



LESMURDIE
SENIOR HIGH SCHOOL

ANNUAL REPORT

2020



LESMURDIE
SENIOR HIGH SCHOOL

VALUES

Lesmurdie CAREs and the School Community values ...

C

Curiosity. We ask questions, actively seek out the answers and have a strong desire to know and learn.

A

Aspiration. We seek excellence in being and doing our best; valuing the achievement and effort required in pursuing personal and academic success.

R

Respect. We treat others with consideration, regard and respect others' points of view, whilst being understanding, accepting and inclusive.

E

Environment. We explore issues, engage in problem solving, and take action to improve our personal and physical environment.

=
S

Successful students, staff and school.

Our values support the school vision which fosters students and staff being and feeling successful.



PRINCIPAL'S REPORT

The year of 2020 can only be described as a year like no other. The COVID-19 pandemic had a significant impact on our school and its operations. Overall, our students, staff and community supported each other and ensured that it was still a very successful year.

Lesmurdie Senior High School began 2020 with a growth in student enrolment to 1070 from 1000 students in 2019. There is a slight growth in student numbers expected over the next few years. Our students come from 32 different countries, illustrating the increasing diversity of our students, the many different cultures they represent and the need for increased consideration in aspects of whole school planning.

The first month of school began as usual with teaching and learning complemented by special events including the Year 12 Ball, Year 7 Parent Evening, a celebration for the Class of 2019, Inter-house Swimming Carnival, Awards Assemblies, LEAP Information Parent Evening and the Biology Camp.

Then the COVID-19 virus impacted, placing restrictions on many school operations. This resulted in, amongst other things, students learning on-line. COVID-19 also affected student attendance, learning programs, excursions and special events which were unable to occur. Teaching and learning was adjusted to meet the changing restrictions. During this time staff and students demonstrated resilience and a strong commitment to flexible teaching and learning structures and delivery modes. New health and hygiene routines were established with classrooms and offices being cleaned twice per day, use of hand sanitiser was strongly encouraged and social distancing was introduced.

School operations such as calendar events and student assessments were constantly reviewed and some timelines such as NAPLAN and the Italian and Queensland Tours adjusted and cancelled. Reporting to parents in Semester One included ABE reporting and, in Semester Two included grades, percentage mark and ABES. The new mobile phone policy for public schools, 'Off and away all day', was very successfully introduced.

I was on leave in May and Leo Surjan took over as Principal for 15 weeks. On my return mid Term 3, the school continued to adhere to Level 4 COVID-19 restrictions. Staff had continued to improve on-line learning options for students and the use of CONNECT was the main communication tool for students and parents.

The impact of COVID-19 also led to a review by the School Board and Leadership to extend the life of the new Business Plan by one year. The Business Plan timeframe is now 2020 – 2023 and several adjustments were made to the school planning and review processes. The Business Plan was the result of an extensive process which engaged the whole school community and included the establishment of new targets, priorities, strategies as well as clarifying the schools vision. This process also endorsed a new set of VALUES delivered through a CARE=s approach (Curiosity, Aspire, Respect, Environment = successful students) to lead the improvement agendas.

2020 was an exceptional year for all and I am extremely proud of the attitude of our students and staff to just 'get on' with learning and produce these wonderful results.

Kerry Chipchase

Principal, Lesmurdie Senior High School
April 2021



BOARD REPORT

A number of ideas for new community partnerships benefitting the school were raised in 2020 and some progress was made in pursuing them.

A number of ideas for new community partnerships benefitting the school were raised in 2020 and some progress was made in pursuing them. The Board also spent time discussing how it could foster more authentic partnerships between the Board, the school, and the wider community. For example, we discussed ways to improve communications to and from the student body, as well as how to gain Indigenous representation on our Board. The Board kept abreast of developments in relation to the introduction of the Bring Your Own Device (BYOD) scheme in 2021, including reviewing the BYOD policy. It also reviewed the School Uniform Policy, regularly reviewed financial reports, and approved the 2021 Contributions and Charges, Voluntary Approved Requests, Optional Costs and Personal Items List.

As a way to monitor the school's performance against its Business Plan priorities and hear about the support in place for students, the Board regularly invites guests to talk at meetings about initiatives and activities. To that end, in 2020, we heard from Sarah D'Vauz on the Aboriginal Cultural Standards Framework Committee, and from Jane Gray, the school's Youth Worker.

Each year the Board presents Board Awards to two members of the school's teaching staff, one member of support staff, and one member of the Leadership Team. Among other things, these awards enable the Board to gain insights into some of the excellent contributions that staff make across the school and how their actions support the school's priorities, as outlined

in the Business Plan 2020-2023. Congratulations to the 2020 award winners: Rose Famiano and Trish Green (teaching), Katharine Harrington (support), and Leo Surjan (leadership), as well as to everyone who was nominated! This year the Board also reviewed the Board Award nomination process in order to encourage more detailed statements against the award criteria.

The Board did not entirely escape the impacts of COVID-19, but thankfully these impacts were minimal: meetings moved out of the Board Room into the Staffroom and one of our meetings was even conducted on-line! Attendance at some of the school Awards Assemblies was not possible, due to restrictions on numbers, but happily Board members were able to attend the Staff Development Day at the beginning of the year; the LEAP Pin and Graduation ceremonies – for incoming and outgoing LEAP students – and the Year 12 Graduation.

In the early part of the year, after many years of service, Jayne Clark (Community Representative) decided not to renew her term on the Board. Jayne's contributions extended well beyond attendance at Board meetings and included representation of the Board on the school's Finance Committee and at numerous school assemblies and events over the years. The Board is incredibly grateful to Jayne for her long-service. Another of our parent representatives decided not to extend their term but we gained two new parent members, and also appointed a new community member. At the end of 2020 no positions were vacant.

Dr Anna Bunn

Chair, Lesmurdie Senior High School Board
29 March, 2021

CHAIR:

Dr Anna Bunn

VICE CHAIR:

Dr Jessica Henderson

PRINCIPAL:

Kerry Chipchase

MANAGER CORPORATE SERVICES (EX-OFFICIO):

Lyn Harris

COMMUNITY REPRESENTATIVES:

Matthew Hughes (Cooptee)

Chris Tung

PARENT REPRESENTATIVES:

Simon Innes

Amanda McGovern

Thomas Stump

Emma Thomas

STAFF REPRESENTATIVES:

Callum Millard

Amanda Pettitt

STUDENT REPRESENTATIVES:

Candice Walsh

Abby Herden

Lesmurdie Senior High School 2020 Annual Report Endorsed by

Dr Anna Bunn
Chair
Lesmurdie Senior High School Board

Kerry Chipchase
Principal
Lesmurdie Senior High School

28 April 2021

CONTEXT

Set in the beautiful Perth Hills, Lesmurdie Senior High School was established in 1981 and currently has a growing population of over 1000 students and 100 staff. Rich in community spirit, our school boasts the best of both worlds, a semi-rural location surrounded by bushland, just 30 minutes from the CBD. The school emblem, a Chuditch (Djooditj) surrounded by the branches of a Jarrah (Djarraly) tree is consistent with the school's strong sense of connection with its local environment. Our emblem was chosen due to the unique characteristics of the Chuditch - tenacity, intelligence, agility and resilience.

Our School Community recognises the guardianship of the Beelu people, traditional owners of the land upon which our school has been established and acknowledge the peaceful, orderly and welcoming environment our school provides. With leafy, open grounds, friendly students and staff, we pride ourselves on building positive relationships within our school. We are an inclusive school and embrace our growing diversity. We are proud of the 'Lesmurdie Way' which fosters a feeling of togetherness, caring and a sense of family.

Achieving Independent Public School status in 2011, Lesmurdie is a *school of choice*. This is evident through our strong student enrolments, quality staff and effective community partnerships. We offer a Department of Education endorsed Specialised Maths and Science Program - Lesmurdie Enrichment and Acceleration Program (LEAP), which is sought after as an enrichment program to cater for gifted students. Lesmurdie recognises that our students are part of a dynamic and changing world and provides a contemporary curriculum that caters for all students. The Curtin University Lesmurdie Internship Program

(CULIP) for teacher training continues to provide opportunities for Professional Learning for future teachers.

The school continues to celebrate outstanding achievements in both academic and extra-curricular activities. We pride ourselves on our successful post-school pathways, with Year 12 students achieving success in both ATAR and VET programs. Lesmurdie Senior High School is recognised as a top school in Maths Applications, Outdoor Education and Health Studies. Extra-curricular activities in Italian, Art and Drama are very popular, with participation in YOHFest, Outdoor Education camps, dance, music and drama performances, festivals and interstate and overseas study tours.

Since starting at Lesmurdie in 2018, Principal Mrs Kerry Chipchase has led a consultative school review process, aimed at identifying areas for planning and whole school improvement. This has guided the development of our Business Plan, vision, values, targets and strategies to focus on the core business of improving teaching and learning and provides directions based on this process in collaboration with the school and community.

Looking to the future, LSHS continues to strengthen the emphasis on providing quality education in a caring environment. Our vision *Thriving in a Nurturing Environment* has never been more meaningful. Moving forward, we have built on our core value of respect. We have broadened our values to acknowledge that successful students are those who are curious, who aspire, demonstrate respect and value their environment. We want to *Inspire Hearts and Minds for Learning*.





STUDENT LEADERSHIP

Farewell Speech, Ciara Thackray (Head Girl) and Leon Rehl (Head Boy) 2020



STUDENT COUNCILLORS

YEAR 12

Ciara Thackray (Head Girl)
Leon Rehl (Head Boy)
Candice Walsh
Kate Gibson
Josh Herden
Joel Hartmann

YEAR 11

Abby Warwick
Hailey Vanngopal
Ben Whitten
Rishanth Rudraraju

YEAR 10

Rebecca Moore
Ashley Crosbie
Liam McLeod
Oliver Lamb

YEAR 9

Laura Stump
Charlidette Wade
Ronan Dwyer
Cameron Jenkins

YEAR 8

Madeleine Gunawan
Katie Henderer
Jackson Earle
Lyndal McLeod

YEAR 7

Ayala Williams
Grace Lloyd
Finn Kelly
Aiden Papamihail

Good evening distinguished guests, teachers, staff, family and friends. Today is the day many of us have eagerly awaited. Tonight, we celebrate, and mark the end of our high school journey. These last six years have been a time of growth, friendship, mistakes made, and lessons learnt. Yet through it all, here we are today, nicely dressed and smiling from ear to ear.

We want to give a special thank you to those that have been by our side's since day one. To the parents who had to force us out of our beds so we wouldn't miss the school bus, to the teachers who extended our deadlines because we always leave everything to the last minute.... ALWAYS....to our peers who shared our times of joy, frustration, enlightenment and last-minute homework copying... thank you. Thank you for shaping our unforgettable experiences. Thank you for guiding and supporting us along this journey.

We would like to express our gratitude to all the staff at this school; the teachers, the assistants, the maintenance team... everyone. Without you this school would not look, or function as well as it has and continues to do so. Without you, our experience wouldn't be a fraction of what it was.... so thank you.... we would especially like to thank our teachers for their hard work in always striving to discipline us.... This one goes out to Mr Tonkin who always tells us to watch our "language"

or Mrs Thompson who would even make us do push ups for inappropriate language.

2020 has been a year like no other... It has faced us with some of the most problematic situations imaginable. It has been tough, but the strong will and perseverance of each and every one of us has allowed us to make it here tonight. Spending the end of Term 1 and our holidays at home has allowed us to value those around us in the school environment, including our friends and peers, and has brought us closer together. Every morning when we woke up all we wanted was to stay home from school, but we quickly learnt that coming to school was all we wanted... We wanted to capture every moment and every class with our

friends at Lesmurdie before it was all over. And that ending was just right around the corner.

In spite of this, we as a Year 12 cohort have made history... We were the first Year 7's to step foot into high school.... History.

We graduated amongst a global pandemic, and worst of all... We as Year 12's had to endure the first state-wide school phone ban.... History.

And that's not all... our school records show that in the last 20 years at Lesmurdie Senior High School, we, the Class of 2020, are the best-looking Year 12 cohort to graduate.... Hissstorryy

Despite all this, here we are today ... healthy (we hope!), phone in pocket (guaranteed) and ready to conquer the world; one socially distanced metre at a time.

As the famous surgeon ... Dr Seuss ... once said, "You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose" ... From this day forward, the world is your oyster ... The world is our oyster. Do what you love. Do what makes you happy. We are the captains of our very own journey. It's time for us to step off our school cruise ship and row our lifeboats into the real world. For some that means trades, Uni, Tafe, work, or maybe just sleep. From here on, it's up to ourselves.

We came across an analogy that we would like to share. This analogy talked about how our life can sometimes be like that of a turtle.... For a turtle to move it has to stick its neck out..... There are going to be times in our lives when we're going to have to stick our necks out and show resilience. We are entering a large world and we are in charge of our own actions, so we need to put our necks out because we won't have teachers and parents directing us. There will be challenges and roadblocks, and instead of hiding in our shell, we have to go out and meet them. That is the only way we can keep moving forward.

We would personally like to thank our cohort for being such an amazing group to represent. It has been an honour to spend our last year with such a kind, inclusive and passionate group of people. Together we've experienced some of our best and lifelong memories; sports and swimming carnivals, dinner dances, camps, excursions, study hacks sessions and even dates with books in the library on Valentine's day. Through thick and thin we've been together. Words cannot begin to explain how grateful we are to have been the faces of this catastrophic year but somehow, we made it and its finally time to celebrate.

We would like each and every graduate tonight to dwell on one last thought. This quote, although off the books and most likely plagiarised, comes from our very own Mr Armstrong.

"Are you a better person today, than you were yesterday?"

If yes, good on you. If no... the day is not over yet.

Grades are just letters, our ATAR is just a number, but our character is our life... that is who we are. Remember and cherish your time at Lesmurdie as we close this chapter in our lives and open a new one filled with exciting opportunities. We would like to wish the graduates of 2020 the best of luck with their future endeavours and once again ... it's been nothing but a pleasure.



LSHS PARENT AND CITIZENS COMMITTEE

PARENTS AND CITIZENS COMMITTEE

EXECUTIVE MEMBERS

President:	Pam Rushton
Vice President:	Beth Campbell
Secretary:	Sarah Kneale
Treasurer:	Kelly Murphy

COMMITTEE MEMBERS

Felicity Brodie
Michael Goetz
Jennifer Goetz
Monique Stone
Maria Kelly
Rhia Bradtke
Kirsten Williams
Adam Gordon
Deanna Richardson

I'd like to take this opportunity to thank everyone for their continued support throughout 2020.

Despite the disruptions the canteen continued to operate and provide lunches for staff and students and over the course of the year had six employees and 14 volunteers. It also had many LSHS staff and students from Years 11 and 12 to assist with the daily routine. Thank you to all those people who were able to give their time in our school canteen.

Even though the school was closed for a short period of time the P&C were able to fund the following:

- \$550 towards the study hacks
- \$2000 towards staff attendance to out of hours school functions.

We look forward to continuing to support the school in 2021.

Thank you
Pam Rushton
LSHS P&C President



ACADEMIC PERFORMANCE

The academic performance of our students is key to their success. The targets identified in our Business Plan guide whole school planning to measure the progress made towards improved student outcomes. As a school, we focus on preparing the whole child to prepare them for any career path that they choose. Student data in 2020 is more difficult to compare to previous years as the impact of COVID-19 on student learning required many adjustments to our teaching and learning programs.

Year 12 performance

The Year 12 cohort of 2020 achieved many good results despite impacts and changes throughout the year of COVID-19.

4 Certificates of Distinction

Top ATAR
98.1 Iash Bashir

8 Students ATAR over 90

18 Certificates of Merit

Outstanding ATAR
97.9 Claire Gear

2 Top subject Awards

Health and Outdoor Education

90% WACE Achievement vs 89% state average

97.85 Chufei Holt

25 Certificate courses studied

97.55 Regan Odenko

88% Enrolled in 2 or more STEM courses meeting State target of 85%

Median ATAR
78.95

VET certificates achieved

1 Certificate IV
5 Certificate III
98 students 3+ qualifications
38 students 2 qualifications

Percentage of students acquiring an ATAR achieving one or more scaled scores of 75 or more

	NUMBER ACQUIRING AN ATAR	NUMBER ACHIEVING ONE OR MORE SCALED SCORES OF 75+	PERCENTAGE ACHIEVING ONE OR MORE SCALED SCORES OF 75+
2018	72	19	26%
2019	60	10	17%
2020	44	8	18%

Source: Schools online

YEAR 12 2020 PATHWAYS

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other - Verified	Other - Unverified
2018	197	21 (10.7%)	51 (25.9%)	91 (46.2%)	32 (16.2%)	2 (1.0%)
2019	153	14 (9.2%)	46 (30.1%)	75 (49.0%)	18 (11.8%)	0 (0.0%)
2020	136	11 (8.1%)	33 (24.3%)	71 (52.2%)	19 (14.0%)	2 (1.5%)

Source: Schools online

Percentage of students in top, middle and bottom thirds of the state 2019

	ATAR Triciles - High/Mid/Low: Count (%)		
	2020	2019	2018
High	9 (20%)	13 (22%)	19 (26%)
Mid	19 (43%)	28 (47%)	29 (40%)
Low	16 (36%)	19 (32%)	24 (33%)

Source: TISC for ATARs and cut-offs and Department calculations

Attainment rate – ATAR >55% and/or Cert II or higher % 2019

	2020	2019	2018	Three Year Average
Schools	144 (92%)	126 (95%)	156 (99%)	95.3%
Public Schools	96%	96%	96%	96%

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	2020	2019	2018
Certificate III or higher	6 (5.8%)	27 (22.3%)	55 (38.7%)
Certificate II	98 (94.2%)	94 (77.7%)	87 (61.3%)
Certificate I	0	0	0

Source: Schools online

Student Destinations

The data for the students of 2020 can be seen below. This information was obtained by early student feedback and may not actually reflect actual destinations in 2021

	Intention 2019 School	Intention 2019 State	Destination 2020 School	Destination 2020 State	Variation School	Variation State
Return to School		0.5%		0.2%		-0.4%
University	51.9%	48.5%	41.5%	41.7%	-10.4%	-6.8%
Uni Offer - No Placement		0.0%	0.8%	2.8%		2.8%
TAFE	14.8%	17.9%	5.7%	10.1%	-9.1%	-7.8%
Apprenticeship	11.1%	11.2%	5.7%	2.1%	-5.4%	-9.1%
Traineeship	0.7%	2.1%	0.8%	1.0%	0.1%	-1.0%
Other Training	1.5%	2.7%	4.1%	1.4%	2.6%	-1.3%
Employment - Full-Time	14.8%	10.6%	3.3%	3.8%	-11.6%	-6.7%
Employment - Part-Time	1.5%	1.7%	14.6%	13.9%	13.2%	12.3%
Employment						
Employment Assistance		0.0%	8.1%	9.2%		9.2%
Other	3.7%	4.8%	1.6%	2.7%	-2.1%	-2.1%
Deferred Training / Study		0.0%	13.8%	11.1%		11.1%
Total	100%	100%	100%	100%		

Due to the impact of COVID-19, universities developed an early offer program. Many students were successful in receiving early offers.

WACE Achievement Rate: count (% of eligible students)

	2020	2019	2018	Three Year Average
School (Semester 2 Census)	111 (90%)	118 (89%)	140 (89%)	89.3%
Like Schools	92%	93%	91%	92%
Public Schools	89%	89%	89%	89%

Source: SCSA data files



COVID 19 EARLY UNIVERSITY OFFER STATISTICS

Number of students with an ATAR who applied 28		Median ATAR of students who applied 78.95			
University	Curtin	ECU	Murdoch	UWA	Total
Number of students with a 1st preference (includes students without an ATAR)	25	2	1	3	31
Number of students offered their 1st preference	13	1	1	2	17
Number of students offered any of their preferences	19	3	2	4	28
Number of students who have enrolled	12	1	1	3	17
Number of students who have deferred	1	1	0	0	2

TARGET 1 - YEAR 12 PERFORMANCE OVER A THREE-YEAR AVERAGE

WACE Achievement will equal or exceed public schools over a three-year average.

WACE Achievement Rate: count (% of eligible students)				
	2020	2019	2018	Three year average
School (Semester 2 Census)	111 (90%)	118 (89%)	140 (89%)	89.3%
Like Schools	92%	93%	91%	92%
Public schools	89%	89%	89%	89%

Source: SCSA data files

Median ATAR will equal or exceed public schools over a three-year average.

Median ATAR (no. of students)				
	2020	2019	2018	Three year average
School	78.95	79.38	80.8	79.71%
Public schools	79.25	78.25	79.5	79%

Source: SCSA data files and Department calculations

On average, VET completion will be above 80%.

Year 12 Students Completing a VET Certificate (during Years 10 to 12)			
	2020	2019	2018
Certificate III or higher	6 (5.8%)	27 (22.3%)	55 (38.7%)
Certificate II	98 (94.2%)	94 (77.7%)	87 (61.3%)
Certificate I	0	0	0



VET Qualifications

VET qualification code	VET qualification	Completed	Enrolled	Percent
MEM20105	CII in Engineering	8	8	100.00
AUR20516	CII in Automotive Servicing Technology	4	4	100.00
CHC22015	CII in Community Services	3	3	100.00
HLT36015	CII in Population Health	2	2	100.00
UEE20511	CIII in Computer Assembly and Repair	1	1	100.00
TL121616	CIII in Warehousing Operations	1	1	100.00
CUA30113	CIII in Dance	1	1	100.00
SHB30215	CIII in Make-Up	1	1	100.00
52722WA	CIV in Health Science Foundations	1	1	100.00
ICT20115	CII in Information, Digital Media and Technology	13	14	92.86
MSL20118	CII in Sampling and Measurement	29	35	82.86
BSB20115	CII in Business	31	38	81.58
SIS20115	CII in Sport and Recreation	26	37	70.27
SIT20116	CII in Tourism	24	37	64.86
CUA20215	CII Creative Industries	3	5	60.00
CHC30113	CII in Early Childhood Education and Care	1	2	50.00
AUR20716	CII in Automotive Vocational Preparation	13	27	48.15
CUA20715	CII in Visual Arts	17	36	47.22
SIT20316	CII in Hospitality	15	35	42.86
Delivered off site				



TARGET 2 - NAPLAN / OLNA PERFORMANCE

Students need to demonstrate a standard of literacy and numeracy to meet the Western Australian Certificate of Education (WACE) achievement requirements. This can be achieved by receiving a Band 8 or above in NAPLAN and prequalifying for OLNA or by sitting the required online Literacy and Numeracy Assessment each year in Years 10, 11 and 12 until the standard is met. Significant support is provided to identified students through classes, additional 1 on 1 sessions and preparation classes.

- Improvement in Year 9 NAPLAN writing results, in progress and achievement.

Due to COVID-19, NAPLAN was cancelled in 2020. We will report further on these results in future Annual Reports.

- Increased percentage of students prequalifying for OLNA.

Due to COVID-19, there is no data for OLNA pre-qualification from NAPLAN – however the table below shows those who meet standard via Year 9 OLNA testing.

Year 9 students who met OLNA standard (via OLNA Year 9 testing 2020)

	Numeracy	Reading	Writing
2020	74%	82.7%	74%
2019	66.7%	60.0%	45.8%
2018	54.1%	57.9%	32.8%

no NAPLAN due to COVID-19



TARGET 3 - IN THE NATIONAL SCHOOL SURVEYS, STUDENTS WILL IDENTIFY WITH LEVELS OF SATISFACTION (4+) IN RELATION TO:

Teachers at Lesmurdie Senior High School expect students to do their best

	2014	2016	2018	2020
Staff (7)	4.6	4.5	4.2	4.2
Students (4)	4.3	4.2	4.4	4.3
Parents (3)	4.3	4.3	4.3	4.2

Teachers at Lesmurdie Senior High School motivate students to learn

	2014	2016	2018	2020
Staff (16)	4.2	4.2	3.9	3.9
Students (6)	3.7	3.5	3.8	3.4
Parents (11)	3.7	3.8	3.9	3.8

Teachers at Lesmurdie Senior High School provide students with useful feedback about their school work

	2014	2016	2018	2020
Staff (8)	4.6	4.3	3.8	4.0
Students (5)	4.3	3.6	3.6	3.5
Parents (4)	3.8	3.8	3.8	3.8

My school gives me opportunities to do interesting things

The curriculum offerings at this school are relevant and meaningful	2020
Staff	3.9
Student	3.4
Parent	3.8

I like being at my school

I would recommend this school to others.	2020
Staff	4.1
Student	3.2
Parent	4.1

The total score possible is 5.0.

- Purple: score has remained the same
- Orange: score has gone down
- Green: score has gone up

TARGET 4 - TEACHING AND LEARNING FRAMEWORK

Classroom observations confirm a 100% implementation of the new framework.

Through our collaborative planning sessions, a draft framework was established with a core central focus being “Positive Relationships”. This links to the important elements of; Instructional Delivery; Teacher Growth and Reflection; Assessment and Feedback; Planning and Preparation; and Learning Environment. Our collaborative focus from here will be to delve into these elements to provide a consistent approach across the whole school. Staff Performance and Development along with peer observations and lesson design will form an integral part of this framework.



PRIORITIES

Four priorities are identified in the School Business Plan 2020 – 2023. The impact of COVID-19 impacted on the progress of the strategies planned for the year. The commitment of both staff and students throughout the year however ensured that good progress was made despite these challenges.

PRIORITY ONE – THRIVING STUDENTS

Students are inquisitive, energised, ask questions and are curious about the learning process. They set and achieve goals, manage themselves, are open to ideas, appreciate difference and have a desire to contribute.

Judgement	
Less than expected	1
As expected	2
More than expected	3

Priority	Judgement
1.1 Develop an explicit approach for embedding the seven General Capabilities in the WA Curriculum to assist students to live and work successfully in the 21st Century	2
1.2 Explicit and sequenced teaching of study skills across all years and learning areas	2
1.3 Utilise a data driven approach to student monitoring and feedback through use of our Good Standing Policy	2
1.4 Develop and implement a positive education model to ensure student wellbeing	1
1.5 Develop and implement a targeted school wide literacy and numeracy	2
1.6 Utilize a data driven approach to student monitoring and feedback	2

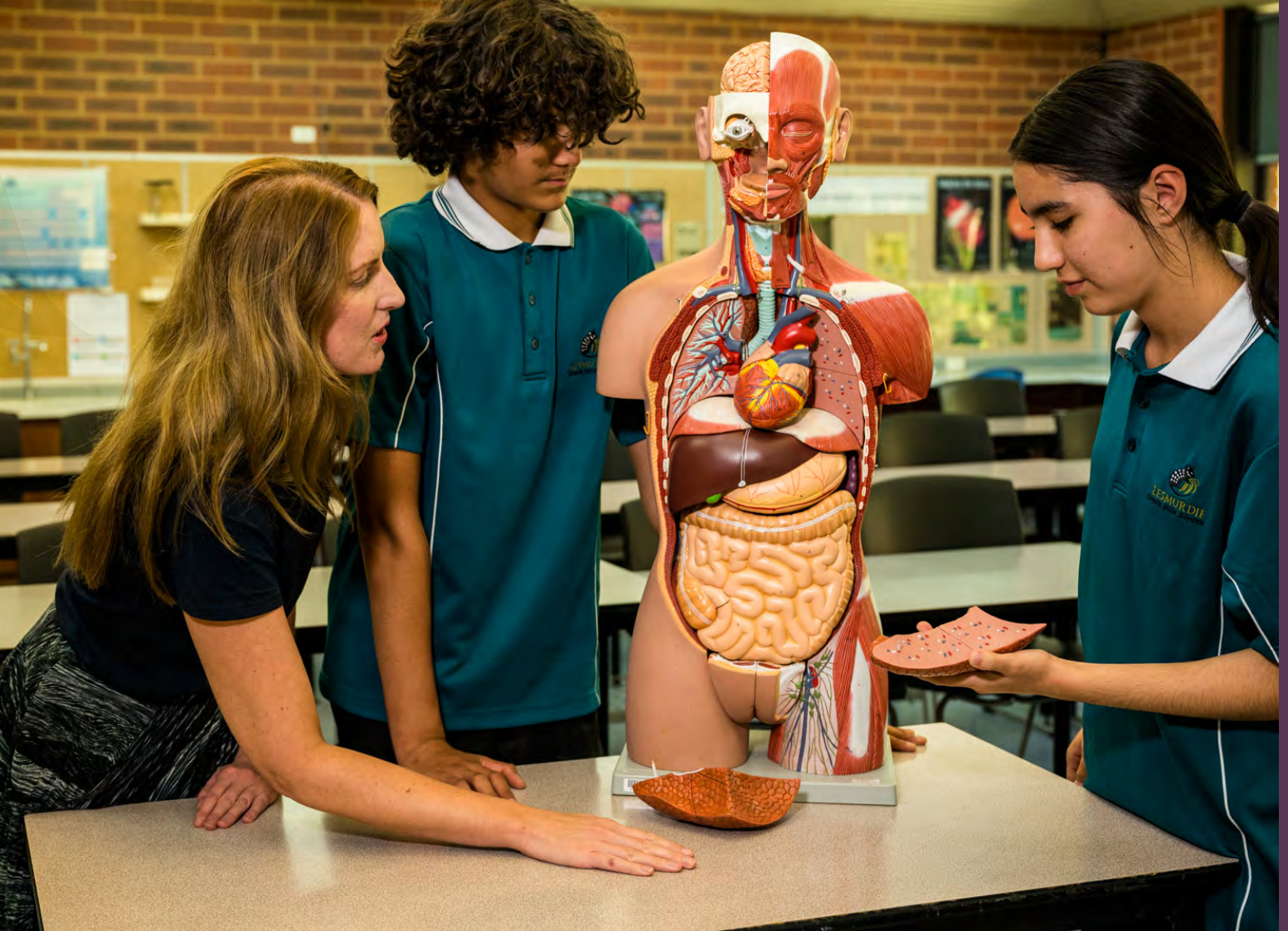


PRIORITY TWO - THRIVING STAFF

Staff contribute to a strong school culture. We challenge ourselves to reach our potential and improve performance. We have a positive influence in our teams and beyond. We share a desire to inspire and support each other and be the best we can be.

Priority	Judgement
2.1 Continue the implementation of LSHS Performance and Development Model for improving professional practice for all staff	2
2.2 Provide professional learning opportunities focussed on supporting successful students with distinct educational needs.	3
2.3 Develop a whole school Teaching and Learning Framework and provide staff with ongoing support during its implementation	1
2.4 Develop and promote innovative and strategic applications of technology in the classroom	2
2.5 Nurture a shared responsibility of staff wellness by providing opportunities for staff to connect, thrive and feel empowered to perform at their best	2





PRIORITY 3 - NURTURING ENVIRONMENT

We place a high priority on making school safe, fun and an inspirational place to learn. We understand that a modern education requires a positive approach to the wellbeing of our students and staff so that we are ready to thrive.

Priority	Judgement
3.1 Foster positive and respectful relationships within the school community through targeted programs and activities that consider the wellbeing of staff and students.	3
3.2 Continue to develop and implement the ethical and safe use of technologies, be responsive to changes and challenges in digital technology	3
3.3 Expand Community and Industry Partnerships	2
3.4 Develop an explicit framework for teaching a Behaviour Curriculum, ensuring a safe and supportive learning environment	3
3.5 Collaboratively review learning and recreational spaces to ensure a flexible plan relevant to school needs	2
3.6 Form a student action group to investigate and implement sustainable environmental practices within the School Community	2





PRIORITY 4 - NURTURING EFFECTIVE LEADERS

Shaping future leaders is a priority. We value curiosity, focus on continual improvement and reward innovation. We provide effective feedback and support for growth and development of our students and staff.

Priority	Judgement
4.1 Provide opportunities for student leadership and explicitly define their role within the school	2
4.2 Continue and enhance aspirant programs for staff	2
4.3 Identify PL needs to provide opportunities for growth in Leadership	2
4.4 Embed a culture of inclusive decision making	2
4.5 Develop authentic connections between the Board and School	2
4.6 Utilize student leadership to respond to student voice and promote feedback and involvement from all students	1





CELEBRATING 2020



YEAR 12 2020 AWARDS

The Arts	
General Dance	Claire Gear
General Visual Arts	Lauren Egan
General Music	Olivia Stewart
English	
Foundation English	Rita Samuel
General English	Meg McManus
ATAR English	Claire Gear
Mathematics	
Mathematics Foundations Course Commendation	Claire Hofbauer
General Mathematics Essential	Ebony Tindall
ATAR Mathematics Applications	Winston Middleton
ATAR Mathematics Methods	David Wang
ATAR Mathematics Specialist	Iash Bashir
Health and Physical Education	
General Outdoor Education	Johanna Lunn
General Physical Education Studies	Leon Rehl
ATAR Health Studies	Claire Gear
ATAR Outdoor Education	Laura Parke
ATAR Physical Education Studies	Winston Middleton
Science	
General Integrated Science	Johanna Lunn
ATAR Biology	Claire Gear
ATAR Human Biology	Claire Gear
ATAR Chemistry	David Wang
ATAR Physics	Iash Bashir
HASS	
Foundation Career and Enterprise	Rita Samuel
General Career and Enterprise	Ebony Tindall

Technologies	
General Automotive Engineering and Technology	Winston Middleton
General Children Family and Community	Johanna Lunn
General Food Science and Technology	Johanna Lunn
General Design Technical Graphics	Meg McManus
General Materials Design and Technology Metals	Leon Rehl
General Materials Design and Technology Wood	Joel Salas
VET	
Authority Developed Workplace Learning	Tyson Altinier
Certificate II in Information, Digital Media and Technology	Iash Bashir
Certificate II Tourism	Ciara Thackray
VET Dux	Ebony Tindall
ATAR Dux	Claire Gear

The Kris Thyer Scholarship	Alexander Jenkins
Curtin University Principal's Recommendation Award	Annabelle Promono
Curtin University Principal's Recommendation Award	Claire Gear
UWA Principal Citizenship Award	Niamh Tester
Engineers Australia Certificate of Excellence	Iash Bashir Regan Odenko David Wang
Sportsmanship Award	Jethro Sykes
Sports Person Award	Brayden Rumsley
Leadership & Service Award	Joshua Herden
The Endeavour Award	Deema Obaisy
Ethics Award:	Bronwyn Fox
Future Teacher Award	Winston Middleton
Citizenship Award	Candice Walsh
The Australian Defence Force Future Innovators Award	Leon Rehl
The ADF Long Tan Leadership and Teamwork Award	Joel Hartman
Caltex Best All Rounder Award	Winston Middleton
VET All Rounder Award	Johanna Lunn
AFL Sports Ready Physical Education Assistant	Mitchell Della-Franca

YEAR 12 ACHIEVEMENT

ATAR HIGH ACHIEVEMENT

Iash Bashir	98.1
Claire Gear	97.9
David Wang	97.85
Regan Odenko	97.55

CERTIFICATES OF MERIT

Geordie Cole-Radice	Annabelle Pramono
Josh Herden	Addisen Price
Hemal Jayawardhana	Leon Rehl
Alexander Jenkins	Olivia Stewart
Johanna Lunn	Niamh Tester
Tamsyn Murphey	Ciara Thackray
Deema Obaisy	Ebony Tindall
Regan Odenko	Eloise Walker
Charli Oxford	Candice Walsh
Laura Parke	Emily Warren

CERTIFICATES OF DISTINCTION

Iash Bashir	Winston Middleton
Claire Gear	David Wang

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

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2018	72	19	26%
2019	60	10	17%
2020	44	8	18%

Source: Schools online

YEAR 12 2020 PATHWAYS

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	OTHER - Verified	OTHER - Unverified
2018	197	21 (10.7%)	51 (25.9%)	91 (46.2%)	32 (16.2%)	2 (1.0%)
2019	153	14 (9.2%)	46 (30.1%)	75 (49.0%)	18 (1.8%)	0 (0.0%)
2020	136	1 (8.1%)	33 (24.3%)	71 (52.2%)	19 (14.0%)	2 (1.5%)

Source: Schools online

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

ATAR Triciles - High/Mid/Low: Count (%)				
	2020	2019	2018	
High	9 (20%)	13 (22%)	19 (26%)	
Mid	19 (43%)	28 (47%)	29 (40%)	
Low	16 (36%)	19 (32%)	24 (33%)	

ATTAINMENT RATE – ATAR >55% AND OR CERT II OR HIGHER %

ATTAINMENT				
Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)				
	2020	2019	2018	Three year average
School	14 (92%)	126 (95%)	156 (99%)	95.3%
Public schools	96%	96%	96%	96%

YEAR 12 STUDENTS COMPLETING A VET CERTIFICATE (DURING YEARS 10 TO 12)

	2020	2019	2018
Certificate III or higher	6 (5.8%)	27 (22.3%)	55 (38.7%)
Certificate II	98 (94.2%)	94 (77.7%)	87 (61.3%)
Certificate I	0	0	0

Source: Schools online

TOP YEAR 11 STUDENTS

Year 1 VET Dux	Dean Welch
Year 1 ATAR Dux	Luke Mohren

TOP YEAR 10 STUDENT

Taylah Cushing

AWARD WINNERS 2020 YEARS 7 TO 9

Year 7	
Art	Sienna Dodge
Design and Technologies - Materials	Hunter Mason
Design and Technologies- Food and Fibre Production	Chloe Oliver
Digital Technologies	Misha Anwar
Drama (Performing Arts)	Jade Cordy
English	Finn Kelly
HaSS	Misha Anwar
Health	Georgia Holt
Instrumental Music (IMSS)	Rohan Sood Amelia Vickers
Italian	Erin Collins
Mathematics General	Ayala Williams
Mathematics LEAP	Erin Collins
Literacy Support	Logan Robinett
Physical Education	Mitchell Alcock
Science General	Georgia Holt
Science LEAP	Luke Crawford
Dance (Performing Arts)	Kayleigh Tindall

Year 8	
Visual Art	Eleanor Dunn
Dance	Deveryn Stillisano
Design and Technologies	Aariana Holt
Digital Technologies	Carmen Schmidt
Drama	Elaha Abuzar
English	Emmeline Stirling
HaSS	Deveryn Stillisano
Health	
Home Economics	Deveryn Stillisano
Instrumental Music (IMSS)	Nanthana Navaneetha
Italian	
Mathematics General	Farin Hossainy
Mathematics Stream 1	Nanthana Navaneetha
Music	Katie Henderer
Physical Education	Jayce Heal
Science General	Asha Daly
Science Stream 1	Nanthana Navaneetha

Year 9	
Art	Nicole Swaby
Caring for Kids	Taylah Post
Computer Animation	Nicole Swaby
Dance	Tahlia Venetis
Drama	Cara Mackenzie
English	Nicole Swaby
Fun with Foods	Roshini Sivakumar
HaSS	Nicole Swaby
Health	Tianna Aitken
Instrumental Music (IMSS)	Emily Nahler Jorja Nahler Laura Stump
Industrial Systems	Asher Bailye
Italian	Roshini Sivakumar
Mathematics General	Kayla Harrap
Mathematics Stream 1	Nicole Swaby
Music (MUS)	Tom Sykes
Physical Education	Ronan Dwyer
Photography	Cara MacKenzie
Robotics & Engineering	Roshini Sivakumar
Science General	Paula Samuel
Science Stream 1	Nicole Swaby
Technical Graphics	Jake Barnes
Woodwork	Megan Taylor
Metalwork	Chloe Mouritz
Sport Science	Karan Salvi



DISTINCTION AWARDS

9 As	8As	7As
Year 7		
Erin Collins	Ayala Williams	Misha Anwar
	Lina Wassim	
Year 8		
	Duthie, Indra	Barraclough, Paige
	Navaneethakrishnan, Nanthana	Bradtke, Isabella
	Price, Chelsea	Dunn, Eleanor
	Schmidt, Carmen	
	Stillisano, Deveryn	
	Stirling, Emmeline	
	van der Helder, Grace	
Year 9		
Nahler, Emily	Abdurrokhman, Dila	Barnes, Jake
Stump, Laura	Bailye, Asher	Fitzgerald, Noelle
	Channarong, Kornkanok	Savani, Pavitra
	Mackenzie, Cara	Sood, Ronit
	Mouritz, Chloe	
	Myles, Kaylee	
	Nahler, Jorja	
	Post, Taylah	
	Russell, Jesse	
	Sivakumar, Roshini	
	Stillisano, Chantel	
	Swaby, Nicole	
	Vanngopal, Boston	





STAFFING PROFILE

In 2020 we had a number of new appointments to our staff to fill vacancies.

Teaching

3 permanent appointments

19 fixed term appointments

Non teaching

2 permanent appointments

In addition, we employed five graduate teachers, one of whom had been a participant in our teacher training partnership with Curtin University, CULIP. Christine Howells was also the

winner of the Western Australian Secondary School Executives Association Award. The award acknowledges her as the graduate student from the Bachelor of Education (Secondary) degree who has demonstrated the highest level of academic performance and teaching competency.

The CULIP program in 2020 was offered to four interns, Craig Barton, Kathryn Osborne, Coby Hobbs and Jake Bayley working within the school across Science, English and Art Learning Areas.

The teacher relief requirements were drastically reduced as Long Service Leave and leave applications reduced in the COVID-19 climate. Relief teacher requirements were less of a need and this was reflected in the relief budget.

FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	5	5.0	0	0.0	5	5.0
HOLA/Coordinator	10	8.6	1	1.0	11	9.6
Teacher	63	56.6	4	3.5	67	60.1
Education Support EAs	8	7.2	0	0.0	8	7.2
Admin	17	13.1	0	0.0	17	13.1
Cleaner	16	7.4	0	0.0	16	7.4
Gardener	2	1.2	0	0.0	2	1.2
Other	10	6.0	1	1.0	11	7.0
Total	131	105.1	6	5.5	137	10.6



SPORTING HIGHLIGHTS



Although COVID-19 severely impacted our sporting calendar, many events continued.

Although the Interhouse Swimming Carnival was washed out due to some very inclement weather and the Interhouse Swimming Carnival was COVID cancelled, our Interhouse Athletics Carnival saw Owen beat out the other houses to be crowned Champion House. Our Interschool team finished a very creditable 5th in C Division late in the year. Year 7 student Ruby Henshall competed at the All Schools Athletics winning away with a bronze medal for High Jump with a jump of 1:55 in her first competition after

breaking her toe and managing some health issues.

Year 10, 11 and 12 Outdoor Education continued with Abseil camps, the Dwellingup Survival Adventure Race and Canoeing Expedition, hiking, canoeing, kayaking, mountain biking and indoor rock climbing excursion. It was great to see so many of our past students returning to assist at these camps.

Lunchtime Staff v Student Volleyball matches, the Chuditch Cup, Basketball friendlies and carnivals also continued, allowing our students to engage in some great team activities.



LESMURDIE ENRICHMENT & ACCELERATION PROGRAM (LEAP)

Our Department of Education approved specialist program for Gifted & Talented Math and Science Students differentiates course work to enrich, accelerate, prepare and assess students at a higher level.

This allows our students to demonstrate their full level of achievement, matching their full potential. LEAP classes access other extra-curricular activities that may include STEM, career pathways and sometimes cross-curricular related competitions, excursions, incursions, guest speakers and projects. 32 students in each year group from 7 to 10 make up our LEAP program. LEAP teachers have additional meetings to collaborate on student progress and some were able to attend the Gifted and Talented Leaders Conference.

Our dedicated LEAP coordinator, Aaron Crawford, is responsible for promoting the LEAP program throughout our community, assess and invite students to enrol in LEAP and oversees the LEAP program enrichment and acceleration whilst monitoring and supporting the students.

Once again COVID-19 meant that many guest speakers, excursions and incursions that were booked in Semester One were cancelled due to the COVID-19 restrictions. Our LEAP students still managed to participate in a number of extra-curricular activities.



YEARS 7, 8 AND 9

- Preparation and participation in CAT (Computational & Algorithmic Thinking) competition
- Mathematics Challenge: Three week Problem Solving Program
- Mathematics Enrichment: Eight week extended Problem Solving Program
- Australian Mathematics Competition
- Participation in the STAWA Science Talent Search Competition (Short Video Category)
- Big Science National Competition
- STILE – Online Interactive Science Learning Platform
- Video Guest speaker from Kaarakin Cockatoo Centre (Year 7s)
- Design and Construction of Artificial Nesting Boxes for Black Cockatoos (Year 7s)

YEAR 10 SEMESTER ONE ONLY

- Preparation and participation in CAT (Computational & Algorithmic Thinking) competition
- Australian Mathematics Competition
- STILE – Online Interactive Science Learning Platform
- Participation in the STAWA Science Talent Search Competition (Short Video Category)
- Guest Speaker (Bio-Medical Science)
- Top Student Awards



YEAR 10 ACADEMIC AWARDS

It was a pleasure to welcome past LEAP student Anmol Kumar as our Keynote Speaker.

- Top Maths **Lucy Gao**
- Runner up Maths **Taylah Cushing**
- Top Science **Taylah Cushing**
- Runner Up Science **Owen Hughes**
- Dux LEAP **Taylah Cushing**
- Runner up Dux **Owen Hughes**

ATAR SUCCESS 2020

**44 ATAR students in total
(23 from the LEAP program)**

LEAP Student Average ATAR = 80.2

Non - LEAP Average ATAR = 74.4

2020 RESULTS (7 – 10) : HIGHER THAN AVERAGE RESULTS

Year Group	Maths Mean		Science Mean	
	LEAP	Others	LEAP	Others
7	77%	51%	79%	55%
8	81%	56%	87%	63%
9	91%	52%	88%	69%
10	79%	51%	81%	56%

COMPETITION RESULTS 2020

	Australian Maths Comp (7-10)	Australian Big Science Comp (7-9)	Other Competitions	
High Distinctions	2	4	STAWA Talent Search (Video)	2nd place
Distinctions	33	17	Science Olympiad	Credit
Credits	58	27	Curious Minds Entrant	
Proficiency	51			

ABORIGINAL CULTURAL STANDARDS FRAMEWORK



The Aboriginal Cultural Standards Framework (ACSF) continues to be implemented effectively at Lesmurdie Senior High School (LSHS). The initiatives and achievements of 2019 have been advanced in 2020 and will continue into 2021.

The ACSF committee was formed in 2020 with staff representatives from each Learning Area as sitting members. This committee served as an efficient conduit in which to audit and advance the teaching of Aboriginal culture and history in each Learning Area. This work continues via the newly formed Diversity Committee in 2021 as part of the broader LSHS TEAMS initiative.

The ACSF Learning Area Curriculum Audit, completed in 2020, indicates the increasing capacity of teachers to embed and connect relevant content within their Learning Areas. A significant uptake and improvement in the range of content relating to Aboriginal themes, cultures and histories across learning areas is further indicated as staff continue to reflect on the quality and efficacy of their teaching in this area and participate in professional development

Due to COVID-19 there was lack of opportunity to conduct whole school professional development on Aboriginal culture and history. Instead small team sessions were conducted with each Learning Area by their ACSF committee representative in order

to ensure that all staff understood the ACSF objectives and their role in achieving them.

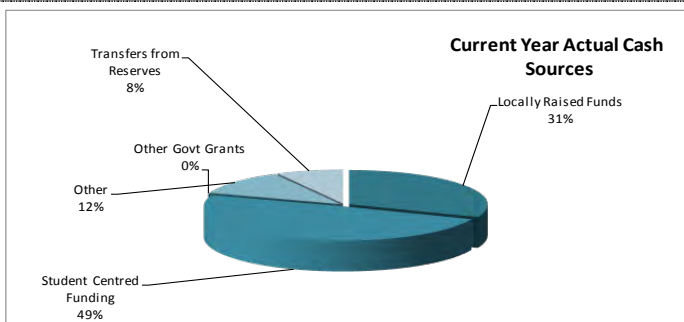
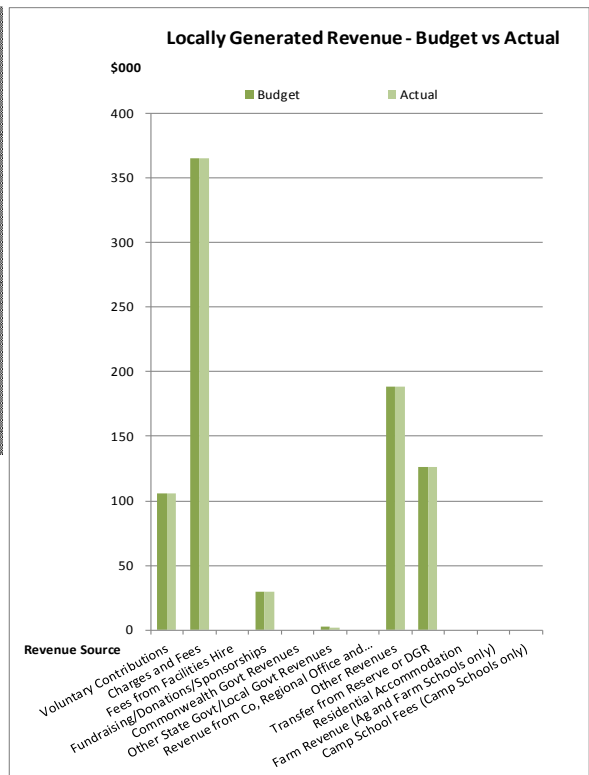
LSHS continues its participation in the Follow the Dream program to support eligible Aboriginal students with their studies and in exploring their options for post school further education. Through this program a number of our students have been highly successful with top performing students from years 9 and 12 being acknowledged and awarded in 2020. All Aboriginal students participating in this program have demonstrated improvement as a consequence of their involvement.

LSHS has continued to advance the culturally responsive environment of our school. The expansion of previous initiatives such as our Six Season Garden and the inclusion of Acknowledgments of Country at all events is evidence to this. Furthermore, with successful funding grants submitted to the Department of Local Government, Sport and Cultural Industries, to the combined value of \$2000, LSHS was able to acquire numerous books for the library relevant to the goals of ACSF and pay for a guest artist from Urban Indigenous to work with LSHS students, to create original murals with meaning specific to our school. Arts further served as a means of raising whole school awareness with a powerful multi-disciplined performance conducted by LSHS dance students and our Concert Band during NAIDOC week.

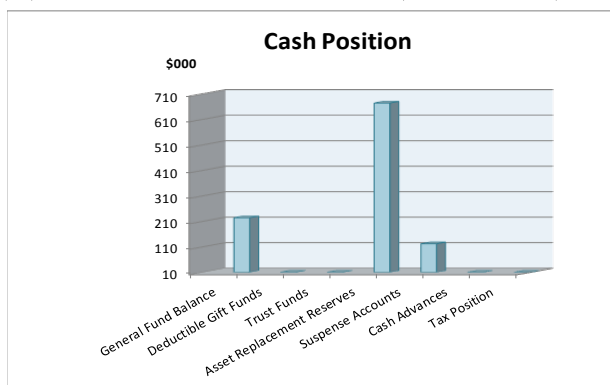
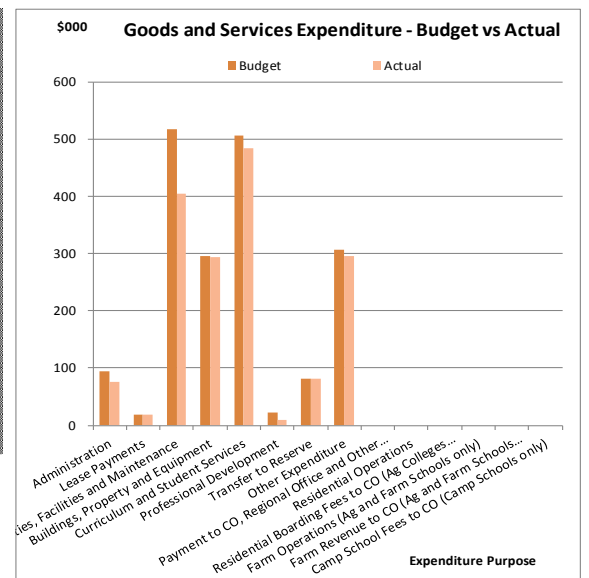


Lesmurdie Senior High School
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 105,417.65	\$ 105,417.65
2	Charges and Fees	\$ 365,199.74	\$ 365,199.74
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 29,512.75	\$ 29,512.75
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,800.00	\$ 2,012.73
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 188,390.38	\$ 188,386.71
9	Transfer from Reserve or DGR	\$ 126,198.54	\$ 126,198.54
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 817,519.06	\$ 816,728.12
	Opening Balance	\$ 279,910.83	\$ 279,910.83
	Student Centred Funding	\$ 790,745.20	\$ 790,745.20
	Total Cash Funds Available	\$ 1,888,175.09	\$ 1,887,384.15
	Total Salary Allocation	\$ 11,034,586.00	\$ 11,034,586.00
	Total Funds Available	\$ 12,922,761.09	\$ 12,921,970.15



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 93,660.95	\$ 76,025.31
2	Lease Payments	\$ 19,190.00	\$ 19,169.62
3	Utilities, Facilities and Maintenance	\$ 516,246.89	\$ 404,163.63
4	Buildings, Property and Equipment	\$ 294,719.03	\$ 294,067.22
5	Curriculum and Student Services	\$ 504,972.19	\$ 484,221.63
6	Professional Development	\$ 22,158.17	\$ 8,648.04
7	Transfer to Reserve	\$ 82,072.00	\$ 82,072.00
8	Other Expenditure	\$ 307,084.92	\$ 295,053.15
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,840,104.15	\$ 1,663,420.60
	Total Forecast Salary Expenditure	\$ 10,531,084.00	\$ 10,531,084.00
	Total Expenditure	\$ 12,371,188.15	\$ 12,194,504.60
	Cash Budget Variance	\$ 48,070.94	



Cash Position as at:	
Bank Balance	\$ 1,002,633.80
Made up of:	\$ -
1 General Fund Balance	\$ 223,963.55
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 673,852.37
5 Suspense Accounts	\$ 122,079.88
6 Cash Advances	\$ (150.00)
7 Tax Position	\$ (17,112.00)
Total Bank Balance	\$ 1,002,633.80

AUDIT

The Department of Education completed a compliance audit in 2020. Their opinion at the conclusion of the assessment was that internal systems and controls within the school are good.



LESMURDIE

SENIOR HIGH SCHOOL

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