

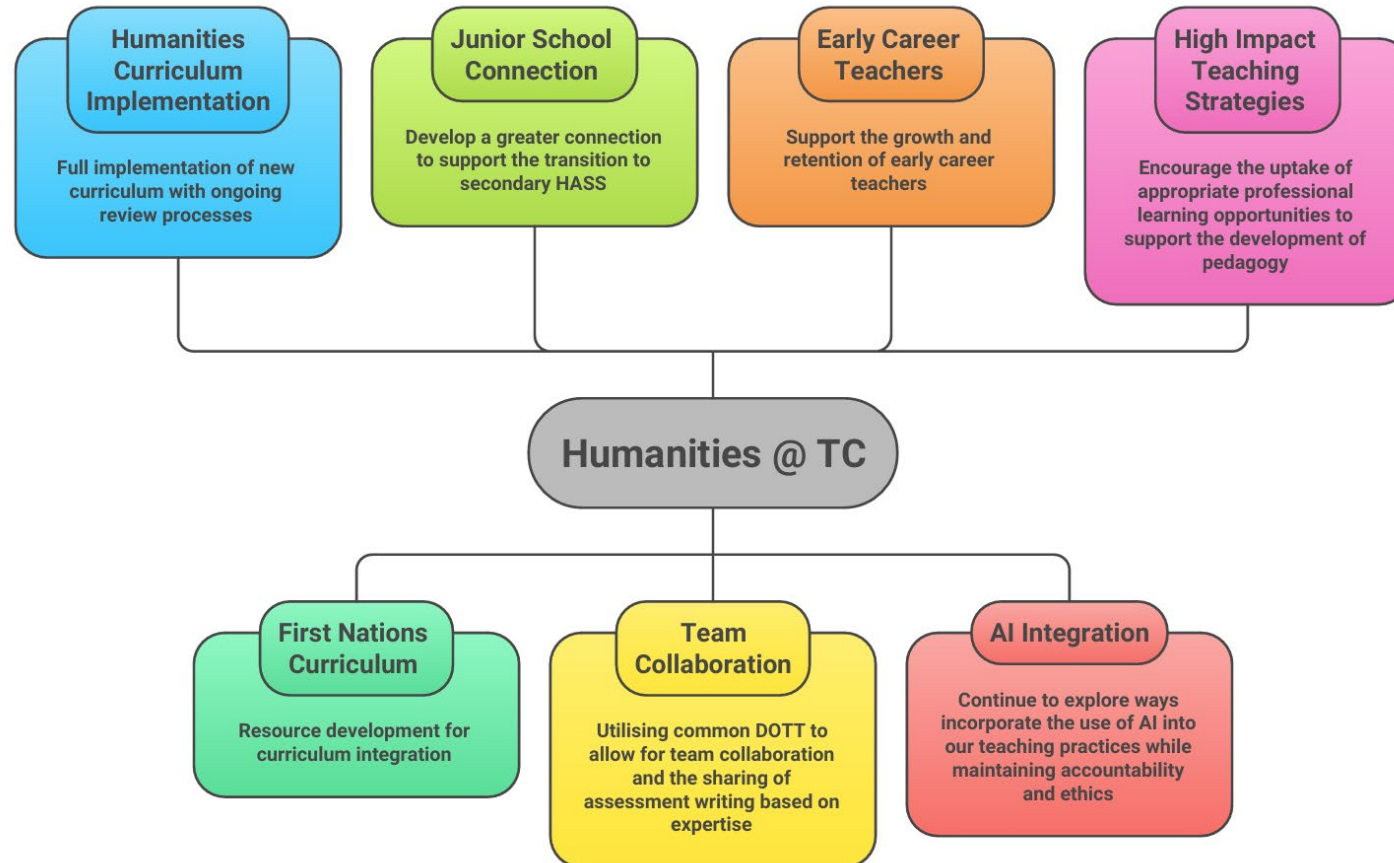


Humanities

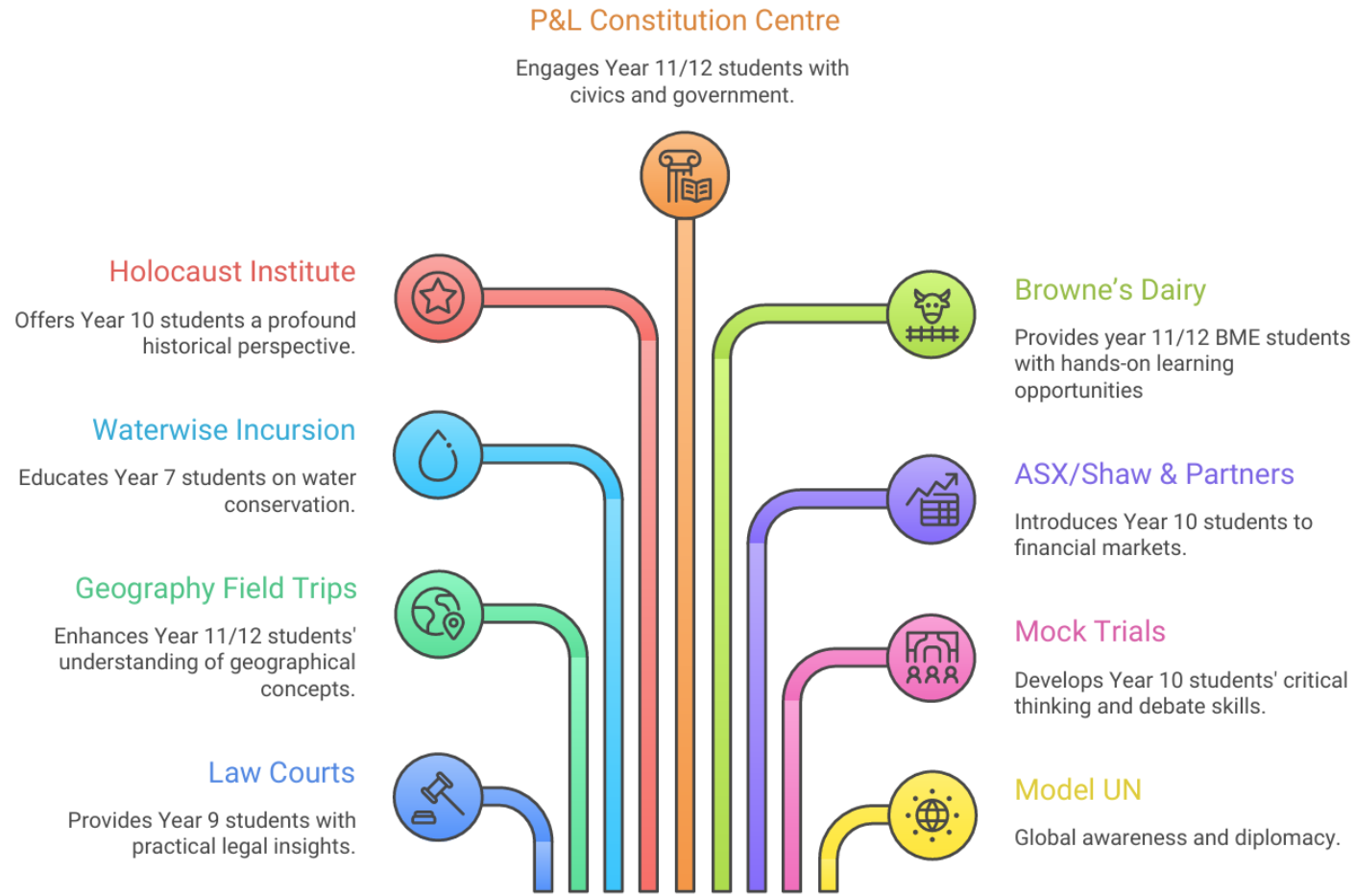
2026

IN NOMINE

Key Priorities - 2026



Excursions and Co-Curricular 2026



Key Challenges

- Extension classes are now large and cover a wider range of students. Concerns that we are forced to lower expectations and standards to appeal to a wider range of students
- Class sizes
- Rooming – dispersed around the College, including demountable classrooms
- Geography staffing – Currently, DB is the only specialist
- Humanities versus STEM – Focus on emphasising measurable academic success rather than core competencies required in the 21st-century learner
- Balancing teacher workloads and wellbeing

Spirit of Excellence in Humanities

Provide a learning environment and resources that are contemporary, inclusive and enhance quality learning	<ul style="list-style-type: none">• Integration of modern digital learning tools (e.g., interactive platforms, AI-assisted research tools to modernise classroom experiences.• Inclusion of diverse perspectives and voices in curriculum — Enhancing the development of our new curriculum to include Indigenous, multicultural, and global contexts.• Metacognitive strategies
Embed a Vision for Learning which fosters positive teaching and learning	<ul style="list-style-type: none">• Development of Humanities Learning Vision Statement aligned with the College's V4L• Consistent use of reflective teaching practices — PGP's, peer observations, professional learning communities, learning walks• Introduction of growth mindset and metacognitive strategies into lessons to encourage resilience and independent learning – Explicit learning objectives, reflective practices, use of own data to inform goal setting• Encouraging a growth mindset and feedback loop
Recruit, develop and retain an expert teaching staff, with a view to being an 'employer of choice'	<ul style="list-style-type: none">• Mentoring of early career teachers through structured coaching and peer collaboration programs.• Recognition of staff achievements and encouragement of leadership pathways within the department.
Seek, promote and celebrate personal excellence	<ul style="list-style-type: none">• Implementation of student recognition programs beyond the subject prizes (competitions)• Encouragement of reflective goal setting and self-assessment in student work.• Recognition of staff achievements
Develop data analysis that drives improvement across the College in the areas of academic success and pastoral support of students	<ul style="list-style-type: none">• Systematic analysis of assessment data and student progress to identify learning trends and inform instructional adjustments.• Collaboration with the Pastoral Care team to track student wellbeing in relation to academic engagement.• Use of data-informed interventions (targeted feedback, differentiated instruction)

2025 WACE

Top Performing School:

- Accounting and Finance
- BME
- Economics

However unfavourable scaling continues to impact our results

2025 WACE - Moderation

Subject	2025	2024	2023	2022
ACF	(1.04) MI	0.22 MI/RHM	3.74 MI	4.73 MI
BME	(1.57) MI/RHM	(5.78) MI	1.37 MI	(3.77) MI
ECO	(4.52) SG	2.86 DA	0.15 DA	(8.27) DA
GEO	(9.73) DB	(1.69) DB	4.53 DB	8.58 BH
HIS		(7.50) DB	3.22 DB	0.82 DB
PAL	(10.70) SS	(5.27) SS	(7.00) CA	(1.84) CA

2025 WACE – School Versus State

	2025			2024			2023		
	School Exam Mark Mean (Written)	State Mean (Written)	Variance	School Exam Mark Mean (Written)	State Mean (Written)	Variance	School Exam Mark Mean (Written)	State Mean (Written)	Variance
ACF	66.21	67.10	(0.89)	67.51	67.46	0.05	66.69	67.17	(0.48)
BME	66.68	64.41	2.27	63.86	61.40	2.46	66.90	59.28	7.62
ECO	62.68	61.85	0.83	64.63	66.28	(1.65)	67.36	59.71	7.65
GEO	56.97	58.06	(1.9)	61.28	58.02	3.26	64.51	62.70	1.81
HIS				64.75	59.77	4.98	62.16	59.59	2.57
PAL	55.47	56.63	(1.16)	57.51	59.07	(1.56)	59.15	56.58	2.57

2025 - WACE

Surname - Given Names	Sch Course	Raw Assess	Raw Exam	z-score	Stu-mean-z-score	Difference
Bosio Noah	ACF	90	86	1.262893	1.257622576	0.005270564
Locantro Lachlan James	ACF	83	77	0.688436	0.30771309	0.380723243
Candeias Christopher Marcel	ACF	79	93	1.709693	1.023425861	0.686267018
Pyett Harvey George	ACF	78	74	0.496951	0.256934524	0.240016206
Thompson Cooper Gregory	ACF	71	82	1.007579	0.397182012	0.610396992
Blatchley Byron Michael	ACF	70	68	0.11398	0.299994642	0.413974167
Clarey Jack William	ACF	70	71	0.305465	0.40707672	-0.101611592
Sureshkumar Abishek	ACF	70	59	-0.46048	0.218992142	-0.24148514
Papenfus Joshua Luke	ACF	66	54	-0.77962	0.222336958	-1.001956911
Boudames Luke	ACF	63	49	-1.09876	0.656839352	-0.441923272
Plummer Matthew Steven	ACF	56	65	-0.07751	0.03044385	-0.107949927
Curtis William Charles	ACF	55	63	-0.20516	-0.39120876	0.186045615
Williams Cuba Jack	ACF	50	55	-0.71579	0.027333049	-0.688458369
Godfrey Daniel Doan	ACF	41	31	-2.24768	1.174296853	-1.073379386

Plummer Matthew Steven	BME	75	72	0.631017	0.03044385	0.600572822
Collins Matthew John	BME	67	68	0.288415	0.684561444	-0.396146622
Kin-Maung Alexander Robert	BME	62	49	-1.33894	0.387330613	-0.95161335

Bosio Noah	BME	93	74	0.802318	1.257622576	-0.455304979
Kim Jamie Massimo	BME	89	68	0.288415	0.886498199	-0.598083376
Murabito Lewis John	BME	85	74	0.802318	0.855822155	-0.053504558
Vinciguerra Giacomo	BME	82	67	0.202764	0.033720098	0.169044262
Smith Bill Parker	BME	78	74	0.802318	0.693359669	0.108957928
Harrison Cooper John	BME	77	75	0.887968	0.461836323	0.426131737
Locantro Lachlan James	BME	76	72	0.631017	0.30771309	0.323303582
Papenfus Joshua Luke	BME	75	80	1.31622	0.222336958	1.093883414
Rigby Brendan Jethro	BME	73	70	0.459716	0.110672705	0.349043042
Trinh Hayden Tri Hoang	BME	72	71	0.545366	0.512774968	1.058141177
Ieraci Jake Michael	BME	71	63	-0.13984	0.433544058	-0.573381548
Thompson Cooper Gregory	BME	69	67	0.202764	0.397182012	-0.194417652
Williams Cuba Jack	BME	69	69	0.374065	0.027333049	0.401398334
Carson Alexander George	BME	68	57	-0.65374	0.298845346	-0.354894918
Berson Evan Karl	BME	65	63	-0.13984	0.458409746	0.318572257
Leahy Jacob Timothy	BME	64	54	-0.91069	1.009585479	0.098893827
Bisnath Nikhit	BME	62	59	-0.48244	0.227566821	-0.254872519
Blyth Matthew Nicholas	BME	61	51	-1.16764	0.311349574	-0.856293465
Musca Leone	BME	60	59	-0.48244	0.425104195	-0.057335145
Curtis William Charles	BME	59	44	-1.7672	-0.39120876	-1.375987515
Smith Thomas Jordan	BME	55	49	-1.33894	2.566169343	1.227225379

Building Capacity

Aboriginal and Intercultural Studies

Cal and Dustin

Accounting and Finance/BME

Luke – Currently shadowing 12 ACF and 12 BME

Modern History

Troy

Gaps:

- BME/12 ACF (Until RHM returns)
- Geography (DB only specialist until BH returns)
- History – Semester 2 (RJ on leave)

Humanities Tour 2027

- Early interest is strong
- Presenting at Parent Carousel Evening (16/2)
- Initial Meeting will follow later in Term 1
- Draft itinerary has been forwarded to World Strides
- Consideration of a stop-off in Dubai on the way home if budget permits
- Proposal to leave school on the Tuesday evening of Week 10 (one day earlier)

Recommendations

Pathways for Growth and Development

- Currently, there are limited pathways for career progression, possibly impacting staff retention
- Staff who are highly competent users of IT should be identified and developed as **‘Technology Integrators’**
- Is there scope to create the equivalent of a ‘Level 3 Classroom teacher’ to retain highly competent and innovative staff?
- Year 7 Handbook to reduce the number of emails sent by teachers, HOLAs and HOYs

Teaching:

- School-wide commitment and strategy aimed at driving school improvement through innovative teaching practices that encourage working ‘smarter’ not ‘harder’.
- Assembly days should revert to a Tuesday timetable to reduce the number of class times lost

Learning:

- Common language across the department/College, whereby core competencies for students are derived from key employability skills such as critical thinking, teamwork, communication
- Evidence-based teaching strategies – best practices should be researched, modelled and implemented as part of the Vision for Learning to drive school-wide strategic improvement