2015 HIGHLIGHTS

100% Year 12 graduation meaning that all 175 Year 12 students attained the Western Australian Certificate of Education (WACE) (third year in succession)

99% attainment meaning that almost every Australian Tertiary Admission Rank (ATAR) student achieved an ATAR of 55+ and/or almost every VET student achieved a TAFE Certificate II or higher

11 Certificates of Commendation awarded to our Year 12 students who achieved at least 20 A Grades over their Senior School studies
4 VET students and 7 ATAR students the most we have ever had at Lesmurdie SHS

Ranked 13th top Public School in Western Australia based on median ATAR. Our school's median ATAR was 81.40 for students who had applied for university entrance, better than the overall state median of 77.00 and significantly up from 77.40 in 2013

19.3% of Lesmurdie ATAR students were 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 40th top school in WA for ATAR students achieving 65%+ in one or more WACE exams

 Ranked 32nd in the top 50 schools in WA for Vocational Education and Training (VET)

Approximately 72% of our ATAR students were offered their first preference at their university of choice and nearly 80% of VET students gained TAFE placements

Congratulations from our Regional Executive Director for our outstanding attendance data - 91.9% across the whole school [WA Public Schools = 87.5%]

Significant progress with our focus on Instructional Design:
- 63 staff participated in lesson observations, walk throughs and conferencing = 81%
- 48 staff trained in Instructional Strategies = 61.5%
- 4 staff accredited as Classroom Management Conference Trainers

SCHOOL BOARD - 2015

Chair
Margaret Knight
Administrator Crabb’s IGA

Community Representatives
Dr Jennifer Howll
Senior Lecturer Curtin University School of Education
Ian White
President Kalamunda Lions Club
Jackson Carnegie-Smith
ex-LSHS Student, Consultant Accountant PriceWaterhouseCoopers

Parent Representatives
Jayne Clark
Nigel Howard
Jacqui Rovis-Hermann
Sally Warwick

Staff Representatives
Lillian Marchello
Teacher Humanities and Social Sciences
Boby Markovic
Head of The Arts Learning Area
Leo Surjan
Deputy Principal

Manager Corporate Services LSHS

Principal
John Stone

OUR 2015 ACADEMIC, ATTENDANCE, BEHAVIOUR, SPORTING AND CULTURAL RESULTS

AFFIRM OUR STATUS AS A DISTINCTIVE INDEPENDENT PUBLIC SCHOOL OF EXCELLENCE IN WESTERN AUSTRALIA.

WELCOME

As Principal of our school and Chair of the School Board, we are immensely proud of the quality of teaching and learning at Lesmurdie. In the period of school renewal since 2012, each one of our Leadership Team members has worked hard to create a culture of high expectations, to provide clarity about the links between effective instructional design and student engagement and to establish strong professional learning teams to lead efforts to improve teaching practices.

This Annual Report does not describe everything that our school does, but focuses on those aspects of school-wide improvements directly related to maximising outcomes for students including levels of achievement and wellbeing. The six page section that details achievement ratings for the 2014-2016 School Business Plan Key Performance Indicators is especially crucial reading for Parents and Caregivers. We certainly trust that readers will have high level confidence in our school’s self-assessment practices utilising data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.

Whilst in 2015 Lesmurdie celebrated our best overall set of Senior School WACE achievements, we are not content with our NAPLAN results. Heads of Learning Area and teachers have indicated there is still more work to be done in motivating our students to be more serious and committed to their lower school studies. In 2016 our focus will be on actively promoting differentiated teaching as a strategy of ensuring that every student has opportunities to engage and learn successfully.

There is a strong sense of belonging and pride in our school. Lesmurdie’s ethos is built around both a commitment to excellence and high expectations of students and staff as reflected in Focus Areas One and Two of our School Business Plan. Again in 2015, we achieved a very high school attendance indicative of the general happy and optimistic feel to our school and the genuine support we receive from Parents and Caregivers in valuing learning.

At Lesmurdie, we have made deliberate and strategic use of partnerships with families, local businesses, community organisations and tertiary institutions to access a range of resources for the purposes of broadening our students’ experiences. Our formal partnership with Curtin University for example, has been pivotal in our investment in pre-service teacher training and has enabled us to attract the highest achieving Beginning Teachers to our collegiate team. Our long-term partnership with the company Elevate is already seeing benefits where their young, accomplished team members work with our students across all Year Groups motivating and skilling in areas of study skills and time management.

Overall, we trust that this Annual Report indicates that our teachers, non-teaching staff and leaders take personal and collective responsibility for improving student learning and wellbeing. Excellence is always being sought at Lesmurdie as a driver of change and so we have placed a very high priority on the ongoing professional development of all staff and on the development of a school-wide self-reflective culture focused on improving classroom teaching and job effectiveness.

On behalf of Lesmurdie Senior High School staff and the School Board, we commend this 2015 Annual Report to you.

John Stone Principal
Margaret Knight Chair School Board
Our purpose is to ensure that all students leave our school well prepared for their future, have opportunities to develop and are nurtured in a learning environment that encourages self acceptance and the acceptance of others and their differences.

The establishment of quality personal relationships provides stability, trust and care which increases sense of belonging, self respect and respect for others and provides a positive climate for learning.

Our Beliefs About Teaching and Learning:

- Every student has the right to a quality education
- Each student is an individual who has a preferred learning style
- Teachers are important role models that help shape young people’s lives
- Learning should be an enjoyable and challenging experience that is relevant, meaningful, interactive and engaging
- Learning occurs best where teachers are organised and guide student-centred learning
- Learning occurs best in a safe, stimulating and positive environment that allows collaboration and equity and engenders respect for self and others
- Teaching and learning occurs in many different settings and is a lifelong process
- Positive teacher-student relationships are founded on trust and respect and underpin effective learning.

As a Consequence our Teaching and Learning must be:

- Relevant and Meaningful
- The teaching and learning process is most effective when it is applicable to the real world and prepares individuals for life at and beyond school
- Respectful
- The teaching and learning environment is most effective when all stakeholders accept responsibility for their own actions and progress and consequently are courteous, cooperative, and non-threatening in their relationships with others
- Engaging
- The teaching and learning process is most effective when all stakeholders interact and learn from one another. The technologies and instructional practices must be appropriate for the learning of prior knowledge, cognitive abilities, and their learning and thinking strategies
- Organised and Safe
- The teaching and learning environment is most effective when all stakeholders have developed and established a structured and trusting learning environment. The sharing of ideas and active participation in the learning process creates the learning community.
FOCUS AREAS

THE FUNDAMENTAL CORE VALUE UNDERPINNING ALL FOCUS AREAS IS RESPECT.

RESPECT for: Self, Others, Lifelong Learning, Environment and Community is embodied in each of the focus areas to ensure students and staff have an opportunity to thrive.

Our school operates in 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.

That is what makes us a school of choice.

REVIEW OF OUR 2014 – 2016 BUSINESS PLAN

An important part of our normal Assessment and Accountability review cycle involves gathering data against each one of the Achievement Targets for the three Focus Areas in our Business Plan. The following tables indicate the level of achievement against each one of these targets.

FOCUS AREA 1

LESMURDIE SHS STUDENTS WILL BE SUCCESSFUL

- Students will have access to relevant pathways, value their learning and strive to achieve results commensurate with their ability
- Staff will have high expectations for student engagement, student behaviour and student attendance with direct connections to standards of student achievement
- Parents will be provided with opportunities to partner with the school to ensure their children appreciate academic achievement as being worthwhile
- Our school will be regarded as a place where all are welcomed and staff and students treat each other respectfully

We will:

1.1 IMPROVE STANDARDS OF STUDENT ACHIEVEMENT

Key performance indicators

<table>
<thead>
<tr>
<th>Senior School</th>
<th>Lower School</th>
</tr>
</thead>
</table>
| WACE Graduation 100% Achieved - 100% last three years | Establish positive upward trends in NAPLAN Year 7 & 9 of the number of students achieving above the state mean in NAPLAN national benchmarks Achieved 2014 & 2015 Year 9
| Achieved 2014 & 2015: Median = 77.35 | the number of students in the top 20% for all NAPLAN tests Not achieved - 2016 Focus
| The number of students with an ATAR of 70 or greater trends towards 65% Achieved 2014 & 2015: Median = 77.45 | the number of students making progress Year 7 to 9 in all NAPLAN tests Not achieved - 2016 Focus
| Increase to 90% or more the number of students attending the National Attainment Standard Achieved 2014 & 2015: Median = 99.5% | Maintain the upwards trend of the number of students achieving an A grade in MESH subjects in Years 7-10, with a focus on cohort progress from year to year Developing

1.2 IMPROVE LEVELS OF STUDENT ENGAGEMENT

Key performance indicators

1.2.1 Implement Lower School Good Standing as an incentive to increase student engagement Achieved
1.2.2 Align the formal report attributes for attitude, behaviour and effort with our rewards program and Letters of Commendation Concern Achieved
1.2.3 Teachers make explicit their expectations for engagement aligned to formal report attitude and effort attribute descriptors Developing
1.2.4 Formal reports reflect upward trend in the ratings for attitude, behaviour and effort Achieved - Year 9, 10, 12

1.3 IMPROVE STUDENT ATTENDANCE LEVELS

Key performance indicators

1.3.1 Maintain 90% attendance as the minimum for invitation only reward activities Achieved
1.3.2 Maintain and improve our communications strategy with parents about the need for the highest possible levels of attendance Developing
1.3.3 Establish a mentor system within a management portfolio for students who do not reach regular status Developing
1.3.4 Maintain attendance rates for all year groups at a minimum of 3% above the state median Achieved for all Years except Year 7 = 1%

1.4 IMPROVE LEVEL OF STUDENT BEHAVIOUR

Key performance indicators

1.4.1 Teachers make explicit their expectations for behaviour standards aligned to formal report behaviour attribute descriptors Developing
1.4.2 Increase the credibility and number of recipients of our rewards program – Bounty Points, Student of the Month, Letters of Commendation Achieved
1.4.3 Percentage of HoLA behaviour referrals per year cohort to trend downwards Developing
1.4.4 Percentage of student suspensions to remain below 7% of student population Not achieved 2015 = 7.4% by 1.8% from 2014
1.5 IMPROVE STUDENTS’ POSITIVE WELL-BEING AND SENSE OF BELONGING

Key performance indicators

1.5.1 Consistent focus on mental health and well-being with targeted emphasis on bullying, self-harm and self-image 
Developing

1.5.2 Develop and use student surveys to ascertain factors influencing well-being, mental health and sense of 
belonging 
Achieved

1.5.3 Individual referrals to the School Psychologist trend 
downwards 
Achieved

1.6 PREPARE STUDENTS FOR FULL PARTICIPATION IN THE WORKFORCE AND SOCIETY

Key performance indicators

1.6.1 Build on existing processes that support and inform 
students to access appropriate and successful 
academic and vocational pathways from Year 7 to 
post-schooling 
Achieved

1.6.2 Monitor ‘Year 12 destination data with a focus to trend 
upwards in the number of students’ uptake of TAFE 
and university placements 
Achieved

1.6.3 Implement counseling processes across our school that 
support career development at key transition points 
Achieved – Started career counselling in Year 9

FOCUS AREA 2

LESMDURIE SHS STAFF WILL EXCEL AT THEIR JOBS

• Research is clear that the most significant school impact on student learning is leadership. In order to improve 
the quality of teaching and learning at our school, we must adopt the framework of a Professional Learning Community, 
ensuring that all we have high expectations for all staff, teaching and non-teaching, that all staff are provided with 
opportunities for professional growth and that relevant and timely feedback on performance is provided

• High quality, innovative teaching, assessment and reporting practice will be the core of the professional learning for 
staff alongside the Department’s Classroom Management and Instructional Strategies programs

• The Australian Curriculum and WACE 2016 will be a focus of professional learning

• Teachers will be prepared through professional development to expand the use of technology to enhance student 
engagement and learning.

We will:

2.1 DEVELOP A CULTURE OF HIGH EXPECTATIONS AND HIGH QUALITY LEADERSHIP 
THROUGH PERFORMANCE IMPROVEMENT

Key performance indicators

2.1.1 Implement a Performance Coaching model for 
continuous improvement 
Achieved

2.1.2 Prioritise increasing Senior Executive members’ 
capacity to effectively lead change 
Developing

2.1.3 Prioritise increasing the capacity of the Senior 
Management Team as curriculum, instructional and 
transformational leaders 
Developing

2.1.4 Develop a culture of leadership across our school to 
improve and provide more opportunities for teacher 
leadership 
Developing

2.1.5 Engage with outside agencies to support leadership 
strategies and growth 
Achieved

2.1.6 Continual review of Executive structures and roles 
to develop capacity and ensure succession planning 
Developing

2.1.7 Increased numbers of 13 Classroom Teachers 
Achieved - 3 more in 2015 and 11 engaged in 2016

2.1.8 Positive upwards trend in level of satisfaction with 
school leaders from teacher and parent surveys 
Achieved - Principal’s 360 degree feedback

2.1.9 Increased numbers of staff being nominated for 
statewide awards 
Achieved

2.1.10 All members of the Senior Management Team achieve 
accreditation as Growth Coaches 
Achieved

2.1.11 100% of Senior Management Team identify one area of 
leadership to improve in their Performance Coaching 
Agreement each year 
Achieved

2.2 DEVELOP A CULTURE OF HIGH EXPECTATIONS AND HIGH QUALITY TEACHING 
THROUGH PERFORMANCE IMPROVEMENT

Key performance indicators

2.2.1 Develop an effective Performance Coaching process 
that reflects AITSL standards, DoE guidelines and our 
School AAC program 
Achieved

2.2.2 Develop processes for discussion on evidence-based 
pedagogies during Learning Area time that support the 
student learning 
Developing

2.2.3 Increase the use of all available student achievement 
data to allow teachers to develop differentiated teaching programs 
Developing

2.2.4 Decrease level of discrepancies in teacher judgment of 
student performance 
Achieved in all MESH subject 
areas

2.2.5 Increase the opportunities for lesson observation – 
both in being observed with and observing others 
Achieved

2.2.6 Provide opportunities for LEAP teachers to upskill in 
differentiated pedagogy 
Achieved

2.2.7 Learning Area plans to reflect Australian Curriculum 
implementation where appropriate and WACE 2016 
Achieved

2.2.8 All teachers mapped to National Teaching Standards 
Achieved

2.2.9 All teachers have been trained in CMS Foundation 
and/or in Instructional Strategies 
Not achieved – 73% at end of 2015

2.2.10 Minimum of 4 teachers trained at CAT Conference 
level 
Achieved

2.2.11 Australian Curriculum Phase 1 implemented in all 
relevant learning areas 
Achieved

2.2.12 100% of teachers identify one area of instructional 
design to improve in their Performance Coaching 
Agreement each year 
Achieved

2.3 DEVELOP A CULTURE OF HIGH EXPECTATIONS AND HIGH QUALITY SUPPORT 
THROUGH PERFORMANCE IMPROVEMENT WITH NON-TEACHING STAFF

Key performance indicators

2.3.1 Implement a Performance Coaching model for 
continuous improvement 
Achieved

2.3.2 Evaluate the effectiveness of all support staff roles 
in terms of their impact on improved student 
achievement 
Developing

2.3.3 Engage with outside agencies to achieve improved 
strategies and growth 
Achieved

2.3.4 Extend capacity building through rotation of roles 
Developing

2.3.5 All Education Assistants trained to minimum 
Certificate IV 
Achieved

2.3.6 100% of non-teaching staff identify one area of job 
effectiveness and or efficiency to improve in their 
Performance Coaching Agreement 
Achieved

2.4 EXPAND THE USE OF TECHNOLOGY TO ENHANCE LEARNING KEY PERFORMANCE INDICATORS

Key performance indicators

2.4.1 Provide planned opportunities for staff to develop 
innovative instructional design appropriate for a digital 
society 
Developing – 53% teachers at the end of 2015

2.4.2 ICT improvement incorporated in each Learning Area 
Plan 
Developing

2.4.3 Introduce all students to a digital citizenship course 
Developing in Year 7 
TEAMs Program

2.4.4 100% of teachers identify one area of ICT to improve in 
their Performance Coaching Agreement 
Achieved

2.4.5 Provide teachers and students with the appropriate 
hardware and software to effectively deliver subject 
and course content 
Ongoing

2.4.6 Staff will increase their use of appropriate IT 
Developing
FOCUS AREA 3

LESMURDIE SHS WILL BE A RELEVANT LEARNING COMMUNITY THAT IS INNOVATIVE, RESPONSIVE AND ACCOUNTABLE

• We need to ensure that our school’s vision and values are reflected in all school communication
• We will protect our reputation as a distinctive school of choice giving all parents the confidence that we can meet the needs, aspirations and interests of their children
• Our school will work to involve parents and the community more in the life of our school
• At all levels, our school will use resources wisely and focus on making open and transparent decisions.

We will:

3.1 IMPROVE SCHOOL GOVERNANCE

Key performance indicators

3.1.1 Extend increased IPS decision-making authority to develop innovative strategies and programs that respond to the needs of students and our community Developing
3.1.2 All School Board members will participate in training Not achieved – 2 members yet to attend training
3.1.3 Develop an approach to capacity build School Board members’ understanding of relevant school and student achievement data Developing - agenda item each Board Meeting
3.1.4 Implement a communications strategy to ensure the wider community is aware of the School Board’s function and accountability Developing
3.1.5 Meet with other School Boards and continue to have guest speakers to enrich understandings of governance Developing - esp guest speakers
3.1.6 The additional benefits for Board members and ultimately our school of more developed links with cluster partners - Kalamunda SHS and Kalamunda Ed Support Centre Developing
3.1.7 Balanced Board composition Achieved
3.1.8 Satisfaction Survey results indicate majority of respondents are aware of Board purpose and Board members Achieved
3.1.9 Board Survey results indicate a trend upwards in Board members’ level of confidence with school performance and student achievement data Achieved

3.2 EXTEND SCHOOL SELF-ASSESSMENT PROCESSES

Key performance indicators

3.2.1 Explore and implement avenues for student feedback in all Learning Areas Developing
3.2.2 Develop a culture in our school where all school community members seek constructive feedback, give constructive feedback and respond to feedback Developing
3.2.3 Student, parent and staff satisfaction ratings towards the learning and working environment as indicated through annual survey data trend upwards Achieved
3.2.4 Members of the Senior Management Team will have modeled 360 degree feedback Achieved
3.2.5 Positive feedback from all staff concerning Performance Coaching Achieved

3.3 RESPOND EFFECTIVELY TO ORGANISATIONAL CHANGE

Key performance indicators

3.3.1 Fully implement Australian Curriculum Phase 1 subjects by 2015 Achieved
3.3.2 Complete a curriculum audit of Senior School courses in line with WACE 2016 Achieved
3.3.3 Fully implement WACE 2016 Achieved
3.3.4 Improve communication links across our school targeting dissemination of information from Senior Management Team meetings to Learning Area Meetings Developing
3.3.5 Maintain the Towards 2015 and Beyond committee initiative Changed to Staff Advisory Groups
3.3.6 Staff satisfaction with improved systems and processes to facilitate communication and feedback on future initiatives and trends Achieved
3.3.7 The improvements to school operations resulting from improved communication Developing
3.3.8 The degree of implementation of recommendations from the Towards 2015 and Beyond committee Achieved the majority of these

3.4 DEMONSTRATE THAT WE ARE A FUTURE-FOCUSED SCHOOL

Key performance indicators

3.4.1 Build the capacity of the Senior Management Team to become future focused Developing
3.4.2 Provide support for teachers to apply for Senior Teacher, Level 3 Classroom Teacher and promotion to higher levels Achieved
3.4.3 Trend towards having a minimum 10% of teaching staff as beginning teachers to ensure the quality and sustainability of teaching and learning into the future Achieved
3.4.4 Implement new school uniform in line with contemporary re-branding Achieved
3.4.5 The inclusion of future-focused agenda items in Senior Management Team meetings Achieved
3.4.6 Achieve being a Registered Training School for pre-service teachers Achieved with Curtin University
3.4.7 Development of a comprehensive School Building, Facilities and Grounds Improvement Program that services the ongoing needs of our school Developing
3.4.8 Partnerships with universities, industry, community and our sister school Karratha SHS that will allow for new ideas and effective educational links to be forged Developing

LESMURDIE ADDS VALUE TO STUDENT LEARNING THROUGH FOCUSING ON ALL ASPECTS OF ACHIEVEMENT AND PERSONAL GROWTH
In 2015, Year 7 students moved to secondary schools in Public Schools in WA to better cater for their age levels, their exposure to specialist subjects and teachers and to stimulate them for higher levels of engagement and achievement.

At Lesmurdie we welcomed 155 Year 7 students into our school community. Here is a snapshot of their Semester two results in the four MESH subjects – Maths, English, Science and Humanities and Social Sciences. Following those graphs is an overview of their semester two Attitude, Behaviour and Effort (ABE) attributes.

Student Consistently:
- Works to the best of his/her 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
Lesmurdie Senior High School students continue to achieve at high levels, however there are causes for concern needing further year-long actions:

- Year 7 Numeracy will be an ongoing focus.
- We must work hard to differentiate curriculum and tasks to better cater for those students in the bottom 20% in all areas.
- Year 9 Reading must be a focus. In 2016 we have begun professional learning for teachers on Tactical Reading - to upskill staff in making reading tasks more accessible for a wide range of students.

### NAPLAN Year 7 2015 Table

<table>
<thead>
<tr>
<th>Subject</th>
<th>LSHS</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>21%</td>
<td>29%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>68%</td>
<td>63%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>63%</td>
<td>60%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>
LSHS RANKED 53RD IN THE STATE FOR STUDENTS WITH 1 OR MORE SCALLED SCORES OF 75+ IN A WACE EXAM.

OUR BEST EVER RANKING!

LSHS RANKINGS 2008-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Rank</th>
<th># Students</th>
<th>%&gt;75</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>60</td>
<td>70</td>
<td>18.0</td>
</tr>
<tr>
<td>2009</td>
<td>64</td>
<td>88</td>
<td>17.1</td>
</tr>
<tr>
<td>2010</td>
<td>125</td>
<td>146</td>
<td>4.14</td>
</tr>
<tr>
<td>2011</td>
<td>107</td>
<td>139</td>
<td>6.98</td>
</tr>
<tr>
<td>2012</td>
<td>96</td>
<td>157</td>
<td>5.05</td>
</tr>
<tr>
<td>2013</td>
<td>78</td>
<td>142</td>
<td>6.8</td>
</tr>
<tr>
<td>2014</td>
<td>61</td>
<td>89</td>
<td>8.56</td>
</tr>
<tr>
<td>2015</td>
<td>53</td>
<td>175</td>
<td>10.53</td>
</tr>
</tbody>
</table>

LSHS RANKED 40TH IN THE STATE FOR STUDENTS WITH 1 OR MORE SCALLED SCORES OF 65+ IN A WACE EXAM

LSHS RANKED 32ND IN THE STATE FOR % OF VET STUDENTS ACHIEVING CERTIFICATE II OR HIGHER

COURSE EXHIBITIONS – Top Students in the State
Health Studies  Ashley Veivers
Outdoor Education Marian Bunton-King

CERTIFICATE OF DISTINCTION – Top 10% of the state
English  Danielle Leotta

COURSES RANKED IN THE TOP PERFORMING SCHOOLS IN THE STATE
Biological Science
Health Studies
Mathematics 2CD
Outdoor Education
Physics

TOP 4 COURSES FOR STUDENTS ACHIEVING BEST OR SECOND BEST MARK
Biological Sciences
Health Studies
Physics
Human Biological Sciences

ELEVEN CERTIFICATES OF COMMENDATION
Awarded to an eligible student who obtains at least 20 grades of “A” in course units or equivalents

VET Students
Louisa Curtis
Taylor Mortimer
Shanae O’Keefe
Abbeygail Robinson

ATAR Students
Michael Arrantash
Marian Bunton-King
Ben Clark
Jakob Horsman
Danielle Leotta
Mawson Sammons
Ellen Warwick

AT LESMURDIE, EACH STUDENT’S SCHOOLING EXPERIENCE IS MORE THAN AN ACADEMIC RESULT...
### Academic Achievement

#### Vocational Education and Training (VET) Achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit of Competency participation rate</th>
<th>Full Qualification Achievement - Certificate II or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>79 (56%)</td>
<td>55 (39%)</td>
</tr>
<tr>
<td>2014</td>
<td>62 (70%)</td>
<td>60 (67%)</td>
</tr>
<tr>
<td>2015</td>
<td>114 (60%)</td>
<td>111 (97%)</td>
</tr>
</tbody>
</table>

The attainment rate at Lesmurdie SHS has steadily increased, maintaining a higher attainment rate than the state.

#### Attainment (ATAR >55 and/or Certificate II or higher)

<table>
<thead>
<tr>
<th>Year</th>
<th>Lesmurdie SHS Attainment</th>
<th>Department of Education Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>88%</td>
<td>69%</td>
</tr>
<tr>
<td>2014</td>
<td>100%</td>
<td>82.8%</td>
</tr>
<tr>
<td>2015</td>
<td>99%</td>
<td>88.5%</td>
</tr>
</tbody>
</table>

#### Median Australian Tertiary Admissions Rank

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Like School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>75.6</td>
<td>72.5</td>
<td>75.3</td>
</tr>
<tr>
<td>2014</td>
<td>80.9</td>
<td>72.9</td>
<td>75.6</td>
</tr>
<tr>
<td>2015</td>
<td>77.8</td>
<td>75.1</td>
<td>76.0</td>
</tr>
</tbody>
</table>

#### Percentages of students in the top, middle and bottom thirds of the State

<table>
<thead>
<tr>
<th>Year</th>
<th>Top 33%</th>
<th>Middle 33%</th>
<th>Bottom 33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>22%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>2014</td>
<td>29%</td>
<td>38%</td>
<td>34%</td>
</tr>
<tr>
<td>2015</td>
<td>21%</td>
<td>36%</td>
<td>44%</td>
</tr>
</tbody>
</table>

#### Percentage achieving one or more scaled scores of 75+

<table>
<thead>
<tr>
<th>Year</th>
<th>Number acquiring an ATAR</th>
<th>Number achieving one or more scaled scores of 75+</th>
<th>Percentage achieving one or more scaled scores of 75+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>76</td>
<td>18</td>
<td>24%</td>
</tr>
<tr>
<td>2014</td>
<td>41</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>2015</td>
<td>93</td>
<td>21</td>
<td>23%</td>
</tr>
</tbody>
</table>

#### Year 12 Participation

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligible Year 12 Students</th>
<th>Number acquiring an ATAR</th>
<th>VET - No of students</th>
<th>VET - No of students completing a Cert II or higher in Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>142</td>
<td>76</td>
<td>79</td>
<td>63</td>
</tr>
<tr>
<td>2014</td>
<td>89</td>
<td>41</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td>2015</td>
<td>175</td>
<td>93</td>
<td>114</td>
<td>111</td>
</tr>
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</table>

#### ATAR Distribution

<table>
<thead>
<tr>
<th>Year</th>
<th>&lt;55</th>
<th>55-70</th>
<th>70-80</th>
<th>75-90</th>
<th>&gt;90</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STAGE 1 COURSES**

**Student Performance - Stage 1 Courses - Grade Distribution**

<table>
<thead>
<tr>
<th>Course</th>
<th>School Percentages</th>
<th>State Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Automotive Engineering Technology</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Design</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Materials, Design and Technology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Music</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**VET CERTIFICATES**

Count and types of VET certificates achieved by Year 12 cohort over Years 10 to 12

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I in Agrifood Operations</td>
<td>4</td>
</tr>
<tr>
<td>Certificate I in Furniture</td>
<td>31</td>
</tr>
<tr>
<td>Certificate I in General Education for Adults</td>
<td>4</td>
</tr>
<tr>
<td>Certificate I in Manufacturing (Pathways)</td>
<td>3</td>
</tr>
<tr>
<td>Certificate II in Animal Studies</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Automotive Servicing Technology</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Building and Construction (Pathway - Trades)</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Business</td>
<td>74</td>
</tr>
<tr>
<td>Certificate II in Community Pharmacy</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Community Services</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Creative Industries (Media)</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Electrotechnology (Career Start)</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Certificate II in General Education for Adults</td>
<td>3</td>
</tr>
<tr>
<td>Certificate II in Health Support Services</td>
<td>7</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>14</td>
</tr>
<tr>
<td>Certificate II in Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Plumbing</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Retail Make-Up and Skin Care</td>
<td>3</td>
</tr>
<tr>
<td>Certificate II in Sampling and Measurement</td>
<td>64</td>
</tr>
<tr>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
<td>3</td>
</tr>
<tr>
<td>Certificate II in Sport Coaching</td>
<td>29</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation</td>
<td>34</td>
</tr>
<tr>
<td>Certificate II in Surveying and Spatial Information Services</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Telecommunications</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Visual Arts</td>
<td>35</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>47</td>
</tr>
<tr>
<td>Certificate III in Education Support</td>
<td>2</td>
</tr>
<tr>
<td>Certificate III in Events</td>
<td>2</td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance</td>
<td>4</td>
</tr>
<tr>
<td>Certificate III in Laboratory Skills</td>
<td>1</td>
</tr>
<tr>
<td>Certificate III in Retail Operations</td>
<td>1</td>
</tr>
</tbody>
</table>

**SPECIAL AWARDS**

**2015 YEAR 12 AWARDS**

**Rotary Tertiary Science Scholarship**
Mawson Sammons

**The University of Western Australia Excellence Award**
Rachel Glossop

**Curtin University Principal’s Recommendation Award**
Ben Clark / Danielle Leotta

**Edith Cowan University Personal Excellence Award**
Laura Clark

**Engineers Australia Certificate of Excellence**
Ben Clark
Mawson Sammons
Kieran Stockley

**Certificate of Commendation**
Marian Bunton-King
Louisa Curtis
Danielle Leotta
Abbeygail Robinson
Ellen Warwick

**Sportsmanship Award**
Mhari Wilson

**Sports Person Award**
Carl Aykott

**Community Service Award**
Caitlin Ross

**The Endeavour Award**
Charley Slater

**Ethics Award**
Marian Bunton-King

**Future Teacher Award**
Ashleigh Ezard

**Citizenship Award**
Michael Arrantash

**The ADF Long Tan Leadership and Teamwork Award**
Alaura Evans

**Caltex Best All Rounder Award**
Jakob Horsman

**VET All Rounder Award**
Emma Mansell

**DUX AWARDS**

**The Lesmurdie SHS Vocational Education & Training Dux Award**
Abbeygail Robinson

**The Lesmurdie SHS Dux Award**
Kieran Stockley
The following students achieved Distinction Awards for their outstanding grade average across all subjects in their Semester Two Formal Report:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winston Middleton</td>
<td>Aimee Glossop</td>
<td>Bryce Cushing</td>
</tr>
<tr>
<td>Joel Salas</td>
<td>Renae Glossop</td>
<td>Erica Grumball</td>
</tr>
<tr>
<td>Gabriella Smith</td>
<td>Haylee Breen</td>
<td>Arinol Kumar</td>
</tr>
<tr>
<td>Geordie Cole-Radice</td>
<td>Bailey Nash</td>
<td>Jordan Allinson</td>
</tr>
<tr>
<td></td>
<td>Flynn Smith</td>
<td>Caitlyn Turley</td>
</tr>
<tr>
<td></td>
<td>Caitlin Turley</td>
<td>Callum Bredemeyer</td>
</tr>
<tr>
<td></td>
<td>Zaid Samnakay</td>
<td></td>
</tr>
</tbody>
</table>

These students achieved Top Student Awards:

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Keely Hawes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>Keely Hawes</td>
</tr>
</tbody>
</table>

The Benchmark Award to recognise a staff member who has made a real difference to the education and growth of our students was presented to:

- Craig Bowden [Head of the Science Learning Area]

School Board Awards to recognise staff members for their commitment and service to our school:

- Max Borsei [Vocational Education Coordinator]
- Marina Bowden [Science Teacher]
- Kerry Hughes [Manager of Facilities and Grounds]
- Debbie Nordhoff [Home Economics Assistant]

30 Year Service Pins were awarded to:

- Chris Brown [Mathematics Teacher]
- Brad Robinson [Vocational Education Teacher]
LESMURDIE SENIOR HIGH SCHOOL PLACES HIGH VALUE ON REGULAR ATTENDANCE. WORKING IN CLOSE COOPERATION WITH PARENTS AND CAREGIVERS, WE ENCOURAGE AS MANY OF OUR STUDENTS AS POSSIBLE TO MEET A MINIMUM 90% ATTENDANCE RATE.

In 2015 we achieved very pleasing overall attendance figures with each year group being significantly above state public school averages.

We believe our Good Standing Policies and Attendance Reward Program are working to encourage students to strive towards improved attendance. Certify our practice of reviewing students’ attendance levels as a prerequisite to represent our school and participate in reward activities is having positive effects.

Of course, we do thank our parents and caregivers for their support in prioritising attendance too. It is clear that families who make regular attendance a priority assist our young people to value their learning and to accept responsibility and we appreciate parents and caregivers partnering with us on this.

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Regular (%)</th>
<th>At Risk (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>75.7</td>
<td>18.4</td>
</tr>
<tr>
<td>2014</td>
<td>76.7</td>
<td>17.1</td>
</tr>
<tr>
<td>2015</td>
<td>74.0</td>
<td>18.1</td>
</tr>
</tbody>
</table>

WA Public Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
<th>School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
<th>School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>92.6%</td>
<td>89.7%</td>
<td>89.1%</td>
<td>87.9%</td>
<td>78.5%</td>
<td>67.2%</td>
<td>92.5%</td>
<td>89.6%</td>
</tr>
<tr>
<td>2014</td>
<td>92.4%</td>
<td>90.6%</td>
<td>88.6%</td>
<td>90.0%</td>
<td>78.3%</td>
<td>66.3%</td>
<td>92.4%</td>
<td>90.4%</td>
</tr>
<tr>
<td>2015</td>
<td>91.9%</td>
<td>91.2%</td>
<td>89.7%</td>
<td>92.1%</td>
<td>80.1%</td>
<td>68.0%</td>
<td>91.9%</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013</th>
<th>Y07</th>
<th>Y08</th>
<th>Y09</th>
<th>Y10</th>
<th>Y11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>2014</td>
<td>Y07</td>
<td>Y08</td>
<td>Y09</td>
<td>Y10</td>
<td>Y11</td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>2015</td>
<td>Y07</td>
<td>Y08</td>
<td>Y09</td>
<td>Y10</td>
<td>Y11</td>
</tr>
<tr>
<td>School</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>WA Public Schools</td>
<td>91%</td>
<td>89%</td>
<td>87%</td>
<td>85%</td>
<td>87%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget $</th>
<th>Actual $</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>87,998.30</td>
<td>87,998.30</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>560,716.51</td>
<td>560,716.51</td>
</tr>
<tr>
<td>3 Fees from Facilities Hire</td>
<td>18.18</td>
<td>18.18</td>
</tr>
<tr>
<td>4 Fundraising/Donations/Sponsorships</td>
<td>17,155.91</td>
<td>17,155.91</td>
</tr>
<tr>
<td>5 Commonwealth Govt Revenues</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6 Other State Govt/Local Govt Revenues</td>
<td>30,778.80</td>
<td>30,778.80</td>
</tr>
<tr>
<td>7 Revenue from Co, Regional Office and Other Schools</td>
<td>1,040.00</td>
<td>1,040.00</td>
</tr>
<tr>
<td>8 Other Revenues</td>
<td>219,654.33</td>
<td>219,651.71</td>
</tr>
<tr>
<td>9 Transfer from Reserve or DGR</td>
<td>100,789.24</td>
<td>100,789.24</td>
</tr>
<tr>
<td>10 Residential Accommodation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12 Camp School Fees (Camp Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Locally Raised Funds</td>
<td>1,018,351.27</td>
<td>1,018,348.65</td>
</tr>
<tr>
<td>Opening Balance</td>
<td>153,969.31</td>
<td>153,969.31</td>
</tr>
<tr>
<td>Student Centred Funding</td>
<td>1,035,271.21</td>
<td>1,035,271.21</td>
</tr>
<tr>
<td>Total Cash Funds Available</td>
<td>2,207,691.79</td>
<td>2,207,691.79</td>
</tr>
<tr>
<td>Total Salary Allocation</td>
<td>9,562,369.00</td>
<td>9,562,369.00</td>
</tr>
<tr>
<td>Total Funds Available</td>
<td>11,769,960.79</td>
<td>11,769,958.17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget $</th>
<th>Actual $</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>87,459.94</td>
<td>83,012.47</td>
</tr>
<tr>
<td>2 Lease payment</td>
<td>4,119.08</td>
<td>4,119.08</td>
</tr>
<tr>
<td>3 Utilities, Facilities and Maintenance</td>
<td>313,548.17</td>
<td>311,487.49</td>
</tr>
<tr>
<td>4 Buildings, Property and Equipment</td>
<td>313,468.57</td>
<td>308,423.59</td>
</tr>
<tr>
<td>5 Curriculum and Student Services</td>
<td>656,047.51</td>
<td>571,172.29</td>
</tr>
<tr>
<td>6 Professional Development</td>
<td>29,100.00</td>
<td>28,663.19</td>
</tr>
<tr>
<td>7 Transfer to Reserve</td>
<td>221,391.84</td>
<td>221,391.84</td>
</tr>
<tr>
<td>8 Other Expenditure</td>
<td>428,778.82</td>
<td>527,090.16</td>
</tr>
<tr>
<td>9 Payment to CO, Regional Office and Other Schools</td>
<td>99,580.00</td>
<td>-</td>
</tr>
<tr>
<td>10 Residential Operations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11 Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12 Farm Operations (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13 Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14 Camp School Fees to CO (Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15 Unallocated</td>
<td>54,097.86</td>
<td>-</td>
</tr>
<tr>
<td>Total Goods and Services Expenditure</td>
<td>2,207,991.79</td>
<td>2,055,360.11</td>
</tr>
<tr>
<td>Total Forecast Salary Expenditure</td>
<td>9,251,215.08</td>
<td>9,254,215.08</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>11,458,806.79</td>
<td>11,309,575.11</td>
</tr>
</tbody>
</table>
IMPROVEMENTS TO FACILITIES, EQUIPMENT AND GROUNDS

Throughout 2015, we made a concerted effort to continue our focus on improving the school environment, equipment and facilities. The following list represents the major spending:

Facilities:
- Walkway - J Block $33,000
- New C Block Classroom $39,512
- New Offices - Lower School Manager $19,954
- New Carpets - 3 Classrooms $15,345
- New Door between E35 & E34 $2,234

Grounds:
- Fencing upgrades $38,879
- Shade Sails - Library - J Block $16,995
- Additional concrete area - J Block $12,300

Technology:
- 25 desktop computers for Computer Lab $23,122
- Data Projectors - J Block $17,484
- Netbox Blue $18,810
- New Classpads - Math classes $7,118
- Data Projector - Room 49 $3,239
- Replacement administration computers $7,952
- iPad trolleys $9,430

Total: $294,801

Future Directions

As we progress in our current three year cycle 2014-2016 as an Independent Public School, our 2016 key focus areas are:

• Ensure that Maximising Student Achievement remains at the core of all that we do in our school
• Continue all consultative processes to finalise our 2017-2019 School Business Plan once the findings of the June 2016 IPS Independent Review are complete
• Continue to prioritise effective instructional design, through our AAIC Program [Advanced Accredited Instructional Coaching] via Walk Throughs, Lesson Observation and Peer Coaching
• Work to improve the specificity of Teacher Assessment Feedback to students
• Employ Tactical Reading to assist teachers to better understand strategies to engage students in reading and to improve comprehension
• Continue and extend current practices to motivate our students, reduce complacency and increase engagement in learning
• Extend Performance Coaching for all staff members to ensure the maximum number of people will excel at their work
• Formalise our move to be a Positive Behaviour School [PBS] - embracing the ideology, approaches and particular management of high need students
• Extend practices to achieve NAPLAN and OLNA progress
• Make further progress with:
  - Curriculum differentiation for ability ranges and learning styles
  - Understanding behaviours from needy students
  - Extending the use of Academy and Connect
  - Review and improve Parental Communication

AT LESMURDIE THERE IS A DEEP BELIEF IN, AND PASSIONATE COMMITMENT TO, THE ‘WHOLE CHILD’