Disclaimer

This document reports the findings of the Department of Education Services’ review and verification of the school’s self-review. The school’s self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of the Department of Education and the Minister for Education.

The Department of Education Services does not endorse any commercial organisation, product or service mentioned in this report.

The Department of Education Services can only guarantee the authenticity of original documents. This document is uncontrolled once printed.

To help people with disabilities obtain access to information, this document can be provided in alternative format on request. Please contact ips@des.wa.gov.au with specific requests or telephone 08 9441 1900.
School and Review Details

Principal: Mr John Stone

Board Chair: Ms Margaret Knight

School Location: 21 Reid Road, Lesmurdie

Number of Students: 997

Reviewers: Mr Rod Baker (Lead) and Ms Maureen Lorimer

Review Dates: 20, 21 and 22 June 2016

Initial Review: 2013

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.
Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students. During the visit, Principals and Board Chairs in the cluster met with the lead reviewers to discuss the achievement of the cluster's purpose.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.
School Context

*What are the important features of this school’s context that have an impact on student learning?*

Lesmurdie Senior High School is part of the Hills Learning Precinct, an Independent Public School (IPS) cluster consisting of three schools in the outer city hills location. Located in the Shire of Kalamunda, the school has its own distinctive identity and since its foundation in 1981 has established a strong tradition of local community involvement in the life of the school.

The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1024 and 21% of students are from families in the lower quartile of the profile while 61% are in the middle and 17% are in the top quartile. Indigenous students account for 1% of enrolments. The Principal advised that there is a small proportion of students from overseas, the majority from England. *My School®* data indicates 8% of students have a language background other than English.

Attendance rates are slightly above those for like schools at 91.9% in 2015, with the attendance rate for Aboriginal students at 92.1% being well above expected levels. The school has a focus on improving overall attendance levels and maintaining attendance rates for all year groups at a minimum of 3% above the State median. In 2015, this was achieved for all cohorts apart from Year 7s who were 1% above.

At the time of the last IPS review, student enrolment was 836, whilst at the commencement of the 2016 school year, 997 students were enrolled. The increase in enrolment is consistent with the addition of Year 7 students in 2015. Currently, the school is the preferred senior school choice for Roleystone Community College students, with 30 to 40 students commencing Year 11 from the college each year. This has resulted in a re-structure of transition processes to better prepare these students for entrance to senior school in a new location. The Lesmurdie Extension and Acceleration Program (LEAP) in science and mathematics for Years 7–10 attracts applicants from approximately 40 primary schools across the State. One LEAP class is run per lower school year group. The school is consistently under enrolment pressure with students from outside the local area applying for entry.

The school’s Workforce Plan has been directed to address the three focus areas of the Business Plan and includes strategies to create a stable and motivated workforce with distributed leadership. A formal partnership with
Curtin University for pre-service teachers has enabled the school to attract quality graduate teachers and maintain a focus on retaining a balance between experienced stable and competent teachers with enthusiastic new graduates whilst the creation of new leadership positions has afforded leadership opportunities for staff within the school. The age profile at the commencement of the DPA showed the median age of teaching staff as 45.8 and in 2016 this has reduced to 44. The average years of teaching experience is 20.2 years and the average tenure at the school is currently 12.8 years.

Apart from the partnership with Curtin University, the school has in place a long-term relationship with Elevato, a company that provides a team of young, accomplished presenters who successfully relate to students and assist with study techniques, increasing motivation, building confidence and lifting exam performance. There is a cluster arrangement with Kalamunda Senior High School through which a broad range of Australian Tertiary Admissions Rank (ATAR) subjects are offered to students with Mathematics Specialist being delivered in 2016 via the online Bibbulmun Learning Community. The school has an auspice arrangement with South Metropolitan and North Metropolitan TAFE to deliver a range of certificate courses ensuring a comprehensive senior school pathway. A strong relationship with the Kalamunda Shire promotes productive use of the shared library facility for both the school and community. All these partnerships add to the positive culture of personal, academic and social excellence.

The School Board consists of seven elected members representing the parent body (four members) and staff (three members). Additional to this, there are four community members on the Board plus the school’s Principal and Manager, Corporate Services. Board members have a well-developed understanding of the role of an IPS board and its responsibilities through the DPA. School leaders provide comprehensive information to the Board, and more recently the school has instigated presentations by teachers in key roles to keep board members abreast of programs and services within the school. The Board is still improving its profile in the school community and working towards a strengthening of the cluster arrangement.

The school is well-resourced and capably led and has a strong sense of community. During the term of this DPA, emphasis has been placed on creating a culture of high expectations as evidenced by its improved Year 12 VET and ATAR results over the last two years. Parents and students expressed high levels of satisfaction with the teachers, the programs and opportunities provided by the school.
The School's Self-Review Process

*How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?*

The school's self-review process is a thorough approach to determining how well the school is serving its students and community, using a range of data and information from which conclusions have been drawn about the school's progress. Confirmation of progress is undertaken through the analysis of achievements against the targets in the 2014–2016 Business Plan as well as comparing the school with the statements in the document *Perspectives On Exemplary School Practice* provided by the Department of Education's Expert Review Group. Additional evidence is obtained through an analysis of progress with respect to the DPA and through heads of learning areas and teachers in charge using the National School Improvement Tool. It is also evident that the recommendations and commendations from the 2013 IPS Review Report have been a feature of the school's review process.

Interviews with staff representatives across the school confirmed the review process is well understood and valued and embedded in school practices. The process of the review follows a very clear cycle, with staff understanding when they will have involvement and input. There is an appreciation of the need to gather quality information about student progress and, in support of this, staff of each learning area complete a detailed review of performance throughout the year. In a change from previous practice, this is presented to the full Executive Leadership Team and fed back to the Senior Management Team via the Principal, ensuring there is a broad understanding of whole-school progress.

The School Board is closely involved in the review process, receiving a range of quality information from the Principal and others about recent trends. Board members indicated their appreciation of the open approach taken to keeping them informed, including presentations from non-board staff members about progress in their areas. Despite having several new members, the Board demonstrated an understanding of its role in the review process and in determining targets and strategies for the next stage of school improvement.

A thorough approach to the review process over the period of the current Business Plan has seen each of the key performance indicators ranked as Achieved (54%), Developing (35%), or Not Achieved (11%). It has also
enabled the staff to confidently identify the areas of improvement. Most significant among these are:

- best ever Year 12 WACE results achieved in 2014 and 2015
- significant improvements in lower-school grade distributions
- a collective responsibility amongst staff for improving student learning and well-being
- success in creating a culture of high expectations
- school-wide recognition amongst staff of the value of self-reflection leading to improved classroom teaching.

Challenges for the next cycle of school improvement have also been identified and include:

- the need for learning areas to be more explicit with their improvement agenda
- more measurable targets in the Business Plan in areas relating to student performance
- formalising the move to a Positive Behaviour School (PBS)
- further development on various forms of feedback, provided both by staff as part of Performance Coaching and by students to teachers when assessing the effectiveness of learning programs.

The detail provided by the school and observation during the school visit provides assurance that both the DPA and Business Plan have been successfully implemented and the school’s review processes include reporting of outcomes against the Business Plan focus areas in annual reports to the school community.
School Performance—Student Learning

*How well has the school performed in improving learning (achievement, progress and engagement) for all students?*

The commitment to school renewal since becoming an IPS in 2012, has at its basis, the expectation to improve student engagement and achievement. The school has worked to create clear links between instructional design and student engagement and has established strong professional learning teams through performance coaching to strengthen teaching practices and improve student achievement.

The three focus areas of the Business Plan are underpinned by the fundamental core value of respect. Each focus area has a number of priorities with identified key performance indicators. Focus Area 1—‘Lesmurdie Senior High School students will be successful’—specifically targets student performance and includes a number of measurable KPIs with a focus on the priority areas of achievement, engagement, attendance, behaviour, well-being and participation.

Key performance indicators 1 to 9 focus on Achievement, with the first five targets directed at improved senior school achievement and the following four directed toward improved NAPLAN achievement, overall lower-school student progress and implementation of a literacy strategy. The annual reports for 2013, 2014 and 2015 include achievement information against each of the indicators as well as comprehensive senior school results and NAPLAN data.

The school met senior school targets in both 2014 and 2015 with WACE graduation consistently achieving 100% for the last three years. Targets reflecting improved trends in ATAR and attainment have all been achieved. Significant achievements in 2015 include:

- 100% Year 12 graduation
- 99% attainment by Year 12 students
- ranked 13th Public School in Western Australia (WA) based on median ATAR
- 19.3% of ATAR students being placed in the top 10% of students State-wide and 46% ranked in the top 20%
- ranked 53rd top school in WA for ATAR students achieving 75%+ in one or more WACE exams
- ranked 32nd in the top 50 schools in WA for VET.
Lower-school NAPLAN indicators were not all achieved or are considered to be developing. My School® data shows 2015 Year 7 results in both persuasive writing, and grammar and punctuation below the average of schools serving students from statistically similar socio-educational backgrounds, and in the case of persuasive writing below the average of all Australian schools. In all other tests for Year 7 and Year 9 the results are close to both similar and all Australian schools. The staff have retained a focus on their NAPLAN targets for 2016.

Whilst KPI 9, ‘implementation of a literacy strategy’, has not been achieved, it is a focus for 2016 linked to NAPLAN improvement targets. A school-wide Tactical Reading program has been implemented with the intent that take-up by teachers will be gradual as teachers are ready. The school has provided a trained coordinator with 0.2 FTE to work collaboratively with interested teachers. Currently, 24 teachers from across learning areas are focusing on reading with the first step being placed on valuing reading, strategies to break down text and writing activities. The teachers involved in the program confirmed that the strategies were assisting their students.

Key performance indicators 10–15 focus on ‘student engagement’ with three of the targets being achieved. These included the successful implementation of a lower-school good standing policy, alignment of formal reporting attributes with the rewards program and formal reports reflecting upward trends in attitude behaviour and effort. Still developing are teachers explicitly outlining their expectations for engagement and aligning these to formal reporting descriptors, maintenance of good and advanced standing by students and completion by teachers of instructional strategies professional learning. The Principal acknowledged a number of stated Business Plan targets are enablers for change and do not measure the improvement in student outcomes. It was agreed that the inclusion of explicit measures of student achievement in all aspects of planning would provide clearer indicators of student progress.

The priority area of Attendance includes seven key performance indicators with two being achieved, two developing and three not being achieved. Data presented to the reviewers showed attendance for the school remains above like schools for the last three years, with Aboriginal attendance around 10% above like schools and over 20% above WA public schools. The school has set the bar high for regular (90% and above) attendance at trending upwards from 83% and this has not been achieved. In the last three years it has remained around the 75% mark with close to 20% of students in the next
category of indicated (80% and above). The implications for student learning are apparent and during the term of the current DPA a number of workforce strategies have been implemented to support their mantra that ‘no student at Lesmurdie Senior High School is invisible’. These include the creation of a lower-school manager position, allocation of additional time to the Senior School Coordinator, a student support worker to replace the School Chaplain and an additional 0.2 FTE for an attendance officer. A thorough analysis of the use of these personnel in the case management and monitoring of students when planning for the next iteration of the Business Plan would provide the school with strong evidence of the veracity of the support services roles in making a difference to students’ attendance, engagement and overall progress.

‘Improve the level of student behaviour’ is the fourth priority of Focus Area 1 which includes a target on teachers explicitly outlining their expectations for behaviour standards and aligning these to the formal reporting behaviour descriptors. This is an area of development and it was evident to the reviewers that there were varying degrees of knowledge and use of the descriptors amongst teachers. Other KPIs in this priority related to reducing suspensions, decreasing behaviour referrals and students requiring special case management, plus increasing the credibility of the rewards program and positive behaviour entries. All were either achieved or are developing, apart from the percentage of student suspensions to remain below 7% of student population, which was not achieved and had risen by 1.8% from 2014 to 2015. The Senior Management Team has recently made a decision to move to the Positive Behaviour School (PBS) model to re-define approaches to behaviour and engagement. The school is encouraged to analyse data sources to gauge whether the behaviour measures are having an impact on improving student outcomes.

Three targets within the priority of ‘students’ well-being’ were achieved, while the two targets focusing on bullying were not achieved. A consistent focus on mental health and well-being with targeted emphasis on bullying, self-harm and self-image is still developing. A thorough analysis of available data should provide more useful student background information to guide future planning in the use of key resources.

The final priority identified in Focus Area 1 is preparing students for ‘full participation in the workforce and society’. All five of the KPIs were achieved. The school has implemented a number of strategies to support this priority, which includes a strong VET program, outstanding senior-school engagement
programs (SSEP) and the use of the Elevate program across the school. A good indicator of success is the attendance level of students in the SSEP and the reviewers had the opportunity to observe the positive relationships that are well established between SSEP teachers and students. Also of note are the comprehensive transition programs for Year 6 to 7 and Year 10 to 11.

In Focus Area 1 the intent of the six priorities is to improve student learning. The recent review of the Business Plan was comprehensive and clearly demonstrated the areas of success and those requiring continued attention. In all aspects of operations the importance of building staff capacity to monitor student learning through a thorough understanding of available data sources and using this information to inform planning is acknowledged. This whole-school approach has contributed to a positive culture and there has been a commensurate level of improvement in student performance, particularly in the senior school. A number of potential strategies have been identified to support a coordinated approach to improved student achievement for the next iteration of the Business Plan, including a re-focus in 2016 on progress in the lower-school years with the implementation of Tactical Reading to address some of the literacy elements. The reviewers noted that the school’s commitment to this journey of sustainable school improvement is at all levels of the organisation and is supported by the Performance Coaching model and programs to address students learning and engagement.
School Performance—Quality of the Learning Environment

*How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?*

The school's motto of 'thriving in a nurturing environment' gives an indication of the approach that is taken to all aspects of school life and it is one that was affirmed for the reviewers in the interviews conducted. Staff, students and parents used comments such as 'safe', 'a family school', 'a confident school', 'supportive staff', and 'relaxed' to describe their appreciation of the school environment.

The school has enjoyed a strong reputation for some time in the Hills Community, one that has been enhanced in recent years. Enrolment trends are an indication of this with around 80% of Year 6 students in local primary schools opting to attend in 2016. There is also pressure from families living outside the school's intake area for their children to attend and while some can be accommodated in programs that are being offered in music, mathematics and science (LEAP), many others need to be declined due to the physical constraints of the school site.

A wide range of evidence was presented to support the school's strong focus on developing a positive learning culture during the life of the current Business Plan. The Principal has used a strategic approach to this shift, ensuring staff members have had the opportunity to understand fully each aspect of the change process and are comfortable with it before moving on. One outcome of this is the enthusiasm and support shown by teachers as they talk about progress in teaching, a measure of success evident in the fact that teachers instigated the nomination of the school in the Best Secondary School Category for the 2015 Education Awards.

A key aspect of this progress has been the focus on teacher development with acknowledgement being given to the contribution the quality of teaching makes to improved student learning. The concept of Performance Coaching is one that has gradually been introduced with members of the Senior Management Team being trained to enable them to effectively coach members of their learning areas. It is evident that this has now developed to the stage where staff members are comfortable with classroom observation and feedback, often actively seeking it from their leaders and colleagues, and accept that it is part of the school's approach to improving teacher
effectiveness. Non-teaching staff who also participate in Performance Coaching regard their inclusion in the process as an indication of the high value the Principal and his team place on their work.

The school offers a specialist program in mathematics and science (LEAP), which attracts students from a wide area, together with a full range of courses in English, the humanities, the arts, technology and enterprise, and health and physical education. Italian is offered in Years 7–12 and many students regard the music program as a major reason for enrolling at the school. Phase 1 of the Western Australian K–10 Curriculum has been fully implemented in Years 7–10 with implementation of Phase 2 being currently underway. At senior school level students are provided with the opportunity to follow an academic pathway with a wide range of ATAR courses on offer or to pursue options in the vocational pathway.

The school presents as a calm and safe place in which to work. Comments made in interview by members of the Student Council support this observation. They made reference to the interest and support provided by many teachers who are readily available to give additional assistance when required. Student behaviour is of a high standard and considerable emphasis is placed on maintaining this level with the majority of staff, including many of the non-teaching group, having completed Classroom Management Strategies and 48 teachers completing Instructional Strategies. The school employs a range of reward programs that are highly valued by all students and is presently in the process of strengthening good standing across the school. The school acknowledges a small cohort of challenging students who have the potential to disrupt the positive working environment and, to better cater for their needs, two engagement classes, Year 10 and Year 11/12, have been established providing opportunities for the students to work off-line in a less formal approach. While this is identified through the school self-review process as an area for further development there is evidence that significant success has already been achieved with the attendance of these students rising from an average of around 60% to over 80%.

There is a strong emphasis on pastoral care with a team including the Youth Services Officer, School Nurse, School Psychologist, and Attendance Officer working closely with the Lower-School Manager and the Senior-School Coordinator to address the identified needs of students. A range of supporting programs and activities, are in place to cope with the needs of students in varying age groups. The reviewers were impressed with the range of assistance available although did conclude that a more coordinated approach
to using staff in support services roles would ensure that everyone was aware of successes achieved and where further focus would be beneficial.

Communication with parents and families is given a high priority with a range of informal approaches, including the school Facebook site and text messaging, supporting the more traditional approaches of communicating with the home. Parents interviewed commented on the comprehensive nature of reporting to parents at the scheduled times each year and the opportunities given for interviews, and indicated appreciation of the fact that the Principal makes a personal comment on every student’s report. The Principal acknowledges the importance of establishing strong links with families at an early stage and has included responsibility for working at the Year 6 level in the local primary schools, preparing for transition, as a part of one deputy principal’s portfolio.

The Parent Survey, completed in 2014 (another is planned for later this year), provided a strong endorsement for the quality of school leadership and standard of education being provided and supports the reviewers’ conclusion that the school provides a safe, welcoming environment that promotes student learning through the provision of a diverse academic program.
School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

The school has clearly demonstrated that self-review practices are well developed, consisting of analysis of a range of data and information to inform conclusions. The Principal has provided strategic direction for the school by the introduction of Performance Coaching as a driver for teacher self-reflection. All aspects of the self-review cycle have a focus on identifying areas for improvement. Increased data literacy has enabled the informed participation in review of middle managers, teachers and support staff. Evidence-based decisions are used to change school culture and processes. Reviewers were able to verify the commitment of staff to this process of self-reflection and feedback leading to further capacity building and student learning improvements.

A distributed leadership model has enabled staff to assume leadership roles that support the focus on maximising student achievement. Deputy principals, heads of learning areas, managers and coordinators are empowered to lead their portfolios and are able to accommodate changes to leadership positions when the need arises. Staff morale appears to be high and is reflected in a commitment at all levels of the school to the Performance Coaching model for continuous improvement.

The comprehensive Workforce Plan supports the three focus areas of the Business Plan. Human resource requirements going forward have been identified to inform the strategic recruitment complements the school’s experienced and stable staff. Together with the re-structure of roles this has been an effective strategy in sustaining the school’s capacity to respond to identified priority areas. The appointment of additional staff to leadership roles in pastoral care, instructional coaching and tactical teaching is indicative of the importance placed on these key elements of the school improvement agenda.

The school has a strong model of staff representation on committees which was enhanced with the ‘Towards 2015 and Beyond’ initiative. The staff were invited to form advisory groups (SAGs) that meet and discuss forward planning issues and present their recommendations to the Senior Management Team. There are currently 11 SAGs looking at a range of current issues across the school. The reviewers noted a strong commitment to this model from both the teaching and non-teaching staff. Level 3 Classroom
Teacher aspirants lead seven of the groups, another indicator of the depth of sustainable leadership within the school.

There is a well-established Board in which members understand their role in the provision of strategic support to the school. The Board comprises a range of expertise having approached specific community members to join the Board to ensure the membership composition had the necessary skills and experience to participate fully in all aspects of reviewing and implementing the school's Business Plan. Under the direction of the Board Chair, members have been proactive in responding to the recommendations from the 2013 review findings, which included provision of Department of Education board training to their own members and to board members from the Bibbulmun Network. Board members are confident in their ability to ask the ‘right’ questions in monitoring the achievement of the Business Plan targets and there is recognition that there will be continued growth in the capacity of the Board over the next three years.

Reviewers met with key staff responsible for the management of the human, physical and financial resources of the school. They were able to verify that the school has the financial capacity to continue to support additional human resources together with on-going programs, and that succession planning is considered in the workforce planning overview. The establishment of a public service manager of facilities and grounds has ensured sustainable management of the grounds and cleaning staff, and the creation of an accounts/purchasing role provides essential support to middle managers.

It was clear to the reviewers that the Principal and Senior Management Team have, over the period of the DPA, facilitated change and led the school in a positive direction. The review demonstrated the school has established processes and systems that provide confidence it will be able to sustain and effectively address improvement in student learning outcomes and achievement in the next cycle of the DPA.
School and Cluster Performance

*Has the cluster met its intended purpose and supported improved student learning?*

The cluster member schools of Lesmurdie Senior High School, Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre initially applied for Independent Public School status as the Hills Learning Precinct to achieve closer cooperation and several efficiencies. These included:

- improved curriculum access
- reduction of resource duplication
- sharing of teaching and management expertise.

It is also now argued strongly by the principals of the two senior high schools that, at the time of application it was recognised that having a cluster including their two schools ensured that both would either gain IPS status together or both would fail, thus assuring the image and reputations of both schools would develop, to some extent, at a similar rate. This, they believe, was very important for the reputation of public school education in the Hills community.

In the intervening six years, cluster members have met infrequently. However, the Board Chair and Principal cluster representatives attending the review insisted this is not an indication of the effectiveness of the model. They gave a number of examples of how the schools benefit from the increased cooperation and contact their cluster arrangement offers. There was an argument from the cluster representatives attending the review visit that the loose affiliation now in place is meeting the original intentions and that the recommendation from the last review in 2013, “that schools explore additional benefits for staff, students and the Boards of additional linkages with cluster partners” is being met. However, there is little evidence of this.

Discussions with members of the Senior Management Team at Lesmurdie Senior High School indicated strong support for the current cluster arrangement. They acknowledged that the school does access a range of networks with other schools, including some beyond their local area, but felt that the Hills Learning Precinct provided an option for immediate support when needed. There was a strong belief that participation in the cluster has seen improved curriculum access for students. An example given was the
occasion when the school has been unable to deliver ATAR programs in history, geography and mathematics in a cost-effective manner due to small numbers of students opting to take the courses. Delivering the program on-line in a partnership with Kalamunda Senior High School became the most viable option, this arrangement continuing for mathematics in 2016.

Regular cluster meetings with a planning and monitoring focus would assist in identifying and addressing strategic issues.

As an area for improvement the Hills Learning Precinct cluster would benefit from development of a priority to support collaborative practice between member schools, supported by planning and monitoring to formalise the objectives of the cluster.
Conclusion

It was evident to the reviewers that Lesmurdie Senior High School provides a quality education to its community, with practices verified through a comprehensive approach to school review that is embedded in the school’s annual cycle. The school is effectively led by the Principal whose inclusive practices have encouraged students and staff to engage with him in the improvement agenda. He is ably supported by the Executive Leadership Team, which in turn is backed up at the classroom level by a group of enthusiastic and committed team leaders.

Students enjoy a safe environment in which to work with a range of strategies in place to support them at varying stages of their development. The curriculum offered is broad with ample evidence to show that students at this school have every opportunity to achieve at a high level in their chosen field. The development of the skills of teachers, together with competent teaching strategies and techniques, is at the forefront of the improvement program and has been a major factor in successful student outcomes.

The school enjoys the support of its parents who, through a range of feedback mechanisms, have demonstrated the value they believe the school provides to their community.

Lesmurdie Senior High School is well placed to continue this high level of success into the future.
Commendations

The following areas are commended:

- the role of the Principal in strategically leading the rejuvenation of the school's learning culture
- the role of the Executive Leadership Team in managing the change process during the period of the present Business Plan
- the comprehensive approach taken to the school review process
- staff engagement in the culture of school improvement
- improved Year 12 WACE results and the number of students achieving highly in ATAR courses
- the successful implementation of the Performance Coaching model for performance management across the school
- the focus on developing an effective workforce that includes additional opportunities for leadership and a willingness to employ recently graduated teachers
- the establishment of engagement classes to cater for disengaged students in the senior school
- the School Board which has focused strongly on meeting the requirements of the DPA.

Areas for Improvement

The following areas for improvement are identified:

- learning areas to be more explicit with improved target setting
- make more purposeful use of a range of data to inform learning area and student services planning
- develop a strategic approach to using staff in support services roles across all year groups
- develop a priority for the Hills Learning Precinct to support collaborative practice between member schools supported by planning and monitoring, to formalise the objectives of the cluster.
Lesmurdie Senior High School

Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Lesmurdie Senior High School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.

Mr Rod Baker, Lead Reviewer

15 August 2016

Ms Maureen Lorimer, Reviewer

15 August 2016

Mr Richard Strickland, Director General,
Department of Education Services

29.8.16