LEEMING SENIOR HIGH SCHOOL



ANNUAL REPORT 2022





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With COVID in WA a reality in 2022, the year started with staff and students wearing masks all of Term 1. DuringTermsm 2 and 3 a large proportion of staff and students contracted the virus. While this was disruptive, the support of the whole community allowed learning to continue.

With a continued focus on health and well-being in our business plan, the school implemented many new events and revitalised old events as soon as possible during Term 3 and 4. While the overall effect of COVID-19 slowed our business plan implementation, we did make some gains during Semester 2. Progress was made across all health and wellbeing strategies.

Our 2022 NAPLAN results remain strong. The Year 9 data is at or above Like Schools in all measures. Due to no testing in 2020, the school-based value-adding could not be measured. Our Year 12 data was amongst the best in the school's history. Congratulations to the class of 2022.

Media ATAR improved to 85.3 from 87 students.

- ✓ 25 students achieved above 90 and a further 24 achieved between 80 and 90
- ✓ Six distinctions
- ✓ 24 Merits
- √ 4 subjects in the top 15% of the state

The graduation rate improved to 99.4%

In 2022 Leeming Senior High School was a Excellence in School Leadership Award finalist recognising a school community who continuously strives to achieve a shared vision of harmony and excellence.

I would like to thank the tireless leadership efforts of our school captains, Sophie and Mitch. They had a large part to play in new events and certainly lead from the front. Thank you also to our P&C, ably led by Michael Blakemore. The running of two businesses is never easy, during a pandemic it was very difficult. Thank you also to our Board Chairperson, Michelle Streipe, who led the board and supported the school throughout the year.

Brendan Wallwork

Principal



2022 has been an exceptional year for Leeming Senior High School, despite the continued challenges posed by the pandemic. The School Board membership was relatively stable this year and comprised of Stephen Farrell, Peter Massey, Graham Headley, Sharmini Pasha, Claire Purcell, Shane Styles, Simon Heatherly, Angels Gilabert Jaumot, Mark Williams, Joel Noble, Michael Blakemore, Simon Heatherly, and Nicole van Blommestein.

Over the course of the year, the School Board focused on the recommendations from the School Review, which was conducted in the previous year and progressing the Business Plan. The Board appreciates the hard work of the executive team, teaching, and administration staff, and commends their efforts towards achieving the excellent result. The Board also endorsed the Statement of Expectations 2022-2024, which replaced the previous IPS agreements between the school and the Director General.

The Board reviewed and endorsed the Business Plan 2022-2025, as well as the Annual School Report, school budget, and student performance targets. The school has continued to perform well academically, with notable achievements in NAPLAN, ATAR, VET completion, and graduation rates.

Several capital works projects were completed this year, further improving the school's overall environment, staff

Workspaces, and teaching and learning spaces. The Student Council, led by Sophie Astell and Mitchell Lawton, has been actively engaged in enhancing the school culture and promoting student well-being. The Board is grateful for their efforts and the positive impact they have had on the school community.

On behalf of the Board, I would like to express our gratitude to the teachers, executive team, and administration staff for their tireless dedication and leadership throughout these unprecedented times. We would also like to congratulate the Class of 2022, who have shown remarkable resilience and determination in navigating the challenges posed by the pandemic. Their hard work and achievements have contributed to the school's continued success.

I would like to thank the members of the School Board for their service contributions towards ensuring that multiple perspectives are heard and accounted for. We also appreciate the meticulous records of the Board's meetings kept by Nicole van Blommestein who resigned this year. An engaged School Board is an essential part of an engaged school community, and we look forward to continuing to work together in 2023. The Board welcomes feedback and input from the school community members.

Dr Michelle Striepe Board Chair

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 0.8 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 2021				
rumeracy	LIMITED	SATISFACTOR Y	GOOD		
READING	1.82	1.31	1.54		
WRITING	.6	1.69	1.37		
NUMERACY	1.69	1.61	1.63		



The effect size of our 2022 NAPLAN data is unable to be calculated as there was no NAPLAN in 2020 due to COVID. Analysis of the 2022 was carried out. Student achievement in Year 9 was at or above Like Schools in all areas.

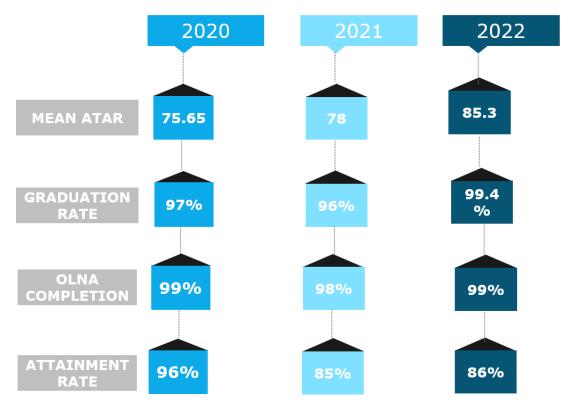
PRIORITY AREA 1



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.





The 2022 data shows measurable improvement in all measures, particularly median ATAR. The school had its largest contingent of ATAR students in many years, with over 50% of our students receiving an ATAR score. Close analysis of data and success measures occurred.

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 the state average. Our school average was 90.3%.

SECONDARY ATTENDANCE RATES %

	ATTENDANCE RATE			
	SCHOOL	WA PUBLIC SCHOOLS		
2019	92.3%	86.9%		
2020	92.8%	87.3%		
2021	90.3%	84.4%		
2022	90.3%	80.4%		

ATTENDANCE % BY YEAR GROUP

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
2019	94%	93%	92%	91%	93%	90%
2020	95%	93%	93%	93%	92%	92%
2021	93%	91%	89%	90%	91%	88%
WA PUBLIC SCHOOLS 2022	85%	81%	79%	79%	81%	81%
LSHS 2022	92%	90%	90%	89%	90%	90%



ANALYSIS

COVID had a big impact on attendance throughout the state in 2022. While our school attendance remained the same, it dropped in some year groups. The gap between Leeming Senior High School and state averages increased dramatically.

PRIORITY AREA 2



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



TARGET 1 -HEALTH AND WELLBEING



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

In 2022 the Act belong Commit committee organised and implemented a range of focus months which align with our Positive Psychology program. The activities were mostly delivered in homeroom as well as assemblies. These months were Mindfulness in May, Active August, and Grateful November.

Leeming students also acknowledged and participated in RUOK day, Nationals Day of Action against Bullying and Spirit week. The staff were introduced to PERMA- positive psychology and have completed 2/3 of the training required to deliver the course in class. The staff are on track to be fully trained by Semester 1 2023.



ANALYSIS

The annual National School Improvement Tool survey is completed annually by all staff. In 2022, it showed comparable data to our 2021 surveys. We also completed our staff, student and parent surveys in 2022 with the full results published in a newsletter. The results show small improvements in some areas from the previous surveys. The focus of the questions was around feedback. What do parents find effective, what do students find effective and what can staff feasibly deliver. The results will help us deliver the best quality feedback in a timely manner. The student survey results highlighted some areas, such as

2022 Excellence in School Leadership Finalists

PERFORMANCE WACE/ATAR

87 STUDENTS

PERFORMANCE

WACE/VET

109 STUDENTS

15%

OF THE

STATE

Maths Specialist

Health Science

Economics

Modern History

13 students **14%**

ACHIEVED 95+ ATAR

OF STUDENTS

85.3 MEDIAN

2 students

5%

ACHIEVED 99+ **OF STUDENTS**

99.4% ACHIEVED

24 STUDENTS

25 STUDENTS

QUALIFICATIONS CERTIFICATE III



APPRENTICESHIPS

STUDENTS

QUALIFICATIONS

CERTIFICATE



EQUIVALENT TO ATAR 7 N



CERTIFICATES **DISTINCTION**

OF STUDENTS

OF STUDENTS

ACHIEVED

78%

ACHIEVED

78%

74 CERTIFICATES

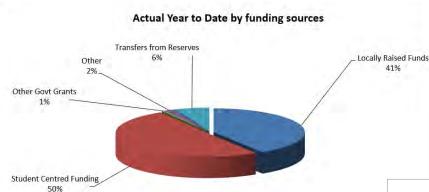
MERIT

UNIT EQUIVALENTS ACHIEVED FROM ENDORSED PROGRAMS

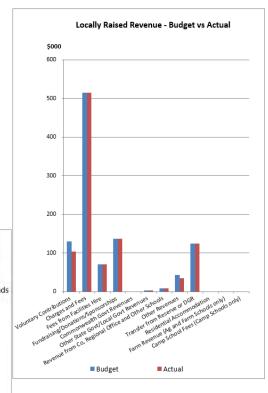
R and VET qualifications * Some students do both

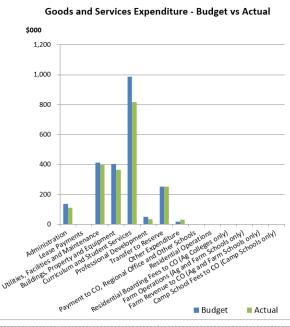
2022 SCHOOL FINANCIAL DATA

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 129,720.00	\$ 102,927.00
2	Charges and Fees	\$ 515,740.75	\$ 515,740.75
3	Fees from Facilities Hire	\$ 70,556.97	\$ 70,556.97
4	Fundraising/Donations/Sponsorships	\$ 136,088.65	\$ 136,088.65
5	Commonwealth Govt Revenues	\$	\$
6	Other State Govt/Local Govt Revenues	\$ 3,150.00	\$ 3,150.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,414.72	\$ 8,414.72
8	Other Revenues	\$ 42,435.26	\$ 35,227.93
9	Transfer from Reserve or DGR	\$ 123,748.14	\$ 123,748.14
10	Residential Accommodation	\$ -	\$
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$
	Total Locally Raised Funds	\$ 1,029,854.49	\$ 995,854.16
	Opening Balance	\$ 246,962.89	\$ 246,962.89
	Student Centred Funding	\$ 1,014,433.33	\$ 1,014,433.33
	Total Cash Funds Available	\$ 2,291,250.71	\$ 2,257,250.38
	Total Salary Allocation	\$ 14,206,891.00	\$ 14,206,891.00
	Total Funds Available	\$ 16,498,141.71	\$ 16,464,141.38



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 136,441.96	\$ 112,365.06
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 411,843.62	\$ 395,807.56
4	Buildings, Property and Equipment	\$ 402,777.09	\$ 365,858.49
5	Curriculum and Student Services	\$ 986,673.69	\$ 816,458.61
6	Professional Development	\$ 50,000.00	\$ 32,822.95
7	Transfer to Reserve	\$ 253,744.55	\$ 253,744.55
8	Other Expenditure	\$ 19,441.99	\$ 29,367.63
9	Payment to CO, Regional Office and Other Schools	\$ 825.00	\$ 825.00
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	\$ 2,261,747.90	\$ 2,007,249.85
	Total Forecast Salary Expenditure	\$ 12,052,542.00	\$ 12,052,542.00
	Total Expenditure	\$ 14,314,289.90	\$ 14,059,791.85
	Cash Budget Variance	\$ 29,502.81	





\$00	Cash Position Components
1580	
1380	
1180	
980	
780	
580	
380	
180	
-20	
General Fund	Deductible off funds Trust funds Susperioe Accounts Cash Advances Tax Position

	Cash Position Components				
	Bank Balance	\$	1,718,070.27		
	Made up of:				
1	General Fund Balance	\$	250,000.53		
2	Deductible Gift Funds	\$	-		
3	Trust Funds	\$	-		
4	Asset Replacement Reserves	\$	1,399,407.52		
5	Suspense Accounts	\$	79,653.22		
6	Cash Advances	\$	(200.00)		
7	Tax Position	\$	(10,791.00)		
	Total Bank Balance	\$	1,718,070.27		



PRIORITY AREA 1



In response to the School's Academic Priority:

SENIOR SCHOOL



2022 YEAR 12 ATAR ENGLISH [67 students]

YEAR 12 ATAR ENGLISH RESULTS			
	LSHS	DoE SCHOOL S/STAT E	
Average Raw Score	59.63	58.16	
Average Scaled Score	61.38	59.54	





2022 YEAR 12 ATAR ENGLISH LITERATURE [21 students]

YEAR 12 ATAR ENGLISH LITERATURE RESULTS			
	LSHS	DoE SCHOOL S/STAT E	
Average Raw Score	60.51	65.56	
Average Scaled Score	50.87	59.53	



YEAR 12 GENERAL

Students performed above Like Schools in the Externally Set Task.



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, LSHS achieved above the national mean.

Comparing development in writing skills from Year 7 to 9 from our school shows that we continue to make the most progress in awareness of audience, vocabulary, and sentence structure. Explicit teaching, using quality exemplars, and formative feedback on written drafts will continue to be used to address areas of concern in writing. Staff will continue to provide exercises relating to punctuation and teach strategies to develop cohesion in order to build students' skill sets in these specific areas

PRIORITY AREA 2



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 our society in order to support student mental health and connection to the school community – emails to students/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 2021 data regarding Student Wellness [students' sleep patterns], staff worked in 2022 to minimise homework expectations and emphasised the need for sleep and rest. This will continue to be a priority into 2023.

Staff have continued to provide information to parents regarding student progress using Task Reports and emails. This regular communication has and will continue to ensure that the teacher-parent-student relationship is nurtured and supported.



HEALTH AND PHYSICAL EDUCATION

Leeming Senior High School strives to provide a diverse learning environment that enhances Harmony and Excellence and for students to achieve to their maximum potential. The Health and Physical Education Learning Area is a significant contributor to this within our school in providing compulsory courses 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 provides a variety of pathways for students seeking tertiary courses or further training in the VET sector.



ACADEMIC EXCELLENCE

SENIOR SCHOOL

Results for WACE courses and examinations in 2022 were particularly pleasing. Strategies that have been in place for a number of years continue to assist students to achieve higher results. The use of Revise Online and Academic Task Force have contributed to this positive trend as well as a focus on timed class assessments.

Health Studies, for the second consecutive year earned SCSA recognition, as the class achieved results in the top 15% of the state. The average scaled score improved by 11% and was above state averages. A result reflecting targeted changes in teaching and assessment strategies. Physical Education Studies also saw an increase in the scaled score in the theory exam by over 16% from 2021 and results were again above state averages. In both subjects, the accuracy of teacher judgement has significantly improved again, as evidence by the reduced impact of moderation on school results.

The challenge moving forward is to retain numbers in ATAR pathway subjects with the pandemic driven changes such as early offers and portfolio alternatives to gain university entrance having a potential impact on subject selections in future years.

General courses offered in Physical Education Studies and Outdoor Education continue to provide valued subjects for students not on an ATAR pathway.

The Learning Area also provides one certificate course in the VET pathway. The completion rate for the Certificate II Sport and Recreation course continues to be at 100% for students remaining in these courses until the end of Year 12 and this is above state averages.



HEALTH AND PHYSICAL EDUCATION

LOWER SCHOOL



HEALTH EDUCATION

2022 resulted in a trial for having health books entirely online. This was to be used in conjunction with the school's site license for Education Perfect software. The school has

YEAR	STUDENT	S WITH B				
GROUP	GRADE OR HIGHER					
	LSHS	STATE SCHOOL AVERAGES				
YEAR 7	55	48				
YEAR 8	55	44				
YEAR 9	54	43				
YEAR 10	57	47				

decided to not proceed with Education Perfect and as such a decision has been made to return to printed workbooks for 2023. We will continue to transition some assessment tasks to an online format. Integration of curriculum changes from SCSA have been incorporated in 2022 and further adjustments will be included in 2023. All staff have attended professional development to update training to enable the full Keys for Life (Driver Education) program being presented to all Year 10 Health Education classes in Term 1 and 2 of 2023.

Staff from the Health and Physical Education Learning Area

have been involved with the planning and integration of the PERMA model of well-being within the culture of Leeming Senior High School.



PHYSICAL EDUCATION

Programs and procedures have been reviewed to reflect changes being made by SCSA in the assessment of practical skills in Senior School Physical Education Studies. The previous isolated skill assessment focus is changing to focus on skill assessment in game play and match simulation. Changes have been made to the scheme of assessment for 2023.

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

YEAR	STUDENTS WITH B GRADE OR HIGHER				
GROUP					
	LSHS	STATE SCHOOL AVERAGES			
YEAR 7	49	47			
YEAR 8	51	45			
YEAR 9	54	47			
YEAR 10	61	49			

Like Shools. The table highlights the percentage of students at B grade or higher at Leeming SHS and in all cases our results are better than state averages.



OPTION AREAS IN HEALTH AND PHYSICAL EDUCATION

The number of students selecting our optional classes in Year 9 and 10, remains strong in Fitness, Racket Sports, Recreation, and Football Codes. Numbers are increasing in Outdoor Education across all years from 9 to 11. These courses are challenging and present the opportunity to develop a range of physical and life skills in an outdoor setting. The demand has seen additional classes added in Year 10 and will translate into Senior School as classes progress.



SCHOOL EVENTS AND EXCURSIONS

The ongoing effects of the COVID 19 pandemic were significant for many interschool sports programs. No Year 7-10 lightning carnivals were able to run in 2022 and interschool competitions were limited. Hopefully, 2023 will see a return to a more normal interschool program. Leeming SHS finished a creditable 5th in the C Division athletics.

Traditional school-based events were extremely successful due to excellent levels of participation from students. This was particularly evident during the House Athletics Carnival where many extra heats needed to be added because of the high participation rate. Aulberry were winners of the House Athletics in 2022.

The Straight Six event continues to be a highlight event leading up to the carnival. These events not only promote the sport and activity aspects but blend into to the aim of improving student well-being in line with the PERMA program being introduced into the school.

Congratulations go to Year 12 students Jamie Donaldson and Tia McArthur who were the winners of the 2022 Rod Hancock Award for their contribution to Health and Physical Education in their years at Leeming SHS. Congratulations also go to Jessica Gioulis and Jamie Donaldson who were the winners of the Garnett Cup in the Straight Six for 2022.

A range of successful excursions and camps were held during 2022 in line with our curriculum offerings in Outdoor Education. The Year 12 Sea Trek Expedition in the Swan River and Cockburn Sound and the Year 11 Rottnest Snorkelling Expedition and Mountain Biking Camp are great examples of these. Year 10's were involved in an overnight camp to Lake Leschenaultia and the Year 9's visited "The Cube" at Woodmans Point to reinforce their roping and climbing skills.



HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Sciences (HASS) WACE results exceeded expectations with Economics, once again achieving results higher than Like Schools and the State School average, and Geography and History achieving above State Schools. Both Economics and History were recognised with having student results in the top 15% of the state, a recurring achievement for both classes. The increased percentage of student population participating in Year 11 and 12 ATAR Pathway Economics, Geography, Modern History, Politics, and Law or Psychology, as well as General Pathway Psychology and Career and Enterprise, reflected the positive regard for the HASS learning area held by both students and community. Elective courses in Psychology and Career and Enterprise were offered to Lower School students as electives, in addition to Civics and Citizenship, Economics, Geography, and History, where teachers have focused on increasing participation from all students through the adoption of immersive and inclusive learning activities.

CIVICS AND CITIZENSHIP, POLITICS AND LAW

Year 7 Civics and Citizenship students participated in virtual excursions of Parliament House, Canberra and Year 8 students expanded their knowledge and understanding of the Law by participating the Street Law Program, with Jason Dohle from Murdoch University. Guest speakers from Amnesty International ran workshops for Year 10 students where they discussed Indigenous Incarceration and raising the age of criminal responsibility. Police Cadets also addressed classes about the role of police.

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 with external interviewers from Rotary International coming in to support our students. The 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'. An excursion to the Perth Convention Centre for a Careers Expo exposed students to a broad range of potential careers and an opportunity to question diverse industry representatives. Workplace based tasks included job applications, mock interviews and external work experience where students embraced the opportunity for additional experience, gained part time employment or analysed their own part-time jobs.



HUMANITIES AND SOCIAL SCIENCES

Year 9 career pathway planning began with a visit to Murdoch University, where students experienced life on a university campus. Here they learned about different pathways into university and sampled different subjects in small group classes delivered by current Murdoch University lecturers and students. Along with a complementary presentation from TAFE, such experiences have empowered students to make increasingly informed subject choices for 2023 and beyond.

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 and 8 students and ¬financial risk and reward in 'Smart Investing' workshops for Year 9 students. Such engagement in Lower School Economics and Business curriculum is driving growing Senior 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 2022 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 Hills examining geographical factors related to ignition, spread and mitigation. Incursions included a virtual presentation from the Water Corporation on adaptation strategies to Climate change and attendance at a Webex virtual incursion to the Regional Resource Recovery Centre. The deep understanding engendered by such practical experiences contributed to Year 12 Geography students achieving above Like Schools in their WACE Exam results. Aboriginal Understanding has also been incorporated into courses of all year groups from the Aboriginal Songline mapping incursion to traditional fire and land management practices for senior students





GEOGRAPHY

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HISTORY

Impressive High Distinction and Distinction results were achieved by AEP students in the National History Competition in recognition of their high-level interpretation and analysis skills. Participation in the National History Challenge also honed student research skills and resulted in outstanding entries that placed at state level. A Holocaust Survivor enriched the Year 10 curriculum with a moving presentation and Year 7 students participated in NAIDOC week activities including Djurandi Dreaming Aboriginal Incursions by Aboriginal artist Justin Martin. Exam results were impressive, with ATAR History students achieving above State Schools in their average Exam scores in 2022 in addition to their position in the top 15% of the state.



PSYCHOLOGY

The new Year 10 introductory course enabled students to pursue popular extra-curriculum content areas such as sport, clinical and forensic psychology and build important research skills in individualised research projects. Likewise, 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, real-world application of learning theories was a memorable highlight



JAPANESE SPECIALIST PROGRAM



ENROLMENT AND RETENTION RATES

	2017	2018	2019	2020	2021	2022
Year 7	15	19	29	22	13 → 21	30
Year 8	No data	15	28	30	26	27
Year 9	11	20	34	44	44	31
Year 10	12	9	16	25	29	22

The following strategies have been consolidated from 2021 to increase enrolments in the Japanese Specialist Program:

- 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.
- Point system, badges and certificates.

Achievement of students in the Specialist Program has been of a very high standard (Year 7's – Western Australian Curriculum; Years 8-10 – Curriculum Framework). The below table shows the percentage of students achieving A and B grades in Semester 1 and 2 of 2022.

GRADE		YEAR 7 YEAR 8		IR 8	YEAR 9		YEAR 10	
		S2	S1	S2	S1	S2	S1	S2
A	18	23	16	14	12	9	15	14
В	11	6	11	11	15	8	3	3



All 15 of the 12 ATAR Japanese Second Language students were members of the Japanese Specialist program throughout lower school. In 2022, 80% of ATAR12 JSL students had Japanese as their best or second-best ATAR course (Course Coefficient of 0.89). The written exam was scaled more heavily than expected. The scheduling of the WACE exam has been a large factor in this and to assist in closing the gap, the focus for 2023 is to provide more revision and exam practice closer to the exam itself as well as adjusting assessment marking keys to increase the rigour of written assessments.



AFTER SCHOOL ENRICHMENT WORKSHOPS

This year, a series of after-school enrichment workshops were added to the extracurricular offerings of the Japanese Specialist Program. Run for an hour each week throughout the year, these workshops introduced different aspects of Japanese culture and provided opportunities for students to consolidate and learn new language.

- **Term 1** "Edo Japan" Year 7 and 8 students learnt about medieval Japan. They explored the history of Japan and learn about some important aspects of Japanese culture that rose in popularity in this period.
- **Term 2** Online Exchange Years 9-12 participated in an online Japanese exchange with our sister school in Hiroshima, Japan. Students were assigned a pen pal from the sister school, and had opportunities for both language and cultural immersion via WebEx.
- **Term 3** "What's Cooking?" Years 7 and 8 students learned about Japanese cuisine, how to read and write a recipe, and had the opportunity to cook some simple Japanese dishes. The term's learnings culminated in a task where students wrote and starred in their own Japanese Cooking show.
- **Term 4** "Anime and Manga" students in Years 9 and 10 learned about anime and manga before creating their own original anime/manga character, for which they designed a poster and wrote a biography in Japanese.
- **Term 4** students were also able to participate in a one-hour one-off workshops reviewing the film they saw at the Japanese Film Festival. Also on offer was the opportunity for students to prepare and run workshops at Leeming Primary School.



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. Developing students' speaking skills is important as the oral communication outcomes account for 30% of their grade. Unlike other practical examinations, students cannot memorise a monologue or prepare answers to a prescribed set of questions. In the WACE Practical Exam, examiners can ask students anything they want about the topics in the course. Each student's experience will be different. Therefore students need intensive, ongoing, one-on-one practice and feedback with a native speaker to develop their confidence and fluency in speaking Japanese spontaneously. Due to growing student numbers in the upper school courses, three native speakers and two language assistant volunteers were engaged to conduct weekly speaking practice with the students this year.



MULTICULTURAL AND ARTS FESTIVAL

The Year 9 Japanese Specialist students took ownership of running the Japanese activities during the 2022 multicultural festival. The students planned, organised, set up and ran activities for all students at LSHS and LSHS ESU such as Ohajiki and Origami.





EXCURSIONS AND INCURSIONS

In 2022, a number of excursions and incursions were organised for Japanese Specialist students.

- Year 10 Cooking Lesson students made teriyaki-sushi with experts from Shikisai Japanese Cooking Class.
- Takashi "Waka" Wakasugi Japanese Comedian who combines Japanese Humour with Australian Culture and has performed at a range of Fringe Comedy Festivals
- Hyogo Cultural Centre owned by the Japanese Government and was established to promote language and cultural exchange.
- Taiko Drumming students teamed up with the Class Music students to participate in a drumming incursion run by the Japanese drumming group, Taiko On. During the incursion they watched a performance by Taiko On before trying a hand at the booming Taiko drums.
- Year 12 WACE Oral Preparation "Kaiwa" Day, students practice with JLTAWA members in preparation for their Practical Oral examinations on the first Saturday in September.





FRENCH COURSE DATA

The upward trend on enrolments in Years 9 and 10 continued and is a focus for 2022.

	2017	2018	2019	2020	2021	2022
Year 7	96	95	91	92	93	92
Year 8	25	93	91	91	84	90
Year 9	6	14	31	20	19	21
Year 10	11	7	12	15	6	6

Achievement in students has been consistent. 2022 saw the first curriculum change in the Languages Learning Area since the full implementation of the Curriculum Framework in 2004. The introduction of the Western Australian Curriculum (WAC) into schools is scheduled for rolling implementation over the next 4 years with the current Year 7 cohort being the first group to have WAC for all of their Lower School Languages courses.

CDADE			YEAR 8		YEAR 9		YEAR 10	
GRADE		S2	S1	S2	S1	S2	S1	S2
A	20	12	22	18	8	7	1	1
В	31	37	14	17	7	5	3	3





NATIVE LANGUAGE ASSISTANT PROGRAM

French implemented a Native Language Assistant Program, for Year 12 students in 2022 (Year 11 French did not run this year). Developing students speaking skills is important as the oral communication outcomes form 30% of their grade. All four Year 12 ATAR French students improved overall mark from Semester 1 to Semester 2, and all students achieved an A grade.



MULTICULTURAL AND ARTS FESTIVAL

The 2022 Multicultural and Arts Festival saw students form our French Club preparing activities for their peers. Students worked throughout Term 2 and 3 creating craft activities such as building an Eiffel Tower and making a French flag and on the day, students cooked 2 famous French dishes: Ratatouille and La soupe a l'oignon, both served with Baguettes. French Club members also created a video in which they reproduced a French song called "Bienvenue chez moi" from "Big Flo et Oli".



FRENCH CLUB - LES PETITS FRANÇAIS

Students learning French had the opportunity for a second year to participate in the French club, held every Thursday after school. At the end of 2021, students engaged in an online exchange program with the school Collège Pierre de Fermat in Toulouse and the start of Term 1 was all about catching up with pen pals after the school holidays and Christmas break. Due to COVID restrictions still occurring throughout Term 2, the French Club students had to get creative and so they began their preparations for the French festival. Term 4 was about choosing a European Country and preparing a presentation in a team of two, about the Christmas traditions. The presentations were then shared with their peers in Years 7 and 8 in the last school week of Term 4.





FRENCH POETRY COMPETITION

In mid-June, the Lower School French students competed in the annual French Poetry Competition. The competition is open to all students state-wide. We had six Year 7's, 6 Year 8's, 8 Year 9's and five Year 10's compete. One of our Year 10 students Parthena Rizkalla placed 2nd in the state after being awarded 3rd place in the previous two years.



EXCURSIONS

In 2022, the students studying French in Years 8-10 had the chance to go to at least one excursion. In Term 2 Year 8 students had an incursion in which they sampled a range of French delicacies including pate (goose liver pate), quiches, madeleines, croissants *et fromages* (cheese).

At the end of the school year, our Year 8 students attended a *foodie* experience in the Swan Valley to the very renowned Maison Saint Honoré to learn about the origin of the *crêpe* and the making of macarons, as well as enjoy a savoury *crêpe*, make their own sweet *crêpe* and take home their choice of flavour macaron.

In September, the Year 9 and 10 classes undertook their annual visit to Maison Saint Honoré. However, unlike the Year 8 students, these students had the opportunity to converse in French with the owner and manager of the café to enhance their experience.

The Year 12 class had a farewell dinner at the French restaurant called 'French Accent' where students were entertained with their food as well as trying French specialities





NAPLAN/OLNA

Teachers have continued to provide rich teaching and learning experiences to enhance the numeracy capabilities of students. Although the average numeracy score in NAPLAN 2022 was lower than 2021 data, it is still above the Like Schools. Our focus in 2023 will be 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 OLNA. We used OLNAWA, an online revision program for Years 10 to 12 to support the needs of the students. Teachers allocated regular lessons for the development of 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, 100% 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. Teachers have also incorporated various whole school literacy strategies to support student learning in classrooms.



LOWER SCHOOL GRADES

Analysis of Lower School data indicates an increase in the number of students achieving satisfactory or better grades as compared to Like Schools, especially in Years 7 and 8. Achievement for Years 9 and 10 was slightly less than Like Schools but still above DoE schools.

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
GRADE C or BETTER	86.7%	86.7%	63.7%	63.7%





SENIOR SCHOOL ATAR RESULTS

Im 2022, we had impressive results from our Class of 2022. 59% of the students had Methods as their best or second-best score in WACE.

	SCHOOL MEAN	STATE MEAN
MATHEMATICS SPECIALIST	73.9	68.15
MATHEMATICS METHODS	66.62	64.59
MATHEMATICS APPLICATIONS	53.96	54.74



LEARNING ACTIVITIES

In 2022, we had 150 students participate in **Australian Maths Competition**, where students in Lower School did their assessment on their devices. Our students did well, especially the Year 8 cohort as their average was significantly more than the state average. Student accomplishments are listed below:

- 1 High Distinction
- 36 Distinctions
- 68 Credits

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.

Year 7 STA students also participated in the World of Maths incursion where they honed their problem-solving skills through hands-on activities.





LOWER SCHOOL

To achieve academic excellence in the Science learning area staff continued with the process of reflection and refinement of teaching programs and assessments. The teaching team developed specific resources to teach Science Inquiry Skills that had been backward mapped from ATAR requirements. Year 7 students benefited from an extended transition to LSHS period; focussing on developing relationships with their peers and creating a concrete foundation to their understanding of the science inquiry process, revising the foundation chemistry concepts of primary school to gain in confidence before moving onto Year 7 concepts. The LSHS Science curriculum has a strong focus on inquiry-based learning across Years 7-10; providing students with support and guidance to develop their critical thinking skills and ability to analyse observations and draw conclusions.

The following table shows the percentage of students achieving a B grade or above compared to DOE schools. The number of students achieving at least a B grade is consistently higher than State.

YEAR	STUDENTS WITH B GRADE OR HIGHER				
GROUP					
	LSHS	DoE			
YEAR 7	54%	41.8%			
YEAR 8	49.7%	40.4%			
YEAR 9	52.5%	36.5%			
YEAR 10	44%	33.2%			





ENGAGEMENT IN STEM

Science teachers have identified opportunities to incorporate STEM projects within Year 7, 8 and 9 Science teaching programs. The cross-curricular projects were designed to develop students' problem-solving and critical-thinking skills. Students will explore applications of Science and Mathematics in the real world. All students participated in a STEM project and their work was displayed during Science Week in Term 3.



AVIATION

Electives in Aviation have been developed and implemented for the first time in 2022. Year 9 students have had the opportunity to participate in Flight School which is a semester-long program investigating the physics of flight using the suite of flight simulators. The Year 10 elective is a year-long course encompassing the physics of flight and applications of drone technology.



YEAR 12 ATAR SCIENCE COURSES

The following table is a comparison between the performance of LSHS students and the state. The mean score is consistently higher than the state for all ATAR subjects.

YEAR 12 COURSE	SCHOOL MEAN	DoE Mean
AVIATION	59	56
BIOLOGY	60	59
CHEMISTRY	68	63
HUMAN BIOLOGY	55	58
PHYSICS	64	63



SCIENCE AND TECHNOLOGY ACADEMY

(An approved Specialist Program)

In 2022 the Science and Technology Academy had a total of 243 students across Years 7 to 10.



STA ACTIVITIES

Term challenges such as the bridge building competition and the tank stand challenge provided students with the opportunity to collaborate with like-minded student to solve problems, explore the applications of science, technology, engineering, mathematics.

The range of STEM activities on offer included:

- Drone program (Years 8 and 9)
- Mind Mash Lego League
- Sci Tech Lab on Legs (Year 8)
- Murdoch University Soils program (Year 9)
- Yanchep and Gingin excursion (Year 9)

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 2022, the awards were as follows:

- 16 Bronze awards were presented with a points spread 180 of 210
- 11 Silver awards with a points spread of 220 to 270 points
- 10 Gold awards with a points spread of 280 to 570 points



The Technology and Enterprise Learning Area continued to excel academically, as well as outside the curriculum, in developing the student's sense of community awareness and helping others.



ACADEMIC RESULTS

LOWER SCHOOL

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
GRADE C or BETTER	97%	95%	96%	95%

In Technology and Enterprise, the Lower School classes are delivered across three distinct departments including Business and Information Technology, Design and Technology and Home Economics. The contexts delivered within each department cover business, information technology, law and criminal investigation, accounting, automotive, metalwork, woodwork, technical graphics/design, engineering, photography, food, textiles, hospitality, and child and family studies.

In 2022, across Years 7 – 10, the grade allocations were excellent, with at least 95% of the students studying within the Learning Area, achieving a C grade or better. This can be attributed to a dedicated staff who employ the latest teaching strategies to ensure the students achieve successful results. Additionally, over the last few years, there has been backward mapping employed to ensure all courses delivered containing only relevant curriculum items.



SENIOR SCHOOL

In Senior School, a large number of courses are delivered across the three departments, incorporating a combination of ATAR, General and Certificate courses, which contribute to the students being able to follow a number of pathways beyond Year 12. We had a very successful year in terms of the senior school courses delivered. Highlights included 100% of students who studied a Certificate course, achieved that certificate, and a high percentage of students achieved an A, B and C grade in General courses. In the ATAR courses, the results for Accounting and Finance did not look very strong, when compared to Like and DoE schools, but it must be remembered only two students studied this course in 2022. Additionally, the results in Applied Information Technology were a little lower than expected, but were only just below DoE schools

CERTIFICATE COURSES RESULTS				
	CERTIFICATE II	CERTIFICATE III		
YEAR 12	100%	100%		

GENERAL COURSES RESULTS						
	A GRADES	B GRADES	C GRADES			
YEAR 11	25%	34%	34%			
YEAR 12	20%	32%	46%			

YEAR 12 ATAR COURSES RESULTS APPLIED INFORMATION TECHNOLOGY				
	LSHS	LIKE SCHOOLS	DoE SCHOOL S	
Average Raw Score	53.56	60.64	55.74	
Average Scaled Score	53,69	60.69	55.98	

BEYOND THE CLASSROOM

The Technology and Enterprise Learning Area prides itself on being able to introduce to the students many non-academic activities that help to develop the student's self-awareness, ability to be a part of a team and to help those less fortunate than themselves. Such activities include:



- Helping with the production and service of food for:
 - o The Multicultural and Arts Festival;
 - o R U OK Day; and
 - o Women's Health Week.
- Barista training of students, that prepares them to run the staff-based Coffee Club once a week.
- Sewing of hospital gown and fabric hearts for premature babies (Tiny Hearts Foundation).
- Making of sandwiches for the homeless of Perth through the Salvation Army.
- Preparing care packages for different community needs (the sewing and repair of school-based jumpers given to the Winter Appeal of the Salvation Army.)
- Making individualised meals for the homeless of Perth (Salvation Army.)
- Being involved in the Community Chef-Based program via HOST Training.
- Taking photos of:
 - o The Year 12 Band
 - o The Multicultural and Arts Festival
 - NAIDOC Week
 - o Book Week
 - o Tug of War
 - o Straight Six
 - o The Final Assembly
 - Santa Visits to LSHS



In 2022 The Arts maintained its position as the core for the school's creativity and performance opportunities. There were highlights in all five areas of the The Arts' curriculum.



MUSIC

Music performed at all major school events this year, including all four full school assemblies and the Valedictory. Bands performed strongly with Jazz Band having the addition of vocals. Rock Bands were also a highlight and performed for students at Leeming's Got Talent as well as the final Year 12 assembly where the whole Year 12 Music class performed. All events had highlights, including the ABODA Guitar Festival, the Night of Musical Excellence, Senior Music Night, Multi-Cultural Day and School Open Day. Students experienced Taiko Drumming workshops, visits from Music professionals and many opportunities to explore and perform. The Certificate II Music course remained strong with enthusiastic participation from students. Notable was the number of our students accepted into WAAPA. The cohort presently studying there is seven; an incredible number considering the difficulty of entrance and WAAPA's international reputation.

DRAMA

Drama classes continued to create, act and perform from Year 7 through to ATAR Year 12. Lower school students did many small productions which stretched the imagination, but highlights were the Year 11 performance of 'Antigone' and the Year 12 preparation and performance of 'The Resistable Rise of Arturo Ui' to appreciative audiences. The Combined schools' Drama Camp gave our Senior School students insight into the skills and types of productions possible in the arts' world. Results in Drama ATAR were sound; congruent with results from Like Schools. The ARCO Theatre performance by a neurodiverse performer through Black Swan Theatre introduced students to alternate theatre and ways of seeing the world. We proudly note that former student Kirsty Marrilier became a regular on 'Home and Away' as the new Policewoman in Summer Bay.



MEDIA

Media in 2022 was filled with great stories told by students working together. The biggest success this year saw the skills of the Year 12 Certificate II students run the recording of the Virtual assembly with many hours of preparation; it was a great accomplished in brand new endeavour. Year 11 and 12 students also contributed to filming a whole range of events including the Dance showcase, drama performances and music performances throughout the school year. In the classroom, lower school students produced films ranging from funny sitcoms, genre films and superhero films to mysterious and sharp Detective Film Noir projects. Year 11 students produced styled Music Videos for Popular Culture and presented stories through documentaries. Year 12s showed their mastery through Art film and investigated reality in their final Documentaries. 2022 was an excellent year for Media and enjoyed by both Mr Angus and Mr Williams.



VISUAL ART AND GRAPHIC DESIGN

Visual Art and Graphic Design both attracted strong numbers of students and the results in both areas were spectacular. Creative design projects, keen students and incursions by artists such as Andy Quilty, Ellie Sumner and Rachelle Dusting encouraged students to produce beautiful and original artwork themselves. Alishia de Souza, Olivia Grant, Olivia Taylor and Sam Lord had their artwork on display at the Emerge Youth Art Awards and both Senior School and Lower school students displayed artwork during the year. Student work ranged from portraiture to sculptural works in clay.



DANCE

Dance went from strength to strength with students working on choreographies to perform at events ranging from school assemblies and performance nights to a Dance Spectacular held at Nexus Theatre at Murdoch University involving all year groups performing to a packed and appreciative audience. The professionalism shown by Dance students and the work done by their teacher was remarkable and gave students a sense of the professional Dance world. Dance students also reached the final of YOHFEST after months of after school rehearsals and choreographic sessions by students who volunteered to take part in this competitive arena.



The school priority of Health and Well Being continued to be the key focus of Student Services during 2022. The Student Services team was crucial in the support of students and families during the year.

The introduction of a Workforce Development Coordinator has enhanced the opportunities available for students in Years9 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 students 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

EVENTS AND ACTIVITIES



ROCK AND WATER and GRIT PROGRAMS

Our Chaplains facilitated the Rock and Water and Grit Programs with YearS 7 and 8 students. This helps foster growth in personal responsibility and positive relationship. The programs are physical, interactive, and empowering, giving students practical resiliency skills, and the social language to build and maintain positive relationships





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.



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 volleyball competition.



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 Laser tag.



VOLUNTEER PROGRAM

The Volunteer program continued in 2022 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, run by one of our Chaplains with the support of our School Nurse, Nations Youth (who additionally staged a Basketball Competition) and Foodbank.



SUPPORT TO FAMILIES

Support continued for families with Christmas food hampers, a provision for the purchase of student lunches during the year where required, plus the distribution of Campion School Vouchers though the generosity of a ex-Leeming SHS student benefactor.

LEEMING SENIOR HIGH SCHOOL



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