



Department of
Education

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Public education
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Lesmurdie Senior High School

Public School Review

June 2021



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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Context

Lesmurdie Senior High School opened in 1981 and is located in the City of Kalamunda, in a semi-rural location surrounded by bushland. Within the South Metropolitan Education Region, the school is approximately 24 kilometres south-east of the Perth central business district.

In 2011, the school became an Independent Public School. It has an Index of Community Socio-Educational Advantage of 1032 (decile 3). There are currently 1063 students enrolled from Year 7 to Year 12.

The school delivers a variety of courses and certificates. Additionally, the school offers a Department of Education endorsed Specialised Mathematics and Science Program - Lesmurdie Enrichment and Acceleration Program (LEAP), which caters for gifted and talented students.

Parents are seen as active participants in their children's learning, ensuing a meaningful and valued partnership between school and home. The School Board is involved in reflection on the school's performance in relation to business plan targets.

An active Parents and Citizens' Association (P&C) supports school priorities financially, to enhance student opportunities and learning.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context, student and school performance and planning priorities.
- The submission outlined the comprehensive and collaborative change agenda the school has undertaken since 2018.
- Summary statements for each domain in the ESAT gave reviewers an overview of the school self-assessment process and improvement intentions.
- A range of interrelated and credible evidence was selected for analysis.
- Preparation for the Public School Review involved sharing opportunities for school leaders and staff to collaboratively determine key information, evidence, impact and judgements to influence plans for the future.
- A culture of reflection and continuous improvement using a strong evidence base was clear.
- A wide cross-section of school leaders, teachers, allied professionals and parent and community representatives elaborated on the evidence described in the submission, during the validation visit.

The following recommendations are made:

- Consider using the ESAT as a repository for performance evidence as part of the school's ongoing, robust self-assessment processes.
- Consider the inclusion of individual evidence sources to complement summary statements and affirm progress against the Standard, in future school self-assessment submissions.

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Relationships and partnerships

Authentic relationships and partnerships within and outside the school are evident in the unique bonds that have been built in the 'Hills Community'. The school is an integral part of the wider Lesmurdie community.

Commendations

The review team validate the following:

- Partnerships, including those with local government, businesses and tertiary institutions, are sustainable, enduring, and future focused, making a positive contribution to student engagement and achievement.
- Survey data articulate high levels of satisfaction with school expectations, identity, school planning and management practices and staff support for students.
- A priority focus on respect articulated in the Curiosity, Aspire, Respect, Environment = successful students (CARE=s) value statement, underpins school relationships and operations.
- Formal training and a targeted induction process assist members of the School Board to proactively engage in school planning and governance.
- The school is well respected by parents, the community and partners in education and training. Staff and parents endorse the school's positive reputation from transition to further education, employment and training opportunities.

Recommendation

The review team support the following:

- Seek, through School Board connections, new innovative partnerships with local industry and businesses to add value to curriculum opportunities.

Learning environment

The collaborative development and endorsement of the school values of CARE=s have heightened the school's commitment to a flexible and sustainable learning environment that caters for individual needs.

Commendations

The review team validate the following:

- Processes for appropriate responses to primary school referrals and comprehensive pre-school and in-school data collection, optimise targeted intervention and monitoring strategies.
- Implementation of the 'Six Seasons Garden', signage, and culturally appropriate art completed by Aboriginal students, elders and staff, demonstrate the focus on positive engagement with the Aboriginal community.
- Student voice is recognised through representation of the Student Council on the School Board. Inclusion of the student perspective has informed the implementation of the Personal Use of Mobile Electronic Devices policy, Positive Behaviour Support matrix and the school's business plan.
- Comprehensive processes to identify, monitor and support the diverse needs of students at educational risk are embedded. Students are supported in a multi-layered approach from pre-enrolment to Year 12, including through accelerated pathways such as the Lesmurdie Enrichment and Acceleration Program (LEAP).
- Attendance and engagement strategies aligned to Good Standing enhance student learning. Monitored closely, with rigorous follow up strategies, attendance rates are high.
- The deployment of education assistants to specific learning areas has enabled continuity for students while allowing staff to become more familiar with content, enhancing support and assistance for students.

Leadership

Leaders collectively value inclusivity, shared ownership and consultation, providing opportunities for opinions and robust dialogue. This supports strategic planning for developments and agreed outcomes.

Commendations

The review team validate the following:

- The school self-assessment process is the key to reflection and measurement of outcomes and impact. The review and planning are outlined formally in the business plan.
- Change is managed effectively. Through a consultative approach, proposed actions are discussed and collaboratively planned for gradual implementation into school operations. Resourcing and strategic alignment with current and future work are prioritised.
- Agreed protocols and well-defined processes support a cohesive leadership team to lead and manage operations and ensure staff clarity regarding expectations and standards of performance.
- Refined performance and development processes link personal goals and targets with areas of school focus, and professional learning relating to major deliverables.
- School planning processes ensure regular reflection on the business and operational plans by key staff in semester reviews, to assess progress and impact.
- Staff are offered opportunities to lead, supported by professional learning and instructional feedback. A preparation program for aspirants, aligned with the performance and development process, seeks to provide knowledge and understanding to ready staff for future roles.

Recommendation

The review team support the following:

- Continue to enrich the current Aspirant program to include external mentors and short-term observations.

Use of resources

Effective resource deployment is strategically aligned to short-term and long-term planning, and reflective of identified need.

Commendations

The review team validate the following:

- Financial decision making is collaborative, evidence based and supports school priorities. The Principal and manager corporate services ensure transparency and consistency of financial information presented to the Finance Committee, Executive and School Board.
- The Finance Committee has teacher, school support staff and leadership representation. Members are well informed and responsible for the oversight of the one-line budget and compliance with the requirements of the Funding Agreement for Schools.
- Asset and replacement planning guides a strategic approach that is responsive to the ongoing school requirements regarding refurbishment and maintenance of school infrastructure and equipment.
- Effective processes and practices have been established for budget management of financial and human resources, guided by the school business plan and in accordance with Department policy and directions.
- Targeted resource support by the school for the Bring Your Own Device platform has facilitated student engagement and ensured program success.
- A considered approach to workforce planning ensures the development and maintenance of a workforce that responds effectively to challenges and opportunities, and offers high quality teaching and student support.

Teaching quality

There is a longstanding acknowledgement that quality teaching underpins ongoing improvements in student performance. Strategies outlined in the school's priority of 'Thriving Staff' are designed to improve teaching by inspiring staff to further develop their practice and instructional repertoire.

Commendations

The review team validate the following:

- Staff believe that teachers make a significant contribution to the lives of students by developing the whole child through nurturing their academic, cultural, sporting, social and emotional needs.
- Staff share beliefs and expectations about what they consider to be their core business of teaching and learning. Their commitment to high quality teaching is aligned to the school's current development of a Teaching and Learning Framework and with its performance and development foci.
- Curriculum planning aligned to the Western Australian Curriculum, and documented assessment policy, ensure the principles of teaching, learning and assessment are embedded.
- Staff use student achievement data to assess and monitor learning and examine the impact of teaching strategies to develop interventions for the range of student needs.
- Professional learning plays a key role in supporting staff understanding of, and commitment to, quality teaching and learning. It has been an integral part of growth in teacher capability, as reflected in the draft Teaching and Learning Framework.

Recommendation

The review team support the following:

- Continue to develop processes and professional learning to progress the Teaching and Learning Framework to be fully implemented during the current business plan.

Student achievement and progress

To achieve the vision 'Thriving in a Nurturing Environment', the school committed to review its practices and implement and monitor change to its educational structures. This will guide provision of the most appropriate opportunities for students to demonstrate growth in their achievement.

Commendations

The review team validate the following:

- Shared practice is common, with staff working collaboratively on programs, lesson content, resources, assessments, marking rubrics and grading to optimise student development.
- A range of data is analysed on a regular basis to track school performance against like schools, Western Australian public schools and schools involved in small group moderation alliances.
- Performance trends were positive in NAPLAN¹ assessments in Year 7 between 2015 and 2019. School means have been above the like school mean in most assessments in Year 7 and Year 9, since 2015.
- Average scaled scores for the majority of senior school courses are generally similar to or above the like school mean.
- The school's median Australian Tertiary Admission Rank has been above like schools and similar to the Western Australian public school mean since 2017.
- Vocational pathways ensure student engagement and success. A high proportion of students complete Certificate II or Certificate III Australian Qualifications Framework credentials.

Reviewers

Brett Hunt
Director, Public School Review

Kylie Bottcher
Principal, Ashdale Secondary College
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 2, 2024.



Melesha Sands
Deputy Director General, Schools

Reference

1 National Assessment Program – Literacy and Numeracy