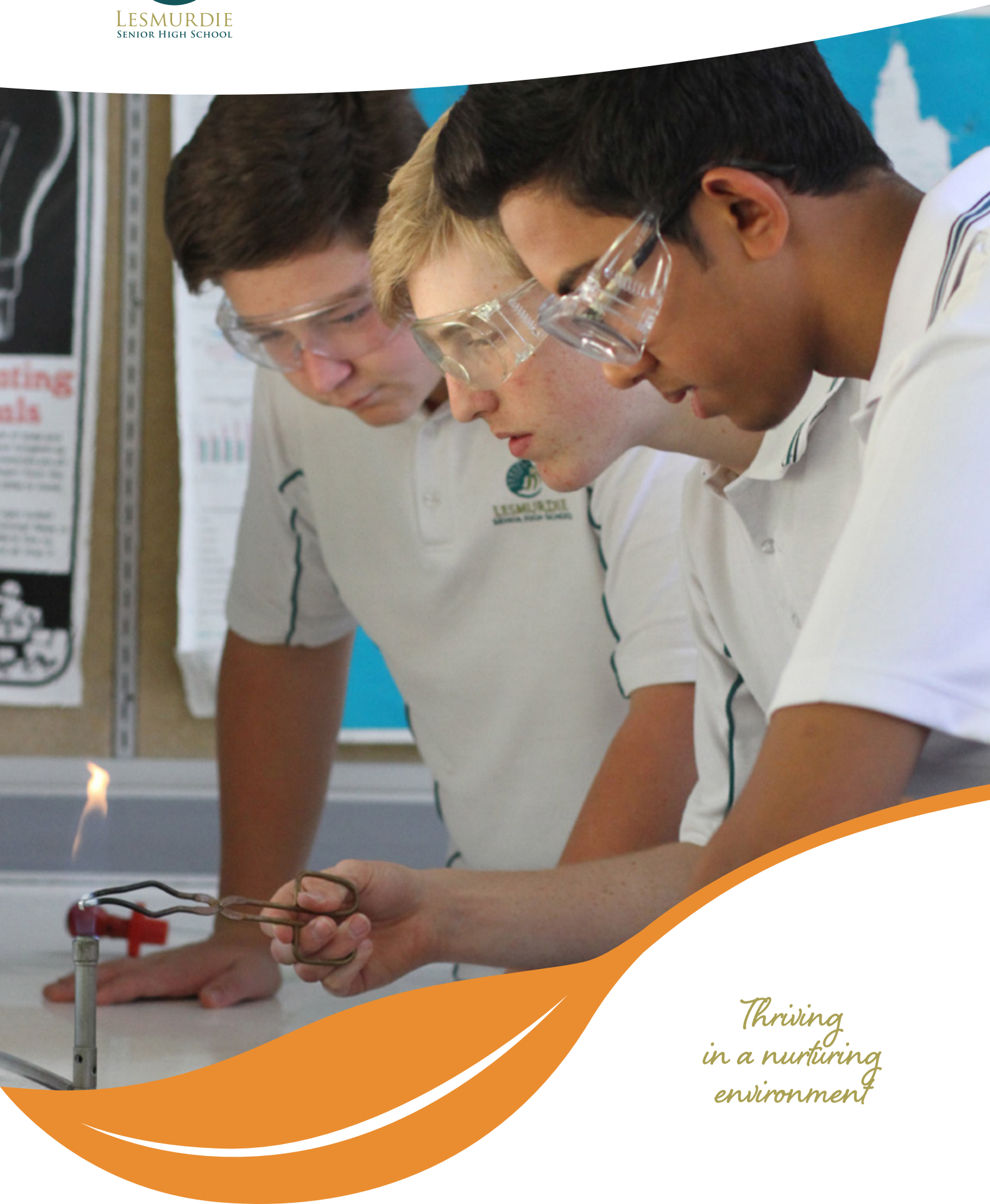




LESMURDIE
SENIOR HIGH SCHOOL

2017 ANNUAL REPORT



*Thriving
in a nurturing
environment*

2017 ACADEMIC HIGHLIGHTS

- **94% WACE achievement** meaning that 166 of our Year 12 students attained the Western Australian Certificate of Education [significantly higher than the state Public School rate of 88%]
- **99% Attainment Rate** – almost every ATAR [Australian Tertiary Admission Rank] student achieved an ATAR of 55.0+ 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 96%]
- **3 Certificates of Excellence** for outstanding student performance in Mathematics Applications statewide
- **Health Studies, Outdoor Education and Mathematics Applications** ranked in the Top Performing Schools statewide
- **11 Certificates of Distinction and 26 Certificates of Excellence** recognising students for the number of A grades achieved over Year 11 and 12 – exceeding by 14 the previous highest number at Lesmurdie
- **20 students [22%]** achieving a 90.0+ ATAR
- **24% of ATAR students** scoring a scaled score of 75% + in one or more ATAR examination
- **Significant improvement in Year 9 NAPLAN Student Progress and Achievement** when compared to like schools from Year 7 2015 to Year 9 2017

Year 12 Student Council



Lesmurdie Senior High School

WELCOME

2017 SCHOOL BOARD

Chair

Margaret Knight

Community Representatives

Pamela Abraham

Matthew Hughes

Jayne Clark

Mary-Jane O'Callaghan

Parent Representatives

Nigel Howard

Jacqui Rovis-Hermann

Sally Warwick

Staff Representatives

Lillian Marchello

Boby Markovic

Leo Surjan

Lyn Harris

John Stone

STUDENT COUNCIL

Head Girl

Sarah Howard

Head Boy

Matthew Joseph

Deputy Head Girl

Zoe Baldock

Deputy Head Boy

John Quantum

Councillors:

Myla Odenko

Lucais Thiesen

Molieca Bautista

Ben Whitten

Ciara Thackray

Alex Jenkins

Charlie Rodan

Renaë Griffiths

Flynn Smith

Bryce Cushing

Tegan Wake

Paige Donaldson

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

Our 2017 academic, attendance, behaviour, sporting and cultural results affirm our status as a distinctive Independent Public School of excellence in Western Australia.

We are immensely proud of the quality of teaching and learning at Lesmurdie SHS which continues to be a school of choice in the Hills area of Perth. 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 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. We certainly trust that readers will have high level confidence in our school's self-assessment practices which utilise data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.

In 2017 we focused on embedding Instructional Design and effective use of ICT along with lesson observations and follow-up conferencing. This facilitated engaging learning experiences for our students and promoted differentiated teaching as a strategy to ensure all students participate 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. In 2017, 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 their 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 2018 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 2017 Annual Report to you.

John Stone

Principal 2017 (Retired)

Margaret Knight

Chair School Board



THE SCHOOL CONTEXT

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

LESMURDIE SENIOR HIGH SCHOOL IS A UNIQUE AND A RESPECTED LEADER IN SECONDARY EDUCATION BOTH IN THE PERTH HILLS AREA AND IN WA.

Lesmurdie Senior High School values the involvement and interest of our school community and we encourage parents to join with us by supporting our many activities and programs. We trust that they always feel welcome on our campus and value parents as 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 pedagogies, curriculum content and classroom practices, so that through enthusiasm and commitment our students achieve outstanding success.

Lesmurdie is a school of choice both for parents and for staff. Our Specialist Program in Mathematics and Science annually attracts applicants from about 40 primary schools across the state, the percentage of parents who reside in our intake area and who choose our school is at an all time high.

Lesmurdie is a confident school. We are proud that we sincerely enact our vision and have all members of our school community thriving in a nurturing environment.

THE TEACHING AND LEARNING PROCESS:

Our mission 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 that 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 who are 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 eight Learning Areas are committed to engage in high quality professional learning on agreed focus areas in order to improve student outcomes and

have a consistent approach to the teaching and learning processes across the school. Strategies are in place in all classrooms to help and assist students actively taking responsibility for their learning.

STUDENT SUPPORT:

Our Student Support team plays a vital role at Lesmurdie Senior High School in ensuring we know each student as an individual as well as their family. This team of professionals enact our school vision by attending to all aspects of the nurturing environment at school and ensuring 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 Support takes a coordinated approach to pastoral care. At times of stress, anxiety or grief our School Psychologist, Student Support Officer, Lower School Manager, Senior School Coordinator and Deputy Principals assist students through these difficult times by making sure that all relevant teachers are kept informed. Our School Community Nurse also plays a supportive role by assisting with preventative health measures through classroom education and overseeing 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 vision 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 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.



FOCUS AREAS

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 welcome and staff and students treat each other respectfully.

WE WILL:

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

As we progress as an Independent Public School in our three year cycle 2017–19, our vision is to continue to progress as a motivated, confident and relevant learning community.



FOCUS AREA 2

Lesmurdie SHS staff will excel at their jobs

- Research is clear that the most significant school impact on student learning is the teacher. In order to improve the quality of teaching and learning at our school, we must adopt the framework of a Professional Learning Community, ensuring that we have high expectations for all staff – teaching and non-teaching, that all staff are provided with opportunities for professional growth and that relevant and timely feedback on performance is provided.
- High quality, innovative teaching, assessment and reporting practice will be the core of the professional learning for staff alongside the Department's CMIS strategy.
- The Australian Curriculum and WACE 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.
- Non-teaching staff members will recognise, and be appreciated for, their role in school improvement processes.

WE WILL:

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

FOCUS AREA 2

Lesmurdie SHS will be a relevant learning community that is innovative, responsive and accountable

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

WE WILL:

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

STUDENT SUPPORT

Lesmurdie Senior High School places high value on regular attendance. Working closely with parents and caregivers, we encourage as many of our students as possible to meet a minimum 90% attendance rate.

In 2017 we maintained very pleasing attendance figures with each year group significantly above state public school averages.

We believe our Good Standing Policy works to encourage students to strive towards improved attendance. We appreciate our parents and caregivers support in prioritising attendance. Making regular attendance a priority assists our students to value their learning and accept responsibility.

In 2017 we maintained very pleasing attendance figures

	NON-ABORIGINAL			ABORIGINAL			TOTAL		
	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2015	91.9%	91.2%	89.7%	92.1%	80.1%	68.0%	91.9%	91.0%	87.9%
2016	91.9%	90.4%	89.5%	89.0%	80.5%	67.4%	91.8%	90.3%	87.7%
2017	91.8%	90.2%	89.7%	91.5%	79.7%	66.6%	91.8%	90.0%	87.8%

	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		INDICATED	MODERATE	SEVERE
2015	74.0%	18.1%	6.6%	1.1%
2016	72.3%	20.3%	5.5%	1.6%
2017	73.4%	18.2%	6.0%	2.4%
LIKE SCHOOLS	66.0%	20.2%	8.9%	4.9%
WA PUBLIC SCHOOLS	62.0%	20.0%	11.0%	7.0%

	ATTENDANCE ACROSS YEAR GROUPS					
	Y7	Y8	Y9	Y10	Y11	Y12
2015	92%	92%	91%	92%	92%	92%
2016	94%	92%	90%	90%	93%	92%
2017	94%	91%	91%	91%	92%	92%
WA PUBLIC SCHOOLS	91%	89%	87%	85%	87%	88%

SENIOR SCHOOL

2017 WACE OVERVIEW CELEBRATIONS AT A SCHOOL LEVEL

CERTIFICATE OF EXCELLENCE, MATHEMATICS APPLICATIONS

Adam Atta, Nathan Byromt, Jake Warwick

COURSES RANKED IN THE TOP PERFORMING SCHOOLS

Health Studies, Outdoor Education and Mathematics Applications

TOP 5 COURSES FOR STUDENT ACHIEVING BEST OR SECOND BEST MARK

Human Biology, Health Studies, Physics, Outdoor Education, Mathematics Applications

CERTIFICATES OF MERIT

Franceska Alarkon
Courtney Allender
Zoe Baldock
Thomas Brockway
Nathan Byrom
Zachary Cirillo
Bree Crockett
Chloe Grobler
Harry Houghton
Matthew Joseph
Leo Luo
Hayden McElduff
Brock McGregor

Declan McLeod
Ashlee Ovens
Rencia Prinsloo
John Quantum
Brayden Rowe
Lauren Rumph
Chloe Thiel
Emma Truffet
Isaac Waller
Jake Warwick
Tahlia Whelan
Cece Williams
Xi Wang

CERTIFICATES OF DISTINCTION

Tahlia Carse
Emily Cole-Radice
Damon Ezard
Austin Guthrie
Brianna Herden
Sarah Howard
Sam Murphy
Keelan Powell
Thane Shuker
Steve Stefanis
Isfar Tabriz

PERCENTAGE OF STUDENTS ACHIEVING ONE OR MORE SCALED ATAR SCORES OF 75 OR MORE

	NUMBER ACQUIRING AN ATAR	NUMBER ACHIEVING ONE OR MORE SCALED SCORES OF 75+	PERCENTAGE ACHIEVING ONE OR MORE SCALED SCORES OF 75+
2015	93	21	23%
2016	88	27	31%
2017	88	21	24%

MEDIAN AUSTRALIAN TERTIARY ADMISSIONS RANK

	SCHOOL	LIKE-SCHOOLS	WA PUBLIC SCHOOLS
2015	77.8	75.1	76.0
2016	73.1	74.6	78.2
2017	79.3	74.5	78.7

Significant improvement in median ATAR

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

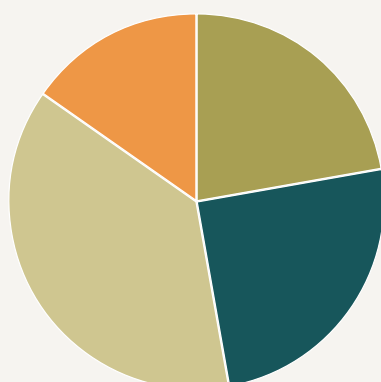
STATE	ATAR STUDENTS					
	School			Like-Schools		
	2015	2016	2017	2015	2016	2017
Top 33%	32%	20%	25%	26%	19%	20%
Middle 33%	38%	31%	35%	36%	33%	37%
Bottom 33%	30%	49%	40%	38%	47%	44%

ATTAINMENT RATE – ATAR >= 55 AND/OR CERT II OR HIGHER: COUNT (%)

	LESMURDIE SHS ATTAINMENT	DEPARTMENT OF EDUCATION ATTAINMENT	LESMURDIE SHS HAS MAINTAINED A HIGHER ATTAINMENT RATE THAN THE STATE
2015	99%	88.5%	
2016	99%	94%	
2017	99%	96%	

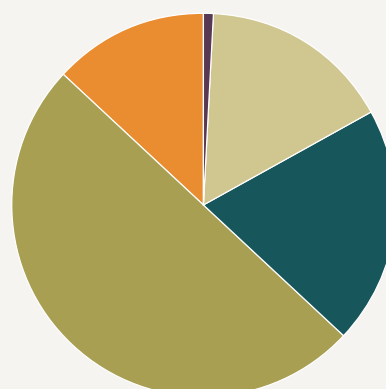
YEAR 12 PARTICIPATION

	Y12 STUDENTS	ATAR ONLY	ATAR & CERT II OR HIGHER VERIFIED	VET CERT II OR HIGHER UNVERIFIED	OTHER	
					VERIFIED	UNVERIFIED
2016	207	19 (9.2%)	69 (33.3%)	94 (45.4%)	25 (12.1%)	0 (0.0%)
2017	179	26 (14.5%)	62 (34.6%)	73 (40.8%)	18 (10.1%)	0 (0.0%)



ATAR DISTRIBUTION 2017

- <55
- 55–79.95
- 80–89.95
- 90–98.5
- >99



ATAR DISTRIBUTION 2016

Lesmurdie Senior High School ensures a breadth of Courses and Certificates are available for students.

The table illustrates the variety of Certificates undertaken by students both at school and by external providers.

CERTIFICATE	STUDENTS
CERTIFICATE II IN RETAIL COSMETICS	1
CERTIFICATE II IN HAIRDRESSING	1
CERTIFICATE II IN SAMPLING AND MEASUREMENT	60
CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION	18
CERTIFICATE III IN TOURISM	1
CERTIFICATE II IN SPORT AND RECREATION	24
CERTIFICATE II IN VISUAL ARTS	32
CERTIFICATE III IN DANCE	1
CERTIFICATE II IN WAREHOUSING OPERATIONS	1
CERTIFICATE III IN BUSINESS	39
CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY	12
CERTIFICATE II IN BUSINESS	5
CERTIFICATE II IN HOSPITALITY	28
CERTIFICATE II IN GENERAL EDUCATION FOR ADULTS	2

YEAR 12 GENERAL COURSE GRADE SUMMARY % OF STUDENTS

	SCHOOL PERCENTAGES					STATE PERCENTAGES				
	A	B	C	D	E	A	B	C	D	E
AUTOMOTIVE ENGINEERING AND TECHNOLOGY	0	40	60	0	0.	12	27	53	6	2
CAREER AND ENTERPRISE	27	21	37.5	12.5	2	17	29	41	7	6
DANCE	29	43	28	0	0	20	32	41	5	2
DESIGN	16	60	20	4	0	13	29	45	7	6
ENGLISH	12	24	61	2	1	10	26	52	6	6
FOOD SCIENCE AND TECHNOLOGY	18	20	39	16	6	15	30	42	7	6
INTEGRATED SCIENCE	36	30	30	3	1	15	27	46	8	4
MATERIALS DESIGN AND TECHNOLOGY	18	29	46	4	4	8	21	54	10	7
MATHEMATICS: ESSENTIALS	18	21	39	18	3	13	22	44	11	9
MUSIC	63	38	0	0	0	11	26	39	11	13
OUTDOOR EDUCATION	6	42	42	6	3	11	34	42	8	4
PHYSICAL EDUCATION STUDIES	12	18	55	15	0	11	26	51	9	4
VISUAL ARTS	29	24	41	6	0	13	23	49	10	6

YEAR 12 FOUNDATION COURSE GRADE SUMMARY

	A	B	C	D	E	A	B	C	D	E
ENGLISH	0	33	67	0	0	4	17	58	10	11

COURSE AWARDS

THE ARTS	
General Visual Arts	Cece Williams
General Design Photography	Tahlia Whelan
General Dance	Chloe Grobler
General Music	Emily Cole-Radcie
ENGLISH	
General English	Tahlia Whelan
ATAR English	Emily Cole-Radice
HEALTH & PHYSICAL EDUCATION	
ATAR Health Studies	Sarah Howard
General Outdoor Education	Daniel De Bruin
ATAR Outdoor Education	Austin Guthrie
General Physical Education Studies	Ali Nazary
ATAR Physical Education Studies	Emily Cole-Radice
HUMANITIES & SOCIAL SCIENCE	
Course Commendation ATAR Modern History	Hayden McElduff
ATAR Accounting & Finance	Emily Cole-Radice
General Career & Enterprise	Jo Mavilia
ATAR Geography	Hayden McElduff
MATHEMATICS	
General Mathematics Essentials	Allissa Stockdale
ATAR Mathematics Applications	Nathan Byrom
ATAR Mathematics Methods	Thane Shuker
ATAR Mathematics Specialist	Thane Shuker

SCIENCE	
General Integrated Science	Thane Shuker
ATAR Biology	Austin Guthrie
ATAR Human Biology	Tahlia Carse
ATAR Physics	Thane Shuker
TECHNOLOGIES	
Course Commendation General Design Technical Graphics	James Oliver
ATAR Computer Science	Damon Ezard
General Automotive Engineering & Technology	Cameron Wilson
General Food Science & Technology	Leo Luo
General Materials Design & Technology Metals	Jack Ballantyne
General Materials Design & Technology Wood	Sophie Caliva
VOCATIONAL EDUCATION & TRAINING	
Authority Developed Workplace Learning	Tanisha Beard
Certificate III In Business	Sarah Howard
Certificate II In Information, Digital Media & Technology	Tom Trouchet



SPECIAL AWARDS

DUX AWARDS

The Lesmurdie SHS Vocational Education & Training	Harry Houghton
The Lesmurdie SHS Australian Tertiary Admission	Austin Guthrie

LSHS CERTIFICATES OF DISTINCTION

Tahlia Carse
Emily Cole-Radice
Damon Ezard
Austin Guthrie
Brianna Herden
Sarah Howard
Sam Murphy
Keelan Powell
Thane Shuker
Steve Stefanis
Isfar Tabriz

LSHS CERTIFICATES OF MERIT

Franceska Alarkon
Courtney Allender
Adam Atta
Zoe Baldock
Thomas Brockway
Nathan Byrom
Zachary Cirillo
Bree Crockett
Chloe Grobler
Harry Houghton
Matthew Joseph
Leo Luo
Hayden McElduff
Brock McGregor
Declan McLeod
Ashlee Ovens
Rencia Prinsloo
John Quantum
Aiden Reale
Brayden Rowe
Lauren Rumph
Allissa Stockdale
Chloe Thiel
Emma Truffet
Isaac Waller
Jake Warwick
Tahlia Whelan
Cece Williams
Xi Wang

SPECIAL AWARDS

Rotary Tertiary Science Scholarship	Austin Guthrie
The Kris Thyer Scholarship	Tahlia Carse
Curtin University Principal's Recommendation Award	Adam Atta / Thane Shuker
Engineers Australia Certificate of Excellence	Thane Shuker
Sportsmanship Award	Sam Murphy
Sports Person Award	Hannah Van De Velde
Leadership & Service Award	Brandon Vickers
The Endeavour Award	Matthew Joseph
Ethics Award	Nathan Byrom
Future Teacher Award	Lizzy Schofield
Citizenship Award	Sarah Howard
The ADF Long Tan Leadership & Teamwork Award	Austin Guthrie
Caltex Best All Rounder Award	Emily Cole-Radice
VET All Rounder Award	Indiana Kingston
Benchmark Award	Mrs Jane Gray



2017 NAPLAN OVERVIEW

YEAR 7 NUMERACY	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	21%	23%	34%	29%	24%	20%
Middle 60%	68%	68%	53%	63%	65%	66%
Bottom 20%	12%	9%	12%	8%	11%	14%

YEAR 7 READING	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	24%	21%	25%	25%	22%	21%
Middle 60%	63%	70%	64%	66%	64%	66%
Bottom 20%	14%	10%	11%	8%	14%	13%

YEAR 7 WRITING	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	22%	28%	32%	28%	28%	25%
Middle 60%	64%	67%	56%	61%	62%	64%
Bottom 20%	14%	5%	12%	10%	9%	11%

YEAR 7 SPELLING	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	25%	27%	25%	26%	25%	21%
Middle 60%	60%	61%	63%	63%	63%	67%
Bottom 20%	15%	12%	11%	10%	12%	12%

YEAR 7 GRAMMAR AND PUNCTUATION	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	23%	20%	33%	26%	22%	23%
Middle 60%	64%	68%	56%	66%	67%	64%
Bottom 20%	14%	12%	11%	9%	11%	13%



2017 NAPLAN OVERVIEW

YEAR 9 NUMERACY	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	24%	28%	21%	25%	23%	18%
Middle 60%	66%	65%	67%	66%	66%	69%
Bottom 20%	10%	7%	12%	8%	11%	13%

YEAR 9 READING	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	26%	25%	21%	25%	20%	22%
Middle 60%	58%	65%	63%	63%	66%	64%
Bottom 20%	16%	10%	16%	12%	14%	15%

YEAR 9 WRITING	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	23%	18%	18%	26%	22%	21%
Middle 60%	65%	70%	70%	63%	67%	66%
Bottom 20%	12%	13%	12%	11%	11%	13%

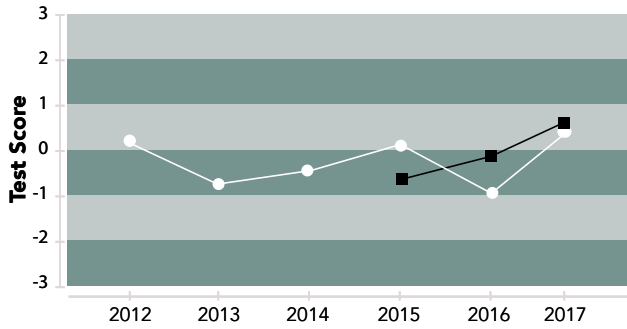
YEAR 9 SPELLING	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	27%	20%	18%	26%	22%	19%
Middle 60%	60%	73%	71%	63%	64%	68%
Bottom 20%	14%	7%	11%	11%	14%	13%

YEAR 9 GRAMMAR AND PUNCTUATION	SCHOOL			LIKE SCHOOLS		
	2015	2016	2017	2015	2016	2017
Top 20%	23%	29%	23%	26%	25%	25%
Middle 60%	64%	58%	64%	64%	62%	60%
Bottom 20%	13%	13%	14%	10%	13%	15%

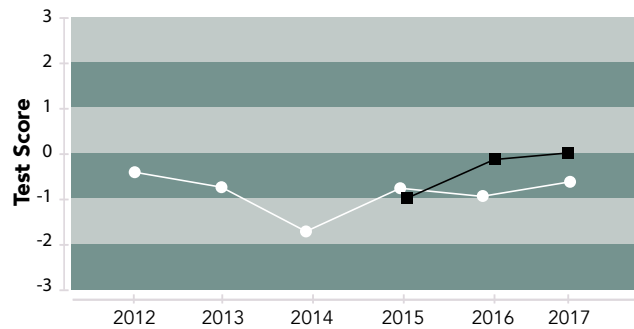


2017 NAPLAN OVERVIEW

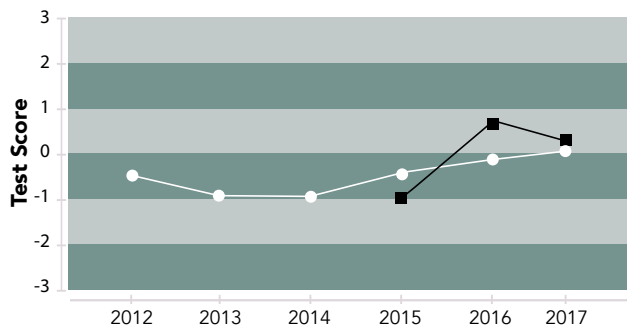
Numeracy Performance



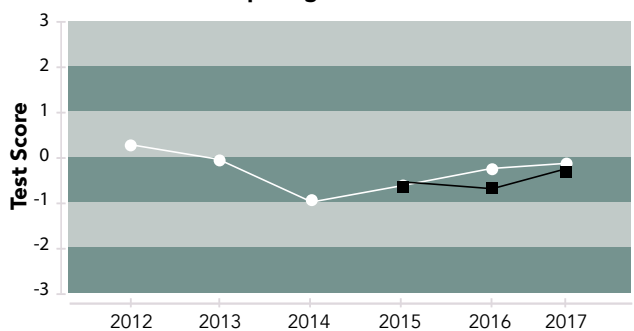
Grammar & Punctuation Performance



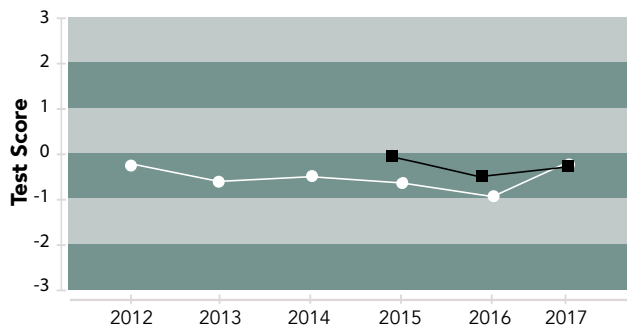
Writing Performance



Spelling Performance

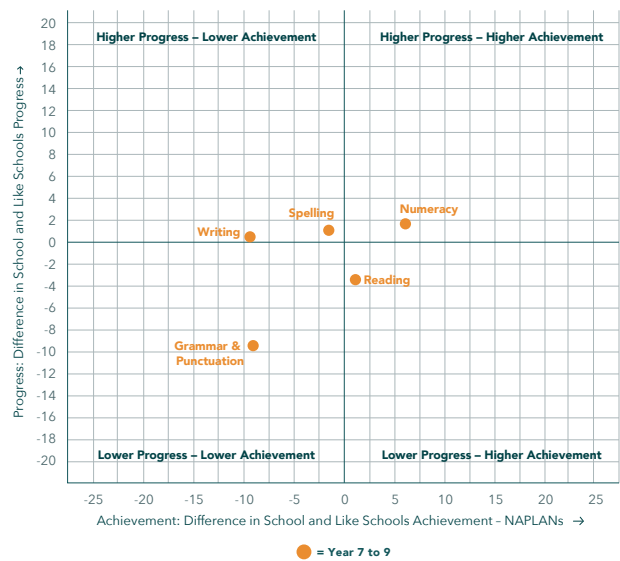


Reading Performance



■ Year 7
○ Year 9

STUDENT PROGRESS AND ACHIEVEMENT COMPARED WITH LIKE SCHOOLS
NAPLAN YEAR 7 2015 TO YEAR 9 2017 – LESMURDIE SENIOR HIGH SCHOOL



2017 AWARD WINNERS

DISTINCTION AWARDS

OUTSTANDING GRADE AVERAGE FOR SEMESTER TWO SUBJECTS

YEAR 7	YEAR 8	YEAR 9
Tayla Cushing	Juliet Caliva	Iash Bashir
Liza Kriel	Sujan Dhungana	Geordie Cole-Radice
Myla Odenko	Sydney Harris	Winston Middleton
Darcie Rattray	Ethan Nash	Annabelle Pramono
Senugi Rodrigo	Olivia Tangney	Gabriella Smith
Shveni Mudgal	Hailey Vanngopal	

TOP STUDENT AWARDS

YEAR 10	Galen Sammons
YEAR 11 VET	Zac Fraser
YEAR 11 ATAR	Madeleine Stewart

AUSTRALIAN DEFENCE FORCE LONG TAN LEADERSHIP & TEAMWORK AWARD

RENAE GRIFFITHS	Year 10
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BENCHMARK AWARD

Staff member who has made a difference to the education and growth of our students

JANE GRAY	Student Support Worker
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SCHOOL BOARD AWARDS

For staff members commitment and service to our school

JOHN ARMSTRONG	Teacher Health & PE
FIONA LEWIS	Teacher Maths
CALLUM MILLARD	Teacher Science
SHIRLEY SMOLINSKI	Cleaner
CHERYL WEATHERILL	Library Assistant

10 YEAR SERVICE PINS WERE AWARDED TO:

MARINA BOWDEN	Teacher Science
AARON CRAWFORD	Teacher Science
KERRY HUGHES	Manager of Facilities & Grounds
JAMES HUNTER	Cleaner
HAMIDAH MIAN	Cleaner
MOHD OMAR MIAN	Cleaner
JENNY NEUMANN	Science Lab Technician
SHIRLEY SMOLINSKI	Cleaner



Jane Benchmark
Award winner

FINANCIAL SUMMARY AS AT 31 DECEMBER 2017

REVENUE – CASH AND SALARY ALLOCATION	BUDGET (\$)	ACTUAL (\$)
Voluntary Contributions	83,528.07	83,528.07
Charges and Fees	608,143.30	608,143.30
Fees from Facilities Hire	1,363.64	1,363.64
Fundraising/Donations/Sponsorship	37,212.20	37,212.20
Commonwealth Govt Revenues	-	-
Other State Govt/Local Govt Revenues	9,308.91	9,308.91
Revenue from Co, Regional Office and Other Schools	4,195.51	4,195.51
Other Revenues	187,238.99	187,238.99
Transfer from Reserve or DGR	165,824.00	165,824.00
Residential Accommodation	-	-
Farm Revenue (Ag and Farm School only)	-	-
Camp School Fees (Camp Schools only)	-	-
Totally Locally Raised Funds	1,096,814.62	1,096,814.62
Opening Balance	222,523.61	222,523.61
Student Centred Funding	790,642.78	790,642.78
Total Cash Funds available	2,109,981.01	2,109,981.01
Total Salary Allocation	-	-
Total Funds Available	2,109,981.01	2,109,981.01

EXPENDITURE – CASH AND SALARY	BUDGET (\$)	ACTUAL (\$)
Administration	105,188.21	89,257.24
Lease Payments	1,208.86	1,208.86
Utilities, Facilities and Maintenance	319,205.89	308,186.94
Buildings, Property and Equipment	528,134.21	526,023.24
Curriculum and Student Services	734,972.76	634,976.75
Professional Development	46,478.74	39,875.57
Transfer to Reserve	78,184.91	79,184.91
Other Expenditure	237,019.14	194,905.69
Payment to CO, Regional Office and Other Schools	-	-
Residential Operations	-	-
Residential Boarding Fees to CO (Ag Colleges only)	-	-
Farm Operations (Ag and Farm Schools only)	-	-
Farm Revenue to CO (Ag and Farm Schools only)	-	-
Camp School Fees to CO (Camp Schools only)	-	-
Total Goods and Services Expenditure	2,051,392.72	1,873,619
Total Forecast Salary Expenditure	-	-
Total Expenditure	2,051,392.72	1,873,619.20
Cash Budget Variance	58,588.29	




LESMURDI
SENIOR HIGH SCHOOL

IMPROVEMENTS

FACILITIES, EQUIPMENT AND GROUNDS

Throughout 2017 we made a concerted effort to continue our focus on maintaining and improving the school environment, equipment and facilities.

The following represents the major spending:

Facilities	(\$)
Home Economics Freezer	949.00
Cupboards & Bookcases in Maths Department	4,102.22
Cupboards & Bookcases in Science Department	2,456.35
Electrical Wiring and Upgrades	4,747.00
Home Economics Bench Tops	3,542.00
Classroom Painting and Floorcovering	15,400.00
Administration Upgrade	53,971.50
Classroom Furniture	9,118.50

Equipment	
Photocopier Purchases	28,359.65
Cleaning Equipment Including Chewing Gum Remover Machine	7,122.50
Upgrading/Installation Equipment in Design & Technology	7,224.08
Café / Servery in Home Economics	9,525.00
External Ping Pong Tables Including Installation	11,247.50

Grounds	
Student Seating	10,674.10
Replacement Fencing and New Railing	23,567.03
Security Upgrades Including Security Cameras	36,681.16
Water Flow Issues	2,303.00
Additional Concreting	3,007.00

Technology	
Installation of Data Cabling	7,752.18
Data Projectors	9,214.70
Curriculum Software Purchases Including Mathspace	19,004.68
Student iPads & Trolley	26,074.20
Student Notebooks / Laptop Purchases & Trolleys	160,165.80
New Computer Laboratory in Library	31,233.73
New Server and Set Up Costs	12,957.97



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



LESMURDIE
SENIOR HIGH SCHOOL

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