

2018 ANNUAL REPORT



LESMURDIE
SENIOR HIGH SCHOOL



Thriving in a nurturing environment

2018 ACADEMIC HIGHLIGHTS

- **89% WACE achievement** - 141 of our Year 12 students attained the Western Australian Certificate of Education
- **99% Attainment Rate** - almost every ATAR [Australian Tertiary Admission Rank] student achieved an ATAR of 55+ and every VET [Vocational Education and Training] student achieved a minimum of one TAFE Certificate II or higher [significantly higher than the state Public School rate of 96%]
- **2 Certificates of Excellence** for students in Mathematics Applications and Human Biology
- **Accounting and Finance, Health Studies and Outdoor Education** ranked in the Top Performing Schools statewide
- **8 Certificates of Distinction and 26 Certificates of Merit** recognised students for the number of A grades achieved over Year 11 and 12
- **15 students [22%] achieved a 90.0+ ATAR and 51% achieving an 80+ ATAR**
- **26% of ATAR students** achieved a scaled score of 75% + in one or more ATAR examinations

STUDENT COUNCILLORS 2018:

Year 7

Abdul Shahul
Hameed
Ashley Kimber
Georgia Fields
Patrick Famiano

Year 8

Olivia Bucknell
Syreeta Kumar
Lucais Thiesen
Will Bundesen

Year 9

Molieca Bautista
Abbey Herden
Ben Whitten
Daron Landon

Year 10

Gabriella Smith
Ciara Thackray
Dylan Chua-
Limargana
Alex Jenkins

Year 11

Ebony Uetake
Jemma Roberts
Joshua Teale
Charlie Rodan

Year 12

Bryce Cushing
Tegan Wake
Duena Gale
Paige Donaldson
Flynn Smith
Lachlan Jansen



FROM THE PRINCIPAL

IT IS WITH GREAT PLEASURE THAT I PRESENT THE 2018 LESMURDIE SENIOR HIGH SCHOOL ANNUAL REPORT.



This report provides information for our school community on the performance of our school and demonstrates our commitment to excellence and our relentless pursuit for all students to 'Thrive' in a nurturing environment. These strong academic and non-academic results demonstrate our success throughout the school year and I thank the staff, parents and carers, Board members, students and our community partners who together add a special value to the school and contribute to the learning opportunities of our students.

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, the 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 2018 we continued to focus 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 2018, we achieved very high school attendance indicative of the generally happy and optimistic feel to our school and the genuine support we receive from parents and carers 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 Support Plan and will be continued into 2019 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.

At the end of 2017, Mr John Stone retired after six years serving as Principal of Lesmurdie Senior High

School. In Term 1 2018, Mrs Kim Lloyd led the school as Principal and should be congratulated on her outstanding professionalism, maintaining the school focus and commitment whilst the process of recruitment occurred for a substantive Principal appointment. In Term Two, I was appointed to the Principal position, however due to work commitments at the time did not take up the position until Term Three. At this time, I was completing a third year as Principal Advisor, Quality Teaching Support, in the Department of Education, working directly with the Director General to support Principals and School Leaders in Western Australian public schools. I had the unique opportunity within a team, to research, develop and trial improved processes and practices to support the performance and development of teachers. I took up the position as Principal in Semester Two and thank the school community for the wonderful welcome and support that I received. My focus for the semester was to continue to deliver on the current Business Plan, whilst reviewing the school's operations, procedures and practices. I identified several areas of new focus for ongoing whole school improvements including staff performance and development, recruitment processes, professional learning for staff including a focus on developing leaders, reporting to parents and strategic planning processes. My gratitude to the school Executive Team, Leadership Team and staff for their high level of professionalism and commitment to continue to provide excellent teaching and learning to all students.

2018 was a year of changing leadership, however the school's strong performance proved its resilience and commitment to 'just do what is needed'. On behalf of Lesmurdie Senior High School staff and the School Board, we commend this 2018 Annual Report to you.

Kerry Chipchase
Principal

BOARD REPORT 2018

2018 SCHOOL BOARD

Chair

Jacqui Rovis-Hermann

Principal

Kerry Chipchase

Community Representatives

Jayne Clark

Jessica Henderson

Matthew Hughes MLA

Parent Representatives

Anna Bunn

Amanda McGovern

Staff Representatives

Callum Millard

Monique Ryan

Lyn Harris

Student Representatives

Gabriella Smith

Joshua Teale

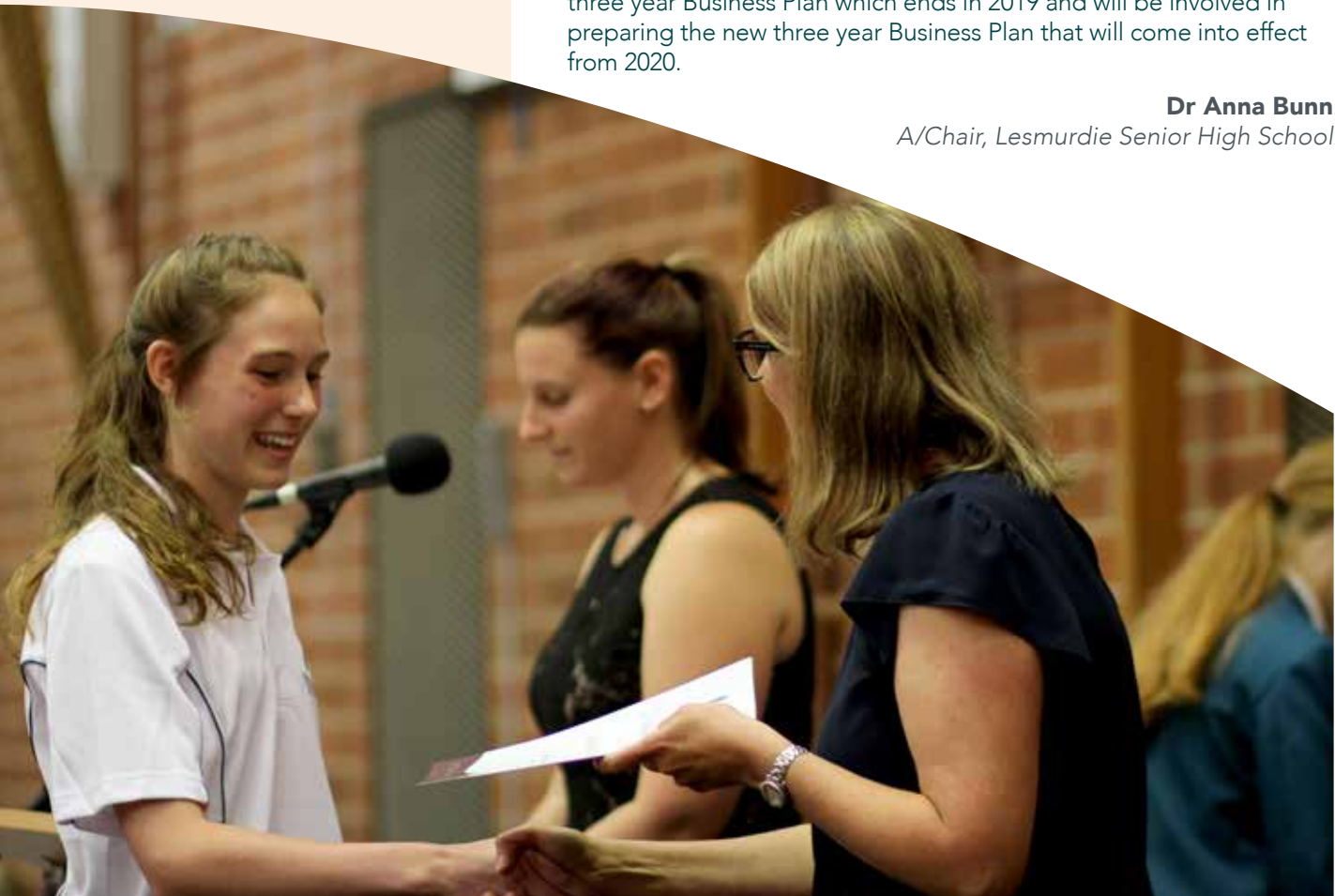
The composition of the Lesmurdie SHS Board changed significantly during the year. A new Principal was appointed, many Board members reached the end of their terms of service and Board members invited Student Representatives to join the Board. This provided an excellent opportunity to spend time building a strong team with diverse experiences and perspectives to be utilised to further the roles and functions of the Board. Currently the Board comprises the Principal and two other staff members, two student representatives, two parent representatives and two community representatives. The Board is very grateful to Jacqui Rovis-Herman, who took on the role of chair during much of 2018.

With the school's three year Business Plan coming to an end in 2019, 2018 was also a time for reflection on the school's progress towards its objectives. To this end, the Board was pleased to hear from some of the Learning Area representatives in the school. These included Stuart Rutter, Teaching & Learning Coordinator, who spoke about his role of improving the quality of teaching and learning across the school; and Ally Goodhew, Whole School Literacy Coordinator, who, among other things, trains and assists teachers and support staff in implementing Tactical Reading and Writing across the school. The Board was also delighted to be involved in the selection of the winners of the Board Awards, which recognise the talent and dedication of members of the Lesmurdie SHS staff. Winners of the 2018 awards were: Max Borsei, Amanda Biddlestone and Robyn Searle.

In 2019 the Board will be revising its Terms of Reference and will be looking to appoint additional parent and community members. It will continue to reflect on the school's performance in relation to the three year Business Plan which ends in 2019 and will be involved in preparing the new three year Business Plan that will come into effect from 2020.

Dr Anna Bunn

A/Chair, Lesmurdie Senior High School



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.

THE TEACHING & 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 and subjects are designed to ensure that all students are provided with an engaging, relevant and meaningful educational program. Staff focus on differentiating curriculum to challenge students with identified academic excellence and to support students with learning difficulties.

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 areas 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 to actively take responsibility for their learning.

TEACHER QUALIFICATIONS

All teaching staff meet the professional requirements to teach in Western Australian public schools and are listed on the Teachers Registration Board public register. All have current "Working with Children Checks" (WWCCs). A number of staff in 2018 transitioned from Provisionally Registered to Fully Registered.

All teachers participated in professional learning activities during 2018:

- Instructional Strategies
- Team based Professional Learning
- Leadership (Growth) Coaching
- Training for mentors of graduate teachers
- Induction training for new staff
- Performance and Development
- Australian Professional Standards for Teachers
- Lesson Design

STUDENT SUPPORT:

Our Student Services 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 Learning Support team of Education Assistants works tirelessly to ensure all students with special needs are catered for. They assist in the development of 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 our students are well prepared for their future, have opportunities to develop and are nurtured in a learning environment that encourages self acceptance and the acceptance 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
- Every student is an individual who has a preferred learning style
- Teachers are important role models who 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 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.



STUDENT SUPPORT

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

In 2018 we maintained very pleasing attendance figures with each year group significantly above state public school averages.

These figures were a slight increase from 2017 and 2016. We believe our Good Standing Policy works to encourage students to strive towards improved attendance. We appreciate our parents and carers support in prioritising attendance. Making regular attendance a priority assists our students to value their learning and accept responsibility.

| | NON-ABORIGINAL | | | ABORIGINAL | | | TOTAL | | |
|-------------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | SCHOOL | LIKE SCHOOLS | WA PUBLIC SCHOOLS | SCHOOL | LIKE SCHOOLS | WA PUBLIC SCHOOLS | SCHOOL | LIKE SCHOOLS | WA PUBLIC SCHOOLS |
| 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% |
| 2018 | 92.4% | 90.2% | 89.6% | 91.6% | 81.8% | 66% | 92.4% | 90% | 87.6% |

| | ATTENDANCE CATEGORY | | | |
|--------------------------|---------------------|-----------|----------|--------|
| | REGULAR | AT RISK | | |
| | | INDICATED | MODERATE | SEVERE |
| 2016 | 72.3% | 20.3% | 5.5% | 1.6% |
| 2017 | 73.4% | 18.2% | 6.0% | 2.4% |
| 2018 | 76.0% | 16.6% | 5.1% | 2.3% |
| LIKE SCHOOLS | 67.1% | 18.7% | 9.2% | 5.0% |
| WA PUBLIC SCHOOLS | 62.0% | 20.0% | 11.0% | 7.0% |

| | ATTENDANCE ACROSS YEAR GROUPS | | | | | |
|--------------------------|-------------------------------|-----|-----|-----|-----|-----|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 |
| 2016 | 94% | 92% | 90% | 90% | 93% | 92% |
| 2017 | 94% | 91% | 91% | 91% | 92% | 92% |
| 2018 | 95% | 93% | 91% | 92% | 92% | 92% |
| WA PUBLIC SCHOOLS | 91% | 88% | 87% | 85% | 87% | 88% |

SENIOR SCHOOL

2019 WACE OVERVIEW CELEBRATIONS AT A SCHOOL LEVEL

CERTIFICATE OF EXCELLENCE, MATHEMATICS APPLICATIONS

Ashlynn Jamieson

CERTIFICATE OF EXCELLENCE, HUMAN BIOLOGY

Bailey Nash

COURSES RANKED IN THE TOP PERFORMING SCHOOLS

Accounting and Finance, Health Studies and Outdoor Education

TOP 5 COURSES FOR STUDENTS ACHIEVING BEST OR SECOND BEST MARK

Accounting and Finance, Human Biology, Biology, Outdoor Education, Mathematics Applications

CERTIFICATES OF MERIT

Jordan Altinier
Nripul Bhatia
Hayley Biddulph
James Boggs
Callum Bredemeyer
Brooklynn Code
Paige Donaldson
Morgan Eastick
Anaïs Folland
Zac Fraser
Duena Gale
Aaron Jones
Riley Kegg
Maxwell Kunkler

Kitty Lavell
Cilian O'Reilly
Sophie McGeough
Tristan Minderman
Siena Pasquale
Dylan Pearce
Chelsea Russo
Misty Sansom
Flynn Smith
Kara Spradbury
Caitlin Sutherland
Amarissa Tjoa
Tegan Wake
Lucy Zwickl

CERTIFICATES OF DISTINCTION

Bryce Cushing
Ashlynn Jamieson
Anmol Kumar
Bailey Nash
Khaled Obaisy
Madeleine Stewart
Caitlyn Turley
Jamie Wood



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+ |
|-------------|--------------------------|---|---|
| 2016 | 88% | 27% | 31% |
| 2017 | 88% | 21% | 24% |
| 2018 | 73% | 19% | 26% |

MEDIAN AUSTRALIAN TERTIARY ADMISSIONS RANK

| | SCHOOL | LIKE-SCHOOLS | WA PUBLIC SCHOOLS |
|-------------|--------|--------------|-------------------|
| 2016 | 73.1% | 74.6% | 78.2% |
| 2017 | 79.3% | 74.5% | 78.7% |
| 2018 | 80.8% | 76.9% | 79.5% |

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

| STATE | ATAR STUDENTS | | | | | |
|-------------------|---------------|------|------|--------------|------|------|
| | School | | | Like-Schools | | |
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 33% | 20% | 25% | 26% | 19% | 20% | 22% |
| Middle 33% | 31% | 35% | 40% | 33% | 37% | 34% |
| Bottom 33% | 49% | 40% | 33% | 47% | 44% | 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 |
|-------------|--------------------------|------------------------------------|--|
| 2016 | 99% | 94% | |
| 2017 | 99% | 96% | |
| 2018 | 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%) |
| 2018 | 161 | 21 (13%) | 51 (31.7%) | 91 (56.5%) | 0(0.0%) | 2 (1.2%) |

YEAR 12 PATHWAYS

| | Y12 STUDENTS | ATAR ONLY | ATAR & CERT II OR HIGHER VERIFIED | VET CERT II OR HIGHER UNVERIFIED | OTHER | |
|-------------|--------------|------------|-----------------------------------|----------------------------------|------------|------------|
| | | | | | VERIFIED | UNVERIFIED |
| 2016 | 161 | 21 (13.0%) | 51 (31.7%) | 91 (56.5%) | 0 (0.0%) | 2 (1.2%) |
| 2017 | 207 | 19 (9.2%) | 69 (33.3%) | 94 (45.4%) | 25 (12.1%) | 0 (0.0%) |
| 2018 | 179 | 26 (14.5%) | 62 (34.6%) | 73 (40.8%) | 18 (10.1%) | 0 (0.0%) |

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 with external providers.

PATHWAY PERFORMANCE – VET (ALL QUALIFICATIONS ACHIEVED IN YEARS 10-12)

| Qualification completion rate Year 12 students (source: RTP) count, % of enrolments | | |
|---|--|----------|
| ICT20115 | Certificate II in Information, Digital Media and Technology | 8 (100%) |
| BSB20115 | Certificate II in Business | 11 (79%) |
| CUA20715 | Certificate II in Visual Arts | 30 (61%) |
| SIT20116 | Certificate II in Tourism | 43 (81%) |
| SIS20115 | Certificate II in Sport and Recreation | 21 (64%) |
| SIT20316 | Certificate II in Hospitality | 22 (67%) |
| 1346451877 | Certificate III in Retail | 3 (100%) |
| 1346451679 | Certificate II in Warehousing Operations | 2 (100%) |
| BSB30115 | Certificate III in Business | 48 (96%) |
| MSL20116 | Certificate II in Sampling and Measurement | 31 (86%) |
| AUR20716 | Certificate II in Automotive Vocational Preparation | 18 (67%) |
| 1346410805 | Certificate IV in Preparation for Health and Nursing Studies | 2 (100%) |
| 1346451926 | Certificate III in Hospitality | 1 (100%) |



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 | 20 | 32 | 40 | 8 | 0 | 12 | 30 | 46 | 10 | 2 |
| CAREER AND ENTERPRISE | 28 | 33 | 33 | 5 | 0 | 16 | 27 | 43 | 6 | 7 |
| DANCE | 50 | 33 | 17 | 0 | 0 | 19 | 30 | 43 | 5 | 4 |
| DESIGN | 14 | 33 | 29 | 24 | 0 | 16 | 26 | 42 | 9 | 7 |
| ENGLISH | 20 | 35 | 42 | 1 | 1 | 10 | 27 | 50 | 7 | 5 |
| FOOD SCIENCE AND TECHNOLOGY | 16 | 51 | 19 | 13 | 0 | 14 | 29 | 43 | 9 | 5 |
| INTEGRATED SCIENCE | 40 | 19 | 40 | 2 | 0 | 14 | 29 | 43 | 9 | 5 |
| MATERIALS DESIGN AND TECHNOLOGY | 25 | 21 | 50 | 4 | 0 | 10 | 24 | 50 | 9 | 7 |
| MATHEMATICS: ESSENTIALS | 23 | 26 | 29 | 17 | 5 | 17 | 26 | 37 | 11 | 9 |
| MUSIC | 83 | 0 | 17 | 0 | 0 | 18 | 25 | 47 | 5 | 5 |
| OUTDOOR EDUCATION | 4 | 8 | 63 | 25 | 0 | 11 | 29 | 44 | 10 | 6 |
| PHYSICAL EDUCATION STUDIES | 10 | 16 | 50 | 20 | 3 | 9 | 29 | 48 | 9 | 4 |
| VISUAL ARTS | 16 | 35 | 48 | 0 | 0 | 10 | 28 | 45 | 9 | 8 |

YEAR 12 FOUNDATION COURSE GRADE SUMMARY

| | A | B | C | D | E | A | B | C | D | E |
|------------------------------|----|----|-----|---|---|----|----|----|----|----|
| ENGLISH | 0 | 25 | 75 | 0 | 0 | 5 | 23 | 51 | 9 | 12 |
| CAREER AND ENTERPRISE | 0 | 0 | 100 | 0 | 0 | 9 | 9 | 74 | 4 | 4 |
| MATHEMATICS | 25 | 25 | 50 | 0 | 0 | 13 | 28 | 34 | 14 | 11 |



COURSE AWARDS

| THE ARTS | |
|---|--------------------|
| General Dance: | Kara Spradbury |
| General Design Photography: | Cilian O'Reilly |
| General Music: | Madeleine Stewart |
| General Visual Arts: | Misty Sansom |
| ENGLISH | |
| General English: | Maxwell Kunkler |
| ATAR English: | Bryce Cushing |
| HEALTH & PHYSICAL EDUCATION | |
| General Outdoor Education: | Maxwell Kunkler |
| General Physical Education Studies: | Maxwell Kunkler |
| ATAR Health Studies: | Jamie Wood |
| ATAR Outdoor Education: | Flynn Smith |
| ATAR Physical Education Studies: | Bailey Nash |
| LANGUAGES | |
| ATAR Italian Second Language Course Commendation: | Ashlynn Jamieson |
| HUMANITIES & SOCIAL SCIENCES | |
| General Career & Enterprise: | Maxwell Kunkler |
| ATAR Accounting & Finance: | Caitlyn Turley |
| ATAR Economics Course Commendation: | Caitlin Sutherland |
| ATAR Modern History: | Jamie Wood |
| ATAR Politics & Law Course Commendation: | Jamie Wood |

| MATHEMATICS | |
|--|-------------------|
| Mathematics Foundation: | Robson Mzondiwa |
| General Mathematics Essential: | Lauren Mathews |
| ATAR Mathematics Applications: | Ashlynn Jamieson |
| ATAR Mathematics Methods: | Madeleine Stewart |
| ATAR Mathematics Specialist: | Madeleine Stewart |
| SCIENCE | |
| General Integrated Science: | Bailey Nash |
| ATAR Biology: | Ashlynn Jamieson |
| ATAR Chemistry: | Madeleine Stewart |
| ATAR Human Biology: | Bailey Nash |
| ATAR Physics: | Madeleine Stewart |
| TECHNOLOGIES | |
| General Automotive Engineering & Technology: | Philip Worung |
| General Design Technical Graphics Course Commendation: | Ryan Pegrum |
| General Food Science & Technology: | Lauren Mathews |
| General Materials Design & Technology Metals: | Paul Whitehead |
| General Materials Design & Technology Wood: | Zac Fraser |
| VOCATIONAL EDUCATION & TRAINING | |
| Authority Developed Workplace Learning: | Maxwell Kunkler |
| Certificate III in Business: | Lauren Mathews |
| Certificate II in Information, Digital Media & Technology: | Ryan Pegrum |

| DUX AWARD | |
|---|-------------------|
| The Lesmurdie SHS Vocational Education & Training Dux Award: | Maxwell Kunkler |
| The Lesmurdie SHS Australian Tertiary Admission Rank Dux Award: | Madeleine Stewart |

2018 SPECIAL AWARDS

| | |
|--|-------------------------------|
| ROTARY TERTIARY SCIENCE SCHOLARSHIP: | Madeleine Stewart |
| THE KRIS THYER SCHOLARSHIP: | Morgan Eastick |
| CURTIN UNIVERSITY PRINCIPAL'S RECOMMENDATION AWARD: | Bryce Cushing / Anaïs Folland |
| EDITH COWAN UNIVERSITY SCHOLARSHIP: | Zaid Samnakay |
| ENGINEERS AUSTRALIA CERTIFICATE OF EXCELLENCE: | Madeleine Stewart |
| SPORTSMANSHIP AWARD: | Bailey Ferguson |
| SPORTS PERSON AWARD: | Codi Thompson |
| LEADERSHIP & SERVICE AWARD: | Tegan Wake |
| THE ENDEAVOUR AWARD: | Ashlynn Jamieson |
| ETHICS AWARD: | Lachlan Jansen |
| FUTURE TEACHER AWARD: | Malachi Van Der Wal |
| CITIZENSHIP AWARD: | Flynn Smith |
| THE ADF LONG TAN LEADERSHIP & TEAMWORK AWARD: | Bryce Cushing |
| CALTEX BEST ALL ROUNDER AWARD: | Bailey Nash |
| VET ALL ROUNDER AWARD: | Zac Fraser |

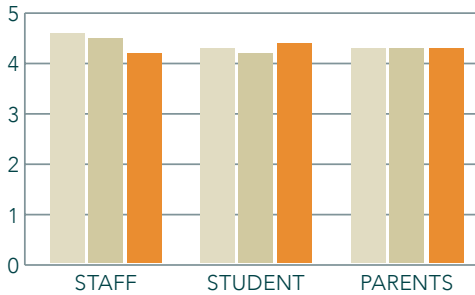


SCHOOL SURVEY RESULTS

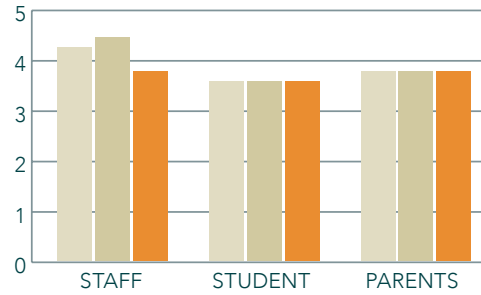
The school conducted separate online Satisfaction and Opinion Surveys for Parents, Students and Teachers. All WA Public Schools are required to survey their school community and to publish the results.

We had reasonably pleasing completion rates thus enabling us to compare the survey responses to our previous 2016 and 2014 survey data.

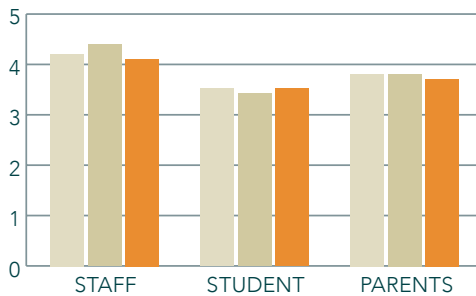
Overall, the feedback from these surveys indicates extremely high levels of confidence and satisfaction from parents, students and staff throughout the survey results.



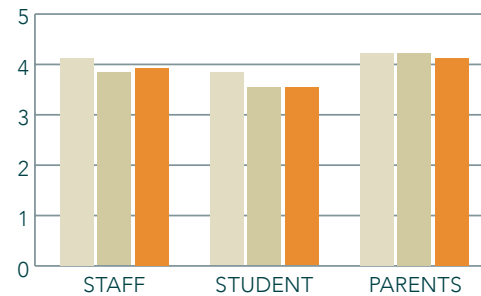
TEACHERS AT LESMURDIE SENIOR HIGH SCHOOL EXPECT STUDENTS TO DO THEIR BEST



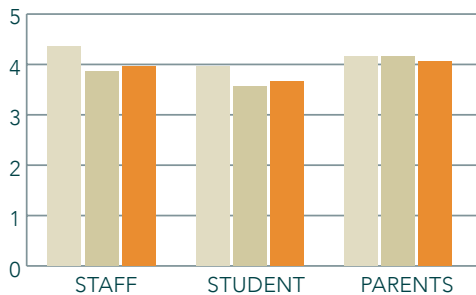
TEACHERS AT LESMURDIE SENIOR HIGH SCHOOL PROVIDE STUDENTS WITH USEFUL FEEDBACK ABOUT THEIR SCHOOL WORK



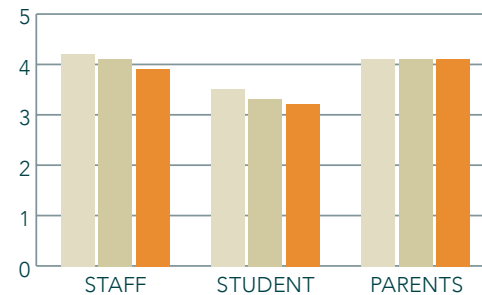
TEACHERS AT LESMURDIE SENIOR HIGH SCHOOL TREAT STUDENTS FAIRLY



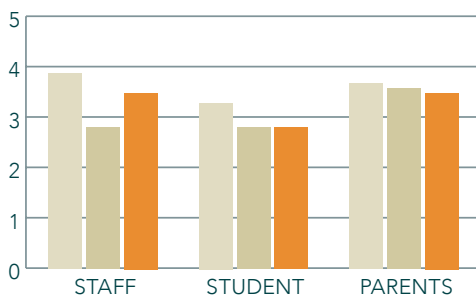
LESMURDIE SENIOR HIGH SCHOOL IS WELL MAINTAINED



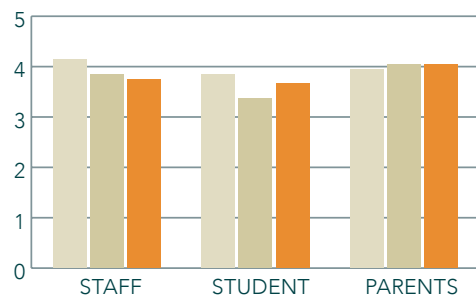
STUDENTS FEEL SAFE AT LESMURDIE SENIOR HIGH SCHOOL



STUDENTS AND PARENTS CAN TALK TO TEACHERS ABOUT ANY CONCERNS



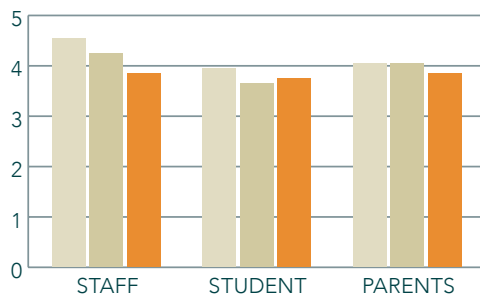
STUDENT BEHAVIOUR IS WELL MANAGED AT LESMURDIE SENIOR HIGH SCHOOL



STUDENTS LIKE BEING AT LESMURDIE SENIOR HIGH SCHOOL

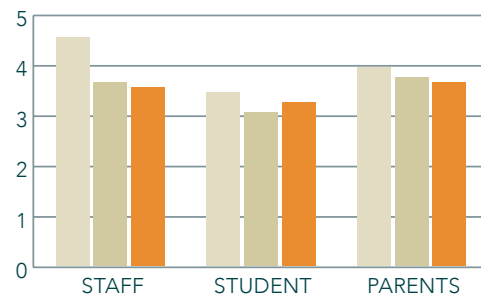
It is worthy to note that the three groups (4.2/4.4/4.3) are in agreement that teachers at Lesmurdie expect students to do their best. Staff (4), students (3.7) and parents (4.2) also agree that students feel safe at Lesmurdie. There is also an agreement that the students and parents can talk to teachers about any concerns.

There are several areas referred to in these surveys that still require attention and further resourcing

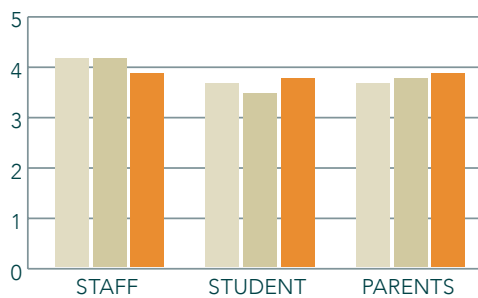


THIS SCHOOL LOOKS FOR WAYS TO IMPROVE

and will be considered within the new planning cycles for improvements. This includes in particular student feedback regarding the management of student behaviour (2.9). There is a renewed focus on whole school consistency with behaviour and classroom management and consequences as well as increasing our strategies to motivate students to engage with their learning, to take greater ownership of their academic progress and valuing student feedback more across our school.



LESMURDIE SENIOR HIGH SCHOOL TAKES STAFF, STUDENT AND PARENTS' OPINIONS SERIOUSLY



TEACHERS AT LESMURDIE SENIOR HIGH SCHOOL MOTIVATE STUDENTS TO LEARN

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

2018
2016
2014



2018 NAPLAN OVERVIEW

| YEAR 7 NUMERACY | SCHOOL | | | LIKE SCHOOLS | | |
|-----------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 23% | 34% | 24% | 24% | 20% | 20% |
| Middle 60% | 68% | 53% | 62% | 65% | 66% | 65% |
| Bottom 20% | 9% | 12% | 14% | 11% | 14% | 14% |

| YEAR 7 READING | SCHOOL | | | LIKE SCHOOLS | | |
|----------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 21% | 25% | 20% | 21% | 25% | 18% |
| Middle 60% | 70% | 64% | 69% | 70% | 64% | 69% |
| Bottom 20% | 10% | 11% | 11% | 10% | 11% | 13% |

| YEAR 7 WRITING | SCHOOL | | | LIKE SCHOOLS | | |
|----------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 28% | 32% | 29% | 28% | 25% | 24% |
| Middle 60% | 67% | 56% | 63% | 62% | 64% | 61% |
| Bottom 20% | 5% | 12% | 9% | 9% | 11% | 15% |

| YEAR 7 SPELLING | SCHOOL | | | LIKE SCHOOLS | | |
|-----------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 27% | 25% | 23% | 25% | 21% | 19% |
| Middle 60% | 61% | 63% | 59% | 63% | 67% | 64% |
| Bottom 20% | 12% | 11% | 18% | 12% | 12% | 16% |

| YEAR 7 GRAMMAR AND PUNCTUATION | SCHOOL | | | LIKE SCHOOLS | | |
|--------------------------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 20% | 33% | 22% | 22% | 23% | 20% |
| Middle 60% | 68% | 56% | 68% | 67% | 64% | 64% |
| Bottom 20% | 12% | 11% | 13% | 11% | 13% | 14% |



2018 NAPLAN OVERVIEW

| YEAR 9 NUMERACY | SCHOOL | | | LIKE SCHOOLS | | |
|-----------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 28% | 21% | 15% | 23% | 18% | 19% |
| Middle 60% | 65% | 67% | 70% | 66% | 69% | 68% |
| Bottom 20% | 7% | 12% | 15% | 11% | 13% | 13% |

| YEAR 9 READING | SCHOOL | | | LIKE SCHOOLS | | |
|----------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 25% | 21% | 19% | 20% | 22% | 19% |
| Middle 60% | 65% | 63% | 67% | 66% | 64% | 68% |
| Bottom 20% | 10% | 16% | 14% | 14% | 15% | 13% |

| YEAR 9 WRITING | SCHOOL | | | LIKE SCHOOLS | | |
|----------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 18% | 18% | 14% | 22% | 21% | 25% |
| Middle 60% | 70% | 70% | 68% | 67% | 66% | 59% |
| Bottom 20% | 13% | 12% | 18% | 11% | 13% | 16% |

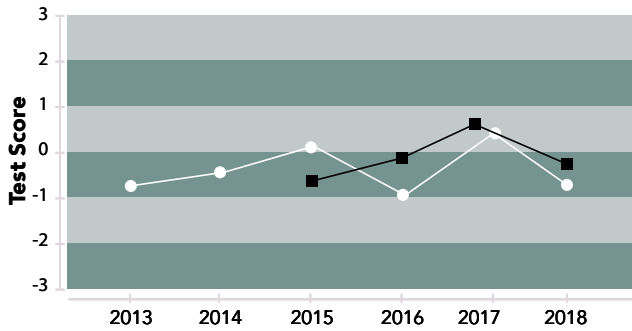
| YEAR 9 SPELLING | SCHOOL | | | LIKE SCHOOLS | | |
|-----------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 20% | 18% | 29% | 22% | 19% | 22% |
| Middle 60% | 73% | 71% | 50% | 64% | 68% | 62% |
| Bottom 20% | 7% | 11% | 21% | 14% | 13% | 16% |

| YEAR 9 GRAMMAR AND PUNCTUATION | SCHOOL | | | LIKE SCHOOLS | | |
|--------------------------------|--------|------|------|--------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 20% | 29% | 23% | 16% | 25% | 25% | 19% |
| Middle 60% | 58% | 64% | 69% | 62% | 60% | 66% |
| Bottom 20% | 13% | 14% | 15% | 13% | 15% | 15% |

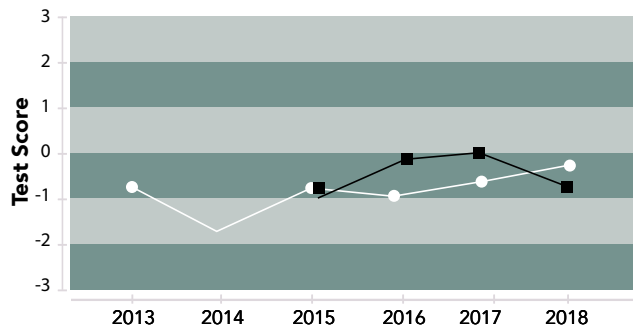


2018 NAPLAN OVERVIEW

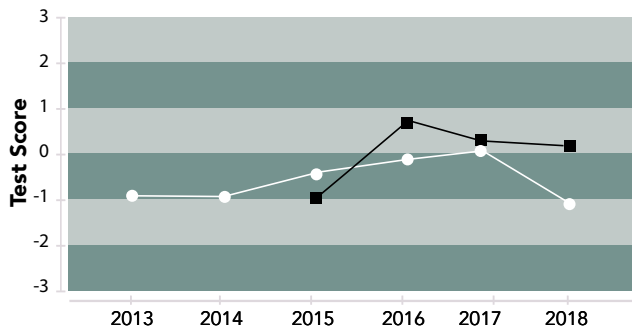
Numeracy Performance



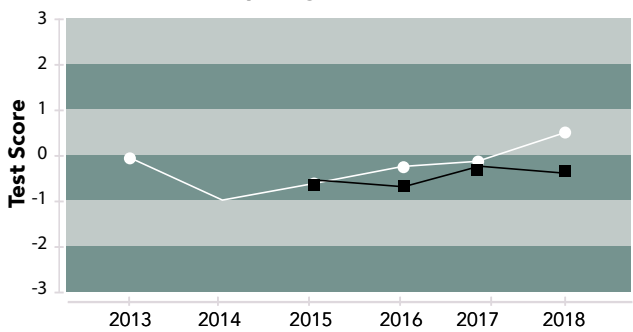
Grammar & Punctuation Performance



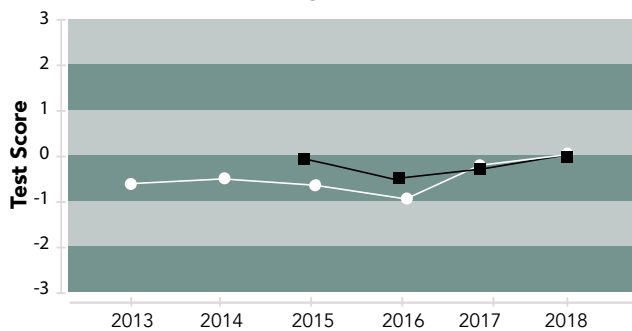
Writing Performance



Spelling Performance

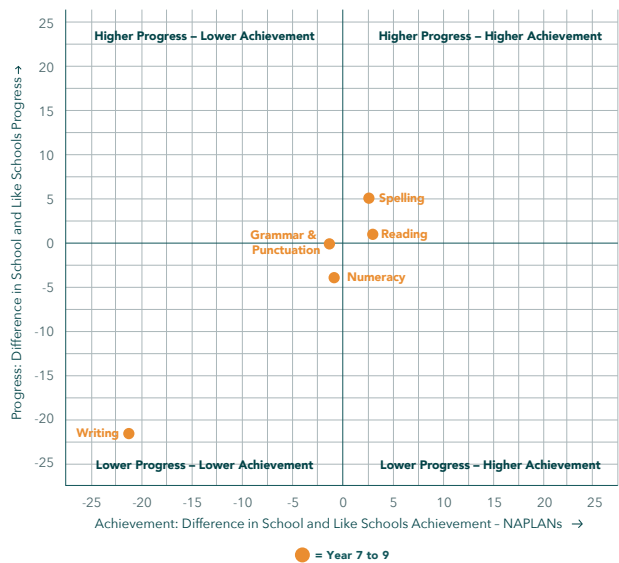


Reading Performance



■ Year 7
● Year 9

STUDENT PROGRESS AND ACHIEVEMENT COMPARED WITH LIKE SCHOOLS NAPLAN (2016 TO 2018)



2018 AWARD WINNERS

CERTIFICATE OF DISTINCTION AWARDS

8 A GRADES OR MORE

| YEAR 7 | YEAR 8 | YEAR 9 |
|-------------------|-------------------|------------------|
| Ronit Sood | Tayla Cushing | Imogen Meney |
| Asher Bailye | Charlotte Hextall | Hailey Vanngopal |
| Jake Barnes | Liza Kriel | |
| Elham Javadi | Shveni Mudgal | |
| Cara Mackenzie | Myla Odenko | |
| Kaylee Myles | Callum Pearce | |
| Jorja Nahler | Senugi Rodrigo | |
| Jesse Russell | Abbi Sharp | |
| Roshini Sivakumar | Karmella Ulep | |
| Laura Stump | | |
| Nicole Swaby | | |
| Boston Vanngopal | | |

TOP STUDENT AWARDS

| | |
|--------------|---------------|
| YEAR 10 | Iash Bashir |
| YEAR 11 VET | Chloe Brugman |
| YEAR 11 ATAR | Tarek Atta |

AUSTRALIAN DEFENCE FORCE LONG TAN LEADERSHIP & TEAMWORK AWARD

In recognition of leadership and teamwork within both the school and the wider community

CANDICE WALSH

SCHOOL BOARD AWARDS

For staff members' commitment and service to our school

| | |
|--------------------|-----------------------------|
| AMANDA BIDDLESTONE | Teacher HaSS & Technologies |
| MAX BORSEI | VET Coordinator |
| ROBYN SEARLE | School Support Officer |

BENCHMARK AWARD

In recognition of a selfless contribution in nurturing our students

| | |
|--------------|-------------------|
| ROSE FAMIANO | Teacher Languages |
|--------------|-------------------|

SERVICE PINS WERE AWARDED TO

10 YEARS

| | |
|--------------------|---|
| AMANDA BIDDLESTONE | Teacher HaSS & Technologies |
| SEAN ELLERY | Teacher HaSS |
| MICHAEL FUSCO | Teacher Senior School Engagement Program and Technologies |
| PETER HIND | Music |

20 YEARS

| | |
|----------------|--------------------------|
| TREVOR COULTAS | Teacher Science |
| DANNI HOCKEN | Teacher Technologies |
| JILL HOCKING | School Support Officer |
| DEB NORDHOFF | Home Economics Assistant |

30 YEARS

| | |
|---------------|-----------------|
| MAX BORSEI | VET Coordinator |
| BOBY MARKOVIC | HoLA Arts |

Lesmurdie Extension and Acceleration Program, Specialist Mathematics and Science

LEAP

Lesmurdie Senior High School offers a highly successful and proven specialist program in Science and Mathematics education. This program commenced in 1998 and has four classes in Years 7 to 10. LEAP is our extension and acceleration specialist program. Acceleration in completing the curriculum in greater depth and at higher levels and extension through expanding the curriculum to look at new educational experiences.

To help facilitate this, all LEAP classes

- are a select group of high achieving students
- have specialist teachers
- complete a differentiated accelerated curriculum
- have strong University links
- are exposed to a range of extension opportunities

Our LEAP program positions our students to be well prepared for further studies at university with elevated WACE and ATAR results. In 2018, our Year 12 students who were part of the 2014 – 2016 LEAP cohort were awarded:

- 2 Certificates of Excellence
- 8 Certificates of Distinction
- 28 Certificates of Merit
- A median ATAR of 91
- 48% of these students achieved an ATAR greater than 90%
- 32% of these students achieved an ATAR greater than 95%

Our Science program in 2018 included the UNSW competition, the RACI Chemistry competition, visiting SciTech for the 2018 Rio Tinto Innovation festival, an AQUA excursion, a field trip to New Zealand, the National Youth Science Forum, the Science Café for Girls, Guys talking Science and the WA Science and Engineering Challenge.

Throughout 2018 we prepared the way for a 2019 implementation of the online learning platform (STILE), developed by Australia's Chief Scientist, Alan Finkel. STILE provides a range of curriculum appropriate learning activities that focus students on engaging and relevant developments within

the world of science. The platform is a useful tool to collect and analyse student data, it can provide insights on the understanding students have across a topic or within one individual question. It also has a variety of features that make it a fantastic tool for acceleration and self-paced learning. We are excited about implementing this wonderful learning resource.

LEAP Mathematics students enjoyed the opportunity to participate in incursions, competitions and problem solving workshops as well as guest speakers Bruce Cooper, the Lead Programmer for Amazon from Seattle and a visiting Mathematician, Tyrone Ghaswala, from the University of Manitoba.

All groups participated in the Mathematics Challenge for Young Australians (MCYA) and Year 7 students worked on problem solving strategies and communicating mathematical reasoning. In Semester Two they utilised these skills whilst conducting research projects on a variety of topics including The Fibonacci Sequence and Euler's Rule.

The Hour of Code tasks via Grok Learning gave Year 8 students the opportunity to work on some basic Python code enabling them to appreciate the importance of explicit processes and algorithms. TED-ED riddles and Computational Thinking tasks were used regularly throughout the year and in Term Four they worked on projects using the Mathematics of Stop Motion animation.

Year 9 Students focused on problem solving in Terms Two and Three. They spent Term Four building their knowledge of Algorithmic Thinking, completing "One Hour of Code" and developing their problem solving strategies in a new and innovative way.



FINANCIAL SUMMARY AS AT 31 DECEMBER 2018

| REVENUE - CASH & SALARY ALLOCATION | BUDGET | ACTUAL |
|--|---------------------|---------------------|
| Voluntary Contributions | 89,110.20 | 89,110.20 |
| Charges and Fees | 527,469.15 | 527,469.15 |
| Fees from Facilities Hire | 499.99 | 499.99 |
| Fundraising/Donations/Sponsorships | 30,480.60 | 30,480.60 |
| Commonwealth Govt Revenues | - | - |
| Other State Govt/Local Govt Revenues | 11,034.76 | 11,034.76 |
| Revenue from CO, Regional Office and Other Schools | - | - |
| Other Revenues | 174,285.28 | 174,281.53 |
| Transfer from Reserve or DGR | 177,070.71 | 177,070.71 |
| Residential Accommodation | - | - |
| Farm Revenue (Ag and Farm Schools only) | - | - |
| Camp School Fees (Camp Schools only) | - | - |
| Total Locally Raised Funds | 1,009,950.69 | 1,009,946.94 |
| Opening Balance | 236,358.50 | 236,358.50 |
| Student Centred Funding | 714,590.76 | 714,590.76 |
| Total Funds Available | 1,960,899.95 | 1,960,896.20 |

| EXPENDITURE - CASH AND SALARY | BUDGET | ACTUAL |
|--|---------------------|---------------------|
| Administration | 96,193.90 | 86,909.67 |
| Lease Payments | - | - |
| Utilities, Facilities and Maintenance | 338,222.15 | 317,152.16 |
| Buildings, Property and Equipment | 363,195.69 | 360,768.78 |
| Curriculum and Student Support | 690,420.70 | 649,610.84 |
| Professional Development | 19,521.94 | 13,507.15 |
| Transfer to Reserve | 121,399.37 | 121,399.37 |
| Other Expenditure | 260,724.36 | 239,449.54 |
| 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 Expenditure | 1,889,678.11 | 1,788,797.51 |
| Cash Budget Variance | 71,221.84 | |

2018 KEY EXPENDITURE ITEMS

Facilities

| | |
|---|----------|
| Painting Classrooms and Offices | \$4,795 |
| Painting Phys Ed Change Rooms | \$2,250 |
| Classroom Blinds | \$3,424 |
| Security Upgrades | \$5,495 |
| Electrical Wiring and Upgrades | \$3,985 |
| Additional Staff Toilets | \$27,890 |
| Upgrades to Offices and Conference Room | \$11,275 |
| Carpet to Classrooms | \$11,858 |
| Bus Mechanical Repairs | \$18,483 |

Furniture

| | |
|----------------------|----------|
| Library Shelving | \$ 6,530 |
| Board Room Furniture | \$11,390 |
| Classroom Desks | \$7,196 |
| Classroom Chairs | \$6,647 |

Equipment

| | |
|-------------------------------|----------|
| Photocopier Purchases | \$39,201 |
| Classroom Whiteboards | \$3,720 |
| Design & Technology Equipment | \$1,871 |
| Cleaning Equipment | \$8,755 |

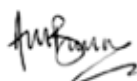
Grounds

| | |
|------------------------------------|----------|
| Student Sheltered Seating | \$18,040 |
| Grey water system | \$10,840 |
| Car Park Signs | \$800 |
| Replacement and Additional Fencing | \$28,252 |

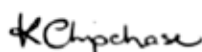
Technology

| | |
|--|----------|
| Installation of additional Data Points | \$ 3,440 |
| Replacement of Classroom Projectors | \$ 9,372 |
| Upgrades to Servers | \$ 5,227 |
| Computer Workstations and Laptops across the school | \$ 1,051 |
| 2 Classroom Laptop Trolleys including 32 Laptops in each | \$65,912 |
| Replacement Workstations in one Computer Laboratory | \$29,061 |
| Installation of additional WiFi WAPs | \$3,636 |

Lesmurdie Senior High School
2018 Annual Report
endorsed by



Dr Anna Bunn
Chair
Lesmurdie Senior High School Board
5 April 2019



Kerry Chipchase
Principal
Lesmurdie Senior High School
5 April 2019



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



LESMURDIE
SENIOR HIGH SCHOOL

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