



Kalamunda Senior High School
An Independent Public School

Annual Report 2017



Learning - Respect - Resilience - Pride - Community



Pride
Respect
Learning
Resilience
Community

'ELEMENTS of LIFE'





Principal's Report

I am very pleased to present our school's Annual Report for 2017 to the school and wider community. The year heralded many successes and changes for the school's 57th year and I am very proud of all the school has been able to achieve.

Our year started with the development of our third Business Plan as an independent school, covering the period 2017 – 2019. This included a visioning of where we want our school to be in 5 years' time and a confirmation and recommitment to our school's vision and values. I would like to thank the School Board for their valued contribution to the school community in this planning and in particular acknowledge the work of Maurice Cammack as School Board chair and P&C president.

2017 was a year of change for Kalamunda SHS with long serving principal, Kathy Ritchie retiring after 17 years leading this fine school. Her dedication and service to the school community over such a long period of time was acknowledged at her retirement at the end of Term 1 2017. I feel very privileged to be leading our school into the future as we look towards educating our fourth generation of students at the school.

Staff at our school continue their dedication and commitment to our students and I would like to acknowledge their efforts in supporting our students in their academic, social and emotional development. Staff are committed to being the best they can be, and have participated in a range of professional development learning and activities throughout the year.

Our foundation Year 7 students became the leaders of our Middle School, and we welcomed our third intake of Year 7s. Our Year 7 team do an amazing job and remain as committed as ever to providing a smooth transition to secondary schooling for our incoming primary students.

The Class of 2017, our Year 12 leavers finished the year in style at their Valedictory in November and went on to achieve some outstanding results during their WACE. I also acknowledged ten Year 12 students, who received the inaugural Principal's Award for achieving exemplary standards in attendance, behaviour and academic effort during their time at our school. We wish the Class of 2017 all the best for their future endeavours and acknowledge them as they join the alumni of the Kalamunda SHS family.

As we reflect on the year, we have been able to achieve many of our student achievement targets and are well placed for 2018.

Helen Deacon
Principal



Message from the School Board Chair

As I reflect on 2017 the School's values of Learning, Respect, Resilience, Pride and Community are ever present as they represent the foundation of Kalamunda Senior High School's ethos and culture. 2017 marked the 10th anniversary of their launch, on 8 August 2007, following an extensive consultation process to identify a collection of values that had meaning for Kalamunda SHS. They are one of the many enduring legacies of Kathy Ritchie who retired in 2017 as Principal after 17 years of outstanding service to the education of our children. Helen Deacon was appointed as Kalamunda's 14th Principal and we look forward to the school's continued development and success under Helen's very capable leadership.

Throughout the year the Board reviews the progress and achievement of the business plan goals and objectives. On the Board's behalf I would like to acknowledge the leadership of Helen Deacon along with the dedication and hard work of all of the Kalamunda SHS staff in the achievement of the business plan targets and their ongoing commitment to the students of Kalamunda SHS.

We farewelled the Class of 2017 at the Valedictory ceremony by acknowledging each student's achievements as they move on to pursue their future endeavours. Congratulations and best wishes for the future. While the intentions of each student varied to suit their personal strengths and aspirations I hope that Kalamunda's values will stay with them and help them along the way in life's journey.

Maurice Cammack
School Board Chair



2017 Honour Roll

Learning Area Dux

Biology ATAR	Madison Tapley
Chemistry ATAR	Thomas Griffiths
Children, Family and Community GENERAL	Chelsea Funge Jayde Scholte
Dance GENERAL	Alexandra Snow
Design: Dimensional Design GENERAL	Alyssa Kay
Design: Technical Graphics GENERAL	Brianna Grant
Drama ATAR	Nahdarin Aqila Jonathan Hoey
English ATAR	Madison Tapley
English GENERAL	Brianna Zlaman
Food Science and Technology ATAR	Eleanor Hosking
Food Science and Technology GENERAL	Teri Mancini
Geography ATAR	Sidonie Moran
Health Studies GENERAL	Madison Pearce
Human Biology ATAR	Allyssa Lim
Human Biology GENERAL	Nabyo Bezwayewh
Literature ATAR	Brittany Isaia
Materials, Design and Technology: Wood GENERAL	Matthew Vitetta
Mathematics: Essential GENERAL	Matthew Vitetta
Mathematics: Applications ATAR	Grace Smith Ellen Taylor
Mathematics: Applications GENERAL	Mitchell Dargie
Mathematics: Methods ATAR	Yuval Berman
Mathematics: Specialist ATAR	Yuval Berman
Media Production and Analysis GENERAL	Lily Morris
Modern History GENERAL	Eleanor Hosking
Outdoor Education Studies ATAR	Yuval Berman
Physical Education Studies GENERAL	Daniel Hopkins
Physics ATAR	Yuval Berman
Psychology ATAR	Lloyd Plunkett
Visual Arts ATAR	Jazmin Welch
Visual Arts GENERAL	Alyssa Kay



SCHOOL DUX
Yuval Berman



VET DUX
Ruby Gosstray

ADF Long Tan Leadership and Teamwork Award	Gemma Addison
Benchmark Award: 2017 Outstanding Staff Member	Mr Jim O'Neill
Caltex Best All-Rounder	Yuval Berman
Citizenship Awards	Nahdarin Aqila Meaghan Haggart Brittany Isaia Aiden Law-Davis
de Rozario Award for Music	Gemma Addison
Edith Cowan University Excellence Award	Eleanor Hosking
Graham Watson Sportsperson Medallion	Thomas Griffiths
Kalamunda Rotary Art Scholarship	Jazmin Welch

Learning Area Top Student

Applied Information Technology ATAR	Bradley Bateman
Applied Information Technology GENERAL	Jaxon Keogh
Design: Photography GENERAL	Layla Carren
Modern History ATAR	Jonathan Hoey
Physical Education Studies ATAR	Aiden Law-Davis
Politics and Law ATAR	Aiyana Erbeking
Media Production and Analysis ATAR	Jade Haxton (Smith)

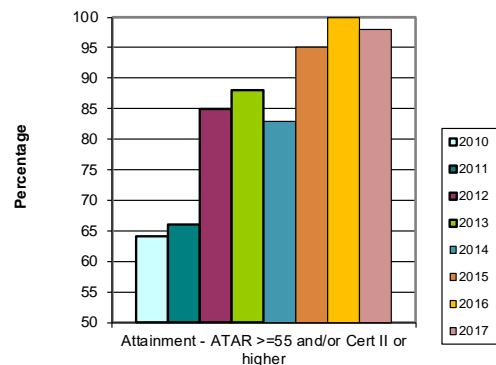
Class of 2017

Outstanding Achievements

- 98% attainment rate (ATAR >55 or Cert II)
- 95% students achieved their WACE (greater than like 86% and state 88%)
- Median ATAR 76 (up from 71 in 2016)
- Subject Certificate of Excellence - Outdoor Education
- 1 student - Subject Exhibition (Maths Methods)
- 2 - Certificates of Distinction
- 11 - Certificates of Merit
- Top student - ATAR 99.55
- 4 students - ATAR > 90
- 40% of ATAR students - ATAR >80
- 65% of STAR students - ATAR >70
- 100% students (ATAR/Cert)

Areas for further focus in 2018

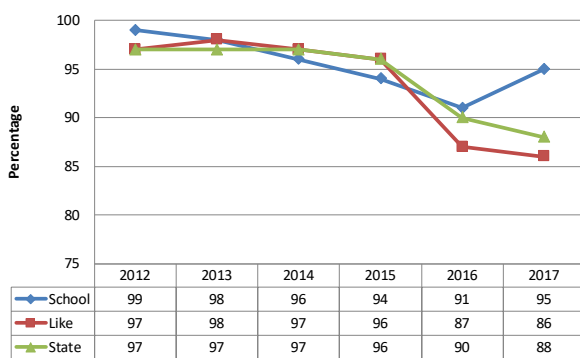
- Continue support for students not achieving OLN to improve WACE graduation rate
- Further increase the Median ATAR
- Continue to reduce the percentage of students in the bottom Tricile and with an ATAR ≤ 55



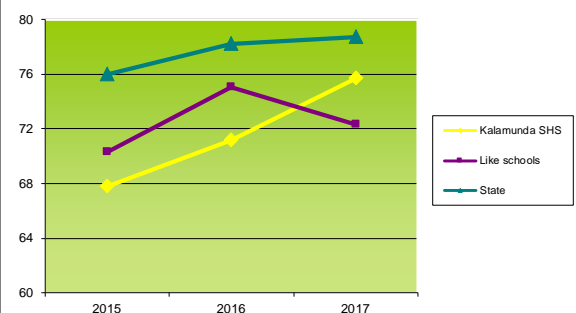
The school has continued to focus on improving its Attainment Rate and has maintained the high standard set in recent years.

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

Longitudinal - WACE achievement



Median ATAR

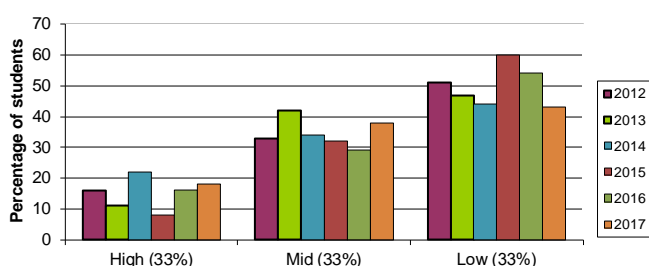


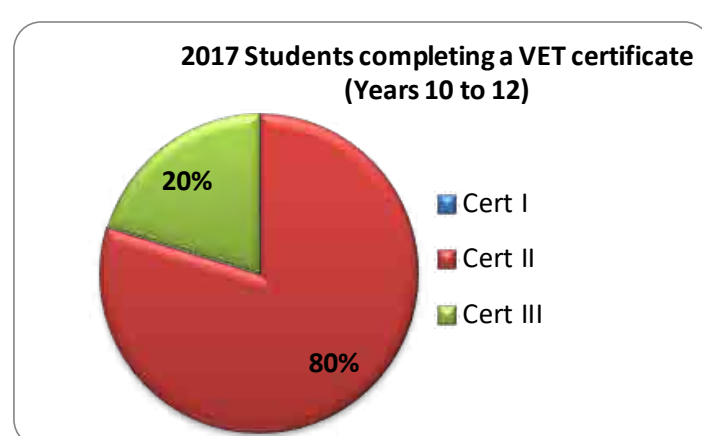
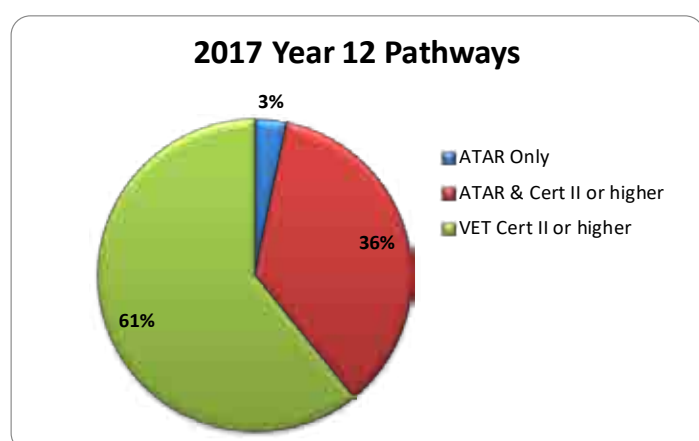
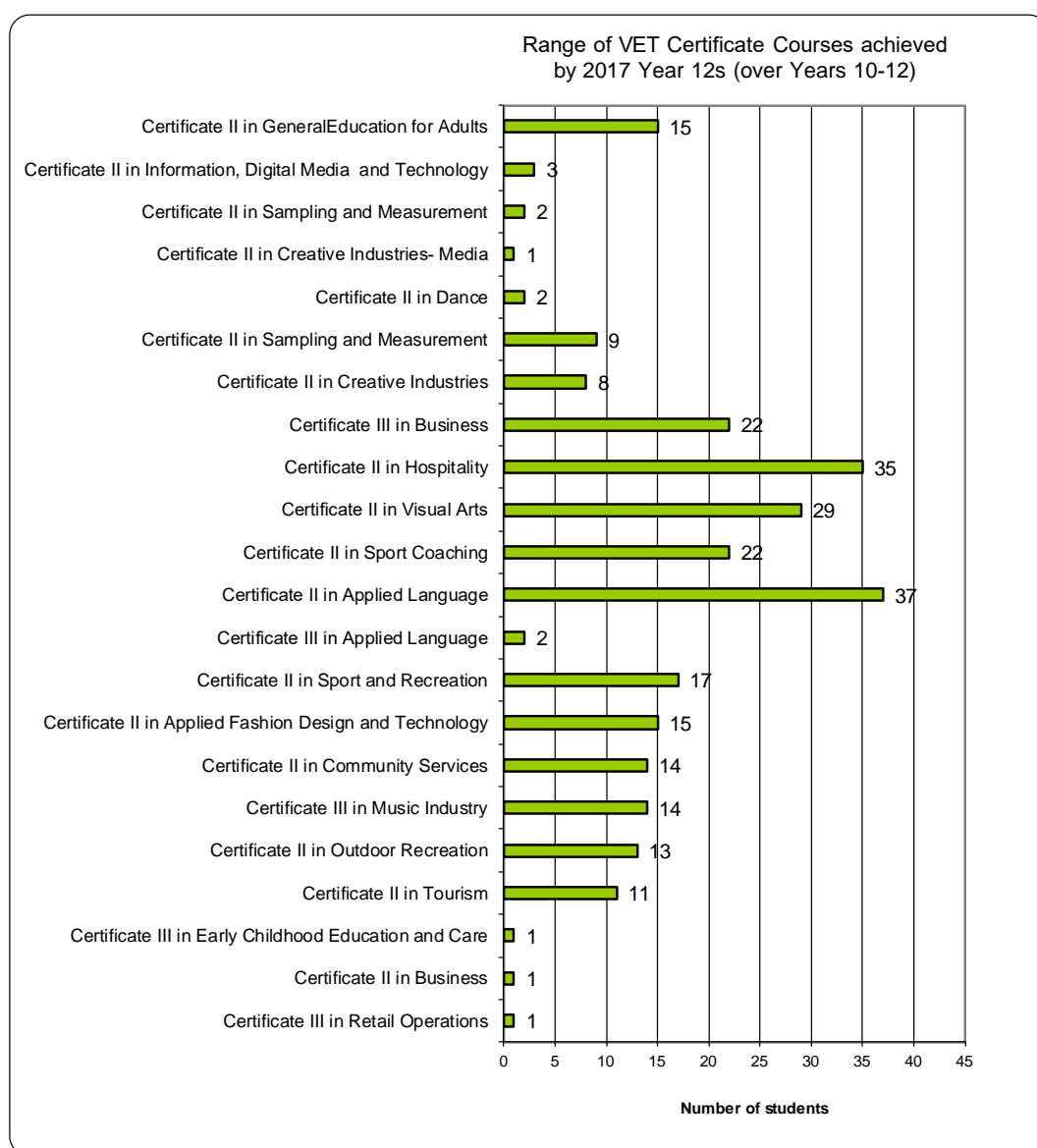
Over the last two years, the school has made significant improvements in the number of students achieving their WACE. This is notable given the requirements have become more difficult over this time.

There has also been a shift in the proportion of students in each tricles, with an improvement in the High (33%) category and a significant reduction in the Low (33%) category.

The Tricile ATAR range for 2017 was - High (ATAR above 87.62), Middle (ATAR between 72.57 and 87.62) and Low (ATAR below 72.57)

Tricles for ATAR Students (Kalamunda SHS)

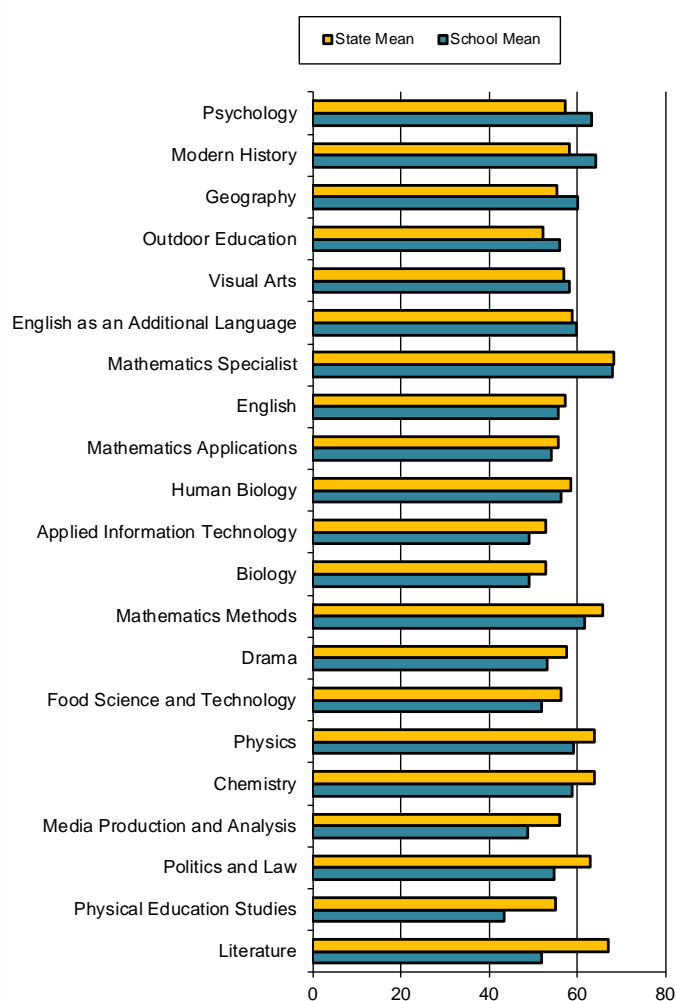




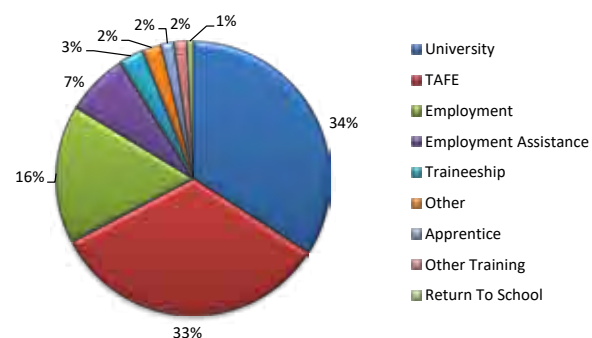
The school has continued to focus on improving its VET program. Further work has also centred around improving completion rates of Certificates. In most cases certificates are completed over Years 11 and 12, though a small number are completed in specialist areas in Year 10.

Further analysis of VET indicates that 100% of non ATAR students completed a VET Certificate II or higher with 97% of Year 12 students completed a VET Certificate II or higher across Years 11 to 12.

Average scaled scores 2017 - Kalamunda SHS and State



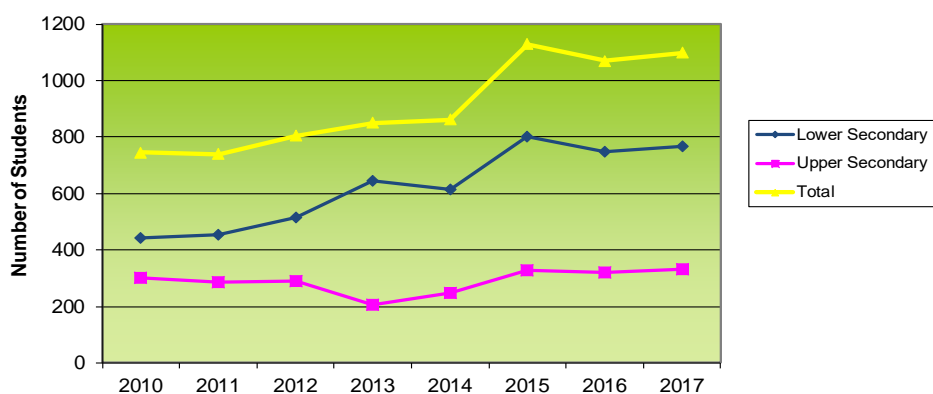
2017 Year 12 Destination



This graph shows the destination of our 2017 Year 12 students. 75% of our students continue on with further study or training.

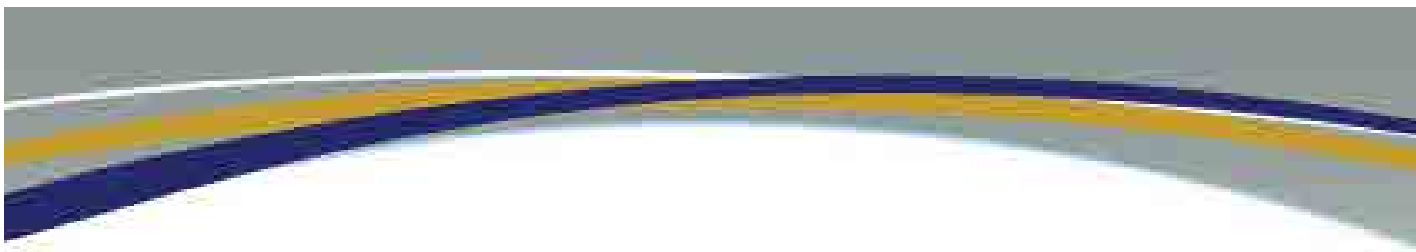


Enrolment Trends 2010 - 2017



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

Note - Lower Secondary in the graph above refers to Years 8 to 10 from 2010 to 2014 and Year 7 to 10 from 2015, while Upper Secondary refers to Year 11 and 12.



The Arts

DANCE

In 2017 the Year 7 students continued with circuit training which caters for all students, specifically both genders and those with no dance experience.

They also completed a task that gave freedom to create their own choreography, allowing for those with experience in dance to extend their skills.

In Years 8 and 9 the students performed in one of the shows depending on the Semester they studied dance. This formed part of their assessment.

The Year 10 the cohort were very successful with most students obtaining a C grade or above.



In Upper school the General dance course was used as an excellent dance course, achievable for our students and well suited to our context.

In 2017 dance students have taken part in multiple performances and viewed a collection of interesting dance works, both vintage performances and new cutting edge works.

The highlights of the year were the two major dance shows in which students from Year 8 to 12 performed. 'Sequences' on 30 March and 'Throwback Thursday' on 14 September.

DRAMA

2017 was a busy year as always. "Congratulations!!" to all students involved in the hugely successful musical "Annie" staged in June, directed by the incredibly energetic Charlotte Westrip and ably supported by Melisa Ierace.

The ATAR Drama students prepared for their WACE performance exams in the September school holidays and the KADS Theatre Annual Showcase.

These performances were proudly supported by our Certificate II Creative Industries students who ran 'front of house' and undertook ushering duties.

Our graduating ATAR class of students performed very well in the WACE written and performance exams. 'Congratulations!' to three of our Year 12 students who were accepted into WAAPA studying music. In 2018 Brittany Isaia will be directing her first play at KADS Theatre "The Return" starring one of our wonderful English teachers.

It's very exciting to see a number of ex-students heavily involved in local theatre productions. Laura Goodlet and Naoimh Healey both received nominations for KADS awards for production staged last year. In 2018 Laura Goodlet and Jonathan Hoey will perform in "The Way of the World" at the Garrick Theatre with renowned director Raymond Omodei. Ex-student Nicholas West (from the graduating class of 2011) performed in the professional show "Bullybusters" which travels to schools across WA to educate young people about bullying.



Year 10 Drama students joined the talented KPA group for a Variety Performance Night in December. 2018 looks to be a wonderful year in senior school too, with the full transition from ATAR to General Drama with a self-devised entry in the YOHEst competition. Of note was Year 8 student Jana Haering for her nomination at KADS Theatre for best supporting actor.

KALAMUNDA PERFORMING ARTS (KPA)

Kalamunda Performing Arts (KPA) is Kalamunda Senior High School's specialist performing arts program, where the students study and explore the three disciplines of Dance, Drama, and Music. The

students audition for coveted places in this program and specialise in these areas from Year 7 to Year 10. It has been a delight to see the progress of all students throughout the past year.

In Semester One the main focus of the course was bringing the production of Annie to life in the Kalamunda Performing Arts Centre. Most of our KPA students were involved in this fantastic production in June, which wowed audiences and had them leaving the theatre in awe of the talent and commitment required to perform such an entertaining production. It was a huge credit to the whole KPA family. In 2018 we will be bringing Disney's Alice In Wonderland Junior to life for our annual KPA production.

In Semester Two, we had an equal focus on dance, drama and music, as well as working to develop the students' overall stagecraft. The Year 7's created some very exciting circus acts, incorporating their skills in all three areas. They also worked on creating their own, original musical acts using the Cup Song



rhythm. The Year 8's devised their own performances based on a theme, and used music and dance to complement their dramatic performances. They also choreographed their own Broadway Dance routines, devised some hauntingly beautiful musical performances of songs from childhood, as well as applying elements of drama to give context to a very simple drama script. There is some real talent on the rise in our junior year groups.

The Year 9's selected historical figures to use for inspiration in devising their own drama scenes, dance routines and musical acts. Some of the people used for this inspiration were Audrey and Katherine Hepburn, Michael Jackson and Conrad Murray, Alexander Hamilton and Aaron Burr, the Moors Murderers, Alfred Nobel, King John, and Cosimo De' Medici to name a few. The creativity was wonderful to see.

The Year 10 students worked towards being 'Audition Ready' as they prepared to graduate from KPA. They prepared monologues, dance solos, and songs for audition, as well as preparing their performance C.V.'s and interview and audition skills.

2017 culminated in a combined KPA and Drama evening in November, where the Year 8, 9 and 10 KPA students performed with the Year 10 Drama students to many cheers and accolades. The Year 7 students performed their own showcase piece in the Art Quad in conjunction with the annual Art Auction.

PHOTOGRAPHY

It has been another exciting and productive year in Photography.

Images across the Photography and Design courses have reflected their views on mental health and wellness, fairy tales and myths, food and lifestyle, along opportunities to create narrative through imagery.

Excursions provide a wonderful opportunity for students to develop their confidence in shooting across a variety of environments and often challenging shooting conditions, such the Year 12 field trip to Fremantle capturing street portraiture and images of decay in an urban environment.

In Term 4, the student photography exhibition "FOCUS 2017" showcased the outstanding imagery produced by students from the entire learning area. Exhibition opening night is always a wonderful and positive affair, attended by parents, students, staff and local members of parliament (Matthew Hughes MLA) – all of whom were generous with their praise of the efforts of the talented students at Kalamunda Senior High School.

MEDIA

The Media Department has been a hive of activity this year with the subject being offered across all year groups. Topics covered by Media students this year include traditional media such as film & television and new media which covers social media, gaming and the internet.

Year 10 students found it beneficial to be working on projects for the whole year not just a Semester and their production work showed maturity and skilful use of the equipment.

The Mac Computers and new cameras have been put to great use with productions being made throughout the year including short films, music videos, documentaries, 'Super hero' films and the Year 12 Leavers DVD.



It has been good to see all the students get involved and master the equipment and the standard of work produced just keeps improving.

We are fortunate to have such a well equipped Media department with great resources.

MUSIC

2017 has been a wonderfully exciting year for our talented musicians. Earlier in the year both concert bands and the choir combined to perform at the annual Anzac school assembly, which was a most moving service.



Many of our contemporary musicians were fortunate enough to again perform at the Kalamunda show, in April. This is a really exciting opportunity for our musicians to be showcased in the broader community. The feedback from event organizers and audience was overwhelmingly positive and all were impressed by the creative musicians we are producing here at KSHS.

Festival time once again brought out the best in all of our music students who received accolades of excellence and outstanding. For the first time this year our string players performed at the Aboda festival and were also involved in the opus concert series providing a unique opportunity to play at the concert hall.

Music camp is always one of the highlights of the year and this year was no exception. For the first time in 2017 the music department managed to find a venue that could host all of our performing music students. So in early August about 100 music students descended upon Swanleigh in the Swan valley. One of the major highlights is the talent show and this year competition was fierce but thanks to our panel of acclaimed musical



judges all performers were rewarded for their efforts accordingly.

This year has also seen our first year of the KPA specialist music stream coming to life. They performed several times over the year and were extended significantly pushing their musicianship to higher levels.

In the middle of the year several of our concert band musicians combined forces with Gooseberry Hill Primary School and travelled to Sydney to participate in the annual Australian International Music Festival and received gold status.

Several visiting artists mentored our students over 2017 and Kaboom percussion returned in term three engaging our year seven and eight music students with their unique percussion workshops. Music students have also collaborated and performed with Zig Zag arts, Junkadelic, Hannah Sorenson, David Helfgott, Tony Maydwell, Stirk Fest and other industry professionals over the year further celebrating one of our schools core values, community.

Kalamunda day was filled with a plethora of musical delights and featured the senior concert band performing at the assembly and rock bands performing into the afternoon in the cafeteria.

The highlight of the year and biggest musical production is always the annual Twilight Concert. This year our theme was David Bowie and the grand finale featured every single music student performing "Space Oddity". Miss Vivian's arrangement was amazing and ensured that all students played an essential role. The night featured all of our performing groups over two stages.

Junkadelic collaborated with the Junior Concert Band and later that week the Bowie theme continued into a youth concert at Stirk Park, aptly named "Ziggy Zag Fest" where the Year 11 Certificate III music students stage managed the event. All the performers paid tribute to Bowie's music in their own unique ways and students collaborated with Kalamunda Primary School and the Kalamunda youth swing band.

Two of our music students Brittany Isaia and Gemma Addison have been accepted into music courses at WAAPA (ECU) and Nahdarin Aqila at Monash University. The Certificate III course continues to demonstrate an effective pathway for students to study music at the tertiary level whilst also catering for students at the participation levels.

VISUAL ART/ GIFTED & TALENTED ARTS PROGRAM

What a fabulous year of Visual Art! The Senior School students produced an abundance of breath-taking work across all the courses. In Term 1, the Year 11 and 12 ATAR students had an inspiring excursion to the Art Gallery of Western Australia to see the annual 'Perspectives' exhibition. These students went on to

create incredibly high quality award winning work that became the centre piece of the annual art exhibition held on Saturday 28 October.

Meanwhile, the Certificate II Visual Arts students made large scale still life drawings in mixed media which inspired their printmaking task. Inspiration was also taken from author and illustrator Shaun Tan to sculpt imaginative “creepy creatures”.

The General Art students tried a range of art making material and produced some exciting large scale paintings.

In the last term of the year, four students had the opportunity to decorate a local bus shelter with Mural Artist Brenton See.



The Fashion Design students created masterpieces of wearable art for the Darlington Arts Festival. Their inspiration came from two themes “Punk Mermaid’ (Year 11) and Moon and Stars (Year 12).

The Year 10 Visual Art students had year-long classes for the first time and along with the Middle school students they were able to try painting, sculpture, print-making and fashion design. The fabulous arts they produced were proudly displayed in the art room, library and front office.

Year 12 ATAR students exhibited their work at our annual exhibition showcasing the astounding creative ability in a variety of paintings and 3D.



“Outback Dreaming” by Caitlin Gleeson-Brown
(Year 10) Young Originals Exhibition



“Playing Koi” by Georgia Luderman (Year 10)
Young Originals Exhibition



Indy Shailles -
Ellenbrook Art
Exhibition

Achievements and Awards

HyperVision: Ashley Motteram (Year 11) –
First Prize Photography Winner

Selection for Meta: Jazmin Welch (Year 12)

St George's Art Exhibition: Anja Kovacevik
(Year 12) and Laura Roberts (Year 12)

Selection for Ellenbrook Art Award: Indiana
Shailes (Year 8) and Sarah Hoey (Year 9)

Outside the Frame Art Awards: Jazmin Welch
(Year 12) – First Prize and James Falzon (Year
12) – First Prize

Selection for Young Originals: Georgia
Luderman (Year 10), Caitlin Gleeson-Brown
(Year 10), Maya Leano (Year 7), Veronica
Stevens (Year 7), Darcy Walker (Year 7), Sophie
Ries (Year 8) and Jewel Pivac (Year 8)

Darlington Arts Festival: Grace Fowler (Year
12) – Highly Commended and Briony Bray
(Year 11)– Up and coming Young Artist Award

Year 12 Perspectives: Grace Fowler and Anja
Kovacevik



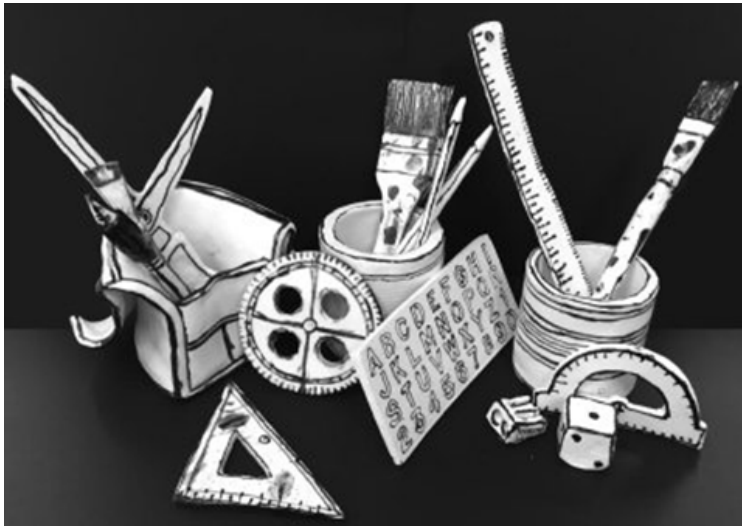
“Monopáti (Greek for pathway)”
by Anja Kovacevik - selection for St George's Art
Exhibition and Year 12 Perspectives



“Bees” by Laura Roberts - St George's Art Exhibition



“The horse with no name”
by Grace Fowler
Year 12 Perspectives



“Tools of the Trade”

by Veronica Stevens, Darcy Walker, Sophie Ries and Jewel Pivac - Selection for Young Originals



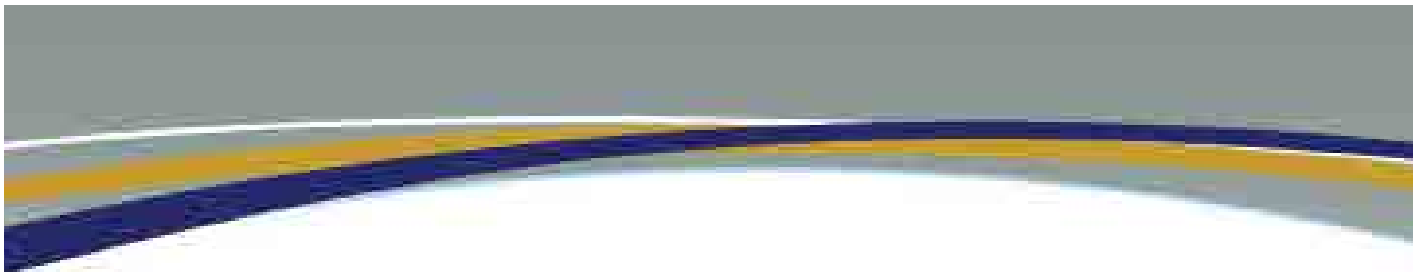
Sarah Hoey - Ellenbrook Art Exhibition



“Apokalypsis” by Jazmin Welch - Outside the Frame - Mixed Media, Meta Entry (Art and Design Exhibition - North Metropolitan TAFE)



“Big old Heart of Gold in the White House” by James Falzon - Outside the Frame - Sculpture



English

WACE Achievement Literacy

Writing – the percentage of students who either prequalified through the achievement of Band 8 or higher in writing in the Year 9 NAPLAN or who demonstrated the writing standard in the OLNA – 100% (one of only 55 schools across the state to achieve this percentage).



Reading – the percentage of students who either prequalified through the achievement of Band 8 or higher in reading in the Year 9 NAPLAN or who demonstrated the reading standard in the OLNA – 99.30%

Year 12 ATAR

Four students received a scaled score of 75 or above in ATAR English

Eight students received a scaled score of 70 and above in ATAR English

School marks for ATAR English in relation to statewide school marks was strong in terms of statistical moderation and concurrent validity of school assessments.

Two students achieved a scaled score of 70 or above in Literature (9 candidates)

School marks for ATAR Literature in relation to statewide school marks was within acceptable limits in terms of statistical moderation and concurrent validity of school assessments. However, targets were not met for this course and this will be a line of enquiry for staff.

One student enrolled in ATAR EALD achieved a B grade.

Comparative marks

ATAR English was the best or second best mark for 52% of the students.

The course Mean scaled score for ATAR English and Literature was within one standard deviation of the expected mean.

Year 12 General English Course – targets of percentages of A and B grades greater than or equal to DoE or Like were not met for this course. KSHS 12.5% below DoE and 10.1% below Like. This will be a line of enquiry for staff.

Year 11 ATAR English – targets of percentages of A and B grades greater than or equal to DoE or Like were met for this course with KSHS students achieving 31% A and B grades compared to 26.5% at Like schools and 31.8% DoE.

Year 11 General English - targets of percentages of A and B grades greater than or equal to DoE or Like were met for this course with KSHS students achieving 33.3% A and B grades compared to 28.5% at Like schools and 33.3% DoE.



Year 7 and 9 English Grades indicate higher achievement than NAPLAN results for Reading and Writing. This can be accounted for because of the pressurised one-off test conditions of NAPLAN but will be a line of enquiry for staff.

A strong sense of professional camaraderie supports collaborative decision making processes



- Live theatre excursion to The Glass Menagerie – Year 10 and 11
- Library displays of outstanding Blackout Poetry – Year 11
- Targeted ATAR English and Literature Revision Seminars, Year 12
- Curtin University English and Literature Conference, Year 12
- Weekly after school homework classes – all Year groups
- Training of staff and continued growth of the English as An Additional Language/Dialect (EAL/D) courses to meet the needs of eligible Language Background Other than English (LBOTE) students.
- Debating - Partnerships established between

and reflective teaching in the English Learning Area allowing for:

- common processes to support differentiation using Success Criteria,
- the teaching of skills based learning using standardised formats,
- consistent feedback methods, informed by the work of educational researcher Robert Marzano
- reflective teaching through student and peer feedback and collaborative discussions.

English Learning Area highlights and value adding opportunities in 2017

- Talented Young Writers Program Years 7-9
- Write a Book in A Day Competition, Years 7-9
- Participation in 2017 Book week activities Years 7-9
- Poetry in Action incursion, Year 7
- Spellbound style 'Irre-sis-ti-ble Spelling Bee', Year 7
- Perth International Writer's Festival Workshops, Year 8
- The Rite Journey, Year 9 Boys expanded in 2017 to involve a class of Year 9 girls
- Spoken Word and Slam Poetry presentation and workshop, Year 10



English and HASS Learning Areas facilitated continued implementation and enrichment of the school debating team. The debating program is directly linked to the school's values of Love of Learning, Community and Pride. The positive impacts of this cross-curricular involvement were evident in the participation and performance levels of our two enthusiastic teams in the WA Debating League.





Languages

Learning a foreign language at Kalamunda Senior High School enables students to function at a novice level of proficiency in the four skills of language acquisition: speaking, writing, reading, and listening. Basic grammar structures are learned so that students can communicate with confidence in a variety of real life situations. This year, there was an emphasis on developing students' literacy skills and making links between English and the second language being studied; Italian, Indonesian or Japanese. Students developed skills and strategies which enabled them to compare patterns and structures in English and the target language, compare different constructions of text types and read current and authentic texts



in translation from the target language. The cultural aspects of the people and countries where the target language is spoken are explored through a variety of activities involving technology, language apps, music, film, design, pop culture and cooking. This year, all Language students were exposed to a rich learning environment where they were given fun, meaningful and interactive experiences to learn about the beauty of cultural diversity, the traditions and the benefits gained from appreciating another culture, learning and applying the language.

Throughout the year, students developed skills in research and observation in order to gain a better understanding of the features of Italian, Indonesian and Japanese cities, trends, cuisine, sport, fashion, film, current affairs and sustainable living. Having a cross curricular approach to foreign language learning allowed students to make connections, using their intercultural awareness and understanding with other learning areas.

Promoting all three languages was successful this year, having students participate in Harmony Day activities, lunch time study sessions and Languages Week. Students also participated in incursions which involved playing traditional instruments, taste testing, discussions with University Honours students and folk dancing. These learning opportunities raised awareness of the importance of language and culture learning. Students were also enthusiastic about taking part in an Indonesian Tour and Italian tour. This resulted in collaborating with nearby schools, Governor Stirling, and cluster school, Lesmurdie Senior High, allowing a binding and opportune overseas tour to be arranged for our Italian and Indonesian students in 2018.

Year 10 students achieved 100% completion of their Certificate II in Applied Languages in Italian, Indonesian and Japanese. Year 9 classes progressed to more sophisticated levels of speaking, listening, reading and writing, with the majority, in all three languages, electing Certificate III in Applied Languages for 2018. All students agreed that the course delivered both educational and workplace benefits. The units, Social Purposes and Workplace



Learning, focused on when a foreign language can be applied in social and workplace settings or industries. Students are taught transferable skills which can be utilised in different environments. Students learn to

recognise the value employers place on these skills. Kalamunda SHS's twenty year partnership with Kobe Gakuin College in Japan continues to flourish. Thirty Japanese students arrived in Term 1 and became part of the Kalamunda community. They were given a private tour by the Kalamunda students and were made to feel very welcome. In addition to this, there were another twelve Kobe Gakuin students who were guests at Kalamunda SHS for two weeks, interacting closely with our students and staff, forming life- long friendships.



As part of Kalamunda SHS's quality language programs, we applied for the new Language Assistant Program and were successful in gaining a language assistant for Italian classes in 2018. This Program provides many benefits to our school and primary cluster schools (Maida Vale Primary and Walliston Primary) enabling our language students to learn more about contemporary knowledge of language and culture, increasing teacher and students' fluency, providing assistance with listening, speaking and writing, promoting an understanding of the language and culture across the broader community and raising awareness of the importance of intercultural and language competence.

Highlights

- Little Miss Squeezebox Piano Accordion Extraordinaire
- Perth International Dance Company visits
- UWA Languages for Our Future Seminar
- Guest Speakers- Honour Students from UWA



- Swan Valley Nougat Factory and Café` Italia excursion
- Fremantle Maritime Museum: Pompeii Exhibition
- The Welcome Walls
- Languages Week Competition: 1st and 2nd place
- Puccini's Opera Experience
- Indonesian in class exotic fruit market
- Angklung Indonesian musical performance from Murdoch University
- Makanan Kecil Day
- Kobe Gakuin exchange students
- Obento design classes
- Hyogo Cultural Centre visit
- Japanese Tea ceremony





Humanities

Middle School

In 2012 a four year curriculum cycle was implemented, however with the introduction of the Western Australian Curriculum adjustments to this plan resulted in a 2 year cycle, giving more time to History and Geography. Economics & Business is now taught in the same semester as Geography, whilst Civics & Citizenship is taught during the same semester as History. As 2015 was a trial year for this new cycle, adjustments will continue to be made that best suit the delivery of the program and assessments.

The direction from Schools Curriculum and Standards Authority (SCSA) regarding the Western Australian curriculum has provided a basis for the development of more streamlined delivery of the curriculum and the development of assessments that will lead to students demonstrating better understanding of content and skills across the learning area. In 2015, a two year curriculum cycle was trialled where History and Civics and Citizenship are taught over one semester and Economics and Business and Geography over the other. Teachers have worked hard to develop interesting, engaging and worthwhile programs and assessments. The positive outcomes of this curriculum work were realised in 2017 and will continue into the future.

Overall results showed the Middle School students are achieving well if they are student with reasonable NAPLAN results. Staff are utilising support from the Learning centre to a greater degree and this should see better progress and results from students with low NAPLAN results. The relatively high percentage of D and E results is an ongoing issue, which has somewhat been addressed by adjusting assessments, but will need further consideration. The importance of the process of research for students is another issue to consider further and take action as a learning area.

Senior School

In Senior School, the second cycle of delivery of the ATAR courses (first introduced to Year 12 students in 2016) occurred and teachers worked extremely hard to implement these throughout 2017, along with consolidating the Year 11 courses which were being

delivered for the third time. Assessments for these year groups have been adjusted following a review process, particularly in relation to the development of marking keys in a style recommended by SCSA. Teachers of Year 11 and 12 worked hard to ensure students were provided with effective lessons, revision opportunities and individual support. This was received well by Year 11 and 12 students and the general results demonstrate this across the learning area.

Analysis of student achievement across the Humanities and Social Science Year 12 student cohort indicates that greater than 50% of students who chose Geography, Modern History, Politics & Law or Psychology, studied 2 or more Humanities courses. Many of these students were successful in their achievement in all chosen courses in the Humanities.



Overall results showed positive levels of achievement in most areas. The Year 12 results were pleasing and were generally as expected. Year 11 students moving into Year 12 in 2018 will need further support as they appear to be a group that require guidance and help. It is noted that there is a general decline in the number of students meeting the criteria and/or choosing some ATAR Humanities courses. This is an issue that will need further consideration to grow these classes to a level that is sustainable into the future. General Humanities courses are stabilising and likely to continue to have classes for the foreseeable future in Modern History and Career & Enterprise. An area of growth in Humanities has been the Cert 2 Tourism course, which has cemented themselves as a course that is attracting growing numbers of students.



Mathematics

The Senior School WACE courses continue to be challenging for both students and teachers. Students continue to struggle to meet the exacting standard of the courses, particularly in Year 11. Senior School results in 2017 were well in line with both State and school expectations. A notable success was the achievement of our Head Boy, Yuval Berman, who was in the top fifty students in the state for Mathematics Methods – a superb accomplishment and a testament to his ability and work ethic.



Mathematics Applications continues to offer a challenge for many of our students. This year we arranged a half day working seminar for all ATAR students in Year 12. With a guest speaker, who is a well-recognised authority in exam preparation and the sessions were well attended – even although it was on a weekend! I know that everyone gained some benefit from the sessions.

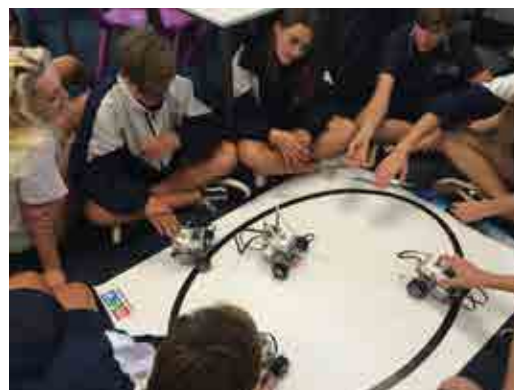
The Year 11 and 12 Essential Mathematics courses are well subscribed and results are consistent with expected grades and levels. Those courses allow teachers to expand the style of mathematics used, to encourage more reasoned thinking and problem solving. The tasks set by staff have been interesting and unusual – some involving the use of drinking straw rockets to measure the effect of changes in design of fins and nose cones.

Year 10 courses continue to offer pathways into ATAR and non-ATAR courses. The creation of teaching groups aimed at ATAR courses has meant that more students are aware of the demands of Mathematics Courses in Year 11 and have helped students make better course choices into ATAR or non-ATAR pathways.

Grading distributions in Years 7 to 10 have met expected targets and are consistent with Like Schools. The Mathematics Learning Area continues to use the materials and skills developed from the Reframing Mathematical Futures federally funded initiative. Teachers have worked hard to embed those skills into their lessons and we see the use of Rich Tasks in every classroom. This is a welcome development and will benefit our students over the years to come.

The Mathematics Learning Area continues to employ Growth Mindset techniques in everyday practices and this remains a focus of our professional development for all Mathematics teaching staff. We encourage all teachers and parents to take on a more positive attitude when talking to students about their ability to do maths. It is good to tell students that with hard work and effort everyone can get better at mathematics – a truth that needs to be reinforced.

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





Science

The Science Learning Area has been busy in 2017, continuing to implement changes to the curriculum in both Senior and Middle School. The emphasis this year has been on further development of Teaching and Learning Programs that highlight the importance of problem solving, research and inquiry skills. The dedicated teaching staff within the Science Learning Area have worked hard to implement changes in Middle School that both reflect the needs of our students and better prepare students for the Senior School Science curriculum.

Our new laboratory technicians have brought with them industry experience that has further enhanced our team, providing input into real world applications for our science programs. The purchase of new equipment, including data-loggers and updated microscopes has given us the opportunity to provide students with more practical experience to reinforce

Science Literacy. When implemented, NAP-Science



Literacy will provide a further dimension to the data we review to enhance and improve our Teaching/Learning Programs.

Senior School

Student numbers in Senior School ATAR science courses have continued to increase with the majority of Year 12 students studying one or more Science courses in 2017.

The 2017 Year 12 results show Senior School courses all achieved results at or above like schools. Human Biology performed particularly well, 73% of ATAR students recorded Human Biology as their 1st or 2nd highest scaled score. General Human Biology also performed above expected, outperforming both Like Schools and the State.

Both ATAR Physics and Chemistry achieved average scaled scores above Like Schools and ATAR Biology achieved results in line with Like Schools.

Of ten Year 12 students attempting completion of the Certificate II – Sampling and Measurement in 2017, nine achieved their Certificate. A great result!

The 2017 cohort are only the second graduating group completing the new courses introduced in 2015 and although adjustments still need to be made, we are very pleased with the 2017 results.

The Year 10 teaching and learning programs underwent some changes during 2017, these will continue into 2018. The adjustments to programs are designed to develop problem solving and critical



conceptual understanding.

Introduction of Stile, an on-line science educational program has also added a further dimension to our Learning Area, encouraging the appropriate use of computer devices both in the classroom and at home. The program also allows teachers to give real-time feedback on student progress. Use of the Stile platform will be continued and further implemented across Middle School in 2018.

Participation in the ACARA National Assessment Program - Science trial has given us insight into the expectation for student understanding in the soon to be introduced National Assessment Program for

thinking skills and better prepare students for Senior School Courses. Although the data shows that the Year 10 cohort as a whole compared favourably with both Like Schools and the State, it does indicate that work needs to be done to identify and support those students who currently do not engage with the science curriculum.



Middle School

Streamlining programs to provide a consistent approach to assessment and reporting has been the focus in Middle School this year. Science staff have been reviewing programs to provide students with clear objectives and learning goals that are in line with the changes made to the new Western Australian Curriculum, this process will continue into 2018.

When compared to Like Schools and the State, students at Kalamunda Senior High School performed favourably, although work still needs to be done to provide accessible content and engage those students requiring support. A focus on Science Literacy and Numeracy, and the development of programs that engage students at all levels continues to be an ongoing priority.

Highlights from Science 2017

- Kalamunda Day and Science Week once again provided some great opportunities for hands on science. Students had an opportunity to see chemistry demonstrations from teachers using dry ice and liquid nitrogen. This year we also introduced an 'escape room' where students needed to work as a group to problem solve using their science knowledge in order to escape the room within a time limit. Interestingly the Year 7 students seemed to be the best at the challenge!



This was such a popular activity that we plan to expand it next year.

- Once again students from Years 8-10 participated in the Big Science competition, which includes students from across the Australasian region. Our students performed well, with several High Distinctions (top 5%) and Distinctions (top 15%) awarded, and many more students achieving Credit certificates.
- Excursions and incursions have given all year groups a chance to see the application of science in the real world. Senior School Biology, Human Biology and Cert II students all visited the Harry Perkins Institute in Shenton Park, where they were introduced to the applications of biotechnology. They had a chance to work with state of the art laboratory equipment and learn from 'real' scientists working in the field. Year 11 students attended Perth Zoo while studying classification and had a chance to see for themselves the adaptations and evolutionary relationships they were learning about in class.





Technologies

In general there was a very pleasing improvement in results across the department in 2017, in particular in the General and Certificate upper school courses.

For a number of years, achievement rates of Certificate courses in the Technologies area – Hospitality Certificate II, Applied Fashion Certificate II, Business Certificate II and Information Technology Certificate II have all been of an excellent standard. In 2017, the high level of achievement continued:

- Certificate II Applied Fashion
100%
- Certificate II Hospitality
90%
- Certificate II Community Services
88%
- Certificate II Business (NB. 2017 data only relevant to Yr 11 achievement - and students able to continue into Yr 12 to complete. Estimated achievement rate 90%)

Numbers continue to grow in these Certificate Courses. It is pleasing to note that a number of our Year 12 students went on to complete their Certificate III by the end of 2017, setting them on a pathway to achieve their Certificate IV which a number plan to use as entry to University. This has been a significant development in our Business program at KSHS.



At the end of 2016 the learning area report focused on the comparative underachievement in MDT General courses. It is pleasing to report that KSHS is now on par with Like Schools and DOE in these courses. A great deal of work and support was

provided to students at risk in these courses which proved successful in lifting D and E grades in the courses, and greater retention of students with higher ability in the area saw an increase in A and B grades compared to previous years. This was a significant step forward for the D&T area.

General courses in Home Economics and Information Technology continue to achieve at or higher than Like Schools.



In lower school courses it was pleasing to see that KSHS students achieved at or slightly above the Like Schools and DOE, but that this data was more in line with these comparative schools. Modification of courses, greater discussion around curriculum and moderation processes were largely responsible for a more even spread of results.

In 2017, many teachers in Technologies worked to include more real life and industry focused activities in their curriculum. These included the Business Education excursion to Murdoch University where students engaged with a variety of business owners and worked through a series of challenges, the Scitech excursion for the STEM information technology class, visits to local primary schools and childcare centres in the Community Services Certificate course. We continued our work with the Salvation Army with the Year 11 CFC Winter Appeal project and in Year 10 Childcare, students participated in the Dolls for Africa project and presented over 30 dolls to the local representative who coordinates the



subsequent transport of the dolls to children in Africa. Of significance was the inaugural KSHS Business Expo. This involved the Year 10 and 11 Certificate in Business students who were challenged to create, plan and present an idea for a small business at the Expo. Students were lucky enough to work with Steven Carroll, (partner and Director of Innovation at RSM), who visited the students in the development stage of their idea and then for the final presentation and pitch, where students presented their idea and business plan and received feedback on their achievements. The Business Expo was incredibly successful and students who were involved gained confidence and real life skills that will assist them in becoming future business people.

The staff continued their implementation process for the new Technologies curriculum. The whole Technologies staff attended a professional development day organised by SCSA on the new curriculum which was very useful for the implementation process. The department also introduced the year long Year 10 courses which were modelled on our Year 11 courses in order to better prepare students for their move into these courses. Staff felt that the depth of the student learning in the Year 10 courses was definitely improved. It will be interesting to determine if the preparation done in Year 10 in 2017 will see improvement in achievement in their Year 11 courses in 2018. There are still some areas which could be improved in the Year 10 courses – for example, the number of Certificate 1 courses included in the Year 10 curriculum is under review and how we can better counsel Year 9 students to focus on a longer term approach to subject selection is also a subject of discussion. However, at the end of the first year of trialling these new courses anecdotal evidence is that they were successful.

Staff in the Technologies department worked consistently at achieving the goals of the KSHS Business Plan. Staff participated in peer coaching,

student surveys about their teaching practices and increased use of data to inform their teaching and increased use of Connect to better cater for student access to curriculum. Staff readily embraced the Education Department's STEAM priority and in particular, the IT department were well resourced in their new curriculum focus with the purchase of class sets of robotic equipment, animation resources and 3D printers. Student enthusiasm for and participation in this area of Technologies continued to grow rapidly.

2017 saw the phasing out of ATAR courses in this learning area as the department refines its focus on the rising participation and numbers in our General and VET courses. The department believes that it will better meet the needs of our students by focusing on these courses.

In reviewing the data from our subjects and courses across the department we were pleased to see a decline in numbers of students who did not achieve a C grade or higher – this was a significant achievement in 2017, but staff would like to see a greater number of students push to achieve excellence in their studies and achieve an A grade. This will be a key focus for the department in 2018.

In conclusion, 2017 could be characterised as a growth year for the Technologies Department. The staff should be congratulated in the way that they worked as a team, supporting each other along a journey that ultimately led to improved results for our students. As Head of Department, it is a pleasure to work with such a positive group of teachers who really do reflect upon their achievements and seek to make improvements for their students.



Health, Outdoor and Physical Education

2017 saw the implementation of the Western Australian Curriculum in Years 7 to 10 and with two years preparation, planning and trialling. With all the hard work from staff it was a very smooth transition to the new curriculum with pleasing results from the students.

It was a year of good sporting success with Kalamunda coming fifth in the C Division Inter school Swimming Carnival to hold its position in C Division for 2018. Kalamunda also had great success at the Year 7, 8 and 9 Lightning Carnival where students were able to compete in Soccer, Netball and Basketball. Kalamunda's best performance however was in Athletics. The House Carnival saw 10 records broken and with a very small team we came 2nd at the Inter school Year 7-10 Gold Division Carnival with two students placing as year champions and three as runner up champions.



did exceptionally well with the students gaining Kalamunda SHS an award for schools with the highest performing students in Year 12 ATAR with the percentage of students who had a combined course score in the top 15% of all students in that course across the state.

2017 also saw the introduction of the Specialist Soccer program with all Year 7 students being put through an 8 week soccer program, where 40 students were selected for testing and 16 girls and 14 boys were select to participate in the specialist program in Year 8 2018.

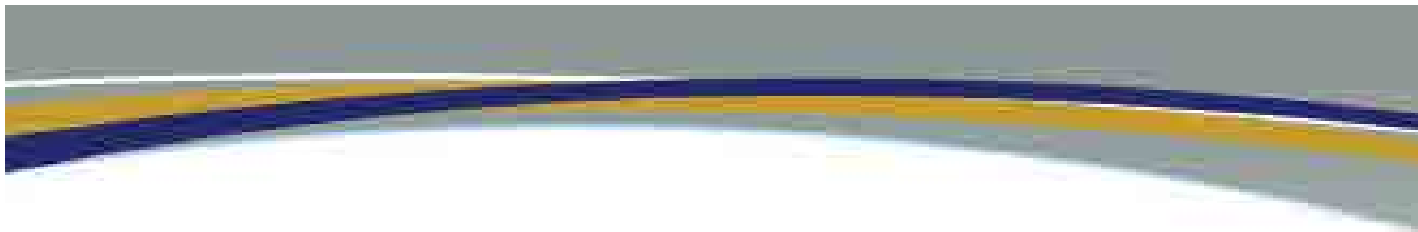
Kalamunda SHS was also awarded the Royal Lifesaving Society of Western Australia Presidents award for it ongoing delivery of first aid and bronze medallion training in the Health, Outdoor and Physical Education learning area since 2004.



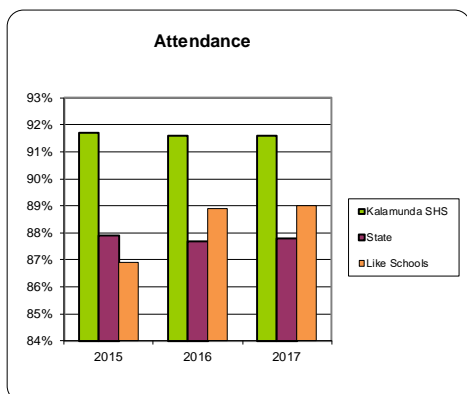
The Outdoor Adventure and Outdoor Education programs continued strongly with students learning about the environment, leadership, working with others, safety and all the fun stuff such as abseiling, mountain biking, hiking and over 10 expeditions spread over the 6-year groups travelling all over the southwest. 13 lucky Outdoor Education students also headed over to Falls Creek for a week of snowboarding and sightseeing in Melbourne. The Year 12 Outdoor Education ATAR students



Achievement Targets 2019	Interim Targets 2017
WACE >= 95% WACE excluding OLNA >= 99%	Achieved (95.4%) Achieved (98%)
Attainment Rate >=100%	Progressing (98%)
Median ATAR > Like Schools and within 2% of DoE Schools	Achieved (76%) DoE Schools (78%)
ATAR below 55 (<= 3 students)	Progressing (7 students)
Students with 1 or more scaled score of 75+ (>= 10%)	Progressing (5%)
Year 11 ATAR Course Achievement - 33% of courses achieve percentages of A and B grades >= DoE and/or Like Schools	Achieved (44%)
Year 11 General Course Achievement - 70% of courses achieve percentages of A and B grades >= DoE and/or Like Schools	Not achieved (47%)
Year 12 ATAR Course Achievement - 33% of courses means >= State means	Progressing (29%)
Year 12 General Course Achievement - 60% of courses achieve percentages of A and B grades >= DoE and/or Like Schools	Achieved (71%)
WACE Literacy and Numeracy (OLNA) - 90% overall, Reading (97%), Writing (95%), Numeracy (93%)	Achieved (90.5% overall) Reading (97%) Writing (95%) Numeracy (93%)
NAPLAN (Year 9) Reading - 55% of students >= Band 8 Year 7 to 9 progress has an above expected standard deviation	Achieved (53%) Progressing (SD was -0.06)
NAPLAN (Year 9) Writing - 45% of students >= Band 8 Year 7 to 9 progress has an above expected standard deviation Less than 10 students < National Min Standard (NMS), Boys Mean > Australian Mean	Progressing (34% >Band 8) Progressing (35 students <NMS) Progressing (Boys 499 < Aust 552) Progressing (SD was -0.37)
NAPLAN (Year 9) Numeracy - 58% of students >= Band 8 Year 7 to 9 progress has an above expected standard deviation Less than 5 students < National Min Standard (NMS), Girls Mean > Australian Mean	Progressing (49% < Band 8) Achieved (2 students < NMS) Progressing (Girls 590 < 592) Achieved (SD was 0.08)
Year 7 and Year 9 Maths, English, Science and Humanities grades align with NAPLAN results	Progressing
Attendance – above State mean and >= 93% Regular attendance >= 76%, Year 10 attendance >= 92%	Achieved (92%) Progressing (Regular 72%) Progressing (Year 10 86%)
Courtesy and Respect (ABE from school reports) 95% of Year 7, 92% of Year 8, 90% of Year 9 and 10, 96% of Year 11 and 98% of Year 12 students, consistently/often demonstrate <i>courtesy and respect</i> .	Achieved (Year 7 94%) Progressing (Year 8 89%) Progressing (Year 11 87%) Achieved (Year 9 90%) Achieved (Year 10 91%)
Works to the best of their ability (ABE from school reports) 90% of Year 7,8,11 and 12 students, and 85% of Year 9 and 10 students consistently /often demonstrate <i>work to the best of their ability</i> .	Progressing (Year 7 88%) Progressing (Year 8 80%) Progressing (Year 11 77%) Achieved (Year 12 94%) Progressing (Year 9 79%) Progressing (Year 10 80%)



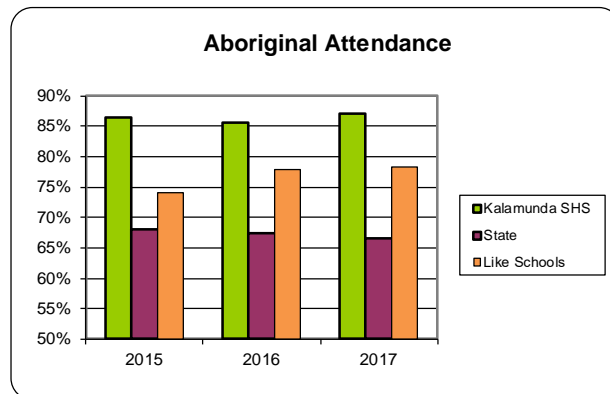
Non-Academic Data



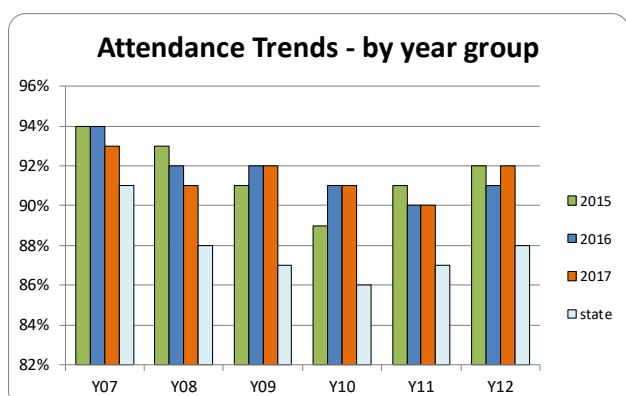
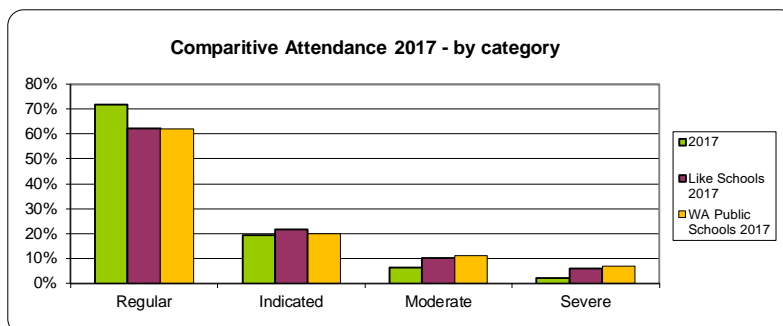
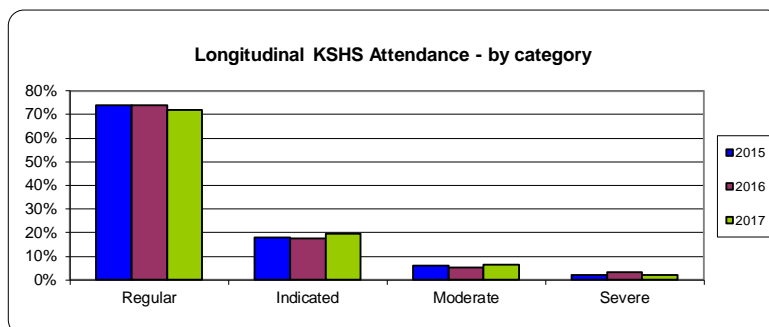
Regular attendance continues to improve on the previous years and overall attendance for 2017 was above the state mean and met the target of 92%.

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

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



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



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

The improvement in attendance across the middle years, where typically attendance trends to drop off, can be attributed in part to this strategy.

Student Services

2017 saw the continuation of using the service delivery model. This includes a fulltime Attendance Officer and a Duty Officer to triage incidents that occur that day. The duty team consists of both Associate Principals, the Manager of Student Services, Head of Middle School and the Head of Senior School who act as duty officers for the day to ensure that a senior member of the executive team is available at all times. This strategy has been highly successful in ensuring continuity of service and an improvement in response time for critical incidents in the school.

Pastoral Care Programs

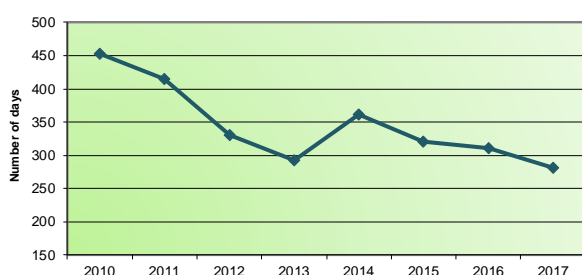
Student Services address the priorities of improved academic and non-academic achievement through a range of support programs. The delivery of these programs to targeted groups has led to improvements in attendance, a drop in suspensions and in participation. Student Services continues to measure the 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- Introduction of a dedicated girls group as well as a boys group
- The Learning Centre
- Youth Focus talks- Year 9
- Year 7 SenseAbility Program
- Mental Health week and Expo
- School Volunteer Program
- Bully Busters Anti-Bullying Program
- Armed for Life
- Act Belong Commit - Mentally Healthy Schools

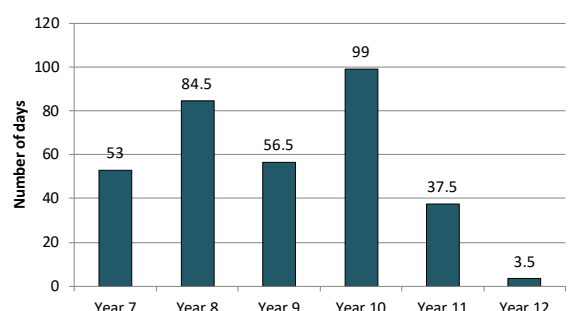


- Hillside Farm
- Restorative Justice Intervention
- Healthy Relationships
- Drumbeat
- Managing challenging behaviour and resiliency workshops
- Individual Behaviour and Risk Management Plans
- Parent Information Sessions
- Stride / Who's the man?
- Asthma Friendly School
- Bibbulmun Challenge for Year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

Kalamunda SHS - Total overall suspensions



2017 Analysis of Suspensions



Learning Centre

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

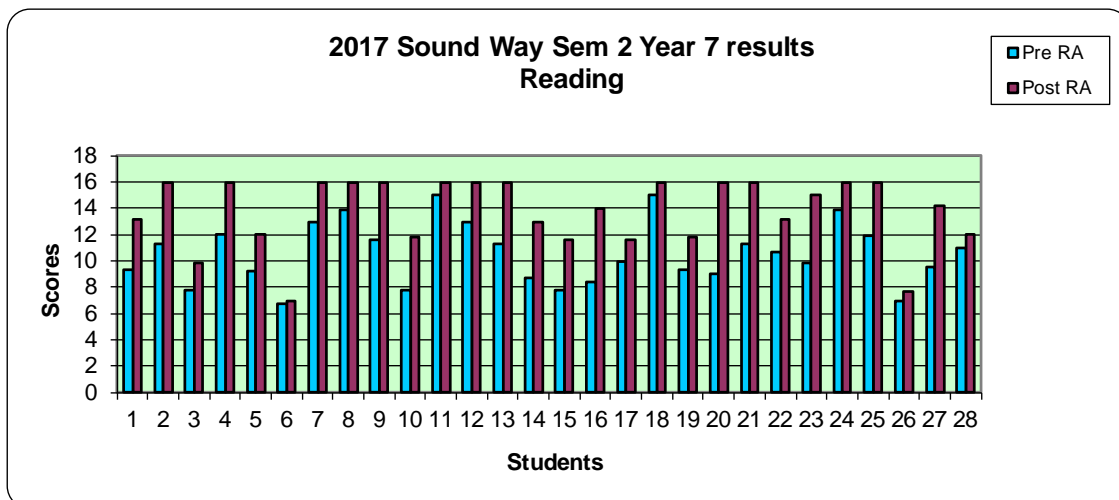
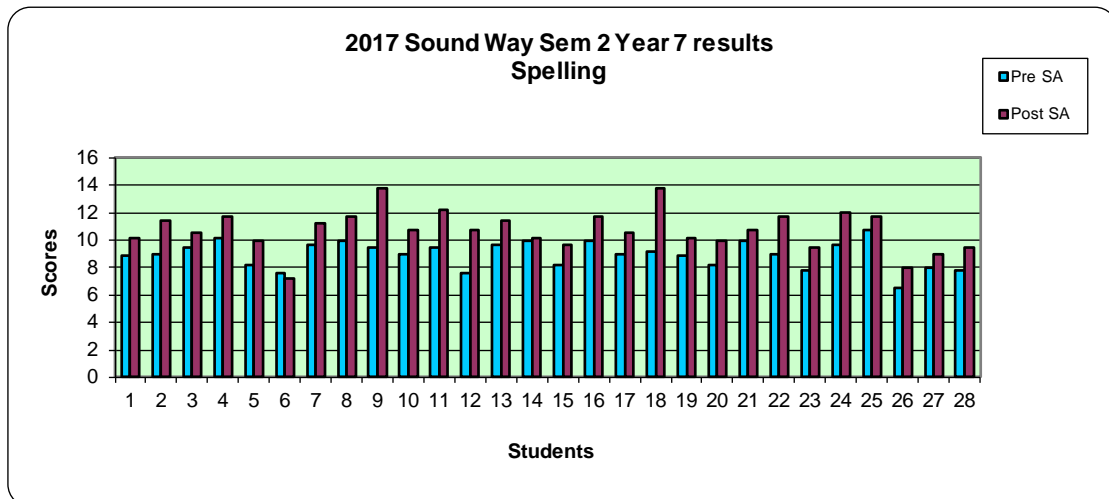
Although the centre focuses on identifying and working with students when they enter high school, support is offered across Years 8 - 12.

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

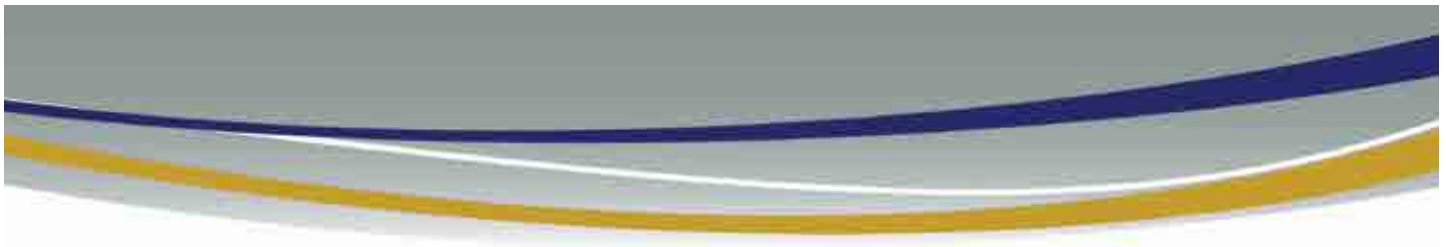
The Centre is well resourced with a 2.2 full time staff allocation in 2017.

Programs and Support

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



These graphs show improvement in both Reading Age (RA) and Spelling Age (SA) for students involved in the Learning Centre program. They were tested on entry and again after the completion of the program. All students showed improvement, with slightly higher improvement in Reading.



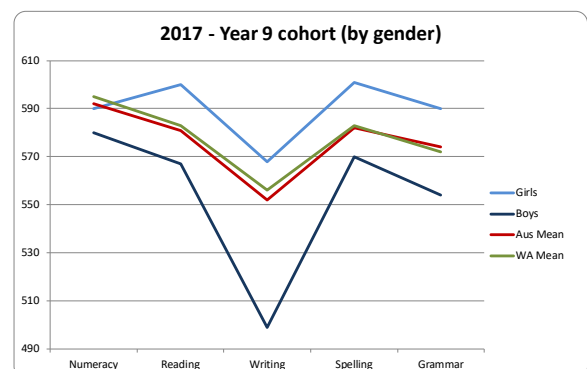
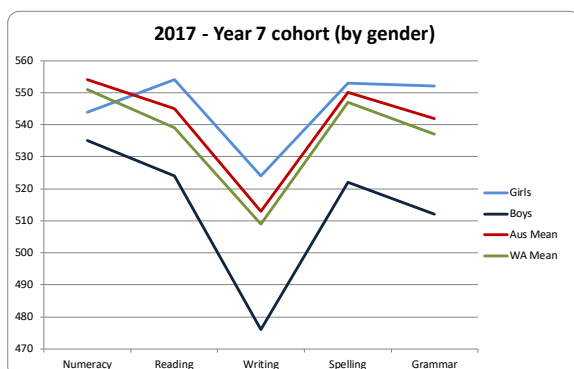
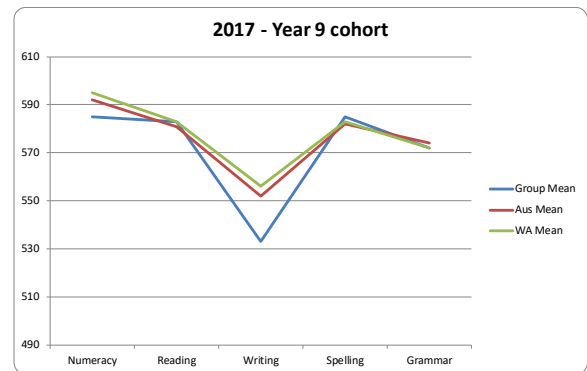
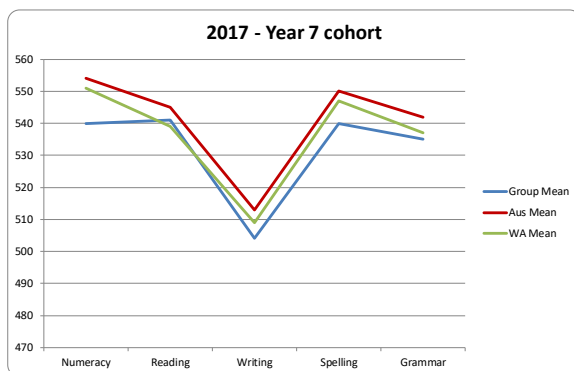
Year 7 and 9 NAPLAN Achievement

This is the third year with Year 7s sitting NAPLAN in secondary schools and we now have enough data to track Year 7 cohorts in high school. The data shows that this third group of students is generally weak, except for reading, however of more importance will be how they track through to Year 9 in subsequent years in all areas except for writing, where we have seen a closing of the gap for these students. Targets will be set to address improving overall achievement for boys and Numeracy for girls.

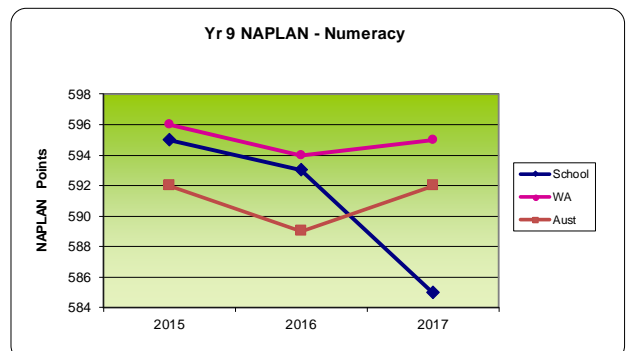
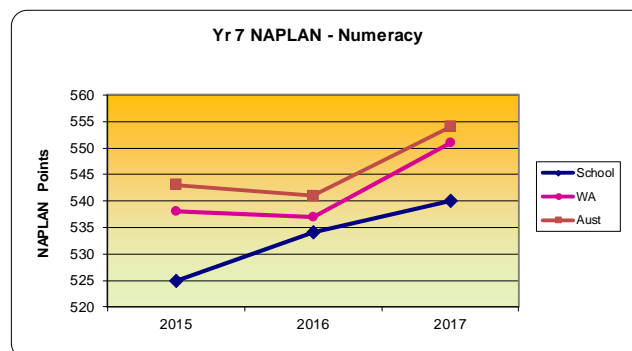
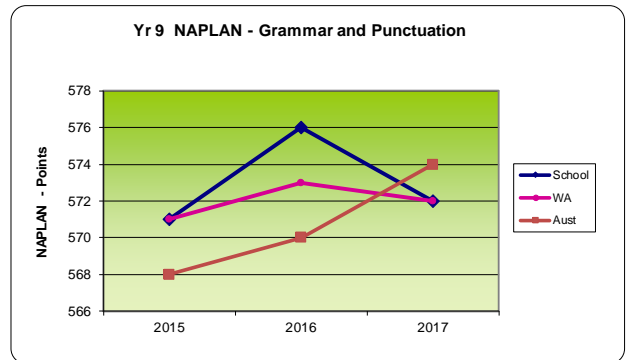
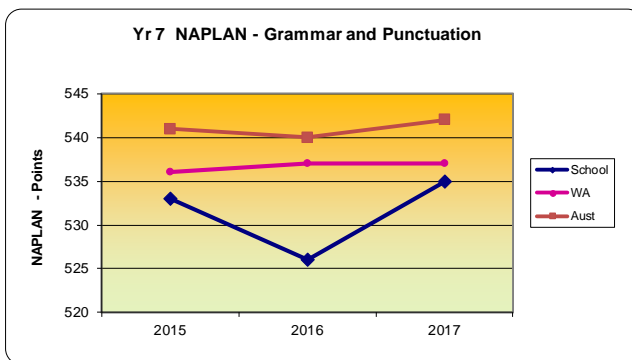
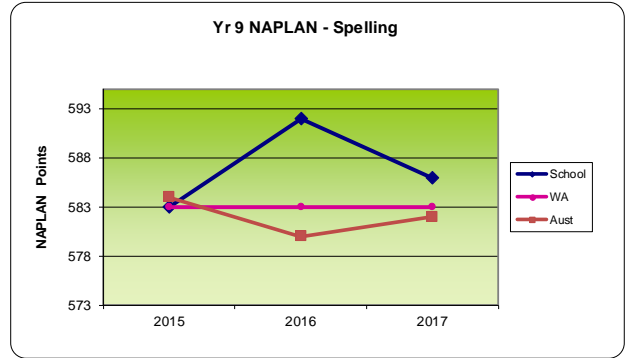
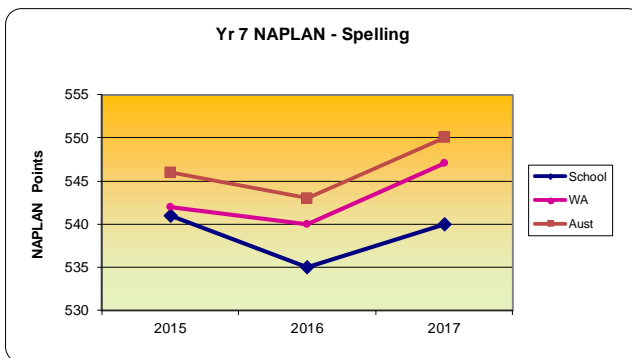
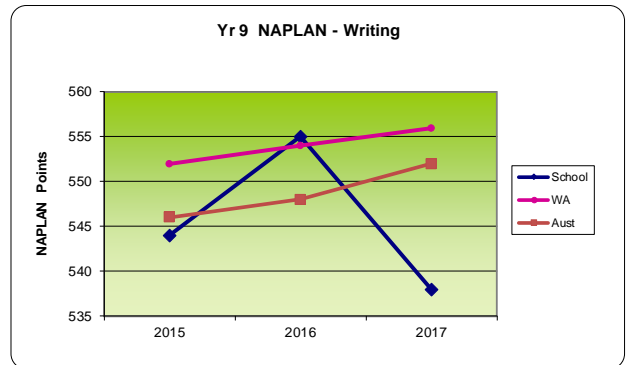
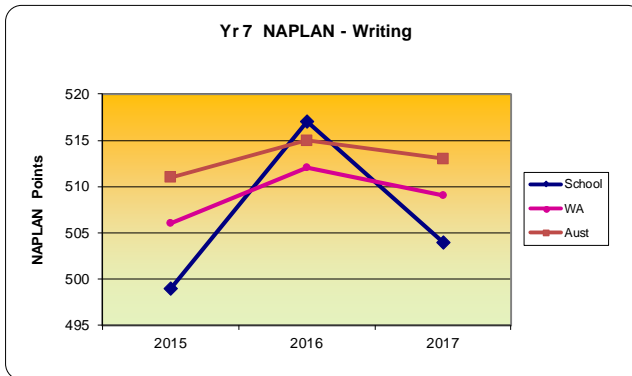
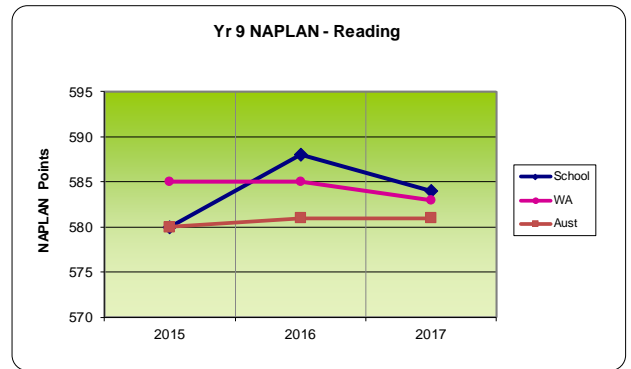
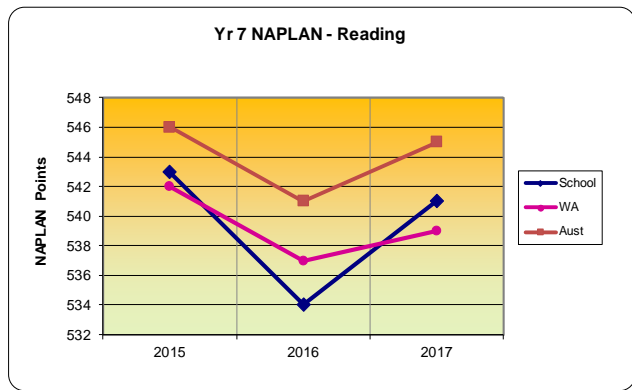
The school has used and will continue with a Year 7 team approach to support the learning for this cohort of students. This structure combines the benefits of both the primary and secondary school setting using teachers with specialist subject knowledge and an understanding of the needs of this age of students. Students stay together with their Mentor Group for Maths, English, Science and Humanities. The same teacher teaches them English and Humanities and another teacher has the same classes for Mathematics and Science.

In Year 9 all results have tracked similarly to both state and Australian trends. Numeracy has remained a focus for the school, with the participation in the Reframing Mathematics research project based at RMIT in Melbourne being used to identify and support students with difficulties in Mathematics understandings. Positive results can be seen in Numeracy in closing the gap, with improvement seen across the board for both boys and girls.

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

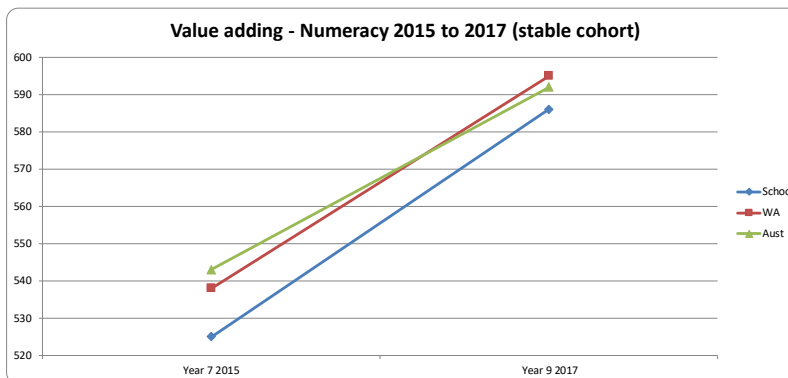
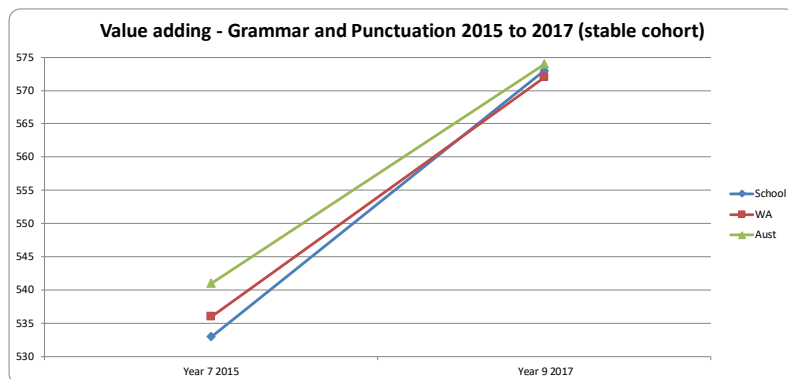
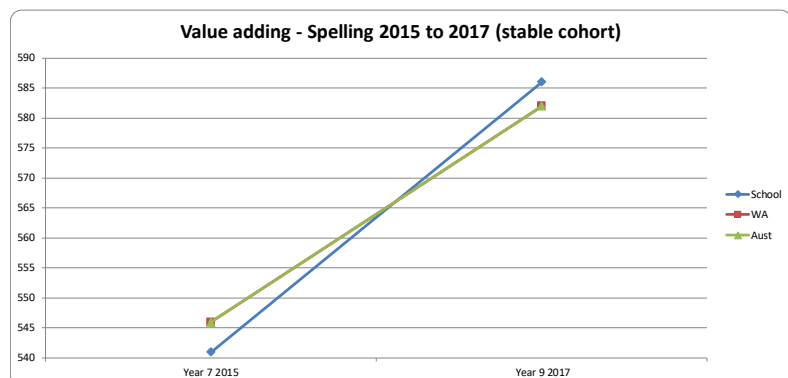
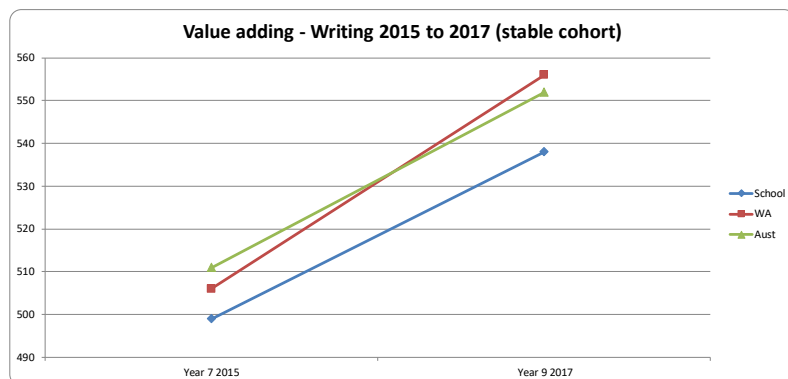
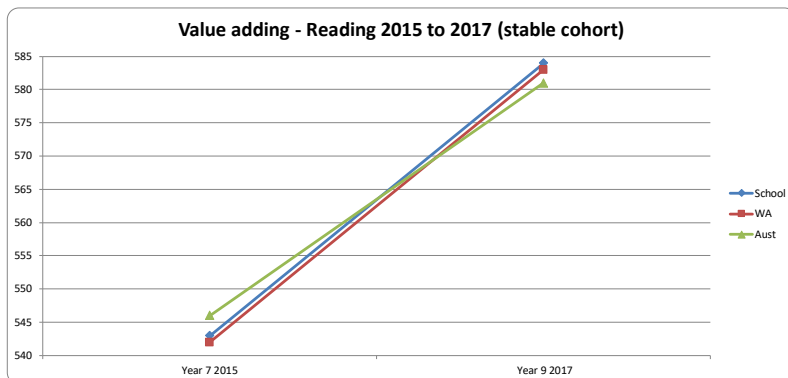


Longitudinal Year 7 and 9 NAPLAN



↑ Arrow indicates improvement from Year 7 2015 to Year 9 2017

There is significant improvement from a low base in 2015 (Year 7) in all areas except for writing



by Grace Fowler



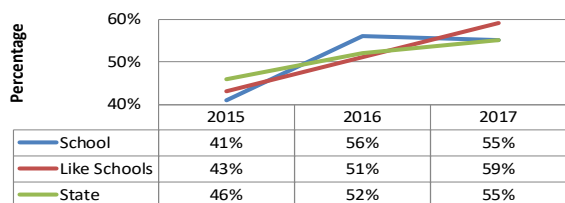
“Ramshackle” by Jewel Pivac

Year 7 and 9 NAPLAN Achievement (continued)

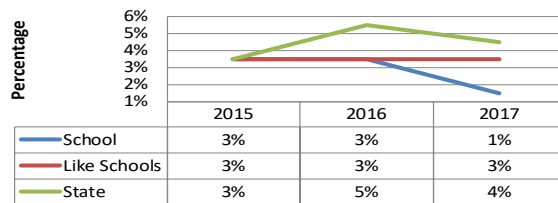
Using a finer analysis it shows we have made significant progress at both the higher and lower ends of achievement over the last 3 years. Both our Academic Excellence Program and our Learning Centre provide teaching and learning targeted to students in these bands. It is pleasing to see this having an affect.

Staff also use a range of strategies, such as Formative Assessment, Assessment for Learning, Thinking skills, Masterclasses, literacy and numeracy support and the Reframing Mathematics materials to improve academic performance for students.

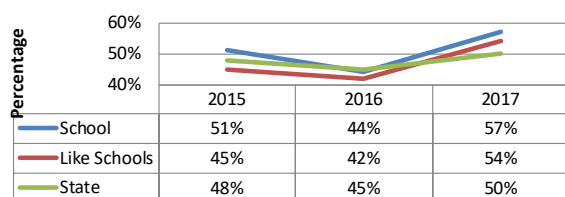
Yr 7 - Numeracy - Above Band 8



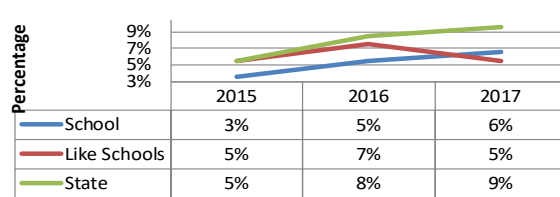
Yr 7 - Numeracy - Below Band 6



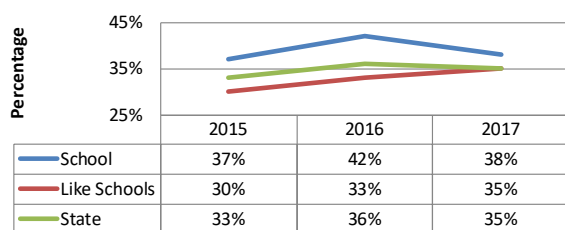
Yr 7 - Reading - Above Band 8



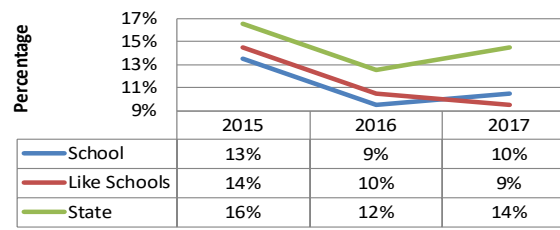
Yr 7 - Reading - Below Band 6



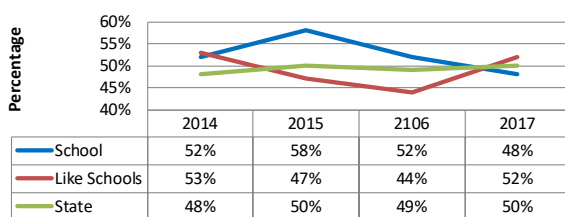
Yr 7 - Writing - Above Band 8



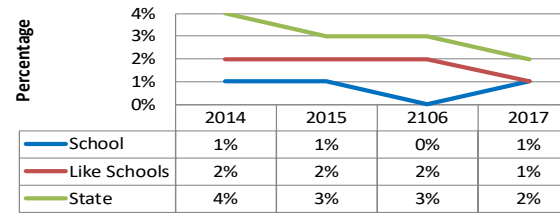
Yr 7 - Writing - Below Band 6



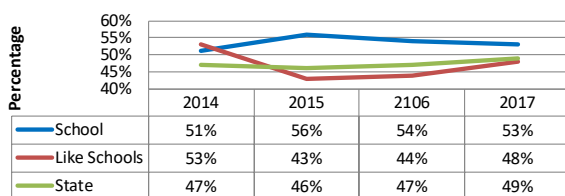
Yr 9 - Numeracy - Above Band 8



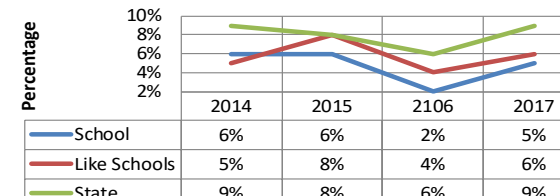
Yr 9 - Numeracy - Below Band 6



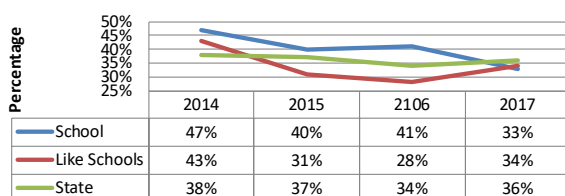
Yr 9 - Reading - Above Band 8



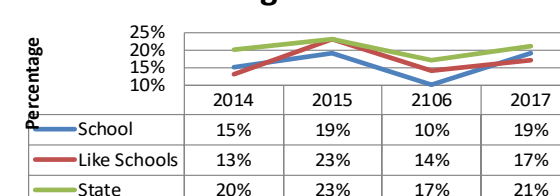
Yr 9 - Reading - Below Band 6



Yr 9 - Writing - Above Band 8



Yr 9 - Writing - Below Band 6





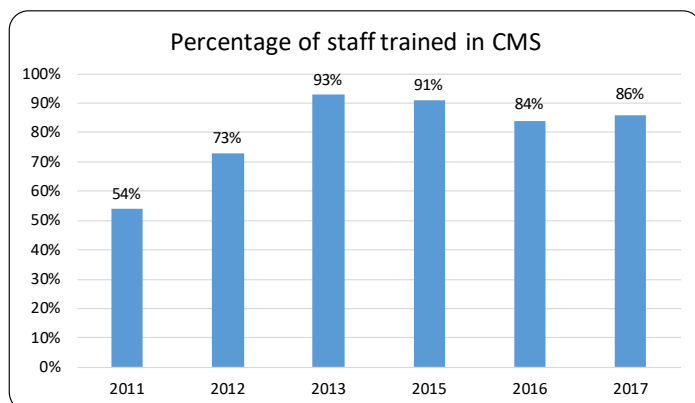
Staff Professional Learning

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 their practice.

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

While the aim is to have all staff trained in CMS, each year brings a small turn over in staff requiring training. As such 100% will be difficult to reach in any one year.



The school continues to work towards this target as opportunities become available for further training. We now have three trained staff members in Conference Accreditation Training, which allows for school based conferencing in CMS training.

Teachers are further immersed in the training by undertaking the extension modules in Instructional Strategies and the school is looking to build the capacity to deliver onsite training from 2018 onwards.

Individuals and groups of staff have also been involved in a range of other professional learning in areas such as: motivating and engaging students, Australian

Curriculum, assisting student with learning difficulties, formative assessment, Classroom Management (CMS), leadership, Science and Technologies (STEM), Certificate IV in Teaching and Assessment, the integration into teaching programs of ICT, Connect and Interactive Whiteboards.

Data shows that 100% of staff were actively involved in professional learning activities in 2017 with 90% indicating this was often or very often.

Peer Coaching

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

During 2017, 100% of staff participated in classroom Peer Coaching. This involves teachers working with a colleague to plan and commit to an area of improvement, meet regularly with their coach, using the Growth Coaching framework and to participate in activities such as classroom visits, shared profession of readings through a book study, giving and seeking advice and shared planning and resources. For 88% of teachers peer coaching included classroom observation (up from 77% in 2016).

Learning Leaders

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

These groups were expanded in 2017 to provide more choice and opportunities for staff.

Developing Leadership

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

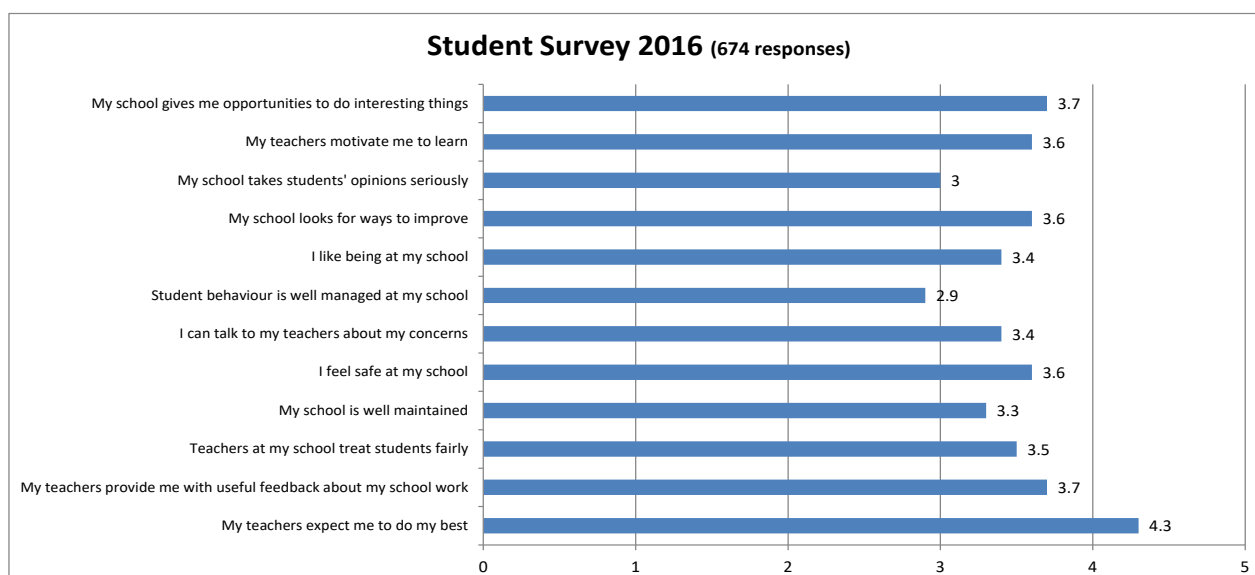
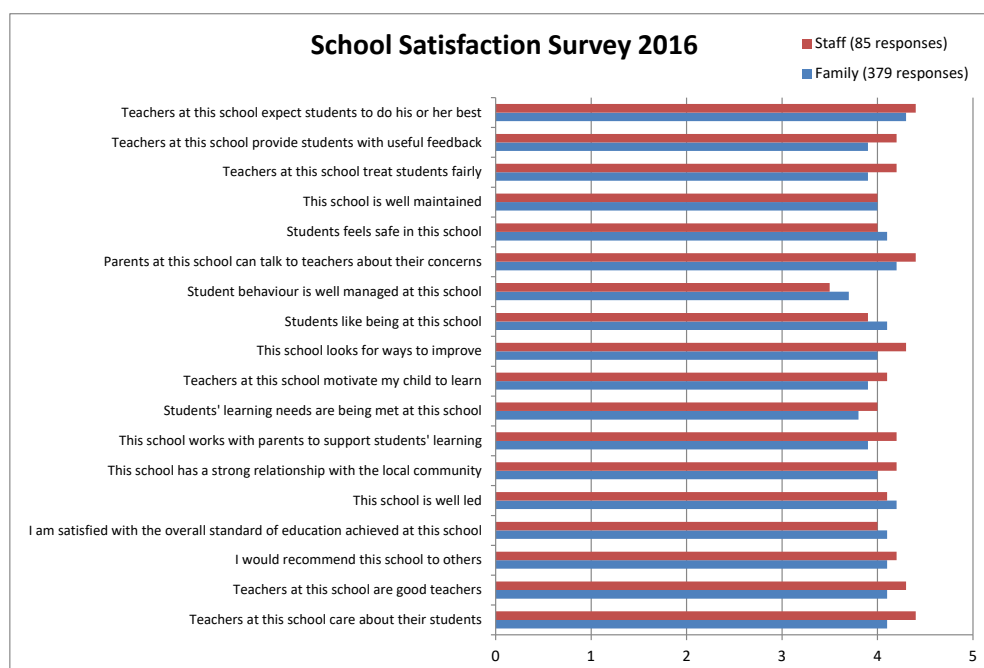
The school continues to support with aspiring Level 3 Classroom Teachers with a further applicant in 2017. The school has had 5 successful applicants since beginning this support with a number of teachers now joining the group from other schools.

Perceptions Of Our School

The school has a long history of surveying the school community stretching back to 2000. From 2014 all Australian Schools are required to use a common on-line survey tool every two years. Below are the survey results from 2016 and the school community will be surveyed again in 2018. We have, and will continue to use, the survey results to improve our school at all levels. This includes the student learning physical environment, resources, student seating, communication with families and technology links across the school.

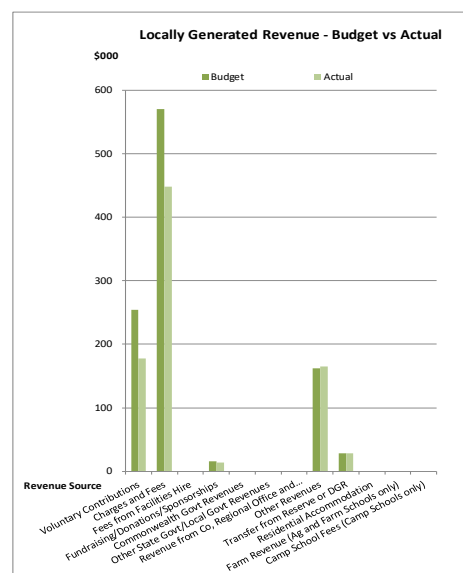
The survey asked parents why they chose to send their children to Kalamunda. The top 10 responses were:

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

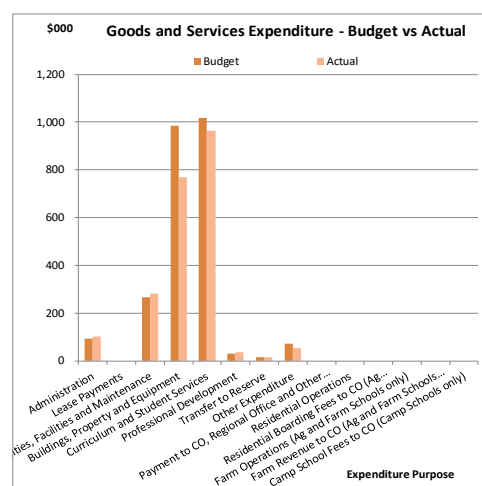


SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2017

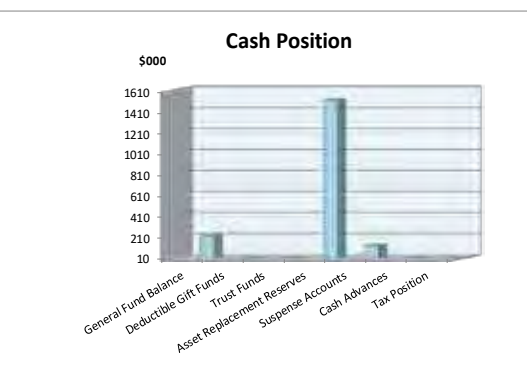
Annual Income			
		Budget	Actual
1	Voluntary Contributions	\$253,998	\$177,555
2	Charges and Fees	\$570,557	\$447,802
3	Fees from Facilities Hire	\$0	\$0
4	Fundraising and Donations	\$16,000	\$14,012
5	Commonwealth Govt Revenues	\$0	\$0
6	Other State Govt/Local Govt Revenues	\$0	\$0
7	Revenue from Co, Regional Office and other Schools	\$0	\$0
8	Other Revenues	\$161,888	\$164,539
9	Transfer from Reserves	\$28,000	\$28,000
	Total Income	\$1,030,443	\$831,908
	Opening Balance	\$636,646	\$636,646
	Student Centred Funding	\$972,860	\$975,860
	Total Cash Funds Available	\$2,639,946	\$2,444,414
	Total Salary Allocation	\$0	\$11,274,954
	Total Funds Available	\$2,639,946	\$13,719,368



Annual Expenditure			
		Budget	Actual
1	Administration	\$93,346	\$101,302
3	Utilities/Facilities/Maintenance	\$267,110	\$283,068
4	Buildings/Property/Equipment	\$985,890	\$768,147
5	Curriculum and Student Services	\$1,017,849	\$963,937
6	Professional Development	\$30,000	\$35,691
7	Transfer to Reserves	\$14,000	\$14,000
8	Other Expenditure	\$73,269	\$54,624
9	Unallocated	\$0	\$0
	Total Goods and Services Expenditure	\$2,481,464	\$2,220,769
	Total Forecast Salary Expenditure	\$0	\$11,199,828
	Total Expenditure	\$2,481,464	\$13,420,597
	Cash Budget Variance	\$158,485	\$0



Cash Position as at: 31/12/2017			
	Bank Balance (made up of):		\$1,857,928
1	General Fund Balance		\$220,645
2	Deductible Gift Funds		\$0
3	Trust Funds		\$0
4	Asset Replacement Reserves		\$1,514,907
5	Suspense Accounts		\$132,169
6	Cash Advances		(\$400)
7	Tax Position		(\$9,393)
	Total Bank Balance		\$1,857,928



Other Financial Information	
Voluntary Contributions Collection rate: 76.66%	Total Creditors as at 31/12/2017: \$8,121.88
Total bad debts/assets/resources written off: n/a	Total Debtors as at: 31/12/2017: \$48,910.08
Overall charges and contributions collection rate 83.37%.	

The overall rate for contributions and charges in 2017 was 83%. This figure is well down on the previous year of 94%. These funds are used to provide, for example, course materials and textbooks (printed and electronic), stationery items, consumables such as paint, food, wood and chemicals (for classes in the Arts, Technologies and Sciences) and facilities such as printing, copying, transport, entry to facilities or hiring of equipment. While all costs associated with staffing, operating costs, capital works, furniture, equipment, maintenance, technology and student support services are provided free to parents, the contributions and charges go directly to supporting learning activities in the classroom for students. Whilst the school is performing well overall, a reduction in this parent contribution has an impact on the quality of the activities that can be run in the classroom for students.



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