



LESMURDIE  
SENIOR HIGH SCHOOL



ANNUAL REPORT 2015

## 2015 HIGHLIGHTS

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

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

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

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

19.3% of Lesmurdie ATAR students were placed in the top 10% of students state-wide and 46% ranked in the top 20%

Ranked 53rd top school in WA for ATAR students achieving 75%+ in one or more WACE exams

Ranked 40th top school in WA for ATAR students achieving 65%+ in one or more WACE exams

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

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

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

Significant progress with our focus on Instructional Design:

- 63 staff participated in lesson observations, walk throughs and conferencing = 81%
- 48 staff trained in Instructional Strategies = 61.5%
- 4 staff accredited as Classroom Management Conference Trainers

**OUR 2015  
ACADEMIC, ATTENDANCE,  
BEHAVIOUR, SPORTING AND  
CULTURAL RESULTS  
AFFIRM OUR STATUS AS A  
DISTINCTIVE INDEPENDENT PUBLIC  
SCHOOL OF EXCELLENCE  
IN WESTERN AUSTRALIA.**

### SCHOOL BOARD - 2015

#### Chair

**Margaret Knight**

*Administrator Crabb's IGA*

#### Community Representatives

**Dr Jennifer Howell**

*Senior Lecturer Curtin University School of Education*

**Ian White**

*President Kalamunda Lions Club*

**Jackson Carnegie-Smith**

*ex-LSHS Student, Consultant Accountant PriceWaterhouseCoopers*

#### Parent Representatives

**Jayne Clark**

**Nigel Howard**

**Jacqui Ravis-Hermann**

**Sally Warwick**

#### Staff Representatives

**Lillian Marchello**

*Teacher Humanities and Social Sciences*

**Boby Markovic**

*Head of The Arts Learning Area*

**Leo Surjan**

*Deputy Principal*

#### Manager Corporate Services LSHS

**Lyn Harris**

#### Principal

**John Stone**

## WELCOME

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

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

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

There is a strong sense of belonging and pride in our school. Lesmurdie's ethos is built around both a commitment to excellence and

high expectations of students and staff as reflected in Focus Areas One and Two of our School Business Plan. Again in 2015, we achieved very high school attendance indicative of the general happy and optimistic feel to our school and the genuine support we receive from Parents and Caregivers in valuing learning.

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

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

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

**John Stone** Principal  
**Margaret Knight** Chair School Board

## SCHOOL CONTEXT

### LESMURDIE IS A CO-EDUCATIONAL SCHOOL COMMUNITY THAT CATERED FOR APPROXIMATELY 1020 STUDENTS FROM YEARS 7 TO 12 IN 2015.

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 2015 we encouraged parents and caregivers to join with us by supporting our many activities and programs ensuring that they always feel welcome on our campus. We value that parents and caregivers 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 several members of the administrative team - Principal, Deputies, Managers and 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. In 2015, approximately 53% of our Year 12 students were studying a university entrance [ATAR] course while over Year 10-12 our students completed 386 Certificates.

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 7 to 12 and the other vital learning areas are English and Society and Environment.

#### The Teaching and Learning Process:

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.

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 Senior School 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 third successive year for our 175 Year 12 students in 2015.

Staff from all 8 Learning Areas 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, Youth Services Officer 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 and successful 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.



# FOCUS AREAS

THE FUNDAMENTAL CORE VALUE UNDERPINNING ALL FOCUS AREAS IS RESPECT.

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

Our school operates in the belief that it upholds and promotes personal, academic and social excellence amongst both students and staff and discourages those influences that work against the attainment of these standards.

**That is what makes us a school of choice.**

## REVIEW OF OUR 2014 – 2016 BUSINESS PLAN

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

## THE FOCUS AREAS FOR LESMURDIE SENIOR HIGH SCHOOL IN 2015 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

Clearly we have achieved pleasing progress in most areas and those rated as Developing or Not achieved will receive strategic focus in our next Business Plan 2017-2019 which will be formalised by the end of 2016.

## FOCUS AREA 1

### LESMURDIE SHS STUDENTS WILL BE SUCCESSFUL

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

We will:

### 1.1 IMPROVE STANDARDS OF STUDENT ACHIEVEMENT

#### Key performance indicators

##### Senior School

- 1.1.1 WACE Graduation 100%  
**Achieved - 100% last three years**
- 1.1.2 Aspire to have a Median ATAR trend upwards from 75 and be higher than like-schools  
**Achieved 2014 & 2015: Median = 77.35**
- 1.1.3 The number of students with an ATAR of 70 or greater trends towards 65%  
**Achieved 2014 & 2015: Median = 77.45**
- 1.1.4 The number of students who attain a scaled score of 75 or above in one or more courses trends upwards from 18%  
**Achieved 2014 & 2015: Median = 21.5%**
- 1.1.5 Increase to 90% or more the number of students meeting the National Attainment Standard  
**Achieved 2014 & 2015: Median = 99.5%**

##### Lower School

- 1.1.6 Establish positive upward trends in NAPLAN Year 7 & 9 of the number of students achieving above the state mean in NAPLAN national benchmarks  
**Achieved 2014 & 2015 Year 9**
  - the number of students in the top 20% for all NAPLAN tests **Not achieved - 2016 Focus**
  - the number of students making progress Year 7 to 9 in all NAPLAN tests **Not achieved - 2016 Focus**
- 1.1.7 Maintain the upwards trend of the number of students achieving an A grade in MESH subjects in Years 7-10, with a focus on cohort progress from year to year  
**Developing**
- 1.1.8 Decrease to 20% or less the number of students achieving D and E grades in subjects in Years 7-10  
**Developing**
- 1.1.9 All teachers trained to deliver reading literacy strategies  
**Not achieved - 2016 Focus**

### 1.2 IMPROVE LEVELS OF STUDENT ENGAGEMENT

#### Key performance indicators

- 1.2.1 Implement Lower School Good Standing as an incentive to increase student engagement  
**Achieved**
- 1.2.2 Align the formal report attributes for attitude, behaviour and effort with our rewards program and Letters of Commendation/Concern  
**Achieved**
- 1.2.3 Teachers make explicit their expectations for engagement aligned to formal report attitude and effort attribute descriptors  
**Developing**
- 1.2.4 Formal reports reflect upward trend in the ratings for attitude, behaviour and effort  
**Achieved - Year 9, 10, 12**
- 1.2.5 Establish positive upward trend in the % of students in Years 7-12 who:
  - Maintain Good Standing **Developing**
  - Achieve Advanced Standing **Developing**
- 1.2.6 All teachers complete professional learning in Instructional Strategies by 2016  
**Developing - 73% trained at the end of 2015**

### 1.3 IMPROVE STUDENT ATTENDANCE LEVELS

#### Key performance indicators

- 1.3.1 Maintain 90% attendance as the minimum for invitation only reward activities  
**Achieved**
- 1.3.2 Maintain and improve our communications strategy with parents about the need for the highest possible levels of attendance  
**Developing**
- 1.3.3 Establish a mentor system within a management portfolio for students who do not reach *regular* status  
**Developing**
- 1.3.4 Maintain attendance rates for all year groups at a minimum of 3% above the state median  
**Achieved for all Years except Year 7 = 1% ↑**
- 1.3.5 Trend upwards from 83% the students in the 90% and above category  
**Not achieved = 74%**
- 1.3.6 Maintain the trend of reducing the percentage of unauthorised absences across all year groups to 5% or less  
**Not achieved = 9% Semester 2 2015**
- 1.3.7 Trend downwards the number of students who do not reach *regular* status and who require special case management  
**Not achieved = ↑ by 17% Semester 2 2015**

### 1.4 IMPROVE LEVEL OF STUDENT BEHAVIOUR

#### Key performance indicators

- 1.4.1 Teachers make explicit their expectations for behaviour standards aligned to formal report behaviour attribute descriptors  
**Developing**
- 1.4.2 Increase the credibility and number of recipients of our rewards program - Bounty Points, Student of the Month, Letters of Commendation  
**Achieved**
- 1.4.3 Percentage of HoLA behaviour referrals per year cohort to trend downwards  
**Developing**
- 1.4.4 Percentage of student suspensions to remain below 7% of student population  
**Not achieved 2015 = 7.4% ↑ by 1.8% from 2014**
- 1.4.5 Trend upwards the ratio of positive SIS behaviour entries compared to negative behaviour entries  
**Achieved**
- 1.4.6 Behaviour referrals to Deputy Principals trend downwards  
**Achieved Year 9-12**
- 1.4.7 Decrease the number of students who require special case management  
**Developing**



## 1.5 IMPROVE STUDENTS' POSITIVE WELL-BEING AND SENSE OF BELONGING

### Key performance indicators

- |   |   |
|---|---|
| 1.5.1 Consistent focus on mental health and well-being with targeted emphasis on bullying, self-harm and self-image <b>Developing</b>   | 1.5.4 Referrals for bullying trend downwards <b>Not achieved - 2016 Focus</b>                                   |
| 1.5.2 Develop and use student surveys to ascertain factors influencing well-being, mental health and sense of belonging <b>Achieved</b> | 1.5.5 The number of incidences of bullying as identified in student surveys trend downwards <b>Not achieved</b> |
| 1.5.3 Individual referrals to the School Psychologist trend downwards <b>Achieved</b>   | 1.5.6 Referrals for self-harm and relapse trend downwards <b>Achieved</b>                                       |

## 1.6 PREPARE STUDENTS FOR FULL PARTICIPATION IN THE WORKFORCE AND SOCIETY

### Key performance indicators

- |  |   |
|--|---|
| 1.6.1 Build on existing processes that support and inform students to access appropriate and successful academic and vocational pathways from Year 7 to post-schooling <b>Achieved</b> | 1.6.4 Trend downwards the number of Senior School students that change courses following the start of the academic year <b>Achieved</b>                 |
| 1.6.2 Monitor Year 12 destination data with a focus to trend upwards in the number of students' uptake of TAFE and university placements <b>Achieved</b>                               | 1.6.5 Positive upwards trend in parent and student satisfaction surveys concerning information, counseling, subject selection processes <b>Achieved</b> |
| 1.6.3 Implement counseling processes across our school that support career development at key transition points <b>Achieved - Started career counseling in Year 9</b>                  |   |

## FOCUS AREA 2

### LESMURDIE SHS STAFF WILL EXCEL AT THEIR JOBS

- Research is clear that the most significant school impact on student learning is leadership. In order to improve the quality of teaching and learning at our school, we must adopt the framework of a Professional Learning Community, ensuring that all we have high expectations for all staff - teaching and non-teaching, that all staff are provided with opportunities for professional growth and that relevant and timely feedback on performance is provided
- High quality, innovative teaching, assessment and reporting practice will be the core of the professional learning for staff alongside the Department's Classroom Management and Instructional Strategies programs
- The Australian Curriculum and WACE 2016 will be a focus of professional learning
- Teachers will be prepared through professional development to expand the use of technology to enhance student engagement and learning.

#### We will:

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

#### Key performance indicators

- |  |   |
|--|---|
| 2.1.1 Implement a Performance Coaching model for continuous improvement <b>Achieved</b>  | 2.1.7 Increased numbers of L3 Classroom Teachers <b>Achieved - 3 more in 2015 and 11 engaged in 2016</b>  |
| 2.1.2 Prioritise increasing Senior Executive members' capacity to effectively lead change <b>Developing</b>  | 2.1.8 Positive upwards trend in level of satisfaction with school leaders from teacher and parent surveys <b>Achieved - Principal's 360 degree feedback</b> |
| 2.1.3 Prioritise increasing the capacity of the Senior Management Team as curriculum, instructional and transformational leaders <b>Developing</b> | 2.1.9 Increased numbers of staff being nominated for statewide awards <b>Achieved</b>   |
| 2.1.4 Develop a culture of leadership across our school to improve and provide more opportunities for teacher leadership <b>Developing</b>         | 2.1.10 All members of the Senior Management Team achieve accreditation as Growth Coaches <b>Achieved</b>  |
| 2.1.5 Engage with outside agencies to support leadership strategies and growth <b>Achieved</b>   | 2.1.11 100% of Senior Management Team identify one area of leadership to improve in their Performance Coaching Agreement each year <b>Achieved</b>          |
| 2.1.6 Continual review of Executive structures and roles to develop capacity and ensure succession planning <b>Developing</b>                      |   |

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

#### Key performance indicators

- |   |  |
|---|--|
| 2.2.1 Develop an effective Performance Coaching process that reflects AITSL standards, DoE guidelines and our School AAIC program <b>Achieved</b> | 2.2.7 Learning Area plans to reflect Australian Curriculum implementation where appropriate and WACE 2016 <b>Achieved</b>                      |
| 2.2.2 Develop processes for discussion on evidence-based pedagogies during Learning Area time that support student learning <b>Developing</b>     | 2.2.8 All teachers mapped to National Teaching Standards <b>Achieved</b>   |
| 2.2.3 Increase the use of all available student achievement data to allow teachers to develop differentiated teaching programs <b>Developing</b>  | 2.2.9 All teachers have been trained in CMS Foundation and/or in Instructional Strategies <b>Not achieved - 73% at end of 2015</b>             |
| 2.2.4 Decrease level of discrepancies in teacher judgment of student performance <b>Achieved in all MESH subject areas</b>                        | 2.2.10 Minimum of 4 teachers trained at CAT Conference level <b>Achieved</b>   |
| 2.2.5 Increase the opportunities for lesson observation - both in being observed with and observing others <b>Achieved</b>                        | 2.2.11 Australian Curriculum Phase 1 implemented in all relevant learning areas <b>Achieved</b>  |
| 2.2.6 Provide opportunities for LEAP teachers to upskill in differentiated pedagogy <b>Achieved</b>   | 2.2.12 100% of teachers identify one area of instructional design to improve in their Performance Coaching Agreement each year <b>Achieved</b> |

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

#### Key performance indicators

- |  |  |
|--|--|
| 2.3.1 Implement a Performance Coaching model for continuous improvement <b>Achieved</b>  | 2.3.4 Extend capacity building through rotation of roles <b>Developing</b>   |
| 2.3.2 Evaluate the effectiveness of all support staff roles in terms of their impact on improved student achievement <b>Developing</b> | 2.3.5 All Education Assistants trained to minimum Certificate IV <b>Achieved</b>   |
| 2.3.3 Engage with outside agencies to achieve improved strategies and growth <b>Achieved</b>   | 2.3.6 100% of non-teaching staff identify one area of job effectiveness and or efficiency to improve in their Performance Coaching Agreement <b>Achieved</b> |

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

#### Key performance indicators

- |   |   |
|---|---|
| 2.4.1 Provide planned opportunities for staff to develop innovative instructional design appropriate for a digital society. <b>Developing - 53% teachers at the end of 2015</b> | 2.4.4 100% of teachers identify one area of ICT to improve in their Performance Coaching Agreement <b>Achieved</b>                              |
| 2.4.2 ICT improvement incorporated in each Learning Area Plan <b>Developing</b>   | 2.4.5 Provide teachers and students with the appropriate hardware and software to effectively deliver subject and course content <b>Ongoing</b> |
| 2.4.3 Introduce all students to a digital citizenship course <b>Developing in Year 7 TEAMS Program</b>  | 2.4.6 Staff will increase their use of appropriate IT <b>Developing</b>   |



## FOCUS AREA 3

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

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

We will:

#### 3.1 IMPROVE SCHOOL GOVERNANCE

##### Key performance indicators

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

#### 3.2 EXTEND SCHOOL SELF-ASSESSMENT PROCESSES

##### Key performance indicators

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

#### 3.3 RESPOND EFFECTIVELY TO ORGANISATIONAL CHANGE

##### Key performance indicators

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

#### 3.4 DEMONSTRATE THAT WE ARE A FUTURE-FOCUSED SCHOOL

##### Key performance indicators

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

## LESMURDIE ADDS VALUE TO STUDENT LEARNING THROUGH FOCUSING ON ALL ASPECTS OF ACHIEVEMENT AND PERSONAL GROWTH

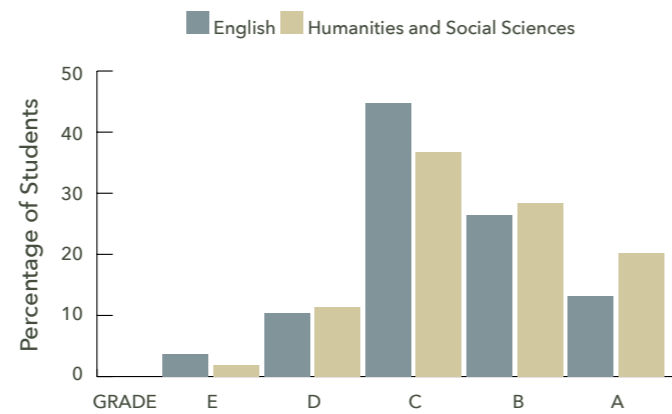


# YEAR 7 DATA

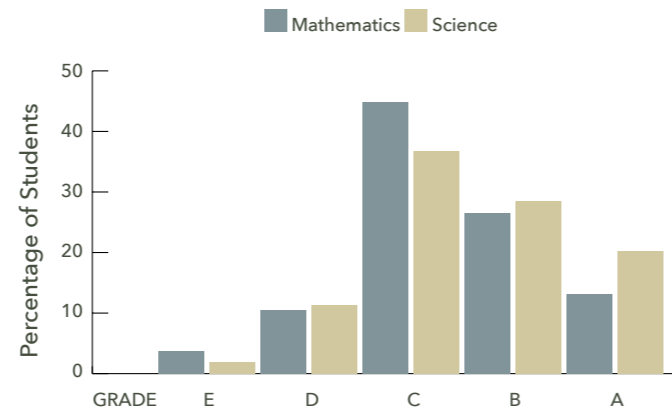
In 2015, Year 7 students moved to secondary schools in Public Schools in WA to better cater for their age levels, their exposure to specialist subjects and teachers and to stimulate them for higher levels of engagement and achievement.

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

Lesmurdie Senior High School  
Learning Area Grade Distribution. Year 7 Semester 2, 2015.

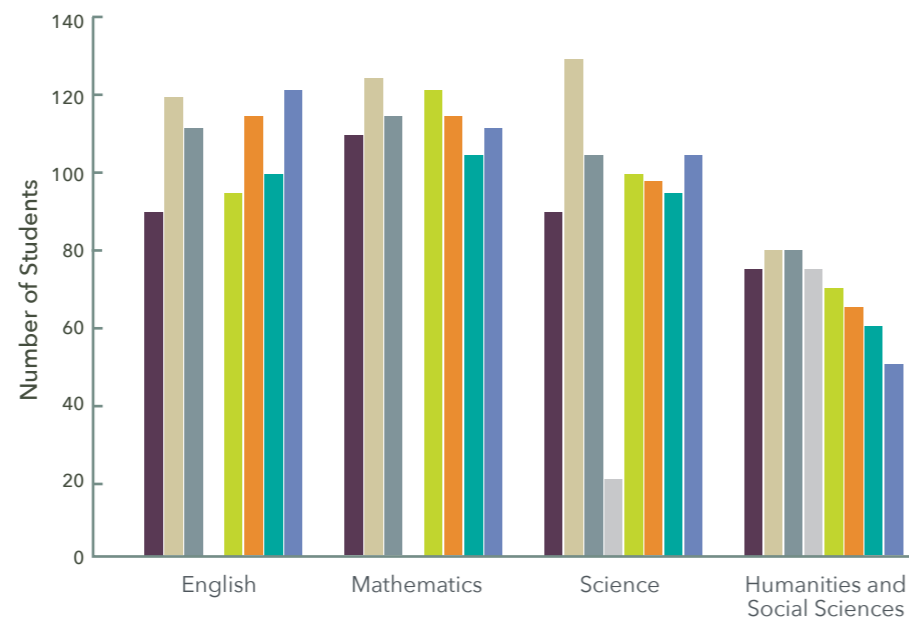


Lesmurdie Senior High School  
Learning Area Grade Distribution. Year 7 Semester 2, 2015.



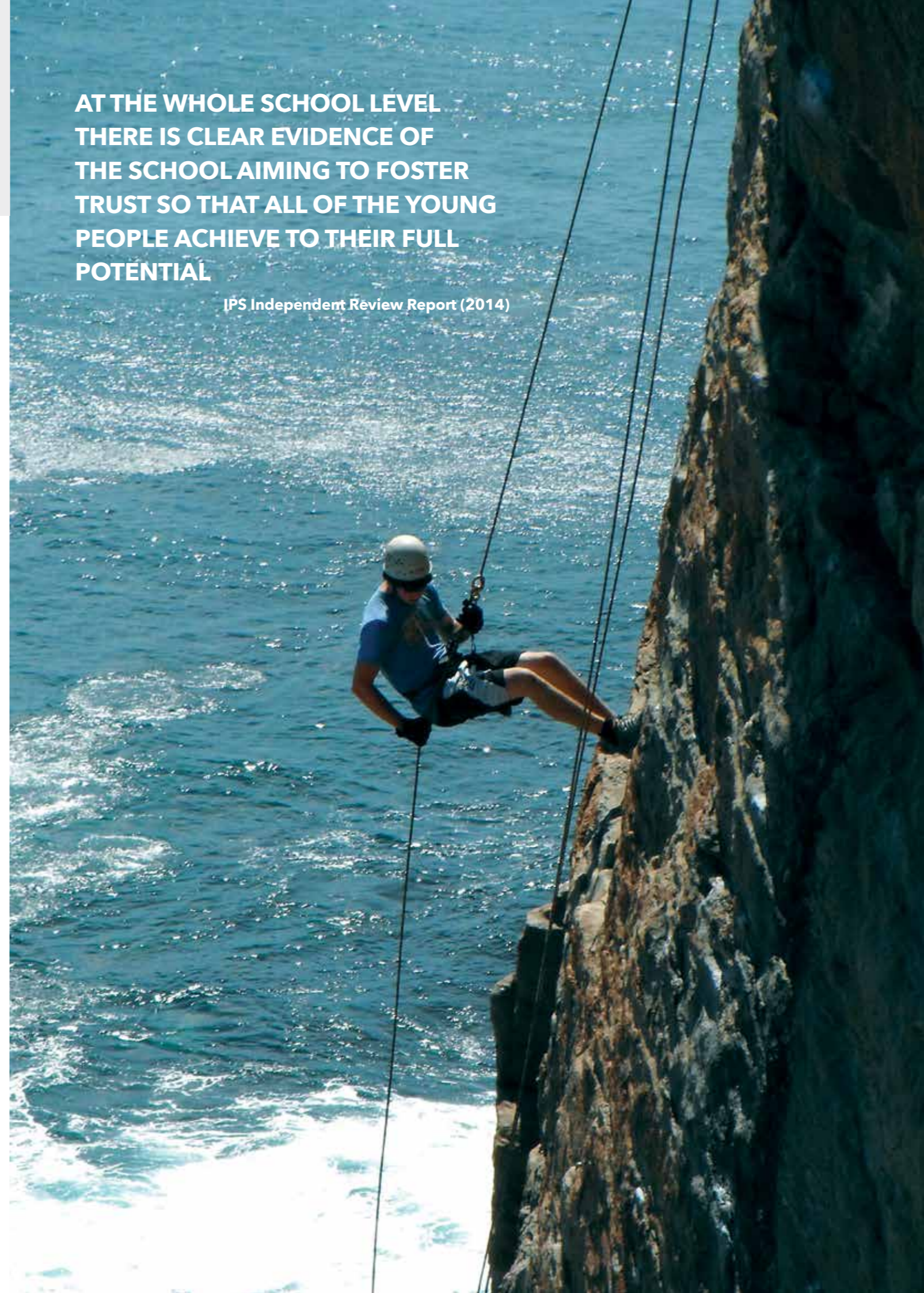
## Student Consistently:

- Works to the best of his/her ability
- Shows self respect and care
- Shows courtesy and respect for the rights of others
- Participates responsibly in social and civic activities
- Cooperates productively and builds positive relationships with others
- Is enthusiastic about learning
- Sets goals and works towards them with perseverance
- Shows confidence in making positive choices and decisions



AT THE WHOLE SCHOOL LEVEL  
THERE IS CLEAR EVIDENCE OF  
THE SCHOOL AIMING TO FOSTER  
TRUST SO THAT ALL OF THE YOUNG  
PEOPLE ACHIEVE TO THEIR FULL  
POTENTIAL

IPS Independent Review Report (2014)



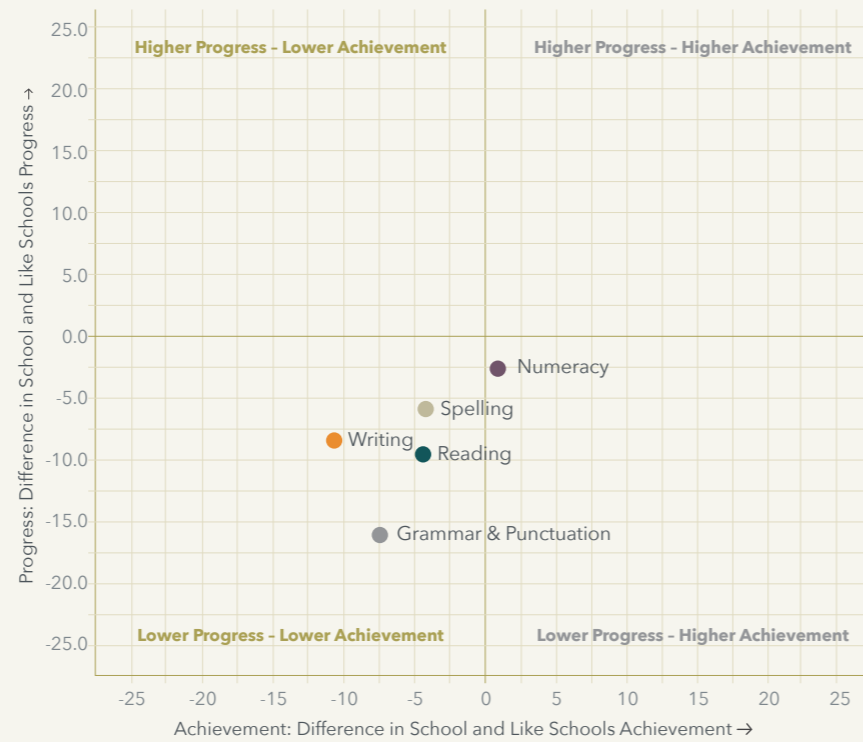
# NAPLAN RESULTS

THE NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN) IS CONDUCTED ANNUALLY AND TESTS ALL STUDENTS IN YEAR 7 AND 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, however there are causes for concern needing further year-long actions:

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

## Student Progress and Achievement Compared with Like Schools NAPLAN Year 7 2013 to Year 9 2015 - Lesmurdie Senior High School



## NAPLAN Year 7 2015 Table

	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	LSHS	Like Schools	LSHS	Like Schools	LSHS	Like Schools	LSHS	Like Schools	LSHS	Like Schools
<b>Top 20%</b>	21%	29%	24%	25%	22%	28%	25%	26%	23%	26%
<b>Middle 60%</b>	68%	63%	63%	66%	64%	61%	60%	63%	64%	66%
<b>Bottom 20%</b>	12%	8%	14%	8%	14%	10%	15%	10%	14%	9%

## Year 9 Numeracy

	School			Like-Schools		
	2013	2014	2015	2013	2014	2015
<b>Top 20%</b>	29%	25%	24%	20%	31%	25%
<b>Middle 60%</b>	62%	64%	66%	69%	59%	66%
<b>Bottom 20%</b>	9%	10%	10%	12%	10%	8%

## Year 9 Reading

	School			Like-Schools		
	2013	2014	2015	2013	2014	2015
<b>Top 20%</b>	28%	33%	26%	24%	32%	25%
<b>Middle 60%</b>	62%	57%	58%	63%	60%	63%
<b>Bottom 20%</b>	10%	10%	16%	14%	9%	12%

## Year 9 Writing

	School			Like-Schools		
	2013	2014	2015	2013	2014	2015
<b>Top 20%</b>	21%	25%	23%	21%	33%	26%
<b>Middle 60%</b>	62%	58%	65%	67%	58%	63%
<b>Bottom 20%</b>	17%	17%	12%	12%	10%	11%

## Year 9 Spelling

	School			Like-Schools		
	2013	2014	2015	2013	2014	2015
<b>Top 20%</b>	30%	28%	27%	20%	28%	26%
<b>Middle 60%</b>	55%	58%	60%	68%	58%	63%
<b>Bottom 20%</b>	15%	13%	14%	13%	13%	11%

## Year 9 Grammar & Punctuation

	School			Like-Schools		
	2013	2014	2015	2013	2014	2015
<b>Top 20%</b>	26%	29%	23%	23%	35%	26%
<b>Middle 60%</b>	62%	58%	64%	68%	56%	64%
<b>Bottom 20%</b>	12%	13%	13%	9%	9%	10%

**PERCENTAGE OF LESMURDIE SHS STUDENTS IN THE TOP 20%, MIDDLE 60% AND BOTTOM 20% OF THE STATE COMPARED WITH LIKE SCHOOLS.**





**AT LESMURDIE, EACH STUDENT'S SCHOOLING EXPERIENCE IS MORE THAN AN ACADEMIC RESULT...**



## 2015 WACE OVERVIEW

CELEBRATIONS AT A SCHOOL LEVEL

### LSHS RANKINGS 2008-2015

Year	Rank	# Students	%>75
2008	60	70	18.0
2009	64	88	17.1
2010	125	146	4.14
2011	107	139	6.98
2012	96	157	5.05
2013	78	142	6.8
2014	61	89	8.56
2015	53	175	10.53

LSHS RANKED 53RD IN THE STATE FOR STUDENTS WITH 1 OR MORE SCALED SCORES OF 75+ IN A WACE EXAM.

**OUR BEST EVER RANKING!**

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

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

#### COURSE EXHIBITIONS - Top Students in the State

Health Studies **Ashley Veivers**  
Outdoor Education **Marian Bunton-King**

#### CERTIFICATE OF DISTINCTION - Top 10% of the state

English **Danielle Leotta**

#### COURSES RANKED IN THE TOP PERFORMING SCHOOLS IN THE STATE

Biological Science  
Health Studies  
Mathematics 2CD  
Outdoor Education  
Physics

#### TOP 4 COURSES FOR STUDENTS ACHIEVING BEST OR SECOND BEST MARK

Biological Sciences  
Health Studies  
Physics  
Human Biological Sciences

#### ELEVEN CERTIFICATES OF COMMENDATION

Awarded to an eligible student who obtains at least 20 grades of "A" in course units or equivalents

#### VET Students

Louisa Curtis  
Taylor Mortimer  
Shanae O'Keeffe  
Abbeygail Robinson

#### ATAR Students

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



# SENIOR SCHOOL

Academic Achievement

## SENIOR SCHOOL

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

	Lesmurdie SHS Attainment	Department of Education Attainment
2013	88%	69%
2014	100%	82.8%
2015	99%	88.5%

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
2013	79 (56%)	55 (39%)
2014	62 (70%)	60 (67%)
2015	114 (60%)	111 (97%)

### Median Australian Tertiary Admissions Rank

	School	Like School	State
2013	75.6	72.5	75.3
2014	80.9	72.9	75.6
2015	77.8	75.1	76.0

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

	School			Like School		
	2013	2014	2015	2013	2014	2015
Top 33%	22%	29%	32%	22%	21%	26%
Middle 33%	41%	39%	38%	34%	36%	36%
Bottom 33%	37%	32%	30%	44%	43%	38%

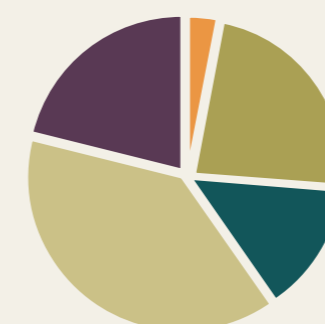
### Percentage achieving one or more scaled scores of 75+

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2013	76	18	24%
2014	41	8	20%
2015	93	21	23%

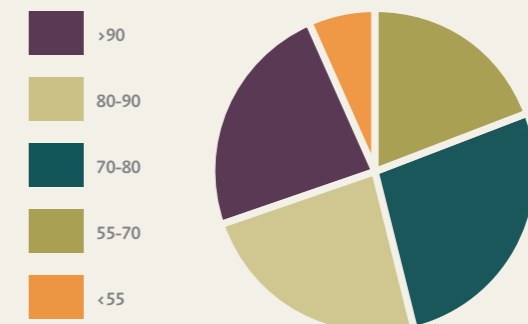
### Year 12 Participation

	Eligible Year 12 Students	Number acquiring an ATAR		VET - No of students		VET - No of students completing a Cert II or higher in Year 12	
		Count	Percentage	Count	Percentage	Count	Percentage
2013	142	76	54%	79	56%	63	44%
2014	89	41	46%	62	70%	60	67%
2015	175	93	53%	114	65%	111	63%

ATAR Distribution 2014



ATAR Distribution 2015



# SENIOR SCHOOL

Academic Achievement

## IN 2015 WE CONTINUED OUR FOCUS ON VET PARTICIPATION.

ADDITIONALLY THERE WAS A SIGNIFICANT INCREASE IN STUDENTS ACHIEVING A CERTIFICATE II OR HIGHER.

THE TABLE ON THE RIGHT ILLUSTRATES THE VARIETY OF CERTIFICATES UNDERTAKEN BY STUDENTS BOTH AT THE SCHOOL AND THROUGH EXTERNAL TRAINING PROVIDERS.



## VET CERTIFICATES

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

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

## STAGE 1 COURSES

Student Performance - Stage 1 Courses - Grade Distribution

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Automotive Engineering and Technology	10	0	60	0	0	12	30	49	5	4
Career and Enterprise	21	21	57	0	0	20	28	40	6	7
Design	27	13	60	0	0	20	28	40	7	5
English	21	35	44	0	0	14	30	47	5	4
Food Science and Technology	37	32	30	2	0	21	32	38	6	4
Integrated Science	33	34	26	7	0	22	30	39	6	4
Mathematics	27	327	44	0	1	22	27	38	8	5
Materials, Design and Technology	12	35	50	4	0	13	28	46	8	5
Music	90	10	0	0	0	25	30	29	8	8
Outdoor Education	14	37	37	9	3	23	33	33	6	5
Physical Education Studies	13	29	53	5	0	18	33	40	6	3
Visual Arts	26	26	37	11	0	15	30	43	7	4

## COURSE ACHIEVEMENT AWARDS

### THE ARTS

Design 3AB Photography  
Drama 3AB  
**Felicity Pheasant**  
**James Minkey**

### HUMANITIES & SOCIAL SCIENCES

Modern History 3AB  
**Maja Siebert**

## COURSE AWARDS

### THE ARTS

Dance 3AB  
Design 1AB Photography  
Music 1CD Contemporary  
Visual Arts 1AB  
**Danielle Leotta**  
**Shane Dalese**  
**Marian Bunton-King**  
**Shanae O'Keeffe**

### ENGLISH

English 1CD  
English 3AB  
**Shanae O'Keeffe**  
**Danielle Leotta**

### HEALTH & PHYSICAL EDUCATION

Health Studies 3AB  
Outdoor Education 1CD  
Outdoor Education 3AB  
Physical Education Studies 1CD  
Physical Education Studies 3AB  
**Chloe Place**  
**Jakob Horsman**  
**Marian Bunton-King**  
**Amy-Louise Ross**  
**Jakob Horsman**

### HUMANITIES & SOCIAL SCIENCES

Accounting & Finance 3AB  
Career & Enterprise 1AB  
Economics 3AB  
**Rachel Glossop**  
**Abbeygail Robinson**  
**Danielle Leotta**

### MATHEMATICS

Mathematics 1DE  
Mathematics 2CD  
Mathematics 3AB  
Mathematics 3CD  
Mathematics Specialist 3CD  
**Emma Mansell**  
**Dana Greenwood**  
**Cory McIvor**  
**Kieran Stockley**  
**Kieran Stockley**

### SCIENCE

Biological Sciences 3AB  
Chemistry 3AB  
Human Biological Science 3AB  
Integrated Science 1AB  
Physics 3AB  
**Ethan Glossop**  
**Danielle Leotta**  
**Marian Bunton-King**  
**James Minkey**  
**Mawson Sammon**

### TECHNOLOGY & ENTERPRISE

**Computing & Business**  
Computer Science 3AB  
**Mitchell Scott**  
**Design & Technology**  
Automotive Engineering & Technology 1AB  
Materials Design & Technology 1CD Wood  
Design 1AB Technical Graphics  
**Jess Cartwright**  
**Michael Arrantash**  
**Lewis Douglas**  
**Home Economics**  
Food Science & Technology 1CD  
**Amy-Louise Ross**

### VOCATIONAL EDUCATION & TRAINING

Certificate II in Business  
Certificate III in Business  
Certificate II in Information Technology  
Workplace Learning  
**Emmerson Rimmer**  
**Lauren Greenaway**  
**Michael Marjot**  
**Morgan Helliwell**

# 2015 YEAR 12 AWARDS

## SPECIAL AWARDS

### Rotary Tertiary Science Scholarship

Mawson Sammons

### The University of Western Australia Excellence Award

Rachel Glossop

### Curtin University Principal's Recommendation Award

Ben Clark / Danielle Leotta

### Edith Cowan University Personal Excellence Award

Laura Clark

### Engineers Australia Certificate of Excellence

Ben Clark

Mawson Sammons

Kieran Stockley

### Certificate of Commendation

Marian Bunton-King

Louisa Curtis

Danielle Leotta

Abbeygail Robinson

Ellen Warwick

Ben Clark

Jakob Horsman

Taylor Mortimer

Mawson Sammons

### Sportsmanship Award

Mhari Wilson

### Sports Person Award

Carl Aylett

### Community Service Award

Caitlin Ross

### The Endeavour Award

Charley Slater

### Ethics Award

Marian Bunton-King

### Future Teacher Award

Ashleigh Ezard

### Citizenship Award

Michael Arrantash

### The ADF Long Tan Leadership and Teamwork Award

Alaura Evans

### Caltex Best All Rounder Award

Jakob Horsman

### VET All Rounder Award

Emma Mansell

## DUX AWARDS

### The Lesmurdie SHS Vocational Education & Training Dux Award

Abbeygail Robinson

### The Lesmurdie SHS Dux Award

Kieran Stockley

# 2015 AWARD WINNERS



The following students achieved Distinction Awards for their outstanding grade average across all subjects in their Semester Two Formal Report:

Year 7	Year 8	Year 9
Winston Middleton	Aimee Glossop	Bryce Cushing
Joel Salas	Renae Glossop	Erica Grumball
Gabriella Smith	Haylee Breen	Anmol Kumar
Geordie Cole-Radice		Bailey Nash
		Jordan Altinier
		Flynn Smith
		Caitlyn Turley
		Callum Bredemeyer
		Zaid Samnakay

These students achieved Top Student Awards:

Year 10	Austin Guthrie
Year 11	Keeley Hawes

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

Craig Bowden [Head of the Science Learning Area]

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

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

30 Year Service Pins were awarded to:

Chris Brown [Mathematics Teacher]
Brad Robinson [Vocational Education Teacher]

A SUCCESSFUL STUDENT AT  
LESMURDIE WILL BE ABLE TO  
WORK IN TEAMS AND CARE  
FOR OTHERS



# STUDENT SERVICES



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

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

We believe our Good Standing Policies and Attendance Reward Program are working to encourage students to strive towards improved attendance. 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
<b>2013</b>	75.7%	18.4%	4.6%	1.2%
<b>2014</b>	76.7%	17.1%	5.1%	0.9%
<b>2015</b>	74.0%	18.1%	6.6%	1.1%
<b>WA Public Schools</b>	63.0%	20.0%	10.0%	7.0%

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2013</b>	92.6%	89.7%	89.1%	87.9%	78.5%	67.2%	92.5%	89.6%	87.4%
<b>2014</b>	92.4%	90.6%	88.6%	90.0%	78.3%	66.3%	92.4%	90.4%	86.9%
<b>2015</b>	91.9%	91.2%	89.7%	92.1%	80.1%	68.0%	91.9%	91.0%	87.9%

	Y07	Y08	Y09	Y10	Y11
<b>2013</b>		93%	91%	92%	93%
<b>2014</b>		93%	92%	92%	93%
<b>2015</b>	92%	92%	91%	92%	92%
<b>WA Public Schools</b>	91%	89%	87%	85%	87%

# FINANCIAL SUMMARY

As at 31 December 2015

	Revenue - Cash	Budget \$	Actual \$
1	Voluntary Contributions	87,998.30	87,998.30
2	Charges and Fees	560,716.51	560,716.51
3	Fees from Facilities Hire	18.18	18.18
4	Fundraising/Donations/Sponsorships	17,155.91	17,155.91
5	Commonwealth Govt Revenues	-	-
6	Other State Govt/Local Govt Revenues	30,778.80	30,778.80
7	Revenue from Co, Regional Office and Other Schools	1,040.00	1,040.00
8	Other Revenues	219,854.33	219,851.71
9	Transfer from Reserve or DGR	100,789.24	100,789.24
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	<b>Total Locally Raised Funds</b>	<b>1,018,351.27</b>	<b>1,018,348.65</b>
	<b>Opening Balance</b>	<b>153,969.31</b>	<b>153,969.31</b>
	<b>Student Centered Funding</b>	<b>1,035,271.21</b>	<b>1,035,271.21</b>
	<b>Total Cash Funds Available</b>	<b>2,207,591.79</b>	<b>2,207,589.17</b>
	<b>Total Salary Allocation</b>	<b>9,562,369.00</b>	<b>9,562,369.00</b>
	<b>Total Funds Available</b>	<b>11,769,960.79</b>	<b>11,769,958.17</b>

	Expenditure	Budget \$	Actual \$
1	Administration	87,459.94	83,012.47
2	Lease payment	4,119.08	4,119.08
3	Utilities, Facilities and Maintenance	313,548.17	311,487.49
4	Buildings, Property and Equipment	313,468.57	308,423.59
5	Curriculum and Student Services	656,047.51	571,172.29
6	Professional Development	29,100.00	28,663.19
7	Transfer to Reserve	221,391.84	221,391.84
8	Other Expenditure	428,778.82	527,090.16
9	Payment to CO, Regional Office and Other Schools	99,580.00	-
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (Ag Colleges only)	-	-
12	Farm Operations (Ag and Farm Schools only)	-	-
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Farm Schools only)	-	-
15	Unallocated	54,097.86	-
	<b>Total Goods and Services Expenditure</b>	<b>2,207,591.79</b>	<b>2,055,360.11</b>
	<b>Total Forecast Salary Expenditure</b>	<b>9,251,215.00</b>	<b>9,254,215.00</b>
	<b>Total Expenditure</b>	<b>11,458,806.79</b>	<b>11,309,575.11</b>





### IMPROVEMENTS TO FACILITIES, EQUIPMENT AND GROUNDS

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

#### Facilities:

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

#### Grounds:

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

#### Technology:

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

**Total:** \$294, 801



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

### Future Directions

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

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



LESMURDIE  
SENIOR HIGH SCHOOL

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