



LESMURDIE
SENIOR HIGH SCHOOL





ABOUT this Annual Report

Public Accountability

- All public schools, including Independent Public Schools, must provide parents and community members with transparent information about school and student performance. Information about the school priorities, programs, reports, student numbers, staff information, student attendance and achievement is also available on the WA Department of Education Schools Online website.
- Schools also display information on their own websites.
- Further information is available on the national Australian Curriculum, Assessment and Reporting Authority (ACARA) My School website.

Each Independent Public School:

- has an external review in the final year of its Delivery and Performance Agreement with the report made public
- produces a three-year Business Plan
- produces an Annual School Report which is signed by the School Board Chair and
- undertakes an annual self assessment, which is presented to the School Board.

Governance

The Principal is responsible for the educational leadership, operation and management of the school. Each Independent Public School must have an effective School Board that includes community and business/industry representation. To maximise the input of the School Board in developing

school policies the Principal seeks advice and receives recommendations from the School Board.

The School Board participates fully in

- endorsing the Delivery and Performance Agreement [DPA]
- endorsing and regularly reviewing the one-line school budget and business plan
- processes to review the school's performance through receiving regular reports and data on student achievement
- processes to determine satisfaction levels of parents, staff and students during the life of the DPA, with results reported in the Annual School Report
- endorsing the Annual School Report; and
- selecting the Principal when a vacancy arises.

Our Lesmurdie Senior High School School Board

Chair: Linda Graham

Principal: John Stone

Business Manager: Lyn Harris

P&C President: Linda Rotondo

P&C Treasurer: Shelley Johnston

Elected Parents: Jayne Clark, Christine Morris, Sean Christie

Elected Teachers: Kim Lloyd, Leo Surjan, Rachel Richards

Community Members: Kris Townsend, Esther Hort

WELCOME



LESMURDIE SENIOR HIGH SCHOOL
CONTINUES TO BE A SCHOOL OF
CHOICE IN THE HILLS AREA OF PERTH.
WE ARE HELD IN HIGH REGARD BY
PARENTS FOR OUR CLOSE-KNIT
COMMUNITY FEEL, OUR CORE VALUE
OF RESPECT AND BECAUSE WE WORK
HARD TO CREATE A WARM AND
INVITING SCHOOL CLIMATE WHERE
STANDARDS OF BEHAVIOUR AND
ACHIEVEMENT ARE
MADE EXPLICIT.

My dialogue with Lesmurdie parents has reinforced my own ethos as an educational leader, especially that our school must always ensure that its students are exceptional ambassadors for family, school and wider community values.

In 2012 I thoroughly enjoyed and appreciated the opportunity to lead Lesmurdie Senior High School to cater for the changing educational needs of adolescent learners. It is clear that we are a high performing, progressive and respected school and explains why we have attracted three generations of students, long-serving staff and effective school-industry connections.

In our first full year as an Independent Public School, we saw the benefits of increased financial and workforce resourcing flexibilities. These worked to better enable us to provide the richest possible opportunities for each of our students to experience intellectual, creative, physical and social growth. We are certainly proud of the achievements of many of our students and we acknowledge the vital role that parents and carers play partnering us in this pursuit of personal excellence.

Our attention to academic performance is of the highest priority.

The degree of success in meeting or exceeding the Achievement Targets detailed in the first Focus Area of our School Business Plan 2011-2013 is very pleasing. Year 9 results in NAPLAN testing showed impressive improvements since 2011 especially in Reading, Spelling and Numeracy and in WAMSE testing for Science and Society and Environment where Lesmurdie Senior High School

results were significantly above State benchmarks for the number of students in the top 20%. Senior School results reflect a pleasing upward trend in our median ATAR, grade allocation and VET achievements.

Lesmurdie Senior High School conducted a major round of Parent and Student Satisfaction Surveys across the school community late last year. The feedback from these surveys indicated a very high level of confidence and satisfaction with our school. The most significant areas of strength were deemed to be the organisation and operation of our school, the high academic standards and sense of pride we encourage and how our teachers provide a stimulating learning environment for the students. Aspects of our school identified as being most liked by parents and students were the high level of individual care for the students and the regular communication between school and home.

This is why we are a school of choice – because we work as a high-functioning professional learning community believing strongly that our students will thrive if we create a nurturing environment that provides them with opportunities to learn, to create and to grow.

I recommend our 2012 Annual Report to you as a clear snapshot of our achievements and our future directions.

John Stone
Principal

SCHOOL context

LESMURDIE IS A CO-EDUCATIONAL SCHOOL COMMUNITY CURRENTLY CATERING FOR APPROXIMATELY 830 STUDENTS FROM YEARS 8 TO 12. SINCE ITS FOUNDATION IN 1981, THE SCHOOL HAS ESTABLISHED A TRADITION OF EXCELLENCE BUILT ON THE ACADEMIC, CULTURAL AND SPORTING ACHIEVEMENTS OF ITS STUDENTS.

In 2011, Lesmurdie SHS became an Independent Public School. As a consequence, the school leadership has greater flexibility and this has led to a range of new initiatives. The school's eastern suburbs Hills location, its leafy secluded campus and overall buildings which previously won design awards combine to make it a visually attractive school with a very calm overall tone.

The comprehensiveness of the school's curriculum reflects the expectations and career aspirations

of the community, embracing tertiary entrance as well as preparation for TAFE and the workforce. In 2012, approximately 46% of our Year 12 students were studying a university entrance [ATAR] course.

Our school offers Approved Specialist Programs in Mathematics and Science [LEAP] attracting students from more than 20 primary schools throughout WA. To balance this focus on these quantitative areas, we offer a full range of courses in The Arts, Technology and Enterprise and Health and Physical Education. Our Languages Department offers Italian from Years 8 to 12 and the other vital learning areas are English and Society and Environment.

Teaching and Learning: Our vision to foster trust and respect so that all of our young people can achieve to their full potential underpins all aspects of teaching and learning at Lesmurdie SHS.

Courses are designed to ensure all students are provided with an engaging, relevant and meaningful

educational program. Extension and Enrichment in our 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 Teaching and Learning administrative team work with staff regularly interrogating data to identify students not performing to the best of their ability and work collaboratively to ensure they are supported to achieve to their potential.

Staff are committed to engage in high quality professional learning on agreed focus areas to improve student outcomes and have a consistent approach to the teaching and learning processes across the school. In all classrooms strategies are in place to help and assist students actively taking responsibility for their learning.



PURPOSE

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 learners' level 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 trustful learning environment. The sharing of ideas and active participation in the learning process creates the learning community

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 ACCEPTANCES 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.

FOCUS AREAS

A FUNDAMENTAL PRIORITY UNDERPINNING ALL FOCUS AREAS IS RESPECT AND ADHERENCE TO THE PRINCIPLES OF RESPECT AND AN ASSOCIATED CODE OF BEHAVIOUR.

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.

THE FOCUS AREAS FOR LESMURDIE SENIOR HIGH SCHOOL IN 2012 WERE:

- Focus Area 1:** Learning: Achieving Academic Excellence
- Focus Area 2:** Teaching: Excellence in Teaching
- Focus Area 3:** Learning Environment: Safe, Supportive and Nurturing
- Focus Area 4:** Facilities and Grounds: Highly Functional and Aesthetic

FOCUS AREA 1:

LEARNING: ACHIEVING ACADEMIC EXCELLENCE

1.1 Senior School

- 1.1.1 A WACE Graduation rate of 100 per cent. **Developing = 98% avge**
- 1.1.2 A median ATAR score of not less than 75 for identified university pathway students. **Developing = 73.35**
- 1.1.3 A median ATAR which is equal to or greater than that of statistically similar WA Public Schools. **Developing = need to reach 75.95**
- 1.1.4 Increase from 54 to 65 per cent, the number of students with a median ATAR of 70 or greater. **Developing = 57%**
- 1.1.5 100 per cent/All students who achieve an ATAR above 55 also meet the English competency requirement. **Achieved**
- 1.1.6 Increase to 20 per cent the number of students who attain a scaled score of 75 or above in one or more courses. **Developing = 10.35%**
- 1.1.7 Increase to 80 per cent, the number of students meeting the National Attainment Standard. **Developing = 69%**

Achievement Targets

Lesmurdie Senior High School will demonstrate improvement through the achievement of the following targets by the end of 2013 school year unless otherwise stated:

1.2 Lower School

- 1.2.1 Increase by 5 per cent the number of students above the state mean in national benchmarks (NAPLAN). **Achieved for Numeracy and Spelling**
- 1.2.2 Increase by 5 per cent the number of students in the top 20 per cent for reading, writing and language conventions (NAPLAN). **Achieved for Reading**
- 1.2.3 Increase by 5 per cent the number of students in the top 20 per cent for Numeracy (NAPLAN). **Achieved**
- 1.2.4 Increase to 20 per cent the number of students achieving an A grade in MESS subjects in Years 8 – 10. **Achieved for Year 8 & 9. 17.5% for Year 10**
- 1.2.5 Decrease to 20 per cent the number of students achieving D and E grades in MESS subjects in Years 8 – 10. **Developing = 22.5% Year 8, 21.5% Year 9 and 20.5% Year 10**
- 1.2.6 Increase from 22 to 25 per cent the number of students in the top 20 per cent of the state in WAMSE Science testing. **Achieved**
- 1.2.7 Increase from 15 to 20 per cent the number of students in the top 20 per cent of the state in WAMSE Society & Environment testing. **Achieved**

REVIEW OF OUR 2011 – 2013 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 four Focus Areas in our Business Plan. The following tables indicate the level of achievement against each one of these targets. Clearly we have achieved pleasing progress in most areas and those rated as Developing will receive strategic focus in our next Business Plan 2013-2015 which will be formalised after the external review of our school to be conducted in June 2013.

FOCUS AREA 2:

TEACHING: EXCELLENCE IN TEACHING

- | | | | |
|-----|---|-----|---|
| 2.1 | Positive student and community satisfaction survey data in relation to teaching, with an increase in the participation in such surveys. Achieved | 2.4 | Decrease the discrepancies in teacher judgements about student performance across cohorts and courses. Achieved in most Learning Areas |
| 2.2 | Excellence in teaching recognised through increased nominations for teacher awards and the attainment of Level 3 Classroom Teacher and Senior Teacher status. Developing | 2.5 | 100 per cent use of Moodle and online Marks book by teachers. Developing |
| 2.3 | Increase in the amount of time teachers participate in professional learning in relation to the school focus areas. Achieved | 2.6 | Increase the use of new technologies by staff. Achieved and ongoing |
| | | 2.7 | Increased number of staff participating in external research into classroom climate and curriculum delivery. Developing |

FOCUS AREA 3:

LEARNING ENVIRONMENT: SAFE, SUPPORTIVE AND NURTURING

- | | |
|--|--|
| 3.1 Student Attendance | 3.2 Student behaviour |
| 3.1.1 Maintain attendance rates for all year groups a minimum of 3 per cent above the state average. Achieved | 3.2.1 Increase ratio of positive SIS behaviour entries to negative behaviour entries by 10 per cent. Achieved |
| 3.1.2 Increase from 80 to 83 per cent the students in the 90 per cent and above category. Achieved | 3.2.2 Decrease by 5 per cent the number of students suspended more than once in a calendar year. Achieved |
| 3.1.3 Reduce unauthorised absences to 5 per cent or less across all year groups Achieved | |

FOCUS AREA 4:

FACILITIES AND GROUNDS: HIGHLY FUNCTIONAL AND AESTHETIC

- | | |
|--|---|
| 4.1 Increase the area of sheltered sitting areas for students within the school grounds. Achieved and ongoing | 4.6 Increase the learning space for students in curriculum areas experiencing a growth in student numbers. Developing |
| 4.2 Upgrade the electrical infrastructure to standard that adequately meets the needs of the schools electrical demands. Developing | 4.7 Increase the amount of ICT equipment and infrastructure available to staff for curriculum delivery. Achieved and ongoing |
| 4.3 Establish a dedicated bus turnaround facility with sheltered bus stops. Achieved | 4.8 Community satisfaction survey data reflects positive satisfaction regarding facilities and grounds. Achieved |
| 4.4 Increase the number of toilets available for students in easily accessible areas. Not achieved until Year 7 Build | 4.9 Establish user friendly video conferencing units to further collaboration and co-delivery of Senior School courses. Achieved |
| 4.5 Increase the availability of secure storage facilities for student valuables in gym change-rooms. Achieved | |

INTAKE AREA

Primary Schools

THE FOLLOWING TABLE INDICATES THE NUMBERS OF STUDENTS ENROLLING AT OUR SCHOOL FROM OUR 5 INTAKE AREA PRIMARY SCHOOLS.

In 2012 we recorded the highest overall percentage of Intake Area Year 7s coming to us = 76%. This is a very positive reflection of the level of confidence in public schooling in the Hills area and also demonstrates the effectiveness of our transition to high school program.

We enjoy a very warm and positive relationship with our 5 Intake Area Primary Schools. Staff from Lesmurdie Senior High School regularly visit these schools speaking to Year 7 students, allaying their

anxieties and taking ex-students back to their primary school to talk with students. Year 7s then participate in a structured transition program coming onto our campus on a number of occasions to experience taster lessons, moving around from class to class and meeting their peers from other schools.

Intake Schools	Male	Female	Total
5459 Wattle Grove Primary School	23	10	33
5279 Lesmurdie Primary School	18	12	30
5622 Falls Road Primary School	14	14	28
5525 Walliston Primary School	13	14	27
5376 Pickering Brook Primary School	4	7	11



STAFF

ALL OF OUR DEDICATED TEACHING AND SCHOOL SUPPORT STAFF WORK TOGETHER TO CREATE A LEARNING ENVIRONMENT WHERE EACH STUDENT IS ABLE TO STRIVE FOR PERSONAL EXCELLENCE.

All teaching staff met the professional requirements to teach in Western Australia and can be found on the public register of teachers of the Teacher Registration Board [formerly the Western Australian College of Teaching].

Since becoming an Independent Public School in 2011, teachers at Lesmurdie Senior High School have been merit selected with more than 150 teachers applying in 2012 for the 9 available positions for this new school year. Our school recruits and professionally develops the best

available teaching staff who possess specialist skills and high level subject content understandings. Teaching staff are highly qualified with an array of academic qualifications and a number of staff are completing further studies.

Lesmurdie Senior High School maintains a stable and experienced team of school support staff.

Staff Awards

- Head of the Science Learning Area Craig Bowden and Outdoor Education teacher Greg Taylor were nominated for the WA Premier's Secondary Teacher of the Year Award. Craig was chosen as a State Finalist.
- Mathematics teacher Belinda Miller was nominated for the WA Beginning Teacher of the Year Award.

- Jill Hocking, Administration School Officer and Dee Bretnall, Education Assistant and SSEP Coordinator, were nominated for the WA Support Staff of the Year Award.
- Jo Wood from the Accounts area was a finalist in the WA School Registrars' Award.
- Allyson Goodhew won the Benchmark Award for Excellence.
- Andrew Armitage, Head of the Society & Environment Learning Area, Kelsie White Health & Physical Education teacher and Peta Rumble, Administration School Officer, all received School Board Awards.

	No	FTE
Administration Staff		
Principals	1	1.0
Deputy Principals	3	3.0
Program Coordinators	4	4.0
Total Administration Staff	8	8.0
Teaching Staff		
Level 3 Teachers	3	2.6
Other Teaching Staff	53	45.9
Total Teaching Staff	56	48.5
School Support Staff		
Clerical / Administrative	14	10.6
Gardening / Maintenance	1	1.0
Instructional	1	1.0
Other Non-Teaching Staff	16	11.3
Total School Support Staff	32	24.0
Total	96	80.4

FTE



GENDER



STUDENT Services

OUR STUDENT SERVICES TEAM PLAYS A VITAL ROLE AT LESMURDIE SENIOR HIGH SCHOOL IN ENSURING WE KNOW EACH STUDENT AND THEIR FAMILY AS INDIVIDUALS.

In essence, this team of professionals enact our school motto attending to all aspects of the nurturing environment here at school to ensure that no student is invisible. The entire team meets weekly to ensure action plans are in place for all students at risk.

Student Services take a coordinated approach to pastoral care. Attendance is closely monitored with swift follow-up after two days of absence. At times of stress, anxiety or grief our School Psychologist and Lower School and Senior School Managers swing in to assist students through these difficult times ensuring that all relevant teachers are kept informed. Our School Community Nurse is also on hand to assist with preventative health measures through classroom education and to oversee all students with Health Care Plans.

Our team of Education Assistants works tirelessly to ensure all students with special needs are catered for. They assist teachers to formulate Individual Education Plans [IEPs], differentiate curriculum to ensure students find the work accessible and utilise a vast range of strategies to assist students to experience emotional and social growth and to increase levels of self confidence.

2012 Parent and Student Satisfaction Survey results indicate very high levels of confidence in all operations of the Student Services team.



STUDENT Services

AT LESMURDIE SENIOR HIGH SCHOOL, WE FIRMLY BELIEVE THAT REGULAR ATTENDANCE AT SCHOOL IS FUNDAMENTAL TO SUCCESSFUL LEARNING OUTCOMES FOR STUDENTS.

In 2012 we continued to set clear attendance improvement targets to encourage as many of our students as possible to meet a minimum 92% attendance rate. We achieved very pleasing overall attendance figures with each year group being above state averages. This reflects well on our students' overall approach to learning and their level of engagement in our wider school community.

Of course, we also want to thank our parents for their support at home. Parents who make regular attendance a priority help our young people to value learning and to accept responsibility and we appreciate all parents working in partnership with us on this.

	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2010	92.4%	89.2%	82.2%	66.6%	92.3%	87.6%
2011	91.7%	89.0%	78.4%	67.1%	91.5%	87.5%
2012	92.3%	89.3%	86.5%	67.9%	92.2%	87.7%

	Y08	Y09	Y10	Y11	Y12
2010	92%	92%	92%	92%	94%
2011	92%	89%	91%	92%	93%
2012	93%	91%	91%	92%	93%
State 2012	89%	87%	86%	87%	89%

NAPLAN Results

THE NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY [NAPLAN] IS CONDUCTED ANNUALLY AND TESTS ALL STUDENTS IN YEAR 9 IN THE AREAS OF LITERACY - READING, WRITING, SPELLING, GRAMMAR AND PUNCTUATION AND NUMERACY.

The data from these tests allows comparison of our students' achievements against both national standards, like schools and overall state levels.

Lesmurdie Senior High School students continue to achieve at high levels especially in Reading, Spelling and Numeracy. The Writing test results indicate that more work needs to be done with our students' understandings of persuasive writing techniques and language conventions.

State	Year 9 Reading					
	School			Like Schools		
	2010	2011	2012	2010	2011	2012
Top 20%	20 %	27 %	26 %	25 %	20 %	25 %
Middle 60%	73 %	63 %	64 %	63 %	67 %	65 %
Bottom 20%	8 %	10 %	10 %	12 %	12 %	11 %

State	Year 9 Writing					
	School			Like Schools		
	2010	2011	2012	2010	2011	2012
Top 20%	21 %	14 %	22 %	23 %	22 %	23 %
Middle 60%	67 %	62 %	59 %	67 %	64 %	67 %
Bottom 20%	12 %	23 %	19 %	10 %	15 %	10 %

State	Year 9 Numeracy					
	School			Like Schools		
	2010	2011	2012	2010	2011	2012
Top 20%	17 %	22 %	33 %	24 %	22 %	23 %
Middle 60%	68 %	59 %	57 %	63 %	64 %	68 %
Bottom 20%	15 %	18 %	10 %	13 %	14 %	9 %



WAMSE Results

THE WESTERN AUSTRALIAN MONITORING STANDARDS IN EDUCATION [WAMSE] ASSESSMENT PROGRAM MEASURES THE ACHIEVEMENTS OF YEAR 9 STUDENTS IN SCIENCE AND SOCIETY & ENVIRONMENT.

The data from these tests allows comparison of our students' achievements against both like schools and overall state levels.

We achieved outstanding progress in both Science and Society & Environment results in 2012. In both areas we had greater numbers of students achieving above the national benchmarks.



State	Year 9 Science					
	School			Like Schools		
	2010	2011	2012	2010	2011	2012
Top 20%	22 %	36 %	39 %	20 %	22 %	22 %
Middle 60%	64 %	43 %	57 %	63 %	63 %	68 %
Bottom 20%	14 %	21 %	4 %	17 %	15 %	10 %

State	Year 9 Society & Environment					
	School			Like Schools		
	2010	2011	2012	2010	2011	2012
Top 20%	15 %	22 %	30 %	19 %	23 %	25 %
Middle 60%	69 %	62 %	58 %	65 %	62 %	64 %
Bottom 20%	16 %	16 %	13 %	15 %	14 %	11 %

SENIOR SCHOOL

Academic Achievement

Certificates of Commendation

Awarded to students who obtain at least 20 'A' grades in course units or equivalents and achieved the WACE [Western Australian Certificate of Education]:

Alice Rose Collyer

Yuri Seki

Nikki Stewart

90+ ATAR +

Students who performed in the top 10% in the state

Danyon Burge	97.50
Yuri Seki	97.45
Hugh Davis	97.25
Alice Rose Collyer	94.25
Benjamin Horsman	93.25
Emma Howard	92.70
Samantha Yeomans	92.20
Cassandra Walraven	90.75
Leah Welmans	90.25

University Scholarship Winners

Benjamin Horsman – Curtin Uni Principal's Recommendation Award

Glenn Maslen – Curtin Uni Principal's Recommendation Award

Yuri Seki – Curtin Uni Humanities Excellence Scholarship

Hugh Davis – UWA Excellence Award and Undergraduate Scholarship

Highest performing students in the state

Acknowledging the courses with the greatest percentage of students achieving a WACE course score of 75 or more

Stage 3 Health Studies

Stage 2 Children, Family and the Community

WACE Achievement

	Eligible Year 12 Students	Lesmurdie SHS Percentage achieving WACE	Department of Education Percentage achieving WACE
2010	146	98%	97.0%
2011	139	99%	97.2%
2012	157	97%	97.0%

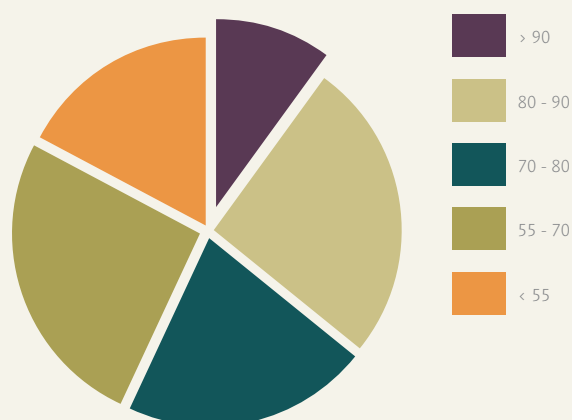
Lesmurdie SHS has consistently maintained WACE achievement at or above the state average. All staff work tirelessly to ensure that our students understand all WACE requirements, that the progress of all students is monitored closely and that all levels of assistance are provided to both assist students experiencing difficulty with course requirements and to those in need of extension.

ATAR Achievement

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+	Lesmurdie SHS Median ATAR	Department of Education Median ATAR
2010	102	15	15%	71.1	75.1
2011	83	14	17%	72.8	75.6
2012	87	9	10%	73.35	75.95

The ATAR population has been consistent over the past two years, with a slight decline in the proportion of students achieving a scaled score of 75+. The median ATAR at Lesmurdie SHS has gradually increased over the past three years, as has the state median ATAR. Further targeted improvement should see the median ATAR at Lesmurdie SHS exceed the state.

ATAR Distribution



83% of students achieved an ATAR that enabled to access front door entry to university, with the remaining ATAR students able to apply for portfolio entry or entry into a university preparation course.

SENIOR SCHOOL

Academic Achievement

Vocational Education and Training (VET) Achievement

	Unit of Competency participation Rate	Full Qualification Achievement – Certificate II or higher
2010	29 (20%)	15 (10%)
2011	26 (19%)	13 (9%)
2012	69 (44%)	40 (25%)

In 2012, there was a significant increase in VET participation. Additionally there was a significant increase in students achieving a Certificate II or higher. The table below illustrates the variety of certificates undertaken by students both at the school at through external training providers.

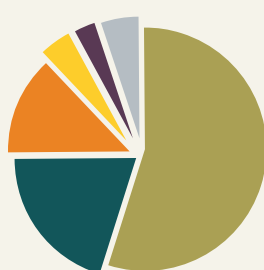
Certificate	Student Count
Certificate I in Automotive	5
Certificate I in Construction	1
Certificate I in Furnishing	21
Certificate I in General Education for Adults	1
Certificate I in Manufacturing (Pathways)	1
Certificate I in Work Readiness	2
Certificate II in Business	29
Certificate II in Community Services	2
Certificate II in Construction	1
Certificate II in Health Support Services	1
Certificate II in Nail Technology	2
Certificate II in Tourism	1
Certificate II in Visual Arts and Contemporary Craft	7
Certificate III in Business	2
Certificate III in Health Services Assistance	1
Certificate III in Information, Digital Media and Technology	1
Course In School Apprenticeship Link in Hairdressing	2

Attainment (ATAR 55+ and/or Certificate II or higher)

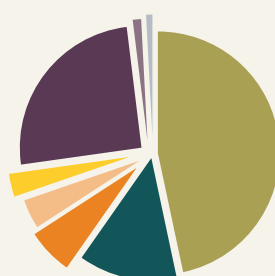
	Lesmurdie SHS Attainment	Department of Education Attainment
2011	60%	61%
2012	69%	66%

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

Intention 2011



Destination 2012



The intentions data shows that the majority of students intend to attend university or TAFE upon the completion of Senior School. Whilst many students achieve their intended destination, over one third of the students are in full time employment often due to decisions to take a gap year before formal tertiary studies or because they are awaiting apprenticeships.

Student Performance - Stage 1 Courses - Grade Distribution

In most Stage 1 courses, student performance at Lesmurdie SHS is similar to statewide performance. Noticeably, there are less 'E' grades awarded because of the efficacy of our course counselling processes and the extra lengths our staff take to ensure all students are coping with chosen courses.

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Career and Enterprise	19	43	34	2	2	19	31	41	6	4
Design	13	29	50	8	0	19	30	37	8	6
English	21	33	42	3	1	15	32	45	4	4
Food Science and Technology	31	40	28	0	1	25	31	35	6	3
Integrated Science	27	40	25	6	2	20	30	40	7	3
Mathematics	33	27	35	3	1	21	26	38	9	6
Materials, Design and Technology	6	19	63	13	0	15	31	42	8	4
Outdoor Education	7	13	53	20	7	26	36	28	5	4
Visual Arts	0	22	67	11	0	17	33	38	8	4

SENIOR SCHOOL

Academic Achievement

Student Performance Stage 3 Courses – Grade Distribution

Here we provide overall Grade Percentage data for our Stage 3 Courses as well as the very popular Stage 2 Mathematics. It should be noted that courses with fewer than 12 enrolments often do not match State Percentages. The information works to provide an overview of the courses offered at Lesmurdie Senior High School and the performance of last year's Year 12 cohort enrolled in these.

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Accounting and Finance	0	0	67	33	0	23	23	40	11	3
Applied Information Technology	50	25	13	0	12	21	30	41	6	2
Biological Sciences	22	21	43	14	0	20	28	43	8	1
Chemistry	14	22	57	7	0	30	25	34	9	2
Computer Science	22	11	34	33	0	23	25	39	12	1
Dance	17	67	16	0	0	35	40	22	3	0
Design	0	50	50	0	0	34	40	21	5	0
Drama	0	80	20	0	0	18	40	37	5	0
Economics	10	20	40	30	0	21	27	41	10	1
English	4	26	58	11	1	12	31	54	3	0
Geography	19	12	69	0	0	11	28	49	11	1
Health Studies	25	19	44	6	6	15	28	47	7	3
Human Biological Sciences	18	34	41	7	0	17	25	43	13	2
Italian	10	60	30	0	0	25	37	31	5	2
Materials Design and Technology	25	0	75	0	0	55	23	22	0	0
Music	0	50	50	0	0	22	35	39	4	0
Outdoor Education	12	20	56	12	0	19	28	46	7	0
Physical Education	20	30	50	0	0	15	34	46	5	0
Physics	6	12	53	23	6	25	25	35	13	2
Visual Arts	13	62	25	0	0	18	41	37	3	1
Mathematics (Stage 3AB MAT)	8	8	67	17	0	10	21	48	18	3
Mathematics – Specialist (Stage 3AB MAS)	0	100	0	0	0	29	43	21	7	0
Mathematics – (Stage 3CD MAT)	19	24	29	28	0	25	22	38	13	2
Mathematics – (Stage 3CD MAS)	0	33	67	0	0	30	22	35	11	2
Mathematics - (Stage 2CD MAT)	14	17	48	21	0	10	22	49	15	4

LEARNING AREA

and General School Highlights

English

- Crystal Thomas' Year 8 English class won a Picture Book competition organised by the Shire of Kalamunda with the prize being a visit from Melbourne author Archie Fusillo. He spoke to several Year 8 classes and his presentations were inspiring and entertaining

Health & Physical Education

- Our Year 8/9 AFL Football team won over Helena College
- Successful participation in the Interschool Netball Carnival for our Year 8 & 9 teams
- Abseiling Camp for Year 11 Outdoor Education students at Margaret River
- Qld Rafting Trip
- Second year of success with our lower school PE students who umpire our intake area Primary Schools' lightning carnival afternoons in Netball and AFL

Languages

- Italian Exchange for Melissa Scott and Alex Gaynor who spent 2 months in Italy as part of the Cultural Exchange Program
- Year 10 Italian Excursion to the Fremantle Maritime Museum
- Participation in the WA Association of Teachers of Italian and Intercultura AFS hosting and sending programs for students of Italian. Ella McLeod, Year 10 hosted Leonardo Viganò from Bergamo in the region of Lombardy. Petra Smit hosted Chiara Giarrizzo from Marsala in the region of Sicily
- Beth Moon won a placement to be sent to Italy, on the above mentioned program, from the end November 2012 to the end of January 2013

Mathematics

- Mathletics purchased for our lower school students

Science

- WA Young Scientist of the Year Award awarded to Jordan Cartwright [Year 11]
- Year 8 LEAP students finished in 5th place in the Da Vinci Decathlon competing against 26 other schools
- Year 9 LEAP participated in the Curtin University Engineering in Schools Project

Society & Environment

- 39 Year 10 students competed in the Australian History Competition with awards to Jacob Cameron [joint Top Overall Student in WA], Eilish Mold and Karissa Hawes
- Year 12 Geography Excursion to the Perth CBD in March

Technology and Enterprise

- Home Economics: Year 8 Food Expos; Year 10 Dessert competition; Year 11/12 FST High tea; Year 10/11/12 Playgroups; Upgrading of facilities ie stainless steel benches

The Arts

- Lesmurdie SHS's entry in YOHFEST awarded equal First Place for Dance; Aliza Caruso an Excellence Award for her Original Solo Drama Monologue and Danyon Burge runner-up Top Student in the Art Section
- Senior School Dance Excursion to Buzz Dance Theatre at the Dolphin Theatre UWA
- Outstanding Award presented to our Concert Band at the WA Schools Concert Band Festival
- Excellent Award achieved by our Guitar Ensemble at the WA Guitar Ensemble Festival
- Media Studies Camp to New Norcia with Specialist Program Media & Television students from Roleystone Community College
- Visual Art students Shayne Spencer, Danyon Burge, Lisa Knight and Brianna Manning had art pieces selected for the Young Originals Art Exhibition.

General

- Rachael Honey and Jordan Fraser [Year 11] received Highly Commended Awards as part of the Hasluck Youth Leadership Award
- Successful Student Council Leadership Camp in March
- Participation at the Bibulmun Network Year 7 Breakfasts by our Year 12 Student Councilors and musicians

PARENT, STUDENT & TEACHER

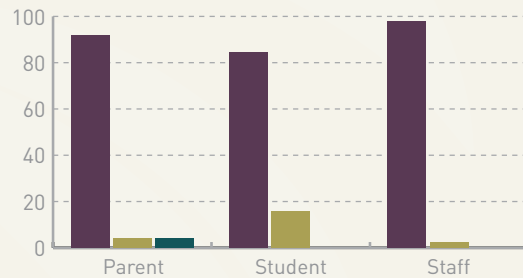
Satisfaction Surveys

Satisfaction Surveys

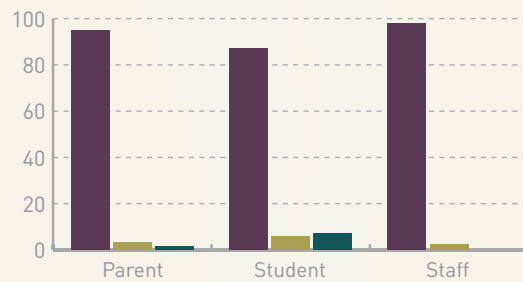
Overall the feedback from these Satisfaction Surveys indicates extremely high levels of confidence and satisfaction from all parties concerning the overall operations of our school, the ethos and vision for the school and the degree to which our school is meeting the educational needs of our students. There were improvements from the 2010 surveys in a range of areas:

■ Agree ■ Disagree ■ Unable to comment

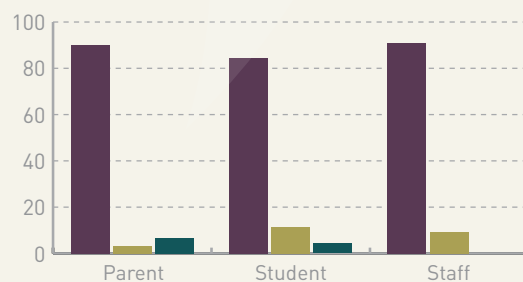
1. This school is well organised and runs smoothly



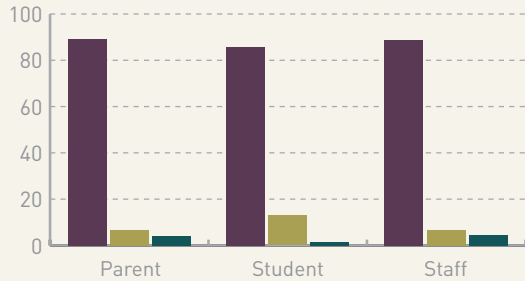
2. This school encourages a sense of pride in achievement



5. This school has clear goals and a positive school identity



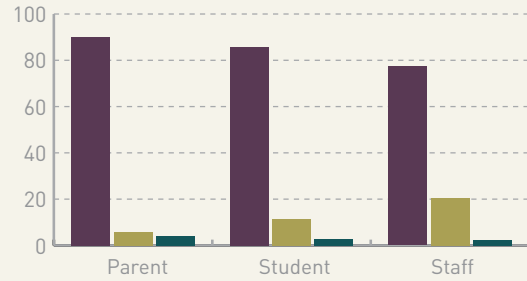
13. This school has realistic educational expectations of the students



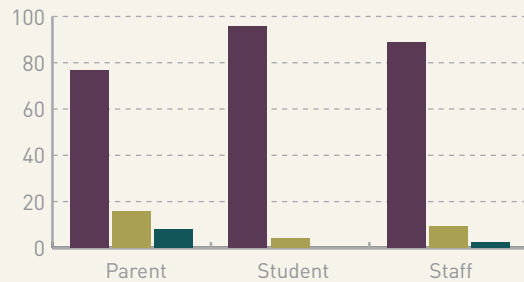
Of course, there are several areas referred to in these surveys that still require our attention and resources:

- Consistency with behaviour management, discipline and consequences
- Continued focus on relevant and meaningful instruction design
- More motivational input for students to cause them to take greater ownership of their academic progress.

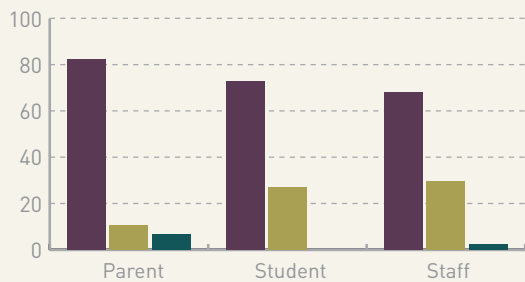
12. This school strives for high academic standards



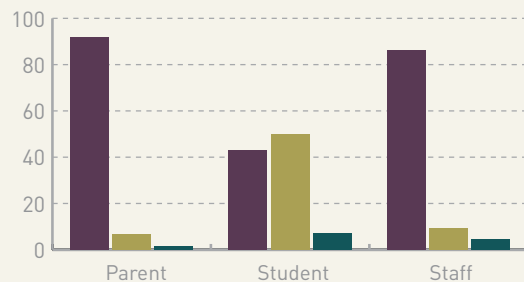
18. Teachers at this school provide a stimulating learning environment and make school work interesting and enjoyable



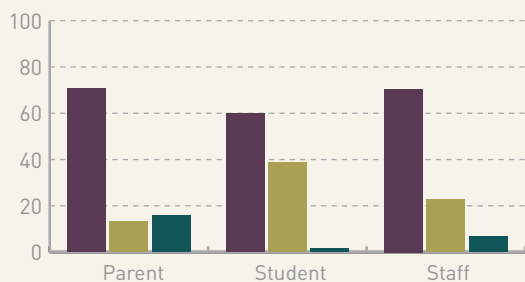
9. This school has high standards of student behaviour



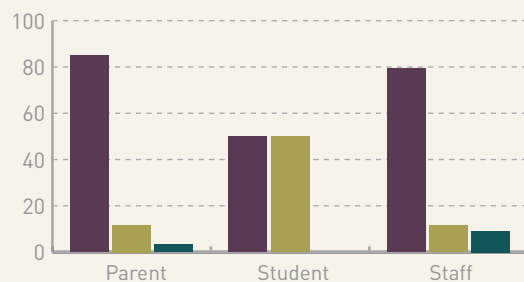
17. Teachers at this school treat students fairly



20. Teachers at this school have a thorough understanding of what they teach



38. Overall, I am satisfied with the educational progress of students at this school

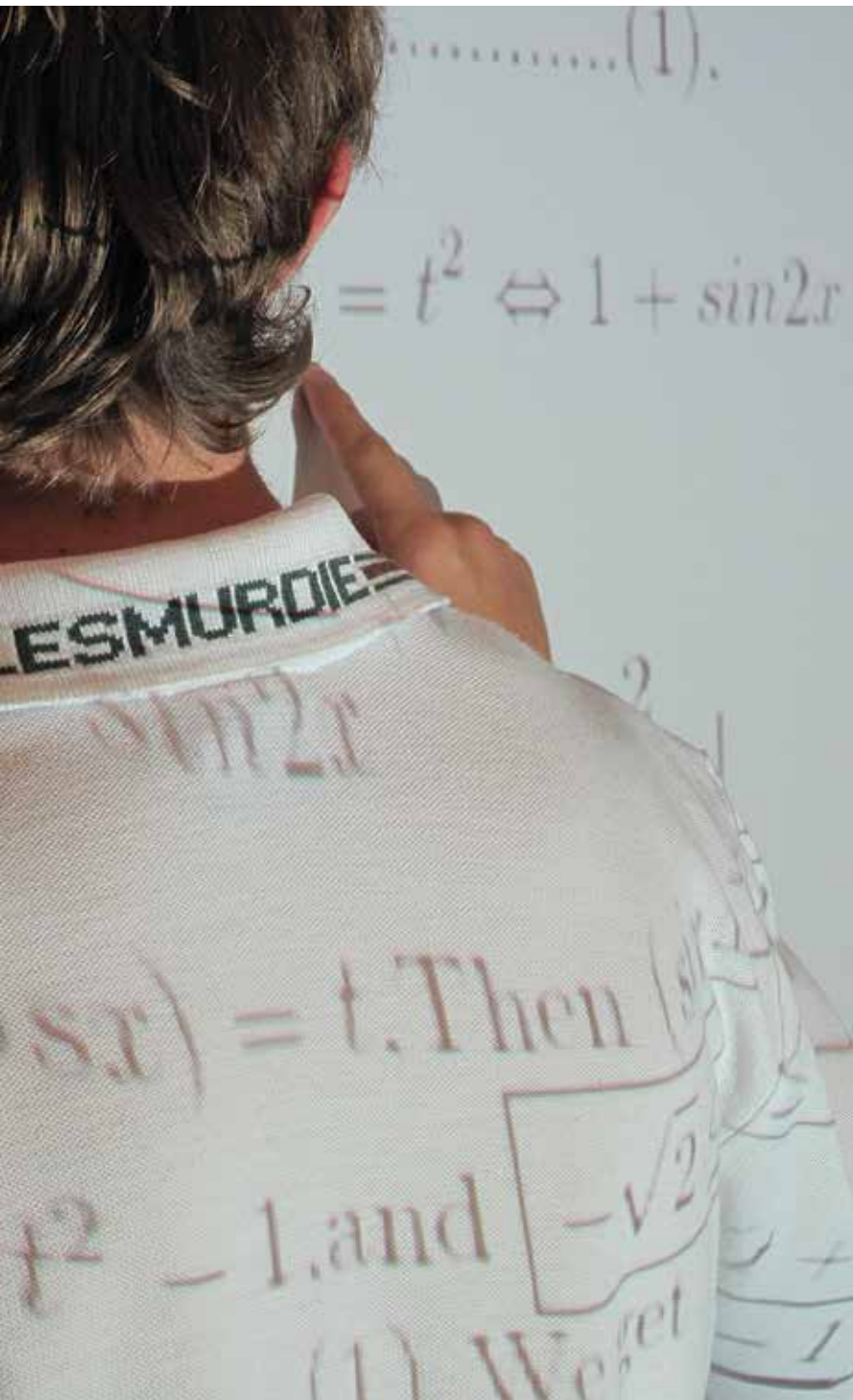


FINANCIAL SUMMARY

As at 31 December 2012

	Revenue - Cash	Budget \$	Actual \$
1	Voluntary Contributions	67,015.75	67,015.75
2	Charges and Fees	524,104.35	523,599.10
3	Government Allowances	29,140.00	29,140.00
4	P&C Contributions	36,691.52	36,691.52
5	Fundraising/Donations/Sponsorships	7,852.30	7,852.30
6	DoE Grants	656,470.28	656,470.28
7	Other State Govt Grants	42,000.17	42,000.17
8	Commonwealth Govt Grants	-	-
9	Trading Activities	109,477.84	109,477.84
10	Other	106,073.84	106,070.95
11	Internal Transfers	186,788.49	186,788.49
	Total	1,765,614.54	1765,106.40
	Opening Balance	190,205.68	190,205.68
	Total Contingency Funds Available	1,955,820.22	1,955,312.08
	Total Salary Allocation	-	-
	Total Funds Available	1,955,820.22	1,955,312.08

	Expenditure	Budget \$	Actual \$
1	Administration	111,450.36	109,197.25
2	Leases	3,089.31	3,089.31
3	Utilities	174,308.24	173,099.80
4	Repairs/Maintenance/Grounds	209,629.96	207,192.12
5	Capital Works	20,360.00	20,360.00
6	Assets and Resources	162,012.22	161,664.84
7	Education Services	493,275.43	472,432.88
8	Other Specific Programs	57,290.94	51,032.44
9	Trading Activities	54,185.52	54,185.52
10	Other	166,822.68	139,219.02
11	Transfers to Reserves	294,045.97	294,045.97
	Total Contingencies Expenditure	1,866,470.63	1,805,519.15
	Total Salary Expenditure	-	-
	Total Expenditure	1,866,470.63	1,805,519.15



Improvements to Facilities, Equipment and Grounds

Throughout 2012, we made a conscious effort to spend some of the funds held in our School Reserve Account to improve the grounds, equipment and facilities in our school. The following list represents the major spending:

Equipment:

• Photocopiers	\$43 457
• TVs	\$3 700
• Interactive Whiteboards	\$35 916
• Computer workstations	\$25 550
• Student chairs	\$1 804
• Student tables	\$2 350
• Classroom blinds	\$16 640
• Canteen electrical	\$4 950
• Staff office chairs	\$7 205

Facilities:

• Acoustic doors in the E block	\$28 950
• Guttering on Pergola	\$1 200
• Carpet in classrooms	\$7 510
• Stainless steel fit out Home Ec	\$11 290

Aesthetics and Grounds:

• Painting of classrooms and offices	\$8 000
• Paving	\$1 363
• Student bench seating	\$4 154
• Re-design of school front entry	\$11 000
• Grounds	\$1 553

IT Focus

In October iPads were rolled out to each of our 80 staff members to enable progress with our focus on relevant IT across all areas of our school.

• iPads	\$56 000
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Future Directions

AS WE MOVE INTO THE NEXT THREE YEAR CYCLE AS AN INDEPENDENT PUBLIC SCHOOL OUR VISION IS:

TO CONTINUE TO PROGRESS AS A MOTIVATED, CONFIDENT AND RELEVANT LEARNING COMMUNITY

- Progress our focus on all staff and students being motivated to succeed.
- Progress our focus on Instructional Design to cater for every student.
- Progress our focus on IT.
- Progress a curriculum audit to ensure that we will meet the needs of our students into the future.
- Progress the improvements to the aesthetics, grounds and facilities of our school.



LESMURDIE
SENIOR HIGH SCHOOL