



LEEMING SHS
HARMONY ~ EXCELLENCE



Annual Report 2020

Contents

Principal's Report.....	2
School Board Report for 2020.....	3
2020 School Business Plan Data.....	4
Priority Area 1.....	4
Excellence in Teaching and Learning.....	4
Literacy/Numeracy	5
ICT.....	6
Attendance	7
Community	8
Staff	8
Finance	9
English	10
Priority Area 1.....	10
Excellence in Teaching and Learning.....	10
Priority Area 2.....	11
Health and Wellbeing	11
Health and Physical Education	11
Humanities and Social Sciences (HASS).....	14
Languages	15
Mathematics.....	18
Science	19
Upper School Sciences	20
Science and Technology Academy.....	21
Student Services.....	22
Events and activities occurred throughout the year with a focus in Year 7 - 10 of positive behaviour and personal growth. Highlights included:	22
Technology and Enterprise	24
The Arts	25
Vocational Education and Training (VET)	28

Principal's Report

As an Independent Public School our annual report is presented under the targets in our business plan. This report marks the final one of our current business plan. With the exception of some hiccups in 2020 due to COVID-19, our targets were achieved. The exceptions are outlined below.

This was a school year like no other. The school remained open during the pandemic and we must congratulate the staff on their professionalism and hard work. Although we never went fully online, we did operate in dual modes for an extended period of time. Despite the challenges, the student outcomes remained strong. Attendance was down during term 2 as students had the option of working from home.

The Year 12 students certainly had more stress than normal. Coping with the unknown was difficult. The early offers from universities did ease the stress but also had an impact on our mean ATAR score. While the students achieving a high ATAR remained strong, those students who were striving for an ATAR for a course, found they no longer needed to. All other year 12 data showed either similar or better results than 2019. NAPLAN did not occur in 2020, with all year nine students sitting Online Literacy and Numeracy Assessment (OLNA). Overall, our OLNA results were outstanding. Lower school student grades in 2020 were also affected, with no semester one grades being given.

Information Communication and Technology (ICT) remains a school focus. With a large infrastructure and BYOD program now in its seventh year, the focus remains on the use of technology to assist student learning.

Peer observation and visible learning have been the focus of professional learning for staff for the last two years. The two processes combine to have staff learning together to improve and implement best practice.

Congratulations to the Leeming community on a very successful 2020. Thank you must go to our hard working parents and community members that make up our P&C and our School Board. They volunteer their time for the benefit of the school and for this we are very appreciative. The Board Chair report is included and I thank Claire Purcell for all her leadership of the Board. Michael Blakemore and the hard work of the P&C have provided a valuable service to the school and also donated nearly \$60,000 worth of equipment and building improvements to the school

Thank you.

Brendon Wallwork
Principal



School Board Report for 2020

As Leeming Senior High School is an independent public school, the School Board has a role to contribute to the governance of the school and support the school in meeting its objectives.

In 2020, the School Board had parent, staff, community and student members. Our parent members were Michelle Striepe, Shane Styles, Kevin Sullivan, Ross Taplin, Gareth Tasker, Michael Blakemore (P&C President), Amanda Tilbury and Claire Purcell. Our staff members were Angels Gilabert-Jaumot, Mark Williams, and Brendon Wallwork (Principal ex officio). Our community member was Joel Noble and the school captains Kaitlyn Perera and Shannon Neale were our student members.

The role and functions of the School Board are set by the *School Education Act 1999* and supporting regulations and include:

- taking part in establishing and reviewing from time to time, the school's objectives, priorities and general policy directions and in evaluating the school's performance in achieving those objectives, priorities and directions;
- approving voluntary charges and contributions for each school year;
- determining a dress code for students when they are attending or representing the school; and
- promoting the school in the community.

In 2020 the LSHS School Board met four times, with one meeting held each term. A significant item for discussion this year was the impact of the COVID-19 pandemic on the school, and the Board acknowledged and thanked all staff for the significant work done to prepare for online learning early in 2020 and for the ongoing support to students provided by the school throughout an unusual school year.

Other activities undertaken by School Board for 2020 were:

- discussing ongoing initiatives to support student and staff health and wellbeing, particularly in response to the COVID-19 pandemic;
- noting the school budget and funding;
- noting the academic achievements of the school including ATAR scores and graduation rates for 2019;
- continuing the development of a new policy covering parent and staff communication; and
- approving voluntary contributions and charges for 2021;

I would like to offer my thanks to all the members of the School Board for their contribution to the Board in 2020.

Claire Purcell
Board Chairperson
14 March 2021

2020 School Business Plan Data

Priority Area 1 Excellence in Teaching and Learning

Target 1

Improve student attainment towards 100%. Attainment defined as minimum ATAR of 55 and/or Certificate II.
Figures as a %.



Target 2

Improve the mean ATAR consistently above 78 and aspire to 80.



Target 3

Maintain WACE graduation rate at the same percentage as OLNA completion rates.



Figures as a %.

Target 4

At least 70% of the Year 7 to 10 Science and Technology Program students receive an A for Science and/or Mathematics.



Figures as a %.

Literacy/Numeracy

Target 1

Due to COVID-19 Year 9 NAPLAN did not take place in 2020.



Figures as a %.

Target 2

Year 9 students did not sit NAPLAN in 2020.



Target 3

Reduce the number of Year 10 OLN Category 2 students by 30% by Year 12 so that a minimum of 93% of students achieve OLN for secondary graduation.

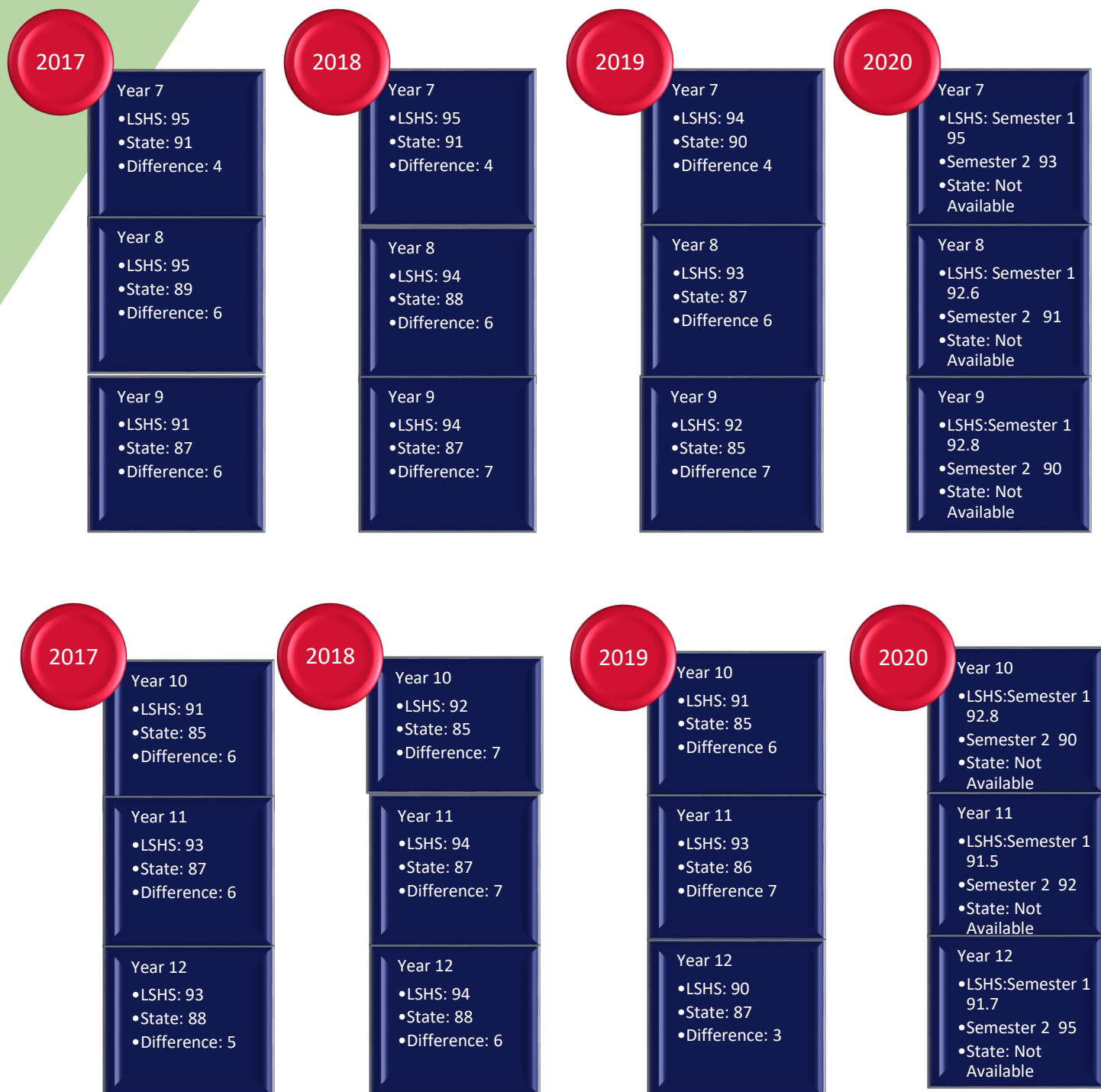


ICT

Fully implement strategies to achieve a 1:1 computer to student ratio in Years 7 to 10. Staff and student use of ICT to increase and effectively use identified ICT and online learning strategies and tools to improve planning, learning, communication and reporting.

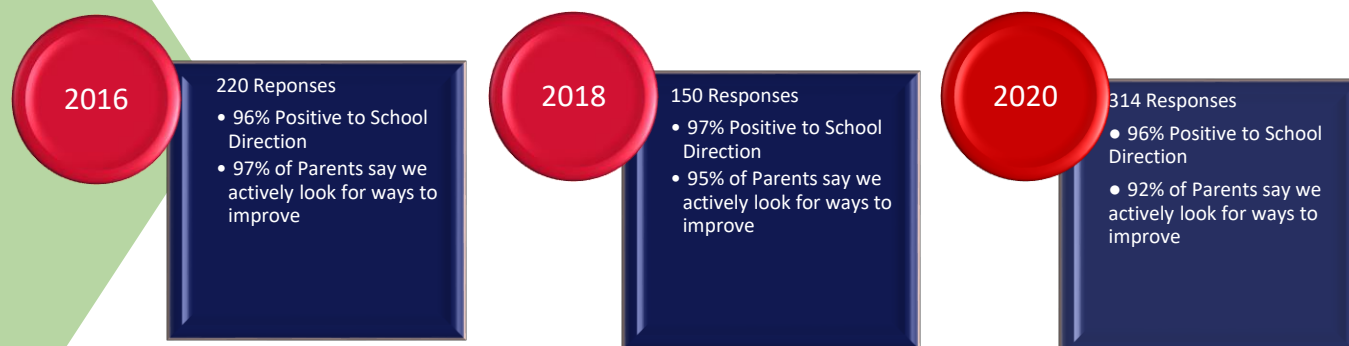
Attendance

Due to COVID-19 there are no State comparisons for 2020.



Community

Community Satisfaction Survey data reflects positive and improving satisfaction regarding safety and care of students.



- Continue buildings and grounds improvement and refurbishment program.

The Humanities and Social Sciences (HASS) Department was given a long awaited face lift, providing more rooms and giving both our teachers and students a brighter, more positive working environment. The rooms were also given up-to-date audio visual equipment, new classroom furniture as required along with air conditioning and heating to keep all at an enjoyable “room temperature”. Planning took place for a major upgrade in the Science Department.

- Increase the proportion of students involved in house activities.

By combining the House Captains Group and the Student Council we are seeing an increase of House activities around the school in the three areas of Sporting, Cultural and Community by broadening the types of activities available we are attracting a larger proportion of our students to engage in the House activities.

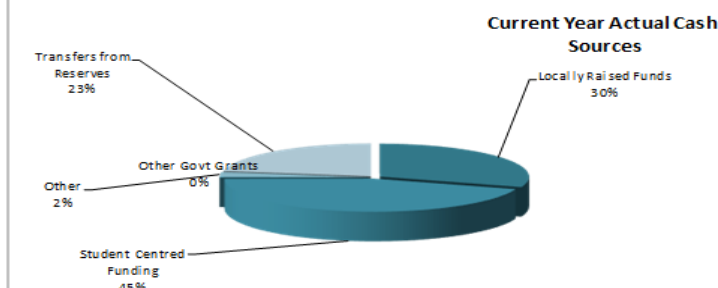
Staff

All teaching staff met the professional requirements of the Department of Education and Teachers Registration Board. Teachers continue to represent their subject areas of various state committees, attended and presented many professional development workshops and held various positions on professional associations.

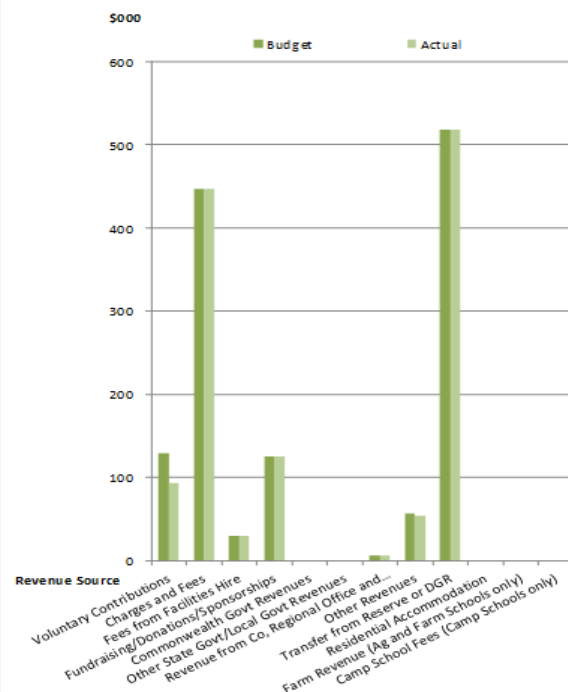
The school has 25 support staff that includes trained educational assistants and clerical support officers.

Finance

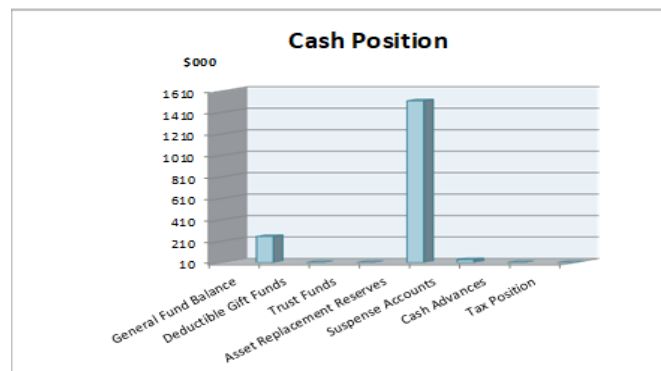
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 129,720.00	\$ 99,964.14
2 Charges and Fees	\$ 447,650.54	\$ 447,147.04
3 Fees from Facilities Hire	\$ 29,439.98	\$ 29,439.98
4 Fundraising/Donations/Sponsorships	\$ 125,685.98	\$ 125,685.98
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 5,774.00	\$ 5,774.00
8 Other Revenues	\$ 57,167.37	\$ 54,786.41
9 Transfer from Reserve or DGR	\$ 518,232.56	\$ 518,232.56
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 1,313,670.43	\$ 1,275,030.11
Opening Balance	\$ 247,523.00	\$ 247,523.74
Student Centred Funding	\$ 1,032,639.57	\$ 1,032,639.57
Total Cash Funds Available	\$ 2,593,833.00	\$ 2,555,193.42
Total Salary Allocation	\$ 12,976,269.00	\$ 12,976,269.00
Total Funds Available	\$ 15,570,102.00	\$ 15,531,462.42



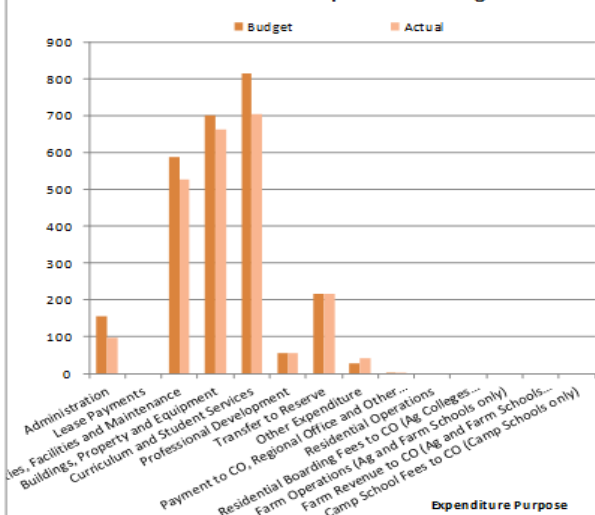
Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 155,380.13	\$ 97,867.62
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 586,323.11	\$ 526,508.66
4 Buildings, Property and Equipment	\$ 699,260.24	\$ 662,733.24
5 Curriculum and Student Services	\$ 812,796.85	\$ 703,382.23
6 Professional Development	\$ 55,040.00	\$ 54,148.48
7 Transfer to Reserve	\$ 216,250.00	\$ 216,250.00
8 Other Expenditure	\$ 27,637.22	\$ 41,190.97
9 Payment to CO, Regional Office and Other Schools	\$ 142.00	\$ 392.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 2,552,829.55	\$ 2,302,473.20
Total Forecast Salary Expenditure	\$ 11,152,859.00	\$ 11,152,859.00
Total Expenditure	\$ 13,705,688.55	\$ 13,455,332.20
Cash Budget Variance	\$ 41,003.45	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 1,774,094.63
Made up of:	
1 General Fund Balance	\$ 252,720.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,517,206.01
5 Suspense Accounts	\$ 37,056.40
6 Cash Advances	\$ (600.00)
7 Tax Position	\$ (32,288.00)
Total Bank Balance	\$ 1,774,094.63

English

Priority Area 1

Excellence in Teaching and Learning

In response to the School's Academic Priorities:

This was a unique year due to COVID-19 and this required staff to adjust their pedagogies and systems of delivery. Year group teams responded very well to the expectations, producing week by week programs of work during the lockdown period.



- The 12 ATAR English group performed above like schools in final raw score, scaled score, school-school differential and the percentage of students for whom English was their best score.
- Revision seminars were scheduled before each examination cycle for Upper School students, while practice activities were made available through Connect. The provision of model responses has been embedded as an aspect of each task preparation ensuring that students were provided with clarity around expectations. Additionally, support was offered in 2020 to individual and groups in targeted sessions.
- Our Academic Extension Programs have been developed by lead teachers, and continues to be refined to provide acceleration, enrichment and extension, while engaging our students' interests. Tracking the results of students from these classes clearly demonstrates that key course-related foundation skills are being developed through the syllabus pathways, ensuring success for these students in upper school courses. Additionally, partnerships with HASS were established to allow for overarching projects to be undertaken.
- OLNA - In March 2020 we had 63 Year 10 students who had not achieved Level 3 in the Reading test. 38 students passed the test on their first attempt, and a further 15 had passed by the end of Year 10. Only 10 Year 11 / 12 students had to complete Reading in March 2020, and only 3 in September 2020.
- The results for the Writing test were comparable – 75 Year 10 students sat the test for the first time in March – only 30 had to re-sit the test in August and 16 passed on their second attempt. 12 students from the Year 11 / 12 cohort had not achieved Level 3 Writing at the beginning of 2020, a number reduced to 4 after the first round of testing.

Priority Area 2 Health and Wellbeing

- English teachers have worked hard to make lesson content interesting and dynamic where possible, in an effort to increase engagement and attendance particularly during the disruptive COVID-19 period. During the lockdown, teachers worked to make contact with each student, sometimes ringing students to support their engagement with Connect or WEBEX classes.
- On return to school, teachers worked to support individual students who did not return with the bulk of students, by ensuring adequate lesson information was placed in the Connect folders, allowing such students access to the learning program and maintain a sense of being connected to their school community, while away from the physical school environment.
- English has worked hard to maintain English Central as a comfortable and welcoming space, in which students may work [as an open classroom] or meet for year group assemblies.
- In response to data regarding Student Wellness, particularly regarding students' sleep patterns, English teachers have worked to minimise homework expectations and have emphasised the need for sleep and rest. Teachers worked to support students during the stress of the initial pandemic declaration, communicating with those who were challenged by the world events and reassuring them of the continuance of school structures and programs, thus establishing a comforting sense of familiarity.
- In response to data regarding student anxiety regarding oral assessments, we worked to adapt such assessments to group or recorded activities, allowing students at risk to record their orals and avoid the public performance aspects.

Health and Physical Education

The Health and Physical Education Learning Area is a key player in providing a broad range of courses and option classes in both lower school and senior school aimed at improving and maintaining the health and wellbeing of the participants. Despite the impact of COVID-19 on our ability to offer the full range of interschool teams in 2020, this aspect remains a key area in a wide range of opportunities for our students to display their talents and commitment to their school and peers.

Academic Excellence

Senior School

In both ATAR Health Studies and ATAR Physical Education Studies, the improving trend in the median scaled score shows our students achieving at their expected level. Completion of Certificate II courses continues to be at 100%



for students remaining in these courses until the end of Year 12 and this is above state averages. Response to the strong demand and interest in the Health Studies course will result in the General Health Studies course being offered on the Senior School Subject Grid in 2021.

Lower School

Significant work has been done with the Year 7-10 Health workbooks in 2020. Review of our Year 7-10 Physical Education has seen a stronger emphasis on the Learning Through Movement strand of the curriculum. An assessment matrix has been developed for each year group and this will also be published within the Health workbooks and promoted in all Physical Education lessons. The key focus in this strand is to promote the concepts of fair play, teamwork, cooperation and many others as well as promoting the harmony aspect of our school motto.

COVID-19 was the stimulus for the trial of the Education Perfect online program in the learning area as well as the creation and development of the "Leeming 25" fitness training circuit to guide students and help them maintain their health and fitness when in lockdown. Results for our lower school Health and Physical Education course across Years 7-10 are generally above state averages and similar to like schools.

Health Education

Percentage of students with a B Grade or higher

Year	Leeming SHS	State Averages
7	61	47
8	49	45
9	53	45
10	62	48

Physical Education

Percentage of students with a B Grade or higher

Year	Leeming SHS	State Averages
7	58	48
8	60	46
9	64	50
10	62	50

Health and Well-Being

The effect of COVID-19 on interschool sport in 2020 was significant. The only major interschool event to run was the Athletics in October and we were fortunate to run our House Swimming before events were cancelled. Our times from the House Swimming were entered by School Sport WA and a virtual swimming carnival was run based on these times. Leeming was deemed to be the winner of the B Division Virtual Swimming Carnival.

The tradition of the Straight Six and House Athletics Carnivals provided a whole school focus and were once again very successful events on the school's calendar.

The focus towards the end of the year was on running a range of House activities to help reinforce the school's commitment to the Act Belong Commit initiatives. The Year 10 Volleyball competition was an outstanding example of this with the Recreation Centre filled with teams and cheering spectators.

Sports Achievement Awards 2020



Rod Hancock Sports
Award Winners
2019:
Shannon Neale and
Amanda Mitchell

Interschool Sports Highlights 2020

Interschool Athletics
Interschool Swimming

B Division 7th Place (Remain in B Division)
Winner of B Division Virtual Swimming Carnival
(Based on student times at swim trials)

Humanities and Social Sciences (HASS)

In 2020 the Humanities and Social Sciences (HASS) department continued to build on the successes achieved in 2019. In lower school, each year studied Civics and Citizenship, Economics, Geography, and History for a term. In upper school students had a selection of ATAR Pathway Economics, Geography, Modern History, Politics and Law or Psychology, and a General Pathway Psychology or Careers and Enterprise.

Lower School

An increase in formative assessment tasks has resulted in more opportunities to provide authentic feedback which has positively impacted engagement, measured by an increase in the percentage of students receiving higher grades from 2019 to 2020.

Literacy and numeracy remained a key focus for the HASS Department. Ongoing reviews of our processes has led to common literacy and numeracy strategies being implemented throughout our lower school courses, ensuring that there is a logical progression of skills development occurring consistently across all areas. This approach is also being supported with the introduction of explicit marking keys and dedicated planning time in all extended writing tasks.



Students participated in NAIDOC week activities where special guests conducted Aboriginal Incursions including Justin Martin's Djurandi Dreaming activities and the State Swan Theatre Company's Language incursion. Additionally, the Year 9 AEP students meet Mr Yaz Mubarakai, MLA, Leeming's representative in the Legislative Assembly. Year 10 AEP students were involved in a compelling incursion with Jason Dohle of Murdoch University, and they participated in the 'Mock Trial' Competition, held at the Supreme Court of Western Australia where students achieved third place in the overall competition. Students have continued to score well in a range of national competitions including the National Geography Competition and the National History Competition, in which Leeming SHS students scored at Distinction or High Distinction level.

Upper School

The proportion of the student population taking upper school HASS subjects continues to increase, reflecting the positive regard that both the students and community have for the Learning Area and going against the trend seen in like school, who are seeing a reduction in students studying HASS. In 2020 the HASS Department offered more subjects than in previous years, enabling greater student choice. In 2020 the WACE results exceeded expectations, with all subjects experiencing results higher than like school and higher than the state average, with the accuracy of teacher judgement improving again.

History and Geography were standout subjects with both student results and high quality teaching being recognized by SCSA, the Geography Association of WA, and the History Association of WA.

The Geography program included a walking tour of the Perth CBD, a guest speaker from the Water Corporation, a presentation on climate change adaptation strategies and a Webex virtual incursion at the RRRC.

Economics students attended a workshop conducted by the Chamber of Commerce and Industry and had Steven Kemp, the author of the ATAR textbook, as a guest speaker.

Psychology students observed how animals can be trained at Perth Zoo and Career and Enterprise students had weekly presentations from experts in a variety of industries.

Languages

Japanese

Japanese Specialist Program Enrolment and Retention Rates

The upward trend of students enrolled in the Japanese Specialist program continued in 2020 as shown below.

	2017	2018	2019	2020
Year 7	15	19	29	22
Year 8	No data	15	28	30
Year 9	11	20	34	44
Year 10	12	9	16	25

Achievement of students in the Specialist Program has been of a very high calibre. The below table shows the percentage of students achieving each grade in Semester 2 of 2020. Semester 1 reporting did not require a grade allocation due to COVID-19.

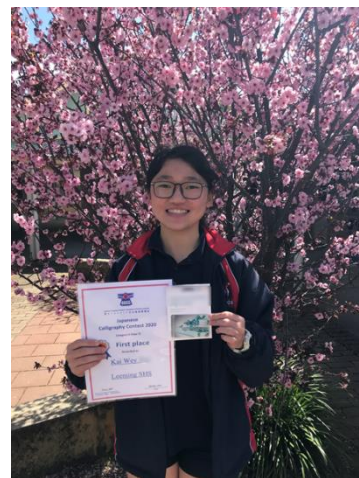
	7		8		9		10	
	S1	S2	S1	S2	S1	S2	S1	S2
A	n/a	77.27%	n/a	86.67%	n/a	38.64%	n/a	68%
B	n/a	18.18%	n/a	10%	n/a	40.91%	n/a	16%
C	n/a	4.54%	n/a	3.33%	n/a	15.91%	n/a	16%
D	n/a	0	n/a	0	n/a	4.5%	n/a	12%

Language Perfect World Championships

In May, Leeming Senior High School students competed in the Language Perfect World Championships. Leeming placed 5th in the state out of the schools competing in the Japanese stream of the competition, and 18th for French. Students spent a combined 341 hours online and answered 282,704 questions. Two students placed in the top 0.2% of 181,000 competitors from around the world, and four other students achieved an Emerald Award for earning more than 5,000 points. Overall, a total of 45 students received an award for their participation.

Japanese Language Teachers' Association (JLTAWA) Kanji Competition

In Term 2, Japanese Specialist students competed in a Japanese Calligraphy Competition. They learned how to write the Kanji for “house” (家) in Japanese. This Kanji was chosen as it best represents the events of 2020; in light of the current COVID-19 pandemic, people across the world are being encouraged to stay at home. The three best calligraphy pieces were submitted as entries in the 2020 JLTAWA Calligraphy Competition. Kai Wei Tey (Year 7) was awarded the state winner of the JLTAWA Calligraphy Competition; she received a gift voucher from JLTAWA, and her work was displayed at the Hyogo Prefectural Government Cultural Centre for the remainder of the year.



Online Exchange

With the closing of international borders in 2020 due to COVID-19, the school's annual inbound Japanese exchange program had to be cancelled. In search of way to stay connected, Leeming Senior High School reached out to Hiroshima Kokusai Gakuin High School to establish an “Online Exchange”.

Partnership with Kobe Japan Society

In 2020, a new partnership was formed with Kobe Japan Society (KJS) to source a Japanese Language Assistant for Leeming. The 2020 Language Assistant was Emi Kondo, from Ryukoku University in Kyoto, who deferred her university studies to volunteer at Leeming Senior High School as a Japanese language assistant.

Language Intern Program

The Language Intern Program was introduced in 2020 following the early departure of our Japanese Language Assistant due to COVID-19. Expressions of interest were sought from current University students, who had studied Japanese at Curtin University, and who were also interested in a future career in teaching. The Language Interns have become an asset to the Japanese Program.

Native Language Assistant Program

Through the Native Language Assistant Program, Year 11 and 12 students engaged in a one-hour conversation session each week where they work in small groups or one on one with a native Japanese speaker.

Multicultural Festival

Japanese staff supported the Multicultural Festival by holding a stall where students could learn how to fold origami paper craft. They also held a manga competition, where students were tasked with the challenge of designing their own original manga artwork based on the themes of “unity” and “celebration”. A number of students also dressed in cotton kimonos for this event.

Excursions and Incursions

Year 7 Taiko Incursion
Year 8 Obento Workshop
Year 9 Hyogo Cultural Centre Excursion
Year 10 Leeming Primary School Visit

French

French Course data

The upward trend on enrolments in Years 9 and 10 continued and is a focus for 2021.

	2017	2018	2019	2020
7	96	95	91	92
8	25	93	91	91
9	6	14	31	20
10	11	7	12	15

Native Language Assistant Program

French also implements a Native Language Assistant Program for Year 11 and 12 students.

Language Perfect Championships

In 2020, Leeming Senior High School French students competed in the Language Perfect Championships. Our results were particularly pleasing, with students spending a combined 341 hours on-line, answering 282 704 questions. We ranked in the top 18 out of 149 school in the state and over 11,000 competitors. In addition, 9 students received an award for participation, with one Year 9 Student achieving an Emerald Award (5000 points or more).

Event participation in 2020

Native Language Assistant Program
End of Year French Dinner
French Poetry Competition
Multicultural Festival

Mathematics

Lower School

Teachers worked collaboratively to proactively refine and tailor the teaching programs to suit the needs of diverse learning styles. With due diligence to curriculum planning and efficient moderation of assessments, teachers ensured success for majority of students. The grade distribution for lower school classes, given below, shows a decline in achievement of C's or better when compared to our historical data but still above all government schools.

- 72% of Year 7's achieved C or better;
- 65% of Year 8's achieved C or better;
- 60% of Year 9's achieved C or better; and
- 71% of Year 10's achieved C or better

Year 9 OLNA results

In absence of NAPLAN this year, Year 9 students had the opportunity to sit the OLNA in second semester. Outstanding OLNA numeracy results are an endorsement of the commitment and efforts of teachers. It is also a reflection of the dedicated work of the numeracy coordinator to support the learning journey of the students.

Timely intervention and strategies for students in Years 10 to 12 has ensured success for the numeracy component of the OLNA. Teachers allocated regular lessons for development of numeracy skills and incorporated explicit teaching strategies to support students, particularly in Year 10. Year 11 and Year 12, students were given individualised instructions by the numeracy coordinator in their Flexi sessions. Consequently, 99.3% of the students were able to meet the numeracy requirements in Year 12.

Improvement of literacy skills has been an additional focus for the Mathematics department, with particular emphasis on comprehension and development of vocabulary pertinent to mathematics.

174 students from Year 7 to 12 participated in the annual **Australian Mathematics Competition** this year. Student accomplishments for this prestigious competition are listed below:

A prize was awarded to the Top 0.5% of participants. Leeming Senior High School students achieved: -

- 3 High Distinctions; and
- 54 Distinctions

Students from STA Year 7, 8 and 9 have enjoyed competing with the top brains from across the state in **Have Sum Fun Online** competition which is organised by Mathematics Association of WA. Year 9's in particular accomplished an astounding feat – 2nd best in the state in Term 2.

Upper school course

For ATAR subjects, teachers analysed data carefully and regularly, organised regular revision sessions and provided timely feedback to maximise student performance in high stakes WACE exams. Overall our WACE results in Mathematics aligned with expectations. 64% of the students had Methods as their first or second best score, 50% had Specialist and 42% had Applications. These results demonstrate the staff commitment and proficiency to prepare students well to overcome the challenges of writing WACE examinations.

Science

The Year 7 cohort was above like schools in the number of C and D grades, the percentage of B grades was slightly below that of like schools, while the percentage of A grades was above that of like schools. In comparison to all schools, the cohort is lower in B grades and higher in A, C and D grades.

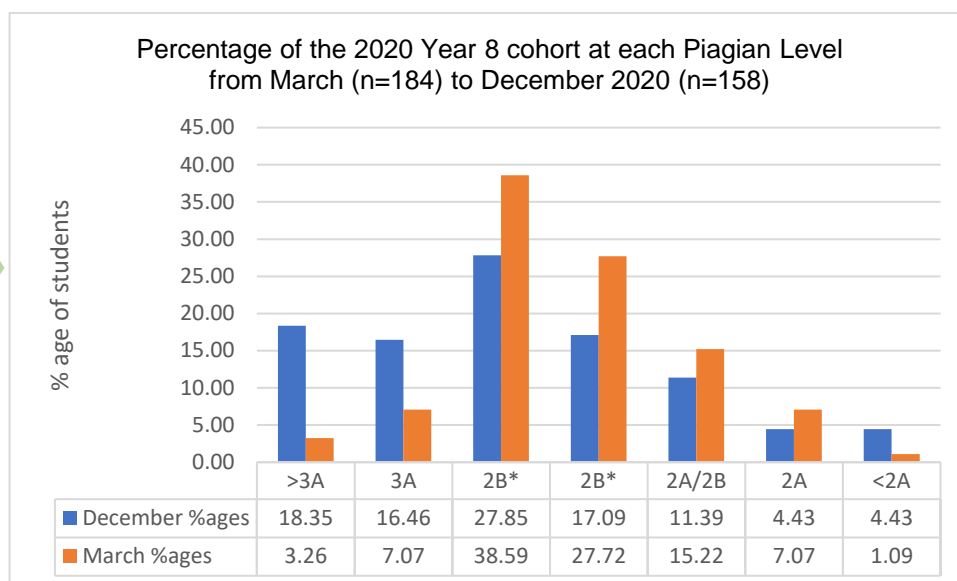
The Year 8 cohort was above like schools in D, C and B grades. Compared to all schools, the percentage of A and B grades was higher, while the percentage of C and D grades was lower compared to DoE.

The Year 9 cohort was placed above like schools in A's and D's and equal in the percentage of B's and C's (less than 0.07%). Compared to all schools, there was a higher percentage of A and B grades, and a lower percentage of C and D grades.

The Year 10 cohort was placed above like schools and DoE in A and B grades. The percentage of C grades was lower compared to like schools and all schools. The percentage of D grades was higher than like schools, but lower compared to DoE.

In 2018 the Thinking Science program was implemented across year 7-8 in the Science learning area. In 2019 a review of the program was conducted which resulted in the adaptation of the program to the Leeming SHS context. In 2019 we conducted base line testing of the Year 7 cohort using a Thinking Science cognitive test. The cohorts were re-tested in December 2020 using the same test. The data presented in the graph below shows that there is an increase in the percentage of students operating at the formal operational stage compared over the time period, and an overall advancement of the cohort in their cognitive ability between February 2019 and December 2020.





Upper School Sciences

Year 11 Grade distribution for 2020 is as follows:

- **Aviation** The proportion of A and B grades are higher compared to all schools. While the percentage of C and D grades is lower.
- **Biology** The proportion of A grades is higher than DoE, however the percentage of B and C grades is lower than all schools. The percentage of D grades is lower than DoE.
- **Chemistry** The percentage of A, B, C and D grades are lower than all schools while the number of E grades is much higher than state.
- **Human Biology** The percentage of A grades was 47.4% compared to 17.5% in like schools. The percentage of B grades was also higher compared to the state and like schools. The percentage of C and D grades was lower than like schools and all schools.
- **General Integrated Science** The percentage of A and B grades was higher than like and DoE schools. The percentage of C and D grades was lower compared to all schools and like schools.
- **Physics** The percentage of A grades was comparable to like schools and greater than DoE. The percentage of B grades was higher than like schools and the state, while the percentage of C grades was less than like schools and all schools. The percentage of D grades was slightly higher than like schools and on par with all schools.

Year 12 Data Analysis

The correlation coefficient in Biology was 0.81. The course differential was 0.57. The data shows that 50% of the students performed better in this course compared to their other courses of study.

The correlation coefficient in Chemistry was 0.94, very similar to the previous two years. The course differential was 0.6, where 50% of the students achieved on-par in their other subjects or performed at a higher level compared to their other subjects. The mean score was slightly higher compared to state.

In the Human Biology Course the mean score was 0.3% higher than state, and 2.4% lower compared to like schools. The correlation coefficient was 0.87, identical to the previous year. The course differential was -3.1%, where 1/3 of students achieved at a higher level in this course compared to their other subjects.

The year 12 physics cohort achieved below like schools and the state. The correlation coefficient was 0.91. The course differential was -2.6, where almost half of the students achieved at a higher level in this course compared to their other courses of study.

Science and Technology Academy

STA had a very busy program throughout 2020 and adapted to the impacts of restrictions. Non the less students engaged in online extension and enrichment activities including virtual tours of the solar system and museums.

The annual Astronomy camp was postponed until November. Co-curricular activities lead by the STA Coordinators included:

- Year 7 Science After School
- Science week activities preparing for Leeming Science Week
- STEM literacy Challenge
- Open- ended Science investigations
- Mind Mash robotics program
- Online Zoom lectures – Women in STEM

The reputation of the program is evidenced by the record number of students who applied to do Specialist Programs testing. The number of applicants has increased and the competition for places in the program is high. Combined with the continued use of the STA Points System and the STA Awards, the data indicates that participation rates remain high. In 2020, the awards were as follows:

- 16 Bronze awards were presented with a points spread of 310 to 330
- 11 Silver awards with a points spread of 345 to 450 points
- 10 Gold awards with a points spread of 460 to 650 points

Despite the impacts of the COVIE-19 lockdown and restrictions, the number of points achieved at the levels of Gold, Silver and Bronze are comparable to previous year.

Student Services

The school priority of Health and Well Being continued to be the key focus of Student Services during 2020. To further support this school priority, the introduction of a third Student Services Manager expanded and enhanced the team.

The introduction of the additional Student Services Manager proved to be timely following a smooth start to the year, the situation changed rapidly. With the announcement in March of a Lockdown in response to COVID-19, the Student Services team were crucial in the support of students and families. The team developed a plan for establishing contact with students and supporting their families during this period. In addition, two policies were written. The first detailed the expectations and guideline for Students and Parents for Distance Learning and the second for Staff and Support teams. Connect continued to be a valuable tool during this time and was further expanded to provide pastoral care support. This period of time demonstrated the resiliency of the team and further strengthened the already strong communication network with students and families. The COVID-19 experience reinforced and highlighted the positive partnership between the school and community.

The number of students enrolled at Leeming Senior High School with a diagnosed learning difficulty has continued to increase each year. During 2020 the Student Services team implemented a more collaborative approach to the development of Individual Education Plans (IEP) for some students. Staff were provided with professional learning to support their development of learning strategies in their classroom. Individual Education Plans were provided to staff with background information about the student and their past achievements.



2020 impacted upon the Year 10 Course counselling process with the introduction of an online system. Students were provided with information to support their online selection of subjects for Year 11. This system was further expanded to students in lower school for their elective courses. Student and parent response to the online system have been positive.

Student Services continued to deliver events across the school which included:

- Year 7 Transition program
- Year 9 Decision Time: Pathway discussions about Year 10 – 11
- Year 10 Course Counselling for student transition into Year 11 and Year 12
- Parent Teacher Interviews Year 7- 12
- Year 7, 10, 11 and 12 parent information evenings
- Year 12 Ball and Valedictory

Events and activities occurred throughout the year with a focus in Year 7 - 10 of positive behaviour and personal growth. Highlights included:

- Carl Hough our Chaplain facilitated the Rock and Water Program with boys in Year 7 and 8 to foster growth in personal responsibility and positive relationships with peers.

- Real Life program continued with our girls in Year 7 and 8 facilitated by Mrs Carter our Chaplain. The focus of this group are the key elements of friendship and how to resolve conflict.
- Year 9 and 10 students engaged in presentations from Legal Aid called “R U Legal” which informed students about the legal implications of cyber bullying, sexting and violence.
- Cyber safety program facilitated by Paul Litherland “SurfSafeOnline” to students in Year 7 - 12
- All Year 7 students engage in the Digital Literacy program which covers topics such as: digital footprint, enquiry learning, social media and cyber safety.
- Act Belong Commit activities throughout the year such as “R U Okay Day” for staff and students, Women and Men’s Health sessions for staff.
- Year 8 and 9 House Group competitions fostered team work with a focus on common goals such as school attendance and personal organisation.
- House Group Play list was introduced during 2020 with each HG’s submitting a playlist of songs to be played during lunchtimes on Wednesday and Friday.
- Year 7 and 8 Pulse party organised and run by Student Council supported by Year coordinators and staff attracted our highest attendance of students.
- House activities for students such as table tennis and basketball competitions organised by Year Coordinators. These activities all contributed points to the House System of our school.
- Social activities which foster “Act Belong Commit” focus for students were organised by Year Coordinators and supported by staff and students included the end of Year 9 River Cruise, Year 10 Dance Party, Year 8 Roller skating and Year 7 Bibra Lake Adventure park excursion.
- The Volunteer program continued in 2020 with an increased number of volunteers who supported selected students in Year 7- 9 with academic and organisational support.
- A Multicultural Day: which was a joint project with Leeming Education Support School, to celebrate and recognise the many cultures in our schools. An art instillation was produced as a coordinated effort between the Art Department, students and artist to remember the year.
- Breakfast Club continued in Semester 2 run by our Chaplain with the support of our School Nurse, Nations Youth and Foodbank.
- Support continued to families with Christmas food hampers and student lunches during the year.

Technology and Enterprise

Even though 2020 was a considerably difficult year for teachers, students and parents, the Technology and Enterprise Learning Area was successful in delivering a wide range of curriculum content to the students of Leeming Senior High School. The interesting aspect about this learning area is the fact that it contains three very different departments that offer a large variety of learning experiences in the areas of Business, Information Technology, Design and Technology and Home Economics all centred around the concept of technology in the real world. This is achieved by the delivery of a combination of Certificate, General and ATAR courses which gives the students a wide variety of pathways they can choose to pursue.

Business and Information Technology

The Business and Information Technology Department continued to offer a wide variety of courses to students throughout Years 7 – 12 in the areas of Business, Finance, Law and Criminal Investigation and Information Technology (including Game Design, Robotics and Digital Media) implementing Certificate, General and ATAR courses. A highlight of the year was the excellent results achieved by the Year 12 students in Applied Information Technology.

The most up-to-date concepts were taught in each course, incorporating modern educational techniques including industry standard hardware and software with students achieving excellent results across the department.

Design and Technology

In the Design and Technology Department the senior school students studied a combination of General and Certificate courses with industry standard skills and knowledge being taught to prepare the students for further study at TAFE or to enter the workforce.

- Automotive Engineering
- Technical Graphics
- Photography
- Metalwork
- Engineering
- Woodwork
- A highlight of the year was the introduction of the Building and Construction general course in Year 11 which is providing the students with another pathway to follow beyond high school.



Home Economics

The Home Economics department continued to deliver courses that introduced the students to the areas of Hospitality, Food Science and Nutrition, Child Development and Community Service. Additionally, the courses provided students with the skills and knowledge to pursue a future career in those areas or to complete further study at institutions such as TAFE. This was achieved by offering a combination of General and Certificate courses in senior school which was backed up by the delivery of relevant lower school courses providing pathways to those senior school courses.

The Year 10 Hospitality students, once again, completed barista training and certification and continued running the Coffee Club providing coffee making services to the staff of the school using the industry-standard coffee machine and the skills learnt in their certification. This gave them the opportunity to experience a real-life situation which went towards their final results. In Year 12, the Certificate II in Community Services students had the continued privilege to be involved in fundraising for the Salvation Army Homelessness Appeal which gave them the opportunity to help others, a value that is highly regarded at Leeming Senior High School.

The Arts

Due to restrictions in the ability to have audiences for presentational work done by students, some aspects of programs had to be changed for us to be able to still showcase our students.

The Night of Musical Excellence and Senior Performance Night were presented without an audience. The performances were recorded and made available to parents through a Youtube link and USB. This was made easier by the introduction of a permanent 3 camera PTZ system in the Theatre. The ensemble performances were particularly strong; worthy of particular note were the guitar ensembles, choir and percussion groups.

The effect of the audience restrictions on Drama were significant.

The Andrew Bovell play, Things I know to Be True which had been rehearsed by students, could not be performed to a live audience. Andrew Bovell himself over-ruled the Performing Rights company to give special permission to the school to do this. The recording of the play was distributed to parents, and a copy of the performance sent to the author in Sydney.

Year 12 students performed at a consistent and pleasing level in a number of disciplines.

Of the many events and performances, the majority were presented within school to school audiences such as full school assemblies, year assemblies, classes from within school timetable, and primary school students who attended for Orientation.

The Jazz Band held individual concerts at lunchtime, and String Ensemble performed at other school meetings. The Arts contributed significantly to Multicultural Day, with performances by multiple Dance groups, multiple music groups, an Art exhibition, media presentation of all the different cultures in the school, and Mime.



A successful Year 11 and 12 Dance Choreography night was held in Term 3, to a reduced audience, as was the Year 12 Scripted performances. Dance students also performed for the school during full school assemblies. The highlight in Dance was the final choreography night for the Year 11 and 12's where the students were able to demonstrate the creativity in choreography as well as their Dance skills.

Lower school Dance students were some of the hardest working students in Dance, and they were particularly proud that they had the opportunity to perform later in the year. There was also a change in emphasis from street Dance to choreographic contemporary styles which were clearly aligned to classical Dance disciplines from a variety of different cultures.



In summary, highlights were

- The Year 11 and 12 Choreography Night in Term 3;
- Year 12 Drama Scripted Performances for limited audiences in Term 3;
- Performances for camera by Music and Dance in Term 2 and Term 3;
- Music, Dance, Drama and Media performances on screen
- The Year 12 Original Show and Monologue Drama performances
- Visits by medieval Drama expert, Jonathon De Hadleigh
- Lower school Art displays in the Library and Art block
- Music performances at School Assemblies
- Library performances by Year 11 Music students
- Ensemble performances by Jazz band, Rock band, Guitar ensembles and choir
- Night of Musical Excellence
- 'Things I know to Be True' – Drama performance
- The creation of 'The Parents don't like our Title' – Drama for the Perth Festival Fringe
- Valedictory performance
- Year 12 final assembly performance
- Creative and performing arts night (CAPA)
- Musical Solo night performances – camera - for Year 11 and 12 students
- Cello and violin quartet performances
- Choir performance

A new course

A new initiative which came to fruition in 2021 was planned, researched and timetabled in 2020 and has proved very successful. This was the introduction of Graphic Design Art in Year 9, Year 10 and Year 11.

Let's talk about Literacy

Literacy is a challenge for The Arts. We continue to notice that in our ATAR subjects, literacy is a significant problem for some of the students attempting what are, in the main, exams that rely on an ability to write essays.

To improve this outcome, and as part of The Arts plan, in 2020 all ATAR students in The Arts were given extra classes to revise and learn literacy skills. In lower school, starting in Year 7 we found it essential to establish the literacy foundations that will see a significant improvement in 5 years' time. This was a focus for 2020 and will continue to be in future years.

Certificate courses

In 2020 the Cert II in Live Performance (Dance) worked exceptionally well for students in Years 11 and 12 as did Certificate II in Creative Industries (Media), both of them with a new RTO. The change in RTO proved to be beneficial to both students and the staff teaching. The courses offered by the new RTO were more focused, and demanded a higher degree of accountability.

Contacting parents

It is an Arts' requirement that parent contact be made by teacher at the first instance of failure to submit work by student. Thankfully, parent contact is also made when students have performed well. Over the last year, parent contacts increased, both formally and informally by teachers and also through contacts and meetings of interested and concerned parents.

Vocational Education and Training (VET)

It is worthwhile to note that the “attainment rate” of Year 12 students at Leeming Senior High School in 2020 continued to be negatively affected by the rate of ATAR students completing the Year 11 work requirements of a qualification, but then exiting the qualification in Year 12 by accessing a “study line”. Attainment rates are determined by the number of students not completing a full qualification, even when the student has chosen to leave the qualification.

A key improvement in VET in 2020, from an auspicing perspective, was an increase in the number of students completing the full Certificate II Automotive Qualification. The adjusted review and control measures that were initiated in 2020 across all Leeming SHS auspiced qualifications to allow earlier identification and therefore earlier support for students at risk and the teachers of these students proved successful.

The 2020 academic year saw students enrolled in a range of Profile/PAiS/School Based Traineeship qualifications at TAFE ranging across Certificate II and III levels decrease from 14 qualifications in 2019 to 7 qualifications in 2020 (note – the numbers in this area are controlled purely by student interest and it can legitimately be argued that a decline in students participating in these off-site qualifications is a result of the school having an appropriate range of auspiced qualifications):

Cert III IDMT (Cyber Security)	Cert II Retail Services
Cert III Retail Services	Certificate II Electrotechnology
Certificate II Aviation (Cabin Crew)	Cert II Engineering
Certificate II Hospitality	

The 2020 range of auspiced VET qualifications remained stable at nine qualifications:

Certificate II Outdoor Recreation	Certificate II Sport and Recreation
Certificate II Creative Industries (Media)	Certificate II Automotive
Certificate II Dance	Certificate II Information, Digital Media and Technology
Certificate II Community Services	Certificate II Engineering
Certificate II Music Industry	

2020 was the final year of the Certificate II Outdoor Recreation qualification at Leeming SHS. The Health and Physical Education department made the decision to cease the delivery of this qualification and instead, offered the General Outdoor Education course of study. This decision was based on the ability to deliver a broader range of skill sets that better suited the areas of interest of our students.