



ANNUAL REPORT 2013



LESMURDIE
SENIOR HIGH SCHOOL

NOTES from the School Board

For 2013, the School Board consisted of 2 newly elected staff, the Principal, Deputy principal, Business Manager, 7 parents, and a community member. At times the Head Boy and Head Girl or an invited guest would also be present. It was a smooth start to the 2013 school year with the focus being on reviewing the 2011-2013 Business and Strategic plans and developing a new school Business Plan and Strategic Plan for 2014 -2016 during which time the Year 7 students would be on site.

One of the key functions of the Board is to monitor school effectiveness and accountability processes. To achieve this our Board oversaw regular presentations from Principal John Stone that provided information as to how the school was meeting the targets outlined in the school's Business Plan. These showed that the school had already met or well on the way to meeting the targets in academic, attendance and behaviour. It also showed that work force management and financial targets were being achieved.

The Board also worked hard to ensure there was clarity concerning Board members' understanding of their role. Here we conducted a School Board effectiveness survey within its members for the purpose of improving and monitoring the Board's performance. The outcome of this was that most members who had not already done so, underwent training to better understand their role and a clear resolution that our Board needed more community representatives. This was also highlighted in the IPS Review which was conducted in Term 2.

The IPS Review in June was conducted over three days and involved staff, students and parents. Interviews, forums and visits to classrooms were conducted during this time. It was particularly pleasing to note that Lesmurdie SHS received very positive feedback in the form of affirmations and commendations and five recommendations for future action of which the Board was already aware from surveys conducted.

From the IPS Review Report the Board members were in a position to organise priorities and select target

areas for the 2014 -2016 Business and Strategic Plans. With considerable input from staff, the new plan and 'look' for LSHS was proposed to compliment the new signage, logo and letterhead colours. The school uniform also came under review.

With the school population due to increase in 2015 with Year 7s being on site, an audit of available rooms revealed that Lesmurdie SHS qualified for a specialist Year7 block. The build started Term 3 and is expected to be completed by Term 3 2014. This build will also provide extra parking and undercover area for students.

On behalf of the School Board, I would like to recommend this annual report to you. It is a clear reflection of the dedication and commitment from our school's experienced and passionate teaching and non-teaching staff and provides considerable insight into measures of student outcomes across a range of measures. I would also like to thank all School Board members for their contributions and involvement in our wonderful school.

Linda Graham
Board Chair

Our Lesmurdie Senior High School Board School Board

Chair
Linda Graham

Principal
John Stone

Business Manager
Lyn Harris

P&C President
Linda Rotondo

Elected Parents
Jayne Clark, Shelley Johnston,
Christine Morris, Sean Christie,
Esther Hort

Elected Teachers
Kim Lloyd, Leo Surjan,
Rachel Richards

Community Members
Kris Townsend,

WELCOME

I am proud to lead a school that provides so many wonderful opportunities for our students. Whether you are already a member of our school community, a prospective parent or simply interested in finding out a little more about the school, I hope you will see from this Annual Report what makes Lesmurdie a distinctive school of excellence both in the Perth Hills area and in WA.

We are committed to the intellectual, creative, physical and social growth of our students and we respect them as individuals with different histories, needs, interests, abilities and aptitudes. Our students are friendly, confident and successful and we invite you to share our pride in their achievements.

Lesmurdie Senior High School values the involvement and interest of our school community and we encourage parents to join with us by supporting our many activities and programs and trust that they always feel welcome on our campus. We value that parents are active participants in their children's learning, resulting in a true partnership between the school and the family.

Since being recognised as an Independent Public School late in 2011, Lesmurdie has been on a consistent and exciting path of renewal and can boast some quality achievements. Lesmurdie is a school that values tradition, as well as embracing what is new, contemporary and innovative, to support and enhance our students' journey into the future. Tangibly, this can be seen in our re-branding program and in our \$3M building project and preparations for the transfer of Year 7s to secondary education in 2015.

At Lesmurdie, teaching and curriculum are responsive to our recognition that our students are members of a dynamic and changing world community. To offer the best opportunities, we seek relevance and excellence in pedagogies, curriculum

content and classroom practices, so that through enthusiasm and commitment our students achieve outstanding success.

At our school we have a genuine focus on instructional design and in 2013 our Advanced Accredited Instructional Coaching Program [AAIC] saw a further 26 teachers experience professional learning to equip them to increase student engagement in learning which is fundamental to our Business Plan.

The degree of success in meeting or exceeding the Achievement Targets in our School Business Plan 2011-2013 is very pleasing. We continue to achieve excellent progress in all measures of academic performance from Year 9 NAPLAN and WAMSE testing to improved grade distributions across Learning Areas to our Year 12 WACE results. In addition, our high standards and expectations for non-academic aspects such as attendance, behaviour and attitude have continued to result in an overall positive school climate.

Lesmurdie is a school of choice both for parents and for staff. Our Specialist Program in Mathematics and Science annually attracts applicants from about 40 primary schools across the state, the percentage of parents who reside in our intake area and who choose our school is at an all time high of 81% and for every merit-select teaching and administration position we advertise, we regularly get 20+ applicants.

Lesmurdie is a confident school. We are proud that we sincerely enact our motto and have all members of our school community thriving in a nurturing environment. On behalf of Lesmurdie Senior High School and the School Board I commend this Annual Report to you as a clear snapshot of our school's performance in 2013.

John Stone
Principal



**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.**

SCHOOL context

LESMURDIE IS A CO-EDUCATIONAL SCHOOL COMMUNITY CURRENTLY CATERING FOR APPROXIMATELY 830 STUDENTS FROM YEARS 8-12. 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 team 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 2013, approximately 44% 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 a large number of 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. Staff focus on differentiating curriculum and reading tasks to cater for students with identified academic excellence and to 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. This is one reason why we achieved 100% WACE graduation for our 142 Year 12 students in 2013.

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.

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, 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.

PURPOSE

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.

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.



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.

FOCUS AREA 1

LEARNING: ACHIEVING ACADEMIC EXCELLENCE

1.1 Senior School

- 1.1.1 A WACE Graduation rate of 100 per cent. **Achieved = 100%**
- 1.1.2 A median ATAR score of not less than 75 for identified university pathway students. **Achieved = 75.7 but less than State median of 79.1**
- 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 = 63.2% [up from 57% in 2012]**
- 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. **Achieved = 24% [up from 10.35% in 2012]**
- 1.1.7 Increase to 80 per cent, the number of students meeting the National Attainment Standard. **Achieved = 88% [up from 69% in 2012]**

THE FOCUS AREAS FOR LESMURDIE SENIOR HIGH SCHOOL IN 2013 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

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, Writing 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. **Not Achieved = 18% Year 8, 18% Year 9, 18.2% 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 = 22.7% Year 8, 24.5% Year 9 and 19.2% 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. **Exceeded = 34%**
- 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. **Exceeded = 28%**

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 2014-2016 which will be formalised early in 2014.

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 = next survey to be completed in September 2014**
- 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 additional Level 3 Classroom Teachers and 1 Senior Teacher**
- 2.3 Increase in the amount of time teachers participate in professional learning in relation to the school focus areas. **Achieved = 42 teachers have completed Professional Learning in Instructional Design**
- 2.4 Decrease the discrepancies in teacher judgments about student performance across cohorts and courses. **Achieved in most Learning Areas**
- 2.5 100 per cent use of Moodle and online Marks book by teachers. **Developing**
- 2.6 Increase the use of new technologies by staff. **Ongoing = Focus of 2014-16 Business Plan**
- 2.7 Increased number of staff participating in external research into classroom climate and curriculum delivery. **Developing = Focus of 2014-16 Business Plan**

FOCUS AREA 3

LEARNING ENVIRONMENT: SAFE, SUPPORTIVE AND NURTURING

- 3.1 Student Attendance**
 - 3.1.1 Maintain attendance rates for all year groups a minimum of 3 per cent above the state average. **Achieved = average of 5% above state**
 - 3.1.2 Increase from 80 to 83 per cent the students in the 90 per cent and above category. **Not Achieved = Focus of 2014-16 Business Plan**
 - 3.1.3 Reduce unauthorised absences to 5 per cent or less across all year groups. **Not Achieved = Focus of 2014-16 Business Plan**
- 3.2 Student behaviour**
 - 3.2.1 Increase ratio of positive SIS behaviour entries to negative behaviour entries by 10 per cent. **Achieved**
 - 3.2.2 Decrease by 5 per cent the number of students suspended more than once in a calendar year. **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**
- 4.2 Upgrade the electrical infrastructure to standard that adequately meets the needs of the schools electrical demands. **Developing**
- 4.3 Establish a dedicated bus turnaround facility with sheltered bus stops. **Achieved**
- 4.4 Increase the number of toilets available for students in easily accessible areas. **Not achieved until Year 7 Build**
- 4.5 Increase the availability of secure storage facilities for student valuables in gym change-rooms. **Achieved**
- 4.6 Increase the learning space for students in curriculum areas experiencing a growth in student numbers. **Developing**
- 4.7 Increase the amount of ICT equipment and infrastructure available to staff for curriculum delivery. **Achieved and ongoing**
- 4.8 Community satisfaction survey data reflects positive satisfaction regarding facilities and grounds. **Achieved = next survey to be completed in September 2014**
- 4.9 Establish user friendly video conferencing units to further collaboration and co-delivery of Senior School courses. **Achieved**



2013 INDEPENDENT REVIEW

Major Findings

IN JULY 2013 A TEAM OF INDEPENDENT REVIEWERS SPEND 2.5 DAYS IN OUR SCHOOL REVIEWING PERFORMANCE DATA, CONDUCTING MEETINGS WITH STAFF, PARENTS, BOARD MEMBERS AND STUDENTS AND EXPERIENCING FIRST HAND OUR LEARNING ENVIRONMENT THROUGH CLASS VISITATION. THIS IS AN EXCERPT FROM THE FORMAL REPORT:

Lesmurdie Senior High School provides a high quality learning environment. The reviewers were able to verify a shared vision and ethos with staff, students and parents.

The comprehensiveness of the school's curriculum reflects the expectations and career aspirations of the community, embracing tertiary entrance as well as preparation for training and the workforce. At the whole-school level reviewers sighted clear evidence of the school aiming to achieve its vision of fostering trust so that all of our young people can achieve to their full potential – this underpins all aspects of teaching and learning in the school.

The curriculum at Lesmurdie Senior High School is designed to ensure all students are provided with an engaging, relevant and meaningful educational program. Extension and enrichment in a specialised LEAP mathematics and science program

caters for students with identified academic excellence, whilst direct instruction intervention programs delivered by selected specialised staff ensure students with learning difficulties are provided with opportunities to make progress and achieve.

The reviewers sighted clear evidence of staff deploying strategies to assist students to actively take responsibility for their learning. The reviewers acknowledge the example set by the Principal and Deputy Principals being timetabled for a teaching load.

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

The school executive leadership team – consisting of the Principal, three deputies and the Business Manager – along with many examples of distributed leadership across the school, has developed and is continuing to drive a climate of improvement in the school. Effective distributed leadership is evident throughout the school and individual leaders are clear as to their particular role and expectations. This was evident to reviewers through documentation, discussion with the executive team, heads of learning areas, education assistants and from visiting teachers in their classrooms.

The Principal and the executive team, with the support from staff, have developed and are continuing to drive a climate of effective teamwork and innovation in the school. As a result of the distributed leadership and the drive to improve learning, the reviewers affirm a high level of morale within the staff and their support of each other and their students.

The reviewers commend the school for the introduction of a number of strategies and programs that have resulted in benefits for staff growth and student learning:

- *Professional learning strategies to improve staff instructional skills, particularly in the areas of catering for the needs of students who are in the middle band by increasing student engagement.*
- *The strong link between analysing student performance and the teacher's performance coaching program.*
- *The collaborative approach taken by staff to regularly interrogate data to identify students not performing to the best of their ability and to assist them to achieve their potential.*

Overall, the school is commended on developing a quality learning environment with a range of courses, programs and strategies that engage the majority of students in learning providing a calm atmosphere that fosters care and well-being to a high level.

Commendations:

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

Affirmations:

- The clear linking of Learning Area operational plans to the School Business Plan
- The ongoing success of the strategies used by the school in developing a positive, calm and purposeful environment
- The initiative of the school to introduce a highly valued students' rewards program
- The strategy being employed, as part of workforce planning, to meet the challenge of a long-serving, stable staff to ensure the quality and sustainability of the teaching and learning into the future
- The leadership's engagement of staff and Board members in the design of the new Business Plan and in setting of focus area, strategies and targets
- The school's direction in performance coaching as the model for the performance management of staff.

Recommendations

- The school explore pathways and strategies to accommodate the needs of students who lack drive and are achieving below their capacity
- The school review its use of technology and skill staff in order to improve their confidence in its use
- All members of the Board consider the training offered by the Department of Education
- The Board develops a communication strategy to ensure the wider community is aware of its function and accountability role in supporting the school
- The school explore additional benefits for staff, Board and ultimately the students of linkages with cluster partners – Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre.

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 at the Teacher Registration Board.

Since becoming an Independent Public School in 2011, all staff teaching and non-teaching have been merit selected. In 2013 more than 170 teachers applied for the 7 available positions. Our school recruits and professionally develops the best available teaching staff who possess specialist skills and high level subject content understandings.

Teaching staff at our school 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, experienced and dedicated team of school support staff.

Staff Awards

- Science teacher Aaron Crawford and Health & Physical Education teacher Kelsie White were nominated for the WA Premier's Secondary Teacher of the Year Award.
- Drama teacher Matthew Randall and Science teacher Lance Woolf were nominated for the WA Beginning Teacher of the Year Award.
- Lisa Snell, Relief Coordinator, was nominated for the WA Support Staff of the Year Award.

- Breen Christie, our Music Specialist, won the Benchmark Award for Excellence.
- Trevor Coultas [Science teacher], Rose Famiano [Teacher-in-charge Languages], Amanda Joiner [Senior School Coordinator] and Lyn Harris [Business Manager] all received School Board Awards.
- Aaron Crawford [Science] and Greg Taylor [H PEd] awarded Level 3 Classroom Teacher status.

Promotions

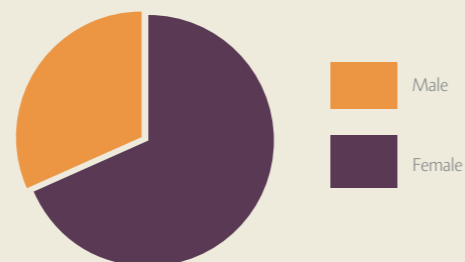
- Paul Jones to Deputy Principal Baldivis Secondary College.
- Bruno Pileggi to Deputy Principal Lakelands Senior High School.
- Rachel Richards to Acting Head of Science Learning Area Karratha Senior High School.

	No	FTE
Administration Staff		
Principals	1	1.0
Deputy Principals	3	3.0
Program Coordinators/HoLAs	9	7.2
Total Administration Staff	13	11.2
Teaching Staff		
Level 3 Teachers	4	3.6
Other Teaching Staff	49	43.6
Total Teaching Staff	53	47.2
School Support Staff		
Clerical / Administrative	13	9.1
Gardening / Maintenance	1	0.2
Instructional	1	1.0
Other Non-Teaching Staff	14	10.6
Total School Support Staff	29	20.9
Total	95	79.3

FTE



GENDER



STUDENT Services

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

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 92% attendance rate. In 2013 we achieved very pleasing overall attendance figures with each year group being significantly above state public school averages. We believe our attendance reward program is working to encourage students to strive towards improved

attendance and 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.

	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2011	91.6%	89.0%	78.4%	67.1%	91.5%	87.5%
2012	92.2%	89.3%	86.5%	67.9%	92.2%	87.7%
2013	92.6%	89.1%	87.9%	67.2%	92.5%	87.4%

	Y08	Y09	Y10	Y11	Y12
2011	92%	89%	91%	92%	93%
2012	93%	91%	91%	92%	93%
2013	93%	91%	92%	93%	94%
State 2013	90%	87%	85%	87%	89%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2011	70.9%	20.5%	6.5%	1.9%
2012	71.9%	21.1%	5.3%	1.6%
2013	75.7%	18.4%	4.6%	1.2%
State 2013	60.0%	22.0%	11.0%	7.0%

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.

Lesmurdie Senior High School students continue to achieve at high levels with some level of improvement in Reading. The level of achievement for Writing was maintained from 2012 to 2013, however this still remains a whole-school focus.

The last graph indicates that whilst our students generally achieve high scores in NAPLAN tests, the level of progress from Year 7 to Year 9 is of concern. This will be addressed as a priority for us in our 2014-16 School Business Plan.

State	Year 9 Reading					
	2011		2012		2013	
	School	Like-Schools	School	Like-Schools	School	Like-Schools
Top 20%	27%	20%	26%	25%	28%	24%
Middle 60%	63%	67%	64%	65%	62%	63%
Bottom 20%	10%	12%	10%	11%	10%	14%

State	Year 9 Writing					
	2011		2012		2013	
	School	Like-Schools	School	Like-Schools	School	Like-Schools
Top 20%	14%	22%	22%	23%	21%	21%
Middle 60%	62%	64%	59%	67%	62%	67%
Bottom 20%	23%	15%	19%	10%	17%	12%

State	Year 9 Numeracy					
	2011		2012		2013	
	School	Like-Schools	School	Like-Schools	School	Like-Schools
Top 20%	22%	22%	33%	23%	29%	20%
Middle 60%	59%	64%	57%	68%	62%	69%
Bottom 20%	18%	14%	10%	9%	9%	12%



WAMSE Results

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

Lesmurdie Senior High School students continue to achieve at high levels in Science and Society & Environment when compared with state schools in general and more particularly with like schools.

State	Year 9 Science					
	2011		2012		2013	
	School	Like-Schools	School	Like-Schools	School	Like-Schools
Top 20%	36%	22%	39%	22%	34%	19%
Middle 60%	43%	63%	57%	68%	57%	62%
Bottom 20%	21%	15%	4%	10%	9%	19%

Median Score: State = 481, School = 514.

State	Year 9 Society & Environment					
	2011		2012		2013	
	School	Like-Schools	School	Like-Schools	School	Like-Schools
Top 20%	22%	23%	30%	25%	28%	19%
Middle 60%	62%	62%	58%	64%	61%	62%
Bottom 20%	16%	14%	13%	11%	11%	19%

Median Score: State = 499, School = 511.

Percentage of students achieving at or above the WAMSE Test Standard

	Science			Society & Environment		
	2011	2012	2013	2011	2012	2013
Year 9	52%	69%	64%	48%	66%	63%



SENIOR SCHOOL

Academic Achievement

Certificates of Distinction

Are awarded to the top 0.5% of students in each subject based on their combined marks from school assessments and examinations.

Rachel Graham – Stage 3 English

90+ ATAR +

Students who performed in the top 10% in the state.

Rachel Graham	97.55
Briana Walker	96.60
Patrick Bryce	96.50
Ellen Jury	96.10
Jordan Cartwright	95.95
Toby Tompson	95.35
Elsie Beales	93.10
Jessica Arrantash	92.95
Simon Higgs	92.90
Megan Baker	91.45
Alex Hegarty	90.00

University Scholarship Winners

Jordan Cartwright – Curtin Uni Principal's Recommendation Award

Simon Higgs – Curtin Uni Principal's Recommendation Award

Jessica Arrantash – UWA Excellence Award

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

Year 12 Participation

	Eligible Year 12 Students	Number acquiring an ATAR		VET - Number of students		VET - Number of students completing a Cert II or higher	
2011	139	83	60%	26	19%	13	9%
2012	157	87	55%	69	44%	40	25%
2013	142	76	54%	79	56%	63	44%

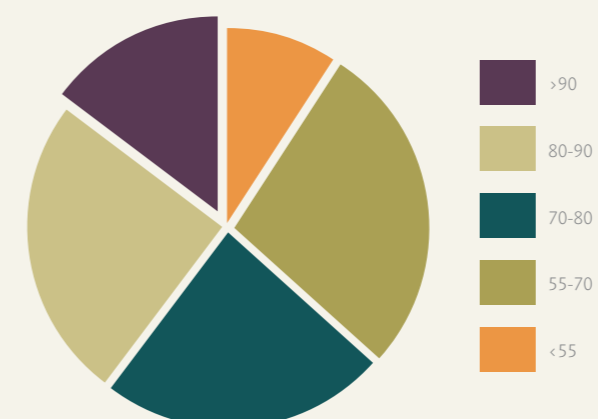
WACE Achievement

	Eligible Year 12 Students	Lesmurdie SHS Percentage achieving WACE	Department of Education Percentage achieving WACE
2011	139	99%	97.2%
2012	157	97%	97.0%
2013	142	100%	97.1%

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	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
2011	83	14	17%	72.80	75.60
2012	87	9	10%	73.35	75.95
2013	76	18	24%	75.70	79.10

ATAR Distribution



SENIOR SCHOOL

Academic Achievement

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

	Lesmurdie SHS Attainment	Department of Education Attainment
2011	60%	61%
2012	69%	66%
2013	88%	69%

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

Vocational Education and Training (VET) Achievement

	Unit of Competency participation rate	Full Qualification Achievement – Certificate II or higher
2011	26 (19%)	13 (9%)
2012	69 (44%)	40 (25%)
2013	79 (56%)	55 (39%)

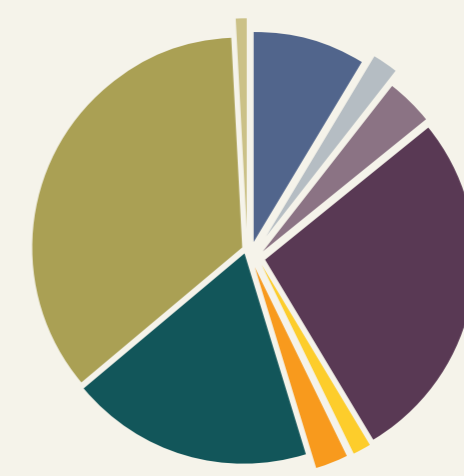
In 2013, there was a significant increase in VET participation. Additionally there was a significant increase in students achieving a Certificate II or higher. The table below illustrates the variety of certificates undertaken by students both at the school at through external training providers.

Certificate	Student Count
Certificate I in Automotive	1
Certificate I in Automotive Vehicle Body	1
Certificate I in General Education for Adults	3
Certificate I in Construction Pathways	1
Certificate II in Business	35
Certificate II in Furnishing	25
Certificate II in Electrotechnology (Career Start)	2
Certificate II in Information, Digital Media and Technology	7
Certificate II in Telecommunications	2
Certificate II in Visual Arts	13
Certificate III in Business	14
Certificate III in Children's Services	1

Intention 2011



Destination 2012



- Returned to School
- University
- TAFE
- Apprenticeship/Traineeship
- Other Training
- Employment
- Employment Assistance
- Other
- Deferred Study/Training

Student Performance - Stage 1 Courses - Grade Distribution

Course	A		B		C		D		E	
	School	State	School	State	School	State	School	State	School	State
Design	38	22	29	30	29	37	4	6	0	4
English	26	14	35	31	35	47	3	4	0	4
Food Science and Technology	21	21	54	34	23	38	2	5	0	3
Integrated Science	27	22	22	28	44	37	7	9	0	5
Mathematics	32	20	38	28	25	38	4	8	2	5
Materials, Design and Technology	9	13	0	32	73	43	18	8	0	4
Outdoor Education	10	22	10	35	55	35	20	6	5	4
Physical Education Studies	0	22	40	34	40	37	20	6	0	2
Visual Arts	5	16	45	31	45	41	5	7	0	5



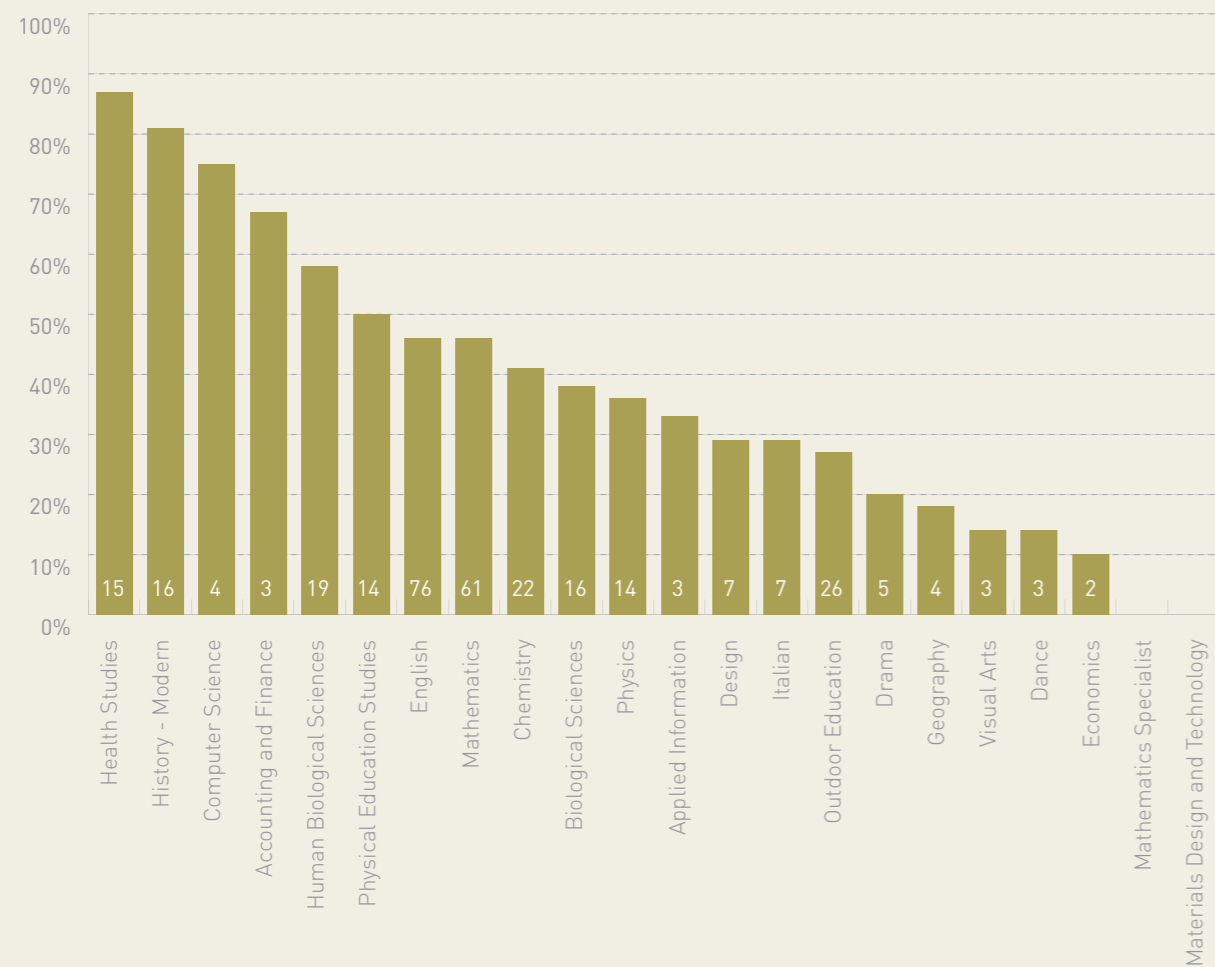
SENIOR SCHOOL

Academic Achievement



Best or Second Best Mark 2013

This table shows the Stage 2 and 3 courses where students achieved their best or second best scaled score, showing student numbers and percentage of the course overall cohort.



COURSE AWARDS

The Arts

Dance 1AB	Estelle Mathieu
Dance 3AB	Briana Walker
Music 1CD Contemporary	Emily Sander-David
Visual Arts 1AB	Patrick Bryce
Visual Arts 3AB	Rachael Graham

English

English 1CD	Cassie Fisher
English 3AB	Rachael Graham

Health & Physical Education

Health Studies 3AB	Briana Walker
Outdoor Education 1CD	Toby Tompson
Outdoor Education 3AB	Simon Higgs

Mathematics

Mathematics 1BC	Callum Simpson
Mathematics 1DE	Cassie Fisher
Mathematics 2CD	Liana Christie
Mathematics 3CD	Jordan Cartwright

Science

Biological Sciences 3AB	Rachael Graham
Chemistry 3AB	Simon Higgs
Human Biological Science 3AB	Ie Lien Romero
Integrated Science 1AB	Ie Lien Romero
Physics 3AB	Jordan Cartwright

Society & Environment

Economics 3AB	Jessica Arrantash
Geography 3AB	Elsie Beales
Modern History 3AB	Ellen Jury

Technology & Enterprise

Applied Information Technology 3AB	Connor Hemingway
Computer Science 3AB	Deyva Martin
Automotive Engineering & Technology 1AB	Travis Ross
Design 1AB Technical Graphics	Liana Christie
Children, Family & Community 1AB	Casey Thomas
Food Science & Technology 1CD	Liana Christie

Vocational Education And Training

Certificate II in Business	Taylor Grigson
Certificate III in Business	Caitlyn McNair
Certificate II in Information, Digital Media and Technology	Jemima Gamble
Workplace Learning on the Job Training Mode 1	Tom Peto
Workplace Learning Employability Skills Mode 2	Taylor Grigson

THE CLASS OF 2013

SPECIAL AWARDS

Rotary Science Undergraduate Degree Scholarship
Jordan Cartwright

The University of Western Australia Excellence Award
Jessica Arrantash

Curtin University Principal's Recommendation Award
Jordan Cartwright / Simon Higgs

Edith Cowan University Personal Excellence Award
Melissa Guazzelli

Engineers Australia Certificate of Excellence
Jordan Cartwright

Sportsmanship Award
Rhiannon Tilbrook

Sportsman Award
Jordan Fraser

Community Service Award
Amie Fuduric

The Endeavour Award
Ie Lien Romero

Ethics Award
Connor Hemingway

Future Teacher Award
Melissa Guazzelli

Citizenship Award
Aliyah Mian

The ADF Long Tan Leadership & Teamwork Award
Rachael Honey

Caltex Best All Rounder Award
Jordan Fraser

DUX AWARDS

The Lesmurdie SHS Vocational Education & Training Dux Award
Caitlin Winning

The Lesmurdie SHS Dux Award
Simon Higgs

FINANCIAL SUMMARY

As at 31 December 2013

Revenue - Cash		Budget \$	Actual \$
1	Voluntary Contributions	71,481.73	71,481.73
2	Charges and Fees	467,641.64	467,651.84
3	Government Allowances	31,725.00	31,725.00
4	P&C Contributions	9,000.00	9,000.00
5	Fundraising/Donations/Sponsorships	8,161.63	8,205.64
6	DoE Grants	908,125.80	908,125.80
7	Other State Govt Grants	92,680.90	92,680.90
8	Commonwealth Govt Grants	-	-
9	Trading Activities	105,964.03	105,964.03
10	Other	69,075.11	69,060.86
11	Internal Transfers	351,338.03	351,338.03
	Total	2,115,193.87	2,115,233.83
	Opening Balance	149,792.93	149,792.93
	Total Contingency Funds Available	2,264,986.80	2,265,026.76
	Total Salary Allocation	1,115,000.00	1,115,000.00
	Total Funds Available	3,379,986.80	3,380,026.76

Expenditure		Budget \$	Actual \$
1	Administration	156,348.71	\$154,959.85
2	Leases	4,119.08	4,119.08
3	Utilities	272,144.25	271,819.67
4	Repairs/Maintenance/Grounds	227,156.04	220,993.09
5	Building Fabric and Infrastructure	57,288.00	57,857.94
6	Assets and Resources	121,235.99	120,340.05
7	Education Services	480,880.25	441,937.76
8	Other Specific Programs	257,732.35	11,731.95
9	Trading Activities	126,216.48	126,216.48
10	Salary Payments to Central Office	220,274.68	185,000.00
11	Other	160,915.33	136,187.23
12	Transfers to Reserves	128,838.64	128,838.64
	Total Contingencies Expenditure	2,213,149.80	1,860,001.74
	Total Salary Expenditure	1,115,000.00	992,068.00
	Total Expenditure	3,328,149.80	2,852,069.74



Improvements to Facilities, Equipment and Grounds

Throughout 2013, we made a conscious effort to continue our focus on improving the school environment, equipment and facilities in our school. The following list represents the major spending:

Classroom Improvements

• Blinds	\$7,333
• Furniture	\$9,810
• Student desks and chairs	\$11,437
• Data projectors	\$10,395
• Acoustic classroom walls	\$31,845
• Televisions	\$2,700

Performing Arts Centre [PAC]

• Upgrade of sound system	\$719
• New speakers	\$1,583
• Upgrade of lighting system	\$1,271
• New staging	\$21,014
• Upgrade to PAC stairs and paving	\$9,426

Home Economics Centre

• Student desks	\$890
• New fridge and freezer	\$3,635
• New dryer	\$460

Painting

• Painting classrooms and offices	\$10,800
• Upgrade of Student Services reception	\$3,440

Equipment

• New gym and portable sound systems	\$5,990
• Compactors for student file storage	\$4,530

IT Focus

• Computer purchases	\$3,525
• Printers	\$1,408
• Student computer resources	\$34,410
• Computer software	\$6,620

Grounds and gardening

• New tractor	\$19,580
• Reticulation	\$4,410
• New bench seating	\$2,284
• Landscaping	\$1,500
• Shade sails	\$2,342



LEARNING AREA Highlights

Arts

- Mime Workshops [Drama] with Darien Le-Page
- Very successful end of term concerts in Music
- 4 students travelled with the Perth Hills and Wheatbelt Band to Sydney and Canberra
- Our school Concert Band played at the opening ceremony of WA District High Schools Country Week
- Very successful end of semester Dance Nights
- Our YOHFest Dance/Drama entry impressed judges in the Final at Mandurah Performing Arts Centre
- Patrick Bryce, Alaura Evans and Amy Wilman had Visual Art pieces chosen for statewide exhibitions

English

- Visiting authors Julia Lawrinson and Matt Ottley shared experiences with our students

Health & Physical Education

- Queensland Rafting Trip for Outdoor Education students
- Range of highly successful Outdoor Education Camps
- Senior School Boys Basketball team successful in making the final 16 in the state
- Year 8/9 AFL team played in the grand final
- Year 10 Boys Basketball played in the state finals
- Year 10 Girls Basketball Lightning Carnival Champions
- Hannah Van De Velde [Yr8] and Bec Robinson [Yr 11] Interschool Swimming Champions

Home Economics

- Year 11 & 12 Food, Science and Technology Dinner for parents and invited guests
- Year 11/ 12 FST excursions to Kailis Bros fish markets
- Year 10 Dessert competitions
- Year 8 Food Expos
- Year 10/ 11/12 Community playgroups
- Guest presenters on pregnancy topics- Foetal Alcohol Syndrome, Dietician and pregnant woman

Languages

- Beth Moon Italian Exchange to Brescia, Italy
- Continuation of the Native Speaker Tuition Program with Elena Bollinella
- Isabelle Pamment [Year 11] and Stephen Barnard [Year 10] hosted Italian students as part of the WAATI Intercultural Italian Exchange
- Isabelle Pamment [Year 11] and Ella McLeod [Year 11] participated in the WAATI/AFS Intercultura Italian Exchange Program in Italy
- Year 10s to 12s focus on what is Made in Italy and the contribution of Italian immigrants to Western Australia and the global community. An excursion to Fremantle Maritime Museum provided an authentic experience for students, viewing galleries of all things Italian

Mathematics

- 3 High Distinctions, 6 Distinctions and 18 Credits in the Australian Mathematics Competition
- Year 8 & 9 classes ranked high in the Mathletics Hall of Fame

Science

- 2012 Young Scientist of the Year [Secondary] Jordan Cartwright selected as a semi-finalist in the 2013 BHP Billiton Science and Engineering Awards

Year 12 Biology Camp

- Excellent results in the ICAS Science Competition
- Chloe Thiel and Sarah Howard were successful in the finals of the Science Teachers Assoc of WA Young Talent Search
- LEAP excursion to AQWA and Naturaliste Discovery Centre
- Year 9 LEAP students won first place and best overall school in the Engineering in Schools Project at Curtin University
- Austin Guthrie and Ethan Glossop awarded High Distinctions in the Royal Australian Chemical Institute National History Quiz
- Year 8 LEAP class finished in the top 10 in WA in the Da Vici Decathlon

Society & Environment

- Year 11 Geography Field Trip to the Fire Education and Heritage Centre
- 27 Year 10 students competed in the Australian History Competition
- Ethan Glossop participated in the United Nations Crisis Point Simulation

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.

Here are the three Focus Areas for our 2014-2016 School Business Plan:

FUTURE Directions

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
- 1.2 Improve levels of student engagement
- 1.3 Improve student attendance levels
- 1.4 Improve levels of student behaviour
- 1.5 Improve students' positive well being and sense of belonging
- 1.6 Prepare students for full participation in the workforce and society

FOCUS AREA 2

LESMURDIE SHS STAFF WILL EXCEL AT THEIR JOBS

- Research is clear that the most significant school impact on student learning is the teacher. 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 CMIS strategy.
- 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
- 2.2 Develop a culture of high expectations and high quality teaching through performance improvement
- 2.3 Develop a culture of high expectations and high quality support through performance improvement with non-teaching staff
- 2.4 Expand the use of technology to enhance learning

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
- 3.2 Extend school self assessment processes
- 3.3 Respond effectively to organisational change
- 3.4 Demonstrate that we are a future-focused school





LESMURDIE
SENIOR HIGH SCHOOL

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