



EASTERN HILLS SENIOR HIGH SCHOOL

Enriched by Effort

ANNUAL REPORT 2022

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INTRODUCTION

The Board of Eastern Hills Senior High School is pleased to present the 2022 Annual Report to the school community. The Board recommends the report as a summary of the commendable achievements of the school.

The COVID situation again presented with challenges in 2022 with the school being more directly affected with staff and student absences. The response of students, parents and staff was very supportive. The students were able to complete a successful program despite the interruptions.

Students again achieved a commendable WACE completion rate of 93% which is above both Like Schools and WA Public Schools. The ATAR group in 2022 mirrored the decline observed across other schools. The median ATAR was an improvement on 2021 at 79.9%. This is higher than the Like Schools and favourably comparable to the result of the state, both of which had higher median ATAR results than the previous year. Vocational courses again performed strongly with 82% of VET students completing a Certificate II. The school's Attainment Rate, the proportion of students achieving 55+ ATAR and/or completing Certificate II or higher, was 89%. This is higher than both Like Schools and WA Public Schools. The school has a very high OLNA Achievement Rate which contributes to the high WACE success. It is pleasing to have most students achieve OLNA prior to commencing Year 11. This was a significant achievement as the OLNA system had been disrupted by the abandonment of NAPLAN the previous year due to COVID.

In Years 7 – 10, achievement continues to provide a sound preparation for subsequent years. During 2022, NAPLAN testing was able to occur with less disruptions due to COVID. Students achieved good standards of achievement. Student progress in NAPLAN is difficult to track due to the COVID disruptions and test cancellations.

The Curriculum has continued its development through 2022. The popular sports programs have been successfully consolidated. The participation in school and interschool sporting activities also increased.

A number of significant cultural and social events were held during 2022 including:

- The annual Senior School Ball was an outstanding success
- Year 10 Dinner Dance
- Year 11 River Cruise
- Australian Geography Competition
- Music program achieved outstanding reviews in competition and performance
- V-Swans Mentoring Program
- Mathematics Olympiad
- Drama production of Peter Pan

The school has become a very popular choice for many families. Increased employment and training opportunities resulted in a larger than anticipated number of senior school students exiting resulting the school population decreasing for the first time in several years.

The School Board has continued its work providing valued guidance and advice. Mr Jason Dilley was elected Chair of the Board, Ms Dinah Bezuidenhout continued as Secretary, concluding her involvement in December.

SCHOOL VISION

Our Vision is to provide a caring environment and a progressive and meaningful education that allows students to work cooperatively to develop their full potential.

This education will enhance student's self-confidence and promote life-long interest in learning that will assist students to cope and succeed in a rapidly changing world.

SCHOOL PRIORITIES

The following priorities and Measures of Success were identified for 2019¹:

The school will measure its success in achieving priorities against the following:

Whole School Literacy/Numeracy:

- The school will achieve standards in NAPLAN, OLNA and WACE (English language) which equal or exceed like schools, WA Public schools and Australia.

Student Achievement:

- The proportion of students in the school achieving A, B, or C grades in Years 7 – 10 will equal or exceed State and Like Schools.
- The WACE completion rate will equal or exceed the state average.
- The median ATAR will equal or exceed that of the state.
- The proportion of students achieving in the top 33% of ATAR will increase.
- The attainment rate will equal or exceed that for the state.
- All Learning Areas will plan and develop study skills strategies which are integrated in their teaching and learning programs for Years 7 – 12.
- Curriculum programs in Science, Technology, Arts and Mathematics will be further developed.
- Increase proportion of students studying higher level Science, Mathematics, Languages and Humanities.

Student Engagement

- School-wide positive behaviour program implemented
- School will aspire to a Year 7 – 12 retention rate similar to Like Schools
- Student leadership opportunities will be developed

Professional Development:

- The school will continue to implement the principles of the Aboriginal Cultural Standards Framework.
- Information Technology Training will be extended to all staff engaging with *Connect*.

School Development:

- The reviewed student services processes will be implemented.

¹ Please refer Eastern Hills Senior High School Business Plan 2021 - 2023

SCHOOL PROFILE

Eastern Hills Senior High School is located on the outer margin of the metropolitan area serving communities within the Mundaring Shire and beyond including the Primary Schools of Chidlow, Sawyers Valley, Wooroloo, Parkerville, Mount Helena, Glen Forrest, Mundaring, Darlington and Gidgegannup. The enrolment in 2022 was over 950 students, with approximately 65 teaching staff and over 30 support staff. Eastern Hills Senior High School is proud to offer students a comprehensive program suited to their needs with a range of courses including vocational and academic. The school provides a comprehensive, structured transition from primary to secondary with a strong emphasis on the learning needs of young adolescents. Teachers actively engage students with a teaching focus designed to provide learning opportunities which enhance learning for the contemporary world.

The School's Curriculum perspective provides a model of development for students in their transition from school towards continuing education beyond Secondary School or employment. Teachers seek to provide opportunities for students designed to optimize success in the progression from secondary school to University, further education, training or employment. There is a continuing emphasis on pastoral care appropriate to the needs of adolescence and early adulthood. A team of Program Coordinators and Year Coordinators work under the direction of a Deputy Principal. The team has developed an ethos which caters for the diverse pastoral care needs of the students.

The Year 11 & 12 Curriculum provides a broad range of courses leading to the achievement of the Western Australian Certificate of Education. These courses include both Australian Tertiary Rank (ATAR) and Vocational Education and Training (VET) courses. Successful achievement in ATAR opens the way to direct entry to University. VET qualifications can be achieved in Certificate I & II courses offered in Years 10 – 12 and related School Curriculum and Standards Authority offerings.

The exceptional Music Program at Eastern Hills SHS has the status of an approved Specialist Program. The ATAR Music program is rated amongst the best in WA. As part of the program, three school bands operate as well as instrumental ensemble groups and individual performers.

The Education Support Program provides appropriate pathways suited to students with special needs. The program is inclusive providing adjustments to allow students the benefit of studying a range of courses with their peers through to Year 12. Additionally, the school provides a very well regarded Literacy Program for students with specific needs in this area.

In recent years the school has developed a range of Sports Programs which meet the interests of students. These sports include AFL, Soccer, Netball & Basketball. In addition, an extensive Outdoor Recreation program includes mountain biking, snorkelling, canoeing and other activities which contribute to skills required for camping and expedition activities. The school has for many years supported an Army Cadets Unit. This group of students meets weekly and is provided with further opportunities to develop skills and knowledge that will assist them in later years.

Other highlighted programs include successful Debating Teams, cultural exchange programs with a Japanese sister school, development of a Reconciliation Action Plan, Coding competitions, training for the introduction of Drone Pilot courses, drama performances, access to Virtual Reality equipment, VSwans mentoring, Maths Olympiad, Australian Geography Competition and school social events with the Year 11/12 Ball being the most prestigious.

YEAR 12 GRADUATING CLASS AWARDS

ATAR Dux

Benjamin Foster

VET Dux

Caitlin Bezuidenhout

General Dux

Tiana Penketh

Special Awards

Music Award (Donated by Eastern Hills & Districts Concert Band)

Ryan Lavater-Williams

Sportsperson Award (Donated by ESHS P&C)

Alex Somas

Australian Defence Forces Award (Donated by ADF)

Owen Brown

Special Achievement (Donated by Ms Hanna Kleyn)

Benjamin Elsdon

Resilience Award (Donated by Hon Jessica Shaw MLA)

Emma Read

Achievement through Adversity Award (Donated by Donna Faragher MLC)

Rem Madlener

Inspirational Award (Donated by ESHS P&C)

Caitlin Bezuidenhout

Commitment to Excellence Award (Donated by North Metro

Regional Education Office)

Jared Cavanagh

Best All Rounder Award (Donated by Caltex Australia)

Madison Towle

Citizenship Award (Donated by Shire of Mundaring)

Owen Brown

Excellence in VET Award (Donated by ESHS VET Program)

Zac Turner

Australian Defence Force Future Innovators Award (Donated by ADF)

Rem Madlener

Academic Achievement Medals

To be awarded an academic achievement medal a student must achieve an A grade and a score above 75% in a WACE course

English

Brennan Degens (ATAR English), Abigail Locke and Emma Read (General English)

Mathematics

Rem Madlener (ATAR Mathematics Specialist), Benjamin Foster (ATAR Mathematics Methods), James Dunne (ATAR Mathematics Applications), Tiegh Windus (General Mathematics Essentials)

Science

Benjamin Foster (ATAR Physics), Benjamin Foster (ATAR Chemistry), Owen Brown (ATAR Human Biology), Tiegh Windus (General Human Biology)

Humanities & Social Sciences

James Dunne (ATAR Economics), Abigail Locke (General Career & Enterprise), Ellen Mees (ATAR Modern History)

Arts

Benjamin Foster (ATAR Music), Brennan Degens (ATAR Media Production & Analysis), Eva Shore (General Media Production & Analysis), Savannah Gielens (General Visual Arts), Brody Pettit (General Design Graphics)

Health & Physical Education

Tiegh Windus (General Physical Education Studies), Caitlin Murray (ATAR Health Studies), Tiana Penketh (General Health Studies), Sophie Duncan (General Outdoor Education)

Technologies

Kira Blackman (General Food Science & Technology), Caitlin Bezuidenhout (General Children, Family & Community), Corey Thomas (General Automotive Engineering & Technology), Jayla Smith (General Business Management & Enterprise)

VET Achievement Medals

To be awarded a VET achievement medal a student must be rated as the top achiever in a VET course

Benjamin Elsdon (Certificate II in Applied Digital Technologies, Brody Mayger (Certificate II in Engineering Pathways), Jett Holmes (Certificate II in Furniture Making Pathways), Madison Towle (Certificate II in Sport & Recreation), Ashleigh Dann & Ashleigh Sturgeon (Certificate II in Tourism and Certificate II in Financial Services), Sheldon Bride (Certificate II in Horticulture), Olivia Scholz (Certificate II in Hospitality), Clair Taylor (Certificate II in Creative Industries), Jayla Smith (Certificate II in Sampling & Measurement), Kira Blackman & Ashleigh Frame (Certificate II in Visual Arts), Chloe Joyes (Certificate I in AgriFoods Operations)

Certificate of Merit

To be awarded a certificate of merit, a student must accumulate between 150 –189 WACE points

Riley Brajkovich, Brennan Degens, Rachel Colyer, Ellen Mees

Certificates of Excellence

To be awarded a certificate of excellence a student must accumulate over 190 WACE points

Jared Cavanagh, Rem Madlener, Benjamin Foster

SCSA AWARDS

Certificates of Merit 4

Class of 2022



WA TRAINING AWARDS

WA Vocational Student of the Year 2022 was our very own Caitlin Bezuidenhout.

Inspired after visiting her nanna at an aged-care facility, nine-year-old Caitlin was determined to make a positive change in the industry. Caitlin completed her Certificate IV in Preparation for Health and Nursing studies through Health Science Hub Health Science Hub & Tactic Learning - RTO: 52806 and her Certificate III in Individual Support (Ageing) through Australian Medical Association (WA).

Through her work placement with Baptistcare, Caitlin was able to gain hands-on experience and is passionate about creating positive energy in her workplace.

Caitlin also won Runner Up Australia Vocational Student of the Year 2022; we are very proud of her efforts.



YEAR 7 – 11 AWARDS

Dux Awards

Year 7	Jessie Foster
Year 8	Libby Hedley
Year 9	Safiya Felicity
Year 10	Talisa George
Year 11 ATAR	Ned Baker
Year 11 General	Owen Briffa
Year 11 VET	Laylah Smith

ACADEMIC ACHIEVEMENT MEDALS

To be awarded an academic medal a student must achieve an A grade with a score above 76%

	Year 7	Year 8	Year 9	Year 10
English	Bailey Ferraro & Anna Rickard	Libby Hedley	Safiya Felicity	Talisa George
Languages	Anna Rickard (Italian) Toby Grills (French)	Leah Mead (Italian) Madeline Kitchin (French)	Airley George (Italian) Safiya Felicity (French)	-
Mathematics	Jessie Foster	Claire Liddiard	Safiya Felicity	Talisa George
Science	Callum Degens	Libby Hedley	Safiya Felicity	Talisa George
Humanities & Social Sciences	Jessie Foster	Libby Hedley	Amariah Stenton	Orlando Bourgault
Arts	Jessie Foster Cody Lucassen & Kate Lysle Lucy Roper Eliarna McNeill	Libby Hedley Fern Logan Ashlee Axon	Amelie-Sophia Neumayr Safiya Felicity Jemima Elsdon Cleo Barrs	Orlando Bourgault Toby Mills Indiarna Catlin Sahara Jauncey
Health & Physical Education	Isabel Lynch Natasha Webster	Libby Hedley Olivia McKinlay	Stevie Schmidiger Kyal Nicholson Marley Hewson	Aedan Stone Matilda Mummery Lyndon Arney
Technologies	Alexander Walker Eliarna McNeill Jessie Foster	Leah Mead Buddy Miller-Luckman	Safiya Felicity Summer Keating	Samuel Rodriguez-Cooper Owen Briffa Harold Hastings

Year 11

English ATAR Literature - Rebecca King, **ATAR** – Rachel Coombs, **General** – Owen Briffa

LOTE (Italian) ATAR – Katherine Guy

Mathematics ATAR Mathematics Specialist & Methods – Ned Baker, **ATAR Mathematics Applications** – John Parnham, **General Mathematics Essentials** – Torin Blair

Science ATAR Physics – Ned Baker, **ATAR Human Biology** – Katherine Guy, **General Earth & Environment Science** – Jezemae Moyses

Humanities and Social Sciences ATAR Geography – Monte Madlener, **General Career & Enterprise** – Logan Campbell, **General Business Management & Enterprise** – Owen Briffa

The Arts ATAR Media Production & Analysis – Sarah Smith, **General Media Production & Analysis** – Edward Hazelton, **Visual Arts (General)** – Taya Coverley, **General Design** – John Parnham

Health and Physical Education ATAR Health Studies – Taya Coverley, **General Health Studies** – Logan Campbell, **General Outdoor Education** – Chase Brydson, **ATAR Physical Education** – Elise Stone, **General Physical Education** – Joe Hilton
Technologies **General Food Science & Technology** – Sarah Smith, **General Children, Family & Community** – Oceana D’Abbs, **General Photography** – Owen Briffa, **General Automotive Engineering & Technology** – Harold Hastings

Certificates of Merit

Years 7 to 10

To be awarded a certificate of merit a student must achieve A grades in at least 70% of courses studied

Year 7 – Jessie Foster, **Year 8** – Billy Baker, Ruby Miletic & Heidi Marsh, **Year 9** – Stella Blackman, James Robertson & Stevie Schmidiger, **Year 10** – Karla Eaves, Sahara Jauncey, Talisa George & Ewan Walster

Year 11

To be awarded a certificate of merit, a student must accumulate a minimum of 75 WACE points

Jena Adams, Sophia Bartlett, Coen Brown, Chase Brydson, Oceana D’Abbs, Ella Hall, Joe Hilton, Stephanie Saunders, Lenita Kemp, Elise Stone, Jezemae Moyses & Jade Newman-Netherway

Certificates of Excellence

Years 7 to 10

To be awarded a certificate of merit a student must achieve A grades in at least 80% of courses studied

Year 7 – nil, **Year 8** – Libby Hedley, **Year 9** – Safiya Felicity, Amelie-Sophia Neumayr & Alicia Stockhamp, **Year 10** – Lyndon Arney

Year 11

To be awarded a certificate of merit, a student must accumulate a minimum of 95 WACE points

Ned Baker, Jessica Barritt, Owen Briffa, Logan Campbell, Rachel Coombs, Taya Coverley, Shannon Drover, Katherine Guy, Rebecca King & John Parnham

YEAR 7-11 SPECIAL AWARDS

Music Program **Year 7** – Gypsy Clayton, **Year 8** – Madeline Kitchin, **Year 9** – Amelie-Sophia Neumayr, **Year 10** – Toby Mills
Specialised Sports Program **Year 7** – Bailey Ferraro, **Year 8** – Reif D’Abbs, **Year 9** – Tiffany Exell, **Year 10** – Joshua Rossen
Engagement Literacy Program **Year 7** – Hunter Russell, **Year 8** – Jordan Tims, **Year 9** – Lachlan Comley, **Year 10** – Ebony Spanjers
Australian Defence Force Awards **ADF Long Tan Leadership Award** – Karri Simpson, **ADF Future Innovators Award** – Talisa George
Year 10 VET Program Thomas Martin

YEAR 7-11 SCHOLARSHIPS FOR 2022/2023

MUSIC PROGRAM

Year 7 full scholarship – Emily Trevethan from Sawyers Valley Primary School, **Year 7 Instrumental Bursary** – Blake Dark and Olivia Wilson from Mundaring Primary School, **Year 8** – Gypsy Clayton, **Year 9** – Amelie-Sophia Neumayr, **Year 10** – Toby Mills, **Year 11** – Dylan Williams

ACADEMIC SCHOLARSHIPS

Year 7 – Evie Walker & Abby McKinlay from Chidlow Primary School **Year 8** – Jessie Foster, **Year 9** – Libby Hedley, **Year 10** – Safiya Felicity, **Year 11** – Talisa George, **Year 12** – Owen Briffa & Ned Baker

VET SCHOLARSHIPS

Year 11 – Thomas Martin, **Year 12** – Laylah Smith

SPORTING ACHIEVEMENTS

Health and Physical Education provided a large number of opportunities for students to engage in learning activities and extra-curricular events which connected students with the wider school community and extended their learning.

Within the Health Curriculum students were provided the opportunity to attend the RAC bStreetsmart Road Safety presentation and the Prevent Alcohol and Risk-related Trauma in Youth (P.A.R.T.Y) program. Both of these experiences allowed students to further develop their road safety knowledge through engagement with authentic learning activities.

The Eastern Hills Sports Academy continued to evolve with strengthening partnerships with Hills Raiders Basketball, Hills Rangers Football, Eastern Hills Netball Association, Swan Districts Football Club and the Western Australian Football Commission. The school participated in a range of extra-curricular sporting events with all students representing the school with pride and respect. Students participated in:

- House Cross Country
- House Swimming Carnival
- House Athletics Carnival
- School Sport WA Champion Schools Cross Country
- School Sport WA Champion Schools Swimming
- School Sport WA Champion Schools Athletics
- School Sport WA Champion Schools Senior and Junior Basketball (Boys and Girls)
- School Sport WA Champion Schools Netball (Boys and Girls)
- AFL Boys - Simple Energy Cup (Year 11 and 12)
- AFL Boys - Eagles Schoolboys Cup (Year 8 and 9)
- AFL Girls - Freo Dockers Cup (Year 10 – 12)
- AFL Girls - Freo Dockers Cup Lightning Carnival (Year 7 – 10)

The schools Outdoor Education program continues to be well supported by students. A range of camps were conducted through the year creating valuable opportunities for students to engage with the natural environment. The following camps were held:

- Year 10 Lake Leschenaultia Camp (Semester 1 and 2)
- Year 11 Hiking Camp – 45kms of Wellington Spur Trail & Bibbulmun Track
- Year 12 Mountain Biking – 100kms of Munda Biddi Track





HUMANITIES AND SOCIAL SCIENCES

At the beginning of Term 1, Year 7's visited the Perth Hills Discovery Centre for a day of Aboriginal Culture. Students learnt about many different aspects of traditional Noongar Culture which included, making flour from traditional grains, making jewellery using the Balga Tree as well as "pretend hunting" with traditional spears.

In Term 1, the ATAR Geography classes conducted a field trip in Meckering/Cunderdin to investigate the cause and effects of the 1968 Meckering Earthquake. They heard firsthand accounts of the day and the months and years after the quake. They also experienced the Earthquake through the simulator "The Quake House" that is inside the Cunderdin Museum. They got to see some of the effects from the earthquake through visiting the "Snook House Ruins", the Memorial Rose Garden where damaged pieces of the rail and pipeline have been preserved, they visited a section of the Faultline that has been left by the owners of the farm which showed how the land was uplifted.



YEAR 8

In Term 2, Year 8 students studied Medieval Europe and the Black Death. Students made doctors masks and learnt how and why these were used.

YEAR 10

Year 10 HaSS class studied WWII. Part of their studies was to research one of the subjects, write a detailed report, make a diorama demonstrating what they studied and then write a list of questions for other students to answer when they visited each station. They did an amazing job on building their diorama's and presenting them.



THE ARTS

MEDIA CAMP

Every year, our ATAR Media students trek out to a school camp to film their practical assessment. This important part of the curriculum enables students to film consistently for three days straight without interruption and is integral to the completion of their major production. The students find the camp hard work, but incredibly rewarding and is frequently considered a highlight of their final year at school.



DRAMA

Peter Pan Performance Success

The EHSHS Drama Departments production was well received by audiences.

After 28 weeks of rehearsals students performed an adaptation of J.M. Barrie's classic story Peter Pan to an audience of their family, friends and teachers on Wednesday 30th November and Thursday 1st December.

A collage of four photographs from the Peter Pan production. The top-left photo shows a girl in a green dress. The top-right photo shows two boys in period costumes. The bottom-left photo shows a group of students on stage. The bottom-right photo shows a boy in a pirate costume.A collage of four photographs from the Peter Pan production. The top-left photo shows a girl in a pirate costume. The top-right photo shows a boy in a pirate costume. The bottom-left photo shows a girl in a pirate costume. The bottom-right photo shows a group of students on stage.

All students involved were incredibly professional and enjoyable to watch. Special mention goes to Zoie Di Mascia, who played Captain Hook. She graduated year 12 earlier this term yet remained committed to the production coming to after school rehearsals even while sitting her ATAR exams. Thank you Zoie!

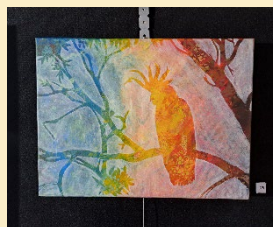
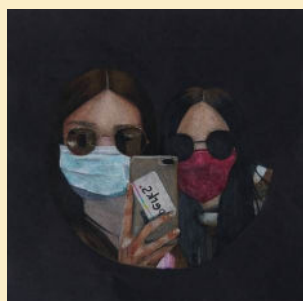
A large group photo of the Peter Pan cast and crew, posing on a stage. They are dressed in various costumes, including pirate outfits and period clothing.

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EHSHS VISUAL ARTS EXHIBITION

Each year in Term 4, the Eastern Hills SHS Arts Learning Area exhibits artworks from students across Years 7-12, with all students encouraged to present at least one artwork. Parents, students and teachers are able to visit the display in the Arts block after hours and during school time to see the excellent work that has been achieved in the year by proud students and is a highlight of the year for both the Arts students and Arts teachers.

Students are also encouraged to exhibit their artwork at the Hills Primary schools Art Exhibition, Whim Festival and the Darlington Arts Festival.



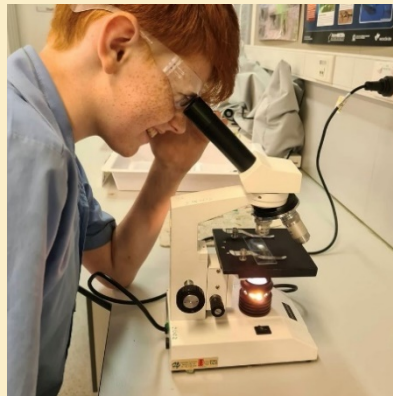
MUSIC



SCIENCE

The Eastern Hills Senior High School Science Learning Area continued to provide high quality teaching and learning opportunities for the students, focused on supporting the progress of all students across the diverse range of abilities and backgrounds they have. The Year 8 to 10 Western Australian Science Curriculum was presented at appropriate levels for different academic streams of students, and the Learning Area also offered a diverse range of courses for senior students in Year 11 and Year 12. While ATAR courses were offered for those seeking an academic challenge or to gain future University entrance, these courses showed increasing numbers, students were also able to enrol in General Human Biology and Horticulture VET courses if they were more inclined to follow general interests or a pathway to gaining apprenticeships. As in the past, the students were supported in their endeavours by a team of dedicated and passionate Science Educators.

Internally, the Learning Area began a program of change. The overall direction is to provide an environment and culture that better supports the professional growth of teachers working to provide positive and effective learning experiences for our students. The initial changes focussed on reviewing the current programmes for Years 7 to 10 to establish a more consistent and transparent set of guidelines for teachers, including an extensive set of grade pointers to improve the consistency of grade allocations across academic streams and years. These programming changes will carry through 2023 and set the stage for a rationalization of teaching content and focus.



HOME ECONOMICS

2022 was a busy year across the Home Economics classes from Years 7 to 12.

Lower school food classes were taught the foundations of cooking for themselves and how to make informed food choices. They learned the basics which they will build upon when they chose further food courses in the upper school years. In the Year 9 Caring for Children students worked on making 3D Dolls for the kindy children at Gidgegannup Primary School.

In the Upper school courses students built on these foundation skills by creating meals for themselves and their families, investigating where food comes from locally and internationally. Year 10 Cultural Foods students cooked food from all over the globe, from Australian bush tucker

to Austrian delights, Japanese sushi and Korean Tteokbokki. We were so proud of how adventurous our students were when taking risks trying new foods that sounded and looked a bit funny at times.



The Year 10 Childcare classes learned about pregnancy had a chance to take home the Virtual babies for a night. The students enjoyed planning and running of both the winter and summer playgroups with our local community families. At the end of the year the class visited that Northam Hospital to donate baby books, clothes and some story sacks for the local mothers. This excursion rounded out the year and highlighted what a great profession being a Midwife is.

The Year 11 and 12 Certificate II in Hospitality classes dedicated themselves to the year by participating in numerous in school and out of school events. In Term 4 the Year 11 Hospitality students put on the annual Graduation Breakfast for the Year 12 leavers to end their year on a high.

The Year 11 and 12 Food Science and Technology course had another great year exploring all things that make up the foods we eat and how different foods interact with each other. In Term 3 the Year 12s explored functional properties of food and entered jams and chutneys into the Perth Royal Show. We came away with two firsts and one second prize. Eastern Hills Senior High School can count award winning jam makers among their alumni!

In Term 4 the Year 11s had their annual 'Big Bake Off' task where each group cooked amazing baked goods that were tasted by the very serious judges and prizes were awarded for the best baked goods.

Year 11 Children, Family and the Community students created story sacks comprising of a picture book and activities, they also took the virtual babies home. The Year 12 CFC students completed their course in Term 3 with a visit to the local community kindly to make observation notes in line with what they have learned through their child development theorist investigation.



ENGLISH

In English, Year 7's are provided with a comprehensive, structured program to ensure the transition to secondary school is a positive experience. Our Year 7 English teachers work within the NNEI network, collaborating with other teachers from Morley, Dianella, Balga and Girrawheen SHS. As part of the Semester One program, students complete a common writing task which is moderated between the schools, ensuring teachers are marking to the standard and results are comparable.

Regular collaboration takes place at scheduled NNEI meeting days, where English staff network and discuss the curriculum, programs, data and the core business of teaching and learning. This applies to both lower and upper school programs.

Year 11 and 12 programs are tailored to student needs. General courses at Eastern Hills focus on skills needed by students to become competent users of English in a variety of contexts. We aim to provide students with the skills that will prepare them for a wide range of post-secondary pathways, such as a workplace or TAFE. ATAR programs focus on developing students' analytical, creative, and critical thinking and communication skills in all language modes, in preparation for a university pathway. Both General and ATAR teachers in the English department have additional training in assessment and moderation, to ensure our data is comparable to the State and Like Schools.

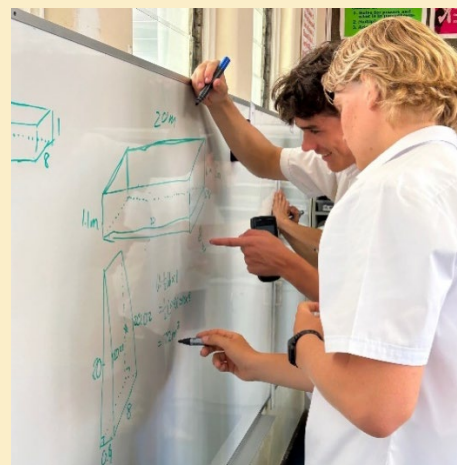
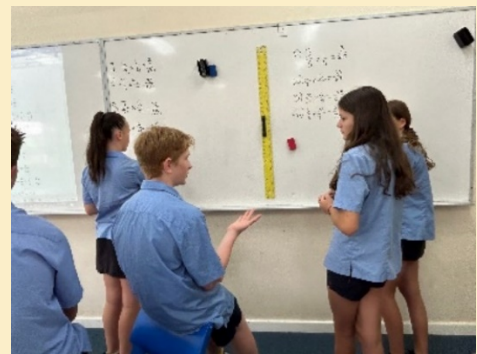


MATHEMATICS

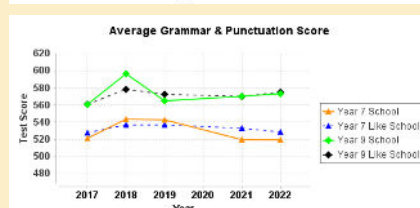
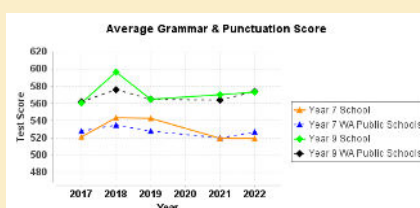
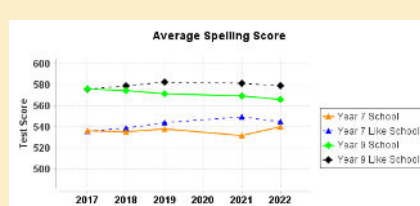
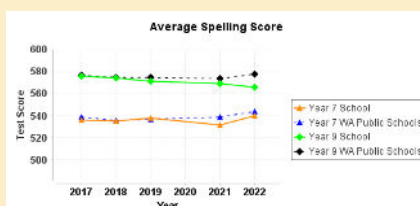
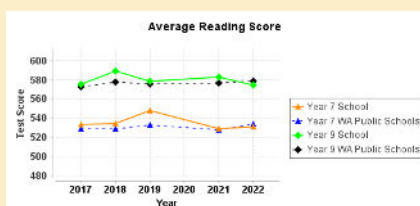
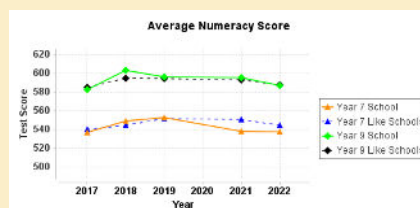
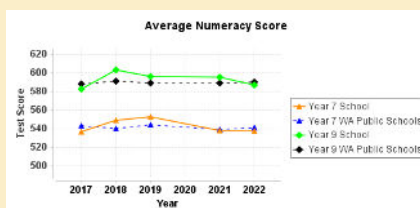
The new concept applied in 2022 was the implementation of the “thinking classroom”.

The "thinking classroom" allows students to strategise and problem solve the answers to maths questions in their textbooks onto the various whiteboards located around the classroom and encourages students to discuss their workings out with other classmates.

The feedback is very encouraging from both teachers and students and class work is moving forward in leaps and bounds engaging students to think outside the box with their ways of achieving their answers.



WHOLE SCHOOL LITERACY AND NUMERACY



NAPLAN YEAR 7 & YEAR 9

NAPLAN results in Year 9 reflected those of Like Schools for Numeracy, Reading and Grammar and Punctuation. The Writing domain demonstrated some improvement. Spelling is a concern with a decline over several test periods. The performance against the National Benchmark remains sound. Spelling and Writing will be noted as a priority for the school to address. Year 7 students did not meet the Like School standard in any area. Whilst comparison to the National Benchmarks is quite good, room for improvement is noted in Numeracy and Writing in particular. This is being addressed across the school with leadership from the English Learning area and Literacy program.

The school's record of improvement from Year 7 – Year 9 has been very solid. Unfortunately, due to the cancellation of the 2020 NAPLAN testing due to COVID, this measure is not available for the 2022 cohort. Teachers would normally use this information source to plan for improvement in all areas measured. The lack of progress measure from Year 7 – Year 9 is an issue for teachers for planning with this cohort.

The school's Intensive Literacy Program for those students who have yet to reach the benchmark for their year group is particularly successful.

The school's target in the 2021-23 Business Plan of equalling or exceeding Like Schools, equalling or exceeding the State may be restored in 2023 if the testing conditions and operation return to normal.

STUDENTS MEETING OR EXCEEDING THE NATIONAL BENCHMARK

Year 7

Year	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
2017	97%	95%	91%	95%	88%
2018	100%	94%	92%	94%	97%
2019	99%	100%	98%	96%	96%
2021	95%	93%	91%	96%	89%
2022	92%	95%	91%	97%	94%

Year 9

Year	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
2017	99%	95%	86%	92%	87%
2018	98%	98%	77%	93%	100%
2019	99%	96%	92%	97%	95%
2021	99%	96%	90%	94%	93%
2022	99%	94%	88%	94%	91%

NAPLAN PROGRESS

In 2022 NAPLAN progress, the graphic representing progress from the previous test for a cohort is unavailable due to the 2022 cohort missing their 2020 test due to the COVID precipitated cancellation.

OLNA PROGRESS

YEAR	NUMERACY	READING	WRITING
2017	96.5%	96.5%	95.6%
2018	97.4%	94.8%	96.5%
2019	99.0%	99.0%	98.0%
2020	94.0%	97.0%	98.0%
2021	93.0%	98.0%	98.0%
2022	98.0%	98.0%	98.0%

The school's OLNA achievement remains solid. Almost all of the students eligible for WACE achieved OLNA prior to the end of Year 12. Progress is also being made toward the school's target of consistently having 75% of students qualified by the end of year 10. In 2022 (Year 12 cohort) the overall "qualified in" figure for the school 73.7%. These results compare favourably to Like Schools (68.8%).

WACE HIGHLIGHTS

WACE Achievement 2017 - 2022				
Year	Eligible Students	School	Like Schools	State
2017	94	93%	87%	88%
2018	117	91%	87%	89%
2019	113	96%	90%	89%
2020	105	92%	90%	89%
2021	98	88%	91%	89%
2022	115	93%	90%	89%

In 2022 the school again achieved its target of equalling or **exceeding** the state average WACE achievement.

Median Australian Tertiary Admissions Rank			
Year	School	Like Schools	State
2017	76.65	70.20	78.70
2018	72.40	74.45	79.50
2019	69.70	70.20	78.30
2020	72.18	75.05	79.25
2021	72.55	76.45	80.25
2022	79.90	77.35	81.90

In 2022 the school's median ATAR demonstrated further improvement. This has been observed since 2019. The school's change in rank was consistent with the improving trend for the State and Like Schools.

ATAR performance – Triciles high/mid/LOW %				
	School		Like Schools	
	2022	2021	2022	2021
High	30%	20%	22%	20%
Mid	33%	25%	34%	35%
Low	36%	55%	45%	45%

The school's performance against this measure indicates further improvement when compared to Like Schools.

ATTAINMENT RATE

Attainment Rate			
Year	School	Like	State
2017	100%	96%	98%
2018	93%	95%	96%
2019	99%	97%	96%
2020	97%	97%	96%
2021	93%	88%	82%
2022	89%	81%	80%

Attainment is rated by the proportion of students achieving 55+ ATAR and/or Certificate II or higher

VOCATIONAL EDUCATION AND TRAINING

Qualification	2022	2021
Certificate IV	1%	
Certificate III	2%	1%
Certificate II	93%	83%
Certificate I	2%	1%
Certificate not yet complete	13%	15%

Note: The percentage figures shown above relate to the % of the whole cohort **not** only those students studying VET courses. The figure for those students who have yet to complete a Certificate includes students who may have chosen all ATAR courses, students who have chosen several VET courses and completed other Certificates and students who have left school to enter further training elsewhere or employment.

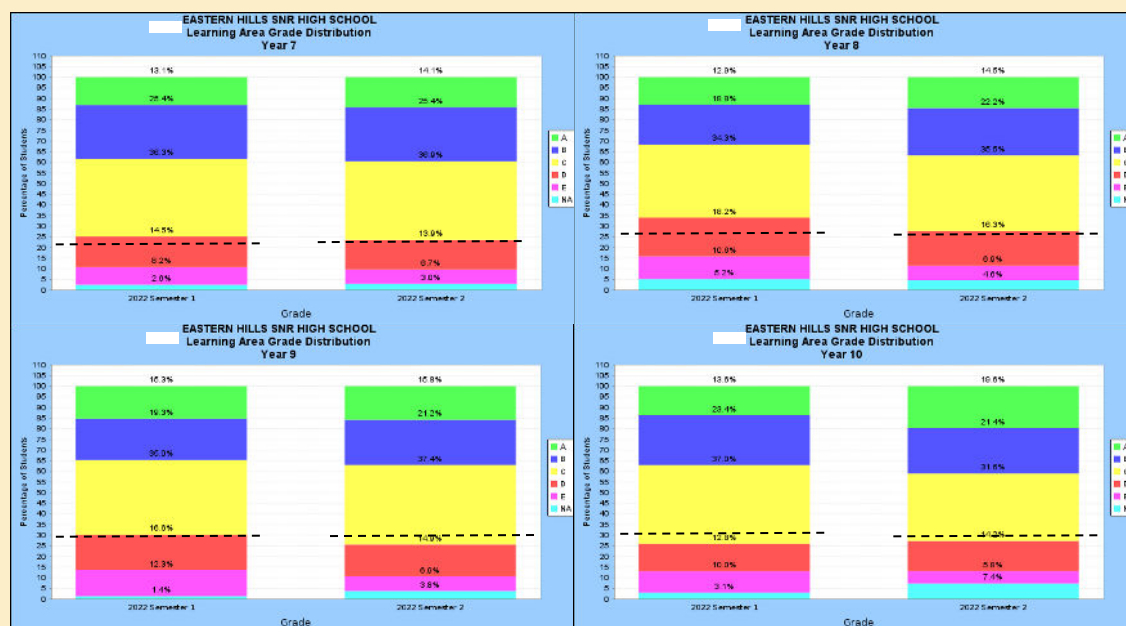
ENGLISH COMPLETION FOR WACE ELIGIBLE STUDENTS

In 2022, 100% of students eligible for WACE completed the English requirement. This meets the target set for this measure in the Business Plan.

UNIVERSITY ENTRY

In 2022, 92% of the TISC applicants for university were rated as competitive for their course of choice. Other students who did not apply through TISC may also be eligible for a university place.

YEAR 7 – 10 ACHIEVEMENT TEACHER JUDGEMENTS



In 2022 there was less interruption to the delivery of the teaching and learning program. There was however significant absenteeism due to COVID beginning in Semester 1 and declining into Semester 2. The school performance for Semester 1 demonstrated a small decline in grade achievement with improvements in Semester 2. The effect was not consistent across year groups. Year 10 demonstrated higher proportion of students attaining A, B or C grades and fewer D and E grades than the State. In Semester 2, improvement was noted for Year 7, 8 and 9 students.

A student awarded a C grade or higher is deemed to meet the standards expected of students in a year group. A student who achieves a B grade is performing above the standards and achieving an A is well above expected standards.

Where particular groups or courses are found to be not meeting the expected standard, the school responds with a thorough data analysis to determine any issues requiring attention to inform planning for improvement.

Generally, the results indicate that Eastern Hills students are well prepared for Year 11 & 12. This preparation is enhanced by the engagement of students with formal examinations and other high stakes testing such as NAPLAN.

ATTITUDE, BEHAVIOUR AND EFFORT

The following descriptors represent an indicative summary of the teacher judgments of Attitude, Behaviour and Effort recorded on the semester reports for Years 8 – 10.

- Works to the best of their ability
- Shows self-respect and care
- Shows courtesy and respect for the rights of others
- Participates responsibly in social and civic activities
- Cooperates productively and builds positive relationships with others
- Is enthusiastic about learning
- Sets goals and works towards them with perseverance
- Shows confidence in making positive choices and decisions

Analysis of the responses based on Department comparative data indicate that the school is consistent with the results for Like Schools across the four areas of English, Mathematics, Science and Humanities & Social Sciences.

STUDENT ATTENDANCE

Year	School	State
2017	86.9%	87.8%
2018	88.2%	87.6%
2019	87.7%	86.8%
2020	88.1%	87.3%
2021	84.9%	84.4%
2022	80.1%	83.0%

The school attendance rate in 2022 was interrupted by COVID. This was reflective of the state as a whole. Analysis suggests of available data indicates that the attendance rates were lower than those of the state. The most concerning aspect was the significant drop in regular attendance (below 90%) which was obviously linked to students acquiring COVID. The school has been placing an emphasis on students attending regularly over the past several years as part of the restructured Student Services model implemented from 2018. If this strategy continues to be successful, the attendance rate at Eastern Hills will continue the long-term growth trend observed in recent years.

APPARENT RETENTION RATES

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2017	106%	70%	70%	89%	78%
2018	99%	82%	69%	90%	78%
2019	97%	78%	74%	89%	81%
2020	89%	73%	73%	86%	82%
2021	104%	70%	72%	93%	84%
2022	99%	71%	79%	77%	86%

Whilst retention rates vary from year to year, there was a notable drop in retention rate from 10 – 11 in 2022. Analysis demonstrates this was due to a larger than normal group of students taking the option of employment, TAFE or training. This may be attributed to the buoyant employment market at the time.

SURVEYS

During 2021 the school conducted a survey of Parents, Staff and Students using the online *National Schools Opinion Survey*. The survey was administered on a random sample basis. Additionally, the school conducts a range of other surveys to provide information for improving operational effectiveness and as part of national/state research projects. Results are reported to the school staff and School Board. They provide informative data for school planning. A summary table below shows the average results for each set of questions for 2014, 2016, 2018 and 2021. The survey is on a 5-point scale with scores above 3 indicating positive agreement with the aspect being surveyed. The survey is normally conducted every two years, it was to be conducted in 2020 but due to interruptions with COVID restrictions it was delayed to 2021. The next cycle will be 2023.

Item	2014	2016	2018	2021
Parent Set 1	3.27	3.59	3.49	3.5
Staff Set 1	3.53	3.71	3.73	3.53
Student Set	3.34	3.34	3.21	3.16

Whilst average results for each group are positive, the small decline in rating for parents and students was noted. Analysis indicated the items which contributed to this effect were related to the uncertainty resulting in restricted events and opportunities caused by COVID in the past two years. This is will most likely continue until the COVID restrictions are concluded. Follow up surveys are conducted to confirm/improve the precision of the data and provide more information for planning.

In addition to the NSOS surveys a number of other internal surveys such as that provided at parent evenings are conducted. The purpose of these surveys was to check progress of strategies recommended from the NSOS. Some of these have also been restricted in the past two years by COVID. The results of these were published to the School Board. Generally, the results are informative and positive, indicating the strategies are working.

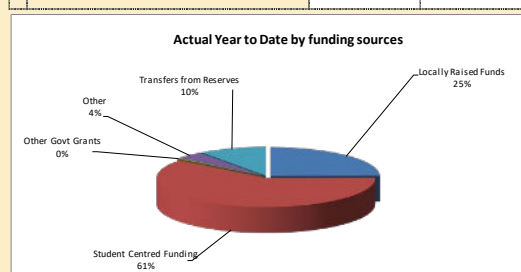
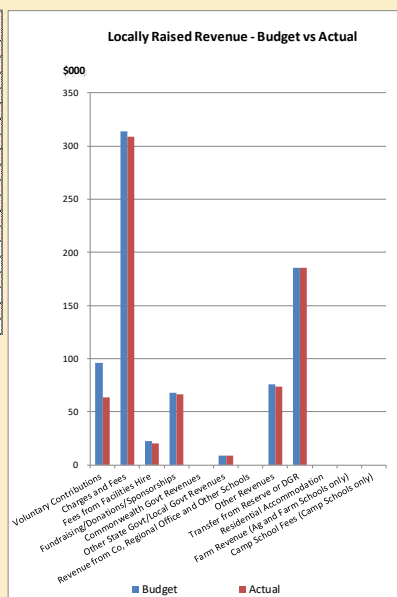
BEHAVIOUR MANAGEMENT

The school continues to support students and staff with a comprehensive Managing Student Behaviour system. The school's behaviour rating when compared to other schools is within the range normally observed for a school of this type. During 2022 a declining rate of behaviour issues was observed continuing the trend that has been observed for the past several years. No student was recommended for exclusion in 2022. The continuing success of the behaviour management strategies included in the Student Services Plan are evident. Staff training and strengthening of the Student Services system was commenced in 2018 to emphasise a positive culture within the school community. Training and development has continued throughout. The refreshed system is embodied within a school ethos designed to guide actions and reinforced through a Good Standing Policy. During 2022 work completed on the facility upgrade to provide an integrated Student Services Centre which now brings together all aspects in one area.

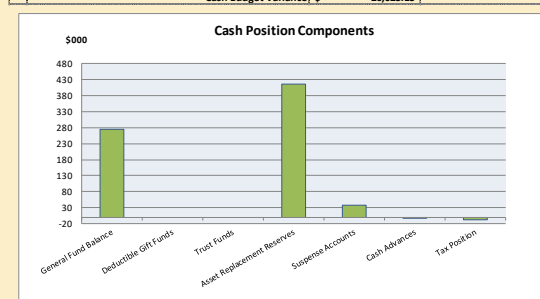
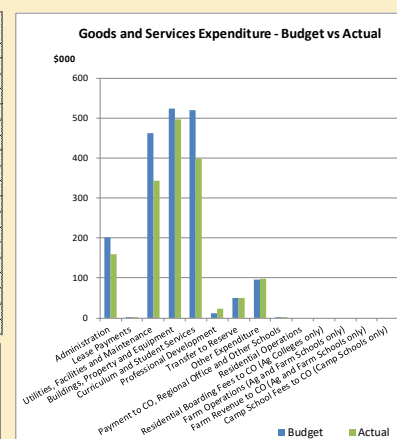
EASTERN HILLS SENIOR HIGH SCHOOL ANNUAL REPORT

FINANCIAL STATEMENT – AS AT DECEMBER 2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 95,794.80	\$ 63,370.54
2 Charges and Fees	\$ 313,606.00	\$ 308,426.17
3 Fees from Facilities Hire	\$ 22,197.00	\$ 20,006.26
4 Fundraising/Donations/Sponsorships	\$ 68,210.00	\$ 66,780.09
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 8,792.00	\$ 8,791.56
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 75,721.22	\$ 73,943.06
9 Transfer from Reserve or DGR	\$ 185,193.18	\$ 185,193.18
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 769,514.20	\$ 726,510.86
Opening Balance	\$ 121.43	\$ 121.43
Student Centred Funding	\$ 1,120,348.41	\$ 1,120,348.57
Total Cash Funds Available	\$ 1,889,984.04	\$ 1,846,980.86
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,889,984.04	\$ 1,846,980.86



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 201,024.00	\$ 159,424.07
2 Lease Payments	\$ 1,304.00	\$ 2,309.93
3 Utilities, Facilities and Maintenance	\$ 461,258.00	\$ 344,071.30
4 Buildings, Property and Equipment	\$ 523,176.20	\$ 495,728.78
5 Curriculum and Student Services	\$ 518,789.69	\$ 398,211.18
6 Professional Development	\$ 10,924.00	\$ 23,143.33
7 Transfer to Reserve	\$ 50,000.00	\$ 50,000.00
8 Other Expenditure	\$ 96,815.00	\$ 98,560.42
9 Payment to CO, Regional Office and Other Schools	\$ 670.00	\$ 319.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,863,960.89	\$ 1,571,768.01
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,863,960.89	\$ 1,571,768.01
Cash Budget Variance	\$ 26,023.15	\$ -



Cash Position Components	
Bank Balance	\$ 721,632.33
Made up of:	
1 General Fund Balance	\$ 275,212.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 416,013.41
5 Suspense Accounts	\$ 38,537.07
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (7,931.00)
Total Bank Balance	\$ 721,632.33

The school budget is developed within the allocation of the Student Centred Funding Model which is applied to schools. This model provides total funds for salaries, purchase of goods and services and reserve accounts for future purchases such as replacement of major equipment such as school buses. The school expenditure was balanced within the required margins for in 2022. All aspects of the School Audit report 2019 have been addressed and are rated as compliant.

DECISION MAKING STRUCTURE

Executive Committees

Executive
Senior Leadership
Finance
School Board

Advisory Committees

Occupational Safety and Health
Workload Advisory Committee
Learning Area Meetings
School Staff Meetings
Health and Wellbeing

Special Purpose

These committees can be formed at any time to carry out special tasks and then discontinued once the brief has been satisfactorily completed.

TEACHER QUALIFICATIONS

All teaching staff meets the professional requirements to teach in Western Australian schools and are registered with the Teachers Registration Board of Western Australia.

STAFF PROFILE

In 2022 the school staff consisted of:

- 11 Administration Staff
- 64 Teaching Staff
- 48 Allied Professionals and Support Staff

Total 127

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All staff participate in Professional Development activities including:

- Western Australian Curriculum Development
- Whole School Risk Management/Emergency Procedures
- Classroom Management Strategy
- Behaviour Management Procedures training/development
- Whole School Positive Behaviour in Schools
- Analysis of School Data
- Whole School Approach to Literacy
- *Connect* online teaching and learning system
- Online teaching strategies
- *Microsoft Teams* training
- Collaborative Curriculum with New North Schools
- Certificate IV workplace assessor training
- TIPS training
- Classroom Observation Systems
- The Attendance Toolkit

Staff also participated in SCSA assessment and moderation seminars and a range of individual professional development to support DoE, school and personal development.

COMMUNICATION

Central Office

- Communication from Central Office is via email with very limited exceptions e.g. letters of recognition or direct contact for personnel matters.
- Webex Conferencing
- Ed–Email is issued on a weekly basis with specific issues dedicated to noteworthy issues.
- Online manuals, guides and policies
- Connect Groups
- Helpdesk

Regional office

- All communication is by email/phone.
- Weekly Update Bulletin

Schools Curriculum and Standards Authority

- Bulletins and updates emailed to specific representatives for redistribution.
- Subscription bulletins
- Online manuals and guide

Eastern Hills Senior High School

- Email communication is the main channel
- Microsoft Teams
- Weekly staff bulletin - Compass
- Daily Bulletin – Academy/Compass
- Redistribution of Central/SCSA/Regional Office materials.
- Subscriptions to SCSA encouraged
- Staff meetings-whole school and Learning Area
- SharePoint repository for policies/procedures/minutes
- Senior Leadership meetings (weekly) – minutes available in Teams
- Weekly Learning Area meetings – SLT agenda/minutes discussed – items for SLT provided.
- Committees – minutes recorded and available as needed.
- Student Services Team meetings

Community

- Newsletters (email) – information – published as required to advertise specific events. Archived to website.
- Newsletters (email) – celebratory to publicize student achievement and participation – normally published twice per term. Archived to website.
- SMS Text to alert parents to specific events or situations. Published on an as needs basis.
- Email bulletins regarding specific events or situations which are beyond the capacity of SMS. Published on an as needs basis.
- Facebook – community events, school news regarding events and situations, celebrating success and achievements. Updated daily.
- Website – contains general information and resources about the school and its operations.

SCHOOL BOARD

Chair:	Mr Jason Dilley
Principal:	Mr John Dunning
Secretary	Ms Dinah Bezuidenhout
Parent Representatives:	Ms Linley Williams
	Ms Kathlin Brajkovich
Staff Representatives:	Ms Chris Critch
	Ms Debra Hawthorne

The School Board development continued through 2022 to ensure the Board ensure the operation of the Board is effective and meets the requirements of an Independent Public School and the implementation of the School Business Plan.