



ANNUAL REPORT 2014



LESMURDIE
SENIOR HIGH SCHOOL



2014 HIGHLIGHTS

100% Year 12 graduation meaning that all Year 12 students attained the Western Australian Certificate of Education (WACE)

100% attainment meaning that every Australian Tertiary Admission Rank [ATAR] student achieved an ATAR of 55+ and every VET student achieved a TAFE Certificate II or higher (up from 88% in 2013)

Ranked 7th top Public School in Western Australia based on median ATAR. Our school's median ATAR was 80.95, better than the overall state median of 79.00 and significantly up from 75.60 in 2013

20% of Lesmurdie ATAR students were placed in the top 10% of students and more than half ranked in the top 20%

46th top school in WA for ATAR students achieving 65%+ in WACE exams

Ranked 22nd in the top 50 schools in WA for Vocational Education and Training (VET)

Approximately 70% of our ATAR students were offered their first preference at their university of choice and nearly 80% of VET students gained TAFE placements

Outstanding improvements in Parent, Student and Staff Satisfaction Survey results indicating an upwards trend in satisfaction and confidence in the operations, tone and achievements of our school

Congratulations from our Regional Executive Director for our outstanding attendance data – 92.4% across the whole school

Significant progress with our focus on Instructional Design

57% teachers trained in Instructional Strategies

72.5% teachers participated in lesson observation and conferencing

5 staff trained as Peer Observers

Growth of our School Board – 4 new Community Representatives

AS A CONTEMPORARY SCHOOL OF CHOICE, LESMURDIE IS COMMITTED TO THE PURPOSE OF DEVELOPING AND REINFORCING COMMUNITY VALUES, INDIVIDUAL SELF-WORTH AND GENUINE RESPECT AND CONCERN FOR ALL.



WELCOME

Our 2014 academic, attendance, behaviour, sporting and cultural results affirm our status as a distinctive public school of excellence in Western Australia.

As a contemporary school of choice, Lesmurdie is committed to the purpose of developing and reinforcing community values, individual self-worth and genuine respect and concern for all.

In line with our school's motto – **Thriving in a nurturing environment** – students, staff and parents are in partnership developing knowledge and attitudes in all learners. Every student at Lesmurdie is individually supported with the expectation that to achieve excellent academic results, exemplary behaviour, attitude and effort attributes need to be paramount.

I am immensely proud of the dedicated efforts of all Lesmurdie teachers and support staff in creating positive and active learning environments focusing on engaging students with an inclusive and relevant curriculum. Our entire teaching staff has embraced our focus on effective instructional design and the use of relevant ICT, with most opening up their classrooms for lesson observation visits and follow-up conferencing feedback.

Indeed, although only one year into our second Independent Public School [IPS] Business Plan 2014-2016, I can say that in 2014 we saw clear benefits of both our heightened focus on effective teaching and being explicit with our expectations for student behaviour, effort and work standards:

- We achieved the best set of Year 12 results in our school's recent history
- The Satisfaction & Opinion Survey results from all three groups – students, parents and staff – indicated high levels of confidence in our school
- We saw an upwards trend in Lower School grade distributions in most Learning Areas.

The comprehensiveness of our school's curriculum reflects the wishes and career aspirations of our parents and the wider community embracing tertiary entrance courses [ATAR] as well as preparation for TAFE and the workforce. For instance, of last year's Year 12 students, 46% were studying an ATAR course.

In the vital area of school governance, we saw the benefits of increasing the membership of our School Board to harness business, tertiary education and Community Service Group expertise and passion with four new Community Representatives joining the Board. Together with the four existing Parent and three Staff Representatives, our Board grew in confidence in providing stimulating input as to the future directions of our school, mapping out much-needed improvements to grounds and facilities. As we build on this skill set for the future, I am certain further initiatives will arise which can only improve outcomes for our students.

Excellence is always being sought at Lesmurdie as a driver for change, engagement and improvement. The purpose of this Annual Report is to provide summaries and supportive data of the school's overall performance in 2014. On behalf of Lesmurdie SHS staff and the School Board, I commend this report to you.

John Stone
Principal

SCHOOL context

LESMURDIE IS A CO-EDUCATIONAL SCHOOL COMMUNITY THAT CATERED FOR APPROXIMATELY 850 STUDENTS FROM YEARS 8 TO 12 IN 2014.

Since its foundation in 1981, the school has established a tradition of excellence built on the academic, cultural and sporting achievements of its students. All staff are committed to the intellectual, creative, physical and social growth of our students, respecting them as individuals with different histories, needs, interests, abilities and aptitudes. As a direct result, our students are friendly, confident and successful.

Lesmurdie Senior High School values the involvement and interest of our school community and again in 2014 we encouraged parents to join with us by supporting our many activities and programs ensuring that they always felt 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.

At Lesmurdie, teaching and curriculum are responsive to our recognition that our students are members of a dynamic, changing world community. To offer the best opportunities, we seek relevance and excellence in lesson design, curriculum content and classroom practices, so that through enthusiasm and commitment our students achieve outstanding success.

At our school all members of the administrative team – Principal, Deputies, Program Coordinators – teach. This goes such a long way in demonstrating our genuine focus on instructional design.

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.

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 the second successive year for our 102 Year 12 students in 2014.

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.

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*.

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.



BUSINESS PLAN overview

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.

THE FOCUS AREAS FOR LESMURDIE SENIOR HIGH SCHOOL IN 2014 WERE:

- Focus Area 1** Lesmurdie SHS students will be successful
- Focus Area 2** Lesmurdie SHS staff will excel at their jobs
- Focus Area 3** Lesmurdie SHS will be a relevant learning community that is innovative, responsive and accountable.

Achievement Targets

Lesmurdie Senior High School will demonstrate improvement through the achievement of the following targets by the end of 2016 school year unless otherwise stated.

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.

- Improve standards of student achievement
- Improve levels of student engagement
- Improve student attendance levels
- Improve levels of student behaviour
- Improve students' positive well-being and sense of belonging
- Prepare students for full participation in the workforce and society.



FOCUS AREA TWO

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.

- Develop a culture of high expectations and high quality leadership through performance improvement
- Develop a culture of high expectations and high quality teaching through performance improvement
- Develop a culture of high expectations and high quality support through performance improvement with non-teaching staff
- Expand the use of technology to enhance learning.

FOCUS AREA THREE

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 reputational collateral 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.

- Improve school governance
- Extend school self assessment processes
- Respond effectively to organisational change
- Demonstrate that we are a future-focused school.

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:

- An upward trend in Reading, Writing and Grammar & Punctuation with well-above National and State averages
- This positive improvement can be attributed to specific teaching and learning plans across Learning Areas especially with an increased ICT focus
- We are seeing the benefits of increased cooperation between partner primary schools and Lesmurdie Senior High School supporting NAPLAN preparation
- Our 2015-16 focus will be to reduce the percentage of students below the National Minimum Standard in all NAPLAN areas.

Like Schools = schools of similar size, Socio-Economic Index and context.

Percentages of students in the top 20%, middle 60%, bottom 20% of the State and among Like Schools:

| State | Year 9 Reading | | | | | |
|------------|----------------|--------------|--------|--------------|--------|--------------|
| | 2012 | | 2013 | | 2014 | |
| | School | Like-Schools | School | Like-Schools | School | Like-Schools |
| Top 20% | 26% | 25% | 28% | 24% | 33% | 32% |
| Middle 60% | 64% | 65% | 62% | 63% | 57% | 60% |
| Bottom 20% | 10% | 11% | 10% | 14% | 10% | 9% |

| State | Year 9 Writing | | | | | |
|------------|----------------|--------------|--------|--------------|--------|--------------|
| | 2012 | | 2013 | | 2014 | |
| | School | Like-Schools | School | Like-Schools | School | Like-Schools |
| Top 20% | 22% | 23% | 21% | 21% | 25% | 33% |
| Middle 60% | 59% | 67% | 62% | 67% | 58% | 58% |
| Bottom 20% | 19% | 10% | 17% | 12% | 17% | 10% |

| State | Year 9 Spelling | | | | | |
|------------|-----------------|--------------|--------|--------------|--------|--------------|
| | 2012 | | 2013 | | 2014 | |
| | School | Like-Schools | School | Like-Schools | School | Like-Schools |
| Top 20% | 30% | 23% | 30% | 20% | 28% | 29% |
| Middle 60% | 53% | 62% | 55% | 68% | 58% | 61% |
| Bottom 20% | 17% | 15% | 15% | 13% | 13% | 11% |

| State | Year 9 Grammar & Punctuation | | | | | |
|------------|------------------------------|--------------|--------|--------------|--------|--------------|
| | 2012 | | 2013 | | 2014 | |
| | School | Like-Schools | School | Like-Schools | School | Like-Schools |
| Top 20% | 22% | 19% | 26% | 23% | 29% | 35% |
| Middle 60% | 60% | 66% | 62% | 68% | 58% | 56% |
| Bottom 20% | 18% | 15% | 12% | 9% | 13% | 9% |

| State | Year 9 Numeracy | | | | | |
|------------|-----------------|--------------|--------|--------------|--------|--------------|
| | 2012 | | 2013 | | 2014 | |
| | School | Like-Schools | School | Like-Schools | School | Like-Schools |
| Top 20% | 33% | 23% | 29% | 20% | 25% | 31% |
| Middle 60% | 57% | 68% | 62% | 69% | 64% | 59% |
| Bottom 20% | 10% | 9% | 9% | 12% | 10% | 10% |

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 2012 to Year 9 2014 – Lesmurdie Senior High School

At Lesmurdie Senior High School we are striving to have all NAPLAN test results trending towards the **Higher Progress-Higher Achievement** quadrant of this graph. At present we are concerned about the relatively low progress rate between Year 7 and Year 9. From 2015 onwards with Year 7 students in our school, we are confident that we can interrogate data more extensively to ascertain specific skills that need re-teaching and developing.



SENIOR SCHOOL

Academic Achievement

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

| | Lesmurdie SHS Attainment | Department of Education Attainment |
|------|--------------------------|------------------------------------|
| 2012 | 69% | 66% |
| 2013 | 88% | 69% |
| 2014 | 100% | 82.8% |

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 |
|------|---------------------------------------|---|
| 2012 | 69 (44%) | 40 (25%) |
| 2013 | 79 (56%) | 55 (39%) |
| 2014 | 62 (70%) | 60 (67%) |

Year 12 Participation

In 2014, 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.

| | Eligible Year 12 Students | Number acquiring an ATAR | | VET – Number of students | | VET – Number of students completing a Cert II or higher | |
|-------|---------------------------|--------------------------|-----|--------------------------|-----|---|-----|
| 2012 | 157 | 87 | 55% | 69 | 44% | 40 | 25% |
| 2013 | 142 | 76 | 54% | 79 | 56% | 63 | 44% |
| 2014* | 89 | 41 | 46% | 62 | 70% | 60 | 67% |

* 2014 Year 12 was a half cohort year

WACE Achievement

| | Eligible Year 12 Students | Lesmurdie SHS Percentage achieving WACE | Department of Education Percentage achieving WACE |
|------|---------------------------|---|---|
| 2012 | 157 | 97% | 97.0% |
| 2013 | 142 | 100% | 97.1% |
| 2014 | 89 | 100% | 96.8% |

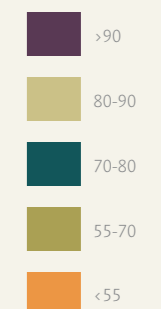
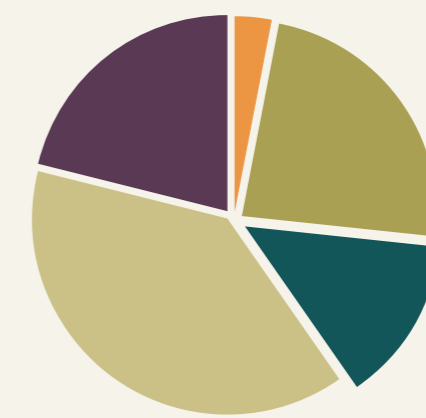
Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

| | 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 |
|------|--------------------------|---|---|---------------------------|-------------------------------------|
| 2012 | 87 | 9 | 10% | 73.35 | 75.95 |
| 2013 | 76 | 18 | 24% | 75.70 | 79.10 |
| 2014 | 41 | 8 | 20% | 80.95 | 79.00 |

ATAR Distribution 2013



ATAR Distribution 2014



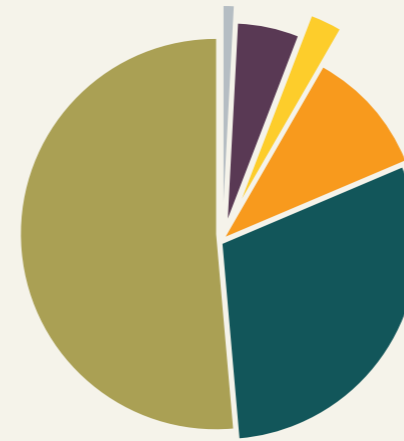
SENIOR SCHOOL

Academic Achievement

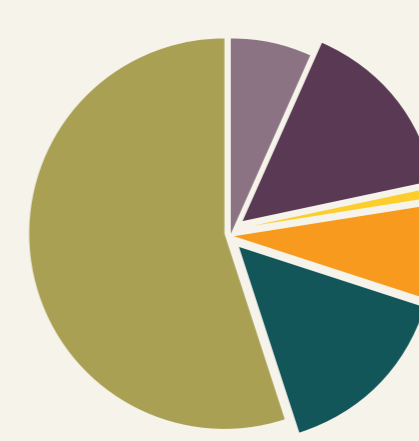
In 2014 there was a significant increase in VET participation. Additionally there was a significant increase in students achieving a Certificate II or higher. The table below illustrates the variety of certificates undertaken by students both at the school and through external training providers.

| Certificate | Student Count |
|--|---------------|
| Certificate I in AgriFood Operations | 3 |
| Certificate I in Business | 1 |
| Certificate I in Furnishing | 10 |
| Certificate I in General Education for Adults | 1 |
| Certificate II in Animal Studies | 1 |
| Certificate II Business | 31 |
| Certificate II in Community Services | 1 |
| Certificate II in Electrotechnology (Career Start) | 1 |
| Certificate II Engineering | 1 |
| Certificate II in General Education for Adults | 2 |
| Certificate II in Health Support Services | 1 |
| Certificate II in Information, Digital Media and Technology | 3 |
| Certificate II in Retail Make-Up and Skin Care | 3 |
| Certificate II in Sampling and Measurement | 38 |
| Certificate II in Sport Coaching | 5 |
| Certificate II in Surveying and Spatial Information Services | 1 |
| Certificate II in Telecommunications | 1 |
| Certificate II in Visual Arts | 5 |
| Certificate III in Business | 15 |
| Certificate III in Education Support | 2 |
| Certificate III in Events | 1 |
| Certificate III in Retail Operations | 1 |

Intention 2013



Destination 2014



- 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 | Like Schools | State | School | Like Schools | State | School | Like Schools | State | School | Like Schools | State | School | Like Schools | State |
| Automotive Engineering & Technology | - | 23 | 21 | 0 | 28 | 31 | 5 | 44 | 42 | 0 | 5 | 5 | 0 | 0 | 1 |
| Career and Enterprise | 20 | 20 | 19 | 20 | 39 | 31 | 40 | 3 | 40 | 20 | 2 | 5 | 0 | 1 | 5 |
| Dance | 0 | 5 | 19 | 33 | 45 | 32 | 97 | 36 | 41 | 0 | 9 | 3 | 0 | 5 | 4 |
| Design | 31 | 22 | 20 | 19 | 36 | 31 | 44 | 28 | 38 | 6 | 6 | 6 | 0 | 7 | 5 |
| English | 24 | 16 | 15 | 24 | 33 | 33 | 50 | 43 | 45 | 2 | 4 | 4 | 0 | 4 | 3 |
| Food Science and Technology | 38 | 24 | 20 | 31 | 33 | 35 | 31 | 39 | 38 | 0 | 4 | 4 | 0 | 0 | 2 |
| Integrated Science | 37 | 19 | 23 | 23 | 20 | 28 | 35 | 47 | 40 | 5 | 8 | 5 | 0 | 5 | 4 |
| Materials Design and Technology | 21 | 23 | 15 | 31 | 22 | 28 | 47 | 42 | 45 | 0 | 7 | 6 | 0 | 6 | 5 |
| Music | 57 | 41 | 29 | 14 | 47 | 25 | 29 | 12 | 37 | 0 | 0 | 7 | 0 | 0 | 3 |
| Outdoor Education | 7 | 24 | 21 | 21 | 38 | 44 | 50 | 26 | 23 | 14 | 7 | 6 | 7 | 5 | 6 |
| Physical Education Studies | 17 | 29 | 22 | 33 | 38 | 32 | 50 | 23 | 37 | 0 | 6 | 5 | 0 | 4 | 3 |
| Visual Arts | 0 | 11 | 16 | 43 | 34 | 32 | 57 | 46 | 42 | 0 | 7 | 6 | 0 | 2 | 3 |
| Mathematics 1AB | 33 | 35 | 32 | 33 | 0 | 20 | 33 | 50 | 36 | 0 | 0 | 4 | 0 | 15 | 7 |
| Mathematics 1CD | 32 | 20 | 19 | 32 | 28 | 28 | 26 | 37 | 38 | 10 | 11 | 9 | 0 | 4 | 6 |



2014 AWARDS

SPECIAL AWARDS

Rotary Tertiary Science Scholarship
Jacob Cameron

The University of Western Australia Excellence Award
Jacob Cameron

Curtin University Principal's Recommendation Award
Karissa Hawes / Stacey Van Aarde

Edith Cowan University Personal Excellence Award
Melissa Sandiford

Engineers Australia Certificate of Excellence
Jacob Cameron / Aidan Jones

Certificate of Commendation
Melissa Sandiford

Sportsmanship Award
Spencer Soliai

Sports Person Award
Dean Payne

Community Service Award
Mitchell Schofield

The Endeavour Award
Ashleigh Vosbergen

Ethics Award
Shannon Young

Future Teacher Award
Thomas Goates

Citizenship Award
Nerys Callanan

The ADF Long Tan Leadership and Teamwork Award
Jade Gurney

Caltex Best All Rounder Award
Rebecca Robinson

VET All Rounder Award
Emma Carrigan

DUX AWARDS

The Lesmurdie SHS Vocational Education and Training Dux Award
Melissa Sandiford

The Lesmurdie SHS Dux Award
Jacob Cameron

COURSE AWARDS

The Arts

Design Photography 1CD
Anna De'Ath

English

English 3AB
Michael Bruce

Health & Physical Education

Physical Education Studies 3AB
Rebecca Robinson

Humanities & Social Sciences

Career & Enterprise 1AB
Jasmine Smit

Geography 3AB
Michael Bruce

Modern History 3AB
Ella McLeod

Languages

Italian 3AB
Ella McLeod

Mathematics

Mathematics 1B
Drew Burton

Mathematics 1DE
Melissa Sandiford

Mathematics 2CD
Ella McLeod

Mathematics 3CD
Jacob Cameron

Mathematics Specialist 3CD
Jacob Cameron

Science

Biological Sciences 3AB
Elrina Hartman

Chemistry 3AB
Jacob Cameron

Human Biological Science 3AB
Rebecca Robinson

Integrated Science 1CD
Melissa Sandiford

Physics 3AB
Jacob Cameron

Technology & Enterprise

Computing & Business

Applied Information Technology 3AB
Amber Hodgson

Accounting & Finance 3AB
Ashleigh Vosbergen

Design & Technology

Automotive Engineering & Technology 1CD
Adam Byett

Materials Design & Technology 1AB Metals
Elrina Hartman

Design 1CD Technical Graphics
Mark Di Renzo

Vocational Education & Training

Certificate III in Business
Mikayla Raschilla

Certificate II in Information Technology
Matthew Glew

Workplace Learning on the Job Training Mode 1
Natasha Chappell

Workplace Learning Employability Skills Mode 2
Melissa Sandiford

BENCHMARK AWARD

Ms Angela Teasdale

LESMURDIE SENIOR HIGH SCHOOL PLACES HIGH VALUE ON REGULAR ATTENDANCE. WORKING IN CLOSE COOPERATION WITH PARENTS AND CAREGIVERS, WE ENCOURAGE AS MANY OF OUR STUDENTS AS POSSIBLE TO MEET A MINIMUM 90% ATTENDANCE RATE.

In 2014 we achieved very pleasing overall attendance figures with each year group being significantly above state public school averages. We believe our Good Standing Policies and attendance reward program are working to encourage students to strive towards improved attendance. Certainly 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.

| | Attendance Category | | | |
|-------------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2012 | 71.9% | 21.1% | 5.3% | 1.6% |
| 2013 | 75.7% | 18.4% | 4.6% | 1.2% |
| 2014 | 76.7% | 17.1% | 5.1% | 0.9% |
| State 2014 | 59.0% | 22.0% | 11.0% | 7.0% |

| | Non - Aboriginal | | | Aboriginal | | | Total | | |
|-------------|------------------|--------------|-------|------------|--------------|-------|--------|--------------|-------|
| | School | Like Schools | State | School | Like Schools | State | School | Like Schools | State |
| 2012 | 92.2% | 89.7% | 89.3% | 86.5% | 82.4% | 67.9% | 92.2% | 89.7% | 87.7% |
| 2013 | 92.6% | 89.7% | 89.1% | 87.9% | 78.5% | 67.2% | 92.5% | 89.6% | 87.4% |
| 2014 | 92.4% | 90.6% | 88.6% | 90.0% | 78.3% | 66.3% | 92.4% | 90.4% | 86.9% |

| | Y08 | Y09 | Y10 | Y11 | Y12 |
|-------------------|-----|-----|-----|-----|-----|
| 2012 | 93% | 91% | 91% | 92% | 93% |
| 2013 | 93% | 91% | 92% | 93% | 94% |
| 2014 | 93% | 92% | 92% | 93% | 93% |
| State 2014 | 89% | 86% | 85% | 87% | 88% |

STUDENT SERVICES

PARENT, STUDENT & TEACHER

Satisfaction Surveys

Satisfaction Surveys

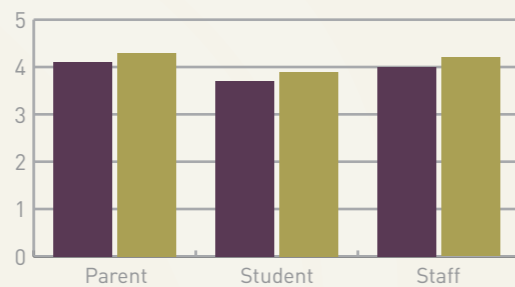
In September through to November, we conducted separate online Opinion and Satisfaction Surveys for Parents, Students and Staff. We had very pleasing completion rates thus enabling us to compare responses to our previous 2012 survey data.

Overall the feedback from these surveys indicates extremely high levels of confidence and satisfaction from all groups concerning the overall operations of our school, the ethos and vision we have and the degree to which we are meeting the educational needs of our students. We were especially pleased to see significant improvements in the ratings from students indicating appreciation of the emphasis we have placed on effective lesson design, ICT and feeling safe at our school.

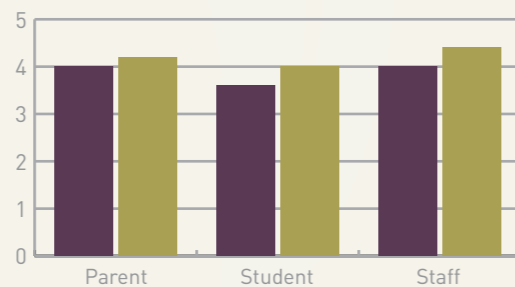
| Rating | Score |
|----------------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

2012
 2014

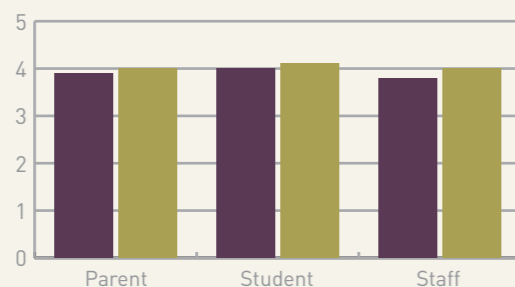
1. This school is well led and organised



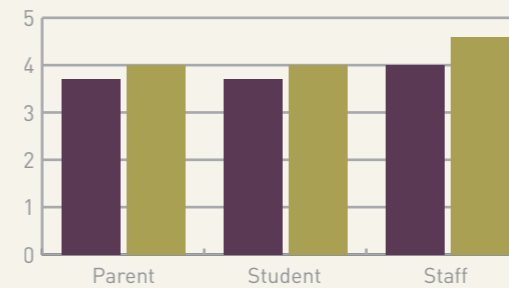
2. Students feel safe at this school



3. Teachers at this school provide a stimulating learning environment



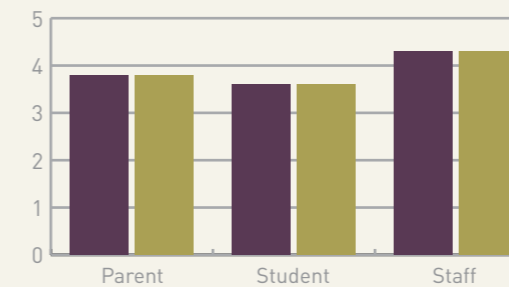
4. This school looks for ways to improve



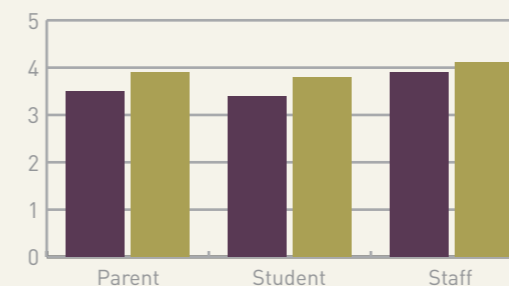
Of course, there are several areas referred to in these surveys that still require attention and further resourcing:

- Consistency with behaviour and classroom management and consequences
- Increasing our strategies to motivate students to engage with their learning and to take greater ownership of their academic progress
- Valuing student feedback more across our school.

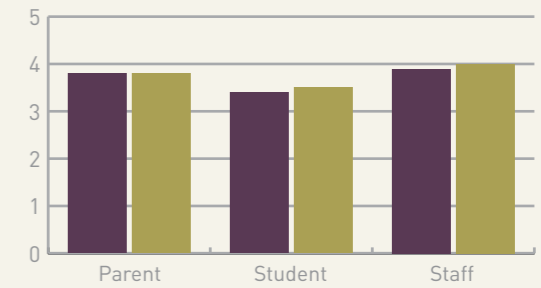
5. Teachers at this school provide students with useful feedback about their learning



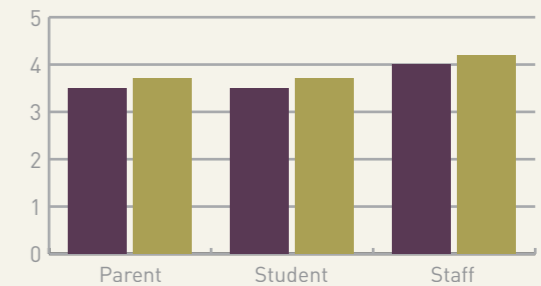
6. Teachers at this school have a thorough understanding of what they teach



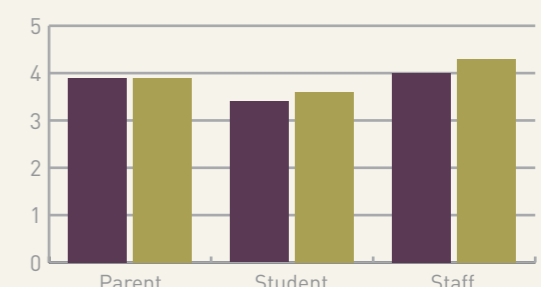
7. Student behaviour is well managed at this school



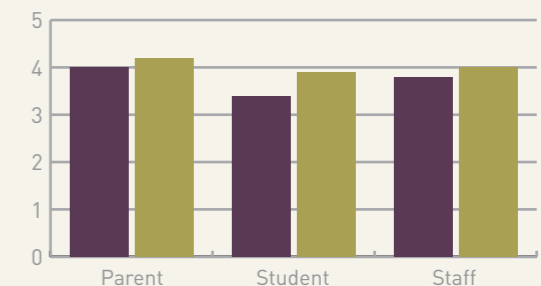
8. Teachers at this school motivate students to learn



9. Teachers at this school treat students fairly



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



FINANCIAL SUMMARY

As at 31 December 2014

| Revenue - Cash | | Budget \$ | Actual \$ |
|----------------|--|---------------------|---------------------|
| 1 | Voluntary Contributions | 69,931.46 | 69,931.46 |
| 2 | Charges and Fees | 582,189.39 | 582,189.39 |
| 3 | Government Allowances | 36,425.00 | 36,425.00 |
| 4 | P&C Contributions | 2,000.00 | 2,000.00 |
| 5 | Fundraising/Donations/Sponsorships | 26,732.50 | 26,732.50 |
| 6 | DoE Grants | 662,544.49 | 662,544.49 |
| 7 | Other State Govt Grants | 17,987.78 | 17,987.78 |
| 8 | Commonwealth Govt Grants | - | - |
| 9 | Trading Activities | 127,820.09 | 128,012.82 |
| 10 | Other | 68,079.41 | 68,630.33 |
| 11 | Internal Transfers | 61,554.95 | 61,554.95 |
| | Total | 1,655,265.07 | 1,656,008.72 |
| | Opening Balance | 410,955.23 | 410,955.23 |
| | Total Contingency Funds Available | 2,066,220.30 | 2,066,963.95 |
| | Total Salary Allocation | 1,115,000.00 | 1,115,000.00 |
| | Total Funds Available | 3,181,220.30 | 3,181,963.95 |

| Expenditure | | Budget \$ | Actual \$ |
|-------------|--|---------------------|---------------------|
| 1 | Administration | 95,238.94 | 93,940.66 |
| 2 | Leases | 4,119.08 | 4,119.08 |
| 3 | Utilities | 173,073.16 | 170,812.30 |
| 4 | Repairs/Maintenance/Grounds | 126,006.76 | 117,219.52 |
| 5 | Building Fabric and Infrastructure | 8,891.61 | 6,834.27 |
| 6 | Assets and Resources | 98,075.36 | 90,630.49 |
| 7 | Education Services | 594,639.93 | 580,480.95 |
| 8 | Other Specific Programs | 262,957.04 | 260,578.81 |
| 9 | Trading Activities | 235,687.16 | 233,587.16 |
| 10 | Salary Payments to Central Office | 151,935.23 | 149,700.00 |
| 11 | Other | 110,841.36 | 83,401.11 |
| 12 | Transfers to Reserves | 127,218.84 | 127,218.84 |
| | Total Contingencies Expenditure | 1,988,684.47 | 1,918,523.19 |
| | Total Salary Expenditure | 1,115,000.00 | 992,068.00 |
| | Total Expenditure | 3,103,684.47 | 2,910,591.19 |

Improvements to Facilities, Equipment and Grounds

Throughout 2014, we made a concerted effort to continue our focus on improving the environment, equipment and facilities in our school. The following list represents the major spending:

Maintenance

| | |
|--|-----------|
| • Gas Leaks approximately | \$200,000 |
| • New Carpet in Room 35 and Uniform Shop Hallway | \$8,900 |
| • Painting in Gardeners & Cleaners Rooms | \$1,900 |
| • Painting at Canteen | \$2,300 |
| • Installation of reticulation around the school | \$7,262 |
| • Electrical upgrade to Rm 17 for the breakfast club | \$3,439 |
| • High Pressure Cleaner | \$2,910 |
| • Flammable Liquid Storage Unit | \$1,295 |

New Photocopiers

| | |
|--------------------|----------|
| • J Block – HASS | \$7,458 |
| • Student Services | \$13,889 |
| • Maths Office | \$7,875 |
| • Home Ec | \$7,875 |

Text Book Purchases

| | |
|-----------|-------------|
| • English | \$7,324.55 |
| • HASS | \$7,566.51 |
| • Science | \$11,080.14 |
| • Maths | \$7,935.52 |

Fixtures

| | |
|---------------------------------|----------|
| • New Kiln in Art Room | \$8,924 |
| • New Spray Booth in D & T | \$10,552 |
| • Picture Rails in the library | \$650 |
| • Garden Seats | \$3,395 |
| • High Pressure Cleaner | \$2,910 |
| • Flammable Liquid Storage Unit | \$1,295 |

ICT

| | |
|--|-----------|
| • 3D Printer | \$1,950 |
| • Ipad and Trolleys, MacBooks and Trolleys | \$156,503 |
| • Interactive White Boards | \$112,980 |

SCHOOL BOARD 2014

Chair

Linda de Jager

Community Representatives

Dr Jennifer Howell
Senior Lecturer Curtin University
School of Education

Margaret Knight
Administrator Crabb's IGA

Ian White
President Kalamunda Lions Club

Jackson Carnegie-Smith
ex-LSHS Student, Consultant
Accountant PricewaterhouseCoopers

Parent Representatives

Christine Morris

Jayne Clark

Staff Representatives

Lillian Marchello
Teacher Humanities and Social Sciences

Boby Markovic
Head of The Arts Learning Area

Leo Surjan
Deputy Principal

Manager Business Operations

Lyn Harris

Principal

John Stone

Future Directions

AS WE PROGRESS IN OUR CURRENT THREE YEAR CYCLE 2014-2016 AS AN INDEPENDENT PUBLIC SCHOOL, OUR 2015 PRIORITIES ARE:

- Amongst all staff, continue to develop a culture of seeking, accepting and giving feedback linked to job satisfaction and job effectiveness = Performance Coaching
- Valuing student feedback more
- Instructional design – ICT, Guided Reading, holding students more accountable to demonstrate learning, linking academic goals per lesson with social skills = increased student engagement
- Ensure Teacher feedback on assessments is more specific and guides students to know what is needed for improvement
- Identify areas of improvement to ensure greater NAPLAN progress.





LESMURDIE
SENIOR HIGH SCHOOL

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