



Annual Report 2023



LEEMING SHS

HARMONY ~ EXCELLENCE



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PRINCIPAL'S REPORT



Having stepped into the role of Principal in July 2023 I would like to acknowledge the excellent work of Damon Atthowe and Cynthia Geiles for their work as principals during Semester One. Through the leadership and the hard work of the Deputies and Senior Leaders, I arrived at a school that can only be described as one of the best in the state.

Throughout 2023, we focused on the key areas within the school business plan with a strong emphasis on student achievement and well-being. As well as a continued focus on student well-being, the members of the PERMAH committee, led by Deputy Principal Natalie Simms, have spent large amounts of time and effort in developing highly effective lessons based on the PERMAH model aimed at improving student well-being in 2024.

Our year 12 results continue to demonstrate the high level of achievement that we have come to expect from the students at Leeming. With a Median ATAR above 81 combined with almost 30% of Students on an ATAR pathway achieving over 90, our students have been rewarded for all their hard work and effort.

Our 2023 NAPLAN results were recognised by the Education Minister and The Director General, with Leeming Senior High School receiving a Certificate of Commendation for

Student Performance in the areas of Reading, Writing, and Numeracy. With the changes to NAPLAN this year, we have been unable to measure student growth between years Seven and Nine. However, based on raw school average performance, we are again placed in the top ten government schools in the state. An outstanding performance and a credit to the Leeming High School community.

I would like to thank the Leeming Senior High School community for your support in 2023. Thank you to our 2023 school captains, Ryan and Tilly, for their outstanding involvement in school events and activities. Thank you to the P&C led by Michael Blakemore. Your hard work and that of your team members has been vital to providing funding to the school to benefit all students. Also, to Michelle Streipe, our Board Chairperson, and all our board members, your continued support is greatly appreciated, thank you.

Matthew Paton
Principal



SCHOOL BOARD REPORT

As we reflect on the year 2023, it is with a sense of achievement and progress that I present this annual report. The Board's commitment to excellence in education and community engagement has been the driving force behind our initiatives, discussions, and decisions throughout the year.

Key Achievements and Initiatives:

1. **Community Engagement and Inclusion:** We took significant steps to enhance community involvement by considering the addition of a community member to the board. This initiative aims to foster a holistic approach to governance and deepen our connections with the community we serve. This undertaking will continue in 2024.
2. **Leadership and Governance:** Brendon Wallwork's secondment to a new role in 2023 led to the appointment of Matthew Paton. This marked a new chapter in our school's leadership. We have appreciated Matt's work on supporting the school's focus on academic excellence, student well-being, and community engagement.
3. **Financial Health and Resource Management:** Our school through prudent management and strategic initiatives has maintained a healthy financial status. Notable contributions include significant fundraising achievements and investments in STEM, supporting our commitment to providing a leading-edge educational experience.
4. **Student Engagement and Well-being:** The board supported numerous student initiatives created by the Student Council including Spirit Week along with the work by the school staff on Multicultural week which showcased our diverse community and provided enriching experiences for our students. We thank the outstanding effort of the School Council under the direction of the council leaders, Tilly Bunnage and Ryan Mcinnes along with the fantastic support of the teaching and administration staff who make these activities possible.
5. **Infrastructure and Facilities Upgrade:** With the successful completion of the school shed and plans for further capital works, we are committed to improving our school's infrastructure to meet the evolving needs of our students and staff.
6. **Challenges and Resolutions:** Using the data from the Parent Survey the board addressed various challenges with transparency and collaboration, including concerns regarding communication effectiveness with parents. The introduction of new communication strategies and tools like Compass aims to enhance engagement with the school community.
7. **Looking Forward:** As we look to the future, we are excited about the opportunities to further enhance our school's offerings, strengthen our community ties, and continue providing an exceptional educational experience for all students.

In closing, we extend our deepest gratitude to our dedicated staff, engaged parents, and the broader school community for their ongoing support. A special thanks to Shane Stiles, and Claire Purcell for their service to the board. Together, we are making a difference in the lives of our students, preparing them for a bright and promising future.

Dr, Michelle Striepe
Board Chair, Leeming Senior High School

2023 SCHOOL BUSINESS PLAN

PRIORITY AREA 1



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

TARGET 1 - NAPLAN LITERACY AND NUMERACY

	Numeracy Year 7		Reading Year 7		Writing Year 7	
	School	WAC School	School	WAC School	School	WAC School
EXCEEDING 632 and above	30%	12%	30%	17%	18%	11%
STRONG 500 - 631	55%	49%	48%	45%	59%	45%
DEVELOPING 431 - 499	12%	24%	16%	22%	16%	28%
NAS 430 and below	3%	13%	7%	14%	7%	14%

	Numeracy Year 9		Reading Year 9		Writing Year 9	
	School	WAC School	School	WAC School	School	WAC School
EXCEEDING 632 and above	23%	11%	28%	17%	27%	16%
STRONG 500 - 631	65%	53%	55%	46%	46%	40%
DEVELOPING 431 - 499	10%	24%	14%	25%	24%	31%
NAS 430 and below	3%	10%	3%	10%	2%	11%

2023 SCHOOL BUSINESS PLAN

PRIORITY AREA 1

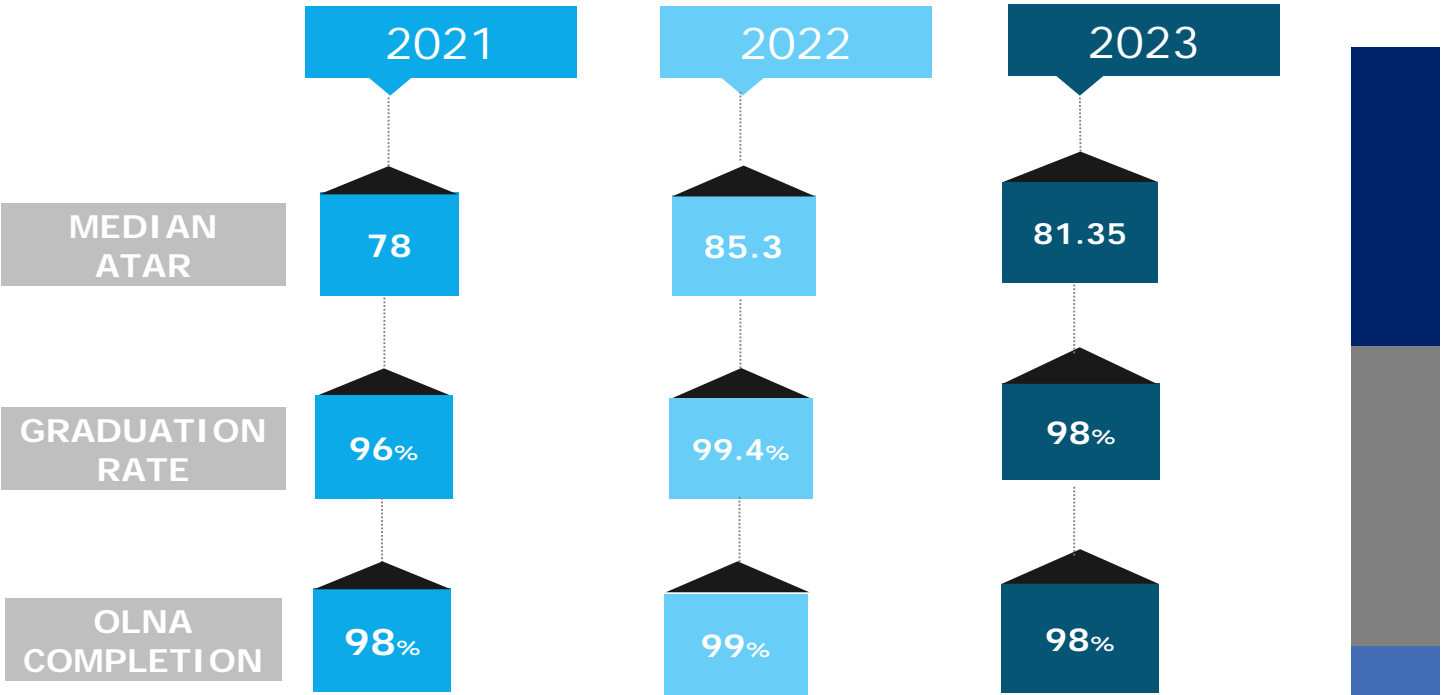


Successful students who have a strong sense of purpose, connection to the school community and achieve their very best.

TARGET 2 - YEAR 12 RESULTS



Consistent performance on measurable Year 12 continued achievements



Consistent ATAR and Year 12 performance data indicates strong processes and affective teaching across all aspects of the school.

2023 SCHOOL BUSINESS PLAN

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
2021	90.30	84.40
2022	90.30	80.40
2023	89.70	82.50

Attendance % by year group

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
2021	93%	91%	89%	90%	91%	88%
2022	92%	90%	90%	89%	90%	90%
WA PUBLIC SCHOOLS 2023	87%	83%	81%	80%	82%	83%
LSHS 2023	92%	91%	88%	88%	90%	88%

2023 SCHOOL BUSINESS PLAN

PRIORITY AREA 1



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

TARGET 4 - HEALTH AND WELLBEING



Full implementation of the Positive Psychology Program with staff in 2023

In 2023 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 completed their PERMAH (Positive Emotions, Engagement, Relationships, Meaning, Accomplishment and Health) training in 2023 and the PERMAH committee have worked hard to create PERMAH diaries and activities scheduled



2023 SCHOOL FINANCIAL DATA

Operational One Line Budget Statement

Issued on 8 January 2024

School: Leeming Senior High School School Year: Dec 2023 (Verified Dec Cash)

Region: South Metropolitan Region Aria: 0
Distance to Perth (km): 13.52

One Line Budget – Dec 2023

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 250,001	250,001	-0
Carry Forward (Salary):	\$ 1,331,486	1,331,486	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 14,108,952	14,108,952	-0
Locally Raised Funds:	\$ 1,598,194	1,561,744	36,450
Total Funds:	\$ 17,288,633	17,252,183	36,449
EXPENDITURE			
Salaries:	\$ 12,915,637	12,915,637	0
Goods and Services (Cash):	\$ 2,991,440	2,737,579	253,861
Total Expenditure:	\$ 15,907,077	15,653,216	253,861
Variance:	\$ 1,381,556	1,598,968	-217,412

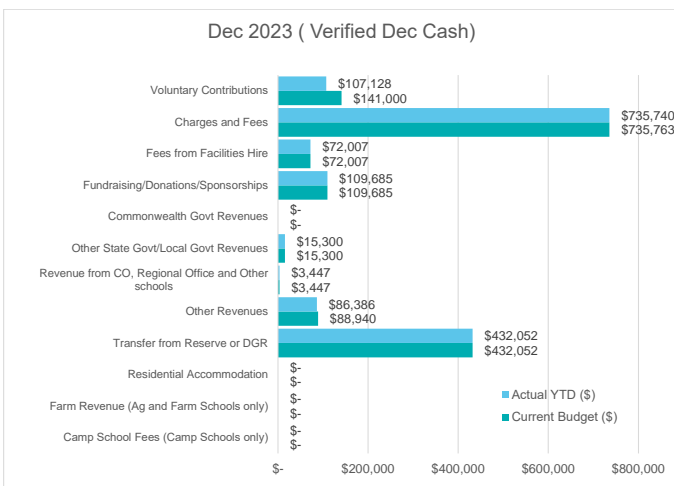
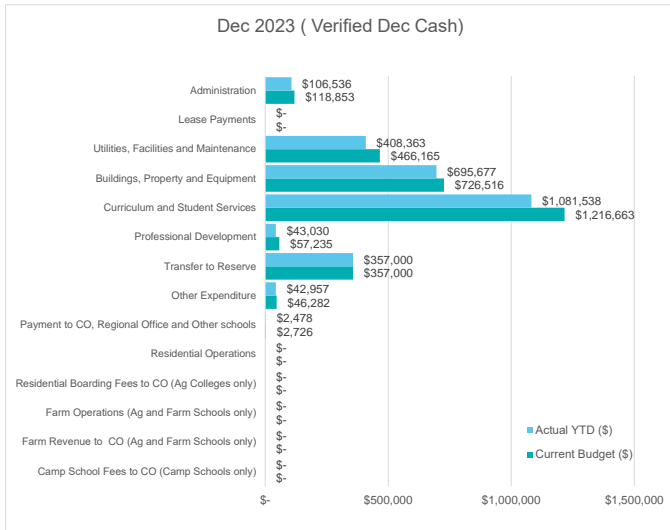
Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$250,000.53	\$250,001.00	\$-.47
Carry Forward (Salary)	\$1,331,486.32	\$1,331,486.32	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$14,108,952.16	\$14,108,952.16	\$0.00
Per Student	\$11,689,995.00	\$11,689,995.00	\$0.00
School and Student Characteristics	\$1,230,047.04	\$1,230,047.04	\$0.00
Disability Adjustments	\$32,039.89	\$32,039.89	\$0.00
Targeted Initiatives	\$436,060.27	\$436,060.27	\$0.00
Operational Response Allocation	\$196,400.31	\$196,400.31	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
Transition Adjustment	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-365,888.03	\$-365,888.03	\$0.00
School Transfers - Cash	\$902,664.81	\$902,664.81	\$0.00
Department Adjustments	\$-12,367.13	\$-12,367.13	\$0.00
Locally Raised Funds (Revenue)	\$1,598,193.80	\$1,561,743.99	\$36,449.81
Voluntary Contributions	\$141,000.00	\$107,127.80	\$33,872.20
Charges and Fees	\$735,762.63	\$735,739.90	\$22.73
Fees from Facilities Hire	\$72,006.61	\$72,006.61	\$0.00
Fundraising/Donations/Sponsorships	\$109,685.07	\$109,685.07	\$0.00
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$15,300.00	\$15,300.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$3,447.30	\$3,447.30	\$0.00
Other Revenues	\$88,940.44	\$86,385.56	\$2,554.88
Transfer from Reserve or DGR	\$432,051.75	\$432,051.75	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$17,288,632.81	\$17,252,183.47	\$36,449.34

2023 SCHOOL FINANCIAL DATA

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$12,915,636.72	\$12,915,636.72	\$0.00
Appointed Staff	\$11,825,407.41	\$11,825,407.41	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$1,073,274.89	\$1,073,274.89	\$0.00
Other Salary Expenditure	\$16,954.42	\$16,954.42	\$0.00
Goods and Services (Cash Expenditure)	\$2,991,440.33	\$2,737,579.11	\$253,861.22
Administration	\$118,852.54	\$106,536.27	\$12,316.27
Lease Payments	\$0.00	\$0.00	\$0.00
Utilites, Facilities and Maintanance	\$466,165.10	\$408,363.23	\$57,801.87
Buildings, Property and Equipment	\$726,516.17	\$695,676.72	\$30,839.45
Curriculum and Student Services	\$1,216,663.37	\$1,081,538.18	\$135,125.19
Professional Development	\$57,235.00	\$43,030.09	\$14,204.91
Transfer to Reserve	\$357,000.00	\$357,000.00	\$0.00
Other Expenditure	\$46,281.96	\$42,957.05	\$3,324.91
Payment to CO, Regional Offices and Other Schools	\$2,726.19	\$2,477.57	\$248.62
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$15,907,077.05	\$15,653,215.83	\$253,861.22





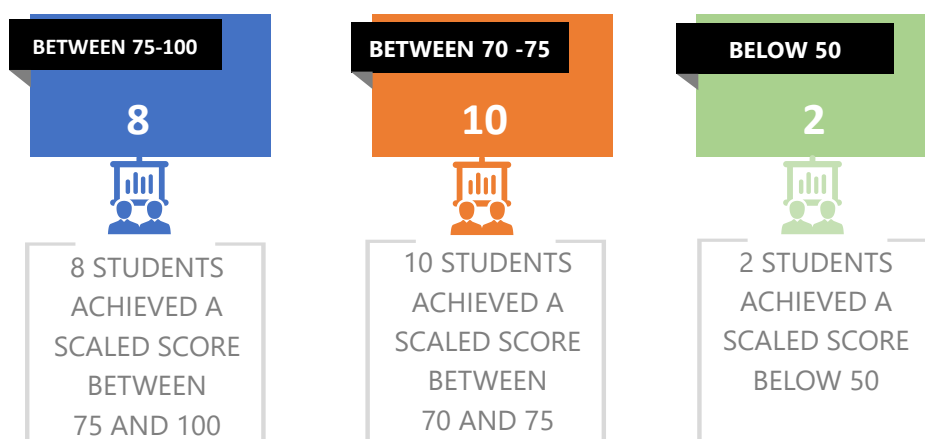
ENGLISH

PRIORITY AREA 1 Excellence in Teaching and Learning

In response to the School's Academic Priority:

SENIOR SCHOOL

2023 YEAR 12 ATAR ENGLISH



2023 YEAR 12 ATAR ENGLISH

Comparative data:

YEAR 12 ATAR ENGLISH LITERATURE RESULTS		
	LSHS	DoE SCHOOL S/STATE
Average Raw Score	61.49	66.70
Average Scaled Score	57.84	-

PRIORITY AREA 2 Excellence in Teaching and Learning

YEAR 12 ENGLISH RESULTS

Comparative data:

YEAR 12 ATAR ENGLISH RESULTS		
	LSHS	DoE SCHOOL S/STATE
Average Raw Score	62.98	58.95
Average Scaled Score	63.06	-

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 a slight 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 to build student's skill sets in these specific areas.

PRIORITY AREA 2 Health and Wellbeing

Staff worked to design interesting and dynamic lesson content where possible while accommodating curriculum expectations. Over the last year, the new PERMAH initiative has been a focus for staff planning, with an emphasis on embedding the PERMAH aspects across the English Curriculum at all levels.



We continue to support student engagement and attendance through constant use of Connect.

English staff continue to respond to constantly changing expectations of our society in order to support student mental health and connection to the school community. We accommodate students with various needs, adapting assessment structures to suit their requirements and communicating constantly with parents/guardians. We have added an end of year reward structure recognising the top student for Excellence and Harmony in each year group.

In response to 2021 data regarding Student Wellness [students' sleep patterns], staff continued to work in 2023 to minimise homework expectations and emphasise the need for physical activity, sleep and rest. This will continue to be a priority into 2024 and will be extended with the emphasis on the PERMAH aspects/outcomes.

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 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 Years 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 2023 were particularly pleasing. Strategies that have been in place for several years continue to assist students to achieve higher results. The use of the Academic Task Force and specialist teacher seminars have contributed to this positive trend as well as a focus on timed class assessments.

Health Studies was the only ATAR subject that ran in 2023 in the HPE learning area, but earned SCSA recognition, as the class achieved results in the top 17% of the state. The average scaled scores improved by a further 4% from the 11% increase in 2022 results and were above state averages. A result reflecting targeted changes in teaching and assessment strategies.

Course Performance (average final scaled scores)

Average Scaled Score	School	Like Schools	State (DoE)	Expected Performance
2021	46.6%	56.4%	52.8%	-0.9
2022	55.2%	62.3%	53.8%	0.3
2023	59%	62%	53.3	0.7

Stage Performance - average final scaled score (number of students)

Stage	School	Like Schools	State (DoE)
ATAR HEA (12)	59% (9)	62% (75)	53.3% (413)

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

Year 12 General Outdoor Ed students all successfully completed the Recreational Skippers Ticket (RST) and Sea Trek, which gain points for graduation as they are recognised endorsed programs.

The popularity of the Outdoor Education courses meant two Year 11 classes needed to be timetabled on the grid. These students also had the opportunity to complete the theory component of the RST with 97% of students being successful.

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. These students had the opportunity to complete their senior first aid training as an additional qualification within the course.



LOWER SCHOOL

HEALTH EDUCATION

We continued to transition some assessment tasks to online formats and integrated curriculum changes from SCSA. Adjustments to the teaching and learning program continued through 2023 and slight modification will be implemented through the course of 2024 to assessment breadth and task weightings. All staff have attended professional development to update training, enabling the full Keys for Life (Driver Education) program to successfully run in all Year 10 Health Education of 2023.

Staff from the Health and Physical Education Learning Area have been involved with the planning and integration of the PERMAH model of wellbeing within the culture of Leeming Senior High School. Two Health and Physical Education staff members have now trained to become lead mentors in the Leeming SHS community and will enable implementation of the PERMAH domains to the student population in 2024.



Health Education - Percentage of students with a B grade or higher

YEAR GROUP	STUDENTS WITH B GRADE OR HIGHER	
YEAR 7	55%	48
YEAR 8	57%	44
YEAR 9	51%	43
YEAR 10	59%	47

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. Modifications have been made to the scheme of assessment for 2024.

Pleasing results for our lower school Health and Physical Education course across Years 7-10 continue to be above state averages and similar to like schools. The table below highlights the percentage of students at B grade or higher at Leeming SHS and in all cases our results are better than state averages.



Physical Education - Percentage of students with a B grade or higher

YEAR GROUP	STUDENTS WITH B GRADE OR HIGHER	
YEAR 7	53%	47
YEAR 8	57%	45
YEAR 9	52%	44
YEAR 10	60%	49



OPTION AREAS IN HEALTH AND PHYSICAL EDUCATION

The number of students selecting our optional classes in Years 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 12. 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 Years 10, 11 and 12 to now have 7 Outdoor Education classes offered within the school.

SCHOOL EVENTS AND EXCURSIONS

2023 saw the return to a more normal interschool program for Leeming SHS with zone lightning carnivals being offered in years 7-10.

Year 7-10 SCAPHE Zone Lightning Carnival Results 2023

Year 7 Boys Soccer B division champions

Year 7 Girls Basketball B division champions

Year 7 Girls Netball B division champions

Year 7 Boys AFL A division runner up champions

Year 8 Girls Netball A division runner up champions

Year 8 Girls Basketball B division runner up champions

Year 8 Boys AFL A division runner up champions

Year 9 Boys Basketball B division champions

Year 9 Girls Basketball B division champions

Year 9 Girls Netball B division champions

Year 10 Boys AFL A division champions

Year 10 Boys Soccer B division champions

Leeming finished a creditable 3rd in the C Division Swimming Carnival with 3 individual champions and 4 runner-up champions.

In the C Division Track and Field Carnival, Leeming improved to 4th place with one individual champion, one runner up champion and one 3rd place champion recipient.

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 were needed to be added. Aulberry were winners of the House Athletics for a second year straight in 2023.



The Straight Six event continues to be a highlight event leading up to the carnival. These events not only promote sport and activity but blend into the aim of improving student well-being in line with the PERMAH program being introduced into the school. Large contributions from the Health and Physical Education staff enable Active August to run smoothly and effectively with the school community.

Year 12 students Ryan McInnes and Kate Braid were the winners of the 2023 Rod Hancock award for their contribution to Health and Physical Education in their 6 years at Leeming SHS. Emma Greaves-Gilabert and Sam Gersbach were the winners of the Garnett Cup in the Straight Six for 2023. Emma managed to complete a clean sweep of this event winning for 6 consecutive years. This has only been done once before.

A range of successful excursions and camps were held during 2023 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 Rottneest Snorkelling Expedition and Dwellingup Mountain Biking Camp are great examples of these. Year 10's planned to be involved in an overnight hiking camp to Lake Leschenaultia, however extreme weather events meant the camp needed to be cancelled due to student safety and risk management protocols. The Year 9's visited "The Cube" at Woodman Point to reinforce their roping and climbing skills. Physical Recreation students participated in excursions to Pot Black and Ten Pin Bowling. This course proved to be highly popular with the Year 9 students, meaning an additional class could be offered to Year 10 students in 2024.



HUMANITIES AND SOCIAL SCIENCES

HASS OVERVIEW 2023

Our HASS WACE results exceeded expectations. Not only were ATAR Politics and Law, Psychology and History results higher than State School average, but Politics and Law and History were also higher than Like schools, a recurring achievement for many of our subjects. In an additional accolade, History was recognised with a student distinction award when one of our students was approached to have her WACE exam used in the History Good Answer Guide, a huge accomplishment! This was a fitting culmination of 2023 with an increased percentage of the 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, reflecting the positive regard that both the students and community have for the learning area. 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, with particular focus on cultural immersion.

CIVICS AND CITIZENSHIP, POLITICS AND LAW

Participation in the Law Society Mock Trial Competition allowed Year 11 and 12 ATAR Politics and Law students to take on the roles of barristers, instructing solicitors, witnesses, and court staff to present both sides of fictitious cases before a judge at the Supreme Court of Western Australia. Year 12 ATAR Politics and Law WACE results were impressive, with an average final scaled score above both Like and State scores. In lower school, our Year 9 AEP students visited the Francis Burt Law Centre where they role played the participants in a historical court case in the old courthouse and witnessed a current trial from the gallery in the District Court, while our Year 7 students engaged in video conferences with parliamentary experts from Parliament house where they learnt about the Australian Constitution and the formation of government.

CAREER AND ENTERPRISE

Year 9s began their career pathway with a visit to Murdoch University. Students experienced life on a university campus, where they learnt about different pathways into university, while sampling different Humanities subjects in small group classes delivered by current Murdoch University lecturers and students.

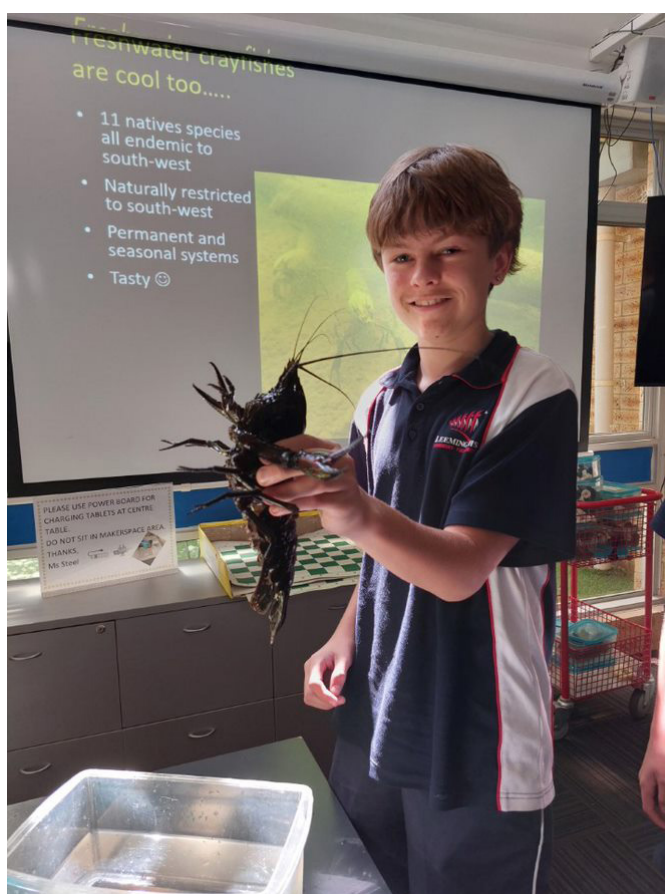
The Year 10 cohort continued their immersion into informed career choices with an excursion to the Careers Expo at the Perth Convention Centre. This provided our students with an opportunity to engage with external agencies about future career pathways. Our Year 10, 11 and 12 Careers and Enterprise students attended the Resources Technology Showcase at the Perth Exhibition and Convention Centre where they experienced different technologies and were exposed to career options in the resources sector. Thus empowered, students are now ready to make increasingly informed choices for 2024 and beyond.

ECONOMICS AND BUSINESS

An incursion for Year 12 ATAR Economics students was hosted by an RBA Economist who dissected Monetary Policy and Current Economic Conditions, for their edification. Students had the opportunity to question this representative of Australia's highest economic authority on the cost-of-living crisis, economic recovery from COVID, the reason for high interest rates and expectations of the future. It was wonderful to gain such useful context from an RBA expert on the content studied in class. In the lead up to Semester 2 and WACE exams, many of our economics students attended weekly workshops run by our ATAR teachers, with a focus on skill application and economic writing. In these sessions, students attempted past exam questions and clarified their understanding of how best to tackle the Economics exam. As a result, students who regularly attended the workshops saw improved outcomes and felt more prepared for their final exams. Many of our students also attended the 'Student Revision Seminar' hosted by ETAWA at the University of Western Australia for a three-hour revision session with the author of 'Investigating Macroeconomics' Steven Kemp. Here, they were provided with helpful tips on how to tackle the assessment, avoid common mistakes and the current economic events that would likely appear in the exam. The students enjoyed meeting the man behind the 'economics bible' and getting answers to their burning questions about the Australian economy and their final exam.

GEOGRAPHY

Geography excursions were another highlight for our Year 11 and 12 Geography classes, who are required to undertake compulsory fieldwork as part of their studies in ATAR Geography. They collected and interpreted primary information and data and completed an in-class validation on their return to class. The Year 11 Geography students completed fieldwork on a range of fast-food venues at the Bull Creek shopping centre while our Year 12 students went to the Perth CBD for their annual urban morphology experience.



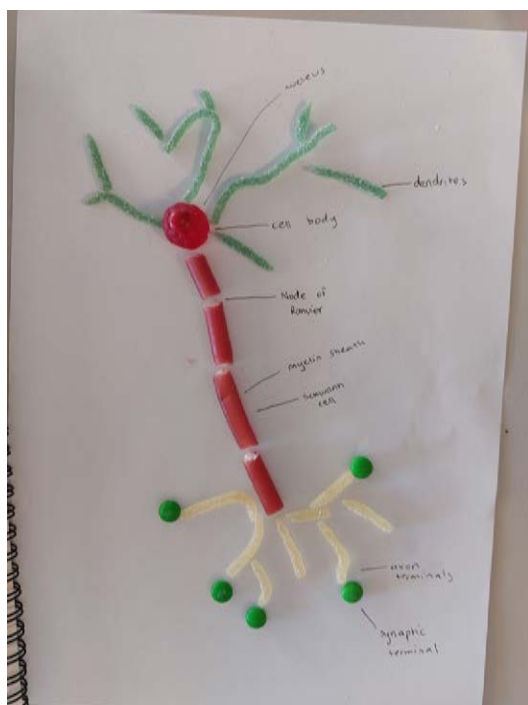
HISTORY

We were privileged to have two Egyptologists, Dr Hana Vymasalova and Dr Mohammed Megahed of Charles University in Prague, come in to reveal what Egyptologists do. Hana and Mohamed were in Australia for two weeks presenting lectures to Macquarie University in Sydney and UWA here in Perth as well as speaking at the Boola Bardip Museum, and it was quite a coup to receive them at Leeming. The incursion



was a great success, Hana and Mohamed shared fascinating information about their recent archaeological finds and explained how Egyptologists work and why the work is important. The year 7's were recognised as a fabulous audience, with Hana and Mohamed commenting favourably on their attentive listening and insightful questions. The experience also inspired year 7's to excel in their history assessment, a research task on Ancient Egypt

PSYCHOLOGY



The Year 10 introductory Psychology 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. The General Psychology course extended the practical study of human feelings and behaviour to yet another demographic of students. The Year 12 ATAR students continued to achieve exceptional results with students achieving above state school results once again. These students enthusiastically participated in the His-teria program at the Perth Zoo where they gained an in-depth understanding of how zookeepers use learning theories and behavioural modification techniques to train animals to receive medical care safely, a memorable highlight.



LANGUAGES - JAPANESE

JAPANESE

The following strategies have been consolidated from 2022 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 (2023 was the third year of implementation)

Achievement of students in the Specialist Program has been of a very high standard. 2023 saw the Western Australian Curriculum (WAC) implemented in Years 7 and 8 whilst the Years 9's and 10's remained on the Curriculum Framework (CF). This implementation has seen significant changes to assessment types with longer rich creative tasks now a focus. The first year of full implementation of WAC across all lower school years will be 2025.

All 9 of the 12 ATAR Japanese Second Language students were members of the Japanese Specialist program throughout lower school. In 2023, 8 out of the 9 students had taken 4 or more ATAR subject and 7 students or 87% (7% higher than 2022 when there were 15 students) had Japanese Second Language as their 1st or 2nd-best ATAR course. This percentage is the highest of all ATAR courses at Leeming SHS in 2023. 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 assessments 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 a new language.

- Term 1 – “Edo Japan” – Years 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.

Native Language Assistant Program

Through the Native Language Assistant Program, Years 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 accounts for 30% of their grade. Unlike other practical examinations (e.g. Music, Drama, Phys. Ed.), 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 for the first time in 2022 and again in 2023. The students planned, organised, set up and ran activities for all students at LSHS and LSHS ESU such as Ohajiki and Origami. This proved very successful with the running of activities and student engagement in whole school events using the skills developed in the Japanese Specialist Program.

Excursions and Incursions

In 2023, 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.
- Obento - students participated in a “キャラベン” (kyara-ben) or “Character Obento” incursion conducted entirely in Japanese by a guest presenter. 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).
- 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
- 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.



LANGUAGES - FRENCH

FRENCH

We are very pleased to offer French as a language option and our students are making notable progress across all levels.

Native Language Assistant Program

French also implements a Native Language Assistant Program. Developing students speaking skills is important as the oral communication outcomes forms 30% of their grade.

Multicultural Festival

The 2023 Multicultural festival saw students from 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 have had the opportunity for the third year in a row year to participate in our French club, **Les petits Français** on a voluntary basis once a week after school. The participation has steadily increased year on year, with 27 students attending regularly by the end of 2023. Activities the students undertook included online exchange program with a school in Toulouse, Collège Pierre de Fermat, organising and participating in the French festival, researching and presenting French traditions as well as participating in Christmas activities and traditions.

French Poetry Competition

18 Lower School French students competed in the annual French Poetry Competition held by Alliance Française de Perth. The competition is open to all students state-wide, and students were required to learn a poem from famous French poet Robert Desnos, that had been selected for their year level. Fourteen students progressed to the finals and recited their poem in front of a French jury at Alliance Française de Perth. Leeming SHS had our best results yet with a record of three laureates with Mariyam H. coming 3rd in the Year 8 category and both Jada F. coming third and Anna C. coming first in the Year 9 category.

Excursions

In Term 1, Year 10 and Year 11 students attended an excursion with their moderation school Corpus Christi to the French Film Festival and enjoyed watching a French film aligned to the ATAR Curriculum, as well as a baguette and a macaron for lunch.

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's 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 Years 9 and 10 classes undertook their annual visit to Maison Saint Honoré. However, unlike the Year 8's, these students conversed in French with the owner and manager of the café to enhance their experience.

Our Upper School students also attended the traditional French dinner. Year 12's held their farewell dinner at French Accent, whilst for the first time, our Year 10 French students attended a dinner at Chez Pierre. Students were immersed in the French culture, conversed in French all evening and tried some French speciality dishes including escargot.





MATHEMATICS

Our commitment to fostering a supportive learning environment and promoting mathematical excellence continues to be a priority as we reflect on the academic achievements of our students. Our results demonstrate a strong commitment to academic excellence and continued improvement. While we celebrate our successes, we also recognise areas for further attention and support that are needed to ensure success for all students.

Percentage distributions of students achieving a grade of C or better across different year levels:

YEAR GROUP	STUDENTS WITH C GRADE OR HIGHER		
	LSHS	STATE SCHOOL AVERAGES	LIKE SCHOOLS
YEAR 7	75.7%	67.4%	79.4%
YEAR 8	74.9%	64.3%	74.9%
YEAR 9	67.6%	61.9%	77%
YEAR 10	70.1%	61.1%	70.7%

In lower school, students have demonstrated strong performance clearly surpassing the Department of Education average. Although Year 7 and Year 9 have shown slightly lower percentages in comparison to like schools, our dedicated teaching staff continue to implement effective strategies to support students' mathematical understanding and growth. We remain committed to addressing any challenges faced and strive for continuous improvement in these areas.

Senior school data - average scaled score

	SCHOOL MEAN	STATE MEAN	LIKE SCHOOLS
MATHEMATICS SPECIALIST	74.2	68.1	69.2
MATHEMATICS METHODS	63.6	65.2	66.2
MATHEMATICS APPLICATIONS	49.3	54.1	57.8

MATHEMATICS SPECIALIST

- Our students achieved an impressive 74.2% in Maths Specialist, surpassing both the state average (DoE) of 68.1% and the average of like schools by a significant margin (69.2%).
- This demonstrates the exceptional dedication of our students and the effectiveness of our teaching methods in this advanced mathematics course.

MATHEMATICS METHODS

- While our students achieved slightly below the state average (DoE) of 65.2%, they performed competitively with 63.6% success in Maths Methods.
- Despite the minor deviation, our students' results remain commendable, showcasing their commitment to mastering fundamental mathematical concepts.

MATHEMATICS APPLICATIONS

- In Maths Applications, our students achieved an average scaled score of 49.3%, indicating room for improvement compared to both the state average (DoE) of 54.1% and the average of like schools (57.8%).
- We acknowledge the challenges presented by this course and are committed to providing additional support and resources to enhance student performance in Maths Applications.



LITERACY

The mathematics department has placed emphasis on enhancing literacy skills, specifically targeting comprehension and the expansion of mathematical vocabulary. In addition to this focus, teachers have seamlessly integrated school-wide literacy strategies into their instructional practices to bolster student learning within the classroom environment.

LEARNING ACTIVITIES

Students actively participated in a range of engaging activities including the Australian Maths competition, Have sum fun online, exciting Pi day celebration, World of maths – an incursion which hones their problem solving activities.

In 2023, we had 117 students participate in the **Australian Maths Competition**, where students in Lower School did their assessment on their devices.

Student accomplishments are listed below:

- 1 High Distinction
- 27 Distinctions
- 52 Credits

NAPLAN/OLNA

Effective intervention and targeted strategies for fostering numeracy skills in Years 10 to 12 have led to successful outcomes in the numeracy component of the OLNA.

To support student needs, we implemented OLNAWA, an online revision program tailored for Years 10 to 12.

In Year 10, dedicated lessons were allocated to nurture numeracy skills, while students in Year 11 and Year 12 received personalized instruction from the numeracy coordinator.

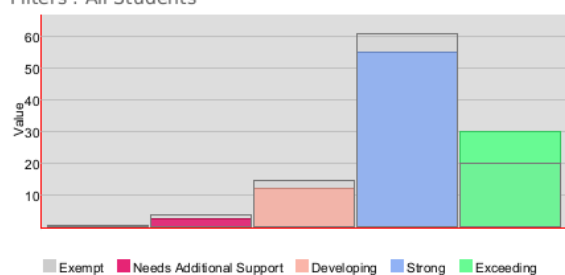
As a result, 99% of the students in Year 12 achieved the numeracy requirements, demonstrating the effectiveness of our approach. Students are being exposed to rich and diverse learning experiences which enhance their numeracy capabilities.

As NAPLAN reporting style has changed significantly this year, we are unable to compare our performance with previous years, however, data analysis indicates our numeracy scores continue to be above national/ state averages.

Cohort: Year 7 LEEMING SENIOR HIGH SCHOOL Y07 2023 Reporting Period: 2023 Y07

Numeracy - Proficiency

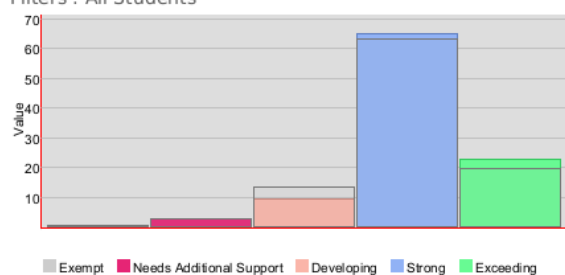
Filters : All Students



Cohort: Year 9 LEEMING SENIOR HIGH SCHOOL Y09 2023 Reporting Period: 2023 Y09

Numeracy - Proficiency

Filters : All Students





SCIENCE

LOWER SCHOOL

To achieve academic excellence in science, learning area staff continued with the process of reflection and refinement of teaching programs and assessments to provide students opportunities to develop their Science knowledge and understanding, and their critical thinking skills. The teaching team continued to develop 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.

Percentage of students achieving B grade or higher compared to state average.

YEAR GROUP	STUDENTS WITH B GRADE OR HIGHER	
	LSHS	DoE
YEAR 7	46%	39%
YEAR 8	55%	39%
YEAR 9	43%	37%
YEAR 10	36%	34%

The number of students achieving at least B grade is consistently higher than state.

ENGAGEMENT IN STEM(Science Technology Engineering and Maths)

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

Electives in Aviation have been developed and implemented for the second year running in 2023. 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.

YEAR 12 ATAR COURSE	LSHS MEAN	DoE MEAN
BIOLOGY	54.5	58.8
CHEMISTRY	62.9	62.8
HUMAN BIOLOGY	55	58.3
PHYSICS	60	63





SCIENCE AND TECHNOLOGY ACADEMY

(Approved Specialist Program)

SCIENCE AND TECHNOLOGY ACADEMY

In 2023 The Science and Technology Academy had a total of 224 students across year 7 to 10.

In 2023 there was a change to the STA points system to encourage more participation, whereby the numbers of gold, silver and bronze awards were reduced to one per year group, with each winner earning a Science related prize.

STA ACTIVITIES

Term challenges such as the mouse trap cars bottle rocket challenge provided students with the opportunity to collaborate with like minded students to solve problems and explore the applications of science, technology, engineering and 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)
- Canberra tour (Years 8, 9 and 10)
- Murdoch Wise Women (Years 9 and 10)
- Term Challenges
- STEM Literacy challenge
- Yancheper and Gingin Astronomy 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 2023, the awards were as follows:

- Gold Award: Students participated an average of 51 hours
- Silver Award: Students participated an average of 44 hours
- Bronze Award: Students participated an average of 39 hours
- Students placing 4th- 5th participated an average of 30 hours



TECHNOLOGY AND ENTERPRISE

The Technology and Enterprise Learning Area continued to offer a well-rounded education to all students, utilising a combination of academic endeavours, as well as real-world learning experiences.

LOWER SCHOOL

Percentage of students achieving C grade or higher.

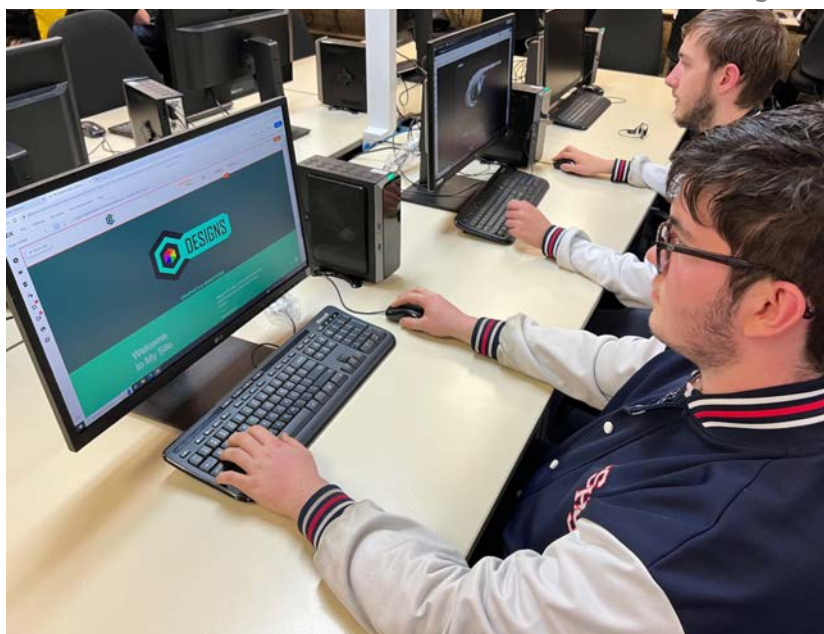
YEAR GROUP	STUDENTS WITH C GRADE OR HIGHER
	LSHS
YEAR 7	98%
YEAR 8	98%
YEAR 9	95%
YEAR 10	92%

In the Technology and Enterprise Learning Area, 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 2023, the Year 7 and 8 grade allocations were excellent, with 98% of the students studying Technology and Enterprise courses achieving a C grade or higher. This can be attributed to the teachers of these courses developing interesting courses for the students to excel in. In Year 9, 95% of the students studying Technology and Enterprise courses achieved a C grade or higher, while in Year 10 that figure was 92%, which are still very good results.

SENIOR SCHOOL

In Senior School, the learning area prides itself on delivering a large number of courses, 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. A highlight of the 2023 results were the high percentage of C grades, or higher, being achieved by the students in the General courses, and 100% of the students who studied a Certificate II course, achieving the certification.



GENERAL COURSES RESULTS

	A GRADES	B GRADES	C GRADES
YEAR 11	23%	37%	31%
YEAR 12	15%	41%	39%

YEAR 12 ATAR COURSES RESULTS APPLIED INFORMATION TECHNOLOGY

	LSHS	LIKE SCHOOLS	DoE SCHOOLS
Average Raw Score	55.8	64.8	61.2
Average Scaled Score	47.7	56.7	53.3

YEAR 12 ATAR COURSES RESULTS ACCOUNTING AND FINANCE

	LSHS	LIKE SCHOOLS	DoE SCHOOLS
Average Raw Score	61.2	70.7	72.5
Average Scaled Score	53.5	60.6	61.5

CERTIFICATE COURSE RESULTS

	A GRADES	B GRADES	C GRADES
YEAR 12		100%	

OUTSIDE THE CLASSROOM

During 2023, the students who studied in the Technology and Enterprise Learning Area, were given many opportunities to extend themselves beyond just academic achievement, and, in some cases, help other people in less fortunate circumstances than themselves.

This included:

- Year 10 students, studying Hospitality, completing a Barista Training certification, to sell coffees to staff once a week, during their class time, for the entire year. The funds raised went towards the purchasing of ingredients for making sandwiches, biscuits, and soup for the homeless of Perth, through a link with the Salvation Army.
- Year 10 students, studying Child Development, made hearts from fabric and donated them to “Life’s Little Treasures Foundation”, for mothers of premature babies.
- Year 11 and 12 students, studying Certificate II in Community Services, making sandwiches, biscuits and meals for the Salvation Army, once a week, for the whole year. The meals and sandwiches were frozen and picked up by someone from the organisation, ready to be distributed, or frozen for when they were needed.
- Year 11 students, studying Children, Family and the Community, as part of a group project, making care packages for families in need, and donating them to a local service of the students’ choice.
- Year 12 students, studying Children, Family, and the Community, being involved in the Multicultural Arts Festival, from the beginning, with the initial planning, and trialling of activities and dishes. This continued to the week of the Festival, including the preparation of materials for the activities, and making dishes ahead of time. On the day, the students were involved in the heating up of dishes for serving, supervising craft activities and running other activities, including the henna tattoos, which are always popular.

Additionally, the Design and Technology Department was heavily involved in preparing the Industrial Workshop for the new STEAM Room development, due to be completed during 2024. This new room will help to transform the type of curriculum delivered within the school.





THE ARTS

PERFORMANCE AND HIGHLIGHTS

In 2023 The Arts maintained its position as the core for the school's creativity and performance opportunities. There were, however, specific subject areas where numbers were fragile, and these courses need to be reviewed to see whether they reflect current students' interests.

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 week where the whole Year 12 Music class performed. All events had highlights, including the ABODA Guitar Festival, the nights 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 eight; an incredible number considering the difficulty of entrance and WAAPA's international reputation. Four students are now enrolled at SAE (School of Audio Engineering) as a direct result of the Certificate Music course. Jasmine Mustard for example, has developed an outstanding ability to compose digitally and has gone to SAE to develop and hone her skills in this area. In 2023, all students who completed the Certificate course in Music achieved accreditation.

DRAMA

Drama classes continued to create, act, and perform from Year 7 through to ATAR Year 12, but due to difficulties in staffing the area, 2023 was not as fruitful as previous years. Year 11 students prepared performances based on scenes from 'Cosi' and combined exceptionally well as a group considering adverse circumstances. During the latter part of the year, the students were introduced to a number of skilled teachers in the area. One of them, Mr Brandon de Sousa has now committed to teaching Drama in 2024, and the students are already benefitting from his influence. Lower school students did many small productions, including preparing a children's theatre play designed specifically for early Primary students. Year 12 students studied and performed as monologues excerpts from Andrew Bovell's

'Rain Stops Falling'. Upper School students benefitted from the experienced teaching of Ms Kelsi Davis, who prepared Drama students for ATAR. We proudly note that former student Kirsty Marrilier is a regular on 'Home and Away' as the Policewoman in Summer Bay.

MEDIA

Media in 2023 saw a sound range of students particularly in Lower School where numbers were consistent and strong. In Upper School, numbers in General Media were consistent, but ATAR students formed a small group that depended heavily on effective small group moderation. Certificate II in Creative Industries numbers were low, which was disappointing, although work output from the students was high and all Year 12 students who completed the two year course achieved accreditation.

The setting up of a number of students dedicated to technical work for assemblies and live streaming of events was effective and will continue in 2024 and beyond. As a result, both Lower school and Year 11 and 12 students contributed to filming a 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 live television to genre and superhero films with Film Noir projects in Year 10. Year 11 students produced styled Music Videos for Popular Culture and presented stories through documentaries. Year 12s created Art films and investigated reality in their final Documentaries.



VISUAL ART AND GRAPHIC DESIGN

Visual Art and Graphic Design both attracted strong numbers of students in both Lower and Upper School, however ATAR students were few and consequently were part of combined classes with General students in both Year 11 and 12. The emergence of some genuinely talented visual artists resulted in a very successful Art Exhibition Night in Term 4 incorporating Visual Art, Media, Music and Dance. Numbers of parents, fellow students and onlookers were outstanding, and this inaugural event will continue in 2024. Incursions by artists such as Andy Quilty, Ellie Sumner and Rachelle Dusting encouraged students to produce beautiful and original art work themselves. Several students had their artwork on display at the Emerge Youth Art Awards among others and both Upper School and Lower school students displayed Art work during the year, and Year 12 Art was displayed at the Valedictory. Student work ranged from portraiture to sculptural works in clay.

DANCE

Dance numbers were fragile, which was disappointing and not congruent with the quality of the program offered. This was possibly the result of a number of changes of teachers in the program, and increased offerings from other subjects and Learning Areas. In Lower School, numbers were strong, but diminished as students chose pathways in Year 10 for Upper School. The students enrolled in the program, however, 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 Year 12 students Tilly and Cameron who volunteered to take part in this competitive arena with a Dance group that they formed. It is notable that two consecutive Captains of Dance, have also been School Captains. Tilly Bunnage is an example of the leadership she showed in Dance being generalized to the whole school community.

Two areas in **The Arts offered Certificate courses; Music and Media**. Both of these courses had the full complement of students who completed the course reaching accreditation.

ATAR studies were offered in three courses of study; Drama, Media and Visual Art.



In the Drama written paper, Leeming students were scaled down 18.31 marks. This margin, warrants investigation indicates a number of possible factors, including changes in teaching personnel, late coverage of the course content, ineffective small group moderation and variation in marking of assessments from Semester One to Semester Two. Student results were subject to negative rather than positive moderation indicating broadly that marking was probably too easy. It is essential in the future that a re-evaluation occurs of assessment instruments and the levels targeted by questions within those. To reduce the effects of moderation, or even to make it beneficial, our school results need to be above State results, i.e. above median for this course. In Media Production and Analysis, ATAR results in 2023 indicate the need for increasingly appropriate assessment instruments, accuracy in marking and effective small group moderation, particularly with the written component of the course. Scaling affected the subject in the

Practical component by -3.37 marks which is within the plus or minus 5 marks. In the written section however, Leeming students were scaled down 20.52 marks. The future aim for this course is to be above the median ATAR of both like schools and also DoE. Maintaining effective SMG partnerships is essential for 2024 and beyond as small numbers of ATAR continue. In Visual Art ATAR, our students were moderated down by 19.53 in the written and 13.03 in the practical components of the course. The comments made above about MPA also apply to this course, and the evaluation which is going to take place in 2024.

In General subjects in The Arts,

The following was noteworthy: In Dance, and Drama Year 12, grades were restricted to A,B and Cs with no D or E grades awarded. The restricted standard deviations open the possibility that our rubrics do not give students the opportunity to achieve at all levels. The EST in Dance revealed that there was an even spread of marking from too hard to too easy, thus giving a misleading neutral reading overall. The absolute moderation mark of + 4.28% was pleasing, but did not reveal the whole truth. The EST in Media revealed that teacher marking was consistently too easy, with six questions falling into this category. The subject was moderated down as a consequence. The EST in Visual Arts revealed that three of the questions were identified as being marked too hard, with another three identified as being marked too easy. The neutral result was similar to that in Dance; the overall result masked the need to clarify rubrics and mark according to them.



PRIORITY FOCUS

The school's priority of Health and Well Being continued to be the key focus of Student Services during 2023.

Members of the Student Services team completed the Positive Psychology Professional learning. All staff have been upskilled in the PERMAH model and ethos in preparation for student launch in 2024. At all times we are striving to ensure that student engagement and attendance is maximised to ensure the best outcomes for our students.

SCHOOL EVENTS AND EXCURSIONS

Events and activities occurred throughout the year with the focus in Years 7- 10 being positive behaviour and personal growth.

Highlights of the year include:

Small Group Programs: Our Chaplains facilitated the Rock and Water Program and GRIT program with students in Years 7 – 9 to foster growth in personal responsibility and positive relationships with peers. The focus of this group are the key elements of friendship and how to resolve conflict.

Volunteer Mentor Program: The Volunteer program continued in 2023 providing support and guidance and a friendly ear to students who required extra support.

Legal Aid Presentations: Years 7 and 9 students engaged in presentations from Legal Aid called "R U Legal" which informed students about the legal implications of cyber bullying, sexting and violence.

Safety on the Web: With the increasing risks with students exploring the online world and their increased usage of social media, the informational talks by Paul Litherland are more important than ever. Our links with Paul have been maintained over many years.

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.

Wellbeing Activities: Supporting and facilitating Wellbeing activities throughout the year such as Bullying No Way, “R U O K Day” for students, Cancer Council Big Morning Tea Women and Men’s Health sessions for staff. Whole school House Group activities to promote engagement in positive wellbeing for Active August, Mindfulness in May, and Grateful November.



Year Group Celebration Events: These events celebrated those students who demonstrate the school values of Harmony and Excellence and have maintained their Good Standing. These events were organised by Year Coordinators and supported by staff and students which also included the end of Year 7 and 8 Bounce excursion and movie afternoon, Year 9 River Cruise and Year 10 Dinner Dance.

Breakfast Club: Our Chaplain runs Breakfast Club every Wednesday morning from 7.45am to 8.20am with the support of staff and Foodbank. Students can enjoy toasted sandwiches, milo, smoothies, and pancakes on their way to class.

Support of Families: Support continued to families with Christmas food hampers and student lunches during the year provided by our Chaplains.

Year 12 Events Included: The School Ball, Spirit Week, Farewell Assembly, Valedictory Ceremony at Curtin University and Luncheon were all highlights.



LEEMING SENIOR HIGH SCHOOL

Harmony and Excellence



Leeming Senior High
School
Aulberry Parade
Leeming, WA 6149
Ph: 08 9237 6800



www.leeming.wa.edu.au



@leeming.shs



leemingseniorhighschool