

LEEMING SENIOR HIGH SCHOOL



ANNUAL REPORT 2021

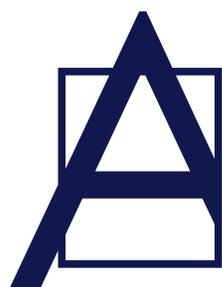


LEEMING SHS

HARMONY ~ EXCELLENCE



CONTENTS



PRINCIPAL'S REPORT	2
SCHOOL BOARD REPORT	3
2021 SCHOOL BUSINESS PLAN DATA	4
SCHOOL FINANCIAL DATA	8
LEARNING AREAS	
ENGLISH	9
HEALTH AND PHYSICAL EDUCATION	11
HUMANITIES AND SOCIAL SCIENCES	14
LANGUAGES - JAPANESE	17
LANGUAGES - FRENCH	21
MATHEMATICS	23
SCIENCE	25
SCIENCE AND TECHNOLOGY ACADEMY	28
TECHNOLOGY AND ENTERPRISE	30
THE ARTS	32
STUDENT SERVICES	34
VOCATIONAL EDUCATION AND TRAINING (VET)	38



PRINCIPAL'S REPORT

The year, while dominated by Covid, went smoothly. It was a case of not planning too far ahead and always having a plan B. We were very lucky and all school events still occurred. With a delay to the start of the year, we quickly caught up with our regular curriculum and non-curricular activities.

As always, the school focus was on the whole child. Providing high-quality education in a nurturing and caring environment. In 2021, our strong pastoral care focus came to the fore. Our well-being programs were expanded and refined to cater to more groups of students and meet their needs.

All our Business Plan measures remain steady or improved. Attendance remains an issue throughout Covid, with year-on-year comparisons difficult to make. Comparisons to State and Like School data become far more relevant. The data improvements are a result of hard work from staff, students, and parents.

▶ NAPLAN

Our NAPLAN data continues to be strong. Data shows our numeracy continues to be well above Like schools. Reading and writing are also at or above Like Schools. Our data analysis in this report shows our student progress well exceeds expected results and high levels of achievement and value-adding. This is measured through the use of effect size. This measures the improvement of the same students, on the same measure, over a period of time.

▶ YEAR 12 ACADEMIC PERFORMANCE

Our Year 12 results were once again very strong. Six subjects with students in the top 15% of the state,

28% of students received an ATAR above 90, 8 students with Certificate of Distinction and 15 students with Certificate of Merit. Our pathway planning worked very well with 98.3% of ATAR students offered a university place. Our attainment rate was down but still on par with Like Schools.

▶ ENHANCEMENTS

Improvements to buildings and grounds continued with major refurbishment to all science labs and our entire English block. Our Visual Arts were also refurbished and included an outdoor workspace. Most of the school has now been refurbished in the last three years. It now leaves small areas to be completed and the development of new areas in the next two years. The new areas include a purpose built space for our Building and Construction courses and STEM spaces.

I would like to take the opportunity to thank our P&C for once again providing support to the school through advice, operation of the Canteen and Uniform Shop and providing funding for many extras across the school. Thank you to Michael for once again providing leadership and support. Thank you also to the School Board and the work completed by both Claire and Michelle as Board Chairs during the year. The Board not only provides an important governance function, but also advice and support to the school.

Brendon Wallwork
Principal



SCHOOL BOARD REPORT

2021, despite the pandemic, proved to be a year of progress for Leeming Senior High School.

In 2021 several parent representatives completed their terms creating an opportunity for new voices. The call for parent representatives resulted in a number of nominations. As a result, Stephen Farrell, Peter Massey, Graham Headley and Sharmini Pasha were all inducted as new Parent Representatives. Claire Purcell, Shane Styles and I continued to serve as Parent Representatives. Simon Heatherly joined existing staff members Àngels Gilabert Jaumot and Mark Williams. Joel Noble continued in role as Community Representative along with Michael Blakemore who served in his capacity as President of the P & C. Our Student Representatives were Grace Campbell and Erika Simons. We were also fortunate to have Nicole van Blommestein continue in the role of Scribe.

At the start of the year, the School Board focused attention on the report from the School Review. Clare Purcell, as the past Chair, and Michael Blakemore, as President of the P & C, were involved in an interview with the Review Board Panel members. The Board recognises the amount of work that went into the review process and commends the work of Mr Brendon Wallwork, the Executive Team, Teaching and Administration staff for the excellent result.

In addition, the Board was involved in:

- Noting the Statement of Expectations 2021-2023, a new document which replaces previous IPS agreements between the school and the Director General.
- Reviewing and endorsing the Business Plan 2021-2024.
- The endorsement of the Annual School Report, School Budget and student performance targets.

- Noting the academic achievements of the school including NAPLAN, ATAR, VET completion and graduation rates for 2021.
- Approving the voluntary contributions and charges.

Several capital works projects were instigated and/or completed in 2021. The completion of such projects improved the school's overall environment, staff workspaces, and teaching and learning spaces. I would like to note the great work by the Student Council, led by Grace and Erika, to initiate activities and projects that enhanced the school culture, advanced the school's value of harmony and promoted student wellbeing.

On behalf of the Board, I would like to thank the Teachers, Executive team, and Administration Staff for their dedication, leadership, and expertise in these extraordinary times. I also congratulate the Class of 2021. During their last two years at LSHS these students have had to navigate challenges and anticipate complications that came with the unprecedented circumstances of the pandemic. The hard work, tenacity, and resilience shown by staff and students contributed to the LSHS's successes in 2021. Finally, my thanks to the members of the School Board for their service and their contributions which ensure multiple perspectives are heard and accounted for. Appreciation to Nicole van Blommestein for creating meticulous records of the Board's meetings. Additionally, special thanks to Claire Purcell for serving as Board Chair. An active and involved Board is an important part of an engaged school community and I look forward to working with this team in 2022. The Board welcomes all input from the school community and encourages your feedback.

Dr Michelle Striepe
Board Chair

2021 SCHOOL BUSINESS PLAN DATA

PRIORITY AREA 1



Successful students who have a strong sense of purpose, connection to the school community and achieve their very best.

TARGET 1- LITERACY AND NUMERACY



Minimum effect size 1.4 from Year 7 to Year 9 NAPLAN numeracy, reading and writing.

An effect size greater than .8 is a demonstration of value adding.

Students achieving excellent level results in both Year 7 and Year 9 are not included as the NAPLAN test "tops out" and value adding can't be measured. The achievement of these students is measured using other methods.

Literacy and Numeracy	Student Achievement Level		
	LIMITED	SATISFACTORY	GOOD
READING	1.82	1.31	1.54
WRITING	.6	1.69	1.37
NUMERACY	1.69	1.61	1.63



ANALYSIS

Target achieved in most areas. Detailed analysis and strategies implemented through our whole school literacy and numeracy plan. These strategies include teacher coaching and ongoing whole school staff professional learning.

2021 SCHOOL BUSINESS PLAN DATA

PRIORITY AREA 1

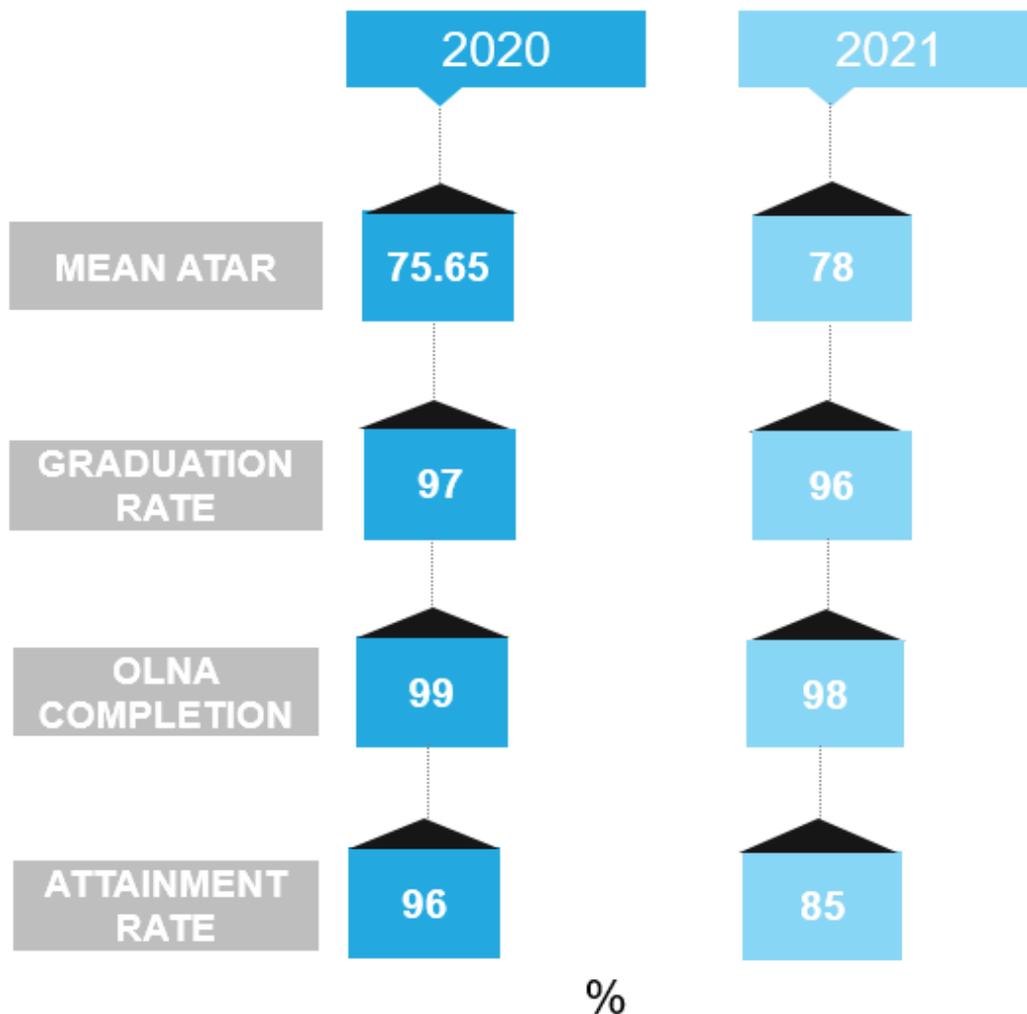


Successful students who have a strong sense of purpose, connection to the school community and achieve their very best.

TARGET 2-YEAR 12 RESULTS



Continue to improve all measurable Year 12 achievements.



ANALYSIS

An improvement in median ATAR from 2020. Attainment rate decreased but still on par with Like Schools.

2021 SCHOOL BUSINESS PLAN DATA

PRIORITY AREA 1



Successful students who have a strong sense of purpose, connection to the school community and achieve their very best.

TARGET 3- ATTENDANCE



Improve student attendance 6% above state average. Our school average was 92.3%.

SECONDARY ATTENDANCE RATES %

	ATTENDANCE RATE	
	SCHOOL	WA PUBLIC SCHOOLS
2019	92.3%	86.9%
2020	92.8%	87.3%
2021	90.3%	84.4%

ATTENDANCE % - SECONDARY YEAR LEVELS

	Y07	Y08	Y09	Y10	Y11	Y12
2019	94%	93%	92%	91%	93%	90%
2020	95%	93%	93%	93%	92%	92%
2021	93%	91%	89%	90%	91%	88%
WA PUBLIC SCHOOLS 2021	88%	85%	83%	82%	83%	84%



ANALYSIS

During Covid-19, attendance remains an issue across the state. Our data remains well above state levels. Our focus has been on decreasing unexplained absences and attendance plans for students on high absentee rates.

2021 SCHOOL BUSINESS PLAN DATA

PRIORITY AREA 2



Highly effective staff are committed, connected, engaged, highly skilled and celebrated to develop successful students.



TARGET 1 - HEALTH AND WELLBEING



Full implementation of the Positive Psychology Program with staff by 2023.

All staff participated in a productive Performance Management process in 2021. Teaching staff all had a minimum of four days professional learning related to school priorities of Visible Learning, Literacy and Numeracy, Formative Assessments, Effective Data Analysis and Health and Wellbeing. All except one teaching staff member voluntarily participated in five hours of peer observation cycles throughout the year. Other individualised professional learning occurs on a needs basis.

The annual National School Improvement Tool survey data continued to show improvement. This data is now being used at a deeper level to refine school processes and planning.

Implementation of Compass as a communication tool, both within and outside the school, continued. New modules were added for student services to support health and wellbeing. Parent access to Compass occurred in Term 4 with the aim of increasing parent and teacher communication.

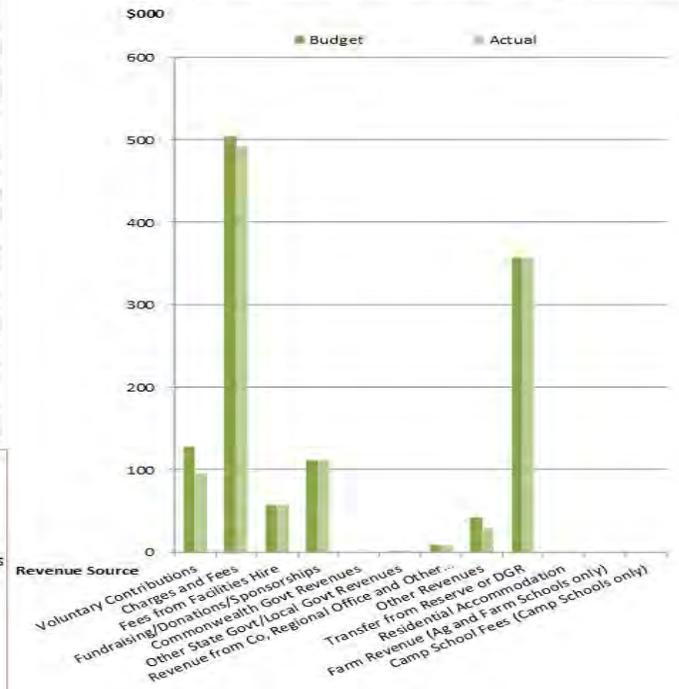
Student, staff and parent survey data to be completed in 2022. Other internal survey tools have been placed on hold due to Covid.

Implementation of our Health and Wellbeing priority centres around Positive Psychology. The planning, delayed due to Covid, will see staff training occur during 2022.

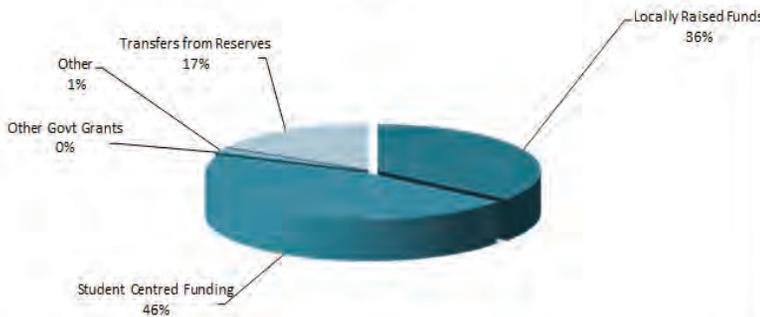
SCHOOL FINANCIAL DATA

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 127,840.00	\$ 94,965.70
2	Charges and Fees	\$ 503,737.26	\$ 492,690.76
3	Fees from Facilities Hire	\$ 57,354.91	\$ 57,354.91
4	Fundraising/Donations/Sponsorships	\$ 111,285.98	\$ 111,285.98
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 7,704.89	\$ 7,704.89
8	Other Revenues	\$ 41,411.85	\$ 29,173.41
9	Transfer from Reserve or DGR	\$ 357,584.90	\$ 357,584.90
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 1,207,919.79	\$ 1,151,760.55
Opening Balance		\$ 252,720.00	\$ 252,720.22
Student Centred Funding		\$ 975,063.11	\$ 975,063.11
Total Cash Funds Available		\$ 2,435,702.90	\$ 2,379,543.88
Total Salary Allocation		\$ 13,780,632.00	\$ 13,780,632.00
Total Funds Available		\$ 16,216,334.90	\$ 16,160,175.88

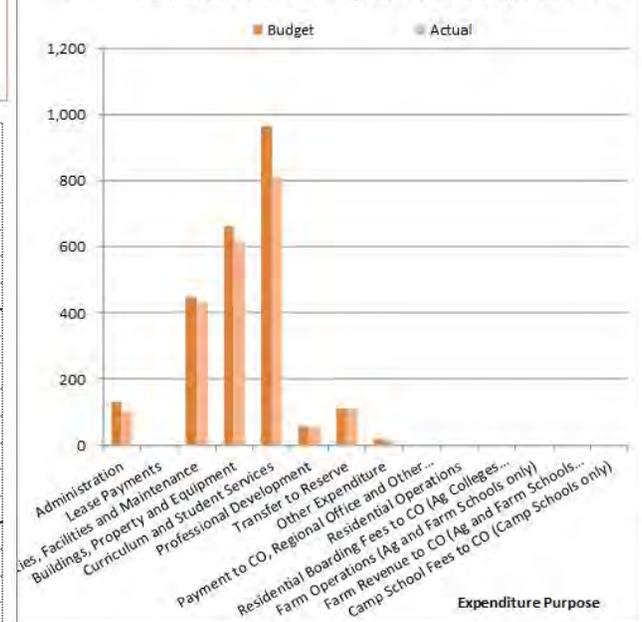
Locally Generated Revenue - Budget vs Actual



Current Year Actual Cash Sources

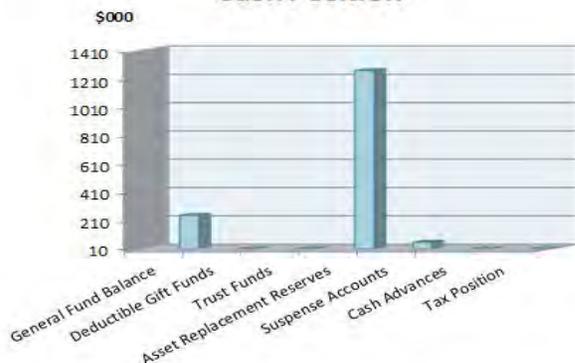


Goods and Services Expenditure - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 127,455.72	\$ 104,400.36
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 448,141.53	\$ 428,533.00
4	Buildings, Property and Equipment	\$ 661,916.93	\$ 616,268.71
5	Curriculum and Student Services	\$ 962,556.04	\$ 808,111.15
6	Professional Development	\$ 55,000.00	\$ 52,217.10
7	Transfer to Reserve	\$ 109,790.00	\$ 109,790.00
8	Other Expenditure	\$ 17,720.65	\$ 13,260.67
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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:		\$ 2,382,580.87	\$ 2,132,580.99
Total Forecast Salary Expenditure:		\$ 11,785,123.00	\$ 11,785,123.00
Total Expenditure:		\$ 14,167,703.87	\$ 13,917,703.99
Cash Budget Variance:		\$ 53,122.03	

Cash Position



Cash Position as at:

Bank Balance	\$ 1,552,423.96
Made up of:	
1 General Fund Balance	\$ 246,962.89
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,269,411.11
5 Suspense Accounts	\$ 57,625.96
6 Cash Advances	\$ (600.00)
7 Tax Position	\$ (20,976.00)
Total Bank Balance:	\$ 1,552,423.96

ENGLISH



SENIOR SCHOOL

YEAR 12 ATAR RESULTS

The 2021 Year 12 ATAR Results were strong.

Number of students that achieved a scaled score



DETAILS	COMPARATIVE DATA		
	LSHS	LIKE SCHOOLS	DoE/STATE SCHOOLS
Average Raw Score	61.62	60.19	57.83
Average Scaled Score	62.30	62.40	57.06

YEAR 12 GENERAL

The Externally Set Task was a Creative task for the first time [creative writing is a minor emphasis in the curriculum].

LOWER SCHOOL

Compared to Like Schools, our Year 7 achievement indicates we have fewer students on Limited Achievement and slightly less Excellent Achievement. We have more students in the satisfactory achievement range than Like Schools.

Our Year 9 profile shows an increase in limited achievement but it also shows a higher proportion of students in the good and excellent achievement range compared to Like Schools. In all areas of the NAPLAN writing, we achieved above the national mean.

ENGLISH



LOWER SCHOOL

NAPLAN RESULTS (continued)

Comparing development in writing skills from year 7 to 9 from our school shows that we have made the most progress in awareness of audience, vocabulary and sentence structure. Explicit teaching, using quality exemplars, and formative feedback on written drafts can address areas of concern in writing. To some extent, exercises relating to punctuation and cohesion may help to explain these concepts, but their application across a series of different writing tasks will enable students to generalise their skills.

HEALTH AND WELLBEING

- Staff worked to design interesting and dynamic lesson content where possible while accommodating curriculum expectations.
- Support student engagement and attendance through constant use of Connect.
- Respond to constantly changing demands of the pandemic in order to support student mental health and connection to the school community – emails to student/parents.
- 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. This area had been renovated during the year, resulting in a much more pleasant and welcoming space.
- In response to 2020 data regarding Student Wellness [students' sleep patterns], staff worked in 2021 to minimise homework expectations and emphasised the need for sleep and rest. This will continue to be a priority into 2022.
- In response to the pandemic crisis and isolation demands, the department worked to respond to the direction of the Administration, continuing to adjust assessment expectations in order to prioritise student/parent and staff wellbeing, while none-the-less continuing the scheduled programs of work and assessing to the established SCSA standards.
- Continued refining of policy to reduce assessments across all year levels.
- Reflecting on data regarding student anxiety regarding oral assessments, staff continued to adapt oral assessments in 2021 allowing for more group or recorded activities in all courses. Less than 2% of students were unable to complete oral assessments as a result of these accommodations.

HEALTH AND PHYSICAL EDUCATION



The Health and Physical Education Learning Area is a significant contributor within our school providing compulsory course in Health and Physical Education, specialist options classes in Year 9 and 10 and a range of ATAR, General and Certificate II courses in Senior School. This range of courses provides a variety of pathways for students seeking tertiary courses or further training in the TAFE sector.

SENIOR SCHOOL

The average scaled score for our ATAR course in Health Studies and Physical Education Studies continued their upward trend with Health Studies improving by 6.5% and Physical Education Studies by 5.2%. These are pleasing results and would indicate that the strategies of using Revise Online and focusing on timed assessments has made a contribution to this improvement.

The results for Health Studies were particularly pleasing with Leeming SHS being ranked in the top schools with a high percentage of students in the top 15% of all students in that course. A great result.

Health Studies also had 25% of students in the course who had this subject as their 1st or 2nd best score. In Physical Education this figure was 40%. Growing interest in career pathways in the health sector has resulted in the Health Studies program being expanded as a General course offering in 2022 and will commence with one class.

Completion rate for the Certificate II Sport and Recreation course was at 100% for students remaining in these courses until the end of Year 12 and this is above State School averages.

LOWER SCHOOL

A review of all Lower School Health Education programs and of assessments schedules was undertaken and course outlines were rewritten to reflect the updated courses presented by SCSA in the second half of the year. Year 7s and 8s are fully digital with the 9s and 10s in a transition stage. By 2023 we plan to have digital workbooks only. The school has also chosen to take up a site license for Education Perfect and this will integrate with the move to have a focus on digital delivery in Lower School Health Education.

HEALTH AND PHYSICAL EDUCATION



Pleasing results for our Lower School Health and Physical Education course across Years 7-10 continue to be above State School averages.

HEALTH EDUCATION

PERCENTAGE OF STUDENTS WITH B GRADE OR HIGHER

YEAR GROUP	STUDENTS WITH B GRADE OR HIGHER	
	LSHS	STATE SCHOOL AVERAGES
YEAR 7	50	47
YEAR 8	53	45
YEAR 9	47	45
YEAR 10	58	48

PHYSICAL EDUCATION

PERCENTAGE OF STUDENTS WITH B GRADE OR HIGHER

YEAR GROUP	STUDENTS WITH B GRADE OR HIGHER	
	LSHS	STATE SCHOOL AVERAGES
YEAR 7	57	47
YEAR 8	60	46
YEAR 9	55	47
YEAR 10	61	49

HEALTH AND PHYSICAL EDUCATION



SCHOOL PRIORITIES

BUILDING CAPACITY OF STUDENTS AND STAFF

The Covid-19 pandemic continues to have a significant impact on participation in interschool sports programs. Many events have not gone ahead and in some instances it has been challenging to field teams.

Fortunately, many of the Year Group Lightning Carnival events were able to proceed and provide the opportunity for Lower School students to engage in interschool competition during the year. Despite Covid, the school entered teams into the Swimming and Athletics Carnivals run by School Sport WA. In both events the school finished in 8th place but had some outstanding results by individual students in a range of events.

On campus we were able to provide a wide range of activities to promote the health and well-being of students in line with the focus on Act, Belong Commit initiatives. House captains across the year groups organised a variety of sporting competitions at lunch times and the traditional events of the Straight Six, House Athletics Carnival, House Swimming Carnival and House Cross Country all were run successfully in 2021. Findlay produced an outstanding effort to win the Athletics Carnival but Grady were able to win the Swimming, Cross Country and Straight Six events. The success of these events from not only a sporting sense but from a community aspect continue to be great examples of the Leeming SHS goals of Harmony and Excellence.

HUMANITIES AND SOCIAL SCIENCES (HASS)



HASS WACE results exceeded expectations, with Economics, Geography and Psychology achieving results higher than Like Schools and the State School average, and the accuracy of teacher judgement improving yet again. In these standout subjects, both student results and high-quality teaching were recognised with the classes achieving results in the top 15% of the state.

In 2021, the HASS Department increased its subject offering with Year 11 and 12 students being able to choose ATAR Pathway Economics, Geography, Modern History, Politics and Law or Psychology, as well as General Pathway Psychology and Career and Enterprise. Elective courses in Psychology and Careers and Enterprise were offered for the first time to Lower School students as electives, in addition to Civics and Citizenship, Economics, Geography, and History. Student numbers in Senior School HASS subjects continued to increase as a percentage of the student population, reflecting the positive regard that both the students and community have for the learning area.

In Lower School classes, an increase in formative assessment tasks has resulted in more opportunities to provide authentic feedback, which has positively impacted achievement and engagement, as measured by an increase in the percentage of students receiving higher grades from 2021 to 2022 and a reduction in reported behaviour incidents across Year 7 – 10 cohorts. The engagement benefits of this change have also been corroborated by positive anecdotal feedback from both students and parents.

Ongoing review of HASS processes led to common literacy and numeracy strategies being embedded in Lower School courses, ensuring a logical progression of skills development across all areas. The introduction of explicit marking keys and dedicated planning time in all extended writing tasks further supported this strategic approach.

▼ CIVICS AND CITIZENSHIP - POLITICS AND LAW

Year 8 Civics and Citizenship students expanded their knowledge and understanding of the Law by participating in Murdoch's Street Law Program, with Jason Dohle from Murdoch University and AEP classes had the opportunity to attend the Constitutional Centre, Parliament House and the Electoral Education Centre.

Participation in the 'Mock Trial' Competition allowed Year 10 AEP students to compete at the Supreme Court of Western Australia and achieve success up to the fourth round in the overall competition.

The Francis Burt Law Education Program facilitated a variety of activities for Year 9 AEP at the Supreme Court of WA building including participation in a Mock Trial in the Old Court House. There was an opportunity to meet Mr Yaz Mubarakai, MLA; Leeming's representative in the Legislative Assembly.

HUMANITIES AND SOCIAL SCIENCES (HASS)



ECONOMICS AND BUSINESS

Targeted 'SmartStart' workshops were facilitated by the Commonwealth Bank as part of the financial capability skills component of the Economics and Business Curriculum, focusing on spending decisions for Year 7-8 students and financial risk and reward in 'Smart Investing' workshops for Year 9 students.

Participation in the 'ASX Schools Sharemarket Game' gave Year 9 student syndicates \$50,000 (in virtual dollars) to buy and sell shares in Australian businesses. Student savvy in tracking real-life share prices of publicly listed businesses was illustrated by two students making in to the Top 10 in Western Australia, and Top 100 in Australia.

Such engagement in Lower School Economics and Business curriculum is driving growing Upper School enrolment numbers into ATAR Economics and Year 12 Economics students continue to impress with their performance in the Economics ATAR course, achieving significantly above Like Schools and State Schools in their average ATAR Exam scores in 2021 in addition to their position in the top 15% of the state.

GEOGRAPHY

Upper School excursions included a Geography walking tour of the Perth CBD and a 'Fire Geography' experience in the Perth Hill examining their geographical spread and mitigation. Incursions included a guest speaker from the Water Corporation presenting on adaptation strategies to Climate change and attendance at a Webex virtual incursion to the Regional Resource Recovery Centre.

Djurandi Dreaming Cultural Tour presented by Justin Martin was a highlight for Year 10 AEP students at Kings Park and inside the classroom, students have continued to excel in a range of national competitions such as the National Geography Competition, in which several Leeming SHS students scored at Distinction or High Distinction level.

HISTORY

Impressive High Distinction and Distinction results were achieved by AEP students in the National History Competition, demonstrating their high level interpretation and analysis skills. Participation in the National History Challenge honed research skills and resulted in outstanding entries that placed at state level. A guest speaker presentation from a Holocaust Survivor informed the Year 10 curriculum and Year 7 students participated in NAIDOC week activities including Djurandi Dreaming Aboriginal Incursions by Aboriginal artist Justin Martin.

Leeming SHS Senior School History students continue to impress with their performance in the ATAR course. Exam results were impressive, indicating a strong year for the Year 12 cohort in 2022.

HUMANITIES AND SOCIAL SCIENCES (HASS)



PSYCHOLOGY

The new Year 10 introductory course allowed students to pursue popular extra-curriculum content areas such as sport, clinical and forensic psychology and build important research skills in individualised research projects. Also new in 2021; the General Psychology course extended the practical study of human feelings and behaviour to yet another demographic of students. The ATAR students continued to achieve exceptional results, and an excursion to Perth Zoo to experience hands on, the real-world application of learning theories was a memorable highlight.

CAREER AND ENTERPRISE

The Career and Enterprise course continued to expand with increased enrolments and an extended program of pathway examples including a greater selection and number of presenters on a weekly basis. Mock interviews were held for the first time with external interviewers.

The introduction of a Year 10 Career and Enterprise elective gave students a head start with activity-based tasks designed to promote growth of employability skills, including creation and marketing of their own business and a cross-year activity 'Shark Tank'. Workplace based tasks involved work experience where students had the opportunity for additional experience or analysis of their own part-time jobs. MyFuture was available to all Year 10 students and enhanced by a full day on campus Career Expo, where students had the opportunity to see a Royal Flying Doctors' Helicopter up close as well as hearing from the GM of aviation, medics and pilots within the organization. Small group speaker rotations included Defence, FIFO, real estate, economics, car sales and NGOs led by the Year 10 Career and Enterprise students, which gave the opportunity for personalised discussions.

Year 9s began their pathway journey with a visit to Murdoch University. Students experienced life on a university campus, while they learned about different pathways into university as well as sampling of different subjects in small group classes delivered by current Murdoch University lecturers and students. Along with a complementary presentation from TAFE, students have been empowered to make increasingly informed subject choices for 2022 and beyond.

LANGUAGES - JAPANESE



JAPANESE SPECIALIST PROGRAM

ENROLMENT AND RETENTION RATES

High retention rates have continued in Years 9 and 10 in 2021.

	2017	2018	2019	2020	2021
Year 7	15	19	29	22	13 → 21
Year 8	No data	15	28	30	26
Year 9	11	20	34	44	44
Year 10	12	9	16	25	19

The following strategies have been used to increase enrolments:

- Use of social media and school newsletters to share highlights of the Specialist Program.
- Identification of mainstream students who have demonstrated high achievement at the end of each semester, who are invited to join the specialist class.
- Letter of Invitation into the Year 9 Course sent to all students in Year 8 who achieved an A grade.

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 1 and 2, 2021.

GRADE	YEAR 7		YEAR 8		YEAR 9		YEAR 10	
	S1	S2	S1	S2	S1	S2	S1	S2
A	80%	88%	69%	28%	37%	43%	48%	35%
B	20%	12%	19%	2%	34%	22%	31%	24%
C	0%	0%	12%	0%	25%	35%	14%	24%
D	0%	0%	0%	0%	4%	0%	7%	17%

LANGUAGES - JAPANESE



POINTS SYSTEM AND BADGE

The Japanese Specialist Badge is a new initiative introduced in 2021 to encourage and reward students who participate in the extension and extracurricular activities that are offered as part of the Japanese Specialist Program. At the end of the year, 10 students were awarded the Japanese Specialist Badge for accruing over 250 points. The top student accrued 540 points, which is the equivalent of 54 hours of participation in extracurricular activities. An additional 37 students were awarded certificates for accruing 150 points or more.

AFTER-SCHOOL ENRICHMENT WORKSHOPS

In 2021, a series of after-school enrichment workshops were added to the extracurricular offerings of the Japanese Specialist Program. Running for an hour each week in Term 1, 3, and 4, these workshops introduced different aspects of Japanese culture and provided opportunities for students to consolidate and learn a new language.

- Term 1 – “Events and Celebrations”: attended by 16 students in Years 7 and 8
- Term 2 – Online Exchange: attended by 22 students in Years 9-11 (see below)
- Term 3 – “Folktales”: attended by 26 students in Years 7 and 8
- Term 4 – “Spirited Away”: attended by 29 students in Years 7-10

ONLINE EXCHANGE

The Online Exchange was conducted over the course of Term 2 and involved 22 students in Years 9-11. Students attended a weekly after-school workshop with the Japanese Specialist Coordinator. The program included a combination of videoconferencing, student presentations, online chats and pen pal letters. Interest in the program from other schools resulted in Sarah Burrows being invited to present about Leeming’s Online Exchange at the Australian Federation of Modern Language Teachers Associations’ International Conference in July.

LANGUAGES - JAPANESE



LANGUAGE PERFECT WORLD CHAMPIONSHIPS

In March, Leeming SHS students competed in the Language Perfect World Championships. Leeming placed 1st in the state in the Japanese stream of the competition (out of the schools with 101-250 competitors). Students spent a combined 137 hours online and answered 103,914 questions. In addition, 32 students received an award for their participation, including two Year 10 students who achieved an Emerald Certificate, which represents approximately 15 hours online or 5,000+ points.

JAPANESE LANGUAGE TEACHERS' ASSOCIATION (JLTAWA) KANJI COMPETITION

In Term 3, 32 Japanese Specialist students competed in a Japanese Calligraphy Competition. They learned how to write the Kanji for "Tokyo" (東京) in Japanese. This Kanji was chosen in honour of the Tokyo Olympics. The best calligraphy pieces in Years 7-10 were submitted as entries in the 2021 JLTAWA Calligraphy Competition. Jaidyn W (Year 10) was awarded the state winner of the JLTAWA Calligraphy Competition.

JAPANESE SPEECH CONTEST

In 2021, Chelsea T.(Year 11) competed in the Japanese Speech Contest. Her speech, "Living Through Corona", spoke of the issue of loneliness during the Covid-19 pandemic, and how technology has helped communities reconnect with each other. After placing first in the state competition, Chelsea competed in the National Japanese Language Speech Contest and placed second, winning over \$1300 in prizes.

LANGUAGE INTERN PROGRAM

The Language Intern Program was once again offered in 2021. Expressions of interest were sought from current university students, who had studied Japanese at university level and were interested in a future career in teaching. The interns attended Leeming SHS once a week to observe and participate in both lower school and ATAR Japanese lessons.

LANGUAGES - JAPANESE



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 worked in small groups or one on one with native Japanese speakers. Due to the growing student numbers in the Senior School courses, three native speakers were engaged to conduct weekly speaking practice with the students this year.

MULTICULTURAL ARTS FESTIVAL

The Languages teaching team decided to utilise a common theme of paper folding across Japanese and French for the 2021 Leeming SHS Multicultural and Arts Festival.

EXCURSIONS AND INCURSIONS

In 2021, a number of excursions and incursions were organised for Japanese Specialist students.

Year 7 Taiko Incursion - Year 7 Japanese Specialist students teamed up with the Class Music students to participate in a drumming incursion run by the Japanese drumming group, Taiko On.

Year 7 Consulate Visit- Staff from the Japanese Consulate in Perth visited Leeming Senior High School to deliver a language and culture presentation to the Year 7 Japanese Specialist students.

Year 8 Obento Workshop- Year 8 Japanese Specialist students participated in a “キャラベン” (kyara-ben) or “Character Obento” incursion. The first session was conducted entirely in Japanese by a guest presenter. In this session students learned the Japanese words for a variety of ingredients, and had to guess what ingredients were used to make the ピカチュウのキャラベン (Pikachu Kyara-Ben).

Year 9 Hyogo Cultural Centre Excursion - Year 9 Japanese Specialist students visited the Hyogo Prefectural Government Cultural Centre. Located in Tuart Hill; the centre is owned by the Japanese Government and was established to promote language and cultural exchange.

Year 10 Murdoch University Excursion - Year 10 Japanese Specialist students visited Murdoch University to participate in a program run by the University’s Outreach Officers.

LANGUAGES - FRENCH



FRENCH COURSE DATA

The upward trend on enrolments in Years 9 and 10 continued.

NATIVE LANGUAGE ASSISTANCE PROGRAM

As is the case in Japanese, French also implements a Native Language Assistant Program, for Year 11 and 12 students. Through the Native Language Assistant Program, Year 11 and 12 students engage in a two-hour conversation session each week where they work in small groups or one-on-one with a native French speaker.

LANGUAGE PERFECT CHAMPIONSHIPS

In 2021, Leeming SHS French students competed in the Language Perfect Championships as they do every year. This year there were over 11,000 individual competitors and we improved our school ranking from 2020 by 4 spots, coming in 14th out of 128 schools.

END OF YEAR FRENCH DINNER

As is customary every year, Senior School students are invited to attend the end of year French Dinner as a farewell to the Year 12 ATAR students. This year the students experienced a less classic and more theatrical dinner experience at French Accent in Perth.

FRENCH POETRY COMPETITION

In 2021, students from Year 7 to Year 10 were offered the opportunity to enter a French Poetry competition organised by the Alliance Française in Perth. Once a week from mid Term 1, teachers spent 20 minutes during lunchtimes helping students rehearse their poem and share ideas to prepare their videos for the French jury. This was the second time that Leeming has participated, with 20 students entering and one Year 9 student received 3rd place in their age category.

LANGUAGES - FRENCH



MULTICULTURAL AND ARTS FESTIVAL

The Languages teaching team decided to utilise a common theme of paper folding across Japanese and French for the 2021 LSHS Multicultural and Arts Festival.

FRENCH CLUB - LES PETITS FRANÇAIS

Starting from Term 2 the students learning French had the opportunity to participate in the brand-new French Club, on Wednesdays after school. Term 4 saw a significant increase in the French Club members with 20 students joining Mme Robert and Mme Spears for the launch of our online exchange program with the school Collège Pierre de Fermat in Toulouse. During the term, students engaged with their exchange students by sharing video recordings in which they introduced themselves, talked about Halloween traditions and celebrations in Australia and a profile card to their pen pal before engaging in a live video conference with the students in Toulouse.

EXCURSIONS

In 2021, all students studying French across Year 8-10 had the opportunity to attend at least one excursion.

MATHEMATICS



LOWER SCHOOL

To achieve academic excellence in the Mathematics learning area staff continued with the process of reflection and refinement of teaching programs and strategies. Lower School data analysis indicates an increase in the percentage of students receiving higher grades, particularly in Year 7 and 8. In comparison to 2020, the proportion of students achieving C or better increased especially in Years 7, 8, and 9. Achievement for Year 10's is comparable with Like Schools and better for Year 7, 8, and 9.

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
GRADE C or BETTER	76%	83%	71%	66%

NAPLAN DATA

Although the average numeracy score in NAPLAN 2021 was lower than in 2019, it is still above Like Schools. Our focus for 2022 is to adopt early intervention strategies for underperforming students, monitor their academic progress throughout the year and involve all stakeholders in this process of improvement.

Timely intervention and strategies for developing numeracy in Years 10 to 12 have ensured success for the numeracy component of the OLN. Teachers allocated regular lessons for the development of the numeracy skills in Year 10, whilst the students in Year 11 and Year 12 were also supported with individualised instructions by the numeracy coordinator. Consequently, 99.3% of the students achieved numeracy requirements in Year 12.

LITERACY SKILLS

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.

MATHEMATICS



SENIOR SCHOOL

The proportion of students choosing to study Maths Methods in Year 11 has increased in the last few years, reflecting the positive attitude of students as well as the staff commitment.

In WACE exams, School Mean was better than State Schools for Mathematics Methods and Specialist and comparable for Applications. 54% of the students had Methods as their best or second-best score.

This year 200 students participated in the Australian Maths Competition, and students in Lower School did their assessment on their devices. Student accomplishments are listed below:

- 1 Prize
- 2 High Distinctions
- 19 Distinctions

Students from STA years 7, 8, and 9 continued enjoying the challenges of problem-solving in state-wide competition Have Sum Fun Online. There were 18 teams altogether and some great learning experiences. Students engaged in various learning activities, both in and out of their classrooms. Year 7 STA students participated in the World of Maths incursion where they honed their problem-solving skills through hands-on activities.

SCIENCE



The higher proportions of A and B grades compared to Like Schools and DoE is notable, and indicated that the refinements to the Year 7 and 8 programs, which underpin the Year 9 curriculum, had led to this increase in achievement. The Science team have worked to develop a series of modules to deliver the Year 10 West Australian Curriculum; two Chemistry modules, two Biology modules, two Physics modules and an Earth and Space Science module. The delivery of three modules across Chemistry, Biology and Physics in Semester One ensured that the performance data available at the time of Year 11 subject selections in Term 3, encompassed student performance across the three main Science (Biological Sciences, Chemistry and Physics) curriculum areas delivered at Leeming SHS at ATAR and General levels.

STEM ENGAGEMENT

Science teachers have identified opportunities to incorporate STEM projects within Year 7, 8 and 9 Science teaching programs. The cross-curricular projects are designed to develop students' problem solving and critical thinking skills. Students will explore applications of Science and Mathematics in the real world. All students will participate in the STEM projects and these will be presented and displayed during Science Week.

STEM project themes:

Year 7: Application of separation techniques to facilitate the regeneration and restoration of natural habitats.

Year 8: Investigate the properties of different materials as insulators, and consider how engineers improve the energy efficiency of a range of processes.

Year 9: Causes, chemistry, impacts and management of acid rain.

To provide students with further STEM options in Year 9 and 10, electives in Aviation have been developed in preparation for 2022.

LEARNING PATHWAYS FOR CURRICULUM SUPPORT

In Semester Two, the development of differentiated assessments and pathway grades was trialled for students identified as requiring extra curriculum support. The need for differentiated pathways was identified in assessment data from Year 9 curriculum support students. The development of differentiated assessments provides the conditions for students to succeed at their level.

SCIENCE



SENIOR SCHOOL

In preparation for 2022 programs and assessment outlines have been written to deliver the Year 11 General Human Biology course to provide students with an interest in Human Biology/Health Science an alternative, non-ATAR option.

YEAR 12 DATA ANALYSIS

ATAR BIOLOGY

The correlation in Biology was 0.85. The school mean was 54.2 which was below the State Schools mean and Like Schools which were 57.1 and 59.2 respectively. The course differential was -2.3; over 60% of the students performed better in other courses compared to Biology. The difference in standard deviation between the school score and examination score was 0.7, compared to the previous year which was

ATAR CHEMISTRY

The correlation in Chemistry was 0.95, an increase of 0.01 over the last 3 years. The course differential was -2.5 where 55% of students performed more highly in their other subjects. The average scaled score for the school was 63.1 compared to State Schools which was 62.6 and Like Schools which was 64.7.

ATAR HUMAN BIOLOGY

In the Human Biology course average scaled score was 60.5 compared to Like Schools which was 61 and State Schools which was 57.7. The correlation was 0.76, a decrease of 0.11 from the previous two years. The average scaled score for the school was 63.1 compared to State Schools which was 62.6 and Like Schools which was 64.7.

SCIENCE



ATAR PHYSICS

In the ATAR Physics course the average scaled score was 55.6 compared to Like Schools which was 65.3 and the State Schools which was 63. The correlation between the school score and exam score was 0.94; an increase of 0.03 on 2020. The course differential was -4.2 a further decrease on 2020 (-2.6) and 2019 (0.5) where students performed relatively well.

GENERAL INTEGRATED SCIENCE

A cohort of 16 students completed the Year 12 General Integrated Science course. One student achieved an A grade, 88% of students achieved a B or C grade, and one student achieved a D grade. The percentage of B and C grades was above Like Schools and State Schools, however the number of D grades was below Like Schools and State Schools.

The comparison between the mean school assessment score, raw WACE exam and scaled score shows that the school based exams are set at an appropriate level and provide a valid assessment of student attainment. To bring the mean school assessment score closer to the scaled WACE exam score teachers can apply slightly more rigor in developing and applying marking keys.

SCIENCE AND TECHNOLOGY ACADEMY An Approved Specialist Program



The Science and Technology Academy had a total of 245 students across four year levels. The following is a breakdown of the numbers of STA members in each year level for the 2021 academic year.



Associate membership applications were suspended in 2021 due to higher numbers of students in each year level to ensure that there was adequate provision of resources and appropriate teacher/ student ratios for co-curricular activities were maintained. The increase in the number of STA members was as a result of the academic testing of students on entry into Year 7. Students were selected for STA membership based on their test results.

STA ACTIVITIES

All STA members have the opportunity to engage in a broad range of STEM activities which are designed and implemented to spark their interest in STEM. Each term students can participate in a challenge and/or the STEM Literacy Challenge. Term challenges provide students with the opportunity to collaborate with like-minded students to solve problems and explore the applications of Science. In Term 1 over 80 students participated in the Crystal Growing Challenge and in Term 2, students completed web quest activities. In Term 3 students carried out research projects on the National Science Week theme of Food Science and Technology.

SCIENCE AND TECHNOLOGY ACADEMY



THE RANGE OF STEM ACTIVITIES ON OFFER INCLUDE:

- Science After School workshops (Year 7)
- Drone program (Year 8 and 9)
- Mind Mash Lego League
- The Race for Tall Towers Engineering Challenge (Year 8)
- Sci Tech Lab on Legs (Year 8)
- Big Science Competition
- International Chemistry Quiz
- Murdoch Soils Program (Year 9)
- Dryandra Woodland camp (Year 10)
- Yanchep and Gin Gin excursion (Year 9)
- Virtual Reality
- Women in STEM excursion (Year 10-Murdoch University)

The reputation of the program is evidenced by the high number of students who applied to complete the testing for entry into the Science and Technology Academy. The entry testing protocol was reviewed and ACER PAT testing was used to identify students who demonstrated an aptitude for Mathematics and Science.

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 2021, the awards were as follows:

- 16 Bronze awards were presented with a points spread 280 of 310.
- 11 Silver awards with a points spread of 325 to 365 points.
- 14 Gold awards with a points spread of 380 to 935 points.

TECHNOLOGY AND ENTERPRISE



2021 continued to be a very difficult time in education. Lockdowns made it very difficult for practical subjects within the areas of Design and Technology, Home Economics and Business and Information Technology, to move forward with the curriculum without the students being present at school. However, the teachers within these areas dealt with this issue head on and were successful in ensuring students had work to complete during these difficult times and were not adversely affected.

BUSINESS AND INFORMATION TECHNOLOGY

The Business and Information Technology Department continued to offer the students a well-rounded education by developing and offering a combination of ATAR, General and Certificate courses to ensure the students' educational needs were catered for in their chosen pathway.

A highlight of the year was the excellent results achieved by the Year 12 students in Applied Information Technology. The results of this course were above the state and were acknowledged by SCSA. This highlighted the success of the backwards mapping that have been implemented over the last six years to ensure students entering the Applied Information Technology course in Year 11 have the skills and knowledge to succeed at the ATAR level. We have recognised the need to complete the same process for our business-based courses to ensure the same level of success in courses such as Accounting and Finance and Business Management and Enterprise.

DESIGN AND TECHNOLOGY

The Design and Technology Department continued to offer the students relevant industry-standard skills and knowledge using a combination of General and Certificate courses incorporating state-of-the-art equipment being taught by teachers who are experts in their curriculum area.

A highlight of the year was the introduction of the Building and Construction course in Year 12, which provided the students with another pathway to follow beyond high school. Additionally, a plasma cutter was purchased and installed in one of the Metalwork workshops, which was a major investment in the future of the students, enabling them to be taught skills using equipment which is now found in most fabrication businesses.

TECHNOLOGY AND ENTERPRISE



HOME ECONOMICS

The Home Economics Department continued to offer students relevant workplace training using a combination of General and Certificate courses, implementing real-world opportunities in the areas of hospitality and community service.

The Year 10 Hospitality students, once again, completed barista training and certification and continued running the Coffee Club to provide 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, as well as raising funds for other ventures being run by different classes within the department.

One of these involved the Year 11 and 12 Certificate II in Community Services class who had the continued privilege to be involved in making and providing sandwiches, on a weekly basis, to the Salvation Army to be given to the homeless. Additionally, the Year 11 and 12 Children Family and the Community students participated in making care packages for families in need, also through the Salvation Army. All of these ventures gave the students the opportunity to help others, a value that is highly regarded at Leeming Senior High School and creates a caring environment for our students to learn in.



THE ARTS



THE ARTS

This was a school year dominated by the shadow of Covid -19, although only a comparatively short time was lost from classes. Performances were affected, particularly Drama earlier in the year, and some of them were done without parents being present, but were pre-recorded and then made available through USB or a pre-recorded 'live feed.' Drama shows were however, of high quality and Year 12 ATAR self-devised shows were matched by the Years 11 and 12 performances of Greek theatre, 'Antigone' and Lower School devised performances of 'Moby Dick' and 'Frankenstein.'

Towards the end of Semester 2, performances were back to normal with reduced audiences. Particular highlights were the Nights of Musical Excellence, which was completed by having two performance events one after another. The first was for Lower School, the second was Senior School. A second highlight was the superb quality of the Dance Choreography nights which incorporated students from all years.

It is worth noting that all musical performances programmed for last year did take place; all Assemblies, Senior Music Night, Multicultural Day, String Festivals, ABODA Guitar Festival, Night of Musical Excellence, Open Day and Valedictory.

Visual Arts was enhanced by the introduction of Graphic Design Art taught by Ms Buckland. This had been planned for almost a year, and students responded exceptionally well to the new course and materials. The planning, the relevance of the course and the nature of the projects which were kept as close as possible to real world projects have meant that this course has now established with Lower School classes and a Year 12 class operating in 2022.

Media work was invigorated by the arrival of Mr Ryan Angus as a member of staff. His experience as a professional working with audio visual and lighting has been invaluable to the school, and to The Arts generally. The impact on classes was immediate and we revived the idea of an after- school Media Club run by Mr Angus and Mr Williams which attracted a stable and loyal group of members.

THE ARTS



THE ARTS (continued)

The Arts were a major supporter of the Multicultural and Arts Festival, and generally of all school events where there was an opportunity to interact with the public. This was in keeping with the ethos of the learning area, long established.

Drama ATAR results were improved and showed a basis of strong teaching and learning for relatively inexperienced Drama students.

Another Arts Plan priority which took place, was the sustained updating of hardware and software across Music, Visual Arts and Media. This gave students efficient, effective, modern equipment to learn on. This was done according to the plan for replacement of items, and also the need to embrace new relevant technologies.



STUDENT SERVICES



The school priority of Health and Well Being continued to be the key focus of Student Services during 2021. The Student Services team was crucial in the support of students and families during the year. Connect continued to be a valuable tool during the year to communicate with students and families. In addition, the use of Compass was further expanded to provide parents with live data regarding attendance and positive recognition of their child by staff.

The introduction of a Workforce Development Coordinator has enhanced the opportunities available for students in Years 9 and 10 to trial various career and job opportunities. Communication via the Workforce Development Connect page has improved students' knowledge of upcoming opportunities. Ms Bunch, Workforce Development Coordinator, provided students in Year 9 with a "Try a Trade" course and organised for selected students in Years 10 -12 to complete work experience to assist them in making career decisions for Upper School.

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

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

STUDENT SERVICES



EVENTS AND ACTIVITIES

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

ROCK AND WATER PROGRAM

One of our Chaplains 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. The focus of this group are the key elements of friendship and how to resolve conflict.

ANXIETY AND STRESS SUPPORT

Individual support for students on how to manage exam anxiety and stress. After school group sessions were also offered to students to increase their ability to manage their workload.

LEGAL AID PRESENTATIONS

Years 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.

AUSTRALIAN DEFENCE FORCE GUEST SPEAKERS

Australian Defence Force guest speakers for students from Years 10 – 12 highlighted opportunities and training opportunities.

STUDENT SERVICES



EVENTS AND ACTIVITIES

▼ CYBER SAFETY PROGRAM

Cyber safety program facilitated by Paul Litherland "SurfSafeOnline" to students in Years 7 -12. Our links with Paul have been maintained over many years. In 2021 Paul was awarded "West Australian of the Year" and we are proud to be a part of the work he has done in improving student, staff and parent knowledge of the Cyber world.

▼ DIGITAL LITERACY

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

Act Belong Commit activities throughout the year such as "R U Okay Day" for staff and students, and Women and Men's Health sessions for staff.

▼ HOUSE GROUP COMPETITIONS

Years 8 and 9 House Group competitions fostered team work with a focus on common goals such as school attendance and personal organisation.

▼ PULSE PARTY

Years 7 and 8 Pulse party organised and run by the Student Council supported by Year Coordinators and staff attracted our highest attendance of students.

▼ HOUSE ACTIVITIES

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. Staff participated in a student vs teacher netball competition.

STUDENT SERVICES



EVENTS AND ACTIVITIES

SOCIAL ACTIVITIES

Social activities which foster “Act Belong Commit” focus for students organised by Year Coordinators and supported by staff and students included the end of Year 9 River Cruise, Year 10 Dance Party, Years 7 and 8 end of year event.

VOLUNTEER PROGRAM

The Volunteer program continued in 2021 with an increased number of volunteers who supported selected students in Years 7- 9 with academic and organisational support.

MULTICULTURAL AND ARTS FESTIVAL DAY

A Multicultural and Arts Festival Day, which was a joint project with Leeming Education Support Centre, to celebrate and recognise the many cultures in our schools.

BREAKFAST CLUB

Breakfast Club continued in Semester 2 run by one of our our Chaplains with the support of our School Nurse, Nations Youth and Foodbank.

SUPPORT TO FAMILIES

Support continued to families with Christmas food hampers and student lunches during the year.

VOCATIONAL EDUCATION AND TRAINING (VET)



A key improvement in VET in 2021, from an auspicing perspective, was a 100% completion rate in the number of students completing the full Certificate II Automotive qualification (that completed the full educational cycle of Years 11/12). 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 2021 academic year saw students enrolled in a range of Profile/PAiS/School Based Traineeship qualifications at TAFE ranging across Certificate II and III levels increase from 7 qualifications in 2020 to 11 qualifications in 2021 (note – the increase in the number of students in this area is governed by student interests and it can legitimately be argued that any decline in students participating in these off-site qualifications is a result of the school having an appropriate range of auspiced qualifications):

Cert II Building and Construction	Cert II and III Retail Services
Cert III Jewellery Manufacture	Cert II Electrotechnology
Cert III Make Up	Cert II Engineering
Cert II Data and Voice Communications	Cert II Kitchen Operations
Cert II Data and Voice Communications	Cert II Warehousing Operations

The 2021 range of auspiced VET qualifications was reduced to 8 qualifications (Certificate II Outdoor Recreation changed to General Outdoor Education due to the more appropriate contexts of the General Course of Study):

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

Participation rates in 2021 increased within both the Certificate II Music Industry and Certificate II Sport and Recreation qualifications. Declining numbers in 2021 in the Certificate II Dance qualification have been highlighted, with a longitudinal assessment made that due to declining student numbers and no clear post-secondary educational pathway for our Dance students, the 2022 academic year will be the final year of delivery of the Certificate II Dance qualification. As of 2023, the Dance course will become General Dance.

LEEMING SENIOR HIGH SCHOOL

Harmony and Excellence



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