



Kalamunda Senior High School  
An Independent Public School

# Annual Report 2025



Learning - Respect - Resilience - Pride - Community

## Principal's Report

It is with a great sense of pride and achievement that I present our school's Annual Report for 2025. The year is highlighted by the completion of our building program, the commendations in our Public School Review and the academic success of our Year 12s.

This report captures some of the wonderful opportunities for our students to explore new learning, develop as a person, celebrate achievements and enjoy extra curricula activities.

I am very grateful to all our staff for their efforts in providing such a quality education at our school and to our parents and wider community for their continued support.

It was an exciting year with the completion of the current building program. We commenced in our new Visual Arts Centre and mid year moved into the Teaching Block for our English Department and Education Support Centre. The buildings were officially opened by Hon Sabine Winton MLA, Minister for Education; Early Childhood and Hon Klasey Hirst MLC on 24th November and it was wonderful to see so many special guests and dignitaries attend this special event.

In May our school underwent its scheduled Public School Review. This was a wonderful opportunity to celebrate and share with the Director of Public School Review and a Peer Principal the amazing work of our staff and students at the school across all domains of The Standard for Public School Review. We were delighted to receive many commendations and an outstanding 5 year return.

As principal I was also selected to participate in the Department of Education's Principal Fellowship program which involved attending the Achieving Excellence: Leadership Development for Principals course at Harvard. I am inspired and excited to apply what I've learned to our work at Kalamunda SHS as we move into our next Business Plan cycle in 2026.

Our journey through the Leading Cultures of Teaching Excellence program as part of our Department's Quality Teaching Strategy concluded in 2025 and our Instructional Team will continue to lead teaching and learning going forward.

We are very proud to continue to offer a wide, comprehensive and quality education for our students across all learning domains with outstanding achievement and success.

Our Year 12s continue to do us proud and last year was no exception. Last year we had a WACE achievement rate of 91%, above that of the state average (90%). Twenty two of our students received a SCSA Award of Distinction or Merit and 22 of our Year 12s received the Principal's Award at the end of 2025 for outstanding attitude, behaviour and effort in their final year. 86% of our students completed Year 12 with a Certificate II, III or IV and 44% of our ATAR students received an ATAR over 80.

Our Academic Excellence program sets high standards of achievement for our students and provides a wide range of extra-curricular opportunities to extend learning. This year our students were involved in the Creative Schools program, the Minister's Innovation Challenge, Young Writer's Collective, Write a Book in a Day, competitions, incursions, guest speakers, university workshops and excursions to the Gravity Centre, Parliament House, Zoo, State Library and Museum. Our STEM robotics students achieved success in the WA Robotics Playoffs (WARP) with our two teams making the finals – finishing 2nd overall. Our teams also won the Creativity award. They will travel to The FRC Southern Cross Regionals competition in Sydney in 2026. We also hosted the Bibbulmun Network STEM Showcase enriching learning for current students while inspiring the next generation.

Our Gifted and Talented Visual Arts students were featured in numerous exhibitions and winning many awards.

A highlight for the year for our music program is our Twilight Concert, and this year featured an Australian theme. Former student Coen Fowler opened the evening, with special guest artist Gina Williams. Gina was joined by Daniel Drieberg as Guy Ghouse was unwell. Gina and Guy were named Indigenous Artist of the Year at the 2013, 2014, 2015, 2016, 2018 and 2022 WA Music Industry Awards. Their music is a celebration of life, community and a shared humanity. It was such a delight to have Gina tell stories through song and to hear the beautiful music together with Daniel. Our choir also performed two songs they had learned in Noongar language along with an impromptu one Gina taught them on the night.

Our Music program continues to be a program of



excellence with students being invited to perform in the wider community as well as in concerts and events in the school. I want to also acknowledge the Musikal parent group for their amazing support for the music program. This year our Kalamunda Performing Arts program presented Shrek The Musical Jr. We received amazing reviews for this outstanding production and the collaboration between the Arts at the school really enriches the experiences for our students.

Our language students continued to experience a culturally enriching and vibrant language program at the school through excursions and incursions. During 2025 we held two overseas trips, to Italy at the end of Term 1 and Japan at the end of Term 3. We also had Year 10 student, Jade Mainard participate in the Intercultura Exchange Program to Italy at the end of the year.

Our Outdoor Adventure students have completed significant expeditions on the Bibbulmun and Cape to Cape tracks and developed their leadership skills. With our growing Soccer program our students have had continued success in their competitions this year.

As we reflect on the student success of the year, this would not be possible without the tireless work of our staff, and I thank them for all their support for our students in their academic, social and emotional development. Thank you also to our Senior Executive and Leadership teams and to our outgoing School Captains, Freya Pivac and Ryan Thomas.

I am also very appreciative of the work of our School Board members and the role they play in ensuring sound governance and shaping of our school direction. I would like to thank them all and in particular acknowledge the work of Shireen Pivac as the School Board chair and Andrea Doust as P&C president. This was particular significant this year as we transitioned to outsourcing our canteen to a private company, Metro Canteens.

We look forward to continuing to serve our community into the future by providing outstanding care and supporting high academic achievement for all our students.



Helen Deacon  
Principal





## School Board Chair's Report

2025 was another year full and busy across the whole school community with new students embarking on their high school journey at the beginning of the year and the graduating class being farewelled and celebrated as they head out into the world beyond school. Throughout the year, there were many personal and shared accomplishments, all achieved with hard work, dedication and concerted effort. As with every school year, there have been many challenges faced and overcome by staff, students and the wider school community.

I would like to acknowledge, congratulate and express my gratitude to our Principal Helen Deacon, Associate Principal Melissa Shepherd, Deputy Principals Tim Bennett, Jessica Millar and Susan Fahey, and the whole Senior Leadership Team, teaching staff, supporting staff, Student Services team, our chaplain Desi Chapman, administration staff and the students of Kalamunda Senior High for their contributions to our school, for all that they have strived for, challenges they have overcome and all that they achieved throughout 2025. Without the commitment, passion, devotion and amazing efforts of our staff, the support for our students would not be possible.

I would also like to express my gratitude to the parents who work in support of our students' education, the membership of the P&C and Musikal who tirelessly support the students of our school and whose efforts encourage student participation in many valuable and enriching experiences, performances and showcases. In particular I would like to acknowledge the tireless efforts of our P&C President, Andrea Doust, P&C Treasurer and Secretary, Natalie Feltham and their hardworking team. The support from the community and families is invaluable.

2025 also saw the management of the school canteen pass from the hands of the P&C to a leased arrangement with Metro Canteens, with much positive feedback. (I hear the sausage rolls are very good!)

I would like to thank my fellow school board members, including the two school captains, Freya Pivac & Ryan Thomas, for their extremely valued contributions to the school community and the KSHS board over the course of 2025. The contributions of all members of the board are integral to the board's important role in contributing to good school governance. Working towards meeting targets & strategic plans, the school board works with the wider school community to achieve the best outcomes for our students. It contributes to discussions, so that school resources are used efficiently and so that community expectations and the school's priorities reflect the needs of our students. The Board farewelled our long standing Community Representative, Peter Stewart. I would like to thank Peter for his 25 years of dedicated and valued service and contributions to our School Board and community.

This year saw our school undergo its scheduled Public School Review. The dedication and hard work of our staff and students was reflected in our school receiving many commendations and an outstanding result from the reviewing panel.

This year saw the exciting completion and official opening of both the new Visual Arts Centre and the Teaching Block for the English department and Education Support Centre. 2025 was started in the new Visual Arts Centre and the Teaching Block was open for business in Term 3. The official opening on November 24th was a very special event attended by many special guests and dignitaries. It showcased some of our incredible talent in the new Visual Arts gallery and another wonderful performance by some of our music students. It was a delight to see the new teaching facilities within both new blocks and to be able to showcase it to our special guests.

The Specialist Programs at our school continue to flourish and produce marvellous results.

GAT Visual Arts had an exciting year in 2025, in the new art building, providing facilities and the environment to foster inspiration and creativity, a space to be truly proud to create and exhibit within. GAT students were featured in numerous exhibitions and won many prestigious awards and accolades.

Thanks to the Kalamunda Performing Arts General and Specialist Music program, I had the privilege of watching another very successful musical production, *Shrek The Musical Jr.* This production also had support and collaboration from Art and Media learning areas. The production received great reviews and again was a testament to the dedication, enthusiasm, talent and hard work of staff and students.

Talented music students and staff in the Instrumental School of Music, the ensembles, choirs and bands showcased another incredible evening of performances at the annual Twilight Concert with an Australian music theme. This year we had very special guest artists Gina Williams and Daniel Drieberg who performed along with our music students, both instrumental and choir. Gina is an award winning, inspirational indigenous music artist. The collaboration and shared storytelling provided a very special evening of music and community, where even the birds joined in to celebrate. The finale performance of the Twilight Concert was again an amazing experience with a brilliant performance by all of the music students and a very special bagpipe appearance for John Farnham's *You're The Voice*. These productions are indeed a huge credit to the music staff and students. Our music program nurtures and develops some incredible talent, with students performing out and about in the community as well as at school. With some very special, moving performances at events such as our Anzac service, the official opening of the new build and the Year 12 Final Assembly, to name but a few.

The students in the Outdoor Adventure Program completed many challenging expeditions on the Bibbulmun and Cape to Cape tracks and learnt many valuable skills, both practical and interpersonal through collaboration, organisation and leadership. Students in this program face and rise to many challenges and the hard work of staff provide incredible opportunities for the students to grow and push themselves. 2025 saw the return of the ski trip, which had not been run since 2019 and the advent of COVID. It is so good to have these amazing experiences reinstated.

The Specialist Soccer Program has had continuous growth and success. In 2025 there were over 100 participants across 4 year groups, with the program including Year 7 students for the first time. With the dedicated players growing not just in skill but also sportsmanship and professionalism, our teams had a great deal of success in competitions in 2025.

Academic Excellence Program, continues to provide extended learning, challenging and enriching the academic pursuits of students in English, Maths, Science and Humanities, while constantly evolving to provide the best learning opportunities possible. The students participated in many challenges, competitions, incursions and excursions.

At KSHS there is a strong drive to integrate Science, Technology, Engineering & Maths (STEM) into the learning environment. This year, Jasmine Barton, our Year 12 Dux for 2025, won a prestigious competition, Out of This World Talent: Mission Patch Design Competition, run by the WA Space Science Education Centre. Her winning patch will be the official patch for the WASSEC space suits and the design will be on the official stickers. As a result Jasmine's year 12 Physics class was invited to participate in the immersive Mission to Mars program! Our school once again hosted the Bibbulmun Network STEM Showcase. The KSHS STEM robotics students had our two teams make the finals in the WA Robotics Playoffs, and they finished second overall and won the Creativity award. They will travel to Sydney in 2026 to compete in a competition. The STEM club continues to grow and develop, with many alumni now attending university returning to mentor KSHS students and continue to support the school's STEM program. Our school's commitment to supporting STEM in learning is inspiring and reflected in the many Year 12 students this year continuing on to tertiary studies in engineering and medical fields.

This year the trips to Italy and Japan were undertaken by language students, an incredible and enriching experience for all that could participate. The Italian tour was a joint experience for Italian students and some specialist visual arts students. I would like to congratulate Maria Pennington, whose passion for languages and culture shines through in everything she does. She brings warmth and inspiration to colleagues and students alike. Maria also coordinated the trip to Italy this year. Maria Pennington was the very worthy recipient of the 2025 Desborough Staff Award.

The Japan Tour was a great success and was the first time in over 10 years that KSHS has run this tour. This was made possible by the hard work and passion of Tori Maguire.

I am very proud of our school and very grateful to our leadership and teaching team for their tireless efforts, exceptional creativity and passion that allows the school to offer a wide, comprehensive, quality education across all areas of learning, while also producing some outstanding achievements and successes. It is through these efforts that our school is able to offer such a comprehensive amount of choice in curriculum and provide students with all interests and talents to pursue a pathway that is true for them.

I was very privileged to attend the Year 12 Valedictory, which is an evening made exceptionally special with acknowledgment and celebration of the whole cohort's individual and collective unique achievements and talents. It was a beautiful send off and affirmation of the cohort's high school journey and time at our school. I had the honour of presenting the prestigious School Dux award which was awarded to Jasmine Barton. The award winners showcased the strengths and talents of this cohort across such a wide spectrum of achievements including; academic, vocational education & training (VET), workplace learning, sporting achievements, leadership & teamwork, innovation, creativity and talent in music, art and performing arts and very importantly, citizenship. Of special note, Year 12 ATAR students in this cohort achieved special mentions, 3 students achieved a Certificate of Distinction – Jasmine Barton, Annalie Gibbons, Maali Sampey-McKenzie; and 19 students achieved a Certificate of Merit. Our school had 44% of our year 12 ATAR students achieving an ATAR of above 80. This cohort was also very successful in achieving VET qualifications. There were such fantastic achievements across all areas of learning. 22 students in this cohort were recipients of the Principal's Award, which is awarded for consistent exemplary behaviour, attitude, attendance and academic effort in all their subjects in their final year of school. Our graduating year 12 cohort is a group of young people with many varied talents, gifts and aspirations.

I would like to congratulate all of the award winners and all of the students who worked so hard to complete their WACE and set themselves up for the next chapter in their lives. I wish the graduating class of 2025 all the very best for their future endeavours in whatever direction and pursuits they wish to follow and hope they step forward with strength and courage, taking with them values and skills they have gained during their high school journey.

I look forward to another year ahead full of challenges, opportunities, learning and continued work with the other members of our school board to collaborate with the school and wider community to achieve the best outcomes we can for our students in 2025. I would like to take this opportunity to wish all staff, students, parents and the school board of KSHS all the very best for a smooth and successful 2026.



Shireen Pivac  
School Board Chair 2025



# Focus Area 1 - Quality Teaching

In 2025, the final year of the program focused on professional learning for the Instructional Team, made up of 17 staff members, via workshops during which these staff unpacked key elements of the Department of Education's Teaching for Impact initiative.

During 2023 a School Climate Survey (SCS) was undertaken to help identify areas for improvement as part of the LCoTE program. A key goal through involvement in the program has been the development of a school-based instructional framework for teachers to use, which will complement the existing school-wide pedagogy developed through the Innovation Design for Enhancing Achievement in the School (IDEAS) process. The key elements of this pedagogy are Reflecting, Collaborating, Engaging and Relevance.

In 2025 we undertook a second SCS to provide an opportunity to reflect on our progress since starting our LCoTE journey. It was very encouraging to see significant improvements across the board, but particularly in the underlying beliefs around teaching and learning.

All scores on these statements are between 86% and 96% ratings.

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 reflective strategies.

92% of teachers reported in the SCS that they reflect on the way they do their job to maximise their impact on student learning.

At our school the Professional Standards for Teachers (AITSL) are used to guide teaching practice, reflection and professional dialogue. Heads of Learning Area underpin the performance development of their staff with the department's Teacher Performance and Development

Plan documentation and processes. All staff engage in performance development and self-reflection, engaging in deep dialogue with their line managers.

92% of staff reported in the SCS that they set goals that are aligned with the Professional Standards for Teachers.

The Performance Development process 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 our Peer Coaching program and Professional Learning Groups (PLGs), encourages staff to continually improve their practice.

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

In 2023 we trained three staff members in Conference Accreditation Training to undertake school-based conferencing as part of the CMS training. In 2024 and 2025, we were able to use these skilled staff in-house to support graduate and new teachers through observation and feedback channels. By the end of 2025, 80% of staff had undertaken CMS Level 1 training at minimum, and in addition 21% of staff had engaged in CMS training at the graduate level. While the school works towards the target of all staff completing the CMS training, this percentage will fluctuate with new staff arriving and graduate teachers focusing on their graduate modules in the first instance.

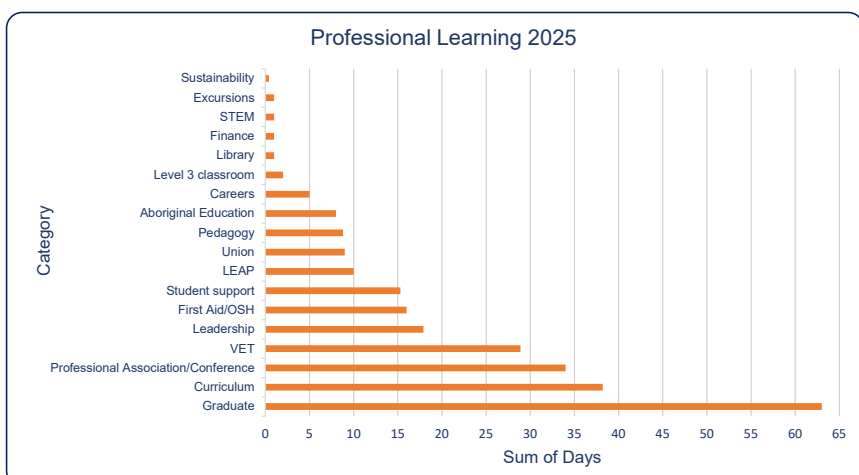
Teachers are further immersed in the training by undertaking the extension modules in Instructional Strategies. In 2024 we were able to train three new staff to deliver this training onsite. In 2025, training involved collaboration with our local Bibbulmun Network schools who benefitted by having staff participate locally.

88% of staff in the SCS report that they consistently apply differentiated teaching as a strategy to ensure that every student is engaged and learning successfully.

Individuals and groups of staff have also been involved in a range of other professional learning relevant to their teaching area or role.

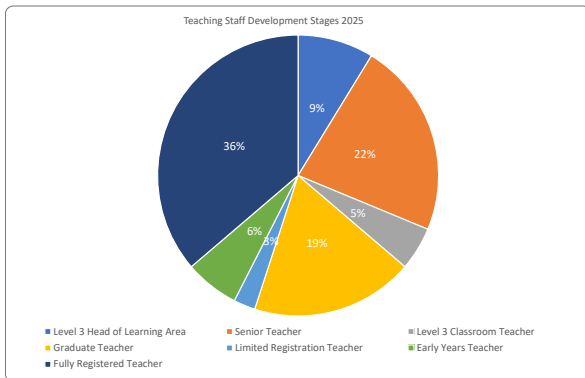
## Peer Coaching

The peer coaching program remains a key strategy to support improvement in teaching practice and effectiveness and has been in place at the school since 2012.



Peer Coaching involves teachers working with a colleague to plan and commit to an area of improvement. They meet regularly with their peer coach, using the Growth Coaching framework and participating in activities such as classroom visits, shared professional reading, giving and seeking advice and collaborative planning and resource development.

95% of teaching staff worked with a peer coach in 2025 as part of their professional practice and all reported this had a positive impact on their teaching practice.



### Learning Leaders and Professional Learning Groups

This strategy has been in operation in the school since 2014. It involves Senior Teachers and/or those with a passion for an element of their teaching practice working with others to facilitate learning, trial strategies and discuss student achievement in a Professional Learning Group. These groups are divided into areas of interest, aligned to the school business plan, to provide choice and differentiation for staff professional growth.

### Developing Leadership

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

Since 2024, staff with curriculum leadership aspirations have been provided opportunities to pursue leadership opportunities via 2nd-In-Charge (2IC) roles in curriculum teams, to support Heads of Learning Area with their leadership duties. Staff also have opportunities to be curriculum leaders by taking responsibility for specific year levels or content areas within their curriculum teams.

The school continues to support aspiring Level 3 classroom teachers. The school has had 7 successful applicants since beginning this support.

Staff aspiring to a leadership role in Student Services have been identified and offered opportunities to build their knowledge through a South Metropolitan Education Region online aspirant professional learning program.

Opportunities exist to undertake Year Coordinator positions each year where staff continue to work with a cohort of students through Years 8 to 11.

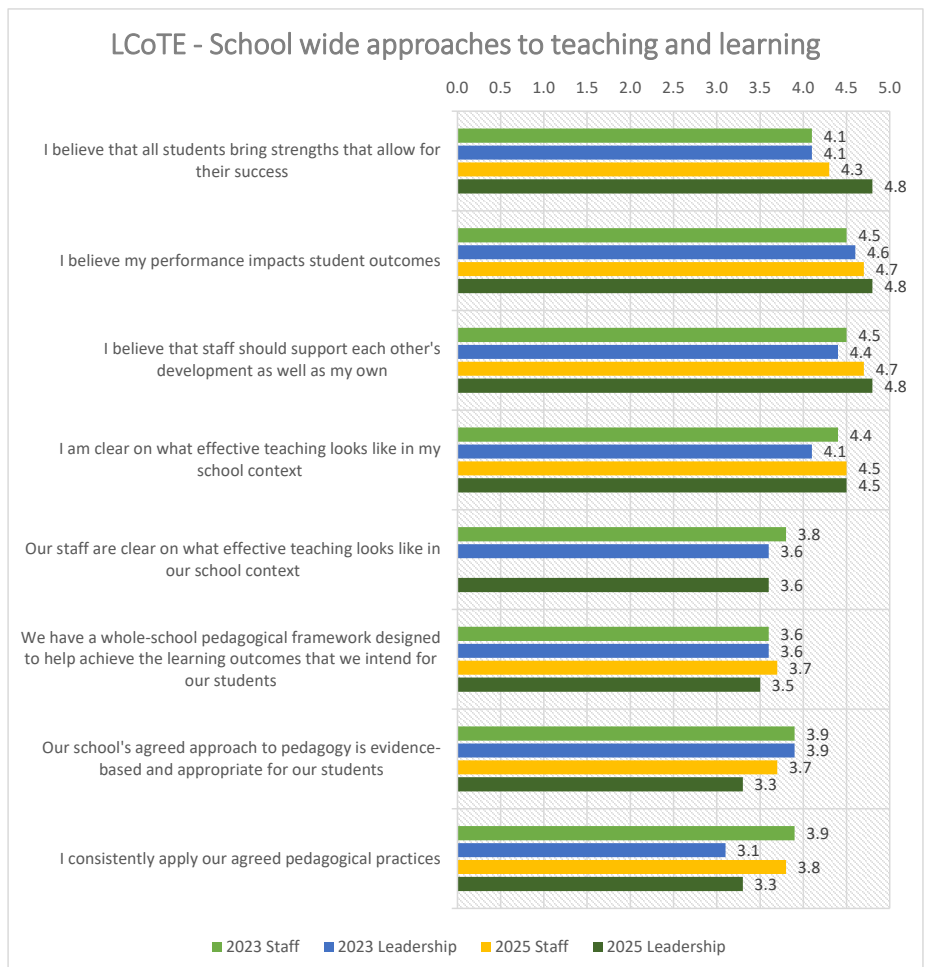
### Workforce development

A new Workforce Strategic Plan is under development after the successful completion of the strategies identified in the last two Workforce Strategic Plans (2020 – 2022) and (2023 – 2025) which cemented the Senior Executive roles to two Level 4 Deputy Principal positions separated into Staff Development and Student Achievement portfolios, the three Student Services Program Coordinator (PC) roles taking responsibility for two year groups each, the introduction of 2IC roles in Learning Areas and the trialing of a Program Coordinator for Student Achievement.

The plan also includes information on the growth and development of staff, recruitment, selection and retention and ongoing monitoring and alignment with strategic directions of the school and system.

### Continued focus areas in 2026

- As identified in the School Climate Survey, we continue to focus on developing a whole-school pedagogical framework that is explicit, shared and utilised to achieve learning outcomes for our students.
- Providing a range of professional development opportunities for staff, differentiated by need and career stage.
- Strengthening our induction processes and improving retention - particularly in this time of teacher shortage.



## Focus Area 2 - Student Achievement 2025



## Principal Award Winners

Awarded to Year 12 students displaying exemplary behaviour, attitude and academic effort during their final year at Kalamunda Senior High School

Lilly Ajduk  
Matilda Andrew  
Jasmine Barton  
Matilda Blades  
Shayla Fazari  
Annalie Gibbons  
Chloe Harris  
Grace Hope

Sam Horne  
Stella Irving  
Kate Jozus-Leitane  
Cassidy Mander  
Zuri Matthews  
Kieran McGlinn  
Alicia Mikosza  
Freya Pivac

Lalita Puvanendran  
Ashley Reeves  
Maali Sampey-McKenzie  
Lara Savage  
Milla Sinfield  
Eva Wildman

# Honour Roll

<b>Dux of the School:</b>	Jasmine Barton
<b>Excellence in Vocational Education &amp; Training Award:</b>	Lilliana Wright
<b>Graham Watson Sportsperson:</b>	Lilly Ajduk and Lachlan Todd
<b>ADF Long Tan Youth Leadership and Teamwork Award:</b>	Liam Wilson
<b>ADF Future Innovators Award:</b>	Jasmine Barton
<b>Ampol Best All Round:</b>	Dezley Stevens
<b>de Rozario Award for Music:</b>	Loah Lynam
<b>Citizenship Awards:</b>	Talay Hollier, Kalika Van der Mescht, Freya Pivac and Ryan Thomas
<b>SSTUWA Future Educator Award:</b>	Milla Bordin
<b>School Captains</b>	Freya Pivac and Ryan Thomas
<b>Desborough Award for Outstanding Staff Member:</b>	Maria Pennington

## Learning Area - Dux

<b>Biology ATAR</b>	Charlotte Hulcup
<b>Career and Employability General</b>	McKenna Carroll
<b>Chemistry</b>	Annalie Gibbons
<b>Children, Family and Community General</b>	Tayla Renouf
<b>Dance General</b>	Alyssa Kelly
<b>Design: Graphic Design and Photography General</b>	Eva Wildman
<b>Design: Technical Graphic General</b>	Alex Short
<b>Drama General</b>	Matilda Blades
<b>Economics ATAR</b>	Ashley Zuber
<b>English ATAR</b>	Kate (Everest) Jozus-Leitane
<b>English General</b>	Kayla Soulsby Bohan
<b>Food Science General</b>	Lalita Puvanendran
<b>Health Studies ATAR</b>	Chloe Harris
<b>Human Biology ATAR</b>	Lilly Ajduk
<b>Human Biology General</b>	Ella Booler
<b>Literature ATAR</b>	Kate (Everest) Jozus-Leitane
<b>Materials, Design &amp; Technology: Metals General</b>	Blake Orr
<b>Materials, Design &amp; Technology: Textiles General</b>	Ashlin Elliss
<b>Mathematics Foundation</b>	Shayla Fazari
<b>Mathematics Applications ATAR</b>	Jasmine Barton
<b>Mathematics Essentials General</b>	Sarah Spratt
<b>Mathematics Methods ATAR</b>	Jasmine Barton
<b>Mathematics Specialist ATAR</b>	Jasmine Barton
<b>Media Production and Analysis General</b>	Conor Pierce
<b>Outdoor Education ATAR</b>	Lilly Ajduk
<b>Outdoor Education General</b>	Archie Winter
<b>Physical Education Studies General</b>	Lachlan Todd
<b>Physics ATAR</b>	Jasmine Barton
<b>Psychology ATAR</b>	Maali Sampey-Mckenzie
<b>Psychology General</b>	Emily Buttsworth
<b>Science in Practice General</b>	Zahra Ibnouhani
<b>Visual Arts ATAR</b>	Chloe Jacobs
<b>Visual Arts General</b>	Charlotte Hulcup
	Philomena (Mena) Watson-White



**SCHOOL DUX**  
Jasmine Barton



**SCHOOL CAPTAIN**  
Freya Pivac



**SCHOOL CAPTAIN**  
Ryan Thomas

## Learning Area - Top Student

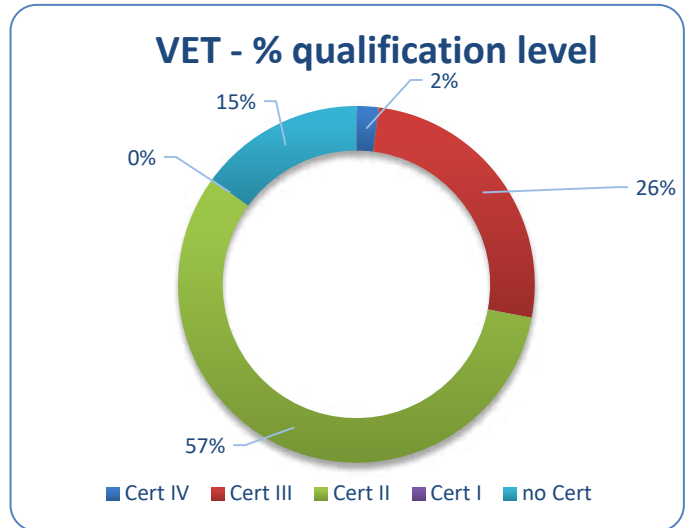
<b>Materials, Design &amp; Technology: Wood General</b>	Erin Murton
<b>Modern History ATAR</b>	Kate (Everest) Jozus-Leitane
<b>Modern History General</b>	Reese Maurer

## Outstanding Year 12 Achievements

- Our WACE and ATAR results continue to be of a high standard across the board
- WACE 91% above the state (90%)
- 3 x Certificates of Distinction
- 19 x Certificate of Merit
- 34% ATAR students
- 73% enrolled in VET certificates
- 44% of ATAR students - ATAR >80
- 24% of ATAR students - ATAR >90
- 86% VET students achieved Cert II (67%) or III (18%) or Cert IV (1%)

### Areas for further focus for Year 12s in 2026

- Continue to provide a broad range of secondary pathways for all students.
- Continue to provide individualised support and mentoring for students to achieve their best.

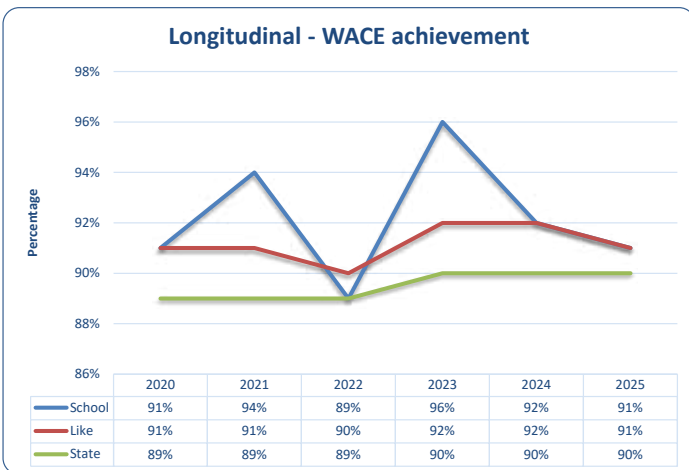


The school continues to provide a wide range of pathways including Vocational and Education Training (VET). In most cases certificates are completed over Years 11 and 12, though a small number are completed in specialist areas in Year 10, such as the Certificate in Applied Languages. Work placements are also undertaken in Year 11 and 12 to help students prepare to be work ready.

Further analysis of VET indicates that 86% of our VET students completed a Certificate II or higher with 19% completing at Certificate III Level or higher.

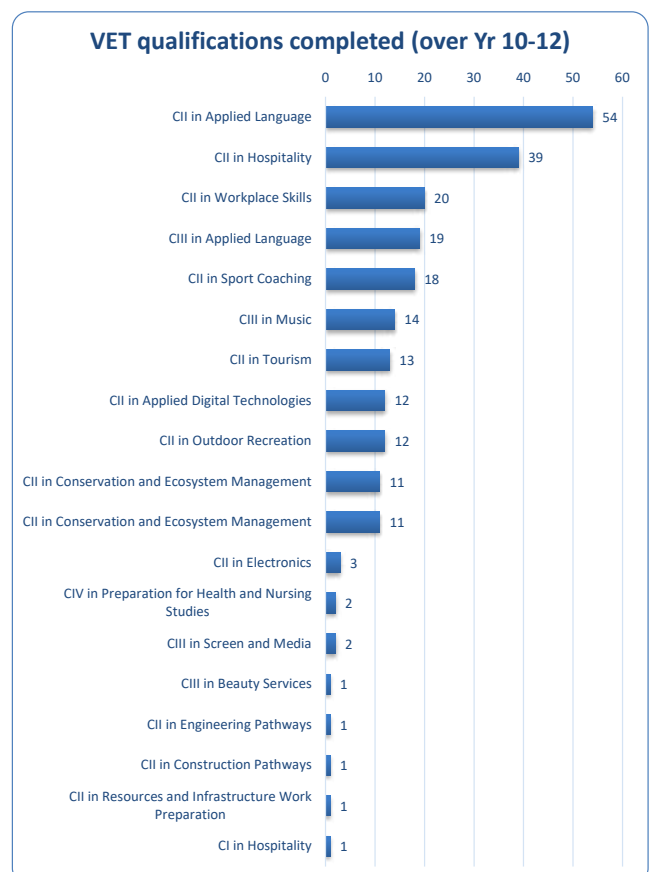
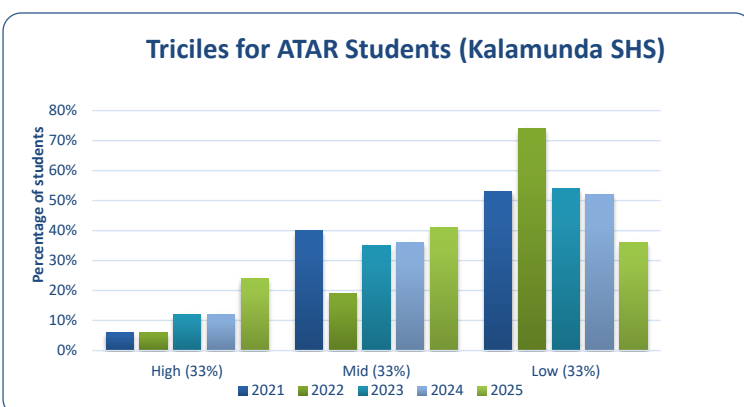
Our VET Certificates in Applied Languages, Outdoor Recreation, and Music all provide pathways in senior school for our Specialist programs.

Our students compete very well in many areas, particularly those in the STEM, Visual Arts and Humanities areas.



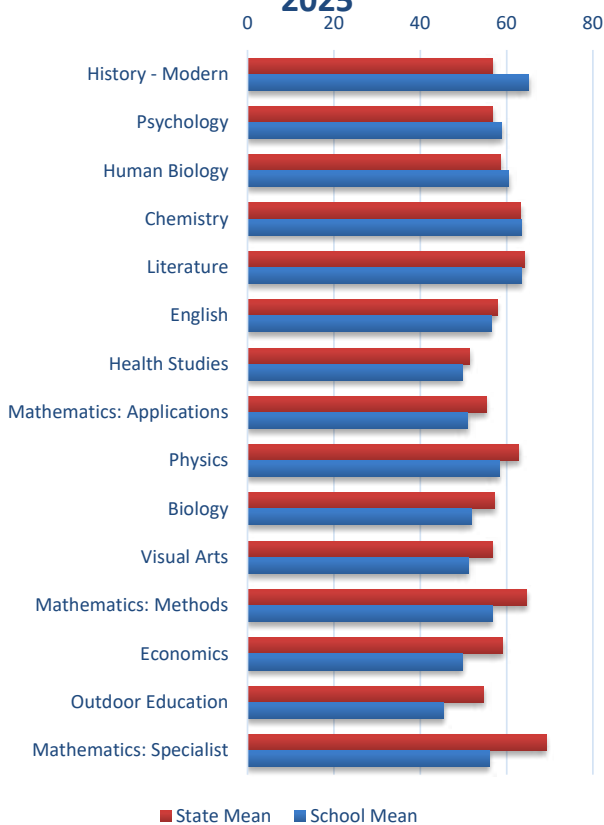
The proportion of students in each tricile continues to be monitored with the aim of increasing the proportion in the higher triciles. The improved trend in 2024 and 2025 has continued into 2025 seeing a further increase in the high bracket and decrease in the low bracket. It should also be noted that students in the middle and low tricile still achieve an ATAR suitable to gain University entrance.

The 2025 tricile ATAR range was: High (> 87.05); Middle (between 74.45 and 87.05); and Low (< 74.45).



## Year 12 ATAR average scaled scores

2025



## Careers and Vocational Education and Training

### Empowering Futures Through Collaboration and Guidance

In 2025, the Careers and Vocational Education and Training (VET) team at Kalamunda Senior High School continued to provide a dynamic and supportive environment, empowering students to explore and pursue their future pathways. Through collaboration with the Arts, English, Science, HASS, and Design and Technology learning areas, they delivered a range of integrated, cross-curricular experiences that encouraged students to connect their interests with real-world opportunities.

A key focus this year has been personalised student support. The team conducted over 133 individual career counselling sessions, ensuring students received tailored advice and guidance as they planned their post-school pathways. Across Years 9 to 12, programs and events were carefully designed to promote career exploration, skill development, and readiness for further education, training, and employment.

### Senior School (Years 11–12): Preparing for the Future

Senior students participated in a comprehensive Work Skills Program, designed to develop essential workplace competencies and professional communication skills. The program included a range of practical learning experiences such as financial literacy workshops, industry panel discussions, and engagement with tertiary education providers, equipping students with the knowledge and confidence to transition successfully beyond school.

### Year 10: Career Exploration and Pathway Planning

Year 10 students engaged in a variety of experiences to support informed subject selection and future planning.

These included an in-house Careers Expo, participation in a resources and mining industry event, and a series of “Try-a-Trade” mini-courses, providing valuable exposure to diverse industries and career options.

### Year 9: Early Career Awareness

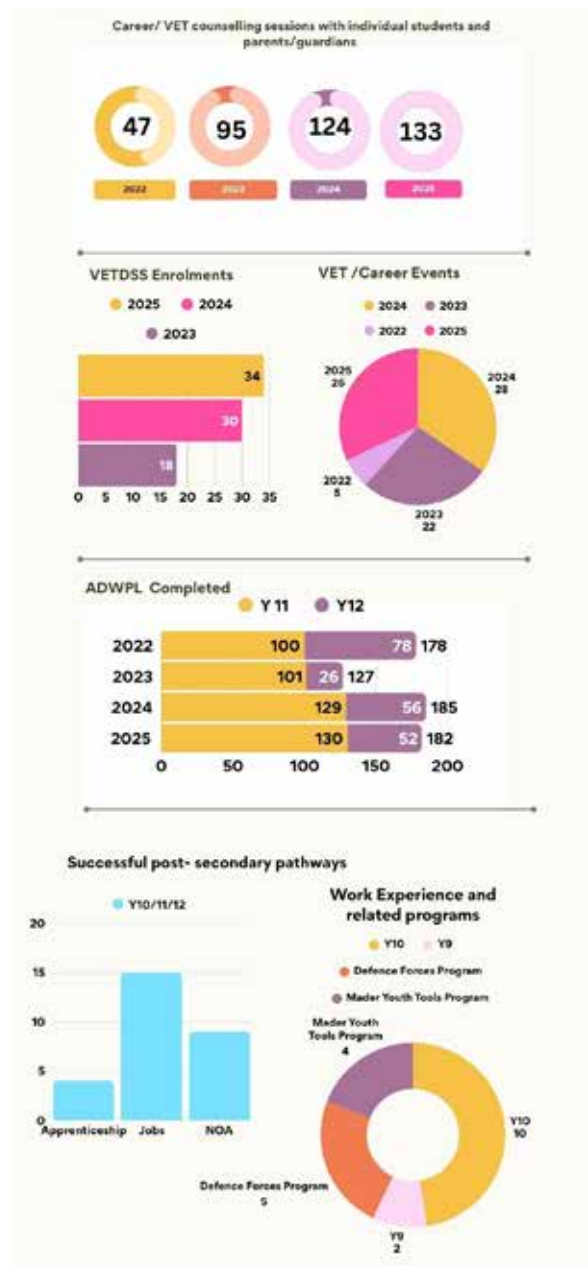
Year 9 students focused on broad career exploration through participation in initiatives such as the Skills West Expo and a range of career taster activities. These experiences encouraged students to begin considering their interests, strengths, and possible future pathways.

### Whole School Initiatives

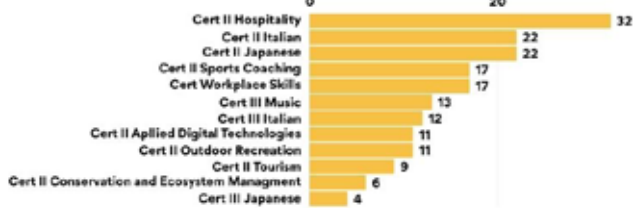
All students participated in Careers Week in May, which provided opportunities to engage with the Careers Hub, utilise virtual reality experiences, complete career interest quizzes, and access one-on-one guidance conversations with staff.

### Vocational Education and Training Outcomes

In 2025, 176 students were enrolled in school-based VET programs, with a further 15 students achieving qualifications through external VET providers. Additionally, 182 students successfully completed workplace learning, gaining valuable hands-on experience and industry exposure.



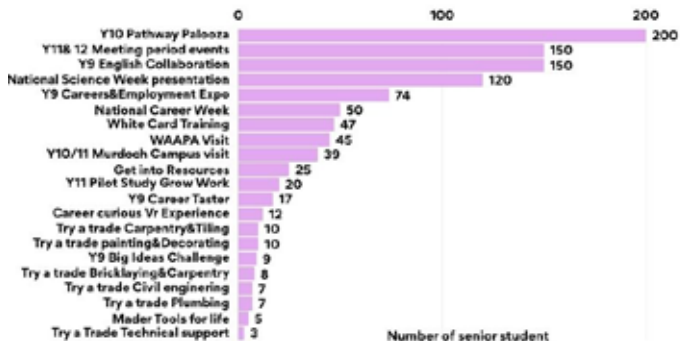
**School based VET students -176**



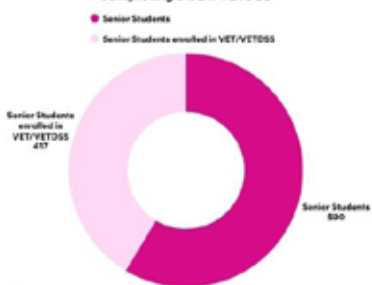
**VETDSS Certs Achieved -15**



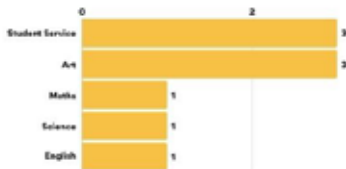
**Student Participation in Pathway Events over 1,000**



**Number of senior student completing a VET/VETDSS**



**Engagement with learning areas collaboration**

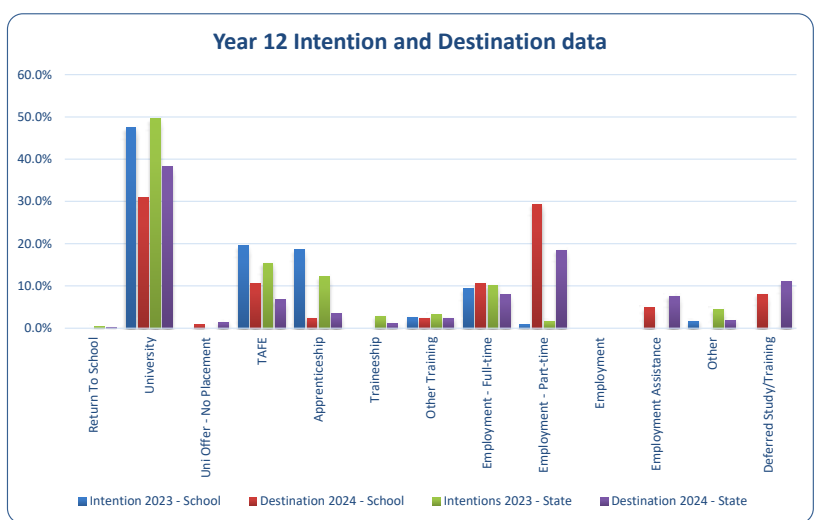
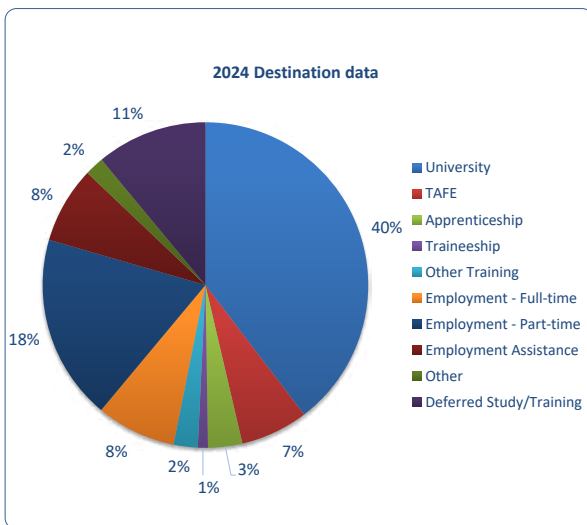
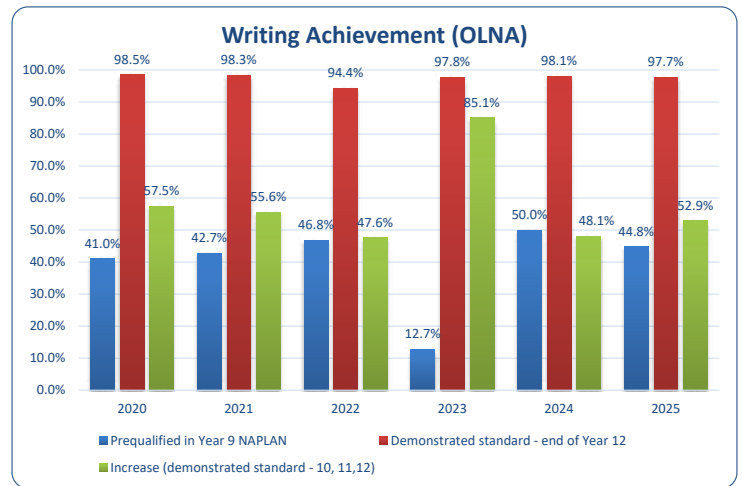
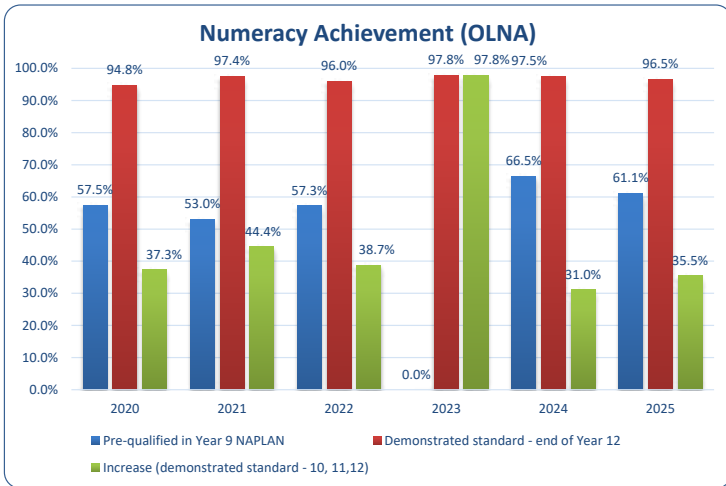
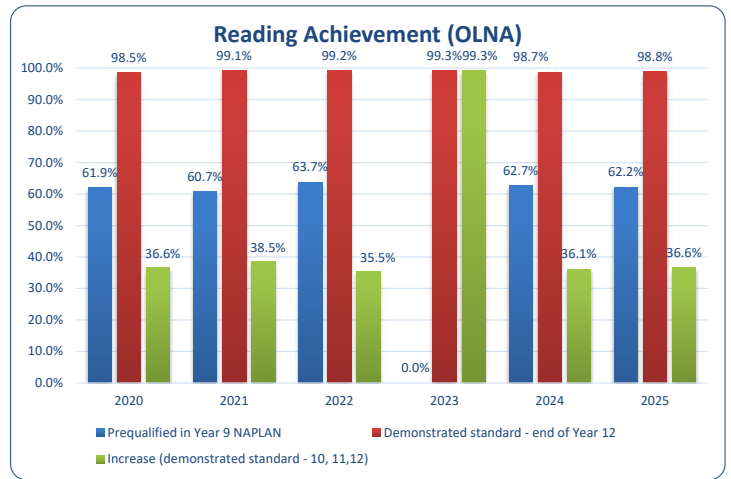


# OLNA Achievement

The school continues to perform well in the OLNA achievement, most notably supporting learning growth from Year 9 to Year 12. Strong results were achieved - exceeding all state standards.

- Reading - KSHS 99% - State 98%
- Writing - KSHS 98% - State 97.4%
- Numeracy - KSHS 97% - State 96.3%

NB The results for 2023 do not show prequalification figures for NAPLAN as this cohort did not sit this testing due to COVID



These graphs show the destination of our 2023 Year 12 cohort. This is our most recent available data. Reflective of the economic environment, over 64% of these students continued on with further study or training and 26% entered employment.



# Year 7 and 9 NAPLAN Achievement

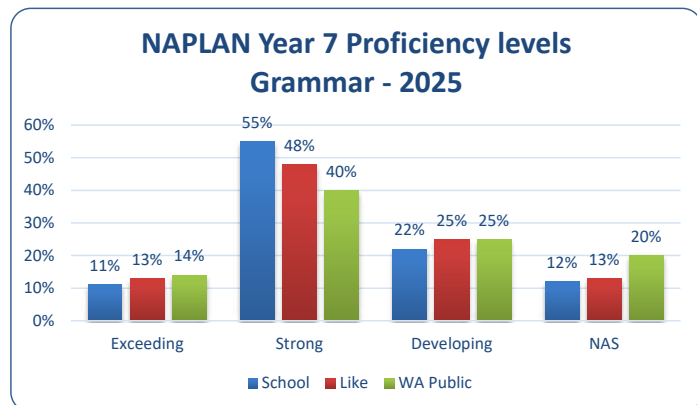
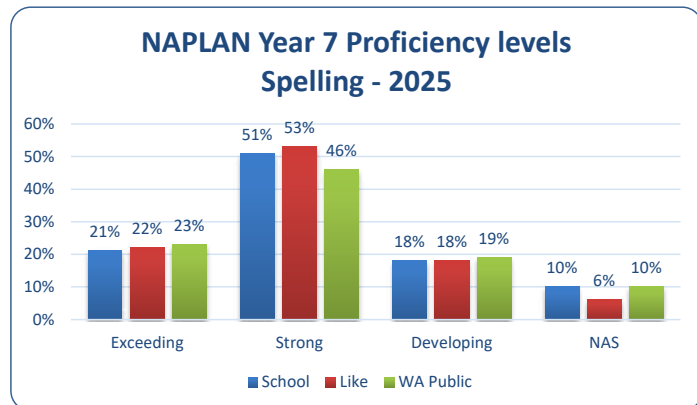
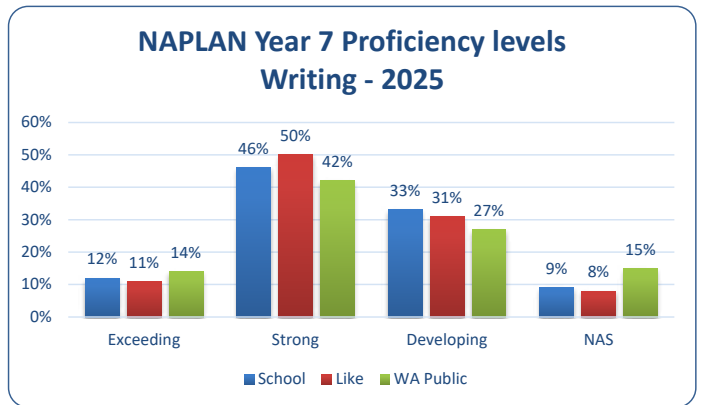
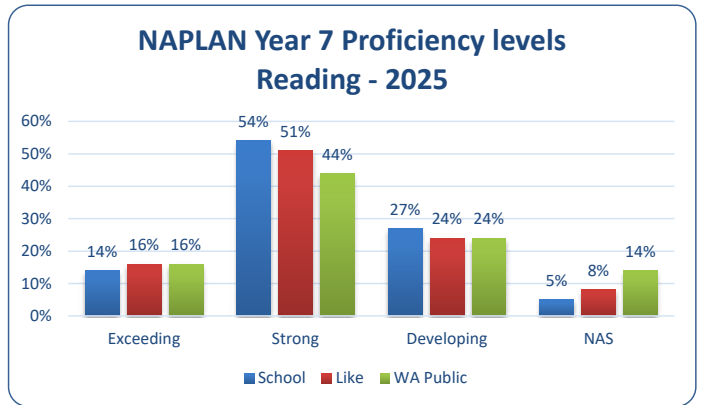
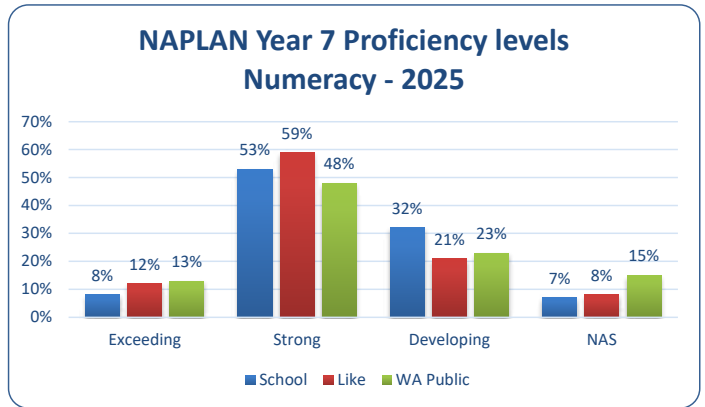
NAPLAN has been conducted online at the school since 2019. Data is not available for 2020 and the testing was not conducted due to COVID. In 2023, the NAPLAN bands were replaced by proficiency levels. This makes longitudinal comparisons challenging.

The identified targets within our business plan focus on Year 9 Reading, Writing and Numeracy targets, looking to increase the percentage of students in the “exceeding” category and decrease the percentage in “needs additional support”.

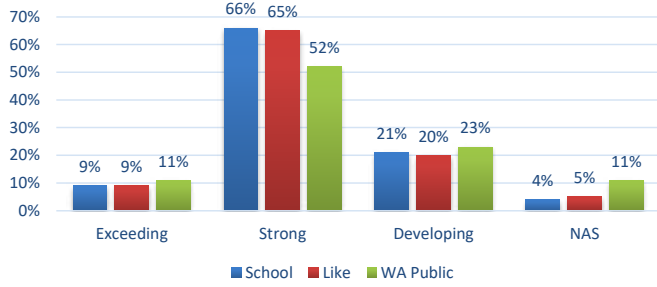
The school continues to use diagnostic resources and strategies to identify and support students with difficulties in Mathematics understandings. These were developed as part of the Reframing Mathematical Futures research project based at RMIT in Melbourne which our school was involved in as one of four WA schools.

The Learning Centre staff work together with teachers across all areas in supporting both literacy and numeracy development for students. This work has been strengthened in the area of Numeracy support from 2019. A whole school approach to numeracy last year saw the school undertake professional learning in understanding and teaching numeracy.

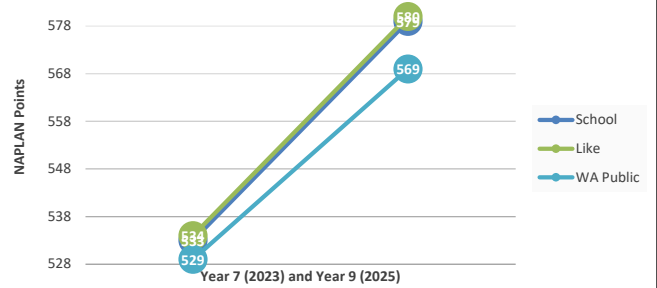
Of note is our significant value adding to students in Year 9 from their Year 7 levels.



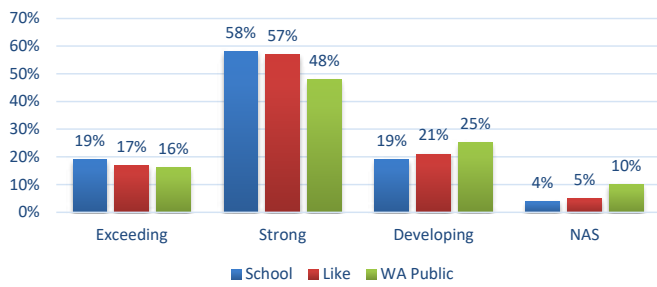
### NAPLAN Year 9 Proficiency levels Numeracy - 2025



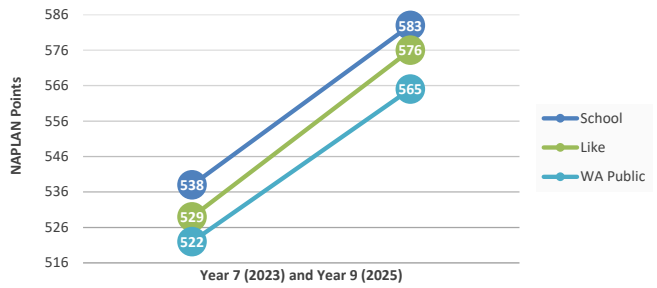
### Yr 9 NAPLAN - Numeracy (Value adding)



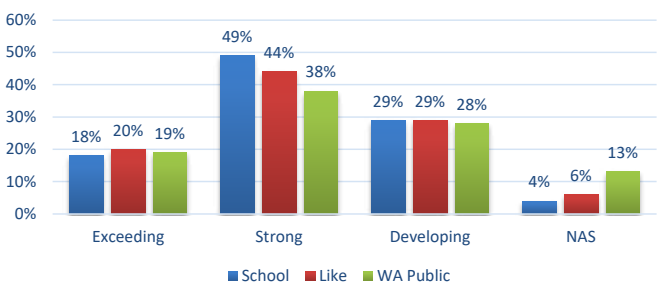
### NAPLAN Year 9 Proficiency levels Reading - 2025



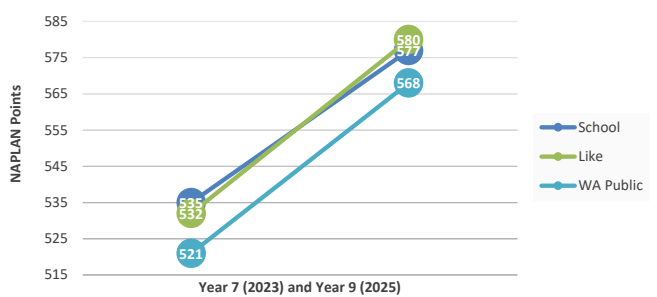
### Yr 9 NAPLAN - Reading (Value adding)



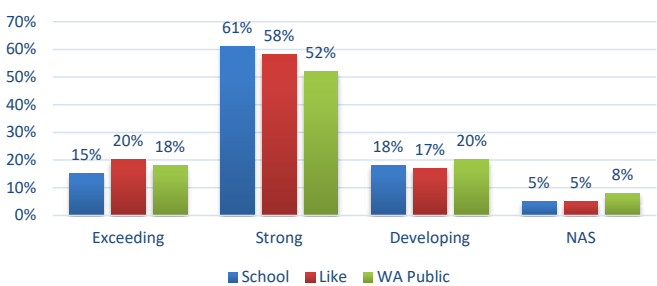
### NAPLAN Year 9 Proficiency levels Writing - 2025



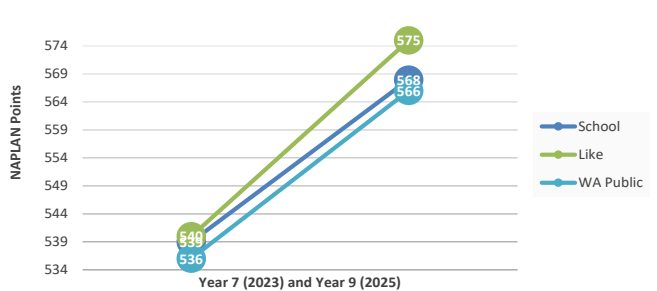
### Yr 9 NAPLAN - Writing (Value adding)



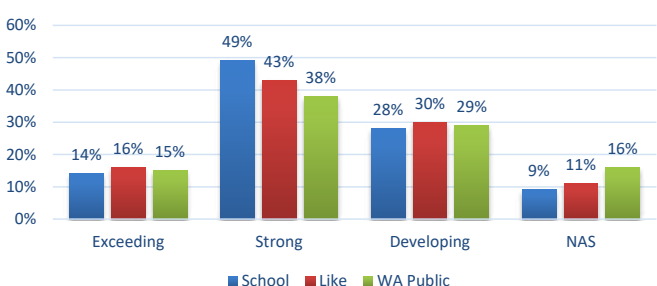
### NAPLAN Year 9 Proficiency levels Spelling - 2025



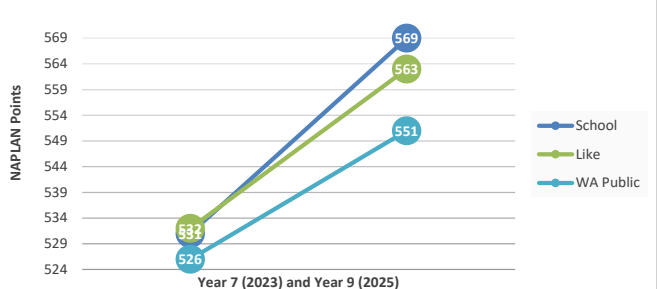
### Yr 9 NAPLAN - Spelling (Value adding)



### NAPLAN Year 9 Proficiency levels Grammar - 2025



### Yr 9 NAPLAN - Grammar (Value adding)



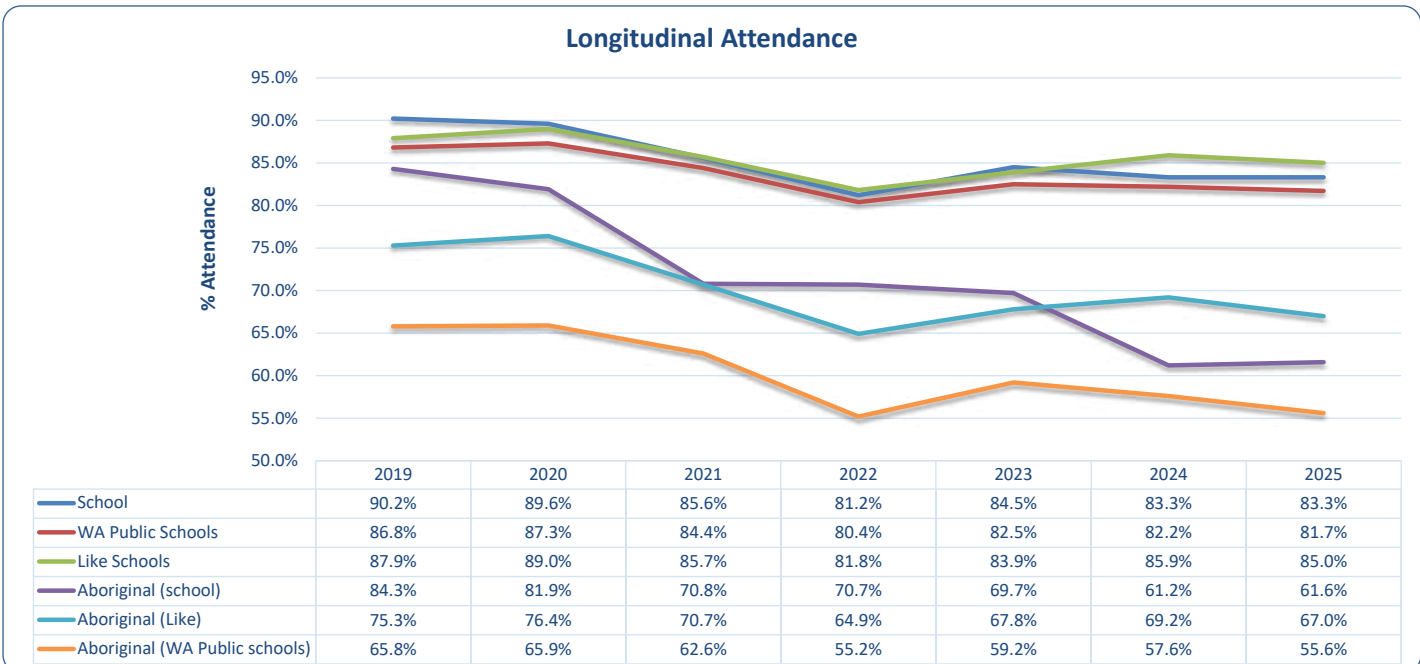
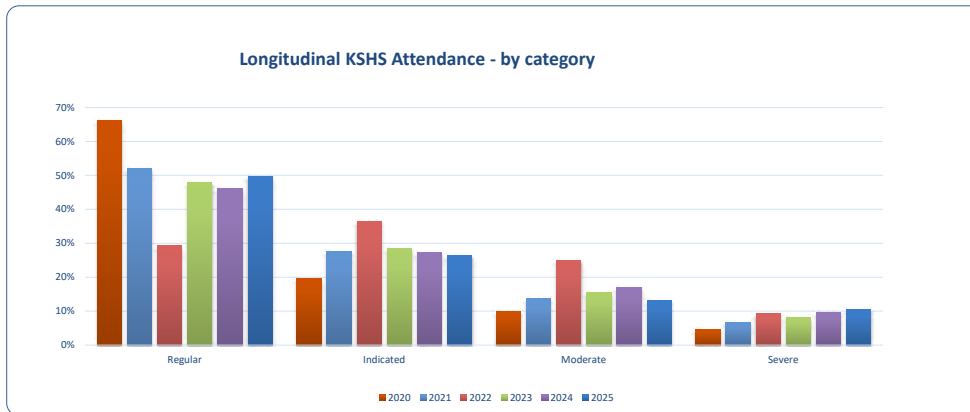
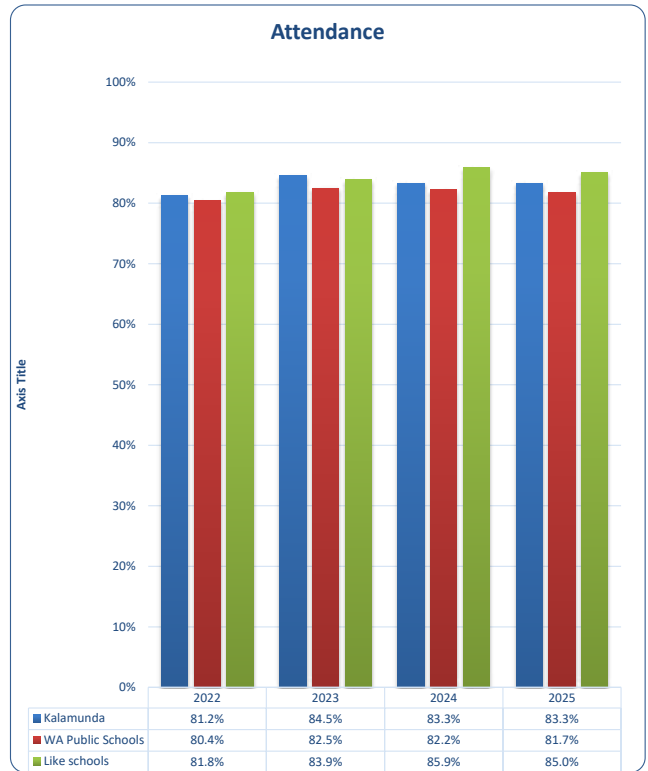
# Non-Academic Data

## Attendance data

Attendance remains a focus for the school in raising levels back to pre COVID 19 rates. In 2024 attendance was reintroduced to the Good Standing categories and strategies have been put in place to continue to raise these levels.

In 2024 the school moved over to Compass for attendance and behaviour as part of the Kaartijin program. In 2025, we have seen an increase in students demonstrating regular attendance ( $\leq 90\%$ ). There has also been a reduction in the number of students with Moderate at Risk attendance.

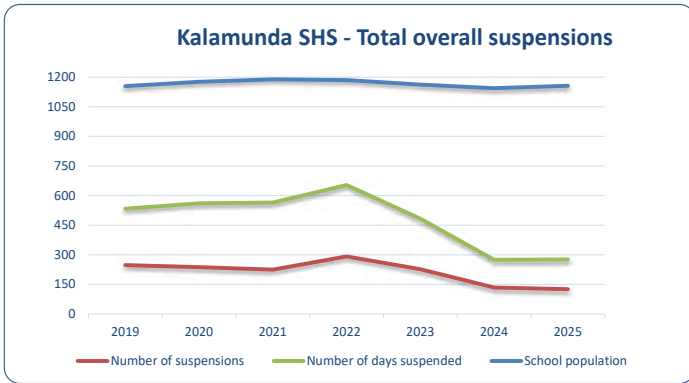
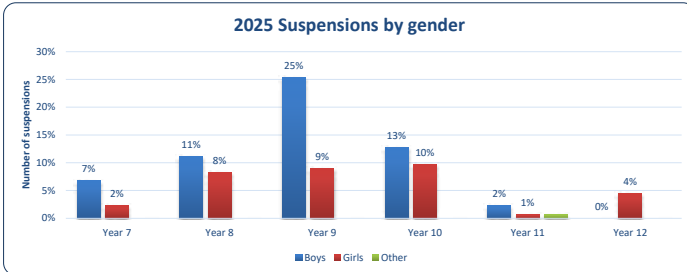
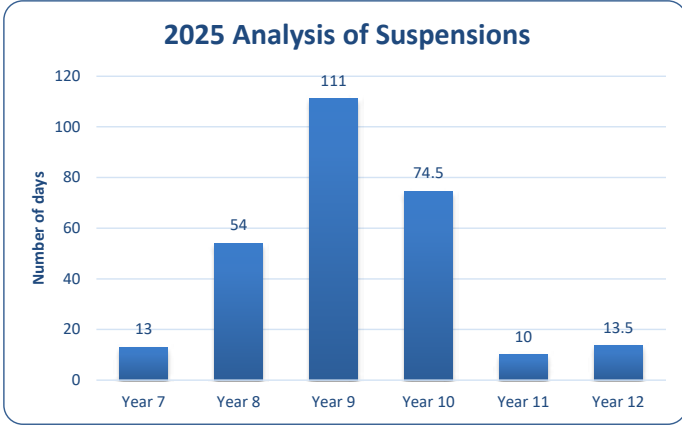
Our school met our Business Plan target for regular attendance in 2025. Attendance continues to be a key focus for improvement.



## Suspension data

Looking at the suspensions in comparison to the overall enrolment of students - the number of suspensions per student has generally declined over time, with a significant trend downwards since 2022.

Typically suspensions tend to peak in the middle years with lower numbers in Year 11 and 12.



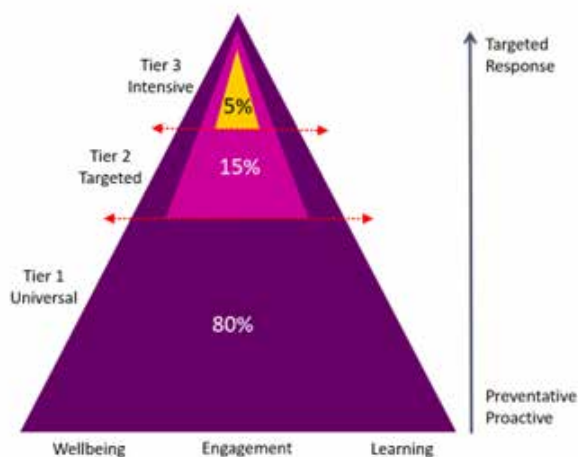
# Focus Area 3 - Learning Environment

## Student Services and Support

The school uses a multi-tiered system of support (MTSS) model to provide services to support student's academic and non-academic achievement.

This model considers student needs, provides tiered and interconnection interventions and views students through the collective lens of student wellbeing, engagement and learning.

A range of strategies and interventions of increasing intensity, frequency and complexity are offered across three tiers (universal, targeted, intensive) based on the proportion and needs of students. This provides a framework for responses and ensures that appropriate support is available by need.



Following from 2023, we continue to have the three Program Coordinators in Student Services assumed responsibility for 2 year groups each. This provides a more fine-grained service for students and given the size of the school, is a more manageable distribution for effective service.

Student Services continues to use a Duty Desk arrangement in the service delivery model. This includes a Duty Officer to triage incidents that occur that day. The duty team consists of Program Coordinators, along with the two Deputies. This role ensures that a senior member of staff is available at all times to triage behaviour. 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 non-academic achievement through a range of support programs. Student Services continues to measure the effectiveness of these programs and implement new programs where the need arises, especially when looking at the needs of individual year groups.

A referral system is in place for staff to refer students they have concerns about for support.

### Act Belong Commit

Our school continues its involvement with this program and it is used as a key strategy to raise awareness of positive health practices and strategies to maintain mental health.

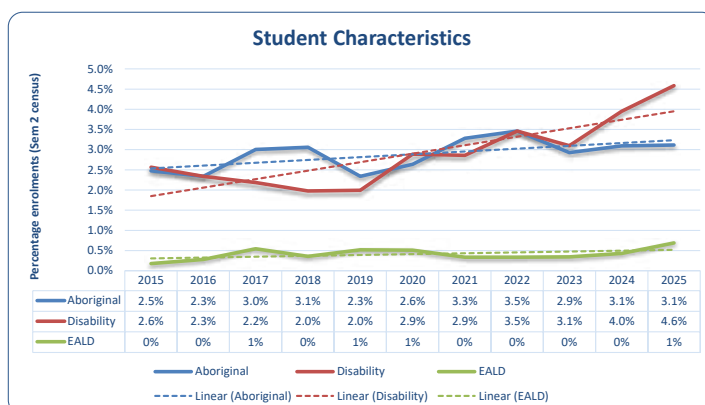
### Mental Health in Schools project

Our school has been participating in this project since 2019. A committee facilitated and led by a Level 3 Classroom Teacher has been involved in surveying the school community (students, parents, staff) and identifying needs and suitable strategies and programs to address these.

### Whole school initiatives

During 2025, the school has continued to refine processes and develop templates in Compass to assist in recording of data and information.

Student Services lead whole school activities such as Kalamunda Day, NAIDOC celebrations and Wellness Week. They also host year group and whole school assemblies.



## Learning Centre

The school has seen an increase in the number of enrolled students with a diagnosed disability.

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.

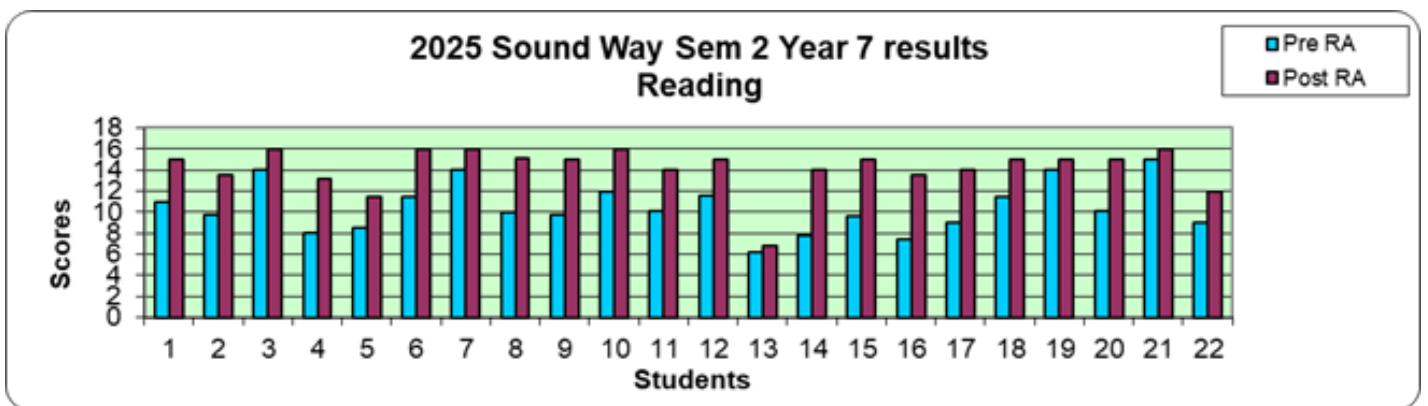
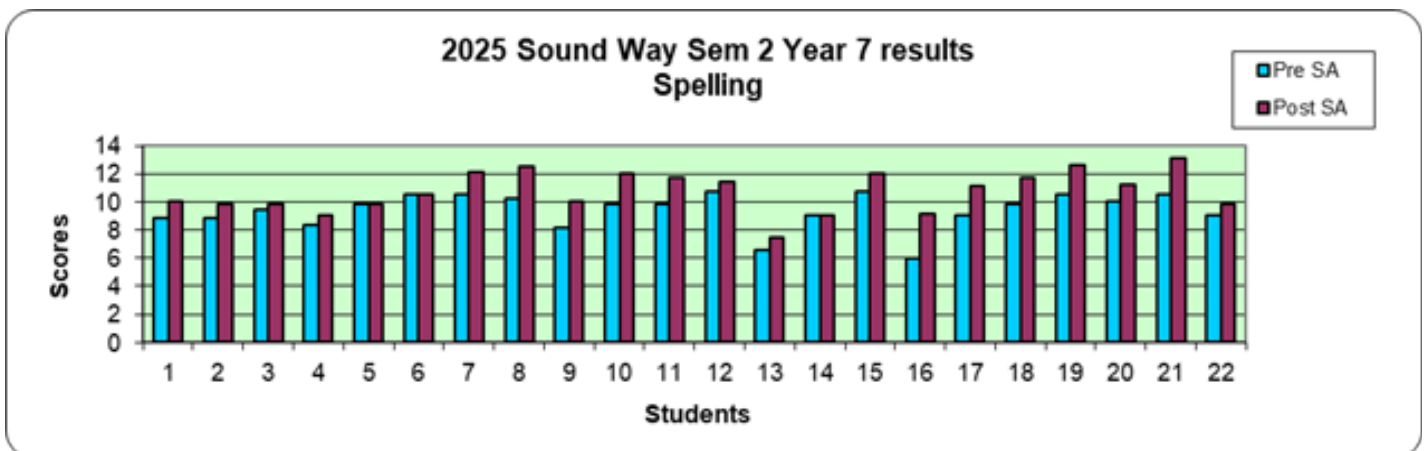
Although the centre focuses on identifying and working with students when they enter high school, support is offered across Years 7 - 12.

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

The Learning Centre staff also coordinate individualised transition for students at education risk, and those with special needs.

## Programs and Support

- Sound Way (Reading / Spelling program)
- Year 8 Literacy and Numeracy classes
- Reading and writing strategy development
- Developing group plans to share key strategies and support for students
- 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.



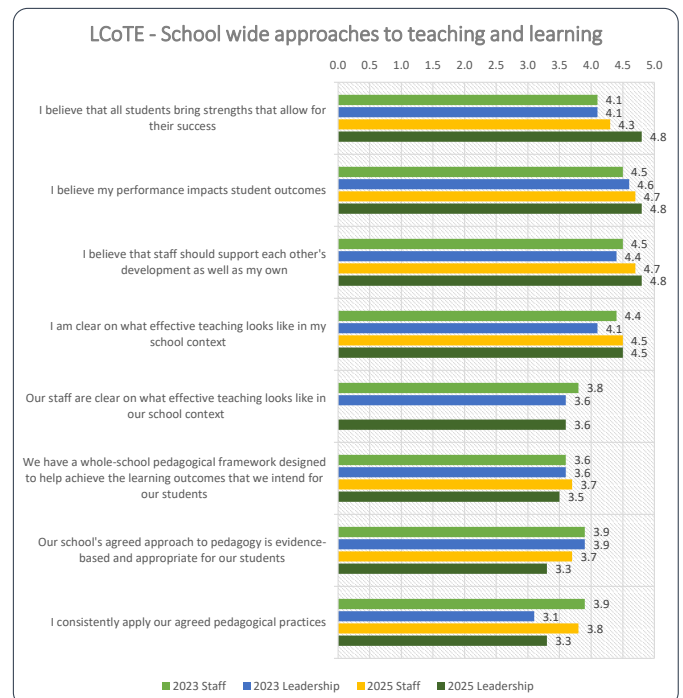
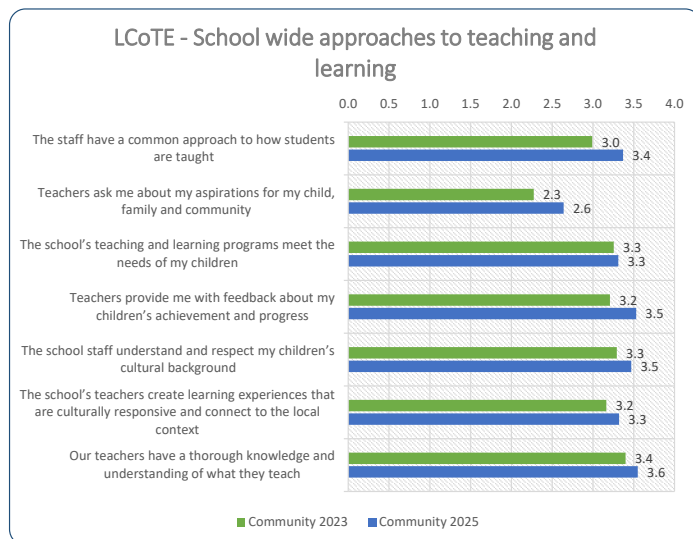
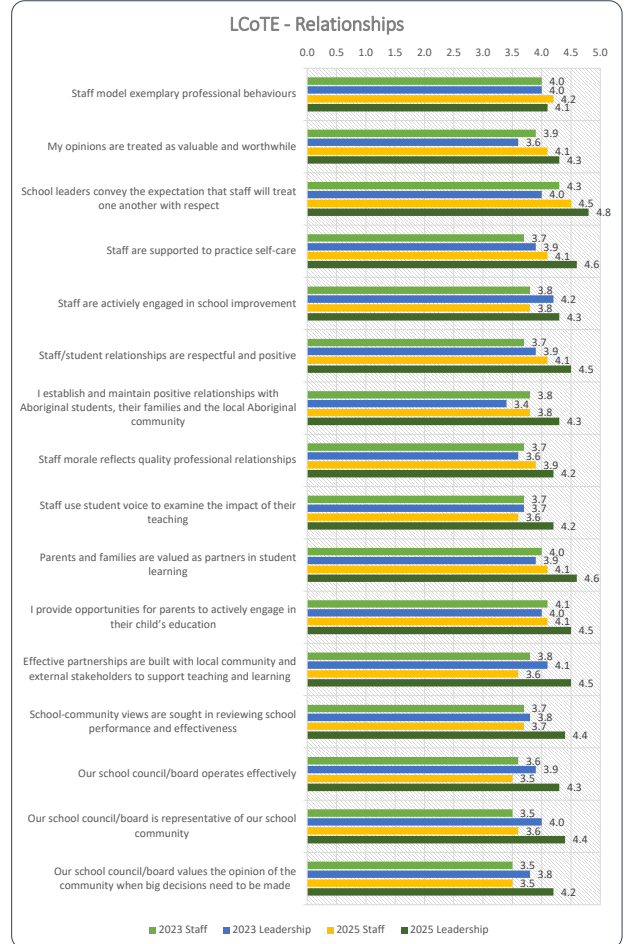
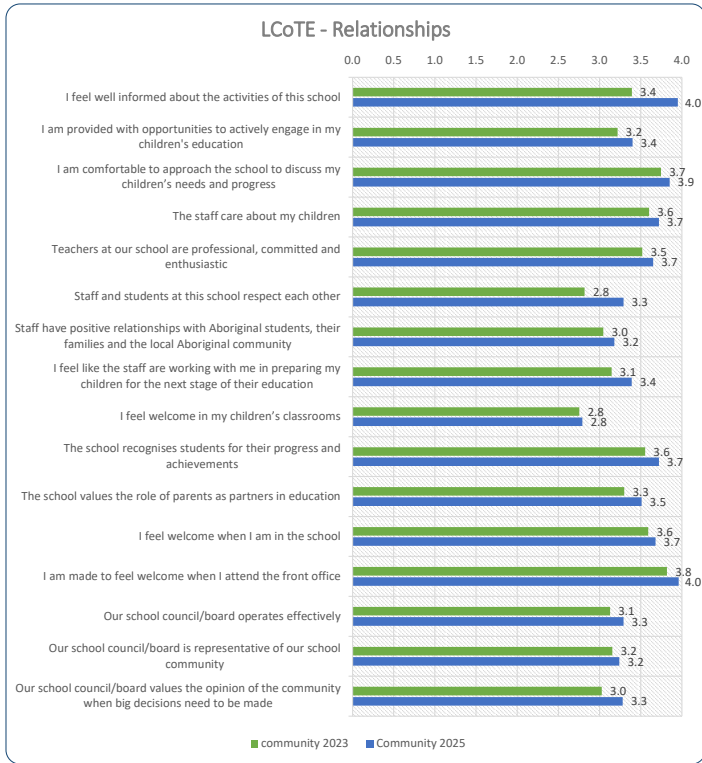
These graphs show improvement in both Reading Age (RA) and Spelling Age (SA) for 100% of students involved in the Learning Centre program. They were tested on entry and again after the completion of the program. While all students showed improvement, there was a slightly higher improvement in Reading.

# Perceptions Of Our School

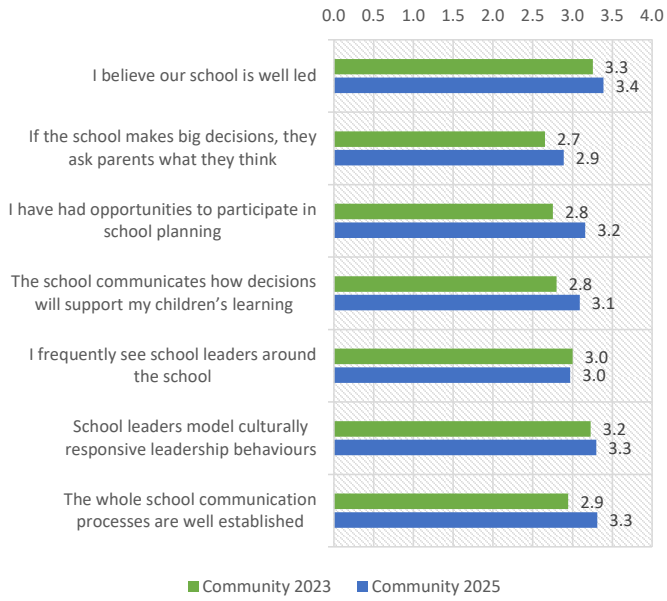
During 2025, we repeated this survey to reflect on our progress over this time. Parents and staff provided feedback on a range of areas, which include relationships, teaching and learning, learning environment, use of resources, leadership and student achievement and progress.

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, communication with families and professional development of our teachers.

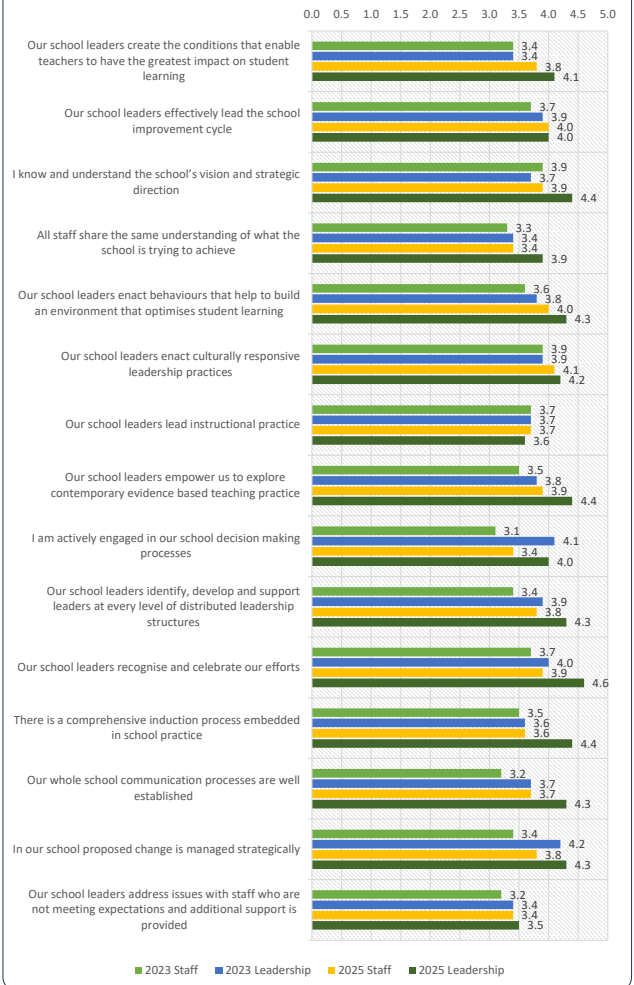
The school also seeks feedback through parents attending P&C, School Board and parent meetings.



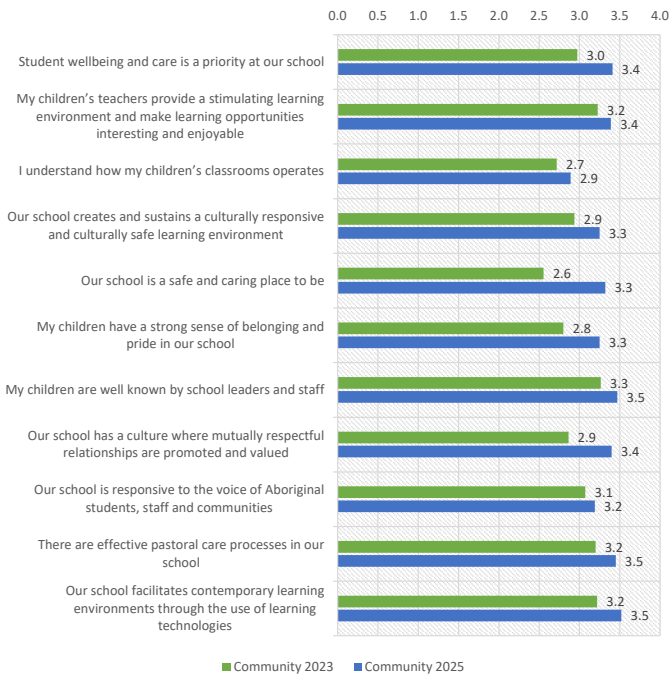
### LCoTE - Leadership



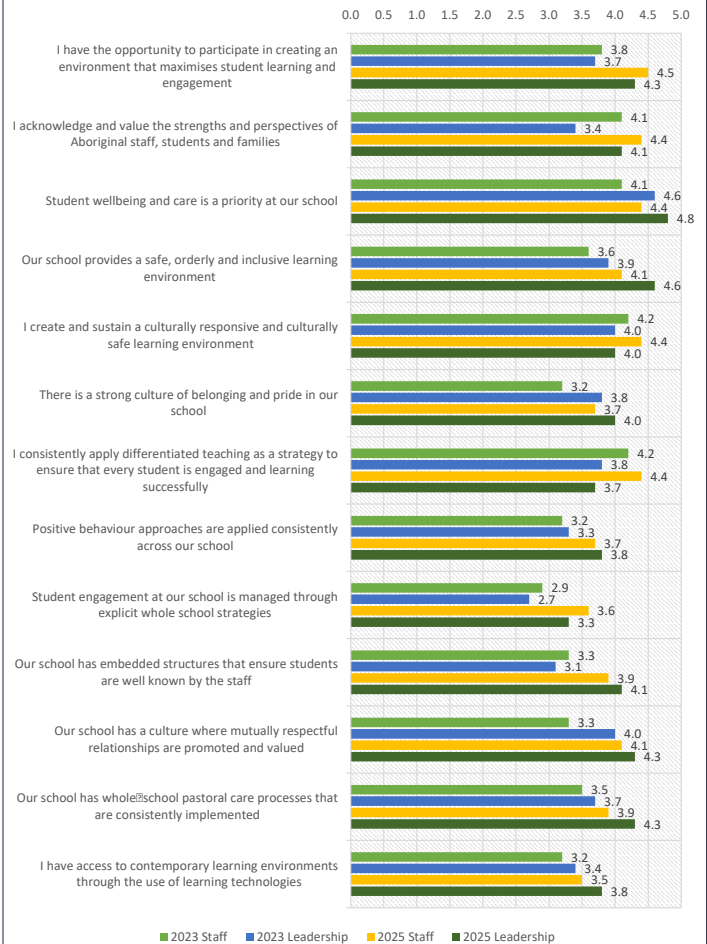
### LCoTE - Leadership



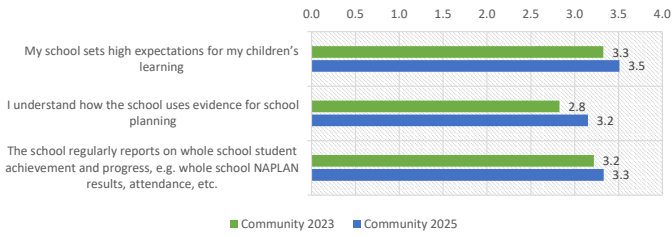
### LCoTE - Learning Environment



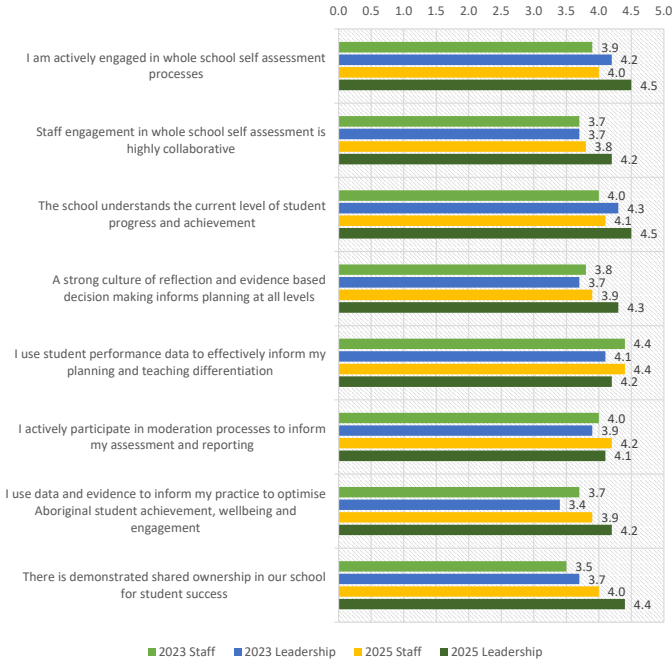
### LCoTE - Learning Environment



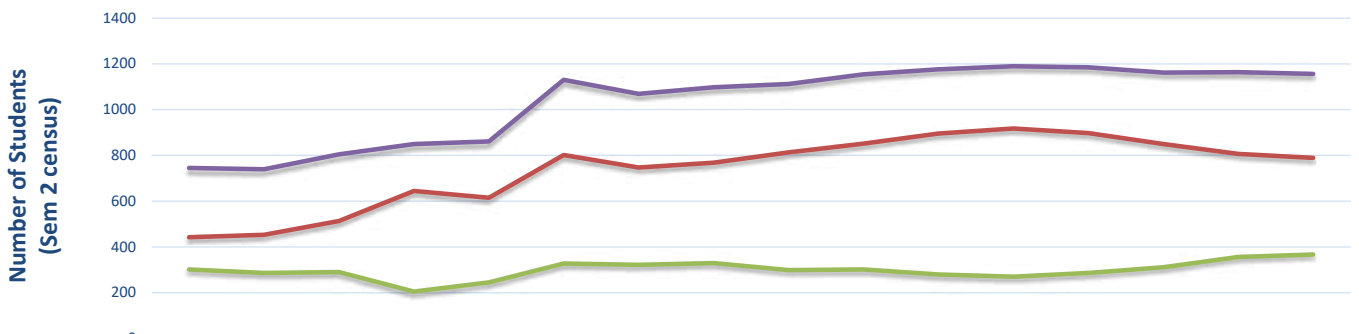
### LCoTE - Student Achievement and progress



### LCoTE - Student Achievement and progress



### Enrolment Trends 2010 - 2025



	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Lower Secondary	443	453	514	645	615	802	747	768	813	852	896	918	898	850	807	789
Upper Secondary	302	287	291	205	246	328	322	330	299	302	280	271	287	312	357	367
Total	745	740	805	850	861	1130	1069	1098	1112	1154	1176	1189	1185	1162	1164	1156



## Focus Area 4 - Leadership

### The Arts

#### Visual Art/Gifted and Talented

The Visual Arts program at Kalamunda Senior High School continued its tradition of excellence and active community involvement. The Year 12 ATAR Art students of 2025 achieved an impressive mean of 73.74, in the practical component of their course, as reflected in the external moderation process documented in the WACE Report. In addition, 75% of students achieved a practical moderated exam score in the eighties. In the General Art courses, the results demonstrated a diverse range of achievement with students at the high end in Years 11 and 12 above DoE A and B grade averages. Historically, we are increasing the number of A grades we have in the course. The lower school results in Visual Art and Design continue to be good. Students in GAT 7 – 10 are frequently well above like and DoE in A grades. Students in the general courses are also performing well. The excursion, exhibition and incursion highlights in 2025 are as follows:

- Italy Excursion with Languages involved GAT and Art students across years 10 – 12. This was a rich cultural experience that supported students understanding of art history. An ongoing collaboration is planned to increase participation by art students in future years.
- Year 10 to 12 Art Gallery of Western Australia, PICA and Gallery Century Excursion.
- Year 5 Workshops with artist and GAT to create 2D mixed media underwater artworks. Students developed skills to support applications into the GAT program.
- Professional Learning for primary school teaching staff in acrylic still life painting was ran by GAT tutor Elisha Pirouet. This provided an excellent opportunity to build relationships with staff and to provide information about GAT and resources to support the process.
- Year 7 Prisma Pencil incursion with GAT tutor Hayley Thoms
- Year 8 Still Life oil paintings with GAT tutor and artist Sarah Pearne.
- Year 9 – 12 GAT Art Camp- The camp featured a host of workshop across multiple studio areas which have been refined over time based on student feedback and staff input.
- For the second time we held the Twilight

Showcase Exhibition alongside the Music Twilight event. Students work from across Year 10 – 12 in Visual Art featured in the exhibition which was for the first time held in the new art centre. A more professional gallery look was seen with the use of gallery hanging rails and lighting.

- The GAT art exhibition in Term Three held in the new art centre for the first time, was visited by the education minister during her visit to the school on the following Monday. The show included some of the archive student work and was of an extremely high calibre.



#### *Gifted and Talented Intake and Retention*

Following the 2025 testing cycle where 37 students participated, we have secured a Year 7 cohort of 24 for 2026. It's an encouraging step up from previous years, showing that our numbers are moving in the right direction. To keep the program strong, we need to actively promote and develop strategies to increase our usual intake beyond the 25 student mark. Our data indicates that there is no GAT intake from some feeder primary schools. A larger intake for Year 7 consistently will ensure that even if we lose a few students to school moves or personal changes later on, the core group remains strong through to Year 12 which will have a significant impact on our academic achievement in Visual Art.

#### *Visual Art Year 5 Visual Art Workshops*

The Year 5 workshops grew substantially from 2024 to 2025 in both scale and reach. Participation increased from 20 students in 2024 to 50 students across two rounds in 2025, with the number of participating primary schools rising from 9 to 15, indicating broader

community engagement. Workshops expanded from one round of four 90-minute sessions in Term 3 to two rounds of five sessions across Terms 3 and 4. Interest in GAT testing remained strong, with 13 students intending to apply in 2024 (four ultimately successful) and 18 expressing intent in 2025. 15 proceeded to apply for the upcoming test. Despite the growth in participation and school representation, the number of students with siblings already in GAT remained low (two each year), suggesting most participants are new to the program rather than coming through existing family connections. Overall, the data suggests the workshop program is expanding its reach and attracting increasing interest in GAT pathways.

In 2025 51 Students were entered into exhibitions, 43 students were accepted into exhibition, 10 were awarded with a place, where as in 2024, 48 Students entered into exhibitions, 34 were accepted into exhibition and 3 students were placed. Looking at our anecdotal evidence, we can theorise that there was a more discerning selection of artworks for exhibitions based on the age and skillset of students. Also, there was a wider variety of media, subject and categories entered in the competitions. Some of the competitions who had themes such as Hypervision and the Emerging Artist at Zig Zag had easier themes to work with in 2025 than in 2024.



### Design Fashion and Design Graphics

The Design students from 9 – 12 produced some excellent work this year and it was pleasing to see that our grades were frequently above like and DoE in the B grade range and above like in A grade ranges, in senior School Design Graphics and Fashion General courses.

- Year 11 Design Fashion: Fashion styling and photoshoot session.
- Selected students had their lino print designs exhibited at Zig Zag art gallery as part of the Youth Art Awards.
- Year 12 Design Graphic students created a mug designs that were included in the Twilight exhibition.



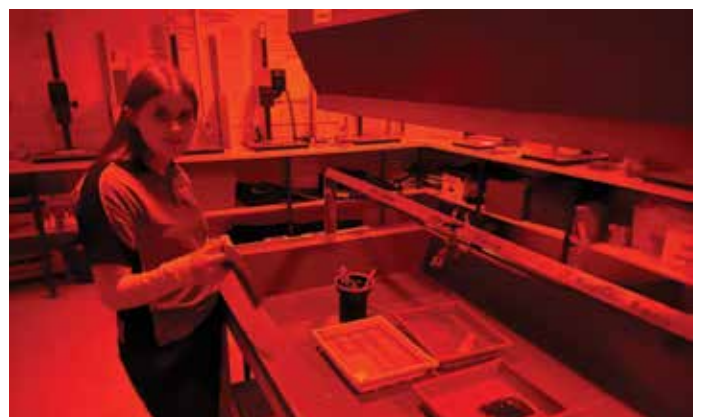
- Year 11 Student from Fashion participated in the schools Twilight exhibition.

Building skills in Adobe Illustrator will be a target moving forward in lower school courses. New resources including graphic tablets and the new Arts computer lab will support improved skills in Adobe from a younger age to build their skills into senior school.

### Media Production and Analysis and Photography

The Year 12 Media (GTMPA) cohort demonstrates a stable and high-achieving profile, with 77.8% of the class achieving a B grade or higher. While the class mean of 72.0 significantly exceeds both like-schools and the DoE, the achievement is weighted toward B grades (66.7%). Across Media and Photography, Year 7 and 8 cohorts exhibit exceptionally high achievement, frequently outperforming like-school and DoE benchmarks with a heavy concentration in A and B bands. Photography generally maintains a high A-grade average, whilst Year 10 Media shows some targeted work is needed to build the students academically in Year 10 into more A/B grades in preparation for Senior School courses.

- Year 12 students film noir production entitled Clean was accepted into Media Perspectives for 2026
- Year 12 students visited SAE and were involved in workshops and media pathways information.
- Photography students positively contribute to the school community to photograph events such as ANZAC Day, Kalamunda Day, World's Greatest



Shave, Twilight Concert and the Dance/Drama Showcase.

- Year 10 Kings Park excursion to photograph nature
- Year 9 students toured the Channel 9 Studios and had an opportunity to ask questions about career pathways in media.
- AV club students developed pod casts, photography and videography for personal and school events
- Year 10 students went to Murdoch university and took part in a range of hands-on workshops.



### Music General/ Kalamunda Performing Arts Music

Music in 2025 was a year of exceptional achievement at KSHS, with grade trends consistently outperforming both Like Schools and DoE averages which is consistent with the achievement data from previous years. From Year 7 through to Year 10, there is a clear and positive skew toward A and B grades, reflecting a high-performance culture where nearly 70-80% of students in some cohorts achieve high results. This is an authentic marker of the students' professional development, validated by sold-out concerts, moderation and the successful transition



of students to tertiary education at WAAPA to study music. These high achievement levels are further evidenced by the professionalism displayed during a host of performance opportunities across the year that demonstrates a rigorous program that supports academic achievement.

- ANZAC assembly performance featured our String Orchestra, Concert Band and Choir
- The Kalamunda Show came provided further opportunity for our students to perform in the community.
- The mid-year concert in June was sold out and featured the schools' classical ensembles as part of IMSS.
- In September, the annual Rock Night showcased an impressive standard of talent from contemporary musicians across all year levels.
- The annual Twilight Concert in October was one of our biggest events yet, featuring students from Years 7 to 12. Over 100 students came together to perform the grand finale based on the 2025 Australia theme We are Australian and John Farnham's You're the Voice. Indigenous special guest Gina Williams performed Warangka and Kalyakoorl with the choir and selected students. Former indigenous student Coen Fowler opened the event and performed the didgeridoo.
- The annual Twilight Years Grandparents concert featured classic songs and was well received by the audience
- The Senior guitar quartet performed an original composition from teacher Marcus Roberts called "The Reggae Suite" in the International Guitar ensemble festival. Students achieved outstanding in all areas from the judges.
- Music Camp was at Swan Leigh in 2025 and involved 140 students across years 7 -12
- Semester One and Two Showcases for Specialist students in Kalamunda Performing Arts- Music and Kalamunda Performing Arts students.



## Kalamunda Performing Arts

Across all year levels, our KPA students are consistently outperforming DoE averages, with a significantly higher concentration of A and B grades, which is consistent with our previous years SAIS data analysis. The Year 10 cohort demonstrates a strong trend of high achievement, with results concentrated in the A and B grade brackets due to a strategic focus on student engagement and retention. While the Year 9 group has faced some unique challenges with gender dynamics and showcase participation, the Year 8 students are performing at an exceptional level and inspiring one another toward excellence. Year 7 results reflect this high standard, featuring a large proportion of A grades (52.6%) that highlight the students' initial passion and successful transition into the program. To maintain these outcomes, the department has implemented higher selection criteria for performances, ensuring students take individual responsibility for meeting professional deadlines. Recent production successes, such as the musical Shrek, further underscore this commitment to refined performance standards and student accountability. Looking ahead, the creation of a unified promotional video is recommended to broaden the applicant pool from feeder schools and increase program visibility. A streamlining application processes across all specialist courses will be essential to ensure a more efficient and cohesive selection experience for future students.

The KPA highlights from 2025 are:

- The Shrek Junior Production performed four shows. Students embraced the challenge with enthusiasm, and the result was a vibrant, heartwarming show that delighted audiences. This was a wonderful community collaboration with students from Visual Arts who helped make props as well as the poster and programme art. Media students filmed the event and former students helped backstage and created backdrops.
- 10 KPA students were selected to perform in Mazenod College's The School of Rock production.
- The Semester One and Two Showcase involving KPA Music and KPA was well received reflecting our continued refinement of production processes and our commitment to delivering professional, high-quality evenings of entertainment.
- Students from across year levels attended camp at Fair bridge in Pinjarra to rehearse for Shrek Junior Production.
- Membership of the Independent Theatre Association and entry into the Finley awards, giving us 3 independent and non-biased adjudication reports on our musicals, allows the students to reflect on opinions of real-life professionals and keeps them accountable to an audience more than their families.



## Drama

Across Years 7 to 12, grade trends reflect a focus on student engagement and practical achievement, with lower school showing high performance and a shift toward B grades in Year 7. Year 8 demonstrated high success rates due to increased psychological safety, while the adoption of group-devised work in Year 9 and engaging, revised curriculum in Year 10 bolstered student participation despite varying cohort abilities and absenteeism. Senior school results were strong, with Year 12 showing improved performance and EST results through targeted literacy and memorisation strategies. The Year 11 cohort was particularly strong, with nearly 50% being former KPA students, showing strong retention and achieved A grade results well above like and DoE averages. The Drama performance and excursion highlights from 2025 are:

- Semester Two Dance and Drama Showcase was sold out. Year 12 students performed scripted monologues and the hilarious "General Valley Hospital" by Judy Wicklund.
- The Senior School Showcase where Year 11 students performed scripted monologues and year 12's performed key scenes from Summer of the Seventeenth Doll by Ray Lawler
- Year 12 Drama excursion to see Disney's Beauty and the Beast at Crown Theatre.
- Year 10 Drama saw Barking Gecko's moody and electric performance of Hoods by Angela Betzian

## Dance

The 2025 Dance SAIS data indicates a strong upward trend in student achievement, with high-performing cohorts in lower school and strong engagement across all year levels. Flexible performance options and targeted support strategies, such as open-book assessments, formative assessment opportunities, diverse response opportunities and modified assessments to support lower ability students have successfully shifted the grade distribution toward higher bands, particularly in Years 7 through 10. The Dance highlights from 2025 are:

- Year 11 & 12 Bollywood Workshops and Bollywood routine with specialist Dancer Ram Seewooruthun.
- Semester One Dance Showcase and Semester Two Dance and Drama Showcase. Students from years 9- 12 performed Hip Hop Jazz, Bollywood and Contemporary styles in the form of Solos, Duos and Trio's and whole class performances.
- Year 9 students took part in Choreographic workshops by guest teachers in Bollywood, Irish and Indonesian.
- Year 11 and 12 students went to His Majesty's Theatre to watch West Australian Ballet present Butterfly Effect.
- Year 10 & 11 Dance class visited ECU/WAAPA and watched a classical dance ballet rehearsal and contemporary dance workshop.



# Achievements and Awards

## St Georges

Charlotte Hulcup (Year 12)  
Cara Johnson (Year 10)  
Aoife O'Toole (Year 10)

## Shaun Tan

Peyton Kovacevich (Year 9) - 2nd place

## Emerging Artist Award

Geneva Blake (Year 11)  
Emily Filip (Year 11)

## Hypervision

Zuri Matthews (Year 12) - Finalist in Mixed Media  
Charlotte Lee Steere (Year 11)  
Cooper Sellin (Year 10) - Winner - Upcoming Artist  
Georgie Wildman (Year 9)  
Lyle Mullan (Year 8)  
Kharly Young-Watts (Year 7)

## Young Originals

Charlotte Hulcup (Year 12)  
Geneva Blake (Year 11)  
Oliver Burton (Year 11)  
Esmee Roberts (Year 9)  
Logan Stephens (Year 9)

## Outside the Frame

Charlotte Hulcup (Year 12)  
Yves Sonnen (Year 12)  
Emily Filip (Year 11)  
Layla Ward (Year 11)  
Calais Wilson (Year 11)

## Young Artist Awards

Eva Wildman (Year 12) - Best artwork  
Silas Kempt (Year 10)  
Aoife O'Toole (Year 10) - Winner - Upcoming Artist  
Eliza Andrew (Year 9)  
Bhagya Idamgedara (Year 9)  
Otto Lowery (Year 9) - Best artwork (ages 11-15)  
Gaby Van Niekerk (Year 8)

## Darlington Arts Festival

Oliver Burton (Year 11) - Best in show  
Indie Andersen-Law (Year 9)  
Eliza Andrew (Year 9)  
Emily Hartland (Year 9)  
Daria Kurmaev (Year 8)  
Nina Kempt (Year 7)  
Lavender Pennington (Year 7)

## Canning Art Award

Sana Allen (Year 12)  
Jasmine Barton (Year 12) - Prize Winner in Textile category  
Liam Hulcup (Year 9) - Prize Winner in Drawing category

## Gifted and Talented Program Dux Award winners

Aoife O'Toole (Year 10)  
Savannah Loring (Year 9)  
Evelyn Lee Steere (Year 8)  
Olivia Duke (Year 7)

## Gifted and Talented Program Values Award winner

Cooper Sellin (Year 10)



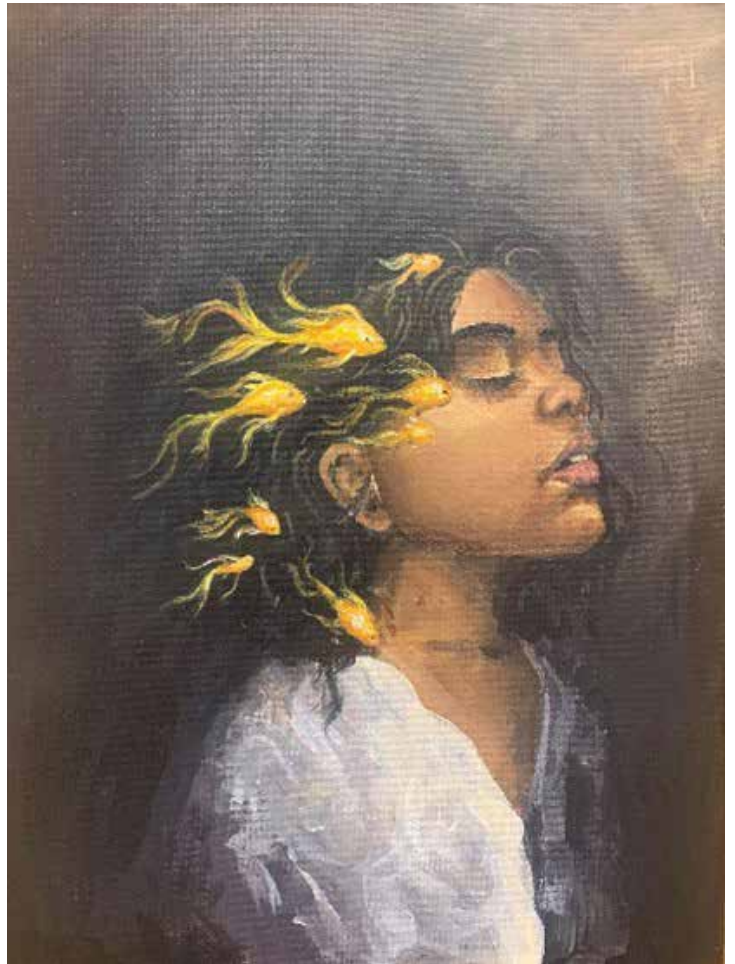
Charlotte Hulcup - Year 12  
'Still Waters run deep'  
St Georges Entrant



Aoife O'Toole - Year 10  
'Aliina'  
St Georges Entrant



Cara Johnson - Year 10  
'Adolescence Framed'  
St Georges Entrant



Peyton Kovacevich - Year 9  
'A Girl and her Goldfish'  
Shaun Tan Entrant



Cooper Sellin - Year 10  
Hypervision Entrant



Charlotte Hulcup - Year 12  
'Small Babushka'  
Young Originals Entrant



Zuri Matthews - Year 12  
 'My Eyes'  
 Hypervision Finalist Mixed Media



Lyle Mullan - Year 8  
 'Liselle in the sky with starfish'  
 Hypervision Entrant



Kharly Young-Watts - Year 7  
 'Modern Icon'  
 Hypervision Entrant



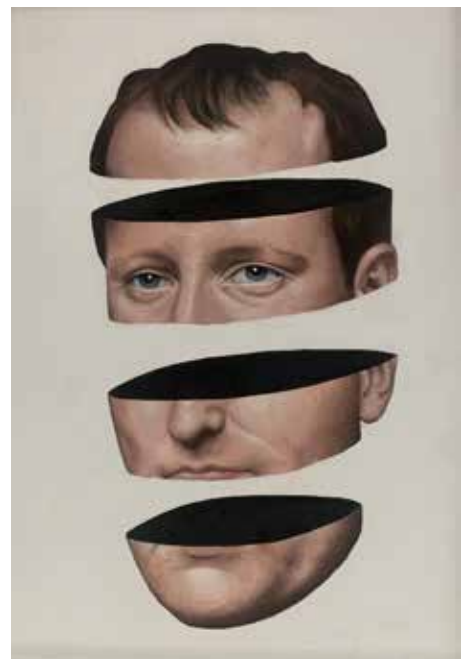
Charlotte Lee Steere - Year 11  
 'Self Portrait'  
 Hypervision Entrant



Georgie Wildman - Year 9  
 'Out of Service'  
 Hypervision



Logan Stephens - Year 11  
 'Delicate Histories'  
 Young Originals Entrant

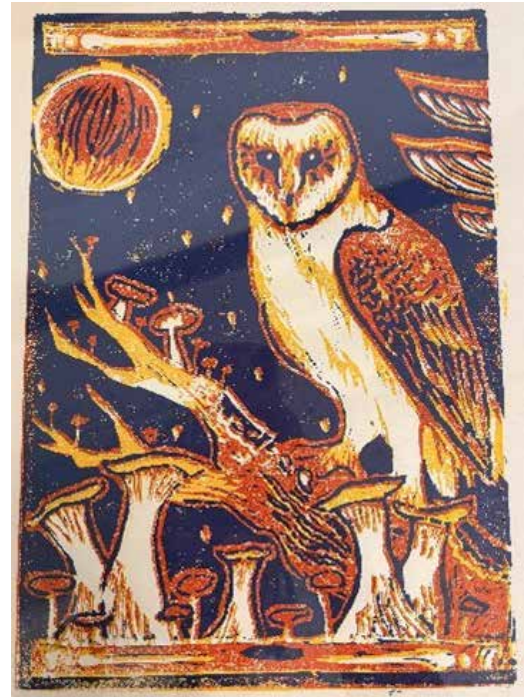


Oliver Burton - Year 11  
 'Divide and conquer'  
 Young Originals Entrant



Geneva Blake - Year 11  
'Μονομαχία (duel)'  
Young Originals Entrant

Evi Lee Steere  
Year 8  
'Darlington Art  
Festival Entrant



Esmae Roberts - Year 9  
'Cecaelia'  
Young Originals Entrant



Calais Wilson - Year 11  
'A Woman's First Order'  
Outside the Frame Entrant



Emily Filip - Year 11  
'Style Wars'  
Outside the Frame Entrant



Yves Sonnen - Year 12  
'Republicans Circus: The Elephant in the room'  
Outside the Frame Entrant



Layla Ward - Year 11  
 'Triple Wilight'  
 Outside the Frame Entrant



Charlotte Hulcup - Year 12  
 'Small Bubushka'  
 Outside the Frame Entrant



Aoife O'Toole - Year 10  
 'Goddess of the Moon'  
 Young Artists Award - Winner 'Emerging Artist'



Eliza Andrew - Year 9  
 'Odins Raven'  
 Young Artist and Emerging Artist Awards Entrant



Otto Lowery - Year 9  
 'Goblin King'  
 Young Artists Award - Winner Best Artwork (ages 11-15)



Silas Kempt - Year 10  
 'Bearer of Verdant Doom'  
 Young Artist Awards Entrant



Gaby Van Niekerk - Year 8  
'Between Worlds'  
Young Artist Awards Entrant



Eva Wildman - Year 12  
'The Tiger Widow'  
Young Artist Awards Entrant



Sana Allen - Year 12  
'Drift'  
Canning Art Award Entrant



Jasmine Barton - Year 12  
'Sunflower Girl'  
Canning Art Award - Winner "Textiles"



Liam Hulcup - Year 9  
'Memories and Forgotten Things'  
Canning Art Award - Winner "Drawing"



Emily Filip - Year 11  
'Purple Sunset'  
Emerging Artist Entrant



Geneva Blake - Year 11  
'Mountain Peak'  
Emerging Artist Entrant



## English

2025 was a long-awaited year of transition and new beginnings as the English Department moved into our new state-of-the-art building at the start of Term 3. All of us – teachers and students – eagerly anticipated being able to enjoy these pristine learning spaces. It was also a year to refresh and adapt our teaching programs to the new WA Curriculum introduced for Years 7 to 10.

### Year 12 ATAR English achievement

Students studying ATAR English achieved excellent results in 2025. We were pleased to see an increase in our average scaled score which has continued to rise over the past two years, with the 2025 cohort averaging at 56%. We had 14 students achieve a scaled score over 65% and 80% of students above 50%, which was a significant increase from 53% in 2024. Several steps have been taken to improve student capabilities including attending the Curtin English and Literature Conference, exam revision seminars, rigorous moderation process and networking with like schools.



### Year 12 General and OLNA

In 2025, 99% of our Year 12 cohort achieved Category 3 in OLNA Reading and 98% achieved Category 3 in OLNA Writing. This has remained consistent with our 2024 data. A focus in our Year 12 General course is put on preparation for life after school, developing a love of reading and supporting critical thinking, with a highlight of the year being the novel study of *The Brink* by local author Holden Sheppard. He visited the school and presented an author talk to the cohort. Holden was incredibly impressed by the students' engagement and thoughtful analysis of the novel.



### Year 12 ATAR Literature achievement

As an English Department, we are proud to be one of the few remaining public schools continuing to offer the ATAR Literature course in our school. Our 2025 cohort achieved an average scaled score of 63%. This average has steadily increased over the previous two years, mirroring the improvements of ATAR English. Two students achieved a scaled score of over 80% and 58% of students in the cohort achieved a scaled score of over 60%. This year we participated in a small group moderation with a neighbouring school, and this collaboration ensured the accuracy of the teaching and assessment throughout the course.



### Year 7 to 10 English

A new WA English Curriculum was introduced for Year 7 to 10 students in 2025. The English teachers worked diligently to align our courses with the new curriculum while maintaining our focus on providing engaging and relevant content for our students. A consistent focus is developing critical thinking strategies. Across the four years, students complete



As well as enriching curriculum offered in the classroom, we also provided extra-curricular learning opportunities for our school community. Students participated in Write a Book in a Day, the Talented Young Writer's Collective, Book Week activities, the Premier's Reading Challenge, and various incursions and excursions throughout the year.



a range of analytical and creative tasks on various text types with increasing complexity as the years progress. We also focus on the development of functional reading and writing strategies to support student success in Year 11 and 12, catering the content to the various pathways offered at our school. Our Year 9 NAPLAN data reflects this value adding. In the Reading test, 19.5% of students achieved 'exceeding' compared to 16.7% when they completed the test in Year 7. This progress is above like and state schools. Also, 57.9% achieved 'strong' compared to 56.5% in Year 7. This sits slightly below like and state schools. At the other end of the spectrum, 3.6% of students were identified as 'needing extra support', which has lowered from 5.5%. The progress of our cohort 'needing extra support' is above like schools. A total of 119 students achieved a score in NAPLAN that pre-qualified for them for OLN Reading test. In the Writing test 48.5% of students achieved 'strong' compared to 44.2% in Year 7. This improvement sits slightly below like schools and the state mean. 4.5% of students were identified as 'needing extra support', which has dropped from 6.3% in Year 7. This achievement is above like schools. A total of 81 students achieved a score which pre-qualified them for the OLN Writing test.





## Health, Outdoor and Physical Education

### House Swimming Carnival

The House Swimming Carnival was held on Thursday 20th March 2025. It was fantastic to see a host of competitors battle it out in the pool, while cheering for their house mates throughout the day. A true display of school pride and community.

The carnival itself was a tremendous success, with Phoenix emerging victorious for the fifth consecutive year—an amazing achievement! There were several standout individual performances, including Peyton Kovacevich (Orion), Megan Schwinkowski (Phoenix), Karri Maddern (Phoenix), Patrick Smith (Phoenix), and Kharly Young-Watts (Pegasus).

### House Athletic Carnival

The House Athletics Carnival was held on Friday, 29 August, and it turned out to be a beautiful spring day — perfect conditions for a day of sport and school spirit.

Students arrived in full house colours, bringing plenty of energy and enthusiasm to the track and field events. The novelty events proved to be especially popular, keeping students entertained and engaged throughout the day, while the friendly competition created a great atmosphere across the stadium.

A big thank you goes to the P&C for running the ever-popular sausage sizzle, to all staff members for their support and organisation, and to the students who participated and represented their houses with pride.

It was a fantastic day of fun, teamwork, and school spirit — a true celebration of the Kalamunda SHS community!

**School Sport WA Interschool Track & Field Division 7 Carnival:** Friday, 17 October 2025 – WA Athletics Stadium



Kalamunda Senior High School delivered an outstanding performance at the 2025 School Sport WA Interschool Track & Field Division 7 Carnival, held at the WA Athletics Stadium. With an incredible team effort across all events, Kalamunda SHS claimed first place, finishing more than 200 points ahead of second place — a truly dominant result.

This year's major team goal was clear: earn promotion to Division 6 for next year's carnival. Thanks to the hard work, dedication, and spirit shown by every athlete, that goal has been proudly achieved.

The day featured several standout individual performances, including three Champion Athletes from Kalamunda SHS:

- Tristian Wilson – Year 11 Boys Champion
- Heath Orr – Year 9 Boys Champion
- Kharly Young-Watts – Year 7 Girls Champion

In addition, two students were named Runner-Up Champions:

- Gracie McDonald – Year 10 Girls Runner-Up Champion
- Sophie Ellis – Year 11 Girls Runner-Up Champion

Every event on the day was filled, demonstrating the commitment and teamwork that define Kalamunda SHS sport. The entire squad put in extensive preparation through solid training sessions leading up to the carnival, and their collective effort truly paid off.

Congratulations to all students and staff involved — it was a fantastic team performance, and everyone should be extremely proud of what they have achieved. Kalamunda SHS now looks forward to taking on Division 6 in 2026 with confidence and pride.

## Kalamunda SHS Cross Country 2025

Our annual Inter-House Cross Country was held on Friday, 19th September. The competition this year returned to the traditional format of previous years, with competitors racing and cheering each other on during their allocated period of racing. Year 7s and 8s competed in a two-lap course, Year 9s and 10s in a three-lap course and Year 11s and 12s in a four-lap course. One lap of the course is just under 1km long which provides students a challenging yet achievable opportunity to run long distances on a variety of different surfaces around the school oval.

The Year 7's started the day in a fantastic fashion with all able students in the cohort taking on the 1.8km course. All those who started the race successfully completed the course inside the cut off time, thus earning points for their house. A fantastic achievement by all! The Year 8 runners were treated to a raucous Year 7 crowd, who stayed behind after their race, cheering on the runners for the full two laps and creating a fantastic, fun atmosphere for all involved. The following period saw Years 9, 10, 11 and 12 battle some warmer conditions across their longer races. However, the change in conditions did little to perturb our runners, who all competed in great spirits - with some even finding the energy to spring over the line! Many of the races came down to tight finishes, with all displaying resilience and determination to finish the race. Well done to everyone who competed and helped assisted with marshalling.

A special mention to our champions and runners up for 2025; Samantha Lawson, Eloise Sprogowski (Year 7 Girls), Lucius Roberts, Archie Hammond-Downing (Year 7 Boys), Mia Warwick, Isabella Logan (Year 8 Girls), Oliver Cann, David Maguire (Year 8 Boys), Anna Mack, Chloe Reeves (Year 9 Girls), Heath Orr, Silas Joseph (Year 9 Boys), Cliona Ehlers, Taya Dewild-Kovacich (Year 10 Girls), Samuel Hindle, Chaise Letchford (Year 10 Boys), Sophie Ellis, Eloise Moore (Year 11 Girls), Jason Lakelin, Tristan Wilson (Year 11 Boys), Lily Ajduk, Sarah Spratt (Year 12 Girls), Lachlan Todd, Blake Sieczka (Year 12 Boys)

The winning house this year was Orion, bouncing back from their third-place finish in 2024. They managed to record a score of 173 points, winning by a margin of only 28 points over second place Draco, with Phoenix and Pegasus not too far behind in third and fourth respectively. A huge thank you to all the competitors and assisting staff throughout the day.



wouldn't have been the success it was without all of you. Bring on 2026!

## Outdoor Adventure Program

The Outdoor Adventure Program continued another year with students learning and developing valuable knowledge and skills required for outdoor pursuits and environmental responsibility.

The Year 7 class began their Outdoor Adventure journey by learning key practical skills in camp craft, mountain biking, navigation and roping. These skills were demonstrated by the students in their camp to Dwellingup where they put their roping and mountain biking skills on display as they rode the Marrinup Trail, which is located along the Munda Biddi, and completed



a challenging high ropes course. This camp also gave the group an opportunity to explore expedition planning considerations such as equipment and menu planning, develop their relationship with nature and demonstrate the 'Leave No Trace Principles' as well as using skills for building group relationships such as communication. Students also participated in excursions to Pickering Brook to hone their mountain biking skills, as well as Kings Park to deepen their understanding of land care and stewardship through Indigenous perspectives and complete an orienteering course.

In the Outdoor Adventure Program for Year 8, students took advantage of significant opportunities to build on and develop their knowledge and skills of expedition planning, risk management and emergency responses in the outdoors, bushwalking, navigation, abseiling, mountain biking, environmental awareness, personal skills and working with others. The class began the year continuing to build their skills of roping and knot tying introduced in Year 7, to more advanced skills that they used on a natural surface during their abseiling excursion to Statham's Quarry. They then honed their navigation skills while completing the Jorgensen Park orienteering course where they demonstrated their ability to travel on a bearing to complete the course. In Term 3, the students embarked on a bushwalking expedition in the Great Southern region, conquering both the Bluff Knoll and Bald Head hiking trails as well



as fishing in Albany and visiting the National ANZAC Centre. This experience emphasised the importance of understanding expedition planning considerations and working collaboratively to achieve their group goals. It also provided them with an opportunity to engage with their environment and learn how to protect and care for it. This gave them the opportunity to discuss strategies that support the 'Leave No Trace' principles. To cap off their adventurous year, the students participated in a stand-up paddleboarding excursion to Coogee Beach.

The Year 9 group kicked off the year by building on their abseiling skills and learning new techniques such as a self-rescue, which they showcased on the natural surfaces at Boya Quarry. This excursion also deepened the students' understanding of risk management principles. In Term 2, the focus shifted to mountain biking in the local area, where they applied their bushwalking and expedition skills during a challenging two days where planning for weather considerations was vital during the winter months. This journey began at Kalamunda Mountain Bike Park, with students riding along the Munda Biddi to camp at Carinyah Hut, then returning to school via the Munda Biddi and local Kalamunda trails the following day. Throughout the year, students have also deepened their understanding and respect for the environment by exploring the impact of human activity on native flora and fauna, particularly in the locations they visit during their years in the Outdoor Adventure Program. In Term 4, they participated in a three-day hike along the stunning Cape to Cape track, starting at Cosy Corner and finishing in Prevelly. During this camp, students utilised a range of navigation skills they have been building on in the program as well as interpersonal, leadership, organisational, and problem-solving skills, highlighting the importance of understanding the skills required for building group relationships. Students also had the opportunity to extend their leadership

skills by joining with the Year 7 OAP students on their excursion to Kings Park where they could use their navigational skills to assist the students in completing their first challenging orienteering course.

The Year 10 class has now completed four years in the program, showcasing themselves as a passionate, driven, and cohesive group of students. In Term 1, they demonstrated their extensive roping skills and knowledge by setting up complete abseiling and belay rigs at Statham's Quarry. In Term 3, the students embarked on an adventurous three-day hike along the Cape to Cape track, covering the stretch from Gracetown to Cape Naturaliste. Over their time in the Outdoor Adventure Program, they have hiked nearly 100km of the 135km track. In Term 4, they participated in a beach day at Coogee to practice their snorkelling and fishing skills before traveling to Rottnest Island to snorkel the island's stunning reefs, as well as enjoy fishing and cycling around the beautiful landscape. As their time in the program has ended, they leave with valuable personal and interpersonal skills that will stay with them for life, along with the skills, practices and environmental awareness to participate in a range of outdoor pursuits.

The Outdoor Adventure Program Year 6 testing day was held in Term 2 when selection for the 2026 Year 7 Program class was completed. We had a higher number of students applying and trialling for the



program compared to the previous 2024 group than usual and the calibre of students testing to enter the program was strong. We look forward to seeing this group develop and grow over the next 4 years in our Specialist Program.

### **Soccer Program**

It's been another successful year for the Kalamunda SHS Soccer Program. With over 70 students enrolled across four squads, this is the highest enrolment in the program to date with the introduction of the Year 7's into the specialist program.



We had six teams nominated for the School Sports WA Regional Pennants Soccer competition. An all-time record! All teams competed well, representing the school with pride, respect, and resilience. The junior girls (A) were an absolute standout, reaching the round of 16 of the shield knockout competition—an amazing achievement! This brilliant effort shows great potential for the future, and we hope to keep that squad together for the upcoming competition in 2026. Four of the remaining five squads also performed strongly, finishing 2nd in their respective groups. Across the board all squads performed extremely consistently in 2025.

It has been tremendous to watch the students grow in confidence and skill level. Many have improved their game sense and positional awareness far beyond our expectations. Students in the program receive



a minimum of 60 coaching sessions throughout the year, delivered by Football Evolution Training, with additional sessions led by their FFA-accredited class teacher.

The Kalamunda SHS Soccer Program will continue to grow in 2026. Students will now have the opportunity to begin in Year 7 and continue through to Year 10 a new FA Cup knock-out competition available for both senior girls & boys. The current Year 8 students will advance to Year 9, with the long-term goal of extending the program into upper school pathways. It's an exciting future for our specialist soccer program, and we can't wait to see our squads in action in 2026!

### **Outdoor Education**

The 12 ATAR Outdoor Education Class performed well through the year, achieving strong grades and designing, implementing and running the year 12 General Outdoor Education classes 4-day expedition, including abseiling, caving, hiking, mountain biking and environmental interpretive activities. Mixed results at the ATAR exam were not reflective of the group's ability.

Year 12 General Outdoor Education ran for the third year and was highly successful with a higher number of A and B grades and no student achieving below a C grade. We saw an outstanding performance by the year 11 General Outdoor Education class achieving 90% A grades.

### **Health**

The Year 11 ATAR Health class performed very well, and we are looking forward to seeing how they perform in Year 12.

With implementing the new WA curriculum, we have seen an improved performance in Health Education throughout Year 7 to 10 Health Education and a decline in performance in Physical Education, although with refinements of our assessments we are sure to see this rectified in 2026.

### **Overall**

It was a strong performance from the ATHEA class achieving within 2% of the State average scale score and the highest performing course with in the school for student for best or second-best mark. Our VET students in both Year 12 courses performing very well showing a strength we have in building these courses to meet the needs of our students. Year 11 Certificate students in Sport Coaching achieved the learning area target and Certificate II in Outdoor Recreation showed a big improvement from 2024. Certificate II in Outdoor Recreation completed units in first aid, abseiling, canoeing, mountain biking, stand up paddle boarding, Minimal Impact and Bronze Medallion and Certificate II in Sport Coaching students coached the year 7's in Athletics and Basketball and Officiated at the Kalability cricket and basketball carnivals.

# Humanities

Humanities and Social Sciences helps students make sense of the world, from their local Western Australian communities to global cultures and systems. It develops critical thinking, empathy, and informed citizenship, skills essential for young people shaping a positive future. In an increasingly interconnected world marked by rapid geopolitical, historical, and economic change, Humanities education is vital in preparing students to be active, responsible global citizens.

Psychology for Year 12. Both Year 12 General Career and Enterprise and General Psychology showed an increase in the number of A and B grades from Semester One to Semester Two, contributing to successful pathways for students.

In 2025, the Humanities Learning Area delivered two Certificate II courses, Tourism and Workplace Skills, for Year 11 and 12 students. Both have shown steady enrolment growth over the Business Plan cycle, with Tourism increasing from 13 students in 2023 to 22 in 2025, and Workplace Skills rising from 22 to 48 over the same period. This upward trend reflects the strong appeal of humanities-based certificates in providing job-ready skills, current industry knowledge, and enhanced employability.



## Senior School

The Humanities Learning Area offers a wide range of pathways for students in Senior School, and we are fortunate to provide courses across ATAR, General, and Certificate levels.

In 2025, the Learning Area delivered three Year 12 ATAR courses: Modern History, Economics, and Psychology. These courses achieved strong results overall. Modern History students achieved outstanding results, with an average scaled score of 8.27 above the state scaled mean, the highest performance in the school. 50% of the class achieved a scaled score above 65%. Psychology students also performed well, achieving a mean of 2.11 above the state scaled mean. Economics continues to be a strong and distinctive offering at Kalamunda Senior High School, setting us apart from many neighbouring public schools that do not provide this course. The top scaled score for this course was 71% and three students attained a scaled score above 60%.

The Humanities Learning Area also delivered General courses in Geography and Psychology for Year 11, and Career and Enterprise, Modern History, and



## Year 7 to 10 Humanities and Social sciences

In Years 7 to 10, Humanities and Social Sciences encompasses Geography, Civics and Citizenship, Economics and Business, and History. The Learning Area aims to develop lifelong engagement with civic life; curiosity about people, places, cultures and environments; and strong historical, geographical, civic, business and economic understanding. It also builds students' critical thinking, problem solving, decision making, and enterprising skills, and their understanding of Australia's connections with Asia and the wider world.

Year 10 achieved a mean of 53.3%, with most results falling between 60–75% and a top score of 86.6%. Compared to Like and DoE schools, students maintained a solid share of B grades (22.2%) that is comparable to Like Schools (22%) and above the DoE average (20.9%), and the cohort also recorded a steady proportion of A grades (10.6%) that is aligned with the DoE average (13.8%).



Year 9 achieved a mean of 56.8%, with the majority of results between 55–70% and many clustered in the low to mid 60s. Compared to Like and DoE schools, students maintained a strong share of B grades (25%) that is similar to Like Schools (25.4%) and above the DoE average (22.4%), while also achieving a solid proportion of A grades (13.9%) that remains aligned with both Like Schools (16.5%) and the DoE average (16.2%), demonstrating steady performance toward the upper end of the grade distribution.

Year 8 achieved a mean of 62.9%, with most students scoring within the 60–75% range. Compared to Like and DoE schools, students had a higher share of B grades (29.5%) than both Like Schools (25.6%) and the DoE average (23.9%), and the cohort also recorded a stronger proportion of A grades (21.6%) than Like Schools (17.5%) and the DoE average (16.6%).

Year 7 achieved a mean of 61.5%, with a clear concentration of results between 60–75%. Compared to Like and DoE schools, students had a higher share of B grades (29.2%) than both Like Schools (25.9%) and the DoE average (23.3%), and the cohort also maintained a solid proportion of A grades (12.5%) that is similar to Like Schools (16.6%) and the DoE average (16.2%), highlighting strong performance at the top end.



Across all year groups Academic Excellence classes consistently achieved higher means and stronger top end results, demonstrating the effectiveness of extension pathways and differentiation for high achieving students.

Students in Year 10 studied the Humanities electives Big History and Philosophy and Ethics, exploring the origins and future of the universe while developing skills in evidence analysis, systems thinking, ethical inquiry, and critical reasoning.

### **Humanities and Social Sciences Extracurricular Activities**

Humanities staff deliver engaging, high quality lessons supported by a wide range of curriculum enriching activities. In 2025, students participated in several excursions, including Year 9 visits to the WA Law Courts and WA Parliament, Year 11 and 12 Tourism excursion to the Perth Visitors Centre with a walking tour of the CBD, the Japan trip, and the Year 11 Geography camp in Collie. A variety of incursions and guest presentations complemented classroom learning, such as the Year 9 and 10 Talk Money, Year 7's 'Ask Hatshepsut' and the Waterwise experience, the Year 10 Red Cross incursion, a guest speaker for Year 12 History, and the Year 12 Economics seminar. Students also engaged in competitions and school based events, including the Australian Geography and History competitions, the Anzac Ceremony, Remembrance Day, Debate and Discussion Club, and the Year 10 Academic Excellence Symposium.



### **Conclusion**

The achievements of 2025 were made possible through the hard work and dedication of our teachers, who continue to create exciting opportunities for their students. These successes were also supported by our Education Assistants, Librarians, and the wider school community.

We extend a special acknowledgement to HOLA Richard Guthrie as we farewell him after 20+ years of outstanding service to the Learning Area and the school.

We now look ahead to the opportunities that 2026 will bring with the introduction of a new curriculum.

## Languages

### Italian

As a lead language school, Kalamunda Senior High School paves the way for linguistic learning that encourages curiosity, empathy, and intercultural understanding. Our mission is to equip students with the cultural and communicative skills needed to become thoughtful, authentic, and globally engaged citizens. This year we also celebrate the success of the Italian and Japanese International tours providing students with a powerful opportunity to connect classroom learning to real-world experiences.

Our Year 7 Italian students embraced language learning with confidence and enthusiasm, focusing on developing conversational skills, analytical thinking and aural comprehension through Italian movie clips and music. Students explored themes such as Identity and Family, Animals of Italy, the Italian Schooling System and Geography, and regional cuisines. A standout moment was the Di Filippo Marionette incursion, where students were captivated by Rhoda and Remo's storytelling and the rich cultural artistry of traditional Italian puppetry.



Gioconda, and Raffaello's La Scuola di Atene, they developed a deeper appreciation for the artistic and philosophical revolutions that shaped Europe. The Medici family emerged as a central theme, with students exploring their powerful role as patrons of the arts and architects of societal transformation.

Year 9 Italian students explored language and culture through topics like daily routines, cinema, sustainability, and advertising, leading to the creation of a student-led Italian magazine. Each unit introduced new grammar and tenses, with a strong focus on speaking and authentic communication. Students also studied Italian migration to WA, bringing history to life with a visit to Fremantle's Welcome Walls and a sculpture hunt for Pietro Porcelli's works, ending the day with a celebratory lunch at Portarosa.

Year 10, 11 and 12 Italian students proudly achieved their nationally recognised Certificate II and III in Italian, demonstrating strong progress across all macro skills and cultural competencies. These certificates span both workplace and social settings and students tackled realistic scenarios such as visa applications, job interviews, travel bookings, workplace calendars, and conversations with employers.

Languages Week celebrated linguistic diversity with the theme "Embrace the Journey." Marco Polo, the guest of honour, shared tales of his travels along the Silk Road. Students learned about the languages spoken along this historic trade route, with a focus on Venice. The Mona Lisa was displayed in the library but was mysteriously stolen, prompting students to



Year 8 Italian students embarked on a fascinating journey into historical piazzas, festivals, renowned canvases, and pensive discussions as they discovered the distinct features of Italian cities and the piazza at the cultural heart. Students were captivated by the grandeur and genius of the Italian Renaissance. Through close study of iconic masterpieces Botticelli's Primavera, Leonardo's La



- Taste of Italy Restaurant lunch
- Renaissance cooking
- Languages Week primary school visits
- Italian club events and cooking (Grazie Prof Gottardi!)

## Indonesian

### Year 7 Highlights

This year, our Year 7 students embarked on an exciting journey into the Indonesian language and culture. They explored basic vocabulary, grammar, and traditions, gaining a deeper appreciation for Indonesia's rich heritage.

A standout moment came in Term 3 when the Indonesian Consulate in Perth (KJRI Perth) visited our school. Students enjoyed hands-on cultural experiences, including playing the angklung, a traditional bamboo instrument, and tasting dadar gulung, a pandan-flavored crepe with sweet coconut filling. This interactive session brought the language to life and inspired students to continue learning with enthusiasm.

### Year 8 Highlights

For Year 8s, the year was filled with cultural immersion and recognition. A major highlight was the Student Award Program by KJRI Perth, celebrating dedication to Bahasa Indonesia. Congratulations to Nikka Chubko, Kalamunda's nominee for her outstanding commitment!

Students also visited KJRI Perth for an unforgettable excursion, where they played traditional instruments like the gamelan and angklung, and enjoyed authentic Indonesian cuisine at Tempayan restaurant.



follow clues to find the thief. Tony Galati visited the Year 11 and Year 12 Italian students, discussing the benefits of learning Italian, migration, and the importance of hard work and resilience. His visit was inspiring and motivational for the students.

La Dolce Gita was a combined Italian and Arts International tour where 24 students explored Italy's cultural treasures from Rome's ancient landmarks and Vatican City to pizza-making in Trastevere, the coastal charm of Sorrento and the ruins of Pompeii. In Florence, students took part in language and art classes, admired masterpieces in the Uffizi Gallery, and stood before Michelangelo's David. The journey continued through Pisa, Verona, and magical Venice. Students explored the Doge's Palace, visited the colourful islands of Murano and Burano, which showcased the beauty of Venice's history and craftsmanship of glassblowing. More than a sightseeing tour, it was a transformative journey that enriched students both personally and educationally.

### Other Italian highlights!

- Jade Mainard will be participating in the 8 week exchange to Italy 2025
- Guest speaker Italian-Australian criminal lawyer, John Rando
- Year 11 and 12 excursion to WA State Library
- The Re Store (Italian supermarket)



In class, students celebrated Indonesian Independence Day by playing traditional games such as Lompat Karet, Congklak, and Bekel, connecting with the everyday experiences of Indonesian children.

These activities strengthened students' cultural understanding and inspired them to continue exploring Indonesia with curiosity and respect.

### Japanese

Japanese teaching at Kalamunda SHS is a totemo sugoi gig and this year has been a highlight year among highlight years! The Year 7s that joined the school this year have thrown themselves into language learning, setting a standard that makes me very excited for what is to come! The Year 8s have been energetic and engaged; the Year 9s have gone from strength to strength and my Certificate classes have been "locked in" all year! A special mention to my year 12s – Sana Allen, Nicola Barr, Isobel Hebden, and Maya Hurley-Green, who completed their Certificate III to a very high standard and with no stress for me around deadlines! Also, to Ludivine Astbury-Thompson for her completion of the ATAR Japanese class through SIDE. A wonderful cohort and I will miss them all so much!



This year I have been joined by Language Assistant Ami Munekata, who has worked tirelessly all year to create lots of extra fun activities for the students. A huge "arigatougozaimasu" to Ami for all of the resources she created – our laminator got a good workout this year!

Other than the students and the teachers I have worked with this year, there have been two main highlights of 2025 – the visit from Nogi city and the long-awaited Japan Tour.

In August, we welcomed 8 junior high school students from Nogi City, who were hosted by Scarlett Stokeld, Matilda Nyquest, Kira Harry, Helena Wills, Owen

Sinfield, Amanda Moreno Diaz, Daniel Coetzee, and Lucas, Rylan and Zane Rowe. The willingness of these students and their families to so generously host the students to the benefit of the Japanese program makes me so happy and proud to be a part of the Kalamunda Senior High School community.



The Nogi students loved their interactions with our students, with everyone going above and beyond to create long lasting happy memories. A special thanks also to the teachers that welcomed the Japanese students into their classes at a busy time of the year – Ms Hawkes, Ms Davies, Mr Sijka, Mr Zinnecker, Ms Chaurasia, Ms Wilkinson, Mr Hart, Mrs Smith, Ms O'Malley, Mr Roberts and an extra special mention to Ms Head, who had the Japanese students performing a section of the amazing Shrek The Musical Jr. show!

In October, Mr Jacob Petit and I took a group of very enthusiastic Japanese language learners and tourism students on the much-anticipated Japan Tour. It has been over 10 years since Kalamunda SHS has had a tour to Japan. 19 students and 2 teachers travelled to Tokyo, Kyoto, Hiroshima, Miyajima, Kobe and Osaka over 12 days. The students were given a multitude of quintessential Japanese experiences – including shopping in Ginza and Harajuku, visiting UNESCO World Heritage in Kyoto and Hiroshima, tea ceremony, sweet making, Samurai and Ninja experiences, zen buddhist meditation, castles, seeing Mt Fuji, modern art, robots, giant Gandam/totoro/pokemon, subways and bullet trains, yakiniku, shabu-shabu, okonomiyaki, sashimi, sushi, 7/11, Lawsons, Family Mart, vending machines ... It really is hard to think of just one highlight, but for me, other than showing my own students Kobe, which is the city closest to where I spent my exchange year when I was a student at Kalamunda SHS (which felt like a full circle moment), was the outstanding behaviour of all of the students that attended the tour. They represented the school with distinction, and I was so proud of the way they conducted themselves. And it has given me the confidence to continue offering a tour in years to come!



## Mathematics

The Mathematics Department has worked with dedication throughout the year, strengthening its understanding of the new curriculum for 2026 and refining practice to support student growth. Our team remains focused on meeting learners at their point of need and developing effective, evidence based strategies that enhance teaching and learning across all year levels.

### WACE Achievement Numeracy

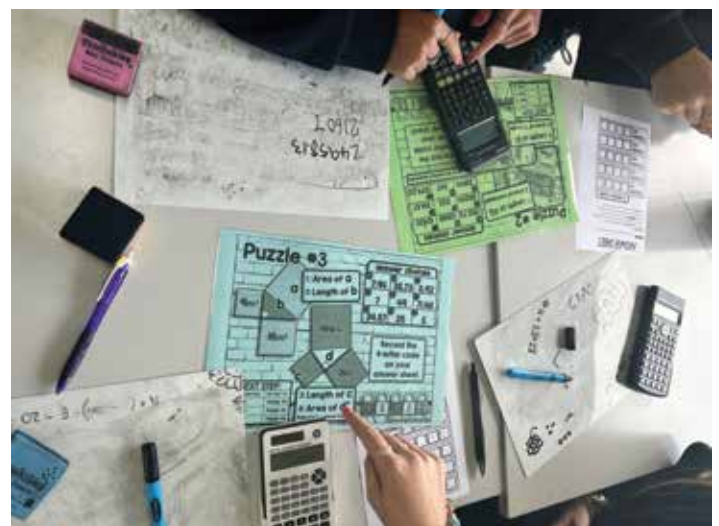
WACE numeracy achievement remains a key priority within our teaching programs, with the school achieving a 97% OLN Numeracy attainment rate. Targeted support was provided through the online OLN program in selected Mathematics classes, dedicated meeting periods for senior students yet to meet the standard, and the Foundations Mathematics courses. 51.2% of Year 9 students prequalified for OLN through NAPLAN numeracy—the lowest in this LA plan cycle—the cohort demonstrated a widening improvement gap compared with DoE schools and maintained progress consistent with Like schools. Year 12 ATAR and General Courses



One student achieved a scaled score above 75 in Mathematics Specialist; and two students achieved a scaled score of above 75 in Mathematics Methods and Mathematics Applications.

In Mathematics Specialist, the course mean was slightly lower than comparison groups, and the final WACE exam reflected a downward trend. In Mathematics

Methods, the course mean remained positive and school based exam performance exceeded that of Like Schools; however, WACE exam results were less favourable. There was also a decline in the number of students achieving at least a C grade from Semester 1 to Semester 2 in this course. The correlation between course mark and exam scores remained high, although there was a drop in both courses. Further investigation and close monitoring will be required to determine whether these patterns indicate an ongoing concern within the courses or whether they represent a one off anomaly.



The overall course mean for Mathematics Applications was lower than that of DoE and Like Schools, reflecting school based exam results that were more than 5% below other schools using the same papers. However, the correlation between course marks and exam marks was the strongest recorded in this Learning Area Plan cycle. While the proportion of students achieving at least a C grade improved from Semester 1 to Semester 2, the number of D grades increased compared with the end of Year 11. It is unclear whether this rise is specific to the course, as several of these students experienced similar difficulties in other subjects. The relationship between the lower WACE exam performance in this course and students who had already achieved WACE attainment will be an area for ongoing investigation in 2026.



Year 12 Mathematics Essentials exceeded expected targets, with strong rates of students attaining at least a C grade and demonstrating improvement from Year 11 and across both Semester 1 and Semester 2. The course mean was higher than that of Like Schools and DoE schools, accompanied by a comparatively low standard deviation. Strong alignment between class performance, staff marking and EST results was another positive outcome. The explicit teaching of the Mathematical Thinking Process and the Statistical Investigation Process across the Senior School, combined with targeted support, continues to contribute to improved learning outcomes in this course.

### **Year 11 ATAR and General Courses**

In Year 11 Mathematics ATAR, the percentage of C grades or above, along with course means, exceeded those of Like Schools in all courses. The proportion of A and B grades was also higher than both Like and DoE schools. Average exam scores across all ATAR courses were consistently stronger than those of other schools using the same exam papers. Maintaining these positive outcomes will remain a key focus moving into 2026.

Year 11 Essentials recorded a high proportion of D grades, though the number of E grades remained low. The course mean was slightly above that of Like and DoE schools, and the standard deviation was smaller than both comparison groups. The lower number of A grades remains an area of concern, alongside continued monitoring to ensure standards are maintained and complacency is avoided.

### **Years 7-10**

Year 7 results have shown improvement from Semester 1 to Semester 2 with more students achieving at least a C grade and is comparable to our Like schools, although the NAPLAN Numeracy results sit lower than Like schools. This will be monitored as the cohort moves throughout the school, to ensure that students are provided with adequate support.

Year 8 data showed a rise in the D grades awarded in Semester 2, although, this was also reflected in Like schools. The number of D and E grade was lower than Like and DoE schools.

Year 9 data indicated steady improvement since Year 7. The proportion of students achieving at least a C grade by the end of the year was closely aligned with Like Schools, and it was pleasing to see that the number of students achieving an A or B grade was comparable to both Like and DoE schools.

In Year 10, the percentage of students achieving at least a C grade exceeded DoE schools and aligned with Like Schools. The data also showed overall continued improvement from Year 7, with increasing numbers of students achieving at least a C grade and a downward trend in D and E grades. It was also encouraging to see an increase in the percentage of A and B grades, surpassing both Like and DoE schools.



The number of NA grades being awarded across Years 7–10 is noteworthy, as it is consistently higher than like schools, and will require ongoing investigation. This will remain a focus as we move toward developing the next Learning Area Plan.

The explicit use of the Mathematical Thinking Process and the Statistical Investigation Process continues to underpin classroom instruction and assessment. Consistent terminology and procedures are applied across year levels to ensure students are well prepared for WACE courses and Externally Set Tasks in line with SCSA expectations. This work will also support a more streamlined approach to modelling within the incoming curriculum.



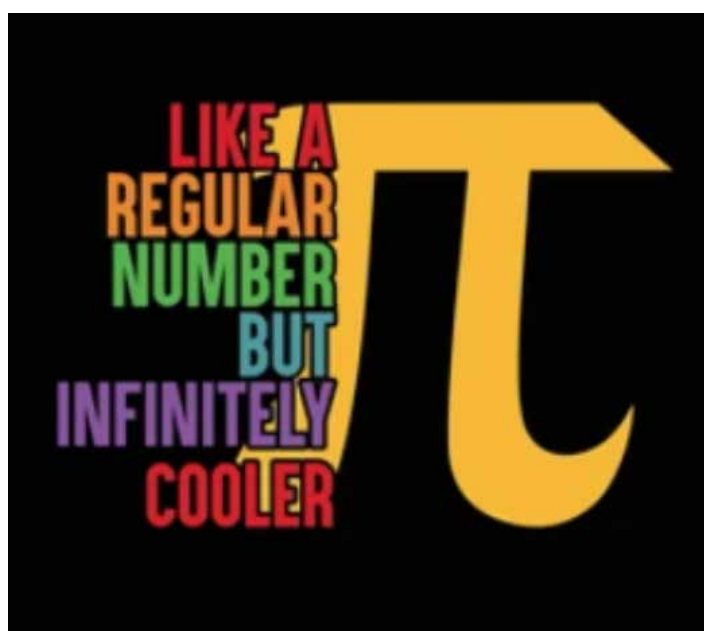
Year 10 streamed classes continue to provide clear pathways into ATAR and General courses. Course counselling, with a strong focus on career pathways, prerequisites, and course requirements, is contributing to positive outcomes in ATAR enrolments and achievement. Timetabled classes in Term 4 were again tailored to ensure students were well prepared for their selected Senior School pathways. Semester Two exams continued to align with these pathways to reflect WACE assessment structures. Staff also continue to emphasise the importance of STEM in future careers, which has seen consistently strong numbers of students choosing to study Mathematics in Year 11.

#### Highlights from Mathematics 2025

- 172 students participated in the Australian Maths Competition this year where 8 students received Distinction certificates, and 53 students received Credit certificates.
- ATAR students participated in revision seminars to assist their preparation for the WACE exams.

- Staff embedded clear learning goals and success criteria into their lessons, strengthening student accountability and enabling more effective tracking of progress.
- Student participation in the Robotics Club highlighted sustained interest in STEM. We again hosted the Bibbulmun Network Robotics Showcase in our gym, and students engaged in an expanding range of competition opportunities throughout the year.
- Students were involved in a range of Pi Day activities across Maths classes.
- The year 7 AE class participated in MAWA's Have Sum Fun online competition.
- Year 10 students were again placed into pathway courses in Term 4 that aligned with their intended Year 11 programs, improving readiness and supporting a more effective transition into WACE studies.
- Homework Club continued to provide valuable targeted support for students across all year levels and pathway courses.

Growth mindset remains central to our daily practice, guiding both staff and students in their approach to learning and improvement. These principles are embedded through clear learning goals, success criteria, and the use of rich tasks that strengthen students' reasoning and problem solving. As we look ahead to the implementation of a new curriculum and learning area plan, our focus on student engagement, progress, and the transfer of understanding to unfamiliar contexts positions us well for continued strong outcomes in 2026.





## Science

The Science Department at Kalamunda Senior High School celebrated another outstanding year in 2025, with students across all year levels engaging in enriching, hands on learning experiences. From field excursions and environmental action to creative problem solving and community contribution, our programs continued to spark curiosity, build scientific skills, and foster a deep appreciation for the natural world.

Across the 2025 WACE courses, results reflected generally sound assessment alignment with varied performance across subjects. Chemistry and Human Biology were strengths, with school averages above like schools and the state, strong correlations ( $>0.9$ ) between school and examination results, closely matched standard deviations, and positive course stage differentials, indicating reliable and effective assessment practices. Physics and Biology recorded school averages below like schools and the state; however, both subjects showed improvement through moderation and acceptable assessment alignment,



with Biology demonstrating a notable improvement in correlation compared with previous years. Overall, moderation outcomes and course stage differentials were within acceptable limits across all courses, with students in several subjects performing well in the external examinations.

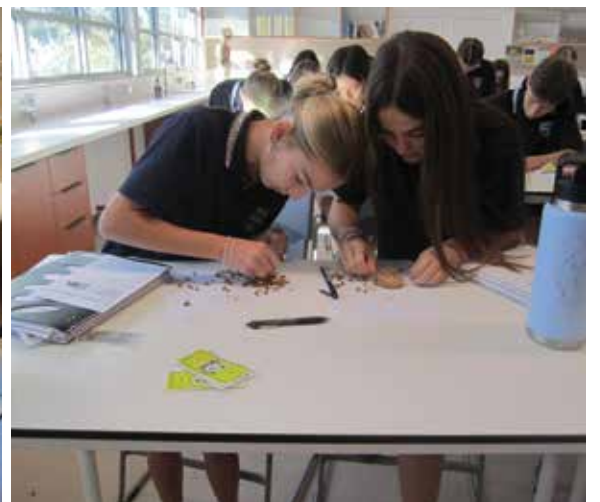
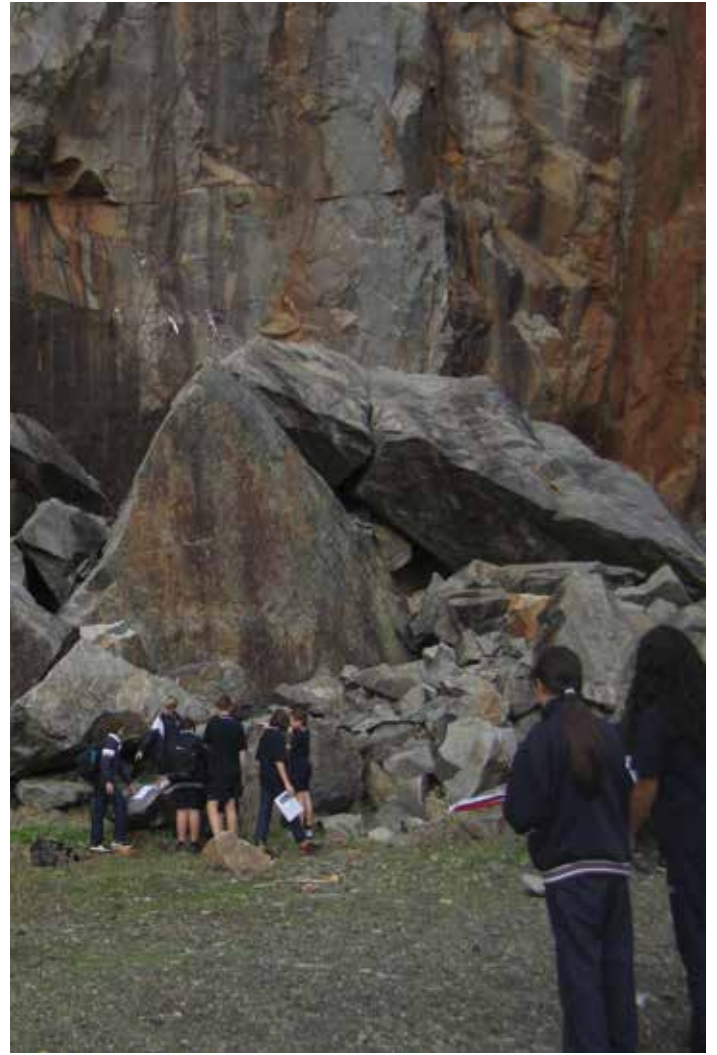
Throughout the year, students across multiple year levels engaged in a rich range of science learning experiences beyond the classroom that deepened understanding, built skills and fostered curiosity. Senior ATAR Biology and Human Biology students participated in immersive excursions to Perth Zoo, linking course content to real-world biological systems, while Year 11 Biology students showcased local biodiversity through an herbarium project featuring native flora collected on campus. Year 8 students explored local geology through hands-on fieldwork at Statham's Quarry, developing an appreciation of Earth and Environmental Science in their immediate surroundings. Certificate II students demonstrated leadership and environmental responsibility through a tree planting initiative at Mills Park in partnership with local Landcare groups. Science Week celebrations promoted big-picture scientific thinking through visits from scientists, interactive displays and student activities, while Kalamunda Day featured the ever-popular Science



Escape Room and a creative chalk mural highlighting endangered local species. Sustainability initiatives led by the KSHS Green Team and the ongoing spiny stick insect breeding program further enriched student learning, emphasizing environmental stewardship, community connection and authentic scientific engagement.

2025 was a year of exploration, creativity, and community-focused science learning at Kalamunda Senior High School. Our students embraced challenges, engaged deeply with scientific concepts, and demonstrated a strong commitment to understanding and caring for the world around them.

We look forward to building on these achievements in 2026 with even more opportunities for discovery.



# Technologies

## Hospitality & WorldSkills

A standout achievement in 2025 was Megan Schwinkowski's selection to represent Western Australia at the National WorldSkills Hospitality Competition. Over three intense days, Megan showcased her culinary expertise, preparing multiple dishes under pressure and being assessed on time management, technical precision, presentation, and organisation. Her passion and professionalism were a true reflection of our school's values. We congratulate Megan on this remarkable accomplishment.



## Food Science and Technology

Our Food Science students continue to enjoy the state-of-the-art facilities in Room B3. A highlight for Year 11 was Pizza Day, where the aroma of freshly baked dough filled the quad, accompanied by themed music. The event was a delicious and memorable celebration of learning.



## Materials Design and Technology

### Metalwork

This year's metalwork projects have been nothing short of impressive. Students explored a wide range of creations, from Medieval helmets and rocket stoves to storage racks and fine jewellery. Their skills in welding, machining, shaping, drilling, and grinding have grown significantly, reflecting both creativity and technical mastery.



**Woodwork**

Woodwork students have demonstrated creativity and craftsmanship, designing and constructing high-quality pieces such as cabinets, hall tables, and jewellery boxes. Working with a variety of beautiful timbers—including Jarrah, Marri, Southern Mahogany, Tasmanian Oak, and American Oak— Congratulations to Calum Leeuwangh on placing third in the Out of the Woods exhibition with his exquisite Jewellery Box.



**Fashion and Textiles – Years 9 & 10**

Our updated Fashion and Textiles course has sparked creativity and critical thinking among Year 9 and 10 students. They began the year designing vibrant graffiti backpacks, honing their sewing techniques. Year 10 students then applied these skills to create custom sleepwear sets, tailored to their own measurements.

Sustainability was a central theme, with students exploring the global impact of Fast Fashion. Year 9 students gave old denim a stylish second life by crafting patchwork zipper pouches, proving that fashion can be both sustainable and expressive.



**Year 12 CFC**

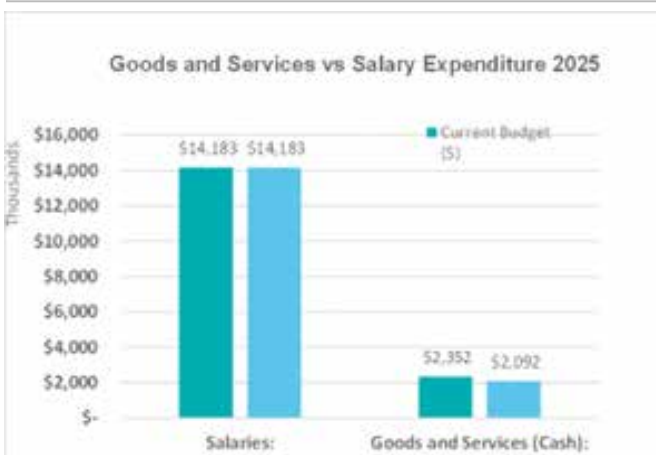
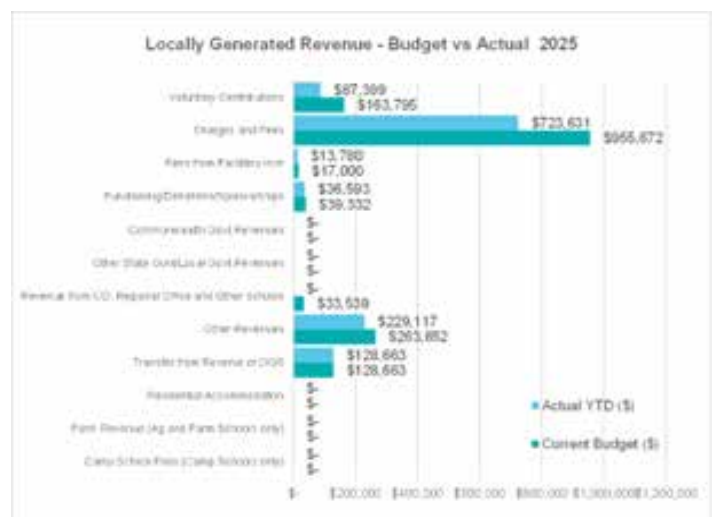
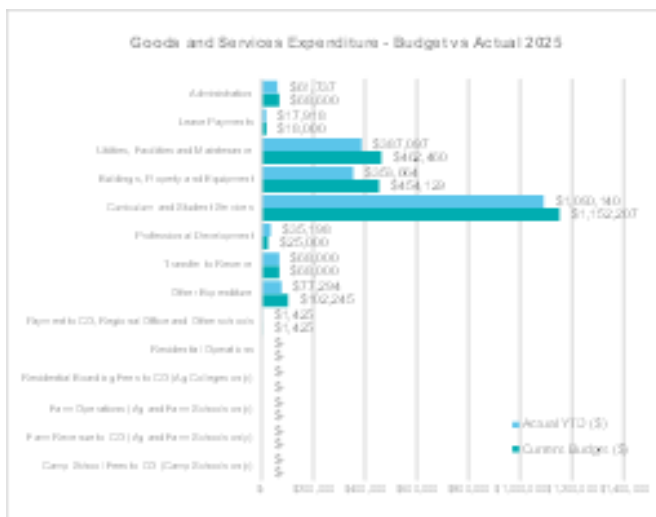
In Term 3, our Year 12 Children, Family and Community (CFC) students visited Karingal Green Aged Care Facility, engaging in meaningful interactions with residents. From painting nails and sharing stories to playing games and giving handmade gifts, our students brought warmth and joy to the community. Their empathy and professionalism made us proud ambassadors of Kalamunda SHS.



# Focus Area 5 - Resourcing School Budget and Annual Accounts for 2025

## ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
<b>Carry Forward (Cash):</b>	<b>48,311</b>	<b>48,311</b>
<b>Carry Forward (Salary):</b>	<b>338,376</b>	<b>338,376</b>
<b>INCOME</b>		
<b>Student-Centred Funding (including Transfers &amp; Adjustments):</b>	<b>15,671,798</b>	<b>15,671,798</b>
<b>Locally Raised Funds:</b>	<b>1,601,853</b>	<b>1,219,183</b>
<b>Total Funds:</b>	<b>17,660,339</b>	<b>17,277,669</b>
<b>EXPENDITURE</b>		
<b>Salaries:</b>	<b>14,182,860</b>	<b>14,182,860</b>
<b>Goods and Services (Cash):</b>	<b>2,352,066</b>	<b>2,092,472</b>
<b>Total Expenditure:</b>	<b>16,534,926</b>	<b>16,275,332</b>
<b>VARIANCE:</b>	<b>1,125,413</b>	<b>1,002,337</b>



Due to an increase to the cost of living, interest rates and rental prices we have noticed that our collection rate has varied in that parents are entering into payment plans more often than paying in a lump sum. We continue to contact parents to remind them of the Contributions and Charges and that they are used to benefit their children at school. We also encourage them to take advantage of the payment plan option if they have not already done so.

<b>Operational One Line Budget Statement</b>				
School:	Kalamunda Senior High School	School Year:	Dec 2025 (Verified Dec Cash)	
Region:	South Metropolitan Region	Aria:	0	
		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	48,311	48,311	
Carry Forward (Salary):	\$	338,376	338,376	
<b>INCOME</b>				
Student-Centred Funding (including School Transfers & Locally Raised Funds):	\$	15,671,798	15,671,798	
<b>Total Funds:</b>	\$	<b>17,660,339</b>	<b>17,277,669</b>	<b>382,670</b>
<b>EXPENDITURE</b>				
Salaries:	\$	14,182,860	14,182,860	
Goods and Services (Cash):	\$	2,352,066	2,092,472	259,595
<b>Total Expenditure:</b>	\$	<b>16,534,926</b>	<b>16,275,332</b>	<b>259,595</b>
<b>Variance:</b>	\$	<b>1,125,413</b>	<b>1,002,337</b>	<b>123,075</b>
<b>Income</b>				
		Current Budget	Actual YTD	Variance
Carry Forward (Cash)		\$48,311.45	\$48,311.00	\$.45
Carry Forward (Salary)		\$338,376.04	\$338,376.04	\$0.00
Student-Centred Funding (including School Transfers & Per Student)		\$15,671,798.38	\$15,671,798.38	\$0.00
School and Student Characteristics		\$1,844,586.92	\$1,844,586.92	\$0.00
Disability Adjustments		\$67,980.97	\$67,980.97	\$0.00
Targeted Initiatives		\$918,240.99	\$918,240.99	\$0.00
Operational Response Allocation		\$15,140.92	\$15,140.92	\$0.00
Regional Allocation		\$28,537.62	\$28,537.62	\$0.00
School Transfers – Salary		\$-1,130,135.05	\$-1,130,135.05	\$0.00
School Transfers - Cash		\$1,123,326.37	\$1,123,326.37	\$0.00
Department Adjustments		\$-7,353.36	\$-7,353.36	\$0.00
Locally Raised Funds (Revenue)		\$1,601,853.00	\$1,219,183.46	\$382,669.54
Voluntary Contributions		\$163,795.00	\$87,399.15	\$76,395.85
Charges and Fees		\$955,672.00	\$723,631.25	\$232,040.75
Fees from Facilities Hire		\$17,000.00	\$13,780.00	\$3,220.00
Fundraising/Donations/Sponsorships		\$39,332.00	\$36,592.67	\$2,739.33
Commonwealth Govt Revenues		\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues		\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools		\$33,539.00	\$0.00	\$33,539.00
Other Revenues		\$263,852.00	\$229,117.39	\$34,734.61
Transfer from Reserve or DGR		\$128,663.00	\$128,663.00	\$0.00
Residential Accommodation		\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)		\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)		\$0.00	\$0.00	\$0.00
<b>Total</b>		<b>\$17,660,338.87</b>	<b>\$17,277,668.88</b>	<b>\$382,669.99</b>

Annual Report was endorsed by School Board 2026

Chairperson: Shireen Pivac

Parent Representatives: Joe Armenti, Faye Morgan, Mike Feltham, Sean Lavery, Emily Gallarde

Community Representatives: Adam Hort MLA, Lee Fox and Shireen Pivac

Staff Representatives: Melissa Shepherd, Nicholas Stretch and Natasha Harris

Student Representatives: Abbi Browne and Hayley Kuppens-Beeson

Target Area 2023	Interim Targets 2023
WACE	≥92%
Successful pathway	≥96%
Median ATAR	>Like schools and within 6 of public schools
ATAR below 55	≤9% ATAR students
ATAR above 80	≥30% ATAR students
Year 12 ATAR Course Achievement	50% of course means ≥ State mean
Year 12 General Course Achievement	50% of courses achieve percentage of A and B grades ≥ Public and/or Like Schools
Year 11 ATAR Course Achievement	50% of courses achieve percentages of A and B grades ≥ Public and/or Like Schools
Year 11 General Course Achievement	50% of courses achieve percentages of A and B grades ≥ Public and/or Like Schools
WACE Literacy and Numeracy Requirements (OLNA)	% increase in qualification greater than like schools from Year 9 to Year 12
NAPLAN (Year 9) Reading	% of students "exceeding" category above like schools
	% of students "needs additional support" category below like schools
	Maintain progress above average (standardised score)
NAPLAN (Year 9) Writing	% of students "exceeding" category above like schools
	% of students "needs additional support" category below like schools
	Maintain progress above average (standardised score)
NAPLAN (Year 9) Numeracy	% of students "exceeding" category above like schools
	% of students "needs additional support" category below like schools
	Maintain progress above average (standardised score)
Year 7 and Year 9 Maths/English grades correlate with NAPLAN results	Increase alignment of results between Maths / Numeracy and English with Reading / Writing
Attendance	Above state and like schools Attendance rate ≥ 85% Regular attendance ≥ 35%
Courtesy and Respect (consistently/often)	Year 7 - 94% Year 8 - 92% Year 9 - 90% Year 10 - 91% Year 11 - 93% Year 12 - 95%
Works to the best of their ability (consistently/often)	Year 7 - 85% Year 8 - 83% Year 9 - 80% Year 10 - 82% Year 11 - 84% Year 12 - 86%

Progress 2023	Progress 2024	Achievement Targets 2025
96% (achieved)	92% (achieved)	91%
98% (achieved)	94%	95%
73.5 (achieved) (Like Schools 73.3 and Public Schools 79.25)	75.35 (achieved)	78.95 (achieved)
20% - 10 students	29%	14%
37% - 18 students (achieved)	40% (achieved)	44% (achieved)
64% (achieved)	50% (achieved)	59% (achieved)
71% (achieved)	55% (achieved)	62% (achieved)
57% (achieved)	60% (achieved)	76% (achieved)
53% (achieved)	70% (achieved)	67% (achieved)
% increase not available due to no NAPLAN data in 2020 (prequalification)	All OLN achievement greater than state data / like data not available	All OLN achievement greater than state data / like data not available
23% (like schools 16%) (achieved)	21% (like schools 18%) (achieved)	19% (like schools 17%) (achieved)
5% (like schools 7%) (achieved)	4% (like schools 6%) (achieved)	4% (like schools 5%) (achieved)
0.5 (achieved)	0.5 (achieved)	0.0 (achieved).
18% (like schools 13%) (achieved)	14% (like schools 21%)	18% (like schools 20%)
31% (like schools 31%) (achieved)	5% (like schools 7%) (achieved)	4% (like schools 6%) (achieved)
0.2 (achieved)	-0.3 (within expected)	-0.4 (within expected)
7% (like schools 9%)	7% (like schools 9%)	9% (like schools 9%) (achieved)
19% (like schools 23%) (achieved)	5% (like schools 6%) (achieved)	4% (like schools 5%) (achieved)
0.3 (achieved)	0.1 (achieved)	-0.1% (within expected)
Alignment data not available. All comparative performance data for NAPLAN within expected range (1SD) and above predicted mean - Year 7 and Year 9	Alignment data not available. All comparative performance data for NAPLAN within expected range (1SD) and above predicted mean - Year 7 and Year 9 (except Yr 9 wiring within range but below mean -0.3)	Alignment data not available. All comparative performance data for NAPLAN - Year 7 and Year 9 within expected range (1SD) and above predicted mean.
Attendance 84.5% (achieved) Regular Attendance 48% (achieved) Year 7 - 87.7% Year 8 - 84.5% Year 9 - 83.9% Year 10 - 81.5% Year 11 - 83.9% Year 12 - 85.7%	Attendance 83.3% Regular Attendance 46.1% (achieved) Year 7 - 88% Year 8 - 84% Year 9 - 84% Year 10 - 81% Year 11 - 80% Year 12 - 83%	Attendance 83.3% Regular Attendance 49.7% (achieved) Year 7 - 89% Year 8 - 86% Year 9 - 82% Year 10 - 83% Year 11 - 79% Year 12 - 80%
Year 7 - 95.5% achieved Year 8 - 90.4% Year 9 - 87.7% Year 10 - 85.3% Year 11 - 92.1% Year 12 - 97.9% achieved	Year 7 - 92.7% achieved Year 8 - 92.6% achieved Year 9 - 93.2% achieved Year 10 - 91.3% achieved Year 11 - 97.9% achieved Year 12 - 96.3% achieved	Year 7 - 96.8% achieved Year 8 - 90.7% Year 9 - 90.4% achieved Year 10 - 90.7% achieved Year 11 - 95.8% achieved Year 12 - 98.6% achieved
Year 7 - 90.0% achieved Year 8 - 81.9% Year 9 - 80.5% achieved Year 10 - 72.0% Year 11 - 81.3% Year 12 - 91.8% achieved	Year 7 - 86.7% achieved Year 8 - 83.8% achieved Year 9 - 81.8% achieved Year 10 - 77.8% Year 11 - 86.2% achieved Year 12 - 89.6% achieved	Year 7 - 83% achieved Year 8 - 83.6% achieved Year 9 - 78.6% Year 10 - 78.4% Year 11 - 86.9% achieved Year 12 - 95.2% achieved



Pride  
Respect  
Learning  
Resilience  
Community

*'ELEMENTS of LIFE'*

Donated by the  
School of Arts  
and Design  
Faculty of Education  
and Health Sciences  
University of Western Australia

