Lesmurdie Senior High School

2013

Independent Review Findings
Lesmurdie Senior High School

Contents

School and Review Details ........................................................................................................1
1. About the Independent Review .........................................................................................1
2. Summary ..........................................................................................................................3
3. School Context ................................................................................................................6
4a. School Performance - Student Learning .........................................................................9
4b. School Performance - Quality of the Learning Environment ........................................12
4c. School Performance - Sustainability .............................................................................14
5. School and Cluster Performance .....................................................................................18
Declaration ..........................................................................................................................20

Disclaimer

This document has been based on the findings of the independent reviewers' 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 Minister for Education, the Director General of Education, the Principal and the Board Chair.

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School and Review Details

Principal: Mr John Stone
Board Chair: Ms Linda Graham
School Location: 21 Reid Road, Lesmurdie WA 6076
School Classification: SHS Class 6B
Number of Students: 836
Reviewers: Mr David Carvosso and Mr Graham Rixon
Review Dates: Self-review presentation: Thursday, 20 June 2013
Review visits: Monday, 1 July and Tuesday, 2 July 2013

1. About the Independent Review

The purpose of the independent review of Lesmurdie Senior High School is to provide an assurance to the Minister for Education, the Director General of Education and the school community 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 improved the standards of student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes student learning
- how well the school is placed to sustain and improve its performance.

The school has been required, under the DPA, to undertake regular self-assessment. The outcomes of these assessments formed the basis for the school’s self-review which was presented to the reviewers for verification at the commencement of the independent review.
Prior to the presentation of the school's self-review, reviewers were provided with information on the school's educational achievements, its processes and its student performance data from a number of sources which include, but are not limited to:

- 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 visited the school for a half-day presentation of the school's self-review by the Principal, the Board Chair and other key stakeholders chosen by the school. Following the half-day visit the three schools making up the Hills Learning Precinct Cluster met with the reviewers for the cluster self-review. Subsequently the reviewers analysed the evidence presented in the school and cluster self-review documentation and developed lines of enquiry where further verification was required.

An agenda for a two-day review visit was then negotiated with the school to enable the gathering of further evidence to clarify or confirm the claims made in the school's self-review. During these two days the reviewers sourced information and evidence to support the school's self-review claims through observation and discussion with teaching and non-teaching staff, board members, parents, students and the school leadership team.

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

This document reports on the findings of the independent review.
2. **Summary**

Lesmurdie Senior High School was established in 1981 and gained Independent Public School status in 2011. The school forms part of the Hills Learning Precinct Cluster along with Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre.

The school rigorously reviews its student performance information and questions the strategies being employed. The school prides itself on its academic and sporting achievements and caters very well for students at educational risk. The school has identified as a challenge the complacency of a significant number of students who are not performing commensurate with their potential.

The school offers a quality learning environment with a range of courses, programs and strategies that engage students in learning while providing an atmosphere that fosters a high level of care and wellbeing. The school is recognised for its calm atmosphere and strong parent and community support.

Lesmurdie Senior High School demonstrates strong leadership at all levels. Teachers are well supported in improving their teaching strategies to meet the needs of their students. Support staff are deployed efficiently in the school and their expertise is utilised for the benefit of the school and its students.

The Board of the school is developing an understanding of its changing role from that of a School Council to a governing body with higher order responsibilities.

The school leadership team believes the formation of the Hills Learning Precinct Cluster has resulted in increased collaboration between the schools and has addressed the perceptions in the wider community that the schools are equally viable.

The following **commendations** support the school’s claims of significant strengths and areas of improvement:

- the exemplary work being undertaken with special needs students and students at educational risk
- the strong culture of community in the school through the interactions between students, staff and parents
the support of students through a dedicated and committed student services team
the transition processes from primary to secondary
the strong focus on distributed leadership across the school which is supported by open and transparent communication
the planning being undertaken in the initiative “Towards 2015” for the transition of Year 7s into secondary schooling and the targeting of Year 5 students and parents in local schools in preparation for this transition.
the self-review undertaken by the Board and the “360 degree feedback” undertaken by the Principal as modelling of good reflective practice to other groups and individuals in the school
the level of satisfaction of parents in the school, as evidenced by the annual responses to the parent survey.

The following **affirmations** support continued implementation of strategies and initiatives or areas for improvement identified by the school:

- the clear linking of learning area operational plans to the school’s Business Plan
- the ongoing success of the strategies used by the school in developing a positive, calm and purposeful environment
- the initiative of the school to introduce a highly valued students’ rewards program
- the strategy being employed, as part of workforce planning, to meet the challenge of a long-serving, stable staff in order to ensure the quality and sustainability of the teaching and learning into the future
- the strategies being employed by the school to support the implementation of the Australian Curriculum within an appropriate timeline
- the leadership’s engagement of all staff in setting the areas and targets in the new Business Plan
- the school’s direction in performance coaching as the model for the performance management of staff
- the Board’s significant role in the design of the new Business Plan.

The following **recommendations** are made to add value to the school’s improvement and review processes:

- the school explore pathways and strategies to accommodate the needs of students who lack drive and are achieving below their capacity
Lesmurdie Senior High School

- the school review its use of technology and skill staff in order to improve their confidence in its use
- all members of the Board consider the training offered by the Department of Education
- the Board develops a communications strategy to ensure that the wider community is aware of its function and accountability role in supporting the school
- the school explore additional benefits for staff, Board and ultimately the students of linkages with cluster partners, Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre.
3. **School Context**

Lesmurdie Senior High School is located in the hills 24 kilometres to the south east of Perth. The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1019, caters for students from Years 8 to 12 and currently has an enrolment of approximately 836 students.

The school’s ethos is based on “the belief that it upholds and promotes personal, academic and social excellence amongst both students and staff and discourages those influences that work against the attainment of these standards.” This is supported by its vision of “fostering trust and respect so that all of our young people can achieve to their full potential”.

The school is seen as a school of choice and has increased from 61% to 77% the number of students choosing Lesmurdie Senior High School from local primary schools. One hundred and eighty students from outside the school boundaries were unable to be offered places for 2013.

The school was founded in 1981, initially as a district high school catering for students to Year 10. For this reason some of the rooms for Design and Technology are smaller in size than those of most senior high schools. This poses some restrictions on the size of classes able to be accommodated in these rooms and adds an additional complication to timetabling.

The school has a shared school/community library which is a focal point for members of the community as well as the students. This venue is extremely popular with students as a meeting place before school and during lunchtimes.

The school is soon to undertake a building program comprising four classrooms in order to cater for the transfer of Year 7s to the school in 2015.

The school has 96 staff, 64 of these being teaching staff and 32 support staff. The teaching staff is very experienced with an average teaching experience of 23.2 years. The staff is also stable, with the average time at Lesmurdie Senior High School being 14.8 years. The average age of staff is 48.2 years. All executive administrators are timetabled to teach one class which gives the school administration a shared understanding of the operations of the school and issues other staff may encounter.
Lesmurdie Senior High School

The school had a change in Principal at the beginning of 2012 and the school's Business Plan was taken up by the current Principal. The current Board Chair was, however, a signatory to the 2011 – 2013 Business Plan. The current Business Manager commenced her role in an acting capacity in 2012 and was not a party to the establishment of the inaugural Business Plan.

The student population is very homogeneous however building development in the school's catchment area may see this change in the foreseeable future. Currently, the school has 11 Aboriginal students and less than 100 students born outside Australia, most of whom were born in countries where English is the official or dominant language.

The school is approved by the Department of Education to offer a Year 8-10 Specialist Program in Mathematics and Science (LEAP). These courses attract students from more than 30 primary schools across the Perth metropolitan area.

The school prides itself on its achievements in both the academic field as well as in the arts, physical and health education (especially outdoor education) and technology and enterprise. Approximately half the students in upper school are studying an Australian Tertiary Admission Rank (ATAR) course. In 2012, 69% of Year 12 students achieved an ATAR of 55 or more, or graduated with a Certificate II or higher.

Lesmurdie Senior High School, along with Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre (ESC), forms part of the Hills Learning Precinct Cluster. This cluster was established as part of the process in seeking Independent Public School status commencing in 2011. The cluster was established to better support the needs of students and staff through:

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

The school is governed by a Board comprising 13 members. This includes the Principal, Business Manager and three elected teachers from the staff of the school. The Parents and Citizens' Association (P&C) President and Treasurer are members of the Board along with four elected parents (one of whom is Chair of the Board) and two community members. The current School Board is going through a period of re-focusing as it changes its method of operation.
from that of a school council to one which reflects the enhanced role and responsibilities of an Independent Public School governing body.

As a result of becoming an IPS, Lesmurdie Senior High School was ‘rebadged’. This is seen by staff and parents as a significant sign that the change in status is real and the status quo is likely to be challenged as the school moves forward.
4a. School Performance - Student Learning

The Lesmurdie Senior High School Business Plan 2011 – 2013 established four focus areas. The first of these is focused on student learning and specifically the achievement of academic excellence. To this end targets were established in both senior and lower school student performance.

The reviewers were provided detailed documentation indicating the school has extensively reviewed its achievements against the Business Plan. It was evident that the school was giving due consideration to apply appropriate strategies in order to achieve the targets as set in the Business Plan. Each learning area's operational plan addressed the focus areas and targets as documented in the Business Plan. The reviewers affirm the clear linking of learning area operational plans to the school's Business Plan.

The senior school targets are based on Year 12 graduation, a variety of Year 12 ATAR attainments, and the percentage of students meeting the national attainment standard.

For Year 12 graduation the school set a target of 100% of students achieving Western Australian Certificate of Education (WACE) graduation. The school very nearly met this target with 98% of eligible students achieving WACE graduation in 2012. Analysis by the school leadership team identified the one student who did not achieve a WACE as a 'non-trier'.

The school has also reviewed a number of targets set around student achievement in ATAR scores.

The school achieved its target of all students with an ATAR above 55 also meeting the English competency requirement.

The school has identified as 'developing', the following targets in this area. These targets have not been met, however the school believes it is on track to achieve them.

- The school has achieved a median ATAR score of 73.35 against its target of not less than 75 for identified university pathway students.
- The school is yet to reach its target of achieving a median ATAR which is equal to or greater than that of statistically similar WA Public Schools.
- The school has increased from 54% to 57%, the number of students with a median ATAR of 70 or greater towards their target of 65%.
Similarly, the school has a way to go to increase to 20% the number of students who attain a scaled score of 75 or above in one or more courses. This is currently sitting at 10.35%.

The school has some way to go to increase to the number of students meeting the national attainment standard to 80%. Currently 69% of students achieve this target.

The lower school targets are focused on achievement in the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Western Australian Monitoring Standards in Education (WAMSE) tests in Science and Society and Environment. Results are as follows:

- The school increased by 5% the number of students above the State mean in national benchmarks (NAPLAN) in numeracy and spelling. This target was not achieved in the other NAPLAN testing areas.
- The school achieved its target in reading of increasing by 5% the number of students in the top 20% however failed to achieve this in writing and language conventions (NAPLAN).
- The school achieved its target of increasing by 5% the number of students in the top 20% for numeracy (NAPLAN).
- Achieved in Years 8 and 9 an increase to 20% the number of students achieving an A grade in mathematics, English, science and social studies subjects in Years 8–10. Year 10 students achieved 17.5%. The school also set a target of decreasing to 20% the number of students achieving D and E grades in these subjects. This was not achieved, with a D and E percentage in Year 8 of 22.5%, Year 9, 21.5% and Year 10 20.5%.
- The school’s target to increase from 22% to 25% the number of students in the top 20% of the State in WAMSE science testing was achieved.
- Similarly, the target to increase from 15% to 20% the number of students in the top 20% of the State in WAMSE society & environment testing was also achieved.

The school leadership team and heads of learning areas were consistent in their comments to the reviewers about the complacency of students in the middle bands of achievement at Lesmurdie Senior High School. The leadership team has identified as a challenge the need to address this issue. The students are seen as highly compliant but under achieving. There is a very calm tone in the school, which is cited by staff as being a pleasant school in which it is easy to teach. There is a need to lift the average performance of
students and to this end the reviewers recommend that the school explore pathways and strategies to accommodate the needs of students who lack drive and are achieving below their capacity.

Classroom visits and discussion with the school leadership team and the student services team confirmed the excellent work being undertaken with students with special needs in Years 10, 11 and 12. The Year 11 and 12 Senior School Engagement Program (SSEP) students are nurtured and guided through a combination of WACE and Certificate II courses with all achieving either secondary graduation or successfully gaining meaningful employment. The reviewers observed the nine remaining students in this course actively engaged in their learning, whose attendance rates are approaching 100%. Each student has an Individual Education Plan (IEP) which is closely monitored by a highly motivated and dedicated classroom teacher with support from members of the student services team.

The student services team also monitors a significant number of students in all year levels who require support in areas of identified need and have IEPs developed to address this.

The Principal and leadership team acknowledged the work being undertaken in assisting students with special needs throughout the school. The reviewers commend the exemplary work being undertaken with special needs students and students at educational risk.

The specialised LEAP program caters for students with identified academic excellence in the areas of mathematics and science. Streaming of other classes is deployed as a strategy to assist teachers in targeting their teaching to the students’ ability level and to especially encourage higher ability students to achieve to their potential with the goal of progressing into a higher streamed class.

The extensive documentation provided to the reviewers clearly identifies the focus each of the learning areas has on the targets set in the Business Plan and the strategies identified in the school's operational plan. Each learning area's operational plan is reviewed on a regular basis and progress is noted in commentary on the plans. Each head of learning area reports to the school's leadership team in a presentation supported by this documentation.
Student learning at the school is well monitored with all teachers now having online marks books. This is seen by the leadership team as an important step in improving moderation and transparency in assessment across the school.

It is evident in reviewing the school’s performance information and verified in discussions with the leadership team and a number of heads of learning areas, that the students perform well without necessarily excelling. A number of staff commented on the complacency of a significant percentage of students and this will need to be addressed by the whole school community if these students are to achieve their potential. If this can be addressed, the school’s performance will improve commensurately.

4b. **School Performance - Quality of the Learning Environment**

The reviewers were able to verify a shared vision and ethos with staff, students and parents through classroom visits, extensive staff interactions and discussions with board members, students and parents. The comprehensiveness of the school’s curriculum reflects the expectations and career aspirations of the community, embracing tertiary entrance as well as preparation for training and the workforce. At the whole-school level the reviewers sighted clear evidence of the school aiming to achieve its vision of “fostering trust and respect so that all of our young people can achieve to their full potential” - this underpins all aspects of teaching and learning in the school. The school is commended on the strong culture of community in the school through the interactions between students, staff and parents.

The curriculum at Lesmurdie Senior High School is designed to ensure all students are provided with an engaging, relevant and meaningful educational program. Extension and enrichment in a specialised LEAP mathematics and science program caters for students with identified academic excellence, whilst direct instruction intervention programs delivered by selected specialised staff ensure students with learning difficulties are provided with opportunities to make progress and achieve. The reviewers sighted clear evidence of staff deploying strategies to assist students to actively take responsibility for their learning. The reviewers acknowledge the example set by the Principal and deputy principals being timetabled for a teaching role.

The recent restructuring and management by staff in the student services area is adding a real focus on pastoral care, course counselling, transition, orientation and student attendance and participation, all of which are given
high priority. The reviewers commend the school on the support of students through a dedicated and committed student services team.

The school executive leadership team, consisting of the Principal and three deputy principals along with many examples of distributed leadership across the school, has developed and is continuing to drive a climate of improvement in the school. Since Term 2, 2012 there has been a restructuring of the senior administration team resulting in many positive outcomes.

Distributed leadership is evident throughout the school and individual leaders are clear as to their particular role and expectations. This was evident to reviewers through documentation, discussion with the executive team, heads of learning areas, education assistants and visiting teachers in their classrooms. The Principal and the executive team, with the support from staff, have developed and are continuing to drive a climate of teamwork and innovation in the school. As a result of the distributed leadership and the drive to improve student learning, the reviewers affirm a high level of morale within the staff and their support of each other and their students.

The school has pursued a number of strategies and programs that have resulted in benefits for staff growth and student learning:

- Professional development strategies to improve staff skills, particularly in the areas of catering for the needs of students who are in the middle band. There has been a definite focus on instructional design in teachers’ approaches to planning programs and ultimately increasing student engagement.
- The strong link between analysing student performance and the teachers’ performance coaching program. As a component of the school’s drive to increase accountability they are implementing the Advanced Accredited Instructional Coaching (AAIC) for all staff.
- Technology in teaching and learning programs – the school is introducing some exciting ICT initiatives, however there appears to be a need for a more coordinated approach and more ICT expertise amongst a significant number of staff. This was confirmed by the Principal. The school is collaborating with local schools in using video conferencing facilities to accommodate smaller upper school classes and is also trialing the implementation of tablet technology. It is recommended that the school review the use of technology in the school and provide staff with the appropriate professional development in order to improve their confidence in its use.
• The initiative where local Year 7 students and parents undergo an orientation program before entering the school. The reviewers commend the processes currently being undertaken for transition from primary to secondary.
• The executive team works collaboratively with staff to ensure they regularly interrogate data to identify students not performing to the best of their ability and to assist them to achieve their potential.

Teachers verified the school’s processes and strategies that supported their work in the pastoral care program. Key elements of the care demonstrated for students were evident in the comprehensive focus on an individual’s performance, the students at educational risk program including a significant number of IEPs, the LEAP program and a focus on resilience. These support programs are delivered in a range of teaching scenarios designed to meet individual needs including provision of assistance to staff in making adjustments to the learning programs for all students. The pastoral care focus is enhanced by the involvement of the chaplain (0.8) in supporting students and parents and a school psychologist to assist students in managing their social skills and developing emotional resilience. The personalised approach to each student and a positive student/teacher relationship is a key element of the learning environment. The reviewers were able to verify and affirm the success of the strategies used by the school in developing a positive, calm and purposeful environment that was consistently demonstrated across the school. Also affirmed is the initiative of the school to introduce a rewards program which is highly valued by students.

The school is commended on developing a quality learning environment with a range of courses, programs and strategies that engage students in learning while providing an atmosphere that fosters care and wellbeing to a high level.

4c. School Performance – Sustainability

The reviewers found a calm and positive attitude pervaded the school. The executive team, staff, students and parents promote this attitude when discussing all aspects of the school. Distributed leadership is evident throughout and individual leaders are clear as to their particular role and expectations. Leaders and staff spoke positively about the transparent and constructive communication taking place in the school. The school is
Commended on the open and transparent communication strategies utilised as part of the distributive leadership model.

Curriculum planning and interrogation of school performance data is conducted in learning areas and this is followed up by rigorous analysis presentations with the executive team. Comprehensive self-review tracking of targets and data was clearly evident in the Business Plan and operational plans.

Leadership, at several levels, is an essential element in developing consistency and excellence in practice. The Principal is commended for developing the strong focus on distributed leadership particularly through the deputies, curriculum and student services teams and educational assistants. The distributed leadership employed at the school, while working well in achieving the school’s goals and in supporting its ethos, needs to be able to respond to issues related to sustainability and consistency of practice. Discussions confirmed that succession and workforce planning for both the Board and leadership of the school is being undertaken to ensure that existing practice and programs can be sustained into the future.

Sustainability issues identified in the Workforce Plan present a number of challenges during the life of the next Business Plan. A particular issue is the large number of senior staff members who have been in the school for a long time. The school’s strategy in addressing this challenge in order that the quality of the teaching and learning may be ensured into the future is affirmed. Options that the school is considering include: the employment of teachers nearing retirement as part-time staff members and mentors for less experienced teachers; the skilling of staff in relevant technologies; enhancing motivation through receptiveness to change.

A number of tangible indicators that demonstrate the school is engaging in a more collaborative planning approach include: the formation of a “Towards 2015 and Beyond” committee with the objective of focusing on Year 7 students entering the school in 2015; curriculum audit; ITC across the school; buildings and grounds; student and staff motivation. Over 40 staff members and board representatives have expressed an interest in the various sub-committees that form the “Towards 2015 and Beyond” committee. The planning being undertaken in this initiative is commended. The school is also commended on its planned targeting of Year 5 students and parents in local schools in preparation for entry into Year 7 in 2015 at Lesmurdie Senior High School. As another example of forward planning the reviewers were able to
verify and affirm the strategies being employed by the school to support the implementation of the Australian Curriculum within an appropriate timeline.

Quality planning and target setting is evident within the school across the curriculum and also in the four focus areas:

1. Learning: achieving academic excellence
2. Teaching: excellence in teaching
3. Learning Environment: safe, supportive and nurturing

There is clear evidence of Business Plan and operational plan reviews in 2012 and 2013. Targets set in the operational plan and by learning area teams are more effective than those of the Business Plan, in that they are challenging and measurable targets that receive constant monitoring by the executive team, heads of learning areas and class teachers. Through collaborative practice, strategies are implemented to achieve the identified targets relating to student performance. As an example of this collaborative approach the school advised the reviewers that the production of the next Business Plan will be a collaborative exercise involving the executive team, teaching, support staff and board members. The executive team believes that if staff members are directly involved with the production of the Business Plan and the setting of targets, having ownership they are more likely to be committed to achieving the targets that will lead to an improvement in student learning and teaching. The reviewers affirm the leadership’s engagement of all staff in setting the areas and targets in the new Business Plan.

The executive team at the school has developed a culture of self-review resulting in evidence-based review practices in all programs. The strong focus on analysis of the school’s performance drives the Business Plan and operational plans with explicit targets used for assessing progress and strategies for sustaining and improving student, school and teacher performance. Plans to embed the performance development system for all staff within the school’s self-review practices are in the developmental phase, with an eventual move towards performance coaching. A significant investment in time and resources is being given to an Advanced Accredited Instructional Coaching (AAIC) program within the school. Currently, teacher performance development is aligned with school, departmental and personal targets. The school's direction in performance coaching as the model for the performance management of staff is affirmed. The detailed and ongoing
discussion about student performance, as part of the performance management process, is also a direction that is affirmed. The reviewers were able to verify and affirm that the leadership, Board and parent surveys are also integral to the school’s culture of improvement. The school is commended on the self-review undertaken by the Board and the 360 degree feedback undertaken by the Principal as modelling to other groups and individuals in the school. The school is also commended on the level of satisfaction of parents in the school as evidenced by the annual responses to the parent survey.

The School Board provides critical oversight and reflection on strategic direction and in the review of the school’s performance. The Board is supported in its role through the timely provision of comprehensive documentation on student performance and the financial status of the school. The Principal reports regularly on progress against the Business Plan and operational plans. As a component of the self-review structure, heads of learning areas are invited to executive and board meetings to report on student performance. The reviewers affirm the Board’s significant role in the design of the new Business Plan including an understanding of the targets to be set. During the independent review process, the following possibilities for strengthening the Board’s role in the school were identified and discussed and appear in the findings as recommendations:

- that all members of the School Board consider the training offered by the Department of Education in order to better understand and contribute to the analysis and interpretation of student performance information
- that the Board develops a communications strategy to ensure that the wider community is aware of its function and accountability role in supporting the school.

In discussion with the Board it was acknowledged its status would be enhanced if it considered strategies for strengthening and sustaining its role in the school, by reviewing the current rules of operation and increasing the engagement of community, parents and students.

The school has effectively developed a sustainable education process where, under strong leadership at all levels, teachers are able to focus on improving their teaching strategies to meet the needs of their students. Significant achievements and improvements over the last 12 months give rise to much optimism and place the school in a sound position to be able to sustain its current level of performance and improve student learning.
5. School and Cluster Performance

Lesmurdie Senior High School, Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre applied to become an IPS cluster in order to strengthen the links between the schools. Traditionally, there had existed a competitive relationship between Kalamunda Senior High School and Lesmurdie Senior High School. The cluster agreement allayed the risk of only one school becoming an IPS and drawing enrolments away from the other. Both schools currently have waiting lists which is evidence that this risk has been averted. The cluster of three schools forms the Hills Learning Precinct Cluster.

In meetings with the Principals and Board Chairs of all schools, it was made clear to the reviewers that the cluster was always meant to be a loose configuration, never-the-less the approval of the cluster has resulted in a number of initiatives.

There is increased collaboration between Lesmurdie Senior High School and the other two schools as a result of the cluster status. The principals meet on a regular basis and there is evidence that collaboration between other school personnel is developing. While there are a number of other networks that the schools in this cluster belong to, the establishment of the Hills Learning Precinct Cluster has resulted in a mutual trust and sharing that arguably has not always been the case in the history of the two senior high schools.

One example of the collaboration now occurring is the aligning of school timetables to allow online video conferencing where classes lack the student numbers for viability in any one school. Currently specialist mathematics is hosted from Lesmurdie Senior High School, modern history is hosted from Kalamunda Senior High School, and geography is hosted from a non-cluster participant: Darling Range Sports College.

The cluster arrangement has also resulted in meetings of mathematics and English learning area staff from the Lesmurdie and Kalamunda senior high schools with an agenda based around the understanding of the Australian Curriculum.

Lesmurdie Senior High School has improved linkages with the Kalamunda Senior High School Education Support Centre and parents are now considering the benefits of their child attending the centre. This option has always been available; however, the cluster appears to have broken down
barriers that have deterred parents from considering this option. Lesmurdie Senior High School has two students currently enrolled in the centre and a further two parents are considering placement of their children in this facility.

A further example of the removal of barriers between schools in the Hills precinct is the professional learning being undertaken by educational assistants from Lesmurdie Senior High School at the centre.

The reviewers were encouraged by the embryonic signs of cooperation and sharing in the cluster that was evident in discussions with various staff. The Principal and leadership team similarly believe the framework is now in place for future development. In light of this enthusiasm by staff it is recommended that the school explore additional benefits for staff, students and the Board of linkages with cluster partners, Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre.
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 our assessment 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.

David Carvosso, Lead Reviewer
31 July 2013
Date

Graham Rixon, Reviewer
1 August 2013
Date

Richard Strickland, CEO, Department of Education Services
14/8/13
Date