



LESMURDIE  
SENIOR HIGH SCHOOL

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# 2016 ANNUAL REPORT



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*Thriving in a nurturing environment*



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# 2016 ACADEMIC HIGHLIGHTS

- **99% WACE achievement** meaning that 154 of our Year 12 students attained the Western Australian Certificate of Education [significantly higher than the state Public School rate of 91%]
- **99% Attainment Rate** meaning that almost every ATAR [Australian Tertiary Admission Rank] student achieved an ATAR of 55+ and every VET [Vocation Education and Training] student achieved a minimum of one TAFE Certificate II or higher [significantly higher than the state Public School rate of 94%]
- **100% VET achievement** from 68 General Course students and 81% of all Year 12 students achieving a TAFE Certificate II or higher
- **2 Certificates of Excellence** for students topping Mathematics Applications statewide
- **Outdoor Education** ranked in the Top Performing Schools statewide
- **9 Certificates of Distinction and 14 Certificates of Excellence** recognizing students for the number of A grades achieved over Year 11 and 12 – the highest number we have ever had at Lesmurdie
- **15 students [17%] achieving a 90.0+ ATAR**
- **100% of Year 12 students** meeting OLN [Online Literacy and Numeracy] requirements – one of only 5 public and non-public schools in the state to achieve this
- **31% of ATAR students** achieving a scaled score of 75% + in one or more ATAR examinations – up from 23% in 2015
- **Significant improvement** in Year 9 NAPLAN Numeracy and Year 7 Writing results.



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## 2016 SCHOOL BOARD

### Chair

**Margaret Knight**  
*Administrator Crabb's IGA*

### Community Representatives

**Jayne Clark**  
*Lesmurdie Resident*

**Mary-Jane O'Callaghan**  
*Curtin University*

### Parent Representatives

**Nigel Howard**

**Jacqui Rovis-Hermann**

**Sally Warwick**

### Staff Representatives

**Lillian Marchello**  
*Teacher Humanities and  
Social Sciences*

**Boby Markovic**  
*Head of the Arts Learning Area*

**Leo Surjan**  
*Deputy Principal*

**Lyn Harris**  
*Manager Corporate Services*

**John Stone**  
*Principal*

*Our 2016 academic, attendance, behaviour, sporting and cultural results affirm our status as a distinctive Independent Public School of excellence in Western Australia.*

As Principal of our school and Chair of the School Board, we are immensely proud of the quality of teaching and learning at Lesmurdie. Recognised for its academic outcomes and pastoral support, school performance data indicates that our school is among the top performing schools in the metropolitan area. This makes Lesmurdie Senior High School a school of first choice and results in a high level of student retention.

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 2016 Lesmurdie celebrated a pleasing set of Year 12 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 2017 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 2016, 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, our school's values and beliefs underpin the focus on every student achieving his/her best. Experienced and enthusiastic staff, a strong system of student pastoral care and a comprehensive range of programs all contribute to students receiving a balanced education with opportunities to pursue their areas of interest. A whole-school approach to mental health and well-being was a feature of the Student Services Plan and will be continued into 2017 to ensure students have the necessary skills and knowledge to make good decisions.

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 2016 Annual Report to you.

**John Stone**  
*Principal*

**Margaret Knight**  
*Chair School Board*



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# THE SCHOOL CONTEXT

**Lesmurdie is a coeducational school community that catered for approximately 1000 students from Years 7 – 12 in 2016.**

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 members 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 2016 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. Indeed, Satisfaction and Opinion Survey results from Parents indicated a high level of satisfaction with all aspects of communication, especially being able to discuss concerns.

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.

In 2016, a team of Reviewers completed an extensive Independent Review of our school. They commented that interviews with staff representatives across the entire school confirmed the school's self-review process is well understood and valued and saw clear evidence of it being embedded in school practices. They complimented us indicating that the process of school self-assessment follows a very clear cycle with high level staff understanding, involvement and input. These Reviewers noted

a definite appreciation from staff of the need to gather quality information about student progress to inform future planning.

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 2016, 56% of our Year 12 students were studying a university entrance [ATAR] course while over Year 10-12 our students completed 38 different TAFE 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 7-12 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. Key staff regularly interrogate 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. As a school, we have made significant progress in the area of instructional design and curriculum differentiation.

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 twice weekly to ensure action plans are in place for all students at risk in Senior and Lower School.

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, Student Support 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.**

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## 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 supportive 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.





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# 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 2016 WERE:

### Focus Area 1

Lesmurdie SHS students will be successful

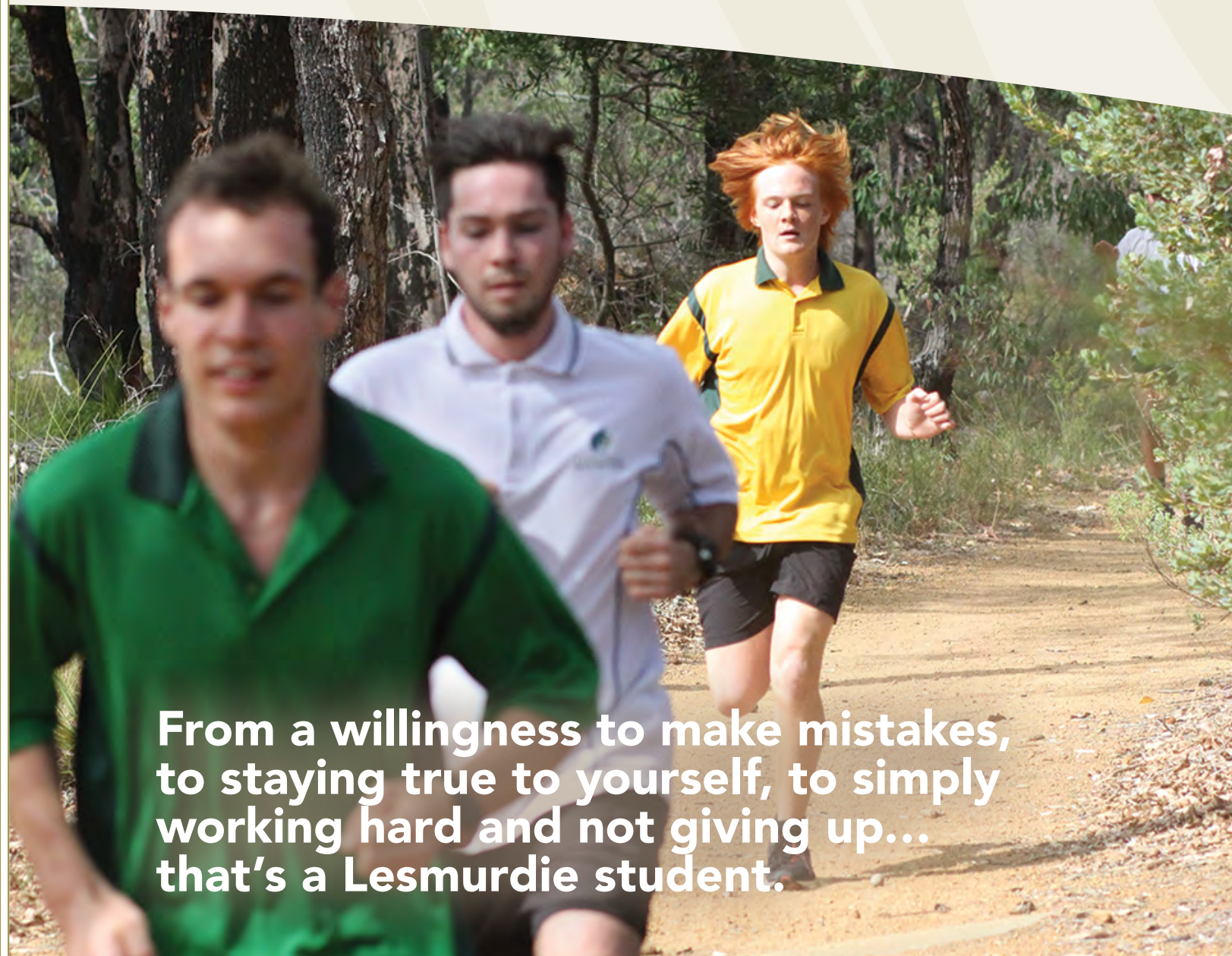
### Focus Area 2

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 early in 2017.



**From a willingness to make mistakes,  
to staying true to yourself, to simply  
working hard and not giving up...  
that's a Lesmurdie student.**



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# 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.

## KEY PERFORMANCE INDICATORS

### 1.1 IMPROVE STANDARDS OF STUDENT ACHIEVEMENT

#### SENIOR SCHOOL

- 1.1.1 WACE Graduation 100%  
**Achieved – 99.7% last three years**
- 1.1.2 Aspire to have a Median ATAR trends upwards from 75 and be higher than like-schools|  
**Achieved 2014 & 2015 but down in 2016: 73.18**
- 1.1.3 The number of students with an ATAR of 70 or greater trends towards 65%  
**Achieved 2014 & 2015 but down in 2016: 49%**
- 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 2016: 31%**
- 1.1.5 Increase to 90% or more the number of students meeting the National Attainment Standard  
**Achieved 2014 – 2016: Median 99.4%**

#### 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 2016 Year 9**
  - the number of students in the top 20% for all NAPLAN tests  
**Not achieved – 2017 Focus**
  - the number of students making progress Year 7-9 in all NAPLAN tests  
**Not achieved – 2017 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 – 2017 Focus : Tactical Reading**

### 1.2 IMPROVE LEVELS OF STUDENT ENGAGEMENT

- 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**
  - who achieve Advanced Standing  
**Developing**
- 1.2.6 All teachers complete professional learning in Instructional Strategies by 2016  
**Developing – 89% trained at the end of 2016**

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### 1.3 IMPROVE STUDENT ATTENDANCE LEVELS

- |   |   |
|---|---|
| 1.3.1 Maintain 90% attendance as the minimum for invitation only reward activities<br><b>Achieved</b>   | 1.3.5 Trend upwards from 83% the students in the 90% and above category<br><b>Not achieved – 74%</b>  |
| 1.3.2 Maintain and improve our communications strategy with parents about the need for the highest possible levels of attendance<br><b>Developing</b> | 1.3.6 Maintain the trend of reducing the percentage of unauthorised absences across all year groups to 5% or less<br><b>Not achieved – 9% Semester 2 2016</b>             |
| 1.3.3 Establish a mentor system within a case management portfolio for students who do not reach regular status<br><b>Developing</b>                  | 1.3.7 Trend downwards the number of students who do not reach regular status and who require special case management<br><b>Not achieved – ↑ by 17% in Semester 2 2016</b> |
| 1.3.4 Maintain attendance rates for all year groups at a minimum of 3% above the state median<br><b>Achieved for all Years : 4.1% ↑</b>               |   |

### 1.4 IMPROVE LEVELS OF STUDENT BEHAVIOUR

- |  |   |
|--|---|
| 1.4.1 Teachers make explicit their expectations for behaviour standards aligned to formal report behaviour attribute descriptors<br><b>Developing</b>            | 1.4.4 Percentage of student suspensions to remain below 7% of student population<br><b>Not achieved 2016 = 7.1%</b>       |
| 1.4.2 Increase the credibility and number of recipients of our rewards program – Bounty Points, Student of the Month, Letters of Commendation<br><b>Achieved</b> | 1.4.5 Trend upwards the ratio of positive SIS behaviour entries compared to negative behaviour entries<br><b>Achieved</b> |
| 1.4.3 Percentage of HoLA behaviour referrals per year cohort to trend downwards<br><b>Developing</b>   | 1.4.6 Behaviour referrals to Deputy Principals trend downwards<br><b>Achieved in all Years except Year 9</b>              |
|  | 1.4.7 Decrease the number of students who require special case management<br><b>Developing</b>                            |

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

- |  |  |
|--|--|
| 1.5.1 Consistent focus on mental health and well-being with targeted emphasis on bullying, self-harm and self-image<br><b>Developing</b>   | 1.5.3 Individual referrals to the School Psychologist trend downwards<br><b>Achieved</b>                           |
| 1.5.2 Develop and use student surveys to ascertain factors influencing well-being, mental health and sense of belonging<br><b>Achieved</b> | 1.5.4 Referrals for bullying trend downwards<br><b>Not achieved – 2017 Focus</b>                                   |
|  | 1.5.5 The number of incidences of bullying as identified in student surveys trend downwards<br><b>Not achieved</b> |
|  | 1.5.6 Referrals for self-harm and relapse trend downwards<br><b>Achieved</b>                                       |

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

- |   |  |
|---|--|
| 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<br><b>Achieved</b> | 1.6.3 Implement counselling processes across our school that support career development at key transition points<br><b>Achieved – Started career counselling in Year 9</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<br><b>Achieved</b>                               | 1.6.4 Trend downwards the number of Senior School students that change courses following the start of the academic year<br><b>Achieved</b>                                 |
|   | 1.6.5 Positive upwards trend in parent and student satisfaction surveys concerning information, counselling, subject selection processes<br><b>Achieved</b>                |







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# 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 nonteaching, 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.

## KEY PERFORMANCE INDICATORS

### 2.1 IMPROVE LEVELS OF STUDENT ENGAGEMENT

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

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

- |       |  |        |  |
|-------|--|--------|--|
| 2.2.1 | Develop an effective Performance Coaching process that reflects AITSL standards, DoE guidelines and our School AAIC program<br><b>Achieved</b> | 2.2.7  | Learning Area plans to reflect Australian Curriculum implementation where appropriate and WACE 2016<br><b>Achieved</b>                     |
| 2.2.2 | Develop processes for discussion on evidence-based pedagogies during Learning Area time that support student learning<br><b>Developing</b>     | 2.2.8  | All teachers mapped to National Teaching Standards<br><b>Achieved</b>  |
| 2.2.3 | Increase the use of all available student achievement data to allow teachers to develop differentiated teaching programs<br><b>Developing</b>  | 2.2.9  | All teachers have been trained in CMS Foundation and/or in Instructional Strategies<br><b>Not achieved – 89% at end of 2016</b>            |
| 2.2.4 | Decrease level of discrepancies in teacher judgment of student performance<br><b>Achieved in all MESH subject areas</b>                        | 2.2.10 | Minimum of 4 teachers trained at CAT Conferencer level<br><b>Achieved</b>  |
| 2.2.5 | Increase the opportunities for lesson observation – both in being observed with and observing others<br><b>Achieved</b>                        | 2.2.11 | Australian Curriculum Phase 1 implemented in all relevant learning areas<br><b>Achieved</b>  |
| 2.2.6 | Provide opportunities for LEAP teachers to upskill in differentiated pedagogy<br><b>Achieved</b>   | 2.2.12 | 100% of teachers identify one area of instructional design to improve in their Performance Coaching Agreement each year<br><b>Achieved</b> |



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

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

### 2.4 EXPAND THE USE OF TECHNOLOGY TO ENHANCE LEARNING

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

### KEY PERFORMANCE INDICATORS

#### 3.1 IMPROVE SCHOOL GOVERNANCE

- |   |  |
|---|--|
| 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<br><b>Developing</b>       | 3.1.5 Meet with other School Boards and continue to have guest speakers to enrich understandings of governance<br><b>Developing – esp. guest speakers</b>                                    |
| 3.1.2 All School Board members will participate in training<br><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<br><b>Developing</b> |
| 3.1.3 Develop an approach to capacity build School Board members' understanding of relevant school and student achievement data<br><b>Developing – agenda item each Board Meeting</b> | 3.1.7 Balanced Board composition<br><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<br><b>Developing</b>                               | 3.1.8 Satisfaction Survey results indicate majority of respondents are aware of Board purpose and Board members<br><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<br><b>Achieved</b>                            |



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### 3.2 EXTEND SCHOOL SELF-ASSESSMENT PROCESSES

- |  |  |
|--|--|
| 3.2.1 Explore and implement avenues for student feedback in all Learning Areas<br><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<br><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<br><b>Developing</b> | 3.2.4 Members of the Senior Management Team will have modelled 360 degree feedback<br><b>Achieved</b>  |
|  | 3.2.5 Positive feedback from all staff concerning Performance Coaching<br><b>Developing</b>  |

### 3.3 RESPOND EFFECTIVELY TO ORGANISATIONAL CHANGE

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

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

- |   |  |
|---|--|
| 3.4.1 Build the capacity of the Senior Management Team to become future focused<br><b>Developing</b>  | 3.4.5 The inclusion of future-focused agenda items in Senior Management Team meetings<br><b>Achieved</b>   |
| 3.4.2 Provide support for teachers to apply for Senior Teacher, Level 3 Classroom Teacher and promotion to higher levels<br><b>Achieved</b>   | 3.4.6 Achieve being a Registered Training School for pre-service teachers<br><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<br><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<br><b>Developing</b>                          |
| 3.4.4 Implement new school uniform in line with contemporary re-branding<br><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<br><b>Developing</b> |



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# 2016 INDEPENDENT REVIEW MAJOR FINDINGS

*In June 2016 a team of Independent Reviewers spent 2.5 days in our school reviewing performance data, conducting meetings with staff, parents, Board members and students and experienced first hand our learning environment through class visitation. The reviewers confirmed that Lesmurdie Senior High School provides a high quality learning environment and found that we are well-placed to continue this high level of success into the future.*

*Several quotes from the Review Report:*

## STUDENT LEARNING

The school has clearly demonstrated that self-review practices are well-developed, consisting of analysis of a range of data and information to inform conclusions and planning. All aspects of the self-review cycle have a focus on identifying areas for improved and increased data literacy has enabled the informed participation in review of middle managers, teachers and support staff. Evidence-based decisions are used to change the school culture and processes. Reviewers were able to clearly verify the commitment of staff to this process of self-reflection and feedback leading to further capacity building and student learning improvements.

A distributed leadership model has enabled staff to assume leadership roles that support the focus on maximizing student achievement. Deputy Principals, Heads of Learning Areas, Managers and Coordinators are empowered to lead their portfolios and are able to accommodate

changes to leadership positions when the need arises. Staff morale is high and is reflected in a commitment at all levels of the school to the Performance Coaching model for staff development and improvement.

## QUALITY OF THE LEARNING ENVIRONMENT

Lesmurdie presents as a calm and safe place in which to work. Comments made in interview by members of the Student Council particularly support this observation. Students made reference to the interest and support provided by many teachers who are readily available to give additional assistance when required. Student behaviour is of a high standard and considerable emphasis is placed on maintaining this level with the majority of staff, including many of the non-teaching group, having completed Classroom Management Strategies [CMS] training and 48 teachers completing Instructional Strategies [ISE] professional learning.



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### COMMUNICATION

Communication with parents and families is given a high priority with a range of informal approaches, including the school Facebook site, email and text messaging, supporting the more traditional approaches of communicating with home. Parents who were interviewed commented positively on the comprehensive nature of reporting to parents at the scheduled times each year and the opportunities given for interviews and indicated appreciation of the fact that the Principal makes a personal comment on every student's report.

### SUSTAINABILITY

It was clear to the reviewers that the Principal and Senior Leadership Team have over the period of the 2014-16 IPS Delivery Performance Agreement facilitated change and led the school in a positive direction. The review demonstrated that the school has established processes and systems that provide confidence it will be able to sustain and effectively address improvement in student learning outcomes

and achievement in the next Business Plan cycle of the Delivery Performance Agreement.

### COMMENDATIONS

- The School Board, which has focused strongly on meeting the requirements of the Delivery Performance Agreement [DPA]
- The role of the Principal in strategically leading the rejuvenation of the school's learning culture
- The role of the Executive Leadership Team in managing the change process during the period of the present Business Plan
- The comprehensive approach taken to the school review process
- Staff engagement in the clear culture of school improvement
- Improved Year 12 WACE results and the number of students achieving highly in ATAR courses
- The successful implementation of the Performance Coaching model for performance management across the school

- The focus on developing an effective workforce that includes additional opportunities for leadership and a willingness to employ recently graduated teachers
- The establishment of successful engagement classes to cater for disengaged students in the Senior School.

### AREAS FOR IMPROVEMENT

- Learning Areas to be more explicit with improved target setting
- Make more purposeful use of a range of data to inform Learning Area and Student Services planning
- Develop a strategic approach to using staff in support services roles across all year groups
- Develop a priority for the Hills Learning Precinct to support collaborative practice between member schools supported by planning and monitoring to formalise the objectives of the Cluster – Kalamunda and Lesmurdie Senior High Schools and Kalamunda Ed Support School.

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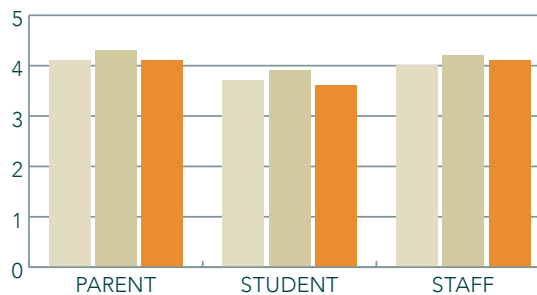
## PARENT, STUDENT & TEACHER

# SATISFACTION AND OPINION SURVEYS

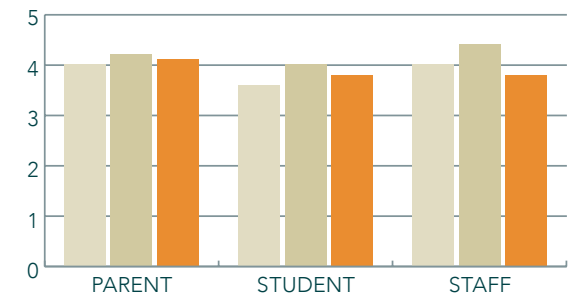
In September and October we conducted separate online Satisfaction and Opinion Surveys for Parents, Students and Teachers. All WA Public Schools are required to survey biannually and to publish results.

We had reasonably pleasing completion rates thus enabling us to compare responses to our previous 2014 and 2012 survey data.

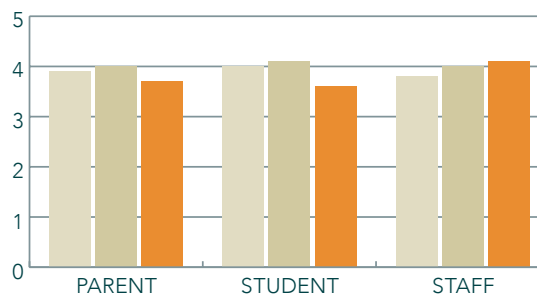
Overall, the feedback from these surveys indicates extremely high levels of confidence and satisfaction from all three groups concerning the ethos and vision for our school, the operations and organization of Lesmurdie SHS and the degree to which we are meeting the needs of our students. We were particularly pleased to see the responses from Parents and Students about recommending this school to others = 3.8/5.0.



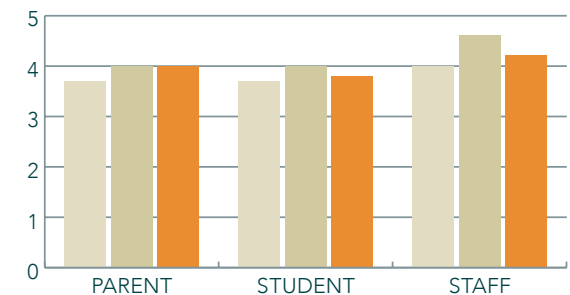
**1. THIS SCHOOL IS WELL LED AND ORGANISED**



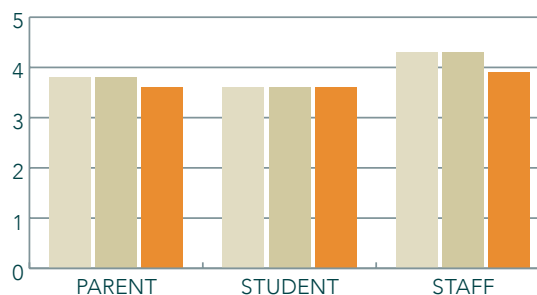
**2. STUDENTS FEEL SAFE AT THIS SCHOOL**



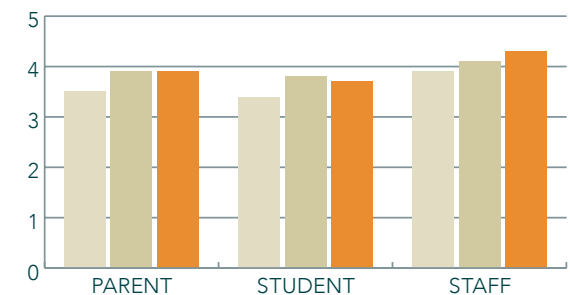
**3. TEACHERS AT THIS SCHOOL PROVIDE A STIMULATING LEARNING ENVIRONMENT**



**4. THIS SCHOOL LOOKS FOR WAYS TO IMPROVE**



**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**



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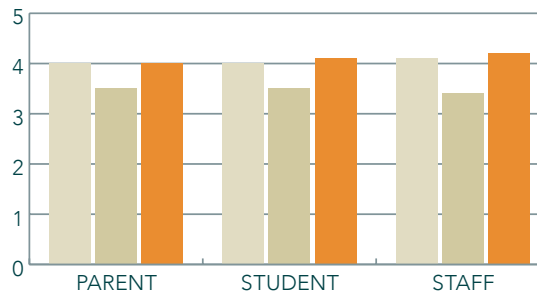
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Of course, there are several areas referred to in these surveys that still require attention and further resourcing:

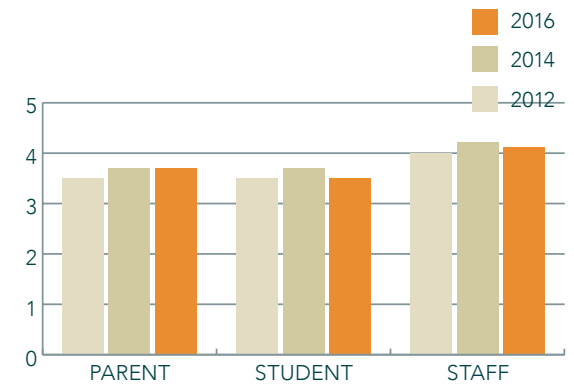
Consistency with behaviour and classroom management and consequences

- 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.

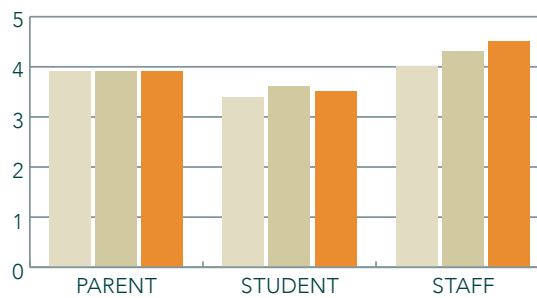
RATING	SCORE
STRONGLY AGREE	5
AGREE	4
NEITHER AGREE NOR DISAGREE	3
DISAGREE	2
STRONGLY DISAGREE	1



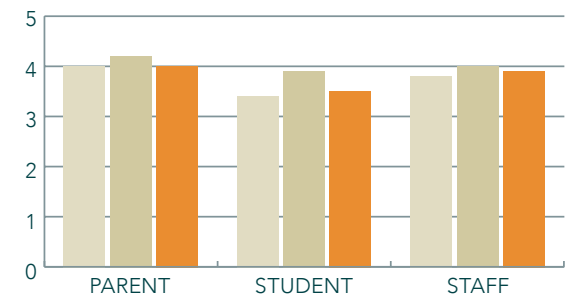
**7. PARENTS AND STUDENTS CAN TALK TO TEACHERS ABOUT THEIR CONCERNS**



**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**



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# 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 2016 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.

	NON-ABORIGINAL			ABORIGINAL			TOTAL		
	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
<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%
<b>2016</b>	91.9%	90.4%	89.5%	89.0%	80.5%	67.4%	91.8%	90.3%	87.7%

	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		INDICATED	MODERATE	SEVERE
<b>2014</b>	76.7%	17.1%	5.1%	0.9%
<b>2015</b>	74.0%	18.1%	6.6%	1.1%
<b>2016</b>	72.3%	20.3%	5.5%	1.6%
<b>LIKE SCHOOLS 2016</b>	66.1%	21.1%	8.5%	4.0%
<b>WA PUBLIC SCHOOLS</b>	62.0%	20.0%	11.0%	7.0%

	ATTENDANCE ACROSS YEAR GROUPS					
	YR 7	YR 8	YR 9	YR 10	YR 11	YR 12
<b>2014</b>		93%	92%	92%	93%	93%
<b>2015</b>	92%	92%	91%	92%	92%	92%
<b>2016</b>	94%	92%	90%	90%	93%	92%
<b>WA PUBLIC SCHOOLS 2016</b>	91%	88%	87%	86%	87%	88%



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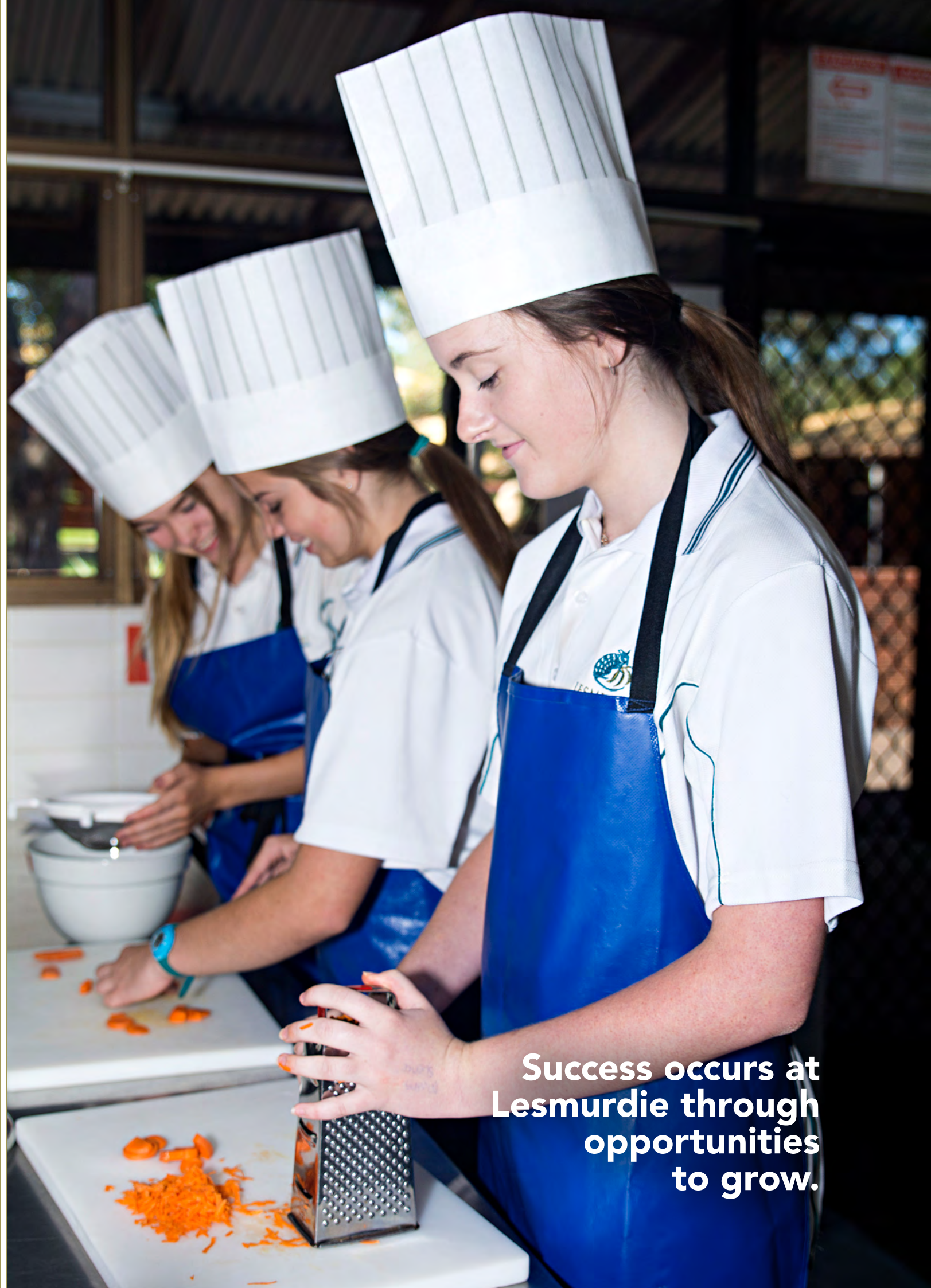
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**Success occurs at  
Lesmurdie through  
opportunities  
to grow.**

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## 2016 WACE OVERVIEW CELEBRATIONS AT A SCHOOL LEVEL

### CERTIFICATE OF EXCELLENCE, MATHS APPLICATIONS

Keeley Hawes and William Wright

### COURSES RANKED IN THE TOP PERFORMING SCHOOLS

Outdoor Education

### TOP 5 COURSES FOR STUDENTS ACHIEVING BEST OR SECOND BEST MARK

Biology, Maths Applications, Physics, Human Biology, Outdoor Education

### CERTIFICATES OF DISTINCTION

Harmony Bolsenbroek  
Hayden Carter  
Taylah Cartwright  
Jemma Grayson

Kaylee Halse  
Keeley Hawes  
Rafael Romero  
Ben Salas  
William Wright

### CERTIFICATES OF MERIT

Samara Achermann  
Luke Allanson  
Candace Coombes  
Tea Foulds  
Courtney Gava  
Monica Giura  
Morgan Hicks

Ciara O'Meagher  
Matthew Oxford  
Lachlan McKenzie  
Somaia Mirzaie  
Georgina Smith  
Andrew Walkerden  
Madison Young



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## 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+
2014	41	8	20%
2015	93	21	23%
2016	88	27	31%

## MEDIAN AUSTRALIAN TERTIARY ADMISSIONS RANK

	SCHOOL	LIKE SCHOOL	STATE
2014	80.9	72.9	75.6
2015	77.8	75.1	76.0
2016	73.2	77.7	78.2

## PERCENTAGES OF STUDENTS IN THE TOP, MIDDLE AND BOTTOM THIRDS OF THE STATE

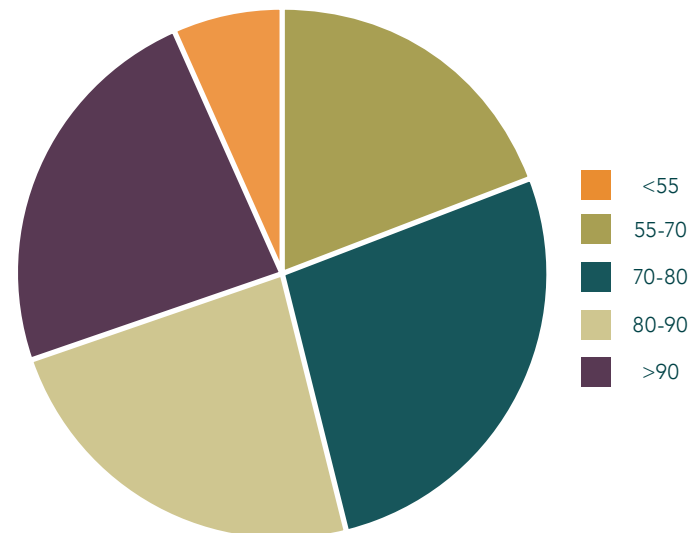
	SCHOOL			LIKE SCHOOL		
	2014	2015	2016	2014	2015	2016
<b>TOP 33%</b>	29%	32%	20%	21%	26%	24%
<b>MIDDLE 33%</b>	39%	38%	31%	36%	36%	37%
<b>BOTTOM 33%</b>	32%	30%	49%	43%	38%	39%

## ATTAINMENT (ATAR > 55 AND/OR CERTIFICATE II OR HIGHER)

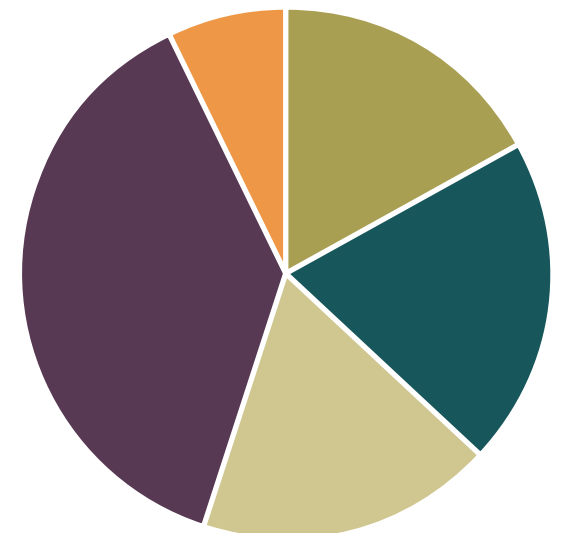
	LESMURDIE SHS ATTAINMENT	DEPARTMENT OF EDUCATION ATTAINMENT	The attainment rate at Lesmurdie SHS has steadily increased, maintaining a higher attainment rate than the state.
2014	100%	82.8%	
2015	99%	88.5%	
2016	99%	94%	

## YEAR 12 PARTICIPATION

	ELIGIBLE YEAR 12 STUDENTS	NUMBER ACQUIRING AN ATAR		VET - NO OF STUDENTS COMPLETING A CERT II OR HIGHER IN YEAR 12	
2014	89	41	46%	60	67%
2015	175	93	53%	111	63%
2016	156	88	56%	127	81%



ATAR DISTRIBUTION 2015



ATAR DISTRIBUTION 2016



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(CONTINUED)

*In 2016 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.

CERTIFICATE	STUDENT COUNT
CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE	1
CERTIFICATE III IN HOSPITALITY	1
CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS	5
CERTIFICATE III IN ENGINEERING - TECHNICAL	1
CERTIFICATE II IN BUSINESS	21
CERTIFICATE II IN SPORT AND RECREATION	36
CERTIFICATE II IN RETAIL MAKE-UP AND SKIN CARE	3
CERTIFICATE II IN VISUAL ARTS	3
CERTIFICATE III IN BUSINESS	33
CERTIFICATE III IN HEALTH SUPPORT SERVICES	1
CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION	10
CERTIFICATE II IN SAMPLING AND MEASUREMENT	46
CERTIFICATE II IN WAREHOUSING OPERATIONS	2
CERTIFICATE II IN NAIL TECHNOLOGY	3

**GENERAL COURSE GRADE SUMMARY**

	SCHOOL PERCENTAGES					STATE PERCENTAGES				
	A	B	C	D	E	A	B	C	D	E
<b>AUTOMOTIVE ENGINEERING AND TECHNOLOGY</b>	30	10	60	0	0	17	26	47	6	4
<b>CAREER AND ENTERPRISE</b>	9	17	72	0	2	14	26	45	7	8
<b>DANCE</b>	25	75	0	0	0	17	33	41	7	2
<b>DESIGN</b>	6	44	44	6	0	13	25	47	8	7
<b>ENGLISH</b>	7	30	60	3	0	9	26	53	7	5
<b>FOOD SCIENCE AND TECHNOLOGY</b>	25	44	22	9	0	16	28	43	8	5
<b>INTEGRATED SCIENCE</b>	27	38	35	0	0	14	26	44	11	5
<b>MATERIALS DESIGN AND TECHNOLOGY</b>	33	0	67	0	0	8	26	52	8	6
<b>MATHEMATICS: ESSENTIALS</b>	7	38	47	8	0	14	22	43	12	9
<b>MUSIC</b>	0	100	0	0	0	10	25	44	11	10
<b>OUTDOOR EDUCATION</b>	4	7	79	3	7	14	31	42	8	5
<b>PHYSICAL EDUCATION STUDIES</b>	6	19	64	8	3	13	34	44	6	3
<b>VISUAL ARTS</b>	0	33	47	20	0	10	24	50	9	7

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## COURSE AWARDS

### THE ARTS

General Design Photography	Ellie Simpson
General Dance	Taylah Cartwright
Course Commendation	
General Visual Arts	Anthony Giancola

### ENGLISH

General English	Jayne Hewitt
ATAR English	Jemma Grayson

### HEALTH & PHYSICAL EDUCATION

ATAR Health Studies	Nadine Stapleton
General Outdoor Education	Kieran Higgs
ATAR Outdoor Education	Taylah Cartwright/ Andrew Walkerden

General Physical Education Studies	Jordan Lyall
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### HUMANITIES & SOCIAL SCIENCES

ATAR Accounting & Finance	Keeley Hawes
General Career & Enterprise	Kieran Higgs
ATAR Economics	Jemma Grayson
ATAR Geography	Georgina Smith
ATAR Modern History	Jemma Grayson

### LANGUAGES

ATAR Italian Second Language	Tiana Milutinovic
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### MATHEMATICS

General Mathematics Essential	Kieran Higgs
ATAR Mathematics Applications	William Wright
ATAR Mathematics Methods	William Wright
ATAR Mathematics Specialist	William Wright

### SCIENCE

General Integrated Science	Keeley Hawes
ATAR Biology	Keeley Hawes
ATAR Chemistry	Rafael Romero
ATAR Human Biology	Rafael Romero
ATAR Physics	William Wright

### TECHNOLOGIES

General Automotive Engineering & Technology	Max Siebert
General Food Science & Technology	Luke Allanson
General Materials Design & Technology Metals	Thomas Myall-Brown
Course Commendation ATAR Computer Science	Lachlan Mackenzie

### VOCATIONAL EDUCATION & TRAINING

Authority Developed Workplace Learning	Jordan Howell
Certificate III in Business	Nadine Stapleton

## SPECIAL AWARDS

### CERTIFICATES OF DISTINCTION

Harmony Bolsenbroek
Hayden Carter
Taylah Cartwright
Jemma Grayson
Kaylee Halse
Keeley Hawes
Rafael Romero
Benjamin Salas
William Wright

### CERTIFICATES OF MERIT

Samara Achermann
Luke Allanson
Candace Coombes
Tea Foulds
Courtney Gava
Monica Giura
Morgan Hicks
Ciara O'Meagher
Matthew Oxford
Lachlan Mackenzie
Somaiia Mirzaie
Georgina Smith
Andrew Walkerden
Madison Young

Rotary Tertiary Science Scholarship	Rafael Romero
The Kris Thyer Scholarship	Ciara O'Meagher
Edith Cowan University Scholarship	Caitlyn Moon
The University of Western Australia Excellence Award	Jemma Grayson
Curtin University Principal's Recommendation Award	Monica Giura/Jordan Lyall
Engineers Australia Certificate of Excellence	William Wright
Sportsmanship Award	Aaron Price
Sports Person Award	Kaylee Halse
Community Service Award	Emily Skehan
The Endeavour Award	Somaiia Mirzaie
Ethics Award	Dean Willis
Future Teacher Award	Nadine Stapleton
Citizenship Award	Amelia Tavernor
The ADF Long Tan Leadership and Teamwork Award	Kieran Higgs
Caltex Best All Rounder Award	Kaylee Halse
VET All Rounder Award	Dean Willis
Benchmark Award	Mr Damien Uren

### DUX AWARDS

The Lesmurdie SHS Vocational Education & Training Dux Award	Kieran Higgs
The Lesmurdie SHS Dux Award	William Wright

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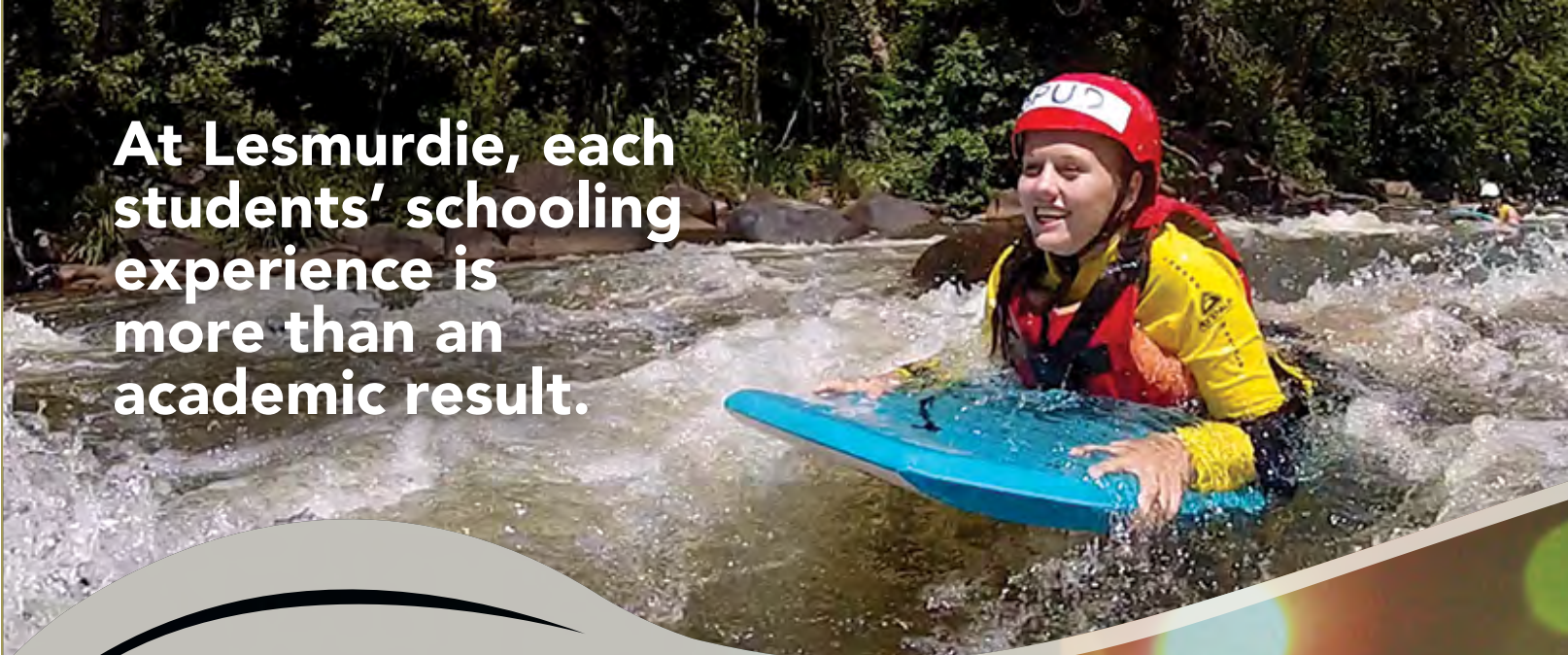
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At Lesmurdie, each  
students' schooling  
experience is  
more than an  
academic result.





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	SCHOOL			LIKE SCHOOLS		
	2014	2015	2016	2014	2015	2016
<b>TOP 20%</b>	25%	24%	28%	31%	25%	23%
<b>MIDDLE 20%</b>	64%	66%	65%	59%	66%	66%
<b>BOTTOM 20%</b>	10%	10%	7%	10%	8%	11%

YEAR 9 NUMERACY

	SCHOOL		LIKE SCHOOLS	
	2015	2016	2015	2016
<b>TOP 20%</b>	21%	23%	29%	24%
<b>MIDDLE 20%</b>	68%	68%	63%	65%
<b>BOTTOM 20%</b>	12%	9%	8%	11%

YEAR 7 NUMERACY

	SCHOOL			LIKE SCHOOLS		
	2014	2015	2016	2014	2015	2016
<b>TOP 20%</b>	33%	26%	25%	32%	25%	20%
<b>MIDDLE 20%</b>	57%	58%	65%	60%	63%	66%
<b>BOTTOM 20%</b>	10%	16%	10%	9%	12%	14%

YEAR 9 READING

	SCHOOL		LIKE SCHOOLS	
	2015	2016	2015	2016
<b>TOP 20%</b>	24%	21%	25%	22%
<b>MIDDLE 20%</b>	63%	70%	66%	64%
<b>BOTTOM 20%</b>	14%	10%	8%	14%

YEAR 7 READING

	SCHOOL			LIKE SCHOOLS		
	2014	2015	2016	2014	2015	2016
<b>TOP 20%</b>	25%	23%	18%	33%	26%	22%
<b>MIDDLE 20%</b>	58%	65%	70%	58%	63%	67%
<b>BOTTOM 20%</b>	17%	12%	13%	10%	11%	11%

YEAR 9 WRITING

	SCHOOL		LIKE SCHOOLS	
	2015	2016	2015	2016
<b>TOP 20%</b>	22%	28%	28%	28%
<b>MIDDLE 20%</b>	64%	67%	61%	62%
<b>BOTTOM 20%</b>	14%	5%	10%	9%

YEAR 7 WRITING

	SCHOOL			LIKE SCHOOLS		
	2014	2015	2016	2014	2015	2016
<b>TOP 20%</b>	28%	27%	20%	29%	26%	22%
<b>MIDDLE 20%</b>	58%	60%	73%	61%	63%	64%
<b>BOTTOM 20%</b>	13%	14%	7%	11%	11%	14%

YEAR 9 SPELLING

	SCHOOL		LIKE SCHOOLS	
	2015	2016	2015	2016
<b>TOP 20%</b>	25%	27%	26%	25%
<b>MIDDLE 20%</b>	60%	61%	63%	63%
<b>BOTTOM 20%</b>	15%	12%	10%	12%

YEAR 7 SPELLING

	SCHOOL			LIKE SCHOOLS		
	2014	2015	2016	2014	2015	2016
<b>TOP 20%</b>	29%	23%	29%	35%	26%	25%
<b>MIDDLE 20%</b>	58%	64%	58%	56%	64%	62%
<b>BOTTOM 20%</b>	13%	13%	13%	9%	10%	13%

YEAR 9 GRAMMAR & PUNCTUATION

	SCHOOL		LIKE SCHOOLS	
	2015	2016	2015	2016
<b>TOP 20%</b>	23%	20%	26%	22%
<b>MIDDLE 20%</b>	64%	68%	66%	67%
<b>BOTTOM 20%</b>	14%	12%	9%	11%

YEAR 7 GRAMMAR & PUNCTUATION

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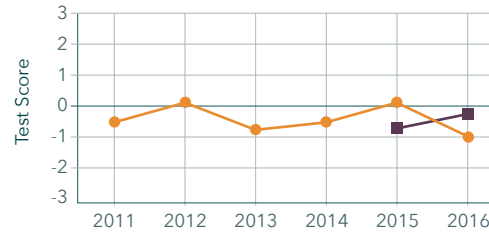
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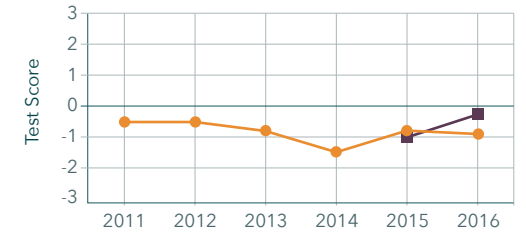
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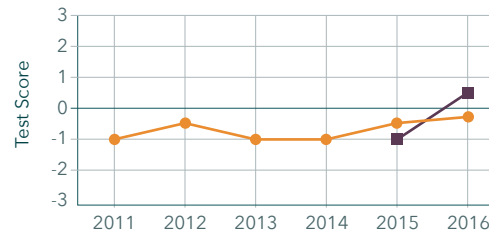
# 2016 NAPLAN OVERVIEW



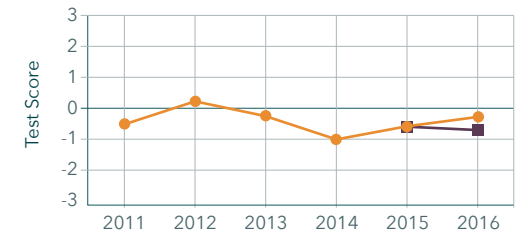
NUMERACY PERFORMANCE



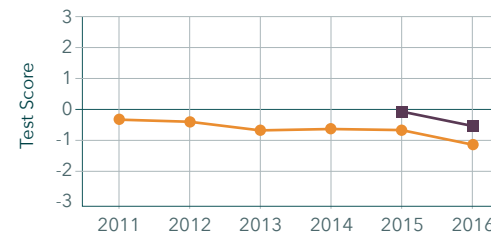
GRAMMAR & PUNCTUATION PERFORMANCE



WRITING PERFORMANCE

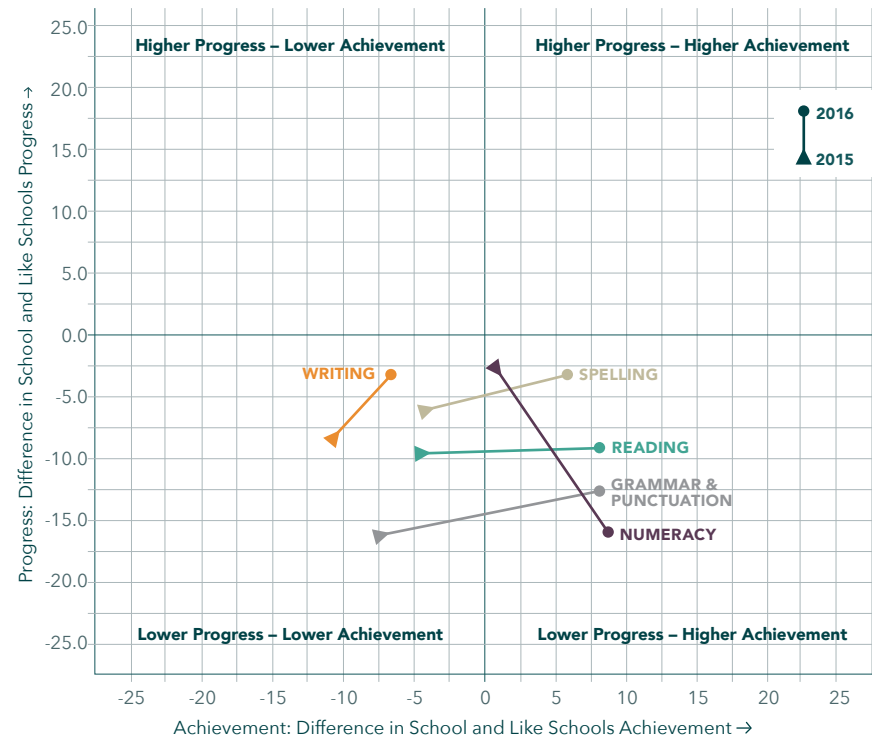


SPELLING PERFORMANCE



READING PERFORMANCE

—●— YEAR 9  
—■— YEAR 7



STUDENT PROGRESS AND ACHIEVEMENT COMPARED WITH LIKE SCHOOLS  
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# 2016 AWARD WINNERS

## DISTINCTION AWARDS

OUTSTANDING GRADE AVERAGE ACROSS  
ALL SEMESTER TWO SUBJECTS

### YEAR 7

Vani Baburaj Nair

Ethan Nash

Jwalant Pandya

Hailey Vannopol

### YEAR 8

Geordie Cole-Radice

Haidee Dodd

Johanna Lunn

Gabriella Smith

### YEAR 9

Hailee Breen

Dylan Gava

Laila-Rose Newman

## TOP STUDENT AWARDS FOR YEAR GROUP

### YEAR 10

Madeliene Stewart

### YEAR 11 VET

Harry Houghton

### YEAR 11 ATAR

Austin Guthrie

### EDITH COWAN UNIVERSITY CITIZENSHIP AWARD

Sarah Howard  
Year 11

### AUSTRALIAN DEFENCE FORCE LONG TAN LEADERSHIP & TEAMWORK AWARD

Tegan Wake  
Year 10

### BENCHMARK AWARD

Staff members who make a  
difference to the education and  
growth of our students

Damien Uren  
Teacher-in-charge  
Design & Technology

### SCHOOL BOARD AWARDS

For staff members' commitment  
and service to our school

**Nikky Dowsett**  
Teacher Outdoor Education

**Chris Dall**  
Teacher Librarian

**Nic Schubert**  
IT Technician

**Wendy Taylor**  
Human Resource Officer

### 10 YEAR SERVICE PINS

**Lauren Nisbett**  
Teacher Dance

**Linda Valdrighi**  
Teacher Arts

**Jacqui Nicoletto**  
Teacher Science

**Breen Christie**  
Teacher Music





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## FINANCIAL SUMMARY

	REVENUE - CASH	BUDGET \$	ACTUAL \$
1	Voluntary Contributions	79,965.37	79,965.37
2	Charges and Fees	612,271.77	612,271.77
3	Fees from Facilities Hire	290.89	290.89
4	Fundraising/Donations/Sponsorships	26,349.95	26,349.95
5	Commonwealth Govt. Revenues	-	-
6	Other State Govt/Local Govt Revenues	10,926.27	10,926.27
7	Revenue from Co, Regional Office and Other Schools	6,799.23	6,799.23
8	Other Revenues	172,159.91	172,155.39
9	Transfer from Reserve or DGR	197,279.81	197,279.81
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	<b>TOTAL LOCALLY RAISED FUNDS</b>	1,106,043.20	1,106,038.68
	<b>OPENING BALANCE</b>	152,229.06	152,229.06
	<b>STUDENT CENTRED FUNDING</b>	782,312.00	782,312.00
	<b>TOTAL CASH FUNDS AVAILABLE</b>	2,040,584.26	2,040,579.74
	<b>TOTAL SALARY ALLOCATION</b>	9,759,615.00	9,759,615.00
	<b>TOTAL FUNDS AVAILABLE</b>	11,800,199.26	11,800,194.74

	EXPENDITURE	BUDGET \$	ACTUAL \$
1	Administration	122,389.64	108,283.57
2	Lease Payments	6,000.00	4,119.08
3	Utilities, Facilities and Maintenance	318,869.79	295,414.75
4	Buildings, Property and Equipment	424,984.48	421,910.76
5	Curriculum and Student Services	798,690.45	729,603.77
6	Professional Development	27,870.00	27,070.34
7	Transfer to Reserve	166,103.00	166,103.00
8	Other Expenditure	86,706.75	65,550.86
9	Payment to CO, Regional Office and Other Schools	-	-
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 (Camp Schools only)	-	-
	<b>TOTAL GOODS AND SERVICES EXPENDITURE</b>	1,951,614.11	1,818,056.13
	<b>TOTAL FORECAST SALARY EXPENDITURE</b>	9,625,887.00	9,625,887.00
	<b>TOTAL EXPENDITURE</b>	11,577,501.11	11,443,943.13

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## IMPROVEMENTS TO FACILITIES, EQUIPMENT AND GROUNDS

Throughout 2016, 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

Stools in Home Ec classrooms	\$6,072.00
Student chairs for Languages classroom	\$2,480.00
Student computer desks – Library	\$2,750.00
Automatic door – Library	\$2,890.00
New bench tops in room F43	\$5,455.00
Classroom painting, floor coverings	\$32,778.00
Electrical upgrades to D&T	\$5,910.00
New classroom whiteboards/pinup boards	\$3,806.00
<b>Total</b>	<b>\$62,141.00</b>

### EQUIPMENT

Science CBL Balance	\$1,572.00
School siren upgrade	\$4,455.00
Lathes in Metalwork	\$31,763.00
New gym basketball rings	\$1,120.00
<b>Total</b>	<b>\$38,910.00</b>

### GROUNDS

Shade sails	\$6,470.00
Disabled ramp front entry	\$5,440.00
Fencing	\$19,690.00
Student seating	\$3,856.00
Additional concreting J Block	\$15,363.00
Upgrades to security, lighting, locks, keys	\$27,729.00
New oval soccer goals	\$5,145.00
Oval irrigation upgrades	\$1,806.00
Cricket pitch upgrade	\$4,000.00
<b>Total</b>	<b>\$75,672.00</b>

### TECHNOLOGY

New terminal server	\$4,505.00
Upgrade to wireless	\$4,130.00
Computer workstations – 76x	\$68,461.00
HP student notebooks for trolleys – 30x	\$30,928.00
Latitude student notebooks for trolleys – 32x	\$36,368.00
iPads for student trolleys – 14x	\$6,705.00
Data projectors, video conferencing	\$21,560.00
<b>Total</b>	<b>\$172,657.00</b>

### GRAND TOTAL

**\$349,380.00**

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**The core beliefs and  
values of our school  
are based on respect.**



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