

Annual
Report

2024



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PRINCIPAL'S REPORT

This year marked a full return to activities across all learning areas. We also introduced the PERMAH framework, alongside broader opportunities in Pathways and Transitions.

Following our Business Plan, we focused on building a demanding learning environment that challenged students to strive for excellence while focusing on students' well-being.

After a year of development, the PERMAH model was introduced into the classroom with Year 8, 9, and 11 students. This well-being framework has been incorporated into the curriculum, focusing on six elements contributing to the student's overall well-being: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, and Health. Although this is a long-term project, and we aim to see results in years to come, the program was very well received by students and staff alike and created a space for discussion and self-reflection.

Attendance has remained steady and stays above Like Schools and state schools average.

Our Year 12 results remained strong. WACE achievement remained above Like Schools and well above Public Schools. Leeming Senior High School ranked 6th in the state for WACE achievement.

Our median ATAR was 86.85, the highest in the last five years, with 39% of students achieving an ATAR score of 90+ and 16% of students achieving an ATAR of 95 or higher.

The School Curriculum Standards Authority (SCSA) recognised Leeming Senior High School as state-wide course leaders in Biology and Aviation.

Due to the changes in NAPLAN reporting style, we have been unable to measure our performance against

previous years. However, based on raw data, I can report that our 2024 NAPLAN results were statistically comparable to Like Schools and above state means in English, and above Like Schools and the national/state averages. Once again, we place in the top ten government schools in the state for both English and Maths. This is a testament to the dedication of our staff, students, and families.

I would like to take the opportunity to thank Mr Matthew Paton, who led the school for the first half of 2024 and to the whole Leeming Senior High School community for always striving for excellence and leading with compassion and a deep commitment to empathy and connection.

Finally, I would like to thank our 2024 School Captains, Kathryn Johnson and Owen Bayao, for their outstanding leadership of the students and passionate involvement in the school. Thank you to the P&C led by Mr Michael Blakemore and the unrelenting commitment to giving to the school. And, finally, thank you to Mrs Michelle Striepe, our Board Chairperson, and the Leeming Senior High School Board for your feedback and continued support.

Damon Atthowe
Principal



SCHOOL BOARD CHAIR'S REPORT

Dear Leeming Senior High School Community,

I would like to take this opportunity to reflect on the significant work undertaken by the School Board in 2024 and highlight some key achievements across our school community.

BUSINESS PLAN AND SCHOOL VISION

A focus for the Board this year has been the development of the new Business Plan. After extensive consultation with senior leaders, staff, and Board members, we have worked to refine our school values of Respect, Resilience, and Connection, ensuring they are meaningful for our entire school community. This collaborative process has helped us create a vision that will guide Leeming SHS into the future, with a clear operational plan to be finalised early in 2025.

ACADEMIC ACHIEVEMENT

The Board is pleased to note Leeming SHS's continued strong performance in 2024. Our NAPLAN results show we remain highly competitive, ranking among the top public schools in the state. In particular, our Year 7 students ranked 5th in Numeracy across WA public schools. Our WACE achievement rate of 98% and stable median ATAR above 80% reflect the dedication of both students and teachers.

PERFORMING ARTS CENTRE INITIATIVE

Significant progress has been made in our advocacy for improved school facilities including the gym and performing arts facilities. Meetings with local government representatives, Department of Education officials, and the City of Melville have established important foundations for this project. Special thanks to Board member Kai Chong for facilitating connections with federal representatives. We are confident that this work

will support ongoing efforts by Leeming Senior High School's Leaderships Team in 2025.

STUDENT WELLBEING

The implementation of the PERMAH wellbeing framework has been a positive development this year. We appreciated the information and updates provided by Deput Principal Natalie Simms on this initiative, which has been progressively embedded in school operations. The Board recognises that student wellbeing is fundamental to academic success, and we will continue to support this priority.

FINAL OVERSIGHT

The Board has maintained careful oversight of school finances throughout the year. I would like to acknowledge the work of Michelle Spalding, Manager of Corporate Services, in providing clear financial reporting. The school remains in a strong financial position with healthy reserves and increasing voluntary contribution collection rates compared to previous years.

COMMUNITY ENGAGEMENT

The ongoing development of digital communication platforms, particularly the transition to Compass, has enhanced communication between the school and families. We have also seen our school profile grow through social media engagement and website improvements led by the excellent work by Angels Gilabert Jaumot.

GOVERNANCE

The Board has strengthened its governance through revisions to our Code of Conduct and Terms of Reference. These important documents help ensure

we operate effectively and ethically in service to our school community.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all Board members for their commitment, insights, and contributions throughout 2024: Andrew Thomas, Angels Gilabert-Jaumot, Esther Janes (Staff Representative), Kai Chong, Kathryn Johnson (School Captain), Lisa Giles, Mark Williams (Staff Representative), Michelle Spalding, Mike Blakemore (P&C President), Owen Bayao (School Captain), Ranjodh Singh, Sharmini Aru, and Suzanne Malone. Thank you to Meghan Smith for volunteering to record the meeting minutes. The dedication of these members to supporting excellence in education at Leeming SHS is greatly appreciated.

I would like to specifically acknowledge and thank Joel Noble, our community member, as well as Andrew Thomas and Peter Massey, who resigned from the Board this year. Their valuable contributions, perspectives, and service to the school community have been greatly appreciated, and we wish them all the best in their future endeavours.

Special recognition must go to Principal Matt Paton for his outstanding leadership. Matt's contributions to Leeming SHS have been significant, and we wish him every success in his new role.

I'd also like to acknowledge our School Captains Owen and Kathryn for their valuable perspectives and initiatives, and thank the dedicated teachers, support staff, and P&C volunteers who continue to make Leeming SHS an exceptional place of learning.

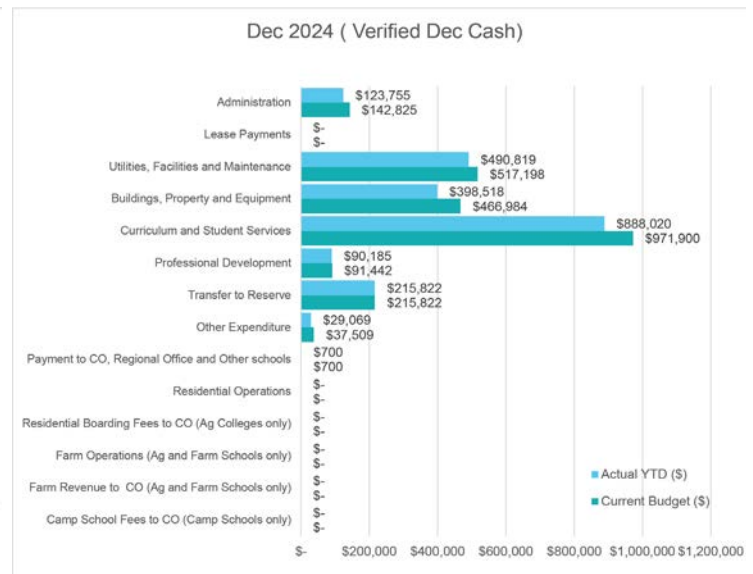
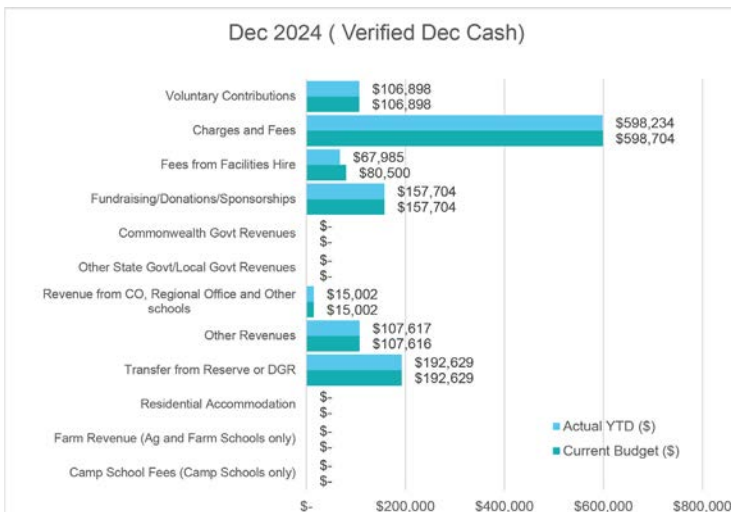
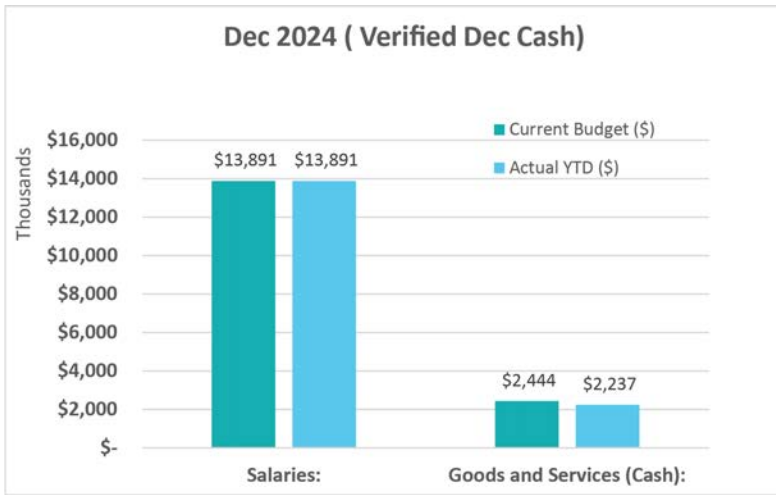
As we look toward 2025, the Board remains committed to supporting the school's vision of creating an environment where all students can thrive academically, socially, and emotionally.

Yours sincerely,

Dr. Michelle Striepe
School Board Chair
Leeming Senior High School

SCHOOL FINANCIAL DATA

ONE LINE BUDGET



ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	249,443	249,443
Carry Forward (Salary):	1,349,524	1,349,524
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	14,702,572	14,702,572
Locally Raised Funds:	1,259,053	1,246,069
Total Funds:	17,560,592	17,547,608
EXPENDITURE		
Salaries:	13,890,892	13,890,892
Goods and Services (Cash):	2,444,379	2,236,888
Total Expenditure:	16,335,271	16,127,780
VARIANCE:	1,225,321	1,419,828

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	249,443	249,443
Carry Forward (Salary)	1,349,524	1,349,524
STUDENT-CENTRED FUNDING		
Per Student	12,360,101	12,360,101
School and Student Characteristics	1,318,084	1,318,084
Disability Adjustments	4,190	4,190
Targeted Initiatives	436,675	436,675
Operational Response Allocation	181,186	181,186
Total Funds:	14,300,236	14,300,236
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(343,942)	(343,942)
School Transfers - Cash	746,278	746,278
Department Adjustments	0	0
Total Funds:	402,336	402,336
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	106,898	106,898
Charges and Fees	598,704	598,234
Fees from Facilities Hire	80,500	67,985
Fundraising/Donations/Sponsorships	157,704	157,704
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	15,002	15,002
Other Revenues	107,616	107,617
Transfer from Reserve or DGR	192,629	192,629
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	1,259,053	1,246,069
TOTAL	17,560,592	17,547,608

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	12,909,783	12,909,783
New Appointments	0	0
Casual Payments	967,978	967,978
Other Salary Expenditure	13,132	13,132
Total Funds:	13,890,893	13,890,893
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	142,825	123,755
Lease Payments	0	0
Utilities, Facilities and Maintenance	517,198	490,819
Buildings, Property and Equipment	466,984	398,518
Curriculum and Student Services	971,900	888,020
Professional Development	91,442	90,185
Transfer to Reserve	215,822	215,822
Other Expenditure	37,509	29,069
Payment to CO, Regional Office and Other schools	700	700
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	2,444,380	2,236,888
TOTAL	16,335,273	16,127,781

ENGLISH

PRIORITY AREA 1 EXCELLENCE IN TEACHING AND LEARNING

In response the School's Academic Priority:

UPPER SCHOOL

2024 YEAR 12 ATAR ENGLISH RESULTS - 24 STUDENTS

- Twelve students achieved a scaled score between 75 and 100 [a four-fold increase on 2023].
- Three students achieved a scaled score between 70 and 75.
- Nine students were allocated scaled scores below 50.

Year 12 ATAR English Results		
	LSHS	DoE School S/State
Average Raw Score	60.70	58.16
Average Scaled Score	60.43	59.54

These results are the result of the application of the following strategies:

- Common assessment outlines in both Year 11 and Year 12 ATAR.
- Strong leadership by L3 teacheres in both 11 and 12 ATAR teaching teams.
- Formal moderation for Common Assessment Tasks.
- Informal moderation for all tasks.
- The use of an external marker as an external moderator with feedback provided to the teams.
- Carefully constructed curriculum comparable to Like Schools, constructed to reflect best practice.
- Use of ATAR Examiners' reports and Good Answers in formulating syllabus aspects and establishing standards.
- Pathway skill development remains a priority in course construction 7-12.
- Constant communication with students/ caregivers/Student Services personnel.



REFLECTION FOR IMPROVEMENT

- Revision of the curriculum to meet the requirements of the SCSA 8-task model implemented in 2025. This will result in three class tasks each semester followed by two exams. This will mean that the three class tasks will be weighted more heavily. As a result, teachers will work to implement additional formative tasks.
- Maintenance of current teaching and assessment strategies with all tasks reflecting exam question format/tone and undertaken in class under timed writing conditions to ensure integrity of both the tasks and the resultant data.
- Reflective discussion regarding skill/knowledge progressions through units 1-4, with a strong emphasis on pathway development from Year 10 into Upper School courses.
- More effective conunselling of students in both Year 10 and Year 11 to ensure appropriate selection of pathways, allowing staff more time to focus on extension of capable students rather than addressing weaknesses.

2024 YEAR 12 GENERAL

- The EST was again a Creative task, with students crafting either an imaginative or persuasive piece of writing.
- External moderation of the 2024 EST results indicated discrepancies between the school mark and the moderated SCSA mark. 63% of scripts were marked within tolerance of the SCSA Reviewer's mark, compared to 76% for the State. As a result of this feedback from SCSA, the team has undertaken a reflection activity and have prepared a moderation plan which has been actioned in 2025. We are hoping that the 2025 EST will be accurately moderated and results will be more consistent.

A staff member has again applied to become a SCSA marker in order to access training which will be brought back into the team. The team has sought to participate in external training and moderation with Like Schools.



LOWER SCHOOL NAPLAN RESULTS

As a result of the changes to the NAPLAN structure of data presentation, it is now difficult to evaluate the data to either compare progress to past years or to Like Schools.

The Year 7 and 9 data presentation indicates similar results to previous years, suggesting a continuance of existing teaching strategies and class groupings.

Year 7 NAPLAN Report - Means*

	Year 7 Mean	Like Schools	National
Writing	556.02	564.94	540
Reading	558.25	559.64	535
Spelling & Punctuation	567.19	564.45	540
Grammar	564.11	566.22	537

Year 9 NAPLAN Report - Means*

	Year 9 Mean	Like Schools	National
Writing	614.90	615.49	574
Reading	602.82	603.47	565
Spelling & Punctuation	587.88	589.51	567
Grammar	591.97	595.08	555

* NAPLAN results are reported on a scale that ranges from 0 to 1000, with scores generally distributed across four proficiency levels: Needs Additional Support, Developing, Strong, and Exceeding. Specifically, NAPLAN results are reported using five scales: one each for Reading, Writing, and Numeracy, and two for the Conventions of Language domain (Spelling and Grammar/Punctuation).

NAPLAN Scale:

Each of the five domains has a common scale spanning all year levels (Years 3, 5, 7 and 9) with scores ranging from 0 to 1000.

NAPLAN RESULTS OBSERVATIONS

Year 7 - Writing; Reading; Spelling & Punctuation; Grammar - all statistically comparable to Like Schools, and significantly above state means.



Year 9 - Writing; Reading; Spelling & Punctuation; Grammar - all statistically comparable to Like Schools, and significantly above state means.

Comparisons with previous results are not possible due to the changes in data representation. However, what can be stated is that results are consistent with previous years, demonstrating maintenance of high standards of Literacy teaching. Our cohort Means indicate that our students perform above National Means. Those identified in the 'Needs Additional Support' and 'Developing' categories (approximately 20 students in each year group) are allocated into specialist classes and provided with the required support. Teachers assigned to those groups are highly skilled and are motivated to support students at risk.

The Year 7 and 9 Student Distribution Tables for

Reading, Writing, Grammar and Spelling all show the School Mean to be very close to the Like Schools Mean, and generally above or well above the National Mean. When data becomes available in 2025, it will be possible to evaluate more closely how the school compares to Like Schools.

While English can not take full responsibility for NAPLAN performance, it is evident that the resourcing of a Literacy Support group in each Lower School year group allows for targeted support of the most at-risk students with previous data demonstrating that the current approach of the school effectively addresses the gaps in foundation knowledge in identified students. In Year 7, for example, nine students have been identified as 'needing additional support', while a further 34 students are at 'developing', and would benefit from specific strategies to improve writing. Similarly, at Year 9, four students are classified as 'needing additional support', while 36 are classified as 'developing'.

Further investigation into the aspect that the NAPLAN writing test measures shows areas that can [and will continue to] be specifically targeted. These tend to fall in the mechanical aspects of writing that are addressed through the editing process: cohesion, spelling, punctuation and paragraphing. As the NAPLAN writing test is completed under timed conditions and does not lend itself through to editing processes, there continues to be a need to practice timed writing feedback given for accuracy in these target areas. Students will need to be encouraged to reflect on and "own" their progress by being actively involved in the feedback process eg: groups of students evaluating each other's work.

Comparing development in writing skills from Year 7 to 9 for our school shows that we have made most progress in awareness of audience, vocabulary and sentence structure.

Areas of least progress are cohesion, punctuation and sentence structure.

In the future, we will need to continue to focus on building cohesion - the control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words,

text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations).

Spelling and punctuation are also developing at lesser rates than nationally, likely reflecting students' increasing dependency on AI for their writing.

Explicit teaching, usually quality exemplars, and formative feedback on written drafts can address these areas of concern in writing. To some extent, exercises relating to punctuation and cohesion may help to explain these concepts, but their application across a series of different writing tasks will enable students to generalise their skills. Targeted spelling instruction needs to concentrate on words required for upcoming tasks so that students have opportunity to use the appropriate vocabulary correctly.

Most assessment tasks in English are now done under timed writing conditions, due to the rampant use of AI in writing. This has become an issue for English teachers, who increasingly feel that they are marking a machine rather than the student.



REFLECTION FOR IMPROVEMENT

- Continued emphasis on skill pathways in curriculum 7-10.
- Teams to be led by highly experienced teachers who will offer strong models of explicit teaching strategies.
- Continued application of Visible Learning strategies and HITS.
- Deconstruct dependence on Education Perfect for functional English skills practice and instead work to emphasise skill development at point of need.
- Continue emphasis on writing across all Lower School courses.
- Work to develop a reading culture - encourage reading across the cohort - schedule reading activities into all courses at all levels.
- Seek PD for staff on effective, research-based, teaching strategies for spelling and punctuation [access best practice advice from the literacy specialists at Statewide services].
- Assessments to be structured to minimise the possibility of AI.
- Staff worked to design interesting and dynamic lesson content in response to the School's PERMAH initiative, integrating curriculum requirements and PERMAH objectives.
- English continues to support student engagement and attendance through constant use of Connect.
- 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. The space has been used heavily in the 2023/24 year demonstrating the value of the investment in the renovation.
- In response to the societal expectations, the department worked to respond to the direction of the Administration, continuing to adjust assessment expectations in order to prioritise student/parent and staff wellbeing, while none-the-less continuing the scheduled programs of work and assessing to the established SCSA standards.
- Continued refining of policy to reduce assessments across all year levels - develop less stressful formative assessments and minimize summative assessments, in order to reduce student anxiety and staff workload, which has been impacting staff wellbeing, and staff work-home life balance.

PRIORITY AREA 2 HEALTH AND WELLBEING

- Little data relating directly to the English faculty is available which would allow for evaluation of performance in this priority area.
- Reflecting on data regarding student anxiety regarding oral assessments, staff continued to adapt oral assessment in 2024 allowing for more group or recorded activities in all courses. As in previous years, less than 2% of students were



unable to complete oral assessments as a result of these accommodations.

- Through reporting cycles and parent-teacher engagement, senior teachers were again buddied with beginning teachers to provide mentoring and support, providing meaningful feedback to parents regarding their child's progress.
- The staff wellbeing data indicates issues around workload continued to be a concern through 2024/5 and into 2026. In-faculty information, reflecting information from research across Australia, indicates that out-of-school workload continues to be extensive. Continuing to work to rethink assessment structures and formats, exploring the use of AI in marking and assessment will be one possible strategy to minimise marking.
- In order to support teachers in the management of student behaviour, the faculty maintained Buddy Out processes in 2023-5. This will be expanded into 2025/6. These processes allow the teacher to transfer a student from one learning environment to another, and encourages de-escalation of conflict, offering the student the opportunity to refocus and get back on task.



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 (HPE), 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 2024 were particularly pleasing. Strategies that have been in place for several years continue to assist students to achieve higher results. The use of the appointment of a Curriculum Support Teacher to the HPE learning area and regular opportunities to moderate assessment tasks within the Department have contributed to this positive trend as well as a

focus on timed class assessments, There were no Year 12 ATAR classes in 2024 in the HPE Learning Area due to only a small number of students selecting these courses from the grid offered.

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

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

The popularity of the Outdoor Education courses meant two Year 11 classes and two Year 12 classes needed to be timetabled on the grid for 2024. In Year 11 these students also had the opportunity to complete the theory component of the RST with 100% 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.

Course	DoE Mean	Like School Mean	Leeming Mean
12 GPES	60	65	69
12 OED	63	69	66
12HE	62	67	65
11PES	58	63	63
11OED	64	71	62
11GHE	58	63	63

PHYSICAL EDUCATION

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

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 2024 and slight modification will be implemented through the course of 2025 to assessment breadth and task weightings.

The appointment of the Curriculum Support Teacher in Health and Physical Education has provided an opportunity for us to better implement fundamental change to assessments, particularly in Health Education. Refining assessment tasks and reducing the number of assessments has been critical in making these improvements and has brought a common framework for assessments in all year groups. New staff 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 2024.



Staff from 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 2025. Percentage of students with a B Grade or higher.

Percentage of students with a B Grade or higher

Year	Leeming SHS	State	Like Schools
7	48	48	59
8	54	46	55
9	52	49	57

PHYSICAL EDUCATION

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.

Percentage of students with a B Grade or higher

Year	Leeming SHS	State	Like Schools
7	46	47	59
8	60	45	59
9	59	48	61
10	64	48	63

Option areas in Health and Physical Education

The number of students selection 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 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 Year 10, 11 and 12 to now have seven Outdoor

Education classes offered within the school. There have been 140+ student enrolments for Outdoor Education courses at Leeming in 2025.

A decision was made to update and modify the HPE elective program to better reflect a student pathways model. New subjects offered for 2025 were Year 10 Lifestyle Fitness, Year 10 International Team Sports and Year 10 Recreation, aiming to boost enrolments in the HPE Upper School courses.

School Events and Excursions

2024 saw the return to a more normal interschool program for Leeming SHS with Zone Lightning Carnivals being offered in Years 7-10.

SCAPHE Zone Lightning Carnival Results 2024

Year 7

Year 7 Girls Netball B division 3rd place

Year 7 Boys AFL A division runner up champions

Year 8

Year 8 Boys Soccer B division champions

Year 8 Girls Netball B division runner up champions

Year 8 Girls Basketball B division runner up champions

Year 8 Boys AFL A division runner up champions



Year 9

Year 9 Boys Basketball B division runner up champions

Year 9 Girls Basketball B division runner up champions

Year 10

Year 10 Girls Basketball A division runner up champions

Year 10 Boys AFL A division 3rd place

Year 10 Boys Basketball A division 5th place

Leeming had a commanding win in the C Division Interschool Swimming Carnival with one individual champion, five runner-up champions and three third place champions. Leeming will compete in the Division 2 category in 2025.

In the C Division Track and Field Carnival, Leeming improved to 3rd place with three individual champions and two runner up champions.

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. Grady were winners of the House Athletics in the closest winning margin on record, defeating Findlay by 10 points.

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 Ewan McArthur and Emily Payne were the winners of the 2024 Rod Hancock Award for their contribution to Health and Physical Education in their six years at Leeming SHS. Grace Guelfi and Callan Barclay were the winners of the Garnett Cup in the Straight Six for 2024.

A range of successful excursions and camps were held during 2024 in line with our curriculum offerings in Outdoor Education. The Year 12 Sea Trek Expeditions in the Swan River and Cockburn Sound and the Year 11 Rottneest Snorkelling Expedition



and Dwellingup Mountain Biking Camps are great examples of these. Year 10s were involved in an overnight orienteering camp to Lake Leschenaultia.

The Year 9s 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 2025.

HUMANITIES AND SOCIAL SCIENCES

2024 was another exceptional year for the Humanities Department at Leeming Senior High School with the WACE results demonstrating the outstanding achievements of our students. ATAR Politics and Law, ATAR History, ATAR Psychology and ATAR Economics all achieved higher than Like School and state averages, a recurring accolade for many of our subjects. Students also performed better in their Humanities subjects than their other subjects with Politics and Law, History and Economics far exceeding other subjects. 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, Politics and Law and Psychology as well as General Pathway Psychology and Career and Enterprise.

Employability, 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 a particular focus on

cultural immersion.

POLITICS AND LAW (PAL) (CIVICS AND CITIZENSHIP)

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. The 2024 Mock Trial team achieved the best result we have seen - with the first three rounds undefeated and making it through to the semi-finals. Year 12 ATAR Politics and Law WACE results were impressive, with an average final scaled score above both Like Schools and state scores, achieving the greatest average result above other schools when compared to all the courses delivered at Leeming SHS. Students in Politics and Law also achieved a result that was significantly above their expected result which positively influenced the final score. In Lower School, our Year 9 AEP students participated in the Murdoch Street Law program where Law students delivered informative legal content in workshops through Term Two. 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.

CAREERS AND EMPLOYABILITY

Year 9s began their career pathway with a visit to Murdoch University. Students experienced life on a university campus, where they learned 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 careers choices with an excursion to the Careers Expo at the Perth Convention Centre. This proved 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 2025 and beyond.



ECONOMICS AND BUSINESS

Students participated in a virtual incursion hosted by a representative from the Reserve Bank of Australia, 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 July school holidays, our students, along with their teacher, attended the Year 12 Economics Conference hosted by Curtin University.

Students heard from a line-up of inspiring speakers, including renowned economist Paul Bioxham (Chief Economist HSBC) and special guest Steven Kemp (author of the textbook), which immersed them in a world of economic theory and real-world application. In the lead up to Semester 2 and WACE exams,

many of our economics students attended weekly workshops run by their teacher, 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. We were lucky to have Steven Kemp attend one of our weekly workshops, where he provided helpful tips on how to tackle the WACE exam including common mistakes to avoid and the current economic events that would likely appear in the paper. 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. As a result, students who regularly attended the workshops saw improved outcomes and felt more prepared for their final exams. Towards the end of the course, Economics students and their teacher were one of three WA schools invited to attend the BCEC Youth Forum at Curtin University. Our class discussed current issues

faced by young people and suggested solutions to problems to the Minister for Youth/ Member for Victory Park, Hon Hannah Beazley. The valuable input provided by our students shaped the BCEC 'Youth Report', published in March 2025.

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.

Lower School students participated in a highly engaging Water Corporation excursion on the oval, learning about Perth's water supply, mitigation and adaptation strategies to climate change. Meanwhile our Year 10 students participated in an incursion delivered by Curtin University lecturers Jake Schapper and Tod Jones, where they discussed Geography and Urban Planning with Tokyo as the specific case study. Year 8 students had the opportunity to design a "Transit Oriented Development" around the new Ranford Road Train Station and learned about the importance of Public Transport.

HISTORY

Leeming SHS Senior School ATAR History students continue to impress with their performance in the course. Average final scaled scores showed that 2024 continued the unbroken success of four consecutive years of exam results above Like Schools and above State Schools. In an additional accolade, History was noted as one of the subjects that students at Leeming scored highest in.

In 2024, the Year 7 AEP students ran the Anzac Day ceremony with dignity and diligence. Research by AEP students into soldiers who served in conflicts and peacetime were displayed in posters featuring



many primary sources for the edification of attendees. The Year 7 audience was joined by proud parents and staff, who listened respectfully to the acknowledgement of country and melodic strains from the Anzac Band performing the song "I was only 19s" by Redgum. After an impeccable wreath laying by two Scout members in uniform, the Ode of Remembrance was read and the brassy notes of students playing "The Last Post" rang through the school before a minute of silent reflection. The silence was broken by the Rouse and the raising of the Australian flag marked the end of the Assembly, leaving the audience visibly moved and impressed by the wonderful student leaders.

In August, we were very fortunate to have the Director of the Dra Abu el Naga project on the West Bank at Thebes, Spanish Egyptologist Dr José Galán come in for a presentation to Year 8

students to reveal what Egyptologists do. Dr Galán was in Australia for only two weeks presenting lectures to Macquarie University, UWA and Boola Bardip Museum, so it was quite a coup to have him at Leeming SHS. He spoke knowledgeably about his project investigating the burials and funerary landscape of people who lived at the end of the 17th Dynasty and the beginning of the 18th Dynasty down to the time of Hatshepsut. The incursion was a great success, with Dr Galán sharing fascinating information about recent archaeological finds, while explaining how Egyptologists work and why the work is important. The Year 8 students were recognised as a great audience, with Dr. Galán commenting favourably on their attentive listening and insightful questions.

PSYCHOLOGY

The Year 10 Introductory Psychology course allowed students to pursue appealing extra-curriculum content areas such as sport, clinical and forensic psychology, explore unethical psychological studies from the past and build important research skills in individualised research projects. The popular 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 Hiss-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 efficiently



transport them throughout Perth Zoo and to zoos across the country, and to receive medical care safely. The effectiveness of fear desensitisation was put to use when the students met a python, a



MATHEMATICS

We are committed to cultivating a supportive learning environment that inspires mathematical excellence and fosters student achievement. This year's results reflect our strong commitment to academic achievement and continuous improvement. While we celebrate our students' successes, we also acknowledge areas for growth and remain focused on providing the necessary support to ensure every student reaches their full potential.

LOWER SCHOOL

In Lower School, students have demonstrated strong performance clearly surpassing the DoE's averages across all year levels. Year 7 and Year 10 students performed particularly well with their results closely aligning with Like Schools. While Year 8 and 9 students also exceeded the DoE averages, their results were lower than those of Like Schools. These results highlight consistent achievement while also indicating areas for targeted improvement particularly in Year 8 and 9.

Below are the percentage distributions of students achieving a grade of C or better across different year levels.

Year Group	Students with a C Grade or Higher		
	LSSH	State School Averages	Like Schools
Year 7	82.6%	68.2%	83.1%
Year 8	70.5%	64.6%	79.6%
Year 9	70.3%	62.6%	79.2%
Year 10	74.2%	61.9%	74.5%

SENIOR SCHOOL MATHEMATICS SPECIALIST

In Mathematics Specialist, the school achieved a result of 65.47% , which is slightly below both the Like Schools average (69.8%) and the DoE average (68.92%). This suggests a potential area for targeted support to enhance student achievement in this challenging subject.



MATHEMATICS METHODS

In Mathematics Methods, students performed closely to both comparison groups, with a school result of 64.18% compared to 65.3% in Like Schools and 64.55% for the DoE. These results indicate that student performance is on par with broader trends, though there may be opportunities for improvement to align more closely with Like Schools. 61% of students in the school had Methods as their best or second-best score.

MATHEMATICS APPLICATIONS

In Mathematics Applications, the school result was 55.88%, which is slightly below the Like Schools' average of 57.39%, but above the DoE average of 55.31%. This suggests that while students are performing at a comparable level to the overall state average, there may be scope for further development to bridge the gap with Like Schools.

GENERAL MATHEMATICS

The General Mathematics course showed strong performance, with 79.03% of students achieving a C grade or above, surpassing the DoE average (76.93%) but falling behind Like Schools (86.47%). While results are positive, further strategies may be needed to enhance performance and align more closely with similar schools.

Overall the results indicate solid performance across all four courses, with potential areas for enhancement in Mathematics Specialist and Mathematics Applications to ensure students achieve at levels comparable to or exceeding Like Schools.

LITERACY

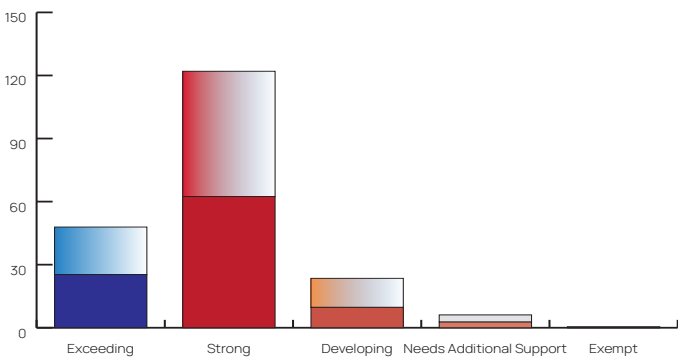
The Mathematics Department has placed emphasis on enhancing literacy skills, specifically targeting comprehension and the expansion of mathematical vocabulary. In addition to this focus, teachers have seamlessly integrated school-wide literacy strategies into their instructional practices to bolster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

Effective intervention and targeted strategies for

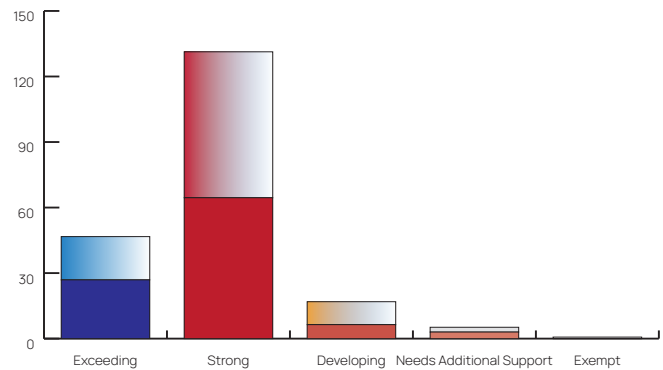


fostering numeracy skills in Years 10 to 12 have led to successful outcomes in the numeracy component of OLNA. To support student needs, we implemented OLNAWA, an online revision program tailored for Years 10 to 12. In Year 10, dedicated lessons were allocated to nurture numeracy skills, while students in Year 11 and Year 12 received personalised instruction from their teacher and Head of the Department. As a result, 99.4% 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.

YEAR 7 NAPLAN NUMERACY RESULTS



YEAR 9 NAPLAN NUMERACY RESULTS



LEARNING ACTIVITIES

Students actively participated in a range of engaging activities including Australian Maths Competition, Have Sum Fun Online, exciting Pi Day Celebration, World of Maths - an incursion which hones their problem solving activities.

Student accomplishments are listed below:

- 4 students achieved High Distinction, showcasing exceptional mathematical prowess.
- 27 students earned Distinctions, placing them among top-performing students.
- 87 students received Credits, reflecting their solid understanding and competence in Mathematics.
- 37 students were awarded Proficiencies, acknowledging their commendable effort and skills.

- 11 students received Participation Certificates, demonstrating their commitment and courage to take on the challenge.

Course	School	Like Schools	State (DoE)
Maths Specialists	65.47%	69.8%	68.92%
Maths Methods	64.18%	65.32%	64.55%
Maths Applications	55.88%	57.39%	55.31%
Maths Essential	79.03%	86.47%	76.93%



SCIENCE

LOWER SCHOOL

The Science Learning Area remains dedicated to academic excellence, continuously refining teaching programs and assessments to enhance student learning. This year, a key focus was strengthening Science Inquiry Skills, with resources mapped from ATAR requirements to build a strong foundation. Year 7 students benefited from an extended transition period, fostering peer connections while reinforcing their science enquiry process and fundamental chemistry concepts from primary school, boosting their confidence before tackling Year 7 content.

Inquiry-based learning remains central across Years 7-10, guiding students in developing critical thinking skills, analysing observations, interpreting data, and drawing evidence-based conclusions - preparing them for future academic success.

ACHIEVEMENTS & HIGHLIGHTS

- Strengthened Science Inquiry Focus - Development of targeted teaching resources

aligned with ATAR expectations.

- Year 7 Transition Program - Extended support to ease the shift to high school science, reinforcing foundational chemistry concepts.
- Inquiry-Based Learning - Continued emphasis on developing analytical and critical thinking skills across all year levels.
- Innovative Teaching Strategies - Implementation of engaging activities and practical investigations to enhance student learning.

The table below shows the percentage of students achieving a B grade or above compared to DoE schools.

Year Group	Students with a C Grade or Higher	
	LSHS	DoE
Year 7	44%	42%
Year 8	48%	38%
Year 9	60%	37%
Year 10	39%	33%



AVIATION PROGRAM

Highlights and Achievements

The aviation program continues to provide students with an enriching and dynamic learning experience, combining theoretical knowledge with practical industry exposure. This year, students across all levels have demonstrated exceptional commitment to their studies, achieving outstanding results and gaining valuable insights into aviation careers through hands-on learning opportunities.

Accademic Success

- Year 12 Aviation students achieved outstanding ATAR results in their WACE examinations.
- Recognised by the School Curriculum and Standards Authority for their excellence.
- Engaged in a rigorous curriculum covering advanced theoretical and practical aviation topics.

Key Areas of Study

- **Instrument Navigation** - Mastered aviation instruments, radio navigation aids, and flight planning.
- **Human Factors in Aviation** - Explored the psychological influences on pilot performance decision-making, and situational awareness.

Industry Engagement and Excursions

Royal Aero Club of WA

- Hands-on experience with aircraft structures, avionics systems, and engine components.
- Interactions with experienced flight instructors on career pathways (piloting, aeronautical engineering, air traffic control, aviation management).



HeliWest, Jandakot Airport

- Gained insights into helicopter aerodynamics, flight controls, and industry applications (search & rescue, aerial surveying, emergency medical services).
- Explored careers in rotary-wing aviation, including helicopter piloting and aircraft maintenance.

Junior Aviation Programs (Years 9 & 10)

Year 9

- Hands-on experience with flight simulators, learning flight controls and navigation techniques.

Year 10

- Engaged in flight simulator exercises, drone flying, and air navigation lessons.
- Developed foundational skills in flight planning and aviation operations.

The aviation program continues to inspire students across all year levels, equipping them with valuable skills and industry knowledge. The combination of academic learning and real-world exposure provides a strong foundation for students pursuing further studies or careers in aviation.

SENIOR SCHOOL

The following table is a comparison between the performance of Leeming SHS students and the state.

	Year 12 ATAR Science Courses Results	
	LSHS Mean	State Mean
Biology	68.58	65.08
Chemistry	59.48	60.86
Human Biology	63.30	58.87
Physics	56.58	60.86
Aviation	66.04	63.10

SCIENCE AND TECHNOLOGY ACADEMY

(DoE Approved Specialist Program)

The Science and Technology Academy had a total of 237 students across Years 7-10.

STA ACTIVITIES

All STA members can engage in a broad range of STEM activities designed to spark their interest in STEM. Each term, students can participate in a challenge and/or STEM Literacy Challenge. Term challenges provide students with the opportunity to collaborate with like-minded peers to solve problems and explore the applications of science. In 2024, the following challenges and activities took place:

Year 7 Challenges

- Slime Time
- Marble Run

Term Challenges

- Solar Oven

- Spaghetti Bridges
- National Science Week Research
- Bottle Rockets

STEM Literacy Challenges

- One per term

Competitions

- Big Science Competition
- Science Olympiads

Excursions and Incursions

- Yancheep and Gravity Discovery Center
- Dryandra Camp
- Murdoch University Incursions: Mystery Box, Soil Science

The reputation of the program is evidenced by the high number of students who apply for entry into the Science and Technology Academy. The entry testing protocol was reviewed, and ACER PAT testing continued to be used to identify students with an aptitude for Mathematics and Science. Entry testing has been moved earlier in the year, with 308 Year 6 students tested for entry in June. A second round of Year 5 students has also been tested, though exact numbers are unavailable at the time of completing this report.

The STA Points System has been adjusted. Now, only a Bronze, Silver, and Gold award is presented for each year group. Additionally, science-related prizes are awarded at the final assembly, encouraging greater participation in the program.

In 2024, the awards were as follows:

- Bronze, Silver, and Gold awards presented per year group.
- Science-related prizes awarded at the Final Assembly.



THE ARTS

PERFORMANCE AND HIGHLIGHTS

PERFORMANCE

In 2024 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. Strong numbers were apparent in Senior School General courses, except for Dance. Students enrolling in General courses were mainly sharing classes with ATAR students in the same subject area e.g. Visual Arts General and ATAR. In these cases, General students had by far the greater numbers. The Certificate II course in Music maintained its consistency in numbers and high satisfaction rate among students. There were highlights in all five areas of The Arts' curriculum.

HIGHLIGHTS 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. All events had highlights, including the ABODA Guitar Festival, the Nights of Musical Excellence, Senior Music Night, Multi-Cultural Day and School Open Day. On the basis of quality performances at the Concert Hall in 2024, Jazz Band have been invited to take part in the 2025 Opus Concert. This is an invitation-only event for the best music ensembles from schools around the state.



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. Four students are now enrolled at SAE (School of Audio Engineering) as a direct result of the Certificate Music course. In 2024 all students who completed the Certificate course in Music achieved accreditation. Music introduced two

STEAM projects in 2024 completed successfully by Year 9 Music students over one term.

DRAMA

Drama classes continued to create, act and perform from Year 7 through to General Year 12, and due to consolidation in teaching staff, started to increase in Senior School numbers again. From Verbatim Theatre to Epic Theatre, the Year 12 students performed a variety of monologues and duologues from 'The Laramie Project' and 'Ruby Moon'. Similarly, our Year 11 Drama students were introduced to Drama practitioners such as Konstantin Stanislavski and Bertolt Brecht as they explored the works of Australian and wider-world playwrights. Lower School students did many small productions, including Absurdist and Poort Theatre as well as Commedia D'ellarte and Melodrama. We saw great promise from many of our new Year 7s, who devised some brilliant, original performances in improvisation, circus, and scripted performance. The value of Drama extends beyond the act of performing. Students experience personal growth through play and learn to develop empathy for others, who they may otherwise not have the opportunity to consider. We look forward to another great year in Drama in 2025.

We proudly note that former student Kirsty Marrilier is a regular on 'Home and Away' as the Policewoman in Summer Bay.

MEDIA

Media in 2024 saw a sound range of students particularly in Lower School where numbers were consistent and strong. In Senior School, numbers in General Media were consistent, but ATAR students formed a small group that depended heavily on effective small group moderation. In Certificate II in Creative Industries, work output from the students was high and all Year 12 students who completed the two-year course achieved accreditation. A Certificate III in Screen Studies was organised for the 2025 school year with MPC auspicing.

The setting up of several students dedicated to technical work for assemblies and live streaming of events was effective and will continue in 2025 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 ART

Visual Art and Graphic Design both attracted strong numbers of students in both Lower and Senior 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 talented Visual Art, Media, Music and Dance. Numbers of parents, fellow students and onlookers were outstanding, and this inaugural event will continue in 2025. Incursions by artists such as Andy Quilty, encouraged students to produce beautiful and original artwork themselves. Several students, notably Laura Hughes Year 12, had their artwork on display at the Emerge Youth Art Awards among others and both Senior School and Lower School students displayed Art work during the year. Student work ranged from portraiture to sculptural works in clay. Graphic Design was the strongest Senior School subject in terms of numbers in The Arts, and reflected not only quality teaching, but also the fact that it is a subject that appeals to the aspirations of students in Year 11 and 12.

DANCE

Dance numbers were fragile, which was disappointing and not congruent with the quality of the program offered. This was possibly the result of several 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 Senior 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. These students volunteered to take part in this competitive arena with a Dance group that they formed. It is notable that two consecutive Dance Captains, have also been School Captains.

DATA

Two areas in The Arts offered Certificate courses in Music and Media. All students who completed the courses performed well and achieved accreditation.



ATAR

The two ATAR studies on offer were Media and Visual Art.

MEDIA ATAR

Two students studied Media ATAR. In the written section the school mark was moderated up to 2.03 marks. In the practical section the school mark was moderated down by 6.83. In the two previous years, this section was moderated up and a re-evaluation

of the assessment instruments used and the levels targeted is warranted. The indication is that marking was probably too easy in the practical section during the year. The importance of effective SGM is also clear. The future aim for this course is to be above the median ATAR of both Like Schools and DoE.

VISUAL ART ATAR

Our three students were moderated down by 4.23 in the written but were moderated up by 1.36 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 2025.

GENERAL

In General subjects in The Arts, the following was noteworthy: there was a wide spread of marks in General Design Graphics and General Drama, however in Media General, and Visual Art General Year 12, grades were restricted to A, B and Cs with no D or E grades awarded. The restricted standard deviations in these two subjects opened the possibility that the rubrics did not give students the opportunity to achieve at all levels. This is now a focus for 2025.

An analysis of 2024 grades awarded in Lower School revealed the following:

Music: The grade distribution was similar to that of Like Schools.

Dance: Grade distribution was restricted to A, Bs, and Cs in Years 7 and 8 but gave the full range in Years 9 and 10.

Drama: Grades awarded the grade distribution is similar to Like and State, but with notably less A grades awarded at Leeming SHS. This indicates a need to interrogate the rubrics to ensure that students have the opportunity to achieve the highest levels as well as other levels.

Media: The grade distribution revealed a similar distribution to Like Schools, but State distribution was wider with the addition of more D and E grades. In this respect, a comparison with Like Schools may give us more useful information.



Visual Arts: The grade distribution revealed that our grades were concentrated around C and above. Both State and Like Schools had a wider distribution, indicating a need to re-evaluate assessment instruments in line with SCSA descriptors.

FUTURE ACTION

Start a process of re-evaluating assessment instruments from Year 7 through to Year 12 including rubrics and assessing against the published achievement standards and grade related descriptors for each year group and stage.



TECHNOLOGY AND ENTERPRISE

LOWER SCHOOL TECHNOLOGY AND ENTERPRISE

In the Technology and Enterprise Learning Area, we continued to deliver a quality education to our Lower School cohort across the three departments of Business and Information Technology, Design and Technology and Home Economics, with most students in each year, from Years 7-10 achieving a C grade or higher, as presented below. 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.

During 2024, the learning area continued to develop its courses to ensure all students were being delivered relevant and rigorous courses, that challenged their knowledge and skills and prepared them for Senior School. This resulted in at least 85% of students in Years 7-10 Technology and Enterprise courses achieving a C grade or better.



Grade	Business and Information Technology			
	Year 7	Year 8	Year 9	Year 10
A	15%	12%	23%	22%
B	33%	28%	38%	35%
C	43%	47%	37%	29%

Grade	Design and Technology			
	Year 7	Year 8	Year 9	Year 10
A	44%	26%	21%	32%
B	29%	41%	37%	36%
C	27%	30%	32%	28%

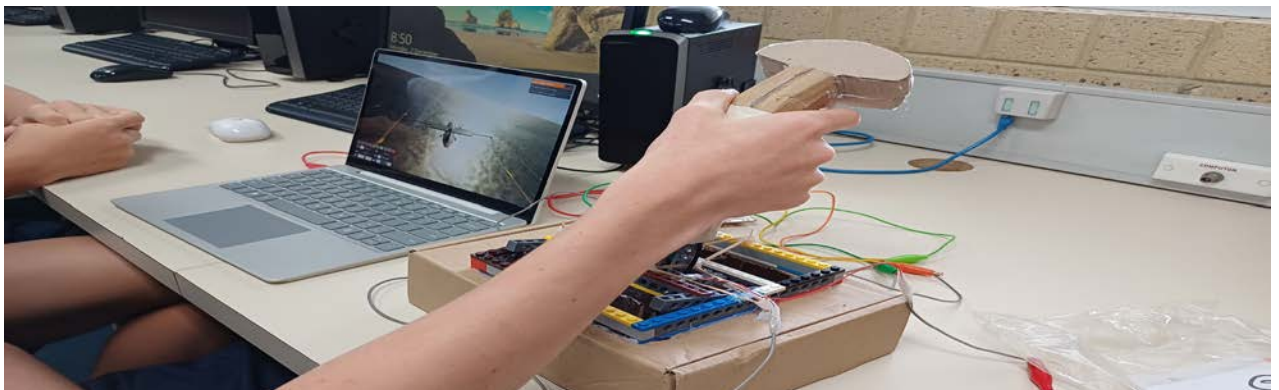
Grade	Design and Technology			
	Year 7	Year 8	Year 9	Year 10
A	19%	26%	26%	30%
B	53%	50%	49%	42%
C	28%	24%	21%	18%

SENIOR SCHOOL

In Senior School we continued to deliver courses across the three departments with a combination of ATAR courses, general courses and certificate courses, offering the students several different pathways beyond Year 12.

Highlights included:

- Year 12 Accounting and Finance class achieving a moderated school mark above the state.
- Three of our certificate courses achieving 100% completion.
- Most of our General students achieving a C grade or better.



ATAR COURSES

Course	Year 11 ATAR Courses				
	A	B	C	D	E
Accounting and Finance	10%	10%	50%	20%	10%

Course	Year 12 ATAR Courses	
	Moderated School Mark (School)	Moderated School Mark (State)
Accounting and Finance	69.99%	68.19%

Course	Year 12 ATAR Courses	
	Moderated School Mark (School)	Moderated School Mark (State)
Accounting and Finance	69.99%	68.19%

CERTIFICATE COURSES

Course	% Component
Certificate II in Applied Digital Technology	100%
Certificate II in Automotive	100%
Certificate II in Engineering	100%
Certificate II in Hospitality	91%



Course	Year 11 General Courses				
	A	B	C	C	E
Automotive Engineering and Technology	6%	35%	47%	0%	12%
Building and Construction	14%	32%	48%	0%	6%
Business Management and Enterprise	16%	32%	47%	5%	0%
Children, Family and Community	9%	33%	58%	0%	0%
Design - Technical Graphics	35%	24%	41%	0%	0%
Food Science and Technology	15%	36%	45%	0%	4%
Materials, Design and Technology	47%	13%	33%	0%	7%

Course	Year 12 General Courses				
	A	B	C	C	E
Automotive Engineering and Technology	22%	22%	39%	11%	6%
Building and Construction	0%	52%	48%	0%	0%
Business Management and Enterprise	12%	47%	41%	0%	0%
Children, Family and Community	27%	9%	23%	18%	23%
Design - Technical Graphics	11%	22%	56%	11%	0%
Food Science and Technology	22%	56%	22%	0%	0%
Materials, Design and Technology	34%	44%	22%	0%	0%



OUTSIDE THE CLASSROOM

The Technology and Enterprise Learning Area prides itself on being able to introduce to the students many non-academic activities to help develop the students' self-awareness, ability to be part of a team and to help those less fortunate than themselves. During 2024, the students who studied in the Technology and Enterprise Learning Area, were given many opportunities to extend themselves beyond just academic achievement.

This included:

HOSPITALITY

- Year 10 students, studying Hospitality completed 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.

CHILD DEVELOPMENT

- Year 10 students, studying Child Development, made hearts from fabric and donated them to "Life's Little Treasures Foundation", for mothers of premature babies.

CERTIFICATE II IN COMMUNITY SERVICES

- 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.

CHILDREN, FAMILY AND THE COMMUNITY

- 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 Festival, from the beginning, with the initial planning, and trialling of activities and dishes. This continued to the week of the Multicultural 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 henna tattoos, which are always popular.

DESIGN AND TECHNOLOGY

The Design and Technology learning area was heavily involved in setting up the new STEM room. This new room will help to transform the type of curriculum delivered within the school.

STUDENT SERVICES

The school priority of Health and Well Being continued to be they key focus of Student Services during 2024. 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. PERMAH lessons were explicitly taught in Year 8 and Year 11. The new school diary was designed by the PERMAH committee and included Positive Psychology activities and strategies which supported student wellbeing. At all times we are striving to ensure that student engagement and attendance is maximised to ensure the best outcomes for our students.

The student services team has reviewed and revised school policy documents to ensure we have consistent approaches to behaviour and wellbeing support.

The Good Standing policy for students allows students to demonstrate school values and be recognised for their efforts in being outstanding Leeming Senior High School citizens.

Program and GRIT Program with students in Year 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 2024, providing support, guidance, and a friendly ear to students who required extra support.

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 now for over a decade.

MULTICULTURAL FESTIVAL

A Multicultural Festival Day, 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*, *RU OK? Day*, for students, and *Cancer Council Big Morning Tea* and *Men's Health Sessions* for staff. Whole School House Group activities to promote engagement in positive wellbeing for *Active August*, *Mindfulness 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 included the end of Year 7 and 8 ice skating and movie afternoon, Year 9 River Cruise, Year 10 Dinner Dance and Year 11 River Cruise.

BREAKFAST CLUB

Our Chaplain runs Breakfast Club every Wednesday morning from 7.45 am to 8.20 am with the support of staff and Foodbank. Students enjoyed 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.



PATHWAYS AND TRANSITION

SYSTEMIC CHANGE AT LEEMING SHS

- Pathways and Transition (P&T) Manager role created in late 2023 and commenced in 2024.
- Role created as value adding mechanism regarding further investment vocational education.
- Acknowledgement that in 2023 in the Year 11/12 cohorts - 60% General pathway participation and 40% ATAR (declining ATAR participation).
- P&T Manager office/hub established in the heart of the school (Canteen area).
- P&T Manager office/hub - highlighted with bright flags outlining assistance categories available.
- P&T Manager prioritisation towards Years 7 to 12 educational engagement.
- Pathways and Workplace Learning Connect page established - ongoing notices.

EXTERNAL PARTNERSHIPS AND PROMOTION

- Australian Medical Association (AMA) transportable approved - specific/tailored learning zone for Allied Health certifications onsite - on the job training (WPL)
- P&T Manager providing strategic vocational educational leadership to Executive - future pathways plan and vertical pathways from Year 7 to 12 with alignment of vocational qualifications with electives (vertical pathways).
- Development of alternative pathways and partnerships to maintain student engagement - reduce required exit strategies prior to completion of Year 12.
- Building industry relationships to increase educational pathways:
 - FlexiTrack (Murdoch University)
 - UniPath (Notre Dame)
 - AMA (Allied Health)
 - South Metro Health Services (Fiona Stanley Hospital)
 - Activ Pathway (Retail/Life Skills)



- WPC Group (Automotive GTO)
 - Good Samaritan Industries (SBTs/ workplacement)
 - Austal Ships (Metals and Trades)
 - Auspicing partners
- MOU/Program Agreements in place with all industry partners.
 - Workforce Development Coordinator role created - supersedes traditional Workplace Coordinator role - expanded role statement at 0.4FTE.
 - University preparation and enabling pathways expansion (on-site with Murdoch and off site with Notre Dame)
 - Apprenticeship Support Australia (ASA) used on-site to promote jobs, careers and apprenticeships to students.
 - Parent Information Sessions delivered
 - Year 7 - Purpose of School
 - Year 8 - What Do Grades Mean?
 - Year 9 - What Year 9 Grades Mean for Year 10
 - Whole School - Vaping
 - Year 11/12 - Careers Expo engagement
 - School based vocational delivery - provide training groups with our facilities to reduce number of students off-site.
 - Additional vocational exploration on-site plan involving:
 - Certificate II Aviation Remote Pilot (SMTAFE) - potentially in 2025/2026
 - Certificate II Hospitality (Skills Strategies) -

potentially in 2025/2026

- Certificate II Horticulture (Activ Pathways) - potentially in 2025/2026

VOCATIONAL CURRICULUM GROWTH

- Reviewed current VET and elective offerings to enhance and develop pathways for students - elective pathways plan to Executive.
- Vocational strategic plan presentation to Executive ratified additional qualifications on scope.
 - Certificate II Community Health & Wellbeing (2024)
 - Certificate II Retail Services (2024)
 - Certificate III Allied Health Assistance (2025)
 - Certificate II Applied Languages (Year 9 Japanese Specialist group in 2025)
 - Certificate III Entrepreneurship & New Business (2025)
 - Certificate III Screen & Media (2025)
 - Certificate III Fitness (2025)
- Embedded established Certifications for 2025
 - Certificate II Automotive (since 2012)
 - Certificate II Community Services (since 2012)
 - Certificate II Sport Coaching (established in 2012 and reintroduced in 2025)
 - Certificate II Sport & Recreation (since 2017)
 - Certificate III Creative Industries (since 2017)
 - Certificate II Engineering (since 2017)
 - Certificate II Music Industry (since 2020)
- University Preparation Program pathways to continue in 2025.
 - Year 12 FlexiTrack High (Murdoch University)



- Year 12 Unipath (Notre Dame)
- Teaching assistance in 2025 with Year 12 General Career and Enterprise class group - support with establishing *Linked In* (networking and employment tool) and post-compulsory pathways for students.
- Coordination and scheduled training for vocational students.
 - Induction programs including USI creation
 - Provide First Aid training
 - Smartmove Certificate - WHS online qualification.
 - White Card training - Building and Construction trades WHS requirement.
- Career counselling meetings - student and family assistance promoted.
- Alternative educational arrangement for disengaged students across Years 9 to 12 . Sourcing of appropriate learning pathways - nine Year 10 students in 2024 on controlled exceptions.
- Additional staff completing Professional Learning for Certificate IV TAFE qualification - depth of staffing.
- Coordinated opportunities for industry currency improvement through VET staff Professional Learning.



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LEEMING SHS

HARMONY ~ EXCELLENCE