and B grades significantly higher than Like Schools.

Chemistry results did not compare favourably against the 2013 cohort that was particularly strong but was an improvement on previous years. Numbers for 2014 were high enough to warrant 2 chemistry classes. A trend continuing into 2015.

Physics results also dropped in relation to 2013 to results closer to 2012. Students did not perform well in their exams and we will

continue to put strategies in place to focus on this.

Year 12

The Physical Sciences played a large part in the success of our students achieving ATARs 90+

- Danny Todd 99.85 (Chemistry 93, Physics 94)
- Marco Trimboli 99.65 (Chemistry 87, Physics 92)
- Ben Donnetta 95.50 (Chemistry 81, Physics 79)
- Ben Watters 94.35 (Chemistry 70, Physics 77)
- Matthew Hearn 90.05 (Chemistry 69, Physics 72)

Course Differentials: Chemistry (+3.46), Physics (+7.47) with Physics having a 1st or 2nd Best Score percentage of 90%

Human Biology performed better than expected (+0.2) outperforming Like Schools.



Highlights from Science 2014

- Successfully delivered new Australian Curriculum in Year 8-10.
- Prepared for delivery of Australian Curriculum in Year 7.
- Prepared for delivery of new ATAR courses in Year 11 for 2015.
- Successfully implemented new Certificate II course Sampling and Measurement.
- Rio Tinto Big Science Competition – highest number of High Distinctions and Distinctions in several years.
- Thinking Science Program continued with Years 8 and 9.
- Kalamunda Day - Christine Wingate engaged the students with some smoky fun.
- Excursions such as:
 - Curtin Engineering Challenge (AEP)
 - Zoo Ecology excursion (Upper school)
 - Physics at Adventure World (11 Physics)



Technology and Enterprise

2014 Highlights and Main Achievements

- The continual increase in numbers of Senior School students studying Certificate courses in this Learning Area.
- The continual increase of Certificate courses being offered in this Learning Area. New courses for 2014 included:
 - Certificate II in Applied Fashion (Design and Technology)
 - Certificate II in Hospitality
 - Certificate II in Visual Arts

The excellent results in the following courses:

Year 12

- Children, Family and Community (Living Independently) 1C/1D – 64.7% of students achieved a B grade or higher.
- Certificate I in Hospitality – 100% achievement rate.
- Certificate II in Applied Fashion (Design and Technology) – 100% achievement rate.
- Certificate II in Business – 100% achievement rate.
- Certificate II in Community Service – 100% achievement rate.
- Certificate II in Hospitality – 100% achievement rate.

Year 11

- Design (Technical Graphics) 1A/1B – 53.9% of students achieved a B grade or higher.

The excellent results in the following Lower School courses:

Year 10

- Design and Technology courses – 53.9% of students achieved a B grade or higher.

Year 9

- Design and Technology courses – 55.6% of students achieved a B grade or higher.

Learning Area Summary

During 2014 the Technology and Enterprise Learning Area had successes with the achievement levels of students in a variety of year groups and across the departments (Design and Technology, Home Economics and Information Technology) In Certificate II in Applied Fashion (Design and Technology) the achievement rate was 100%

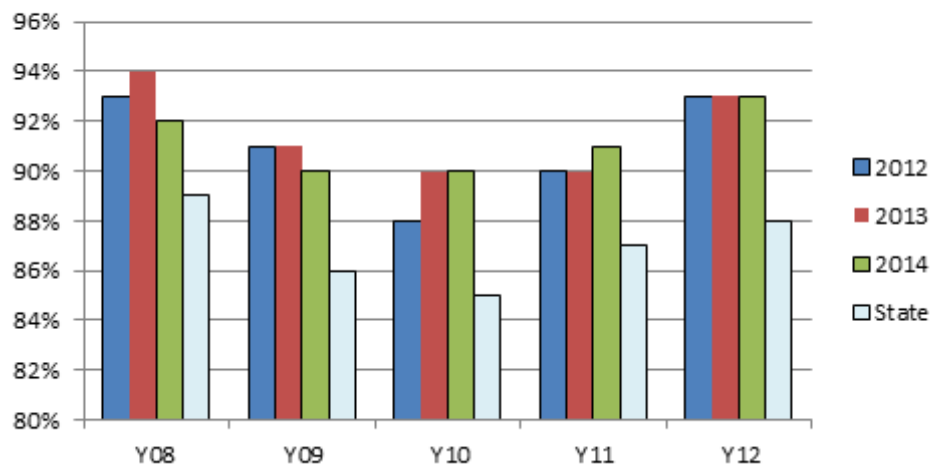


Overall, this was a challenging year for the Technology and Enterprise Learning Area due to the achievement rates in some of our Senior School courses. However, these will be areas in which we will concentrate our efforts on turning those results around during 2015. Even with these disappointments, the Technology and Enterprise Learning Area have continued to provide a varied and relevant curriculum for all students across the different learning levels with a major focus on certificate courses. We have continued to introduce new certificate courses, as well as the re-introduction of the ATAR Food, Science and Technology course for university-bound students which helps us to provide our students with a well-rounded education.

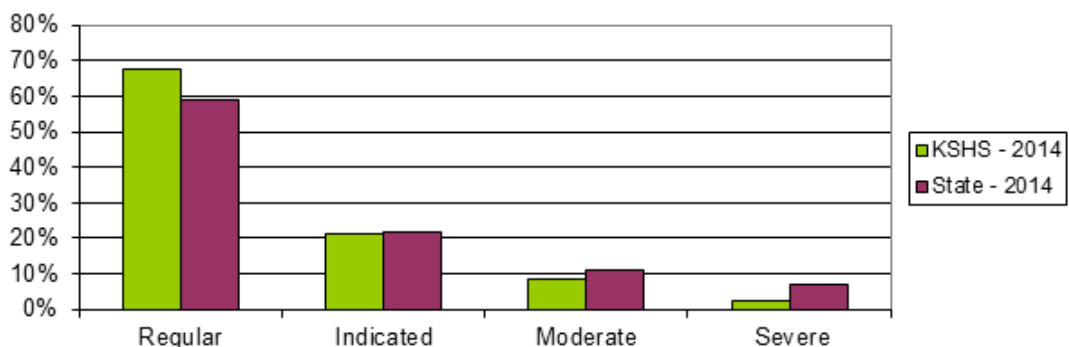


Non-Academic Data

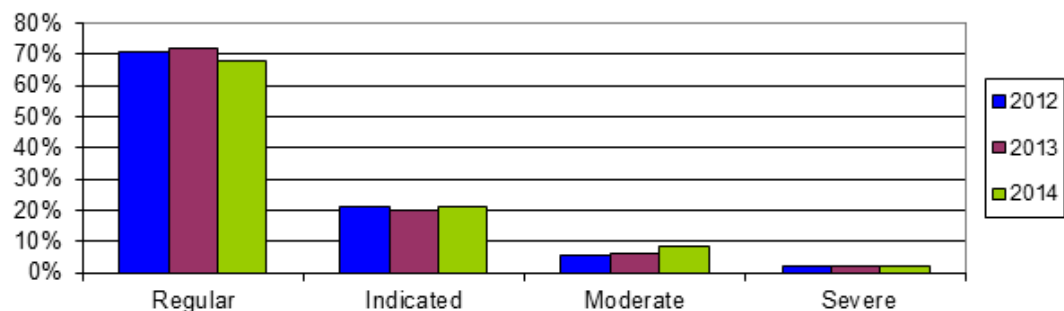
Attendance Trends - by year group



Attendance category - 2014



Analysis of KSHS Attendance - by category



Regular attendance is above State levels for all year groups and overall attendance is 1% below the 2014 Target.



Student Services

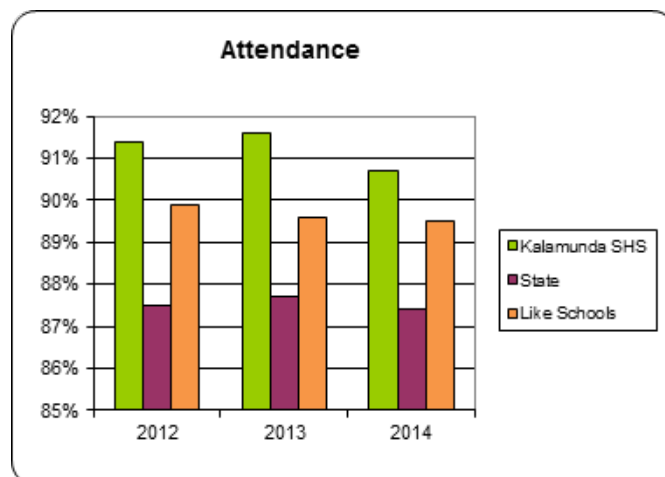
2014 saw the continuation of using the service delivery model. This includes a fulltime Attendance Officer and a Duty Officer to triage incidents that occur that day. The duty team consists of both Associate Principals, the Student Services Manager, Head of Middle School and the Head of Senior School 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
- The Rite Journey
- The Learning Centre
- School Volunteer Program
- Bully Busters Anti-Bullying Program
- Act Belong Commit - Mentally Healthy Schools
- Hillside Farm
- Restorative Justice Intervention
- Healthy Relationships
- Drumbeat
- Managing challenging behaviour and resiliency workshops
- Individual Behaviour and Risk Management Plans
- Parent Information Sessions
- Stride / Who's the man?
- 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 workshops
- Kalamunda Day celebrations to reinforce our School values
- Stepping Up - Year 10 Engagement Program
- Course Counselling
- Dr Yes
- Curtin Ahead
- Student Edge
- Careers Expo
- WOW
- Transition Taster

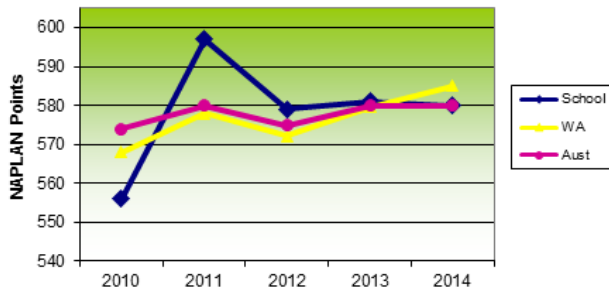
- Motivation and Engagement survey and follow up
- Keys for Life
- About Youth Health Expo



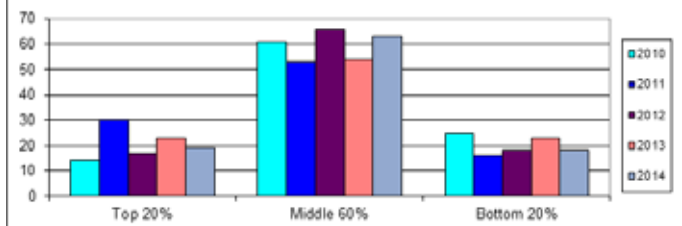
Year 9 NAPLAN Achievement

NAPLAN - National Assessment Program Literacy and Numeracy

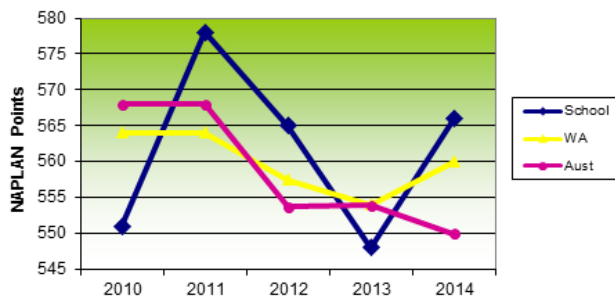
2014 NAPLAN - Reading



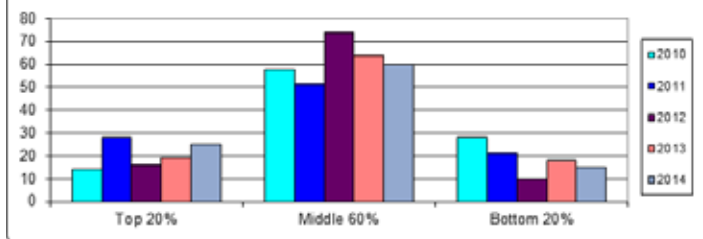
NAPLAN Longitudinal - Reading



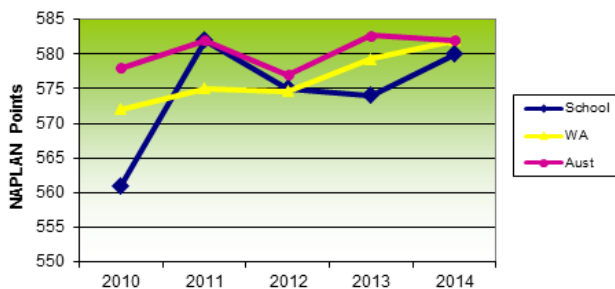
2014 NAPLAN - Writing



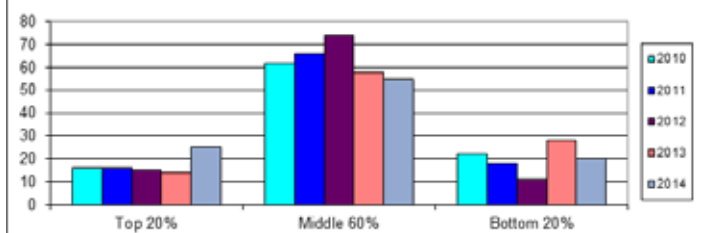
NAPLAN Longitudinal - Writing



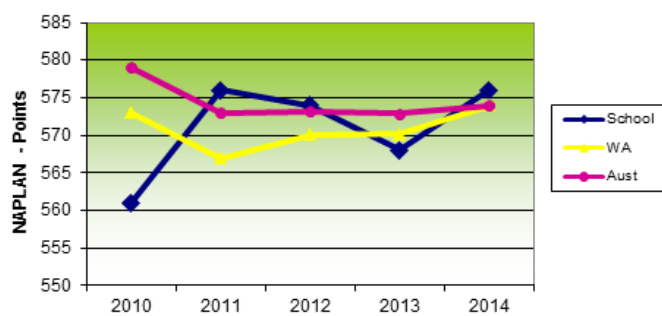
2014 NAPLAN - Spelling



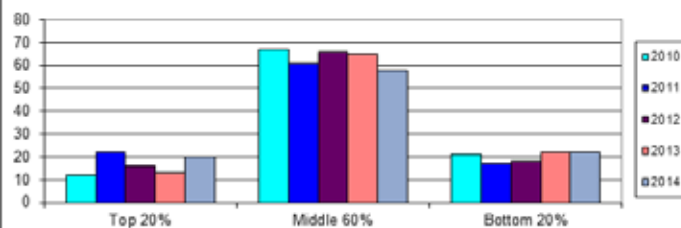
NAPLAN Longitudinal - Spelling



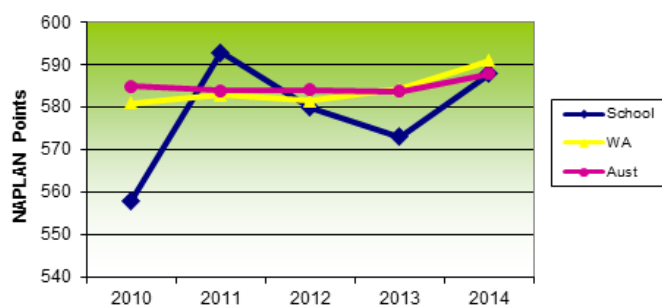
2014 NAPLAN - Grammar and Punctuation



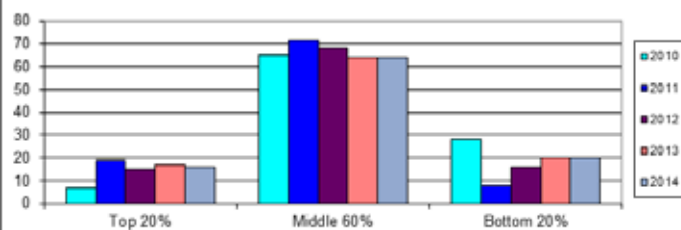
NAPLAN Longitudinal - Grammar



2014 NAPLAN - Numeracy



NAPLAN Longitudinal - Numeracy



The school has focused on improving achievement in Writing and Numeracy in particular and it is pleasing to see this reflected in the results. Reading has remained in line with the Australian mean but further work is needed to ensure that it does not slip below.

Strategies such as the Learning Centre, the Literacy and Numeracy Committee and Mathematics staff training in preparation for participation in the Reframing Mathematics research project based at RMIT in Melbourne have been effective supports for this improvement.





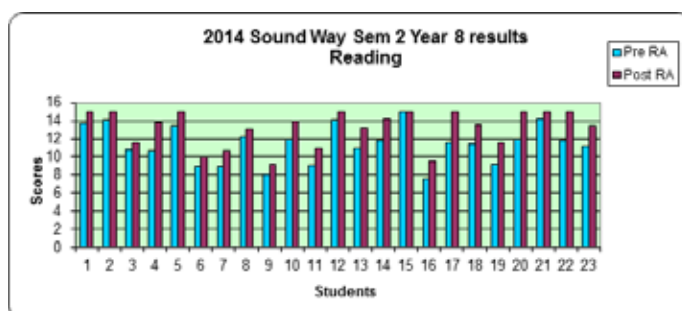
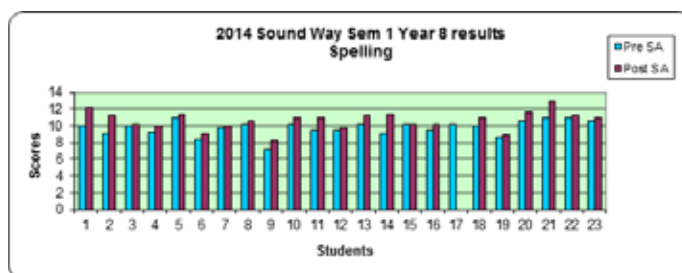
Learning Centre

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

The Centre is well resourced with a 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. All students showed improvement, with slightly higher improvement in Reading.



Staffing

Staff Professional Learning

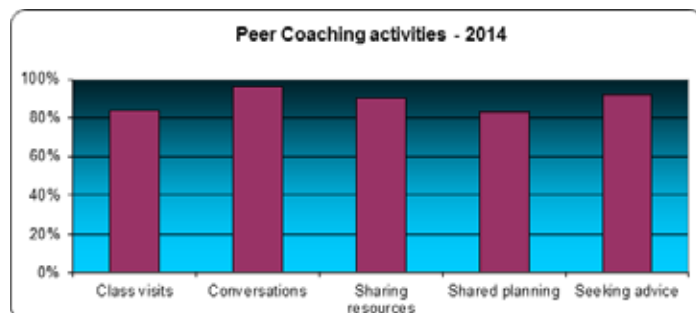
Through the IDEAS process, the school community developed a School-Wide Pedagogy. The key elements for teaching are Reflecting, Collaborating, Engaging and Relevance

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.

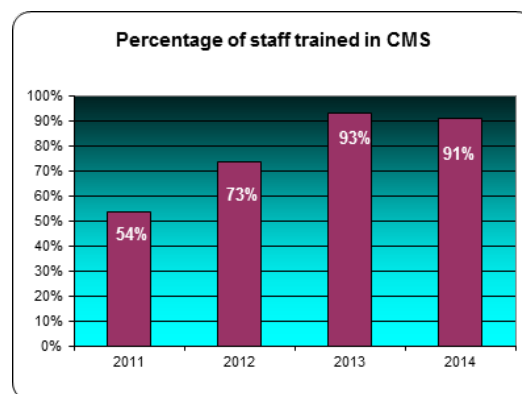
Teachers will be further immersed in the training by undertaking the extension modules in Instructional Strategies.

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.



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.

There was an increase in staff participating in Class Visits from 66% in 2013 to 84% in 2014. This will continue to be a focus for improving classroom practice in line with the department's Focus 2015



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.

With a large increase in staff in 2015, to accommodate the Year 7s, it is envisaged that further training will be required to maintain and reach the target of 100% of staff completing this training.



Perceptions Of Our School

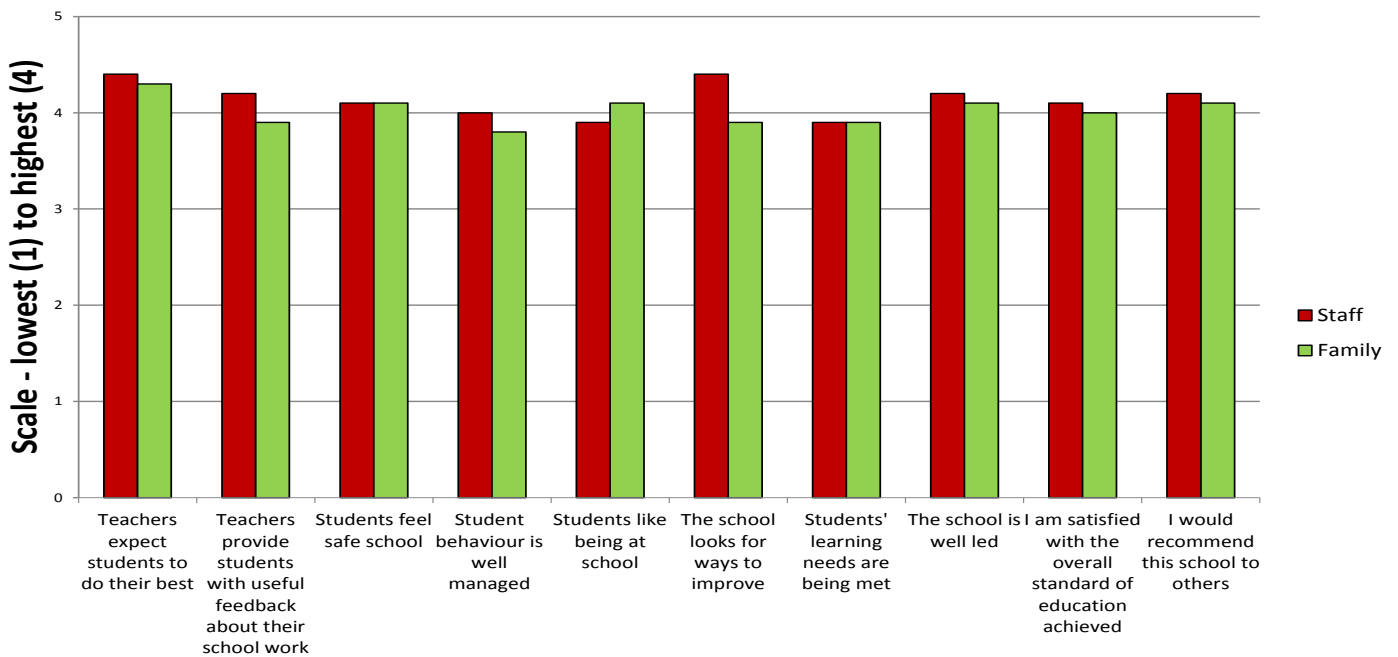
The school has a long history of surveying the school community stretching back to 2000. In 2014 all Australian Schools were required to use a new on-line survey tool. As the survey items are different from past years it is difficult to compare therefore we have only included the results from the 2014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

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

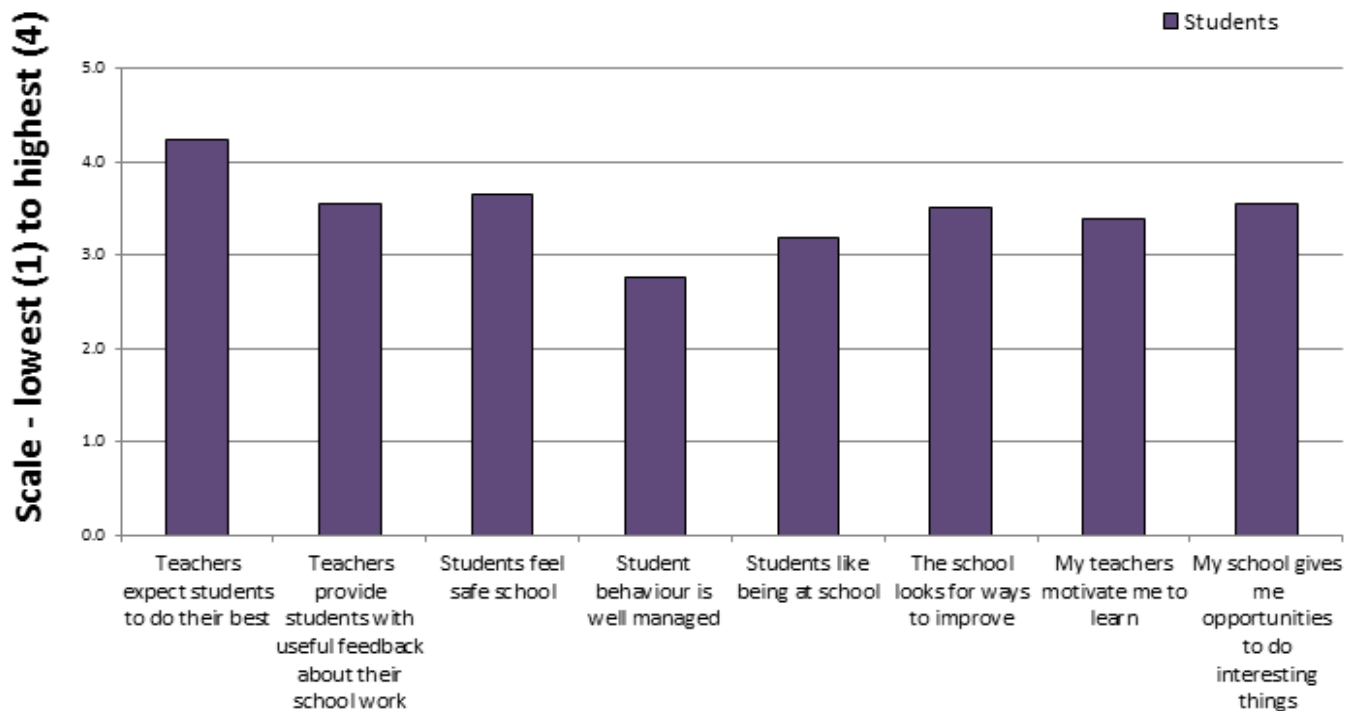
- | | |
|--|--|
| 1. Specialist programs | 6. Quality of teachers |
| 2. Excellent reputation | 7. Academic achievement |
| 3. Location | 8. Strong discipline/rule/uniform/high standards |
| 4. Friends/siblings/parents attending the school | 9. Friendly/nice feel about the school |
| 5. Subject choice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



School satisfaction survey results



School satisfaction survey results



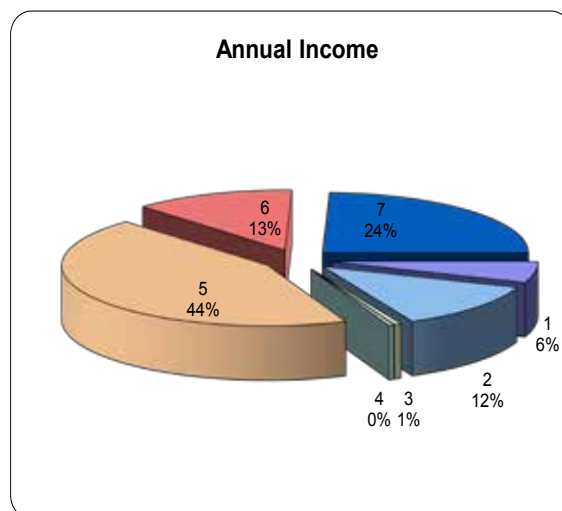
Progress on School Priorities

Achievement Targets 2016	Interim Targets 2014
WACE Graduation (at or above 99%)	Progressing (96%)
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	Progressing (44%)
ATAR students with 1 or more scaled score of 75+ - maintain at 18% or above	Exceeded (25%)
Attainment Rate (ATAR >55 or Cert II or higher) - at 90%	Progressing (83%)
Full qualification achievement – Certificate II or higher – 85%	Progressing (59%)
Year 12 Stage 2 and 3 course achievement – course means at or above State means	Achieved for CHE(3AB), MAT(3CD), MAS(3CD), OED(3AB), PES(3AB), PHY(3AB)
WACE Literacy and Numeracy Requirements (OLNA) - 90% Year 10	Progressing Reading (86%), Writing (75%) Numeracy (73%)
Year 11 ATAR course achievement - % A and B grades >= Department of Education (DoE) schools and statistically similar schools	Achieved for ENG(2AB), BIO(2AB), OED(2AB), VAR(2AB), HBY(2AB)
NAPLAN (Year 9) – Writing/Numeracy - reduce the % < National Minimum Standard from 2013 level	Achieved for Writing
NAPLAN – Reading - mean - above State and Australian means	Achieved
NAPLAN – Writing - mean - above State and at Australian mean	Achieved
NAPLAN – Reading/Writing – for girls at Australian mean, for boys at State mean	Writing – achieved for girls Writing - progressing for boys
NAPLAN – Numeracy – for boys at Australian mean, for girls at State mean	Progressing for both
NAPLAN - Spelling - school mean at DoE mean	Exceeded
Year 8, 9 and 10 course achievement – Percentage of A and B grade allocations align with Year 9 NAPLAN results	Achieved – Year 9 Progressing - Year 10
Attendance – above State mean and >= 92%	Achieved partially (above state / 91%)
Attendance – Year 10 at or above 90%	Achieved
Courtesy and Respect (ABE from school reports) 90% of Year 8,11 and 12 students and 85% of Year 9 and 10 consistently /often demonstrate <i>courtesy and respect</i> .	Exceeded for all year group targets

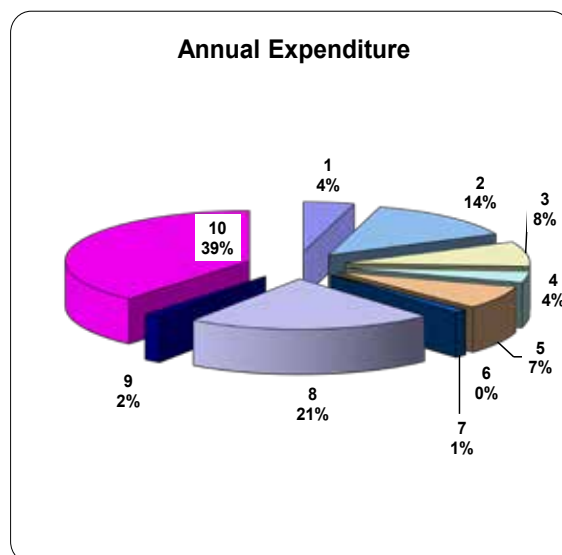


KALAMUNDA SENIOR HIGH SCHOOL SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2014

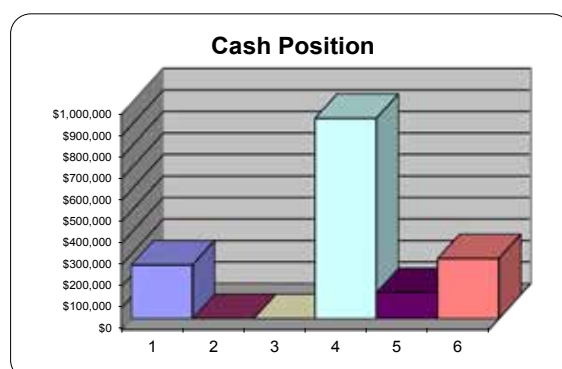
Annual Income			
		Budget	Actual
1	Voluntary Contributions	\$152,516	\$135,344
2	Charges and Fees	\$231,309	\$227,377
3	P&C Contributions	\$18,680	\$10,257
4	Fundraising and Donations	\$24,250	\$24,052
5	State Government Grants	\$465,427	\$465,427
6	Commonwealth Govt Grants	\$0	\$0
7	Miscellaneous	\$946,938	\$953,575
Total Income		\$1,839,120	\$1,816,032
Opening Balance		\$541,843	\$541,843
Total Funds Available		\$2,380,963	\$2,357,875



Annual Expenditure			
		Budget	Actual
1	Administration	\$80,763	\$80,285
2	Utilities	\$262,665	\$248,120
3	Repairs/Maintenance/Grounds	\$294,800	\$203,887
4	Capital Works	\$65,000	\$42,781
5	Assets and Resources	\$448,347	\$454,893
6	Leases	\$0	\$0
7	Professional Development	\$25,000	\$23,371
8	Education Programs	\$483,361	\$455,958
9	Student Services	\$188,413	\$166,757
10	Miscellaneous	\$154,430	\$133,958
Total Expenditure		\$2,002,779	\$1,810,010
Transfer to Asset Reserves		\$290,287	\$290,287
Total Funds Carried Forward		\$87,897	\$257,578



Cash Position as at: 31/12/2014		
	Bank Balance	\$1,508,121
	Made up of:	
1	Carry Over Grants (committed)	\$0
2	Deductible Gift Funds	\$0
3	Trust Funds	\$0
4	Asset Replacement Reserves	\$1,162,314
5	Suspense Accounts	\$88,630
6	Uncommitted Funds	\$257,177
	Total Bank Balance	\$1,508,121



Other Financial Information 2014	
Voluntary Contributions Collection rate: 85.8%	Total Creditors as at 31/12/2013: \$0
Total bad debts written off: n/a	Total Debtors as at: 31/12/2013: \$5,901
Total assets/resources written off: n/a	
Voluntary contributions collection rate met the target of 85% in 2014. Overall charges and contributions collection rate increased to 93.99%.	





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