

Annual Report 2020



Learning - Respect - Resilience - Pride - Community



Principal's Report

It is with great pride that I present our school's Annual Report for 2020. The year was particularly challenging as we faced the effects of the COVID-19 pandemic and we should be encouraged by the resilience and perseverance of our students, staff and families in navigating the year.

Last year saw us celebrate our 60th year of providing secondary education on our school site. It was particularly important to be able to hold this event and certainly was a wonderful celebration of community during a difficult year. We were very proud to showcase the achievements of our students both former and current during the 60th Anniversary Music Concert and Gifted and Talented Visual Art exhibition. We were also pleased to be able to screen an award winning short film (Judas collar) by two former students and showcase our art acquisitions by former Gifted and Talented students in the Kalamunda Zig Zag Gallery over the school holiday break.

As a special project during the year our music teacher Marcus Roberts coordinated the creation of a new school song which brought together music teachers, community members and over 100 of our music students in recording the piece in collaboration with Aboriginal Elder Neville Collard. Local artist and Kalamunda Gifted and Talented Visual Art tutor Gordon Mitchell created a special sculpture which captured elements of the song and school motto of Wisdom and Courage.

The year began by finalizing our school's next three-year Business Planning cycle (2020 – 2022) and setting achievement targets which are both challenging yet achievable. There is always work to be done in improving student achievement as we set about identifying strategies to achieve our goals.

Our Year 12 students achieved well despite the difficult year and we are very proud of our Class of 2020. We received a record number of awards of merit and distinction from the School Curriculum and Standards Authority and in particular we congratulate our Mathematics department for being listed in the top performing students for Mathematics Methods.

I would also like to acknowledge the eleven Year 12 students who received my Principal's Award for exemplary attitude, behaviour and effort in their final year and the fourteen students who achieved a certificate of merit or distinction in their WACE. We wish the Class of 2020 all the best for their future endeavours and acknowledge them as they join the alumni of the Kalamunda SHS family.

As I 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. Our staff are committed to their own growth by participating in a range of professional development

activities throughout the year and we acknowledge those who have been nominated for awards.

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 Maurice Cammack as the School Board chair and P&C president.

As a school I believe we are well placed 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 Report

The year 2020 will be a year that is recorded in history for the COVID pandemic. While the pandemic brought much uncertainty, new social norms and disruptions the School leadership team, support staff and teachers did a remarkable job in navigating the many challenges. Their hard work and dedication ensured that students continued to receive support and learning throughout the year – keeping the year as normal as possible. On behalf of the School Board and more broadly the School Community I would like to say a simple but heartfelt thank you!

Despite the challenges and restrictions Kalamunda was able to celebrate the School's 60th anniversary with a wonderful demonstration of 'community' at the open day. The day brought together past and present students, past and present staff, family members, members of the community and dignitaries to celebrate the anniversary. The day allowed us all to reflect on the important role the school has played in the community as it has grown and developed over the past 60 years. Kalamunda's development continues with the exciting commitment by Government to modernise and refurbish the school with the allocation of \$18 million for the 1st of 3 stages. The modernisation will deliver contemporary education facilities for future students ensuing the important community role continues.

The year also saw another piece of history with the graduation of the first cohort of Year seven students. Despite the disruptions and challenges through the year the Class of 2020 received a record number of awards of merit and distinctions – congratulations to the recipients. Importantly, all students of the Class of 2020 need to be congratulated

for their personal demonstration of one of the School's values of resilience. Their ability to persevere and bounce back will stand them in good stead for whatever path they choose in to the future – congratulations and good luck for the future to the Class of 2020.

I would like to specially recognise and thank Helen Deacon for her amazing work, commitment and leadership of the school – the role of Principal is so critical for the culture and well-being of the school and this year, more than others, demonstrated how important your contribution is. Finally, I would like to thank my fellow Board members for their important work in providing oversight and support to the school and to wish them and the school the very best in the years ahead.



Maurice Cammack School Board Chair







Annual Report was endorsed by School Board

Chairperson: Maurice Cammack

Parent Representatives: Dr Peter Rudolph, Joanne Betti, Emma Harris, Shireen Pivac and Tammy Winterbourn

Community Representatives: Peter Stewart and Matthew Hughes Staff Representatives: Tim Bennett, Ashley Meaden and Jessica Millar Student Representatives: Hayden Schwinkowski and Charlotte McCullen



Focus Area 1 - Quality Teaching

The school continues to use a school-wide pedagogy developed through the Innovation Design for Enhancing Achievement in the School (IDEAS) process. The key elements for teaching are Reflecting, Collaborating, Engaging and Relevance.

Staff are continually supported and encouraged to develop professionally through a range of strategies. These include whole school development programs, individual professional learning guided by performance management and the use of a reflective journal. The journal is designed to encourage staff to reflect on their teaching practice with the aim of identifying areas for improvement and enhancing areas of success. This in conjunction with a Peer Coaching program and Professional Learning Groups (PLGs) encourages staff to continually improve their practice.

The WA Teacher Standards (AITSL) are used to guide teaching practice, reflection and professional dialogue.

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 and students in turn are aware and familiar with these expectations and practices.

We now have four trained staff members in Conference Accreditation Training, which allows for school based conferencing in CMS training. At the end of 2020 87% had completed at least some CMS training. 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 focussing on their graduate modules in the first instance.

Teachers are further immersed in the training by undertaking the extension modules in Instructional Strategies and the school has spent 2020 build the capacity to deliver training onsite.

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

Professional learning activities were significantly impacted by COVID-19 last year and while survey data indicates that 99% of staff were involved in professional learning activities in 2020, this had dropped from 75% in 2019 to 46% in 2020 indicating this was often or very often.



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. While the peer coaching program was suspended in 2020 due to COVID-19, 61% of staff continued to work with a peer coach despite this.

Peer Coaching involves teachers working with a colleague to plan and commit to an area of improvement, meet regularly with their coach, using the Growth Coaching framework and to participate in activities such as classroom visits, shared profession of readings through a book study, giving and seeking advice and shared planning and resources. There has been a steady increase in teachers including classroom observation as part of their self directed professional improvement (91% in 2019, 96% in 2018, 88% in 2017 and 77% in 2016). Last year despite the suspension of the program due to COVID-19, 64% of teachers still participated in a classroom visit and provided feedback to colleagues.

Learning Leaders

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

In 2019 75% of staff indicated that this professional learning enhanced their teaching practice and allowed them to reflect in the practice and make improvements. In 2020 these groups were suspended in the first half of the year and for the second half were replaced by health and well being sessions.

Developing Leadership

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

The school continues to support aspiring Level 3 classroom teachers. The school has had 6 successful applicants since beginning this support.

Workforce development

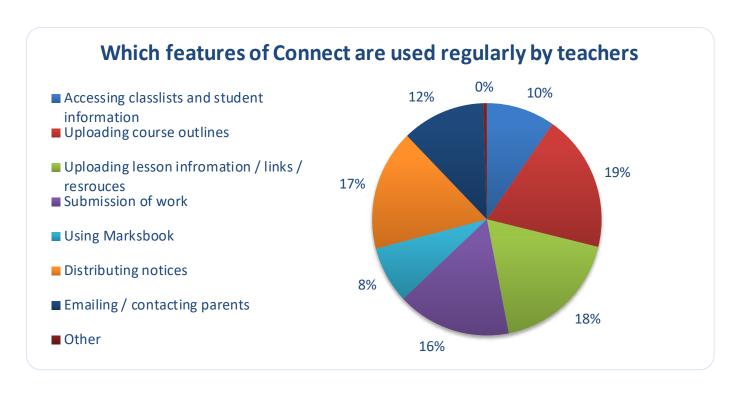
A new Workforce Strategic Plan 2020 - 2022 was developed to analyse the current profile of the workforce, consider context and complete a gap analysis. It also includes information on the growth and development of staff, recrutiment, selection and retention and ongoing monitoring and alignment with strategic directions of the school and system.

Continued focus in 2020

With the impact of COVID-19, further work was undertaken in 2020 to strengthen staff confidence in using information technologies. This was particularly important in Term 1 when planning was around moving to online delivery of curriculum.

90% of staff said they felt confident in incorporating IT into their teaching and learning programs (up from 86% in 2019). Use of Connect increased in 2020 with 100% of staff uploading course outlines and lesson information, links and resources (up from 72% in 2019). Use of Clickview also increased with 54% using this often or very often with their classes (up from 36% in 2019).

It will be interesting to track the features of Connect that teachers use regularly over time. Currently this is the breakdown of this.



Focus Area 2 - Student Achievement Class of 2020 - WACE Results

2020 Award Winners

CERTIFICATE OF DISTINCTION

190-200 points over Year 11 and 12 subjects

Chamoda Idamgedara Naomi Taylor

CERTIFICATE OF MERIT

150-189 points over Year 11 and 12 subjects

Quinn Armenti
Lily Beahan
Mika Berman
Ryan Boots
Adrian Cowin
Hayley Daxter
Hannah Fallon-Ferguson
Sarah-Anaise Gerace

Sarah Hoey
Stephanie Little
Kaiya Mouritz
Brennan Nairn
Louisa Sieczka
Olivia Spencer
Annalise Stevens
Phornchita Sullivan



2020 School Honour Roll

Nikola Takac

Debbie Yeoh

Excellence in Vocational Education & Training Award: Jaz

Graham Watson Sportsperson:

ADF Long Tan Youth Leadership and Teamwork Award:

ADF Future Innovators Award:

Caltex Best All Round:

de Rozario Award for Music:

Citizenship Awards:

Benchmark Award 2020 Outstanding Staff Member:

Jazmin Hogg
Luke De Luis
Joshua Gray
Naomi Taylor
Adrian Cowin
Annalise Stevens
Mika Berman
Shelley Dewrance
Brennan Nairn
Phornchita Sullivan

SCHOOL DUX
Chamoda
Idamgedara

Learning Area - Dux Awards

Applied Information & Technology GENERAL	Jaxon Troughton
Biology ATAR	Hayley Daxter
Career and Enterprise GENERAL	Freya Jonker
Chemistry ATAR	Chamoda Idamgedara
Children, Family & Community GENERAL	Asha Woodward-Vivian
Dance GENERAL	Hayley Daxter
Design: Dimensions (Fashion) GENERAL	Hannah Fallon-Ferguson
Design: Technical Graphics GENERAL	Nicholas Vuletich
Drama GENERAL	Asha Woodward-Vivian
English FOUNDATION	Jeremy Aubyn
English GENERAL	Aliyah Lally-Wise
Food Science and Technology GENERAL	Hannah Watson
Health Education Studies ATAR	Adrian Cowin
Health Education Studies GENERAL	Erin Rovacsek
Human Biology ATAR	Chamoda Idamgedara

Human Biology GENERAL	Luke Fox
Materials, Design & Technology: Metal GENERAL	Andrew Erzay
Materials, Design & Technology: Textiles GENERAL	Jemma Chapman
Materials, Design & Technology: Wood GENERAL	Bailey Hearne
Mathematics Applications ATAR	Adrian Cowin
Mathematics Essential GENERAL	Sarah-Anaise Gerace
Mathematics Methods ATAR	Ryan Boots
Mathematics Specialist ATAR	Olivia Spencer
Media Production & Analysis GENERAL	Stephanie Little
Modern History ATAR	Quinn Armenti
Physical Education Studies GENERAL	Kyle McLean
Physics ATAR	Ryan Boots
Politics and Law ATAR	Mika Berman
Psychology ATAR	Mika Berman
Visual Arts ATAR	Sarah Hoey

Learning Area - Top Student Awards

Drama ATAR	Taylor Duncan
English ATAR	Quinn Armenti
Geography ATAR	Taylor Duncan
Literature ATAR	Naomi Taylor

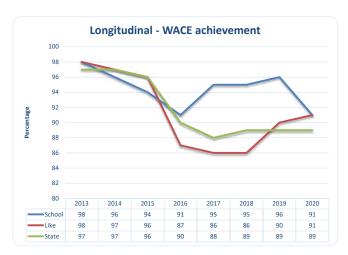
Mathematics FOUNDATION	Aaliyah Thompson
Modern History GENERAL	Jeremy Aubyn
Physical Education Studies ATAR	Phornchita Sullivan
Visual Arts GENERAL	Hannah Watson

Outstanding Year 12 Achievements

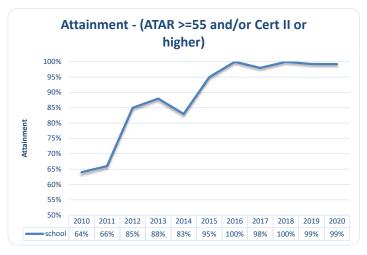
- 99% attainment rate (ATAR >55 or Cert II)
 (> than Public Schools 96% and Like 98%)
- 91% students achieved their WACE (> than like 91% and state 89%)
- Highest performing students in the State -Mathematics Methods
- 18 SCSA Awards
- 2 Certificates of Distinction
- 16 Certificates of Merit
- Median ATAR 71.05
- 40% participated in ATAR
- 32% of ATAR students ATAR >80
- 19% of ATAR students ATAR > 90
- 73% of students participated in 2 or more STEM courses
- 80% of students participated in VET courses
- 13% of VET students achieved Cert III level

Areas for further focus for Year 12s in 2021

- Continue support for students not achieving OLNA
- Further increase the Median ATAR
- Reduce the low percentage of students with ATAR ≤ 55

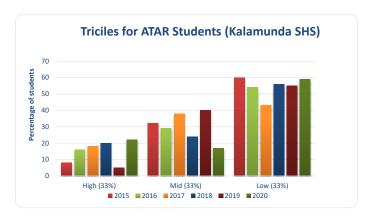


The school continues to maintain the number of students achieving their WACE anove state and like schools. This is notable given the requirements have become more difficult over this time. In particular in 2020 as expected there were a larger number of students with low literacy and numeracy who did not attain their OLNA. This is reflected in the percentage of students achieving their WACE.



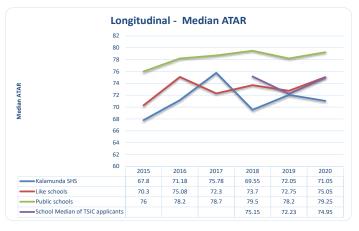
The Attainment Rate is determined by the number of students achieving an ATAR ≥ 55 and/or completing a VET Certificate II or higher.

The school has continued to focus on maintaining the high standard set in recent years, again reaching 99%.

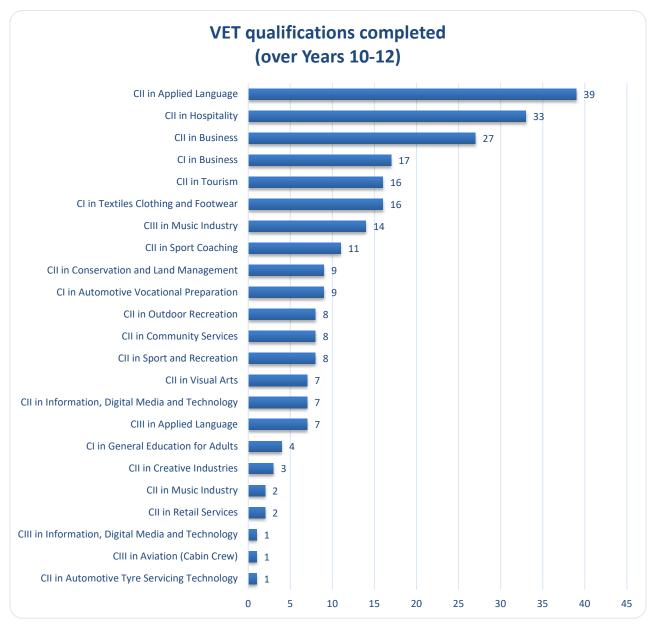


The proportion of students in each tricle continues to be monitored with the aim of increasing the proportion in the higher tricles. This was achieved last year where we saw a movement from students in the Middle ATAR range to the High ATAR range for this cohort.

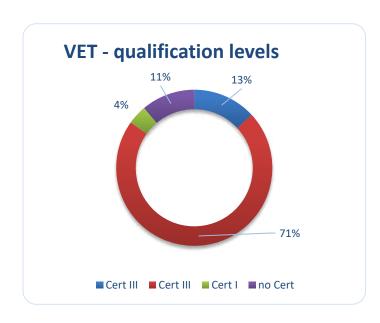
The 2020 tricile ATAR range was - High (> 88.25), Middle (between 73.95 and 88.25) and Low (< 73.95).



2020 saw a slight dip in the median ATAR overall however for those aspiring to University studies (TISC applicants) this was higher.

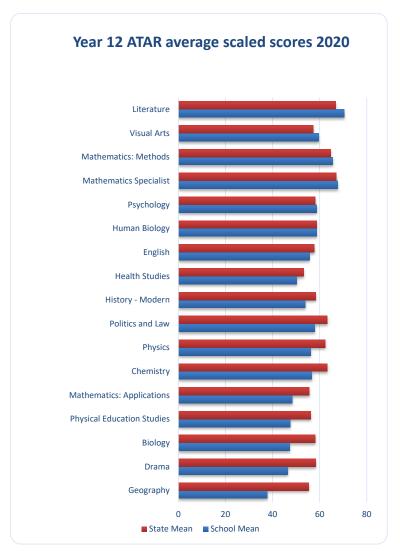


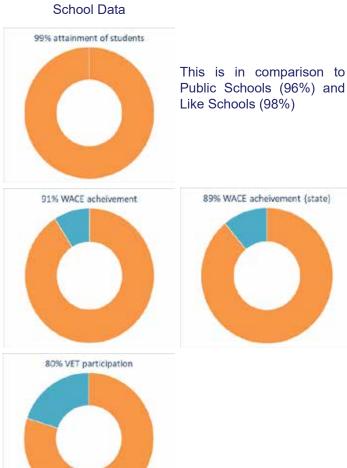
Our VET Certificates in Applied Languages, Outdoor Recreation, Visual Arts and Music all provide pathways in senior school for our Specialist programs.



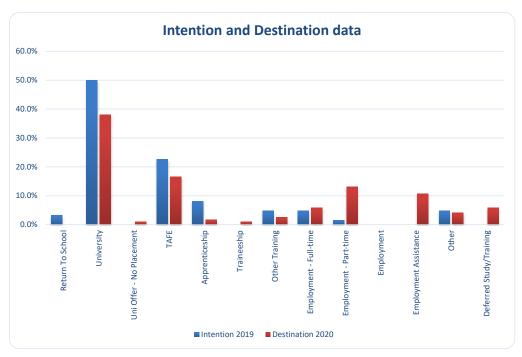
2020 saw a change in the requirement for WACE with the need for either and ATAR or Certificate II course complemented with the General Pathway option. The school continues to provide appropriate pathways for all students including a focus on improving its VET program. In most cases certificates are completed over Years 11 and 12, though a small number are completed in specialist areas in Year 10. Work placements are also undertaken in Year 11 and 12 to help students prepare to be work ready.

Further analysis of VET indicates that 84% of our VET students completed a Certificate II or higher with 13% completing a III Level.





13% of students achieved Certificate III level



At the time of preparing this report - the 2020 intention and destination data was unavailable.

This graph shows the destination of our 2019 Year 12 students 85.7% of our students continue on with further study or training post school.

Patterns will be distorted in 2020 due to early offers from tertiary instituations due to the COVID pandemic.

Non-Academic Data

Attendance data

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

Our school continues to focus on improving attendance and the previous year saw a steadying and slight improvement in attendance.

Regular monitoring with the Student Services team and Mentor teachers is used in conjunction with the Good Standing policy to set high standards for attendance.

Whilst 2021 still sees the impact of COVID-19 play a part in attendance, improvement is expected to continue.

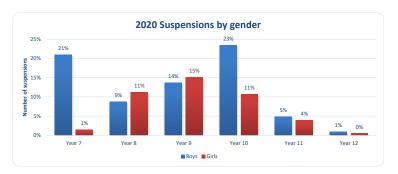


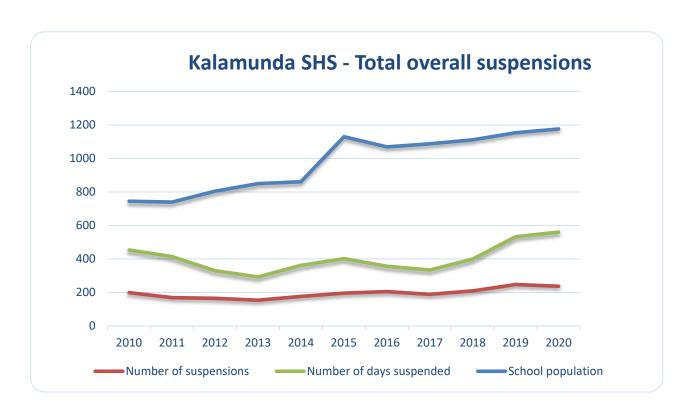
Suspension data

As expected suspensions tend to peak in the middle years with low numbers in Year 11 and 12.

The 2020 suspension data shows an unusually high number of suspensions for Year 7 boys. Nearly 30% of the days and 26% of the suspensions for this particular year group were from the same student.

Looking at the suspensions in comparison to the overall enrolment of students - the number of suspensions per studnet has declined over time. In 2020 there were fewer suspensions than in the previous years, although they were for longer lengths of time.



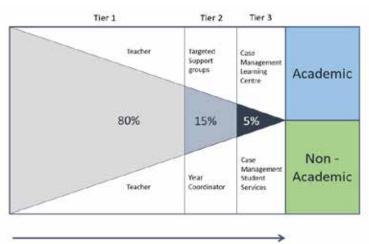


Student and Curriculum Services

Towards the end of 2019 and during 2020, the school reflected on its services and interventions and finalised a new model to encompass both student and curriculum services. This model uses a Response to intervention (RTI) model to provide services to support students' academic and non-academic achievement.

This model uses a range of strategies of increasing intensity across three tiers based on the proportion of students in each tier. This provides a framework for responses and ensures that appropriate support if available by need.

Our service model reflects that of a "hospital" where the aim is for the "patient" to go back into the world and function - sometimes with support structures in place. It is also reflective of the complex interplay between academic and non-academic elements of the student and can be compared to consideration of the "two sides of the one coin".



Preventative

Proactive

2020 saw the continuation of using the service delivery model. This includes a Duty Officer to triage incidents that occur that day. The duty team consists of both Associate Principals, the Manager of Student Services, Head of Middle School and the Head of Senior School who undertake the role for the day to ensure that a senior member of staff is available at all times. This strategy has been highly successful in ensuring continuity of service and an improvement in response time for critical incidents in the school.

Targeted Response



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. We also adopt whole school pastoral programs as listed in the table below.

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 mentally healthy.

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

Many of our regular and usual activities were cancelled or postponed due to COVID-19 restrictions during the year. During the end of year reflection and planning activites, all initiatives were identified and categorised into groups depending on whether they were whole school or individual interventions and proactive or reactive strategies. this work was completed some years ago and it was timely to review and reassess these in the context of the pandemic year.

Despite the difficulties of the year we were still able to hold our Swimming Carnival, Greatest Shave etc at the start of the year and the School ball, Year 12 breakfast, Kalamunda Day, 60th Anniversary Celebrations, end of year reward activites and Christmas Hampers as examples.

Learning Centre

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

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

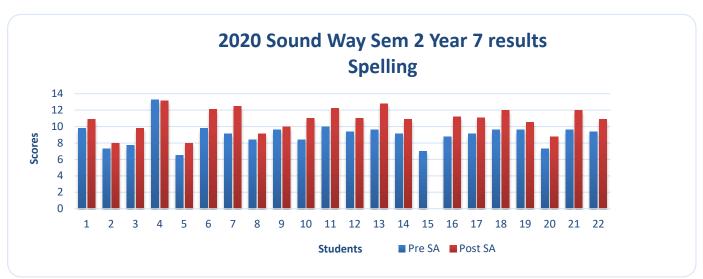
Data is collected from the primary school during transition and at orientation. This is then used to provide targeted intervention through the Sound Way program offered in Year 7. Results shown below indicate that this has a significant impact on improving student Reading and Spelling levels.

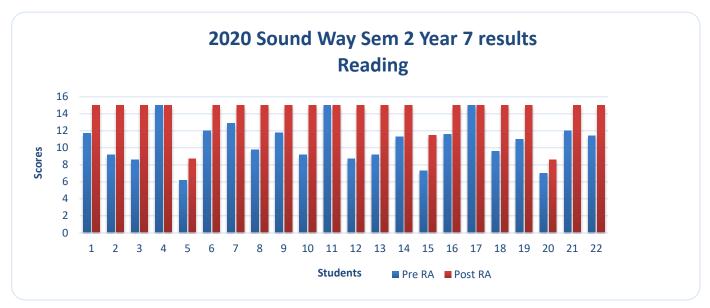
The Learning Centre staff also coordinate individualised transition for students at education risk, and those with special needs.

The Centre was well resourced with 4 staff members across 2.2 full time equivalent staff allocation in 2020.

Programs and Support

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

Target Area 2020	Interim Targets 2020	Progress
WACE	≥94%	91% (progressing)
Attainment Rate	≥98%	99% (achieved)
Median ATAR	>Like schools and within 6 of public schools	71.05 (progressing) (Like Schools 73.3 and Public Schools 79.25)
ATAR below 55	≤10% ATAR students	20.7% - 11 students (not achieved)
ATAR above 80	≥30% ATAR students	32% - 17 students (achieved)
Year 12 ATAR Course Achievement	50% of course means ≥ State mean	71% (achieved)
Year 12 General Course Achievement	55% of courses achieve percentage of A and B grades ≥ Public and/or Like Schools	47% (progressing)
Year 11 ATAR Course Achievement	50% of courses achieve percentages of A and B grades ≥ Public and/or Like Schools	50% (achieved)
Year 11 General Course Achievment	50% of courses achieve percentages of A and B grades ≥ Public and/or Like Schools	65% (achieved)
WACE Literacy and Numeracy Requirements (OLNA)	% increase in qualification greater than like schools from Year 9 to Year 12	21% (like schools 12%) (achieved) (Numeracy 37.32%, Reading 36.57%, Writing 57.47%)
	% of students ≥ Band 8 above like schools	NA 2020
NAPLAN (Year 9) Reading	Boys mean >like schools	NA 2020
	Maintain progress above average (standardised score)	NA 2020
	% of students ≥ Band 8 above like schools	NA 2020
NAPLAN (Year 9) Writing	Boys mean >like schools	NA 2020
	Maintain progress above average (standardised score)	NA 2020
	% of students ≥ Band 8 above like schools	NA 2020
NAPLAN (Year 9) Numeracy	Maintain progress above average (standardised score)	NA 2020
Year 7 and Year 9 Maths/English grades correlate with NAPLAN results	Improve the alignment of results between Maths / Numeracy and English with Reading / Writing	NA 2020
Above state and like schools Attendance Attendance rate ≥ 90.5% Regular attendance ≥ 70%		NB - COVID impact
Courtesy and Respect (consistenly/often)	Year 7 - 95% Year 8 - 89% Year 9 - 89% Year 10 - 91% Year 11 - 95% Year 12 - 96%	Year 7 - 91.4% Year 8 - 90.1% achieved Year 9 - 89.4% achieved Year 10 - 89.8% Year 11 - 95% achieved Year 12 - 97.8% achieved
Works to the best of their ability (consistenly/often)	Year 7 - 88% Year 8 - 82% Year 9 - 73% Year 10 - 76% Year 11 - 83% Year 12 - 79%	Year 7 - 85.6% Year 8 - 88.4% achieved Year 9 - 79.8% achieved Year 10 - 76.9% achieved Year 11 - 85% achieved Year 12 - 88.3% achieved



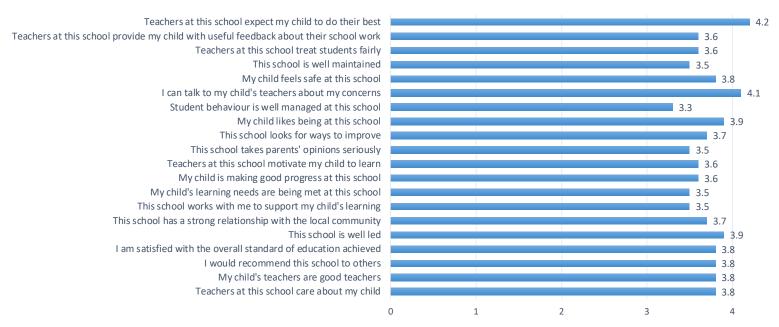
Focus Area 3 - Learning Environment Perceptions Of Our School

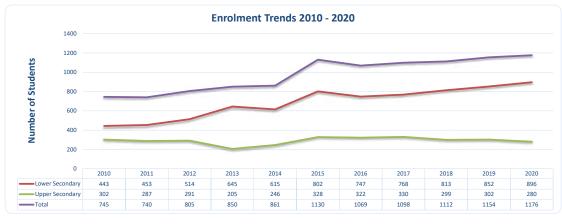
From 2014 all Australian Schools have been required to use a common on-line survey tool every two years. This is the National School Opinion Survey and below are the results from 2020.

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.

Unfortunately only a small number of parents completed the survey and while we can use this information to inform our planning, it is important to recognise that this may not be reflective of the full parent population.

National School Opinion Survey 2020 - Parents



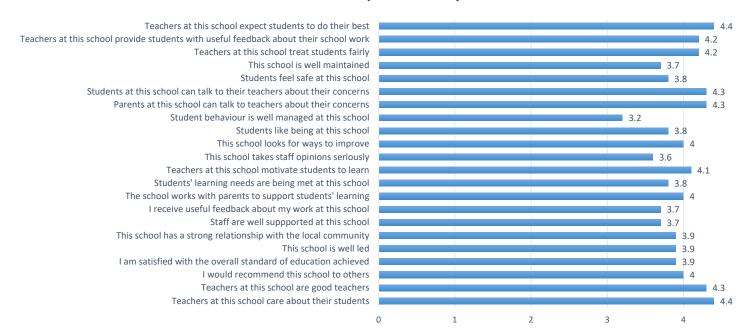


The survey also asked parents the reasons why they chose to send their children to Kalamunda.

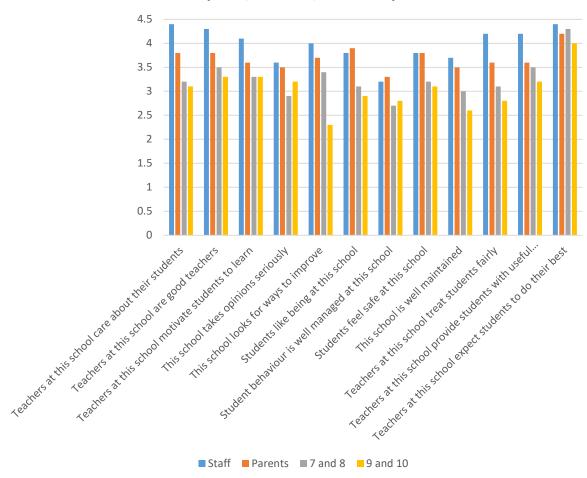
The top 3 responses were:

- Local school
- 2. Specialist programs
 - Quality education

National School Opinion Survey 2020 - Staff



National School Opinion Survey - comparision (Staff, Parents, Students)





Focus Area 4 - Leadership The Arts

In 2020 The Arts team showed great adaptability and commitment during the COVID-19 pandemic to develop programs that supported students working at home. Developing a new Learning Area Plan together also allowed us to set targets that were relevant to the unfolding changes throughout the year. Upskilling our team in the use of ICT has supported the delivery of online learning, data analysis, and collaboration using platforms including RTP, Connect, Webex and Teams, Office 365 and Student Information Systems. Our ongoing development in the use of these technologies supports quality teaching and learning.

In connection to the Learning Area Plan, we have committed to developing our internal moderation processes and common assessment tasks. In the context of an experienced team, this has opened up interesting dialogue about pitching, scaffolding and the quality and the quantity of assessments. As referenced in the Business plan, our reflection of the amount of assessments has informed some positive changes to our course structure including reductions in assessments to create deeper learning opportunities. Further developments include ongoing improvement of our Course Outline, Task briefs, and explicit marking keys. A commitment to forward planning is positively impacting on collaborative structures and providing students with a clear direction for their learning. In addition, we have worked collaboratively to develop Scope and Sequence documents to document our mapping of the syllabus, coordination of the learning programs and back mapping of content to prepare students for Senior School Arts courses.

Due to the COVID-19 pandemic a huge reduction in Performances and Exhibition opportunities were seen in 2020. Yet, despite this we have been pleased with the resilience of the students and the positive grade trends we are seeing in our courses from 7 – 12, also we were able to celebrate the schools 60th Anniversary, showcasing a high calibre exhibition and performances.

Gifted and Talented Art Program

Students come to school on a Saturday morning to participate in workshops run by practicing artists

in the community. The idea of the workshop is to introduce students to new Visual Arts skills and techniques, resulting in the creation of a final piece or pieces that is exhibition worthy, at the conclusion of each term. Participation in workshops is with students in different year groups, as the classes are designed to be different to the art class they participate in during the week.





When the pandemic hit, Saturday workshops were transformed into an online program, solely run on Connect. Instead of workshops, students were encouraged to spend 3 hours a week connecting with the online program which was focused around selfportraiture and discovering one's idea of "self". As seen in the image below, usage of the GAT Connect page grew rapidly in Term 2, Week 3, around the same time that the pandemic hit WA. Connect was certainly a different avenue to explore art that hadn't been experienced before by the program. It took time to adjust to the different structure of the program and although after Week 7 the usage dropped, GAT Connect usage was averaging about 18 activities per week until the end of the year. This is compared to 0% usage pre-pandemic. Of the 174 students who viewed the discussions in the GAT Connect page, 22% commented and contributed to the discussion. There also was a high percentage of views of the Notices from both students and parents throughout the year, with 691 views from students and 526 views from parents. As result, GAT Connect has been adopted as a regular forum for the program now.

Visual Art and Fashion Design- School Results

In 2020, the Visual Arts ATAR course showed that 82% of students achieved their best or second best scaled score in this course at Kalamunda Senior High School, which was identified as the highest -ranking course at the school in this section of the data. Out of the 11 students in the course, 1 was awarded an A grade, 9 with a B and 1 with a C. Sarah Hoey was the top student, receiving a scaled score of 78.65, as well as being awarded 1st prize in the Lester Prize (Year 11-12). The final scaled score for this group averaged 59.55%, which is 14% better than Like Schools and 7% better than State (DOE) schools. The WACE Report showed that the moderated difference was in range for both the written and practical components of the course. The General Year 11 and 12 course showed some ongoing development to engage students and increase A grade results with the bulk of student's sitting in the C grade range. In Fashion General the results were excellent with many GAT Art students choosing this elective and excelling. Similarly, in Year 10 the results showed students achieving a C grade minimum with many a good range of A and B grade results exceeding DOE averages.



In Year 7 -10 we saw GAT Art classes for the most part maintain a C grade minimum. Although results varied in each year, overall high grades were indicated in the A and B grade ranges. In general pathway Art classes, the results were good with an in D and less A grades in Year 10 showing that a target for improving this year level is needed.

Photography

Photography has made great progress in 2020 with many changes positively impacting on the direction of the program. Positive collaboration and strategic planning was had to consider viable pathways for growth of Photography into Senior School to address the move away from Certificate II Photography which ended in 2020 with a low number of students. Viewing the data and results in Photography there

was a wide range of results that indicated that set targets needed to focus on moving students from D to C grades and extending more students from B to A grade ranges were limited. Technical issues around the use of Adobe and bandwidth was also a factor in 2020, yet we were pleased to see the issue addressed and more bandwidth attained which helped student to refocus in this course.



Some of the highlights in 2020 included the purchase of new DSLR cameras and studio equipment. There was also some high standard of work shown in the development of Photograms, Pin hole camera images and Adobe Photoshop projects. The development of strong curriculum and programming that has blended traditional dark room skills with advanced digital technology is engaging our students and student feedback data is supporting our reflections and continual course improvement.

Media

The Media program is building at Kalamunda Senior High School. Significant progress was made in 2020 to develop resources and strong curriculum to engage our students across Years 8-12. Assessment results indicated a more realistic spread of grade achievements standards than previous years, indicating good assessment and moderation practices in this subject. The results across year levels show that ongoing refinement of the Media delivery, curriculum and resources is needed to address D and E grades that were often above DOE and school means. In addition, opportunities to increase A grade results across all years will be a focus for moving forward to meet school and like school averages. In addition, the purchase of camera equipment supported more students to practically engage in this subject, yet ongoing resourcing with computer access is required to build momentum and academic achievement.

Many opportunities to provide students with engaging tasks that were part of the wider school community including students who were on the field taking photos, clips and other media for The World's Greatest Shave and Kalamunda SHS Sports Carnival; the General Media Year 11 and 12 Film Poster competition and lastly the engagement of students in General Media with the Act Belong Commit committee and accompanying mental health awareness campaigns which were awarded at the Final Assembly for 2020.

KPA Performing Arts

The specialist Kalamunda Performing Arts Program provides students with from Years 7-10 with an opportunity to develop expertise across Dance, Drama and Music. Annually, the students from Years 8-10 dazzle the community with a Musical Performance. In 2020, it was widely acknowledged, that the students' performance of Disney's Aladdin, was exceptional. The students demonstrated growth in skills and production quality; building on from previous years' musical experiences. In addition, the musical was reviewed by the president of the Harbour Theatre Jarrod Buckley he gave the students a glowing review describing the show as breathtaking and remarking on the student's stage presence and commitment. Another successful initiative was the addition of the voice rehearsal lessons scheduled weekly. Working collaboratively with the Music teachers strengthened the students voice projection and this was a notable development in the program.

Unfortunately, there were some cancellation of the Showcases due to COVID-19, including the final Year 10 Showcase and the Year 7 Showcase. Yet, students did still have an opportunity to build their performance experience with a Term One tour to Edney and High Wycombe Primary Schools where they performed a range of musical, dance and drama numbers.

As part of the interview and selection process for the Kalamunda Performing Arts Program; the students

frequently demonstrate high grades and this year was no exception. All students who have continued in the program achieved a C grade minimum, with just two students below satisfactory exiting the course. The results showed an increase in A grades from 7-10 as students developed their expertise's further and overall most students achieved A or B grades in Semester Two which were significantly above DOE averages.

Kalamunda Performing Arts- Music

The Specialist Kalamunda Performing Arts program from Years 7-10 provides an opportunity for students to be extended in Music. In 2020, we saw the first group of students complete the program in Year 10, since it's inception four years ago. Some further developments in this program included the addition of weekly voice rehearsals, which also supported students involved in the Aladdin Musical. Students are selected for this program through an interview process and as such they demonstrate a higher aptitude in music from the onset. This is positively reflected in the grades for KPA Music, which has shown particularly high results in A grades, which were consistently above DoE averages across all year levels. Ongoing growth in student numbers can be seen in this pathway which is reflection of the academic excellence, and overall calibre of this program.

Music

Despite setbacks and performance cancellations due to COVID-19, it was remarkable to see so many creative ventures being undertaken in 2020. The school song was a wonderful collaboration between our music teachers, the music students and the school principal (who wrote the lyrics). The launch of the school song lifted the spirits of our community as we celebrated the school's 60th anniversary and enjoyed the opportunity to come together to watch the students perform. The school song showcased the ongoing development of the Kalamunda School Symphony and was a testament to the excellent achievement



of students involved in IMSS. The collaboration with Nyungar Elder Neville Collard to translate the school song into words and a soundscape was moving. This involved many natural environmental sounds and traditional aboriginal instruments.

A professional video and audio recording of the productions provided a wonderful opportunity for our students to gain real life industry related experience. The feedback was extremely positive and the staff remarked on the professionalism of our students in their participation.



Upper school certificate III music provides an excellent pathway for music students to gain entry into the music industry and also school graduation. In 2020 the results were excellent in Certificate III Music with all but one student gaining accreditation. There was also an increase in students applying and being accepted into University Music courses. Acceptance into courses in classical guitar, Jazz Guitar, and Song Writing. In general Music 8- 10 there were positive trends showing many students in the A and B grade ranges. Ongoing development of the program to address some below satisfactory grades in the Year 9 and 10 Music program is a target for improvement.

Drama

The Drama students showed themselves to be extremely resilient in 2020 and despite a reduction in performance opportunities, overall the results were very good in Drama. Students in ATAR Year 11 and 12 achieved high results with most students sitting in the B grade range which was well above DoE averages. However, in Year 12 ATAR the WACE report did indicate some issues to address in the assessment of students as shown in the moderated differences. Moderation partnerships and marking criteria analysis is supporting the ongoing development of this course.

The students in lower school achieved high results, a reduction in assessments provided an opportunity for students to focus on targeted skills with some high B results, which were at times above the DoE mean. Lastly, despite a reduction in performance opportunities and the cancellation of the Annual KADS, (Kalamunda Dramatic Society), the Year 11



and 12 ATAR and General students performing very well in the Kalamunda Performing Arts Theatre. Their excellent performance was appreciated by our Year 11 students and school staff.

Dance

The students in Dance participated in two shows 2021 despite audience restrictions. The first shows entitled Codes provided an opportunity for students across 9-12 to demonstrate their skills with full lighting, costume and no audience. Modification of the program to ensure social distancing was developed through careful planning and the enthusiasm of the students.

Fortunately, a second performance entitled Time and Landscape provided an opportunity for a live audience at a reduced size. The modification of the program included solo performances by the General Dance Year 12 who showed great skill and creativity in their approach. The wide range of themes across the year levels included the stars in the night sky, to the outback, to the 80s and the 50s, to the medieval.



In courses from Years 7- 10 the grades in second semester were often above like school with most students achieving a C grade minimum. Scaffolded written tasks, the use of journals that back-map the senior school content into 7-10 courses, and the use of Circuits have been successful strategies in improving practical results across year levels. Growth in Year 10 Dance was seen by this class being put back on the grid line in 2020, indicating that students were selecting this option area.

In Year 11 and 12 General, the students focus was evident in the strong number of A and B grade results allocated; with A grades above or equal to the DoE mean.

Achievements and Awards

- The GAT Pandemic Portrait Prize held at Kalamunda Senior High School: Lachlan Ellis (Year 9), Leah Kuckelkorn (Year 8) and Chloe Daljac (Year 8)
- Lester Prize: Sarah Hoey (Year 12) who was accepted into the prestigious Lester Prize and won 1st place in her year category
- Pulse Perspectives at the Western Australian Art Gallery: Sarah Hoey (Year 12) 2020 selected for 2021 exhibition.
- META North Metro TAFE: Sophie Catchpole (Year 11), Bethany Francis (Year 11)
- Young Originals Edith Cowan University: Jamie Green (Year 9), Travis Otley (Year 12), Sophie Catchpole (Year 11), Group work - Georgia Keeler (Year 12), Maya Leano (Year 10), Maali Sampey-Mckenzie (Year 7), Manami Teo (Year), Libby Guy (Year 8), Eva Wildman (Year 7)
- Hypervision Midland Junction Art Centre: Georgia Keeler (Year 12), Leah Kuckelkorn (Year 8), Jamie Green (Year 9)
- GAT Annual Art exhibition in conjunction with the schools 60th Anniversary celebration.
- Zig Zag Gallery: GAT Archive display for the 60th Celebration; 2020 ATAR students displayed, included Poppy Ben – Ary; Nivi Atzilli, Taya De La Pair
- Vinnies store front display Upcyling Denim Jacket project: Bethany Francis (Year 11), Hannah Cook (Year 11), Annelies Day (Year 11) and Phoebe Boyd (Year 11)

Gifted and Talented Program Outstanding Achievement Award winners

Rachelle Bradfield (Year 7) Amelie Tuohy (Year 8) Anna Plaistowe (Year 9) Alice Baker (Year 10) Bethany Francis (Year 11) Annabell Gallon (Year 12)





Jamie Green -Hypervision & Young Originals







Sophie Catchpole Young originals



Sarah Hoey - Lester Prize



Travis Otley - Young Originals



Lachlan Ellis Pandemic Portrait



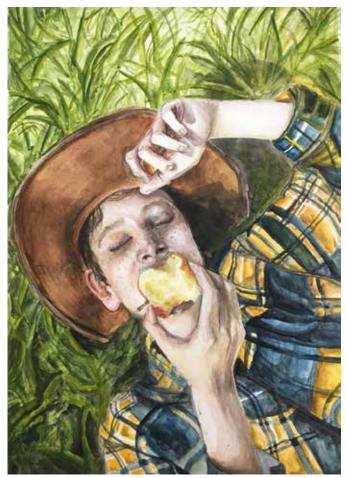
Leah Kuckelkorn Hypervision and Pandemic Portrait



Chloe Daljac Pandemic Portrait



Bethany Francis - META



Sophie Catchpole - META



Sarah Hoey - Pulse Perspectives



Group Work - Young Originals

Vinnies Front Store Display



Bethany Francis



Hannah Cook



Annelies Day



Phoebe Boyd



English

Despite the challenges that 2020 threw at us, the Kalamunda SHS English team and our vibrant, creative, fierce and curious students showed that, with a love of literature and ideas, we can rise above whatever social distancing, isolation, lock-down obstacles we face. It has been a memorable year for many reasons, and we have taken an incredible sense of pride from the achievements of our students this year. Unsurprisingly, it has been a year peppered with highlights.

English Learning Area highlights and value adding opportunities in 2020

- Write A Book in A Day 2020 Three groups of creative boffins from Years 7 to 9 ENGLISH participated in Write a Book In A Day, a collaborative writing challenge that supports The Kids' Cancer Project.
- The Talented Young Writer's Program The Literature Centre (Fremantle) As has been our tradition at Kalamunda, students from Year 9 onwards were invited to attend The Literature Centre in Fremantle for Talented Young Writer's Program, where students participated in author talks and writing workshops from published Australian authors. Six students across Years 9 and 10 took up the opportunity. From Term 2, the program took on a different format due to restrictions in place in 2020. The original group of students continued to engage with the online sessions, and the Year 7AE group also took up the opportunity to participate in the program, completing the sessions in a series of weekly lessons facilitated by their teacher Ms Walker.
- 2020 Reading Challenge Academic Excellence students from Year 7 to 10 took on the 2020 Reading Challenge in a quest to deepen their knowledge of the conventions of different narratives across a range of genres. Over the course of the year, all participants have been challenged to read books from a wide variety of genres and to share short reviews.
- Kalamunda Day To support KSHS's 2020 belated Kalamunda Day celebrations in our 60th Anniversary celebration year, teaching staff created an English "Community Street". Our transportable T-Block village was abuzz with happy, mindful and respectful students.

- Ms Geneve worked with a crop of creative writers across the year levels to develop their creative writing skills. These students worked on Monday afternoons to develop their creativity and expression.
- Year 7 English students developed stunning graphic novels based on myths and legends.
- Year 8 students scripted and recorded their own True Stories, with incredible and at times hilarious results!
- Year 9 students wrote historical narratives and demonstrated advanced analytical skills in responding to a range of novels.



- Year 10 students explored the timeless work of The Bard, engaging with traditional and modern adaptations of Shakespearean plays and sonnets and answering the question "Is Shakespeare Still Relevant?"
- Our Foundation students experienced success of their own in creating responses to real world situations with flair and dedication.
- Year 11 General English students developed their own innovative Blackout Poetry and displayed their work in the library.
- Year 11 and 12 ATAR students worked through the intricacies of a disrupted year by achieving success in both their analytical and creative writing. Their Composing offerings from their exams were some of the best we've ever seen.
- Our Literature program went from strength to strength with students diving into both Australian

and international literature, from the classics through to contemporary works of brilliance, and putting their own individual stamp on this area of scholarship. We look forward to the continued growth of the program in 2021.

The following points describe achievements against specific English Learning Area targets which fed into Kalamunda Senior High School's 2020-2022 Business Plan.

OLNA Writing – The percentage of students from our stable cohort who demonstrated the writing standard in the OLNA was 99%. Two students out of 138 remained at Category 2 for Writing. Year 9 students had the opportunity to sit the second round of OLNA in 2020. The percentage of Year 9 students who demonstrated the writing standard in OLNA was 68%.

OLNA Reading – The percentage of students from our stable cohort who demonstrated the reading standard in the in the OLNA was 99%. Two students out of 138 remained at Category 2 for Reading. Year 9 students had the opportunity to sit the second round of OLNA in 2020. The percentage of Year 9 students who demonstrated the reading standard in OLNA was 82%.

Year 12 ATAR – Four students received a scaled score of 75 or above in ATAR English and five students received a scaled score of between 70 and 75. The course mean scaled score remained within one standard deviation above or below the expected mean. Of the 26 TISC applicants in the cohort, eight of these did not achieve English Language Competence due to their final scaled English results falling below a mark of 50. Of the 53 candidates in the cohort, 60% used English as their best or second-best score. Reducing the number of students in ATAR English who do not achieve English Language Competency will continue to be a focus in 2021.

Year 12 Literature provided four candidates in 2020. Two students received a scaled score of 75 or above. The school to scaled score differential remained within an acceptable standard deviation range. Three of the students who took Literature used it as either their best or second- best scoring subject.

Year 12 General English – The target to achieve percentages of A and B grades greater than or equal to DoE and/ or Like Schools was partially met in 2020. 38.4% of KSHS students achieved a B grade compared to 29.4% of Like Schools and 28.9% of DoE. 4.1% of KSHS students achieved an A grade in 2020 compares to 10.1% of Like Schools and 11.6% of DoE. The distribution of A and B grades with Like Schools and DoE schools will become a line of enquiry for 2021.

Year 11 ATAR English – The target to achieve percentages of A and B grades greater than or equal to DoE and/ or Like Schools was mostly met for this course. 34.5% of KSHS students achieved a B grade compared to 18.8% of Like Schools and 24.6% DoE. 3.6% of KSHS students achieved an A grade in comparison to 3.5% of Like Schools and 6.9% DoE. The distribution of B grades in comparison to Like Schools and DoE will become a line of enquiry for 2021.

Year 11 General English- The target to achieve percentages of A and B grades greater than or equal to DoE and/ or Like Schools was not met for this course. 2.9% of KSHS students achieved an A grade in comparison to 7.2% of Like Schools and 8.3% of DoE. 18.6% of KSHS students achieved a B grade in comparison to 22.9% of Like Schools and 24% of DoE.

Attitude, Behaviour and Effort - The 2020 business plan saw the introduction of targets in relation to Attitude, Behaviour and Effort indicators. The two areas focused on were students working to the best of their ability and demonstrating courtesy and respect. The target percentages were set to the number of students consistently or often meeting these indicators. Our targets of students consistently or often meeting the indicator of working to the best of their ability was met for Year 9 and Year 10. Our targets of students consistently or often meeting the indicator of showing courtesy and respect for others was not met. The full break down of targets for Years 7-10 can be found below. Lines of enquiry will be drawn from the notable difference in the target set and the percentage attained for Year 8 students consistently or often working to the best of their ability, and from The correlation between student engagement and academic achievement. Explicit expectations of what courtesy and respect look like will also be a focus for 2021.

Courtesy and Respect

	Target %	% Attained
Year 7	95%	92%
Year 8	89%	88%
Year 9	89%	87%
Year 10	91%	90%

Working to the Best of Ability

	Target %	% Attained
Year 7	88%	86%
Year 8	82%	76%
Year 9	73%	79%
Year 10	76%	76%



Health, Outdoor and Physical Education

2020 as for all was a year of difference. After a successful house swimming carnival, all Interschool carnivals for the foreseeable future were cancelled and a whole new way of delivering Physical and Outdoor Education at Kalamunda was undertaken. The effort from the teachers and the response by the students was a great success. With easing of restrictions Term 3 had the annual house track and field and cross-country carnivals and saw the return of Interschool sport, the Track and Field team took out second in the 7-10 Gold Division.

The Outdoor Adventure and Outdoor Education programs continued strongly with students learning about the environment, leadership, working with others, safety and all the fun stuff such as abseiling, mountain biking, hiking and still managed to run the majority of the excursions and expeditions that had been planned pre COVID-19, with trips on the Munda Biddi, Cape to Cape, Rottnest, Nanga, Stirling Ranges and Albany



It's been a fantastic third year for the Kalamunda SHS Soccer Program. With two boy's teams, two girl's teams and over 65 students forming the basis of the Program across Years 8, 9 and 10. It has been tremendous to watch the students grow in confidence and skill level, with a number of student's game sense and positional awareness improving far and beyond what we could have hoped for. The students within the program receive three sessions of soccer per week, with a minimum of 40 coaching sessions across the course of the year delivered by Football Evolution Training. With the remaining sessions taken by their FFA accredited class teacher.

In Term 4, the Year 9 and 10 students undertake coaching qualifications facilitated by Football West with the Year 10's taking multiple coaching sessions for over 55 students at local Primary Schools.

The Year 8 boys have played some tremendous football in their first game of the Inter-school Competition beating Southern River College 5-3. With a number of great goals scored on the day. The boys then had narrow losses to Mazenod College and Darling Range meaning they finished a highly respectable fourth in the competition format.



The Year 10 Boys team once again made a phenomenal start to the year by winning the Year 10 Lightning Carnival for the third consecutive year in a row. The Year 9 and 10 combined Inter-school boys team continued their fine form by beating both Darling Range and Mazenod College in the Inter-school competition but went down narrowly to Australian Islamic College (AIC) and Kelmscott resulting in them finishing second in the group stage of the competition. I would also like to congratulate several boys in the program that have successfully trialled and have made it into a number of Junior National Premier League (NPL) squads.

The Year 8 & 9 Junior girls team lost their first game of their Inter-school competition 3-1 to a very strong Melville SHS Team. They then went on a great run of results drawing with and the beating specialist soccer school, Lynwood SHS. They then pulled off an impressive 4-1 win against Melville SHS in the return fixture. The girls played some excellent football and have continually shown tremendous attitude and encouragement for their teammates while on the field.

The girls finished an impressive second in their first year in the inter-school competition.

The senior girls team finished third in their respective Lightning Carnival with some fantastic results against a number of local schools. The girls put in a number of strong performances throughout the Inter-school competition and had a tremendous 2-1 win against Leeming but went down narrowly to both Kelmscott and Lynwood SHS. The girl's attitude and endeavour throughout the course of the year has been fantastic.

It was a strong performance for out VET students with 100% of student who started Year 12 attaining their certificate in both Certificate II in Outdoor Recreation and Physical Recreation and 92% of students Attaining their Certificate II in Sport Coaching.

62% of students in Year 12 ATAR Health Education Studies had this course as one of their top two ATAR courses showing the focus in Health Education over the past few years being on assessment and preparing students in middle school for senior school to be successful. In Term 3, Year 11 ATAR and Year 12 General Health Studies students held the second annual Health Expo for Year 10 students to experience. There were over 10 stalls with information and interactive activities to raise awareness of various health issues in the community such as binge drinking among teenagers, sun safety, body image, obesity, cigarette smoking and other National Health Priority Areas. The Year 11s and 12s excelled in their displays with so many different and innovative activities that included making stress balls, clogged artery displays, trying sugar free foods, smoothies and ice tea alternatives, sun smart games and much more.

Our sun safety group was also mentioned on the Sun Smart WA social media pages for their outstanding efforts in the expo.









Languages

The teaching and learning of languages experienced new challenges in 2020, particularly those which involved the integration of information technology and blended learning. The Languages Department aimed to develop innovative pedagogies which sustained motivation and enhanced student retention to prepare them to live and work successfully in the 21st century, an essential requirement of the Western Australian Languages Curriculum. Targets were set to support student progress throughout the changeable circumstances during the COVID-19 These targets were negotiated with period. language students and were achievable, realistic, and concise. They included setting deadlines, learning effective study techniques, frequent usage of Connect, the Languagenut platform, and extending literacy development in their first language.

Language classes have increased in student numbers



and are sustained after the compulsory years with data showing 1 in 4 students continuing to study a language after the compulsory years. Although student numbers tend to decrease in Years 11 and 12, students and parents highly consider a language as a valuable pathway, particularly during the subject selection process. Overall, 47.85% of KSHS students studied a foreign language in 2020. This is a positive result and language teachers will continue to implement innovative strategies so that all 3 languages can be sustained. Language teachers will continue to network with Teacher Development Schools and

feeder primary schools to augment collegial bonds thereby continuing to work as a support system for one another and gain insight on what is working well, what the barriers are and create solutions for challenges in languages for future planning.

Planning for assessment as well as planning for teaching were important areas of focus for language teachers this year. Italian, Japanese and Indonesian programs were refined based on the information and data that were collated each term through a combination of a range of types and sources of evidence; visual representations, portfolios, practical and authentic tasks, oral presentations and extended writing tasks. This year, language students improved their short and extended responses and were more confident when exposed to different text types in the target language. This provided more rigour and encouraged them to think creatively and actively demonstrating their skills and improvement. Undergoing moderation for learning and reporting assisted language teachers in aligning expectations of student performance and also expectations of students across all three languages. Students learnt to examine performance criteria, self-edit and become actively involved in the reflection process. A variety of student surveys were also provided in order to receive data about learning styles, peer feedback and specific skills in languages. This enabled teachers to deliver assessment practices that resulted in the growth of the strands and sub strands of the new Western Australian Languages Curriculum. Language teachers also developed clear and meaningful rubrics that linked to performance objectives (referring to the Languages Scope and Sequence), the Communicating and Understanding Strands and the General Capabilities. Overall there were pleasing results specifically in the Writing and Speaking outcomes. Students had shown progression and growth in the development of grammatical and textual conventions, reflective literacy skills and the recognition of conjugation and verb patterns. Japanese students gained more confidence and accurate representations the Katakana and Hiragana scripts.

Successful participation in the Key Languages Leader's Initiative developed the expertise of language teachers which resulted in effectively being able to provide support to further develop teachers as language leaders and to assist them with the implementation of the Western Australian Curriculum. Language teachers enhanced professional learning about mixed ability classrooms, the implementation of a secondary languages program and innovation in language teaching. In addition to this, KSHS language teachers in collaboration with Harrisdale PS language teacher, completed a project for this initiative called Celebrating Innovation in Languages (Primary- to Lower Secondary) Including Links to the Western Australian Curriculum and General Capabilities. A formal webex professional learning was then delivered to 24 schools throughout Western Australia. This accomplishment was also an outcome achieved as part of our Lead Language School status.

This year, the Aboriginal Framework was a priority area in the teaching and learning of languages. Language teachers incorporated a number of learning opportunities for students to learn about the Noongar language from Aboriginal Elders, the linguistic landscape of Australia and the importance of preserving Indigenous languages and keeping language alive. Examples of how it was intertwined into learning include; the seasons, identity, family, food and storytelling. When correlating Aboriginal language and culture into Italian, Japanese and Indonesian, students make linguistic and cultural connections to the language they are studying and develop Ethical Understanding, building a strong personal and socially oriented ethical outlook. Language teachers dedicated time in researching and networking to provide engaging resources that link Aboriginal language and culture to the target language and liaising with members of the community (online and face to face). This resulted in authentic learning opportunities and allowing students to learn and interact collaboratively and respectfully.



Applications for the Languages Assistant Program were successful third year in a row. Our two assistants from Italy and Japan; Davide Gottardi and Daichi Kikuzawa, were excellent role-models and were key in helping to shape our 'culturally agile'



students of the future. Working with Davide and Daichi was an authentic experience for students. The language assistants transformed language through conversation, games, quizzes, songs and coordinating Italian and Japanese Clubs. They provided extra support to students before assessments and provided feedback based on their pronunciation, intonation and cadence. The language assistant motivated students to not only learn foreign languages but also to apply their linguistic skills in real life setting and communicate their world views. The 2021 application was also successful and for the first time will bring 3 new language assistants to be part of Italian, Japanese and Indonesian. This program has strengthened the cluster partnership of feeder primary schools and has created a bigger awareness of the Hills Precinct. This has resulted in primary school and KSHS language teachers working positively in unity to maintain and promote longevity of languages in schools.

Languages Week was a successful event for KSHS and each year, students become more excited about learning another language and about another culture. It raised awareness of the benefits of languages and highlighted the linguistic diversity in school and local community. As a Lead Language School, the Languages Department visited Kalamunda PS, Darlington PS, Maida Vale PS, Gooseberry Hill PS, High Wycombe PS and Edney PS to talk about what learning another language is like at KSHS and share the authentic and meaningful learning opportunities available for them once they reach high school. The significance of Aboriginal language and culture was also incorporated into this learning experience. This year, we said the Acknowledgement to Country in the three different languages. Teachers and students in the primary schools were very impressed and appreciative of this, having never heard the Acknowledgement to Country in other languages. It was important for us to do this as it highlights our respect for Country, the Traditional Owners of the land and need to fuse all people of different nationalities in this multicultural city.

The Certificate courses have been a successful addition to the Languages program. Years 10,11 and 12 students achieved their Certificate II and III in Applied Language in conjunction with RIPPONLEA Institute Melbourne. Students focused on the units Social and Workplace settings. Tasks were real life scenarios (hotel bookings, writing a CV, attending a job interview, talking to an exchange student, giving directions and negotiating) and required students to demonstrate competencies with verbal and non-verbal communication and cultural knowledge and etiquette. Year 11 students will continue on with the course in 2021 in all three languages.



Highlights and Achievements

- Successful applications to the Japanese Foundation Sydney for 2 Japanese grants
- Language Assistant application success for 2020 and 2021 for Italian, Indonesian and Japanese
- Languages Week visits to High Wycombe PS, Maida Vale PS, Edney PS, Gooseberry Hill PS, Darlington PS and Kalamunda PS
- Key Language Teacher's Initiative
- Indonesian cooking and marketplace (traditional bread making and rice dishes)
- Sustained language classes Years 7-12
- ATAR SIDE language students successful results
- Certificate II and III Language students' completion of units
- Eros Scagnetti, a PhD Candidate in Italian Studies at UWA was a guest speaker who spoke about the two essential skills essential or the 21st century which are valued by employers; STEM and a second language.
- Year 8 Italian students included the completion of the Sustainable Living course (Una Vita Sostenbile; A Sustainable Life). Students studied sustainable features of a home in the target language, compared Italian and Australian lifestyles, recycling and the different types of



homes in Italy. Students demonstrated their understanding of sustainable homes and features by creating a 3D model or a blue print of an ecological home, incorporating cultural and sustainable features

- Year 7 Incursion: Little Miss Squeezebox Piano Accordion Extraordinaire
- Reconciliation Week- Elder Sue Jetta online Welcome to Country dedicated to the language students of KSHS
- Year 11 and 12 Italian students Aboriginal cooking (Elder Sue Jetta's recipe)







Humanities

Curriculum

The Humanities and Social Science Learning Area has experienced limited staff change over the past few years which has allowed for the development of a greater understanding by staff of the expectations of the WA Curriculum. The learning area has some very experienced staff along with other teachers who are early in their career. Although this understanding can be described as good, a review of the curriculum delivery took place in Term 4 2018 and was revisited in 2019, which led to changes in approaches around curriculum/assessment delivery and will continue to have an impact as the 2020 academic year continued. For example, the Geography 7-10 assessments were reviewed and some backward mapping of skills and assessment types occurred. The introduction of a Unit Test in Geography was one example of the change which reflects the Geography assessment in Senior School and provided a summative aspect to the assessment regime.

The Year 7 team has been an area of review and development over the past year and there has been greater involvement and connection with the HOLA. This practice should be encouraged for future years. Additionally, the Year 7 Team approached curriculum delivery in a much more flexible manner, with the broadening of the History course to include areas of teacher interest or specialisation. Assessments were generic and could therefore be addressed by students who had studied any of the Ancient Civilisations. The logical sequencing of curriculum delivery having Geography and Economics taught in the same semester, whilst History and Civics and Citizenship was implemented. There was a reduction in the number of excursions being run partially due to COVID-19 and the change in the role of the Year 7 coordinator. The inclusion of other incursions supplemented this change.

Optional Humanities courses were implemented for the first time in 2020. These two course included Big History and Philosophy and Ethics. This has an exciting opportunity and provides an opportunity for student who have an interest in these area to develop skills and knowledge that may lead onto them completing these courses in Year 11 and 12. Tracking of these student will point towards the value of the course. Initial surveys of the students demonstrate keen interest in and valuing of the course. These courses can be seen as opportunities for students who are interested in a more academic pathway, to engage with content and skills that will introduce them to courses such as Philosophy and Ethics in Year 11.

Use of ICT

Connect is used by varying degrees by staff and students. Through the curriculum review Connect has now become a repository of planning, assessment and resources for use by Humanities staff through our Connect page "KSHS Humanities & Social Sciences". This is an ongoing project to make resources more accessible to staff and allow for easier review and development of curriculum. Connect will be considered as a significant mechanism for distribution of information and





resources for Humanities staff. The COVID-19 Pandemic ensured all staff used Connect and as a consequence a greater number of staff are utilising this as a mechanism for the delivery of curriculum and assessment. During the pandemic a collegiate system of planning 7-10 curriculum emerged which was very successful and resulted in a sharing of resources and pedagogy across the Humanities staff. This was a positive outcome of the COVID-19 situation.



Results

Overall results showed the Middle School students are achieving relatively well if they are students with reasonable NAPLAN results. Staff are utilising support from the Learning Centre to a greater degree with students who have identified learning difficulties and this should see better progress and results from students with low NAPLAN outcomes. The relatively high percentage of D and E results is an ongoing issue (particularly in Year 9), which has somewhat been addressed by adjusting the number and type of assessments over the three years of the Business Plan, but will need further consideration to make lasting improvements. Maintaining standards regarding student achievement are paramount to the delivery of assessments.

A significant effort occurred on the part of all the teachers of Year 11 and 12 to ensure students were provided with effective lessons, revision opportunities and individual support. This was received well by Year 11 and 12 students and the general results demonstrate this across the learning area. Assessment feedback to students through the development of detailed marking keys for all courses has continued throughout the department — with a focus on new courses such as General Psychology and General Philosophy and Ethics.

Overall Senior School results showed positive levels of achievement.

The Year 12 results were mixed with Psychology showing positive achievement, along with Modern History. Student in Politics and Law also performed as expected, although the small number of students that remained by the end of Year 12 (5 students), warranted involvement in a Small Group Moderation process (6 being the minimum). Despite this the results for all these courses are a good reflection on the approach taken by these teachers. This was shared with newer ATAR teachers in an attempt to develop measures to ensure the achievement of the same good results in other ATAR classes. Areas of

concern include ATAR Geography, which resulted in a significantly lower than expected result for most students. Strategies to address this issue will need to be investigated to ensure that this issue is resolved for future cohorts. In some courses there will need a significant effort to improve the correlation between school marks and raw ATAR exam marks. General course results were general pleasing and the achievement by the Humanities certificate course – Tourism – was sound.



Year 11 results were generally sound, with ATAR exam results seeing improvement throughout the year and General course results showing pleasing achievement. Career and Enterprise is one area that will need to be monitored to ensure that grading is managed to ensure realistic achievement is recorded. Additionally, records continue to show that there is a decline in the percentage of students who are achieving A and B grades in ATAR courses. This is an issue that will need further action in Middle School to develop skills in student that will allow them to achieve greater success in Senior School. Continual review of assessment procedures and expectations occurs but further work is required. The selection process may need to be more rigorous to ensure that students are reaching the set standard before contemplating ATAR courses. General Humanities courses are an area of significant growth, with the introduction of Philosophy & Ethics and the expansion of Career and Enterprise likely to continue for the foreseeable future. A continued area of growth in Humanities has been the Cert II Tourism class, which have cemented themselves as a course that is attracting growing numbers of students. COVID-19 has had an impact on the Tourism Industry, which has impacted number in this course for 2021.

With increasing numbers of students enrolling in Middle School, ongoing planning will occur to attract students into Humanities courses as they move into Senior School. Two new courses have been successfully initiated for 2020 – General Philosophy

& Ethics and General Psychology – which were chosen by students through the new process of grid development initiated for 2020. Unfortunately, ATAR Geography and General Modern History were not successful in gaining a class for 2020. This will continue to be an issue into the future, however with larger cohorts moving through the school opportunities exist to grow those subjects again. Planning is occurring around the introduction of ATAR Economics in 2022.

Highlights and Achievements

 Australian Geography Competition – all AE Year 7-10 and Year 11/12 Geography students (with a number of other students from mainstream) overall results were relatively good and to some degree, as expected (e.g. Year 12).



Overall Results		
Year Leavel	School	Australia
7	55.60%	49.56%
8	60.43%	52.82%
9	58.00%	55.33%
10	57.97%	57.88%
11		56.10%
12	57.50%	58.25%

- Year 7, 10 and 11 Politics & Law Court Visits impacted by COVID -19
- Year 11 Career & Enterprise Mock Interviews supported by City of Kalamunda (Reece Young)
- Year 10 AE Symposium Philosophy and Ethics (Richard Guthrie, Jeremy Wittber)
- Year 7 Geography Excursion Liveability impacted by COVID -19

- Year 7 Civics and Citizenship Excursions Supreme /Magistrates Court (- impacted by COVID -19
- Year 11/12 Tourism Excursion to Perth City Kings Park, Perth Mint, Perth - impacted by COVID -19
- Year 11/12 Tourism Walking Tour of Kalamunda (Lauren Johnson and Kludeep Kaler)
- Year 5/6 AESP various negotiated curriculum (Richard Guthrie - Term 1-3 only)
- ANZAC Ceremony whole school impacted by COVID -19
- Year 11/12 Career & Enterprise visit to the WA Police Academy and Edith Cowan University impacted by COVID -19
- Year 12 Geography Excursion Perth City
 impacted by COVID -19 virtual tour replaced excursion (Richard Guthrie)
- Year 12 Virtual Tour of New York (Richard Guthrie)
- Year 8 Civic and Citizenship Matthew Hughes
 MP impacted by COVID -19
- Year 8 Geography Minecraft in the Classroom (Lauren Johnson)
- Year 10 Economics and Business impacted by COVID -19
- Year 9 Civics and Citizenship Excursion to Parliament and the Constitutional Centre impacted by COVID -19
- Year 7 Economics and Business Entrepreneur Panel - Year 7 Team
- Year 7 Liveability Fieldwork (Year 7 Team)





Mathematics

WACE Achievement Numeracy

95% of students either prequalified through the achievement of Band 8 or higher in numeracy in the Year 9 NAPLAN or demonstrated the numeracy standard in the OLNA by year 12.

The Year 12 Foundations Mathematics course continued into its second year to allow us to support a small number of students working towards their OLNA numeracy.

Year 12 ATAR and general courses

Three students achieved a scaled score of 75 or above in ATAR Mathematics Methods and two students achieved a scaled scored of 75 or above in ATAR Mathematics Specialist.

Both ATAR Mathematics Methods and Mathematics Specialist achieved average scaled scores above Like Schools and State. We continue to work towards increasing the number of students engaging with Mathematics ATAR courses supporting the education department's policies emphasising the need for further pathways into STEM training and industries.



64% of students at KSHS select to study a Mathematics subject in ATAR or non ATAR pathways. Although the target for the percentage of A and B grades being greater than or equal to Like Schools and DoE has not been met in Mathematics Essentials, the mean score for the course was greater than Like and DoE schools.

Year 11 ATAR and General Courses

Year 11 Mathematics Foundations course helps to support those students who haven't met the numeracy OLNA requirements by the end of year 10. We continue this support into Year 12, preparing students for the numeracy involved in further training and job expectations. 50% of students at the end of Year 11 had moved into work or alternative training.

Year 11 Mathematics Essentials – targets of percentages of A and B grades greater than or equal to DoE and Like Schools were not met for this course. This is a line of enquiry for staff in 2021.

Year 11 Mathematics ATAR – targets of percentages of A and B grades greater than or equal to DoE and Like Schools were met for Mathematics Specialist but not for Mathematics Applications and Mathematics Methods. However the median score for Mathematics Applications was higher than Like Schools. This is a line of enquiry for staff to work with students accessing the most challenging questions in the course and continuing to prepare students in Year 10 for the rigors of ATAR Mathematics courses.

Year 10 streamed classes offer pathways into ATAR and General Courses. Where students are aware of the expectations of each course they are able to make better choices in their future pathways. We continue to develop and improve our transition program for Year 10 after their exam period to prepare them for Year 11.

The Mathematics Learning Area continues to use the materials and skills developed from the Reframing Mathematical Futures federally funded initiative. These skills are embedded in programs and lessons alongside the use of rich tasks, developing students thinking and reasoning. A focus on the development of programs that engage students at all levels continues to be an ongoing priority.

Highlights from Mathematics 2020

- This year students have participated in the Australian Mathematics Competition where 12 students received distinction certificates.
- We arranged a half day working seminar for all Mathematics ATAR students in Years 11 and 12, with a guest speaker who is a well-recognised authority in exam preparation.

- Several lower school students participated in problem solving tasks centred on STEM, alongside hands on maths activities for all students in years 7 and 8 through the World of Maths incursion.
- Students in Years 8-12 participated in Start Smart seminars, developing their financial literacy targeted at a level which is relevant to them, from saving money to Tax and Superannuation.
- The Mathematics Learning Area continues to employ Growth Mindset techniques in everyday practices which is the centre of our team professional development. We encourage all teachers and students to take a positive attitude when talking about their ability to do maths and that with hard work and effort, everyone can get better at mathematics – a truth that needs to be reinforced.











Science

2020 provided our school community with unique challenges, testing the resilience and adaptability of both students and teachers. The Science Learning Area teaching staff worked hard to ensure students were not disadvantaged during school closures by providing for online learning as well as face to face teaching. The practical application of the Science curriculum through investigation and experimentation provides an important platform for deep understanding of science concepts, therefore teaching staff also needed to develop creative methods to address this while maintaining hygiene and social distancing protocols.

Senior School

The Science Learning Area Courses include Biology, Chemistry, Human biology, Physics, General Human Biology and a Certificate II – Conservation and Land Management. Human Biology attracts a large number of students each year, in both ATAR and General Courses. Biology and Physics student enrolments have fluctuated in recent years.



Since 2018 a specialised revision program has been offered to Year 12 Physics and Chemistry students in preparation for the WACE exams. The program is held over several weeks leading up to the final exams and focuses on exam technique, practise questions and deeper understanding of the primary concepts

covered in the Courses. The results from students who attended the program showed a significant improvement when compared to students who did not take part. Based on the results achieved, we hope to expand this revision program to include Biology and Human Biology students in 2021.

The Year 12 graduating cohort achieved sound results in 2020. The ATAR Human Biology students attained a creditable final scaled average of 58.7%, which was above both like schools, and the State average. Results in ATAR Biology, Chemistry and Physics were generally as expected, with some students achieving exceptional final marks. There is also room for growth in these courses, particularly with regard to supporting students at the lower level of achievement.

The Certificate II – Conservation and Land Management, introduced in 2019 has been well received by students with the first group achieving their Certificates this year. The Certificate has provided a Science Course for students following a VET pathway and an interest in a career in environmental studies.

Middle School

Middle School Science curriculum programs and assessments are under constant review, with modifications made to engage and challenge students. The Science Learning Area uses a range of assessment types; investigations, extended



answer tasks and tests. We also endeavour to include numeracy and literacy strategies in both classroom practice and assessments. Employing a range of assessment types gives students a variety of methods to show their understanding of the curriculum and also prepares them for senior school courses.

Work still needs to be done to reduce the numbers of D and E grades in middle school. Applying the curriculum content using examples relevant to students and using strategies designed to engage students and promote intrinsic motivation are being consciously employed. Close monitoring of student progress and early intervention when required will also help to improve student achievement.

Highlights from Science 2020

- The Great Watermelon Experiment involved exploring the elastic potential energy contained in stretched rubber bands. Along with schools around Australia we collected data on the number of bands we could stretch over the middle of a watermelon before the melon gave way and exploded. It was a great platform for class discussions about scientific investigations, data collection and the transfer of energy.
- A team of Year 8 students participated in the 'STEMing from Asia Summit', a two-day international online STEM challenge with students from across Australasia. It was a great opportunity for our students to make cultural connections, develop teamwork skills and apply their problem solving and critical thinking skills.

- A STEM Lego and Robotics club introduced this year was met with enthusiasm, culminating in a group of students participating in a Robotics Showcase organised by the Bibbulmun Network. Participation in further events are planned for 2021.
- The CERTII Conservation and land management students attended a camp at Hills Discovery Centre in Beelu National Park. Activities included setting up Sheffield traps to monitor marsupial populations and assisting in inoculating Marri and Jarrah trees to protect our native forests against Dieback.







Technologies

The Technologies department continued to successfully consolidate progress across the area, with solid results in General courses in Yr 11 and 12, continuing high completion rates for Certificate courses and continued increased enrolments in our courses which means that we might be doing something right in our Learning Area. I would like to thank the teachers and support staff who worked together to overcome the challenges of 2020 and to ensure the continued success of our students in our programs. I am so proud of the work that this resourceful and flexible team achieved in 2020.

Highlights of the year included our continuing relationship with the Salvation Army with the Winter Homelessness Project where our students collect goods and items for donation to the Winter Appeal. plus construct rugs, ponchos, beanies etc to support those in need. Every year the Salvation Army contact us to see if we will be doing the program, and every year the students look forward to giving something back to the wider community. Home Economics is such a diverse area that includes students working in Childcare, Textiles, Food Production, Hospitality and Food Science. Students are always proud of the products that they come away with - whether it's a well cooked meal or a fun children's activity or a wearable garment. The pictures on these pages best illustrate the wonderful world of Home Economics.



Our Upper School MDT (Materials Design and Technology) students really do some fine work across the areas of metals, wood and textiles. Students even worked in their own time on extra projects

in these courses. This success is reflected in the results of the students, who are performing at higher than expected levels in these courses. A very strong result here in our Year 12 results.

The relatively new subject area of STEM continued to evolve with many innovative and fun projects being produced. Students worked through various Engineering tasks which also incorporated Digital Technology. In 2021 we look forward to a brand new look STEM area being developed which will allow us to push this subject even further with our students. From the projects that have been created, it is clear that the students are really enjoying the challenges presented to them.

Digital Technologies has continued to grow in popularity at KSHS in 2020. It is also pleasing to see an increase in the number of girls taking up places in our Digital Technology courses, which is one of our focus areas in Technologies. The importance of developing skills and knowledge in the digital world were highlighted through the COVID-19 pandemic and it has never been clearer that these skills will be integral to our students' futures. It has been great to see numbers of students choosing to study Digital Technologies and STEM classes in lower school increasing, and a subsequent flow on effect into the Year 11 and 12 courses in this area. Students are performing at or above expected levels and with the new investment in our STEM area and STEM resources we expect this to continue.

While we have achieved success, there is always room to improve in a Department and for 2021 the staff will be responding to our students results and analysis of our progress. Staff are looking at best pathways for students to decrease disruption to studies in our area which can affect their results and examining existing assessment design processes. We believe that these foci are key to overcome some identified weakness in achieving the best outcomes for our Upper School students in our courses.

Overall, it has been wonderful to see the students and teachers work together in Home Economics, Design and Technology and Digital Technology to produce fabulous projects and gain such important life skills. Our students really do take pride in their work and these pictures really showcase the work.









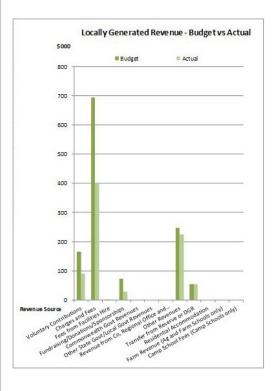


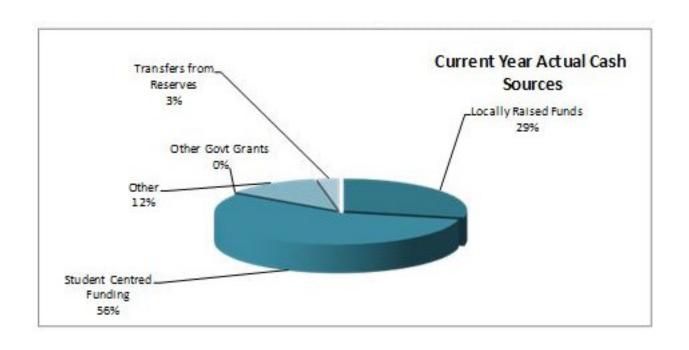


Focus Area 5 - Resourcing

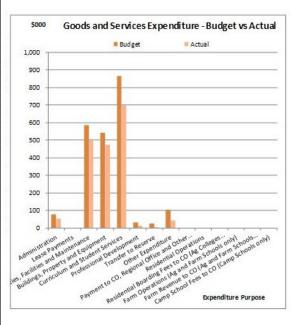
School Budget and Annual Accounts for 2020

	Annual Income	•	
		Budget	Actual
1	Voluntary Contributions	\$165,025	\$89,687
2	Charges and Fees	\$694,137	\$402,096
3	Fees from Facilities Hire	\$500	\$220
4	Fundraising/Donations/Sponsorships	\$71,641	\$27,886
5	Commonwealth Govt Revenues	\$0	\$0
6	Other State Govt/Local Govt Revenues	\$0	\$0
7	Revenue from Co, Regional Office and other Schools	\$0	\$ 0
8	Other Revenues	\$247,742	\$224,680
9	Transfer from Reserves	\$53,988	\$53,988
	Total Income	\$1,233,033	\$798,559
	Opening Balance	\$50,835	\$50,835
	Student Centred Funding	\$1,028,523	\$1,028,523
	Total Cash Funds Available	\$2,312,391	\$1,877,918
	Total Salary Allocation	\$0	\$0
	Total Funds Available	\$2,312,391	\$1,877,918





	Annual Expenditu	ure	
1	Administration	\$77,600	\$52,063
3	Utilities/Facilities/Maintenance	\$585,900	\$499,031
4	Buildings/Property/Equipment	\$542,272	\$472,518
5	Curriculum and Student Services	\$865,853	\$701,071
6	Professional Development	\$30,000	\$13,177
7	Transfer to Reserves	\$25,760	\$3,760
8	Other Expenditure	\$102,947	\$42,524
9	Payment to CO, Regional Office and Other Schools	\$0	\$0
	Total Goods and Services Expenditure	\$2,230,332	\$1,784,147
	⊺otal Forecast Salary Expenditure	\$0	\$0
	Total Expenditure	\$2,230,332	\$1,784,147
	Cash Budget Variance	\$82,059	\$0



	Cash Position as at: 31/12/2020	
	Bank Balance (made up of):	\$1,473,907
1	General Fund Balance	\$93,770
2	Deductible Gift Funds	\$0
3	Trust Funds	\$0
4	Asset Replacement Reserves	\$1,266,682
5	Suspense Accounts	\$131,686
6	Cash Advances	(\$400)
7	Tax Position	(\$17,832)
	Total Bank Balance	\$1,473,907



Other Financial Information		
Voluntary Contributions Collection rate: 65.40%	Total Creditors as at 31/12/2020: \$4322.00	
Total bad debts/assets/resources written off: n/a	Total Debtors as at: 31/12/2020: \$0.00	
Overall charges and contributions collection rate 81.34%.		

The overall rate for contributions and charges has been in decline for the last few years in line with the economy and financial pressures for families. Despite the impact of COVID-19 on 2020, we finished the year with a slight increase on 2019 of %66 for 2020. Strategies used to encourage payments were resumed in the second half of the year, such as reminder phone calls and payment plans. This has been the pattern over the last few years (2016 94%, 2017 83%, 2018 87%, 2019 65%). This reduction in parent contributions however does have a negative impact the schools ability provide a quality learning program for students.

Our Vision

Sharing our Forest of Possibilities

Our Values

A love of Learning
Respect for self, for others, our school, our world
Picking yourself up, turning over a new leaf, never giving ur
Celebrating and sharing our successes
Reaching out to the local and global community

ng up

